

Charles University in Prague
Faculty of Education
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Diploma Thesis

***The Use of Media in the EFL Classrooms at
Secondary Schools in the 21st Century***

*Využití médií v hodinách angličtiny
na středních školách v 21. století*

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Declaration

I hereby declare that I wrote this diploma thesis on my own and I provide all the sources in the bibliography. I agree that my thesis can be included in the Theses database.

Prague, April 10, 2014

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Abstract

The aim of this diploma thesis is to explore and compare various types of the old and the new media, which are commonly used in the EFL classrooms at the Czech secondary schools in the 21st century. The key question is to what extent are the new media implemented into the English lessons at the Czech grammar and secondary technical and vocational schools. The findings of the online questionnaire survey, which was conducted on the random sample of the Czech secondary school teachers of English and on the sample of the 15 or 16 years old first grade secondary school students of English proved that both the old and the new media are commonly used in the English lessons. However, despite the fact that the lives of the 21st century students are largely influenced by the new media, the English teachers use the old media more often. It is recommended that more initiatives and programmes should be directed at the promotion of the implementation of the new media into the English lessons and also at the training of the teachers in using them effectively.

Key words

English language teaching, media literacy, new media, old media

Název práce: Využití médií v hodinách angličtiny na středních školách v
21. století

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Abstrakt

Cílem této diplomové práce je prozkoumat a porovnat různé typy starých a nových médií, která jsou běžně využívána v hodinách angličtiny na českých středních školách v 21. století. Klíčovou otázkou je, do jaké míry jsou nová média zařazována do hodin anglického jazyka na českých gymnáziích a středních odborných školách. Výsledky dotazníkového šetření, které bylo provedeno online na náhodném vzorku českých středoškolských učitelů angličtiny a na vzorku patnáctiletých žáků angličtiny navštěvujících první ročníky středních škol potvrdily, že jak stará tak nová média jsou běžně využívána v hodinách angličtiny. Nicméně i přesto, že v 21. století jsou životy žáků značně ovlivňovány novými médii, používají učitelé angličtiny častěji média stará. Je doporučeno směřovat více iniciativ a programů na podporu zavedení nových médií do hodin angličtiny a také na školení učitelů s cílem umět využívat tato média efektivně.

Klíčová slova

výuka angličtiny, mediální gramotnost, nová média, stará média

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Introduction

The successful English teachers adapt their teaching techniques to fit the students' needs and the needs of the society they live in. As the new media such as notebooks or smartphones with the Internet play a significant role in the lives of the 21st century students living in the modern society, the implementation of the new media into the EFL classrooms is one of the main concerns of the 21st century pedagogy. For this reason the aim of this thesis is to explore and compare various types of the media, which are commonly used in the Czech EFL classrooms at the secondary schools in the 21st century. The key question is to what extent are the new media implemented into the English lessons at the Czech grammar or secondary technical and vocational schools.

Various types of the media have always created an indispensable part of the EFL classrooms since they bring the authentic elements into the lessons. These elements help the students to get closer to the real-life situations and make the learning of English more genuine and lively. Additionally, in the communicative language teaching, authenticity is a very important feature of the lessons as the use of authentic objects and materials in the EFL classrooms is promoted by this method. Therefore, the English teachers are presupposed to use a variety of media in their EFL classrooms and it is an objective of the thesis to investigate if they do so or not.

The thesis is divided into three main parts. In the theoretical part, the key terms are defined and the profiles of the 21st century teachers and students are outlined. Furthermore, the aspects of the media use in the EFL classrooms are portrayed. Both the old and the new media are considered, but more attention is devoted to the new media as they are meant to create the backbone of the thesis.

The second part is an analytical part, which bridges the first and the third part of the thesis. It is built upon the theoretical assumptions presented in the theoretical part; however, it relates them with the actual findings. In this way the ground for the following survey is established. In the analytical part, the general tendencies concerning the media use by the teachers and students are presented. Secondly, the Czech Framework Education Programme is analysed with the intention to find out if the Czech teachers of English at the secondary schools are obliged to use various types of media in their EFL classrooms. Thirdly, some of the initiatives concerning the implementation of the new media to schools

are introduced. Lastly, selected activities aimed at teaching English through the new media are delineated.

The third part of the thesis consists of the analysis of the survey, which was conducted among the Czech secondary school teachers and students of English. The teacher's and the student's questionnaire served as a method for the data collection.

The teacher's questionnaire, which was sent to a random sample of the Czech grammar or secondary technical and vocational school teachers of English, was aimed at answering the following four hypotheses:

H1: The English teachers use a great variety of media in their lessons; however, the printed media are more prevalent.

H2: When the electronic media are used in the English lessons, they are used for manifold purposes.

H3: The English teachers are aware of the influence of the new media on students' learning of English.

H4: The media contribute to the changes in teaching style of the English teachers.

The student's questionnaire, which was given to the Czech 15 or 16 years old students, who attend the first grades at the grammar or secondary technical and vocational schools, was targeted on validating or disproving the following four hypotheses:

H1: The new media are more popular with students than the old media.

H2: Students use the Internet for manifold purposes.

H3: Students regard the new media as more effective tools for studying English than the old media.

H4: Students wish to use portable computers in their English lessons.

1. Theoretical Part

1.1. Defining key terms

1.1.1. Media

As the aim of this diploma thesis is to depict the use of media in the EFL classrooms at secondary schools, in the first place it is necessary to define the terms ‘medium’ and ‘media’. In Merriam-Webster’s Collegiate Dictionary, medium is defined as “a means of effecting or conveying something” (722). However, many sub-definitions can be added to this explanation. For instance, the sub-definitions proposed by Chan reflect the way the media are used in the educational context: the medium can be either understood as “a channel or system of communication, information, or entertainment” or as “something (such as a magnetic disk) on which information may be stored” (2). The first sub-definition relates the educational media to the mass media (e.g. television or radio), the second sub-definition, on the other hand, associates the media with technological devices (e.g. cassette tapes, DVDs or tablets).

With respect to the channel, the media are traditionally divided into two groups: the printed and the electronic media. The electronic media are further split into the written and the time-based media. Balzagette explains that the first group of the electronic media is largely based on a written word, e.g. emails, websites and blogs. The media in the second group “all depend on duration as an essential part of their meaning” (Balzagette 5), e.g. radio, film, television, video and games.

Moreover, the electronic media can store and transmit information in two different ways: either in an analogue or in a digital form. Nowadays, the digital form is favored because it enables the user not only to access information, but also to develop and modify it faster and more easily. It confirms Lawson-Borders who says that “digital technology compresses information and allows text, graphics, photos, and audio to be transmitted effectively and rapidly across media platforms” (1). This also means that the digital media are typically the multimedia. They very often feature multiple contents such as videos or audios, which can be easily combined. For this reason the term ‘digital media’ is generally used synonymously with the term ‘electronic media’ since now most of the electronic media convey information in a digital format.

In addition, the terms ‘old media’ and ‘new media’ appear in the thesis. The degree of newness, which is connected with a certain type of the media, constitutes another distinctive feature of the media. Cuban contrasts the old media such as textbooks, blackboards, overhead projectors, television, and video cassettes with the new media, which encompass “the ‘hard’ infrastructure of wiring, computers, software applications, and other equipment, including laser disk players, overhead-mounted presentation machines operated from a keyboard, digital cameras, and so on” (12). He adds that the new technologies also require “the ‘soft’ infrastructure of technical support for all of this equipment, including scheduled replacement and professional development of teachers and administrators” (12). This remark stresses an important characteristic of the new media, i.e. there is usually a net of administering forces, which not only support, but also develop the functioning of them.

Furthermore, the new media empower their users to connect with one another more easily. As Meidasari explains, “through these technologies, young people are participating in a range of activities, including social networking, blogging, gaming, instant messaging, downloading music and other content, uploading and sharing their creations, and collaborating with others in various ways”.

1.1.2. Media literacy

Media literacy is defined as “the ability to access the media, to understand the media and have a critical approach towards media content and to create communication in a variety of contexts” (European Commission). When a teacher uses the media in his or her EFL classroom, he or she does it primarily for the purpose of language teaching. However, he or she also indirectly teaches the students how to work with the media and how to interpret the content they offer. Therefore, language lessons can significantly contribute to the teaching of media literacy.

Nowadays, the term ‘literacy’ is much broader than it used to be in the previous century. Baker et al. point out that in the 21st century “what it means to be literate has changed as the demands of a culture have changed. [...] Today, our culture is becoming more technological as we spend more time watching television and using computers. The changing demands of literacy in our technological society suggest that we need to reexamine previous notions of literacy” (396). Yet Douglas adds that this kind of broad

understanding of literacy “is significant as people are facing many kinds of literacies during their life” (BFI 1-2). In the 21st century, being literate means to understand television, film, newspaper articles, blogs and other means of the printed as well as the electronic media.

It is apparent that media literacy has become a fundamental piece in the pyramid of literacies, which the civilised people encounter in their everyday lives. It is not only necessary to know how to utilise the media, but also how to abstract trustworthy information from them. Warlick supports this notion by saying: “assuming a rapidly changing and information-driven future, what our children know will be less important than what they can do with it. Rather than being the end product, we must look at information as a raw material that students not only learn, but also use in some way” (50). The 21st century students of English should be trained to be successful information seekers and they should know how to process the information for their own benefit. If the English teachers work with the new media in their EFL classrooms on a regular basis, they help their students to achieve this goal more easily.

1.2. The 21st century teachers

What are the roles of the 21st century teachers of English? In his webinar ‘Changing with the Times’, Gareth Davies, the teacher trainer and materials developer for OUP¹, stresses three major roles of today’s English teachers, namely: teach students to ask questions, teach students to gather and assess information from a variety of sources and accept we are part of, not the only source of, knowledge. It means that the 21st century teachers of English should try to teach their students how to find and work with information, how to consider it critically and do not present themselves as the exclusive source of it. Nevertheless, he does not say that every English teacher now has to be an expert at working with the new media. He rather says that the success of the teaching process lies in the understanding of the changing learning styles of the students and the English teachers should be ready to adapt their teaching techniques accordingly.

Yet it may not be easy for the 21st century English teachers to adopt these roles. It is the curricula, which is changing slower than the time and also it is the teaching myths, which teachers usually embrace and stick to that influence them. Fiedler & Völjätaga

¹ Oxford University Press

explain that “the current, mainstream educational system can’t keep up with the rapid rate of change in the twenty-first century” (142). They see the reasons for it in the fact that “the process of establishing a new learning culture is fundamentally restricted by the values, myths and beliefs about education and learning among the various stakeholders” (142). These stakeholders are primarily the creators of the curricula who usually do not reflect on the changes fast enough, but they are also the teachers who are apt to adopt certain teaching myths and stick to them for as long as possible. These myths are deep-seated in the culture and they produce pervasive beliefs on education. In other words, the changes of the roles of the English teachers which have been already addressed are not only about the implementation of the new media into the lessons, but also about different ground beliefs, which the teachers have about learning and teaching.

On the other hand, many teachers realise the fact that although the lifestyles of their students have changed quite much in the recent years, the school stays mostly the same. Osborn et al. support this assumption and say that “teachers are very aware of the difficulties of engaging all pupils in learning and know that schools have changed less in their deep structures in the last 20 or 30 years than young people have changed” (4). It seems that many teachers are aware of the changes which would make the education more effective, but they consider their implementation difficult. This is the reason why there may be some English teachers who do not use the new media in their lessons much or not at all.

1.3. The 21st century students

What are the characteristics of the 21st century students of English? It is obvious that today’s students of English differentiate from the previous generations in that they have been born into the digital age. Erbaggio et al. call the current student population ‘the NetGen’ and they characterise them as “typically visually literate, having the unique ability to weave together images, text, and sound in a natural way, and to assimilate disparate information from multiple sources”. Spector et al., on the other hand, call these children ‘digital natives’ and put them in contrast with their parents and teachers who are referred to as ‘digital immigrants’ (822).

There are two crucial points which characterise the digital natives – “they possess a sophisticated knowledge of and skills with information technologies and as a result of their

upbringing and experiences with technology, they have particular learning preferences or styles that differ from earlier generations of students” (Osborn 822). Digital immigrants, on the contrary, “grew up in the pre-digital age and had to integrate technology into their lives as it has rapidly evolved to become essential. Accordingly, it is assumed that their levels of understanding of and skills with technology are not as sophisticated and fluent as those of digital natives” (Osborn et al. 822).

It means that the lives of the current generation of the English students are highly determined by the new media. For some of them, the Internet became a prominent learning tool and a primary source for information (Lawless 912) and it is likely that the new media influence the way they learn and perceive the language as well. As Davidson & Goldberg write, “new technologies are changing how people of all ages learn, play, socialize, exercise judgment and engage in civic life. Learning environments, peers, family and social institutions are changing as well” (5). For example, nowadays there are many more channels which are widely used by the students and through which English can be learnt, e.g. social networks, television, games and smartphones.

Nevertheless, although the 21st century students of English may have some solid abilities to work with the electronic media, it was proved that they still need training in using them effectively (Osborn et al. 824). It is for this reason that media literacy should be perceived as one of the key competences provided by schools. Jacobs highlights that “while more young people have access to the Internet and other media than any generation in history, they do not necessarily possess the ethics, the intellectual skills, or the predisposition to critically analyze it” (138-9). One of the actual results of this is the fact that many students “are unable to focus for sustained periods of time and they cannot deeply and reflectively read long texts” (Rama 32). It means that the 21st century students of English should be not only taught with the new media, but they should also know how to use them effectively.

On the other hand, it must be admitted that much of the research conducted on the digital natives was based on “limited profiles of Millennial Generation students who come from affluent suburban areas around large cities” (Osborn et al. 825). It implies that the scope of the research on this topic may be limited and the results cannot be absolutely generalised. In addition to the socio-cultural and class factors, gender plays also a significant role in this context. Zammit confirms this presupposition by saying that “gender

can often assume a key role in the acquisition of digital literacy, especially when articulated with other social, cultural, and material factors” (131). The motivation of women to use the new media is traditionally perceived to be lower.

1.3.1. Students and PC games

Playing PC games became one of the most popular free time activities in the 21st century. Especially boys like to play them often. For this reason it may be worthy to examine their effects on teaching English a little further.

Firstly, Davies says that there is nothing so bad about playing PC games and that not only students, but also their teachers can profit from it in many ways. In reality, the PC games teach students to live in a try-again culture in which failure is not perceived as something bad. Quite on the contrary, the PC games encourage their players to experiment or ask friends for help. Seely Brown further explains that “the first thing to realize about game play is that most video games are incredibly difficult to master. [...] In this world, you immerse yourself in an immensely complex, information rich, dynamic realm where you must sense, infer, decide and act quickly. When you fail, you must learn from that failure and try again and again and again” (15). It means that the PC games train their users to make fast decisions, which can be well employed in the English speaking activities targeted on instant reactions and improvisation. Moreover, getting used to the life in a try-again culture can have a positive effect on tasks solving as the students may be less stressed and fearful. That may also have a positive effect on students who are afraid of mistakes when talking in a foreign language.

Secondly, the PC games foster collaboration, role-playing and multi-dimensional problem solving, which are useful skills for the English language learning as well. As Ravenscroft et al. point out, “immersive environments and games are specifically suitable for acquiring the 21st century skills such as problem-solving, collaboration and inquiry, because they are based on the fact that what needs to be acquired is not explicit but must be inferred from the situation” (295). Davies compares this new culture with the traditional school culture and says that it is time to start thinking reverse. It means that it is important to teach the students of English how to fail, not to be ashamed of doing exercises again and learning from the mistakes, to focus on the why and to show the working out.

On the other hand, although the PC games can be used as an effective tool for learning and teaching and there exist even some schools which are entirely built upon the game-based learning (e.g. the Quest to Learn school in Manhattan) and some English textbooks already offer their users an online support partly in the form of the PC games targeted on the language practice (e.g. *Headway*²), it is important to emphasize the fact that not all games are suitable for learning. They have to be carefully designed and properly used.

1.4. Media in education

Education should prepare students for the real life. Nowadays, many people live in the world where the media are ubiquitous and as Tafani points out, “media are important because we get to know the world through using them” (2). They work as tools which provide people with the information about the world. It is the reason why the media can be considered to be a useful instrument, which can help students with their learning. Clark & Morrison approve this assumption and point out that “educators have examined the impact of media on learning since at least 1912, when the American psychologist Edward L. Thorndike recommended pictures as a labor saving device for instruction”.

Nevertheless, the English teachers have used many more different types of media for conveying instruction and supporting learning since 1912. The mass media such as newspapers, movies, radio and television have been used alongside with the traditional educational media such as textbooks, chalkboards or overhead projectors. However, the range of the media available today is much wider. Now, the English teachers can work with the interactive whiteboards, notebooks, tablets etc.

1.4.1. The use of media in the EFL classrooms

No matter what type of media is used in the EFL classroom be it a magazine picture, a short video or a tablet application, it is commonly used for the purpose of bringing a piece of real world into the lesson. As Chan observes, “media are essentially realia to be brought into a classroom from the outside world in an attempt to make language activities appear more realistic, more interactive, and therefore, more meaningful” (132). Moreover, the authentic materials “are regarded as motivators and as a

² the games are available at <https://elt.oup.com/student/headway/?cc=cz&selLanguage=cs>

means to overcome the cultural barrier to language learning” (Erbaggio et al.). Erbaggio et al. further observe that “using authentic materials allows students to connect with the target culture in a more personal way than if the culture is presented uniquely through someone else’s narrative” (e.g. the authors of the English textbook). It means that the use of media in the EFL classrooms is essential for a successful second language acquisition.

The purposes of the use of media in the EFL classrooms can be summarised in the following way (Knill 2):

- shake up old paradigms
- rethink the subject
- illustrate real life applications
- explain things better
- tackle real life problems
- add a discovery component
- add color to the subject
- break the monotonicity of a lesson
- use audio-visual channels
- share teaching tools with other teachers
- better organize a lesson
- have students become more involved
- mine other interests of students

It is obvious that the media can spice up the English lesson in many ways. Their great advantage is that some of them can run on a multimodal level, i.e. they are a combination of words, sounds and images or they sometimes even work through the tactile channels. It helps the students with their learning of English because it is generally assumed that the more senses are involved in the learning, the better is the understanding of the topic. Moreover, the media can help teachers to implement various discovery techniques into their EFL classrooms, which also usually brings positive learning outcomes. For instance, students can be asked to read a magazine article or an online text and with the help of the accompanying pictures elicit the structure and the meaning of the given words.

On the other hand, because of the fact that the content of the authentic media is designed for native speakers, some students may consider the language used in them too

complicated. In addition, the authentic media “may be too culturally biased and difficult to understand outside the language community or there may be a problem with material that can become outdated easily” (Lancouchová 8). The solution to this may be the use of semi-authentic materials³ or the engagement with online materials. As Erbaggio et al. point out, “by presenting authentic materials online, students have all the advantages offered by authentic documents, but can also determine how and when they engage with them: by replaying key sections of an audio recording or by taking more time than is usually available during an in-class activity to decipher a text”.

1.4.2. Old media

Among the old media are traditionally counted the printed media such as books, newspapers or magazines and the electronic media such as radio, tapes and records, television and films. As Lawson-Borders writes, their basic function is to gather and disseminate news, information and entertainment (1). Tanriverdi & Apak add that the old media are a good source of current data and they make the students more culturally competent as they provide them with linguistic and cultural authenticity (6). Because of these “they motivate students to speak and help them integrate listening, reading, talking and writing skills through various kinds of activities” (Tafari 2). The reading of newspapers in English, for instance, “helps students advance their knowledge of current lexical items and idiomatic expressions and increases their ability to interpret, analyze, synthesize, and evaluate cultural texts beyond the comprehension of simple facts” (Tanriverdi & Apak 6). Furthermore, the use of the old media in the English language classrooms brings positive motivation, interactivity and collaboration into the lessons. It can be achieved through activities such as analyzing a text on a popular topic in a magazine, watching and discussing a teenage film or a short video or reconstructing a book story in pairs or groups. Such activities provide students not only with the language practice, but also with information. Since most of the students are familiar with these types of media, the activities done at school can be easily extended and continued or finished at home, which may help the students to bring English into their daily lives.

On the other hand, some students of English may consider the old media rather demotivating because they find them obsolete and not interactive enough. Many today’s

³ simplified materials which appear authentic

teenagers prefer the digital media, which they regard as entertaining and easy to access. Besides, teachers have to take into consideration the fact that the mass media are not innocent. For instance, as Tanriverdi & Apak observe, “teachers must be aware that newspapers and magazines are commercial enterprises aimed at a particular target readership; and as such they may reflect the values, interests and biases of the readership; as well as those of the owners, editorial staff, and the political milieu” (6). For these reasons the students of English should be taught how to interpret the media, so that they could identify the possible disparities between the texts and the reality.

The benefits and purposes of the use of the old media in the EFL classrooms are listed in the following table, which summarises the findings presented by Tafani (3-9). The examples of the activities, which are presented in the table, were supplemented by the author and they illustrate the purposes of the use of the old media in the EFL classrooms on practical examples.

type of media		its use in the ELT classroom
printed	newspapers	<ul style="list-style-type: none"> • transmit the culture and reflect the current language • offer a variety of text types, language styles, subjects and topics • a source of many of the varieties of English • real-life events arouse curiosity and may motivate students in their further reading • can be interpreted or used as they are • also suitable for mixed-ability classes, depending on the activity • exercises based on them are suitable for developing reading comprehension, critical thinking skills, writing skills, grammar skills, vocabulary, geography skills, social study skills etc. • <u>examples of activities</u>: headline combinations, categorizing articles, exchanging the news, ranking articles, press conference, predicting photographs, putting the picture in the story, classifying adds, job interviews, problem page letters, acting out cartoons, predicting the weather, newspaper reading corner etc.
	magazines	<ul style="list-style-type: none"> • in use similar to newspapers • offer a wide range of topics - political, scientific, fashion, cultural, entertaining, sport etc. • rich in pictures – they stimulate verbal or written stories • <u>examples of activities</u>: introducing topics like colours, clothes, means of transport, famous people and many others, making up short stories, stimulating picture discussions etc.

	books	<ul style="list-style-type: none"> • lack the immediacy of other mass media, but they are more enduring • entertaining, motivating and they promote reading • <u>examples of activities</u>: acting out the story, writing letters to the characters, changing the plot, continuing the story, reading aloud in groups, turning the story into a film etc.
electronic	radio, tapes, records	<ul style="list-style-type: none"> • stimulate the imagination • helps the pronunciation, the intonation, the rhythm etc. • develop greater confidence in the ability to cope with English as it's spoken outside the classroom • <u>examples of activities</u>: listening to the headlines and making predictions, discussions on the topic, reconstructing the events, reporting on the story
	television, films, videos	<ul style="list-style-type: none"> • in use similar to radio • attractive and entertaining • can be exploited for language practice or for developing more active literary skills • use multiple channels, which can help students to understand the subject better • may be used as warming-up activities, pre-activities for the coming issue, as supplementary materials for a certain topic, for up-to-date information, to update the information in the textbooks, etc. • <u>examples of activities</u>: setting questions about the film, commenting on various things, turning the sound down and guessing, making own dubbing, comparing the film with the book etc.

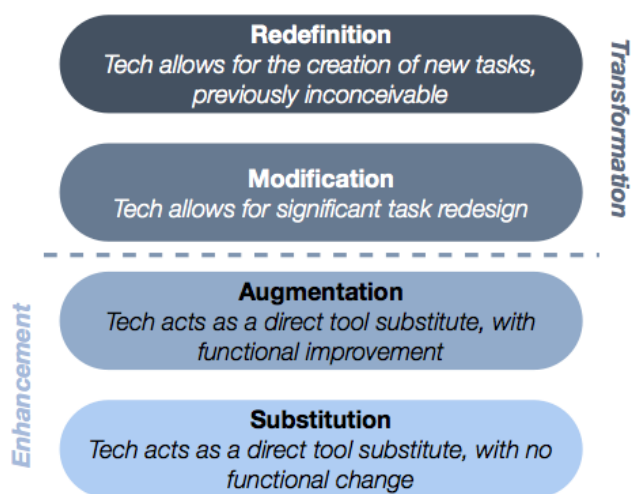
The table shows that there are various types of the old media and the English teachers can use them in their EFL classrooms for manifold purposes. Although there are newer media available now, the old media can still work to student's benefit.

1.4.3. New media

Whereas the old media are commonly perceived as a means of delivery of information or instruction, the new media open up new possibilities of working with the tasks, e.g. they can help the English teachers to support the student-centered, the collaborative or the problem-based learning. Moreover, "online technologies have the power to make authentic materials instantly accessible to learners in the language and culture classroom" (Erbaaggio et al.). They enable the English learner to stay in touch with a wide range of materials, which are transmitted through various modes.

Nevertheless, some teachers may be reluctant to utilise the new media in their English lessons. One of the reasons is the fact that the use of the new media in the EFL classroom presupposes the reality that the teacher is able to cope with technology. However, as the following model by Dr. Ruben Puentedura shows, the implementation of the new media into the English lessons has its benefits. It is depicted in the model that the new media can substantially improve the traditional teaching techniques and make the teaching of English more efficient.

SAMR (Puentedura)



(Bannister & Wilden 23)

The following table was designed with the aim to make the workings of Puentedura's model clearer. The ideas were taken from Bannister & Wilden (23-24) and they were adapted to the context of the EFL classrooms by the author. The techniques operating with the old media are compared with those using the new media.

old media	level of use	new media
student reading a list of vocabulary items from the textbook	Redefinition	student producing visual dictionaries of lexical sets using a camera in the tablet or cell phone and turning the pictures into an e-book
teacher controlling the tape recorder	Modification	student using headphones to listen to the recording on the tablet
	task redesign	playing the tape as often as they need
student looking up a word in a paper dictionary	Augmentation	student looking up a word in a dictionary application
	functional improvement	the possibility to hear the pronunciation
writing down on the paper	Substitution	using Microsoft Word for typewriting

The notes in bold depict that when the teacher decides to use the new media in the EFL classroom, there are additional levels, which can enrich the participants of the learning process. It can be illustrated on two practical examples, which are related to the teaching of vocabulary in English. Reinking & Rickman, who have investigated the effects of computer-mediated texts on reading, provide the first example. They found out that when reading computer-mediated texts, where definitions of difficult words were provided with a click of a mouse, the students were more motivated to read them and they performed better in vocabulary and comprehension tests than the students who read the same texts in print using a paper dictionary (Reinking & Rickman 404). Erbaggio et al., who have compared the vocabulary teaching using a textbook with teaching the same using the Internet, give the second example. They observed that “employing internet-based activities permits teachers to address another deficiency evident in many foreign language textbooks, i.e. the lack of interactivity that enhances engagement, particularly among contemporary students, who prefer learning in a social environment. In language textbooks, vocabulary is often presented as a list of words to be memorized and used in the context of grammar-based exercises. Websites, with their active links, images, sounds, and texts, are purposely interactive and user-friendly, and consequently more engaging”.

However, which types of the new media can be used in the English lessons? Nowadays, when the methodologists talk about the new media in the language teaching,

they usually mean by these the computers or more precisely their portable versions, i.e. laptops and tablets with the wireless Internet access. But they may also include smartphones, digital cameras or other types of the electronic media. In the following subchapters, the benefits and drawbacks of the use of the new media in the EFL classroom will be outlined.

1.4.3.1. Tablets in the EFL classrooms

From the group of the new media, tablets were chosen as the media on which the benefits and drawbacks of their use in the EFL classrooms will be portrayed. This choice was determined by the fact that the implementation of tablets into several schools all around the world now appears to be of interest. Recently, there have been huge investments into the implementation of portable devices into the Czech schools as well⁴.

Teachers often ask about why they need tablets for teaching and if they can really facilitate learning. The answers to these questions will be sought in the following subchapters. Yet the following findings can be similarly adapted to the other types of the new media, e.g. notebooks or netbooks. Most of the findings on tablets are cited from Bannister & Wilden since their publication appeared to be recapitulating the most recent discoveries concerning this topic.

The benefits

Firstly, tablets can be compared to laptops and mobile phones. However, the English students can freely travel with them because they are not as big and heavy as laptops, but they are bigger than pocket-sized devices and students can work on them for a longer period of time. If some students are not familiar with the touch screen keyboard, tablets can be also used with a stylus.

Secondly, their implementation does not have to be exclusively school-led. It can be based on the BYOD⁵ situation in which the students are allowed to bring their own tablets and the school does not have to fund all of the devices. Nonetheless, BYOD has also drawbacks; the biggest one is probably the fact that it is unlikely that all the students will have the same applications on their tablets.

⁴ More information on this topic provide e.g. Daňková (2014) - <http://zpravy.ihned.cz/c1-61805160-miliardovy-nakup-kazda-skola-dostane-az-dvacet-novych-tabletu-nebo-notebooku> (accessed on 6 April 2014)

⁵ Bring Your Own Device

Thirdly, tablets are suitable for working on the English projects because students can easily access information on the Internet and process it immediately into a presentation or use it in their further work. In this way, students can practice not only communication in English, but also collaboration with the others. Moreover, “by using the tablet for creative projects students are able to put language into meaningful practice both in and out of the classroom” (Bannister & Wilden 8) and “taking the device home encourages learning outside the classroom and helps integrate English into the real life of the students” (Bannister & Wilden 10). The synthesis of formal and informal learning has a positive impact on students’ future learning of English and other subjects. Chen approves it and explains that “by synthesizing learning inside and outside of the classroom, students are encouraged to take more responsibility for their learning, thus developing their independent learning skills and benefitting their future studies” (21).

Fourthly, many of the educational applications come from the Anglophone countries so they are perfectly suitable for the EFL classrooms. There are also many free language applications and technologies available to the students (e.g. LearnEnglish Grammar developed by the British Council or Two Min English targeted on developing fluency). The applications are usually colourful and attractive for the students. They can be mostly also easily navigated.

Lastly, tablets enable the English teachers to personalise and differentiate learning more readily because they offer a wide range of applications which are at hand. This is an advantage because almost in every EFL classroom there are students who are faster and good enough to be able to work on more challenging activities whilst some other students struggle to complete the task and need some further help. It also reinforces the role of the teacher as a facilitator. On the other hand, as Bannister & Wilden observe, “when the students are engaged in project and collaborative learning on a tablet, the teacher may need to take a less active role” (20). They add that “this can at first feel daunting as the teacher may feel less in control of the lesson” (Bannister & Wilden 20).

The drawbacks

Firstly, nobody has the inborn ability to work with tablets. That means that not only students, but also their teachers have to invest some time and effort into learning of how to operate them skilfully. Moreover, as the functions and applications of the device perpetually change, it is necessary for the teachers to refresh their knowledge regularly and

actively take part in the lifelong learning. Many teachers may find this procedure too time-consuming and especially older teachers may find the manipulation with these too difficult.

Secondly, the typical fear of the teachers is that the tablets would go wrong and they will not be able to repair them on the spot. A good preparation course should prepare teachers for these situations and reassure them that they do not need to be technological experts to be able to use the tablets. The faculties of education should be probably the first institution, which should provide the teachers with an appropriate training.

Thirdly, “there is a huge concern among teachers that students will be involved in other tasks during the lesson and not be focused on what they should be doing” (Bannister & Wilden 17). This may be solved by fixed rules about what is acceptable or not and with limited functions on the tablets, e.g. with the limited access to the Internet.

Lastly, teachers using tablets in their lessons are in risk that they forget about the general aim of the lesson, i.e. to teach English, and rather focus on the technology itself. However, it is all right to use tablets just for one stage of the lesson (e.g. as a warm-up or for the presentation of the topic) and then put them aside. It is important to bear in mind that the tablets should be primarily used with the aim to make the process of learning and teaching of English more effective.

1.4.3.2. Web based teaching

Nowadays, the English teachers can base their teaching on the use of the online tools and start the so called ‘web based teaching’. As Erbaggio et al. write, web-based teaching has a positive effect on communicative language teaching because the use of web based activities helps to foster an independent learning environment and the activities are largely student-centered. Moreover, there are technologies which are now immensely popular among the 21st century students. In addition to e-mails and smartphones, these are social networking tools such as Facebook, Twitter and Youtube or web 2.0 tools such as blogs, wikis and podcasts.

The social networking tools are attractive in that they “enable more user-centered information creation and sharing” (Spector et al. 824). These two characteristics are in fact the basic properties of the so called Web 2.0 and it is useful to examine this term a little further since its applications can be easily employed by the teachers of English who decide on using the new media for the purpose of trying out the web based teaching.

Motteram explains the term ‘web 2.0’ as “a shift from what were primarily informational tools to what we may call relational tools – so that if Web 1.0 was the informational web, Web 2.0 is the social web” (51). The idea behind the Web 2.0 is that the Internet user can freely contribute to its content either on his or her own or by collaboration with other members of the Internet community. Anderson highlights that there is “a group of technologies which have become deeply associated with the term: blogs⁶, wikis⁷, podcasts⁸, etc., which facilitate a more socially connected Web where everyone is able to add to and edit the information space” (5). Whereas a wiki is for its flexible structure more suitable for project work, “the blog is better as an ongoing record of classwork as the latest work is always displayed at the top of the page” (Motteram 52). Both technologies allow quick and easy publishing.

However, this list of technologies is not finite. It can be expanded by services such as multimedia sharing or audio blogging. The popularity of these applications presumably lies in the fact that although individually produced, they are shared and evaluated by other people. For this reason “many teachers also now encourage their learners to blog, publishing their written work and projects online in ways that go beyond sharing their work with an audience beyond the teacher, and which help prepare learners for the digitally-driven post-industrial world into which they’ll graduate – a world where our understanding of knowledge, culture, truth and authority are in the process of being rewritten” (Motteram 52).

This kind of openness, which the web 2.0 offers, can be perceived as a huge benefit, which can be exploited in the EFL classrooms too. While writing a personal blog in English, administering a website in English or uploading a podcast, students are asked to take on an active role and be the creators of the content. This is a good motivating factor since the role of the students is now of the thinkers and doers. Their work is shared and can be evaluated or modified by the peers, which may be encouraging as well because the students know that they are doing their work not only for the teacher, but also for the whole assembly of readers. Furthermore, the products can be archived at the click of a

⁶ a short for web log; a kind of online journal that is used to publish information (Motteram 51)

⁷ from the Hawaiian word for ‘quick’; a collaborative web space allowing for pages that can be created and edited by multiple users easily without any knowledge of web design (Motteram 52)

⁸ from the combination of the words iPod and broadcast; audio or video files that are broadcast via the internet and can be downloaded and listened to on a computer or mobile device; nowadays to many users podcasting refers to any creation and sharing of audio online (Motteram 52)

mouse, so the students can store their work for a long time and go back to it whenever they need. Such creation of e-portfolios⁹ is good for monitoring and assessing students' progress in English.

On the other hand, the web based teaching requires good knowledge of technologies and both teachers and students need to be skilful web users willing to learn new things as the applications are being continually developed. Also, the schools have to support the idea of web based teaching financially as well as ideologically. Nevertheless, the web based teaching is perfectly suitable precisely for English language teaching since many applications and online resources are published in English. It may be also beneficial for the teachers, who become more flexible. For instance, they can put or check the assignments online at any time of the day or they can run an e-learning course, which is perfectly suitable for the students of distance learning. Schools can be also involved in eTwinning¹⁰, which promotes collaboration among schools.

1.4.3.3. Open learning

Open learning may refer to open resources available online to everyone or it may be related to e-learning, i.e. the education via the Internet. However, according to Reigeluth, the core of the open learning is that “the individual determines how to proceed based on his or her unique needs, perceptions, and experiences, distinguishes known from unknown, identifies resources available to support learning efforts, and formalizes and tests personal beliefs” (119). In open learning it is the student who decides when and how he or she will proceed and what he or she will learn. Such learning is supposed to promote autonomy, interactivity, working with different resources, questioning and critical thinking and all these skills may be utilised for the benefit of the English learning as well. Open learning may help the students of English to explore the language actively and to proceed in their own pace.

⁹ a digital version of a portfolio; it can be word processed documents, blogs, wikis, mind maps or other tools and can include a wide range of digital assets such as video or audio recordings, saved chat room discussions or forum contributions and a whole range of other electronic artefacts (Motteram 158)

¹⁰ it is an initiative led by the European Commission; it offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and be part of the learning community in Europe (http://www.etwinning.net/en/pub/discover/what_is_etwinning.htm)

1.4.3.4. Networked learning

In the 21st century, using the Internet for the English learning and teaching became a reality. However, using the Internet in and out of the classroom may change the nature of the learning process. For instance, when the teachers support their students in working with information on the Internet, they may come up to the tendency of moving away from the individualized learning to the so called networked learning. Davidson & Goldberg compare these two notions as following: “whereas the individualized learning includes taking turns in speaking, posing questions, listening to and hearing others out, networked learning goes beyond these conversational rules to include correcting others, being open to being corrected oneself, and working together” (2) (Davidson & Goldberg 30).

The networked learning is built upon the premise that today’s students are increasingly used to sharing and editing information or correcting oneself and the others as they do it regularly via the social networking tools such as Facebook or Twitter. In the EFL classrooms, the networked learning can create a basis for a good communicative environment in which the four key competences of the 21st century learners, i.e. critical thinking, collaboration, communication and creativity (Bannister & Wilden 24) can be developed. In the EFL classrooms, the networked learning can be realized by working on online tasks in pairs or groups. Students are supposed to arrive at the solutions by means of discussion, collaboration and sharing of the information. It is assumed that the students not only support, but also correct each other.

2. Analytical Part

2.1. General tendencies

When the English teachers think of the foreign language teaching at the secondary schools in the 21st century, the two aspects they probably consider first are the means of motivation of their students and the effectiveness of the teaching process. The latter is predominantly connected with the needs of the society in which they live. The aspect of motivation, however, is directly related to the needs of the students. Considering both in relation to the media use in the 21st century English classrooms, it is necessary to find the answers on the subsequent questions: Is it enough to use the old media in the EFL classrooms? Which media do the teachers generally prefer and do they feel confident in using the new media? And do the 21st century students still use and need the old media for their life? The following subchapters summarise the findings of various studies conducted on these topics.

2.1.1. Teachers and media

The use of the new media in the 21st century English classrooms positively affects the student's learning. As Balanskat reports, "in general, teachers are convinced that ICT has a lot of positive impact on pupils' learning and on their learning outcomes" (21). She adds that teachers think that the use of the new media in their classrooms also has a direct influence on their teaching method and the school climate. Using ICT for assessment, as a follow up of lessons and as a means of communication between teachers, students or parents is less common (Balanskat 23).

Yet despite realizing their benefits, many English teachers may not feel confident about the implementation of the new media into their lessons. Bovill & Livingstone confirm that "teachers are acutely aware of the difficulties of introducing IT into classrooms" (34). Generally, they wish to have "more and better teacher training, more technical back-up, and more money" (Bovill & Livingstone 34). The problem is that although many schools decide on more technology-based lessons, they very often do not provide their teachers with sufficient technical support, guidance and practice. Motteram says that "research indicates that training in ICT skills is crucial in implementing ICT integration in the teaching and learning of English and the extent to which teachers are

given time and access to pertinent training to use computers to support learning plays a major role in determining whether or not technology has a major impact on achievement, in many cases, however, this training is not given, and more likely than not, teachers are left to their own devices” (46). The effect of this is that some English teachers cannot sufficiently command the new media and they may develop negative attitudes towards them. Nevertheless, many teachers are self-educated or as Balanskat points out, they are used to observing other teachers using technology in order to provide them with feedback or they are participating in online professional discussions on these topics (23). Motteram says that “these teachers build their own personal learning network and connect with other teachers around the world to share what they know and help others learn” (46).

Considering teachers’ opinions on the new media, Savas stresses that the attitudes of the English teachers towards technologies often became more positive after they had been acquainted with the new media and used them in their lessons. With relation to his study he comments that “less than half of the participants (47.5%) held positive attitudes toward the PC use in EFL before they had experience with tablets. After their experience with tablet PCs, the percentage of participants who held positive experience increased up to 77.5%” (3). These teachers perceived tablets as effective tools for teaching listening (100% of teachers involved in the study agreed on it), vocabulary (90%) and reading (85%). More than half of the teachers also considered them suitable for teaching speaking (72,5%) and grammar (67,5%). But only 40% of teachers supported the idea of using tablets for effective teaching of writing (Savas 3).

With respect to the teaching style, over 60% of teachers say that their way of teaching has changed after they had started using the electronic media in their lessons (Cuban 94). They observe the changes primarily in more efficient planning, in more frequent communication with colleagues and parents via emails and in their use of the Internet, which is perceived as a valuable source of materials. In reality, however, the researchers who observed the English lessons say that although the new media were used in the lessons, the teaching techniques did not change much. In her study, Cuban reports that “all but a few of the 35 different teachers used a familiar repertoire of instructional approaches. [...] For the most part, teacher-centered instruction was the norm, even in computer-based classes” (95). Balanskat approves it as well and says that “almost all teachers apply traditional teaching approaches on a regular basis, using ICT or not” (23).

Furthermore, although “most of the teachers feel competent to use the Internet and general ICT-based applications, teaching with technology (pedagogical competence) and using a specific device or technology (technology use), fewer teachers feel competent in the use of virtual learning environments and using social networking tools” (Balanskat 23). It seems that teachers are becoming more and more accustomed to working with the new media in their EFL classrooms; however, they are still striving to explore their new functions. These findings also suggest that the great advantage of the use of the new media in the English classrooms, i.e. their potential to create a better student-centred environment based on collaboration, is in many cases not fulfilled.

2.1.2. Students and media

It can be said the 21st century students of English are keen media users. For instance, Vahlberg informs that in the United States, “young people spend about as much time consuming media every day (7 hours, 38 minutes) as their parents spend working” (3). Out of this time, only 3 minutes on average are spent on reading newspapers and 9 minutes are spent on reading magazines. This research was conducted among 8-18 year-olds.

Similar findings were presented by the Czech researchers in the project called Media Projekt. They observe that the percentage of young people aged 12-19 who read newspapers decreased by about 50% from 2006 to 2013. Nevertheless, they say that many young people do read news, but they prefer their reading on the Internet: it was found out that two thirds of the Internet users follow the news online. These users appreciate that the news online are easily accessible, free of charge, they can be stored or shared more easily and some of them are in a multimedia format, i.e. they feature hyperlinks, audio recordings or videos (12-17).

On the other hand, the Czech researchers show that only 6% of the Internet users read a magazine online. Moreover, 90% of those who said that they read a magazine online have reported that they also regularly read printed magazines (Media Projekt 31-35). Guest confirms this finding and writes that “magazine readers are moving far more slowly from print to digital. Seventy-five per cent of respondents in 2012 said that print was their preferred format, down from 88 per cent in 2011” (24). It can be inferred from these findings that not many English students nowadays read the printed newspapers; however,

they are likely to follow the news on the Internet. Reading magazines is still quite popular, which also approve Clark et al., who say that magazines are together with the websites and emails the media most frequently read by children outside school (9).

Books are not included in Clark's list. Her team found out that although books and poetry are traditionally promoted by schools, students prefer reading other types of the media. Clark's assumption was approved by the data of the survey conducted by the National Library of the Czech Republic. It was found out that half of the Czech 9-14 year-olds find literature uninteresting and boring and only one third of the respondents read books regularly (Richter). As Richter points out, students are rather attracted to film or television viewing or to working and playing games on the computers. Filová even says that people in the 16 to 24 age group are in comparison with the adults aged 25 and over the most frequent users of personal computers (95.4%), the Internet (94.8%) and social networks (71%). 98.7% of the Czech citizens aged 16 to 24 use a mobile phone (Filová). Furthermore, the European survey called EU Kids Online reported that the 15-16 year-olds spend on average 2 hours a day on the Internet and to most of them, the Internet became more important than television, but less important than the mobile phones (Šebeš).

Considering the purpose for which the students of English may predominantly use the Internet, Šebeš reports that 85% of Czech children use it for school work, 83% of them use it for playing PC games and 76% watch videoclips online. In addition, the European study EU Kids Online shows that 59% of 9-16 year-olds has a profile on a social networking site and 40% of them also share pictures or information there. Only 11% of the children using the Internet write their own blog (Šebeš).

With respect to the media use by the students of English, gender and social background play a role. Girls and children from the families of lower incomes generally use technologies less. Bovill & Livingstone compare that "girls spend less time with the PC when they do use it than boys. On average they use the PC at home for 2 rather than 3 days a week, and for about 20 minutes per day less than boys" (13) and that "children from middle-class families are much more likely than those from working-class backgrounds to have access at home" (11). However, these differences are usually successfully mitigated by the use of IT at school, which is supposed to bring equal opportunities. Vahlberg confirms that "differences still exist in Internet access and the quality of home Internet. But there are not big differences in the availability of computers at school or in use of

computers for schoolwork”. For this reason it is good to use the new media in the EFL lessons regularly. Some students do not or cannot spend much time with the new media at home and for some of them the school may be the only institution which provides them with media education.

As Vahlberg sums up, “young people have access to media at more times and in more ways than ever before – in their homes, bedrooms, cars and pockets” (6). It can be said that the 21st century students of English are not only proficient media users, but they also use them regularly and for various purposes. In addition, they tend to prefer the new media to the old ones. Yet it does not mean that the students of English who use the electronic media do better at schools. Vahlberg stresses the fact that “the 21 percent of youth who consume the most media have lower grades, get into trouble more and say they are often sad, unhappy or bored. Conversely, young people who spend an hour or more a day with print media are more likely to say they earn high grades than light readers” (7). It seems that the best alternative is to show the English students that it is important to use both the old and the new media. Richter confirms that school and parents play in respect to the promotion of reading the printed media and the use of the electronic media a key role.

2.2. The integration of media education into the EFL classrooms

This chapter is based on the analyses of the Framework Education Programme for Secondary General Education (FEP SGE; this document is targeted on grammar schools) and of the Framework Education Programme (Programmes) for Secondary Technical and Vocational Training (FEP STVT). These documents define the general standards and obligatory educational content at the majority of the Czech secondary schools and therefore they should provide the answer on the following question: Are the Czech teachers of English at the secondary schools obliged to use various types of media in their lessons?

It is stated in the FEP SGE that media education comprises two main areas: the area of knowledge and the area of skills, which “makes it possible for the pupil to create his/her own media production” (78). It means that students should not only know about the media, but they should also be able to create them. For this reason it is desirable to encourage students to contribute to the media content in print as well as online. In the English lessons, for example, they may be asked to write a periodical, to make their own video sequence or

vlog, to write a blog or make a website in English. These activities may perfectly contribute to the development of cooperative skills as it is supposed that media education is to help students “develop an idea of teamwork, of the relations of cooperation as well as authority and subordination when creating a common work, and of his/her creative potential” (FEP SGE 79).

Furthermore, the FEP SGE obliges the students of a foreign language to “utilise various types of dictionaries, informative literature, encyclopaedias and media; read literature in the language of study with comprehension; describe the plot and the sequence of events in a film or play” (16). It is also stated in the programme that students should be trained to obtain information in a foreign language from press, radio, television, internet, film, audio and video recordings, public announcements and telephone (FEP SGE 18). Authentic materials such as press, radio and film are also mentioned as a means of teaching cultural studies (FEP SGE 19). These points indicate that the English teachers at the grammar schools should use a variety of the printed as well as the non-printed media in their lessons because these materials help the students to learn the language, to broaden their awareness of the English speaking countries and to work with information in English.

The secondary technical and vocational schools in the Czech Republic base their school education programmes on the FEP STVT. It exists in many versions since the Czech technical and vocational schools usually offer their students a variety of different fields of study. Therefore, it is impossible to make generalisations in the context of the media use by the English teachers. However, one assumption based on the study of some of the FEPs STVT seems to work universally: the English teachers of the fields of study which are completed with a school leaving examination are required to relate English to occupational purposes, i.e. their students should be equipped with appropriate vocabulary and they should be able to work with information related to their future profession. It is stated in the FEP STVT that the information should be presented in various types of the media, e.g. through online handbooks or CD-ROMs. For this purpose it is recommended to use diverse multimedia programmes and the Internet. It means that both the printed as well as the non-printed media should be used in the English lessons taught at the Czech technical or vocational secondary schools. A foreign language is not compulsory in the fields of study which are completed with a vocational certificate.

2.3. Practical use of new media in education

It can be said that when the systematic implementation of the new media into the 21st century schools becomes the trend, then their use in the English lessons can be expected to be more common. But are there any countries in which education in general and the language teaching in particular are built around the new media? And are there any initiatives concerning the implementation of the new media to schools in the Czech Republic as well? The answers to these questions are provided in the following subchapters.

2.3.1. 1:1 initiatives in the European Union

According to the European Commission, innovations in education and training are needed “if Europe is to remain competitive, overcome the current economic crisis and grasp new opportunities” (Balanskat et al. 1). It was for this reason that the Europe 2020 strategy was established. It aims at “the modernization of European Education and Training systems with the goals of reducing early school leaving and increasing tertiary education attainment” (Balanskat et al. 1). And the use of the new media is seen as a key to these innovations. For this reason in the EU countries various 1:1 school initiatives were proposed to be formed. These initiatives can have different purposes; however, their general objective is to equip “all students of a given school, class or age group, with a portable mobile computer device” (European Schoolnet 4). Among the actual benefits of the implementation of the devices are included the following: the possibility to work and do exercises independently with learning software giving immediate feedback; the possibility of carrying out research on the Internet, presenting the results of the work and exchanging them more easily with other students (Balanskat et al. 7).

The question is if the idea of the 1:1 initiatives is being fulfilled. Balanskat et al. say that “almost all the evaluation reports refer to students being more motivated when using the given devices” (7). However, it was further found out that the objectives are achieved only if the devices are used regularly by teachers at schools and students are involved in “high level tasks that relate to their interests and experiences” (European Schoolnet 4). It seems that these initiatives are only partially effective at this point.

But how many students are actually visiting the 1:1 classes? According to European Schoolnet, very few grade 11 students, i.e. approximately 16.5 year-olds, in the EU countries are in 1:1 classes. The greatest percentages are assigned to Norway, Latvia and Denmark. In the Czech Republic, only about 5% of students are provided with their own notebook or tablet by schools. Nevertheless, more than 60% of Czech grade 11 students can bring and are permitted to use their own notebook at school (BYOD situation), which significantly increases the availability of portable devices in the classrooms (European Schoolnet 2-3).

2.3.2. Czech Project Education21

This project is a significant representative of 1:1 initiatives within the European Union and its report directly reflect the impact of the new media use on teaching English in the Czech Republic.

The project was initiated by the Faculty of Education in September 2009 and it is supposed to run until the end of June 2015. It is aimed at elementary school pupils aged 11-15 and it was launched in collaboration with HP, Microsoft, Intel, Avmedia and Fraus. There are 6 pilot schools involved in the project and these schools were chosen regionally in order to secure more balanced results.

One of the experts involved in the project, Dr Nataša Mazáčová from the Faculty of Education, Charles University, explains the aim of the project in the following way: “Our aim was to identify and validate a selection of valuable use cases of modern IT in the classroom, particularly for grades six to nine” (Balanskat et al. 71-72). In practice it means that teachers are equipped with a computer with the Internet access and an interactive whiteboard and every student is provided with a notebook with an interactive textbook¹¹ and a WiFi connection. Teachers can monitor the work of their students on their PCs.

The evaluation of the project is established through the method of comparison between the digital and non-digital classrooms of English, Czech, Mathematics and Physics, through parents’ and students’ surveys, teachers’ evaluation reports and the observation of Charles University experts. The findings of the project are presented in annual reports. In this thesis, the data from the last report written by Mazáčová et al., which was published in June 2012, will be presented in the subchapter ‘Changes in

¹¹ a digital textbook comprised of interactive exercises and used for teaching with an interactive whiteboard

teaching style'. The data in the subchapter 'Changes in pupil motivation' were provided by Mediakom.

2.3.2.1. Changes in teaching style

The findings of the project Education21 show that when teachers decide on using the new media in their lessons on a regular basis, they usually do not change their teaching style all at once. At first, they are teaching in a similar way as they were used to and only gradually they start to complement the tasks with those which require technology-based solutions. Before that, however, they typically have to invest much time and effort into the lesson planning and into the preparation and testing of new interactive materials. Unfortunately, now except for interactive textbooks, there are not many additional interactive materials available in the Czech Republic.

Although the new media can make the learning process more attractive and they can offer new types of tasks, especially those based on cooperation, in reality the notebooks were typically used for the individual work and the communication was established chiefly between a teacher and a student. It contradicts the assumption that the new media assure a cooperative and an interactive learning environment. Teachers also insufficiently used the new media for testing, homework and for the presentation of inter-subject relations.

Comparing the individual subjects, the project Education21 proved that English is a suitable school subject for the implementation of the new media because the notebooks were most commonly used by the students of English. They worked approximately 17 minutes of a lesson on them. Moreover, all the English teachers of the digital classrooms used an interactive whiteboard regularly. It was mostly used for the practice of new topics and for revision. These findings indicate that many Czech teachers and students of English know how to utilize the new media for language teaching and learning.

On the other hand, the findings of the project Education21 show that many teachers do not know how to exploit the new media fully. Despite using notebooks in the English lessons, students were still mostly taking notes into their exercise books and English was also reported as a subject in which paper textbooks and workbooks were still most often used. Furthermore, the Internet was not used at all in the English lessons under scope. Besides, in spite of the fact that teachers were using the interactive textbooks regularly,

they did not seem to be familiar with their additional functions. For instance, the interactive textbooks feature the electronic dictionaries, which ensure fast finding of the headwords directly related to the topic and their pronunciation by a native speaker. In addition, there are ‘culture points’ in the interactive textbooks, which provide the students with supplementary materials on the topic and which may be very helpful when teaching cultural studies. However, most of the English teachers surveyed did not know that their textbooks have these functions.

The above presented findings show that the English teachers are still looking for the right way of how to use the new media in their classrooms efficiently. It is good to use the new media in the English lessons, but it is even more important to know how to employ their benefits with the aim of enriching or refining the learning process, making it more effective and the students more active. Teaching with the new media using the old methods seems to be inefficient; however, the project revealed that many teachers do it exactly in this way.

2.3.2.2. Changes in pupil motivation

The findings concerning the project Education21 show that most of the students placed in digital classrooms enjoyed the lessons and 90% of them would recommend such learning to their friends. They find it ‘cool’ and ‘funny’ and they particularly like the fact that they can access the Internet in a minute. They also like the videos, the interactive pictures and various word searches they did in the lessons. Additionally, many students started to perceive the computers not only as a games console, but also as a tool for work and stopped spending so much of their free time on them. They are supposed to be more aware of the security on the Internet as well.

Based on these results, it can be inferred that when the new media are implemented into the EFL classrooms, the students perceive this change mostly positively and the regular use of the new media may gradually change their established attitudes towards the new media into more responsible ones.

2.4. Selected activities on teaching English through new media

The following activities were chosen with the aim of presenting some of the possibilities of teaching English through the new media. They are practical examples, which may offer a new perspective on teaching English at the secondary schools in the 21st century.

2.4.1. Listening dictation

The activity comes from Ana Maria Menzes, who is an English teacher, a teacher trainer and a head of the Edutech Department at Cultura Inglesa, a language institute in Brazil. She does this activity with a class of upper-intermediate students aged 15-16.

The listening dictation is described as following: “Each week one volunteer learner creates a short text (50 words) for a listening dictation with the content being chosen by the learner from a previous lesson done in class. The teacher corrects the text; the learner then makes recordings of the text and shares it with the others in the class¹². Next, all the learners listen to the recording and transcribe the text. This means that every week, there is a different listening activity created by the learners” (Motteram 53).

This activity is based on sharing and it enables the students to practice the listening as well as the writing and the speaking skills. It supports their creative forces because they are supposed to come up with a coherent text. Furthermore, the students have to remember what was done the previous lesson as they have to compose a recap for the rest of the class. It means that while writing their texts, students are trained to process information effectively. What also matters is the way they read and pronounce the text when they record it. They have to pronounce the words carefully so that their classmates understand what they say. Therefore, it is also a valuable activity targeted on the practice of pronunciation. In the end the recordings are published online, thus everyone who wants to can write this dictation as well. As Ana says, it is very motivating for the students to create something with the awareness of the fact that other people may try it out too. It brings validity and deeper sense to what they do at school and motivates them to do their best.

¹² Menzes' students upload the audio via Voki (www.voki.com) which lets its users to choose an animated avatar to go with it (Motteram 53).

The feedback on the student's draft can be done innovatively as well. There may be a video sent to the student, which would be in fact a recording of the teacher correcting the text¹³. The teacher talking to the student on the video can explain the mistakes more explicitly than in the written form and also provide the student with a pronunciation pattern. This kind of feedback actually simulates a one-to-one interaction and gets the participants closer to a real life situation.

Alternatively, the activity can be modified and made more entertaining using the Apple application called Songify, which can turn spoken recordings into songs. This is a good motivating moment for the students because they must pronounce the words clearly. Ana confirms it and says that “the learners had a lot of fun with this and probably spent more time practising the pronunciation of the sentences than they would have normally done” (Motteram 54).

2.4.2. Using applications on portable devices

Portable devices such as tablets or mobile phones are convenient in that there are many functions offered in one relatively small device. For instance, while learning English, students can use the cameras for taking relevant pictures of the new words and produce visual dictionaries which can be grouped according to the topic and made into an e-book via the application called Book Creator¹⁴. Or students can work with the video cameras when filming their dialogues and use the recording for the subsequent analysis of their pronunciation and language.

A very popular application among some of the students now is the application called PixWords¹⁵. It is a word puzzle, which helps the students to enlarge their vocabulary stock and practice spelling. In each level, there are 4 pictures shown and each picture is accompanied by several letters. The task is to name the pictures accurately and fill in the gaps in the criss-cross puzzle with the right letters. Each word opens another letters and helps to solve the rest of the puzzle. It is quite challenging to complete the level since some of the pictures show the abstract things (e.g. justice or freedom) and the player cannot proceed to the next level without solving the present one. Each completed word also brings

¹³ Menzes recommends the tool called Educreations (www.educreations.com) which makes it easy to share videos (Motteram 53).

¹⁴ This is a simple application for creating books on the iPad (www.redjumper.net/bookcreator/).

¹⁵ a great number of my grammar school students enjoy playing it

some coins and the player can buy some clues for them. For these reasons students are encouraged to search for the words in the dictionary or on the Internet and they are highly motivated to complete the level and get into a new one. It is a perfect vocabulary practice and playing this game in the English classroom may be assigned as a competition. Students may be asked to work in pairs or small groups and the team that completes the fixed set of levels as the first is winning.

Students also like to use the LearnEnglish Grammar application designed by the British Council, which features over 1000 practice questions in 10 different activity types (e.g. labelling, multiple choice, reordering words or fill-in-the-blanks). It can be downloaded for free and the level is from elementary up to the advanced. However, the range of the British Council applications supporting the learning of English is much wider and encompasses not only vocabulary and grammar applications, but also pronunciation, listening or video activities¹⁶. All these applications are interactive and provide students immediately with a feedback. Moreover, the games can be saved or replayed easily. These applications can be used while learning at school or students can be asked to try them out as a part of their informal learning at home.

2.4.3. Digital storytelling

This activity was conducted by Vicky Saumell, who is a coordinator of the EFL Department at a private secondary school in Argentina. It is called ‘How to create Art Stories’: “For this, students worked in groups, chose a number of different famous paintings and wrote a narrative that linked the stories together. Finally, Windows Movie Maker was used to create an animated slideshow, with the learners recording a soundtrack of the story to go with the images. Another variation of this had the learners take photos of street art using digital cameras and their mobile phones and then again creating animated slideshows using Windows Movie Maker, but the soundtrack this time consisted of the learners discussing what they liked about the graffiti” (Motteram 58).

The English students are expected to be highly motivated to participate in similar activities since they have certain freedom of how to proceed and they can fully use their imagination and foster their creativity. When working on these projects, students practice

¹⁶ learnenglish.britishcouncil.org/en/apps

the reading, writing, speaking and listening skills. The products are meant to be published online, so that other students can watch and react on them too.

Making own videos and soundtracks may be particularly suitable for teaching English literature in an interesting way. For example, students can read a novel or a drama and then rehearse a sequence and add a soundtrack, a commentary or a funny dabbing to it.

2.4.4. PowerPoint presentations with voices

Sometimes the students of English can be asked to prepare a PowerPoint presentation for their classmates or the English teachers create presentations for the students by themselves. It is presupposed that there will be a commentary accompanying the presentation, however, now it is also possible to upload the commentary to the presentation prior to its projection. One of the online tools which enable this is the myBrainShark¹⁷ programme and Motteram describes its functioning and benefits as following: “I have been making use of myBrainShark over the last three years and it has been a really successful tool to work with. Students can produce their own PowerPoint slides, load them up onto myBrainShark and then add their voice to their slides. myBrainShark then packs the PowerPoint presentation with the audio and creates a link to a file that can easily be shared with the teacher. So students can create PowerPoints on a given topic, record and re-record their voice until they are happy with their recording, and then share their work at the click of a button. Students and teachers can listen to the recordings and add notes/comments as feedback” (167).

Students share their presentations with the teacher, who gives feedback and then also with their peers, who comment on the topic, on the language and on the way the topic was presented. They not only practice working with information while creating the presentations, but also working with their voice as they have to speak fluently. Because of the fact that the presentations can be perceived as final products, they can be easily added into the student’s portfolio or e-portfolio and if they are made public they can be used by other students later on as well.

Furthermore, myBrainShark can be used for uploading commentaries to pdf files, Microsoft Word or Excel files, videos or even to photos in a photo album. As one of the maturita tasks of the secondary school students of English in the Czech Republic is to

¹⁷ www.brainshark.com/mybrainshark

coherently describe a picture and compare it with other pictures, myBrainShark can be perfectly used for the practice of this speaking activity. Students may be given pictures or photos and they can record their voice describing them. This material may be further analyzed by the teacher or by the peers.

2.4.5. Blogging

Encouraging students to write blogs in English might start as an alternative to the classical writing assignments and it might be developed into a regular activity, which students do automatically. Students can create their blogs easily and for free on websites such as Blogger¹⁸ or WordPress¹⁹.

The greatest advantage of blogs is the fact that their content is made public. Students usually get highly motivated to make their blogs well-built, so that their website is easy to navigate for a potential reader. Because of this, the look and feel of the blog can be introduced as one of its marking criteria. In addition, students might be persuaded to consider their blogs as their little personal worlds of English where they can design everything in the way they like it. On the blog they may even create their alter ego exclusively connected with English to get free of the possible timidity. As Motteram says, “the students emphasised the fact they felt very ‘close’ to their blogs. They cared about their look and feel and they worked harder on them than they would on a normal writing assignment. Many of the students had 20 or 30 friends and connections reading their blogs on a regular basis and this motivated them a lot” (170).

What is assessed on the blog is, apart from the layout, the content and the language. But the teacher is not necessarily the only person who gives the feedback. It can be given by everyone who reads the blog and leaves a comment on the page. Therefore, students should be asked to read each other’s blogs and comment on them in English, which is another good practice of the reading, writing and critical thinking skills.

There are many more activities which can be based on the use of the new media in the EFL classrooms. This chapter provided just an outline of the possible options. The list can be continually extended as new tools, applications and ideas concerning the use of the new media in the EFL classrooms emerge.

¹⁸ www.blogger.com – for the sign in may be used a google account

¹⁹ wordpress.com

3. Survey

3.1. Aims and purposes

The aim of this survey is to explore teachers' and students' attitudes and preferences towards the media and to find out which types of the media are commonly used in the 21st century EFL classrooms at the secondary schools in the Czech Republic. The purpose of the study is to relate the findings to the eight hypotheses, which were delineated in the introductory part.

As both the teachers and the students were surveyed, the survey is divided into two parts. The first part deals with the results obtained from the teacher's questionnaire and it is connected with the hypotheses 1-4. The second part concerns the results obtained from the student's questionnaire and it is associated with the hypotheses 5-8.

3.2. Methodology

3.2.1. Data collection technique

A quantitative method in the form of a questionnaire was chosen for the purpose of the survey and two different online questionnaires were created: one for the teachers and one for the students. The data were collected in the Google forms, which were created on the Google Drive. This option was selected for the reason that Google forms can be made easily, their final layout is transparent enough and the responses are put together in a Google Docs spreadsheet, which is easy to read. Google forms can also process the responses into charts; however, these charts had to be recreated in Microsoft Excel as they were regarded as inconvenient. Their legend was in Czech and they were too small. Both questionnaires were assigned in Czech and translated into English later on. Apart from the questions, the questionnaires featured an introductory part in which the instruction was stated. The questionnaires were available online from March 8 to March 22, 2014.

3.2.2. Teacher's questionnaire

3.2.2.1. Research sample

The teacher's questionnaire is aimed at Czech secondary school teachers of English. The research sample consists of 105 respondents.

The range of the research sample was carefully considered prior to the start of the survey. The question was if to limit the research to the grammar school teachers of English or not since the context of various types of the Czech secondary schools might differ, e.g. their scope, financial resources or the competencies of the pedagogical staff. But in the end it was decided not to limit the research and direct it to a more general level.

The representatives of the sample of teachers were the Czech grammar school as well as the secondary technical and vocational school teachers from state and private schools. They were selected randomly and they were addressed by an e-mail, which contained an accompanying letter²⁰. The chairmen of the Czech associations of English teachers were also asked for help, but only one positive answer was received: the chairperson of the Moravian and Silesian Association of Teachers of English, Mrs. Libuše Kohutová, kindly promised to forward the e-mail with the accompanying letter to the members of the association.

The accompanying letter featured a link, which allowed the teacher to enter the online questionnaire. Exactly 500 e-mail addresses of the English teachers were found through browsing the websites of the Czech secondary schools situated in all 14 Czech regions (the list of the schools was provided by the website www.stredniskoly.cz). It was hoped that 500 is a sufficient number of teachers out of which at least 100 responses should be guaranteed. 7 e-mails failed in delivery. In the end the total of respondents is 105. 15 teachers left a commentary at the end of the form and 3 teachers expressed their additional ideas via an e-mail. Some of these teachers appeared to be very supportive and interested in the topic.

3.2.2.2. Description of the questionnaire

The teacher's questionnaire²¹ consists of 13 questions out of which 3 questions can be considered to be open format questions as the respondents could fill in the entry called 'other' with their ideas. The rest of the questions are closed format questions. The last 2 questions are asking about the gender and the length of the teaching practice. These questions should give more information about the profile of the research sample. At the end of the questionnaire it was possible to enter a commentary on the topic.

²⁰ see the Appendices 1 and 2

²¹ see the Appendices 3 and 4

The questionnaire was piloted to a selected grammar school English teacher, who provided the author with valuable comments. The option ‘always’ was added into the questions 1, 2 and 8. The explanation of the term ‘interactive textbook’ was provided in question 5. The formulation ‘in your opinion’ was added into the question 6 so that it was obvious that the teachers should give their own opinion, not the opinion of the students. In question 10, the option ‘lesson preparation’ was reformulated into ‘lesson preparation is more demanding’ as the original option proved to be unclear.

3.2.3. Student’s questionnaire

3.2.3.1. Research sample

The student’s questionnaire is aimed at the Czech secondary school students of English. The research sample consists of 103 respondents. The survey was limited to 15-16 year-olds, i.e. to the students of the first grades at the secondary schools. This age group was selected for two reasons. Firstly, this age group was a subject of many studies conducted on this topic²² and the findings of the research can be compared with them. Secondly, I have a direct and fresh experience with teaching English to the first graders, which helps to understand them better.

The representatives of the sample were addressed at the secondary schools, which are cooperating with the Faculty of Education, Charles University. In addition, the student’s questionnaire was distributed to the first grade students who attend the grammar school in Louny, which is the working place of the author.

The questionnaire was administered at the following secondary schools: Prague – Gymnázium Sázavská (16 respondents), Gymnázium Arabská (27 respondents), Střední odborná škola Drtinova (34 respondents) and Louny – Gymnázium Václava Hlavatého (26 respondents). It was supposed to visit also the students at the secondary technical and vocational school Ječná in Prague (Střední škola Ječná) and the headmaster even showed her interest in the results of the research and appointed a colleague to get in touch with me. However, nobody of the colleagues in this school has answered the request.

The teachers who were helping with the survey could choose if they want their students to complete the questionnaire online or in a paper form and except for

²² see the Analytical part of the thesis

Gymnázium Sázavská who voted for the online option, students filled in a paper form of the questionnaire and the responses were added into the online form for a more convenient data processing later on. At schools, students were given oral instruction and they had no problems with filling the questionnaires out. Needless to say, the teachers as well as the students involved in the survey were very welcoming and ready to help.

3.2.3.2. Description of the questionnaire

The questionnaire²³ features 11 closed format questions and 1 open format question asking about the age of the respondents.

Before the questionnaire was released, it was piloted to my brother who is a 16 years old grammar school student. Based on his comments, some of the questions or options were altered and made clearer. The explanation of the formulation ‘share content on the Internet’ was added into the parenthesis in question 1. The option ‘always’ was added into the questions 4 and 6. The option ‘notebooks, netbooks or tablets with the Internet (i.e. portable computers)’ in questions 5, 7, 8 and 10 was changed into ‘portable computers with the Internet (i.e. notebooks, netbooks or tablets)’.

3.3. Presentation and analysis of the results

In this part, the findings of the survey are arranged into charts. The exact numbers of responses concerning each question are summarised in tables in the Appendices²⁴.

3.3.1. Part 1 – Teacher’s questionnaire

3.3.1.1. Profile of the respondents

Among the 105 respondents, there were 18% of men and 82% of women. Very few male teachers, who were addressed, actually answered the questionnaire, which caused this gender imbalance. However, as there are generally more female than male teachers in the Czech schools²⁵, it is a representative outcome.

Considering the length of the teaching practice, the majority of the respondents can be regarded as experienced teachers who teach for 11-20 (30% of respondents), 21-30

²³ see the Appendices 5 and 6

²⁴ see the Appendices 7 and 8

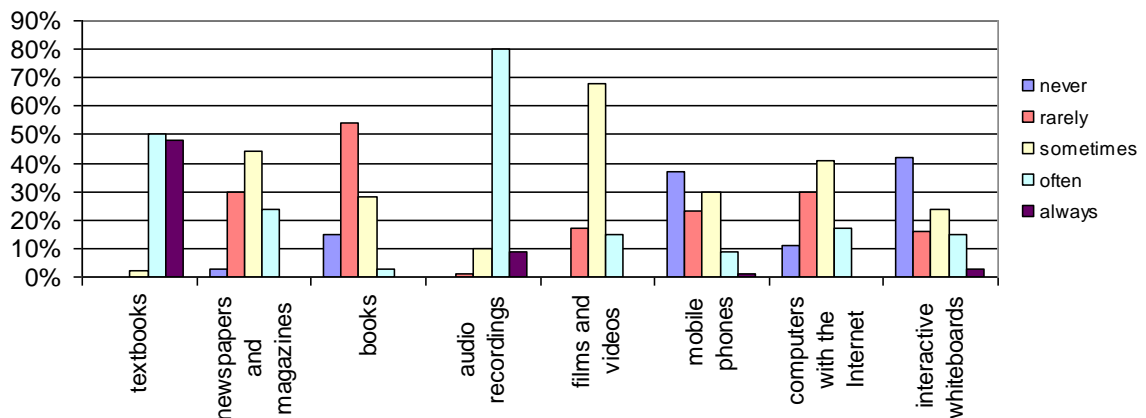
²⁵ More information provides e.g. Slezáčková (2012) - http://is.muni.cz/th/166100/ff_m/DP.pdf (accessed on 27 March 2014)

(30%) and 31 and more years (15%). It can be assumed that most of these teachers were educated in a context in which the new media were not a standard and now if they decide on the implementation of them in their English lessons, they typically have to go through a further training. This fact may also affect their degree of liking for these media. 25% of the respondents teach for 0-10 years.

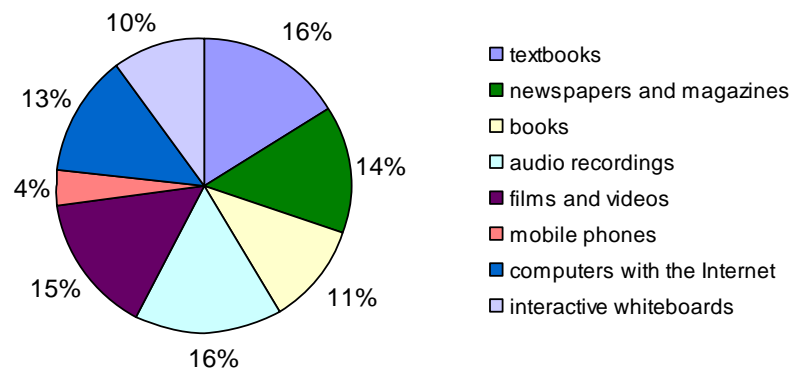
3.3.1.2. Hypotheses concerning teachers

H1: The English teachers use a great variety of media in their lessons; however, the printed media are more prevalent.

How often do your students use the following media in their English lessons?



Which media do you regard as effective tools for teaching English?



It was found out that the English teachers use most commonly textbooks and audio recordings in their lessons: 98% said that they use the textbook always or often and 89% of teachers surveyed use the audio recordings always or often. The third most commonly used media in the lessons are newspapers and magazines: 24% of the teachers use them often and 44% of the teachers use them sometimes. However, the commonest media which are used sometimes in the lessons are films and videos: more than half of the teachers voted for this option (68%). Textbooks, audio recordings, films and videos or newspapers and magazines are also regarded as the most effective tools for teaching English.

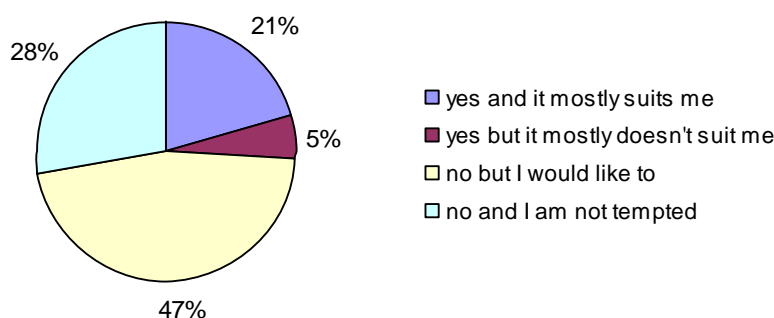
More than half of the teachers surveyed also use a computer with the Internet often or sometimes (58%), which means that this medium has already gained its place in the English lessons and it is used repeatedly. Its effectiveness is also seen as high: 80% of all the teachers surveyed regard this medium as effective.

On the other hand, books are the media which are most commonly used in the lessons rarely or never (69% of respondents). They are followed by the mobile phones (60%) and the interactive whiteboards (58%). Moreover, the greatest percentage of teachers who chose the option 'never' (42%) voted precisely for the interactive whiteboards.

Yet in case of books, this situation might be explained by the fact that semi-authentic materials such as Czech magazines for students written in English (e.g. *Bridge*, *Gate* or *Drive*) are more appropriate for lower and intermediate levels of the secondary school students and thus they are preferred to books. These periodicals are not only colourful, quite cheap and up-to-date, but they also offer interesting articles, new vocabulary items, which are explained or translated and grammar or maturity corners, which can be used for practice.

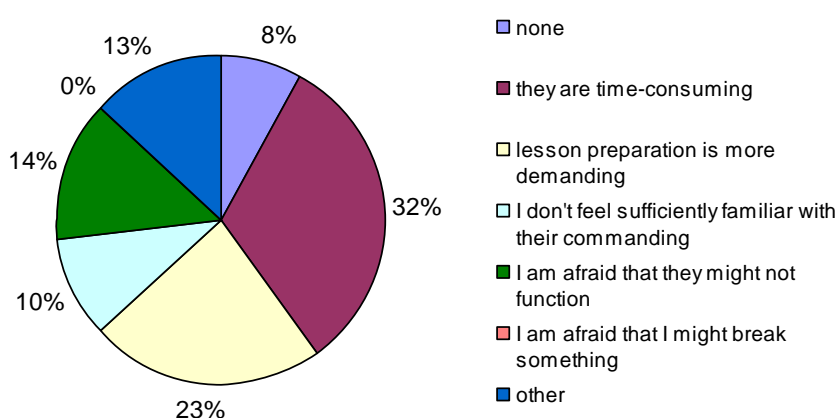
Nevertheless, the Czech book market offers a wide range of bilingual books in Czech and English and also a great number of simplified books retelling the original text. Yet the findings of the survey show that books are not used much in the English lessons. The reason for this may be the fact that they are more expensive than newspapers and magazines and they typically concern one topic. In a magazine, on the contrary, there are several articles from which the students can choose what they would like to read.

Do you use an interactive textbook in your English lessons?



Despite the fact that the interactive whiteboards are not used much by the Czech teachers of English, almost half of the respondents, 47%, reported that they would like to start using an interactive textbook. According to this finding it can be inferred that there is a number of teachers who would like to use an interactive whiteboard, but something hinders them in their efforts, e.g. their school is insufficiently equipped or they lack the required training. 21% of the English teachers already use an interactive textbook and it mostly suits them. 28% of teachers are not tempted to start using the interactive textbook and 5% of teachers use it and it does not suit them.

Which obstacles do you perceive when you think of the use of the electronic media in your English lessons?

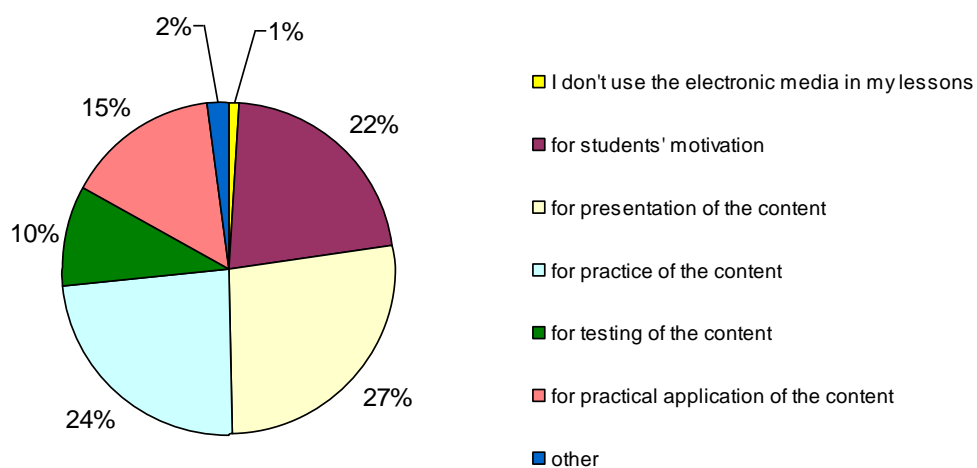


The two most frequently named obstacles, which hinder the teachers in using the electronic media in their English lessons, are time (32% said that they are too time-consuming) and the lesson preparation (23% said that it is more demanding). 14% mentioned the potential technical problems, 13% think that there are other problems and 10% of respondents feel an insufficient familiarity with the commanding of the electronic media. No obstacles were represented by 8% of the answers.

The findings show that it is true that the Czech secondary school teachers of English use a variety of media in their lessons. Nevertheless, it cannot be said that the printed media prevail. The electronic media such as audio recordings, films and videos as well as computers with the Internet are commonly used and regarded as effective. But it is true that the new media such as the mobile phones or the interactive whiteboards are less used and the teachers do not perceive them as effective as the old media.

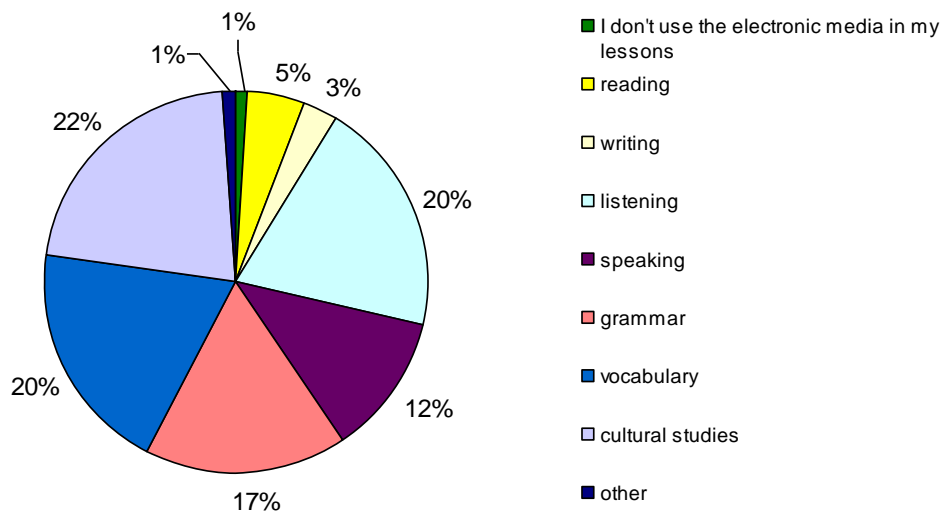
H2: When the electronic media are used in the English lessons, they are used for manifold purposes.

For what purpose do you use the electronic media in your English lessons most often?



When the electronic media such as computers, projectors or interactive whiteboards are employed in the English lessons, they are most commonly used for the presentation of the content (27%), for the practice of the content (24%) and for student's motivation (22%). They are less commonly used for the practical application of the content (15%), for testing of the content (10%) and for other purposes (2%).

Which language skills and language systems do you develop through the electronic media in your English lessons most often?

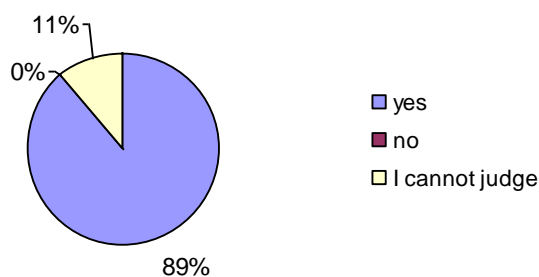


Moreover, teachers find the electronic media suitable for developing the cultural studies (22%), listening and vocabulary (20% each), grammar (17%) and speaking (12%). These media are not often used for developing reading (5%), writing (3%) and other (1%) skills.

These findings prove that the electronic media are used for manifold purposes. Teachers are not only aware of this fact, only 2 out of 105 respondents said that they do not use the electronic media at all, but the electronic media are also used for the development of a great variety of competencies. The cultural studies as well as all language skills and language systems are developed through them. However, the proportion of uses is not equal and especially new ways of developing reading and writing skills through the electronic media could be searched.

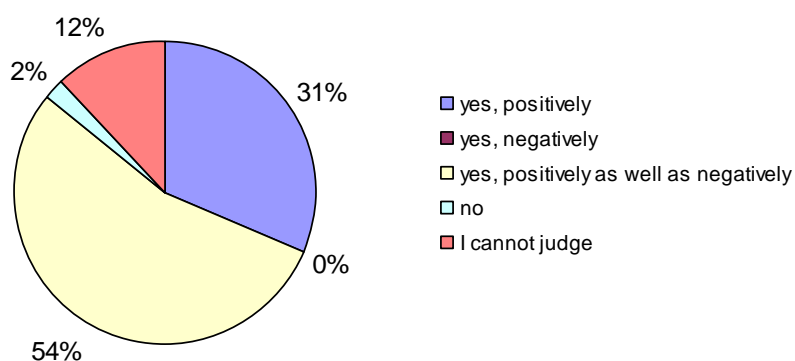
H3: The English teachers are aware of the influence of the new media on students' learning of English.

In your opinion, is the use of computers and the Internet by your students advantageous to them when studying English?



The majority of the English teachers think that the use of computers and the Internet is advantageous to their students when studying English. 89% of respondents agree with that. 11% of teachers chose the option 'I cannot judge' and no one of the respondents perceive the use of computers and the Internet by the students of English as disadvantageous.

Does the playing of PC games affect the way English is learnt by students?



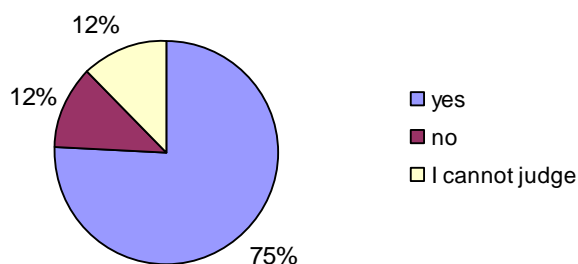
Besides, more than half of the teachers, 54%, think that the PC games affect positively as well as negatively the way English is learnt by students and 31% of respondents think that they affect students' English learning positively. 12% of

respondents remained indecisive and 2% do not think that playing the PC games affect the way English is learnt by students. No one of the teachers surveyed think that they influence the way of learning English negatively.

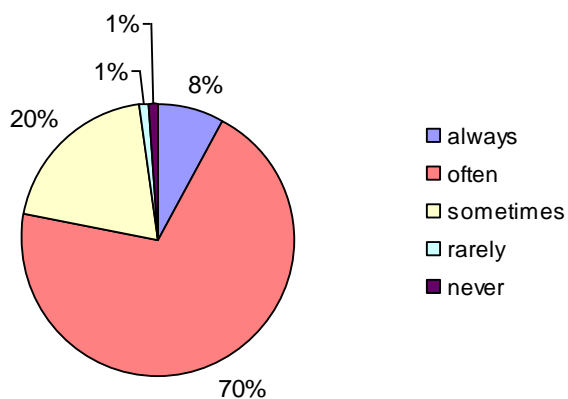
The findings show that teachers are aware of the influence of the new media on students' learning of English and they generally regard it as positive. Moreover, playing the PC games is largely understood as an advantage when learning English. It means that similar game-based activities done at school might be beneficial to the students of English as well.

H4: Media contribute to the changes in teaching style of the English teachers.

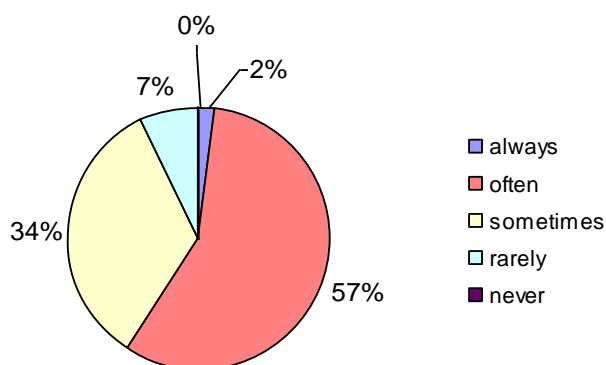
**In connection with the use of media,
has your teaching style of English changed in recent years?**



**When you prepare your English lessons,
how often do you use the computer?**



When you prepare your English lessons, how often do you use the Internet?



In connection with the use of media, three quarters of respondents think that their teaching style has changed in recent years. 12% of respondents do not think so and 12% cannot judge. This finding implies that the media are a powerful tool, which affects the way the teachers approach the teaching of English. It also means that as the media are changing and developing further, teachers are responding to these changes too. For instance, 78% of teachers responded that they use a computer for the preparation of their English lessons always or often, 20% of them use it sometimes and only 2% use it rarely or never. The Internet is always or often used for the preparation of the English lessons by 59% of respondents. 34% use it sometimes and 7% rarely. No one voted for the option 'never'. Several years ago, however, the results would be probably completely different. It is not only true that the media are used for various purposes by the English teachers in the lessons, but teachers commonly use them outside of the lessons as well. In a similar way it can be presumed that when the new media become an inherent part of teachers' lives outside the classroom, they will be also more commonly used in the lessons.

3.3.1.3. Teachers' commentaries

Some teachers finished the questionnaire with a commentary. These proved to be valuable sources of information, which help to specify teachers' opinions on the use of media in the 21st century English classrooms. The commentaries were translated by the author and classified into groups by the subject.

The new media are a good tool for learning English.

- Interactive whiteboards are a great tool for me. So do the interactive textbooks from *Headway* and the on-line language games.
- In addition to the traditional lessons, I run seminars called ‘News in English’, which are essentially based on the use of the online broadcasting of CNN and BBC. The Internet is an indispensable part of these lessons.
- For my English lessons I prepare exercises on vocabulary and grammar in Hot Potatoes²⁶. For example, I take the vocabulary from the text published online and I provide students with a link so that they can open the relevant web page. I use mostly texts and videos from BBC. In my opinion, this is very beneficial for the students. They learn the vocabulary easier and have more fun when learning it. I check their preparation with a test. The exercises in Hot Potatoes can be printed out and they can serve well as a test on words, phrases, collocations etc. I also use the computer for preparation very often.

The new media are a good tool for learning English, but...

- We cannot hinder the development. At school we have a variety of the interactive whiteboards, which I use regularly and my colleagues as well. In my opinion, working with notebooks and tablets in the lessons is beneficial. Similarly useful can be the mobile phones. Unfortunately, the school management stated in the school education act an absolute ban on using the mobile phones, laptops and tablets in the classrooms. My protest was useless. I don’t understand this approach and it bothers me a lot.
- In our school we not only can, but we are even asked to use the new media as much often as possible. Yet they must be used effectively.
- I don’t consider the mobile phones to be effective in the lessons (although sometimes my students would like to use them), but they can be effective when practicing vocabulary. My students have the opportunity to download an app on their smartphone and they use it quite a lot.

²⁶ It is a programme which can be downloaded and installed on the computer for free. It comprises of six applications which enable the user to create interactive crosswords, multiple choice questions, gap-fill, short-answer and matching/ordering exercises or jumbled sentences.

The new media are helpful; however, they are not all-powerful.

- The use of the electronic media helps in teaching, but everything in moderation. In my opinion, the constant staring into the computer monitors, tablets, smartphones etc. must be tiring. I would not rely solely on them.
- Even if students had permanently the best performing media available in their lessons, the language cannot be learnt without regular drill and cramming.
- The electronic media certainly freshen up the lessons and make them more attractive. But the decisive factor, which determines the efficiency of the lesson, is still the teacher. I know many colleagues who use the traditional methods and they achieve excellent results. I just want to say that the electronic media are a reflection of our times, but they are certainly not all-powerful.

The new media are expensive and schools are insufficiently equipped.

- Computers and the Internet could be used much more and more often. Unfortunately, the grants from the regional offices, which are targeted at equipping schools with the ICT, do not go into grammar schools. They go into completely different types of schools, so having computer equipment in every class at the grammar school is rather a rarity.
- I can use technologies only when the ICT classrooms are free and I can take there my students. Our school is equipped poorly.
- technical equipment is financially demanding; power consumption; failure rate; hardware and software is soon outdated
- Thanks to the British Council and the editorial team of the magazine *Bridge*, there is a huge amount of great materials for teaching (from games to audio books, short videos, films). Also there is a very good offer of excellent textbooks on the Czech market. However, what I fundamentally lack is quality technical equipment at school. We have only one interactive whiteboard, which currently serves three colleagues. The enthusiasm cannot live without the quality technical background.

3.3.2. Part 2 – Student’s questionnaire

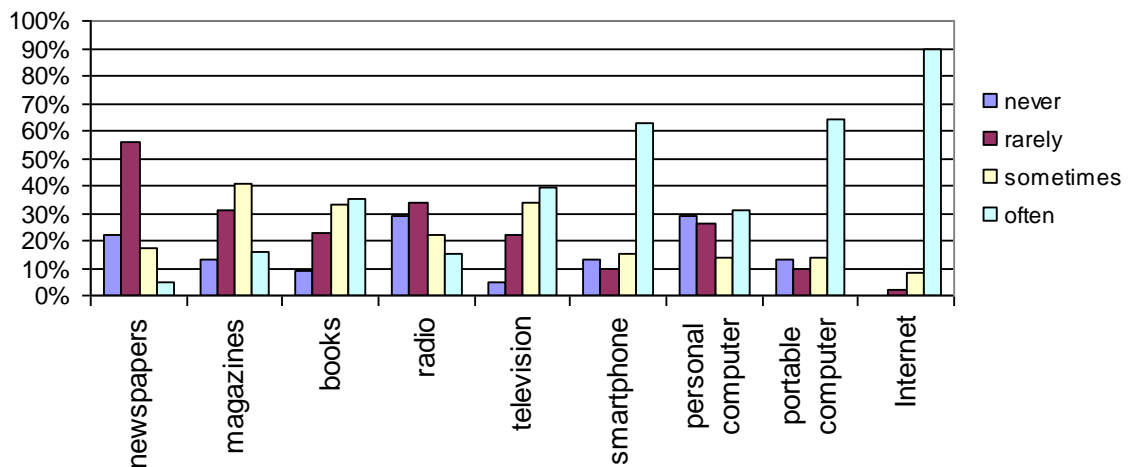
3.3.2.1. Profile of the respondents

36% of boys and 64% of girls aged 15 or 16 were among the 103 respondents. These were the grammar school as well as the secondary vocational school students. The gender imbalance may affect the results of the questionnaire to a certain degree because as it was outlined in the theoretical part, girls’ attitudes towards the new media, especially to the Internet and games playing are usually different. They typically spend less time on them than boys.

3.3.2.2. Hypotheses concerning students

H1: The new media are more popular with students than the old media.

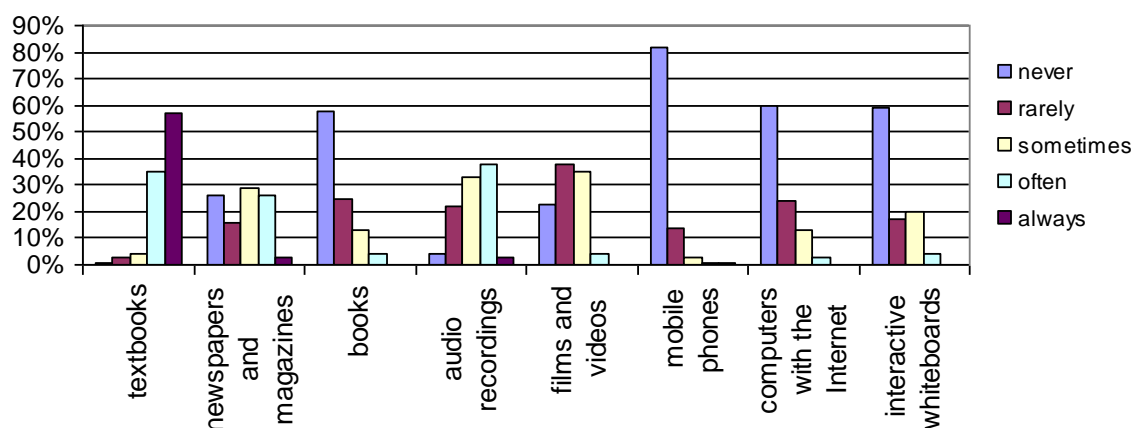
**When you are out of school,
how often do you use the following media?**



The media which students use most often in their free time are the Internet (90%), portable computers (64%) and smartphones (63%). These are followed by television (39%), books (35%) and personal computers (31%). Magazines are the media which are most commonly used sometimes: 41% of respondents chose this option. The survey shows that the 21st century students only rarely read newspapers and listen to the radio. These results may be caused by the fact that both news and radio can be read and listened to on the Internet or they are provided by television.

These findings display that the new media such as the Internet, portable computers and smartphones are more popular with the secondary school English students than the old media. They spend much of their free time using them and they are probably familiar with their workings, benefits and drawbacks. However, how often do they think are the new media actually used in the English lessons?

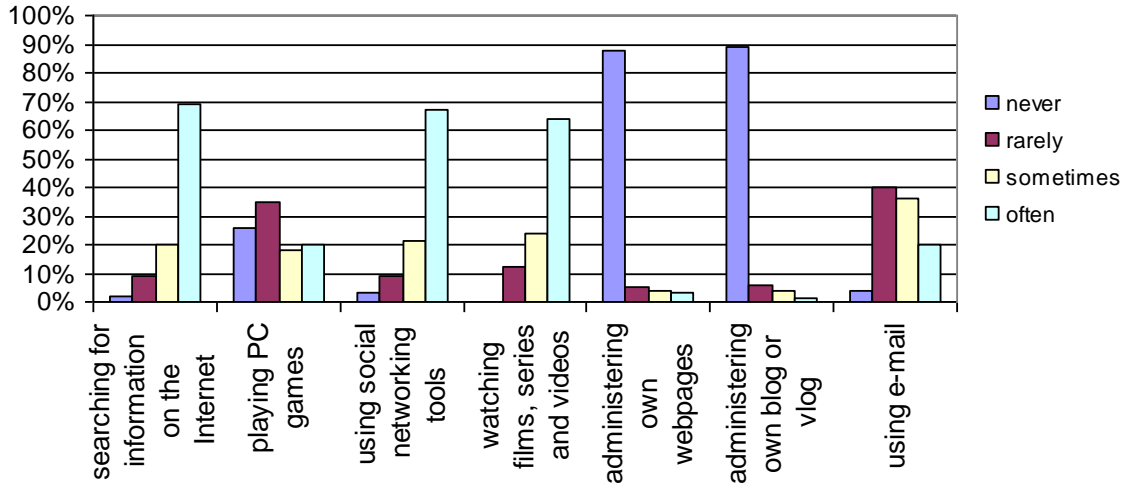
How often are the following media used in your English lessons?



According to the survey, the English lessons of the secondary school first graders are largely determined by textbooks: these are used either always (57%) or often (35%). Audio recordings or newspapers and magazines are used quite often: 38% and 26% of the respondents agreed with that. Films and videos, on the contrary, are most commonly used sometimes (35%). It approves the assumption, which was outlined in the previous part: the Czech secondary school teachers use magazines and films and videos in their lessons quite often or sometimes. Nevertheless, many students ticked that the new media such as mobile phones (82%), computers with the Internet (60%) and interactive whiteboards (59%) are together with books (58%) never used in their lessons. These findings show that despite the indisputable popularity of the new media with the 21st century students, the majority of these are not commonly used in the English lessons.

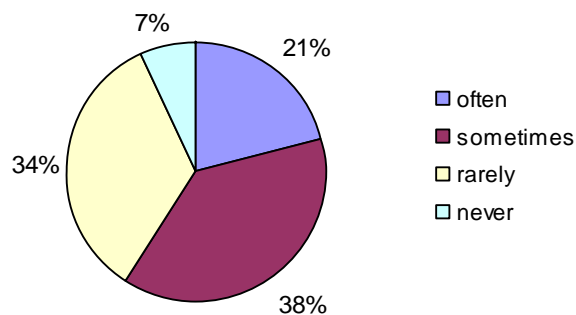
H2: Students use the Internet for manifold purposes.

**When you are out of school,
how often do you do the following activities?**



Students most commonly use the Internet for information searching (69%), using social networking tools (67%) and watching films, series and videos (64%). Sometimes they also use their e-mail (36%). On the other hand, playing PC games is not as popular as it was expected: 61% of the English students say that they do it rarely or never. The results would be probably different, if there were more boys surveyed. The majority of students also do not write their own blog (89%) or do not administer own webpages (88%).

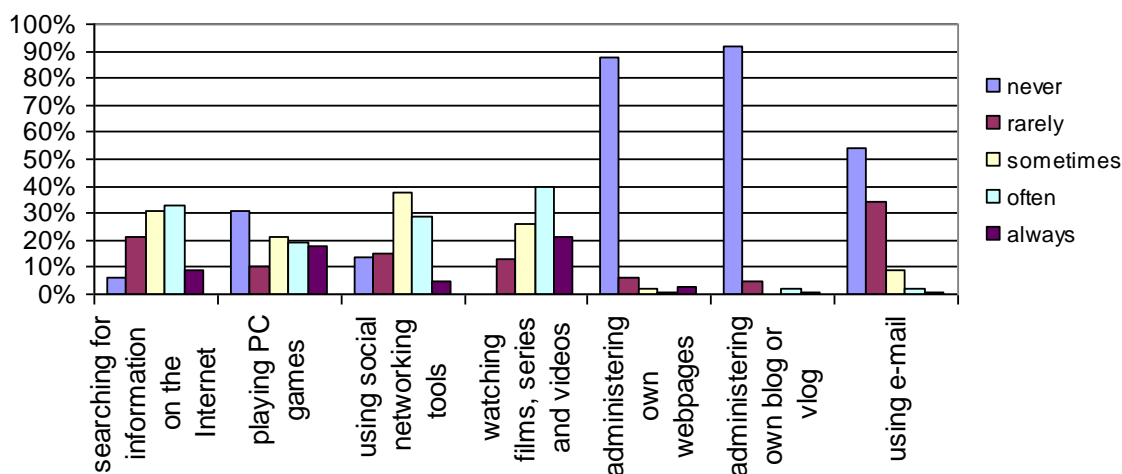
How often do you share content on the Internet?



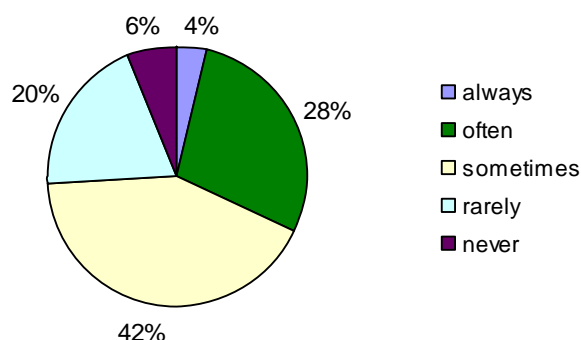
Nevertheless, more than half of the students surveyed share content on the Internet: 59% of respondents said that they share information, commentaries, photos or videos often or sometimes. 34% do it rarely and only 7% of the respondents do it never. Most of the content is probably shared via the social networking tools such as Facebook, Twitter or Youtube. It means that although blogs are not so popular among the Czech secondary school students, they still share information frequently, yet it is done through other channels. Based on these findings it can be assumed that when the English teacher decides on the implementation of an online activity based on sharing the content, e.g. students are asked to write a blog or a website in English, the students might be expected to have no problems with establishing a supportive interactive environment because many of the students already regularly add commentaries on the web or share photos or videos with their peers in their mother tongue.

It was approved that the English students use the Internet for manifold purposes. However, the question is if these students also use English for their online activities.

How often do you use English when doing the following activities?



How often do you use the Internet for studying English?



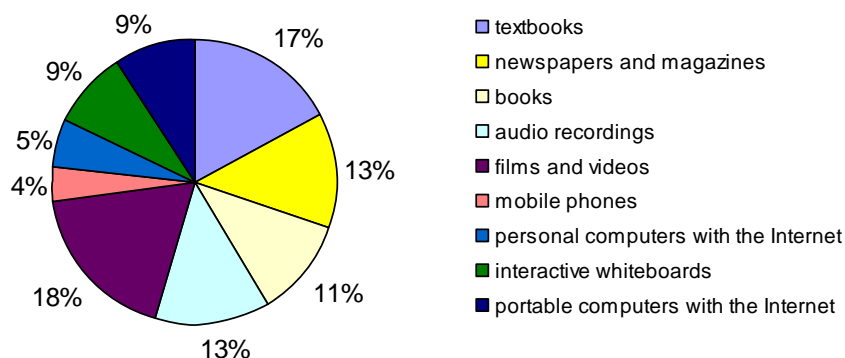
According to the findings, students use English always or often for watching films and videos (61%), searching information on the Internet (42%) and playing PC games (37%). More than half of the students, 67%, use it often or sometimes when using the social networking tools. It means that English is quite commonly used in the free time activities of the Czech secondary school students and the Internet or playing PC games can help them with its practice. Moreover, a great number of students use English when searching for information on the Internet: 73% of respondents do it sometimes or often.

The Internet is not only utilized for searching for information in English, but it is also quite often used for studying the language. Only 26% of respondents say that they use it for this purpose rarely or never.

It seems that the 21st century students of English not only use the Internet often, but they also regularly use English when they are online. On the whole they consider the Internet to be a useful tool for studying English. These findings imply that students should be systematically trained in reading online texts in English, so that they were able to interpret them correctly and utilise the skills in their prospective studies. For this reason teachers should work with the Internet on a regular basis. They may also let themselves inspire by the students who may know some useful learning tools, which are available online.

H3: Students regard the new media as more effective tools for studying English than the old media.

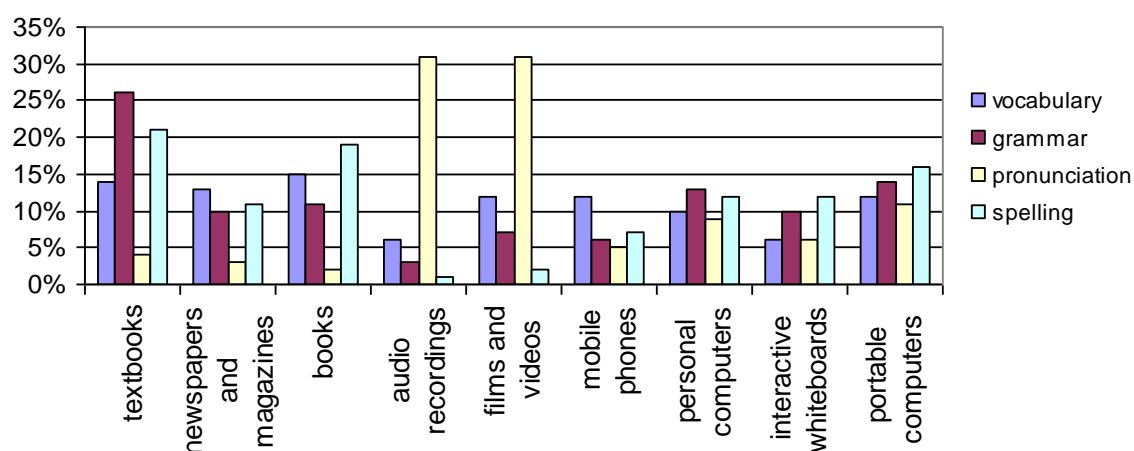
Which of the following media do you regard as effective tools for studying English?



It was found out in the survey that the traditional printed media such as textbooks, newspapers and magazines or books are similarly considered to be effective tools for studying English by the first graders. The traditional electronic media such as audio recordings or films and videos are also regarded as useful tools, which help with the study of English. On the other hand, the new media, represented by mobile phones, computers with the Internet and interactive whiteboards, were mentioned only in 27% of all responses.

These results show that the old media are considered to be more effective for studying English than the new media, which disproves the original hypothesis. The reason for this may be the fact that the old media are much more commonly used in the English lessons than the new media and students base their opinions on the practice they know from their school. The findings obtained from the analysis of the following question partly approve this assumption.

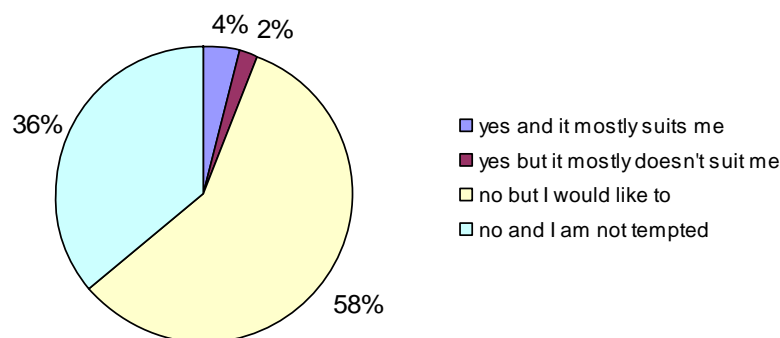
Which of the following media help you learn effectively the English vocabulary, grammar, pronunciation, spelling?



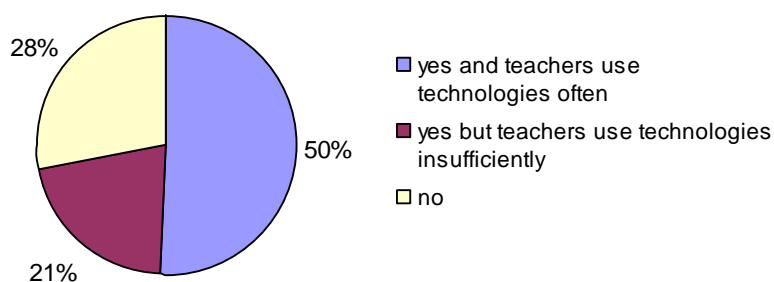
The results show that textbooks are considered to be the most effective medium, which helps the students to learn English vocabulary, grammar, pronunciation and spelling effectively. Textbooks were mentioned in 65% of responses. Yet the second most effective tool for learning vocabulary, grammar, pronunciation and spelling is a portable computer: 53% of students voted for this option. Furthermore, portable and personal computers help the students with the acquisition of all four language systems almost equally, which is not true for textbooks, books or magazines. According to the students, these media do not support much the acquisition of pronunciation. The reason is that the new media offer multiple functions, which are integrated in one device. Therefore, they can be used fast and easily and they can help with the acquisition of all four language systems at once. This property makes them perfectly suitable for informal learning environments too.

H4: Students wish to use portable computers in their English lessons.

Do you use a portable computer with the Internet access in your English lessons?



Does your school have sufficient technical equipment?



Only 6% of students have a portable computer available in their English lessons. 58% of respondents do not have one, but would like to. 36% of them do not have one and they are not tempted to use it in the lessons. It means that the use of portable devices in the English lessons by students is not common and more than half of the students wish to start using them. However, according to one of the grammar school students who filled in the questionnaire, this idea is not good because students would misuse the portable devices for their personal purposes and the English lessons would fall apart. Possibly more students are of this opinion because the findings show that their 'yes' for portable computers is not unanimous.

On the other hand, considering the question of finances, it seems that schools are now quite well equipped and it means that the Czech secondary schools invest into technology. 78% of students think that their school has sufficient technical equipment, which shows that the prospective implementation of portable devices into schools might rather concern the question of willingness than money. This assumption is approved by the fact that 28% of respondents say that although their school is well equipped, their teachers use the devices insufficiently. Hence the implementation of portable devices would require an open discussion with the teachers as well as with the students.

Conclusion

The aim of the thesis was to explore and compare various types of the old and the new media, which are commonly used in the 21st century EFL classrooms at the Czech grammar or secondary technical and vocational schools. The key question was to what extent are the new media implemented into the English lessons at the Czech secondary schools. In the thesis, the old media were represented by the printed media such as textbooks, newspapers and magazines or books and by the electronic media such as audio recordings or films and videos. Into the group of the new media were included the mobile phones or smartphones, computers, notebooks or tablets with the Internet and the interactive whiteboards.

The survey was focused on the Czech secondary school teachers and students of English. For the first part of the survey, the sample of the teachers was chosen randomly. The first grade students aged 15 or 16, who are attending the four selected secondary schools in the Czech Republic, created the target group for the second part of the survey. An online questionnaire was chosen as a research method of the survey. The teacher's and student's questionnaires were created with the aim to verify or disprove eight hypotheses concerning the use of media in the EFL classrooms at the secondary schools in the Czech Republic.

It was found out that the Czech secondary school teachers of English use a variety of media in their EFL classrooms. Both the old and the new media are commonly used and regarded as effective. In terms of the frequency of use, the old media are used more often than the new media and it is probably the reason why the students of English regard the old media as more effective tools for studying English than the new media. In contrast, the findings confirm that the new media are more popular with the secondary school English students than the old media. In their free time the students prefer the new media to the old ones. Especially the Internet is frequently used by the 21st century secondary school students of English. The findings show that they regularly use English when they are online and they also consider the Internet to be a useful tool for studying English. Yet the new media are regularly used outside of the classroom by the 21st century English teachers too. They often use a computer or the Internet for the lesson preparation. The English teachers also think that the new media contribute to the changes in their teaching style.

Additionally, it was proved that when the new media are used in the EFL classrooms, they are utilised for manifold purposes and they are suitable for developing all language skills and language systems. Furthermore, the English teachers regard them as a useful tool for teaching cultural studies and for the motivation of students. The new media are believed to have a positive impact on students' learning of English as well. For these reasons some English teachers already use an interactive textbook in their EFL classrooms and quite many of them would like to use it in the future. Nonetheless, the use of portable devices in the English lessons by students is not common in the Czech EFL classrooms. Besides, it was found out that there is a number of students who do not wish to use these devices in their English lessons.

It can be concluded that the English teachers at the Czech secondary schools reflect on the fact that the new media are almost omnipresent in the 21st century modern society and that they can largely determine the needs and interests of their 21st century students. For this reason many of them use the new media in their EFL classrooms regularly. On the other hand, not many teachers feel free of the obstacles when using the new media. There are often personal as well as institutional barriers, which have to be overcome when the teachers decide on the implementation of the new media into their lessons. More initiatives and programmes should be directed at the promotion of the implementation of the new media into schools and also at the training of the teachers in using them effectively.

Because of the fact that the influence of the new media on the learning outcomes of the students was not concerned in the survey, a subsequent research concerning the following question could be conducted: Do the students of English, who are placed in the classrooms in which the new media are used regularly perform better than the students, who attend the classrooms in which only the old media are used? Alternatively, since the findings show that the English teachers prefer using the new media for the motivation of the students and for the presentation, practice or the practical application of the content, the ways in which the new media may be used for testing and assessment could be explored. Moreover, as the thesis was predominantly targeted on the use of new media for learning English in formal environments, i.e. at the Czech secondary schools, a research could be oriented towards the use of new media for learning English in informal environments. Lastly, the prerequisites for the use of the new media at the grammar schools could be compared with those existing at the secondary technical and vocational schools.

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Appendices

Appendix 1: Accompanying letter – Czech version

Vážená paní kolegyně, vážený pane kolego,

jmenuji se Bc. Lucie Slavíková a jsem studentkou oboru učitelství anglického a německého jazyka pro střední školy na Pedagogické fakultě UK v Praze. Ve své diplomové práci s názvem „Využití médií v hodinách angličtiny na středních školách v 21. století“ provádím výzkum mezi učiteli a žáky českých středních škol s cílem zjistit a porovnat, jak jsou v hodinách angličtiny běžně využívány různé typy tištěných a elektronických médií. Obracím se proto na Vás s prosbou o vyplnění krátkého anonymního dotazníku, který je dostupný na adrese:

<http://goo.gl/umR59G>

Dotazník se týká např. využití časopisů, filmů či počítačů ve výuce angličtiny. Pokud byste měli zájem o výsledky výzkumu či o přečtení celé práce, budu ráda, když mě budete kontaktovat na adrese slavikova.lucie4@gmail.com.

Předem děkuji za Vaši spolupráci a přeji hezký den.

S pozdravem

Bc. Lucie Slavíková

Appendix 2: Accompanying letter – English version

Dear colleagues,

My name is Bc. Lucie Slavíková and I am a student of the programme Secondary School Teacher Education of English and German at the Faculty of Education, Charles University in Prague. In my diploma thesis, which is called “The Use of Media in the EFL Classrooms at Secondary Schools in the 21st Century”, I conduct a research among the teachers and students of the Czech secondary schools with the aim to identify and compare how the various types of the printed and the electronic media are commonly used in the English lessons. If you had time, I would be very grateful if you could complete a short anonymous questionnaire which is available at:

<http://goo.gl/umR59G>

The questionnaire concerns the use of magazines, films or computers in the English lessons. If you were interested in reading the findings of the research or the whole thesis, do not hesitate to contact me at slavikova.lucie4@gmail.com.

Thank you in advance for your cooperation.

Yours sincerely,

Bc. Lucie Slavíková

Appendix 3: Teacher's questionnaire – Czech version

Dotazník pro učitele středních škol – Využití médií v hodinách angličtiny

Tento dotazník je zaměřen na výzkum využití médií v hodinách angličtiny na středních školách v 21. století a je určen pro středoškolské učitele angličtiny v České republice.

Pokyny k vyplnění: Tento dotazník je anonymní. Pokud není uvedeno jinak, zaškrtněte vždy jednu odpověď nebo odpověď doplňte. Důležité je, abyste odpovídali pravdivě.

1. Jak často využíváte k přípravám hodin angličtiny počítač?

- vždy
- často
- občas
- zřídka
- nikdy

2. Jak často využíváte k přípravám hodin angličtiny internet?

- vždy
- často
- občas
- zřídka
- nikdy

3. K jakému účelu nejčastěji využíváte v hodinách angličtiny elektronická média (např. počítače, projektory či interaktivní tabule)?

Lze zaškrtnout více možností.

- elektronická média v hodinách nevyužívám
- k motivaci žáků
- k prezentaci látky
- k procvičení látky
- k testování látky
- k praktickému využití látky
- jiné: _____

4. K rozvoji jakých jazykových dovedností a znalostí nejčastěji využíváte v hodinách angličtiny elektronická média (např. počítače, projektory či interaktivní tabule)?

Lze zaškrtnout více možností.

- elektronická média v hodinách nevyužívám
- k rozvoji čtení
- k rozvoji psaní
- k rozvoji poslechu
- k rozvoji mluvení
- k rozvoji gramatiky
- k rozvoji slovní zásoby
- k rozvoji reálií (kultury, zpráv, aktualit apod.)
- jiné: _____

**5. Využíváte v hodinách angličtiny interaktivní učebnici?
(= „digitální“ učebnice používaná pro výuku na interaktivní tabuli)**

- ano a většinou mi vyhovuje
- ano, ale většinou mi nevyhovuje
- ne, ale chtěl(a) bych
- ne a neláká mě to

6. Je podle Vašeho názoru využívání počítačů a internetu Vašimi žáky přínosem pro jejich studium angličtiny?

- ano
- ne
- nejsem schopen / schopna posoudit

7. Ovlivňuje hraní počítačových her to, jak se žáci učí angličtinu?

- ano, pozitivně
- ano, negativně
- ano, pozitivně i negativně
- ne
- nejsem schopen / schopna posoudit

8. Zaškrtněte, jak často využívají Vaši žáci v hodinách angličtiny následující média. U každé položky vyberte jedno políčko.

	nikdy	zřídka	občas	často	vždy
učebnice					
noviny a časopisy					
knihy					
audio nahrávky					
filmy a videa					
mobilní telefony					
počítače s internetem					
interaktivní tabule					

9. Zaškrtněte, která z nabízených médií považujete za efektivní nástroje k výuce angličtiny.

Lze zaškrtnout více možností.

- učebnice
- noviny a časopisy
- knihy
- audio nahrávky
- filmy a videa
- mobilní telefony
- počítače s internetem
- interaktivní tabule

10. Jaké překážky vnímáte ve využívání elektronických médií (např. počítačů, projektorů či interaktivních tabulí) v hodinách angličtiny?

Lze zaškrtnout více možností.

- žádné
- časová náročnost (spuštění, vypnutí, instalace apod.)
- větší náročnost příprav na hodinu
- necítím se dostatečně obeznámen(a) s ovládním těchto médií
- bojím se, že nebudou fungovat
- bojím se, že něco rozbiju
- jiné: _____

11. Proměnil se v několika posledních letech v souvislosti s využíváním médií Váš styl výuky angličtiny?

- ano
- ne
- nejsem schopen / schopna posoudit

12. Pohlaví:

- muž
- žena

13. Kolik let vyučujete angličtinu?

- 0-10
- 11-20
- 21-30
- 31 a více

Appendix 4: Teacher's questionnaire – English version

Questionnaire for secondary school teachers – The use of media in the English lessons

This questionnaire is oriented towards the research on the use of media in the English lessons at the secondary schools in the 21st century and it is aimed at secondary school teachers of English in the Czech Republic.

Instruction: This questionnaire is anonymous. Unless stated otherwise, tick always one option or complete the answer. It is important that you respond to the questions truthfully.

1. When you prepare your English lessons, how often do you use the computer?

- always
- often
- sometimes
- rarely
- never

2. When you prepare your English lessons, how often do you use the Internet?

- always
- often
- sometimes
- rarely
- never

3. For what purpose do you use the electronic media (e.g. computers, projectors or interactive whiteboards) in your English lessons most often?

You can tick more than one option.

- I don't use the electronic media in my lessons
- for students' motivation
- for presentation of the content
- for practice of the content
- for testing of the content
- for practical application of the content
- other: _____

4. Which language skills and language systems do you develop through the electronic media in your English lessons most often?

You can tick more than one option.

- I don't use the electronic media in my lessons
- reading
- writing
- listening
- speaking
- grammar
- vocabulary
- cultural studies
- other: _____

**5. Do you use an interactive textbook in your English lessons?
(i.e. a digital textbook used for teaching with an interactive whiteboard)**

- yes and it mostly suits me
- yes but it mostly doesn't suit me
- no but I would like to
- no and I am not tempted

6. In your opinion, is the use of computers and the Internet by your students advantageous to them when studying English?

- yes
- no
- I cannot judge

7. Does the playing of PC games affect the way English is learnt by students?

- yes, positively
- yes, negatively
- yes, positively as well as negatively
- no
- I cannot judge

8. How often do your students use the following media in their English lessons?

	never	rarely	sometimes	often	always
textbooks					
newspapers and magazines					
books					
audio recordings					
films and videos					
mobile phones					
computers with the Internet					
interactive whiteboards					

9. Which media do you regard as effective tools for teaching English?

You can tick more than one option.

- textbooks
- newspapers and magazines
- books
- audio recordings
- films and videos
- mobile phones
- computers with the Internet
- interactive whiteboards

10. Which obstacles do you perceive when you think of the use of the electronic media (e.g. computers, projectors or interactive whiteboards) in your English lessons?

You can tick more than one option.

- none
- they are time-consuming (their launching, switching off, installation etc.)
- lesson preparation is more demanding
- I don't feel sufficiently familiar with their commanding
- I am afraid that they might not function
- I am afraid that I might break something
- other: _____

11. In connection with the use of media, has your teaching style of English changed in recent years?

- yes
- no
- I cannot judge

12. Gender:

- man
- woman

13. For how many years do you teach English?

- 0-10
- 11-20
- 21-30
- 31 and more

Appendix 5: Student's questionnaire – Czech version

Dotazník pro studenty středních škol – Využití médií

Jmenuji se Lucie Slavíková a jsem studentkou Pedagogické fakulty Univerzity Karlovy v Praze. Momentálně píšu svou diplomovou práci, která je zaměřena na využití médií v hodinách angličtiny na středních školách v 21. století. Vyplněním tohoto dotazníku mi pomůžete v mém výzkumu a já vám za to předem mockrát děkuji ☺.

Tento dotazník je **anonymní**. Žádná z odpovědí není správná nebo chybná. Pokud není uvedeno jinak, zaškrtněte vždy **JEDNU** odpověď nebo odpověď doplňte. Důležité je, abyste odpovídali **pravdivě**.

Pohlaví: chlapec dívka

Věk: _____

1. Jak často sdílíte na internetu obsah? (např. informace, komentáře, fotky, videa)

- často
- občas
- zřídka
- nikdy

2. Zaškrtněte, jak často mimo školu provozujete následující aktivity:

	nikdy	zřídka	občas	často
vyhledávání informací na internetu				
hraní počítačových her				
používání sociálních sítí (Facebooku, Twitteru apod.)				
sledování filmů, seriálů a videí				
provozování vlastních webových stránek				
provozování vlastního blogu nebo video blogu (= vlogu)				
používání e-mailu				

3. Jak často využíváte ke studiu angličtiny internet?

- vždy
- často
- občas
- zřídka
- nikdy

4. Zaškrtněte, jak často využíváte u následujících aktivit angličtinu:

	nikdy	zřídka	občas	často	vždy
vyhledávání informací na internetu					
hraní počítačových her					
používání sociálních sítí (Facebooku, Twitteru apod.)					
sledování filmů, seriálů a videí					
provozování vlastních webových stránek					
provozování vlastního blogu nebo video blogu (= vlogu)					
používání e-mailu					

5. Jak často mimo školu využíváte následující média:

	nikdy	zřídka	občas	často	vždy
noviny					
časopisy					
knihy					
rádio					
televize					
smartphone (= chytrý telefon)					
osobní počítač (= „pevný“ počítač)					
přenosný počítač (= notebook, netbook či tablet)					
internet					

6. Zaškrtněte, jak často jsou využívána ve vašich hodinách angličtiny následující média:

	nikdy	zřídka	občas	často	vždy
učebnice					
noviny a časopisy					
knihy					
audio nahrávky					
filmy a videa					
mobilní telefony					
počítače s internetem					
interaktivní tabule					

7. Zaškrtněte, která z následujících médií hodnotíte jako účinný nástroj ke studiu angličtiny.

Lze zaškrtnout více možností.

- učebnice
- noviny a časopisy
- knihy
- audio nahrávky
- filmy a videa
- mobilní telefony
- osobní počítače s internetem (= „pevný“ počítač s monitorem, klávesnicí a skříní)
- interaktivní tabule
- přenosné počítače s internetem (= notebooky, netbooky či tablety)

**8. Která z následujících médií vám účinně pomáhají učit se v angličtině:
U každé položky (řádku) lze zaškrtnout více políček.**

	slovíčka	gramatiku	výslovnost	pravopis
učebnice				
noviny a časopisy				
knihy				
audio nahrávky				
filmy a videa				
mobilní telefony				
osobní počítače s internetem (= „pevný“ počítač)				
interaktivní tabule				
přenosné počítače (= notebooky, netbooky či tablety s internetem)				

9. Je vaše škola dostatečně technicky vybavená?

- ano a učitelé techniku často využívají
- ano, ale učitelé techniku dostatečně nevyužívají
- ne

10. Využíváte v hodinách angličtiny přenosný počítač s internetem? (= notebook, netbook či tablet)

- ano a většinou mi vyhovuje
- ano, ale většinou mi nevyhovuje
- ne, ale chtěl(a) bych
- ne a neláká mě to

Appendix 6: Student's questionnaire – English version

Questionnaire for secondary school students – The use of media in the English lessons

My name is Lucie Slavíková and I am the student of the Faculty of Education at the Charles University in Prague. I am writing my diploma thesis which is aimed at the use of media in the English lessons at the secondary schools in the 21st century and I would be very grateful if you could spend a few minutes answering the following questions and thus help me with my research. Thank you very much in advance ☺.

This questionnaire is **anonymous**. There is no right or wrong answer. Just tick **ONE** box or complete the answer. Please give answers which are true about **YOU**.

Gender: boy girl

Age: _____

1. How often do you share content on the Internet? (e.g. information, commentaries, photos, videos)

- often
- sometimes
- rarely
- never

2. When you are out of school, how often do you do the following activities?

	never	rarely	sometimes	often
searching for information on the Internet				
playing PC games				
using social networking tools (Facebook, Twitter etc.)				
watching films, series and videos				
administering own webpages				
administering own blog or video blog (i.e. vlog)				
using e-mail				

3. How often do you use the Internet for studying English?

- always
- often
- sometimes
- rarely
- never

4. How often do you use English when doing the following activities?

	never	rarely	sometimes	often	always
searching for information on the Internet					
playing PC games					
using social networking tools (Facebook, Twitter etc.)					
watching films, series and videos					
administering own webpages					
administering own blog or video blog (i.e. vlog)					
using e-mail					

5. When you are out of school, how often do you use the following media?

	never	rarely	sometimes	often
newspapers				
magazines				
books				
radio				
television				
smartphone				
personal computer				

portable computer (e.g. notebook, netbook or tablet)				
Internet				

6. How often are the following media used in your English lessons?

	never	rarely	sometimes	often	always
textbooks					
newspapers and magazines					
books					
audio recordings					
films and videos					
mobile phones					
computers with the Internet					
interactive whiteboards					

7. Which of the following media do you regard as effective tools for studying English?

You can tick more than one option.

- textbooks
- newspapers and magazines
- books
- audio recordings
- films and videos
- mobile phones
- personal computers with the Internet (i.e. fixed computer with monitor, keyboard and computer case)
- interactive whiteboards
- portable computers with the Internet (i.e. notebooks, netbooks or tablets)

- 8. Which of the media help you learn effectively the English vocabulary, grammar, pronunciation, spelling?
For each item you can tick more than one box.**

	vocabulary	grammar	pronunciation	spelling
textbooks				
newspapers and magazines				
books				
audio recordings				
films a videos				
mobile phones				
personal computers with the Internet (i.e. fixed computers)				
interactive whiteboards				
portable computers with the Internet (i.e. notebooks, netbooks or tablets)				

- 9. Does your school have sufficient technical equipment?**

- yes and teachers use technologies often
- yes but teachers use technologies insufficiently
- no

- 10. Do you use a portable computer with the Internet access in your English lessons? (i.e. notebook, netbook or tablet)**

- yes and it mostly suits me
- yes but it mostly doesn't suit me
- no but I would like to
- no and I am not tempted

Appendix 7: Research study – Teachers' responses

1. When you prepare your English lessons, how often do you use the computer?

always	8	8%
often	74	70%
sometimes	21	20%
rarely	1	1%
never	1	1%

2. When you prepare your English lessons, how often do you use the Internet?

always	2	2%
often	60	57%
sometimes	36	34%
rarely	7	7%
never	0	0%

3. For what purpose do you use the electronic media in your English lessons most often? (e.g. computers, projectors or interactive whiteboards)

You can tick more than one option.

I don't use the electronic media in my lessons	2	1%
for students' motivation	69	22%
for presentation of the content	87	27%
for practice of the content	76	24%
for testing of the content	31	10%
for practical application of the content	48	15%
other	5	2%

4. Which language skills and language systems do you develop through the electronic media in your English lessons most often?

You can tick more than one option.

I don't use the electronic media in my lessons	2	1%
reading	21	5%
writing	11	3%
listening	81	20%
speaking	46	12%
grammar	67	17%
vocabulary	81	20%
cultural studies	88	22%
other	2	1%

5. Do you use an interactive textbook in your English lessons? (i.e. a digital textbook used for teaching with an interactive whiteboard)

yes and it mostly suits me	22	21%
yes but it mostly doesn't suit me	5	5%
no but I would like to	49	47%
no and I am not tempted	29	28%

6. In your opinion, is the use of computers and the Internet by your students advantageous to them when studying English?

yes	93	89%
no	0	0%
I cannot judge	12	11%

7. Does the playing of PC games affect the way English is learnt by students?

yes, positively	33	31%
yes, negatively	0	0%
yes, positively as well as negatively	57	54%
no	2	2%
I cannot judge	13	12%

8. How often do your students use the following media in their English lessons?

	never	rarely	sometimes	often	always
textbooks	0	0	2	53	50
newspapers and magazines	3	31	46	25	0
books	16	57	29	3	0
audio recordings	0	1	11	84	9
films and videos	0	18	71	16	0
mobile phones	39	24	32	9	1
computers with the Internet	12	32	43	18	0
interactive whiteboards	44	17	25	16	3

	never	rarely	sometimes	often	always
textbooks	0%	0%	2%	50%	48%
newspapers and magazines	3%	30%	44%	24%	0%
books	15%	54%	28%	3%	0%
audio recordings	0%	1%	10%	80%	9%
films and videos	0%	17%	68%	15%	0%
mobile phones	37%	23%	30%	9%	1%
computers with the Internet	11%	30%	41%	17%	0%
interactive whiteboards	42%	16%	24%	15%	3%

**9. Which media do you regard as effective tools for teaching English.
You can tick more than one option.**

textbooks	102	16%
newspapers and magazines	91	14%
books	72	11%
audio recordings	101	16%
films and videos	96	15%
mobile phones	27	4%
computers with the Internet	84	13%
interactive whiteboards	62	10%

10. Which obstacles do you perceive when you think of the use of the electronic media in your English lessons? (e.g. computers, projectors or interactive whiteboards)

You can tick more than one option.

none	15	8%
they are time-consuming	59	32%
lesson preparation is more demanding	41	23%
I don't feel sufficiently familiar with their commanding	18	10%
I am afraid that they might not function	26	14%
I am afraid that I might break something	0	0%
other	23	13%

11. In connection with the use of media, has your teaching style of English changed in recent years?

yes	79	75%
no	13	12%
I cannot judge	13	12%

12. Gender:

man	19	18%
woman	86	82%

13. For how many years do you teach English?

0 - 10 years	26	25%
11 - 20 years	31	30%
21 - 30 years	32	30%
31 years and more	16	15%

Appendix 8: Research study – Students’ responses

1. How often do you share content on the Internet? (e.g. information, commentaries, photos, videos)

often	22	21%
sometimes	39	38%
rarely	35	34%
never	7	7%

2. When you are out of school, how often do you do the following activities?

	never	rarely	sometimes	often
searching for information on the Internet	2	9	21	71
playing PC games	27	36	19	21
using social networking tools	3	9	22	69
watching films, series and videos	0	12	25	66
administering own webpages	91	5	4	3
administering own blog or video blog	92	6	4	1
using e-mail	4	41	37	21

	never	rarely	sometimes	often
searching for information on the Internet	2%	9%	20%	69%
playing PC games	26%	35%	18%	20%
using social networking tools	3%	9%	21%	67%
watching films, series and videos	0%	12%	24%	64%
administering own webpages	88%	5%	4%	3%
administering own blog or vlog	89%	6%	4%	1%
using e-mail	4%	40%	36%	20%

3. How often do you use the Internet for studying English?

always	4	4%
often	29	28%
sometimes	43	42%
rarely	21	20%
never	6	6%

4. How often do you use English when doing the following activities?

	never	rarely	sometimes	often	always
searching for information on the Internet	6	22	32	34	9
playing PC games	32	10	22	20	19
using social networking tools	14	15	39	30	5
watching films, series and videos	0	13	27	41	22
administering own webpages	91	6	2	1	3
administering own blog or vlog	95	5	0	2	1
using e-mail	56	35	9	2	1

	never	rarely	sometimes	often	always
searching for information on the Internet	6%	21%	31%	33%	9%
playing PC games	31%	10%	21%	19%	18%
using social networking tools	14%	15%	38%	29%	5%
watching films, series and videos	0%	13%	26%	40%	21%
administering own webpages	88%	6%	2%	1%	3%
administering own blog or vlog	92%	5%	0%	2%	1%
using e-mail	54%	34%	9%	2%	1%

5. When you are out of school, how often do you use the following media?

	never	rarely	sometimes	often
newspapers	23	58	17	5
magazines	13	32	42	16
books	9	24	34	36
radio	30	35	23	15
television	5	23	35	40
smartphone	13	10	15	65
personal computer	30	27	14	32
portable computer	13	10	14	66
Internet	0	2	8	93

	never	rarely	sometimes	often
newspapers	22%	56%	17%	5%
magazines	13%	31%	41%	16%
books	9%	23%	33%	35%
radio	29%	34%	22%	15%
television	5%	22%	34%	39%
smartphone	13%	10%	15%	63%
personal computer	29%	26%	14%	31%
portable computer	13%	10%	14%	64%
Internet	0%	2%	8%	90%

6. How often are the following media used in your English lessons?

	never	rarely	sometimes	often	always
textbooks	1	3	4	36	59
newspapers and magazines	27	16	30	27	3
books	60	26	13	4	0
audio recordings	4	23	34	39	3
films and videos	24	39	36	4	0
mobile phones	84	14	3	1	1
computers with the Internet	62	25	13	3	0
interactive whiteboards	61	17	21	4	0

	never	rarely	sometimes	often	always
textbooks	1%	3%	4%	35%	57%
newspapers and magazines	26%	16%	29%	26%	3%
books	58%	25%	13%	4%	0%
audio recordings	4%	22%	33%	38%	3%
films and videos	23%	38%	35%	4%	0%
mobile phones	82%	14%	3%	1%	1%
computers with the Internet	60%	24%	13%	3%	0%
interactive whiteboards	59%	17%	20%	4%	0%

7. Which of the following media do you regard as effective tools for studying English?

You can tick more than one option.

textbooks	87	17%
newspapers and magazines	66	13%
books	60	11%
audio recordings	68	13%
films and videos	94	18%
mobile phones	23	4%
personal computers with the Internet	27	5%
interactive whiteboards	49	9%
portable computers with the Internet	48	9%

8. Which of the media help you learn effectively the English vocabulary, grammar, pronunciation, spelling?

You can tick more than one option.

	vocabulary	grammar	pronunciation	spelling
textbooks	77	96	13	68
newspapers and magazines	69	39	10	36
books	80	42	5	61
audio recordings	30	13	95	2
films and videos	67	26	95	7
mobile phones	68	22	14	22
personal computers	53	47	27	38
interactive whiteboards	33	38	19	38
portable computers	68	52	33	51

	vocabulary	grammar	pronunciation	spelling	total
textbooks	14%	26%	4%	21%	65%
newspapers and magazines	13%	10%	3%	11%	37%
books	15%	11%	2%	19%	47%
audio recordings	6%	3%	31%	1%	41%
films and videos	12%	7%	31%	2%	52%
mobile phones	12%	6%	5%	7%	30%
personal computers	10%	13%	9%	12%	44%
interactive whiteboards	6%	10%	6%	12%	34%
portable computers	12%	14%	11%	16%	53%

9. Does your school have sufficient technical equipment?

yes and teachers use technologies often	52	50%
yes but teachers use technologies insufficiently	22	21%
no	29	28%

10. Do you use a portable computer with the Internet access in your English lessons? (i.e. notebook, netbook or tablet)

yes and it mostly suits me	4	4%
yes but it mostly doesn't suit me	2	2%
no but I would like to	60	58%
no and I am not tempted	37	36%

11. Gender:

boy	37	36%
girl	66	64%