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VIZUÁLNÍ UMĚNÍ JAKO MOTIVAČNÍ ČINITEL VE VÝUCE ANGLICKÉHO JAZYKA: VIZUÁLNĚ OBRAZNÁ VYJÁDŘENÍ NOVÝCH MÉDIÍ

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Thesis

VISUAL ART AS AN ENGLISH LANGUAGE TEACHING TOOL:VISUAL REPRESENTATION OF NEW MEDIA AS MEANS OF ENGLISH LANGUAGE ACQUISITION

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Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni 19. 6. 2015   ………….……………….
                                                                          Michaela Bečvářová

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ABSTRACT

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The thesis deals with the use of new media visual representations in the English instruction. Its aim is to investigate the potential of this kind of visual representation through two individual projects realization. The theoretical description of the possibilities of using new media art to support students' second language acquisition is followed by the results of the research analysis. The research was carried out through interviews with learners taking part in the projects and their teachers, observations of the lessons taught, and questionnaires filled out by the participants. The research shows there may be a significant potential of new media visual representation as a teaching tool under suitable conditions.

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I. INTRODUCTION

New media art and generally the visual representation of new media has become a significant phenomenon of this age, surrounding us every day of our lives. Its influence covers many aspects of living in the 21st century and its enormous potential has not been fully revealed yet. This graduate thesis deals with its utilization in the school educational system, namely then for English language teaching.

The theoretical part summarizes the historical development of media art with its roots at the beginning of the 20th century and discusses its place in the Czech educational system. The ways of incorporating visual representations into the curricula and their contribution to learners' general as well as specific English skills are introduced in this part.

The research is based on the realization of two individual projects incorporating the visual representations of new media and taught at an elementary school. Its purpose was to investigate the participating learners' interest in the use of new media technologies for creating visual representations and the usefulness of the resulting products as a support for their English speaking skills. For the needed data collection, a combination of several methods was used with the intention of gaining as a comprehensive overview of the target aspect of the teaching reality as possible. The methodology part provides information about the research background and the methods used; the results of the research are presented in the chapter named Results and Commentaries.

The part called Implications is concerned with suggestions for possible ways of using the findings of this thesis in English instruction. It also discusses limitations of the research resulting from the conditions it was carried out in and suggests further research which could contribute to a better understanding of this complex topic. The final chapter of the main part of the thesis is dedicated to the conclusion of its most important findings connected to the research question.

II. THEORETICAL BACKGROUND

This chapter provides the basic explanation of the term 'new media art' and summarizes its historical development. It further discusses the place of this phenomenon in the Czech educational system and its hypothetical contribution to learners' general as well as specific English skills.

New Media Art

In 1969, Marshall McLuhan, the Canadian author of many publications helping people with understanding media, wrote "The new media are not ways of relating us to the old 'real' world, they are the real world and they reshape what remains of the old world at will" (as cited in Rush, 2005, p. 84). By these words he says that new media create their own world where people can lose connection to the old 'real' one. It is important for people to recognize the difference and so it is important to meet new media art and be able to work with it.

As the notion predicts, the formation of new media art assumes some kinds of artistic production in the presence of new media technologies. Medium is as a way of communicating message within a culture (Worsnop, n. d., p. 20); new media then can be understood as media whose complete potential is still to be discovered. Some examples of these media in 21st century are internet, videogames or satellite television.

Innovative Tendencies in Art

Throughout the history, the main feature of the world of art has always been the effort of artists to push the boundaries of what is still considered to be a piece of art. With the beginning of 20th century these efforts became more intensive than ever before. One of the most significant persons of the time is Marcel Duchamp whose ready-mades are considered a turning point in the whole understanding of the notion of art (Rush, 2005, p. 7).

Since Duchamp's controversial participation at the exhibition of the Society of Independent Artists in 1917 where he claimed an old urinal to be a piece of art called *Fountain*, many artists have tried to rouse the interest of the public by more or less controversial topics and procedures and some of them actually succeeded. Among those was for example Kazimir Malevich as a pioneer of geometric abstract art or Jackson Pollock with his action painting (Rush, 2005, p. 7).

The closer the half of the century was coming, the more efforts from the side of artists appeared and the more the boundaries between art and the other spheres of human life were blurred. The tendencies of artists to make artistic expressions a part of everyday life were

constantly increasing that time, and when new technological media as cameras, computers or televisions would step into this process became only a question of time (Rush, 2005, p. 82).

Moving Pictures

The concept of media art is mainly based on a grip of time. Those tendencies existed already in the early 20th century. The notions of 'present', 'past' and 'future' and ideas about what the very base of time is like and how it works, introduced by the French philosopher Henri Bergson in 1896, were widely discussed by artists and critics all over the world (Rush, 2005, p. 12).

The artists' desire to capture time resulted in an obsession with people and animals in motion. Artists tried to represent motion in their paintings and looked for inspiration in the first (so far scientific) photography sequences. Their efforts resulted in pieces as painted *Dynamism of a Dog on a Leash* (1912) by Giacomo Balla or Duchamp's *Nude Descending a Staircase, No.2* (1912) (Rush, 2005, p. 15). During the same period, cinema was developed in the laboratories of American inventor Thomas Edison, which would have a great impact on media art of the mid-century (Rush, 2005, p. 15).

The art of film was quickly developing and the artist often used their knowledge from earlier art work. For many years artist had used 8-millimetre and 16-millimetre cameras, until the first affordable and portable Sony Portapak video camera became available, which is considered one of the most significant moments of the media art history (Rush, 2005, p. 33).

In the mid-1960s, when new media entered the world of art in large, the boundaries were stretched so far that they did not exist anymore (Rush, 2005, p. 82). So called 'high' and 'low' art lost their distinctive features and were melted through their origin and appearance in new media. Those forms of art using media and technologies were gaining their status in the world of art right beside the traditional forms.

Performance

In the time of new media expansion, not only artists experiment with forms, but viewers are incorporated into the work of art and become an indispensable part of the process of art creation. Such processes are called Performances, Happenings, and Events and their success are no more dependent on final production; the action itself is considered a piece of art.

During the years of its existence, performance was focused on various media and even multimedia performance was developed. In the 1960s, performance artists, headed by Rauschenberg, started to combine theatre, dance, sounds, texts and others and these tendencies in performance still remain.

Nowadays, productions of media performance type can be seen in theatre plays, musicals, concerts and many public events. Rush says about the performance expansion the following: "By the late 1990s, multimedia techniques, begun so spontaneously by experimental dance and theatre groups in the late 1960s, had infiltrated mainstream theatre and stadium spectacles, especially rock music shows" (Rush, 2005, p. 75).

Video Art

In 1960s the dominant medium was television, people were watching it up to 7 hours a day, and as it was completely commercialized at that time; it started to become an enemy to many artists (Rush, 2005, p. 84). They started to protest against the commercialization by their own means – video art creation.

Though almost the only difference between art videos and documentaries was the author's artistic past, opposing to mainstream television, artists' products were not intended for sale or mass consumption (Rush, 2005, p. 87). Art videos were mostly made for purely aesthetic purposes.

The first artist considered to make video art is Andy Warhol, who was asked to experiment with different kinds of cameras and a portable video recorder in 1965, whose product was later incorporated into his first double-projection film, *Outer and Inner Space* (Rush, 2005, p. 87).

Over time, artists of video art and performance took the best of one another and created video performance. This art was used to study possibilities of human body as well as communicate personal messages or bring attention to controversial topics.

Video quickly became one of the preferred means of art creation. Rush says about video art, that "its seemingly endless possibilities and relative affordability make it increasingly attractive to young artists who have been raised in an era of media saturation" (2005, p. 121). Since its birth video art has kept its place among the most popular and easily approachable kinds of media art. In the 21st century, making video art is no longer a privilege of artists; cameras and video recorders are affordable, and looking back at the attitude of Fluxus, a loosely organized but very influential group of artists existing between 1950s and 1970s, who did not agree that museums should be the authority to determine the value of art

and so had a huge impact on the whole development of media art, everyone is able to produce their own piece of video art.

Digital Art

In his *New Media in Art* Michael Rush says that "digital art is a mechanized medium whose potential appears limitless" (2005, p. 180). By these words he summarizes the most important that can be said about digital art. It is a media art and the limitlessness dwells in the fact that all elements of a digital image can be modified. And once they are modified, there is still the possibility to modify them again. This principle is what digital art is based on and probably also why it is so popular nowadays.

Nevertheless, digital art is the youngest of all kinds of media art mentioned above. According to Pete Worrall the process of accepting digital technologies as means of creation of 'new' drawing, painting and sculpture by artists and art teachers was still in the beginning during 1990s (Symposium České sekce INSEA, 2000, p. 130). The same opinion was expressed by Vančát who wrote in 1996 that digital art that time was probably on the same level like film at the beginnings of the century (Symposium České sekce INSEA, 1995, p. 54).

Under the notion of digital art also the art of internet is included. Again, the base of internet art is blurring the boundaries between art and everyday life. The most important components are producing, sharing and duplicating information. Lev Manovich claims about internet, that "because the web is always changing, diminishing and growing, its capability as a database far overweighs its narrative-orientated qualities" (as cited in Greene, 2004, p. 139).

The digital art is still quickly developing in the 21st century. However, such opinions appear, that the mass accessibility of computers caused that the computer space stopped being fascinating and with computers becoming the everyday working tools, the end of new media art has occurred (Brücher et al., 2011, p. 156).

New media have occupied an important role in art since the beginning of 20th century. Working with photo editors, video recorders, or internet has become almost a natural part of our everyday life. Creating art is no more a privilege of artists and people educated in artistic disciplines. Everyone can create their piece of art and what is even more important - everyone can approach existing art in a critical way. There are no general truths about a value of art anymore. The only thing that matters is the interest of viewers and their willingness to discuss individual pieces and allow them influence their understanding of the world.

Media Art in Education

The life of human society had never been influenced by art as much as it has been in 21st century. Nowadays, media art or more precisely the visual representations of media which captures the essence of media production better as not all the expressions are of any artistic quality, surrounds us every second of our life. What started as scientific and artistic production is now used for advertisements, leisure-time activities, visual illustration of work procedures, and many other purposes. There were no other options for educational systems than to adapt their curricula to the new situation. Children at schools are introduced this part of our culture and lead to its understanding either within a separate subject or through a cross-curricular theme, the latter being the case in the Czech Republic.

Media Education as a Cross-curricular Theme of RVP (FEP)

As media technologies are essential for media art production, understanding of these technologies and a healthy approach to them by learners are necessary for the media art appreciation. Forming learners' approaches to information transferred by media is one of the main interests of Media Education which was established as a cross-curricular theme of the Framework Educational Programme (RVP).

Cross-curricular subjects are compulsory parts of elementary education and they have been developed to form learners' attitudes and values in relation to the current world's problems (Jeřábek & Tupý, 2007, p. 91). One of these problems can be considered the above mentioned approach towards media in general. According to Ondřej Švrček, nowadays the whole existence of human civilization is based primarily on visual perception, and sight is the sense that mediates the surrounding world to us. He also claims that sight has the most significant impact on our moods, feelings, attitudes, opinions and even behaviour and these can be quite easily influenced by billboards, newspapers, magazines and others (in Mašek, Sloboda & Zikmundová p. 148). Learners need to be educated in this area to understand the language of media and avoid its excessive influence on their personalities.

The authors of RVP say that media education has been established as a cross-curricular subject to help learners understand that "the messages offered by the media are inconsistent, characterised by a peculiar relation to natural as well as social reality and motivated by various (mostly unacknowledged and thus potentially manipulative) intentions" (Jeřábek & Tupý, 2007, p. 104). Švrček further claims that people need to learn how media works and how to make use of them to prevent boundless admiration and people staying at the level of passive consumers of visual perceptions (in Mašek, Sloboda & Zikmundová, p. 148).

Media Education provides opportunities for learners to meet media art, teaches them how to understand it and think about it critically without allowing the information transferred by these arts have excessive influence on their personalities.

Media Literacy

Through Media Education learners are often confronted with media visual representations of various kinds and this confrontation works on two levels – a theoretical and a practical one, in other words the level of knowledge and the level of skills. Learners can be, for example, shown photographs, videos, advertisements and others and asked to express their opinions, or they can create their own pieces of media art. For both these activities learners need a certain level of media literacy which consists of knowledge and skills, but their media literacy is also further developed by taking part in these activities. Therefore the benefit is mutual and the notion of media literacy becomes central for the whole idea of Media Education.

The authors of RVP themselves state that Media Education is "to equip the pupil with a basic level of media literacy" (Jeřábek & Tupý, 2007, p. 104). The media literacy is then understood as certain knowledge of contemporary media together with its function and social role as well as some basic skills enabling an individual to work with media and independently involve in media communication. Media literate learner should be able to consider trustworthiness of various messages offered by media as well as select a proper media for various needs, from gaining information to leisure-time activities, fulfilment (Jeřábek & Tupý, 2007, p. 104).

Media literacy, developed through Media Education, is an important prerequisite for dealing with information transferred by media and often represented by some kinds of media arts.

Critical Thinking

While the practical level of media literacy is based primarily on understanding media technologies and children can therefore learn it almost mechanically, the theoretical one requires deeper understanding and working with opinions. As contemporary easily accessible information is mainly screen-based and image-based, Chris M. Worsnop in his *Media Literacy through Critical Thinking* suggests that in current society new media should be added beside language as a basic thing to be taught to understand (n. d., p. 1). He further says that "the skills of thinking critically about mass communication are essential survival skills in a technological, consumer society such as ours" (Worsnop, n. d., p. 1). Again, thinking critically about media and their visual representation means becoming more resistant to their

influence. The skills of critical thinking are not a matter of course though, and current learners should start being trained in this area as soon as possible to avoid developing a distorted world understanding and life expectations.

The ability to think critically assumes possessing several sub-skills that lead one to the target outcome in several steps. This series of skills is developing in time but primarily based on Bloom's taxonomy which has been worked on since 1956. The more recent researches divide the way towards successful critical thinking process into 5 parts or sub-skills – Understanding, Applying, Analysing, Evaluating and Creating (Hughes, 2014, p. 2). Based on the order of skills, it could be concluded that the practical part of media literacy – creative skills should only come after gaining enough knowledge in the theoretical one.

Visual Literacy

As written above, media literate children can successfully discuss message of media art or create their own piece of art with a certain purpose. However, Dr. Mary Stokrocki, professor of art education, says that students first "must be visually literate to navigate the real world, which includes decoding, understanding and analyzing the meanings and values communicated by images" (n. d., p. 3). In other words, to be able to understand, think about, and communicate the contents presented visual ways one needs to read visual language, including for example signs and body language, with skill (Debes & Francesky, n. d., p. 9).

Debes and Francesky see visual literacy as a trend towards widening options; in their *Visual Literacy* they present it as something bringing new perspectives to language, communication, and sharing experiences with others (n. d., p. 8). According to them a visually literate child makes linkages between visual representations (used e.g. in televisions and advertisements) and their parallel verbal expressions. Thus these children not only have no problems translating from visual language to verbal and vice versa, but also develop both visual and verbal skills simultaneously. They claim that with developing visual literacy, students also develop their ability to communicate – both literally and verbally (Debes & Frencesky, n. d., p. 13).

In comparison to media literacy, considering the fact that through media literacy students get some knowledge and skills enabling them to work with media, visual literacy seems to be even more essential for any art integration into educational system as understanding the message of image is the very base for any further work with a piece of art, such as creating an opinion and taking a stance on it.

Visual Language and Communication

As mentioned above, an important step towards visual literacy is getting to understand visual language, the specific way of communication where words and visual elements are tightly integrated and make interconnected and inseparable means of communication. According to Robert E. Horn, the visiting scholar at Stanford University's Center for the Study of Language and Information, such combination has a potential to make our work and learning more effective by increasing human "capacity to take in, comprehend, and more efficiently synthesize large amounts of new information" (2001, p. 1).

In the following illustration Horn submits a part of the variety of fields from which visual language can be created. Under the condition that they are created by (new) media technologies, all the suggested visual representations can be considered (new) media art.
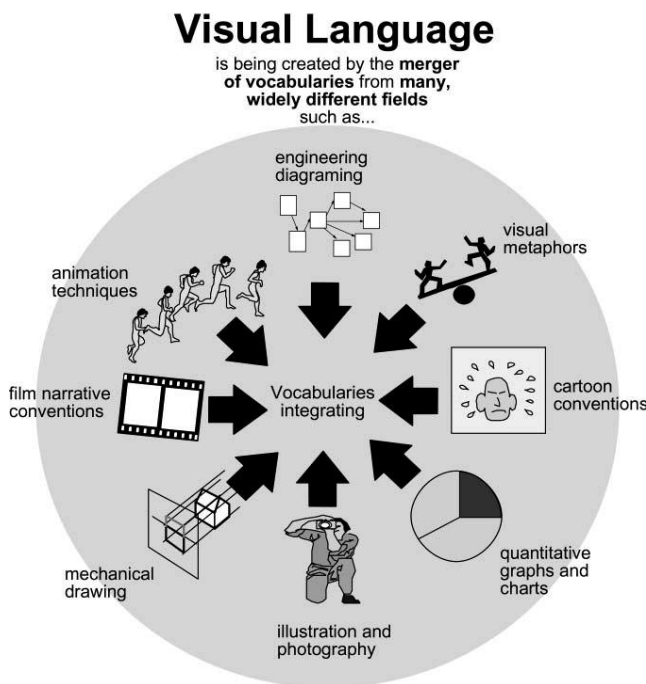
Horn, 2001, p. 3

In 2000 Horn predicted that the 21st century artistic and aesthetic communication will be significantly influenced by scientific and technological progress in visual communication (as cited in Horn, 2001, p. 6), which is already happening. Nowadays, visual language can be seen in the vast majority of art pieces produced in 21st century which could be a consequence of the fact that art is mainly produced by media.

Also the visual language is gaining importance with the increasing need of communication between people of different cultural backgrounds. As Jia Wang says in

"Visual Language in Visual Communication", also thanks to visual language people can clearly understand concepts that would be impossible to describe properly by words. For education visual language means a way to improvement and simplification of learners' understanding. Especially for visual learning types visual language seems to provide the right way of memory support.

The main opportunity to meet new media art in education for Czech learners provides the cross-curricular theme Media Education. Thanks to this content area, media visual representations have become supporting means of teaching various subjects across the whole curriculum. Working with new media is not only used as motivational means but also educates children in the field of media understanding which is considered a very important skill for living in 21st century. Through Media Education learners are taught basics of media and visual literacy and introduced visual language and communication. Also their critical thinking skills are further developed in the process of discussing new media art pieces and using new media technologies. The visual representations of new media seem to have a great potential for various educational areas throughout our whole educational system.

Media Art in English Lessons

Media art can be used as supporting means of teaching across the whole curriculum; that means in every single subject taught. English lessons are not an exception and there exist many ways of incorporating this kind of art in language education. New media used as a teaching tool in English not only make the lessons more interesting for learners as they can discover the importance of the second language acquisition, but also contribute to learners' idea of the subject Media Education.

Media Education in English Lessons

As a cross-curricular theme, Media Education has specific interconnections with various educational areas of which the most relevant for English teaching is the area of Language and Language Communication. These interconnections are also administered by RVP, where the following description of the interconnection between Media Education and the area Language and Language Communication is to be found:

The interconnection of Media Education and the educational area Language and Language Communication concerns primarily the perception of spoken and written

expressions, their structure, various types of content and the application of a corresponding range of means of expression, as well as the mastery of the basic rules of public communication, dialogue and argumentation. (Jeřábek & Tupý, 2007, p. 104)

From this quotation it can be understood that Media Education involvement in English lessons expects mainly working with spoken and written forms of language, which, however, does not reject an important position of visual representations in the learning process. Visual and audiovisual materials are popular among both teachers and learners as they can make the work clearer, quicker, and more interesting. However, using art in English lessons also assumes some skills in the above mentioned media and visual literacy, which should be developed primarily in the area Arts and Culture but language lessons work with them too (Jeřábek & Tupý, 2007, p. 104).

The role of Media Education in language lessons is again fully administered by RVP and, as well as in other subjects, it implies both knowledge and skill levels. In practice of English lessons, being interested in new media art, this can mean commenting and reacting on various new media art pieces on one side, and creating own ones with use of the new language on the other.

Improving Literacy Skills through Art

   Visual literacy in English classes. Although many teachers still believe that literature and reading activities are the main manifestations of language and so the language should be learnt through them, Debes and Francesky claim that "English teachers were among the first to sense a more total language level, and through explorations, to turn to visual literacy activities (n. d., p. 13)".

They also highlight the existence of studies showing that verbal language is interconnected with the visual one and they both must be intentionally developed (n. d., p. 13). For example, James Moffett, the author of many publications submitting ideas for classroom practice, introduces an integrative model that suggests involving visual literacy training to help students with language creation. According to his model, students first communicate their unique experiences through any visual interpretation; later translate them into a verbal language. He further says that with moving from easier ways of interpretations to the more complex one, students' language develops the same way (as cited in Debes & Francesky, n. d., p. 13). On an imaginary scale, creating new media art using digital technologies would probably stand with quite complex language use.

Learning Through Art program. There exist more researches indicating that integration of art into language lessons can be a step towards improving learners' literacy, creativity and solving problem skills as well as broaden their fields of interests. One of these researches has been done by New York Guggenheim Museum. In this program, *Learning Through Art* (LTA), experienced teaching artist are sent to public schools and help teachers to incorporate art projects in their school curricula. Learners participating in this program examine, discuss, create and are challenged to think critically about pieces of art (The Solomon R. Guggenheim Foundation, 2015, "About"). In 2003, Guggenheim's program was awarded a grant to discover the impact of the content of its interest on learner's ability to describe and interpret art, and subsequently apply these skills to understanding written texts (The Solomon R. Guggenheim Foundation, 2015, "Teaching"). The findings indicated that learners who had participated in LTA program performed better in literacy and critical thinking skills such as hypothesizing, providing multiple interpretations, giving evidence, or thorough description (The Solomon R. Guggenheim Foundation, 2015, "Teaching"). Nevertheless, no impact on learner's performance in standardized language test was proved (Kennedy, 2003, p.2). Johanna Jones, a senior associate with a museum research company, claims that the results are constant and although there are no exact explanations of how studying art helps literacy skills "the hypothesis is that the use of both talking about art and using inquiry to help students tease apart the meaning of paintings help them learn how to tease apart the meanings of texts, too" (as cited in Kennedy, 2003, p. 3). Though the results in standardized tests, it has been proved that learning about arts helps to improve learners' reading, writing and speaking skills.

Critical Thinking Development in English

Art seems to successfully substitute a role of texts in many occasions. According to the authors of "Art as a tool for teachers", also in terms of critical thinking, viewing art is comparable to working with textual materials:

> Integration art and content is similar to integration of high quality literature into the curriculum: through activities prior to viewing, during viewing, and post-viewing, and using open-ended questions and connections to students' own experience, students become critical viewers and thinkers. (The New York State Education Department, 2010, p. 7)

As it is suggested in the citation, art used in class can be worked with very complexly, starting with activities preceding viewing and finishing with learners' own experience

application. Just through relating these connections to their own experience, learners use and improve their critical thinking skills. A significant advantage of working with visual art is that, unlike with a text, the whole class of learners can interact easily because there is a common reference point (The New York State Education Department, 2010, p. 7).

Teachers' role in the process seems to be to create enough opportunities for learners to build on their prior experience and knowledge, and practice their language by producing texts and other activities. They can do so by many means, especially by asking open-ended questions which should either be related to learners' personal experiences and prior knowledge, or allow them to express their personal reactions. The questions can also lead to further understanding of the concrete piece of art or its paraphrasing (The New York State Education Department, 2010, p. 14).

Knowledge and Skills Development through New Media Art

As already mentioned above, various kinds of art might successfully substitute textual materials in some occasions and can be used for a variety of purposes in English lessons. While learners comment on the art used, express their opinions or describe their own art pieces, their language knowledge and skills develop during the process.

There are many ways of incorporating new media in language lessons and many reasons why to do so. For illustration, students of New Media in Foreign Language Education at Phillips-Universität Marburg developed an instructional booklet for English language teachers containing descriptions of various ways of using New Media in language education. They suggest some applications of new media visual representations for language development in all learning areas, starting with learning vocabulary, going through language production, to successful in-class collaboration. Their suggestions are mostly based on interactive web pages where images are used as scaffolding that leads learners through the process of language acquisition. Based on the theory of Jörg Zumbach, the students-authors claim that using new media help learners during this process a lot because their memory is supported by using more channels for the reception of information (Schäfer, 2011, p. 14). This fact also denotes that nearly all learning types are affected and can profit from this way of learning.

Affecting all learning types by new media art is possible because of its variability. Learners can be trained in a competence of storytelling with videos, comics or animation, introduced an idea of creative writing based on viewing or creating art, or lead to

collaborative writing online sharing images and discussing them. These are only a selection of ideas how to work with new media art in lessons.

Motivation through Art

Though the authors suggest many concrete approaches and tasks that might help children to learn; what they emphasize the most is motivation. Surveys show that not only teachers integrating art in their lessons realized that through art learners are able to demonstrate understanding of various concepts which they would not be able to articulate, but learners also seem to be more engaged and willing to work through creating art. They find out that working with art makes interested learners even from those who would otherwise be disinterested because it avoids simple recalls by making connections and asking for unique interpretation of these concepts. Creating art and so using observation skills also provides more freedom and space to think about what they want to express and so might motivate those who need more time or would otherwise remain quiet (The New York State Education Department, 2010, p. 6).

Arts are incorporated in books, dictionaries and various kinds of other texts designed as learning materials. Such pieces of art work as a visual support to written or spoken language and the new media art can serve the same way. The indisputable advantage of new media art over the traditional art is its interactivity. Often a piece of new media art reacts and adapts its form according to learners' treatment with it which might increase their interest.

Using art in English language lessons seems to be an important source of information, topics and motivation for learners. It provides opportunities to develop literacy skills as well as a competence of critical thinking and makes teaching materials more clear and understandable. New media art is the kind of art which, considering its connection with new media technologies, offers more opportunities than traditional art. Incorporating new media art into lessons, English teachers can not only improve learners' language skills but also increase their media awareness and so provide a better understanding of the current world.

III. METHODS

This methodology chapter outlines principles of the research done in order to examine learners' willingness and ability to work on media art creation during English lessons. The research was carried out through a qualitative approach and investigated the attitudes of learners of one class towards using such activities as taking photographs with a digital camera and further work with them in computer editors. The aim of the research was to find out whether these activities seem really be motivating for learners – that means are considered a pleasant variety of school duties – or they are more usually perceived as an additional and unnecessary work. At the same time the effectiveness of the visual and audio-visual expressions as a support for speaking skills performance was observed. This chapter provides a description of the research background and methods used during the whole process.

Research background

The research was implemented in the form of my two individual experiences as a teacher at an elementary school in Strakonice. The school building is new and its equipment is generally considered to be at a good level which was a prerequisite for the whole research since its idea was based on working with media technologies.

Despite the fact that both the projects were designed to use photographs taken by the learners themselves and their further use in computer programs, each of them was concentrated on different findings. The first part was realized in Art lessons and its aim was to find out whether the learners are interested in work with the target technologies at all and also are able to work in groups without any problems which would endanger the results of the final research by distortion. The second part was dedicated to use of the technologies in English lessons and examined not only the learners' satisfaction with this kind of work, but also usefulness of the visual elements used to support their speaking skills.

The first part of the research was carried out during February 2015, the second one during April of the same year. As the realization of the first part required more time and preparations, the whole process took three weeks (3x90 minutes) to accomplish. The second one was completed within one week (3x45 minutes).

Respondents

As mentioned above, a single class of elementary school learners was involved in the research. There were 21 learners taking part in the projects, 10 girls and 11 boys, all of them

aged between 11 and 12. Especially with regards to their age, I consider the equal representation of girls and boys in this research valuable.

The choice of the particular class was based on a preceding interview with their teachers and the schoolmistress who all agreed these learners were willing to work, reliable, and inquisitive about new ideas. Also, I had already known the learners from my teaching practice spent at this school. However, I had only met them twice in Art lessons, not in English ones. Therefore the only information about their language skills and their performance during English lessons was based on interviewing their English teacher, who admitted that these learners are not exposed to the spoken English language from her side very often because of their inability to understand. This handicap was reflected later in the research and probably influenced the learners' perception of the whole process.

Anyway, despite some minor disciplinary problems connected with their age, all the learners participated in the activities prepared and expressed their opinions in the final questionnaires.

Data Collection

In order to gain as a complete picture of the research situation as possible, there were basically used three methods of data collection during the whole process – interviews, observation, and questionnaires.

Interviews

The interviews could be further divided into two groups – those realized before the research implementation and those realized during the process. The first category of interviews mainly served for obtaining information about the situation of using technologies in the target subjects of Art and English at this school and learners' interest in these technologies. The second category was used in need of clarification of some situations which occurred during the teaching process.

All interviews done were unstructured and basically reacted on present situation. Both teachers and learners were always willing to communicate which facilitated my work on suitable lesson plans preparations.

Observation

Observation of the learners' reactions to the tasks, technology presentations, and their work engagement was one of the most important parts of the research. I observed the learners'

work from the position of a teacher and regularly took notes about the course of the instruction. These became a very important part of the research as they enabled me to critically evaluate the data collected from questionnaires and consider their accuracy.

Questionnaires

The research involved two questionnaires, each of them used after finishing each project. Both questionnaires were constructed similarly, both using scales for personal assessment of partial activities and open-ended and multiple-choice questions.

With regards to their orientation, both the questionnaires were designed to focus on the learners' experience of the activities and their personal assessment of them from the points of view of enjoyment and difficulty.

Both questionnaires were designed with respect to the respondents' age and their anonymity. The only personal pieces of information required were sex and age of the respondents.

There were several methods of data collection used in the process of the research implementation. Each of the mentioned methods had its own reason and I believe that an absence of any of them would have limited the findings of the research. Further commentaries about the process of the research will be presented in the following chapter together with its results relevant to the research question.

IV. RESULTS AND COMMENTARIES

This chapter presents results of all the research methods used during the research process. For better lucidity, the findings are divided into three main parts – Interviews, Observation, and Questionnaires – each of them presenting results of the concrete method. The first part shows the teachers' approach to the learners' and also their attitudes towards and opinions about media technology use in the school. Learners' opinions and attitudes are not forgotten either, but interviewing them mainly served for gaining an overview of their interests in individual technologies. In the second part, my own observations of the lessons based on technology use are introduced and commented in relation to the topic of this thesis. The focus is put on the learners' willingness to work in class as well as their English skills demonstration. The third part presents data gathered from questionnaires which were intentionally designed to get as much information as possible about the strengths and weaknesses of the activities used from the learners' point of view. The end of this chapter is dedicated to a summary of all the results and a consideration of their validity with respect to the differences in the findings from individual sources.

Interviews

Before the Research

Teachers about the learners. Before planning the first lessons I asked the learners' teachers about their expectations of the learners' willingness to work. Their Art teacher considered these learners a good choice for any experimental instruction because as she claimed they are curious, active, and cooperative. She also mentioned a good atmosphere in this class and their exceptional manual skills. According to her words she had never taught a class with so many dexterous learners.

The learners' English teacher thought the same about their curiosity, activity and good mutual relationships but her opinion about their skills needed for her lessons differed. According to her these learners are not much above average in terms of learning English. She said that many of them do not understand any spoken English and sometimes their increased activity causes difficulties for teachers. Nevertheless, her assessment of the class was mostly positive too.

Also the headmistress joined the beliefs about the qualities of the class and she added reliability and responsibility to the list of their positive ones. Her and her colleagues all agreed that these learners would be good representatives of the school for such a project.

Teachers about media technologies. The second object of my interest before the research implementation was the actual situation of using technologies in instruction of the two target subjects.

By the Art teacher I was told that she never uses any media technologies for work in her lessons. The only exceptions are various Internet competitions, questionnaires and occasional searching for information but the actual creative activities are always technology-free because she is not interested and educated in this area. She also expressed her conviction that all the learners are probably more skilled at it than she is.

The English teacher admitted not using any technologies either. She said the school leaders expect the teachers to use computers and interactive whiteboard but there is no real space for it as there is only one proper ICT classroom which is always full and a few whiteboards so the classes need to move to a different room to use one.

During the research

Teachers about technologies. During the research implementation I was in need of some more equipment so I asked about a camera and a tripod which would have solved the problem of a too big group. I was told by the Art teacher that there was no tripod in the school though and the camera they had was old and probably not suitable for the work.

As it was impossible to work as one big group in the English lesson, I needed to get a permission to use the learner's own mobile phones instead of digital cameras. The headmistress told me that mobile phones were banned because there had been some problems with learners sharing damaging videos taken at school on a social network. She allowed me to make an exception with this class but added that it is only possible because she considers the learners more responsible than others of the school.

Later, when there was a big problem with loading the learner's photos into computers and I asked the network administrator about it, he told me the computers were old and may had some kind of protection against loading anything but he had no real idea about it. He also expressed his conviction that the working capacity of the computers' was sufficient and resentment about my attempt to broaden the school work horizons.

Learners about technologies. What I was interested in the most were the learners' opinions about using technologies generally and the current situation of technology use at their school.

Because these lessons were not my first ones with this class I had an opportunity to ask whether they would like to work with a camera and computers before the actual project

realization. There was no negative reaction. All the learners agreed and many of them asked more questions about what exactly we would do. They also suggested some activities themselves so it was obvious many of them had much experience with this kind of work. During the research lessons I also learnt that most of the boys have their profiles on YouTube and create and share videos. Playing computer games is more than natural for most of them, and nineteen of the twenty one learners then have profiles on Facebook and regularly share photos, often edited ones. The two girls not using any social networks were laughed at.

According to the learners' opinion, they use computers quite often at school. They mentioned ICT and geography lessons where they use computers regularly. Apart from this, almost every teacher makes them work on computers times to times, usually searching for information on the Internet. Nevertheless, they had never worked with their own photos or videos at school.

Interviews Conclusion

Although they are representatives of two different generations, the attitudes of both the teachers' towards media technologies use during their lessons seemed very similar. They avoid using them because it causes difficulties and considering the information gathered from them and the headmistress, it almost seems like they are afraid of the potential of both technologies and learners. Even the ICT teacher and network administrator did not seem to be open-minded in this area.

On the contrary, the learners were interested in exploring all the technological qualities and editing photos or existence in virtual reality seemed more like a hobby than hard work for them. However, there seems to be a significant divide between those working with technologies on a daily basis and those without so much experience. There were no hints that the school would focus on overcoming this problem.

<center>**Observations**</center>

Art Lessons

      For testing the learners' willingness to work with technologies, I chose for them a task of making an easy animation, so called pixilation. The whole process of working on it was planned for 3x90 minutes.

      Scene preparation. The first lesson started in an ICT classroom where those learners who had had some experience with pixilation showed the others their short films and explained the process of making it. During watching the three illustrations learners – especially boys – were laughing and coming with their own suggestions for our following work. When their classmates were explaining the way of making a pixilation everyone seemed to listen carefully and there were also some additional questions from the class. These mostly covered technologies we were going to use and were answered by me.

      Then we moved to an atelier and had to decide about the exact form of our scene and figures for the short film. Although the topic was given – A Year in a Day – this happened to be the most difficult part of the whole process as the learners were not able to make a final decision about what figure or part of scenery they want to work on and some of them changed their decision several times.

      Nevertheless, once the learners started working on the scenery and figures they painted and cut the individual pieces without any problems, thought aloud, and called me to their desks to consult their ideas about what could look interesting in the animation. I mostly let them add what they suggested and praised their initiative.

      The learners worked over their break and still there were some pieces left unfinished at the end of the lesson. Despite the fact that there was some work left for the next one, I considered the first lesson a success with regards to the learners' interest in using technology for art detection. The fact that three learners of twenty one had already had some experience with a pixilation and the others were asking about the process of making it and about technology needed confirmed my assumption that the learners would be interested in this kind of work.

      Photographs. The following week's lesson started in a hurry as the learners needed to finish their scenery. While girls were working on this, boys prepared a camera and a tripod. Doing their work, some of the boys were asking about the camera, its functions, price and all things I had ever taken photos of. Their only task was to set the camera so the scenery would

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be all seen on its display, but they spent much more time trying various functions of both the camera and tripod.

When girls finished their work on the scenery and the camera was set, the learners were given a work position each. Two boys were appointed photographers. The greatest interest was in the function of a director though. Eventually, there were two directors who received a screenplay and had to secure a smooth running of the whole process. Four functions of assistant director were established to help them with this task. The rest of the class were stagehands – their task was to move the figures between each photo taken. Every stagehand had their figure or more to take care of. During the work there also developed an 'unofficial' role of a photo assistant because some other boys wanted to try the work with the camera.

In about a half of the lesson some of the learners (those whose work could be replaced by someone else) started to be distracted, talk about personal things and play games on their mobile phones. This situation solved their regular teacher who sent these to the ICT classroom to fill in some online questionnaires. The rest of the learners worked intently until the end of the lesson and there was no reason for me to interrupt their work. They were even able to improvise after they noticed skipping several points of the screenplay. At the end of the lesson there were only 12 learners still working but all the planned photographs were taken.

In this lesson the lack of technology was obvious. The group was too big for the work on a single project with only one camera which was eventually reflected in the loss of the learners' interest. The run of this lesson confirmed my concerns about working in such a big group and highlighted the need for rearrangement in the following project.

Computer program work. The final week lesson was planned for the ICT classroom. We used the one next to an atelier which is older and the computers are not of a high quality. Nevertheless, I was told there should be no problem with using Movie Maker for our purpose.

I came to school several hours before this lesson to try the process of making the animation in the old program. This was the first time I found out that the learners have no speakers or headphones by their computers which changed the original plan again. The learners were still supposed to try the work with Movie Maker, but eventually decide for a common piece of music to add and finish the animation and project it from my own laptop. It would also be ensured that all the learners would be introduced to the new version of the computer program (which they are more likely to meet than the old one anywhere out of the school building) this way.

When I told the learners we were going to use this ICT classroom, they started to grumble and their enthusiasm was gone. They all tried to work though, but the problems with technology appeared shortly after the lesson started. The learners were not able to turn on some of the computers which we solved by working in pairs where needed. The situation got worse every several minutes as the computers stopped working one after another. The learners were calling me to see their screens stuck on one picture all the time. After forty minutes there were only four computers working and lots of learners left without anything to do which resulted in disorder. I decided to stop the work on the computers and gave the learners my laptop. Some of them created the animation and tried many functions of Movie Maker; some just sat nearby and watched the ones working and some were distracted with their mobile phones again. They all chose a song for background together and changed it four times. Eventually, they listed all the members of the class in the final titles. Then we watched the animation together twice and the learners seemed to be satisfied and proud of themselves.

I was really disappointed with the situation in this lesson. The learners were obviously bored which I primarily blamed the technology for. After this experience I knew that planning a very easy task that these computers would be able to accomplish is a necessary condition for a successful technology based English lessons preparation.

English Lessons

Despite the contradictory approaches of the learners towards the work, I based my further planning on the assumption that the situation would be better with either better equipment or an easier task because all in all the learners showed a certain level of interest in technologies. The following project was planned for 3x45 minutes and concentrated on eliciting some spoken language with the support of a multimedia presentation prepared in advance.

Mobile phones. Because of a clear need for more cameras, I got a permission to use learners' own mobile phones during the lessons which the school normally has strong rules against. The learners were surprised to be told they can use their phones but there were no complains about it.

Their first task was to pretend they went for holidays and take photos somewhere in the school building which they could present as photos from their chosen destination. There were four groups and all of them used the whole twenty minutes granted – pretending being in a swimming pool, at the airport or in a hotel.

After the twenty minutes, the learners kept working in the groups. They were supposed to look at their pictures and make up a story about their fictional holidays and write it down. Two groups of girls worked all the time and tried to make as funny descriptions as possible. One of the groups of boys spent more time laughing at the photos than by the actual work, and the other one's work resulted in two sentences in Czech though according to their teacher these boys are all of the more skilful ones.

During this lesson I was sure again that the work with technologies is more than natural for this age category. The learners were all interested in taking photos and obviously enjoyed the change of rules for once. One group even came to ask whether they are allowed to use photo editors at home to make the photos really look like from holidays and another one asked if they can also use photos taken after school. The problem was in my inability to convince the boys' groups to work. They seemed too distracted by the first activity and unable to calm down but it also corresponded with the English teacher's assessment of the class (as mentioned above).

Computers. The first problems of this lesson, whose goal was to have four multimedia presentations consisting of the photos and their descriptions the learners made in the previous lesson, occurred when the learners tried to download their photos into the PCs. Only two groups of four were successful to load their flash drivers and so work on their presentations. The others had to use photos from the internet and they complained a lot about it.

Those who could work on their presentations without any significant problems called me and the others to see their photos and as they were those who had their pictures photoshopped, these moments were the only bright ones of this lesson and even those who were angry about the not working computers seemed to have fun looking at their presentations.

The learners with no work left frequently asked me why we were not allowed to use the new ICT classroom, eventually started disturbing the working ones and their indiscipline escalated until the end of the lesson regardless my effort to calm them down. At the very end of the lesson, one of the so far working computers refused to save the completed work.

After this lesson even the learners' regular teacher was shocked by the extent of the problems such an easy task caused to the computers. We agreed that the learners could not be blamed for misbehaviour under such conditions. On the contrary, they should be praised for patience and initiative because two of the three unsuccessful groups promised they would work at home and have their presentations ready the next day without me asking for it.

Anyway, this lesson was such a disappointment for both me and the learners that I had to ask for permission to spend the following lesson in the new ICT classroom although I was reassured about sufficiency of the old computers again (as mentioned above).

Presentations. We spent the last lesson in the new ICT room which seemed to compensate for the previous lessons as the learners' interest apparently increased due to the fact. The only problem was that neither I nor the regular English teacher had ever been in this classroom so we both hesitated with the technologies there. These problems occurred as trivial to the learners though and they helped with everything we needed.

The learners were given some time to finish their presentations and plan what they want to say about the photos. Then each group presented their work before the class. The task for the others was to prepare short questions about the trip of the presenting groups'.

The first group created an easy presentation of six slides with mostly proper use of short sentences. These boys were all extremely shy standing in front of the class though and they were not able to speak about what they had prepared. Also no one thought about any questions but when I suggested some the learners were able to translate them without any problems. Anyway, the boys did not answer any of them although they proved their understanding by translations.

The second and the third group, both consisted of all girls, had similar presentations which they made with the use of computer editors so their photos looked like real holidays ones. They also made similar mistakes in the written language, especially in vocabulary and sentence word order where the influence of the Internet translators was obvious. They mostly read what they had written and rarely added some words into the sentences. Nevertheless, the boys reacted better as viewers than presenters and they managed to prepare some easy questions about the weather and holidays activities which the girls always answered by one word. Again, these groups proved understanding of the questions of both their classmates' and mine (by translations) but were reluctant or unable to react properly.

The last group seemed to enjoy this activity the most. Their presentation seemed the poorest as regards the visual qualities, but they were able to speak about it longer than the rest of the class. Their language was not accurate but quite fluent which was what I was interested in. All the four members answered a question or two asked by their classmates or me and some of them even jokingly.

According to her words, the learners' teacher was surprised about the poorness of their spoken language skills but as already mentioned, she also admitted they do not practice them

very often. An interesting aspect of this lesson were the boys at the end of the lesson as they were those who did not work in the previous ones. Two of them were also repeatedly caught playing games on their mobile phones and later on the new computers. All of them also showed wider knowledge of the technologies during the whole research implementation.

Observations Conclusion

From what had been observed it could be said that the learners showed quite a high level of interest in working with technologies – they actively asked about those used and worked whenever they had a real opportunity. Also their initiative for home work and the help they provided in the new ICT classroom convinced me about their pleasure to show their skills in this field.

However, it was also obvious that the technology equipment does not meet the needs of these learners. Apart from the new ICT classroom there was no equipment that would enable the learners' development in the area of creating new media art – no digital camera with proper accessories, no video recorder, just a ban of the use of mobile phones.

As regards the visual support for speaking activities, the multimedia presentation did not work as well as I expected. The learners' repertoire of expressions was limited to those written in the presentations and it was difficult for the learners to break away from that. The fact that the best English speakers created the poorest presentation in terms of visual effect offers the idea that there was no connection between new media and English. Nevertheless, the fact that those who performed the best spoken presentation and were able to meaningfully react to questions were also those who showed the best knowledge of media technologies generally suggests there might be a certain connection. This suggestion would need constant long-term research to be confirmed though.

All in all, the observation showed that the work with new media could be interesting for the learners in both Art and English lessons and so it could possibly act as a motivation in these subjects. There happened to be no evidence of a positive effect of a new media product as a support for speaking thought.

<center>**Questionnaires**</center>

As written above, the questionnaires were designed to gain information about the learners' opinions and feelings about the lessons and their suggestions for improvement.

Visual Art Lessons

The first questions of the questionnaire given to the learners after the Art lessons covered their working positions and their satisfaction with them. The following tables and commentaries present the results.

	Actual working position				
	Scene painter	Director	Director assistant	Stagehand	Photographer
Girls	10 (all)	1	2	8	0
Boys	11 (all)	1	2	3	2

Table 1. Art: Actual working position

	Dream working position				
	Scene painter	Director	Director assistant	Stagehand	Photographer
Girls	3	2	0	1	4
Boys	2	4	1	0	4
Together	5	6	1	1	8

Table 2. Art: Dream working position

The first table shows the actual working positions of the learners, the second one their preferred ones. The learners' answers indicate that most of them would like to try a different working position than their actual one.

Apart from the positions of a photographer and a director, all the positions got fewer points as dream ones than was the actual number of learners working at them.

The positions of a director and a scene painter were both quite successful (28,5% and 24% of the learners chose them as their dream positions). The most interesting for the research seems to be the high interest in the position of a photographer though. Out of 5 different positions, 8 learners of 21 (38%) chose this position which is as the only one connected with using digital technology. It is also interesting that the same number of girls and boys were interested in this position (4 on 4).

The following table shows the number of learners who chose the same dream working position as their original one:

	Would take the same position for the future				
	Scene painter	Director	Director assistant	Stagehand	Photographer
Girls	2	1	0	1	0
Boys	2	1	2	0	2

Table 3. Art: Satisfaction with the same position for the future

The data of this chart show that boys were generally more satisfied with their positions than girls, which might have been caused by the fact that both photographers were boys (both satisfied). Also the position of a director was successful here – both the directors (a boy and a girl) were satisfied. It seems that the learners like taking over the responsibility as they were mostly satisfied with the more responsible positions.

The following tables present the learners' satisfaction with the group work (table 4) and their suggestions for improvement (table 5):

	1	2	3	4	5	6
Girls	-	-	1	-	4	5
Boys	-	-	-	-	6	5

Table 4. Art: Satisfaction with the group work

The learners' satisfaction with the group work was investigated on a scale from 1 to 6 where they were supposed to mark as many boxes as they thought it was congruent with their opinion. In the given example 1 was explained as 'not satisfied at all' and 6 as 'perfectly satisfied'.

As it can be seen from the table, most of the learners enjoyed the work with their classmates since 20 of the total number of 21 evaluated it by the two highest marks. Only one of the learners was more critical and used the mark of 3.

Suggestions for improvement	Girls	Boys
Nothing	6	5
There should be fewer people	-	2
The working positions should be decided in advance	-	2
Some learners (disturbing ones) should not be present	1	1
No answer	3	-
More time	1	-

Table 5. Art: Suggestions for improvement

The suggestions for improvement were gathered from an open-ended question answers. The learners developed 5 types of answers and some of the learners (3) did not answer the question at all. Most of the learners (11) answered that they could not find an enhancing alternative which corresponds with the high number of satisfied learners from the previous question. Only 2 girls and 5 boys really came up with an improvement suggestion. One girl was suggesting more time for work; one girl and one boy agreed on an exclusion of the disturbing classmates from the whole process. Two boys then suggested fewer people in the group and two other boys wrote that an in-advance strict decision about the roles would be useful.

I think that these suggestions show the real interest of at least some of the learners in the process because all of them would make the work much clearer or enable the learners to try more working positions. The fact that boys were more active in developing the alternatives corresponds with their more frequent choice of those positions connected with taking responsibility (see Table 2 – Director, Photographer).

The following tables (6, 7, 8, 9) are based on the same system as table 4. The learners could choose with how many points they would evaluate the individual steps of the process of making the presentation. The scale offered 1-6 points for each partial activity and the total number of points in the tables shows the sum of all points the concrete activity was awarded by the learners together (and the percentage of all possible).

Girls – Individual Steps Evaluation (Enjoyableness)							
	1	2	3	4	5	6	Points together
Scene preparations	-	1	2	1	1	5	47 (78%)
Taking photos	-	1	-	2	2	5	49 (82%)
MovieMaker	1	1	4	3	-	1	33 (55%)
Projection	1	1	2	-	3	3	42 (70%)

Table 6. Art: Enjoyableness – Girls

Boys – Individual Steps Evaluation (Enjoyableness)							
	1	2	3	4	5	6	Points together
Scene preparations	-	-	2	-	2	7	58 (88%)
Taking photos	-	-	-	3	-	8	60 (91%)
MovieMaker	-	-	-	2	4	5	52 (79%)
Projection	-	1	-	-	2	8	60 (91%)

Table 7. Art: Enjoyableness – Boys

These first two tables (above) are dedicated to the enjoyment of the partial activities. Both the girls and boys gave the lowest number of points to working with computers (79% and 55%). This is not surprising since the work was very problematic and many of the learners did not have a proper chance to work (as described in my observations). On the contrary, both girls and boys agreed on taking photos to be the most favourite part (91% and 82%). Boys also highly evaluated the final animation projection (91%) which girls only awarded 70%. Generally, girls were more critical than boys. The boys' evaluation is very similar for all the activities, while girls evaluated the computer work and the final projection lower (55% and 70%) than scene preparation and taking photos (78% and 82%) where they mostly worked traditional ways – as painters and stagehands.

Girls – Individual Steps Evaluation (Difficulty)							
	1	2	3	4	5	6	Points together
What to do?	5	2	2	-	1	-	20 (33%)
Scene preparation	1	3	2	-	2	2	33 (55%)
Taking photos	3	1	1	3	-	2	32 (53%)
MovieMaker	3	1	1	1	-	4	36 (60%)

Table 8. Art: Difficulty – Girls

Boys – Individual Steps Evaluation (Difficulty)							
	1	2	3	4	5	6	Points together
What to do?	2	4	1	2	-	2	33 (50%)
Scene preparation	4	4	-	1	1	1	27 (41%)
Taking photos	2	5	3	-	-	1	27 (41%)
MovieMaker	5	1	3	2	-	-	24 (36%)

Table 9. Art: Difficulty – Boys

The results of these tables concentrated on the difficulty of individual steps seem interesting because of the completely opposite reactions of boys and girls. Scene preparation and taking photos stayed in the middle in both cases, expressed in percentage it was awarded 55% and 53% of possible points from girls and 41% and 41% from boys. The significant difference is between the two other activities – making a decision about each person's task at the beginning and working with the computer program. Boys thought the decision was the most difficult part of the lesson and the work on computers the easiest one (giving those 50% and 36% of possible points) while girls thought the other way (giving 33% and 60%).

The last three questions were concentrated on the final product and the learners' feelings about it. The question whether they were satisfied with the final animation 18 learners answered positively (10 boys and 8 girls) and 3 negatively (1 boy and 2 girls). Only two learners suggested an improvement (1 boy and 1 girl), pointing out there should be a smoother transition between individual pictures. Five learners then noticed some mistakes – the animation was too short, there were too little time for the whole process, the transition was not fluent, a car crashed in a rock in the final animation, and the final titles were too fast. The mistakes seem to be mostly engaged with the process of construction (the form, not the meaning) which shows that the learners are interested in it and probably trained by everyday media input.

In conclusion, the learners seemed to be mostly satisfied with using technologies for artistic purposes during their lessons although they were able to detect some mistakes. Boys generally evaluated the work with technologies higher than girls who seemed to be more inclined towards traditional ways. Both boys and girls were interested in more responsible working positions which strengthened the idea of a need of smaller groups where everyone could fulfill themselves. The same idea was also suggested by some of the learners and together with their interest in photographs this became the basis for planning the following lessons.

English Lessons

Similarly as after the Art lessons the learners were asked to express their satisfaction with the group work. The results are presented in the following table:

	1	2	3	4	5	6
Girls	-	-	2	2	2	4
Boys	-	-	2	-	2	7

Table 10. English: Satisfaction with the group work

A bit surprisingly, the learners evaluated the group work in English lessons lower than in Art ones through the fact that it was modified according to their suggestions so there were fewer people in a group. Two boys then added an explanation of why they did so – one expressing discontent with his team, another one with too little time allocation. These explanations show that the reason might have been the group composition as well as other reasons not so much connected with group work itself (eg. time allocation) – it depends on the learners' understanding of the question.

In the second question the learners were asked to express their feelings about their final product, the new media presentation. The question was whether the presentation met their expectations or not and what they would like to change in it. The following table shows the results gathered from this question.

Expectations	Girls	Boys
Fulfilled	5	5
Fulfilled but only thanks to home work	-	1
We wanted to make a longer presentation	-	2
We could not use (load) our own photos	-	1
We needed more time for making the presentation	3	-
No one was able to say anything properly	1	-
No answer	1	2

Table 11. English: Expectations

The answers of the learners' show their various interests and points of focus. Considering the fact that there were groups of 5 and apart from the easy answer 'Fulfilled' there appeared no answers more than three times, I think the answers reflect the variability of tasks including the use of new media technologies, which provide a wide range of opportunities for the learners to engage in the process of creating the final product where everyone can focus on something else.

Most of the learners were concentrated on the process of making the presentations – seven of them mentioned mistakes and deficiencies which were directly connected with the final product and most probably caused by not working computers (need of home work, inability to load photos, shortage of time); only one girl then mentioned the inability of the class to speak English.

The next questions were concentrated on the partial activities again. The first two following tables present the results of the learners' evaluation from the point of enjoyableness, the second two from the point of view of difficulty.

Girls – Individual Steps Evaluation (Enjoyableness)							
	1	2	3	4	5	6	Points together
Taking photos	1	1	-	1	1	6	48 (80%)
Descriptions	1	1	3	1	1	3	39 (65%)
Own presentation	1	2	1	1	2	3	40 (67%)
Presentations of others	1	-	-	1	1	7	52 (87%)

Table 12. English: Enjoyableness – Girls

Boys – Individual Steps Evaluation (Enjoyableness)							
	1	2	3	4	5	6	Points together
Taking photos	-	-	-	3	2	6	58 (88%)
Descriptions	1	1	3	1	2	3	44 (67%)
Own presentation	1	1	1	1	1	6	51 (77%)
Presentations of others	2	1	1	-	1	6	48 (73%)

Table 13. English: Enjoyableness – Boys

Similarly to the results of the questionnaire after the Art lesson, boys and girls had different opinions about what partial activities they enjoyed the most. The most popular activity among girls was watching their classmates' presentations (87% of possible points), while boys enjoyed taking photos more (88%). Boys generally seem to enjoy their own presentations more than the presentations of others'. These results might have been influenced by the group of boys who were noticeably more productive in this part (see observations).

The least popular activity for both girls and boys seems to be making descriptions for the photographs (65% and 67% of possible points). This activity is the only one clearly connected to the target subject so the reason might be the learners' feeling of this part as a real school work than the rest of the process. However, all the speculations could only be confirmed or disproved by further research.

Girls – Individual Steps Evaluation (Difficulty)							
	1	2	3	4	5	6	Points together
Taking photos	5	2	-	-	-	3	27 (45%)
Making a presentation	6	1	1	-	-	2	23 (38%)
Before class present.	1	1	1	3	1	3	41 (68%)

Table 14. English: Difficulty – Girls

Boys – Individual Steps Evaluation (Difficulty)							
	1	2	3	4	5	6	Points together
Taking photos	6	1	2	-	-	2	23 (35%)
Making a presentation	5	2	4	-	-	-	21 (32%)
Before class present.	5	2	1	3	-	-	24 (36%)

Table 15. English: Difficulty – Boys

Again, from these results it can be understood that the learners do not think the work with technologies difficult. The evaluation of the difficulty of the individual steps is mostly balanced, especially by boys (each between 32% and 36%). The only more significant divergence is in the result of girls' evaluation of the before class presentation which they awarded 68% of possible points. Again, this result corresponds with the record of observations as both groups of girls seemed very nervous presenting their work while one of the boys groups seemed much more confident. Nevertheless, both girls and boys evaluated the partial activities in the same order – making the presentation as the least and presentation before the class as the most difficult. The reason for doing so cannot be revealed with certainty but it might have been the fact that the learners are not exposed to spoken English very often so it is still connected to school duties only, while products of media technologies are all around every day of their lives and have become also a means of entertainment.

The next question whose results are presented lower was looking for the learners' most popular partial activity.

The most enjoyable part	Girls	Boys
No answer	-	1
Everything	2	1
Taking photos	4	7
Own presentation	-	2
Classmates' presentations	3	-
Descriptions	1	-

Table 16. English: The most enjoyable part

This question was added to prove the results presented in the tables 12 and 13. The results can be declared corresponding as taking photos that was awarded the most points in

the tables 12 and 13 is chosen as the most enjoyable part by the highest number of learners again.

The next table shows answers of the question whether the learners would like their teacher to incorporate more similarly based tasks into the English language instruction.

More tasks like this in English lessons?	Girls	Boys
No	1	-
Maybe/Sometimes	1	2
Yes	8	9

Table 17. English: More tasks for the future

Although this question offered space for various expressions of feelings about working with technologies in English lessons, the results gathered can be divided into 3 basic groups – No, Maybe/Sometimes, and Yes. The vast majority – 17 out of 21 answered in behalf of tasks of this kind, 3 learners added to their positive answers that sometimes would be enough and 1 girl would not like to work with technologies in the future at all.

Many of those who liked the idea of working with technologies added that they had some fun taking the pictures and creating the presentations, and they found learning the new vocabulary easier in the process.

In conclusion, the data collected from the questionnaires show that the learners mostly enjoyed using media technologies in both Art and English lessons while taking photos was the most enjoyable part of both projects. Those facts further show that the learners are not easily satisfied with the final products and they would like to have more time to show their skills. The important thing is that even though English seems to be a bit forgotten in the whole process, the learners still feel like learning.

Summary of the results

The results of the research indicate the learners' interest in using media technologies in the process of learning. It is obvious from all the interviews, observations, and questionnaires that working this way is natural for the learners and those who are not familiar with it can even be exposed to misunderstanding and mockery. According to the results, boys seem to be generally more interested in the technologies while some girls incline more towards traditional ways of learning. Both boys and girls worked well on the projects though and both groups evaluated them quite high. They also expressed their interest in incorporating media

technology based tasks into the English instruction which can be considered the proof of the technologies' potential as a motivational tool.

On the contrary, the teachers seemed more afraid of the use of technologies at school because of the lack of good experience. Also the technologies available were not of a needed quality for proper work so the opportunities of using them were limited anyway.

The impact of the final new media products on learning English was not obvious in the observations but as mentioned in that section there seemed to be a certain connection between using products of new media technologies and the level of English skills but this hypothesis would need a further research study to be proved. Although learning English sometimes seemed to be a bit forgotten during the project realization and the research would need much more space to prove such a connection, many of the learners expressed their conviction about a positive impact of the process of making the final product on their English language acquisition.

This chapter was has provided a comprehensive overview of the findings and their discussion. The next chapter explains limitations of this research in detail and offers suggestions for further one in the field. There is also some recommendation for teachers what the research can be useful for.

V. IMPLICATIONS

This chapter is written to offer some advice for teachers on the basis of the research implemented as it provided some information about the advantages and disadvantages of using new media visual representations as a teaching tool. The chapter also explains limitations of the research and introduces some suggestions for further investigation.

Pedagogical Implications

The research showed that not all teachers are opened to the idea of using new media technologies in their lessons as they might be afraid of using them or just do not feel any importance of doing so. Nevertheless, learners are often interested in them and the school work could be an opportunity to get familiar with these technologies even for those who are not introduced to them in their free time. Thus I think it important for teachers not to be afraid of trying new things and if needed letting their learners share their experience because they most probably have some and want to benefit from them. Learners nowadays spend much time under the influence of new media and they often consider working with them an entertainment. This also explains why working with new media representations can be useful as motivation for learners when it is used for a certain purpose – here teaching language – because learners can gain new information while doing one of their favourite activities.

In spite of what is written above, some learners will always prefer more traditional ways of learning, and so when planning a lesson based on the use of media technologies it is important to think about these and try to create a lesson balanced between the two approaches.

Another thing to consider properly before planning such lessons is the level of the concrete school's equipment. Working technological equipment is the very base of incorporating new media representations into the educational process. Without the needed technologies even the best plan will never work so it is important to try all the target functions in advance to avoid unwanted distraction and a necessity of improvisation.

As written above, using new media representation as a teaching tool definitely has some advantages but there also appeared to be some disadvantages. Sometimes it is very demanding to keep order and learners' attention during the work because they get easily distracted by various functions of media technologies. Also the main point of interest, learning English, seemed to be a bit forgotten during the research because of the increased interest in technologies. I suggest that teachers planning such a lesson need to be aware of this inclination and intentionally try to avoid it.

Limitations of the Research

For considering the relevance of the findings, it is important to know that the research implemented also had several weaknesses which might have influenced them. The most significant weakness of all was definitely the short time period spent with the learners; the others mostly appear as the results of that. Because of the short time period dedicated to the implementation of the research, it was impossible to reveal the impact of new media representations on English language acquisition properly. One of the problems caused by the limited time was the fact that there was no space for defining the learners' level of spoken language before the new media incorporation into their lessons so this could not be compared to the final speaking task. Also, even if there was time to learn enough about the learners before the research, the research itself would need much more time to bring relevant information about any potential improvement.

The age of the learners can be considered another weakness of the research relevance as all the learners were of the same age so the results are limited to the only age category. Also the real age of the learners, 11 and 12, could be considered decreasing the relevance of the research because children of this age are on the very border of filling out questionnaires efficiency. Nevertheless, as the results gathered from questionnaires mostly served for confirmation of the data from observations, their relevance was more or less established in the process.

The research was further limited by the technologies which appeared to be unsuitable for the extension of the work. It also cannot be easily generalized due to this aspect because the equipment of each school differs and with different technological equipment there will also be different results.

The last but also significant weakness is the problem with perception during the observation. The observation of a class is always difficult because of many subjects to switch attention among but it is even more difficult when the observer is also the teacher at the same time. It was demanding trying to keep attention of all the learners and concentrate on what is happening in the class simultaneously. For this reason I think there must have been some interesting aspects of the lessons that would probably influence the results of the observations but I did not notice them because of paying attention to something else at the moment.

Suggestion for Further Research

The weaknesses of the research mentioned above offer some space for creating alternatives of the process of its implementation. The results could be more relevant if the observer had more time for learning about the learners' level of English skills before the research project. Together with more English lessons using the new media visual representation, this would be a good basis for having a chance to compare the learners' skills before and after the projects realization and so evaluate their progress based on these.

As the use of new media technologies brings a wide range of possibilities, it could be interesting to concentrate on different topics with each project so all the learners would meet their interests. This way the influence of the topic on the learners' willingness to speak would be eliminated.

Another idea for the research extension would be its concentration on more skills, not only speaking. As mentioned in the theoretical part, there can be significant influence of art on understanding of written text and maybe writing itself could get improved under some circumstances. A further research study concentrated on individual skills could bring more specific information about this issue.

My last suggestion for improvement of the research implemented is to try it with older learners who would be able to answer more complex questions and more precisely evaluate their own progress during the projects realization.

In the process of the research implementation a question arose, whether there is a detectable connection between the level of spoken English and the understanding of products of new media visual representations. Thus I would suggest this to be an interesting question for a new deliberate research project.

After suggestions for teaching and further research submitted in this chapter, the next one brings a conclusion of the main ideas discussed throughout the whole thesis.

VI. CONCLUSION

The aim of the thesis was to discover learners' willingness and interest in working with new media technologies during their lessons as well as the potential of the visual representations conveyed through these media to support their L2 speaking skills.

For this purpose a research project was carried out at an elementary school with a participation of learners of the 6th grade. The research was done by realization of two individual projects which were connected only through the use of new media technologies for creating visual representations – one planned for Art lessons, another one for English. The data used for drawing conclusions were gathered from interviews, observations, and questionnaires, while the findings of all these methods were interconnected to get as accurate results as possible.

The research indicated that the learners participating in the projects were interested in the technologies and the work with them and they were quite proficient in some tasks. It also showed some weaknesses and obstacles which might appear at schools when trying to incorporate the work with new media into their curricula. These can be caused by teachers' reluctance to try new approaches as well as by insufficient technological equipment.

With regards to the support for speaking provided by the visual representations of new media, the research appeared to be of insufficient extent as the positive impact could not be neither confirmed nor disproved with certainty. Nevertheless, there seemed to be a suggestion of a connection between the frequencies of contact with new media representations and their understanding and the level of spoken English which would become an interesting subject of further investigation.

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English Lessons Plans

Date: 14th April

Time: 8:00 – 8:45

Grade: 6th

Number of students: 21

Aims: Learners take photos and make their descriptions (pretending they were on holidays)

Objectives: Learners practise past tense, regular and irregular verbs

Materials and equipment: Mobile phones (or digital cameras), dictionaries

Stage	Procedure (Teacher will)	Tasks (Students will)	Interaction	Aims	Time
1	Tell students they are going to pretend they went on holidays and make a presentation about their trip. Give instructions for taking the photos.	Divide into 4 groups (5-6 people). Decide about destination. Take pictures somewhere in the school building.	Group work (roles – one is a photographer, one takes notes, one checks time, one works with a dictionary, one is a speaker)	Learners take photos as a material for further work.	20 mins
2	Give instructions for further work.	Work on their pictures descriptions (with the help of books and dictionaries).	Group work	Learners have their descriptions ready for the next class; they revise past forms and sentence word order.	20 mins
3	Conclude the lesson, tell learners about the next step. Reminds them to bring the photos on a flash driver!!!		T&Sts		5 mins

Date: 16th April

Time: 8:55 – 9:40

Grade: 6th

Number of students: 21

Aims: Learners make MM presentations about their holidays with the use of photos they took during the last class

Objectives: Learners practise past tense, regular and irregular verbs, work in Microsoft PP

Materials and equipment: Flash drivers with their photos (or mobile phones with USB), notes from the previous class

Stage	Procedure (Teacher will)	Tasks (Students will)	Interaction	Aims	Time
1	Ask students to remember what they did last time. What is the next step?	Answer teacher's questions. Tell what they did and what they are going to do now.	T&Sts	Learners describe the first step and know how the plan for further work.	5 mins
2	Give instructions for making the presentation. Help with individual problems.	Work in Microsoft PP. Use their own photos, photos of chosen destination from internet and descriptions of the pictures.	Group work	Learners make a presentation in PowerPoint. They cooperate, practise written and spoken language and work in the program.	35 mins
3	Take the presentations from learners.	Give their presentations on teacher's flash driver.			5 mins

Date: 17th April

Time: 8:55 – 9:40

Grade: 6th

Number of students: 21

Aims: Learners show their presentations, describe their fictional holidays and answer questions of their class mates.

Objectives: Learners practise past tense, regular and irregular verbs in spoken language.

Materials and equipment: PowerPoint presentations, cards with numbers 1-4

Stage	Procedure (Teacher will)	Tasks (Students will)	Interaction	Aims	Time
1	Have the presentations ready. Let groups choose a number.	Each group will choose one card (number).	T&Sts	The work is quickly put in order.	2 mins
2	Listen. Correct mistakes in regular/irregular verbs use. Ask question if no one else will.	Each group show their presentation (1 goes first, 4 last). Describe their holidays. Others can ask questions about it. They answer.	Sts&Sts	Learners practise spoken language through presenting their works, asking and answering questions.	4 x 10 mins
3	Conclude the lesson				3 mins

Visual Art Lessons Plan

Time allocation: 3x90min

Grade: 6th

Number of students: 21

Theme + name: changing seasons, "A Year in a Day"

Objectives: learners create a short animation with the use of photos of their own paintings and drawings (developing the senses, application of subjectivity)

Materials and equipment: pencils, watercolours, paint brushes, scissors, photo camera, tripod, Movie Maker

Questions for reflexion: Did you enjoy working with your classmates? How would you modify the group work? What was your favourite part? What working position would you choose for the future?

First Week

Stage	Procedure	Aim	Form	Equipment	Time
Introduction + Illustration	Theory of animation making	Learners get to know various ways of making an animation	Work with visual materials, discussion	Video illustration of animations	20 mins
Work distribution - Groups	Common concept proposal	Learners schedule the work	Discussion, dialogues	Chalk, black board	25 mins
Main work	Scene creation	Learners create the scene	Individual/group work	Paper, scissors, pencil, watercolours	35 mins
Cleaning		Learners clean their work places	Individual work	Cleaning tools	8 mins
Next lesson plan		Learners plan their work for next lesson			2 mins

Second Week

Stage	Procedure	Aim	Form	Equipment	Time
Introduction	Plan and rules revision	Learners revise the theory of animation creation	Discussion		10 mins

Preparation for photo taking	Scene completion, preparation of technology needed	Learners finish their work on the scene, prepare a camera and tripod	Individual/group work	Watercolours, paintbrush, scissors, camera, tripod	20 mins
Main work	Taking photos	Learners prepare the scene and take pictures of it	Group work	Scene, camera, tripod, screenplay	50 mins
Cleaning		Learners clean their work place	Individual work	Cleaning tools	8 mins
Next lesson plan		Learners revise the plan for the next lesson			2 mins

Third Week

Stage	Procedure	Aim	Form	Equipment	Time
Introduction	Plan revision	Learners revise the plan of work	Discussion		10 mins
Main work	Realization	Learners work with the photos in Movie Maker, add music	Group work	PC, program Movie Maker, photos from the last lesson	35 mins
Reflexion	Watching the final animations	Learners present their own animation, describe the work	Group work, discussion	PC, data projector	40 mins
End of the lesson	Summary, evaluation	The teacher concludes the results and provides feedback			5 mins

Questionnaires

Visual Art Lesson Questionnaire

Age:

You are: a girl   a boy

Which working position did you work at (choose all):

A photographer a scene painter   a director   a stagehand

Which working position would you like to work in the future?

A photographer a scene painter   a director   a stagehand

Describe the process of making the animation.

……
……
……
……....

How much did you enjoy the work with your classmates? (1 – not at all, 6 – the most)

How would you modify the group work so it functions better?

……
……
……
……

How much did you enjoy the individual phases? (1 – not at all, 6 – the most)

Scene painting

Taking photos

Computer work

Watching the animation

How difficult were the individual phases? (1 – not at all, 6 – the most)

Work distribution

Scene painting

Taking photos

Computer work

Does the final product meet your expectations?

Yes   No

If not, explain why:
……
……
……

Did you notice any mistakes in the final animation?
……
……
……………………………………………………………………………………………………............

What did you learn? What more would you like to learn?
……
……
……………………………………………………………………………………………………...........

Věk:

Jsi: holka   kluk

Na jaké pozici jsi pracoval/a při výrobě animace? (vyber všechny)

fotograf   výrobce kulis/loutek   režisér   herec (hýbání loutkami)

Na jaké pozici bys chtěl/a pracovat příště?

fotograf   výrobce kulis/loutek   režisér   herec/loutkař

Popiš vlastními slovy, jak výroba animace probíhala.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Jak tě bavila spolupráce se spolužáky? (1 – vůbec nebavila, 6 – hodně bavila)

Jak by se podle tebe dala spolupráce upravit, aby fungovala lépe?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Jak moc tě bavily jednotlivé fáze? (1 – vůbec nebavila, 6 – hodně bavila)

Výroba kulis

Fotografování

Práce na počítači (tvorba samotné animace, titulků, výběr písničky)

Promítání

Jak moc byly jednotlivé fáze obtížné? (1 – vůbec, 6 – hodně obtížné)

Dohodnout se, kdo co bude dělat

Výroba kulis/loutek

Práce při fotografování (přesouvání loutek, kontrola záběrů, atd.)

Práce v počítačovém programu Movie Maker (tvorba animace, titulků, výběr písničky)

Podařila se animace tak, jak sis představoval/a?

Ano   Ne

Pokud ne, vysvětli, co jsi očekával/a jinak:

……
……
……
……
………………………………………

Všiml/a sis při promítání nějakých chyb? Na co by bylo třeba dát příště větší pozor?

……
……
……

Co nového ses naučil/a? Co by ses ještě chtěl/a naučit?

……
……
……

Age:

You are: a girl   a boy

Describe the process of making the presentation.

……

……

……

……

How much did you enjoy the work with your classmates? (1 – not at all, 6 – the most)

Despite the problems with technology, did your presentation meet your expectation? If not, what did you plan to do differently?

……

……

……

……

How much did you enjoy the individual phases? (1 – not at all, 6 – the most)

Taking photos

Making descriptions

Presentation of your own work

Watching the presentations of the others'

How difficult were the individual phases? (1 – not at all, 6 – the most)

Taking photos

Making the presentation

Presentation before the class

What did you like the most about the task? What would you modify?

………

………

………

Would you like to have tasks like this one in the English lessons more often (if everything worked properly ☺)? Explain your answer.

………

………

………

………………………………………………...

Věk:

Jsi: holka   kluk

Popiš vlastními slovy, jak výroba prezentace probíhala.

………

………

………

………

Jak tě bavila spolupráce se spolužáky? (1 – vůbec nebavila, 6 – hodně bavila)

Přes problémy s technikou, dokázala tvoje skupina vytvořit prezentaci tak, jak jste si představovali? Pokud ne, co jste měli v plánu jinak?

………

………

………

………

Jak moc tě bavily jednotlivé fáze? (1 – vůbec nebavila, 6 – hodně bavila)

Nafocení fotografií

Vymýšlení popisků

Prezentace vaší práce

Sledování ostatních skupin při prezentaci

Jak moc byly jednotlivé fáze obtížné? (1 – vůbec, 6 – hodně obtížné)

Pořídit fotografie

54

Vytvořit prezentaci

Prezentace hotové práce před celou třídou

Co se ti na celém úkolu líbilo nejvíc? Co bys naopak nejraději nějak upravil/a?

………
………
………
………

Chtěl/a bys podobné úkoly v hodinách angličtiny častěji (za předpokladu, že by vše fungovalo, jak má ☺)? Zdůvodni svou odpověď.

………
………
………
………

SHRNUTÍ

Cílem této diplomové práce bylo poskytnout informace o schopnosti a ochotě žáků pracovat s technologiemi nových médií během vyučování, a dále pak přínos vizuálně obrazných vyjádření vytvořených právě prostřednictvím již zmíněných technologií pro výuku anglického jazyka.

Pro tyto účely byl navržen a následně proveden výzkum zapojující žáky 6. třídy základní školy do práce s novými médii. Žáci se zúčastnili celkem dvou projektů zacílených na výrobu multimediálních produktů, z kterých jeden byl realizován v hodinách výtvarné výchovy a druhý v hodinách anglického jazyka. Podněty k vyhodnocení výzkumu byly sbírány pomocí tří metod, a to rozhovorů se žáky a jejich učiteli, pozorování a dotazníků. Sebrané poznatky byly propojovány a srovnávány tak, aby výsledky výzkumu byly co nejpřesnější.

Samotné výsledky ukázaly, že žáci byli způsobem práce zahrnujícím nová média nejen zaujati, ale dokonce vykazovali poměrně vysokou zručnost v tomto odvětví. Kromě toho se ukázaly i některé problémy a překážky, které se mohou ve školách objevit v případě rozhodnutí o integraci práce s novými médii do výuky. Ve výzkumu byly tyto spojeny hlavně s odmítavým postojem učitelů a nedostatečným technickým vybavením školy.

Ve vztahu k fungování vizuálně obrazných vyjádření nových médií jako podpory slovního projevu v anglickém jazyce se provedený výzkum ukázal jako nedostatečný pro dokázání nebo vyvrácení tohoto jevu. V průběhu výzkumu se nicméně objevil náznak souvislosti mezi úrovní slovního projevu žáků a frekvencí jejich styku s novými médii včetně schopnosti s nimi pracovat. Tento jev byl proto v závěru práce doporučen k dalšímu výzkumu.