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Use of Visual Aids in English Language Teaching at
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Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila pouze uvedené prameny a literaturu.

V Olomouci dne 2023

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Abstract

This diploma thesis explores the topic of the usage of visual aids in the lessons of English language at lower secondary schools, containing the usage of visual input methods, such as flashcards, pictures, highlighting the text, video lectures, online EFL games, interactive boards, online students book and different visual supportive materials for teachers.

This diploma project aims to explore the ways visual methods can be used and how is their usage perceived by learners. It also discovers how visual methods contribute to learners' overall mindset regarding language studies. It also studies how those methods are used and liked by teachers of the class.

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Introduction

Most people consider their eyesight as their most valuable sense. With sight, you can consume content, see the faces of your favourite people and examine things more precisely

than using only touch. In today's world, if you take a look in the newspaper, tv, or only a billboard advertising your favourite brand of protein bar, some words, or even the whole ad, are written in English. If you open a search bar in the internet browser, it is probably in English too. If you watch tv and see a movie with Czech subtitles, you are not even surprised. Overall, the English language surrounds us in our daily life, even when we are not living in an English-speaking country. Visual learning occurs around us even though we are not studying. Visual learning can be as effortless as a tv advertisement or can be focused in a lesson using visual methods in combination with different styles.

The research part of this thesis aims to explore the reality of the usage of visual aids in a real classroom and what effect those aids have on the pupils and how are teachers incorporating it in the classroom. I have always wondered why the usage of visual aids is used more with younger learners and are a bit forgotten when tending to teenagers and adolescents. In this thesis, I would like to find out if flashcards (mostly used with young learners) are being forgotten or replaced by different visual methods, such as video, online games, or interactive storybooks.

The theoretical part is the history and origin of visual aid methods or approaches explored, followed by the importance of visual input while learning a foreign language. I focus on the analysis of different visual methods and approaches, how are visual methods presented in textbooks and what activities can be done with these aids. Another important point examined is concerning the age of learners and what aids are used with different grades.

The research part is focused on answering the following questions:

- What effect do visual aids have on learners?
- How are visual aids used by teachers in different grades?
- Why are visual aids often omitted from the adolescent learners
- How can we better incorporate visual aids in teaching adolescent learners?
- Do learners consider visual aids as a helpful learning resource?

With the new technology, social network, and new movies coming out every day, there should be plenty of opportunities to learn the English language easily with fun visual input. To what extent is this method used in Czech schools is investigated with the help of questionnaires for the learners and their teachers.

1. Visual learning

This chapter is concerned with Multiple intelligences theory different types of learners, and how to accommodate them in the classroom to suit their individual needs. It also explains the Visual-spatial learning style and its benefits for learners.

1.1 Perceptual preferences

The world of neuro-linguistic programming is besides Multiple intelligence theory (see chapter 1.2) describing perceptual preferences, which are also important when caring about the learner's learning opportunities.

Perceptual preferences are reacting to the world and providing sensory input. Visual sensory inputs care about what an eye sees, Kinesthetics is concerned with the movement of a body, Olfactory relates to our ability to smell the world, and with Gustatory humans can taste. These sensory inputs are coded in every person, but most of the time there is no primary or superior one to experience life (except for learners with a disability or special educational needs).¹

1.2 Multiple intelligences theory

One of the first theories that concerned different learning styles of pupils is called the Multiple intelligences theory (MIT). This theory describes multiple different styles and connects to a unique learner. MIT was invented by Howard Gardner and follows a theory that states that teachers should recognize learners' uniqueness and respond to it accordingly to get the best results possible. MIT describes overall 9 possible learning styles: mathematical-logical, verbal-linguistics, bodily-kinaesthetic, interpersonal, intrapersonal, musical-rhythmic, visual-spatial, naturalist, and existential intelligence. This theory was an important addition to research on education and it centered around learners more than the teacher.

The theory answered the need for understanding the learner's individual anomalies and differences – thanks to this method, pupils are able to store new information very easily and retrieve them when needed – the information stays in the mind longer. Learners studying while using their preferred method understand the topic more deeply and familiarly.

To sum up, finding their preferred method of learning has a great effect on learners. They are able to learn more effectively, are learning how to use preferred methods and strategies, and are more familiar with the topic in a shorter time. It also makes learning more interesting and

¹ HARMER, Jeremy. 2015. *The Practice of English Language Teaching 5th Edition Book*. pp. 51-52

motivating. This can be a slow but steady way to bring the learners to autonomous learning. Because every learner is different, teachers or mentors should try to mould the classroom to satisfy all the learner's needs.²

1.3 Types of learners (MIT)

Every learner is different and everyone has uniqueness paired with strange perks. Our students can receive and produce information differently and many differences can be spotted in the memorization process of different learners. Thanks to the Gardner theory of MIT can this uniqueness be divided into categories of learning styles. Using a specific learning style can help store new information easily and it eases the production of language in unexpected situations.

Teachers should be able to recognize the strengths and weak spots of the learner and should be able to provide an adequate response, caring for those peculiarities.

Even when our class is not fully created with visual-spatial learners only, other types of learners can be accommodated with different visual aids to remember the topic easier. Video, graphs, sequences, patterns, images, charts, and even slides of the presentation are critical for boosting the learning process and emphasizing the material studied. The learners are benefiting from this method not only by reinforcing the topic, but also by increasing the possible interest in the subject itself, which makes the class more fun and prolongs the attention of the learners.³

Linguistic-verbal intelligence

Learners are happy to be working with words and prefer reading and writing. Visual aid can help those learners to arrange their thoughts in order and organize their ideas. To increase his subject knowledge, mind maps and spider grams are sufficient tools to work with. Those aids can be used while working with a new topic or vocabulary.

Logical-Mathematical intelligence

Learners think logically and like to solve puzzles and riddles. They can solve problems and create many possible solutions. With these learners in the classroom, the teachers can incorporate visual patterns and sequences into the classroom. This could be useful while explaining grammar – highlighting patterns and words that are repeated.

Bodily-physical intelligence

² GILAKJANI, Abbas Pourhossein. 2011. Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching

³ Gilakjani, Abbas Pourhosein. 2012. *A Study on the Impact of Using Multimedia to Improve quality of the English language Teaching.*

Learners like to move their bodies and play games. They incorporate a lot of movement into daily tasks and learn by practically doing rather than theoretically thinking. They also incorporate body language in communication.

These learners can be often disturbed by other things and are often playing or touching things that they should not have.

While teaching the English Language this exact intelligence teachers can accommodate those learners by using TPR in lessons to relax learners while revising vocabulary or newly learned phrases. Video is also an important tool to be used with them because it can also demonstrate the process more clearly and in practice as well. It is also helpful to demonstrate with example sentences or words to model it (writing it on the board or saying it out loud together before practising themselves). Using models for vocabulary is also beneficial.

Visual-spatial intelligence

Learners think in pictures, learn by observation, and like to use visual images as memorization techniques – e.g., graphs and sketches (see Chapter 1.4)

Musical intelligence

These learners can hear and replicate rhythmic sequences and melodies and like music.

They often use emphasis on rhythm and pitch, like to read out loud in the classroom, and are more comfortable with spoken explanations than written ones.⁴

They can benefit from listening exercises and rhymes or songs which can be accompanied by pictures, lyrics, or comic books read out loud.

Naturalistic intelligence

Learners like to observe the natural world, fancy animals, and care for the environment. With these learners, the teachers can use the surroundings to accommodate their learning needs.

Field trips to museums and galleries can be profitable. When discussing the topic of animals, art or nature, the learners can achieve better understanding while in the surroundings connected to the topic.

Interpersonal-social intelligence

Learners like to work with different people and are very social. They learn well while having a discussion or can learn while explaining the topic to other people. Those learners are

⁴ GILAKJANI, Abbas Pourhossein. 2011. Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching

benefiting from working in groups, so creating a mind map with their peers can improve their understanding of the topic.

Intrapersonal intelligence

Those learners understand their own needs and thoughts. They often daydream and create fantasies. They like to work alone and have their things in his own hands.⁵

Because these learners want to be able to work alone, it is important that classroom has enough activities which do not require having to be part of groups. For those learners, activities such as writing essays, creating videos and pictures, keeping an illustrated journal or simple book reading can enhance their learning experience.

All learners can use all those methods to gain knowledge, but one is always preferred over other methods.⁶

1.4 Visual-spatial learning

Visual imagination forms associations in our minds and creates images. The information gained through reading is easier to remember and easier to use within writing and communication skills. Visual aids are easing the organization process of information and thoughts. Visual literacy became an important skill since it helps with orientation in the world full of visuals and information.⁷

The visual-spatial learner is someone, who thinks in pictures and is the most successful in learning with visual aids meaning flashcards, pictures, and videos. Those learners often sit in the front of the classroom to see and watch the teacher carefully, examining their body language. According to Dunn and Dunn (1978), 40 % of learners prefer visual learning.

Even though the visual learners are only 40 % of learners, visual aids themselves can be still used to support and illustrate other learning methods. As the visual aid can be used in any part of lesson and is able to illustrate almost everything from grammar to vocabulary or listening exercises, it is efficient and profitable for students as a support material while learning to grasp the important topics.⁸

Learning through visuality takes everything at once, with a larger amount of information rather than gradually learning each fact. These learners can effectively learn through

⁵ VRAŠTILOVÁ, Olga a Michal PIŠKORA. 2014. *Moderní metody a technologie ve výuce angličtiny na 1. stupni základní školy*. pp. 22 - 26

⁶ HARMER, Jeremy. 2015. *The Practice of English Language Teaching 5th Edition Book*. 5th edition. pp. 51-53

⁷ Siegllová, Dagmar. 2020. *Cesta k cizím jazykům*. Pp. 218

⁸ Gilakjani, Abbas Pourhosein. 2012. *A Study on the Impact of Using Multimedia to Improve quality of the English language Teaching*.

multimedia content. Opportunities to learn visually are nowadays more common and are part of our daily life (TV, radio, internet, video, books, posters and advertisements). Thanks to this, visuals attract a lot of attention, which requires full concentration of the learner. This gives learner more enjoyable whole experience of topic without focusing on simple statements and facts.⁹

Visual learners are most comfortable with pictures and graphs while listening to information. They like to read more often or watch the teacher write the instruction on the board.¹⁰

1.5 Benefits of Visual learning

Thanks to the burst of information in 21. st century slowly becoming a visual age. This world gives us mostly multisensory experiences – music accompanied by video stories, comic books accompanied with sound, advertisements use aggressive color pallets to force us to look at them. Nowadays, we are used to this factor.¹¹

It also means multisensory training can be more effective than non-sensory training. Combining different learning styles during the lesson to accommodate our learners better can be more effective than a plain lecture.¹²

The most important thing to be said is that learners can learn more successfully and autonomously when they learn how to effectively use their preferred learning style. Thanks to this, they can take full responsibility for their learning process and are able to produce, store, and memorize information much easier.¹³

The process of learning a foreign language is consisting of two important parts: listening and reading. The learner uses his eyesight to read and recognize important grammar structures and connects the real world to the written one while with ears he recognizes the language, sounds, and melodic pitch of the used accent. Most of the language teaching resources are accompanied by images, paintings, drawings, and photography – those resources are illustrating not only the language itself but also the culture of the language.¹⁴

⁹ PHILOMINRAJ, Andrew, David JEYABALAN a Cristian VIDAL-SILVA. 2017. Visual Learning: A Learner Centered Approach to Enhance English Language Teaching. Pp. 54 - 62

¹⁰ GILAKJANI, Abbas Pourhossein. 2011. Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching

¹¹ Siegllová, Dagmar. 2020. *Cesta k cizím jazykům*. Pp. 218, 260

¹² SHAMS, Ladan a Aaron R. SEITZ. 2008. Benefits of multisensory learning. *Trends in Cognitive Sciences*.

¹³ GILAKJANI, Abbas Pourhossein. 2011. Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching

¹⁴ PHILOMINRAJ, Andrew, David JEYABALAN a Cristian VIDAL-SILVA. 2017. Visual Learning: A Learner Centered Approach to Enhance English Language Teaching. Pp. 54 . 65

Just plain words do not suffice – learners need many additional resources such as pictures and different items – a teacher is then able to model the language and provide an additional example. The lecture should also be accompanied by body language. ¹⁵

This visualization creates reality – learners can imagine the language they are using. They are also forced to pay more attention because the real demonstration of the topic creates an exciting and interesting event and is easily memorized. This visualization can be used for example in the task-based teaching method: assigning a task for a learner to buy ice cream at the ice cream shop. The teachers can demonstrate the conversation and learners are actively visualizing the situation and able to replicate it better in the future. ¹⁶

Nowadays, the internet can be a great help when preparing for a class. The internet provides a lot of interesting (and free of charge) materials, that could be used to make the class a little bit more exciting. It also provides an opportunity to create homemade visual materials very easily: presentations, flashcards, board games, illustrated books, and even fancy fonts to use while teaching grammar. All this makes the usage of visual (and other) materials very easy to find, print, and work with it and, in case of problems, they can be quickly updated based on the learners' needs. ¹⁷

2. Approaches that use visual aids in EFL learning

This chapter is exploring visual aids being often used in the different approaches in EFL learning. It also examines ways of how visual aids can be effectively incorporated while using these methods and shows that visual aids can be found useful in approaches that differ in their ideas and rules.

2.1 Multimodal learning

Because of digital technologies, the text in books, newspapers, and ads changed – almost every text findable on the internet can be/is accompanied by an image or picture. This also happened in school textbooks, where visual appearance is important to the pupil. In many texts, there is even sound incorporated.

If there is more than one sensory learning style incorporated within the text, it can be called multimodal. Thanks to digital technology we can combine visual and audio aids to better illustrate the meaning of the text. The most basic example of this is comic book stories in the

¹⁵ VRAŠTILOVÁ, Olga a Michal PIŠKORA. 2014. *Moderní metody a technologie ve výuce angličtiny na 1. stupni základní školy*. Pp. 20-30

¹⁶ ZORMANOVÁ, Lucie. 2012. *Výukové metody v pedagogice s praktickými ukázkami*.

¹⁷ ZOUNEK, Jiří a Petr SUDICKÝ. 2012. *E-LEARNING: Učení (se) s online Technologiemi*.

textbooks in elementary school. Multimodal text can often combine elements of movement, sound, and image. Because the world today is mostly multimodal, it should be accessible to students in schools.

Concerning visual methods, multimodal learning is a visual method often accompanied by sound or movement. For example:

1. Reading instructions on how to dance to the song.
2. Reading a comic story in the textbook while listening to the record.
3. Drawing a picture based on a listened instruction.
4. Watching a movie and filling in the missing parts in the exercise.
5. Watching lyrics on the screen while singing.¹⁸

In EFL multimodal learning is an important method to be used with beginner and intermediate learners. The most used example can be a combination of visual and audio learning methods. Because in language learning the learner is mostly using his ears and his eyes to understand the sound of the spoken language and his eyes are used to look, read and enhance the learner's understanding of the new culture that came with the language. Sless (1981) claims that „*Visual learning is the major transmitter of our cultural heritage second only to the spoken word*“¹⁹. Modal learning, especially audio-visual learning, is an important addition to not only understanding the language, but the culture as well.²⁰

2.2 Silent way method

This method is student-centered, students discover the language themselves. The teacher has to remain silent during this method. The inventor of this method Caleb Gattegno insisted that when students discover the language themselves they would be more prone to remember it.²¹

This method is concerned more with audio-lingual learning style, but it would not be possible without some visual inputs as well. The teachers for example use coloured rods and points to different sounds. They also use words and sounds coloured differently and students are then able to connect colors with certain sounds.²²

¹⁸ BEARNE, Eve a Helen WOLSTENCROFT. 2007. *Visual Approaches to Teaching Writing: Multimodal Literacy*. pp. 10 -29

¹⁹ Sless, D. (1981). *The role of visual communication in the teaching of language and culture*. *Prospect: A journal of Australian TESOL*, 6(2), 25-30.

²⁰ PHILOMINRAJ, Andrew, David JEYABALAN a Cristian VIDAL-SILVA. 2017. *Visual Learning: A Learner Centered Approach to Enhance English Language Teaching*. Pp. 54 -64

²¹ HARMER, Jeremy. 2015. *The Practice of English Language Teaching 5th Edition Book*. 5th edition. pp. 30-32

²² HARMER, Jeremy. 2015. *The Practice of English Language Teaching 5th Edition Book*. 5th edition. pp. 30-32

The main objective of this method is that students learn the language. The method believes in an autonomous learning process through discoveries made by students themselves. Silent way aims to develop all the language skills such as writing, reading, speaking, and listening. But pronunciation is emphasized.

The creator of this method Caleb Gattegno suggested that students should relate linguistics to what they perceive with their senses. Based on this he developed visual aids for this method: sound/colour charts, spelling charts, colourful rods, and Cuisenaire rods. Those are being used in teaching grammar and vocabulary. These tools are created to search for learner's awareness and attention span.²³

To combine The silent way with the visual learning approach, the teachers can use a large variety of tools. For example, a great start are picture dictionaries. Teachers can also only show pictures and let the learners look up the new vocabulary by themselves. The picture is possible to be used in a way that it can be introduced into new situations and introduce the new vocabulary without having a teacher utter a word.²⁴

2.3 Total physical response

TPR is a method invented by James Asher who said that students can learn a lot from a language by listening to commands and replicating them correctly. TPR is mostly used with younger learners, typical example could be a game called Simon Says, where students have to listen to a command and then replicate it under certain circumstances. Another example is a song called "Head, shoulders, knees and toes" where students have to replicate said moves with the lyrics in the song.

In TPR modeling is an important aspect, especially with song and dancing. It is important to show learners what exactly they are doing together with audio commentary.²⁵

TPR is often used for its ability to raise learner's motivation for the English language. For this method to be successful, it is needed that learner's learning skill is sufficient. Then the method leads to improvement and better memorization of new topics. It has been found out that learners recall of topic is more successful with usage of this method.²⁶

²³ İlknur Yüksel, Mustafa Caner. 2014. *Approaches and principles in English as a foreign language (EFL) education.*

²⁴ Gattegno, Caleb. 1963. *Teaching foreign language in schools: The silent way.* Pp. 1-25

²⁵ HARMER, Jeremy. 2015. *The Practice of English Language Teaching 5th Edition Book.* 5th edition. pp. 121

²⁶ Shi, Tingting. 2018. A Study of the TPR Method in the Teaching of English to Primary school students. *Theory and Practice in Language Studies.*

TPR can be nicely used in combination with pictures, or simply just a demonstration of vocabulary with body movements. For example with the topic of animals, learners can see a picture of an animal and demonstrate their movement with their body language.

2.4 Suggestopedia

The method developed by Georgi Lozanov is concerned with the physical environment of the learning process. It is important for the method that learners are relaxed and form a positive approach to the language itself. In this method, the classroom must look and feel a positive and safe space, often accompanied by music or calm reading.

This method should be using visual input to calm students down and they could focus on a class instead of hovering with sight around the room, searching for something more interesting to look at.²⁷

2.5 Peripheral learning

Georgi Lozanov developed this method in the 1970s and assumed that students can learn thanks to resources in their environment. Method criterium is to arrange materials around the learner's environment (board, walls, floor, stairs) and the learners will peripherally read them while moving around it every day. Nowadays, often school has walls covered with irregular verbs or basic vocabulary. Often, they put it even on the outside of the regular movement environment (stairs to the lunch or dressing rooms).

But this method can also backfire. If we are thinking about children who can be easily disturbed by too many visual inputs, then it will be hard for them to focus on the lesson and instead will focus on the more interesting thing on the wall next to them. This method should be used carefully.²⁸

It is important to develop learner's vocabulary and gradually raise the number of words which is learner able to use in real life. For learner being able to speak as professional or being able to use second language for Academic writing, it is crucial to know at least four thousand words. Three hundred words is sufficient for conversation at an intermediate level. For travelling purposes is learner able to use only two hundred and fifty words. Even though the teacher has no idea for which purpose is a learner going for, it is important to create adequate

²⁷ HARMER, Jeremy. 2015. *The Practice of English Language Teaching 5th Edition Book. 5th edition. pp. 119*

²⁸ FATEMIPOUR, Hamidrez. 2013. *Peripheral Learning of English language: A Comparison Between ESL and EFL Contexts Provided for University Students.*

learning opportunities. For remembering words, idioms or phrases are peripheral aids, such as bulletin boards, learning cards and posters, a great resource.

Materials such as posters and learning cards are called infographics. Infographics are made in a way that it combines pictures, texts and diagrams in a way that will capture the reader's attention. Learners can see these not only in the classroom, but mainly on a social media platform. Infographics can be a great tool for learning and a path to learn with digital technologies. Learners can also create their own infographic poster to revise or to invoke autonomous learning processes.²⁹

3. Types of visual aids in the classroom

Visual aids are important part of the learning process in the classroom. Because they are easy to create, obtain and often they even come as a part of the student's book, it is possible to use it not only with the beginning learners of English, but with more intermediate learners as well. Great range of visual aids and materials can be used to accommodate learners at different levels without fear they might be uninterested.

Every class is depending on the creation of learning process. Learning process can be enhanced by the usage of different aids. In the English language classroom, often, the most dominant and basic learning aid is student's book. However, nowadays, it does not have to be books that are the main recourse.³⁰

Different assortment of visual aids in our classroom can deeply affect the process of the lesson. It can also decide if the lesson will be boring and uninteresting OR interesting, evocative, and fun. There is large amount of different visual aids easy to obtain, or even create.

This chapter discusses many different types of visual aids in the English language class and how to incorporate them into the lesson to create more engaging atmosphere.

3.1 Picture

Picture is one of the easiest visual aids to obtain and use in a classroom, being often associated with creating new vocabulary for beginner learners. Learning foreign words with the pictures is way easier than learning the words without them. This way, association

²⁹ Siegllová, Dagmar. 2020. *Cesta k cizím jazykům*. pp. 258-260

³⁰ Choděra, Radomír. 2013. *Didaktika cizích jazyků: úvod do vědního oboru*.

becomes a great help in the learning process. One of important tools in the early second language learning can be dictionaries with picture illustration of every word. Chapters in those dictionaries are often divided into different topics and again creates simple associations of word and picture for learners.³¹

Using pictures in English language lesson is great tool to reinforce language learning proficiency. Drawings, pictures, images, cartoons and stick figures are mostly used with the younger learners to create a bridge in between language learning and an actual image. But using picture with adult learners can cause learners attention to rise. Diagrams, charts, text, video, and books attract adult learners.

Dorela Konomi from University Albania states in her research that in the 3rd grade is usage of flashcards more frequent than in the 6th grade, because flashcards and additional materials are available within students' books in the lower grades. She also made another point, that in 6th grade are more used graphs, tables and mind maps than in the 3rd grade. She also made discovery that teachers often use gestures to explain new grammar or vocabulary but tend to forget about possibility of using the picture.³²

Picture can be used in a class in many ways. They can be used to introduce new vocabulary and revision of the older ones. It can be also incorporated into games in classroom. Pictures are often used with adults in a popular exercise of comparing the pictures as it leads to detailed and colourful discussion. Pictures can be used for storytelling exercises or drawing what your partner is describing, which can lead to upgrading the learner's ability and comfortability to tell a story. Learner can also try to first deduct the story drawn in the picture and later receive the actual story.³³

It can be used in a form of a flashcards, photographs from magazines, learner's own drawings, large posters, slides in a presentation. They are great for communication exercises when one learner knows the picture and other one does not. They are useful when using drills – holding up a picture and expect response. At the same time, it is a simple way to explain meaning of a word without using native language. It is also a nice way to make learning appealing and it can enhance otherwise boring looking texts.

³¹ Dolati, Romana. 2010. Harnessing the Use of Visual Learning Aids in the English Language Classroom.

³² Konomi, Dorela Kaçauani. 2014. *Using Visual Materials in Teaching Vocabulary in English as a Foreign language classrooms with young learners.*

³³ Sieglóvá, Dagmar. 2020. *Cesta k cizím jazykům. pp. 114, 122, 218*

Another way to use picture in class are matching games, putting cards in order or memorization games. Learners can try to put story in the correct order or follow instructions, picking the odd one out of the row.³⁴

3.2 Video

Usage of audio-visual aid such as video recording has become an aid of a great importance in these days. Because of reinforcing the English in the communicative style of teaching, video has become a resource of communicative learning because it stimulates the language targeted. Nowadays, ordinary life had become infused with the English language in media, even in the countries where English is not the mainly used language. Mostly with the younger generations, it can be observed that often English phrases find their way into the native language, simply because of the rise of the social media.

A study by Canning -Wilson (2000) discovers that students like being taught through video. Students prefer this because video is engaging, interesting and exciting to watch. Language teachers also favoure the video because it motivates learners and presents the target language effortlessly. Video not only gives them the idea of language, but also tells them about the culture of the language itself. It also brings the “only read in the book” situations to life and creates possibility of role play and reacting the scene.

Videos can be used as an example from the culture, for example movie scenes or theatre, or as an autonomous learning source for learner – it can be filled with grammar explanation, vocabulary, or even create a listening/speaking exercise.³⁵

Today, there can be used many videos in the lessons of English language. The internet is full of example videos with natural language usage, special videos made for targeted learners, or even two-minute sequences of movie cuts can make a great content for class. It is easy to find, easy to add or remove subtitles, it can be edited into more suitable versions within an hour.³⁶

Even though videos can be easily edited, it is crucial there to know your learners' abilities and skills to choose proper video. It must be understandable for the learners who are less experienced as well as for the more intermediate ones. But at the same time, both of those learners can get separate videos to watch based on their appropriate level.

³⁴ Harmer, Jeremy. 2007. *The Practice of English Language Teaching 4th edition*. pp. 150

³⁵ ÇAKIR, Dr. İsmail. 2006. *The Use Of Video As An Audio-Visual Material In Foreign Language Teaching Classroom*.

³⁶ ZOUNEK, Jiří a Petr SUDICKÝ. 2012. *E-LEARNING: Učení (se) s online Technologiemi*.

One of the example activities for the video would be to let learners to watch videos first without the sound and based on their visual experience discuss the possible story or message of the video. Second play of the video can be with the sound, and it can be also accompanied with handouts or work sheets. After playing the original video, students can act the scene, add a bit of role play or even make a scene based on their original thought of the video.³⁷

3.3 Coursebook

In many schools, the center of learning process is textbook. Most of the textbooks are self-sufficient and teachers can use them only to create lesson plan (most of the textbook are already made that with it in mind). The textbooks should be balanced and should evolve learner's important skills.

Textbooks can be a great help for a teacher because it provides guidance, syllabus, and tips for leading the class. Most of the textbooks are having the same guidelines, so every learner roughly gets the same information.

Some of the textbook brands often offers more than a student's book and a workbook. They often contain CD with listening exercises, additional materials, flashcards, and games. Some of the newer versions even contain bonus activity book, which is filled with ideas and tips for learners, which can be a great help, especially for new teachers.

The important factor of a textbook is that it needs to be visually attractive and aesthetically pleasing for learners. If there are too much distracting panels with different coloured schemes every page, some learners may experience discomfort while trying to follow the lesson and orienting in the book.³⁸

Often structure of the coursebook seems repetitive and being too impersonal for the learner. They are behind with the changes in the world, and they become interesting very quickly. But at the same time, the coursebook can serve as a guideline for students who want to study. It is needed to use other, more accurate, materials as well.³⁹

One negative aspect of textbooks is that textbook is being released and cannot be upgraded until the teacher introduces new textbook for learner to work with. The older textbook may

³⁷ Sieglóvá, Dagmar. 2020. *Cesta k cizím jazykům*. pp. 134

³⁸ Richards, Jack C. 2001. *The Role of Textbooks in a Language Program*. Pp. 1-6

³⁹ Sieglóvá, Dagmar. 2020. *Cesta k cizím jazykům*. pp. 17-56

not continue with the age and may have older information and older language, instead of using more actual language. Plus, the textbooks are usually bit expensive.⁴⁰

For a coursebook to be considered good one, it should fulfill basic needs of a learner. It should have a coherent syllabus, offer motivational and accurate texts to work with, should be aesthetically appealing and fun, contain CDs, pdf versions and extra resource materials.

If a textbook does not suffice for teacher's idea for a lesson or doesn't have enough accurate language or exercises to be used, it is possible to modify exercises to fit the class. It is important to remember that coursebook isn't the only possible resource.⁴¹

Nowadays, in the age of the digital, some of the coursebook are having not only the physical version, but online one as well. Because of the years of Covid the online learning was forced to evolve into the best version possible. Thanks to this, some of the creators of textbooks started creating interactive online versions of textbooks. Modern software and digital platforms allow teachers to use digital tools in classroom without issues with time pressure or not having enough financial support to gain access to new materials. At the same time, digital coursebooks go with age and are more relevant to children than older book versions (often old because school doesn't buy new versions with more accurate language). These books often cooperate nicely with interactive white boards, allowing children to do exercises on giant board and allowing vision to every learner in class. Digital coursebook often contains songs and videos instead of only having stories in panels and bubbles which makes lesson more exiting and is motivating children to learn.⁴²

To sum it up, textbooks are a great tool, but must be used with caution and in combination with other resources and materials to keep up with the relevant information. Teachers should be careful to not use textbook only and should try to use it in combination with other resources as well to enhance learning process.

3.4 Books and stories

Reading is one of the main sources of acquiring information. In these days, the world is filled with text, information in the news, TV, magazines, and internet. It is important for a child to learn how to differentiate between multiple sources and how to recognize truth in the world

⁴⁰ Richards, Jack C. 2001. *The Role of Textbooks in a Language Program*. Pp. 1-6

⁴¹ HARMER, Jeremy. 2015. *The Practice of English Language Teaching 5th Edition Book*. 5th edition. pp. 49-50

⁴² Bohdanivna, Khomyshak Oksana. 2022. *Using digital tools in the English language Teaching in primary school*.

full of fake information. Visual literacy is one of the most crucial things to learn. This can be enhanced with reading opportunities in class.

Books and stories inside them can be a powerful tool for enhancing learners' skills and to support autonomous learning process. Books can be chosen by the students and create engaging content. Unfortunately, often the books are teacher directed. Thanks to the reading, students develop critical thinking, they often learn to read and search in text for a specific information (scanning).

Teacher should always try to provide extensive books for the learner. As mentioned, books promote critical thinking skills and at the same time are holding information about the culture of the target language.

Setting up a library filled with books with different genres will be expensive, but eventually it will level up their reading skills, grammar and if the books are chosen based on learner's interest, it will become an enhancement for the class.⁴³

Reading creates language base which we later then use for a complex development of other language skills such as listening, writing and speaking. Learners are learning the language and connecting written and spoken form of the words. They are also learning how grammar is used in the real life. Important thing for learners is to being able to understand the meaning of the text, how to differentiate, work with different available resources and even recognize hoax from a true information.

Studying a language with reading belongs to learning strategies which are suitable for learners who are visual-spatial types. However, rest of the learners can benefit from this too. At the same time, it is a great strategy for someone, who is learning slowly and has problems with communicative aspect of language. Reading leads to confidence in speaking and develops basic language knowledge and vocabulary.⁴⁴

3.5 Digital technologies and devices, online learning

Thanks to the world epidemic of Covid-19, many learners around the world had to stay at home and learn how to study with the help of the internet until the pandemic ended. Since then, even though teaching with aids such as computers and tablets wasn't anything new, education started using these tools more frequently. Schools started to incorporate computers,

⁴³ Harmer, Jeremy. 2007. *The Practice of English Language Teaching 4th edition*. pp. 292

⁴⁴ Siegllová, Dagmar. 2020. *Cesta k cizím jazykům*. pp. 17, 54 - 84

tablets and phones to their classroom even after the pandemic. Nowadays, learning online is supported with online tools such as Moodle or Canvas – this naturally increased the usage of computers.

Computers themselves changed the course of education. In combination with data projector, computers often become inseparable part of classroom. This way, teacher can provide anything digitally – presentation, pictures, videos, movies, even games.

Today, Digital literacy found a way into the school curriculum. Being able to orient in the world of large amount information is a crucial ability to learn for a learner. Incorporating digital devices into classroom increases their success of literacy and at the same time creates motivation and excitement. The simplest thing like a searching something in the google search engine can enhance the autonomous learning process. ⁴⁵

Digital literacy belongs to the skills called 21st century skills, which are skills important for life in the 21st century. It is a pack of skills and competences which should be mastered by learners. Skills which are evolved thanks to the digital technologies are communication, innovation, creativity, groupwork, critical thinking, problem solution and of course digital literacy. At the same time, many more types of literacy appeared, such as ICT literacy, Internet literacy, Information literacy, media literacy. Those are reasons, why teachers should try to incorporate digital technologies to the learning process. ⁴⁶

Dorela Konomi states that using television, computers and other digital devices are rarely used when learning new vocabulary, but they often use tablets in the classrooms. Questioned teachers in this research claimed that usage of technology takes time. Large amount of teachers don't use technology in the classroom for time reasons, especially with the younger learners. It is hard to take care of every learner in class who has issues with his digital device and a lot of time that could be used to teach gets lost. ⁴⁷

Technology offers many different options of usage in classroom without being time consuming. Thanks to technology, teachers are easily able to play authentic materials such as videos and sounds containing the target language. Because almost every older learner has a mobile device, teachers can use them for better purposes in class. Even though phones are often distracting, teachers can use them as an aid – researching topics for classroom project,

⁴⁵ HARMER, Jeremy. 2015. *The Practice of English Language Teaching 5th Edition Book. 5th edition. pp. 124*

⁴⁶ ZOUNEK, Jiří a Petr SUDICKÝ. 2012. *E-LEARNING: Učení (se) s online Technologiemi.*

⁴⁷ Konomi, Dorela Kaçauni. 2014. *Using Visual Materials in Teaching Vocabulary in English as a Foreign language classrooms with young learners.*

using dictionaries, or even playing a classroom game is available. Phones allows teachers to easily create a portal where they can add additional materials for learners. Learners can also use those devices to apply creative solutions for the project tasks – learners can create a blog, YouTube channel, tik tok accounts and all of those can be filled with creative content. This can motivate the learners and make them feel excited for the next classes.⁴⁸

To conclude this chapter, it is needed to use digital devices in classrooms to teach learners digital literacy and teach them how to use digital technologies properly to gain needed information. But at the same time, this can be unpopular because of the disadvantage's technologies have. With the younger learners there can be issues with proper usage of it, they can click on something by accident and suddenly nothing works which results into teacher running around the classroom, repairing everyone's device and basically doing nothing for the learning process. Digital devices can motivate learners to participate actively during the lesson, but the learners can be also highly distracted by it. Another disadvantage of this, is that some of the great online tools are a bit expensive. When using social media in class, teacher should be aware of the risks that are appearing with the online world. Learners should be taught responsibility before being let out in the digital world. It is crucial to know your class to know how exactly implement digital technology and what effect it can have on the learners.

3.6 Board

Board is one of the most important and basic teaching aids in the classroom. Because it can take a large amount of space, it is usually set in the front of the classroom and every learner can clearly see everything written there. Basic white board can be used with multiple ways, it can even serve as pin board – using magnets to hold posters, projects and drawings. It can also become a reassuring material for students as well – when student is lost, teacher can write up instructions on the board, so that everyone knows what exactly is happening. Boards are middle point of attention for the whole class.

There are multiple kinds of board which can be seen in classroom. There is a usual chalk one, white board for marker pens or an IWB board. In most of the Czech schools we can see the combination of the chalk and white board one, but the marker ones are mostly taking over the chalk ones (because of the dust and harder maintenance). However, some of the schools are implementing IWB boards into classrooms. Some schools have only a few IWB board, some

⁴⁸ Siegllová, Dagmar. 2020. *Cesta k cizím jazykům*. pp. 134

are trying to have one in every classroom. The number of the IWB's is depending on the school's budget.

Mainly, the board serves as a note pad as teacher often writes everything on board: answers for exercises, spelling trivia or basic instructions. It can be used for topics and phrases that students need to remember or have a hard time remembering it. Teachers can use different coloured markers to stress letters or words which needs to be highlighted. Board is a great helper if a teacher wants to properly explain grammar – board is big enough to deconstruct a sentence, highlight important parts and add a plenty of examples.⁴⁹ It was found out, that learners often prefer colors instead of black and white text. It can be seen with the students at high school or Universities, where students often use colors to enhance important parts of text. It is crucial to differentiate the text with colors of different fonts, but at the same time, learner's should be able to easy orientate on the board without major issues.⁵⁰ Teachers can also use symbols or a rod to reassure that learners understand the topic. As a bonus, it enhances activity and motivation as well, because students often like to write on a board with a marker as it seems like reward.

As mentioned, board can also serve as a pin board, holding posters, maps, graphs, pictures. It can also be used as a canvas for learners when playing games that include drawing. Board is also a great way to put an announcement clearly on sight, so the learners won't miss important announcements and dates.

It has a huge potential to be used as a giant workbook, where teachers write exercises on the board and learners are filling blank spaces. Even though today, this type of usage is more associated with IWB's because it is simply easier to use.

Thanks to the development of modern technology, IWB's or Interactive White boards have been popular across schools and teachers as it allows more creative learning process. Even though the board and data projector hanging out of the wall was major influence on education aids development, IWB's has more than just presenting videos and pictures. IWB allows that everyone can see digital content such as YouTube videos, internet pages, pages of the coursebooks and presentation slides. But furthermore, teachers can write onto the board and students can do it as well. It can be written into the images that are projected, teachers are able to easily highlight exercises or gradually reveal parts that need focus. It allows learners to

⁴⁹ **HARMER, Jeremy. 2015.** *The Practice of English Language Teaching 5th Edition Book. 5th edition.* pp. 235

⁵⁰ **NOVAWAN, ADRIADI. 2011.** *Visually-Based Grammar Teaching. Innovation and Creativity in ELT Methodology.*

play digital games and it helps teachers to project right answer and correcting it in front of the learners.⁵¹

Concerning disadvantages of the IWB, it is harder to include groupwork and of course high price. Also, the learners might get the idea that everything can be done digitally, so they will less like learning manually (drawing, making projects, reading from a book). On the other hand, this adds to positive when learning how to be visually literate, which is definitively needed in these times.

Another great activity to include while using a board is using mind maps. Mind maps can be used with the start of a unit to search for a logical connection between words and topic given. This event creates a creative and logical thinking opportunity to revise some of the older vocabulary, adding additional words which learner thought of and it also reinforces new information and enables easier recall. If created on a IWB the teacher can save the mind map and print it out for learner, or they can just take a picture of it and use it at the end of a unit and compare it to the other mind maps that might have been created later.⁵²

4. Prevention of possible negative aspects of using visual aids in classroom

While visual aids can be a great addition to the learning process in the classroom and enhancing, they have a few negative aspects which teachers should be aware of while using those aids. It is important to say, that every aid can backfire when using it in the classroom. Every learner is different, and a classroom culture differentiates from others – some aids can work better than others and some may not. Crucial thing is to know the learners' skills and abilities in class.

Currently, most of the information a learner gathers are sourced in the media, which form humans in case of culture, morals and allows to build an idea of the world. Visual information and media have a great impact on learners, especially the teen age ones. Covid-19 provided significant change in the education and instantly forced education to use media and audio-visual learning as a key platform for learning. Nonetheless, people are arguing about the negative aspects of media being involved in education. People repeatedly declare that visual media can have negative effects. Other suggest that visual media are the source of positive and negative attributes and are standing neutral ground. Visual media can negatively influence

⁵¹ HARMER, Jeremy. 2015. *The Practice of English Language Teaching 5th Edition Book. 5th edition.* pp. 132-133

⁵² Siegllová, Dagmar. 2020. *Cesta k cizím jazykům.* pp. 224.

learner's social construct, behaviour, cultural ideologies, and motivation. One of the giant negative points to address is that when learner's are working with online tools/online class the teacher should be able to monitor them, which often isn't possible to do effectively. During online class, teacher often cannot tell if the student is actively participating or being passive, barely listening.⁵³

Researchers have found out that when students are allowed to use internet in classroom, they are more likely to be distracted and they memorize topic less effectively. Another research found out, that learners who read printed text have higher probability of remembering more information than someone working with digital text only. However, when talking about test assessment printed versus digital, younger learners are more comfortable with digital technologies and are more successful when being digitally assessed.⁵⁴ (Leal, 2020 stránky 1-10)

Other negative aspects, such as technology refusing to work can create a giant issue in the class. Learners stop being focused on the learning but rather being curious about what went wrong, in the worst-case scenario it can cause an avalanche in classroom and learners start being disruptive until the matter is solved. In this case, it is sufficient to have different materials prepared in case technology will stop working, but often that is not the case.⁵⁵

Focusing on paper printed materials, one of the most important resources can be a coursebook. Modern coursebooks have many positives and come with many supplementary materials such as DVD, websites, videos, CD's, practise exercises, test materials, visual flashcards, games. But even those have negative aspects, such as being outdated and irrelevant to prevailing learners (vocabulary containing video recorders instead of computers/tablets, vocabulary not working with newer vocabulary, containing older slang or idioms). Because schools often use only one type of coursebook and every learner is different, it may cause a problem when focusing on learning styles – some of the learners may find the coursebook distracting, visually loud and overwhelming and others may find it too bland and not engaging enough. Most of the coursebooks rely on the method of presentation, practice and production which may not be suitable for all the students in class. The coursebooks can even be culturally inappropriate and learners may have a harder time relate to the content of the book. Graphic design of the coursebook may also be boring and uninteresting when every

⁵³ Latheef, Afeefa. 2020. *Structuring Learning Analytics through Visual Media and Online Classrooms on Social Cognition during COVID-19*. s. 1-11

⁵⁴ Leal, Amaris. 2020. *The Effects of Visual Aids in Online Learning*. s. 1-10

⁵⁵ Harmer, Jeremy. 2007. *The Practice of English Language Teaching 4th edition*. s. 185-187

unit looks basically the same. Teachers can also encounter the problem with internet – learners are able to find relevant information within the click of the button and coursebooks stop being relevant source for learning.⁵⁶

Another problem with learners, especially older ones, is that using visual aids can seem childish and they will not be keen to participate in this type of learning experience. It is important to know your class, so that realia and pictures can be used without making anyone present feel too awkward to join in, especially when talking about more introverted learners. Another minus with using realia in classroom, for example a ball, may be lack of space. Classroom cluttered with the visual materials can be distracting to some learners and when playing a game with throwing a ball the smaller space can be insufficient and activity may be ruined. With using materials in classroom, it is needed to remember to “learner proof” it. Handouts or cards printed on a thin sheet of paper can be easily destroyed, ripped, getting wet or even get lost. Teacher should think about preparing material which can be used multiple times with different learners and at the same time be durable. But, laminating paper can be a costly process, however later the teacher will have a great material at hand every time when needed.⁵⁷

Disrupting influence with visuals can occur not only in the visual aids and supplementary materials, but with the classroom environment itself. It can also be caused by having too many visuals around the classroom and too many materials to play with which can cause learners to simply dream away from the lesson. In this case, peripheral learning can be blessing and the curse at the same time. Teacher should be careful with using pictures to decorate the classroom and try to not clutter the board with materials that are not relevant to the lesson (additional information about school field trips, important dates).

In conclusion, using additional visual materials in classroom can be tricky. It can enhance and enrich the learning process but at the same time can be disruptive. They are easy to create, often hard to maintain and sometimes can even cost more than teacher can offer to pay. All the factors depend on the teachers, which materials they will choose and how they will use them in the classroom. As always, it is crucial to know your class to be able to accommodate it with sufficient satisfactory learning aids. However, with the proper preparation of the lesson and knowing your class, teachers should be able to prevent those negative aspects. Visual aids overall have good influence on learners, younger and the older ones as well and if used

⁵⁶ HARMER, Jeremy. 2015. *The Practice of English Language Teaching 5th Edition Book. 5th edition. s. 72*

⁵⁷ Harmer, Jeremy. 2007. *The Practice of English Language Teaching 4th edition, pp. 184*

properly, the classes will be enriched, learners will be motivated to participate, and they might even enjoy the lesson. There are so many kinds of visuals teacher can use every lesson, which are free or coming with the used school textbooks that classes can hardly be called not visual. Even learners themselves can create their own visual aid just by using a pen and paper. Creativity is undeniable point, when talking about visual aids.

Practical part

1. Introduction to the practical part

This practical part of the diploma thesis is focused on usage of visual aids in the English classrooms. The research part is divided into two parts. The first part contains the analysis and reflection of my lesson plans ⁵⁸ performed with and without visual aids in classrooms. The second part presents the results of questionnaires filled in by students and learners.

The aim of the research is to answer these questions:

- What effect do visual aids have on learners?
- How are visual aids used by teachers?
- Why are visual aids often omitted with the adolescent learners?
- How can be visual aids incorporated in the higher grades?
- Do learners consider visual aids as a helpful learning resource?

1.1 Surveyed school

The surveyed school was ZŠ and MŠ Blansko, Salmova 17, located in Blansko, that has secondary institution in Dolní lhota. The school is the youngest one in the whole town and was established in the 1982.

The school's location is in the calm area called Palava, which is often used for ecological and green practices or education. Thanks to this, from some of the classrooms can learners see doe families, which live on the school grounds. The grounds also contain large gardens, outside classrooms and two sports fields. The school has two gyms, which are accessible by the public.

The Salmova School is running with the program called Zdravá škola - škola pro život. Because of this, we can find areas which are tailored for students who want to get some additional movement – ping pong tables outside and trapezes located in the hallways to promote healthy lifestyle.

The school is trying to catch up to the modern education trends and is establishing new classrooms which enable theoretical and practical learning. In the year of 2019 there was an investment in the price of 10 million crowns for building a special computer-based language classroom. Students at school are visiting this classroom usually once week and learning

⁵⁸ All the lesson plans mentioned in the practical part are created by the author of diploma thesis

there. The school also uses grading system Edu page, which also contains additional homework, materials and they often use this program for educating in the computer classroom. Thanks to this system, students can learn visually and updating their digital skills while having fun learning.

Headmaster of the school is trying to include students in multiple state competition in all the subjects, for example English, math, PE and art competitions. The school also owns six 3D printers which is often using when teaching digital and online technologies.

Focusing on English language studies, the school involves multiple native speakers twice a month, mostly in the higher grades. There are five English language teachers which teach from 3rd – 9th grades. In the 1st and 2nd grade the English is mostly taught by homeroom teachers. The school is providing and paying for all the materials used in the English language classes.

The school is also caring for after school activities, establishes sports teams (baseball Olympia Blansko), ski courses, ice skating, visiting salt caves, visiting cultural programs such as theathre, cinema or library events.

The school is also very well established in the topic of gifted children and children with special needs. These topics can be consulted with school special education teacher, school psychologist, prevention methodologist and education counselor.

2. Analysis and reflection of lesson plans

The aim of this part of the survey was to find out, what effect the visual aids have on learners and if the learners can remember the given topic or being able to recall it. This part will include used lesson plans of both parallel classes and reflection to each lesson.

2.1 Lesson plan 1

Lesson scheduled: Monday, 8:55 – 9:40

Lesson duration: 45 minutes

Materials needed: Flashcards, textbook Super minds (2nd edition), speaker, interactive whiteboard, paper clock

Textbook used: Super minds 2, second edition workbook and student book

Aims of the lesson: Learner can recognize given time set on the paper clock.

Learner can describe an activity that they are doing.

Learner can repeat rules of present simple tense.

Language skills: Reading, speaking

Key vocabulary: Activities – cleaning teeth, go to bed, having breakfast, having lunch, going to school

<p>Ice breaker – Human clock – serves also as a revision 10 minutes</p>	<p>On a large paper the teacher will draw a clock without hour hand and the minute hand. The learner will step into the clocks and will use his hands to create minute hand and hour hand. Other learners are telling the time and switch until everyone had a turn.</p>	<p>Materials needed: large paper, pen</p>
<p>Revision – At what time are you doing this activity? 10 minutes</p>	<p>Teacher will show learners flashcards with activities and learners will shout out the phrase. Later when teacher shows the card, the learner will set a time on paper clock (At what time are you doing this activity?)</p>	<p>Flash cards, paper clock</p>
<p>Student’s book – language focus – video playing out loud on the board. Students hear without subtitles, later with titles. 5 minutes</p>	<p>Students will watch a short video focused on learning grammar present simple – 3rd person sentences. It is animated video with penny the penguin who is saying sentences like: Penny walks home at 7 o’clock, Penny has her dinner at 8 o’clock,</p>	<p>Student’s book, interactive white board, speakers</p>

	Penny goes to sleep at 9 o'clock,...	
Explaining new grammar 10 minutes	Explaining new grammar, adding (es, s), translating sentences from the video, reading them out loud, creating example sentences	Board, pens, papers
Reinforcement of grammar and ending the lesson 10 minutes	Teacher will show a flashcard with activities and learners try to create sentences with the present simple tense and try to add the desired time into the sentence.	Flashcards, paper clock

Table 1: Lesson plan 1 – IV.A/IV. B Group 1

Reflection of the lesson:

The connection and communication with the learners were slightly easier, because they were already familiar with me because of the second teacher practice, and they seemed to be happy to see me again. In this lesson I tried to add as much as visual aids as it was possible, and I tried to incorporate this into every part of the lesson. The hardest part for me was introducing the new activity, with the Human clock. As I initially thought it would be funny and nice activity to break the ice, I spent a lot of time explaining the new activity. When we sat, I asked the learners who liked the game raise their hands – and half of the class liked it but would have done it in a different way. I was pleasantly surprised how quickly they grasped the present simple thanks only to the video and barely any explanation (which I added later in the lesson). They immediately asked what goes means, because until now they knew only go. After I explained it, even without using the board, we immediately were able present simple 3rd person watches, cleans, gets up, eats and many more with the topic activities. At the end of the lesson, some of the learners were able to create the whole sentences with present simple, talking about the activities their friends were doing and even added time to it. Even though it was a rough start, the lesson fulfilled all its aims.

2.2 Lesson plans 2 and 3

Lesson with less visual aids

Lesson scheduled: Wednesday, 10:00 – 10:45

Lesson duration: 45 minutes

Materials needed: Flashcards, textbook, speaker, interactive whiteboard, paper clock

Textbook used: Super minds 2, second edition workbook and student book

Aims of the lesson: Learners can recognize given time set on the paper clock.

Learners can describe an activity that they are doing.

Learners can repeat rules of present simple tense.

Language skills: Reading, speaking

Key vocabulary: Activities – cleaning teeth, go to bed, having breakfast, having lunch, going to school

Ice breaker – the line 5 minutes	The line – Learner’s get 4-minute time frame, where they have to write as many words possible, with the correct spelling. Learners will divide into 2 teams, the team who has more words, wins.	Materials: The board, pens
Revision – When do you go to ...? 5 minutes	Teacher will ask questions about activities – When do you go to bed? When do you have lunch? To answer, students will set the time to the clock and in a whole sentence answer the question (I get up at 6 o’clock.).	Materials: Paper clock

Student's book – language focus – video playing out loud on the board. Students hear without subtitles, later with titles. 5 minutes	Students will watch a short video focused on learning grammar present simple – 3 rd person sentences. It is animated video with penny the penguin who is saying sentences like: Penny walks home at 7 o'clock, Penny has her dinner at 8 o'clock, Penny goes to sleep at 9 o'clock,...	Student's book, interactive white board, speakers
Explaining new grammar 10 minutes	Explaining new grammar, adding (es, s), translating sentences from the video, reading them out loud, creating example sentences	Board, pen, papers
Reinforcement of grammar and ending the lesson 10 minutes	Students try to create the words with adding (es, s) to the words to create a sentence with present simple.	Spoken.

Table 2: Lesson plan 2 – IV.A/IV.B Group 2

Reflection of the lesson: This class was a bit slower than her parallel class. The teacher asked me, if we could mainly practice the time and the minutes, because they keep forgetting those. Instead of the plan, that was supposed to be, I was forced to change into drill of learning the clock. At the end, I used visual method for this, to really reinforce that they will remember it. Below is the lesson plan I ended up using instead. Mostly the drill was about me writing an example to the board, saying the sentence about clock, and waited for the learners to set the minute hands and hour hands on their paper clock. After checking, we went again and then again until I was sure that everyone knows at least something. When I finished the drills, I told everyone to go and step next to the wall based on how they felt about telling the time. At the sink – I have no idea what I am doing. At the carpet – I think I get it. At the door – I am

super confident, and I know what I am doing. There was 14 students, and 11 stepped into the carpet. The rest went to the door and 0 students were at the sink.

Ice breaker – the line 5 minutes	The line – Learner’s get 4-minute time frame, where they have to write as many words possible, with the correct spelling. Learners will divide into 2 teams, the team who has more words, wins.	Materials: The board, pens
Revision – the clock 10 minutes	Learners divided into teams and must fill in the hour hand and the minute hand correctly on to the empty clock drawn on the board. Were only able to do only the quarter to, quarter past, o’clock and half past.	Materials: Paper clock, whiteboard, pens, papers
Learning the minutes, hour hand, minute hand 25 minutes	After finding out, they do not know minutes at all, I gave all the children the clock and together we went through minutes (Five to quarter to five o’clock, twentyfive to eleven o’clock,...)	Materials: Paper clock
5 minutes – assigning the test, saying goodbye	Assignment for the clock test on friday	

Table 3: Lesson plan 3 – IV.A/IV.B Group 2, substitute lesson plan used instead of Lesson plan 2

2.3. Lesson plan 4

Lesson scheduled: Wednesday, 8:55 – 9:40

Lesson duration: 45 minutes

Materials needed: Flashcards, textbook, speaker, interactive whiteboard, worksheet, bingo sheet.

Textbook used: Super minds, second edition workbook and student book

Aims of the lesson: Learners are able to ask and answer with Have you got, I've got.
Learners know the difference between I, You and We.
Learners are able to construct sentences and questions with Have you got and We.

Language skills: Reading, speaking, writing

Key vocabulary: Food – cheese sandwich, steak, cake, orange juice, milk, chocolate, peas, chicken, apple, banana

Revision/ice breaker 5 minutes	Each learner get a flashcard with food. Teacher starts with: "I've got an apple. What have you got?" – Learner answers with: "I've got a steak. What have you got?" and asks another learner.	Materials: Flashcards
Revision/ice breaker 5 minutes	Playing bingo with food. Learners write their food into the bingo chart.	Materials: Bingo sheet, flashcards with food
Student's book – language focus – Penny the penguin. Explaining new grammar 10 minutes	Language focus – Penny the penguin – Have we got any fish? No, we haven't. Have we got any fish? Yes, We have a fish.	Materials: Speaker, interactive whiteboard
Worksheet and Have we got any....? 20 minutes	Together going through the worksheet, translating the comic and creating notes to	Materials: worksheets, pens, speakers

	the new grammar Have we got	
Listening to the song, saying goodbye 5 minutes	Listening to the song and watching the video, singing, reading the lyrics.	Materials: interactive board, speakers

Table 4: Lesson plan 4 – III. A Group 1

Reflection of the lesson: This class was very active, and students participated a lot. In the class there was one student with ADHD, one student that needed very special approach because he had issues with anger and one student with lower IQ. I already taught this class before during my teaching practice, so the learners were familiar with me. Last time I taught this class, the student with anger issues had really hard time and even left the class before ending. However, I tried to prepare activities which didn't trigger his anger and tried to make the lesson on more calm side, but still filled with activities. Whole lesson went smoothly and whole classroom participated in activities, we made it through the whole lesson plan on time and even had time to play a song at the end.

2.4 Lesson plan 5

Lesson with less visual aids

Lesson scheduled: Friday, 8:00 – 8:45

Lesson duration: 45 minutes

Materials needed: Flashcards, textbook, speaker, interactive whiteboard, worksheet, bingo sheet.

Textbook used: Super minds, second edition workbook and student book

Aims of the lesson: Learners are able to ask and answer with Have you got, I've got.
Learners know the difference between I, You and We.
Learners are able to construct sentences and questions with Have you got and We.

Language skills: Reading, speaking, writing

Key vocabulary: Food – cheese sandwich, steak, cake, orange juice, milk, chocolate, peas, chicken, apple, banana

Ice breaker – Magic tree song 5 minutes	Listening to the magic tree song, telling what they would want to grow on magic tree and what is their favourite food.	Materials: Speakers, textbook, rest of it speaking only
Revision – talking exercise	Teacher starts with: “I’ve got an apple. What have you got?” – Learner answers with: “I’ve got a steak. What have you got?” and asks another learner.	Materials: none, speaking exercise
Student’s book – language focus – Penny the penguin. Explaining new grammar 10 minutes	Language focus – Penny the penguin – Have we got any fish? No, we haven’t. Have we got any fish? Yes, We have a fish.	Materials: Speaker, interactive whiteboard
Worksheet and have we got any....? 20 minutes	Together going through the worksheet, translating the comic and creating notes to the new grammar Have we got	Materials: worksheets, pens, speakers
Activity on the end – Bingo 5 minutes	Playing bingo with food. Learners write their food into the bingo chart.	Materials: Bingo sheet, flashcards with food

Table 5: Lesson plan 5 – III. B Group 2

Reflection of the lesson: This parallel class went considerably worse than the previous one. Class was very noisy, active (but not in the given topic). It was hard to keep them focused and we almost weren’t able to finish the bingo on the end. On the other side, the class quickly caught new grammar and were able to finish the worksheet. Maybe the issue was because of the song at the beginning of the lesson or the fact it was the first class in the day.

2.5 Lesson plan 6

Lesson with less visual aids

Lesson scheduled: Wednesday, 10:55 – 11:40

Lesson duration: 45 minutes

Materials needed: Textbook, worksheet, speaker, board, projector

Textbook used: Own It! 2, second edition workbook and student book

Aims of the lesson: Learners are able to talk about origin of fairy tales in Europe.

Learners remember new vocabulary.

Learners are able to summarize the video they had seen previously.

Language skills: Reading, speaking, writing

Key vocabulary: Storytelling, fairy tales, story tellers, snowwhite, red little riding hood

Ice breaker 5 minutes	Playing a game what Would I be If I were a piece of fruit (animal, kitchen utensil, movie genre, cartoon character).	Materials: None, chairs on the carpet, sitting in the circle
Textbook – starting new Unit 2, fairy tales and story telling 10 minutes	Learners read the summarization of unit, looking at the picture, answering questions about the picture. Teacher asking questions about how many fairy tales they know and what is their favourite story.	Materials: Student's book, speaker, projector
Textbook – video about origin of fairy tales 15 minutes	Learners listen and look on the video twice, while filling in a worksheet with blank spaces. Together checking the answers, translating together.	Materials: Student's book, speaker, projector
Mind map 10 minutes	Creating a mind map with learners about the topic of	Materials: Board, pens

	feelings, asking learners how they would feel at a certain situation	
Text book – exercise about feelings, saying goodbye 5 minutes	Choosing the right feelings for the right picture, comparing the feelings, translating	Materials: Student’s book, speaker, projector

Table 6: Lesson plan 6 – VIII. B Group 1

Reflection of the lesson: This classroom was later in the noon, so the class seemed tired. A lot of students were mostly passive and I had a hard time trying to talk to them. At the start of the lesson, I tried to include activity What would I be If I were.... Which I initially thought it could help them to get comfortable with me and start to talk. Some of the students started to talk, but mostly became passive or laughed at other students replies. The lesson continued on the more passive note, I had to pick on individual students to get at least some activity. The topic seemed to be interesting for the at first, but the class soon got bored. We achieved the set goals, but the class was very grey.

2.5 Lesson plan 7

Lesson scheduled: Monday, 10:55 – 12:35

Lesson duration: 45 minutes

Materials needed: Textbook, worksheet, speaker, board, projector

Textbook used: Own It! 2, second edition workbook and student book

Aims of the lesson: Learners are able to talk about origin of fairy tales in Europe.

Learners remember new vocabulary.

Learners are able to summarize the video they had seen previously.

Language skills: Reading, speaking, writing

Key vocabulary: Storytelling, fairy tales, story tellers, snowwhite, red little riding hood

Ice breaker 5 minutes	Line -- Learner’s get 4-minute time frame, where they have to write as many words possible, with the	Materials: Board, pens
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	<p>correct spelling, next word always starting with the last letter of the previous word.</p> <p>Learners will divide into 2 teams, the team who has more words, wins.</p>	
<p>Textbook – starting new Unit 2, fairy tales and story telling</p> <p>10 minutes</p>	<p>Learners read the summarization of unit, looking at the picture, answering questions about the picture.</p> <p>Teacher asking questions about how many fairy tales they know and what is their favourite story.</p>	<p>Materials: Student’s book, speaker, projector</p>
<p>Textbook – video about origin of fairy tales</p> <p>15 minutes</p>	<p>Learners listen and look on the video twice, while filling in a worksheet with blank spaces. Together checking the answers, translating together.</p>	<p>Materials: Student’s book, speaker, projector</p>
<p>Mind map</p> <p>10 minutes</p>	<p>Creating a mind map with learners about the topic of feelings, asking learners how they would feel at a certain situation</p>	<p>Materials: Board, pens</p>
<p>Text book – exercise about feelings, saying goodbye</p> <p>5 minutes</p>	<p>Looking at the pictures first, trying to think about what emotion is that and then listening to the recording and correcting emotions already written in.</p>	<p>Materials: Student’s book, speaker, projector</p>

Table 7: Lesson plan 7 – VIII. B Group 2

Reflection of the lesson: This classroom on the other hand was very active. They participated more than their parallel class and they enjoyed the games I played with them. We even had to play the line twice at the end of the session, because we finished earlier, and they really wanted to compete against each other again. This kind of activity which makes them compete in teams seems to be more suitable for the older learners. When we did the mind map about feelings and emotions, the learners chose more negative feelings. I saw this in the other class as well. The teenage learners seemed to be negative and depressed, and I even received some negative comments when we were talking about their future. I have no idea if this is some kind of pose, or they are really depressed.

2.6. Conclusion of lesson plans analysis and reflection

Because I already knew the learners from my previous teaching practice and they often remembered what activities we had done together before, the lessons went smoothly and without any major issues. The learners were comfortable with me being there and I was comfortable with them, we often chatted during the breaks.

If I compare the lessons I have taught between the parallel classes, I found that visual methods keep the classes alive and active. If a teacher includes one activity which contains visuals with supplementary materials, something in the learner starts to get interested in that. When I used black and white working sheets with pictures, they were able to colour some of them while reinforcing the knowledge of the topic at the same time. I also found out that with the older learners, there is nice to incorporate the element of competitiveness. Because of their passive mood and pose of „I don't really care about anything“, they are not able to play games about communication or role play very well. But if we include competitive activities and they are trying to be the best and beat another team, they become much more active during the class. They also hope to play the game again as soon as possible, so they can keep competing. They however don't care about the board or about the worksheet they are given, they do not show any emotions while looking on it. But when used, they often look or google foreign words using their phone and then they highlight it in the text which then goes into their notebooks folded. Finding the words in the text and then translating it with phone became my favourite way of explaining the meaning of the word to older learners.

Younger learners however prefer activities which they can often do alone, or in pair. They are happy to play any game possible and even the fill in the blanks exercise can become fun and engaging game for them to play. They often ask for flashcards and pictures. When working in

the textbooks, they like to look on the board where is the digital version of the book. The benefits of this are great – learners know precisely what part of page they are on, which exercises and they can even see at what line they are currently working. As a bonus, most of the classes has interactive whiteboard, so they often use it to fill in the exercises directly on the board while having fun and move around the class for a bit.

What I found out while using my lesson plans:

- It is sufficient to incorporate element of competitiveness into the lesson with older learners, they become more active and motivated.
- It is important to choose supplementary materials wisely and know how to use them in different moments (not putting a loud singalong video during the start of the lesson with younger learners).
- Activities for the learners should be able to be done alone or in pairs – some learners simply do not want to interact with that certain learners and it will disrupt the flow of the lesson.
- Usage of video in the class has power to wake up sleepy classroom, especially when used with worksheet.
- Nowadays it is almost impossible to not use visual aid in the classroom, but it is important to enhance it (Using additional worksheets, using IWB properly, creating projects for topics that interest learners).
- It is possible to have too many visual inputs - the learners can get distracted easily (cluttered boards with too many materials, pictures and writings, even from different lessons). There should be additional board to put announcements in class, the main board should be for that lesson only.
- Aesthetically pleasing materials make learners want to keep them and there is a higher possibility they will look on the material again at home (colouring the pictures, playing additional games, solving puzzles).

3. Survey among older learners

During one week of additional teaching practice I accomplished a survey using questionnaires I was either teaching or that I was familiar with from previous teaching practice. All of them experienced all visual aids mentioned in this thesis, both used by me or by their teacher. I asked mainly the students from 6th to 9th grades to fill the questionnaire, however later in the week I decided to give even the younger learners simplified questionnaire so I could have

comparison between younger and older learners as well. Both questionnaires were presented in Czech language. The aim of the questionnaires was to survey the relationship of the learner with the visual learning aids in the English language.

The questionnaire included questions about various visual aids, their personal point of view about it, which one the learners mostly prefer. It also included questions about their age, class and question about their dream future career.

This process took part at the beginning of the class and usually took roughly 5-15 minutes of time. I was present to all of the classes and always provided guidance to learners who struggled filling in the papers. In case of the younger learners, we filled the questionnaires together, reading aloud question by question.

I encountered a few problems along the way. The one i encountered the most was question „What exactly is visual learning?“, which was important question, but they mostly asked at the end of the questionnaire at the very last question. Another problem was that learners often did not bother to answer some questions, left them blank or they even tried to „cheat“ and write answers from their classmates.

3.1 General questions – older learners

The survey was conducted with mostly 6th graders up to 9th graders. Their age varied from 11-17 years old. I have collected 73 filled questionnaires by the learners – 35 Girls and 38 Boys. There was eight 11-year-olds, twenty-three 12-year-olds, thirteen 13-year-olds, sixteen 14 year olds, twelve 15 year olds and one 16 year old. The questionnaires were in Czech language, contained 14 questions (open and closed) and took approximately 5-15 minutes to fill in. Visual aids mentioned in the questionnaires were used in class by me during my teaching practice or by their teacher during the whole year. All learners started learning English language since the first grade of primary school with their homeroom teachers, in the third grade the teacher changes and stays the same until they finish the primary school. However, there were two exceptions, one student born to half Czech and half English-speaking family and one student from the Ukraine. The results of data processing can be found in the appendix

Question no. 1: Do you think that you learn better if teacher uses visual aids? Example: pictures or video.

In this question, students were to choose one of the answers only (Yes, Rather Yes, Rather No, No). In total, question was answered by 72 respondents. This figure shows that most of the learners prefer using visual aids during class. Based of my observations of their English classes, most of them were accompanied by the visual aids (video, computer, flashcards, analysis of text). However negative answers were chosen by 5 respondents in total, even though they are learning mainly with those aids. See Figure 1 below to inspect results in a simple graph.

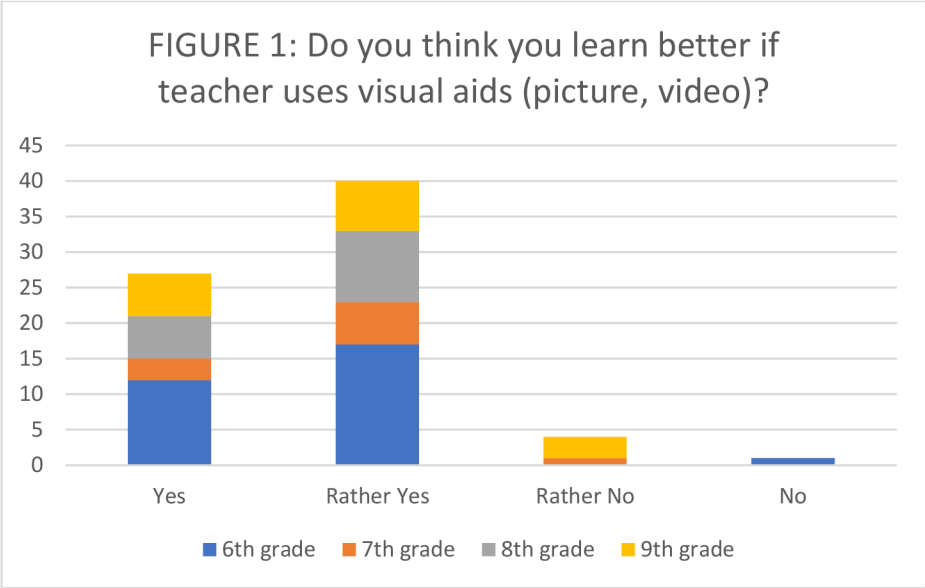


Figure 1: Do you think you can learn better if teacher uses visual aids (picture, video)?

When compared to the answer teachers gave in their questionnaires, teachers stated that they have positive relationship with using visual aids in class and believe that they can positively enhance the learning process and motivation of the learner.

Question no. 1, A): If you chose answer C) or D), why?

This question was created to find answer for possible negative answer in the previous question: “Do you think that you learn better if teacher uses visual aids (picture, video)?”. The question was answered only by those who answered Rather no or no in the previous question. In total, 7 respondents answered. The proposed answers were I am too distracted, I don’t like visual aids, I cannot see them properly in class, they don’t help me at all. Learners chose only one answer, which was they don’t help me at all. Generally, answers of these respondents were vague, and they often did not finish the questionnaire or skipped questions. See figure 2 below to inspect the results.

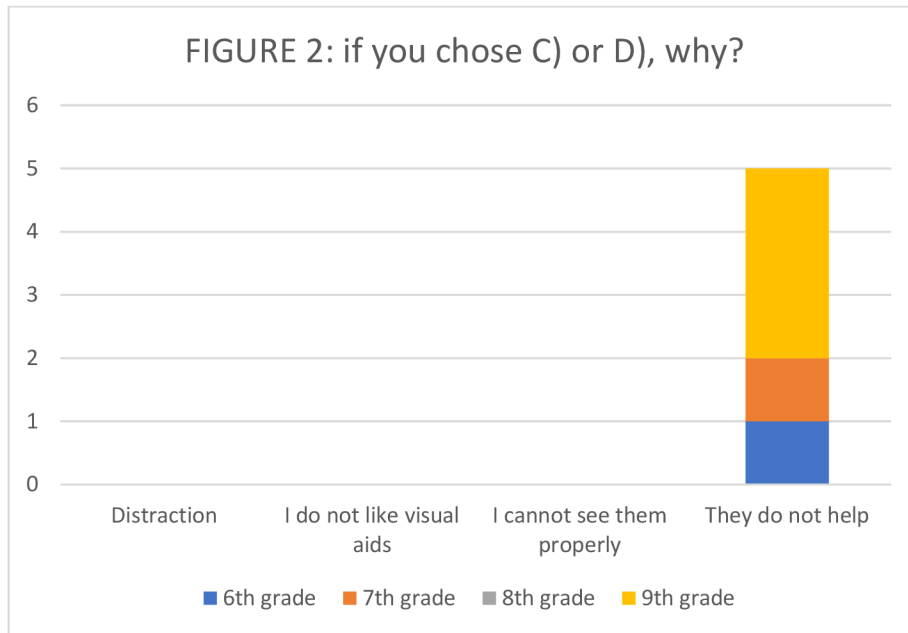


Figure 2: If you chose C) or D), why?

Question no. 2: When are you learning new vocabulary, does it help to remember when...?

Respondents answering this question had the opportunity to choose multiple answers. The proposed answers were Teacher shows picture, Teachers writes the word on the board, You look for words in textbook and then translate it. This was answered by 72 respondents and the most votes was Teachers writes the word on board. However, 16 respondents chose Teacher shows picture. Large amount of respondents chose multiple answers and the most popular one was combination of Teachers writes the words on board and Teacher shows picture. See figure 3 to inspect the exact results in the simple graph.

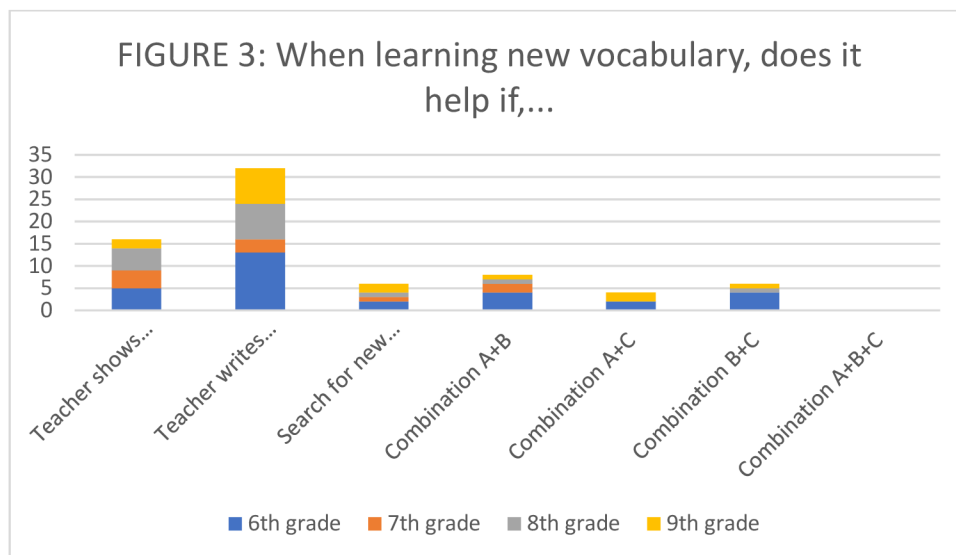


Figure 3: When learning new vocabulary, does it help if, ...

The variability of answers and combinations of it proves that it is important to think about accommodating all the learners present in class. Even though the majority of them prefer new vocabulary written on a board or a flashcard shown to them, we should also think about learners who want to use different methods to remember and understand new information.

Question no. 3: If spending free time, how often do you see a video or a picture in English language?

This question was one answer only and was focused on finding out, how learners interact with the English language outside of English lessons concerning mainly internet or magazines. Question was answered by 72 respondents. The proposed answers were Almost every time, often, if it is necessary and never. Majority of learners chose often or almost every time. Surprisingly enough, If it is necessary was chosen by total of 15 respondents, which is shocking if the think about the fact that we are living in the age of the internet, where is English often used to describe and it is considered the main language of social media. See the exact results in the Figure 4 below.

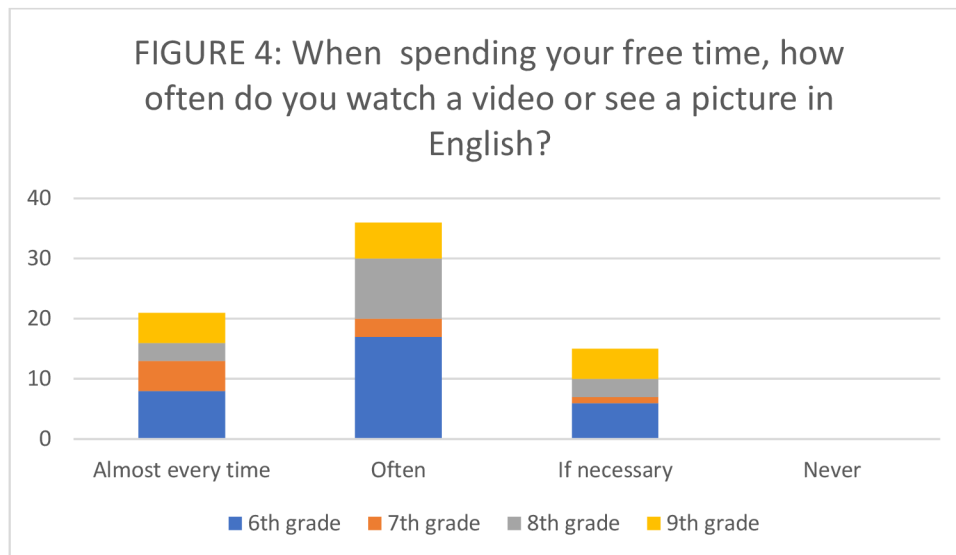


Figure 4: When spending your free time, how often do you watch a video or see a picture in English?

My expectation for this were that the most people chose Almost every time, but so many respondents chose If necessary, which I did not expect at all. I could see that most of the learners had access to internet and had digital devices present during the breaks and based on that I anticipated that there will be very little answers concerning if necessary.

Question no. 4: Would it motivate you, if teacher played a short video (YouTube) in English every class?

Respondents in this question had to choose only one answer. The proposed answers were Yes, No and I don't care. Question was answered by 73 respondents. The majority of them chose Yes and I don't care was chosen by shocking 29 respondents, which I found unexpectedly high. But again, if I compare this to the previous question, the number of negative answers is not so surprising. See the exact results in the Figure 5 below:

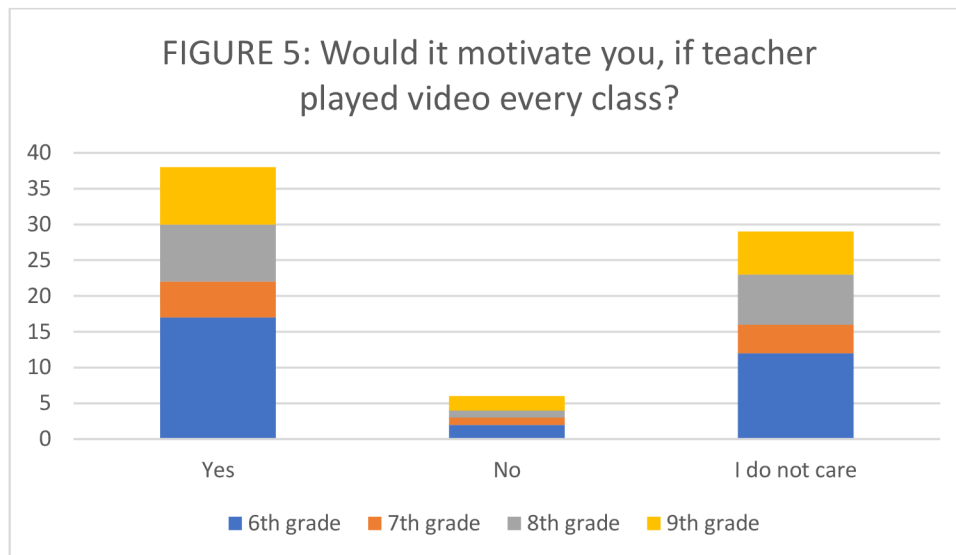


Figure 5: Would it motivate you, if teacher played video every class?

On the other hand, based on my observations and taught classes, I found that video usually wakes up the sleeping class and it creates a peak of interest in learners. With the younger learners I found that sing along video with lyrics are the most popular and with the older ones the video which has story is quite popular too. This could be because the learners feel they are not learning nor studying and find video as a leisure activity in class.

Question no. 5: When studying at home, do you use highlighters to highlight information in the text, such as pens, colour pencils or colourful markers?

Aim of this question was based of what I saw during years studying at University. I often saw students highlighting pieces of texts in their textbooks and I wanted to find out, if the student's of primary school prefer this method of learning too. The proposed answers were Yes, No, I would like to, but I cannot write into the textbooks. Most respondents chose Negative answer and the rest of the responders chose I would like to or No. However, on a few questionnaires I often found other answers written such as I use plastic foil, or I do not know. The question was answered by 70 respondents. See the exact data in the graph Figure 6 below.

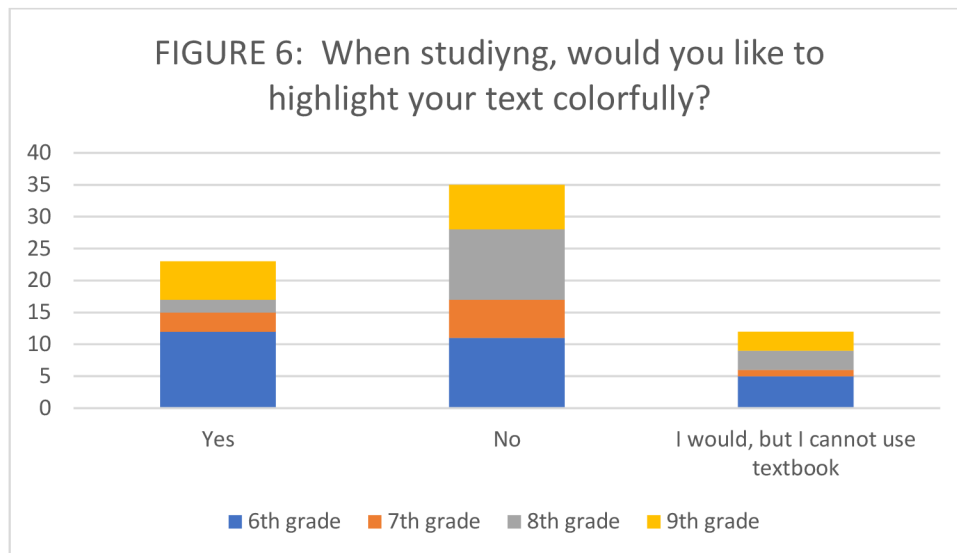


Figure 6: When studying, would you like to highlight your text colourfully?

I found out that most of the students use plastic foil to fill in blank spaces in the textbooks, however this information is usually wiped out after class, so it is very unstable way of reinforcing information, because students are not able to use the benefits of highlighted text.

Question no. 6: Do you remember the information easier if you...?

The aim of the question was again to find out, which ways learners prefer when remembering new information. The proposed answers were Write it into the notebook, Find video which explains the topic to you, You try to use the information practically in the sentence. Most of the respondents chose the answer Write it into the notebook, followed by finding a video which explains the topic to you. Some of the respondents chose multiple answers, usually combinations of Write it and Find video. In total, this question was answered by 72 respondents. See the exact results in the Figure 7 graph below.

Write it into the notebook was expected, because most of the classrooms usually used writing as a method of learning new words and remembering it. Mostly it was used in combination of drills, when the learners were focused more on the proper spelling rather than learning the proper pronunciation. However, many learners chose video explanation or practical use of it in a sentence, which focuses more on the audio side as well than only visual one.

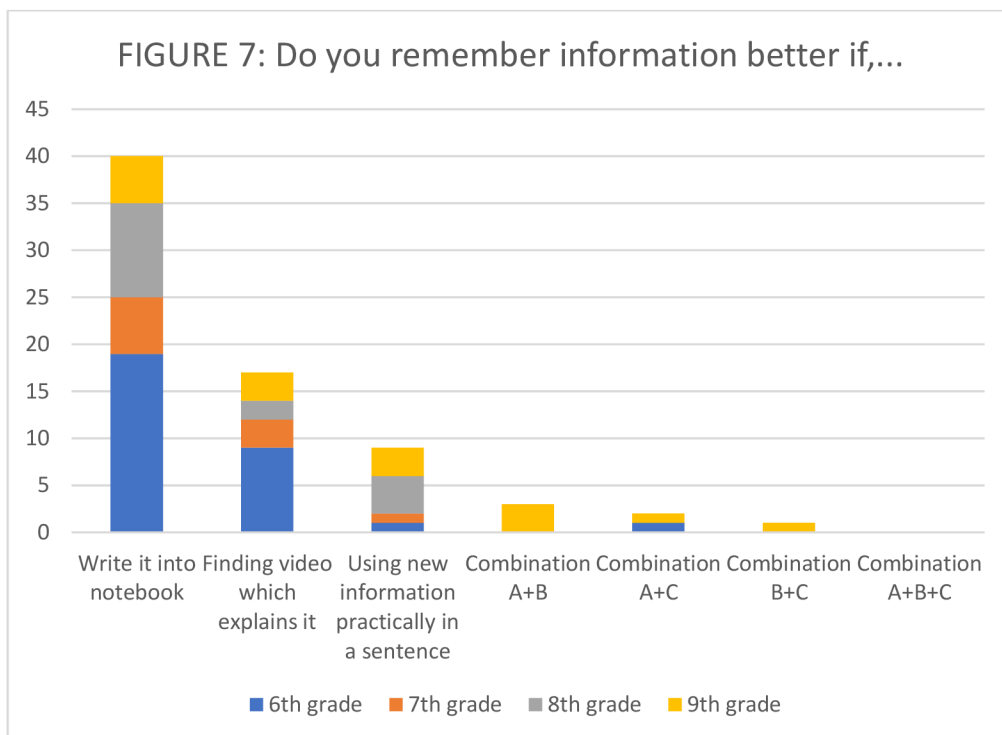


Figure 7: Do you remember information better if,...

The recommendation based of these graphs is that a teacher should try to use multiple methods in the class to enhance proper learning environment. Even though the students think they do not need videos, teacher should incorporate it into class to highten the chance of understanding new information.

Question no. 7: Do you use computers in the English language class?

This question was built to see, if the computer has value in learning process for the learners. The proposed answers were Yes, No and Once in a while. This question was answered by 72 respondents and majority of them chose Yes. No was chosen by 0 and the rest of the respondents chose Once in a while. See the Figure 8 graph below for the precise results.

Based of my observation, all of the students from the school are going to the special computer language classroom once a week, it is usually used for revision and reinforcement of the topic. Usually, the learners have their work assigned at the beginning of the class, the teacher checks the work after the class online in the system. The end of the class is space for playing games with the help of Quizzlet.

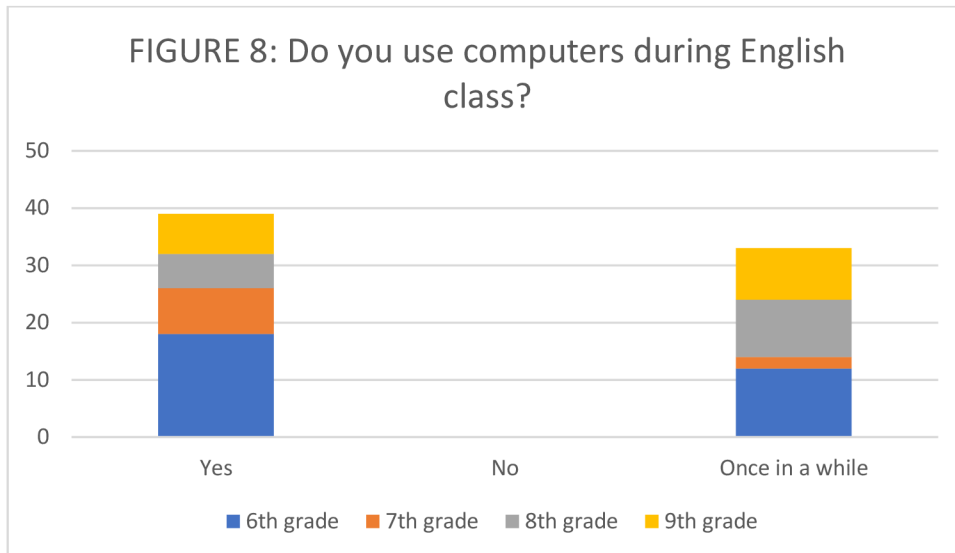


Figure 8: Do you use computers during English class?

Based on the knowledge, talking to the teachers and the results of the questionnaire, the learners think they do not spend enough time on computers in classroom. The teacher looks on some of the questionnaires after they were filled and she was surprised, because they are visiting the computer classroom regularly every week.

Question no. 8: Do you use IWB in the English language class?

This question was aimed to find out the relationship between the learners and the usage of interactive white boards. The proposed answers were Yes, No, Once in a while. Most of the respondents answered Once in a while. Almost equal number of respondents chose Yes and No. Largest number of respondents who said Yes was from 6th grade. See the results in the Figure 9 graph below.

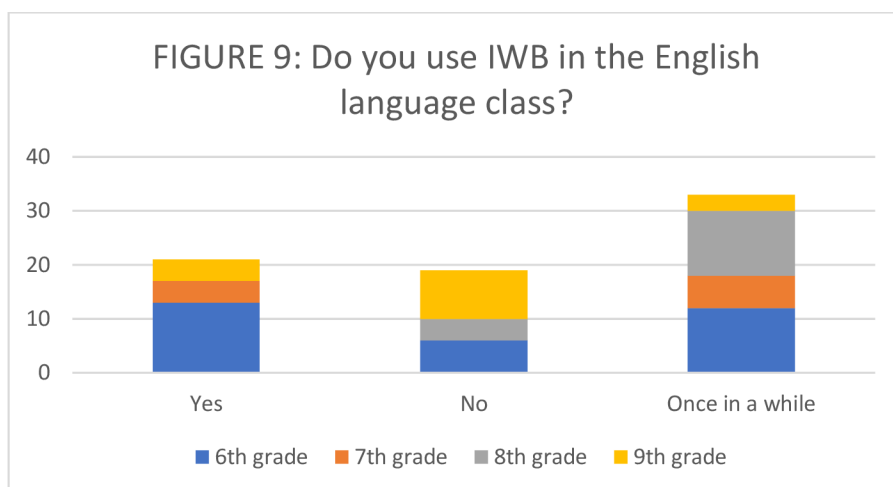


Figure 9: Do you use IWB in the English Language class?

Comparing this to my observation, the IWB board is commonly more used within the younger learners who enjoy doing exercises and playing games on the IWB. IWB is present in most of the classes of younger learners, respectively from grades 1st to 5th. IWB is also present in the computer classrooms. It appears that older learners do not use the boards so often as the younger ones.

If compared to the question No. 13, it is observable that learners would like to use more IWB and games, which can be easily combined together in the classroom. Compared to the answers of the teachers, 4 teachers use IWB with the grades 6th-9th, and only 3 use IWB with the learners 1st – 5th grades.

To conclude, it seems that IWB could be use more as a learning tool and that the teachers are not using the IWB to it's fullest. IWB can be used for browsing videos, as well as project making tool and it could be used for ice breaking activites and games, even for the older learners.

Question no. 9: Do you think the lesson is more interesting, when teacher switches the activities often and adds visual aids such as video, comic story, story in a text or board games?

This question was one answer only. The proposed answers were Yes and No. It was answered by 73 respondents in total and 66 out of them chose the answer Yes. The aim of the question was to see how learners are comfortable with the dynamics of the lesson. Most of the learners like switching activities, but 7 respondents chose answer No.

The proposed answers were A) Yes, B) No. This question was answered by 73 respondents, 66 out of them chose the answer A) and 7 chose answer B). See the results in the Appendix figure 10.

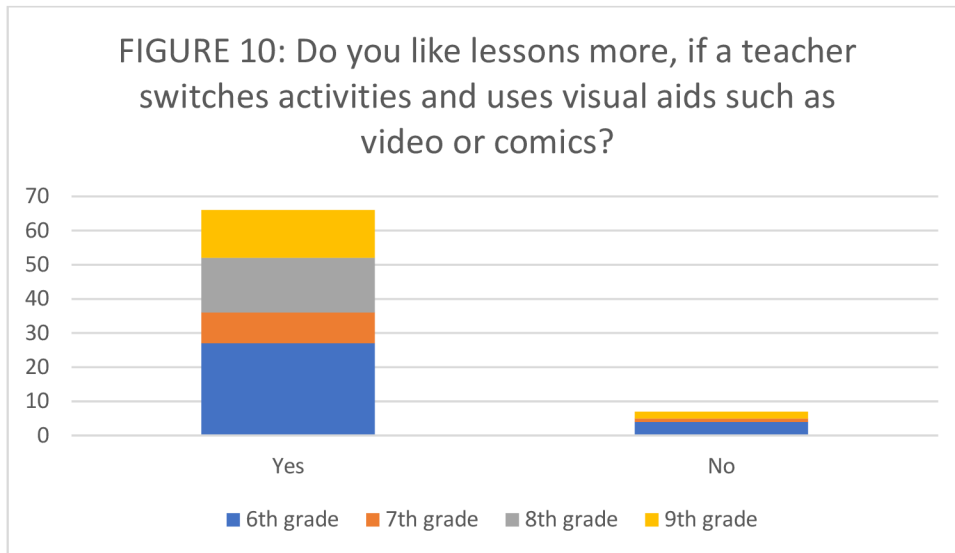


Figure 10: Do you like lessons more, if a teacher switches activities and uses visual aids such as video or comics?

Based on the questionnaires of the teachers, they are trying to use multiple methods and approaches during the class and most of the class is comfortable with it. On the other hand, small number of learners appear to not like sudden changes of activities and it seems to be suitable to incorporate more calm and steady approach.

Question no. 10: Do you think that textbooks of English language should be pretty and visually interesting?

This question was aimed to find out, if the learners find out the textbook visually helpful and interesting enough, so they would be able to use it at home for studying effectively. The proposed answers were Yes and No. The question was answered by 71 respondents and 66 out of them chose Yes.

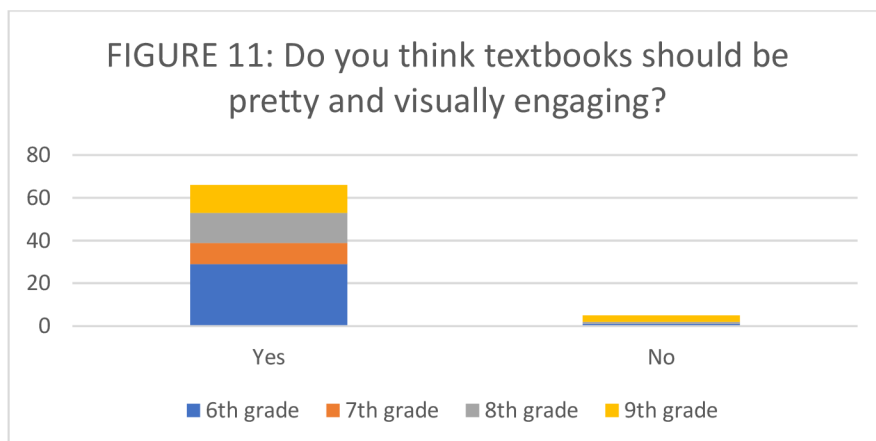


Figure 11: Do you think textbooks should be pretty and visually engaging?

Question no. 11: Is the textbook you are using visually interesting? Write the name of the textbook.

This question explored the opinion of the learners to the textbooks they are actively using in the class during English. The proposed answers were Yes, No and Could be more interesting. The students also wrote the name of the textbook they are currently using. 6th and 9th grades used textbooks Discovery English and the 7th and 8th grades used Own It!. 36 respondents answered more negatively regarding their own textbooks. See the exact number in the graph Figure 12 below.

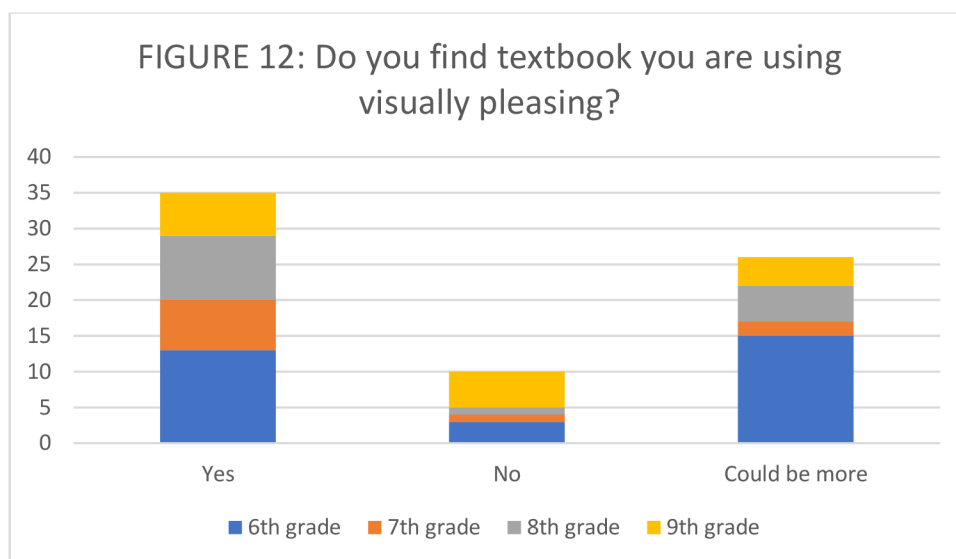


Figure 12: Do you find textbook you are using visually pleasing?

The textbooks that learners used were Own it! And Discovery English. After inspection, I found both visually appealing and graphic layout of it was understandably and it was easy to orient in the text. The teachers have overall positive approach to both of the textbooks. For more information of this statement, see the questions 10 and 9 in the chapter Survey among teachers.

Question no. 12: Which visual aids are you using in the English Language class. You can choose multiple answers.

This question was aimed to find out, what learners often use as a visual aid during class. For the exact data for this question, please look below at the Figure 13. The proposed answers were Flashcards, Photographs, Video, Comics, Digital textbook/textbook, illustrated book, games, IWB, projects, Computer/internet/online tools, Realia (demonstration objects).

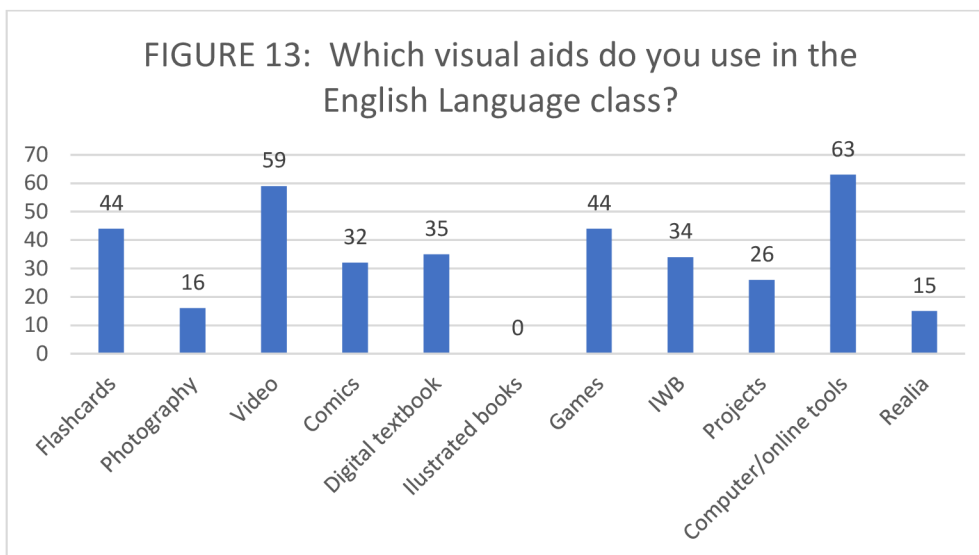


Figure 13: Which visual aids do you use in the English class?

Data collected from this question will be compared with the Question no. 13 with the statements of the respondents. What surprised me the most, that Illustrated books does not seem to be a thing in the school. Based on the answers in the teacher's questinnaires, none of them using illustrated books as a learning aid, even though based off the answers in no. 13, a few learners would like to incorporate illustrated books into their learning process.

Question no. 13: In English language lessons I would like to use more... You can choose multiple answers.

This question connects to the previous question no. 12 Which visual aids are you using in the English language class and serves as a comparison of what the learners use and what they would like to use.

Both questions no. 12 and no. 13 had high number of respondents in the part concerning computer usage. Based on this, again, it seems that learners like to use computers while learning and would like to use them even more than once a week. However, many learners like more traditional methods such as flashcards and comics which are wished to be used more as well. See the Figure 14 graph below to see the exact data collected.

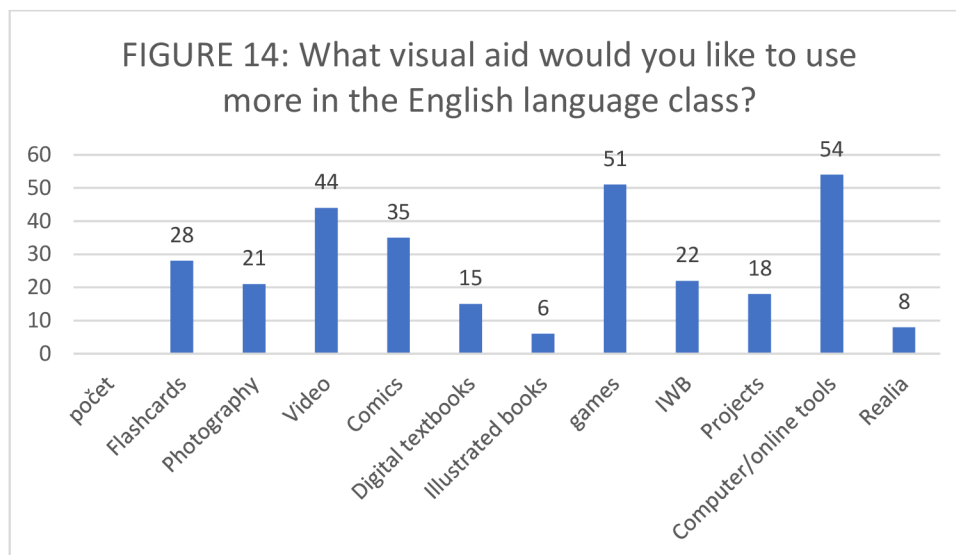


Figure 14: What visual aid would you like to use more in the English Language class?

Question no. 14: Write which visual aids you would like to use in class and why.

As this question was open, learners either wrote their opinion or often just skipped the question and didn't answer at all. 9 respondents out of total number of answering 73 respondents chose to leave blank space. 3 respondents stated that they do not care. 12 respondents said they would like to work more with computers. 9 respondents said they would appreciate working with video. 8 respondents said they do not know. 6 respondents would like to use flashcards, photography, and pictures in their classes. 3 respondents stated that the way lessons are constipated is good and they do not need any change. The rest of the respondents answered that they would love to use highlighters, work more with texts and textbooks, and write more into their notebooks.

3.2 Analysis of the results among older students

Results showed that majority of the responders think that visual aids in classroom are efficient and helpful. They also showed that 48 students prefer demonstration of a new information, either in the form of a picture or in a written form on the board. 57 respondents claimed that they often seek an information in English language in their free time, usually in the form of picture or a video. However, 32 respondents didn't care or wouldn't be motivated enough if a teacher played them a video during class. 35 respondents would like to use writing and highlighting in their materials, as their form of learning, but they are not able to do it because they cannot write into textbooks (they can use foils, however that doesn't really stay in place

and is unusable after finishing the exercises). 40 learners stated that writing helps them remember information and 17 respondents chose video explaining the topic to reinforce the learning process and activate memory. Those methods were chosen rather than learning to use new information practically in sentence, which was chosen by 9 learners. On the other hand, some learners seem to favour combination of those methods, 6 learners chose those.

Majority of learners in the questionnaires wished to use computers and technology more. 39 learners stated that they use computers in their English classes and 33 learners claimed they use them occasionally. Based on the information that school provided to me, every learner of English language in the school goes to the computer classroom to learn English once a week, which means 1 lesson out of 4 in the week is being taught in the computer classroom. Based on the observations I made when I visited classes in computer classroom, learner's enjoy the fact that they can work with the technology, and they can listen to the music of their own choice at the same time (because of headphones). Students in computer classroom get a list of tasks they have to fulfil, and they are able to choose the order of the tasks themselves. The lesson then has a flow and is mostly undisturbed, the teacher is mostly organizer of the lesson.

However, based on the research results, surprising amount of learners would like to use even more traditional methods of reinforcing the information. Surprising 28 responders stated that they want to use flashcards more and 21 suggested they want to use more of photographs. If compared to the answers their teachers have given, only two of the teachers used flashcards and photographs with the older learners. Only 6 learners wanted to use illustrated books more in the classroom and those learners stated that they want to work more with the text and textbooks as well. None of the teachers uses illustrated books. Only 15 learners wanted to use textbooks more. If compared to the answers of the teachers, textbook are main resource of lesson plan which teachers then build around with other supplementary materials. Learners stated that they want to use more of supplementary material.

4. Survey among teachers

Survey among teachers was mostly focused on their personal relationship with visual aids and acquiring them, working with different sources and if they think visual aids are helpful tool for learner.

I surveyed the teachers who taught questioned classes or were teachers of English language at the school ZŠ a MŠ Salmova 17. Questionnaires were filled in by four teachers of English language.

Teacher no. 1 is 30 years old, works as a teacher up to 5 years of time, is a male and has Bachelor's degree. He is a homeroom teacher and teaches other subjects as well.

Teacher no. 2 is 52 years old and works in education up to 5 years. She is a female and finished her University with the Master's degree. She is not a homeroom teacher and is teaching other subjects as well.

Teacher no. 3 is 32 years old and works as a teacher up to 5 years of time. She is a female and finished her Master's degree at university. She is a homeroom teacher and teaches other subjects.

Teacher no. 4 is 41 years old and works as a teacher up to 10-15 years of time. She is a female and finished her Master's degree at university. She is a homeroom teacher and teaches other subjects.

4.1 General questions – Teachers

The questionnaires asked teachers about their career, age and how long they are teaching. They were asked about visual aids, which kinds they are using, if they are easy to find and about their point of view about relationship between students and visual aids. They were built so that the teachers can fill them in easily and were done to take maximum of 10 minutes of time.

The aim of the questionnaires was to find out the relationships between visual aids their use, how students perceive it and how the teacher uses them. Results of this questionnaire will be compared with the questionnaires from older and younger learners to get appropriate results.

Question no. 1: Do you use visual aids in the classes of English?

This question was one answer only and it was answered by all the teachers. The proposed answers were Yes, Rather Yes, No, Rather no. Majority of teachers chose Yes. The aim of this question was to find out, how many teachers are purposely using visual aids in class, and it also served as an opening question to set the theme for the whole questionnaire properly. As can be read from the graph Figure 15 below, the teachers overall have positive relationship with the usage of visual aids.

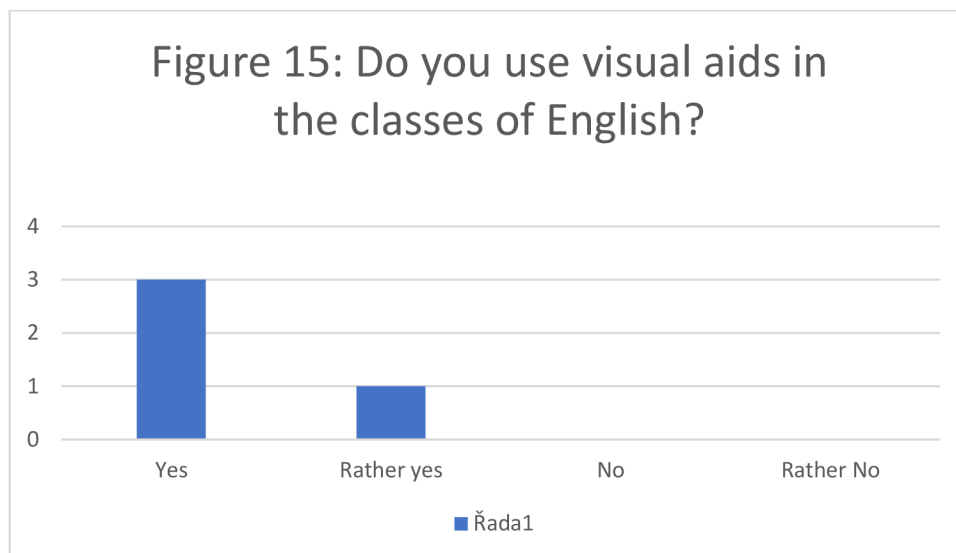
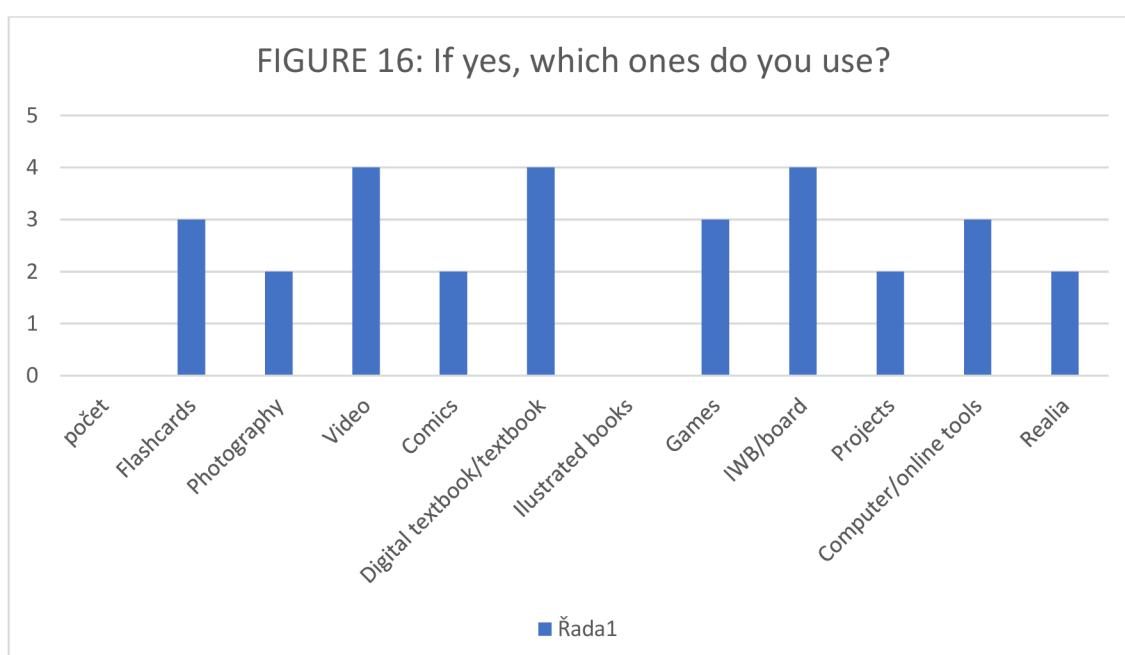


Figure 15: Do you use visual aids in the classes of English?

Question no. 2: If yes, which ones?

The aim of this question was to see, what different visual aids teachers can use in their classes. This was multiple answer type of questions and teachers were expected to circle more than one answer. The proposed answers were Flashcards, Photographs, Videos, Comics, Digital textbook/textbook, Illustrated books, Games, IWB/Board, Projects, Computer/internet/online tools, Realia (demonstration objects. See the exact data below in the Figure 16 simple graph.



Question no. 3: Is it easy for you to acquire these resources?

The aim of this question was to find out, how hard is it for teachers to gain different materials and resources for the classes of English. This question answered my wondering, if the teachers have harder time using visual aids because of the lack of resources and materials. The proposed answers were Yes, Rather Yes, No, rather no. Teachers mostly choose yes and rather yes. See the exact results in the Figure 17 graph below.

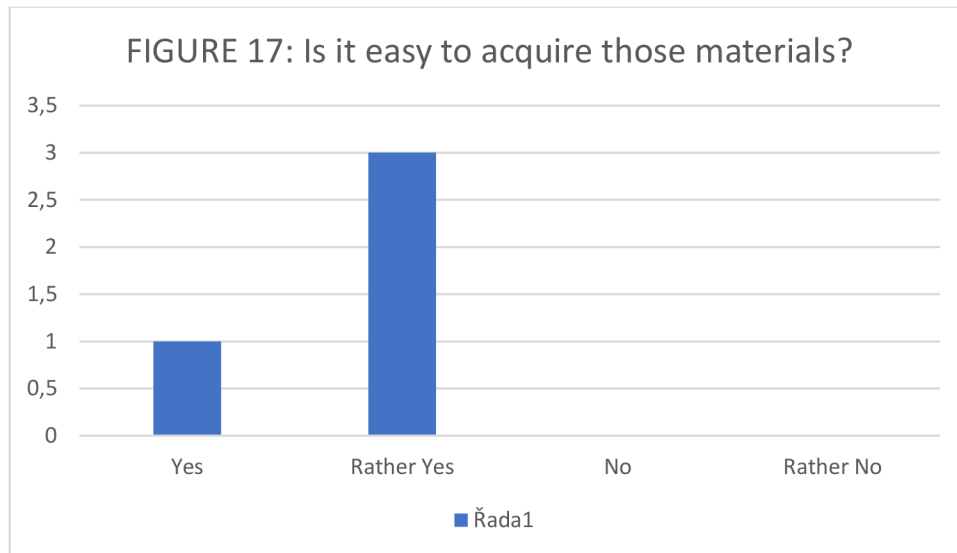


Figure 17: Is It easy to acquire those materials?

Question no. 4: Where do you find resources for your class?

This question is connected to the question no. 3, because I was wondering about the possibility of teacher not being able to use great materials in class because of lack of resources, price or other factors. The proposed answers were the internet, working with additional supplementary materials in textbooks, school orders new materials and I create them on my own. This question allowed multiple answers. Majority of the teachers often uses resources from the supplementary materials of used textbook. Other create them on their own or search it on the internet. School orders materials was chosen only by two teachers. See the exact data in the Figure 17 graph below.

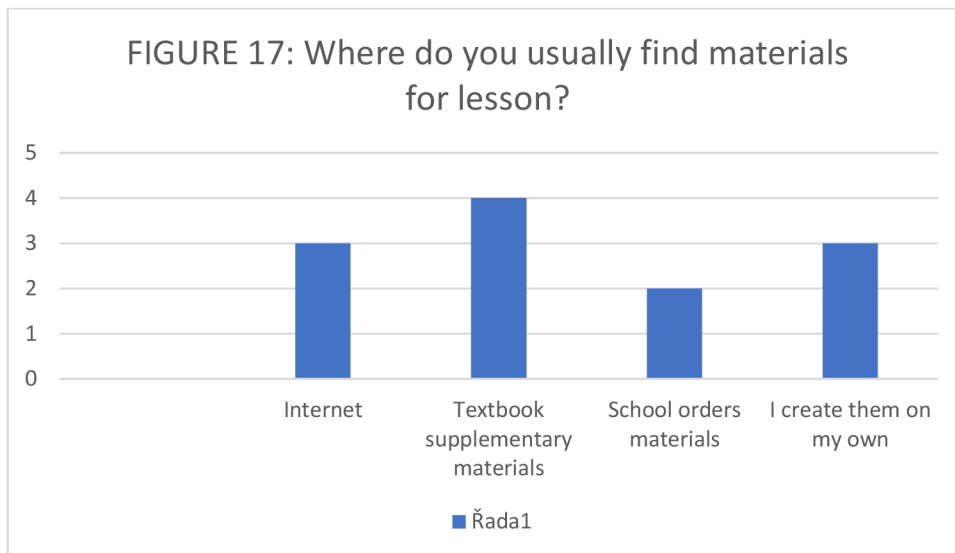


Figure 17: Where do you usually find materials for lesson.

Question no. 5: Do you invest financially into school materials?

My other question was about teachers paying for school materials. There is a large amount of great materials to use out there, however they can get pretty expensive and it is pointless to buy a material which is going to be used once and is not modifiable for other classes as well. The proposed answers were Yes, No and the school is paying for necessary materials. The most voted was School pays for material, Yes was chosen by 0 teachers. It is possible that this is connected to the fact, that most of the teachers uses resources with come with additional pack from the type of textbook they are using. Since the school is using multiple types of textbooks which have different resource material packs, they are able to combine it through all the grades. Another fact is that most of the teachers are using free online resources for more additional materials, as it is mentioned in the Question no. 6. See the graph Figure 18 below for more specific data.

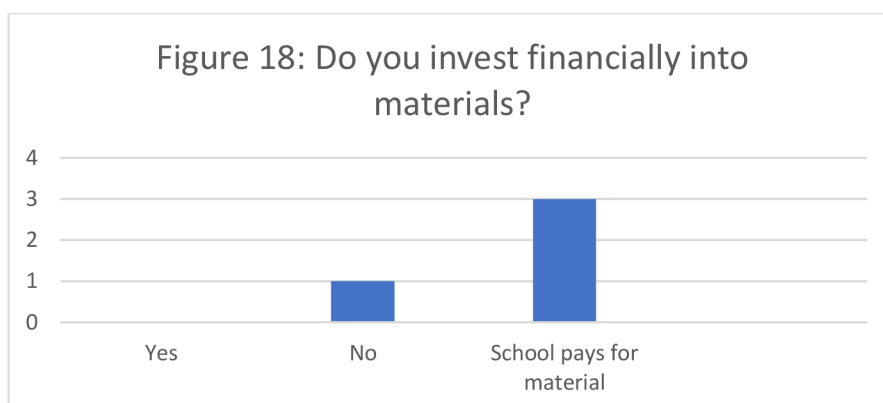


Figure 18: Do you invest financially into materials?

Question no. 6: Do you use resources which are free and easily accessed? If yes, write them down.

This question is also connected to the Questions no. 3, 4 and 5. I was wondering which resources are teachers using regularly during the class and wondered if there is any difference between the resources based of each teacher. The proposed answers were Yes and No. Mostly answered was Yes. Then the teachers wrote down the following resources they use in the class: quizlet.com, wordwall.net, kahoot.com, liveworksheets.com, busyteacher.org, gamestolearnenglish.com. See the exact results in the Figure 19 graph below.

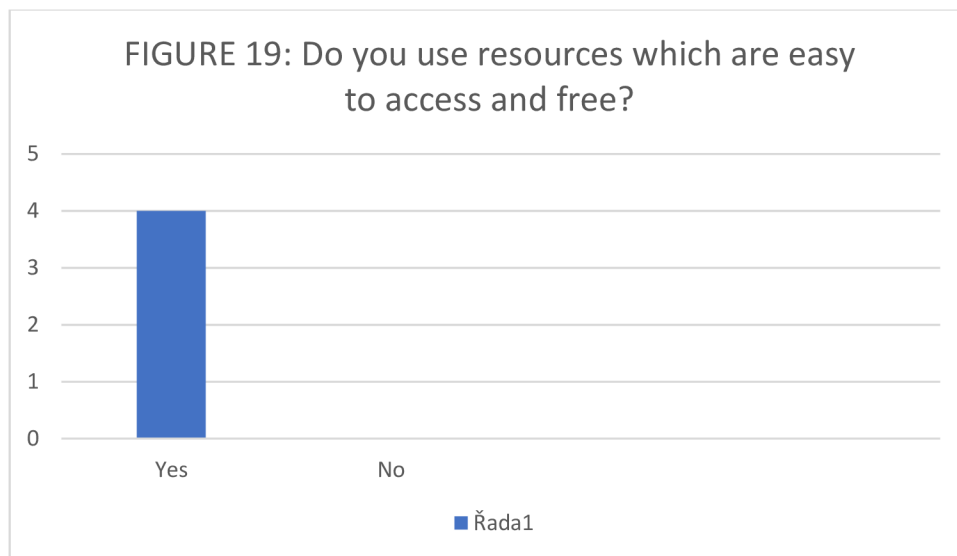


Figure 19: Do you use resources which are easy to access and free?

Question no. 7: Do you think that visual aids can highten the motivation of a learner to learn English language?

The purpose of this question was to find out if the teacher themselves think that the visual aids can be helpful in the learning process of English language. I also wanted to find out if when teacher thinks it has a sense to use visual aids in the classroom, if they tend to use it more as well. The proposed answers were Yes, Rather Yes, No, Rather no. Most of the teachers chose positive answers. See the exact results in the Figure 20 Graph below.

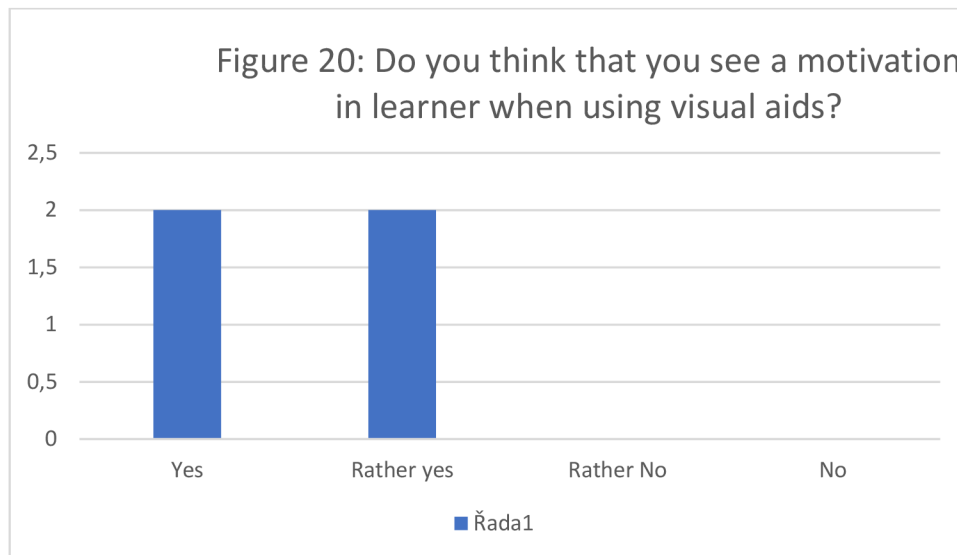


Figure 20: Do you think that you see a motivation in learner when using visual aids?

If I can compare the answers from the teachers, answers of the learners and my own observation, I see that visual aids have some how quiet effect. Learners do not really care about them and are not interested by them, but at the same time they are unconsciously using them every day whether they are studying or not. They also are more active during class and are keener to participate in activites where is visual aid involved.

Question no. 8: What kind of visual aid has the most positive response from learners?

This question was open and had no proposed answers. Teachers wrote down following visual aids: Flashcards, Computers, video, competitive games (quizlet), online textbook support. If compared to the answers of questionnaires and my own observation, I would say that the computers have the biggest response because of the feeling of not really studying. Flashcards are popular within the younger learners but with the older ones as well and it is a shame that teachers do not use them as much with the older learners. Competitive games have an enormous response within the older learners, because if there is something that interest them, it is always to compete with each other.

Question no. 9: What kind of textbook do you use? Please cross what is true.

This question was mostly focused on a teachers opinion on textbook they are frequently using with students. As mentioned in the Survey amongst learners, 6th and 9th grade students are using Discovery English textbooks and 7th to 8th grade are using Own It! The question was build so it could be focused on the abilities of the textbook it self and how it can be used.

Teachers were expected to choose multiple answers to the question. See the exact results in the Figure 22 graph below.

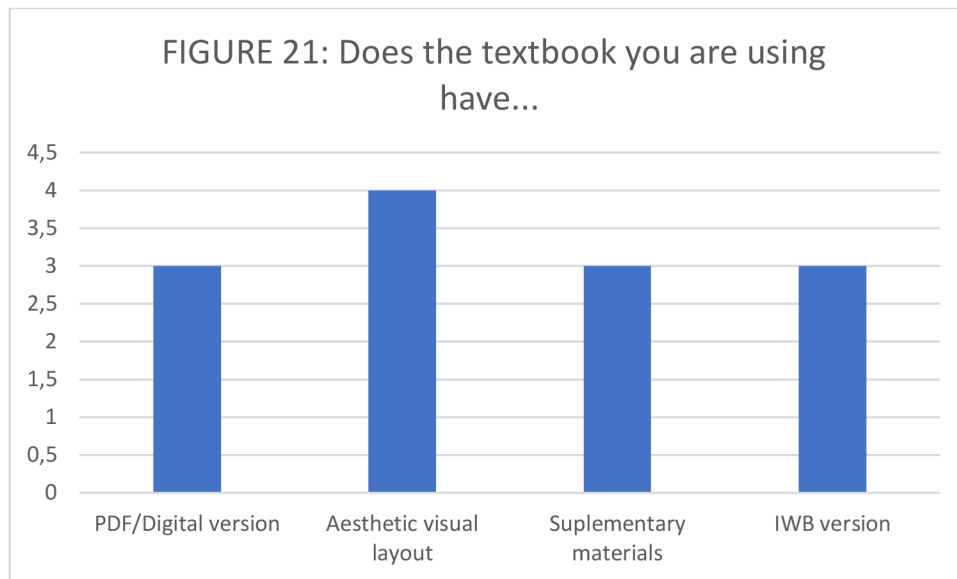


Figure 21: Does the textbook you are using have...

Question no. 10: If you use textbooks which are compatible with the interactive board and has online support, please cross what is true for you:

This question is also connected to the question no. 9 What kind of textbook do you use?

Please cross what is true. Aim of this question was to find out, if there are any skills needed to use those textbooks and if the teachers are able to use the book to its fullest. See the exact results in the Figure 22 graph below.

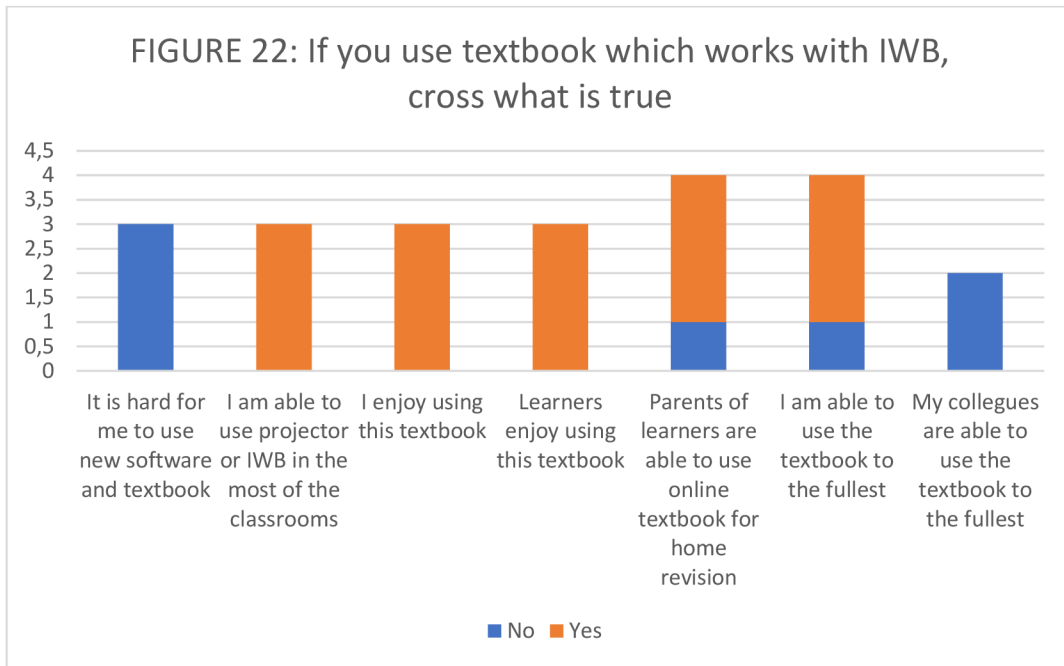


Figure 22: If you use textbook which works with IWB, cross what is true...

Question anticipated the fact, that all the used textbooks are able to be used with IWB and teachers have to learn how to work with a complex software which is part of the book and is able to produce many great materials to work with.

If compared to the question no. 8 in the survey amongst learners, we can see that IWB is not used so frequently as it could be, meaning the textbook potential in not used to its fullest power, especially with the older learners.

Question no. 11: What aids do you use at 1st to 5th grades and 6th to 9th grade?

The aim of this question was to find out the differences of visual aids being used in 1st – 5th grade and in 6th-9th grade. I wanted to find out, if there is a different within using visual aids with different learners and what are teachers decisions of what to use based of. In the Figure 23 graph below see the difference of visual aids used in the different grades.

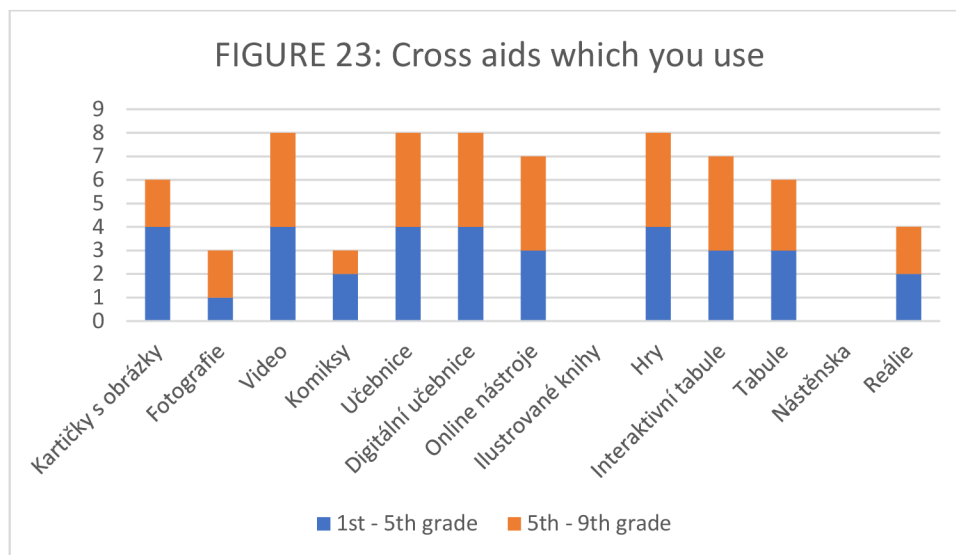


Figure 23: Cross aids which you use

Within the grades 1st – 5th the teachers are mostly using flashcards and picture based aids. They often use textbook which could be seen as a main resource. It is accompanied by online tools and digital use with IWB, only a few teachers use realia during lesson.

Within the grades 6th – 9th the appliances changes. Teachers stop using flashcards and photographs so often, more use video and digital tools and of course textbooks too. Teachers also state using IWB, even though the learners state they are not using them as much. Based off my observation I think that some of the learners may think of IWB only as a device to play videos and some learners may think about usage of the IWB in a sense of matching games, writing and drawing.

With every grade, teachers do not use pin boards, even though it would help the classroom visually. A large amount of papers, drawings and additional information are being put on the main blackboard, especially within the younger grades. If the teacher removed the “clutter” to different board, it could remove the visually distracting negative aspect. They also do not use illustrated books – when compared to the answers of learners, some of them would prefer working with additional books or texts. Another less used aid are realia, which could play important role in the case of children who are not fluent in Czech yet, e.g. ukrainian learners who are still learning the language – when they see a new word, the class will translate it to Czech, but not to Ukrainian. Ukrainian student in the 8th grade stated that she would appreciate using more realia, flashcards and the forms of demonstration of the word, before she is forced to translate it with the help of online translator.

Question no. 12: Do you create projects in every Unit with your learners?

This question was aimed to see, if the teachers are creating projects with learners because they often induce creativity and allow students to create their own learning material. The teachers were divided on this issue and half admitted they are mostly not doing any projects for the students whatsoever. If compared with the answers of the students, they are often creating projects and they would like to create more of them, if possible. See the exact data in the Figure 24 graph below.

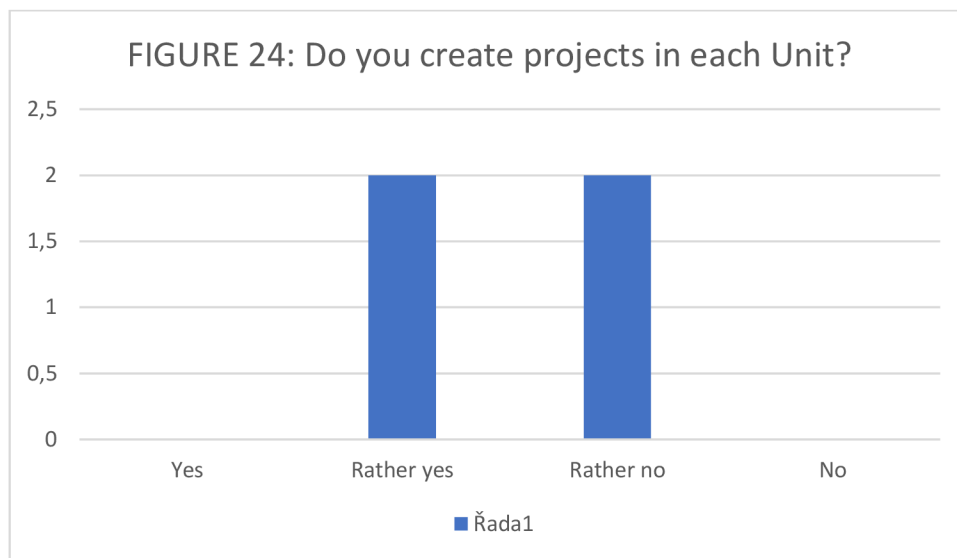


Figure 24: Do you create projects in each Unit?

Question no. 13: Does the classroom you teach in use the benefits of peripheral learning (board with ABC's, phrases, irregular verbs)?

This question was considered using benefits of peripheral learning in class and on the school hallways. This question was answered more negatively, majority of the teachers chose Rather no. The proposed answers were Yes, Rather Yes, No and Rather no. See the exact data in the Figure 25 graph below.

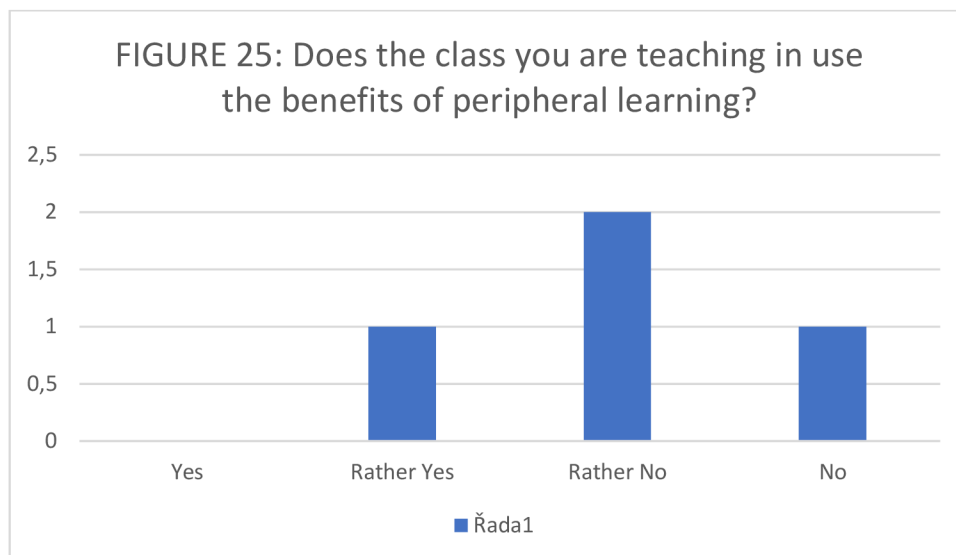


Figure 25: Does the class you are teaching in use the benefits of peripheral learning?

Based on my observation of classrooms, most of the classrooms with older learners did not use any boards, pictures or posters in English whatsoever. With the younger learners I found a few classrooms where irregular verbs or vocabulary were hanging on a wall, but it was a minimal resource of information for the learner. I found irregular verbs and phrases on the different stairs around the school, which is at least something. It forces learners to unconsciously read information and learn while being careful on the stairs.

Question no. 14: What is your relationship with visual aids and methods? Are you combining those with other learning styles?

This question was open for teachers to write in their opinion and is an ending question for the questionnaire. It was answered by three teachers in total.

Teacher no. 1 – Did not fill in the question.

Teacher no. 2 – I am learning how to use these properly.

Teacher no. 3 – I am using flashcards with vocabulary, and I am often using grammar explaining videos.

Teacher no. 4. – I am often using different methods and I am often switching them in class, especially with the younger learners – we are often incorporating TPR and games. With the older learners we are often focusing on language skills, such as understanding the listened or read text, reading, speaking, writing. We are often using short texts from the textbooks.

4.2 Analysis of results among teachers

Results of those questionnaires showed that teachers try to use great amount of visual support in their lessons. All the teachers are having no problems with acquiring visual aids from internet or using textbook supplementary materials, they do not have to invest into the materials, because the school will pay for any materials needed for class. Teachers focus a lot on developing skills such as reading, listening, speaking, writing, and understanding the text, as well as digital literacy within learners. Teachers use a large number of digital tools to educate learners in comparison to the school I visited during my other teaching practice. But they are also incorporating more traditional methods, which are liked by most learners.

Major difference is that some of the visual aids which are used with the grades 1st to 5th are being less used in the grades 6th to 9th. 35 learners stated that they wish to use more of the comics in the class, but only 1 teacher is using this visual aid with the older learners (6th-9th grade). 6 learners want to use more illustrated books but none of the teachers are using those. However, the most wanted aid to be used more was of course working on a computer and using online tools. Teachers are often assigning homework online, which can be immediately corrected and graded. Learners can use the computer classroom made specially for teaching language once a week.

Teachers are working together and sharing materials with each other, most of the classes are similar, but everyone has a different teaching style.

The most used visual aids by teachers with all the learners are digital and normal textbooks, online tools, IWB and board. With the learners of 1st to 5th grades the most used aids are flashcards, video, textbooks both digital and normal ones, online tools and games. With the learners of 6th to 9th grades the most used aids are video, textbooks online and normal, online tools, games and IWB.

Based on my observation, the classroom were visually cluttered by pictures, paintings, announcements, worksheets and many more, even though the teachers themselves stated that they are not using pin boards in the English language classroom. Normal board was cluttered with papers and there was not enough space to work with. Teachers should use separate pin boards for those so the normal board can stay free to use for learners who prefer writing as a learning method.

When I asked teachers, why exactly they think some visual aids may be disappearing with the older learners, they stated, that older learners are often passive and it is hard to get them excited to talk when using flashcards or photographs. But learners themselves in the questionnaires stated that they would like to use them more and only 1 teacher is properly using them.

5. Survey among younger learners

During my time at School Salmova, I decided to do one more round with the questionnaire, this time with younger learners. Respondents are learners from 3rd and 4th grades, that are taught by the same teachers I surveyed. As I taught those classes during my previous teaching practice and met them while doing observation, we were already very familiar with the learners. Learners knew me, were happy to see me and even happier to be able to help me with my research.

Given questionnaires took approximately 5-15 minutes and was build out of 11. questions with proposed answers. Before filling in the questionnaires, we read it together and explained questions, so the answers are as true as possible. Questions were in Czech language for better accuracy. I collected 23 questionnaires.

5.1 General questions – younger learners

Question no.1: Do you enjoy classes of English Language?

In this questionnaire I wanted to focus not only on visual aids itself but on the relationship it creates with the learners as well. This question was simply to find out if the overall relationship to foreign language learning is positive. Majority of the respondents stated positive approach to English. Negative answer Rather no and No was chosen only by 3 respondents, all of them from the 4th grade. It is possible that another factors for negative answer were there, such as liking of a teacher, struggle with learning or simply living in an environment where foreign language is not viewed as an important skill. See the exact data in the Figure 26 graph below.

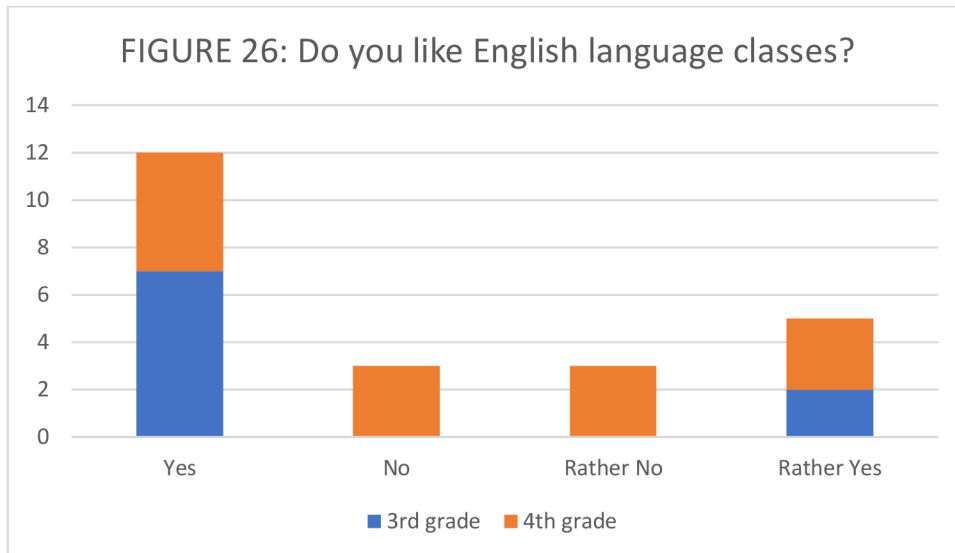


Figure 26: Do you like English language classes?

Question no.2: Do you like textbooks you use in English language?

Another question focused on the main visual aid used in those grades - textbooks. I simply wanted to find out, if the learners like and enjoy using their textbooks in English language and majority of them chose positive answers, as can be observed in the Figure 27 graph below.

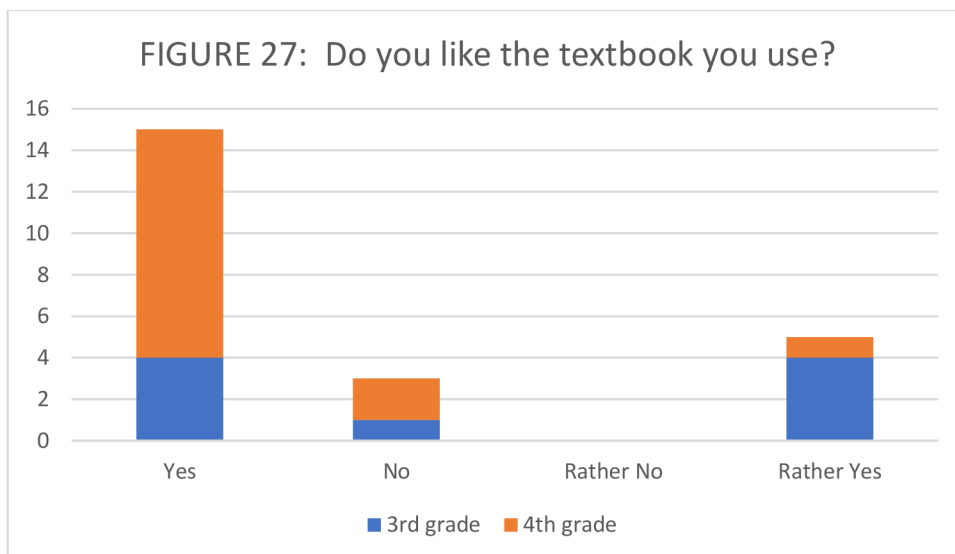


Figure 27: Do you like the textbook you use?

I inspected the used book, which was second edition of Superminds 1 and 2. The book is aesthetically pleasing, the layout is simple and understandable and uses the potential of the Interactive white board. The book comes with the resource pack and flashcards which the teachers frequently use during the class.

Question no.3: Are you having fun during English language class?

The aim of this question was to see, if the relationship to the English language is not only positive, but also fun and engaging experience. Experience with the language learning process can enhance and influence the future learning opportunities of a learner, so it should be at least a bit fun for the learner. Majority of the learners answered positively and 6 learners only chose negative answers. Again, the negative answers may be because of the other causes, for example the learning difficulties. See the exact results in the Figure 28 graph below.

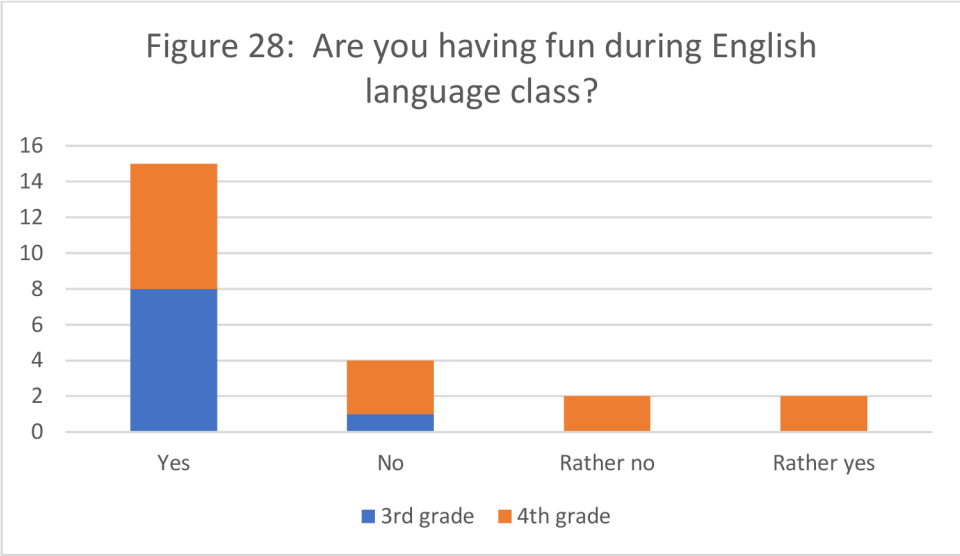


Figure 28: Are you having fun during English language class?

Question no. 4: Do you like looking at pictures when studying?

This question aimed to ask learning about visual aids and how they perceive their effect on their studies. Majority of the students chose positive answers. For the exact data, see the graph of Figure 29 below.

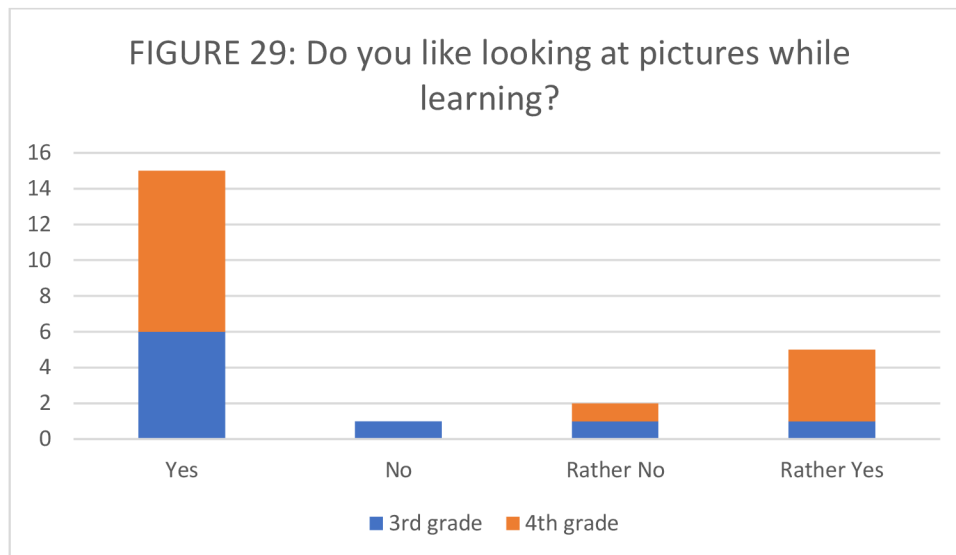


Figure 29: Do you like looking at pictures while learning?

From the answers given by teachers, older learners and my own observation, I saw that pictures and photographs are implemented from the moment learners start to learn English language and it slowly disappears when the learner is older and supposedly “doesn’t want to use flashcards because it is boring”. But on the other hand, teachers are using flashcards from the beginning, and it obviously works, and the learners are used to it. So why would teachers stop using it?

Question no.5: Do you enjoy learning English with the help of computer?

This question was supposed to answer if the young learners prefer using computer during their class of English. Same as the older ones, these learners also use Computer classroom once a week. All the answers of younger learners were positive with the answers Yes and Rather yes. See the results in the Figure 31 graph below.

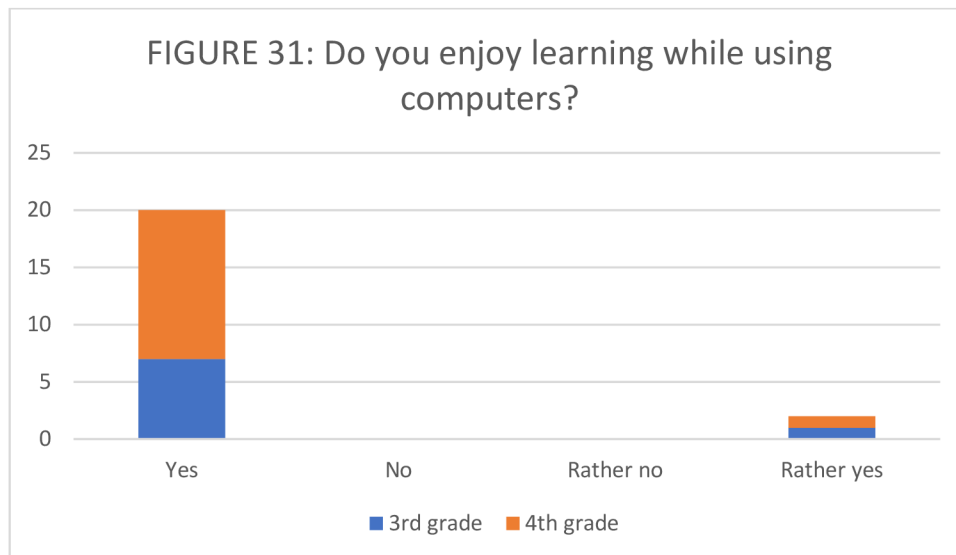


Figure 31: Do you enjoy learning while using computers?

I think it is understandable why learners prefer computers while learning English language. However, with the younger learners it becomes a tad harder to use the computer. When is whole class sitting in the computer classroom, every single one of them has their own computer and their own passwords to get online and learn with the use of various resources. They often struggle with the basic login and finding pages, which means a lot of time will pass before the whole class gets into the learning flow. So even though the learners themselves enjoy the computers, it can a be a great challenge for the teachers.

Question no.6: Do you like using video while learning English?

This question aimed to find out if learners like to use videos during English classes. Based off my observation, younger learners usually use video almost every class for multiple purposes like explanation of the grammar, learning pronunciation of new vocabulary, filling in the spaces in the worksheets or even it being used as a calming activity. Teachers stated that video is one of the favourite aids to use with the learners. The proposed answers were Yes, No and Rather no. Majority of respondents chose positive answers. To see the exact data and results, see the Figure 30 graph below.

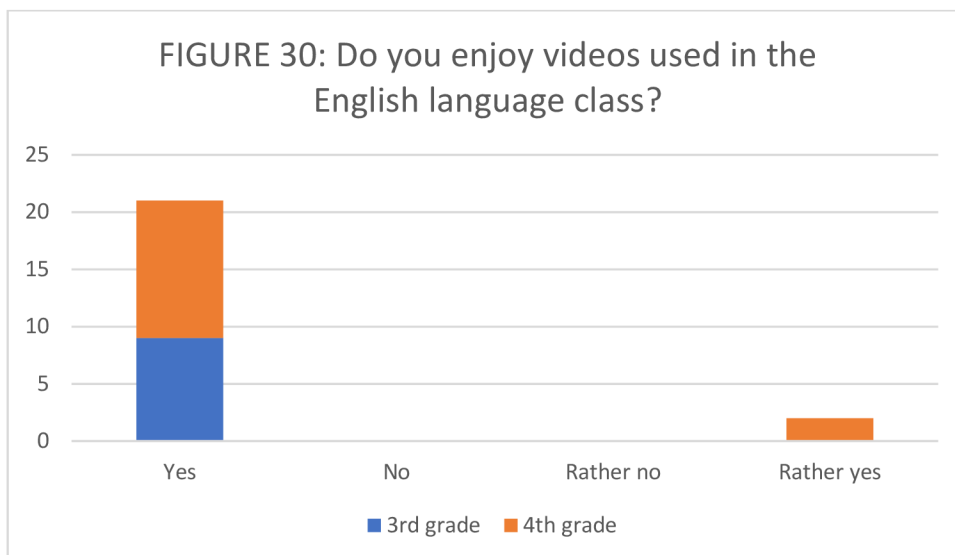


Figure 30: Do you enjoy videos used in the English language class?

Question no.7: Cross visual aids, which you enjoy using during your English language classes.

In this question, respondents were expected to choose multiple answers. The aim of this question was to find out, which aids are being often used with the younger learners with the purpose to be compared with the results of older learners as well. Please see the exact visual aids and number of respondents who chose them below in the Figure 32 graph.

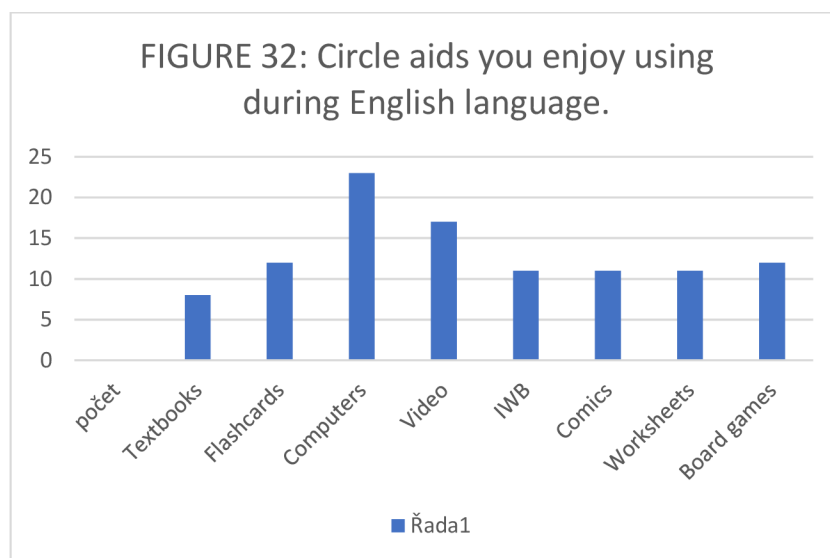


Figure 32: Circle aids you enjoy using during English language

As expected, again, the most used visual aids are computers. But based of the information how school works, the learners visit computer classroom once a week, which makes computers one of the less used aids. However, flashcards, worksheets, video and textbooks

are definitively used more than computers. And the textbooks have the lowest number of votes, despite being used every class.

Question no.8: When learning with computer, do you know what to do?

This question is connected more to the computers and to the question no. 5. As mentioned in this question no. 5, one of my wonderings was how computers are being used with the younger learners, who have hardly any training with the usage of technologies. I often witnessed during my observations, that younger learners often do not understand the basic logic procedure and often need help of teacher or assistant to log in. See the exact data collected in the Figure 33 graph below.

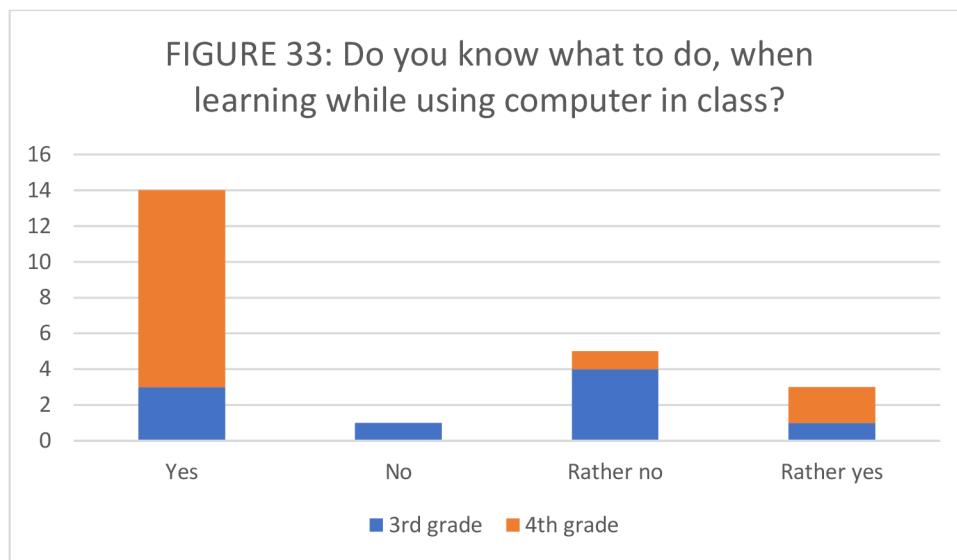


Figure 33: Do you know what to do, when learning while using computer in class?

Majority of the students chose positive answers, however if looked closer, they are mainly learners from the 4th grade. It seems that learners from 3rd grade are more prone to having no idea what to do with the computer and are having harder time following instructions.

Despite of this, it is important to teach young learners about technology and induce digital literacy. Even though the lesson could be disturbed, and it would be hard to find a flow in it, computer literacy is one of the important skills of recent world and it is important to educate even the younger ones in it. But, it could be done more easily, e.g., with the tablets because they are easier to use and could be more efficient in class with younger ones rather than complicated computers.

Question no.9: If you see a picture, do you remember the information easier?

This question was aimed to know, if learners realize the effect of a picture and if they are able to recall information solely based off an image they saw multiple times. 8 respondents are not so sure about connecting pictures and a word, but even in this case it can be only beneficial, and picture can work as a supporting material for a learner in case of translation to the native language. See the exact results in the Figure 35 graph below.

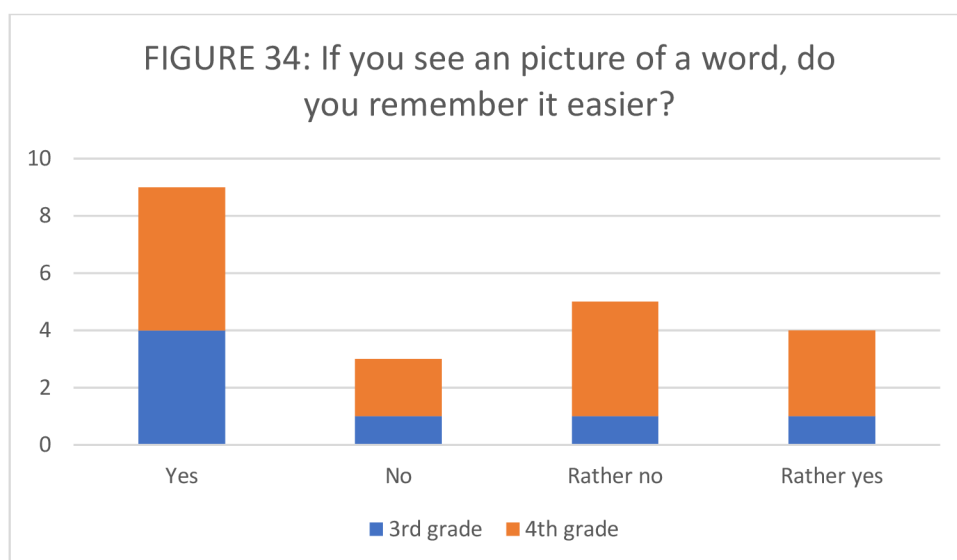


Figure 34: If you see a picture of a word, do you remember it easier?

As mentioned before, pictures and flashcards are one of the important resources and are used just as commonly as textbooks and notebooks. But it can be observed that younger learners don't really trust the pictures or images yet and their liking for them starts in the higher grades.

Question no.10: Do you think highlighted text will help you with reading and remembering?

This question was aimed to see, if the younger learners even have the need to highlight the text and compare it to the older learners. Majority of learners had more of a positive approach, but some of the learners had chosen negative answers which was very similar to the answers I received in the question no. 5 in the Survey amongst older learners.

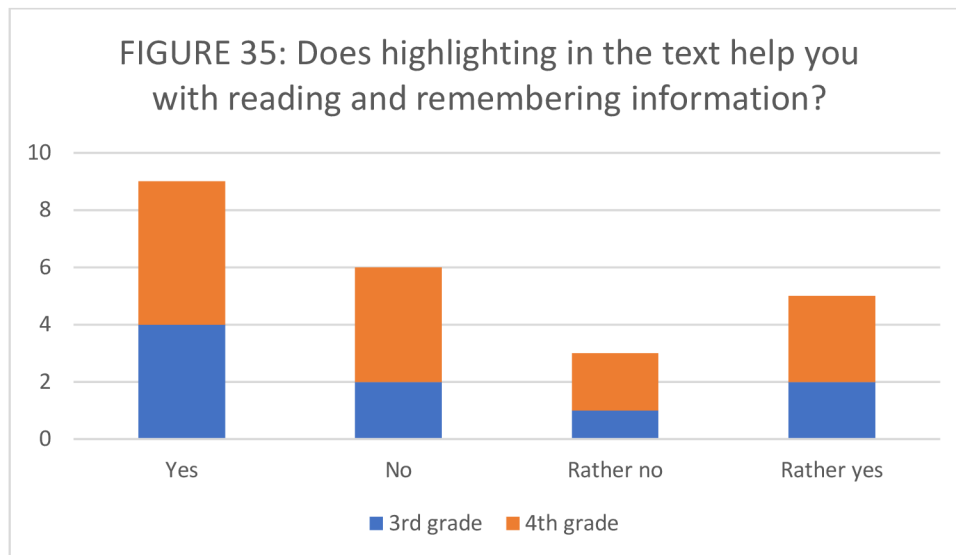


Figure 35: Does highlighting in the text help you with reading and remembering information?

It can be observed that highlighting strategy did not come yet to these learners, however most of them are using plastic foils to fill in the blank spaces in the textbooks rather than using notebook to write it whole down. However this method is more unstable than highlighting in the text, because after the end of the lesson, the foil gets wiped out and removed from the textbook, so the learner is not able to come back to the exercise and see the correct answers.

Question no.11: Are you able to learn alone from the textbook?

Because textbooks the school is using are very advanced and use technology as support, I was often wondering if the learners can keep up with it. After interview with the teacher, she showed me the software for the book and the Edu page, where she uploads homeworks for learners. See the exact data below in the Figure 36.

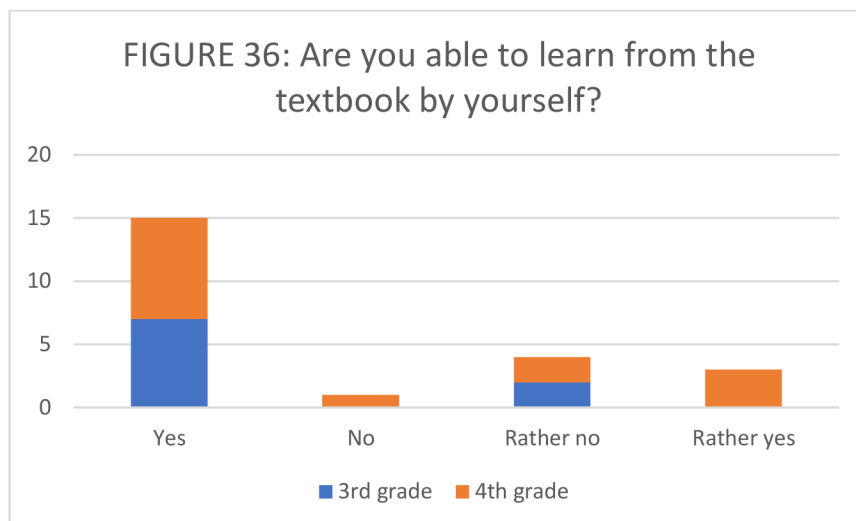


Figure 36: Are you able to learn from the textbook by yourself?

Based off the answers of the older learners, teachers and my own observations, I found out that advanced technology connected to the English language learning is often complicated not only for the learner, but for teachers and parents as well. Even though it has so many benefits, for the older generation of teachers it is harder to manage, and the new ones are slowly learning it. I also found out that parents sometimes have issues getting the hang of the system and are not able to orient in it. Often the learner is more skilled than parent. This could lead to the parents being confused and not being work with their child at home. But as mentioned in the question no. 8, it is important to enhance digital literacy within the young learners and even their parents as well.

5.1 Analysis of the results among younger learners

Majority of the surveyed young learners enjoy learning English and like to use their textbooks. The textbooks they are using are called Super minds and it is a great fit for young learners. Mostly the learners are having fun in their English language classes, because the teachers switch different activities a lot and mix it with games. Because one of the mainly used visual aids with these learners are flashcards, it was not surprising that large number of learners said that they like looking at the pictures while learning. All the learners chose positive answers regarding using video and computer while learning. With these learners, there is a video often used for explanation of new grammar and is included in the textbooks they are using. As the older learners go once a week to the computer classroom, these learners go there too. When learners chose their favourite aid to work with, unsurprisingly computers

and videos won. However, a lot of learners also chose flashcards and board games. Both of those aids are regularly used by teacher in classroom.

Because learners start learning with the digital technologies so soon, I wanted to know if every learner can use it properly. 14 learners stated that they have no major problems with using computer, however the rest of them were not so positive about it.

Considering more traditional methods of learning, most of the learners would like to use highlights in the textbook to help them with reading and remembering information. Most of the learners are learning with the help of the physical textbooks, which they enjoy. However, thanks to the digitalization of the textbooks, some of them have problems with basic control of the textbook when learning at home with the help of computers. But the positive is that learner can play recording on their own at home and don't have to practice listening exercises only at school.

Conclusion

The diploma project focused on the relationship between visual learning aids, students and teachers. This thesis proved that visual learning is an important part of the learning process and that it is impossible to teach without it. The visual aids are part of educating learner about new information but is also important for developing visual literacy within learners. Visual aids help to simplify information and clarify meaning of the new information. It also enhances the ability of recalling and memorizing. Thanks to the digital technology, visual aids are not only physical but digital as well and that creates a wide range of materials for the teacher to choose from. If a teacher is able to use different strategies to work with these aids, it will largely influence the learner's ability of learning and can have a huge impact on the students learning strategies in future.

The survey has answered many questions and clarified many findings. According to the answers of the learners, most of them prefer visual aids as a tool to help them enhance learning. However, many of them did not really care about the aids and think that the lesson would stay the same if not used. Majority of students believe they learn better when using visual aids, especially when learning a new vocabulary. They also prefer the new words written on a board.

Large number of respondents positively agreed to the fact that videos in class could motivate them, however a number of learners answered that they don't care. Majority of learners occasionally sees picture or video in English and an amount of them chose „never“ as their answer. No surprise, that most of the learners were interested in education through computer and technology, but on the other hand a lot of older learners would like to use more traditional tools, such as flashcards or photography, which are often not used by the teachers in the higher grades. Learners also stated that they would like to work more with comics, which are again not very much used in the higher grades. The learners also tend to do highlighting in textbooks, but they are often forbidden from doing these as the textbooks belong to schools.

In general, learners have stated positive approach to learning English though the visual aids and supplementary materials and would like to switch different methods during class.

Learners can actively recall information and reinforce their knowledge by looking at support visual aids. Teachers often use visual aids to support new topic and to reinforce it in the learner. Even though the visual aids such as comics, flashcards and picture are highly used with the younger learners, the teachers usually change strategies when it comes to older

adolescent learner. They often focus on developing skills such as speaking, reading, understanding the text, writing, and listening. But they also have a hard time with the fact that older learners become more passive, and they stop caring about aids the teacher gives them. Flashcards or comics could be easily used in the higher grades as well, but it would they would have to be adapted to the age of the learners.

During my research I found out that learners do not realize that learning through eyesight is important. Some of them claimed to not care about it or that it does not interest them, but they are using visual learning support every day during English. However, the of learners think that visual aids are positive enhancement of the lesson.

I would recommend using more visual aids in the English language classrooms. Even though this is a single case, I talked to the only Ukrainian student who claimed that if she had visual support during the vocabulary translation, it would be suitable, because the class will translate it into Czech and she still has no idea. I think visual support could be giant help in the language school, where all the learners are speaking different first language.

I also recommend using more digital tools and computers, because is important to educate our learners not only in English language, but with visual literacy as well. Fun visual aids such as video, game or a flashcard can motivate learners to learn English and creates healthy motivation for learning. Incorporating a simple English video in class can end with a learner who got better in grammar and listening skills. As technology being more and more advanced, the large potential of visual aids will only continue to grow.

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APPENDIX

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Appendix 1: Questionnaire for the teachers

Dotazník pro učitele

Etický aspekt dotazníku: Tento dotazník slouží pro potřeby diplomové práce a jeho výsledky budou prezentovány v této práci.

Vysvětlivky: Tento dotazník obsahuje 2 části.

Zakroužkujte pro zvolenou odpověď, případně doplňte podle zadání.

I. Část dotazníku

- Jaký je Váš věk? (Použijte číslovku)
- Jak dlouho pracujete ve školství jako pedagog?
A) Do pěti let B) 5 až 10 let C) 10 až 15 let D) Více jak 20 let
- Jaké je Vaše pohlaví?
A) Muž B) Žena C) Jiné
- Jaké je Vaše Nejvyšší dosažené vzdělání?
A) SŠ s maturitou B) Vyšší odborné (Dis) C) VŠ ukončené Bc.
D) VŠ (Mgr., Ing., Ph. D.)
- Jste třídním učitelem?
A) Ano B) Ne
- Učíte kromě Anglického jazyka nějaké další předměty?
A) Ano B) Ne

II. Část dotazníku

- Používáte ve výuce anglického jazyka vizuální pomůcky?
A) Ano B) Spíše ano C) Ne D) Spíše Ne
- Pokud ano, jaké?
A) Kartičky s obrázky
B) Fotografie
C) Video
D) Komiksy
E) Digitální učebnice/Učebnice
F) Ilustrované knihy
G) Hry
H) Interaktivní/normální tabule
CH) Projekty
I) Počítač/internet/online nástroje J) Reálie (demonstrační předměty)

11. Zaškrtněte pomůcky, které používáte na prvním a druhém stupni:

Pomůcka	1. stupeň	2. stupeň
Kartičky s obrázky		
Fotografie		
Video		
Komiksy		
Učebnice		
Digitální učebnice		
Online nástroje (Edupage, Google, překladače atd.)		
Ilustrované knihy		
Hry		
Interaktivní tabule		
Tabule		
Nástěnka		
Reálie (demonstrační předměty)		

13. Vytváříte s žáky během každé lekce projekty, abyste umocnili jejich znalosti a motivaci k učení?
A) Ano B) Spíše Ano C) Spíše Ne D) Ne

14. Používá třída, ve které učíte výhody periferního učení (Gramatická poučení na stěnách, Abeceda, důležitá slovíčka a fráze, projekty od žáků)?
A) Ano B) Spíše Ano C) Spíše Ne D) Ne

3. Je pro Vás tyto materiály snadné získat?

- A) Ano B) Spíše Ano C) Ne D) Spíše Ne E) Nevím

4. Kde většinou najdete vhodné materiály pro výuku?

- A) Internet
B) Pracuji s materiály, které jsou dodány k učebnicím, které používáme
C) Škola sama objednává materiály
D) Vytvářím si je sám/sama

5. Investujete do materiálů do výuky?

- A) Ano B) Ne C) Škola materiál do výuky hradí

6. Používáte zdroje, které jsou zadarmo a přístupné pro učitele?

- A) Ano B) Ne

Pokud ano, prosím vypíšte některé z nich:

7. Pozorujete u žáků větší motivaci ke vzdělávání, pokud jsou používány vizuální pomůcky?

- A) Ano B) Spíše Ano C) Spíše Ne D) Ne

8. U jaké vizuální pomůcky vidíte největší pozitivní ohlas od žáků?

9. Jakou učebnici používáte? _____

Má tato učebnice (prosím zaškrtnout):

- A) PDF/Digitální verzi
B) Příjemné vizuální zpracování
C) Dodatečné podpůrné materiály (Kartičky, hry)
D) Verzi pro interaktivní tabuli (video, hry, cvičení)
10. Pokud používáte učebnici, se kterou lze pracovat na interaktivní tabuli a má online podporu, zaškrtněte, co platí pro Vás:
- A) Je pro mě složité učit se s novým softwarem a učebnicí Ano/Ne
B) Mám možnost promítat učebnici ve většině učeben Ano/Ne
C) Rád používám tuto učebnici Ano/Ne
D) Žáci rádi používají tuto učebnici Ano/Ne
F) Rodiče žáků jsou schopni použít online verzi učebnice k opakování v domácím prostředí Ano/Ne
G) Jsem schopen použít učebnici na 100 procent Ano/Ne
H) Moji kolegové jsou schopni učebnici použít na 100 procent Ano/Ne

15. Jaký je váš vztah s vizuálními pomůckami a metodami? Kombinujete tyto pomůcky i s dalšími typy učení (audio lingvální, kinestetické, atd.)? Popište jak.

Děkuji Vám za Váš čas, ochotu a za vyplnění tohoto dotazníku. :)

Appendix 2: Questionnaire for the learners

Dotazník pro žáky

Etický aspekt dotazníku: Tento dotazník slouží pro potřeby diplomové práce a jeho výsledky budou prezentovány v této práci.

Vysvětlivky:

Tento dotazník obsahuje 2. části. Zakroužkuj zvolenou odpověď nebo dopiš do řádku podle instrukcí. U některých otázek můžeš kroužkovat více odpovědí.

I. Část

1. V jakém ročníku jsi?
2. Kolik ti je let?
3. Jakého jsi pohlaví?
4. Co bys chtěl dělat za povolání?

II. Část

1. Myslíš si, že se učíš lépe pokud pan/í učitel/ka použije pomůcky, na které se můžeš dívat? Například obrázky nebo videa?

- A) Ano B) Spíše Ano C) Spíše Ne D) Ne

Pokud si zvolil odpověď C) nebo D), proč?

- A) Moc mě to rozptýlí B) Vizualní pomůcky se mi nelíbí
C) Nevidím na ně D) Nepomáhají mi

2. Když se učíš nová slovíčka, pomůže ti k zapamatování když..... (Můžeš kroužkovat více odpovědí).

- A) pan/í učitel/ka ukazuje obrázek
B) pan/í učitel/ka napíše písemnou formou slovíčko na tabuli
C) Hledáš slovíčka v učebnici a následně si je sám/sama přeložíš a vypíšeš do sešitu

9. Příklad ti hodina více zábavná, pokud pan/í učitel/ka střídá aktivity a vyplňuje je vizuálními pomůckami jako jsou video, komiks, psaný příběh nebo deskové hry?

- A) Ano B) Ne

10. Myslíš si, že by učebnice a pracovní sešit Anglického jazyka by měly být hezké a pohledově zajímavé?

- A) Ano B) Ne

11. Je učebnice, kterou teď používáš vizuálně zajímavá? Napiš jméno učebnice:

- A) Ano B) Ne C) Mohla by být více

12. Jaké vizuální pomůcky používáte v hodinách Anglického jazyka?

Můžeš zaškrtnout více možností.

- A) Kartičky s obrázky
B) Fotografie
C) Vídea
D) Komiksy
E) Digitální učebnice/Učebnice
F) Ilustrované knihy
G) Hry
H) Interaktivní tabule
CH) Projekty
I) Počítač/internet/online nástroje
J) Reálie (demonstrační předměty)

3. Když trávíš svůj volný čas, jak často se podíváš na video/obrázek v anglickém jazyce?

- A) Skoro pořád B) Často C) Jen když je to nutné
E) Nikdy

4. Motivovalo by tě, kdyby pan/í učitel/ka pouštěla každou hodinu kousek videa v anglickém jazyce, například z YouTube?

- A) Ano B) Ne C) Je mi to jedno

5. Když se učíš doma, používáš na zvýraznění v textu psací potřeby jako jsou tužky, pastelky, nebo barevné zvýrazňovače?

- A) Ano B) Ne C) Chtěl bych, ale nemůžu psát do učebnice

6. Zapamatuješ si učivo snadněji, když si ...

- A) Napišeš do sešitu
B) Najdeš video na internetu, které ti to pomůže pochopit
C) Zkusíš použít nové učivo prakticky ve větě

7. Používáte v hodinách Angličtiny počítače?

- A) Ano B) Ne C) Jednou za čas

8. Používáte v hodinách interaktivní tabule?

- A) Ano B) Ne C) Jednou za čas

13. Rád bych v hodině Anglického jazyka více používal:

Můžeš zaškrtnout více možností.

- A) Kartičky s obrázky
B) Fotografie
C) Vídea
D) Komiksy
E) Digitální učebnice/Učebnice
F) Ilustrované knihy
G) Hry
H) Interaktivní tabule
CH) Projekty
I) Počítač/internet/online nástroje
J) Reálie (demonstrační předměty)

14. Napiš, jaké vizuální potřeby bys chtěl/a používat ve škole a proč:

Děkují ti za tvůj čas a vyplnění mého dotazníku. :)

Appendix 3: Questionnaire for younger learners

Dotazník pro mladší žáky

Instrukce: Tento dotazník není známkový a nejsou zde žádné dobré nebo špatné odpovědi. Odpovídej podle pravdy. Vyplnění je anonymní a neuvidí jej ani Vaše paní učitelka. Odpovídejte prosím pravdivě a pečlivě si čtěte otázky.

1. Máš rád/a hodiny Anglického jazyka? A) Ano B) Ne C) Spíše Ne D) Spíše Ano
2. Líbí se ti učebnice Angličtiny? A) Ano B) Ne C) Spíše Ne D) Spíše Ano
3. Myslíš si, že je legrace během Angličtiny? A) Ano B) Ne C) Spíše Ne D) Spíše Ano
4. Máš rád/a, když se můžeš dívat na obrázky během učení? A) Ano B) Ne C) Spíše Ne D) Spíše Ano
5. Máš rád/a, když používáte videa v hodinách Angličtiny? A) Ano B) Ne C) Spíše Ne D) Spíše Ano
6. Baví tě učit se Angličtinu na počítačích? A) Ano B) Ne C) Spíše Ne D) Spíše Ano
7. Zakroužkuj věci, které rád/a používáš během hodiny Angličtiny. Můžeš kroužkovat více odpovědí. 😊
 - A) Učebnice
 - B) Kartičky s Obrázky
 - C) Počítače
 - D) Vídea
 - E) Učebnice
 - F) Chytrá tabule/normální tabule
 - G) Komiksy
 - H) Pracovní listy (křížovky, piškvorky)
 - I) Deskové hry (Člověče nezlob se)
8. Když se učíš na počítači, víš co máš dělat? A) Ano B) Ne C) Spíše Ne D) Spíše Ano
9. Když vidíš obrázek slovíčka, zapamatuješ si ho lépe? A) Ano B) Ne C) Spíše Ne D) Spíše Ano
10. Myslíš si, že když vidíš zvýrazněný text, pomůže ti to ve čtení a zapamatování? A) Ano B) Ne C) Spíše Ne D) Spíše Ano
11. Dokážeš se sám/a učit z učebnice? A) Ano B) Ne C) Spíše Ne D) Spíše Ano

Appendix 4: Results of the survey among learners

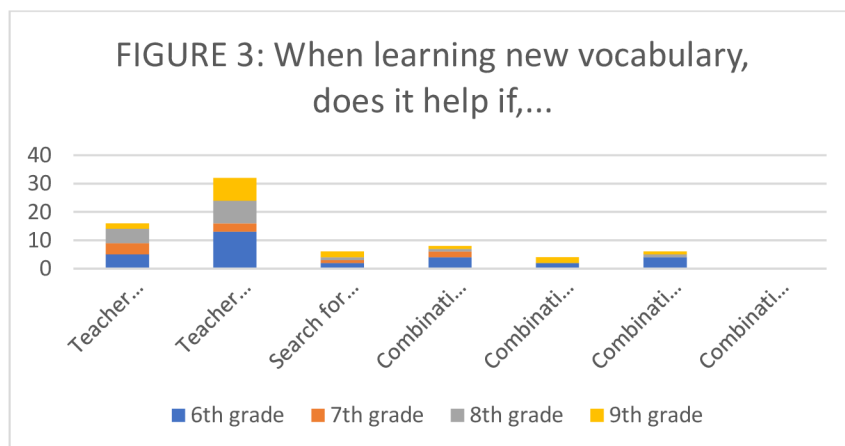
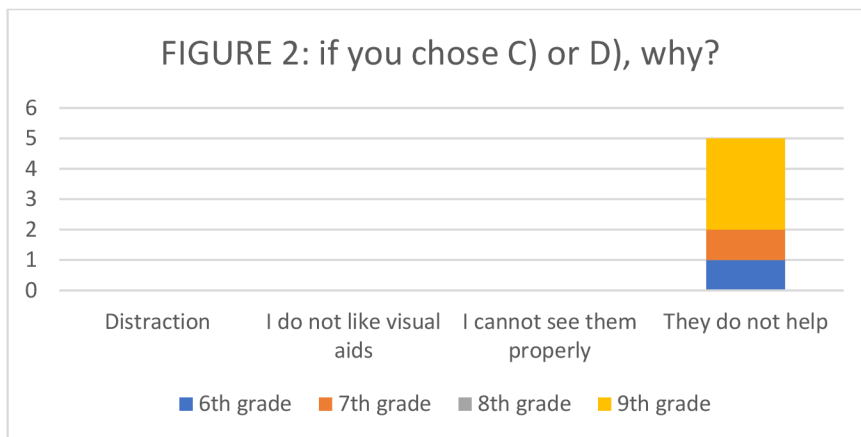
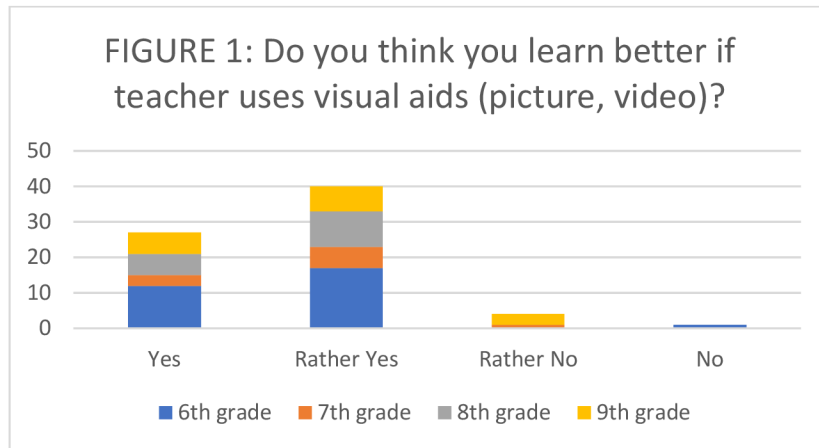


FIGURE 4: When spending your free time, how often do you watch a video or see a picture in English?

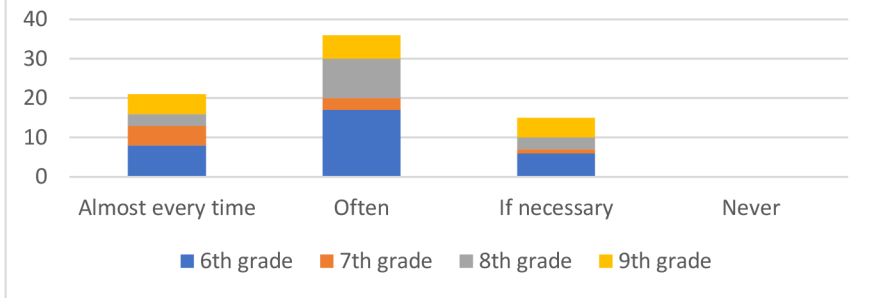


FIGURE 5: Would it motivate you, if teacher played video every class?

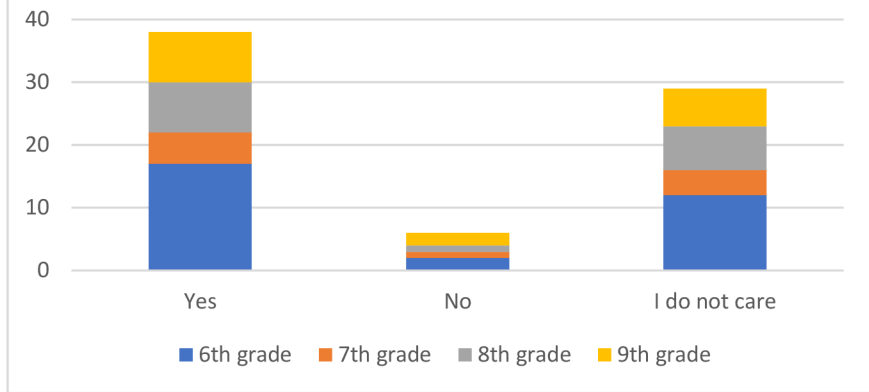
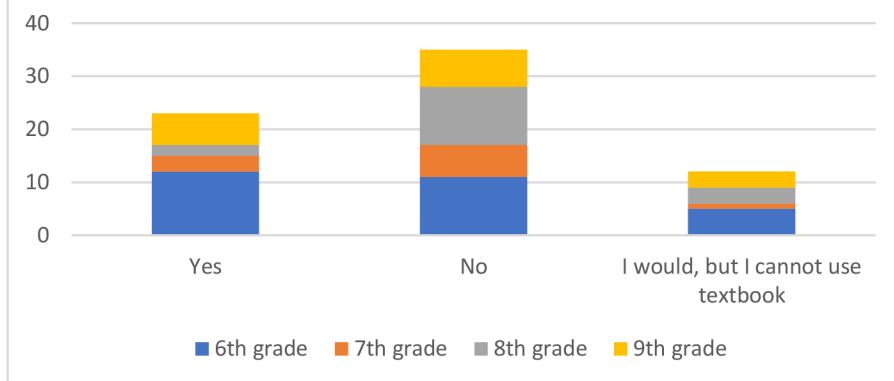


FIGURE 6: When studying, would you like to highlight your text colorfully?



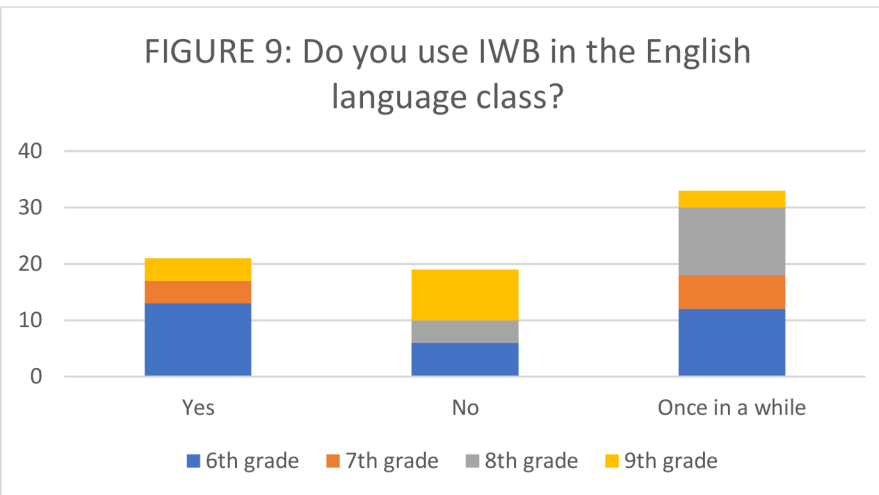
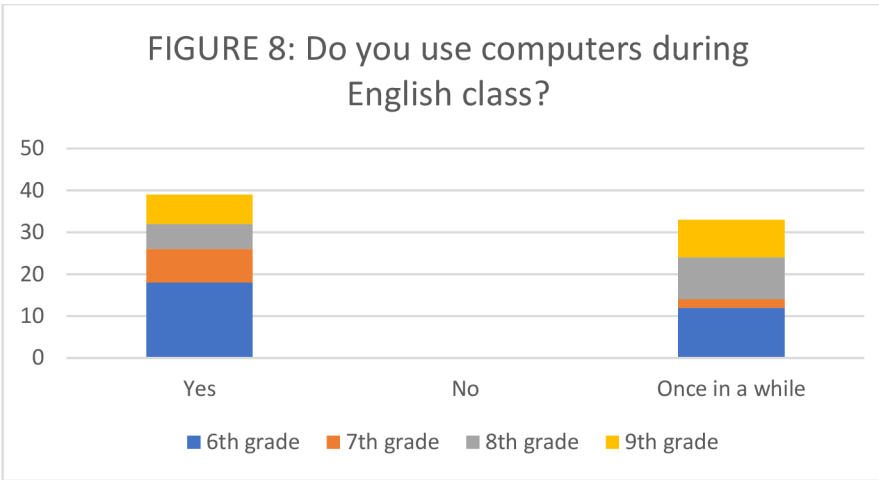
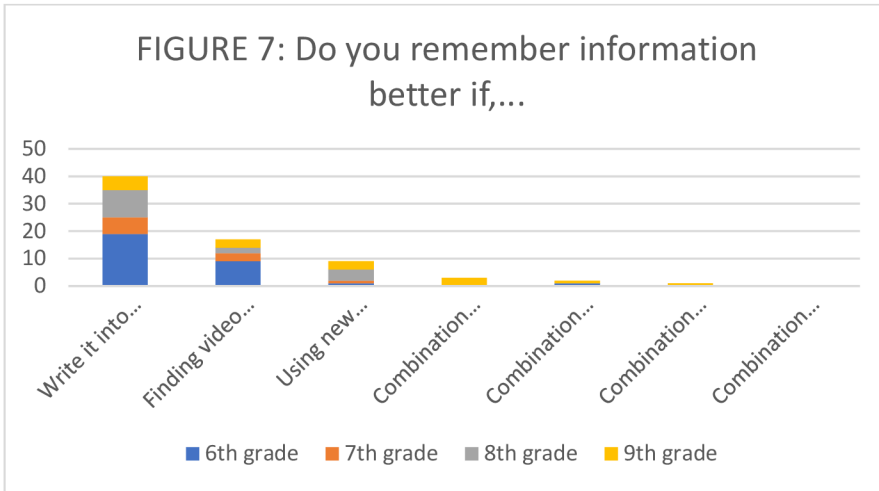


FIGURE 10: Do you like lessons more, if a teacher switches activities and uses visual aids such as video or comics?

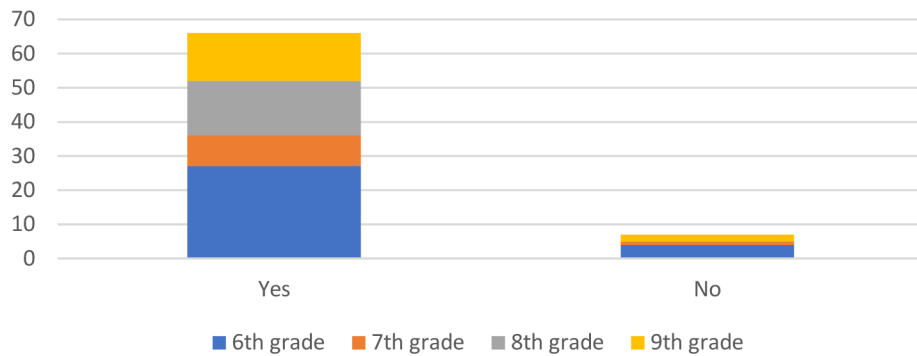


FIGURE 11: Do you think textbooks should be pretty and visually engaging?

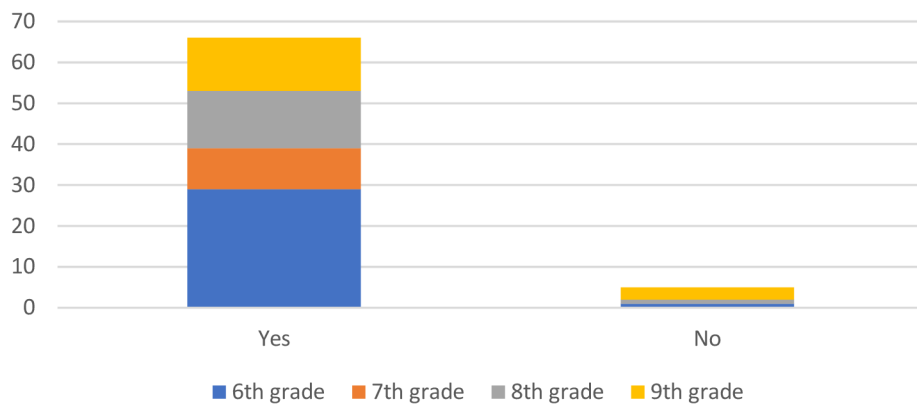


FIGURE 12: Do you find textbook you are using aesthetically pleasing?

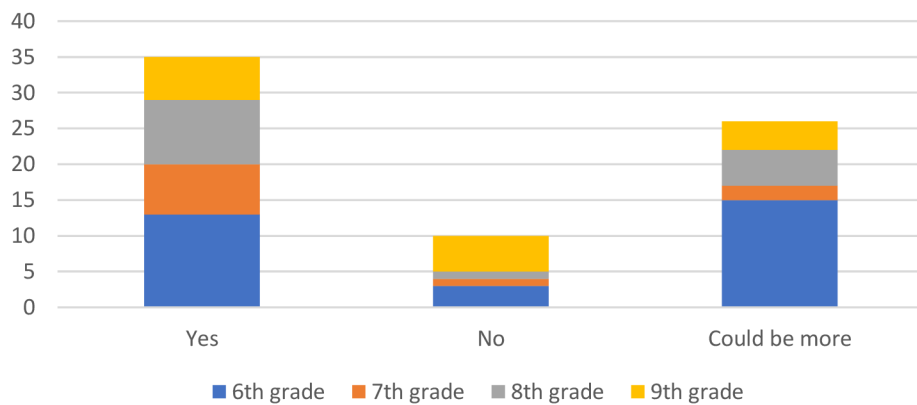


FIGURE 13: Which visual aids do you use in the English Language class?

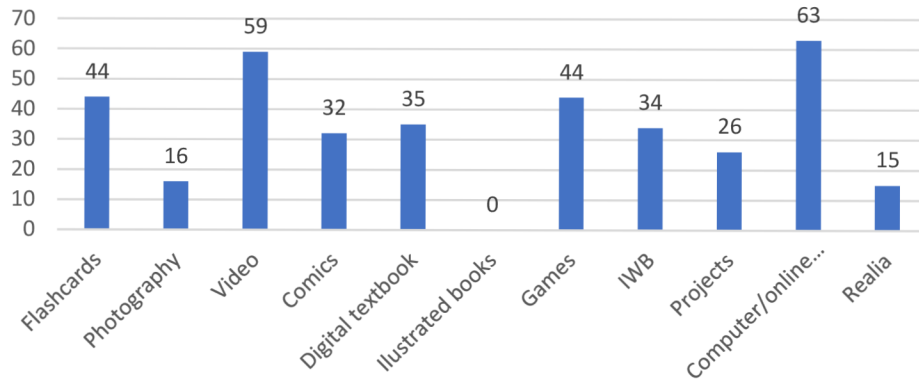
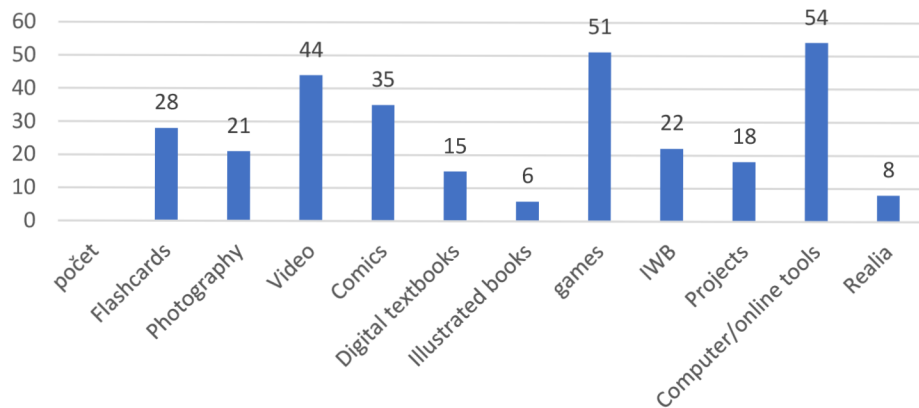


FIGURE 14: What visual aid would you like to use more in the English language class?



Appendix 5: Results of the survey among teachers

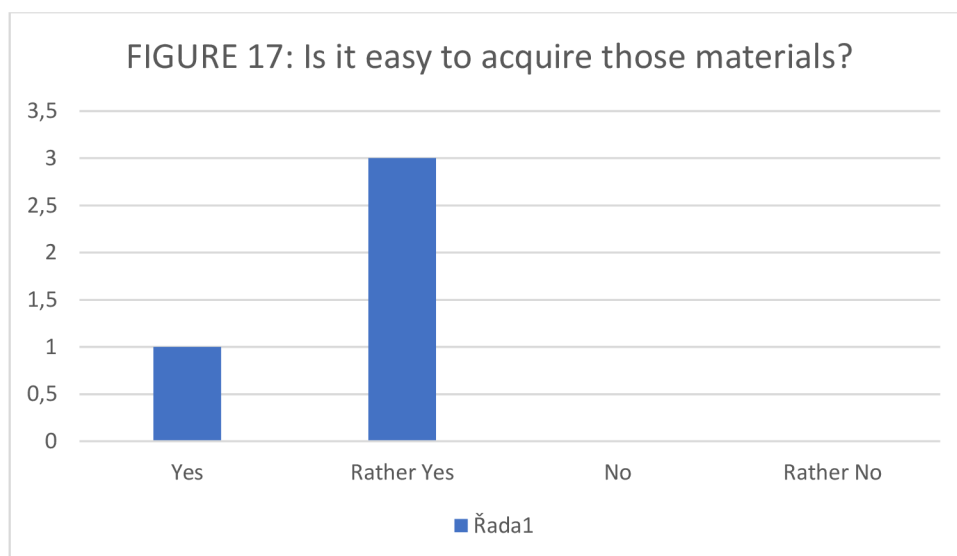
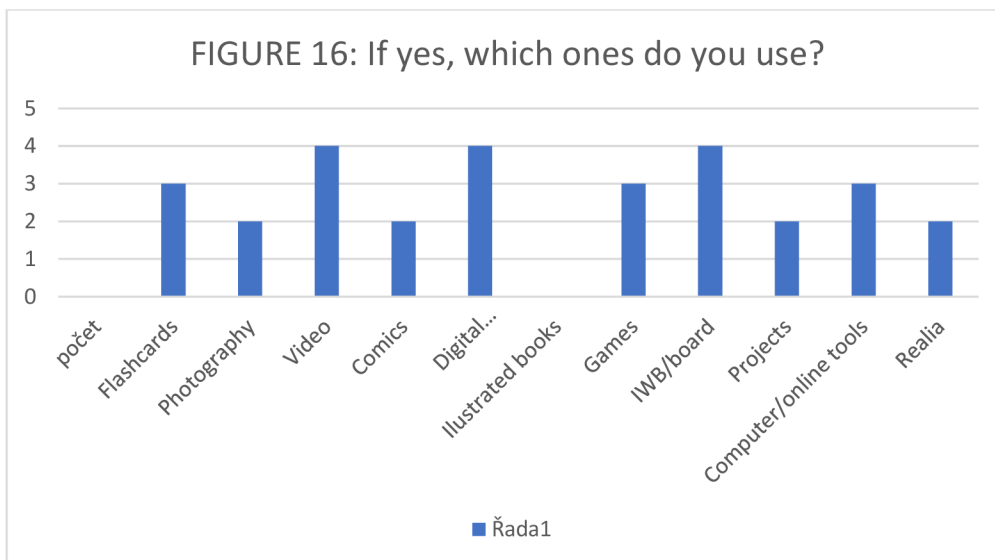
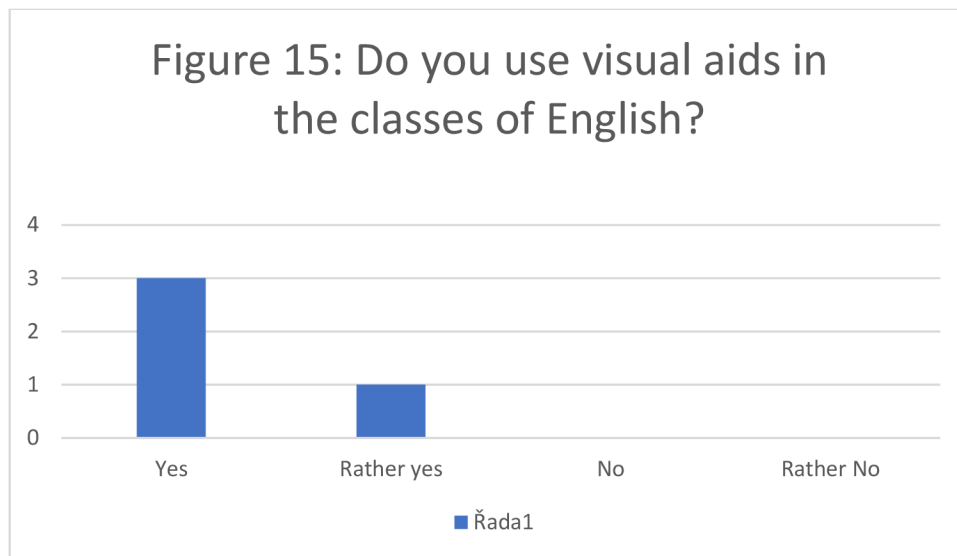


FIGURE 17: Where do you usually find materials for lesson?

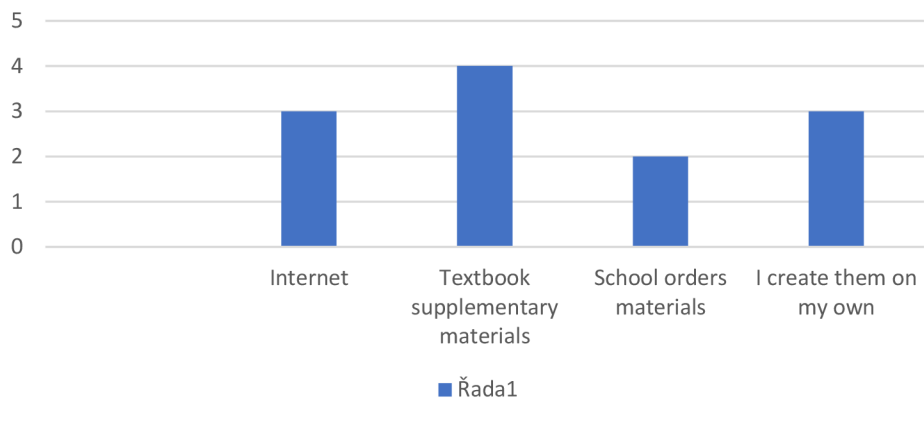
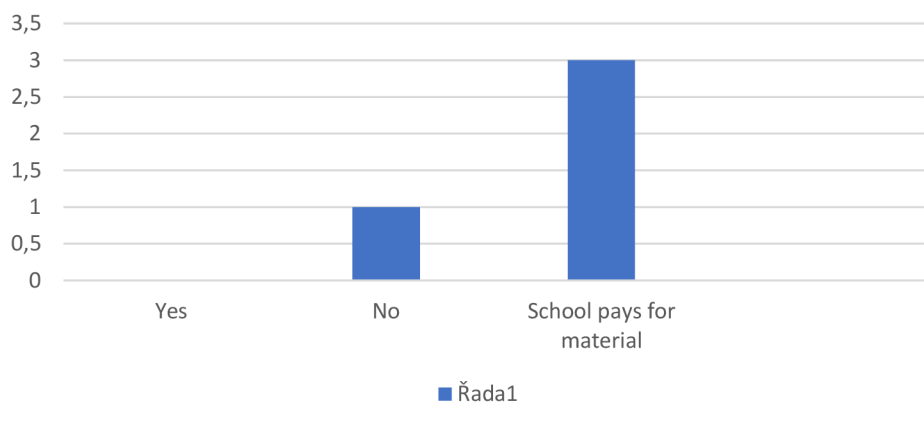


Figure 18: Do you invest financially into materials?



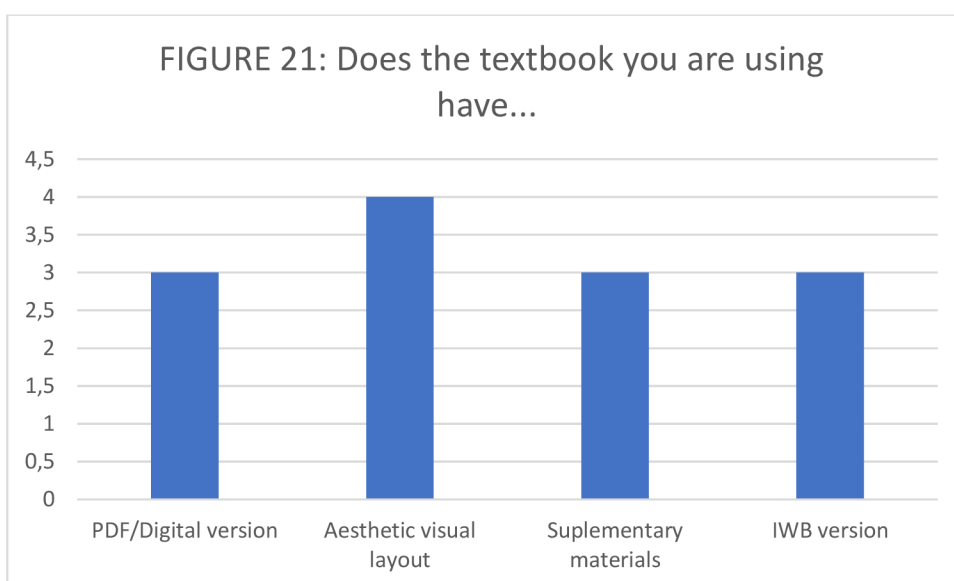
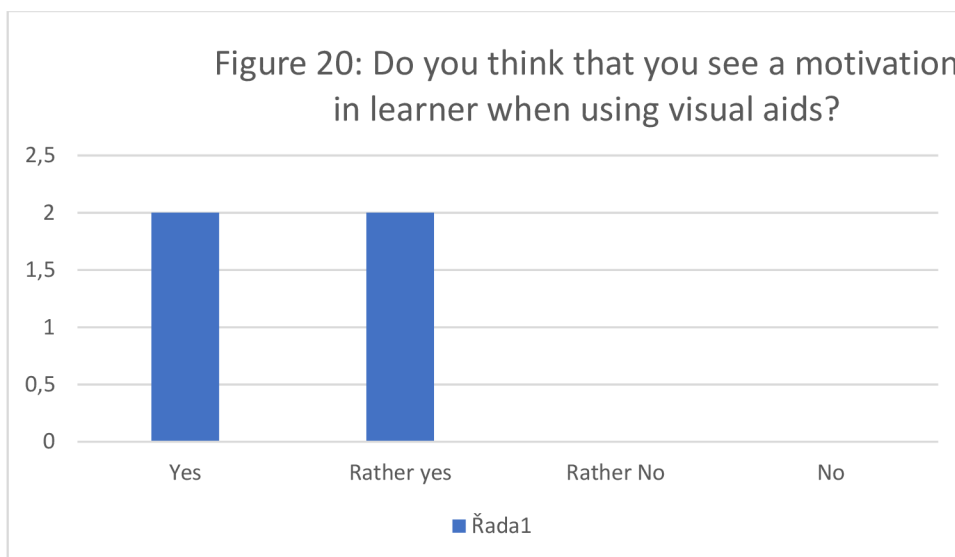
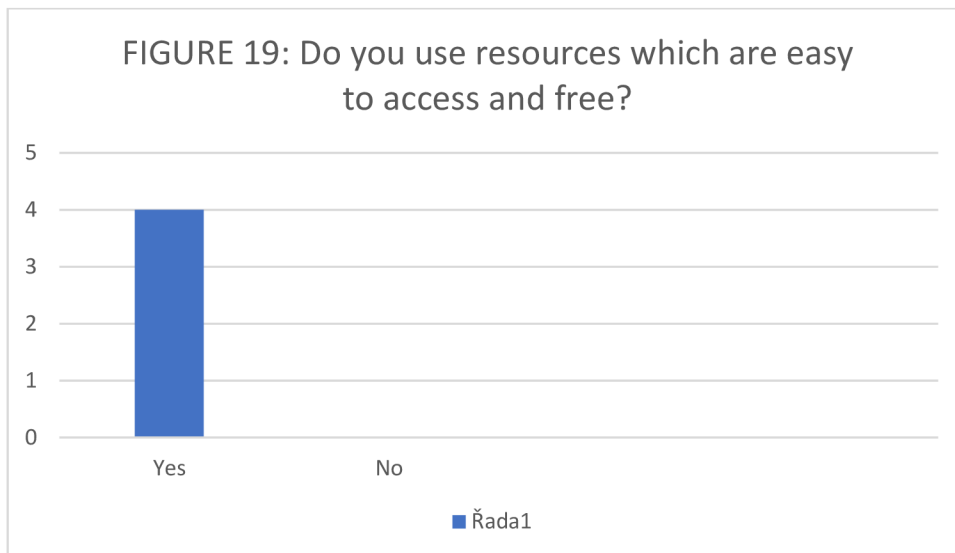


FIGURE 22: If you use textbook which works with IWB, cross what is true

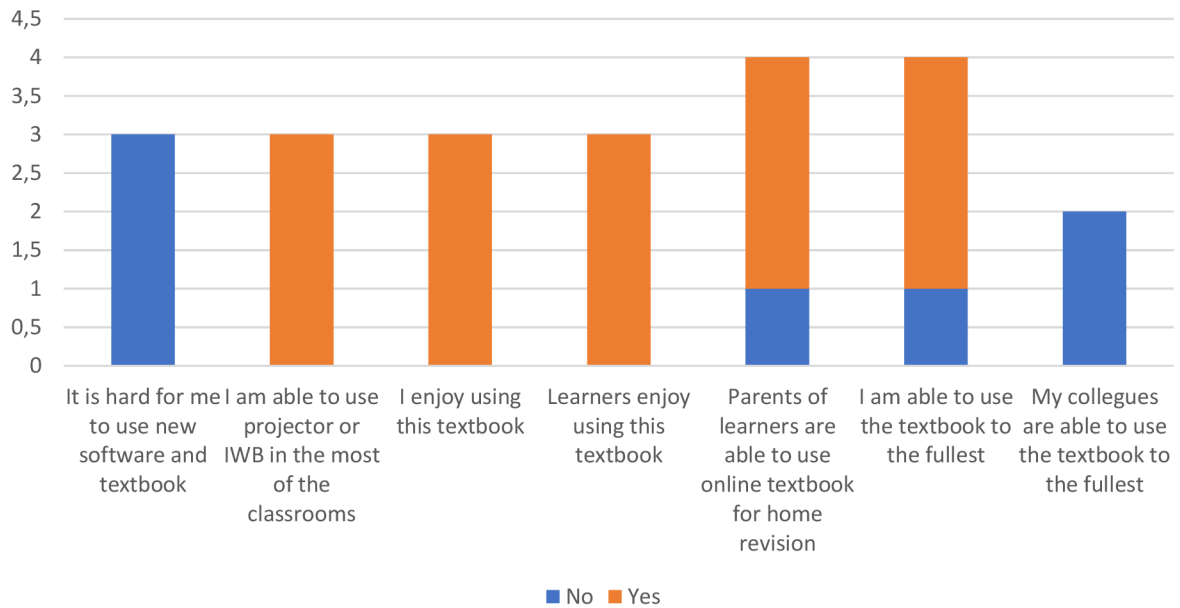
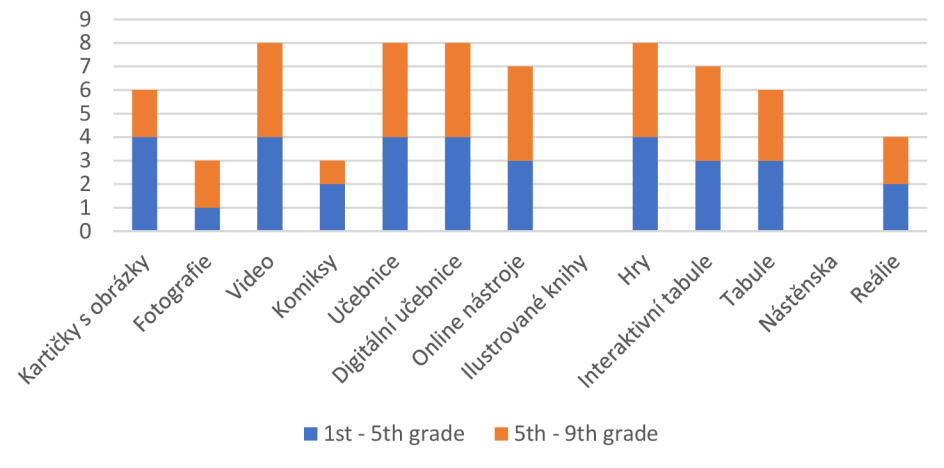
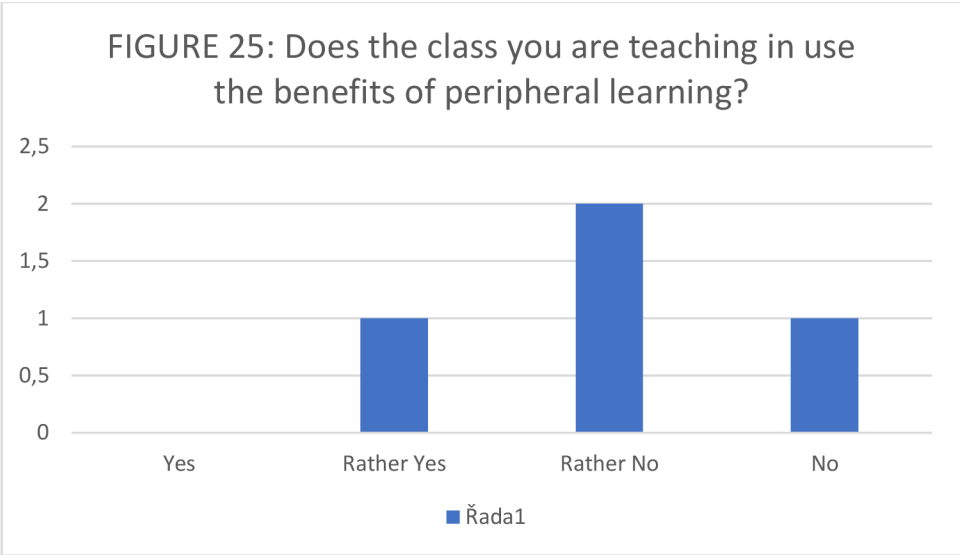
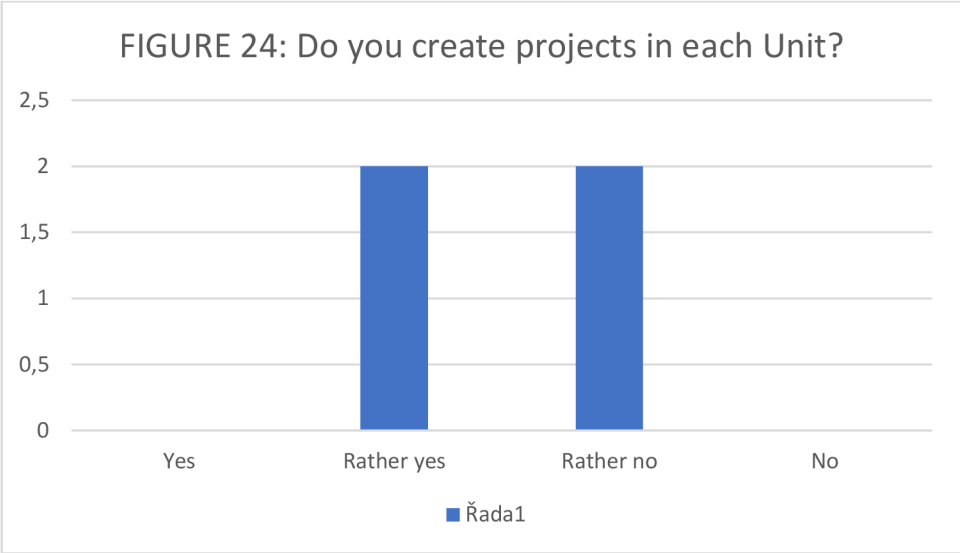
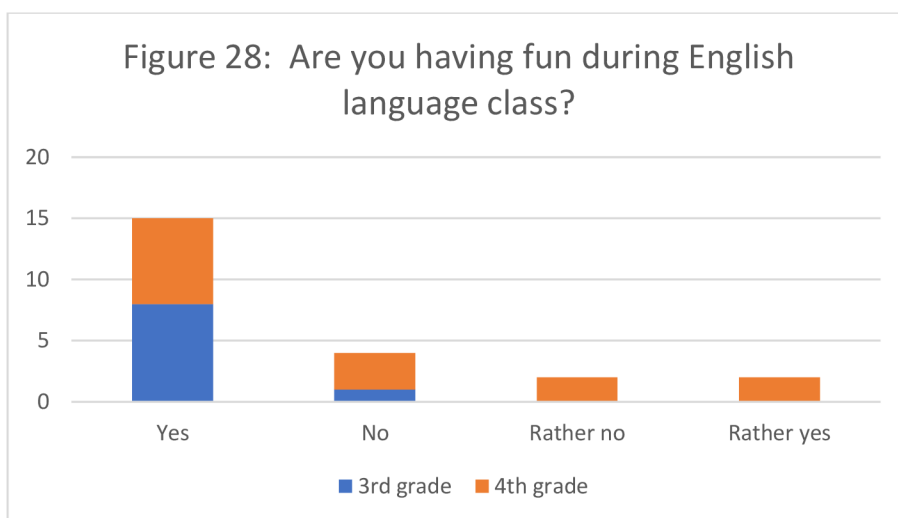
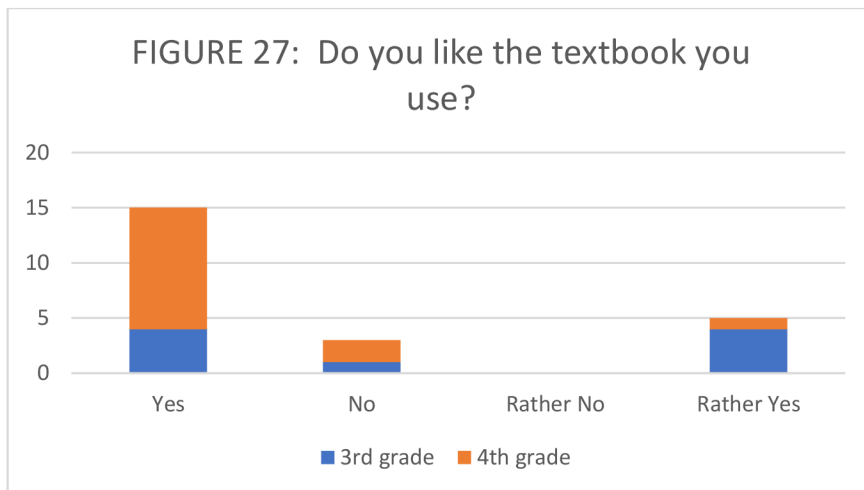
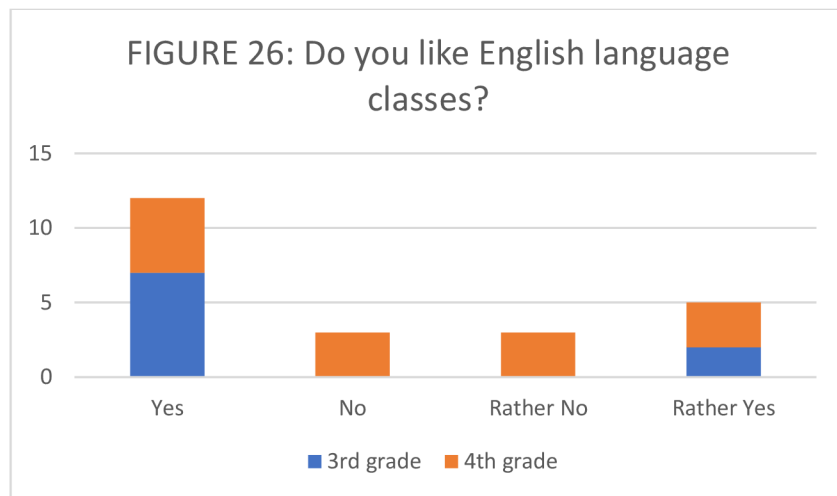


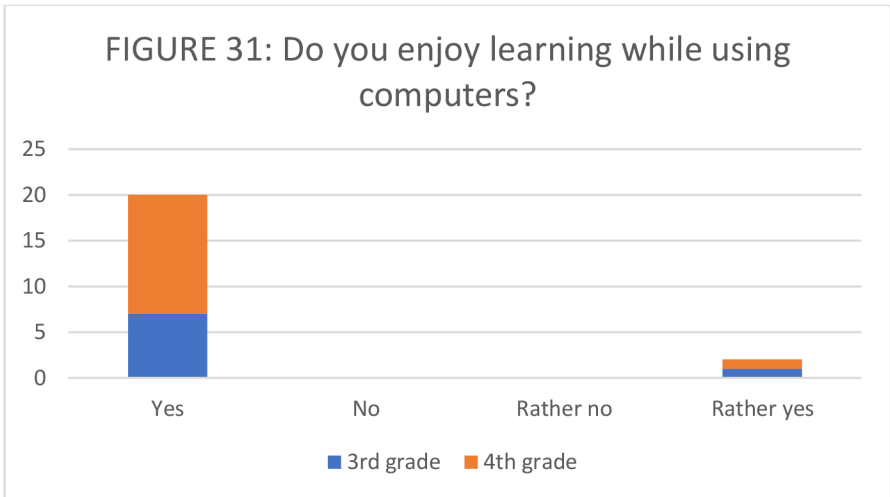
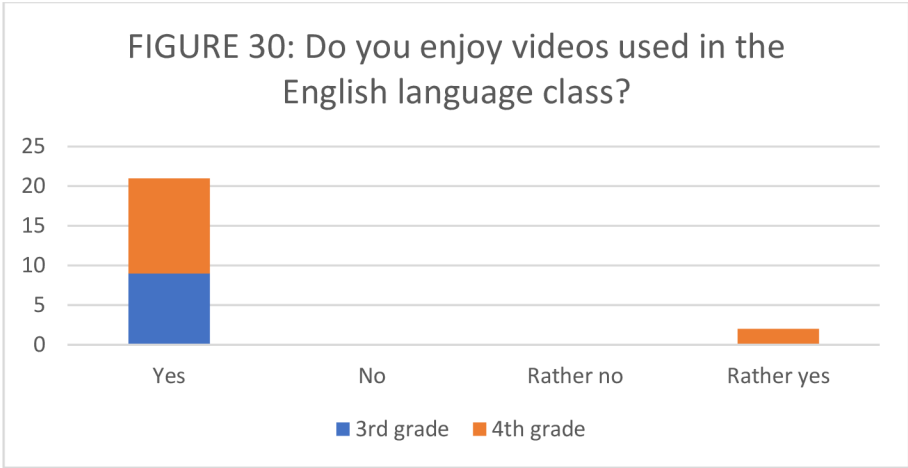
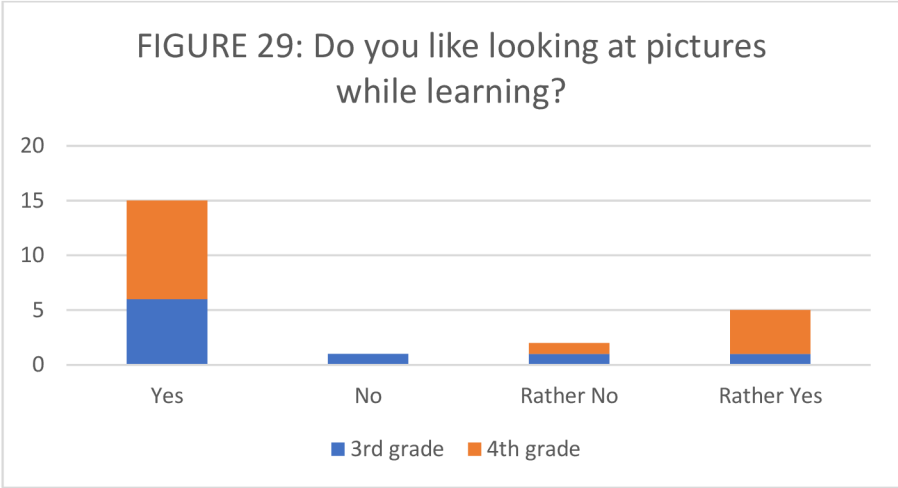
FIGURE 23: Cross aids which you use





Appendix 6: results of survey amongs younger learners





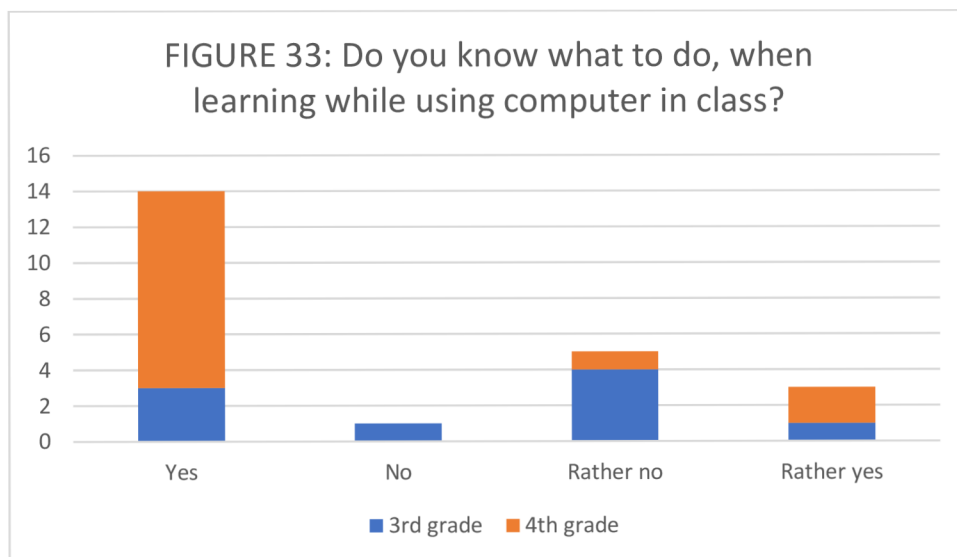
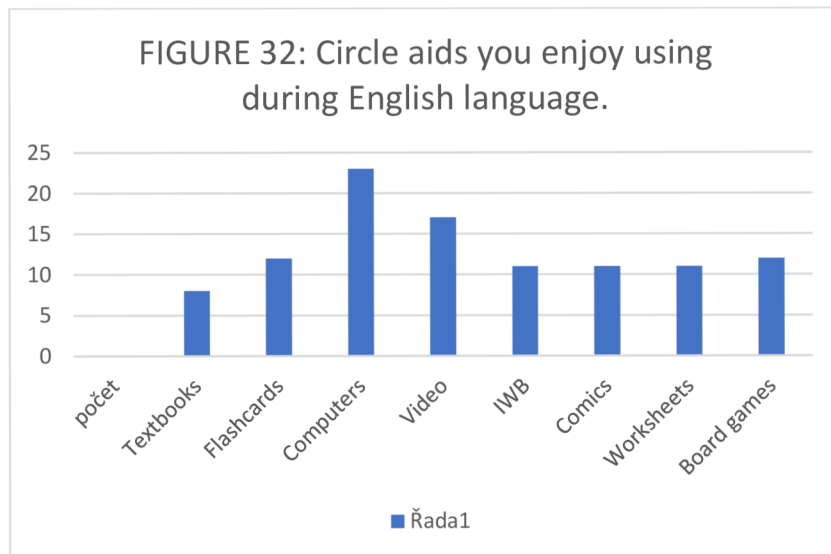


FIGURE 34: If you see an picture of a word, do you remember it easier?

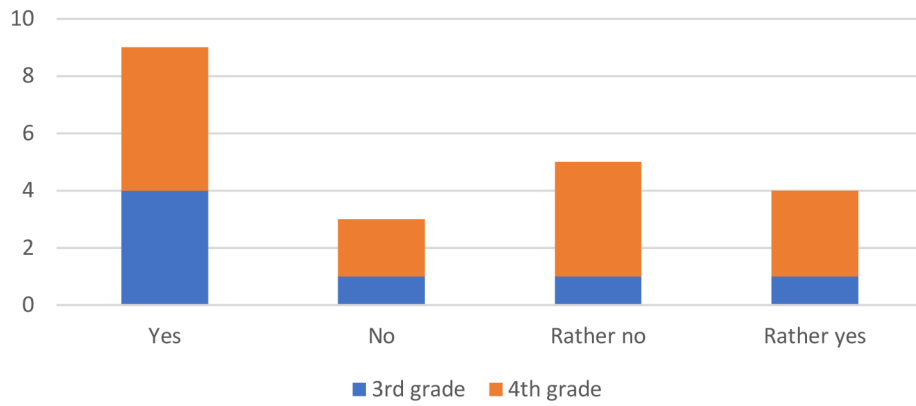


FIGURE 35: Does highlighting in the text help you with reading and remembering information?

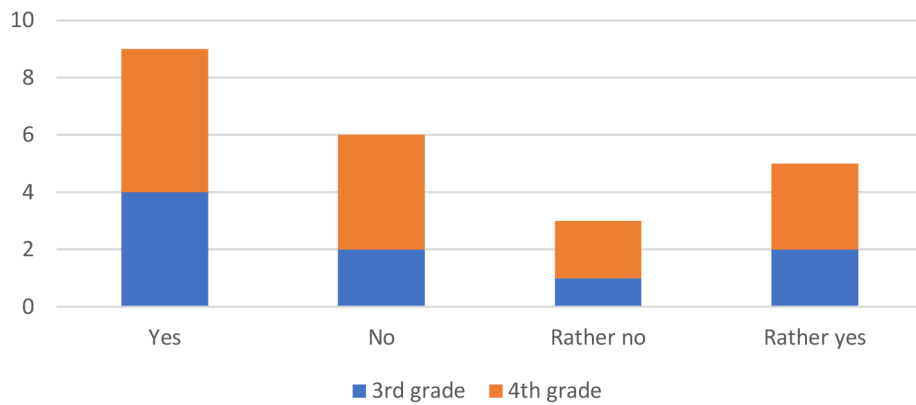


FIGURE 36: Are you able to learn from the textbook by yourself?

