

Univerzita Hradec Králové  
Pedagogická fakulta  
Katedra anglického jazyka a literatury

**Modern Media and Social Networks in ELT as Source of  
Motivation**

Diplomová práce

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### **Cíl, metody, literatura, předpoklady:**

Práce se zaměří na výuku angličtiny na 2. stupni ZŠ a využití moderních médií a sociálních sítí při její výuce. Teoretická část charakterizuje např. motivaci, její typy a roli ve výuce cizího jazyka, styly učení, a dále moderní média a sociální sítě ve vztahu k jejich možnostem využití ve výuce AJ na 2. stupni ZŠ, především s ohledem na kompetence a dovednosti charakterizované RVP a konkrétními ŠVP. Praktická část na základě výzkumu ve školách zmapuje např. využívání technologií ve výuce AJ, povědomí učitelů o sociálních sítích, povědomí žáků o různých vzdělávacích aplikacích apod. a na základě toho stanoví doporučení pro praxi.

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## **Prohlášení**

Prohlašuji, že jsem tuto diplomovou práci vypracovala (pod vedením vedoucí diplomové práce) samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne

## **Poděkování**

Tímto bych chtěla poděkovat Mgr. Vraštilové Olze, M. A., Ph.D. za vedení mé diplomové práce, cenné rady, ochotu a trpělivost při konzultacích.

## **Anotace**

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Diplomová práce se zabývá moderními médii a sociálními sítěmi ve výuce anglického jazyka s ohledem na jejich potenciální motivační efekt. Teoretická část je rozdělena do tří částí. První část se zabývá otázkou moderních médií a technologií s ohledem na jejich použití v hodinách anglického jazyka. Druhá část zkoumá téma sociálních sítí, zdůrazňuje nejnámější sociální sítě a navrhuje nápady, jak je zakomponovat do výuky. Poslední část definuje pojem motivace a popisuje různé motivační strategie učení se cizímu jazyku. Praktická část diplomové práce zkoumá stav používání moderních médií a sociálních sítí mezi dětmi druhého stupně základní školy a rovněž také jejich užívání během hodin angličtiny ve školách. Dále se soustřeďuje na to, do jaké míry mohou motivovat žáky k učení se angličtiny a zmiňuje, zda by měli zájem pracovat s moderními médii a sociálními sítěmi při jejich hodinách.

Klíčová slova: moderní media, sociální sítě, motivace, učení se anglického jazyka, výuka angličtiny

## **Annotation**

VRÁNOVÁ, Markéta. *Moderní média a sociální sítě ve výuce angličtiny jako zdroj motivace*. Hradec Králové, 2020. Diplomová práce. Univerzita Hradec Králové, Pedagogická fakulta.

The diploma thesis deals with modern media and social networks in English teaching with regard on their potential motivational effect to learn English. The theoretical part is divided into three part. The first part deals with the issue of modern media and technology with consideration for their use in language teaching and learning. The second part pursues the topic social networks, outlines the most common social networking sites and proposes idea how to integrate them into language lessons. The last part defines the term motivation and describes various motivational strategies in foreign language learning. The practical part of this thesis examines the situation of modern media and social networks use among children at lower secondary level as well as their use during English lessons in schools. Furthermore, it focuses on to what extent they motivate pupils to learn English and mentions pupils' preference for their integration into their lessons.

Keywords: modern media, social networks, motivation, English learning, teaching English

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## **Introduction**

When acquiring second language skills, the most demanding challenge is to figure out a suitable learning method and style. I myself struggled hard at the beginning of my lifelong English language journey to find out the best way how to conquer this obstacle. I came to understand that the most effective and enjoyable method was to surround myself with English-mediated environment and try to immerse in the target language as much as possible. Thanks to modern media and technology it was no problem. I watched English movies and TV shows on a regular basis and my language skills started to improve significantly. Moreover, during my both English practice and although short, yet enriching teaching career, I experienced that pupils know many words from TV shows, computer games and videos. In addition, social networking is these days clearly a very popular activity and social networking sites offer many opportunities to interact with English environment as well. Therefore, I decided to conduct a research on pupils' motivation to learn English while modern media and social networks are involved.

The theoretical part deals with three basic concepts, namely modern media, social networks and motivation. It is divided into three main chapters therefrom the first one tries to explain the term modern media and describes the most common and used modern media and technology. Furthermore, it proposes ways how they can be integrated into language teaching and learning and outlines possibilities how modern media facilitates acquiring language skills such as speaking, listening, reading and writing. The aim of the second chapter is to define the concept of social networks and describe the most common social networking sites. It also suggests how they can be implemented into language learning and warns about potential danger regarding their use. The last chapter analyses the matter of motivation. It pursues different theories and types of motivation and focuses on motivation in education and towards learning a foreign language. The theoretical part further includes findings from various foreign researches and the knowledge gained from them is compared with my own findings in the practical part.

The practical part investigates pupils' attitude towards learning English and tries to find out what kind of modern media they use in their free time, to what extent they engage in social networking with regard to their age and it also concentrates on pupils' engagement in computer gaming. Respondents were further asked to put their language preference by all previously mentioned activities. Furthermore, the practical part tries to

find out whether the use of modern media and social networks has motivational effect on pupils to learn English and whether pupils view the English mediated environment created by them more effective in English learning than lessons in schools. It also tries to find out whether pupils would prefer to work with modern media more often during their English lessons. The research data were collected from both bigger schools from Hradec Králové and small schools from Liberec Region and for this reason, another aim of this theses is to compare the findings from both regions. Based on these outcomes it also mentions teachers' awareness of modern media and social network use in English lessons accompanied by author's own experience.

## Theoretical part

### 1 Modern Media

This chapter deals with the term modern media and outlines basic definition of this concept. Furthermore, it describes modern media and technologies that are most used and proposes ideas how to integrate them into language learning and teaching. It also focuses on basic language skills such as listening, speaking, reading and writing and gives examples of how modern media and technology facilitate acquiring these skills.

By the concept modern media, I understand new technologies that people use such as smartphones, laptops, videos, mobile applications and many others. Therefore, in the next pages of both theoretical and practical part, I am going to address all kinds of technologies, including those earlier mentioned, and digital gadgets as modern media. Nonetheless, Cambridge Dictionary defines this term as: *“products and services that provide information or entertainment using computers or the internet, and not by traditional methods such as television or newspapers”* (Cambridge Dictionary).

Creeber and Martin, however, argue that it is very difficult to clarify the term modern or new media. They mention the reality of fast development of technology. In other words, if something is called new now, it does not mean that this title remains after few years pass. Furthermore, they argue that the concept of new media occurred in the late 1980s when the world of media and electronic communication began to change significantly. New media have one thing in common and that is the internet. With interconnected series of computer networks and internet browsers such as Google or Yahoo, people from the whole world now have an instant access to gigantic amount of information (Creeber and Martin, 2009, pp.1-2).

Nevertheless, the subject matter of this chapter is not clarifying the true meaning of the term modern media. Since their use is closely connected to modern technology and new inventions, the main focus of this chapter will be shifted towards modern media and technology use in English language teaching.

The development of teaching aids has come a long way. The blackboards and chalks were replaced by whiteboards with markers and many schools have interactive boards in their disposal as well. Almost every classroom is equipped with projectors and access to the internet in schools is a matter of course. Most of the English textbooks used

in schools have their interactive version, like Project iTools, to make lessons more interesting and entertaining. Some teachers also use tablets or smartphones in their classes. Some publishers even offer students their online courses based on textbooks or mobile applications that students can download.

In addition to reasons mentioned above, nowadays, students expect their lessons to be interactive and innovative, therefore it is essential to use modern technology in education. It is also possible that thanks to the use of technologies such as computers, tablets, smartphones, interactive boards or the internet, the lessons become more effective and productive and students are more likely to engage in lessons and become more motivated (Stojkovic, 2018, p.1).

Walker and White mention two terms concerning our relationship with technology, namely digital natives and digital immigrants. These terms were introduced by Prensky in 2001. Digital natives were brought up with technology since their early childhood. Walker and White give examples of toddlers playing with the latest model of a smartphone or tablet without any problems to manipulate it. Contrary to digital immigrants who were introduced to modern technology later in their lives and had to learn how to operate it. The authors further speak about a shift from computer-assisted language learning (CALL) to technology enhanced language learning (TELL). The major difference between the two concepts, as Walker and White explain, is that: *“technology enhanced learning includes technology in the environment in which language exists”* (Walker and White, 2013, p. 9). TELL incorporates many gadgets (not just a computer) such as smartphones, tablets, gaming consoles which are part of our everyday lives and therefore students are familiar and comfortable using them. Given that vast majority of students are digital natives, the implementation of technology to language classrooms is almost inevitable (Walker and White, 2013, pp. 9-23).

### **1.1 Interactive whiteboard**

Gage defines an interactive whiteboard as: *“a large computer screen which is sensitive to touch”* (Gage, 2006, p. 1).

Betcher and Lee speak about how traditional blackboards were influencing the way of teaching for over 200 years and became the first revolutionary tool. Moreover, they claim that the interactive whiteboard has the same potential as its predecessor to completely change the method of teaching. Instead of a traditional paper-based form that

existed for centuries in the educational environment, schools all over the world are embracing all the possibilities new technologies offer. It is also probably the first instructional technology devised primarily for teachers. (Betcher and Lee, 2009, pp. 1-5).

An interactive whiteboard is rather flexible and is able to adapt many teaching styles and methods teachers need. It could be used by teachers who prepare their university students for exams or by teachers working with very young learners. Nevertheless, there is a concern that teachers using interactive whiteboards will incline to whole-class teaching and their students will passively consume information. Betcher and Lee assure that this depends on teachers' skills. If technology is used correctly, it can dramatically enhance teaching and help to create interesting and interactive lessons (Betcher and Lee, 2009, pp. 7-8).

Using an interactive whiteboard has many advantages. One of them is that it facilitates teachers' work. They have access to various internet resources and can use multimedia and authentic materials such as videos, songs or texts whenever they need to. Furthermore, an interactive whiteboard offers the possibility to create worksheets or make notes during classes and save them afterwards for future use. Interactive whiteboard might inspire teachers to change their approach to teaching to become more creative and therefore it encourages personal development. It has also an impact on learning. It increases pupils' engagement in lessons and motivates them to learn. Moreover, it helps pupils' interact with materials used during their lessons and enables them to see their work on the board (Al-Faki and Khamis, 2014, pp.138-139).

## **1.2 Smartphones and tablets**

Smartphones or mobile phones in general are an integral part of our everyday lives. Walker and White explain how smartphones took over from cameras, MP3 player, satellite navigations or gaming consoles. They are no longer mere communication devices. Smartphones connect us with the world of internet, TV, news or social networking and therefore everyone has an instant access to countless amount of information. The authors further mention the impact of digital media on roles of consumers and producers. With arrival of unlimited possibilities provided by the internet and ubiquitous technologies such as smartphones, everyone can create and publish content that might influence the public and that makes distinctions between the role of consumers and producers fairly unclear. Therefore, Walker and White suggest that

teachers should take advantage of these possibilities to create content so easily and encourage their pupils to publish to a real audience. They believe it to be a powerful tool for language learners (Walker and White, 2013, p. 174).

Walker and White further claim that smartphones have changed the relationship between students, teachers and technology. Teachers must get used to the fact that they no longer have the control over technology pupils use in the classroom and that pupils probably know more about the technology than their teachers. After all, majority of teachers are digital immigrants and their pupils are digital natives. The best way how to cope with this issue is that teachers make use of learners' phones and integrate them into lessons. Pupils can use them for occasional gaming activities to practise vocabulary or use their smartphones to make or watch videos. Furthermore, pupils can use them to look up information needed for a task (Walker and White, 2013, p. 175).

Anil points out one great benefit of smartphones in language practise. Learners can use various application available on the market to practise English or use social networks for communication. Thanks to the automatic saving of messages, learners have access to them any time. Teachers can tap into the services social networking sites offer and create activities for their language lessons. Anil further suggests that teachers could create a chatroom for groups of pupils or pairs to have conversations. The teachers could join in the conversation and project it on the whiteboard for later reference (Anil, 2018).

Regarding the use of tablets in schools, Walker and White say that tablets are great tools because they feature many functions. Tablets can be used as books, laptops, video recorders or for taking notes. Thanks to installed GPS they can be used for activities based on a location. Tablets are also suitable for group work and since they are not heavy devices, pupils can take them home and use them for various homework assignments. This advantage could help include parents in the learning process (Walker and White, 2013, pp. 176-177).

### **1.3 Applications for learning foreign languages**

There are countless learning applications devised for foreign language learners. Some of them are intended for practising vocabulary or grammar, others provide whole lessons to help learners with acquiring the knowledge of foreign language. One of the most well-known application is probably Duolingo. This application offers 35 language courses. Among these, learners can find English, German, Spanish, and many others,

ordinary language courses. However, Duolingo also offers unusual courses such as Esperanto or Klingon (an artificial language from Star Trek) which surprisingly has 325 thousand learners. For the record, Czech language course has 415 thousand learners (Duolingo, 2020).

Even some organizations supporting English teaching such as British Council provide applications for improving English language skills. On their official websites, there are 11 applications in total that learners can choose from and all of them are downloadable for Android or iOS. These applications are free of charge and learners can opt whether they want to practise pronunciation with Sounds Right, grammar with Johnny Grammar's Word Challenge, or practise listening skills with a video application LearnEnglish Great Videos, etc. (British Council, 2020).

Some publishers offer mobile applications based on textbooks that are used at schools which pupils can download into their smartphones. An example could be Fraus publishing and their application WordTrainer Fraus which is used for vocabulary practice. The English vocabulary in this application is built on vocabulary used in following textbooks: *Maturita s nadhledem*, *Way to Win* and *Your Space*. This application is available on the Google Play free of charge (Fraus, 2020).

Project textbooks which are very popular at Czech elementary schools do not provide such applications. However, there is a possibility of Project Online Practice which is an interactive homework system to practise grammar, vocabulary and particular language skills. The tasks are based on Units from the textbook. There is also a test-yourself section in which pupils get feedback to show them what are their strengths and weaknesses (YouTube Project Online Practise, 2014).

#### **1.4 Computer games**

Online computer games open a wide range of opportunities to practise a foreign language. They provide texts for reading or listening and create environment for conversations with other players. Such games are a great motivational tool to work with a foreign language. Game players tend to immerse in the game so deeply that it holds their attention completely. As a result, gameplayers manage to read difficult texts and cope with language that they would refuse or consider useless if it were presented on a worksheet or in a textbook. Many games are often rich in language that is based on the content of the game and offer players vocabulary connected to the context of the game.



This promotes unintended learning of new vocabulary (Walker and White, 2013, pp. 173-174).

Vasileiadou and Makrina carried out a research at primary schools in *Orestiada*, Greece on how playing computer games influences pupils' vocabulary. They found out that computer games were proved to be the most effective tool to enrich pupils' vocabulary. Pupils also stated that it was the most enjoyable way to learn new words and said that they would use computer games the most during their lessons to learn new vocabulary. The pupils were divided into two groups and each group took pre-tests to examine their level of English and knowledge of previous units taught at their schools. The outcomes showed that there was no considerable difference between the two groups. Afterwards, both groups started learning vocabulary from the first two units in their textbook. The experimental period lasted 24 weeks. One group practised the vocabulary with student's book and workbook exercises. The other group, however, had the possibility to practise the vocabulary by playing relevant computer games. After the experiment, both groups took post-test. The findings revealed that the group practising their vocabulary with computer games achieved better results than the other group. Moreover, practising vocabulary with computer games had the most significant impact on low-achievement pupils because during the 24 weeks, their achievement raised by 38,7% on average. (Vasileiadou and Makrina, 2017, pp. 137-142).

### **1.5 Videos, movies and TV shows**

Reinders claims that the role of video in the learning process is underestimated and many teachers do not give videos much importance in their lessons. However, learners spend much more time on watching TV and videos than for example on reading and therefore it is important to integrate videos into lessons. The lack of focus on videos Reinders clarifies by associating them with a source of entertainment rather than with tools that promote learning (Reinders, 2016).

Reinders further points out the advantages of video use in a language classroom. Firstly, learners are familiar with videos because they use them in their own free time. Secondly, videos provide an authentic material and thanks to the internet, teachers have a wide range of possibilities to choose from. Lastly, Reinders proposes that learners could create their own videos and share their content with their classmates. They can add comments to their videos and have discussion on them (Reinders, 2016).

Playing computer games and watching videos in English certainly enhance language skills. There was a Swedish research conducted in 2012/2013 about what students consider more effective in English learning whether in- or outside-of-the-school activities. Swedish people are considered to have achieved high level of English proficiency and Swedish students spend around 20 hours a week in English mediated environment. Most of the foreign media including popular TV shows, computer games or music that occur in Sweden are broadcasted in English with Swedish subtitles except for programmes designed for very young children that are dubbed into Swedish. According to the Swedish survey, most popular TV shows watched by teenagers in the 13-16 age group in 2012/2013 were Family Guy, The Simpsons and How I met your Mother. Regarding playing computer games most popular for the same age group were FIFA, Call of Duty, Minecraft and League of Legends and War of Warcraft. All these media were available in English. The outcomes of the research showed that games were mostly played by boys (90 %) and 44 % of them spent more than three hours a day on playing computer games. This frequent exposure to English caused that students were comfortable with using the language and a large number of them believed that they gained majority of their language skills in outside-of-school activities. Further in the Swedish study, more than a half of the respondents stated that they learned more English outside of school. The findings also revealed that girls' responses were different from boys'. Considerably more girls than boys believed that they gained most of their English knowledge in school (Lasagabaster, Doiz, Sierra, 2014, pp. 93-106).

## **1.6 Basic language skills and modern media**

Earlier in this chapter, it was outlined how modern media can be used for practising language skills. The last part of this chapter deals with this issue in more detail. It describes how modern media and various technologies might facilitate acquiring fundamental language skills such as listening, speaking, reading and writing.

### **1.6.1 Listening skills**

In the recent past, teachers were depending only on tapes or DVDs and over time, also on CDs. There was no possibility to interact with native speakers and most of the listening tasks were concentrated on capturing required information. However, with the arrival of internet and new technology the situation completely changed. There are endless opportunities to opt the suitable listening materials, teachers can create their own tasks and sometimes pupils can have a voice in what kind of listening exercise they want

to work on. Walker and White point out YouTube as a rich source of various videos, music clips, movie trailers and episodes of TV shows. Nevertheless, these videos are not intended for learners and therefore they might be difficult to understand. Walker and White further advise that teachers could design their own video listening task using YouTube. They can either do it on their own or get pupils involved (Walker and White, 2013, pp. 33-34).

Fortunately, there are websites such as British Council or BBC news that create content designed for English learners. For example, BBC news provide materials for English teachers and learners with videos and various tasks. To each video there is a transcript available so that learners could practice their reading skills as well. There is also a possibility to learn grammar, vocabulary or pronunciation. Each topic is briefly explained in a short video that is complemented with activities, quizzes or tasks. There are also stories for children, news and a section for teachers, where are videos with ideas for English lessons (BBC, 2020).

Another important tool for practising listening that Walker and White mention is music and songs. There are many sites that offer music clips with lyrics such as LyricsTraining or YouTube that has already been mentioned. The last advice the authors give regarding listening practice is that teachers or their pupils could make their own audio file or video. Learners creating an audio material for their classmates is not just about practising listening but speaking as well. Speaking skills will be discussed in the following part of this chapter (Walker and White, 2013, pp. 35-36).

### **1.6.2 Speaking skills**

The most demanding and last achieved skill is undoubtedly speaking. Learners are required to combine their knowledge of the foreign language with the ability to use it. Technology can facilitate the long journey to master this language skill and offers learners to interact with native speakers and use authentic materials. One possible option to rehearse speaking that Walker and White mention is a chatbot. It is a computer programme designed for communication. Learners can download it onto their smartphones or some of the chatbots are also accessible free on the internet. Users can either type the question in or ask orally and the program will have a conversation with them. It allows learners to practise pronunciation and interaction between speaker and listener. Another possibility the authors recommend is visiting sites such as Language

Exchange Community where users can find their language partner and interact with people from all over the world (Walker and White, 2013, pp. 37-39).

Another example of such sites is blabu.com which was developed in Prague in 2019. Blabu provides live video calls with native speakers from different parts of the world. Learners can talk to American, Australian or British people. This service is free of commitments or schedule, users are welcome to choose a tutor whenever they have time. The procedure is very simple. Users see who is online and select their tutor they like the most. Afterwards, they choose the length of their conversation that range from 15 to 45 minutes and the talk can start. Unfortunately, all users are charged for this service (Blabu, 2020).

Further great tool for improving learners' speaking skills that Walker and White point out is Skype. They suggest that teachers could create an online environment and have their class make a connection with one somewhere in the world. Students have the chance to try a real communication with unknown person, get to know another learner and share their experiences with learning a foreign language. The authors also remark that there is an opportunity to record the conversations so that students can replay them and listen to them again (Walker and White, 2013, pp. 41-42).

### **1.6.3 Reading skills**

Walker and White speak about new approaches to reading, namely new literacy approach. It stresses the relationship between writers and readers and studies how social context might have an effect on reading process and understanding of written text. Technology and sites like Wikipedia have the capacity to change this relationship by allowing everyone's content to be read and published. Social networking sites like Twitter or Instagram open the possibility to text directly producers of texts or write a comment or review. The internet also created various reading and writing communities who share their interests through blogs and websites (Walker and White, 2013, pp. 46-48).

Regarding second language learners, Walker and White point out the fact that second language texts are mainly read for academic or work purposes contrary to first language texts that are primarily read for entertainment. Nevertheless, they claim that technology increases motivation to read, which was examined on a reading community that created a blog where students posted reviews on books they had read (Walker and White, 2013, pp. 48-50).

Technology provides a wide availability of various online texts and materials such as news, magazines, e-books, websites or digital and interactive fiction. There is also a possibility to choose from simplified texts for learners provided by some news sites or publishers. There are also graphic novels with images that can be downloaded into smartphones. These usually have both paper and graphic forms, however there is a rich amount of texts that, as Walker and White say, are born digital and were created for screens of mobile devices or computers. The authors further describe the advantages of digital fiction. Readers can perform tasks, do puzzles or play games. Some of these texts are complemented with sound effects and in some cases, readers can write their own end of a story which promotes creativity. An example of writers that provide such kinds of stories are Kate Pullinger and Tim Wright. Nonetheless, Walker and White point out that some students might find the sound effects and images distracting and can hinder comprehension of written text. Digital fiction is linked to interactive fiction in which readers must read texts and then write a command so that they could proceed with the story. It has many common features with computer gaming. Computer games significantly improve reading skills and enrich learners' vocabulary (see pp. 16-17). Thanks to options that technology provides, teachers can connect teaching reading with speaking, listening or writing. Pupils can read a text and listen to it at the same time or watch a movie and read subtitles or use the already mentioned interactive fictions (Walker and White, 2013, pp. 53-56).

#### **1.6.4 Writing skills**

Technology offers many new options to practise writing skills. Students can write in their own time outside the school and still get feedback regardless of their teacher. Moreover, with the arrival of modern media, new genres appeared. Walker and White give examples of such genres like blogging, chatting or tweeting. In the case of blogging, creating content that can be read and commented by other students encourages the writing process, reflection and promotes critical thinking (Walker and White, 2013, pp. 72-77).

Online chat is another option that the world of internet provides to practise writing skills. This activity requires at least two participants in order to interact. The most well-known and widely used online platform for chatting is Messenger. Users can share their common interests like sport or music. Lewis points out the fact that for learners with limited English proficiency this communication can be difficult. However, for students at a higher level this activity has a great potential to develop writing skills and learn to

converse. The author further recommends email as another interesting writing challenge. Chatting requires both users to be online and instant response to a message, email communication is less demanding, and writers have more time to think through what they want to say. Therefore, email is more appropriate tool for lower-level students (Lewis, 2009, pp. 40-42).

Further Lewis speaks about wikis which encourage collaboration and working on common writing tasks. To familiarise students with wikis, teachers can show them, as the author says, the mother of them all Wikipedia. It provides great amount of information and anyone who is registered can upload content. Therefore, it is necessary to check the correctness of information. Through wikis, students can learn process writing that is based on structuring a writing task into manageable pieces. They can work on the task together and finally publish it on their wiki site. A teacher can then decide what audience will be allowed to access students' work.

Walker and White say that it is teachers' obligation to keep up to date with new possibilities and technologies for foreign language learning, since it is them who should provide their pupils with guidance on useful online tools for learning a foreign language. They should demonstrate how these tools are used effectively and what benefits pupils can obtain by using them. By giving such advice, teachers support students to become independent learners. The authors further suggest that a teacher could explain ways of using news for learning purposes such as learning vocabulary from BBC Words in the News or using CNN transcript. Or playing multiple-player games where participants communicate via online chat and speak to each other using headphones. Teachers should guide their pupils to see any encounter with technology as a learning opportunity (Walker and White, 2013, p. 165).

Nonetheless, warning pupils about danger concerning the use of modern media and technology cannot be neglected especially when it comes to social networking which is described in more detail in the next chapter.

## 2 Social networks

Social networks have become an inseparable part of our everyday lives. Social networking offers a wide range of possibilities such as meeting new friends or sharing our experiences with others. This chapter deals with the term social media, briefly describes history of social networking and gives concrete examples of the most common social networking sites. It introduces services and functions each social networking site offers and outlines their basic terms of use with focus on the companies' age requirements for creating an account. Furthermore, it describes how social media can help students in their learning process of foreign languages and potential dangers connected with social networking are mentioned in this chapter as well.

Treadaway and Smith distinguish three different terms concerning this topic. The first term they mention is social media. It refers to kinds of technology that enable people to meet their friends online, converse with them and collect their communication. Examples of social media could be social networking sites such as Facebook, Twitter or YouTube. The second term the authors write about is social networks. They define it as: "*Groups of people, or communities, who share a common interest*" (Treadaway and Smith, 2010, p. 24). Unlike social media, social networks exist also offline. The last term that Treadaway and Smith mention is social graph. It is a complex of places that are associate with us, our hobbies and activities that we usually do and people that we meet and are surrounded by. All these aspects define us and makes us who we are. It explains how and why we are connected to other people and social media help to maintain these connections. In 2007, Mark Zuckerberg, founder of Facebook, popularized this term when he first described why Facebook was able to grow so rapidly (Treadaway and Smith, 2010, pp. 24-25).

### 2.1 A brief history of social networking

As one of the first social network site can be considered *Classmates.com* which started in 1995. Boyd and Ellison, however, claim that the first genuine social networking site was *SixDegrees.com* which was founded two years later, in 1997. Unlike *Classmates.com*, *SixDegrees.com* allowed people to make a list of their friends, surf the list and users could create their profiles and communicate with each other. Although, millions of people started using this website, many later complained that there was not much to do and in 2000 the service closed. In 2002, another social networking site emerged. Friendster, a free dating website, was designed to help users' friends and their

friends meet. Friendster quickly gained its popularity, although it could not handle the rapid growth and many technical difficulties occurred. Furthermore, many fake profiles appeared representing fictional characters like celebrities. These accounts were called Fakesters and became collectors of friends. At that time, the popularity of Friendster in the U.S. decreased substantially (Boyd and Ellison, 2007, pp. 214-216).

In 2003, Tom Anderson and Chris DeWolfe launched Myspace in order to rival websites like Friendster or AsianAvenue (Boyd and Ellison, 2007, pp. 216-217). Myspace differentiated itself from other social networking sites by supporting musicians and bands to become famous (Britannica, 2020). The same year, LinkedIn was founded. This social networking site connects the world's professionals to make them more successful. Today, the company has more than 675 million members around the world which makes it the biggest network for professionals (LinkedIn, 2020).

## **2.2 Facebook**

One of the most popular social networking sites is Facebook. It was founded by Mark Zuckerberg, Dustin Moskovitz, Chris Huges and Eduardo Saverin in 2004 (Facebook, 2020). Originally, it was accessible only to Harvard students, however, it soon expanded further and eventually to the whole world. According to statista.com, Facebook has more than 2.5 billion active users, which makes it the largest social network in the world (Statista, 2020).

Access to Facebook is for free and almost everyone can create their own profile. Nevertheless, there are some restrictions and conditions that users must meet. The company in its terms of use state that all users must be 13 or older and cannot be convicted sex offenders. Each user is allowed to create only one account and is obliged to provide accurate information about themselves (Facebook, 2020).

Creating a new account is, as it says on the Facebook homepage: "*quick and easy*" (Facebook, 2020).

The first steps a new user does to create a profile are to fill in their name, mobile number or email address, new passport, full date of birth and a gender. If anyone is not sure about their gender, there is a possibility to select "Custom" and add the gender later (Facebook, 2020).



Once a profile is created, a user can start adding new friends to build an active social network. Facebook facilitates communication among its users by the possibility to send messages or make phone calls. People also can share links, comments or status updates. Users can also socialize by creating events or starting or joining new groups, uploading photos and videos or playing games. Treadaway and Smith state that the most important part of Facebook is News Feed because it is the first thing a user sees after logging in. It contains a list of latest updates of user's friends or fun pages, news, or adverts (Treadaway and Smith, 2010, p. 42-45).

### **2.3 Facebook Messenger**

In 2011, Facebook introduced Messenger, an application for smartphones. Originally, it was a part of the Facebook website, however, in 2014 it was launched as a separate mobile application (Yourdictionary, 2017).

According to Messenger official website, 1.3 billion people around the world use messenger and 10 billion messages are sent every month. In order to contact somebody, it is not necessary to have them on list of Facebook friends or even possess their phone number. Messenger also enables users to share pictures, videos or send money. The terms of use that apply to Facebook also apply to Messenger. It means that all users must be at least 13 years old (Messenger, 2018)

However, Messenger launched an application for children called Messenger Kids that was designed for them to contact their family and friends. According to Messenger official website, a child can only connect with parent-approved contacts, which creates a safe and controlled environment (Messenger Kids, 2020).

### **2.4 Whatsapp**

Whatsapp is a free application for sharing messages devised for mobile devices (Yourdictionary, 2017). It was founded in 2009 by Jan Koum and Brian Acton and started as an alternative to SMS. Since 2014, Whatsapp is owned by Facebook but still works as a separate application. The service Whatsapp provides is simple. Users can send texts, photos, videos, documents and make voice calls. This application has proved to be very popular since more than one billion people in over 180 countries use Whatsapp at the present time (Whatsapp, 2020).

When creating a new account, there are several conditions that need to be followed. New users must provide accurate information about themselves and their

current phone number. All users who live in a country in the European region must be at least 16 years old to use Whatsapp. Users who live in any other country must be at least 13 years old. Those who are too young to agree to the terms of use, these users must have their parents or guardian agree to the terms instead of them (Whatsapp Terms of Service, 2018).

## **2.5 Instagram**

Instagram is a photo and video sharing social networking site that is since 2012 owned by Facebook (Facebook, 2020).

By creating an account on Instagram, users agree to following terms and conditions which came into force in 2013. In total, there are 15 basic terms. Here are some most important ones: *“All users are forbidden to post nude, or sexually aggressive photos, they are also prohibited from abusing, harassing or threatening other Instagram users and all users must be 13 years or older”* (Instagram Terms of Use, 2013).

Since Instagram is very popular among teenagers, the company has published a parent’s guide to increase their children’s safety. It presents several advice how to make an account safer and demonstrates various tools that parents can share with their children to protect their privacy. Furthermore, it shows how to block unwanted comments or inappropriate interactions (Instagram Parent’s Guide, 2019).

## **2.6 Twitter**

Another popular and broadly used social networking site is Twitter. It is an online microblogging social networking site that enables users to post short messages known as tweets which was founded by Evan Williams and Biz Stone in 2006. One of the main features this service offers is that people can choose to follow a specific topic that they are interested in or just follow other users whose tweets appear on the news feed. Users can tweet through a phone application or computer and share their tweets with other users. Tweets can be about anything like news, jokes or anecdotes (Britannica, 2019), and cannot exceed 280-character limit (Twitter Blog, 2017).

Regarding the terms of use that the company requires, a Twitter account may be created by those users who are at least 13 years old (Twitter Terms of Service, 2020).

## 2.7 YouTube

A widely used site that cannot be omitted is YouTube. Encyclopaedia Britannica describes it as a video sharing website which was initially meant for people to share their home-recorded videos. YouTube was founded in 2005 by Steve Chen, Chad Hurley and Jawed Karim. Its popularity grew fast, however the company developed financial problems and therefore looked for some buyers. Since 2006, YouTube is owned by Google (Britannica, 2019).

According to statista.com, during May 2019, YouTube had 2 billion logged-in users which makes it the largest online video platform in the world (Statista, 2019).

YouTube does not offer the possibility to create an account. All users must create a Google account first. By signing into a Google account, users automatically log in all services Google provides, including YouTube (Google, 2020).

All users are obligated to meet company's age requirements. There are four regions listed on the website, namely Asia, Caribbean, Europe and South America. Each country in one of the four regions has its own specific age restrictions. For example, in Europe, all users from Austria must be at least 14 years old, from Germany 16 and users from the Czech Republic must be 15 years or older to create their own account. Countries that are not included in the list apply to minimum 13 years age limit. YouTube has also age-restricted videos which only users who are 18 years or older are allowed to watch (Google Account Help, 2020). To provide children's safety, in 2015 the company introduced YouTube Kids application which enables parents to control their children's activity on YouTube. They can also create a YouTube Kids profile with recommended videos and settings. There is also a possibility for parents to block videos they find inappropriate (YouTube Kids, 2019).

YouTube offers many functions. Users can subscribe their favourite celebrity or channel, make comments on videos, like or dislike them by clicking on buttons below the videos and share them via several social networking sites such as Facebook, Twitter or Reddit. People can also create their own YouTube channel and upload their latest videos (YouTube 2020). Thanks to this service, people can earn money or even become famous and influential YouTubers.

## 2.8 TikTok

In recent years, new trends in social networking have appeared and the use of mobile applications is becoming more and more popular.

TikTok is a mobile application for short videos. Users can create their own channel to watch videos they like. They can also upload their own videos and share them with others. The company claims that their mission is to record users' important moments of their lives and their unique creativity through videos and users' smartphones. The application enables users to choose who they want to share their videos with. Regarding the age limit for using this application, the minimum is 13 years. TikTok is free of charge and is available for download on the App Store, Google Play and Amazon Appstore (TikTok, 2020).

## 2.9 Snapchat

Snapchat was founded by Evan Spiegel in 2011 (Kotfila, p. 14, 2014). It is another very popular mobile application that over 180 million people use every day (Snapchat, 2020).

Snapchat demands access to the user's camera and offers them to take pictures or make short videos and send them to their friends. There is a 10 second limit before the picture or video disappears and is no more accessible (Kotfila, p. 14, 2014). Snapchat features many functions and special effects. Users can add several filters to their pictures, swap faces with their friends or change their looks. It also enables users to chat or make video calls with their friends (Snapchat, 2020).

Like the other already mentioned mobile application or social networking sites, also Snapchat has some age requirements. In their Privacy and Policy is stated: *"Our services are not intended for—and we don't direct them to—anyone under 13. And that's why we do not knowingly collect personal information from anyone under 13"* (Snapchat Privacy Policy, 2019).

Furthermore, the company claims that there might be some restrictions in providing certain services for users from the European Union between 13 and 16 and in some cases, parents' consent could be necessary (Snapchat Privacy Policy, 2019).

## **2.10 Social media in ESL**

As Facebook has become the largest social networking site and is widely used by billions of people, it has also attracted many educational institutions. Saykili and Kumtepe conducted a research on potentials and concerns of using social networking tools in ESL learning and teaching (Mallia, 2014, p.120).

For the purpose of this research, the authors created a platform called Facelearning. This online platform comprised 92 members including 4 English instructors, 16 native speakers and 72 non-native speakers. All members were allowed to upload their posts or videos, make comments or chat (Mallia, 2014, p.124).

The findings of this study have shown four main potentials Facebook offers. The first one is that Facebook increases learners' target language awareness. When using social media, learners' are exposed to the target language and they encounter authentic language. Facebook offers wide range of communication opportunities and opens the possibility to start a conversation with native speakers. In this study, the Facelearning group mirrored real-live communication activities which enabled learners' to enhance their linguistic competences and promote learning by exposure to new sentence structures and vocabulary (Mallia, 2014, p.129-130).

The second Facebook potential Saykili and Kumtepe argue is that it expands cross-cultural awareness. The Facelearning group had members from different parts of the world and therefore the survey could also examine the multicultural atmosphere that was created in the group. Both learners and instructors stated that interacting with learners from different parts of the world was an enriching experience. All learners were exposed to videos, posts, pictures or discussions from different cultures which helped to expand cross-cultural awareness. The participants shared or explained their customs and traditions and learners were more likely to embrace different cultures and became more open minded (Mallia, 2014, p. 130-131).

The third potential Facebook offers is an improvement of instructor-learner relations. The instructors from the Facelearning group said that with the help of Facebook they were able to remember names of the learners faster and were able to understand them better. Furthermore, they also mention that the students treated them more as human beings than as instructors or educators. Additionally, the instructors claim that thanks to the interactions with students they had the opportunity to share their ways of teaching and

clarify their educational philosophy. This fact was very helpful regarding their students' special needs or problematic areas in the learning process (Mallia, 2014, p. 131-132).

The last potential Saykili and Kumtepe mention is supporting professional development. Facebook like for example LinkedIn can connect world's professionals. It offers teachers the chance to interact with fellow teachers and simplify their professional development. Moreover, they can share and discuss some educational problems or find solutions and give advice to educational issues (Mallia, 2014, p. 133-134)

Saykili and Kumtepe in their study also warned about some issues and concerns regarding frequent use of social networking sites. Firstly, learners of foreign languages could adopt informal abbreviations which might have a negative effect on learners' writing skills. They can also learn incorrect grammar, spelling or sentence structures. The main concern, however, is privacy and security issues. There is a danger of revealing too much personal information and disclosure. Moreover, by an unwanted friendship can be a learner put in danger and, in the worst cases might be even harassed (Mallia, 2014, p. 135).

The topic of child sexual harassment and sexual abuse is pursued in a new documentary directed by Vít Klusák and Barbora Chalupová. Vít Klusák was approached by O2 company and asked to make a 10-minute video about child abuse on the internet. The O2 company presented their statistics that have shown that 41 % of children on the internet received a pornographic picture from an unknown person and 15 % of children received a video of somebody masturbating. However, as Vít Klusák mentioned in the interview with Martin Veselovský on DVTV, this topic was so huge, that it could not fit in 10-minute video. Therefore, he decided to make a documentary called *V síti* which had its premiere on February 27, 2020. The authors of the documentary together with O2 company carried out an experiment. They hired three adult actresses to act as twelve-year-old girls and created them fake profiles on Facebook and other social media. They were chatting, skyping with, as Vít Klusák calls them, sexual predators. Moreover, the actresses also arranged meetings with their sexual predators and met them in cafés in Prague. During the experiment or more precisely the filming, the three actresses were contacted by 2458 predators in total (DVTV, 2019).

Saykili and Kumtepe suggest that creating a specific account just for the learning experience is crucial to protect learners' privacy and ensure their safety. Having a separate

page for members of the learning group is one step to prevent non-members to intrude (Mallia, 2014, p. 135).

Social networking provides a wide range of options how to practise a foreign language especially English. The possibility of rehearsing writing and reading skills is another great advantage (see also p. 20). Lewis advise pupils to create a profile at home, find friends and start a conversation with them. They can also share videos or pictures and use the images for example for opinion and speculation exercises. These kinds of exercises provide a meaningful form to learn a foreign language (Lewis, 2009, pp. 76 – 77). In addition, pupils might find this way enjoyable and feel more motivated to learn. Motivation in language learning is described in the next chapter.

### **3 Motivation**

Given the fact that one of the main topics of this thesis is motivation, it is necessary to introduce it. The following chapter defines the term motivation and describes different theories and types of motivation. It also concerns with basic motives and needs and focuses on motivation in education and towards learning a foreign language.

Dörnyei defines the term motivation as: *An abstract, hypothetical concept that we use to explain why people think and behave as they do*” (Dörnyei, 2001, p. 1). Motivation further refers to a basic feature of ways we think and act which is related to our desires and wishes (Dörnyei, 2001, p. 2).

Ball, however, talks about several problems in defining the term motivation. that concerns the definition of motivation. Just like Dörnyei, Ball claims that motivation is a hypothetical concept and we are unable to measure it directly. Secondly, he claims that it is almost impossible to explain why people behave in certain ways. The only think we can do is to describe their behaviour and name the situation. Ball gives an example of a child who does not learn much in school, even though he or she has the capacity to learn. Their teacher probably conclude that the child is uninterested to learn. Nevertheless, the teacher mere named the situation not explained it. Another problem is that motivation involves many processes. The author claims that no current theory provides satisfactory explanation, and therefore if we want to understand why children are enthusiastic about learning in school, we must consider a wide range of research and theory (Ball, 1977, pp. 2-4.).

#### **3.1 Theories of motivation**

As previously mentioned, there are several theories of motivation. In this part of the chapter, there are described some of the most well-known and important theories and it is also outlined how it can affect the educational process or the way different theories might be applied in the classroom.

#### **3.2 Behaviour reinforcement theories**

The earliest known experiments within the sphere of behaviourism were performed on animals. Psychologists pursued to understand animals’ motivation when they were trying to satisfy their basic needs and the way this behaviour was strengthened when those needs as Williams and Burden mention were fulfilled and how this act



influenced other activities and events that happened at the same time (Williams, Burden, 1997, p. 112).

The most well-known example was carried out by the Russian psychologist Pavlov. In his experiments, he mostly used dogs. He pursued that dogs' salivation (a response) that is normally caused by food (one stimulus) could be also generated by adding a second stimulus, in this case a bell, at the same time. As a result, dogs' salivation was triggered by ringing the bell before they even got their food. This experiment became known as S-R theory. However, the founder of modern behaviourism is believed to be B. F. Skinner. He developed a system that human behaviour can be explained by findings of observations. Furthermore, he claimed that the ability to learn was not depend on our genetics, but it was the result of environmental factors. Thanks to his contributions, behaviourist theory described learning as operant conditioning: "*An individual responds to a stimulus by behaving in a particular way*" (Williams, Burden, 1997, p.9). He also pointed out the role of reinforcement (reward or punishment) contrary to earlier thinking, where the focus was on satisfying of basic needs (Williams, Burden, 1997, pp. 8-9).

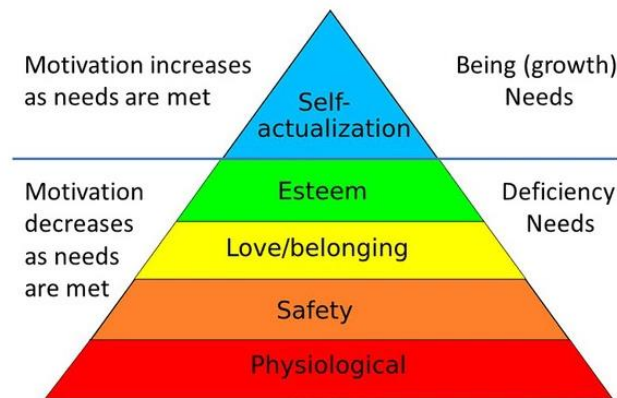
The aim of behaviourist theory was to create required habits. To achieve this goal, Brophy claims that behaviourists used rewards as a positive reinforcement for what they considered a correct behaviour. Once the correct behaviour was reached, it was reinforced often enough in order to maintain it and ensure it was going to continue in the future. Those kinds of behaviour that were not considered to be correct, were either punished or simply not reinforced (Brophy, 2004, p. 5).

### **3.3 Need theories**

Brophy explains need theories as: "*responses to felt needs*" which can be either inborn like hunger and self-preservation or learned like achievement and power. One of the most popular and influential need theories is Abraham Maslow's hierarchy of needs, which was introduced by Abraham Harold Maslow in the 1960s (Brophy, 2004, p. 6). He proposed that "*the central motivating force in people's lives is the self-actualising tendency*" (Dörnyei, 2001, p. 8). It means that everyone yearns for personal growth and full development of abilities and talents he or she was born with. In his theory, Maslow suggested that needs function within a hierarchy which is usually depicted in a pyramid and comprises of five basic needs:

- *Physiological need: (hunger, thirst)*
- *Safety needs: (protection from fear or pain)*
- *Love needs: (social acceptance, need for love)*
- *Esteem needs: (recognition, prestige)*
- *Self-actualization needs: (need to realize or achieve one's potential and capabilities) (Dörneyei, 2001, p. 8)*

**Picture 1:** Abraham Maslow's hierarchy of needs



These needs must be fulfilled, as figure one shows, in the given order. The bottom of the pyramid represents physiological needs that are necessary for survival. Brophy says that it is essential to fulfil these lower needs in order to motivate out behaviour further. When these physiological needs are satisfied, we can focus on higher needs. The second part or layer of the pyramid represents safety needs. If physiological and safety needs are both fulfilled, people can enjoy personal relationships and love needs are next to stimulate an individual's actions. If these needs are fulfilled as well, one may shift their focus towards their esteem needs, which are depicted as fourth layer of the pyramid. Finally, self-actualization needs are the last ones to be met that represent the top of the pyramid (Brophy, 2004, p. 6).

Williams and Burden claim that Maslow distinguished two different categories of needs, namely deficiency and beings needs. Deficiency needs are depicted in the first four layers. According to Burden the top of the pyramid represents being needs which comprises not only of self-actualization needs but also of cognitive and aesthetic needs (Williams, Burden, 1997, p. 33).

Furthermore, Brophy gives an example what Maslow's hierarchy means in the classroom. Students who come to school hungry or tired are less likely to engage in the lessons or be creative when working on tasks. Therefore, teachers should not focus their attention only on higher needs just because they are connected to school learning more closely than lower needs. Maslow's hierarchy clearly shows that satisfying students' lower needs may increase their involvement in the learning process. (Brophy, 2004, p. 7).

Within the sphere of need theories, it is necessary to introduce the term motive which is a basic cause of our behaviour and the reason why we act in a certain way. Brophy defines motives as: "*hypothetical constructs used to explain why people are doing what they are doing*" (Brophy, 2004, p. 3).

Coon and Mitterer in their book describe a model of motivation which shows that motivated behaviour begins with a need which occurs when we want something or experience deficiency and as a result it activates our actions. Need develop a drive. The term drive represents our internal urges such as thirst or desire to be successful. Further, the drive triggers a response which is explained as any action to attain a goal. The goal is the target of motivated behaviour. It is the reason why we act. In addition, when an individual attains the goal, this sequence of events will stop (Coon, Mitterer, 2011, p.344).

Brophy distinguishes motives from related concepts such as goals and strategies. Moreover, he gives an example of a person who is feeling hungry which is the motive of their behaviour. He or she decides to go to a restaurant (which is a strategy) to order a meal which is their goal (Brophy p. 4).

Coon and Mitterer divide motives into three main categories. Under first category come biological motives. They are based on biological needs that are indispensable for us to survive. The most important motives are for example thirst, hunger, need to breathe or sleep. The second major category are stimulus motives. These express our need to feel alive, get information and be active. They are not strictly necessary for survival. There are for example exploration, manipulation, physical contact, or activity. The last category is learned motives. They are based on drives or goals. Learned motives help explain many human activities, such as making music or blogging. Many of these motives are related to learned needs for power, approval, status, security, and achievement (Coon, Mitterer, 2011, p. 345).

### 3.4 Goal theories

Before we start talking about goal theory it is necessary to define the term goal. Borphy explains this concept as our intention or results of our actions (Borphy, 2004, p. 7). Another definition that could be mentioned was proposed by professors Locke and Latham who define goal as the intent or purpose of activities that we are engaged in. They believe that a goal has two main characteristics, namely content and intensity. Goal content represents our aims or outcomes that we are trying to attain, and goal intensity refers to the energy or effort made to set a goal (Locke, Latham, 2013, pp. 4-5).

Zoltan Dörnyei mentions two main goal theories i.e., goal setting and goal orientation theory (Dörnyei, p. 10, 2001).

In the goal orientation theory, there are distinguished two different types of goals. The first type are mastery goals. In the learning process, an example of this could be a student focusing on learning the content. Students are interested in the topic and want to learn as much as possible (Dörnyei, 2001, p. 10). Borphy says that students are willing to learn everything that a lesson offers them and are focused on getting all the information their tasks are devised to teach them (Borphy, 2004, p. 9). This type is superior to performance goals which is the second type. As an example of a performance goal Dörnyei mentioned a student concentrating all their attention and energy on showing ability and learnt skills to get good grades (Dörnyei, 2001, p.11). Borphy adds that students care more about their positive reputation and showing others their abilities. Furthermore, their concern is to maintain their self-perception of being competent rather than learn what the task is intended to teach. Therefore, mastery goals are associated with a preference for challenging work, an intrinsic interest in learning activities, and positive attitudes towards learning (Borphy, 2004, p. 9).

Contrary to goal orientation theory, goal setting theory explains why some people are able to give better performances on tasks than others (Locke, Latham, 2013, p. 3). Dörnyei summarizes Locke's theory: "*Human action is caused by purpose, and for action to take place, goals must be set and pursued by choice*" (Dörnyei, 2001, p. 11). Provided that an individual sets a goal that is difficult or requires effort and is determined to attain it, the individual is more likely to give high performance. (Dörnyei, 2001, p. 11). Furthermore, Dörnyei also claims that setting goals dramatically increases productivity and therefore Locke's and Latham theory has been widely used to improve employee

motivation and performance. It has been also proved just as relevant to educational contexts (Dörnyei, 2001, p. 82).

### **3.5 Self-determination theory**

Motivated actions can be either controlled or self-determined. If we speak about self-determined actions, it is understood that we chose to do them because we wanted to, and our actions are not powered by any external factors or internal needs. According to Brophy, self-determination theory comes under intrinsic motivational theory which is described in the next section (Brophy, 2004, p.10).

### **3.6 Types of motivation**

There are different types of motivation that influences our behaviour, namely intrinsic motivation, extrinsic motivation and amotivation.

Extrinsic motivation refers to actions aiming to achieve a reward, compliment or escape a punishment rather than to enjoy the activity itself. It is based on external factors such as getting money for a performed job. Majority of activities that we call obligations or work are extrinsically rewarded (Coon, Mitterer, 2011, pp. 366- 367). Dörnyei and Gardner give an example of two students learning Spanish. One learns it only because it is a requirement of a school programme to get their degree and the other learns Spanish because she believes that the knowledge of that language helps her develop her talents for her future career (Dörnyei, Gardner, 2002, pp. 46-47).

Intrinsic motivation is an internal drive that appears when a person takes an action without being influenced by some external force or reward. The person simply wants to do it and enjoys the activity. Intrinsic motivation shows one's engagement in an activity based on their satisfaction and pleasure of the task (Coon, Mitterer, 2011, p. 367). In a language learning Dörnyei and Gardner give an example of a student who looks up foreign words just because he or she is curious, relishes the challenge of mastering a difficult task or just simply enjoys the aesthetic aspects of a language such as melody or rhythm of a piece of poetry in the foreign language (Dörnyei, Gardner, 2002, p. 45).

Finally, amotivation can be seen as the opposite of intrinsic motivation. Students who feel amotivated think that everything what happens to them is independent of how they behave. They cannot manage the requests of tasks, have no control over their actions and feel helpless (Dörnyei, Gardner, 2002, pp. 48-49).

Moreover, Williams and Burden mention that the border between intrinsic and extrinsic motivation is not always clear and some of our actions can be a mixture of both. They also write that most teachers would agree that both type of motivation play an important role in the learning process (Williams, Burden, 1997, p. 123).

### **3.7 Motivational strategies in the language classroom**

As motivation is one of the key factors in learning foreign languages, here are some selected motivational strategies that can be applied in the language classroom. All these strategies were devised by Zoltan Dörnyei, therefore his book *Motivational strategies in the language classroom* (2001) is the only source of information used in this part of the chapter.

Dörnyei defines the term motivational strategy as a method that helps students to meet their targets in learning a foreign language and promotes their goal-related actions. He speaks about four basic motivational aspects in teaching practice, namely creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation (Dörnyei, 2001, p. 28).

#### **3.7.1 Creating the basic motivational conditions**

There are three basic motivational conditions. The first one is an appropriate teacher behaviour. According to a survey that Dörnyei in collaboration with Kata Csizér carried out, a teacher and the way he or she behaves is the most important motivational tool. In other words, everything a teacher does in the classroom has a motivational effect on their students. One of the main features of an appropriate teacher behaviour is enthusiasm. A teacher should share their personal interest in learning a foreign language and show their students that it is an important and useful experience and try to transfer their passion for the subject on students. Another key feature is having good relationships with the students. Developing a personal relationship with them and achieving their respect can inspire them in academic matters. It is also essential for a teacher to show students that he or she cares about their success and is not there just for the money. The second condition that teacher should do is to create a pleasant and supportive atmosphere in the classroom. For some students, learning a second language can be stressful because of making mistakes and having limited knowledge of the language system. This could result in anxiety or reluctance to try to produce simple statements. Therefore, creating a

positive atmosphere in the classroom is crucial. Students need to feel encouraged to take risks and understand that making mistakes is a natural part of a learning process. The third basic condition is to build a cohesive learner group. Dörnyei says that students should be happy to belong to their group, they should enjoy each other's company, provide mutual support and share their interests in achieving their goals. All these points make learning much more enjoyable and increase students' motivation towards learning (Dörnyei, 2001, pp. 31-45).

### **3.7.2 Generating initial motivation**

Another motivational aspect that Dörnyei mentions is generating initial motivation. A very important thing that a teacher can do to motivate their students to learn a foreign language is to promote positive language values and attitudes. The author distinguishes three separate value dimensions. The first one is intrinsic value which is associated with learners' interest of the learning activity. A teacher needs to create an attractive image of the course for example by connecting some exercises and tasks with activities that students already find interesting. Another dimension is integrative value which means that language learning requires a positive disposition towards culture of the target language, speakers and everything it is associated with. A teacher can introduce a foreign culture to learners by bringing various magazines, music and videos to the classroom, arranging meetings with native speakers or organizing school trips to community of the target language. The last dimension is instrumental value which represents practical benefits that the knowledge of a foreign language might cause. The image of earning more money, getting a promotion or improving social status thanks to the foreign language can get learners motivated. Another important point is that students need to expect success in learning a foreign language, so that they will not feel discouraged. This expectancy of a success a teacher can achieve by giving students pre-tasks to prepare them for the real task, offer them assistance or let students help each other. Further Dörnyei mentions the importance of selections of curricular topics and learning activities. He advises that a teacher should simply find out what their students' goals are, what they want to learn about and try to build these goals into curriculum as much as possible. Lastly, breaking students' preconceptions about learning a second language and helping them to create realistic learner beliefs by informing them about different ways languages are learnt or the number of factors that can contribute to success might lead to motivation as well (Dörnyei, 2001, pp. 51-63).

### **3.7.3 Maintaining and protecting motivation**

Every activity or task loses its attractiveness over the course of time and students naturally get bored of doing the same type of exercise. Their initial motivation to learn is gradually fading away and therefore Dörnyei states that motivation needs to be actively nurtured. One way to do it is by breaking the monotony of classroom teaching. The teacher can for example vary the linguistical focus of tasks or use different teaching forms from frontal or individual to pair or group work during lessons. Further the author points out the importance of students' involvement in learning situations to make leaning more enjoyable. Presenting tasks in a motivating way is another important aspect. Instead of only giving the instructions, the teacher should emphasize the usefulness of the task, provide students with different strategies to complete it and arouse their interest in the content of the task. The impact of specific and short-term goals on motivation cannot be omitted. Dörnyei speaks about how long-term goals such as the ability to communicate with L2 speakers are insufficient and therefore settings specific and short-term goals is necessary. It helps learners to structure their learning process and increases their productivity (Dörnyei, 2001, pp. 71-82).

However, having the best methodology of teaching will not ensure students' success and motivation to learn if they have doubts about themselves and are afraid to make mistakes. Building self-confidence and self-esteem is another very important aspect. The teacher should create a friendly environment in the classroom and show learners that it is a safe place where their self-worth is protected (Dörnyei, 2001, pp. 90-91).

### **3.7.4 Encouraging positive self-evaluation**

The last motivational strategy refers to the learners' assessment of their past performances and the way they interpret their achievements. Every teacher should help their students to consider their attainments in a more positive light, so that it promotes their future effort to learn. Lastly, Dörnyei also mentions the role of grades in the learning process and the way the teacher should use them to reduce their demotivating impact. It is recommended that grades reflect not only levels of achievement but also improvement -and effort a student has put into the learning process (Dörnyei, 2001, pp. 117-134).



### **3.8 Motivation of students through social media and technology use in schools**

Our everyday life is influenced by use of modern technology. It is no surprise that technology has become a significant part of an educational process. Vast majority of teachers depends on technology and most of the textbooks used in school have an interactive version, therefore the use of an interactive whiteboard in classrooms is almost indispensable.

Peck and Dorricott claim that technological tools can promote students' skills and as they say: "*revolutionize the way they work and think*" (Peck, Dorricott, 1994, p. 11). In 2012, Center on Education Policy (CEP) published a paper that focuses on non-traditional approaches that can motivate unenthusiastic students which claims that students' exposure to technology might have a potential motivational effect on their engagement in lessons. The percentage of students who cannot imagine their life without an internet or smartphones increases every year. They spend hours after school searching the internet and using social media and then they come to school, sit at their desks in their traditional and old-fashioned classroom and are not allowed to use their smartphones or any kind of technology. This might lead to loss of interest in topics and skills taught in schools and rise feelings that those skills have no value in their lives. Therefore, it is suggested to make use of their skills with technology and other tools related to it. (CEP, 2012, pp. 9-10).

A study done by Godzicki, Godzicki, Krofel and Michaels in Chicago proved that after implementing technological inventions, students felt that teachers prepared activities relevant or interesting to them, and therefore their motivation and engagement increased by 9 %. This research was carried out amongst lower secondary schools and elementary students. The purpose of this research was to raise student motivation and engagement through the implementation of technology. The total number of respondents was 209 (116 students and 93 teachers). The student survey showed that students were more likely to engage in an activity just because technology was used. Out of 116 respondents, 66 % answered the question "*How likely are you to engage in classroom activities when technology is used?*" that they are more likely to engage in classroom activities when technology is used. Sixteen percent of students said that they are less likely to engage in classroom activities and 18 % stated that technology makes no difference in their engagement in classroom activities. Within the teacher survey there was a question: "*When using technology in the classroom, what differences do you notice*

*in student motivation and engagement?*”. 71 % of teachers believed that their students are more engaged and motivated while using technology, 27 % of teachers asserted that there is no difference in student engagement and motivation when using technology in the classroom and only 2 % of teachers stated that students are less engaged or motivated (Godzicki, Godzicki, Krofel, Michaels, 2013, pp. 19 – 105).

The use of modern technology is closely linked to social networking. Social media such as Facebook or Instagram might be a powerful tool in learning a foreign language (see also pp. 28-31). There are many resources available, it is flexible and interactive and therefore it offers a great potential to support student-centred learning. Social media create the opportunity to start conversations or share information which might help learners to improve comprehension (see pp. 21-22). A research conducted at English Department, Faculty of Education, the Islamic University of Riau Indonesia in 2017/2018 shown that 85 % of respondents claimed that social media is very useful and practical. They also stated that they are motivated to learn more because of the easy access to any source of information. Simple solving problems is another great advantage, since feedback and answers are responded by other people using social networks (Ismail, Zaim, 2018, pp. 493 – 496).

## **Practical part**

### **4 Research aims, methods and hypotheses**

The purpose of my research was to find out whether using modern media and social networks increases students' motivation to learn English. More precisely, I wanted to investigate whether pupils seek to use social networking sites in English, prefer to watch movies and TV show without Czech dubbing or favour playing computer games in English language. Furthermore, the research deals with pupils' attitude towards learning English and their perspective of effectiveness of classroom English teaching. I also wanted to know whether pupils find the possibility to surround themselves with English mediated environment effective in language learning, if not more effective, than learning English in school. The research part also focuses on engagement of respondents in social networking and examines their language preference of social networking sites use. In addition, the research pursues the matter of violation of terms and conditions regarding age requirements of individual social networking sites and points out potential dangers connected to the issue of children being socially active on the internet. Moreover, the findings highlight the differences in school equipment and modern media use in small schools from Liberec Region and bigger schools from Hradec Králové Region. These differences are linked to teachers' awareness of possibilities what kind of modern media and to what extent can be used to boost English lessons. At the end of the practical part, there are also pointed out pupils' suggestions and ideas how to make their English lessons more entertaining and these ideas are compared with the reality of what tools are being used in English lessons that pupils stated within their answers in the questionnaire.

The research was conducted at lower secondary schools in Hradec Králové and Liberec Region. In total, there were 7 schools therefrom three were from the Hradec Králové Region (two from Hradec Králové and one from Vrchlabí) and four from the Liberec Region (Jablonec nad Jizerou, Harrachov, Rokytnice nad Jizerou and Vysoké nad Jizerou). The schools from the Liberec Region were situated in small towns and the number of pupils attending this schools was significantly lower than of those from Hradec Region. The share of evaluated questionnaires from both regions was very similar – 216 from Liberec Region and 219 from Hradec Králové Region. This fact gave me the opportunity to compare the findings from both regions. Regarding the respondents, they were 435 pupils from the previously mentioned schools at lower secondary level. Some of the respondents were also my pupils. I took advantage of it and during my English

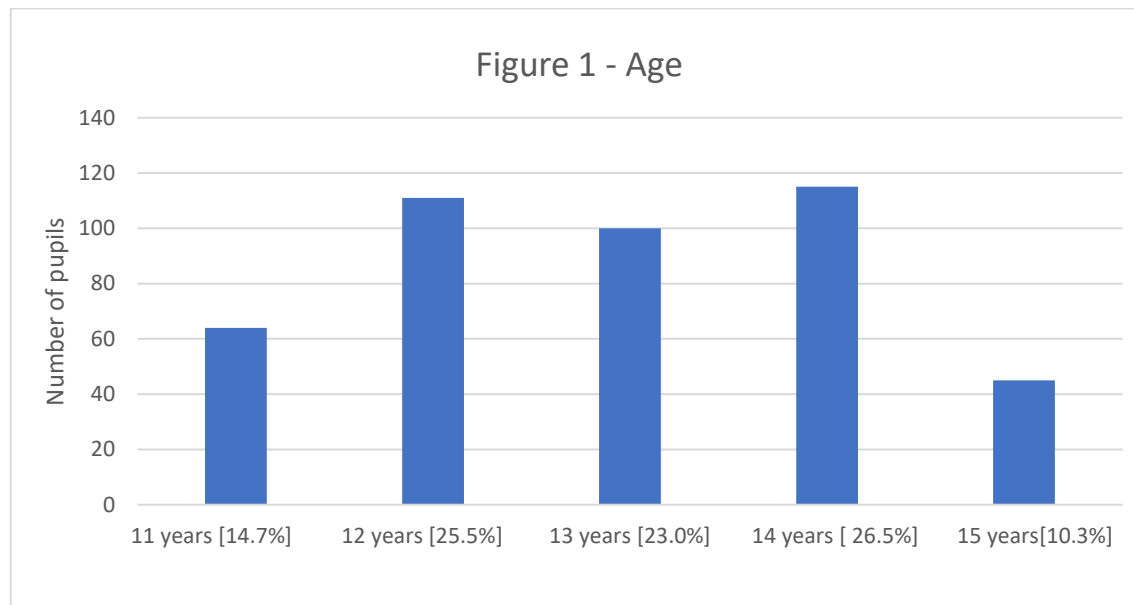
lessons, I interviewed them on some topics that occurred in the questionnaire. Their responses will be included in the practical part as well.

The research tool for quantitative data collection was a questionnaire. In the practical part, each question from the questionnaire is described in detail and the collected data are further displayed in graphs that are situated under the description of each question. The graphs are named *Figure + number of a question*. Some questions required to make two separate graphs so that the data were readable. In the practical part, these are named: *Figure + number of a question + a* and as for the second part: *Figure + number of a question + b*. Some descriptions are complemented with pupils' comments that are written in italic font.

## 5 Research questions – pupils' questionnaire

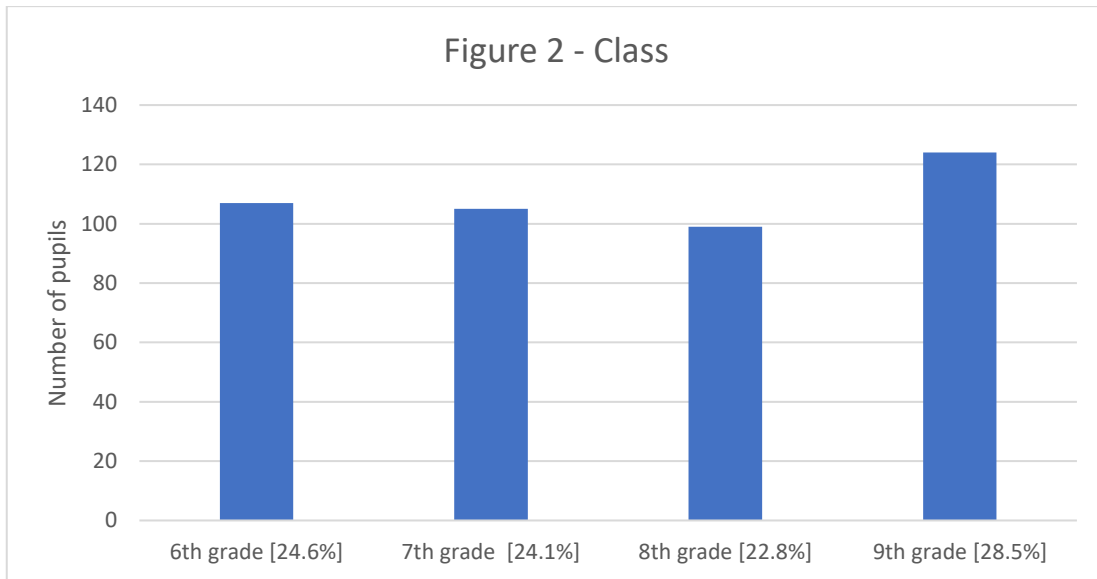
### 5.1 Question 1 - "How old are you?"

All respondents ranged in age from 11 to 15 years. The Figure 1 shows that 12-14 age group was the largest with 23 and 26.5 percent. 14.7 % of pupils were 11 and only 10.3 % of pupils were 15 years old. Since this thesis deals with social media and their use among children at lower secondary school, the matter of age of individual respondents is very important. In the theoretical part, there is stated that almost every social networking site requires their users to be at least 13 years old (see pp. 24-28). Moreover, Whatsapp requires all users to be at least 16 (see pp. 25).



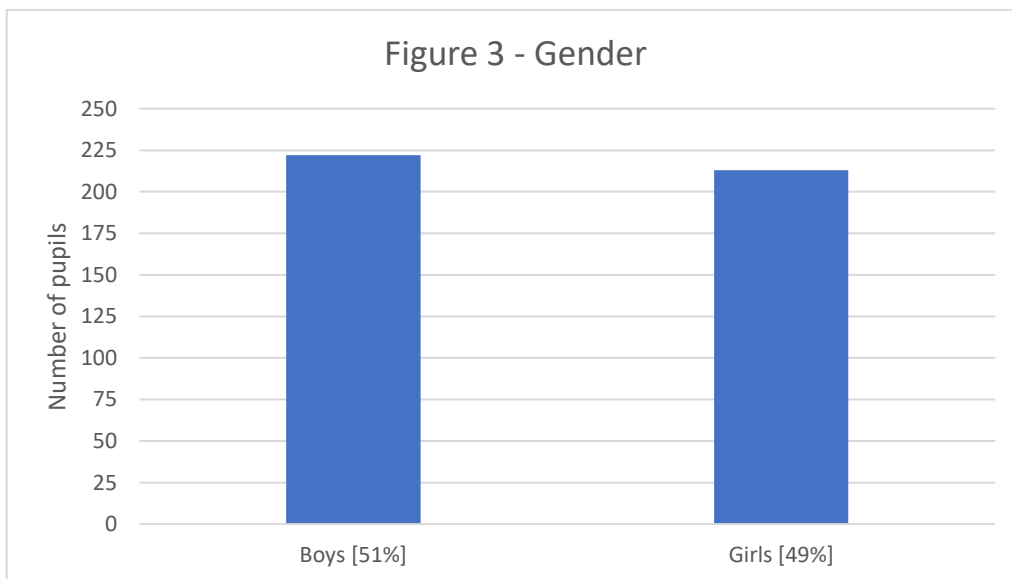
### 5.2 Question 2 – "Which class are you in?"

The share amongst individual classes was roughly similar. As shown in Figure 2 on the next page, 9<sup>th</sup> grade scored the most points (28.5 %). The second place took 6<sup>th</sup> grade with 24.6 %. 24.1 % of pupils went to 7<sup>th</sup> grade and the least points scored 8<sup>th</sup> grade with 22.8 %.



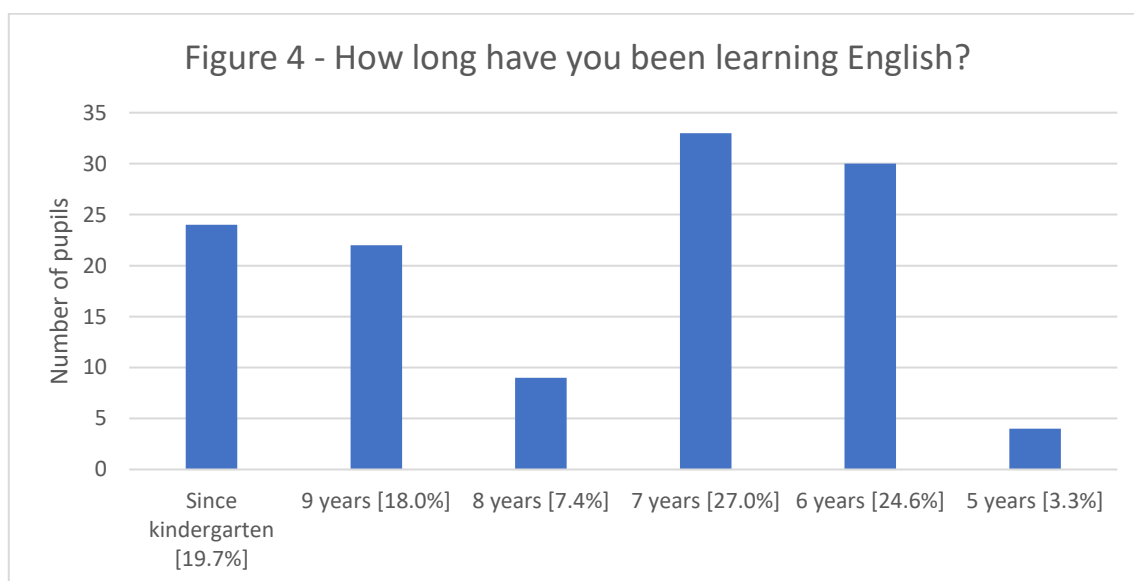
### 5.3 Question 3 – “What is your gender?”

The ratio between girls and boys was almost equal. The Figure 3 shows that 51% of respondents were boys and 49 % were girls. I was really surprised that the share of female pupils was lower. In my experience, there are usually more girls in classes than boys. Nevertheless, if the share of boys and girls was disproportionate, it could have an adverse effect on the results. It is a well-known fact that boys spend more time playing computer games than girls and their interests in activities on the internet may differ as well. This fact was also confirmed in the Swedish study (see p. 18).



#### 5.4 Question 4 – “How long have you been learning English?”

For this question, only answers collected from the ninth-graders were evaluated. As the Figure 4 shows, most of the pupils started learning English in 3<sup>rd</sup> grade. 27 % of respondents had been learning English for seven years and 24.6 % for six years. This result was very predictable, since English is taught from 3<sup>rd</sup> grade at most of the schools in the Czech Republic. The findings also showed that many young children were interested in learning English at an early age and therefore 19.7 % of respondents stated that they had been learning English since kindergarten. At some elementary schools, pupils begin to learn English in 1<sup>st</sup> grade. My research confirmed this fact because 18% of pupils said that they had been learning English for nine years. However, the possibility to attend English lessons in 1<sup>st</sup> grade is mostly offered by schools in Hradec Králové Region since only 6 pupils from Liberec Region stated that they had been learning English for nine years. These respondents most likely took some private lessons. Nevertheless, the interest to learn English at an early age indicates that the knowledge of the language is considered to be very important by both learners and their parents.



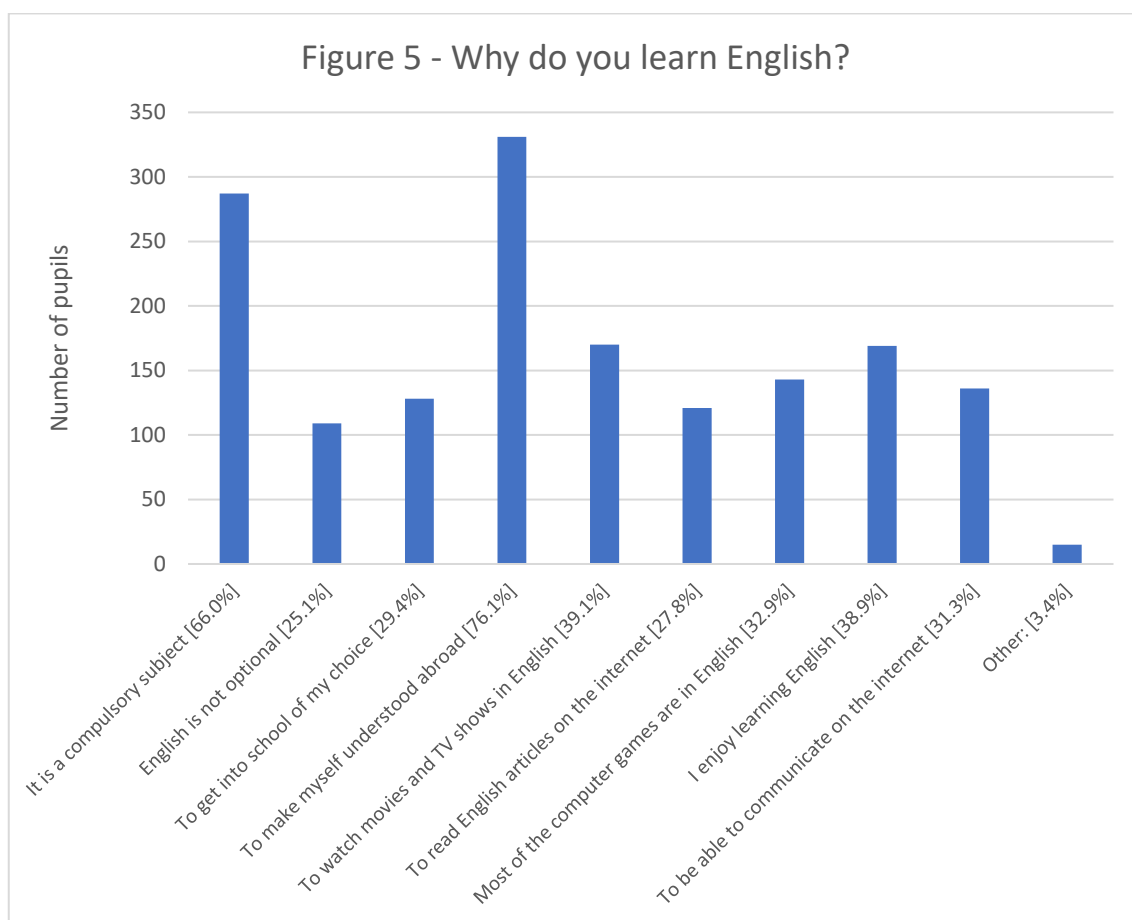
#### 5.5 Question 5 – “Why do you learn English?”

The fifth question presented most common reasons why pupils learn English. I wanted to find out whether they felt pressured to study a second language or whether they took this obligation to learn it as a possibility that could enrich their lives and give them desired skills for their future careers. There were 10 possible answer (a-i) and each respondent could circle as many answers as they wanted to. The last answer was marked

as “*other:*” in which all respondents could write their own personal reasons why they learned English. As Figure 5 shows, most of the pupils (76.1 %) learned English in order to make themselves understood in English while staying abroad. Unfortunately, the second most common reason (66 %) pupils stated was that English is a compulsory subject. I assume that most of the respondent simply expressed the fact that English is an inseparable part of the curriculum. The third two most common answers with 39.1 % and 38.9 % were that pupils learned English to be able to watch movies and series in English and the other reason was that they simply liked the subject. 32.9 % of respondents stated that they learned English to be able to understand computer games in English. 31.3 % of pupils learned English to be able to communicate on the internet and 27.8 % of pupils stated that they wanted to read news and articles on the internet. 25.1 % stated that there was no other choice as to learn English and the last answer marked as “*other:*” scored the least points with mere 3.4 %. Among most common statements in this section, pupils mentioned that they learned English because they wanted to go abroad someday. Others stated that the knowledge of English language could help them to get a well-paid job or find a job in the United Kingdom or the USA. Two pupils mentioned that they had relatives living abroad and they wanted to be able to communicate with them and only one pupil out of 435 respondents said: “*I want to pass Maturita exam.*”

The outcomes of this part of the research are very satisfying. I can say that most of the pupils are interested in English language and they find this compulsory subject a meaningful and useful learning experience. Referring to the theory of motivation described in the third chapter of theoretical part, vast majority of respondents are extrinsically motivated as they learn English in order to develop desired skills that allow them to perform certain activities such as communication with foreigners, watching movies and TV shows in English or playing computer games (see p. 37) Moreover, many respondents believe that the knowledge of English language will help them get into High School of their choice or find a well-paid job. These statements can be compared with the case of a student learning Spanish who thinks that it helps her develop her talents for her future career (see also p. 37).

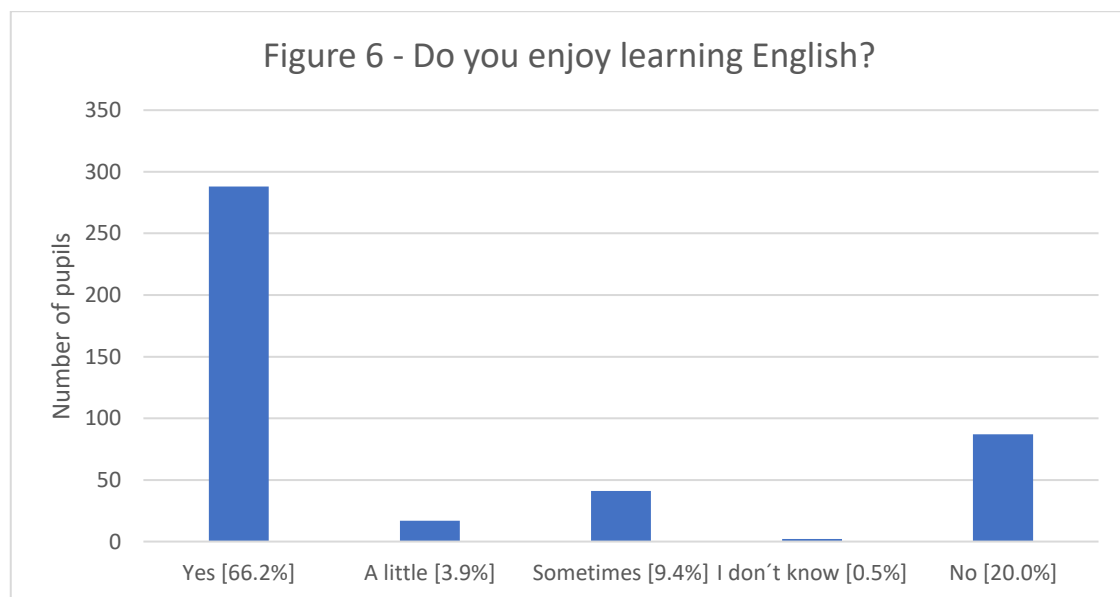




### 5.6 Question 6 – “Do you enjoy learning English?”

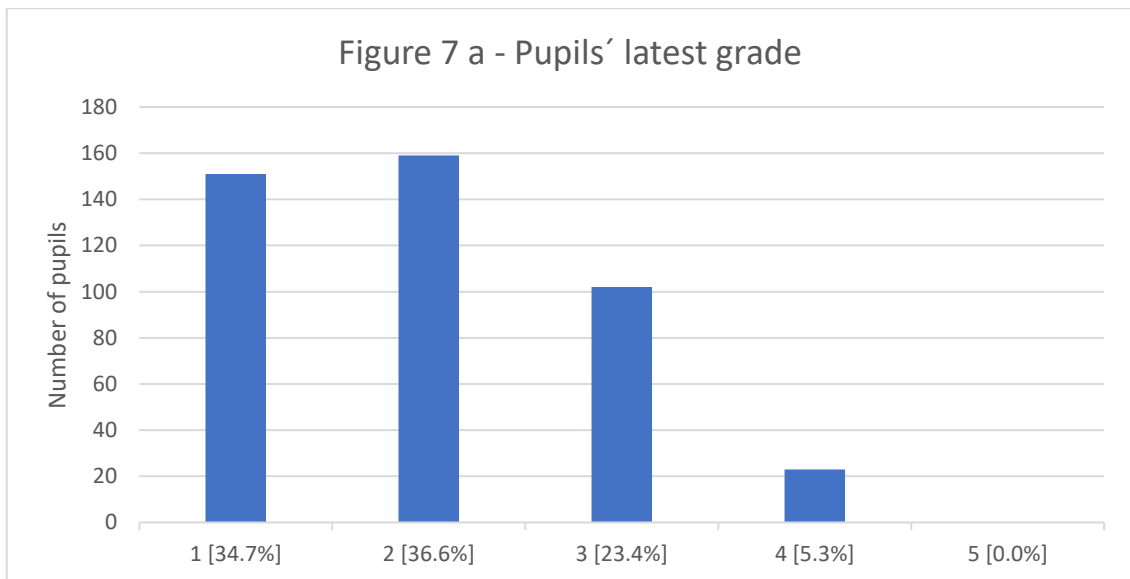
In this question, pupils did not have any suggested options to choose from and therefore they had to write their own answers. Among the most common answers to this question were: “yes”, “a little”, “sometimes”, “I don’t know” and “no”. Some of the answers were more detailed and specific and pupils mentioned the reasons why they liked or disliked English. These answers will be discussed further in this section. The Figure 6 below shows that English is a very popular subject. 66.2 % of the respondents stated that they liked English. This high percentage of positive answers must please every English teacher. 20 % of pupils further said that they did not like English and only 0.5 % of respondents was not sure about their attitude towards English and therefore they wrote “I don’t know” as their answer. 9.4 % of pupils said that they sometimes liked it and 3.9 % stated that they liked English just a little bit. These answers were usually complemented with additional explanations. Some pupils stated that they liked English only when a teacher spoke about some interesting topics which confirms Dörnyei’s motivational

strategy that a teacher should break the monotony of teaching and create attractive image of the language course (see p. 39). Furthermore, many pupils felt discouraged by the difficulty of English language and stated that if it was easier, they might enjoy it. Some also mentioned the importance of teachers' skills and complained that their teacher was not good enough. In this case, I can refer to Dörnyei and his statement that a teacher is one of the most important motivational tools in the learning process (see p. 38). Furthermore, few pupils also claimed that they liked English, however, only in outside-of-school activities.



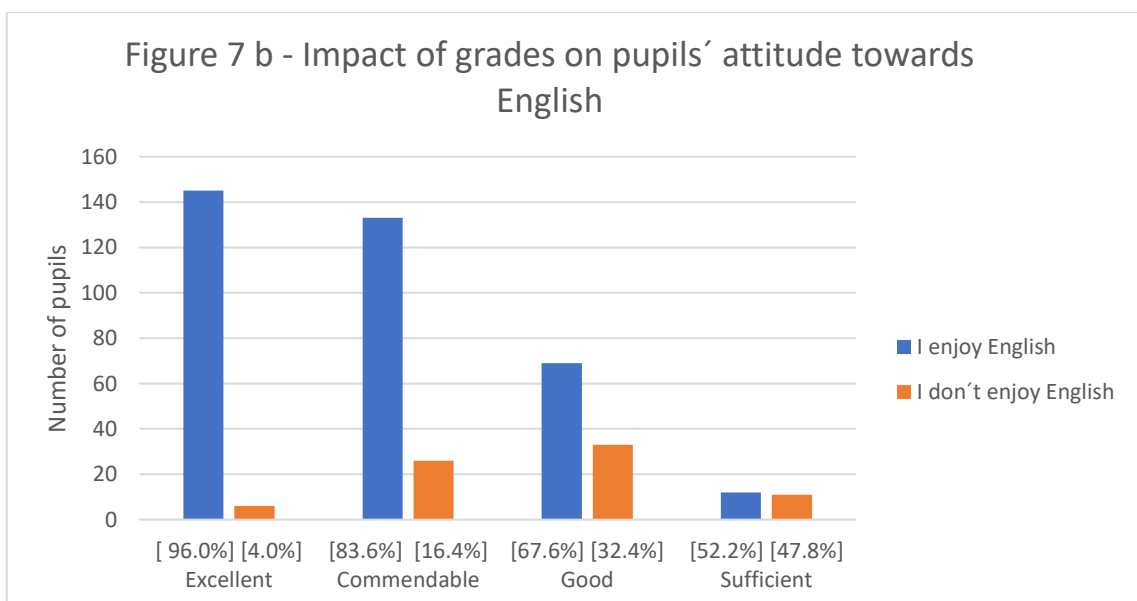
### 5.7 Question 7 a – “What was your latest grade?”

In this question, pupils were supposed to write down their grade they had got at the end of the last term. The figure 7 shows that academic results in English language are very good. The most points (36.6 %) scored the group of pupils who were grades as commendable. The second place took the group of pupils graded as excellent with 34.7%. 23.4 % of pupils were graded as good and only 5.3 % were marked as sufficient. Finally, none of the respondents were insufficient in English language.



### 5.8 Question 7 b – “Impact of grades on pupils’ attitude towards English”

The purpose of this question was also to find out whether the role of grades influences pupils’ attitude towards learning English and whether their study success or failure has an impact on their motivation to learn English. Seeing the Figure 7 b on the next page, bad grades decreased positive attitude towards English and indicated to have a demotivating impact. However, a surprising outcome occurred by those who were graded as sufficient at the end of the last term because more respondents actually enjoyed English language. Nonetheless, as it says in the theoretical part, teachers should reduce demotivating impact of grades by appreciating the effort a pupil put into learning and acknowledge the progress a pupil has made (see also p. 40)



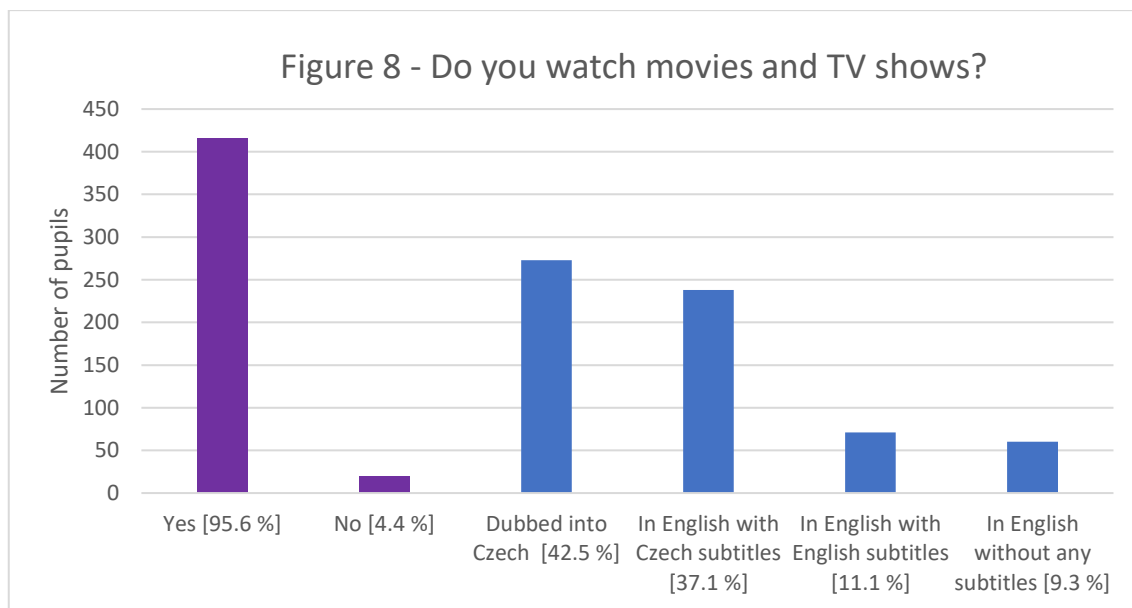
### 5.9 Question 8 – “Do you watch movies and TV shows?”

This question was divided into two parts. In the first part, pupils were supposed to answer the question whether they watched series and movies or not. The findings revealed that almost every (95.6 %) respondent watched TV shows or movies sometimes and only 4.4 % of pupils said that they did not watch TV shows and movies at all.

Those who responded to this question positively, were further asked to choose their language preference. There were four possible options, namely “*I watch movies and TV shows: dubbed into Czech, in English with Czech subtitles, in English with English subtitles or in English without any subtitles.*” As the Figure 8, the option “*dubbed into Czech*” scored the most points, namely 42.5 %. 37.1 % of the respondents favoured watching movies and TV shows in English, however, they were insecure about their proficiency and language skills and therefore chose the option with Czech subtitles. The share of pupils who chose to watch movies and TV shows in English with English subtitles was significantly lower than the first two options, nevertheless 11.1 % is a fairly decent amount. The last option “*in English without any subtitles*” scored the least points (9.3 %).

In the light of these outcomes, it is apparent that more than a half of respondents prefer watching TV shows and movies in English language. It is little wonder considering the recent boom in popularity of Netflix original TV shows. When I asked my pupils what their favourite TV shows were, most of them were produced by Netflix such as *Stranger Things* that seemed to be the most popular of them all.

The impact of movies and TV shows on pupils’ language and mainly vocabulary is indisputable. Sometimes, when I presented a new phrase or a word in my class, pupils told me that they had already known it from a movie or a TV show. This beneficial effect was also proved in the Swedish study (see p. 18).



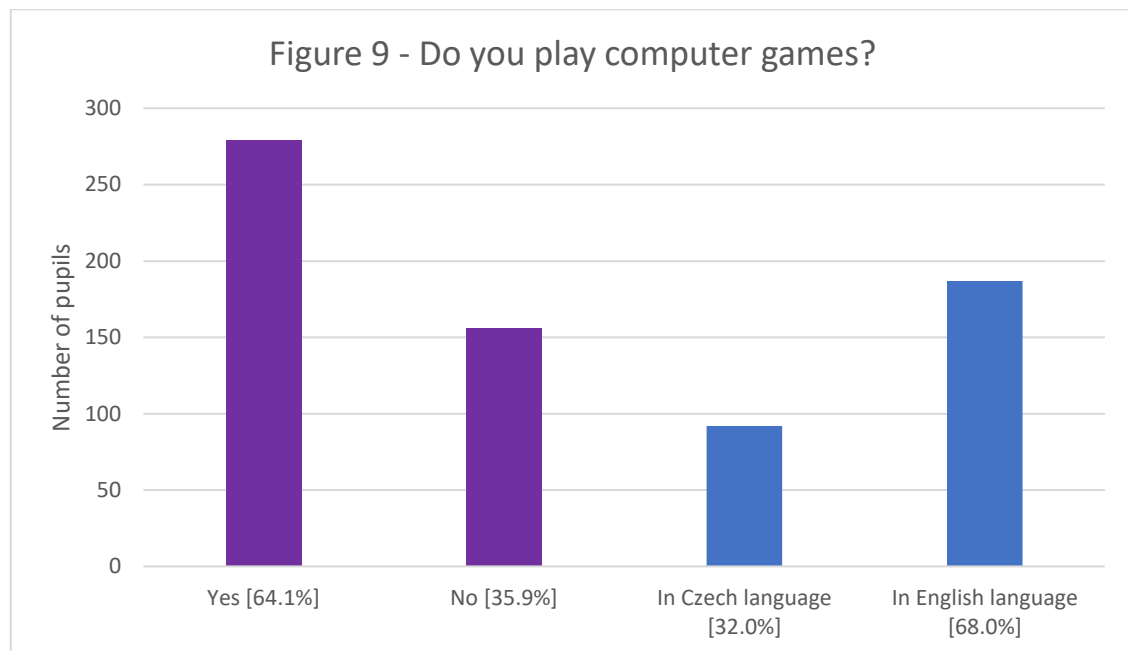
### 5.10 Question 9 a – “Do you play computer games?”

9<sup>th</sup> question pursued to what extent were respondents engaged in gaming. In the theoretical part, there is mentioned that computer games might be an effective tool to improve pupils’ language skills. Playing computer games is also a very enjoyable activity and therefore it promotes unintended learning (see p. 16)

This question, like the preceding one, was divided into two parts. Firstly, all respondents answered the questions whether they played computer games or not. Seeing the Figure 9, 64.1 % of respondents enjoyed playing computer games. The negative answers scored 35.9 % in total. Further in this question, pupils who enjoyed playing games were asked to enter their language preference. As the Figure 9 a shows, most of the respondents (68 %) preferred playing computer games in English. This result might be caused by the fact that some online games are available only in English language. Nevertheless, it leads to the conclusion that those respondents can significantly improve their English and increase their vocabulary by playing computer games. In this case, I can refer to the study carried by Vasileiadou and Makrina that proved this fact (see p. 17).

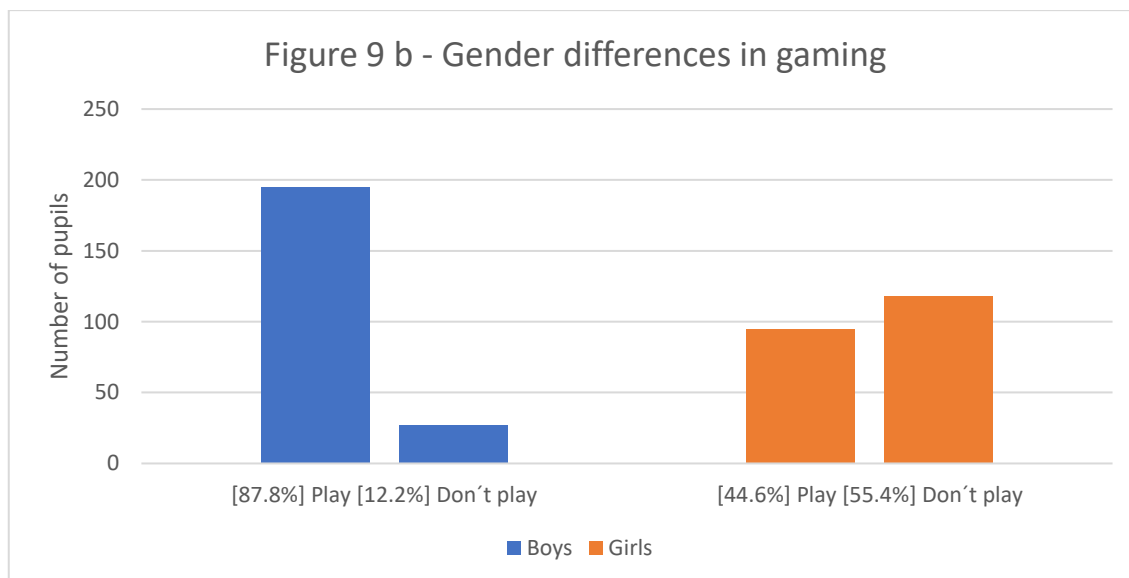
Furthermore, I also interviewed some of my pupils what kind of computer games they liked to play. There were many different answers, however, amongst the most played games pupils listed Fortnite, League of Legends and Minecraft. When I compared these

outcomes with those from the Swedish study (2012/2013), gaming trends have not changed much during the 7 years as for the Swedish respondents the most popular games were FIFA, Call of Duty, Minecraft and League of Legends and War of Warcraft (see also p. 18).



### 5.11 Question 9 b – “Gender differences in gaming”

Furthermore, a very interesting finding I want to point out are gender differences in gaming. Substantially bigger portion of male respondents than female stated that they played computer games. More precisely, 67.2 % of boys engaged in gaming contrary to 32.8 % of girls. Referring back to the Swedish study, in the Czech Republic is online gaming more popular among girls than in Sweden (see p. 18) The Figure 9 b further displays the differences of game playing among both female and male players. Among female players the share of those who engaged in gaming and those who did not was quite similar, whereas the share among male players differed significantly.

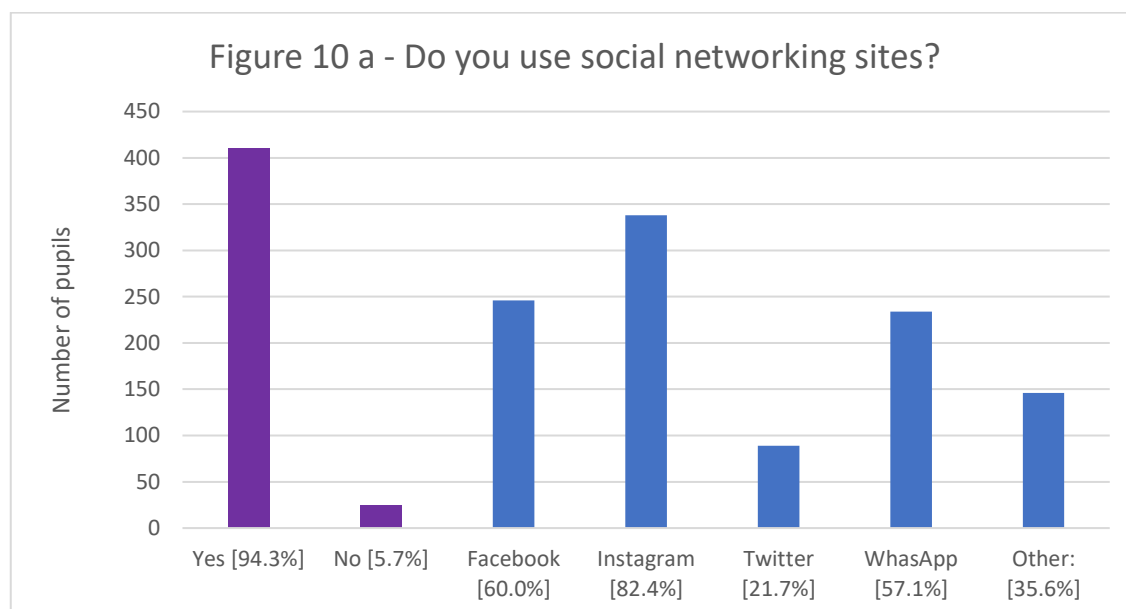


### 5.12 Question 10 a – “Do you use social networking sites?”

The 10<sup>th</sup> question deals with the issue of social networking among children at lower secondary schools. Seeing the Figure 10 a, social networking is quite a popular activity. The findings revealed that 94.3 % of all respondents had at least one account on some social networking sites. The rest (5.7 %) did not. Pupils had six (a-f) options to choose from, namely Facebook, Instagram, Twitter and Whatsapp. The last option was marked as “*other:*” in which pupils were supposed to add other social networking sites that they were using and were not included among suggested options. I assumed that the most popular social networking site would be Facebook, however the outcomes showed that Instagram had the most users (82.4 %) among the responders. Facebook took the second place with 60 %. The third most popular, in this case, social networking mobile application was Whatsapp with 57.1 %. Twitter scored the least points, namely 21.7 %. Furthermore, 35.6 % of respondents were using other social media than the previous mentioned. In this section, among the most common statements was Messenger. Other very popular social media that pupils mentioned were YouTube, Snapchat or TikTok.

Regarding the individual companies’ age requirements, all users must be at least 13 years old to create an account (see pp. 24-28). From the total number 175 of pupils that ranged in age from 11 to 12 and therefore possessed an account on social networks illegally only 15 pupils did not engage in social networking. Whatsapp, which turned out to be the third most used social medium, requires their users to be at least 16 years old (see also p. 25). This alarmingly high percentage of socially active children on the internet

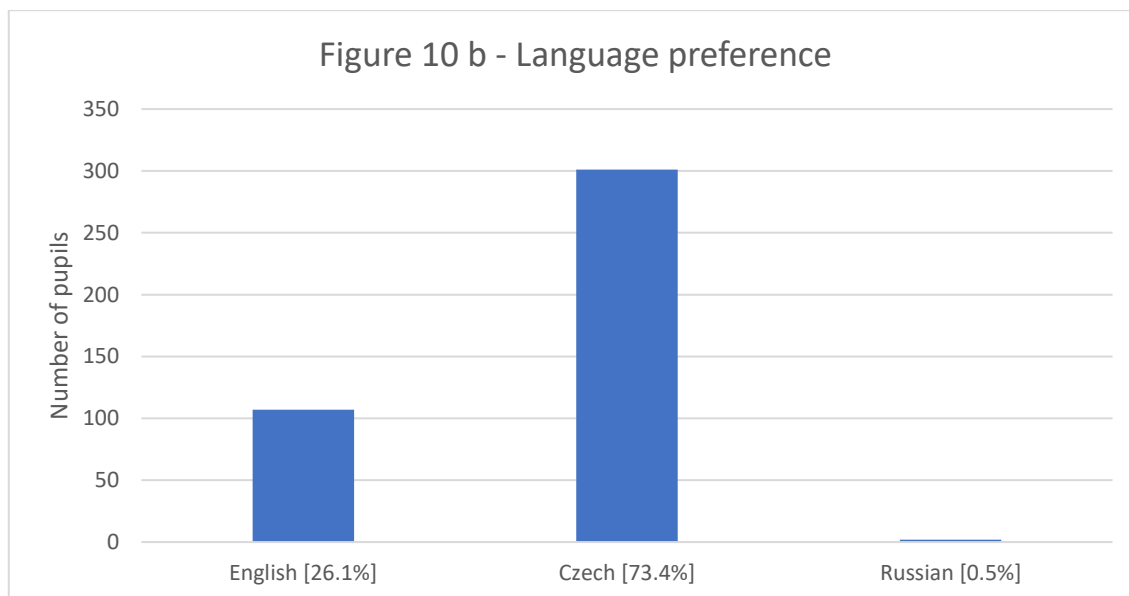
could be exposed to danger such as child sexual abuse or other kinds of cyberbullying. This topic has been recently disclosed by the documentary called *V síti* (see p. 30). Therefore, it is recommended that schools should provide their pupils with information about safe behaviour on the internet.



### 5.13 Question 10 b – “Pupils’ language preference”

In the second part of the question, pupils were asked to put their language preference. As shown in the Figure 10 b, substantial more respondents (73.4 %) used their social networking sites in Czech language. Surprisingly, 0.5 % stated that they used them in Russian. I can only assume whether they wrote this answer just to be funny or actually spoke Russian. 26.1 % of respondents stated that they used them in English. It is much lower percentage of respondents than by gaming or watching movies and series in English (see Figures 8 and 9 a) nonetheless, still worth considering. Social networks can be a useful tool in language learning, if they are used properly (see pp. 28-30). Moreover, as the research conducted at the Islamic University of Riau Indonesia showed, after integrating social media into lessons, students were motivated to learn more because of immediate feedback and the easy access to information (see p. 42).





#### **5.14 Question 11 – “Do you watch videos on YouTube?”**

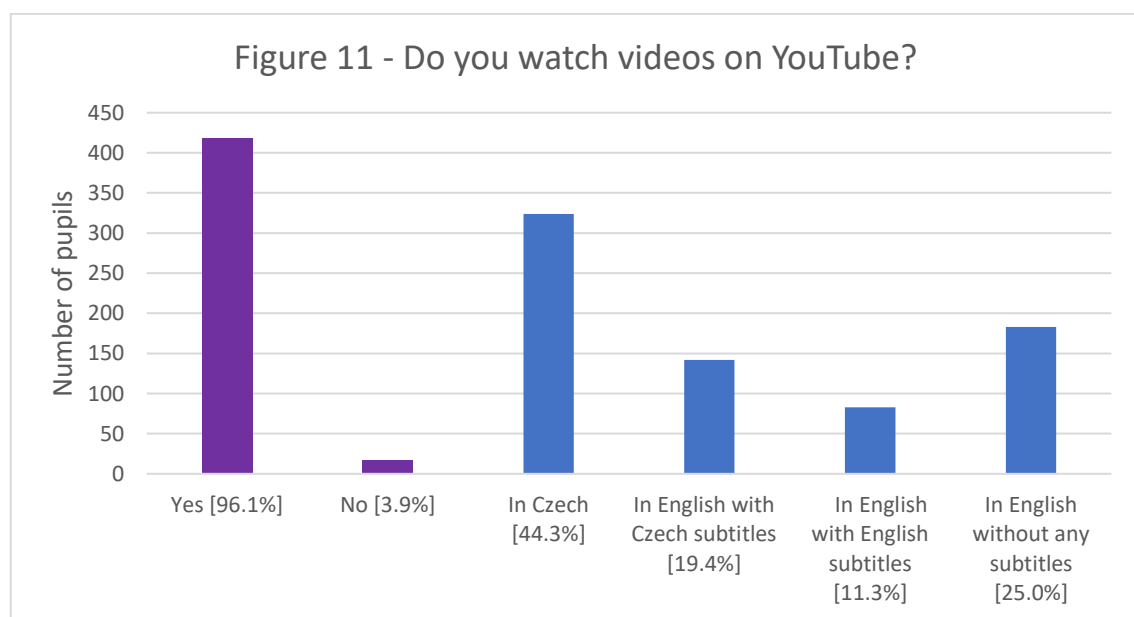
With around 2 billion active users (see p. 27), YouTube is undoubtedly one of the most popular video sharing websites. This question tried to find out how much YouTube is popular among children.

Firstly, all respondents were supposed to say whether they watched videos on YouTube or not. The Figure 11 below shows that vast majority (96.1 %) of pupils watched videos on YouTube and only 3.9 % did not.

Those who responded positively were further asked to opt their language preference for watching videos on YouTube. There were four options, namely “*in Czech*”, “*in English with Czech subtitles*”, “*in English with English subtitles*” and “*in English without any subtitles*”. The findings revealed that 44.3 % of respondents watched videos in Czech language. Those respondents who watched videos in English, 25 % of them preferred watching them without any subtitles. 19.4 % of respondents said that they watched them with Czech subtitles and only 11.3 % watched them in English with English subtitles. When I compared these outcomes with those from 8<sup>th</sup> question, most of the pupils who watched movies and TV show in English, mostly favoured watching them with Czech subtitles (see Figure 8). However, as for videos in English on YouTube, pupils preferred watching them without any subtitles. This was most likely caused by the poor quality of subtitles YouTube usually offers. Also, the possibility to add them to each video is rather limited. Nevertheless, the outcomes further revealed that respondents were not

mere consumers of content YouTube provides. Some of them became *YouTubers* and were uploading their own content. They did not hesitate to mention their username in the questionnaire so that I could subscribe their channel. Two respondents even boasted about the number of their subscribers. Although, the minimum age for creating an account in the European region is 15 (see also p. 27), among the mentioned *YouTubers* were two pupils only 11 years old.

Regarding the popularity of YouTube videos among children, teachers could consider using them in their lessons. Moreover, YouTube is a rich source of material and a great tool for practising listening skills. Learning how to tap into this source and create authentic teaching materials will be beneficial for both pupils and their teachers (see p. 19).

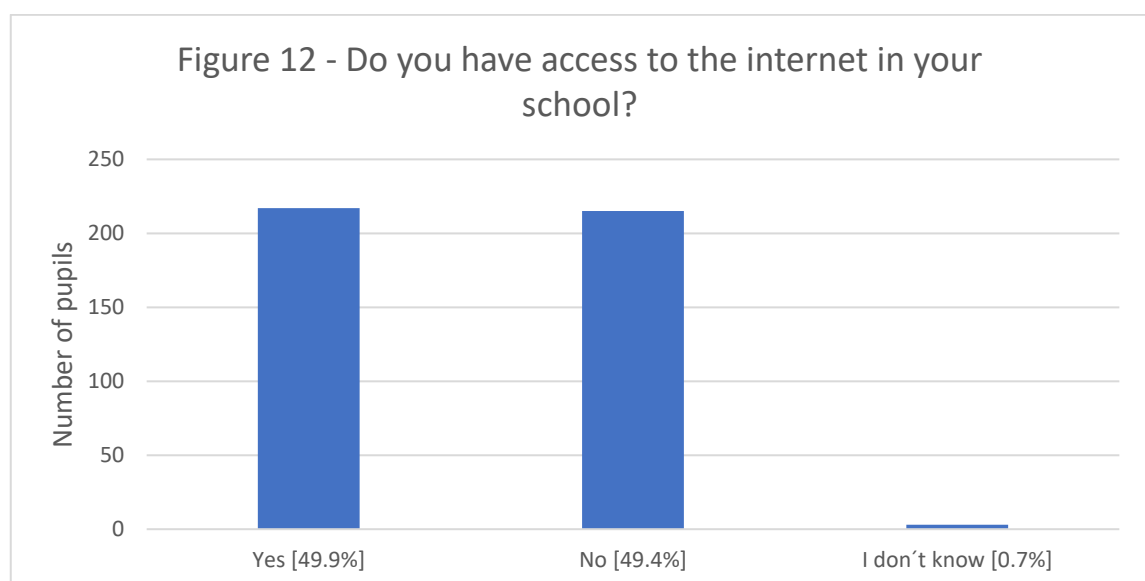


### 5.15 Question 12 – “Do you have access to the internet in your school?”

Many elementary schools do not allow pupils to go online and access to the internet is available only to teachers. The purpose of this question was to find out whether pupils have access to the internet in schools or not. In the theoretical part, it is described how the utilization of internet could be beneficial for English learners to make their lessons more entertaining. Teachers can prepare activities involving online chatting (see p. 21), have their pupils look up information or use them for occasional gaming activities (see p. 15).

It was a simple yes-no question in which pupils were asked to state whether they were allowed to access the school internet or not. Seeing the Figure 12 below, the ratio between schools who offered pupils access to the internet and those who did not was practically the same. 49.9 % of respondents stated that they had the access to the internet in their school and 49.4 % responded negatively. 0.7 % of pupils wrote that they did not know whether the internet in their school was accessible.

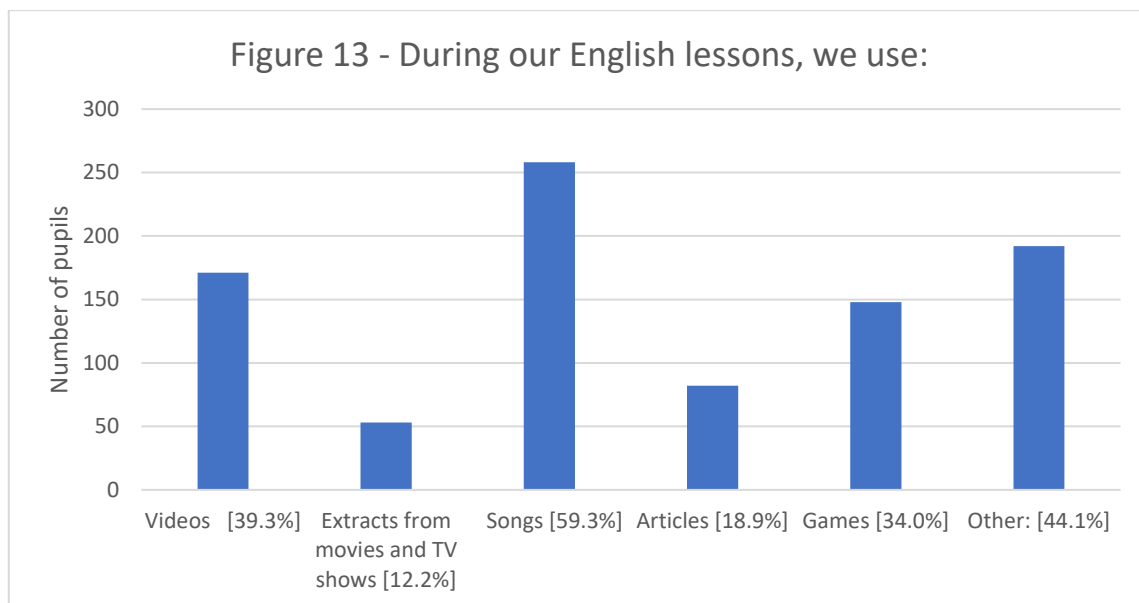
This question should have been more specified because most of the pupils did not understand whether they were asked to state that access to the internet was meant for their personal needs or whether it was only available for teachers. Many pupils added additional comments such as “*There is internet in our school, however, only teachers have access to it.*” or “*We are allowed to go online only during ICT lessons.*”



### 5.16 Question 13 – “During our lessons we use...”

In this question, pupils were asked what kind of tools to boost their English lessons they usually worked with and to what extent were modern media involved in the learning process. In the theoretical part, there is stated that most of pupils are digital natives (see p. 13) and therefore integration of technology into their lessons is desirable. This statement is supported by the research from Chicago in which was found out that motivation and engagement of students increased after technology was implemented into their lessons. Moreover, students also felt that their teachers had prepared activities interesting and relevant to them (see p. 40).

Pupils were asked to complete the statement: “*During our English lessons, we use:*” with suggested options that the respondents found the most fitting. There were 6 options (a-f) in total, namely “*videos*”, “*extracts from movies and TV shows*”, “*songs*”, “*articles*”, and “*games*”. Respondents were allowed to circle as many possibilities as necessary. The last option was “*other:*” in which pupils were supposed to write down further tools or media that were being used in their English lessons. As shown in the Figure 13, songs were the most popular tools for boosting English lessons. This option was mentioned by 59.3 % of all respondents. The third most used tools were videos with 39.3 % therefrom the most pupils’ answers predominated from Hradec Králové Region. 34 % of respondents stated that they played games. In the questionnaire, this option could have been more specified since most of the respondents probably meant classroom games, not online or computer games. Besides using videos and games, pupils further mentioned that they used articles (18.9 %). As the Figure 13 further shows, the use of extracts from movies and TV shows was mentioned only by 12.2 % of respondents. Regarding the last column in the graph marked as “*other:*” that scored the second most points (44.1 %), I expected pupils to mention interesting answers and hoped to get inspired with the ideas. Unfortunately, most of the pupils stated that they mainly used textbooks and workbooks. The second most common answer in this section was English magazines and CDs included in pupils’ textbooks. Four pupils further mentioned that they sometimes used radio in their lessons and two pupils remarked some learning activities with Kahoot.



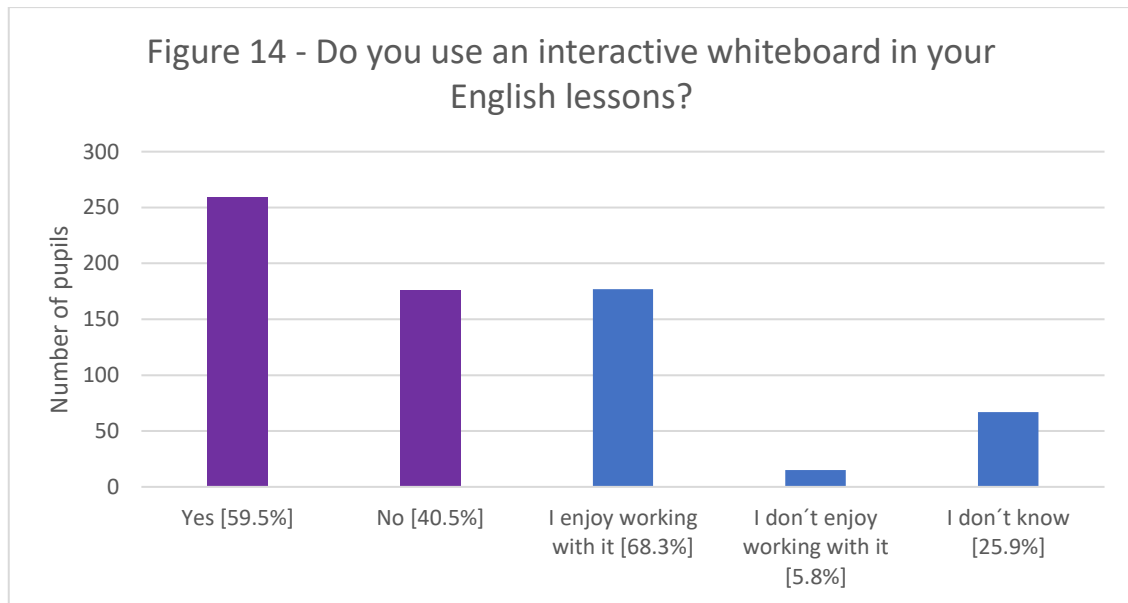
### 5.17 Question 14 – “Do you use an interactive whiteboard in your English lessons?”

Nowadays, many schools are equipped with interactive whiteboards. It is a flexible tool that can be used by teachers working with small children or advanced learners. It facilitates teachers’ work and enables to bring authentic materials to the classroom (see p. 14). Many pupils enjoy carrying out tasks on this board and many textbooks such as Project Fourth Edition used in schools provide iTools.

This question investigated the situation concerning the use of interactive whiteboards at elementary schools. Pupils were supposed to state whether they had interactive whiteboard at their disposal or not. Seeing the Figure 14 below, 59.9 % of respondents had an interactive whiteboard in their classroom. 40.5 % of pupils responded negatively. Responses from Liberec and Hradec Králové Region differed substantially. 181 pupils from Hradec Region stated that they worked with an interactive whiteboard and 38 did not, contrary to only 78 pupils from Liberec region who answered positively. 138 pupils in total from Liberec Region stated that they never worked with an interactive whiteboard during their lessons.

Those who answered positively were further asked to rate their enjoyment of working with an interactive whiteboard by choosing a suitable option, namely “*I enjoy working with it*”, “*I don’t enjoy working with it*” and “*I don’t know*”. The finding revealed that most pupils (68.3 %) enjoyed working with an interactive whiteboard. Only

5.8 % stated that they did not enjoy it and 25.9 % of pupils did not have an opinion and stated that they did not know whether they enjoyed working with an interactive whiteboard or not.

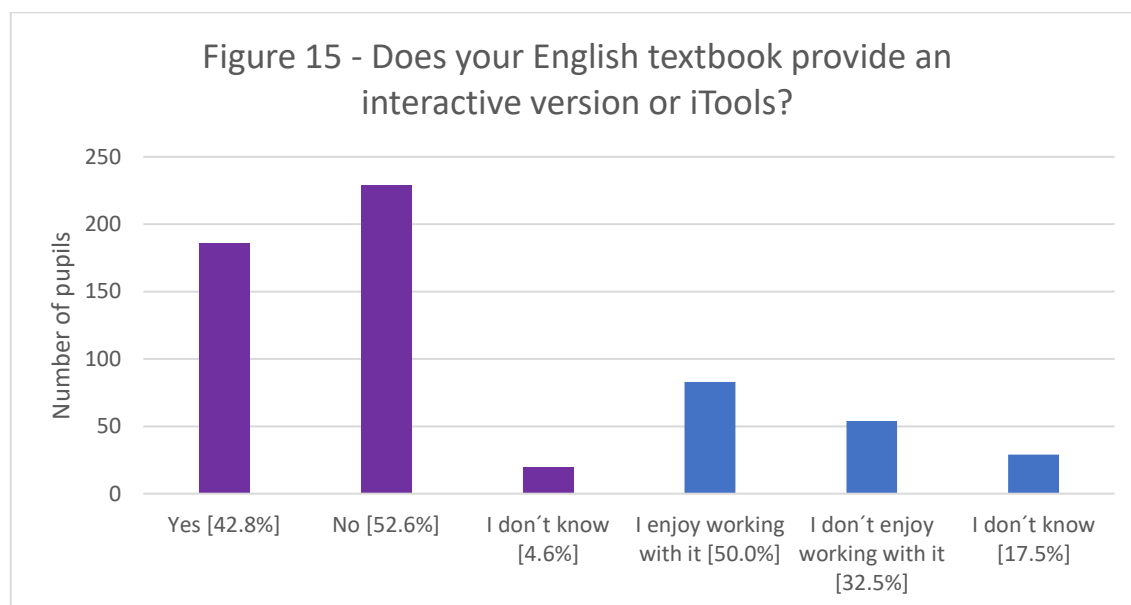


### 5.18 Question 15 – “Does your English textbook provide an interactive version or iTools?”

This question pursued the issue of iTools use in schools. Given that some publishers offer this possibility to use them, I wanted to find out how many pupils were working with them in their English lessons and whether they enjoyed it or not.

Like in the preceding question, pupils were asked if they had iTools at their disposal by answering a simple yes-no question. The Figure 15 shows that 52.6 % of pupils stated that they used iTools during their lessons. 42.8 % answered negatively. There were also pupils who did not know whether an interactive version to their textbooks existed and therefore 4.6 % of pupils put “*I don't know*” as their answer. Comparing the outcomes from Liberec and Hradec Králové Region, there was a substantial difference. Positive answers from Hradec Králové Region were 154 in total as opposed to mere 32 positive answers from Liberec region. Only 5 pupils from Hradec Region said that they did not know whether iTools to their textbooks existed. In Liberec Region it was 15 responses. Concerning the negative answers, in Hradec Králové there were only 60 compared to 169 from Liberec Region.

Those pupils, who were using iTools in their English lessons were further asked to express their level of enjoyment of using them. As shown further in the Figure 15, exactly 50 % of respondents stated that they enjoyed working with iTools and 32.5 % did not. 17.5 % of pupils stated that they did not know whether they liked it or not.

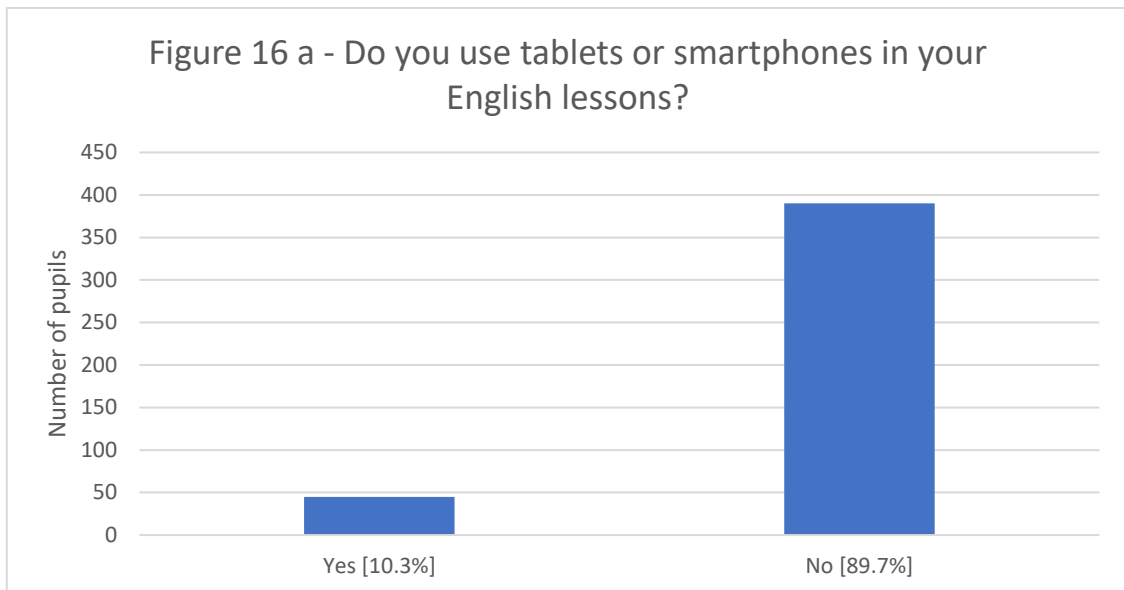


### 5.19 Question 16 a – “Do you use tablets or smartphones in your English lessons?”

These days, almost every child in school has their own smartphone. In the theoretical part, there is stated that smartphones could be very effective tools for learning and teaching. They can be used in multiple activities to promote writing skills with for example chatting or pupils can use them as dictionaries. Furthermore, the arrival of smartphones changed the relationship between student, teacher and technology as teachers no longer have control over the technology pupils use in the classroom (see also p. 15)

In the first part of the question, pupils were supposed to state whether they were using tablets or smartphones in their English lessons or not. The findings showed that the vast majority (89.7 %) of respondents did not use tablets or smartphones during their lessons at all and only 10.3 % did. Like in 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> question, most of the positive answers came from the Hradec Králové Region. In addition, the low percentage of their use might be caused by the concerns of not having the control over smartphone use in the classroom and some teachers might also be uncomfortable with having their pupils work

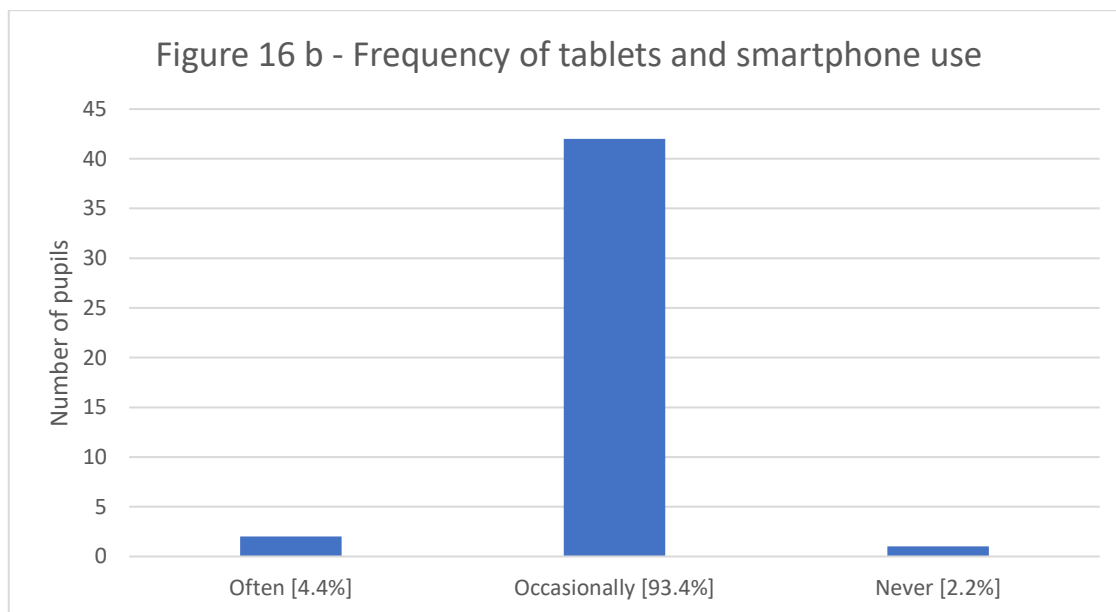
with them. Furthermore, this low percentage is also linked with the issue of internet access in schools (see Figure 12)



#### 5.20 Question 16 b – “Frequency of tablets and smartphones use”

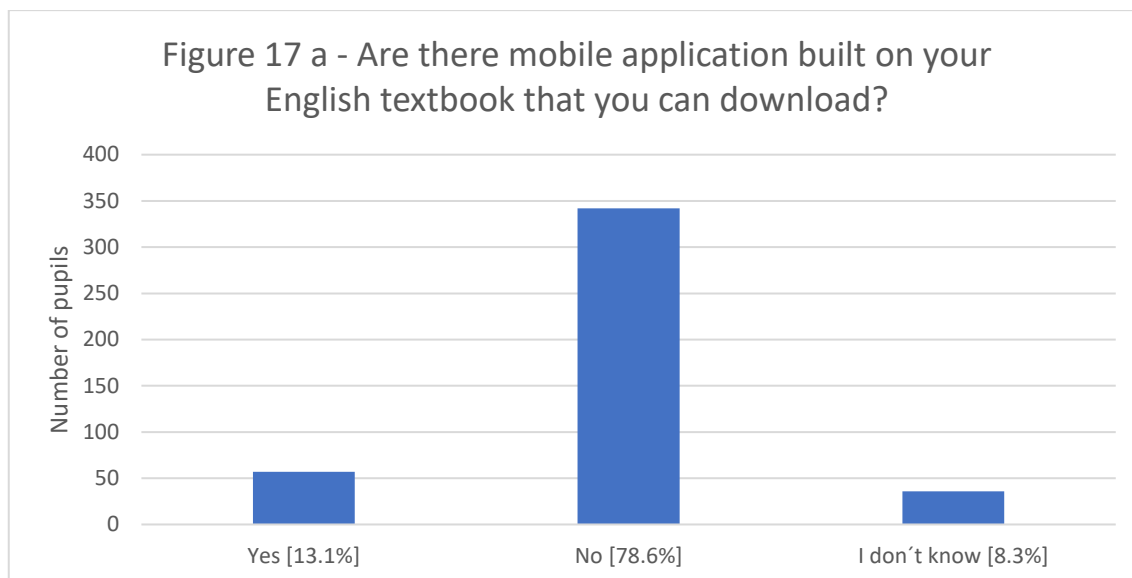
In the second part of the question, pupils who responded positively were further asked to write how often they were allowed to work with tablets or smartphones during their lessons. Given the fact that the percentage of positive answers was low (only 10.3%), creating another graph for the frequency of use was necessary so that the results were readable. As the Figure 16 b shows, vast majority (93.4 %) of pupils used them just occasionally. Only 4.4 % of respondents said that they worked with them often. The last column probably relates only to tablets use because 2.2 % knew that their school provided their pupils with tablets, however, they did not use them at all.





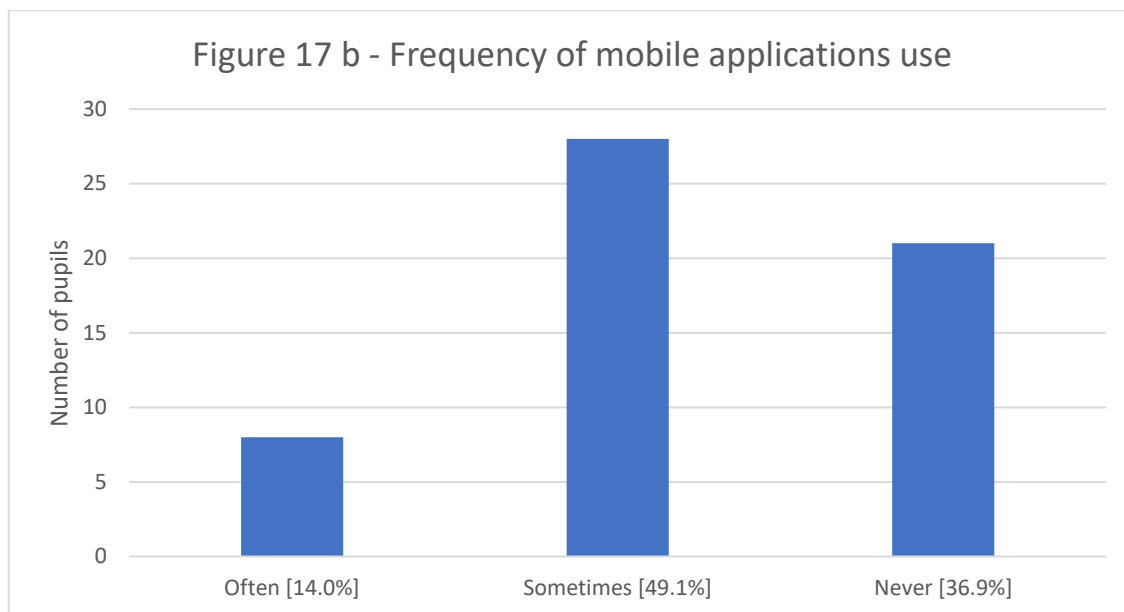
**5.21 Question 17 a – “Are there mobile applications built on your English textbook that you can download?”**

Some publishers offer mobile applications for practising English built on units from textbook pupils use in schools (see pp. 15-16). I wanted to find out to what extent were pupils aware of this possibility and whether they used them on a regular basis. Pupils were supposed to answer a yes-no question to state if they knew whether a mobile application to their English textbooks existed. As the Figure 17 a shows, most of the respondents (78.6 %) said that there were no such applications to their textbooks. 8.3 % of respondents stated that they did not know whether such application existed, and only 13.1 % of pupils answered positively to this question. It is important to note that respondents were not asked about what textbooks they were using. In the theoretical part, there is mentioned that Project Fourth Edition does not offer any kind of mobile applications for practising English. Pupils can only use the Project Online Practice. (see p. 16). Given the fact that Project textbooks are widely used in schools, the findings were certainly influenced by it.



### 5.22 Question 17 b – “Frequency of mobile applications use”

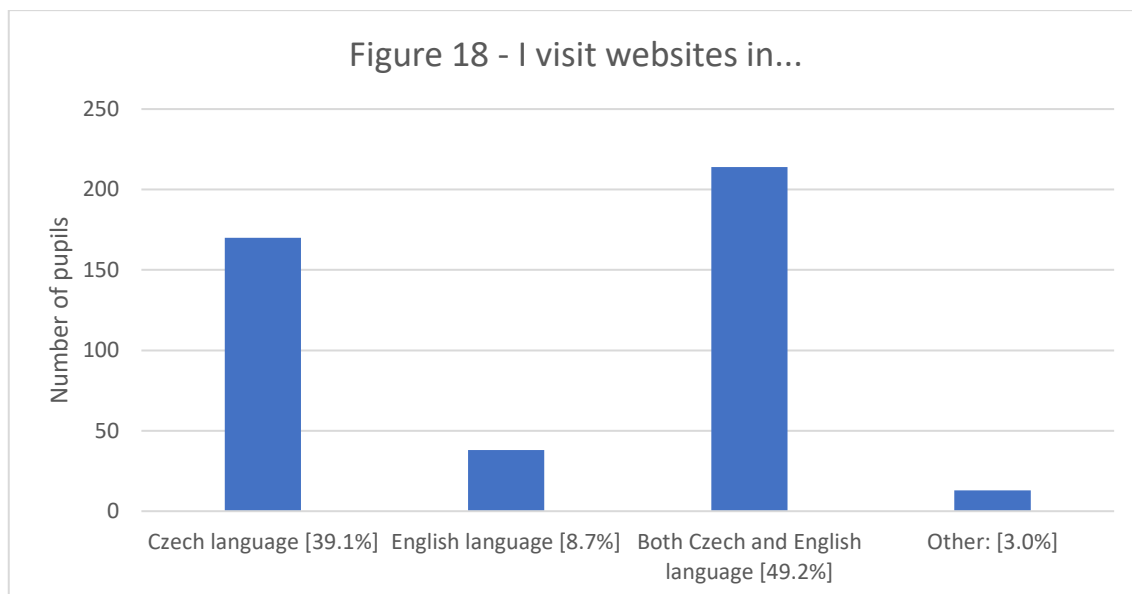
Considering that only 13.1 % of respondents answered positively to the previous question, creating a separate graph to show a frequency of mobile applications use was, like in 16<sup>th</sup> question, necessary. Seeing the Figure 17 b, 14 % of respondents stated that they used them frequently and 49.1 % worked with them occasionally. 36.9 % of pupils claimed that they never used them. In the light of these findings, I can assume that pupils might find the possibility to practise English language taught in schools with applications quite attractive. Teachers could raise general awareness of existing applications designed to help pupils with their English and show them further possibilities for practising the language with various applications provided by for example British Council (see p. 16). Thanks to these applications, pupils might find learning English much more enjoyable.



### 5.23 Question 18 – “I visit websites in...”

The internet provides countless options for pupils to interact with English environment and as Walker and White remark an independent and motivated learner can transform any encounter with technology into learning experience (see p. 22). The same applies for visiting websites. Therefore, I wanted to know whether pupils seek to visit websites in English language or prefer visiting Czech websites.

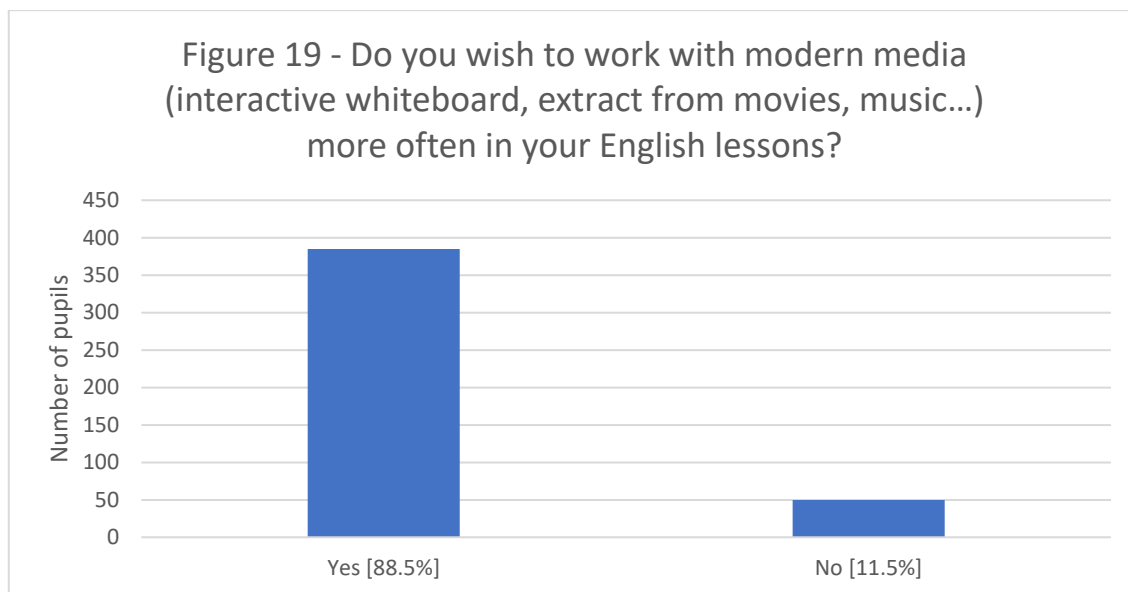
In this section, respondents were appealed to put their language preference when browsing the internet. Pupils could choose from four suggested option, namely “*I visit websites in: Czech, English, and in both languages*”. The last option was marked as “*other:*” where pupils added their own language preference. The outcomes pointed out that more than a half of respondents visited websites in English or other foreign languages. As shown in the Figure 18 below, 49.2 % of pupils visited websites in both Czech and English language. 8.7 % stated that they visited websites only in English language and 3 % of respondents chose the last option. In the “*other:*” section, pupils mentioned that they visited websites also in German, French, Russian and Spanish. 39.1% of all respondents visited websites only in Czech language.



**5.24 Question 19 – “Do you wish to work with modern media (interactive whiteboard, extract from movies, music...) more often in your English lessons?”**

According to Walker and White, the attitude towards technology in education has shifted from computer-assisted language learning to technology enhanced language learning where modern media are part of environment in which language exists (see p. 13). Moreover, students themselves expect technology to be implemented into their lessons (see also p. 13).

Since most of the pupils are most likely digital natives (see p. 13), I wanted to find out what was their attitude toward modern technology in education. They were asked to answer a simple yes-no question: “*Do you wish to work with modern media (interactive whiteboard, extract from movies, music...) more often in your English lessons?*”. The findings confirmed the previous mentioned statements from the theoretical part, namely students expecting technology and modern media to be used in their lessons. Seeing the Figure 19 below, a great majority of respondents (88.5 %) wished to work with modern media more often during their English lessons. Only 11.5 % of pupils answered negatively.



### 5.25 Question 20 – “English lessons would be more entertaining if...”

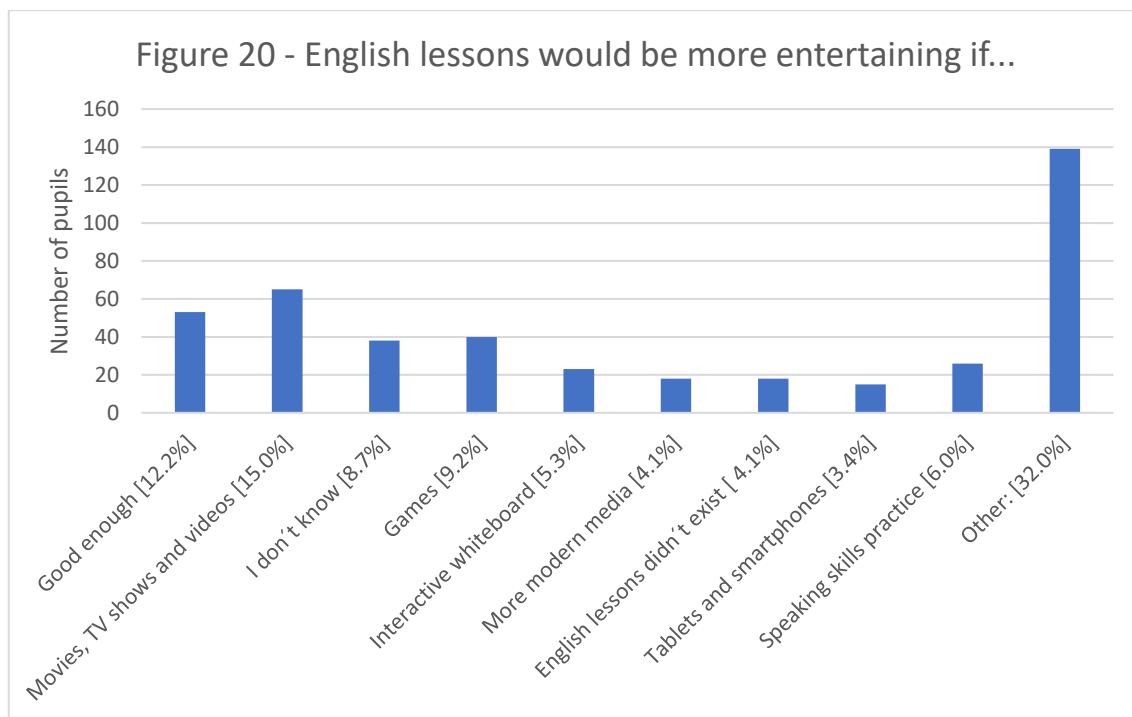
In the theoretical part, there are many proposals on how lessons should look like in order to capture pupils’ attention. In this section, respondents had the opportunity to express their opinions and preferences to enhance their English lessons. Therefore, I find this question the most important and interesting. Pupils were asked to complete this statement: “*English lessons would be more entertaining if ...*” in their own words. A whole variety of remarks and suggestions appeared in this section. Seeing the Figure 20, most of the respondents (15 %) would welcome if their teachers incorporated English movies, TV shows and videos into their lesson. Although the role of videos in English learning is often underestimated (see also p. 17), it could serve as an effective tool especially when practising listening skills (see pp. 18-19). The findings further revealed a very satisfactory information. 12.2 % of all respondents stated that they enjoyed their English lessons and would not change anything because they liked them the way they were. One could argue that 12.2 % is a small share, nevertheless it was the second most common remark.

The third most common statement, as Figure 20 further shows, was playing games with 9.2 %. Pupils’ answers were not further specified but I think that most of them meant classroom games. 8.7 % of pupils had no suggestions how to make their English lessons more enjoyable and put “*I don’t know*” as their answer. 6 % of respondents wished that they practised their speaking skills and had English

conversations more often. 5.3 % of pupils wanted to have an interactive whiteboard in their classroom. These requests were made mostly by pupils from Liberec Region. From Hradec Králové region, this request was made only by 2 pupils in total. Furthermore, the findings revealed that 4.1 % of respondents wished for modern media to be more integrated into their lessons and 3.4 % suggested working with smartphones and tablets during their English lessons. Unfortunately, 4.1 % of respondents felt that complete elimination of English lessons from the curriculum would be the best option.

The last column in the graph shows that the highest percentage (32 %) of respondents' statements appears under "*other*". This section comprises of a wide range of suggestions and most of them were proposed only by two or three pupils, thus it was unfeasible to include all of them in the Figure 20. Nevertheless, I decided to mention the most common statements that occurred in the questionnaire. Some pupils were complaining about their teachers and wished for a different one or at least wanted their teachers to make the lessons more interesting. Excessive use of textbooks was another issue that the respondents pointed out. Lack of native speakers in schools was also apparent since some pupils requested to have lessons with a native speaker at times.

Another suggestion that pupils mentioned was the possibility to go abroad and visit an English-speaking country. Last but not least, some respondents remarked that there were too many pupils in one class and wished to decrease the number. Furthermore, some pupils wished that their teacher had more time to focus on their individual needs.

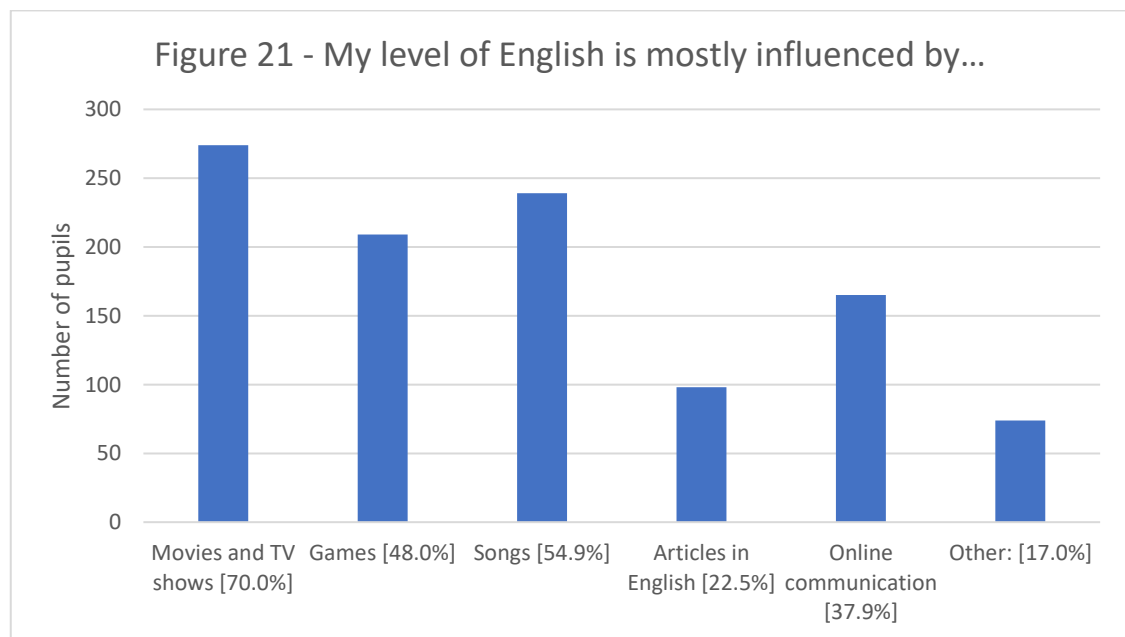


## 5.26 Question 21 – “My level of English is mostly influenced by...”

21<sup>st</sup> question deals with the matter of pupils’ beliefs about what influences their level of English the most. All respondents were supposed to agree to the statement “*My level of English is mostly influenced by...*” by choosing suitable options. They had six options (a-f) in total to choose from and were asked to circle as many answers as necessary. The last option was marked as “*other:*” where respondents wrote their own ideas or factors influencing their level of English. As shown in the Figure 21, the most important factor (70 %) influencing respondents’ English was watching English movies and TV shows. The second highest points scored English songs with 54.9 %. The third place (48 %) took games that were mostly chosen by male respondents (see also Figure 9). Gaming is closely linked to online chat and communication which chose 37.9 % of respondents as another influential factor in English learning. Articles and news in English were chosen by 22.5 % of respondents.

17 % of respondents made their own statements on factors influencing their English. Among most common remarks in this section appeared communication either with pupils’ relatives or friends from abroad. Some pupils also said that talking to strangers while being on holiday improved their English skills. Few respondents further mentioned private tuition or after-school classes as another beneficial factor influencing

their level of English language. Sadly, English lessons in schools were pointed out by 9 pupils which makes only 2.07 % of all respondents. I intentionally did not include “*English lessons in school*” among suggested statements because it interested me how many pupils would include it under “*others*” as their answer. The Swedish study on what students consider more effective whether learning English in or outside of the school proved that more than a half of students participating in the survey believed that they learned most of their English outside of school (see also p. 18) and I must strongly agree with their findings. If the option “*English lessons in school*” was included among the suggested answers, conceivably more pupils would choose it as their answer. Nevertheless, these outcomes indicate that very few pupils consider learning English in school effective.



### 5.27 Question 22 – “Thanks to achieved English language skills in school...”

The last question pursued pupils’ perception of language skills acquired in school. Although in the previous question, pupils did not express much faith in learning English in school, this question shows more positive results. Respondents were asked to complete the sentence: “*Thanks to achieved English language skills in school, ...*” with options that they considered the most accurate. There were 5 possible answers (a-e), namely “*I understand English movies and TV shows*”, “*I can read English articles and*



news”, “I understand computer games in English”, and “I can communicate in English using the internet”. The last option (e) was represented by “other:” in which pupils entered other activities that they managed to do thanks to English knowledge gained in school. The Figure 22 shows that the three most common statements were: “I understand English movies and TV shows”, “I understand computer games in English”, and “I can communicate in English using the internet”. The ration among these three answers was roughly similar and ranged from 57.9 % to 54.3 % of all answers. 28 % of respondents said that they could read articles and news in English. Furthermore, 17.5 % of pupils chose the last option and wrote other activities they could do thanks English language knowledge acquired in school. Among positive statements in this section, the most common one was the ability to communicate with foreigners or respondents’ friends in English. Unfortunately, a big portion of negative statements occurred as well. Some pupils said that they had learned nothing in school and could not do any of the suggested options. Moreover, some pupils remarked that they had learned more from movies and videos on YouTube than in school. One female respondent also mentioned that the only thing she had learned in school was grammar and further said: “The best learning English experience was on holiday in Egypt or during my stay in England”.



## **6 Research summary**

Overall findings were satisfactory. The outcomes showed that many pupils have a positive attitude towards learning English. They understand that the knowledge of this language is important for their future careers and being able to communicate whether online or abroad with foreigners is no less important to them. English language further appears to be a very popular subject since 66.2 % of respondents said that they enjoyed learning it (see Figure 6). The research further revealed that pupils surround themselves with English environment and many respondents stated that it influenced their level of English to a large extent. Some even mentioned that the time spent with English out-of-school activities was more valuable than learning English in school. A large portion of pupils learn English precisely in order to understand movies, TV shows, computer games or be able to communicate on the internet. This finding denotes that modern media and social networks motivate pupils to learn English. This fact is also closely connected to respondents' usage of their acquired English knowledge because most of the activities such as watching TV shows in English, reading English news or online chatting that pupils spend their free time with include precisely modern media or social networks use (see also Figure 22).

## Conclusion

When learning English or any other foreign language, it is very important to be surrounded by it as much as possible. Modern media and social networks offer learners countless options how to interact with the target language. As the research shows, pupils seek to immerse themselves in English by numerous activities that considerably enhance their language skills and respondents themselves believe that for example watching English TV shows and videos or playing computer games are factors that have a huge impact on their level of English.

The outcomes also showed that 94.3 % of all respondents engage in social networking, nevertheless, none of the them included the use of social media among the factors that influence their English. Despite the fact that social networks were not noted among the influencing factors, 26.1 % of respondents do use them in English language, therefore I assume that they might have an impact on pupils' English skills and possibly pupils' attitude towards learning English. Unfortunately, a high percentage of pupils by having a social media account violate companies' terms of use because they are not old enough to be using them. When we come back to the issue of cyberbullying or child sexual abuse that the recent documentary *V síti* has revealed (see also p. 30), this finding could indicate a serious problem. Although, the aim of my research was not to find out whether any of the respondents experienced cyberbullying or any other kind of danger connected to social networking, referring to the documentary, the possibility that there is a child among all the respondents that experienced or even still might be experiencing cyberbullying is most likely. For this very reason, schools should provide their pupils with information about dangers connected with social networking.

Given the fact that none of the respondents mentioned anything about social networks being use in their English lessons, it is apparent that teachers do not include them in English teaching. Nevertheless, social networking sites turned out to be an effective tool for English learning (see pp. 28-30) and therefore teachers could consider integrating them into their lessons. On this occasion, they could warn their pupils about already mentioned dangers regarding social networking.

The research further proved that there are major differences in what kind of modern media and to what extent are used in bigger schools in Hradec Králové Region and in small schools in Liberec Region. Moreover, I had the chance to investigate and

assess this situation of modern media use at first hand, as I did my teaching practice at the elementary school in Jablonec nad Jizerou and later worked as an English teacher at ZŠ Habrmanova in Hradec Králové. Both schools are included in the survey.

ZŠ Jablonec nad Jizerou was equipped traditionally. There were blackboards with chalks in every classroom and only two classrooms were equipped with projector therefrom one was placed in a computer room that teachers could use whenever they needed. Regarding textbooks the school provided, Project (fourth edition) by Tom Hutchinson was used by learners from the sixth to ninth grade. However, they did not have iTools because the school did not have enough money to provide it. In their lessons, English teachers mostly used textbooks and sometimes boosted them with songs, or a magazine called Jump. On the other hand, ZŠ Habrmanova was equipped very modern. Almost in every classroom at the primary level, there was an interactive whiteboard and in all classrooms at the lower-secondary level, there were projectors. There were several computer rooms and one special language classroom as well. Regarding textbooks, the school also worked with Project (fourth edition) by Tom Hutchinson, nevertheless, the use of iTools was on a regular basis and available for every class. Some teachers used Quizlet for vocabulary learning.

The research findings revealed that most schools in Hradec Králové region were equipped with interactive whiteboards and most of the schools from Liberec Region were not. These results were further connected to the use of iTools in which the percentage of use was even lower than the percentage of use of interactive whiteboards. Nevertheless, majority of pupils who worked with them on a regular basis stated that they enjoyed it.

Since 88.5 % of respondents said that they would like to work with modern media in their English lessons more often (see also Figure 19) and that they found watching English TV shows, movies or playing computer games in English very effective in their learning process (see Figure 21), and if we also consider that the most frequent tool that teachers used to boost English lessons were songs and that many pupils pointed out the reality of excessive use of textbooks in their English lessons, teachers could contemplate using modern media in their lessons more often. The same applies to social networking. Instead of a listening exercise from student's books, teachers could use an interesting video on YouTube or an extract from popular TV Show that pupils might enjoy. Furthermore, teachers can suggest their pupils to learn vocabulary or grammar with

the help of several mobile applications and for practising speaking skills they could recommend some websites devised for this particular reason such as *blabu.com*. Finally, online chat, posting tweets, adding comments or playing computer games are one of many ways to practise writing and reading skills.

In the light of my findings, it is apparent that pupils prefer to learn with technology. By showing them many fun strategies to practise and learn English that modern media and social networks mediate, I am convinced that many pupils will find their way into successful and enjoyable English language journey.

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# Attachments

## Attachment 1 – Pupils' questionnaire - blank

### Dotazník – Moderní média a sociální sítě výuce angličtiny jako zdroj motivace – pro žáky

1. Věk:
2. Třída:
3. Pohlaví: chlapec/dívka
4. Jak dlouho se angličtinu učíš?
5. Proč se učíš anglicky? (možno zaškrtnou více možností)
  - a) Protože je to povinný předmět
  - b) Neměl(a) jsem jinou možnost
  - c) Abych se dostal(a) na školu
  - d) Abych se domluvil(a) v zahraničí
  - e) Abych mohl(a) sledovat filmy a seriály v originále
  - f) Abych rozuměl(a) článkům na internetu
  - g) Protože většina her je v angličtině
  - h) Protože angličtina mě baví
  - i) Protože chci angličtinu používat při komunikaci na internetu (Facebook, Instagram, Youtube, ...)
  - j) Jiné.....
6. Baví tě angličtina?
7. Jakou známkou z angličtiny jsi měl(a) na konci školního roku na vysvědčení?
8. Sleduješ seriály a filmy?

Ano/Ne

Pokud ano:

  - a) s českým dabingem
  - b) anglicky s českými titulky
  - c) anglicky s anglickými titulky
  - d) bez titulků
  - e)
9. Hraješ hry?

ANO/NE

Pokud ano:

- a) v češtině
- b) v angličtině

**10. Máš účet na některé z těchto sociálních sítích?**

- a) Nemám
- b) Facebook
- c) Instagram
- d) Twitter
- e) WhatsApp
- f) Jiné: .....

Pokud ano:

- Používám je v češtině
- Používám je v angličtině

**11. Sleduješ videa na Youtube?**

Ano/Ne

Pokud ano:

- a) s českým dabingem
- b) anglicky s českými titulky
- c) anglicky s anglickými titulky
- d) bez titulků

**12. Máte ve škole k dispozici připojení k internetu?**

ANO/NE

**13. V hodinách angličtiny používáme:**

- a) Videá
- b) Ukázky z filmů
- c) Písničky
- d) Články (BBC, CNN, The Guardian, British Council,...)
- e) Hry
- f) Jiné....
- g)

**14. Používáte v hodinách Aj interaktivní tabuli?**

ANO/NE

Pokud ano, výuka s ní mě: baví/nebaví/nevím

**15. Má vaše učebnice angličtiny i interaktivní verzi/ je možné ji používat na interaktivní tabuli?**

ANO/NE

Pokud ano, výuka s ní mě: baví/nebaví/nevím

**16. Využíváte v hodinách angličtiny tablety nebo chytré telefony?**

ANO/NE

Pokud ano, používáme je: často/občas/vůbec ne

**17. Jsou k vaší učebnici k dispozici i aplikace, které si můžete stáhnout do mobilu?**

ANO/NE

Pokud ano, používám je: často/občas/vůbec ne

**18. Webové stránky navštěvuji v:**

- a) Češtině
- b) Angličtině
- c) V obou jazycích
- d) Jiné....

**19. Přeješ si, aby se v hodinách angličtiny pracovalo s moderními médii častěji?**

ANO/NE

**20. Hodiny angličtiny by byly zábavnější kdyby:**

**21. Myslím si, že moji úroveň angličtiny ovlivňují (více možností):**

- a) Filmy a seriály
- b) Hry
- c) Písničky
- d) Anglické články a zprávy
- e) Anglická komunikace na internetu
- f) Jiné .....

**22. Díky získaným znalostem z angličtiny ve škole:**

- a) Rozumím seriálům a filmům v angličtině
- b) Čtu anglické články a zprávy
- c) Rozumím hrám v angličtině
- d) Dorozumím se na internetu anglicky
- e) Jiné .....

## Attachment 2 – Pupils' questionnaire – filled in

Dotazník – Moderní média a sociální sítě ve výuce angličtiny jako zdroj motivace – pro žáky

1. Věk: 15

2. Třída: IX.

3. Pohlaví: chlapec/dívka

4. Jak dlouho se angličtinu učíš?

11 let

5. Proč se učíš anglicky? (možno zaškrtnou více možností)

- a) Protože je to povinný předmět
- b) Neměl(a) jsem jinou možnost
- c) Abych se dostal(a) na školu
- d) Abych se domluvil(a) v zahraničí
- e) Abych mohl(a) sledovat filmy a seriály v originále
- f) Abych rozuměl(a) článkům na internetu
- g) Protože většina her je v angličtině
- h) Protože angličtina mě baví
- i) Protože chci angličtinu používat při komunikaci na internetu (Facebook, Instagram, Youtube...)
- j) Jiné.....

6. Baví tě angličtina?

7. Jakou známku z angličtiny jsi měl(a) na konci školního roku na vysvědčení?

8. Sleduješ seriály a filmy?

ANO/NE

Pokud ano:

- a) s českým dabingem
- b) anglicky s českými titulky
- c) anglicky s anglickými titulky
- d) anglicky bez titulků

9. Hraješ počítačové hry?

ANO/NE

Pokud ano:

- a) v češtině
- b) v angličtině

**10. Máš účet na některé z těchto sociálních sítí?**

- a) Nemám
- b) Facebook
- c) Instagram
- d) Twitter
- e) WhatsApp
- f) Jiné: *Pinterest, YouTube*.....

Pokud ano:

- a) Používám je v češtině
- b) Používám je v angličtině

**11. Sleduješ videa na Youtube?**

ANO/NE

Pokud ano:

- a) s českým dabingem
- b) anglicky s českými titulky
- c) anglicky s anglickými titulky
- d) anglicky bez titulků

**12. Máte ve škole k dispozici připojení k internetu?**

ANO/NE

**13. V hodinách angličtiny používáme:**

- a) Videá
- b) Ukázky z filmů
- c) Písničky
- d) Články (BBC, CNN, The Guardian, British Council,...)
- e) Hry
- f) Jiné ...

**14. Používáte v hodinách Aj interaktivní tabuli?**

ANO/ NE

Pokud ano, výuka s ní mě: baví/nebaví/nevím

**15. Má vaše učebnice angličtiny i interaktivní verzi/ je možné ji používat na interaktivní tabuli?**

ANO/NE

Pokud ano, výuka s ní mě: baví/nebaví/ nevím



16. Využíváte v hodinách angličtiny tablety nebo chytré telefony?

ANO/NE

Pokud ano, používáme je: často/občas/vůbec ne

17. Jsou k vaší učebnici k dispozici i aplikace, které si můžete stáhnout do mobilu?

ANO/NE

Pokud ano, používám je: často/občas/vůbec ne

18. Webové stránky navštěvují v:

- a) Češtině
- b) Angličtině
- c) V obou jazycích
- d) Jiné ...

19. Přeješ si, aby se v hodinách angličtiny pracovalo s moderními médii (interaktivní tabule, ukázky z filmů/seriálů, hudba...) častěji?

ANO/NE

20. Hodiny angličtiny by byly zábavnější kdyby:

*jako nedělati jenom cvičení z učebnic, ale povídat si a mluvit si po světě nebo o seriálech a filmech*

21. Myslím si, že moji úroveň angličtiny ovlivňují (více možností):

- a) Filmy a seriály
- b) Hry
- c) Písničky
- d) Anglické články a zprávy
- e) Anglická komunikace na internetu
- f) Jiné ...

22. Díky získaným znalostem z angličtiny ve škole:

- a) Rozumím seriálům a filmům v angličtině
- b) Čtu anglické články a zprávy
- c) Rozumím hrám v angličtině
- d) Dorozumím se na internetu anglicky (online chat, komentáře k videím...)
- e) Jiné ...