



MEDIA EDUCATION IN THE CZECH LANGUAGE AND LITERATURE



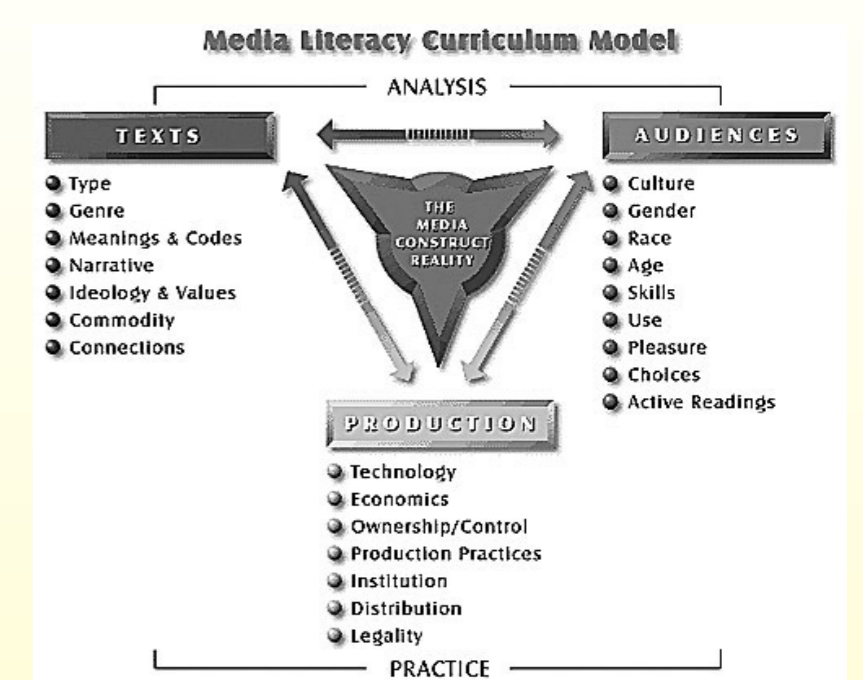
Dagmar Sochorová Strejčková

Introduction

Media Education is a new topic in the Czech Republic, which has been introduced by the Framework Education Programme for Elementary Education (2007, further referred as FEP EE) and can be implemented in School educational programme in different ways according to the needs and specifics of each school. FEP EE as a state curricular document has been issued by the Ministry of Education, Youth and Sports of the Czech Republic. The cross-curricular subject Media Education provides the pupil with elementary knowledge and skills related to media communication and work with the media.

The aim of the study and methodology

This study aims to analyze the most important aspects of realization of this cross-curricular subject by teachers in upper primary schools in the Czech Republic. The partial aims are oriented to finding out the mode of realization and benefits of cross-curricular subject Media Education in the upper primary schools by teachers and survey the use of media in the instruction of Czech language and literature teachers at the realization of Media Education. The sample consisted of Czech language and literature teachers at upper primary schools (n = 600). The research was carried out in the quantitative method, using a self-made questionnaire. Reliability of the tool has been tested with the use of Cronbach's α coefficient ($\alpha = 0.92$). In this part the statistics procedure was utilized. Statistical methods such as Mann-Whitney U-test, Wilcoxon test, Kruskal-Wallis non-parametric ANOVA, Friedman ANOVA, Student's t-test and ANOVA were used.



Curriculum Model based on the critical Framework developer by Eddie Dick of the Scottish Film Council Shepherd - model

Results

The research brought findings concerning the form of realizations of cross-curricular subject Media Education by teachers of Czech language and literature at upper primary schools in the Czech Republic. It was found out that the prevailing form of implementation of cross-curricular subject Media Education is in education subject of Czech language and literature (416 respondents, 69.33 %). It is less often taught as an independent subjects of instruction or as a projects (chart n. 1).

Teachers very commonly implement Media Education into the Czech language and literature in form of projects or in combination of projects and integration, compared to the actual form of curriculum of the subject ($\chi^2 = 14,52$; $p < 0,001$). See chart n. 1 and 2.

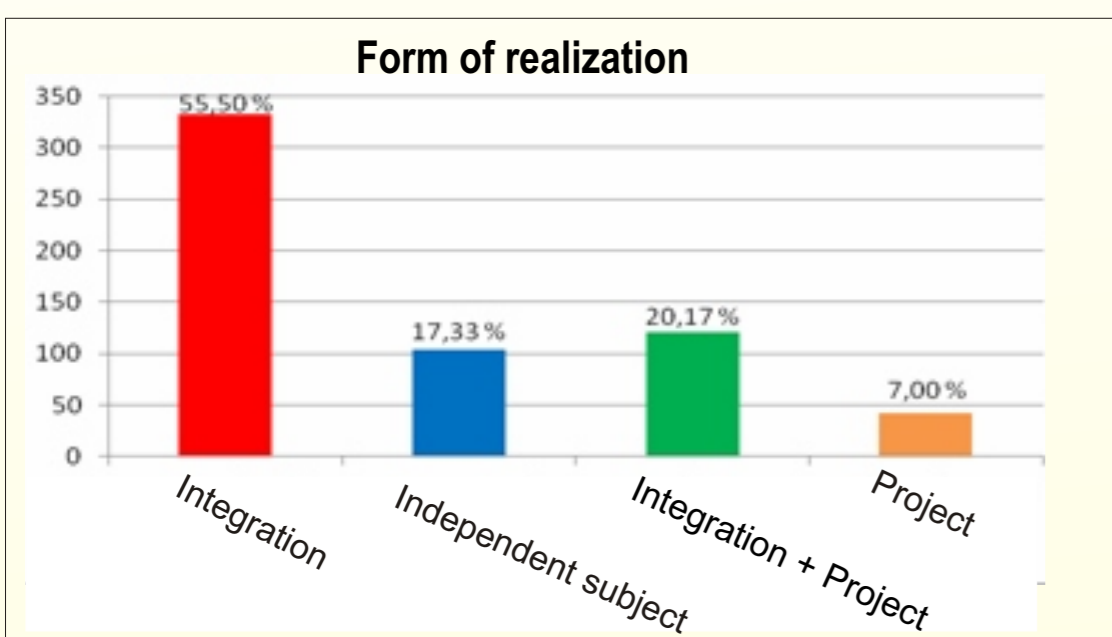


Chart n. 1: Form of realization

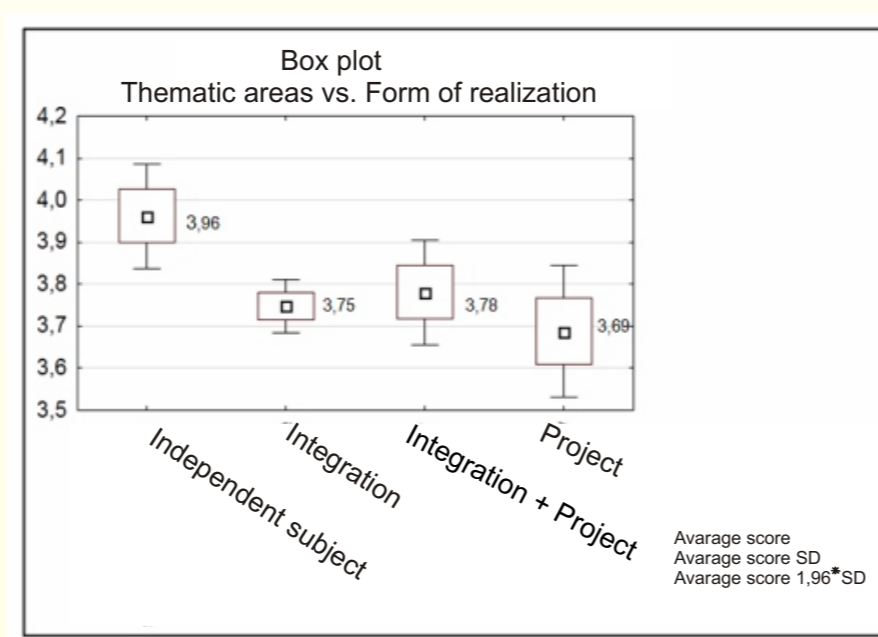


Chart n. 2: Thematic areas vs. Form of realization

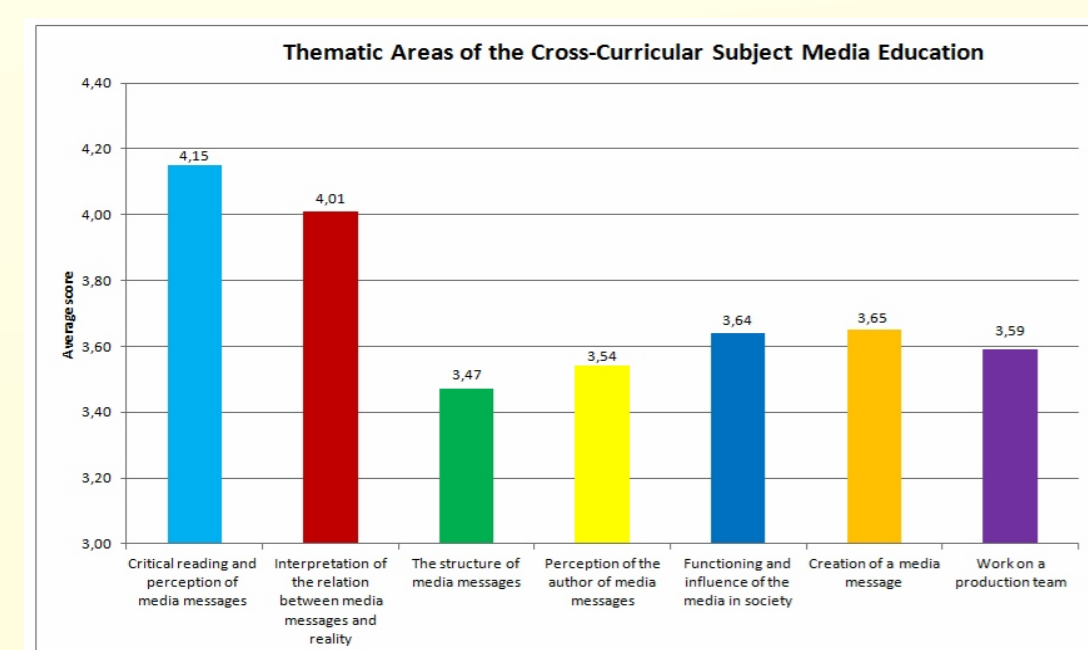


Chart n. 3: Thematic areas of the Media Education

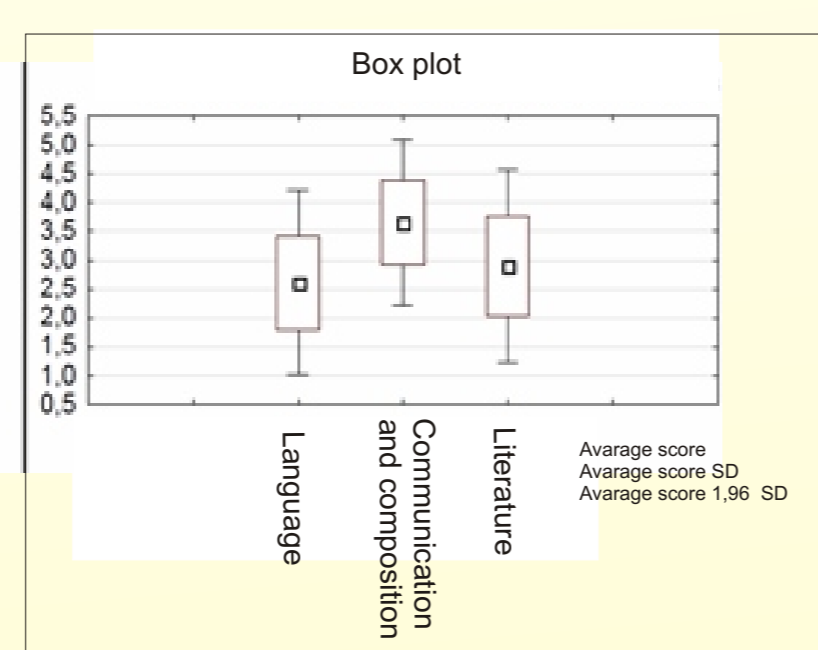


Chart n. 4: ME in the Czech language and liter.

Prevailing thematic areas used by the teachers were *critical reading and perception of media messages* ($x = 4.15$) and *interpretation of the relation between media messages and reality* ($x = 4.01$). Although we expected predominant integration of thematic areas, which are related to the structure of media messages and their creation in Czech language and literature education, these thematic areas were integrated in lesser extent (chart n. 3). The research results prove that teachers mostly use Media Education (ME) in creative writing classes, less in the literature classes. The minimum use of the ME is documented in grammar education part (Friedman ANOVA [$N = 333$, $sv = 2$] = 293.12; $p < 0.001$). See chart n. 4.

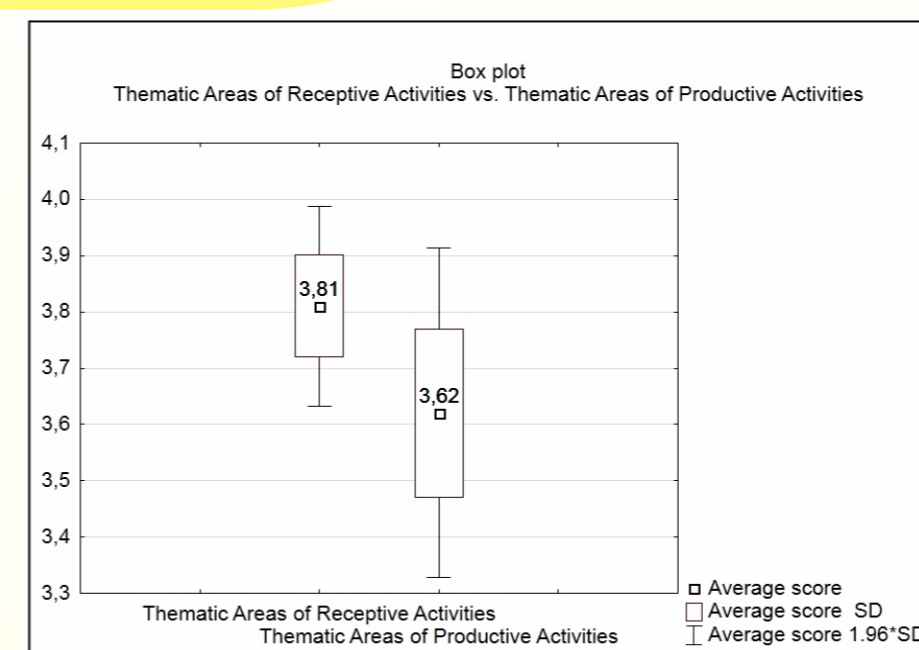


Chart n. 5: Thematic Areas of Receptive Activities Development vs. Productive Activities

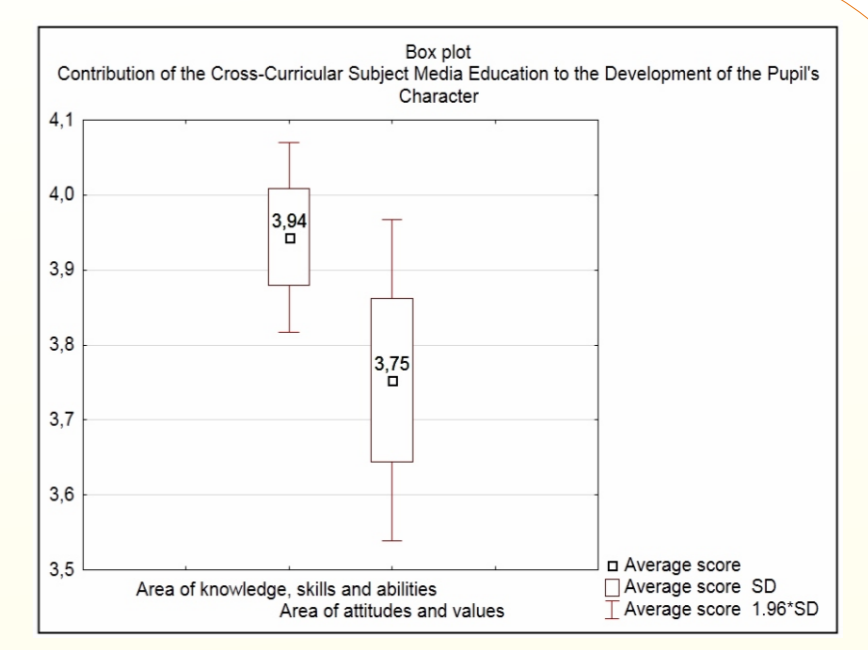


Chart n. 6: Contribution of the Media Education to the of the Pupils Character

Among the teachers was identified a difference in the degree of integration of receptive and productive thematic areas (Wilcoxon test: $T = 55524.00$; $Z = 6.73$; $p < 0.001$). See Chart n. 5. Teaching of cross-section subject of Media Education as a part of the subject Czech Language and Literature is beneficial in the area of knowledge development and similar skills more than in the area of stands and values (Wilcoxon test: $T = 39975.00$; $Z = 9.65$; $p < 0.001$). See chart n. 6.

Teachers who teach Media Education for 6 years and more see the most positive effect of cross-curricular subject Media Education ($F = 7.83$; $p < 0.001$). In the area of knowledge, skills and abilities, most respondents answered that the subject contributed to the development of pupil's ability to communicate ($x = 4.37$) and to use the media's potential, e.g. as a source of information and quality entertainment as well as for leisure-time activities ($x = 4.12$). In the area of attitudes and values, teachers see the biggest contribution in helping the pupil realise the possibility to freely express his/her personal attitudes and responsibility for their formulation and presentation ($x = 4.13$).

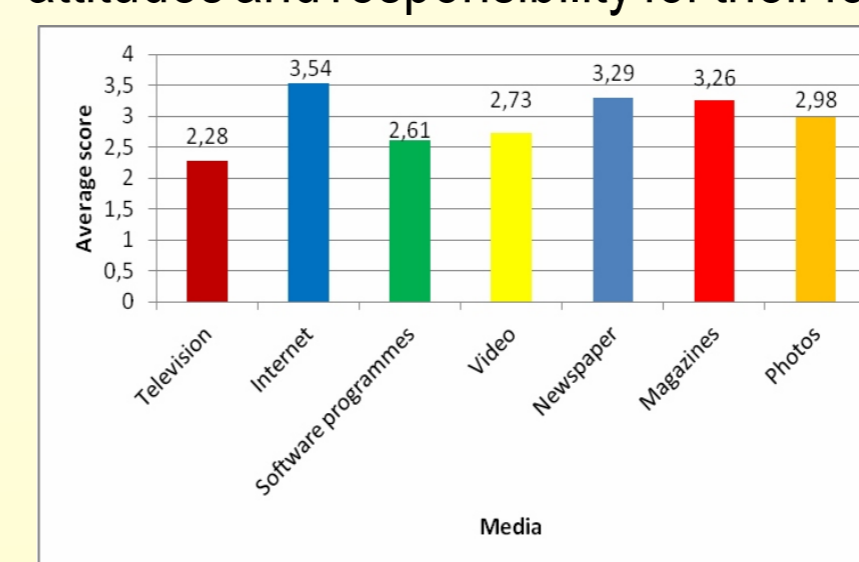


Chart n. 7: The Use of Media in the Instruction of Czech Language and Literature Teachers while Teaching Media Education

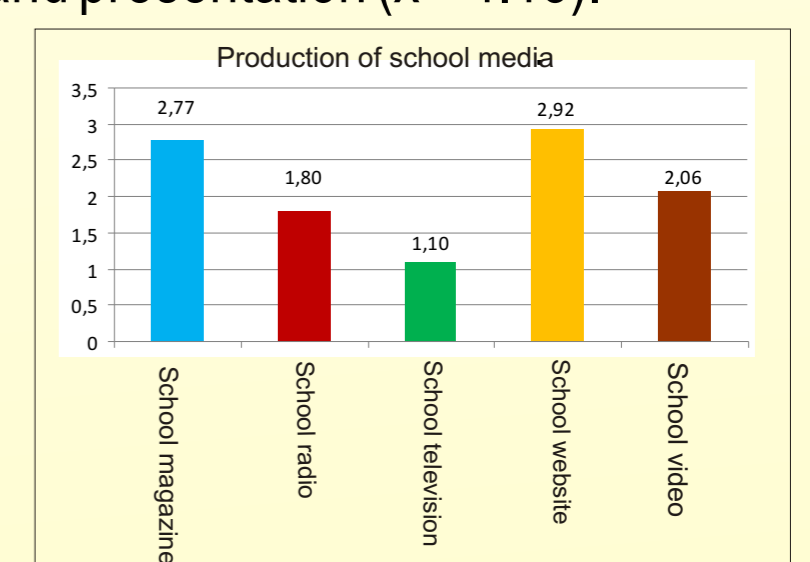


Chart n. 8: Interaction of teachers with students on the production of school media materials

It has also been surprising that most respondents gained information about Media Education from the school where they teach (60.03 %), and only 14.38 % of respondents gained information during their study at a university. Teachers use the Internet most often ($x = 3.54$), newspapers ($x = 3.29$) and magazines ($x = 3.26$). See chart n. 7. Teachers with students create school website most often and school magazine (see chart n. 8).

Conclusion

Media Education contributes to practical use of media and forms critical reflection. According to the results of this research, teachers largely fulfil the requirements of cross-curricular subject Media Education of the Framework Education Programme for Primary Education. Research shows that teachers deal less with identifying the author's attitudes and opinions in a media message, which is in compliance with PISA 2009 results. According to this survey, Czech pupils achieve substantially worse outcomes in the Text Evaluation subscale. It is evident that pupils in the Czech Republic are less accustomed to critically consider and evaluate texts they read. For the future, it is possible to utilize the potential of Media Education in this area and focus our attention to realization of this thematic area in the instruction of this thematic area in the instruction of Czech language and literature teachers on the upper primary school.

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Contact:

PhDr. Dagmar Sochorová Strejčková
 Masaryk University
 Faculty of Education
 Department of Czech Language
 and Literature
 Poříčí 7, Brno 603 00
 Czech Republic
 e-mail: dagmara.sochorova@gmail.com
 www.ped.muni.cz