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Zásady pro vypracování

Cílem této bakalářské práce je prozkoumat příležitosti a podmínky rozvoje řečové dovednosti mluvení ve výuce anglického jazyka u žáků střední školy v konceptu tzv. blended learning. V teoretické části práce nejprve studentka bude definovat blended learning ve výuce anglického jazyka. Dále vymezí pojem řečové dovednosti mluvení a bude diskutovat možnosti a příležitosti jejího rozvoje prostřednictvím integrování ICT do výuky anglického jazyka. V praktické části práce pak studentka navrhne a vytvoří soubor aktivit pro podporu rozvoje mluvení ve výuce anglického jazyka s integrovanými ICT prvky na střední odborné škole/gymnáziu/lyceu.

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ANNOTATION

Living in the 21st century, nobody can deny the importance of information and communication technology in almost all aspects of daily life including the way we work, shop, communicate and even educate ourselves as well as the younger generations. This bachelor thesis deals with the opportunities for the development of speaking skills in English language teaching for secondary school students in the concept of blended learning. In the theoretical part the key terms blended learning, communicative competence, speaking, and ICT are defined. The use of ICT in education is then put into the context of the Strategy for the Education Policy of The Czech Republic up to 2030+. In the practical part of the thesis, the process of planning an English lesson is described. The lesson plans including speaking activities during which ICT is used can be found in the appendices.

KEYWORDS: blended learning, communicative competence, speaking, ICT

ANOTACE

Ve 21. století již nikdo nemůže popřít význam informačních a komunikačních technologií téměř ve všech aspektech každodenního života, včetně toho, jak pracujeme, nakupujeme, komunikujeme, a dokonce i to, jak vzděláváme sami sebe i mladší generace. Tato bakalářská práce se zabývá možnostmi rozvoje řečových dovedností ve výuce anglického jazyka pro studenty středních škol v konceptu blended learning. V teoretické části jsou vymezeny klíčové pojmy blended learning, komunikativní kompetence, mluvení a ICT. Dále je využívání ICT ve vzdělávání zasazeno do kontextu Strategie vzdělávací politiky České republiky do roku 2030+. V praktické části práce je popsán proces plánování hodiny anglického jazyka. Plány vyučovacích hodin včetně aktivit zaměřených na mluvení, při kterých jsou využívány komponenty ICT, jsou uvedeny v přílohách.

KLÍČOVÁ SLOVA: kombinovaná výuka, komunikativní kompetence, řečová dovednost mluvení, informační a komunikační technologie

Table of contents

Introduction.....	9
1. The concept of blended learning.....	10
1.1 E-learning.....	10
1.2 Blended learning.....	12
1.3 Blended learning models.....	13
2 Communicative competence.....	15
2.1 Components of communicative competence.....	15
2.2 Communicative competence according to CEFR.....	16
2.3 Second language speaking competence.....	17
3 Speaking.....	21
3.1 Spoken language specifics.....	21
3.3 Speaking Activities.....	24
4 ICT.....	25
4.1 ICT and education.....	25
4.2 Developing speaking skills with ICT.....	27
5. The planning process.....	29
5.1 The learners.....	29
5.2 The aims.....	30
5.3 Materials.....	31
5.5 ICT components.....	32
6. Lesson plans.....	33
Lesson 1.....	33
Lesson 2.....	34
Lesson 3.....	36
Lesson 4.....	38
Lesson 5.....	40
Lesson 6.....	41
Lesson 7.....	42
Conclusion.....	47
Resumé.....	48
Bibliography.....	51
Appendices.....	56

Introduction

In today's world, it is hard to imagine life without the Internet and other ICT components. Modern technology affects our lives in almost every single aspect from the way we shop, make new friends, find and approach romantic partners, but also, how we learn and how we teach others.

This bachelor thesis looks at how we can use ICT components in teaching English in secondary school, specifically when it comes to the skill of speaking, which according to some authors has been the most overlooked skill of the four.

The theoretical part is divided into four chapters. The first chapter serves as an introduction into the concept of blended learning, one of the various methods of teaching foreign languages. The chapter first highlights the connection between e-learning and blended learning, two terms that are sometimes wrongly used interchangeably. The author then offers a few definitions of the key term and settles upon the one that is used for the purposes of the thesis.

Chapter 2 concerns communicative competence. Firstly, the coinage of the term is mentioned and then the model of communicative competences according to the Council of Europe is introduced. This model needs to be mentioned since it is later referred to in the practical part.

The third chapter describes speaking as a skill. It mentions its specifics differentiating speaking from the other skills. By introducing the model of second language speaking competence, the chapter also tries to explain the relation between communicative competence and second language speaking.

In the final chapter of the theoretical part, ICT and its use in education is introduced. The chapter mentions specific documents supporting the use of ICT in teaching as well as the problem of the digital divide which needs to be dealt with sooner rather than later.

In the practical part, the author designs speaking activities which are presented in the context of whole lesson plans. The plans are designed based on a School Education Plan of a high school the name of which is kept anonymous in order to meet ethical standards. Parts of the SEP are however enclosed in this thesis as appendices along with the lesson plans and additional materials.

The overall aim of this thesis is to design speaking activities in which ICT serves either for preparation before speaking, a tool during speaking, or for evaluation after the speaking is over.

1. The concept of blended learning

The first chapter of the bachelor thesis deals with the definition of the key term blended learning. The chapter presents several definitions of the key term as well as various opinions on what constituents go into the “blend” in blended learning. The aim of the chapter is to introduce blended learning and its models and settle upon the definition which will be used for the purposes of the thesis.

1.1 E-learning

The connection between the terms *blended learning* and *e-learning* needs to be highlighted since the two terms are sometimes wrongly used interchangeably while they do not refer to the same thing.

The explanation of e-learning is quite complicated since opinions differ not only concerning its definition, but also the writing of the word itself (e-learning, e-Learning, eLearning, etc). When examining the various definitions, one needs to keep in mind that they are influenced by the author’s incline to one of the two elements – either the ‘e’ which stands for the technical aspect (which is what the author of this thesis refers to as ICT for the purposes of this paper) or the ‘learning’ (Reimannová 2011, 15). In his Acquisition-Learning hypothesis, Krashen (1982, 10) states that the word *learning* in the context of learning English as a second language stands for a “conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them.”

Meanwhile Bureš and Olševicová (2003) view e-learning as a type of technology that employs computers and other computer-related devices to offer teaching and training materials as well as to help in the learning process and therefore putting focus on technology, Kopecký (2006, 6) describes it as education that is implemented through computer networks, particularly the Internet.

Quite naturally, opinions on what exactly e-learning is have been changing as the years go by. One of the recent explanations says the key term refers to “both research and theory, as well as any educational process (of varied degrees of intentionality) in which ICT as well as data in electronic form, are used ethically” (Zounek 2016, 34-35).

E-learning has its specifics, one of them being the fact that learning can take place offline, online as well as be either synchronous or asynchronous. That is why today we recognize two forms, offline and online e-learning. Once we study these two forms more closely, we are able to find the connection between e-learning and blended learning.

Online e-learning requires an Internet connection or at least a connection to an Intranet, which is a part of a computer network using the same technologies as the Internet. The main difference between the two is that Intranet is private and available only to a narrow group of users (for example the students and graduates of the University of Pardubice). Sometimes, only a short-term connection is needed in order to download the electronic files. The advantage of online e-learning is mainly the possibility of regular updates that can be done to the courses and lower distribution costs. On the other hand, the disadvantage is being tied to the location of the computer and needing to always have access to the network. Online e-learning itself can be further divided into asynchronous and synchronous. A synchronous e-learning environment is one in which the educators and their students meet online in real time on a particular online platform with e-conference or chat being some of the tools used quite often (Amiti 2020, 62). On the contrary, asynchronous e-learning is a stand-alone approach to e-learning that is designed mainly for self-study. The learners and the teacher work independently, meaning they are not in the same place at the same time (Doo, 2009). The primary connection between the teacher and the students is through online discussion with the learning materials most often being distributed on various platforms, for example the Learning Management System, also known as LMS (Rasmitadila 2020, 91).

On the other hand, with offline e-learning, there is no need for a computer network communication. Simply put, we do not need to be connected to the Internet. It is mostly intended for the self-study of learners who are given the essential study materials in electronic form on appropriate storage media, primarily DVD-ROMs or CD-ROMs. These materials could be in the form of text files or video tutorials (lectures).

According to Neumajer (2007, 17) blended learning is achieved by combining traditional (face-to-face) learning with offline e-learning. However, one can hardly interact with and edit content on CD-ROMs. This therefore does not go with a definition of e-learning provided by Černá

(2004) who believes that interaction between learner – learner as well as learner - multimedia content plays a key role in e-learning.

For the purposes of this thesis, both of the authors' views are merged together. Blended learning combines aspects of face-to-face learning with aspects of e-learning as long as the following is respected:

1. the focus of e-learning is collaborative learning activities
 2. e-learning builds on the use of technology interactivity for interpersonal interaction as well as interaction with multimedia content
 3. elements of e-learning can be constantly innovated, updated, distributed, etc.
 4. it is possible to engage in e-learning processes by using standard internet technology
- (Černá 2004, 130-131)

1.2 Blended learning

Over the years, authors interested in the topic have seemingly separated into two main groups. Those who tried to further specify the definition of what “aspects” are being referred to and those who propose an idea that in today’s world, we would hardly find a system that is purely based in face-to-face learning and does not integrate any other constituents into the traditional learning process.

The first group of authors includes Graham, Allen and Ure (2003) who put together a definition suggesting that blended learning is the combination of both face-to-face and online instructions. Graham (2006, 5) then goes on to specify that the definition that fully emphasizes the importance of computer-based learning is that “blended learning systems combine face-to-face instructions with computer-mediated instructions”.

Six years later, Heather Staker and Michael B. Horn (2012, 3) came out with a newly refined definition of blended learning which includes a passage about the importance of learner autonomy and responsibility for the process of one’s learning. According to them, blended learning should be understood as an educational program which contains both online and face-to-face delivery of instructions and content while giving room for student control over elements such as place, time, pace, etc.

The second group of authors mentioned earlier includes those who seem to believe all learning taking place nowadays fits under the umbrella term “blended learning”. Elliot Masie (in Graham 2006, 22) presents an opinion that the blend does not need to include only face-to-face and online learning and he goes as far as to say, “All learning is blended learning!”.

This definition is based on the belief that humans are very complex beings and therefore it is not enough for us to learn in a simple fashion. It also suggests that the blend has always been present and does not need to include ICT. When trying to understand what else can be seen as part of the blend, college classes serve as a perfect example. University students watch their teacher as he uses a pedagogical approach that often combines group projects with individual work or classroom discussion with one-on-one sessions (office hours). Masie (2006, 23) also mentions that it is the students who further add to the blend by taking control over the learning process with strategies such as sharing notes with one another, contacting former students to hold discussion about tests or assessments carried out in the past or simply organizing their own study sessions. Even though Masie’s approach is very interesting, his claim that the blend does not necessarily include the online element was not new since the same belief had already been outlined in Driscoll’s paper (2002, 2) four years earlier.

As we can see, the definitions differ in what exactly goes into the blend. Meanwhile Staker and Horn’s definition seems to be the most specific one, Masie’s definition leaves some room for imagination and therefore allows teachers to create their own blend according to the needs of their students. For the purposes of this thesis, Staker and Horn’s definition was chosen as the basis while also remembering the definition of e-learning provided by Černá (2004).

1.3 Blended learning models

As previously stated, blended learning is based on a bimodal delivery which consists of two main elements: the electronic element and the face-to-face element. However, there are multiple ways how one can use these two elements and the balance between them in order to achieve different aims and cater to various purposes and needs. What this reality leads to is the fact that today we can see multiple blended learning models which are still very much corresponding to the definition established earlier.

One of the earliest divisions of blended learning models was presented by Purnima Valiathan (2002). This division categorized blended learning into three models based on what we are aiming for.

The skill-driven model is mainly based on individual, self-paced learning with the support of a teacher playing the role of a facilitator. The aim here is the development of a specific skill or knowledge with the help of a regular feedback provided by the educator. This model is typical for blending the interaction between the participants of the educational process through e-mail, online discussion forums as well as face-to-face with a self-paced learning supported by books and web-based training (also known as WBT). To make the skill-driven model work, we need a well-developed course plan and the willingness of all participants to communicate through synchronous as well as asynchronous communication means (email, chat, video meetings, webinars, etc.).

The attitude-driven model blends the traditional in-class learning with online learning. The aim is to achieve some change in the attitude and behaviour of the learner. According to Valiathan (2002, 2) this model is suitable for those developers who need to be able to offer their students a chance to try new behaviour in a safe environment, therefore, the attitude-driven approach can be applied to soft skills courses, courses in management skills, courses in public speaking etc. Some activities we might incorporate within this approach involve online debates, chat modules, webinars, and online forums.

Valiathan's third model is called competency driven. This model is based on interacting with and observing experts in a certain field and on experience sharing, where the student learns from their mentor's experience. A big part of this blend is live mentoring, the other part of the blend is made of online performance support tools such as a space on the internet (or intranet in some cases) which will serve as a knowledge repository where the mentor and their student(s) share important stories, experiences and valuable data compiled.

Even though there are many ways to divide blended learning into various models, we need to keep in mind none of these divisions prefer models that are mutually exclusive. According to Staker and Horn (2014, 52), most schools will adapt a so-called combination approach which allows them to blend what has already been blended.

2 Communicative competence

Since the main goal of English language learning lies within being able to successfully communicate, the author cannot overlook the term communicative competence in the theoretical part. To understand what it is and why it is so relevant in terms of teaching English, it is important to first highlight its origin.

Chomsky (1965, 4) established the term *linguistic competence* in order to distinguish language knowledge from *performance*, which he defines as “the actual use of language”. He also stresses a fundamental difference between these two terms and therefore implies they can never directly reflect each other. As a reaction to Chomsky’s theory, Hymes (1967) first defined *communicative competence* as what allows a community member to know when to talk and when to remain silent, which code to use, when, where, and with whom, and so on. A few years later, Hymes (1972, 60) revisited the definition and pointed out that when acquiring knowledge about sentences, we do not view them as purely grammatical, but as appropriate. This is how we acquire knowledge about when to speak; who to talk to about certain things; which topics are appropriate for discussion, and so on. Learners internalize certain attitudes towards the language and its use in specific settings. Hymes was therefore able to bring the sociolinguistic aspect into the term and settled upon the term “communicative competence”.

2.1 Components of communicative competence

Hymes’ new definition motivated linguists to dig even deeper. Some of those who did so were Canale and Swain, a duo which identified the four components of communicative competence. Canale and Swain agreed with Hymes’ critique of Chomsky’s competence–performance dichotomy, saying that it provides no place for evaluation of the appropriateness or sociocultural relevance of an utterance in the contextual and verbal context in which it is utilized.

According to Canale and Swain (1980, 29) the first component is grammatical competence. Orthography, phonology, vocabulary, formation of words, and sentence building are all examples of this competence. It could also be explained as mastering the language code or the ability to properly communicate with and comprehend others.

Knowledge of sociocultural rules of use is part of sociolinguistic competency, the second component of communicative competence. It is focused on the student's ability to deal with various sociolinguistic situations, such as distinct settings or themes. It also covers the use of proper grammatical structures in various sociolinguistic contexts for various communicative functions, the definition of which can be simplified as the goal of gestural, vocal, and spoken behaviours meant to convey information to others. Commenting, demanding, objecting, directing attention from one thing to another or rejecting are a few examples of communicative functions.

The third component mentioned by Canale and Swain (1980, 30) is the strategic competence. This component consists of nonverbal and verbal communication tactics that can be used to compensate for communication failures caused by performance variables or a lack of competence. There will be two types of such strategies: those that are primarily concerned with grammatical competence (e.g., how to paraphrase grammatical structures that one does not yet understand or remember) and those that are more concerned with the sociolinguistic aspect (e.g., various role-playing strategies, how to address someone else when unsure of their social standing).

Three years later, Canale (1983, 9) revisited the model and added a fourth component. The ability to understand and produce texts in the modes of listening, speaking, reading, and writing is referred to by Canale (1983, 9) as discourse competence.

2.2 Communicative competence according to CEFR

When it comes to teaching English to speakers of other languages, one of the most relevant documents is the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR). The document was created by the Council of Europe in order to provide a uniform framework for the clear explanation the content, objectives and techniques used in second language education.

When establishing the components of communicative competence, CEFR (2020, 130) clearly states that its view of CC was equally influenced by linguistics as well as socio-political approaches and applied psychology. Under three areas, the CEFR presents descriptor scales for characteristics of the communicative competence: pragmatic competence, socio-linguistic competence, and linguistic competence. These are divided down into subcomponents, each of

which is discussed in greater detail. The document also points out that these aspects are always entangled and therefore cannot be separated.

Devoid of the pragmatic functions and social values of the language, lexical competence encompasses syntax, lexicology, phonology, and other skills tied to the characteristics of the language system. Linguistic competence deals with lexical and grammatical elements as well as semantics and many other disciplines, but similarly to Chomsky's description mentioned earlier, it only covers the capacity to use the language components without taking into account the learner's ability to apply them effectively according to the social settings the learner finds himself in. In the recent edition, the document states that the linguistic competence covers the following aspects: phonological and orthographical control, vocabulary control and range, grammatical accuracy, and general linguistic range (CEFR 2020, 130-136).

Sometimes it is hard to see a clear difference between pragmatic and linguistic competence. According to the Council of Europe, this difference between the two terms can be summarized as follows: meanwhile linguistic competence is "concerned with language usage (as in "correct usage") and hence with language resources and knowledge of the language as a system, pragmatic competence is concerned with actual language use in the (co-) construction of text" (CEFR 2020, 137). This competence is concerned with flexibility, fluency, cohesion and coherence, turn taking as well as thematic developments and propositional precision.

The knowledge and skills needed to deal with social dimension of language use are referred to as sociolinguistic competence and the topics covered by this term include those that are unique to language use, such as linguistic indicators of social interactions, rules connected to expressing certain levels of politeness, distinctions in register, accents, and dialects (CEFR 2020, 136).

2.3 Second language speaking competence

When examining the major models of communicative competence mentioned earlier, it becomes clear that, despite some minor differences in terminology, they all share the same core concepts, and that over time, authors have attempted to develop and improve the models established by previous scholars. The aim of the following paragraphs is to connect the term communicative competence with second language speaking.

When referring to one's mother tongue, linguists use the term L1 (language 1). Stern (1993, 16) believes that when using the term L2, or second language, we can be referring to two things. Firstly, we might be referring to the chronology of learning a language since in most cases, we encounter a second language later in life than we encounter our mother tongue. In the second sense, when we are referring to the proficiency which is usually lower than our proficiency in L1, the word "second" might be used as a synonym to the word "weaker".

For many years there was a very strong distinction between English as a Second Language (ESL) and English as a Foreign Language (EFL). EFL referred to a situation where students learn English in their home country, a country where English is not the official language. These students used English mainly during travel or work trips to English-speaking countries. On the other hand, there was ESL, in which students mostly lived in Anglophone countries and thus studied the language in order to "survive" and use the language in everyday situations such as renting properties or visiting health care facilities. This distinction has, however, begun to blur. Harmer (2007, 19) argues that this is due to the fact that most communities, whether they are located in English-speaking countries or outside them, are becoming multilingual and thus English is becoming the language of communication. Another reason for this change is that EFL learners have started to use English in a global context. ICT, especially the Internet, has played a big role in this change, which has enabled international communication between users and created a new global target-language community (Harmer 2007, 19). Whatever the situation, when we teach students whose first language is not English and we take into consideration the new global community, we are talking about teaching ESOL (English to Speakers of Other Languages).

Johnson (1981) accentuated the relation between CC and second language speaking stating that a competent L2 speaker should be able to do the following:

Apart from being grammatical, the utterance must also be appropriate on very many levels at the same time; it must conform to the speaker's aim; the role relationships between the interactants; to the setting, topic, linguistic context, etc. The speaker must also produce his utterance withing severe constraints; he does not know in advance what will be said to him yet, if the conversation is not to flag, he must respond quickly. (Johnson 1981, 11)

Since this definition implies that in L2 speaking we do several different things at the same time (Johnson 1996, 155), we consider L2 speaking to be a combinatory skill (Goh and Burns 2012, 52). According to Littlewood (1992) the main aim of teaching L2 speaking should therefore be

the encouragement of further use and combination of these various processes and skills when producing speech.

Based on these processes and skills, Goh and Burns presented a model of so-called second language speaking competence (SLSC) consisting of three parts which will be discussed more closely. Based on the model of SLSC, the development of this competence is seen as the growing ability to use the three elements to produce fluent, accurate, and socially suitable discourses and utterances (Goh and Burns 2012, 53).

The first part of the model called *knowledge of language and discourse* reflects the definition of linguistic competence that appeared in the Canale and Swain model (1980; 1983). In the Goh and Burns model, this item includes grammatical knowledge, lexical knowledge, discourse knowledge and knowledge of phonology. The different components of this linguistic knowledge are intertwined when we speak a second language. This knowledge serves primarily to enable speakers to articulate their ideas clearly and the level of this knowledge shall be taken into account when designing speaking activities for our students. (Goh and Burns 2012, 57).

As the second part of their model, Goh and Burns (2012, 59) present the so-called *core skills*, which they further divide into four categories: pronunciation, speech functions, discourse organization and interaction management. Core skills are defined as knowledge of L2 being put into action (Goh and Burns 2012, 58). In terms of *pronunciation*, L2 learners should be able to produce the sounds of a given language at two levels: suprasegmental and segmental. This includes pronunciation of individual phonemes as well as intonation. Some authors (Jenkins 2000) argue that it is not necessary to expect L2 learners to produce the same calibre of sounds that can be found in native speakers. Nor can pronunciation at the level of native speakers be considered an achievable goal for L2 student. Instead, we should encourage L2 learners to feel comfortable with their own pronunciation as long as it is intelligible.

Speech-function skills are related to pragmatic competence and situations in which L2 learners need to express agreement, disagreement, complain about something or refuse something and ask for something else. It is also good to point out the fact that even though certain speech-function skills are applicable in a particular country or culture, they might seem inappropriate or rude in others (Goh and Burns 2012, 61).

When L2 learners find themselves in a situation where they want to change the topic of conversation, they use so-called *interaction-management skills*. These skills help them manage the conversation and the direction the discourse takes. It is important to remember that in order

to use these skills correctly, students should be able to read the non-verbal signals of the people around them as well, meaning they should pay attention to other people's body language. An example of these skills, as mentioned by Bygate (1987), is turn taking or topic management.

The last core skill mentioned by Goh and Burns is discourse-organization skills. Thanks to those skills, L2 students are able to structure their speech and respond to the speech of others. They are able to do this through their knowledge of discourse routines and lexico-grammatical knowledge, which helps them in cases of coherence and cohesion. Cohesion further includes knowledge of discourse markers used in order to signpost changes or additions to the message speakers are trying to send (Goh and Burns 2012, 62).

The last part of the model is communication strategies. Communication strategies are very important for L2 learners as they help them with two problems: reducing the scope of communication and achieving their desired goal (conveying a message) through all the available resources they can access. We can therefore talk about reducing and achieving strategies.

Goh and Burns (2012, 64) name three kinds of communication strategies: cognitive, metacognitive and interaction. *Cognitive strategies* allow us to paraphrase, describe objects when we cannot remember their exact name, or substitute words for others with similar meanings and their description within this model corresponds with Bygate's (1987) description of achievement strategies. Goh and Burns (2012, 64) give the example of substituting the word chipmunk for squirrel since we know these two animals are similar in their physical appearance. Preparing the content and format of the conversation ahead of time, self-evaluation, and self-monitoring are all examples of metacognitive methods. Even though Cohen (1998) points out that metacognitive methods are rarely adopted, Goh and Burns (2012, 64) state that we might be using them when having a conversation on the phone. Some people might prefer having prepared their lines beforehand and after the call ends, they might feel the need to self-evaluate their performance. Finally, *interaction strategies* encompass comprehension checks, providing examples, using aspects of nonverbal communication such as gestures and facial expressions and repeating utterances are all examples of interactional strategies (Goh and Burns, 2012, 65).

3 Speaking

One of the many ways in which we can describe a language is by mentioning its four core skills: reading, writing, listening, and speaking. When teaching, we should pay equal attention to all four of them, however Bygate (1987) claims that speaking as a skill was somehow overlooked compared to the other three, even though it might be seen as the most important one of them all (Ur 1996, 120).

Bygate (1987, 3) demonstrates the difference between skill and knowledge on driving a car. While the driver knows the positions, functions, and names of the controls in the car, he also needs the skill to operate the controls properly, so he does not crash. The same happens when we speak – we need to know how to structure sentences, but we also need to be able to produce them and adapt our sentences to different circumstances (Bygate 1987, 3). We can further distinguish between interaction and motor-perceptive skills. The latter contain recalling, perceiving as well as articulating structures and sounds of a language in the correct order. Interaction skills, on the other hand, allow making decisions about how to say things, what to say and whether certain things should be said at all. Thanks to interaction strategies we are also able to satisfy certain demands, namely reciprocity and processing conditions. While processing conditions are related to the fact speakers are pressured by time when speech is taking place, reciprocity conditions are concerned with the interpersonal interactions happening during the conversation.

3.1 Spoken language specifics

One of the possible explanations as to why speaking was, and according to Goh and Burns (2012) still is, an overlooked skill might lie within the fact that speaking is quite hard to evaluate and measure. When teaching speaking, many problems might occur such as knowing what the appropriate form of spoken language even is or how does one establish a reasonable model of pronunciation (Brown and Yule, 1983, 3). Thornbury and Stade (2006, 2) even mention that for a long time, speaking was perceived as the less formal variety of written language.

This perception of speaking is simply insufficient because speaking as a skill has its specifics which distinguish it from written language. This chapter covers only some of them. The first difference is the so-called time factor (Bygate 1987, 11). Meanwhile with writing we can take as much time as we need and correct our mistakes, “words are being spoken as they are being decided and as they are being understood” (Bygate, 1987 11).

In contrast to writing, our ideas are usually structured differently when we speak. The structures we use in spoken language are called tails and topicalization. The latter is sometimes referred to as thematic fronting since it allows us to break the fixed word order and highlight the most important information by moving it to the beginning. Tails on the other hand are noun phrases located at the end of the clause and substitute a pronoun which has been previously used in the clause (Luoma 2004, 15).

Spoken interaction is faster thanks to the use of generic and vague words. They are not precise, but perfectly comprehensible in a conversation since they refer to things, people or activities that are visible to the speakers. As an example of generic and vague words often used in spoken interaction, Luoma (2004, 17) presents “this thing”, “that thing” or “the thingy”.

Another important feature is the role of reciprocity. In order for the conversation to be fruitful we need to pay close attention to the words of the speaker and when the roles are reversed, we scan for the reactions of the listener. We should also be ready to adapt our messages accordingly to those reactions. These reactions serve as feedback, and we should take them into consideration unless we want to come across as arrogant or socially obtuse (Bygate 1987, 13).

3.2 Approaches to teaching speaking

Once it is clear what speaking is, it is important to introduce some of the theories on how to learn it. When discussing the theories of language learning seen as suitable when teaching speaking, Thornbury (2005, 38) mentions three of them.

The behaviourist theory sees the formation of language as a habit which learners acquire through repeated reinforcement. According to the theory, there are three stages of learning that are known as the PPP process made up from presentation, practice, and production. When focused on the development of speaking, an example activity is listening to a recording, for example a taped interview, and after drilling and memorisation learners move onto imitating the speakers when performing the interview in class. According to this theory, the mind is seen simply as a brain which is moulded, pushed, and pulled by forces that are far beyond our control.

With the cognitive theory of learning a language, the behaviourist view is being rejected. Concerning speaking, the behaviourist PPP model is replaced with progress starting with awareness-raising, followed by proceduralization and resulting in autonomy. The development of speaking is therefore seen as a movement from processing which is controlled to processing which is automatic. This movement is achieved by paying conscious attention to the rules of a

certain procedure, which through a repetition becomes a part of our existing knowledge and we are able to use it automatically. Meanwhile the behaviourist theory is simply based on imitation of speaking, the cognitive theory takes into account the attention learners pay to the rules of language and the mental processes behind speaking as well (Thornbury 2005, 38).

In contrast, the sociocultural theory is more concerned with the social context of the learning process and is based on the belief that any language, be it the first or the second one, is mediated through interaction with other people. This interaction can be seen in scaffolding, an assisted performance during which the learners receive mediation (or other-regulation) from a person (usually a teacher, a parent, or a friend) with a better knowledge of the language who provides them with a supportive framework. These interactions with others allow learners to appropriate new knowledge, treat it as their own and then use it on their own. This state is referred to as self-regulation (Thornbury 2005, 38). The importance of interaction between people in the learning process has previously been mentioned in Chapter 1 when talking about the need for this particular kind of interaction in e-learning.

It is also important to mention the difference between a direct (or controlled) and indirect (or transfer) approach to teaching speaking. Meanwhile a direct approach deals with the development of individual speaking micro-skills (for example turn-taking), practice of language form and structural accuracy, an indirect approach is concerned with fluency by getting learners to use functional language in order to interact with each other (Goh and Burns 2012, 134).

However, adapting only one of the approaches is simply not enough because although the indirect approach seems suitable for teaching conversation, it can be seen as neglectful towards the development of accuracy and the same can be said about the direct approach and the importance of face-to-face communication for an accurate use of language forms etc. These limitations resulted in authors advocating for new approaches, ideally those that combine features of both direct and indirect approach.

Thornbury (2005) offered a so-called general approach which encompassed three stages. The first one, awareness raising, is a stage during which learners pinpoint gaps that they have in their speaking knowledge. Once the stage is over, learners move into appropriation activities the aim of which is the previously discussed self-regulation and progressive control of their speaking. Finally, in the final stage, learners encounter activities which allow for them to demonstrate their autonomy both in and outside the school.

Even though the limitation of using only a direct or an indirect approach have been known for year and authors have tried to offer their solutions, the two approaches remain isolated in majority of classrooms (Goh and Burns 2012, 137).

3.3 Speaking Activities

Once a teacher adapts an approach to teaching speaking, he needs to decide which speaking activities will be used in the lesson. This chapter introduces theoretical background of the intentionally chosen speaking activities which are later used in the practical part.

When using scripts in the classroom, we can either provide students with already existing ones or ask them to produce the scripts themselves. Asking students to act out scenes or dialogues from scripts is not only beneficial in terms of general language use and pronunciation, but students also grow their confidence and, in some cases, even empathy for the characters while also making them aware of the non-verbal cues they are using, such as gestures, eye contact or facial expressions (Almond 2005, 10-12).

Another activity used in this thesis is referred to as storytelling. This activity is chosen for its usefulness as it mirrors an activity which learners encounter on daily basis – telling their parents what happened at school, telling their friends about their weekend, etc. Unlike some other activities, storytelling is therefore one of the most natural and authentic speaking activities (Harmer 2015, 388).

Adaptation of radio or television games is another activity chosen for the practical part. According to Harmer (2015, 389) it falls into the category of communication games, and its value is mainly that they provide great activities for fluency. Under the umbrella term communication games, we can also find information-gap games during which students are given different information in form of a handout, diagrams, pictures or videos and they have to work together in order to achieve a certain goal by understanding the information they possess, ask their peers for additional information they need, ask questions when meaning is not clear or ask their classmates for repetition and then finally complete the information-gap (Goh and Burns 2012, 203).

The last activity mentioned are discussion-based activities. Harmer (2015, 390) distinguishes between unplanned discussions which happen unexpectedly during class; discussions which result in reaching a consensus; buzz groups, also known as brainstorming, which are typical for

being short and informal; and formal debates for which the students need to be prepared as they encompass sharing arguments which should be well-structured and ideally even backed by findings from the students' research.

4 ICT

Before the author moves onto the practical part, it is important to mention how the concept of using ICT when teaching speaking fits into the English classroom.

ICT is an abbreviation which stands for Information and Communication Technology and covers any communication device or application including TV, radio, phones, computers, access to the Internet, cloud computing, hardware and software, data and transactions as well as combinations of all the components mentioned (Rouse 2005). Although some of its components have existed for decades now, namely computers which became the topic of research around 1950 when the basis of Computer Assisted Language Learning (CALL) was laid, lately we have been seeing new entries such as robots, digital TVs, or smartphones and pretty much all the applications and tools which came with Web 2.0.

Web 2.0 is the name given to the second (current) stage in the development of the Internet, or the revolution in the IT industry, which is closely linked to the use of the Internet as a platform and the effort to create and understand the rules that will lead to success on this platform (O'Reilly 2006). Compared to Web 1.0 and its tools like email, discussion forums or chat rooms (Goodwin-Jones 2003, 12), Web 2.0 is even more interactive, dynamic and information is being updated extremely quickly. In the future, we might expect a new wave in the development which will bring Web 3.0, a stage which experts believe will be characterized by decentralization, data processing with nearly human-like intelligence and a network which will be permissionless and therefore open to everyone to participate in (Dutta, 2022).

4.1 ICT and education

The role of ICT in education cannot be overlooked, especially after the Covid pandemic during which most of the world was forced to rely on ICT in order to continue the education process. The truth is, however, that the importance of ICT in connection to education was known even prior to the pandemic and lies mainly within its potential to increase access to education as well as improve education's quality and relevance.

The problem we are still facing today is the Digital Divide, a phenomenon which was first investigated closely in 1995 (NTIA 1995) and even after 27 years can still be explained as the division between those with access to ICT and those without. According to recently collected data, half of the world's population is currently still not online which means there are about 1.6 billion children between the ages of 3 – 17 who do not have access to the Internet (UNICEF, 2020). If we fail to deal with the Digital Divide, we fail to deal with the knowledge gap which would only deepen the already present social, economic and gender inequalities across the globe.

The reduction of inequalities in access to education is one of the two strategic objectives of Strategy for the Education Policy of the Czech Republic up to 2030+. The document states it is the education system's responsibility to close the digital divide by providing equal access to technology to all pupils and increasing their digital competence (MŠMT 2020, 33).

Digital competence entered the Framework Education Programme for Elementary Education in 2021 after a revision. The competence covers being able to use digital devices both in school and in personal life, learn from them and decide which technology might solve a particular problem. It further encompasses the ability to create and edit digital content, understand the importance of digital technologies for society, critically evaluate their benefits as well as the risks and prevent situations threatening our safety and the security of data shared (MŠMT, 2021).

Alongside Strategy 2030+ and the framework mentioned above, the need for innovation in education in the context of digitalisation is mentioned in the National recovery plan, a comprehensive set of reforms and investments to be implemented by 2026. The plan was released by the Ministry of Industry and Trade of the Czech Republic in 2021 and will be financially supported by the Recovery and Resilience Facility, the main tool of the European Union's recovery package named Next Generation EU. The plan states 3 aims of this component.

The first aim is a revision of the curriculum and promotion of IT education and the meaningful integration of digital technologies into teaching. Technically speaking, the first part of this aim might be seen as somehow fulfilled, or at least fulfilled on paper, thanks to the addition of digital competence into RVP. However, it will take time to see whether the addition has a positive result.

This will be followed by the implementation of the curriculum and the DigCompEdu framework, which is aimed at deepening teachers' digital competence. Support will be offered to around 4,000 schools in two ways, either in the form of financial assistance to pay for training, or direct and indirect support packages that include training and information for all target groups (e.g. IT teachers or school directors).

The third objective is to equip schools with digital technologies. This objective should be met by providing financial assistance to cover the purchase of some 70,000 devices, which will be distributed among 9,260 schools across the country.

4.2 Developing speaking skills with ICT

The effectiveness of using ICT in language teaching was highlighted multiple times through research which confirmed benefits such as development of critical thinking (McMahon, 2009) and ability to co-operate with others (Koc, 2005), problem solving (Brush et al. 2008), easy access to a wide range of learning materials, providing more authenticity by using video and audio materials or providing more opportunities to communicate through or with the computer (Zhao, 2003).

Although the combination of multiple ICT components might be more powerful than the use of a single component, it is important to keep in mind that none of them will be suitable for every single situation (Beldarrain 2006, 143) and it is therefore the teacher's responsibility to investigate which tool will be best suitable for a given task. The following paragraphs discuss some of the tools that might be used for the development of speaking skills.

A tool used quite frequently are videos as they provide an authentic language input. Pratiwi (2011) as well as Anggraeni (2012) confirmed their use helps students with organizing thoughts, choosing appropriate words and creating coherent sentences. A recently carried out study shows that using videos as a learning material develops students' speaking skills namely fluency and pronunciation (Syafiq et al. 2021, 50) while other authors add the development in the aspects of accuracy and performance (Jati et al, 2019, 101). In the English classrooms, videos might be used when introducing topics for discussion, presenting language points or providing examples of authentic language with video-sharing websites such as YouTube or Vimeo being the main source of video material.

Similar to videos are podcasts, audio files uploaded to streaming platforms such as Spotify or iTunes. Consuming podcasts is simple, once we subscribe through an RSS (Really Simple Syndication), we automatically receive a notification every time a new episode is released. Since there is no visual aspect to them, podcasts can be consumed anytime and anywhere. In education, we might come across two types of podcasts: teacher and student. According to Sze (2007, 123), when producing a podcast students pay more attention to the accuracy of their pronunciation and view podcast as a motivating factor to improve their speaking and collaboration skills. Podcasts are also perfect way of engaging students who are shy or less confident as they speak “behind the scenes” instead of in front of a live audience.

One of the latest innovations is a virtual world, or virtual reality. Among the most famous are Lively, or Second Life. After students design their own characters, they enter a 3D world and communicate with other participants. Although these simulations of real environments provide students with realistic and more creative ways to develop their speaking skills, they technical requirements are relatively high. Next to a very good internet connection, the users also need a high-quality computer with reliable graphics and sound cards, headphones (optionally speakers), a good microphone, a special software and a viewer, which is similar to what we know as “browser”, but instead of websites, viewer takes us into 3D spaces.

THE PRACTICAL PART

This part of the thesis offers various possibilities of implementation of ICT into ELT, namely into the process of teaching speaking. Firstly, the process of planning an English lesson is introduced highlighting specific criteria which the author of the thesis adapts later on when designing the lesson plans. In the second part, the lesson plans are introduced, and additional materials included in the appendices are referred to. In the final part, the author evaluates the process and reflects on how the previously set criteria were reflected in the designs.

5. The planning process

In this chapter, the process of planning which is adapted by the author when designing the lesson plans for a group of ten high school students whose language level was set to be B1 is described.

Having a lesson plan is important especially for the teacher who uses the planning process in order to be prepared for the lesson. This means a plan gives the teacher a clear idea of what the content of the lesson is going to be or what materials he needs to prepare in advance. However, what teachers need to keep in mind is that once in class, they are teaching the learner and not the lesson plan (Scrivener 1994, 55). It is therefore important to keep in mind that sometimes it simply is not possible to follow the plan completely and teachers need to be ready to improvise and adapt to the needs of the students.

When designing the lesson plans for this thesis, there are several things the author takes into consideration. These things will then be formed into a framework which the author uses for the process of designing.

5.1 The learners

Earlier, when mentioning the definitions of blended learning, a passage about learner autonomy and student control over aspects such as time or place was mentioned. When creating the lesson plans, student control needs to be kept in mind and therefore the author needs to remember to leave room for students' decisions as to who they collaborate with or where in the classroom they complete the tasks. For some of the lessons, the flipped classroom model can be adapted, as it gives students the opportunity to prepare for the class in their own time at a place they find

suitable. This criterion is based on Staker's definition of blended learning mentioned in Chapter 1.

The lessons should also aim at students' motivation by setting meaningful aims and using authentic materials in order to make students understand how the things they are learning are applicable in the real world since the learning process starts only when learners themselves want to learn.

However, as Maslow's hierarchy of needs shows, this need for learning will only arise when all the more important needs have been satisfied. These needs include physiological and safety needs, love and belonging and esteem. Simply said, if the students feel any physical discomfort and unless they find themselves in an environment that makes them feel safe and respected, they will not be able to focus on learning. When designing the activities, it is extremely important to keep in mind that with speaking, feelings of anxiety are very common, and the author should therefore think of ways to make the learners more comfortable by adapting various techniques. This criterion is based on Maslow's hierarchy of needs.

5.2 The aims

The aims need to be SMART – specific, measurable, achievable, relevant, and time-bound.

Specific: The lesson plans in this thesis include the overall aim of the lesson as well as objectives of each of the activities within the lesson. These objectives serve as intended achievements. To formulate the aims and objectives, the author is using active verbs developed based on Bloom's taxonomy, a hierarchical order of cognitive skills. This taxonomy is used for its specific terminology which helps both teachers and students clarify exactly what is expected from students during each activity.

Measurable: To make sure the aims are measurable; the author quantifies them. By the end of each lesson, a certain product is expected to be produced. The evaluation of the product can be done by the teacher, students themselves or their peers.

Achievable: Before establishing the aims, the author should think about the current quality of speech of the students. Since this thesis includes designing activities for high school students in the Czech Republic, the author needs to find out a reliable source which states what language level is expected from students at this stage. The abilities were set to be comparable with level B1 according to CEFR. This decision was made based on the Catalogue of test requirements of the Maturita Exam which states that the requirements are based on the Common European

Framework of Reference for Languages and descriptors which define language reference level B1.

Relevant: In order to make sure the designed plans are relevant; the author is set to mention the links between the plans and the models of communicative competences established by CEFR as well as with the model of SLSC by Goh and Burns and the School Education Plan.

Time-bound: In each lesson plan, the author states when the goal is expected to be reached. In teaching, the phrase used most often is “by the end of the lesson”.

5.3 Materials

According to Ur (1996, 188) ICT components are usually seen as supplementary materials to a coursebook. However, since this thesis is focused on the use of ICT in the development of speaking skills, a coursebook as the main material is not used in order to see whether it is possible to substitute it with ICT components or materials made with the help of ICT.

Once the author decides which materials will be used for each activity, she then needs to settle upon another decision as to whether she is going to design them herself, borrow them from a colleague or photocopy them from literature. Nevertheless, to truly highlight the role of ICT in education, the author plans on producing most of the materials such as games, cards, or worksheets herself with online designing tools, for example Canva.

5.4 Types of activities

Next thing to figure out is what type of activities will be used in the plan. Since the lessons are focused on the development of speaking, activities mentioned earlier as part of Chapter 3 are included.

Nonetheless, since this thesis deals with blended learning, certain attributes of e-learning mentioned by Černá (2004) need to be taken into account and reflected in the activities as well:

1. the focus of e-learning is collaborative learning activities
2. e-learning builds on the use of technology interactivity for interpersonal interaction as well as interaction with multimedia content
3. elements of e-learning can be constantly innovated, updated, distributed, etc.

4. it is possible to engage in e-learning processes by using standard internet technology
(Černá 2004, 130-131)

When designing the plans, the author needs to think of the following criteria: lesson plans include tasks which give room for both the development of communicative competence as well as collaborative and social skills. Interaction with other people (be it pairs, small groups or the whole class) as well as multimedia content is crucial.

5.5 ICT components

The ICT components included in the designed plans were chosen based on whether the students can interact with them well and easily. Based on the definition of e-learning mentioned in 5.4, a decision was made to include the so-called interactive media, which Britannica defines as “any computer-delivered electronic system that allows the user to control, combine, and manipulate different types of media, such as text, sound, video, computer graphics, and animation.”

The author also takes into account the accessibility of various ICT components. The school whose SEP was used for planning states that the equipment of the school includes 12 large classrooms equipped with computer, data projector, speakers and shading; 3 language classrooms equipped with technology and materials for teaching English, German and Russian; 5 computer labs operating on the Office 365 system; controlled air ventilation via heat recovery units in classrooms, air conditioning in ICT classrooms and laptops for use in non-computer subjects (languages, economics...). On top of that, the school also provides a free Office 365 license for students to use at home.

The school uses an LMS called Moodle and email communication is mediated through the Gmail platform which gives them the access to Google Documents, Google Slides, etc.

6. Lesson plans

This chapter includes detailed descriptions of all seven lesson plans designed. Each description is accompanied by the overall aim of the lesson, links to a model of communicative competences by CEFR, links to Goh and Burns' model of second language speaking competence and also links to SEP. All related materials, including extracts from the School Education Plan, screenshots, worksheets, game cards, etc. are referred to and they can be found enclosed as appendices at the end of the thesis.

Lesson 1

Topic according to SEP: Crime, criminals

Aim: The students will be able to use intonation to enhance important details in a scripted dialogue.

Links to CC (CEFR): linguistic competence (phonological control – prosodic features: intonation)

Links to SLSC: core skills (pronunciation – use of different intonation patterns, interaction management – use of both verbal and non-verbal cues)

Links to SEP: topic (crime, criminals, extremes, testifying); pronunciation: intonation of stressed word in the sentence; skills: describe in basic terms common crimes, understand the meaning of unknown words from context, describe what crimes of modern times the report (in this case the infographic) reports on, and looks for specific information within it

Related materials: Appendices L1a and L1b

Before the lesson: Well in advance before the lesson begins, the teacher uses email or LMS to share a video with the students. The video filmed by Beau Baez, an American lawyer and YouTuber, states what a defamation is and names 5 elements of a defamation. (Appendix L1c)

At the beginning of the lesson, students are provided with access to a shared document in which they have the permission to annotate, meaning they can both write and edit what their classmates have written. Through this document, the pupils create a so-called mind map on the concept of a 'defamation trial'. This concept was chosen for its relevance in 2022, as students can follow what is probably the most publicised defamation trial in history through social networks and websites. In this activity, students are moving between the concepts of remembering and understanding, according to Bloom's taxonomy, as they are asked to both recall (remember) the

concept of defamation trial and identify (understand) keywords related to it. Based on the additions to the mind map, the teacher either clarifies the concept or asks the students to clarify it to make sure the whole class is settled upon one definition and understands the concept.

Once the concept is clear, students form pairs and are told they will be provided with a transcript of a court hearing between a lawyer and a defendant (Appendix L1d). The transcript was typed out based on a footage obtained during a real hearing and provides an authentic situation. Once they skim through the transcript, each student chooses their role and is asked to highlight the most important words or phrases which should be emphasized in order to get the jury's attention. At this stage, students are examining the script and distinguishing the certain words or phrases they believe are important, they are therefore analysing.

The pairs are asked to act out the scene in front of the class. It is possible that the highlighted information will differ with each pair. As students watch their colleagues, they have the chance to analyse their speech and note their intonation. Thanks to this, students might compare their own intonation with their peers, they are therefore analysing while also evaluating their own decisions and the decisions of their classmates.

The teacher then plays a recording from the actual court hearing, during which students get to watch two native American speakers using intonation to get their points across. The students get to compare their own performance with the performance of a lawyer and a defendant in authentic setting at a courthouse in the United States. The students, alternatively the teacher, should point out the strategies used in the video, for example: "the lawyer kept silent for a while before the word "donated" in order to put emphasis on it" etc.

After watching the video and being familiar with some of the techniques of how to work with intonation, the students perform the dialogue again, this time incorporating the tricks they have seen in the video. The lesson ends with a summary of the techniques the students have learnt.

Lesson 2

Topic according to SEP: Film genres, adjectives describing a film, types of TV programmes

Aim: The student is able to compare two performances of actresses portraying the same character.

Links to CC (CEFR): pragmatic competence (thematic development, coherence and cohesion, flexibility), linguistic competence (phonological control, vocabulary control)

Links to SLSC: metacognitive strategies (planning, self-monitoring), cognitive strategies (paraphrasing, approximation), interactional strategies (confirmation and comprehension checks), core skills (speech function – explain, describe; pronunciation – intonation, articulation; discourse organization – coherence, cohesion)

Links to SEP: grammar: adjectives ending in "-ed" and "-ing", 2nd and 3rd degree of adjectives, comparisons; topic: Film genres, adjectives describing a film, types of TV programmes; skills: compares two films or the performances of two actors, exchanges opinions on films he had seen, their quality and the performances of the actors

Related materials: Appendices L2a and L2b

Before the lesson: Well in advance, the teacher uses cloud sharing or email to share a video file with the students. The video file contains the movie *The Queen* (2006) directed by Stephen Frears. The teacher also shares a list presenting the separation of students into two teams. Students in team A watch the first 51 minutes of the movie while team B watches the movie starting at the 51-minute mark till the end. This movie following the British Royal Family after the death of Princess Diana was chosen for its relevance since the SEP states students should be learning about the culture and traditions of Anglophone countries.

At the beginning of the lesson, students separate in two groups of five. They warm up by playing the Taboo game using the taboo cards enclosed in the appendix of this thesis (Appendix L2c). The taboo card contains the main word, in this case a name of a film genre, and four taboo words. Each student picks one card and his task is to describe the movie genre displayed on his card without using any of the taboo words. The rest of the group is trying to guess the genre the student is referring to. The students *create* the definitions – they formulate them and, if needed, substitute the taboo words with suitable synonyms. When it is their time to guess, they *analyse* the definitions provided by others – they connect the definition with a certain genre and guess whether they were right.

The teacher then joins the activity by providing the whole class with a definition of a biographical film, which the students are expected to guess. This will serve as a link between the warmup and the following discussion about the movie they have watched, since “*The Queen*” is a biographical film.

Students are then asked to form pairs with one member being from team A, the other from team B. Their task is to recall the part of the movie they have watched and share the plot with their partner while using the video file as support. They are free to skip through the scenes and use

the video as a visual support by playing some of the most important moments. Since each of them missed a half of the movie, they need to co-operate together to get to the bottom of the story. Harmer (2015, 393) refers to this speaking activity as storytelling and sees one of its major benefits in the fact that storytelling is a part of our daily life.

Once the activity is done, the pairs are encouraged to create a list of characteristics of The Queen from the movie and upload it onto a shared document. This way the students create an online word bank from which they might learn some new adjectives. Some words that might appear include “cold, stern, conflicted” etc. since the movie they had watched portrays Queen Elizabeth II as just that.

The teacher uses the projector to play a scene from “The Crown”, a Netflix TV series. The scene shows young Elizabeth watching home videos with her children. In this scene, Elizabeth is younger, very lively, happier, and portrayed by a different actress. After watching the video, the pairs are tasked with discussing and comparing the two performances of the actresses and comparing the two Elizabeth’s while using adjectives ending in -ing or -ed and their comparative and superlative forms.

Towards the end of the lesson, each student submits his own evaluation (around 100-150 words) of the performances using an LMS forum prepared by the teacher stating which one he liked better and why.

Lesson 3

Topic according to SEP: Sport, leisure time

Aim: The students produce a 10-minute-long podcast dedicated to a controversy in sport.

Links to CC (CEFR): linguistic competence (vocabulary range), sociolinguistic competence (sociolinguistic appropriateness – agreeing, disagreeing, stating own opinion), pragmatic competence (turn taking, thematic development, fluency)

Links to SLSC: core skills (pronunciation – articulation, intonation; speech function – describe, express; interaction management – offer turns, initiate, maintain and end conversations; discourse management – establish cohesion and coherence), metacognitive strategies (planning, self-monitoring), interactional strategies (will vary with each pair), cognitive strategies (paraphrasing researched information, formulaic expressions).

Links to SEP: topic (Sport, leisure time), grammar: past simple and past progressive,

pronunciation: suffix – ed, skills: present researched information about an unusual sports event

Related materials: Appendices L3a and L3b.

Before the lesson: The teacher sends students an email asking them to create an account on SoundCloud, a website used for online distribution of music, or podcasts and other audio files.

For the warmup activity, students participate in a game of Jeopardy. This game can be played with as many teams as needed, for a class of 10 students 3 teams might be the best option. The teacher first uses YouTube and a projector to play a short clip of an authentic Jeopardy episode, so the students get the gist. The teacher then asks the students to summarize the rules of the game and in some cases the students can be asked to create some additional rules if they see it as fit. The teacher uses a web platform JeopardyLabs to create their own version of the game, but it is also possible for them to use a game created by other teachers. The game used in this lesson is focused on sports played in the UK and USA as well as the Olympics, a screenshot from this activity is provided as Appendix L3c. During this activity, students test their knowledge about sports, they practice their speaking skills but also co-operating skills as they are working as a team and have to settle upon a final answer for the questions.

For the main activity, the students are asked to form pairs. The teacher provides each pair with a piece of paper stating one recent controversy from the sporting world (Appendix L3d). The description of the controversy on the paper is very brief so therefore the students are encouraged to individually conduct their own research about the problem on the internet. Students can dedicate their time on the internet to reading articles, making notes, or translating words they do not understand. The purpose of the research is for them to understand the problem and form their own opinion on the controversy. At this stage, they are asked not to share their opinion with their partner.

Once the 10-minute research comes to an end, students are asked to first introduce the controversy briefly and then share their opinions on it with their partner. They use their phones in order to capture their discussion on a video, or a sound recording. The students should be reminded that they do not need to reach a consensus as to how to deal with the controversy, they are simply asked to share their opinion and politely react to the opinion of their classmate as if they were recording a podcast between two friends, the language can be informal. The only requirement is that the recording should be 8-10 minutes long.

The students are tasked with uploading their recording to SoundCloud and sharing the link to the recording with another pair and the teacher through by sending an e-mail. Once students share the links, they listen to a recording of one of the other pairs. Since SoundCloud provides the opportunity to comment under recordings, students will then comment about their stance on the controversy (80-100 words).

Lesson 4

Topic according to SEP: Technology

Aim: The students are able to re-evaluate their list of 5 items to be put into a time capsule.

Links to CC (CEFR): linguistic competence (vocabulary range), sociolinguistic competence (sociolinguistic appropriateness – agreeing, disagreeing, stating own opinion), pragmatic competence (turn taking, thematic development, fluency)

Links to SLSC: discourse knowledge; lexical knowledge; core skills (speech function: explain, express, request clarification, give opinions), interaction management (offer turns, initiate, maintain and end conversations), discourse organization; communication strategies: cognitive strategies (message frames, formulaic expressions), metacognitive strategies (self-evaluation, planning), interactional strategies (will differ in each group).

Links to SEP: grammar (zero conditional, first conditional, future tenses, speculations); receptive skills: identifying objects and reasons for including them in a time capsule from a sound recording, sharing opinions on the importance of time capsules; interactive skills: presenting opinions on how life will look like in the future, commenting on the opinions of others.

Related materials: Appendices L4a and L4b

Before the lesson: The teacher provides a link to a FlipGrid discussion (Appendix L4c). Students are asked to contribute to the discussion by sending a video reply up to two minutes long. The video replies will serve as a topic for a later discussion in class. The topic is titled as “Time Capsule – 5 things to include” and the instructions ask for the students to come up with five things they believe should be included in a time capsule from 2022 which will be opened 100 years from now and explain why. They are encouraged to show the items on video in case they have them on hand. Videos can be recorded with a webcam as well as with a smartphone.

As the first activity in class, the teacher plays a video revealing the contents of a time capsule from 1795. As students watch the video, they are asked to write down the items included inside

the capsule. Once the video is over, the teacher asks the class: “Why do you think the items were chosen?”

After the question is posed, it is time for a Think-Pair-Share activity. The students first take some time to think about the question and form their own answer. They will then form pairs and share their opinion with their partner. Finally, the whole class engages in a discussion to gather all the possible answers to the questions. With this activity, students are practicing their social skills as well as gaining confidence to speak in front of their classmates as they are first speaking in a small group which might make them feel at ease.

Then it is time to use the videos students had created. Students separate into smaller groups of 3 to 4 members and create three teams – A, B, C. Each team then watches the video submissions of the members from another team.

Once they have seen the videos, students are given the task to discuss their classmates’ picks and reach an agreement. They should choose 6 objects mentioned in the video submissions and be ready to defend their opinion on why they should be included in the capsule. During this activity, students are expected to go back to the videos just to hear the lists and reasons behind them again, stop the videos when needed, replay certain parts, etc.

The groups then mix and create new teams of 3 (or 4). This time, each team needs to have a member from team A, B, and C. The students then discuss the lists they have previously created with their first teams while clearly stating arguments as to why these items are relevant enough to be included in the capsule. This time, team members collaborate to make a final list of only 5 things that should be included in the capsule without going back to the video suggestions. They need to be persuasive enough to make their new teammates side with their selection.

After the lesson, the students are asked to go back to the FlipGrid post, watch their video submission and compare it with their list of objects created at the end of the lesson. They are asked to post a video reply to their initial submission talking about whether or not they would change any of the items on their first list and why/why not. The video reply should be 2 minutes long.

Lesson 5

Topic according to SEP: Traveling, adjectives connected to traveling, vacation, trips and excursions, tourism

Aim: The students are able to plan a trip to London with the help of the internet by completing 5 separate tasks.

Links to CC (CEFR): pragmatic competence (flexibility, turn taking, thematic development), linguistic competence (grammatical accuracy)

Links to SLSC: communication strategies (metacognitive and interactional strategies), core skills (speech function – offer suggestions, explain reasons; interaction management - direct conversation, offer turns; discourse organisation); discourse knowledge; grammatical knowledge; phonological knowledge; lexical knowledge.

Links to SEP: topic (traveling, trips); skills: evaluates a quality of an accommodation from the reviews available on a website, derives the meaning of new words from the context, names pros and cons of traveling by different means of transport, plans a holiday with friends, uses a wider vocabulary in communication about traveling.

Related materials: Appendices L5a and L5b

Before the lesson: This lesson plan demands access to a computer and the internet for each student. The teacher therefore needs to ensure the lesson will be taking place in a computer lab or classroom.

During the warmup activity, students form pairs, and each student is given a This or That sheet (Appendix L5c). The sheet presents five pairs of options related to traveling (for example: a beach or the mountains). Student A asks student B about his preferences between the options on the sheet, for example: “Between going to the beach or going to the mountains, which one do you prefer and why?”. Student B examines the options given to him, selects his preferences and explains his choice. Once student A is done with his sheet, it is time for student B to ask the questions on his sheet and student A is the one answering.

Next, students are provided with a list of tasks they should complete with the help of the internet (Appendix L5d). With the use of the internet, students first convert euros to pounds to find out what their budget really is. Next, they look up flights to London and find suitable dates for their trip, find accommodation they like and note its price per night, they search for the price of an Oyster card so they can use public transport in London and use an online map to see how far away from the main attractions their accommodation is located. The task should be done individually with each student conducting their own research.

When students are done with the research, they form pairs. They discuss their findings and compare them. Since their findings are very likely to be different, their task in this activity is to reach a consensus as to when they want to visit, where they will be staying, and what attractions in London they want to see while staying within the budget established at the beginning.

The lesson ends with the pairs using the teacher's computer and a projector to present their travel plans to the rest of the class. They can use the ICT components as a visual aid by showing the accommodation they have chosen, sharing its location through an online map, etc.

Lesson 6

Topic according to SEP: City and countryside

Aim: The students persuade their classmates to invest in a property with the help of a 5-minute-long interactive presentation.

Links to CC (CEFR): sociolinguistic competence (sociolinguistic appropriateness); linguistic competence (vocabulary range, phonological control, general linguistic range); pragmatic competence (coherence and cohesion, thematic development, propositional precision, fluency)

Links to SLSC: grammatical knowledge; lexical knowledge; phonological knowledge; core skills (pronunciation – intonation; speech function – persuade, describe, express, explain; interaction management – use verbal and non-verbal cues; discourse organization – establish coherence and cohesion)

Links to SEP: topic; skills: the learner describes a rural or urban setting, understands a more detailed description of a city, highlights the main points of an article about one of the living arrangements and finds specific information in it

Related materials: Appendices L6a and L6b

Before the lesson: For this lesson, students need to prepare an interactive presentation. The presentation should therefore include functionalities such as hyperlinks, popup boxes, videos, animation, etc. According to Harmer (2015, 391), students benefit from oral presentations only if we give them enough time to prepare for them. We might also advise them to record their first performance and watch it back in order to self-evaluate their presentation skills. What the author of this thesis would do in this case is tell the students about the presentation at least 10 days ahead of the day of presenting while also offering students the chance to attend a consultation at which the students present in front of the teacher who will then give them immediate feedback. The students are tasked with forming pairs, picking a luxurious property listed on the website of the Oppenheim Group (real estate agency based in West Hollywood),

fill in a shared document where they state which property they picked in order to ensure no two pairs pick the same one and prepare a presentation of the property for their classmates. The main goal of the presentation is to persuade others to invest in their property.

In class: Students form pairs. Each of the students is given an odd one out sheet (Appendix L6c). Student A reads out the words to student B who analyses the words and then evaluates which one of the four does not belong and explains how it differs from the rest of the group. When student A is done with reading, it is his turn to guess. This activity includes vocabulary connected to the topic of living in a city and countryside.

Then it is time for the presentations. According to the instructions provided in the email, students will enter the roles of real estate agents who are advertising a property listed on the Oppenheim Group website to a group of potential buyers (the rest of the class). Their task is to present the property in a way that will persuade the potential buyers to invest in the said property which will then result in the real estate agents gaining commission. To present the property well, students need to use persuasive language while also highlighting the pros of living in a certain location and other information stemming from their internet research. They should also think about the way they are presenting themselves – using nonverbal cues, formal language, etc.

While a pair is presenting, the rest of the class focuses on active listening. The students should take down any questions they might have about the property as well as notes evaluating the speaking skills of their colleagues. Once all pairs are done with their presentations, each student reveals the property they would be most interested in buying and reveals the reasons why.

At the end of the lesson, students fill in an anonymous questionnaire where they get to comment on each performance. All students will have access to the answers, and they will therefore be able to read about the evaluations from their peers.

Lesson 7

Topic according to SEP: Shopping, Money, Special occasions

Aim: By the end of the lesson, the students have exchanged six pieces of information regarding an online shop during a spoken interaction with their partner.

Links to CC (CEFR): pragmatic competence (fluency, propositional precision, turn taking, coherence and cohesion); sociolinguistic competence (sociolinguistic appropriateness),

linguistic competence (vocabulary range and control)

Links to SLSC: core skills (interaction management – offer turns, clarify meaning, direct conversations; discourse organization – establish coherence and cohesion; speech function – request help, explain procedures); grammatical knowledge; phonological knowledge; lexical knowledge; discourse knowledge

Links to SEP: topic; productive skills: names different kind of shops and names some of their goods; interactive skills: the learners exchange opinions on an internet store

Related materials: Appendices L7a and L7b

Before the lesson: The teacher has two tasks. First, he needs to create a custom deck of charade cards using the Charade! mobile app. The creation of the deck is very simple and should not take longer than five minutes at most. Once the cards are created, the app generates an ID number for the deck. The teacher then sends his students an email (or posts a message through LMS) with the deck ID and direct links to a mobile game Charades! which is accessible to both Android as well as iOS users through GooglePlay or the App Store. Once students download the app and type in the ID to get access to the deck. The teacher also sends each student an email with enclosed instructions for the information-gap activity. This email includes direct link to a website they will be using during the activity – the email mentions the need for students to get familiar with the website and view some of the products to get a taste of what the website is selling and the overall range of prices.

As a warmup activity, students play a charade. Charade is a game in which the learners guess either a word or a phrase based on a spoken or acted clue from their partner or teammates. For this charade, students use the deck of cards prepared by the teacher. They open the app and select the deck including vocabulary related to shopping (Appendix L7c). Once they start the game, one of them (player 1) holds the phone to his forehead so the display faces the other player. Player 2 sees the word on the display and forms a spoken clue which will help player 1 guess what kind of shop is being referred to by player 1. As an example, if the word on the display is “bakery” player 2 can help player 1 by mentioning the kind of pastry one can find in the shop, etc. When player 2 guesses the name of the shop, he simple tilts his phone forward and another card appears. Once the time is up, the players swap roles. The round time can be set for either 60, 90 or 120 second.

Once the warmup comes to an end, students can either stay in the pairs or change their partners, because the second activity calls for teams of 2 people. This activity falls into the category of

information-gap games but could also be seen as a roleplay. The students play the roles of a customer and a customer service worker of one of the biggest online stores, ASOS.

First, students are given about 5 minutes of time during which they get familiar with the FAQ section of the website which gathers the frequently asked questions from the customers and answers to them (Appendix L7d). Based on the frequently asked questions on the website, they should write down three questions they will be asking their partner. This section of the website will be crucial during the conversation. Then, they should carry out a conversation during which both sides obtain information they were missing at the start. For the second round the students simply swap their roles.

Once both rounds of the information-gap activity are over, and students have therefore gathered some basic information about the products available at the online store, the shipping and return policy and payment methods, they are asked to split into two teams of five members. One team is tasked to come up with as many pros of online shopping as possible meanwhile the other team is focused on the cons. The teams then share their opinions and are free to disagree with one another.

The teacher creates a forum in LMS Moodle to which the students post a short review (between 60-80 words) evaluating the experience they had as customers with the customer service.

7. Evaluation of the planning process

In this chapter, the author looks back at the criteria introduced in chapter 5 and comments on whether she was able to fulfil all of them. The author also mentions examples of when and how she believes certain criteria were fulfilled and offers possible modifications to the lessons in case some of the criteria were not achieved.

In the designed activities, students are offered control over when and where they complete tasks, with who they want to work with, which order they want to complete tasks in and even deciding who is responsible for what. In lessons 1 and 2, students are tasked with watching a video in order to be familiar with its contents. It is however up to them when and where they decide to watch the video, whether they watch it all at once or with multiple breaks. In lesson 3 when playing Jeopardy, students get to decide who they want to work with as team. In lesson 5, after obtaining the worksheet and converting the money, the rest of the tasks can be completed in pretty much any order, and it is up to the students whether they decide to follow the order on the worksheet or not. With the presentation in lesson 6, students can divide their

responsibilities in the preparation stage. The same can be said about lesson 7 as it is up to the students to decide who is responsible for downloading the deck.

To support the criterion of motivating students through meaningfulness and authenticity by linking the activities to real-life use and situations from daily life. Lesson 1 was mainly based on a real defamation trial, a transcript and a video recording from an actual court hearing were used. Knowledge about defamation is not only useful for personal life, it might also come in handy during writing tasks as students learn the importance of using facts instead of conclusions. With lesson 2, students focus on storytelling, an activity we resort to on daily bases. Lesson 3 gives students the opportunity to use the internet to access different sources, analyse them, and form their own opinion through them. With lesson 4, the value and meaningfulness lie mainly within intra and interpersonal skills as students practice thinking about ordinary objects from different perspectives as they ponder their value. They also learn that by listening to others, they might learn something new or adapt a new outlook and that their initial belief does not always need to be right. In lessons 5 and 6 students practice using the internet as a source of information which they then turn into a product – a trip and a presentation. Looking back at lesson 6 however, the author believes the meaningfulness of the task could be raised by a change of topic of the presentation. Instead of a luxurious property which the students have no emotional connection to, they could be persuading their classmates to watch their favourite movie, taste their favourite meal, or visit their favourite place, etc. Lesson 7 on the other hand seems valuable as it offers a chance to interact with a website of one of the fastest booming online shops in the world and giving students the opportunity to understand a bit more about how the business operates and whether they as customers benefit from shopping online.

To help students feel less anxious about their performance in lessons 3, 5, and 6 the author gives them the opportunity to prepare for their speech with the help of the internet. The students can therefore use it to figure out what the content of their speech is going to include. In lesson 1, students have the chance to repeat their performance, it therefore provides them with the opportunity to correct their mistakes and perform with more confidence. In lesson 4, a think-pair-share technique is adapted. Students first have some time to form an opinion, then they share it in a small group before moving onto the final stage and sharing it with the whole class. In lesson 7, a technique which might help the students feel more confident is role-playing. The students therefore get to “hide” behind their character and do not feel the pressure of performing as themselves.

Moving onto the aims and objectives, a specific terminology used for their formulation stems from Bloom's taxonomy of cognitive skills. The aims and objectives are defined with active verbs corresponding to a particular level of the hierarchy. As for the criterion of the aims being measurable, this can be seen, for example, in lesson 1. Each student has a certain number of lines. Whether or not they have managed to use the intonation correctly in all of them can be checked by playing the recording. Another example is lessons 3, where students are given a number of minutes that their final recording needs to have. As for relevance and achievability, documents including the School Education Plan and the Catalogue of test requirements of the Maturita Exam were used to first find out the language level expected from the students and to then pinpoint the topics and skills named by the school in the SEP that could later be used in the lesson plans. The time dedicated to each lesson was set to be 45 minutes according to the school's timetable.

To create the materials used in the lesson and included in the appendices that author used an online designing tool Canva, a JeopardyLabs website, Charades! mobile app and Google Documents.

As for activities, the ones mentioned in Chapter 3 were used with the addition of an activity referred to as "webquest". Webquest is a form of a project during which the teacher provides direct links to websites the students should be using. In lesson 5 the teacher adapts this approach by telling students where to search for flights and information regarding the Oyster card.

The criterion regarding the use of only those ICT components which provide a chance for student – multimedia content interaction and at the same time are accessible at this particular school was also respected as the lessons work with computers, notebooks, speakers, Wi-Fi connection, Web 2.0 websites, smartphones and projectors.

Conclusion

When the theoretical background was laid out and the author moved onto the design of lesson plans in which ICT is used to support the development of speaking skills, it became clear that the biggest challenge when designing such lessons is to use such components that elicit an interaction between the student and the multimedia content.

However, to produce and use this interactive content is not easy. First of all, ICT components do not come for free, and their cost might be one of the reasons why blended learning has not been adapted at most schools in the Czech Republic yet. On the bright side, one thing that might help with this problem is the initiative mentioned in the National recovery plan which promises a financial support which is to be divided between over nine thousand schools in the country.

Once the ICT components are available to schools around the country, teachers need to be ready to work with them. They should be able to use online content created by other teachers, however, the author believes that the biggest benefit would come if teachers were taught how to use ICT components in order to create their own content tailored to fit the needs of their students. Nevertheless, only time will tell whether the DigCompEdu framework, which is aimed at deepening teachers' digital competence, will be enough.

As teachers receive suitable ICT components and know how to use them to create their own content, they need to keep in mind that learning should come first and should never be overshadowed by the electronic components. Therefore, a healthy balance between both interaction with the multimedia content and other people needs to be found. Tasks should therefore be collaborative, while keeping in mind both the development of digital competence as well as social skills of the students.

While strongly believing that it is possible to use ICT components when teaching speaking as they present something new, fun, exciting and can definitely enhance the traditional classroom as long as they are being used ethically, the author also reckons that the Czech education system will not be ready for the boom of blended learning until the problems mentioned above are all dealt with and all children in the country, no matter their race, gender or social status are provided with an equal access to ICT components.

Resumé

Tato bakalářská práce se zabývá využitím informačních a komunikačních technologií ve výuce anglického jazyka na střední škole v rámci takzvané kombinované výuky, známé také pod názvem blended learning. Práce je rozdělena do dvou hlavních částí, teoretické a praktické. Část teoretická se věnuje představení klíčových pojmů, které pak vytváří teoretický podklad pro sestavování kritérií pro tvorbu plánů hodin v praktické části. Část praktická se poté věnuje designu sedmi plánů hodin, ve kterých se objevují aktivity zaměřené na rozvoj dovednosti mluvení. Tyto plány jsou zároveň podporovány využíváním informačních a komunikačních technologií.

Část teoretická i praktická je dále rozdělena do kapitol a podkapitol. V první kapitole teoretické části je představen koncept kombinované výuky. Její první podkapitola se věnuje vymezení pojmu e-learning a popisuje vztah mezi tímto termínem a klíčovým pojmem blended learning, který je podrobně představen v druhé podkapitole. Pro potřeby této bakalářské práce byl blended learning na základě odborné literatury vymezen jak vzdělávací program, který obsahuje jak online, tak prezenční zprostředkování instrukcí a učiva, přičemž dává studentům prostor pro kontrolu nad prvky jako je místo, čas a tempo. U e-learningové složky blended learningu dále také musí platit, že interakce probíhá jak mezi studenty a multimediálním obsahem, tak i mezi studenty navzájem. Těžištěm e-learningu by tak i nadále měly zůstat takové aktivity, které jsou založeny především na spolupráci mezi lidmi. Třetí podkapitola je již věnována tomu, jak se dá k jednotlivým složkám kombinované výuky přistupovat a využívat balanc mezi nimi k adaptaci jednotlivých modelů.

Druhá kapitola je věnována pojmu komunikační kompetence, jejíž rozvoj je hlavním cílem výuky anglického jazyka. Vznik tohoto pojmu je připisován Dellu Hymesovi, který tento pojem poprvé použil v roce 1967. První podkapitola je věnována modelu jednotlivých složek komunikační kompetence dle modelu představeném duem Canale a Swain. Pro potřeby praktické části je v druhé podkapitole zmíněn model komunikačních kompetencí, který uvádí Společný evropský referenční rámec pro jazyky, podle jehož deskriptorů se v České republice stanovuje jazyková úroveň státní maturitní zkoušky z anglického jazyka. Tento model rozlišuje celkem tři druhy kompetencí: sociolingvistickou, lingvistickou a pragmatickou.

Třetí kapitola teoretické části se zabývá mluvením jako jednou ze čtyř jazykových dovedností. Nejprve přibližuje mluvení jako dovednost a poté se zabývá jejími specifiky, která ji oddělují od ostatních jazykových dovedností, především od dovednosti psaní, se kterou se mluvení často

srovnávalo. V další podkapitole jsou zmíněny různé přístupy, které lze využívat ve výuce mluvení. Nejprve je zmíněn přístup behavioristický, který je založen na přesvědčení, že lidský mozek musí být neustále stimulován a formován silami, které nedokážeme ovládat. Poté je zmíněn přístup konstruktivistický, který vidí proces rozvoje řečové dovednosti mluvení jako přechod od kontrolovaného procesu k procesu automatickému. Tohoto posunu dosáhneme tím, že vědomě dbáme na pravidla určitého postupu, který se opakováním stává součástí našich dosavadních znalostí a jsme schopni ho automaticky používat. Jako poslední je zmíněn přístup sociokulturní. Tento přístup se více zabývá sociálním kontextem procesu učení a vychází z přesvědčení, že každý jazyk, ať už první nebo druhý, si nejlépe osvojíme interakcí s jinými lidmi. To, jak důležitá je interakce mezi lidmi pro proces učení je zmíněno již v první kapitole teoretické části při definování pojmu blended learning. Třetí kapitola je poté zakončena výčtem několika aktivity používaných pro rozvoj mluvení. Tyto aktivity jsou pak využity v praktické části práce při navrhování plánů hodin.

Čtvrtá a zároveň poslední kapitola teoretické části této bakalářské práce představuje pojem informační a komunikační technologie. Tento pojem zahrnuje jakékoli komunikační zařízení nebo aplikaci, včetně televize, rádia, telefonů, počítačů, přístupu k internetu, hardwaru a softwaru, dat a transakcí, ale také i kombinace všech uvedených složek. Velmi důležitým obdobím ve vývoji informačních a komunikačních technologií je takzvaný vznik Webu 2.0. Tento název slouží k pojmenování etapy vývoje internetu, respektive určité revoluce v odvětví informačních technologií, která úzce souvisí s využíváním internetu jako platformy a se snahou vytvořit a pochopit pravidla, která povedou k úspěchu na této platformě. To znamená, že internet a obsah, který na něm lze nalézt, je najednou dynamičtější, a především interaktivní. První podkapitola se věnuje propojení složek ICT a vzdělávání. K nastínění tohoto propojení jsou použity především dokumenty vydány Ministerstvem školství, mládeže a tělovýchovy České republiky. Odkazováno je také ale i na Národní plán obnovy, který představuje inovace v oblasti školství a zmiňuje i konkrétní způsoby, kterými budou tyto inovace financovány. Kapitola je uzavřena krátkým výčtem složek ICT, které se dají využít při rozvoji dovednosti mluvení ve výuce anglického jazyka.

Praktická část je složena ze tří kapitol. V první kapitole této části jsou nastíněna kritéria, která autorka práce plánuje dodržet při navrhování plánů hodin anglického jazyka. Tato kritéria jsou z určité části opřena o teoretický podklad, který byl vytvořen v předchozích čtyřech kapitolách. Kritéria se týkají žáků, cílů, materiálů, aktivit a složek informačních a komunikačních technologií, které budou v rámci hodin použity.

V následující kapitole už dochází k tvorbě plánů hodin. Každý ze sedmi plánů je detailně popsán a zároveň je také propojen s modelem komunikačních kompetencí stanoveným Společným evropským referenčním rámcem pro jazyky. Dále je zmíněno propojení s modelem SLSC dle Gohové a Burnsové a Školním vzdělávacím plánem nejmenované střední školy, jejíž identita není v práci zmiňována, aby byly zachovány etické standardy. Celkem bylo vytvořeno sedm plánů hodin, které jsou doplněny materiály, které lze najít v přílohách této bakalářské práce.

Na závěr autorka provádí reflexi. Vrací se zpět ke kritériím stanoveným v kapitole 5 a snaží se zodpovědět, zda byla tato kritéria naplněna. Zároveň poskytuje svůj názor na to, kde konkrétně a jakým způsobem bylo každé kritérium naplněno a v případě, že s některým z kritérií není spokojena se snaží navrhnout případnou modifikaci.

Práce je zakončena stručným shrnutím. Během psaní této práce se ukázalo, že největší výzvou při navrhování takových lekcí je použití takových komponent, které vyvolávají interakci mezi žákem a multimediálním obsahem. Jelikož ale tyto komponenty nejsou v současné době dostupné ve všech školách a někteří učitelé nejsou v jejich využívání dostatečně proškoleni, autorka práce se domnívá, že český vzdělávací systém nebude připraven na rozmach kombinované výuky, dokud nebudou vyřešeny všechny výše zmíněné problémy a dokud nebudou mít všechny děti v zemi, bez ohledu na jejich rasu, pohlaví nebo sociální postavení, rovný přístup k informačním a komunikačním technologiím alespoň v rámci školy.

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Appendices

Appendix L1a – SEP used for the design of Lesson 1

<ul style="list-style-type: none"> - zeptá se kamaráda, co doma recyklují, a na stejnou otázku odpoví - pohovoří s kamarádem, jak by si přáli změnit současný stav nebo situaci v životě <p>Mediační řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - v strukturované písemné práci navrhne, jak zlepšit život lidí v místě, kde bydlí 		
<p>Receptivní řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - v čteném popisu příhody postihne sled jednotlivých událostí - postihne hlavní body čteného příběhu legendární postavy a <u>pochopí význam neznámých slov z kontextu</u> - v obsáhlejší novinové zprávě postihne, o jakých zločinech moderní doby zpráva informuje, a vyhledá v ní specifické informace <p>Produktivní řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - <u>v základních rysech popíše běžné zločiny a projevy vandalismu</u> - gramaticky správně popíše sled jednotlivých událostí nějaké činnosti nebo příběhu - ve správné souslednosti reprodukuje něčí sdělení - zaujme stanovisko k přečtené zprávě o zločinech moderní doby a sdělí svůj názor na jednotlivé zločiny a míru trestů za ně <p>Interaktivní řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - <u>diskutuje s kamarádem o závažnosti konkrétních trestních činů</u> - nahlásí na policejní stanici krádež - <u>vypovídá</u> na policejní stanici <p>Mediační řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - popíše v e-mailu obvyklý zločin, jehož byl na veřejnosti svědkem 	<p>4. Zločin a zločinci, extrémní, výpověď o zločinu</p> <ul style="list-style-type: none"> - Gramatika: tvorba podstatných jmen pomocí přípon, hovorové výrazy - <u>Výslovnost: intonace zdůrazněného slova ve větě</u> - E-mail 	<p>20</p>

Appendix L1b – Lesson plan for Lesson 1

LESSON PLAN

Class: Bachelor Thesis

Date:

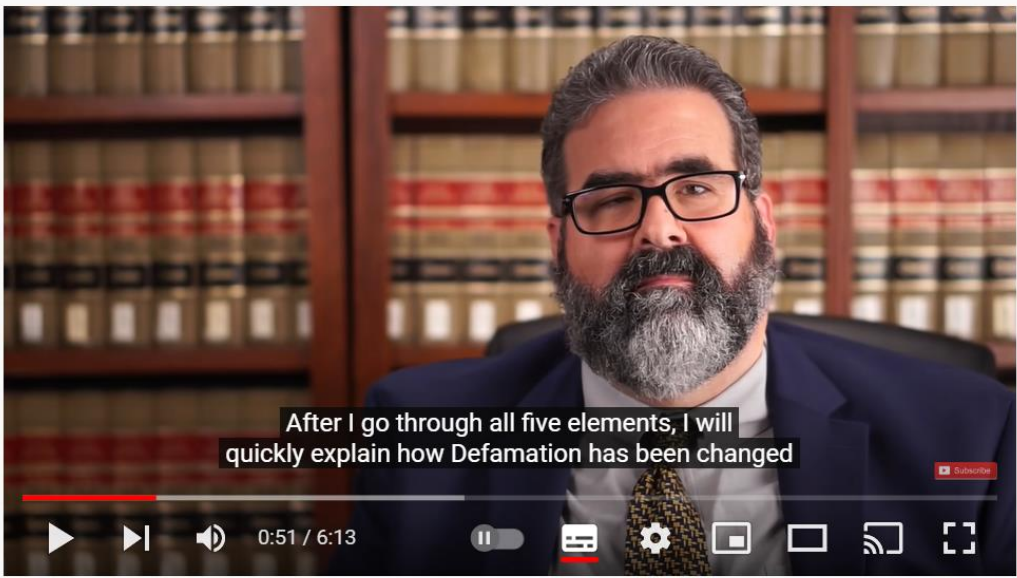
Time: 45 min

Level: B1

Overall aim: The students will be able to use intonation to enhance important details in their speech.

Activity	Material and aids	Time needed	Interaction patterns	Objectives
Mind Map: Defamation	Wi-fi, shared document, phone or laptop	10 minutes	Groups work	After students recall information from the video, they compile a mind map.
Transcript analysis	Pen, marker, paper	5 minutes	Individual	Ss analyse the script on order to find words or phrases to emphasize.
Performing the dialogue	Script	10 minutes	Pairs	Ss act out the dialogue, analyse the performance of others and are therefore able to self-evaluate their own performance in comparison to others.
Watching the real dialogue	Wi-Fi, YouTube, projector, speakers	5 minutes	Group w.	Students compare their intonation with the intonation of a native speaker. They point out strategies used in the video.
Repetition of the performance	Script	10 minutes	Pairs	Ss repeat the performance with incorporated changes.
Wrap up: Summary	Pen, paper, projector	5 minutes	Group w.	Ss compile a list of strategies used when highlighting certain words or phrases in speech.

Appendix L1c – YouTube video on defamation



Defamation

4 TIS. NELÍBÍ SE SDÍLET STÁHNOUT DÍKY KLIP ULOŽIT

Appendix L1d – Transcript

Camille: Sitting here today, Ms Heard, you still haven't donated the seven million dollars divorce settlement to charity, isn't that right?

Amber: Incorrect. I pledged the entirety of the settlement, seven million to charity, and I intend to fulfil this obligation.

Camille: Ms Heard – Ms Heard.... That's not my question. Please, try to answer my question. Sitting here today, you have not donated the seven million dollars. Donated, not pledged, donated the divorce settlement to charity.

Amber: I use pledge and donation synonymous with one another, same thing.

Camille: But I don't. Ms Heard, I don't use it synonymously.

Amber: That's how donations are paid-

Camille: Ms Heard, respectfully, that's not my question. As of today, you have not paid 3.5 million dollars of your own money to the ACLU, yes or no?

Amber: I have not yet.

Camille: And as of today, you have not paid 3.5 million dollars of your own money to the Children's Hospital of Los Angeles.

Amber: I have not yet, Johnny sued me.

Camille: So as of today, you have not donated, paid, seven million dollars of your divorce settlement to charity, right?

Amber: I have not been able to fulfil those obligations yet.

Camille: And that's because you did want something, didn't you?

Amber: I didn't want anything, and I didn't get anything.

Camille: You wanted Mr Depp's money.

Amber: Didn't get it, wasn't interested in it. I loved Johnny, that's why I was with him.

Camille: You wanted praise for donating the money, right?

Amber: That's incorrect.

Camille: You wanted good press.

Amber: In general, one wants a good press.

Camille: You wanted to be seen as, excuse me, a noble victim of domestic violence.

Amber: I have never, never, wanted to be seen as a victim not have I ever called myself one.

L2

<ul style="list-style-type: none"> - vyměňuje si s kamarádem svůj názor na obrázek k novinovému článku <p>Mediační řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - prezentuje na veřejnosti svoje město 		
<p>Receptivní řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - pomocí obrazové nápovědy identifikuje různé filmové žánry - vyhledá v čteném, populárně-naučném textu o filmovém herci - herečce specifické informace - postihne hlavní body čteného novinového článku o historii a současné podobě známého filmového ocenění - postihne hlavní body slyšeného rozhovoru o podobě méně známého filmového ocenění - postihne detailní informace v slyšeném rozhovoru na kvalitu hereckého výkonu různých interpretů - rozumí hlavním bodům čteného, populárně naučného článku o kaskadérských výstupech ve filmu a zaujme k nim svoje stanovisko <p>Produktivní řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - běžnou slovní zásobou popíše <u>charakter různých filmových žánrů</u> - <u>podrobněji porovná dva filmy a výkony herců</u> - sdělí důvod, proč nemůže něco udělat nebo někam jít <p>Interaktivní řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - vyměňuje si s kamarádem své <u>názory na filmové žánry, zhlédnuté filmy, jejich kvalitu a výkony herců</u> 	<p>4. Filmové žánry, přídavná jména popisující film, typy TV programů</p> <ul style="list-style-type: none"> - <u>Gramatika: přídavná jména zakončená na „-ed“ a „-ing“, 2. a 3. stupeň přídavných jmen, srovnávání</u> - <u>Výslovnost: oslabená výslovnost slov ve větě</u> - <u>Recenze filmu</u> 	<p>20</p>

Appendix L2b – Lesson plan for Lesson 2

LESSON 2

Class: Bachelor Thesis

Date:

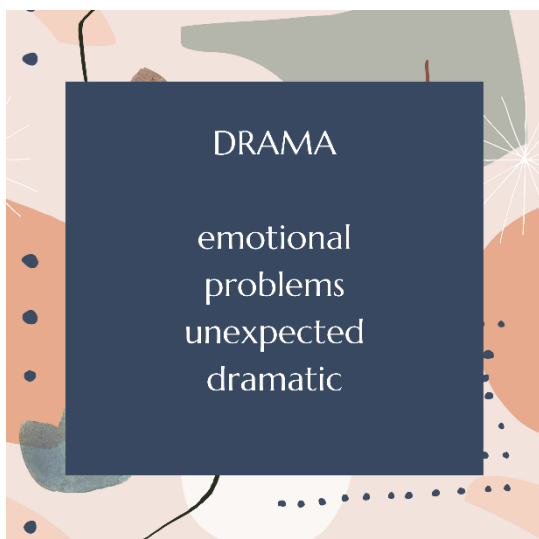
Time: 45 min

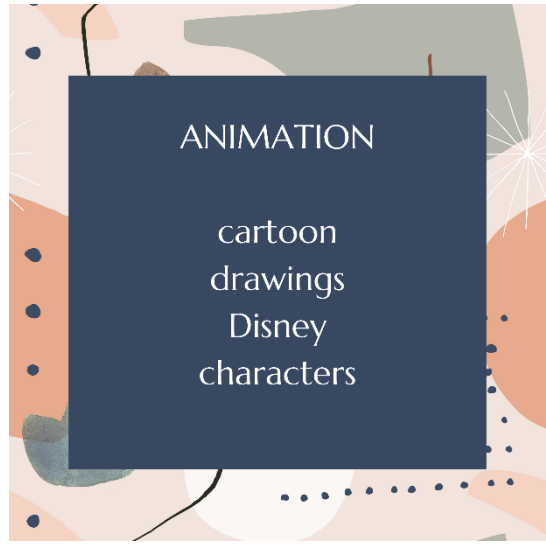
Level: B1

Overall aim: By the end of the lesson, the student is able to compare two performances of actresses portraying the same character.

Activity	Material and aids	Time needed	Interaction patterns	Objectives
Taboo card: Movie genres	Taboo cards	10 minutes	Group w.	Ss paraphrase a definition of a movie genre while avoiding the taboo words. (understand)
Storytelling	A video file	10 minutes	Pairs	While skipping through the video, Ss retell the story in their own words to a classmate who hadn't seen it. (create)
List of qualities	Shared document, Wi-Fi connection, a smartphone/ a laptop	5 minutes	Group w.	Ss create a word bank containing adjectives describing a character from <i>The Queen</i> .
Comparing the two performances	Pen, paper	10 minutes	Pairs	Ss compare the two performances using the superlative and comparative forms of adjectives. (evaluate)
Writing a short comparison	A smartphone, a laptop, Wi-Fi connection, an access to the LMS	10 minutes	Individual	Ss write a short evaluation of the performances stating which one they liked better and why. (create)

Appendix L2c – Taboo cards





Appendix L3a – SEP used for the design of Lesson 3

L3

<p>Interaktivní řečové dovednosti Žák</p> <ul style="list-style-type: none"> - vyměňuje si názory s kamarádem o charakteru známých lidí - zeptá se kamaráda, co právě dělá a jaké aktivity provozuje během týdne; na stejné otázky odpoví - vymění si s kamarádem informace o svých plánech zúčastnit se méně obvyklé zájmové akce - zeptá se kamaráda na jeho koníčky a na podobné otázky odpoví - vymění si s kamarádem názory na své povahy 		
<p>Receptivní řečové dovednosti Žák</p> <ul style="list-style-type: none"> - s obrazovou nápovědou postihne v slyšeném projevu název běžného i méně běžného sportu - rozumí hlavní myšlence čteného příběhu ze světa sportu a postihne jeho hlavní body - postihne hlavní myšlenku krátkého, čteného i slyšeného článku popisující neobvyklou sportovní událost a vyhledá v něm specifické informace <p>Produktivní řečové dovednosti Žák</p> <ul style="list-style-type: none"> - ústně i písemně sdělí, co dělal v uplynulých dnech - převypráví krátký příběh se sportovní zápletkou - napíše krátký, neformální děkovný dopis <p>Interaktivní řečové dovednosti Žák</p> <ul style="list-style-type: none"> - povídá si s kamarádem o svých oblíbených sportech <p>Mediační řečové dovednosti Žák</p> <ul style="list-style-type: none"> - prezentuje vyhledané informace o neobvyklé sportovní události 	<p>2. Sport, volný čas</p> <ul style="list-style-type: none"> - <u>Gramatika: minulý čas prostý vs. minulý čas průběhový</u> - <u>Výslovnost: koncové „-ed“</u> - Neformální dopis 1 	<p>20</p>

Appendix L3b – Lesson plan for Lesson 3

LESSON 3

Class: Bachelor Thesis

Date:

Time: 45 min

Level: B1

Overall aim: The students produce a podcast between 8-10 minutes long dedicated to a controversy in sport.

Activity	Material and aids	Time needed	Interaction patterns	Objectives
Jeopardy game	Jeopardy game, Wi-Fi connection, projector, PC	10 minutes	Whole class in teams of 3	Ss match answers to questions about sports and the Olympic games. (knowledge)
Online research	Wi-Fi connection, PC	10 minutes	Individual	Ss assess information provided by different websites regarding a controversy in sport. (evaluate)
Recording the podcast	A smartphone	10 minutes	Pairs	Ss create a recording of their conversation where they share their opinions on said controversy. (create)
Uploading the podcast and sharing the link	Wi-Fi connection, PC	5 minutes	Individual	Ss upload their recording onto SoundCloud and share the link with friends through an email.
Listening to a podcast	Wi-Fi connection, PC	10 minutes	Individual	Ss construct a comment explaining their opinion on another controversy introduced in the podcast. (create)

Appendix L3c – A Screenshot from the Jeopardy Game

The screenshot shows a Jeopardy game interface on a web browser. The browser address bar shows the URL: jeopardylabs.com/play/sports-sports-sports-58. The game board is a grid with five columns representing categories: Equipment, Famous Athletes, Olympics, Sports history, and Random. Each column has five rows representing question values: 100, 200, 300, 400, and 500. The 'Sports history' column is highlighted with a yellow border. At the bottom of the screen, there are three team scoreboards for Team 1, Team 2, and Team 3, each showing a score of 0 and plus/minus buttons. A 'MENU' button is visible on the left side.

Equipment	Famous Athletes	Olympics	Sports history	Random
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Team 1	Team 2	Team 3
0	0	0
+ -	+ -	+ -

1) The Redskins Should Change Their Name

Native Americans (a tribe of what we know in the Czech language as “indiáni”), who have traveled a rough road in the New World, are unhappy that an NFL football team’s name is an offensive derogatory slur. They say that American Indians are people, not mascots and they want the team to change their name to something new.

2) Aging Athletes Should Feel Obligated to Take Pay Cuts

Older athletes (legends such as Zdeno Chara, LeBron James, Jaromir Jagr etc.) are being paid based on their service in the past more than their current or future contributions—since when is that how things are done? The older the athlete gets, the smaller should be his paycheck because he simply isn’t as energetic and valuable as he once used to be.

3) Athlete Obligation to Engage with the (Social) Media

Athletes are compensated very well for their efforts on the field and have relatively few obligations off the field. Having to spend a few minutes once or twice a week answering questions of their fans or journalists does not constitute an unreasonable burden and it won’t kill them.

4) NBA/NFL Shouldn't Make College a Requirement

NBA players have to be nineteen or older **or** have attended one year of college before being drafted in the NBA. This rule prevents a direct skip from high school to NBA. Athletes should be able to make their own decisions and control their own likeness. For some, college is all risk with relatively little reward—one freak injury can end a whole career.

5) Professional Athletes Are Overpaid

Wouldn't it be great to make nearly \$111 million a year simply to play a game? Tiger Woods, along with many other professional athletes, certainly think so. But do these athletes really deserve all that money? Professional athletes are making too much money in a society where salaries and wages are traditionally based on the value of one's work. In today's society, one should be paid according to the job's economic importance and their value to society.

Appendix L4a – SEP used for the design of Lesson 4

L4

<ul style="list-style-type: none"> - popíše lékaři své potíže a odpoví na jeho doplňující otázky k příznakům nemoci <p>Mediační řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - sestaví tištěnou upoutávku ve formě plakátu na sportovně-zábavnou akci 		
<p>Receptivní řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - čte s porozuměním novinový článek o komputizaci světa a zaujme k hlavní myšlence své stanovisko - v rozhlasovém vysílání o uložení tobolky s poselstvím pro budoucí generace identifikuje předměty v ní uložené a důvody pro jejich zařazení do poselství - čte s porozuměním článek o vzniku nových profesí následkem budoucích změn v životě lidí a zaujme k němu stanovisko - postihne hlavní myšlenku v čteném názoru vědce/odborníka na možnou podobu světa v důsledku současného způsobu života a chování lidí - v slyšeném rozhovoru identifikuje důvod, proč si lidé volají, a odvodí z jejich výrazů, kdo je víc „zapálený“ se sejít - v e-mailové osobní korespondenci rozliší formální a neformální věty <p>Produktivní řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - popíše funkce a možnosti moderního osobního telefonu nebo jiného komunikačního přístroje 	<p>5. Počítačová technika</p> <ul style="list-style-type: none"> - Předpony podstatných jmen, složená podstatná jména, ustálená spojení slovesa a podstatného jména - Gramatika: tzv. <u>nultý kondicionál</u>, <u>vyjádření spekulace a předpovědi</u>, <u>tzv. první kondicionál</u>, <u>budoucí čas prostý a průběhový</u>, časové věty, slovesa s vazbou s infinitivem - Neformální e-mail 	<p>20</p>

L4

<ul style="list-style-type: none">- gramaticky správně formuluje své názory na pravděpodobnost uskutečnění daných událostí týkajících se jeho osoby nebo událostí majících celosvětový dopad- sdělí své stanovisko k účelu a účelnosti tobolky s poselstvím pro budoucí generace- sestaví písemné sdělení/poselství pro generaci za 1000 let a stručně popíše nejpálčivější problémy současného světa- gramaticky správně formuluje své názory na podobu života lidí za 50 let- zdůvodní svoje stanovisko k možné podobě světa a života lidí za 50 let		
<p>Interaktivní řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none">- diskutuje s kamarádem, jak často a k čemu využívají počítač- před vrstevníky přednese své názory na vývoj budoucnosti za určitých podmínek a komentuje názory jiných k dané problematice- navrhne blízké osobě, co dělat o víkend, akceptuje její návrhy a naopak- napíše e-mail kamarádovi z jiné země, ve kterém mu stručně popíše své plány na léto a naznačí, kdy je nejvhodnější doba pro jeho zamýšlenou návštěvu		
<p>Mediační řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none">- ústně prezentuje před spolužáky své názory na podobu života lidí v dohledné budoucnosti a reaguje na jejich souhlas/nesouhlas se svou vizí		
	<p>6. Písemné kontrolní práce, oprava</p>	<p>6</p>

Appendix L4b – Lesson plan for Lesson 4

LESSON 4

Class: Bachelor Thesis

Date:

Time: 45 min

Level: B1

Overall aim: The students are able to re-evaluate their list of 5 items to be put into a time capsule by posting a 2-minute-long video.

Activity	Material and aids	Time needed	Interaction patterns	Objectives
Watching a video	Projector, PC, Wi-Fi connection	5 m.	Whole class	Ss identify the objects mentioned in the video. (knowledge)
Think-pair-share activity		10 m.	Individual to pairs to group	Ss discuss the possible reasons for including the objects in the 1795 capsule. (understand)
Watching the suggestions of other teams	Wi-Fi connection, laptops	6-8 minutes	Teams of 3 or 4	Ss discover the items their classmates believe should be included in a 2022 capsule. (knowledge)
Creating list number one	Laptops or pen + paper	10 m.	Teams of 3 or 4	Ss discuss the suggestions in order to decide which 6 items should be included. (evaluate)
Creating list number two	Laptops or pen + paper	10 m.	Teams of 3 or 4	Ss discuss the suggestions in order to decide which 5 items should be included. (evaluate)

Appendix L4c – FlipGrid discussion

The screenshot shows a web browser window displaying a FlipGrid discussion page. The browser's address bar shows the URL: admin.flipgrid.com/manage/topics/32183188. The page title is "Time Capsule - 5 things / Flipgrid". The breadcrumb navigation is "Groups / Bachelor Thesis / Time Capsule - 5 things". The page is dated "Jun 7, 2022". The main heading is "Time Capsule - 5 things". Below the heading, it shows "0 responses • 0 views • 0 comments • 0 hours of discussion". The instructions for the activity are: "Reply to this topic with a video where you introduce 5 things that you believe should be put in a time capsule. The time capsule will be opened 100 years from now. Only share the name of the things you would include and show them on video if you have them on hand. Your classmates will guess the reason why you want to include them when we see each other in class." On the right side, there is an "Attachments" section with a video titled "Time Capsule from 1795" and the URL <https://www.youtube.com/watch?v=YRWerw7i8Ao>. At the bottom, there is a "0 Responses" section with a "Search responses" input field and a "Export data" link.

L5

<p>Receptivní řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - v slyšeném rozhovoru lidí rozpozná, kde se nachází a z jakého důvodu - postihne hlavní body čteného, populárně naučného článku o vývoji a využití šlapacích kol - čte s porozuměním krátký článek o populární cyklistické soutěži - postihne hlavní body delšího novinového článku o dobrodružné výpravě a odvodí význam neznámých slov pomocí výkladového slovníku - postihne specifické informace v slyšeném popisu známé expediční výpravy - čte s porozuměním krátký popis turistické výpravy přátel s neobvyklou zápletkou a zaujme k ní stanovisko - postihne hlavní myšlenku čteného novinového článku, ve kterém autor radí mladým lidem, jak se připravit a chovat na své první dovolené bez rodičů, rozliší jednotlivá témata článku a odvodí význam neznámých slov z kontextu - <u>odvodí kvalitu hotelu podle turistického hodnocení na webových stránkách</u> - v slyšeném rozhovoru hosta a recepční v hotelu identifikuje problém hosta - <u>odvodí význam neznámých slov z kontextu podrobného popisu turisticky zajímavé lokality</u> <p>Produktivní řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - <u>se slovní nápovědou vyjmenuje výhody a nevýhody cestování různými dopravními prostředky</u> <p>Interaktivní řečové dovednosti</p>	<p>3. Cestování a doprava, přídavná jména spojená s cestováním, dovolená, výlety a exkurze, turistika, slovesa pojící se s předložkami</p> <ul style="list-style-type: none"> - <u>Gramatika: trpný rod, neurčitá zájmena, nepřímé otázky, uvádějící „to“</u> - Popis <p>Žák</p> <ul style="list-style-type: none"> - <u>využívá širší slovní zásoby v komunikaci při cestování</u> - zapojí se do diskuze o průzkumných expedicích, jakých kvalit člověka je k nim třeba a na jaký typ výpravy by se vydal - <u>naplňuje s kamarády společnou dovolenou</u> - slušným způsobem formuluje svoji nespokojenost s kvalitou hotelové služby a zodpoví doplňující otázky - v roli recepčního hotelu komunikuje s nespokojeným hostem <p>Mediační řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - <u>napiše podrobný popis svého kraje do turistického časopis</u> 	<p>17</p>
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Appendix L5b – Lesson plan for Lesson 5

LESSON 5

Class: Bachelor Thesis

Date:

Time: 45 min

Level: B1

Overall aim: The students are able to plan a trip to London with the help of the internet by completing 5 separate tasks.

Activity	Material and aids	Time needed	Interaction patterns	Objectives
This or That	This or That cards	10 m.	Pairs	Ss defend their preferences between two options. (evaluate)
A WebQuest	Wi-Fi connection, PC, worksheet	15 m.	Individual	Ss organize a trip to London with the help of the internet. (create)
Reaching a consensus		10 m.	Pairs	Ss compare their plans and come to an agreement. (analyze)
Presenting the travel plans	Wi-Fi, projector, PC	10 m.	Pairs	Ss prepare a short summary of their travel plans supported by ICT as a visual aid. (create)

Appendix L5c – This or That cards



Appendix L5d – List of tasks to complete for the research

London trip – 3 nights

WHAT	HOW MUCH
Pounds at the start	
Transport	
Accommodation	
Oyster card	
Attractions	
Other (souvenirs, food)	
Pounds left at the end	

- 1) You were given 1000 euros to go on a trip to London with a classmate.
First, convert your euros to British pounds.

- 2) Now **book a flight!** Find out how much the flight is going to cost and write down the times of **arrival and departure**. Remember, flights during the main season (June – August) will be quite expensive.
Go to: <https://www.ryanair.com/gb/en>

- 3) Find accommodation for 3 nights, read the reviews and write down the name of the hotel/Airbnb you like.
How much will it cost? Where is it situated?

- 4) To get around in London, you need a Travel card! Work out which ticket you need and how much it will cost.
<https://www.visitbritainshop.com/gb/en/london-visitor-oyster-card>

- 5) It's time to decide what places you will visit in London
Use an online map to check the location of the attractions.
Use the suggestions or create your own.

PLACE	YES/NO	HOW MUCH IS IT?
London Eye		
Tower of London		
Emirates Cable Car		
British Museum		
National Gallery		
Harry Potter Studios		

Appendix L6a – SEP used for the design of Lesson 6

L6

<ul style="list-style-type: none"> - simuluje interview se sportovcem s neobvyklým osobním zážitkem 		
<p>Receptivní řečové dovednosti Žák</p> <ul style="list-style-type: none"> - rozumí podrobnějšímu popisu města či venkova - podle instrukcí najde cíl své cesty - postihne hlavní body čteného novinového článku popisujícího kontroverzní sportovní nebo kulturní činnost - v slyšené reakci lidí na kontroverzní akci postihne jejich názory - pochopí hlavní myšlenku, postihne hlavní body novinového článku o jednom ze způsobů bydlení a obživy a vyhledá v něm specifické informace. <p>Produktivní řečové dovednosti Žák</p> <ul style="list-style-type: none"> - podrobně, ale s běžnou slovní zásobou popíše prostředí venkova nebo města - ústně a detailně popíše cestu k místu, které zná - ústně vyjádří svůj názor na kontroverzní akci a reaguje na různé názory ostatních pozorovatelů - sdělí svůj názor k hlavní myšlence novinového článku o jednom ze způsobů bydlení a obživy - vytvoří jednoduchý blog o svém prázdninovém pobytu či výletě <p>Interaktivní řečové dovednosti Žák</p> <ul style="list-style-type: none"> - zeptá se na cestu a postihne základní informace popisu - zeptá se kamaráda na jeho vztah k běžným aspektům bydlení, způsobu života a vztahů k lidem a na podobné otázky odpoví 	<p>3. Město a venkov, předložky pohybu, složená slova</p> <ul style="list-style-type: none"> - Gramatika: počítatelná a nepočítatelná podstatná jména, členy, neurčitá zájmena, vyjádření množství - Výslovnost: určitý člen „the” - Prázdninový blog 	<p>20</p>

Appendix L6b – Lesson plan for Lesson 6

LESSON PLAN 6

Class: Bachelor Thesis

Date:

Time: 45 min

Level: B1

Overall aim: The students persuade their classmates to invest in a property with the help of a 5-minute-long interactive presentation.

Activity	Material and aids	Time needed	Interaction patterns	Objectives
Odd One Out	Odd One Out cards	10 m.	Pairs	Ss select a word which does not belong to a group of four and explain why. (analyse)
Presentations	Projector, Wi-Fi, PC	25 min.	Pairs	Ss role-play as real estate agents and try to persuade potential investors to invest in their property. (create)
Investments		5 minutes	Individual	Ss choose a property they want to invest in and mention the reasons why. (evaluate)
Questionnaire	Wi-Fi, PC, questionnaire	5 minutes	Individual	Students rate the performances of their classmates through an online questionnaire. (evaluate)

Appendix L6c – Odd one out cards



Appendix L7a – SEP used for the design of Lesson 7,

<ul style="list-style-type: none"> - zamluví a zakoupí si lístky do kina nebo na koncert <p>Mediační řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - napíše strukturovanou stručnou kritiku na zhlédnutý film 		
<p>Receptivní řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - rozumí hlavním bodům jednoduchého slyšeného rozhovoru v obchodě - postihne hlavní bod čteného, neformálního dopisu popisujícího osobní zážitek - postihne hlavní informaci veřejného hlášení v nákupním středisku - rozumí hlavním bodům čteného, populárně naučného textu o historii a současnosti známého nákupního centra - najde specifické informace v čteném novinovém článku o prodeji neobvyklé věci po internetu <p>Produktivní řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - <u>pojmenuje běžné typy obchodů a co se v nich prodává</u> - zeptá se kamaráda, jak dlouho něco trvá - ústně i písemně popíše podrobněji minulou událost <p>Interaktivní řečové dovednosti</p> <p>Žák</p> <ul style="list-style-type: none"> - diskutuje s kamarádem o tom, jak dlouho něco dělá, vlastní, ví - zeptá se kamaráda, co dělává v nákupně-zábavném centru nejraději a na stejné otázky odpoví - <u>vymění si s kamarádem názory na internetový obchod</u> <p>Mediační řečové dovednosti</p> <p>Žák</p>	<p>5. Nakupování, peníze, zvláštní příležitosti, budovy, v obchodě</p> <ul style="list-style-type: none"> - Gramatika: předpřítomný čas, minulý čas vs. předpřítomný čas, otázka „Jak dlouho?“ - <u>Výslovnost: čísla v cenách</u> - Formální dopis 	<p>20</p>

Appendix L7b – Lesson plan for Lesson 7

LESSON PLAN

Class: Bachelor Thesis

Date:

Time: 45 min

Level: B1

Overall aim: By the end of the lesson, the students have exchanged six pieces of information regarding an online shop during a spoken interaction with their partner.

Activity	Material and aids	Time needed	Interaction patterns	Objectives
Charades	A smartphone, Wi-Fi	10 m.	Pairs	Ss compose a definition of a particular kind of shop without using the name of the shop. (create)
Information-gap	A PC, Wi-Fi connection	15 m.	Pairs	Ss role-play as customers and customer service worker to obtain missing information. (create)
Discussion: pros and cons of online shopping		10 m.	Groups	Ss point out the pros and cons of online shopping. (analyse)
Posting a review	Wi-Fi connection, a PC or a smartphone, LMS	10 m.	Individual	Ss evaluate the experience they had with the customer service worker in a short review posted onto a forum in LMS. (evaluate)

Appendix L7c – Screenshot from Charades!

