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THE USE OF THE INTERNET IN THE DEVELOPMENT OF SPEAKING

DIPLOMA THESIS

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VYUŽITÍ INTERNETU PŘI ROZVOJI ŘEČOVÉ DOVEDNOSTI MLUVENÍ

DIPLOMOVÁ PRÁCE

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Diplomandka se ve své práci bude zabývat problematikou využití internetu pro podporu rozvoje komunikativní kompetence v anglickém jazyce, a to zejména produktivní řečové dovednosti mluvení. V teoretické části nejprve definuje základní koncepty, zejména koncept komunikativní kompetence jako cílové kategorie výuky cizích jazyků, dále řečovou dovednost mluvení a didaktické prostředky jejího rozvoje. Soustředí se hlavně na internet a jeho potenciál pro rozvoj zmíněné dovednosti. V rámci vlastního empirického šetření diplomandka navrhne soubor učebních aktivit pro rozvoj mluvení založených na práci s internetem pro konkrétní skupinu žáků základní školy. Vytvořené aktivity pak ověří ve výuce angličtiny a celý proces implementace kriticky zhodnotí.

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ABSTRAKT

This Diploma Thesis deals with the possible use of the Internet in English language teaching. Specifically, it aims at the Internet use in the development of language productive skill of speaking. Firstly, basic theoretical issues connected to the topic are considered. In brief, the Thesis discusses the concept and components of communicative competence, theory of speaking and different types of practice and activities suitable for the development of these language skills. Further, attention is paid to the Internet and its potential in the development of speaking. In relation to the theoretical part, the empirical part focuses on the presentation of several designed speaking activities based on the use of the Internet. The activities are further applied to a particular group of basic school learners. Finally, the whole process of implementing individual activities is subjected to critical evaluation.

Key words:

communicative competence, communicative language teaching, speaking, speaking activities, the Internet, ELT methodology

ABSTRAKT

Diplomová práce pojednává o možnostech využití Internetu ve výuce anglického jazyka. Konkrétně se zabývá využitím Internetu pro rozvoj produktivní řečové dovednosti mluvení. V teoretické části je nejprve definován koncept komunikativní kompetence jako hlavní cíl ve výuce cizího jazyka. Dále tato část představuje teorii mluvení a kategorizaci aktivit vhodných pro procvičování dané dovednosti. Současně je pozornost věnována Internetu a jeho potenciálnímu využití při rozvoji mluveného projevu. Následně je realizováno empirické bádání, jež vychází z evaluace navržených učebních aktivit založených na využití Internetu pro rozvoj mluvení, implementovaných na konkrétní skupině žáků vybrané základní školy.

Klíčová slova:

komunikativní kompetence, komunikativní výuka jazyků, řečová dovednost mluvení, aktivity zaměřené na rozvoj mluveného projevu, Internet, metodologie výuky anglického jazyka

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INTRODUCTION

Almost everyone who has studied a foreign language has attended a course where a certain teaching aid was used at least once. Any piece of equipment that can be used to help the learners learn, e.g. audio or video records, can be considered a teaching aid. Nowadays, teachers have more opportunities to enlarge the range of modern technologies that can bring a greater variety and effectiveness into English language learning. This Diploma Thesis deals with the use of the Internet as a teaching aid in English language teaching (hereinafter referred to as ELT). Specifically, it focuses on its use in the development of the language productive skill of speaking.

The introductory part and the explanation of key terms is followed with two main parts of this Diploma Thesis. The first is the theoretical part that provides a basis for the second one - the empirical part. As there are many aspects of the development of speaking that need to be taken into account, the first chapter of the theoretical part is aimed primarily at the concept of communicative competence and its components. The next chapter focuses on speaking. It briefly examines the history and theory of teaching this skill. Speaking practice can be achieved through various techniques and activities which are also investigated in this chapter. The last chapter of the theoretical part presents a close study of the Internet and its use in second language teaching. It mainly focuses on Internet applications and their potential in the development of speaking.

The empirical part, which is interrelated with the theoretical part, attempts to demonstrate the learners' ability to successfully cope with the use of the Internet in order to practice speaking. To illustrate this part six activities are presented. All of them are applied to a particular group of basic school learners who are introduced at the very beginning of the empirical part. The data obtained from the implemented activities are analysed and critically evaluated. Finally, the empirical part is followed by the conclusion concerning both the theoretical and empirical parts of the Diploma Thesis.

TERMINOLOGY

In order to avoid potential misunderstandings several key terms are explained. The use of the terms *foreign language* and *second language* may result in terminological ambiguity. Even though the definitions of these terms seem to be varying (for more details see Crystal 2003, pp. 427, 436), they generally refer to any other

language learnt after the mother tongue. Thus, they are used interchangeably throughout this Diploma thesis.

Language teaching is sometimes discussed in terms of three related aspects: *approach, method and technique*, therefore these three terms may also cause ambiguity. A brief explanation adopted from Longman Dictionary of Language Teaching and Applied Linguistics (2002, pp. 29, 30) is provided. The *approach* deals with different theories about the nature of language and how languages are learned. The *method* implies different ways of teaching language. Different methods make use of different kinds of classroom activities which is characteristic of the *technique* (for more details see Richards & Rodgers, 2001).

The term *authentic materials* is also worth explaining. Authentic materials are such materials that were not originally developed for pedagogical purposes. They contain more realistic and natural examples of language use than those which can be found e.g. in textbooks (see Richards & Schmidt, 2002, p.42).

THEORETICAL PART

1. COMMUNICATIVE COMPETENCE

Increased opportunities for communication among people worldwide necessitated learners' communicative proficiency in foreign languages. As the Common European Framework of Reference for Languages (hereinafter referred to as CEFR) describes language learning as a necessarily life-long task that should be promoted and facilitated throughout educational systems, from pre-school to adult education (2003, p. 5). This document (p. 101) further defines individual competences, namely general and communicative competences that are considered target competences in terms of second language learning. "All human competences contribute in one way or another to the language user's ability to communicate and may be regarded as aspects of communicative competences" (ibid.). Given the multitude and diversity of cultures existing over the world it is necessary to develop learners' awareness of appropriate language use in social situations in order to achieve successful communication.

1.1. Term definition

According to Longman Dictionary of Language Teaching and Applied Linguistics communicative competence is described as the ability not only to apply grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom (2002, p. 90). In other words, to achieve communicative ability (i.e. communicative competence) language learners have to possess certain knowledge of the language (vocabulary, grammar, syntax, etc.) and be able to use this knowledge effectively and appropriately to interact with others in different situations.

1.2. The concept of communicative competence

The early concept of communicative competence was introduced by sociolinguist Dell Hymes in 1972 (Hedge, 2000, p. 45). He believed that the ability to communicate properly should be developed through language teaching. Moreover, he was concerned with social and cultural knowledge which speakers need to acquire in order to understand and use linguistic forms. Therefore his view involved not only the

knowledge of the language but also the ability to use it in communication (ibid). According to Paulston (1992, p. 97) these ideas can be considered as a reaction to the mechanical, boring nature of drills in the audio-lingual methods.

As Hedge further mentions Hymes' perspective influenced many researches and English language educationists. Thus the concept of communicative competence has been further developed and communicative ability as the goal for English learning teaching has become more concerned with enabling learners to interact successfully with members of other societies (2000, p. 46).

1.3. Communicative competence and its components

Communicative competence consists of several components. According to different researches the number and definitions of these components vary. The definition by Canale and Swain (1980) has long been viewed as the standard one in applied linguistics. They divided this term into four components: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

Brown (2000, pp. 246-249) claims that the recent views are probably best perceived by Lyle F. Bachman (1990) who suggests communicative competence division into five components: knowledge structures, language competence, strategic competence, psychophysiological mechanisms and the knowledge of the situation. Brown further emphasizes Bachman's schematization of "language competence" that is divided into organizational competence, which includes both grammatical and discourse (or textual) competence, and pragmatic competence, which includes both illocutionary and sociolinguistic competence (see appendix 1).

On the whole, according to Hedge (2000, p. 46) there are currently five key components of communicative competence identified by a number of researchers that can be considered as "standard ones": linguistic competence, pragmatic competence, discourse competence, strategic competence and fluency.

1. **Linguistic competence** means the speaker's knowledge of the language itself. It involves the knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structures, sentence structures and linguist semantics (Hedge, 2000,

p. 46-47). In other words to achieve goals of linguistic competence the second language learner should be able to:

- achieve accuracy in the grammatical forms of the language,
- pronounce the forms accurately,
- use stress, rhythm, and intonation to express meaning,
- build a range of vocabulary,
- learn the script and spelling rules,
- achieve accuracy in syntax and word formation (Hedge, 2000, p.56).

2. **Pragmatic competence** denotes the knowledge of how language is related to the situation in which it is used (Hedge, 2000, p. 48). Bachman subdivides pragmatic competence into "illocutionary competence", which deals with the knowledge of communicative action and how to carry it out, and "sociolinguistic competence" - the ability to use language appropriately according to the context. (Brown, 2000, pp. 247-249). Thus to achieve goals of pragmatic competence the second language learner should be able to:

- learn the relationship between grammatical forms and functions,
- use stress and intonation to express attitude and emotion,
- learn the scale of formality,
- understand and use emotive tone,
- use the pragmatic rules of the language,
- select a language form appropriate to the topic, listener, etc.
  (Hedge, 2000, p. 56).

3. **Discourse competence** is concerned with the cohesion and coherence of utterances in a discourse . It involves learning how different types of discourse relate to each other so that the hearer or the reader can understand what is going on. Put in other words, it is about the ability to keep a conversation going and how to develop the topic (Hedge, 2000, p. 51). Thus to achieve goals of discourse competence the second language learner needs to acquire the ability to:

- take longer turns, use discourse markers, and open and close conversations,

- appreciate and be able to produce contextualized written texts in a variety of genres,
- be able to use cohesive devices in reading and writing texts,
- be able to cope with authentic texts (Hedge, 2000, p. 56).

4. **Strategic competence** deals with the appropriate use of communication strategies. It enables second language learners to cope with problematic communicative situations and to keep the channel of communication open (Canale & Swain, 1980, p. 25, cited in Hedge, 2000, p. 52). For instance, Hedge (2000, p. 53) mentions two types of communication strategies. Firstly, "achievement strategy" which deals with ways of compensating for the insecure or inadequate speaker's knowledge of language. Secondly, "reduction strategy" which deals with avoiding the forms of which the speaker is uncertain and rather selects the structure which she knows. Although this author points out that strategic competence training is an issue that needs to be further addressed in ELT. There are several goals that should be perceived by second language learners:

- To be able to take risks in using both spoken and written language
- To use a range of communication strategies
- To learn the language needed to engage in some of these strategies, e.g. 'What do you call a thing that/person who...' (Hedge, 2000, p. 56).

5. **Fluency** generally means smooth, rapid, effortless use of language (Crystal, 2003, p. 462). In other words, "[...] it is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation" (Hedge, 2000, p. 54). As Hedge continues Faerch, Haastrup, and Phillipson (1984) list three types of fluency. Firstly, 'semantic fluency' which means linking together propositions and speech acts. Secondly, 'lexical-syntactic fluency' that denotes linking together syntactic constituents and words. And thirdly, 'articulatory fluency' which implies linking together speech segments (p. 168, cited in Hedge, 2000, p. 54). To sum up, to achieve fluency goals the second language learner should be able to:

- deal with the information gap of real discourse,
- process language and respond appropriately with a degree of ease,
- respond with a reasonable speed in 'real time' (Hedge, 2000, p. 56).

The development of language learners' communicative competence is mainly based on acquiring language skills since each act of communication is double-sided; i.e. there must be at least two participants. The signaller (speaker or writer) who transmits information, and the receiver (listener or reader) who receives information (Crystal, 2003, p. 460). As Harmer points out second language learners need to have several abilities such as writing letters or e-mails, reading books, listening to the radio, engaging in a phone conversation etc. to use the language. Therefore the learners need to develop four basic language skills: reading, listening, speaking and writing (1991, p. 16). The next part of this thesis presents a detailed study of speaking.

2. SPEAKING

Speaking is a very important part of studying a foreign language. Learners need to speak in order to achieve communicative competence. This part of the Diploma Thesis deals with the language productive skill of speaking. Firstly, it tries to put these language skills into the context of language teaching methodology evolution. Secondly, it attempts to analyze the theory of speaking. Finally, the typology of speaking practice activities is outlined.

2.1. THE INSIGHT INTO THE HISTORY OF TEACHING SPEAKING
2.1.1. The brief introduction of language teaching evolution

Considering the evolution of language teaching from the historical point of view, it came into its own as a profession at the beginning of the twentieth century (Richards & Rodgers, 2001, p. 1). This time was characterized as the competition of language teaching ideologies (ibid.).

During the 19th century, the principal method of teaching languages was the grammar-translation method. Its aim was to learn language through memorization of facts and grammar rules in order to read its literature (Stern (1983), qtd. in Richards & Rodgers, 2001, p. 5). In the middle of the twentieth century the interest in language

teaching increased. A stronger emphasis was put on practical use of language. Situational language teaching and audio-lingual method represented the leading ways of teaching English as a foreign language (Richards & Rodgers, 2001, p. 153). There are many similarities between these methods although they were developed from quite different traditions. Both emphasized accuracy through drill and practice of the basic structures and sentence patterns of the target language (Richards & Rodgers, 2001, p. 67). Nevertheless, elimination of errors through drill and focus on accuracy did not predominate any longer. As Richards & Rodgers continue by the end of the 1960's methods and approaches based on the theory of behaviourism had become criticized.

> The prominent American linguist Noam Chomsky had demonstrated that the current standard structural theories of language were incapable for the fundamental characteristics of language - the creativity and uniqueness of individual sentences (Richards & Rodgers, 2001, p.153).

As a result another essential dimension of language began to be emphasized: a focus on communicative proficiency rather than on the mere mastery of language structures (Richards & Rodgers, 2001, p.153). In other words, there was a great move toward the effective use of language rather than the meaningless memorising of grammatical rules as the goal of language study.

2.1.2. Behaviourism vs. cognitivism

The previous paragraphs showed an example of conflict between behaviourist and cognitive approaches to language teaching and learning. According to Skinner's theory of behaviourism "[...] conditioning is the result of a three-stage procedure: stimulus, response, reinforcement" (Harmer, 2001, p. 68). Thus, the aim of learning is to achieve maximum possible accuracy through repetition and drill. Any mistake is immediately criticized and any correct utterance is praised. This theory of language learning, which dominated till the 1970s, was challenged by Chomsky's idea based on the cognitive theory (Harmer, 2001, p. 69). Chomsky argues that language development does not depend on behaviour. According to him, learners need to learn how to think and use the language creatively rather than mechanically.

> It is not enough just to teach students 'good habits' they also need to be given opportunities for creative language use both in language production and in the processing of written and spoken text (Harmer, 2001, p. 69).

On the whole, putting the practice of oral production into the context of language teaching evolution it is important to mention that oral production was rather neglected. Especially during the grammar-translation method era, "[...] oral work was reduced to an absolute minimum" (Richards & Rodgers, 2001, p. 5). However, since the great leap forward in language teaching in the 1970s the development of productive skills was enhanced in order to achieve goals of communicative approaches. Thus, attempts at oral production have started to be encouraged to an absolute maximum.

2.1.3. Communicative movement and current communicative approaches

As already mentioned, there were dramatic shifts in conceptions of language teaching in the mid twentieth century. The speaking skill gained ground in the late 1970s. At the same time several models of communicative competence were proposed. As Nunan points out language started to be seen as "[...] a dynamic resource for the creation of meaning" (1989, p. 12). Although expressions like 'the communicative approach' were practically unknown (Howatt & Widdowson, 2004, p. 327) as soon as communicative methodologies emerged in the 1970s they become commonplace (Richards & Rodgers, 2001, p. 151).

> The notion at the heart of the 'communicative movement' in applied linguistics and language pedagogy after 1970 was the conviction that language teaching should take greater account of the way that language worked in the real world and tried to be more responsive to the needs of learners in their efforts to acquire it (Howatt & Widdowson, 2004, p. 326).

Richards and Rodgers outlined the description of five communicative approaches. To begin with, communicative language teaching (CLT) "[...] marks the beginning of a major paradigm within language teaching in the twentieth century, one of whose ramifications continues to be felt today" (2001, p. 151). The following three approaches are considered to be spin-off approaches of CLT because "they share the same basic set of principles" (Rodgers, 2001). These are: cooperative language teaching (CLL), also known as collaborative learning (CL), which is a teaching approach that emphasis the maximum use of cooperative activities involving pairs and small groups of learners in the classroom (Richards and Rodgers, 2001, p. 192); content-based instruction (CBI) is an approach to second language teaching in which teaching is organized around the content or information that students will acquire (Richards and

Rodgers, 2001, p. 204); and the third approach, regarded as a recent version of communicative methodology, is task-based language teaching (TBLT) which refers to an approach based on the use of a task as the core unit of planning and instruction in language teaching (Richards and Rodgers, 2001, pp. 152, 223). The last communicative approach is the natural approach. Even though this approach is not widely established as CLT, Krashen's theories of language learning have had a wide impact. And the issues addressed in Natural Approach continue to be the heart of debates about teaching methods (Richards and Rodgers, 2001, p. 151).

2.1.4. Communicative language teaching

With regard to the main purpose of this Diploma Thesis which is to develop basic school learners' speaking, there is stronger emphasis put on CLT because interaction is the key element of this approach. Moreover, it emphasizes the "active role of the learner" and is suitable not only for teaching adult learners but also for teaching young learners (Nunan, 1989, p. 80).

There are several definitions and materials on communicative language teaching. In general, CLT is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and languages use the focus of all classroom activities (Richards & Schmid, 2002, p. 90). Brown (2000, pp. 266-267) offers four interconnected characteristics which consist of the most important features of CLT:

1. Classroom goals are focused on all components of communicative competence and not restricted to grammatical or linguistic competence.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

To sum up, the main goal of communicative approaches is to develop learners' communicative proficiency. Therefore, being able to communicate successfully it is crucial to develop speaking skill. In other words, learners should be provided with opportunities to practice language orally as much as possible. This could be considered as the most important aspect of teaching this productive skill. Moreover, the CLT principles should be followed in order to achieve not only better communication among learners, but also to strengthen learners' confidence, and prepare them for handling various life situations.

2.2. THEORY OF SPEAKING

2.2.1. Speaking and its position among other language skills

In general, there is a concept of four basic language skills: listening, reading, speaking, and writing. They are divided into receptive and productive skills. Receptive skills are the ways in which people extract meaning from a discourse they see or hear (read or listen). The term productive skills denotes the ways in which people produce speech or text (speak or write) (Harmer, 2001, pp.199, 246).

2.2.2. Elements of speaking

"*Fluency and confidence are important goals. There is no point knowing a lot about the language if you can't use it (which, sadly, has been the experience of many language learners in the past - able to conjugate verb, but unable to respond to a simple question).*"

Jim Scrivener

The language productive skill of speaking has been observed in many ways. It consists of several features that learners have to acquire. Some researchers, such as Harmer (2001, p. 269) or Bygate (1991, p. 3), agree on two main aspects that must be considered in order to achieve communicative goal through speaking skill. These are knowledge of the language and skill in using it.

> We do not merely know how to assemble sentences in the abstract. We have to produce them and adapt to circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appears in our path (Bygate, 1991, p. 3).

Therefore, the skill of speaking involves the ability not to say something but to say it clearly and conveniently on the spot of interaction.

Bygate (1991, p. 7) further divides the speaking skill into two components: productive skills and interaction skills. These two skills can be affected by two conditions: processing conditions and reciprocity conditions. Processing conditions refer to the fact that speech occurs under the pressure of time thus the speaking time is limited by many factors. Reciprocity conditions relate to mutual conditions between the interlocutors. These conditions can be affected by many factors, such as context, length, speaking mood or tension, which can be named as destructors or initiators.

2.2.2.1. Speaking as a productive skill

As already pointed out, the oral production can be limited or modified - in certain ways - by processing conditions. When speakers feel to be under the pressure they are forced to use devices which help them to make oral production possible or easier. According to Bygate these devices are compensation and facilitation. There are four elementary ways of facilitating: simplifying structures, ellipsis, formulaic expressions, and using fillers as hesitation devices. On the contrary, compensation devices are about choosing the easiest way of expressing yourself by using components such as substitution, rephrasing, reformulating, self-correction, false starts, repetition and hesitation. On the whole, learners being in the process of oral production should be helped to use these devices because they can easily overcome speaking barriers. Bygate further mentions that facilitation features may lead second language learners to sound normal or more natural when they speak (1991, pp. 14, 20-22).

2.2.2.2. Speaking as an interactive skill

"Processing spoken words should be accompanied with being a good communicator" (Bygate, 1991, p. 22). In other words, both speakers and listeners should be able to keep up interaction in order to understand each other and desire to continue the already started interaction. This means acquiring interaction skills that are further divided into two groups: routines and negotiation skills (ibid.).

Routines

The framework of interaction depends on routines; i.e. the patterns by which speakers organize what they aim to communicate. Thus, communication can be a sort of formal conversation, friendly talk, storytelling etc. Routines are further divided into two types: (i.) To begin with, *information routines* include information structures such as stories, comparisons, descriptions or instructions. Bygate further divides information routines according to their function into *evaluative routines* (explanations, predictions, justifications, decisions, preferences), and *expository routines* (descriptions, narration, instructions). (ii.) *Interaction routines* are based on information content. Their focus is on turn taking during interaction. By using these routines speakers organize logical patterns to organize the order of parts in a conversation. They can be observed in telephone conversations, interviews, conversations at a party, etc. (1991, pp. 23-27).

Negotiation skills

On the other hand, negotiation skills can facilitate solving problems and enable the speaker and the listener to understand each other clearly. Bygate (1991, p. 27) points out that negotiation skills get routines through by the management of interaction and negotiation of meaning.

Management of interaction is the first aspect of negotiation skills which defines the order of turn taking during the process of interaction. In brief, turn taking is a kind of mutual agreement on who is going to speak next, and what he is going to talk about (Bygate, 1991, p.27). These two characteristic alone are interpreted as (i.) *agenda management* , which deals with participants' choice of topic, its development, its length, topic switching, conversation opening and closing, and (ii.) *turn taking* (consisting of five abilities: signaling one's desire to speak, recognizing the right moment to take a turn, using an appropriate turn structure to perform a proper a turn and not to lose it before finishing what one has to say, identifying other speakers' signals showing desire to speak and letting the other to take a turn) (Bygate, 1991, pp. 35-40).

Negotiation of meaning means the skill of communicating ideas clearly and responding to signals of understanding and misunderstanding during a conversation (Bygate, 1991, p. 27). There are two factors that ensure understanding during the process of oral communication. Firstly, *the level of explicitness* refers to the choice of

expressions with regard to interlocutors' knowledge. Generally, the level of explicitness is not expected to be perfect because some mutual misunderstandings may appear even among native language speakers. Nevertheless, the lack of explicitness may sound arrogant, aggressive or pretentious. If this is the case, the interlocutor may get lost in the interaction. Secondly, *procedures of negotiation* refer to the use of paraphrases, metaphors, and a vocabulary range the speaker employs to convey clear and comprehensible messages in order to be sure that he is being understood by other interlocutors (Bygate, 1991, pp. 29-34).

To conclude, when developing speaking skills there are many elements that have to be considered. Some of them are naturally developed on the basis of first language use experience such as the management of interaction. Nevertheless, being a good communicator deserves lifelong practice.

2.3. SPEAKING ACTIVITIES

Speaking is a complex skill which involves, according to CEFR, five qualitative aspects of spoken language use: The range which refers to the repertoire of words and command of idiomatic expressions; accuracy and fluency which are introduced bellow; interaction which is the capacity of communicating with others; and coherence which involves using connectors and creating a coherent and cohesive discourse (2003, p. 28-29). Therefore its practice is unquestionable. As a result, many researchers and educationists, such as Littlewood (1991), Ur (1996) or Harmer (2001), make an effort to classify a number of speaking activities that can be used in language lessons.

2.3.1. Fluency vs. accuracy

With reference to the following paragraphs it is worth pointing out two terms: fluency and accuracy. Fluency was already explained in the part discussing communicative competence. In general, it means smooth, rapid, effortless use of language (Crystal, 2003, p. 462). Fluency activities are not designed to teach new language; instead they allow learners to try out the language that they already understand (Scrivener, 2005, p. 148). Therefore, learners are engaged to use the language even if they make mistakes. On the other hand, accuracy activities are aimed

at learning particular language forms. They imply controlled practice when no mistakes are accepted (Harmer, 2001, p. 104).

2.3.2. Categorization of speaking activities

Comparing several authors' classifications, the development of speaking skills includes two types of activities. One type (i.e. focusing on accuracy) deals with practising of specific language knowledge, while the other one (i.e. focusing on fluency) deals with interactive activities. It is worth pointing out that activities focusing on accuracy should prevail at the beginning because the learners need to acquire vocabulary and grammar. Activities focused on fluency should follow afterwards. For this purpose Littlewood's division is taken into consideration.

2.3.2.1. Littlewood's categorization

Littlewood categorizes speaking activities into two groups: pre-communicative and communicative. By this division he attempts to enable the switch from less communicative uses to more communicative ones (Littlewood 1981 qtd. in Bygate 1991, p. 61) (see appendix 2). In other words, the first group refers to giving the learners complete control over language forms by producing accurate utterances. These activities are intended to prepare learners for future communication. The second group concentrates on the effective production of language forms that were acquired within the previous phase.

Pre-communicative activities are further divided into two subcategories. To begin with, *structural activities*, such as mechanical drills or verb paradigms, are preparatory activities aimed at producing accurate and appropriate language forms. In pre-communicative activities teacher plays an important role since she selects some isolated elements of knowledge or skill that leads to communicative ability. Therefore, the learners can practise the chosen elements in isolation (Littlewood qtd. in Bygate, 1991, p. 61). *Quasi-communicative activities* are organized by one or more conversational exchanges, such as question-and-answer activities or questionnaires, carrying a potential functional meaning of the language. These activities enhance learners to use the

language in social contexts, such as making invitations, planning trips, etc. (Littlewood, 1991, p. 9-14).

Communicative activities Littlewood divides into two further categories. ***Functional communicative*** activities are focused on practising learners' ability to make meaning clear as much as possible. Four types of these activities are presented as follows: Sharing information with restricted and unrestricted cooperation (identifying a picture from a set, detecting differences, sequence of location, finding out missing information, etc.); Sharing and processing information (reconstructing story sequences, pooling information to solve a problem, etc.); and processing information (problem solving tasks). ***Social interactional activities*** focus on engaging learners in simulations and role-playing. These activities enable learners to face a wider variety of social situations (Littlewood, 1991, 16-36).

2.3.3. (Common) types of speaking activities

There is an attempt to present a number of individual activities that can be used in lessons for the development of language productive skill of speaking. According to Roca Varela, Piñeiro de la Torre & Gigirey Liste, who refer to Littlewood (1992), there are three different types of practice (2010, p. 38):

Controlled practice is totally directed by the teacher and requires a predicted response from learners. The aim is to help learners to learn particular language forms (Roca Varela, Piñeiro de la Torre & Gigirey Liste, 2010, p. 38). Speaking activities used are, for example:

Drills - These activities involve repetitive practice of language items. They take form of imitating or repeating words, phrases, and even whole utterances. They are primarily aimed at accuracy (Roca Varela, Piñeiro de la Torre & Gigirey Liste, p. 40).

Question-answer, displays - These activities involve prompting of students' responses by means of display questions; i.e. the teacher or questioner already knows the response or has a very limited set of expectations for the appropriate response (Gavilán Galindo, 2008, p. 178).

Semi-controlled practice focuses on activities where the language is used in a less restrictive way but linguistic patterns already set up by the teacher are taken into account as well (Gavilán Galindo 2008, p. 166). In other words, these activities create a link between language forms and their functions in a quite controlled context. Such speaking activities are, e.g.:

Cued narrative/dialogues - Learners' production of narratives or dialogues following cues from miming, cue cards, pictures or other stimuli related to those narratives or dialogues (Galindo, 2008, p. 177).

Story-retelling - The learner's detailed summary or retelling of a story that she wrote, heard, read or watched (Underhill, 1991, p. 71).

Question-answer, referential - This activity is to be distinguished from the Question-answer, display activity. It involves prompting of responses by means of referential questions; i.e. the questioner does not know response information beforehand (Gavilán Galindo, 2008, p. 178).

Picture description - The learner is given a picture or a sequence of pictures to look at. Then, she describes the picture (Underhill, 1991, p. 66). The teacher may set certain language forms or phrases that the learner is supposed to use in her description.

Brainstorming - It involves free undirected contributions to a given topic by the learners or the teacher, who generate multiple associations without linking them (Gavilán Galindo, 2008, p.178).

Free practice is less controlled by the teacher thus learners' responses are unpredictable (Brown, 2002, p. 133). The main aim of this practice is that learners use the language effectively as much as possible in real-life situations. Fluency is emphasized (Roca Varela, Piñeiro de la Torre & Gigirey Liste, 2010, p. 38). Such speaking activities include, for instance:

Role-play - The learner is given a set of instructions to act out a specified role or function. Learners can freely practice particular types of language functions, structures, topics, etc. (Underhill, 1991, p. 52).

Simulation - Activities involving complex interaction between groups and individuals based on simulated real-life actions and experiences (Gavilán Galindo, 2008, p. 179).

Problem solving - Activities that involve a specified problem and a limited number of means to resolve it. It requires cooperative action on the part of participants in small or large groups (Gavilán Galindo, 2008, p. 179).

Giving instructions/explanation - the learner does not need any preparation for this type of activity. The learner can describe an object, place, system or procedure, depending on a chosen topic, which makes the task less or more controlled (Underhill, 1991, pp.69-70).

Interview - A learner is directed to get information from another learner or learners (Gavilán Galindo, 2008, p. 179). This type of activity is structured. It means that "the interviewer sets out to find out certain things about the interviewee and to get answers to certain questions" (Underhill, 1991, p. 54).

Discussion/Conversation - An activity in the form of grouped discussion or debate about a specified topic with/without specified position which has not been pre-arranged. It is realized between the teacher and learners or among learners only (Gavilán Galindo, 2008, 180). According to Underhill natural features, such as the tone of voice, pitch and intonation, and face expressions and body language make this activity, when successful, authentic and communicative (1991, p. 45).

Presentation - A real-life activity where the learner experiences standing up in front of the class and speaking on a particular topic for a sustained period of time (Thornbury, 2005. p. 89). Moreover, the learner has to respond questions "from the floor"; it means that at the end of the activity the speaker is expected to deal with any questions (ibid.). Furthermore, the use of a set of simple aids such as a projector, blackboard or flipchart, etc. is encouraged. Underhill points out that this type of activity provides learners with great authenticity and real-life communication (1991, p. 47).

Story-telling - "[It] is a universal function of language and one of the main ingredients of casual conversation" (Thornbury, 2005, p. 95). Learners are encouraged to tell their own stories based on their experience or imagination. There are several story-telling activities, such as a chain story, guess the lie, etc. (see Thornbury, 2005, p. 96).

2.3.4. Criteria for speaking tasks

When planning an activity focused on the development of speaking, the teacher should take several criteria into consideration in order to maximize learners' speaking

opportunities (Thornbury, 2005, p. 90). According to Thornbury (2005, pp. 90-91) the following conditions need to be met. Firstly, a speaking activity has to involve a maximum degree of language production and provide the best conditions for autonomous language use. Secondly, a speaking activity needs to have a clear outcome, thus it must be purposeful. Further, to facilitate good preparation for real-life language use speaking activities should be interactive. The next important criterion is challenge; i.e. tasks should not be too easy or too difficult. Therefore, "[...] the teacher should be sensitive to the degree of difficulty a task presents individual learners and to adjust the task accordingly" (ibid.). Without doubt, the classroom should provide supportive conditions for learners to feel confident, thus when going through the task, learners need to feel safe. Finally, speaking tasks should relate to real-life language use; it means that there needs to be some authenticity.

3. THE INTERNET

This part of the Diploma Thesis deals with the use of the Internet in the development of speaking in English language teaching (ELT). Firstly, it attempts to put the use of computers in ELT into the context of computer-assisted language learning (CALL). It briefly describes the historical development of Computer assisted language learning to outline when the Internet started to be widely used in ELT. Then, it focuses on the concept of the Internet and its brief evolution. Subsequently, there are several Internet applications presented in terms of their possible use in the development of speaking. Finally, the thesis examines the advantages and drawbacks concerning the use of the Internet in ELT.

3.1. Computer assisted language learning (CALL)

Modern technologies can be used in many ways to promote English language learning. Using the Internet is fundamentally related to the use of computers. According to Hardistry & Windeatt (1989, p. 5), the use of computers as part of language education; i.e. CAL), is the latest in the series of modern aids to language teaching and learning. Similarly, Levy (1997, p. 1) defines CALL as "the search for and study of applications of the computer in language teaching and learning". There are many computer applications that can be applied for the purpose of CALL, for instance, word

processing, presentation packages, simulation, games, multimedia CD-ROM, and Internet applications (Torut, 2000). CALL, as Moras (2001) points out, is not a new development in language teaching. The use of computers in language teaching has been recognized for more than thirty years. Warschauer (qtd. in Torut 2000) identifies four phases of CALL development: Behaviouristic, Communicative, Integrative (Multimedia CD-ROM) and Integrative (the Internet) (for more details see appendix 3).

1. **Behaviouristic CALL** (1950s - 1970s)

   The principles of language learning are based on the behaviourist theory of learning and the audiolingual method. Computer learning activities are focused on repetitive drills to promote language accuracy.

2. **Communicative CALL** (Late 1970s - Early 1980s)

   Activities are based on communicative language learning principles to promote language use in context, for example, by text reconstruction.

3. **Integrative CALL - Multimedia CD-ROM** (Late 1980s - Early 1990s)

   The use of computers allows incorporating a variety of media, which brings great effectiveness to teaching language for communicative purposes. The aim is to create a more authentic language learning environment and to integrate the four language skills.

4. **Integrative CALL - the Internet** (1990s - present)

   The main focus is the use of Internet applications that allow learners to participate in real time communication. Teachers and learners can download authentic materials from all over the world.

Although the integrative CALL constitutes the latest phase, Moras (2001) believes that the Internet shows a great potential for the use in ELT. Therefore, the advantages of its use in language teaching and learning are indisputable. The range and sophistication of its applications is growing at an extraordinary rate. Taking the development of speaking skills in consideration and following Torut (2000), the use of the Internet can provide a communicative learning environment that aids the purposes of communicative language teaching. Moreover, as Teeler & Gray (2000, p. 3) point out, it allows learners to get engaged in real time communication. Because the Internet

originated in the United States most on-line communication is performed in English. "This is what makes it such a perfect tool for English Language teaching" (ibid.).

3.2. A BRIEF INTRODUCTION TO THE INTERNET AND ITS HISTORY

3.2.1. A brief history of the Internet

According to Douglas E. Comer (2000, p. 60) the Internet grew out of a program called ARPANET (Advanced Research Projects Agency Network) which was established in 1969 with connections between computers at four American universities (The University of California, Los Angeles, Stanford Research Institute, the University of California, Santa Barbara, and the University of Utah) to share information. The term Internet started to be used at the beginning of the 1980s and the network quickly expanded worldwide and was soon used for international communication (Comer, 2000, p. 74). As Teeler & Gray (2000, p. 3) mention by 1992 even Antarctica had gone online. At the same time the Worldwide Web was released to the public and became the most popular part of the Internet. Nowadays, every nation is connected to the Internet (ibid.).

> With a single computer and a telephone line a young child in a rural village can access more information today than was available by any means to the greatest scientists of the world century ago
> (Warschauer, Shetzer & Meloni, 2000, p. 2).

3.2.2. What is the Internet?

There are many concepts and metaphors used to define the Internet. Generally, the Internet (also known as the Net) is an international network of computer networks (Okin 2005, p. 19). In other words, it is a publicly accessible worldwide computer network or an interconnection of thousands computer networks from all around the world that enables the exchange of information. It can be accessed via copper telephone lines, fibre optic cables, coaxial cables, and satellite system (ibid.). "Certainly, it is the most significant development in communication tools since the invention of printing press" (Teeler & Gray, 2000, p. 1).

The Internet can be perceived from many different angles. Firstly, it can be viewed as one type of mass media, similar to the radio, television or newspaper (Morris & Ogan, 1996). For instance, it is possible to listen to on-line radio broadcasts from distant areas or foreign countries. Furthermore, there is also a great opportunity to access many types of on-line newspaper, magazines or journals. Ultimately, the Internet

contains all the information that the other 'traditional media' can offer. In 1996 Morris & Ogan stated that "the Internet has the chance to be the largest mass medium worldwide." This idea has become a reality and the Internet connection is easy to access. People may therefore use traditional media to a lesser extent in the future and substitute them by the Internet instead.

Secondly, many people see the Internet as a resource bank (Dudeney, 2000, p. 28). The growth of the Worldwide Web has led to the production of Web sites with valuable information and materials. According to Griffin (1999) the Internet functions as a repository of facts, opinions, propaganda, etc. For example, when looking for something specific the Internet is much faster, much more effective and provides people with a greater variety of materials than a traditional library does. Thus, people can simply find any kind of topic that they think of 24 hours a day, 7 days a week, since, the Internet never "sleeps" (Baber, 2001). On the other hand, every piece of information has to be considered to contain possible flaws. "If the net is the most useful research tool ever available, it is also the most misleading, dangerous and seductive" (Rodger Ebert qtd. in Teeler & Gray, 2000, p. 16).

The Internet is generally viewed as a useful mean of communication. "Like the telephone before it, the Internet makes it possible for people to communicate in new ways" (Comer, 2000, p. 15). Hrastinski (2008) recognizes two ways in which people can communicate via the Internet - synchronously or asynchronously. Synchronous communication means a communication process that takes place in real time, for example by using chat rooms. On the other hand, asynchronous communication does not proceed in real time; i.e. it is not dependent on time and place and immediate response (e.g. by email) is not required. Communication on the Internet is highly appreciated by people who find themselves in remote places, since it costs almost nothing compared to the traditional communication tool, the telephone (Comer, 2000, p. 261). As Comer (2000, p. 19) continues, the growth of Internet use is likely to substitute phone and fax communication in the near future.

To sum up, the potential of the Internet is undeniable. Its effects on many aspects of human life including education are obvious. Referring to the above-given facts the Internet can also be perceived as a multifunctional classroom aid that supports language teaching and learning development.

3.3. INTERNET APPLICATIONS AND THEIR POTENTIAL FOR THE DEVELOPMENT OF SPEAKING

3.3.1. Live Chat

Chat rooms are one of the most popular Internet functionalities and ways to communicate in real time. Teeler & Gray (2000, p. 31) continue to claim that chat rooms can be described as a certain number or group of people typing simultaneously, reading and replying to what others are "saying". Therefore, there must be at least two participants present in a chat room to exchange data. Nowadays, there are many chat programmes such as ICQ or Skype. Although this sort of communication is realized through writing and is heavily dependent on typing skills, there is a great possibility to improve the development of speaking skills. As Sperling (1998, p.37) mentions Chat allows users to "talk in real time". Similarly Miller (2002, p. 216) states that the use of chat rooms stands for phone conversations facilitated by a computer keyboard. Therefore, even though these conversations are typed and not pronounced, they are very similar to real speaking conversations since interlocutors preferably use a language that looks like spoken language and use constructions that are commonly appear in the speaking process.

Moreover, to make conversations more comprehensible, interlocutors can use Internet slang (also known as Netspeak or Chatspeak). It generally refers to words of specific groups of people, clubs, hobbies, etc. Recently, the most commonly used have become emoticons (also known as smileys) which are represented by punctuation symbols and letters and express a writer's mood, e.g. :-) where the colon represents eyes and the right parenthesis represents a smile. Emoticons enrich conversation with emotions. There is also a number of acronyms denoting feelings, e.g. *laughing out loud* becomes *LOL,* etc.

3.3.2. Audio and video communication

The other way of improving speaking through the Internet can be achieved by audio teleconferencing or videoconferencing. Both applications enable synchronous communication in real time. Audio teleconferencing allows two or more speakers to hold a live audio discussion (Comer, 2000, p. 262). Videoconferencing is defined as communicating via a live video link over the Internet (Teeler & Gray, 2000, p. 5). It

means that particular users can see and hear each other in real time. This type of conversation of the interlocutors in distant places is possible only when using this Internet application. However, this method can be very beneficial for the development of learners' communicative competence and speaking skills. Both audio teleconferencing and videoconferencing are significant because they allow participants to convey and understand emotions. Comer (2000, p. 262) says that unlike written communication voice carries inflection that tells the listener whether the speaker is angry, excited, tired or joking. Similarly, facial expressions and gestures of a speaker are important aspects that facilitate communication as well.

3.3.3. The Worldwide Web

First, the precise meaning of the term Worldwide Web (also known as the web or WWW) should be established. David Dudeney (2000, p.3) points out one common misconception, namely that the term Internet is often used to refer to the Worldwide Web. In fact, the Worldwide Web - similarly to videoconferencing or e-mail - is part, or an application of the Internet. It is described as a mechanism that links together information stored on many computers (Comer, 2000, p. 195). The use of the Worldwide Web allows information to be shared, sent or received in various ways. A website can be designed in several ways ranging from a simple page to an enormous collection of pages containing a broad variety and quantity of information (Dudeney, 2000, p. 6). Indisputably, the Worldwide Web is a frequently used Internet application since

> It is virtually attractive, easy-to-use, easy-to-understand, and manages to combine many other Internet-based forms of communication into a single manageable package (Dudeney, 2000, p. 3).

The Worldwide Web is probably the most extensively used application in language teaching (Baber, 2001). It can be used in a number of ways to improve learners' speaking. The teacher can use different types of speaking activities relying on the immense diversity of this Internet application, for instance, reproduction of audio or video records, presentation of particular topics, description of pictures, storytelling, commenting on situations, expressing opinions, comparisons, completing stories, etc. (Němcová et al., 2007, p. 24). Moreover, Teeler & Grey (2000, p. 74) maintain that the

use of the Worldwide Web can provide a good starting point for discussing topics, an activity which is sometimes curtailed by the artificial feel of the classroom setting. The teacher can also implement grouping or pairing learners to work on a task by sharing and summarizing the results of their work orally in a target language.

To conclude, all of the mentioned Internet applications and their use in language class can be fascinating and exciting for both teachers and learners. Moreover, they facilitate the development of spoken language in a very realistic environment. These applications help teacher to prepare a wide range of pre-communicative and communicative speaking activities.

3.4. Advantages and drawbacks of using the Internet in language classroom

As already stated many times the potential of the Internet is immense. There are a number of advantages of its use in language teaching and learning. However, despite the numerous benefits, Internet use in class also has its specific downsides.

Advantages

To begin with, the Internet may function as a source of motivation. Generally, motivation of learners is defined as "an internal drive that pushes learners to do things in order to achieve something" (Harmer, 2001, p. 51). Especially young learners can be highly motivated to use the Internet as a learning aid during their language education. According to Moras (2001) the learners see it as a trendy and useful tool that enables them to get connected with the world. It is generally believed that learning a foreign language through things learners like is one of the most pleasant and effective ways. In addition, the use of the Internet can be highly motivating and valuable for teachers as well.

As Harmer (2001, p. 149) points out the Internet and the Worldwide Web provide both teachers and learners with easy access to an extraordinary range of authentic materials. Certainly, authenticity and its connections to real life strengthen the process of learning. Learners feel more engaged when working with authentic materials. As Nellen and Mayo (2000) suggest, people learn most effectively and successfully in authentic situations. Such authenticity would be virtually impossible without the Internet since the access to the Internet gives teachers and learners variety of materials

to download and work with. What is more, by retrieving information from the Web learners can also create their own materials, e.g. projects, and share them with other classmates or project colleagues from different countries. According to Moras (2001) because many Internet applications are in English, learners get much more motivated to learn the language better because of its obvious usefulness.

It is also possible to explore the real world with real people through the use of the Internet. Learners can interact with people from all around the world. Therefore, Worldwide Web develops learners' cultural awareness because learners have an opportunity to perceive real language in context away from course books and the classroom (Moras, 2001).

The inclusion of the Internet in English lessons has a strong cross-curricular link to other subjects and it can also contribute to the development of key competences. As the knowledge of the Internet use can be practical for learners in their future lives and professions. Internet use also gives learners control over their learning (Moras, 2001). Therefore, learners can choose their own way according to their individual needs when working on a task.

Finally, another very positive outcome of Internet use is the development and improvement of communicative competence and language skills. Therefore, learners can practice productive and receptive skills. Additionally, they can also develop specific speaking skills such as requesting information, negotiating, persuading, clarifying meaning etc. (Moras, 2001).

Drawbacks

Using the internet in class may get complicated in many ways. In other words, there are also disadvantages that teachers need to consider. Primarily, there can appear several technical problems that the teacher and the learner have to face (Moras, 2001). For example, there may be too slow or no Internet connection. In this case, the teacher should be always ready to start up an alternative activity and to be able to solve the problem.

Another obstacle is computer accessibility due to lack of computer laboratories. According to Teeler & Gray (2000, p. 36) computers are increasingly available in schools. However, not all of schools have a sufficient number of them. In some schools,

laboratory classrooms are not accessible as often as needed. Moreover, not all computer laboratories are equipped with appropriate technology and some computers may be outdated.

One of the most frequently discussed problems is the lack of training and familiarity with computers and the Internet on the part of the teachers.

> We have done some work with the Net, but what I find when I speak to other public school teachers is fear. They are afraid to get involved and try. It sounds strange coming from teachers, but that's the truth. However, in many cases I think the fear comes from lack of experience or exposure to the Internet. A large percentage of public school classrooms cannot afford the technology or training for the teachers (Lynore M. Carnucio qtd. in Sperling, 1998, p. 43).

When integrating the Internet in language lessons both teachers and learners need to have basic computer skills. According to Sperling (1998, p. 43) teachers should not be scared to work with computers. "It needs a bit of practice, and lots of patience", because most people learn how to use the Internet relatively fast simply by working with it.

As we can see the use of the Internet may be accompanied with various problems. Nevertheless, the large number of advantages supports the fact that the Internet should be considered as a valuable tool for teachers that can be effectively used in language teaching and learning. The Internet, however, is not to be considered a crucial teaching aid when an effective language lesson is concerned. The effectiveness of English lesson does not depend on the use of the Internet alone. There are a certain number of factors that may influence the learning process. According to Hendrich (1988, pp. 16-18) achieving the aim depends not only on teaching aids, but also on subject matter, teaching methods and approaches, organizational conditions, and of course on the teacher and the learner. Therefore, when planning an internet-based lesson all the above-mentioned factors must be taken into consideration.

Conclusion of the theoretical part

To sum up, communicative competence is primarily developed through speaking. Therefore, the teachers need to take into consideration that a link should be made between language forms and functions; i.e. learners need to practice the linguistic features of the language to be able to use the language appropriately when communicating and to develop specific speaking skills in order to interact successfully.

For this purpose a wide variety of oral activities have been outlined, ranging from controlled to free ones and aimed at the development of learners' oral production.

The Internet is thought to be just a single entity by a lot of people. In fact, the Internet is made up of a combination of various entities or applications, each having a unique function (Sperling, 1998, p. 3). Teachers can employ the multitude of these Internet-based applications to enrich their language lessons. This thought is supported by the analysis of several Internet applications (Live Chat, audio teleconferencing, videoconferencing, etc.) that clearly prove the convenience and advantages the Internet can bring into ELT teaching, namely the practice of speaking skills.

EMPIRICAL PART

4. Introduction to and the structure of the empirical part

The empirical part of this Master's Thesis attempts to demonstrate the learners' ability to successfully cope with the use of the Internet (if it suits learning tasks) in order to practise spoken production. First, the aim of the empirical part is presented. A brief introduction to the educational institution and the learners involved follows. Then, based on the outcomes of the theoretical part, there are six activities focused on the development of speaking. Finally, the last chapter deals with a questionnaire that examines the learners' learning experience with regard to implemented activities.

4.1. The aim of the empirical part

The purpose of the empirical part is to design six activities aimed at the development of speaking skills based on the use of Internet applications. These activities were practised with a group of learners (see 3.3.). After reading relevant literature (Gavora 2000), observations (in the form of collected video recordings) and a questionnaire were chosen as the most suitable methods for the evaluation of implemented activities. Then the whole process of implementation and evaluation attempted to demonstrate whether the use of the Internet has a positive impact on the development of the learners' speaking or not.

4.2. Learners and institution involved in the empirical part

This empirical part could not be realized without involving the learners. The main objective of this chapter is to introduce a group of ninth-graders who attend basic school, ZŠ Polabiny 1, Pardubice. There are five girls and twelve boys in the group in concern. These pupils have a lot in common, yet there are also individual differences among them that are worth mentioning.

As Harmer (2001, p.37) points out the age of individual learners is the most relevant one because it affects their needs, competences and cognitive skills. Basic school learners are grouped into grades by their chronological age. Therefore, ninth-graders are supposed to leave elementary school at the age of fifteen. According to Scrivener (2005, p. 329) groups of learners at this age are considered teenage classes.

Scrivener claims (ibid.) this is a difficult period of life, since learners have strong rising and falling emotions, their interests change quickly, and the learners get bored easily. As a result, motivation may appear to be low and discipline seems to be an issue from time to time. As far as the group of learners involved in the empirical part is concerned, all of Scrivener's arguments mentioned above are sometimes obvious.

When monitored during English lessons and their learning process the learners displayed different learning styles. Following Harmer (2001, p.43) who presents one of the models of learning styles there are four types proposed by Keith Willing: convergers, conformists, concrete learners and communicative learners. All of these types could be observed in the group. However, the most prominent seem to be conformists and concrete learners. Conformists are those pupils who prefer being dependent on the teacher, doing what they are told and being happy to work in a non-communicative classroom (Willing qtd. in Harmer 2001, p.43). On the other hand, concrete learners are interested in social aspects of learning and prefer learning a language in practical use rather than language as a system. They relish games and group work (ibid.). In connection with the different types of learners' styles it is also important to mention that the pupils involved in the empirical part differ in terms of multiple intelligences. Generally, there are eight distinct types: linguistic, logical/mathematical, spatial, musical, bodily/kinaesthetic, interpersonal, intrapersonal and naturalistic (Gardner qtd. in Harmer 2001, p.46). The group of learners covered in this Thesis learnt effectively through visual supports since they demanded and enjoyed working with pictures, video and real objects. Therefore, spatial intelligence seemed to be dominant in this group of learners.

Learners involved in one group usually show varying levels of English (Scrivener 2005, p.69). Studying the pupils described in the empirical part and going through the comparative tests they passed at the end of the eight-grade, their level of English is rather heterogeneous. In their English class they follow the student's books and the workbook of Project 3 by Tom Hutchinson. They are supposed to finish it by January 2011 and continue with volume No. 4. Thus, by the time they will leave elementary school they are supposed to reach level A2 according to CEFR (2003, p.24)

> A2 can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and

routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

In accordance with Školní vzdělávací program ZŠ Polabiny 1 (The School Educational Program created and applied by ZŠ Polabiny 1, 2007, pp.67-68), the expected outcomes of ninth-graders (appendix n. 4) who learn the English language are: Pupils are able to read aloud texts of appropriate length; their reading is fluent and respects the rules of pronunciation. They understand the content of simple texts in textbooks and the content of authentic materials provided that visual aids are used. They can identify familiar expressions, phrases and answers to questions in texts, understand simple and clearly pronounced speech and conversations, infer a likely meaning of new words from context, use a bilingual dictionary, look up information or the meaning of a word in an appropriate monolingual dictionary; They are able to form a simple (oral or written) message related to a situation from family and school life and other studied theme areas, create and modify grammatically correct simple sentences and short texts, provide a brief summary of the content of a text, speech and conversation of appropriate difficulty. Learners are also able to request simple information in a simple manner and can make themselves understood in everyday situations.

On the whole, when designing the activities to serve the purpose of the empirical part, all the previous information about the pupils must be considered by the teacher to create the most suitable conditions for successful learning. However, it must also be taken into account that each pupil is a unique teaching process participant with specific learning needs.

Institution

As already noted, basic school in Polabiny 1, Pardubice was chosen to be covered by the empirical part of the Thesis. The school proved to offer quite advantageous conditions for implementing the empirical part. The teachers are provided with a number of modern teaching aids, including, for instance, several interactive whiteboards and two fully equipped PC laboratories. The school is also equipped with

many technical facilities such as cameras, camcorders, projectors, etc. All these means facilitated data collection for the empirical part.

4.3. Designed activities

This part focuses on a set of designed activities. Each activity is focused on free speaking practice. First, each activity provides the reader with general information such as the date, time and number of learners who were present on the day a certain activity was implemented. The aim of the activity and total time needed for its practice are mentioned as well. Furthermore, because the activities had to be designed in accordance with the School Educational Programme (SEP), each activity was contextualized in terms of SEP theme areas and outcomes. Cross curricular links were also taken into consideration. Based on relevant literature (Scrivener 2005, pp. 44-46), each activity was structured into five stages: Lead-in/preparation, setting up the activity, running the activity, closing the activity and post-activity. Moreover, each stage was further divided into procedures (i.e. what the teacher should do), tasks (i.e. what the pupils should do), interaction patterns, objectives, time and teaching aids (Scrivener, 2005, pp. 122-123). Finally, activity implementation is completed by the teacher's reflections which are based on watching video recordings.

4.3.1. Activity 1 - Problem solving

Class: 9.A, B **Date:** 2011-01-05   **Time:** 12:50 - 13:35 **Number of learners:** 14
Total time needed: 45 minutes
The aim of the activity: By the end of the lesson the Learners will be able to work with an authentic material to get information and will have practised basic grammatical forms in order to summarize the information acquired.
SEP outcome:
- Pupils can apply basic grammatical forms when speaking.
- Pupils work with an authentic material and can conclude gathered information.
- Pupils infer the likely meaning of new words from context.
- Pupils create grammatically correct simple sentences.

Cross curricular links: The development of social communication (Czech language), the development of cognitive capacities (Geography), the use of Internet applications (Information and Communication Technologies)

Lead-in/Preparation

Procedure: The teacher asks pupils to brainstorm anything they associate with visiting a foreign town. She projects several pictures such as a castle, cathedral, restaurant, etc. in order to raise the pupils' motivation and interest.

Task: The pupils brainstorm their associations and name the items on the projector.

Materials and aids: A computer with a projector, a set of selected pictures

Time needed: 5 minutes

Interaction patterns: T-Ps, T-P, Ps-T, P-T

Objectives: The pupils will understand the meaning of lexis that they brainstorm or name in order to use it for reading the instruction in the next stage.

Setting up the activity

Procedure: The pupils are divided into groups of four. Each group is given a piece of paper where the task is clarified (it is same for all groups in order to compare their suggested solutions at the end of the activity). Teacher provides pupils with some time for reading and then makes herself sure that all groups understand the task by questioning individual pupils what are they supposed to do.

Task: The pupils in groups read the instructions and answer the teacher's questions to prove that they understand the task.

Materials and aids: Pieces of paper with instructions

Time needed: 4 minutes

Interaction patterns: T-Ps, T-P, Ps-T, P-T

Objectives: Pupils working in groups will use known lexis or the Web to translate unknown words in order to understand the aim of the task.

Running the activity, part I

Procedure: The teacher allows the pupils to make notes. When the activity gets started the teacher observes the groups of pupils.

Task: The pupils are working on the task. They are using the Worldwide Web as the main source of information in order to solve the task. When solving the problem, pupils speak English to each other as much as possible.

Materials and aids: The Worldwide Web application, pupils' notes

Time needed: 20 minutes

Interaction patterns: P-Ps, P-P

Objectives: The pupils will use the Web in order to find necessary information. They will practice basic grammatical forms orally in order to solve the task together.

Running the Activity, part II

Procedure: The teacher finishes the first part of the activity and asks each group (Each group can designate one pupil as their speaker or they can take turns.) to present their suggested solution.

Task: The pupils working in groups orally communicate their solution to the rest of the class.

Materials and aids: Pupils' notes

Time needed: 10 minutes

Interaction patterns: P-T, P-Ps, Ps-Ps, Ps-T, T-Ps, T-P

Objectives: The pupils will be able to use basic grammatical forms orally in order to summarize the information acquired and speak about their solutions.

Closing the activity

Procedure: When the last group finishes, the teacher smoothly closes the activity and thanks the groups for their efforts to complete the task. The pupils are asked whether they would like to add some comments or remarks, etc.

Task: The pupils contribute further questions, comments or remarks connected to the task.

Materials and aids: -

Time needed: 1 minute

Interaction patterns: T-Ps, T-P, Ps-T, P-T

Objectives: The pupils will think of possible comments, questions, etc. connected to the task.

Post-activity

Procedure: The teacher concludes the activity and provides the pupils with feedback. She asks the pupils to conclude the task and say whether they noticed any mistakes they made in their speeches. If necessary; she writes them on the white board.

Task: The pupils share their feelings about the task; they also try to think of mistakes or difficulties.

Materials and aids: Whiteboard, markers

Time needed: 5 minutes

Interaction patterns: T-Ps, T-P, Ps-T, P-T

Objectives: The pupils will discuss their feelings about the task and try to think of mistakes or difficulties that appeared in speeches during the activity.

Reflection

The first aim of this activity was to create a friendly atmosphere to make the pupils feel comfortable as much as possible. They have been used to work with the Internet during their English lessons from time to time and they always seem to be enjoying it. Therefore, their reactions were very positive. The pupils actively participated in lead-in and seemed to be well prepared for setting the task. While the groups were reading the instructions, some pupils were checking the Web application in order to translate some unknown words. Therefore, all groups proved that they had no

problems to understand the task and the activity could start running. Generally, the pupils had no problems to deal with searching on the Web. The groups divided different parts of the task among themselves. Most of the pupils tried to search the needed information in Czech. However, they soon realized that it was better and more reliable to search for it in English. When monitoring the use of spoken language among the learners, only few of them were using it. Unfortunately, several pupils seemed to be bored with the activity and did not co-operate with the others in the group. Therefore, they did not speak English at all. On the other hand, the efforts of some pupils to speak as much as possible were evident. Although the grammatical rules were ignored in some cases, the pupils used phrases or words that could be understood in order to solve the task together. When the individual pupils were speaking in front of the class, they seemed to be very nervous and too much concentrated on the accurate use of language. It probably prevented them from being able to speak fluently. During the post activity stage, which was performed in the Czech language, all the pupils actively participated in final discussion, sharing their feelings and commenting on difficulties regarding their speaking. Here are some of their comments: "It is easier to speak English to myself but when I have to speak aloud, I can't."; "I'm shy to pronounce the words aloud.", "We have never done this type of activity.", etc.

Suggested improvements

Having only one piece of paper with instructions per one group caused that not all the pupils were satisfied to share it with the others in the group. Thus, the teacher should have prepared more pieces of paper with instructions in order to enable all pupils to fulfil his/her part of the task comfortably.

4.3.2. Activity 2 - Conversation (videoconferencing)

Class: 9.A, B **Date:** 2011-01-11   **Time:** 10:05 - 10:50 **Number of learners:** 16
Total time needed: 45 min.
The aim of the activity: By the end of the lesson the learners will have practised speaking about themselves and getting to know other people. Thus, individual pupils will be able to introduce themselves, speak about their hobbies, etc. and they will also be able to request information about someone else.
Theme areas SEP: People and society, family, free time and leisure activities

SEP outcome:

- Pupils can apply basic grammatical forms in speaking.
- Pupils infer the likely meaning of new words from context.
- Pupils request simple information.
- Pupils understand simple and clearly pronounced speech and conversations

Cross curricular links: Development of social communication (Czech language) and development of multicultural education

Lead-in/Preparation

Procedure: The teacher questions the pupils whether they know any native speaker personally or if they have ever spoken to one. If there is a pupil who already has, the teacher asks him/her to share his/her experience with the class in order to raise the pupils' motivation and interest in the topic.

Task: The pupils speak about their experience with native speakers or share the experience gained by the other pupils. They practise simple grammatical phrases orally.

Materials and aids: -

Time needed: 5 minutes

Interaction patterns: T-Ps, T-P, Ps-T, P-T

Objectives: The pupils will use simple grammatical phrases in order to speak about their experience with native speakers.

Setting up the activity

Procedure: The teacher shows a photo with a native speaker. She tells the pupils some basic information about the person, e.g. who he is and where he is from. Then, the pupils are asked to stand in front of the camcorder and the interactive whiteboard. They are familiarized with a videoconferencing application and the teacher asks them to suggest the following activity. Then, they are given instructions for the activity (The pupils will establish a communication channel with a native speaker and will be supposed to make a conversation with him.).

Task: The pupils listen to basic information about the native speaker. They try to deduce the purpose of the equipment prepared for videoconferencing and they are familiarized with the instructions for the activity.

Materials and aids: A photo with a native speaker, a camcorder connected to a computer with Internet connection, a videoconferencing application (e.g. Skype), an interactive whiteboard or a projector, a microphone

Time needed: 4 minutes

Interaction patterns: T-Ps, T-P, Ps-T, P-T

Objectives: The pupils will learn basic information about the native speaker with whom they will speak by means of videoconferencing.

Running the activity

Procedure: The teacher establishes contact with the native speaker and makes sure that the connection is successful. She introduces the pupils to the native speaker. (Note: The teacher and the native speaker discussed the aim of the activity and prepared for it in advance.) Then, the pupils and the native speaker engage in a conversation. If necessary, the teacher helps the pupils to understand or express themselves by reformulating some phrases or words.

Task: The pupils listen to the native speaker and have a conversation with him. They introduce and speak about themselves. They also ask the native speaker questions to get to know him.

Materials and aids: A camcorder connected to the computer with Internet connection, a videoconferencing application (e.g. Skype), an interactive whiteboard or a projector, a microphone.

Time needed: 30 minutes

Interaction patterns: T-P, T-Ps, Ps-T, P-T, N (Native)-T, T-N, N-Ps, N-P, Ps-N, P-N, P-Ps

Objectives: The pupils will introduce themselves, speak about their hobbies, families, etc. and practice phrases of requesting simple information about another person; i.e. the native speaker.

Closing the activity

Procedure: The teacher smoothly closes the conversation, thanks the native speaker and the pupils for co-operation, says good bye and finishes the videoconferencing.

Task: The pupils and the native speaker finish the conversation.

Materials and aids: A camcorder connected to the computer with Internet connection, a videoconferencing application (e.g. Skype), an interactive whiteboard or a projector, a microphone.

Time needed: 1 minute

Interaction patterns: T-N, T-Ps, N-T, N-Ps, Ps-N

Objectives: The pupils will be able to express phrases of saying goodbye to the native speaker in order to finish conversation.

Post-activity

Procedure: The teacher summarizes the activity, provides the pupils with feedback and challenges them to have a discussion. The pupils are asked to talk about their feelings, impressions, etc. connected with real-time communication with a native speaker.

Task: The pupils discuss their impressions, feelings, etc. connected with real-time communication with a native speaker.

Materials and aids: -

Time needed: 5 minutes

Interaction patterns: T-Ps, T-P, Ps-T, P-T, P-Ps

Objectives: The pupils will discuss their feelings about the activity and will share their impressions, experience, etc. connected with real-time communication with a native speaker.

Reflection

During the lead-in phase only one pupil from the group reported having had previous experience with speaking to a native speaker. Thus, all the remaining pupils were about to use a foreign language for real-life complaint for the very first time. Naturally, before the videoconferencing began, they displayed a variety of diverse reactions. Combinations of surprise, nervousness, interest and curiosity were evident. Nonetheless, when the conversation started, the initial tension subsided and all the pupils seemed to be very interested in the conversation. They listened to the native speaker and each other carefully. First, the native speaker asked every pupil to say something about herself/himself. Therefore, also the pupils who usually do not speak a lot in class joined the conversation. Afterwards, the pupils had a chance to get to know the native speaker better. They were formulating grammatically simple questions and the conversation was taking a smooth course. When there was a period of silence, the

teacher helped the pupils to continue by sharing her opinion or by adding some comments. When the pupils seemed not to understand, the teacher or the native speaker reformulated a particular phrase or sentence. In the post-activity stage, the pupils shared their feelings in a very enthusiastic fashion. Although most of them had heard about Skype before this class activity, they did not known that it could be used for videoconferencing. On the whole, this activity seemed to have a very positive influence on the pupils' motivation since it aroused the pupils' interest in further activities focused on the development of speaking skills.

Suggested improvements

Although there were only sixteen pupils in the group, the activity would have been more successful if the pupils had been divided into two smaller groups. The camcorder can take only a small space. Therefore, the pupils must stand/sit very close to each other during the activity, which can be uncomfortable for some. For instance, it can limit the pupils' movements and body language.

4.3.3. Activity 3 - Role-play

Class: 9. A, B   **Date:** 2011-01-14 **Time:** 11:55 - 12:40 **Number of learners:** 16
Total time needed: 45 minutes
The aim of the activity: By the end of the lesson the learners will have tried the oral practice of phrases aimed at expressing opinions and persuasions, giving reasons and explanations. **Theme areas in SEP:** Film, free time and leisure activities
SEP outcome:
- Pupils can apply basic grammatical forms in speaking.
- Pupil works with an authentic material and can summarize the information acquired.
- Pupils infer the likely meaning of new words from context

Cross curricular links: The use of Internet applications (Information and Communication Technologies), the development of social communication (Czech language)

Lead-in/Preparation

Procedure: The teacher uses a projector to show the pupils several film pictures. They are supposed to guess the name of the film and decide which genre it is (e.g. horror,

comedy, love story, cartoon, etc.). This part of the activity is meant to raise their motivation and interest in the topic.

Task: The pupils name the films and recognize different types of genres.

Materials and aids: A computer and a projector

Time needed: 5 minutes

Interaction patterns: T-Ps, T-P, Ps-T, P-T, P-Ps, P-P

Objectives: The pupils will name films shown in the pictures and will recognize different types of lexis focused on film genres in order to revise vocabulary.

Setting up the activity

Procedure: The teacher divides pupils into groups of three. Every member of the group is given a role - play card. Each card includes information about a character and a short description of an action the pupil is supposed to act out. The pupils are given some time to go through the instructions. Then, the teacher checks whether the instructions have been clearly understood by all. She asks some pupils to retell what are they supposed to do.

Task: The pupils read the instructions and familiarize themselves with their role-plays. They answer the teacher's questions in order to prove their understanding the task.

Materials and aids: Role-play cards and an Internet application

Time needed: 5 minutes

Interaction patterns: T-Ps, Ps-T, P-T, T-P

Objectives: Every pupil will read the instructions and describe his role-play orally to prove that he understands the instructions.

Role - play 1
You are a group of friends. It is Saturday afternoon and you have decided to borrow and watch a film on a DVD together. You prefer to borrow a documentary called 'Amazing Animals'. Persuade your friends to watch it. Use the Internet and tell them something about this documentary.
Here are your arguments:
- You like animals.
- Watching the document will be helpful because you are writing a test in biology next week.
- You are afraid of watching horror films.
- You think you can't borrow horror films because you are not adults (18 years old).

Role - play 2
You are a group of friends. It is Saturday afternoon and you have decided to borrow and watch a film on a DVD together. You prefer to borrow the comedy 'The Mask'. Persuade your friends to watch it. Use the Internet and tell them something about this film.
Here are your arguments:
- It is humorous and you can relax.
- You think Jim Carry is the best actor.
- You think that all documentaries are boring.

- You don't like animals.

Role - play 3

You are a group of friends. It is Saturday afternoon and you have decided to borrow and watch a film on a DVD together. You prefer to borrow the horror film 'The Ring'. Persuade your friends to watch it. Use the Internet and tell them something about this film.

Here are your arguments:
- It is really scary.
- It is mysterious and exciting.
- You don't like comedies, they are stupid.
- You have already seen 'The Mask' twice.

Running the activity, part I

Procedure: The teacher gives the pupils some time to prepare their roles. She asks one pupil from each group to come and draw lots to decide the order of acting.

Task: The pupils prepare their roles. They use the Internet to get some information about the films and, if necessary, they make notes.

Materials and aids: A computer with Internet connection, a Worldwide Web application, pieces of wood used as tokens determining the order of acting

Time needed: 10 minutes

Interaction patterns: T-Ps, T-P, P-T, P-P, P-Ps

Objectives: The pupils will use the Internet in order to get information important for their role-plays.

Running the activity, part II

Procedure: When the pupils finish their preparation, the teacher asks them to present their role plays in the previously set order of acting.

Task: The pupils act out their roles.

Materials and aids: A computer with Internet connection, a Worldwide Web application, pupils' notes

Time needed: 15 minutes

Interaction patterns: P-P, P-Ps, Ps-P, T-Ps

Objectives: The pupils will use phrases of expressing opinions, persuasions, explanations and argumentations in order to act out their role-plays.

Closing the activity

Procedure: When the last group finishes the acting task, the teacher thanks all the pupils and praises them for their efforts made while working on the activity. She asks the pupils whether they know or have seen these films or documentaries and if they like them.

Task: The pupils share their experience concerning the films indicated on their role-play cards.

Materials and aids: -

Time needed: 3 minutes

Interaction patterns: T-Ps, P-T, P-Ps, Ps-T

Objectives: The pupils will speak about the films from their role-play cards.

Post-activity

Procedure: The teacher provides the pupils with feedback on the activity and asks the pupils to speak about their feelings and whether they noticed any mistakes during speaking. If necessary, she writes the mistakes on the blackboard.

Task: The pupils discuss their impressions, feelings, recognized mistakes, etc. If necessary, they make notes.

Materials and aids: A whiteboard, a marker, and pupils' notes

Time needed: 5 minutes

Interaction patterns: T-Ps, T-P, P-T, Ps-T, P-Ps

Objectives: The pupils will discuss their feelings, impressions and difficulties concerning the activity. They will eventually identify some mistakes that occurred during their speeches.

Reflection

As mentioned in the reflection on the previous activity, the videoconferencing had a positive influence on the pupil's motivation. Therefore, their attitude to speaking activities took an unanticipated turn for the better.

Most of the pupils admitted that they spend their free time by watching films. They like talking about them, especially about their favorite ones. Therefore, their participation in the lead-in phase was very successful. When they received role cards some showed an obvious dissatisfaction with a particular role assigned. However, all of them performed their role-plays conscientiously. When speaking, some pupils used only the arguments printed on the role cards. On the other hand, there were also pupils who developed their own arguments and further supported them with evidence they found on the Internet, e.g. they found particular film trailers, some of them even tried to briefly retell the plot of 'their' film in order to persuade the other classmates in the group. Generally, the pupils seemed to be enjoying their role-plays. They were also

exaggerating; i.e. they used strong body language, played with the tone of their voice, pitch, intonation, etc. Moreover, the pupils seemed to feel freer and also safer when being 'someone else' during this activity, which was clearly reflected in their oral production. They seemed not to be thinking about the accurate use of language and they were not afraid to make mistakes since they concentrated on acting out their roles successfully. They also created a friendly atmosphere as an audience.

4.3.4. Activity 4 - Interview (Live Chat)

Class: 9. A, B **Date:** 2011-01-18   **Time:** 10:05 - 10:50 **Number of learners:** 16
Total time needed: 45 minutes
The aim of the activity: By the end of the lesson the pupils will be able to pose questions in order to make an interview and summarize orally gathered information or to answer the questions connected to a specific topic.
Theme areas in SEP: School, free time and leisure activities, sport, food, and home
SEP Outcome:

- Pupils can apply basic grammatical forms in writing and speaking.
- Pupils can form a simple text related to studied theme areas.
- Pupils request simple information.

Cross curricular links: Development of social communication (Czech language), the use of Internet applications (Information and Communication Technologies)

Lead-in/Preparation

Procedure: The teacher uses a projector to show the pupils several pictures. The pictures present children in different real-life situations (e.g. sitting in front of TV, eating fast food, doing sport activities, playing PC games, etc.). After having a look at the pictures, the teacher asks some pupils to describe what they can see in them.
Task: The pupils describe the projected pictures and they form grammatically simple sentences.
Materials and aids: A computer and an interactive whiteboard or a projector
Time needed: 10 minutes
Interaction patterns: T-Ps, T-P, P-T, P-Ps
Objectives: The pupils will be able to pronounce simple grammatical forms to describe people and situations in projected pictures.

Setting up the activity

Procedure: The teacher instructs the pupils to get log in to their Face Book (Hereinafter referred to as 'FB'.) profiles. The teacher checks whether all of them have logged in. Then, the pupils are asked to make pairs (it is up to them). The two pupils in each pair are instructed to sit as far as possible from each other. Then, one pupil from each pair is asked to come to the teacher while the others stay in his seat. Those pupils who are at the teacher's desk are given pieces of paper with instructions. They are given some time to go through the task. When they are ready, the teacher makes sure that all pupils understand the task by asking them questions related to the instructions.

Task: The pupils get log in to their FB profiles and make pairs. One pupil from each pair receives instructions and becomes an interviewer. The other pupil who is not given any instructions is an interviewee.

Materials and aids: Computers with Internet connection, a Worldwide Web application, a Chat application, and pieces of paper with the instructions

Time needed: 4 minutes

Interaction patterns: T-Ps, T-P, Ps-T, P-T, P-P

Objectives: All the pupils will get log in to their FB profiles. The interviewers will prove their understanding of instructions by answering the teacher's questions.

The Couch Potato
Remember the article about The Couch Potato Generation. Do you think your classmate is a coach potato? Make an interview with him/her. Use the chat room to get information you need. Try to use wh-questions (e.g. What do you eat for snack?). When you collect enough information, copy the interview and paste it into a Word-format document. Then, send the document to this e-mail address: aneta.markova@zspolabiny1.cz

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Running the activity

Procedure: The teacher starts the activity and observes the pupils.

Task: The interviewers return to their seats and make an interview the interviewees. The interviewers practice immediate responses to the questions.

Materials and aids: Computers with Internet connection, a Worldwide Web application, a Chat application, and an e-mail application

Time needed: 15 minutes

Interaction patterns: P-P, T-Ps, T-P

Objectives: The interviewers will use basic grammatical forms to make questions in order to get necessary information from the interviewees. The interviewees will use basic grammatical forms in order to answer the questions posed by the interviewers.

Closing the activity

Procedure: The teacher asks the pupils to finish their interviews and send e-mails. When the teacher receives all e-mails, the activity is finished.

Task: Pupils finish their interviews. The interviewers send the e-mails.

Materials and aids: Computers with Internet connection, a Worldwide Web application, a Chat application, and an e-mail application

Time needed: 1 minute

Interaction patterns: T-Ps, P-P, P-T

Objectives: The interviewers will use suitable phrases to close their interview, they will copy the whole interview and send it, in the form of document, to the teacher's e-mail address. The interviewees also use basic grammatical phrases to answer questions and to close the interview.

Post-activity

Procedure: The teacher asks the pupils-interviewers to sum up their interviews. They can use the pasted interview in the Word format to support their presentation. The pupils-interviewees are also asked to tell the class whether they agree or not with the interviewers suggestions.

Task: Each interviewer says whether a previously interviewed pupil is/ is not a coach potato and why. The interviewees either agree or disagree and add their comments.

Materials and aids: Computers

Time needed: 15 minutes

Interaction patterns: T-Ps, T-P, P-T, P-Ps

Objectives: The pupils will use basic grammatical forms to carry out an interview. They will use phrases denoting opinions, agreements or disagreements, etc.

Reflection

Before implementing the activity, it was essential to find out whether all the pupils in the group had a FB profile. As all of them did the teacher did not have to create a special chat room for this activity. When the pupils were informed about including FB in the activity, quite a positive atmosphere seemed to be created.

The pupils participated very actively in lead-in. They remembered the use of 'there is/are' quite well, thus they formed grammatically correct sentences. However, they had some problems with vocabulary (e.g. they did not know how to say 'background, foreground, corner, etc.') and with prepositions (e.g. 'in the picture, in front of, etc.'). When setting up the activity, they seemed to understand the instructions clearly because only a few questions considering vocabulary were asked. While the activity was in progress, several interviewers developed a systematic way of asking the questions. They started interviews with simple questions such as: 'What's your name?, How old are you?, Where do you live?, etc. (see appendix n. 8). Then they used questions regarding the interviewees' way of life. Moreover, the use of Netspeak features such as smiles and abbreviations occurred in some cases (see appendix n. 8). Unfortunately, some pupils, although instructed not to do so, used yes/no-questions. Nonetheless, their efforts were appreciable as well.

Another obstacle the pupils came across was spelling. It was obvious that some of them were inhibited by deciding how to write certain words. Thus, the teacher allowed them to write words as they hear them in order to keep language production fluent and spontaneous.

The time needed to run the activity had been underestimated because pupils worked faster than the teacher expected. Therefore, there was more time for a post-activity phase during which all pupils were given an opportunity to speak, which was, on the whole, beneficial.

4.3.5. Activity 5 - Giving instructions, requesting information

Class: 9.A, B **Date:** 2011-01-21   **Time:** 11:55 - 12:40 **Number of learners:** 15
Total time needed: 45 minutes
The main aim of the activity: By the end of the lesson the pupils will have completed the oral practice of some basic phrases aimed at giving instructions, requesting information and picture description.
Theme areas in SEP: in town
SEP outcome:

- Pupils can ask for directions
- Pupils can describe the way

- Pupils can apply basic grammatical forms in speaking
- Pupils work with authentic materials and can conclude the gathered information

Cross curricular links: Development of social communication (Czech language), development of cognitive capacities (geography), the use of a Web application (Information and Communication Technologies)

Lead-in/Preparation

Procedure: First, the teacher uses a projector to show the pupils several pictures of different institutions and places that are usually found in towns, e.g. a park, restaurant, museum, etc. The pupils are supposed to practice vocabulary by naming these pictures in English. Then, the teacher projects different types of pictures which symbolize e.g. zebra crossing, traffic lights, roundabout, and hotel etc. This lead-in and also revision activity helps the pupils to raise motivation and interest in the topic.

Task: The pupils name and practise already known vocabulary items.

Materials and aids: A computer, an interactive whiteboard or a projector.

Time needed: 10 minutes

Interaction patterns: T-Ps, Ps-T, P-T

Objectives: The pupils will name projected items in order to revise vocabulary.

Setting up the activity

Procedure: The teacher asks the pupils to make pairs. Each pair needs only one computer with Internet connection. Then, one pupil (P1) from each pair comes to the teacher's desk to get instructions. The teacher makes sure that the pupils understand the task.

Task: P1 reads instructions and answer the questions posed by the teacher. P2 takes seat in front of the computer. Both pupils sit back-to-back so that only one (P2) can see the computer and the other one (P1) can see the blind map.

Materials and aids: Blind maps, cards with instructions, computers with Internet connection, a Web application

Time needed: 2 minutes

Interaction patterns: T-Ps, T-P, P-P

Objectives: P1 will go through instructions and pronounce simple phrases to answer the questions posed by the teacher. P1 will stay in front of the computer.

> **P1**
> You are in a town named Chrudim. Look at the map and check where you are standing. You do not know this town and you need to get to the Puppet Museum. Call your friend, describe the place where you are and ask him/her to use the Internet to find and give you directions. Draw the route onto the blind map.
> **P2**
> Listen to your friend and follow his instructions.

Running the activity

Procedure: When the pupils start working on the task the teacher observes how they deal with it and listens to their oral practice. When all pairs have finished, the pupils exchange their roles. The teacher provides them with different maps.

Task: P1 requests P2 to help him to get to a particular place. P2 follows the instructions and finds the map on the Web. Then he tells P1 how to get to the place he needs. When P1 reaches the destination (i.e. the route is sketched), both pupils look at the screen and compare the route sketched on the blind map and discuss whether the instructions were provided and followed appropriately.

When the pupils exchange their roles, they work on the task in the same way but they are provided with different maps.

Materials and aids: Blind maps, pens, paper cards with instructions, computers with the Internet connection, a Web application

Time needed: 20 minutes

Interaction patterns: P-P

Objectives: The pupils will use and orally practice phrases aimed at giving instructions, requesting information and picture description.

Closing the activity

Procedure: The teacher asks the pupils to finish the task or gives them an extra time to finish it. Then the pupils are told to prepare for discussion.

Task: The pupils finish working on the task.

Materials and aids: Blind maps, pens, paper cards with instructions, computers with the Internet connection, a Web application

Time needed: 2 minutes

Interaction patterns: T-Ps, Ps-T, P-P

Objectives: The pupils will finish the oral practice of phrases aimed at giving instructions, requesting information and picture description.

Post-activity

Procedure: The teacher provides the pupils with feedback and challenges them to engage in discussion. Pupils are asked to tell the class how they felt during the activity, if they faced some problems, how they felt when speaking, if they noticed any obstacles, etc.

Task: the pupils speak about the difficulties and share their feeling about the activity

Materials and aids: -

Time needed: 5 minutes

Interaction patterns: T-Ps, T-P, Ps-T, P-T, P-P, P-Ps

Objectives: The pupils will discuss their feelings, impressions and difficulties connected with the activity.

Reflection

The pupils seemed to get used to practising spoken language since they did not need to be reminded by the teacher at the very beginning of the lesson. Although the theme of this activity had been done approximately three months before the practice, the pupils proved that they remembered a lot. They also got used to working with a partner, be it in pairs or in groups. Therefore, when making pairs, they showed enthusiasm and interest. When setting up the activity, it took several pupils some time to understand how to use a blind map because they had problems to get read it. Finally, they all learnt how to do it. Most pupils performed the task responsibly, although a few of them - especially those with blind maps - seemed to be quite nervous and grumpy. When they changed the roles, both pair members seemed to be happy about trying the other role. On the whole, the use of spoken English was prevalent. Nonetheless, native language was sometimes resorted too but to a minimum only.

In the post activity stage, many pupils agreed on the usefulness and practical nature of this activity. It is also worth mentioning a remark made by one of the learners for whom it was difficult to understand the partner's instructions because he and his partner could not see each other's face. Of course, gestures would help during this task a lot. Yet, the pupils need to experience this type of interaction, because not always do the interlocutors have a chance to see each other, e.g. when making a phone call or having a Chat.

4.3.6. Activity 6 - Mini-project presentation

Class: 9.A, B   **Date:** 2011-01-25/26/28   **Time:** 10:05 - 10:50/12:50 - 13:35/11:55 - 12:40

Number of learners: 12/14/17

Total time needed: 135 minutes

The aim of the activity: The learners in groups will create and orally present their projects about the topic 'The Countries of the United Kingdom'. Therefore, by the end of three lessons, the pupils will be familiar with basic information about the United Kingdom and will have practised writing a simple text related to this theme. They will have had oral practice of basic grammatical forms for summarizing the information acquired.

Theme areas in SEP: Countries and continents, people and society, travelling, traditions and customs, life and institutions

SEP outcome:

- Pupils can use basic grammatical forms in writing and speaking.
- Pupils can form a simple text related to studied theme areas.
- Pupils work with an authentic material and can conclude the gathered information.
- Pupils are familiar with basic information about English-speaking countries.

Cross curricular links: Development of social communication (Czech language), development of cognitive capacities (Geography and History), the use of Internet applications, a PowerPoint presentation (Information and Communication Technologies).

Lead-in/Preparation

Procedure: The teacher uses a Web application and a projector in order to show the pupils the map of the United Kingdom. She poses some questions to the pupils, such as: 'What's the name of the country in the picture?, What do you know about this country?; Do you know any famous places?', etc.

Task: The pupils look at the map and speak about the United Kingdom.

Materials and aids: An interactive whiteboard or a projector, a Web application, a computer with Internet connection

Time needed: 5 minutes

Interaction patterns: T-Ps, T-P, Ps-T, P-T

Objectives: The pupils will orally practise basic grammatical phrases about the United Kingdom.

Setting up the activity

Procedure: The teacher divides pupils into groups of four. Each group is given four pieces of paper with instructions (each pupil in a group has got one). They are given a little period of time to read it and then the teacher asks all groups whether they understand the task. Several pupils are questioned to retell the instructions in order to prove that all groups understand the task. The teacher also lets the pupils to use their own notes when working on the project.

Task: The pupils in groups of four read the instructions and answer the teacher's questions in order to prove that they understand the task.

Materials and aids: pieces of paper with the instructions for the pupils

Time needed: 5 minutes

Interaction patterns: T-Ps, T-P, Ps-T, P-T

Objectives: The pupils will read instructions. They will be able to react to the teacher's questions and prove that they understand the instructions for the task.

MINI - PROJECT group n.1
Theme: Northern Ireland
Requirements: Work on a mini-project; use the Web application when looking for information; put all information together and create your PowerPoint presentation (add texts and pictures). When you are ready sent your PowerPoint presentation by an e-mail to: aneta.markova@zspolabiny1.cz
You will present your mini-projects orally (in spoken English) to your classmates.
Save your presentation and do not forget to write the number or the name of your group!!!
Try to cover the following areas:
    Geography, population, currency, religion, culture, at least two famous people, etc.

Running the activity, part I

Procedure: When all groups are familiar with the task, the teacher lets them start working on their mini-projects.

Task: The groups start and keep working on their mini-projects. They are using computers with Internet connection, the Web application and the PowerPoint format. They try to use English when speaking to each other as much as possible.

Materials and aids: Computers connected to the Internet, the Web application, PowerPoint presentation, pupils' own notes

Time needed: 35 + 45 minutes (two lessons)

Interaction patterns: P-P, P-Ps, P-T, T-P, T-Ps

Objectives: By the end of the second lesson the pupils in groups will search for the information on the Web and use it when creating their PowerPoint presentations. They will pronounce basic grammatical phrases to make themselves understood when working on their mini-projects.

Running the activity, part II

Procedure: The teacher asks individual groups to orally present their mini-projects in front of the class. The teacher organizes the order of presentations, makes notes and eventually asks groups additional questions concerning mini-projects.

Task: Individual groups orally present their mini-projects and use their PowerPoint presentations as a visual support. The rest of the pupils form an audience and listen to the other groups.

Materials and aids: Interactive white board, groups' mini-projects

Time needed: 35 minutes

Interaction patterns: P-Ps, Ps-Ps, P-T, Ps-T, T-P, T-Ps

Objectives: The pupils will use basic grammatical phrases in order to verbally present information they gathered for their mini-projects. The pupils will learn more about the countries of United Kingdom.

Closing the activity

Procedure: After the last group finishes its presentation, the teacher asks the pupils whether they would like to add some comments or ask questions related to the presentations.

Task: The pupils add comments or ask questions related to the presentations

Materials and aids: -

Time needed: 2 minutes

Interaction patterns: T-Ps, P-T, P-Ps

Objectives: The pupils will pronounce basic phrases in order to add comments or ask questions related to presentations.

Post-activity

Materials and aids: The teacher provides the pupils with feedback and challenges them to engage in a discussion. She asks the groups to evaluate each other and discuss how

they felt during their work; if they had to face any problems; how they felt when they were speaking; how they got on each other in the group, etc. She also points out mistakes that appeared during their speaking. The teacher eventually writes the most frequent mistakes on the board.

Task: Individual groups evaluate each other. They discuss their feelings, experience, difficulties, mistakes, etc. Eventually they take notes.

Materials and aids: A board and markers, pupils' notebooks

Time needed: 10 minutes

Interaction patterns: T-Ps, T-P, Ps-T, P-T, P-Ps

Objectives: The pupils will look back and summarize their working on the projects. They will evaluate each other in groups. They will discuss feelings, difficulties, benefits, etc.

Reflection

2011-01-25

To begin with the pre-task, the teacher assumed that most of the pupils did not know that the Great Britain is divided into four countries. However, when this question was asked the pupils' reactions were quick and absolutely correct. Moreover, the pupils could speak about a number of famous contemporary or historic places and people. Therefore, when setting up the activity, all the pupils had clear understanding of the task and seemed to be quite interested in it. The problem occurred when making groups, because not all the pupils were present that day. Therefore the teacher wanted the pupils to factor in those who were absent and to form balanced groups. When they started working on their mini-projects, they seemed to be proceeding systematically. Yet, the use of spoken English was rather minimum.

2011-01-26

The next day the pupils continued working on their mini projects. Three more pupils were present that day. They had no problems joining the groups. The activity was running very smoothly. The teacher sometimes provided some pupils with a piece of advice or commented on their work positively. The pupils made notes and tried to use spoken English, yet not in all cases. At the end of the lesson, the groups were all supposed to finish their presentations in the PowerPoint format and send them to the teacher by e-mail. All of them managed the task successfully and received

confirmations from the teacher. There was still enough time after confirming the pupils' e-mails, thus the teacher filled the rest of the lesson with an additional task. Every pupil was supposed to say one sentence about the United Kingdom. It was evident that all the pupils worked on their mini-projects responsibly because everyone handled the additional task without any problems.

2011-01-28

When the groups presented their mini-projects, it was obvious that their speeches were pre-prepared and rehearsed to a certain extent. Some pupils had learned their speech word by word and there were moments of hesitation when the pupils were to speak spontaneously. Some pupils were very nervous and spoke very silently or their pronunciation was not clear. On the other hand, there were also pupils who enjoyed taking turns and performed with confidence. All of these situations were presupposed by the teacher who - to keep the interaction going - asked the presenting groups additional questions and challenged the audience (especially those pupils who were not present at school on both previous days) to add some comments, express agreement or disagreement, etc. Nonetheless, most of the pupils in the audience seemed to be shy and as they said in the post-activity stage they respected the speakers and their feelings because this activity was completely something new for all of them or they simply did not know what questions to ask.

To conclude, supposing that this was really the first time for to the pupils to experience this type of activity, they completed their tasks successfully. They had no problems reacting spontaneously and they obviously broadened their knowledge about the United Kingdom. Yet, all their reactions were limited by keeping attention to grammar and vocabulary. Therefore, the pupils focused on the accurate use of language at the expense of fluency.

4.4. Questionnaire

In order to get feedback from the pupils a questionnaire was formulated to investigate whether the activities were adequate to the pupils' learning needs. Concerning the structure of the questionnaire and following Gavora (2000), it includes introductory part comprising several factual questions. Then, there is a set of questions of different types, such as, closed, half-closed, open and scaled ones. As it was suggested in the theoretical section of the Thesis, certain criteria must be taken into account when planning an activity to promote the effective development of speaking. Therefore, the questionnaire aims at six criteria proposed by Thornbury (2005, pp. 90-91); i.e. productivity, purposefulness, interactivity, challenge, safety and authenticity. Further, there are three more questions. Their purpose is to examine pupils' further suggestions regarding the activities. For more detail see the English version of a questionnaire in appendix n. 5.

4.4.1. Pilot phase before conducting the questionnaire

In order to increase the validity of the questionnaire the Czech version of this research instrument was first pre-tested on a group of five pupils. The main purpose was to investigate whether the questions included in the questionnaire could be understood by the pupils so that they could answer them clearly. Some significant changes were made. Primarily, certain words or sentences were reformulated in order to make the questions sound more specific and explicit.

4.4.2. Questionnaire data evaluation

After implementing all activities a questionnaire was distributed among fifteen pupils present who filled it out. Generally, all questions were clearly answered. Therefore it can be concluded that the pupils had no problems completing the questionnaires. When interpreting the questionnaire data each question was taken into consideration and evaluated based on reflections from video recordings filmed during the implemented activities.

Considering the first question focusing on productivity, it is apparent from the graphs bellow that all the respondents answered positively. An additional question further investigates to which degree the pupils think they used English. Most of them

evaluated their production as being above the middle or in the middle of the scale. Comparison of their answers with observed video recordings suggests that during activities such as videoconferencing or role-plays the pupils used spoken English a lot. On the other hand, during an activity focused on problem solving, the use of spoken language was kept to a minimum. Therefore, the pupils did not always practise oral production to the maximum of their skills, which is also evident from post-activity discussions when the pupils usually stated that their speaking was limited by grammar, nervousness and shyness. Nonetheless, the activities generally provided pupils with suitable conditions for practising autonomous language use.

1) **Was there any chance for you to speak English in English lessons focused on the use of the Internet?**
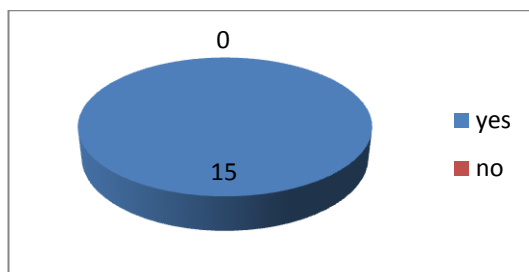
If yes, circle on the scale how much you spoke English.
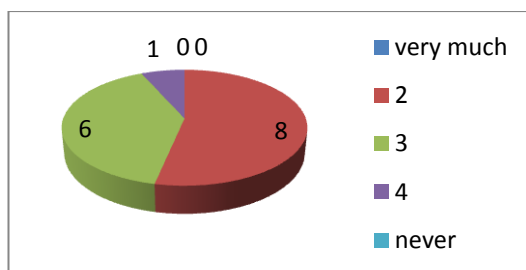
The second question focused on purposefulness and attempted to prove the pupils' understanding of the tasks. As we can see from the graphs the tasks were clearly understood by the pupils and all of the tasks were successfully completed. As evident from the video recordings, the pupils always seemed to understand what they were supposed to do because their completion of the tasks was successful and expected outcomes were achieved. Moreover, working in groups was instrumental in achieving

the aims since the pupils shared the responsibility and joined their efforts to complete the task.

2) **Did you always understand the tasks clearly?**
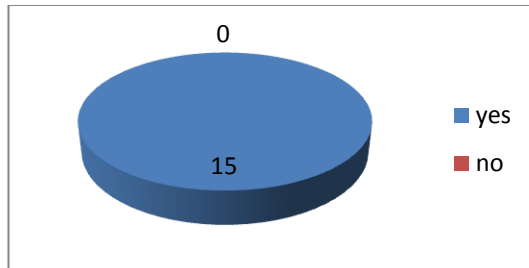
If yes, how do you think you (individually or in group) completed the tasks?
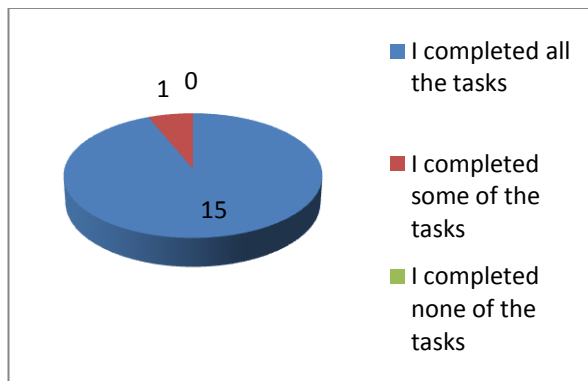
The third and fourth questions are aimed at interaction. All the ways of interaction presented in the questionnaire, except the last two ones (see the graphs bellow), were checked by the pupils. Some of them were checked more often, e.g. eye contact and gestures, and some of them less, e.g. questions posed. According to the video recordings, there were several other ways in which the pupils reacted to the oral production of their classmates. Primarily, it is worth stating that some pupils, either within a group or individually, supported the other pupils when speaking, e.g. by the use of encouraging phrases or words. The video recording of mini-projects presentations also shows the use of various gestures by the pupils, such as keeping their fingers crossed or thumbs up. All these responses had a very positive influence on the classroom atmosphere. As noted in the chapter 4.2. , the teenagers usually get bored quickly. Therefore, there were also some pupils who did not watch or listen to their

classmates at all. Nonetheless, the pupils always had the possibility to interact when performing the tasks.

3) **Did you react in any way to the oral production of your classmates (when your classmates were speaking)?**
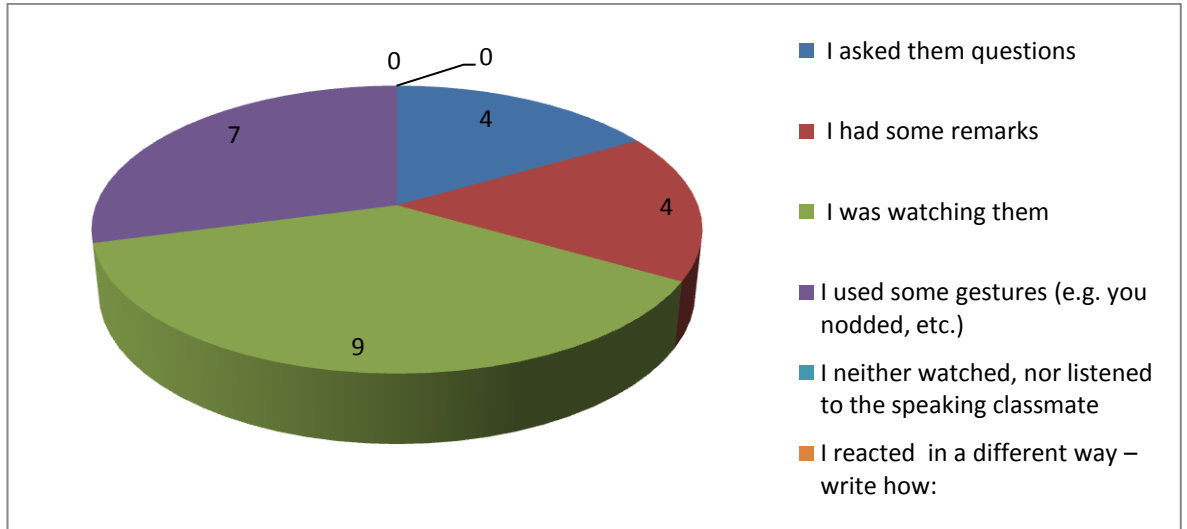

4) **Did your classmates or the teacher react in any way to your oral production (when you were speaking)?**
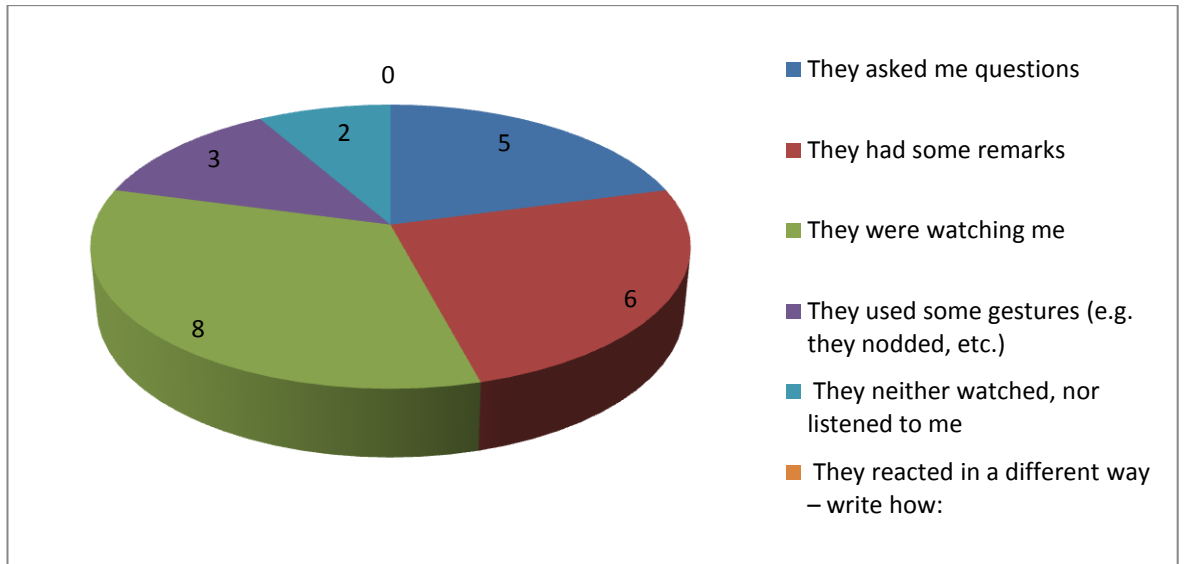
The next question focused on a challenge required that the pupils express their opinions about the difficulty of the tasks. All the pupils found the tasks appropriate. In addition, it is obvious from the video recordings of post-activity discussions that none of the pupils evaluated the tasks as demanding. However, it can be stated that some

parts of the tasks were quite challenging for the pupils, e.g. the use of blind maps when following instructions or creating an interview on a specific topic in a chat room. On the whole, the pupils attempted to employ their available communicative resources in order to achieve the desired outcomes of the activities.
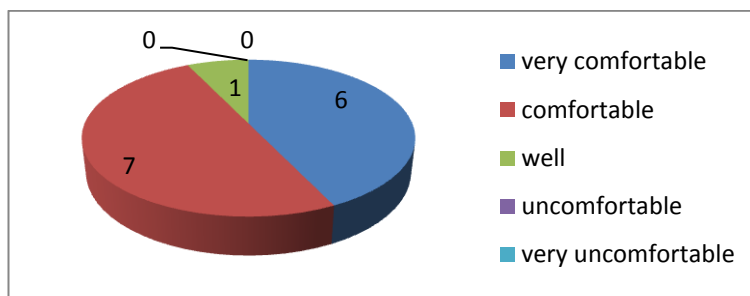
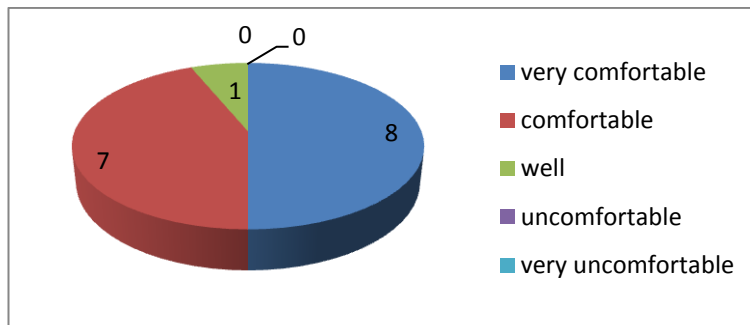5) **Do you think the tasks were:**
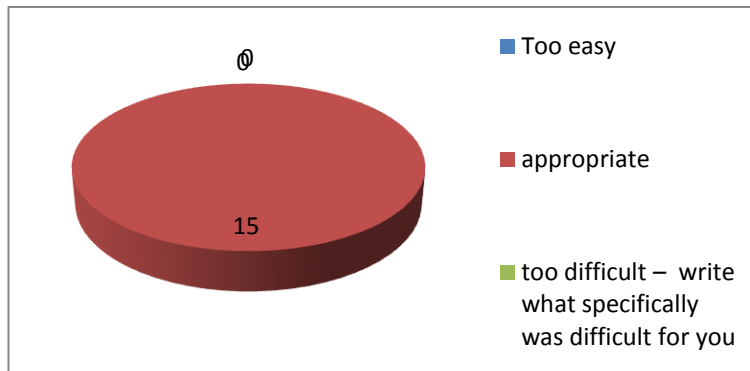
The sixth question dealt with safety. The pupils were supposed to express how they felt during the individual activities and during the lesson as a whole. The graphs clearly show that the pupils mostly felt comfortable or very comfortable. Therefore, positive feelings dominated. Taking the video recordings into consideration, there were not any evident signs of uncomfortable feelings on the part of the pupils. Generally, it is worth noting that the pupils were provided with a supportive and non-judgmental attitude on the part of the teacher. If there appeared any obstacles which could limit or discourage the pupils during their speaking, the pupils were always stimulated by the teacher's words of encouragement and positive gestures.

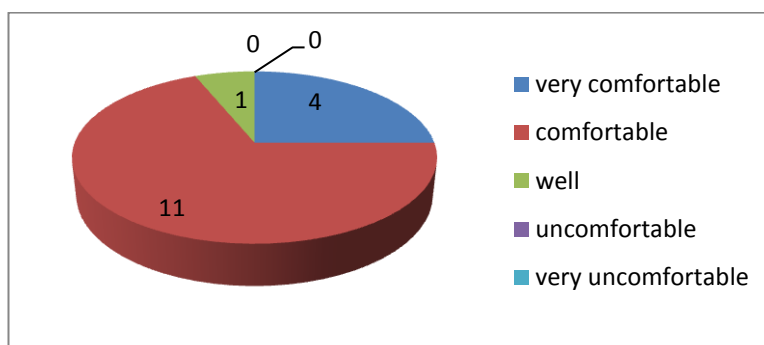6) **Try to describe how you felt during individual tasks: Circle the correct answer:**

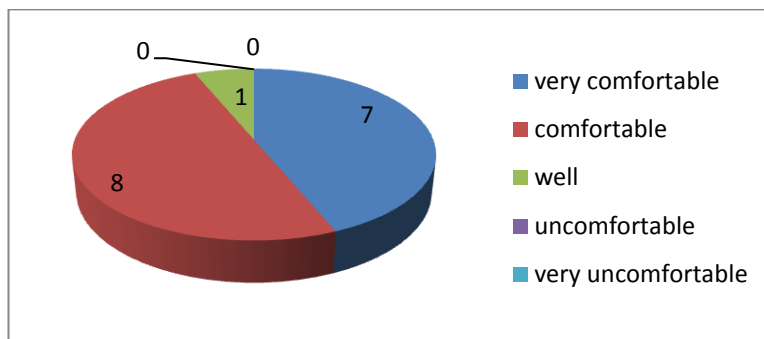**Problem solving (1) date:** 2011-01-05   **number of learners:** 14

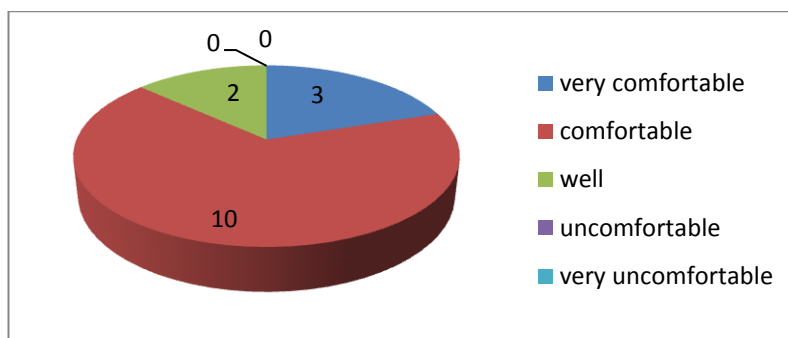**Videoconferencing (2) date:** 2011-01-11 **number of learners:** 16

0 0	■ very comfortable
1	■ comfortable
8	■ well
7	■ uncomfortable
	■ very uncomfortable

Role-plays (3) date: 2011-01-14 **number of learners:** 16

0 0	■ very comfortable
1 4	■ comfortable
11	■ well
	■ uncomfortable
	■ very uncomfortable

Live Chat (4) date: 2011-01-18 **number of learners:** 16

0 0	■ very comfortable
1 7	■ comfortable
8	■ well
	■ uncomfortable
	■ very uncomfortable

Giving direction (5) date: 2011-01-21 **number of learners:** 15

0 0	■ very comfortable
2 3	■ comfortable
10	■ well
	■ uncomfortable
	■ very uncomfortable

**Mini-project (6) date:** 2011-01-25/26/28 **Number of learners:** 12/14/17
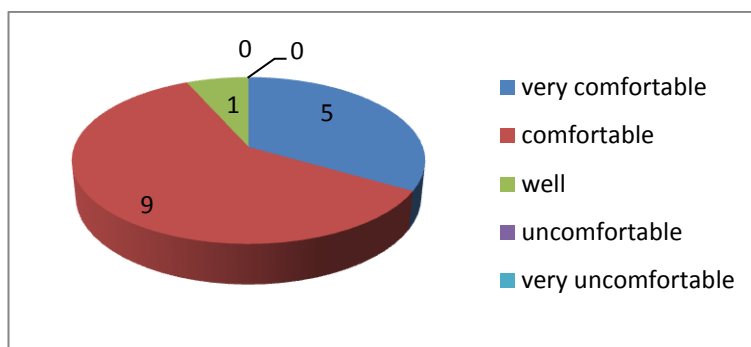
7) **During the all tasks you felt:**
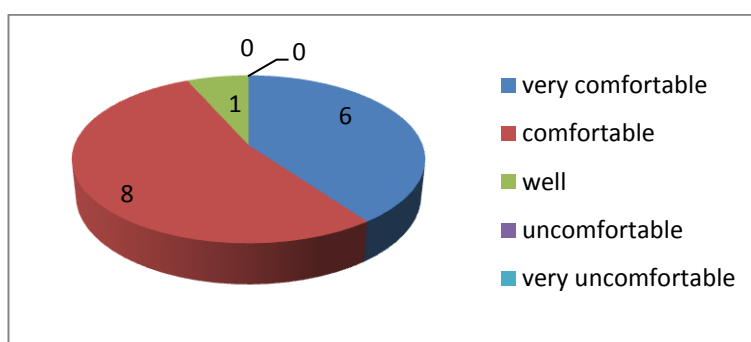
The last criterion for speaking tasks is authenticity. All activities were designed in order to provide the pupils with real-life language use related to their needs and interests. Therefore, the main aim of this question is to find out whether the pupils conclude activities in a way beneficial and useful for their own lives. The table bellow indicates that almost all the pupils, except one, answered that the tasks had been beneficial for them. Their responses did not vary a lot. The pupils found the activities useful in terms of practising spoken communication, speaking to people and searching for the information in English on the Web. For the detailed pupils' answers see the table below.

8) **Do you think that the skills you gained through the individual tasks are (will be) in some way beneficial to your life?**
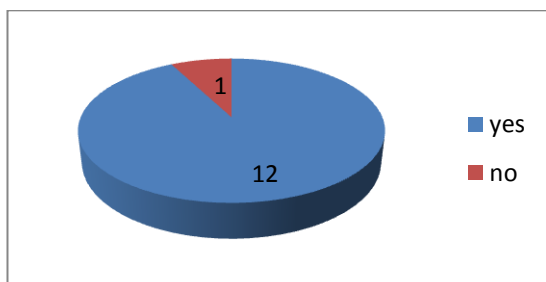
If yes, write, what specifically you think is (will be) beneficial:

|	
Searching for information in English	6
communication	3
conversation	2
speaking to people	4
Chat in English	2
writing with people	1
no answer	2

Finally, the questionnaire focused on three more questions. Their purpose was to investigate the pupils' suggestions regarding the activities. For instance, in question nine, the pupils were asked to assess the overall work with the Internet in English lessons. They evaluated the use of the Internet quite positively. The pupils mostly appreciated work with the Internet as enjoyable and favourable. For more details see the pupils' answers in the following table.

9) **How would you assess work during the Internet in English lessons in general?**

very pleasurable	2
it was o.k.	1
positively, I liked it	4
I liked it, it was better than frontal learning	2
very beneficial	10
I've gained experience	2
good	2

Considering the following question and as the graph implies, the pupils enjoyed activity number two 'videoconferencing' most. A majority of the pupils found the experience connected this activity new and very beneficial. What they appreciated most was talking to a native speaker. For all the pupils' remarks see the table below the graph. This activity facilitated authenticity and the pupils tried to use real-language in real situations. Therefore, it is worth emphasizing out that this activity positively influenced the pupils' motivation as their involvement in the activities focused on speaking took an unanticipated turn for the better.

Have you been intrigued by a particular task? If yes, write by which one and why.
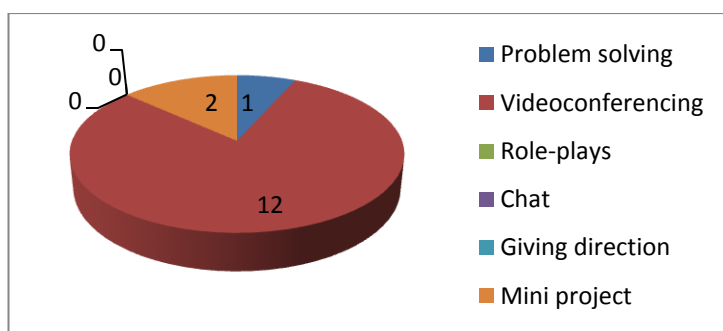
Videoconferencing

I liked it because I practised spoken English, it was interesting	1
I could speak with Englishman	2
It was pleasant to speak with native English	1
conversation/speaking with Englishman	6
excellent	1
it was amusing	1

Mini project

gathering information about Scotland	1
New information	1

Problem solving

no answer

The last question dealt with the pupils' shyness to speak English. All the pupils, except the one, thought that the activities had helped them not to be afraid of speaking English language. The video recordings clearly revealed that the pupils did speak better during the last activities rather than at the very beginning of the task. Providing the pupils with CLT conditions can thus be claimed to better influence the pupils' language speaking skills and thus to make the pupils more confident when speaking.

10) **Do you feel that those tasks based on the work with the Internet helped you to get rid of the shyness when speaking English?**
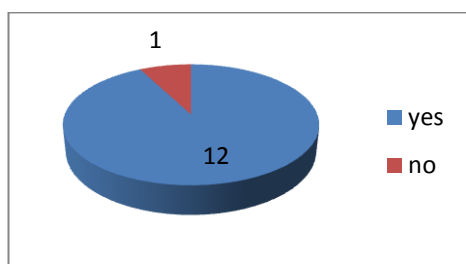
Conclusion of the empirical part

There were attempts to apply six various communicative activities in order to provide the pupils with learning experience aimed at the development of speaking skills. The pupils encountered a completely different learning environment based on the principles of CLT. Thus the activities were primarily aimed at the fluent rather than the accurate use of spoken language. Although the pupils seemed to be confused after having implemented the first activity, they continued to build working habits and became more eager to complete the tasks of individual activities. Moreover, as already stated in the theoretical part, there were several factors that influenced the learning process. The learners themselves are one of the factors affecting the implementation of the activities and the group of the pupils covered in this Thesis did not display any particular behaviour which could influence the implementation of activities negatively. Therefore, the whole process of implementation was quite smooth. Also, there were no technical problems or difficulties that could prevent the implementation of the activities.

Further it is worth assessing the author's work with research tool: video-based observations an the questionnaire. In general, the video recordings can be evaluated as a very reliable way of observing activities because the researcher was provided with a flexible time window; i.e. the video recordings gave her the opportunity to watch video

sequences at any time. Moreover, it was possible to observe many different aspects of teaching and learning processes, which was beneficial for the observer as well. The questionnaire was handed out to the pupils in order to further prove the effectiveness of implemented activities and to provide the researcher with feedback. Without any doubt, the video recordings and the questionnaire usefully contributed to the evaluation of the implemented activities.

To sum up, the questionnaires distributed among the pupils and subsequently evaluated by the teacher, proved that the pupils handled the tasks successfully and regarded them as interesting and beneficial. Their responses demonstrated that all the six criteria necessary for speaking tasks were accomplished. Therefore, the activities can be considered as being language productive, having clear outcomes, providing the pupils with interaction, being challenging, safe and having a relation to real-life, i.e. authentic language use. Moreover, all the pupils experienced the usefulness of speaking in several situations related to their needs and interests. Furthermore, they developed fluency and most of them showed their willingness to learn English in order to communicate successfully. The video recordings clearly document that the pupils used the Internet without experiencing any difficulties and tried to speak English fluently. Although the pupils sometimes took their time over choosing accurate vocabulary or grammar and occasionally even resorted to a few Czech words, all the findings concerning the empirical part are positive.

On the whole, the results of the empirical part can be considered satisfactory. It means that the Internet was successfully applied in activities aimed at the development of speaking skills.

CONCLUSION

This Thesis addresses speaking as one of four language skills the learners need to achieve when learning foreign languages and the Internet as one of up-to-date teaching aids in ELT. Specifically, it focuses on the use of the Internet in the development of speaking skills.

The first chapter of the theoretical part introduces the reader to communicative competence as one of target competencies in terms of second language learning. It deals with the early concept introduced by Dell Hymes and its influence on teaching foreign languages. Furthermore, there is a closer analysis of five key components currently identified as standard ones with regard to communicative competence. The second chapter addresses speaking. First, it examines the history of teaching this skill, putting the main focus on communicative movement and current communicative approaches. It also discusses behaviouristic vs. cognitive view on teaching a second language. The next part is devoted to the theory of speaking and to the analysis of speaking skills. When considering the development of speaking it is also important to mention what activities are relevant to this process. Therefore, different types of activities based on Littlewood's categorization are outlined. The third chapter of the theoretical part deals with the Internet. Specifically, it puts the use of computers in ELT into the context of computer-assisted language learning and presents several Internet applications and their possible use for the development of speaking. It also discusses the advantages and disadvantages of Internet use in ELT. The theoretical part provides a methodological basis for the designing of speaking activities based on Internet use. Generally, the theory of CLT, free practice of speaking activities and the use of Internet applications are presented as the key principles of the empirical part.

The empirical part is based on the implementation of six designed activities, investigates whether the Internet can be used in order to practice learners' speaking skills. Activities performed with a group of ninth-graders of basic school ZŠ Polabiny1, Pardubice, are recorded and subsequently observed. The observed features that are summarized in reflections mainly involve the pupils' comprehension of the tasks, dealing with the use of different Internet applications and fluent use of spoken English. Generally, questionnaire-based feedback completed by the pupils' proves that the activities accomplish all the criteria a speaking activity needs to follow. Moreover, it

also demonstrates the pupils' positive reflection on the use of the Internet in English lessons.

Finally, it is essential to answer the following question: Was the Internet adequately applied during activities aimed at the development of the learners' speaking skills? Referring to all the facts mentioned in the empirical part, the answer is that the Internet, namely its applications, can be effectively used in English lessons (not only with basic school learners) in order to practice speaking skills. To sum up, teachers have a great opportunity to utilize the potential of the Internet and its applications for the practice of speaking in their language lessons. As Edward Tanguay (1998) notes the availability of so many well-organized resources that are accessible from almost everywhere and many other benefits that the Internet brings people 24 hours a day at almost no costs makes it exciting to be an English teacher.

RESUMÉ

Moderní technologie hrají v současné době velmi důležitou roli. Zejména Internet se v posledních letech stal neodmyslitelnou součástí života moderní společnosti. Potenciál, jaký Internet nabízí pro výuku cizích jazyků, je nesmírný, proto se stal hlavním tématem této práce.

Předložená diplomová práce se zabývá Internetem a jeho možným využitím při rozvoji produktivní řečové dovednosti mluvení. Práce je strukturována do dvou základních částí: teoretické a empirické. Pro teoretickou část byly vytvořeny tři oblasti.

První z těchto oblastí zahrnuje komunikativní kompetenci. V rámci výuky cizích jazyků je dosažení komunikativní kompetence definováno jako jeden z hlavních cílů. Teorie komunikativní kompetence prošla určitým vývojem. Formování termínu komunikativní kompetence je neodmyslitelně spojeno s teorií Della Hymese, jenž klade důraz nejen na znalost jazykových struktur, nýbrž především na dovednost používat cizí jazyk v kontextu sociálního prostředí. Komunikativní kompetence obsahuje několik složek, které je nutno brát v úvahu v rámci jejího rozvoje. Pravděpodobně nejznámější autoritou v této oblasti je Lyle F. Bachman, jenž obohatil složky komunikativní kompetence o jazykovou kompetenci (language kompetence), která se dále dělí na organizační a pragmatickou kompetenci. Na základě poznatků T. Hedgeové (2000) se diplomová práce soustředí na pět klíčových složek komunikativní kompetence, které jsou v současné době považovány za standardní.

Druhá oblast teoretické části se zabývá produktivní dovedností mluvení. Tato oblast je dále rozdělena na tři podkapitoly, přičemž první podkapitola (2. 1.) stručně shrnuje vývoj přístupů k rozvoji mluvení v rámci historického pohledu. Představeny a porovnány jsou gramaticko-překladová metoda, audio-lingvální metoda, metoda situačního jazykového učení a komunikativní přístup k výuce anglického jazyka. Tato kapitola poukazuje především na změnu v oblasti cílů v rámci výuky jazyků. Zatímco starší metody kladly důraz zejména na osvojení jazykových struktur za účelem používat jazyk co nejpřecizněji bez sebemenších gramatických chyb, tj. získání lingvistické kompetence, hlavním cílem komunikativního přístupu je schopnost používat jazyk plynně a efektivně v kontextu dané situace, tj. získání komunikativní kompetence. Autor dále navazuje stručným porovnáním behavioristické a kognitivní teorie ve výuce jazyků. Autoritou v této oblasti je Noam Chomsky, který zpochybnil výukové metody

cizího jazyka vycházející z teorie behaviorismu. Zdůraznil především myšlenku, že při výuce jazyka by mělo být podporováno jeho kreativní využití spíše než mechanické. Konstatováno tedy je, že rozvoj řečové dovednosti mluvení byl v minulých letech spíše zanedbáván, avšak s vývojem komunikativních přístupů na přelomu 70. let 20. století začalo úsilí pro rozvoj dané dovednosti směřovat k úplnému maximu. Závěrem této podkapitoly je věnována pozornost několika soudobým komunikativním přístupům k výuce cizích jazyků (current communicative approaches), zvláště přístupu komunikativní výuky jazyků (communicative language teaching).

Druhá podkapitola (2. 2.) je zaměřena na teorii mluvení. Nejprve je stručně vymezeno postavení této produktivní řečové dovednosti v jazykovém systému. Řeč je interaktivním procesem, který se v daných situacích nejrůznějšími způsoby rozvíjí, proto se autor dále soustředí na analýzu jednotlivých dovedností spojených s rozvojem ústního projevu. Pro tento účel jsou využita teoretická pojednání zpracovaná Martinem Bygatem (1991), z jehož poznatků vyplývá, že při rozvoji mluvení je třeba brát v úvahu nejen dovednosti produkovat gramaticky srozumitelné věty, ale i dovednosti pro úspěšnou interakci, tj. umět se přizpůsobit a vhodně reagovat v situacích, při kterých dochází k výměně informací.

Třetí podkapitola (2. 3.) se zabývá aktivitami zaměřenými na rozvoj mluvení. S rozvojem ústního projevu ve výuce cizích jazyků jednoznačně souvisejí dva termíny: přesnost (accuracy) a plynulost (fluency). V aktivitách zaměřených na přesnost je zdůrazněna forma sdělení nad jeho obsahem. V opačném případě aktivity zaměřené na plynulost zdůrazňují zcela volné vyjadřování žákových myšlenek založených na jeho znalostech, přičemž případné chyby, jichž se žák dopouští, jsou tolerovány. Autoři jako Littlewood (1991) či Harmer (2001) se shodují, že ve výuce cizích jazyků by se měly střídat právě tyto dva typy aktivit s tím, že aktivity zaměřené na přesnost by měly převládat na počátku za účelem žákova osvojení slovní zásoby a gramatiky, aktivity zaměřené na plynulost by měly následovat až poté. V této souvislosti je věnována pozornost Littlewoodově kategorizaci komunikativních aktivit na před-komunikativní (pre-communicative) a komunikativní (communicative). Dále jsou specifikovány různé druhy aktivit, jejichž prostřednictvím lze rozvíjet mluvený projev a které jsou zároveň zdrojem inspirace pro realizaci empirického bádání této práce. Tyto aktivity jsou členěny z hlediska kontroly, kterou nad nimi učitel přebírá při jejich realizaci, na

kontrolované (controlled), částečně kontrolované (semi-controlled) či volné (free). Aby aktivity umožňovaly maximální rozvoj mluveného projevu, dle poznatků S. Thornburyho (2005) je třeba při jejich plánování a přípravě brát v úvahu některá kritéria, jenž jsou stručně nastíněna v poslední části této podkapitoly.

Hlavním tématem třetí a zároveň poslední oblasti teoretické části je Internet. Internet se neodmyslitelně pojí s používáním počítačů, proto je čtenář nejprve seznámen se stručnou historií využívání počítačů ve výuce cizích jazyků tzv. Computer Assisted Language Learning (CALL). Pro tento účel bylo využito Waschauerovo rozdělení CALL do čtyř fází na behavioristický, komunikativní, integrační (Multimedia CD-ROM) a integrační (Internet). Z poslední fáze je evidentní, že Internet ve výuce cizích jazyků zastává místo již od roku 1990 až do současnosti.

Následuje stručná historie a charakteristika Internetu. Z hlediska historického rozvoje byl Internet koncem šedesátých let 20. století vytvořen především pro účel výměny informací mezi čtyřmi americkými univerzitami, později expandoval do celého světa a stal se hlavním prostředkem mezinárodní komunikace. V dnešní době je Internet vnímán z mnoha úhlů. Jednak jako největší masový sdělovací prostředek, dále jako zdroj informací a materiálů, a především jako komunikační prostředek, který umožňuje nerůznější formy pro synchronní a asynchronní sdělování informací. Internet bezesporu zasahuje do nejrůznějších sfér lidského života, výjimkou není ani výuka cizích jazyků, pro kterou Internet představuje multifunkční učební prostředek.

Následně je pozornost věnována Internetovým aplikacím. Z hlediska rozvoje mluveného projevu jsou analyzovány Live Chat, Worldwide Web a audio a video komunikace, které jsou později hlavní podstatou při realizaci empirické části. Využívání Internetu a jeho aplikací vnáší do výuky cizích jazyků značné výhody, jako např. autenticitu, nicméně je nutno brát v úvahu i některé nedostatky, jimiž může být např. selhání připojení tohoto média. Závěrem je konstatováno, že úspěšnost aktivity nezáleží pouze na Internetu samotném, nýbrž i na dalších faktorech, které mohou celý proces implementace ovlivnit.

Druhá část diplomové práce je zaměřena na empirické bádání, pro nějž byl vytvořen teoretický základ v části předchozí. Nejprve je stručně nastíněna struktura této části a následně jsou formulovány její cíle. Hlavním cílem bylo navrhnout soubor šesti aktivit pro rozvoj mluvení založených na využití Internetu, dále je implementovat na

konkrétní skupině žáků základní školy a následně kriticky zhodnotit a závěrem usoudit, zdali Internet lze či nelze využít pro rozvoj mluveného projevu. V rámci vyhodnocování aktivit byla využita metoda nestrukturovaného pozorování prostřednictvím videozáznamů. Ke kritickému hodnocení přispěly i dotazníky, které byly na závěr distribuovány mezi žáky.

Žáci a instituce jsou pro uskutečnění empirického bádání zcela zásadní, proto jsou v samém počátku empirické části stručně charakterizovány. Žáci základní školy Polabiny 1. v Pardubicích jsou představeni zejména z hlediska jejich věkové kategorie, typu učebních stylů a jazykové úrovně. V rámci jejich jazykové úrovně je zvláštní pozornost věnována i očekávaným výstupům dle školního vzdělávacího programu ZŠ Polabiny 1. Dále je pozornost věnována souboru navržených aktivit. Všechny aktivity jsou strukturovány obdobným způsobem. Každá z nich obsahuje základní informace (tj. počet přítomných žáků, datum, atd.), dále je jasně formulován její cíl a následně je zasazena do kontextu školního vzdělávacího programu, co se týká předpokládaných výstupů a mezipředmětových vztahů. Aktivity jsou členěny do pěti fází dle tzv. „activity route map" předložené J. Scrivenerem (2005). Na závěr je každá aktivita kriticky reflektována na základě autorových postřehů vycházejících z observace video záznamu. Jednotlivé reflexe dále přispěly při vyhodnocování dotazníku k porovnání se zpětným pohledem žáků.

Dle reakcí žáků zprostředkovaných dotazníkem lze konstatovat, že aktivity byly navrženy adekvátně jejich učebním potřebám a byly vytvořeny takové podmínky, které splňovaly veškerá kritéria (viz. 2.3.4.) pro rozvoj mluveného projevu. Obecně žáci uvedli, že práce s internetovými aplikacemi pro ně byla nejen přínosná, ale i zábavná. Za velmi uspokojivé lze dále považovat zjištění, že z hlediska motivace měly aktivity na žáky velmi pozitivní vliv. Nejenže většině z nich pomohly zbavit se obav (stydlivosti) z mluvení, ale u některých vzbudily větší zájem o anglický jazyk. Z observací videozáznamů je dále evidentní, že ačkoliv někteří žáci dosahovali slabších výsledků, všichni si osvojili určité množství dovedností, které mohou dále rozvíjet k dosažení dobré úrovně anglického jazyka včetně plynulosti mluveného projevu.

Celkově lze tedy výsledky empirického bádání považovat za velmi uspokojivé a závěrem lze konstatovat, že Internet, zejména jeho aplikace, mohou být efektivně využity ve výuce anglického jazyka při rozvoji produktivní řečové dovednosti mluvení.

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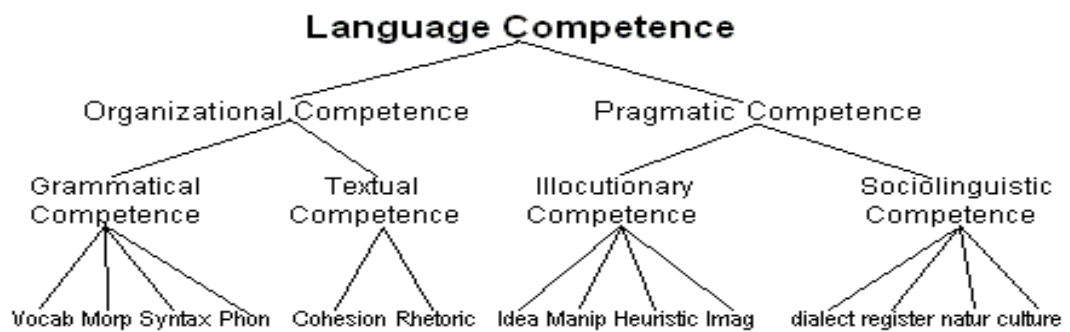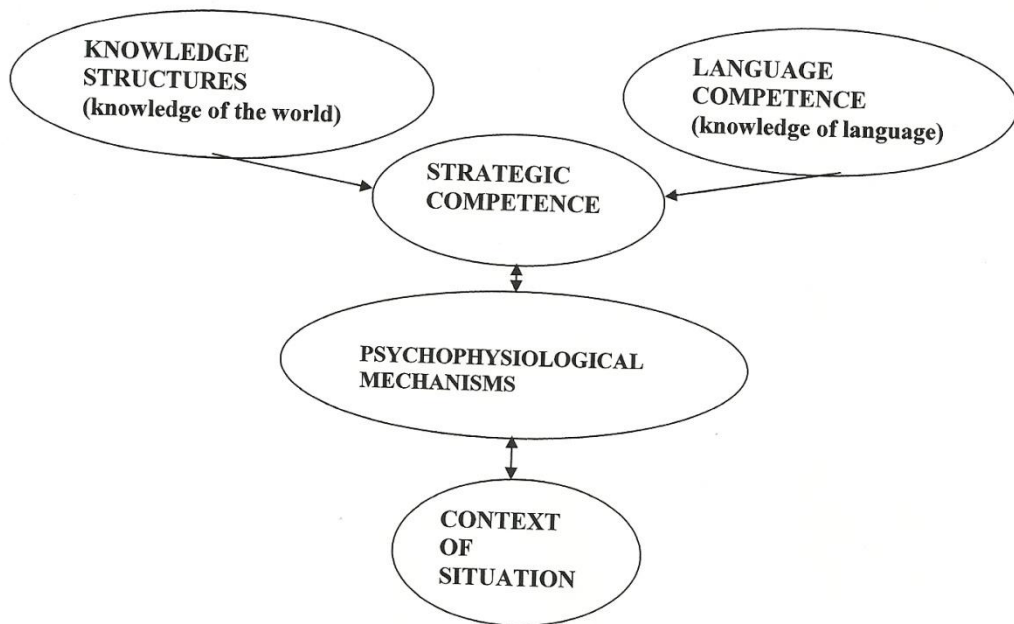
APPENDIX

1. Bachman's communicative competence and language competence schematization

2. Littlewood's categorization of speaking activities

3. Phases of CALL development

4. SEP outcomes

5. Questionnaire (English version)

6. Questionnaire samples completed by the pupils

7. Pictures depicting the pupils working on tasks

8. Samples of the pupils' works

APPENDIX 1

Bachman's communicative competence schematization

(Bachman *Fundamental Concepts in Language Testing*, 1990, Oxford University Press)

APPENDIX 2

Littlewood's categorization of speaking activities

(Bygate *Speaking*, 1991, Oxford University Press)

Pre-communicative activities
- Structural activities
- Quasi-communicative activities

Communicative activities
- Functional communication activities
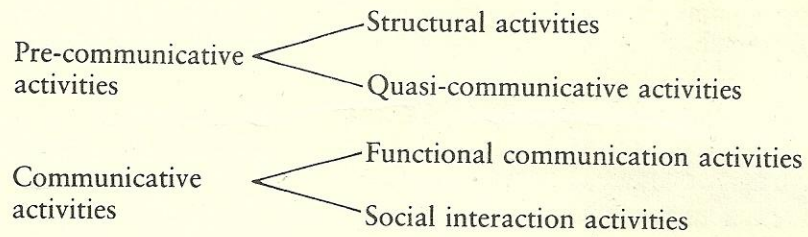- Social interaction activities

Figure 3 (from Littlewood 1981:86)

APPENDIX 3

Phases of CALL development

(Warschauer qtd. in Torut *Computer Assisted Language Teaching*: *An Overview*, 2000)

Behavioristic CALL

Main-frame and Mini Computers (1950s-1970s)		
Technological Development by Year	Approaches to Language Teaching	Approaches to CALL & Examples
• 1950 - Mathematician and computer pioneer Alan Turing predicted that one day there would be a machine that could duplicate human intelligence in every way. • 1951- Whirlwind, the first real-time computer was built. • 1957- FORTRAN language was developed. • 1959-COBOL (Common Business-Orientated Language) was developed. • 1960-Tandy Corporation founded. • 1964-DEC Mini Computer was built. • 1965-BASIC language was developed. • 1967-Development on PASCAL • 1968-LOGO language was developed. • 1970-Development of UNIX operating system • 1971-First Microprocessor-4004 was invented. • 1972-C language was developed. • 1972-8008 Processor was released by Intel. • 1972-The first international connections to ARPANET are established. ARPANET became the basis for the internet. • 1974-Introduction of 8080. An 8 Bit Microprocessor from Intel. • 1975-Formation of Microsoft by Bill Gates and Paul Allen. • 1976-Apple Computer, Inc. founded, releasing the Apple II, first mass-market of PC. • 1979-Introduction of 8088 processor. • 1979-Compact disk was invented	• Empiricist theory • Behaviorism • Audiolingualism • Structural Linguistics Principles of Language Learning: • Focus on stimulus, response, reinforcement. • Language learning is a process of habit-formation. • Focus on drill and practice. • Learn through imitation and repetition. • Give immediate feedback. Individualized instruction was included to serve the pace of the learner.	Behavioristic CALL (eg. PLATO project: Aims at providing interactive, self-paced learning using mainframe computers.) Main characteristics of behavioristic CALL: • Based on behaviorist theory of learning. • Focus on repetitive drills. • Mainly drill and practice type software. • Computer as tutor. • Learning activities promote language accuracy rather than fluency. Designed to be implemented on mainframe and mini computers. Criticism of Behavioristic CALL: The Behaviorism and Audiolingualism were rejected theoretically and pedagogically by theorists and practitioners.

Communicative CALL

Personal Computers (PC) (Late 1970s - Early 1980s)		
Technological Development by Year	Approaches to Language Teachning	Approaches to CALL & Examples
• 1980-Development of MS-DOS/PC-DOS began by Microsoft • 1981-The first WIMP (Windows, Icons, Menus and Pointing Devices) by The Xerox Palo Alto Research Lab. • 1982-The TCP/IP Protocol established, and the "Internet" is formed. • 1982-80286 processor was released. • Compaq released their IBM PC compatible • 1983-MS-DOS 2.0 was released. • Hewlett-Packard released LaserJet printer. • AT was released. • Apple Macintosh was released. • 1984- MS-DOS 3.0 was released. • 1985 - 80386 DX was released. • VGA was released. • 1988 - MS-DOS 4. The development of word processing such as: • WordMaster • WordSta • WordPerfect	Cognitive Psychology Communicative Language Teaching Transformational Grammar Principles of Language Learning: • Learning is process of discovery, expression, and development. • Focus on functions of the language. • Emphasis on language use rather than usage. • Contextualization is important. • Communicative competence is the desired goal. • Focus on using language forms rather than forms themselves. • Teach grammar implicitly. Encourage students to produce language rather than manipulate the language, (Brown, 1994).	Communicative CALL: (e.g. Storyboard, Text reconstruction, Cloze exercises) • Serious educational applications appeared. • A boom of CALL due to the introduction of Personal Computer Main Characteristics: • View that drill and practice exercises did not yield enough genuine communication. • Computer-based activities • Focus on using the language in context. • Non-Drill Practice format Type • Text reconstruction • Paced readin Cloze exercises Criticism of Communicative CALL: Computers were not fully well integrated into the curriculum. The greater contribution is on marginal rather than the central educational elements.

Integrative CALL: multimedia CD-ROM

Multimedia CD-ROM (Late 1980s-Early 1990s)		
Technological Development by Year	Approaches to Language Teaching	Approaches to CALL & Examples
• 1982 Audio CDs were introduced. • 1982 Book on Audio CDs was introduced by Sony and Phillips—beginning of the Compact Disk. • 1982 MIDI, Musical Instrument Digital Interface was introduced. • CD-ROM, invented by Phillips, produced by Sony. • 1989 CD-I released by Phillips and Sony. • 1989 Release of Sound Blaster Card, by Creative Labs • 1990 Introduction of Windows 3.0 by Bill Gates & Microsoft. • 1990 - MPC (Multimedia PC) was introduced. • 1991 - 80486 DX was released. A sound card and triple speed CD-ROM were added. • 1992 Introduction of CD-I launched by Phillips. • 1993 Pentium was released • 1993 a CD-ROM drive capable of 300KB/sec (double speed) was introduced.	Humanistic Approach Focus on Communicative Language Teaching: • Focus on meaning. • Use of authentic, meaningful and contextualized materials. • Fluency in language is a primary goal. • Focus on interactive language learning. • Consider learners' factors such as age, interest, learning styles, motivation. • Tasks relevant to students' real life interests and experiences (Felix, 1998) • Shift away from language usage to language use (Felix, 1998) The teacher became a facilitator rather than the person who gives out information.	Integrative CALL:Multimedia CD-ROM (eg.Toolbook, Authorware, Planet English, Real English, Wiser Educator) Main Characteristics Use advantages of multimedia CD-ROM in teaching language for communicative purposes. • Allow computer to incorporate a variety of media (text, graphics, sound, animation, and video) by Hypermedia. • Emergence of friendly-user, powerful authoring software such as Toolbook, Authorware, and Director. • Based on communicative language teaching approach. • Built on student's intrinsic motivation • Foster the interactivity between the learner and the learner, and learner and computer. • Multimedia resources are linked together. • Learners can navigate their own path and set their own pace by pointing and clicking mouse. • More authentic language learning environment is created. • The four language skills are integrated. • Focus on content and language skills. • Allow learners to link to a variety of sources such as grammatical explanations, glossaries, pronunciation, exercises, etc.

Integrative CALL: internet applications

Computer-Mediated Communication (1990s-present		
Technological Development by Year	**Approaches to Language Teaching**	**Approaches to CALL & Examples**
• 1969-Computer-mediated communication (CMC) but serious applications appeared in early 1990s. • 1960s-Hypertext was invented by Ted Nelson. • 1989- World Wide Web—the integration of hypertext and the Internet- was invented by Tim Berners-Lee. • 1990- Internet applications became popular such as E-mail, FTP, Talk (UNIX system). • 1992- Gopher was released. • The release of CERN (WWW), a hypertext based system for finding and accessing internet resources. • 1993- Mosaic (Web browser) was released). • 1994- Netscape 1.0 was released. • 1995- Windows '95 was launched with Internet Explorer by Bill Gates & Microsoft. • 1995 - JavaScript was introduced by Netscape. • 1998 – Windows'98 was released. • 1995-1999 - Development of: • QuickTime • Real Audio • Real Movie • Shockwave • Web-based E-mail • Web-based Chat • Voice Chat • Internet Phone • Emergence of web authoring software such as Hot Potatoes, Authorware, and Director. • Desktop Conferencing	<u>Communicative Language Teaching</u> Focus on using the internet applications for communicative language teaching: • Foreign language learning will be an acquisition of language content through purposeful and reflective participation. • The curriculum is dynamic. • The role of the teacher is a facilitator, an inseminator of ideas, who draws on student's motivation. • The learner is responsible, reflective and creative. • Textbook is a resource along with electronic resources. • Classroom becomes a reconfigurable space with electronic facilities. (Debski (1997:47-48)	<u>Integrative CALL: Internet Applications</u> (eg. E-mail communication, FTP, World Wide Web, Chat, Gopher sites, MOO servers, CU-SeeMe, Desktop Video Conferencing) • Aim at integrating computer-mediated communication applications for communicative language teaching as follows: • E-mail • Allow learners to have direct communication around the globe. • FTP • Allow learners and teachers to download documents, graphics, sound, videos, and animation. WWW • Learners search and share different kinds of files on the internet (documents, graphics, sound, video, animation). Chat: • Allow learners to have real time communication. • Internet resources are linked together by Hypermedia. • Main Characteristics: • Allow computer to incorporate a variety of media from the internet such as text, graphics, sound, animation, and video. • Based on communicative. language teaching approach. • Built on student's intrinsic motivation for authentic communication. • Encourage interactivity between the learner and internet users around the world.

Integrative CALL: internet applications

Computer-Mediated Communication (1990s-present		
Technological Development by Year	Approaches to Language Teachning	Approaches to CALL & Examples
		- More authentic language learning environments are created. - The four language skills are integrated (listening, speaking, reading, and writing). - Focus on a variety of content and multi-cultures.

APPENDIX 4

SEP outcomes

(ZÁKLADNÍ ŠKOLA, PARDUBICE POLABINY, DRUŽSTEVNÍ 305. *Školní vzdělávací program pro základní vzdělávání*. 2007)

Anglický jazyk 9.ročník			
Očekávané výstupy	Učivo	Průřezová témata	Přesahy, vazby
• žák doplňuje členy ve spojení s místními a zeměpisnými názvy	ZEMĚPISNÉ NÁZVY • členy, zeměpisné názvy	Osobnostní a sociální výchova / Osobnostní rozvoj - rozvoj schopností poznávání - kreativita	Zeměpis
• žák se zeptá na cestu nebo ji sám popíše	• popis cesty	Sociální rozvoj - komunikace	Český jazyk
• žák používá všechny tři tvary sloves	• předpřítomný čas	Výchova k myšlení v evropských a globálních souvislostech / Evropa a svět nás zajímá /rodinné příběhy, zážitky z cest/ - objevujeme Evropu a svět /státy/	
• žák vyjadřuje dosud neukončený děj pomocí předpřítomného času	• předpřítomný čas	Multikulturní výchova / Multikulturalita - specifické rysy jazyků	
• žák uvede příklad vhodného použití trpného rodu	• trpný rod	Mediální výchova / tematické okruhy receptivních činností -kritické čtení a vnímání mediálních sdělení - stavba mediálních sdělení /uspořádání článků – časopisy/ - fungování a vliv médií ve společnosti /role filmu a televize/	Český jazyk
• žák si rozšíří orientaci v užití modálních sloves	• způsobová slovesa		
• Žák rozlišuje mezi formálním a neformálním projevem, přiměřeně reaguje ve společenském styku. • Žák odvodí pravděpodobný	Tematické okruhy Rodina, nakupování, počasí, zvířata, jídlo a pití, oblečení, film, země a kontinenty		Zeměpis, Český jazyk
význam nových slov z kontextu textu. • Žák prakticky užívá slovníky. • Žák samostatně vytvoří text na probírané téma, pracuje s autentickým materiálem přiměřené úrovně – shrne získané informace. • Žák se orientuje v základních reáliích anglicky mluvících zemí. • Žák aplikuje základní gramatické formy v písemném i mluveném projevu. • Žák se ptá na základní informace • Žák rozumí jednoduché konverzaci			

APPENDIX 5

Questionnaire (English version)

The Use of the Internet in the Development of Speaking

The questionnaire for the pupils of Elementary school ZŠ Polabiny1, Pardubice
Author: Aneta Marková

Circle the answer.
I am: a girl / a boy   **I am:** 14 years -old   15 years - old   16 years- old

Try to evaluate the activities aimed at working with the Internet in English lessons in the time period from 2nd to 31st January 2011.

1. **Was there any chance for you to speak English in English lessons focused on the use of the Internet?**

- No

- yes

     If yes, circle on the scale how much you spoke English.

     a lot   2   3   4   not at all

2. **Did you always understand the tasks clearly?**

- no

If not, write what was not clear:

_____

- yes

If yes, how do you think you (individually or in group) completed the tasks?

- I completed all the tasks

- I completed some of the tasks

- I completed none of the tasks

If you did not complete any of the tasks, try to explain why not:

_____

3. **Did you react in any way to the oral production of your classmates (when your classmates were speaking)?**

e.g.:

- I asked them questions

- I made some remarks

- I was watching them

- I used some gestures (e.g. you nodded, etc.)

- I neither watched, nor listened to the speaking classmates

- I reacted in a different way - write
  how:_____

4. **Did you classmates or the teacher react in any way to your oral production (when you were speaking)?**

     e.g.:

- They asked me questions

- They had some remarks
- They were watching me
- They used some gestures (e.g. they nodded, etc.)
- They neither watched, nor listened to me
- They reacted in a different way - write how:_____

5. **Do you think the tasks were:**
- too easy
- appropriate
- too difficult -write what specifically was difficult for you

_____

6. **Try to describe how you felt during individual tasks. Circle the correct answer:**

Problem solving (1) very comfortable - comfortable - well - uncomfortable - very uncomfortable

Videoconferencing (2) very comfortable - comfortable - well - uncomfortable - very uncomfortable

Role-plays (3) very comfortable - comfortable - well - uncomfortable - very uncomfortable

Chat (4) very comfortable - comfortable - well - uncomfortable - very uncomfortable

Giving direction (5) very comfortable - comfortable - well - uncomfortable - very uncomfortable

Mini Project (6) very comfortable - comfortable - well - uncomfortable - very uncomfortable

7. **During all tasks you felt:**

   Very comfortable - comfortable - well - uncomfortable - very uncomfortable

8. **Do you think that the skills you gained through the individual tasks are (will be) in some way beneficial to your life?**
- no
- yes
  If yes, write what specifically you think is (will be) beneficial:
  _____
  _____

9. **How would you assess work during the Internet in English lessons in general?**
   _____
   _____

10. **Have you been intrigued by a particular task? If yes, write by which one and why.**
    _____
    _____

11. **Do you feel that the tasks based on work with the Internet helped you to get rid of shyness when speaking English?**
- yes
- no

Thank you for your time you spent on completing the questionnaire. :-)

APPENDIX 6

Questionnaire samples completed by the pupils

Využití Internetu pro rozvoj řečové dovednosti mluvení
Dotazník pro žáky ZŠ Polabiny1, Pardubice

Zakroužkuj vhodnou odpověď.

Jsem: (dívka)   chlapec   **Je mi:** 14 let   (15 let)   16let

Pokus se prosím zhodnotit úkoly zaměřené na práci s Internetem v hodinách anglického jazyka v období 2. – 31. Ledna 2011.

1) Měl(a) jsi možnost při hodinách Anglického jazyka, v nichž se používal Internet, mluvit anglicky?

☐ ne
☒ ano
   Pokud ano, na stupnici zakroužkuj, jak moc jsi mluvil anglicky.

velmi hodně   2   ③   4   vůbec

2) Byly Ti vždy zadané úkoly jasné?

☐ ne
Pokud ne, uveď, co Ti nebylo jasné:
_____

☒ ano
Pokud ano, myslíš si, že jsi (ať už jako jednotlivec nebo ve skupině) úkoly splnil(a)?

☐ splnil(a) jsem všechny
☒ splnil(a) jsem některé
☐ nesplnil(a) jsem žádné
Pokud jsi žádný úkol nesplnil, uveď proč:
_____

3) Reagoval jsi nějak na ústní projev svých spolužáků (na to když tvoji spolužáci mluvily anglicky)?
např:
☒ Měl(a) jsem na ně dotazy
☐ Měl(a) jsem na ně připomínky
☒ Díval(a) jsem se na ně
☒ Používal(a)jsem různá gesta (příkyvování)
☐ Mluvící spolužáky či spolužáka jsem nesledoval(a) ani neposlouchal(a)
☐ Jinak - napiš jak: _____

4) Reagovali ostatní spolužáci či učitel nějakým způsobem na tvůj mluvený projev (na to když jsi mluvil ty)?
např:
☒ Měli na mě dotazy
☐ Měli na mě připomínky
☒ Dívali se na mě

☐ Používali různá gesta (přikyvování)
☐ Někteří mě nesledovali ani neposlouchali
☐ Jinak - napiš jak: _____

5) **Zakroužkuj vhodnou odpověď.**
   Úkoly pro tebe byly:
   ☐ příliš snadné
   ☒ přiměřené
   ☐ příliš obtížné – uveď, čím konkrétně pro tebe byly obtížné
   _____

6) **Zakroužkuj jednu odpověď. Popiš prosím, jak jsi se cítil(a) během jednotlivých úkolů:**

Problem solving (1) (velmi příjemně) - příjemně – dobře – nepříjemně - velmi nepříjemně

Videoconferencing (2) (velmi příjemně) - příjemně – dobře – nepříjemně - velmi nepříjemně

Role-plays (3) velmi příjemně - (příjemně) - dobře – nepříjemně - velmi nepříjemně

Chat (4) (velmi příjemně) - příjemně – dobře – nepříjemně - velmi nepříjemně

Giving direction (5) velmi příjemně - (příjemně) - dobře – nepříjemně - velmi nepříjemně

Mini Project (6) velmi příjemně - příjemně – (dobře) - nepříjemně - velmi nepříjemně

7) **Zakroužkuj vhodnou odpověď. Při všech úkolech ses celkově cítil(a):**

velmi příjemně - (příjemně) - dobře – nepříjemně - velmi nepříjemně

8) **Myslíš si, že dovednosti, které jsi plněním úkolů nasbíral(a), jsou (budou) nějakým způsobem přínosné pro tvůj život?**
   ☐ ne
   ☒ ano
   Pokud ano, napiš, čím konkrétně myslíš, že jsou (budou) přínosné:
   _nové konverzace_____
   _____

9) **Jak bys celkově zhodnotil(a) práci s Internetem v hodinách anglického jazyka?**
   líbila se mi to i mě to bavilo a nasbírala
   jsem různé řešitosti

10) **Zaujal tě některý konkrétní úkol? Pokud ano, napiš který a proč.**
    Videoconferencing
    rozhovor s angličanem
    _____

11) **Máš pocit, že ti úkoly založené na práci s Internetem pomohly zbavit se ostychu z mluvení anglickým jazykem.**

    ☒ ano
    ☐ ne

Děkuji Ti za tvůj čas, který jsi věnoval vyplnění dotazníku. ☺

Využití Internetu pro rozvoj řečové dovednosti mluvení
Dotazník pro žáky ZŠ Polabiny1, Pardubice

Zakroužkuj vhodnou odpověď.

Jsem: dívka (chlapec)   **Je mi:** (14 let)   15 let   16let

Pokus se prosím zhodnotit úkoly zaměřené na práci s Internetem v hodinách anglického jazyka v období 2. – 31. Ledna 2011.

1) **Měl(a) jsi možnost při hodinách Anglického jazyka, v nichž se používal Internet, mluvit anglicky?**

   ☐ ne
   ☑ ano
   Pokud ano, na stupnici zakroužkuj, jak moc jsi mluvil anglicky.

   velmi hodně   2   (3)   4   vůbec

2) **Byly Ti vždy zadané úkoly jasné?**

   ☐ ne
   Pokud ne, uveď, co Ti nebylo jasné:
   _____
   ☑ ano
   Pokud ano, myslíš si, že jsi (ať už jako jednotlivec nebo ve skupině) úkoly splnil(a)?

   ☑ splnil(a) jsem všechny
   ☐ splnil(a) jsem některé
   ☐ nesplnil(a) jsem žádné
   Pokud jsi žádný úkol nesplnil, uveď proč:
   _____

3) **Reagoval jsi nějak na ústní projev svých spolužáků (na to když tvoji spolužáci mluvily anglicky)?**
   např:
   ☐ Měl(a) jsem na ně dotazy
   ☐ Měl(a) jsem na ně připomínky
   ☑ Díval(a) jsem se na ně
   ☑ Používal(a)jsem různá gesta (přikyvování)
   ☐ Mluvící spolužáky či spolužáka jsem nesledoval(a) ani neposlouchal(a)
   ☐ Jinak - napiš jak: _____

4) **Reagovali ostatní spolužáci či učitel nějakým způsobem na tvůj mluvený projev (na to když jsi mluvil ty)?**
   např:
   ☐ Měli na mě dotazy
   ☐ Měli na mě připomínky
   ☑ Dívali se na mě

☑ Používali různá gesta (přikyvování)
☐ Někteří mě nesledovali ani neposlouchali
☐ Jinak - napiš jak: _____

5) **Zakroužkuj vhodnou odpověď.**
   Úkoly pro tebe byly:
   ☐ příliš snadné
   ☑ přiměřené
   ☐ příliš obtížné – uveď, čím konkrétně pro tebe byly obtížné
   _____

6) **Zakroužkuj jednu odpověď. Popiš prosím, jak jsi se cítil(a) během jednotlivých úkolů:**

Problem solving (1) velmi příjemně - příjemně – (dobře) – nepříjemně - velmi nepříjemně

Videoconferencing (2) (velmi příjemně) - příjemně – dobře – nepříjemně - velmi nepříjemně

Role-plays (3) (velmi příjemně) - příjemně – dobře – nepříjemně - velmi nepříjemně

Chat (4) (velmi příjemně) - příjemně – dobře – nepříjemně - velmi nepříjemně

Giving direction (5) (velmi příjemně) - příjemně – dobře – nepříjemně - velmi nepříjemně

Mini Project (6) velmi příjemně - (příjemně) – dobře – nepříjemně - velmi nepříjemně

7) **Zakroužkuj vhodnou odpověď. Při všech úkolech ses celkově cítil(a):**

(velmi příjemně) – příjemně – dobře – nepříjemně - velmi nepříjemně

8) **Myslíš si, že dovednosti, které jsi plněním úkolů nasbíral(a), jsou (budou) nějakým způsobem přínosné pro tvůj život?**
   ☐ ne
   ☑ ano
   Pokud ano, napiš, čím konkrétně myslíš, že jsou (budou) přínosné:
   Mluvení před lidmi, hledání informací

9) **Jak bys celkově zhodnotil(a) práci s Internetem v hodinách anglického jazyka?**
   velmi kladně - zajímavé a přínosné

10) **Zaujal tě některý konkrétní úkol? Pokud ano, napiš který a proč.**
    mini project - získání informací o skупou

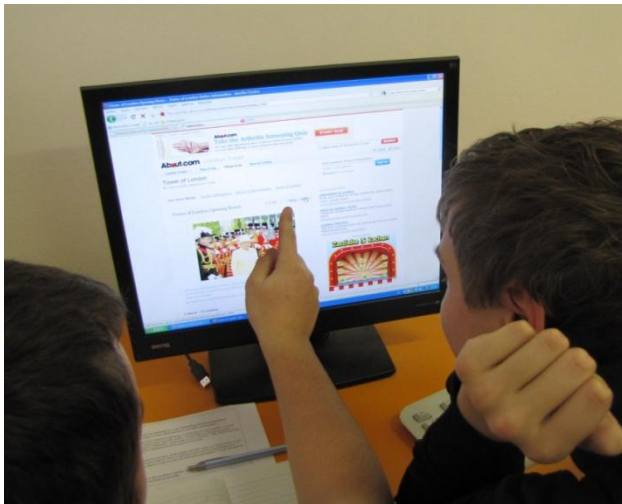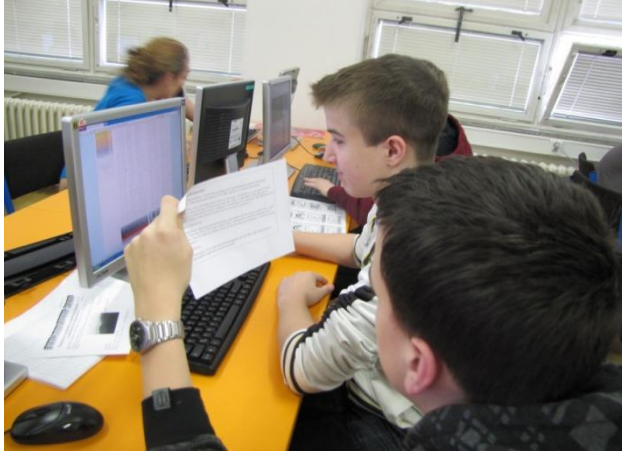11) **Máš pocit, že ti úkoly založené na práci s Internetem pomohly zbavit se ostychu z mluvení anglickým jazykem.**

    ☑ ano
    ☐ ne

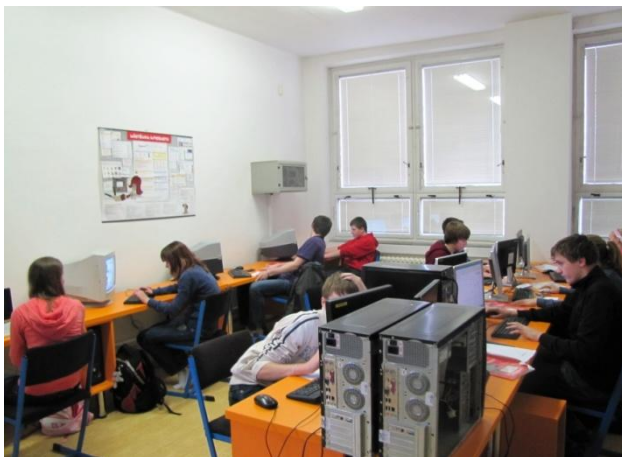Děkuji Ti za tvůj čas, který jsi věnoval vyplnění dotazníku. ☺
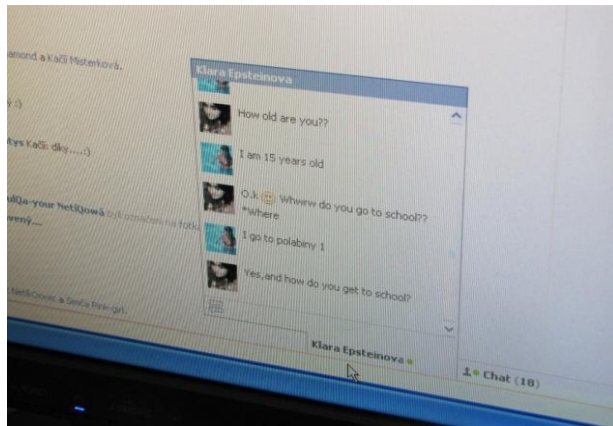
APPENDIX 7

Pictures depicting the pupils working on the task
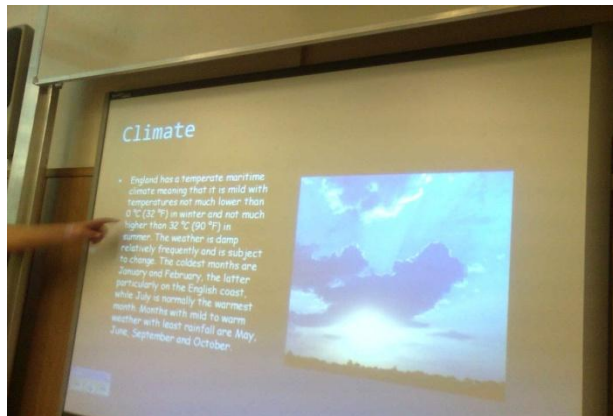
Problem solving

Interview (Live Chat)

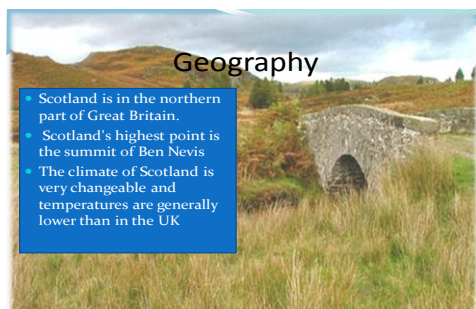**Working on mini-projects**
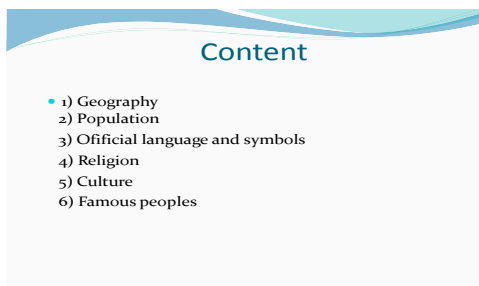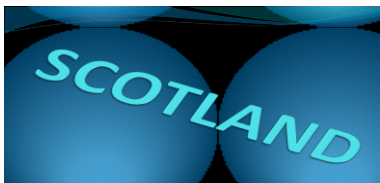

Mini-project presentation

APPENDIX 8

Samples of the pupils' works

Mini-project

(Voženílek, Dalecký, Oulehla, Štipák: *Scotland,* 2011, 9.B. ZŠ Polabiny 1)

Content

- 1) Geography
  2) Population
  3) Ofiicial language and symbols
  4) Religion
  5) Culture
  6) Famous peoples

Geography

- Scotland is in the northern part of Great Britain.
- Scotland's highest point is the summit of Ben Nevis
- The climate of Scotland is very changeable and temperatures are generally lower than in the UK

Ofiicial language and symbols

- Oficial language in scotland is english
- Next languages are gaelic and scots
- Symbols of Scotland: Thistle, kilt, bagpiepes and national hero William Wallace

Population

Scotland has a population of 5,194,000 people.

Religion

- Christianity is the largest religion in Scotland. At the 2001 census 65% of the Scottish population was Christian.

Culture

- Peoples in Scotland likes music and their bagpieps
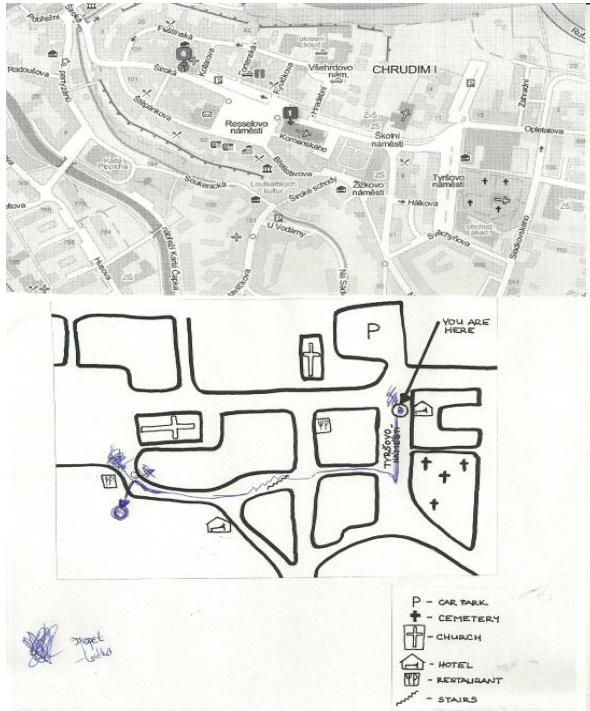- They likes literature and sport(rugby, soccer and horserace)

Famous peoples

- Scottish writers are Robert Burns, Walter Scott, Conan Doyle and Irvine Welsh.
- Elizabeth II. is the reigning Queen of Scotland.

The END

Giving direction, requesting information

Interview (Live Chat)

Dalecký/ Oulehla

Whats your name?
Hi!! I am Michal
How old are you?
I am 14 and you?
Where do you go to school?
I going school Polabiny 1
What do you eat for snack?
chips
Whats your favourite subject?
my favoutite subject is TV
Do you like P.E ?
No
When do you get home?
to finish school
Do you do some sport?
No
What do you do in you free time?
I am playing PC games and resting
How many hours do you spend in front of TV?
4 hours
Do you eat in Mc"Donals ?
Sometimes
How often?
2x per month

Coach potato – interview

Mezi Aneta Láníková a Tereza Nepivodová

TeRíína Nepivodová 19 leden v 12:56 Odpovědět • Nahlásit
What is your name ?

Anýna Ízí Bejbé 19 leden v 12:57
My name´s Aneta.

TeRíína Nepivodová 19 leden v 12:57 Odpovědět • Nahlásit
How old are you?

Anýna Ízí Bejbé 19 leden v 12:58
I´m fourteen.

TeRíína Nepivodová 19 leden v 12:58 Odpovědět • Nahlásit
Where do you go to school?

Anýna Ízí Bejbé 19 leden v 13:00
I am going to ZŠ Polabiny 1.

TeRíína Nepivodová 19 leden v 13:01 Odpovědět • Nahlásit
How do you get to school ?

Anýna Ízí Bejbé 19 leden v 13:01
I go on foot. :D

TeRíína Nepivodová 19 leden v 13:02 Odpovědět • Nahlásit
What do you eat for snack

Anýna Ízí Bejbé 19 leden v 13:02
I eat an apple and roll with marmelade.

TeRíína Nepivodová 19 leden v 13:03 Odpovědět • Nahlásit
What is your favourite subject?

Anýna Ízí Bejbé 19 leden v 13:04
My favourite subject is Art.

TeRíína Nepivodová 19 leden v 13:05 Odpovědět • Nahlásit
Do you like P.E?

Anýna Ízí Bejbé 19 leden v 13:06
..Yes, yes.
TeRíína Nepivodová 19 leden v 13:11 Odpovědět • Nahlásit
When do you get home ?

Anýna Ízí Bejbé 19 leden v 13:12
At 3 o´clock.

TeRíína Nepivodová 19 leden v 13:13 Odpovědět • Nahlásit
Do you do some sport?

Anýna Ízí Bejbé 19 leden v 13:13
Yes.. Aerobic.

TeRíína Nepivodová 19 leden v 13:14 Odpovědět • Nahlásit
What do you do in your free time ?

Anýna Ízí Bejbé 19 leden v 13:15
I Go out.

TeRíína Nepivodová 19 leden v 13:15 Odpovědět • Nahlásit
How many hours do you spend in front of the TV ?

Anýna Ízí Bejbé 19 leden v 13:16
I don´t know ..so 2-3 hours.

TeRíína Nepivodová 19 leden v 13:16 Odpovědět • Nahlásit
DO you eat in Mc Donalds?

Anýna Ízí Bejbé 19 leden v 13:17
Yes, I like it !

TeRíína Nepivodová 19 leden v 13:17 Odpovědět • Nahlásit
How often ?

Anýna Ízí Bejbé 19 leden v 13:18
Sometimes. ;)