

University of Pardubice
Faculty of Arts and Philosophy

Evaluation of Websites for Development of Listening Skills

Jan Málek

Bachelor Paper

2017

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Jan Málek**
Osobní číslo: **H12649**
Studijní program: **B7507 Specializace v pedagogice**
Studijní obor: **Anglický jazyk - specializace v pedagogice**
Název tématu: **Hodnocení internetových stránek zaměřující se na rozvoj poslechových dovedností studentů anglického jazyka**
Zadávací katedra: **Katedra anglistiky a amerikanistiky**

Z á s a d y p r o v y p r a c o v á n í :

Bakalářská práce si klade za cíl ohodnotit vybrané internetové stránky zaměřující se na rozvoj poslechových dovedností studentů angličtiny. Student nejprve prostuduje odbornou literaturu zabývající se výukou řečové dovednosti poslechu v ELT a problematiku zasadí do kontextu komunikativní kompetence. Dále se zaměří na použití počítače a internetu jako didaktického prostředku. V praktické části analyzuje vybrané webové stránky a ohodnotí, jakým způsobem mohou či nemohou být použity ve výuce či samostudiu.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování bakalářské práce: **tištěná**

Jazyk zpracování bakalářské práce: **Angličtina**

Seznam odborné literatury: **viz příloha**

Vedoucí bakalářské práce:

Mgr. Marek Vít

Katedra anglistiky a amerikanistiky

Datum zadání bakalářské práce: **30. března 2014**

Termín odevzdání bakalářské práce: **30. března 2015**



prof. PhDr. Petr Vorel, CSc.
děkan

L.S.



doc. Šárka Bubíková, Ph.D.
vedoucí katedry

V Pardubicích dne 30. března 2014

Příloha zadání bakalářské práce

Seznam odborné literatury:

- BEATTY, Ken. Teaching and researching computer-assisted language learning. 2nd ed. New York: Longman, 2010, xiii, 284 p. ISBN 9781408205006.
- COUNCIL OF EUROPE. Common European Framework of Reference for Language: Learning, teaching, assessment. Cambridge University Press, 2001 ISBN 0-521-00531-0
- CUNNINGSWORTH, Alan. Choosing your coursebook. Oxford: Macmillan Heinemann English language teaching, c1995, vi, 153 s. ISBN 0435240587
- FOTOS, Sandra; BROWN, Charles. New Perspectives on CALL for Second Language Classrooms. Mahwah, NJ : L. Erlbaum Associates, 2004. ISBN 0- 8058-4405-8.
- Framework Education Programme for Secondary General Education (Grammar Schools). [online]. Praha: Výzkumný ústav pedagogický v Praze, 2007. 126 s. [cit. 2012-03-05]. Dostupné z:http://www.vuppraha.cz/wp-content/uploads/2009/12/RVP_G-anj.pdf
- HAGGSTROM, Randall P. Donaldson and Margaret A. Changing Language Education Through Call. Reprint. London: Routledge, 2009. ISBN 9780415543873.
- HARMER, Jeremy. The practice of English language teaching. 3. ed., completely rev. and updated. Harlow: Longman, 2001. ISBN 978-058-2403-857.
- LEVY, Mike. WorldCALL: international perspectives on computer-assisted language learning. New York: Routledge, 2011, xxi, 332 p. ISBN 9780415880862.
- RICHARDS, Jack, C., RODGERS, Theodore. S. Approaches and Methods in Language Teaching. Cambridge University Press, 2005. ISBN 0-521-00843-3
- ROST, Michael. Teaching and researching listening. 2nd ed. Harlow: Longman, 2011, 407 s. Applied Linguistics in Action. ISBN 9781408205075.
- SCRIVENER, Jim. Learning teaching: a guidebook for English language teachers. Oxford: Macmillan Publishers, 2005. ISBN 04-352-4089-7.
- UR, Penny. Teaching listening comprehension. Cambridge: Cambridge University Press, c1984, x, 173 s. ISBN 0-521-28781-2.
- ZOUNEK, Jiří a Petr SUDICKÝ. E-learning: učení (se) s online technologiemi. 1. vyd. Praha: Wolters Kluwer, 2012. ISBN 978-80-7357-903-6.

Prohlašuji:

Tuto práci jsem vypracoval samostatně. Veškeré literární prameny a informace, které jsem v práci využil, jsou uvedeny v seznamu použité literatury. Byl jsem seznámen s tím, že se na moji práci vztahují práva a povinnosti vyplývající ze zákona č. 121/2000 Sb., autorský zákon, zejména se skutečností, že Univerzita Pardubice má právo na uzavření licenční smlouvy o užití této práce jako školního díla podle § 60 odst. 1 autorského zákona, a s tím, že pokud dojde k užití této práce mnou nebo bude poskytnuta licence o užití jinému subjektu, je Univerzita Pardubice oprávněna ode mne požadovat přiměřený příspěvek na úhradu nákladů, které na vytvoření díla vynaložila, a to podle okolností až do jejich skutečné výše.

Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

V Pardubicích dne 31. 3. 2017

.....
Jan Málek

Acknowledgments

I would like to thank my thesis advisor, Mgr. Marek Vít for his supervision, help, valuable advice and comments on the content.

Annotation

This bachelor paper deals with the use of internet websites to develop listening skills of English language learners. The theoretical part focuses on communicative competence. Next, it presents the concept of listening as a skill and lists various types of listening. The third chapter of the theoretical part deals with the use of computers and the Internet as modern didactic means. The last chapter of the theoretical part examines the learner in the context of curricular documents. The practical part of the thesis establishes a checklist of criteria for evaluating websites that are designed to develop listening skills in English. Subsequently, these criteria are used to evaluate such websites.

Keywords

Listening, websites, evaluation, checklist

Název

Hodnocení internetových stránek pro rozvoj poslechových dovedností

Anotace

Tato bakalářská práce se zabývá využitím internetových stránek pro rozvoj poslechových dovedností studentů angličtiny. Teoretická část je zaměřena na komunikační kompetenci. Dále se věnuje poslechovým dovednostem a uvádí jednotlivé typy poslechu. Třetí kapitola teoretické části se zabývá využitím počítačů a internetu jakožto moderních didaktických prostředků. Poslední kapitola teoretické části je zaměřena na studenta v kontextu kurikulárních dokumentů. Praktická část práce navrhuje seznam kritérií pro hodnocení stránek, které se zaměřují na rozvoj poslechových dovedností studentů angličtiny. Posléze jsou tato kritéria použita k hodnocení těchto internetových stránek.

Klíčová slova

Poslech, internetové stránky, hodnocení, rast

TABLE OF CONTENTS

Introduction.....	- 11 -
Theoretical part	- 13 -
1 Communicative Competence	- 13 -
1.1 Communicative language competence in CEF	- 14 -
2 Listening.....	- 15 -
2.1 Bottom-up and top-down processing	- 16 -
2.2 Types of listening	- 16 -
2.2.1 Extensive and intensive listening.....	- 16 -
2.2.2 Authentic and pedagogic listening.....	- 17 -
2.3 Stages of listening	- 19 -
2.3.1 Pre-listening	- 19 -
2.3.2 While-listening.....	- 20 -
2.4 Conclusion to listening.....	- 21 -
3 Didactic means	- 21 -
3.1 Computer assisted language learning.....	- 22 -
3.2 The Internet as a source of listening activities	- 23 -
3.3 Effective use of CALL	- 24 -
4 Learner	- 25 -
4.1 Age	- 25 -
4.2 Learning styles and strategies.....	- 27 -
4.3 Language level	- 28 -
4.4 Learner in the Framework Educational Programme for Elementary Education ...	- 29 -

4.5	Conclusion to chapter learner.....	- 30 -
5	Summary of the theoretical part	- 31 -
	Practical part	- 32 -
6	Introduction to the practical part	- 32 -
7	Evaluation of websites	- 32 -
7.1	Screening process	- 32 -
7.1.1	Academic and Functional Criteria	- 33 -
7.2	Evaluation criteria	- 34 -
7.2.1	Language acquisition	- 34 -
7.2.2	ESL material design.....	- 36 -
7.2.3	Learner profile and learning styles.....	- 37 -
7.2.4	Courseware and multimedia instructional design.....	- 38 -
7.2.5	Online courseware instructional design	- 39 -
8	Screening process.....	- 40 -
8.1	Screening of potential websites.....	- 40 -
9	Evaluation of <i>Randall's ESL Cyber Listening Lab</i>	- 41 -
9.1	Description of the website.....	- 41 -
9.2	Evaluation	- 42 -
9.2.1	Language acquisition	- 42 -
9.2.2	ESL material design.....	- 42 -
9.2.3	Learner profile and learning styles.....	- 43 -
9.2.4	Courseware and multimedia instructional design.....	- 44 -

9.2.5	Online courseware instructional design	- 45 -
10	Evaluation of <i>Learn English Teens</i>	- 45 -
10.1	Description of the website.....	- 45 -
10.2	Evaluation	- 46 -
10.2.1	Language acquisition	- 46 -
10.2.2	ESL material design.....	- 46 -
10.2.3	Learner profile and learning styles.....	- 47 -
10.2.4	Courseware and multimedia instructional design.....	- 48 -
10.2.5	Online courseware instructional design	- 48 -
11	Analysis of evaluated websites as modern didactic means	- 49 -
12	Summary of the practical part	- 50 -
13	Conclusion of the thesis	- 52 -
14	Resumé.....	- 57 -
15	Bibliography.....	- 62 -
16	Appendices.....	- 66 -
	Appendix A: URL links to evaluated websites	- 67 -
	Appendix B: Screening of potential websites.....	- 68 -
	Appendix C: Checklist of evaluation criteria	- 69 -

Introduction

Whether we like it or not, computers have become an inseparable part of humans' lives. We use the Internet whenever we need to find some information or connect with our friends. Apart from that, the Internet also represents a powerful tool that can be used for the purpose of language learning. This paper explores the possibility of using the Internet and websites to develop listening skills in English. The Internet offers an immense amount of websites that are designed to enhance listening skills of English language learners. However, the quantity of such websites available on the Internet represents an issue for teachers who may have trouble with assessing the quality of these websites. Therefore, this paper drafts a checklist of criteria that help them evaluate the quality of websites focused on enhancing listening skills in English. The main focus is put on the use of these websites in students' own time as a means of self-study. Nevertheless, this paper also explores the utilization of discussed website in a classroom environment with focus on advantages of using the Internet as a modern didactic mean over traditional didactic means.

The thesis comprises of two parts: theoretical and practical. The theoretical part introduces the concept of communicative competence. Subsequently, the thesis deals with listening as a language skill. Firstly, it outlines the importance of listening for human interaction and therefore for foreign language learning and teaching. Secondly, it deals with two ways of processing that takes place when people listen. Next, it contrasts the difference between various types of listening and listening materials. Lastly, it deals with three stages of listening. The third chapter is devoted to the use of the Internet and computer technology as modern didactic means. Firstly, it introduces the concept of CALL. Next, it deals with the Internet as a source of listening activities. Lastly, it focuses on the effective use of these technologies. The last chapter of the theoretical part is devoted to learners, who are the intended users of the websites. This chapter summarizes learners' characteristics that play an important role in language learning. Firstly, this chapter deals with characteristics of learners according to their age group - young children (ISCED level 1 - primary education) and adolescents (ISCED level 2 – lower secondary education). Special attention is paid to differences among these two groups. Furthermore, the concept of VARK modalities by Neil Fleming is introduced. Next, it

focuses on the language level of learners at elementary schools as it is defined in *Common European Framework of Reference for Languages* (CEF). Lastly, it presents expected outcomes and goals of elementary education in the Czech Republic that are formulated in *Framework Education Programme for Elementary Education* (FEP EE).

The practical part of this thesis aims to establish a checklist of criteria for evaluation of websites that are designed to enhance listening skills of English language learners. Subsequently, these criteria are used to evaluate websites: *Randall's ESL Cyber Listening Lab* and *Learn English Teens*. The secondary aim of the practical part is to conduct an analysis of evaluated websites used as modern didactic means in a classroom environment. The first chapter of the practical part establishes a checklist of criteria for website evaluation. These criteria are grounded in work of Sandra Fotos and Charles Brown. The evaluation criteria comprise of five modules. Each module covers one specific area of evaluation. The criteria used in the five modules are based on works of several academics who dedicated their work to website evaluation. The next chapter of the practical part explains the process of selection of websites for detailed evaluation. Next, it evaluates websites *Randall's ESL Cyber Listening Lab* and *Learn English Teens* according to the criteria presented in the checklist. Lastly, the practical part explores the possibility of utilization of evaluated websites as modern didactic means in a classroom environment.

Theoretical part

1 Communicative Competence

The term 'communicative competence' (CC) was coined by Dell Hymes in 1972 to contrast Chomsky's theory of competence. Chomsky based linguistic theory on ideal speaker-listener with perfect linguistic knowledge, which is unaffected by sociolinguistic factors. Hymes disapproved of the idea of using idealized, purely linguistic competence as a ground of the methodology for language learning and teaching. He argued that communicative competence is not only the ability to produce grammatically correct sentences but also the ability to use the language appropriately to particular social context. (Bagarić, 2007, p.95; Rickheit, 2008, p. 17)

A more complex theory of communicative competence was proposed by Canale and Swain in 1980. They divided CC into the following four elements: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence refers to grammatical and lexical knowledge of the language. It also includes the knowledge of morphological, syntactic, semantic, phonetic, and orthographic rules. Sociolinguistic competence involves an understanding of particular social context of communication, relationships and a degree of shared information of participants in communication, and the purpose of communication. Discourse competence is concerned with interconnectedness of individual sentence elements and how meaning is represented in relation to the discourse of communication. Strategic competence refers to the strategies that participants in communication employ to compensate for breakdowns in communication due to lack of competence in one or more elements of CC. These strategies include paraphrase, repetition, reluctance, avoidance of words, structures or themes, guessing, changes in register and style, and others. (Bagarić, 2007, p.97-98; Richards and Rodgers, 2008, p. 160)

Another concept of CC was introduced by Bachman and Palmer in 1996. They divided communicative language ability into two broad areas – language knowledge and strategic competence. Language knowledge consists of two subcomponents – organizational knowledge and pragmatic knowledge which are interconnected and they complement each other in order

to communicate effectively. Organizational knowledge consists of grammatical and textual knowledge. Grammatical knowledge is the ability to recognize and produce grammatically correct sentences, while textual knowledge enables comprehension and production of spoken and written texts. Pragmatic knowledge involves knowledge of pragmatic conventions “for expressing acceptable language functions and for interpreting the illocutionary power of utterances or discourse” and knowledge of sociolinguistic conventions for the appropriate use of the language in particular context. Strategic knowledge is defined as “a set of metacognitive components which enable language user involvement in goal setting, assessment of communicative sources, and planning.” (Bagarić, 2007, p.98-99)

According to Bagarić (2007), a modern view of CC is recognized in three models: the model of Canale and Swain, the model of Bachman and Palmer and the description of components of communicative language competence in the *Common European Framework of Reference for Languages* (CEF) by Council of Europe (2001). This paper will work with the model of communicative language competence as it is described in CEF, because it links CC with listening activities.

1.1 Communicative language competence in CEF

Council of Europe in CEF claims that “learner’s communicative language competence is activated in the performance of the various language activities, involving reception, production, interaction or mediation.” (Council of Europe, 2001, p. 14) Listening skills, which are represented by reception, together with production are basic components of interaction. (Council of Europe, 2001, p. 14) When at least two people interact they take part in oral or written exchange of information in which “production and reception alternate and may in fact overlap in oral communication.” (Council of Europe, 2001, p. 14) Council of Europe (2001, p.14) claims that “even where turn-taking is respected, the listener is generally already forecasting the remainder of the speaker’s message and preparing a response.” Therefore the ability to listen involve not only understanding, but also the ability to predict the message of the speaker. According to CEF, users have to engage in communicative language activities and operate communication strategies in order to carry out communicative tasks. (Council of Europe, 2001, p. 57) Communicative activities include interactive activities such as

conversation and correspondence, where the participants act as both producers and receivers, and activities where producers are separated from receivers who are unable to respond. (Council of Europe, 2001, p. 57) Such activities include: listening to public announcements (information, instructions, warnings, etc.); listening to media (radio, TV, recordings, cinema); listening as a member of a live audience (theatre, public meetings, public lectures, entertainments, etc.); listening to overheard conversations, etc. (Council of Europe, 2001, p. 65) In each case the user may be listening: for gist; for specific information; for detailed understanding. (Council of Europe, 2001, p. 65) To listen the learner must be able to: perceive the utterance (auditory phonetic skills); identify the linguistic message (linguistic skills); understand the message (semantic skills); interpret the message (cognitive skills). (Council of Europe, 2001, p. 90)

In relation to the subject of the thesis, which is developing listening skills on the Internet, we will be interested in types of language activities featured on evaluated websites and whether the activity requires learners to listen for gist, specific information, or detailed understanding. Moreover, we will focus on whether the communicative activity gives opportunity to predict the message of the speaker.

2 Listening

Scott Thornbury (2006, p. 123) defines listening as the “skill of understanding spoken language” and also as the name given to activities that develop this skills. Palmer considers listening skills together with speaking skills as the foundation of human interaction. He points out that listening comes before speaking because it is the first skill that we are exposed to as infants and that young students gain more from listening than any other input. (Palmer, 2014, p. 9-10) It is evident that listening is a skill essential for human communication and therefore has undisputed role in English language teaching and learning. In this chapter we are going to focus on bottom-up and top-down processing of listening, various types of listening, and stages of listening lesson.

2.1 Bottom-up and top-down processing

Researchers (Nation and Newton, 2009, p. 40; Richards, 2008, p. 4; Scrivener, 2005, p.178; Wilson, 2008, p.15) identified two different kinds of processing involved when people listen to spoken language - bottom-up and top-down processing. Bottom-up processing refers to using incoming output as the basis for understanding the message. Listener achieves comprehension by decoding units of language in following order – sounds, words, clauses, sentences, texts – until the meaning is derived. Wilson (2008, p. 15) notes that when learners misheard individual words it is due to the failure of bottom-up processing. Top-down processing of language involves the use of prior knowledge to predict the content of the message. Prior knowledge consist of listener’s knowledge of the world, knowledge of the speaker or context. In other words, top-down processing depends on prior knowledge of the listener according to which he/she make guesses about the content of the message, and then uses parts of the message to confirm or disprove the guesses. Wilson mentions that not only bottom-up process cause mistakes in listening comprehension, but mistakes occur also due to the top-down processing when students make unlikely guesses based on the knowledge of the topic. He concludes that recent research proves that humans use both, top-down and bottom-up, processes simultaneously when listening which is referred to as the interactive model. (Nation and Newton, 2009, p. 40-41; Wilson 2008, p.15)

2.2 Types of listening

2.2.1 Extensive and intensive listening

Harmer (2001, p. 228) divides types of listening practice into two basic groups - extensive and intensive listening. Extensive listening is a form of listening practice is usually done outside of the classroom for pleasure or general language improvement. Extensive listening is usually meaning oriented and is not concerned with completion of any particular task. The choice of the input is made by the learner according to his/hers interest. Extensive listening is generally less demanding in terms of comprehension than intensive listening which requires close attention to what is being said. The main benefit of extensive listening is that learners are exposed to large amount of input that not only develops their listening skills but also improves their vocabulary. On the other hand, intensive listening is aimed towards completing a

particular task and the input is usually provided by a teacher. It involves listening for specific details and information and using them to complete a study task. (Harmer, 2001, p. 228-230; Wilson, 2008, p. 29)

2.2.2 Authentic and pedagogic listening

Another important aspect of evaluation of listening exercise is the extent to which is the listening activity authentic. According to Rost (2011, p. 165) there are two different points of view on authenticity of listening among theoreticians. The first group defines authenticity as “any language that has been used by native speakers for any real purpose, that is, a purpose that was real for the users at the time the language was used by them.” This approach emphasizes the importance of real context and real language in language instruction, however it may lack meaning for students since they are not in the control of the discourse. The second group believe that when students are in the control of the discourse it gives them the purpose for interaction, and thus it makes the discourse more authentic and meaningful. In this view, a listening input that involves the students’ own purposes for listening can be considered authentic. (Rost, 2001, p.165) Another, maybe less complex, definition of authenticity is provided by Wilson. He claims that language is authentic if it exists for other communicative purpose than teaching language. (Wilson, 2008, p. 30). On the other hand, there are pedagogic or scripted listening materials that were produced specifically for the purpose of language teaching. Wilson (2008, p. 30) contrasts differences between authentic and scripted listening in the following table:

Authentic	Scripted
Overlaps and interruptions between speakers	Little overlap between speakers
Normal rate of speech delivery	Slower (maybe monotonous) delivery
Relatively unstructured language	Structured language, more like written English
Incomplete sentences, with false starts, hesitation, etc	Complete sentences
Background noise and voices	No background noise
Natural stops and starts that reflect the speaker's train of thought and listener's ongoing responses	Artificial stops and starts that reflect an idealized version of communication (in which misunderstandings, false starts, etc never occur)
Loosely packed information, padded out with fillers	Densely packed information

The choice between authentic and scripted listening materials depends on what exactly learners want to practice. If the desired goal is to learn discourse markers or collocations, then the authentic listening will be more effective. When students are required to practice grammar, for example question forms, scripted listening will be chosen. (Wilson, 2008, p. 31)

Although the use of authentic listening materials correspond contributes to the development of CC, there are certain limitations. Wilson (2008, p. 32) notes that low-level students may have difficulties with understanding authentic listening materials due to the speed of delivery, complex sentence structure, gap fillers, false starts, and other features of authentic listening materials. This can be partly solved by using authentic-based listening which may include some authentic features such as hesitations and false starts, but the overly distracting aspects are edited out of the recording. (Wilson, 2008, p. 32-33)

When we look the characteristic features of authentic and scripted listening from the point of evaluating ELT websites, we can come to following conclusions. Authentic materials are more suitable for learners at lower secondary education because the features of authentic listening make their comprehension harder than scripted listening. In contrast, scripted or authentic based listening materials are convenient for learners at lower proficiency levels.

2.3 Stages of listening

Experts in the field of ELT agree that a listening lesson consists of three consecutive stages: pre-listening, while-listening, and post-listening. (Richards, 2008, p. 10; Wilson 2008, p. 60) This chapter will describe each stage in detail.

2.3.1 Pre-listening

Wilson (2008, p. 60) describes pre-listening stage as an activity that should give learners an idea what will be the listening about, and therefore increase the odds of completing the given task. Pre-listening stage consists of two phases. The first phase involves listeners' prior knowledge about the topic of listening in order to predict its content. This phase is associated with top-down processing of listening. The following techniques and activities help to activate listeners' prior knowledge: brainstorming, using pictures, photos, guides, maps, brochures and real-life objects connected to the listening, reading short text concerning the topic of the listening, gap-filling exercises, introduction of the situational context of the listening (answering the telephone, ordering in a restaurant), asking students about their opinions, ideas and facts about the topic. (Wilson, 2008, p. 60-73)

The second phase is establishing students' reason to listen. Wilson (2008, p. 75) states these principles for doing so - "make the purpose realistic, make the goal achievable, and get students involved." The most common way to establish a reason for listening is to set questions before the listening. These questions are known as signpost questions and help students focus on the main points of listening. (Wilson, 2008, p. 75)

Another way of preparing students for listening is pre-teaching of unknown vocabulary. Wilson (2008, p. 76) notes that it is useful to pre-teach vocabulary if the words are necessary for completing the task. On the other hand, it is inefficient to waste time pre-teaching words that are not essential for the meaning of the listening and there is a low probability that learners will frequently use it. Research shown that students have often difficulties to recall and use vocabulary they had learnt only minutes before the listening task. This is the reason that pre-teaching vocabulary is less effective than other pre-listening activities. Wilson

concludes that pre-listening stage should not take too much time and give away too much information so the students will not lose their interest. (Wilson, 2008, p. 76-79)

2.3.2 While-listening

The while-listening stage requires students to use the information they heard in order to complete various tasks and activities. Wilson (2008, p. 81-82) claims that such activities help students to focus on important passages of the listening, orientate in the structure of the text, and provide them with clues on how to respond. Apart from this, while-listening activities show whether students understand or not. Wilson (2008, p. 82) distinguishes between activities aimed at production and those aimed at recognition. The production activities, which include note-taking, answering questions, correcting errors and completing charts, tables or sentences, require also other skills than listening. When students are writing a response they also need to paid attention to grammar, spelling, or punctuation, therefore it puts more pressure on them and there is a risk they forgot the information in the listening passage. On the other hand, the recognition activities such as multiple-choice questions, true or false question are more about comprehension and students are less distracted from the listening. Wilson adds that on the first hearing students should listen for gist – the main idea of the listening. If students are listening the recording more than once they should listen for specific details. (Wilson, 2008, p. 82-83)

Scrivener (2005, p. 176) adds that listening should be challenging for students. If most of the students can find the right answers after the first hearing there is no opportunity for the development of their listening skills. He (Scrivener, 2005, p. 176) claims that sometimes just the process of searching for an answer that is difficult to found is more efficient than a simple task with obvious solution. However, as Wilson (2008, p. 83) points out the goal of the listening should be achievable so the students will not lose the purpose for listening.

Another important factor is the length of the recording. Wilson (2008, p. 28) states that listening activities at elementary level are about one minute long. Scrivener (2005, p. 176) claims that “two minutes of recorded material is enough to provide a lot of listening work.” We can conclude that listening activity for elementary students should be between one and two minutes of length.

Post-listening is the last stage in the listening sequence. It involves checking the correct answers and reflecting on the successes and the difficulties experienced during the listening. The most common post-listening activities are: checking and summarizing, discussion, creative and critical responses, information exchange, problem-solving, deconstructing of the listening text, and reconstructing of the listening text. (Wilson 2008, p. 96-110)

2.4 Conclusion to listening

This chapter provides a theoretical background that is necessary for determining whether the websites enhance listening skills or not. Firstly, it outlines the importance of listening for human interaction and therefore for foreign language learning and teaching. Secondly, it deals with two ways of processing that takes place when people listen. Next, it distinguishes between extensive and intensive listening. Furthermore, it contrasts the difference between listening materials that were created specifically for pedagogical purposes and authentic listening materials. Lastly, it deals with three stages of listening that should be respected when teaching listening comprehension.

In relation to the topic of this paper, which is using of computer technology for teaching listening, we can conclude with a quote by Haggstrom (2009, p. 67) that “language in an audio or video format, presented with appropriate techniques, can effectively teach listening and prepare students for natural, authentic communication in the target language. Moreover, modern computer and Internet technology are the ideal means to accomplish this goal.” This quote brings us to the next chapter which deals with the use of computers and the Internet as didactic means.

3 Didactic means

According to Maňák (1997, 49-50), Skalková (2007, 249), and Průcha (2002, 276), didactic means are considered as tools and phenomena that lead to fulfilment of educational aims. Didactic means can be further divided into non-material means (i.e., didactic principles, teaching methods, organizational forms, strategies, etc.) and material means. (Maňák, 1997, p. 49-50) Since this thesis is concerned with utilization of computer technology for the purpose

of language learning this chapter will discuss material didactic means with special attention paid to modern didactic means.

Material didactic means include all material objects which provide, ensure, and make the teaching-learning process more effective. (Maňák, 1997, p. 50) Skalkova (2007, p. 249) notes that these objects (material teaching aids) are constantly evolving along with technology and culture. Given the changing nature of material didactic means (or teaching aids) Skalková (2007, p. 249-250) divides them into traditional teaching aids and modern teaching aids. Traditional teaching aids include real objects, models, visualizations (pictures, paintings, projections), acoustic aids (e.g. musical instruments) and literary aids (textbooks, guidebooks, dictionaries, etc.). (Maňák, 1995 in Skalková 2007, p. 249) On the other hand, modern didactic means include “all audiovisual technology (video, television, CD player, etc.) and digital technology based on computers and telecommunication services (the Internet, interactive whiteboard, digital camera, etc.).” (Zounek and Šedivá, 2009, p. 15) Zounek (2009, p. 145) claims that scientific and technological progress happening in the second half of the 20th century, especially in information and communication technologies (ICT), significantly affected education and therefore contributed to use of modern didactic means. He considers the Internet and the World Wide Web (WWW) as the most important ICT tools in education. (Zounek, 2009, p. 97) He notes that the possibility of access to the Internet is not limited to desktop computers, but also portable devices like mobile phones, tablets, or notebooks can access the Internet via wireless connection. (Zounek 2009, p. 98-99) This enables students to learn on the Internet from any place with Internet connection.

Zounek (2009, p. 145) labels use of all kinds of ICT tools in education and learning as e-learning. Although Zounek’s notion of e-learning is certainly valid, in this paper we will work with the term computer assisted language learning (CALL) because it applies the use of ICT tools specifically to language learning instead of education in general.

3.1 Computer assisted language learning

With the rapid development of computer technology and immense reduction of its selling prices during the last two decades, the use of computers has become widespread and expanded into homes offices and schools. As computers became widely available teachers and students

started to take advantage of this technology and use it in language learning and teaching. Mike Levy (1997, p. 1) refers to this as computer-assisted language learning (CALL). He defined it as “the search for and study of applications on the computer in language learning and teaching.” (Levy, 1997, p. 1 in Fotos and Brown, 2004, p.3) Ken Beatty provides another definition that encompasses the breadth of the term. He defines CALL as “any process in which a learner uses a computer and, as a result, improves his or hers language.” (Beatty, 2010, p. 7) Beatty stresses that “CALL is an amorphous or unstructured discipline, constantly evolving both in terms of pedagogy and technological advances in hardware and software.” (Beatty, 2010, p. 8) At the present time, CALL integrate learning through the use of email, blogs, wikis, the World Wide Web (WWW) or mobile phones. (Beatty, 2010, p. 8) Since this thesis is focused on enhancing of listening skills on the WWW we are going to focus on the Internet as a source of listening activities.

3.2 The Internet as a source of listening activities

The Internet represents a powerful tool that students can use to practice their listening skills. Levy (2011, p. 215) lists the following types of websites with respect to degree of support for language learning: ESL/EFL websites that are “designed specifically to support language learning; authentic materials with dedicated language learning support; authentic materials with transcripts, captions or other aids that are not specifically provided for language learners; unsupported audio and video materials (e.g. YouTube).” This thesis is concerned with developing of listening skills of learners at elementary levels, therefore we are going to evaluate only ESL/EFL websites that have, at least, some degree of support for language learning, because websites no support for language learning are not suitable for learners at low proficiency levels.

There are numerous benefits of using the Internet as a source of listening activities. Not only can students access a vast amount of free listening materials, but more importantly they can do it alone in their free time. This kind of listening in which the learners are in the control of input and task selection is referred to as autonomous listening. It is performed without a guidance or supervision of a teacher and greatly increases learners’ autonomy, which is beneficial and motivating for learners of all ages. (Rost, 2011, p. 284) Apart from that,

Haggstrom (2009, p. 72-75) adds several other advantages of using the Internet as a source of listening: ease of use, easy access, control of delivery, self-assessment, possibility of verifying comprehension, or multiple types of input.

To conclude, there are numerous benefits of using the Internet for as a source of listening over more traditional didactic means, however it does not mean that it is effective in any given situation. The subchapter below describes the principles of effective use of CALL in a classroom.

3.3 Effective use of CALL

Margaret Haggstrom claims that effective use of CALL requires a teacher to “locate the optimal balance of approaches, resources and tools to meet the needs of particular learners in particular learning context.” (Haggstrom 2009, p. 1) Finding of the optimal balance is not an easy task because of the wide range of decisions that a teacher needs to make when designing a curriculum. Haggstrom (2009) believes that there are, at least, three interdependent categories of decisions that a teacher needs to make. Firstly, the teacher needs to isolate and highlight certain aspects of language that are learned supposed to learn. This decision is related to teacher’s beliefs about the nature of language and language learning. After clarifying the language and learning goals, a teacher needs to choose the pedagogical approach and methodology. The last important decision that a teacher needs to make involves the choice of technologies to support the learning task. (Haggstrom, 2009, p. 1-2) In striving for balanced approach in the context of CALL a teacher needs to know how to combine technological resources with face-to-face, student-student, and teacher-student interaction in the classroom. (Haggstrom, 2009, p. 2) Sotilo claims that:

in the hands of professors who know what they are doing, online instruction is superior to face-to-face instruction. It appears that synchronous electronic discourse is more efficient in terms of time on task than ordinary classroom discourse, and that a decrease in teacher domination of discussions creates more opportunities for the production of more complex language.

(Sotilo, 2000, p. 83 in Haggstrom 2009, p. 2)

Fotos and Brown (2004, p. 3) support Sotilo’s claim and highlight the requirement for experienced and qualified teachers who are able to implement CALL in a classroom

environment effectively and according to the needs of their learners. The following chapter specifies learners' needs as well as their characteristics.

4 Learner

Before we start to evaluate the language learning potential of an ELT website, we must characterize the person that is going to use the website – the learner. How old is the learner? What is his/hers level of English? For example, a 50 year-old adult have completely different understanding of a world, interests and cultural awareness than a 12 year-old pupil of an elementary school, and therefore a website that has great learning potential for the young learner may not work for the old one. Since this thesis aims at students of Czech elementary schools we are going to describe characteristics of learners at the levels 1 and 2 of ISCED (International Standard Classification of Education) classification, these learners are typically aged from 6 to 15 years. (UNESCO Institute for Statistics, 2011, p. 30-34) This chapter focuses on learners' characteristics that affect language learning, learning styles and strategies, and also curricular documents that specify expected outcomes and goals of elementary education.

4.1 Age

Educators in the field of ELT consider age of learners as a major factor that affects language learning. This thesis aims at learners at Czech elementary schools, therefore this chapter will describe characteristics of learners at the ISCED levels 1 and 2. The ISCED level 1 represents primary education and the ISCED level 2 represents lower secondary education. (UNESCO Institute for Statistics, 2011, p. 21) Before further description of learners' characteristics it is necessary to take into account that every learner is different, and thus it is impossible to claim that the following characteristics apply to every learner of certain age. The following is a rather general view on learners' characteristics by several ELT professionals.

Firstly, we are going to focus on students at the ISCED level 1. Learners at this level are usually from 6 to 12 years of age. (UNESCO Institute for Statistics, 2011, p. 30) ELT professionals (Harmer, Ur, Curtain and Dahlberg) label learners that belong in this group as “young children”. Harmer (2001, p. 38) claims that young children respond to meaning even

without the knowledge of individual words. Therefore the listening activity should feature words that are new to the students as it challenges them to guess their meaning based on the context of the listening. Furthermore, young children respond well to “learning that uses themselves and their own lives as main topics” (Harmer 2001, p.38). Thus the topic of the listening should include themes that can young learners easily relate to their own lives. Very important is the length of the recording featured in the listening activity that should correlate with limited attention span of young children. (Ur, 1999, p. 288; Harmer 2001, p. 38; Curtain and Dahlberg 2010, p. 5) Wilson (2008, p. 28) and Scrivener (2005, p. 176) believe that recording for young children should be between one and two minutes of length. Penny Ur (1999, p. 289) stresses the importance of visual input for young children. She claims that if the learning task does not feature relevant visual aids learners tend to seek and get distracted by visual input that is not related to the learning task. (Ur, 1999, p. 289) Curtain and Dahlberg (2010, p. 5) add that especially young children establish meaning through visual cues. Therefore an effective listening activity should incorporate visual materials that are relevant to the topic of the listening.

Next are learners at the ISCED level 2, which represents lower secondary education. Learners at this stage of elementary education are usually from 12 to 15 years old. (UNESCO Institute for Statistics, 2011, p. 33-34) Authors (Harmer, Hoefnagel-Hoehle, Ellis, Ur) refer to learners belonging in this group as “adolescents.” Ur (1999, p. 286) claims that adolescents “are overall the best language learners.” This claim is supported by research which result is that “given the same amount of exposure to a foreign language the older the child the more effectively he or she learns.” (Snow and Hoefnagel-Hoehle 1978; Ellis, 1994 in Ur 1999, p. 286) Harmer (2001, p. 39) explains that one of the key issues in adolescence is the need for individual identity. He claims that peer approval is more important for adolescents than the need for attention of the teacher. He adds that adolescents get easily bored and might display disruptive behavior when they have no interest in the subject matter. The goal is to engage learners by providing material which are relevant and involving, and at the same time be aware of their need for individual identity. (Harmer, 2001, p. 39) In comparison with young children, adolescents have longer attention span, greater ability to discuss abstract issues, and require less attention from teacher. (Harmer 2001, p. 39; Ur 1999, p. 288) To sum up, a

crucial factor when choosing a listening activity, not only, for adolescents is the topic of the listening which should be relevant and make learners interested.

4.2 Learning styles and strategies

Another factor that differentiates learners are their learning styles and strategies. Before further description of various learning styles and strategies, it is useful to explain the difference between the terms “learning style” and “learning strategy.” Douglas Brown points out that learning styles are general characteristics of intellectual functioning and personality type that differentiate one learner from another. These characteristics are consistent and specific to an individual, which makes highly unlikely that an individual with particular learning style will switch to a different learning style. On the other hand, learning strategies are specific methods that a learner uses to accomplish a certain task. Every learner has a number of possible ways to solve a certain problem and it is up to him or her which one he or she chooses. (Brown, 2000, p. 113) When we look at the concept of learning styles and strategies in relation to website evaluation, it more relevant to explore learning styles since they are rather invariable, as opposed to learning strategies that may vary with time.

ELT experts identified a great number of different learning styles models. For the purpose of this paper a model developed by Neil Fleming is used. He distinguished between visual, auditory, read/write, and kinesthetic sensory modalities, which is often referred to as the VARK modalities. (Fleming, 2014)

Learners with predominant visual modality prefer the depiction of information in graphs, diagrams, charts, maps and other devices that people use to represent something instead of using words. Surprisingly, it does not include photographs or video that depict real images. (Fleming, 2014) On the other hand, learners with auditory learning style prefer information that is heard or spoken. They learn the best from lectures, discussions, radio, podcasts, and many others. Learners with auditory learning style often talk out loud when learning or even talk to themselves. (Fleming, 2014) People with read/write modality prefer information displayed as words. This preference emphasizes text-based input and output. People with read/write modality learn the best by reading, making notes, rewriting of ideas and principles, or organizing of diagrams, graphs into statements. (Fleming, 2014) The last group are learners

with predominant kinesthetic modality. This type of modality refers to the “perceptual preference related to the use of experience and practice (simulated or real).” (Fleming, 2014) People with kinesthetic modality learn the best through concrete personal experiences, examples, practice or simulation. This includes demonstrations, case studies, simulations, as well as pictures, photographs, and videos of reality. (Fleming, 2014)

When evaluating ELT websites it is important to take into account that every learner is different and might prefer one website to another, since it better fits his learning styles and strategies.

4.3 Language level

The aim of this thesis is to evaluate internet websites that should improve listening skills of English language learners at Czech elementary schools, and, furthermore, to determine to what extent such websites help learners to achieve goals of elementary education in foreign language. In order to that, we have to take into account relevant curricular that specify goals of elementary education in the Czech Republic. The Ministry of Education, Youth and Sports (MŠMT in Czech) in *Framework Education Programme for Elementary Education (FEP EE)* declare that “education in the field Foreign Language is aimed at attaining the level A2.” (FEP EE, 2016, p. 17) The level A2 represents one of the levels of proficiency in foreign language described in CEF. Since this paper is concerned with listening skills of learners at elementary schools, we will be interested in language abilities of learners at level A1 and level A2 of CEF scale in terms of listening comprehension. Learners at level A1 of CEF scale: “can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.” (Council of Europe, 2001, p. 66) Learners at level A2 are able to “understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.” (Council of Europe, 2001, p. 66)

Although the proficiency levels described in CEF (from A1 to C2) are commonly accepted across Europe and the distinction between various levels is clear there might be a slight disadvantage of using such classification on ELT websites. For example, when a learner who is not familiar with such classification looks on an ELT website and tries to select an activity

appropriate to his/hers level, he/she would have to find out what exactly “A2” means. This may be the reason why many ELT websites use a classification that describes proficiency levels with words instead of a “code”. In such classification a CEF level A1 is equal to elementary, A2 to pre-intermediate, B1 to intermediate, B2 to upper-intermediate, C1 to advanced, and C2 to proficient.

4.4 Learner in the Framework Educational Programme for Elementary Education

Since this thesis aims to evaluate websites that should help students at Czech elementary schools with enhancing their listening skills in English, it is essential to consider curricular documents that specify objectives and outcomes of elementary education. The curricular documents are developed at state and school level. The state level is represented by *National Education Programme* (NEP) and *Framework Education Programmes* (FEPs). (FEP, 2016, p. 5) The NEP “formulates the requirements for the education which are applicable in initial education as a whole,” whereas FEP defines “the binding scope of education for its individual stages: preschool, elementary and secondary education.” (FEP, 2016, p. 5) The documents for the school level are *School Educational Programmes* (SEPs) “on the basis of which education is implemented in individual schools.” (FEP, 2016, p. 5)

The framework divides elementary education into two stages: stage 1(1st – 5th grade) and stage 2(6th – 9th grade). The educational content for each stage is specified by expected outcomes and subject matter. Expected outcomes specify “the expected capability of utilizing the acquired subject matter in practical situations and everyday life.” (FEP EE, 2016, p. 14) The subject matter is organized in thematic areas and is understood as “a means for achieving the expected outcomes.” (FEP EE, 2016, p. 15) Expected outcomes related to listening skills for a pupil at the first stage of elementary education are following:

The pupil shall:

- understand words and simple sentences if they are pronounced in a slow and distinct manner and related to the topics being studied, especially if they have visual support
- understand simple listening texts if they are pronounced in a slow and distinct manner and has visual support

(FEP EE, 2016, p. 25)

The thematic areas in the subject matter for the first stage of elementary education are: “home, family, school, leisure time, occupation, human body, food, clothing, shopping, residence, means of transport, calendar year (holidays, seasons of the year, calendar months, days of the week, hours), animals, weather.” (FEP EE, 2016, p. 26)

The expected outcomes that should be achieved by a pupil at the second stage of elementary education are following:

The pupil shall:

- understand simple listening texts if they are pronounced in a slow and distinct manner
- understand the content of simple and clearly articulated utterance or conversation related to the topics being studied

(FEP EE, 2016, p. 26)

The subject matter for the second stage of elementary education concerns these thematic areas: “home, family, housing, school, leisure time, culture, sport, health care, feeling and moods, eating habits, weather, nature and the city, shopping and fashion, society and its problems, career choices, modern technology and media, travel, facts about English speaking countries.” (FEP EE, 2007, p. 27)

When we relate the framework to the aim of this thesis, which is website evaluation, we will explore whether the listening activities contribute to achieving expected outcomes of elementary education in foreign language. Moreover, we will focus on the content of the listening that should cover thematic areas presented by the framework.

4.5 Conclusion to chapter learner

This chapter summarizes learners’ characteristics that play an important role in language learning. These characteristics help us to determine whether the listening activity on a website is suitable for learners at elementary schools or not. Firstly, this chapter deals with characteristics of learners according to their age group - young children (ISCED level 1 - primary education) and adolescents (ISCED level 2 – lower secondary education). Special

attention is paid to differences among these two groups. For instance, young children have much shorter attention span and require more visual aids than adolescents. Furthermore, the concept of VARK modalities by Neil Fleming, which differentiates learners according to their learning styles and strategies, is introduced. Next, it focuses on the language level of learners at elementary schools as it is defined in CEF. Lastly, it presents the expected outcomes and goals of elementary education in the Czech Republic that are formulated in FEP EE.

5 Summary of the theoretical part

The theoretical part of this thesis serves as a theoretical background for establishing a checklist of criteria for evaluation of websites that are designed to enhance listening skills of English language learners. These criteria are subsequently used for detailed evaluation of two websites presented in the practical part of this thesis.

Firstly, the theoretical part of this paper introduces the concept of communicative competence. Subsequently, the theoretical part deals with listening as a language skill. It deals with general facts about listening, classification of listening, individual stages of listening, and features of effective listening materials. The third chapter is devoted to the use of the Internet and computer technology as modern didactic means. Firstly, it introduces the concept of CALL. Next, it deals with the Internet as a source of listening activities. Lastly, it focuses on the effective use of these technologies. The next chapter covers learners - the intended users of the websites. It categorizes learners according to their age, language level, learning styles and strategies. Moreover, it deals with curricular documents that specify goals of elementary education in the Czech Republic.

Practical part

6 Introduction to the practical part

The practical part of this thesis aims to establish a checklist of criteria for evaluation of websites that are designed to enhance listening skills of English language learners. Subsequently, these criteria are used to evaluate websites: *Randall's ESL Cyber Listening Lab* and *Learn English Teens*. The secondary aim of the practical part is to conduct an analysis of evaluated websites used as modern didactic means in a classroom environment.

The first chapter of the practical part establishes a checklist of criteria for website evaluation (see Appendix C). These criteria are grounded in work of Sandra Fotos and Charles Brown. The evaluation criteria comprise of five modules. Each module covers one specific area of evaluation. The criteria used in the five modules are based on works of several academics who are dedicated their work to website evaluation. The next chapter of the practical part explains the process of selection of websites for detailed evaluation. Next, it evaluates websites *Randall's ESL Cyber Listening Lab* and *Learn English Teens* according to the criteria presented in the checklist. Lastly, the practical part explores the possibility of utilization of evaluated websites as modern didactic means in a classroom environment.

7 Evaluation of websites

Fotos and Brown in their *New Perspectives on CALL for Second Language Classrooms* deal with the issue of evaluating ESL/EFL websites and they divide the process of evaluation into two parts: “screening and evaluation.” (2004, p. 280) It is important to state that by the term evaluation we mean predicative evaluation that is defined as “the assessment of the quality and potential of software application before it is used with students” even though this definition uses the term “software application” it applies to Internet websites as well. (Squires and McDougall, 1996, p. 147 in Fotos and Brown, 2004, p. 280) Both parts of the evaluation process will be described in following subchapters.

7.1 Screening process

The first step in evaluation of Internet websites is the screening process which serves as a tool for “reducing the evaluation pool to a manageable number” from the vast amount of ESL/EFL

websites available on the Internet. (Fotos and Brown, 2004, p. 280) In other words, we need the screening process to know how the websites for evaluation were selected. According to Fotos and Brown the screening process can be conducted by using two methods, or combination of those two. The first method is to “establish rough academic and functional criteria” and apply them to websites that can be found via search engines. The second option is to look for potential websites in published materials, or to visit websites that contain a list of ESL/EFL websites. (Fotos and Brown, 2004, p. 280) Although, using the latter method may be less time-consuming, such meta-sites are often not up-to-date, and we do not know which criteria the author of the site used to select ESL/EFL websites in the list. When following the former method one should visit as many websites as possible. (Fotos and Brown, 2004, p. 281) This paper will work with a combination of these two methods in order to gather as many potential websites as possible.

7.1.1 Academic and Functional Criteria

As mentioned above the screening process consists of applying academic and functional criteria to potential websites. Academic criteria “include items such as topic, level, type, volume and feedback.” (Fotos and Brown, 2004, p. 281) What Fotos and Brown call functional criteria “include such items as cost, degree of interactivity, level of intrusiveness (how much personal information a user must submit), and loading time.” (2004, p. 281) For the purpose of this paper the following screening criteria will be used:

Academic criteria:

1. Contains exercise focused on listening practice
2. Sufficient volume - at least 20 listening exercises
3. Language appropriate for learners at elementary schools
4. Individual stages of listening: pre-listening, while-listening, and post-listening
5. Feedback that provides the correct answers

Functional criteria:

6. Cost: free

(Cunningsworth 1995, p. 67-68; Fotos and Brown, 2004, p. 288)

7.2 Evaluation criteria

The next stage in evaluation of ESL websites is to establish a checklist of criteria with the help of modular framework. Fotos and Brown (2004, p. 281) define the modular framework as:

Conceptual scheme made up of several modules; the modules are units covering one aspect of evaluation, each containing a body of principles or criteria for that module's topic. The framework is generative in that the principles in each module serve to generate a set of specific checklist items for each case.

The framework presented by Fotos and Brown is based on literature by various scholars (Conole, Chapelle, Garrido, Geissler, Hubbard, Oliver, and Radzik) who have been interested in generative evaluation tools but is focused specifically on ESL and EFL websites. The framework consists of the following modules:

1. Language acquisition
2. ESL material design
3. Learner profile and learning styles
4. Courseware and multimedia instructional design
5. Online courseware instructional design

(Fotos and Brown, 2004, p. 282)

Since this thesis is aimed at evaluation of listening websites, the principles and criteria presented in the framework must be modified according to relevant literature and the findings presented in the theoretical part of this paper.

7.2.1 Language acquisition

This module is based on Carol Chapelle's criteria for CALL task appropriateness for promoting language acquisition. She established the following criteria for CALL task appropriateness: language learning potential, learner fit, meaning focus, authenticity, positive impact, and practicality." (Chapelle, 2001, p. 55) Given the purpose of this paper, the following criteria will be described in greater extent: language learning potential, meaning focus, authenticity, and positive impact.

Language learning potential of CALL task concerns the extent to which the task gives opportunity to language learning instead of plain opportunity for the use of the language. The distinction between language learning and language use is characterized by “the extent to which the task promotes beneficial focus on form.” (Chapelle, 2001, p. 55) Characteristics that are relevant to promoting focus on form include: time pressure, modality, support, surprise, control, and stakes. (Chapelle, 2001, p. 55).

The criterion of meaning focus “denotes that the learner’s primary attention is directed toward the meaning of the language that is required to accomplish the task.” (Chapelle, 2001, p. 56) Learners should use the target language to achieve a certain goal, e.g. listen for specific information, or listen for overall understanding. Such tasks differs from tasks oriented on form in which may be learners required to fill in the correct tense of a verb, or to transform declarative statements into yes/no questions. In tasks with focus on meaning learners are required to use the language purposefully to construct and interpret meaning.

Authenticity reflects the need of the learners to use the target language in tasks that are similar to situations learners are likely to experience in their everyday life. A CALL task that is authentic promotes learners’ interest and willingness to participate, because they see the opportunity to apply the targeted language outside of the classroom environment. (Chapelle, 2001, p. 56) Furthermore, the criterion of authenticity corresponds with the current theory of communicative language ability. Bachman and Palmer believe that “development of ability in language for particular purposes requires practice in using language for those purposes.” (Bachman, 1990; Bachman & Palmer, 1996 in Chapelle, 2001, p. 56)

The positive impact refers to features of a CALL task that expand beyond its language learning potential. CALL tasks with positive impact should develop learners’ metacognitive strategies as well as their language abilities. (Oxford, 1990 in Chapelle, 2001, p. 57) Such tasks are likely to “engage learners’ interest in the target language culture in a way that will help develop their willingness to seek out opportunities to communicate in the L2.” (Chapelle, 2001, p. 57) In other words, a CALL task that has positive impact should promote learners’ interest in the targeted language not only from a linguistic point of view, but also culturally.

7.2.2 ESL material design

Fotos and Brown (2004, p. 283) note that “the second module, ESL material design, applies the criteria established for evaluation of ESL and EFL textbook materials to courseware and web-based learning sites.” The criteria in the second module will be based on Cunningsworth’s criteria for evaluation of listening activities in ESL and EFL textbooks and the findings from chapter 2.

Firstly, we will be interested in the type of listening materials provided by the website. We will explore whether the website features materials for extensive or intensive listening. (Harmer, 2001, p. 228-230; Wilson, 2008, p. 29) Moreover, we will examine whether the listening materials on the website have features typical for authentic or scripted listening. (Rost, 2001, p.165; Wilson, 2008, p. 30) Next, we will focus on how the website address three individual stages of a listening lesson. (Richards, 2008, p. 10; Wilson 2008, p. 60) Alan Cunningsworth (1995, p. 67) stresses the importance of pre-listening activities, which can be in form of pre-questions or asking the students to listen for specific information contained in the listening material. He believes that such pre-listening activities makes the exercise purposeful by placing it in a context. Wilson (2008, p. 60) adds that pre-listening activities should give learners an idea about the content of the listening and increase their chance to complete the given task. The pre-listening stage of a listening can be represented the following techniques and activities: brainstorming, using pictures, photos, guides, maps, brochures and real-life objects connected to the listening, reading short text concerning the topic of the listening, gap-filling exercises, introduction of the situational context of the listening (answering the telephone, ordering in a restaurant), asking students about their opinions, ideas and facts about the topic. (Wilson, 2008, p. 60-73) Next, we need to check the quality of the recording and the speed of delivery, which should be appropriate to learners’ abilities and level. On the other hand, “over-articulated speech is to be avoided and the listening activity should include features such as elision, weak forms, assimilation, etc.” (Cunningsworth 1995, p. 67-68) Another important factor is the length of the recording which should be between one and two minutes of length for learners at elementary level. (Wilson 2008, p. 28; Scrivener 2005, p. 176) Next point of examination is the quality of visual support for the listening. Penny Ur (1999, p. 289) stress the importance of visual aids as they help

learners to maintain focus and establish meaning. Cunningsworth (1995, p. 68) points out the fact that if students listen to recording they are deprived of features visible in normal conversation such as body language, facial expressions, eye contact, etc. This disadvantage can be overcome by including a video instead of just plain recording.

In this module we must take into account the following:

1. Type of listening material: extensive vs. intensive; authentic vs. scripted
2. Features of speech such as elision, weak forms, assimilation, etc.
3. Context in which is the listening material set
4. Stages of listening: pre-listening, while-listening, post-listening
5. The appropriate speed of delivery
6. Length of the recording
7. Visual support of listening: pictures, video

(Cunningsworth 1995, p. 67-68; Harmer, 2001, p. 228-230; Wilson, 2008, p. 29-110; Rost, 2001, p.165; Richards, 2008, p. 10; Ur 1999, p. 289)

7.2.3 Learner profile and learning styles

Unlike the previous two modules that are mainly concerned with the content of the website, this module put into focus learners who are going to use the website. Hubbard finds several points about learners quite important. These include the following: language level, ability to handle metalanguage, and technical ability. (Hubbard 1996 in Photos, Brown 2004, p. 284-292) Chapelle (2001, p. 56) agrees with Hubbard that the CALL task (in this case a listening activity on the Internet) must be selected with respect to learners' language abilities. The task must provide learners with opportunity to work with a range of target structures appropriate to their level. If the language of the CALL task is already known to the learner, the learner has no opportunity to develop his language abilities. On the other hand, if the language of the task is beyond learner's grasp to the extent he or she does not understand, the development of his or hers language abilities cannot take place. (Chapelle, 2001, p. 56) Since this paper is aimed at learners at elementary schools the language level should be at the levels A1 and A2 on CEF

scale. The ability to handle metalanguage means that learners should not experience any difficulties with understanding of instructions on the website, the aim for the website is to provide natural language and enhance learning, not hinder it. (Hubbard, 1996, 22-23) The criterion of technical ability requires learners to be able to work with the computer and browse the Internet.

Although the criteria established by Hubbard are certainly valid, it is necessary to complement them by learners' characteristics, which are discussed in chapter 4. When evaluating ELT websites one must also consider the age of the learner, not only his or hers language level. For instance young children have much shorter attention span and require more visual aids than adolescents. Moreover the website has to fit learning styles and strategies of particular learner. This paper works with the VARK model of learning styles developed by Neil Fleming. Finally, this module explores whether the evaluated websites contribute to achieving of objectives and outcomes of elementary education in the Czech Republic specified in FEP EE.

7.2.4 Courseware and multimedia instructional design

The previous three modules focused on the content of websites and characteristics of their users. In contrast, the fourth module explores the role of design and interface in website evaluation. Fotos and Brown (2004, p. 284-285) consider the following aspects of website design as the most important: "interface, navigation, text quality, graphics and sound, and interactivity."

- Interface of the website should be easy to use with clear and simple instructions
- Navigation on the website should have clearly marked ways to go back and forward, or return to the main menu. Moreover it should offer some kind of help or hint.
- Text quality means that all texts on the website should be large enough and easy to read. Symbols, buttons and icons on the website should be used consistently so they are easy to remember.
- Graphics and sound featured on the website should utilize appropriate style and graphics. Illustrations should be clearly labeled, and placed in such way that does not

interfere with text. Audio tracks and recordings on the website should be intelligible and without any distortions.

- Interactivity means that the website should provide immediate feedback that is sufficient and of the appropriate type. Moreover, the links on the website should not lead to infinite loops or dead ends.

(Fotos and Brown, 2004, p. 291-292)

7.2.5 Online courseware instructional design

The fifth module covers similar topics as the fourth module; the difference between those two is that “the criteria are applied specifically to online material instead of computer-based instructional materials generally.” (Fotos and Brown, 2004, 285) There are numerous aspects that need to be taken into account when evaluating online courseware instructional design of websites. This module works with the criteria that are based on Roberts and Robson’s (1999) scoring guide for evaluating “web-based pedagogical resources” (Fotos and Brown, 2004, p. 285) The evaluation criteria are following: “user management, support for human-human interactivity and for computer-human interactivity, adaptivity, multimedia, accessibility, and web-centricity.” (Fotos and Brown, 2004, p. 285-292; Roberts and Robson, 1999)

- User management means that the website should offer user authentication and some form of record keeping (Roberts and Robson, 1999)
- The website should feature support for computer-human interactivity as well as support for human-human interactivity. (Fotos and Brown, 2004, p. 285)
- Adaptability refers to the extent to which is the website able to adapt to users’ history and preferences. (Roberts and Robson, 1999)
- Multimedia featured on the website should be legal, ethical and culturally appropriate without any barriers related to technology or design. (Roberts and Robson, 1999)
- Accessibility deals with features of website design that might prevent disabled learners from accessing and using the website. For instance, if the contrast of background and

text is insufficient color-blind learner cannot access the website. (Fotos and Brown, 2004, p. 286)

- Web-centricity refers to the extent to which materials on the website have "taken advantage of the expanded horizons for communicating ideas with a new medium." (Fraser 1999, p. 8 in Fotos and Brown, p. 287) The opposite of web-centric materials are "shovelware" materials. Fraser argues that shovelware materials features mostly educational content that "is shoveled from one medium to another with little regard for the appearance, ease of use, or capabilities of the second medium." (Fraser 1999, p. 8 in Fotos and Brown, p. 287) In other words, the web-centricity explores whether the website can take advantage of the possibilities offered by computer and Internet technology.

8 Screening process

As it was already mentioned, the screening process helps us to select websites for evaluation. Firstly, the Internet was searched for potential websites. We used the search engines by Google, Bing and Yahoo with the following keywords in various combinations: listening, exercises, activities, practice, elementary level, ESL, ELT, websites. Also websites from several meta-sites (e.g. Dave's ESL Café) and websites that Wilson (2008, p. 183) recommends were added to the evaluation pool. The goal was to find as many websites that students of elementary schools can use to develop their listening skills as possible. Altogether the evaluation pool counted over fifty websites, however many of them were not working properly or only contained links that led to websites that already had been visited. After excluding such websites, the total number of websites for screening was twenty. For the list of the websites and their URLs see Appendix A.

8.1 Screening of potential websites

To screen websites in the evaluation pool the criteria established in subchapter 7.1.1 are used (see Appendix B). All websites that underwent the screening process contained an exercise that is focused on listening practice (criterion 1). However, five of them did not provide sufficient volume of listening exercises (criterion 2) Next, five websites did not feature

language that corresponds with CEF levels A1 and A2 (criterion 3). Three websites required learners to pay for the listening exercises (criterion 6). One website did not even provide learners with correct answers (criterion 5). The major disadvantage of most of the websites was found in the incapability to address the individual stages of listening (criterion 4). Eighteen websites did not feature any form of pre-listening or post-listening activities, which experts in the field of ELT believe to be necessary elements of listening tasks. Only two websites (*Randall's ESL Cyber Listening Lab* and *Learn English Teens*) provided pre-listening and post-listening activities for all of the exercises. Websites that failed to meet one or more criteria we excluded from the evaluation. Only two websites (*Randall's ESL Cyber Listening Lab* and *Learn English Teens*) met all of the screening criteria, therefore, detailed evaluation presented in this thesis will deal only with *Randall's ESL Cyber Listening Lab* and *Learn English Teen*. For the screening criteria and the table that deals with screening of websites see Appendix B.

9 Evaluation of *Randall's ESL Cyber Listening Lab*

9.1 Description of the website

The author of *Randall's ESL Cyber Listening Lab* is Randal Davis who has been working as a teacher for over 25 years. He launched the website in 1998 and continues to update it till the present time. The website is aimed primarily at development of listening skills, but also contains a sections that are focused on grammar and vocabulary. There are also numerous links to author's favorite language learning resources as well as general tips for English language learners on how to improve their skills. The design and the interface of the website is plain and simple. It features a simple navigation menu and there are only few pictures and illustrations. Concerning the overall impression of the website it is evident the design has not changed much since the launch of the website, which makes the website look a bit outdated.

9.2 Evaluation

9.2.1 Language acquisition

The listening exercises available at *Randall's ESL Cyber Listening Lab* feature tasks that not only focus on meaning, but also on form of the language, which increases the language learning potential of the website. Moreover, most of the exercises links the listening activity with tasks that introduce vocabulary and grammar from the listening. The site contains listening tasks for learners at all proficiency levels so every learner can pick a task that is challenging and provides an opportunity to develop his/hers listening skills. The activities feature tasks that are aimed at understanding which contributes to meet the criterion of meaning focus. The site features listening on variety of topics, many of them (e.g. shopping, buying a ticket, renting a DVD, or telephoning) involve situations that learners experience in their lives on everyday basis, which should make learners interested and therefore increase their willingness to participate. Furthermore, the authentic context of listening on the website contributes to the development communicative language ability. The website features a section with self-study guide that organizes listening activities according to their topic and language function, which helps learners to be aware of their learning, and thus improve their metacognitive skills. Some of the listening exercises on the website feature themes and topics that not only develop language skills, but also engage learners' interest in the culture of the target language, which increases the positive impact of the website.

9.2.2 ESL material design

The listening materials on *Randall's ESL Cyber Listening Lab* are aimed exclusively at intensive listening and do not offer any resources to listen extensively. The listening materials for learners at lowest proficiency level have features typical for scripted listening – monotonous delivery, little overlap between speakers, and no background noises. For learners at higher proficiency levels activities already contain features typical for authentic listening such as overlap between the speakers, or background noises, but the structure of the language is still appropriate to elementary level. More advanced listening exercises contain native-like language that features gap fillers, false starts, hesitations, and a lot of background noises. Moreover, most of the recordings include features of speech such as elision, weak forms, or

assimilation of voicing that are normally used by native speakers. The exercises are set in a context that features language that is appropriate to a given situation (e.g. ordering at restaurant, or having a party) which helps learners to develop their sociolinguistic competence. As it was already mentioned, all listening exercises on the website involve all three stages of listening - pre-listening, while-listening and post-listening activities. The pre-listening activities are usually in a form of short text that gives learner an idea about what they are going to hear. The text often contains questions about students experience concerning the topic of the listening. This helps to establish a reason to listen and forces students to recall vocabulary concerning the topic. The while-listening stage consists mostly of multiple-choice questions and true or false questions that check for learners' understanding. All of while-listening activities on the website requires listening for specific detail and there is no opportunity to listening for overall meaning of the listening, which can be considered as a major disadvantage of *Randall's ESL Cyber Listening Lab*. The post-listening stage is addressed by various types of activities. The first type is a discussing of the topic with other students, which suggests that the author intended to use the website also for classroom practice. Other post-listening activities encourage students to write their opinions and ideas related to the topic of the listening on Randall's ESL Blog, where they can also read posts of other students. Some of the activities require students to use the Internet to find answers to given questions. The length of the recordings did not exceed two minutes, which is the appropriate length for elementary students. (Scrivener 2005, p. 176; Wilson, 2008, p. 28) Concerning the visual support of listening, the website only provides picture for some of the pre-listening activities. There is one listening for elementary level that features a video, however the video is only a slideshow made up from pictures so it does not allow learners to observe for body language or facial expressions of the speaker.

9.2.3 Learner profile and learning styles

The language level of the exercises is graded in the following way: easy, medium, and difficult. Furthermore, there are exercises that are according to the author easier than those labeled as easy. This type of exercises features listening in which the speakers speak slowly with very clear pronunciation. There is also quite large gap between utterances which makes the comprehension easier. Moreover, these exercises match the expected outcomes and touch

some of the thematic areas (e.g. shopping, clothing, family, or schools) for the first stage of elementary education stated in FEP EE. Therefore, this type of exercises is suitable for students at the first stage of elementary education. Moreover, the length of these exercises is under two minutes, which makes them suitable for young learners, who have only limited attention span and quickly lose interest. The exercises labeled as easy feature more authentic language and their topics are closer to the thematic areas for the second stage of elementary education which makes them suitable for students at the second stage of elementary education. The medium and difficult exercises are designed for more advanced learners.

The website feature only very few pictures and illustrations which might prevent learners with predominant visual modality to exploit the full potential of the website. On the other hand, learners with auditory and read/write modality might prefer this type of website. The instructions on the website are written mostly in simple English and should not pose a problem for students at elementary level, however some of the pre-listening and post-listening activities contains specific words that may be unknown to some students. It is important to mention that the users of the website must possess a certain level of technical ability in order to use it efficiently. This includes basic knowledge of operating the computer and experience with web browsing.

9.2.4 Courseware and multimedia instructional design

The interface of the website is plain and simple without any unnecessary pictures or graphics, which helps users with easy orientation on the website. However, it might be slightly limiting for learners with visual and kinesthetic modality, since it does not offer much visual support for the listening. When working with the website, no troubles with navigation or the layout of the website were experienced. All texts on the website are written in easily legible fonts with appropriate size. However, the website contains advertisement that can be distracting. All illustration and pictures are placed in such way that it does not interfere with texts on the website. The sound quality of the recordings is generally very good without any noticeable distortions. The websites provides immediate feedback with correct answers. The feedback is provided by displaying correct answers and score. There are no additional comments or explanation that would help learners to correct their mistakes. No links to dead ends or infinite loops were found when working with the website.

9.2.5 Online courseware instructional design

Unfortunately, the website does not offer any form of user authentication or record keeping. The primary focus of the websites is computer-human interactivity. Nonetheless, some of the post-listening activities lead users to Randall's ESL Blog where they interact with other users of the website, which increases the support for human-human interaction. The website does not support any form tracking users' results or adaptability to their preferences. All multimedia featured on the website are legal, ethical and culturally appropriate without any barriers related to technology or design. The website does not have any features that would help persons with physical disabilities to facilitate their learning. Concerning technological aspects, the website is free of coding errors, browser display issues or dead links. The loading speed of all sections of the website is rapid. Generally, there are no issues that would hinder utilization of the website. Concerning the criterion of web-centricity, the website features listening materials that could be easily transferred into a different medium (i.e. using a tape recorder and a worksheet) which is the major limitation of this site since it does not fully exploit the potential of computer technology.

10 Evaluation of *Learn English Teens*

10.1 Description of the website

The *Learn English Teens* website is developed and administered by the British Council. The website provides practice of reading, writing, and listening skills. There is a section which deals with grammar and vocabulary and a 'study break' section that features several games, photo quizzes and videos. There also a 'watch and listen' section that includes materials for extensive listening. Moreover, the website also offers face-to-face courses in over 40 countries, including the Czech Republic. This thesis will deal with the evaluation of the section focused on listening skills practice.

10.2 Evaluation

10.2.1 Language acquisition

The listening activities on the website involve exercises focused on meaning as well as on the form of the language. The focus on form of the language is promoted by gap-filling and spelling exercises. These types of exercises force learners to pay attention to the form of the language giving them opportunity for language learning instead of plain use of the language. The website features a free English level test that helps learners determine their proficiency level according to which they can select the appropriate listening exercise. Most of the tasks are oriented on the meaning of the language. These include multiple choice questions, reordering of words and sentences, and true or false questions. Similarly to *Randal's ESL Cyber Listening Lab*, many of the listening on the website are related to situations that learners can experience outside of the classroom. Topics like ordering a food, introducing a friend, or giving directions increase students' interest in language learning because they see the opportunity of using the language in these real-life situations. There is a section with study tips for exams with useful tips on how to prepare for exams which contribute to the development of metacognitive strategies. There are printable worksheet with exercises, answers, and transcript for every listening activity which makes the website convenient for the use in a classroom, even if the school is not equipped with a computer for every student. However, the exercises must fit in with the educational content of a particular school and teacher's lesson plan.

10.2.2 ESL material design

Majority of listening exercises on the website are aimed at intensive listening, however there is a section with songs and videos that can serve as a source of extensive listening. Exercises for practice of listening skills contain pedagogic listening materials that were created specifically for language learning purposes. Recordings for lower proficiency levels feature highly structured language that is closer to written English than conversation of native speakers. Moreover, there is no background noise and the delivery of speech is slow. Recordings for intermediate proficiency are authentic-based, which means that the speed of delivery and the structure of the language is closer to native speakers' way of talking, but the

recording was still created for pedagogic purposes. Authentic materials are represented by songs and videos that are suitable for advanced learners. The listening activities are set in a context that is partly related to studying and school and partly to situations that students experience outside of a school. The pre-listening stage is represented by various types of exercises – match words with their definitions, match words with pictures, or order sentences. These exercises always feature vocabulary from the listening and introduces the topic of the listening. The while-listening stage consists of two exercises that check for learners' comprehension. The comprehension exercises are consist of matching, gap-filling, multiple-choice questions, or reordering activities that are aimed at specific information from the listening. Listening for gist is not covered in any of the exercises. The post-listening is in addressed in a form of discussion with other users of the website. There is a question asking about users' experience or opinions about the topic, these are displayed in a comment section where users can read responses from other users and respond to each other. The length of the recordings in exercises for elementary is under two minutes, exercises for advanced learner are usually under five minutes. Each exercise includes a picture that characterizes the content of listening, moreover some of the pre-listening activities are based on matching pictures with words. There are also some activities that feature videos which help learners to body language and facial expressions of the speaker.

10.2.3 Learner profile and learning styles

The exercises are categorized according to levels of proficiency specified in CEF. The levels A1 and A2 are according to FEP EE suitable for elementary students in the Czech Republic. The exercises at A1 level feature conversations in which the speakers speak with slow articulation. The topics of the exercises for elementary level covers some of the thematic areas stated in FEP EE (e.g. travelling eating, family, or nature and weather). The length of these exercises does not exceed two minutes. Therefore the exercises at level A1 are ideal for learners at the first stage of elementary education. The exercises for A2 level feature more authentic language. Some of the topics touches thematic areas for secondary stage of elementary education (e.g. sports, leisure time, traveling, eating) other topics (e.g. taking notes, stop wasting time) help learners to learn more effectively. These exercises are suitable for learners at the second stage of elementary education. If some learners would find these

exercise too easy there are listening exercises up to the C1 level of CEF scale of proficiency, therefore every learner, except the very advanced ones, can find an exercises that is challenging.

The listening activities on the website are accompanied by many illustrations, pictures and visual aids. Most of them depict real people or situations which is beneficial for learners with kinesthetic modality. There is a transcript for every exercise on the website which can help learners with read/write modality who prefer text-based input. Similarly to *Randall's ESL Cyber Listening Lab*, the users do not need any special technical skills to be able to use the website effectively.

10.2.4 Courseware and multimedia instructional design

The website features a modern interface with drop-down navigation menu at the top part of the website. The layout of the website is well arranged and the navigation should not pose a problem even for young users. All texts on the website are legible without any errors or typos. The recordings in the listening exercises are of high quality and does not suffer from any distortions. Symbols, buttons and icons on the website are used consistently and they are easy to remember. Some of the exercises include interactive tasks in which users have to match pictures with words by dragging, which especially young learners might enjoy. The web design is clean without any distracting advertisement. The feedback is provided after clicking the finish button by displaying correct answers and a score. Unfortunately, there are no further comments that would help learners realize their mistakes.

10.2.5 Online courseware instructional design

The users of the website can register their own account and keep track of their results. The activities on the website mainly support computer-human interaction, however the comment section allows to interact with other users. Users can read comments of other users and if they like some comment they can upvote it and the author gets a point. The number of users' comments and points together with basic information can be found in the user profile. Registered users have the possibility to bookmark a content in which they are interested. The content of the website is ethical and culturally appropriate. No coding errors, dead links or any

other technological issues were experienced when working with the website. Unfortunately, only a small number of components on the website can be used without a mouse, or with the use of a screen reader, therefore there is not much support for disabled users. However, the authors of the website know about this issue and plan to include support for persons with physical disabilities in the future update of the website. Some parts of the listening activities (e.g. interactive exercises) can hardly be transferred to another medium without any significant modifications. Therefore, it can be concluded that the website *Learn English Teens* is web-centric since it fully exploits the possibilities of computer technology.

11 Analysis of evaluated websites as modern didactic means

When we look at the two evaluated websites from the perspective of their use in a classroom environment we come to the following points. Both evaluated websites represent a valuable resource of listening materials that can be also used as modern didactic means in a classroom. However, we are interested in the value of using such websites as didactic means instead of more traditional didactic means (e.g. a tape-recorder or a CD player). Aside from obvious advantages of computers such as ease of use, easy access, control of delivery, self-assessment, or possibility of verifying comprehension (Haggstrom, 2009, p. 72-75), the value lies in the extent to which websites have "taken advantage of the expanded horizons for communicating ideas with a new medium." (Fraser 1999, p. 8 in Fotos and Brown, p. 287) This is closely tied to the criterion of web-centricity discussed in subchapter 7.2.5 that is about taking advantage of the possibilities offered by computer and Internet technology. Another important factor for using websites as didactic means in a classroom is the fit between the content of the website and curricular documents. A website is convenient for classroom use when topics of activities on the website match thematic areas specified in FEP EE.

The website *Randall's ESL Cyber Listening Lab* offers a substantial amount of listening exercises that undisputedly contribute to the development of listening skills. Moreover, the topics of the exercises feature some thematic areas for elementary education, which facilitates implementation of using the website as didactic mean in a classroom. Nonetheless, the nature of the exercises does not allow the website to exploit the potential of CALL to the fullest. All exercises featured on *Randall's ESL Cyber Listening Lab* could be conducted by using a tape-

recorder or a CD player and sheet of paper to fill in the answers. Therefore, the website serves only as a source of listening materials with only little added value of computer technology. On the other hand, the exercises on *Learn English Teens* feature interactive tasks that would have had hardly the same effect when used with a tape-recorder and a worksheet. This web-centricity of *Learn English Teens* makes it suitable for use as a modern didactic mean in a classroom environment. However, it is important to point out that effective learning involves combination of technological resources with face-to-face, student-student, and teacher-student interaction. (Haagstrom, 2009, p. 2)

12 Summary of the practical part

The primary aim of the practical part was to establish a checklist of criteria that is designed specifically for the purpose of evaluating websites focused on enhancing listening skills in English. Subsequently, these criteria were used to evaluate websites: *Randall's ESL Cyber Listening Lab* and *Learn English Teens*. The main focus was put on the use of these websites in students' own time as a means of self-study. Nevertheless, this paper also explores the possibility of utilization of discussed websites as modern didactic means in a classroom environment.

The first chapter of the practical part establishes a checklist of criteria for website evaluation (see Appendix C). These criteria are grounded in modular framework for website evaluation that was developed by Sandra Fotos and Charles Brown. However, this framework had to be modified in order to meet the needs for evaluation of websites that focus specifically on listening skills. The evaluation criteria comprised of five modules. Each module covered one specific aspect of evaluation. The next chapter of the practical part explains the process of selection of websites for detailed evaluation (see Appendix B). On the basis of screening process websites *Randall's ESL Cyber Listening Lab* and *Learn English Teens* were selected for detailed evaluation. The evaluation criteria focused not only on potential for development of listening skills, but also on technological aspects of websites.

The evaluation has shown that both websites can be used as powerful tools to enhance listening skills of English language learners. Both evaluated websites offer substantial amount of listening exercises at levels A1 and A2 of CEF scale, and therefore are suitable for young

learners (ISCED level 1 – primary education) and also for adolescents (ISCED level 2 - lower secondary education). Both websites feature exercises that cover some of the thematic areas that are stated in FEP, which contributes to achieving of expected outcomes of elementary education. The exercises are set in a real-life context that is close to situations that students of elementary schools can experience outside of the classroom. The website *Randall's ESL Cyber Listening Lab* is suitable for learners with auditory and read/write modality since it does not feature many visual aids. On the other hand, the website *Learn English Teens* features a lot of pictures, photographs and illustrations that make it convenient for learners with visual and kinesthetic modality. Furthermore, the exercises on *Learn English Teens* are accompanied with typescripts, which helps learners with read/write modality. The *Randall's ESL Cyber Listening Lab* is primarily aimed at practice of intensive listening and does not offer any listening material for extensive listening, which is one of the major disadvantages of the website. On the other hand, the website *Learn English Teens* offers content for extensive listening as well as intensive listening. Both of the evaluated websites address all three individual stages of listening: pre-listening, while-listening, and post-listening. The language used in exercises featured on both websites is appropriate to CEF level A2, which is according to FEP EE the goal of elementary education in the field of foreign language. None of the evaluated websites requires any special technical skills except for basic knowledge of operating a computer and experience with web browsing. Concerning the technical aspects of evaluation, both websites are free of coding errors, dead links or other issues that would hinder their utilization. Their interface is user-friendly and the orientation on the websites is not a problem. When comparing these two websites in terms of design, it can be concluded that *Randall's ESL Cyber Listening Lab* features rather simple design that probably has not changed since the website was launched. In contrast, *Learn English Teens* utilizes a modern design that is well-arranged and makes the navigation on the website intuitive. Unfortunately, none of the evaluated websites do not have any features that would make them accessible to persons with physical disabilities.

The analysis of the evaluated websites in a classroom environment has shown that both websites can be used as modern didactic means when teaching listening. The topics of the exercises make both websites suitable for implementation into a classroom. However, the analysis indicate that only *Learn English Teens* exploits the possibility of CALL to the fullest.

The website *Randall's ESL Cyber Listening Lab* can serve only as a source of listening materials in a classroom because it features listening activities that can be easily conducted with a tape-recorder and a worksheet. Therefore the potential of computer technology remains unexploited. On the other hand, the exercises on *Learn English Teens* feature interactive tasks that would have had hardly the same effect when used with a tape-recorder and a worksheet. This web-centricity of *Learn English Teens* makes it suitable not only for self-study, but also for its use as a modern didactic mean in a classroom environment.

13 Conclusion of the thesis

This bachelor thesis deals with the issue of evaluating internet websites that are designed to enhance listening skills of English language learners. The primary aim of this thesis was to establish a checklist of criteria that is designed specifically for the purpose of evaluating websites focused on enhancing listening skills in English. Subsequently, this checklist of criteria was used to evaluate websites: *Randall's ESL Cyber Listening Lab* and *Learn English Teens*. The main focus is put on the use of these websites in students' own time as a means of self-study. Nevertheless, this paper also explores the possibility of utilization of discussed websites as modern didactic means in a classroom environment.

The thesis comprises of two parts: theoretical and practical. The theoretical part of this thesis serve as a theoretical background for the research conducted in the practical part. Firstly, the theoretical part deals with the concept of communicative competence. The second chapter is devoted to listening as a language skill. Firstly, it outlines the importance of listening skills for communication and therefore for foreign language learning and teaching. Secondly, it deals with two ways of processing that takes place in human brains when we listen. Next, it distinguishes between extensive and intensive listening. Furthermore, it contrasts the difference between listening materials that were created specifically for pedagogical purposes and authentic listening materials. Lastly, it deals with three stages of listening lesson that should be respected when teaching listening comprehension. The third chapter deals with the use of information and communication technologies as didactic means. Firstly, it explains the difference between traditional didactic means and modern didactic means. Secondly, it introduces the concept of CALL. Next, it deals with advantages of using the Internet as a

source of listening activities over more traditional didactic means. Lastly, it focuses on the effective use of information and communication technologies. The next chapter covers learners - the intended users of websites. It summarizes learners' characteristics that play an important role in language learning. Firstly, this chapter deals with characteristics of learners according to their age group - young children (ISCED level 1 - primary education) and adolescents (ISCED level 2 – lower secondary education). Special attention is paid to differences among these two groups. For instance, young children have much shorter attention span and require more visual aids than adolescents. Furthermore, it introduces the concept of VARK modalities by Neil Fleming, which differentiates learners according to their learning styles and strategies. Next, it focuses on the language level of learners at elementary schools as it is defined in CEF. Lastly, it presents expected outcomes and goals of elementary education in the Czech Republic that are formulated in FEP EE.

The first chapter of the practical part is dedicated to the methodology of the research. Firstly, it explains the screening process according to which the evaluated websites were selected. Next, it establishes a set of criteria that are used for selecting websites for detailed evaluation. Finally, the first chapter of the practical part establishes a checklist of criteria for website evaluation (see Appendix C). These criteria are grounded in modular framework for website evaluation that was developed by Sandra Fotos and Charles Brown. However, this framework had to be modified to meet the requirements for evaluation of websites that focus specifically on listening skills. The checklist of criteria used in this paper is based on works of several authors (namely Cunningsworth, Fotos and Brown, Harmer, Wilson, Rost, Richards, Ur). The framework for evaluation comprises of five modules. Each module covers one specific aspect of evaluation. The second chapter of the practical part demonstrates the use of the screening process in order to select websites for evaluation. First of all, the Internet was searched for websites that offer practice of listening skills. Websites found via the Internet were complemented by websites from several meta-sites and websites recommended by Wilson (2008, p. 183). Altogether, the number of websites exceeded fifty, however many of them were not working properly or only contained links that led to websites that already had been visited. After excluding of such websites, the total number of websites for screening was twenty (for the list of the websites see Appendix A). Then this number was reduced by applying screening criteria from subchapter 7.1.1. This process removed websites that do not:

feature language at elementary level, provide enough listening practice, address individual stages of listening, provide feedback, or require students to pay to use the websites. On the basis of the screening process (see Appendix B) the websites *Randall's ESL Cyber Listening Lab* and *Learn English Teens* were selected for detailed evaluation. The evaluation criteria focused not only on potential for development of listening skills, but also on technological aspects of the websites.

The research has shown that both evaluated websites can be used to enhance listening skills of English language learners at Czech elementary schools. Both websites feature tasks that not only focus on meaning, but also on form of the language, which according to Chapelle (2001, p. 55) increases their language learning potential. The website *Randall's ESL Cyber Listening Lab* has a section with self-study guide that organizes listening activities according to their topic and language function, and the website *Learn English Teens* provides useful study tips on how to prepare for exams. These sections help learners to be aware of their learning, and thus improve their metacognitive skills. (Oxford, 1990 in Chapelle, 2001, p. 57) The website *Randall's ESL Cyber Listening Lab* is primarily aimed at practice of intensive listening and does not offer any listening material for extensive listening, which is one of the major disadvantages of the website. On the other hand, the website *Learn English Teens* offers content for extensive listening as well as intensive listening. Listening materials for learners at low proficiency levels on both websites have features typical for scripted listening – monotonous delivery, little overlap between speakers, and no background noises. For learners at higher proficiency levels activities already contain features typical for authentic listening such as overlap between the speakers, or background noises, but the structure of the language is still appropriate to elementary level. More advanced listening exercises contain native-like language that features gap fillers, false starts and hesitations, a lot of background noises, elision, weak forms, or assimilation of voicing. Both of the evaluated websites address all three individual stages of listening: pre-listening, while-listening, and post-listening. The length of the recordings did not exceed two minutes, which is the appropriate length for elementary students. (Scrivener 2005, p. 176; Wilson, 2008, p. 28) Both websites feature substantial amount of listening practice at levels A1 and A2 of CEF scale, and therefore are suitable for learners at ISCED levels 1 and 2 (primary and lower secondary education). The content of the listening exercises on both websites intersect with thematic areas stated in FEP,

which helps learners to achieve expected outcomes of elementary education. (FEP EE, 2016, p. 15). The exercises are set in a real-life context that is close to situations that students of elementary schools can experience outside of the classroom, which increases learners' "capability of utilizing the acquired subject matter in practical situations and everyday life." (FEP EE, 2016, p. 14) Furthermore, the authentic context of listening on both websites contributes to the development communicative language competence. The website *Randall's ESL Cyber Listening Lab* is suitable for learners with auditory and read/write modality since it does not feature many visual aids. On the other hand, the website *Learn English Teens* features a lot of pictures, photographs and illustrations that make it convenient for learners with visual and kinesthetic modality. Furthermore, the exercises on *Learn English Teens* are accompanied with typescripts, which helps learners with read/write modality. None of the evaluated websites requires any special technical skills except for basic knowledge of operating a computer and experience with web browsing. Concerning the technological aspects of evaluation, both websites are free of coding errors, dead links or other issues that would hinder their utilization. The website *Randall's ESL Cyber Listening Lab* features a plain interface with simple textual menu. In terms of contemporary website design the interface of *Randall's ESL Cyber Listening Lab* seems a bit obsolete, however it does not restrain the utilization of the website. In contrast, *Learn English Teens* utilizes a modern design that is well-arranged and makes the navigation on the website intuitive. All texts on both websites are legible and without any errors or typos. The sound quality of the recordings is very good without any noticeable distortions. The feedback on both websites is provided after completing an exercises. Unfortunately, none of the websites provides feedback with additional comments or explanation that would help learners to correct their mistakes. The website *Randall's ESL Cyber Listening Lab* does not offer any form of user authentication or record keeping. The primary focus of the website is computer-human interactivity. Nonetheless, some of the post-listening activities lead users to Randall's ESL Blog where they interact with other users of the website, which increases the support for human-human interaction. On the other hand, users of *Learn English Teens* The users can register their own account and keep track of their results. The activities on the website mainly support computer-human interaction, however the comment section allows to interact with other users. All

multimedia featured on both websites are legal, ethical and culturally appropriate without any barriers related to technology or design.

The analysis of the evaluated websites in a classroom environment has shown that both websites can be used as modern didactic means when teaching listening. The topics of the exercises match thematic areas of subject matter for elementary education which makes both websites suitable for implementation into a classroom. However, the analysis indicate that only *Learn English Teens* exploits the possibility of CALL to the fullest. The website *Randall's ESL Cyber Listening Lab* can serve only as a source of listening materials in a classroom because it features listening activities that can be easily conducted with a tape-recorder and a worksheet. Therefore the potential of computer technology remains unexploited. On the other hand, the exercises on *Learn English Teens* feature interactive tasks that would have had hardly the same effect when used with a tape-recorder and a worksheet. This web-centricity of *Learn English Teens* makes it suitable not only for self-study, but also for its use as a didactic mean in a classroom environment.

14 Resumé

Tato bakalářská práce se zaměřuje na internetové stránky pro rozvoj poslechových dovedností studentů angličtiny na základních školách v České Republice. Hlavním cílem této práce je vytvořit seznam kritérií, který je určen speciálně pro hodnocení webových stránek zaměřených na rozvoj poslechových dovedností v angličtině. Bakalářská práce se soustředí hlavně na použití webových stránek ve volném čase studentů jakožto prostředků samostudia. Mimo to se tato bakalářská práce zaměřuje na výhody použití počítače a internetu jakožto moderních didaktických prostředků ve školním prostředí. Bakalářská práce se skládá z teoretické a praktické části. Cílem teoretické části je vytvořit teoretický základ pro analýzu a hodnocení internetových stránek v praktické části.

První kapitola teoretické části prezentuje různé koncepty komunikační kompetence a jejich vztah k poslechovým dovednostem. Druhá kapitola teoretické části se věnuje poslechovým dovednostem. Poslechové dovednosti jsou nejprve vymezeny jakožto schopnost rozumět mluvenému slovu. Poslechové dovednosti jsou spolu s řečovými dovednostmi považovány za základní pilíře lidské komunikace, a tudíž je jejich významnost vzhledem k výuce cizích jazyků nezpochybnitelná. Dále pak tato kapitola popisuje procesy, které probíhají v lidském mozku při poslechu. V neposlední řadě druhá kapitola rozlišuje jednotlivé typy poslechových aktivit a poukazuje na rozdíly mezi autentickými poslechovými materiály a poslechovými materiály vytvořenými pro pedagogické účely. Prostor je zde věnován také jednotlivým fázím poslechových aktivit: před poslechová fáze, fáze během poslechu, a fáze po poslechu. Třetí kapitola se zabývá použitím informačních a komunikačních technologií jakožto moderních didaktických prostředků. Nejprve vysvětluje rozdíl mezi tradičními didaktickými prostředky a moderními didaktickými prostředky. Dále se pak věnuje internetu jako zdroji poslechových materiálů a poukazuje na jeho výhody oproti klasickým zdrojům poslechových materiálů. Mezi ně se řadí nepřeberné množství poslechových materiálů, které jsou z velké části zdarma. Další výhodou spočívá v tom, že studenti mohou procvičovat svoje poslechové znalosti svým vlastním tempem a mají kontrolu nad volbou poslechového materiálu. Čtvrtá kapitola teoretické části se zaměřuje na žáka jakožto uživatele hodnocených webových stránek. Nejprve charakterizuje žáky podle jejich věkové skupiny - úroveň ISCED 1 (1. stupeň základní školy - primární vzdělávání, obvykle 6-12 let) a úroveň ISCED 2 (2. stupeň základní

školy - nižší sekundární vzdělávání, obvykle 12-15 let). Zvláště se pak tato kapitola zaměřuje na rozdíly mezi těmito dvěma skupinami. Například žáci ve věku 6-12 let udrží pozornost hůře a vyžadují více vizuálních pomůcek než žáci ve věku 12-15 let. Dále tato kapitola rozlišuje žáky podle jejich učebních stylů a strategií. Posléze tato kapitola zkoumá žáky v kontextu kurikulárních dokumentů. Nejprve dělí žáky podle jejich jazykové úrovně, které jsou popsány ve *Společném evropském referenčním rámci (SEERR)*. Nakonec popisuje očekávané výstupy, tematické okruhy a cíle základního vzdělávání v ČR, které jsou formulovány v *Rámcovém vzdělávacím programu pro základní vzdělávání (RVP ZV)*.

První kapitola praktické části se věnuje metodologii hodnocení internetových stránek. Proces hodnocení internetových stránek lze rozdělit do dvou fází: selekce webových stránek a samotné hodnocení. Praktická část nejprve zavádí kritéria, která jsou použita k selekci webových stránek pro hodnocení. Dále pak zavádí kritéria pro samotné hodnocení stránek. Tato kritéria jsou založena na modulárním rámci pro hodnocení webových stránek, který vyvinuly Sandra Fotos a Charles Brown. Tento rámec však musel být upraven tak, aby splňoval požadavky pro hodnocení webových stránek, které se zaměřují na poslechové dovednosti. Rámec pro hodnocení se skládá z pěti modulů. Každý modul pokrývá jednu oblast hodnocení. První modul hodnotí internetové stránky z pohledu osvojování anglického jazyka. Druhý modul se zabývá jednotlivými typy poslechu a poslechových aktivit a zohledňuje poznatky z druhé kapitoly teoretické části. Třetí modul se týká žáků a jejich charakteristik. Soustředí se především na jejich věk, jazykovou úroveň, učební styly a strategie. Také bere v potaz očekávané výstupy a tematické okruhy uvedené v rámcovém vzdělávacím programu pro základní vzdělávání. Tento modul je úzce spjat se čtvrtou kapitolou teoretické části práce. Následující dva moduly hodnotí technické aspekty internetových stránek jako je design, rozhraní, doba načítání, nebo kvalita poslechových nahrávek. Druhá kapitola praktické části demonstruje využití procesu selekce webových stránek pro hodnocení. Nejprve byly prostřednictvím internetových vyhledávačů nalezeny stránky, které se zaměřují na rozvoj poslechových dovedností. Webové stránky nalezené prostřednictvím internetu byly doplněny webovými stránkami ze seznamu stránek pro rozvoj poslechu a webových stránkami, které doporučuje Wilson (2008, s. 183). Celkový počet přesáhl padesát webových stránek, nicméně mnoho z nich bylo nefunkčních nebo obsahovalo pouze odkazy, které vedly k již navštíveným webům. Vyloučení těchto stránek zredukovalo počet stránek, ze kterých se následně vybíraly

webové stránky pro hodnocení na dvacet (viz Appendix A). Pro výběr webových stránek k hodnocení byla použita kritéria stanovená v podkapitole 7.1.1. Cílem bylo vybrat takové stránky, které: obsahují dostatečný počet poslechových cvičení; jsou vhodné pro žáky úrovně A1 a A2 SERR; berou v potaz jednotlivé fáze poslechu; poskytují zpětnou vazbu; jsou zdarma. Na základě procesu selekce stránek (viz Appendix B) byly pro hodnocení vybrány webové stránky *Randall's ESL Cyber Listening Lab* a *Learn English Teens*.

Závěry plynoucí z výzkumu prokázaly, že obě hodnocené internetové stránky mohou být použity pro rozvoj poslechových dovedností. Obě webové stránky obsahují cvičení, které se zaměřují nejen na význam jazyka, ale i na jeho formu, což podle Chapelle (2001, s. 55) zvyšuje vzdělávací potenciál stránek. Webová stránka *Randall's ESL Cyber Listening Lab* disponuje sekci s příručkou pro samostudium, která dělí poslechové aktivity dle jejich tématu a jazykové funkce. Webová stránka *Learn English Teens* obsahuje sekci, která radí studentům jak se připravit na zkoušky. Tyto sekce pomáhají studentům si uvědomit, jakým způsobem se učí a tím přispívají k rozvoji jejich metakognitivních dovedností. (Oxford, 1990 in Chapelle, 2001, s. 57) Webová stránka *Randall's ESL Cyber Listening Lab* je zaměřena především na intenzivní poslech a nenabízí žádný poslechový materiál pro extenzivní poslech, což lze považovat za jednu z hlavních nevýhod této stránky. Na druhou stranu webová stránka *Learn English Teens* obsahuje jednak materiály zaměřené na procvičení intenzivního poslechu, tak i cvičení které jsou zaměřeny na extenzivní poslech. Poslechové materiály pro studenty úrovně A1 SERR na obou webech se vyznačují vlastnostmi typickými pro materiály vytvořené speciálně pro pedagogické účely (monotónnost, projevy jednotlivých mluvčích se nepřekrývají, žádné hluky na pozadí nahrávky). Materiály pro studenty úrovně A2 SERR již obsahují některé vlastnosti typické pro autentické poslechové materiály (projevy jednotlivých mluvčích se překrývají, hluky v na pozadí nahrávky), ale struktura jazyka zůstává vhodná pro studenty základních škol. Obě hodnocené webové stránky berou v potaz všechny tři fáze poslechu: fáze před poslechem, fáze během poslechu a fáze po poslechu. Délka poslechových nahrávek na obou stránkách zpravidla nepřekračuje dvě minuty, což je ideální délka nahrávky pro studenty základních škol. (Scrivener 2005, s. 176; Wilson, 2008, s. 28) Obě webové stránky obsahují značný počet poslechových aktivit na úrovni A1 a A2 SERR, a proto jsou vhodné pro studenty na úrovni ISCED 1 a 2 (primární vzdělávání a nižší sekundární vzdělávání). Obsah poslechových cvičení na obou webových stránkách se prolíná s tematickými oblastmi

uvedenými v RVP ZV, které pomáhají studentům dosáhnout očekávaných výstupů základního vzdělávání. (FEP EE, 2016, s. 15). Kontext poslechových cvičení na obou stránkách je zasazen do situací, které studenti základních škol mohou zažít v každodenním životě což zvyšuje „způsobilost žáků využívat osvojené učivo v praktických situacích a v běžném životě“ (FEP EE, 2016, s. 14) Webová stránka *Randall's ESL Cyber Listening Lab* je vhodná pro studenty s převažující poslechovou modalitou a čtecí/psací modalitou, protože neobsahuje mnoho vizuálních pomůcek. Zatímco webová stránka *Learn English Teens* obsahuje spoustu obrázků, fotografií a ilustrací, což ji činí vhodnou pro studenty s vizuální a kinestetickou modalitou. Mimoto jsou poslechová cvičení na stránce *Learn English Teens* doplněny o přepisy nahrávek, což je vhodné pro studenty s čtecí/psací modalitou. Ani jedna z hodnocených webových stránek nevyžaduje žádné zvláštní technické znalosti, kromě znalosti práce s počítačem a zkušenosti s prohlížením webových stránek. Co se týče technických aspektů hodnocení, obě webové stránky neobsahují žádné chyby kódu, nefunkční odkazy ani jiné problémy, které by bránily jejich použití. Webová stránka *Randall's ESL Cyber Listening Lab* disponuje jednoduchým rozhraním s textovým menu. Celkový design stránky *Randall's ESL Cyber Listening Lab* se jeví poněkud zastarale a pravděpodobně se nezměnil od doby, kdy stránka byla spuštěna (1998), avšak to nijak neomezuje použití této webové stránky. Naproti tomu stránka *Learn English Teens* disponuje moderním designem, který je velmi přehledný a práce se touto stránkou je intuitivní. Všechny texty na obou webových stránkách jsou čitelné a bez jakýchkoliv chyb nebo překlepů. Kvalita zvuku nahrávek je velmi dobrá bez výrazných deformací. Obě webové stránky poskytují okamžitou zpětnou vazbu po dokončení cvičení. Bohužel ani jedna hodnocená stránka neposkytuje zpětnou vazbu s dalšími komentáři nebo vysvětlením, které by pomohly žákům opravit chyby. Všechna multimédia na obou webových stránkách jsou právně, eticky a kulturně vhodná bez jakýchkoli překážek spojených s technologií nebo designem.

Obě hodnocené webové stránky představují cenný zdroj poslechových materiálů a lze je použít jakožto moderní didaktické prostředky při výuce poslechu. Tato práce však zkoumá jaká je přidaná hodnota webových stránek jakožto moderních didaktických prostředků oproti tradičním didaktickým prostředkům (např. magnetofon nebo CD přehrávač). Kromě zjevných výhod počítačů (např. jednoduchost jejich použití, velké množství zdarma dostupných materiálů, nebo okamžitá zpětná vazba) tato přidaná hodnota spočívá v tom, do jaké míry jsou

schopny tyto stránky využít potenciálu informačních a komunikačních technologií. Webová stránka *Randall's ESL Cyber Listening Lab* disponuje značným počtem poslechových aktivit, které nepochybně přispívají k rozvoji poslechových dovedností. Bohužel tato poslechová cvičení nevyužívají naplno potenciálu informačních a komunikačních technologií. Všechna cvičení na této stránce by mohla být bez problému provedena pomocí CD přehrávače a pracovního listu pro vyplnění odpovědí, proto tato stránka může sloužit pouze jako zdroj poslechových aktivit s jen malou přidanou hodnotou výpočetní techniky. Naproti tomu poslechová cvičení na stránce *Learn English Teens* obsahují interaktivní úkoly, které nelze vykonat s použitím tradičních didaktických prostředků (např. CD přehrávače a pracovní listu). Lze tedy usoudit, že pouze stránka *Learn English Teens* využívá naplno potenciál informačních a komunikačních technologií, a tedy je vhodná pro použití při samostudiu i jako moderní didaktický prostředek při výuce.

15 Bibliography

1. BAGARIĆ, Vesna. 2007. Defining Communicative Competence. *Metodika*. 8(1): 94-103.
2. BEATTY, Ken. *Teaching and researching computer-assisted language learning*. 2nd ed. New York: Longman, 2010, xiii, 284 p. ISBN 9781408205006.
3. BROWN, H. Douglas. *Principles of language learning and teaching*. 4th ed. White Plains: Longman, 2000. ISBN 0-13-017816-0..
4. CHAPPELLE, Carol. *Computer applications in second language acquisition: Foundations for teaching, testing and research*. Cambridge: Cambridge University Press, 2001. ISBN 978-0-521-62646-0.
5. COUNCIL OF EUROPE. *Common European Framework of Reference for Language: Learning, teaching, assessment*. Cambridge University Press, 2001 ISBN 0521005310
6. CUNNINGSWORTH, Alan. *Choosing your coursebook*. Oxford: Macmillan Heinemann English language teaching, c1995, vi, 153 s. ISBN 0435240587
7. CURTAIN, Helena Anderson. a Carol Ann. DAHLBERG. *Languages and children: making the match : new languages for young learners, grades K-8*. 4th ed. Boston: Pearson, c2010. ISBN 0205535488.
8. FLEMING , Neil D. (2014). The VARK modalities. News [online]. July 01, 2016 [cit. 2017-02-19]. Available from: <https://web.archive.org/web/20150314235648/http://vark-learn.com/introduction-to-vark/the-vark-modalities/>
9. FOTOS, Sandra; BROWN, Charles. *New Perspectives on CALL for Second Language Classrooms*. Mahwah, NJ : L. Erlbaum Associates, 2004. ISBN 0- 8058-4405-8.
10. *Framework Education Programme for Elementary Education*. [online]. Praha: Research Institute of Education (VÚP), 2016. 131 s. [cit. 2016-13-04]. Available from: http://www.nuv.cz/uploads/RVP_ZV_2016.pdf

11. HAGGSTROM, Randall P. Donaldson and Margaret A. *Changing Language Education Through Call*. Reprint. London: Routledge, 2009. ISBN 9780415543873.
12. HARMER, Jeremy. *The practice of English language teaching*. 3. ed., completely rev. and updated. Harlow: Longman, 2001. ISBN 978-058-2403-857.
13. HUBBARD, L. Philip. In: PENNINGTON, C. Martha. *The Power of Call*. Houston: Athelstan, 1996. ISBN 0-940753-03-0.
14. JACK C. RICHARDS. *Teaching listening and speaking*. Cambridge: Cambridge University Press, 2008. ISBN 0521957761.
15. KAWABATA, Takako. *The Use of Computer-assisted Language Learning*. In: *ELT News* [online]. July 01, 2016 [cit. 2017-02-18]. Available from: http://www.eltnews.com/features/special/2006/07/the_use_of_computerassisted_la.html.
16. LEVY, Mike. *WorldCALL: international perspectives on computer-assisted language learning*. New York: Routledge, 2011, xxi, 332 p. ISBN 9780415880862.
17. MAŇÁK, Josef and Vlastimil ŠVEC. *Výukové Metody*. Brno: Paido: edice pedagogické literatury, 2003. ISBN 80-7315-039-5.
18. MAŇÁK, Josef. *Nárys didaktiky*. 2nd edition. Brno: Tisk OL Print Šlapanice, 1997. ISBN 80-210-1661-2.
19. NATION, I. S. P. a J. NEWTON. *Teaching ESL/EFL listening and speaking*. New York: Routledge, 2009. *ESL and applied linguistics professional series*. ISBN 0203891708.
20. PALMER, Erik. *Teaching the core skills of listening & speaking*. Alexandria, Virginia: ASCD, 2014. ISBN 978-1-4166-1901-7.
21. *Rámcový vzdělávací program pro základní vzdělávání*. [online]. Praha: MŠMT, 2016. 131 s. [cit. 2016-13-04]. Available from: http://www.nuv.cz/uploads/RVP_ZV_2016.pdf
22. RICHARDS, Jack, C., RODGERS, Theodore. S. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2005. ISBN 0-521-00843-3

23. RICKHEIT, Gert a Hans STROHNER (eds.). *Handbook of communication competence*. Berlin: Mouton de Gruyter, 2008. Handbooks of applied linguistics. ISBN 978-3-11-018829-5.
24. ROBERTS, Robert and Robby ROBSON. Scoring Guide: Evaluating Web-Based Pedagogic Resources. In: ED-Media [online]. 1999 [2017-03-15]. Available from: http://eduworks.com/Documents/Workshops/Edmedia1999/rar/em99_scoring_guide.pdf
25. ROST, Michael. *Teaching and researching listening*. 2nd ed. Harlow: Longman, 2011, 407 s. Applied Linguistics in Action. ISBN 9781408205075.
26. SCRIVENER, Jim. *Learning teaching: a guidebook for English language teachers*. Oxford: Macmillan Publishers, 2005. ISBN 04-352-4089-7.
27. SKALKOVÁ, Jarmila. *Obecná didaktika: vyučovací proces, učivo a jeho výběr, metody, organizační formy vyučování*. Praha: Grada, 2007. Pedagogika (Grada). ISBN 978-80247-1821-7.
28. THORNBURY, Scott. *An A-Z of ELT: a dictionary of terms and concepts used in English language teaching*. Oxford: Macmillan, 2006. Macmillan books for teachers. ISBN 1405070633.
29. UNESCO INSTITUTE FOR STATISTICS. *International standard classification of education: ISCED 2011*. Montreal, Quebec: UNESCO Institute for Statistics, 2012. ISBN 9789291891238. Available from: <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>
30. UR, Penny. *A course in language teaching: practice and theory*. 5. printing. Cambridge [u.a.]: Cambridge Univ. Press, 1999. ISBN 9783125332027.
31. UR, Penny. *Teaching listening comprehension*. Cambridge: Cambridge University Press, c1984, x, 173 s. ISBN 0-521-28781-2.
32. WILSON, J. J. *How to teach listening*. 3. impr. Harlow, Essex: Pearson Longman, 2008. ISBN 9781405847759.

33. ZOUNEK, Jiří a Klára ŠEĎOVÁ. *Učitelé a technologie: mezi tradičním a moderním pojetím*. Brno: Paido, 2009. ISBN 978-80-7315-187-4.
34. ZOUNEK, Jiří. *E-learning - jedna z podob učení v moderní společnosti*. Brno: Masarykova univerzita, 2009. ISBN 9788021051232.

16 Appendices

Appendix A – URL links to evaluated websites

Appendix B – The screening process

Appendix C – Checklist of evaluation criteria

Appendix A: URL links to evaluated websites

Evaluated websites:

1. Randall's ESL Cyber Listening Lab - <http://www.esl-lab.com/>
2. Learn English Teens - <http://learnenglishteens.britishcouncil.org/>

Websites excluded from evaluation by the screening process:

1. 123 Listening - <http://www.123listening.com>
2. 5 Minute English - <http://www.5minuteenglish.com/listening.htm>
3. Adele's ESL Corner - <http://www.adelescorner.org/>
4. Basic Listening English Lessons - <http://www.talkenglish.com/listening/listen.aspx>
5. Caroline Brown Listening Lessons - <https://www.carolinebrownlisteninglessons.com>
6. Elllo - <http://www.elllo.org/>
7. English Listening - <https://www.englishlistening.com/>
8. English Online France - http://eolf.univ-fcomte.fr/?page_id=262
9. ESL lounge - <http://www.esl-lounge.com/student/listening-elementary.php>
10. ESOL Courses - <http://www.esolcourses.com/content/topicsmenu/listening.html>
11. Exam English - http://www.examenglish.com/KET/KET_listening.html
12. Feel Good - <http://www.learnenglishfeelgood.com/listening/>
13. Focus English - <http://www.focusenglish.com/>
14. Learn English Online - <http://www.learn-english-online.org/>
15. Learn English Online with Dimi - <http://englishwordoftheday2010.blogspot.cz/>
16. One Stop English - <http://www.onestopenglish.com>
17. Podcast in English - <https://www.podcastsinenglish.com/>
18. Time 4 English - <http://www.time4english.com/aamain/school/beg.asp>

Appendix B: Screening of potential websites

Website	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6
123 Listening	yes	no	yes	no	yes	yes
5 Minute English	yes	yes	no	no	yes	yes
Adele's ESL Corner	yes	yes	yes	no	yes	yes
Basic Listening English Lessons	yes	yes	yes	no	yes	yes
Caroline Brown Listening Lessons	yes	yes	no	no	yes	yes
Ello	yes	yes	yes	no	yes	yes
English Listening	yes	yes	yes	no	yes	no
English Online France	yes	yes	no	no	yes	yes
ESL lounge	yes	yes	yes	no	yes	yes
ESOL Courses	yes	no	yes	no	yes	yes
Exam English	yes	no	yes	no	yes	yes
Focus English	yes	yes	yes	no	no	yes
Free Online English	yes	no	yes	no	yes	yes
Learn English Feel Good	yes	yes	no	no	yes	yes
Learn English Online with Dimi	yes	no	no	no	yes	yes
Learn English Teens	yes	yes	yes	yes	yes	yes
One Stop English	yes	yes	yes	no	yes	no
Podcast in English	yes	yes	yes	no	yes	no
Randall's ESL Cyber Listening	yes	yes	yes	yes	yes	yes
Time 4 English	yes	yes	yes	no	yes	yes

Screening criteria:

Criterion 1: Contains exercise focused on listening practice

Criterion 2: Sufficient volume - at least 20 listening exercises

Criterion 3: Language appropriate to elementary level (CEF levels A1, A2)

Criterion 4: Individual stages of listening: pre-listening, while-listening, and post-listening

Criterion 5: Feedback that provides the correct answer

Criterion 6: Free

Criterion is met – yes; criterion is not met – no

Appendix C: Checklist of evaluation criteria

Module 1: Language acquisition

- Language-learning potential
- Meaning focus
- Authenticity
- Positive impact

Module 2: ESL listening material design

- Type of listening material: extensive vs. intensive; authentic vs. scripted
- Features of speech such as elision, weak forms, assimilation, etc.
- Context in which is the listening material set
- Stages of listening: pre-listening, while-listening, post-listening
- Length of the recording
- The appropriate speed of delivery
- Visual support of listening: pictures, video

Module 3: Learner profile and learning styles

- Language level
- Age
- Learning styles and strategies
- Ability to handle metalanguage
- Technical ability
- Expected outcomes stated in FEP EE
- Thematic areas of subject matter stated in FEP EE

Module 4: Courseware and multimedia instructional design

- Interface
- Navigation
- Text quality
- Graphics and sound
- Interactivity

Module 5: Online courseware instructional design

- User management

- Support for computer-human interactivity
- Support for human-human interactivity
- Adaptability
- Multimedia
- Accessibility
- Web-centricity

(Cunningsworth 1995, p. 68; Fotos and Brown, 2004, 284-292; FEP EE, 2007, p. 23-25; Harmer, 2001, p. 228-230; Wilson, 2008, p. 29-110; Rost, 2001, p.165; Richards, 2008, p. 10; Ur 1999, p. 289)