

University of Pardubice
Faculty of Arts and Philosophy

**Enhancing language teaching and learning
with technology for communicative competence**

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Bachelor Thesis

2018

Univerzita Pardubice
Fakulta filozofická
Akademický rok: 2015/2016

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Michelle LeComte**
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Studijní program: **B7507 Specializace v pedagogice**
Studijní obor: **Anglický jazyk - specializace v pedagogice**
Název tématu: **Rozvoj komunikační kompetence ve výuce anglického jazyka prostřednictvím moderních technologií.**
Zadávající 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 :

The thesis will examine both the theoretical and practical applications of technology as an aid for improving communicative competence in the realm of English language teaching. The theoretical component will investigate incorporating ICT into EFL teaching by establishing the concept of communicative competence, exploring digital technologies, their pedagogical roles and the theoretical framework related to their usage. In the practical component, the theoretical foundation will be applied to a university setting by producing examples of activities designed to be used in an EFL courses. Finally, the created activities will be analysed and evaluated, with any necessary modifications being suggested.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování bakalářské práce: **tištěná/elektronická**

Jazyk zpracování bakalářské práce: **Angličtina**

Seznam odborné literatury:

- BROWN, H. Douglas. Principles of Language Learning and Teaching. 5. New York: Pearson Longman, 2007. ISBN 978-0131991286**
HARMER, Jeremy. The Practice of English Language Teaching. 4. Harlow: Pearson Education, 2007. ISBN 978-1405853118
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KRATHWOHL, David R. A Revision of Bloom's Taxonomy: An Overview. Theory into Practice. [online]. 2002, 41 (4): 212-218. ISSN 0040-5841

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Datum zadání bakalářské práce: **30. dubna 2016**

Termín odevzdání bakalářské práce: **31. března 2017**


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V Pardubicích dne 31.03.2018

Michelle LeComte

This is thesis would not have been possible without the guidance of my advisor, Mgr. Irena Reimannová, Ph.D. I appreciate all of your assistance and encouragement during this process.

I would also like to thank my eternally patient husband, who has been my greatest champion.

Lastly, thank you to Eliška Bartošová and my other classmates and colleagues who have been extremely supportive and invaluable in helping me achieve this goal.

Annotation

Digital technologies have impacted the way that most people live, work, and study in the 21st century. These technologies have greatly impacted and influenced the expected key competencies for modern learning and modified the classrooms of many language teachers. The purpose of this thesis is to examine how a language teacher can best design tasks, keeping all the necessary aspects in mind. The theoretical section analyses three main components of a contemporary language lesson: communicative competence, pedagogy, and digital technologies. Each section will produce purposeful questions to aid the teacher in making decisions for the implementation of digital aids, a framework model. This framework will then be applied to a hypothetical university classroom setting. Six language tasks have been designed to test the framework and assess its usefulness, with a final evaluation.

Keywords: communicative competence, digital technology, pedagogy, authentic tasks

Anotace

Digitální technologie dvacátého prvního století ovlivnily způsob, jakým lidé žijí, jejich práci i studium. Tyto technologie značně ovlivňují očekávané klíčové kompetence moderního vzdělání a modifikují třídy mnoha učitelů jazyků. Cílem této práce je prozkoumat, jak může učitel jazyka nejlépe navrhnout úkoly s tím, že bere ohledy na nezbytné aspekty. Teoretická část analyzuje tři hlavní komponenty současné hodiny jazyka: komunikativní kompetenci, pedagogiku a digitální technologie. Každá část bude vytvářet účelné otázky, které pomohou učiteli při rozhodování o implementaci digitálních pomůcek, v rámci rámcového modelu. Tento rámec bude následně aplikován na hypotetické prostředí univerzitní třídy. Pro účely otestování tohoto rámce a posouzení jeho užitečnosti bylo vytvořeno šest jazykových úkolů. Závěr práce obsahuje závěrečné hodnocení.

Klíčová slova: komunikativní kompetence, digitální technologie, pedagogika, autentické úkoly

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List of Abbreviations

CEFR	Common European Framework of Reference for Language
EFL	English as a Foreign Language
CLT	Communicative Language Teaching
CALL	Computer-Assisted Language Learning
HOTS	Higher Order Thinking Skills
LMS	Learning Management System
LOTS	Lower Order Thinking Skills
MALL	Mobile-Assisted Language Learning
MALU	Mobile-Assisted Language in Use
TELL	Technology Enhanced Language Learning
MOOC	Massive Online Open Course
CPD	Continuing Professional Development
PLN	Personal Learning Network
edtech	Educational technology
Apps	Applications (software)

INTRODUCTION

Digital technologies have become permanent and fundamental components of people's lives, with communication and information exchanged instantaneously and in vast quantities. The significance of digital technology for language teaching cannot be overlooked. What a language teacher is able to do in a task or a lesson has dramatically transformed in a short time and the possibilities are continuously developing. Educators may find this overwhelming, as there are many choices, influences, and options to consider and they may feel intimidated by technology if they lack guidance or training.

The choices facing a language teacher when wanting to grow the communicative competence of their learners through tasks and adding digital technologies can be challenging. The aim of this thesis is to consider the main aspects involved in the task creation process and produce a framework of questions which will provide teachers with assistance for making informed and smart decisions for their learners; guided by the pedagogy rather than being motivated by using the technology. It is written primarily for English language teachers; however, I believe it could readily be adapted for other language teaching and learning.

The opening section provides a general discussion about how key competencies and life skills of society are being redefined in the 21st century. The language teacher and learner first need to be understood in a modern context, as to make the framework relevant for them. Schools must find a way to combine traditional fundamentals with modern expectations and circumstances in their education practices.

Three key aspects contribute to the construction of the framework. Firstly, the concept of communicative competence is examined. Defined by the Common European Framework of References (CEFR), the knowledge of how communicative competence is categorized, how it relates to learning and teaching, and how it can be measured will help to build a firm base for task planning.

Next, pedagogy is considered to ensure that the planning objectives and aims are connected to the digital technologies in a relevant manner. Bloom's Taxonomy is offered as a method of developing the lesson's content into tasks while keeping in mind thinking skill levels, in an attempt to ensure the activities will benefit the learner the most. The option of the Pedagogy

Wheel allows the teacher to directly connect to applications and technologies to Bloom's Taxonomy.

Finally, digital learning technologies will be characterised and analysed. Knowing how to categorize and classify them, what the advantages and disadvantages they offer, what kinds of environments they might be offered in and other key points provide teachers with key points to consider.

The theoretical component finishes with the framework of questions, which is meant as a tool for language teachers. Three specific categories and one general technology category summarize each section of the thesis and mirror the topics considered in each one.

In the practical component, the framework will then be applied to an English language course in a hypothetical university setting in order to evaluate its effectiveness. Six tasks will attempt to illustrate how applying the framework when creating suitable lessons in an EFL (English as a Foreign Language) classroom would work. The three categories of understanding, speaking, and writing will each have two tasks outlined. Each task will have considered the areas of communicative competence, pedagogy, and digital technologies. All activities will be analysed and evaluated against the checklist, with any modifications suggested.

A conclusion will summarize the overall effectiveness of using digital technologies for the improvement of communicative competence; if the aims were achieved and to reflect on further studies, contemplations, and ideas for the future.

THEORETICAL COMPONENT

1. 21st CENTURY TEACHERS AND LEARNERS

The role of a teacher has traditionally been to educate students by instilling the necessary knowledge and information of a given subject, with the credence that it was to help prepare the learner for their career and life ahead. The digital age of the 21st century has seen advances in technology which have brought about unparalleled changes in the world. The dynamic nature of this intercultural connectedness is reshaping the necessary skills and abilities people need to have in their work and daily lives (Voogt & Roblin, 2012). Therefore, it is now necessary for modern education to go beyond the basic, timeless elements of pedagogy and help prepare students for an unknown future by additionally equipping them with adaptable, transferable skills and competences.

1.1 Key competences for lifelong learning

The European Parliament and the Council of the European Union presented a list of *Key Competences for Lifelong Learning – A European Reference Framework* in 2006. This list consists of seven competences that:

“are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.”

The competences are considered to be equally important and the definitive goal is to have a “knowledgeable society”. It is stated that the domains overlap with each other and can support one another. The competences are as follows:

1. Communication in mother tongue
2. Communication in a foreign language
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship

Educators are encouraged to use this set of guidelines to help shape their curriculum and classrooms to support learners in realising these goals. Obviously, language teachers already centre their curriculum on foreign language competence but could include other competences as part of their courses when appropriate. This may include adding current social topics in the materials or lesson, bringing cultural and artistic aspects into the classrooms (in a multitude of forms) or giving learners language strategies to use for business communication. Incorporating digital technologies and encouraging digital competence in the language learning classroom can connect many key competences and provide authentic experiences for the students, rather than only reading about them in an article or textbook.

Coaching learners to autonomously continue their own competence development after their formal education has finished is a further valuable skill that teachers are encouraged to foster in learners. For instance, in language learning students can continue to develop their own interaction, comprehension, conversation, and production competences by travelling or communicating online. This allows students to have greater opportunities and increase their own transferable skills.

1.2 21st century language teacher

The influence and impact of digital technology on language teaching is considerable, especially in EFL (English Foreign Language) teaching. The 21st century language teacher cannot avoid the digitization of the world around them, but they may have differing opinions and views about how much of this technology should be used in the classroom and the ways it should be used. One of the main challenges facing teachers is the lack of training about technology in the classroom and what the difference is between personal and pedagogical uses. (Walker & White, 2013). Often schools have the technology introduced in a top-down situation (meaning by the government or administration), with the faculty receiving little instruction on how to use it or perceive an organic need for it.

The role of a teacher is evolving from that of an instructor to a facilitator. A substantial amount of material and instruction is available in digital form and accessible at any time to the learners. A teacher acts as a guide for their students; a source of information and direction. They bring students together for interaction, practice, experience, and feedback and encourage them to pursue their own independent, effective learning practices.

Regardless of the digital technologies used or not being used in the actual classroom, the language teacher today has an enormous amount of resources available to them that they can use for inspiration, guidance, and preparation. Lesson planning online resources, websites, audio and visual aids, and authentic materials are able to aid the teacher to create any kind of lesson that they could imagine.

Modern educators are able supplement their own professional development significantly beyond what has been possible to them before. The concept of the PLN (Personal Learning Network) has become a popular way for teachers to connect with each other through social media; sharing information and collaborating together. Facebook has many pages or groups defined by common interests, subjects, or topics; they may also promote pedagogical conferences and events. Twitter connects teachers all over the world and there you can find people sharing training seminars or having chats with featured topics (#edtech), in real time. CPD (Continuing Professional Development) is another way to use technology for personal growth. YouTube, among others, has many videos and webinars that instruct, teach, or share information or educate teachers. All of these opportunities come with minimal to no cost and do not require the need to geographically relocate. The only stipulation is that they are able to use a computer and the internet.

1.3 21st century language learner

By definition, a 21st century English language learner may be a student in a primary, secondary, or post-secondary classroom, an attendee of a language school, an in-company student, or a learner in a real or virtual classroom (Harmer, 2007, p. 121-2). They may be learning as part of their required studies, for work or for pleasure. They may want or need to learn English, or both. Their life experiences will likely be very different from one another and so will their language learning backgrounds.

Technological proficiency is another topic which may see a wide variant between learners' abilities. Often it is assumed that the younger population, who have been surrounded by technology their entire lives, are savvy users of it. Conversely, some may expect that older learners may only be able to perform basic tasks. Most learners will fall somewhere in between and ultimately not by age. The proficiency level of all students will largely be determined by their

personal contextual factors (Hockly, 2011, p. 324). Teachers should therefore never presume that their learners are effective users of technology and be ready to demonstrate its practice.

What all modern language learners do have in common is the need for communication skills. They need to be able to communicate, collaborate, assess risks, and be actively engaged in the world (Schleicher, 2010). They need to learn how to creatively and critically solve problems, make decisions and have strategies in place to adapt through challenging situations. If they understand that language competences go beyond linguistics, learners can recognise and realise how to unlock the opportunities that language learning can make accessible to them.

2. COMMUNICATIVE COMPETENCE

2.1 The Common European Framework of Reference

Communicative competence is a term that has developed over forty years, since it was coined by Hymes in 1972. He referred to communicative competence as the aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts (Brown, 2007). In essence, this means that the ability to communicate requires more than a linguistic knowledge of the language, but also requires abilities in sociolinguistic, discourse, and strategic competences. Framework models, created most notably by Canale and Swain (1980) and modified by Bachman (1990) have further developed, classified, and expanded the definition of the term into a tool for teachers to use when designing tasks for their learners.

In 2001, the Common European Framework of References for Languages (CEFR) was published by the Council of Europe as an ‘action-oriented’ frame of reference tool for all foreign language learning, teaching, and assessment. There are general similarities between Bachman’s model and the CEFR; the social and cultural aspects of language are considered as important as the linguistic elements in both. According to the CEFR, “communicative language competences are those which empower a person to act using specifically linguistic means” (CEFR, p.9).

The CEFR serves as a frame of reference for the use of the term ‘communicative competence’ for the purposes of this thesis, due to the fact that it provides a common foundation for syllabi, textbooks, curriculum guidelines, and assessment across the majority of Europe. Additionally, it defines levels of proficiency with a chart of ‘Can-do statements’ to aid in the measurement of learners’ progress, which will be referred to in the practical component of the thesis and can be found in Appendix A.

In 2017, a Companion Volume was published for the CEFR. This update either elaborates on or broadens the earlier CEFR, in response to either what educators have asked for or reflecting the current digital era. The Companion Volume has been included as part of the thesis (where relevant) and all descriptors scales referenced to are from this version.

2.2 The learner’s competences

Competences are the sum of knowledge, skills and characteristics that allow a person to perform actions (CEFR, p 9). When a person is in the process of using a foreign language to

communicate, they may employ a wide variety of competences in order to have a successful communication interaction. They may develop their own skills and strategies for acquiring and using them. In the CEFR, these competences are divided into two categories: general competences and communicative language competences.

2.2.1 General competence

As part of understanding the abilities of learners, it is necessary to identify some of the basic characteristics which make up who they are. These general competences do not necessarily have a direct connection with language, yet can influence the ability to communicate and to learn. They are divided into *declarative knowledge* (knowledge of the world, sociocultural knowledge, intercultural awareness), *skills and know-how* (practical skills, intercultural skills), *existential skills* (personalities and attitudes), and the *ability to learn* (study skills and autonomous abilities).

To make appropriate choices for the learners, to understand how to motivate them, to utilize their personalities, and to encourage their independent language learning, a teacher should try to identify as many of these qualities as possible in their learners and support the learners in recognizing them for themselves. A teacher may also want to ascertain and encourage the heuristic abilities of their learners, a key competence. The ability of the learners to deal with new experiences, find new information and use new technologies will be very relevant if the teacher wants to employ these skills in the classroom (CEFR, p. 108). Knowing how to use different strategies to plan and organise their own learning can aid the learner in working towards the objective of lifelong (language) learning.

2.2.2 Communicative language competence

Language competence is divided into *linguistic*, *sociolinguistic*, and *pragmatic* components. Each of these components includes knowledge, aptitude, and skills, so that ‘well-formed, meaningful messages may be assembled and formulated’ (CEFR, p. 109). The classification is used in conjunction with strategic competence (related to activities) as a tool for measuring the scale of the learners’ development and progress, in the form of descriptor scales. These components are intertwined through all language use and should not be separated or isolated from one another. The descriptor scales mentioned in each specific competence can be referred to by educators if they require greater details than either the ‘Can-do’ scales or this thesis presents and the 2017 Companion Volume is recommended for the most relevant information.

2.2.2.1 Linguistic competence

Linguistic competences relate to the lexical components, grammatical structures and the relationship of written forms and pronunciation of words. They are categorized into range and control descriptors; this allows for recognising the intricacy of language, instead of focussing solely on identifying linguistic mistakes.

Lexical competence is the knowledge of lexical elements: single word forms, expressions, phrases, collocations, and phrasal verbs. These are the grammatical elements (closed word classes) of a language and how they are selected and ordered. These are the basic components of the language that are needed for communication in written and oral texts. The illustrative scales for this section are categorized as *General linguistic range*, *Vocabulary range*, and *Vocabulary control*.

Grammatical competence is the ability to ‘understand and express meaning by producing and recognising well-formed phrases and sentences’ (CEFR, p. 113). It is divided into grammatical elements, morphology, and syntax. It is the capacity to learn the structures of a language and sufficiently using them to create sentences with logical and understandable meanings. The increased grammatical accuracy of the learners will reflect their ability to express their ideas more clearly and have a deeper command of the language. The illustrative scale for this section is categorized as *Grammatical accuracy*.

Semantic competence is related to lexical competence. Words may have many meanings and the context and organizational structures of an utterance can determine the interpretation or intention of that meaning. The categories of lexical semantics, grammatical semantics, and pragmatic semantics all highlight the importance of contextual learning. There is no illustrative scale for this section.

Phonological competence concerns the sound and sound units of a language. This includes pronunciation of phonemes, how words in sentences are stressed and pronounced, strong and weak forms, and sentence rhythm and intonation. The learner should not aim to sound the same as a native speaker of the language, rather strive for quality articulation and intelligibility. The illustrative scale for this section is categorized as *Phonological control*, an entirely rewritten scale in the 2017 Companion Volume.

Orthographic competence consists of the written forms of a language, meaning the letters or characters it is comprised of, the spelling forms, punctuation marks, typography, and signs. These forms are important due to the fact that they can have a large impact on meaning and intention, as well as interpretation of written texts.

Orthoepic competence relates to the correct pronunciation of the written form of a word. It is being able to recognise the pronunciation of sounds related to their spelling. Connected to this is the ability to use a dictionary correctly and understanding the pronunciation symbols to help ascertain the correct way to say a word. It is also used to clarify when an ambiguous word is used, through the context. The illustrative scale for this section is categorized as *Orthographic control*.

2.2.2.2 Sociolinguistic competence

Sociolinguistic competence is connected to the social dimensions of a language: the formalities, appropriate usage in situations, politeness, displaying variances, dialects, and accents. It can best be described by ‘appropriateness’ in language use and the awareness of politeness forms and the social conventions of the culture (Piccardo et al. 2011).

Linguistic markers refers to ways of greeting people, how to (formally or informally) address someone, and the choice of expletives in situations. *Politeness conventions* describe ways of being polite or impolite to others, as well as the use of ‘please’ and ‘thank you’. This is a common source of misunderstanding, as these customs vary between cultures (CEFR, p. 119).

Expression of folk wisdom involves expressions in languages that are culturally relevant and well-known within that language culture. Some examples of this might be idioms, quotations, slogans or catch phrases. The ability to *register differences* is the ability to use the correct register of formality in a given circumstance. The contexts of formal, informal, neutral, familiar, and intimate are also culturally related and can have importance in situations such as meeting new people and business situations, both in written and spoken forms.

Dialect and accents can provide a great deal of information about a speaker or writer of a language. It may indicate the country or district of origin, a social class, or ethnicity. Evidence of this may come in the forms of the way a person speaks or their body language, the specific words or grammar they use or pronunciation. Learners of a language should be careful when adopting

jargon or pronunciation of forms, as they can relate to politeness conventions and social standings and may be misinterpreted in an unintended way.

The illustrative scale for this entire section is categorized as *Sociolinguistic appropriateness*.

2.2.2.3 Pragmatic competence

Pragmatic competences are associated with the ability to organise and arrange sentences to produce understandable language (discourse) and understanding the function or purpose of using words or a sequence of words in a given context. It is divided into discourse competence, functional competence, and interactional competence.

The ability to construct sentences into understandable communication is *discourse competence*. The ordering of the words, themes, and topics as well as the style and register contribute to this competence. Some examples could be: telling a joke, writing a formal letter or displaying the ability to cooperate in interactions and express ideas well. The illustrative scales for this section are categorized as *Flexibility, Turntaking, Thematic development, and Coherence and cohesion*.

Functional competence is speaking or writing with a purpose. It can have a microfunctional purpose, meaning as a single or short piece of text or speech. This can be in socialising, asking for help or expressing desires, looking for information, or disclosing feelings. On the other hand, macrofunctional discourse is a longer chunk of text which may involve giving a description or narrating a story. Interaction schemata describe the type of communication involved in exchanges in common interaction exchanges in daily life. The important factors are fluency and propositional precision (CEFR, p. 128). The illustrative scale for this section is categorized as *Spoken fluency and Propositional precision*.

2.3 Using Can-do statements and competence descriptors

In the CEFR, a student's level of competence is measured through language activities. This concerns production, reception, interaction, and mediation of the skills reading, writing, listening, and speaking and are measured by six levels of scale (from A1 – C2). An overall self-assessment grid with 'Can-do' statements in each block provides reference points for all six levels of each activity, 'by which progress can be calibrated'. (CEFR, p.7) This allows both the learner and teacher to identify the level of difficulty or strength separately; if a learner has a higher level at

reading or understanding than at spoken production, they are able to evaluate that individually rather than the language competence as a whole.

When a teacher is designing a task to develop the communicative competence of the learners, they can use the CEFR to be more deliberate about the competence aspects that they want to target. The teacher can apply the specific scale of reference descriptors from each competence category to ensure they are concentrating on the specific skills and appropriate level for the learners. They may also decide to incorporate other competences to add authenticity, language risk-taking or encouraging autonomous knowledge acquisition. After the task is completed, reviewing the scales or competence guideline may provide a source of reflection to decide if the aims were met or not, and what modifications they may want to make for the next task or lesson.

It should be mentioned that the topic of mediation (and its descriptor scales) have been largely left out of this thesis. While it does have great importance and relevance to this topic, it would vastly expand the size of the paper, due to the expansion of the category and descriptors in the 2017 update. Given that the practical component concerns a classroom of primarily Czech (monolingual) students in a Czech university, I decided to exclude it rather than any other. It does provide an opportunity to expand this topic in future research or Master's thesis.

3. CONNECTING WITH PEDAGOGY

Modern pedagogical approaches are diverse and their use may depend on a variety of factors determined by the teacher, the school, or the region. This section aims to illustrate how pedagogy can be applied in order to connect the curriculum with the selection of digital technologies. A language teacher must be able to ascertain if their didactic aims are aligned between communicative competences and appropriate digital technology, ensuring their choices will benefit the learners in the intended manner.

3.1 Communicative language teaching

The CEFR is resolute that it is not prescriptive about the linguistic methods or approaches when implementing it, although it does subscribe to communicative tasks. (CEFR, p. 18) Therefore, keeping this in mind, the broad pedagogical approach in this thesis is based on Communicative Language Teaching (CLT), as the goal of CLT is communicative competence. Activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use (Harmer, p.69).

3.2 Bloom's Taxonomy

The communicative approach of CLT contributes to teachers' pedagogical method but it does not provide enough information for learning acquisition, cognitive processing, language learning or how any of these may relate to using digital technologies, and therefore an additional methodology is required. There are several possible learning theories that could be considered including Constructivism, Connectivism and Behaviourism. It would be acceptable for other educators to substitute any of those in this component if they were preferred. However, I selected Bloom's Taxonomy because it provides both theoretical and practical applications and has a strong basis in the cognitive domain.

Bloom's Taxonomy is a model for classifying thinking, first developed by Benjamin Bloom and his collaborators in 1956. The primary function was to assist in the classification of educational objectives, in terms of thinking behaviours related to the cognitive domain that were believed to be important in the process of learning. In 2001, former students and fellow collaborators

published an updated version, aiming to make it more relevant for 21st-century students and teachers (Forehand, 2010).

Anderson and Krathwohl's Bloom's (Revised) Taxonomy is also designed to aid in clarifying objectives for the teacher, learners, the lesson, and any assessment that might be connected. It is meant as a holistic classification of the different objectives that educators should set for students across the cognitive, affective, and motor domains of learning (Conti, 2015). The two dimensions of the Revised Taxonomy are the *Knowledge dimension* and the *Cognitive Process dimension*.

The Knowledge dimension consists of four categories: *Factual knowledge*, *Conceptual knowledge*, *Procedural knowledge*, and *Metacognitive knowledge* (Anderson and Krathwohl, 2001). Each category has several more specific subcategories for a greater understanding. The last category was added in the revised edition and is significant because it is meant to assist the learner in their own development and awareness of their learning, a relevant skill in 21st-century key competencies. In the situation of this thesis, the knowledge to be learned would have been established by the curriculum and so the focus is on the cognitive process of learning.

The revised taxonomy considerably changed the *Cognitive Process dimension* from a noun based sequence to a verb based sequence, mainly because objectives usually are framed as "The student shall be able to ___". Linguistically, the next word that is needed is a verb (Anderson & Krathwohl et al., 2001). This allows the teacher to ensure that their aims for either the curriculum (in general) or the lesson or activity (more specifically) are aligned appropriately with their planned tasks. The sequence of verbs is arranged from lower order thinking skills (LOTS): remembering, understanding, and applying - to higher order thinking skills (HOTS): analysing, evaluating, and creating. The lower order skills are viewed as more basic or simple skills and the higher order as more complex thinking or learning.

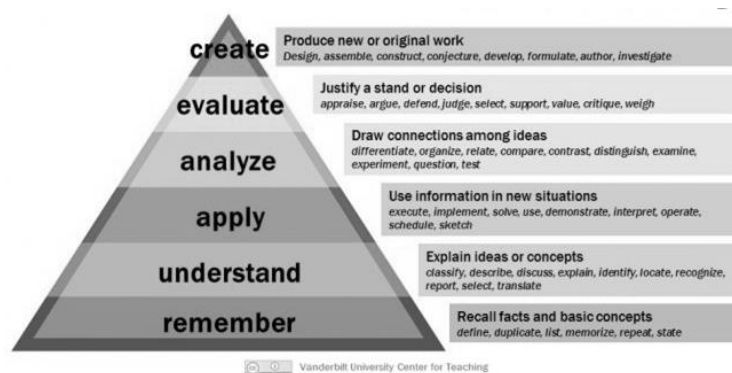


Figure 1: Bloom's Revised Taxonomy (Vanderbilt University Center for Teaching, 2017)

The illustration of this dimension in a pyramid shape allows it to be easily remembered and applied to a curriculum. However, this form can invite misinterpretation, as the hierarchal shape can give the impression that some factors have greater importance than others. This can be misconstrued into assessing effective teaching as that which aims at the higher levels of the pyramid, rather than approaching it from a cognitive learning perspective. When learners are at the initial stages of learning a subject, it is necessary to concentrate on the lower order skills in order to establish a foundation to build on. Only once the teacher is certain that the learners have acquired a competent grasp of the subject can they begin to scaffold towards the higher order thinking skills.

3.3 Bloom's Taxonomy in language learning

Bloom's Taxonomy was not designed specifically for language learning and there are differing opinions of its usefulness. Foreign language acquisition and processing and Bloom's Taxonomy are based in cognitive theory and subsequently I believe that they are compatible, if carefully considered. The nature of second language acquisition is cumulative (Conti, 2015). If learners are prepared to go from one Bloom's level to the next, they should also be able to then add more risk-taking, complex language and come up with better communication strategies; the overall goal is to achieve comprehensive linguistic proficiency.

Beginner to intermediate learners should be primarily focussed on the LOTS and then add less challenging HOTS as their proficiency develops. Teachers should concentrate on choosing suitable tasks which correspond to the appropriate levels of the learners. Only once the learners can manage the linguistic and cognitive demands should their tasks and skills demands be increased. The focus should predominantly be on the achievement of the objective. Reaching higher level thinking skills are a possible method, not the aim itself.

More advanced learners, however, will have the LOTS as more of an automatic process and their efforts should be concentrated towards the higher levels of analysing, evaluating, and creating. The brain will subconsciously process the grammar, linguistics, and vocabulary that the learner has previously mastered and this allows the learners to tackle more demanding tasks.

3.4 The Padagogy Wheel

This component is presented as an additional option to Bloom's. Several attempts have been made in the last decade to connect Bloom's Revised Taxonomy with digital technologies, notably by Andrew Churches (Bloom's Digital Taxonomy, 2009) and Allan Carrington with the Padagogy Wheel (2012). The Padagogy Wheel (see the full version in Appendix B) is a practical and effective tool that allows teachers to connect the aspects of Bloom's Taxonomy with action verbs, activities, and applications and the SAMR model.

The hierarchical appearance of Bloom's Taxonomy prompted the creation of a number of versions in a circular shape, giving each category more of an equal consideration. Carrington adopted and expanded this concept by joining it with the different digital applications in order to categorize them with their strengths. The current version (5.0) was produced in 2016 and contains more than 180 action verbs, 100 activities and 188 applications.



Figure 2: The Padagogy Wheel (Carrington, 2016)

The aim of this thesis is to provide teachers with an effective framework of reference questions for lesson planning. If teachers adopt the 'Padagogy Wheel' as part of that framework, teachers can use this tool to quickly create ideas. Once have identified their competence aims, they are able to directly connect the Bloom's Taxonomy categories with choices of actions, activities, and digital applications. By working from the curriculum and pedagogy and not the technology, they are making effective choices.

When choosing between the applications, teachers need to know and understand the topic of digital technologies and to make well-informed and suitable choices for their learners and themselves.

4. DIGITAL LEARNING TECHNOLOGIES

4.1 Digital technologies

Language learning, and more specifically English language learning, has had a relationship with technology since the mid-20th century. B.F. Skinner and his ‘teaching machine’ attempted to apply behaviourist learning views to classrooms in the 1950s. Language laboratories were popular in the 1970s and 1980s, offering students the opportunity to work with reel-to-reel tapes and then audio cassettes. These machines allowed learners to work independently, at their own pace, gave them choices of materials, and provided them with authentic resources.

The advent of the personal computer in the 1980s led to the concept of Computer Assisted Language Learning (CALL) and as a result, CALL mirrored the development of the technology. Levy (1997) defined CALL as ‘the search for, and the study of, applications of the computer in language teaching and learning’ and it is about ‘using the computer for teaching ... with the weight of knowledge and breadth of application of language learning ultimately resulting in a more specialised field of study.’ As the technology of computers and computer related hardware developed, it was reflected in the language materials that were created for the classroom in items such as CD-ROMs in coursebooks and interactive software programs. Language labs were replaced by computer labs (Hockly, 2016 p. 14).

Technology has been rapidly progressing since the 1990s and thusly, so has the potential for expanding communication means. The Internet and the World Wide Web (Web 1.0) introduced websites, web pages and email. Person-to-person communication offered a connection tool that changed the information that people could share and the time it took to share it. In the early 2000’s, the web changed to Web 2.0 (O’Reilly, 2005). Instead of a one-way static experience, the web became interactive and collaborative. People were able to share online and created their own user-generated content. Naturally, this brought about another shift in communication behaviours.

A recent dramatic innovation has been in mobile technologies and more specifically, the introduction of the smartphone and tablet. When Apple introduced the iPhone in 2007, it offered greater connectivity and interactivity than had ever been available. Mobile phones had their own software and applications (apps), which could be used for a wide variety of tasks, especially for interactivity and information gathering. Communication devices were no longer tethered and

could be used anywhere. The potential for how this could be used in a language classroom was enormous.

Mobile-Assisted Language Learning (MALL) was adapted by many as the term for using this type of device in language education. It is defined as a teaching and learning methodology that uses mobile phones or other handheld devices with some form of wireless connectivity (Pilar et al. 2013, p. 1190). Mobile devices now provide frequent access to information at any time; it gives the learner control and the ability to take advantage of their free time for language acquisition or practice. They may translate texts or translate spoken utterances in moments and authentic language experiences are accessible without the learner needing to travel.

Presently there are a multitude of digital technologies available to learners and teachers alike and several terms have been proposed to define this area of language learning and technology. CALL is still used and widely respected (Hockly, 2016, p. 6), however others have strived to use a more broad and encompassing term. TELL (Technology-enhance language learning), MALU (Mobile-assisted language in use) (Jarvis & Achilleos, 2013) and *edtech* are some of the terms that I have encountered or read. For the purpose of this thesis, however, I will continue to refer to them as “digital technologies” or “digital learning technologies”, as I believe it is a more all-encompassing term for hardware, software, and related language learning tools.

4.2 Digital technologies categorization: hardware and software

Language learning hardware	computers, such as PCs and laptops mobile phones and tablets interactive whiteboards (IWBs) digital cameras audio recorders MP3 players and MP4 players e-readers videoconferencing equipment games consoles web cameras external and hard drives
Language learning software	applications operating systems programs (for example, for grammar or vocabulary practice) blogs wikis podcasts virtual learning environments (VLEs) learning management systems (LMSs)

Figure 3: Classification of language learning hardware and software

There have been many terms to divide and classify digital learning technologies. The challenge is that the rapidly changing nature of the topic means that they will typically become outdated in a short period of time. Therefore, in an attempt to classify on a broad scale, or use a classic term, I will keep it simple: hardware and software. The chart is based on a model by Nicky Hockly (2016, p. 4).

The straightforward classification of hardware and software in Figure 1. provides a general basic reference point that clearly divides them, although mobile technologies will be additionally broken down in the next section. Essentially, language learning hardware are physical devices that are able to be seen and touched. Contrarily, language learning software are those items that are used, stored, or consist of data on a computer, associated devices, or the internet. By grouping them thusly, better decisions can be made for how to best use these tools, dependent on many factors and considerations which will be explored in the new few sections.

4.3 MALL: Mobile-assisted language learning

The mobile or smartphone is ubiquitous in our world today - there were around 2.32 billion users of smartphones in 2017 (Statista, 2018). At a bus stop, bank, restaurant, or shopping mall you will see a people using their mobile devices for any number of purposes. Each of them is in control of what they are looking at, when they want to look at it and are most likely either communicating with someone, searching for information, or being entertained. They are not just recipients, but making their own choices. (Pilar et al., 2013).

A smart mobile device, as was previously mentioned, now comes with its own software capabilities and can access up to 2.8 million applications (Statista, 2018). Typically, it has a touch screen, camera, video and audio recording capabilities, voice recognition, storage, and a Wi-Fi or digital connection. These options provide enormous possibilities for the learner and language teacher to take advantage of in a classroom setting.

Mobile devices can offer a whole world of possibilities for teaching (Wilden, 2017). The camera, video, and audio functions allows multimedia opportunities for students in the areas of reception and production. Emailing, instant messaging, and shared documents (such as Google docs) allow written production, interaction, and reception activities to flourish. Applications for learning, memorizing, interacting, reviewing, and translating (a few examples) are all possibilities teachers

can use with students. Using mobile devices and applications as tools (not for entertainment) must be at the forefront of a teachers mind.

One of the largest criticisms of applications is that many of them do not innovate as much as replicate what has been previously done in another form. For example, Quizlet is a non-language learning application used for drilling and memorization of information (essentially electronic flashcards). However, the convenience factor of not having to carry around flashcards and have them easily accessible and modified could be argued as an advantage of convenience.

Mobile-assisted language learning is an area with a great deal of potential, but it is a topic that must be considered very carefully. Not all classrooms will benefit from using this and there are positive and negative aspects, as with other digital technologies.

4.4 Advantages and disadvantages of digital technologies

The use of technology in a classroom will be influenced by the politicians, administration, teachers, and learners that come into contact with it. The decisions made by each of those groups will impact how much or how little digital technologies will be part of the language learning experience.

Many concerns are raised by educators and parents alike when considering the negatives or disadvantages of digital technologies. Firstly, the subject of safety and security and is of the highest importance. Learners need to be taught general digital competences about online safety, cyber-bullying and revealing information. Secondly, privacy should be respected and allowed. For example, if social media or a LMS (learning management system) is used by the teacher and a student does not feel comfortable about using it, a non-digital solution should be found.

Thirdly, many parents, teachers, and schools feel that students are very distracted by their mobile phones and restrict or prohibit their use in the classroom. This is a topic that should be taken very seriously and may be a deciding factor in limiting the usage of digital technologies in a classroom by students during a lesson.

Another negative issue associated with digital technologies is a frequent problem for educators. Technology is brought in to schools without sufficient training, know-how or desire (by the teachers) to use it and this does not guarantee its use or usefulness in the classroom (Akyuz &

Yavuz, 2015). The enormous cost of buying technology for a school, region, or district, that people may not use, arguably could be better spent training teachers to be better educators.

The final negative point to be considered is when the technology is the priority when creating a task, lesson, or activity. The objective of the lesson can get lost when the technology is chosen because it is entertaining and the objectives and pedagogy are not the primary consideration. It is necessary for educators and learners to see technologies as exactly what they are, a tool, no different than a blackboard or a textbook.

If viewed as a tool rather than a toy, there are many advantages to using digital technologies, especially for English language learners and teachers. Opportunities beyond what might be otherwise possible for the learners can be facilitated. The learners may be able to have exposure to authentic language from a distant country, access to wider sources of information and varieties of language, or opportunities to communicate with the outside world in an audio or video chat (i.e. Skype, Facetime, Messenger). The world is connected and no longer limited by the walls of the classroom.

A common frustration with learners is the lack of connection between what they are learning and practical applications to their daily life. This can affect motivation and interest in learning a subject. The access that digital technologies provide users can engage learners and diminish this belief. If the EFL student is able to communicate on social media, cooperate successfully with foreign players in an interactive computer game, participate on a discussion forum or find an English recipe to cook with, they will immediately see their knowledge resulting in an outcome. While motivation may not directly lead to proficiency, low levels of motivation definitely impede successful learning (Williams, et al. 2017)

Learners have numerous possibilities to enhance their 21st century skills through active, engaged learning. Collaboration, exploring, creating and learner autonomy are all benefits of technology when it is used in a meaningful way. If used carefully and thoughtfully, digital technologies can be utilised as instruments to facilitate lifelong learning. No longer limited by a classroom, digital technologies present a variety of educational opportunities for anyone who has access to them.

4.5 Digital learning

Learning is no longer something that only happens in a traditional school. There are several options offered to pupils with varying degrees of use of digital technology. The first option is fully independent learning done entirely outside of a classroom; many colleges and universities are now offering online courses as part of their programs. MOOCs (Massive Online Open Courses) have spread in popularity, as it allows people of any age to attend courses in their free time, whenever they want.

A second option is blended learning, which allows students to do some of their studies in the classroom and some at home. The teacher may use a variety of Web 2.0 tools to extend the practice of their learners beyond the classroom (Johnson & Marsh, 2014) and learners can use autonomous tools to scaffold their own learning when they are away from the classroom. This is of particular advantage to those pupils who are distance students or work while studying, as they are not required to attend every lesson but still have the advantage of having contact with the educator.

Learning management systems, such as Moodle or Edmodo, are able to facilitate this type of blended environment. The supporters of blended learning champion a more personalized approach that lets learners move at their own pace (Hockly, 2016). A blended learning classroom can be a good strategy for an EFL classroom. The pupils can do practical work at home (textbooks, worksheets, memorization) and it allows the learners to have more interaction and collaboration in the lessons.

Using these digital technologies requires both the teachers and the students to have knowledge and understanding of the systems, programs and technologies involved as well as access to the internet. Proficiency on the internet is not learned automatically because a person knows how to use a computer; it is a skill that can be taught or can be learned from making mistakes. This is something that should be assessed and emphasised when using technologies with learners of any age, as they may not be aware that they need to develop their computer skills or digital literacy.

4.6 Digital literacy

Digital literacy is defined as knowing how to use technology, understanding social contexts, the ability to do complex tasks, and to repair problems (Walker & White, 2013). It can also be

explained as the ability to evaluate online sources, filter and manage information, and to understand online social conventions (Hockly, 2016). Digital literacy and digital competence are necessary key competences that learners and teachers need to acquire in order to use the appropriate tools and language for communicating on the internet.

Internet usage and web searching are only the beginnings of digital literacy. The user should be able to locate, employ, evaluate, and interpret information and its sources. They should be able to use different types of media and manipulate it for other uses. They should be aware of any laws and rules that apply to usage. Finally, they should be able to use different types of technologies and use them in different ways.

Digital literacy is feasible to teach and encourage in a language learning environment. Provided the students have access to technologies, it can make the classroom feel more relevant, interesting, and relatable for the learners. If a teacher perceives that the students have a greater literacy level than they do, it can be utilized by using the learner's knowledge to teach others by practicing giving instructions and collaborating in the lesson.

4.7 The digital divide

Another major factor to consider is the digital divide, described as the social and economic inequality between those who have technology and those who do not (Yang & Egbert, 2004). This is true; however, it refers to more than economic issues, but political, educational or geographical differences. This could mean the inability to use Wi-Fi, or have use of hardware or software. It may be lack of knowledge or training of how to use technologies.

When planning tasks or lessons, unless the school is supplying all the needed technologies, a teacher should always take into consideration the possibility of the digital divide. In the context of a school, this may refer to the lack of or limited use of technology or the Internet. If the teacher would like to have an activity involving learners bringing their own devices, a planned alternative should be arranged if students do not own one or forgot to bring it with them.

5. FRAMEWORK

This framework is a collection of questions that were assembled from the information explored up to this point in the thesis. They are meant to be used as guide for teachers; to help prompt and stimulate questions in order to make the best choices for the learners and the lesson. Not all questions will be necessary to use each time and the more the framework is put into practice, the more automatic it will become for teachers (using Bloom’s Taxonomy - LOTS to HOTS). Additionally, teachers would be encouraged to add their own questions, as each classroom has their own considerations.

Finally, the fourth category includes basic questions that I felt should be asked. These questions may be useful for the overall semester or upon acquiring a new classroom.

A larger version of the Framework can be found in Appendix D.

“The student shall be able to _____”	
A. COMMUNICATIVE COMPETENCE	B. PEDAGOGY
<ol style="list-style-type: none"> 1. What are the desired learning outcomes and/or aims? <i>(complete above sentence)</i> 2. What aspects of communicative competence are being targeted? 3. What skill(s) will be the focus? 4. What kind of task might be chosen and how can it be made authentic? 5. What previous life knowledge do they have for this topic? 6. What previous language knowledge do they have for this task? 7. If any, what CEFR proficiency scale(s) is/are being used for measuring development? 8. If any, what ‘Can-do’ descriptor is being used? 	<ol style="list-style-type: none"> 1. What language level are my learners at? 2. Which LOTS or HOTS are an appropriate level for them in this task? 3. Which action verbs reflect my aims or objectives? 4. What kind of applications or digital activities are appropriate for this class? 5. What kind of application to real life tasks does this have? 6. Will this help to deepen the learners knowledge of the topic? 7. How can the learners be encouraged to take language risks in the tasks?
C. DIGITAL TECHNOLOGIES	D. BASIC DIGITAL TECH QUESTIONS
<ol style="list-style-type: none"> 1. Have I started with purpose and pedagogy instead of the tech? 2. What hardware and software do I have access to? 3. What hardware and software do my students have access to? 4. Is there a digital divide in any way? How can it be solved? 5. What problems does the tech solve? What problems does it create? 6. Will the learners be in the classroom, online or in a blended learning situation? 7. Are the digital learning materials designed for a specific outcome? 8. Is this replacing something or allowing us to do more than we could before? 9. Will this empower the students to be autonomous learners? 	<ol style="list-style-type: none"> 1. What is the digital literacy of my learners? 2. What is the cost? 3. Does it pose any safety issues for the student, teacher, or institution? 4. Do we need or have access to Wi-Fi? 5. How easy is the technology to use? To maintain and upgrade? 6. How easy is the technology to use? 7. How reliable is the technology? 8. Is the technology appropriate for the learners? 9. How much time will it take to implement/develop? 10. Will using the technology save or consume a lot of time? Can it be used again? 11. Will using the technology motivate the learners or frustrate them? <i>(motivation)</i> 12. What will I do if the technology does not work?

Table 1: Framework of reference for consideration when adding technology to activities for communicative competence

PRACTICAL COMPONENT

6. IMPLEMENTATION IN A CLASSROOM

In order to test the framework's usefulness, it will be applied to six communicative competence focussed tasks which take place in a hypothetical English class at a university in the Czech Republic. While the class is fictitious, the components of the syllabus, curriculum and learners are based on an actual course, in order to lend a sense of authenticity to the assessment of the framework.

6.1 University setting

The Czech university system offers English language courses to students as either as a mandatory or optional part of their bachelor's or master's degree, depending on the university, faculty, and program they are enrolled in. Typically, the students are expected to have a B1 level when they enter university, as they must achieve this for their 'Maturita' graduation exams.

For the purpose of this thesis, the students are defined as first and second year university students in the Faculty of Transportation at the University of Pardubice - meaning most of their ages will most likely be between 19 and 23 years old. They have English one day a week, for a total of 90 minutes and the semester is approximately 13 weeks long.

6.2 The class

The curriculum of the class, named DPADF, is shaped by both the CEFR and the Language Department at the university (see Appendix C). The recommended textbook for the course is *Tech Talk: Intermediate Students Book* (Hollett & Sydes, 2009) and it is the teacher's decision as to how often they will use it in their lessons. The class is approximately 20 learners, who have a variety of devices from mobile phones, smart phones, tablets and/or laptops. The classroom has Wi-Fi, a whiteboard, a computer and a projector (with a screen), and speakers. The teacher is using a Learning Management System (LMS) to create a blended learning virtual classroom; a central tool for information and sharing between the group.

The ability of the teacher to assess improvement or determine goals is measured in the CEFR by 'Can-do' statements on a scale (see Appendix A). Therefore, the tasks to measure these activities have been categorized in the same way: listening, reading, spoken production, spoken interaction, written production, and written and online interaction.

7.1 TASKS

Each task attempts to provide an example of a current university English classroom. While each question from the framework is not answered, the concept is to show how this framework would work without being too restrictive. All of the tasks are meant to have a broad appeal, rather than be extremely specific to the subject and could be given considerably more explicit activities or use more specialised technologies or applications, depending on the faculty of the students involved.

7.1 Tasks for understanding

7.1.1 Task 1 – Listening (Aural reception)

Aim: The students shall be able to politely for directions, listen to the instructions, understand, and follow them. They shall then ask questions and make statements about their position.

Task: Giving directions with prepositions and describing locations

Targeted competences: General competence, linguistic competence, sociolinguistic competence, pragmatic competence

Table 2: Task 1 – Listening

	Reception	Interaction	Production
Listening	<i>Listening to their partner's instructions</i> * <i>Listening to questions from their classmates</i>	x	x
Reading	<i>Reading the street names and locations</i>	x	x
Spoken:	x	<i>Polite requests</i> <i>Small talk</i>	* <i>Short presentation - tour of city</i>
Written	x	-	<i>Sentences</i> * <i>Written locations and map of city on LMS</i>

*optional task

Bloom's Taxonomy: Remembering (the linguistic aspects), understanding (what they are hearing), applying (using their knowledge to give directions and describe locations); optional tasks may include creating (their own guide to the city).

Action verbs: listen, describe, demonstrate, explain, apply, use

Technology considerations: Working Wi-Fi, if the learners have their own appropriate devices.

Digital technologies: Wi-fi, class screen and projector

Other aids: City maps and accompanying cards or student's devices and accompanying cards

Task description: In a previous lessons, the students learned prepositions of directions and descriptions of positions, as well as polite request questions. In this task, they will practice the grammatical structures and lexical forms of asking and giving directions, in combination with using polite request sentence forms and small talk (with strangers) by doing a roleplay.

The learners are divided into pairs and each person is given an authentic map of a city from an English-speaking country. The maps contain street names and have tourist attractions highlighted. They are also given a stack of small cards with the names of the tourist attractions. If the students have tablets or medium sized laptops, they could instead use an online map (e.g. Google maps). The students should take a few minutes to become familiar with the map and see if there are any points of interest to them (something they would like to see). Together, they should randomly choose one point on the map as the starting place.

The students will face each other, so they can see each other but their maps are private. Next, Learner 1 will choose a card (from the stack of tourist destination cards) and find it on the map without revealing it to learner 2. Learner 2 will pretend they are in a city and approaching a stranger and use a polite request question for directions (Hello. Excuse me, could you tell me where...is?"). Learner 1 will give directions using their previous knowledge and forming complete sentences. Both learners will be encouraged to ask questions for clarification and corrections until Learner 2 has found the destination. The learners will then create a few questions and sentences about the location using position statements and questions and write them down. (It is beside the bank and behind the church. Is it near the Main Street train station?).

The learners will then switch roles, draw a new card, and do the task again, with the starting position at the location that Learner 2 ended at.

The teacher will be monitoring the class to ensure that they are understanding the instructions correctly, following directions and staying on task. Any mistakes that seem to be shared or are common could be noted down and taken up at the end of the task by the teacher, for the class to learn from. Depending on the success or easiness of the task for the learners and how much time it takes, the learners could take several turns or just one.

Optional additional tasks: If the aim is reached within a reasonable amount of time (meaning there is time left) and the learners have been successful with their practice, the teacher could add a second part to the task.

Each group of students could take turns presenting their city to the rest of the learners and describe the location, using the sentences they wrote down. (This is the city of Toronto, Canada. We went to the CN Tower. It is next to the Royal Bank and across the street from a shopping mall.) The map would be shown on the projector, so the entire class could see it. The class could ask questions about the location. (Is it near a theatre?) If the teacher wanted to take it further, they could get each group to post their 'tour' and map for the rest of the group, with some additional information about their city (they could research this on the internet) on the class LMS, as a written production.

7.1.2 Task 2 – Reading (Visual reception)

Aim: The students shall be able to read, understand and produce their own version of a text about traffic problems. They will use their critical skills and acquire related new vocabulary.

Task: Reading about transportation issues in a city

Targeted competences: General competence, linguistic competence, pragmatic competence, sociolinguistic competence

Table 3: Task 2 – Reading

	Reception	Interaction	Production
Listening	<i>To others in the discussion</i>	x	x
Reading	<i>Reading the text Reading other Ss writing</i>	x	x
Spoken:	x	<i>Group discussion</i>	-
Written	x	<i>Commenting on other Ss writing</i>	<i>Writing summary/opinion</i>

Bloom's Taxonomy: Remembering (vocabulary and expressing opinion phrases), understanding (the article and vocabulary), applying (using the vocabulary), analysing (the article and other student's work) and creating (their own work and the Quizlet vocabulary set).

Action verbs: search, find, discover, summarize, use, explain, reflect, compose

Technology considerations: The teacher needs to have the map and questions prepared on something (i.e. a memory stick or cloud), learners need to know how to use Quizlet.

Digital technologies: class screen and projector, LMS, Quizlet, Wi-fi

Other aids: Photocopied article for the class.

Task description: The activity has a pre-reading task to start. The teacher has chosen one large English-speaking city and the students look at a map of the city (with the traffic markers on it) to evaluate their impression of the transportation system of the city. The map is displayed by the projector on the screen at the front of the room. They should try to identify and discuss traffic patterns, public transportation, and any issues that they can anticipate might being a problem for the city; first in pairs and then as a group. Any vocabulary gaps or incidental words should be written on the whiteboard by the teacher.

The students are then each given a paper copy of an article that highlights a recent issue or development about a traffic issue in the same city (the map continues to be displayed by the projector). The link to the article is also indicated on the page for the learners to connect to if they

prefer. The teacher will have selected an authentic, but appropriate article that is about 500 words in length.

The learners should start by skimming the article for the general idea of it and underlining any unfamiliar vocabulary, which will be collected by the teacher with the other words on the whiteboard. All of the unknown vocabulary will be discussed and defined by the class before the next step and students may use their devices at this point. The teacher will then project a set of questions on the screen for the learners to answer and check their comprehension of the article. The learners can work individually or in pairs to answer the questions.

Next, the learners will individually create and write a summary of what they have learned about the city, the issue and then write a short opinion piece about what they think the solution is to the problem. (In a previous lesson, they learned phrases for expressing opinion). They are required to use two of the new vocabulary words in the article. They can write with pen and paper or on their computer. When they have finished writing, they will need to upload an electronic version it to the class LMS (by the next day), so they will all need access to a computer at some point.

For homework, all of the students will be required to read each opinion piece by the others and make a short comment on it. Comments must be written in a polite or constructive way, as has been previously established. As well, a Quizlet vocabulary list (from the collected vocabulary) will be made by the students and posted to the class LMS, for the class to learn and remember.

7.1.3 Analysis, evaluation, and modifications

Task 1: This task seems to border on a listening task and a spoken interaction task. Perhaps the teacher could add an audio or video example of giving directions before the learners began, depending on how confident they are about doing the task. The task targets all the main competences, as both learners are expected to practice coherent utterances using sociolinguistic conventions, lexical and grammatical accuracy and use functional competence. I would not necessarily use the CEFR scales here, as the best measurement would be to see if the student who is listening finds where they are going and it challenges both learners. The lesson is relevant and authentic to their age level and it would be expected that most of the learners have travelled before, so they know how to ask or give directions, even if it was only in their own first language.

The digital technologies should not cause any problems for this exercise, as there are many options and the teacher has hard copies prepared. Even the final part of the task would be achievable because there is still a (small) map to show the group. There would be no issues with digital literacy or problems with a digital divide, since the technology can play as large or as small a role as determined by the teacher and their assessment of the situation at the time (regarding devices and Wi-fi, for example).

The pedagogy has been decided before the technology. However, if the learners use digital maps, it is actually a more authentic task, since most people now use their smartphone instead of a paper map to navigate themselves. Each step of the lesson deepens the level of Bloom's Taxonomy.

Overall, I think it was a successful lesson. The only modification would be to add more listening components from other sources. One idea would be to have several different accents or dialects read directions (on audio or video recording) and play those directions for the learners. They would add a new competence to challenge the students, which would deepen the learning.

Task 2: The greatest challenge in this task will perhaps be for the teacher to find a suitable, authentic article. If the learners chose their own articles, it would not be an issue because they would most likely decide on something they would understand. If there are several mixed levels, the teacher could take one shorter story and rewrite different levels of that story or choose a few different articles. It would be advisable to have some extra vocabulary prepared in case the students knew all of the words that were expected to be challenging or unknown.

Digital literacy could be problematic if the teacher does not provide some training for the learners on how Quizlet or the LMS system works, especially for uploading or any other tasks like the Quizlet. There are opportunities for increasing or decreasing the technology involved, if necessary.

Writing the summary could be more challenging for some learners than others, but it is a good measurement for how much they have managed to understand from the reading. Critical thinking skills are sometimes challenging for Czech students, as many are shy to speak in English or are not very experienced at how to think critically (at least in my personal experience as a teacher).

The exposure to authentic cities and their transportation issues is hopefully something they are interested in and would enjoy. For modifications, I would get them to introduce them to an application called ‘Write and improve’ that could help them check their own writing.

7.2 Tasks for speaking

7.2.1 Task 3 – Spoken production

Aim: The students shall be able to write and speak a two-minute length report about a transportation issue that they read about in an article.

Task: Creating and filming a news report about a transportation issue.

Targeted competences: General competence, linguistic competence, pragmatic competence, sociolinguistic competence

Table 4: Task 3 – Spoken production

	Reception	Interaction	Production
Listening	<i>Watching classmates reports</i> <i>Watching YouTube video</i>	x	x
Reading	<i>Reading the article</i>	x	x
Spoken:	x	<i>Group discussion</i>	<i>The news report</i>
Written	x	<i>Asking questions regard other Ss reports</i>	<i>Writing summary/opinion</i>

Bloom’s Taxonomy: Understanding (the article), applying (the information they have gathered), analysing (the article and other student’s work) and creating (the news report).

Action verbs: advanced search, interpret, critique, articulate, collaborate, produce

Technology considerations: The LMS system, Wi-Fi in classroom.

Digital technologies: Wi-fi, class screen and projector, YouTube, learners' devices, or cameras supplied by the teacher

Other aids: Learners’ own articles

Task description: Taking inspiration from Task 2, the students, in pairs, are expected to cooperate and find an article about a transportation issue in a different city for homework. The article should be an authentic newspaper or magazine article (or excerpt) from an online source, that is no more than 500 words. They should post the link in a file on the class LMS that the teacher has created. No more than two groups are allowed to do the same article and it should be no more than five years old. The students can print it out or access it online at school with their own devices for their own use of it in the lesson.

In class, the learners are given a set of questions (on the projector screen) to answer in their pairs which should help them to understand the article, encourage critical thinking and stimulate their writing. They are allowed to use their devices and the internet to research any questions that they are unable to answer from the article or research any other information they would like to use. They can write the answers in point form, as they are only collecting information.

They are then shown a YouTube video that the teacher has chosen with several examples of news reports. The class works together to create an outline of what information should be presented in a news report and in what order. They discuss the way to start and end a news report. (Introduction/conclusion and presentations) This aids the class in their approach to the writing and thinking more about spoken language rather than written language.

Next, the pairs of learners work together to create a 3 - 4 minute report about the topic. Each student is responsible for speaking about half of the time. They should write the entire speech unless they are at a higher language level that would feel comfortable doing it in a more improvised fashion.

When they are ready, two groups (of pairs) will come together. They will film the other group (using their own devices or camera equipment provided by the teacher) in a quiet location at a table to replicate a 'news-like' setting. When the students are satisfied with their recording, they will upload it to the class LMS.

All of the students will be required to choose five 'reports' to watch and ask one question about it in the comments section, for homework.

7.2.2 Task 4 – Spoken interaction

Aim: The students shall be able to successfully interact, ask questions and have discussions with an EFL class from a university in Finland, both in spoken and written discourse.

Task: Videoconferencing between two classes in two countries.

Targeted competences: Sociolinguistic competence, linguistic competence, pragmatic competence, general competence

Table 5: Task 4 – Spoken interaction

	Reception	Interaction	Production
Listening	<i>To the questions from the class in Finland</i>	x	x
Reading	<i>The posts of other Ss on the Facebook page</i>	x	x
Spoken:	x	<i>Discussions with the Finnish class</i>	-
Written	x	<i>Writing with other Ss on the Facebook page</i>	<i>A prepared question to ask the Finnish Ss</i>

Bloom's Taxonomy: Remembering (Identifying each other on Facebook), understanding (Facebook posts and what each other says), applying (the information to the videoconference), analysing (the differences and similarities between the two cultures), evaluating (the answers and social interaction), and creating (the questions and the videoconference).

Action verbs: relate, interview, question, comment, formulate, develop

Technology considerations: A closed Facebook group set up by the teacher, the devices needed for videoconferencing, what to do if the hardware, software, or internet fails, downloading the Skype software (or similar) ahead of time.

Digital technologies: Learners' own devices, web camera and microphone, Skype software.

Task description: Before the task or class begins, certain arrangements must be made by the teachers. For this illustration, we will postulate that an EFL teacher at the JAMK University of Applied Sciences in Jyväskylä, Finland has connected with the EFL teacher at the University of Pardubice. They agree to do two Skype videoconferencing calls between their classes. At the

beginning of the semester, they create a closed Facebook group for the students to join, so as to get them acquainted. Before a given deadline, each student must post a few sentences to introduce themselves to the group.

Over the next few weeks, the teachers take turns posting a question (one per week) in the Facebook group. The questions will be primarily based in their related studies, although one or two cross-cultural topics (non-study related) would also be asked. All the students from both universities must comment on it with their opinions or thoughts. Some guidelines and politeness conventions will be set on the Facebook page as to what appropriate online conduct is and how to be respectful (digital competence) to each other. This is important because of the cultural differences between the two cultures. The same expectations will be set for the videoconferencing calls.

After about six weeks of getting to know each other on social media, the two groups will have their first videoconferencing discussion. The topic in the first discussion will be the posts of the Finnish students. The Czech students will each have one question prepared, based on what they have read in the Facebook group (both the topics and comments). In the second call, the Finnish students will have one question prepared for the Czech students. It is expected that all students will participate at some point in time.

In more detail, a videoconferencing call would be carried out in the following manner. The teacher and students in the Finnish class will all introduce themselves and greet the Czech students. The Czech teacher will then introduce themselves and the Czech class will say hello (as a group). The Czech students will then each take turns asking their questions. They are allowed ask a specific student or the group as a whole. After a response, other students are allowed to continue on in a short discussion or they may not. If the discussion is lively, students can converse as a group ideas about solutions to the situations or ask questions about the lives and culture of the other country. Then, the event would occur in the opposite manner the next week.

The teachers will act in the role of monitors. They will encourage, clarify, and regulate the conversation. They should also be ready to prompt the students to talk; if this is the first-time students have done this, it can be strange or intimidating. They may also need to interfere if certain students are tending to dominate the conversation. Ideally, the call will last between 30 and 60 minute, with the first interaction favouring a shorter time. The beginning and end are

controlled the host teacher and depend on the interaction of the students. Any class planning should anticipate the variance in time.

7.2.3 Analysis, evaluation, and modifications

Task 3: The desired outcome is for all the learners to have the experience of preparing some discourse and then recording themselves doing it. Very often, learners have never seen themselves speak in another language before and it is a very interesting experience for them. That being said, posting that video on the class LMS could be an issue for some of the learners. They may find it embarrassing or feel uncomfortable, so perhaps that is something that could be discussed or decided within the class or the individually with a student who opposes the group's decision.

The digital divide should not be an issue in this situation. In groups of two or four, generally at least half of the learners have smartphones. However, if the language department has cameras or recording devices, they could be utilized. A place for recording the students could also be arranged, if it was needed.

The highest level of Bloom's Digital Taxonomy is achieved in this task. The students are able to create their own text and broadcast, achieving the highest level.

When measuring with the communicative competence scales, all of the linguistic charts could be tried, as they reflect the success of both written discourse and speech pronunciation. Any problematic areas could be identified for practice in future lessons.

Task 3: Out of the six tasks proposed in this thesis, this activity has the biggest risk with technology and sociolinguistic situations. The success of these tasks will firstly depend on the teachers and groups in both the Czech Republic and Finland. Both teachers should be monitoring the Facebook group for any inappropriate behaviour or responses and well-prepare their class so that they are able to do the videoconferencing with some confidence and interest.

Many students can be very shy about speaking English in front of people they do not know. The first conference call could be quite hard for them and preparing some prompts or providing motivation for them to speak will be crucial.

If I were checking their competence, I would be looking at all of the scales, with probably the least significant being the linguistic scale. Sociolinguistic and fluency abilities are much more

important in this situation, as they learners will most likely be nervous and overcorrecting them could be detrimental to their overall confidence.

Conceivable, the greatest benefit the Czech learners would have is contact with the students from Finland. Most likely many people in both classes would never have been to the other country and so there are learning opportunities beyond the language aspects.

I would want to test the Skype or other videoconferencing software, as well as the camera, before the classes made the calls. This would easily be achieved by arranging a Skype date with the other teacher. It would also be necessary to have a secondary plan prepared in case something prevented the call from occurring, such as the loss of an internet connection or the cancellation of a class due to illness.

7.3 Tasks for writing

7.3.1 Task 5 – Written production

Aim: The students shall be able to create a set of instructions using technical writing rules, sequencing, and the passive voice.

Task: Writing a set of how-to instructions.

Targeted competences: Linguistic competence, pragmatic competence, general competence, sociolinguistic competence.

Table 6: Task 5 – Written production

	Reception	Interaction	Production
Listening	-	x	x
Reading	-	x	x
Spoken:	x	<i>Collaborating with another group</i>	-
Written	x	-	<i>Creating a set of instructions Creating a digital set of instructions</i>

Bloom's Taxonomy: Remembering (the linguistic elements), understanding (the task they are writing about as a whole), applying (writing the instructions), analysing (making sure every step is included), evaluating (asking someone to check their work), and creating (making the final document or creating the digital version).

Action verbs: retrieve, demonstrate, choose, implement, order, link, point out, consider, critique, produce

Technology Considerations: There will be several kinds of apps or software available to students and they may need assistance in using them. Either a YouTube link for a tutorial placed on the LMS or offering time or training in a computer lab may be needed.

Digital technologies: Learners' own devices (optional) and the class LMS.

Task description: In class, the learners can choose if they want to work in groups of two or three. Each group will choose something they want to create a set of how-to instructions for. A number of suggestions will be provided to the class for the students to choose from. The students are also welcome to propose their own ideas to the teacher. Examples of these instructions might be for using a washing machine, starting a lawn mower, filling the car with gas, or making coffee. They could also have the option to find a video (on their own time) of the process of doing something that has few or no words or instructions to it (i.e. a cooking videos).

A grammar review or instruction will be given at this time about the rules of technical writing, the process and ordering of sequencing, and/or the passive voice. It is expected that the learners have knowledge of these aspects of English, but they may not have practiced them for some time or not at all, since the class usually has mixed abilities and a varied background in language learning. Their *Tech Talk: Intermediate* student textbook has a useful section on technical writing that may prove a good point of reference for them (2009, p. 64-65).

The learners would start by writing the instructions step-by-step; first in point form and then creating full sentences. The teacher is actively moving around the class and checking the writing, as the learners will be challenged in many aspects and need to be monitored by the for problems such as too little or too much information, vocabulary and grammar difficulties, translation issues, and missing steps. This may take more than one class to complete, depending on the abilities of the students and the task they are writing it for.

When the groups feel confident that they have a satisfactory set of instructions, the learners will collaborate with another group. They can read their work aloud or get the other group to read it for themselves; it is up to the learners. This can assist them to find any last pieces of missing information or other comprehension problems.

The last step is can be done in two ways. If the task has been a very long one for the learners and it is enough, they can post their instructions on the class LMS. Here other learners can comment and provide feedback. The feedback can be a helpful learning tool, especially if it something they have spent a lot of time on.

The second option would be for the groups to create their own digital version of the instructions, depending on time, skills, and interest of the students. They could make video with subtitles, create a comic strip (Toondoo or Strip Generator), an animated video (Powtoon), or a digital book (Book creator) made with their own pictures. There are a lot of free applications and software that are free and easy to use on all devices, but some students may need help with it. The final project could be posted on the class LMS or on a class YouTube page.

7.3.2 Task 6 – Written and online interaction

Aim: The students shall be able to write one of three kinds of letters, in the form of an email.

Task: Writing an email letter.

Targeted competences: Linguistic competence, sociolinguistic competence pragmatic competence, general competence

Table 7: Task 6 – Written Interaction

	Reception	Interaction	Production
Listening	-	x	x
Reading	<i>Possibly reading a response</i>	x	x
Spoken:	x	-	-
Written	x	<i>Writing an email letter</i>	-

Bloom's Taxonomy: Applying (writing the letter), analysing (checking for formality levels, grammar, and vocabulary), evaluating (depending on their choice of letter), and creating (making the letter and sending it).

Action verbs: indicate, implement, display, distinguish, organise, point out, comment, convince, compose, formulate

Technology Considerations: This is best done in a computer lab if the learners do not all have their own individual computers.

Digital technologies: A computer for each student.

Task description: The students will all individually compose an email, so the class should be moved to a computer lab for this task. The class may begin with a review or instruction about the format of a letter and formality levels of letters and emails, unless the learners have been previously instructed. On the LMS, templates and guidelines can be provided for the students to have access to, if needed.

The learners will be given three choices of letter to write: a letter of complaint, a letter inquiring about employment, or a letter to someone they admire or has impacted their lives. Their selection should be made knowing that this is an authentic experience and the students will be emailing the letter to a real person or company. If they do not like the choices, they could propose their own option to the teacher.

The learners will be using Google docs for this exercise, as they all have Google accounts with their student email and therefore have equal access. A second reason is that Google docs has a collaborative feature, which allows the teacher to work with the student as they are writing the letter; providing comments and feedback, even in different locations.

Once the students have chosen their letter and have downloaded the template and guidelines, they will begin writing. While the form of the letter might be made easier with a template, the learners must be diligent about paying attention to their language and formalities and ensuring that all of the information required is included. If the students are not able to finish in class, they may need to complete it at home.

The last step will be to consult with the teacher, since it will be emailed to a real person. The teacher will verify that the tone and vocabulary for the letter are appropriate and may provide

feedback if needed. When it is ready to be emailed, the student may choose to use their document as an attachment or to paste it onto the email and send it.

7.3.3 Analysis, evaluation, and modifications

Task 5: This is a difficult task that appears easy. Students may assume that writing a set of instructions is quite simple, but they often find that it is much more challenging due to all of the elements that are involved. The groups would be encouraged to go at their own pace and work on one step at a time so they can produce something that has lexical and grammatical logic to it and is understandable and effective.

Having the two groups check each other's work should encourage the Bloom's analysing level. The challenge could be if two groups were both lower level learners and did not recognise any problems with the text. It would be important for the teacher to be monitoring the groups and prompt them if required.

The technology has the potential to be a positive experience for the learners to create something that could be watched by others. It is important that the teacher is mindful of digital literacy and the digital divide. It would be necessary to consider the amount of time that there is in class, what the pedagogical benefits are or if there was a computer lab that was available for the class to use. The technology for all of the suggested apps is very easy to use and does not cost anything, so there is potential to have some creative fun with the language, but everyone might not enjoy it or have the time required to complete it.

Task 6: The purpose of this task has a three-sided meaning. First, the students need practice writing letters and understanding the sociolinguistic and linguistic conventions. Second, because they are able to choose who they write to, it could be an interesting, authentic experience for them and they will not be able to predict the response. Thirdly, since the students all are already on Google drive with their email accounts, they have the possibility to learn how to use this as a tool for collaboration now and in the future. There is usually no instruction for the students on how to use it, so this involves them with combining language learning and authentic, beneficial technological practice. The increases their digital competence is an additional benefit.

The purpose for the online feedback is to assist them in a non-threatening and unobtrusive manner, as well as keeping them on task. They could use the ‘Write and Improve’ website from the previous lesson to help them work on their writing skills.

7.4 Summary of the practical component

Overall, the framework of questions and evaluation tools seemed to work well, but the questions also highlighted the reason it is so challenging for many teachers to integrate technology into their lessons if they are not as familiar with, or trained in, using digital technologies. With such a large number of options to choose from and questions to answer, it can be overwhelming. After using the framework several times, I am confident that teachers would train themselves to ask many of the questions and find that they only needed a few key questions from each category to guide them.

The insistence on starting with the objectives and then deciding on skills and competence should help the teacher to choose wisely and accordingly, in order to prioritize their learners needs, rather than the hardware or software.

This is a limited testing for this framework. The next step would be to be apply it to a real situation, where the context of the class, the group dynamics and other factors may influence it. Overall, I feel that the practical component was quite successful, but my digital literacy level is quite high compared to many other teachers. The next step would be to have other people test the framework, both when they were planning the task and when they were reflecting on it afterwards. This would give much more feedback on its true abilities and usefulness.

CONCLUSION

The 21st century student is part of a new and challenging culture, with an unknown future and skills that are different than any generation that has come before. Language teachers can be key contributors in helping language students enter this culture; someone who can help them learn how to grow their linguistic and digital lives in a purposeful manner.

Communicative competence and digital competence will both be significant abilities for the language learners to have. Thus, teachers will either need to be trained more to increase their digital literacy or they will need to independently seek out their own PLN, perhaps with other colleagues or online, to help grow their knowledge.

The framework presented here is designed to be a work in progress, as it is naïve to expect that it will remain static, as digital technologies certainly do not. Ideally, I would aspire that it could be useful for teachers or that it will continue to evolve with collaboration from other educators.

In summary, the more often that teachers use digital technologies in their classes, thoughtfully and carefully, the more the teachers may see the pedagogical benefits and authentic experiences that they can provide learners. If the teachers put the language needs and competences first and then find the digital technologies that support them, perhaps they will be able to successfully work towards the primary goal, helping the learners increase their language abilities and digital competence.

RESUMÉ

Digitální technologie se staly nedílnou a velmi zásadní součástí moderního života. Proces výměny informací mezi lidmi výrazně stoupl a očekávané dovednosti a klíčové kompetence lidí jsou definovány stále jinak. Postupy studentů i učitelů jsou těmito změnami ve světě jazykového vzdělávání ovlivňovány a dopad digitální technologie je trvalý. Cílem této práce je prozkoumat to, jak mohou učitelé propojit kurikulum a pedagogické cíle třídy s digitálními technologiemi tím, že vytvoří rámec otázek jako vodítko.

Digitální globální struktura 21. století přetvořila potřebné schopnosti a dovednosti člena společnosti, což je popsáno v dokumentu "Klíčové kompetence pro celoživotní učení - evropský referenční rámec" (2006). Tyto doporučené dovednosti, postoje a znalosti jsou vodítkem pro to, o co by jak žák, tak i učitel měli usilovat, aby zahrnuli jak ve třídě, tak mimo ni. Komunikace v cizím jazyce, digitální kompetence a výuka učení jsou třemi nejvíce spojenými s touto prací.

Učitelé cizího jazyka nemohou vyhnout digitalizaci okolního světa. To, jak zahrnout digitální technologie do výuky tak, aby nenahrazovaly to, co se v jejich třídě již děje, se může zdát nepřekonatelné, komplikované a časově velmi náročné. Nedostatek výcviku je konzistentním problémem při zavádění technologie v mnoha situacích. Jednou z největších výhod, které má učitel jazyka prostřednictvím technologie, je obrovský přístup k zdrojům, informacím a autentickým materiálům, stejně jako kontakt s dalšími učiteli po celém světě.

Moderní studenti jazyků se nacházejí ve všech věkových kategoriích a ve fázi různých životních cest napříč celým světem. Mohou mít různé potřeby a účely pro výuku jazyka, zejména jazyka anglického. Požadují se od nich rozdílné dovednosti a kompetence, než které by se od nich požadovaly v předchozích obdobích. Mohou mít technologické schopnosti, ale na různých úrovních dovedností. Přestože mezi nimi může být mnoho rozdílů, jedna konstanta je, že všichni chtějí mít efektivní komunikační schopnosti.

Celý koncept komunikativní kompetence a aktivit, které se k nim vztahují, je založen na popisu a analýze Společného evropského jazykového referenčního rámce (CEFR) – široce přijímaného referenčního nástroje pro výuku jazyka publikovaného v roce 2001 a aktualizovaného v roce 2017. Kompetence studenta jsou rozděleny do dvou kategorií: obecné kompetence a komunikativní jazyková kompetence.

Obecné kompetence jsou všeobecné znalosti a vlastnosti, kterými lidé disponují, co se týká jejich každodenního života, sociálního vnímání, schopnosti se učit a jejich know-how dovedností. Takové kompetence nejsou přímo vázány s jazykem, jsou však pro učitele velmi důležité – pokud těmito kompetencemi disponují, mohou selektovat vhodné úkoly týkající se studentových schopností a jeho zázemí.

Komunikativní jazykové kompetence jsou rozděleny na lingvistické, sociolingvistické a pragmatické kompetence. K lingvistickým kompetencím se vztahují lexikální složky, gramatické struktury a vztah mezi psanou formou a výslovností slov. Sociolingvistická kompetence je spojena se sociálními rozměry jazyka; formalita, vhodné situační používání slov, zdvořilost, rozdíly v registru, dialekty a akcent. Naposledy pragmatické kompetence souvisí se schopnostmi organizace a uspořádání vět za účelem vytvoření srozumitelného jazyka (diskurs) a pochopení funkce nebo účelu používání slov, nebo pořadí slov, v dané situaci.

Výběr použití Společného evropského jazykového referenčního rámce jakožto rámce pro komunikativní kompetence pro účely této práce potvrzují dva dodatečné faktory. CEFR dokazuje, že je non-dogmatický, nicméně pro účely této práce lze předpokládat, že výuka komunikativních jazyků (CLT) je hlavním postupem metodologie. Kromě toho je stanoven věk studenta, protože kognitivní vývoj studenta je považován za vyvinutější než u mladších jedinců.

Jakmile byly stanoveny kompetence a zahájeno plánování výuky, cíle lze vyjasnit použitím pedagogického přístupu. Rozhodla jsem se pro tuto práci použít Bloomovu taxonomii, protože je logicky spojena s kompetencemi, neboť cíle mohou být označeny jako "Student by měl být schopen ___", s určitým přidaným slovesem. Seznam sloves, které definují nižší myšlenkové dovednosti až k vyšším myšlenkovým dovednostem, může učitelům pomoci zajistit, aby jejich aplikované úkoly byly v souladu s jejich cíli. Poté, jakmile jsou kompetence a pedagogika v souladu, dalším krokem pro učitele je přidat komponent digitální technologie, pokud je rozhodnuto, že je vhodný pro daný úkol.

Výuka jazyka, a konkrétněji výuka zahrnující angličtinu, má s technologií vztah a byla jí výrazně ovlivněna od poloviny 20. století. Od F. B. Skinnera a jeho učebního stroje přes jazykové laboratoře, osobní počítač, Internet / Web 1.0, mobilní telefony, Web 2.0, chytré telefony, aplikace až po tablety – tyto všechny přinesly nové možnosti, co lze dělat při výuce cizích jazyků. CALL (Computer - Assisted Language Learning) se spojilo s MALL (Mobile-Assisted

Language Learning). Pokusila jsem se tyto spojit s pedagogickým přístupem při odkazování na užití těchto zařízení a nástrojů.

V kontextu této práce je pojem ‚digitální technologie‘ použit k zahrnutí široké škály termínů, jež popisují dostupný hardware a software používající se jako součást výuky jazyka. Hardware lze popsat jako věci, kterých se lze dotknout a software je definovaný jako data a systémy, které jsou zde ukládány nebo existují na internetu.

MALL, tedy učení se jazyka s asistencí mobilního přístroje, je zvláště důležité samo o sobě, protože se mobilní telefony, chytré telefony a tablety rychle staly jedním z nejpoužívanějších digitálních nástrojů v životě lidí a doprovázejí je tak téměř všude. Pokud se jedná o situaci ve třídě, může to mít jak pozitivní, tak negativní dopad, v závislosti na učiteli a žácích. Tato ‚inteligentní‘ zařízení poskytují přístup k informacím v okamžiku, mohou mít nainstalovaný software a tím pádem nabízet možnosti, které byly dříve možné pouze v počítačích.

Existuje mnoho výhod i nevýhod při používání technologie ve třídě, které jsou ovlivněny politiky, školou, učiteli a žáky, kteří jsou s tímto spojeni. Rozhodnutí, která činí každá jedna z těchto skupin, ovlivní to, jak moc velkou, nebo jak moc malou budou digitální technologie součástí celé zkušenosti s učení jazyka. To, zda je třeba vzít digitální technologie v úvahu, určí ekonomické a politické faktory, školení učitelů a přístup k technologii a Wi-Fi. Technologie vytvořila pro online učení a kombinované vzdělávání nové příležitosti. Studenti mohou používat autonomní nástroje k tomu, aby podpořili své učení v čase, kdy se nacházejí mimo učebnu. Avšak pokud se technologie změní v hračku nebo rozptýlení, neslouží nadále jako pedagogický nástroj a stává se problémem.

Několika dalšími faktory spojenými s digitálními technologiemi a jazykovým vzděláváním, které je třeba vzít v úvahu, jsou tyto - jaký druh digitálních vzdělávacích možností je nejlepší pro danou situaci; jaké jsou schopnosti digitální gramotnosti jak žáka, tak i učitele; a zda může existovat nějaký druh digitální propasti, který by se mohl projevit.

Teoretická část práce je zakončena rámcem otázek. Tyto jsou rozděleny do čtyř kategorií a odrážejí informace zkoumané v teoretické části, které by učitel jazyka mohl použít jako referenci. Řada otázek bude přínosná pro celkové posouzení třídy nebo kurzu a zbytek bude směřovat k možnostem, nad kterými by se mělo uvažovat při plánování jednotlivých lekcí. Na tento rámec bude poukazováno během aktivit uvedených v praktické části.

Za účelem měření přesnosti a užitečnosti rámce, který byl vytvořen v teoretické části, bude tento aplikován na hypotetickou třídu na univerzitě v České republice, jako příklad toho, jak by to mohlo fungovat. Český univerzitní systém nabízí studentům angličtinu studovat buď jako povinnou, nebo dobrovolnou část jejich bakalářského či magisterského studia, záleží na konkrétní univerzitě, fakultě a programu, který studují. Obvykle se od studentů očekává, že jejich úroveň jazyka při vstupu na vysokou školu je B1, jelikož musí danou úroveň splňovat pro složení maturitní zkoušky.

Pro účely této práce jsou studenti určeni jako studenti prvního a druhého ročníku dopravní fakulty Univerzity Pardubice, což znamená, že většinou z nich je zpravidla mezi 19 a 23 lety. Angličtinu mají jeden den v týdnu, celkem 90 minut, po dobu přibližně 13 týdnů.

Kurikulum třídy, nazývané DPADF (viz příloha 1) se řídí jak rámcem CEFR, tak jazykovým oddělením univerzity. Doporučená učebnice je *Tech Talk: Intermediate* (Hollett & Sydes, 2009), ale je na každém učiteli, do jaké míry chce učebnici používat. Třída má přibližně 20 studentů, kteří mají k dispozici celou řadu zařízení, od mobilních telefonů přes chytré telefony až po laptopy. Třída má Wi-fi, interaktivní tabuli, počítač, reproduktory a projektor připojený k počítači a učitel používá Learning Management System (LMS) jako ústřední nástroj pro informování studentů a sdílení informací ve skupině.

Čistě pro účel této práce je schopnost učitele posoudit zlepšení nebo stanovit cíle měřena podle rámce CEFR pomocí ‚Can-do‘ tvrzení a deskriptorů kompetencí v měřítku škály od A1 až po C2. Úkoly k měření těchto aktivit byly tudíž zařazeny stejným způsobem: poslech, čtení, mluvená produkce, mluvená interakce, písemná produkce a písemná a on line interakce. V příloze je uvedena stupnice CEFR jako odkaz.

Cílem prvního úkolu, poslechového cvičení, je, aby studenti mohli zdvořile požádat cizince o instrukce, poslouchat pokyny, porozumět jim a klást otázky, pokud je to zapotřebí. Budou používat mapu (v digitální nebo papírové podobě), která bude výzvou pro jejich naslouchací dovednosti a mluvenou interakci. Budou využívat své obecné kompetence v kombinaci s lingvistickou a sociolingvistickou jazykovou kompetencí. Zaměřeny budou úrovně Bloomovy taxonomie zapamatování si, pochopení a analýza.

Na čtení je zaměřen druhý úkol, a tématem diskuse jsou dopravní problémy ve městech. Cílem je přečíst si otázky o dopravě ve městě, získat novou slovní zásobu a vytvořit text, který toto

shrnuje pomocí dvou slov. Nakonec třída odešle svůj nový text do LMS třídy pro zbytek skupiny. Použitými kompetencemi jsou obecné kompetence, lingvistická kompetence a pragmatická kompetence a popisné termíny Bloomovy taxonomie jsou pochopení, aplikace, analýza a vytváření.

Jako třetí úkol budou studenti vytvářet a vydávat zpravodajskou zprávu o dopravním problému s mluvenou produkcí jako hlavní aktivitou. Od studentů je ve dvojicích očekáváno, že naleznou on line autentický článek o problému dopravy ve městě (to je spojeno s úkolem 2) a pošlou na něj e-mailem odkaz učiteli. Ve třídě budou spolupracovat na vytvoření dvou až tříminutové zpravodajské zprávy. Zprávu poté natočí a pošlou ji na třídní LMS. Pro tento úkol budou použity všechny kompetence a termíny Bloomovy taxonomie jsou od pochopení po vytváření.

Video hovorová mluvená interakce je čtvrtým úkolem. S využitím programu Facebook, který předtím propojí studenty, budou učitelé vést dvě části videokonferenční schůzky na Skype mezi dvěma třídami o dopravních otázkách ve svých zemích, jedna v České republice a jedna ve Finsku. Pokud to čas dovolí, mohou žáci také klást otázky o vzájemné kultuře nebo zemi. Technologické pomůcky jsou v této situaci nesmírně důležité, protože je splnění úkolu bez nich prakticky nemožné. Opět budou využity všechny kompetence, avšak největší důraz bude kladen na sociolingvistické kompetence. Všechny termíny Bloomovy taxonomie budou nějakým způsobem součástí těchto úkolů.

V pátém úkolu se studenti zaměří na písemnou produkci. Dozví se o technickém psaní a vytváření sady instrukcí. Studenti mají několik možností, jak chtějí úkol dělat, a mohou používat celou řadu nástrojů. Mohou využívat video, digitální knihu, on line komiks nebo animované video a volba bude záviset na jejich digitální kompetenci a vlastním zájmu. Závěrečné práce budou odeslány do třídního LMS. Budou využívány všechny kompetence, ale lingvistické a pragmatické jsou zde nejdůležitější. Zaměření Bloomovy taxonomie je od uplatnění po vytvoření.

Konečným úkolem je napsat dopis ve formě e-mailu, tedy písemné a on line interakce. Studenti by si měli vybrat mezi třemi typy dopisů a napsat někomu opravdový dopis, který pošlou e-mailem. Zde není důležitá pouze lingvistika, ale také sociolingvistika, jelikož dopisy se liší podle jejich formality v závislosti na volbě. Studenti budou v budoucnu hlásit, pokud obdrží odpověď a sdělí, jaký byl výsledek. Bloomova úroveň taxonomie je pochopení a uplatnění.

Všechny úkoly obsahují analýzu, hodnocení a možnosti či úpravy. Je samozřejmé, že kontext této třídy může změnit mnoho věcí a pro učitele je nutné, aby o tom přemýšlel a plánoval nejrůznější nepředvídatelné události, zvláště když se spoléhá na internet.

Obecně řečeno, že rámec otázek a hodnotících nástrojů funguje dobře, ale zdůraznil také důvod, proč je pro mnohé učitele tak náročné integrovat technologii do svých lekcí, pokud nejsou obeznámeni s digitálními technologiemi, ani nejsou na toto téma vyškoleni. Existuje mnoho možností volby mezi otázkami k zodpovězení, které mohou být nepřekonatelné. Nicméně digitální technologie nikam nemizí a jsou stále více součástí našeho života. Učitelé buď budou muset být v tomto aspektu více vyškoleni, nebo budou muset samostatně hledat Osobní učební prostředí (PLN), buď mezi svými kolegy, nebo on line, aby pomohli rozvíjet své znalosti.

Celkově je doufáno v to, že čím více digitálních technologií se ve třídě používá, tím více učitelů může vidět pedagogické výhody a získat autentické zkušenosti, které mohou poskytnout žákům. Pokud učitelé kladou jazykové potřeby a kompetence na první místo a pak najdou digitální technologie, které je podporují, měli by být schopni úspěšně pracovat na primárním cíli a pomáhat studentům zvýšit jejich jazykové schopnosti.

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Appendix A: CEFR Can-do statements

RECEPTION	A1	A2	B1	B2	C1	C2
Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
INTERACTION	A1	A2	B1	B2	C1	C2
Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation of discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

Written and online Interaction	I can post short, simple greetings as statements about what I did and how I liked it, and can respond to comments in a very simple way. I can react simply to other posts, images and media. I can complete a very simple purchase, filling in forms with personal details.	I can engage in basic social interaction, expressing how I feel, what I am doing or what I need, and responding to comments with thanks, apology or answers to questions. I can complete simple transactions such as ordering goods, can follow simple instructions and can collaborate in a shared task with a supportive interlocutor.	I can interact about experiences, events, impressions and feelings provided that I can prepare beforehand. I can ask for or give simple clarifications and can respond to comments and questions in some detail. I can interact with a group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.	I can interact with several people, linking my contributions to theirs and handling misunderstandings or disagreements, provided the others avoid complex language, allow me time and are generally cooperative. I can highlight the significance of facts, events and experiences, justify ideas and support collaboration.	I can understand the intentions and implications of other contributions on complex, abstract issues and can express myself with clarity and precision, adapting my language and register flexibly and effectively. I can deal effectively with communication problems and cultural issues that arise by clarifying and exemplifying	I can express myself in an appropriate tone and style in virtually any type of written interaction. I can anticipate and deal effectively with possible misunderstandings, communication issues and emotional reactions, and adjusting language and tone flexibly and sensitively as appropriate.
PRODUCTION	A1	A2	B1	B2	C1	C2
Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Written Production	I can write simple isolated phrases and sentences.	I can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".	I can write straightforward connected text on topics which are familiar or of personal interest.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Appendix C: DPADF course syllabus

Course description

Course abbreviation:	JC/DPADF			Academic Year	2016/2017
Course name:	English for Transport - B1+			Type of completion	Examination
Academic Year:	2016/2017			Type of completion	Oral
Department/Unit / Title	JC / DPADF English for Transport - B1+			Course credit prior to	NO
Accredited/Credits	Yes, 2 Cred.			Counted into average	YES
Number of hours	Cvičení 2 [HOD/TYD]			Min. (B+C) students	not determined
Occ/max	Status A	Status B	Status C	Repeated registration	NO
Summer semester	0 / -	58 / -	2 / -	Semester taught	Winter, Summer
Winter semester	0 / -	61 / -	3 / -		
Timetable	Yes				
Language of instruction	English				
Substituted course	None				
Preclusive courses	JC/DPADG and JC/DPADH and JC/DPADI				
Prerequisite	N/A				
Informally recommended courses	N/A				
Courses depending on this Course	N/A				

Course objectives:

Students understand the core idea of a standard utterance in the target language; they are able to engage in an interaction without preparation and to justify their opinion. Students cover professionally oriented situations. Target level B1+.

Requirements on student

Written test - specific terminology.
4 written assignments as required by the lecturer - text analysis, CV, grammar tests.

Content

Introduction - The right job for you.
Mathematics, Physics - basic terminology.
Rail transport.
Road transport.
Aviation.
Public transport.
Travel agency, travel formalities.
Transport infrastructure.
Cargo transport, Incoterms.
Intermodal transport.
Company presentation.

Prerequisites - other information about course preconditions

Communicative competence: CEFR A2 in general English and in ESP.

Competences acquired

Upon a successful completion of the course, students use the language effectively in complex, professionally oriented situations and are able to work independently with the field-oriented literature.

Literature

- **Basic:** Tryml a kol. *Moderní učebnice angličtiny, 1. díl, Praha 1988.*
- **Recommended:** REJTHAROVÁ, V. *Letter Writing, 1996, Academia Praha.*
- **Recommended:** *Oxford Advanced Learner's Dictionary.*
- **Recommended:** Naunton, J. *ProFile 2.* OUP, 2005.
- **Recommended:** Hollett, V. *TechTalk - pre-intermediate, OUP, 2005.*

Teaching methods

Dialogic (discussion, interview, brainstorming)
Work with text (with textbook, with book)

Assessment methods

Oral performance analysis

**Appendix D: Framework of reference for consideration when adding technology
to activities for communicative competence**

“The student shall be able to _____”	
A. COMMUNICATIVE COMPETENCE	B. PEDAGOGY
<ol style="list-style-type: none"> 1. What are the desired learning outcomes and/or aims? <i>(complete above sentence)</i> 2. What aspects of communicative competence are being targeted? 3. What skill(s) will be the focus? 4. What kind of task might be chosen and how can it be made authentic? 5. What previous life knowledge do they have for this topic? 6. What previous language knowledge do they have for this task? 7. If any, what CEFR proficiency scale(s) is/are being used for measuring development? 8. If any, what ‘Can-do’ descriptor is being used? 	<ol style="list-style-type: none"> 1. What language level are my learners at? 2. Which LOTS or HOTS are an appropriate level for them in this task? 3. Which action verbs reflect my aims or objectives? 4. What kind of applications or digital activities are appropriate for this class? 5. What kind of application to real life tasks does this have? 6. Will this help to deepen the learners knowledge of the topic? 7. How can the learners be encouraged to take language risks in the tasks?
C. DIGITAL TECHNOLOGIES	D. BASIC DIGITAL TECH QUESTIONS
<ol style="list-style-type: none"> 1. Have I started with purpose and pedagogy instead of the tech? 2. What hardware and software do I have access to? 3. What hardware and software do my students have access to? 4. Is there a digital divide in any way? How can it be solved? 5. What problems does the tech solve? What problems does it create? 6. Will the learners be in the classroom, online or in a blended learning situation? 7. Are the digital learning materials designed for a specific outcome? 8. Is this replacing something or allowing us to do more than we could before? 9. Will this empower the students to be autonomous learners? 	<ol style="list-style-type: none"> 1. What is the digital literacy of my learners? 2. What is the cost? 3. Does it pose any safety issues for the student, teacher, or institution? 4. Do we need or have access to Wi-Fi? 5. How easy is the technology to use? To maintain and upgrade? 6. How easy is the technology to use? 7. How reliable is the technology? 8. Is the technology appropriate for the learners? 9. How much time will it take to implement/develop? 10. Will using the technology save or consume a lot of time? Can it be used again? 11. Will using the technology motivate the learners or frustrate them? <i>(motivation)</i> 12. What will I do if the technology does not work?