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Communicative Language Approach in Online Setting

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Zásady pro vypracování

Studentka se bude ve své práci zabývat problematikou rozvoje řečové dovednosti mluvení prostřednictvím komunikačního přístupu v kontextu neformální online výuky. V teoretické části práce studentka nejprve představí neformální výuku angličtiny s ohledem na její online formu. Dále bude diskutovat komunikační přístup, stručně uvede jeho historický vývoj a klíčové pojmy. Následně pojedná vybrané aspekty komunikačního přístupu v souvislosti s rozvojem mluvení ve zvoleném specifickém kontextu. V praktické části studentka představí soubor plánů vyučovacích hodin zaměřených na zlepšení řečové dovednosti mluvení u středně pokročilých studentů při integraci komunikačního přístupu do distanční skupinové výuky. Tyto plány navrhne včetně didaktických prostředků, využije ve výuce a celý proces kriticky zhodnotí. Součástí hodnocení budou i návrhy, jak plány případně modifikovat.

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ANNOTATION

This bachelor thesis explores whether the speaking skills of adult intermediate-level learners can be improved through the application of the Communicative Language Teaching (CLT) approach in a non-formal online setting.

The paper is divided into two parts: theoretical and practical. The theoretical part compares formal and non-formal, online and face-to-face educational settings and thoroughly discusses the CLT approach. The practical part presents the implementation of these concepts in an online learning environment.

KEYWORDS

non-formal English learning, Communicative Language Teaching (CLT), intermediate adult learners, online English teaching

NÁZEV

Rozvoj řečové dovednosti mluvení u středně pokročilých studentů prostřednictvím komunikačního přístupu v online prostředí

ANOTACE

Tato bakalářská práce se zabývá možností zlepšení řečových dovedností dospělých studentů na středně pokročilé úrovni prostřednictvím komunikačního přístupu ve výuce v neformálním online prostředí.

Práce je rozdělena do dvou částí: teoretické a praktické. Teoretická část porovnává formální a neformální vzdělávací prostředí, online a prezenční výuku a podrobně analyzuje komunikační přístup ve výuce jazyků. Praktická část se zaměřuje na implementaci těchto konceptů v online vzdělávacím prostředí.

KLÍČOVÁ SLOVA

Neformální výuka angličtiny, komunikační přístup ve výuce angličtiny, středně pokročilí dospělí studenti, online výuka angličtiny

List of Abbreviations

ADDIE – Analysis, Design, Development, Implementation, Evaluation

AI – Artificial Intelligence

AR – Action Research

CEFR – Common European Framework of Reference for Language

CLT – Communicative Language Teaching

COVID-19 – Coronavirus Disease 2019

ISCED – International Standard Classification of Education

IT – Information Technology

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INTRODUCTION

In 2025, the popularity of learning English as a second language is still growing as English remains the world's dominant language in different areas of human lives. All around the globe, adults with various educational, socio-economic and cultural backgrounds seek opportunities to enhance or maintain their command of English for professional or personal reasons. Hence, many opt for non-formal education options in the form of English language courses, which can be taken individually or in groups, either offline or online.

Non-formal online language learning is not a recent development and has long existed. However, the COVID-19 pandemic significantly increased its prevalence. While formal schools returned to traditional classrooms after the pandemic, many non-formal institutions and private language instructors switched to the entirely online mode, having discovered a range of advantages it offers both for teachers and students. Thus, the digital environment has become a popular medium for language learning, as there is no need to spend time on commuting, which is one of the reasons why busy adults prefer online over offline English class. Besides, usually in the non-formal learning programs take part adults who know why they need English and do not require as much support and encouragement as young learners do. Thus, online mode is suitable for adult learners.

One of the most frequent learners' requests in a non-formal context is to help them break the language barrier and enhance their speaking ability. This can be explained by a lack of speaking practice in formal schooling as well as a lack of opportunities to use English daily. Therefore, learners, often having good grammar and vocabulary basis from formal education, expect that non-formal learning programs will be student-centred, providing them with a lot of opportunities to actively use the language in real-life-like activities and tasks.

Among the learner-centred approaches to language teaching is Communicative Language Teaching (CLT) that aims to develop learners' fluency and accuracy by engaging learners in tasks similar to those outside of language classroom. As a result, when working on real-world tasks, learners are motivated to use language actively, as they understand there is a probability, they will have to complete a similar task in a target language but not in the language learning classroom.

Considering all the points discussed, this bachelor thesis aims to investigate whether the speaking skills of Intermediate adult learners can be enhanced when the CLT approach principles are applied in a non-formal online environment.

THEORETICAL PART

The first half of the theoretical part explores English teaching and learning settings, comparing formal and non-formal, online and face-to-face environments. It then examines the organisation of an online non-formal English course to provide context for the research of this paper.

The second half of the theoretical part focuses on CLT and its characteristics.

Overall, the theoretical part serves as a basis for the research presented in the practical part.

1. English Language Teaching and Learning

1.1 Formal and Non-Formal Educational Settings

Language learning takes place both in formal and non-formal educational settings. In the formal setting, it is realised through institutionalised education programmes planned, implemented, and recognised by the national authorities (ISCED 2012, 11–76). In contrast, non-formal educational activities are delivered by non-government education providers such as private companies, non-governmental organisations, and public agencies (ISCED 2012, 11–76). Moreover, non-formal education is considered “an addition, alternative, and/or complement” to formal education (ISCED 2012, 11–76).

Formal and non-formal educational settings share both differences and similarities. To start with the former, Rogers (2014, 59) states that both types of educational settings are “intentional from the learner’s perspective,” with clearly defined learning objectives, structured support, and allocated time. However, there are many differences between these two educational settings: formal education includes initial, vocational, special needs education and “some parts of adult education,” completing which leads to obtaining recognised qualifications (ISCED 2012, 11). On the contrary, non-formal education typically takes the form of short and low-intensity courses, workshops, or seminars, which do not imply acquiring recognised qualifications (ISCED 2012, 11).

La Belle (1982) and Coombs (1976) highlight another difference between these educational settings: the government’s influence. According to La Belle (1982, 162), formal education is financed by the government, which is not usually the case for non-formal education. Many authors (Coombs 1976; Carron and Carr-Hill 1991; Rogers 2014) agree that this independence from government sanctioning allows non-formal education to be more flexible and adaptable in comparison to formal one. Both Coombs (1976) and Carron and Carr-Hill (1991) consider flexibility vital for non-formal education, as this characteristic allows it to stay responsive to

learners' evolving needs. Moreover, this high level of flexibility enables learners to directly influence the subject matter and the teaching approach (Rogers 2014, 61). Therefore, non-formal institutions or private individuals must be highly client-oriented to ensure their success in the private market, as national authorities do not sponsor them (Carron and Carr-Hill 1991, 31). Furthermore, Coombs (1976, 290) claims that their prosperity can be ensured by "dedicated, ingenious, and enthusiastic leadership".

Within non-formal education, where language learning and teaching can occur, La Belle (1982, 168) identifies social and individual development programs and job training. He emphasises that, in contrast to programs for children and youth, adult learning is "more pragmatic and related to current needs" (La Belle 1982, 168). Consequently, non-formal programs are considered an effective form of education that enables individuals to gain immediately applicable knowledge (La Belle 1982, 168).

Similarly to La Belle (1982), Carron and Carr-Hill (1991, 21) distinguish popular education, education for personal development and professional training. Depending on the circumstances and purposes, non-formal language learning and teaching can take place through private tutoring, volunteer teaching, or for personal and career reasons. However, as stated above, non-formal educational companies aim for financial prosperity; consequently, this type of education can be unaffordable for certain individuals due to its cost (Carron and Carr-Hill 1991).

In summary, although formal and non-formal education settings share certain similarities in terms of intentionality and structure, they significantly differ in providers, qualification recognition, forms of realisation, adaptability level and target audiences.

1.2 Online and Face-to-Face Language Teaching and Learning

Another perspective from which language teaching and learning can be analysed and compared is the mode of delivery, which may be either online or face-to-face. As formal and non-formal settings discussed above, online and traditional face-to-face teaching and learning have both similarities and differences.

To begin with similarities, Clandfield and Hockly (2017) claim that effective communication and building rapport are equally important in online and face-to-face classrooms. They emphasise this aspect as teachers tend to overlook the human element in the online environment; therefore, it is recommended that socialising activities be incorporated to enable students to connect and get to know each other at the beginning of the online course. Moreover, suppose the learners' English level is insufficient to complete these activities effectively. In that

case, they can be carried out in the first language of a monolingual group of students (Clandfield and Hockly 2017, 33). However, there are certain differences between face-to-face and online communication.

Discussing online communication, Wang (2004, 375) highlights the difference in medium and identifies the following types of computer-mediated communication: time- and place-dependent or independent, text-based, oral or visual, synchronous or asynchronous. These forms of communication can be facilitated through different tools, among which is videoconferencing, considered a highly practical instrument by many authors (Clandfield and Hockly 2017; Wang 2004; Vurdien 2019; Kato, Spring and Mori 2016).

Wang (2004, 378) holds a belief that videoconferencing is similar to face-to-face communication, as it simultaneously allows students to interact orally and visually in real time. O'Rourke and Stickler (2017, 5) claim that videoconferencing keeps the interpersonal aspect of communication by maintaining the real-time pressure for learners to stay engaged. Furthermore, Wang (2004, 377) highlights the richness of videoconferencing, as it enables learners to engage in real-time interaction with native speakers of the target language across countries. Expanding on the advantages of videoconferencing, Wang (2004, 378) also discusses its positive effect on students' anxiety levels as observing the non-verbal cues of their interlocutors helps to reduce feelings of isolation. Kato, Spring and Mori (2016, 364) argue that videoconferencing facilitates meaning negotiating, thereby improving learners' communicative ability. Thus, it can be concluded that videoconferencing is an appropriate tool for enhancing learners' speaking skills in a digital context.

However, as with any other tool, videoconferencing has certain weaknesses that include technical problems, lack of personal contact, and long interaction pauses, which may demotivate learners (Vurdien 2019, 288). Ng (2020, 68) in alignment with Vurdien (2019, 288) agrees that language instructors should be ready to face such issues as lagging or losing internet connection and raise student awareness of these obstacles.

Building on the technical issues in the online setting, many authors (June 2021; Lamb 2017; Clandfield and Hockly 2017; Hauck and Stickler 2006; Belda-Medina 2021; Ng 2020) draw attention to technology and its use. Lamb (2017, 324) believes that teachers must be considerate of their learners' IT expertise; conversely, a lack of such skills can result in student demotivation. Similarly, June (2021, 15) argues that learners' performance is linked to their acceptance of technology. Clandfield and Hockly (2017, 32) also emphasise that first teachers should familiarise learners with the web-based tools before using them. Regarding teachers' use of technology, Hauck and Stickler (2006, 465) and Belda-Medina (2021, 12) highlight the

significance of technological proficiency, linking teachers' technical preparation to their ability to design effective online lessons. According to Belda-Medina (2021, 12), language teachers often do not realise the differences between online and offline delivery modes, which leads to "poorly designed and thoughtlessly adapted learning activities". Ng (2020, 68) holds a similar perspective, claiming that "there are differences because of the technology involved". Therefore, getting acquainted with the tools planned for online lessons is advisable (Ng 2020, 68). For example, in synchronous online lessons, language instructors should consider how to use audio, video, text chat, whiteboard and breakout rooms for pair and group interactions (Ng 2020, 68). Moreover, teachers must realise that some actions, such as dividing learners into pairs, that are quickly done face-to-face consume more time in the online environment due to technologies; thus, being aware of these issues and attempting to adapt to the digital context is crucial for the effective and interactive online classes (Ng 2020, 68).

As a concluding remark, effective online language learning and teaching requires both teachers and learners to recognise and accept the differences between offline and online classrooms and be willing to acquire the necessary IT skills.

1.2.1 Organisation of an Online Non-Formal English Language Course

To design an effective online non-formal learning program, educators must follow certain stages of course design. Shelton and Saltsman (2006, 14) suggest using the ADDIE, a five-step instructional design model, where each letter stands for a specific stage: Analysis, Design, Development, Implementation, and Evaluation. Accordingly, course planning must begin with the student needs analysis.

Bloom (1956, 26) claims that teachers or curriculum designers should equally consider individual students' needs and the challenges of modern life. Similarly, Littlewood (1981,77) acknowledges that analysing learners' probable communicative needs increases the course value, as learners find the course content relevant and, therefore, have higher motivation to study.

Subsequently, teachers must clearly outline and state the course objectives. Bloom (1956, 26) claims that educational objectives must explicitly articulate what changes the educative process will cause in learners' behaviour. Likewise, Petty (2009, 411) notes that learning objectives must be student-centred, allowing teachers to shift focus from teaching to learning. Thus, objectives that begin with "the student should be able to..." ease the processes of curriculum design and even specify assessment techniques (Petty 2009, 411). Thus, it is possible to

conclude that learning objectives guide the course designers (Bloom 1956; Petty 2009). However, teachers must remember that objectives are usually impossible to achieve entirely (Petty 2009). Nonetheless, there must still be an attempt to design learning objectives that are achievable in terms of given time, conditions, and students' readiness (Bloom 1956).

Thus, once the learning objectives have been defined, the question of content and material development arises. Among the options for organising course content, Littlewood (1981, 76) lists functional-structural, functional, notional, and topic-based organisation, noting that teachers are not limited to choosing just one method and may incorporate selected principles from multiple approaches. Then, having decided on the type of curriculum organisation, teachers should design their own scheme of work, aiming to break up the content into weeks or lessons in a reasonable sequence (Petty 2009, 469). Besides, the scheme can be subject to change; therefore, teachers must approach it flexibly, responding to current learners' needs (Petty 2009, 470). Littlewood (1981, 76) also highlights the importance of using relevant materials, claiming that both teachers who design their study courses and those using the ready-to-use curricula, if necessary, should adjust the lesson content so that it is relevant at the time of delivery.

Finally, if designing the non-formal course based on the CLT principles, a variety of instructional materials that support learners' communication can be incorporated. Richards and Rodgers (2014, 100) identify text-based (textbooks), task-based (games, role-plays), realia-based (authentic materials like newspapers, signs), and technology-supported materials (chat rooms, discussion boards, teleconferencing) in the CLT classroom. It is also important to note that the materials in the online classroom must be adjusted accordingly to the digital context, as stated by Ng (2020, 68) and Belda-Medina (2021, 12).

To summarise, organising an online non-formal English language course requires taking certain actions in the following sequence: the students' needs analysis, stating the learning objectives, choosing and planning course content and adapting (or creating) technology-friendly materials.

2. Communicative Language Teaching

2.1 Background

This chapter explores the concept of the CLT approach and provides its historical development. To begin, CLT is defined as a learner-centred approach that aims to develop the communicative competence and procedures needed for teaching the four language skills (Richards and Rodgers 2014). CLT focuses on both the structural and functional aspects of language, aiming to develop

learners' ability to use language effectively in real-life situations (Littlewood 1981, 1). It is essential to note that CLT is considered an approach, not a method. To distinguish these two terms, one can refer to Anthony (1963), who argues that an approach is a set of language learning specifications that refer to language learning theories, while a method is a narrower concept that can be interpreted as implementing theoretical principles into practice. Anthony (1963, 63-67) claims that a method rather reflects an approach since "within one approach, there can be many methods." Consequently, as an approach, CLT allows for the application of various methods.

From a developmental perspective, the roots of CLT can be traced in disciplines such as linguistics, psychology, and philosophy (Savignon 2007). Focusing on linguistics, CLT was significantly impacted by specific language models and language learning theories during the 20th century (Richards and Rodgers 2014).

The first language model worth mentioning is the functional model of language. There is evidence that there is a correlation between the functional model of language and the CLT approach since they both view language as a means for carrying out real-life activities and focus on "the semantic and communicative dimension rather than merely the grammatical characteristics of language" (Richards and Rodgers 2014, 24). The second language model that has shaped the CLT approach is the interactional model, which sees language as a tool for social interaction and establishing social relations, which aligns with the CLT principles (Richards and Rodgers 2014).

Regarding language learning theories the CLT was influenced by is the creative construction hypothesis, according to which learners' errors must be perceived positively, as they indicate that learning takes place (Richards and Rodgers 2014). Likewise, Larsen-Freeman (2001) claims that learners' mistakes reflect the progress made in developing communicative competence. Among other language learning theories is constructivism (Richards and Rodgers 2014, 27). In alignment with Hilgard and Bower (1966) who argue that CLT is "the experience approach", Richards and Rodgers (2014, 27) claim that constructivism shaped the CLT view on learners' engagement, praising their active involvement in their learning process.

To finalise, CLT is a learner-centred approach with in cross-disciplinary roots that emphasises active learner engagement, encouraging them to experiment with language regardless of fear of making mistakes.

2.2 Communicative competence

As stated by Richards and Rodgers (2014), CLT aims to develop learners' communicative competence, therefore, this chapter reviews the definitions of communicative competence.

Hymes (1972), being the first to introduce the term “communicative competence”, defines it as a human's overall ability to use language effectively and appropriately in different contexts. Richards and Rodgers (2014) argue that Hymes (1972), emphasising the comprehensiveness of this concept, aimed to broaden Chomsky's (1965) view of language competence. In contrast to Chomsky's (1965) idea that language knowledge equals linguistic competence, Hymes (1972, 282) proposed to view competence from a different perspective, having concluded that it is “dependent both upon (tacit) knowledge and (ability for) use”. Stated otherwise, person's ability to use language effectively depends on their understanding of linguistics and its application in real-life situations in a socially acceptable manner (Hymes 1972).

Building on Hymes's (1972) definition, Canale and Swain (1980) expand the concept of communicative competence, identifying grammatical, sociolinguistic, and strategic competences. Focusing on the latter, they claim that strategic competence enables learners to overcome language gaps, as they use specific communication strategies. Moreover, these strategies may vary depending on the language user's proficiency (Canale and Swain 1980, 31).

When examining communicative competence, or “language ability” as it is referred to, Bachman (1990) emphasises the importance of metacognitive strategies that enable effective communication and discourse interpretation. However, metacognitive strategies, or strategic competence, is one of the components of overall user's language ability. According to Bachman (1990, 67), language ability incorporates language knowledge and strategic competence. Language knowledge consists of organisational and pragmatic knowledge: the former includes grammatical knowledge, and the latter includes textual. Whereas pragmatic knowledge covers functional knowledge (using language for specific communicative purposes) and sociolinguistic knowledge (using language suitably across various social and cultural settings, ensuring communication aligns with context-specific norms, conventions, and expectations). Additionally, strategic competence, or “metacognitive components”, include goal setting, assessment, and planning. Bachman (1990, 70) emphasises the importance of metacognitive components that enable effective communication and discourse interpretation. According to The Common European Framework of Reference for Language, “All human competencies contribute in one way or another to the language user's ability to communicate

and may be regarded as aspects of communicative competence” (CEFR 2001, 101). To achieve their communicative goals, language users combine their general abilities with linguistic, sociolinguistic, and pragmatic competencies, which are the main components of communicative language competence (CEFR 2001). Each of the competencies entails further components; thus, linguistic competence embodies lexical, grammatical, semantic, phonological, orthographic and orthoepic competencies; sociolinguistic competence includes the knowledge of linguistic features that reflect social relationships, including politeness norms, culturally embedded sayings, accents and idiomatic expressions used in communication; pragmatic competences incorporate discourse, functional and design competencies (CEFR 2001).

Importantly, since the aim of this paper is to examine learners’ speaking skills, oral production and interaction are going to be defined based on CEFR (2020). Notably, CEFR (2020) considers the term “speaking skills” outdated, as it does not reflect the language complexity. Instead, CEFR (2020) identifies the following communicative language activities: reception, production, interaction, and mediation. Besides, this classification reflects a progression in linguistic and cognitive skills (CEFR 2020).

To begin with the oral production category, CEFR (2020) identifies a variety of speaking activities and speech genres, providing level descriptors for each. These include overall oral production, sustained monologue: describing experience, sustained monologue: giving information, sustained monologue: putting a case, public announcements, and addressing audiences (CEFR 2020).

CEFR (2020, 70) also recognises the significance of interaction in language learning, as “interpersonal interaction is considered to be the origin of language.” Consequently, interaction can be categorised into interaction activities (oral, written, online) and interaction strategies (CEFR 2020). Oral interaction activities include understanding an interlocutor, conversation, informal and formal discussion, goal-oriented cooperation, obtaining goods and services, information exchange, interviewing and being interviewed, and using telecommunications, whereas turn-taking, co-operating, and asking for clarification are referred to as interaction strategies (CEFR 2020).

Notably, interaction in an online setting is analysed separately from face-to-face interaction, as always being machine-mediated, it requires a different approach. According to CEFR (2020, 84), effective communication in an online setting can be achieved if the following requirements are met:

1. the need for more redundancy in messages;

2. the need to check that the message has been correctly understood;
3. the ability to reformulate in order to help comprehension and deal with misunderstandings;
4. the ability to handle emotional reactions.

Within online interaction category, two scales are identified: online conversation and discussion and goal-oriented online transactions and collaboration (CEFR 2020, 71). The former scale focuses on “conversation and discussion as a multimodal phenomenon”, whereas the latter scale emphasises the collaborative nature of interaction, in which the specific goals are highlighted (CEFR 2020, 84). Interestingly, in online interaction there is no clear division between oral and written transactions due to its multimodality.

To summarise, communicative language competence is a broad concept, which understood differently by different researchers. Moreover, with the technological advancements the concept of communicative competence has broaden, as, for example, online interaction was not explored by CEFR (2001) in the beginning of the 21st century.

2.3 Types of Activities

This chapter presents a detailed analysis of the activities that can be applied in the communicative classroom. To begin with, the CLT activities can be classified from a procedural and practice perspective. Littlewood (1981, 86) distinguishes pre-communicative and communicative activities from a procedural view, where pre-communicative, or in other words, “quasi-communicative”, activities aim to equip learners with the structural language needed for communicative activities. Notably, in some cases, a teacher can change the sequence of these activities, starting with the communicative activity – in this case, a teacher aims to identify students’ weak areas, requiring further attention. Thus, which activities should be completed first depends on the teacher’s intentions (Littlewood 1981, 87).

Richards (2006, 16) proposes a similar to Littlewood’s (1981) classification but from a practice perspective, identifying mechanical, meaningful, and communicative activities. The key difference between them is the level of control: mechanical activities, where learners aim to memorise a specific language pattern, are most controlled, while in the second type, meaningful activities, although some language control remains, require a deeper understanding of the used language. Finally, communicative activities involve the least language control, allowing learners to improvise with the language (Richards 2006). Furthermore, Littlewood (1981, 78)

suggests that the communicative value of controlled activities can be increased if a teacher contextualises them in a way relevant, or potentially relevant, to learners.

To provide examples of the specific CLT activities, one can again refer to Littlewood (1981, 49), who identifies conversation sessions, role-playing, and improvisation, claiming that they are of social type and aim at developing learners' language use in social contexts. Whereas other frequently used CLT activities, such as identifying pictures and collecting information, are functional and aim to improve learners' ability to process information rather than using language appropriate in various social settings (Littlewood 1981, 23).

Many authors (Savignon 1976; Littlewood 1981; Lightbown and Spada 2013; Richards and Rodgers 2014) are highly attentive to role-play, identifying it as a key CLT activity. Lightbown and Spada (2013, 128) acknowledge that role-play enables learners to experience different social roles and "to practice a range of sociolinguistic and functional features of language". Richards and Rodgers (2014, 97) foreground the development of students' improvisational skills that role-play facilitates, whereas Savignon (1976, 16) focuses on the affective side, arguing that role-play "provides the emotional involvement necessary for authentic interaction in the classroom". Nonetheless, along with the positives, Savignon (1976, 16) indicates the limitations of role-play, claiming that such spontaneous stimulation activities might not be suitable for all students since not everyone is comfortable with acting. However, a teacher should attempt to create conditions where everyone achieves a sense of success (Savignon 1976, 16).

Among other frequently used productive speaking activities, Richards and Rodgers (2014) mention task completion. Skehan (1996, 38) defines a task as "an activity in which meaning is primary, there is some sort of relationship to the real world, task completion has some priority, and the assessment of task performance is in terms of task outcome". Willis (1996) suggests that learners are not pre-taught a new language; instead, they use their existing language knowledge to complete tasks. Thus, first, learners are exposed to authentic language, then complete a task, and only in the final stage is their attention drawn to language analysis (Willis 1996). However, Richards (2006, 35) notes that there is little evidence of the effectiveness of such an approach to completing tasks.

Notably, a unifying characteristic of CLT activities is their emphasis on fluency development (Richards 2006, 14). Many authors (Mackey 1999; Richards 2006; Lightbown and Spada 2013) agree that activities prioritising meaning over form enhance learners' fluency. Lightbown and Spada (2013, 196) compare meaning-based and grammar-based instructions, noting that language fluency can be primarily achieved through activities emphasising meaningful

communication. Richards (2006) argues that fluency is developed when learners attempt to avoid misunderstanding, which, according to Lightbown and Spada (2013, 128), forces them to reformulate their utterances to reach mutual understanding. Moreover, Mackey's (1999) study reveals that such learners' interaction leads not only to enhanced fluency but also to the development of overall communicative competence. Similarly, Lightbown and Spada (2013, 117) highlight the beneficial effects of meaning negotiation activities on learners' communicative competence.

Having discussed fluency in-depth, the question of accuracy in CLT arises. Canale and Swain (1980, 14) suggest addressing both communicative fluency and grammatical accuracy at the early stages of language learning. Richards (2006) also considers developing accuracy and fluency equally essential and recommends maintaining a balance between them. On the contrary, Lightbown and Spada (2013, 107) claim that grammar should only be addressed if clarification is needed, as exposure to comprehensible input is enough to ensure student progress. At the same time, Allen and Waugh (1986, 195) link the importance of accuracy to learners' language level. They argue that the more proficient the learner is, the more attention is paid to accuracy, as it is viewed "as the fine-tuning necessary to refine communication skills" (Allen and Waugh 1986, 195). Notably, learners perceive the importance of accuracy differently, depending on their personality type and goals; even for the same individual, the degree of accuracy changes depending on the situation's immediacy and interlocutors' willingness to cooperate (Allen and Waugh 1986, 195).

Finally, receptive-focused activities must be discussed, as the CLT aims to develop all language skills, as real-world interactions demand (Richards 2006, 13). Littlewood (1981, 65) brings into focus listening activities, claiming that they expose learners to a variety of speech that can be encountered in the real world. He notes that to achieve the most, teachers must provide learners with a clear communicative purpose; otherwise, they do not have the motivation to listen, which is justified by the real-world context, where individuals comprehend speech only while being active listeners (Littlewood 1981, 65). To illustrate, Richards (2006, 19) suggests implementing jigsaw listening tasks based on the information-gap principle. Moreover, jigsaw tasks promote learner cooperation, as they work together towards the shared goal (Richards 2006, 19).

Among other CLT listening activities requiring active listening is sequencing pictures, numbering, ticking or underlining material on a worksheet and answering questions (Richards 2006, 40). Additionally, a teacher may consider varying more guided listening activities, such as filling information into the table, and less guided listening activities, such as reformulating or evaluating information that can further be extended into a discussion (Littlewood 1981, 68).

To summarise, there is a wide range of activities that can be implemented in the communicative classroom. Language instructors should aim to include activities and tasks that focus on both fluency and accuracy, as well as learners' receptive skills, which is justified by the real-world use of language, where all skills are equally necessary for effective human communication.

2.4 Teacher's and Learners' Roles

This final subchapter discussing CLT presents the roles of teachers and learners in the communicative classroom.

Many researchers (Savignon 1976; Lightbown and Spada 2013; Richards 2006; Richards and Rodgers 2014; Brown 2007) agree that CLT expects teachers to act according to roles that are different from conventional ones, as CLT is a learner-centred, not teacher-centred, approach. According to Savignon (1976, 17), CLT views teachers as "interested participants" whose main task is attentive listening and providing necessary assistance. Likewise, Richards and Rodgers (2014, 98) claim that teachers are expected to take on different from traditional roles, acting as monitors and managers who facilitate learning, analyse students' needs and provide counselling. Notably, Canale and Swain (1980, 33) emphasise that the didactic role remains a priority, especially at the early stages, and should not be replaced by the new roles' implications. Richards (2006) and Lightbown and Spada (2013) also draw significant attention to teachers' error correction in CLT. Richards (2006, 5) claims that teachers should adopt a new perspective on learners' errors, recognising them as a natural part of developing communicative competence. Similarly, Lightbown and Spada (2013, 127) note that teachers should limit error correction and prioritise meaning over form as long as there is no misunderstanding. Thus, rather than directly pointing at learners' errors, teachers can implicitly request clarification or give feedback in the form of recasts. However, in case of clarification, students may not be fully aware that they are being corrected (Lightbown and Spada 2013, 127-196).

Notably, Savignon (1976), Canale and Swain (1980) and Brown (2007) bring into focus teachers' rejection of newly implied roles in CLT. According to Savignon (1976, 11), this can be explained by two factors: first, teachers are too preoccupied with the form rather than meaning; second, teachers fear unrehearsed CLT activities as they can undermine their credibility in the students' eyes. Canale and Swain (1980, 33) argue that only teachers who "have a fairly high level of communicative competence in the second language" can carry out the new role successfully. Correspondingly, Brown (2007, 242) emphasises that it is usually non-native speakers and teachers with low English proficiency who find implementing unrehearsed activities challenging. As a solution, Savignon (1976, 19) suggests openly

admitting to “not knowing”, as by doing so, teachers enhance their credibility in the eyes of students and even encourage them to try out speaking without being confident.

To conclude the discussion on the teacher’s role, learners’ assessment should also be discussed. Canale and Swain (1980, 34) argue that teachers must focus on developing competence-oriented tests that focus both on learners’ structural knowledge and communicative ability. To put it differently, CLT implies assessment techniques that evaluate learners’ performance in a meaningful interaction. Consequently, implementing a traditional test that assesses what learners know about the language but does not assess how they use this language is inappropriate in a communicative classroom (Canale and Swain 1980).

In CLT, not only do teachers take on new roles, but learners do as well. As stated by Richards and Rodgers (2014), CLT expects learners to be actively engaged in their learning. Consequently, high student engagement can be ensured by peer work when completing classroom activities (Lightbown and Spada 2013). The significant amount of peer interactions that occur in pair and group work allows learners “to produce and respond to a greater amount and variety of language” (Lightbown and Spada (2013, 128). Likewise, Richards and Rodgers (2014, 97) highlight the cooperative nature of CLT, claiming that learners are exposed to frontal teaching to a lesser extent, which gives more room for peer interaction.

However, Scrivener (2005) and Lightbown and Spada (2013) identify certain weaknesses of this interaction. Lightbown and Spada (2013, 127) note that CLT implies student exposure to simplified peer interlanguage, which is frequently erroneous. Scrivener (2005, 148) identifies another weakness that falls within the affective domain: unrehearsed language production may lead to student shyness and insecurity. Scrivener (2005, 148) argues that difficulties may arise when learners attempt to use language that has not yet become part of their active vocabulary; therefore, teachers must first incorporate activities which enable students to try out applying their existing knowledge. Richards and Rodgers (2014, 95) also report the necessity of allowing learners to experiment with their prior knowledge, as this aligns with key principles of communicative activities. Thus, considering the new roles of teachers and students in CLT, it is advisable to allocate some time to investigate students’ views and expectations on language learning and classroom activities. It is essential for raising students’ awareness of the benefits of peer interactions, as some students may think they can only benefit from teacher-led activities. (McDonough 2004, 222)

To summarise, adapting to the new CLT roles can be challenging for teachers and learners, as they are expected to frequently engage in unrehearsed activities that require spontaneity and may, therefore, be rejected by less proficient teachers. Hence, both teachers and learners must

be willing to embrace new ways of interaction, shifting their traditional perspectives on language learning to fully benefit from a communicative classroom.

3. Summary of Theoretical Part

The theoretical part explored the distinctions between formal and non-formal, online and face-to-face educational settings, arguing that non-formal language learning and teaching is a more flexible form of education than the formal one. Non-formal English learning programs are primarily aimed at individuals seeking opportunities either for maintaining or improving their English level, both for personal and career reasons.

Following this, the online versus offline lesson delivery modes were discussed, mainly focusing on the online setting. Thus, the challenges of online teaching and learning, as well as solutions to these challenges were presented.

Then, the CLT approach, including its background, key activities, and teacher's and learners' roles, was thoroughly examined.

Thus, having considered all critical aspects of implementing the CLT approach, it is possible to conclude how its principles can be applied in a non-formal online context. First, all the components of communicative competence, which CLT aims to develop, can be addressed and taught online if appropriate digital tools are used, such as videoconferencing and interactive collaborative platforms. Having selected the right online tools, a teacher can ensure an interactive learning process, which can be even richer than traditional face-to-face settings, providing greater flexibility for all participants.

Second, since this thesis aims to examine the enhancement of speaking skills, it must be noted that traditionally offline-conducted speaking activities can also be adapted to the digital setting. For example, role-plays and task-completion activities can be facilitated through breakout rooms, allowing learners to work in pairs with some privacy, which can decrease their speaking anxiety. Additionally, with the small group of learners, there is much room for the whole class discussion, where learners can try out and use the language in new contexts.

Yet, the online learning environment presents challenges, e.g., technical difficulties and lack of human element, which may negatively impact the learning process.

PRACTICAL PART

The practical part of this bachelor's thesis empirically examines whether the speaking skills of intermediate adult learners can be enhanced by applying CLT principles in a non-formal online setting.

First, this section provides a description of the research design and methodology, covering the type of research, data collection tools, and the process of selecting participants. Then, the design of the online course is discussed, where its duration, organisation, tools and lesson materials are outlined. Besides, two curricula are provided along with suggested modifications to the implemented curriculum. Finally, the research findings are presented, including their thorough analysis as well as key observations.

Overall, this section illustrates the application of CLT principles adapted for a digital context.

4. Research Methodology and Design

4.1 Type and Approach

As stated above, this research aims to examine whether the speaking skills of intermediate adult learners can be enhanced by applying CLT principles in a non-formal online setting.

Starting with the research type, the conducted research is a qualitative action research (AR).

To justify the choice for this type of research, one can refer to Burns (2010, 2), who states that AR involves a teacher simultaneously fulfilling two roles: teaching and conducting research.

Second, the fact that there is an active participation of learners in the research process proves its relevance: Denzin and Lincoln (1994) believe that AR participants shape their reality and play a crucial role by being actively involved.

Finally, the absence of an external observer further supports the relevance of this approach. According to Kemmis, McTaggart and Nixon (2014), in action research, there cannot be a situation "where an external expert enters a setting to record and represent what is happening". It is also important to discuss the research cycle. Analysing AR, Kemmis and McTaggart (1988) identify four key AR phases: planning, action, observation, and reflection. The first phase involves identifying the problem and developing an action plan; the second phase refers to pedagogical intervention; the third phase includes data collection, and the last phase focuses on evaluating the process and outcomes.

In summary, action research allows for both teaching and research, with active learner participation and ongoing reflection leading to practical improvement, which aligns with this paper's aim.

4.2 Data collection

Regarding data collection, the research used qualitative data-gathering tools such as self-assessment tasks and learners' reflective diaries. The reasons for choosing these data collection tools are further presented and discussed.

The self-assessment tasks served as the primary data collection tools. In total, two self-assessment tasks were administered via Microsoft Forms at different stages of the research. The initial self-assessment task aimed to evaluate learners' language level before pedagogic intervention. It was designed based on CEFR (2001) descriptors for oral production and interaction. Prior to the start of synchronous online lessons, participants were asked complete a task, where they had to select the statement that best described their speaking and interactional abilities, with statements corresponding to A2, B1, and B2 levels. Thus, the first statement represented A2, the second B1, and the third B2. Additionally, for specific aspects (e.g., addressing audiences), a “non-applicable” option was available if participants had never encountered that type of interaction (see Appendix A).

The second self-assessment task aimed to evaluate the learners' progress after 6 weeks of studying. This task was also realised via Microsoft Forms, where learners had to rate their performance on a scale from “Strongly disagree” to “Strongly agree”, responding to the statements that aligned with the learning objectives of the conducted lessons (see Appendix B). Additionally, learners' reflective diaries were used for data collection (see Appendix C). Having completed a thematical unit, learners received a Microsoft Word document with questions to answer. Overall, learners completed 6 self-reflective tasks as there had been 6 units. The reflection questions primarily focused on the communicative aspect of the language, although also included reflections on using new vocabulary, real-life application of gained knowledge, and further areas for improvement.

Regarding the reasons for incorporation this tool, first, reflective diaries can serve as a feedback instrument. Since collecting material for a reflective diary occurs gradually over time rather than being done all at once, learners can send their reflections to their teacher, providing him with data to interpret and immediately implement (Moon 2006, 2). For example, by reflecting on using new vocabulary, learners can provide suggestions for further revision activities. Second, they boost learning since reflection on the learning experience enhances learning itself (Dewey 1933). Furthermore, by regularly reflecting on the learning process, students increase their self-awareness, which may ease completing the final self-assessment task.

4.3 Participants

The participants were volunteers who willingly agreed to take part in this research, being ensured anonymity. They were all educated females aged between 20 and 25 years, sharing a mother tongue of Ukrainian and speaking English as a second language.

Regarding the recruiting process, one month prior to the start of the online lessons, an Instagram story was posted from a personal account, providing information about the research. The information specified that four individuals with an intermediate level of English, who were looking to improve their speaking skills, were sought. The first four people who responded to the story and agreed to the research terms were invited to join a private Telegram chat group, where they received further information on the research.

The initial plan was for four people to enrol in the study. However, one participant quit after the first lesson for personal reasons. As a result, an effort was made to find a replacement to maintain the initial even number of learners since it would give more room for interaction variety, enabling dividing learners into breakout rooms for pair work. Thus, by asking some acquaintances, a new volunteer participant was found. However, the substituted participant also decided to quit after attending only one lesson (the second lesson of the curriculum). Consequently, starting from the third lesson, there were only three students remaining. Further attempts to find another participant were not made because it was too late in the process.

5. Online Course Design and Implementation

To start with, it must be said that the lessons took place over a period of six weeks, with two sessions each week on Monday and Thursday, resulting in a total of 12 lessons. Each lesson lasted approximately 55 to 60 minutes and was realised through the Microsoft Teams platform. Having learnt participants' views in online private chatting, they expressed willingness to improve their general speaking skills without focusing on specific areas of life. As suggested by Littlewood (1981, 81), the teacher can identify areas critical to learners and organise them into thematical units, where each unit incorporates reading, listening, and discussion activities related to the topic area. Thus, a topic-based curriculum was designed for the synchronous online lessons. Regarding the topic choice, the textbooks "Focus 4" and "Focus 5" by Kay et al. (2016) served as inspiration for selecting appropriate themes for General English.

Regarding designing the individual lessons, both pedagogic and authentic materials were used. For each lesson, a presentation was created to guide the flow and incorporate the lesson content (see Appendix D). All lesson presentations were designed using Canva.com, an online graphic

design platform, preferred over the traditional presentation-creation tool Microsoft PowerPoint because it provides a bigger variety of templates that can be easily customised and saved in PDF format. The ability to save presentations as PDFs was essential, as these presentations were the primary resource for lesson revision and self-study. Besides, if required, after the lesson, the presentation was edited to add some slides on new vocabulary and unknown or mispronounced words that had been noted down during the lesson (see Appendix E).

Regarding the lesson content and materials, the lesson activities and tasks were adapted from the textbooks “Focus 4” and “Focus 5” by Kay et al. (2016) and “Four Corners 3” by Richards and Bohlke (2019). To illustrate, proverbs used for warm-up discussions were sourced from “Focus 4” (Kay et al., 2016), and some revision tasks were conducted using the online learning platform MyEnglishLab, which complements the “Focus 4” textbook (see Appendix F).

Additionally, artificial intelligence (AI) chatbot, ChatGPT, was used for designing some of the lesson activities (see Appendix G). It is important to note that it was a supplementary tool that provided some ideas for activities design but was never perceived as an instrument that can be relied on. As argued by many authors (Meniado 2023; Mohamed 2023; Karakaş and Yeşilyurt 2023; Kostka and Toncelli 2023), AI tools can enhance language teaching by assisting a teacher with many processes, however, all AI generated content must be thoroughly and critically approached by a human who will properly adapt it to a given context. Consequently, the generated answers by ChatGPT were critically examined before being implemented into a lesson.

Apart from the presentation content, some Web 2.0 tools were frequently used. Among tools that allow users to receive and create content were VideoAnt (ant.umn.edu), Miro.com and Kahoot.com platforms.

To start with the first tool, VideoAnt (ant.umn.edu) is a video annotation platform that allows users to insert any YouTube video and enhance it by adding time-stamped comments, allowing users to view a video while simultaneously seeing the questions. VideoAnt is a highly user-friendly platform that supports active learning, making watching videos more engaging and interactive, and being particularly suitable for incorporating listening tasks with authentic language, which aligns with CLT principles. Besides, VideoAnt is a free platform, which is a big advantage particularly in the non-formal educational setting with no funding (see Appendix H).

The second Web 2.0 tool used was Miro.com, an online collaborative whiteboard platform enabling learners to interact visually with each other in real time. This platform is an excellent tool for brainstorming and information-gathering activities (see Appendix I). However, unlike

VideoAnt, Miro.com has its limitations: the free plan allows the creation of only three whiteboards, giving access to a limited number of board templates, and making users use a laptop or personal computer for the best experience as its mobile version is not very advanced. Regarding the third Web 2.0 tool, Kahoot! (kahoot.com), game-based learning platform, was sometimes employed to incorporate gamification elements into lessons (see Appendix J). Like any profit-making online platform, a free version of "Kahoot!" has certain limitations. However, one of the advantages is its mobile-friendly feature: unlike the Miro.com platform, learners can use any device to access the platform and have the same user-experience.

5.1 Planned Curriculum

Having presented a detailed description of materials and tools used in lesson, below is the planned curriculum, specifying such key elements as timeline (week), thematical unit (topic), lesson activities with their estimated duration and detailed description, interaction patterns, and specific learning objectives for each lesson. For easier navigation, the comparative analysis of the planned and implemented curricula is presented in the subchapter 5.2. Planned versus Implemented Curriculum.

Week	Topic	Lesson activities	Interaction patterns	Learning objectives
1.	Personality and Character	Lesson 1: 1. Introduction (5-7 min): students get to know each other by sharing facts about their lives. 2. Kahoot! quiz (8-10 min): students activate their vocabulary knowledge by choosing appropriate personality adjectives to their definitions (see Appendix J). 3. Vocabulary task 1 (6-8 min): students choose personality adjectives from a list to describe themselves. 4. Vocabulary task 2 (6-8 min): students choose synonyms of the	1. T-Ss, S-T 2. T-Ss, S-T 3. T-Ss, S-T 4. T-Ss, S-T	To be able to describe oneself, ask and respond to lifestyle-related questions.

		<p>personality adjectives from the previous activity to describe themselves from others' perspectives.</p> <p>5. Information-gathering activity “Discover & Share” (10-12 min): at Miro.com, students brainstorm questions, write them on the board, and interview each other (see Appendix I).</p> <p>6. Role-play “Roommate Interview” (10-12 min): students are divided into breakout rooms. Student A (the person looking for a new roommate) interviews Student B (the potential roommate) by asking personality-related question to decide if they can be a good match (see Appendix G).</p> <p>7. Lesson reflection (2-3 min): students discuss what they have learnt.</p>	<p>5. T-Ss, S-S</p> <p>6. S-S</p> <p>7. T-Ss, S-S</p>	
		<p>Lesson 2:</p> <p>1. Vocabulary task 1 (4-6 min): students match adjectives used in the follow-up video to their definitions.</p> <p>2. Vocabulary task 2 (4-6 min): students choose the most suitable adjective for a given picture and justify their choice.</p> <p>3. Comparatives & Superlatives (7-10 min): students review formation</p>	<p>1. T-Ss, S-T</p> <p>2. T-Ss, S-T</p> <p>3. T-Ss, S-T</p>	<p>To be able to make comparisons and express opinions on personality traits.</p>

		<p>rules and apply them to describe people in pictures.</p> <p>4. Video comprehension (10-12 min): students watch an annotated video on the “Five Big Personality Traits” and answer questions as they watch (<i>available online at https://tinyurl.com/bdejanny</i>).</p> <p>5. Follow-up discussion (12-15 min): students answer topic-related questions about the video.</p> <p>6. Brain Dominance Quiz (10-12 min): students interview each other to complete a quiz.</p> <p>7. Lesson reflection (2-3 min): students discuss what they have learnt.</p>	<p>4. T-Ss, Ss-T</p> <p>5. T-Ss, S-S, Ss-T</p> <p>6. S-S</p> <p>7. T-Ss, S-S, Ss-T</p>	
2.	Career and Employment	<p>Lesson 3:</p> <p>1. Proverb discussion warm-up (2-3 min): students briefly interpret the proverb engaging with the lesson topic.</p> <p>2. Profession brainstorming (3-4 min): in two minutes, students brainstorm job titles for each letter of the alphabet and post their answers using Miro.com.</p> <p>3. Job comparison discussion (7-10 min): students choose three jobs from the brainstormed list and discuss their requirements and conditions.</p>	<p>1. T-Ss, S-T, S-S</p> <p>2. T-Ss, S-T</p> <p>3. T-Ss, S-T, S-S</p>	To be able to discuss job-related topics, compare different jobs, and express opinions on job trends.

		<p>4. Listening comprehension (13-15 min): students listen to a recording on future job trends, identify true and false statements and explain their choice (<i>available online at https://tinyurl.com/h82mw5ew</i>).</p> <p>5. Final discussion (10-15 min): students express their opinions on future job trends, discussing the bullet points on the presentation slide.</p> <p>6. Lesson reflection (2-3 min): students discuss what they have learnt.</p>	<p>4. T-Ss, S-T</p> <p>5. T-Ss, S-T, S-S</p> <p>6. T-Ss, S-T, S-S</p>	
		<p>Lesson 4:</p> <p>1. Warm-up discussion on job interviews (5-7 min): students share their experiences of being interviewed by responding to the questions on the presentation slide.</p> <p>2. “Direct and Indirect Speech” revision (5-7 min): students match direct speech interview questions with their corresponding indirect speech forms.</p> <p>3. Video comprehension (10-15 min): students watch a video on mastering a job interview and respond to questions during the video (<i>available at https://tinyurl.com/h82mw5ew</i>).</p> <p>4. Role play “A Job Interview” (12-15 min): students choose between</p>	<p>1. T-Ss, S-S, S-T</p> <p>2. T-Ss, S-T</p> <p>3. T-Ss, S-T</p> <p>4. S-S</p>	<p>To be able to share personal experiences about job interviews, ask and respond to job interview questions.</p>

		<p>two scenarios – “Getting the First Job as a Manager Assistant” or “Getting the First Job as a Teacher Assistant” – and act out the interview based on their role descriptions (see Appendix G).</p> <p>5. Lesson reflection (2-3 min): students discuss what they have learnt.</p>	5. T-Ss, S-T, S-S	
3.	Technology and Social Media	<p>Lesson 5:</p> <p>1. Proverb discussion warm-up (3-5 min): students share their interpretations of the proverb.</p> <p>2. Reading and discussion “Technology: Danger or a Useful Tool?” (15-17 min): students read pro- and against-statements, choose which one they agree with and justify their opinions (see Appendix K).</p> <p>3. Creating a questionnaire, “The Impact of Social Media on Mental Health” (7-10 min): students brainstorm questions for the follow-up activity and write them on a shared online board.</p> <p>4. Interview activity (7-10 min): students interview each other using the questions they have previously brainstormed.</p> <p>5. Kahoot vocabulary quiz (7-10 min): students participate in an</p>	<p>1. T-Ss, S-T, S-S</p> <p>2. T-Ss, S-T</p> <p>3. T-Ss, Ss-T</p> <p>4. T-Ss, S-S</p> <p>5. T-Ss, S-T</p>	To be able to discuss the positive and negative effects of technology on human lives and justify opinion.

		<p>interactive quiz testing their vocabulary knowledge.</p> <p>6. Lesson reflection (2-3 min): students discuss what they have learnt.</p>	<p>6. T-Ss, S-T, S-S</p>	
		<p>Lesson 6:</p> <p>1. Vocabulary revision (8-10 min): students recall the words from the previous lesson by completing the text with the phrases from the box (see Appendix F).</p> <p>2. Pre-role-play discussion (7-10 min): students share opinions and experiences on screen time.</p> <p>3. Pre-role-play vocabulary activity (6-8 min): students complete sentences with given informal persuasion phrases.</p> <p>4. Role play “Parents vs Kid: Screen Time Debate” (10-12 min): students (A and B) take on the role of parents who try to convince their child (student C) to reduce screen time (see Appendix G).</p> <p>5. Pre-debate discussion (4-6 min): students discuss what a debate is and share their debate experience if there is such.</p> <p>6. Debate on social media censorship (12-15 min): student A presents pro-arguments; students B (and C) are an anti-censorship pair.</p>	<p>1. T-Ss, S-T, S-S</p> <p>2. T-Ss, Ss-S, S-S, S-T</p> <p>3. T-Ss, S-T, S-S</p> <p>4. S-S, Ss-S</p> <p>5. T-Ss, S-S, Ss-S</p> <p>6. T-Ss, S-S, Ss-S</p>	<p>To be able to discuss and debate topics related to screen time using persuasive language</p>

		7. Lesson reflection (2-3 min): students discuss what they have learnt.	7. T-Ss, S-T, S-S	
4.	Education in the 21 st Century	<p>Lesson 7:</p> <p>1. Proverb discussion warm-up (4-6 min): students share their ideas on understanding the saying.</p> <p>2. “Pick a Side” activity (12-15 min): students read the questions, select the statement they agree with more and justify their choice.</p> <p>3. Modal verbs revision (8-10 min): students revise the usage of modal verbs by matching sentences according to modal verb category (ability, obligation, possibility).</p> <p>4. Discussion on modern education (12-15 min): students share their opinions by answering the questions on the slide.</p> <p>5. Lesson reflection (2-3 min): students discuss what they have learnt.</p>	<p>1. T-Ss, S-S, S-T</p> <p>2. T-Ss, S-T</p> <p>3. T-Ss, S-T</p> <p>4. T-Ss, S-T, S-S</p> <p>5. T-Ss, S-T, S-S</p>	To be able to list strengths and weaknesses of modern education.
		<p>Lesson 8:</p> <p>1. Interpreting a saying warm-up (2-3 min): students share their thoughts on a video-related saying.</p> <p>2. Pre-video discussion (2-3 min): students predict the content of the upcoming video.</p> <p>3. Video comprehension (12-15 min): student watch an annotated</p>	<p>1. T-Ss, S-T</p> <p>2. T-Ss, S-T</p> <p>3. T-S, S-T</p>	To be able to give an opinion on media literacy in modern education

		<p>video on media literacy in the Finnish education system and answer comprehension questions while watching (<i>available online at https://tinyurl.com/4bvambpz</i>).</p> <p>4. Post-video discussion (10-12 min): students summarise and evaluate the video, compare Finnish and Ukrainian approach to teaching media literacy.</p> <p>5. Video-related vocabulary task (8-10 min): students match the words and phrases with their definitions and use them to fill the blanks.</p> <p>6. Lesson reflection (2-3 min): students discuss what they have learnt.</p>	<p>4. T-Ss, S-T</p> <p>5. T-Ss, S-T</p> <p>6. T-Ss, S-T, S-S</p>	
5.	Fashion and Shopping	<p>Lesson 9 (<i>the presentation is available online at https://tinyurl.com/5x79t6hh</i>):</p> <p>1. Warm-up discussion (5-7 min): students express their opinions on style and fashion.</p> <p>2. Vocabulary practice (6-8 min): students look at the pictures and say what they have or wear.</p> <p>3. Fashion comparison activity (8-10 min): students read about three fashions from the past, compare given pictures with current fashion trends, discuss similarities and differences.</p>	<p>1. T-Ss, S-T, S-S</p> <p>2. T-Ss, S-T, S-S</p> <p>3. T-Ss, S-T, S-S</p>	To be able to talk about past fashions

		<p>4. Describing photos (10-12 min): students describe celebrities' outfits from the 2000s by using a given set of fashion-related vocabulary.</p> <p>5. "Used to" revision (8-10 min): students revise the "used to" grammar structure by reviewing the rule and completing follow-up practice exercises.</p> <p>6. Comparing present and past fashion (10-12 min): students talk about their past fashion preferences by answering a set of questions on the slide, using the "used to" structure.</p> <p>7. Lesson reflection (2-3 min): students discuss what they have learnt.</p>	<p>4. T-Ss, S-T, S-S</p> <p>5. T-Ss, S-T</p> <p>6. T-Ss, S-T</p> <p>7. T-Ss, S-T, S-S</p>	
		<p>Lesson 10:</p> <p>1. Warm-up discussion (4-5 min): students discuss their shopping preferences.</p> <p>2. Pre-role-play vocabulary activity (8-10 min): students divide the phrases into appropriate sections.</p> <p>3. Role play "In a clothing shop" (10-12 min): student A plays a demanding client asking for detailed information about a clothing item, while student B (and C, if applicable) is a helpful shop</p>	<p>1. T-Ss, S-T</p> <p>2. T-Ss, S-T</p> <p>3. S-S</p>	<p>To be able to inquire information in a clothing shop and make a polite complaint over a phone</p>

		<p>assistant providing all necessary information.</p> <p>4. Pre-role-play discussion (5-7 min): students share their views on complaints and discuss their experiences on making complaints about clothing shop service.</p> <p>5. Pre-role-play vocabulary activity (5-7 min): students fill in common complaint phrases to complete a cloze activity.</p> <p>6. Role play “Making a complaint to an Online Clothing Shop via Phone” (10-12 min): student A (and B, if applicable) make a complaint about late delivery of a damaged item by calling a customer service representative (student C), who tries to resolve the problem and maintain customer satisfaction.</p> <p>7. Lesson reflection (2-3 min): students discuss what they have learnt.</p>	<p>4. T-Ss, S-T</p> <p>5. T-Ss, S-T</p> <p>6. S-S</p> <p>7. T-Ss, S-T, S-S</p>	
6.	Travelling	<p>Lesson 11:</p> <p>1. Warm-up discussion on travel preferences (7-10 min): students discuss their travel preferences.</p> <p>2. Overview of grammar structures (8-10 min): students review grammar for expressing the future and apply it in the follow-up practice activities.</p>	<p>1. T-Ss, S-T</p> <p>2. T-Ss, S-T</p>	To be able to discuss and describe a travel plan

		<p>3. Informal travel vocabulary (6-8 min): students match the travel-related phrases with their definitions.</p> <p>4. Task “Planning a two-day trip” (12-15 min): students plan a trip by discussing the destination, budget, travel dates, accommodation, activities, transportation.</p> <p>5. Retelling the trip itinerary (4-6 min): students summarise what they have agreed on.</p> <p>6. Lesson reflection (2-3 min): students discuss what they have learnt.</p>	<p>3. T-Ss, S-T</p> <p>4. S-S</p> <p>5. S-S, S-T</p> <p>6. T-Ss, S-S, S-T</p>	
		<p>Lesson 12:</p> <p>1. Warm-up discussion (3-4 min): students answer the slide question.</p> <p>2. Travel problems brainstorming and discussion (5-7 min): students come up with travel problems and share their experience if there is such.</p> <p>3. Kahoot! quiz (6-8 min): students complete an entertaining quiz on solutions to travel problems.</p> <p>4. Conditionals overview (7-10 min): student apply the revised rules of forming 2nd type of conditional sentences.</p> <p>5. The Wordwall spinning the wheel activity (17-20 min):</p>	<p>1. T-Ss, S-T</p> <p>2. T-Ss, S-T</p> <p>3. T-Ss, S-T</p> <p>4. T-Ss, S-T, S-S</p> <p>5. T-Ss, S-T, S-S</p>	<p>To be able to discuss and brainstorm solutions to travel-related problems</p>

	students answer the given questions one by one (see Appendix L).		
	6. Lesson and course reflection (4-5 min): students discuss what they have learnt.	6. T-Ss, S-T	

5.2 Planned versus Implemented Curriculum

This chapter presents an overview of planned and implemented activities in a tabular format, where the lesson and its topics, planned and implemented activities are outlined.

Lesson and topic	Planned activities	Implemented activities
Lesson 1. Personality and Character	<ol style="list-style-type: none"> 1. Introduction (5-7 min) 2. Kahoot quiz (8-10 min) 3. Vocabulary task 1 (6-8 min) 4. Vocabulary task 2 (6-8 min) 5. Information-gathering activity “Discover & Share” (10-12 min) 6. Role-play “Roommate Interview” (10-15 min) 7. Lesson reflection (2-3 min) 	All planned activities were realised in the lesson as initially planned. However, the introductory activity was shorter than planned, while the role-play took slightly more time for technical reasons, such as moving learners between breakout rooms.
Lesson 2. Personality and Character	<ol style="list-style-type: none"> 1. Vocabulary task 1 (4-6 min) 2. Vocabulary task 2 (4-6 min) 3. Comparatives & Superlatives (7-10 min) 4. Video comprehension (10-12 min) 5. Follow-up discussion (12-15 min) 6. Brain quiz (10-12 min) 7. Lesson reflection (2-3 min) 	Except for the last two activities, everything was covered as planned. The reasons for not conducting the last two activities include the time limitations, as the video comprehension task took longer, and the lesson reflection was omitted due to an oversight on the teacher’s part.
Lesson 3. Career and Employment	<ol style="list-style-type: none"> 1. Proverb discussion warm-up (2-3 min) 	Almost all activities were completed as planned, however there was a small adjustment to the second activity.

	<ol style="list-style-type: none"> 2. Profession brainstorming (2-4 min) 3. Job comparison (7-10 min) 4. Listening comprehension (13-16 min) 5. Final discussion (10-15 min) 6. Lesson reflection (2-3 min) 	<p>Initially, it was supposed to be limited to two minutes, however, during the activity, it was decided to allow more time to avoid disrupting the flow.</p> <p>Additionally, the final discussion was shorter than expected, as students had already discussed much of the discussion in previous activities.</p>
Lesson 4. Career and Employment	<ol style="list-style-type: none"> 1. Warm-up discussion on job interviews (5-7 min) 2. "Direct and indirect speech" revision (5-7 min) 3. Video comprehension (10-15 min) 4. Role play "A Job Interview" (12-15 min) 5. Lesson reflection (2-3 min) 	<p>All outlined activities were completed, including two versions of the role-play, from which learners could choose, as the time permitted.</p>
Lesson 5 Technology and social media.	<ol style="list-style-type: none"> 1. Proverb discussion warm-up (3-5 min) 2. Reading and Discussion "Technology: Danger or a Useful Tool?" (15-17 min) 3. Creating a questionnaire: "The Impact of Social Media on Mental Health" (7-10 min) 4. Interview activity (7-10 min) 5. Kahoot vocabulary quiz (7-10 min) 6. Lesson reflection (2-3 min) 	<p>The first two activities were completed as outlined in the lesson plan. The third activity, Creating a Questionnaire, was completed in a different way, as the chosen topic was too specific and not suitable for topics of general English. Instead, students brainstormed broad questions on social media-related issues and interviewed each other, as planned.</p> <p>The fifth activity was not implemented, as there was no time remaining.</p>
Lesson 6. Technology and Social Media.	<ol style="list-style-type: none"> 1. Vocabulary revision (8-10 min) 2. Pre-role-play discussion on screen time (7-10 min) 	<p>All lesson activities were completed according to the plan; however, some students did not participate in the first activity due to their late login. Also, the</p>

	<ol style="list-style-type: none"> 3. Pre-role-play vocabulary activity (6-8 min) 4. Role play “Parents vs Kid: Screen Time Debate” (10-12 min) 5. Pre-debate discussion (4-6 min) 6. Debate on social media censorship (12-15 min) 7. Lesson reflection (2-3 min) 	<p>lesson reflection was rather focused on the last communicative activity, and little was reflected on the role-play.</p>
Lesson 7. Education in the 21 st Century	<ol style="list-style-type: none"> 1. Proverb discussion warm-up (4-6 min) 2. “Pick a Side” activity (12-15 min) 3. Modal verbs revision (8-10 min) 4. Discussion on modern education (12-15 min) 5. Lesson reflection (2-3 min) 	<p>All lesson activities were completed according to the plan; however, the proverb discussion was rather short as students had little to say.</p>
Lesson 8 Education in the 21 st Century	<ol style="list-style-type: none"> 1. Interpreting a saying warm-up (2-3 min) 2. Pre-video discussion (2-3 min) 3. Video comprehension (12-15 min) 4. Post-video discussion (10-12 min) 5. Video-related vocabulary task (8-10 min) 6. Lesson reflection (2-3 min) 	<p>All lesson activities were completed according to the plan; however, the completion of the fifth task took slightly longer than expected, which extended the overall lesson time. Additionally, due to technical issues, the video comprehension task was disrupted. Hence, cameras had to be turned off to ensure better connection, having negatively affected the lesson atmosphere.</p>
Lesson 9. Fashion and Shopping	<ol style="list-style-type: none"> 1. Warm-up discussion (5-7 min) 	<p>All lesson activities were completed according to the plan; however, only one out of three students joined the</p>

	<ol style="list-style-type: none"> 2. Vocabulary practice (6-8 min) 3. Fashion comparison activity (8-10 min) 4. Describing photos (10-12 min) 5. “Used to” revision (8-10 min) 6. Comparing present and past fashion (10-12 min) 7. Lesson reflection (2-3 min) 	<p>lesson. Thus, the lesson lasted less than usual.</p>
Lesson 10. Fashion and Shopping	<ol style="list-style-type: none"> 1. Warm-up discussion (4-5 min) 2. Pre-role-play vocabulary activity (8-10 min) 3. Role play “In a clothing shop” (10-12 min) 4. Pre-role-play discussion (5-7 min) 5. Pre-role-play vocabulary activity (5-7 min) 6. Role play “Making a complaint via Phone” (10-12 min) 7. Lesson reflection (2-3 min) 	<p>All lesson activities were completed, although some activities were shortened.</p> <p>The second activity slightly extended and took more time than expected.</p> <p>The fourth activity took less than five minutes, as not all questions on the presentation slide were discussed.</p> <p>The fifth activity was not fully completed due to errors in the task it contained.</p>
Lesson 11. Travelling	<ol style="list-style-type: none"> 1. Warm-up discussion (7-10 min) 2. Overview of grammar structures for expressing the future (8-10 min) 3. Informal travel vocabulary (6-8 min) 	<p>All lesson activities were completed as initially planned, except for the fifth activity, which was not conducted as the lesson was about to finish and time needed to be allocated for the final lesson reflection.</p>

	<p>4. Task “Planning a two-day trip” (12-15 min)</p> <p>5. Retelling the trip itinerary (4-6 min)</p> <p>6. Lesson reflection (2-3 min)</p>	
Lesson 12. Travelling	<p>1. Warm-up discussion (3-4 min)</p> <p>2. Travel problems brainstorming and the follow-up discussion (5-7 min)</p> <p>3. Kahoot! quiz on travel problems (6-8 min)</p> <p>4. Post-quiz overview (4-6 min)</p> <p>5. Conditionals overview (7-10 min)</p> <p>6. The Wordwall spinning the wheel speaking activity (17-20 min)</p> <p>7. Lesson and course reflection (4-5 min)</p>	<p>A warm-up discussion took longer than expected, with one student joining the lesson a bit later than planned.</p> <p>The post-quiz revision was not conducted as the quiz itself included some discussion. Therefore, it has been decided that overview was not needed.</p> <p>The overview of conditionals and the Wordwall activity took more time than anticipated, so the overall lesson time was extended.</p>

5.3 Suggested Modifications

Since it is an AR, Burns (2010, 2) suggests questioning certain aspects and develop new alternatives. Consequently, below is the table aimed to present some ideas on how to make the lessons more productive and engaging, and hence to enhance the chance of achieving the desired learning objectives.

Lesson	Possible modification
Lesson 1. Personality and Character	<p>1. The first introductory activity aimed at getting to know each other can be further extended so that learners learn more about one another. As suggested by Clandfield and Hockly (2017), allocating ample time is essential for creating a positive classroom environment and building rapport.</p> <p>2. After playing an interactive Kahoot! Quiz, a Post-quiz revision should be incorporated so that learners review the quiz vocabulary. There can be added</p>

	<p>a presentation slide with the answers. Without revision, learners may not feel a sense of completion or achievement from the game.</p> <p>3. In the information-gathering activity “Discover & Share”, rather than brainstorming general personality-related questions, students can create questions related to the follow-up role play. This activity can be a pre-role-play activity, where students brainstorm come up with more meaningful questions that are further contextualised.</p>
Lesson 2 Personality and Character	<p>Before the vocabulary task, a warm-up activity must be incorporated to immerse learners into the lesson topic. The warm-up can be in the form of a “Word Search” game, where learners look for the word used further in the lesson (see Appendix M).</p>
Lesson 3 Career and Employment	<p>1. Before the main listening activity, there should be a pre-listening task, which could take the form of a student discussion predicting the recording content.</p> <p>2. The number of guiding bullet points for the discussion on comparing different jobs can be shortened to help students focus on key issues rather than going too in-depth.</p>
Lesson 4 Career and Employment	<p>1. Before the role-play “A Job Interview”, students can brainstorm phrases commonly used by interviewers and candidates. They can write their answers on Miro.com.</p> <p>2. After the role-play, a follow-up activity could be incorporated where students imagine they retell their family or friends what they have experienced in “A Job Interview” using reported speech. This activity enables students to apply their grammar knowledge in a communicative activity.</p>
Lesson 5 Technology and Social Media	<p>1. Before Reading and Discussion “Technology: Danger or a Useful Tool?”, a pre-task activity must be incorporated to introduce common agreeing and disagreeing phrases and equip learners with the language necessary for the follow-up task.</p> <p>2. The activity “Creation of a survey” should be renamed as it does not reflect what students actually did. Since a survey requires answers to be recorded and stored, which was not done, it is more appropriate to call it “Brainstorming questions”. Also, the technical aspect should be improved:</p>

	before learners are moved from the shared presentation to an online whiteboard, the task from the presentation must be inserted (e.g., its screenshot) so that learners can see the task while completing it.
Lesson 6 Technology and Social Media	<p>1. Pre-debate open-ended discussion</p> <p>After the discussion but before the debate, there can be included a short vocabulary activity on formal persuasion phrases to contrast them with informal ones from the previous activities and to provide learners with the necessary for the follow-up debate language.</p> <p>2. Post-debate reflection: students reflect on whether their opinions have changed after the debate. This final discussion is a nice summary of the main debate activity.</p>
Lesson 7 Education in the 21 st Century	Rather than a warm-up activity, the proverb discussion could be postponed until the end of the lesson or even entirely removed. Instead, in the warm-up, learners can share what they associate modern education with or they can discuss the given pictures (see Appendix M).
Lesson 8 Education in the 21 st Century	<p>1. As an alternative to the pre-listening activity, students can write their predictions of the follow-up video on a shared online board <i>Miro</i> or in chat instead of completing this activity orally. Recording the answers by writing them can be the basis for the further post-video discussion.</p> <p>2. Having watched a video on Media Literacy in Finnish schools, students can attempt to identify the disinformation or fake news. Such an activity provides a real-life context and promotes negotiation of meaning.</p>
Lesson 9 Fashion and Shopping	For language input, a listening or video-watching can be incorporated before the communicative activity. An authentic recording talk or a video can prepare learners for the follow-up communicative activity (an example of an authentic video is available at the following link https://www.youtube.com/watch?v=Zoc0tPVWkRw). This video can be further annotated using Videoant.com platform.
Lesson 10 Fashion and Shopping	<p>Pre-role-play Vocabulary Activity</p> <p>This task can be further extended to a short discussion where students share their experiences with using the phrases from the activity.</p>
Lesson 11 Travelling	1. The initial warm-up discussion incorporated 8 questions, which felt rather overloaded for a warm-up. It should be reduced to three or four questions.

	2. To diversify, a vocabulary-matching activity can be designed as an interactive quiz using a platform like Kahoot!.
Lesson 12 Travelling	1. The number of questions in the Wordwall activity can be decreased so that there would space for implementing other activities. For example, there can be included a role-play or picture description or some authentic recordings on travel problems. 2. Since it is the last the lesson of the course, an overview of the course content can be incorporated in an interactive way. For example, using Miro.com, students share the most memorable course topics by adding notes and mind maps.

After suggesting alternative activities and improvement, it is also important to note that a revision activity should be incorporated into each lesson to review the material from the previous session, which was unfortunately overlooked. Implementing this is vital, as revision reinforces learning and helps learners retain knowledge more effectively.

6. Findings and Analysis

In this chapter, the presentation and analysis of findings are organised chronologically: beginning with the initial self-assessment task, followed by an examination of the non-formal setting and synchronous online lessons, and concluding with the analysis of self-reflection diaries and the final self-assessment task.

To begin, the initial self-assessment task completed by participants before the start of synchronous online lessons indicates that the participants evaluated their communicative and interactive abilities the following way: two rated their overall oral production and abilities in continuous speech, addressing audiences, spoken interaction, informal discussion, formal discussion, goal-oriented cooperation, and exchanging information at B1 level, while one rated these skills at A2 level. Additionally, all three participants rated their conversation abilities at the B1 level, and all three rated their ability to interview and be interviewed at the A2 level. This data suggests that the participants met the requirement of this study, which is to have an intermediate command of English, as the research aimed to examine enhancements of intermediate learners' speaking skills.

Regarding the non-formal learning setting, it has been observed that the teacher-researcher should find certain strategies how to minimise the chance of learner dropout. This conclusion

is based on instances where the learners withdrew from the course after it started, as they probably did not feel obliged to continue. Consequently, it is possible to suggest that when working with volunteer students-participants, the teacher should emphasise the significance of the conducted research and encourage participants to notify the teacher as early as possible if they decide to withdraw.

Discussing the participants, it has been found that an even number of students allows for a greater variety of interaction patterns, as many CLT activities are best completed in pairs. Thus, with an even number of learners, certain activities, such as role-plays, could have been more productive, as learners could have been divided into breakout rooms that would ensure more privacy. Nevertheless, role-plays were frequently implemented and adapted for groups of three learners. Additionally, the completion of these role-plays became more productive over time, as learners got to know each other better and became more comfortable communicating with one another.

Regarding the synchronous online lessons, the study identified specific correlations with the data on videoconferencing introduced in the theoretical part. It has been observed that external factors such as unstable internet connection and home distractions negatively affected students' engagement. This finding aligns with Vurdien's (2019) claim who emphasises that teachers should be ready to face some technical issues in the digital setting and know how to minimise their bad influence on learners' engagement.

Additionally, among other observed weaknesses of videoconferencing is the ability to interact with the turned-off camera. To illustrate, there were situations where students decided to have their cameras off, either for personal reasons or to ensure a better internet connection. Regardless of the reasons, students seemed to interact less than usual. Besides, a lack of visual interaction prolonged the pauses between turntaking in discussions and complicated the negotiating of meaning in role-plays, lowering learners' engagement and speech output. This finding aligns with Vurdien (2019), who highlights that long pauses are likely to occur in videoconferencing. Moreover, this finding can also be linked to Wang's (2004) idea of the importance of oral-visual interaction in the online setting, as it reduces learners' anxiety and feelings of isolation. Therefore, it can be concluded that with their cameras off, the students felt more distant and isolated and, hence, spoke less.

The final finding of videoconferencing indicates that the immediate microphone muting after finishing speaking also decreases the amount of student output. Regardless of the reasons, ranging from unwanted background noise to external distractions, muting the sound negatively affected the frequency of student interaction, as turning the sound back on and starting to speak

always took some time. Therefore, in most teacher-led discussions, students had to be addressed by their names so that they could start contributing to the debate. Also, it can be suggested that students often seemed afraid to interrupt each other when unmuting themselves.

Another finding is linked to awareness of technology implementation. As stated by Clandfield and Hockly (2017), a teacher must first familiarise the students with the tools before asking learners to complete an activity using them. However, due to nervousness and anxiety in the first lesson of the course, Kahoot! platform was used without previously asking learners whether they were acquainted with it. To the teacher's luck, it did not disrupt the lesson flow, as the student who had never used it intuitively understood how to use the platform. Consequently, familiarising students with the technology used is vital, at least to bridge the gap between those who are already familiar with the platform and those who are not.

It should also be noted that online lessons require visually friendly lesson content design. It has been observed that poorly designed lesson activities led to student confusion. Therefore, when designing lesson presentation slides, a teacher should adequately choose the colour and font of the task instruction and use bullet points for better navigation. This finding supports the claim of Hauck and Stickler (2006), Ng (2020) and Belda-Medina (2021), who emphasise that the online environment requires effective adaptation of lesson content.

Regarding the findings from the learners' self-reflection diaries, aimed to improve learners' reflection skills necessary for the final self-assessment, several insights are presented below.

In the early weeks, some participants mentioned shyness when speaking. For example, in the first reflection, Participant 3 responded, "How confident did I feel when describing myself?" by claiming, "I felt quite silly...I used simple words." The same participant noted feeling more confident when producing language in later weeks. However, this enhancement can be explained not only by expanding vocabulary but also by the level of language applicability studied in later weeks. To support this statement, thematical topics of lessons are presented: the first week's topic, "Personality and Character", can be considered less practical in real-life situations in comparison to the later weeks' topics, which were "Travelling" and "Fashion and Shopping". Moreover, higher communicative confidence can be explained by an established sense of community since in the first week, students knew little about each other, while in later weeks, they interacted with each other as friends usually do.

Additionally, when reflecting on applying newly learned language in real life, early reflections focused on the usefulness of the new vocabulary without explicitly connecting it to situations outside the classroom. In contrast, later reflections showed that learners better understood how they could benefit from lesson activities. In support of this claim, an example of Participant 1's

reflection is presented: in the first week, Participant 1 responded to the question, “How can I apply what I have learned in real-life situations?” by saying, “I can use new vocabulary, and I definitely took advantage of the lessons...”. By contrast, in the third week, the same participant responded to the same question, “...I can handle debates and prove my point of view”, which demonstrates a deeper understanding of how the newly learned language can be used in a real-life context.

The final finding from learners’ self-reflection diaries is the correlation between the amount of language produced in online lessons and the length and quality of their reflective responses. Hence, learners who actively contributed to lesson discussions and spoke more fluently provided more thoughtful responses. Notably, it can be suggested that teacher should establish a minimal number of words for each response to encourage learners to provide more thoughtful answers, as with no word limit, some learners may answer very shortly (see Appendix N). However, teachers should remember that learner diaries can be biased and, as Bailey (1991, 79) argues, “they [the diaries] are by no means objective reports”.

Finally, the findings from the final learners’ self-assessment task are going to be presented and analysed (the e-version of learners’ results is available at <https://tinyurl.com/2ur6xvc4>).

As stated in chapter 4.2 Data collection, the objective of the second self-assessment was to evaluate the learners' progress in speaking skills enhancement after the pedagogic intervention. In the task, learners rated their speaking performance on a scale from “Strongly disagree” to “Strongly agree”, responding to the “I can...” statements that corresponded with individual lesson objectives.

The following results emerged:

1. No participants reported feeling completely confident and fluent (Strongly Agree = 0%);
2. A significant portion of students rated themselves as needing some support or practice (Neutral) across multiple tasks.
3. Some students indicated moderate proficiency (Agree), but their numbers are relatively low.
4. Tasks such as describing oneself and responding to lifestyle-related questions had a higher percentage of students (67%) feeling fairly competent (Agree).
5. Discussing job-related topics also had a mix of students rating themselves as needing support or being able to handle the tasks with minor mistakes.
6. All students reporting either neutral (need practice) or lower levels of confidence on the abilities to express opinions on personality traits and discuss the effects of technology.

7. Debating topics related to screen time had no students feeling confident, with 67% indicating difficulty (Disagree).
8. Giving an opinion on media literacy in modern education showed a similar trend, with most participants needing support or practice.

Based on these results, it appears that students did not show significant improvement in their speaking skills. The most probable reason of a lack of improvement is the short duration of the online course: with only 12 lessons (twice a week), students may not have had enough time to develop fluency and confidence in speaking. It is also essential to acknowledge that the students did not work on any self-study tasks, as they showed little interest in them (after the second week, none of the students completed a home task on vocabulary and grammar). Hence, it is possible to suggest that learners could have shown better results if they had reinforced the knowledge from the lesson by doing some homework. Additionally, the biases of self-assessment approach to testing should not be overlooked, as it relies on subjective learners' self-perception and, therefore, does not objectively present the level of speaking skills enhancing.

7. Summary of Practical Part

The practical part discussed the implementation of CLT principles in a non-formal online setting. Chapter 4 outlined the research methodology, where its subchapters justified the type of research, presented the data collection tools, and introduced the research participants. It was stated that AR was chosen as the methodology, with two self-assessment tasks and learners' self-reflective diaries serving as data collection tools, and that the research participants were volunteers. Notably, the choice of research type and data collection tools was supported by references to credible sources. Chapter 5 presented the design of the online course, discussing its timeline, content, materials, and tools used in synchronous online lessons. To provide a clearer overview of the lesson content, both the planned and implemented curriculum were displayed in a tabular format. Additionally, suggestions for modifications to the conducted lessons were provided. Chapter 6 discussed the research findings in detail, incorporating both the teacher's observations and the data collected using the two types of data gathering tools.

CONCLUSION

This thesis aimed to investigate whether the CLT approach enhances the speaking skills of intermediate adult learners in a non-formal setting through the implementation of synchronous online lessons.

The thesis presented both the theoretical basis and empirical research. In the theoretical part, educational settings and the CLT approach were thoroughly discussed.

The first chapter of the theoretical part discussed educational settings and organisation of the online language course. The first subchapter drew a comparison between formal and non-formal educational settings, mainly focusing on the non-formal setting. It concluded that the non-formal educational setting differs from the formal one in terms of its providers, qualification recognition, forms of implementation, adaptability, and target audience. Then, the second subchapter examined the differences between online versus face-to-face learning and teaching, primarily discussing the challenges and limitations of the online setting. Based on this analysis, it was argued that effective online language learning and teaching require both teachers and learners to recognise and accept the differences between offline and online classrooms, be willing to acquire the necessary IT skills and be ready to face limitations caused by the technologies involved. Additionally, essential considerations necessary for designing an effective language course were outlined. These considerations include the students' needs analysis, stating the learning objectives, choosing and planning course content and adapting (or creating) technology-friendly materials.

The second chapter of the theoretical part analysed the CLT approach. First, its concept and historical development were briefly presented. Then, different definitions of communicative competence were discussed, as its development is central to English language teaching and learning. The following subchapter comprehensively analysed the lesson activities and tasks that can be implemented in the CLT classroom, concluding that they should develop all language skills, necessary for effective human communication. Finally, the teacher's and learners' roles in a communicative classroom were explored in depth, as CLT expects them to take on roles different from conventional ones.

Consequently, the practical part presented the real-life implementation of the discussed theory. First, the research methodology was introduced, explaining the research type, data collection tools, and the process of selecting research participants. Then, as a central component of the research process, Chapter 5, titled "*Online Language Course Design and Implementation*," thoroughly discussed the course duration, its organisation, materials and their

development, and the use of Web 2.0 tools. In its first subchapter, the planned curriculum was presented in a tabular format, outlining the timeline, lesson content, learner interaction patterns, and individual lesson objectives. Notably, the lesson activities were extensively explained to provide a clearer understanding of their expected implementation. Following the planned curriculum, a comparison of the planned and implemented curricula was illustrated. It was decided to present this comparison in a tabular format again for better navigation. The final subchapter suggested modifications to the lessons that were conducted, presenting alternative activities or adjustments to existing ones.

Ultimately, the most critical part of the thesis was the discussion and analysis of the research findings. The findings included both the data received from learners' self-assessment tasks and their reflections on the learning process. Additionally, teachers' observations of the online lessons were presented, including the learners' specifics in the non-formal course, correlation between the number of participants and a variety of interaction patterns, and insights from technology used.

Thus, to answer the thesis question, "*Can the speaking skills of intermediate adult learners in a non-formal setting be enhanced through CLT?*" the following conclusions can be drawn: considering that the research was relatively short, lasting only 6 weeks with two lessons a week, it can be argued that learners cannot significantly improve their speaking skills within this timeframe. Nevertheless, based on this evidence, it can be suggested that with a more intensive course taking place over a longer period, learners would be more likely to enhance their speaking skills.

Additionally, it can be argued that the CLT activities in the synchronous online lessons have proven their effectiveness. Despite certain limitations of online interaction, students actively interacted with one another in role-plays and open-ended discussions. Furthermore, it should be noted that a more objective assessment tool should be incorporated to evaluate learners' progress at the end of the study period, as self-assessment tasks can be biased and highly subjective.

Overall, while the CLT approach can be effectively implemented in non-formal synchronous online lessons, significant improvements in speaking skills cannot be achieved within a short timeframe with low-intensity lessons.

RESUMÉ

Tato bakalářská práce se zaměřuje na rozvoj řečových dovedností mluvení prostřednictvím komunikačního přístupu v kontextu neformální online výuky angličtiny. Práce je rozdělena do čtyř částí: úvodu, teoretické části, praktické části a závěru.

V úvodu je diskutována aktuálnost tématu a představen cíl práce. Relevance zvoleného tématu je odůvodněna rostoucí popularitou neformální online výuky angličtiny mezi dospělými studenty, kteří si často přejí zlepšit své řečové dovednosti, a to buď pro kariérní účely, nebo z osobních důvodů. Nejprve je proto vysvětlen kontext neformální online výuky angličtiny, přičemž jsou popsány její výhody se zvláštním důrazem na její vhodnost pro dospělé studenty. Dále je představen komunikační přístup (CLT), který byl zvolen jako hlavní metodologický rámec vzhledem k jeho efektivitě při rozvoji mluvených dovedností. Na závěr úvodu je formulován cíl práce, kterým je zjistit, zda lze prostřednictvím CLT v neformální online výuce efektivně rozvíjet řečové dovednosti středně pokročilých studentů.

Po úvodu následuje teoretická část, která poskytuje nezbytná východiska pro výzkum prezentovaný v praktické části této práce. Teoretická část je rozdělena do dvou hlavních kapitol s podkapitolami, přičemž závěrečná třetí kapitola přináší jejich shrnutí.

První kapitola teoretické části se věnuje analýze a porovnání různých vzdělávacích prostředí, ve kterých může probíhat výuka angličtiny, a zároveň diskutuje organizaci neformálního jazykového kurzu. První podkapitola se zaměřuje na srovnání formálního a neformálního vzdělávání, přičemž se rozebírá, že přestože tyto dvě formy sdílejí společné rysy, jako jsou jasně definované cíle, strukturovaná podpora a vymezený čas na výuku, výrazně se liší v poskytovatelích, uznávání kvalifikací, podobě výuky, úrovni přizpůsobivosti a cílové skupině. Druhá podkapitola se zabývá rozdíly mezi online a prezenční výukou angličtiny. Klade důraz na specifika online výuky, zejména na potřebu přizpůsobení didaktických materiálů, vhodný výběr online nástrojů a osvojení IT dovedností jak učiteli, tak i studenty, jelikož všechny tyto aspekty ovlivňují efektivitu výuky v digitálním prostředí.

Následně je rozebrána organizace neformálního jazykového kurzu, neboť empirický výzkum bakalářské práce je realizován touto formou. Tato podkapitola představuje klíčové etapy organizace neformálního online kurzu, mezi něž patří analýza potřeb studentů, stanovení vzdělávacích cílů, výběr a plánování obsahu kurzu a adaptace nebo tvorba výukových materiálů vhodných pro digitální výuku.

Druhá kapitola teoretické části této práce se zaměřuje na komunikační přístup (CLT). V její první podkapitole je vymezen koncept komunikačního přístupu a představen jeho historický

vývoj. Tento přístup klade důraz na aktivní zapojení studentů do procesu učení a jejich vzájemnou interakci. Dále je diskutováno, že jeho kořeny lze nalézt v několika humanitních disciplínách, přičemž mezi jazykové modely, které ho ovlivnily, patří funkční a interakční modely jazyka. Rovněž jsou rozebrány klíčové teorie osvojování jazyka, konkrétně teorie kreativní konstrukce a konstruktivismus.

Druhá podkapitola se zaměřuje na jazykovou kompetenci, neboť cílem komunikačního přístupu a výuky angličtiny obecně je rozvoj komunikační kompetence studentů. S oporou o široké spektrum odborných zdrojů jsou zde představeny různé definice tohoto pojmu, přičemž je reflektována komplexnost jazykové kompetence. Dále je analyzován relativně nový koncept online interakce, jenž se vyvinul v důsledku technologického pokroku.

Ve třetí podkapitole jsou detailně představeny a analyzovány aktivity, které se v rámci komunikačního přístupu aplikují. Diskutuje se také význam implementace aktivit zaměřených jak na plynulost, tak na přesnost, a také na receptivní dovednosti, což je odůvodněno skutečným používáním jazyka v reálných interakcích, kde jsou všechny dovednosti rovnocenně důležité pro efektivní komunikaci.

Čtvrtá podkapitola se zaměřuje na role učitelů a studentů v rámci komunikativního přístupu k výuce. Klade důraz na odlišné pojetí očekávaných funkcí a interakcí mezi učitelem a žáky ve srovnání s jinými metodami výuky angličtiny. Dále se věnuje tématu odporu vůči nově definovaným rolím učitelů a přístupům k hodnocení studentů.

Pozornost je věnována i roli studentů, kteří jsou aktivně zapojeni do procesu učení, zejména prostřednictvím párové a skupinové práce. Tento přístup podporuje vyšší míru komunikace mezi studenty a umožňuje jim efektivněji rozvíjet jazykové dovednosti.

Následně v kapitole 3 následuje krátké shrnutí teoretické části.

Praktická část této bakalářské práce se zaměřuje na empirickou implementaci východisek diskutovaných v teoretické části. Jejím cílem je zjistit, zda lze řečové dovednosti dospělých studentů na středně pokročilé úrovni zlepšit aplikací principů komunikačního přístupu (CLT) v neformálním online prostředí. Tato část se skládá ze čtyř kapitol.

V kapitole 4. je představena a vysvětlena metodologie výzkumu. V její první podkapitole je objasněna relevantnost zvoleného typu výzkumu, která je podrobně zdůvodněna s oporou o odborné zdroje. Dále je popsán výzkumný cyklus, přičemž je detailně rozpracován koncept akčního výzkumu.

Ve druhé podkapitole jsou představeny nástroje pro získávání dat a diskutovány důvody jejich výběru. Tyto nástroje zahrnují sebehodnotící úkoly a reflexní deníky studentů, které byly využity v různých fázích výzkumu. První sebehodnotící úkol sloužil k určení jazykové úrovně

studentů, zatímco druhý, realizovaný po šesti týdnech výuky, měl za cíl vyhodnotit jejich pokrok. Reflexní deníky studentů poskytovaly zpětnou vazbu a obsahovaly otázky zaměřené na komunikační dovednosti, využití nové slovní zásoby a další oblasti pro zlepšení. Výhodou deníků bylo postupné poskytování zpětné vazby učiteli a podpora procesu učení prostřednictvím reflexe.

Třetí podkapitola stručně popisuje účastníky výzkumu a jejich náborový proces. Zároveň se věnuje i některým neočekávaným výzvám, které během výzkumu nastaly.

V kapitole 5. je popsán proces realizace online kurzu, který probíhal formou synchronních online lekcí. Nejprve bylo uvedeno časové rozmezí, frekvence lekcí a použitý videokonferenční nástroj. Dále byl prezentován a zdůvodněn obsah kurikula, návrh jednotlivých lekcí a výukových materiálů, použití umělé inteligence (AI) při přípravě lekcí a využití nástrojů Web 2.0. V dalších podkapitolách byly podrobně prezentovány, analyzovány a reflektovány jednotlivé hodiny ve formátu tabulek.

V podkapitole 5.1 bylo představeno plánované kurikulum, které ve formě tabulky specifikovalo časový harmonogram, tematické jednotky, výukové aktivity s odhadovanou délkou, vzorce interakce a konkrétní výukové cíle pro každou lekci. Dále byla provedena komparativní analýza plánovaného a realizovaného kurikula a byly prezentovány návrhy na zlepšení jednotlivých lekcí.

Po analýze jednotlivých lekcí, sleduje Kapitola 6. „Výsledky a jejich analýza“, která chronologicky představuje a diskutuje výsledky výzkumu. Nejprve v této kapitole byly prezentovány výsledky prvního sebehodnotícího úkolu, které potvrdily, že účastníci odpovídali požadavkům studie zaměřené na středně pokročilé studenty. Dále byly diskutovány různé aspekty neformálního online prostředí, zejména negativní faktory ovlivňující průběh kurzu. Mezi tyto aspekty patří výzvy, kterým učitelé mohou čelit v neformálním vzdělávání, například předčasné ukončení účasti studentů, technické problémy při výuce přes videokonference (nestabilní internetové připojení, vypnuté kamery, automatické vypínání mikrofonu po dokončení mluvení). Byla také zdůrazněna důležitost vizuální úpravy výukových materiálů, protože nevhodný výběr barev či písma může vést ke zmatkům.

Co se týče reflexních deníků studentů, které byly sekundárním nástrojem sběru dat, ukázalo se, že:

1. Někteří studenti se v počátečních týdnech cítili nesmělí při mluvení, avšak jejich sebevědomí se v průběhu kurzu zvýšilo.
2. V raných reflexích studenti vnímali novou slovní zásobu jako užitečnou, ale nespojovali ji s reálným využitím. Pozdější reflexe ukázaly hlubší pochopení praktického uplatnění nových

jazykových dovedností, což může být důsledkem toho, že v pozdějších týdnech byla probíraná témata více propojena s reálnými komunikačními situacemi.

3. Existuje korelace mezi množstvím mluvení v lekcích a kvalitou reflexních odpovědí – aktivnější studenti poskytovali podrobnější reflexe.

Závěrečný sebehodnotící úkol, ve kterém účastníci výzkumu hodnotili svůj pokrok na škále od „rozhodně nesouhlasím“ po „rozhodně souhlasím“, ukázal následující výsledky:

1. Žádný účastník se necítil zcela plynule a sebejistě.
 2. Většina studentů vnímala potřebu dalšího procvičování.
 3. Nejvyšší míru jistoty vykazovali studenti u úkolů spojených s popisem sebe sama a odpověďmi na otázky o životním stylu.
 4. Nejistotu naopak pociťovali u debatních témat, například diskuzí o médiích a technologiích.
- Na závěr lze říci, že výrazné zlepšení mluvených dovedností během krátkého online kurzu nebylo dosaženo. Pravděpodobnou příčinou je omezený časový rozsah kurzu (pouze 12 lekcí) a nízká účast studentů na domácích úkolech, což mohlo bránit upevnění znalostí. Kromě toho sebehodnocení není objektivním ukazatelem zlepšení jazykových dovedností, protože je založeno na subjektivním vnímání účastníků.

Celkově výsledky naznačují, principy komunikačního přístupu lze úspěšně uplatnit v neformální online výuce, avšak výraznějšího pokroku v rozvoji řečové dovednosti je možné dosáhnout až po delší než šestitýdenní době.

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APPENDIX

Appendix A

Initial learners' self-assessment task introduction and example of a question. For a full view, visit <https://forms.office.com/e/58X673ds6H>

English Language Self-Assessment Task

Welcome to the English Self-Assessment Task!

This task is designed to help you evaluate your speaking skills. Answer the questions as thoroughly as possible to gain insight into your current level. There are no wrong answers—this is simply a tool to identify your strengths and areas for improvement. Good luck!

1. Overall oral production *

- I can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
- I can reasonably fluently sustain a straightforward description of one of a variety of subjects within my field of interest, presenting it as a linear sequence of points.
- I can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail; give clear, detailed descriptions and presentations on a wide range of subjects related to my field of interest, expanding and supporting ideas with subsidiary points and relevant examples.

Appendix B

Final learners' self-assessment task introduction and example of a question (available online <https://forms.office.com/e/80iqy75Lbw>)

Final self-assessment task

Hello, dear learners! You have completed all the units, and now it's time to reflect on your progress! Choose the statement that best reflects your ability:

1. I can describe myself, ask and respond to lifestyle-related questions *

- 1 Strongly disagree – I cannot do this at all.
- 2 Disagree – I can do this with a lot of difficulty and hesitation.
- 3 Neutral – I can do this, but I need some support or practice.
- 4 Agree – I can do this quite well with minor mistakes.
- 5 Strongly agree – I can do this confidently and fluently

Appendix C

Example of a reflective diary task (week 3)

Week 3

Self-reflection

Hello, dear learner!

First of all, thank you for being consistent with self-reflection. Now, you are in the middle of our English course and it is time for the third week reflection.

Please answer the following questions.

Question 1: What new and useful vocabulary did I learn in this unit?

Question 2: What was the most challenging part of discussing the positives and negatives of technology and social media?

Question 3: How can I improve my persuasion skills for future debates?

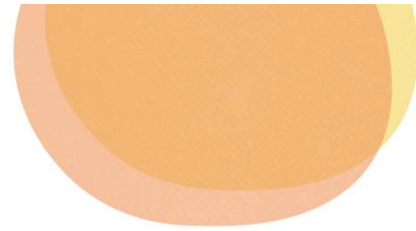
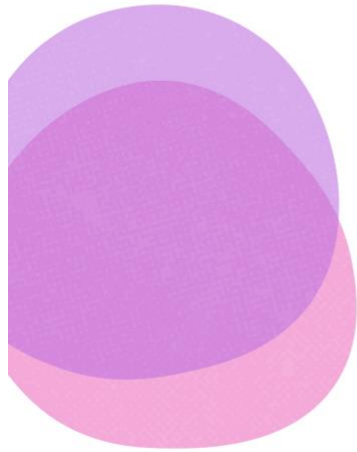
Question 4: how can I apply what I have learnt in real life?

Thank you! See you in a lesson!

Appendix D

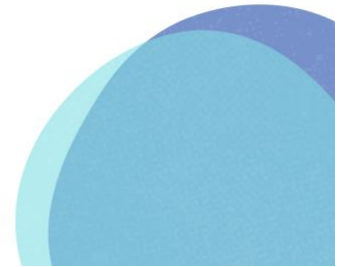
Example of a lesson presentation from week 5, lesson 9 (available online

<https://tinyurl.com/5x79t6hh>)



FASHION AND STYLE

LESSON 9



Appendix E

Added slides to the lesson presentation (lessons 3 and 5)

pronunciation of some words from the lesson:

- **consultant** /kən'sʌl.tənt/ (check it out:
<https://dictionary.cambridge.org/dictionary/english/consultant>)
- **procedure** /prə'si:.dʒər/ (check it out:
<https://dictionary.cambridge.org/dictionary/english/procedure>)
- **creative** /kri'eɪ.tɪv/ (check it out:
<https://dictionary.cambridge.org/dictionary/english/creative>)
- **warehouse** /'weə.haʊs/ (check it out:
<https://dictionary.cambridge.org/dictionary/english/warehouse>)
- **cashier** /kæʃɪər/ (check it out:
<https://dictionary.cambridge.org/dictionary/english/cashier>)
- **intervene** /,ɪn.tə'vi:n/ (check it out:
<https://dictionary.cambridge.org/dictionary/english/intervene>)

Language in focus (1)

- **lead to** /li:d/ to cause or result in something
- **anxiety** /æŋ'zai.ə.ti/ an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future
- **update your status on social media** - to post a new message, picture, or video that reflects your current thoughts, activities, or mood.
- **supplement** /'sʌp.lɪ.mənt/ to add something extra in order to improve or complete something
- **to break the habit** - to stop doing something regularly or automatically
- **obsessed** /əb'sest/ unable to stop thinking about something
- **sedentary lifestyle** /'sed(ə)nt(ə)ri/ characterized by much sitting and little physical exercise

Language in focus (2)

- **diabetes** /,dɪə'bi:tɪz/ a disease in which the body cannot control the level of sugar in the blood
- **insomnia** /ɪn'sɒmniə/ inability to sleep
- **well-being** /,wel'bi:ɪŋ/ the state of being comfortable, healthy, or happy.
- **attention span**: the period during which you can stay interested or listen carefully to something.
- **route** /ru:t/ way, road, path
- **to work out the route**: to plan or figure out the best way to get from one place to another
- **efficient** /ɪ'fɪjnt/ (of a person) working in a well-organised and competent way
- **at our fingerprints**: something is easily accessible or available to us, often with minimal effort.

Appendix F

Revision activity on MyEnglishLab.com (online access requires a code for signing in).

The screenshot shows a browser window with the title "Teenager dies after playing computer game non-stop for forty hours". Below the title is a word bank containing the following phrases: "At the expense of", "sedentary lifestyles", "withdrawal symptoms", "address the issue", "played a crucial role", "lost track of time", "long attention span", and "at his fingertips". A "Move" button is visible in the top right corner of the word bank area.

An eighteen-year-old collapsed and died at an Internet café in Taiwan, after playing an online computer game for forty hours straight. The youth, identified only by his surname, Chuang, had reportedly .

Chuang entered a private room at an Internet café in Tainan, southern Taiwan, at around lunchtime on 13 July and logged into a role-playing game. With the controls to a virtual world and an incredibly , he became completely lost in the game. food, he played for forty hours, but on the morning of 15 July, an attendant at the café found him asleep at the computer and woke him up. After walking just a few steps, Chuang collapsed. He never regained consciousness and was pronounced dead shortly after arriving at a local hospital.

In a chilling warning to all of us who live , investigators speculated that long hours without physical movement had in creating cardiovascular problems for Chuang. This tragic story is also a reminder that gaming can be addictive and can cause obsessive behaviour and in the same way as alcohol or drugs. There have since been calls for game producers to by building enforced breaks into their games.

Appendix G

AI-generated activities (lesson 1, 4, 6)

Role-play “Roommate interview”

One person is looking for a roommate, and the other is applying to live with them.

Task: The interviewer asks questions like:

- "Are you tidy or messy?"
- "Do you prefer a quiet or social atmosphere?"
- "What are your hobbies and habits?"

Objective: The "roommate" must describe their personality traits to convince the "interviewer" they are a good fit.



AI-generated content, adapted by Olha Radchuk, 2024

Role play: A Job Interview - Getting the First Job as a Teacher Assistant

Student's A profile:

- A recent graduate looking for their first full-time job as a Teacher Assistant at an Elementary Private School
- Bachelor's degree in Education
- No prior work experience
- 2 completed internships
- ✓ Highly organized
- ✓ Patient and empathetic approach
- ✓ Proficient in MS Office
- ✓ Comfortable with collaborative work

Student's B profile:

- A school principle asking about
 - ◆ how the candidate would handle specific classroom situations, such as managing disruptive students or helping struggling learners.
 - ◆ soft skills: communication, initiative, flexibility, empathy, cultural sensitivity, time management

AI-generated content, adapted by Olha Radchuk, 2024

Role play

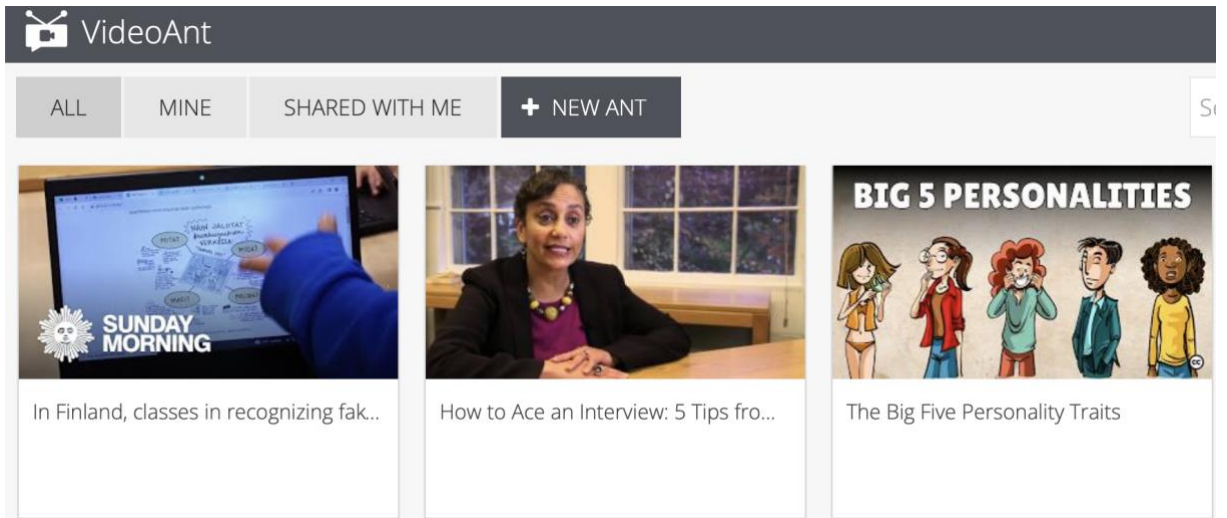
Parents (Student A & B): Your task is to convince your child (Student C) to reduce their screen time. You will give reasonable arguments about the negative effects of excessive screen time (e.g., health concerns, social interactions, lack of sleep, or the importance of other activities).

Kid (Student C): Your task is to be stubborn and resist your parents' arguments. You can counter with reasons why you enjoy using your phone (e.g., social media, games, staying connected with friends). Try to defend your screen time and avoid listening to your parents' advice.

AI-generated content, adapted by Olha Radchuk, 2024

Appendix H

Videoant platform. To view the platform online: <https://ant.umn.edu>.



The screenshot displays the VideoAnt web interface. At the top, there is a dark header with the VideoAnt logo and name. Below the header is a navigation bar with tabs for 'ALL', 'MINE', 'SHARED WITH ME', and '+ NEW ANT'. The main content area shows three video thumbnails. The first thumbnail features a person pointing at a screen with a diagram and the text 'SUNDAY MORNING'. The second thumbnail shows a woman speaking, with the text 'How to Ace an Interview: 5 Tips fro...'. The third thumbnail is a cartoon illustration of five diverse people, with the text 'BIG 5 PERSONALITIES' and 'The Big Five Personality Traits'.

VideoAnt

ALL MINE SHARED WITH ME + NEW ANT

SUNDAY MORNING

In Finland, classes in recognizing fak...

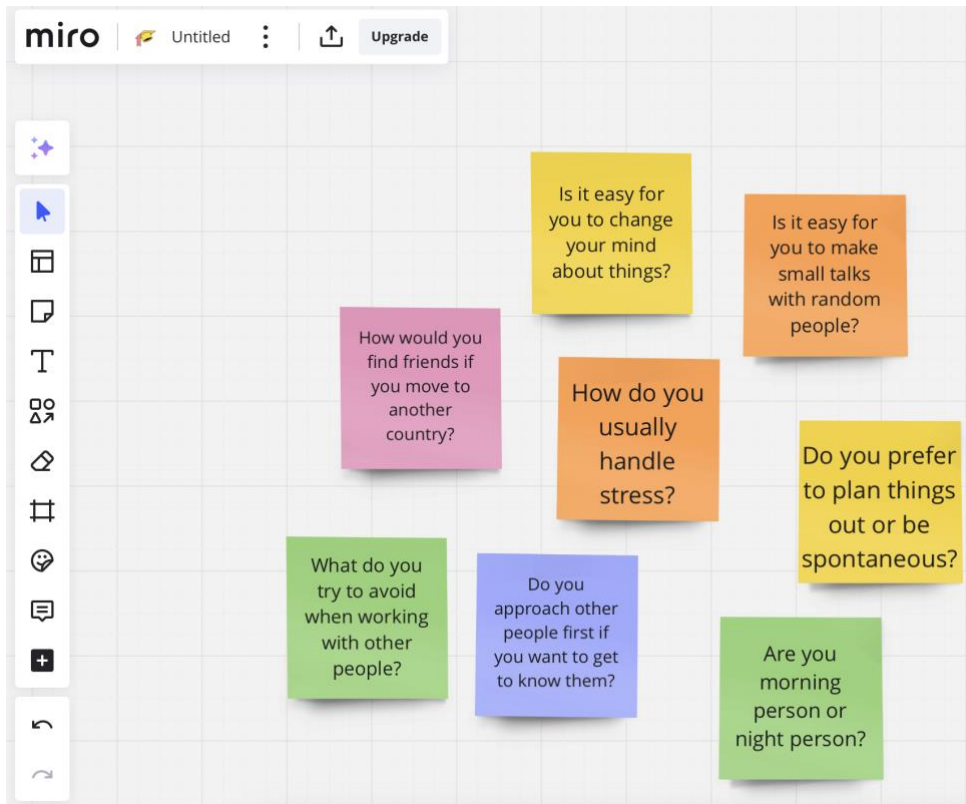
How to Ace an Interview: 5 Tips fro...

BIG 5 PERSONALITIES

The Big Five Personality Traits

Appendix I

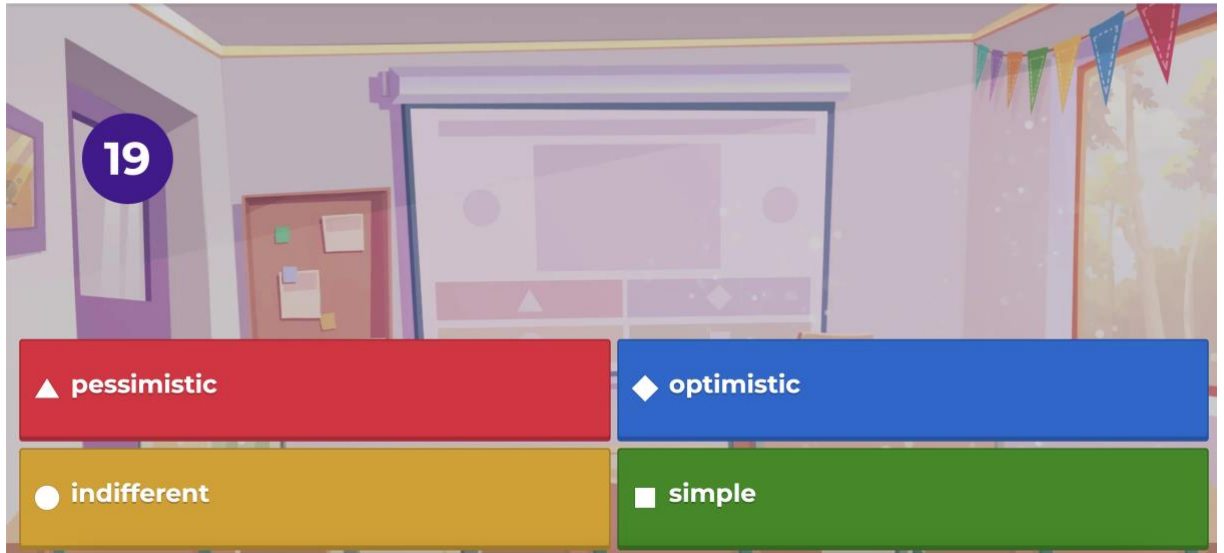
An information-gathering activity realised via Miro.com, an online shared whiteboard (week 1, lesson 1). To view the platform online: <https://miro.com>.



Appendix J

Kahoot! platform (available online at <https://create.kahoot.it/share/lesson-1-adjectives/1cd40695-a8b4-4d44-acc-132493036db7>)

always looks on the bright side



Appendix K

Adapted “Reading and Discussing” activity from Focus 4 (Kay et.al, 2016)

Technology: Danger or Useful tool?

Technology makes you lonely

Agree:

Constant access to social media means we are aware of other people’s lives. When we compare ourselves to our online friends, we think that everyone else is having more fun, and this **lead to anxiety**.

Disagree:


Social media plays a **crucial** role in our lives. Whether we are **updating our status**, posting comments or uploading photos, we use social media to **supplement** face-to-face socialising. In other words, social media provides an additional way to stay connected, share experiences, and communicate, especially when physical meetings aren’t possible.



Shortened and adapted from Focus 4 (Kay et al., 2016)

Original activity from Focus 4 (Kay et.al, 2016, 96)

3 Look at the title and the headings in the article. Do you agree with the statements? Discuss in pairs. Then read the article and compare your ideas.



TECHNOLOGY: DANGER OR USEFUL TOOL?

<p>1 Technology makes you lonely.</p> <p>Constant access to social media means teens are always aware of what everyone is doing. When they compare themselves to their online friends, they think that everyone else is having more fun, and this can lead to anxiety.</p>	<p>AGREE</p> <p>DISAGREE</p> <p>Social media plays a crucial role in teenagers' lives. Whether they are updating their status, posting comments or uploading photos, teenagers use social media to supplement face-to-face socialising.</p>
<p>2 Technology makes you dependent.</p> <p>Parents who have trouble tearing their teens away from their device may think they're addicted to technology. Withdrawal symptoms experienced by young people deprived of gadgets and technology is similar to those felt by drug addicts who need their drugs.</p>	<p>AGREE</p> <p>DISAGREE</p> <p>Some teens enjoy video games so much that they lose track of time. But addiction is a serious condition! Checking social media a bit too often is one thing, but that doesn't mean you're obsessed with your device at the expense of other aspects of your life.</p>
<p>3 Technology makes you ill.</p> <p>The number of obese and overweight children is rising due to their sedentary lifestyle. This can lead to health problems such as diabetes, high blood pressure and insomnia, as well as physical problems such as eye strain, joint pain or new ailments like WhatsAppitis, a repetitive strain injury caused by using thumbs for texting.</p>	<p>AGREE</p> <p>DISAGREE</p> <p>There are apps to help with those minor ailments. Stressed? Worried about inactivity? Get an app that measures your movements. Weight gain? A fitness app counts calories. A sedentary lifestyle is not the only reason why children suffer from obesity. Until our society addresses all the issues connected with childhood obesity, the trend is likely to continue.</p>
<p>4 Technology makes you stupid.</p> <p>Technology is making us lazy: why would we think for ourselves when we can google it? Why would we try to work out how to get from A to B when the GPS will plan a route? Our attention span is getting shorter.</p>	<p>AGREE</p> <p>DISAGREE</p> <p>Technology is making us more efficient. With a search engine at our fingertips, we can browse the net, bookmark useful sites and share the links with our friends. We have more head space to focus on other, more interesting things.</p>

Appendix L

Wordwall activity from week 6, lesson 12

Available online at <https://tinyurl.com/498x4xph>

0:01

A circular word wall activity with 18 segments, each containing a travel-related problem. A central button says "Spin It".

- Your bank blocks your card for suspicious transactions.
- You arrive and realize you booked the wrong dates.
- A seller tricks you into overpaying for a souvenir.
- Your phone won't connect to Wi-Fi and you have no mobile data.
- The taxi driver charges you an unfairly high price.
- The airline says there's no seat for you even though you booked.
- You miscalculated your budget and don't have enough cash.
- You order something but didn't expect it.
- You realize you left your passport, wallet, or other essentials at home.
- Your suitcase is too heavy and the airline charges you extra.
- Your device won't work and you can't take photos.
- You take the wrong bus or train and end up in a different location.
- You unknowingly offend locals by breaking an unfamiliar custom.
- Your phone doesn't connect to Wi-Fi.
- You take the wrong bus or train and end up in a different location.
- You unknowingly offend locals by breaking an unfamiliar custom.
- Your phone doesn't connect to Wi-Fi.
- You take the wrong bus or train and end up in a different location.
- You unknowingly offend locals by breaking an unfamiliar custom.

Appendix N

Participant 2's responses in a reflective diary (week 1)

Question	Answer
How confident did I feel when describing myself?	I felt comfortable, but not very confident.
Did I use any new expressions to describe my personality? Which ones?	I used a few new expressions
Did I express my opinions clearly during the discussions?	Rather yes than no
How can I apply what I have learned in real-life situations?	To express better what I think