TECHNICKÁ UNIVERZITA V LIBERCI
Fakulta přírodovědně-humanitní
a pedagogická

Using digital technologies in EFL classroom

Diplomová práce

Studijní program:	N7503 Učitelství pro základní školy
Studijní obory:	Učitelství anglického jazyka pro 2. stupeň základní školy Učitelství informatiky pro 2. stupeň základní školy
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Liberec 2021

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Zadání diplomové práce

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Zadávající katedra:	Katedra anglického jazyka
Akademický rok:	**2019/2020**

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Rozsah grafických prací:
Rozsah pracovní zprávy:
Forma zpracování práce: tištěná/elektronická
Jazyk práce: Angličtina

Seznam odborné literatury:

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Datum zadání práce: 17. dubna 2020
Předpokládaný termín odevzdání: 29. dubna 2021

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11. července 2021 Bc. Ondřej Tavoda

Acknowledgements

I would like to thank my supervisor Mgr. Petra Peldová, PhD, for her inspirational comments and suggestions during the creation of the diploma thesis. I also would like to thank my family and friends who were there for me when needed and helped me create a creative environment. Last but not least, thanks go to teachers and fellow students who completed the questionnaire and provided me with in-depth feedback.

Anotace

Tato diplomová práce se zabývá využitím digitálních technologií ve výuce anglického jazyka. Práce představuje výsledky výzkumu provedeného na základních a středních školách v České republice zaměřeného na problematiku využívání digitálních technologií ve výuce angličtiny. Práce přináší výsledky širokého záběru dat, která jsou důležitá pro všechny učitele/učitelky angličtiny včetně názorů studentů/žáků, jejich schopností používat digitální technologie, jejich preferencí a představ. Dále práce uvádí jak často a jaký software a hardware je ve výuce anglického jazyka používán na příslušných stupních českého vzdělávacího systému. Práce je doplněna srovnáním výuky angličtiny v době před Covid-19 pandemií a v jejím průběhu. Výstupem práce jsou ukázkové aktivity zaměřené na hlavní oblasti výuky anglického jazyka s využitím digitálních technologií a seznam na trhu dostupných zařízení a softwarového vybavení v době vzniku diplomové práce.

Klíčová slova

activity plan, computer, digital, education, EFL, English, primary, school, secondary, technology

Abstract

This diploma thesis focuses on the use of digital technologies in EFL lessons. It presents the results from research done at the primary and secondary schools in the Czech Republic regarding digital technologies in EFL classes. The study provides a wide range of essential data for EFL teachers, including students' opinions, their ability to use digital technology, and their preferences and wishes. Furthermore, it shows how often and which software or hardware teachers use at perspective levels of the Czech educational system. In addition, the study brings forward differences between Covid-19 lockdown education and before the pandemic education. As a part of this paper, there are six example activities with suggested software and hardware, a list of hardware and software suitable for EFL lessons, and accessible on the market when creating the thesis.

Keywords

activity plan, computer, digital, education, EFL, English, primary, school, secondary, technology

Contents

List of graphs

List of abbreviations

- CALL – Computer Assisted Language Learning
- CD – Compact Disc
- COVID-19 – Coronavirus disease 2019 SARS-CoV-2
- EFL – English as a Foreign Language
- HTML – Hypertext Markup Language
- ICT – Information and Communication Technologies
- ILT – Integrative Learning Technologies
- IWB – Interactive Whiteboard
- LMS – Learning Management System
- MOOC – Massive Open Online Course
- MS – Microsoft
- OECD – The Organisation for Economic Co-operation and Development
- PC – Personal Computer
- PDF – Portable Document Format
- RVP ZV – Rámcový vzdělávací program pro základní vzdělávání
- SPAM – Unsolicited Bulk Email
- VILT – Virtual Instructor Led Training
- VLE – Virtual Learning Environment

Introduction

In this thesis, I decided to continue and broaden the area researched in my bachelor thesis. The topic of the thesis covers the general use of digital technologies in EFL classrooms. Since I was writing this thesis during 2020 and 2021, it has been immensely affected by the Covid-19 pandemic. Therefore, I had to adjust my research to the given conditions to obtain objective results. Nonetheless, I believe that people who are interested in using digital technologies will find it helpful. Due to the pandemic strike and the adjustments in the research part, the reader may compare the pre-pandemic times with the present and think about the upcoming years of English language teaching.

One of the issues I would like to address in the introduction is understanding the words *digital* and *technology*. Using technology might be perceived as using digital technology. It would not be wrong to make this assumption in this thesis; however, we talk about simple things like pen, chalk, and blackboard by talking about technology. That is why I would like to emphasise that this thesis only discusses digital technology such as computers, interactive blackboards, tablets, smartphones and respective software programmes used with these devices. In the theoretical part, I will provide the reader with background knowledge and possibilities regarding the use of digital technologies in teaching. In the practical part, I will provide example lesson plans focusing on the discourse, listening, reading, vocabulary, grammar and writing, and data from a questionnaire, which I am going to present in the form of graphs and explain in detail.

In the research questions, which can be found in the next chapter, I state that this thesis demonstrates the differences between all educational system levels in the Czech Republic, namely the primary and secondary schools and universities. The comparison will be based only on the questionnaire used in the research and will provide the reader with a general overview of possible differences. This paper's primary focus remains on

the lower secondary schools in the Czech Republic due to the author's major. Consequently, any example materials such as activity plans and programmes will aim at the lower secondary school level.

In the introduction's final paragraph, I would like to address the reader to prepare them for this paper. Any posed questions in this section are not the research questions (the research questions are clearly stated in Chapter 1) but solely motivate the readers to prepare the ground for deep thoughts that might emerge while reading this thesis. I chose this approach because it is my subjective opinion that the Czech educational system is transforming. Teachers, in general, spend a considerable amount of time trying to adapt themselves and the learners to the upcoming period. How can the teachers prepare the students for the future, not knowing what lies ahead? The recent months proved that the Czech schools were not always fully prepared for such a crisis. Is it because the teachers lack vision, or is it because the modern era is changing too fast? If the teachers are not ready for the following age, is there anyone who is? Are the teachers suppressed by the parents or the headmasters of their respective schools? All of the questions mentioned above are impossible to answer, yet they are often discussed between teachers, learners, and parents.

The new possibilities, changes in society, unique economic situation, and much more profoundly affect education. One of the recently posed questions among the large public, experts included, is whether we are experiencing something called the dawn of education as we know it? Unfortunately, I cannot answer these questions, but my thesis aims to provoke thoughts that might clarify these questions even though they might not be my ideas.

1 Research questions

For this thesis, I stated these research questions that I will try to answer based on the research and my own experience from the teaching placement:

- To what extent are digital technologies used in EFL classrooms?
- At which level of the Czech educational system in EFL classrooms are digital technologies implemented more?
- Is it suitable to use digital technologies with all types of EFL activities, or are digital technologies unsuitable for certain activities?
- Are teachers confident in using digital technologies while teaching EFL classrooms?
- Do students prefer EFL activities incorporating digital technologies or unplugged activities?

2 Definitions of technology and digital technology

Every year teachers are provided with more and more digital aid suitable for teaching. Technology has been around for generations. The word technology has become connected to digital technology only in recent years, although non-digital technology has been around much longer. Teachers worldwide have been using technology to help them transfer knowledge to their students since the dawn of time, such as sticks used to carve pictures in the stones during the stone age to chalk and blackboard in more recent days. Teachers have used blackboards in class for centuries (Abunowara 2014, pp. 1-2) and tools such as tape recorders that have been used in the 1960s and are still widely used today (Dudeny and Hockly[1] in Abunowara 2014, pp. 1). What are the new digital technologies, and are they so different from the analogue tools? According to Merriam-Webster dictionary, analogue means "not computerise", and digital means "composed of data in the form of especially binary digit" ("Merriam-Webster Dictionary" 2021).

Simply speaking, digital technologies are electronic devices or computerised technology. *Technology* may be defined as "the knowledge, skills, methods and techniques used to accomplish specific practical tasks" (Abunowara 2014, pp. 2-3).

The word digital itself can found everywhere in the 21st century. We use the term digital to describe Internet-connected hardware/software, media available online, environments and social groups interacting online, online identities, skills and knowledge, understanding and experience with any digital tools. All of these belong to digital literacy and digital skills. The learning done online is called digital learning (White 2015, pp. 1-7).

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[1] Dudeny, G. and Hocky, N. (2008). *How to Teach English with Technology*. London: Longman.

2.1 History

It is not the purpose of this thesis to explain in detail how the digital world has developed. It is sufficient enough to mark a history line when the term *digital* became known and widely used. The digital technology we use today exists only for just 40 years.

The early development started in the 1970s. Around this time, Tim Berners-Lee created the World Wide Web, known as the Internet (White 2015, pp. 58-59).

With the release of the Internet and HTML based websites, new digital tools started to bloom. At the turn of the new century, the Web's popularity and use reached new levels resulting in today's "Web 2.0" evolution. White (2015, pp. 58-59) lists these digital tools commonly used since the beginning of the 20th century may be listed:

- audio, video and image editors
- cloud-based software such as office and productivity tools and storage
- mobile devices such as smartphones, tablets, cameras, recorders
- smartphone apps such as apps facilitating the creation, editing, production of media and content
- classroom technology equipment such as interactive whiteboards
- social tools such as blogs, wikis, social networks

2.2 Teaching digitally

Implementing digital technologies into the curriculum has become recently popular globally, including the Czech Republic. The prepared and published revised curriculum stresses facilitating digital literacy as one of the main goals by adding a new digital competency (*RVP ZV 2021* 2021, vol. 2021, p. 13). The creators of RVP (Rámcový vzdělávací program), which is a Framework Education Programme, one of the curricular documents in the Czech Republic, emphasise how important it is not to teach digital

literacy only in computer science subjects but to implement it in other areas, other subjects. The process of implementing digital technologies into teaching should include adjustments to the current teaching plans in all teaching areas.

Consequently, it might be argued that digital literacy as a field is exclusively vital to computer experts. ICT (Information and communication technology) has always been the domain of computer science teachers, leading to a separation of the digital tool from other subjects (Haworth, Turner and Whiteley 2004, pp. 139-154).

The EFL teachers have an opportunity to bind their English teaching and ICT into a newly composed subject with new resources for learning, new distinctive processes for learning (e.g. creating digital texts), new ways of communicating both visually and orally (Haworth, Turner and Whiteley 2004, pp. 139-154).

Teachers should understand that using digital technologies in their classrooms do not have an effect only on the learning process itself but also positively affects social life (Akyuz and Yavuz 2015, pp. 766-769).

There is a variety of different programmes and methods that implement digital technologies. They are represented by their abbreviation. In the following chapter, I will shortly describe some of those. All the programmes or methods have in common a comprehensive and interactive use of digital technology.

2.2.1 Computer-assisted language learning

CALL has been one of the first approaches to language teaching implementing digital technologies. It was developed and described early in the 1980s. The first records, however, date back to the 1970s. One of the authors who described CALL is Levy (1997, p. 1), who defines CALL as “the search for and study of applications of the computer in language teaching and learning”. Computer Assisted Language Learning is simply an approach to teaching a language where the computer is used for presentation,

reinforcement and assessment of the material taught. Interactivity is the inevitable element of this approach. Through the development of this approach, CALL embraced the communicative approach in combination with new technologies.

There are many variants of the original CALL. According to Davies (2016), there is a traditional CALL, explorative CALL, multimedia CALL and Web-based CALL.

2.2.2 Massive open online course

Massive open online course, shortly MOOC, is the term for an educational course with an unlimited number of participants. MOOC is based on the idea of connectivism and connective knowledge allowing an unlimited number of participants to join a course and increase their knowledge for free. The idea was developed by George Siemens and Stephen Downes, who planned to host an online class for almost 2200 participants. The original idea was to allow anyone to join a face-to-face class from a distance by allowing them to access the course's materials (Lowe and Krause, Lowe 2014, pp. 9-14).

Probably the most known MOOC course today is the Khan Academy. The authors and supporters are trying to change education, allowing everyone to participate in any course anywhere in the world without their physical presence.

2.2.3 ILT vs VILT

ILT, known as instructor lead training, represents a traditional educational form – frontal teaching. In recent years, technology companies such as Google, Microsoft, and others started to develop so-called e-Learning platforms. VILT, which stands for virtual instructor lead teaching, is a form of teaching adapted to suit multiple students while being in a different time zone, different places and with diverse skills and educational needs. Amith Vincent, an entrepreneur, learning influencer and speaker with over 19 years of experience in the learning industry, states that VILT is generally understood as

a regular ILT transferred through conferencing software but is considerably different (Vincent 2020).

However, a teacher operating under VILT must ensure that the content created for their students does not rely on a stable Internet connection, specific place and time or specific device. The teacher must expect the students to be distracted by others or by themselves, such as browsing the Internet while having the online conference call. The teacher poses themselves into an instructor role. They must organise the lesson plans so that everyone is engaged and that the retention of the learning process is successful and validated accordingly. It is not possible to hold a regular lesson in an online environment. There are plenty of webinars and websites available online, helping teachers ensure that their lessons are 100% effective even at a time like the Covid-19 pandemic. One of the organisations is the eLearning Industry, which is an online community of eLearning experts who write articles, share concepts, software and resources ("eLearning Industry" 2011–2021). Programs associated with VILT are considered a VLE (Virtual learning environment).

2.2.4 IWB

Interactive whiteboards became very popular even before the Covid-19 pandemic. Given the number of EU projects that support the equipment of schools, interactive whiteboards are in the majority of schools today. More than a half of all the schools in the Czech Republic have some kind of multimedia classroom which involves interactive whiteboards ("Statistická data o ICT ve školách v podobě otevřených dat" n.d.).

Interactive whiteboards were developed more than 18 years ago (Březinová 2009, p. 14). An interactive whiteboard is a hardware supplementing or replacing the traditional blackboard providing the teacher with multiple interactive functions thanks to the touch system ability. It allows the teacher to write and edit in real-time without the need for

chalk, insert and adjust images, videos, clipart, create drag and drop exercises, and so much more. Furthermore, the students can step forward and choose correct answers, drag and drop, resize, write, and more directly in the class, which helps them in their kinesthetic learning. Interactive whiteboards are the predecessors of smartphones or tablets while carrying most of the functions. Březinová (2009, p. 17) adds that interactive whiteboards encourage the students to participate actively, allows students to become teachers for a while, increases visual support and auditory support in learning.

2.3 Teaching with digital and non-digital aid

Teaching has been around for centuries and has always relied upon some tools. The tools, however, develop and provide teachers and learners with new options. The digital world, which is often used nowadays, creates an open environment where anyone may choose and use different hardware or software in order to accompany their needs, skills, and knowledge. Nonetheless, digital technologies also pay the price in the educational environment. Even though there are many advantages, we must not forget that there are and always will be disadvantages. Lund (2003, p. 72) emphasises:

> "In its relatively short history, ICTs as educational artefacts have managed to play an important part in different learning paradigms. Their use has been influenced by a particular theory of learning and teaching, while they have carried the intrinsic potential to transform the paradigm they are embedded in. The tensions that arise can be seen as one of the major impulses for ongoing change in education."

2.3.1 Teachers' role in the world of digital technologies

I would like to commence this chapter with one of the comments from Lund's study (2003). An observed teacher comments on a completed lesson expressing severe concern about the role of the teacher being eviscerated. He points out that the teacher cannot rely on the stability of the Internet connection because it may easily crash. The same situation he observes with computer programs and personal computers. Finally, he claims that should any of this happened; the class could result in a "wild west", whereas, in the

traditional environment where the students are seated at the desks holding a pen and a piece of paper, the teacher has complete control over the teaching process (Lund 2003, pp. 229-240). That means that the teachers should always have a backup plan in case the technology fails and should be prepared to adjust to roles they play depending on the situation quickly.

Lund (2003, p. 228) provides us with a table demonstrating the changes in the teacher's role throughout a short episode near the end of a lesson from user support over the subject authority, organiser, task interpreter to the interlocutor, where the user support is proved to be the most common one in the ICT rich environment.

The study, as mentioned earlier in the paragraph above, leads to a serious doubt on whether the teachers can effectively teach leadership in the ICT rich environment. The observed teacher also mentioned that it would be of great benefit to have three teachers in class, one focusing on writing abilities, the other functioning as the user support regarding the possible IT issues and the third being an English teacher (Lund 2003, pp. 220-240).

It could be argued that using digital technologies in the EFL classroom leaves the teacher with only one role, which is the mere facilitator. However, the studies conducted by Lund show that the teacher's presence is necessary to lead the teaching process, especially when the technology fails. In an ideal environment where the learner would not have difficulties working with digital technologies, the technology would not crash. Its use would be as reliable as a pen. Only then would the teacher's role be allowed to retreat to the facilitator's role. The results of Lund's study show that the learners believe that the significant role the teacher should play is associated with the expertise in English, which is not surprising. However, the second important role is for the teacher to be a skilled Internet material evaluator. These are followed by roles such as organiser,

navigator, interpreter and researching, with the traditional instructor role being necessary but not more than the previously stated roles (Lund 2003, pp. 166-167).

When taking the list of roles provided by Pachina (2020), all the traditional roles such as the facilitator, participant, counsellor, resource, assessor, manager, and evaluator are just as important as the new roles that are needed in the ICT rich environment. Every teacher has a subjective approach preference, which comes with different roles. However, the traditional approaches are forced by digital technology to change their view on the teacher's role. What was sufficient for a teacher in the past will not be sufficient in the present or future because digital technologies demand new roles, and it might be necessary to reassess whether the teacher can fulfil the roles usual for a particular approach and the new roles required by the technology together. I will try to list some advantages and disadvantages in using digital technologies in the EFL classrooms to allow the teachers, the readers of this thesis, to adjust their roles and think about what is suitable for them and their students. Even though it is inevitable that all of the roles mentioned above will remain an essential part of the educational process, their ratio compared to the newly needed roles will need to be revised and changed.

2.3.2 Advantages of digital technologies

Any aid used in classrooms is created to improve the teaching process. Regardless of their intentions, everything has its advantages and disadvantages. Using ICT in EFL classrooms allows teachers to increase authentic materials stimulating students' attention to the content instead of the language. Brinton[2] in (Abunowara 2014, p. 9) points out studies proving that authentic and ICT materials allow students to work with daily life

[2] Brinton, D. 2001). 'The use of Media in Language Teaching'. In Celce-Murcia, M. (ed), *Teaching English as s Second or Foreign Language*. America: Heinle & Heinle.

sources, which is valuable for their language development since they are not exposed only to the language and texts of their teacher. Students also increase their vocabulary knowledge with links to real-life situations, which later improves their ability to communicate on a wide variety of topics.

The use of digital technology increases motivation and provides learners with realistic conversations with non-verbal expressions. Many programs and sources allow bringing the world to class as taking the class around the world is impossible. Learners then may familiarise themselves with different cultures, hear different accents, and understand anyone who speaks English. A study conducted by Yoko, Mills and Kelm (Warschauer and Meskill 2000) in (Abunowara 2014, pp. 10-11) prove that the use of a computer and Internet increased the students' writing ability which resulted in writing much longer texts than with just a pen and paper. According to the study, the students showed a more remarkable ability to implement cultural issues into activities because they pay more attention to speaking, listening and reading in computer-based activities. Another advantage stated by Mills is assessing and using academic sources through the increased ability to research. From my own experience, digital technologies allow the students to participate more actively. Last but not least, an advantage I would like to mention is that their students ask the teachers to implement digital technologies in class, showing the learners' interest. I will prove this in the research part of this thesis (Chapter 6.6).

2.3.3 Disadvantages of digital technologies

However, using digital technologies requires the teacher to adjust their lesson plans and plan much more ahead to prepare a backup plan if something goes wrong. There are apparent disadvantages like lack of electricity, blackouts, low Internet connection speed, and more. All of these above are inevitable and will occur from time to time. Every

teacher should then be either double-prepared or able to improvise. The foremost disadvantages are the time and effort needed to implement digital technologies in EFL classrooms. The teacher must research all possible options, prepare and test run all activities implementing digital technologies in advance. There is a significant risk of spending precious time in class dealing with a malfunction of the devices, the software or the difficulties the students may face while using the particular software or hardware. It is pointless for the teacher to use digital technologies if they have no time to experiment and try to implement new activities, new hardware, new software before the class (Abunowara 2014, p. 19).

In addition, there is an unforgettable disadvantage which teachers often face, and that is money. Technology is expensive, and the headmaster may not be willing to spend a considerable amount of money on something nobody has ever tried in that particular school, on something which may not work as planned. Consequently, should the headmaster be willing to buy new hardware or new software, they also must pay for the training or at least dedicate a few hours to learn to use these new features. That is closely linked with the fact that the technology develops significantly, and the school may be forced to buy new equipment every other year to sustain the attractive teaching approach.

Gebhard (2009) in (Abunowara 2014, p. 11) adds that one of the disadvantages some teachers forget is that the learners might consider authentic materials such as videos, movies, songs as mere entertainment. Hence, they may show a significantly lower focus on language learning.

The use of digital technology is undoubtedly tempting and effective. It allows the learners to experience things beyond the options of a regular classroom. It significantly affects the students' motivation and language skills. However, one must not forget about the downside the teacher encounters, such as the time-consuming preparation and

execution, money consumption and the fact that the result may not be reliable. Technology may help a good teacher, but it cannot save the lousy teacher. In the end, it is the teacher who should well decide which software fits different activities. With or without the technology, the teacher must plan, consider objectives, set goals, adjust to their different teaching styles and learners.

2.3.4 Students and digital technologies

In my research, I dedicated a section to compare the attitudes towards using digital technologies in EFL classrooms of teachers and students. When talking with students at the primary and secondary schools, the students often asked questions like: "Why don't the teachers use more technology?" or "Why do we have to learn the old way?".

The 21st century offers excellent technical equipment and programs that might be useful for teaching. Also, technology plays a significant role in teaching, even more today due to smartphones and tablets, interactive whiteboards and more.

Wulandri (2020, p. 7) states that technology brings significant value for EFL learners. Apart from the learner autonomy and social opportunities that technology offers, it is useful what students can do and what they can undo. The unlimited option of editing without another paper or pen can help the teaching process immensely. However, it is not clear whether the students share this opinion with the teachers as well, and that is why I will try to provide the reader with a study that brings a little more light to this topic.

3 Research methods

In my thesis, I researched the theory in published books, academic articles and theses. I evaluated and selected the sources for the theory and results of different studies to explain what digital technologies represent, their use, history, advantages and disadvantages and more. In my research, I will focus on the questions mentioned above. The answers to these research questions (see Chapter 1) are based on a quantitative questionnaire distributed through social media (Twitter, Facebook) to achieve a wide variety of answers from teachers and students of the core levels of the Czech educational system, such as the primary schools, lower and upper secondary schools and universities. Although I contacted all district departments asking to forward my questionnaire to schools, my request was declined in all cases. I was asked to contact all schools one by one since the district departments cannot distribute these kinds of questionnaires. However, after studying the best way of contacting the schools through e-mail, I found out that due to the high number of schools (more than 8000), my e-mail address might be placed on a blocklist by the algorithms of SPAM messages should I send too many e-mails in a short period. Consequently, I decided to register to different teacher platforms on social media and asked their members to share my questionnaire with their colleagues and students.

This thesis will provide one sample activity plan for lower secondary school teachers per different category: discourse, listening, reading, vocabulary, grammar, writing (see appendices).

The questionnaire and the sources for the theory will provide me with a list of different programmes and hardware available in 2020. Composing this list is one of the aims of this thesis. It will be placed in respective chapters (see 6.4.1 for hardware offered in the questionnaire, 6.4.2 for software offered in the questionnaire, Appendix G for a list

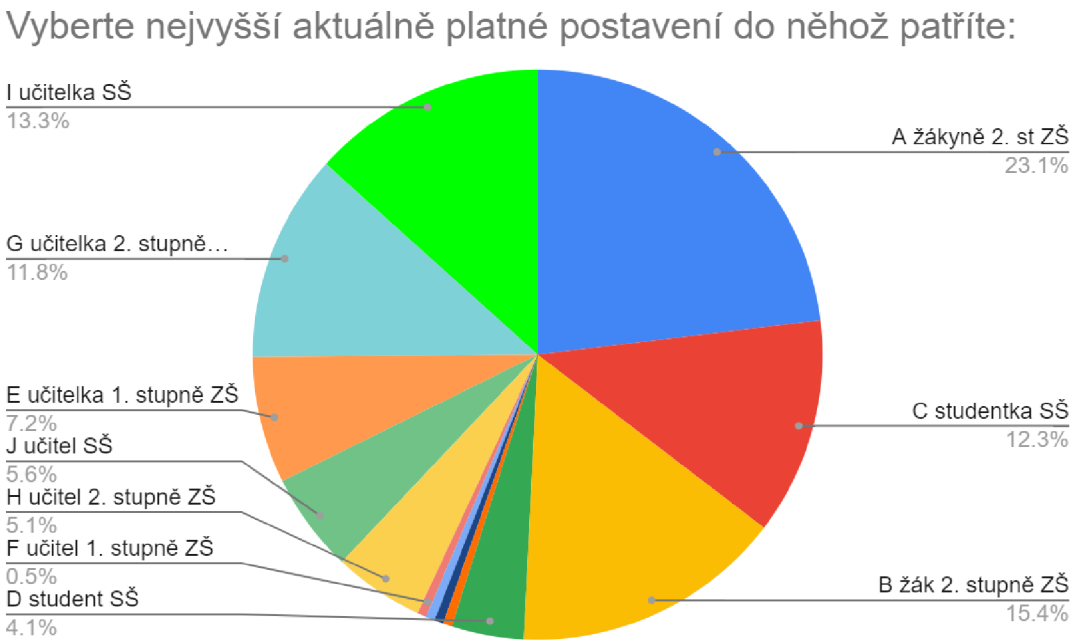
of software from both the questionnaire and theory). The most frequent software, based on the questionnaire, will be briefly described.

4 Practical part

In the graphs created from the questionnaire, I reduced the length of the options to maintain the graphs' readability. The questions were set in Czech, including the options. I translated the options in each chart, but the text of the questions remains original. I will translate the questions and describe them underneath every graph. The questionnaire consisted of three main sections. One section same for everyone with questions regarding the name of the school, the position of the respondent (teacher, student) and the frequency in which they use digital technologies in general. The questionnaire automatically moved through questions depending on the answers, which means that a teacher received a different set of questions than a student. As a result, there were two other sections, one for the teachers and the other for the students. Particular questions and the results will be discussed in respective chapters.

5 Characteristics of respondents

Graph 1[3] shows how many respondents completed the questionnaire, which I distributed through online networks to schools. Students of the lower secondary schools in the Czech Republic represent 38% of respondents (sections A and B), approximately 18% of the respondents (sections C and D) were upper secondary school students.



Graph 1 The characteristics of the respondents

That means that the questionnaire was completed by approximately 50% of students and 50% of teachers. The teachers who completed my questionnaire were the primary/lower secondary schools (sections E, G, H and F at approx. 25%) and upper secondary schools teachers (sections I and J at approx. 20%). I received just a few answers from university students and teachers. Therefore, I will not include the university results in my thesis since the result would not be representative due to the low number of answers. I received no answers from the students of the primary schools, but I have

[3] Choose the most corresponding position you belong to now. (The author's translation)

enough respondents among the teachers at this level. That is why I will include primary schools in my thesis.

Since some of the respondents might belong to two or more groups, I provided the respondents with a list of positions and asked them to choose the highest achieved position. That means that if a university student who teaches at a school simultaneously were to fill in my questionnaire, they were asked to choose the category teacher as it is higher in the rank. Although some might argue that the university student's rank is higher than the rank of the primary school teacher, I decided to follow the law here. Since it is obligatory to achieve a master degree to teach at any school in the Czech Republic, I believe it is natural to consider the paid position of a teacher a higher rank than the position of a university student.

Another critical factor in the characteristics of the respondents is the diversity of schools and the number of completed questionnaires. I received more than 190 (87 teachers) valid responses out of 79 different schools. These schools are all located in the Czech Republic. I received only one response from a secondary school teacher in Italy, which I removed from the list to focus on the Czech Republic educational system. The 79 schools are not from the same district nor the city; they come from various parts of the Czech Republic. The names of the schools were collected only for differentiation of the received answers and will not be displayed in the thesis.

Among the secondary (mainly upper secondary schools), there are all sorts of schools like grammar schools (majority), business schools, agricultural schools and vocational schools.

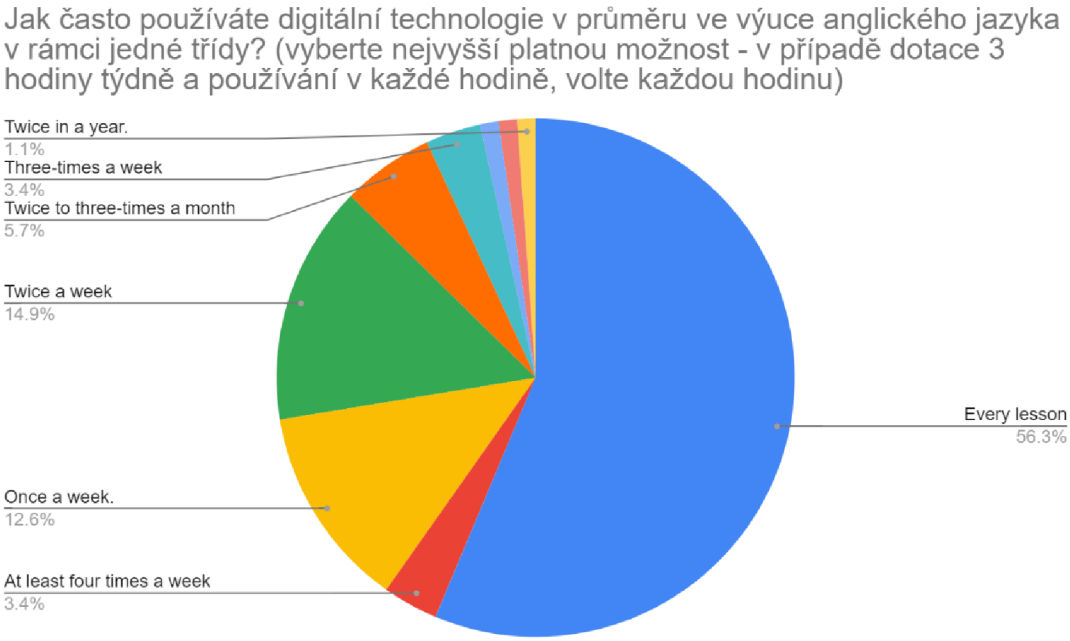
6 The technology used in 2020/2021

In this chapter, I will analyse the results of the questionnaire. First, it is necessary to show with what frequency digital technologies are used in different schools. It is crucial to compare the answers by students and teachers as one or the other group may provide slightly different answers. That may be due to the lack of memory on both sides or a different understanding of digital technologies. As a consequence, I decided to merge these results and work with an average. Graph 2 shows answers from both the students and the teachers. The problematic aspect of this question (*How often do you use digital technologies in one EFL class on average?)* is that the number of lessons per week varies by class and school. Also, the results compare all the classes together without any differentiation between primary and secondary school. This question aimed to see the average use of digital technologies across the whole educational system. However, the results may be influenced by the COVID-19 pandemic. I cannot assure that the teachers nor the students answered based on their pre-covid situation, even though they were asked to do so.

It is clear from Graph 2[4] that almost 60% of respondents use digital technologies every lesson or at least four times a week. Around 30% of respondents use digital technologies at least once every other week, including 26% of the respondents who use the digital technologies three times to once a week. The remaining 10% of respondents either do not use digital technologies or use them with a frequency equal to or lower than once a month.

[4] How often do you use digital technologies in one EFL classroom on average? Choose the highest correct answer – in case you teach three EFL classrooms a week, and you use digital technologies in each of those, choose the option "every lesson" (The author's translation)

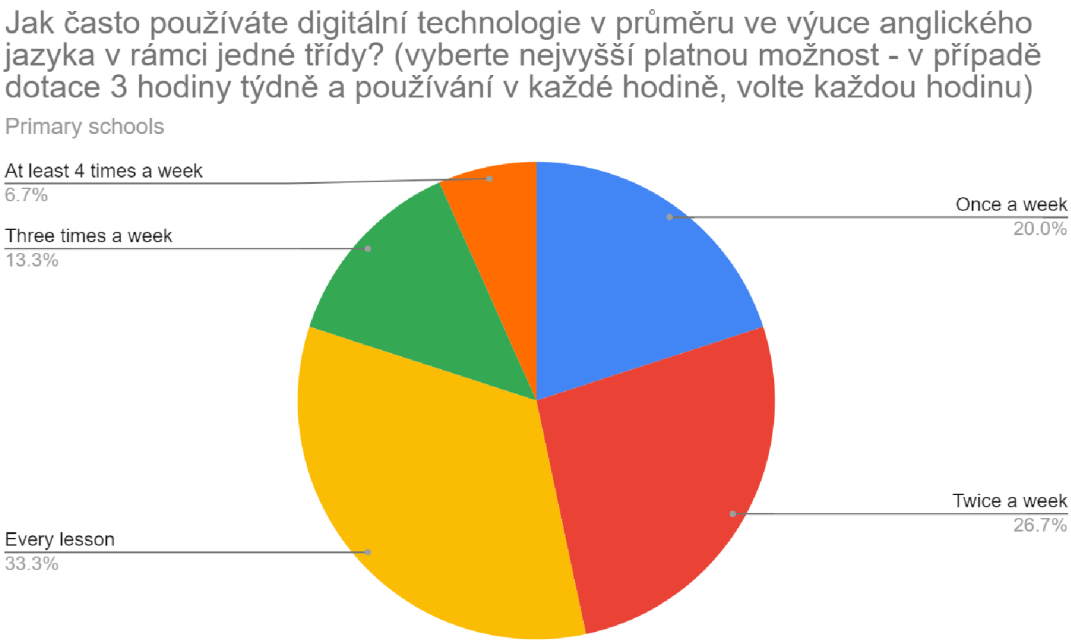
I will analyse the results separately for primary, lower secondary, and upper secondary schools since they vary.



Graph 2 The frequency of digital technology used

6.1 Primary schools

Graphs 2 and 3[5] show that the number of lessons incorporating digital technologies varies by the school level. Graph 3 shows that only approx. 33% of respondents at the primary schools complement every lesson with digital technologies. Almost 50% of respondents use digital technologies twice or once a week. However, it must be said that the RVP dedicates nine lessons at the primary schools for foreign languages (*RVP ZV 2021* 2021, vol. 2021, p. 149).



Graph 3 The frequency of digital lessons at the primary schools

That means that the students usually begin to learn English in the third grade, which leaves us with 3 EFL classrooms a week every year up to the 5th grade. What should be considered is the way I asked the teachers to respond to my question. They were asked to differentiate between every lesson and three times a week. A teacher who only teaches

[5] How often do you use digital technologies in one EFL classroom on average? Choose the highest correct answer – in case you teach three EFL classrooms a week, and you use digital technologies in each of those, choose the option "every lesson" (The author's translation)

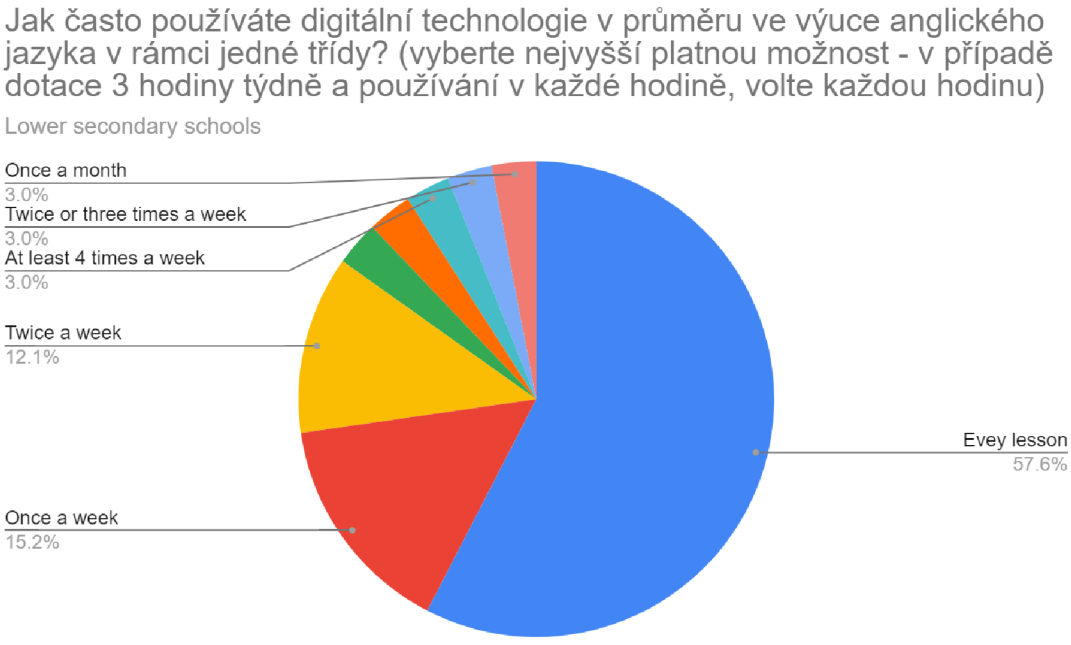
three EFL classrooms a week in that particular class and uses digital aid in all of these lessons was asked to choose the option “every lesson”. Nevertheless, if they chose the option three times a week, it means they teach more EFL classrooms that week, and at some of them, they do not use digital aid. It is not possible to say how many EFL classrooms they teach as it also varies by grade. However, it may be deductively said that the teachers use digital aid in one-third of their lessons at the primary schools on average.

6.2 Secondary schools

This chapter analyses the use of digital technologies in EFL classes from the point of frequency separately for each level of the Czech educational system from which I received some data.

6.2.1 Lower secondary schools

The results vary significantly from the primary schools where digital technologies are less frequent at the lower secondary schools. Graph 4[6] shows that almost 60% of respondents use digital aid in every class, twice as much as at the primary schools. We can only argue about the cause; it may be that the teacher at the primary schools tries to keep their students from the screens as much as possible or do not know how to adjust



Graph 4 The frequency of digital lessons at the lower secondary schools

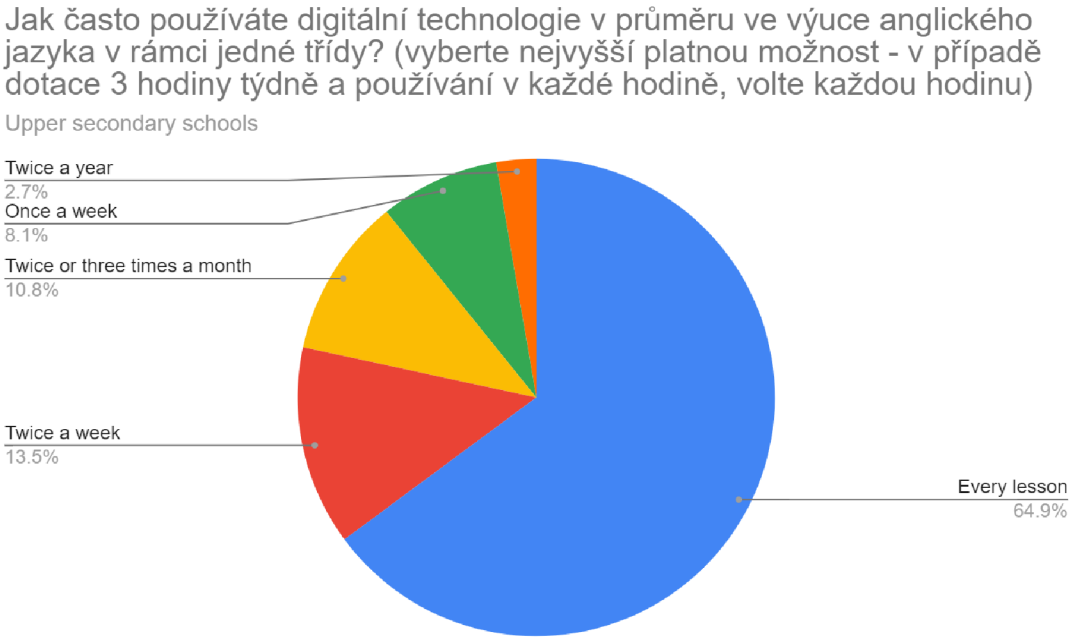
[6] How often do you use digital technologies in one EFL classroom on average? Choose the highest correct answer – in case you teach three EFL classrooms a week, and you use digital technologies in each of those, choose the option "every lesson" (The author's translation)

their lessons which digital aid to the mental abilities of their students. A qualitative study would have to be done to clarify this difference.

Only 3% of the respondents use digital technologies once a month. That shows that the use of digital technologies in EFL is a usual feature.

6.2.2 Upper secondary schools

The results depicted in Graph 5[7] show a different attitude of teachers to EFL teaching at the upper secondary schools. Unlike Graph 4, almost 65% of the teachers claim to be using digital technologies in every lesson, which might be surprising. However, it also correlates with the age of their students, who are more likely to be mentally prepared for advanced software and hardware.



Graph 5 The frequency of digital lessons at the upper secondary schools

It is worth mentioning that even though the answers are not "every lesson", around 22% of the respondents use digital technologies at least once a week. Nevertheless, there

[7] How often do you use digital technologies in one EFL classroom on average? Choose the highest correct answer – in case you teach three EFL classrooms a week, and you use digital technologies in each of those, choose the option "every lesson" (The author's translation)

are still some teachers who do not use digital technologies in EFL classrooms often. Almost 3% of the respondents claim to be using digital technologies in EFL classrooms only twice a year. Unlike the previous graphs, there were no respondents who would never choose as an answer.

6.3 Summary of the frequency

All the graphs show a clear tendency in the use of digital aid in EFL classrooms in terms of frequency. Indeed, the higher the educational level, the more frequent the use of digital technologies is reported. However, it must be remembered that the definition of digital technology is broad, and someone might consider a CD player a piece of digital technology, and someone might not. That means that even though almost two-thirds of the respondents reported they use digital technology at least four times a week, it is unclear whether they use advanced interactive programs and devices or simple CD players and tape recorders. As a result, I decided to research this aspect more thoroughly, so I created questions focusing on the specific software and hardware. Chapter 6.4 interprets these results as an average across the whole educational system to provide a general overview of the hardware and software currently used.

6.4 Available technology in 2020/2021

This chapter analyses another section of the questionnaire where the respondents chose which devices and software they used before the pandemic, during the pandemic, and are planning to use in the future. The respondents were offered a list of devices first, which I created based on my observations in many different classes, from which I created a list of the most commonly used devices. The respondents were offered another option, “other”, to comment on any other devices they might use. This question was in the form of a grid. The respondents chose any number of devices with one possible option for

frequency. In other words, the respondents could choose that they use a camera in every lesson, a computer every other lesson and any other device with different frequency.

The list of options in frequency was the same as in the previous frequency-based questions and is visible in the legend of each chart. I tried to offer as many options as possible to allow most of the respondents to find an option that suits them the best. However, every school and every class has a different number of EFL classrooms. Therefore, the options "every lesson" and "more than four times a week" differ only in one EFL classroom per week since it is improbable that there are more than 5 EFL classrooms in a week in one class. Consequently, The option "every lesson" provides us with actual results from classrooms where the technology is used in every lesson no matter the frequency per week.

Furthermore, it cannot be distinguished whether there are four or five EFL classrooms per week if the respondent chose the option "three times a week". A qualitative study would have to be done to validate these data in every school, with every teacher separately.

In the following chapter, the same was conducted with the software. However, the list of software available is endless, and the results are more scattered. I provided the respondents with a list based on a list provided by Mgr. Iva Koutská, PhD from English methodology course and by collecting information from the Internet. Based on this list, I picked those programs that I believe are in the mainstream of use, and I offered the respondents to choose the option "other" and comment on it again.

6.4.1 Hardware

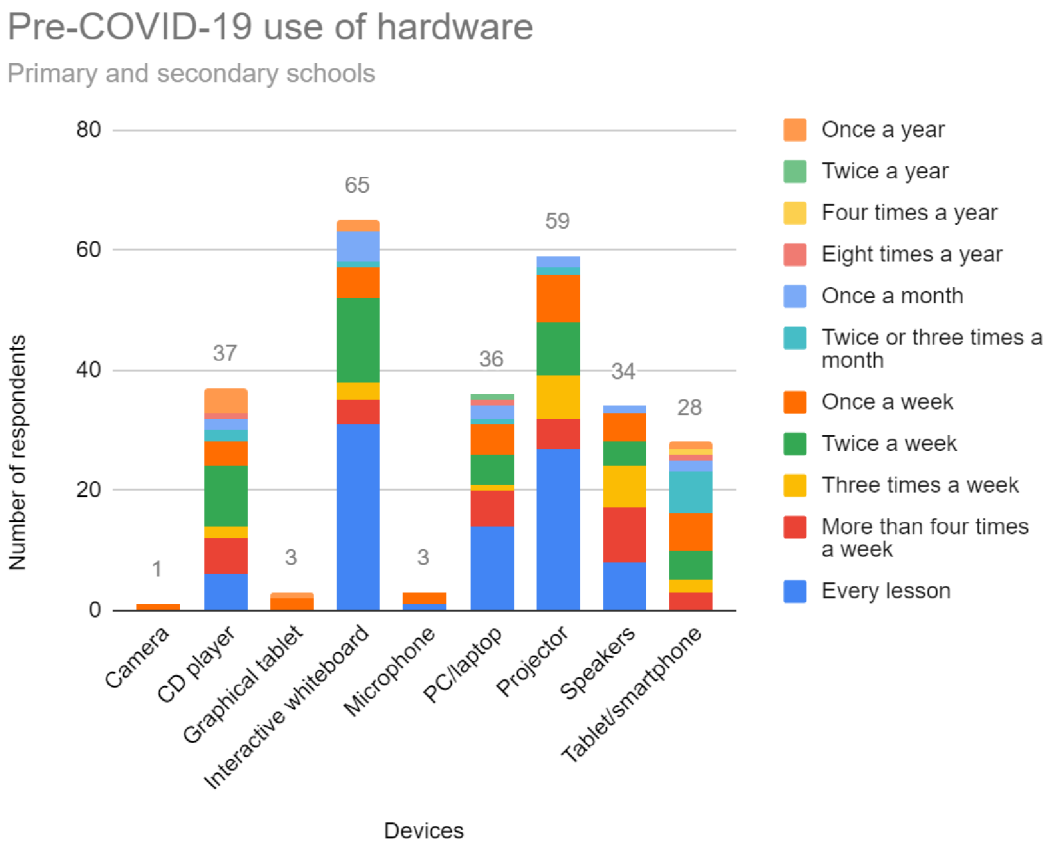
The respondents were provided with this list of options:

- interactive whiteboard
- projector
- CD player
- speakers
- computer/laptop
- tablet/smartphone
- graphical tablet
- camera
- microphone
- other (please state)

There were no additional devices listed in the other option in any of these hardware-based questions. Some of the respondents only commented on their choice or explained. One respondent chose the option tablet/smartphone among others but accompanied his choice, stating that “I refuse to use a smartphone. I consider it to be a spy of my personal space and a threat to my security.” Only three of the respondents commented on their choice of a computer that they only use the computer for administration but not in the teaching process.

6.4.1.1 Pre COVID-19

In the pre-Covid 19 questions, most respondents chose an interactive whiteboard, a projector, and a PC as a device they use more than three times a week up to every lesson. Only one person used a microphone in every lesson, and two respondents used a microphone once a week.



Graph 6 Pre-COVID use of hardware

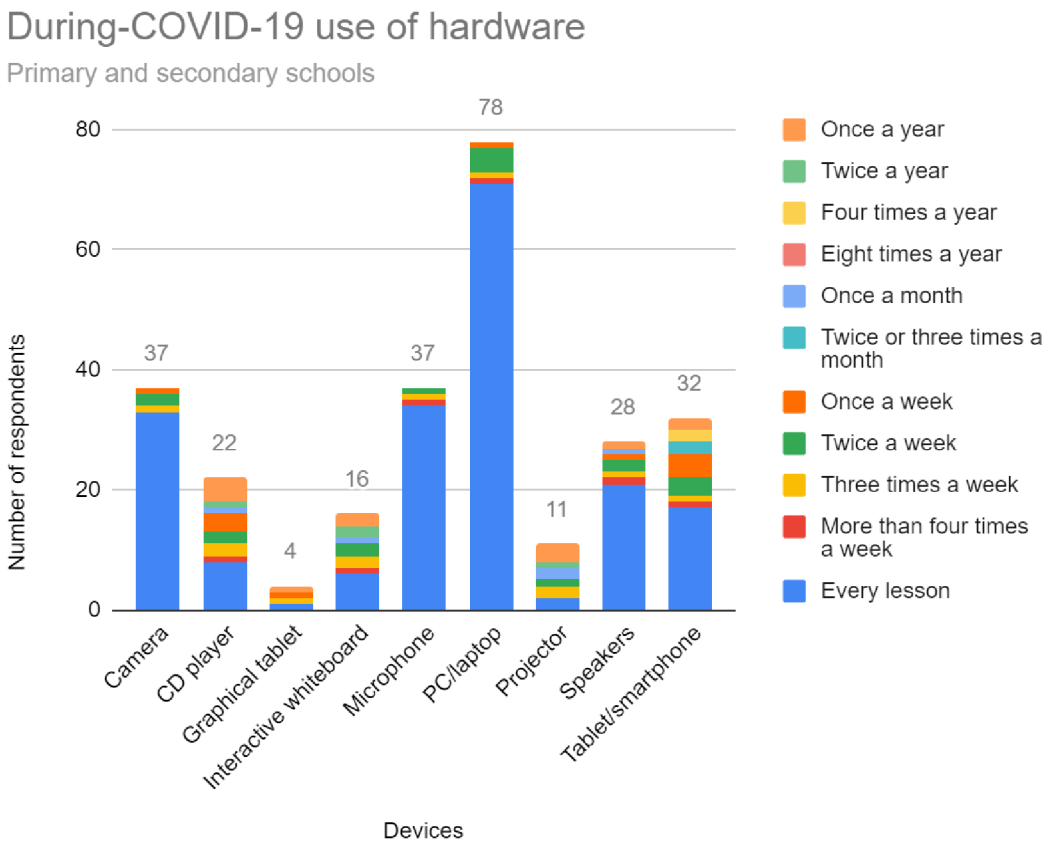
It is visible from Graph 6 that the use of tablets or smartphones in EFL classrooms is still very controversial and not typical. Only around 15 respondents use tablets approximately once a week.

Last but not least, a comment should be made regarding the use of the interactive board as the most common answer concerning the use in every lesson. Unfortunately, the results would need a deeper study into interactive whiteboards as there are teachers from

my own experience during my teaching practice who use the interactive whiteboard only as a screen and hence, not interactively.

6.4.1.2 During COVID-19

The pandemic situation had an enormous impact on the teaching process in all subjects. In ELT classrooms, as seen from Graph 7, the vast majority of respondents suddenly started to use a computer, a microphone, and a camera in every lesson (see their use in Graph 5 and Graph 6). A significant difference can be seen in the use of a projector, as teaching was done online; the teachers had a tendency to use presentations through platforms/computers they used and therefore, they did not use the projectors to such an



Graph 7 During COVID use of hardware

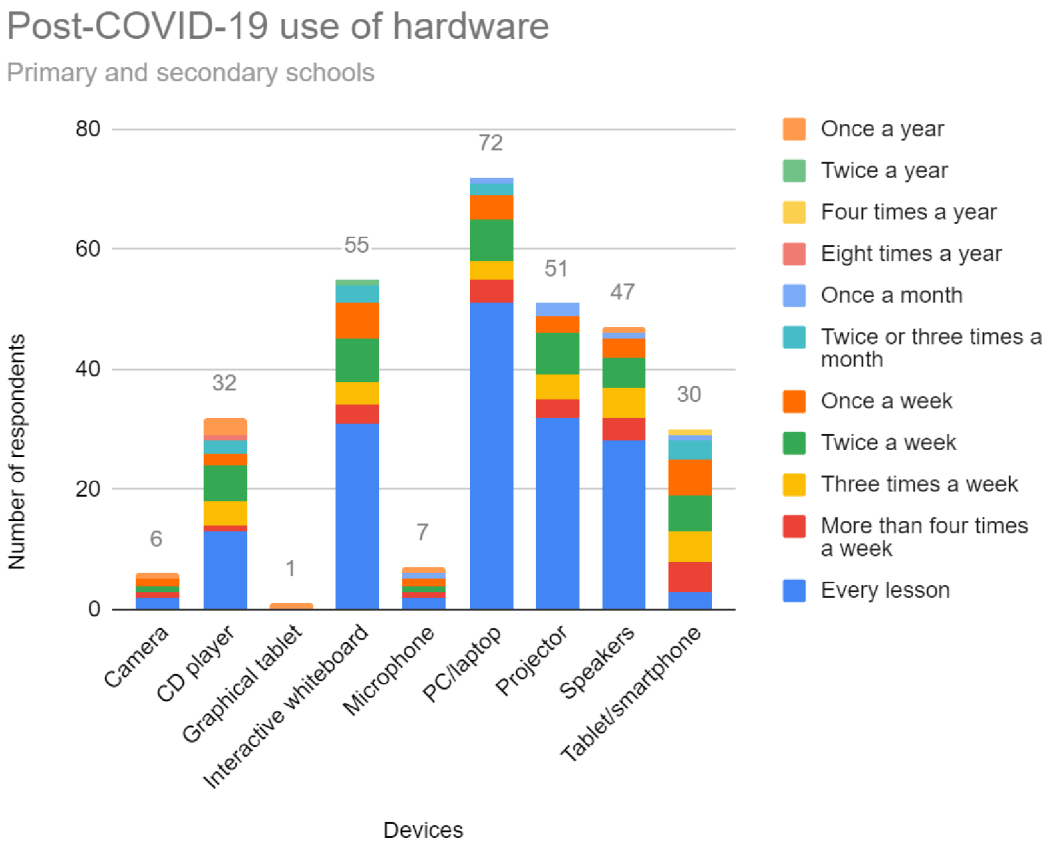
extent as before the pandemic situation. Presumably, some teachers could have used projectors to record their lessons in advance as some of the teachers still answered they used the projector. The numerical drop in the use of the projector is by more than 50%.

An increase in the use is visible in speakers and tablets/smartphones as there were not many other options on how to interact with the students online.

Understandably, using standard classroom equipment such as interactive whiteboards, CD players, and projectors dropped significantly. Consequently, it may be assumed that most teachers taught from home and not from the classroom where they could use this equipment even for the distant teaching. Only around ten teachers still used the interactive whiteboard regularly, even with the students being at home.

6.4.1.3 Post COVID-19

The most exciting results are in the last question, which focuses on the future use of hardware. The comparison can be made with the previous graphs. It can be observed from Graph 8 that there is an increased number of respondents who plan on using the camera and a microphone in the future as well. That might be due to the newly discovered



Graph 8 Post-COVID use of hardware

software. However, it is necessary to state that the students do not prefer using a microphone and a camera in face-to-face classes. However, the results vary in different stages of the Czech educational system. The teachers seem to be planning something the students might not want to pursue.

The results also show that the teachers plan to use more of the technology every lesson, which corresponds with the student's wishes. It is visible that the teaching process of the ELT classrooms is going or will be going through a change. Comparing Graphs 6 and 8, we may observe a more significant number of respondents planning to use more interactive devices regularly, especially devices such as speakers, projectors and PCs. The selection of these devices suggests that the teachers planned on using different programs that often require these devices. The software used is, therefore, in correlation with the use of the hardware.

6.4.2 Software

In this chapter, I will analyse the result of the software that is used in EFL classes. The respondents were offered this list of options in the questionnaire:

- coursebook audio
- Internet audio
- coursebook apps
- YouTube
- Kahoo.it
- Quizizz
- Liveworksheets.com
- Quizlet
- Drawize
- MS Teams (only for assignments)

- MS Teams (video conferencing)
- MS Teams (entire LMS)
- Google Classroom (only for assignments)
- Google Classroom (video conferencing)
- Google Classroom (full LMS)
- Moodle (only for sharing materials)
- Moodle (full LMS)
- EduPage (only for assignment and sharing materials)
- EduPage (full LMS)
- Zoom
- Minecraft EDU
- MS Office/ Libre Office/ Open Office
- School in pyjamas
- Mystery Skype
- British Council
- other (please specify)

Unlike in the hardware part, respondents commented on their choice and sometimes even added new options in the software part. These newly added options were collected and are listed in the list of available technology in the appendix.

Before I analyse the results, I would like to address some of the interesting comments by the respondents. One of the respondents stated that they do not use a coursebook in EFL classes in their school and that all the teachers prepare their materials using various sources. A couple of respondents stated that they had to learn to use Kahoot and similar apps due to the pandemic; several respondents included “isl.collective” in their answers, a website with ready-to-use lesson plans. One of the respondents added the

online version of the magazine Bridge. One respondent commented on their choice stating that they believe YouTube is the best material to support conversation and explain grammar. They also stated that using a video in class is one of the most effective ways of teaching EFL classrooms.

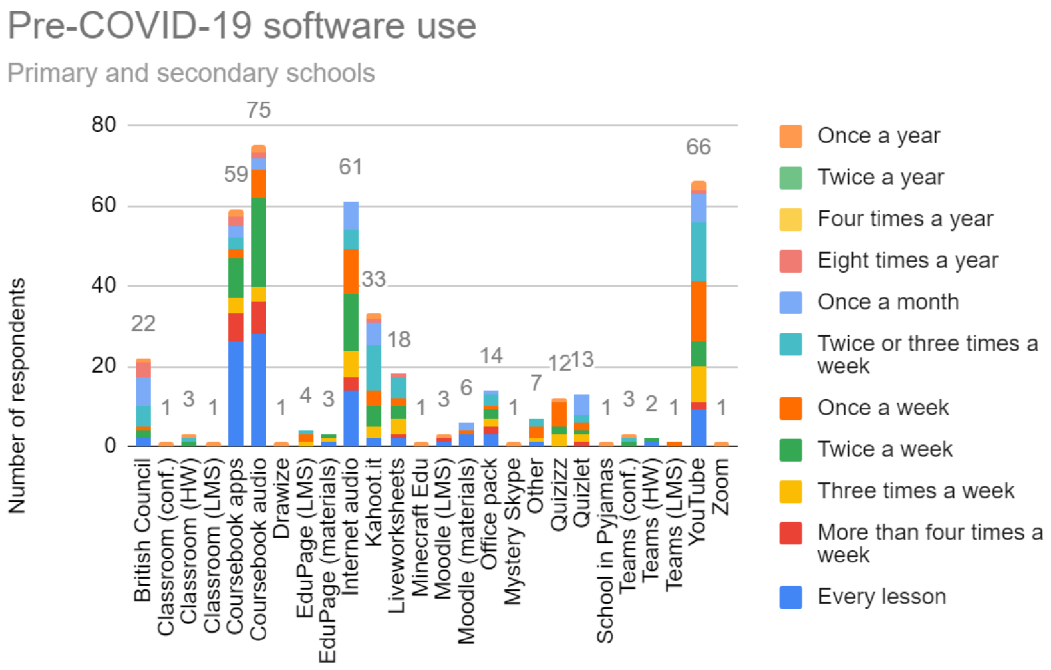
The most often added app was the Wordwall, an alternative to a full LMS software similar to Moodle. Wordwall is not for free and offers a wider variety of interactive and design activities. Second, the most added app is the Learningapps program, which is free and allows the user to create several different activities such as multichoice, drag and drop, gap-filling, and more.

Other apps were listed once or twice. These are, for example, a Padlet, Jumboard, Wizer.me, Nearpod, Flippity, Lyricstraining, Mentimeter and more.

6.4.2.1 Pre COVID-19

In this chapter, I will present the results from the pre-Covid use of the software. It can be observed from Graph 9 that the use of software in every lesson was minimal, and the highest number of respondents chose the coursebook apps and audio option. This may be understood as the easiest way of creating some interactive lessons since most of the coursebooks provide teachers with already prepared non-interactive or interactive activities for free if you buy that coursebook. Third and fourth on the list are the audio

from the Internet and YouTube, which are free to use and offer a wide variety of audios and videos.



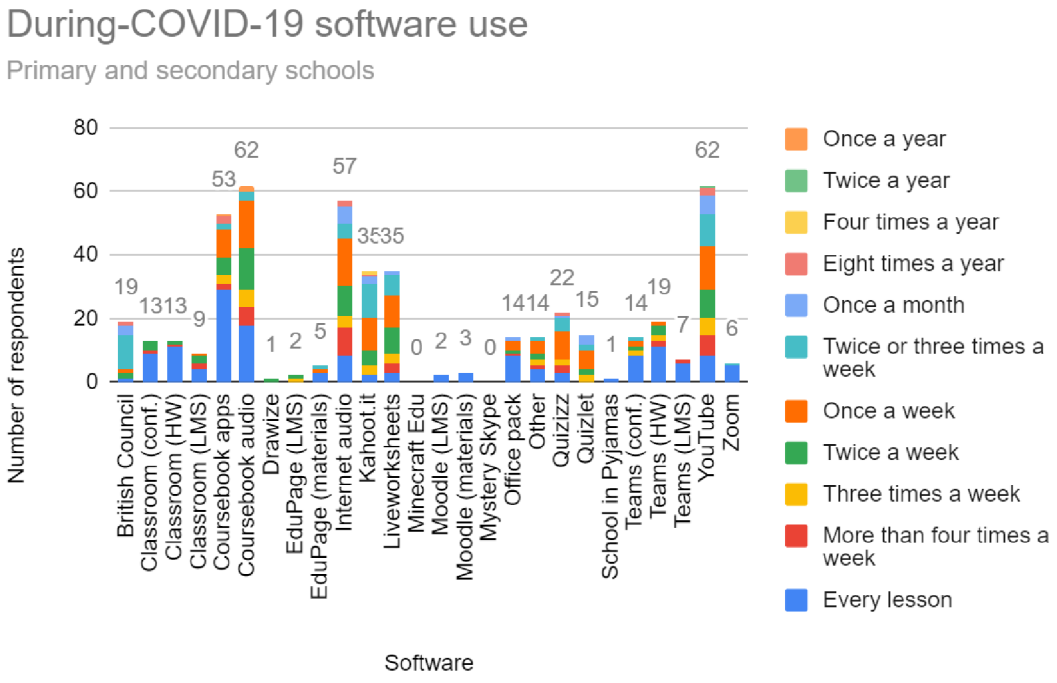
Graph 9 Pre-COVID software use

However, it must be stressed out that these are unofficial channels. They must be meticulously checked and picked by the teacher, who should be aware that there might be some mistakes in the videos or that the materials might include vocabulary or grammar higher than anticipated.

6.4.2.2 During COVID-19

During the COVID pandemic, the teachers used the LMS (Learning Management System) software mainly as anticipated. However, except for the Google Classroom and Microsoft Teams, there is a spike in using the Liveworksheets, which are simply paper materials transformed into an online editable document. Teachers can create the same worksheets as they use in a face-to-face lesson in an online environment. They upload a PDF created worksheet, and the Liveworksheet app creates the gaps (blank spaces for answers) to fill in the answers. It then becomes a gap-filling exercise. The program also

allows the collection of the completed worksheets and evaluation either automatically or manually.



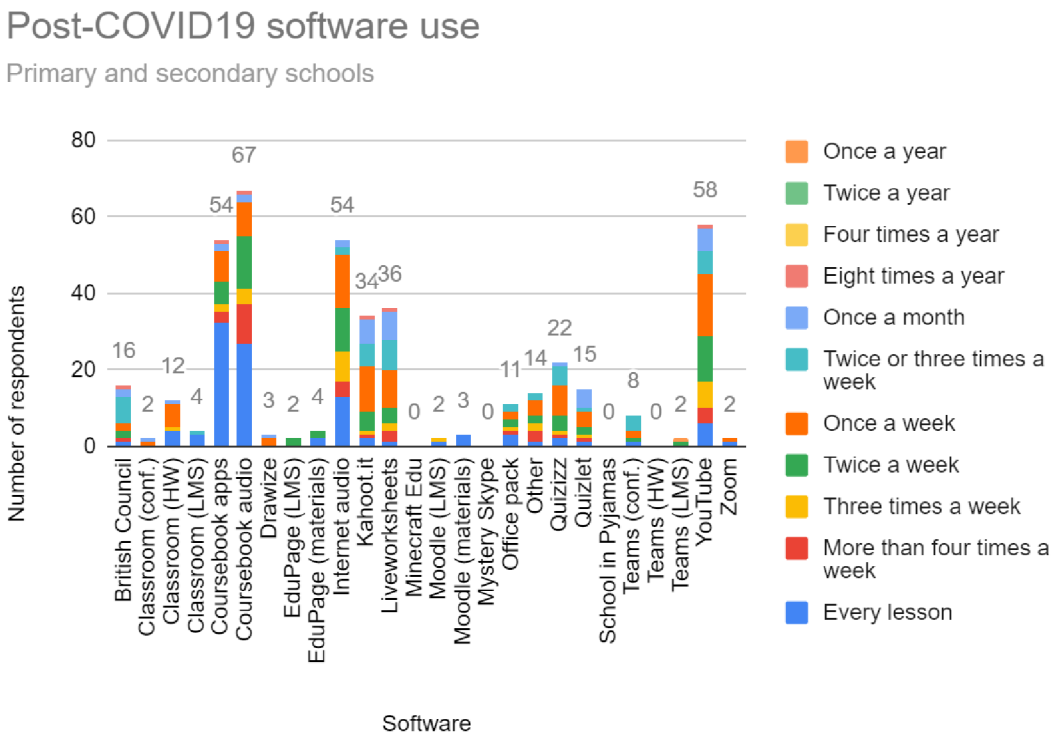
Graph 10 During COVID software use

Nevertheless, the results show no significant increase in the use of apps available to teachers. The results are very similar in both pre-COVID and during the COVID scenarios. It might be deduced that the teachers rely on the materials provided through the coursebooks and do not show a significant effort to innovate their teaching style and methods.

6.4.2.3 Post COVID-19

In the post-COVID scenario, the results are promising if you are a fan of digital technologies. Comparing Graphs 10 and 11, it is surprising that even though there was no significant increase in the use of Kahoot, Quizizz, Quizlet and similar apps during the COVID pandemic, teachers' plans included more of these apps, which the teachers used three times a month. Liveworsheets proved user-friendly and appealing to the teachers since they retain a leading position among the apps mentioned above (Graphs 9–11) even

after the COVID pandemic. The teachers might want to try the Wizer.me app, which one of the respondents mentioned offers similar functions but is far more interactive and design appealing. I also tested and discussed this app with my colleagues in one of my methodology classes.



Graph 11 Post COVID software use

From Graphs 9–11, it is clear that coursebooks play a significant role in the teaching process. It seems that teachers continuously rely on the support of a coursebook since they did not change their attitude towards the coursebooks even after the COVID pandemic.

6.5 Teachers' attitudes towards digital technology in class

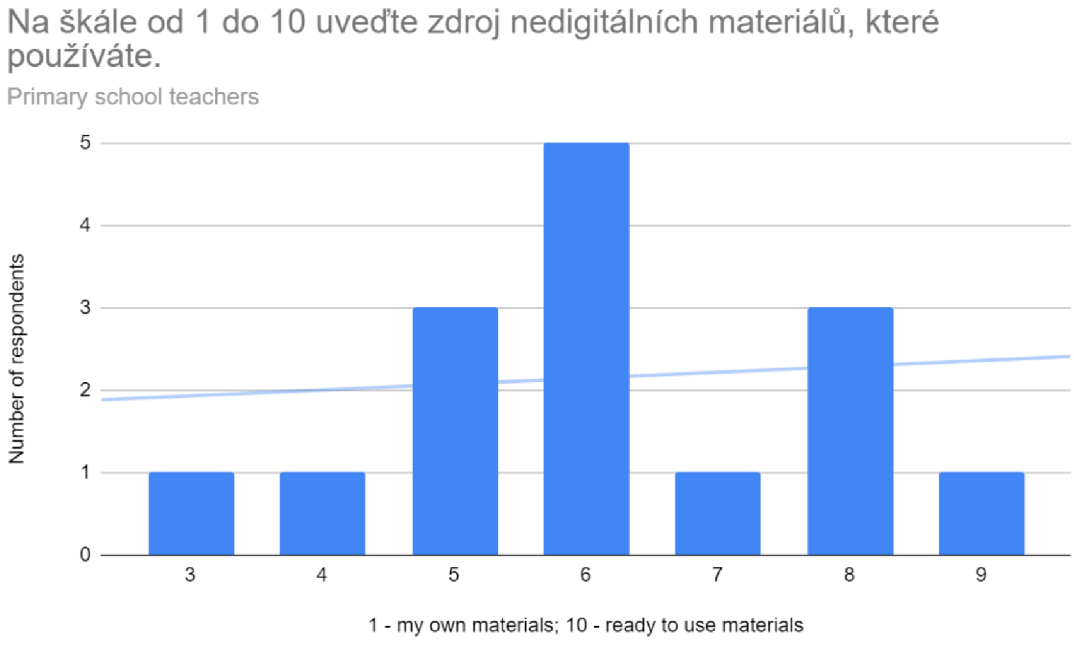
In the following chapter, I decided to elaborate on the teachers' attitudes based on the questionnaire. The use of digital technology differs from teacher to teacher. Whether the technology is helpful, easy to use and appropriate is very subjective. Therefore, I will

provide you with a quantitative study pursuing this topic. I separated the primary, lower secondary, and upper secondary school results to avoid unwanted generalisation since the students have different mental abilities. The teachers went through a different specialisation during their studies. This approach was crucial in order to compare the levels of the Czech educational system.

6.5.1 Primary school teachers

6.5.1.1 The source of non-digital materials

In this particular question, the teachers (15) were to choose on a scale from 1 to 10 the source of the non-digital materials they use in class. The number on a scale corresponds with average frequency, which means that number 3 states that the teacher used three times their own materials and seven times ready to use materials on average. The result in Graph 13[8] shows that the answers were balanced with a noticeable



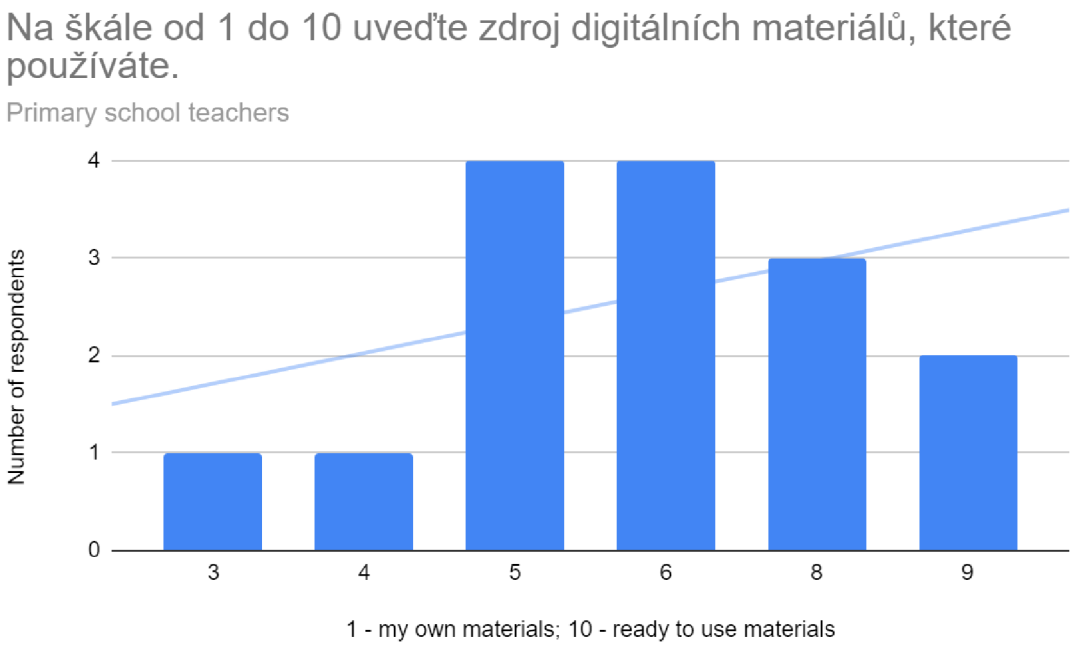
Graph 12 The source of non-digital materials used in class – primary school teachers

[8] On a scale from 1 to 10, choose the source of non-digital materials you use. (The author's translation)

inclination towards the ready to use materials. That means that the teachers use a balanced combination of their materials and ready to use materials in EFL classes.

6.5.1.2 The source of digital materials

Graph 13[9] displays that the teachers use prevailingly ready to use digital materials. Most of the teachers (8 out of 15) use their materials just as often as the ready to use materials. It might be a consequence of the fact that creating digital materials requires an additional set of skills that the teacher might lack. It is also more time consuming, and hence, the teachers mostly take advantage of the ready-to-use materials.

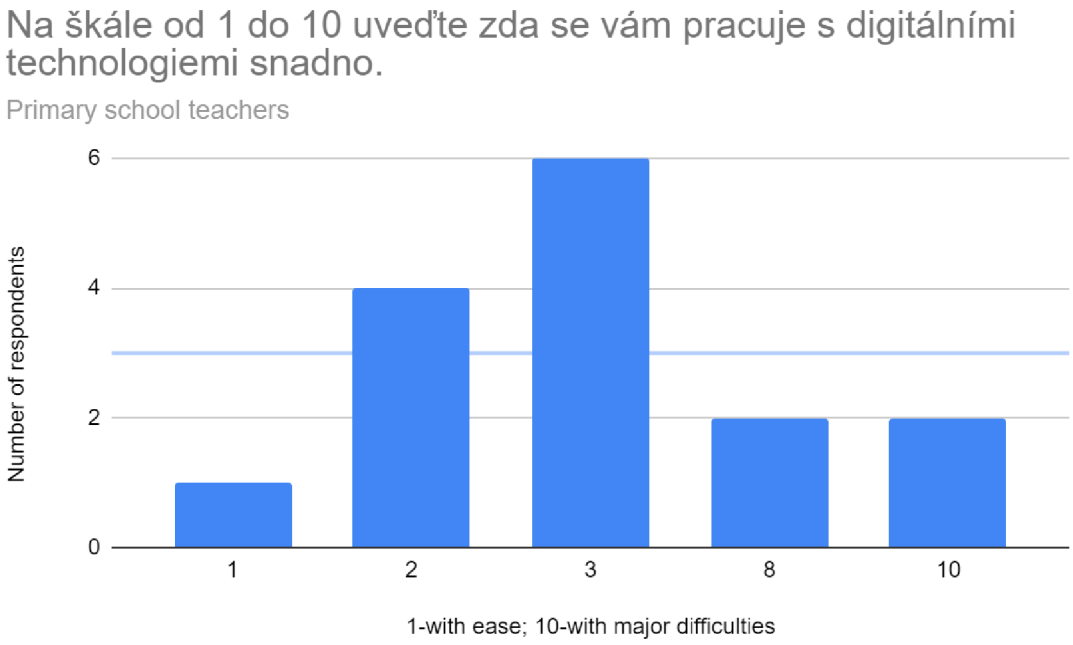


Graph 13 The source of digital materials used in class – primary school teachers

[9] On a scale from 1 to 10, choose the source of digital materials you use. (The author's translation)

6.5.1.3 Are digital technologies challenging to use?

When discussing digital technologies with my colleagues, friends and family, they often state that teachers are not skilled enough to work in the digitally enhanced environment. Graph 14[10] clearly shows that the teachers are not confident in using digital technologies but do not struggle. The trend line here is corrupted because it omits answers that were not chosen. However, the numbers show that the proportion of teachers who



Graph 14 Are digital technologies difficult to use? Primary schools teachers

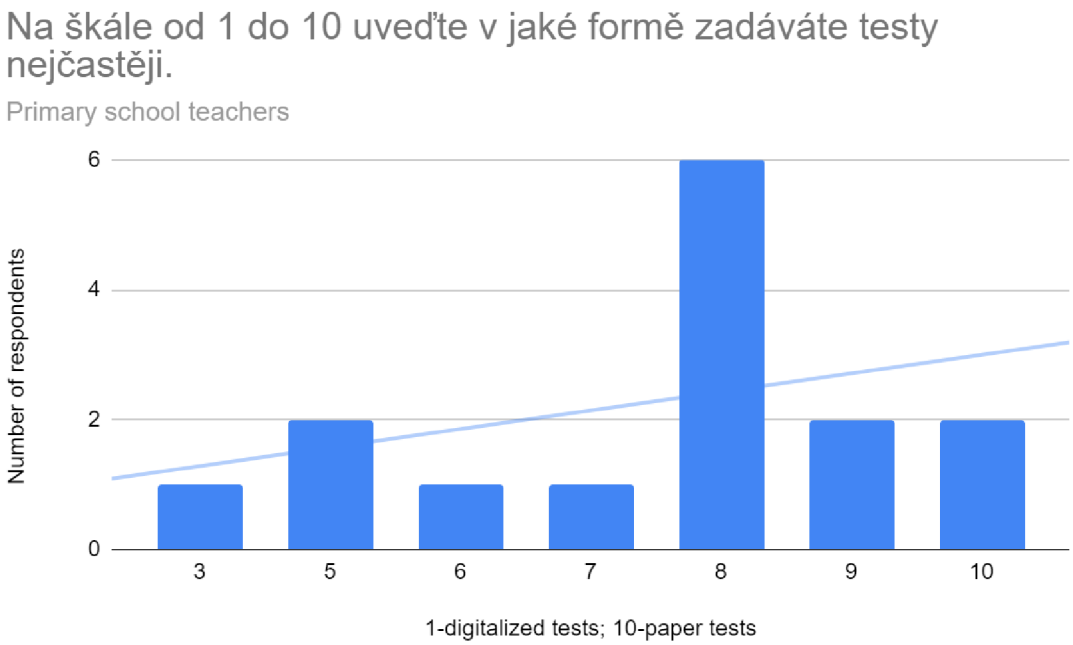
have no issues working with digital technologies is higher than those who do.

However, the sample of the respondents (15 answers) for primary school teachers is small to make any general conclusions.

[10] On a scale from 1 to 10, choose whether it is easy for you to work with digital technology. (The author's translation)

6.5.1.4 The form of tests

In my study, I also asked the students which tests do they prefer. At primary schools, the preference of teachers is to use printed tests, as seen in Graph 15[11].



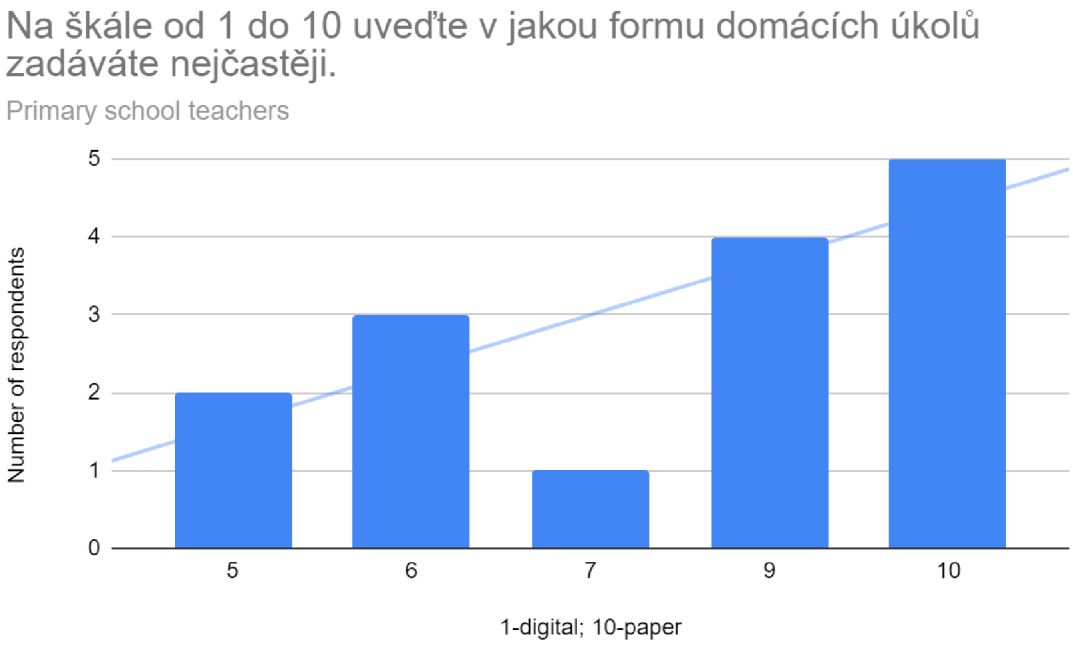
Graph 15 Testing – primary school teachers

Unfortunately, I did not receive a valid number of answers from the primary school pupils. Therefore, I can only assume that the results would be similar to the lower secondary school students, who clearly stated that they prefered digitalised tests, see Graph 15. In that case, the teachers' preferences would be significantly different from the preferences of their students, which would be interesting as a topic for another qualitative study.

[11] On a scale from 1 to 10, choose which form of test you usually use. (The author's translation)

6.5.1.5 The form of home assignments

Like with tests, the teachers also prefer home assignments that must be done on paper, as seen in Graph 16[12]. Again, the comparison with students cannot be carried out due to the low number of answers. However, if compared with the lower secondary school students (Graph 26), the difference would again be significant.

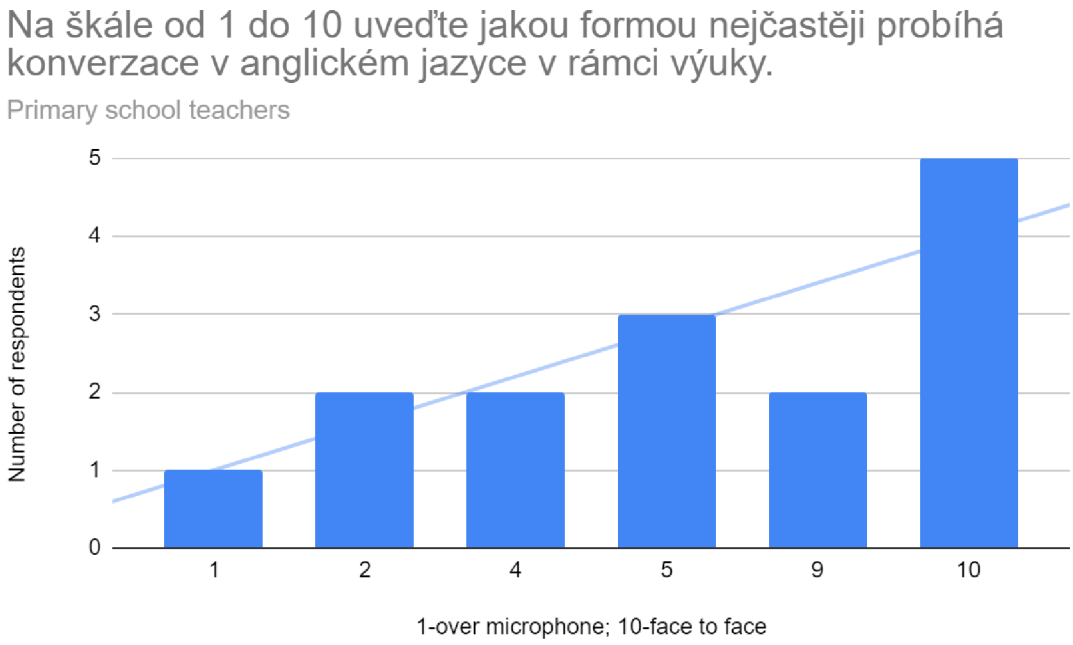


Graph 16 Home assignments – primary school teachers

[12] On a scale from 1 to 10, choose which form of home assignments you usually use. (The author's translation)

6.5.1.6 Conversation in EFL classroom

I asked the respondents whether they preferred to lead conversation classes over a microphone or face-to-face in this question. The results in Graph 17[13] are self-explanatory and correlate with the students' preferences at the lower secondary level (Graph 27).

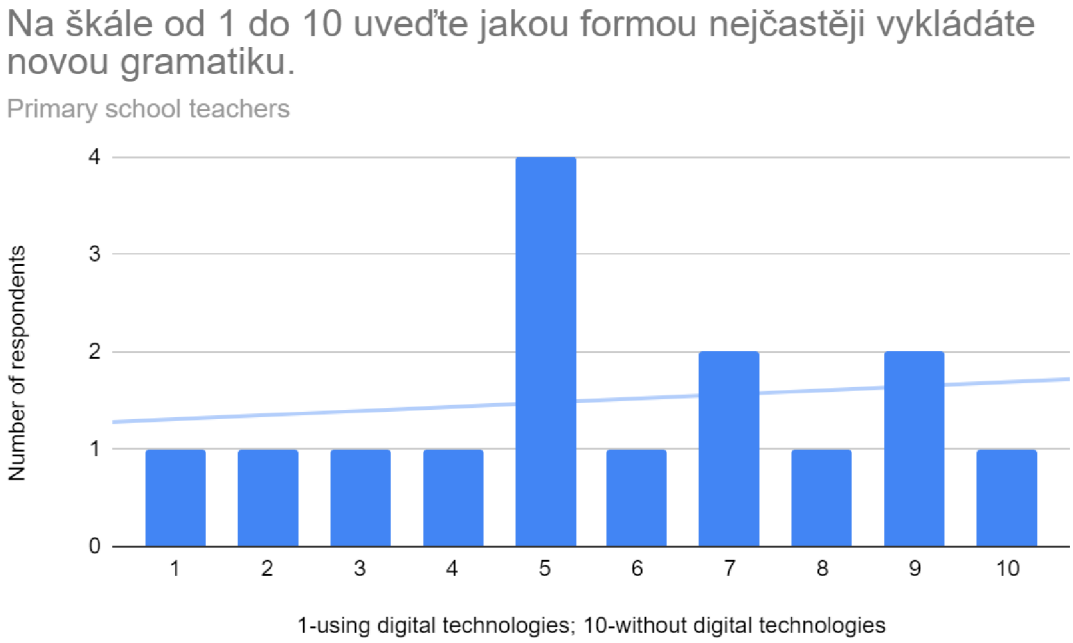


Graph 17 Conversation – primary school teachers

[13] On a scale from 1 to 10, choose in which form you usually lead conversation classes. (The author's translation)

6.5.1.7 Teaching grammar

Teaching grammar is often considered a non-interactive part of the EFL class. However, some teachers used YouTube and other digitalised materials, which I experienced during my school years and teaching practice. The respondents were asked to choose on a scale from 1 to 10 whether they explained grammar using digital technologies or without it. The trend line in Graph 18[14] shows a slight inclination toward the non-digitalised way; however, the difference is insignificant. The majority of the respondents chose a middle value, which means that they combine both approaches in teaching grammar.

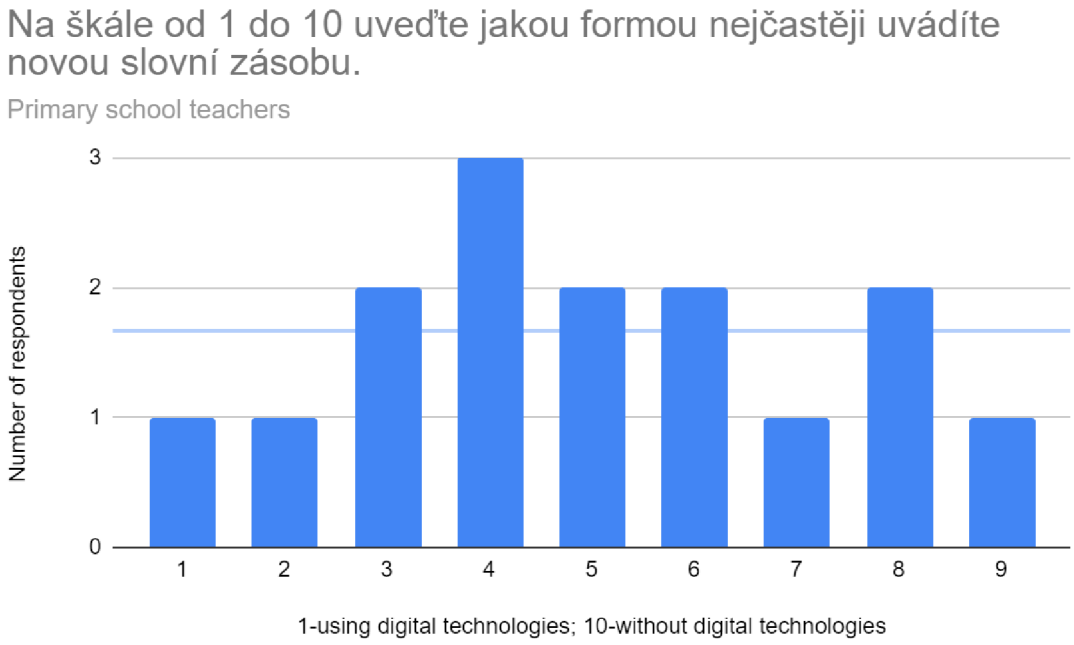


Graph 18 New grammar – primary school teachers

[14] On a scale from 1 to 10, choose how do you usually present new grammar. (The author's translation)

6.5.1.8 Teaching new vocabulary

In another question, the teachers were to choose whether they used digital technologies to introduce and teach new vocabulary. The results in Graph 19[15] are similar to the previous Graph 18, with balanced answers. However, the different approach of individual teachers is more common. There is a higher number of respondents who inclined to one or another option. The overall results show a noticeable inclination towards the use of digital technologies.

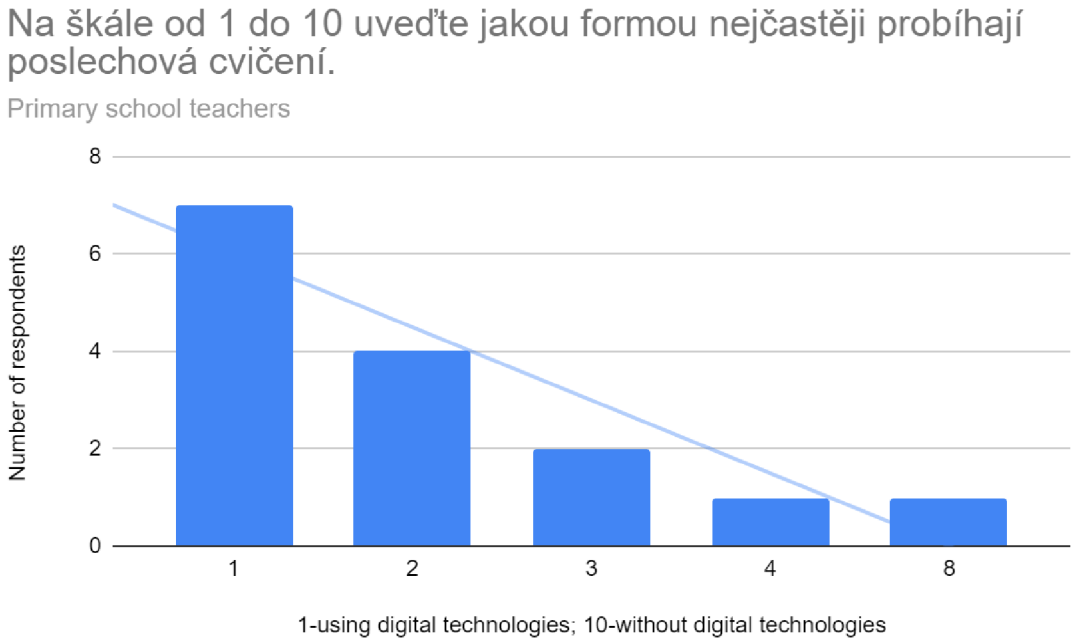


Graph 19 Vocabulary – primary school teachers

[15]On a scale from 1 to 10, choose how do you usually present new vocabulary. (The author's translation)

6.5.1.9 Listening activities

Without any surprise, the answer as depicted in Graph 20[16] regarding the approach to listening activities shows an insignificant number of teachers who read aloud the listening activities. The majority of the teachers uses digital technologies in listening activities.



Graph 20 Listening – primary school teachers

6.5.1.10 Use of English

In the last question, the teachers were asked to choose options on a scale from 1 to 10, whether they used digital technologies to practice the use of English. Surprisingly, the results in Graph 21[17] prove an inclination toward the use of digitally enhanced activities for this purpose. Therefore, unlike with the grammar and vocabulary activities, when combined in English, the teachers prefer digital technologies.

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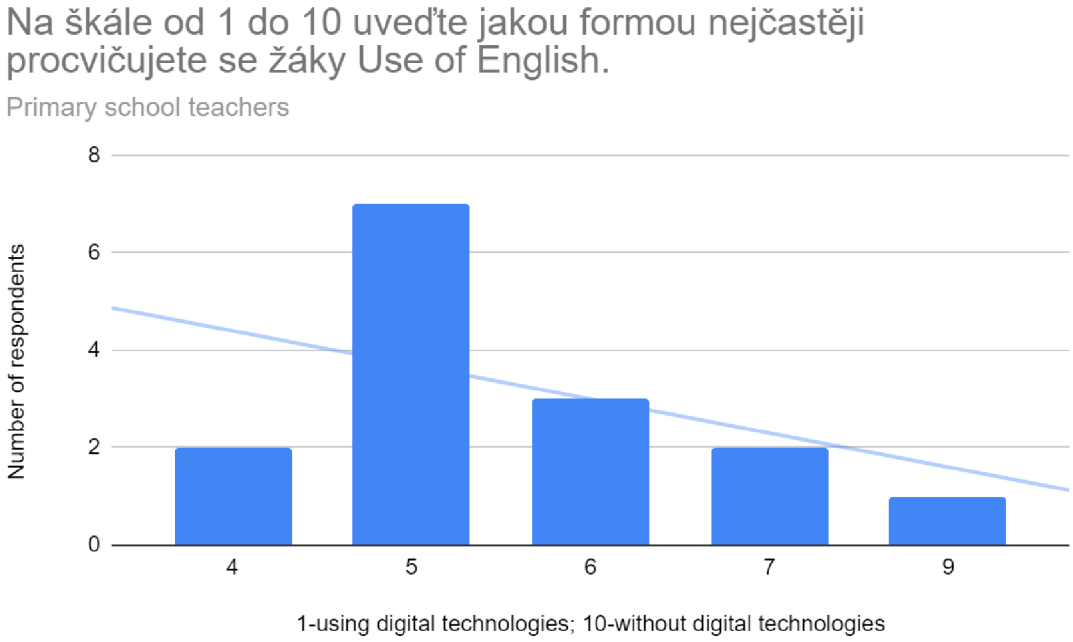
[16] On a scale from 1 to 10, choose how do you usually do listening activities. (The author's translation)

[17] On a scale from 1 to 10, choose how do you usually practise the use of English with your students. (The author's translation)



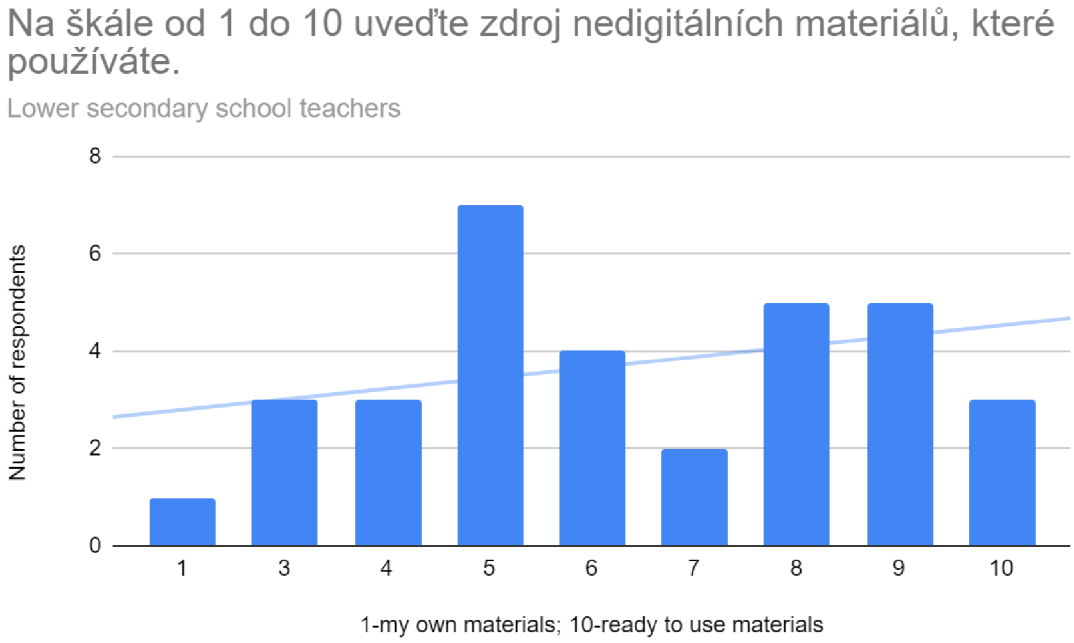
Graph 21 Use of English – primary school teachers

In conclusion, the teachers prefer to explain new grammar and vocabulary without the possible distraction of digitally created activities. However, they prefer to offer digital activities to students to practice the use of English. Knowing that it is motivational for the students to use digital technologies, as proved later in the Students' attitudes section, this approach might ensure effective learning.

6.5.2 Lower secondary school teachers

6.5.2.1 The source of non-digital materials

In Graph 22[18], we can compare the answers from 33 teachers to this question: "On a scale from 1 to 10, choose which source of non-digital materials do you use. Choose 1 for creating your materials and 10 for using ready to use materials."



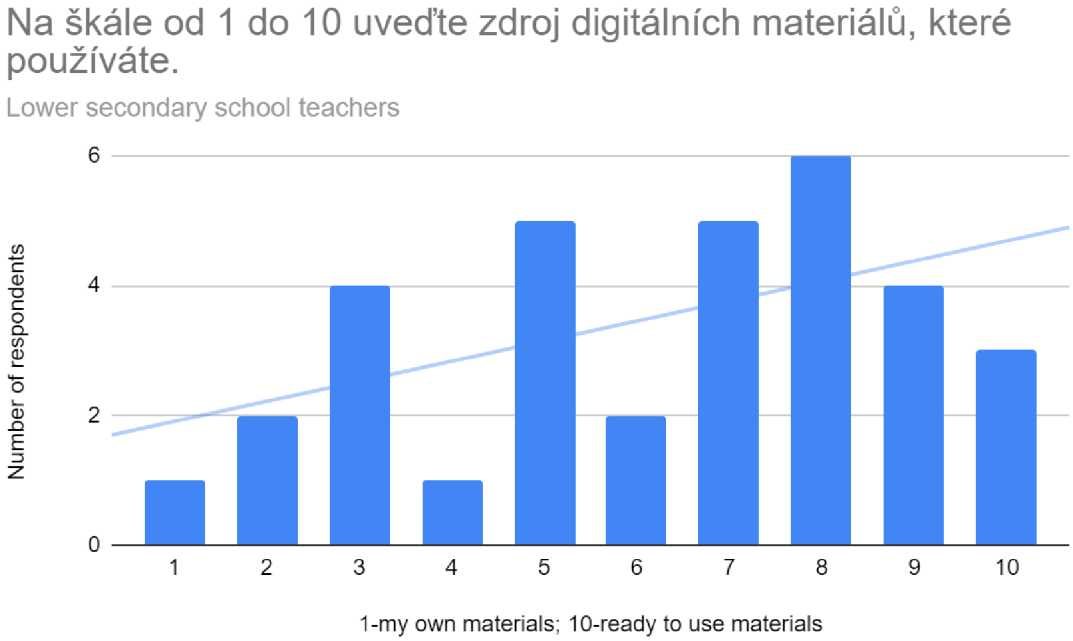
Graph 22 The source of non-digital materials used in class – lower secondary school teachers

The respondents slightly inclined to use ready-to-use materials, even though the answers were balanced and the most answers were to option 5. That option is the average which means that teachers try to use both their materials and materials created by others. Since many respondents stated that they use coursebook materials in every lesson (Graphs 9 – 11), it may be argued that the source of non-digital materials are mainly coursebooks. Another qualitative study would have to be conducted to prove this.

[18] On a scale from 1 to 10, choose the source of non-digital materials you use. (The author's translation)

6.5.2.2 The source of digital materials

Another question was to say what kind of digital materials the respondents use. Comparing the data from Graph 22 and Graph 23[19], we can observe that while non-digital materials are more balanced in terms of the source, teachers tend to use ready-to-use digital materials. That may be because digital materials are more challenging to create for some of the teachers.



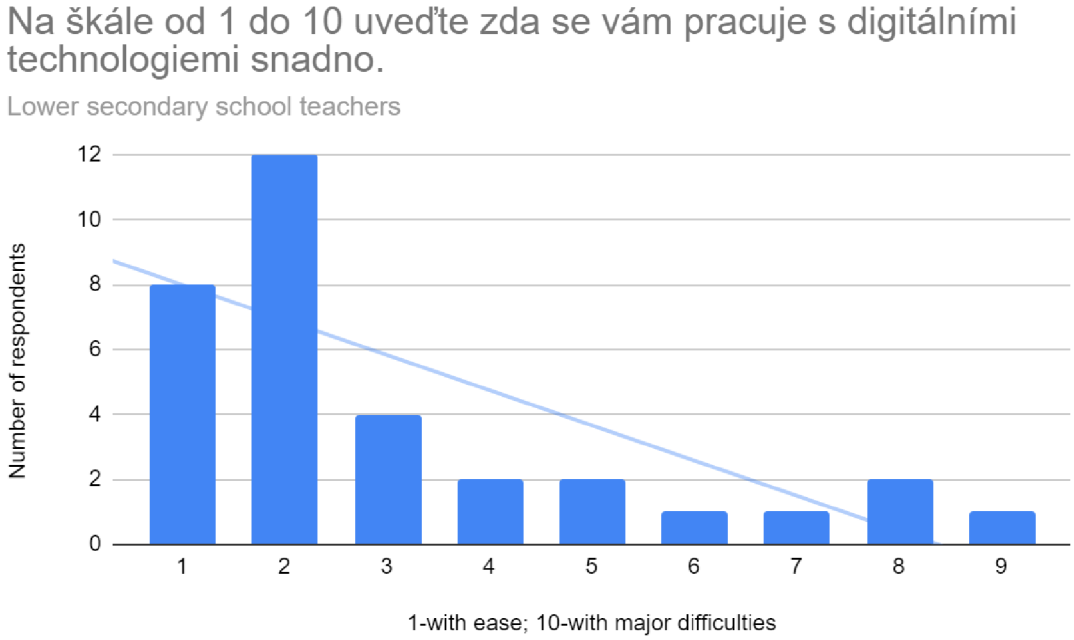
Graph 23 The source of digital materials used in class – lower secondary school teachers

However, it is not clear why the teachers incline to ready-to-use materials while they say that it is easy for them to use digital technologies, as shown in the following Graph 24. Perhaps, another question could be posed asking whether it is easy for the teachers to create digital materials.

[19] On a scale from 1 to 10, choose the source of digital materials you use. (The author's translation)

6.5.2.3 Are digital technologies challenging to use?

Digital technologies are discussed from many points of view. One of them is the easiness to use it. Analysing the results, I realised that another question would be appropriate: whether it is easy for the teachers to create new digital materials.



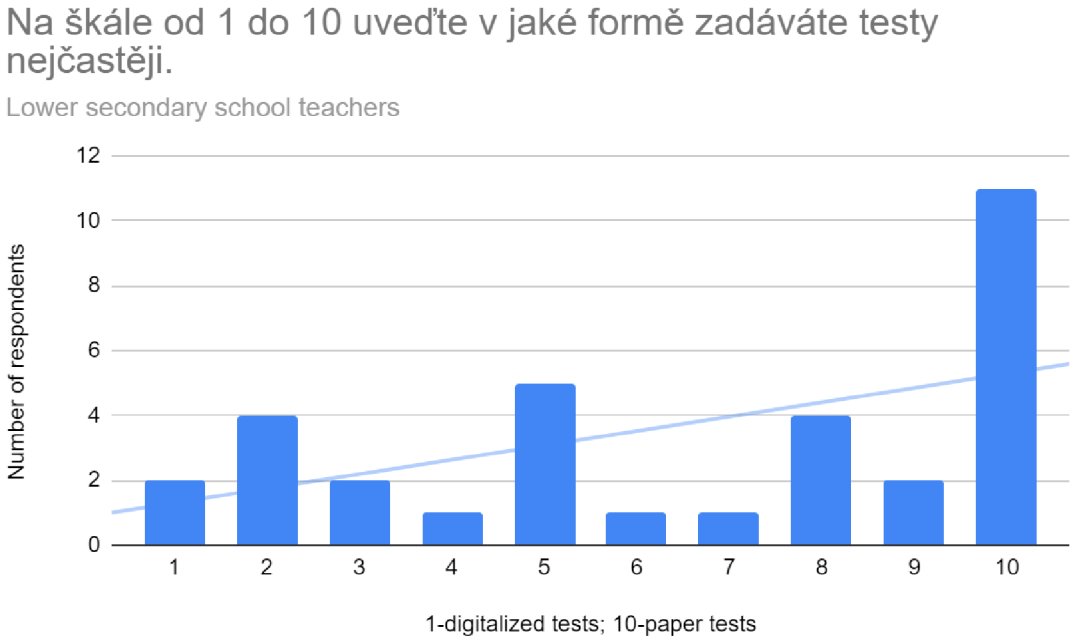
Graph 24 Are digital technologies difficult to use? Lower secondary schools teachers

In Graph 24[20], we can see that the trend line shows teachers use more ready-to-use digital materials. In another question, pictured in Graph 24, they claim that using digital technologies is easy.

[20] On a scale from 1 to 10, choose whether it is easy for you to work with digital technology. (The author's translation)

6.5.2.4 The form of tests

In Graph 25[21], we see answers to question about which form of tests the teachers prefer. Number 10 stands for printed tests versions and number 1 for printed tests. These results are exciting when compared to a similar question the students received. While teachers at the lower secondary school prefer printed tests versions, the students prefer digital tests (Graph 46). Perhaps the students feel more confident behind a computer, and it would be interesting to see whether their test results improve in correlation with the form of the test.



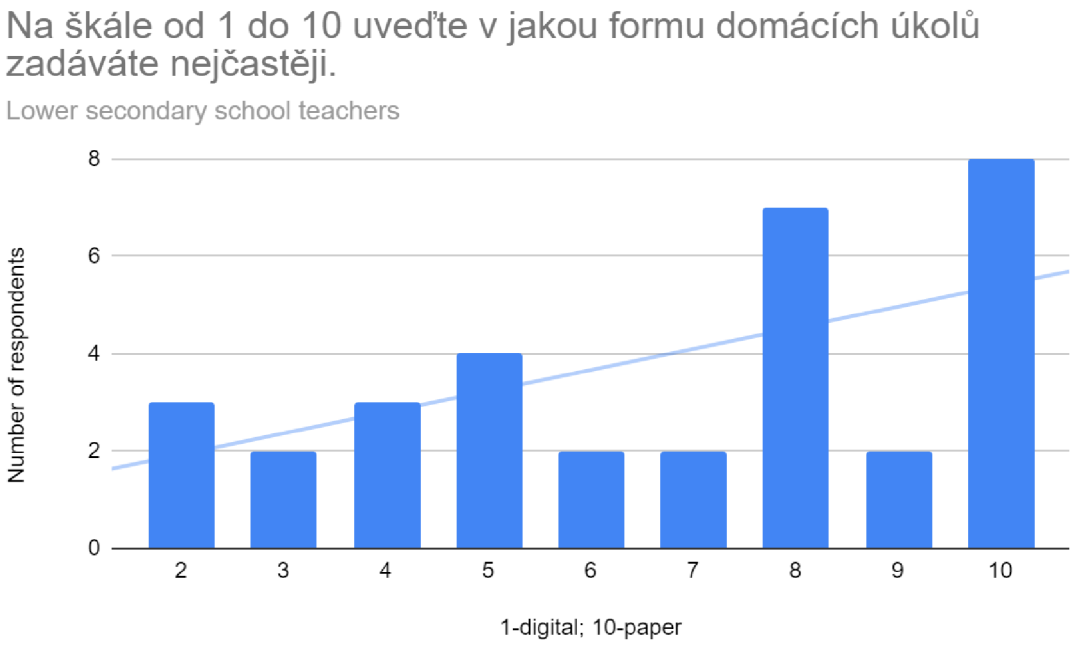
Graph 25 Testing – lower secondary school teachers

6.5.2.5 The form of home assignments

In addition to the previous question, the results are very similar when it comes to home assignments. The students prefer to do their home assignments on a computer while

[21] On a scale from 1 to 10, choose which form of test you usually use. (The author's translation)

the teachers prefer home assignments done on paper, as depicted in Graph 26[22] and 46. These questions are the first step to find out what could be improved to make both sides,



Graph 26 Home assignments – lower secondary school teachers

the students and teachers, satisfied. From these questions, the students prefer digital technologies overall, but the teachers do not, even though it is easy for them to use digital technologies.

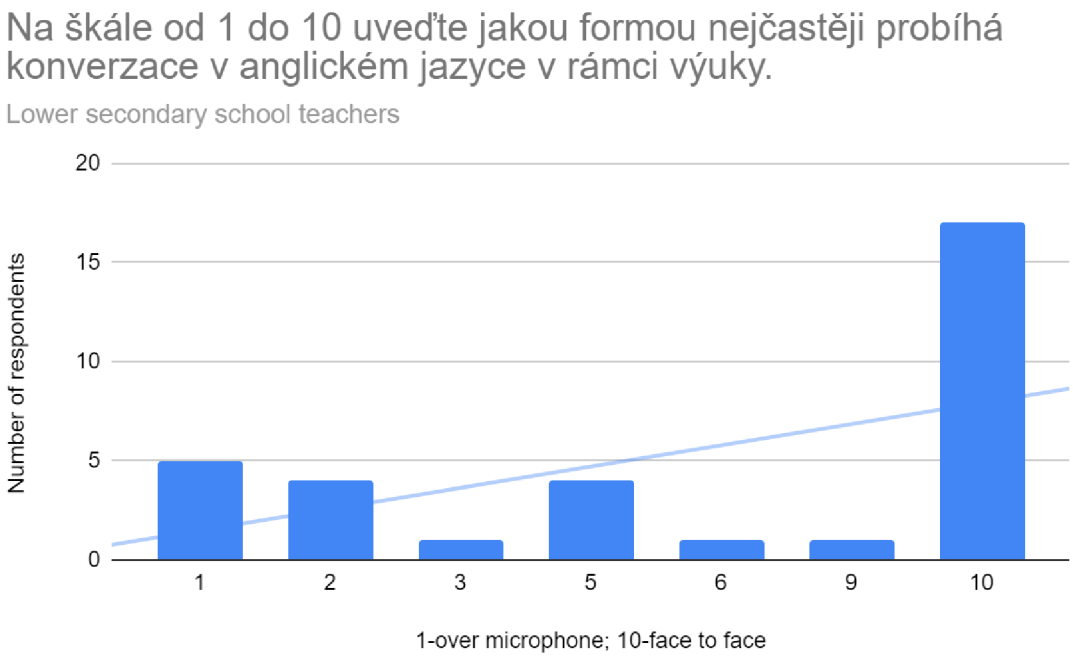
6.5.2.6 Conversation in EFL classroom

In my teaching placement, I experienced an approach where the teachers lead all the classroom conversations over a microphone. The students work in groups over a microphone, and the teachers monitor their conversations. While this form of conversation may be considered strange, given that two students sit almost next to each other but still communicate over a microphone, I did not want to jump to conclusions immediately. This experience is one reason I decided to place a question in the

[22] On a scale from 1 to 10, choose which form of home assignments you usually use. (The author's translation)

questionnaire asking both the students and the teachers whether they prefer face-to-face conversations or conversations done over a microphone.

The results are displayed in Graph 27[23] for teachers and Graph 48 for students. Both the graphs show that the preference is to talk face-to-face for both the students and the teachers.

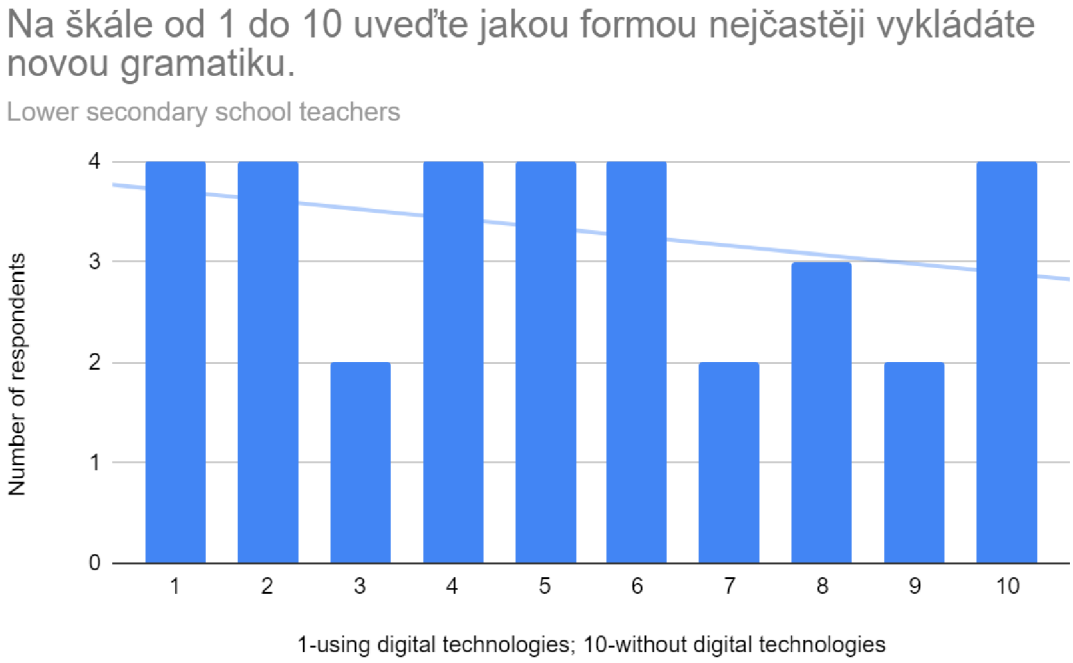


Graph 27 Conversation – lower secondary school teachers

[23] On a scale from 1 to 10, choose in which form you usually lead conversation classes. (The author's translation)

6.5.2.7 Teaching grammar

In Graph 28[24], there are answers to whether the teachers present new grammar using digital technologies or not. The results are very balanced, with a slight inclination in favour of digital technologies. Compared to Graph 29 show that grammar is difficult to deal with using digital technologies.

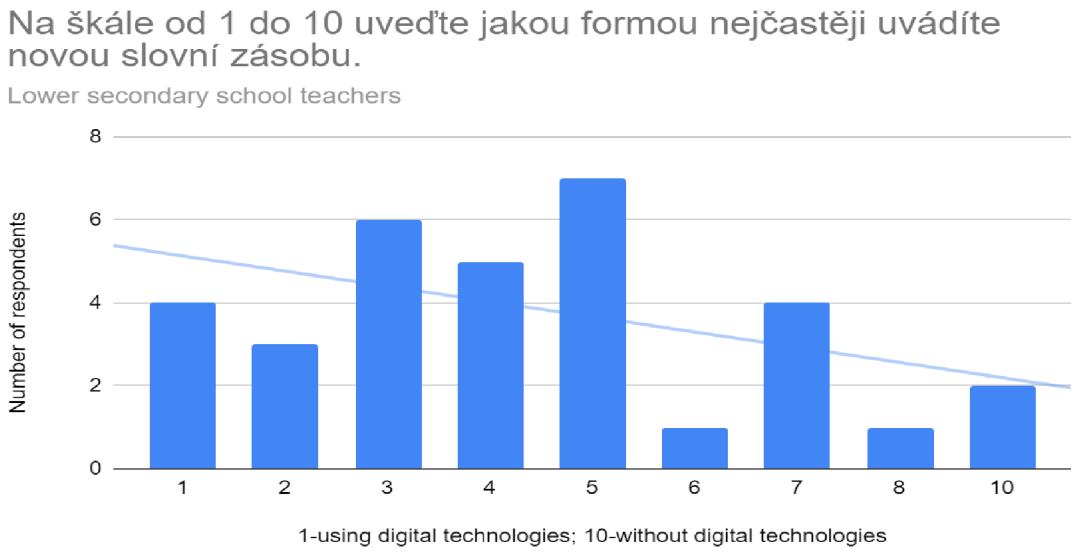


Graph 28 Grammar – lower secondary school teachers

[24] On a scale from 1 to 10, choose how do you usually present new grammar. (The author's translation)

6.5.2.8 Teaching new vocabulary

Teaching new vocabulary is also balanced, just like teaching new grammar. Some teachers use digital technologies, and some do not. However, in introducing new vocabulary, the tendency to use digital technologies is higher, which can be seen on the trend line in Graph 29[25].



Graph 29 Vocabulary – lower secondary school teachers

6.5.2.9 Listening activities

Comparing the introduction of grammar, new vocabulary and listening activities, we may observe from Graph 30[26] that listening activities are mostly done using digital technologies. That may be because CD players and such devices have been around for some time. On the other hand, computers and advanced technologies like face-timing or Skyping with people on the other side of the world are a more recent trend. Also, Graph 30 proves that only a few teachers read the listening activities instead of playing them.

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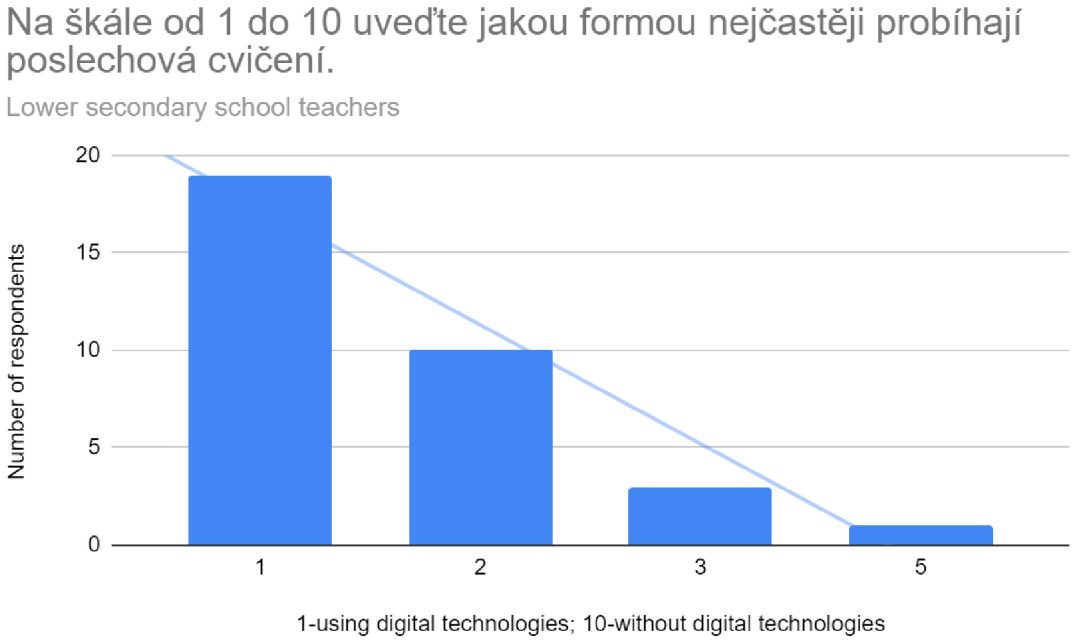
[25] On a scale from 1 to 10, choose how do you usually present new vocabulary. (The author's translation)

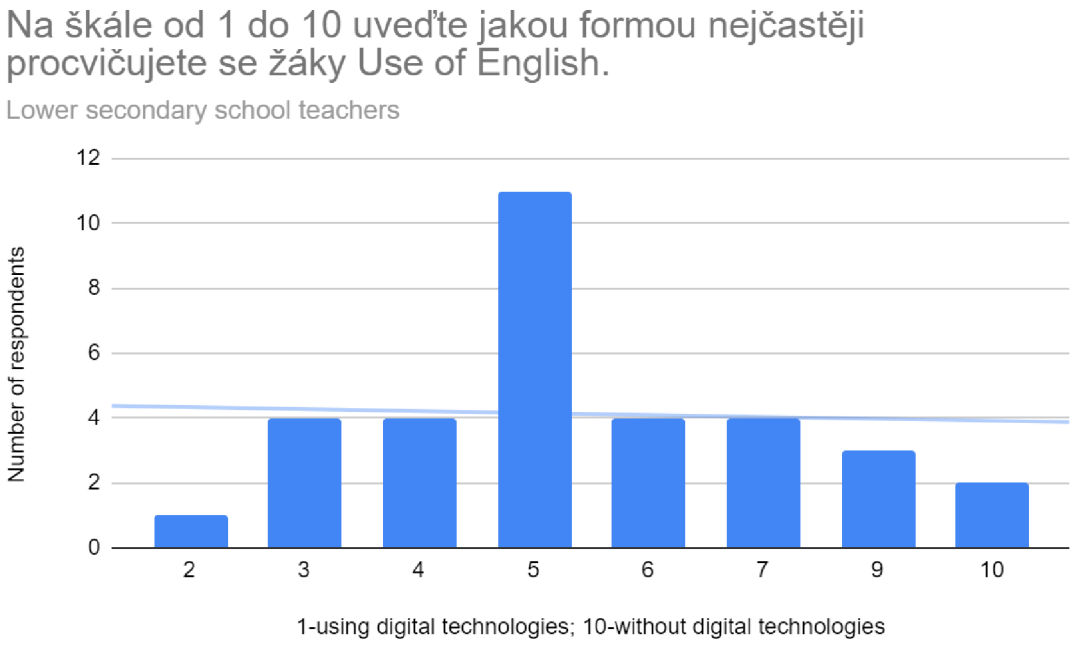
[26] On a scale from 1 to 10, choose how do you usually do listening activities. (The author's translation)



Graph 30 Listening – lower secondary school teachers

6.5.2.10 Use of English

Graph 31[27] shows another question asking the respondents to choose how they practice English. Number 10 again stands for digitalised materials and number 1 for non-digitalised materials.



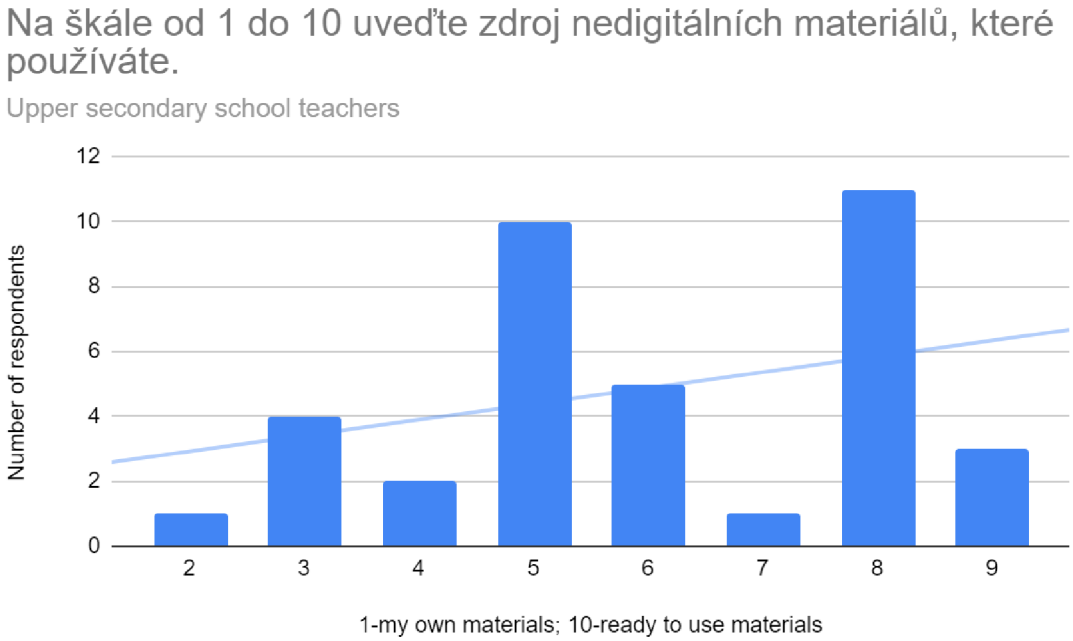
Graph 31 Use of English – lower secondary school teachers

Surprisingly, the results are so much balanced. Given that there are so many programs and applications on the digital market, and most of them apply to English, I expected the results to be different. These results show that teachers are hesitant to use digital technologies at the lower secondary schools and use digital technologies only to complement their non-digital lessons.

6.5.3 Upper secondary school teachers

6.5.3.1 The source of non-digital materials

In the following chapters, I will present the results to the same questions, only with results from the upper secondary schools, which are sometimes different. In Graph 32[28] the respondents (37 in total) confirmed that teachers tend to use ready-to-use materials



Graph 32 The source of non-digital materials used in class – upper secondary school teachers

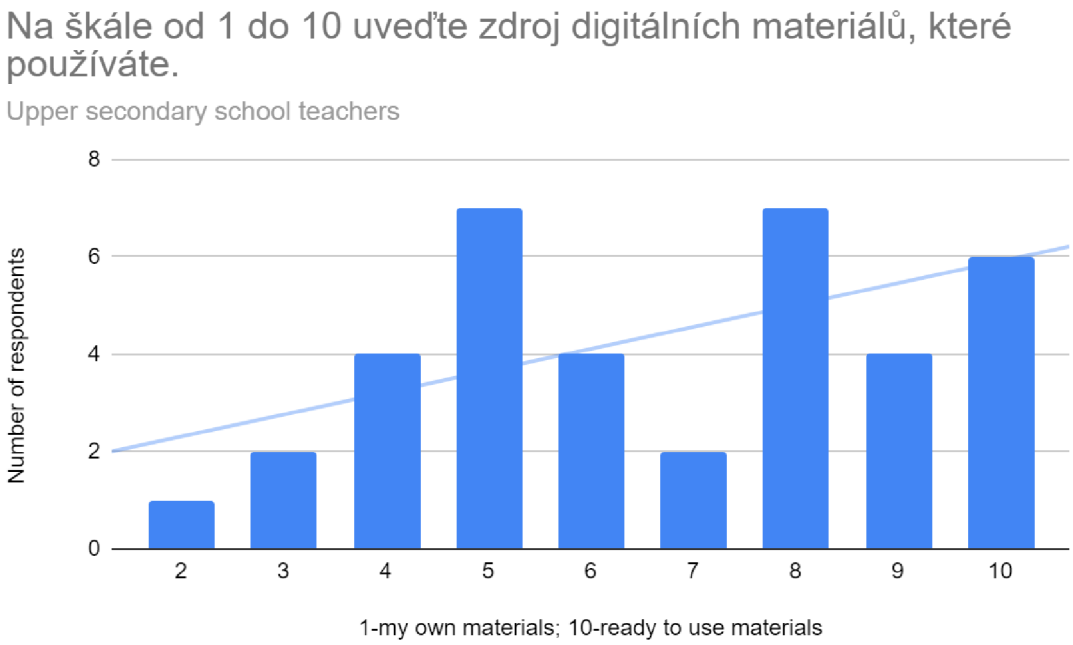
[27] On a scale from 1 to 10, choose how do you usually practise the use of English with your students. (The author's translation)

[28] On a scale from 1 to 10, choose the source of non-digital materials you use. (The author's translation)

instead of their materials. That may be for various reasons: it is fast, and it is easy. In another chapter, similar results are shown for digitalised materials.

6.5.3.2 The source of digital materials

Even though some teachers make their digital materials, the majority still uses ready-to-use materials, as seen in Graph 33[29]. There are many options available for free, so this comes as no surprise to me. Most of the apps and programs I included in the list at the end of this paper offer a great variety of materials. Even though the teachers must edit or check for mistakes, adjusting an already created material is more manageable than starting from scratch. Comparing Graphs 32 and 33, it is clear that the teachers tend to



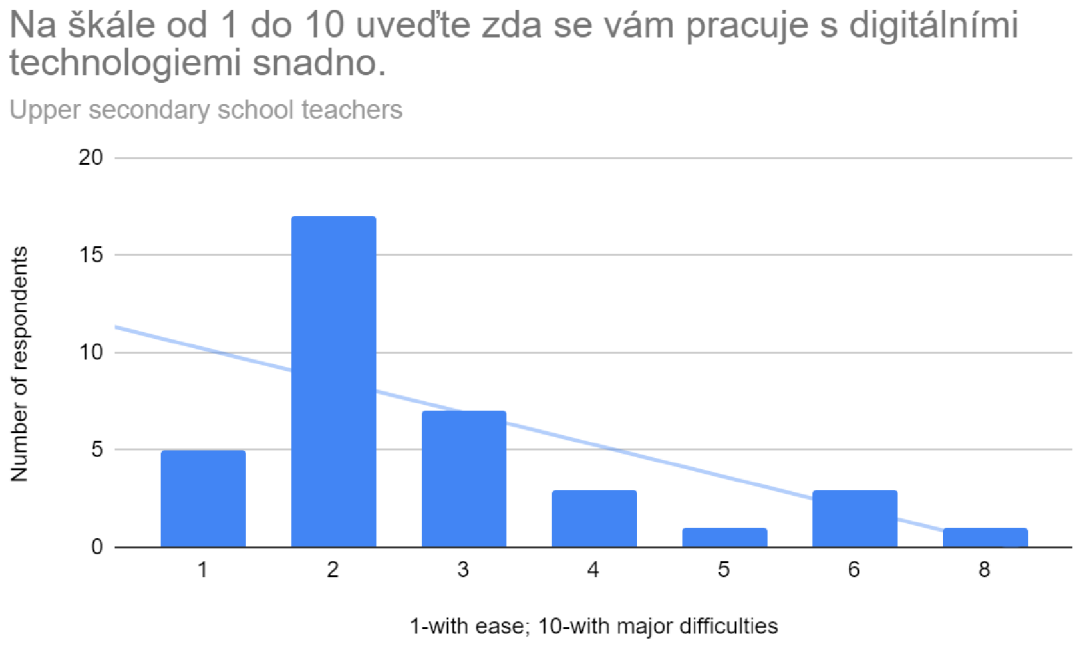
Graph 33 The source of digital materials used in class – upper secondary school teachers

use ready to use materials in both digital and non-digital form. Nevertheless, the difference is in using digital materials. Around 63% of teachers use ready-to-use digital materials, while 55% use ready-to-use non-digital materials.

[29] On a scale from 1 to 10, choose the source of digital materials you use. (The author's translation)

6.5.3.3 Are digital technologies challenging to use?

In the following Graph 34[30], the teachers from the upper secondary schools confirm the same statements as their colleagues from lower secondary schools. They claim that using digital technologies is easy for them, with only a couple of teachers who admit having significant difficulties while using digital technology.

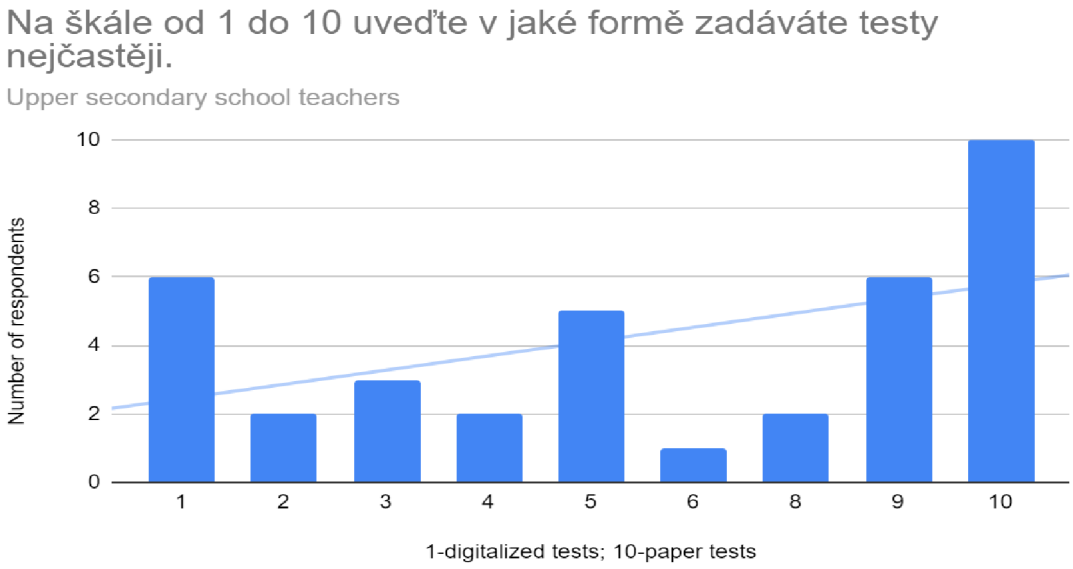


Graph 34 Are digital technologies difficult to use? Upper secondary schools teachers

[30] On a scale from 1 to 10, choose whether it is easy for you to work with digital technology. (The author's translation)

6.5.3.4 The form of tests

Graph 35[31] states which tests the teachers prefer, and the answers are again in favour of paper version tests. However, compared to the students' answers regarding the same topic, the result differs from the lower secondary schools (see Graph 45). Nonetheless, upper secondary school students do not strictly prefer digitalised tests from printed tests (see Graph 53), and it seems that teachers tried to adapt to it. More teachers prefer digitalised tests, no matter the form (gap filling, multichoice, matching etc.) in comparison to the lower educational levels. It is not clear why, but from these graphs, it seems that the older the students are and the higher in the educational system, they prefer a balance between digitalised tests and printed tests.

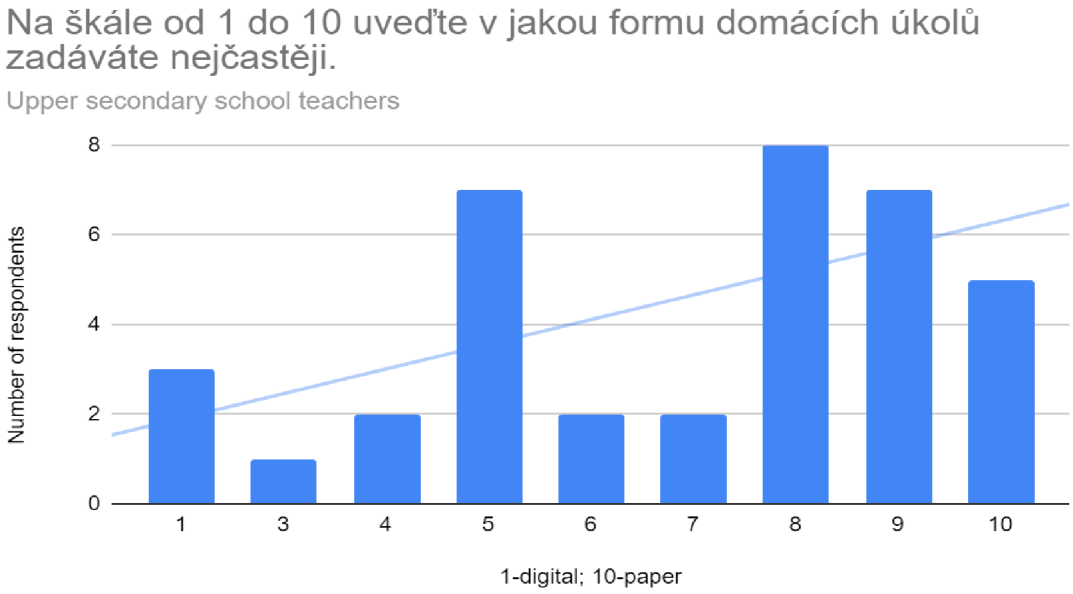


Graph 35 Testing – upper secondary school teachers

[31] On a scale from 1 to 10, choose which form of test you usually use. (The author's translation)

6.5.3.5 The form of home assignments

A similar situation is with the home assignments. Secondary school teachers are more into digital technologies. Graph 36[32] shows that even though the trend line is still climbing towards paper home assignments, many teachers try to balance homework (see the increase in number 5 in Graph 36, compared to Graph 26).

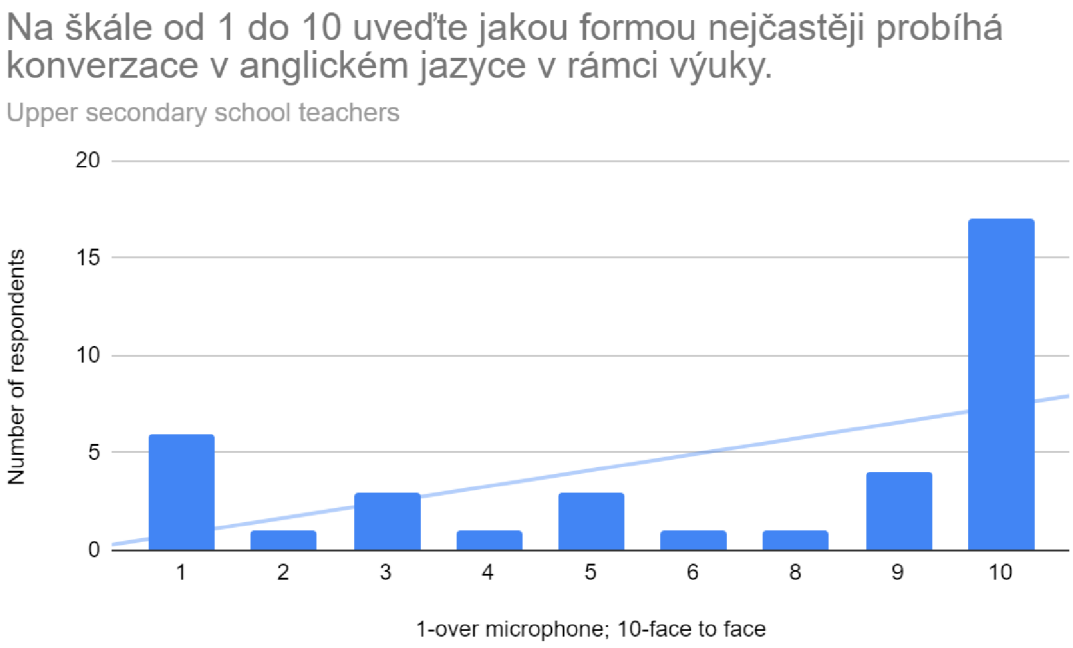


Graph 36 Home assignments – upper secondary school teachers

[32] On a scale from 1 to 10, choose which form of home assignments you usually use. (The author's translation)

6.5.3.6 Conversation in EFL classrooms

The previously discussed conversation classes and the idea that using a microphone within the class might not be the best conversation technique is confirmed in Graph 37[33] once again. The teachers and the students from all educational levels prefer face-to-face conversations.



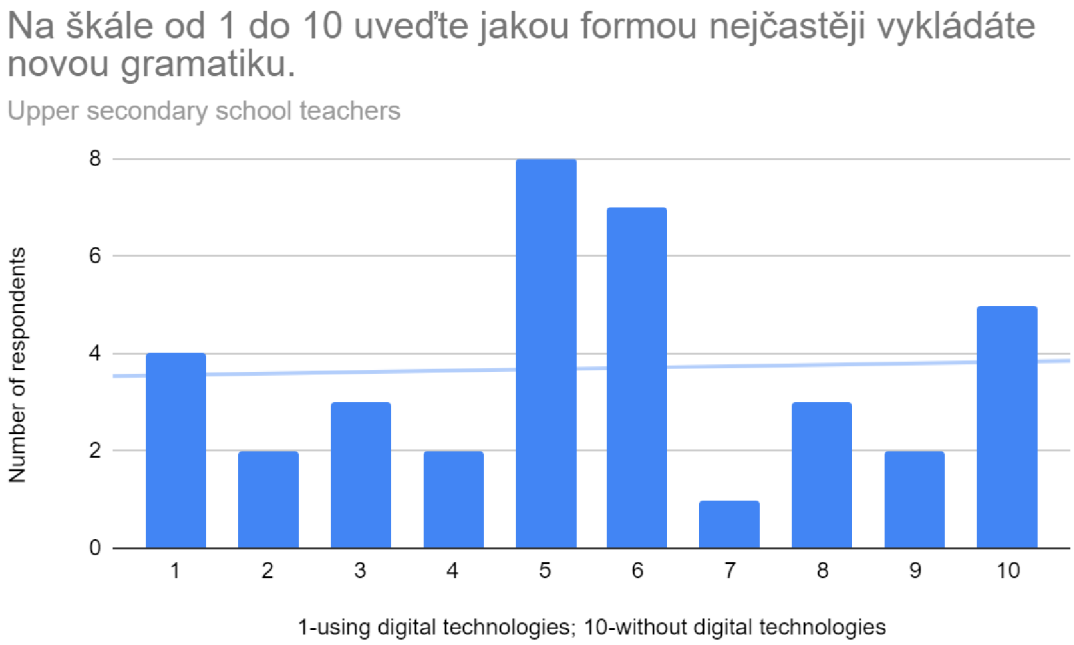
Graph 37 Conversation – upper secondary school teachers

However, it must be stressed out that the survey was conducted during the COVID-19 pandemic, and therefore, the results might be influenced given the fresh experience with distance learning and teaching. Unfortunately, we cannot distinguish whether they would prefer face-to-face conversations before COVID or not.

[33] On a scale from 1 to 10, choose in which form you usually lead conversation classes. (The author's translation)

6.5.3.7 Teaching grammar

One of the most exciting is Graph 38[34], where the teachers were asked to choose how they introduced new grammar. It can be observed that the results vary significantly from the lower secondary and primary schools.



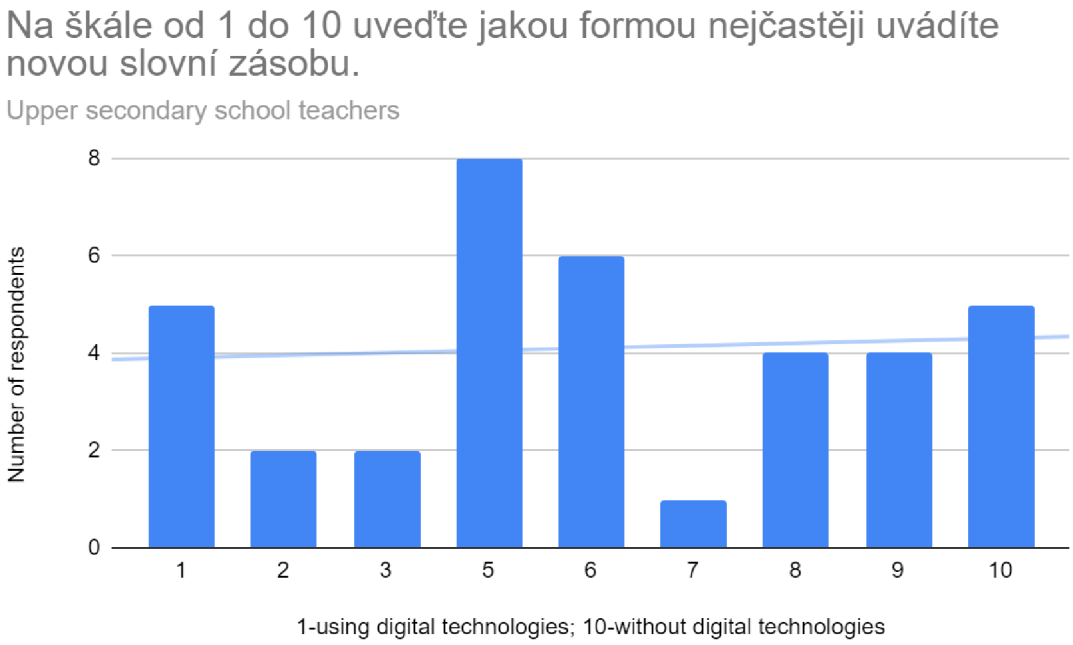
Graph 38 Grammar – upper secondary school teachers

While the lower secondary school teachers' answers were distributed equally all along the line, the secondary school teachers mainly chose number 5 or 6, which means that they use digital technologies to introduce new grammar just as much as they introduce grammar without it. That again shows that secondary schools tend to use digital technologies more than lower levels for an unknown reason.

[34] On a scale from 1 to 10, choose how do you usually present new grammar. (The author's translation)

6.5.3.8 Teaching new vocabulary

In Graph 39[35], the results show that even introducing new vocabulary is balanced and that more teachers use both of the two options. It appears that introducing new grammar and new vocabulary happens similarly for secondary school teachers. However,



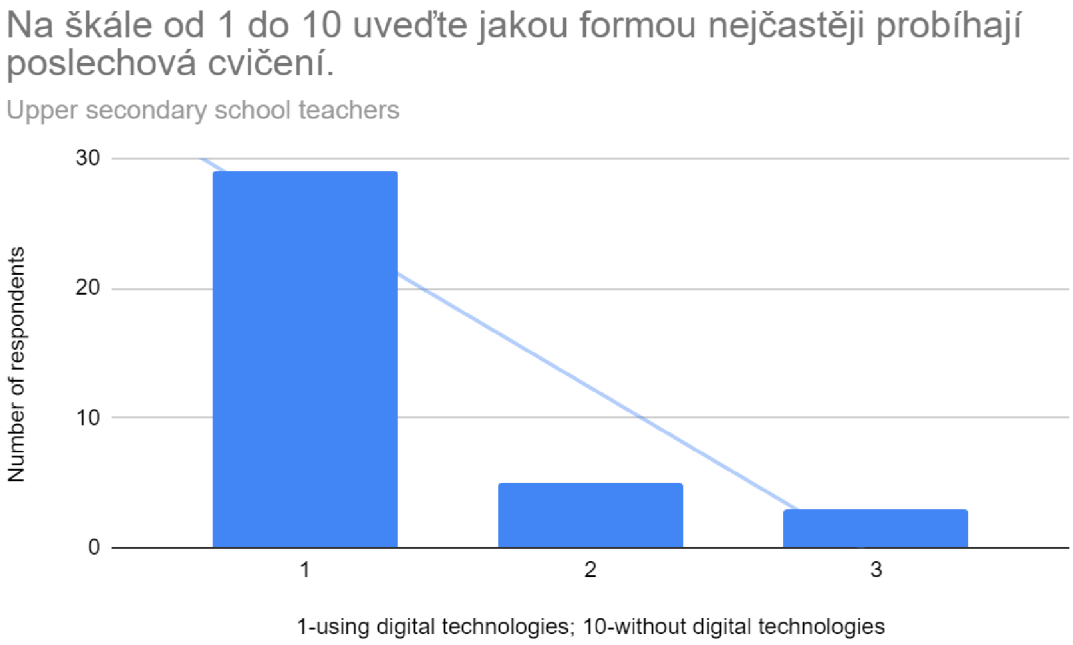
Graph 39 Vocabulary – upper secondary school teachers

more teachers (20 out of 37) introduce new vocabulary without digital technologies, whereas more teachers (19 out of 37) use digital technologies to introduce new grammar.

[35] On a scale from 1 to 10, choose how do you usually present new vocabulary. (The author's translation)

6.5.3.9 Listening activities

Graph 40[36] confirms that the teachers play listening activities across the whole educational system instead of reading them. Only a low number of teachers sometimes read the listening activities (numbers 2 and 3). Secondary school teachers incline to digital technologies in listening activities than the lower secondary school teachers. That may be due to the fact that the English level is usually higher.

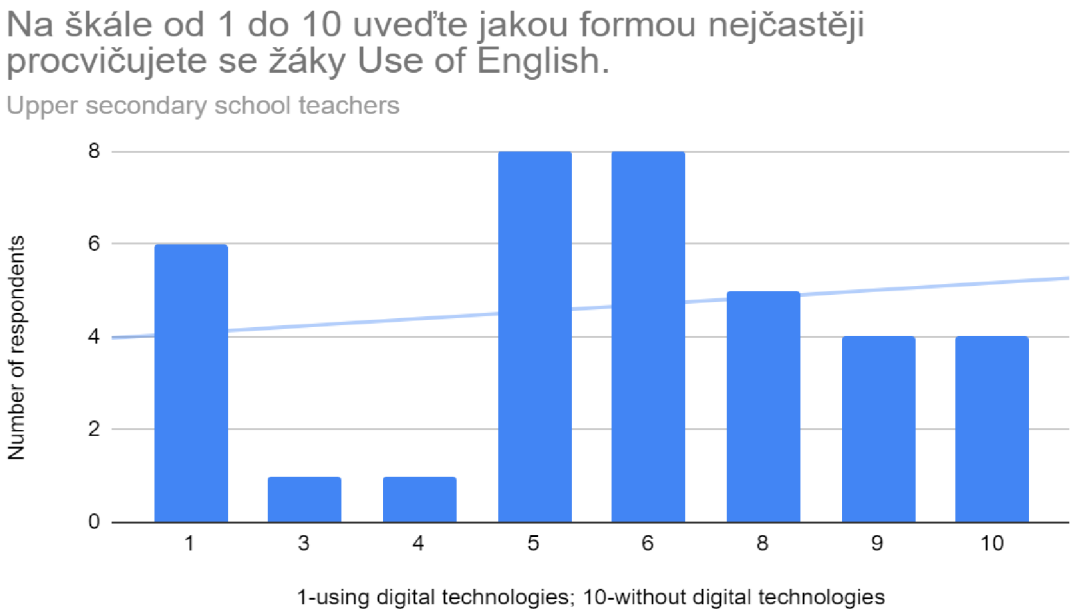


Graph 40 Listening – upper secondary school teachers

[36] On a scale from 1 to 10, choose how do you usually do listening activities. (The author's translation)

6.5.3.10 Use of English

The last question for the secondary school teachers focused on the use of English (see Graph 41[37]). The upper secondary school teachers tend to use less digital technologies in the use of English than their colleagues from lower secondary schools. However, the overall frequency speaks in favour of upper secondary school teachers.

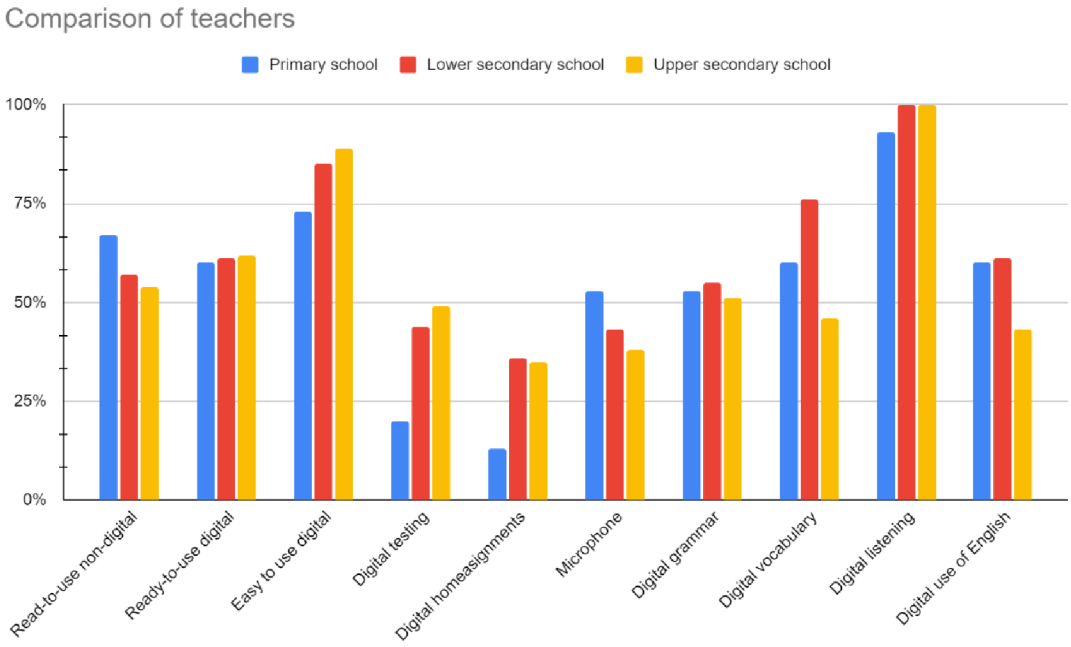


Graph 41 Use of English – upper secondary school teachers

[37] On a scale from 1 to 10, choose how do you usually practise the use of English with your students. (The author's translation)

6.5.4 Comparison of teachers' answers

Graph 42 summarizes all of the previous data from teachers focusing on digital technology. Graph 42 supports the statement that secondary school teachers use digital technologies in EFL classrooms the most. Nevertheless, there are some exceptions, specifically "use of English", "introducing new vocabulary", "conversation over a microphone", and "introducing new grammar". The difference in the category "home assignments" is statistically insignificant. The most significant difference is in the category "introducing new vocabulary", where less than 50% of upper secondary school teachers use digital technologies. In contrast, more than 75% of lower secondary school teachers do so.



Graph 42 Comparison of teachers

Furthermore, astounding results are in the category "conversation over a microphone", where more than 50% of primary school teachers said they use a microphone in EFL classrooms, whereas 38% of upper secondary school teachers use a microphone. What is the reason for this is unclear? Still, it could be due to the COVID-

19 pandemic and that teachers understood the questions differently, either focusing on the times before COVID-19 or implementing COVID-19 education as well?

Critical results are in the category “source of materials”, where more than 50% of teachers at all educational levels use ready-to-use materials instead of their own. That is an interesting phenomenon since it shows that teachers rely on someone else with their materials, even though the reason for this is unclear. Whether it is easier for teachers to use ready-to-use materials or lack ideas, another study would have to research this phenomenon. Nonetheless, it only supports the fact that the market is overflowing with digital materials or printable copies, providing the teachers with extra support, which is often free of charge.

6.6 Students' attitudes towards digital technology in EFL classrooms

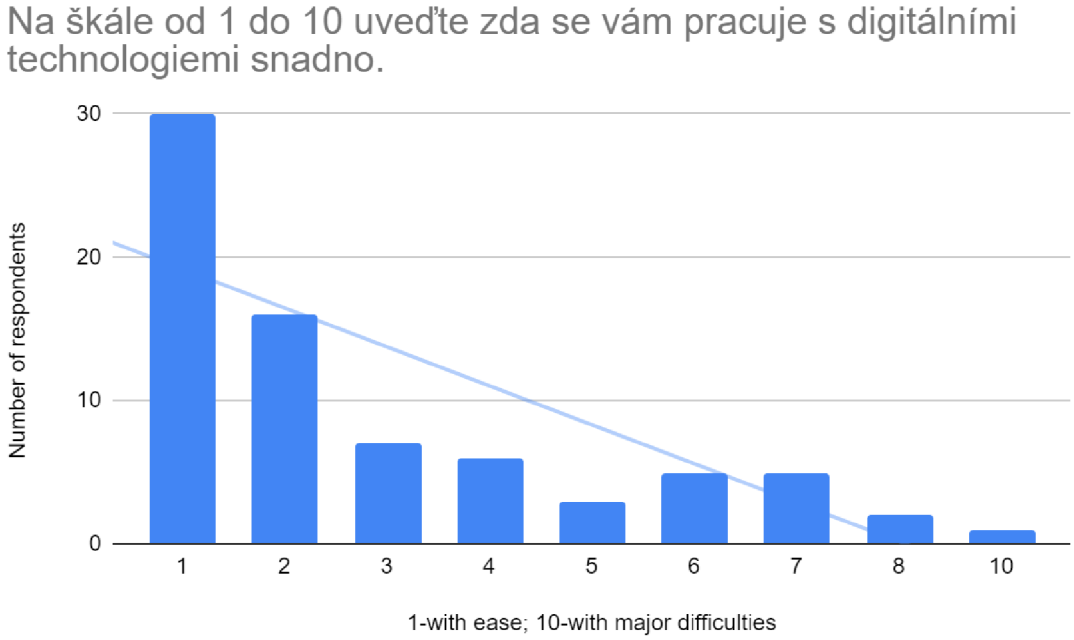
In the previous chapters, I discussed the frequency of implementing digital technologies in class, available technology in 2021. However, I have not yet focused on the students' attitudes towards digital technology in EFL classrooms. In my experience, the opinions between teachers and students vary when it comes to digital technologies. Furthermore, the teachers are criticised for their work with digital aids. In my thesis, I strive to include students wishes as well. That is why I researched what their opinions are. In the following paragraphs, I will analyse the results from lower and upper secondary schools. Unfortunately, I received only a few answers from university students and primary school students. These results would be too subjective. Hence, I decided not to include them, see the questionnaire in Appendix H.

Due to the COVID-19 pandemic, I had to create at least two sets of questions, focusing on the pre-pandemic scenarios and the other on the during-pandemic scenarios. I also included another set of questions to reflect students experiences and wishes. The last set of questions focuses on the post-pandemic scenarios, named accordingly as dreams of the future.

6.6.1 Students' attitudes at the lower secondary schools

6.6.1.1 Are digital technologies challenging to use?

Graph 43[38] involves a trend line that clearly states that most students are fully capable of working with digital technologies without help. However, it must be stressed out that it is of utmost importance for the teachers to bear in mind those students who struggle in using digital technologies, even though they are in the minority.



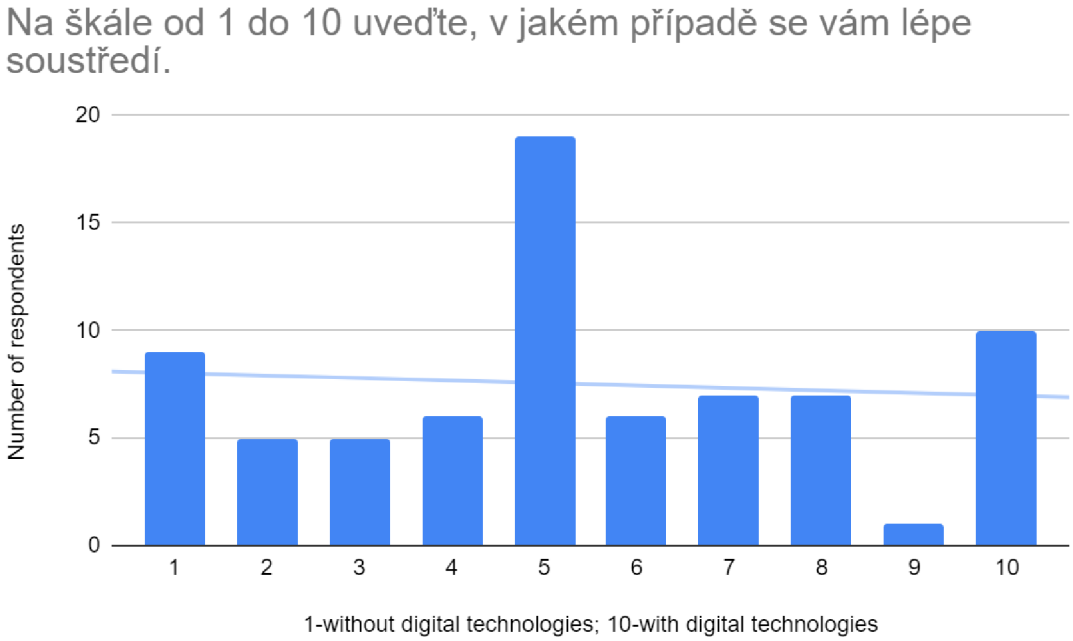
Graph 43 Are digital technologies difficult to use? Lower secondary schools students

Therefore, the teacher's attitude should focus on those students who struggle more than acknowledging that they are in the minority and leaving them behind. Although the trend line shows positive evolvement of respective abilities, a wide range of support should still be implemented in class.

[38] On a scale from 1 to 10, choose whether it is easy for you to work with digital technology. (The author's translation)

6.6.1.2 Is the focus better?

In this chapter, the respondents were asked to choose on a scale from 1 to 10 where do they focus better. One stands for "in an environment without digital technologies"; 10 stands for "in an environment with digital technologies". The trend line is insignificant as it is almost levelled. The almost exact number of students answered in both extreme values and twice as much chose number 5.



Graph 44 Focusing with digital tech – Lower secondary schools

As a result, we may interpret these results in Graph 44[39] in a way that the students focus well or poorly in both of these environments and that digital technologies do not provide a significantly better environment concerning the students' focus. However, the chart also shows almost two separate groups of students on different sides of the spectrum. Many students focus better on digital technologies, and the same number focus better without technologies. That shows that a single class is probably also separated into these

[39] On a scale from 1 to 10, choose in which environment do you focus better. (The author's translation)

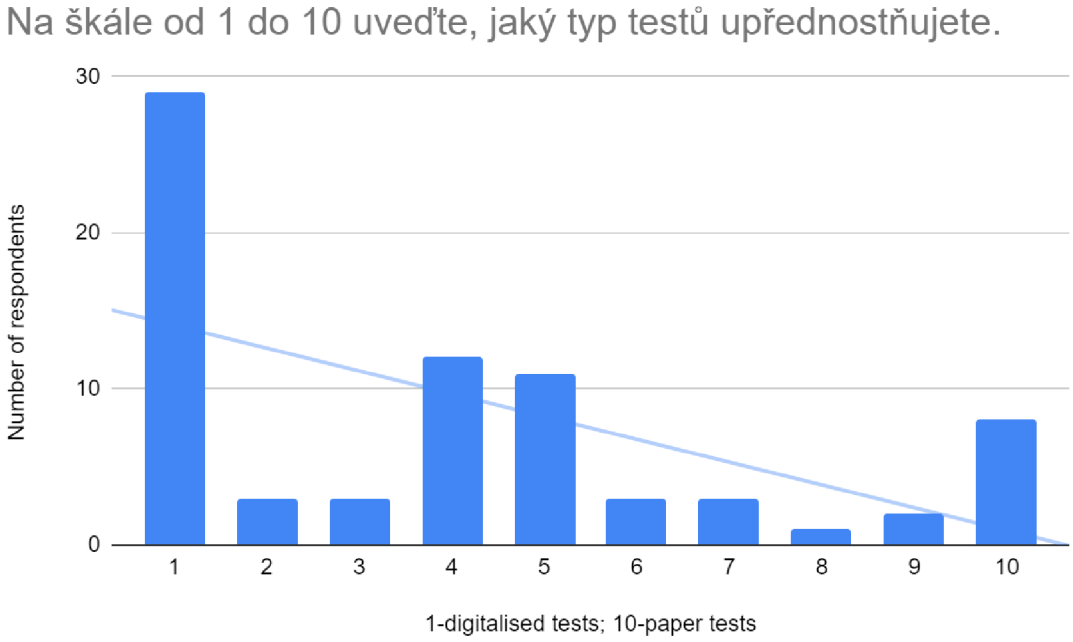
two major groups. Therefore, it is challenging for teachers to adjust the teaching style to learners needs.

Consequently, it is crucial to balance the lesson so that both groups are provided with the same amount of both and are therefore given the same opportunities to shine. The individual approach seems the best solution, although it may be difficult to let some students use digital technologies and others not. A great benefit regarding this might be provided with tablets in education. Students who prefer using digital technologies could use a tablet in class, and the rest could continue using a pen and paper. Another solution is currently available and is improved every year. There are tablets on the market that can provide the user with a computer-like experience and a paper-ink-like experience. One of the representatives is "reMarkable 2"[40], named as a paper feel-like tablet. Combining the new technology and old could solve the students' needs regarding their focus and provide both worlds.

[40] "ReMarkable 2." 2021. ReMarkable. https://remarkable.com/?gclid=CjwKCAjwg4-EBhBwEiwAzYAlst_12hFcK4P6aqXrK5rx8IAPYevs6fnQhU5arhRKFov5kKtW7DEzJRoCU0gQAvD_BwE.

6.6.1.3 Which tests do you prefer?

In Graph 45[41], there are results from another question "On a scale from 1 to 10, decide, which testing form do you prefer." Option one stands for the digitalised tests and option 10 for printed tests. The results contradict the previous Graph 44, which shows another aspect that the students included in their thoughts. Although the same number of students who focused better without digital technologies and chose number 1 in the previous question chose printed tests in this particular question, the remaining students stated they prefer the digitalised tests.



Graph 45 Testing - lower secondary schools

The trend line in Graph 45 is self-explanatory. However, why do those students who focus well in both environments state that they prefer digitalised tests? Is it because it is easier to cheat? Is it because the tests are more interactive or because fewer open-

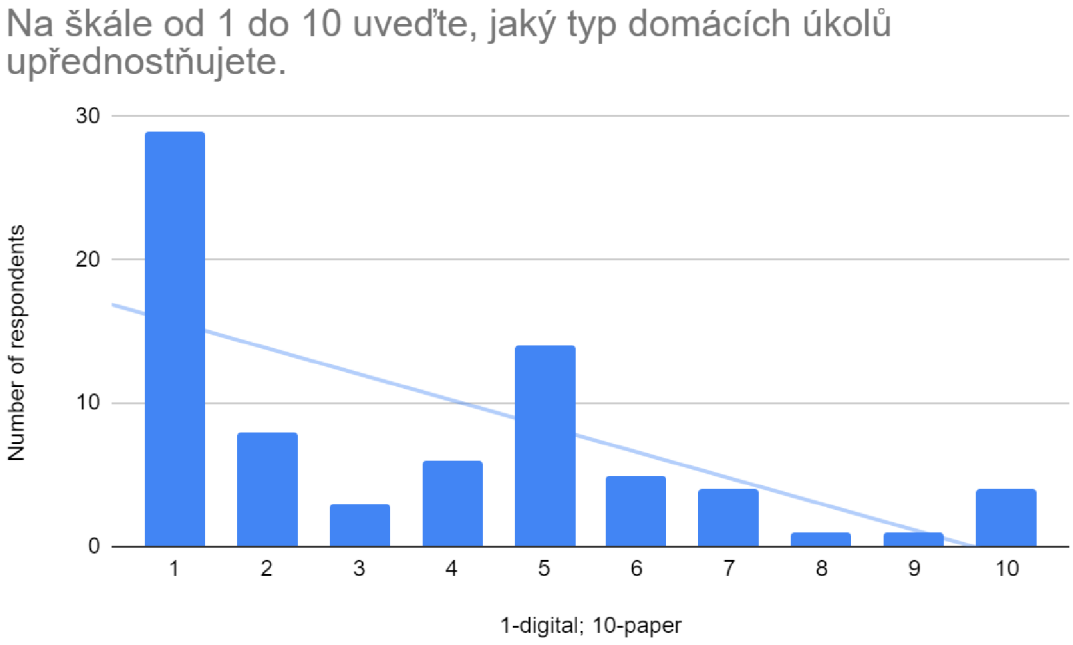
[41] On a scale from 1 to 10, choose which form of tests do you prefer. (The author's translation)

ended questions are placed in digitalised tests? Another study would have to be conducted to provide us with answers.

Nevertheless, the results clearly show an absolute majority of students who do not want to sit printed tests. It might be that the results would change if there were another question asking whether they feel like having too many tests. Unfortunately, this is not something my study aimed to research.

6.6.1.4 Which home assignments do you prefer?

Another Graph 46[42] reflects students' attitudes towards home assignments. The questions posed was "On a scale from 1 to 10, choose whether you prefer homework, which you are obliged to do on a computer (1) or homework which can only be completed without a computer (10).



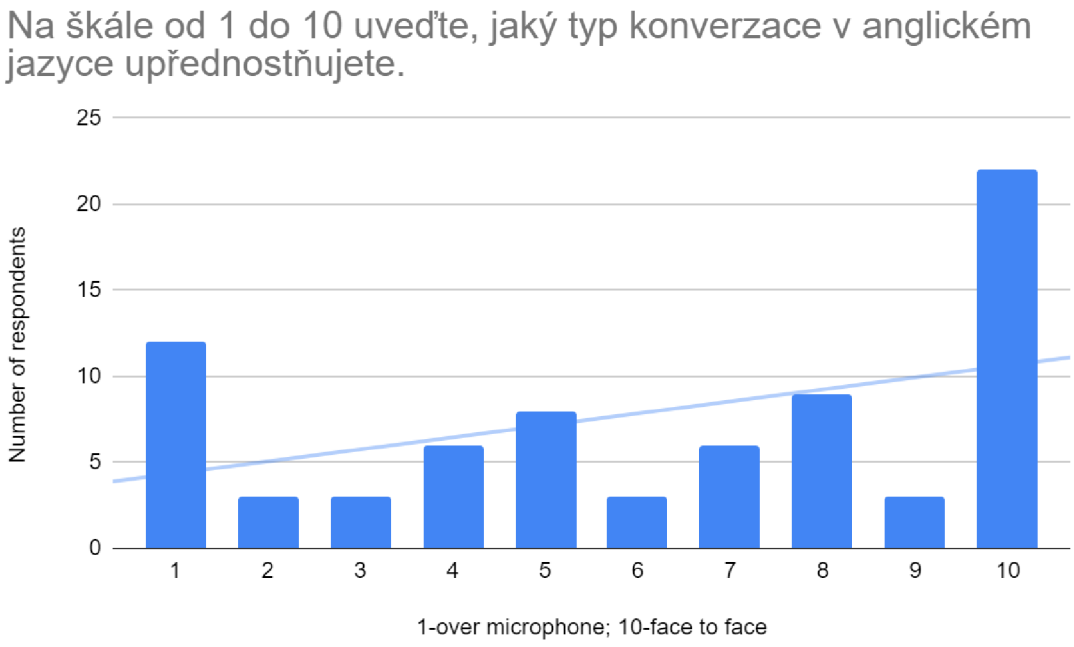
Graph 46 Home assignments - lower secondary schools

[42] On a scale from 1 to 10, choose which form of home assignments do you prefer. (The author's translation)

The results show that the trend line is in correlation with the previous Graph 46 regarding testing. The approximately same number of students stated they prefer doing their homework on a computer. Unlike in the previous question, only about five students stated they prefer paper-based homework (see numbers 9 and 10 in Graph 46). That shows that the students enjoy working on a computer even if it is doing their homework.

6.6.1.5 How do you prefer to communicate in English?

The question for Graph 47[43] is based on my own experience at one of the lower secondary schools during my teaching placement. The students in this particular school used microphones and headphones to talk to each other in EFL classrooms, even though they were in the same classroom. The teacher then monitored each pair of students through their headset using the program, allowing the teacher to switch between channels



Graph 47 Conversation - lower secondary schools

[43] On a scale from 1 to 10, choose whether you prefer to communicate in English over a microphone or face-to-face. (The author's translation)

where the students talk to each other. Hence, a student at a computer on one side of the room could talk to another student across the room without making eye contact.

I did not fully understand why the students talked over the microphone when they had the opportunity to talk to each other face-to-face, which is why I decided to implement this question in my paper. I asked the students in my questionnaire whether they preferred to communicate in English over a microphone or face to face. Although there were about 30 students who preferred mostly microphone based communication, more than 40 students prefer face-to-face conversations.

Since I experienced a lesson in which using a microphone and a webcam was crucial, I would say that there is a great benefit in using this form of digital technology in class. However, that does not apply to calls within one particular class, where the students sit next to each other and still talk over the microphone. Students and teachers are given more opportunities to interact with students and teachers from all around the world. A simply program called Skype from the company Microsoft recently announced a service called Mystery Skype. The service connects all teachers and their students from all around the world. There is the possibility to find digital pen friend for each student from any country in the world. As a result, the conversation classes in English might happen over a microphone with students from India, Pakistan, Iran, the USA, UK, Vietnam, Russia, China and more. Each student could have their “mic friend” as a microphone friend. The whole classroom may connect over Skype and guess the country of the other group.

Nevertheless, in a regular class, the students wish to talk face-to-face instead of the impersonal call with friends they can see in real-time. The teachers' options in using Skype are probably yet to be discovered but would bring a whole new experience in EFL classrooms. In the following Graphs 48–50, I focused on the comparison of pre-COVID,

during COVID and current COVID-19 pandemic education from the perspective of the students.

6.6.1.6 Pre-COVID-19

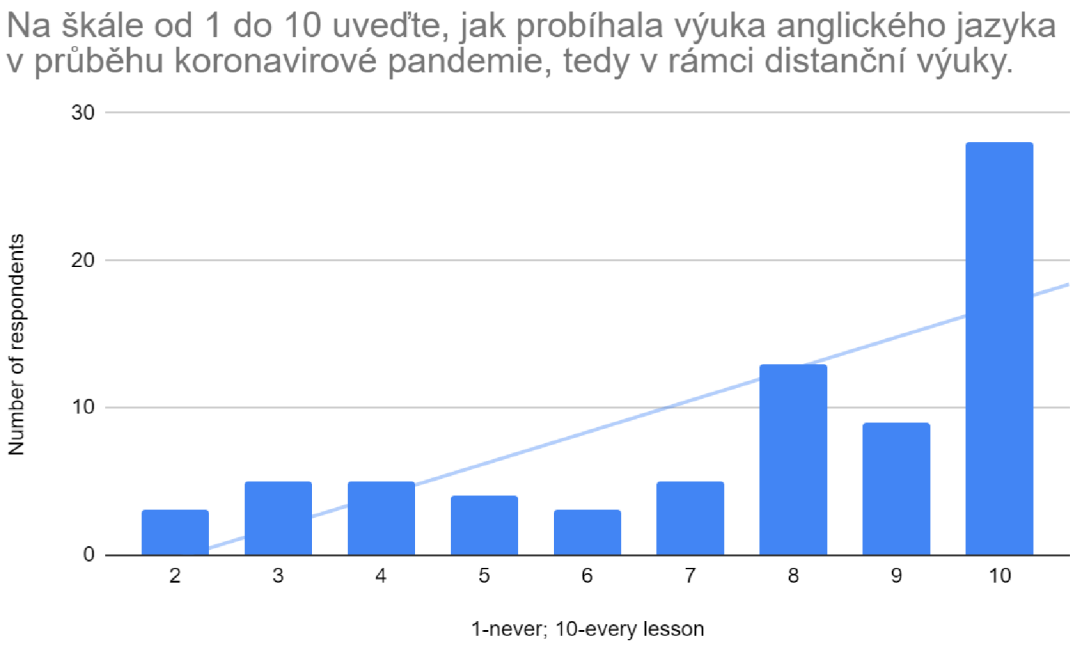
Graph 48[44] shows the students' answers reflecting how their EFL classrooms were conducted before the pandemic closure. On a scale from 1 ("We have never used digital technologies in class") to 10 ("We have used digital technologies in every lesson."), the students reflected the change which the pandemic brought to our educational system. The trend line shows that most students stated they usually did not use digital technologies before the lockdown.

Graph 48 Pre-Covid 19 - lower secondary schools

[44] On a scale from 1 to 10, choose how often did you use digital technology in English lessons prior to Covid-19 pandemic. (The author's translation)

6.6.1.7 During the pandemic

Graph 49[45] provides a clear picture of how the approach to teaching online changed. It must be said that the teachers did not have much choice and had to switch to an online environment due to government regulations.



Graph 49 During pandemic - lower secondary schools

When compared to Graph 48, we can see that the situation changed by one hundred and eighty degrees. Yet, it is surprising that some respondents experienced no or hardly any online lessons during the pandemic situation. One could presume that all the teaching would be shifted to the online environment, but Graph 49 displays that some learners were left scarce online support.

[45] On a scale from 1 to 10, choose how often did you use digital technology in English lessons during the Covid-19 pandemic. (The author's translation)

6.6.1.8 Dreams of the future

The most important graph is the last one, that is Graph 50[46]. Here the students stated whether they would like to use digital technologies in class in future or return to the previous form of lesson.

Graph 50 Future - lower secondary schools

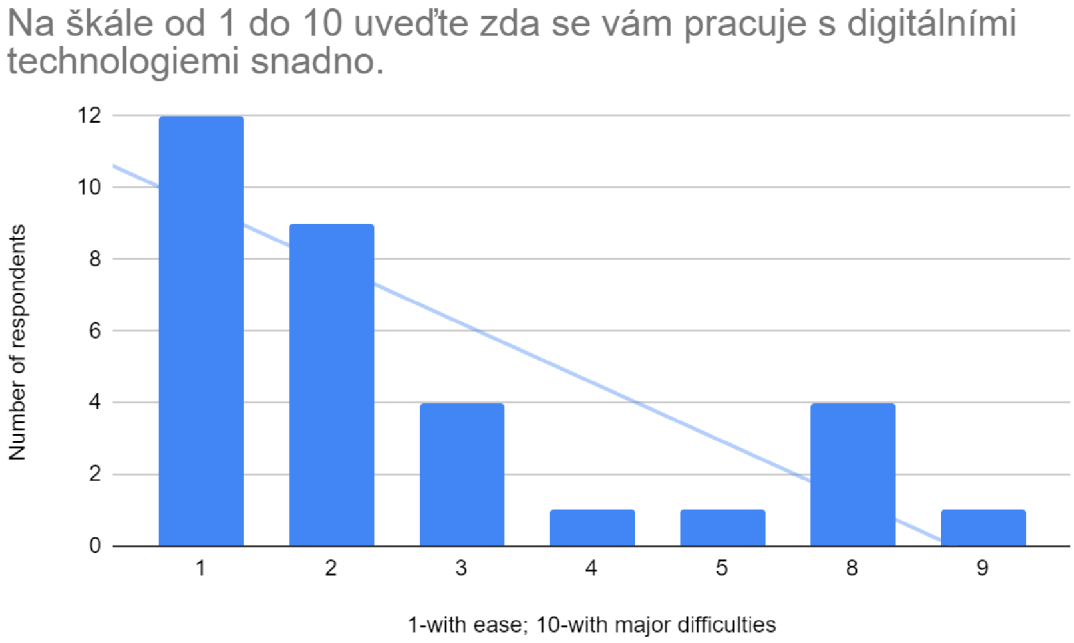
The students stated they would prefer either a balanced form or they would like to use digital technologies in most of the classrooms (numbers 6–10 in Graph 50). It can be observed on the trend line that students welcome the digitally rich environment.

[46] On a scale from 1 to 10, choose how often would you like to use digital technology in English lessons after the Covid-19 pandemic. (The author's translation)

6.6.2 Students' attitudes at the upper secondary schools

6.6.2.1 Are digital technologies challenging to use?

The following chapter will reflect on the results in Graph 51[47] regarding the upper secondary school students' answers. The questions posed were the same. The results vary.



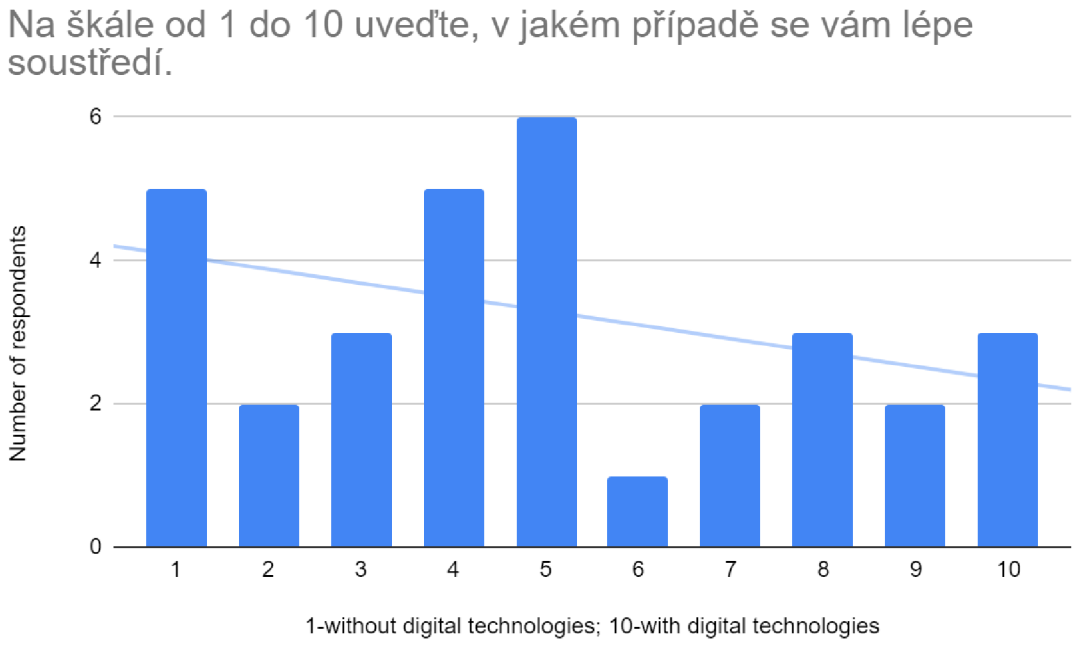
Graph 51 Are digital technologies difficult to use? - upper secondary schools

Graph 51 shows the students' responses to how difficult it is for them to use digital technologies. The trend line shows that due to higher age and more experiences, the students do not have difficulties using digital technologies.

[47] On a scale from 1 to 10, choose whether it is easy for you to work with digital technology. (The author's translation)

6.6.2.2 Is the focus better?

It may be observed in Graph 52[48] that the answers were more variable than at the lower secondary schools. In addition, the trend line shows that the students tend to focus better when no digital technologies are present.



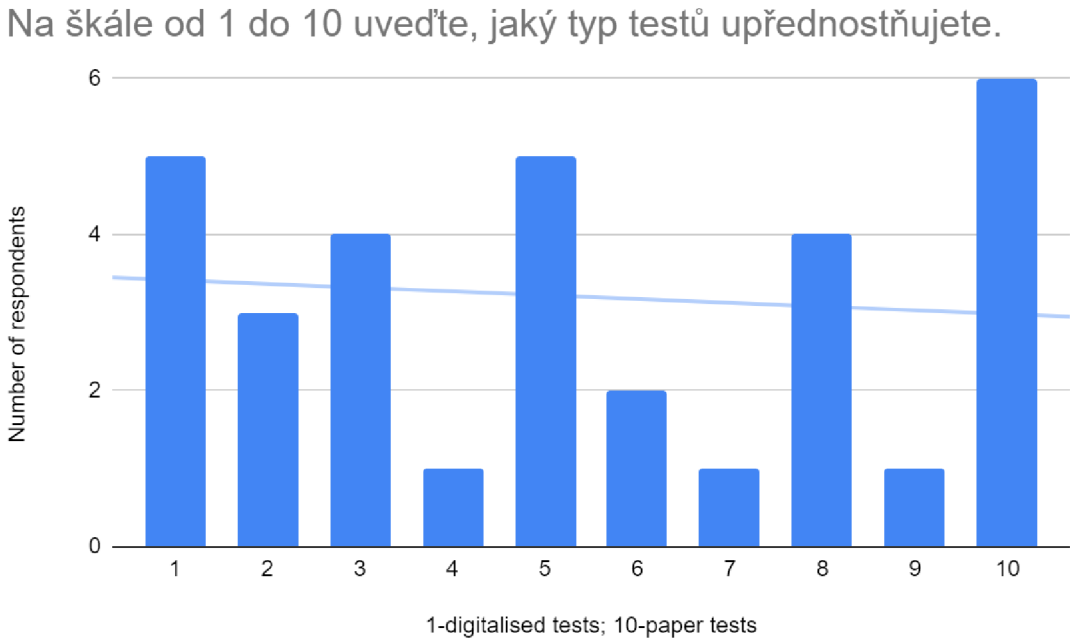
Graph 52 Focusing with digital tech - upper secondary schools

However, it might be said that the students focus less on learning. In that case, a distraction from the digital technologies might cause them to lose focus. I would argue that the significant difference is due to more complex assignments that anticipate higher focus. Therefore, the students prefer not to be distracted by computers since they must focus harder on more mentally challenging tasks. They may lose focus by the sound the computers make or the options to surf the internet easily.

[48] On a scale from 1 to 10, choose in which environment do you focus better. (The author's translation)

6.6.2.3 Which tests do you prefer?

Surprising results were created in Graph 53[49]. Here the students stated their preferred form of tests. Unlike at the lower secondary schools, the upper secondary schools' students reflected that they do not prefer the printed tests or the digitalised test. More students stated they prefer only printed tests than students who stated they prefer digitalised tests.



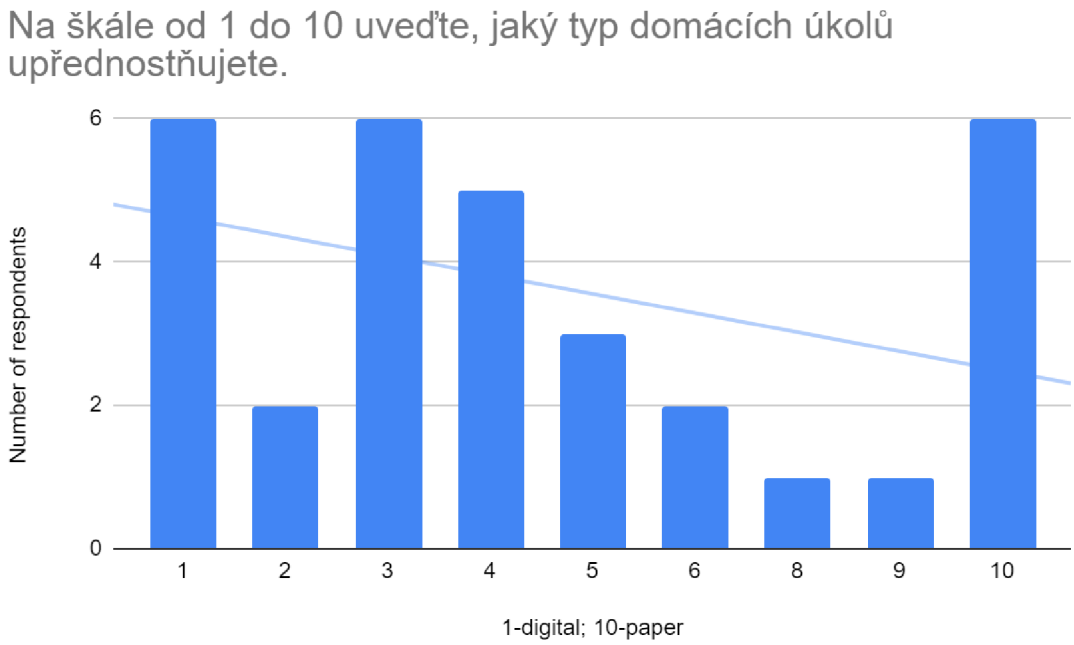
Graph 53 Testing - upper secondary schools

Nonetheless, these results are in correlation with the previous question where the students stated they focus better without digital technologies. Nonetheless, in general, the students prefer working in a digital world. The results in Graph 52 are; therefore, very surprising. Why do the students prefer working in the digital world when they state that they focus better without digital technologies?

[49] On a scale from 1 to 10, choose which form of tests do you prefer. (The author's translation)

6.6.2.4 Which home assignments do you prefer?

Another situation happened in the following question. In Graph 54[50], the results show that students prefer homework that might be completed using a computer or another electronic device.



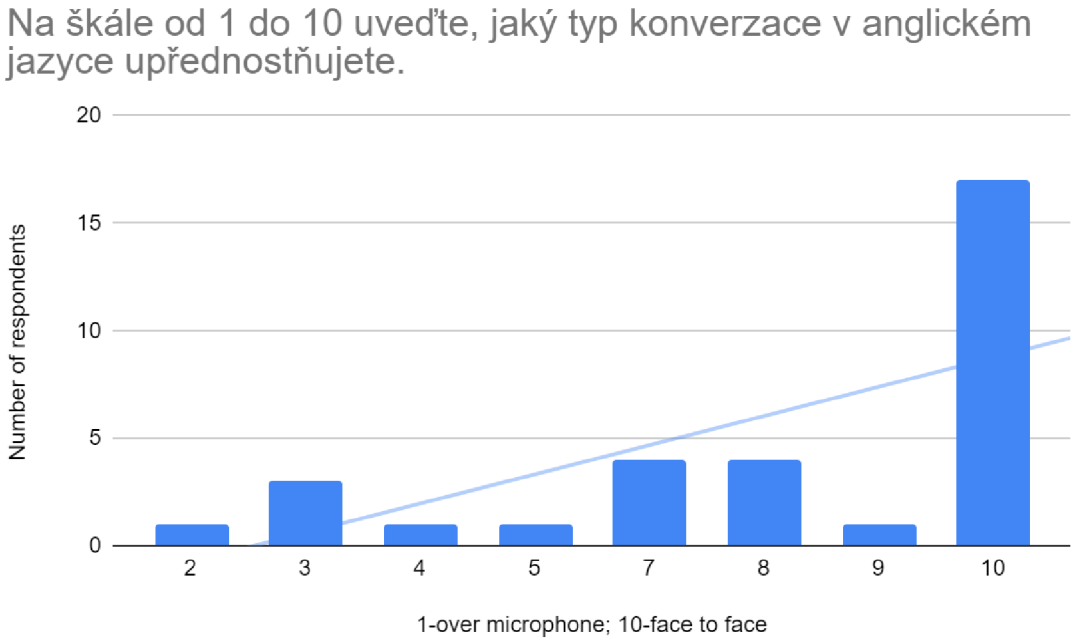
Graph 54 Home assignments - upper secondary schools

The teachers should reflect on this when assigning homework. Using digital technologies provides the students with a user-friendly environment, simple editing, creative tools and more options than a piece of paper and a pen. As shown and discussed in the theoretical part, the authors agree that digital technologies provide the students with a creativity-rich environment that is crucial to developing problem-solving skills.

[50] On a scale from 1 to 10, choose which form of home assignments do you prefer. (The author's translation)

6.6.2.5 How do you prefer to communicate in English?

It can be observed in Graph 55[51] that students do not like a conversation over a microphone when they can lead a conversation in class and face-to-face. The upper secondary school students are even more decisive than the lower secondary school students in conversation questions. That may be due to better equipment in the upper secondary schools or the students higher need to interact with their peers.



Graph 55 Conversation - upper secondary schools

However, the teachers should not lose motivation to implement digital technologies such as a microphone and a webcam. Nevertheless, it is essential to use this technology wisely; that is where it is necessary and crucial and support face-to-face conversation in the remaining situation. The best option might be to find another class somewhere in the world and dedicated one lesson a week to communicate with peers who are miles away. The benefit is that the students cannot use their native language and must try harder to

[51] On a scale from 1 to 10, choose whether you prefer to communicate in English over a microphone or face-to-face. (The author's translation)

express themselves in English. Having a mic friend also improves the students' ability to understand different accents, learn about new cultures and find a friend who is of the same level in learning English.

6.6.2.6 Pre-COVID-19

In the following chapters and respective questions, I again focused on the pre-pandemic and in-pandemic scenarios, finalising with future insight. The upper secondary school results are pretty different from the lower secondary school results.

Graph 56 Pre-Covid 19 - upper secondary schools

The upper secondary school students in Graph 56[52] stated they did not use digital technologies every lesson, but they used them mostly every other lesson (numbers 4–6 mean 4–6 out of 10 lessons). That proves that at the upper secondary schools, the frequency of digitally rich lessons compared to lessons poor on digital technology is balanced, which provides room for any student.

[52] On a scale from 1 to 10, choose how often did you use digital technology in English lessons prior to Covid-19 pandemic. (The author's translation)

6.6.2.7 During the pandemic

Graph 57[53] confirms that the COVID-19 pandemic led to an immense increase of digitally rich lessons. The results are not surprising as the government regulations were in place. However, it is surprising that there are still some answers stating that they did not use digital technologies or only in half of the lessons (numbers 1 and 4). That suggests that since there was not any other option to teach, these students were left behind and did not learn at all.

Graph 57 During the pandemic - upper secondary schools

[53] On a scale from 1 to 10, choose how often did you use digital technology in English lessons during the Covid-19 pandemic. (The author's translation)

6.6.2.8 Dreams of the future

The last Graph 58[54] in the students' section shows that the upper secondary school students' wishes regarding the future of their lesson varies from the lower secondary school students but is in correlation with the pre-pandemic scenario. The form the students would prefer in the future is balanced. There are no significant amounts of students who would prefer not having a digitally rich lesson or, opposite, having all the digitally enhanced lessons. It may be observed that the students want to return to their pre-pandemic way of learning, which shows that they are and were happy with how their EFL classrooms progressed.

Graph 58 Future - upper secondary schools

Comparing all these results together, we may state that once the education is balanced and the students are provided equally with non-digital and digital forms of education, they strive and wish there was no change. However, if the education lacks one

[54] On a scale from 1 to 10, choose how often would you like to use digital technology in English lessons after the Covid-19 pandemic. (The author's translation)

or the other form, the students tend to move to the other extreme. Simply speaking, the students who received a non-digital form of education before the pandemic are likely to prefer a complete digitally enhanced education in the future. The students who had a balanced form of education before COVID are likely to prefer the same in the future. The students who had a digitally rich environment before the pandemic and experienced digitally rich lessons during the pandemic are likely to prefer to reduce the number of digital-based lessons.

The findings are essential as they clearly show that the best possible approach in English teaching should be balanced when implementing digital technologies to provide the students with the best experience in learning a language possible.

It is interesting to see both Graphs 50 and 58. Graph 50 displays the results from the lower secondary schools regarding the wished-for future, and Graph 58 displays answers from the upper secondary school students. These results are similar on average but different in border values. 63% of the lower secondary school students would prefer digitally enhanced lessons, and 60% of the upper secondary school students would prefer the same. However, 45% of the lower secondary school students (numbers 8–10 in Graph 50) would prefer almost every lesson to be digitally enhanced, while only 28% of the upper secondary school students (numbers 8–10 in Graph 58) would prefer the same.

6.7 Activity plans incorporating digital technologies

Digital technologies open a new world for EFL classrooms. They support the learning and teaching process in speaking, listening, reading or writing (Haworth, Turner and Whiteley 2004, p. 2).

In the past few years, the development of digital technologies has been significant, and teachers cannot ignore these technologies. Using these technologies offers excellent opportunities and experiences for both the students and the teachers. In the following

chapter, I will introduce sample activities incorporating digital technologies. The activity plans are placed in the appendix.

Despite Haworth (2004) offering the whole lesson plans. I decided to offer only activity plans for various reasons. Firstly, although digital technologies are and should be a part of the teaching process, we cannot forget about the health issues they might affect. Students who sit the whole day at a computer might face health problems such as sore eyes, back pain, headaches and more. To ensure a balanced education regarding using digital technology, I suggest using them for only a part of a lesson. In this case, I focused on the central part: introducing a new grammatical structure, new vocabulary, listening and reading comprehension, and discourse. Pre and post activities should ideally be done as "unplugged". All the activity plans were tested by me once or twice and are complemented with my reflection. Most of the activities were discussed with my teaching placement tutors.

The alternative would be to start a lesson with a digitalised warm-up activity and have the rest of the lesson unplugged. That is not important as long as the balance is maintained. This decision is based on my education in both of my majors at the university: computer science and English, focusing on education.

6.7.1 Discourse activity

In this activity, I am introducing a program called Mystery Skype. It offers a great variety of topics and activities. The teachers may connect their classes despite being on the other side of the world. One option for the partnered classes is to guess the location of their colleagues, or they can discuss different real-world topics. The most significant benefit is that the students encounter different cultures, different accents and cannot use their mother tongue to explain things that are unclear to the other side. The students are

naturally forced to use English even if they do not use flawless grammar or appropriate vocabulary.

Mystery Skype offers other options such as tours to the museum, laboratories, factories, and more worldwide. These tours are done in real-time, and the teacher only agrees on a specific date and time with the guide. The guide then turns on a live camera and walks the students through the place of interest. Mystery Skype offers one of the cheapest possible options to meet the world.

Mystery Skype did not appear in my questionnaire, which shows that Czech EFL teachers are not familiar with this new program. From my personal experience, it is widely used in the world; especially active are teachers from Asia, Netherlands, Belgium and northern European countries. I joined a group focused on Skype Mystery on Facebook, where teachers from around the world share ideas and request sessions. Apart from this group, I also interacted on an official website created by Microsoft, which sadly is not in operation anymore. Since the official website was deleted, people moved to the Facebook group and created their own way of booking sessions with classrooms anywhere in the world.

The suggested activity plan is in the appendix (Appendix A).

6.7.2 Listening

The Covid-19 pandemic resulted in the ban of singing in the lessons. Once the restrictions are cleared, the teachers might be interested in using the website Lyricstraining.com. It is an interactive way of learning song lyrics, with a gap-filling activity conducted via this software. The majority of popular songs are available on the webpage. Teachers may choose which words to omit, show a list of words to students, and process this activity over a computer or offline. Since teachers can print out the worksheets directly from this page, it may be interesting also for those teachers who do

not have tablets or smartphones available in the classroom. Anyone who is interested may open a free account and store their own gap-filling activities. However, the registration is not compulsory and, in most cases, unnecessary.

In the interactive version, the students play the song and must complete the missing words one by one. The song is automatically set to pause immediately if the students miss one or two words. The student may then replay the section and continue once they answer correctly. If they cannot answer, they can let the program reveal the correct answer to them. That depends on the settings. Unfortunately, the teachers cannot track their student's scores, but the students can compare their scores with other users from their country or globally.

The songs on this website are also marked with a flag depending on where the singer comes from. That is very useful when comparing, for example, British and American English. Also, teachers who refuse to use material with an American accent can easily search for British songs.

The website offers three levels of English, beginner, intermediate and advanced. However, the difference is only in the number of words left out. On the other hand, the teachers do not have to use pre-created songs and choose words they want to omit independently. To do this, the teachers need to choose a "print" option or register for a teacher account. Then they can choose the words manually.

This activity is in the appendix (Appendix B).

6.7.3 Reading

The reading activity is based on material on Kahoot.com. This particular Kahoot game is not yet active when I am writing my diploma thesis but will be available for teachers to use in the upcoming weeks.

Kahoot has become widely popular and offers a significant number of ready-to-use materials for interactive learning games. For teachers who prefer to make their games and materials, there are many options to use in Kahoot. The most significant advantages are that the Kahoot games are editable by anyone, so if you find a game that you would like to use but spot a mistake in it, you can make a copy and adjust this game to your needs. Another benefit is that Kahoot has launched a K! Academy, a portal with ready-to-use materials that verified educators create, unlike the activities in the common Kahoot platform. K! Academy is available free of charge to any Kahoot user. Registration for at least a free account is required. That provides the teachers with materials that should be proofread and, therefore, mistake-free with a specific focus on education. New features are added to Kahoot! almost every month.

A sample activity using Kahoot for reading is located in the appendix (Appendix C).

6.7.4 Introducing new vocabulary

Apart from Kahoot, there is another app that has received many answers in my survey. The app is called Quizlet, a fun game-based and flash card-based program which focuses specifically on learning definitions and vocabulary.

During distance teaching, many teachers wanted to create interactive ways for students to learn new vocabulary. In the past, we were writing these flashcards on paper. The English word is on one side and the translation on the other. Quizlet offers the same. However, Quizlet offers much more in terms of practise and learning options. There are multiple games to play and tests to test yourselves. The only thing needed is for the teachers to create a list of vocabulary and translations. The rest is done automatically. Registration is not necessary for students nor teachers if they want to use the already

created materials. Registration is required to create your own study sets and is free of charge.

An example activity can be found in the appendix (Appendix D).

6.7.5 Introducing new grammar

During my teaching placement, I discussed ways to introduce new grammar with my colleagues. The most common way is frontal teaching. The teachers stand in front of the class and simply explains. Unfortunately, this may be too stereotypical for students and even dull. In addition, during the Covid-19 pandemic, frontal teaching had not been suitable as the students got bored quickly, and the teachers could not be sure whether they paid attention. Also, the sound or video quality might play its role. Therefore, many teachers sought other options to attract the students.

As proved in the survey, many teachers decided to use YouTube to introduce new grammar. There is a video on YouTube that covers probably anything the teachers might need. Another portal is HelpforEnglish which is aimed at Czech students of English.

In my example activity, I offer the portal BritishCouncil, which offers all sorts of lesson plans, educational videos, games, entertainment videos, listening activities and much more. British Council provides students and learners of all ages with materials to learn new things or practise the learned. Nonetheless, the user might struggle to find what they need, especially when they still learn English. That is why I suggest the teachers search and pick materials that could help their students save some time for teachers.

An example activity is located in the appendix (Appendix E).

6.7.6 Writing

Creating an activity for writing and implementing digital technologies may seem more complicated than with the previous activities. In the results of my questionnaire, the teachers did not mention programs useful for writing often. That may be because the

teachers tend to consider writing as a process done with pen and paper. However, computers and tablets offer many instruments to improve students' writing skills.

One of the beneficial programmes is Grammarly, a spell, style, language checker which works marvellously. On the other hand, the teachers might say that they do not want the students to have their texts checked all the time. I decided to offer a different program that everybody uses but usually not for EFL classrooms.

The program is a simple text editor developed by Google. It is called Google Docs, and given the fact that it works online, it is perfect for collaborative writing. Creating a project where students cooperate on one document has never been easier.

An example activity, in this case, even a whole lesson, is placed in the appendix (Appendix F).

7 Conclusion

In this thesis, I described the possible option of implementing digital technologies in EFL classrooms. The questionnaire results were broad and beneficial to all teachers from primary, secondary, and tertiary schools. This paper is complemented by 58 graphs displaying the results from the questionnaire, the questionnaire in its original form and six activity plans. Any content offered in the activity plans is to be used by anyone who finds it helpful.

The results showed that digital technologies in EFL are used in most of the classrooms. 52% of teachers use digital technologies in all of their EFL classrooms on average, which is counted from 33% of primary school teachers, 57,6% of lower secondary school teachers and 64,9% of upper secondary school teachers, who use digital technologies in every lesson. Therefore, it can be stated that upper secondary school teachers use digital technologies in most of their lessons, having the highest percentage of a digitally enhanced lesson of all. However, 26.7% of primary school teachers said they use digital aid at least twice a week, whereas only 13% of both the lower and upper secondary teachers stated they use digital aid twice a week. Nonetheless, the frequency clearly grows with the educational level, even though primary school teachers received better results in the "once a week" and "twice a week" category compared to both sections of the secondary schools, which may be caused by the lower number of EFL classrooms. The study; therefore, proved that the number of digitally enhanced lessons increases with the age of the students, which is an answer to the second research question. What is the reason behind that is unclear and would have to be the subject of another study?

However, the teachers' usage of digital technologies varies also with the used programmes and devices. It could be argued that using the CD player does not count as a digital technology enhancement. The truth is that the majority of teachers uses at least

an interactive whiteboard and a computer. Nonetheless, only a few teachers use top-notch technology such as graphic tablets or regular tablets in class.

While creating activity plans to show how digital technologies can be implemented in EFL lessons, I encountered a couple of issues regarding the suitability of technologies for certain activities. Digital technology can be used for any type of activity regardless of the students' age. However, some apps are better for vocabulary activities and some for listening. Therefore, the teacher must choose an app wisely depending on the goal and purpose of that particular lesson. In the thesis, I offered some recommendations on apps that are or are not suitable for writing, speaking, listening and reading.

Exciting results are in sections discussing the confidence of both teachers and students. Both parties present themselves as confident in using digital technologies. However, other results are often in contradiction with this statement. For example, the teachers' chosen low variety of programs and devices show that the teachers are only confident with outdated devices and programs. That is partly confirmed by the answers from the students who are slightly more critical towards their teachers.

Last but not least, the students showed enormous motivation to use digital technologies in EFL more frequently by stating their preferences for future education. Nevertheless, they reflect that the teachers are not so keen on using digital technologies in class. The teachers also confirm this and remain conservative when it comes to digitally enhanced lessons. The teachers need to familiarise themselves with what the students want since they want to see more digitally enhanced activities in some of the sections.

This diploma thesis offered essential data for teachers unfamiliar with digital technologies in English or to those who are afraid to use them or are afraid that they would not appreciate them. However, the paper also opened new thoughts on several topics and suggested future studies in this area. Therefore, anyone interested in digital technologies

in English should feel free to develop these ideas and present an in-depth study that would explain the results of this research.

In conclusion, the overall results are that the teachers are using digital technologies in EFL lessons. The students prefer digitally enhanced lessons and are open to using more digital technologies in the future. The possibilities on the market are developing every day, so in a year, the programs suggested by this paper may be out-of-date.

However, the ideas on how can the activities be enhanced remain. A digitally enhanced lesson concept does not age and may be easily adjusted to new devices or programs.

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Appendices

All the appendices are listed below.

- Appendix A: Discourse activity
- Appendix B: Listening activity
- Appendix C: Reading activity
- Appendix D: Introducing new vocabulary
- Appendix E: Introducing new grammar
- Appendix F: Writing activity
- Appendix G: List of software
- Appendix H: Questionnaire

Appendix A

Discourse

Mystery Skype

MAIN ACTIVITY	
Form of organisation	Whole class
Materials	Skype, set of questions
Equipment	Webcam, Skype program, speakers, microphone, projector
Aims	Learn about new cultures and increase the STT, practice conversation leading, speaking skills
Timing	**45 minutes in total** 5 minutes – preparation of the set-up and instructions 40 minutes – uninterrupted conversation with the other class 10 minutes – summarization of the conversation
Procedure	**Preparation for the activity:** • The teacher finds a class through Mystery Skype Facebook group or any other platform from around the world that is willing to connect and agree on terms of the call. • The students prepare at least three questions each. Questions are focused on environment, culture, nature. There cannot be any specific questions like "Where do you come from?", since the point of the game is to find out the location of the other classroom. **During the activity:** The teacher reminds the students to ask prepared questions, sets the rules for the conversation and starts the video call. The

	students lead the conversation, the teacher moderates the whole lesson. **Tips:** • Every student should be allowed to ask and answer at least one question. • Take turns with the other class. • Let others finish the sentence. • There should be a strict "only English" policy to ensure fair play. • Make sure to agree beforehand on the ground rules for the conversation. **After the activity:** That depends on whether there is time in this lesson (it could be postponed to a following lesson) – Ss and a T have a discussion about the other country's culture, debate what they learned, what they liked/disliked.
REFLEXION (after class)	*Unfortunately, the class I agreed to have a Skype call with, connected to Skype with a 20-minute delay. It did not make any sense to start a call ten minutes before the end of the lesson. We waited 10 minutes after the agreed time. We used this time to prepare questions properly, discuss how to greed the other class and rules to keep during the call. Since the other class failed to be on Skype on time, I decided to use the class as a revision and prepare for the next attempt. I had prepared two Kahoot games to revise vocabulary in advance in case something like this happened. The teacher should be prepared for such a scenario. Students were disappointed as they were looking forward to this class. We improved the mood in the class with the Kahoot game. Even though Skype failed, Kahoot made up for it.*

Programs	The list of programs helpful for this lesson (you do not have to use all): • Skype for Education • Zoom • Google Meet • Facebook/Messenger • OneNote • MS Teams • Flipgrid

Appendix B

Listening

Lyricstraining.com

MAIN ACTIVITY	
Form of organisation	Individually, the whole class
Materials	Online materials or printed copies of the lyrics.
Equipment	A projector, speakers, tablets, smartphones
Aims	• To practise students' reading skills (top-down approach). • To practise students' listening skills (bottom-up approach). • To help students with their Christmas vocabulary and pronunciation of particular words. • Students have the opportunity to sing a song and practise their pronunciation and intonation.
Timing	**35 minutes in total** 2 minutes – introduction + handing out materials 2 minutes – skimming through the lyrics 17 minutes – individual work, listening, filling in the gaps 14 minutes – translation, correction of chosen words
Procedure	**Preparation for the activity:** • The teacher prepares the songs in advance. • The teacher hands out / asks a student to hand out the lyrics or tablets if available. **During the activity:** • Suggested instructions: o *"I will give you (share) a copy of the lyrics of the song. I will play it. You will listen to the song for the first time and fill corresponding words in the gaps. After that, I will play the song again, and you will complete the rest."*

	○ *"I will show you the lyrics with missing words, and you will take turns to fill these words in. After that, we will play the song again for you to try to sing it."* ▪ Concept question: "*Will you fill in the gaps after or during the first listening?"* ○ *"Could you translate the first two lines?"* 1. Students skim through the text to get familiar with the lyrics a try to guess what words are missing. 2. Students listen to the song for the first time. 3. Students try to fill in the gaps. 4. Students listen to the song again, and they complete the lyrics. 5. The teacher plays the song again, and students take turns at the computer to fill in the correct answers (they make a que and approach the computer one-by-one), or they complete the lyrics on their own on tablets. 6. The teacher plays the song for the last time; the students can now sing the song. 7. The teacher asks the Ss to translate the lyrics one by one. (For the students to have a general idea of the meaning of the lyrics.)
REFLEXTION (after class)	*This lesson's topic was Christmas. The aim was to have a more relaxed lesson and still try to improve the language. The students listened to two songs, and they were to fill in the gaps in the lyrics. I tried to use interactive tools (Lyricstraing, IWB), which worked well. The only down of this lesson was the time. I did not have enough of it. I guess I would need another 10 minutes to cover everything I wanted to.* *The students did well in the listening comprehension; they were exposed to new vocabulary, and enjoyed the lesson. The class even decided to sing along.*
Programs	List of valuable programs: • Lyricstraining.com • MS Word • Google Doc • OneNote

Used links/songs available to choose from (prepared in advance):
https://lyng.me/HW8nMdGQtW?ha7/w!Andrew_H2O
https://lyng.me/HSt7I4VHyS?ha4/w!Andrew_H2O
https://lyng.me/HmUHg217cm?has/w!Andrew_H2O
https://lyng.me/HJ3ymUH8cJ?hai/w!Andrew_H2O

Appendix C

Reading

Kahoot.it

This is a Kahoot based reading activity. This example is a prepared Kahoot game by Poio, a verified educator of K! academy, which is the Kahoot! Academy. This team focuses on the preparation of educational materials for teachers and students. This activity can be adapted to reading activities from the coursebooks, FCE and CAE exams.

MAIN ACTIVITY	
Form of organisation	Individually, Group work
Materials	A Student's book, Kahoot.it game
Equipment	Computers, projector, tablets, smartphones
Aims	• To practise reading comprehension • To help students to broaden their vocabulary knowledge • To practise teamwork and communication
Timing	**35 minutes in total** 2 minutes – introduction, setting up the activity 3 minutes – organizing the groups set up (computers) 30 minutes – Kahoot.it comprehension exercise – immediate feedback
Procedure	**Preparation for the activity:** • The teacher prepares computers/tablets for students to use. (Including Kahoot) • The teacher prepare a list of unknown vocabulary. • The teacher prepares a Kahoot exercise linked to any text. In this case, a ready-to-use Kahoot reading activity. **During the activity:** • Suggested instructions:

	○ *"Do you know any books? Do you know what is a fairy tale? Tell me about it."* ○ *"I will organise you into groups based on a random generator, and after that, we will play a game on Kahoot."* ○ *"Read the text in groups and always agree on the answer before you choose the correct one. / You will work on your own; make sure that you read the instructions properly."* ○ *"Enter the code from the projector into Kahoot."* ○ *"Choose a name of your team and enter all names of the members. / Enter your name."* ○ *"You will see a set of questions; use the text to find correct answers. The fastest team with the correct answers wins."* 8. Students work in groups or alone. 9. Students join the game on Kahoot by filling in the code, name of the team and names of the members in the team/their name. 10. Students read the text to get familiar with it before each question. 11. When all the teams/students are ready to go, the teacher starts the game. 12. The teacher provides immediate feedback after each question.
REFLEXION (after class)	*This activity is a well-prepared exercise for beginners. A similar Kahoot game can be created based on a coursebook text or any other text. From my own experience, the students pay more attention to the text when the activity is interactive. I decided to show you this ready-to-use game, which I did not create because some teachers prefer to use ready-to-use materials. Kahoot is starting to offer games created by the team of verified K! Educators so that the teacher can be sure that the texts are proofread.*
Programs	List of valuable programs: • Kahoot.it • Online news (Google News) • Random Teams generator (https://www.randomlists.com/team-generator)

https://create.kahoot.it/share/reading-comprehension-poio-and-the-readlings-chapter-1/b3999a0d-b3d6-48f5-a7a7-9dd384393ccd

Appendix D

Vocabulary

Quizlet.com

MAIN ACTIVITY https://quizlet.com/_7korv9?x=1jqt&i=1ot3r4	
Form of organisation	Whole class
Materials	Online Quizlet material (if offline, printed cards)
Equipment	Interactive whiteboard, speakers, computer, tablets, smartphones
Aims	To memorise new vocabulary (spelling, pronunciation) using the directed learning in Quizlet, to learn spelling and pronunciation. To practise previously learned vocabulary through Quizlet games and tests.
Timing	**21 minutes in total** 1 minute – preparation of the set-up and instructions 10 minutes – Quizlet new vocabulary (flashcards) 10 minutes – Quizlet games to practise learned vocabulary

Procedure	**Preparation for the activity:**
	
	• Teacher:
	  ○ prepares the Quizlet flashcards before the class.
	  ○ hands out tablets/give instructions to take smartphones or turns on the computer and sets up the Quizlet app
	During the activity:
	
	• Instructions:

	○ *"I will show you an app called Quizlet. You will see and hear the words in English from unit 2 - Animals."* ○ *"You will progress on your own (tablets/smartphones) / You will take turns one by one (for only one computer in class). You will always come to the board, I will play you the word, and your task is to repeat it in English and choose a Czech translation."* ▪ Concept question: "What will you do after I play the word?" 1. The teacher starts the Quizlet learning game. 2. The students take turns in the front OR progress on their device, repeat the words and choose the correct translation. a. After we went through the vocabulary list without a mistake, we will move on to another activity. i. One round is sufficient if there is no time. 3. After learning new vocabulary, the students will choose one of the games in Quizlet to practise newly learned vocabulary (Write, Spell, Match, Gravity).
Reflexion	*"In this lesson, the students had the option to use their smartphones and interactively learn new vocabulary. They enjoyed playing the games afterwards. There was significantly better retention of the newly learned words than when students learn the words at home by memorizing them from the coursebook. This was visible in the games, where they achieved better results faster, compared to lessons in which they play the games, but studied at home from the coursebook. The great benefit is that the lesson may be managed with only one computer in class and a projector. In that case, the students take turns. I tried this approach multiple times, trying to test all the version. Although the time is variable, the results are very similar. It proved to be a good way of introducing new words in the COVID-19 time during the distant teaching. The flashcards helped the students to memorise the spelling and pronunciation of the new words. In another activity, it would be good to focus to on the correct context in which they should use these words."*

Appendix E

Grammar

British Council

This is a self-paced learning lesson on adverbs of frequency. The British Council provides us with ready-to-use materials that are supported by digital technologies. Alternatively, this lesson could be complemented by an instructional video on YouTube to provide the learners with more support. These types of activities are especially useful in distant teaching.

MAIN ACTIVITY	
Form of organisation	Individual
Materials	Level A1/A2 – URL link to BritishCouncil website. https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/adverbs-frequency
Equipment	A computer and a headset
Aims	• To practise students' listening skills. • To introduce and teach new grammar structures, specifically the use and meaning of the adverbs of frequency using controlled practice. • To enrich vocabulary knowledge around the topic of social conversations.
Timing	**30 minutes in total** 2 minutes – giving instructions 2 minutes – reading instructions 5 minutes – listening to the video 8 minutes – reading the explanation, checking the understanding

	10 minutes – exercises 3 minutes –conversation about hobbies and free time

Procedure	**During the activity:**
	
	• Instructions:
	  ○ *"I will share a link with you. After you open it, you will see a video. Before you play it, read the instructions above the video and ask if you do not understand them."* The teacher demonstrates on the screen and points at the video and the instructions.
	  ○ *"In this activity, you will proceed on your own as fast as it suits you. The teacher is always here to help; raise your hand if you need me."*
	  ▪ Concept question: *"What should you do if you do not understand something?"*
	1. Students wait for the teacher to send them the link.
	2. Students open the page and read the instructions.
	3. Students listen and watch the video.
	4. Students read the transcript of the video with explanations.
	5. Students do the exercises at the bottom of the page.
	6. The teacher asks the students what their results are in the three exercises and explains what is not clear if needed.
	7. The teacher provides the students with further practise activities or leads a conversation about their free time and hobbies.
	Preparation of the post-activity:
	
	• The teacher prepares other activities for students to practise adverbs of frequency after they finished the self-paced learning. The teacher prepares ideas for a conversation about hobbies and free time.

REFLEXTIO N (after class)	*"Introducing new grammar may be difficult not only in face-to-face lessons but also during the distant teaching. While during the distant teaching providing the students with videos and sources where all the grammar is explained allows them to process it independently. The face-to-face lesson may be an interesting change from the stereotypical EFL classrooms with only one teacher. The students are presented with an unknown person with a different approach and accents but provide correct explanations. I experienced that students may pause the video, take notes and process through the instructions step-*

	by-step reduces the overall time needed to explain new grammar structures. However, the first introduction of new grammar takes longer."
Programs	The list of valuable programs: • YouTube • BritishCouncil • Engvid • HelpforEnglish • Bronislav Sobotka webpage

https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/adverbs-frequency

Appendix F

Writing

Google Docs

This is a collaborative learning lesson on a given topic. The topic is of your own choice but must be agreed on before the lesson. The program Google Docs is a suggested one, but more possible options are given at the end.

MAIN ACTIVITY	
Form of organisation	Group work, whole class (any level)
Materials	URL link to a shared document
Equipment	A computer or a tablet with a keyboard and a headset for each student
Aims	• To practise students' writing skills. • To practise teamwork and collaboration, to simulate roles such as a writer, editor, chief editor and collaborators. • To practise both formal and informal writing.
Timing	**45 minutes in total (times can be variable)** 2 minutes – giving instructions 2 minutes – setting up the devices and programs 5 minutes – watching a video on a selected topic 30 minutes – writing 6 minutes – finishing touches, discussion
Procedure	**Preparation for the activity:** • The teacher prepares a video on a selected topic to play to the class. • The teacher prepares rhetorical questions to accelerate students' ideas.

	• If the students are not familiar with the differences between a formal and informal letter, the teacher presents them example letters and points out the differences in advance. • Depending on the level of your students and the video you choose, it would be useful to pre-teach unknown vocabulary as a pre-activity. **During the activity:** • Instructions: o *"I will play a video about a global issue. Your task is to listen carefully and try the get the general idea of what is being presented to you."* o *"After the video, I will divide you into two (or more) groups of 5. One group will collaborate on a formal letter to the head of the state, and the other group will collaborate on a letter to your friend. Both the letter should be about the same topic as the video. Remember, you are young activists trying to change the world. What would you do?"* o *"In each group, there should be one person, who has the pen and writes the text, two people who correct grammatical mistakes, one person who has access to an online dictionary and helps to find good words and one person who corrects formatting of the text. All of you should provide ideas to the one who is writing."* o *"The text will be at least 300 words long."* ▪ Concept questions: *"How long should the text be?" "Are you supposed to write a letter to your friend or to Mr. President." "Who will write? Who will correct the mistakes? Who will search in dictionaries? Who will do the formatting?"* 1. Students wait for the teacher to play them a video. 2. Students open a shared document in their group. Each student has a device. 3. Students cooperate in groups to write the letter. 4. After the letters are finished, the teacher reads them and points out the differences between formal and informal language the students used in their letters. The teacher reminds the students with how a formal letter should look like and asks the groups to rewrite the letter in the next lesson if there were some issues. 5. Students then read all the letters and choose the best one from both the informal and formal variants by voting openly. After that, two students read the chosen letters out loud, each one of the representatives.

REFLEXTION (after class)	*"This lesson was difficult to manage at first. Once the students get familiar with the concept, the cooperation is much better, and the results are great. The task can be developed from one article to more articles in a newspaper section or even to create the whole school newspaper. The teams should be the same for a certain time but may swap from time to time. The students enjoyed this since they could express their thoughts. It is stimulating to play the video first. It jump-starts the thinking process. I recommend the PragerU 5-minute videos."*
Programs	The list of valuable programs: • YouTube • PragerU • Google Docs • MS Teams – OneNote • Dropbox Paper • Bit.ai • Zoho • Confluence • Quip • Cambridge online dictionary

Appendix G

- Conferencing
  - Blue Button
  - Discord
  - Facebook Messenger
  - Hangouts
  - Skype
  - Slack
  - Telegram
  - WhatsApp
  - Zoom
- Gamification and quizzes
  - Actionbound
  - Baamboozle
  - Drawize
  - Educaplay
  - Flipgrid
  - Flippity
  - Kahoot
  - Learningapps.org
  - Minecraft Edu
  - Myfreebingocards.com
  - Padlet
  - Plickers cards
  - Quizizz
  - Quizlet
  - studystack.com
  - Taysteachingtoolkit.com
  - Topquiz
  - Wordwall
- Grammar and spell checkers
  - Grammarly
  - Writefull
- LMS
  - Canvas
  - Duolingo
  - Edpuzzle
  - Gather.Town
  - Gnomio
  - Google Suite
  - iSL Collective
  - Liveworksheets.com
  - Moodle
  - Nearpod
  - Office 365

    - Quia.com
    - Quipper School
    - SMART Learning Suite
    - Socrative
    - The British Council
    - Twinkl
    - Udemy
- Lyrics and listening
    - ESL lab
    - Listenaminute.com
    - LyricsTraining
    - Manythings.org
    - Soundhound
    - TED Talks/TED ed
- MOOC
    - Coursera
    - Khan Academy
    - Openuniversity
- Presentation
    - Mentimeter
    - PearDeck
    - Prezi
- Reading
    - Breakingsnewsenglish
    - Bridge online
    - Newsinlevels.com
    - Readtheory.org
    - Storylineonline.net
    - Voice of America
- Thesauri and dictionaries
    - COCA/COHA
    - Lingee
    - Macmillan
    - MerriamWebster
    - Oxford/Cambridge dictionary
    - SkEll
    - Thesaurus
    - Wikidiff.com
    - WordReference.com

Výuka anglického jazyka s využitím digitálních technologií

Vážená paní, vážený pane, vážení kolegové, vážení žáci a studenti,

dostal se Vám do ruky dotazník k mé diplomové práci. V rámci práce se snažím zjistit, jakou měrou jsou používány digitální technologie při výuce anglického jazyka, a to jak v době koronavirové, předkoronavirové i pokoronavirové.

Věnujte mi prosím chvilku Vašeho cenného času a pokuste se upřímně zodpovědět následující otázky. Dotazník je zcela anonymní. Prosím, abyste dotazník vyplnili pouze jednou. Budu zároveň velmi rád, pokud budete dotazník dál šířit. Výsledkem bude zajímavá statistika, která mi umožní zhodnotit současný stav výuky anglického jazyka na českých školách. Zpracovaná práce se následně může stát dobrým vodítkem Vám všem, kteří se digitálními technologiemi příliš nezabýváte, ale i všem, kteří digitální technologie využíváte na dennodenní bázi.

Má diplomová práce bude k nahlédnutí v knihovně Technické univerzity v Liberci, Fakulty přírodovědně-humanitní a pedagogické.

Budu rád, pokud Vám má práce přinese nový pohled na výuku angličtiny.

S přátelským pozdravem,
Ondřej Tavoda
NMgr. student pedagogického programu se zaměřením na anglický jazyk a informatiku

*Required

1. Vyplňte prosím název školy, kde působíte (kde se vzděláváte). *

Údaj slouží pouze pro statistické účely. Konkrétní škola nebude nikde spojována s konkrétními výsledky.

2. Vyberte nejvyšší aktuálně platné postavení do něhož patříte: *

Pokud nenajdete odpovídající kategorii, zvolte kategorii Jiné.

Mark only one oval.

- ◯ učitel VŠ
- ◯ učitelka VŠ
- ◯ učitel SŠ
- ◯ učitelka SŠ
- ◯ učitel 2. stupně ZŠ
- ◯ učitelka 2. stupně ZŠ
- ◯ učitel 1. stupně ZŠ
- ◯ učitelka 1. stupně ZŠ
- ◯ studentka VŠ (není zaměstnána jako učitelka)
- ◯ student VŠ (není zaměstnán jako učitel)
- ◯ studentka SŠ *Skip to question 16*
- ◯ student SŠ *Skip to question 16*
- ◯ žákyně 2. stupně ZŠ *Skip to question 16*
- ◯ žák 2. stupně ZŠ *Skip to question 16*
- ◯ žákyně 1. stupně ZŠ *Skip to question 16*
- ◯ žák 1. stupně ZŠ *Skip to question 16*
- ◯ jiné

Frekvence použití digitálních technologií

V případě, že nepoužíváte žádné digitální technologie ve výuce anglického jazyka, zvolte možnost vůbec. Budou automaticky přeskočeny otázky týkající se použití těchto technologií. Zápis třídnice a podobné činnosti, které nejsou součástí aktivní výuky nejsou pro tento dotazník směrodatné. Pokud tedy používáte technologie pouze pro administrativní činnost, ale nikoliv v rámci výuky, zaškrtněte možnost VŮBEC.

3. Jak často používáte digitální technologie v průměru ve výuce anglického jazyka v rámci jedné třídy? (vyberte nejvyšší platnou možnost - v případě dotace 3 hodiny týdně a používání v každé hodině, volte každou hodinu) *

Mark only one oval.

- ◯ Každou hodinu.
- ◯ Alespoň čtyřikrát týdně.
- ◯ Třikrát týdně.
- ◯ Dvakrát týdně.
- ◯ Jednou týdně.
- ◯ Dvakrát až třikrát v měsíci.
- ◯ Jednou měsíčně.
- ◯ Dvakrát za čtvrtletí.
- ◯ Jednou za čtvrtletí.
- ◯ Jednou za pololetí.
- ◯ Jednou ročně.
- ◯ Vůbec. *Skip to question 24*

Hardware

V této sekci prosím vyberte a zapište pouze hardware. Programy jsou zařazeny v další sekci. Možnosti volte podle předpokládaného průměru frekvence používání daného zařízení. Použijte posuvník pro zobrazení více možností ve směru vpravo.

4. V rámci výuky anglického jazyka jsem PŘED KORONAVIROVOU PANDEMIÍ používal/a následující digitální technologie (hardware):

Tick all that apply.

	Interaktivní tabuli	Projektor	CD přehrávač	Reproduktor	Počítač/notebook	Tablet/smartphone	Grafický tablet	Kamera	Mikrofon	jiné (uveďte v další otázce)
Každou hodinu.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Alespoň čtyřikrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Třikrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát až třikrát v měsíci.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou měsíčně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát za čtvrtletí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za čtvrtletí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za pololetí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou ročně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

5. Uveďte bližší specifikaci volby jiné v předchozí otázce:

6. V rámci výuky anglického jazyka jsem V PRŮBĚHU KORONAVIROVÉ PANDEMIE (v rámci distanční výuky) používal/a následující digitální technologie (hardware):

Tick all that apply.

	Interaktivní tabuli	Projektor	CD přehrávač	Reproduktor	Počítač/notebook	Tablet/smartphone	Grafický tablet	Kamera	Mikrofon	jiné (uveďte v další otázce)
Každou hodinu.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Alespoň čtyřikrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Třikrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou týdně	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát až třikrát v měsíci.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou měsíčně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát za čtvrtletí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za čtvrtletí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za pololetí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou ročně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

7. Uveďte bližší specifikaci volby jiné v předchozí otázce:

8. V rámci výuky anglického jazyka plánuji PO KORONAVIROVÉ PANDEMII (v rámci prezenční výuky) pokračovat nebo začít používat následující digitální technologie (hardware):

Tick all that apply.

	Interaktivní tabuli	Projektor	CD přehrávač	Reproduktor	Počítač/notebook	Tablet/smartphone	Grafický tablet	Kamera	Mikrofon	jiné (uveďte v další otázce)
Každou hodinu	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Alespoň čtyřikrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Třikrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát až třikrát v měsíci.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou měsíčně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát za čtvrtletí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za čtvrtletí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za pololetí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou ročně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

9. Uveďte bližší specifikaci volby jiné v předchozí otázce:

Software

V této sekci volíte programy (software). Vyberte vždy všechny, které jste aktivně používali, používáte nebo plánujete používat dle otázky. Použijte posuvník pro zobrazení více možností ve směru vpravo.

10. V rámci výuky anglického jazyka jsem PŘED KORONAVIROVOU PANDEMIÍ používal/a následující digitální technologie (software/programy):

Tick all that apply.

	Audio nahrávka z učebnice	Audio nahrávka z internetu	Programy přímo k učebnici	YouTube	Kahoot.it	Quizizz	Liveworksheets.com	Quizlet	Drawize	MS Teams (zadávání úkolů)	MS Teams (videocall)
Každou hodinu.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Alespoň čtyřikrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Třikrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát až třikrát v měsíci.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou měsíčně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát za čtvrtletí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za čtvrtletí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za pololetí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za rok.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

11. Uveďte bližší specifikaci volby jiné v předchozí otázce:

12. V rámci výuky anglického jazyka jsem V PRŮBĚHU KORONAVIROVÉ PANDEMIE (v rámci distanční výuky) používal/a následující digitální technologie (software/programy):

Tick all that apply.

	Audio nahrávka z učebnice	Audio nahrávka z internetu	Programy přímo k učebnici	YouTube	Kahoot.it	Quizizz	Liveworksheets.com	Quizlet	Drawize	MS Teams (zadávání úkolů)	MS Teams (videocall)
Každou hodinu.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Alespoň čtyřikrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Třikrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát až třikrát v měsíci.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou měsíčně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát za čtvrtletí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za čtvrtletí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za pololetí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za rok.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

13. Uveďte bližší specifikaci volby jiné v předchozí otázce:

14. V rámci výuky anglického jazyka plánuji PO KORONAVIROVÉ PANDEMII (v rámci prezenční výuky) pokračovat nebo začít používat následující digitální technologie (software/programy):

Tick all that apply.

	Audio nahrávka z učebnice	Audio nahrávka z internetu	Programy přímo k učebnici	YouTube	Kahoot.it	Quizizz	Liveworksheets.com	Quizlet	Drawize	MS Teams (zadávání úkolů)	MS Teams (videocall)
Každou hodinu.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Alespoň čtyřikrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Třikrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou týdně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát až třikrát v měsíci.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou měsíčně.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dvakrát za čtvrtletí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za čtvrtletí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za pololetí.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Jednou za rok.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

15. Uveďte bližší specifikaci volby jiné v předchozí otázce:

Skip to question 24

Hodnocení výuky dle žáka/studenta

Digitálními technologiemi myslíme jakékoliv vzdělávací pomůcky, které vyžadují elektřinu a programy, které můžeme používat ve spojení s počítačem, chytrým telefonem, notebookem, tabletem apod. Jde například o: počítač, CD přehrávač, interaktivní tabuli a z programů například Kahoot, Quizlet, Google Classroom a MS Teams.

16. Na škále od 1 do 10 uveďte, jak probíhala výuka anglického jazyka před koronavirovou pandemií. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Digitální technologie jsme v hodinách vůbec nepoužívali.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Digitální technologie

17. Na škále od 1 do 10 uveďte, jak probíhala výuka anglického jazyka v průběhu koronavirové pandemie, tedy v rámci distanční výuky. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Digitální technologie jsme v hodinách vůbec nepoužívali.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Digitální technologie

18. Na škále od 1 do 10 uveďte, jak byste chtěli, aby probíhala výuka anglického jazyka ve škole v budoucnu. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Digitální technologie již v hodinách anglického jazyka nechci používat.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Digitál

19. Na škále od 1 do 10 uveďte zda se vám pracuje s digitálními technologiemi snadno. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Nepotřebuji žádnou pomoc.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Potřebuji stálou pomoc ostatních.

20. Na škále od 1 do 10 uveďte, v jakém případě se vám lépe soustředí. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
V hodině, kde nepoužíváme digitální technologie.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	V hodině, kde stále používá

21. Na škále od 1 do 10 uveďte, jaký typ testů upřednostňujete. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Testy na počítači/tabletu/smartphone.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Testy na papíře.

22. Na škále od 1 do 10 uveďte, jaký typ domácích úkolů upřednostňujete. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Úkoly, které musím plnit na počítači/tabletu/smartphone.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Úkoly, které nemusí

23. Na škále od 1 do 10 uveďte, jaký typ konverzace v anglickém jazyce upřednostňujete. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Konverzace přes mikrofon.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Konverzace tváří v tvář.

Hodnocení výuky dle vyučujících

V této části prosím zvolte vždy nejvhodnější odpověď pro prezenční formu výuky.

24. Na škále od 1 do 10 uveďte zdroj nedigitálních materiálů, které používáte. 1 = Pouze vlastní materiály 10 = Pouze předpřipravené materiály *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Pouze vlastní materiály	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Pouze předpřipravené materiály

25. Na škále od 1 do 10 uveďte zdroj digitálních materiálů, které používáte. 1 = Pouze vlastní materiály 10 = Pouze předpřipravené materiály *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Pouze vlastní materiály	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Pouze předpřipravené materiály

26. Na škále od 1 do 10 uveďte zda se vám pracuje s digitálními technologiemi snadno. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Nepotřebuji žádnou podporu.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Potřebuji neustále pomoc od ICT koordinátora/

27. Na škále od 1 do 10 uveďte v jaké formě zadáváte testy nejčastěji. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Testy zadávám online nebo na počítači.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Testy zadávám pouze na papíře.

28. Na škále od 1 do 10 uveďte v jakou formu domácích úkolů zadáváte nejčastěji. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Domácí úkoly, které je nezbytné plnit na počítači apod.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Domácí úkoly, které lz

29. Na škále od 1 do 10 uveďte jakou formou nejčastěji probíhá konverzace v anglickém jazyce v rámci výuky. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Konverzace probíhá přes mikrofony.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Konverzace probíhá tváří v tvář.

30. Na škále od 1 do 10 uveďte jakou formou nejčastěji vykládáte novou gramatiku. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
S použitím digitálních technologií.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	S použitím materiálů bez digitálních techn

31. Na škále od 1 do 10 uveďte jakou formou nejčastěji uvádíte novou slovní zásobu. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
S použitím digitálních technologií.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	S použitím materiálů bez digitálních techn

32. Na škále od 1 do 10 uveďte jakou formou nejčastěji probíhají poslechová cvičení. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
S použitím digitálních technologií.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Poslech předčítám, tedy bez digitálních te

33. Na škále od 1 do 10 uveďte jakou formou nejčastěji procvičujete se žáky Use of English. *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
S použitím digitálních technologií.	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	S použitím materiálů bez digitálních techn