

UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

Bakalářská práce

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**Possibilities of using ICT technologies in teaching at primary level
of school**

I have written this bachelor's thesis independently and listed all sources and literature used.

In Olomouc 14. 04. 2023

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A big thank you to Mgr. Ondřej Duda for his professional guidance of my bachelor thesis, for pointing me in the right direction during the preparation, for his valuable advice, and for the time he devoted to me. I would also like to thank my dearest family and friends for their support.

Abstract

This bachelor thesis deals with the possibilities of using ICT in teaching English language at the first level of Primary School. The aim of this thesis is to implement the elements of ICT in the teaching of English language into the educational areas and grades so that the outcomes correspond with the outcomes defined in the Framework Curriculum for Primary Education (RVP ZV). The theoretical part deals with ICT concepts, digital competences, curriculum documents, the history of ICT in education and the areas that can be improved using ICT tools in English language teaching. The practical part describes the expected outcomes defined by the RVP ZV in English language, and the needs to build on the outcomes of the School Education Programme (ŠVP). It also introduces ICT tools that can be used in learning English in the four areas defined by the RVP ZV. Content analysis of the RVP ZV was the main research method that was conducted in this thesis. The results consist in creating an inventory of ICT tools that can be used in English language teaching and at the same time, curriculum outcomes in the subject English language were created that correspond to the outcomes of the RVP ZV. These ICT tools should be a useful addition to enhance the teaching and learning of English language at the first level of Primary School.

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Introduction

Information and communication technologies, or ICT for short, is a term that is currently appearing at every turn. Globally, ICT is also coming to the fore in education and the Ministry of Education of the Czech Republic did not hesitate to respond by issuing a new Framework Curriculum for Primary Education (from now referred as RVP ZV which is Czech abbreviation for Rámcový vzdělávací program pro základní vzdělávání) in 2021 where it added a 7th competence, namely digital competence. As a result of the changes in the RVP ZV, it is important to mention that it is necessary to educate not only pupils but also teaching staff, who are supposed to be role models in the use of ICT.

Thanks to a large number of EU projects ICT equipment is gradually reaching schools so that ICT education will be available in all primary schools in the short term.

This bachelor's thesis is divided into two parts. The first part defined what ICT is and briefly its history. What are digital competences, in which documents are they embedded and who can follow them. Some ICT terms are also mentioned and mainly educational areas that can be improved with ICT.

The second part is practically oriented. The aim of this bachelor thesis is to implement ICT elements in the teaching of English language into individual education areas and grades so that the outcomes correspond with the outcomes defined in the RVP ZV. The output of this work will be the expected outcomes for the subject English Language in the 3rd, 4th and 5th grade of Bochoř Primary Level of School which will be further verified in the school year 2023/2024. This bachelor's thesis should provide an overview of the possibilities of using ICT in English language teaching at the primary level of school and provide teachers with information on how they can use ICT in teaching to achieve higher level of success.

Several ways of working were used to develop the expected outcomes of School Education Programme (from now referred as ŠVP which is a Czech abbreviation for Školní vzdělávací program). One of them was a research method as a content analysis of the RVP ZV by individual classes, then the creation of an overview in a spreadsheet editor.

I THEORETICAL PART

1. Definition of basic terms

These days, education is becoming a key tool for staying competitive and ensuring success. People need to continuously acquire new ICT skills and knowledge in order to use new technologies and work with new concepts. ICT education is also important for career development and better job opportunities.

1.1. What is ICT

The basic premise is to clarify what ICT is, what it represents, what it consists of, and where it is going. There are several definitions that meet at some points and vice versa.

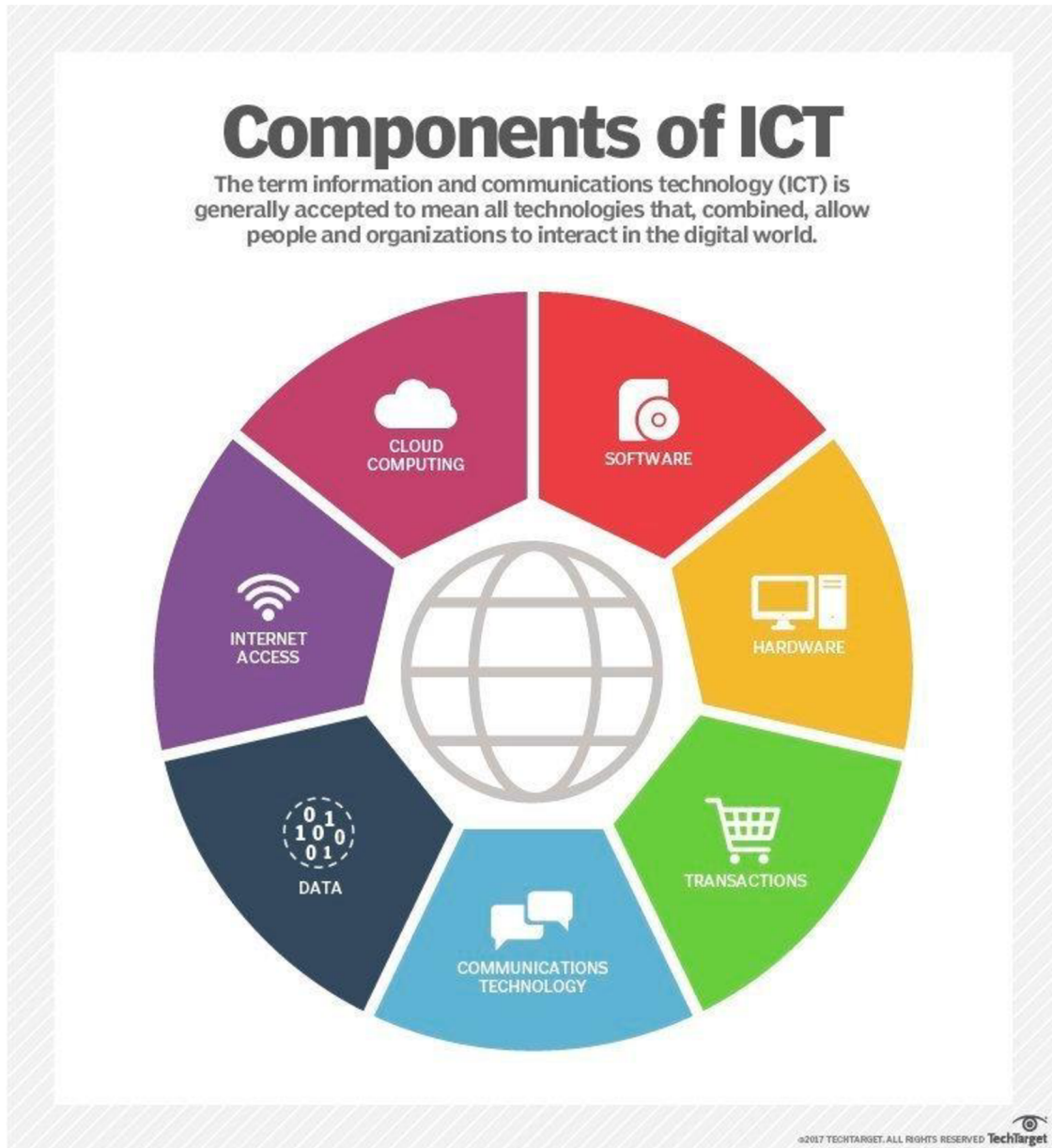
Průcha (2009, p. 103) defines the term ICTE (Information and Communication Technology in Education) very broadly as an environment that has evolved in 5 stages from the mid-20th century to the present.

Půža (2015, p. 3) is more precise and says that *'Informatic and Communication Technologies is a widely used term that encompasses all technologies used for information and communication. The most common representatives of modern ICT are still the personal computer/laptop, the Internet, and the mobile phone. At the same time, emerging representatives include tablets, smartphones, and others.'*

Polin (2019) summed it up simply by saying *'If it's digital, it's part of ICT.'* And here we can get to the fact that the term ICT is actually superordinate for all digital technology. However, there is currently no single term that accurately describes what it is or what exactly belongs to it. ICT can include all devices, applications, and tools that are connected to an internet network.

1.2. ICT system components

Polin (2019) adds that the ICT system is around us both in the offline sphere and online. It includes not only old telephones, radios, and conventional televisions which can be characterized as prehistoric tools but nowadays it can also include artificial intelligence, robotics, data online connectivity, cloud storage, software, hardware, and communication tools as well as combinations of all these devices. The abbreviation ICT can be confused with IT which means Information Technology. However, ICT encompasses an endless list of digital technologies that already serve humans or are just beginning.



Picture 1 – Components of ICT (Source <https://www.techtarget.com/searchcio/definition/ICT-information-and-communications-technology-or-technologies>)

1.3. Digital resources in education

Of modern ICT, Kopecký et al. (2021, p. 13) say that inherently part of each of us and it is hard to imagine a world without them. From an early age, children work with technologies of various types and know how to use them. There is a whole range of ways to use them. If we think about how to implement modern technology in education in an appropriate way, we can improve education not only at school but also at home.

Undoubtedly, the most used resource in teaching is the Internet and web browsers where we can search for websites with teaching materials. Some publications, such as textbooks, already

have their own interactive environments and tutorials. Therefore, it is very convenient for the teacher to have, for example, an open electronic textbook of 2nd grade on the interactive board and to work with pupils in an online environment. (Budíková, 2014, p. 2-3)

Teachers today have a wealth of tools at their disposal to incorporate into their teaching. Each teacher creates his or her own original teaching style to meet the learning objectives. But what is important is that they must not forget about copyright when using or sharing. (Redecker, 2017, p. 20)

1.4. Digital literacy

'Digital literacy is the set of digital competences (knowledge, skills, attitudes, values) that an individual needs to use digital technologies safely, confidently, critically and creatively at work, in learning, in leisure, and in their social life.' (NÚV, NPI)

The Educational Dictionary defines computer literacy as the ability to effectively use computer technology for problem-solving and communication. It includes the skills needed to define tasks, solve problems using computers and the Internet, operate computers and the Internet, as well as positive attitudes, values, and expectations related to computers and the Internet. Computer literacy is essential for the successful use of computer technology in school learning, continuing education, personal life, and the profession (Průcha, 2009, p. 204)

1.5. Digital competences

It is another set of skills that an individual should possess. They play an important role in the modern world. Over the last few years, their importance has also expanded considerably due to the rapid development of digital devices. This term can be understood as the use of digital technologies in diverse human activities and in solving problem that arise. (NÚV, NPI, 2020)
In the future a person who does not possess digital competences will literally be lost.

1.6. Summary

It can be stated that ICT is therefore a set of technologies and electronics that allow us to transmit information and communication more easily. ICT is an integral part of today's world. To prepare the future generation for a quality life in the digital environment, it needs to be educated and guided. To do this, however, it is necessary to gain competence on the part of both the educated and the educators.

2. Curricular documents in the context of digital competences

There are three documents that we can rely on when dealing with digital competences. The European Framework of Digital Competences for Teachers, the Czech Education Policy Strategy 2030+ and the Framework Curriculum for Primary Education.

2.1. The European Framework of Digital Competences for Teachers

These competences are defined in a document called the European Framework of Digital Competences for Educators, which was created in 2017. DigCompEdu is one of three European Frameworks that aim to provide a common language for educators at all levels of education.

Every adult should act as a role model for children, and teachers especially. A teacher's task is to pass on their experience and skills to their students, and this is also true for digital competence. Such a person-teacher needs to be able to teach the learner to think critically, to decide on the right options when dealing with different situations, and to be able to process information in all directions. The DigCompEdu framework defines a total of 22 competencies created for educators, which are summarised in 6 areas. (Redecker, 2017, p. 15-16)

'Area 1: Professional Engagement

Using digital technologies for communication, collaboration and professional development.

Area 2: Digital Resources

Sourcing, creating and sharing digital resources.

Area 3: Teaching and Learning

Managing and orchestrating the use of digital technologies in teaching and learning.

Area 4: Assessment

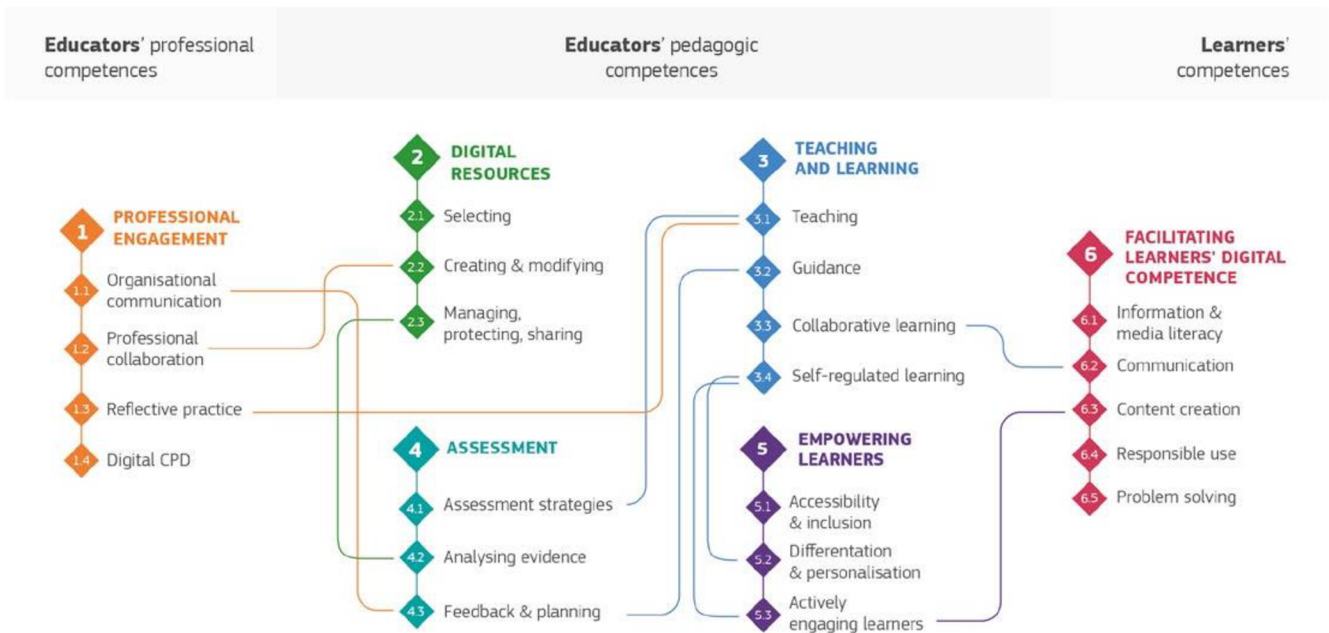
Using digital technologies and strategies to enhance assessment.

Area 5: Empowering Learners

Using digital technologies to enhance inclusion, personalization, and learners' active engagements.

Area 6: Facilitating Learners' Digital Competence

Enabling to creatively and responsibly use digital technologies for information, communication, content creation, well-being, and problem-solving.' (Redecker, 2017, p. 16)



Picture 2 – DigCompEdu competences and their connections (Source: <https://op.europa.eu/en/publication-detail/-/publication/fcc33b68-d581-11e7-a5b9-01aa75ed71a1/language-en>)

The Eurydice report says (2019, p. 45) that it is not necessarily necessary for an educator to be a tech-savvy type of person, but it is essential that they are inclined towards technology and opportunities to further their education and push their capabilities in order to improve their teaching.

2.1.1. ECDL

If we want to verify the level of digital competences of teachers, it is worth mentioning the European Computer Driving Licence, which is already an internationally recognized platform in the field of digital competences. This concept verifies learning outcomes in the area of digital competences and skills. Graduates of this programme receive a certificate at the end of the training programme, stating what level of qualification they have achieved. (Jindra et al., 2020, p. 73)

2.2. Czech Education Policy Strategy 2030+

This document classifies digital competences as a key competence and in its plan, it intends to focus of supporting the digital competences of all teachers through training activities, webinars, seminars and various types of training so that teachers are prepared to handle digital technologies at the highest possible level. And it is not just teachers, but the plan will also focus on educating students' digital competences, both by reducing inequalities and closing the digital divide. (Fryč, Matusková, Katzová, et. al., 2020)

2.3. Framework Curriculum for Primary Education, or RVP ZV for short

RVP ZV is a national document according to which primary schools in the Czech Republic are governed. The last version of this document was revised in 2021. It clearly sets out the outcomes that pupils must achieve during their primary education in each subject and grade. In addition to the educational areas, the programme also specifies seven competences. The last one added is digital competence, which includes the following aspects that pupils should master at the end of primary education:

- To be able to use ICT in their normal mode of operation in a basic way, to choose the appropriate way to use them.
- Use the tools in an appropriate way to match the task at hand.
- Modify data and choose the right way to disseminate it.
- Simplify their work and achieve the results of their work through appropriate steps.
- In a social environment, be able to assess the conditions and appropriateness or otherwise of their use.
- Act ethically and safely. (EDU revision)

2.3.1. School Education Programme, or ŠVP for short

This programme is built on the RVP ZV and its educational goals. Each school defines exactly which outcomes pupils will achieve in each year and subject. The programme includes the education plan, identification of the organization, and the syllabus. It defines all the competences, cross-curricular links and indicates the number of hours available in each year group, and last but not least, the minimum outcomes for pupils with special educational needs. The curriculum is drawn up by the coordinator or the teaching staff. Every teacher teaching in the school should follow the outcomes set out in the ŠVP.

2.4. ICT coordinator

If a school draws on all of these documents to develop its own school curriculum, it is advisable to call in an expert who can be very helpful.

Sometimes this position may also be called ICT Methodologist. The only difference between these terms is established by decree. It is a person who is employed in an educational establishment and whose task is to carry out methodological support, coordination, and advisory activities for teachers. This function has several tasks that should be fulfilled, such as

the introduction of new ICT technologies, providing teachers with proper induction training, selecting suitable ICT courses for colleagues, managing the usability and utilization of the school's technological equipment, deciding on the purchase of new ICT aids when sufficient funds are available, to assist with the implementation of the school curriculum in the area of Computer Science. (Brdička et al., 2010, p. 34-35)

2.5. Summary

Some important documents and terminology have been summarised here. It should be added that nowadays digital technologies do not play the same role as they used to. As mentioned, in most documents, if we want to integrate ICT tools into teaching, we need to have the right prerequisites, ideally education and, most importantly, enthusiasm. Educators should follow the documents in force and thus fulfil the outcomes that are given.

3. ICT in teaching

'The use of ICT will improve the learning and teaching process, given the right condition.'
(Neumajer, 2006)

3.1. Characteristics of Primary Level of School

In connection with the topic of this bachelor thesis, it would be appropriate to characterize the first stage of primary education according to ISCED.

'International Standard Classification of Education (ISCED) is the reference international classification for organising education programmes and related qualifications by levels and fields.' (ISCED, 2023)

ISCED 2011 level 1 Primary education - According to the international classification, this level is defined as the period that starts between the ages of 5, 6, or 7 and lasts for 6 years. The ISCED programme includes among the knowledge that such pupils should possess, mainly literacy and numeracy skills, writing skills and, in general, the pupil should develop solid habits of learning, understanding and knowledge, and personal development. (OECD, 2015)

3.2. ICT at primary level of school

Klement (2019, p. 46-47) argues that basic computer applications should be introduced to pupils at the primary level of school so they have the opportunity to become familiar with the environment, with programs, with games, with texts, and thus have the opportunity to benefit on the acquired knowledge and skills in other subjects.

Budíková (2014, p. 1), on the other hand, was of the opinion that ICT is mainly used for primary school pupils because of the connection between visual, auditory and motor features. ICT serves as an aid tool to this learning. The information acquired in this way is stored in the pupil's memory longer because they have memorised it in a playful way and at the same time fulfilled the basic digital competences.

Brdička (2010) mentions that technology is a cause that also affects children's upbringing. Educators complain that the impact of technology is changing student's behaviour, impairing their attention span and that they have no respect for adults. All of this is for the worse, but there are positives to this downside which are that pupils are more agile, more creative and have

greater self-confidence. And that is why it is imperative that we not only learn to master technology as educators but that we can pass on this knowledge to our students.

3.3. Use of ICT in teaching

In most countries of the European Union, people have started to realise that technology is the future, not only in technical sectors, but especially in education. Therefore, as early as the end of the 20th century, they started to develop various education strategies to integrate ICT into education and to use its potential in the broadest possible sense. The aim is for students to realise their potential and not just sit idly in their desks, but instead to become more involved in learning themselves. (Maněnová, 2012, p. 8-11)

There are also several opinions on the possibilities of using ICT in teaching. Brdička (2010, p. 11) expresses his opinion that currently, the instructional and constructivist approaches are intertwined in teaching that uses ICT. The instructional, or cognitive approach stores knowledge analytically and synthetically in the learner's memory as a storage space. In contrast, the constructivist approach of using technology seeks to use new methods to awaken the learner's desire for knowledge and increase his or her motivation.

But according to Redecker (2017, p 52), the implementation of ICT in teaching should be a prepared process that should have a goal and should enhance the quality of overall education. It is essential to plan such teaching well to create opportunities to implement new formats and ways of teaching.

'Using ICT throughout the teaching period is not entirely appropriate. The teacher should combine traditional teaching that uses ICT elements. Students should gradually learn to use and work with ICT in the classroom. However, this is a long-term process. Incorrect use of ICT leads to ineffective teaching.' (Půža, 2015, p. 4)

3.4. ICT in English Language Teaching (ELT)

People, who have a mother tongue other than English practice English Language Teaching, or ELT for short. It is a process between teacher and learner that aims to teach non-native speakers English at all levels.

ICT plays an important role in this process today. For many years, the English language has been taught by memorizing words, phrases, idioms, grammar, etc. ICT brings a new perspective to teaching, namely that ICT tools make teaching easier and more attractive, and students are

more interested in such teaching than in the traditional way of teaching. It can be said that the perspective not only on education is different than it was in the past thanks to the development of modern technologies. Governments of all countries are putting a lot of effort and funding into the development of information and communication technologies. Of course, this trend is also found in English language teaching. Many studies have already shown the positive impact of ICT on English language learning, resulting in higher levels of success in foreign language acquisition. (Wang, Dostál & Aziz, 2019)

3.5. History of ICT in ELT

In the 1970s, computers were used to improve learning outcomes in a variety of subjects, but also in foreign language teaching which we call CAL (Computer Assisted Learning). (Barr, 2004, p. 31)

In the 1980s, the use of computers in language teaching began to increase, i. e. programmed learning. However, this was not financially viable for most schools, and most importantly there was a shortage of qualified teachers and quality software. (Květoň, 2012)

In the 1990s, the teaching of computers became increasingly important, especially in foreign language teaching. CALL (Computer Assisted Language Learning) is a method of teaching where computer technology is used in all phases of language learning to help achieve learning goals. (Cambridge webpage)

Another method that was gaining ground in the 1990s was the TELL (Technology Enhanced Language Learning) method. It is a method that usually used multimedia resources to supplement the teacher's teaching of the second language. The main means used was the Internet and websites. (IGI Global webpage)

More and more, the use of ICT in foreign language teaching is increasingly expected. There is a wide range of tools that we can incorporate into the teaching process. (MŠMT, ČR) The most important element is undoubtedly the Internet.

3.6. Summary

The educational process began in the 1970s since then, ICT has undergone major changes. This has led to the result that today we cannot imagine life without ICT. Has ICT adapted to the times or has the times adapted to ICT? The reality is that ICT accompanies us in our lives, whether we want it or not. We are reaching a point where our children are being born into a

technologically advanced age and we as adults have to educate them on this journey how to work with these technologies properly, not only through established competences, but through the proper use of all available tools that the current market offers in the educational environment.

4. ICT possibilities in ELT

'ICT tools are digital infrastructures such as; computers, laptops, desktops, data projector, software programs, printer scanners and Interactive teaching box.' (IGI Global)

The possibilities of using ICT tools can be seen in terms of division into three categories:

- 1) Internet – Internet tools can include translators, blogs, comic book sites, avatars, but also include the actual creation of web pages, podcasts, messaging, social networks, video sharing websites, games, etc.
- 2) Software – this can include apps, authoring software, e-books, online dictionaries, email communication, mind mapping, quiz-making software, music software, etc.
- 3) Hardware – is an essential part of the technology advanced world, this may include CD-ROMs, computer rooms, data projectors, digital cameras, DVD players, interactive whiteboards, laptops, smartphones, mp3 players, netbooks, chromebooks, tablets, video cameras, dictaphones, and webcams.

Baladová (2006) explains that probably every educator has been in a situation where the group of students he or she teaches is not working at the same pace. It is quite common that each pupil is an individual, and so each of them can do the task under different time conditions, and this is where ICT tools can help, as they can compensate for the time lags that arise in teaching. With the help of ICT tools such as laptops/tablets pupils can work individually on their assignment but at the same time they will be working simultaneously. Thanks to ICT technology, the teacher can also have feedback on how each student has completed his/her task. This is where different language programs or the Internet itself can help. And she mentions specific areas that can be improved by using ICT in ELT:

- *'Practice (vocabulary, grammar)*
- *Verification (of general knowledge, language level)*
- *Comprehension (of native speakers' speech)*
- *Finding information and pictures (roleplay, presentation, making a poster, making a web page, slide show, personality profile).'*

This information is relevant mainly because The RVP ZV further divides these skills into the following areas: Listening with Comprehension, Speaking, Writing, and Reading with comprehension and all of which are classified as speech skills. All of them can be improved through ICT.

4.1. Listening skills

As presented by Vraštilová and Pištora (2014, p. 11), it is the first skill a learner encounters in English language learning. We divide speech skills into receptive – listening and reading and productive – speaking and writing. The younger school-age learner encountered at the first level of primary school is already in the listener stage when being introduced to his/her mother tongue. The same is true when learning a foreign language, in our case English. This period is called *the silent period*. It is a period when the learner is just internalizing the language and beginning to understand it in his/her own way. Gradually, in the following periods, he/she reaches the stage of understanding and is able to express his/her feelings and thoughts non-verbally.

This period is particularly characteristic for the 3rd grade where the pupil encounters a foreign language, at primary level of school according to the RVP ZV.

Vraštilová and Pištora (2014, p. 12) add that in addition to the teacher, who acts as the first role model for the learner in terms of listening, recordings in the format of CDs, DVDs, mp3s, etc. are suitable supplementary tools.

As Stanley (2013, p. 81) states, if listening tools are used appropriately, it can help both teachers and learners in language learning. Unfortunately, this clashes with the fact that teaching listening is challenging, and validation is difficult. In the teaching process, listening is often an undervalued discipline and therefore needs to be constantly improved. Nowadays, there are technologies that help precisely to improve listening skills.

For listening skills, the most commonly used output devices are radios, mp3 players, soundbars, and headphones, which can be connected to ICT tools such as computers, tablets, smartphones, etc. These can play videos, songs, dictionaries etc.

4.2. Speaking skills

Speaking is a specific skill, mainly because teaching must focus on pronunciation, melody, rhythm, and accent. As presented by Vraštilová and Pištora (2014, p. 13) speaking is the second speech skill that pupils encounter. And because young children like to learn reproduction. They have no problem to acquire correct pronunciation at an early age, provided they have the correct pronunciation pattern. Pupils up to the age of 12 can thus achieve the pronunciation that native speakers possess.

Stanley (2013, p. 147) adds that speaking is a specific discipline. Most pupils are generally apprehensive about speaking, or rather about speaking out loud. Here he recommends technologies such as dictaphones or any other available recording device. His idea is that if a pupil is being recorded, he pays more attention to intonation, to correct pronunciation, speed and generally to his delivery. The first listener is thus the pupil, who can hear himself and thus improve, or he can send his recording to his teacher, who will give him feedback, or point out mistakes and suggest possible solutions for improvement.

Options to improve these skills can be interactive communication on social networks, phone calls, rhymes, songs or just reading text.

4.2.1. Pronunciation

'Helping learners with their pronunciation can also help them with listening skills, in particular with features of connected speech.' (Stanley, 2013, p. 171)

Proper pronunciation is classified in the speaking section, it is an often-overlooked discipline. Most teachers claim that there is not enough space in the curriculum for pronunciation. Here the author is expressing her opinion when saying that this is a mistake. Phonology and phonetics belong to pronunciation and are very important and should be given more space in teaching especially nowadays when there are countless websites and apps to improve it.

4.3. Writing skills

Writing, like speaking, is a productive skill because it produces expression in the form of text or speech. Written speech can be more challenging than spoken speech. Greater attention is paid to spelling, politeness and overall grammar and syntax. Indeed, if we read something, it is difficult to imagine the intonation with which the author wrote the text. Thus, it is easy to misinterpret the written text. This is why writing is a particularly tough discipline.

Thanks to the internet and its rise over the last few years, writing is becoming more accessible even to those who do not have a literary language. Options that can make writing skills stronger can be applications for capitalization, for writing formal and informal texts, etc. Writing skills can also be improved by regularly contributing to blogs and open-source websites. (Stanley, 2013, p. 121)

4.4. Reading

Reading is an essential element for acquiring the skills of speaking, listening, and writing in a given language. Reading comprehension is an important ability that promotes learning and critical thinking throughout an individual's life. Vocabulary, comprehension, and fluency are the aspects that together makeup reading literacy. (Herrity, 2023)

Stanley (2013, p. 99) states that supported reading activities can be reading aloud, text matching, text recognition, and reading for pleasure.

ICT can be an effective tool that can support students' reading skills in English as a foreign language. Thanks to ICT tools, every educator today can create or download a text that will be of interest to pupils, create a worksheet for it and thus encourage reading comprehension and reading literacy.

4.5. Summary

Today's usable ICT options are numerous. The basic prerequisite for ICT-enriched learning is the Internet and its connectivity. ICT tools can improve the quality of teaching in all areas of the English language. In the following part of this paper, specific tools that can be used to achieve the learning objectives when ICT is incorporated into teaching will be presented.

II PRACTICAL PART

5. Research design

The aim of this bachelor thesis is to implement ICT elements in the teaching of English language into individual education areas and grades so that the outcomes correspond with the outcomes defined in the RVP ZV.

The practical part of this bachelor thesis describes in detail the individual steps in the creation of the updated curriculum, which should come into force in the school year 2023/2024. Specifically in the educational field of Language and Language Communication, in the educational branch of Foreign Language, in this case English Language.

The reason for the change of the curriculum is mainly the motivation to link the subject of English language and Computer Science, not only because of the existence of the new digital competence. But also, because digital devices are everywhere around us and we need to be able to use them in other subjects and thus learn to use them in everyday life.

The sub-objective is a content analysis of the current ŠVP of Bochoř Primary School and a comparison of whether the outputs correspond with the new outputs of the currently valid RVP ZV 2021. During the creation of the ŠVP, several ŠVPs of other schools were used. At the same time, the author used her own experience gained during the last 3 years of teaching practice, during which she used these technologies available at Bochoř Primary School:

- A modern multimedia classroom with 12 PCs equipped with Windows 10, and a 24-inch monitor, keyboard, mouse and headphones,
- An interactive projector along with a ceramic whiteboard,
- 3D printer Original Prusa i3 MK3S+,
- 6 pcs robotic bee Beebot + accessories,
- 6 pcs Lego Mindstorm EV3 robotic kit,
- Chromebooks,
- Tablets,
- Smartphones,
- Each classroom has a laptop, interactive whiteboard and projector.

At Bochoř Primary school, English Language teaching starts from 3rd grade. An important and perhaps the most important aspect of language teaching in this period is for the pupil to develop a positive attitude towards the foreign language. Great emphasis is also placed on

pronunciation. A correct pronunciation pattern is an essential prerequisite for the acquisition of a foreign language and its further reproduction. The time allocation for this subject is 3 hours per week. With each year the pupil deepens his knowledge and builds on the knowledge already acquired or mastered. English language teaching takes places mainly in the multimedia classroom or in the outdoor classroom, which is set up in the school garden. The multimedia classroom is equipped with English posters, magnetic boards and the modern technology mentioned above.

5.1. Characteristics of ŠVP Bochoř Primary School

The name of the School's Educational Programme is *School for the 3rd millennium*, i. e. school is aware of the need to move with the times and is therefore ready to face new challenges and respond to the needs of modern education. This document is created by the teaching staff and would be approved by the headmaster. It is up to the school to decide what methods will be used to achieve the educational objectives, as the RVP ZV only sets the boundaries within which the teaching itself can take place.

5.2. Steps in updating the ŠVP of the Bochoř Primary School

1. Studying the RVP ZV 2021 English language outcomes for the 1st and 2nd period and their subsequent compilation.
2. There was a need to define the goals.
3. Comparison of the currently valid ŠVP with the revised RVP ZV 2021 in the educational field of English language and at the same time to find out the set digital competences in the subject of English language.
4. Identification of digital competences from the currently valid RVP ZV 2021.
5. Comparison of the current ŠVP with other curricula (ŠVP) of different schools.
6. Matching appropriate ICT tools to the expected outcomes.

The following principles were taken into account when updating the ŠVP:

- **Conceptual design** – if the curriculum is a correct and well-crafted document, there is an opportunity to differentiate from other schools and thus to attract the general public and possibly potential candidates for education at the school. As the ŠVP is a publicly available document, anyone can consult it. This gives the interested reader the opportunity to find out what direction the school is taking, where the school sees its future, and what areas the school is focusing on.

- **Active verbs** – they are an important part of the proper development of the ŠVP. Active verbs define exactly what a pupil is expected to master in a given year. There is a precise list of these active verbs in the areas of cognitive, psychomotor and affective goals.
- **Cross-curricular topics** – have a special position in education because they develop the individual attitudes and values of each pupil. They contribute to the overall development of the pupil's personality. Cross-cutting themes can be found in the RVP ZV in the form of thematic groups, which each school develops in a different form. The individual topics should appear throughout primary education and it is up to the school to choose which topic it decides on in a given year or subject. The RVP ZV lists the following cross-cutting themes:
 - Personal and social education
 - Education of democratic citizen
 - Education for thinking in European and global contexts
 - Multicultural education
 - Environmental education
 - Media education

In this curriculum, the English language topics are personal and social education, multicultural education and media education.

- **Cross-curricular links** – also in the English language is a need for cross-curricular links most often with the subject of Music Education, Physical Education, Art Education, Homeland Science, Czech Language and Mathematics. The aim of this work is to involve the subject Computer Science with its ICT tools.
- **Outcomes and content** – every curriculum should clearly state what the outcomes of the subject are, it should be clearly defined what the pupil should know, be able to do, know (see active verbs) at the end of each individual year. These outcomes should be associated with a learning content, i. e. a specific resource on which the pupil is to learn (practise) the subject.
- **Key competences** – there are a total of 7 key competences that pupils should encounter at Primary Level of School:
 - Competence for learning
 - Problem-solving competence
 - Communicative competence

- Social and personal competence
- Civic competence
- Work competence
- Digital competence

The ŠVP has been updated in such a way that the RVP ZV sets out, according to a numerical code, the so-called RVP outcome, which clearly defines what is expected of the pupil. Each school creates its own ŠVP outcome, it determines what exactly and how the pupil is to master, and finally adds to the section of the content, i. e. specific topic, subject or means of achieving the given outcome. In the content, we may encounter groups, vocabulary, and in our case, in addition to this, we will encounter ICT tools and applications on which we can learn the relevant content.

6. Research

6.1. Phase 1

Study of the RVP ZV 2021 English language outcomes for periods 1 and 2 and their subsequent compilation

In this first step, it was necessary to download the RVP ZV 2021 from the website of the Ministry of Education and get familiar with the basic concepts such as the educational area – Language and Language Communication, the educational field – Foreign Language and the content of the educational field itself, in this case English Language.

English Language and its characteristics according to the RVP ZV:

‘English Language Teaching is a part of the educational area Language and Language Communication of the educational field foreign language. The subject is called English Language. The educational area of the subject occupies an important position in the educational process. Foreign language contributes to the understanding and discovery of facts that go beyond the scope of experience mediated by the mother tongue. The requirements for English language education are based on the Common European Framework of Reference for Languages, which describes different levels of proficiency in a foreign language.’

English language education at the first level of primary school is divided into two periods. 2nd and 3rd grade are assigned in the first period, while 4th and 5th grade are assigned to the second period.

In the first period, in this school it means in the third year only the thematic unit - Speech Skills appears. In the second period, that is in the 4th and 5th grade, pupils develop in four thematic units: Listening with Comprehension, Speaking, Reading with comprehension and Writing.

In this part of the bachelor thesis the same formatting of the text of the expected outcomes is used as in the RVP ZV (bold and italics).

The RVP outcomes for period 1 are defined as follows:

1. stupeň

Očekávané výstupy – 1. období	
ŘEČOVÉ DOVEDNOSTI	
žák	
CJ-3-1-01	<i>rozumí jednoduchým pokynům a otázkám učitele, které jsou sdělovány pomalu a s pečlivou výslovností, a reaguje na ně verbálně i neverbálně</i>
CJ-3-1-02	<i>zopakuje a použije slova a slovní spojení, se kterými se v průběhu výuky setkal</i>
CJ-3-1-03	<i>rozumí obsahu jednoduchého krátkého psaného textu, pokud má k dispozici vizuální oporu</i>
CJ-3-1-04	<i>rozumí obsahu jednoduchého krátkého mluveného textu, který je pronášen pomalu, zřetelně a s pečlivou výslovností, pokud má k dispozici vizuální oporu</i>
CJ-3-1-05	<i>přiřadí mluvenou a psanou podobu téhož slova či slovního spojení</i>
CJ-3-1-06	<i>píše slova a krátké věty na základě textové a vizuální předlohy</i>

Picture 3 – Expected outcomes of the RVP ZV in period 1 (Source: <https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavacici-program-pro-zakladni-vzdelavani-rvp-zv/>)

As mentioned above, in this period, in the 3rd grade, the emphasis is mainly on speaking skills. In can be observed the active verbs and the filling of speech skills that pupil should achieve at the of this period. The ŠVP is also designed to create content that achieves these outcomes. In this paper with the help of ICT tools.

The RVP outcomes in period 2 are defined in four thematic units as follows and it is up to the school to use all of them in both grades or to split them up as it sees fit.

Očekávané výstupy – 2. období	
POSLECH S POROZUMĚNÍM	
žák	
CJ-5-1-01	<i>rozumí jednoduchým pokynům a otázkám učitele, které jsou sdělovány pomalu a s pečlivou výslovností</i>
CJ-5-1-02	<i>rozumí slovům a jednoduchým větám, pokud jsou pronášeny pomalu a zřetelně a týkají se osvojovaných témat, zejména pokud má k dispozici vizuální oporu</i>
CJ-5-1-03	<i>rozumí jednoduchému poslechovému textu, pokud je pronášen pomalu a zřetelně a má k dispozici vizuální oporu</i>

Picture 4 – expected outcomes of the RVP ZV in period 2, thematic unit – Listening with comprehension (Source: <https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavacici-program-pro-zakladni-vzdelavani-rvp-zv/>)

MLUVENÍ

žák

- CJ-5-2-01** *se zapojí do jednoduchých rozhovorů*
- CJ-5-2-02** *sdělí jednoduchým způsobem základní informace týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat*
- CJ-5-2-03** *odpovídá na jednoduché otázky týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat a podobné otázky pokládá*

Picture 5 – expected outcomes of the RVP ZV in period 2, thematic unit – Speaking (Source: <https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavaci-program-pro-zakladni-vzdelavani-rvp-zv/>)

ČTENÍ S POROZUMĚNÍM

žák

- CJ-5-3-01** *vyhledá potřebnou informaci v jednoduchém textu, který se vztahuje k osvojovaným tématům*
- CJ-5-3-02** *rozumí jednoduchým krátkým textům z běžného života, zejména pokud má k dispozici vizuální oporu*

Picture 6 – expected outcomes of the RVP ZV in period 2, thematic unit – Reading with comprehension (Source: <https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavaci-program-pro-zakladni-vzdelavani-rvp-zv/>)

PSANÍ

žák

- CJ-5-4-01** *napiše krátký text s použitím jednoduchých vět a slovních spojení o sobě, rodině, činnostech a událostech z oblasti svých zájmů a každodenního života*
- CJ-5-4-02** *vyplní osobní údaje do formuláře*

Picture 7 – expected outcomes of the RVP ZV in period 2, thematic unit – Writing (Source: <https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavaci-program-pro-zakladni-vzdelavani-rvp-zv/>)

Here, then, is a clear compilation of all the outcomes that a pupil at the first level of primary school must master in the English language subject. How these outcomes are achieved is the responsibility of the school or the teacher.

6.2. Phase 2

Step 1 - Defining goals

If in the previous step the outcomes have been set, one of the goals that needed to be set has been met. The next objective is to develop the ŠVP outcomes to correspond with the outcomes of the RVP ZV with the implementation of ICT possibilities.

Step 2 - Comparison of the currently valid ŠVP Bochoř Primary School with the revised RVP ZV 2021 in the educational field of English Language and finding the set digital competences in the subject English Language

The current ŠVP Bochoř Primary School underwent the last revision on the English language in 2018. No digital competences are defined in this document, so the involvement of ICT can only exist in teacher's thematic plans, which seem insufficient. The reasons may be different. One of the main reasons may be that different educators may or may not have a positive relationship with ICT tools, which may cause a problem in terms of the new RVP ZV 2021, where digital competences are already set out and it is mentioned that they should appear in every subject across the grades. Thus, the author of the text finds the need to update the existing ŠVP to include the extension of digital competences, including specifying which tools can be used in each subject area.

6.3. Phase 3

Step 1 - Outlining digital competences from the revised RVP ZV 2021

In the theoretical part it has already been mentioned what digital competences are and how they are defined in the RVP ZV 2021. These competences should be achieved at the end of primary education.

Step 2 - Comparison of the current ŠVP with other curricula (ŠVP) of different schools

Here, the author of the text searched for several sample curricula of different schools in order to compare how the existing curricula differ from the others and to what extent other schools integrate ICT tools. ¹

During the comparison, it was found that all schools (Masarykova Primary School, Plzeň, Studánka Primary School, Pardubice, Za Mlýnem Primary School, Přerov, Velká Dlážka Primary School, Přerov, Real Gymnasium and Otto Wichterle Primary School, Prostějov) underwent an update of their curriculum during the years 2021 and 2022, and thus digital competences are included in the overall schools characteristics. However, in the educational area Foreign Language – English, there is no mention of how digital competences are reflected here. It is found that there is a great potential from the author's point of view to include this in the updated ŠVP Bochoř Primary School.

6.4. Phase 4

Matching appropriate ICT tools to the expected outcomes

If look at the outcomes of the RVP ZV, it is clearly written what the pupil has to achieve in a given grade, and therefore we need to set a goal, how we have to achieve it, and digital tools can be helpful for this.

¹ Sample curricula available from:

<https://masarykovazs.cz/wp-content/uploads/2023/03/SVP-ZV-2022.pdf>

https://svp.zs-studanka.cz/svp_files/05B_1b_Anglicky_jazyk.pdf

https://www.zsamlynem.cz/assets/File.ashx?id_org=400115&id_dokumenty=1734

<https://www.zsvd.cz/wp-content/uploads/2021/10/%C5%A0VP-Z%C5%A0VD-od-1.9.2021.pdf>

<https://www.rg.prostejov.cz/uploads/page/37/doc/1-3-anglictina.pdf>

Step 1 – Period 1

There is one thematic unit in the third grade, namely Speech Skills. Six RVP outcomes fall under this area:

CJ-3-1-01 understands and responds verbally and non-verbally to simple instructions and questions from the teacher that are communicated slowly and with careful pronunciation.

CJ-3-1-02 repeats and uses words and phrases encountered during the lessons

C-3-1-03 understands the content of a simple short written text when provided with visual support

C-3-1-04 understands the content of a simple short-spoken text that is spoken slowly, clearly and with careful pronunciation when provided with visual support

C-3-1-05 associate the spoken and written forms of the same word or phrase

C-3-1-06 writes words and short sentences based on textual and visual models²

As mentioned above, the current ŠVP does not include digital competences. In this grade it is important to realise that the pupil should first and foremost develop a positive relationship with the language, therefore the involvement of digital technologies should be age-appropriate, i. e. cognitively adapted activities and, most importantly, a welcoming environment.

In the third grade of the Bochoř Primary School, the textbook Funpark 1 is used. It is a newly created textbook published by Klett. This textbook provides support in the form of an online textbook. So the pupil is able to work from home, but also in the classroom if there is space for it. In the author's opinion, when working with this online textbook, the pupil acquires digital competence and at the same time adopts ICT tools. The following examples from the online textbook show several ways in which the work can be done.

² In this part of the bachelor thesis the same formatting of the text of the expected outcomes is used as in the RVP ZV (bold and italics).

4 LISTEN AND CIRCLE THE CORRECT NUMBERS. /
POSLOUCHEJ A ZAKROUŽKUJ.

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7

Picture 8 – example exercise from the online textbook Funpark 1 focused on listening (Source: [HELLO! / strana 6–7 \(izzi.digital\)](#))

Example exercise from the online textbook Funpark 1 focused on pronunciation is available in Appendix 1.

Example exercise from the online textbook Funpark 1 focused on the graphic and spoken form of a word is available in Appendix 2.

Example exercise from the textbook Funpark 1 focusing on written word form with text is available in Appendix 3.

Example exercise from the textbook Funpark 1 aimed at comprehension of the text and a visual is available in Appendix 4.

All the exercises copy the assignment from the classical textbook, but the author of the text finds the advantage that the pupil always has the English Language at his disposal, which can be fixed in the correct pronunciation and intonation. Thus, all the outcomes that are specified in the RVP can be met by the pupil at the end of 3rd grade by this online tool. The pupil competes fun tasks, work on exercises, listens to the English language patterns, writes texts based on a model, understands the instructions and thus learns without realising it.

Step 2 – Period 2

In the fourth grade and fifth, i. e. in period 2, there are four thematic units, namely Listening with comprehension, Speaking, Reading with comprehension, and Writing. Within each thematic unit there are several RVP outcomes:

Listening with comprehension

CJ-5-1-01 understands simple instructions and question from the teacher, which are communicated slowly and with careful pronunciation

CJ-5-1-02 understands words and simple sentences when they are spoken slowly and clearly and relate to the topics being taught, especially when visual support is available

CJ-5-1-03 understands simple listening text when it is spoken slowly and clearly and has visual support

Speaking

CJ-5-2-01 engage in simple conversation

CJ-5-2-02 communicates in a simple text manner basic information related to self, family, school, leisure and other topics being learned

CJ-5-2-03 answers simple questions about him/herself, family, school, leisure and other topics to be learned and asks similar questions

Reading with comprehension

CJ-5-3-01 locates the necessary information in a simple text that relates to the topics to be learned

CJ-5-3-02 understands simple short text from everyday life, especially when provided with visual support

Writing

CJ-5-4-01 writes a short text using simple sentences and phrases about themselves, activities and events in their area of interest and everyday life

CJ-5-4-02 fills in personal details on a form³

³ In this part of the bachelor thesis the same formatting of the text of the expected outcomes is used as in the RVP ZV (bold and italics).

In this second period, it is important to realize that what the pupil learns in 4th grade, he/she builds on or extends his/her knowledge in the following year, and therefore the RVP outcomes are identical. When updating the ŠVP, this should be kept in mind and the active verbs should be changed accordingly. In terms of engaging with the possibilities of ICT tools in each grade, they may be similar if not identical, however the content will change.

In fourth grade we may see the following areas as learning or vocabulary: sports and other activities, rooms and furniture in the house, health and illnesses, my town, holiday, weather, days of the week, school subjects, TV programmes, hobbies, animals, alphabet, and holidays in English speaking countries. Grammar includes the following: the verb can – question, short answer and negative, prepositions in, on, under, behind, next to, opposite, past, the phrase there is/there are, present continuous tense question, short answer, affirmative and negative sentences, present simple tense question, short answer, affirmative and negative sentences, past tense of the verbs to have and to be.

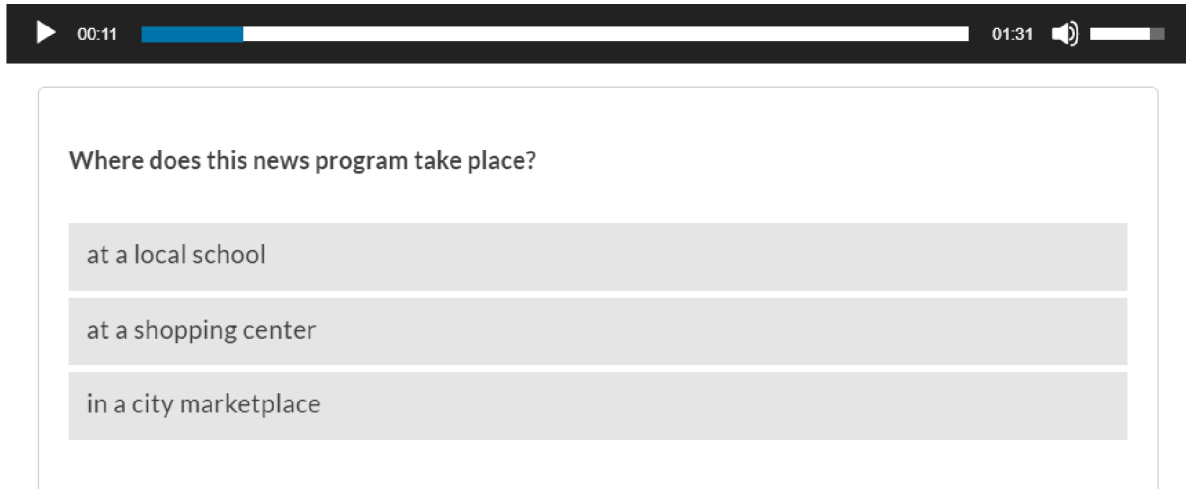
In the 5th grade, many topics are developed and vocabulary is enriched, but at the same time, additional vocabulary and grammar are included: numbers 0-100, country names, common household equipment, everyday activities, months, seasons, human appearance, places and buildings in the city, time. In vocabulary, then: the indefinite article, the imperative, possessive pronouns, questions with interrogative pronouns, plural nouns and repetition of the present simple, present continuous and past simple of the verbs to have and to be.

Therefore, if the focus is on the thematic unit **Listening with Comprehension** in 4th and 5th grade, the ICT tool that can help achieve the necessary outcomes are:

- **Websites** focusing on listening exercises – pupils with headphones on the computer, laptop, tablet, chromebook can practice listening and thus anchor correct pronunciation, e. g.: <https://www.esl-lab.com/easy/holiday-traditions/> then they can use a few exercises to immediately evaluate whether what they heard was correct. At the end they can then have the text they heard written out to get feedback on any problems they had while listening.

Listening Exercise

A. Listen to the recording and answer the questions.



Where does this news program take place?

at a local school

at a shopping center

in a city marketplace

Picture 9 – Listening and listening exercises (Source: <https://www.esl-lab.com/easy/holiday-traditions/>)

- **Online dictionaries** can provide the learner with the habits of correct pronunciation and the possibility of translation, e.g.: [HOLIDAY | English meaning - Cambridge Dictionary](#), on this platform the learner has the possibility to listen to the British pronunciation or the American pronunciation, for both the transcription and the meaning of the word in different associations is displayed. Picture of Online Cambridge dictionary is available in Appendix 5.
- **Listening to music or videos** are another way to practise listening therefore pronunciation, and adding parts of the text can help. If the teacher has an account, he/she can select the level and the song to be practiced by the pupil, and he/she will choose the words to be completed by the pupil according to the content to be practice. The website on which the pupil can train is available from this address: [The Cure - Friday I'm In Love | Music Video, Song Lyrics and Karaoke \(lyricstraining.com\)](#), specifically here the listening is focused on the days of the week and the pupil's aim is to complete them. Picture of Video - with music with the possibility of adding text is available in Appendix 6. For each correctly completed word, the pupil receives a score, at the end of which he or she can compare with his/her classmates who had the most points or repeat the activity and get more points.
- **Other ways** to incorporate ICT into learning can be listening to the radio, playing videos, listening to recordings available from textbook's CDs, watching English language programmes, and using these to ensure correct listening and pronunciation patterns.

Second thematic unit is **Speaking**. ICT options that can improve speaking skills are:

- **Smartphones, tablets, laptops**, which facilitate the learning of the English language, especially in the way that they can be used by students around the clock. The apps that exist today can support correct pronunciation habits, they can recognise if the pupil is pronouncing according to a pattern.
- **Reading the text** – one of the options offered is a Dictaphone or other recording device (smartphone). The pupil is given a text to reproduce and record on a recording device and send the recording to his/her teacher who will correct or give feedback on the pronunciation.
- **Pictures and their description**, the pupil is given a picture, or some short video and his/her task is to prepare a short spoken text. Again there are several ways to practise speaking, the pupil can speak at home, record himself. Alternatively, they can prepare in advance and then demonstrate their speaking skills to the teacher or classmates in classroom.
- One of the classic speaking exercises is the so-called **roleplay** – pupils can get information from the Internet, for example about a famous person from history, and then try out a conversation with each other to practise phrases or questions and answers.
- **The Bee-Bots** can be a new aid for speaking, and these programmable aids can be helpful when describing a journey. The pupil prepares a route on a map or mat from point A to point B, programs the robot and then comments on each step (Turn left at the swimming pool, then go straight on and so on).



Picture 10 – Bee-Bot robotic bee (source: own)

The third thematic unit is **Reading with Comprehension**. It is a specific discipline mainly because the pupil should have the knowledge of vocabulary to understand any text correctly. Practicing the text followed by supplementary exercises is the most preferred method. Countless such exercise sites can be found online.

- **Vocabulary** – several apps available on smartphones can be used to practice vocabulary. One of the better known is Duolingo. Where individuals try to translate words or short sentences into their native language. A similar app can be Wocabee, where the teacher directly enters vocabulary that matches the student’s knowledge. The picture of Duolingo application is available in Appendix 7.

- **Magazines** – nowadays there is an option to subscribe to online magazines for the school environment. A magazine is one of the first texts that can engage a pupil. It is important to choose an appropriate topic so that it catches the reader’s attention.



Picture 11 – article from Ready for English magazine (available from: https://issuu.com/elipublishing/docs/ready_1_20182019)

- **Education-focused websites** that have text and associated tasks are interactive, so students can complete them on a PC, tablet, chromebook, or the teacher can project them on an interactive whiteboard for pupils to work on. The picture of an exercise from ISLcollective platform is available in Appendix 8.
- **QR codes** – smart mobile phones nowadays have QR code readers. If the teacher prepares an activity with texts and associated pictures, pupils can walk around in an environment (classroom, garden, playground) and use their phones to scan the codes where the text is written and they have to match it to the pictures they have in their portfolio. The picture of QR code is available in the Appendix 9.

The last thematic unit is **Writing**. In most of the activities mentioned above there was also writing. It can be practised in several ways using ICT tools:

- **E-mail communication** is one of the basic tools, so pupils can write to each other about topics they already know. If the Grammarly program is installed on the computer, it will also correct the mistakes made by pupils.
- **Speed writing** is an activity that asks pupils to write five words as quickly as possible. E. g. Write down 5 types of fruit or write five school equipment etc. Pupils can practise writing and vocabulary at the same time.
- **Picture description** – each pupil will receive a picture in their email box and their task will be to write five sentences about what is in the picture. For example, a photo of a room and send the answer. Picture of describing bedroom available in Appendix 10.
- **Vocabulary** and practising them in the various apps or accompanying online materials provided by the textbooks.



Students > Project > Level 1 > Unit 2 > Grammar > Exercise 2: be : negative forms



Exercise 2: *be* : negative forms

Make the sentences negative. Use short forms if possible and add punctuation. Type the words in the box.

1. I'm in the classroom.

2. Joe and Mel are here.

Picture 12 – online support for Project 1 4th edition (available from <https://elt.oup.com/student/project/level1/unit02/grammar/exercise2?cc=cz&selLanguage=cs>)

7. Research results

Based on every phase in my research along with the ICT tools, the following ŠVP outcomes were proposed in Period 1 and 2 as part of the update while meeting the expected outcomes from the RVP ZV.

7.1. Expected outcomes in 3rd grade

The outcomes of the ŠVP that should be linked to the RVP outcomes can be listed using active verbs such as:

- The pupil understands and responds to simple instructions in English,
- The pupil understands the assignment while working in an online textbook environment,
- The pupil can reproduce a reasonably long simple text,
- The pupil recognises familiar vocabulary in slow and clear speech,
- The pupil can describe a close person within the range of their vocabulary,
- The pupil can obtain basic information in conversation about another person and provide this information themselves on request (name, age),
- The pupil reads simple phrases and sentences related to the vocabulary covered with correct pronunciation,
- The pupil is able to link the graphic and spoken forms of a word,
- The pupil writes words correctly with the text source within the vocabulary covered.

7.2. Expected outcomes in 4th and 5th grade

ICT tools can make easier to achieve the required outcomes in 4th and 5th grade. The ŠVP outcomes that will build on the RVP outcomes can be defined using active verbs as follows:

- The pupil correctly answers questions asked by the teacher with clear pronunciation within the context of material covered,
- The pupil is able to find out what time it is, answer what time it is and write down the fact,
- The pupil understands simple sentence conjugations in the present simple, continuous and past simple with the verbs to be and to have,
- The pupil understands short listening activities based on the topic learnt,
- The pupil engages adequately in simple conversation,
- The pupil lists the English alphabet and uses it to spell simple English words,
- The pupil can speak briefly on a topic from the vocabulary learnt, use spoken words to describe a specific thing/person,

- The pupil can ask for the correct way and also describe the correct way using short instructions,
- The pupil can find the information needed in a short text,
- The pupil can write information about themselves/complete a questionnaire,
- The pupil reads correctly phrases, simple sentences where grammatical phenomena appear and understands the text,
- The pupil correctly uses simple grammatical phenomena in writing,
- The pupil writes phonetic transcriptions based on a model.

Conclusion

The aim of this bachelor thesis was to implement ICT elements in the teaching of English language into individual education areas and grades so that the outcomes correspond with the outcomes defined in the RVP ZV. It can be said that this paper has fulfilled its objective. The practical part presents several types of activities using ICT to improve foreign language teaching. All while meeting digital competences on both sides.

The thesis was based on professional literature, which served as a basis for the theoretical part. The practical part and its tools were based on my own 4-year experience at primary level of school. All the presented activities using ICT are actually used in practise.

The theoretical part dealt with the definition of basic concepts in the field of ICT, defined what belongs to ICT components, what are the types of digital resources. This part also dealt with digital literacy and its definition, explained the concept of digital competences, which are so often discussed nowadays. It mentioned the basic documents in which digital competences are now appearing, i. e. the European Framework of Digital Competences for teachers, the Framework Curriculum for Primary Education and the Czech Education Policy Strategy 2030+ and how important it is that digital competences are possessed not only by pupils but mainly by teachers. What I see as the most important step is the inclusion of digital competences in the School Education Programme, which each school creates itself and as such should clearly define in which areas or subjects digital devices must appear in order to meet digital competences.

Last but not least, the thesis mentions a short history and development of ICT in education, and lastly, it focuses on areas related to the Framework Curriculum for Primary Education and expected outcomes that can be improved thanks to ICT tools. The intention of this section was to provide the theoretical foundations for the practical part.

The practical part presented a school that does not have an updated School Education Programme according to the latest revision of the RVP ZV 2021, but has digital equipment, so there was a need to update the curriculum using these ICT tools.

All expected outcomes specified in the RVP ZV in the educational area of Foreign Language, specifically English, were taken into account. I familiarised myself with the current curriculum and with several other School Education Programmes of other schools to arrive at a comparison

and actually create outcomes using ICT tools what will match reality and that I have tried myself over the last few years and know work. In this thesis, four thematic units are defined which are developed through ICT tools in English Language and for each area several tools are presented which can help to achieve the expected outcomes. All these tools or activities are based on their own practice and can therefore serve as a model for the implementation of ICT in foreign language teaching.

Previously, ICT was used more to enrich teaching and to distract during educational activities. Today, on the other hand, they are almost an essential part of teaching, not only in the subject of Computer Science, but across all subjects, at all levels of education and in English Language in particular. Every school should incorporate digital competences, and especially digital tools, into the curriculum as soon as possible in order to facilitate pupil's learning.

Generally speaking, most pupils will have jobs that may not exist today, but they already need to know how to work properly with digital devices because there is a high probability that they will need these skills.

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The list of appendices:

Appendix 1 - Example exercise from the online textbook Funpark 1 focused on pronunciation (Source: [HAPPY BIRTHDAY / strana 16–17 \(izzzi.digital\)](#))

1   LISTEN AND SAY. / POSLOUCHEJ A ŘÍKEJ.



00:00

1/2

Appendix 2 - Example exercise from the online textbook Funpark 1 focused on the graphic and spoken form of a word (Source: [REVIEW / strana 20 \(izzzi.digital\)](#))


3    LISTEN, READ AND CHOOSE. / POSLOUCHEJ, ČTI A VYBER.

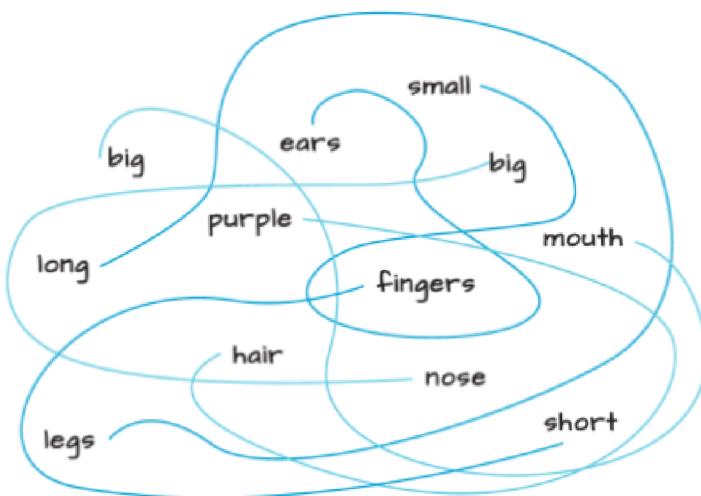
orange blue black girl

Zkontrolovat

1/4

Appendix 3 - Example exercise form the textbook Funpark 1 focusing on written word form with text (Source: [BODY / strana 68–69 \(izzi.digital\)](#))

● 4  WRITE, DRAW AND SAY. / NAPIŠ, NAKRESLI A POVIĎEJ.



_____ mouth

long _____

purple _____

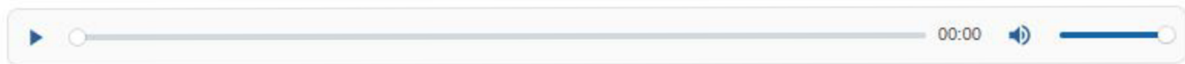
_____ ears

big _____

_____ fingers

Appendix 4 - Example exercise from textbook Funpark 1 aimed at comprehension of the text with a visual (Source: [HEAD / strana 62–63 \(izzi.digital\)](https://www.izzi.digital/))

1    **LISTEN, READ AND ACT. / POSLOUCHEJ, ČTI A PŘEDVEĎ.**



Appendix 5 - Picture of Online Cambridge dictionary (Source: [HOLIDAY | English meaning - Cambridge Dictionary](#))

Meaning of **holiday** in English



holiday

noun

UK /'hɒl.ɪ.deɪ/ US /'hɑː.lə.deɪ/



A1 [C or U] UK

(UK informal **holidays**); (UK informal **hols**); (US **vacation**)

a time when someone does not go to work or school but is free to do what they want, such as travel or relax:

- *a camping/skiing holiday*
- *Have you decided where you're going for your holiday(s) this year?*
- *Patricia is on holiday next week.*
- *How many days' holiday do you get with your new job?*

Appendix 6 - Video with music with the possibility of adding text (Source: [The Cure - Friday I'm In Love | Music Video, Song Lyrics and Karaoke \(lyricstraining.com\)](#))

Score 8888 Gaps 0/13 Hits 0 Fails 0 Bonus x1 ?

The Cure - Friday I'm In Love

Info... Přeřát po... Sdílet

DALŠÍ VIDEA

0:43 / 3:35

vevo YouTube

Tuesday's gray and too

Thursday I don't care about you

Appendix 7 - Duolingo application icon (available from: <https://cs.duolingo.com/>)



Appendix 8 - An exercise from ISLcollective platform (available from: [Easter Lesson A1/A2: English ESL worksheets pdf & doc \(islcollective.com\)](#))

Exercise 2: Complete the text with the missing words below, and then compare in pairs.

Easter is the most important 1. _____ in the Christian calendar. It is celebrated on the first Sunday after the full 2. _____, on or following the 21st March. The Friday before Easter Sunday is called Good Friday. Christians believe Jesus Christ was 3. _____ on this day. Easter Sunday marks the day that Jesus rose from the dead and ascended to 4. _____. In countries with large Christian populations, Easter Monday is usually a public 5. _____. On Easter Sunday, many people 6. _____ Easter eggs, made of 7. _____. Other traditions include Easter parades and special food. The food is different depending on the country but often includes roast 6. _____ and hot cross buns.

chocolate heaven holiday moon exchange festival lamb crucified

Appendix 9 - Picture of QR code and the text hidden in it (source – own)

Prague is the capital and largest city in the Czech Republic, the 13th largest city in the European Union and the historical capital of Bohemia. Situated on the Vltava river. Prague is home to about 1.3 million people.



Appendix 10 - Picture of bedroom (source: own; sales ID: bZrmN8DJdwB1XgM64NrTxzop4qzkRQOpxnW05ov3)



Annotation

Jméno a příjmení:	Veronika Dýčková
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Ondřej Duda
Rok obhajoby:	2023

Název práce:	Possibilities of using ICT technologies in teaching at the first level of primary school
Anotace práce:	<p>Tato bakalářská práce se zabývá možnostmi využití ICT ve výuce anglického jazyka na prvním stupni základní školy. Cílem je implementace ICT nástrojů do výuky angličtiny. Teoretická část se zabývá pojmy ICT, digitálními kompetencemi, kurikulárními dokumenty, historií ICT ve výuce a oblastmi, které lze pomocí ICT nástrojů ve výuce anglického jazyka zlepšit. Praktická část popisuje očekávané výstupy definované v RVP ZV v anglickém jazyce a potřeby navázat na výstupy Školního vzdělávacího programu. Představuje také ICT nástroje, které lze využít při výuce anglického jazyka ve čtyřech oblastech definovaných v RVP ZV. Obsahová analýza RVP ZV byla hlavní výzkumnou metodou, která byla v této práci provedena. Výsledky spočívají ve vytvoření přehledu ICT nástrojů, které lze využít ve výuce anglického jazyka a zároveň byly vytvořeny výstupy kurikula v předmětu anglický jazyk, které odpovídají výstupům RVP ZV. Tyto ICT nástroje by měly být užitečným doplňkem pro zkvalitnění výuky a učení se anglickému jazyku na prvním stupni základní školy.</p>
Klíčová slova:	ICT, digitální kompetence, vzdělávání s ICT, kurikulární dokumenty, RVP ZV, ŠVP

Anotace v angličtině:	This bachelor thesis deals with the possibilities of using ICT in teaching English language at the first level of Primary School. The aim is to implement the elements of ICT in ELT. The theoretical part deals with ICT concepts, digital competences, curriculum documents, the history of ICT in education and the areas that can be improved using ICT tools in English language teaching. The practical part describes the expected outcomes defined by the RVP ZV in English language, and the needs to build on the outcomes of the School Education Programme (ŠVP). It also introduces ICT tools that can be used in learning English in the four areas defined by the RVP ZV. Content analysis of the RVP ZV was the main research method that was conducted in this thesis. The results consist in creating an inventory of ICT tools that can be used in English language teaching and at the same time, curriculum outcomes in the subject English language were created that correspond to the outcomes of the RVP ZV. These ICT tools should be a useful addition to enhance the teaching and learning of English language at the first level of Primary School.
Klíčová slova v angličtině:	ICT, digital competences, ICT in ELT, curricula documents, RVP ZV, ŠVP,
Přílohy vázané k práci:	The list of appendices
Rozsah práce:	58
Jazyk práce:	Angličtina