UNIVERZITA PALACKÉHO V OLOMOUCI
PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

Bakalářská práce

René Kristián

Effective use of IT tools in ELT classroom

Olomouc 2024

Vedoucí práce: Mgr. Petra Charvátová

Čestné prohlášení

Prohlašuji, že jsem bakalářskou práci vypracoval samostatně pod vedením Mgr. Petry Charvátové s využitím pramenů, které jsou uvedeny v bibliografii.

V Olomouci 17. června 2024 Podpis Kristián.....

Acknowledgements

I would like to thank my supervisor, Mgr. Petra Charvátová, for all her valuable assistance and helpful comments concerning my thesis. I would also like to thank my friends and family, especially my mom, who read through my notes and provided numerous valuable comments on my thesis.

Annotation

Jméno a příjmení:	René Kristián
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Petra Charvátová
Rok obhajoby:	2024

Název práce:	Efektivní využití informačních technologií ve výuce anglického jazyka
Název v angličtině:	Effective use of IT tools in ELT classroom
Zvolený typ práce:	Výzkumná práce
Anotace práce:	Bakalářská práce se zabývá možnostmi využití informačních technologií, které vedou k efektivnější výuce anglického jazyka ve školách. Práce se zaměřuje především na využití těchto technologií na druhém stupni základních škol, středních odborných a průmyslových školách a gymnáziích. Cílem bylo dokázat, že výuka touto formou je žáky preferována, že je pro žáky zajímavější, zábavnější, atraktivnější a do budoucna uplatnitelnější v životě.
Klíčová slova:	Efektivní výuka a studium anglického jazyka, Informační technologie, Integrace informačních technologií, Školní prostředí
Anotace v angličtině:	The bachelor thesis deals with the possibilities of using information technology to enhance the effectiveness of English language teaching in schools. The thesis focuses mainly on the use of these technologies in the second level of primary schools, secondary vocational and technical schools and grammar schools. The aim was to prove that teaching in this form is preferred by the pupils that it is more interesting, fun, attractive and more applicable in the future in life.
Klíčová slova v angličtině:	Effective English Language Teaching and Learning, Information Technology, Information Technology Integration, School Environment
Přílohy vázané v práci:	E-mail ředitelům, Dotazník, Odpovědi na otázku č. 15, Seznam kontaktovaných škol
Rozsah práce:	43 s.
Jazyk práce:	Anglický jazyk

Table of Contents

Abstract

This work focuses on the possibilities of using modern technologies leading to more effective English Language Teaching (ELT) in schools. The theoretical part presents the basic knowledge about teaching, the use of IT tools and ICT tools, and their tools in English Language Teaching (ELT), which were obtained from the literature. Selected trends in the use of IT tools in ELT and their advantages and disadvantages are described.

The empirical part of the thesis focuses on the extent of IT tools currently used at the second level of primary schools, secondary vocational and technical schools and grammar schools. The method used to obtain information and evaluate the results was a questionnaire sent out to 20 headmasters in various primary and secondary schools. Via this self-constructed questionnaire, an investigation was made into how many English language classes students take per week, whether they use IT tools in their classes and to what extent. This thesis focused on what hardware and software are most frequently used among students and what form of learning they use these tools for (grammar, vocabulary, pronunciation). The analysis investigated whether teaching in this form is more fun and more interesting, the possibility of using their own tools in ELT and to what extent they foresee the use of IT tools in their future life.

It was found that teaching with the use of IT tools is indeed more attractive for students, with half of the respondents indicating their potential future use. However, the use of students' own devices in ELT is not yet common. All the values obtained were processed and complemented by evaluating the research questions and hypotheses and complemented by graphs.

1. Introduction

Information technology is now a regular part of our lives and is increasingly used in English Language Teaching (ELT). These technologies have a major impact on how students perceive the curriculum, motivation and activity in ELT.

The theoretical part focuses on the factors influencing effective teaching, the importance of the mutual relationship between the teacher and the students, and the positive motivation of students that leads to greater activity and interest in learning English. Their increasing importance in teaching and their growing popularity with students and teachers are described. The concepts of IT and ICT and their specific tools are explained in detail, as well as their growing importance in the learning process and in ELT. This work will look at the most currently used forms of language teaching - Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL) and Technology-Enhanced Language Learning (TELL). Also included will be an examination of the increasing use of web applications and their corresponding online and social media platforms. New concepts like artificial intelligence (AI, GenAI) and virtual reality technologies will be explored, along with their benefits, drawbacks, and associated risks.

The empirical part of this thesis aims to observe the popularity of IT tools among students not only in English language teaching at school but also in home preparation. In the form of a questionnaire aimed at students in the second level of primary schools, secondary vocational and technical schools, and grammar schools, it was investigated whether or not the students had already encountered IT tools in their English language teaching. Another interest was to figure out how many English language classes they have per week and how often and for how long they use IT tools during these classes. Other questions were used to determine what software and hardware students use at work, what they practice most often in class and what they practice at home. It was important to find out whether they have the opportunity to use their own devices (tools) in class, if any, whether they find the lessons managed in this way inspiring and fun and whether they would like to use them not only more extensively but also in their future life and work after their studies. This thesis aims to demonstrate that the use of IT tools in ELT, to a greater extent would be welcomed by students. As confirmed in the questionnaire survey, students and their teachers' awareness of IT tools is improving. As technology continues to evolve, the use of their own devices by students is also widely

welcomed. This work tries to prove that the more students work with IT tools in ELT, the more likely they are to use these technologies in practical life.

2. Theoretical part

2.1 Effective English language teaching and learning

Teaching and learning any subject play an important role in our lives. When it comes to effective teaching in general, several factors must be considered to maximise the efficiency and effectiveness of the learning process. It is necessary to establish the basics, such as educational objectives, teaching methods and principles, organisational forms and analysis of learning outcomes. In addition to the importance of a good teacher-student relationship, it is necessary to focus on students' motivation to learn and on factors contributing to greater student activity. When it comes to English Language Teaching (ELT), all of the above factors are important, but student motivation and activity in learning are particularly important because language is primarily for communication. According to Zormanová (2014, author's own translation), several factors contribute to students' activity:

1. Student/Pupil: Their place in the class, relationship with teacher and others, personality, gender, age, intelligence, etc.
2. Teacher: Their personality, relationship with others, teaching methods, way of communication, etc.
3. The Class Collective: Class Climate.
4. Classroom (place): Layout and equipment.
5. Teaching: Communicated by the teacher, communicated by the teaching texts.
6. Time: Which part of the day, which season of the year.

2.1.1 The relationship between pupil and teacher

Teachers play an essential role in the educational process. Even before the teaching begins, the conditions under which they will work must be considered. Those conditions can be, for instance the number of students in class, age of students, possible disabilities, workload, their past teaching experiences or any other social aspects.

To underline the importance of a good and prepared teacher, Harmer (1998, p. 2) asked various people the question: "What makes a good teacher?". Having collected many answers, Harmer states that: *"Although, as we can see, the character and personality of the teacher is a crucial issue in the classroom, by far the greatest number of responses to the question "What makes a good teacher?" was not so much about teachers themselves, but rather about the relationship between the teacher and the students."* With this in mind, every teacher must think about how they are perceived by their students and care about the relationships that they build

with them. This reflects even today's pedagogy trend to lean towards an interactive education with closer and more democratic relationships between students and teachers. There are several principles that a teacher should follow when teaching the English language. One of them, and also one of the most essential, is that the teacher should be aware of the student's motivation for learning a new language.

2.1.2 The learning process - motivation

Apart from the learner/student and the teacher, there is also the teaching process itself. Zormanová (2014, author's own translation) mentions a total of five different phases of teaching:

1. Motivational phase
2. Exposure phase
3. Fixation phase
4. Diagnostic phase
5. Application phase

To make these phases work and, in general, get through the teaching, there has to be some motivation, whether from the teacher or the student/learner. Kern (2006, p. 53, author's own translation) describes motivation as: *" Anything that causes behaviour, an action, or reaction is called motivation or an impulse. The causes of behaviour are different."* Methodological portal RVP.cz of the National Pedagogical Institute of the Czech Republic (2011, author's own translation) mentions four types of motivation:

1. Short-term motivation
2. Long-term motivation
3. Internal motivation
4. External motivation

Furthermore, Harmer (1998, p. 8) states: "*The desire to learn can come from many causes. Perhaps the students love the subject or are simply interested to see what it is like. On the other hand, they may have a practical reason for their study: they want to learn an instrument so they can play in an orchestra, learn English so they can watch American TV or work with English people, study Tai Chi so that they can become fitter and more relaxed, or go to cookery classes so that they can prepare better meals."* In his work, research is also mentioned that was carried out in the second half of the twentieth century by Gardner and Lambert (1972 in Harmer, 1998, p. 8) that suggested that students who felt most warmly about

a language and who wanted to integrate into the culture of its speakers were more highly motivated than those who were only learning the language for a better job opportunity.

2.1.3 Activity and learning objectives

For the teacher to motivate effectively, it is crucial to think about the already mentioned factors contributing to students' activity by Zormanová (2014) that were discussed before. Factors like age are game-changing for the educational process. However, it is helpful to know how to motivate overall because every person is unique and will get motivated by something different. With the right motivation, teaching is more effective, and students are more active, which is reflected in their final assessment.

A well-known Bloom's taxonomy of cognitive goals closely relates to the teaching phases and effective learning and teaching. This taxonomy divides goals according to the complexity of the thought operation they require for their fulfilment on:

1. Knowledge - remembering and recalling.
2. Understanding – clarification.
3. Application - demonstration/planning.
4. Analysis - distinguish and find.
5. Synthesis - categorise and summarise.
6. Evaluative assessment - defend and oppose.

It is necessary to complete all of the goals above to maximise the development of specific knowledge or skills.

For ELT in practice, Harmer (1998) suggests the usage of ESA:

1. Engage: The teacher and students view a photo or a video of robots. They describe the actions of the robots and explain their feelings towards robots.
2. Study: The teacher gives the class a picture of a certain robot. As they say things like "it can do math" and "it cannot play the piano," students are introduced to the pronunciation and construction of the terms "can" and "can't". The teacher makes an effort to ensure that the pupils use proper grammar and that the phrases are pronounced appropriately.
3. Activate: Students collaborate in teams to create custom robot designs. They demonstrate to the class what their robot is capable of and is not capable of.

Additionally, Harmer also mentions the Boomerang sequence (EASA - engage, activate, study, activate) and the Patchwork sequence (EAASASEA).

There are also several ways of teaching and learning English. These ways can be Grammar-translation, Audio-lingualism, PPP (Presentation, Practice, and Production), Task-Based Learning, and Communicative Language Teaching. The teacher needs to differentiate the lessons from one another because, as Harmer (1998, p. 5) says in his book: *"One of the greatest enemies of successful teaching is student boredom. This is often caused by the deadening predictability of much classroom time. Students frequently know what is going to happen in class, and they know this because it will be the same as what happened in the last class - and a whole string of classes before that. Something has to be done to break the chain."* This is one of the things that IT tools could improve drastically, breaking the chain of experience and stereotypes in teaching.

2.2 What are IT tools

The field of information technology encompasses computer systems, software, programming languages, and the storage, processing, and management of data and information. Today, an extended version of Information and communication technology (ICT) is often used interchangeably with the term IT. These technologies seem to be one of the ways to motivate students, make them more active in the classroom and avoid the aforementioned boredom.

It is, therefore, the use of computers, software, networks, and other digital resources to store, manipulate, and transmit data and information. UNESCO Institute for Statistics defines information and communication technologies as a diverse set of technological tools and resources used to transmit, store, create, share, or exchange information. These technological tools and resources include computers, the Internet (websites, blogs, and emails), live broadcasting technologies (radio, television, and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices), and telephony (fixed or mobile, satellite, Visio/video-conferencing, etc.). (UNESCO, 2009) Because the field in which IT tools are operating is so wide, almost no one can escape them, encountering them in work (e-mails, various software), in everyday life (internet, artificial intelligence), or in schools (presentations, educational recordings).

2.2.1 IT and ICT tools in the education process

With the increasing usage of IT and ICT tools, coupled with a rising demand for technical literacy, schools, teachers, and their students have to continually adapt to the needs of today's demanding society. Traditional tools such as books, notebooks, and grade books are, without a doubt, effective, cheap, and don't need anything extra like a source of energy. They

played an important role in the history of education; however, they lack the ability to quickly work and save large quantities of data. That is where IT and ICT tools come in handy.

Slavík (1997, p. 37, author's own translation) states that: *"Therefore, in schools, as in many other fields of human activity, computers and other electronic media are increasingly used in information work."* These technologies not only store and analyse data but can also be used to effectively guide the educational process itself.

2.2.2 IT and ICT tools in ELT

Despite the immense possibilities of usage in the classroom, pedagogical staff still need to be careful about what, when, and how to use such tools. In the work by Adams and Brindley (2007, p. 50), it is mentioned that as far as English teaching is concerned, there is no body of hard evidence that tells us with any precision when we should best use technology or avoid it.

However, influential authors such as Barron et al. (2002) mention ways to utilise IT tools in the ELT, and numerous research on this topic have already been conducted, showing promising results. For example, *"The Report on the Effectiveness of Technology in Schools"* and the *"Apple Classroom of Tomorrow study in Columbus, Ohio"*. In both cases, the researchers found significant positive effects on students' achievements, and the students' absenteeism was lower than usual.

In ELT, there are several skills that the students should acquire during their studies. Those skills are listening, speaking, reading, and writing. Rank, Warren, and Millum (2011) presented several possible ways of handling IT tools in ELT to enrich and improve the educational process. For example, using IT tools to:

- Explore and investigate: texts, pictures, audio, videos, and more.
- Analyse language: using text editors, chatbots, and the corpus.
- Respond, interpret, reflect, and evaluate: discussion forums.
- Compose and create: compose their own presentations via computer.
- Transform: adapt old stories to modern situations.
- Present and Perform: they can record themselves or create a presentation that they then present.
- Communicate and collaborate: collaborative platforms like Padlet.
- Inspire and engage: Introduce students to various interesting materials.
- Entertain: with interesting involvement of IT.

2.3 Trends in the use of IT tools in ELT classroom

There is a wide range of IT tools that are used for language learning, whether in or outside of school. This work will focus mainly on Computer-Assisted Language Learning (CALL), which involves the use of computer software and digital tools to support language learning. Additionally, Mobile-Assisted Language Learning (MALL) will be examined, which leverages mobile devices such as smartphones and tablets to facilitate language acquisition outside of the traditional school environment. The use of technology to teach language or Technology-Enhanced Language Learning (TELL) encompasses a wide range of technological resources and applications aimed at enhancing language teaching and learning. Furthermore, this section will focus on the number of devices that Czech students own and are available to them nowadays, several web apps (video sharing and streaming platforms and social media platforms), artificial intelligence (AI), and generative artificial intelligence (GenAI) and virtual reality and will present specific activities that can be done with them to promote ELT.

2.3.1 CALL and MALL technologies in the Czech Republic

This section introduces and defines CALL and MALL technologies. CALL stands for Computer-Assisted Language Learning, and MALL stands for Mobile-Assisted Language Learning. In the past, CALL was more frequently used because the devices were not as portable as they are today. Nowadays, however, it can be said that CALL and MALL are intertwined because the devices are getting smaller and, therefore, more portable and mobile. To be specific, the term MALL is a subset of mobile learning and Computer-Assisted Language Learning.

Any process in which a student uses a computer and thereby enhances their language skills qualifies as CALL, considering its ever-evolving nature. (Beatty, Candlin and Hall, 2010, p. 7). MALL technologies have a similar definition, however, as Stockwell (2022, p. 8) states in his book: *"MALL refers to learning a second or foreign language through the use of one or more of various mobile devices including, but not restricted to, mobile phones (including smartphones), tablets, personal digital assistants (PDAs), MP3/MP4 players, electronic dictionaries, and gaming consoles."* So, in MALL, the aspect of portability and mobility is highlighted, and one of its goals is to take learning outside of the classroom so that learners can experience real situations and adapt to them.

However, teaching through CALL and MALL doesn't mean that the traditional ways of teaching are bad or that they are not being used; it is quite the opposite. It is often recommended to conjunct the CALL and MALL technologies with non-technical devices, meaning paper-

based materials. Additionally, CALL and MALL are constantly evolving in terms of pedagogy and technological advances in hardware and software. That means that educators who use CALL and MALL in their teaching should seek out what technologies are new and what potential uses they have for educational purposes.

2.3.2 TELL and its importance

As was said in the previous chapter, IT tools are becoming more and more entangled in our lives. Apart from the usage of IT tools in general, the number of individual devices that people own themselves also increases every year. The Czech Statistical Office about the number of people who own a mobile phone in the Czech Republic stated that: *"According to the latest data collected by the Czech Statistical Office in the spring of 2023, 82% of people already use smartphones, 86% of people use the internet and 63% of people make purchases through it."* In this research, they also found out that mobile phones are used by 99% of people over the age of 16. (Cieslar, 2023, author's own translation). This consistent rate of use underlines the pervasiveness of mobile phones in society. Additionally, an article on the news website iDNES informs about the survey that was conducted by the Rondo Data company in which they found out that by the time schoolchildren celebrate their eleventh birthday, 93% of them have a mobile phone. (Řezníčková, 2018)

These statistics not only underscore the widespread ownership of mobile phones among young individuals but also highlight the importance of recognising these devices as potential educational tools. The implications of these research findings are huge for the field of education. With the majority of students owning mobile phones from a relatively young age, educators have a unique and valuable opportunity to leverage these devices to enhance learning experiences. Mobile phones and possibly tablets that are accessible and familiar to students offer a versatile way of delivering educational content, fostering engagement, and promoting personalised learning experiences.

The term that has been getting more recognition in recent years, called BYOD (Bring Your Own Device), is when students bring their own laptops, tablets, or other devices to school in order to study with them. However, as Wichová (2022, p. 8, author's own translation) mentions in her research for the Czech Statistical Office: *"So far, only about a fifth of schools report that their pupils can use their own devices at school."* , which is a rather unfortunate reality. In addition to the above-mentioned research, the Czech Statistical Office also conducted research that dealt with the number of technological devices in Czech schools. This research

showed that: *"In 2021, there were 20.7 computers per 100 pupils in Czech schools. Practically all schools are connected to the Internet and the school agenda is largely processed electronically."* (Wichová, 2022, p. 1, author's own translation). It is specified that the best situation is on the second level of primary schools with 37,5 computers per 100 pupils. Then on the 1st level of primary schools, there were 30,2 computers per 100 pupils, and in the secondary schools, there were 28,1 computers per 100 pupils. However, it is necessary to mention that in the research on secondary schools, vocational schools that often do not require computers are included. (Wichová, 2022, p. 3). The research also showed that around 95% of Czech primary and secondary schools have Wi-fi. (Wichová, 2022, p. 7).

This research, as much more around the world, points out that the technological modernisation of education reduces the overall paperwork needed and speeds up communication with students, their parents, and colleagues. The usage of technology also makes the lessons more interesting and attractive for the students. With the research above in mind, it can be seen that technology is an important part of almost everyone's life and that there are, without a doubt, resources (devices) that can be utilised for education.

2.3.3 Web applications - online video-sharing platforms and streaming platforms

It is a well-known and widely-used practice to use videos and streams to learn and teach the English language through authentic clips. Sites like YouTube, Twitch and similar to them provide countless videos that are great for general exposure to the language, as well as millions of videos and specialised channels that explain grammar, pronunciation, and other skills. These platforms also offer the option to upload or stream your own videos and comment on them, which gives us many additional possible tasks that can be done with them.

The use of online videos and movies as tools in education is becoming more common. Sherer and Shea (2011) deal with the significance of using internet videos, especially sites like YouTube, to satisfy course learning objectives effectively, involve students in their education, and spark lively classroom debates. They describe the various types of assignments where online videos can be effectively integrated, such as writing and listening tasks, student production assignments, and collecting and archiving assignments. They also highlight the potential of these tools to create an active learning environment. In order to improve lectures, assignments, and class discussions and to help students become more proficient in traditional, online, and hybrid learning environments, the document emphasises the necessity of integrating internet videos into courses.

Another study that deals with how teachers and students of ELT, specifically English as a foreign language (EFL), feel about using web videos in EFL lessons is discussed in the publication written by AlShraideh (2021) with the purpose of examining how online videos affect EFL instruction. By using a mixed-method approach, the study collected data from 120 female EFL Saudi students through questionnaires and conducted interviews with six EFL teachers from Taibah University's English Language Centre. Likert scale items were included in the questionnaire to measure participants´ perceptions, and the teachers´ qualitative insights were the focus of the interview. The results showed that most people thought using internet videos in EFL lessons was good and effective, having a favourable effect on students´ motivation, engagement, performance, cultural awareness, and learning experiences. Overall, according to the teachers´ comments, using web movies and online videos is generally encouraged, although with caution in both presentation and selection.

Even though both of these studies were happening in universities, the message they send is clear, and the application of online video-sharing platforms and streaming platforms for ELT is universal. Therefore, it can be said that online videos are an interesting way to practice different skills while also promoting motivation, engagement and overall performance of students. However, to optimise their educational value, they must be used carefully and strategically.

2.3.4 Web applications - social media platforms – e-mails, Facebook, Instagram, WhatsApp, Discord, and others

Social media platforms are often used between educators and their students, and also potentially between students, to make communication easier, whether it is to provide information about tests or homework or to share materials between students and teachers. The use of e-mails and WhatsApp is already familiar, and this work will not go into it further.

Sites like Facebook and Instagram are very popular among the youth and adults, offering a great way to utilise these liked sites to motivate learners and also provide some new methods of ELT. Additionally, Facebook and Instagram are good for teaching and studying languages because of a number of their features. The timeline, status updates, likes, and comments are among the functions available on Facebook and Instagram. Users can show support for content, share recent activities and personal information, and have conversations with each other using these capabilities. Facebook and Instagram also let users follow other accounts or befriend them, like and comment on material, share images and videos, and add captions. These

characteristics support language and spatial awareness, promote socialisation, and give visual data. These platforms are perfect for teaching and studying languages since they allow users to cooperate, communicate, and interact.

The advantages of using Facebook and Instagram in English language instruction are covered by Suryantari and Priyana (2018). The authors highlight how social media platforms are becoming more and more popular among students and how they have the power to transform the classroom by offering simple and adaptable tools for collaboration, interaction, and communication. The study also explores the particular exercises that might be used with Facebook and Instagram to improve students' English proficiency. These exercises combine speaking, listening, reading, and writing to offer a thorough approach to language acquisition. For example, activities involve using Facebook for long-form reading, active listening, and group discussions. Additionally, Instagram is utilised for activities like critiquing celebrities, making book trailers, and documenting field trip memories. The publication highlights the function of these platforms in cultivating student involvement, communal spirit, and socio-pragmatic proficiency, in addition to augmenting language proficiency across many modalities.

Discord is another popular app that provides numerous opportunities for ELT. The study by Odinokaya et al. (2021) explores the role of Discord in teaching and learning English as a Foreign Language (EFL) vocabulary. In their research, they conducted a pre-test and post-test study with an experimental and control group of 80 university students to investigate the impact of Discord on vocabulary acquisition and speaking skills. The results showed that the experimental group, taught with the help of the Discord application, significantly outperformed the control group in vocabulary tests and in speaking interviews. This study also included a survey that revealed students' positive feedback, specifically their increased interest, engagement, and motivation due to the use of the Discord app for learning. The study's findings and analysis showed how beneficial it is to use the Discord app for EFL vocabulary learning, as seen by the experimental group's increased speaking abilities and vocabulary retention. The essay also covers the conventional methods used by EFL teachers to shape and enhance their students' vocabulary. For example, it is mentioned that first, the teacher should introduce a new lexical item followed by controlled practice and lastly, free practice, which they can also do outside of the classroom environment in their free time. However, it is worth noting that this study has some limitations. For example, just a small and homogeneous sample of participants who were all studying the same target language at the same level of skill and with the same background in language learning is one of the study's drawbacks. This could restrict how

broadly applicable the findings are. However, these findings can still be utilised for future ELT practices, potentially increasing the motivation of students and their overall engagement.

2.3.5 Artificial intelligence (AI) and generative artificial intelligence (GenAI)

On the 30th of November 2022, a new revolutionary technology made it into the public eye. That technology was OpenAI's chat GPT 3.5 model. From that moment, the number of users that use artificial intelligence, and in this case, text-generative artificial intelligence in the form of a chatbot, skyrocketed. Shortly after, other similar chatbots were also developed by Google, Bing, and others, which indicates that people are interested in them and demand these technologies.

On the 1st of March 2024, an article was published on the web, "Exploding Topics," with information that ChatGPT has already surpassed 180 million users and that its monthly visit rate is 1,6 billion users (Duarte, 2024). And these numbers are still rapidly growing.

There are several ways in which GenAI can be an effective tool for English Language Teaching (ELT). ChatGPT generated several:

1. **Language Practice**: A real conversational atmosphere where students can discuss various topics with GenAI.
2. **Writing Practice:** GenAI can provide students with writing exercises to improve grammar, vocabulary and writing skills. Their work can then be checked and critiqued.
3. **Vocabulary Expansion:** GenAI can explain terms students do not understand, offer synonyms, example sentences and definitions to expand vocabulary.
4. **Language Correction:** GenAI can offer feedback on grammar, pronunciation, and sentence structure to help students identify and correct errors in written and spoken English.
5. **Cultural Insights:** With GenAI, students can better understand the culture, customs and idiomatic expressions in the English language.
6. **Language Assessment:** Using interactive dialogues, tests, or exercises, GenAI may evaluate students' language skills. Teachers can monitor their pupils' development over time by using data supplied by GenAI.
7. **Real-life Simulations:** GenAI is capable of simulating real-world English language situations, such as placing a restaurant order, booking a trip, or going on a job interview. This enables students to practise using the language in context.

8. **Personalised Learning:** GenAI can tailor activities and content to each individual student's preferences – their interests, learning style and skill level.
9. **24/7 Availability:** GenAI is always available – students can practice English anytime and anywhere, allowing them to integrate language learning into their regular activities.
10. **Supplemental Learning Tool:** GenAI can enhance traditional classroom learning by offering extra practice, reinforcement, and support outside of the classroom. It can be a useful tool in the language learning process for both teachers and pupils. (OpenAI, 16th April 2024)

Any necessary information can also be provided in the user's native language. Therefore, it is a valuable tool for people who are just starting with language learning as well as for someone already knowing the language.

2.3.6 Virtual reality technologies

In recent years, a very promising opportunity for learning has emerged and is rapidly gaining popularity. Those are the augmented reality and the virtual reality technologies. It should be noted that some countries are already promoting the use of virtual reality in school environments. The biggest jump, for example, is made by Japan, which, according to the web, has already established a fully virtual secondary school where people from all over Japan or abroad can apply while the school provides them with the VR equipment needed to attend. (Digifoxweb3, 2024)

This thesis will focus on two selected studies out of many. The first monitors a group of four students from one discipline, and the second a much larger group of 40 students from different disciplines. Cahyadi et al. (2022) investigated the effectiveness of VRChat as a tool for enhancing students' English-speaking skills. Using a mixed-method research approach, which included testing and interviews with four students who had completed a Foreign Language for Specific Purposes course, the study demonstrated notable improvements in students' speaking accuracy and fluency. The findings also highlighted additional benefits, such as increased social interaction, enjoyable learning experiences, hands-on practice, and improved listening skills. These outcomes suggest that VR environments can significantly enhance students' language skills and cultural awareness by providing real-world learning opportunities and promoting engagement with diverse cultural contexts.

Similarly, Jehma and Akaraphattanawong (2023) examined the efficiency of VRChat in improving English listening skills among undergraduate students. This study involved 40 university students from various majors in Thailand who participated in English language lessons and engaged with English-language content on the VRChat platform. The researchers utilised a quasi-experimental design, with pre-and post-tests on the TOEIC Listening exam, to evaluate the student's progress. The data analysis, which included t-tests and ANOVA, revealed significant improvements in listening comprehension across all variables, including gender, major, and weekly computer usage. These findings show VRChat's potential as an effective tool for enhancing listening skills.

Both studies underscore the potential of VRChat in ELT. While Cahyadi et al. (2022) focus on speaking skills, showcasing improvements in accuracy and fluency, Jehma and Akaraphattanawong (2023) highlight the enhancement of listening skills through structured virtual learning activities. Together, these studies illustrate many benefits of VR in language learning, from improving specific language skills to fostering cultural awareness and student engagement. Both studies promote the integration of VR technology in ELT to create immersive and interactive learning experiences.

2.4 Advantages, disadvantages, and risks of using IT tools in ELT

The rise of Generative Artificial Intelligence (GenAI) and Artificial Intelligence (AI), as demonstrated by platforms such as OpenAI's ChatGPT model, has led to a remarkable transformation in the approaches used in English language teaching. The rapid spread of AI-driven chatbots for language acquisition has led to a surge in users seeking language practice, writing support, vocabulary expansion and cultural understanding.

Studies highlight how AI-powered resources can improve students' enthusiasm, skills and engagement in language learning. Yet concerns persist about issues such as privacy, bias, reliance on AI, and plagiarism. To successfully integrate AI into English language teaching, a balanced strategy that promotes critical thinking, responsible use, and innovative lesson design is needed. The use of AI in language teaching promises to make learning more effective and enjoyable for students. There are a number of research articles on the use of AI for ELT, their benefits and risks.

2.4.1 ChatGPT in the context of ELT

Studies on the implementation of Artificial Intelligence (AI) into ELT provide valuable information about the benefits, challenges, and dangers. This part focuses on the findings of

two works written by Kostka and Toncelli (2023) and Kumar (2023), which showcase the nature of AI utilisation, specifically ChatGPT in ELT.

Kostka and Toncelli (2023) provide an overview of potential ChatGPT applications in ELT. They emphasise its role in providing conversational practice, grammar and syntax checking, writing exercises, reading comprehension, pronunciation support and enriching cultural context. However, the authors still stress the importance of fostering students' critical analysis of outputs that are generated by GenAI. They advise not to over-rely on AI tools and promote the integration of AI-related skills into educational programs to prepare students for a technology-driven future. In their paper, they also highlight ethical issues connected to AI, such as plagiarism, bias, discrimination, and privacy concerns, necessitating a balanced approach that sticks to principles of responsible usage and emphasises human involvement in the learning process.

In contrast, Kumar (2023) examines students' perspectives on the integration of AI, including chatbots, tablets and smartphones into language instruction. Through a quantitative methodology involving online surveys, Kumar found a positive correlation between the use of AI-powered tools and increased student motivation, competencies, and preferences compared to traditional approaches.

Despite different findings and perspectives presented by Kostka and Toncelli (2023) and Kumar (2023), both studies stand for a balanced approach to integrating AI into ELT. Both emphasise the importance of adapting to diverse student needs and preferences through a combination of traditional and technological approaches. While Kostka and Toncelli (2023) emphasise the necessity of critical analysis and responsible use of AI, Kumar (2023) highlights the motivational possibilities and knowledge-enhancing opportunities offered by AI utilisation. Ultimately, both studies underscore the crucial and growing role of technology, particularly AI, in providing effective and engaging learning opportunities for students.

2.4.2 Disadvantages according to Cahyadi et al. and Klimova

In addition to the benefits already mentioned, the first four authors' report highlights some potential drawbacks of using VRChat in English language teaching, including technological difficulties, financial concerns, and the requirement to find other students to chat with.

Several issues need to be addressed to maximise the use of VRChat or other platforms in the classroom. To ensure a smooth implementation of virtual reality platforms, educators and

institutions should think about offering technical support and training for teachers and students to overcome these challenges. Cost concerns can also be addressed by finding ways to use and make VR technologies available at reasonable prices. (Cahyadi et. al., 2022)

Additionally, Klimova (2021) covers the use of VR mobile applications in non-native language learning and teaching (NLLT), with a special emphasis on three apps: VirtualSpeech-VR Courses, Mondly VR: Learn Languages in VR, and VR Learn English App. It draws attention to the widespread use of mobile devices, like smartphones, for virtual reality apps and delves into the unique features and functionalities of each app to aid in the learning of non-native languages. She also addresses the drawbacks of VR learning environments currently used in non-native language learning and teaching (NLLT). She particularly highlights solitary instruction versus group instruction. Even though students are in a VR environment, possibly interacting online with others, they do not meet face-to-face, which could potentially lead to physical and psychological issues in the future. Additionally, she mentions that students are neglecting the skill of writing.

3. Empirical part

The aim of this thesis was to find out the popularity of IT tools in English Language Teaching (ELT), the extent of their use not only in the classroom but also in homework assignments, and the formats and tools that are popular and used by students. Furthermore, their attitudes and interest towards using IT tools more often and their opinion about the possibilities of using IT tools in their future life.

The theoretical part includes the opinions of several authors who have addressed the issue. They showed, among other things, that the relationship between teacher and students, students' motivation to learn, and appropriately chosen objectives are extremely important in teaching, which then leads to greater student activity in learning not only English. With the increasing development of IT tools, there has been an increase in their use in various fields, but also in schools in teaching. To assess the effectiveness of IT tools in ELT, attention was focused on students rather than teachers through a questionnaire survey.

3.1 Set objectives and research questions

The research of this thesis focuses on the use of IT tools in ELT classrooms and students' views on these technologies and their potential uses.

3.1.1 Main objective of the research investigation

The main aim of the practical part was to assess the students' use and attitudes towards IT tools in English language teaching. Their current use not only in school but also in home preparation. Furthermore, the extent of their desire for greater integration of IT tools in teaching and their perception of its impact on teaching and future career or academic employment. This study aims to investigate what is being taught with IT tools, which IT tools students use at schools and at home to study English, the level of interest students have in these technologies and their preferences, to what extent students use these technologies, and teachers' allowance to use students' own tools in the classroom.

3.1.2 Research questions

11 research questions were set for this investigation:

1. What percentage of students use or used to use IT tools in English classes?
2. How often do students and their teachers work with selected technologies in school in ELT?

3. How long do students and their teachers work with selected technologies in school in ELT?
4. Which specific IT hardware and software do students use for ELT?
5. Do students use these technologies in their free time?
6. What students practice using IT at home and at school?
7. Do teachers allow the use of students' own devices in English classes - the so-called "Bring Your Own Device" (BYOD) policy?
8. Do teachers inform students about the possibility of using IT tools for English language learning?
9. Does the use of IT tools in ELT make lessons better/more attractive according to students, and why do they think so?
10. Are students interested in using IT tools in ELT even more in their studies?
11. Do students think they will use IT tools in their future studies or careers?

3.2 Hypotheses

H_{01}: Less than half of the students (50% or less) use or used to use IT tools in their English classes.

H_{A1}: The majority of the students (more than 50%) use or used to use IT tools in their English classes.

H_{02}: Mobile phones are NOT the most frequently used device by students to study English at school or at home.

H_{A2}: Mobile phones are the most frequently used device by students to study English at school or at home.

H_{03}: Less than half of the teachers (50% or less) do not allow students to use their own devices (BYOD) in their English language classes.

H_{A3}: More than half of the teachers (more than 50%) allow students to use their own devices (BYOD) in their English language classes.

H_{04}: Less than half of the teachers (50% or less) inform students about the possibility of using IT tools for English language learning.

H_{A4}: More than half of the teachers (more than 50%) inform students about the possibility of using IT tools for English language learning.

H_{05}: The use of IT tools in ELT does NOT increase the attractiveness of English classes for students.

H_{A5}: The use of IT tools in ELT increases the attractiveness of English classes for students.

H_{06}: Students are NOT interested in using IT tools more frequently in their English language classes.

H_{A6}: Students are interested in using IT tools more frequently in their English language classes.

H_{07}: Students do NOT believe that they will use IT tools in their future studies or careers.

H_{A7}: Students think that they will use IT tools in their future studies or careers.

3.3 Research sample

The research sample consisted of students from second-level primary schools, secondary vocational schools, secondary technical schools and grammar schools. The reason why this sample was selected is that older children at these levels of education already know and have encountered IT tools for education. This is further supported by section 2.3.2, which discusses TELL and its importance, highlighting the increasing number of devices students nowadays own.

The base set consisted of schools with pupils mostly older than 11 years and was divided into the following subgroups:

- Second-level of primary school and the lower level of the eight-year grammar school
- Secondary vocational school (with diploma)
- Secondary vocational school (without diploma)
- Secondary technical school

- Secondary pedagogical school
- Secondary art school
- Secondary medical school
- Grammar school

From each of these subgroups, a different number of headmasters across the Czech Republic were contacted, asking them to forward the questionnaire to students to participate in this survey.

3.4 Research method

The research adopted a quantitative approach, specifically through structured questionnaires created by the author of this thesis. The questionnaire is a set of prepared and carefully formulated questions that are thoughtfully arranged in a written structure, which the respondent also answers in writing or selecting. It should also contain clear instructions for completion, especially when distributed by post. It should be clear and understandable to those respondents with whom the survey is being conducted. (Chráska, 2016, author's own translation)

This study's questionnaire consisted of 17 questions to the students. Overall, there were ten closed-ended questions, five multiple-choice questions, one open optional question and one Likert scale. Additionally, the questionnaire included an introductory section with information about the purpose of this research and also guaranteed the anonymity of respondents.

3.5 Data collection

The data collection consisted of the distribution of structured questionnaires to pupils of second-level primary schools, secondary industrial and vocational schools and grammar schools. The selection of this age group was based on the research presented in the theoretical part, which dealt with the prevalence and ownership of smartphones, and which showed that most children over 11 years of age already own mobile phones in Czech schools.

The questionnaires were distributed by contacting 20 different headmasters of primary schools, secondary industrial and vocational schools and grammar schools across the Czech Republic with a request to forward the questionnaire electronically to their pupils via e-mail. The e-mail to the headmasters is attached in Appendix No. 1, and the questionnaire itself is in Appendix No. 2. Three of the headmasters replied to this e-mail. Two of them were willing to cooperate, specifically principal from "Základní škola a gymnázium Vítkov" and "Střední odborná škola Olomouc". The last principal refused to cooperate. Additionally, there was no

reply from the other headmasters; however, some answers from different types of schools were received. The reason behind the choosing of "Základní škola a gymnázium Vítkov" and "Střední odborná škola Olomouc" schools is that they are in the author's locality and are familiar. Overall, the schools were chosen to cover a cross-section of the Czech Republic, i.e., some from the Central Bohemian Region (2), the South Moravian Region (2), the Moravian-Silesian Region (6), and the Olomouc Region (10). The entire list with their names is attached in Appendix No. 4. Additionally, the questionnaire was also posted on Facebook. The goal was to get at least 100 completed questionnaires from different types of schools across the Czech Republic.

The questionnaire was created using Google Forms and Google Sheets, and the data collected was subsequently analysed using these applications. It was made available for exactly one month, from March 18th to April 18th, 2024. A total of 230 responses for analysis were collected.

3.6 Results and analysis of collected data

The information obtained from the research was statistically processed, analysed and graphically presented. 16 out of 17 questions were answered by all 230 respondents. Discussion and evaluation of each of them is made separately.

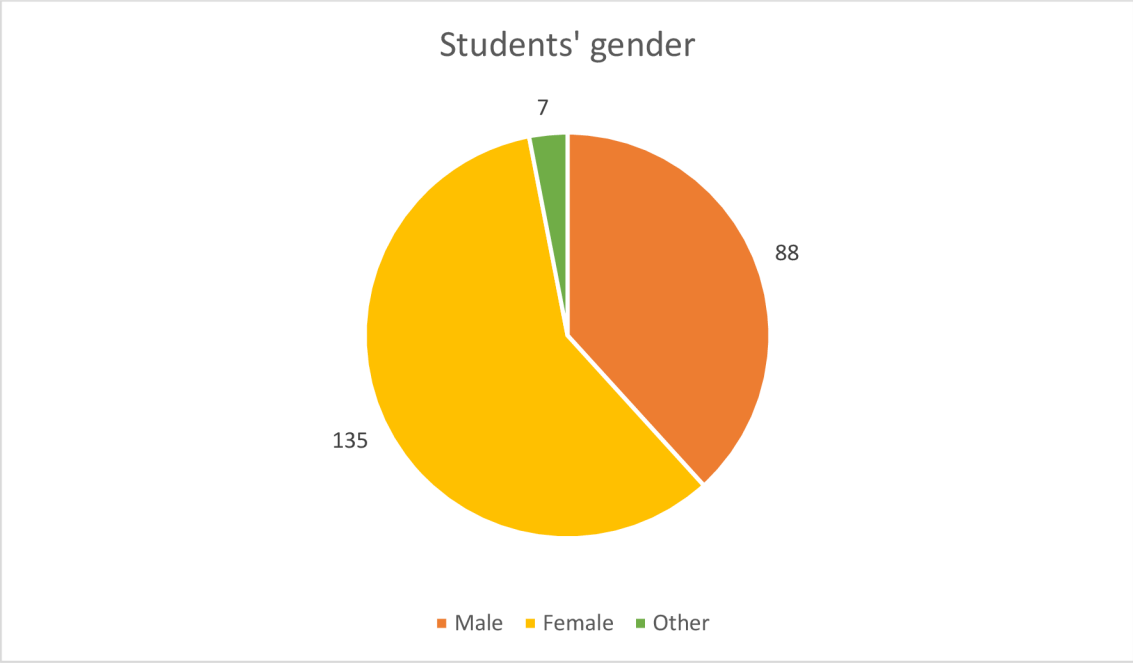
3.6.1 Analysis of questionnaire questions and graphs

Question 1

Table 1: Students' gender.

Students' gender:		
Options	Frequency of results	Percentage
Male	88	38,3%
Female	135	58,7%
Other	7	3%
Total	230	100%
Number of respondents	230	

Graph 1: Students' gender.



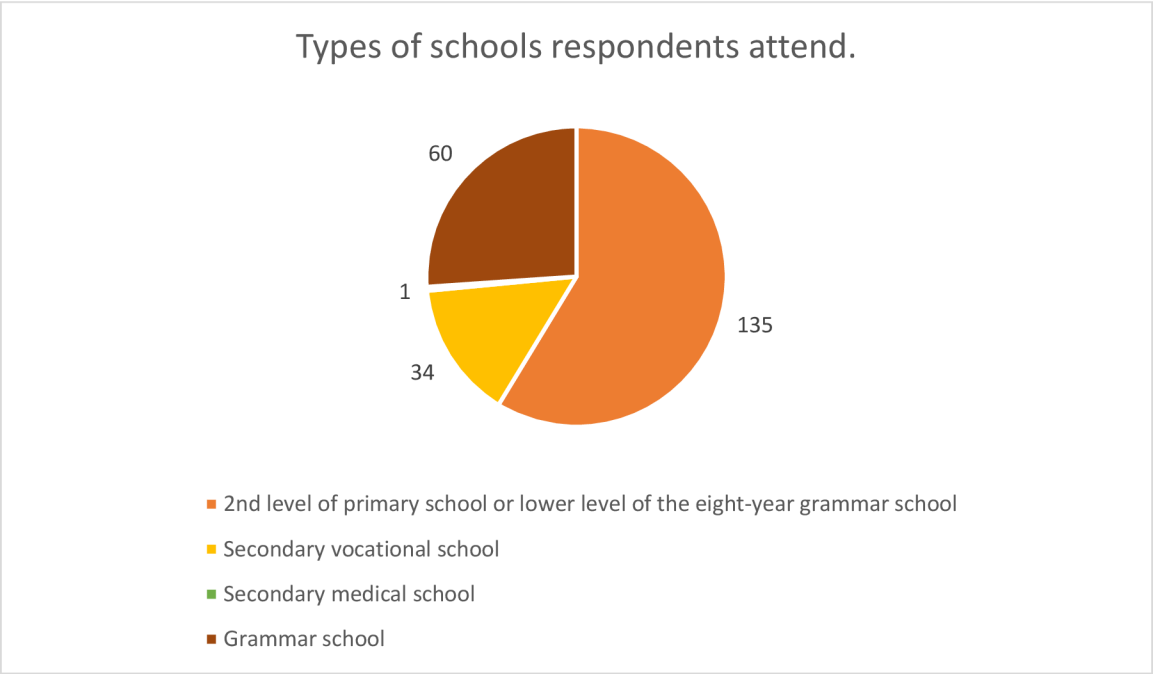
The first closed-ended question was intended to assess the students' gender. 58.7% (135 respondents) who completed the questionnaire were girls. It is difficult to determine why girls completed the questionnaire more often than boys. Completed questionnaires were returned from different schools, and there is no exact accessible data on the ratio of girls to boys in each school.

Question 2

Table 2: Types of schools respondents attend.

Types of schools respondents attend.		
Options	Frequency of results	Percentage
Second level of primary school or lower level of the eight-year grammar school	135	58,7%
Secondary vocational school (with diploma)	34	14,8%
Secondary medical school	1	0,4%
Grammar school	60	26,1%
Secondary technical school	0	0%
Secondary pedagogical school	0	0%
Secondary school of arts	0	0%
Secondary vocational school (without diploma)	0	0%
Total	230	100%
Number of respondents	230	

Graph 2: Types of schools respondents attend.



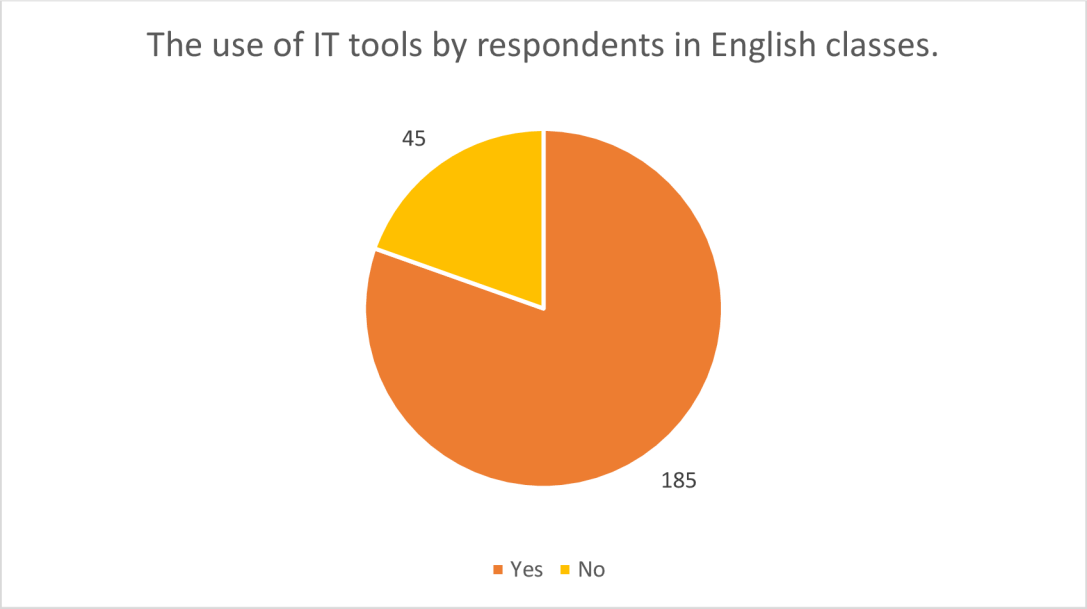
As the questionnaire was sent to headmasters of various types of schools, it was important to find out which subgroup of the contacted schools participated in the questionnaire the most. The second closed-ended question provided this information. The majority of respondents were from second-level primary schools or lower-level eight-year grammar schools (58,7%, 135 respondents), followed by students from grammar schools (26,1%, 60 respondents), secondary vocational schools (14,8%, 34 respondents) and medical schools (0,4%, one respondent). The table clearly shows that some of the schools contacted did not participate in the questionnaire at all. It is possible that the students in these schools do not yet use IT tools in their teaching to such an extent that they would be interested in completing the questionnaire, or the headmasters did not want to participate in this research. Furthermore, if they do not use IT tools in teaching, they would not be able to answer some of the questions in a relevant way.

Question 3

Table 3: The use of IT tools by respondents in English classes.

The use of IT tools by respondents in English classes.		
Options	Frequency of results	Percentage
Yes	185	80,4%
No	45	19,6%
Total	230	100%
Number of respondents	230	

Graph 3: The use of IT tools by respondents in English classes.



The third closed-ended question gave a choice of only two options. A general perspective on the use of IT tools in ELT was obtained. The graph shows that 80.4% (185 respondents) encountered IT tools in their English language classes.

This question makes it possible to test the first hypothesis.

H_{01}: Less than half of the students (50% or less) use or used to use IT tools in their English classes.

H_{A1}: The majority of the students (more than 50%) use or used to use IT tools in their English classes.

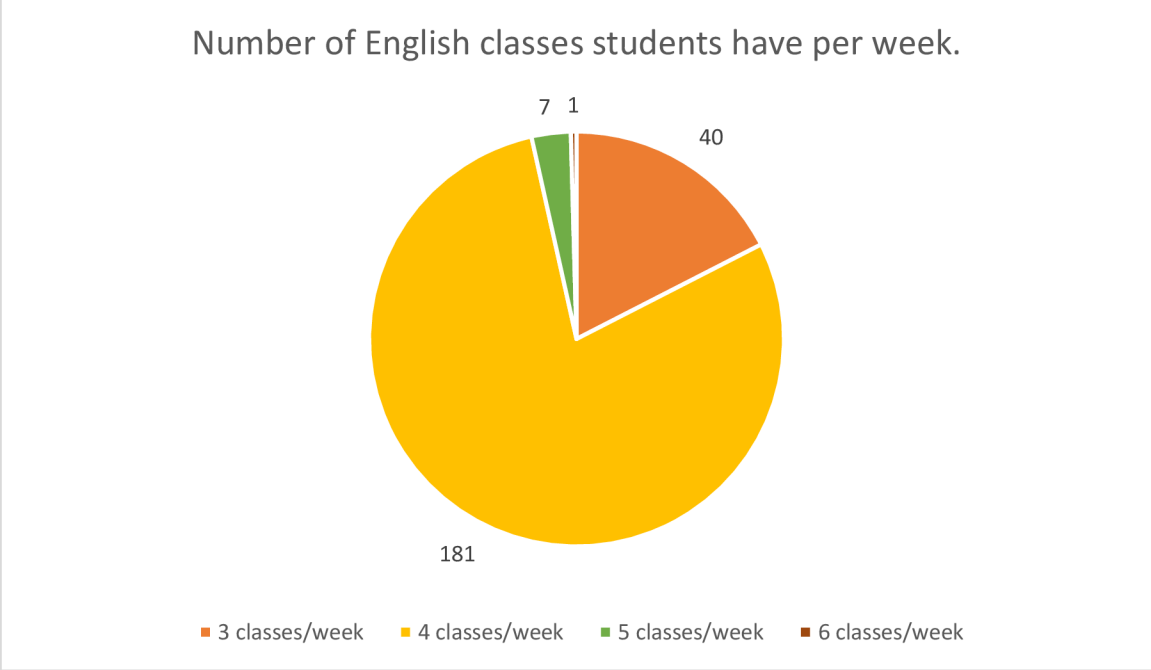
From the above results, the alternative hypothesis can be accepted, i.e., that most of the students (more than 50%) use or used to use IT tools in their English classes.

Question 4

Table 4: Number of English classes students have per week.

Number of English classes students have per week.		
Options	Frequency of results	Percentage
One class a week	1	0,4%
Two classes a week	0	0%
Three classes a week	40	17,4%
Four classes a week	181	78,7%
Five classes a week	7	3,1%
Six classes a week	1	0,4%
Seven classes a week	0	0%
More than seven classes a week	0	0%
Total	230	100%
Number of respondents	230	

Graph 4: Number of English classes students have per week.



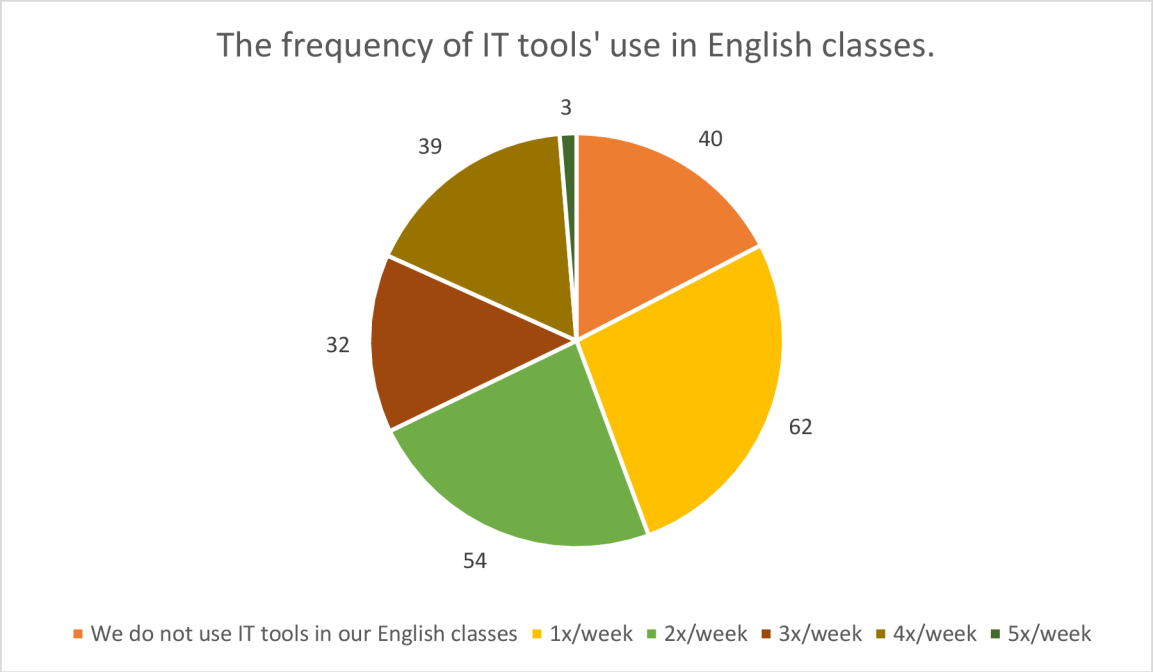
Following the previous question, students were asked how many English lessons they have a week. This fourth closed-ended question serves as a link to the next two questions, which further detail the extent of IT tools use in English classes. It was found that the majority of respondents, 78,7% (181 respondents), have English lessons four times a week. Additionally, 17,4% (40 respondents) have three lessons a week, 3,1% (7 respondents) have five lessons a week, one respondent (0,4%) reported having six lessons a week, and another respondent (0,4%) reported having one lesson a week.

Question 5

Table 5: The frequency of IT tools' use in English classes.

The frequency of IT tools' use in English classes.		
Options	Frequency of results	Percentage
We do not use IT tools	40	17,4%
Once a week	62	26,9%
Twice a week	54	23,5%
Three times a week	32	13,9%
Four times a week	39	17%
Five times a week	3	1,3%
Six times a week	0	0%
Seven times a week	0	0%
More than seven times a week	0	0%
Total	230	100%
Number of respondents	230	

Graph 5: The frequency of IT tools' use in English classes.



The fifth closed-ended question asked the frequency of which IT tools are used in English classes per week. From the responses obtained, it was examined whether there was any relationship between the number of hours of English lessons per week and the frequency of IT tools' use in ELT. This is a general question, but it gives us more details about how many times per week students use IT tools in ELT. More than ¼ (26,9%, 62 respondents) use IT tools in ELT only once a week and 23,5% (54 respondents) only twice a week. Considering the previous question, which showed that most students have English classes four times per week, those students use IT tools in a quarter to half of their English classes each week. The total number

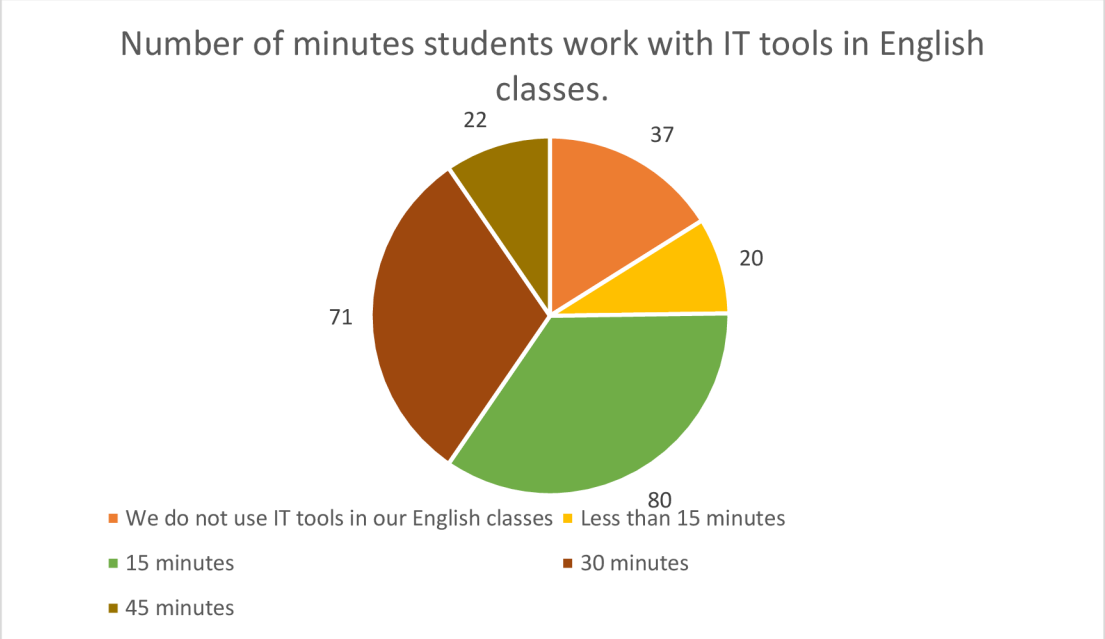
of respondents who use IT tools in English classes 1x – 5x times a week slightly exceeds the number of students who answered in question 3 that they have already encountered IT tools in their classes - 82.6% (190 respondents) compared to 80.4% (185 respondents). In any case, the results show that IT tools in ELT are used extensively by more than 80% of students. Furthermore, it was found that 13,9% (32 respondents) use IT tools three times a week, 17% (39 respondents) four times a week, and 1,3% (3 respondents) five times a week. In contrast, 17,4% (40 respondents) answered that they do not use IT tools in English classes at all.

Question 6

Table 6: Number of minutes students work with IT tools in English classes.

Number of minutes students work with IT tools in English classes.		
Options	Frequency of results	Percentage
We do not use IT tools	37	16,1%
Less than 15 minutes	20	8,7%
15 minutes	80	34,8%
30 minutes	71	30,9%
45 minutes	22	9,5%
More than 45 minutes	0	0%
Total	230	100%
Number of respondents	230	

Graph 6: Number of minutes students work with IT tools in English classes.



The sixth closed-ended question complements the previous one and further specifies the amount of time students spend using IT tools in English language classes. The results indicate

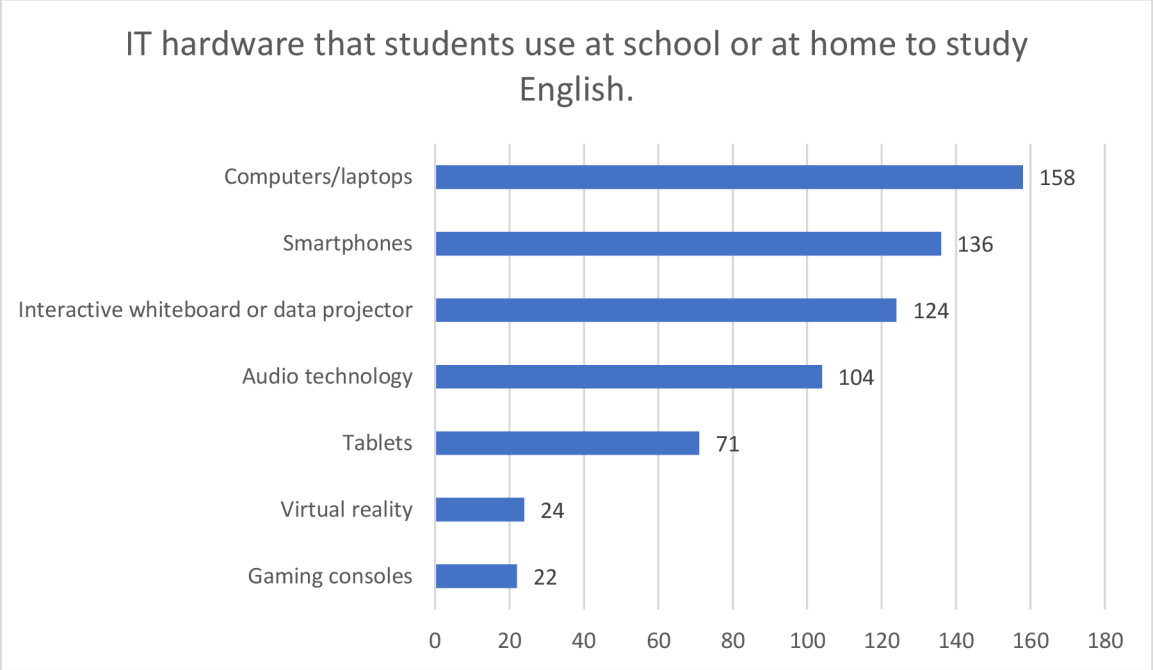
that the most common durations are 15 minutes (34,8%, 80 respondents) and 30 minutes (30,9%, 71 respondents). This represents a significant portion – between one-third and one-half of a 45-minute lesson. In addition, 9,5% (22 respondents) use IT tools for the entire duration of their English class, and 16,1% (37 respondents) do not use IT tools at all.

Question 7

Table 7: IT hardware that students use at school or at home to study English.

IT hardware that students use at school or at home to study English.		
Options	Frequency of results	Percentage
Computers/laptops	158	24,7%
Smartphones	136	21,3%
Interactive whiteboard or data projector	124	19,4%
Audio technology	104	16,3%
Tablets	71	11,1%
Virtual reality	24	3,8%
Gaming consoles	22	3,4%
Total	639	100%
Number of respondents	230	

Graph 7: IT hardware that students use at school or at home to study English.



Thanks to the results presented in the table, there is an opportunity to zoom in and specify the situation of IT tools' use in English Language Teaching (ELT) in more detail. This first multiple-choice question provided insights into the most used hardware, whether at school or at home.

Overall, 639 answers were gathered. The findings revealed that laptops (24,7%, 158 responses) were the most frequently used tool by students, closely followed by smartphones (21,3%, 136 responses). Additionally, projectors and interactive whiteboards (19,4%, 124 responses) along with audio technology (16,3%, 104 responses) were widely used. Tablets were utilised by only 11,1% (71 responses), virtual reality by 3,8% (24 responses) and gaming consoles by 3,4% (22 responses). Considering the development of laptops – their size, weight, and ease of use – it is understandable that they are the most favoured among students.

The answers to this question will help evaluate the second hypothesis.

H_{02}: Mobile phones are NOT the most frequently used device by students to study English at school or at home.

H_{A2}: Mobile phones are the most frequently used device by students to study English at school or at home.

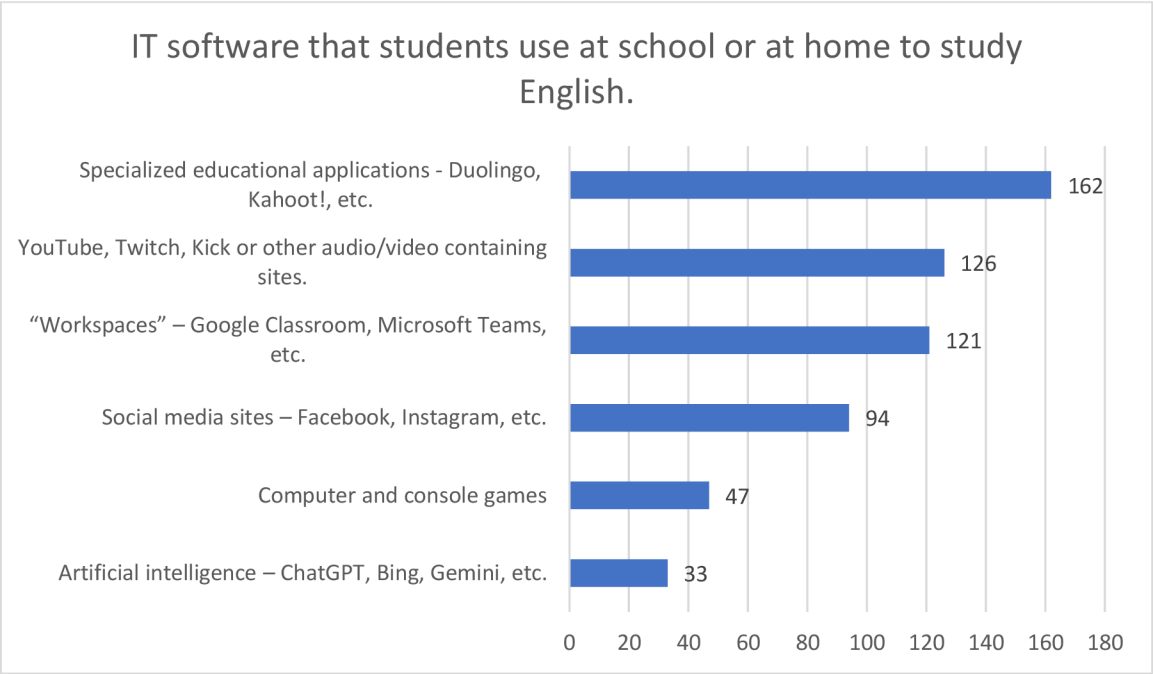
The results in the table and the graph indicate that the null hypothesis can be accepted: mobile phones are not the most frequently used device by students to study English at school or at home.

Question 8

Table 8: IT software that students use at school or at home to study English.

IT software that students use at school or at home to study English.		
Options	Frequency of results	Percentage
Specialised educational applications – Duolingo, Kahoot!, etc.	162	27,7%
YouTube, Twitch, Kick or other audio/video-containing sites.	126	21,6%
"Workspaces" – Google Classroom, Microsoft Teams, etc.	121	20,8%
Social media sites – Facebook, Instagram, etc.	94	16,1%
Computer and console games	47	8,1%
Artificial intelligence – ChatGPT, Bing, Gemini, etc.	33	5,7%
Total	583	100%
Number of respondents	230	

Graph 8: IT software that students use at school or at home to study English.



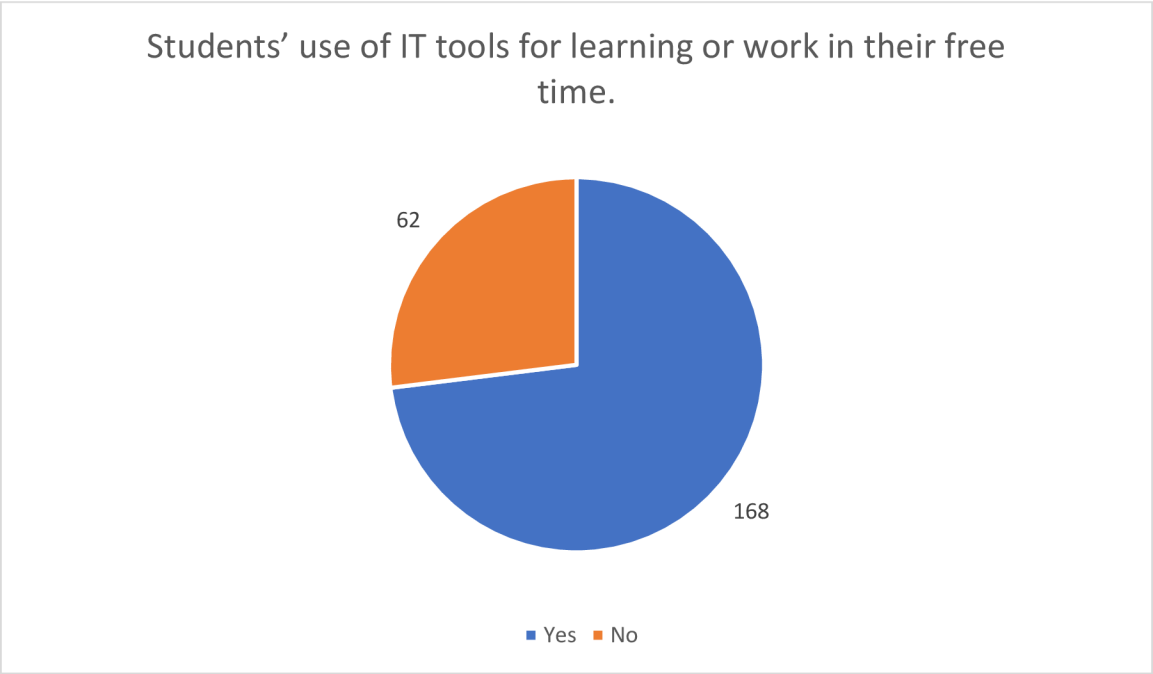
In the second multiple-choice question, 583 replies were obtained. It was found that students most frequently use specialised educational applications (27,7%, 162 responses). Additionally, audio/video-containing sites (21,6%, 126 responses), workspaces (20,8%, 121 responses), and social media sites (16,1%, 94 responses) are widely used. These tools are familiar to today's students, with their usage being quite common. Therefore, the results for the first four tools are very similar. Computer and console games are used much less frequently, at only 8,1% (47 responses), and artificial intelligence is not yet widely adopted, with a usage rate of only 5,7% (33 responses).

Question 9

Table 9: Students' use of IT tools for learning or work in their free time.

Students' use of IT tools for learning or work in their free time.		
Options	Frequency of results	Percentage
Yes	168	73%
No	62	27%
Total	230	100%
Number of respondents	230	

Graph 9: Students' use of IT tools for learning or work in their free time.



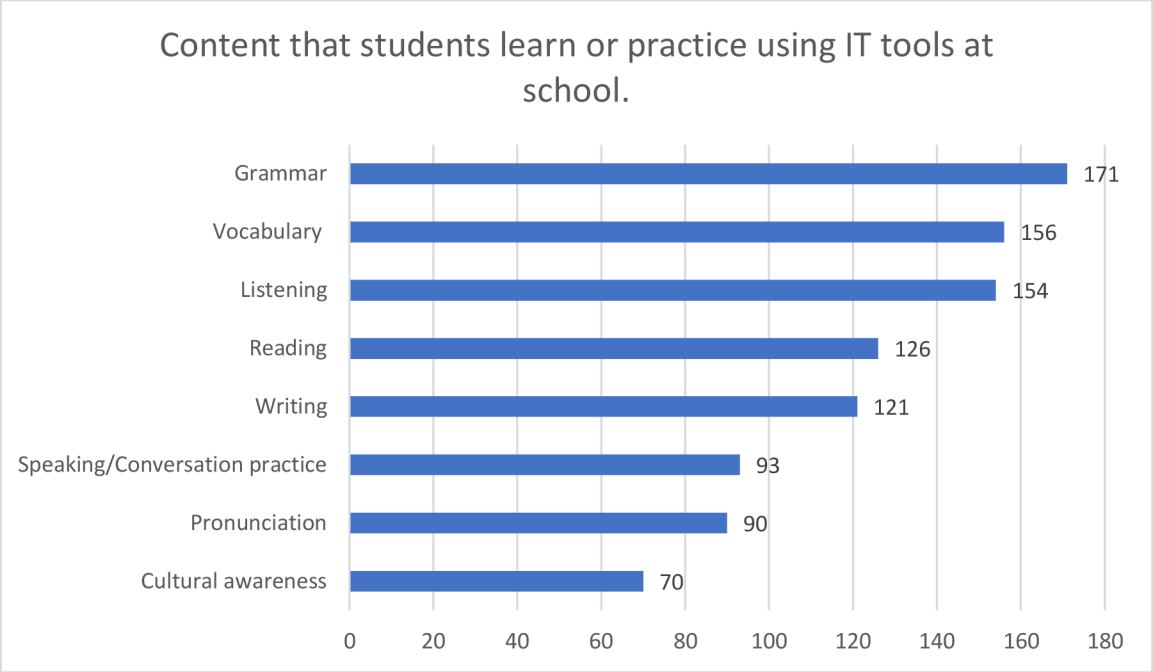
This seventh closed-ended question provided information on how extensively students use IT tools in their free time for learning or work. It was found that 73% (168 respondents) use IT tools in their free time. The question served as a simple pre-question to the two subsequent semi-closed multiple-choice questions (Questions 10 and Question 11). IT tools in English Language Teaching (ELT) are integrated across the English language curriculum and syllabus. They encompass grammar, vocabulary, reading, writing, pronunciation, listening, and speaking/conversation practice – covering the entirety of English language teaching and learning. From these questions (Question 9, Question 10, and Question 11), the aim was to find out what students practice at school and what they practice at home and whether there are significant differences between the results.

Question 10

Table 10: Content that students learn or practice using IT tools at school.

Content that students learn or practice using IT tools at school.		
Options	Frequency of results	Percentage
Grammar	171	17,5%
Vocabulary	156	15,9%
Listening	154	15,7%
Reading	126	12,8%
Writing	121	12,3%
Speaking/Conversation practice	93	9,5%
Pronunciation	90	9,2%
Cultural awareness	70	7,1%
Total	981	100%
Number of respondents	230	

Graph 10: Content that students learn or practice using IT tools at school.



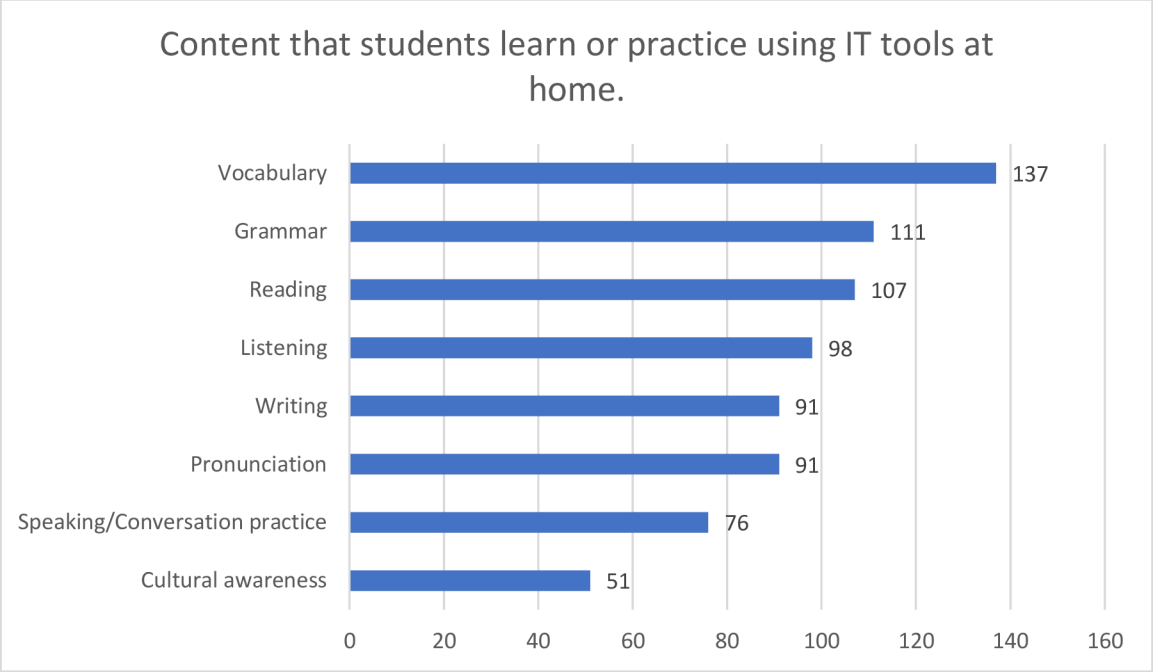
Again, all respondents answered this question. The third multiple-choice question provided a total of 981 responses. The answers indicate that students primarily practice grammar (17,5%, 171 responses) in school, followed closely by vocabulary (15,9%, 156 responses), listening (15,7%, 154 responses), reading (12,8%, 126 responses), and writing (12,3%, 121 responses). Speaking/conversation practice, pronunciation, and cultural awareness are each represented at just under 10%: speaking/conversation practice at 9,5% (93 responses), pronunciation at 9,2% (90 responses) and cultural awareness at 7,1% (70 responses).

Question 11

Table 11: Content that students learn or practice using IT tools at home.

Content that students learn or practice using IT tools at home.		
Options	Frequency of results	Percentage
Vocabulary	137	18%
Grammar	111	14,6%
Reading	107	14%
Listening	98	12,9%
Writing	91	11,9%
Pronunciation	91	11,9%
Speaking/Conversation practice	76	10%
Cultural awareness	51	6,7%
Total	762	100%
Number of respondents	230	

Graph 11: Content that students learn or practice using IT tools at home.



The total sum of the answers of 230 respondents to the fourth multiple-choice question is much smaller (762). When comparing the percentage results, the findings are as follows:

Students practice vocabulary the most at home, at 18% (137 responses). Grammar follows closely with 14,6% (111 responses), and reading is practised at 14% (107 responses). Listening shows a slightly lower result at 12,9% (98 responses), and writing is almost as practised at home as it is at school, at 11,9% (91 responses). Pronunciation 11,9% (91 responses) and speaking/conversation 10% (76 responses) are practiced slightly more at home

than at school. Cultural awareness remains consistent at 6,7% (51 responses), again falling below 10%.

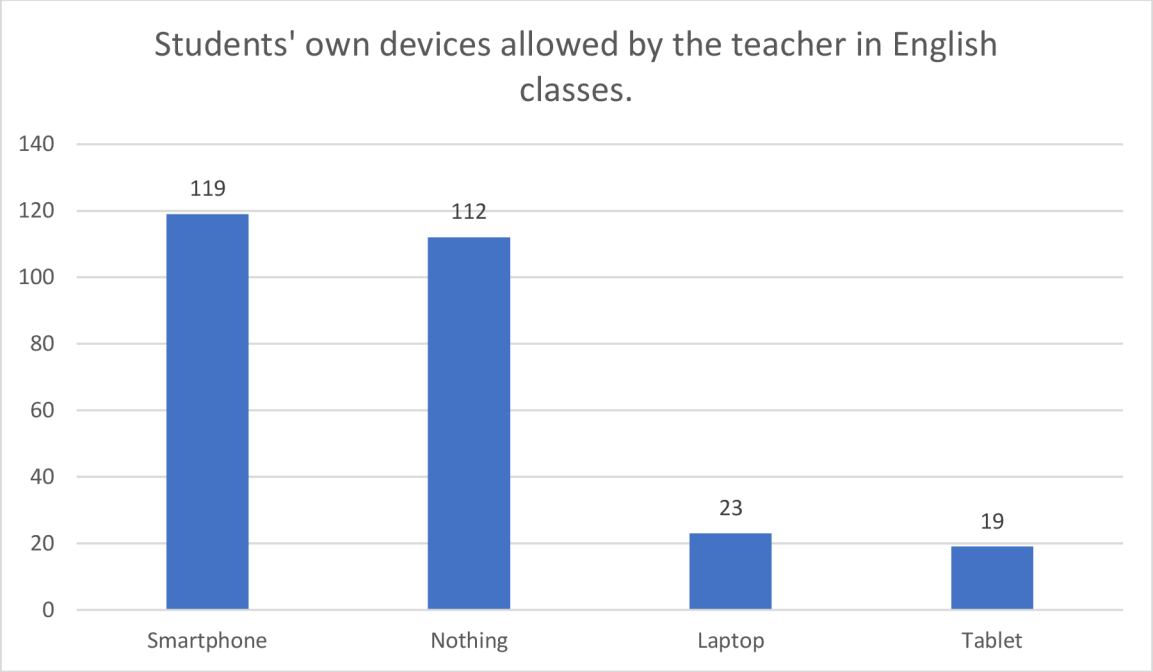
However, when considering the total number of responses, it is evident that students use IT tools for studying at home to a lesser extent than they do at school.

Question 12

Table 12: Students' own devices allowed by the teacher in English classes.

Students' own devices allowed by the teacher in English classes.		
Options	Frequency of results	Percentage
Nothing	112	41%
Smartphone	119	43,6%
Laptop	23	8,4%
Tablet	19	7%
Total	273	100%
Number of respondents	230	

Graph 12: Students' own devices allowed by the teacher in English classes.



This is the fifth and final multiple-choice question in the questionnaire. From the responses to this question, the aim was to understand the extent to which teachers allow students to use their own IT hardware in English language classes and which types are most frequently used. There is also the possibility of a negative response, indicating that students are not allowed to use any IT tools yet. According to the responses received, smartphones are the most commonly used and allowed IT tool (43,6%, 119 responses). However, nearly the same percentage of students indicated that they are not allowed to use any own IT tools (41%, 112

responses). Laptops and tablets are allowed to a lesser extent: laptops at 8,4% (23 responses) and tablets at 7% (19 responses).

This question will be used to test another hypothesis.

H_{03}: Less than half of the teachers (50% or less) do not allow students to use their own devices (BYOD) in their English language classes.

H_{A3}: More than half of the teachers (more than 50%) allow students to use their own devices (BYOD) in their English language classes.

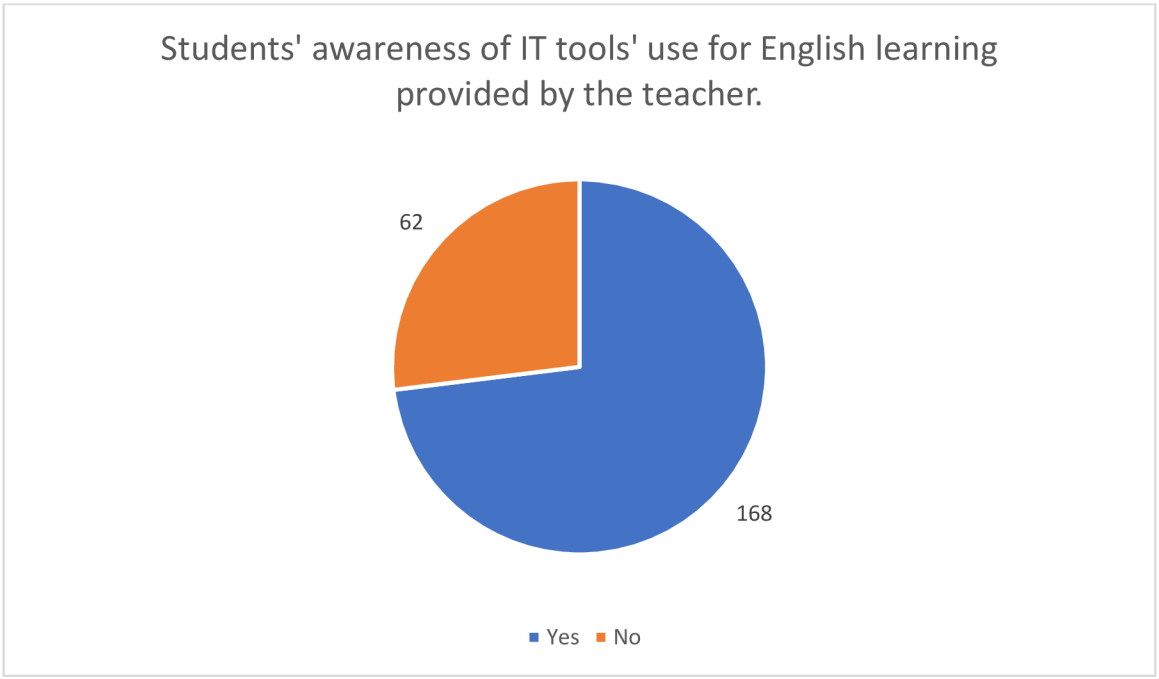
The above results show that the null hypothesis is accepted, i.e., less than half of the teachers (50% or less) do not allow students to use their own devices (BYOD) in English language classes.

Question 13

Table 13: Students' awareness of IT tools' use for English learning provided by the teacher.

Students' awareness of IT tools' use for English learning provided by the teacher.		
Options	Frequency of results	Percentage
Yes	168	73%
No	62	27%
Total	230	100%
Number of respondents	230	

Graph 13: Students' awareness of IT tools' use for English learning provided by the teacher.



Based on the results obtained from the eighth closed-ended question, where students had two answer choices, it was found that students are well informed by teachers about information technology for English language learning. Specifically, 73% (168 teachers) inform students about these possibilities.

The results of this question will be used to evaluate the next hypothesis.

H_{04}: Less than half of the teachers (50% or less) inform students about the possibility of using IT tools for English language learning.

H_{A4}: More than half of the teachers (more than 50%) inform students about the possibility of using IT tools for English language learning.

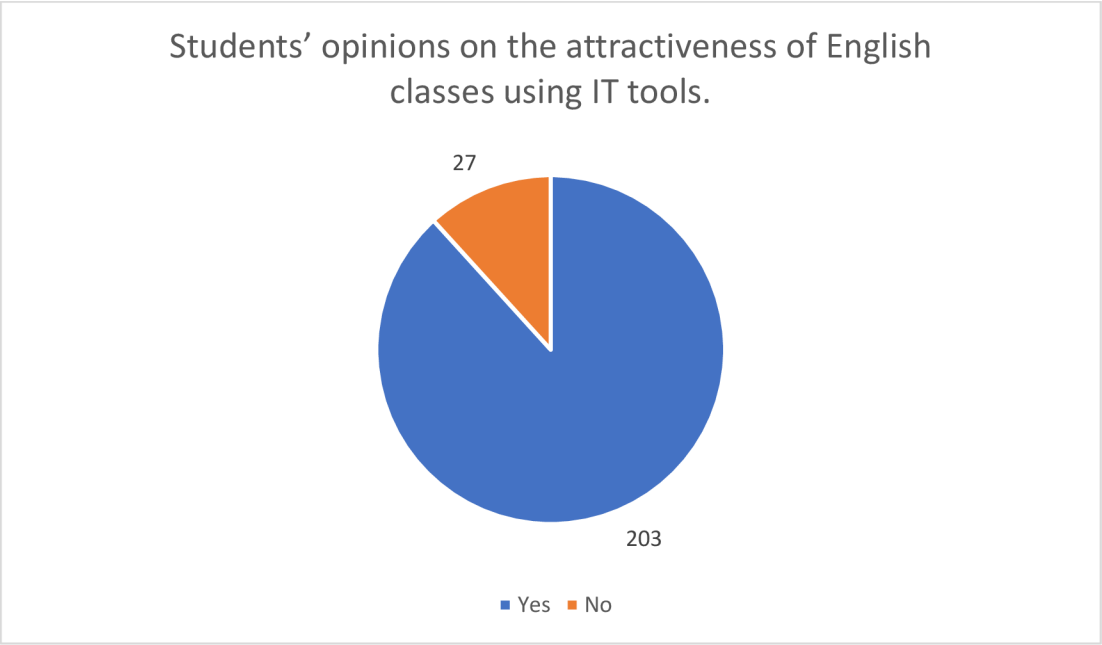
Based on the results, the null hypothesis is rejected, and the alternative hypothesis is accepted: More than half of the teachers (more than 50%) inform students about the possibility of using IT tools for English language learning.

Question 14

Table 14: Students' opinions on the attractiveness of English classes using IT tools.

Students' opinions on the attractiveness of English classes using IT tools.		
Options	Frequency of results	Percentage
Yes	203	88,3%
No	27	11,7%
Total	230	100%
Number of respondents	230	

Graph 14: Students' opinions on the attractiveness of English classes using IT tools.



Although the ninth closed-ended question provided only two answer choices, it holds significant importance in this research. Considering all previous questions regarding the extent and frequency of IT tools' use in ELT, the aim of this question was to demonstrate that teaching with IT tools is more attractive for students than without them. This was confirmed, with 88,3% (203 respondents) finding this teaching approach more attractive. As a result, this finding rejects the null hypothesis H_{05} and supports the alternative hypothesis H_{A5}: The use of IT tools in ELT increases the attractiveness of English classes for students.

H_{05}: The use of IT tools in ELT does NOT increase the attractiveness of English classes for students.

H_{A5}: The use of IT tools in ELT increases the attractiveness of English classes for students.

Question 15

The question differs from the others mainly in how students are asked to respond. It is an open-ended question where they had the option to write their answer freely. This question aims to explore their perceptions of IT-enhanced English language teaching. All responses can be found in Appendix No. 3. Out of 230 respondents, only 154 answered this open-ended question, providing a wide range of responses. This format allows each student to freely express their thoughts. The responses have been categorised into seven units to summarise the variety of perspectives.

1. There was a total of six illogical answers: a full stop was given instead of the answer, the expression "because".
2. Five respondents did not consider teaching to be more attractive.
3. 11 students said they did not know.
4. Fourteen students saw an advantage in better traceability and no need for notebooks, books, and writing materials.
5. Teaching through games, competitions, integration of technology in teaching, modernisation of teaching methods, and better practice is preferred by 13 students.
6. A total of 23 students see this style of teaching as a pleasant change, aiding better memorisation and learning.
7. The largest group consisted of students who expressed, through various synonyms, that teaching is more attractive to them. A total of 78 students find teaching more enjoyable, effective, lively, varied, and enriching.

Several of the responses were so comprehensive that they are reproduced and translated here exactly as written by the author of this thesis:

Answer 39: "Teaching is definitely more fun and easier, we can look up some things if we do not know something (which we do not have the option to do otherwise), it is easier to keep attention, and we usually remember more because of it."

Answer 55: "Information technology gives a completely different experience of the class than just sitting and filling in papers. I am always happy when our professor takes advantage of these technologies."

Answer 86: "There are many apps or sites where English can be taught or explained in a more entertaining way, so at least from my point of view, the material is easier to remember and sticks in the mind."

Answer 147: "Modern technology is part of our everyday life and I do not see why it should be seen as "something bad" in education in particular. On the contrary, students would certainly appreciate the integration of technology in the classroom, the teacher's initiative to "move with the times" and not see technology as a bad thing. Learning through technology is sometimes more effective and allows the material to be practised from all possible angles."

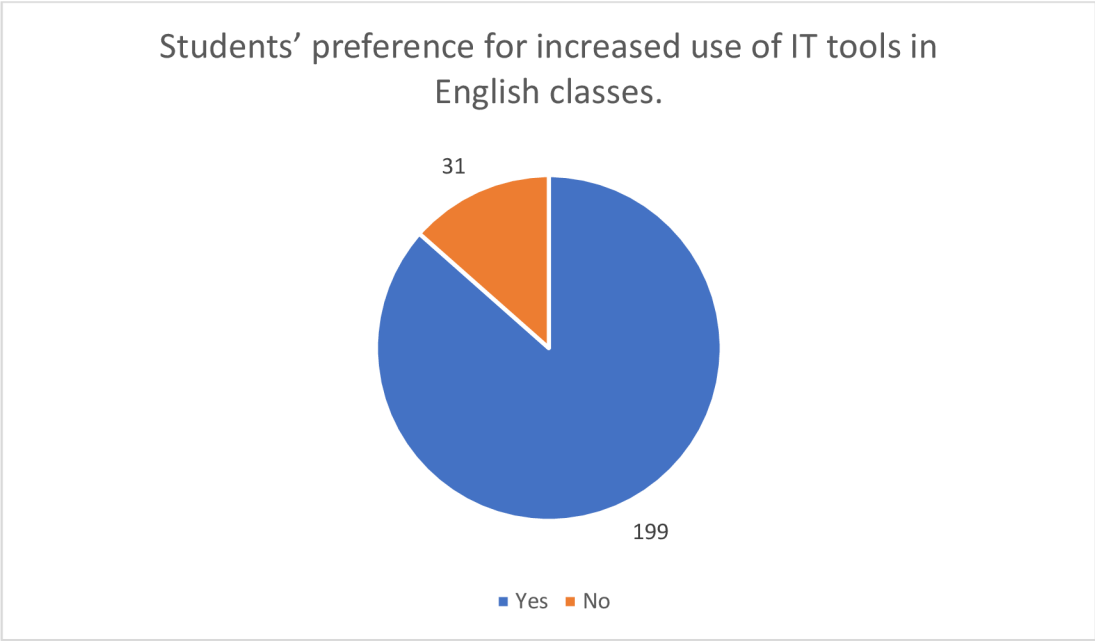
Clearly, the vast majority of answers confirm the findings of both the previous (Question 14) and the following question (Question 16).

Question 16

Table 16: Students' preference for increased use of IT tools in English classes.

Students' preference for increased use of IT tools in English classes.		
Options	Frequency of results	Percentage
Yes	199	86,5%
No	31	13,5%
Total	230	100%
Number of respondents	230	

Graph 16: Students' preference for increased use of IT tools in English classes.



The result of the tenth closed-ended question complements the previous one. If teaching English using IT tools is more attractive to students, the expectation is that they will want to use IT tools more in their learning. This assumption was not only confirmed, as 86,5% (199 respondents) expressed a desire to use IT tools more in ELT, but it also supported another alternative hypothesis, H_{A6}: Students are interested in using IT tools more frequently in their English language classes.

H_{06}: Students are NOT interested in using IT tools more frequently in their English language classes.

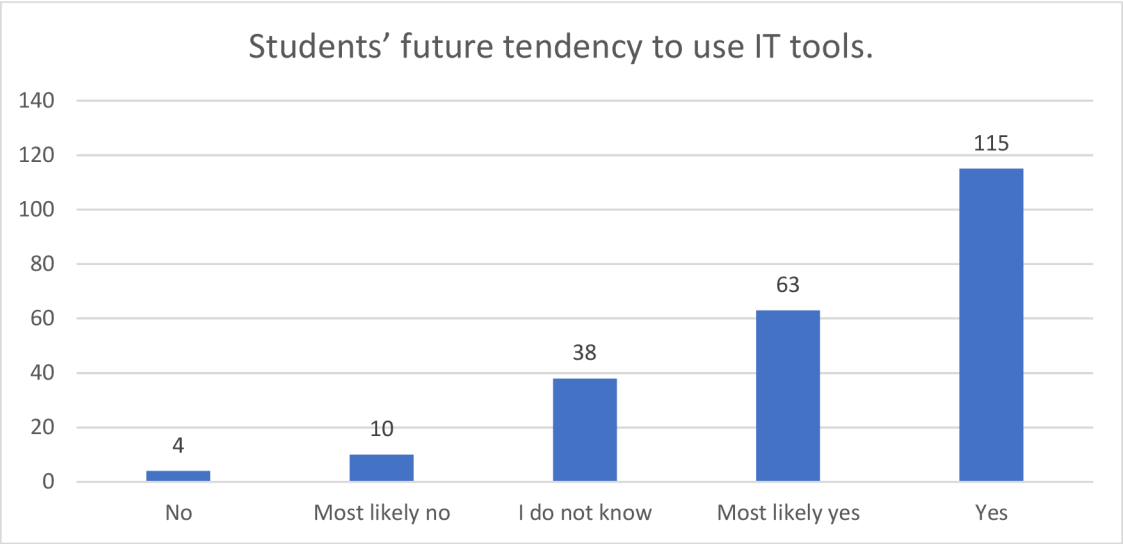
H_{A6}: Students are interested in using IT tools more frequently in their English language classes.

Question 17

Table 17: Students' future tendency to use IT tools.

Students' future tendency to use IT tools.		
Options	Frequency of results	Percentage
No	4	1,7%
Most likely no	10	4,3%
I do not know	38	16,5%
Most likely yes	63	27,5%
Yes	115	50%
Total	230	100%
Number of respondents	230	

Graph 17: Students' future tendency to use IT tools.



The last question was conducted using a Likert scale. Students were asked to indicate their level of agreement with either end of the scale. The result from the Likert scale will be used to assess the final hypothesis:

H_{07}: Students do NOT believe that they will use IT tools in their future studies or careers.

H_{A7}: Students think that they will use IT tools in their future studies or careers.

Given that 50% (115 respondents) are certain they will use IT tools in their future studies or careers, and another 27,5% (63 respondents) consider it highly possible, the alternative hypothesis H_{A7} can be accepted.

4. Conclusion

Information technology (IT) encompasses various technological tools such as computers, the internet, and programming languages, and it is widely used across many fields of human activity, including schools. The aim of this thesis was to assess the effectiveness of IT tools in teaching the English language in schools. The study sought to understand students' perceptions of IT technology usage in English classes, their interest in these classes, and their views on using IT tools for their future studies or work.

In the theoretical part, factors influencing teaching effectiveness were discussed, emphasising the teacher-student relationship, as well as motivation and its influence on the resulting student activity. A significant portion of this section was dedicated to explaining the core concepts of IT and its integration into educational settings across disciplines. Reference was made to studies showing IT positively impacts student achievement and attendance. Given the wide range of IT tools available, coverage included not only Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), and Technology-Enhanced Language Learning (TELL), but also newer technologies like web-based applications, artificial intelligence, and virtual reality.

In the practical part, questionnaire survey results were analysed. Surveys were distributed via e-mail to 20 different headmasters of primary schools, vocational schools, medical schools, technical schools, and grammar schools, asking them to forward the questionnaires to the students.

To assess the effectiveness of IT tools in English Language Teaching (ELT), the questionnaire included both basic demographic questions (e.g., gender, school type) and substantive research enquiries. These questions were interrelated in a specific way and gave us a more comprehensive insight. Findings indicated that students currently use IT tools not only in school to learn English but also at home to study and work. While awareness of these technologies is high, their integration into classroom teaching remains less common.

An open-ended question in the survey allowed students to express their views on whether IT-enhanced English teaching was more attractive. Responses overwhelmingly indicated that students find this approach significantly more attractive and effective. They appreciate the opportunity to practice grammar, vocabulary, listening, pronunciation, and speaking in engaging ways. Lessons are perceived as more stimulating, memorable, and less boring, with information quickly retrievable using IT tools without the teacher's help. Students

would like to see even more use of IT tools in their English classes and welcome the use of IT tools in English classes. The results of the Likert scale show that they will use IT tools in their future life.

Overall, based on the questionnaire responses, it is evident that integrating IT tools into English Language Teaching significantly enhances effectiveness and attractiveness. These findings underscore the crucial role in students' future education and careers.

5. References

ADAMS, Anthony and BRINDLEY, Sue (eds.), 2007. *Teaching Secondary English with ICT*. Maidenhead, England: Open University Press. ISBN 978-0-335-21444-0.

ALSHRAIDEH, Doniazad Sultan, 2021. EFL Learners' and Teachers' Perception toward the Use of Online Videos in EFL Classes. *Arab World English Journal*. 2.3.2021, vol. 12, no. 1, pp. 215-228.

BARRON, Ann E.; ORWIG, Gary W.; IVERS, Karen S. and LILAVOIS, Nick, 2002. *Technologies for Education: A Practical Guide*. 4th Edition. United States of America: Libraries Unlimited. ISBN 978-1563087790.

BEATTY, Ken, CANDLIN, Christopher N. a David R. HALL (eds.), 2010. *Teaching and Researching Computer-Assisted Language Learning*. 2nd edition. Edinburgh Gate: Pearson Education Limited. ISBN 978-1408205006.

CAHYADI, Pramujiono; WARDHANA, Daffa Indra Arya; ANSORI, Wildan Isa and FARAH, Rafika Rabba, 2022. ENHANCING STUDENTS' ENGLISH SPEAKING ABILITY THROUGH VRCHAT GAME AS LEARNING MEDIA. *Journal of Research on Language Education*. Vol. 3, no. 2, pp. 54-61. ISSN 2723-5092.

CHRÁSKA, Miroslav, 2016. *Metody pedagogického výzkumu: Základy kvantitativního výzkumu*. 2. akt. vyd. Praha: Grada. ISBN 978-80-271-9225-0.

CIESLAR, Jan, 2023. *V Česku používá chytré telefony již 82 % osob*. Online. Last updated on: 10.11.2023 [cit. 2024-02-19]. Available at: https://www.czso.cz/csu/czso/v-cesku-pouziva-chytre-telefony-jiz-82-osob.

DIGIFOXWEB3, 2024. *Japan Takes a Leap into the Future with Its First Metaverse High School*. Online. LINKEDIN. 16.1.2024. [cit. 2024-04-08]. Available at: https://www.linkedin.com/pulse/japan-takes-leap-future-its-first-metaverse-high-school-digifoxweb3-vqnsc.

DUARTE, Fabio, 2024. *Number of ChatGPT Users (Mar 2024)*. Online. EXPLODING TOPICS. Exploding Topics - Discover the hottest new trends. [cit. 2024-03-08]. Available at: https://explodingtopics.com/blog/chatgpt-users.

GARDNER, Robert C. and LAMBERT, Wallace E., 1972. *Attitudes and Motivation in Second-Language Learning*. Rowley, Massachusetts: Newbury House Publishers. ISBN 912066-09-01.

HARMER, Jeremy, 1998. *How to teach English: an introduction to the practice of English language teaching*. How to. Harlow: Longman. ISBN 978-0582297968.

JEHMA, Hambalee and AKARAPHATTANAWONG, Apirat, 2023. VRChat as a Virtual Learning Platform for Enhancing English Listening Skills. *International Journal of Information and Education Technology*. Vol. 13, no. 5, pp. 813-817. ISSN 2010-3689.

KERN, Hans, 2006. *Přehled psychologie*. Vyd. 3. Praha: Portál. ISBN 80-7178-426-5.

KLIMOVA, Blanka, 2021. Use of Virtual Reality in Non-Native Language Learning and Teaching. *ScienceDirect*. Vol. 192, pp. 1385-1392.

KOSTKA, Ilka and TONCELLI, Rachel, 2023. Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations. Online. *TESL-EJ*. Vol. 27, pp. 1-19. [cit. 2024-05-6]. Available at: https://doi.org/https://doi.org/10.55593/ej.27107int.

KUMAR, Om, 2023. Investigating the Impact of Artificial Intelligence AI and Technology in English Language Learning. Online. *Advances in Social Behavior Research*. Vol. 3, pp. 27-36. ISSN 2753-7110. [cit. 2024-05-3]. Available at: https://doi.org/10.54254/2753-7102/3/2023026.

NÁRODNÍ PEDAGOGICKÝ INSTITUT ČESKÉ REPUBLIKY, 2011. *Motivace*. Metodický portál RVP.cz. Online. [cit. 2024-01-07]. Available at: https://wiki.rvp.cz/Knihovna/1.Pedagogick%C3%BD_lexikon/M/Motivace#Kr.c3.a1tkodob.c3.a1_motivace.

ODINOKAYA, Maria Alexandrovna; KRYLOVA, Elena Alexandrovna; RUBTSOVA, Anna Vladimirovna and ALMAZOVA, Nadezhda Ivanovna, 2021. Using the Discord Application to Facilitate EFL Vocabulary Acquisition. Online. *Education Sciences*. No. 9, pp. 1-12. [cit. 2024-04-6]. Available at: https://doi.org/https://doi.org/10.3390/educsci11090470.

OPENAI. Ways in which GenAI can be an effective tool for English Language Teaching (ELT) [chatbot]. In: ChatGPT-3.5 [online]. 16 April 2024 [cit. 2024-04-16]. Available at: https://chat.openai.com/chat.

RANK, Tom, Chris WARREN a Trevor MILLUM, 2011. *Teaching English using ICT: a practical guide for secondary school teachers*. London: Continuum. ISBN 978-1441117823.

ŘEZNÍČKOVÁ, Aneta, 2018. *Většina dětí dostane mobil v první nebo druhé třídě, ukazuje průzkum*. Online. MAFRA. IDNES.cz. [cit. 2024-04-13]. Available at: https://www.idnes.cz/ekonomika/domaci/mobilni-telefony-deti-zakladni-skola-pruzkum-rodice.A180830_194947_ekonomika_mpl.

SHERER, Pamela and SHEA, Timothy, April-June 2011. Using Online Video to Support Student Learning and Engagement. *College Teaching*. No. 59, pp. 56-59.

SLAVÍK, Jan and Jaroslav NOVÁK, 1997. *Počítač jako pomocník učitele: efektivní práce s informacemi ve škole*. Praha: Portál. Pedagogická praxe. ISBN 80-7178-149-5.

STOCKWELL, Glenn, 2022. *Mobile Assisted Language Learning: Concepts, Contexts and Challenges*. Cambridge: Cambridge University Press. Cambridge Applied Linguistics. ISBN 978-1108470728.

SURYANTARI, Hadna and PRIYANA, Joko, 2018. Exploring Ways of Using Facebook and Instagram in Teaching English. *Atlantis Press*. Vol. 2018, no. 165, pp. 198-302.

UNESCO, 2009. *Guide to measuring information and communication technologies (ICT) in education*. PDF. Montreal, Quebec: UNESCO Institute for Statistics [cit. 2024-01-05]. ISBN 978-92-9189-078-1. Available at: https://uis.unesco.org/sites/default/files/documents/guide-to-measuring-information-and-communication-technologies-ict-in-education-en_0.pdf.

WICHOVÁ, Jitka, 2022. *Informační technologie ve školách v České republice – 2021*. PDF. Český statistický úřad. [cit. 2024-02-13]. Available at: https://www.czso.cz/documents/10180/184967512/062020-22.pdf/52a14572-0fbf-430b-bdf8-7544e349f34a?version=1.0.

ZORMANOVÁ, Lucie, 2014. *Obecná didaktika: pro studium a praxi*. Pedagogika (Grada). Praha: Grada. ISBN 978-80-247-4590-9.

List of abbreviations

AI – Artificial Intelligence

BYOD – Bring Your Own Device

CALL – Computer-Assisted Language Learning

EFL - English as a foreign language

ELT – English Language Teaching

GenAI – Generative Artificial Intelligence

ICT – Information and Communication Technology

IT – Information Technology

MALL – Mobile-Assisted Language Learning

NLLT – Non-Native Language Learning and Teaching

TELL – Technology-Enhanced Language Learning

List of tables

List of figures

Appendixes

Appendix no. 1

– E-mail to headmasters

Appendix no. 2

– Questionnaire

Appendix no. 3

– Table with answers to question 15

Appendix No. 4

– List of contacted schools

Appendix No. 1

E-mail to headmasters

Vážený pane řediteli/Vážená paní ředitelko,

s velkým zájmem se obracím na Vás jako ředitele/ředitelku školy s návrhem spolupráce v rámci mého výzkumu při psaní bakalářské práce. Jsem studentem Anglického jazyka se zaměřením na vzdělávání na Pedagogické fakultě Univerzity Palackého v Olomouci, a momentálně pracuji na bakalářské práci na téma: „Efektivní využití informačních technologií ve výuce anglického jazyka."

Chtěl bych Vás požádat o spolupráci při sběru dat pro můj výzkum. Konkrétně bych potřeboval rozšířit okruh respondentů pro svůj dotazník, který je zaměřen na žáky 2. stupně základních škol a středních škol.

Můj cíl je získat co nejvíce různorodých odpovědí, aby výsledky mé práce byly co nejrelevantnější a užitečné. Proto bych byl velmi vděčný, kdybyste mohl/a rozeslat odkaz na můj dotazník Vašim žákům na těchto stupních vzdělávání.

Můj dotazník můžete nalézt na následujícím odkazu:

https://docs.google.com/forms/d/e/1FAIpQLSf-MKq7iBLAIU2eN6HgRtvYolPXoIv1FGtsE64epdaK1yfC0A/viewform?usp=sf_link

Pokud byste měl/a jakékoliv otázky ohledně mé práce nebo sběru dat, prosím, neváhejte mě kontaktovat. Vaše spolupráce by pro mě byla velmi cenná a přispěla by k úspěšnému dokončení mého výzkumu.

Děkuji Vám za Váš čas a zvážení mé žádosti.

S úctou

René Kristián

Appendix No. 2

Questionnaire

Efektivní využití informačních technologií ve výuce anglického jazyka

Vážené respondentky, vážení respondenti,
obracím se na Vás s žádostí o vyplnění mého dotazníku, který poslouží jako podklad pro bakalářskou práci na téma „Efektivní využití informačních technologií ve výuce anglického jazyka".
Dovoluji si Vás rovněž požádat o co nejpřesnější a pravdivé vyplnění dotazníku. Účast ve výzkumu je anonymní a dobrovolná.
Předem děkuji za spolupráci. Student Pedagogické fakulty Univerzity Palackého v Olomouci.

Informační technologie (IT) zahrnují počítačové systémy, software, programovací jazyky a ukládání, zpracování a správu dat a informací. Dnes se často používá rozšířená verze Informační a komunikační technologie zaměnitelná s pojmem IT.

Hardware je veškeré technické vybavení – hmatatelné (klávesnice, monitor, myš, ...)

Software je veškeré programové vybavení – nehmatatelné (programy)

Dotazník

- Pohlaví:
  Muž Žena Nechci odpovídat

- Navštěvuji:
  2. stupeň základní školy, či nižší stupeň osmiletého gymnázia
  Střední odbornou školu (SOŠ)
  Střední odborné učiliště (SOU)
  Střední průmyslovou školu (SPŠ)
  Střední pedagogickou školu (SPgŠ)
  Střední uměleckou školu (SUŠ)
  Střední zdravotnickou školu (SZŠ)
  Gymnázium

- Používali jste, nebo používáte informační technologie ve svých hodinách anglického jazyka?

  Ano Ne

- Kolik hodin anglického jazyka mate týdně?

  1 2 3 4 5 6 7 7 a více

- Jak často používáte informační technologie v hodinách anglického jazyka?

  Nepoužíváme informační technologie

  1x týdně

  2x týdně

  3x týdně

  4x týdně

  5x týdně

  6x týdně

  7x týdně

  Více než 7x týdně

- Kolik zhruba minut pracujete s těmito technologiemi v hodině?

  Nepoužíváme informační technologie

  Méně jak 15 minut

  15 minut

  30 minut

  45 minut

  Více než 45 minut

- Jaký IT hardware používáte doma nebo ve škole pro výuku anglického jazyka?

  (Možnost zaškrtnout vice)

  Audio techniku = (reproduktory, sluchátka, mikrofon, …)

  Interaktivní tabule či projektor

  Mobilní telefony

  Počítače / notebooky

Tablety
Herní konzole
Virtuální realitu

- Jaký IT software používáte doma nebo ve škole pro výuku anglického jazyka? (Možnost zaškrtnout vice)
  YouTube, Twitch, Kick či jiné audio/video-obsahující stránky
  Sociální sítě – Facebook, Instagram, WhatsApp, E-maily, či podobné
  Specializované edukační aplikace – Kahoot!, Quizlet, Duolingo, či podobné
  Umělou inteligenci – ChatGPT, Copilot, Gemini, či podobné
  Počítačové a konzolové hry
  „Workspaces“ – Google Classroom, Microsoft Teams, Bakaláři, či podobné

- Používáte tyto technologie pro učení či práci I ve svém volném čase?
  Ano Ne

- Co se učíte/procvičujete pomocí informačních technologií ve škole? (Možnost zaškrtnout vice)
  Grammar – gramatika
  Vocabulary – slovní zásoba
  Pronunciation – výslovnost
  Listening – poslech
  Reading – čtení
  Writing – psaní
  Speaking/conversation practice – mluvení/nácvik konverzace
  Cultural awareness – kulturní povědomí

- Co se učíte/procvičujete pomocí informačních technologií doma? (Možnost zaškrtnout vice)
  Grammar – gramatika
  Vocabulary – slovní zásoba
  Pronunciation – výslovnost
  Listening – poslech

Reading – čtení
Writing – psaní
Speaking/conversation practice – mluvení/nácvik konverzace
Cultural awareness – kulturní povědomí

- Dovolí Vám Váš učitel používat Váš vlastní:
  Notebook
  Tablet
  Mobilní telefon
  Nic

- Informuje Vás Váš učitel o možnostech využití informačních technologií pro výuku anglického jazyka?
  Ano Ne

- Přijde Vám výuka anglického jazyka atraktivnější/lepší s použitím informačních technologií?
  Ano Ne

- Proč považujete takovou výuku za atraktivnější/lepší?
  (Stručná odpověď studenta)

- Chtěli byste používat informační technologie ve výuce anglického jazyka více?
  Ano Ne

- Myslíte si, že schopnost používat informační technologie využijete I v budoucnosti? (práce, učení, …)
  Určitě ne
  Spíše ne
  Nevím
  Spíše ano
  Ano

Appendix No. 3

Table with answers to question 15

1.	Výuka s těmito technologiemi mi příjde daleko pestřejší, než pouze praconí sešity.
2.	nwm
3.	Větší zábava
4.	Je tam možnost vyhledat si cokoliv, bez nutnosti ptání se učitele
5.	Protože se dá jazyk naučit i hrou (a ne škola hrou dle J.A.K. ala jeden obrázek v učebnici)+je to bližší dnešní generaci, která je zvyklá informace přijímat skrz technologie
6.	Je to něčím ozvláštněné, nejede se striktně učebnicově a rozšíříme si tím obzory
7.	Oživuje hodinu
8.	zábavnější, více si toho zapamatuji
9.	Je to za mě efektivnější způsob výuky.
10.	Člověk může najít více informací a lépe si zapamatovat výslovnost apod.
11.	Velká část internetu mluví anglicky, takže skýtá velké množství materiálů, které nejen zpestřují hodiny angličtiny, ale také šetří čas pedagogů kteří se pak mohou věnovat zdokonalení své vlastní výuky.
12.	Není to nudné jak drcení slovíček nazpaměť.
13.	1x do týdne stačí. Je to zábavnější
14.	Je to zábavnější.
15.	Protože je lepší.
16.	je to lepší než psát do sešitu
17.	je to lepší
18.	zabavnejši
19.	protože mě to bavi
20.	Myslím si že potom ta hodina je taková volnější a myslím si že si potom lépe zapamatujeme učivo.
21.	více se toho naučíme
22.	více mně baví
23.	baví mě to víc
24.	je to zábavnější
25.	programy
26.	je to k nám blíž
27.	je to vetší sranda :)
28.	je to větší zábava.
29.	Protože je více zábavná
30.	protože by jsme si více z toho zapamatovali než v učebnici.
31.	protože
32.	baví mě to, je to lepší forma učení a víc si u toho zapamatuju

33. Baví mě to je to lepší
34. baví mně to víc a víc se naučím
35. Protože používáme notebooky na procvičování
36. je to zabavnější a více se toho naučím
37. je to zábavnější
38. více se toho dozvím
39. výuka je rozhodně zábavnější a jednodušší, můžeme si vyhledat některé věci pokud něco nevíme (při čemž tuhle možnost jinak nemáme), je jednodušší udržet pozornost a většinou si i díky tomu více zapamatujeme.
40. je to zábavnější a je tam i něco nového
41. protože je to více zábavné a více mě to naučí
42. Protože se toho vice dozvíme a naučíme, a je to více zabavnější.
43. Vyhovuje mi to víc než obyčejná výuka.
44. víc se toho naučím
45. Je to lepší když máme nějakou interaktivitu, víc se toho naučím a líp to pochopím.
46. víc se toho naučíme např.výslovnost,čtení,psaní.Je to více zabavné a lepsínež hodiny normální.
47. Celkově to usnadní práci a je to zábavné. (záleží na tom co děláme)
48. informace z vícero zdrojů, jiná výslovnost lidí ve videích; učení nových slovíček, na které bychom v běžné hodině nenarazili
49. není to neustále to samé dokola
50. více mě to baví
51. NEMUSÍME PSÁT DO SEŠITU/PRACOVNIHO SEŠITU
52. je to zábavnější
53. baví mě to
54. nevím
55. Informační technologie dodají úplně jiný zážitek z hodin, než když jen sedíte a vyplňujete papíry. Jsem vždy ráda, když naše paní profesorka těchto technologií využije.
56. Nebaví mě psát do sešitu
57. Nevím
58. Jen tak
59. Je to vice zabavne
60. zajimavější
61. Je to zábavnější.
62. Protože je to zábavnější
63. Protože je to větší zabava
64. Je to větší zábava
65. Nemusím si kupovat náplně do propisky.
66. zábavnější

67. je to zpestření hodiny
68. Je to zpestření hodiny.
69. Protože je to lepší lehce dohledatelné informace
70. je to zábava
71. Protože nepíšeme přád do sešitu.
72. Protože se mi líbí výuka stylem hry nebo soutěže.
73. soutěže
74. Bc počítač
75. nevim
76. je vice zabavna
77. ano
78. je to lepší
79. Protože je to lepsi
80. sranda
81. sranda
82. víc se naučím
83. Je to zábavnější
84. Jelikož získám více informací
85. je to sranda
86. Je mnoho aplikací nebo stránek, kde angličtinu mohou naučit nebo vysvětlit zábavnější formou, tím pádem se alespoň z mého pohledu daná látka lépe zapamatuje a utkví se v hlavě
87. Učitel nemusi tisknout papíry, které zapomeneme jednoduše doma, na internetu, onedrivu je to vsechno pohromadě a nemusim myslet na papíry.
88. V dnešní době si myslím, že by to mělo být samozřejmostí, protože nám to poskytne výuku zábavnější formou.
89. Dle mého názoru může taková výuka více zaujmout žáky ,a tak spolupracovat častěji s učitelem a více komunikovat s ním.
90. Výuku to alespoň trochu ozvláštní.
91. Větší rozhled a více možností
92. Nevím
93. .
94. nepovažuju
95. nepovažuju
96. protože je to větší zabava
97. .
98. integrace moderních technologií do výuky
99. lepsi je vetsi sranda
100. větší zábava

101.je sranda
102.je zabavnejsi
103..
104.Modernizace postupu učení
105.Protože se baví děti víc
106.víc informací
107.můžeme díky tomu hrát zábavné hry např. kahoot a u toho se taky něco naučit
108.je to zábavnější
109.více zábavy
110.protože to není tak nudné takže si víc zapamatuji
111.Protože si můžeme pouštět videa s rodilými mluvčími a dělat různé online testy.
112.procvičujeme si věci které potřebujeme
113.protože mě to víc baví
114.protože si tam můžu něco vyhledat a nebo přeložit a prostě mě to více baví.
115.Protože si můžu na tabletu všechno najít.
116.idk
117.protože mně to víc baví
118.mužeme si něco vyhledat zahrát hry s učitely jako třeba kahoot atd
119.protože je to lepší než se učit ze sešitu
120.baví mě angličtina
121.protože je to lepší způsob si to zapamatovat
122.je to lepši
123.přídu si u toho více svá
124.Mám radši když se učíme z učebnice a píšeme do sešitů
125.nevím
126.nevim
127.Je zábavnější
128.máme větší prístup k informacím
129.je lepší zábavnější na dnešní generaci
130.je to lepší
131.neviiim
132.umim to už z irska tak je to volné skoro pro mě
133.protože je to internet
134.nevím
135.nevím

136. nevim 😂
137. ne
138. neni atraktivnejsi
139. ne
140. je to změna a je to záživnější
141. Tak je to zábavnější než sedět v lavicích a mám pocit že se více naučím
142. Na internetu je spoustu věci které nás mohou přiučit, či pomoct k získání nových nebo potřebných informací
143. ano
144. Moderní, efektivní, pohodlnější
145. Je to příjemná změna
146. Příjemná změna oproti výuce bez informačních technologií.
147. Moderní technologii jsou součást našeho každodenního života a nevidím důvod proč by zrovna ve vzdělávání měly být brány jako “něco špatného”. Naopak studenti by jistě ocenili zapojení technologií do výuky, iniciativu učitele “jít s dobou” a ne za technologiemi vidět jen to špatné. Učení skrz technologiemi je někdy více efektní a umožní látku procvičit ze všech možných úhlů pohledů.
148. zábavnější
149. Lepší držení pozornosti.
150. Je to odlišné od obyčejné výuky, více se na danou věc soustředím
151. Protoze je to takove ozvlastneni vyuky, dsleko lepsi nez porad dokola pracovat s pracovnim sesitem a ucebnici
152. Více informací z různých zdrojů
153. Protože je zábavnější
154. je to zábavné

Appendix No. 4

List of contacted schools

1. Základní škola a gymnázium Vítkov, p. o.
2. Mendelovo gymnázium Opava, p. o.
3. Slezské gymnázium Opava, p. o.
4. Základní škola a mateřská škola Melč, p. o.
5. Základní škola Budišov and Budišovkou, p. o.
6. Základní škola Hradec and Moravicí, p. o.
7. Moravská střední škola, s.r.o.
8. Střední průmyslová škola strojnická Olomouc, p. o.
9. Střední odborná škola Olomouc spol. s r. o.
10. Gymnázium Olomouc-Hejčín, p. o.
11. Gymnázium Olomouc-Čajkovského 9, p. o.
12. Základní škola a Mateřská škola Olomouc, Svatoplukova 11, p. o.
13. Základní škola a Mateřská škola Olomouc, Demlova 18, p. o. (ZŠ Demlova)
14. Základní škola a Mateřská škola Olomouc, Demlova 18, p. o. (ZŠ Petřkova)
15. Základní škola a Mateřská škola Olomouc-Svatý Kopeček, Dvorského 33, p. o.
16. Střední škola, Základní škola a Mateřská škola prof. V. Vejdovského Olomouc-Hejčín, p. o.
17. Hotelová škola a gymnázium Radlická, Praha 5, p. o.
18. Heřmánek Praha, základní škola a gymnázium, z. s.
19. Gymnázium Brno, Elgartova, p. o.
20. Střední průmyslová škola chemická Brno, p. o.

Résumé

Tato práce se zaměřuje na možnosti využití moderních technologií, které vedou k efektivnější výuce anglického jazyka (ELT) ve školách. Teoretická část představuje základní poznatky o výuce, využití IT a ICT technologií a jejich nástrojů ve výuce anglického jazyka (ELT) získané z odborné literatury. Jsou popsány vybrané trendy ve využívání IT nástrojů v ELT a jejich výhody a nevýhody.

Empirická část práce se zaměřuje na rozsah využívání IT technologií na druhém stupni základních škol, středních odborných škol a učilišť a gymnázií. Metodou získávání informací a vyhodnocování výsledků byl dotazník rozeslaný 20 ředitelům různých základních a středních škol. Prostřednictvím tohoto vlastnoručně sestaveného dotazníku bylo zjišťováno, kolik hodin anglického jazyka týdně žáci absolvují, zda a v jakém rozsahu využívají IT technologie ve výuce. Práce se zaměřila na to, jaký hardware a software je mezi studenty nejčastěji používán a k jaké formě výuky tyto nástroje používají (gramatika, slovní zásoba, výslovnost). Analýza zjišťovala, zda je výuka touto formou zábavnější a zajímavější, možnost využití vlastních nástrojů v ELT a do jaké míry předpokládají využití IT ve svém budoucím životě.

Bylo zjištěno, že výuka s využitím informačních technologií (IT) je pro studenty skutečně atraktivnější, polovina respondentů předpokládá s jistotou jejich využití i v budoucnosti. Využívání vlastních přístrojů ve výuce však ještě není běžné. Všechny získané hodnoty byly zpracovány a doplněny vyhodnocením otázek výzkumu a hypotéz a doplněny grafy.