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PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

BAKALÁŘSKÁ PRÁCE

The use of online technology for the development of digital competence in the teaching of the English language in the 9th grade at primary schools in the city district Prague 5

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Prohlašuji, že jsem bakalářskou práci vypracovala samostatně. Veškerou literaturu a jiné použité zdroje, z nichž jsem čerpala uvádím v seznamu použité literatury.

V Olomouci, 31.5.2024

Eva Kadlecová

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Anotace

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Název práce:	Využití online technologií pro rozvoj digitálních kompetencí ve výuce anglického jazyka v 9. ročníku ZŠ Prahy 5
Název v angličtině:	The use of online technologies for the development of digital competencies in the teaching of the English language in the 9th grade at primary schools of Prague 5
Zvolený typ práce:	Výzkumná práce – zpracování primárních dat
Anotace práce:	<p>Tato bakalářská práce se zabývá rozvojem digitálních kompetencí ve výuce anglického jazyka v 9. ročníku základních škol na území Prahy 5 prostřednictvím využití online nástrojů a technologií. Poskytuje přehled běžně používaných vzdělávacích technologií, hodnotí úroveň komfortu učitelů s těmito nástroji a zkoumá problémy a přínosy jejich integrace do výuky. Šetření ukázalo, že ačkoli se většina učitelů cítí při používání online technologií relativně dobře, uvítali by další školení a zdroje, které by pomohli zlepšit jejich dovednosti. Pozitivním zjištěním je fakt, že učitelé věnují pozornost rozvoji digitální kompetence žáků a využívají online technologie ve výuce. Mezi hlavní zjištěné přínosy patří zvýšená motivace žáků, interaktivní výukové prostředí a personalizovaná výuka. Zdůrazněny byli i problémy, jako je nedostatek času na přípravu, nedostatek dostupných technologií a nedostatečné školení. Tyto poznatky podtrhují význam komplexní podpory učitelů pro efektivní začlenění digitálních nástrojů do výuky.</p>
Klíčová slova:	Digitální kompetence, online technologie, výuka anglického

	jazyka, učitel
Anotace v angličtině:	<p>This bachelor thesis investigates the development of digital competence among 9th-grade English language teachers in primary schools within Prague 5 through the use of online tools and technology. It provides an overview of commonly used educational technologies, evaluates teachers' comfort levels with these tools, and explores the challenges and benefits of their classroom integration. A positive finding is that teachers pay attention to the development of pupils' digital competence and use online technologies in teaching. The findings reveal that while most teachers feel relatively comfortable using online technologies, there is a strong desire for additional training and resources to enhance their proficiency. Key benefits identified include increased student motivation, interactive learning environments, and personalized instruction. However, significant challenges such as insufficient preparation time, lack of available technology, and inadequate training were also highlighted. These insights underscore the importance of comprehensive support for teachers to effectively integrate digital tools into their teaching practices.</p>
Klíčová slova v angličtině:	Digital competence, online technology, English language teaching, teacher
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2. Nastavení metodologie a zvolení postupu výzkumné a praktické části. Realizace výzkumu.
2. Sepečení teoretické práce obsahující kapitoly týkající se využití online technologií pro rozvoj digitálních kompetencí žáků ve vyučování anglického jazyka na základních školách.
3. Vyrození závěrů vyplývajících z výzkumu.
5. Využití a letění tuzemských i zahraničních autorů vztahující se ke sledované problematice.

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INTRODUCTION

In an era marked by rapid technological advancements, the integration of online technology into education has become a vital aspect of encouraging enhanced learning experiences. As we stand at the crossroads of technology and education, the essential to foster digital proficiency among pupils of primary education stands out as a critical aspect of their scholastic and personal development. One viable approach to achieve this objective is to develop their digital competence across all subjects. Ministry of Education of the Czech Republic has responded to this need by issuing a new Framework Curriculum for Primary Education (hereinafter referred to as RVP ZV, abbreviation of Rámcový vzdělávací program pro základní vzdělávání) in 2021 implementing seventh competence, the digital competence.

The onset of transformative changes has brought additional challenges, including the enhancement of Information and Communication Technology (hereinafter referred to as ICT) infrastructure within educational institutions and the integration of online technology in primary school teaching. For the successful implementation of this transition, it is necessary to cultivate the digital proficiency of teachers, along with supporting their motivation to embrace online technology.

This bachelor's thesis is divided into two parts. The first theoretical part defines online technology and teacher, digital literacy and digital competence and how they are embedded in curricular documents, it reflects on the use of online technology and tools which can be used to develop digital competence and describes English Language Teaching. It also includes a list of studies that have addressed similar themes and objectives.

The second part of this bachelor's thesis is practically oriented. This bachelor's thesis aims to analyse how digital competence is developed by teachers of the English language using online tools and technology in the 9th grade at primary schools in the city district Prague 5. It aims to provide an overview of popular tools commonly used by teachers in their lessons, examines how often teachers use online technology in their lessons, assess teachers' comfort levels with these technologies, explore the challenges and benefits associated with their integration into the classroom, and map where teachers obtain their knowledge and inspiration for integrating online technologies and applications into their teaching practices.

To obtain the desired results, I employed a quantitative form of research methodology which is frequently used in educational research, an anonymous online questionnaire among English language teachers, followed by data analysis and evaluation.

I. THEORETICAL PART

1. Definition of basic terms

Today, primary education seeks to support pupils in their ability to navigate the digital environment and guide them to use digital technologies safely, confidently, critically and creatively at work, in learning, at leisure and when participating in society and practical life (RVP ZV, 2023).

1.1 Digital competence

The idea of digital competence has arisen together with technological advancements, mirroring society's recognition of the necessity for fresh skill sets. As technology evolves, it facilitates and continually produces new tasks and targets. Consequently, the significance of digital competence is changing and requires ongoing evaluation in accordance with contemporary technology and its utilization (Skov, 2016).

Digital competence encompasses a spectrum of skills, knowledge, and attitudes that enable individuals to engage meaningfully and effectively in the digital world. As defined by the European Commission in Digital Competence Framework for Citizens, digital competence involves the confident and critical use of digital technologies for work, leisure, and communication. It goes beyond mere technical proficiency, extending to include aspects related to cognitive, ethical, and social interaction. The diverse complexity of digital competence implies the ability not only to operate digital tools but also to critically evaluate information, communicate effectively and respond to changes in the dynamic technological environment. It *“identifies the key components of digital competence in five areas: Information and data literacy, Communication and collaboration, Digital content creation, Safety and Problem solving”* (Vuorikari et al., 2022).

RVP ZV determines expected outcomes acquired at the end of primary education as, *“the pupil:*

- is proficient with commonly used digital devices, applications and services; uses them for learning and for engagement in school and society; makes independent decisions about which technologies to use for which activities or problems

- acquires, retrieves, critically assesses, manages and shares data, information and digital content, choosing processes, methods and means appropriate to the situation and purpose

- *creates and edits digital content, combines different formats, expresses themselves using digital means*
- *uses digital technologies to facilitate work, automate routine activities, streamline or simplify workflows and improve the quality of their work*
- *understands the importance of digital technologies for human society, learns about new technologies, critically evaluates their benefits and reflects on the risks of their use*
- *avoids situations threatening the security of equipment and data, situations with a negative impact on his/her physical and mental health and the health of others; acts ethically in collaboration, communication and information sharing in the digital environment” (RVP ZV, 2023, p. 13).*

Digital competence together with learning competence, problem-solving competence, communicative competence, social and personal competence, civic competence and work competence form the Key competencies which should be acquired as part of the overall learning process (RVP ZV, 2023, p.10).

1.2 Online technology

Over the past few years, there has been an increasing acknowledgment of the importance of information and communication technologies (ICT) within the realm of education. ICT encompasses a range of technologies used for communication and information processing. While the term 'technology' can include tools like radio, television, or phones, 'ICT' specifically refers to 'digital media.' Given that these technologies are predominantly utilized online, the research performed by the authors adopts the term 'online technologies' or 'online tools,' covering websites, platforms, applications, and social networks (Černá et al., 2020, p. 15).

In a research called “Digital Tools in Education” the authors identify online tools as *“software, applications, technologies, plug-ins, add-ons or websites that are accessible via an internet connection and enhance learners' ability to conduct a thorough literature review and to master the knowledge they need to learn”* (Dancsa et al., 2023, p. 290).

Valter (2023) in his online article defines digital technologies as the means used to digitise and transmit data in digital format. They can include both hardware components, such as computers or mobile phones, and software applications, such as websites or social media.

They differ from analogue technologies in that they use computer systems to manage and process information. They are an essential element of modern life and their spectrum includes technologies such as 3D printers, augmented reality, artificial intelligence, biometrics, drones and the Internet of Things.

In conclusion, an online learning technology or tool used in education is part of digital technology. It is any website, program, or application that can be accessed via the internet and will enhance teaching and learning. Online learning tools can assist teachers and students with teaching, learning, and communication. They enable communication, collaboration, information sharing, and various other activities over the internet, contributing to the digital landscape of modern society.

1.3 Teacher

In different types and levels of education, a person acting as a teacher may also be called an educator (Průcha et al., 2009, p. 395).

The teacher takes the position of initiator and organizer of the educational process, and it is obvious that the effectiveness of this work is greatly influenced by his professional skills, pedagogical education and personal characteristics. From this perspective, it is clear that the teacher's personality plays a key role in the process of education. There are several factors that influence the profile of an educator. Successful educational work requires a broad general education, specialized knowledge in the areas taught, pedagogical skills and competencies, as well as personality characteristics. Only their harmonious integration can provide the basis for effective educational work. The challenge is how to link these diverse aspects into a unified whole. Only when an educator has a comprehensive profile can he or she truly fulfil his or her role in the process of education and training with full effectiveness (Jůva, 1972, p. 93).

The educator is not only a mediator for the transmission of knowledge, skills and habits, but also has the task of directing the activities of pupils, participating in their education and supporting the development of their personality. He/she teaches them to adapt to changes in society and to respond appropriately to them. His/her job is therefore to ensure the overall development of the individuals he/she educates, which includes physical, intellectual, moral and emotional development (Kantorová et al., 2008, p. 246).

Educators are crucial in guiding the educational process, relying on their skills, training, and personal qualities for effectiveness. Their role extends beyond imparting knowledge to nurturing students' overall development, including their physical, intellectual, moral, and emotional growth, to prepare them for success in society.

1.4 Lower secondary learner

Lower secondary learners, typically aged 11-15, are in a stage of development that bridges childhood and adolescence. This stage, often referred to as early adolescence, is marked by significant physical, cognitive, and emotional changes. Physically, pupils in this age group experience the onset of puberty, which brings rapid growth and sexual maturation. These changes can impact their self-esteem and body image. The cognitive development at this stage includes enhanced abstract thinking, problem-solving abilities, and the development of metacognition. Adolescents begin to form a more complex sense of identity, often exploring different roles and ideologies as they strive for independence (Vágnerová, 2012, p. 368-370).

The socio-emotional development of lower secondary learners is characterized by the quest for identity and increased independence from parents. Peer relationships become particularly important, and learners start to form more stable and intimate friendships. Social acceptance and belonging are critical, and peer influence can significantly impact behaviour and attitudes. Adolescents at this age often experience emotional fluctuations, mood swings and heightened emotional sensitivity. The development of self-concept and self-esteem is central, and they often compare themselves to their peers, which can lead to feelings of inadequacy or confidence (Langmeier et al., 2006, p. 130).

In the educational context, lower secondary learners are transitioning from primary to secondary education, which involves adapting to new academic demands and a different school environment. Both Vágnerová (2012) and Langmeier and Krejčířová (2006) highlight the importance of supportive educational practices that cater to the developmental needs of these learners. Teachers play a crucial role in providing a stable and encouraging environment that fosters both academic and personal growth.

Lower secondary learners undergo profound changes as they bridge childhood and adolescence, marked by physical maturation, cognitive advancements, and significant socio-emotional development. These changes necessitate a supportive educational environment that addresses their unique developmental needs. Effective teaching practices and a nurturing school

atmosphere are essential to foster their academic success and personal growth, guiding them through this critical transitional period. This thesis focuses on pupils in Year 9 of primary schools.

1.5 English Language Teaching (ELT)

English Language Teaching (ELT) includes a diverse range of methodologies, approaches and practices aimed at facilitating the acquisition and development of English language proficiency among learners. At its core, ELT is concerned with empowering individuals to communicate effectively in English, both orally and in writing, within various contexts and for different purposes.

“Given that English predominates in technology, information, the internet, and social media, and that the fields of IT and the English language are closely linked, it seems natural to use the educational subject of English to develop digital competence and to cultivate the receptive, productive, and interactive language skills defined in the Framework Education Program for Foreign Languages” (Řeřicha, 2020).

The evolution of language teaching methods and approaches have been influenced by historical factors and changing educational philosophies. Some methods, like Grammar-Translation, were based on old, respected ideas about language. Others were chosen because they worked well in classrooms, like focusing on reading in American schools in the late 1920s. Sometimes, new ideas from language science or psychology were used to make teaching better. From the 1940s, people started to study teaching methods more closely. They wanted to understand how different methods worked and how they were related to theories (Richards et al., 1986, p 14).

Several methodologies are applied in ELT. One of the most widely used is Communicative Language Teaching (CLT). CLT is mainly utilized where language learning is focused on real-life communication and meaningful interaction. Harmer (2015, p. 57-59) advocates for the use of communicative activities that promote active engagement and collaboration among learners. He also stresses the significance of creating a learner-centred environment where students feel motivated to participate actively in language learning activities.

However, Ur (1996, p. 4-6) takes a principled and reflective approach to methodology in ELT, emphasizing the importance of informed decision-making and critical evaluation of teaching practices. She encourages teachers to draw from a range of methodologies and techniques based on their effectiveness and appropriateness for specific teaching contexts and learner needs. The author also highlights the significance of reflective practice as a key component of professional development for language teachers, enabling them to continually assess and improve their teaching methods.

Richards and Rodgers (1986, p. 16-19) also emphasize the need for a principled approach to methodology in language teaching, where teachers critically evaluate different approaches and methods based on their theoretical principles, empirical evidence, and practical considerations. They advocate for an eclectic approach to language teaching, drawing from a range of methodologies and techniques to create a dynamic and effective learning environment. Additionally, they underscore the significance of considering learner needs, learning styles, and the learning context when selecting and implementing teaching strategies.

From traditional to contemporary methodologies, the focus of ELT remains on empowering learners to effectively engage with the language in diverse contexts. By prioritizing active participation, reflective teaching practices, and adapting to learner needs, ELT seeks to create dynamic and effective learning environments that facilitate language acquisition and fluency.

2. Curricular documents in the context of digital competences

Within the framework of digital competence, we can refer to three fundamental documents: The European Framework of Digital Competences for Teachers, the Czech Education Policy Strategy 2030+ and the Framework Curriculum for Primary Education.

2.1 The European Framework of Digital Competences for Teachers (DigCompEdu)

The DigCompEdu is an initiative of the European Union institutions to create a comprehensive description of digital skills and competences that every teacher should have.

Teachers act as role models for the next generation. Therefore, it is essential for them to possess digital competences that all the citizens should have to take active part in the modern digital society. These are specified in the DigComp 2.2. However, teachers, as professionals committed to the field of education, require specialized digital competencies tailored to their role in order to proficiently utilize digital technologies for teaching purposes. The DigCompEdu framework describes 22 competencies specific for educators classified in 6 areas (Redecker, 2017, p. 15-16).

“Area 1: Professional Engagement

Using digital technologies for communication, collaboration and professional development.

Area 2: Digital Resources

Sourcing, creating and sharing digital resources.

Area 3: Teaching and Learning

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

Area 4: Assessment

Using digital technologies and strategies to enhance assessment.

Area 5: Empowering Learners

Using digital technologies to enhance inclusion, personalisation and learners’ active engagement.

Area 6: Facilitating Learners’ Digital Competence

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

According to the Eurydice report “Digital Education at Schools in Europe”, it is essential for teachers to have, in addition to the appropriate competences, a positive motivation to use digital technologies in teaching, self-confidence while using it as well as conviction that the use of digital technology has a positive impact on learning (Eurydice, 2019, p. 45).

2.1.2 European Computer Driving Licence (ECDL)

In the context of verifying the level of digital competence not only of teachers, it is worth mentioning ECDL. This concept is used for education and certification in the area of digital competences and skills and serves for verification of the learning outcomes (Jindra et. al., 2020, p. 73).

Originally a European project, the ECDL now represents a widespread digital skills training and certification model that has secured its sustainability through quality. The concept is now known internationally as European/International Certificate in Digital Literacy and Digital Skills.

The main benefit of the ECDL/ICDL concept is that it defines, through an internationally harmonised curriculum, educational content that reflects the current requirements of the labour market and the everyday life of individuals in society. In particular, it focuses on transferable digital knowledge and skills, while providing an internationally recognised, standardised, objective and independent method of verifying learning outcomes.

The ECDL/ICDL concept has a broad scope, covering almost all areas where digital technologies are commonly used. It includes a wide range of training and certification programmes in digital skills. These programmes are designed for different groups of people, ranging from primary and secondary school pupils and students, to the employed and unemployed, to the digitally excluded. There are also programmes that are open to the general public, as well as those for professionals in different fields (Chábera, 2024).

With a comprehensive scope covering various user groups and sectors, ECDL/ICDL emphasizes transferable digital skills and knowledge, ensuring quality training and certification accessible to a wide range of individuals.

2.2 Czech Education Policy Strategy 2030+

The Czech Education Policy Strategy 2030+ is a comprehensive framework designed to guide educational development in the Czech Republic over the next decade and beyond. It aims to address the evolving needs of society, economy, and individuals by outlining strategic goals and priorities for the education system.

Regarding digital competence, it recognizes the critical importance of digital skills in the modern world. It acknowledges that digital competence is no longer an optional skill but a fundamental requirement for individuals to thrive in various aspects of life, including education, work, and civic engagement.

The strategy emphasizes the integration of digital competence across all levels of education, from early childhood education to adult education. It highlights the need for educators to be equipped with the necessary skills and knowledge to effectively teach digital literacy and to integrate digital technologies into teaching practices (Fryč et al., 2020).

2.3 Framework Curriculum for Primary Education (RVP ZV)

The document outlines the educational objectives, content, and methods for primary education in the Czech Republic. It serves as a guideline for schools and teachers in designing and implementing curriculum and instruction.

In 2021, the document was revised, adding a seventh key competence – the digital competence and aspects that the pupils should master at the end of primary education. It recognizes the integral role of digital competence in preparing students for the challenges and opportunities of the digital age. By integrating digital skills and literacy across the curriculum, the curriculum aims to equip students with the knowledge, skills, and attitudes needed to thrive in a rapidly changing digital world (RVP ZV, 2023).

3. Online Technology and tools in English Language Teaching (ELT)

In recent years, the integration of online technology and tools has revolutionized ELT, offering educators innovative ways to engage learners and enhance language acquisition.

“Online technologies expand the possibilities of learning a foreign language and developing digital literacy by working with digitized data of various types (numerical, textual, audio, visual, multimedia data). Digital technologies help to develop students' language skills, not only in reception but also in production” (MŠMT ČR & NPI ČR, 2023).

Our main educational goal is changing from achieving encyclopaedic knowledge to equipping ourselves with the skills needed to live in a modern world that is filled with technology. The most important skill becomes the ability to learn, which includes the ability to navigate and process information in the ever-increasing volume of information available. Technology is thus becoming a key part of every teacher's skill set (Brdička et al., 2010, p. 15).

Richards and Rodgers (2014) emphasize the importance of integrating digital tools into language learning to enhance engagement and effectiveness. Language learning apps such as Duolingo and Babbel provide interactive exercises, vocabulary drills, and language practice activities tailored to learners' needs. Additionally, online platforms like Khan Academy, Coursera, and edX offer multimedia resources and interactive exercises covering various language skills.

Harmer (2015) highlights the significance of virtual classrooms and online platforms in facilitating language learning. Platforms such as Zoom and Google Meet enable educators to conduct live lessons, facilitate group discussions, and share learning materials seamlessly. Learning management systems (LMS) like Moodle and Canvas offer centralized platforms for organizing course materials, tracking progress, and facilitating communication between teachers and learners.

Ur (1996) underscores the value of interactive language activities in promoting active engagement and communication among learners. Digital tools such as virtual role-plays, interactive quizzes, and collaborative writing platforms facilitate meaningful interaction and foster language acquisition. These activities encourage learners to apply language skills in authentic contexts, thereby enhancing their proficiency and confidence.

Combining insights from all three sources, educators can adopt blended learning approaches that leverage both traditional and digital tools. Blended learning allows for flexibility, personalization, and increased access to resources. By integrating face-to-face instruction with online activities, educators can cater to diverse learning styles and preferences, maximizing learning outcomes.

In conclusion, digital tools play a pivotal role in transforming language learning experiences. By harnessing the power of technology, educators can create dynamic and engaging learning environments that foster language acquisition and proficiency. As highlighted by Richards and Rodgers (2014), Harmer (2015), and Ur (1996), the integration of digital tools into language teaching is essential for meeting the diverse needs of learners in the digital age.

4. Review of Related Survey Studies

This chapter explores surveys with aims and objectives comparable to those of this bachelor thesis, which investigates the integration of online technologies and applications in ELT. Specifically, I will examine two significant studies: “Teachers’ Views on Digital Educational Tools in English Language Learning: Benefits and Challenges in the Turkish Context” conducted by Servet Çelik and Kübra Aytın and Gregory M. Francom's “Barriers to Technology Integration: A Time-Series Survey Study.”

The first study, conducted in Turkey, delves into teachers' perceptions of digital educational tools in ELT, addressing both the benefits and challenges of such integrations. This research provides valuable insights into how Turkish EFL teachers perceive the use of technology in language instruction, including their views on its advantages, such as enhanced student engagement and interactive learning environments, as well as the obstacles they face, such as insufficient training and lack of technical support (Çelik et. at., 2014, p. 7-12).

Similarly, Francom's (2019, p. 1) *“the 3-year time-series survey study conducted in K-12 public schools in a North Midwestern US state investigates teachers’ perceptions of how barriers to technology integration change over time, and how barriers may not be the same in different settings including small and large school districts”*. Key findings reveal several main barriers:

1. Lack of Time - Teachers often report insufficient time to plan, learn, and implement new technologies effectively.
2. Insufficient Training - Many educators feel they lack adequate training, highlighting the need for more comprehensive and ongoing professional development.
3. Limited Resources - Access to necessary technological resources, such as updated devices and reliable internet connections, is frequently cited as a major obstacle.
4. Technical Support - The availability and responsiveness of technical support staff significantly impact teachers' ability to resolve issues and maintain effective technology use.
5. Institutional Support - Support from school leadership and the broader institution, including clear policies and encouragement for technology use, is crucial for successful integration.

6. Teacher Attitudes and Beliefs - Educators' attitudes towards technology, including their beliefs about its efficacy and their comfort level with its use, significantly influence their willingness to integrate it into their classrooms.

Overall, the study highlights the need for systemic changes and robust support structures to overcome these barriers and promote the effective and widespread use of technology in education. (Francom, 2019, p. 20-24).

By comparing these studies with the findings of my thesis, I aim to contextualize the research within a broader framework of existing literature. This comparative analysis will help explaining common themes and challenges associated with the integration of online technologies in ELT, providing understanding of the factors that influence teachers' adoption and effective use of digital tools in their instructional practices.

II. PRACTICAL PART

5. Research design

The practical part of this bachelor thesis follows the previous theoretical part in which the issue of developing digital competence with the help of online tools in teaching ELT was presented.

A key inspiration for this research was the recent introduction of digital competence in RVP ZV which became frequently discussed topic among professional public. It aroused my curiosity how other colleagues deal with it and what tools they use in their classes.

5.1 Main research aims and objectives

As already mentioned, this bachelor thesis investigates several aspects of using online technology for development of digital competence in the teaching of the English language in the 9th grade at primary schools in the city district Prague 5.

The following aims and objectives are linked to the topic:

1. To analyse if at all and how often teachers use online technologies in ELT.
2. To analyse what online tools and technology are used by ELT teachers to develop the digital competence.
3. To analyse where teachers gain knowledge and inspiration for using online technologies and applications in ELT.
- 4a. To analyse the main advantages of using online technologies and applications in ELT.
- 4b. To analyse the main challenges in integrating online technologies and applications in ELT.
5. To analyse how comfortable ELT teachers are in using online technologies and tools.

The research questions based on the objectives are:

Q1. How often do you use online technologies or apps to teach English?

Q2a. Which online tools or applications do you use to develop digital competence – *“the pupil is proficient with commonly used digital devices, applications and services; uses them for learning and for engagement in school and society; makes independent decisions about which technologies to use for which activities or problems”*?

Q2b. Which online tools or applications do you use to develop digital competence – *“the pupil acquires, retrieves, critically assesses, manages and shares data, information and digital content, choosing processes, methods and means appropriate to the situation and purpose”*?

Q2c. Which online tools or applications do you use to develop digital competence – *“the pupil creates and edits digital content, combines different formats, expresses themselves using digital means”*?

Q2d. Which online tools or applications do you use to develop digital competence – *“the pupil uses digital technologies to facilitate work, automate routine activities, streamline or simplify workflows and improve the quality of their work”*?

Q2e. Which online tools or applications do you use to develop digital competence – *“the pupil understands the importance of digital technologies for human society, learns about new technologies, critically evaluates their benefits and reflects on the risks of their use”*?

Q2f. Which online tools or applications do you use to develop digital competence – *the pupil avoids situations threatening the security of equipment and data, situations with a negative impact on his/her physical and mental health and the health of others; acts ethically in collaboration, communication and information sharing in the digital environment”*?

Q3. How do you gain knowledge and inspiration for using online technologies and applications in ELT?

Q4a. What do you think are the main advantages of using online technologies and applications in ELT?

Q4b. What do you think are the main challenges in integrating online technologies and applications into ELT?

Q5a. How would you rate your comfort in using online tools in ELT?

Q5b. What would help you increase your comfort with integrating online technology into ELT?

Q5c. Would you appreciate further training for teachers on the effective use of online technologies and applications in ELT?

Questions focusing on demographic information were included at the end of the questionnaire:

Q6-Q8 gender, age group and length of teaching experience

5.2 Research methodology

For the purposes of the practical part of this bachelor thesis, a quantitative form of research was chosen due to the target group of research participants.

As stated by Chráska (2016, p. 11), *“If we talk about quantitatively oriented research in pedagogy, we can define it as a deliberate and systematic activity in which empirical methods are used to investigate (authenticate, verify, test) hypotheses about relationships between pedagogical phenomena.”*

A very common method of data collection in educational quantitative research is the questionnaire. The questionnaire consists of carefully prepared and precisely formulated questions that are logically arranged and to which the respondent answers in written form (Chráska, 2016, p. 158). Gavora (2010, p. 122) recommends placing easier demographic questions like age and gender at the end of the questionnaire with the assumption that the respondent may be tired of answering. Chráska (2016, p. 161) advises to include a wide range of possible answers, but so that they are not too numerous. To avoid not listing some possible answers, we can also use “other” answer, which ensures that all respondents will find their choice.

The questionnaire used in this research was anonymous, with a voluntary option to include an email contact of the respondent if interested in the research results. It consisted of 16 questions and included one close-ended dichotomous question, one semi-closed scaling question, four closed questions (including demographic questions) and ten semi-closed enumeration questions with the possibility of selecting more than one answer and even giving its own.

I have created an email database of all primary schools based in the city district of Prague 5, which includes Jinonice, Hlubočepy, Košíře, Lipence, Motol, Radlice, Radotín, Řeporyje, Slivenec, Smíchov, Stodůlky, Velká Chuchle and Zbraslav. In total, I have approached 39 primary schools and managed to get 25 responses. For the questionnaire, I used Google Forms and then exported the data into a Google Tables for further analysis. Data collection took place from the 2nd of May to 24th of May 2014. The questionnaire was emailed to head teachers of schools concerned. It included a request that the questionnaire is forwarded to respective ELT teachers. The day after the email was sent, I made a follow up phone call to each head teacher ensuring that the email reached the expected target.

5.3 Respondents

Research was conducted in the area of city district Prague 5 and covered 39 primary schools, focusing on teachers of ELT in 9th grade. All 25 respondents were women, out of which five were *up to 30* years old, six were between *31 and 40* years old, 11 were between *41 and 50*, and three were *over 51* years old.

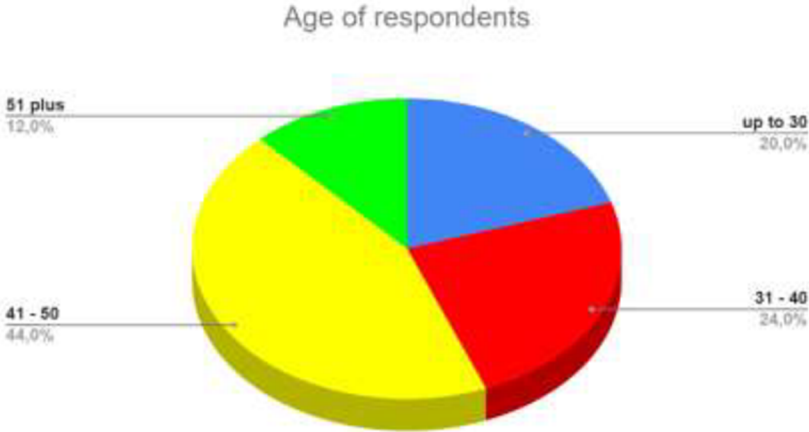


Figure 1. Age of respondents

The length of teaching experience of the respondents was up to 30 years. None of the respondents had *over 31* years of teaching experience. From the group of 25 respondents, six answered they had *up to 5* years of experience, nine had between *6 – 12* years, five had between *13 – 20* years, and five had between *21 and 30* years of teaching experience.



Figure 2. Length of teaching experience

6. Research results

This chapter presents and analyses the research results obtained from the individual questions in the questionnaire.

6.1 Analysis of questions from the questionnaire

Q1 question in the questionnaire is to find out whether and how often participants use online technology in English classes. It is a closed question with five options to choose from - *Each lesson*, *Several times a week*, *Several times a month*, *Once a quarter* and *Never*. Ten respondents stated that they use online technology in *each lesson*. 11 respondents selected the option *several times a week*, and only four ticked the option *several times a month*. None of the respondents chose the option *once a quarter* and *never*.

How often do you use online technologies or apps to teach English?

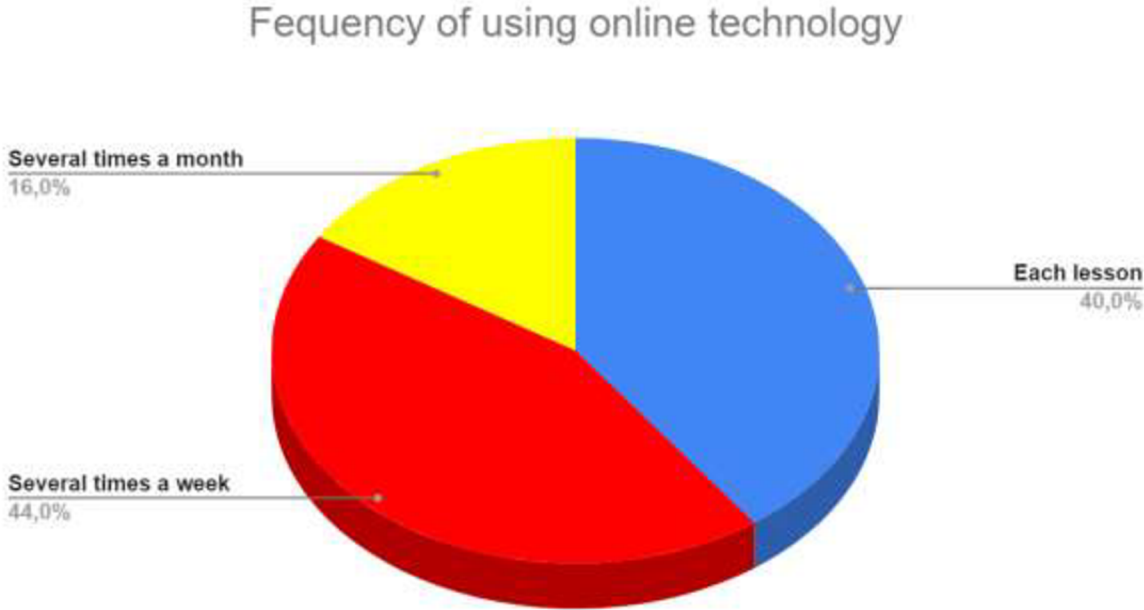


Figure 3. Q1 Frequency of using online technology

Q2a question in the questionnaire focuses on online technology used by teachers for developing digital competence area - Proficiency with Commonly Used Digital Devices and

Services. The type of question is multiple choice where teachers could select more than one option and also add their own choice. Options of online technology included in the questionnaire were *Google Classroom, Kahoot, Edmodo, Teams and Screen-recorder Video Editor*. The respondents included in their answers also *Wordwall, Youtube, Liveworksheets, ChatGPT, Duolingo, Baamboozle, Wocabee, Umimeanglicky, Twinkle games, Read Theory, Quizzis, Quizlet, Padlet, Learn a Language, iSL Collective, Internet, Google maps, eTwinning* and *Booklet*. The graph shows that *Kahoot* is the most popular tool, it was selected by 18 respondents, followed by *Goole Classroom* which was selected by nine respondents and *Wordwall* which was ticked by seven respondents. *Teams* received six ticks. *YouTube, Liveworksheets, ChatGpt, Duolingo and Bamboozle* were mentioned by 2 respondents. *Wocabee, Umimeanglicky, Twinkle games, Read Theory, Quizzis, Quizlet, Padlet, Learn a Language, iSL Collective, Internet, Google Maps, eTwinning* and *Booklet* appeared among responses only once. *Edmodo* and *Screen-recorder Video Editor* were not selected at all.

Q2a - Which online tools or applications do you use to develop digital competence – “*the pupil is proficient with commonly used digital devices, applications and services; uses them for learning and for engagement in school and society; makes independent decisions about which technologies to use for which activities or problems*”?

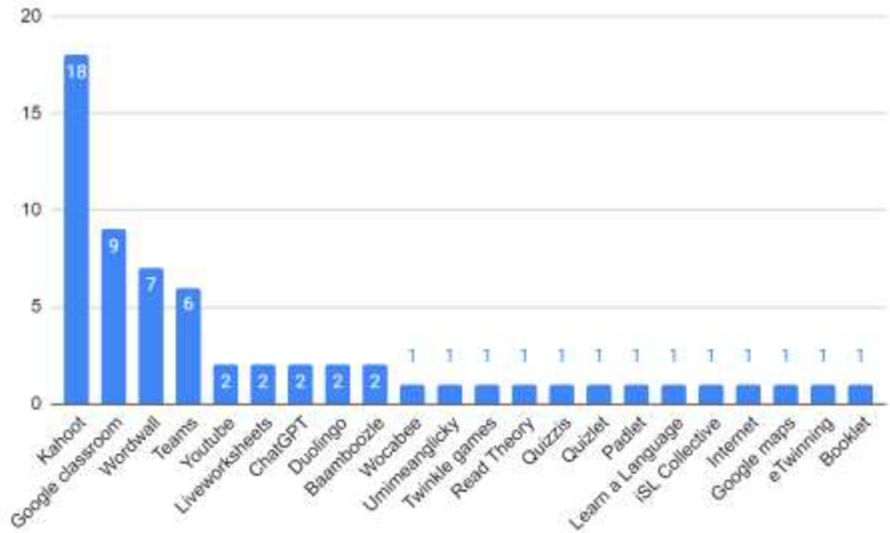


Figure 4. Q2a Online technology used by teachers for developing Proficiency with Commonly Used Digital Devices and Services

Q2b question in the questionnaire focuses on online technology used by teachers for developing digital competence area – Critical Assessment and Management of Digital Content. The type of question is multiple choice, where teachers could select more than one option and also add their own choice. Options of online technology included in the questionnaire were *Google, AI, Diigo* and *Padlet*. The respondents also included *Flip, Urban dictionary, Kahoot, Blooket, Pod dohledem* and *Google Forms*. From the graph, it seems that *Google* is the most popular technology with 21 ticks, followed by *AI*, which was selected ten times. *Padlet* was selected five times. *Flip, Urban dictionary, Kahoot, Blooket, Pod dohledem* and *Google Forms* were selected only once. *Diigo* was not selected.

Q2b - Which online tools or applications do you use to develop digital competence – “*the pupil acquires, retrieves, critically assesses, manages and shares data, information and digital content, choosing processes, methods and means appropriate to the situation and purpose*”?

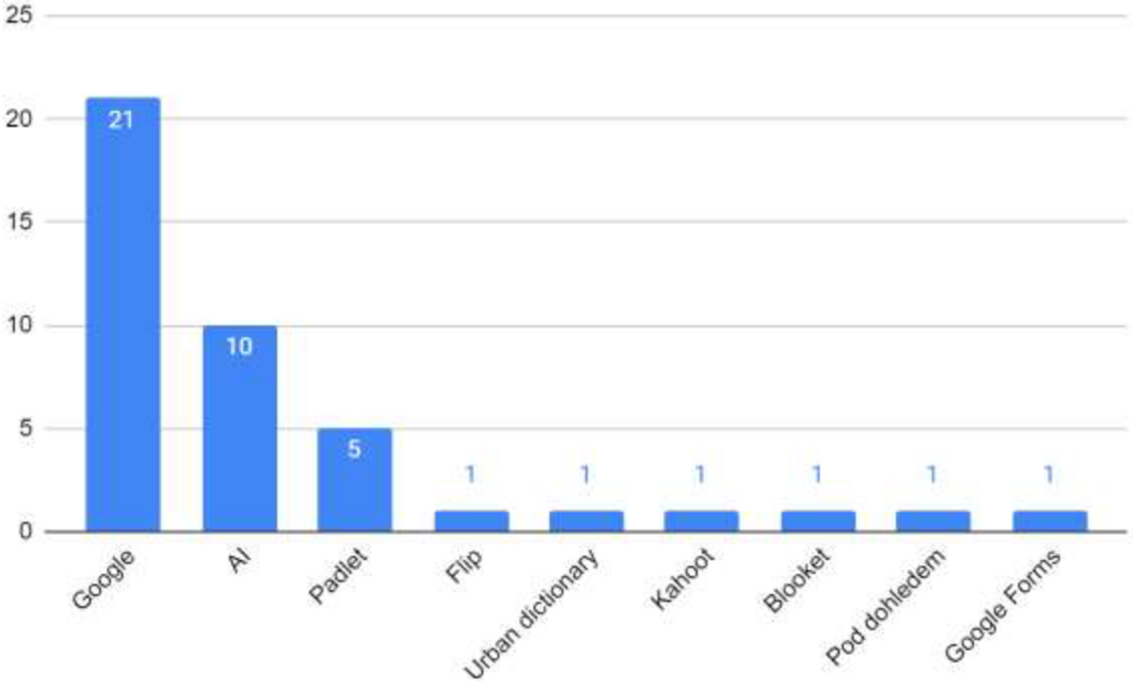


Figure 5. Q2b Online technology used by teachers for developing Critical Assessment and Management of Digital Content

Q2c question in the questionnaire focuses on online technology used by teachers for developing digital competence area – Creation and Editing of Digital Content. The type of question is multiple choice, where teachers could select more than one option and also add their own choice. Options of online technology included in the questionnaire were *Adobe Spark*, *Canva*, *AudaCity* and *Book Creator*. The respondents also included *Google Slides*, *Flip*, *Powerpoint*, *Microsoft office*, *Vocaroo*, *StoryboardThat*, *Malováni*, *Google Documents* and *Poster my Wall*. The most popular tool is Canva, which was selected by 11 respondents, followed by Book Creator, which was selected three times and Google Slides selected two times. *Flip*, *Powerpoint*, *Microsoft office*, *Vocaroo*, *StoryboardThat*, *Malováni*, *Google Documents* and *Poster my Wall* were selected only once. *Adobe Spark* and *AudaCity* were not selected at all. In addition, five respondents stated that they do not use any tool.

Q2c - Which online tools or applications do you use to develop digital competence – “*the pupil creates and edits digital content, combines different formats, expresses themselves using digital means*”?

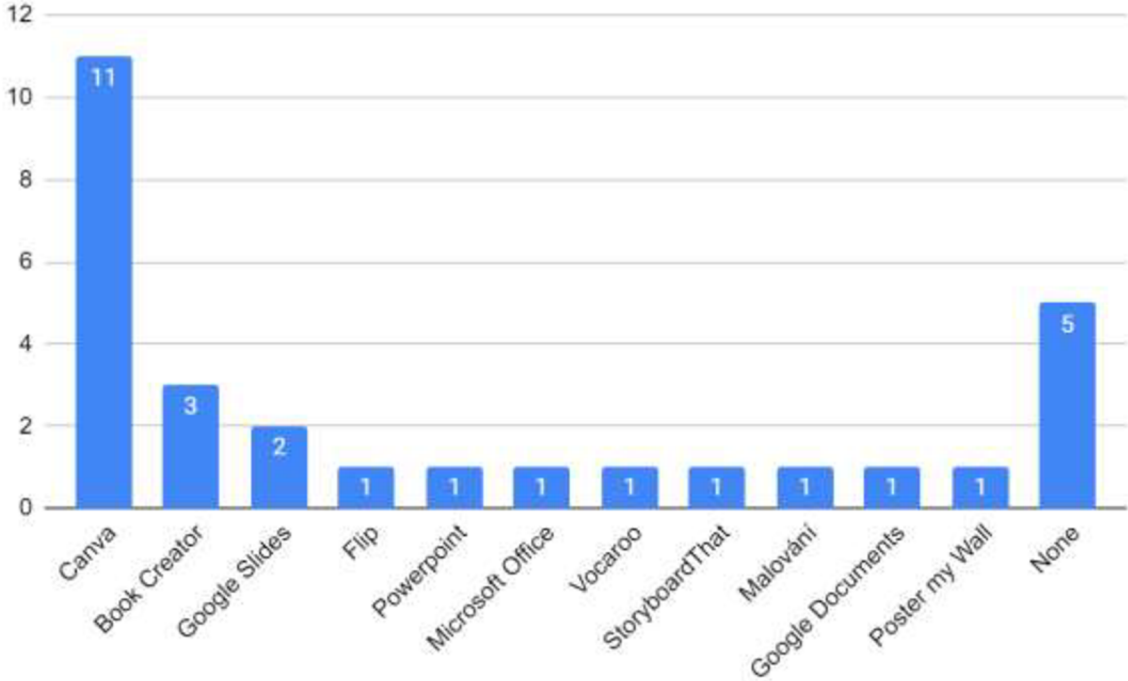


Figure 6. Q2c Online technology used by teachers for developing Creation and Editing of Digital Content

Q2d question in the questionnaire focuses on online technology used by teachers for developing digital competence area – Facilitating Work and Streamlining Workflows. The type of question is multiple choice, where teachers could select more than one option and also add their own choice. Options of online technology included in the questionnaire were *Google Classroom, Documents, Tables, Slides, Vocabulary Minor* and *Online dictionaries*. The respondents also included *AI*. The graph shows that *Online dictionaries* selected by 20 respondents are the most popular tools. *Google Classroom, Documents, Tables* and *Slides* are also commonly used as selected by 13 respondents. One respondent included *AI*, and one answered that he/she does not use any tool.

Q2d - Which online tools or applications do you use to develop digital competence – “*the pupil uses digital technologies to facilitate work, automate routine activities, streamline or simplify workflows and improve the quality of their work*”?

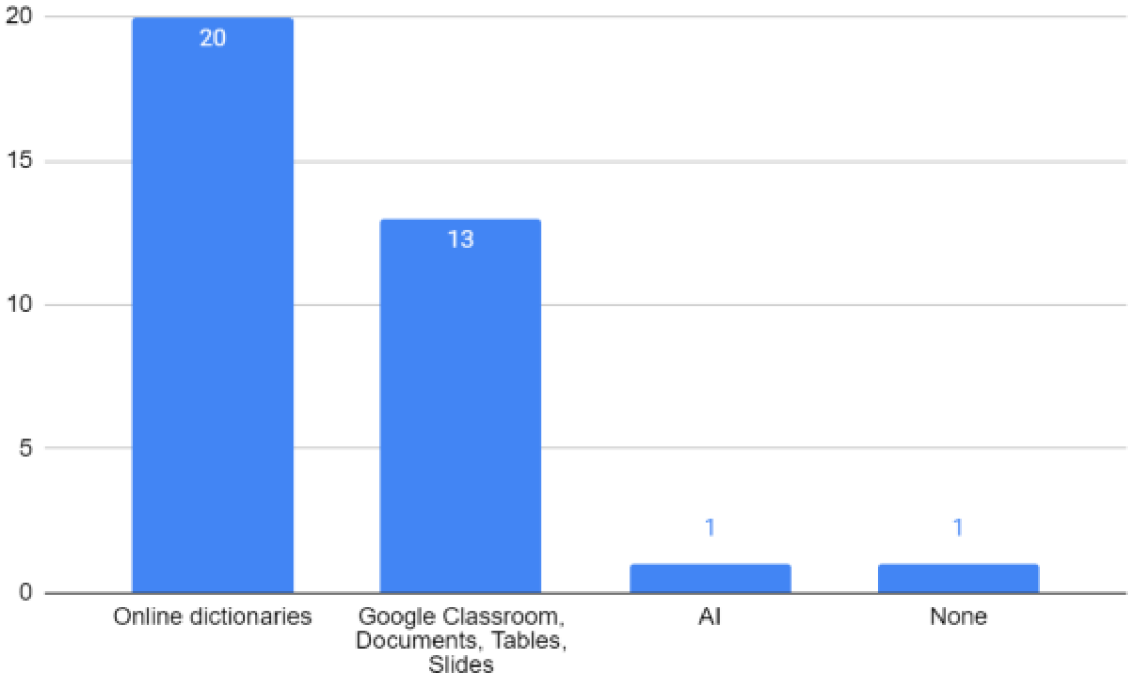


Figure 7. Q2d Online technology used by teachers for developing Facilitating Work and Streamlining Workflows

Q2e question in the questionnaire focuses on online technology used by teachers for developing digital competence area – Understanding Digital Technologies and Evaluating Their Impact. The type of question is multiple choice, where teachers could select more than one option and also add their own choice. Options of online technology included in the questionnaire were *TED-Ed*, *Google News*, *Digital Compass* and *BBC iWonder: Digital Literacy*. The respondents added eTwinning. TED-Ed seems to be the most popular tool, with ten answers. Followed by Google News with five answers, BBC iWonder: Digital Literacy received three and eTwinning one. Six respondents mentioned that they do not use any tool.

Q2e - Which online tools or applications do you use to develop digital competence – “*the pupil understands the importance of digital technologies for human society, learns about new technologies, critically evaluates their benefits and reflects on the risks of their use*”?

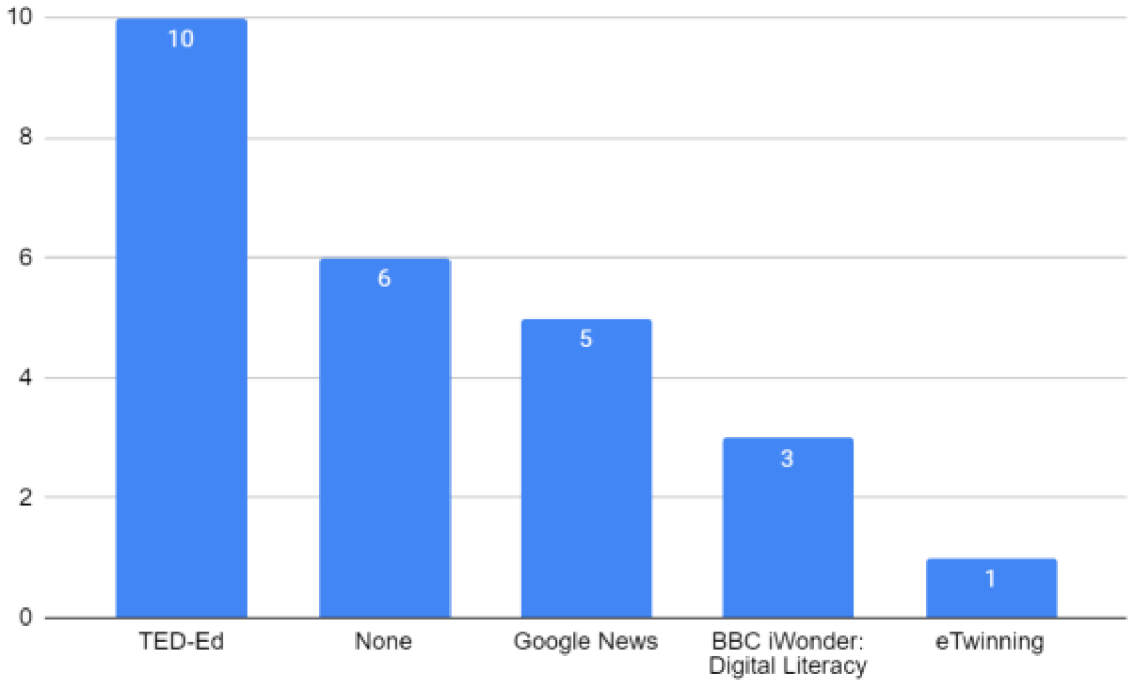


Figure 8. Q2e Online technology used by teachers for developing Understanding Digital Technologies and Evaluating Their Impact

Q2f question in the questionnaire focuses on online technology used by teachers for developing digital competence area – Avoiding Security Risks and Acting Ethically Online. The type of question is multiple choice, where teachers could select more than one option and also add their own choice. Options of online technology included in the questionnaire were *Google's Be Internet Awesome: Interland (Google BIA)* and *Common Sense Education - Digital Citizenship Curriculum (CSE)*. Fifteen respondents answered that they do not use any tool or they do not know. Five respondents selected *Google BIA* and three selected CSE. Two respondents answered that they explain the respective topics themselves.

Q2f - Which online tools or applications do you use to develop digital competence – *the pupil avoids situations threatening the security of equipment and data, situations with a negative impact on his/her physical and mental health and the health of others; acts ethically in collaboration, communication and information sharing in the digital environment”?*

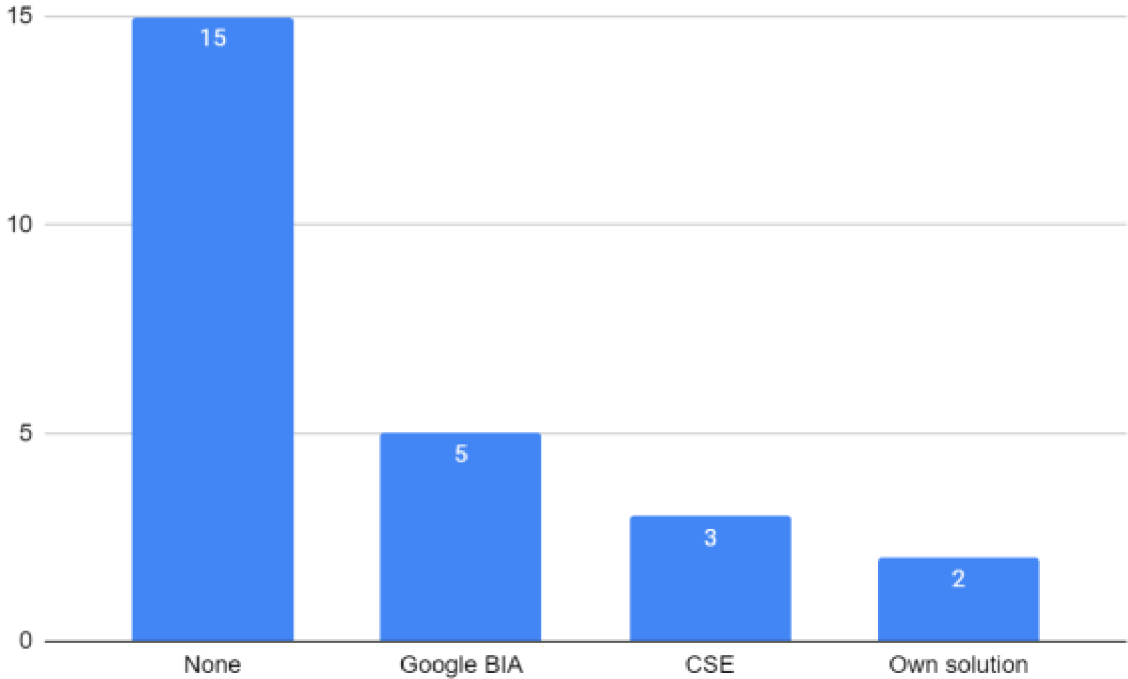


Figure 9. Q2f Online technology used by teachers for developing Avoiding Security Risks and Acting Ethically Online.

Q3 question in the questionnaire focuses on where teachers gain knowledge and inspiration for using online technologies and applications in ELT. The type of question is multiple choice, where teachers could select more than one option and also add their own choice. Options included were *Personal development (e.g. books, internet, etc.)*, *Other educators*, *Teacher communities on social networks*, *Educational courses DVPP* and *I am not trying to gain knowledge and inspiration*. Respondents also added an option – *Courses of Czech National Agency for International Education and Research (DZS)*. Twenty-two respondents selected *Personal development* as the main source of gaining knowledge and inspiration. Nineteen respondents take advantage of *Teacher communities on social networks* and fourteen respondents take *Educational courses DVPP*. Thirteen respondents listed *Other educators* as a source of gaining further knowledge and inspiration. The fact that none of the respondents chose the option - *I am not trying to gain knowledge and inspiration* - can be perceived very positively.

Q3 - How do you gain knowledge and inspiration for using online technologies and applications in ELT?

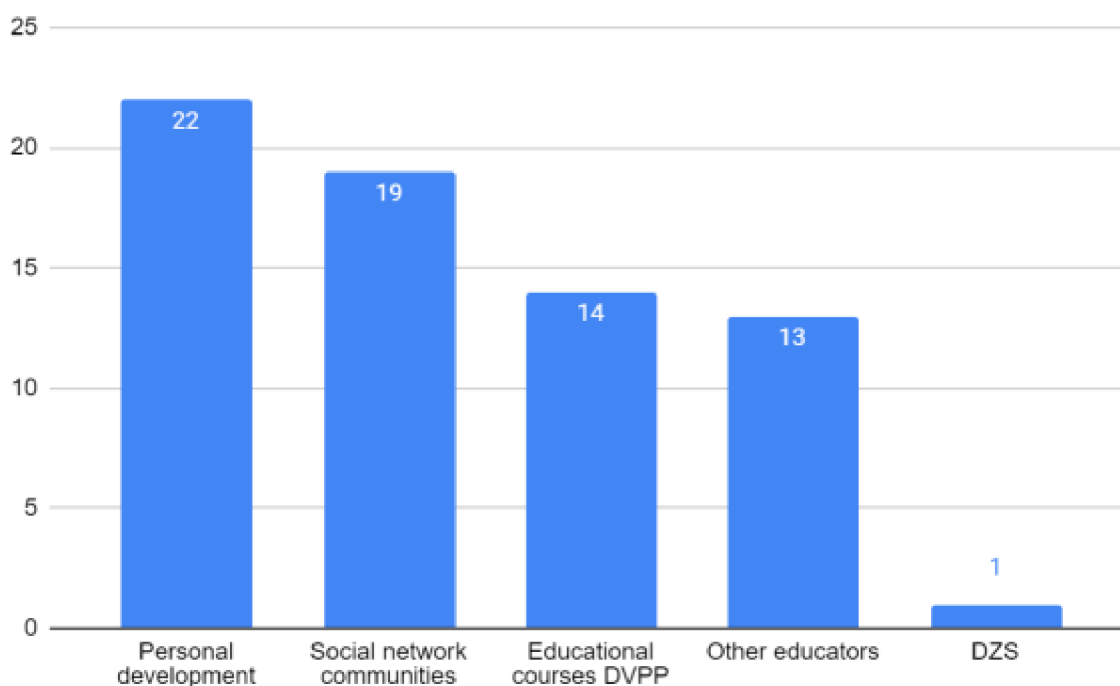


Figure 10. Q3 Source of knowledge and inspiration

Q4a question in the questionnaire maps where teachers see the main advantages of using online technologies and applications in ELT. The type of question is multiple choice, where teachers could select more than one option and also add their own choice. Options included were *Increases student motivation*, *Provides an interactive learning environment*, *Enables personalised learning*, *Improves communication between teacher and pupils*. An option added by respondents was *Prepares for real life*. Twenty-two respondents believe that using online technology in ELT *increases student's motivation*, eighteen see the main benefit in *providing an interactive learning environment*. Fifteen respondents think that it *enables personalised learning* and eleven suppose that it *improves communication between teacher and pupils*. One respondent thinks that it prepares for real life.

Q4a - What do you think are the main advantages of using online technologies and applications in ELT?

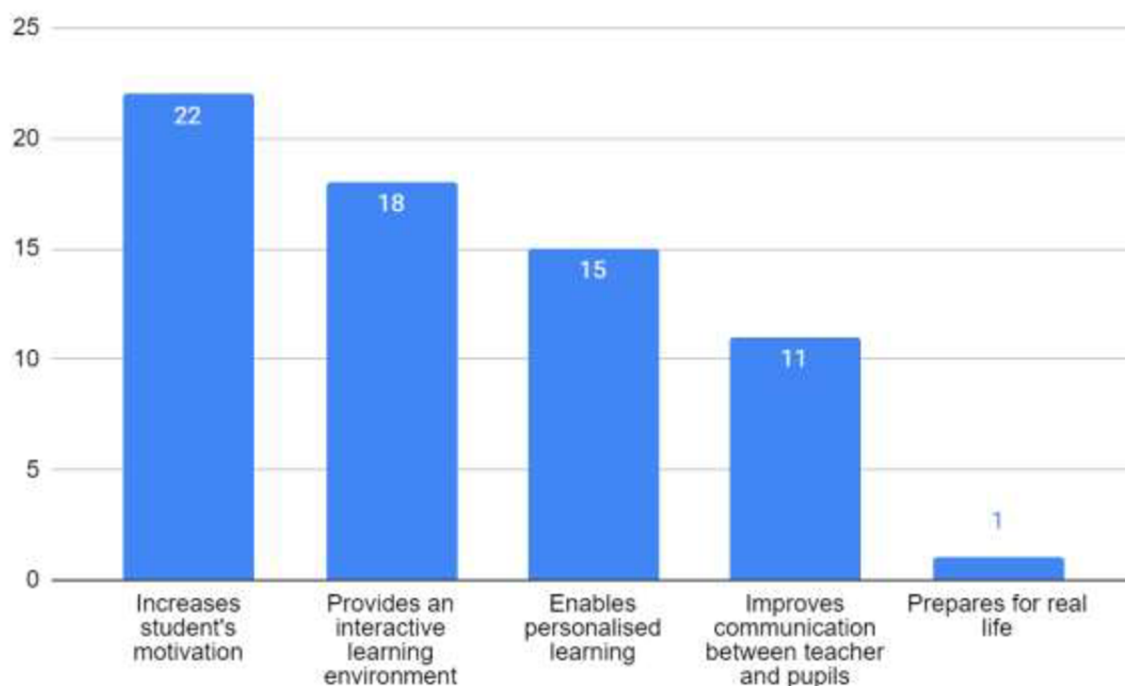


Figure 11. Q4a Main advantages of using online technology in ELT

Q4b question in the questionnaire explores where teachers see the main challenges in integrating online technologies and applications in ELT. The type of question is multiple choice, where teachers could select more than one option and also add their own choice. Options included were *Lack of available technology*, *Lack of training for teachers*, *Lack of time to prepare digital materials*, and *Concerns about the lack of security in the online environment*. Two more options were added to the questionnaire – *unavailability of IT equipment* and *lack of IT support at schools*. The main challenge in integrating online technology in ELT is seen by 17 teachers as *lack of time to prepare digital materials*. Ten teachers see the main challenge as *a lack of available technology*, and six see it as *a lack of training for teachers*. Five respondents are *concerned about the lack of security in the online environment*. One respondent thinks that there is *not enough IT equipment* and *a lack of IT support at schools*. One respondent does not see any challenges at all.

Q4b - What do you think are the main challenges in integrating online technologies and applications into ELT?

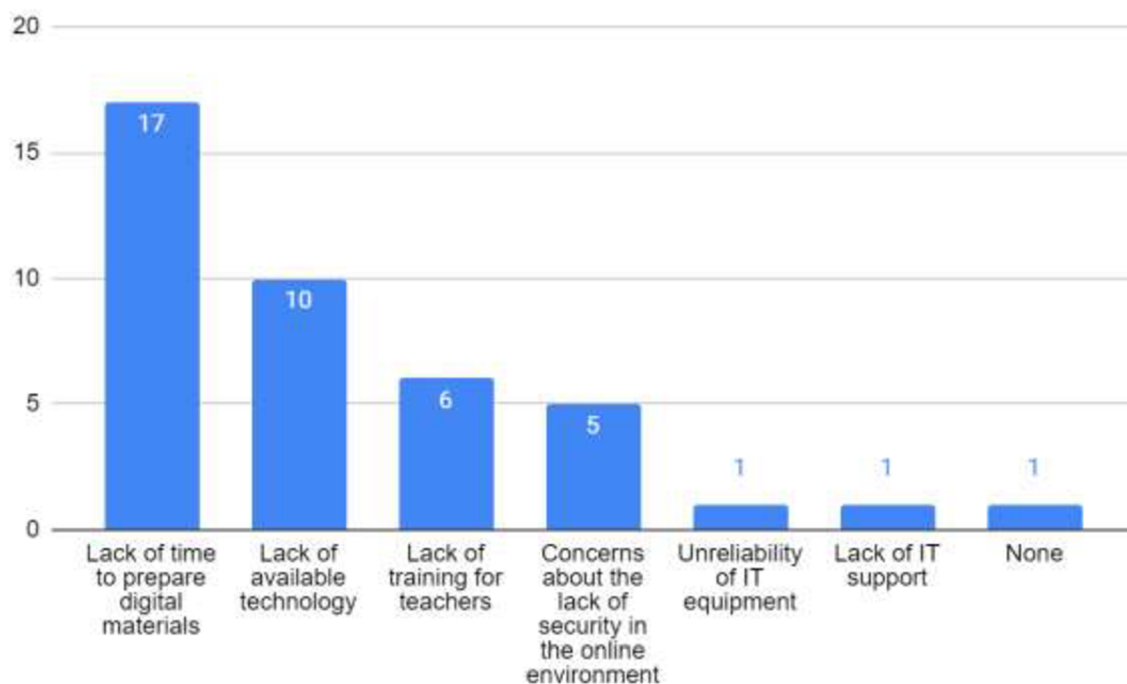


Figure 12. Q4b Main challenges in integrating online tools in ELT

Q5a question in the questionnaire asks teachers to rate their comfort in using online technologies and tools in their classes. The type of question is a semi-closed scaling question. The rating scale was set from one to five. 1 = very good, 2 = good, 3 = neutral, 4 = poor and 5 = very bad. Only three respondents rated their comfort as very good. This might indicate that while a small number of users are highly proficient, they are not the majority. Sixteen respondents rated their comfort as good, which is the most common response. This suggests that while most respondents are comfortable, they may still have some minor reservations or areas for improvement. Five respondents rated their comfort as neutral, indicating a moderate level of comfort. These respondents might have mixed feelings about their proficiency with online tools or may face occasional challenges. Only one respondent rated their comfort as poor, indicating that very few participants feel significantly uncomfortable. The absence of any responses in a very bad category is a positive sign, indicating that none of the respondents feel entirely incapable of using online tools.

Q5a - How would you rate your comfort in using online tools in ELT?

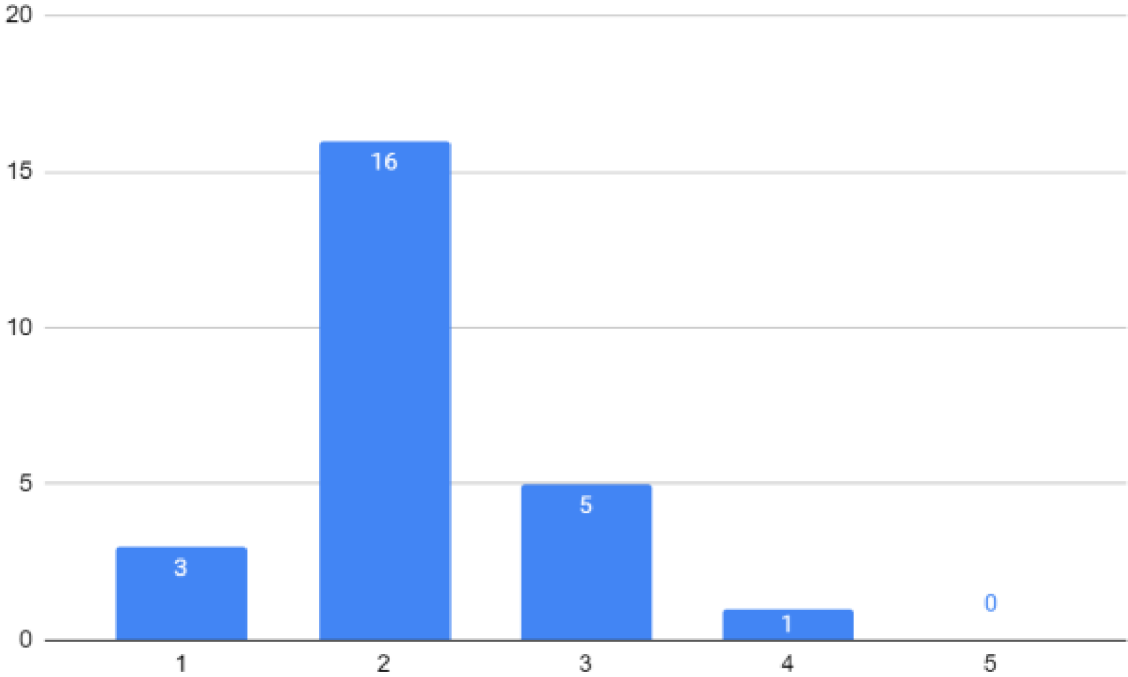


Figure 133. Q5a Comfort in using online tools

Q5b question in the questionnaire asks teachers to express their opinion on what would help them improve their comfort with integrating online technology into ELT. The type of question is multiple choice, where teachers could select more than one option and also add their own choice. Options included were *More support for the school to purchase the necessary equipment (equipment)*, *More interactive online activities (online activities)*, *More training*, *More digital materials* and *More time*. Two additional options were added by respondents *Concrete practical examples of interesting projects (interesting projects)* and *Nothing*. Fourteen respondents selected option *Equipment*. This was the most selected option, indicating that a significant number of respondents feel that access to adequate technological resources is crucial for their comfort and effectiveness in using online tools. The second most popular choice was *Online activities*, preferred by 12 respondents. It suggests a strong desire for more engaging and interactive content that can be used in their teaching practices. *More training* option, selected 11 times indicates that many respondents recognize the need for additional professional development to build their skills and confidence. Ten respondents selected the option *More digital materials*. They expressed the need for more digital teaching resources, suggesting that the availability of quality materials is essential for effective technology integration. One respondent indicated that *more time* would help, which may suggest that time constraints are not the primary barrier for most respondents. Only one respondent suggested that *Interesting projects* as practical examples of successful technology integration projects are valued but may not be as widely recognized as a need compared to other areas. One respondent felt no additional support was necessary.

Q5b - What would help you increase your comfort with integrating online technology into ELT?

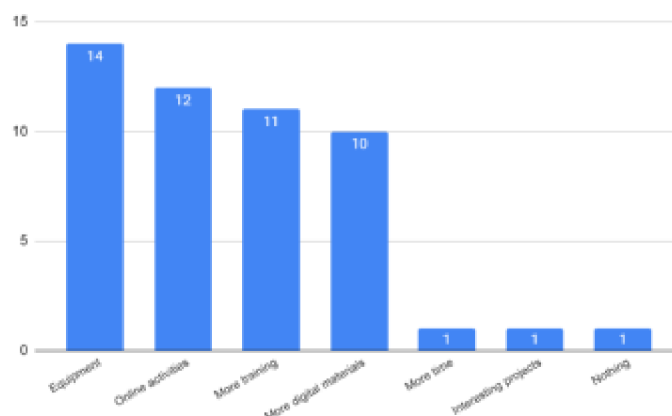


Figure 14. Q5b Increasing comfort in using online tools

Q5c question in the questionnaire asks teachers whether they would appreciate further training on the effective use of online technologies and applications in ELT. The type of question is a close-ended dichotomous question. Twenty-two respondents said YES, they would appreciate further training. It represents 88 percent of the total number of respondents. Only three respondents do not feel the need for further training. It represents 12 percent of the total number of respondents.

Q5c - Would you appreciate further training for teachers on the effective use of online technologies and applications in ELT?

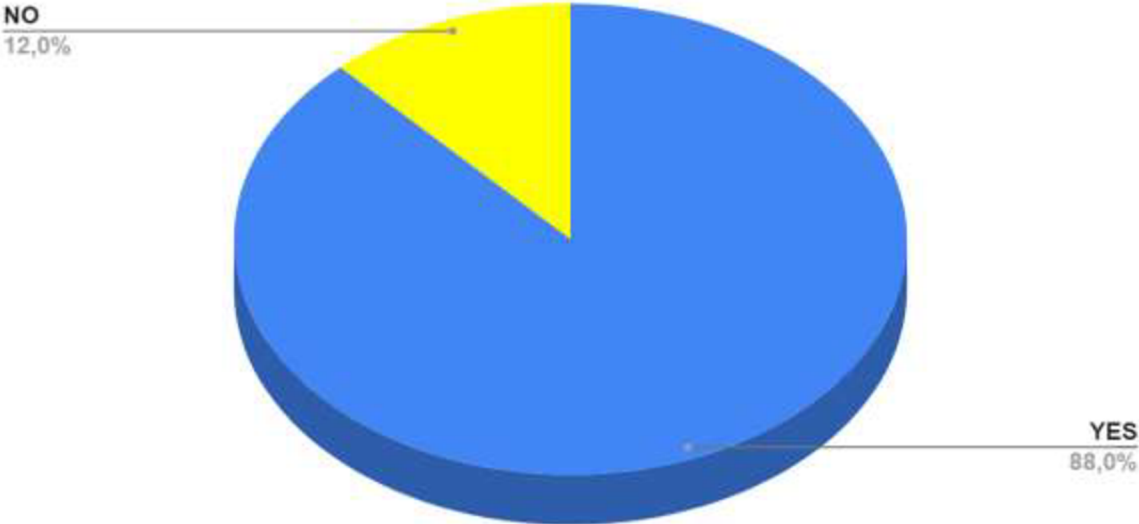


Figure 145. Q5c Need of further training

6.2 Research results evaluation

The survey data of the Q1 revealed valuable insights into the frequency with which teachers incorporate online technologies into their English lessons. Ten respondents reported using online technology in each lesson, demonstrating a strong commitment to integrating digital tools into their teaching practice on a daily basis. Eleven respondents indicated that they use these technologies several times a week, suggesting that while they may not use them in every lesson, online tools are still a regular and significant part of their teaching strategy. Only four respondents stated that they use online technology several times a month, indicating a less frequent but still notable use of digital tools. It is significant that none of the respondents chose the option of using online technology once a quarter or never, highlighting that all surveyed teachers incorporate these tools into their teaching to some extent. This data suggests a positive trend towards the adoption of online technologies in English language teaching within Prague 5. The frequent use of digital tools by the majority of teachers aligns with the overall aim of developing students' digital competence. The commitment to regular use indicates that teachers recognize the value and benefits of these technologies in enhancing student engagement, providing interactive learning experiences, and supporting personalized education.

Questions Q2a to Q2f were aimed at analysing what online tools and technology are used by ELT teachers to develop the digital competence of their pupils. The research results revealed interesting data and popular tools used by teachers.

- **Proficiency with Commonly Used Digital Devices and Services:**

Popular Tools: Kahoot emerged as the most popular tool, selected by 18 respondents, indicating its widespread use for engaging students and enhancing digital proficiency. Google Classroom (nine respondents) and Wordwall (seven respondents) were also commonly used, reflecting their effectiveness in supporting classroom activities and interactive learning.

Other Tools: Teams, YouTube, Liveworksheets, ChatGPT, Duolingo, and Bamboozle were mentioned by a smaller number of respondents, showcasing a diverse range of tools tailored to different learning activities.

- **Critical Assessment and Management of Digital Content:**

Popular Tools: Google was the predominant tool for this aspect of digital competence, selected by 21 respondents, highlighting its versatility and importance in educational settings. AI technologies were also significant, chosen by ten respondents, suggesting growing integration of artificial intelligence in classroom activities.

Other Tools: Padlet, Flip, Urban Dictionary, Kahoot, Blooket, Pod dohledem, and Google Forms were used to a lesser extent, indicating a varied approach to managing and sharing digital content.

- **Creation and Editing of Digital Content:**

Popular Tools: Canva was the most popular tool, selected by 11 respondents, indicating its effectiveness in allowing students to express themselves through digital means. Book Creator and Google Slides were also utilized, though to a lesser extent, reflecting their role in supporting digital content creation.

Other Tools: Various tools such as Flip, PowerPoint, Microsoft Office, Vocaroo, and StoryboardThat were mentioned, showcasing the diverse methods teachers employ for digital content creation. Notably, five respondents reported not using any tool, indicating potential areas for increased training and support.

- **Facilitating Work and Streamlining Workflows:**

Popular Tools: Online dictionaries were the most frequently used tools, selected by 20 respondents, demonstrating their essential role in facilitating language learning and enhancing students' digital competence. Google Classroom, Documents, Tables, and Slides were also commonly used, reflecting their utility in streamlining educational workflows.

- **Understanding Digital Technologies and Evaluating Their Impact:**

Popular Tools: TED-Ed was the most popular tool, selected by ten respondents, indicating its effectiveness in teaching students about the importance and implications of digital technologies. Google News and BBC iWonder: Digital Literacy were also utilized, though to a lesser extent.

Other Tools: eTwinning was mentioned by one respondent, and six respondents indicated that they do not use any tool for this purpose, highlighting the need for increased focus on this aspect of digital competence.

- **Avoiding Security Risks and Acting Ethically Online:**

Popular Tools: Responses indicated a significant gap in tools used to teach digital safety, with 15 respondents stating they do not use any tool or do not know. Google BIA and CSE were selected by a few respondents, while some teachers preferred to address these topics through direct instruction.

The findings from the survey indicate a positive trend towards the adoption and integration of online technologies in English language teaching within Prague 5. Teachers are utilizing a wide range of digital tools to develop various aspects of digital competence among their students.

Question Q3 aimed to analyse where teachers gain knowledge and inspiration for using online technologies and applications in ELT. The results indicate that the primary source of knowledge and inspiration is personal development, with 22 respondents selecting this option. Teacher communities on social networks are also a significant source, chosen by 19 respondents, followed by educational courses (DVPP) with 14 selections. Additionally, 13 respondents gain knowledge and inspiration from other educators. Notably, none of the respondents indicated a lack of effort in seeking knowledge and inspiration, which is a positive sign of their commitment to professional growth and effective teaching.

Questions Q4a and Q4b aimed to analyse the main advantages and challenges of integrating online technologies and applications in ELT. The main advantages of using online technologies and applications in ELT are seen as follows: Twenty-two respondents believe they increase student motivation, eighteen see the benefit in providing an interactive learning environment, fifteen think they enable personalized learning, and eleven believe they improve communication between teachers and pupils. Additionally, one respondent believes that online technologies prepare students for real life. These results suggest that while the majority of teachers feel comfortable using online technologies in their classes, there is still a significant portion who may benefit from additional support and training to enhance their confidence and proficiency. The main challenges in integrating online technologies into ELT include a lack of time to prepare digital materials, as cited by 17 teachers. Ten teachers see the main challenge as a lack of available technology, and six identify a lack of training for teachers. Five respondents are concerned about the lack of security in the online environment. One respondent mentions insufficient IT equipment and support at schools, while another does not see any challenges at all. These results underscore the importance of providing comprehensive support

in various forms, including technological resources, engaging content, professional development, and practical examples, to enhance teachers' comfort and effectiveness in integrating online technologies into ELT. Addressing these needs will be key to ensuring that all teachers can confidently and proficiently use online tools to enrich their teaching practices and develop students' digital competence.

Questions Q5a and Q5c aimed to analyse how comfortable are ELT teachers in using online technologies and tools. The majority of respondents feel relatively comfortable using online tools. Three respondents rated their comfort as very good, indicating high proficiency, though they are in the minority. Sixteen respondents rated their comfort as good, the most common response, suggesting that while they are generally comfortable, there may be minor areas for improvement. Five respondents rated their comfort as neutral, reflecting moderate comfort levels with mixed feelings about their proficiency. Only one respondent rated their comfort as poor, indicating that very few participants feel significantly uncomfortable. Importantly, no respondents rated their comfort as very bad, suggesting that none feel entirely incapable of using online tools. To increase their comfort with integrating online technology into ELT, respondents identified several key areas of support:

- Fourteen respondents highlighted the need for more equipment, emphasizing the importance of adequate technological resources.
- Twelve respondents preferred more interactive online activities, indicating a desire for engaging and dynamic content.
- Eleven respondents selected more training, recognizing the need for further professional development.
- Ten respondents called for more digital materials, stressing the need for quality teaching resources.
- One respondent indicated that more time would be beneficial, though time constraints are not seen as the primary barrier for most.
- One respondent valued concrete practical examples of interesting projects but noted this was less widely recognized as a need.
- One respondent felt no additional support was necessary, suggesting they are already comfortable with their current use of technology.

A significant majority of respondents, 88%, expressed a desire for further training on the effective use of online technologies and applications in ELT. Only 12% of respondents did

not feel the need for additional training. These results indicate a strong overall interest in professional development to enhance their skills and confidence in using online tools effectively.

Findings in my thesis highlight similar advantages of using digital technology in ELT as Francom (2019) and Çelik and Aytın (2014). Benefits that arose from the research are increased student motivation, interactive learning environments, and personalized learning. They also identify common challenges, including lack of time, insufficient training, and inadequate technological resources.

My findings emphasize a strong interest in further professional development, with 88% of respondents desiring more training. This aligns with the need for ongoing support and training highlighted in both comparative studies. Addressing these challenges by providing comprehensive training, adequate resources, and continuous support is crucial for effective integration of online technologies in ELT.

7. Conclusion

The aim of this bachelor thesis was to examine how digital competence is developed by teachers of the English language using online tools and technology in the 9th grade at primary schools in the city district Prague 5. It aimed to provide an overview of popular tools commonly used by teachers in their lessons, examined how often teachers use online technology in their lessons, assessed teachers' comfort levels with these technologies, explored the challenges and benefits associated with their integration into the classroom, and mapped where teachers obtain their knowledge and inspiration for integrating online technologies and applications into their teaching practices.

The theoretical part of this thesis was written based on academic and scientific literature. The practical part and online tools and technology covered in the research were based on my own three years of experience at primary school. With this research I wanted to verify how other colleagues approach the development of digital competence, how they perceive the use of online technology in teaching, whether they face the same challenges and also to get inspiration not only for myself but for anyone interested in this topic.

The theoretical part defined online technology, teacher and lower secondary learner, digital literacy and digital competence and how they are embedded in curricular documents, it demonstrated the use of online technology and tools which can be used to develop digital competence and described English Language Teaching. It included a list of studies that have addressed similar aims and objectives.

The practical part provided a survey conducted in the area of city district Prague 5 and covered 39 primary schools, focusing on teachers of ELT in 9th grade. The findings provided valuable insights into current practices and highlighted areas for potential improvement to enhance digital competence in ELT. However, when interpreting the results, we shall consider that the sample group consisted of 25 educators. I was pleasantly surprised that teachers acknowledge the importance and advantages of online technology in increasing learners' involvement, offering interactive learning experiences, and supporting personalized education.

In conclusion, this research underscores the significant role that digital tools and technologies play in modern ELT. It reveals that while there are challenges to integrating these technologies, the benefits are substantial, leading to more engaged and interactive classrooms.

The insights gained from this study not only validate the current practices of many teachers but also provide a foundation for further development and innovation in digital competence in education. Future studies could expand on this work by including a larger sample size or exploring different educational contexts to gain a more comprehensive understanding of the impact of digital technologies in teaching.

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List of Abbreviations

AI	Artificial Intelligence
CSE	Common Sense Education - Digital Citizenship Curriculum
CLT	Communicative Language Teaching
DVPP	Další vzdělávání pedagogických pracovníků
DZS	Czech National Agency for International Education and Research
ECDL	European Computer Driving Licence
ELT	English Language Teaching
Google BIA	Google's Be Internet Awesome: Interland
ICT	Information and Communication Technology
IT	Information Technology
RVP ZV	Rámcový vzdělávací program pro základní vzdělávání

Appendix Nr. 1

Dotazník:

Q1. Jak často používáte online technologie či aplikace při výuce anglického jazyka?

- a) Denně
 - b) Několikrát týdně
 - c) Měsíčně
 - d) Méně než jednou za měsíc
 - e) Nikdy
-

Při výběru odpovědi 1. e) Nikdy – následuje otázka:

Uveďte důvod, proč nevyžíváte online technologie ve výuce: _____

Formulář se pak přesměruje na otázku číslo 12.

Q2a. Které online nástroje či aplikace využíváte k rozvoji digitální kompetence – *žák ovládá běžně používaná digitální zařízení, aplikace a služby; využívá je při učení i při zapojení do života školy a do společnosti; samostatně rozhoduje, které technologie, pro jakou činnost či řešený problém použít.* (Můžete vybrat více možností.)

- a) Google classroom
- b) Kahoot
- c) Edmodo
- d) Teams
- e) Screen-recorder Vido Editor
- f) Jiné (uveďte)

Q2b. Které online nástroje či aplikace využíváte k rozvoji digitální kompetence – *žák získává, vyhledává, kriticky posuzuje, spravuje a sdílí data, informace a digitální obsah, k tomu volí postupy, způsoby a prostředky, které odpovídají konkrétní situaci a účelu.* (Můžete vybrat více možností.)

- a) Diigo
- b) Padlet
- c) Google
- d) AI
- e) Jiné (uved'te)

Q2c. Které online nástroje či aplikace využíváte k rozvoji digitální kompetence – *žák vytváří a upravuje digitální obsah, kombinuje různé formáty, vyjadřuje se za pomoci digitálních prostředků.* (Můžete vybrat více možností.)

- a) Adobe Spark
- b) Canva
- c) AudaCity
- d) Book Creator
- e) Jiné (uved'te)

Q2d. Které online nástroje či aplikace využíváte k rozvoji digitální kompetence – *žák využívá digitální technologie, aby si usnadnil práci, zautomatizoval rutinní činnosti, zefektivnil či zjednodušil své pracovní postupy a zkvalitnil výsledky své práce.* (Můžete vybrat více možností.)

- a) Google Učebna, Dokument, Tabulky, Prezentace
- b) Vocabulary Miner
- c) Online slovníky (Oxford Learner's Dictionaries, Cambridge Dictionary)
- d) Jiné (uved'te)

Q2e. Které online nástroje či aplikace využíváte k rozvoji digitální kompetence – *chápe význam digitálních technologií pro lidskou společnost, seznamuje se s novými technologiemi, kriticky hodnotí jejich přínosy a reflektuje rizika jejich využívání.* (Můžete vybrat více možností.)

- a) TED-Ed
- b) Google News
- c) Digital Compass
- d) BBC iWonder: Digital Literacy
- e) Jiné (uved'te)

Q2f. Které online nástroje či aplikace využíváte k rozvoji digitální kompetence – *žák předchází situacím ohrožujícím bezpečnost zařízení i dat, situacím s negativním dopadem na jeho tělesné a duševní zdraví i zdraví ostatních; při spolupráci, komunikaci a sdílení informací v digitálním prostředí jedná eticky.* (Můžete vybrat více možností.)

- a) Google's Be Internet Awesome: Interland
- b) Common Sense Education - Digital Citizenship Curriculum
- c) Jiné (uved'te)

Q3. Jaké jsou podle vás hlavní výhody používání online technologií a aplikací ve výuce anglického jazyka? (Můžete vybrat více možností.)

- a) Zvyšuje motivaci studentů
- b) Poskytuje interaktivní učební prostředí
- c) Umožňuje individualizované učení
- d) Zlepšuje komunikaci mezi učitelem a studenty
- e) Jiné (uved'te)

Q4a. Jaké jsou podle vás hlavní výzvy při integrování online technologií a aplikací do výuky angličtiny? (Můžete vybrat více možností.)

- a) Nedostatek dostupné technologie
- b) Nedostatek školení pro učitele
- c) Nedostatek času na přípravu digitálních materiálů
- d) Obavy z nedostatečného zabezpečení online prostředí
- e) Jiné (uved'te)

Q4b. Jak byste hodnotili svůj komfort při používání digitálních nástrojů ve výuce anglického jazyka?

- a) Velmi dobře
- b) Dobře
- c) Průměrně
- d) Špatně
- e) Velmi špatně

Q5a. Co by vám pomohlo zvýšit váš komfort při integraci online technologií do výuky anglického jazyka? (Můžete vybrat více možností.)

- a) Více školení pro učitele
- b) Více dostupných digitálních materiálů
- c) Více interaktivních online aktivit
- d) Větší podpora školy pro nákup potřebné technologie
- e) Jiné (uved'te)

Q5b. Jak získáváte znalosti a inspiraci pro využití online technologií a aplikací ve výuce anglického jazyka?

- a) Osobní rozvoj (knižní zdroje, internetové zdroje, aj.)
- b) Ostatní pedagogičtí pracovníci školy
- c) Učitelské komunity na sociálních sítích
- d) Vzdělávací kurzy DVPP
- e) Nesnažím se získat znalosti a inspiraci
- f) Jiné (uved'te)

Q5c. Ocenili byste další odbornou přípravu pro učitele ohledně efektivního využívání online technologií a aplikací ve výuce anglického jazyka?

- a) Ano
- b) Ne

Q6. Jsem:

- a) muž
- b) žena

Q7. Věková skupina:

- a) do 30 let
- b) 31 – 40 let
- c) 41 – 50 let
- d) 51 a více

Q8. Délka učitelské praxe:

- a) do 5 let
- b) 6 – 12 let

c) 13 – 20 let

d) 21 – 30 let

e) 31 a více