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**USING A BLOG AS AN ONLINE SUPPORT FOR TEACHING AND LEARNING
BRITISH AND AMERICAN CULTURAL STUDIES**

Diplomová práce

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Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

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Vlastnoruční podpis

ABSTRACT

The diploma project is concerned with an online support for teaching and learning British and American cultural studies. The online support in the form of a blog was created to help lower-secondary learners with learning British and American cultural studies. The following aspects of the learners' experience were ascertained: the learners' assessment of the blog, the way it was used by them, their motivation for doing so, and their attitudes to learning with the online support.

The research results show that the majority of the learners completed recommended quizzes and tasks in the blog. It was found out that learners' motivation derived mainly from the topic of the English-speaking countries and from the opportunity to get mark 1 for completed tasks in the blog. Moreover, the results revealed that the possibility to access extra information in the blog motivated nearly 60% of the learners. More than 80% of the learners expressed their positive attitude towards the interconnection between the lessons and the blog and a vast majority of the learners also appreciated the possibility to prepare for school online. Finally, an absolute majority of the learners claimed that they would use a similar learning support in the future.

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INTRODUCTION

In the last decades, information and communication technology has entirely transformed the face of our society. Thanks to the internet, information exchange became much faster and knowledge became far more accessible to the masses. Unsurprisingly, computers have also found their way into classrooms. They simplified the access to information related to learning objectives, allowed fast and easy presentation of the subject matter, facilitated cooperation among schools, and enabled modern multimedia to take part in day-to-day educational process.

While these changes were significant, the interaction between teachers and their learners was somewhat left behind. This was bound to change when Web 2.0 appeared. This term refers to a new possibility for laypersons to create content and post it online for everybody else to see. Therefore nowadays teachers with little formal training in ICT can easily provide their learners with supplementary materials which enable learners' self-access on an as-needed basis.

In the presented work, an example of such application of modern technology in education is demonstrated. A blog was created with lower-secondary learners in mind. The blog contains various materials, most notably articles, pictures, maps, quizzes and tasks focused on the British and American cultural studies including those of the Commonwealth countries (i.e. the United Kingdom, the United States of America, Canada, Australia and New Zealand).

Four different courses (for 6th, 7th, 8th, and 9th grade of the basic school) were designed and the blog was tailored to suit the needs of learners of varying language levels and learning abilities. The aim of the thesis is to ascertain learners' assessment of the blog, to find out how the learners used it, what motivated them to do so and what their attitudes to learning with the online support were. As the blog is the integral part of the diploma project, to get the most of the thesis the reader is encouraged to access it.

THEORETICAL PART

This part of the thesis aims to provide a theoretical background to teaching with information and communication technology (ICT) and to teaching cultural studies within foreign language teaching. The first chapter of the theoretical part deals with possibilities, benefits, and principles of using modern technology in education, especially in teaching English as a foreign language. The two following chapters describe ICT tools (a word processor, the World Wide Web, email, and a blog) that are used subsequently in the practical part of the diploma thesis. The two chapters provide not only the description of these tools, but also possibilities of applying them in the classroom as well as some rules that are good to follow so that the application of these tools is successful. The last chapter deals with teaching cultural studies, cultural awareness and intercultural communication. This chapter focuses mainly on the contemporary curricular documents in relation to teaching culture within English as a foreign language.

All the chapters include latest studies on the discussed topics with the ambition to provide various perspectives on the presented issues. Although some parts deal with using ICT in education in general, the emphasis is always put on using it while teaching languages, mainly English as a foreign language. The theoretical part also aims to provide various viewpoints on the Czech conditions concerning teaching with ICT and teaching culture within English as a foreign language.

1. USING MODERN TECHNOLOGY IN EDUCATION

This introductory chapter summarizes different aspects of using modern technology in education both in and outside the classroom. Some key benefits of incorporating modern technology into education are mentioned as well as basic possibilities of using ICT in everyday school life. Contemporary conditions concerning ICT application in the Czech education are included as well. Then the terms digital native and digital immigrant are described in relation to specifics of education. The large part of the chapter is dedicated to basic principles of successful implementation of ICT in the learning process (both from the teachers' and learners' perspective). Finally, some negative impacts of using modern technology (both in and outside schools) are mentioned as this issue cannot be omitted in order to provide a complex view on the impact that modern technology has and that does not necessarily have to be positive.

1.1. Using modern technology in the classroom

Lewis (2009: 10) states that using modern technology (i.e. ICT) in the classroom is no longer a choice but a necessity. According to Lewis (2009: 9), technology has been used in classrooms for centuries because it can be defined as anything that helps students to learn, stay motivated, and be challenged. He sees modern technology as a source of possibilities that have never existed before but he strongly points out the importance of pedagogy that gives a framework to its application. Specifically, he mentions the importance of setting clear learning goals. It has been contrived that the extended use of computers has different outcomes based on the teaching method applied (C. V. Prieto in Pareja-Lora 2016). Singh (2015) says that modern technology is 'pedagogically neutral' and therefore it can be used both in a traditional way of teaching (i.e. lecturing) as well as with modern teaching methods such as CLIL (Content and Language Integrated Learning). CLIL uses the target language as a tool for learning other subjects and using ICT in CLIL helps to enhance communicative competence among different cultures, and it

helps to promote interdisciplinary learning (Pareja-Lora 2016). Moreover, Neumann (2016) adds that modern technology even widens the range of teaching methods.

Modern technology can bring together schools that would not be able or willing to cooperate without it (Austin 2016). ICT also helps learners to complete tasks that were assigned to be performed outside the classroom and therefore it is seen as a favourable pedagogical means to optimize learning outside the classroom (Ang 2012). As for learning English as a foreign language, it has been proved that ingenious ICT materials have very positive impact on the development of oral skills (R. G. Otero in Pareja-Lora 2016).

Using ICT in learning languages is known as CALL (computer assisted language learning) (Dudeney 2000:153) but nowadays, modern smart phones connected to the internet are also becoming popular as learning tools with multimedia elements (such as QR code readers, GPS system, maps, video chats, etc.) and other apps that enable a great range of learning activities known as MALL (mobile assisted language learning) (Pim 2013: 37-39). MALL is beneficial for those who want to learn at any time and space because mobile applications facilitate this type of language learning (Pareja-Lora 2016).

Lindberg & Olofsson (2016) conducted a research on the usage of information and communication technology (ICT) at school both by students and teachers in Sweden and he found out that teachers use ICT not only for teaching but also for communication with their colleagues and other teachers via Facebook, for administrative purposes (e.g. LMS – Learning Management System), and for providing learners with useful links to youtube lectures, online dictionaries, blogs, wikis, etc.. According to the research, teachers even think that some routine connected with teaching is easier with the use of ICT but on the other hand they assume that there is not enough time to base lessons on ICT. Lindberg & Olofsson's research (2016) also showed that students find ICT helpful in their education, use it on everyday basis and they see

the greatest space for improvement in teachers' computer literacy. ICT can be also used for assessment either as a tool for learners' self-assessment or for online tests that belong among the most favourite options of testing (Pareja-Lora 2016)

Watanabe, Naveed & Neittaanmäki (2016) studied relations between ICT advancement and students' trust in teachers' abilities to deliver quality education. Sadly, the research revealed low ICT advancement in the Czech Republic and therefore our country was ranked among ICT developing countries. The study also showed low students' trust in teachers' ability to deliver quality education. Watanabe, Naveed, & Neittaanmäki (2016) generally claim that low advancement of ICT and low students' trust in teachers are causes of the persistence of traditional teaching and learning conditions. They suggest that ICT developing countries prioritize the progress of ICT in education and create balance between traditional teaching and learning environment and blended learning in which case some information or instructions are delivered with the use of ICT.

Hlubackova & Ruzickova (2011) from the University of Hradec Kralove conducted a research on blended and distance learning curses at the university. They found out that mostly, learners had positive attitudes to the courses and surprisingly the distance learners were more likely to pass the first exam term than those who attended blended learning course (Hlubackova & Ruzickova 2011).

1.2. Digital natives and digital immigrants

Most young learners nowadays are so called 'digital natives' which means that they use technology since childhood, they are easy with it and feel self-assured about it (Dudeney & Hockly 2007: 8). Frequently, learners are more skilful than their teachers (Costa, Cuzzocrea & Nuzzaci 2014). Using computers since very young age also changes the way digital natives think

because the connection of information in their minds is more parallel ('hypertext') rather than sequential (Richardson 2006: 7).

On the contrary, 'digital immigrants' are adults, typically parents and teachers, who are learning to use technology (Dudeney & Hockly 2007: 8). Teachers' pessimistic mindset about technology commonly derives from the poor access to technology itself, from the absence of belief in one's abilities while using the ICT or from the deficiency in training (Dudeney & Hockly 2007: 9). As a result, teachers often avoid using technology because they either do not feel confident about using it, they do not think that using technology has any assets or because the technology is not available at their school (Dudeney & Hockly 2007: 9). This statement has also been supported by more recent studies of Yassin, Salim & Ashaari (2013) and Uluyol & Şahin (2016). Therefore teachers should be instructed on how to use technology and also informed about the advantages of using ICT in education (Copriady 2014).

1.3. Principles of successful application of ICT in education

As Tondeur et al. (2016) suggest, first of all, it is the teachers who have to take the first step in analyzing the technology that is available for them and adjusting it to the learners' needs. As mentioned previously, it is important that teachers set the learning goals and choose appropriate teaching methods so that the application of ICT is effective and the learning goals are achieved *(see the subchapter 1.1)*. Teachers can also share their know-how with their colleagues and learn from them in the same time (Tondeur et al. 2016). The crucial point in applying ICT is teachers' motivation which is coined to their knowledge of how to use ICT (Copriady 2014). If teachers apply ICT successfully, they will have the potential to become more assured about using it and even feel satisfied with doing so (Copriady 2014).

As stated above, using ICT at school has to be meaningful. Singh (2015) formulated steps that should be followed when implementing ICT in education. To ensure that the implementation will be successful teachers should:

- Recognize problems connected with teaching and learning in the classroom, school, etc.

- Specify how the problems are solved at the moment, set what can be done with the use of ICT and then try it out.

- Set what teachers can do to improve their teaching and try to find out whether using ICT can make their teaching any better.

- Find out whether teachers and learners have ICT skills to be able to implement ICT in education.

When thinking about implementing modern technology in the classroom it is also good to consider the importance of student's safety while learning online (Richardson 2006: 7). Even though the new technology links people across the globe, there is always the possibility that people are not necessarily honest about their online identities (Solomon & Schrum 2007: 27-28). Sometimes people take a risk of posting personal information such as full name, address or anything that could be misused (Lewis 2009: 21). Publishing personal photos might have a serious impact on the later lives of the learners, e.g. when applying for a job because companies are often looking up applicants' online entries to check their personality (Solomon & Schrum 2007: 28).

It is not only teachers but also learners who should beware of the principles of successful online learning. Pappas (2015) formulated 10 basic rules that should help students to learn efficiently. According to his article, learners should:

- Take the learning process seriously and give it enough time and commitment.

- Have a good internet connection.

- Create a fine working space without disruptive elements (e.g. noise, social networks, etc.).

- Think about the aims that they want to achieve.

- Plan the learning process (e.g. plan a time schedule and keep it, make to-do lists, etc.).

- Seek guidance and help when needed.

- Revise what they have learned and share the learning process with classmates.

- Give themselves space for relaxation.

- Join in discussions with classmates.

- Try to keep motivated.

1.4. Negative aspects of using modern technology

Apart from the problem with the learners' safety and security of their data, there are more drawbacks that should be taken into consideration. It is now commonly believed that technology influences thinking process and people's minds (Brdička 2003: 13, Richardson 2006: 7). Sherry Turkle (1995) examined people's behaviour on the internet and she found out that people tended to create different online personalities at the same time which suggests that personality is rather a multiple entity (Sherry Turkle in Brdička: 2003) or that those working on the internet have greater ability to multitask (Richardson 2006: 7).

On the other hand Manfred Spitzer (2014: 201-212) sees multitasking (i.e. doing several things at once) just as a disrupted concentration, and he states that people who multitask are more sensitive to disruption, less productive when performing assigned tasks and less capable of controlling their psyche. In addition he says that excessive use of modern technology can result in depression, insomnia, and addiction. Muñoz-Miralles et al. (2016) studied modern technology users and found out that 13.6% of respondents showed addictive behaviour concerning the usage

of the internet and she also revealed that drug taking, intensive use of technology, weak family connections, and unsatisfactory academic performance co-occurred with the problem of the internet addiction.

Spitzer (2014: 59-88) also warns that modern technology and learning with ICT leads to shallow activities like joining items together and therefore it weakens mental processes and as a consequence learning is less efficient. For the same reason he criticises installing interactive whiteboards and using presentation software because learners are no longer in need to write things down and thus they do not process the given information themselves. When using ICT for e-learning or blended learning, there is always the risk that learners drop the learning process because such learning requires motivation, accountability, and good self-discipline (Pareja-Lora 2016).

2. USING OFFLINE TECHNOLOGY, WORLD WIDE WEB, AND EMAIL IN EDUCATION

This chapter covers some offline and online tools which can be used together quite easily and meaningfully. Firstly, the chapter deals with word processing tools which have multiple ways of application in education. Secondly, the chapter includes the internet (or rather the World Wide Web) and its application into learning process as well as the pros and cons of using it in education. Then the possibilities as well as principles of using the internet in the classroom are included. Finally, the ways of using email in education are mentioned. All these issues are supported by various contemporary studies.

2.1. Word processing tools

Gordon Lewis (2009: 26) sees word processing tools as the most basic yet very useful device that can be used while teaching languages. Dudeney and Hockley (2007: 15) state that even though there are more appealing programs, word processing tools are certainly the most basic ones and they can be used creatively both by teachers and learners (AbuSeileek 2013). Word processing tools are especially useful for teachers who can use these tools not only for creating and storing materials for learners but also for correcting, editing and providing feedback of student's work (Dudney, Hockly 2007: 15). Word processing tools are particularly useful for creating worksheets which can be enriched with pictures that illustrate the meaning of the text and with links to web pages that provide additional information or practice (Dudney, Hockly 2007: 16).

Teachers can also use word processing tools for correcting and assessing students' work that was submitted digitally (Dudney, Hockly 2007: 15). For this teachers can use track changes that provide the possibility of multiple reviewers who edit the document and therefore it can be used for group work (Lewis 2009: 27-28). AbuSeileek's research (2013) proved that when learners use tools like spell-check while writing they are less likely to make errors later on. According to

his findings, it is most efficient to use both track changes and computer-mediated feedback such as spell check.

2.2. The internet and the World Wide Web

The internet (as Lewis 2009: 45 defines it) is 'a huge network of connected computers, linked across the world'. It was found out that both in developed and developing countries the internet enhances progress and modernization (Singh 2015). The World Wide Web is only one section of the internet (Dudeney 2000: 3) where users are able to access information on user-friendly pages that can be reached by web browsers like Internet Explorer, Netscape, Mozilla, Google Chrome, or Safari (Lewis 2009: 45). World Wide Web (also called as Web 1.0) and the internet are two different terms that are often used interchangeably (Dudeney 2000: 3). For the purposes of this thesis the general term the 'internet' is going to be used including both the internet itself (as a network of connected computers) and the World Wide Web.

Using the internet for educational purposes has many advantages as well as some drawbacks. First of all the World Wide Web provides opportunities to encounter authentic target language that is real and can draw student's attention because they use the language in situations that seem logical and that always change which enhances learners' creativity in using the target language (Pim 2013: 20). The internet therefore enhances the development of language skills (reading, writing, listening, and speaking) (Dudeney & Hockly 2012). As Pringprom (2011) found out in his research, learners generally think that the internet is a good source of knowledge and an effective tool for sending and receiving information. The internet also suppresses the dominant role of the teacher and shifts his position in the learning process to the role of the instructor and mentor (Pareja-Lora 2016). Moreover, it helps to develop the relationship between the teacher and his students (Neumann 2016).

The internet serves as a teachers' inspiration and provides materials like lesson plans and tests (Lewis 2009: 3) as well as useful audio materials such as songs, audio books, video chips, etc. that can enhance learners' pronunciation and help them acquire new vocabulary quite naturally (Pim 2013: 22). Teachers can use web pages or learning resources that are either authentic (not written in purpose of language teaching and learning), semi-authentic (adjusted to language teaching and learning) or those written specifically for teaching and learning the language (Chinnery 2014). However, teachers' task is to use all the information that is provided by the internet in a relevant way that helps learners in understanding the content of education (Singh 2015).

In contrast, there were studies that showed that advantages of using the internet in English language teaching and learning had been overstated because the internet presumably does not have an outright positive effect on the learning process (Chinnery 2014). The internet also changes quickly and the web pages appear and disappear in the relatively brisk pace (Chinnery 2014). Last but not least, teachers should also beware of the internet security and warn learners against publishing personal information about themselves online (Richardson 2006: 12), and against providing any kind of personal information to people who they do not know in person (Brdička 2003: 41).

2.2.1. Using the internet in the classroom

Using websites is a relatively easy way to begin with using modern technology in the classroom (Dudney, Hockly 2007: 27) but teachers should think of a meaningful way of doing it, give learners accurate instructions, and demand learners' effort and high quality outcomes (Singh 2015). Both Lewis (2009: 55) and Dudeney & Hockly (2007: 36-37) agree that the internet-based lesson should follow certain stages such as initial motivation, explanation of terms and tasks, the production stage or task performance, and the evaluation stage. Costa, Cuzzocrea &

Nuzzaci's research (2014) proved that using the internet can make educational results better particularly if the teacher uses the tools that learners already use in everyday life outside the classroom. Moreover there is the evidence that male learners expressed more positive attitude towards learning with the internet than female ones (Bekmezci et al. 2015).

Before using websites in the classroom, it is advisable to think about the options of doing so (Chinnery 2014). Perhaps the most important thing to consider is the availability of the internet in the classroom and there are simply three options (Dudeney & Hockly 2007: 27-28):

- The full access to the internet in the classroom is not available but it is still possible to print out materials or copies of websites, and do the activities offline.

- There is only one computer with the internet connection in the classroom in which case it should be connected to a data projector or an interactive whiteboard so that all the learners can see the web.

- Every learner is provided with a computer connected to the internet and therefore ICT can be fully implemented into classroom education.

It is also good to consider the quality and reliability of the internet connection and if it is good it is possible to apply a great range of activities in English lessons (Chinnery 2014). Most of them can be divided into two basic groups in which *the internet* functions either *as a tutor* or *as a tool* (Chinnery 2014). When the internet is used *as a tutor*, it serves as an advisor for learners (it provides various lectures or websites concerning vocabulary, grammar, and other aspects of the language), it can be used for learners' analysis of online spoken or written language and also for doing activities like filling the gaps, matching-pairs exercises, and multiple choice quizzes (Chinnery 2014). The other group of activities characterized by using *the internet as a tool* includes creative activities during which students can for example create their own content

online (e.g. texts, pictures, video clips, etc.), communicate with other people outside the classroom or collaborate with them (Chinnery 2014).

The vast amount of web pages can be searched through in different ways and both teachers and students should have enough skills to do so (Nottes 2006: 27-28). It has been proved that search based activities help teachers incorporate the internet in their lessons and produce stimulating tasks for learners (Regina Gutiérrez Pérez in Pareja-Lora 2016). There are either rather simple tasks based on searching for answers on various questions or taking virtual tours around cities, exploring museums, etc. or more complex tasks, so called web quests that make learners compare, analyze, evaluate or find solutions to tasks or problems (Lewis 2009: 51-52). Marková (2011) used web quests in the lower secondary school in Liberec and found out that they improve learners' skills and attitudes to learning English, and that learners consider these activities relevant and entertaining.

On the other hand Dudeney & Hockly (2007: 34-35) suggest that the teachers rather search for useful web pages themselves, evaluate them in terms of accuracy, currency, content, and functionality and use just these evaluated web pages in their lessons. Web pages should be evaluated in terms of suitability for learners either from the viewpoint of the content or the language level of the learners (Chinnery 2014). E.g., while teaching learners with low language level, it is good to use the web pages that are uncomplicated and based on pictures or pictograms rather than on long texts (Dudeney & Hockly (2007: 39).

2.3. Email

Email is a tool that allows sending text messages over the internet (Dudeney 2000: 12). Email can be used as a means of communication either between the teacher and learners as well as among learners from different classes or regions (Dudeney & Hockly 2007: 62). Email communication does not require that both the sender and the addressee are online at the same

time which provides a certain degree of flexibility and therefore email communication can be and frequently is realized outside the school time (Lewis 2009: 40). Learners can send homework to the teacher and share it with their peers, teachers can provide students with materials, extra tasks, newsletters, or they can use e-mail as a platform where students can cooperate on a particular topic (Dudeney & Hockly 2007: 64-65).

Khoosf & Khosravani (2014) used e-mail successfully as a tool for creating students' online portfolios and found out that it helped to develop students' autonomy and motivation to learn English as a foreign language. Thevasigamoney (2014) studied if using e-mail dialogue journal writing can help talented students of English with their writing anxiety. She found out that using e-mail reduces apprehension and advances writing skills. From these studies it is apparent that e-mail can be successfully used as a learning tool in many different ways.

3. USING WEB 2.0 IN EDUCATION

In the beginning of this chapter Web 2.0 and its basic characteristics are presented and then the possibilities of the usage of Web 2.0 in education are stated. The largest part of the chapter is concerned with a blog as it is the Web 2.0 tool that has been used for the purpose of this diploma project. Some aspects of using the blog as well as its practical application in everyday school life are described taking into account both learners' and teachers' skills, the limitations that can appear, and also some basic principles that are good to follow while teaching and learning with a blog. The chapter ends with some technical advice on how to set up the blog so that it works best for educational purposes.

3.1. Introduction to Web 2.0

Web 1.0 (also called the World Wide Web) enables people to access things online and then process the information while offline tools (Lewis 2009: 63), whereas Web 2.0 encompasses web-based tools that allow everyone to cooperate, post online, share photos, videos, etc. (Solomon & Schrum 2007: 2). The greatest difference between Web 1.0 and Web 2.0 is that Web 1.0 is created by several people or organizations and ordinary people just passively absorb the information on it (Neuhoff, Neumannová & Vlčková 2012: 9). With Web 2.0, on the other hand, everybody can share and create his own posts (Pim 2013: 21). People can comment on them or stay connected via social networks (Neuhoff, Neumannová & Vlčková 2012:9). By sharing photos and videos, web is being transformed into a 'community space' (Richardson 2006: 2). Digital immigrants (in education it is typically teachers) who like trying new things in their life are more inclined to join in using social media whereas with young people (digital natives) the findings are that the more a digital native uses social media, the more extroverted he is (Correa, Hinsley & De Zúniga 2010). Typical Web 2.0 tools used in education are blogs, wikis, and podcasts (Stanley 2013: 51-52).

3.2. Web 2.0 in education

Solomon & Schrum (2007: 21), Richardson (2006: 5), and Pim (2013: 20) agree that Web 2.0 has a significant influence on schools. Pim (2013: 20) adds that schools are gradually starting to realize the power of Web 2.0 and see the inevitability of revising the way in which teachers interact with learners, methods they use, and outcomes they anticipate from learners. Web 2.0 connects people around the world in a different way than email and chat and it provides teachers with authentic materials and with the possibility to use them to create active tasks (Lewis 2009: 62). Thanks to Web 2.0 learners can connect and communicate via video-conferencing tools which helps them develop their oral and communicative skills and contact with other cultures (Pim 2013: 23). The new Web 2.0 boosts creativity, communication, and cooperation which are important parts of the learning process (Solomon & Schrum 2007: 21).

3.3. Blogs

Blogs are a websites that is simple to set up and design and either one or more writers can easily put out their articles or any other content at any time if they are connected to the internet (Richardson 2006: 17). People usually post their ideas and attitudes that are ordered as a reversed chronology (Lewis 2009: 63). Blogs allow people to be linked together, interact, and cooperate with one another (Pim 2013: 23). Blogs change quickly and new content is added quite often (even on daily basis) and therefore blogs can engage people and make them communicate (Richardson 2006: 18). Blogs provide the opportunity to share personal thoughts and ideas with real people from all over the world (Solomon & Schrum 2007: 56). In the same time, blogs can look like usual web pages with pictures and with appealing design which depends on the author's skills and on a program that he uses (Richardson 2006: 19)

It is possible to create links either within or outside blog to join ideas, interesting information, web pages, etc. (Lewis 2009: 63). Although there is the serious issue of the internet security *(as*

discussed in the first chapter) blogs are powerful tools that boost creativity and advanced thinking processes, connect people, and serve as sources of information (Richardson 2006: 20) even though some information may be biased or unreliable (Dudeney & Hockly 2007: 56). Tools that can be used for creating blogs are Blogger (www.blogger.com), WordPress (www.wordpress.com), and many others (Richardson 2006:57).

3.3.1. Blogs in the classroom

Teachers can use blogs to inform about the content of their courses, to post useful links to web pages so that their learners or colleagues can reach them (Stanley 2013: 51-52). Teachers can also retrace what students worked on because the content is usually neatly archived in the blog (Richardson 2006: 28). Byrne (2013) suggests posting quizzes that would give students immediate assessment. Blogs also function as a motivation for students to search for further information related to their field (Chikileva 2011). Blogs may be used to connect different schools or classrooms that work on the same project together and learners can post their outcomes, pictures, videos, etc. (Richardson 2006: 28). These projects or topics can be even cross-curricular and learners might get deeper insight into these topics (Solomon & Schrum 2007: 162-163). Using blogs in education also develops learners' computer and internet literacy (Richardson 2006:28).

Students can comment on articles and share their ideas in the comment section which advances student's reading and writing skills (Solomon & Schrum 2007: 81, 162). Jana Pavlíková used this type of blogging activity with her students at the University of J. E. Purkyně in Ústí nad Labem. She appreciated the possibility to immediately react on what students wrote in the comments and she also appreciated that blogs were suitable for students with different personalities. It was also possible to do many activities such as brainstorming or problem solving and to discuss many personal or more sensitive issues (Pavlíková 2014).

Lewis (2009: 63) distinguishes four types of blogs when it comes to education:

- **A teacher blog** allows teachers to share information with students and set homework or teachers can use the blog as their own resource bank to useful links and web pages that can be shared with other teachers.

- **A student blog** can be used as a platform to do and publish homework or project work. It is a useful tool for interaction among students as well as with the teacher. The student blog can be run by one or more students at once.

- **A class blog** is a blog that is shared by the whole class. It can contain links to students' blogs and it functions a space for realizing group projects.

- **A project/topic blog** is a blog which (as its name suggests) deals with a particular project or topic and can be either kept or deleted when the project is finished.

Very similar distinction is shared by other authors like Solomon & Schrum (2007: 162); Dudeney & Hockly (2007: 90), and Richardson (2006: 41-42).

3.3.2. Starting a blog: underlying principles

Before starting to use a blog with learners it is necessary to do a little research on how many of them have the internet connection so that they can reach the blog from their home (Richardson 2006: 47). It is also good to start rather simply, e.g. to use the blog just for homework assignment and for sharing interesting links so that learners can make a habit of visiting the blog and reading it (Richardson 2006: 47) which is done best if the teacher sets how often a new article comes out (Neuhoff, Neumannová & Vlčková 2012: 32). It is important that the teacher adds an interesting heading, key words or tags to his article (Neuhoff, Neumannová & Vlčková 2012: 32). Once learners get used to reading the blog, it is possible to make them actively comment on certain articles or simple but provocative questions so that learners can discuss them in the comment section (Richardson 2006: 48). This stage already requires that the teacher not

only posts online but also reacts to the comments (Neuhoff, Neumannová & Vlčková 2012: 32). Then groups of students can start publishing articles on the same blog (Richardson 2006: 48). They can publish links to other pages, stories, articles, news, reviews of books and films, etc. (Neuhoff, Neumannová & Vlčková 2012: 31). The last stage is to provide each student with his own blog but with a clear view of what should be the content of such a blog (Richardson 2006: 48).

Kamberi (2015) used blogs with the university English students in Macedonia. She did not follow the stages and basic principles but immediately wanted learners to post questions and react to comments after each lesson. As her results show, students had mixed feelings about the blogs, they were not able to apply their knowledge and judgement when blogging and a third of them did not even post on their blogs (Kamberi 2015). The learners also claimed that they had insufficient guidance in the beginning of the project as well as during it (Kamberi 2015). On the other hand, Özkan (2012) conducted a similar research at the university in Turkey. The preparatory stage of using a blog was stressed as well as the requirements and assessment objectives. As results show, learners were able to think critically and analytically, and furthermore, they were motivated to participate in blogging (Özkan 2012). The conclusion that can be drawn from these two contradictory studies generally is that accentuating the preparatory stage, following the other stages and setting clear objectives beforehand leads to successful application of blogs in English language teaching (ELT).

3.3.3. Technical aspects of starting a blog

The first step to start blogging is to choose a platform where the blog is going to be created (Knapp 2016). An easy tool for creating a blog is Blogger (www.blogger.com): it is for free, there is a security setup, and therefore it can be even used as a class blog (Richardson 2006: 51-52). Whatever platform is selected, the next step is to decide whether the blog is going to be

hosted for free (which means that the blog will remain on the domain of the platform) or it is possible to buy a domain and the blog is then owned by its author (Knapp 2016). The blog is going to have an exclusive address that looks like 'myadress.blogspot.com' if it is hosted on the Blogger platform or 'myadress.com' if it has a paid domain (Knapp 2016). It can happen that the address that the author of the blog wants to create is already taken so he must come up with a new one (Richardson 2006: 51-52).

After the blog is established users can make their posts and edit them (Richardson 52). Creating posts is simple and user friendly because the editor provides classic buttons to format the text, insert pictures and hypertext links, to set up the comment section (in terms of who can comment on your posts), etc. (Richardson 2006: 52-53). A template can be added to make the blog personalised to the writer's needs (Blogger Help 2017).

4. TEACHING CULTURE IN ENGLISH AS A FOREIGN LANGUAGE

The chapter deals with teaching culture, cultural awareness and intercultural communication. In the initial subchapter, these terms are explained in a broader context and views of different authors are presented. Then curricular documents are analyzed in terms of teaching cultural awareness and intercultural communication. Firstly, the European Framework of Reference is examined because it underlines language teaching and learning across Europe including the Czech Republic. Secondly, the national curricular document (Framework Educational Programme for Basic Education) is examined in terms of the foreign language teaching and teaching cultural awareness. Thirdly, the chapter includes a similar analysis of the School Educational Programme where the diploma project was realized.

Then the chapter is enriched with the most recent research on teaching cultural awareness and intercultural communication within ELT in the Czech Republic. The chapter ends with the literature overview of how ICT changes the aspects of teaching cultural studies and how ICT can be used in teaching culture to bring benefits both for learners and teachers.

4.1. Teaching cultural studies: literature review

When trying to define cultural studies and its objectives, it is necessary to define the culture itself and its aspects. Mostly, culture is seen as 'a set of facts about civilisation and information about beliefs, customs, social practices, values and behaviour' (Lazár 2007: 8). Tomalin & Stempleski (1993: 6-7) present two types of culture: 'Big C' Culture and 'small c' culture. The 'Big C' Culture includes all the tangible products of a society (e.g. literature, art, music, etc.). The 'small c' culture, on the other hand, is created by members of the society and it can be defined as a worldview of the society and it is usually expressed by social behaviour, e.g. ideas, beliefs, values, customs, traditions, etc. (Tomalin, Stempleski 19936-7). Tomalin & Stempleski (1993: 8-9) also state the aims of should be focused mainly on cultural awareness, tolerance, and empathy.

They also advise teachers to incorporate cultural studies into every lesson. Tomalin & Stempleski (1993) emphasize that not only the 'Big C' Culture but also the 'small c' culture 'should [...] be clearly identified, and systematically treated as a regular feature of the language lesson'. Nevertheless, the former still remains the main objective of the cultural instruction at schools (Bennett 2013).

There are many different approaches to culture and different authors deal with different terminology but the one presented above is perhaps one of the most simple and yet quite accurate. Marczak (2013) is also aware of the fact that there is not any unified view on culture but he sees it as a merit because then culture can be seen from a broad perspective.

Cultural studies or British studies in particular have its sense in the model of the intercultural communication and mutual respect for varied cultures that should be perceived as equal (Mountford & Wadham-Smith 2000: 12). This however cannot be forced by law but it is rather a matter of education to promote these values which nonetheless have to be shared within the community (Jong 1996: 11). It is desirable that foreign language learners are led to identify the differences between their own culture and the one of the target language which should subsequently result in realization of their own cultural values, belief, and other cultural characteristics (Lazár 2007:8).

For the interaction between cultures (i.e. intercultural communication) Byram (1997: 3) exerts the term 'intercultural communicative competence' that he sees as the ability to communicate effectively across different cultures. Intercultural communicative competence moves the term communicative competence a bit further to the experience of otherness (Byram 1997: 3). The intercultural communicative competence is made up of different components: knowledge; intercultural attitudes; interpretative skills; skills of discovery and interaction; and critical cultural awareness (Byram 1997: 56-64).

When interacting with a member of another culture it is uncertain whether the counterpart is going to interpret our message the way that we would presume (Jong 1996: 10). That is because language is closely related to culture and sometimes cultural habits are even more important for the successful communication than the knowledge of the language itself which should be reflected in designing language courses (Byram 1997: 3-4). However, not only foreign language teaching but also subjects like geography, history, and literature should contribute to the development of the intercultural communicative competence (Byram 1997: 3-4). To which extent and how the ELT should contribute to the development of cultural awareness and intercultural communication is analyzed in the following subchapters that deal with curricular documents, both European and regional.

4.2. Common European Framework of Reference for Languages (CEFRL)

The Common European Framework is a document that serves as a premise to the development of language syllabuses, curricula, textbooks, and examinations. It also specifies the skills and knowledge that have to be acquired for the efficient communication. It provides standards for the levels of language proficiency which help to determine them. The Framework also serves as a unifying principle for diverse systems of education throughout Europe. (CEFRL 2001: 1).

As far as culture is concerned The Common European Framework says:

> In an intercultural approach, it is a central objective of language education to promote the favourable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture. It must be left to the teachers and the learners themselves to reintegrate the many parts into a healthily developing whole. (CEFRL 2001: 1)

This statement is based on the attitude of the European Union which says that the European wealth of a great variety of languages and cultures should be preserved and promoted in a way

that leads to broadening one's horizons and appreciating cultural differences which will enable to fight against bias and bigotry (CEFRL 2001: 2).

While learning languages, alongside advancing linguistic competence learners also develop cultural competence in which case cultures are compared in terms of their similarities and differences (CEFRL 2001: 6). By the interaction of these cultures a new dimension of 'pluricultural competence' is developed (CEFRL 2001: 6). For the successful cultural interaction, the knowledge of mutual values and beliefs (e.g. spiritual beliefs) specific for the target culture is vital (CEFRL 2001: 11). Developing cultural competence is also useful for avoiding cultural misunderstanding (CEFRL 2001: 12).

Learning about other cultures and interacting with them makes learners' personality more complex and it opens them to further contact with other cultures (CEFRL 2001: 43). Teachers need to think of the culture that learners are going to rely on in the future and teachers also need to think of the most efficient way of passing the culture on learners so that their personality and cultural awareness is developed and learners can take part in culturally diverse democratic society (CEFRL 2001: 44). Teachers should also provide learners with 'diversified experience of otherness' so that learners can relate to various languages and cultures (CEFRL 2001: 134).

4.2.1. Learners' competences

The CEFRL distinguishes two basic types of learners' competences for communication: general competences and communicative competences. **The general competences** include *declarative knowledge*: knowledge of the world, sociocultural knowledge, and intercultural awareness *(further discussed in the following paragraphs)*. Then it involves *skills and know-how* (i.e. practical skills and know-how, intercultural skills and know-how) that bring knowledge into practice and constitute learners' ability to apply the knowledge in everyday life and cross cultural interactions. Thirdly, general competences include *Existential competence* which takes

into account learners' individual differences that affect the learning process (e.g. attitudes, cognitive styles, motivation, values, personality factors, etc.). The last category of the general competences is the *ability to learn* which comprises of language and communication awareness, general phonetic awareness and skills, study skills, and heuristic skills (i.e. the ability to accept new experience, people, different behaviour, etc.). **The communicative competences** include *linguistic competences* (i.e. understanding the system of the language), *sociolinguistic competences* (i.e. the ability to use language correctly in different social situations), and *pragmatic competences* (i.e. the ability to produce a coherent text or discourse and the ability to use it for different functions). CEFRL (2001: 110-130)

4.2.2. Learners' competences in relation to cultural studies

As far as the topic of cultural studies is concerned, the CEFRL stresses mainly the knowledge of the culture and society where the target language is spoken (i.e. *the sociocultural knowledge*), namely everyday living; living conditions; interpersonal relations; values, beliefs, and attitudes; body language; social conventions; and ritual behaviour. Then the CEFRL deals with the connections and differences between one's original culture and the culture of the target community (i.e. *the intercultural awareness*) so that learners are aware of other cultures and perspectives from which other cultures are perceived (e.g. national stereotypes). Learners should be able to apply their knowledge of other cultures in communication with their members, they should be able to overcome cultural differences, handle the situations when cultural misunderstanding appears, and overcome stereotypes. This is included in the CEFRL in learners' general competences as *skills and know-how*. CEFRL (2001: 101-105)

From this distinction it is apparent that the CEFRL distinguishes only the cognitive aspects of language learning from which practical skills and know-how are derived. It does not deal with the development of learners' attitudes towards otherness and other cultures in detail apart from

the introductory statements that learning modern languages should 'promote mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication'(CEFRL 2001: 3).

It is not the purpose of the Framework to provide particular language teaching methods but it does provide several alternatives of language teaching methods or approaches that originate in current ways of language teaching (CEFRL 2001:142). As for the cultural studies, the CEFRL says that language can be used as a tool for constructing the knowledge of the world, as in J. A. Comenius' *Orbis Pictus* (CEFRL 2001:148). As for the culture itself, the Framework says that even though Europe appears have a common culture, there are significant differences even within one nation and therefore teachers have to consider which target culture they use and they should try to avoid stereotyping it (CEFRL 2001: 148). Even if the culture or community presents itself in this stereotyped view, teachers should emphasize everyday lives of the culture or community members to bring balance between the stereotypes and the reality (CEFRL 2001: 148). The framework provides various possibilities of teaching general competences, among which are special courses, books, role-plays, knowledge from other subjects, etc. (CEFRL 148). The Framework is also concerned with curricular design in different levels of education however only in a very general manner (CEFRL 2001: 168-170).

4.3. Framework Educational Programme for Basic Education[1] (Rámcový vzdělávací program pro základní vzdělávání – RVP ZV 2016)

The Framework Educational Programme for Basic Education (FEP BE) is a core curricular document that derives from the Czech curricular policy stated in *the National Education Development Programme for the Czech Republic*. Czech curricular system comprises of two

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[1] In the following text, all the terminology concerning Czech curricular documents and their content is borrowed from the English version of the *Framework Educational Programme for Basic Education (2007)* and it is written in *italics*.

levels: *the national level* and *the school level*. The Framework Educational Programme for Basic Education represents the national level of the Czech curriculum for learners from the age of 6 to 15. The school level is represented by *school educational programmes*. These programmes define education at particular schools and they are created in accordance with the national level. The Framework Educational Programme for Basic Education divides learning objectives into *educational areas* that are further split into *educational fields*. English as a foreign language belongs to the educational area that is called *Language and Communication through Language* and its educational field is *Foreign Language* or *Other Foreign Language*. (RVP ZV 2016: 5-7, 15).

According to the FEP BE (2016), foreign language should help learners understand and explore the world that they would not be able access with their mother tongue. Learners should also acquire language and communication skills that are needed for the interaction in integrated Europe and in the world. Learning foreign languages allows learners' further development in their studies as well as in their future carrier. Thanks to foreign languages, learners are aware of foreign people's lifestyles, their cultural traditions, etc. Learning foreign languages can help learners to appreciate other cultures and to be tolerant towards them. The aim of the educational area *Language and Communication through Language* is among others to help learners in understanding the relation between the language and the historical as well as cultural development of the nation; to encourage learners' respect to other cultures and development of positive attitudes towards plurilingualism; and to help learners in gaining communicative skills needed for the interaction with members of other cultures.

The FEP BE (2016) is derived from the Common European Framework of Reference for Languages and the Czech learners are supposed to reach A2 level in the *Foreign Language* and

A1 in *Other Foreign Language*. According to the FEP BE (2016), learning the languages should be promoted in all educational areas presented in the Framework. (RVP ZV 2016: 16-17).

Expected learning *outcomes* of the educational field *Foreign Language* at the second stage of the basic schools[2] are divided into four parts according to the four skills: listening, speaking, reading, and writing. *The subject matter* of the Foreign Language educational field is namely the correct pronunciation (and other phonetic features of the language) and spelling; vocabulary; topics; and grammar. Cultural studies are incorporated in the topics as *'the socio-cultural environment of relevant language areas and the Czech Republic'*. (RVP ZV 2016: 27)

The issue of cultural awareness is also incorporated in the FEP BE (2016) as a part of two **cross-curricular subjects:** *Education towards Thinking in European and Global Contexts* and *Multicultural Education* (RVP ZV 2016: 125). All the cross-curricular subjects are a compulsory part of the basic education, they promote mutual cooperation of learners and they help learners in the development of their skills and especially their attitudes (RVP ZV 2016: 125). *Education towards Thinking in European and Global Contexts* leads learners to tolerance, development of European identity, and respect to learners' national identity. It promotes traditional European values like humanism, free will, morality, etc. (RVP ZV 130). It helps learners in overcoming stereotypes and bias, it develops their positive attitudes towards Europe and cultural diversity (RVP ZV 2016: 132). *Multicultural Education* leads to understanding the variety of cultures, their traditions and values (RVP ZV 2016: 132). It promotes sense of justice, solidarity, tolerance, and respect for cultural and national diversity (RVP ZV 2016: 132). It also helps to develop relationships between the majority and minorities, and their mutual respect (RVP ZV 2016: 132). Multicultural education encourages learners to realize that racial intolerance,

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[2] Basic education in the Czech Republic is divided into two following stages: *Stage 1 (i.e. primary school learners)* and *Stage 2 (i.e. lower-secondary school learners)* (RVP 2016: 7).

xenophobia, discrimination, and racism are irreconcilable with the principles of democratic society and that such a thinking or behaviour should be strangled (RVP ZV 2016: 133).

4.4. School Educational Programme for Basic Education, Základní škola Svitavy, Riegrova 4 (Školní vzdělávací program pro základní vzdělávání – ŠVP ZV)

The School Educational Programme (SEP 2016) of the school where the diploma project was realized is going to be analyzed in terms of implementing cultural studies and ICT into ELT. The SEP (2016) describes educational strategies in terms of key competences that teachers should promote. It is stated that the teachers should stimulate communicative competence by assigning tasks that involve using the internet, press, language skills and other knowledge in order to complete the tasks. The SEP (2016) also says that the teachers should use the internet for tasks that would make learners follow English web pages about current affairs in Europe and in the world. They should also create situations in which learners act as if they were in real life situations or in English-speaking cultural environment. The teachers are also expected to promote learners' appreciation of foreign cultural, ethic and spiritual values. The expected learning outcomes include basic knowledge of the United Kingdom of Great Britain and Northern Ireland; the United States of America; Canada; and Australia as well as everyday life situations; living conditions; interpersonal relations; values, beliefs, and attitudes; social conventions; and ritual behaviour (e.g. celebrations) (ŠVP ZV 2016: 197-199).

4.5. Teaching cultural studies: research review

The Czech School Inspectorate (2010) conducted a research in which education of languages in preschool education, primary, lower secondary and upper secondary schools was examined in 2008/2009. The research shows that 83% of language lessons included elements of multicultural education and 62% of the lessons involved cultural studies connected to the country where the language is spoken. 2.2% of the basic school teachers were native speakers, resp. 2.3% at

grammar schools. The Inspectorate stated that the involvement of the native speakers contributes to multicultural education. The research also showed that less than 17% of the basic and secondary school lessons included the use of ICT (which was used mainly for presentation) and only in 3.5% of the lessons at basic schools and 4.9% at secondary schools incorporated tasks that demanded the use of ICT. However, it is almost certain that since this research, the conditions have changed and the results would probably be different nowadays.

Zerzová (2011) studied the development of intercultural communication competence in lower secondary education. Her findings show that the education was mostly aimed at the knowledge of the 'Big C' Culture (i.e. the tangible products of the target culture). The results also reveal that the development of learners' attitudes and communicative skills is rather rare and learners' attitudes towards different cultures are not developed systematically. The study also shows that the Czech teachers used lecture-style instruction most often and only a third of the inspected lessons involved application of media.

More recent study of Zerzová & Šebestová (2014) deals with the development of intercultural communicative competence at basic schools in the Czech Republic. The results show that mostly the lessons were focused on the knowledge of 'Big C' Culture which was developed mainly by reading skills. 'Small c' culture (i.e. values, traditions, beliefs, habits, etc.) was also promoted mainly by reading. Generally, the receptive skills were included more often than the productive skills. Speaking was promoted the least and communication was encouraged insufficiently as well. Affective and behavioural aspects of the intercultural communication were included the least.

Other recent studies are concerned with would-be teachers. Zerzová (2016) studied intercultural competence of first year students of the Department of English Language and Literature at the Faculty of Education, Masaryk University in Brno and as the research shows, students tend to

rate themselves as more tolerant and adaptable towards cultural differences than they actually are according to the research which shows their monocultural orientation.

Orlova's study (2003) aims to find out how to deal with teaching American 'Big C' Culture to future teachers of English. She suggests pre-teaching American literature and history, and then designing a course that leads to the awareness of the native culture, to comparing and contrasting it with the target culture. She also says that the need of cross-cultural knowledge for the effective language learning and teaching should be emphasized by incorporating communicative tasks concerning everyday life in the U.S.

4.6. Teaching cultural studies with the help of ICT

The 21st century saw a great change in teaching cultural studies, cultural awareness, and intercultural communication because of the possibility to use ICT while teaching and learning. A lot of research has been conducted to cover this topic. First of all, modern technology provides a meaningful context of learning which is easy to access and which can be adjusted to learners' needs (Dema & Kramer Moeller 2012). ICT is also a great source of authentic cultural content that is accessible and available in many different resources at any time and any place (Dema & Kramer Moeller 2012). ICT also enables teachers and their learners to communicate both in formal and informal environments (Dema & Kramer Moeller 2012).

Blogs specifically offer insight into everyday lives of members of the target culture and into their perception of their own or some other culture which learners often find entertaining (Çiftçi 2016). Additionally, in some cases, using blog for comparing different cultures and cultural views helps to change learners' attitudes to other cultures (Çiftçi 2016). Using student-teacher centred blog can also increase learners' motivation and learning outcomes concerning the target culture (Aydin 2014). When used for intercultural communication, blogs raise intercultural

competence (Aydin 2014). Nonetheless, a careful planning of the activities is needed to maximize the learning outcomes (Çiftçi 2016).

Similar learning outcomes can be gained with the use of audio or audio-visual materials which even enrich the experience with the authentic language spoken by the native speakers (Dema & Kramer Moeller 2012). With the help of ICT teachers are equipped with a variety of culturally authentic material, e.g. art that can be easily accessed and dealt with in an interactive way (Ott & Pozzi 2010). Learning activities can be adjusted to learners' needs or interests so that they appreciate cultural differences as well as their own culture (Ott & Pozzi 2010). For instance, the need to raise cultural awareness of Polish Silesian University students and the need to encourage them to travel to Great Britain within Erasmus+ resulted in the development of an online course (Półtorak, Widła & Krajka 2014). It has been proved that the course not only fulfilled its aims but it was even reusable as enrichment of usual skill-oriented lessons (Półtorak, Widła & Krajka 2014).

5. THEORETICAL PART SUMMARY

The theoretical part was aimed to provide background knowledge that underlines the practical part. The attention was drawn to contemporary research as well as studies that are concerned with the Czech conditions. The priority was also given to introducing various possibilities of applying the theoretical knowledge in practice: namely, the theoretical part discussed practical use of different ICT tools in education and it dealt with the ways in which cultural studies are supposed to be taught according to the particular curricular documents.

The introductory chapter provided a general background to using ICT in education and it also discussed the principles of using ICT effectively. It was found out that teachers' motivation to use ICT and the specification of appropriate learning goals and teaching methods are essential as well as learners' approach to learning with ICT. The second chapter summarized different ways of using word processing tools, the internet, and e-mail in education. It was found out that the internet provides access to authentic language, enhances learners' creativity in using the target language and helps in development of learners' language skills. The third chapter was concerned mainly with various ways and principles of using a blog as a tool for teaching and learning. The finding show that staging the activities while using the blog from the easiest to the more complicated ones is vital for successful implementation of the blog into education. In addition, the technical aspects of starting the blog were briefly described.

In the fourth chapter the focus was shifted to the issue of language and culture and to teaching cultural studies in languages. The main part of the chapter dealt with the analysis of the European and Czech curricular documents in relation to teaching cultural studies. It was found out that these documents stress mainly the knowledge of culture and society, and the connections between the language, culture, and history of the relevant language areas. These aspects were also reflected by presenting recent studies concerning the current situation in the Czech

Republic. The theoretical part ends with the possibilities of using ICT in teaching cultural studies.

The conclusions of the theoretical part are put into practice by the development of three-lesson courses for 6th, 7th, 8th, and 9th grade concerning four English-speaking countries: the United Kingdom, the United States of America, Canada, Australia and New Zealand. In the courses, a blog is used both in and outside the classroom for learners' self-access, self-assessment and homework which is sent to the teacher by email. The development, realization, and assessment of the courses and the blog together with a research constitute the practical part of the diploma project.

PRACTICAL PART

Four courses for the 6th, 7th, 8th, and 9th grade of the basic school were designed on the topic of English-speaking countries, specifically the United Kingdom, the USA, Canada, and Australia. The courses are closely connected to the online support in the form of a blog which is used in the lessons as well as for learners' self-access, self-assessment, and for assigning tasks that learners are supposed to send to the teacher by email. The practical part describes the development of the courses and the blog and their implementation. Subsequently, the blog itself and the realization phase of the diploma project are assessed.

The main objective of the practical part is to incorporate the blog into English lessons and subsequently gain learners' assessment of the experience by the means of a questionnaire. The research aims to determine how much time learners spend online, whether they use the internet for their education and to what extent. The research also peripherally deals with the way teachers use ICT while teaching. The second part of the research tries to determine how learners used the blog, what motivated them to do so and whether they are inclined to use a similar learning support in the future. To ascertain the information, following **research questions** were set:

1. How much time do the learners spend online?

2. How do the learners spend the time on the internet?

3. Do the learners use the internet for education? If yes, how do they use it?

4. How do the teachers use ICT while teaching?

5. Are the learners led to use the internet for their education and to what extent?

6. How did the learners use the blog?

7. What motivated the learners to use the blog?

8. What are learners' attitudes towards learning with the online support in the form of a blog?

1. COURSE DESIGN

This chapter deals with the design of the courses that were realized as a part of this diploma project. The courses are designed for the learners of the second stage of the basic school (Základní škola Svitavy, Riegrova 4), i.e. for the 6th, 7th, 8th, and 9th grade. Initially, the chapter outlines the development of the form that the four courses take. Then the design of the particular courses for each grade is described. All the courses are closely connected to the blog *(see http://proanglictinu.blogspot.cz/)* which is the inseparable part of the courses. For this reason, the following text contains many hypertext links to the blog so as to provide the full impression of the courses.

As the courses are closely connected to the blog, it was necessary to do a pre-research to find out whether the school is equipped with ICT *(see the subchapter 1.3)*. It was found out that every classroom has a PC with a data projector and access to the internet. The second area of the pre-research was focused on finding out whether the target group of learners has basic computer skills, access to the internet at home and their own e-mail address. All of these three requirements were met and therefore Základní škola Svitavy, Riegrova 4 was found suitable for the realization of the diploma project in the form that is described further in the chapter.

As suggested in the theoretical part *(see the subchapter 1.3)*, before creating a blog and using it in the classroom, clear learning goals and objectives need to be established. Therefore it was decided that firstly, the course itself has to be designed to make the most of the blog. For the project to be as complex as possible, it was settled that four courses should be designed, each one for a different grade – 6th, 7th, 8th, and 9th. In accordance with the School Educational Programme *(see subchapter 4.4)* each course briefly introduces one country: the United Kingdom; the United States of America; Canada; and Australia and New Zealand. Both the 'Big C' culture and the 'small c' culture is included in all the courses *(see the distinction in the subchapter 4.1.)*.

Each course consists of three lessons which are designed around the course objectives that are gradually achieved by completing partial aims which are reached in individual lessons. The course objectives for the four courses have quite similar pattern. The first lesson usually aims at learners' basic knowledge of the discussed country, the second lesson focuses on learners' productive skills, and the third one usually deals with the 'small c' culture and learners' attitudes towards cultural differences and their appreciation of otherness as described in the CEFRL (2001) *(see the subchapter 4.2)* and the FEP BE (2016) (*see the subchapter 4.3*). The three-lesson pattern was chosen also because all the grades (apart from the 6th grade) attend three English lessons per week which makes the length of the course quite natural. To ensure that learners get and stay motivated, interesting topics are included in all the courses and various interactive teaching methods are applied (e.g. games, task assignment method, competition, etc.).

Every lesson of each course is closely connected to the blog where learners are able to access extra texts, pictures, videos, and quizzes *(see http://proanglictinu.blogspot.cz/)*. The blog is an integral part of all the courses since the whole content of the blog is designed to complement the courses. The blog helps learners to access the texts that are dealt with in the classroom. Moreover, the blog functions as a tool for revision thanks to many quizzes and tasks which constitute the blog. For every task or quiz that learners do online and send to the teacher's email address proanglictinu@gmail.com, they are rewarded with a 'star'. For every three 'stars' they are given mark 1 for their activity. Essentially, the completion of the tasks and quizzes (even the recommended ones) is not a compulsory but just a voluntary part of the courses.

1.1. 6th grade course: The United Kingdom of Great Britain and Northern Ireland

For the 6th grade the topic of the United Kingdom was chosen because it is the only European English-speaking country and it may not seem as remote to the learners as the other English-speaking countries that the project deals with. As suggested in the theoretical part *(see the*

subchapter 1.3) firstly, **the course objectives are specified:** Learners answer questions on the basic facts about the United Kingdom, they produce a poster about one place in London that they choose, and they are willing to express their attitudes towards superstitions in general as well as towards the English ones.

The content of this course therefore comprises mainly of introducing the country as such and some of its cultural aspects. The methods that are used in individual lessons are mainly interactive *(see the Appendix 1, 2, and 3).* The first lesson aims to provide basic information about the country, the second lesson is concentrated on London, and the third one is focused on the 'small c' culture, particularly on English superstitions.

The aim of the first lesson is concentrated mainly on learners' basic knowledge of the United Kingdom. Concerning the language, this lesson deals with existential clauses (there is / there are) and present simple which derives from the School Educational Programme. During the lesson *(see the Appendix 1)*, very short pieces of the text about the United Kingdom are handed to the first half of the learners. The second half is given pictures that match the text pieces. By matching the pieces of the text up with the pictures, learners get the order of the text pieces and they are able to create a coherent text. The same text is presented in the blog[3]. The knowledge is then tested by the classic game of Tic, Tac, Toe. After the lesson, learners are asked to do an online quiz[4] to get a star and they are also encouraged to look at the other article[5] that includes extra information and videos about some famous places in the United Kingdom.

In the second lesson learners are supposed to produce a poster on one place in London that they choose *(see the Appendix 2).* They are split into pairs and given a picture and a brief description of the place. They create a poster with pictures and their captions. Therefore learners not only

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[3] http://proanglictinu.blogspot.cz/2016/09/introduction-to-united-kingdom.html
[4] http://proanglictinu.blogspot.cz/2016/09/introduction-to-united-kingdom.html
[5] http://proanglictinu.blogspot.cz/2016/09/famous-places-in-united-kingdom.html

learn new information about London but also work with the language and make choices about what they actually want to work on in the lesson. Learners can access a blog article called London sightseeing tour[6] to read the texts about London sights, to see their photos with captions or watch videos in English about them. They can also vote for their favourite place in London on the page.

The third lesson is designed around the 'small c' culture, namely English and Czech superstitions *(see the Appendix 3)*. This topic was chosen because it is not as abstract and learners might already come across some Czech superstitions. The lesson is also designed around the principle described by Lazár (2007: 8) *(see the subchapter 4.1)*. Learners are presented with teacher-edited worksheet created in MS Word *(see the subchapter 2.1. Word processing tools)*. The aim of this lesson is mainly to elicit learners' opinion on superstitions both in general or in contrast to the Czech and the English ones. Learners are encouraged to speak in English (ideally) but as the attitudes are the main outcome of the lesson, the Czech language is also acceptable. Learners can access an easy quiz[7] summarizing the knowledge of the English superstitions for which they can get a star.

1.2. 7th grade course: The United States of America

For this group of learners the topic of the USA was chosen. Because it was presumed that the American culture and the USA as such are generally quite well-known in the Czech Republic the course is built up on learners' previous knowledge of the topic. For this course **following objectives were set:** Learners are able to introduce basic facts about the USA, they talk about one city or place in America, and they express their opinions on stereotypes concerning Czechs and Americans.

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[6] http://proanglictinu.blogspot.cz/2016/09/london-sightseeing-tour.html
[7] http://proanglictinu.blogspot.cz/2016/10/english-superstitions.html

The course is designed to provide basic information about the American 'Big C' Culture as well as the 'small c' culture. The first lesson opens the course with essential information about the USA that is built up on learners' previous knowledge of the topic. The second lesson is focused on learners' production and the ability to cooperate. The third lesson is orientated on the 'small c' culture, namely on stereotypes, and their significance as well as consequences.

The first lesson is aimed at providing learners with general information about the USA *(see Appendix 4)* but the emphasis is put on using learners' previous knowledge which makes them realize how much information they already know even without systematically learning it. Learners are encouraged to gain a 'star' by doing a quiz[8] and on the same web page they can watch a video introducing all the states in the USA. From the linguistic point of view the lesson is concentrated mainly on word order in the sentences and on the sentence production.

The initial motivation of the second lesson is provided by a video in English about the American highlights that is accessible in the blog[9]. While watching the video learners try to catch as many American sights as possible *(the benefits of using videos in the English lessons were discussed in the subchapter 4.6.).* Then learners focus on the production of a poster about a city or a place in America that they pick randomly *(see the Appendix 5).* Their task is not only to produce the poster but also to briefly present the place to their peers. Both during and after the lesson, learners can read the article 'Wandering around the USA[10]' where they can find inspiration for their posters, see plenty of videos both in Czech and in English and take a quiz to gain a 'star'.

The third lesson concentrates on the stereotypes that people create about the Czech and the American nationality and culture *(see the Appendix 6).* The need to deal with this topic derives from the statement presented in the CEFRL (2001) *(see the subchapter 4.2.2.*) and also from the

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[8] http://proanglictinu.blogspot.cz/2016/09/introduction-to-usa.html
[9] http://proanglictinu.blogspot.cz/2016/10/wandering-around-usa.html
[10] http://proanglictinu.blogspot.cz/2016/10/wandering-around-usa.html

viewpoint of the FEP BE (2016) which states that learners should be led to overcome stereotypes and bias *(see the subchapter 4.3)*. The stereotypes are not only described but also discussed and questioned so that learners are able to express their opinions preferably in English but the Czech language is acceptable as well. The content of the lesson is again connected to the blog[11] where learners can read through the text dealt with in the lesson again and they can also take a quiz to gain a 'star'.

1.3. 8th grade course: Canada

The English-speaking country that was chosen for this group of learners is Canada. For this course **following objectives were set:** Learners answer questions on elementary information about Canada, they create a map of their favourite places in Canada and they are willing to compare some characteristics of Czechs and Canadians.

The course is supposed to present essential facts about Canada including Canadian cities as well as Canadian natural beauties and some elements of Canadian Culture in an interesting way. Even though learners might have some background knowledge about Canada which they can build up on, basically, the course is designed to introduce the country even without learners' previous knowledge. The first lesson is focused on introducing Canada in general. In the second lesson learners are supposed to create a blank map of Canada where they highlight the places that they find interesting in Canada. The third lesson includes mainly the Canadian 'small c' culture and the teacher tries to elicit learners' attitudes to some elements of it.

The first lesson begins with a pair-work activity during which learners are supposed to order words and word phrases into sentences about Canada *(see the Appendix 7)*. Then they read their sentences to their peers. After this activity, the teacher introduces the blog and directs learners to

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[11] http://proanglictinu.blogspot.cz/2016/10/what-are-americans-like_13.html

an online quiz[12] that they can access at home and also explains that all the work they do in the blog is going to be rewarded. The follow-up activity is a revision game, in which learners both recap the new information as well as compete in groups.

The second lesson is focused on learners' productive skills. They are supposed to create their own map of Canada with several places (both cities and natural sights) that they find interesting *(see the Appendix 8)*. The map includes pictures and locations of these sights on the blank map as well as captions with basic information about the sights. In this lesson learners not only work with the language, produce their own piece of work but also cooperate with their peers and present their own work. At the end of the lesson, learners are encouraged to access the article about Canadian cities[13] and the article about Canadian natural beauties[14]. They can also take a 'Blank map quiz[15]' in the blog.

The third lesson begins with a short revision game about Canadian sights but the lesson is aimed mainly at Canadian 'small c' culture. Learners are given a text and by reading comprehension they are learning about Canadians *(see Appendix 9)*. Learners also do a listening activity connected to the song 'Rockstar' by Canadian music group Nickelback. At home, learners can access the blog article 'Song time! [16]' where they can listen to another song by Nickelback and do another listening comprehension activity for which they are given a 'star'.

1.4. 9th grade course: Australia

The topic for the 9th grade course is Australia and New Zealand. For this course **following objectives were set to be achieved:** Learners answer questions on basic facts about Australia

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[12] http://proanglictinu.blogspot.cz/2016/09/introduction-to-canada.html
[13] http://proanglictinu.blogspot.cz/2016/10/canadaian-cities.html
[14] http://proanglictinu.blogspot.cz/2016/10/canadian-countyside.html
[15] http://proanglictinu.blogspot.cz/2016/10/here-is-quiz-with-places-you-know-from.html
[16] http://proanglictinu.blogspot.cz/2016/10/song-time.html

and New Zealand, they create a map of Australia with places of interest, and they express their opinion on Aboriginal story of creation and compare it with the biblical one.

The course is focused mainly on Australian 'Big C' Culture, namely on Austrailan cities and natural sights. New Zealand is also discussed so that learners can see the similarities between these neighbouring countries. This course also helps learners to orientate on the map of Australia and it accentuates Australian and New Zealand native cultures. The first lesson introduces the two countries and their native cultures. The second lesson focuses on learners' productive skill because they are expected to create their own map of Australia with some places of interest. The third lesson focuses on Aboriginal myth in comparison to the European cultural tradition.

In the first lesson, learners read the text about Australia and New Zealand to get the information they are going to need in the following stage of the lesson which is a game that raises competitiveness in the classroom and revises the facts about Australia and New Zealand that were presented in the text *(see the Appendix 10)*. The blog is also introduced to the learners. After this lesson learners are supposed to take a quiz[17] which also revises the knowledge about Australia and New Zealand. For the quiz completion learners are given a 'star'. They can also watch a video[18] with Maori Haka dance.

In the beginning of the second lesson learners revise their knowledge of Australia and New Zealand by completing an exercise in the blog[19]. But the main aim of the lesson is that learners create their own map of Australia with several places of interest *(see the Appendix 11)*. They can view the blog article 'Australia on the map[20]' and 'Wandering around Australia[21]' to get some inspiration. It is also required that learners shortly present their map to their peers in order to

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[17] http://proanglictinu.blogspot.cz/2016/09/australia-and-new-zeland.html
[18] http://proanglictinu.blogspot.cz/2016/09/australia-and-new-zeland.html
[19] http://proanglictinu.blogspot.cz/2016/10/australia-or-new-zealand.html
[20] http://proanglictinu.blogspot.cz/2016/10/australia-on-map.html
[21] http://proanglictinu.blogspot.cz/2016/10/wandering-around-australia-and-new.html

enhance their speaking skills. At the end of the lesson, learners are encouraged to do a revision quiz[22].

The third lesson concentrates on the Aboriginal culture, particularly on the Aboriginal tradition of storytelling. Learners read and compare the dreamtime story 'The Rainbow Serpent[23]' about the creation of the world with the biblical story of creation that they watch in the blog[24]. A discussion is an important part of the lesson because learners can express their opinions and attitudes towards the two stories. These stories summarize spiritual values of European and Australian cultural background. Promoting appreciation of these values is one of the objectives described in the School Educational Programme *(see the subchapter 4.4)* as well as in the FEP BE (2016) *(see the subchapter 4.3.).*

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[22] http://proanglictinu.blogspot.cz/2016/10/what-do-you-know-about-australia-test.html
[23] http://proanglictinu.blogspot.cz/2016/10/aboriginal-dreamtime-story.html
[24] http://proanglictinu.blogspot.cz/2016/10/aboriginal-dreamtime-story.html

2. BLOG DEVELOPMENT

From the function of the blog previously defined by the course design (i.e. blog as a tool for teaching, learner's self-access, self-assessment; and blog as a platform for homework and extra tasks) it is apparent that the teacher blog is the best option for the purposes of the diploma project *(see the types of blogs in the subchapter 3.3.1.)*. The essential feature of the blog is that it not only echoes the courses but also provides extra materials that are beneficial and interesting for the learners.

As described in the previous chapter, the first step in creating the blog is to do a pre-research on the ICT equipment of the school where the diploma project is realized and on learners' computer skills. Both of these requirements were met and the school was found suitable for the realization of the diploma project. As described in the subchapter *3.3.2. Starting a blog: underlying principles*, it is necessary to follow certain stages to ensure that learners get the most of the blog. Because using blog in education is new to the learners, the blog is planned to be used just for homework assignment and for sharing interesting information and links to other web pages. In accordance with the principles described in the subchapter 3.3.2., it is not required that learners comment on articles or create their own ones because that would be suitable only after they are used to reading the blog.

Secondly, the technical aspects of creating the blog had to be considered *(see the subchapter 3.3.3)*. Blogger (www.bloger.com) was chosen as a tool for creating the blog because it is user-friendly, it allows to insert pictures and hypertext links and to embed videos as well as other interactive elements. Blogger also provides wide range of templates to personalize the design of the blog. It was decided that free hosting is sufficient for this project. The blog address **proanglictinu.blogspot.com**[25] was chosen because it was available as a domain on Blogger and

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[25] http://proanglictinu.blogspot.com

also it was also considered easy to remember for learners. The design of the blog was created to be attractive as well as functional. Free blogger template depicting Houses of Parliament was selected because it nicely illustrates the content of the blog which is concerned with English-speaking countries.

The layout of the blog is as simplistic as possible to ensure that learners can easily orientate in the blog. A clickable menu on the top of the blog page makes the blog nicely structured. On the side of the blog there is a bar with 'Popular Posts' which can attract learners' attention. Learners can also search through the blog thanks to 'Labels' or 'Archive' where they can access articles according to the data of publication.

Since the blog is developed to complement the courses, it derives from the learning objectives specified in the previous chapter. The basic structure of the blog mirrors the four courses. Accordingly, there are four sections: United Kingdom; USA; Canada; and Australia and New Zealand. Additionally, there is the fifth section called 'Fun Zone' where learners can access extra tasks, quizzes and texts about the topics that either do not fit in the previous four parts or they are considered interesting for learners of all courses.

As suggested in the theoretical part *(see the subchapter 3.3.2.)*, articles are given interesting headings to attract learners' attention. Every article in the blog has a preview that shows in the blog even before the reader clicks on the article. This enables the writer of the blog to attract learners' attention so that they read the article. The preview is written in English in the first place, but also in Czech to ensure that learners understand the core content of the article.

All articles are written in English language which is adjusted to learners' needs. Articles written primarily for the higher grade courses are usually longer and include more advanced vocabulary and phrases. In the same time, the blog enables learners with lower language level to read more

difficult articles because every article in the blog includes the list of vocabulary that learners might struggle with. The list of vocabulary provides not only Czech translations but also phonetic transcriptions. The article sources are stated both under the articles in the blog as well as in the bibliography of the diploma thesis.

Every article in the blog embodies elements such as pictures, videos, interactive exercises and tasks. Pictures are borrowed from publically available sources and all links to the picture sources are included in the bibliography of the diploma thesis. Pictures are often enriched with captions and other related pictures *(see an example[26])* that were added thanks to the web tool called Thinglink (https://www.thinglink.com/). Videos are inserted either in form of hypertext links[27] or embeds[28] in which case the videos appear directly in the articles. The blog contains both links to videos in English and in Czech so that even those learners who do not feel as confident in their listening skills can learn new information. Thanks to the online tool Poll Everywhere (https://www.polleverywhere.com/) learners are able to vote to express their opinions[29].

The blog also includes interactive elements, namely quizzes and tasks. The quizzes *(see an example[30])* were inserted as embeds so that they appear directly in the blog. Two different web tools were used for creating these quizzes: LearningApps.org (https://learningapps.org/) and educaplay (https://en.educaplay.com/). These web tools are used because they support embeds and they enable a good range of activities which are easy to create and which have eye-catching design. The blog also includes other tasks such as search-based activities[31] *(see the subchapter 2.2.1.).*

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[26] http://proanglictinu.blogspot.cz/2016/10/wandering-around-usa.html
[27] http://proanglictinu.blogspot.cz/2016/09/famous-places-in-united-kingdom.html
[28] http://proanglictinu.blogspot.cz/2016/10/fog-everywhere.html
[29] http://proanglictinu.blogspot.cz/2016/10/wandering-around-usa.html
[30] http://proanglictinu.blogspot.cz/2016/10/what-do-you-know-about-australia-test.html
[31] http://proanglictinu.blogspot.cz/2016/10/fog-everywhere.html

In further stages of using the blog, it might become a useful platform for learners' interaction in the comment section. The articles in the blog are created to be suitable for learners of the second stage of the basic school (i.e. lower-secondary learners) and they are written to fit learners of language levels between A1 and A2. The blog can be also used by teachers in the classroom to access information about English-speaking countries or to do online quizzes and other activities with learners. Last but not least, the blog aims to be an open window to the real world.

3. REALIZATION OF THE DIPLOMA PROJECT

The diploma project was realized during the second teaching practice of Magister studies at Základní škola Svitavy, Riegrova 4 between 4th and 21st October 2016. The courses were taught at the second stage of the basic school *(see the subchapter 4.3)*, i.e. to lower-secondary learners.

The project was implemented in the 6th, 7th, 8th, and 9th grade of the basic school. In every grade only one course for one group of learners was taught because the four courses had to fit in the four-week teaching practice. The courses took place in regular English lessons under the supervision of the mentor, Mrg. Markéta Henychová. As Základní škola Svitavy, Riegrova 4 is a school without further specialization, learners had different learning abilities and the classes were mixed. The following chart shows the numbers of learners that attended the courses:

Grade	Total number of learners	Boys	Girls
6th	12	7	5
7th	13	8	5
8th	13	8	5
9th	13	8	5

Table 1: Number of course participants

Total number of learners who took part in the project was 51 (31 boys and 20 girls).

The courses were realized in ascending order from the 6th to 9th grade. Although originally every course was supposed to be taught within one week, it was not technically possible because of other activities of the school. Therefore the beginnings of the 8th and 9th grade courses had to be slightly shifted to fit into the schedule.

During the project, it was necessary to read learners' emails and keep notes of the exercises and tasks that they sent to the teacher's e-mail (proanglictinu@gmail.com). These notes were discusses with the learners in the beginning of every lesson to ensure that no e-mail with completed tasks was lost. This was a necessity especially in the 6th grade where learners were not

used to sending emails and some of them struggled with doing so in which case they brought the results of the tasks and quizzes written on sheets of paper. This problem did not appear with older learners.

The following chart shows the number of pupils who gained one or even more marks 1:

Class	Total number of learners	1x mark 1[32]	2x mark 1	3x mark 1	4x mark 1
6th	12	7	0	0	0
7th	13	3	0	0	0
8th	13	5	0	2	0
9th	13	4	1	0	3

Table 2: Mark 1 gain

From this chart it is apparent that learners were eager to participate and some of them got very high amount of marks1. Because it was clear that this would significantly affect learners' final marks, it was consulted with the mentor Mgr. Markéta Henychová who expressed her opinion that learners who do something extra should be rewarded and that for some learners it is a great opportunity to get good marks and to improve their final marks.

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[32] The columns show the number of learners who got the particular amount of marks 1.

4. DIPLOMA PROJECT ASSESSMENT

The diploma project realization was evaluated from three perspectives. Firstly, it was assessed from the viewpoint of the mentor teacher, Mgr. Markéta Henychová who evaluated the courses and the blog *(see the appendices 13 and 14)* and secondly from the perspective of the author of the project in the form of self-assessment *(see the Appendix 15)*. Thirdly, the project was assessed by learners who evaluated the blog only. Learners' evaluation of the blog was included in the questionnaire that was distributed to the learners at the end of each course.

4.1. Assessment of the courses

According to the mentor's assessment, the courses were well prepared and had adequate learning objectives. Student's performance was evaluated and the lesson aims were mostly achieved. The mentor expressed her opinion that learning goals were challenging enough for learners which is also mentioned in the self-assessment in relation to particular activities. As stated in the self-assessment, more complicated activity aimed at learners' productive skills could be incorporated in the 9th grade course.

The mentor points out a wide variety of activities that were included within the courses which helped to develop all the four language skills. Both the mentor's assessment and the self-assessment mention that learners struggled with speaking activities. On the other hand, as expressed in the self-assessment, learners were not afraid to ask for help when they had difficulties or did not understand the teacher.

According to the mentor's assessment, the atmosphere in the classroom was relaxed and learners were active in performing their tasks. Similar statement can be found in the self-assessment which presents that learners reacted positively to the blog and showed keen interest in the project. The mentor also appreciated the close connection between the blog and the lessons as well as the fact that learners were directed to online quizzes and tasks.

4.2. Assessment of the blog

As mentioned before, the mentor finds the blog nicely interconnected with the lessons. Nearly 50% of the learners stated that they appreciated the connection between the lessons and the online support in the form of the blog and other 33% said that they rather appreciated it. The mentor also finds the blog complex and she points out nice design and comprehensible structure of the blog. This statement has been supported by 95% of learners who said that that the blog was clearly organized.

The mentor's assessment also showed that the level of English language that is used in the blog fits learners' language level. 47% of learners stated that texts and tasks that were assigned in the blog corresponded with their level of English and other 38% said that it rather does so. The mentor also appreciated the use of mother tongue for instructing learners in the blog.

Both the mentor's assessment and the self-assessment showed that the blog includes sufficient amount of exercises and as the mentor mentioned, it provides enough support for learners' self-access. In addition, most learners stated that they learned new information about English-speaking countries from the blog. Both the mentor's assessment and the self-assessment showed the space for improvement in incorporating more search-based activities and tasks that would enhance learners' writing skills, problem solving, etc.

According to the mentor, the blog enhances learners' responsibility and independence in the learning process and it is a useful source for both learners and teachers. This statement goes well in hand with the self-assessment in which it is expressed that the blog functions as a teaching support and supply of activities that can be used in the lessons. Moreover, the mentor stated that she would recommend the blog to other teachers of English.

5. RESEARCH FINDINGS

The research was carried out after every course by distributing a questionnaire *(see the English version in Appendix 16)* to the learners who took part in the project. The learners filled in the Czech version of the questionnaire *(see the Appendix 17)* due to better understanding of its content. Before the questionnaire was distributed to the learners, a pre-research was conducted to ensure that learners understand the questionnaire. The pilot version of the questionnaire was submitted to two randomly picked learners from the 6th grade which was the first group to take the course. Consequently, slight changes were made in the questionnaires. Responses from the learners who took part in the pre-research are not included in the research findings.

The following chart shows the number of learners who took part in the research:

Grade	Total number of learners	Boys	Girls
6th	10	6	4
7th	13	8	5
8th	13	8	5
9th	13	8	5

Table 3: Research respondents

Total number of respondents was 49 (30 boys and 19 girls).

Question no. 1: How much time do the learners spend online?

Firstly, the research aimed at finding out how much time the learners spend on the internet. It was found out that on average, learners spend 2.4 hours a day on the internet. The research showed that boys are online longer (3 hours a day) than girls who stated that they spend 1.6 hours a day on the internet. It was also found out that the time that learners are online changes in relation to age. However, the research sample is too small and the age span of the respondents is too narrow to draw any general conclusion from the findings.

The following graph shows how many hours in a day learners of different grades spend online:

Grade	Age
6th	11-12
7th	12-13
8th	13-14
9th	14-15

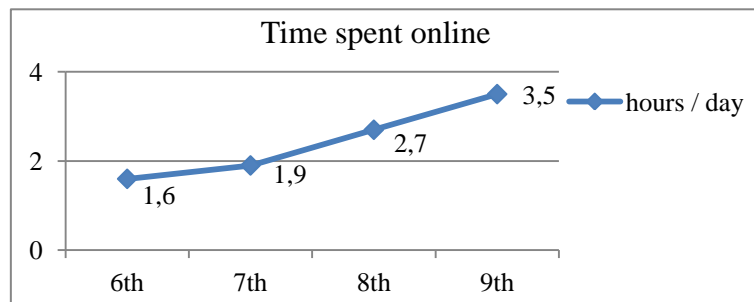Table 4: Learners' age in different grades

Figure 1: Time spent online in different grades

Question no. 2: How do the learners spend the time on the internet?

According to the research, more than 80% of the learners marked that mostly they watch online TVs, videos, series, and films on the internet. 57% of learners said that they use the internet for communication with friends. Only 27% of learners stated that they use the internet to find some information for school projects, essays, homework, etc. and even less learners (14%) stated that they look up information about their hobbies online.

Question no. 3: Do the learners use the internet for education? If yes, how do they use it?

The following graph shows the proportion of learners who said that they use the internet for their education to those who stated the opposite:
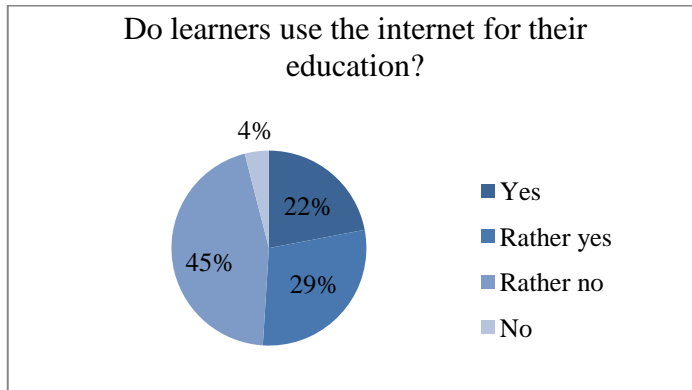
Figure 2: Using the internet for education

The research also showed that most learners do not use internet encyclopaedias. Generally, the learners also do not watch educational programmes on on-line TVs, do not fill in online exercises to prepare for school, nor search the web to find information about their hobbies. On the other hand, 86% of the learners stated that they use the internet to find information that they need for school projects, essays, homework, etc. The research findings therefore show that there is a space for teachers to recommend online videos, exercises and other materials so that learners access them.

Question no. 4: How do the teachers use ICT while teaching?

This area of the research was concerned with the way teachers use ICT in the classroom according to learners' perception. The learners stated that their teachers use ICT mostly for projecting things on whiteboard and for doing electronic exercises with the learners. According to the learners' responses, teachers also play educational games with them and they make the learners search for information in the lessons. Some learners stated that the teachers play music, use presentation software, and play computer games with them during the lessons. It is therefore apparent that the teachers use ICT in various ways. However, there are still means of using ICT which are not applied (e.g. sharing useful links to youtube lectures, online dictionaries, and web pages; communicating with learners via email; etc.).

Question no. 5: Are the learners guided to use the internet for education and to what extent?
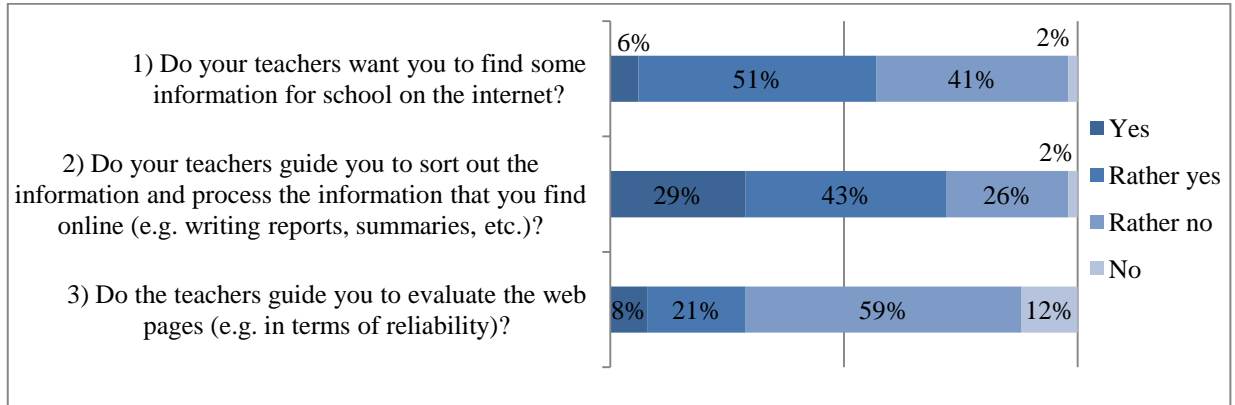

Figure 3: Teachers' guidance for learners on using the internet for education: Learners' perception

From the graph that depicts learners' responses to the questions presented in the questionnaire it is apparent that the answers concerning the first question are rather divergent. However when examined in detail, the data show that the older the learners are, the more they are led to use the internet as a source of information for their school projects, essays, homework, etc. It was found out that in the 6th and 7th grade 65% of the learners stated that they are not led to use the internet as a source of information, whereas 75% of the 8th graders and 9th graders stated the opposite.

Altogether, 71% of all learners think that they are led to sort out and process the information that they find online (e.g. when writing reports, summaries, etc.). However, the same amount of learners (altogether 71%) expressed that their teachers do not help them with evaluating the web pages (e.g. in terms of reliability of the sources). Therefore, according to the learners' responses, the teachers guide them through using the internet as a source of information but learners mostly lack guidance on evaluating online sources.

Question no. 6: How did the learners use the blog?

The core area of the research is concerned with the blog. Firstly, the research tries to determine how students used the blog. The following graph shows the ratio of learners who completed the recommended exercises in the blog to those who did not:
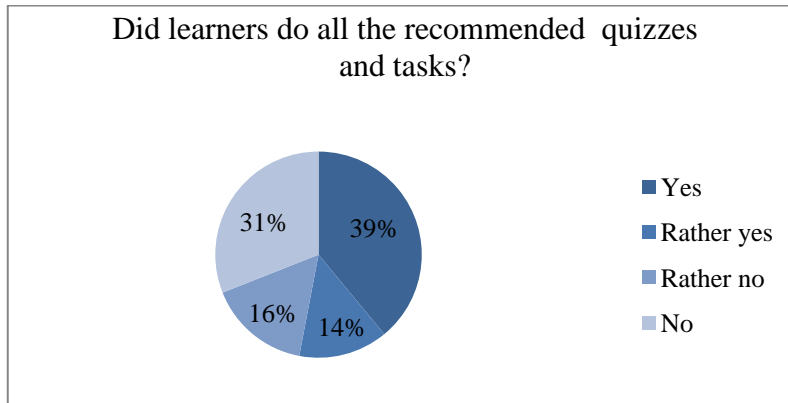
Did learners do all the recommended quizzes and tasks?

Figure 4: Learners' performance in doing quizzes and tasks

The graph shows that 39% of the learners completed all the recommended exercises. On the other hand 31% did not fill in the exercises. The cause of such a proportion can be the fact that filling the exercises in the blog was not compulsory for the learners and therefore the amount of the learners who did not complete the exercises is quite high. On the other hand 33% of learners stated that they did even other exercises and tasks than the ones that were recommended.

The research also revealed that most learners did not read other articles than those that were connected to their course. Although 28% of the learners stated that they opened external links to other web pages, more learners (36%) expressed the opposite. Generally, the learners stated that the blog did not motivate them to search for new information on other web pages, in books, on TV, in magazines, etc. This part of the research shows that there is room for improvement in motivating learners to read more articles both in the blog and on other web pages.

Question no. 7: What motivated the learners to use the blog?

When trying to ascertain learners' motivation for using the blog, it was found out that mostly, it was the topic of the English-speaking counties that engaged learners' attention and only 6% of the learners stated that the topic did not draw their attention. In addition, 47% (or rather 71%) of the learners stated that the main motivator for using the blog was the opportunity to get mark 1 for completed quizzes and tasks in the blog.

The following graph shows that learners were also motivated by the possibility to access extra information in the blog:
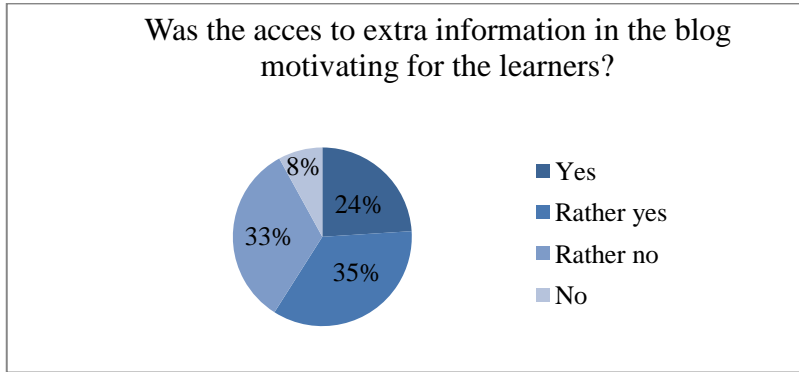

Figure 5: Learners' motivation

The graph shows that learners were motivated to use the blog on account of the possibility to access extra information in the blog. A conclusion that can be drawn from this result is that the blog is a beneficial tool for those learners who are willing to learn more than the teacher is able to impart in the lessons. In the same time, it is a good tool for teachers who can pass the information on the learners who are interested.

Question no. 8: What are learners' attitudes towards learning with the online support in the form of a blog?

The last area of the research is concentrated on learners' attitudes towards learning with the online support in the form of a blog. The subsequent graph represents learners' attitudes to different aspects of learning with the online support.
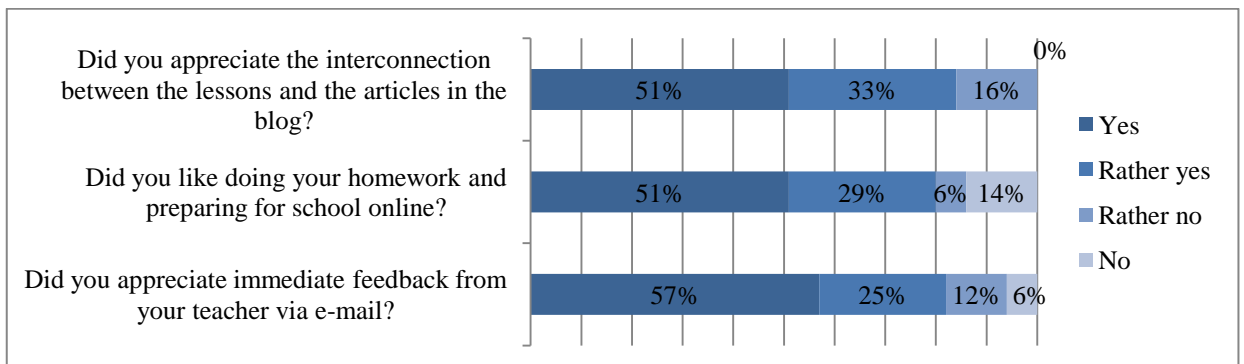

Figure 6: Learners' attitude to the interconnection between the lessons and the blog

It is apparent that an absolute majority of the learners appreciated the interconnection between the lessons and the blog. In addition, 51% (or rather 80%) of the learners claimed that they liked doing homework and preparing for school online. In the same time, an absolute majority of the learners appreciated immediate feedback from the teacher via email.

The last graph shows that learners would use similar online support if they had a chance to do so:
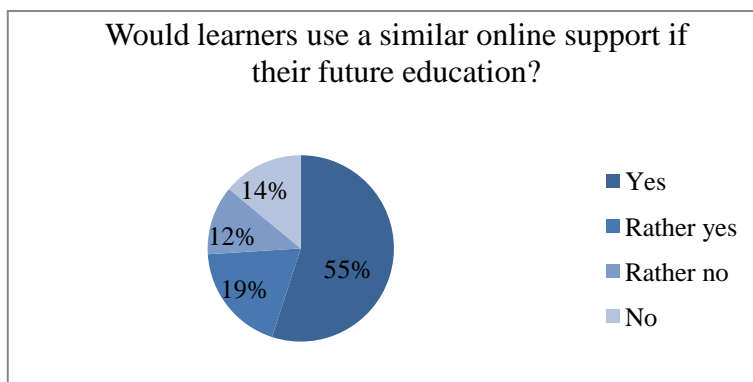

Figure 7: Learners' inclination to use similar online support in the future

This final opinion that learners expressed leaves a great space for teachers' activity in the field of incorporating ICT into education.

5.1. Discussion

In the research, it was found out that on average the learners spend 2.4 hours a day online which constitutes a considerable part of their free time. The research also showed that mostly, the learners use the internet for watching online TVs, videos, series, and films and they also use the internet to communicate with friends. 51% of the learners stated that they use the internet for their education. It was found out that mostly, learners use the internet to find information that they need for school projects, essays, homework, etc. Therefore the results show that the learners use the internet in a very limited way and as discussed in the theoretical part *(see the subchapter 2.2.1.)* they might consider using it in other different ways, e.g. doing revision exercises, creative activities like publishing texts, pictures and videos, communicating with people outside the classroom, etc.

The research also revealed that the teachers use ICT in the classroom mostly for projecting things online and for doing online exercises with the learners. As described in the theoretical part *(see the subchapter 1.1.)*, the teachers could also use ICT for providing learners with useful links to youtube lectures, online dictionaries, blogs, wikis, etc. Moreover, ICT is a convenient tool for learners' self-assessment and for testing them. The research also showed that the teachers lead their learners to use the internet as a source of information and they guide them through sorting out and processing the information. On the other hand, learners mostly lack in guidance on evaluating online sources.

According to the research, more than 50% of the learners completed the recommended exercises in the blog although it was not compulsory for them. Nearly a third of the learners did even other than recommended exercises. On the other hand 31% of the learners did not complete the exercises in the blog. Mostly, the learners stated that they did not read other articles than those concerning their course and did not open any links to other web pages. The blog also did not motivate them to search for more information about the topic. This area of the research shows room for improvement in motivating learners to read other articles and to open other web pages. This could be done both by recommending additional articles and web pages in the lessons as well as by incorporating more external links in the blog and assigning more search-based activities and creative tasks as described in the subchapter 2.2.1. of the theoretical part.

It was found out that the learners were mostly motivated by the topic of English-speaking counties and by the opportunity to get mark 1 for doing quizzes and tasks in the blog. The results also show that altogether 59% of the learners were motivated by the fact that they could find more information about the topic in the blog. This finding therefore implies that the blog is a useful tool for the learners who wish to learn more than the teacher is able to impart in the

lessons. Moreover, the blog is a beneficial tool for teachers who can pass the information on those learners who are interested.

The vast majority of the learners appreciated the connection between the lessons and the articles in the blog. Generally, the learners stated that they liked doing homework and preparing for school online. An absolute majority of the learners also appreciated immediate feedback from the teacher via email. Teachers can make use of this attitude and assign online tasks or written tasks and subsequently assess learners' performance via email as described in the subchapter 2.3. of the theoretical part.

Finally, an absolute majority of the learners stated that they would use a similar online support in the future if they had a possibility to do so. From the learners' statements it is apparent that they welcome learning online and they are inclined to use the online learning support. Moreover, the majority of them are motivated by the opportunity to access extra information and to learn more. Therefore, teachers can make use of the attitude that learners expressed and engage in creating online activities and tasks as well as sharing links to interesting web pages, articles, videos, etc.

CONCLUSION

The diploma thesis deals with using an online support in the form of a blog which is subsequently employed in teaching and learning British and American cultural studies at the basic school. The theoretical part provides a review of possibilities of using information and communication technology (ICT) in education, namely in relation to the ICT tools used in the practical part. The primary focus of the theoretical part is on contemporary literature and research concerning the application of ICT in the educational process. It was found out that the internet provides access to authentic language, enhances learners' creativity and contributes to the development of learners' language skills. Secondly, the theoretical part deals with teaching cultural studies mainly from the viewpoint of both European and Czech curricular documents.

The crux of the practical part was the development of a blog concerning the topic of English-speaking countries. Four courses were designed to complement the blog and to enable its application in English lessons at the second stage of the basic school. A questionnaire was distributed to the learners to ascertain their assessment of the blog, the way they used the blog, their motivation to do so and their attitudes to using the blog.

The research results showed that the learners spend considerable amount of their free time online. It was found out that they use the internet mainly for entertainment and communication with friends. According to the learners' perceptions, their teachers use ICT mainly for projecting things. It was also found out that the learners are led to use the internet as a source of information. As far as the blog is concerned, the majority of the learners completed recommended exercises. On the other hand, the learners stated that the blog did not motivate them to search for more information concerning the topic. The research revealed that learners' motivation stemmed mainly from the topic of the English-speaking countries and from the opportunity to get mark 1 for completed tasks in the blog. The majority of the learners were also

motivated by the possibility to access extra information in the blog. An absolute majority of the learners stated that they appreciated the connection between the lessons and the blog and that they liked preparing for school online. Ultimately, a vast majority of the learners claimed that they would use a similar online support in the future.

Taking these findings into account, it is obvious that the learners can be directed to use the time they spend online for their education. Overall, the blog was well received, the learners showed interest in completing the tasks in the blog and generally, they were motivated to use it. It is apparent that the learners valued the possibility to prepare for school online. The learner's final statement expressing that they would use a similar support in the future leaves room for teachers' activity in incorporating ICT into education in a more creative way. Since the data revealed learners' willingness to seek out extra information in the blog, teachers may want to try and exploit this opportunity.

The diploma project can be further developed to contain additional articles covering additional topics, possibly in collaboration with other teachers. Learners can contribute to the blog as well, notably by commenting on the articles or by creating articles themselves under the supervision of their teachers.

LIST OF ABBREVIATIONS

CALL: Computer Assisted Language Learning

CEFRL: Common European Framework of Reference for Languages

CLIL: Content Language and Integrated Learning

ELT: English Language Teaching

FEP BE: Framework Educational Programme for Basic Education

ICT: information and communication technology

MALL: Mobile Assisted Language Learning

RVP ZV: Rámcový vzdělávací program pro základní vzdělávání

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- https://images.ehive.com/accounts/3243/objects/images/10d3d21_m90_1.jpg
- https://s-media-cache-ak0.pinimg.com/originals/15/77/a8/1577a8b19fca434d1ada4d46a3e6a9c0.jpg
- https://s-media-cache-ak0.pinimg.com/originals/ac/09/42/ac0942dd0ac9a9cf0bd2cf76ee277d0a.jpg
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Fun Zone:

- http://d2f4ntu1uwyhrv.cloudfront.net/~/media/images/bauer/products/goalie/ice%20hockey/masks/nme/5/nme5blackmatte_main.png?fresh=57117
- http://www.i-puzzle.cz/image/cache/data/Foto/Castorland/1-CASTORLAND-500-51755-500x500.jpg
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APPENDICES

LIST OF APPENDICES

APPENDIX 1: INTRODUCTION TO THE UNITED KINGDOM

Class:	6th grade
Lesson aim:	Learners match sentences to pictures according to their meaning and their previous knowledge. They answer questions on basic facts about the United Kingdom.
Methods:	• Task assignment method
Topics:	• Introduction to the United Kingdom • Famous places in Britain
Language target:	• Existential clause (There is.../There are...) • Present simple
Teaching aids:	• Text about Britain printed out as individual units of the text • Pictures related to the text units

Lesson structure:

Introduction (initial motivation): 0-5 min.

Learners are shown a set of pictures and they guess what the lesson is going to be about.

Matching pairs: 5-20 min.

Pieces of a text are given to one half of the learners. The second half of them gets the matching pictures. Learners have to find a matching pair to their piece of the text or picture.

Text:

1. *This is the United Kingdom.*
2. *63 million people live there.*
3. *The United Kingdom has four parts – England, Wales, Scotland, and Northern Ireland.*
4. *The capital city is London ....*
5. *.... where Queen Elisabeth II lives.*
6. *The most beautiful places in Britain are Stonehenge,...*
7. *...Lake District,*
8. *... and Loch Ness with its famous monster Nessie.*

Ordering sentences: 20-25 min.

Once all the learners find matching picture, they organize the sentences on the black board according to the numbers in the pictures.

Blog presentation: 25-35 min.

The blog (proanglictinu.blogspot.com) is presented to learners and they copy its web address into their exercise books. The teacher explains how to orientate in the blog and where to find the information learners are going to need for their homework and extra tasks.

The teacher also explains that learners can find a short revision test which they are supposed to take after the lesson in the section called 'United Kingdom'. The teacher also informs them that for each completed exercise that they send to the teacher's email proanglictinu@google.com, they will get a 'star'. For three 'stars', they get mark 1 for their activity.

Tic Tac Toe revision game: 35-45 min.

Learners are divided into two teams. The teacher draws a classic chart for Tic Tac Toe on the blackboard. Under each square there is a question. If the group answers correctly, it gets an X or O. The winning group is the one that is able to make a row (top-down, left to right or across). All the members of the winning group get one star.

1	2	3
4	5	6
7	8	9

1. How many people are there in the United Kingdom?
2. Name two parts of the United Kingdom.
3. What is the name of the lake where the famous monster lives?
4. Where does the British Queen live?
5. Name some famous places in Britain.
6. Name other two parts of the United Kingdom.
7. What is the name of the British Queen?
8. What is the capital city of the United Kingdom?
9. What is the name of the monster?

Pictures[1]:
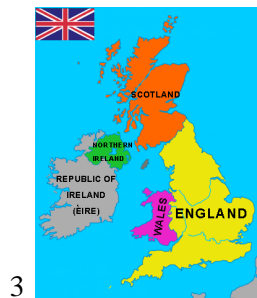
1

2

3

4

5

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8

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[1] The pictures are borrowed from publically available sources. All links to the picture sources are included in the bibliography of the diploma thesis. Pictures in colour are accessible at proanglictinu.blogspot.com.

APPENDIX 2: LONDON SIGHTSEEING TOUR

Class:	**6th grade**
Lesson aim:	Learners create a poster of the place in London that they like. They select the key information from a text and use it for creating a poster. Learners name their favourite places in London.
Methods:	• Expository method • Task assignment method
Topics:	• London • London Sights
Language target:	• Existential clauses (There is... / There are...) • Present simple • New vocabulary input
Teaching aids:	• Video about London[2] • Blank sheets of paper • Descriptions of London sights • Pictures of London sights • Blank sheets of paper • Glue • Scissors • Colourful pencils

Lesson structure:

Introduction: 0-10 min.

Learners watch an introductory video about London in Czech language. They note down the sights they see in the video. Then learners say the names of the sights that they have noted down.

London sights: 10-40 min.

Learners are split into pairs and they are given a sheet of paper and a set of pictures and descriptions of London sights. They choose one place that they like and they are supposed to

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[2] http://proanglictinu.blogspot.cz/2016/09/this-is-london.html

create a picture poster about it. They can also decorate the poster with whatever they associate with British culture or London itself.

The list of sights:

1. Buckingham Palace
2. Houses of Parliament
3. London Eye
4. Tower Bridge
5. Tower of London
6. St. Paul's Cathedral

Learners can access [a blog article] [3] where they find pictures of the London sights with captions.

Homework setting: 40-45 min.

After the lesson, learners are supposed to vote for their favourite sight online by clicking at the link at bottom of the blog article.

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[3] http://proanglictinu.blogspot.cz/2016/09/london-sightseeing-tour.html

Pictures⁴:

1.1

1.2

2.1

2.2

3.1

3.2

4.1

4.2

5.1

5.2

6.1

6.2

⁴ The pictures are borrowed from publically available sources. All links to the picture sources are included in the bibliography of the diploma thesis. Pictures in colour are accessible at proanglictinu.blogspot.com.

Descriptions[5]:

1. <u>Buckingham Palace</u> This is home of Queen Elizabeth II and her family. There are 600 rooms and beautiful gardens.	
2. <u>Houses of Parliament</u> The *Parliament meets there. There is also a *tower with a *bell and the biggest clock in Britain. Its name is Big Ben.	*Vocabulary: parliament /ˈpɑːləmənt/ parlament tower /ˈtaʊər/ věž bell /bel/ zvon
3. <u>London Eye</u> The London Eye is 135m high and it is the biggest *observation wheel in the world. It never stops.	*Vocabulary: observation wheel /ˌɒbzəˈveɪʃənˈwiːəl/ ruské kolo
4. <u>Tower Bridge</u> It is a special *bridge. Ships can go under the bridge when the bridge *raises.	*Vocabulary: bridge /brɪdʒ/ most raise /reɪz/ zvednout se
5. <u>The Tower of London</u> The Tower of London is a castle. It is 900 years old. The British *Crown Jewels are there.	*Vocabulary: crown jewels /kraʊnˈdʒuːəlz/ korunovační klenoty
6. <u>St Paul's Cathedral</u> St Paul's Cathedral is a big and beautiful church with a high *dome.	*Vocabulary: cathedral /kəˈθiːdrəl/ katedrála dome /dəʊm/ kopule

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[5] **Sources**:
 1. BURSTEIN (2010: 46-47)
 2. BURSTEIN (2010: 48-49)
 3. LEAPMAN (2012: 189)
 4. BURSTEIN (2010: 43)
 5. BURSTEIN (2010: 44-45)
 6. LEAPMAN (2012: 148-151)

APPENDIX 3: ENGLISH SUPERSTITIONS

Class:	**6th grade**
Lesson aim:	Learners match British superstitions up with their meaning, they compare the Czech and the British superstitions and idioms, and they estimate the significance of superstitions in their everyday life.
Methods:	• Brainstorming • Study assignment method • Discussion
Topics:	• British superstitions • Czech superstitions
Language target:	• Present simple • Development of speaking skills • New vocabulary input
Teaching aids:	• Worksheets

Lesson structure

Matching exercise: 0-10 min.

The teacher distributes a worksheet to each learner. Learners try to match superstitions up with their meaning (e.g. *If you break a mirror, you will have seven years of bad luck*).

Brainstorming 10-15 min.

Learners share Czech superstitions that they believe or know.

Examples:

- *When the clock stops, someone has died.*
- *When a street lamp stops shining it is a bad luck.*
- *If you touch chimneysweeper's button it brings good luck.*
- *If you cut an apple into halves and a star appears it means bad luck.*
- *When you hear whistle in your ear someone is talking about you.*

<u>Read and answer: 15-25 min.</u>

Learners read a short paragraph about the idiom 'touch wood'. Then they try to think about the Czech expression for the same thing.

<u>Read and match: 25-35 min.</u>

Learners match the expressions ('break a leg', 'bless you', 'oops-a-daisy', 'fingers crosses') up with pictures that represent them.

<u>Follow up discussion: 35-40 min.</u>

The teacher tries to provoke a short discussion with learners by asking these or similar questions:

- *Do you believe in some superstitions?*
- *Do some superstitions influence your life?*
- *Did some good or bad luck come true?*
- *Is Friday 13th a bad or a good day for you?*

<u>Blog activity: 40-45 min</u>

Learners are told that they can do an easy <u>matching-pairs exercise</u>[6] in the blog (in order to get a 'star').

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[6] http://proanglictinu.blogspot.cz/2016/10/english-superstitions.html

Worksheet[7]:

Superstitions

Match actions on the left with what they mean:

a) You are going on a journey.
b) You have a secret enemy.
c) You never see them again.
d) Seven years of bad luck.
e) A good health in winter.
f) A visitor is coming.
g) Someone is talking about you.

1) You break a mirror

2) Your right foot itches

3) You catch a falling leaf on the first day of autumn

4) You say goodbye to a friend on a bridge

5) A bee enters your home

6) You dream about a lizard

7) Your ears are burning

Touch wood

You say this when you are lucky and you don't want the luck to go away. People usually touch something made of wood (or touch their heads) when they say this: *it's going to be sunny for the picnic today, touch wood.*

How do you say "touch wood" in your country?

Match pictures with the expressions:

a) We say 'break a leg!' to actors before they perform

b) We say 'bless you!' when someone sneezes. Atishoo!

c) We say 'oops-a-daisy!' when a person drops something.

d) We say 'fingers crossed!' when we want something to happen.

Correct answers:

1. D
2. A
3. E
4. C
5. F
6. B
7. G

1. D
2. C
3. B
4. A

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[7] Borsbey, Swan (2007: 28-29)

APPENDIX 4: INTRODUCTION TO THE USA

|	
Class:	**7th grade**
Lesson aim:	Learners arrange words in the correct order to make sentences and they write their own sentences characterizing the USA.
Methods:	• Brainstorming • Task-assignment method
Topics:	• Introduction to the USA
Language target:	• Existential clause (There is/There are) • Present simple • Word order practice
Teaching aids:	• Printed sentences • PC, data projector

Lesson structure

Introduction: brainstorming: 0-5 min.

Learners write or draw everything they associate with the USA on the blackboard.

USA: word order practice: 5-15 min.

Learners are split into pairs. Each pair is given a set of words which make a sentence about the USA. Their task is to order the words to make the following sentences:

1. *There are 50 states in the USA.*
2. *The capital city of America is Washington, D.C.*
3. *Other big cities are New York, San Francisco, and Philadelphia.*
4. *The most important person in America is the president.*
5. *Favourite national sports are baseball, American football, basketball, and ice-hockey.*
6. *You can visit beautiful places like Niagara Falls and Grand Canyon.*
7. *The first man on the Moon was from America.*

Text completion: 15-25 min.

Learners come to the blackboard one by one and stick their sentences on the blackboard. Together, they choose at least three items that they listed during the brainstorming. They add these items into the text by making sentences out of their previous associations.

Blog explanation: 25-40 min.

The blog (proanglictinu.blogspot.com) is presented to learners and they copy its web address into their exercise books. The teacher explains how to orientate in the blog and where to find the information learners are going to need for their homework and extra tasks.

The teacher also explains that they can find all the information and quizzes that are needed for home preparation and self-assessment in the section called 'USA'. The teacher also informs them that for each completed exercise that learners send to the teacher's email proanglictinu@google.com, they will get a 'star'. For three 'stars', they get mark 1 for their activity.

HW assignment: 40-45 min.

Learners are encouraged to access the blog, read the article and do a revision quiz[8] there.

Word order practice[9]:

1. There	are	fifty	states	in	the USA.		
2. The	capital city	of	America	is	Washington, D.C.		
3. Other	big	cities	are	New York,	San Francisco,	and	Philadelphia.
4. The most	important	person	in	America	is	the president.	
5. The favourite	national	sports	are	baseball,	American football,	basketball,	and ice-hockey.
6. You	can	visit	beautiful	places	like	Niagara Falls	and Grand Canyon.
7. The first	man	on	the	Moon	was	from	America.

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[8] http://proanglictinu.blogspot.cz/2016/09/introduction-to-usa.html
[9] Source: MATZ (2003)

APPENDIX 5: WANDERING AROUND THE USA

Class:	7th grade
Lesson aim:	Learners produce a poster with an American city or place, they extract important information from the text and they shortly present the poster to their peers.
Methods:	• Task-assignment method
Topic:	• American places of interest
Language target:	• Existential clauses (There is... / There are...) • Present simple • New vocabulary input • Development of writing skills • Development of speaking skills
Teaching aids:	• PC, data projector, the internet • <u>Video about American places of interest</u>[10] • Blank sheets of paper • Descriptions of American sights • Pictures of American sights • Blank sheets of paper • Glue • Scissors • Colourful pencils

Lesson structure

Video comprehension: 0-10 min.

Learners watch <u>a video</u> [11] with top 10 sights in the USA which is accessible after clicking on the link in the blog. Learners are supposed to note down as many sights as they can. Then they check their comprehension with the teacher.

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[10] http://proanglictinu.blogspot.cz/2016/10/wandering-around-usa.html
[11] http://proanglictinu.blogspot.cz/2016/10/wandering-around-usa.html

Task assignment: 10-15 min.

Pupils are divided into pairs. Each pair randomly picks a picture of a place:

1. Washington, D.C.
2. New York City
3. Las Vegas
4. San Francisco
5. Grand Canyon
6. Mount Rushmore
7. Niagara Falls
8. Yellowstone National Park

Poster production: 15-35 min.

Each pair is given a blank sheet of paper. Learners are supposed to produce a unique poster about the place they have picked. The teacher gives them materials they can use when creating the posters (pictures, descriptions, dictionaries, etc.).

Poster presentation: 35-45 min.

All pairs briefly present their poster to the others. The teacher then informs learners about an online quiz[12] in the blog that learners can take to get a 'star'.

Pictures[13]:

1.1

1.2

2.2

2.3

2.4

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[12] http://proanglictinu.blogspot.cz/2016/10/wandering-around-usa.html
[13] The pictures are borrowed from publically available sources. All links to the picture sources are included in the bibliography of the diploma thesis. Pictures in colour are accessible at proanglictinu.blogspot.com.

3.1

3.2

4.1

4.2

5.

6.

7.1

7.2

8.1

8.2

Descriptions[14]:

1. Washington, D.C. Washington, D.C. is the capital of the United States. It has its name after the first American President, George Washington. There are many interesting buildings - the Capitol where the *Congress meets, and *the White House where the President works.	*Vocabulary: Congress /ˈkɒŋgres/ kongres, tj. americký parlament The White House /ˈwaɪt haʊs/ Bílý dům
2. New York The oldest part of New York City is Manhattan which is famous for its *skyscrapers such as the Empire State Building. There is also *the Statue of Liberty which is a symbol of *freedom.	*Vocabulary: skyscraper /ˈskaɪˌskreɪpə/ mrakodrap The Statue of Liberty /ˈstætʃuː ɒv ˈlɪbəti/ Socha Svobody freedom /ˈfriː dəm/ svoboda
3. Las Vegas I am sure you know that Las Vegas is a city of *entertainment, *casinos, and *gambling. It is *the most visited city in the USA.	*Vocabulary: entertainment /ˌentəˈteɪnmənt/ zábava casino /kəˈsiːnəʊ/ kasíno gambling /ˈgæmblɪŋ/ hazardní hráčství the most visited /ð məʊst ˈvɪzɪtɪd/ nejnavštěvovanější
4. San Francisco and Golden Gate Golden Gate is a red bridge and it is also a symbol of San Francisco. It opened in 1937 and it is nearly 3km long. There is also Alcatraz which is an island with a *former *prison.	*Vocabulary: nearly /ˈnɪəli/ téměř former /ˈfɔːmə/ bývalý prison /ˈprɪzən/ věznice
5. Mount Rushmore Mount Rushmore is a *rock where you can see the most important American Presidents - George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. Each face is 18m high.	*Vocabulary: rock /rɒk/ skála
6. Grand Canyon Grand Canyon is on the Colorado River in Arizona. More than 200 different birds and 100 kinds of other animals live there. As a tourist, you can see the canyon from different *points but you can also go down the Colorado River in a boat.	*Vocabulary: different /ˈdɪfrənt/ různý point /pɔɪnt/ místo
7. Niagara Falls You can find Niagara Falls between America and Canada. They are more than 50m high. They are also used for making *electricity.	*Vocabulary: electricity /iˌlekˈtrɪsəti/ elektřina
8. Yellowstone National Park It is the oldest National Park in the USA. There is *rich wildlife and *geysers. It is home to *wolves, grizzly bears, *bisons, and *elks.	*Vocabulary: rich /rɪtʃ/ bohatý wildlife /ˈwaɪəldlaɪf/ rostliny a živočichové geyser /ˈgiːzə/ gejzír wolves /wʊlvz/ vlci bison /ˈbaɪs ən/ bizon elk /elk/ los

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[14] Sources: 1. KRAL (1996: 9-10)   5. FALK (1993: 93)
                2. BORSBEY & SWAN (2007: 134-135) 6. KRAL (1996: 40)
                3. FALK (1993: 109)   7. BORDMAN (1998:85)
                4. BORDMAN (1998: 74)   8. BORDMAN (1998: 68)

APPENDIX 6: WHAT ARE AMERICANS LIKE?

Class:	**7th grade**

Lesson aim:	Learners describe stereotypes about Czechs and Americans, they compare the stereotypes, and with the help of the teacher they evaluate consequences of stereotypes and their significance.

Methods:	• Brainstorming • Task assignment method • Discussion

Topics:	• Stereotypes of being Czech • Stereotypes of being American

Language target:	• New vocabulary input • Development of speaking skills

Teaching aids:	• Blackboard • Blank sheets of paper • Worksheets

Lesson structure:

Czech stereotypes: 0-5 min.

The teacher writes on the blackboard: 'A typical Czech' He gives an example and writes down: 'He likes hockey.' The teacher then explains that learners should come up with their own ideas. They come to the blackboard and either write or draw their ideas on the blackboard.

American stereotype: How do you imagine an American? 5-15 min.

Learners are split into groups of three. Each group is given a sheet of paper. Learners are supposed to write or draw everything that they think is typical for Americans. Finally, their ideas are shared in the classroom.

Worksheet: 15-25 min.

With teacher's help learners complete a worksheet about the things that are typical for Americans.

Final discussion: 25-40 min.

The teacher asks pupils if each of the Czech stereotypes is true for them. They come to the blackboard and add a tick or a cross to the items describing Czechs. From this activity it should be clear that the stereotypes presented before certainly are not true for everybody in the classroom and it works the same in the society.

Then the teacher provokes a discussion trying to find out if learners see themselves as typical Czechs, what they think are the differences between the Czechs and Americans and what characteristics they like or dislike about Czechs and Americans.
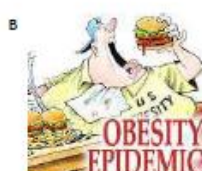
Quiz assignment: 40-45 min.

Learners are directed to an article with a quiz[15] in the blog which summarizes the content of the lesson.

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[15] http://proanglictinu.blogspot.cz/2016/10/what-are-americans-like_13.html

Worksheet[16]:

What are Americans like?

Match sentences with the pictures:

1. Americans come in all colours, have all types of religions, and speak many languages from all over the world.

2. Americans are very independent and like to be different from each other.

3. 66% of Americans are overweight; 37% of those are obese.

4. Americans call most people by their first name or nickname.

5. Americans smile a lot and talk easily to strangers.

6. Americans love their pets, sometimes more than they love people.

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[16] **Sources:**

PRICE, Planaria J. a Euphronia. AWAKUNI. *Life in the USA: an immigrant's guide to understanding Americans* [online]. Ann Arbor: University of Michigan Press, 2009 [cit. 2017-04-10]. ISBN 978-0-472-03304-1. Dostupné z: https://www.press.umich.edu/309302/life_in_the_usa/?s=description

The pictures are borrowed from publically available sources. All links to the picture sources are included in the bibliography of the diploma thesis. Pictures in colour are accessible at proanglictinu.blogspot.com.

APPENDIX 7: INTRODUCTION TO CANADA

Class:	**8th grade**
Lesson aim:	Learners arrange words in the correct order to create sentences and they answer questions on basic facts about Canada.
Methods:	• Task-assignment method • Educational game
Topic:	• Introduction to Canada
Language target:	• Word order practice • New vocabulary input
Teaching aids:	• Cut worksheet • Kaboom list for teachers • PC, internet, data projector

Lesson structure:

Pair-work activity: 0-10 min.

Learners are divided into pairs. They get a sentence that is cut into words or phrases. Learners work in pairs to make sentences out of them.

1. *Canada is the second largest country in the world, after Russia.*
2. *In the past, Canada was a part of the British Empire.*
3. *Now, Canada is independent but Queen Elizabeth II is still the head of state.*
4. *Canada has two official languages, English and French.*
5. *The capital is Ottawa, the largest city is Toronto.*
6. *Symbols of Canada are maple leaf and moose.*
7. *Canadian natural beauties include Gros Morne National Park and Red Rock Canyon.*
8. *Canadians like hockey, fishing, and hunting.*

Worksheet[17]:

1. Canada	is	the 2nd largest	country	in	the world,	after	Russia.		
2. In the past	Canada	was	a part	of	the	British	Empire.		
3. Now,	Canada	is	independent	but	Queen Elizabeth II	is	still	the head of state.	
4. Canada	has	two	official	languages,	English	and	French.		
5. The	capital	is	Ottawa	and	the largest	city	is	Toronto.	
6. Symbols	of	Canada	are	maple	leaf	and	moose.		
7. Canadian	natural	beauties	include	Gros Morne National Park	and	Red Rock Canyon			
8. Canadians	like	ice-hockey,	fishing,	and	hunting.				

Sentence reading: 10-15 min.

Learners read their sentences out loud. The teacher makes notes on the blackboard to make sure that all of the learners get the information mentioned in the whole text.

HW setting and blog explanation: 15-25 min.

The blog (http://proanglictinu.blogspot.cz/) is presented to learners and they copy its web address into their exercise books. The teacher explains how to orientate in the blog and where to find the information learners are going to need for their homework and extra tasks.

The teacher also explains that learners can find all the information and quizzes that are needed for home preparation and self-assessment in the section called 'Canada'. The teacher also informs learners that for each completed quiz that they send to the teacher's email proanglictinu@google.com, they will get a 'star'. For three 'stars', they get mark 1 for their activity.

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[17] **Source:** KACLEROVÁ (2015: 8-9)

<u>Revision game: 25-45 min.</u>

Learners are split into three teams. The teacher draws a chart on the blackboard. Each number in the chart contains a question. The groups take turns in choosing the numbers and answering questions. If the group answers correctly, it gets a point. There are two extra symbols. The first one is bonus which means that the group gets a point without having to answer any question. The second symbol is Kaboom which means that the group does not get any point. The group with the most points wins.

The chart on the black board:

1	2	3
4	5	6
7	8	9
10	11	12

Teacher's chart with the question numbers:

1	2	3
Kaboom!	5	6
7	Bingo!	9
10	11	12

Teacher's chart with questions and answers:

1) How many official languages has Canada got?	1)	2 languages
2) What is the largest country in the world?	2)	Russia
3) Who is the head of state of Canada?	3)	Queen Elizabeth II
4) Kabooom!	4)	Kaboom!
5) What are the Canadian official languages?	5)	English and French
6) What is the capital city of Canada?	6)	Ottawa
7) What is on the Canadian flag?	7)	maple leaf
8) Bingo!	8)	Bingo!
9) What is the largest city in Canada?	9)	Toronto
10) What animal is typical of Canadian countryside?	10)	moose
11) Do you know any National Park in Canada?	11)	Gros Morne National Park
12) Killing animals is _____ .	12)	hunting

APPENDIX 8: CANADIAN CITIES AND SIGHTS

Class:	8th grade
Lesson aim:	Learners produce a map of Canada with sights they find interesting, they are able to sort out the important information from a longer text and shortly present their work to their peers.
Methods:	• brainstorming • task assignment method
Topic:	• Canada and its sights
Language target:	• Existential clauses (There is... / There are...) • Present simple • New vocabulary input • Development of writing skills • Development of speaking skills
Teaching aids:	• Blank map of Canada for each pair of students • Set of pictures and descriptions for each pair of students • PC, data projector, internet • Blank sheets of paper • Glue • Scissors • Colourful pencils

Lesson structure:

Brainstorming: 0-5 min.

Learners try to think of the places that they known in Canada. They know some of them from the last lesson (introduction to Canada).

Map creation: 5-30 min.

Learners are split into pairs. Each pair is given a blank map of Canada. All pairs are supposed to create a unique map with at least four sights or cities that they choose. Each map should contain the sights, their location on the map and some information about the places. All materials (photos

and information about the places) are provided by the teacher. For inspiration, pupils can access

the map in the blog[18].

Map presentation: 30-40 min.

Each pair of learners shortly presents their map to the rest of the class.

Homework setting: 40-45 min.

Learners are directed to a blank map quiz[19] that they can take to get a star.

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[18] http://proanglictinu.blogspot.cz/2016/10/my-own-map-of-canada.html
[19] http://proanglictinu.blogspot.cz/2016/10/here-is-quiz-with-places-you-know-from.html

Pictures[20] and descriptions[21]:

 1	**Ottawa** It is the capital of Canada. Parliament buildings make you feel like you are in the United Kingdom, *especially *during the *Changing of the Guard. *Vocabulary: especially /ɪˈspeʃ əli/ zvláště during /ˈdʒʊər ɪŋ/ během changing of the guard /ˈtʃeɪndʒɪŋ ɒv ð ɡɑːd/ výměna stráží
 2	**Toronto:** It is not the capital city of Canada, but the largest and perhaps best known for its CN Tower which is one of the tallest buildings in the world.
 3	**Quebec:** The old part of Quebec city is a *UNESCO World Heritage Site. It is one of the most popular areas for tourists who can visit not only historic buildings but also museums, galleries, shops and restaurants. *Vocabulary: UNESCO World Heritage Site /juˈneskəʊ wɜːld ˈherɪtɪdʒ saɪt/ Památka světového kulturního dědictví UNESCO
 4	**Vancouver** Are you looking for the best place to live? It is Vancouver. People *voted that Vancouver is the best place in the world. There is a large park and *rich *cultural life. *Vocabulary: vote /vəʊt/ volit rich /rɪtʃ/ bohatý cultural /ˈkʌltʃərəl/ kulturní
 5	**Whistler** It is a *village and a *resort for skiing and other winter sports. In summer people play golf there. In 2010 Whistler *hosted Winter Olympic Games. *Vocabulary: village /ˈvɪlɪdʒ/ vesnice resort /riˈzɔːt/ letovisko host /həʊst/ hostit

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[20] The pictures are borrowed from publically available sources. All links to the picture sources are included in the bibliography of the diploma thesis. Pictures in colour are accessible at proanglictinu.blogspot.com.
[21] **Sources:**
SAUVÉ & SAUVÉ (1997: 153; 150-152; 167; 112-114)
Discover Whistler: Dostupné z: https://www.whistler.com/discover/

6	**Polar Bears in Churchill**[22] If you are *interested in wildlife, do not *miss polar bears who *migrate from land to the ice. *Vocabulary: be interested in /ˈɪntrəstɪd/ zajímat se o miss /mɪs/ zmeškat migrate /ˈmaɪgreɪt/ stěhovat se
7	**The Canadian Rocky Mountains** It is a *magnificent area of the highest mountains in Canada. There are also many ski resorts. *Vocabulary: magnificent /mægˈnɪfɪsənt/ velkolepý
8	**Yukon** Yukon is a *mountainous area with rich *wildlife. Mount Logan (5,959m) is the highest mountain in Canada. There are also many lakes and rivers that you can explore in a boat. *Vocabulary: mountainous /ˈmaʊntɪnəs/ hornatý wildlife /ˈwaɪəldlaɪf/ rostliny a zvířata
9	**Gros Morne National Park** It is not only a National Park but also UNESCO World Heritage Site. Mountains, *fjords, and waterfalls make it one of the most beautiful places in Canada. ***Vocabulary:** fjord /fiˈɔːd/ fjord - dlouhý mořský záliv s horami po obou stranách waterfall /ˈwɔːtəfɔːl/ vodopád
10	**Red Rock Canyon** It is a beautiful part of Waterton Lakes National Park.

[22] **Sources:**
 SAUVÉ & SAUVÉ (1997: 137; 2)
3. The Canadian Mosaic. *R&R*. Praha: Redakce R&R, 2005, **16**(October), 12-13.
4. Gros Morne National Park: Dostupné z: http://whc.unesco.org/en/list/419
5. Red Rock Canyon Parkway. Dostupné z: https://mywaterton.ca/do/red-rock-canyon-parkway/watde0256148f230574f

APPENDIX 9: WHAT ARE CANADIANS LIKE?

Class:	**8th grade**
Lesson aim:	Learners are able to answer basic reading comprehension question, they are able to list some basic information about Canadians and Canadian culture and they are willing to play a listening comprehension game in groups.
Methods:	• competition • brainstorming • task assignment method
Topic:	• Being a Canadian
Language target:	• New vocabulary input • Development of reading skills • Development of speaking skills
Teaching aids:	• Copies of Gate • Worksheets • Word set for the song Rockstar by Nickelback

Lesson structure:

Revision game: 0-5 min.

Teacher sticks the range of words related to Canada on board. Teacher asks two learners that are willing to compete to be the first to slap the word when the teacher reads its definition or a sentence related to it. The activity can be repeated ones.

Word Set 1:	Words – Set 2:
• Ottawa – This is the capital city of Canada. • 2nd – Canada is the second largest country in the world. • Toronto – This is the biggest city in Canada. • Maple leaf – This is the national symbol of Canada. • Hunting – This is the national sport.	• French – The official language of Canada. • Moose – The national symbol and an animal. • Fishing – The national sport in Canada. • Gros Morne – The National Park in Canada. • The Queen – The official head of State.

Brainstorming: 5-10 min.

Learners are asked to say anything that they associate with the Canadian culture or Canadians.

Worksheet completion: 10-25 min.

Learners are given a text about Canadians and a worksheet. They are supposed to fill in the worksheet with information they find in the text. Then learners check their answers with the teacher.

Follow-up discussion: 25-20 min.

The teacher discusses with learners similarities and differences between Czechs and Canadians according to the article that they read. Differences between learners' previous associations and the text can be discussed as well.

Song game: 30-45 min.

Learners are divided into groups of four. Each group is given a set of words that appear in the song Rockstar by Canadian music group Nickelback. Learners spread the words on the desk so that everybody in the group can see them and reach them. Then the teacher goes through the words with learners so that they know their correct meaning and pronunciation. Then learners listen to a song and when someone in the group hears the word, he takes it. The winner in the group is the one who takes the biggest amount of words. Then learners are encouraged to access the blog and listen to another song by Nickelback[23] and do a listening activity connected to it. It is important that the teacher shows them how to access the activity.

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[23] http://proanglictinu.blogspot.cz/2016/10/song-time.html

Copy of Gate[24]:

A2 · Multikulturní vjchova

Robin Elliot (CAN)

WHAT ARE THEY LIKE?

CANADIAN, EH?

Ryan Gosling

I AM CANADIAN, SORRY

Imagine having dinner with a group of people and you must find out who is Canadian. Is it even possible?

HOCKEY AND SYRUP

Maybe we can look for the person who has the most Canadian symbols: a **maple leaf**[2], a moose (= los), a bottle of maple syrup, or a **jersey**[3] from their favourite hockey team.
But Canadians only wear the maple leaf when they travel abroad.
Moose are too large to carry around.
Maple syrup is great with pancakes (= livance), but people from other countries eat it too.
Ice hockey is big* here because the sport **was invented**[4] in Canada. Not everyone is interested in the NHL.

THE CANADIAN LOOK

So how do we find him? If you're in Toronto or Vancouver, then anyone might be Canadian. They can be any colour, and speak any language. In the countryside, the people you meet will have European **blood**[6], and will usually speak English or French. There are also the First Nations*, who live in some parts of Canada.

CANADIAN ENGLISH, ANYONE?

We don't all **sound**[7] the same. Canadians from Newfoundland on the East Coast have a different accent* than people from British Columbia on the West Coast. But there is one thing all Canadians do. They often finish their sentences with the word "Eh?". **It's pronounced**[8] like the letter "A" with a question mark (= otazník). You can try it yourself, "That's a big boat, eh?"

EH?

NOT AMERICAN

Most of the time, we just call ourselves "not American" because the USA is so big and it is next door to us. Americans think they are the only ones who drive big **trucks**[9] and **own**[10] guns but we do too. The only differences are that in Canada guns are for hunting (= lov), and we have snowmobiles (= sněžné skútry) as well as trucks.

PLEASE AND THANK YOU

So is there anything typical for Canadians? Yes: we are more polite than Americans. We are usually quieter, and we say "sorry" more often. Sometimes **for no reason at all**[11]! It's hard to say why. I have a theory: people are the same in Scandinavia, where they also have long, cold winters. Maybe if people have to stay inside with each other for long periods of time, they have to learn good manners (= dobré vychování).

8 Gate October | 2014

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[24] Source: ELLIOT, Robin. What are they like?: *Gate*. Praha: Bridge Publishing House, 2014, **3**(2), 8-9.

Worksheet:

What are they like?

Read the first paragraph and answer the questions.

When do the Canadians wear the maple leaf?

_____

What do Canadians eat with maple syrup?

_____

Where was ice hockey invented?

_____

Decide if the sentences are TRUE (T) or FALSE (F).

All Canadians come from Europe.   T/F

Canadians speak mostly English and French.   T/F

Canadians have only one special accent that they speak throughout the country.   T/F

Canadians often say 'Eh?' in the end of the sentence.   T/F

Both Americans and Canadians own guns and trucks.   T/F

Canadians use guns for shooting animals.   T/F

Find these phrases in the last paragraph and try to guess their meaning:

say "sorry"

_____

for no reason

_____

Word set for the song Rockstar by Nickelback[25]:

a brand new house	bathroom I can play baseball in	a credit card that's got no limit	thirty-seven thousand feet
a new tour bus full of old guitars	star on Hollywood Boulevard	big rock stars	the coolest bars
In the VIP with the movie stars	bleach blond hair	eat my meals for free	fortune and fame
cut my hair	change my name	evil smile	stay skinny

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[25] Source: Rockstar Lyrics. Dostupné z: http://www.metrolyrics.com/rockstar-lyrics-nickelback.html

APPENDIX 9: AUSTRALIA AND NEW ZEALAND

Class:	9th grade
Lesson aim:	Learners answer questions related to the text they read and they are able to use this information later in a revision game.
Methods:	• Brainstorming • Task-assignment method • Educational game
Topic:	• Introduction to Australia and New Zealand
Language target:	• Development of reading comprehension • New vocabulary input
Teaching aids:	• Worksheets with the text about Australia and New Zealand and the questions • Risk it! game worksheet for teachers • PC, data projector, internet

Lesson structure:

Brainstorming: 0-5 min.

The teacher tries to elicit what learners associate with Australia and New Zealand. They write down or wrote everything they come up with on the blackboard..

Reading comprehension 5-20 min.:

Learners are given a worksheet with a short text. They read the text and answer basic questions related to it. Then learners check their answers with the teacher and reflect on their previous associations.

HW setting and blog introduction: 15-25 min.

The blog (http://proanglictinu.blogspot.cz/) is presented to learners and they copy its web address into their exercise books. The teacher explains how to orientate in the blog and where to find the information learners are going to need for their homework and extra tasks.

The teacher also explains that learners can find all the information and quizzes that are needed for home preparation and self-assessment in the section called 'Australia and New Zealand'. The teacher also informs learners that for each completed quiz that they send on the email proanglictinu@google.com, they will get a 'star'. For three 'stars', they get mark 1 for their activity.

Revision Game 'Risk it!': 15 min.

Learners are divided into three teams. The teacher draws a chart with money on the blackboard. They choose the box in the chart with the amount of virtual money they will get if they answer the question correctly. The winning team is the one which gets the most money. The role of the teacher is to ask questions and keep track of the points (or money).

500 $	1000 $	2000 $
1000 $	500 $	1000 $
2000 $	2000 $	500 $
2000 $	500 $	1000 $
500 $	2000 $	1000 $

500 $	1) How many people live in Australia? 23 million.
	2) The Capital city of Australia is _____ . Canberra.
	3) What is the name of the big bird that runs? Ostrich.
	4) What is the biggest city in Australia? Sydney
1000 $	5) How many per cent of the country is the desert? 60%
	6) What is the capital city of New Zealand? Wellington
	7) What is the name of the small bird that doesn't fly? Kiwi
	8) What does the word '*species'* mean in Czech? živočišný/rostlinný druh
2000 $	9) What is the name of the Australian desert area? outback
	10) Who were the first people in Australia? Aborigines
	11) Who were the first people in New Zealand? Maori
	12) What is the name of the typical New Zealand dance? Haka dance

Worksheet[26]:

Australia and New Zealand

Australia is both a country and a continent with 23 million people. It lies between the Indian Ocean on the west and the Pacific Ocean on the east. The capital of Australia is Canberra but the biggest city is Sydney with its famous Opera House. More than 60% of the country is desert, called 'Outback'. The first people of Australia are called Aborigines who hunted animals with boomerangs, ate plants and built grass huts. There are many interesting species of animals – such as kangaroo, ostrich and platypus. New Zealand is an island country. The capital city is Wellington. The first people in New Zealand were Maori. Maori people are famous for their face tattoos and Haka which is a war dance. If you saw Lord of the Rings, you already know how New Zealand landscapes look like. Maybe you also know kiwi, which is a small bird that doesn't fly.

Read the text and answer the questions

1. How many people live in Australia?
_____

2. What is the capital city of Australia?
_____

3. What is the biggest city in Australia?
_____

4. How many per cent of Australia is a desert?
_____

5. Who were the first people in Australia?
_____

6. Can you name any Australian animals?
_____

7. What is the capital city of New Zealand?
_____

8. Who were the first people in New Zealand?
_____

9. What is the name of the Maori dance?
_____

10. What is the name of the New Zealand bird?
_____

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[26] Sources:
DENNIS (2000: 3)
KOUBEK (2015)

APPENDIX 11: AUSTRALIA ON THE MAP

Class:	**9th grade**
Lesson aim:	Learners produce their own Australian map of interests with cities and natural sights they like and they present their maps to the rest of the class.
Methods:	• Task-assignment method
Topic:	• Australian cities and natural sights
Language target:	• new vocabulary input • development of writing skills • development of speaking skills
Teaching aids:	• Blank map of Australia for each pair of students • Set of pictures and descriptions for each pair of students • PC, data projector, internet • Blank sheets of paper • Glue • Scissors

Lesson structure:

Tune-in blog activity: 0-10 min.

Teacher opens the quiz Australia or New Zealand[27] in the blog. Learners decide which picture

related to Australia and which to New Zealand:

- Kiwi – NZ
- Sydney Opera House – A
- Koala – A
- Maori tattoo face – NZ
- Kangaroo – A
- Platypus - A
- Lord of the Rings - NZ
- Great Barrier Reef – A
- Barbecue – A
- Sheep – NZ

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[27] http://proanglictinu.blogspot.cz/2016/10/australia-or-new-zealand.html

<u>Map production: 10-30 min.</u>

Learners are divided into pairs. They choose at least three natural sights or cities that they like and create their own map of Australia with the sights, their locations and descriptions. Learners are given blank maps, pictures and descriptions of the sights. Learners can access the article 'Wandering around Australia[28]' or 'Australia on the map[29]' for additional information or inspiration.

<u>Map presentation: 30-40 min.</u>

Learners present their maps to their peers.

<u>Quiz assignment: 40-45 min.</u>

Learners are directed to a revision quiz in the blog[30] for which they can get a 'star'.

Blank map of Australia:

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[28] http://proanglictinu.blogspot.cz/2016/10/wandering-around-australia-and-new.html
[29] http://proanglictinu.blogspot.cz/2016/10/australia-on-map.html
[30] http://proanglictinu.blogspot.cz/2016/10/what-do-you-know-about-australia-test.html
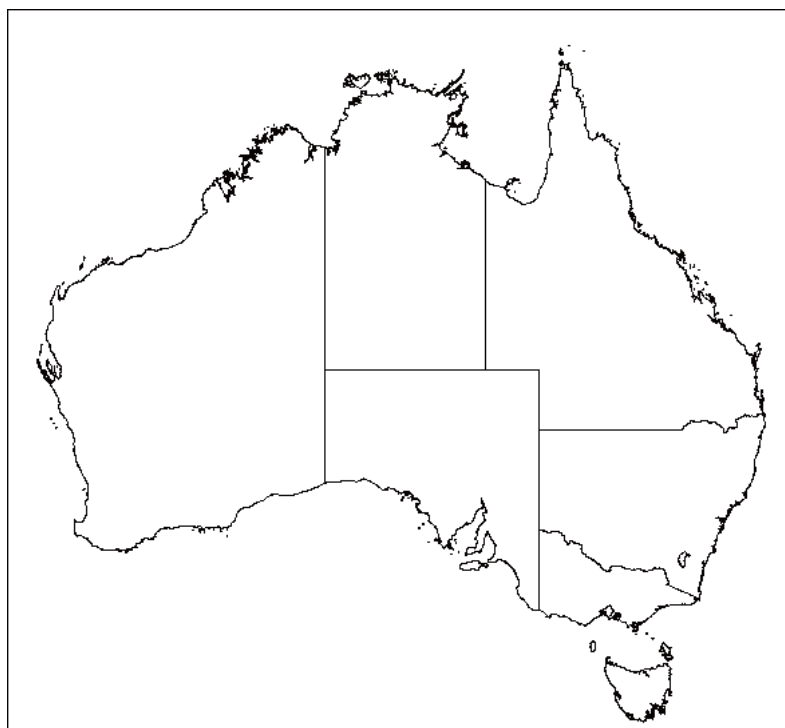
Pictures[31] and descriptions[32]:

 1	**Canberra** It is the capital of Australia. New Parliament House and the Australian War *Memorial are the greatest *monuments of Canberra. *Vocabulary: memorial /məˈmɔːriəl/ památník monument /ˈmɒnjumənt/ památka
 2	**Sydney** Sydney is a city of beaches and *yachting. You can go to *Royal Botanic Gardens where you can relax or you can visit the famous Opera House. If you are interested in *art, do not *miss the Museum of *Contemporary Art. *Vocabulary: yachting /ˈjɒt ɪŋ/ jachting Royal /ˈrɔɪəl/ královský art /ɑːt/ umění contemporary /kənˈtempərər/ současný
 3	***Great Barrier Reef** It is 2,000km long and it is *located on the east coast of Australia. It is the place with a great amount of *coral, tropical fish and other sea animals such as *turtles. People *dive or *snorkel to see them. *Vocabulary: Great Barrier Reef /greɪt ˈbæriə riːf/ Velký barierový útes located /ləʊˈkeɪtɪd/ nacházet se turtle /ˈtɜːtəl/ želva coral /ˈkɒrəl/ korály dive /daɪv/ potápět se snorkel /ˈsnɔːkəl/ šnorchlovat
 4	**Kakadu National Park** It is the area where Aborigines (the first people in Australia) still live in *tribes. Tourists come to see *waterfalls, crocodiles, and old Aboriginal *paintings. *Vocabulary: tribe /traɪb/ kmenové společenství waterfall /ˈwɔːtəfɔːl/ vodopády painting /ˈpeɪntɪŋ/ malba
 5	**Uluru** It is the largest single rock in the world. It is Aboriginal *sacred site and there are also old Aboriginal paintings. *Vocabulary: sacred site /ˈseɪkrɪd saɪt/ posvátné místo
 6	**Wave Rock** This rock is more than 100m long and 15m high. It looks like a *wave. *Vocabulary: wave /weɪv/ vlna

[31] The pictures are borrowed from publically available sources. All links to the picture sources are included in the bibliography of the diploma thesis. Pictures in colour are accessible at proanglictinu.blogspot.com.

[32] DENNIS (2000: 42-45; 22-27; 50-51; 62-63; 66-67; 78-79)

APPENDIX 12: ABORIGINAL DREAMTIME STORY

Class:	**9th grade**
Lesson aim:	Learners express their opinion on Aboriginal story of creation and they compare it with the biblical story of creation.
Methods:	• Task-assignment method • Discussion
Topic:	• Aboriginal Dreamtime Story
Language target:	• New vocabulary input • Development of reading comprehension • Development of speaking skills
Teaching aids:	• Worksheet (Rainbow Serpent) • PC, internet, data projector • Video[33] with biblical story of creation

Lesson structure:

Ordering the text pieces: 0-10 min.

Learners are divided into four even groups. Each group is given an Aboriginal dreamtime story called The Rainbow Serpent (Worksheet). The teacher tells the learners that as the Aborigines did not write and read they transmitted their knowledge through art and storytelling. This is an old Aboriginal story about the creation of the world.

The story is cut into pieces as indicated in the worksheet. Firstly, learners are supposed to skim through the text and try to order the pieces into a coherent text. They check their results with the teacher so that all groups know the correct order of the text pieces.

Text reading: 10-20 min.

Each group reads one piece of the text. They can make notes on what they have read.

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[33] http://proanglictinu.blogspot.cz/2016/10/aboriginal-dreamtime-story.html

<u>Story telling: 20-25 min.</u>

Then each group is supposed to recount their paragraph in a simple way so that all the learners get the whole story.

<u>Video about World Creation as written in the Bible: 25-30 min.</u>

Learners watch a simple <u>video in the blog</u>[34] that shows the story of the creation of the world as it is described in the Bible. Learners are supposed to take notes of what happened in each day of Creation.

<u>Comparison of the two creation stories: 30-35 min.</u>

Learners try to find and note down some similarities and differences.

<u>Follow-up discussion: 35-45 min.</u>

Teacher goes through the similarities and the differences between the Bible and the Aboriginal story. Then he tries to provoke a discussion by following questions (in this stage of the lesson the Czech language is also acceptable):

- Did it surprise you how much are these two stories similar?
- Do you think that there are some similarities between these stories and Darwin's Evolution Theory? Do you think that the theory contradicts the stories?
- What do you think we can take something from the two stories in our everyday life?
- Did you notice that the Rainbow Serpent is referred to as 'she'? Why do you think it is so?
- Have you ever heard about a different creation story?

Learners can access the Dreamtime story about the Rainbow Serpent <u>in the blog</u>[35].

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[34] http://proanglictinu.blogspot.cz/2016/10/aboriginal-dreamtime-story.html
[35] http://proanglictinu.blogspot.cz/2016/10/aboriginal-dreamtime-story.html

Worksheet[36]:

The Rainbow Serpent

In the Dreamtime all earth lay sleeping. Nothing moved. Nothing grew. One day the Rainbow Serpent* awoke from her sleep and came out from under the ground. She travelled far and finally became tired and curled up* and slept. She left marks* of her sleeping body and her tracks. Then she returned* to the place where she had first appeared, and called to the frogs, "Come out!"

The frogs came out slow because their bellies* were heavy with water, which they had stored* in their sleep. The Rainbow serpent tickled* their stomachs and when the frogs laughed, water ran all over the earth to fill the tracks of the Rainbow Serpent. This is how lakes and rivers were formed.

With water, grass and trees grew. Also all animals awoke and followed the Rainbow Serpent across the land. They were happy on earth and each lived and gathered food with his own tribe. Some animals live in rocks, others on the plains* and others in trees and in the air.

The Rainbow Serpent made laws* that they all were to obey, but some animals made trouble. The Rainbow Serpent said,* Those who keep my laws will be rewarded*; I shall give them human form. Those who break my laws will be punished* and turned to stone and they will never walk the earth again.

The lawbreakers became stone and turned to mountains and hills, but those who kept the laws were turned into human form. The Rainbow Serpent gave each of them their own totem of the animal, bird or reptile from where they came. The tribes knew themselves by their totems: kangaroo, emu, carpet snake, and many, many more. So no one would starve, the Rainbow Serpent ruled that no man will eat of his totem, but only of other totems. This way there was food for everyone.

The tribes* lived together on the land given to them by the Rainbow Serpent or Mother of Life and knew the land would always be theirs, and no one will ever take it from them.

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[36] **Source:**
Dreamtime Stories - the Rainbow Serpent. Dostupné z:
http://www.expedition360.com/australia_lessons_literacy/2001/09/dreamtime_stories_the_rainbow.html

APPENDIX 13: MENTOR'S ASSESSMENT OF THE COURSES

The courses had adequate and complex learning objectives. Learners were able to accomplish the lesson aims but at the same time the aims were challenging enough to be interesting for learners. Lesson plans included enough space for the teacher to evaluate learners' performance but without using traditional assessment methods such as testing. The courses were clearly structured into individual lessons.

The lessons included variety of different teaching methods and activities that were new to the learners and that helped to develop all the language skills (listening, speaking, reading, and writing). Discussions that usually took part at the end of the courses were beneficial for learners' awareness of different cultures and cultural backgrounds. They were also beneficial for development of speaking skills, although generally learners were shy to speak. Lesson plans usually involved pre-teaching activities, the main activity and then a follow-up activity which made the lesson nicely structured. All the lessons were well prepared and their time management was also good.

The courses were nicely connected to the blog because learners usually watched some videos or did some online quizzes in the lessons and then they were directed to extra tasks or quizzes that they could complete at home and send to the teacher-trainee. Surprisingly, learners were generally highly motivated to do online tasks and the quizzes and even if their main motivation was to get mark one for the quizzes, it is still profitable for them.

The atmosphere in the classroom was usually relaxed and learners reacted lively to the instructions but they did not really communicate in English which is rather normal. The instructions were clear and learners were led to completing the tasks independently of the teacher. The achievement of the learning goals was controlled in every lesson in different ways (e.g. by revision games, discussions, etc.).

APPENDIX 14: MENTOR'S ASSESSMENT OF THE BLOG

The content of the lessons is efficiently linked to the articles in the blog which provides sufficient amount of articles on different topics and therefore the blog is quite complex. The menu on the top of the blog page makes the blog neatly organized. The blog has nice design which does not disturb its readers from focusing on the text of the articles. The length of the articles is proportionate to learners' abilities and it reflects different language levels of learners. Pictures that are attached to the articles nicely illustrate the texts.

Language level of the articles (concerning grammar, vocabulary, phrases, etc.) is adequate to learners' language levels and the articles are grammatically correct. The blog uses the mother tongue in a meaningful way, usually for giving instructions, which is acceptable as the blog is primarily designed for learners' self access. The blog enhances learners' language skills, namely reading and listening. The space for improvement lies in incorporating exercises and tasks that would enhance learners' writing skills. This could be done either in the form of written tasks sent to the teacher by e-mail or by enhancing learners' activity to comment on the articles.

The blog is interesting and it broadens learners' horizons in the field of English-speaking countries and their cultures. It provides a sufficient support for learners' self-access and it enhances their responsibility and independency in the learning process. Learners are directed to other sources and led to search for other information although the number of search-based activities could be enlarged.

From the perspective of the teacher, the blog is flexible and suitable for different teaching methods. It is a useful tool not only for learning but also for teaching because it is a good source both for learners and for the teachers. The blog can be used for teaching the topic even without lesson plans that are attached to the blog. I would definitely recommend other teachers to use the blog and I plan to use it myself later on.

APPENDIX 15: SELF-ASSESSMENT

The project proved to be well prepared and therefore the realization of it was not that demanding. The lessons were realized without any major difficulties. I appreciated learners' positive reactions towards the blog and their enthusiasm about the project which helped me a lot in the realization of the courses. The blog provided enough support both for the learners and for me as a teacher because it worked as a stock of activities or materials that were in hand in case it was needed which gave me a sense of security.

The learning objectives of the courses proved to be adequate to learners' needs and abilities. 9th grade learners would be able to perform even more demanding activity in the production stage of the course *(see appendix 11)*, but overall the activities seemed to be challenging for the learners. Mostly, the learning outcomes were achieved in all four courses. The classroom management was good and learners participated in all activities and tasks assigned in lessons and they seemed motivated. The classroom climate was usually nice and lessons were lively. Learners were not afraid to ask if they did not understand me or if they had difficulties with performing the task. Learners usually struggled in speaking activities because they were either shy to speak or they did not have sufficient vocabulary or language skills to speak about the topics they were supposed to but this had been presumed in the phase of the course development and in some activities speaking in English was not even required.

The blog provided sufficient amount of quizzes and tasks that were occasionally used in the lessons as well. Since learners' interest in filling the online exercises was bigger than expected, it would be possible to incorporate even more exercises. Some videos in the blog were used in the lessons and it was convenient that they were stored in one place and easily accessible. In the future it would be beneficial to include more tasks that would involve web searching, problem solving or expressing learners' opinions on some issues.

APPENDIX 16: QUESTIONNAIRE (ENGLISH VERSION)

Class:	
Sex:	
Age:	

1	**How much time do you spend on the internet?** *Circle the option.*				
a)	less than 1h/day				
b)	1h/day				
c)	2h/day				
d)	3h/day				
e)	4h/day				
f)	more than 5h/day				
2	**I use the internet mainly for:** *You can circle more than one option.*				
a)	communication with friends				
b)	playing online computer games				
c)	watching online TVs, videos, series, films				
d)	searching for information for school				
e)	searching for information for hobbies (sports, clubs, elective subjects, etc.)				
f)	reading news (e.g. Idnes.cz, novinky.cz, etc.)				
g)	others:				

3	**LEARNERS** *(mark your answer with a cross in the right column)*	**Yes**	**Rather yes**	**Rather no**	**No**
1)	Do you use internet for education?				
2)	Do you use internet for searching for information that you need for school projects, essays, homework, etc.?				
3)	Do you use online encyclopaedias or other web pages to prepare for the tests at school?				
4)	Do you watch educational programmes on online TVs?				
5)	Do you use web pages to do exercises when preparing for school?				
6)	Do you search web to find information that you use for your hobbies (sports, clubs, elective subjects, etc.)?				

4	**TEACHERS** *(mark your answer with a cross in the right column)*	**Yes**	**Rather yes**	**Rather no**	**No**
1)	Do your teachers use ICT (e.g. PC, data projector, IWB, internet, etc.) in their lessons?				

5	**TEACHERS USE ICT (e.g. PC, data projector, IWB, internet, etc.) IN ORDER TO:** *(mark your answer with a cross in the right column)*				
a)	project things on whiteboard.				
b)	do electronic exercises in the lessons				
c)	play educational games in the lessons				
d)	make you search for information that is needed for project work, seminar papers, tasks, etc.				
e)	others:				

6	**TEACHERS' GUIDANCE FOR THE LEARNERS ON USING THE INTERNET** *(mark your answer with a cross in the right column)*	**Yes**	**Rather yes**	**Rather no**	**No**
1)	Do your teachers want you to find information for school projects, essays, homework, etc. on the internet?				
2)	Do your teachers guide you to sort out the information and process the information that you find online (e.g. writing reports, summaries, etc.)?				
3)	Do the teachers guide you to evaluate the web pages (e.g. in terms of reliability)?				

7	**BLOG ASSESSMENT** *You can circle more than one option.*	**Yes**	**Rather yes**	**Rather no**	**No**
1)	Was blog clearly organized?				
2)	Did the texts, quizzes and tasks correspond with your level of English?				
3)	Did you learn new information about English-speaking countries in the blog?				

8	**BLOG USE** *(mark your answer with a cross in the right column)*	**Yes**	**Rather yes**	**Rather no**	**No**
1)	Did you do all the recommended exercises in the blog?				
2)	Did you do even some other quizzes and tasks than those recommended for you?				
3)	Did you open any external links in the blog?				
4)	Did you read some extra articles in the blog that were not directly connected to the country dealt with in the lessons?				
5)	Did the blog motivate you to search for new information on other web pages, in the books, on TV, in the magazines, etc.?				

9	**MOTIVATION FOR USING THE BLOG** *(mark your answer with a cross in the right column)*	**Yes**	**Rather yes**	**Rather no**	**No**
1)	Did the topic of English-speaking countries engage your attention?				
2)	Was the possibility to get mark one for completed tasks your main motivator?				
3)	Was it motivating for you that you could find extra information in the blog (apart from those discussed in the lessons)?				
10	**LEARNERS' ATTITUDES** *(mark your answer with a cross in the right column)*	**Yes**	**Rather yes**	**Rather no**	**No**
1)	Did you appreciate the interconnection between the lessons and the articles in the blog?				
2)	Did you like doing your homework and preparing for school online?				
3)	Did you appreciate immediate feedback from your teacher via e-mail?				
4)	If you had a chance, would you use a similar online support in your future education?				

APPENDIX 17: QUESTIONNAIRE (CZECH VERSION)

Třída:	
Pohlaví:	
Věk	

1	**Kolik času trávíš denně na internetu?** *Zakroužkuj svoji odpověď.*				
a)	méně než hodinu denně				
b)	1 hodinu denně				
c)	2 hodiny denně				
d)	3 hodiny denně				
e)	4 hodiny denně				
f)	více než pět hodin denně				
2	**Internet využívám nejčastěji ke:** *Vyber jednu i více z nabízených možností.*				
a)	komunikaci s přáteli				
b)	hraní online počítačových her				
c)	sledování internetových televizí, videí, seriálů, filmů, atd.				
d)	vyhledávání informací pro školu				
e)	vyhledávání informací pro své zájmové aktivity (kroužky, nepovinné předměty, sport, apod.)				
f)	čtení internetových deníků (např. idnes.cz, novinky.cz, a j.)				
g)	jiné:				
3	**ŽÁCI** *(označ svou odpověď křížkem v příslušném sloupci)*	**Ano**	**Spíše ano**	**Spíše ne**	**Ne**
1)	Využíváš internet ke svému vzdělávání?				
2)	Využíváš internet k vyhledávání informací, které potřebuješ k plnění školních projektů, seminárních prací, úkolů, apod.?				
3)	Využíváš internetové encyklopedie nebo jiné webové stránky k přípravě na písemné práce?				
4)	Sleduješ vzdělávací pořady na internetových televizích?				
5)	Využíváš k přípravě na vyučování internetové stránky, které nabízí procvičování učiva?				
6)	Vyhledáváš si na internetu informace, které využíváš při svých zájmových aktivitách (kroužky, nepovinné předměty, sport apod.?				

4	**UČITELÉ** *(označ svou odpověď křížkem v příslušném sloupci)*	Ano	Spíše ano	Spíše ne	Ne
1)	Využívají vaši učitelé ve výuce informační technologie (počítač, data projektor, interaktivní tabule, internet, apod.)?				
5	**JAKÝM ZPŮSOBEM POUŽÍVAJÍ UČITELÉ INFORMAČNÍ TECHNOLOGIE (např. PC, data projektor, interaktivní tabuli, internet, a j.) VE VÝUCE?** *Vyber jednu i více z nabízených možností.*				
a)	K promítání obrázků a videí				
b)	K vyplňování elektronických cvičení				
c)	Ke hraní vzdělávacích her				
d)	Nechají nás vyhledávat informace k tvorbě projektů, seminárních prací, úkolů, atd.				
e)	Jiné:				
6	**PODPORA VYUŽÍVÁNÍ INTERNETU KE VZDĚLÁVÁNÍ ŽÁKŮ** *(označ svou odpověď křížkem v příslušném sloupci)*	Ano	Spíše ano	Spíše ne	Ne
1)	Vedou tě učitelé k vyhledávání informací na internetu?				
2)	Vedou tě učitelé ke třídění a zpracovávání informací, které najdeš na internetu (např. při tvorbě výpisků, referátů, apod.)?				
3)	Vedou tě učitelé k hodnocení internetových zdrojů (např. z hlediska jejich důveryhodnosti?				
7	**HODNOCENÍ BLOGU** *(označ svou odpověď křížkem v příslušném sloupci)*	Ano	Spíše ano	Spíše ne	Ne
1)	Byl blog přehledný?				
2)	Odpovídaly texty, kvízy a zadané úkoly tvé úrovni znalostí anglického jazyka?				
3)	Rozšířil blog tvé znalosti o anglicky mluvících zemích?				
8	**VYUŽITÍ BLOGU** *(označ svou odpověď křížkem v příslušném sloupci)*	Ano	Spíše ano	Spíše ne	Ne
1)	Udělal jsi na blogu všechna doporučená cvičení?				
2)	Udělal jsi i jiná cvičení než ta, která byla doporučena ve vyučovací hodině?				
3)	Otevřel jsi některé odkazy, které směřovaly mimo stránky blogu?				
4)	Četl jsi na blogu i články o jiných zemích, než o kterých jsme se učili během projektu?				
5)	Motivoval tě blog k vyhledávání nových informací jinde na internetu, v knihách, v televizi, v časopisech apod.?				

9	**MOTIVACE PRO PRÁCI S BLOGEM** *(označ svou odpověď křížkem v příslušném sloupci)*	Ano	Spíše ano	Spíše ne	Ne
1)	Zaujalo tě téma anglicky mluvících zemí?				
2)	Byla pro tebe hlavní motivací pro práci s blogem možnost získat jedničku za vyplněná cvičení?				
3)	Motivovala tě možnost dozvědět se na blogu více informací než jen ty, které zazněly během vyučovacích hodin?				
10	**POSTOJE ŽÁKŮ** *(označ svou odpověď křížkem v příslušném sloupci)*	Ano	Spíše ano	Spíše ne	Ne
1)	Ocenil jsi propojení práce v hodině s články na blogu?				
2)	Vyhovovala ti elektronická forma plnění domácích úkolů a přípravy na vyučování?				
3)	Ocenil jsi možnost okamžité zpětné vazby od učitele prostřednictvím emailu?				
4)	Kdybys měl možnost i nadále využívat podobnou elektronickou podporu jako je blog, využíval bys ji?				

APPENDIX 18: LIST OF TABLES AND FIGURES

RESUMÉ

V rámci této diplomové práce byla pro žáky druhého stupně základní školy vytvořena online výuková podpora pro studium anglo-amerických reálií ve formě blogu, který byl využit jak během výuky anglického jazyka, tak i pro samostudium žáků a jejich domácí přípravu. Hlavním cílem práce bylo formou dotazníkového šetření zjistit, jakým způsobem žáci blog využívali, jaká byla jejich motivace pro práci s blogem a jaké byly jejich postoje k učení s online výukovou podporou. Bylo zjištěno, že naprostá většina žáků ocenila propojení výuky s články na blogu stejně jako možnost připravit se prostřednictvím blogu na výuku. V neposlední řadě, převážná většina žáků uvedla, že by ráda využívala podobnou výukovou podporu i nadále.

ANOTACE

Jméno a příjmení:	Bc. Anna Pecháčková
Katedra:	Ústav cizích jazyků
Vedoucí práce:	PhDr. Světlana Obenausová, MLitt, Ph.D.
Rok obhajoby:	2017

Název práce:	Využití blogu jako online výukové podpory ke studiu anglo-amerických reálií
Název v angličtině:	Using a blog as an online support for teaching and learning British and American cultural studies
Anotace práce:	Tato diplomová práce se zabývá tvorbou online výukové podpory pro studium anglo-amerických reálií ve formě blogu a jejím následným využitím ve výuce anglického jazyka na základní škole. Hlavním cílem praktické části je pomocí dotazníkového šetření zjistit, jakým způsobem žáci blog využívali, jaká byla jejich motivace pro práci s blogem a jaké byly jejich postoje k učení s online výukovou podporou.
Klíčová slova:	využití ICT ve výuce; blog; online výuková podpora; výuka anglo-amerických reálií; anglicky mluvící země
Anotace v angličtině:	The diploma thesis is concerned with the development of online support for teaching and learning British and American cultural studies in the form of a blog subsequently applied at the second stage of the basic school. The main objective of the practical part is to ascertain how learners used the blog, what motivated them to do so, and what their attitudes to learning with the online support were.
Klíčová slova v angličtině:	using ICT in education; blog; online learning support; teaching British and American cultural studies; English-speaking countries
Přílohy vázané v práci:	Přílohy 1-12: plány vyučovacích hodin Příloha 13: hodnocení vyučovacích hodin cvičným učitelem Příloha 14: hodnocení blogu cvičným učitelem Příloha 15: autoevaluace diplomového projektu Příloha 16: dotazník (verze v anglickém jazyce) Příloha 17: dotazník (verze v českém jazyce) Příloha 18: seznam tabulek a grafů
Rozsah práce:	135 s.
Jazyk práce:	Anglický