

**Univerzita Karlova v Praze**

Filozofická fakulta

Ústav anglického jazyka a didaktiky

Filologie – Didaktika konkrétního jazyka (anglický jazyk)

František Tůma

**Rozvíjení komunikační kompetence pomocí online  
diskusních úkolů: Počítačem zprostředkovaná  
komunikace a dovednost psaní.**

**Developing Communicative Competence through  
Online Discussion Tasks: Computer Mediated  
Communication and the Skill of Writing.**

Disertační práce

vedoucí práce - Doc. PhDr. Michaela Píšová, Ph.D., M.A.

2012

Prohlašuji, že jsem disertační práci napsal samostatně s využitím pouze uvedených a řádně citovaných pramenů a literatury a že práce nebyla využita v rámci jiného vysokoškolského studia či k získání jiného nebo stejného titulu.

František Tůma

V Liberci dne 18. 4. 2012

Největší poděkování patří mé školitelce doc. Michaele Pišové za její odborné vedení i osobní podporu při tvorbě této práce. Dále děkuji dr. Janu Činčerovi, dr. Markétě Malé a dr. Svatavě Škodové za připomínky a náměty k dílčím částem této práce.

Tato práce vznikla na půdě Fakulty přírodovědně-humanitní a pedagogické Technické univerzity v Liberci. Chtěl bych proto poděkovat této instituci, která v rámci řešení grantů Studentské grantové soutěže podpořila procesy sběru dat a poskytla prostředky na nákup literatury. Poděkování patří i pracovníkům Katedry anglického jazyka za vytvoření prostředí a podmínek, které mi umožnily realizovat výzkum a tuto práci sepsat. Kromě toho děkuji dr. Martinu Slavíkovi za pomoc a technickou podporu související s realizací výzkumu v rámci online prostředí *Moodle*.

Děkuji také bc. Tomáši Lengálovi za flexibilní spolupráci při analýze nasbíraných dat a dr. Zuzaně Šaffkové za pomoc při administraci grantů a podporu při jejich řešení.

## **Abstract**

This dissertation deals with the developing and development of EFL learners' communicative competence in writing in a blended learning course. The dissertation addresses issues related to the conceptualization of developing communicative competence and measuring learners' progress as well as using ICT in foreign language teaching. The underlying research question was whether learners' communicative competence changed after using a series of online discussion tasks, and if so, in what manner. The empirical research was conducted as a case study in which 18 learners in an EFL course at the CEFR A2 level participated in three discussion tasks conducted online, using asynchronous discussion forum. The discussions were built on social constructivist learning theories. Methods of data collection and analysis included pre- and post-tests, learner corpus compiled from the texts written by the students in two online discussions and its analysis, and a questionnaire survey. The results showed that learners' overall level of communicative competence in writing improved. Specifically, the syntactic complexity of learners' language produced at the beginning and at the end of the course increased and learners' perceived fluency in writing improved. These findings support the claim that learners' active participation in online discussion tasks develops their communicative competence. However, the results in the field of language accuracy remain inconclusive, especially in the area of morphological tense errors.

**Key words:** communicative competence, blended learning, social constructivist learning theories, syntactic complexity, accuracy, fluency, learner corpus, case study.

## **Abstrakt**

Předkládaná disertační práce se zabývá rozvíjením a rozvojem komunikační kompetence v oblasti psaní v blended learning kurzu u studentů angličtiny jako cizího jazyka. Práce se zaměřuje na konceptualizaci procesů rozvíjení komunikační kompetence u studentů v tericiárním vzdělávání a na měření výsledků těchto procesů, dále také na používání informačních a komunikačních technologií (ICT) ve výuce cizích jazyků. Základní výzkumnou otázkou bylo, zda se komunikační kompetence u studentů změnila po použití sady online diskusních úkolů, a pokud ano, jakým způsobem. Jako vhodný výzkumný design byla zvolena případová studie, ve které 18 studentů v kurzu angličtiny jako cizího jazyka na úrovni A2 dle SERRJ participovalo ve třech diskusních úkolech provedených online za použití asynchronního diskusního fóra. Projektování diskusí vycházelo ze sociálně-konstruktivistických teorií učení. Metody sběru a analýzy dat zahrnovaly pre- a post-testy, žákovský korpus založený na textech napsaných studenty ve dvou online diskusích a analýzu tohoto korpusu, a dotazníkové šetření. Výsledky ukázaly, že se u studentů celková úroveň komunikační kompetence v oblasti psaní zlepšila. Konkrétně při porovnání textů psaných studenty na začátku a na konci semestru došlo ke zvýšení syntaktické složitosti a dále došlo ke zlepšení vnímané plynulosti psaní. Tato zjištění podporují předpoklad, že aktivní zapojení studentů do online diskusních úkolů vede k rozvoji jejich komunikační kompetence. Nicméně v oblasti jazykové přesnosti se výsledky jeví jako neprůkazné, zvláště v oblasti morfologických chyb v časech.

**Klíčová slova:** komunikační kompetence, blended learning, sociálně-konstruktivistické teorie učení, syntaktická složitost, přesnost, plynulost, žákovský korpus, případová studie.

## Contents

|         |   |    |
|---------|---|----|
| 1       | Introduction.....   | 15 |
| 1.1     | Information society and knowledge society .....   | 15 |
| 1.2     | International recommendations and strategic documents related to education and language teaching..... | 15 |
| 1.3     | The situation in the Czech Republic.....  | 17 |
| 1.4     | The aims of this dissertation and its contribution to foreign language didactics.....                 | 18 |
| 1.5     | The structure of this dissertation .....  | 19 |
| 2       | Communicative competence and related linguistic theories.....   | 21 |
| 2.1     | The development of the concept of communicative competence.....                                       | 21 |
| 2.2     | The Bachman model of communicative competence.....  | 22 |
| 2.3     | Relevant linguistic theories .....  | 26 |
| 2.3.1   | Structural view of language.....  | 26 |
| 2.3.2   | Functional view of language and speech acts theory.....   | 27 |
| 2.4     | Text linguistics .....  | 29 |
| 2.5     | Summary.....  | 31 |
| 3       | Selected psychological and educational perspectives on communication and learning .....               | 32 |
| 3.1     | Theories of communication .....   | 32 |
| 3.1.1   | Interpersonal communication in small groups.....  | 34 |
| 3.1.1.1 | Group size.....   | 34 |
| 3.1.1.2 | Identity and attraction.....  | 35 |
| 3.1.1.3 | Socialization .....   | 36 |
| 3.2     | Theories of learning.....   | 36 |
| 3.2.1   | Social constructivist theories .....  | 37 |
| 3.2.2   | Learning community theories.....  | 39 |
| 3.2.3   | Cooperative learning.....   | 40 |
| 3.2.4   | Instructional design theories.....  | 41 |
| 3.3     | Summary.....  | 42 |
| 4       | (Post-)communicative language teaching and selected theories in second language acquisition.....      | 43 |
| 4.1     | Communicative language teaching.....  | 43 |
| 4.2     | Second language acquisition and communicative language teaching .....                                 | 46 |
| 4.2.1   | Comprehensible input hypothesis.....  | 47 |
| 4.2.2   | Comprehensible output hypothesis.....   | 47 |
| 4.2.3   | Interaction hypothesis.....   | 48 |
| 4.2.4   | Interlanguage .....   | 49 |
| 4.2.5   | Complexity, accuracy and fluency .....  | 50 |
| 4.2.5.1 | Complexity .....  | 50 |
| 4.2.5.2 | Accuracy.....   | 51 |
| 4.2.5.3 | Fluency .....   | 51 |
| 4.2.5.4 | The interplay of complexity, accuracy and fluency.....  | 51 |

|         |  |    |
|---------|--|----|
| 4.2.6   | Implications for this dissertation .....   | 52 |
| 4.3     | Task-based language teaching .....   | 52 |
| 4.3.1   | Task stages .....  | 54 |
| 4.3.2   | Related SLA findings .....   | 55 |
| 4.4     | Developing communicative competence through tasks .....                                    | 55 |
| 4.4.1   | Developing productive skills .....   | 56 |
| 4.4.2   | Teaching writing.....  | 58 |
| 4.4.3   | Measuring the development of communicative competence in learners.....                     | 59 |
| 4.4.4   | The development of complexity, accuracy and fluency .....                                  | 62 |
| 4.5     | Criticism of communicative language teaching and task-based language teaching.....         | 62 |
| 4.6     | Post-communicative language teaching .....   | 63 |
| 4.7     | Summary .....  | 64 |
| 5       | Technology in developing communicative competence.....                                     | 66 |
| 5.1     | Computer mediated communication.....   | 66 |
| 5.1.1   | Linguistic and psychological features .....  | 67 |
| 5.1.2   | Differences with speech .....  | 67 |
| 5.1.3   | Differences with writing.....  | 69 |
| 5.1.4   | New medium .....   | 70 |
| 5.1.4.1 | E-grammar in English .....   | 70 |
| 5.1.4.2 | Herring's faceted classification scheme for CMC.....                                       | 71 |
| 5.2     | Online teaching and learning.....  | 72 |
| 5.3     | Blended learning and foreign language teaching .....                                       | 74 |
| 5.3.1   | Interaction and communication in blended learning .....                                    | 75 |
| 5.3.2   | Self-direction in blended learning .....   | 77 |
| 5.3.3   | Principles of combining and balancing technology and in-class teaching .....               | 79 |
| 5.4     | The issue of enhancement by ICT .....  | 80 |
| 5.4.1   | Enhancement in ICT applications based on instructional design theories .....               | 80 |
| 5.4.2   | Enhancement in ICT applications based on social constructivist theories .....              | 82 |
| 5.5     | Technological realization .....  | 83 |
| 5.6     | Online discussion tasks as tools for developing communicative competence and proficiency.. | 84 |
| 5.6.1   | Asynchronous discussion (mid-task).....  | 85 |
| 5.6.1.1 | Grouping and group size .....  | 85 |
| 5.6.1.2 | Pacing and structuring techniques .....  | 86 |
| 5.6.1.3 | Preparing learners for participation .....   | 87 |
| 5.6.1.4 | Online discussion tasks and assessment .....   | 89 |
| 5.6.1.5 | The teacher's role .....   | 91 |
| 5.6.1.6 | Dealing with problems .....  | 92 |
| 5.6.2   | Guided quizzes (pre-task and post-task).....   | 93 |
| 5.6.3   | Requirements on students.....  | 94 |

|         |  |     |
|---------|--|-----|
| 5.7     | Summary.....   | 94  |
| 6       | ICT in educational literature and Research in the Czech Republic and abroad.....                         | 95  |
| 6.1     | Education and the use of ICT in the Czech Republic and abroad: journals and conference proceedings ..... | 95  |
| 6.2     | Reflection of ICT in books on education in the Czech Republic .....                                      | 98  |
| 6.3     | ICT and foreign language teaching in the Czech Republic .....  | 98  |
| 7       | Background for the empirical research.....   | 100 |
| 7.1     | Foreign languages at the Faculty of Science, Humanities and Education.....                               | 100 |
| 7.2     | Technical solution for the EFL course.....   | 101 |
| 7.2.1   | Interaction on Moodle forums .....   | 102 |
| 7.3     | The emergence of a blended learning course .....   | 104 |
| 7.3.1   | The process of course development and modification.....  | 104 |
| 7.3.2   | The transformation of the EFL course into a blended learning form .....                                  | 105 |
| 7.3.3   | EFL blended learning course design.....  | 106 |
| 7.3.3.1 | Online discussion tasks in the EFL courses.....  | 107 |
| 7.4     | The choice of a methodological framework.....  | 109 |
| 7.5     | Case study methodology.....  | 112 |
| 7.5.1   | Generalizability and other issues in case study research .....   | 113 |
| 7.5.2   | Ethical considerations.....  | 114 |
| 7.5.3   | The components of the research design.....   | 115 |
| 7.5.3.1 | Research question.....   | 115 |
| 7.5.3.2 | Propositions .....   | 116 |
| 7.5.3.3 | Units of analysis .....  | 116 |
| 7.5.3.4 | Methods of data collection and the logic linking the data to the propositions .....                      | 116 |
| 7.5.3.5 | Criteria for interpreting findings.....  | 118 |
| 7.5.4   | Pre-tests and post-tests.....  | 118 |
| 7.5.4.1 | Test content .....   | 119 |
| 7.5.4.2 | Test administration and grading .....  | 120 |
| 7.5.5   | Considerations regarding learner corpus analysis .....   | 121 |
| 7.5.5.1 | Error annotation.....  | 123 |
| 7.5.5.2 | Functional analysis .....  | 126 |
| 7.5.5.3 | Analysis of language functions.....  | 126 |
| 7.5.5.4 | Analysis of syntactic complexity.....  | 127 |
| 7.5.5.5 | Reporting results.....   | 127 |
| 7.5.6   | The issue of fluency.....  | 128 |
| 7.6     | Researchers.....   | 129 |
| 8       | The pilot study (2009/2010) .....  | 130 |
| 8.1     | Research questions and operationalizations of the variables.....   | 130 |
| 8.2     | Methods of data collection and analysis.....   | 131 |
| 8.2.1   | Learner corpus compilation and annotation .....  | 131 |

|         |   |     |
|---------|---|-----|
| 8.3     | Research sample .....   | 132 |
| 8.4     | Results .....   | 132 |
| 8.4.1   | Test scores .....   | 132 |
| 8.4.2   | Accuracy and complexity .....   | 133 |
| 8.5     | Discussion of the findings .....  | 134 |
| 8.6     | Interviews .....  | 135 |
| 8.7     | Implications for the study proper .....   | 136 |
| 8.7.1   | Suggested changes in learner corpus annotation .....  | 137 |
| 8.7.2   | Research design .....   | 138 |
| 9       | The study proper (2010/2011) .....  | 139 |
| 9.1     | Research questions .....  | 139 |
| 9.2     | Methods of data collection and analysis.....  | 140 |
| 9.2.1   | Learner corpus compilation and annotation .....   | 140 |
| 9.2.1.1 | Segmentation .....  | 140 |
| 9.2.1.2 | Error annotation.....   | 141 |
| 9.2.1.3 | Syntactic annotation .....  | 143 |
| 9.2.1.4 | The annotation of language functions .....  | 144 |
| 9.2.1.5 | Procedure.....  | 144 |
| 9.2.2   | Questionnaire survey .....  | 144 |
| 9.3     | Operationalizations of the variables from the research questions .....                              | 145 |
| 9.4     | Research sample .....   | 146 |
| 9.5     | Results .....   | 147 |
| 9.5.1   | Test scores .....   | 148 |
| 9.5.2   | Corpus findings .....   | 148 |
| 9.5.2.1 | Accuracy reflected in the corpus .....  | 149 |
| 9.5.2.2 | The range of language functions .....   | 152 |
| 9.5.2.3 | Syntactic complexity reflected in the corpus.....   | 155 |
| 9.5.2.4 | Summary of corpus findings and their statistical significance.....                                  | 156 |
| 9.5.3   | Questionnaire results .....   | 158 |
| 9.6     | Discussion of findings .....  | 158 |
| 9.6.1   | Answers to research questions.....  | 159 |
| 9.6.1.1 | Did the learners' overall communicative competence in reading and writing change? If yes, how?..... | 159 |
| 9.6.1.2 | Did the learners' language accuracy in writing change? If yes, how? .....                           | 159 |
| 9.6.1.3 | What range of language functions did the learners use in Discussions 1 and 3? .....                 | 159 |
| 9.6.1.4 | Did the learners' syntactic complexity in writing change? If yes, how?.....                         | 160 |
| 9.6.1.5 | How did the learners perceive their fluency in writing in relation to the three discussions?.....   | 161 |
| 9.6.2   | Possible interrelations among the observed phenomena .....  | 161 |
| 9.6.2.1 | Two contrasting students' accounts.....   | 161 |

|  |  |     |
|--|--|-----|
| 9.6.2.2  | Possible interrelatedness among the variables..... | 163 |
| 9.6.3  | Limitations of this study .....                    | 166 |
| 9.6.4  | Further steps .....                                | 167 |
| 10   | Conclusion .....                                   | 170 |
| 11   | Resumé .....                                       | 172 |
| 13   | References.....                                    | 176 |
| Appendices .....   |  | 193 |
| Appendix 1: The EFL course syllabus and online discussion tasks..... |  | 193 |
| Appendix 2: Pre- and post-tests .....                                |  | 201 |
| Appendix 3: Results from the pilot study.....                        |  | 205 |
| Appendix 4: Corpus annotation (study proper).....                    |  | 208 |
| Appendix 5: Corpus excerpts (study proper) .....                     |  | 216 |
| Appendix 6: Detailed results (study proper) .....                    |  | 251 |
| Appendix 7: A study of selected errors (study proper) .....          |  | 259 |

## Tables

|   |     |
|---|-----|
| Table 1: A classification of learning theories.....   | 37  |
| Table 2: A comparison of Brown's (2003) speaking and writing macroskills.....   | 57  |
| Table 3: Situation factors .....  | 72  |
| Table 4: A comparison of asynchronous CMC and face-to-face communication.....   | 76  |
| Table 5: Selected synchronous and asynchronous events .....   | 77  |
| Table 6: The scheme of an online discussion task .....  | 85  |
| Table 7: The numbers of students in the summer semester of the EFL course .....   | 105 |
| Table 8: Characteristics of pre-tests and post-tests .....  | 120 |
| Table 9: The segmentation in learner corpus .....   | 141 |
| Table 10: The domains and types of errors in the error annotation (clausal material).....   | 143 |
| Table 11: Corpus segments .....   | 149 |
| Table 12: A summary of corpus findings and their statistical significance.....  | 157 |
| Table 13: Pre- and post-test results .....  | 205 |
| Table 14: Distribution of language functions in Discussions 1 and 3 .....   | 206 |
| Table 15: Distribution of errors in Discussions 1 and 3 .....   | 207 |
| Table 16: Segmentations and layers of annotation of the corpus .....  | 208 |
| Table 17: Error annotation for clausal material (ClaM).....   | 209 |
| Table 18: Error annotation for phrases in non-clausal material (NClaM-Phr).....   | 211 |
| Table 19: Language functions – clauses (ClaM-Cla).....  | 212 |
| Table 20: Phrases and their functional annotation. ....   | 213 |
| Table 21: Syntactic annotation of subordinate clauses.....  | 215 |
| Table 22: Pre- and post-test results .....  | 251 |
| Table 23: A detailed description of the corpus.....   | 252 |
| Table 24: The overall distribution of errors (in %) .....   | 253 |
| Table 25: Distribution of morphological errors (in %) .....   | 254 |
| Table 26: Distribution of language functions in Discussion 1 (in %) .....   | 255 |
| Table 27: Distribution of language functions in Discussion 3 (in %) .....   | 256 |
| Table 28: Syntactic complexity.....   | 257 |
| Table 29: Perceived fluency .....   | 258 |
| Table 30: The language functions expressed by erroneous forms (Morphology-Tense) in Discussions 1 and 3 .....                             | 259 |
| Table 31: Morphological errors in the forms expressing reporting and narrating (Rep) and intentions (Int) in clausal material (ClaM)..... | 259 |
| Table 32: A sample of the first ten segments from Discussion 3 marked as morphologically incorrect (Tense).....                           | 259 |

## Figures

|  |     |
|--|-----|
| Figure 1: The Bachman model of communicative competence (1990).....  | 23  |
| Figure 2: The structure of language competence in the Bachman model of communicative competence (1990). .....            | 24  |
| Figure 3: A framework for analyzing communication (Stern, 1983, p. 128) .....  | 33  |
| Figure 4: The reflection of ICT in selected categories of educational journals and conference proceedings .....          | 97  |
| Figure 5: Text-formatting toolbar in Moodle .....  | 103 |
| Figure 6: Single case study with embedded units of analysis (after Yin, 2009, p. 49).....                                | 113 |
| Figure 7: The sequence of data collection and related operations (a general framework) .....                             | 117 |
| Figure 8: Pre- and post-test results .....   | 133 |
| Figure 9: Pre- and post-test results .....   | 148 |
| Figure 10: The overall distribution of errors in Discussions 1 and 3 .....   | 150 |
| Figure 11: The distribution of morphological errors .....  | 151 |
| Figure 12: The overall frequencies of language functions in Discussions 1 and 3 .....                                    | 153 |
| Figure 13: The distribution of selected language functions related to social contact in Discussions 1 and 3 .....        | 154 |
| Figure 14: The distribution of selected language functions related to talking about oneself in Discussions 1 and 3 ..... | 154 |
| Figure 15: Coordination and subordination indexes in Discussions 1 and 3.....  | 155 |
| Figure 16: Clause length in Discussions 1 and 3.....   | 156 |
| Figure 17: Perceived fluency effect in the sample.....   | 158 |
| Figure 18: The language functions expressed by morphologically erroneous forms (tense) in Discussions 1 and 3 .....      | 164 |

## Abbreviations

|            |  |
|------------|--|
| Adv        | Adverbial clause                           |
| Agg        | Agglutination                              |
| Agr        | Expressing (dis)agreement                  |
| Apo        | Apologizing                                |
| App        | Expressing appreciation                    |
| Ask        | Asking                                     |
| Aux        | Auxiliary                                  |
| CEFR       | The Common European Framework of Reference |
| Cer        | Expressing (un)certainty                   |
| Cla        | Clause                                     |
| Cla-length | Clause length                              |
| ClaM       | Clausal material                           |
| CLT        | Communicative language teaching            |
| CMC        | Computer mediated communication            |
| Com        | Comparative clause                         |
| Coo        | Coordination                               |
| Coord      | Coordination index                         |
| Csp        | Complex spelling error                     |
| EAgr       | Enquiring about (dis)agreement             |
| EFL        | English as a foreign language              |
| EInt       | Enquiring about intention                  |
| EKno       | Enquiring about knowledge                  |
| ELik       | Enquiring about (dis)like                  |
| Gra        | Expressing gratitude                       |
| Gre        | Greeting people                            |
| Hop        | Expressing hope                            |
| ICT        | Information and communication technologies |
| Inf        | Inflection                                 |
| Int        | Expressing intention                       |
| KET        | Key English Test                           |
| Kno        | Stating one's knowledge                    |
| L1         | First language                             |
| L2         | Target language                            |
| Lea        | Taking leave                               |
| Lex        | Lexis                                      |
| Lik        | Expressing (dis)like                       |
| Lin        | Linker                                     |
| LMS        | Learning management system                 |

|        |                                  |
|--------|----------------------------------|
| Mco    | Complex morphological error      |
| Mea    | Meaning                          |
| Mor    | Morphology                       |
| NClam  | Non-clausal material             |
| Nom    | Nominal clause                   |
| Obl    | Expressing obligation            |
| Ord    | Word order                       |
| Oth    | Other                            |
| Phr    | Phrase                           |
| Rel    | Relative clause                  |
| Rep    | Reporting, narrating             |
| SLA    | Second language acquisition      |
| Spe    | Spelling                         |
| Subord | Subordination index              |
| Sug    | Suggesting and requesting        |
| Syn    | Syntax                           |
| TBLT   | Task-based language and teaching |
| Ten    | Tense                            |
| ZPD    | Zone of proximal development     |

# 1 INTRODUCTION

The aim of the present dissertation is to investigate the possibility of using technology in foreign language teaching as well as to review and examine interdisciplinary relations between information and communication technologies (ICT) and communicative competence in a foreign language. Strategies and techniques related to developing communicative competence through technology are discussed as well. But before more specific aims of the investigation proper are presented, the focus will be on the motivation for implementing ICT in the process of learning and teaching.

## 1.1 Information society and knowledge society

The concepts of both information society and knowledge society reflect the changes in society and stress the importance of one's ability to process the information available. These skills are important in many fields of human activity, e.g. economics and education. Peterka (2000) discusses the development of terminology denoting the changes in society, and concludes that whereas *knowledge society* stresses the importance of the ability to evaluate the information available, *information society* emphasizes the importance of having the information. Peterka concludes that knowledge society developed from information society. If one is not able to evaluate or process the information available, i.e. to access the knowledge, the information proper is useless (see also Brdička, 2003; Sak et al., 2007; Zounek, 2009a).

Society has changed over the past decades, and it follows that the requirements for education have changed as well. Various sets of abilities, skills and competences have been proposed. One of these proposals is *Skills for the 21<sup>st</sup> century* (Anderson, 2008, p. 10). There are six areas: communication (and using ICT for communication), creativity in knowledge generation, collaboration (teamwork and coordination, networking), critical thinking, ICT literacy and life skills (e.g. ethics, leadership, accountability, self-direction, personal productivity, personal responsibility, etc.) These skills are addressed in a number of recommendations and strategic documents.

## 1.2 International recommendations and strategic documents related to education and language teaching

UNESCO in a document called *Education for the twenty-first century* (1999) proposes four basic pillars of education: learning to know (i.e. knowledge, learning to learn), learning to do (i.e. acquiring occupational skills, but also being flexible when dealing with various situations when working in teams), learning to live together (i.e. understanding other people and appreciating

interdependence – respect for pluralism, mutual understanding, peace, managing conflicts) and learning to be (i.e. developing one’s personality, autonomy, judgment, responsibility and communication skills).

Similarly, the recommendations related to lifelong learning suggest that communication skills and ICT literacy should be developed. There are eight key competences<sup>1</sup>: communication in the mother tongue, communication in foreign languages, mathematical competence, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness (‘Recommendation of the European Parliament and the Council’, 2006). Three of these competences are relevant to this dissertation and can be further specified as follows. In this document, communication in foreign languages is understood as “the ability to express oneself appropriately according to one’s wants or needs.” Digital competence is defined as “confident and critical use of ICT for communication, ... underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet”. The third competence – learning to learn – emphasizes “the ability to pursue and persist in learning” and an individual’s autonomy and self-discipline. Literacy, numeracy and ICT skills are seen as necessary for further learning (‘Recommendation of the European Parliament and the Council’, 2006).

Apart from educational requirements, both equal opportunities and inclusion are stressed in several documents. The G8 summit recommends that “everyone, everywhere should be enabled to participate in and no one should be excluded from the benefits of the global information society” (‘G8 - Okinawa charter on global information society’, 2000). In the European Union, the aim of *A digital agenda for Europe* is “to support broadband, fast and ultra-fast internet connection in order to maximise the social and economic potential of ICT”, which, as a result, should lead to “innovation, economic growth and improvements in daily life for both citizens and businesses” (‘Communication from the Commission’, 2010).

The importance of the ability to speak foreign languages mentioned above is also stressed in many strategic documents. Furthermore, for the context of Europe, *the Common European Framework of Reference for Languages (CEFR, 2001)* addresses the specific needs of Europeans. In this document it is held that due to the cultural and linguistic diversity in Europe and in accord with the requirements of contemporary society, intercultural awareness,

---

<sup>1</sup> This document does not explicitly state what is understood by the term competence. In this discussion, the term competence is understood generally as an ability to do something effectively. The terms competence, communicative competence and proficiency are defined in subsequent chapters of this dissertation.

plurilingualism, cooperation, learner autonomy and democratic citizenship in Europe should be supported in foreign language teaching. Learners should be autonomous and languages should be learnt in environments that support cooperation and other social values (*CEFR*, 2001; Heyworth, 2004).

### **1.3 The situation in the Czech Republic**

The implementation of the measures referred to above seems to be slightly delayed in the context of the Czech Republic, as computer literacy in the Czech Republic is lower than in the European Union ('Konkurenční schopnost České republiky', 2010, p. 14). Yet, the ability to use ICT effectively is seen as a way of improving the competitiveness of the country as well as of improving one's chances when seeking a job ('Konkurenční schopnost České republiky', 2010, p. 10).

As far as other skills are concerned, according to the *White Paper of Tertiary Education*, students in higher education should be able to use a foreign language in order to effectively communicate and work with literature related to their field of study. Apart from that, soft skills, such as the ability to work in teams, keep deadlines etc., should be developed in higher education (*Bílá kniha terciárního vzdělávání*, 2009). This is in accord with the above mentioned documents, in which learner autonomy and one's ability to cooperate with other people is stressed as well.

According to an action plan proposed by the Czech government in 2008, ICT should be implemented in education by creating and sharing digital content and extending the educational environment by using online services and social networks. The state should support the implementation of new methods that improve the quality of foreign language teaching by using modern technologies ('Škola pro 21. století', 2009).

Some statistics can be reported in order to describe the communicative needs of young people in the Czech Republic. According to the Czech Statistical Office, 94.8 per cent of young people aged 16 – 24 are Internet users (ČSÚ, 2011a). Young Czechs use the Internet to search for information about goods and services, read Internet versions of newspapers, send and receive emails, chat online, read and write blogs, etc. (ČSÚ, 2011b). This confirms the conclusion that can be found in Eurostat statistics that young people in Europe have generally integrated the Internet into their everyday lives (Eurostat, 2011). Apart from the general use of technology and the Internet, social networks such as Facebook have penetrated into young people's lives, which is confirmed by the Czech Statistical Office: in December 2010, there were nearly 3 million Facebook users in the Czech Republic (ČSÚ, 2011c). These and other findings indicate that the society is changing.

#### **1.4 The aims of this dissertation and its contribution to foreign language didactics**

From the overview of selected statistics, conceptual documents, action plans and recommendations it follows that the following three areas are emphasized:

- 1) The ability to communicate in foreign languages is seen as crucial.
- 2) Computer literacy, especially the ability to communicate with others using ICT, is an important precondition for the increase of both individual and national competitiveness.
- 3) Learner autonomy as well as the ability to work in groups and flexibly cooperate are stated as goals of education.

One of the ways in which all of the three areas can be addressed is to develop learners' communicative competence in foreign languages using ICT and teaching learners to communicate in the foreign language electronically. This is at what this dissertation aims.

The aim of this dissertation is threefold. First, relevant literature is reviewed and key concepts related to developing communicative competence using ICT are identified, defined and mutually linked so that the process of developing communicative competence using ICT (particularly blended learning, see Chapter 5) is conceptualized. Second, along with the theoretical and conceptual survey, a framework for developing communicative competence using ICT is designed. Blended learning and selected strategies for effective course and task design are discussed. Third, ICT is implemented in a course of English as a foreign language for pre-intermediate university students. This empirical investigation is carried out in order to examine the changes in students' communicative competence and in order to determine whether the blended learning course design which follows the teaching strategies discussed in this dissertation leads to a development of communicative competence in students in higher education.

Following the aims, the contribution of this dissertation can be viewed from three perspectives. First, this dissertation attempts to contribute to the knowledge in the field of theory of foreign language didactics by conceptualizing the process of developing communicative competence within the framework of a blended learning course. The analysis and evaluation of the data yielded in the empirical part of this dissertation are used to verify whether the conceptualization introduced in the theoretical survey can be used as a basis for the developing of communicative competence. Second, the contribution of this dissertation can be seen in research methodology, particularly in using learner corpus as a research method in foreign language didactics. Third, this dissertation hopes to contribute to the knowledge in the field of foreign language teaching practically. For the purposes of the empirical part, a concrete blended learning course was

designed, which included three discussion tasks aimed at developing communicative competence. Practitioners may decide to implement some of the aspects of the blended learning course or the tasks.

## **1.5 The structure of this dissertation**

The structure of this dissertation reflects the above-mentioned aims, which implies that it is necessary to theoretically address the areas of communication, foreign language learning and teaching and using ICT in education. These comprise the first major part of this dissertation. The second part is the empirical research proper, in which research methodology, methods and results are introduced and discussed. Finally, the findings are evaluated.

Verbal communication plays a central role in foreign language learning and teaching, and also in related empirical research (Choděra, 2006; Píšová, Janíková, & Hanušová, 2011). Furthermore, the empirical research in this dissertation focuses primarily on the development in learners' language. Therefore, the following chapter (Chapter 2) is dedicated to linguistic insights and the conceptualization of communicative competence, which can be seen as one of the aims of foreign language teaching (Richards & Rodgers, 2001 and others). All of the following chapters (both the theoretical and the empirical ones) are related to communicative competence and related linguistic perspectives.

Chapter 3 then extends the view of communication in the light of selected psychological and educational aspects. In the first part of this chapter, related aspects of the theory of communication are introduced. This provides a transition between the linguistic perspectives on communicative competence (Chapter 2) and related theories of learning presented in the second part of Chapter 3. Following the priorities expressed in the conceptual documents presented earlier in this chapter, special attention is paid to educational theories.

Next, building on linguistic, educational and psychological insights, Chapter 4 introduces more specific views of foreign language learning and teaching. Communicative language teaching is characterized as one of the means of developing communicative competence, and this chapter also includes the presentation of related second language acquisition theories, which attempt to explain some of the processes of foreign language learning. After that, attention is paid to task-based learning and teaching and it is concluded in this chapter that tasks can serve as a tool for the purposes of both foreign language learning and research. Apart from the background for developing communicative competence in a foreign language, this chapter also conceptualizes the process of measuring and evaluating learner progress, which is crucial for the empirical part of this dissertation.

Chapter 5 deals with the implementation of ICT into the foreign language learning and teaching process. As the empirical research deals with analyzing learner language, special attention is paid to the linguistic specifics of computer-mediated communication. Then the concept of blended learning is introduced and various options are discussed. Towards the end of this chapter, online discussion tasks are introduced as well as related pedagogical considerations in the context of a blended learning course. This chapter finishes the conceptualization of the process of developing communicative competence through ICT.

Chapter 6 presents the results of a brief review of the state of educational research in the Czech Republic and abroad, with the aim to determine whether Czech research reflects the use of ICT in education and specifically in foreign language teaching. This chapter establishes the ground for the subsequent empirical part.

Chapters 7, 8 and 9 present the empirical research proper. The background for the research is presented in Chapter 7, including the context, research design and related methodological considerations. The empirical research comprises two phases: the pilot study (Chapter 8) and the study proper (Chapter 9). The latter presents the empirical core of this dissertation. The results obtained from pre- and post-test, learner corpus analysis and questionnaire survey are presented and discussed.

Finally, Chapter 10 summarizes the findings obtained in the theoretical and empirical surveys carried out in this dissertation.

## 2 COMMUNICATIVE COMPETENCE AND RELATED LINGUISTIC THEORIES

As mentioned above, one of the goals of language teaching is to develop communicative competence. The aim of this chapter is to elaborate this concept in detail and to introduce related linguistic theories which are relevant to the process of language teaching and learning and which are referred to in subsequent sections. Furthermore, the concept of communicative competence (and proficiency – see section 4.4.3) as well as selected insights from linguistic theories are seen as underlying constructs for the empirical research presented in this dissertation.

First, selected models of communicative competence are introduced from a diachronic perspective. This perspective helps clarify the importance and role of individual components of communicative competence, and also partly reflects the changes in underlying linguistic theories. The diachronic view finishes with the Bachman model of communicative competence (1990) as one of the possible conceptualizations of the issue. This model is introduced in detail, as its individual components are considered suitable for subsequent discussion and empirical research. Furthermore, the functional view of language (see section 2.3.2) is closely related to the philosophy of language, which presents philosophical background for this linguistic perspective. Apart from that, communicative language teaching, which is discussed in Chapter 4, is partly based on the functional view of language

### 2.1 The development of the concept of communicative competence

The origin of communicative competence as understood today can be traced back to the early twentieth century to de Saussure. He, inspired by Durkheim's collective consciousness, suggested that the common property that people share, including words and grammatical rules of a language, can be called *langue*, whereas the realization of langue in the form of speech or writing should be called *parole* (Hüllen, 2004a, 2004b; Stern, 1983; Widdowson, 1996). The term *competence* was first used by Chomsky in his reaction to audiolingualism. Chomsky contrasted *performance* and *competence*, and proposed that linguistic study should focus on competence, i.e. a native speaker's tacit knowledge of abstract rules of language. Whereas de Saussure's langue is socially shared common property, Chomsky's competence is genetic endowment of a human being (Hüllen, 2004b; Malmkjaer, 2004; Stern, 1983; Widdowson, 1996).

Chomsky's view of competence was purely linguistic, which was challenged later on by the proponents of social views of language. The act of communication was seen as a "socially meaningful episode in which the use of language" is as important as social rules and functions

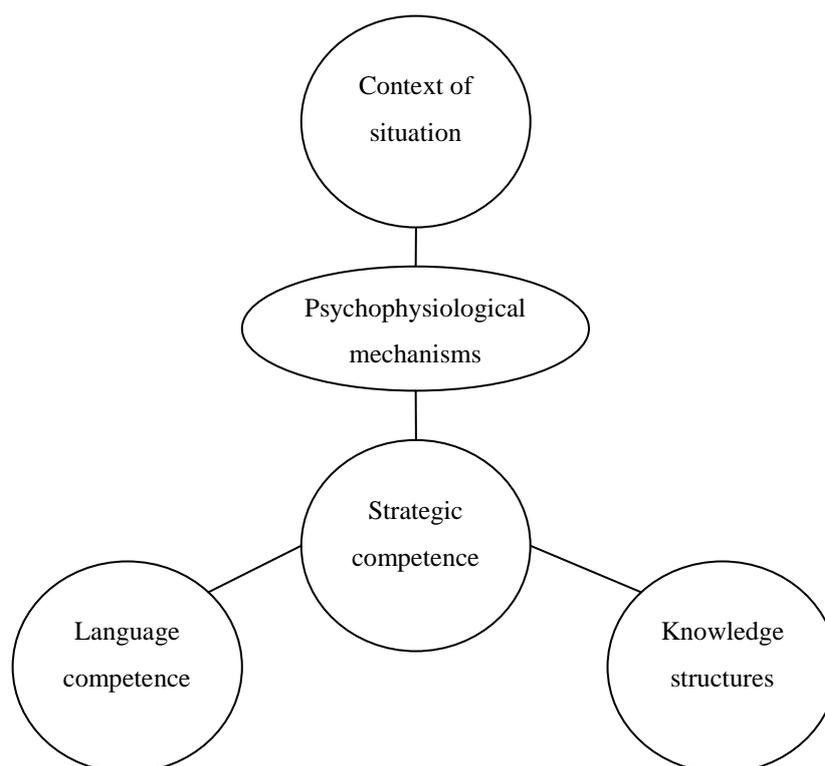
(Stern, 1983, p. 220). The influence of ethnography of speaking and emerging sociolinguistics was significant, resulting in Hymes' model of communicative competence (Stern, 1983, pp. 146–147). Hymes claimed that apart from forming sentences, learners also “develop a general theory of speaking appropriate in their community” (Hymes, 1972, p. 279). His view of communicative competence comprises linguistic competence (i.e. formal possibility) and sociolinguistic competence (i.e. whether something is feasible, appropriate and actually performed) (Hymes, 1972). It follows that a model of communicative competence should include not only syntax, but also social and cultural rules and meanings (Hymes, 1972; Schiffrin, 1994; Stern, 1983; Widdowson, 2007).

Later on, Hymes' model was modified by Canale and Swain (1980), who approached communicative competence from foreign language learners' perspective. Hymes' original model (i.e. grammatical competence and sociolinguistic competence in the Canale and Swain model) was extended with strategic competence comprising “verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence” (Canale & Swain, 1980, p. 30). Sociolinguistic competence was further extended – in Canale and Swain's model it includes both sociolinguistic rules and rules of discourse (cohesion and coherence).

The Bachman model (1990), as well as many other models of communicative competence, draws on the models presented above. In Bachman's conceptualization of communicative competence, Chomsky's view is roughly represented by grammatical competence, Hymes' model is reflected in pragmatic competence, and from Canale and Swain's model, strategic competence and the discourse component of sociolinguistic competence are present, yet these components are organized differently. The Bachman model, which is adopted in this work, is introduced below, as well as its limitations and alternative models.

## **2.2 The Bachman model of communicative competence**

There are four main components in the Bachman model: context of situation, knowledge structures, language competence and strategic competence, which connects the three components together. The connection between the situation and strategic competence is realized by means of psychophysiological mechanisms (see Figure 1 below).



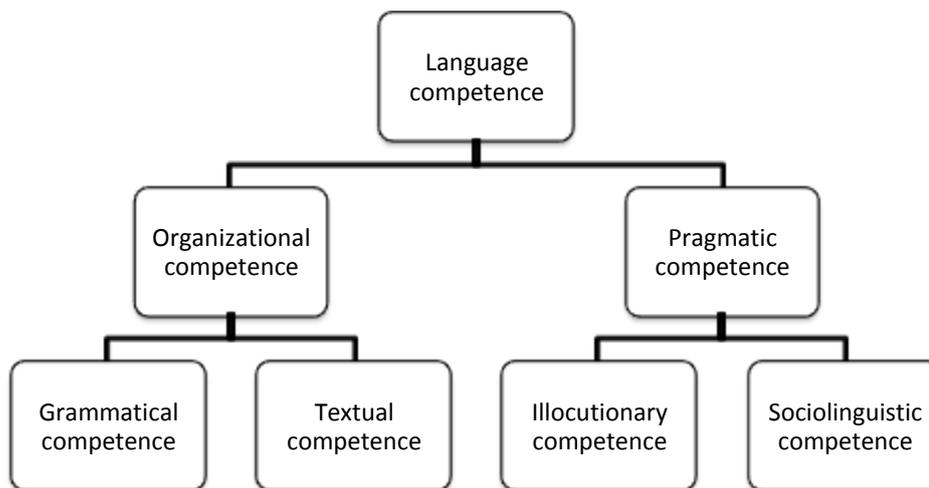
**Figure 1: The Bachman model of communicative competence (1990)**

Language users use their language competence in a certain situation and when doing this, they use their knowledge of the world. Olshtain and Celce-Murcia (2008, p. 709) distinguish three types of this background knowledge: prior factual or cultural knowledge, prior work or life experience and prior familiarity with the relevant discourse community.

Strategic competence in the Bachman model comprises three components: the assessment component, the planning component and the execution component. Prior to uttering something and while communicating, language users use the assessment component to identify and interpret important information, determine what language they can employ to achieve the communicative goal, and to assess the abilities and knowledge of the language users they are communicating with. The assessment component is also in charge of evaluating the extent to which the communicative goal has been achieved. When communicating, the planning component is responsible for retrieving relevant items from the language competence (grammatical, textual, illocutionary and sociolinguistic – see below), and for formulating a plan whose realizations through the execution component are expected to achieve the communicative goal. Finally, the execution component employs the psychophysiological mechanisms and implements the plan in a way which is appropriate to the communicative goal and the situation.

Psychophysiological mechanisms refer to the neurological and physiological processes that occur when communicating. The visual channel for processing written language can be distinguished from the auditory channel for spoken language, each of which can function productively or receptively. Specific strategies and psychophysiological processes related to speaking and writing are discussed in more detail in section 4.4.

Language competence in the Bachman model is divided into two main components: organizational competence and pragmatic competence, each of which is further divided into two parts (see Figure 2). Organizational competence is relevant to linguistic forms (grammatical competence) and the organization of these forms when creating texts (textual competence), whereas pragmatic competence is responsible for using the forms from organizational competence for achieving a communicative purpose (illocutionary competence and language functions) in a way which is suitable for and appropriate to a given situation (sociolinguistic competence).



**Figure 2: The structure of language competence in the Bachman model of communicative competence (1990).**

More specifically, grammatical competence comprises the knowledge of vocabulary, morphology, syntax, graphology and phonology. Whereas grammatical competence governs the organization and choice of forms in a sentence or utterance, textual competence, comprising cohesion and rhetorical organization, joins sentences or utterances together.

As far as pragmatic competence is concerned, the illocutionary competence is made up of language functions (i.e. illocutionary acts) and the sociolinguistic competence enables language users to use proper forms and functions according to their appropriateness. This involves sensitivity to differences in dialect or variety, differences in register, ability to interpret cultural references and figures of speech, and sensitivity to naturalness.

Related linguistic theories, which further clarify the functioning of the above-mentioned components, namely the structural and functional views of language as well as selected insights from text linguistics are presented in the following section.

This Bachman model (1990) was further modified by Bachman and Palmer (1996), Celce-Murcia and Dörnyei (1995), and other authors have adopted some aspects of the former models, e.g. Usó and Martínez-Flor (2006). In the context of the Czech Republic, the issues related to foreign language competence are addressed by Choděra (2006). A model of communicative competence is also introduced in the *Common European Framework of Reference for Languages (CEFR, 2001)*. Yet, the Bachman model of communicative competence (1990) is adopted in this dissertation due to its clear organization of language competence and separation of strategic competence from language competence. Furthermore, this model (along with the Bachman and Palmer model) provides a comprehensive conceptualization of communicative competence and is considered “to represent the current state-of-the-art” (Purpura, 2008, p. 58).

As regards possible disadvantages of the model, two problems can be addressed briefly. First, terminologically speaking, the Bachman model (1990) uses labels which are not very clear at first sight (e.g. grammatical competence denotes not only the knowledge of morphology and syntax) and in this respect the model is not completely compatible with the previous models. Second, the Bachman model was designed for testing purposes, which might be seen as the cause of not assigning an explicit role to the four skills. Indeed, the four skills are represented by the cooperation of the five main components of the model (see Figure 1), and the differences among individual skills are captured by psychophysiological mechanisms. This may be seen as problematic, and other models address the four skills differently and more explicitly (see, for example, Usó & Martínez-Flor, 2006)

As far as terminology is concerned, it should be made clear that in this dissertation the term communicative competence is used in the singular form and addresses the Bachman model (1990) introduced above. A way of developing and an approach to measuring communicative competence are both considered in Chapter 4, in which the relationship between (communicative) competence and proficiency is addressed.

The development of the view of language knowledge and communicative competence presented in this chapter also refers to different views of language. Different linguistic theories can be eclectically applied to language teaching and analysis (Stern, 1983, pp. 173–177). Structural and functional views are most relevant for the purposes of this dissertation, and therefore, the following section is dedicated to them.

## **2.3 Relevant linguistic theories**

As far as linguistic theories are concerned, there are various interpretations of some terms (see, for example, definitions of ‘discourse’ or ‘functional grammar’ in Richards & Schmidt, 2010). One of the possible distinctions between different linguistic theories is captured by Schiffrin (1994, pp. 20–23), who introduces and contrasts two linguistic views of language: the structural (formalist) and functionalist paradigm. Structure of language in the first paradigm is seen as grammar (code), whereas the latter paradigm starts from the structure of speech (speech acts, events). In the structural paradigm, the analysis of code precedes the analysis of use, whereas in the functional paradigm the process starts from use. Similarly, Swan characterizes formal approaches as those which “see syntax as more or less autonomous, organized in ways that cannot be easily accounted for by reference to meaning or function” (Swan, 2005a, p. 19). On the other hand, functional approaches, “account for the structure of language in terms of the functions it has to perform” (Swan, 2005a, p. 19).

Language in functional linguistics is seen as a social phenomenon designed for communication. This is in contrast with formal linguistics, in which linguistic independence is presupposed (Richards & Schmidt, 2010, p. 234; Widdowson, 1996, pp. 71–72).

The two approaches are characterized in detail in the subsequent sections. Especially the functional paradigm is elaborated in detail, as it is a basis of communicative language teaching, which is addressed in Chapter 4. Furthermore, both of these paradigms are crucial for the empirical research presented in this dissertation.

### **2.3.1 Structural view of language**

This formal view is relevant mainly to grammatical competence, as it describes how language forms are created and interrelated. The basis of this approach is in structural linguistics, which, apart from his other statements, adopted de Saussure’s distinction between *langue* and *parole* (Čermák, 2004; Hüllen, 2004a, 2004b). Various linguistic schools elaborated different linguistic views on this basis, e.g. Prague Linguistic School (Crystal, 1997, p. 412; Čermák, 2004, pp. 212–214).

As regards structural analyses of texts, smaller linguistic units (typically clauses or sentences) are identified and their particular relationships are analyzed. Yet, there is a problem that human speech is not organized in sentences (Schiffrin, 1994, p. 24). In this respect Lyons distinguishes text-sentences, i.e. “context-dependent utterance-signals ..., tokens of which may occur in particular texts” and system-sentences, i.e. “the well-formed strings that are generated by the

grammar” (as cited in Schiffrin, 1994, p. 27). Similarly, Biber et al. (1999, p. 120) distinguish clausal and non-clausal material in texts.

### **2.3.2 Functional view of language and speech acts theory**

This approach is relevant mainly to the pragmatic competence (both its illocutionary and sociolinguistic competences in Bachman’s model presented above) and explains how language functions (pragmatic competence) and forms (organizational competence) can match.

In the functional view of language, “discourse is viewed as a system (a socially and culturally organized way of speaking) through which particular functions are realized” (Schiffrin, 1994, p. 32). The functions of language in this respect are so called external functions, i.e. what people mean or do with the language, or, in other words, what forms are used for communication in different contexts (i.e. pragmatic competence). This is in contrast with internal functions relevant to functional grammar, which considers and explains what the language means, explores internal functions of forms in the language code and observes how language encodes perceptions of reality, ways of thinking, cultural values etc. (Widdowson, 1996, pp. 27–28; see also van Valin, 2003).

The basis of this functional view can be found in philosophy of language, mainly in the works of Wittgenstein (Wittgenstein, 1993 originally published in 1953), Austin (1975) and Searle (1979). The underlying belief is that language is used to perform actions (Schiffrin, 1994, p. 32).

Wittgenstein suggests that language games can be studied in order to find out how language is used and how it works (1993, para. 130). In his view, language as well as sentences are difficult to define (1993, para. 18, 45–48, 135), yet formal structure of a sentence is important for understanding – without knowing where a sentence starts or finishes, it is impossible to understand it (1993, para. 22). He also claims that there are a countless number of sentence types, as there are countless ways of using different signs, words and sentences (1993, para. 23). Both Wittgenstein and Austin claim that basic grammar terms, such as question, command or exclamation, are difficult to define. Austin prefers the term utterance (1975, p. 3) and defines the so called performative as an utterance which is in the first person singular active and which is not a description (1975, p. 5). It follows that a performative can be happy or unhappy depending on certain conditions, whereas descriptions can be true or false (Austin, 1975, pp. 14–15; see also Schiffrin, 1994, pp. 50–54). Austin also discusses various formal features of performatives and concludes that they are impossible to define grammatically (Austin, 1975, pp. 54–59; see also direct and indirect speech acts in Searle, 1979, pp. 30–57).

In his analysis of language games, Wittgenstein distinguishes between saying a command and carrying out a command – the gap between these two is filled by mutual understanding (1993, para. 431, 505). From the position of the speaker it can be distinguished what he or she means and what he or she says (1993, para. 507). This way, Wittgenstein distinguishes (1) the articulation of a command, (2) the speaker's intention and (3) the understanding of the command by the hearer, followed by carrying out the command. This triad is a basis of Austin's classification of speech acts: locutionary, illocutionary and perlocutionary acts.

Austin's triad of speech acts can be characterized as follows. Locution is the articulation of an act. In speech, there is the phonetic level, the level of words and grammar, i.e. phatic act, and the level of meaning with a reference, i.e. rhetic act (Austin, 1975, pp. 94–98). Illocutionary act (or force) is the speaker's intention. Locutionary acts are verbal realizations of illocutionary acts (Austin, 1975, pp. 99–114). Perlocutionary acts can be characterized as the consequences and effects of the locutionary act on the hearer. Illocutionary acts (i.e. speaker's intentions) are central to the functional view of language.

Illocutionary acts have been classified by various authors. Austin attempts to devise a taxonomy of illocutionary acts according to illocutionary force and suggests the following categories: Verdictives, Exercitives, Commisives, Behabitives and Expositives (Austin, 1975, pp. 151–164). Searle claims that there is not a single axis of illocutionary forces on which a classification can be based (this was Austin's starting point). Instead, Searle claims that there are multiple dimensions of illocution and they partly overlap. Searle discusses twelve differences between different illocutions, of which the following three seem to be most important: illocutionary point, i.e. the intention<sup>2</sup>, how words fit the world and sincerity conditions. Five categories of illocutionary acts based on these dimensions are: Assertives, Directives, Commisives, Expressives and Declarations (Searle, 1979, pp. 12–19). In this respect, Searle's classification is more systematic than Austin's. An overview of these classifications and characteristics of other classifications of illocutionary acts can be found in Stern (1983, pp. 223–227).

However, in foreign language teaching, rather than a bottom-up approach (i.e. starting from what proficient speakers express using language), a top-down approach seems more useful – the focus in this approach is on what language functions and forms language learners need in order to communicate. One such classification by van Ek and Trim distinguishes six areas of language functions for pre-intermediate students: Imparting and seeking factual information, Expressing

---

<sup>2</sup> For example, the illocutionary point in a request is the same as in a command, but their illocutionary forces are different.

and finding out attitudes, Getting things done (suasion), Socializing, Structuring discourse and Communication repair (van Ek & Trim, 1991, pp. 16–21).

All of the three classifications have three areas of illocutionary acts in common: speaker wants the hearer to do something, speaker commits himself or herself to do something, speaker expresses his or her attitude – these are most precisely defined as Directives, Comisives and Expressives in Searle (1979).

Despite the body of research and analyses of illocutionary acts, when analyzing and interpreting utterances in the light of speech acts theory, one “cannot be sure that the hearers always pick up the 'right' interpretation of an utterance, i.e., the one that was intended by the speaker”, and, similarly, one “might doubt whether speakers always have a clear and singular intention behind many of their own utterances” (Jaworski & Coupland, 2006, p. 14). Another problem arises from Searle’s principle of expressibility, which establishes that “it is possible (in theory) for a speaker to come to be able to say exactly what she means either by increasing her knowledge of the language or by enriching the language” (as cited in Schiffrin, 1994, p. 54).

When analyzing speech events, various frameworks for analysis can be found. One of the most influential frameworks is by Hymes, who establishes a hierarchy of speech situations, speech events and speech acts (Hymes, 2003 originally published in 1986; see also Coulthard, 1977, pp. 30–52; Schiffrin, 1994, p. 142). Hymes also developed a SPEAKING grid according to which a context of interpersonal communication can be analyzed. Hymes’ SPEAKING framework comprises the following aspects: Setting, Participants, Ends, Act sequence, Key, Instrumentalities, Norms of interaction and interpretation, Genre (Hymes, 2003). Similarly, Stern’s framework for analysis consists of participants, message, channel, situation, topic of message, variety of speech and functions of speech acts (Stern, 1983, pp. 222–223).

The classifications of speech acts and frameworks for analyzing and interpreting speech events clearly show the nature of language as a social phenomenon, which can serve as a tool for performing actions. The ability to do this is captured by pragmatic competence in the Bachman model presented in this part.

## **2.4 Text linguistics**

The structural approaches characterized above define structural units such as sentences or clauses as basic units of analysis. Yet, when speaking or writing, qualitatively and quantitatively different units are constructed. These are often referred to as text or discourse.

Widdowson defines text as the “actual use of language, as distinct from a sentence which is an abstract unit of linguistic analysis”. He adds that a piece of language is a text if “it has been produced for a communicative purpose” (Widdowson, 2007, p. 7). Discourse refers “both to what a text producer meant by a text and what a text means to the receiver” (Widdowson, 2007, p. 7; see also Tárnayková, 2002, pp. 13–24).

The criterion that a text should be produced with a communicative purpose, as stated above, is only one out of seven standards of textuality. The standards, according to De Beaugrande and Dressler (2002), are: cohesion (for more details and a slightly different perspective see Halliday & Hasan, 1976), coherence, intentionality, acceptability, informativity, situationality, and intertextuality.

So far the term text has been discussed without a reference to neither spoken nor written language. The differences between spoken and written texts are much more complex than just in the form.

Spoken texts are typically produced online during the interaction between speakers, who build the text together and cooperatively negotiate meanings (Crystal, 1997, p. 291; Widdowson, 2007, pp. 7–8). Spoken texts are not permanent unless recorded. Biber et al. (1999, pp. 1041–1052) discuss features of spoken conversations in more detail. They describe the specifics of the spoken medium (pauses, tone units, tempo, loudness, voice quality). As the context is shared, grammar in the spoken language is often reduced and elaboration or specification of meaning is avoided (this leads to low lexical density of spoken texts). Conversations are typically expressive of politeness, emotion and attitude. Vernacular range of expression is often employed.

On the other hand, written texts are not normally constructed jointly online. They are usually designed and recorded (by a writer) and interpreted (by a reader) separately. Instead of non-verbal features, written texts can take advantage of attached pictures, photographs etc. (Leech & Svartvik, 2002, pp. 10–19; Widdowson, 2007, pp. 7–8).

As regards linguistic differences between written texts and conversations, conversations seem to include more non-clausal elements and to display less structural integration in comparison to newspaper (written) texts (Biber et al., 1999, p. 121). Whereas longer stretches of speech are typically coordinated, in writing, one can find more subordination and elaborated syntactic patterns (Crystal, 1997, p. 291). In conversations there is a problem with the formal paradigm, as sentences do not realistically exist in conversational language (Biber et al., 1999, p. 1039), yet, in writing, units of discourse are easy to identify through punctuation and layout (Crystal, 1997, p.

291). Linguistic implications of addressor and addressee relationship and contact in speaking and writing are discussed, for example, by Quirk et al. (1985, pp. 1479–1483).

## **2.5 Summary**

The view of communicative competence has changed markedly since the beginning of the twentieth century. One of the models is the Bachman model (1990). This model serves as a conceptualization of communicative competence throughout this dissertation.

One of the issues related to the present models of communicative competence is the connection between the theoretical concept and the four skills. In the Bachman model, the production and reception of messages is realized by means of psychophysiological mechanisms, which connect the context of situation with strategic competence. This is returned to later on in Chapter 4, in which the process of developing communicative competence is conceptualized.

As regards linguistic insights presented in this chapter, it is important to emphasize that different linguistic theories can be used when conceptualizing communicative competence. Relatedly, communicative language teaching is based on both structural and functional view of language, as presented in Chapter 4. These two perspectives are also adopted in the empirical part of this dissertation.

In this chapter, the notion of communication was addressed from a linguistic perspective. In the following chapter, selected aspects from the theory and psychology of communication along with relevant theories of learning are introduced.

### **3 SELECTED PSYCHOLOGICAL AND EDUCATIONAL PERSPECTIVES ON COMMUNICATION AND LEARNING**

While the previous chapter dealt with communication mainly linguistically and defined communicative competence as a central concept used in this dissertation, the present chapter tackles communication from psychological and educational perspectives. In this chapter, communication is dealt with more generally, not from the perspective of foreign language didactics.

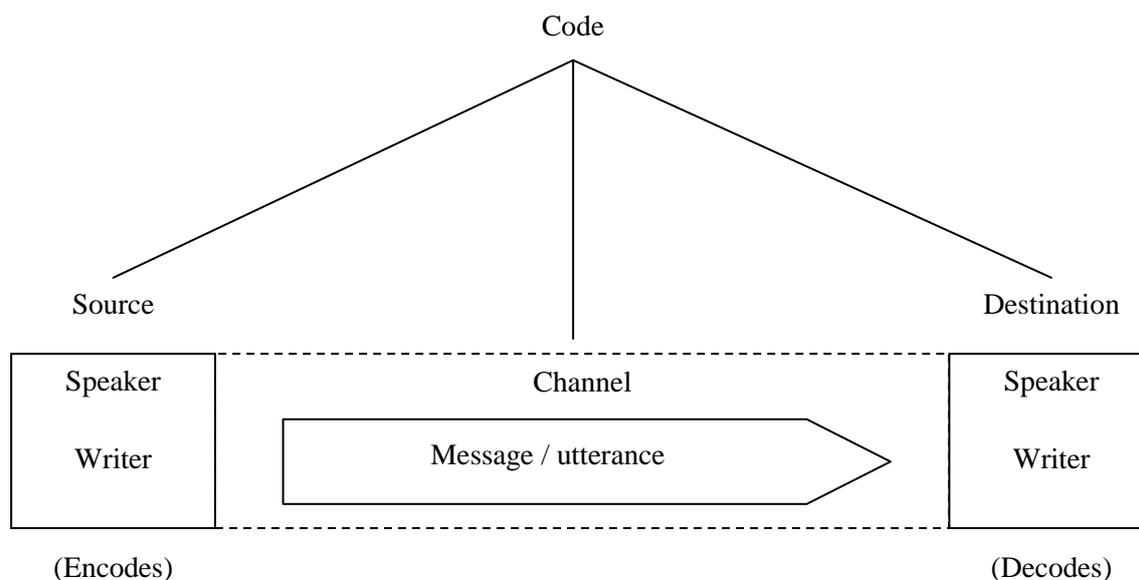
First is the introduction of selected insights from theory of communication. The aspects involved in communication help better understand the complexity of the communication process. Selected psychological aspects of communication are also briefly mentioned, which together with linguistic insights creates a fuller picture of the process of communication and contributes to a better understanding of social-psychological insights. Particularly, the process of socialization is briefly introduced and the issues of identity and group size are discussed, as socialization, identity and group size play an important role in language teaching and communicating in small online groups (see Chapter 5).

Second is the introduction of selected educational theories. Special attention is paid to the theories which are based on learner-learner and learner-content interaction, as these theories are crucial in the subsequent discussion of communicative language teaching (see Chapter 4) and the discussion of using ICT in foreign language teaching (see Chapter 5).

#### **3.1 Theories of communication**

Various types of communication can be distinguished, mainly interpersonal, intrapersonal and mass communication (other views and classifications can be found, for example, in Tubbs & Moss, 2006). This dissertation focuses only on intrapersonal communication, which can be defined as interaction with somebody to whom the participant has a certain relationship (DeVito, 2008). This type of communication is typically face-to-face interaction of one individual with another and the form and content of communication usually reflect the individuals' personal characteristics and their social roles and relationships (Hartley, 1999).

Verbal communication can be analyzed using a basic transaction framework for communication (see Figure 3). In the figure, code represents the language system (langue) that both participants are using, and the lower part of the diagram represents the realization of the language in communication (parole).



**Figure 3: A framework for analyzing communication (Stern, 1983, p. 128)**

The process of communication can be analyzed psychologically. For example, Janoušek (2007) distinguishes the following steps: (1) the sender’s motivation and (2) intention, (3) meaning for the sender, (4) encoding of the meaning, (5) articulation of the message, (6) decoding by the receiver, (7) meaning for the receiver, (8) assumed sender’s intention and finally (9) effect on the receiver. The sender is involved in steps 1-5 and the receiver in steps 5-9 – the only shared step is articulation (5). Ideally, the sender’s intention is the same as the assumed sender’s intention on the part of the receiver – then the communication would be symmetric. Yet, this is not always the case. Intended meanings and interpreted meanings can be very different (Janoušek, 2007, 2008). As a result, the sender’s intention may not correspond with the effect on the receiver (see illocutionary and perlocutionary acts in section 2.3.2). As far as processing written text is concerned, Olshtain and Celce-Murcia (2008) hold that a reader simultaneously decodes the message, interprets it and figures out the writer’s intention. Other views on communication and communicating meaning can be found elsewhere (e.g. Gavora, 2005; Kořátko, 1998; Vybíral, 2005).

Due to its simplicity, the transaction model described above presents a reduction of the communication process, as “interpersonal communication does not simply involve the exchange of messages. It essentially involves the creation and exchange of meaning” (Hartley, 1999, p. 24). Devito (2008) introduces an extended scheme for analyzing interpersonal communication. As opposed to the framework above, in the extended model both participants act as sources and destinations, and interact within a context (physical, cultural, social-psychological), and this process develops in time. As the process is interactive, the role of feedback is essential. While

interacting there might be physical, physiological, psychological, or semantic noise (see also Tubbs & Moss, 2006, pp. 15–18).

### **3.1.1 Interpersonal communication in small groups**

A small group can be characterized as a group of approximately 5-10 participants in which communication takes place because of certain social purposes, e.g. social contact or support; or the group members have a task to solve (DeVito, 2008). Communication in small groups is closely related to cooperation, which is discussed along with its applications in learning in section 3.2.3 below.

Interaction in groups can be visualized through communication networks (graphs). Typically, the interaction has the form of a circle, chain, wheel or everyone to everyone (all-channel) (Janoušek, 2008; Wilke & Wit, 2001; see also Felmlee, 2006). These networks can be compared in the light of their performances, which can be operationalized, for example, as: the time necessary for completing a task, the number of mistakes, or the number of exchanges or messages. Also, participants' satisfaction can be measured. Janoušek (2008) compares several studies on the performance of five-member groups and concludes that both the type of task and interaction can influence the group performance. As far as performance and satisfaction is concerned, all-channel seems to be the most effective communication network.

#### **3.1.1.1 Group size**

Group size is another parameter of small groups that plays an important role in the process of communication and cooperation. Lovaš (2008) claims that the bigger a group, the less effective the cooperation and one's participation (see also Johnson & Johnson, 1994, p. 80). On the other hand, Janoušek (2008) maintains that dyads (two-member groups) are more competitive than cooperative. Yet, van Lange and de Dreu hold that in dyadic groups there is more cooperation than in larger groups as “with increasing group size, individuals become more pessimistic about the efficacy of their efforts to promote collective outcomes” and group members also feel less responsible for good collective outcomes in larger groups (2001, pp. 360–361). Another disadvantage of larger groups is the fact that more time is necessary for decision making. Furthermore, the larger a group, the more likely it is for subgroups to form. Tubbs and Moss (2006, pp. 396–397) conclude that the ideal group size for problem-solving tasks is five members.

As far as group size in literature focused on cooperative learning and teaching is concerned, Kasíková (2007, pp. 118–119) summarizes the factors that should be considered before grouping students. She mentions the aim and the type of the task, learners' experience with teamwork and

teachers' experience with cooperative learning. She holds that effective groups are of two to eight students. In her view, dyads are useful for tutoring. In triads, there can be the danger of polarization, forming a dyad and an outsider. Similarly, in five-member groups, a dyad and a triad can form, or two dyads and an outsider may emerge. She concludes that in cooperative learning and teaching, the optimal group size is four. Similarly, Jacobs (2006, pp. 31–32) reports that four-member groups are popular in cooperative learning and teaching and that there are rarely cooperative groups larger than six. In accord with some of the above-mentioned findings, he assumes that in dyads greater participation is encouraged. He suggests that teachers should start with groups of two until learners get used to working together, for in bigger groups, when comparing different opinions and perspectives, more developed social skills are required.

### **3.1.1.2 Identity and attraction**

Identity plays an important role in the process of cooperation. Identity as such is a very complex psychological construct, whose elaboration and analysis can be found elsewhere (Blatný, 2010; Čáp & Mareš, 2001; Nakonečný, 1997, 2009). For the purposes of this dissertation, this issue is briefly introduced.

The word identity can be understood in a number of different ways (Bačová, 2008; Nakonečný, 2009, pp. 122–123; Owens, 2006). For the purposes of social psychology, it can be defined as a tool “by which individuals or groups categorize themselves and present themselves to the world” (Owens, 2006, p. 206). Bačová (2008) and Baumeister and Twenge (2003) identify two components of identity: personal identity and social identity. The former refers to self-definition, one's characteristics, appearance and values, whereas the latter denotes the membership in or identification with various groups.

Personal identity is related to attraction, which consists of feelings, beliefs and behaviours, and which occurs between two people only if there is mutual awareness and at least minimal interaction between them (Orbuch & Sprecher, 2006). Slaměnik (2008) distinguishes two facets of attraction: physical attraction, i.e. sex, age, colour of hair, etc., and personal attraction, i.e. personality characteristics, beliefs, values, interests, etc. According to him, physical attraction seems to be important when meeting new people, whereas personal attraction is likely to play an important role when keeping in touch with others. Orbuch and Sprecher (2006) list the following factors which may influence attraction: proximity (distance or possibility of interaction), similarity, physical attractiveness of the other and reciprocal liking.

### **3.1.1.3 Socialization**

Socialization is a very complex process and it is comprehensibly described and analyzed elsewhere (Nakonečný, 2009; Řezáč, 1998). The aim of this section is to briefly characterize group socialization in order to better understand the processes that are likely to occur in small groups.

DeVito (2008) characterizes social groups as those in which certain relationships among individuals have emerged and in which individuals have a shared goal (another view is presented in Hartley, 1999, pp. 204–207). One of the tools to analyze the emergence and development of relationships among individuals is the theory of group socialization (Lovaš, 2008). Within a group, both the individuals and the group as a whole seek a balance between the individuals' and the group needs and satisfaction. According to Lovaš (2008), socialization comprises three processes: accommodation, assimilation and divergence. Accommodation is a process in which one tries to make the group satisfy his or her own needs. In contrast, assimilation is the pressure of the group on the individual which makes the individual satisfy the demands of the group. Finally, divergence occurs when one's needs are different from the needs of the group. In this case, re-socialization, i.e. accommodation and assimilation, re-occurs in order to re-establish a balance between the needs of the group and the individuals.

The process of group forming and development is a complex one. One possibility is to analyze the process in the light of four main stages: forming, storming, norming and performing (Hartley, 1999, pp. 209–210; Kasíková, 2007, pp. 120–121; Tubbs & Moss, 2006, pp. 393–396). It should be pointed out that the process of group formation is not linear. During the process, various types of relationships emerge and individuals perform various roles (Burke, 2006; Řezáč, 1998). These and other perspectives on group development are discussed in more detail elsewhere (Lovaš, 2008).

Having introduced some basic concepts from theories of communication and social psychology, related theories of learning can be discussed.

## **3.2 Theories of learning**

One possible classification of theories of education is that proposed by Bertrand (2003). In this classification, educational theories are divided into a table according to two axes. The first axis is divided into four sections, each of which represents one pole in education. There are theories focused on the learner (humanistic theories), the content (academic theories), the society (social theories) and interaction (learning environment theories). The second dimension is represented by three epistemological options: subjectivism (knowledge is in the mind and depends on

personal interpretation), interactionism (knowledge is an interactive process) and objectivism (knowledge is facts and has an objective structure). By combining these two axes Bertrand introduces twelve theories of education, which are listed in Table 1 below.

**Table 1: A classification of learning theories**

| <b>Poles of education</b>   | <b>Subjective theories</b> | <b>Interactive theories</b>    | <b>Objective theories</b>     |
|-----------------------------|----------------------------|--------------------------------|-------------------------------|
| <b>Content</b>              | Classical theories         | Generalist theories            | Functionalist theories        |
| <b>Learning environment</b> | Cognitive theories         | Social constructivist theories | Instructional design theories |
| <b>Society</b>              | Critical pedagogy theories | Learning community theories    | Eco-social theories           |
| <b>Learner</b>              | Self-actualizing theories  | Dynamic interaction theories   | Spiritualistic theories       |

Adopted from Bertrand (2003, p. 24)

It should be pointed out that there are other classifications of educational and learning theories (Čáp & Mareš, 2001, pp. 403–410; Průcha, 2002, pp. 76–81; Vyskočilová & Dvořák, 2002). Bertrand’s classification, however, seems to be comprehensive enough to capture various approaches to learning and teaching. Furthermore, in the analysis of the theories in his classification, Bertrand (2003) explicitly mentions theories that employ information and communication technologies, whose use is addressed in this dissertation. Therefore, this taxonomy is adopted.

In order to better understand the use and role of technology in education, selected theories related to learning through interaction in communities are discussed in more detail (i.e. social constructivist theories and learning community theories). Next, theories related to learning through learner-content interaction in a learning environment (i.e. instructional design theories) are introduced as well.

### **3.2.1 Social constructivist theories**

In the previous version of Bertrand’s classification, these theories were called social cognitive theories (Bertrand, 1998). The underlying assumption in these theories is that knowledge is social and cultural, and that knowledge acquisition results from participation (Bertrand, 2003, p. 153). As the name suggests, these theories are based on social constructivism (Williams & Burden, 1997). Therefore, social and cultural transactions are of great importance.

A basis for these theories can be found in the works of Bandura, Bruner and Vygotsky (Bertrand, 2003, pp. 154–160). Bandura’s contribution can be seen in his views on the relationships

between environment, action and thought; and Bruner's in the cultural aspects of cognition. Vygotsky's theories inform not only general education theories, but also specialized theories of learning in second language acquisition, and therefore they deserve closer attention.

Vygotsky stimulated the development of cultural-historical psychology, which is also called socio-cultural theory (Lantolf & Thorne, 2006). Generally, this theory deals with the development of higher mental functions. It is assumed that the human mind is mediated. Lantolf (2000, p. 1) characterizes the theory as follows.

Vygotsky argued that just as humans do not act directly on the physical world but rely, instead, on tools and labor activity, which allows us to change the world, and with it, the circumstances under which we live in the world, we also use symbolic tools, or signs, to mediate and regulate our relationships with others and with ourselves and thus change the nature of these relationships ... Included among symbolic tools are numbers and arithmetic systems, music, art, and above all language. As with physical tools, humans use symbolic artifacts to establish an indirect, or *mediated*, relationship between ourselves and the world. (original emphasis)

Vygotsky (1976, 1978) distinguishes two levels of development: the actual developmental level and the zone of proximal development. He defines the actual developmental level as "the level of development of a child's mental functions that has been established as a result of certain already *completed* developmental cycles" (Vygotsky, 1978, p. 85; original emphasis). This level of development is reflected in tests. On the other hand, he defines the zone of proximal development (ZPD) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). It follows that the ZPD refers to mental functions which have not matured yet, but which are in the process of maturation. Actual developmental level characterizes mental development retrospectively, whereas the ZPD prospectively.

Imitation plays an important role. Learners are only able to imitate what is in their ZPD (Vygotsky, 1976, 1978). Lantolf (2000, p. 18) stresses that "imitation in the ZPD, unlike copying (the verbatim mimicking of what the expert appears to do), is a complex activity in which the novice is treated not as a repeater but as a communicative being." When imitating the activity of more experienced others, new structures are internalized, i.e. "the capacity to perform complex cognitive and motor functions with increasingly less reliance on externally provided mediation" is developed (Lantolf & Thorne, 2006, p. 266).

When it comes to specific implementation of the ZPD in research or education, it should be pointed out that there are different interpretations of the concept (Lantolf & Thorne, 2006;

Thorne & Tasker, 2011) and that Vygotsky himself offers “contradictory explanations of the ZPD concept at various times” (Lantolf & Thorne, 2006, p. 268). Lantolf and Thorne (2006) report on Chaiklin’s analysis of Vygotsky’s works and conclude that “according to Chaiklin ... Vygotsky was not interested in mastery of content knowledge, which he clearly separated from levels of development” – his main interest was “development as a process that is characterized by a unity of material and mental aspects, a unity of the social and the personal during the child’s ascent up the stages of development” (Lantolf & Thorne, 2006, pp. 270–271). Chaiklin suggests that the term ZPD should “refer to the phenomenon that Vygotsky was writing about and [researchers should] find other terms ... to refer to practices such as teaching a specific subject matter concept, skill, and so forth” (Lantolf & Thorne, 2006, p. 272). Different interpretations of the ZPD in the context of foreign language teaching and learning are discussed in more detail in section 4.2.

The importance of the ZPD for education is in that “people working jointly are able to co-construct contexts in which expertise emerges as a feature of the group ... The ZPD, then, is more appropriately conceived of as the collaborative construction of opportunities ... for individuals to develop their mental abilities” (Lantolf, 2000, p. 17).

Although Vygotsky’s theories were originally developed in the context of children’s mental maturation, they have become a basis for far more general theories of social constructivism (Bertrand, 2003; Williams & Burden, 1997). In social constructivist theories, “the construction of knowledge is necessarily built on interactions with people and the world” (Bertrand, 2003, p. 164) and “learning is the ability to negotiate new meanings in a community” (Wenger, as cited in Bertrand, 2003, p. 166). Interactions stimulate learners’ cognitive development. Therefore, these theories focus on contextualized learning, social learning, interactions among individuals, socio-cognitive conflicts, cooperation, participation and socially shared cognition.

These social constructivist theories are quite closely related to learning community theories, which are briefly characterized below.

### **3.2.2 Learning community theories**

Bertrand (2003) lists these theories under social theories, which mainly advocate social change. Yet, both social constructivist theories and learning community theories stress social and cultural factors in the learning process. In learning community theories, an individual’s learning, responsibility in the community and social learning are seen as crucial. Practice, cooperation and working together are emphasized.

These theories are based on Freinet's and Dewey's pedagogy and cooperative learning. It follows that learning is enabled mainly through cooperating with peers. More details can be found in Bertrand (2003, pp. 259–282). Cooperative learning itself is characterized below.

### **3.2.3 Cooperative learning**

Although Bertrand (2003) embeds cooperative learning under learning community theories, social constructivist theories are also based on interaction and cooperation. Furthermore, in an earlier classification (Bertrand, 1998), cooperative learning was included under the heading of social cognitive theories. As learning through interaction and cooperation partly emerged from and is still relevant to reform movements aiming at changes in society (Kasíková, 2007), it is introduced under a separate section. Both (cognitive) learning and social skills can be seen as the outcomes of cooperation, which is in accord with the aims of contemporary education (see Chapter 1).

Cooperative learning is closely related to social interaction, within which negotiation, cooperation, competition and interdependence occur (Van Lange & De Dreu, 2001). Roots of cooperative learning can be seen in Gestalt school of psychology (social interdependence), socio-cultural theories, controversy and constructivist theories and Skinner's behavioral learning theories (Johnson & Johnson, 1994; see also Jacobs, McCafferty, & DaSilva Iddings, 2006; Kasíková, 2007).

Theoretically, a distinction can be made between *cooperative* and *collaborative* learning (Oxford, 1997), the latter referring to less teacher-controlled learning through cooperation (see also Richards & Schmidt, 2010). For the purpose of consistency, the term cooperative learning is used in this dissertation.

According to Johnson and Johnson (1994, pp. 22–23), cooperative learning comprises the following five components: positive interdependence, promotive interaction, individual accountability, interpersonal and group skills and group processing. These five components stress mainly the social dimension of cooperative learning. Another model of cooperative learning, in which the role of cognitive learning is more explicit, is proposed by Slavin, Hurley and Chamberlain (2003). This confirms the existence of a wide range of interpretations and implementations of cooperative learning in different educational settings. In the context of the Czech Republic, the use of cooperative learning is elaborated by Kasíková (2007).

What most interpretations of cooperative learning have in common is positive interdependence among learners. This is further elaborated in Johnson and Johnson (1994, pp. 31–32, 81–86) and Jacobs (2006). Possible ways of implementing positive interdependence are the following.

1. *Goal interdependence*: students have to work together on one shared outcome.
2. *Resource interdependence*: can be realized in various ways, e.g. giving each member a subset of the resource that has to be shared with others (jigsaw learning) or limiting the resource given to a group.
3. *Reward interdependence*: both group and individual performances are rewarded.
4. *Role interdependence*: learners are assigned complementary and interconnected roles.
5. *Identity interdependence*: learners in a group have a shared social identity (e.g. a group name).
6. *Environmental interdependence*: learners have a specific area where they can meet.

From the perspective of social educational theories, the outcomes of cooperative learning are: effort to achieve (and related achievement), critical thinking, positive attitude towards the subject, positive interpersonal relationships, development of social competences and psychological adjustment (Johnson & Johnson, 1994). From the perspective of social constructivist theories, the outcome is represented mainly by knowledge that is constructed during the process of cooperation with peers (Slavin et al., 2003).

### **3.2.4 Instructional design theories**

Instructional design theories are different from the theories that are discussed in sections 3.2.1 – 3.2.3 in that they are not based on learner-learner interaction, but on learner-content interaction. There are various trends within instructional design theories, but all of them, according to Bertrand (2003), share one feature – systematization of instruction. The roots of these theories can be found mainly in Bertalanffy's systems theory, communication theory (and related subfields, such as cybernetics) and behaviourism, including Skinner's operant conditioning (Bertrand, 2003, pp. 179–212).

There are various theories which emerged from this area of educational theories. It should be pointed out that there are various perspectives, which could be influenced by, and therefore different in, various educational contexts, e.g. Anglo-Saxon tradition and Central European tradition. However, for the purposes of this dissertation, it is important that the majority of these orientations emphasize the inclusion of media in education. Sounds, movements, images and audiovisual kits were designed in accord with communication theory (the subject matter can be seen as a message which reaches the receiver(s) through a medium). Some of these aspects and

their theoretical foundations are discussed in Stern (1983, pp. 444–445). Apart from that, Bloom’s taxonomy of cognitive aims and Mastery Learning, Mager’s technology of learning objectives or competence-based education (see also Nikl, 2006) have their roots in these instructional design theories.

Computer-assisted instruction and learning environments have also emerged from instructional design theories. However, their integration into the process of learning and teaching is discussed below in Chapter 5, which is dedicated to the applications of technology in language teaching.

### **3.3 Summary**

This chapter addressed the complex process of communication from various perspectives. Communication was briefly analyzed in the light of theory of communication, psychology of communication and social psychology. Several connections can be found to the linguistic insights mentioned in Chapter 2. First, the psychological analysis of the process of communication identifies, among other steps, speaker’s (or writer’s) intention, articulation of the message and effect on the listener (or reader), which roughly correspond with illocutionary, locutionary and perlocutionary acts discussed in section 2.3.2. Second, the knowledge of the code from the transactional model (Figure 3) corresponds with communicative competence in foreign language teaching, as defined in Chapter 2 (see also section 4.4.3, in which proficiency is discussed).

As far as theories of education are concerned, this chapter briefly introduced different interpretations of the theories based on learner-learner interaction as well as those based on learner-content interaction. For the purposes of subsequent discussion, cooperative learning and related positive interdependence are important as well as learning environment theories. Both these theories have their applications in ICT, and are discussed and further developed in Chapter 5. Also, the applications of cooperative learning and selected insights from Vygotsky’s ZPD are further elaborated in the following chapter in the context of second language acquisition theories.

In the following chapter dedicated to communicative language teaching, most of the above-mentioned aspects of communication and learning are further integrated with the concept of communicative competence.

## **4 (POST-)COMMUNICATIVE LANGUAGE TEACHING AND SELECTED THEORIES IN SECOND LANGUAGE ACQUISITION**

This chapter integrates the findings presented in Chapters 2 and 3 in the context of communicative language teaching, which can be seen as a way of developing communicative competence in learners.

This chapter first establishes the concept of communicative language teaching. Second, based on social-constructivist educational theories discussed in Chapter 3, the process of foreign language learning is explained in the light of selected second language acquisition theories. Third, task-based learning and teaching is introduced and the concept of task in foreign language teaching and second language acquisition is discussed.

Having introduced the concepts of communicative competence, second language acquisition theories, and task, the process of developing communicative competence is conceptualized in detail both at the level of foreign language teaching (with a particular focus on writing) and in the light of research in foreign language didactics.

Throughout this chapter, the conceptualization of the process of foreign language learning is finished at the level of foreign language didactics. The insights from this chapter serve as a basis for the subsequent chapter, in which the use of information and communication technologies in foreign language teaching is discussed, and also for the empirical part of this dissertation, as this section has important implication for research methodology.

### **4.1 Communicative language teaching**

The emergence of communicative language teaching (CLT) was stimulated by various factors. First, it was observed that language teaching at the sentence level did not lead to the learners' ability to communicate (Widdowson, 1979a, 1979b). Second, advances in linguistics (Halliday, 1979; Halliday & Hasan, 1976) and sociolinguistics (Hymes, 1972, 2003) brought functional and social aspects of communication into the process of language teaching. In relation to these factors, it was believed that "language teaching should take greater account of the way that language worked in the real world and try to be more responsive to the needs of learners in their efforts to acquire it" (Howatt & Widdowson, 2004, p. 326).

It should be pointed out that nowadays there are various interpretations of CLT, ranging from very radical ones to ones which apply only some of the principles of CLT. The "strong" version of CLT is characterized in this paragraph. Olshtain and Celce-Murcia hold that "the objective of language teaching is for the learners to be able to communicate by using the target language,

even if at times this is limited communication, and the most effective way to teach language is by using it for communication” (2008, p. 707). A similar view, i.e. developing communicative competence through active involvement in communicative situations, is shared by Savignon, who adds that “there is a general acceptance of ... the need for learners to have the experience of communication, to participate in the negotiation of meaning” (Savignon, 2001, p. 15). CLT reflects these requirements, although there are “weaker” positions on its implementation as well. These are discussed in more detail at the end of this chapter along with the criticism of CLT. For the purposes of this dissertation, CLT refers to the interpretations whose common characteristics and applications are outlined below.

As far as the linguistic basis of CLT is concerned, the functional view of language (see section 2.3.2) is adopted. Illocutionary acts from the speech acts theory are called language functions in language teaching (McCarthy, 1991, p. 9; Richards & Schmidt, 2010). These language functions, supplemented by notions (Richards & Rodgers, 2001, pp. 153–160; van Ek & Trim, 1991; Wilkins, 1979) comprise the basis of functional-notional syllabuses, yet the structural view of language (see section 2.3.1) is also used, especially in pre-communicative activities (see below and Littlewood, 1991).

Richards and Rodgers (2001, p. 161) summarize the view of language in CLT as follows.

1. Language is a system for the expression of meaning.
2. The primary function of language is to allow interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

An approach<sup>3</sup> to language teaching, apart from a theory of language, has to encompass a theory of learning. CLT draws on interactionist second language acquisition theories (Norris & Ortega, 2003), for which social constructivist theories (see 3.2.1) and elements of cooperative learning (see 3.2.3) are both relevant. On the basis of these theories, the following three principles related to learning in CLT can be formulated.

1. Communication principle: activities that involve real communication promote learning.
2. Task principle: activities in which language is used for carrying out meaningful tasks promote learning.
3. Meaningfulness principle: language that is meaningful to the learner supports the learning process. (Richards & Rodgers, 2001, p. 161)

---

<sup>3</sup> In accord with Richards and Rodgers (2001, p. 20), the term *approach* (as opposed to *method*) refers to „theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.“

Littlewood (1991) stresses that successful learners are not necessarily those who can manipulate language forms, but those who are able to process the complete situation involving themselves and the hearer(s), considering shared knowledge and choosing appropriate forms, which refers to communicative competence as defined in Chapter 2. It follows that learners should be given opportunities to be involved in such situations and develop their communicative competence accordingly.

As far as the process of teaching is concerned, Choděra (2006, p. 97) characterizes CLT as a process consisting two types of actions or activities. First, the activities have a form of communication. Second, the activities are not communicative, yet language teaching is always directed towards communication, for example through the practical teaching of the system of the target language (the same view is expressed in Howatt & Widdowson, 2004, p. 354). According to Choděra (2006), CLT initially resembles the second (non-communicative) form for the most part, and, as learners progress, the first form becomes more and more visible. This distinction, in fact, refers to two different types of activities used in CLT, which can be named communicative and pre-communicative activities respectively.

Pre-communicative activities, according to Littlewood (1991), are those guided activities in which forms are related to meanings (i.e. structural activities) or in which language functions, and possibly their appropriateness, are linked to forms and meanings (i.e. quasi-communicative activities). The main purpose of pre-communicative activities is not to communicate effectively with a partner, but “to prepare the learner for later communicative activity by providing him with the necessary linguistic forms and the necessary links between forms and meanings” (Littlewood, 1991, p. 16).

On the other hand, there are activities whose main aim is to make learners communicate meanings effectively, which can be called communicative activities. According to their emphasis, Littlewood (1991) distinguishes functional communicative activities and social interaction activities. The former emphasize the functional aspect of communication, i.e. learners are required to use language functions effectively, which stimulates illocutionary competence. The latter refers to activities in which functions must be used both effectively and appropriately, i.e. social aspects of communication are stressed as well as functional aspects of communication (see illocutionary and sociolinguistic competence in section 2.2).

Littlewood (1991) recommends that both communicative and pre-communicative activities should be used in CLT. Pre-communicative activities can be used for the systematic introduction of grammatical items, which is one of the possibilities proposed by Choděra (2006, p. 118). On

the other hand, Savignon (1991) stresses that grammar is best dealt with when referring to students' communicative needs.

Before elaborating on the procedures and theories for teaching and learning, selected theories from the field of second language acquisition that are relevant to CLT should be introduced in order to better justify the process of learning a foreign language through interaction, on which CLT is based.

## **4.2 Second language acquisition and communicative language teaching**

In this section, three theories in second language acquisition (SLA) that are related to CLT are introduced. Originally, the theories related to input, output and negotiation of meaning, emerged in the cognitive paradigm (Lightbown & Spada, 2006), yet they are not incompatible with the social interaction (including socio-cultural) perspectives on learning outlined in section 3.2.1. For example, Swain's comprehensible output (1995) was originally based on the cognitive paradigm, but in the revised version (Swain, 2000), the shift to the socio-cultural paradigm is obvious.

As far as the relationship between SLA theories and the socio-cultural paradigm is concerned, some theories are inspired by the ZPD concept, but not in the strict sense in which Vygotsky used the term. Lantolf and Thorne (2006) refer to a review of SLA research in which the ZPD is used and report on three interpretations of the ZPD – skills acquisition, scaffolding and (negative) feedback. Scaffolding itself has been used in many different ways (Lantolf & Thorne, 2006; Thorne & Tasker, 2011). One of the interpretations is that “the development of a learner's interlanguage is stimulated by comprehensible input ... and opportunities for output ... primarily provided through negotiation of meaning. This understanding forms the psycholinguistic rationale for emphases on group work and collaborative tasks” (Lantolf & Thorne, 2006, pp. 282–283). This is an interpretation which is compatible with the social constructivist view of learning. In order to elaborate related SLA theories more explicitly, the following theories are discussed below: comprehensible input, comprehensible output and interaction hypotheses. Then, the concept of interlanguage is introduced. This is followed by the conceptualization of complexity, accuracy and fluency.

It should be made clear that the aim of the following sections is to characterize relevant SLA theories and perspectives. Of course, each of the theories (especially the first three ones) has been criticized and this is mentioned where appropriate. It is assumed that it is a complex interplay of different processes that stimulates learners' communicative competences (Brown,

2000). Therefore, more detailed discussions on related controversies can be found in the references made.

#### **4.2.1 Comprehensible input hypothesis**

Krashen holds that development from one stage (or from current competence) to the next level can be explained through the input hypothesis.

A necessary (but not sufficient) condition to move from stage  $i$  to stage  $i + 1$  is that the acquirer understand input that contains  $i + 1$ , where “understand” means that the acquirer is focussed on the meaning and not the form of the message. (Krashen, 1982, p. 21)

The comprehensible input, which is slightly beyond the learner’s current competence, can be presented by other participants’ production in a spoken or written interaction. This hypothesis is sometimes thought to be the same as the ZPD concept (see section 3.2.1), but each of the theories is based on a completely different view of learning (Lantolf & Thorne, 2006, p. 273; Lightbown & Spada, 2006, p. 47). The limitations and criticism of Krashen’s input hypothesis are discussed elsewhere (Ellis, 2003, pp. 45–49; Scarcella & Oxford, 1992, pp. 41–43).

#### **4.2.2 Comprehensible output hypothesis**

Krashen’s input hypothesis stresses that acquisition occurs through exposure. Swain (1995) extends this by claiming that production also plays an important role. She holds that language production serves second language acquisition in the following three ways. First, the role of comprehensible output is noticing. As Swain explains, “the activity of producing the target language may prompt second language learners to consciously recognize some of their linguistic problems; it may make them aware of something they need to find out about their L2” (1995, p. 129). Second, learners often have to clarify or confirm what they mean during a conversation, which Swain refers to as hypothesis-testing. When asked for clarification, the learner may realize that the language just produced may not correspond with L2 norms. The third function of comprehensible output is a metalinguistic one. Sometimes learners verbally reflect on their hypotheses about L2.

The criticism of the comprehensible output hypothesis is twofold. First, some theorists believe it is comprehensible input, not output, that triggers acquisition (Krashen, 1998). Another problem is that foreign language learners are likely to make mistakes when producing L2, which subsequently becomes input for other learners. However, this is not a great complication, as Krashen explains.

There may be useful sources of intake outside the classroom. One resource is the foreign student peer group. The language our ESL students direct at each other may

come quite close to meeting the requirements for intake. Their communication with each other is certainly natural and usually understood, and the presence of peers who are slightly more advanced provides, often, for input that is "just beyond" the acquirer's current level. While it may seem to be the case that foreign students will acquire each others' errors, this may not be a serious problem, as "error-free" intake sources will also be available (native speakers both inside and outside the classroom). (Krashen, 1981, pp. 105–106)

For more detailed discussions on comprehensible output, see Ellis (1997, p. 49) or Jacobs and McCafferty (2006, pp. 20–21).

As noted above, Swain extended her hypothesis. She stresses the role of collaborative dialogue in which linguistic knowledge is constructed and which can be viewed both as a cognitive and social activity (Swain, 2000). In her revised version, she explicitly refers to Vygotsky and socio-cultural theories on which this new understanding is based, seeing language as a mediating tool for the internalizing of external activity.

Collaborative dialogue is problem solving and, hence, knowledge-building dialogue. When collaborative effort is being made by participants in an activity, their speaking (or writing) mediates this effort. As each participant speaks, their "saying" becomes "what they said", providing an object for reflection. Their "saying" is cognitive activity, and "what is said" is an outcome of that activity. Through saying and reflecting on what is said, new knowledge is constructed. (Swain, 2000, p. 113)

This shift to the socio-cultural paradigm is also reflected in Swain and Lapkin (1998). Dialogue is seen as a means of communicating and thinking, through which learning occurs. In the examples in Swain and Lapkin (1998) and Swain (2000), interaction plays a central role. In this interaction, knowledge is constructed and internalized.

### **4.2.3 Interaction hypothesis**

According to this theory it is believed that language acquisition requires (i.e. the strong version of interaction hypothesis) or greatly benefits from (i.e. the weaker version of interaction hypothesis) interaction, communication and especially negotiation of meaning (Richards & Schmidt, 2010, p. 290). Long (1996, pp. 451–452) states that "negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the NS [native speaker] or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways." When interlocutors attempt to overcome problems in conveying meaning, they often receive feedback on their own production and additional input, and learners focus more on the message and form (Scarcella & Oxford, 1992, pp. 43–44). Long (1996, p. 452) adds that "the increased comprehensibility that negotiation brings helps reveal the meaning of new forms and so makes the forms themselves acquirable". Ellis (2003, p. 71) lists four main strategies used for the negotiation of meaning:

comprehension checks, clarification requests, confirmation checks and recasts (see also Mackey & Philp, 1998).

As regards the strong version of this hypothesis, it has been subject to criticism (Krashen, 1998). However, the assumption that interaction helps learning as learners receive negative feedback and, as a result, they have to reformulate their messages in order to make them more comprehensible, seems to play an important role in the process of L2 acquisition (Ellis, 1997, pp. 47–48; Long, 1996; Nunan, 2004, pp. 79–85). Interaction contributes to acquisition in the following situations. First, “when interactional modifications lead to comprehensible input via the decomposition and segmenting of input” (Ellis, 2003, p. 80; see also Long, 1996; Pica, 1994). Second, when students receive feedback on what they have uttered, “negotiation brings learners’ attention to L2 versions of their interlanguage utterances and heightens their awareness of their own interlanguage system” (Pica, 1994, p. 514). Third, when learners have to reformulate their own utterances in order to communicate (Ellis, 2003, pp. 79–83). See also Ellis (2003, pp. 80–83) or Scarcella and Oxford (1992, pp. 44–45) for problems and criticism related to the interaction hypothesis.

Some parallels with the comprehensible output hypothesis can be identified. First, in both theories, output and input play an important role. Second, both theories have shifted from the cognitive paradigm to the social constructivist, or more specifically social-cultural, paradigm. In the case of the interaction hypothesis, the relevance of the socio-cultural theories has been identified (Gass, Mackey, & Pica, 1998; see also Brown, 2000, pp. 286–288). More specifically, the role of negative feedback in conversations has been interpreted within the socio-cultural framework (Aljaafreh & Lantolf, 1994; Long, Inagaki, & Ortega, 1998).

#### **4.2.4 Interlanguage**

It can be observed that the language that L2 learners produce differs from the language produced by both native speakers of L1 and native speakers of L2. It follows that there exists “a separate linguistic system based on the observable output which results from a learner’s attempted production of a TL [target language] norm” (Selinker, 1984, p. 35). Selinker refers to this linguistic system as interlanguage.

The assumptions about interlanguage can be summarized as follows. Interlanguage should be seen as a continuum, learners construct a series of interlanguages as their knowledge of L2 develops. Learner grammar is open to influence from the outside (i.e. through the input) and inside. Next, as there might be contradictory rules within an interlanguage, the system may be variable and dynamic. In order to develop their interlanguage, learners employ a variety of

learning strategies. Finally, interlanguage may fossilize and backslide (Brown, 2000, pp. 215–216; Ellis, 1997, pp. 33–34; Lightbown, 2000; Lightbown & Spada, 2006, pp. 77–107; Nunan, 1996).

#### **4.2.5 Complexity, accuracy and fluency**

From the theories mentioned above it follows that learners' constructions of L2 develop in a complex manner. These "constructs of L2 performance and L2 proficiency are multidimensional in nature and ... their principal dimensions can be adequately, and comprehensively, captured by the notions of complexity, accuracy and fluency" (Housen & Kuiken, 2009, p. 461). Complexity, accuracy and fluency can be used for describing qualities of spoken or written production (Ellis & Barkhuizen, 2005). The three measures are discussed in more detail below.

##### **4.2.5.1 Complexity**

Generally, complexity can be defined as "the extent to which the language produced in performing a task is elaborate and varied" (Ellis, 2003, p. 340). It can refer to learners' "preparedness to use a wide range of different structures" (Ellis & Barkhuizen, 2005, p. 139).

Complexity can be operationalized in many different ways. Ellis and Barkhuizen (2005, pp. 152–156) discuss eight different measures of complexity falling into the category of interactional, propositional, functional, grammatical and lexical complexity. As far as grammatical complexity is concerned, Norris and Ortega (2009) distinguish different categories of complexity according to length, subordination, coordination, variety and sophistication of grammatical forms and "total frequency of certain forms considered to be sophisticated." Syntactic complexity is addressed in more detail by Szmrecsányi (2004), who claims that length, counting nodes and "the index of syntactic complexity" can all be used when measuring syntactic complexity of spoken and written texts produced by native speakers, and recommends using word counts due to the convenience. However, Norris and Ortega (2009) warn that different operationalizations measure syntactic complexity differently and due to the multidimensionality of this aspect of performance, inconsistent results may be obtained. Three of their measures are suitable for this dissertation: coordination, subordination and clause length. Clause length, as opposed to sentence length, captures the elaborateness of phrases, as it indicates nominalization as well as the pre- and post-modifications of phrases (Norris & Ortega, 2009, p. 561). Nevertheless, Ellis and Barkhuizen (2005, p. 154) hold that mean length is problematic in SLA, because learners may use different proportions of formulaic language, resulting in a distortion of this measure.

#### **4.2.5.2 Accuracy**

Accuracy generally refers to the production of error-free language. Error can be defined as “the use of a linguistic item ... in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning” (Richards & Schmidt, 2010). Various views on errors and error treatment in learner language can be found elsewhere (Brown, 2000, pp. 215–240; Corder, 1984; Ellis, 1997). In this dissertation, errors are approached from the perspective of error analysis (see section 7.5.5.1). The studies of learner errors are closely related to interlanguage studies.

Ellis and Barkhuizen (2005) introduce error analysis procedures and address the difficulties related to determining errors. As regards accuracy, they review six different measures: number of self-corrections, percentage of error-free clauses, errors per 100 words, percentage of target-like verbal morphology, percentage of target-like use of plurals, target-like use of vocabulary (2005, p. 150).

#### **4.2.5.3 Fluency**

Fluency refers to “processing L2 with native-like rapidity or the extent to which the language produced in performing a task manifests pausing, hesitation, or reformulation” (Housen & Kuiken, 2009, p. 461). Similarly, Ellis and Barkhuizen (2005, p. 156) identify two types of fluency operationalization – those related to the speed of production (applicable to both spoken and written production), and those related to hesitation and dysfluency (applicable mainly to spoken language). They also list a number of different measures of fluency, such as speech or writing rate, number of pauses, pause length, false starts, repetitions, reformulations or replacements.

#### **4.2.5.4 The interplay of complexity, accuracy and fluency**

Ellis and Barkhuizen (2005, p. 140) hold that “investigating learner language in terms of accuracy, complexity, and fluency, is a particular view of L2 proficiency and the assumption that learners may choose to prioritize one aspect of the L2 over another.” This is a psycholinguistic perspective on learner production, which can be characterized as follows.

Short-term memory functions as a buffer for the conceptualizing, formulating and articulating of speech acts ... Learners need to access both encyclopaedic knowledge and L2 knowledge from their long-term memories and hold these in short-term memory in order to construct messages that represent their meaning intentions and that are pragmatically appropriate and grammatically correct. This task is extremely demanding, especially in online production ... where the time available for planning is restricted. Not surprisingly, learners seek to simplify the burden on their working memories by giving priority either to the content of their messages or to linguistic norms, depending on context and orientation. (Ellis & Barkhuizen, 2005, p. 141)

In accord with the view psycholinguistic perspective presented above, Skehan (1998) claims that learners may decide to use formulaic language, which can be accessed more easily, or their rule-based system, which is more difficult to use when necessary to communicate online. In his view, learners may choose to focus mainly on meaning (fluency) or on form. Within form, there are two options: learners can focus either on control, which results in higher accuracy, or restructuring, resulting in higher complexity.

The issues related to complexity, accuracy and fluency in relation to task parameters are briefly addressed in section 4.3.2, and the measuring of learner progress through complexity, accuracy and fluency is discussed in section 4.4.3 below.

#### **4.2.6 Implications for this dissertation**

The hypotheses related to comprehensible input, comprehensible output and interaction are all relevant to developing learner interlanguage. They are also compatible with social constructivist educational theories presented in section 3.2.1. Although there are many variables in the process of learning or acquiring a foreign language (Brown, 2000; Lightbown & Spada, 2006), it can be assumed that meaningful interaction and negotiation of meaning within a conversation resulting in further (comprehensible) output, which in turn presents (comprehensible) input for other learners, contribute to the development of learner interlanguage. The development can also be measured in terms of complexity, accuracy and fluency (this is addressed below). All of these processes are likely to occur during communication and cooperation with others (Lantolf & Thorne, 2006, p. 286; Savignon, 2001).

Having introduced selected SLA theories, the notion of CLT can be narrowed down to task-based learning and teaching, which is closely related to SLA research.

### **4.3 Task-based language teaching**

Task-based language and teaching (TBLT) can be viewed as a logical development of CLT (Richards & Rodgers, 2001, p. 223) or as a particular realization of CLT (Nunan, 2004). Either way, TBLT is compatible with CLT. In TBLT, tasks are central for planning and teaching, and tasks also “hold a central place in current SLA research” (Ellis, 2003, p. 2).

According to Skehan (2003), tasks in fact replaced communicative activities. Different specifications and definitions of tasks are discussed, for example, in Ellis (2003), Nunan (2004) and van den Branden (2006). Ellis (2003) discusses key components of tasks and proposes the following definition.

A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes. (Ellis, 2003, p. 16)

Generally, there is a variety of learning activities. Tasks can be contrasted with exercises (Ellis, 2000, 2003). Furthermore, tasks can be classified in many different ways. Willis (1996) distinguishes six types of tasks: listing, ordering and sorting, comparing, problem solving, sharing personal experience and creative tasks. She also distinguishes open tasks and closed tasks. A different perspective is taken by Nunan (2004), who classifies tasks according to the strategies that they are based on: cognitive, interpersonal, linguistic, affective and creative. According to Richards and Rodgers (2001, pp. 234–235), tasks can be one-way or two-way, convergent or divergent, collaborative or competitive, with single or multiple outcomes, requiring concrete or abstract language, requiring simple or complex processing, simple or complex, reality-based or not reality-based. It seems that there is no agreed-upon classification of tasks.

Different components of tasks can be identified. Ellis (2003) describes tasks in the light of their goals, input, conditions, procedures and predicted outcomes (as regards product and process). Similarly, Nunan (2004) identifies the following task components: goals, input, procedures, teacher role, learner role, settings and the task itself.

As far as principles of TBLT are concerned, Ellis (2003, pp. 275–278) reviews Willis' (1996) and Skehan's (1998) principles and formulates the following eight principles.

1. Ensure an appropriate level of task difficulty.
2. Establish clear goals for each task-based lesson.
3. Develop an appropriate orientation to performing the task in the students.
4. Ensure that students adopt an active role in task-based lessons.
5. Encourage students to take risks.
6. Ensure that students are primarily focused on meaning when they perform a task.
7. Provide opportunities for focusing on form.
8. Require students to evaluate their performance and progress. (Ellis, 2003)

The first two principles deserve closer attention, as they are related to the SLA theories discussed above as well as to cooperative learning. Moreover, they are implemented in the following chapter when discussing the design of online discussion tasks.

As regards adapting task difficulty, the implications of Vygotsky's ZPD should be borne in mind – tasks should be challenging for students and in order to facilitate learning, tasks should be slightly beyond students' current level.

There are several ways of adjusting the difficulty of a task. Duran and Ramaut (2006) suggest the following parameters: level of abstraction, degree of visual support, linguistic context, level of processing, modality, vocabulary, syntax, text structure and length. Different views on task difficulty are discussed by Nunan (2004) and Skehan (1998). Robinson (2001) draws a line between task complexity, task difficulty and task conditions and discusses various differences in task design.

In relation to the second principle, Ellis adds that

it is not easy to design tasks that require learners to use a targeted structure, as learners can always fall back on their strategic competence to circumvent it. One way out of this problem is to make it clear to the learners that they must use the targeted structure ... [but] this would encourage the learners to focus primarily on form with the result that the task then ceases to be a task ... and becomes instead an exercise. (Ellis, 2003, p. 29)

#### **4.3.1 Task stages**

Typically, tasks comprise three parts: pre-task, mid-task and post-task (Ellis, 2003; Skehan, 1998; Willis, 1996), but only the mid-task is obligatory in TBLT (Ellis, 2003, 2009). The three components are analyzed by various authors, as summarized below.

The goal of the pre-task stage is “to prepare students to perform the task in ways that will promote acquisition” by telling them what they will be required to do and acquainting them with “the nature of the outcome they will arrive at” (Ellis, 2003, p. 244). The task should also be presented in a motivating way (Ellis, 2003; Willis, 1996). More specifically, teachers can ask students to do some of the following actions. First, a task similar to the one in the mid-task can be performed by the students in order to rehearse. Second, teachers can provide a model, presenting “a text (oral or written) to demonstrate an ‘ideal’ performance of the task”, which can also be accompanied by “activities designed to raise learners’ consciousness about specific features of the task performance”, e.g. by analyzing the model texts (Ellis, 2003, p. 246; this point is also addressed by Skehan, 1998; Willis, 1996). Third, non-linguistic activities can be done, e.g. activating relevant schemata or providing students with relevant background knowledge (Ellis, 2003; Skehan, 1998). Fourth, students can be asked to prepare for their performance in advance by planning what language forms they will need during the performance or what ideas they will communicate (Ellis, 2003; Skehan, 1998). Finally, Beglar and Hunt

(2002) and Skehan (1998) suggest that new structures should be presented during the pre-task stage (a different position is held by Ellis, 2003).

The mid-task is the main activity of the task. In Willis' framework for TBLT (1996), the task is a cycle comprising three processes: the task, preparation to report and report, i.e. presenting the outcome to the rest of the class. Ellis (2003) discusses several task-performance options, such as time limit or resources, and process options. Skehan (1998) also suggests that an element of surprise can be used, e.g. by giving students additional information while doing the task.

During the post-task, several options are available. First, students can be asked to repeat the performance, for example publicly (Ellis, 2003; Skehan, 1998). Second, students can reflect on the task. According to Willis (1996), students only summarize the output during the mid-task, but students can also reflect on and evaluate both their performances and the task itself (Ellis, 2003). Third, post-task can be used for focusing on forms. "Teachers should select forms that the students used incorrectly while performing the task or 'useful' or 'natural' forms that they failed to use at all" (Ellis, 2003, p. 260). This can be done as a review of errors, consciousness-raising tasks or various production-practice activities (Ellis, 2003; Willis, 1996).

#### **4.3.2 Related SLA findings**

There has been a lot of research into the effects of different implementations of task components on the result (measured in the light of complexity, accuracy and fluency). Most of the research focuses on spoken tasks (Foster & Skehan, 1996, 1999; Skehan & Foster, 1999). Foster (2009, p. 253) summarizes the findings as follows.

- Interactive tasks support greater L2 complexity and accuracy than noninteractive tasks.
- A tighter narrative structure in a narrative task is associated with greater L2 accuracy in performance.
- Pre-task planning is associated with L2 performance that has greater syntactic complexity and fluency, and sometimes greater accuracy.
- As the task goes on, these effects on accuracy, fluency, and complexity become weaker.
- Learners' familiarity with the information in a task is associated with higher fluency and accuracy in L2 performance.
- Task subject matter that needs to be transformed or integrated in some way is associated with greater L2 syntactic complexity.

Other reviews of related research can be found in Ellis (2003) or Skehan (1998).

#### **4.4 Developing communicative competence through tasks**

One of the goals of language teaching is to develop communicative competence, whose model adopted in this work is introduced in Chapter 2. Next, it is proposed in this chapter that one of

the ways of developing communicative activities is CLT, more specifically TBLT. Yet, the connection between learners' doing a task and developing their communicative competence is to be established in this section.

When communicating, a language user employs his or her language competence, which comprises mainly the knowledge of structures and their use, along with strategic competence, which is responsible for the assessment of the situation as well as the planning and execution of the performance. The performance is realized through psychophysiological mechanisms (see Chapter 2).

It is generally agreed that developing communicative competence is a complex process, as the four skills, in which communicative competence is demonstrated, and the individual components of communicative competence are interconnected (Savignon, 1991; Usó & Martínez-Flor, 2006). However, individual authors assign different components different functions. In the Bachman model (see Chapter 2), developing communicative competence comprises developing both the knowledge of language forms (mainly organizational competence) and the ability to use and realize them effectively and appropriately in a given context (pragmatic competence, strategic competence, psychophysiological mechanisms).

As far as individual realization of the four skills is concerned, productive skills (and particularly writing) deserve closer attention as they are the primary focus of this work.

#### **4.4.1 Developing productive skills**

It should be pointed out that there is a vast amount of literature addressing the process of developing the four skills, ranging from very theoretical titles to very practical ones. This section presents selected insights that are relevant to the theoretical background of this dissertation, namely the Bachman model of communicative competence. The relevance to subsequent discussion on the methodology of measuring learner development, which is, in turn, a starting point for the empirical part of this dissertation, was also considered when choosing resources.

Brown (2003) specifies what language users should be able to do as regards each of the four skills through the notion of micro- and macroskills. In speaking and writing, his microskills are related "to producing the smaller chunks of language" (Brown, 2003, p. 142), whereas his macroskills focus on larger units, fluency, discourse, cohesion, nonverbal communication and strategic options, which are all necessary for successful engagement in communication.

Brown's speaking microskills, such as producing "differences among English phonemes and allophonic variants", "chunks of language of different length" and "English stress patterns" as

well as writing microskills, such as producing “graphemes and orthographic patterns of English” and producing “writing at an efficient rate of speed to suit the purpose” (Brown, 2003, pp. 142, 221), clearly correspond with Bachman’s (1990) psychophysiological mechanisms, whose more detailed analysis is in the domain of psycholinguistics (Scovel, 1998; Traxler & Gernsbacher, 2006). In contrast, other microskills such as the ability to “use acceptable grammatical systems ..., patterns and rules”, “express a particular meaning in different grammatical forms”, “use cohesive devices”, “use an adequate number of lexical units ... to accomplish pragmatic purposes” and “produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents” (Brown, 2003, pp. 142–3, 221), correspond rather with specific components of language competence.

The macroskills are more general actions that refer not only to the language competence, but also to the strategic competence in the Bachman model (1990). For future reference, the speaking and writing macroskills are summarized in the following table. The rows have been rearranged so that they allow for better comparison.

**Table 2: A comparison of Brown’s (2003) speaking and writing macroskills**

| <b>Speaking macroskills (Brown, 2003, p. 143)</b>   | <b>Writing macroskills (Brown, 2003, p. 221)</b>  |
|---|---|
| Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting, and other sociolinguistic features in face-to-face conversations. | Use the rhetorical forms and conventions of written discourse.  |
| Appropriately accomplish communicative functions according to situations, participants, and goals.  | Appropriately accomplish the communicative functions of written texts according to form and purpose.  |
| Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.             | Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. |
| Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.   | Distinguish between literal and implied meanings when writing.<br><br>Correctly convey culturally specific references in the context of the written text.                           |

|   |  |
|---|--|
| Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you. | Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. |
|---|--|

The table shows the similarities and differences between speaking and writing from the perspective of their production by a language learner. Although Brown (2003) uses the word macroskills, the term strategy could be used for the majority of the items listed in Table 2, given the definition of strategies as "procedures used in learning, thinking, etc., which serve as a way of reaching a goal" (Richards & Schmidt, 2010). The process of developing communicative competence in writing is discussed in more detail below.

#### 4.4.2 Teaching writing

In relation to the strategies stated above, alternative components of the writing process are identified by different authors. Nation (2009, pp. 114–126) discusses the following actions: considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing. Similarly, White and Arndt (1991) analyze process writing into generating ideas, focusing, structuring, drafting, evaluating and reviewing. All of these actions can be identified as parts of the strategic competence in the Bachman model (1990), as they are mostly related to assessing, planning and executing a performance in the target language.

Relatedly, Scarcella and Oxford (1992, pp. 128–129) compare writing strategies of more competent and less competent writers. The strategies that competent writers use can be summarized as follows. During pre-writing, competent writers think about the task and plan, "gather and organize information" and "have a variety of different strategies to help them (for example, they take notes, read, and make lists)." As far as drafting and writing behaviours are concerned, competent writers "take time to let ideas develop", "have sufficient language resources available ... to enable them to concentrate on meaning rather than form", review their texts and concentrate on higher levels of meaning, not on structure formation. Finally, when revising, competent writers "revise at all levels (lexical, sentence, and discourse), add, delete, substitute, and reorder", "distance themselves from the text", "write multiple drafts" and "keep in mind the goals and the audience." This summary outlines the specifics of the writing skill and

also demonstrates the importance of strategic competence. It follows that if communicative competence is to be developed in learners, then they should be engaged in complex activities in which they could develop the above mentioned strategies, for example communicative writing tasks encompassing different genres.

As regards the genres or types of text that learners can produce, Brown (2003, p. 219) distinguishes academic writing (i.e. essays, compositions, academically focused journals, theses, etc.), job-related writing (i.e. messages, letters and emails, memos, reports, schedules, advertisements, manuals, etc.) and personal writing (i.e. letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, fiction etc.). Nation (2009, p. 131) adopts a different perspective – he asks different questions and classifies texts according to the question they address, for example the question “What happened?” addresses states and situations that are often described in letters, stories or diaries, whereas “What is it like?” refers to characteristics and physical structure reflected in consumer reports, CVs etc. In this work, personal writing (interpersonal asynchronous computer-mediated communication - see the following chapter) used for expressing states, situations and characteristics is adopted.

As far as principles of teaching writing are concerned, Nation (2009, pp. 93–95) discusses four key components of writing instruction. These are (1) meaning-focused input, (2) meaning-focused output, (3) language-focused learning and (4) fluency development. Clearly, these principles are related to the SLA theories introduced in section 4.2. From the perspective of procedural realization of writing units, Scarcella and Oxford (1992) formulate the following principles and guidelines for teaching writing. First, writing should be viewed as “a collaborative social process.” Second, students should write for real audiences (1992, p. 123). Third, they add that “reading is a critical component” and suggest that “a significant portion of the instructional period is devoted to reading – reading to get information, ideas, content, style, and language for writing, and reading to revise one’s own and others’ writing” (1992, p. 133).

#### **4.4.3 Measuring the development of communicative competence in learners**

In foreign language learning and teaching, it is desirable to check and measure learning outcomes. Before discussing various methods of measurement, it is necessary to define what learning outcomes are.

To start with, the notion of knowledge should be considered, as knowledge can be seen as a learning outcome (Richards & Schmidt, 2010). Ellis and Barkhuizen (2005, pp. 4–8) distinguish implicit, i.e. formulaic and rule-based, and explicit, i.e. analyzed, metalingual, learner knowledge of the target language (see DeKeyser, 2009 for more details). Relatedly, the term competence is

used. Competence generally involves learner implicit knowledge, however, there is a disagreement whether the term competence should also include the ability to use the (implicit) knowledge (Ellis & Barkhuizen, 2005). Some researchers use the term (communicative language) *ability* instead of competence (Bachman, 1990; Bachman & Palmer, 1996).

The terminological clarity is further complicated by using the term *proficiency*. Ellis and Barkhuizen (2005, p. 362) hold that from the psycholinguistic perspective, researchers refer to “L2 competence”, whilst language “testers and teachers prefer to talk about ‘L2 proficiency’”. The two labels represent somewhat different conceptualizations of the products of L2 acquisition ... [W]hereas the term ‘competence’ relates to what learners know, ‘proficiency’ incorporates both what they know and their ability to use their knowledge in actual communication.” However, they add that

in competence-oriented research that taps into learners’ implicit knowledge system (i.e. by collecting naturally occurring or clinically elicited samples of learner language) the distinction between ‘knowledge’ and ‘ability to use’ becomes blurred. In contrast, conceptualizing L2 acquisition as language proficiency provides for a broader, more holistic account of L2 acquisition, which may afford a better union between SLA on the one hand and language testing/pedagogy on the other. (Ellis & Barkhuizen, 2005, p. 363)

The above mentioned distinction between competence and proficiency is reflected by Richards and Schmidt (2010), who define language proficiency as “the degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language ... Proficiency may be measured through the use of a proficiency test” and the definition of competence starts by stating that it is “the implicit system of rules that constitutes a person’s knowledge of a language.” Their definition of *communicative* competence reflects the development outlined in Chapter 2 and for the purposes of this dissertation, the Bachman model (1990) is used as a definition of *communicative* competence.

Learners’ competence (not communicative competence) as defined above is examined by the majority of SLA research methods, whereas learners’ proficiency underlying their performance is addressed by the triad: complexity, accuracy and fluency (Ellis & Barkhuizen, 2005; Housen & Kuiken, 2009; different views are presented in de Graaff & Housen, 2009; Norris & Ortega, 2003).

As far as learning is concerned, Stern (1983) identifies proficiency, which he equals, contrary to the views presented above, to (communicative) competence, as an outcome of the learning process, which can be measured by rating scales, standardized proficiency tests and interlanguage studies (Stern, 1983, pp. 337–359). In addition, de Graaf and Housen (2009, p.

731) assert that the learning and teaching process should (1) enable learners to “internalize new L2 features” (i.e. the development of complexity), (2) “modify ... their L2 knowledge, including the deviant, non-target like aspect of their interlanguage” (i.e. the development of accuracy) and (3) “consolidate their L2 knowledge ... so that they can use their L2 with greater ease” (i.e. the development of fluency). Therefore, complexity, accuracy and fluency can be used when measuring learner development (Abbuhl & Mackey, 2008; Ellis & Barkhuizen, 2005; Housen & Kuiken, 2009; Norris & Ortega, 2003).

The position that complexity, accuracy and fluency can capture underlying proficiency is not unproblematic. Pallotti (2009, p. 594) holds that “CAF [i.e. complexity, accuracy and fluency] refer to the properties of language performance as product, while development is a process, with its subdimensions such as route and rate. CAF measures can empirically be related to developmental dimensions, but the latter should not be analytically considered as the part of the former.” Another problem is that some progress in learners’ interlanguage may not result in increased accuracy, as newly produced forms may not correspond with target-like forms (Lightbown, 2000). Furthermore, as outlined in section 4.2.4, interlanguage may display various forms of variability. In addition, as summarized in section 4.3.2, different task conditions (e.g. pre-task planning) essentially influence complexity, accuracy or fluency of the language produced. Finally, it has been reported that a learner who was asked to repeat the same task under the same conditions performed differently on each of the occasions, probably due to his different interpretations of the task (Duff, 2007). It may seem that inferences about learner development or proficiency on the grounds of their performance are completely misleading. From the same perspective, it can also be questioned whether the results of proficiency tests really reflect learners’ underlying proficiency, as the results are based on observed or recorded performances.

Ellis and Barkhuizen (2005, p. 6) offer a solution to this problem, claiming that as implicit knowledge is not accessible directly, “researchers are forced to infer competence [and also proficiency] from some kind of performance. How learners perform some kind of language task serves as the principal source of information about what they know about the language.” In order to minimize the effects of variations in learner (inter)language, it is recommended to draw on multiple sources of performance data (Abbuhl & Mackey, 2008; Ellis & Barkhuizen, 2005; Norris & Ortega, 2003). Indeed, competence and proficiency can only be examined by their manifestations in performance. Ellis and Barkhuizen (2005, p. 21) add that “the key methodological issue is what kind of performance provides the most valid and reliable information about competence.” They see language production as “the clearest evidence of what

a learner has acquired,” as speaking and writing are natural language activities. Therefore, performance should reflect “as far as possible, the kind of use for which language is designed and acquired” (Ellis & Barkhuizen, 2005, p. 21). This is an assumption on which the empirical research presented in this dissertation is based.

To conclude the debate in this section, it can be questioned whether it is really communicative competence that is developed in foreign language teaching, as from the insights presented here, it follows that the term proficiency should be used instead. On the other hand, most of the resources cited this dissertation use the term communicative competence. Therefore, in order to maintain terminological consistency, the term communicative competence is used in the rest of the dissertation.

#### **4.4.4 The development of complexity, accuracy and fluency**

From the discussion above it is evident that complexity, accuracy and fluency play an important role in this dissertation. However different their operationalizations can be, the development of communicative competence ought to be demonstrated by higher accuracy (i.e. more accurate production) and fluency (i.e. smoother or faster production). On the other hand, the issue of complexity, if operationalized syntactically, is not as simple as it may seem.

As students gradually improve, different stages of their syntactic development can be identified. Learners have been observed to go through the following stages of development. First, mainly parataxis (coordination) is used. Later, students replace parataxis with hypotaxis (subordination). Finally, more complex phrases, which can be captured by increased clause length, occur. This view of development is described and both theoretically and empirically validated (Norris & Ortega, 2009; Ortega, 2003; corresponding results are reported by Lu, 2010). Therefore, it is recommended to use different measures of syntactic complexity and from the development outline above it is clear that a decrease in certain measures, in fact, may indicate positive syntactic development.

#### **4.5 Criticism of communicative language teaching and task-based language teaching**

Both CLT and TBLT have been subject to criticism, some of which is briefly outlined in this section.

Swan (1990) raises objections against various aspects of CLT, e.g. organization of functional and notional syllabi, genuine communication in information-gap activities, etc. He suggests that teachers should “keep [their] heads, recognize dogma for what it is, and try out the new

techniques without giving up useful older methods simply because they have been ‘proved wrong’” (Swan, 1990, p. 98). Howatt and Widdowson (2004, p. 356) address the issue of extreme orientation to functional language teaching, claiming that “courses designed to enable learners to meet immediate communicative needs ... tended to focus on a limited range of routine and rudimentary social purposes ... to the neglect of a more comprehensive competence which would serve as a more secure investment for subsequent use.” Functional and frequently used language is also addressed by Cook (2000), who claims that even invented language can be useful in language teaching as “it is the bizarre and unusual uses of language which, outside the classroom, seem to capture attention, take on importance, and remain in the mind”, and adds that choosing examples from authentic language corpora on the basis of frequency can make the examples “uninteresting and unnoticed” (2000, p. 169). He supports that invented examples can be memorized more easily. He admits that “needs, meaning, and reality are lined up as the criteria to be revealed by good teaching and good materials” (2000, p. 173), yet he adds that “emphases upon predictability, reality, narrowly-defined need, and meaning divorced from form, are all features quite at odds with the playful use and development of language” (2000, p. 178). He believes that language, apart from other functions, also has a ludic function and concludes that CLT “neglected those pleasurable, emotive and controversial aspects of social interaction which are expressed through the genres of play” (2000, p. 193).

As far as TBLT is concerned, Swan (2005b, p. 397) claims that it “has serious limitations, especially as regards the systematic teaching of new linguistic material” and refuses the strong version of TBLT, i.e. language teaching in which tasks play a central role (Skehan, 2003). Seedhouse (1999) investigates learner interaction while performing tasks and reports that learners tended to use very simple structures, probably due to their concentration on the task, and not on the language that they used. In line with Swan, Seedhouse refuses the strong version of TBLT.

#### **4.6 Post-communicative language teaching**

In relation to the above-mentioned criticism it is important to note that there is not one single interpretation of TBLT, but a variety of possible implementations and understandings (Ellis, 2009). The same applies to CLT, as was mentioned at the beginning of this chapter. Task-supported learning, in which tasks are used along with other ways of teaching, can be contrasted with the strong version of TBLT, in which a task represents a basic unit for teaching (Ellis, 2003, 2009; Skehan, 2003). Similarly, Richards (2006) mentions “classic communicative language teaching (1970s to 1990s)” and “current communicative language teaching”, which “refers to a set of generally agreed upon principles that can be applied in different ways, depending on the

teaching context, the age of the learners, their level, their learning goals, and so on” (Richards, 2006, p. 22).

The criticism cited in the previous section refers almost exclusively to the strong versions of CLT or TBLT. Yet, an excessive application of any single approach or method (not only CLT or TBLT) will cause its drawbacks to become more salient, as was observed during the implementation of audiolingualism (Stern, 1983).

Nowadays, teachers are not expected to use one single method. Instead, they can diagnose the needs of their learners, treat them appropriately and assess the learning outcomes (Brown, 2002; *CEFR*, 2001). During the treatment, learners should be actively engaged, which is reflected in the *CEFR* as an action-based approach. Heyworth (2004, p. 14) adds that the *CEFR* “provides a reasoned and detailed description of what the ‘Communicative Approach’ implies: needs analysis based on the learners’ functional objectives; the involvement of the learner and learner motivation as a central feature; the idea of a co-operative relationship between learner and teacher; and a realistic way of fitting the course to the resources available, not to an abstract goal of perfection”. The influence of CLT on contemporary language teaching is also reported elsewhere (Choděra, 2006, p. 118; Richards & Rodgers, 2001, p. 244), yet this is seen, in accord with the above-mentioned citation, at the level of more general principles, rather than in a massive implementation of communicative activities or tasks. As mentioned above, tasks can be seen as a basis for a course, or as a component of a course, along with other procedures and activities. In connection to this, Bygate (2000, p. 187) assumes that “tasks need not be associated with a single approach to teaching or learning. Explicit and implicit formal practice of all kinds is perfectly feasible.”

Teachers, instead of following one single method, can, in a responsible way, follow certain principles, e.g. those formulated by Brown (2002) or Kumaravadivelu (1994, 2003). Although both these authors claim that the principles are subject to re-interpretation and further elaboration, they both stress that foreign language teaching should (1) connect language with culture, (2) develop all of the components of communicative competence, (3) develop learner autonomy and self-confidence, and result in (4) contextualized and meaningful learning (see also Celce-Murcia, 2001; Choděra, 2006; Richards & Rodgers, 2001, p. 251).

#### **4.7 Summary**

This chapter has conceptualized the process of foreign language learning and teaching through tasks. Many different considerations and interpretations of key phenomena and processes have been introduced and it could be observed that there are many controversies.

At the level of approach to foreign language teaching, it can be observed that there are various interpretations of both CLT and TBLT. Next, it was observed that none of the three SLA theories has been widely accepted and that some of the theories are still developing. Similarly, there has been no general agreement on the conceptualization of the process of researching foreign language learning. Terminological discrepancies related to basic notions such as competence and proficiency have been discussed in more detail. The disagreement and various interpretations of these processes demonstrate the dynamic development in the field of foreign language didactics. Hence, the conceptualization of the relation between communicative competence, proficiency and their demonstrations in performance can be seen as a solid basis for the empirical research presented in this dissertation.

In accord with post-communicative language teaching, the position adopted in this dissertation is that various approaches and methods can be eclectically used in the process of foreign language teaching. Similarly, it has been accepted in this dissertation that different, yet related, SLA theories can be used in order to account for foreign language learning.

Apart from connecting the concepts presented in the previous chapters and establishing a ground for the empirical part of this dissertation, this chapter has presented important concepts, which are further elaborated in the context of using ICT in foreign language teaching in the following chapter.

## 5 TECHNOLOGY IN DEVELOPING COMMUNICATIVE COMPETENCE

This chapter discusses the relationships between the theories related to developing communicative competence and the implementation of ICT into the process of foreign language learning and teaching.

First, computer-mediated communication is examined linguistically and psychologically, as this way of communicating is in many respects different from relatively well-established speaking and writing. Second, this chapter is dedicated to the conceptualization of the process of language learning and teaching which occurs both online and in-class. Technological and educational perspectives are presented and selected strategies for preparing online activities for students are discussed. The importance of this chapter can also be seen by introducing blended learning and online discussion tasks, which play an important role in the empirical investigation presented in this dissertation.

### 5.1 Computer mediated communication

The ways in which people communicate and use language on the Internet has been referred to (in an alphabetical order) as *computer mediated communication* (CMC), *computer mediated discourse* (CMD), *cyberspeak*, *e-talk*, *geek-speak*, *Internet language*, *netlingo*, *Netlish*, *netspeak*, *tech-speak*, *Weblish* or *wired-style* (Crystal, 2006, p. 19; Thurlow, Lengel, & Tomic, 2004, pp. 118–119). Although Crystal (2011) concludes that *Internet linguistics* seems most appropriate for the discipline dealing with language in the electronic medium, the term *computer mediated communication* (CMC) is adopted in this dissertation as it is widely used and occurs in the majority of the works cited. As its constituents suggest, CMC is understood as human interaction mediated by networked computers.

CMC can be, similarly to interpersonal communication, synchronous or asynchronous, i.e. it happens or does not happen online, respectively. The difference is that CMC is independent of place, which means that participants do not have to be next to each other when communicating synchronously (e.g. using an instant messenger, chat or Skype). Asynchronous communication (e.g. email, discussion forum, bulletin board etc.) is independent of both time and place (see Herring, 2002, for other perspectives). The advantages and possible drawbacks of these features are discussed below.

Theoretically, in accord with Crystal (2011, pp. 1–2), CMC may be purely textual (e.g. chat), visual (e.g. an online photogallery) or auditory (e.g. IP telephony), or these channels can be

mixed (e.g. videoconferencing comprises visual and auditory information). In literature on CMC, however, CMC is understood mainly as text-based communication, i.e. the textual aspect dominates (Herring, 2002, 2007). As for textual asynchronous and synchronous communication, Baron (2004) distinguishes whether CMC is one-to-one (i.e. between two participants) or one-to-many (i.e. one's message is sent to multiple recipients).

In order to refer to different types of CMC (e.g. email, chat, discussion forum, tweet etc.), the word *genre* is often used. Nevertheless, Crystal proposes that *output* should be used instead as genre “suggests a homogeneity which has not yet been established” (Crystal, 2011, p. 9; see also Herring, 2007, pp. 3–4).

As the aim of this dissertation is to discuss how ICT can be used when developing communicative competence mainly in writing, text-based CMC is elaborated in more detail in the subsequent sections.

### **5.1.1 Linguistic and psychological features**

Although some outputs are similar to speech or writing (Crystal, 2006, pp. 31–32), Crystal points out that “Internet language is identical to neither speech nor writing, but selectively and adaptively displays properties of both. It is more than an aggregate of spoken and written features” (Crystal, 2011, p. 21). Both linguistic and psychological features are discussed in the following three sections. Despite inevitable overlaps, differences from speech and writing will be discussed separately, followed by a discussion of distinctive features of CMC. This organization, adopted from Crystal (2011), can be seen as a continuation of section 2.4, and furthermore allows for discussing features that most (but not necessarily all) CMC outputs have in common. This is followed by introducing Herring's faceted classification scheme for CMC (Herring, 2007), which, in contrast, illustrates how multifarious CMC is and what aspects can distinguish different outputs.

### **5.1.2 Differences with speech**

One of the most significant differences is a lack of simultaneous feedback. This is best visible in asynchronous communication, but delays are present in synchronous outputs as well, resulting in lags and fragmented speech. Owing to this, users may feel that CMC is colder and more distant than face-to-face communication (Crystal, 2006, 2011; Gerbic, 2009).

Next, Internet exchanges lack the features which are crucial in expressing attitudes and opinions (facial expressions, gestures, body posture and distance). As a result, emoticons can be used in CMC to substitute for some of these features or for metacommunication, i.e. commenting on

what is being communicated, and they also reduce the ambiguity of the message (Crystal, 2006, pp. 38–42; Vybíral, 2005, pp. 282–283). Despite this compensation, some features of face-to-face communication, such as touching, smell etc., are still impossible in CMC (DeVito, 2008, p. 41). Some studies show that emoticons seem to be used mainly by specific groups of Internet users, mainly young females (Baron, 2004; Crystal, 2011, p. 24).

Another contrasting feature is the possibility of having multiple computer-mediated conversations at a time: within one chatroom or forum with different individuals, or separately in different windows, using an instant messenger. Furthermore, Crystal (2011) discusses the consequences of lags in one-to-one synchronous conversations and realizes that multiple conversations emerge within this one conversation. He observes three linguistic features unique to this output. First, there are insertions in adjacency pairs due to lags. Second, users tend to use intervening utterances which are typically unrelated grammatically or semantically, and different strategies to reaffirm semantic order (e.g. they reintroduce the topic). Third, ambiguity and ambiguous anaphoric references can be found especially in asynchronous forums (Crystal, 2011, pp. 24–28). Vybíral (2005, pp. 276–277) addresses the question why some people have multiple online conversations with different interlocutors at a time, and concludes that some Internet users tend to use time as effectively as possible and at the same time they “enjoy” CMC, as multiple conversations can bring the feelings of excitement. Drawing on the results of his empirical study, he reports that being busy answering different messages may even lead to a state similar to trance.

Another distinct feature of CMC is related to the number of participants. Whereas in face-to-face conversations the number of participants is limited and interlocutors are typically aware of each other, in CMC the number of recipients may not be possible to control (DeVito, 2008, p. 40). Also, in contrast to face-to-face conversations, CMC is more permanent, can be made public relatively easily and at the same time is difficult or even impossible for participants to delete (DeVito, 2008, p. 39; Suler, 1996).

Next, compared to face-to-face communication, self-presentation in CMC can be controlled more easily. CMC is generally more anonymous and allows participants to decide what information they reveal about themselves. The impression that a participant gives depends mainly on the text communicated. It follows that it is relatively easy to pretend to be somebody else as the participants are typically physically separated in space (DeVito, 2008, pp. 40–41; Gerbic, 2009; Suler, 1996; Thurlow et al., 2004). The visual anonymity may make participants

“feel more relaxed” and, as a result, “CMC can actually be more friendly, social and intimate than face-to-face communication” (Thurlow et al., 2004, p. 53).

Possible anonymity, invisibility, asynchronicity, minimized authority, participants’ imagination and other factors may have a so called disinhibiting effect on participants, which means that they are less worried about what they say or do. This can happen in two ways. Suler (2004) distinguishes *benign* disinhibition, which occurs when people share very personal things, reveal secret emotions, fears etc., and *toxic* disinhibition, which refers to using rude language, criticism, sharing illegal materials etc. (see also Thurlow et al., 2004, pp. 62–63; Vybíral, 2005, pp. 272–274).

### **5.1.3 Differences with writing**

One of the most distinct features of CMC when compared to writing is hypertextuality. Although analogy can be seen with footnotes and references in writing, Crystal (2011) maintains that these are not obligatory in writing, but the Internet (or more specifically the World Wide Web) would not exist without hypertext links.

Another issue, which is partly touched upon in the previous discussion, is that of persistence. In addition to what is stated above, it should be pointed out that while writing is typically static and reference to it typically refers to an unchanged text, texts on the Internet seem to be much more dynamic: they may be modified, deleted or replaced. Crystal (2011) adds that different outputs display different degrees of persistence (see also differences with speaking above). In relation to this, Crystal (2011) also mentions multiple authorship, especially on wiki-type pages. As a result, one page may display pragmatic and stylistic heterogeneity. The dynamic nature of texts on the web presents a problem with defining the boundaries of an ongoing text (Crystal, 2011, pp. 31–32).

The last difference with writing to be discussed here is a practical one and is related to ordering. In many situations, hierarchy and chronology are not respected in CMC. For example, in mailboxes, the newest item typically goes first, not last. Similarly, when searching the web, the majority of search engines automatically display “the most relevant” item at the top. The items displayed are also filtered automatically, e.g. only page titles are shown and redundant items are excluded. Vybíral (2005, pp. 283–284) generalizes that this results in changes in user’s thinking. He observes that people are less sensitive to continuity and make inferences less frequently, which goes hand in hand with less frequent using of inductive and deductive thinking. Yet, it seems that this issue would deserve closer attention by researchers and psychologists.

#### **5.1.4 New medium**

This section is further divided into two subsections. The first one investigates linguistic properties of English CMC, which Herring (in press) refers to as “E-grammar”. This is followed by introducing Herring’s (2007) faceted classification scheme for CMC.

##### **5.1.4.1 E-grammar in English**

Herring (in press) summarizes the linguistic features of English CMC under the following four categories: typography, orthography, morphology and syntax. These areas of linguistic analysis are discussed in the following paragraphs.

As far as typography is concerned, CMC uses a number of non-alphabetic symbols, non-standard capitalization, such as “ALL CAPS, lack of initial capitalization, alternating uPpEr AnD lOwEr case, and so-called ‘camel case,’ or writing compound words or phrases together with MedialCapitals” (Herring, in press), emoticons (see section 5.1.2), drawings composed of keyboard characters and repeated punctuation. Next, numbers or letters can be used to substitute for (parts of) words, e.g. “ur gr8” standing for “you’re great” (Herring, in press; see also Crystal, 2006; Herring, 2002, p. 140; Thurlow et al., 2004, pp. 124–127).

As regards orthography, various ways of shortening (acronyms, clippings, vowel omission – e.g. “pls” standing for “please) as well as phonetically motivated letter changes (e.g. “z” for “s”) are common. Spellings that imitate casual pronunciation (e.g. “wassup?” for “what’s up?”) can also occur. Most of these features seem to be motivated by an effort to save keystrokes (Crystal, 2006; Herring, in press; Johnová, 2004; Vybíral, 2005, p. 282).

In the field of morphology and lexical word formation, CMC (and ICT in general) has enriched a number of word-formation processes. Herring (in press) mentions the following: productive prefixes (e-, cyber-, hyper-), clipping (e.g. “nickname” – “nick”), blending (“netizen” from “network citizen”), acronyms (e.g. lol = laughing out loud), semantic shift (e.g. spam), conversion (e.g. words like “text” or “spam” were originally only nouns, but nowadays they are used as verbs). She also points out that neologisms have appeared (e.g. newbie) and that some frequent typographical errors have been conventionalized (e.g. “teh” instead of “the”). Some of these aspects are also mentioned by other authors (e.g. Crystal, 2006, pp. 22–24, 87–90; Thurlow et al., 2004, pp. 124–127).

Finally, syntax in CMC “is sometimes described as ‘telegraphic’ or fragmented”, as articles or subject pronouns are often omitted in informal style, and, furthermore, clauses may be unfinished (Herring, in press). This is caused by multiple factors, such as saving keystrokes, an

effort to type speech-like utterances or message-length limits in some systems (Herring, in press; Vybíral, 2005, p. 281). As far as frequencies of grammatical function words are concerned, “CMC can be distinguished from traditional genres of speech and writing according to these measures; typically it falls between the two extremes, with synchronous chat closer to casual speech and asynchronous modes such as email closer to formal writing” (Herring, in press).

From this overview of linguistic features of CMC it follows that individual outcomes may differ in the presence of some of these features. Furthermore, some of the features are used only by certain groups of users in certain situations (e.g. emoticons in 5.1.2 above). Thus, mere distinguishing of different outcomes does not seem to be sufficient when classifying different manifestations of CMC. Therefore, a more comprehensive classification has been proposed.

#### **5.1.4.2 Herring’s faceted classification scheme for CMC**

When describing various manifestations of CMC, Herring (2007) distinguishes two sets of features: technological (medium) facets and social (situation) facets.

As far as medium factors are concerned, Herring (2007, pp. 13–17) identifies ten facets. The majority of them are self-explanatory, but some of them need closer attention and are examined below. The ten factors are: synchronicity, message transmission, persistence of transcript, message buffer size (i.e. the maximum length of a message), channels of communication (e.g. inclusion of multimedia), anonymous messaging, private messaging, filtering (i.e. blocking messages from certain users), quoting and message format (i.e. how messages appear, order of incoming messages, see also 5.1.3).

The message transmission is an important factor. The units (typically whole messages or individual characters) which are transmitted by a system determine whether there is a possibility of simultaneous feedback on the part of the receiver (i.e. the receiver can see the message produced, or sometimes at least the system indicates that the other party is typing). This has a fundamental effect on turn-taking in conversations (Crystal, 2006; Herring, 2007).

The issue of persistence is touched upon in section 5.1.2. Herring adds that the possibility to see a transcript of a conversation increases metalinguistic awareness of participants, as it “allows users to reflect on their communication – and play with language – in ways that would be difficult in speech. It also allows them to keep track of, and participate in, multiple conversational threads” (Herring, 2007, p. 15).

As far as social facets are concerned, Herring provides a list of ten factors: participation structure, participant characteristics, purpose, topic, tone, activity, norms and code (Herring,

2007, pp. 17–22). Table 3 below captures the ten facets and related features, which can help understand the complexity of social factors that influence the manifestations of CMC (see also Hymes’ framework introduced in Chapter 2).

**Table 3: Situation factors**

|                                    |   |
|------------------------------------|---|
| <b>Participation structure</b>     | <ul style="list-style-type: none"> <li>• One-to-one, one-to-many, many-to-many</li> <li>• Public/private</li> <li>• Degree of anonymity/pseudonymity</li> <li>• Group size; number of active participants</li> <li>• Amount, rate, and balance of participation</li> </ul>  |
| <b>Participant characteristics</b> | <ul style="list-style-type: none"> <li>• Demographics: gender, age, occupation, etc.</li> <li>• Proficiency: with language/computers/CMC</li> <li>• Experience: with addressee/group/topic</li> <li>• Role/status: in "real life"; of online personae</li> <li>• Pre-existing sociocultural knowledge and interactional norms</li> <li>• Attitudes, beliefs, ideologies, and motivations</li> </ul> |
| <b>Purpose</b>                     | <ul style="list-style-type: none"> <li>• Of group, e.g., professional, social, fantasy/role-playing, aesthetic, experimental</li> <li>• Goal of interaction, e.g., get information, negotiate consensus, develop professional/social relationships, impress/entertain others, have fun</li> </ul>   |
| <b>Topic or Theme</b>              | <ul style="list-style-type: none"> <li>• Of group, e.g., politics, linguistics, feminism, soap operas, sex, science fiction, South Asian culture, medieval times, pub</li> <li>• Of exchanges, e.g., the war in Iraq, pro-drop languages, the project budget, gay sex, vacation plans, personal information about participants, meta-discourse about CMC</li> </ul>                                 |
| <b>Tone</b>                        | <ul style="list-style-type: none"> <li>• Serious/playful</li> <li>• Formal/casual</li> <li>• Contentious/friendly</li> <li>• Cooperative/sarcastic, etc.</li> </ul>   |
| <b>Activity</b>                    | <ul style="list-style-type: none"> <li>• E.g., debate, job announcement, information exchange, phatic exchange, problem solving, exchange of insults, joking exchange, game, theatrical performance, flirtation, virtual sex</li> </ul>   |
| <b>Norms</b>                       | <ul style="list-style-type: none"> <li>• Of organization</li> <li>• Of social appropriateness</li> <li>• Of language</li> </ul>   |
| <b>Code</b>                        | <ul style="list-style-type: none"> <li>• Language, language variety</li> <li>• Font/writing system</li> </ul>   |

Adopted from Herring (2007, pp. 18–19)

The classification reveals how intricate a description of a computer-mediated event can be and what factors may influence the interaction. Clearly, both technological and social factors must be taken into account, especially when one intends to use CMC for educational purposes.

## 5.2 Online teaching and learning

Similarly to in-class teaching and learning, online teaching and learning can follow or be based on some of the educational theories outlined in Chapter 3.

As far as learning through cooperative interaction with others using CMC is concerned, the same benefits as in in-class teaching (i.e. outcomes related to knowledge, social skills and psychological adjustment – see cooperative learning in section 3.2.3) can be expected (Hampel & Lamy, 2007; Roberts, 2005). Social constructivist theories as well as cooperative learning have been successfully applied online (Stacey, 2005). The comprehensible input, output and interaction hypotheses can be transferred to online environments to explain language learning processes (Hampel & Lamy, 2007; Warschauer, 1997).

Both synchronous and asynchronous communication can be implemented in online teaching and learning. Synchronous text communication provides higher fidelity and shorter delays between individual turns or messages, but poses technological and organizational constraints (Graham, 2006). Therefore, asynchronous communication is recommended (Palloff & Pratt, 2007). The issue of asynchronicity and its implications is dealt with in more detail in the following sections of this chapter. However, it should be pointed out that some of the constraints (e.g. availability and costs of Internet connection, its speed etc.) have been removed in comparison to the situation in the early 2000s. Therefore, some of the views presented in this chapter may be subject to change in the future.

As far as learning through interaction with content (i.e. learning based on instructional design theories) is concerned, the trends outlined in section 3.2.4 are followed by various applications of computers in the learning and teaching process.

So-called computer-assisted instruction is based on the following three components (Bertrand, 2003, pp. 188–190). First, the process of learning is based on behaviourism: learners respond to a stimulus and receive feedback. Second, it is believed that subject matter should be broken down into elementary steps in order to make it easier to learn (Bertrand, 2003; Stern, 1983, pp. 304–306). Third, elements of constructivism were added in the 1990s. Instead of the subject matter, the learner is seen as the starting point. Learners are guided in their own discoveries, not taught the subject matter step by step. As a result, computer programs are more interactive and store multimedia through which learners can learn the subject matter more effectively.

Another trend in using technology in education is the emergence of learning environments, which were originally associated with hypermedia (i.e. technology which links texts and multimedia contents, such as pictures, photographs, recordings, videos etc.) and later on with the World Wide Web (Bertrand, 2003, pp. 190–192). Learning environments have been extended and are typically associated with online learning communities and e-learning. It can be observed that this is a point in which social constructivist and learning environment theories meet and

blend (Stacey, 2005; Zounek, 2009a, 2009b), although each of them was originally based on completely different grounds. Theories that are based on behaviourism (i.e. learning environment theories) are sometimes called “traditional” theories, whereas those based on constructivism and social constructivism are called “contemporary” theories (Zounek, 2009a).

### **5.3 Blended learning and foreign language teaching**

Despite the fact that ICT can take over some aspects of the learning and teaching process and some forms of human communication are realized using technology in real life, there exist some areas of both the learning and teaching process and human communication which cannot be controlled, administered or mediated by technology (this is discussed in more detail below). It seems that in effective foreign language teaching, both technology and face-to-face sessions are relevant. This combination is central to this work.

Although the terms e-learning and blended learning are buzz words, there is little agreement on their definitions (Černá, 2005; Eger, 2004; Jones, 2006; Kopecký, 2006; MacDonald, 2008; Zounek, 2009a). For the purposes of this dissertation, the term blended learning is adopted and discussed with a synchronic perspective. The development of both e-learning and blended learning has been addressed elsewhere as well as other related terms (Graham, 2006; Kopecký, 2006; Reimannová, 2011; Zounek, 2009a).

Generally, the following aspects of the learning and teaching process can be combined (or blended): instructional modalities or delivery media (e.g. multimedia, online collaborative learning, e-mail, interactive study materials), instructional methods and methodologies (e.g. constructivism, behaviourism), or online and face-to-face instruction (Graham, 2006; Sharma, 2010; different views are presented in Driscoll, 2002; Hanson-Smith & Rilling, 2007; Kopecký, 2006). Thus, the term blended learning is ambiguous, for it can be understood as combining one, two or all of the above-mentioned categories. However, Graham concludes that “the first two positions reflect the debate on the influences of media versus method on learning” and “both of these positions suffer from the problem that they define BL [blended learning] so broadly that they encompass virtually all learning systems” (Graham, 2006, p. 4). The third position, on the other hand, seems useful as it combines two historically separate models of instruction and “it also emphasizes the central role of computer-based technologies in blended learning” (Graham, 2006, p. 5). This is a basis for Graham’s definition: “Blended learning systems combine face-to-face instruction with computer-mediated instruction” (2006, p. 5). Similarly, Sharma and Barrett’s position is that blended learning “combines a face-to-face (F2F) classroom component with an appropriate use of technology” (Sharma & Barrett, 2007, p. 7).

Apart from the categories that can be combined, blended learning can be realized at four levels: activities, courses, programs and institutions (Graham, 2006). Again, this can be seen as another source of ambiguity and discrepancy, as some authors are not explicit or consistent as regards this option (e.g. Sharma & Barrett, 2007).

Before considering other options and issues in designing blended learning, the motivation for using this form of teaching should be briefly discussed. Generally, blended learning extends and improves the pedagogical possibilities through combining self-paced learning, in-class learning and online learning; it also offers flexibility and increases cost-effectiveness (Graham, 2006; Harasim, Hiltz, Teles, & Turoff, 1995; Kopecký, 2006; Zounek, 2009a, 2009b). These and other benefits are discussed in more detail in subsequent sections of this chapter.

Inherently, blended learning involves decision-making about which components of in-class and online teaching should be combined. Consequently, several issues arise. According to Carman (2005), blended learning comprises the following “ingredients”: live events, online content (and self-paced learning), collaboration, assessment and reference materials. Similarly, Graham (2006) discusses six issues related to blended learning: the role of live interaction, the role of learner choice and self-regulation, models for support and training, finding balance between innovation and production, cultural adaptation and dealing with digital divide. Both authors address the role of interaction (both online and in-class learner-learner interaction as well as learner-content interaction) and the role of learner autonomy (including self-pacing). These two issues deserve closer attention.

### **5.3.1 Interaction and communication in blended learning**

Communication can be seen as one of the central components of foreign language learning and teaching. As blended learning combines both in-class and online instruction, the first issue that arises is what kinds of interaction can be or should be mediated by ICT and what kinds of interaction should be realized face-to-face. Second, decisions must be made about implementing synchronous and asynchronous forms of communication. The dilemma can be viewed from both of these perspectives.

The former view is adopted, for example, by Graham, who compares in-class communication and asynchronous CMC, seeing the latter as most distinct from face-to-face communication in the light of space, time, fidelity and humanness (Graham, 2006). The strengths and weaknesses of both forms of interaction are summarized in the following table.

**Table 4: A comparison of asynchronous CMC and face-to-face communication**

|                   | <b>Asynchronous CMC</b>   | <b>Face-to-face communication</b> |
|-------------------|---|-----------------------------------|
| <b>Strengths</b>  | Flexibility (time, place)<br>Participation<br>Depth of reflection | Human connection<br>Spontaneity   |
| <b>Weaknesses</b> | Spontaneity<br>Procrastination<br>Human connection                | Participation<br>Flexibility      |

Simplified after Graham (2006, p. 18)

The table shows that asynchronous CMC and face-to-face communication are, to a certain degree, complementary. For example, temporal and spatial flexibility is a benefit of asynchronous CMC, but a drawback of face-to-face interaction. Similarly, higher and more intensive and more in-depth participation is reported in asynchronous CMC (see section 5.4.2) at the expense of decreased human connection and spontaneity (see section 5.1.2) and possible procrastination, which is related to learner autonomy and addressed in section 5.3.2 below.

It follows that these two complementary components of blended learning appear effective if used together in blended learning. Indeed, MacDonald reports that asynchronous forums and face-to-face interaction are the two most common components of blended learning, followed by course website and online quizzes (MacDonald, 2008, pp. 33–35). She also recognizes the role of face-to-face contact and reports on two most common strategies in blended learning for full-time students: introducing online media to supplement in-class sessions, and occasional or partial separation of the face-to-face component and online component involving asynchronicity, which achieves more flexibility (Harasim et al., 1995; MacDonald, 2008, pp. 35–43).

In the light of the synchronous – asynchronous perspective, Baldwin-Evans (2006) lists various synchronous and asynchronous events and discusses their advantages and disadvantages. It should be stressed that the synchronous–asynchronous division applies to both CMC and face-to-face communication in Baldwin-Evans’ view. Other authors distinguish another dimension: online and offline learning (Kopecký, 2006; Zounek, 2009b). The forms of interaction that are most relevant to language teaching from Baldwin-Evans’ work are listed in Table 5 below.

**Table 5: Selected synchronous and asynchronous events**

|                                 |   |
|---------------------------------|---|
| <b>Synchronous interaction</b>  | Live classroom, virtual classroom, broadcast (TV or streaming video), online chat sessions        |
| <b>Asynchronous interaction</b> | Information on a website, online materials, offline materials, threaded discussions, tests, books |

Based on Baldwin-Evans (2006)

The types of interaction and views of learning in these events can be further captured in instructional design theories (i.e. learner-content interaction, e.g. tests, books, various types of materials) or social constructivist theories (i.e. learner-learner interaction, e.g. threaded discussions, learner-learner interaction in the live classroom or online chat).

Teachers should be aware of these possibilities and their different qualities in order to combine them effectively in blended learning. Before discussing the principles of combining various elements of ICT and in-class teaching, it is important to address the issue of learner autonomy.

### **5.3.2 Self-direction in blended learning**

Before discussing autonomy in the context of blended learning, it should be pointed out that self-direction<sup>4</sup> is a very complex issue and is addressed in more detail elsewhere (Čáp & Mareš, 2001). For the purposes of this discussion, autonomy can be defined as “the ability to take charge of one’s own learning and to be responsible for decisions concerning the goals, learning processes, and implementation of one’s ... learning needs” (Richards & Schmidt, 2010). The term self-direction is very close to autonomy, and both these terms are used in this sense in this dissertation.

Flexibility is seen as one of the advantages of CMC (see Table 4 above). In relation to that, the integration of ICT into education brings greater individualization in the learning and teaching process (Vyskočilová & Dvořák, 2002; Zounek, 2009a). At the same time, Graham points out that “online learning components often require a large amount of self-discipline on the part of the learner” and sees the role and amount of guidance as one of the major issues in designing blended learning courses (Graham, 2006, p. 15). Inherently, a certain degree of learner autonomy is presupposed in social constructivist theories (Bertrand, 2003). Furthermore, self-direction can be seen as one of the predictors of success in online asynchronous learning (Harasim et al., 1995; Hiltz & Shea, 2005).

---

<sup>4</sup> According to Guglielmino and Guglielmino (2003), autonomy, independence and self-direction in learning are also relevant terms.

Together with requiring learner autonomy, the inclusion of online learning components also stimulates the development of self-direction (Hampel & Lamy, 2007, pp. 82–85; MacDonald, 2008; Warschauer, Turbee, & Roberts, 1996; Zounek, 2009a, p. 68). Thus, using blended learning is in accord with general contemporary requirements on education, which are discussed in Chapter 1.

As shown above, one of the weaknesses of asynchronous CMC is procrastination. Indeed, the lack of learner autonomy as well as other factors may inhibit participation, resulting in procrastination and related problems, especially in asynchronous tasks (Graham, 2006; Romano, Wallace, Helmick, Carey, & Adkins, 2005; Sengupta, 2001; Zounek, 2009a, pp. 116–117). These problems are addressed in more detail in section 5.6.1 below.

As far as the concept of self-direction is concerned, Long identifies the following three primary dimensions of self-direction in learning: motivation, metacognition and self-regulation, followed by four secondary dimensions: choice, competence, control and confidence (Long, 2003). He identifies three causes of a lack of self-direction in learners: limited opportunity for learner responsibility in previous instruction, negative past experience with self-directed learning and failing to relate the goals of the instruction to learners' interests. He also discusses various strategies for developing learner self-direction stressing that learners should have positive experience with being self-directed.

In relation to that, MacDonald discusses various learner orientations to study and concludes that “not all students at all levels will necessarily appreciate the demands of independent online study” (MacDonald, 2008, p. 119) and recommends that students should be aware of this requirement before registering for a blended course. Another solution can be including “sufficient face-to-face or online synchronous contact to support the needs of the more apprehensive students” (MacDonald, 2008, p. 119).

Analogically to in-class teaching, when learners are required to work more independently, more autonomy is required. This is associated with a change of learner roles in more student-centred settings, such as communicative language teaching or cooperative learning (Harasim et al., 1995, pp. 30–34; Richards & Rodgers, 2001). This is further intensified by the physical absence of the teacher in online environments.

Apart from learner roles, teacher roles in online components of blended learning are different from traditional face-to-face classrooms (Černá, 2009; Harasim, 2000; Harasim et al., 1995;

Reimannová, 2011; Siemens & Yurkiw, 2003; Zounek, 2009a). Some of the requirements on teachers are discussed below in this chapter.

### **5.3.3 Principles of combining and balancing technology and in-class teaching**

As stated above, blended learning combines in-class sessions with online teaching and learning. In order to make this combination effective, certain rules have been formulated. The following discussion of four key principles of balancing technology and in-class teaching is based on Sharma and Barrett (2007), who formulated them as a result of a review of ICT uses and as reflection on their observations and experience as educational consultants. The four principles are supplemented by other insights.

First, the role of the teacher and technology should be separated. Although these two may overlap under certain circumstances, it is important to distinguish what each can do that the other cannot. The teacher is responsible for making decisions, e.g. choice of topic, planning, interpretation of various materials, preparing and conducting fluency-based activities, reacting to learners' questions, organizing free practice, etc. On the other hand, technology can be useful when searching the web, dictionaries or language corpora; it can control the exposure the learner receives and further individualize this process (e.g. when working on computers, learners can pause a recording, play it multiple times, redo some exercises etc.) and computers give consistent feedback in guided practice and consolidation (Hanson-Smith & Rilling, 2007, pp. 3–4; Sharma & Barrett, 2007, pp. 13–14). A similar view is held by Sokolik (2001), who discusses various activities that cannot be done by computers (translation, giving appropriate feedback to learners as sensitively as teachers, sensitive grammar checking, essay marking) and what computers can be used for (drills, adaptive testing, corpora and concordancing, computer mediated communication, multimedia production). Clearly, meaningful and effective implementation of ICT into the language learning and teaching process starts by realizing what the technology can and cannot be used for.

Second, teachers should teach in a principled way. Using ICT due to the teacher's fascination by technology should be avoided, as "teaching is driven by pedagogy and supported by the technology" (Sharma & Barrett, 2007, p. 14). The same opinion is expressed in a number of other works related to using ICT in education (Eger, 2004; Reimannová, 2011; Siemens & Yurkiw, 2003; Sokolik, 2001; Zounek, 2009a, 2009b).

Third, technology should complement and enhance in-class teaching. There should be a close link between in-class and online teaching to make the overall process more consistent, meaningful and effective (Graham, 2006; Harasim et al., 1995; Sharma & Barrett, 2007).

Finally, Sharma and Barrett (2007, pp. 14–15) maintain that the proper and effective use of existing options is more important than inventing new solutions. It follows that teachers should look for existing tools that can be used in language teaching and learning rather than invest money, time and energy in developing new solutions.

Following these four principles, the process of language learning and teaching can be appropriately enhanced. As this issue of enhancement deserves special attention, the following section is dedicated to it.

## **5.4 The issue of enhancement by ICT**

The third principle mentioned above stresses that technology should appropriately enrich the process of learning. This process of enhancement (or augmentation) is often contrasted with mere replacement (or automation), which means that technology only replaces what can be done in in-class sessions (Mayer, 2005). Černá (2005, p. 21) refers to augmentation as to an added value of technology and emphasizes that distinctive features of ICT should be fully exploited. This exploitation is discussed in more detail in the two sections below – first for computer applications in instructional design theories, second for the uses of ICT based on social constructivist theories.

### **5.4.1 Enhancement in ICT applications based on instructional design theories**

Technology applications in this area concentrate on learner-content interaction in which the content is mediated via computers (see 3.2.4 and 5.2 above for more details). Typical uses are computer-based practice activities and tests.

Parshall et al. (2001) suggest five possible ways in which computers can enhance human cognition and learning. These innovative ways are media inclusion, item format, response action, interactivity and scoring.

Media inclusion refers to using pictures, recordings, animations or videos. High resolution colour pictures can enhance learning as well as appropriate combinations of sound (e.g. verbal explanations) and picture (e.g. illustrations or animations). These ways of multimedia inclusion and possible benefits in learning are discussed in more detail in Kopecký (2006, pp. 15–17) and Mayer (2005).

Item format refers to the information that is stored or evaluated. It can be selected (learners can, for example, tick their answers or match words and pictures) or constructed (i.e. written or spoken answers, pictures). The way learners insert their answers, itself, can enrich the

performance. For example a spellchecker can detect certain spelling mistakes and elementary problems in grammar.

Response action is what exactly learners do when answering the question(s) in an item. These actions can range from simple ticking to recording an utterance using a microphone or performing a gesture to a camera. Response action is closely related to item format. Despite recent progress in the development of ICT and artificial intelligence, computer applications in the area of pronunciation accuracy and production of more complex spoken or written texts (narratives, essays etc.) seem to be relatively limited. ICT cannot appropriately evaluate such responses and cannot give proper feedback in these situations (see 5.3.3 above), and therefore can be used mainly for collecting learner responses which are subsequently evaluated by the teacher.

Interactivity is related to the way learners interact with the item. It can be beneficial if learners have the possibility to rewind a recording, pause it to consult a reference book or replay difficult sections. Another interactive application is branching, i.e. selection of a subsequent step on the basis of the current answer(s). This branching is a basis of computer-based adaptive testing (Parshall et al., 2001). Also, the way learners are given feedback can be enriching. For example, when an answer is wrong, learners can be given a hint, an explanation or reference to previously studied materials.

Scoring is most relevant in testing. In contrast to paper-and-pencil tests, computer-based tests can collect additional information about learner performance, such as time needed for individual questions or a history of answers or learner actions, which can be reflected in the feedback or test score. In combination with branching, computer-based adaptive tests can be faster and more accurate in comparison with traditional paper-and-pencil tests. Yet, computer applications in the field of testing are not unproblematic. For a review of issues related to computer-based tests, see Leeson (2006).

As far as the teachers' perspective is concerned, there are in fact two possibilities of using computers in this way. First, teachers can use ready-made activities, materials and tests, which can be found on the Internet or delivered on CDs or DVDs. This solution seems relatively easy, however, it should be stressed that the teacher should be able to find, choose and evaluate the materials and use them appropriately, meaningfully and effectively (see 5.3.3 above). This issue is addressed, for example, by Tůma (2011a, 2012a). Second, teachers can create their own materials or modify existing materials (provided that it is permitted) using various types of software, such as *Hot Potatoes*, *Smart Notebook* or *Moodle*. This solution presupposes that the

teacher is skilled enough to work with the software. Clearly, this way allows teachers to create exercises or tests in accord with their own needs, yet this process is relatively time-consuming and demanding (see also 5.3.3). Tůma (2010a) compares two technological solutions (*Hot Potatoes* and *Moodle*) and gives concrete examples of augmentative applications of technology in the field of instructional design theories when preparing computer-based guided activities.

To summarize, when focusing on learner-content interaction, the role of media, item format, response action, interactivity and scoring should be considered, as these technological elements can greatly enhance human performance (see also Hanson-Smith & Rilling, 2007).

#### **5.4.2 Enhancement in ICT applications based on social constructivist theories**

This section focuses primarily on asynchronous CMC, although some general considerations concerning CMC are mentioned as well.

As far as participation in online communication is concerned, CMC seems to remove the differences that may hinder face-to-face interaction, such as age, sex, ethnic origins, speech disorders etc. Online interaction can also make participation more equal and intensive (Palloff & Pratt, 2007; Vybíral, 2005, p. 280; Warschauer, 1997). Some authors in this respect refer to “net democracy” or “democratizing effect” of CMC (Harasim et al., 1995; Suler, 1996; Warschauer et al., 1996). On the other hand, it has been reported that certain differences, especially in gender, seem to remain distinct even in CMC (Baron, 2004; Herring, 2002, pp. 136–138; Hiltz & Shea, 2005; see also Kapidzic & Herring, 2011).

Furthermore, in CMC, participants’ identity (in the sense as discussed in 3.1.1.2 above) is not as salient as in face-to-face interaction. What is more, under certain circumstances “with social networking sites ..., individuals have the ability to create images of themselves for social purposes without being constrained by time or space. Internet users visit social networking sites and create strategic profiles to influence how others perceive them” (Rosenberg & Egbert, 2011, p. 1).

More equal learner participation in online discussions reported in some studies (e.g. Hiltz & Shea, 2005; Warschauer et al., 1996) can be explained by the fact that the participants themselves control their identity – they can choose a picture which represents them (physical identity) and they are in control of revealing information about themselves (partly social identity, see section 5.1 for a more detailed discussion on the specifics of CMC). Apart from that, positive (benign) disinhibition (see section 5.1.2) and the openness of CMC can be utilized in online learning (Vybíral, 2005, p. 279). In an online environment, learners are reported to participate

more actively, ask questions and express their opinions and also more freely describe personal experiences (Suler, 2003; Vybíral, 2005, pp. 279–280).

As a result of certain specifics of CMC (especially the absence of certain features of spoken interaction, as discussed in 5.1.2), learners have to concentrate more on the message and the way it is delivered verbally (meaning and form), which further stimulates foreign language learning (Salaberry, 2000). Asynchronous CMC also makes it possible for participants to communicate from different places and at different times. This provides learners and teachers with time flexibility (Harasim et al., 1995; MacDonald, 2008; Palloff & Pratt, 2007; Warschauer, 1997). It follows that participants have more time to read and reflect on what other learners have written, which further enhances learning (Harasim et al., 1995; K. A. Meyer, 2003; Salaberry, 1996; Zounek, 2009a). Due to this time flexibility, learners also have enough time to compose, revise, check and reflect on their own messages, which can facilitate the development of different writing strategies (see section 4.4.2). Apart from writing, reading is also intensively practised.

As computer-mediated discussions are typically stored (see section 5.1.2), previous postings can be referred to with convenience. This allows for further reflection and also makes it easier for the teacher to grade individual learners' participation and contribution to the discussion.

Finally, it should be mentioned that young people have integrated the Internet into their everyday lives and normally use CMC, e.g. email or Facebook (see Chapter 1). Thus, integrating some forms of CMC into L2 teaching and learning is likely to satisfy learners' communicative needs.

## **5.5 Technological realization**

In this section, selected organizational and technological considerations related to managing blended learning are discussed.

Once decided to adopt blended learning, it is advisable to choose an appropriate technological solution. As a result of gradual convergence of technological applications of social cognitive theories and instructional design theories (see section 5.2), virtual learning environments (VLE), course management systems (CMS) or learning management systems (LMS) have been designed to facilitate online learning and enable teachers to focus on pedagogical rather than technological aspects of learning and teaching online (Cole & Foster, 2008; Kopecký, 2006, pp. 25–28; Zounek, 2009a, pp. 122–126). Although the content and interaction can be mediated using different technologies, one of the most convenient ways is using the web.

One of the most common learning management systems is *Moodle*, which allows teachers, among other things, to upload materials, prepare tests and quizzes, add links to relevant websites

and resources, create web-pages and online assignments which students individually submit (i.e. activities based mainly on instructional design approaches) as well as open discussion forums or synchronous chat sessions and prepare peer-reviewed assignments (i.e. activities based mainly on social constructivist approaches). An up-to-date list of *Moodle* features as well as user support can be found on *MoodleDocs* website<sup>5</sup>. *Moodle* can manage not only resources and activities, but also student grades and deadlines for individual assignments. It can also be used for student-teacher interactions instead of email. Considering the functionalities that *Moodle* offers as well as the fact that it is open source and has a number of developers who also provide technical support, it appears to be an effective and usable solution for realizing blended learning. Although there are other technological solutions, the basic functionalities that they offer are comparable (Zounek, 2009a, p. 123), and thus online discussion tasks described below can be implemented in other systems as well.

## **5.6 Online discussion tasks as tools for developing communicative competence and proficiency**

Tasks designed in accord with TBLT can be used to develop learners' foreign language communicative competence. These tasks can also be transferred to the online environment. For the purposes of this dissertation, *online discussion tasks* are defined as tasks comprising a pre-task, a mid-task and a post-task stage. The aim of each task is to develop complexity, accuracy and fluency of students' writing through which learners' communicative competence in writing and reading is stimulated. The procedure is outlined below, and then individual aspects of the procedure are discussed more in detail.

Both pre-tasks and post-tasks can be realized by means of a guided quiz, i.e. learner-content individual interaction. During the pre-task, learners can be introduced the topic of subsequent discussion, followed by reading a sample conversation. Understanding can be checked by means of comprehension questions. Next, relevant language points can be highlighted. Having finished the pre-task stage, learners are linguistically and psychologically prepared for the mid-task.

During the mid-task, students are divided into groups (this is discussed in more detail below) and interact with their peers within a group using a thread of an asynchronous discussion forum. Learners are expected to cooperate and complete a task together. In accord with the principles of cooperative learning (see section 3.2.3), the task has an outcome to which all group members are expected to contribute

---

<sup>5</sup> [http://docs.moodle.org/22/en/Main\\_page](http://docs.moodle.org/22/en/Main_page)

Having finished the mid-task, a set of post-task exercises can be prepared. One of the aims of the exercises, which can be realized by means of a guided quiz, can be to highlight common language problems and to further stimulate accuracy and complexity development. Reading skills can also be developed by means of another sample conversation that students are expected to read, understand, and possibly correct or complete. This way they practise their reading and writing skills in a guided way.

The procedure is summarized in the following table.

**Table 6: The scheme of an online discussion task**

|                              | <b>1. Pre-task</b>                                      | <b>2. Mid-task</b>            | <b>3. Post-task</b>                            |
|------------------------------|---|-------------------------------|--|
| <b>Theory of learning</b>    | Instructional design                                    | Social constructivism         | Instructional design                           |
| <b>Technical realization</b> | Guided quiz   | Asynchronous discussion forum | Guided quiz                                    |
| <b>Purpose</b>               | To introduce the task and prepare learners for the task | To do the task                | To give learners feedback on their performance |

### **5.6.1 Asynchronous discussion (mid-task)**

Managing asynchronous discussions involves decisions and considerations about grouping, pacing and structuring discussion tasks, ways of supporting students and promoting interaction, assessing student participation and the teacher's role. Of course, several problems can occur. The aim of this section is to address these issues.

#### **5.6.1.1 Grouping and group size**

Identifying the appropriate number of students per group is an important decision, yet, it is relatively difficult to find a direct answer. For example, Harasim et al. (1995, p. 180) maintain that "discussion groups of about fifteen to twenty-five seem to work best in general, while teams of two to four people are effective in complex group projects." More generally, the size of an online group depends on the task, goals and expected participation (Harasim et al., 1995). Palloff and Pratt add that "the group should be small enough to allow for full participation and to prevent information overload" (2007, p. 82). Rovai (2000) recommends using groups of fewer than ten students and MacDonald holds that "an acceptable group size for online collaborative work is four to six students" (2008, p. 167). This number is similar to the number of group members for small face-to-face groups (see section 3.1.1.1)

As far as dividing students into groups is concerned, teachers basically have two options at their disposal. Learners can be grouped by the instructor or they can make groups themselves. The latter may result in more efficient groups (Daradoumis & Xhafa, 2005), nevertheless, organizational problems are likely to occur, especially in asynchronous environments (Harasim et al., 1995; Palloff & Pratt, 2007). Therefore, it seems more effective if learners are divided into groups by the teacher according to various criteria, e.g. interests, friendship or the principle of heterogeneity (Harasim et al., 1995). In foreign language teaching, it is also important to consider the learners' level. Although heterogeneity stimulates learning and discussion, students with a significantly higher level of proficiency are likely to dominate the discussions. Furthermore, the postings written by such students might not be understood by less advanced students in the same course. In online discussion tasks, as well as in in-class discussions, students are expected to produce comprehensible output (see section 4.2.2), negotiate meanings with other students (see section 4.2.3) and the texts produced by others should represent comprehensible input for a learner (see section 4.2.1), as a result of which the development of communicative competence in discussion participants should occur. Therefore, it seems that grouping learners of an approximately similar level together can be beneficial.

#### **5.6.1.2 Pacing and structuring techniques**

Jensen and Heilesen discuss the complexity of cooperating in asynchronous environments and conclude that certain synchronization is necessary if learning is expected. They identify “the different frames of reference conditioned by the interrelations of time and place” as a fundamental factor contributing to success of online cooperative work (Jensen & Heilesen, 2005, p. 52).

Therefore, Harasim et al. recommend that “the teacher should be clear in setting expectations for participation in the online activities and in giving directions to participants” (1995, p. 176). There is an agreement among various authors that online discussions should have a clear structure and deadline in order for students to know what they are expected to do and when (Horton, 2000; MacDonald, 2008, pp. 81–83; Rovai, 2000; Salmon, 2004, p. 66; Thurlow et al., 2004, pp. 170–174).

As for the objectives of a task, Palloff and Pratt (2007) hold that shared goals for each group should be formulated, which reflects the use of positive interdependence in cooperative learning (see 3.2.3). The teacher should set the subject of discussion and “expectations for student participation (volume, frequency, type of comments, etc.)” (Harasim et al., 1995, p. 176). More specifically, Harasim et al. also maintain that for an undergraduate level, two to four comments

per week can be expected, because “if participation is any less frequent than twice a week, the discussion can lag and participants become frustrated with the delay in receiving feedback and reactions from peers” (1995, p. 186).

Next, it seems beneficial to break down complex tasks into smaller steps. This is a direct strategy for supporting learners who may have problems with self-direction and time management (Long, 2003; Palloff & Pratt, 2007). Relatedly, clear task structure and prescribing expected outcomes at each stage can improve learner participation (Roberts, 2005).

As far as the length of a task is concerned, Harasim et al. hold that tasks can last for one to three weeks (1995, p. 141). Other authors are less explicit about the overall duration, stressing that full participation should be enabled by giving learners enough time to contribute, and, together with that, clear deadlines and instructions should be established (Palloff & Pratt, 2007; Salmon, 2004). Clearly, it seems necessary to find a compromise between exaggerated flexibility, which may result in procrastination or low participation, and rigidity, which may inhibit or even hinder participation.

### **5.6.1.3 Preparing learners for participation**

When learners embark upon interacting with content or others via ICT, they “may feel confused and apprehensive, perhaps perceiving the computer as providing a very cold environment for human communication” (Harasim et al., 1995, p. 175). Obviously, it is necessary to support learners so that they can start using ICT smoothly and effectively. It follows that in different stages of the process of adapting to the online environment, learners need different ways of support, and also different ways of interacting can be expected at different stages. This is clearly reflected in Salmon’s five stage model of teaching and learning online (Salmon, 2004).

At initial stages of online learning and teaching, technical and psychological support is necessary as well as encouraging students to respond to each other’s messages on the forum (Harasim et al., 1995; Horton, 2000; Palloff & Pratt, 2007). Individual access and getting accustomed to using the environment are important for participation in discussions. This corresponds with stage one – *access and motivation* – of Salmon’s model (2004).

Stage two of the Salmon model is called *online socialization* and “involves individual participants establishing their online identities and then finding others with whom to interact” (Salmon, 2004, p. 29; see also Hampel & Lamy, 2007, pp. 85–86). Teachers at this stage “should create opportunities [for learners] for socialization not only into the online group, but also to understand how online contributes to learning for *their* topic, *this* course, *this* discipline”

(Salmon, 2004, p. 33; original emphasis). The understanding of the relevance of online learning may stimulate the development of self-directed learning (see section 5.3.2) and requires teachers to create meaningful tasks that are linked with in-class sessions, which is in accord with the principles of blended learning discussed in section 5.3.3 above.

At the following stage of Salmon's model, having been socialized and familiarized with the learning environment, "participants give information relevant to the course to each other." Also, "up to and including stage three, a form of co-operation occurs." Salmon calls this stage *information exchange* (2004, p. 29). Participants are able to interact both with the environment and others online.

The next two stages of the Salmon model are called *knowledge construction* and *development*. At the former stage, learners start interacting more intensively, which leads to discussing different viewpoints and constructing new knowledge related to the subject matter discussed. At stage five, "participants look for more benefits from the system to help them achieve personal goals, explore how to integrate online into other forms of learning and reflect on the learning processes" (Salmon, 2004, p. 29).

Similarly to the Salmon model (2004), Thurlow et al. hold that online discussions should start by socialization, then information exchange and knowledge construction can occur, finishing with reflection (Thurlow et al., 2004, pp. 170–174).

It is important to note that the frameworks discussed in this section are designed mainly for learners interacting online in their L1, typically in order to develop their knowledge related to their field of study, for example business. Except the specifics of CMC, communicating should not present great difficulties. However, in foreign language teaching and learning, the situation is completely different, as learners are expected to interact in a language they have not mastered fully. The process, therefore, is likely to be much slower. Furthermore, linguistic limitations of the learners may inhibit knowledge construction and reflection. Therefore, in foreign language learning and teaching, especially in lower-level courses, it may be a challenging aim to get to the third stage of the Salmon model (2004), in which students smoothly exchange information on the forum. In this respect, teachers should be realistic and respect the range of possible expression of the learners (see the *CEFR*, 2001).

As far as connections between online work and in-class teaching are concerned, an online discussion or the outcome of the discussion may be linked to an upcoming event, e.g. an in-class session. In this case the in-class session presents the deadline for the discussion (MacDonald,

2008, p. 60). This is an example of a meaningful connection of online and in-class work (see section 5.3.3). Conversely, in order to facilitate cooperation, cooperative work can start in an in-class session and be finished online (MacDonald, 2008, p. 165).

Apart from the steps outlined in this section, assessment plays an important role in stimulating learner participation in online discussion tasks.

#### **5.6.1.4 Online discussion tasks and assessment**

The following quotation clearly illustrates the importance of assessment in online learning. “If participation in learning networks [e.g. discussion forums] is offered as a completely voluntary, add-on, ungraded activity, pragmatic students will not participate at all” (Harasim et al., 1995, p. 185). It follows that what is assessed is seen as important by the majority of students. Harasim et al. (1995, p. 186) add that 10-50 per cent of total course grades can be allocated for the participation in online discussions.

In order to illustrate the complexity of assessment related to online discussions, some authors recommend that the following decisions should be made: who assesses and grades (the teacher, peers, both the teacher and learners, a coordinator within a group) and whether the whole group gets the same grade or whether individuals get different grades (Harasim et al., 1995, p. 187; MacDonald, 2008, pp. 168–174). Similar dilemmas are to be sorted in any cooperative tasks that are graded (see also section 3.2.3). Clearly, principles of in-class assessment are applicable to blended learning (MacDonald, 2008, pp. 131–133).

Appropriate forms of formative assessment are likely to encourage student participation in the future. Palloff and Pratt (2007) recommend that analytical schemes should be used for grading online discussions and stress that students should be acquainted with the scheme prior to starting the discussion. This way of assessing students’ participation is likely to stimulate their future involvement in similar tasks, especially if students are given appropriate and formative feedback. As a result, learning can be further developed. In other words, the principle of assessment *for* learning can be observed (Black, Harrison, Lee, Marshall, & Wiliam, 2004; Black & William, 1998).

Each student’s performance is a complex set of different aspects, which can be assessed. One possibility is to assess the following four qualities on the basis of viewing the history of a discussion: task achievement, interaction, using the forum and language.

First, task achievement can be addressed. This involves the evaluation of the discussion outcome for the whole group as well as how an individual’s participation is reflected in the outcome

(Hampel & Lamy, 2007, pp. 94–95; MacDonald, 2008, p. 168). Harasim et al. (1995, p. 187) also suggest considering whether the learner meets the criteria of (minimal) participation stated in the description of the task.

Second, interaction is an important part of the performance and “teachers may indeed decide to assess the interactive quality of an individual’s performance” (Hampel & Lamy, 2007, p. 93), focusing, for example, on appropriate initiative displayed in one’s postings.

Both task achievement and interaction can be assessed qualitatively or quantitatively. Hampel and Lamy point out that “a problem with the quantitative approach to assessing interactive participation is that fewer postings and fewer words may in fact be associated with better interaction” and stress that group functioning and social support, i.e. rather qualitative measures, should also be considered (Hampel & Lamy, 2007, pp. 93–95).

Third, computer skills can be reflected in the assessment. This involves the effective use of the tools offered by the forum, such as placing one’s replies in the correct places in the forum and the appropriate addressing of the participants – one person or the whole group (Harasim et al., 1995, p. 183).

Last but not least, the language a student used in the discussion should be assessed. The language component of communicative competence can serve as a basis. Taken from the structural perspective, the accuracy and complexity of the performance can be measured. This involves both grammatical and textual competence. Moreover, the seven standards of textuality introduced in section 2.4 can be reflected in the assessment (i.e. textual competence). As far as the pragmatic perspective of the performance is concerned, effective and appropriate use of language forms should be taken into account as well (i.e. illocutionary and sociolinguistic competence).

Especially the effectiveness and complexity of the performance should be appreciated. As regards accuracy, Harasim et al. (1995, pp. 213–214) hold that “as long as messages are readable, it is the flow of ideas that should be important. Semantics always dominate over syntax,” but they add that “for longer items, students should be careful to use correct spelling, grammar, and formatting, so others will not have difficulty understanding.” Generally, the specifics of CMC should be taken into account (see section 5.1). In the context of online discussion tasks it should be remembered that the following stage – the post-task – focuses on accuracy. Therefore, accuracy problems from the mid-task can be effectively addressed in the post-task phase.

Finally, it is important to note that learners obtain a certain degree of feedback continuously during the process of communicating with their peers. In the case of inaccuracies, requests for clarification may appear in the discussion. Due to task interdependence of individual members, relevant ideas and effective communication are likely to be appreciated spontaneously during the discussion. Therefore, learners themselves, in a way, assess each others' performance continuously during the task.

#### **5.6.1.5 The teacher's role**

The discussion in the previous section implies that some feedback is received from other participants during the process of communication. Yet, the role of the teacher should be defined as well. In literature there is an agreement that during discussions the teacher is a facilitator and he or she should not intervene unless necessary (Harasim et al., 1995; Horton, 2000; MacDonald, 2008). Indeed, the teacher's responsibility is to design the activity appropriately. After this, and once "students begin to engage in discussions or projects, the role of the teacher is to observe, monitor, facilitate, and provide information as appropriate," intervening in the discussion in case of student dropout, group dynamics issues or misinformation that needs correction (Harasim et al., 1995, p. 181). Students may be assigned a monitoring role as well (Harasim et al., 1995; Palloff & Pratt, 2007).

Teachers' possible interventions are also captured in Salmon's five-stage model (see section 5.6.1.3). Salmon (2002, 2004) discusses various situations and types of interventions. Compared to student-centred in-class sessions, the process of online learning and teaching is different in that the observing and the possible interventions lack the physical presence of the teacher among the students. As a result, more explicit instructions as well as clear structuring of the task (see section 5.6.1.2) seem to be necessary. Another difference arises from the asynchronicity of CMC: the observation of student work lies in reading an archive of submitted postings. Typically, the teacher cannot see his or her students working, which might create an impression that the students are not working properly. However, it is important to recognize the flexibility of CMC and, as stated above, actively intervene only when necessary.

There are a number of possible interventions that the teacher may perform, depending on the purpose and stage of the task, and also on the nature of the problem observed. For example, in the initial stages, technical support may be necessary, whereas in some discussions it may be beneficial to join the discussion proper, either as a peer or as an authority. In blended learning courses, teachers can intervene not only electronically, but also in in-class sessions. Some specific online discussion techniques are described elsewhere (Černá, 2005; Palloff & Pratt,

2007; Salmon, 2002, 2004). Problems that a teacher may encounter are discussed in the following section.

#### **5.6.1.6 Dealing with problems**

Several types of problems may occur during the discussion phase. In this section, the problems related to learner behaviour are addressed, namely low participation, cheating or plagiarism and, finally, various forms of online misbehaviour. Each of these problems is briefly characterized and certain ways of dealing with the problem are suggested.

The first problem to be addressed is low participation. However, this issue can be prevented if the principles mentioned above are followed. First, if the discussion itself (i.e. its topic and content) is relevant to students and linked with the face-to-face component (see section 5.3.3), students are likely to join the discussion. Second, setting clear shared goals of the task, including deadline(s) and expected participation, stimulates student engagement (see section 5.6.1.2). Third, if the participation is graded and introduced as an obligatory part of the course, students are in fact made to participate in order to meet the course criteria (see section 5.6.1.4). Last but not least, effective discussions are likely to occur if the phases of online group formation are respected, proceeding from online socialization to information exchange (see section 5.6.1.3). Respecting and following these recommendations, the mid-task should proceed smoothly.

Another problem which deserves closer attention is cheating. Bartley claims that “the very nature of online technology increases the opportunities or temptation for cheating, given the sense of separation and distance, with the decreased likelihood of being able to monitor the student” (2006, p. 25). Yet, there are some studies in which frequencies of cheating in online (distance) courses and face-to-face courses were compared and which discovered that academic dishonesty was actually higher in face-to-face courses (Stuber-McEwen, Wiseley, & Hoggatt, 2009; Watson & Sottile, 2010). Palloff and Pratt hold that if “a course is well constructed, is learner-centered, community-based, and promotes learner empowerment and self-reflection, the notion of cheating should not become a concern” (2007, p. 209). Despite this view, several strategies to prevent or minimize cheating in online components of blended courses can be briefly characterized.

First, MacDonald (2008) holds that students should be shown examples of good and bad practice, given clear expectations and an example outcome. Second, continuous regular work and continuous assessment can help (Bartley, 2006, pp. 20, 25), although Rowe (2004) points to some problems with continuous assessment. However, due to continuous work and assessment, the teacher can become familiar with individual students’ writing abilities and then it may be relatively easy for the teacher to detect cheating. The warning signs that can help are, for

example, “style, usage, and grammar which are above or below that student’s usual performance; passages which are inconsistent in verb tense ..., in addition, materials lifted from the web may have such visual clues as text without top or bottom or side margins; words which are grey or lighter than the rest of the text; or possibly even a URL at the top or bottom of the pages“ (McNett, 2002). Furthermore, the possibility for students to see what others have written and to cooperate with others is reported to minimize potential cheating (Bartley, 2006). Next, students can be asked to analyze or synthesize rather than repeat facts (MacDonald, 2008, p. 145) or be assigned unique resources that they should work with (Bartley, 2006; McNett, 2002). Last but not least, Rowe (2004) recommends combining in-class and online forms of assessment.

Another issue that may arise in online environments is various forms of online “misbehaviour”, for example flaming. This can be characterized as “making abusive and emotional attacks on someone else” (Horton, 2000, p. 389). Yet, this problem is not very common in blended learning courses, especially when realized using an LMS, as students are required to register and their real names are visible (see also section 5.1.3). Establishing certain standards of communication (netiquette) can also help (Harasim et al., 1995; Horton, 2000).

The last problem to be addressed here is passive participation in online discussions, which is called lurking (Rovai, 2000). This can be prevented by following the steps outlined in sections 5.6.1.3 and 5.6.1.4 above.

### **5.6.2 Guided quizzes (pre-task and post-task)**

Although quizzes are an important part of online discussion tasks, only selected aspects of their preparation are discussed, since the mid-task is seen as central. Furthermore, as outlined above, pre-tasks or post-tasks in a blended learning course may be done in face-to-face sessions.

If technology is to be used for pre-tasks or post-tasks, the potential that ICT offers should be exploited as fully and at the same time as reasonably as possible (for example, Kopecký, 2006, p. 16, warns against over-exaggerated use of multimedia). As for online quizzes and tests, whose enriching aspects are outlined in section 5.4.1, the instructor can employ consistent and informative feedback as well as the possibility to do the quiz at one’s own pace and multiple times if necessary.

In relation to interactivity and self-paced learning, quizzes can also be used for exposing students to spoken and written texts – reading and listening comprehension can be checked, for example, by means of multiple choice questions or short answers, which can be evaluated by the system.

### **5.6.3 Requirements on students**

The online component poses specific requirements on students. Harasim et al. hold that in asynchronous environments, “previous computer experience [or] typing ability make no significant difference in outcomes for online courses” (1995, pp. 194–195). Similarly, Salmon (2004) claims that prior computer literacy is not important. However, there are other factors that are important, namely access, attitudes, motivation and “the self-discipline to participate regularly” (Harasim et al., 1995, p. 195).

A slightly different perspective is reflected in Guglielmino and Guglielmino (2003), who claim that learner readiness for online learning comprises technical readiness (including technical knowledge, attitudes, skills and habits) and self-directed learning readiness (including self-knowledge, attitudes, self-directed learning skills and habits). If students lack some of these, they offer a number of solutions, e.g. gradual transition from traditional learning to online learning.

## **5.7 Summary**

This chapter has introduced selected concepts from ICT in the process of foreign language learning and teaching. It has been shown that within CMC there exist relatively distinct outputs and a realization of English in CMC may differ from the uses of English in more standardized genres, such as, for example, writing formal letters. This fact should be considered when addressing language accuracy in CMC.

As far as the conceptualization of the process of language teaching and learning using ICT is concerned, the concept of blended learning has been introduced and various options that this framework offers have been discussed. Next, online discussion tasks can be seen as events within a blended learning course in which communicative competence can be developed. Relatedly, selected teaching strategies have been introduced and discussed.

The above-mentioned concepts are reflected in the empirical part of this dissertation. Blended learning presents the context in which the empirical investigation is carried out, and as shown in the previous chapter, tasks (in this context online discussion tasks) are seen as events designed for both developing learners’ communicative competence and measuring it empirically. Several important decisions related to the empirical study have been made as well concerning the role and responsibilities of the teacher during the tasks (this is further specified in the empirical part) as well as choosing asynchronous CMC for the mid-task phase of online discussion tasks, as it appears to complement and balance the aspects of face-to-face interaction, which is a part of a blended learning course.

## **6 ICT IN EDUCATIONAL LITERATURE AND RESEARCH IN THE CZECH REPUBLIC AND ABROAD**

Having introduced the theoretical background for using ICT in education and foreign language learning and teaching, it seems beneficial to analyze the current state of the art of educational research in the field. Are Czech educational specialists and practitioners informed by theoretical and empirical research? Is the situation in the Czech Republic different from the situation abroad? How is ICT used in the processes of language learning and teaching in the Czech Republic? These are the questions that this chapter attempts to answer.

Both the education and the implementation of ICT are very dynamic fields. Therefore, in order to review the current state of the art, it seems reasonable to focus on the period of the past 5-7 years. In 2004, in his brief review of Czech literature on education, Eger expressed his disappointment with the situation at that time and found that leading Czech authors in the field of educational sciences failed to reflect the current development of using ICT in education (Eger, 2004). He also complained that some Czech authors in their publications wrongly referred to programming languages, the knowledge of which appeared absolutely unnecessary in the era of LMS. Eger's pessimistic report can be taken as a starting point from which a systematic review of literature and research in the field of ICT and educational sciences can be carried out. This investigation is focused both on ICT in education in general, and on the field of ICT and foreign language teaching specifically.

### **6.1 Education and the use of ICT in the Czech Republic and abroad: journals and conference proceedings**

In order to analyze to what extent Czech educational research is informed by findings from the field of educational use of ICT, a review of Czech educational journals was carried out. Czech conference proceedings were not included, as there are a number of different conferences with different peer-reviewing procedures, which results in considerable variation in quality (the same position is held by Píšová & Hanušová, 2011; Píšová et al., 2011). As far as the selection of Czech educational journals is concerned, Mareš and Honsnejmannová (2011) report that in the Czech Republic there are 18 journals (accredited by the Research and Development Council) whose orientation is primarily educational, but they hold that authors should strive to publish in those journals that have a tradition. According to Mareš and Honsnejmannová (2011, p. 105), “the five most important Czech educational journals” are: *E-pedagogium*, *Orbis Scholae*, *Pedagogická orientace*, *Pedagogika* and *Studia pedagogica*. These journals are also reported to be influential by Šedřová (2010). A relatively extensive review carried out with the aim to

analyze major research areas in Czech foreign language teaching was conducted by Píšová and Hanušová (Píšová & Hanušová, 2011; Píšová et al., 2011). In their review, all of the five above-mentioned educational journals were included. In addition, they included *Lingua Viva*, which publishes articles on foreign language teaching. It can be assumed that the occurrence of articles related to using ICT in these six journals informs the Czech educational community and, conversely, at least partly, reflects the state of research in the Czech Republic in the field.

Based on the insights presented above, six Czech educational journals were reviewed (*E-pedagogium*, *Lingua Viva*, *Orbis Scholae*, *Pedagogická orientace*, *Pedagogika* and *Studia pedagogica*). Only articles classified as “research”, “studies” and “discussions” were included in the analysis. Book reviews, conference reports, interviews and editorials were excluded. Altogether, the review of issues published between 2005 and 2011 comprised 824<sup>6</sup> articles. If the article title included words such as e-learning, blended learning, online learning or ICT<sup>7</sup>, it was classified as an article related to ICT in education (not necessarily in the field of foreign language teaching). Altogether, 22 articles met this criterion.

The situation in the Czech Republic can be compared with the state of the art in a wider context. Web of Science was considered a representative database of articles. A comparable query<sup>8</sup> was made in order to determine the amount of articles whose title included ICT-related words in the Education and Educational Research subdatabase in the years 2005-2011. This query generated 29,590<sup>9</sup> articles, out of which 576<sup>10</sup> could be classified as ICT-related according to the title.

As Web of Science indexes not only educational journals, but also selected conference proceedings, a similar query was made on conference proceedings. Out of 12,716<sup>11</sup> items related to education, learning or teaching, 936<sup>12</sup> proceedings papers can be classified as ICT-related.

The ratios of ICT-related items to the total number of items for each category (i.e. educational journals published in the Czech Republic, journals and conference proceedings indexed on Web of Science – WoS) and each year are displayed in the following figure.

---

<sup>6</sup> This review was finished on the 14<sup>th</sup> of February 2012. By this time, the final 2011 issues of *LinguaViva*, *Orbis Scholae* and *Pedagogika* were not available. Next, the issues of *Studia Pedagogica* were analyzed from the year 2008 and *Orbis Scholae* from the year 2006, as previous issues were not available. Only articles published in Czech, Slovak or English were included in the review.

<sup>7</sup> Corresponding Czech and Slovak terms were sought. Two articles whose titles included „nové technologie“ and „www stránky“ were also accepted.

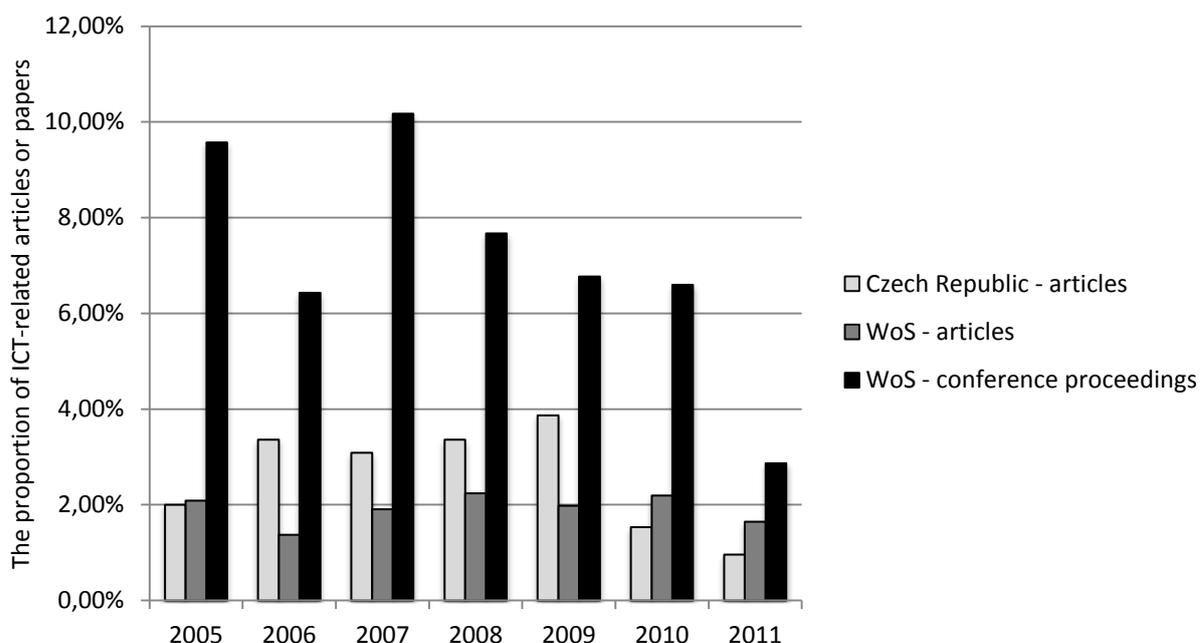
<sup>8</sup> The query was: Topic=(education or teaching or learning) AND Title=(“blended learning” OR “elearning” OR “e-learning” OR ICT). The total amount of relevant articles was determined by the query: Topic=(education or teaching or learning). This review was conducted on the 1st of March 2012.

<sup>9</sup> There were 45 articles by Czech (co-)authors.

<sup>10</sup> There were four articles by Czech (co-)authors.

<sup>11</sup> There were 225 proceedings papers by Czech (co-)authors.

<sup>12</sup> There were 34 proceedings papers by Czech (co-)authors.



**Figure 4: The reflection of ICT in selected categories of educational journals and conference proceedings**

It should be pointed out that the results for the year 2011 may be distorted, as some of the issues had not been published or indexed at the time of the review. Despite this fact, two interesting observations can be made. First, it is evident that the occurrence of ICT-related items is much higher in the conference proceedings indexed on Web of Science than in the reviewed educational journals (both the Czech ones and those indexed on Web of Science). Second, the representation of ICT-related articles in the database of Web of Science and selected Czech educational journals seems to range between 1.3 and 4 per cent, and in the years 2006–2009, Czech educational journals informed the public of ICT-related issues more intensively than the journals indexed on Web of Science, which should be appreciated.

One possible explanation of the significantly higher occurrence of ICT-related items in conference proceedings is the fact that ICT is a rapidly-developing field and educational scientists constantly try to systemize the knowledge and seek ways of integrating ICT and education, whose mutual connection was outlined in Chapter 1. Conferences by their nature stimulate the development of the field. Indeed, the *European Conference on E-Learning (ECEL)* and the *IEEE International Conference on Advanced Learning Technologies (ICALT)* capture 249 out of the 936 proceedings papers. On the other hand, it should be pointed out that the number of copies of conference proceedings is usually more limited as compared to educational journals. Although some proceedings are available online, the distribution of the majority of

them does not go beyond the conference participants, which hinders the the spread of ideas among the more general public.

When seeking possible interpretations of the relatively higher coverage of the field of ICT in educational journals in the Czech Republic in the years 2006–2009, it should be remembered that the sample of Czech educational journals, and therefore the number of ICT-related items found, was relatively small. Furthermore, in the Czech Republic there are a few researchers who specialize in the field of ICT in education. Out of the 22 ICT-related items in Czech educational journals, four articles were written (at least partly) by Jiří Zounek<sup>13</sup> and three articles by Kamil Kopecký<sup>14</sup>. It seems that these two authors play an important role in Czech educational research related to ICT. First, when they wrote articles in Czech educational journals (the years 2006–2009), the occurrence of Czech ICT-related articles was higher in comparison with the situation in the world at large (measured by the occurrence of ICT-related articles on Web of Science). When they did not publish in Czech educational journals, the situation in the Czech Republic was comparable with the situation abroad or slightly worse (the years 2005, 2010 and 2011). Second, both Zounek and Kopecký are also authors of ICT-related monographs, which are mentioned in the following section.

## **6.2 Reflection of ICT in books on education in the Czech Republic**

Since 2005, there are a number of publications which reflect the use of ICT in education. For example, *Pedagogická encyklopedie* (Průcha, 2009) includes entries on e-learning and new technologies in education. Apart from that, several publications specializing in ICT in education have emerged, for example those written by Černá (2005), Kopecký (2006), Zounek (2009a) and Reimannová (2011).

## **6.3 ICT and foreign language teaching in the Czech Republic**

The previous sections of this chapter indicate several positive trends in the rapidly-developing area of ICT and education. Czech educational journals seem to inform the public of various uses of ICT and new publications apparently reflect what Eger (2004) criticized. However, the situation appears to be slightly less optimistic when it comes to the research in the field of foreign language learning and teaching.

As far as Czech educational journals are concerned, out of the 22 articles classified as ICT-related, it is only one article that deals with the learning and teaching of a foreign language (i.e. Bláhová, 2010). This article examines the use of ICT in teaching German in grammar schools.

---

<sup>13</sup> One article in 2006 and 2009, two articles in 2008.

<sup>14</sup> One article in 2006 and two articles in 2007.

As regards doctoral research, so far there have been two dissertations which deal with the use of ICT in foreign language teaching (Obenausová, 2009; Reimannová, 2011). Both of them deal with teaching and learning English in higher education, but Obenausová (2009) focuses on learner-content interaction online and Reimannová (2011) specializes in teaching English for special purposes. Apart from these two, there have been two more dissertations from the field of foreign language teacher education and using ICT (Černá, 2005; Pavlíková, 2006).

The validity of these findings, namely the number of dissertations in the field of foreign language teaching and the existence of only one article related to foreign language teaching in Czech educational journals, was confirmed by Píšová (2012, personal communication), who conducted a more comprehensive review of the current state of research in foreign language teaching in the Czech Republic (Píšová & Hanušová, 2011; Píšová et al., 2011).

These results do not seem very positive, since communication, and especially electronic communication, as well as proficiency in foreign languages seem to play an important role nowadays (see Chapter 1 for more details). However, it should be borne in mind that this review is purely quantitative. The way ICT is actually used in educational processes in the Czech Republic has been reported elsewhere (e.g. Sak et al., 2007; Šedřová & Zounek, 2009).

To conclude, it seems to be necessary to conduct more interdisciplinary research in order to establish connections between the reflection of using ICT in general education sciences and foreign language teaching. Similarly, Zounek (2009b) calls for more empirical research in order to implement ICT into education more effectively. This dissertation attempts to contribute to the debate by establishing certain connections between learner-learner interaction online and foreign language teaching, which seems, on the basis of the findings presented above, an unresearched field in foreign language teaching and learning in the Czech Republic.

## **7 BACKGROUND FOR THE EMPIRICAL RESEARCH**

This chapter introduces the empirical part of this dissertation. The underlying research question, as implied in the previous chapters, is whether learners' communicative competence in writing changed after their participation in a set of online discussion tasks.

It should be pointed out that the research project was conducted in two phases. First, a pilot study was carried out. The aim of this study, from the perspective of this dissertation, was mainly to develop research tools that could be used in the study proper. Apart from that, preliminary data were collected and analyzed and the results generated new research questions. Second, the study proper was conducted in the following year. The course design remained unchanged, yet some methods of data collection and analysis were different, based on the insights from the pilot study. This chapter introduces both the context for this study and the methodological framework, including general background related to the methods of data collection used in both research phases.

First, the context in which the empirical investigations were conducted is introduced. Second, since this dissertation deals with using CMC in language teaching, selected issues related to the technological solution are discussed. Third, the process of course development and design is discussed, which concludes the introductory part of this chapter by characterizing a specific course in which three online discussion tasks were conducted.

Next, methodological background is introduced. First, the choice of a methodological framework is discussed. Second, within the case study framework, methods of data collection and other related considerations are presented. Special attention is paid to two central components of the research design: tests and learner corpus. Finally, methodological issues related to measuring fluency in asynchronous discussions are discussed.

This chapter is followed by Chapter 8, which reports the pilot study, and Chapter 9, which discusses the methods and results obtained in the study proper in more detail, since the latter is considered the core of the empirical part of this dissertation.

### **7.1 Foreign languages at the Faculty of Science, Humanities and Education**

The processes of foreign language learning and teaching are to a great extent influenced by local contexts. Therefore, the context for this study is introduced in this section. This research project was conducted within an English language course provided by the English Department at the Faculty of Science, Humanities and Education (henceforth the Faculty), Technical University of Liberec. Foreign languages are reflected in all study programmes at the Faculty. Students can

choose from four foreign languages, however, they cannot choose a language which is their major. Therefore, these foreign language students are called non-specialists. There is a wide range of full-time programmes<sup>15</sup> offered by the Faculty and students from all of these programmes (except prospective English language teachers) can register for English courses for non-specialists.

There are two levels of foreign language courses for non-specialists: upper-intermediate<sup>16</sup> and pre-intermediate. The research project reported in this dissertation was carried out in the pre-intermediate English courses. These courses focus solely on general English and the target level is the CEFR A2 level. This course is henceforth referred to as the EFL course. The EFL course is offered as a two-semester course with one 90-minute weekly lesson.

The students in the EFL course have different specializations and this heterogeneity is further increased by the fact that the majority of them study English as their second foreign language, but there are also some who study English as their first foreign language. Yet, this distinction is slightly misleading, as different students have different language learning histories<sup>17</sup>. Therefore, a standardized test was used in order to objectively measure the level of students' English and only certain students were selected for the research project. This is discussed in more detail later on in this chapter.

Before the EFL course itself is introduced in more detail, technical aspects related to the realization of the course are discussed.

## **7.2 Technical solution for the EFL course**

The Faculty has at its disposal a local installation of LMS *Moodle*. The server is maintained by a local administrator, who also offers help and technical support to academic workers. The academic workers at the English Department have been using the platform since it was launched, yet the courses comprised mainly static content. Due to the availability of a local installation of an LMS and a relatively good familiarity of the author with the platform, the online component of the EFL course was realized by means of *Moodle*. Therefore, in accord with the fourth

---

<sup>15</sup> Most of these programmes are teacher-training programmes. In the academic year 2011/12 there are 12 possible specializations at the bachelor's level for prospective teachers, ranging from humanities to sciences. Apart from that, there are 9 single-subject full-time programmes which are not aimed at teaching at schools. Most of these programmes are also offered at the master's level.

<sup>16</sup> These courses, apart from general English at the CEFR B2 level, focus on selected aspects of academic English and students are required to read and write specialized texts from their field(s) of study.

<sup>17</sup> During the pilot study, students were asked about their language learning histories. It was discovered that students with a comparable initial level significantly differed in the length of their study of English and in their knowledge of other languages.

principle mentioned in section 5.3.3, the author's attention could be paid to the pedagogical utilization of existing possibilities rather than to developing new technical solutions.

As this dissertation focuses mainly on developing communicative competence through online discussion tasks, the way of communicating on asynchronous forums in *Moodle* is described below.

### **7.2.1 Interaction on Moodle forums**

*Moodle* offers several modes of asynchronous discussion forums. The mode which is characterized below is the "Standard forum". Apart from that, it should be mentioned that students in a *Moodle* course can be divided into groups and then a discussion forum can be set so that all students can see each others' postings, or discussion threads can be dedicated to individual groups, so that other students can neither participate in nor see the discussion of another group. The latter option is adopted for the purposes of online discussion tasks in this dissertation, because online discussion tasks incorporate personal communication and it seems important to create a certain sense of community (see also section 3.2). This option also makes it simpler for the students to contribute, as they are not confused by the presence of other people and the impossibility to contribute to "their" discussion.

*Moodle* forums can be characterized in the light of Herring's faceted classification scheme for CMC (see section 5.1.4.2). First, technological features are introduced. Second, selected social aspects are discussed.

As far as technological features of *Moodle* forums are concerned, the communication is asynchronous. A posting is transmitted as a whole, not in parts. Until a posting is submitted on the forum by a discussion participant, others cannot see that somebody else is composing a message. A posting can be edited or deleted by its author in 30 minutes after submission. After this time, the text remains on the forum and nobody else except the administrator or course teacher can edit or delete it. The length of a message is unlimited. Each posting consists of a subject<sup>18</sup> and the body. Neither the body nor the subject can remain empty. As regards media inclusion, a picture<sup>19</sup> or another file can be attached to a message. Anonymous messaging or private messaging is not allowed. Postings on the forum cannot be filtered or blocked. By default, new postings appear under the postings replied to in a hierarchy<sup>20</sup>. As far as quoting is

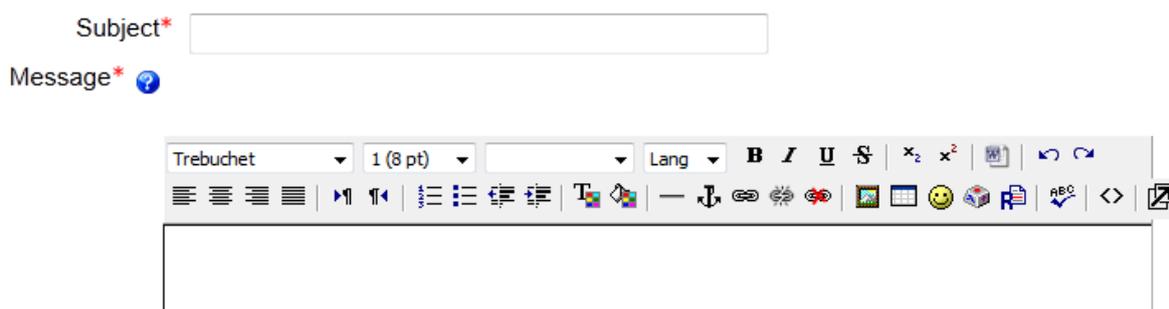
---

<sup>18</sup> The subject is, by default, copied from the name of the thread, but it can be edited by the writer.

<sup>19</sup> If a JPEG picture is attached, it appears below the message when posted on the forum.

<sup>20</sup> However, this can be changed by individual users and messages can also be displayed chronologically or in a threaded form, i.e. as a simple hierarchy in which each posting is represented by the subject, author, time and date. Then a message can be displayed by clicking on its subject.

concerned, when replying to a posting, the original message appears above the new message composition field. As far as formatting is concerned, standard formatting functions are available (see Figure 5 below). Clearly, the buttons are similar to the buttons in other applications. Therefore, the use of the basic functions appears unlikely to cause any problems for the participants. As regards the appearance of postings on the forum, each message is accompanied by a profile picture of the participant (if uploaded) and the date and time of submission.



**Figure 5: Text-formatting toolbar in Moodle**

Apart from the above-mentioned technological features of the interaction on the forum related to Herrings' framework, two more specific features should be mentioned. First, by default, having sent at least one posting to a discussion thread of a forum, the user automatically receives emails with new messages written by other participants in the same discussion thread. This subscription to new postings keeps participants informed of new messages, but it can be turned off manually by individual users. Second, for the purposes of online discussion tasks, students are not allowed to see or join other groups than the group they are assigned to. Furthermore, they are not allowed to split a discussion into two or create new threads<sup>21</sup>. Therefore, one discussion task in one discussion group is represented by one discussion thread which consists of all the messages submitted by the members of the group.

As far as the social facets are concerned, only selected features are introduced at this place. The remaining features are characterized later on in this chapter, as some of them are related more to the tasks than the forum itself.

As regards participation structure, *Moodle* forums offer only one-to-many interaction which is seen only by the members of respective group and by the teacher. Owing to the fact that students have to register for the online course using their university login, their true name and surname appears next to each message that they submit. In addition, students in the EFL course are expected to supplement their personal profiles with a photograph of themselves, which further

---

<sup>21</sup> These options were explicitly set in the forum configuration.

decreases their anonymity. Other characteristics of the interaction, such as the number of active participants and amount of participation, are reported in Chapters 8 and 9.

As far as the participants' characteristics are concerned, some general characteristics regarding e.g. students' specializations are described at the beginning of this chapter. To specify the above-mentioned information in the light of Herring's framework, all participants in this study are native Czech full-time university students. Their proficiency in English can be characterized as the CEFR A2 level. As regards other aspects of Herring's framework, the participants' technical readiness as well as the topic of each online discussion task, and the related purpose and tone of interaction, are discussed below in sections 7.3.3 and 7.3.3.1.

### **7.3 The emergence of a blended learning course**

Before discussing the actual development of the EFL course, general considerations related to designing, developing and modifying online courses (and relatedly blended learning courses) are briefly examined.

#### **7.3.1 The process of course development and modification**

Hofmann (2006, pp. 31–32) introduces the steps that blended learning course designers can follow. In the light of instructional systems design, she recommends that instructional goals, learners and context should be analyzed. Based on this analysis, performance objectives and assessment techniques can be identified. Subsequently, instructional strategies and appropriate delivery media can be determined. After that, a blended learning course can be designed and evaluated.

Horton (2000, pp. 13–14) in fact addresses the same process, but in his view the process is a spiral. He suggests that after evaluation, the goals, learners and context should be re-analyzed and the process repeated. A similar view is presented by Strickland (2012).

More generally, the process of course development and modification can be captured by the concept of action research, in which an issue (i.e. the introduction or improvement of a blended learning course) is identified. Then an intervention or new solution is planned, carried out and evaluated. This is followed by re-defining the issue and the cycle repeats (Cohen, Manion, & Morrison, 2000, p. 241; Janík & Janíková, 2009).

From the long-term perspective, it seems reasonable to introduce new elements gradually, which allows the course developer to evaluate the intervention or implementation of new elements at a deeper level. This option also assures that students in the course are not overwhelmed with new technical and technological features.

### 7.3.2 The transformation of the EFL course into a blended learning form

The EFL course was originally conducted as a purely face-to-face course. In 2007, the EFL language courses for non-specialists started to be taught by the English Department, and after the analysis of the goals and expected student profiles, the *New English File Pre-Intermediate* (Oxenden, Latham-Koenig, & Seligson, 2007) was chosen as a core textbook for the EFL course. The structural syllabus of the course, length of individual units, topics and introduction of relevant situations and language functions were seen as the main advantages of this textbook.

There were four main reasons for introducing the online component to the course. First, the flexibility offered by the online component of a course and the dedication of some activities to the computer were assumed to lead to a higher effectiveness of teaching and learning in the course (see sections 5.3.3 and 5.4). Second, a relatively high diversity of the students' initial levels led to the assumption that the process of teaching and learning English should be more individualized. Third, homework and certain aspects of administration of the course could be realized, at least partly, by *Moodle*. Last but not least, the introduction of electronic communication is in accord with the requirements on education presented in Chapter 1. Relatedly, it was believed that guiding learners to interact with each other online would be more meaningful and relevant to them than writing and submitting texts directly to the teacher.

During the process of transforming the course into its present blended learning form, there have been several challenges to be faced. The first issue addressed was motivating students to participate online, which was also related to learner autonomy (see section 5.3.2). Second, online discussion tasks were gradually developed and modified along with the way of assessing learner participation in them. In relation to that, the course assessment was subject to modification in order to integrate the online component. Third, the author, as a course designer and at the same time the only teacher in the course, had to determine appropriate instructional and assessment strategies in relation to the numbers of students in the course. These numbers can be found in the table below.

**Table 7: The numbers of students in the summer semester of the EFL course**

| Academic year | Number of students (summer semester) |
|---------------|--------------------------------------|
| 2007/2008     | 87                                   |
| 2008/2009     | 129                                  |
| 2009/2010     | 49                                   |
| 2010/2011     | 39                                   |

The decrease in student numbers in 2009 was caused by the adoption of structured programmes at the Faculty, and also by some changes of the position of foreign languages in several study programmes. This change was expected and the process of developing and modifying the blended learning course took this into account.

Initially, mainly events such as online materials and automated computer-based quizzes were introduced in the course, which increased the flexibility of the course. The first principle formulated in section 5.3.3 was implemented, gradually increasing the role of ICT in the field of guided practice (including listening and reading activities) and management of certain aspects of the course agenda. This, in turn, increased the flexibility of face-to-face sessions, in which activities focusing on speaking and freer practice could be done more frequently and intensively. In the online component of the course, the author as a teacher could also explore the features that *Moodle* offered in the area of CMC, including student grouping, synchronous chat, asynchronous forums and other possibilities.

The question how communicative competence can be developed using online discussion tasks is central to this dissertation. Therefore the following text focuses only on the courses conducted in 2009/2010 and 2010/2011, as in these years online discussion tasks were implemented in the courses. Both these courses were conducted in a similar manner.

From the perspective of this research project, there were two phases. In the summer semester of the academic year 2009/2010, a pilot study was carried out and in the summer semester of 2010/2011, the study proper was conducted. The main aim of the pilot study was to implement, conduct and evaluate three online discussion tasks in the course, and from the research perspective, the methods of data collection and analysis were developed and evaluated. The study proper, as regards the realization of the EFL course, replicated the pilot study, yet some research tools were modified. As both of these phases have many key aspects in common, they are first characterized together.

### **7.3.3 EFL blended learning course design**

In both academic years 2009/2010 and 2010/2011, in accord with the principles of blended learning introduced in section 5.3.3, the roles of the teacher and the roles of technology, and relatedly the activities and subject matter in in-class sessions and online, were distributed as follows. In in-class sessions, attention was paid mainly to introducing new grammatical and vocabulary structures, practising pronunciation and developing listening and speaking skills. On the other hand, the online component included reading and writing activities and also guided practice activities aimed at practising grammatical and vocabulary structures. Activities aimed at

recognition of sounds, word stress and written forms of words were also included. There was always a connection between the content of an in-class session and the online component.

As far as the technical aspects of the EFL blended learning course are concerned, it was already mentioned that the EFL courses last for two semesters. In the winter semester, learners became familiar with using *Moodle* and got accustomed to working with it regularly. At the beginning of the course, the students' possibilities to access the Internet were checked in case some students had difficulties in this respect. Throughout the semester, simplified versions of online discussion tasks were introduced, so that the students also got used to communicating online with other group members and also to the technical aspects related to using *Moodle* forums (this corresponds mainly with stage one of Salmon's five-stage framework, see section 5.6.1.3). As regards learners' general ability to use ICT, all year one bachelor programme students at the faculty are obliged to register for a compulsory ICT course, in which their ICT skills are consolidated and developed so that they are prepared for university studies and can appropriately use ICT. Typically, students register for EFL courses in the following years. Therefore, it can be expected that students who register for the EFL course are already basic computer and Internet users. Having taken an ICT course earlier in their study and having participated in the online discussions in the winter semester, the students were likely to have mastered the technical aspects of online participation and thus were assumed to be prepared for the summer semester.

The summer semester part of the EFL course presents the part of the course in which the data for this research were collected. As mentioned at the end of the previous section, this research project consists of two phases. The pilot study conducted in the summer semester of the academic year 2009/2010 is presented in Chapter 8 and the study proper conducted in the summer semester of 2010/2011 is presented in Chapter 9. During each of the two stages, three online discussion tasks were carried out.

### **7.3.3.1 Online discussion tasks in the EFL courses**

A general framework for online discussion tasks is introduced in section 5.6. Each task comprises three phases: pre-task, mid-task and post-task. In both EFL courses, all of these phases were conducted online. In the pre-task, students were familiarized with the topic of the discussion and read an example discussion. Their attention was then focused on selected forms that they could subsequently use in the discussion proper. The discussion lasted for two weeks and was realized by means of an asynchronous discussion forum. After the discussion, a quiz was prepared focusing on selected structures that the students did not use correctly during the discussion or failed to use during the discussion. Some of the pre- and post-task activities and the

instructions for all three mid-tasks can be found in Appendix 1. This appendix also includes the 2010/2011 course syllabus, from which the integration of the three discussion tasks into the course can be observed. As this dissertation focuses primarily on learner-learner interaction on the forum, the mid-task is discussed in more detail below.

Based on the instructions for each task and Herring's social facets, the description of learners' interaction on the forum during online discussion tasks can be further characterized as follows. The purpose of each task is to reach an agreement within a group. The topic of a discussion is primarily defined by the instructions, yet it is not restricted to it. The tone of interaction is rather friendly and casual, cooperative interaction is expected. The interaction on the forum can be further characterized as problem solving. These characteristics reflect some of the principles and aspects of cooperative learning (see section 3.2.3).

The interaction on the forum can also be influenced by the teacher. Therefore, the teacher's role and possible interventions can be specified in the light of the general framework outlined in section 5.6.1.5. As each mid-task is in fact a communicative activity based on the principles of cooperative learning, the role of the teacher during students' interaction was defined mainly by the underlying principles of these approaches. Hence, the task of the author as a teacher was to prepare a task and the discussion threads in a forum, organize students into groups and give clear instructions. During the discussion he only monitored the interaction, checking that students did not violate the basic rules of interaction (e.g. using rude language, switching into their L1, etc.).

In the discussion tasks conducted in the pilot study and the study proper, the teacher monitored the forum once every two or three days. No violation of the basic rules of interaction was observed, therefore, the author never had to intervene directly in the forum. Had any problems happened, the author as a teacher could have inserted a message in the forum, deleted inappropriate messages or removed the student from the discussion. However, the author intervened only externally. He encouraged students to participate in the discussion, reminded students of upcoming deadlines and pointed out some problems related to off-topic messages or not following the instructions. This was done in two ways: in in-class sessions and using the News forum on the online course website.

As regards learners' language imperfections in the forum, it should be pointed out that the author as a teacher never commented on students' language and errors during the mid-task (neither in-class nor using the News forum). The reason for this was twofold. First, the interaction in the forum was mainly meaning-oriented, and clarification requests could have been raised by the students themselves (see also interaction hypothesis in section 4.2.3). Furthermore, errors and

mistakes in learners' utterances were dealt with in the post-task stage of an online discussion task (see section 5.6). Second, the goal of each mid-task was to let students interact naturally and this kind of external feedback would have probably pushed them to focus more on form. Third, from the perspective of this research, such interventions might have caused inconsistencies in the students' production, which was not desirable.

As far as student participation is concerned, there are several important aspects which should be mentioned. First, the students' participation was only limited by the deadlines (see the specifications of online discussion tasks in Appendix 1). This means that there was no limitation of time or resources that the students could use. However, students were given an assessment scheme, according to which their participation was assessed during the mid-task<sup>22</sup> and students were explicitly warned against using online translators for translating passages of Czech texts into English as well as against asking another person to write the texts for them. The assessment scheme as well as the specifications of expected and unacceptable participation can be found in Appendix 1. Since the main goal of these instructions was to clarify the expected participation, and since all of the students in the course were Czech, the general instructions and assessment scheme were in the Czech language and the concrete instructions for the mid-task were in English. This way of communicating requirements and guidelines proved useful during the pilot study and therefore was adopted in the study proper as well. After each discussion, students received feedback on their participation in the light of the scheme along with one or two sentences of encouragement and highlighting problematic points of the student's participation.

Practically, the course design allowed the author as a teacher to detect possible cheating, as before introducing the three online discussion tasks there was an in-class test in which students were asked to write a short text. The texts written by them in the test (and also other texts that they had produced in the previous semester) and in the online discussion were then compared and if any discrepancies were revealed, the students were asked to clarify the differences. If cheating was detected, they were penalized (this is reflected in the syllabus and general instructions, which can be found in the Appendix 1). Although this problem occurred with some of the weakest students in the course, cheating was not detected in the students included in this study. The issue of online cheating was addressed in more detail in section 5.6.1.6.

#### **7.4 The choice of a methodological framework**

The general aim of the empirical research in this dissertation is to investigate whether students' communicative competence in writing changed, and if so, how. Before considering which

---

<sup>22</sup> The scheme was developed by the author of this dissertation in the light of the discussion in section 5.6.1.4.

research design should be used for this study, more general issues and related methodological decisions were taken into account. Brown (1992) discusses several oppositions and options in research design, two of which are relevant to this dissertation. First, a decision has to be made on the context of the research. Laboratory contexts offer high experimental control, on the other hand, classroom and natural contexts are richer and more real (see also Pelikán, 2011, pp. 69–72, 222–231, for this point). Second, Brown (1992) points out that it should be determined whether one variable is to be identified in many subjects, or whether individual subjects are to be studied in more detail. These considerations served as a starting point for the subsequent decisions on the choice of research design for this study.

From the context of this study and type of learner participation in online discussion tasks it follows that there was no direct control over the students' behaviour, as they worked from home. Furthermore, natural samples of data were to be collected (this issue is discussed in more detail below). Next, the underlying research question was how students' communicative competence changed after using online discussion tasks in a blended learning course. This research question is further specified in each of the two studies, but from its present form and from the theoretical discussion on the nature of communicative competence (see Chapter 2) and its developing and development (see Chapter 4) it follows that the empirical investigation was to deal with complex phenomena rather than a single variable.

The first design to be considered was an experimental research design. This option was not very suitable for this dissertation. First, as mentioned above, this study deals with the complex nature of communicative competence and its development. In such complex settings, all individual differences among learners would be difficult to address (for possible individual differences, see, for example, Brown, 2000). Therefore, the experimental group and the control group would not be comparable. Furthermore, Marczyk et al. (2005, p. 137) point out that randomization does not always create comparable groups, especially if there are fewer than 40 students. Second, one of the advantages of asynchronous CMC is its flexibility (see section 5.3.1). As a result, it would be difficult to determine the exact amount of time that students dedicated to participating online. The two group designs (experimental or comparative) would require this in order to determine, for example, how much time should be dedicated to in-class writing. On the other hand, ignoring writing completely in the control group in an experimental research design would violate the principle of developing all aspects of communicative competence (see section 4.6). Third, the validity of an experimental design could be questioned, as there would be substantial differences between the experimental group (using the online component and participating in online discussion tasks) and the control group (possibly without the online component). These and other

issues related to experimental research designs are discussed in more detail elsewhere (Dörnyei, 2007, pp. 120–121; Chráska, 2007, pp. 28–32; Marczyk et al., 2005, pp. 136–137; Pelikán, 2011, pp. 225, 229).

Generally, as an alternative to experimental designs, a case study design can be used. One of the strengths of case studies is that the researcher can collect data in natural settings. Ellis and Barkhuizen (2005, p. 24) maintain that naturally occurring samples of learner language are “ideal ... as they reflect what learners can ‘do’ with the L2 when engaged in the kind of language use for which language is designed”, yet clinically and experimentally elicited samples are in some cases necessary as well (Granger, 2002, pp. 5–6; Mackey & Gass, 2005, pp. 48–64; see also Nunan, 1996, pp. 365–369 for this point). “Natural”, in this respect, means that students’ primary attention is to message content, not form (Ellis & Barkhuizen, 2005, p. 23; see also Granger, 2002, p. 8, for this point). Relatedly, Ellis and Barkhuizen consider examination papers (essays) to be natural samples, as “examination constitutes a ‘natural’ context for learners to use the L2 and that data so obtained have not been designed for purposes of research” (Ellis & Barkhuizen, 2005, p. 50; the same view is expressed in Granger, 2002, p. 8). Therefore, the messages written by students in online discussion tasks can be considered naturally occurring samples.

There are three important aspects of collecting naturally occurring samples. First, it is crucial to specify the conditions under which the samples are collected, as there are different types of tasks (Ellis & Barkhuizen, 2005, pp. 25–26, 29; Mackey & Gass, 2005, pp. 65–74). These conditions are specified above in section 7.3.3.1. Second, ethical aspects of the research should be considered. Third, it is generally agreed that there should be multiple sources of evidence (Abbuhl & Mackey, 2008; Ellis & Barkhuizen, 2005, p. 49; Norris & Ortega, 2003; Yin, 2009). The latter two aspects and their implications for this dissertation are discussed in the following section.

As far as the investigation by means of case study is concerned, this option seems suitable not only due to the possibility of addressing naturally occurring samples of data, but also owing to some other factors. Nunan (1996, p. 360) claims that the type of research question can play an important role. According to Yin (2009, pp. 8–13) and Walterová (2002, p. 11), case studies can address research questions starting with “how” (i.e. dealing with the links between various concepts and phenomena). Yin (2009, pp. 8–13) also holds that case studies are suitable for situations which do not require control of behavioural events. Last but not least, Yin (2009, p. 18) maintains that case studies allow for investigating “a contemporary phenomenon in depth

and within its real-life context” as opposed to an experiment which “divorces a phenomenon from its context, attending to only a few variables.”

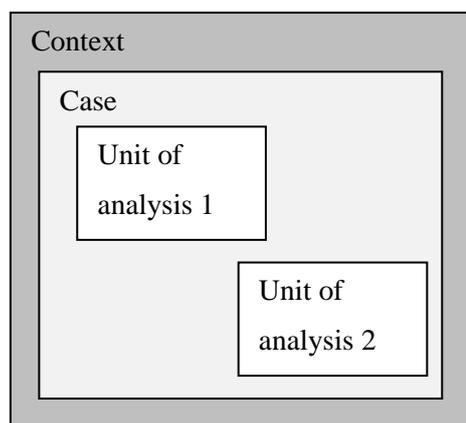
To summarize, due to the fact that the development of communicative competence was studied in a natural context and natural samples of data were collected, and due to the complexity of communicative competence, the case study research methodology was adopted.

## **7.5 Case study methodology**

It should be pointed out that as case study research has been used in different fields and in different contexts, various conceptualizations of case study research exist – ranging from interpretativism to postpositivism (Duff, 2007, pp. 27–30; Hendl, 2005, pp. 49–55; see also Tashakkori & Teddlie, 1998, pp. 22–30; and Creswell, 2009, pp. 5–11, for different research paradigms). The position held in this dissertation is to follow the postpositivist paradigm by adopting Yin’s framework for case study research (Yin, 2009).

Yin (2009, pp. 18–19) maintains that case studies are not bound to be purely qualitative, but they can include, “and even be limited to, quantitative evidence” and “need not always include direct and detailed observational evidence marked by other forms of ‘qualitative research.’” A similar position is held by Hendl (2005, p. 113), who claims that quantitative data can be used in case studies as well. In line with these authors, Walterová (2002, pp. 11–12) holds that when designing a case study, the choice of methods of data collection and analysis (i.e. qualitative or quantitative) should be based on the research aim. In spite of this, it has been proposed by some researchers that combining quantitative and qualitative data types and methods of analysis can lead to better results (see Tashakkori & Teddlie, 1998, pp. 41–44, for a discussion on the importance of triangulation and its relation to mixed-method research design; see also Creswell, 2009, p. 14, for this point). However, Bergman (2011a, p. 471, 2011b) supports the view that mixed-methods research does not automatically give better answers to research questions and cannot replace a well-planned research design using a single method. Therefore, using mainly quantitative methods of data analysis and evaluation should not be seen as a disadvantage.

Although research plans for case studies have not been codified, Yin gives a basic set of possible designs, which can help “to design more rigorous and methodologically sound case studies” (Yin, 2009, p. 26). In this dissertation, for the EFL course, the framework of a single case study with embedded units of analysis is adopted. This is visualized in the figure below.



**Figure 6: Single case study with embedded units of analysis (after Yin, 2009, p. 49)**

The context for a study is an EFL blended learning course in the summer semester. The case is a group of selected students in the course. The criteria for student selection are discussed below. These individual students present units of analysis.

This framework best fits the situation in a summer semester course. According to Yin (2009, p. 49), single-case studies are suitable for longitudinal studies “studying the same single case at two or more different points in time. The theory of interest would likely specify how certain conditions change over time, and the desired time intervals would presumably reflect the anticipated stages at which the changes should reveal themselves.” The word longitudinal can be used to characterize the study as one focusing on the same group of individuals over a period of time, as opposed to cross-sectional study (Richards & Schmidt, 2010; see also Dörnyei, 2007, p. 152).

### **7.5.1 Generalizability and other issues in case study research**

Generalizability is one of the most frequently discussed controversies related to case studies. It is important to understand that in case studies researchers deal with analytical generalization, not statistical generalization. Yin (2009, p. 15) explains this by claiming that “case studies ... are generalizable to theoretical propositions and not to populations or universes.” He adds that in analytical generalization, “a previously developed theory is used as a template with which to compare the empirical results of the case study” (Yin, 2009, p. 38). This is in line with Duff (2007, p. 50), who supports that theoretical models in analytical generalization can “also take into account the complexity of L2 learning or other phenomena and the multiple possible outcomes or relationships that exist among factors.” Yin (2011, p. 101) also stresses that it is important to “pose the propositions ... at a conceptual level higher than that of the specific findings.” The findings then “should demonstrate whether and how the empirical results supported or challenged the theory. If supported, the investigators then need to show how the theoretical advances can pertain (generalize) to situations other than those examined as a part of

the original study” (Yin, 2011, p. 101). This implies that in case study research, theory plays an important role.

Apart from generalizability, there are other issues related to case studies. For example, Marczyk et al. (2005, p. 149) claim that like all non-experimental approaches, case studies can describe what occurred, but they hold that case studies fail to explain why it occurred (this position is refuted in Yin, 2009, p. 4, also, analytical generalization can capture causes). Other issues and prejudices are discussed elsewhere (Cohen et al., 2000, p. 184; Duff, 2007, pp. 42–59; Marczyk et al., 2005, p. 149; Yin, 2009, pp. 14–16).

### **7.5.2 Ethical considerations**

In most kinds of research in social sciences (including education), it is essential to protect the personal data of the subjects involved (Creswell, 2009, pp. 87–92; Dörnyei, 2007, pp. 63–72; Duff, 2007, pp. 144–151; Gavora, 2010, pp. 199–200; Hendl, 2005, pp. 155–156; Yin, 2009, pp. 181–182).

It should be pointed out that the research in this dissertation in both the pilot study and the study proper, namely data analysis and interpretation, followed the data collection procedures, which were an inherent part of the EFL course. Therefore, after the course data had been collected (and assessed for the purposes of the course assessment), students selected for the case study were asked to give an informed consent to processing the data for research purposes, and some of them were asked to come for a final interview. This strategy was used in order to guarantee more natural data from the discussions, as the three online discussion tasks were used in the course for assessment purposes, not for research purposes. As the data collected in the course are evaluated separately for each student in this study, the possibility that some students would refuse to give an informed consent did not threaten the research project. Another reason for adopting this strategy was the fact that asking students to give an informed consent at the beginning of the semester, i.e. before the data collection, could be interpreted as coercive, as all students, irrespective of their consent, would have to participate in the discussions in order to pass the course and their participation would be assessed by the teacher, who, in the role of a researcher, would have also asked them to give an informed consent. Furthermore, as far as data collection in the online discussion tasks is concerned, Beißwenger and Storrer (2008, p. 300) hold that “an informed consent, received in advance, would in many cases compromise the authenticity of the communicative behavior of the users.”

At the end of the pilot study, all of the selected students were sent an email in which they were informed of the purpose of the research and of the fact that their data would be processed by the

researcher (i.e. the author of this dissertation) and another assistant-researcher, provided that they agreed. They were also assured that if any samples of the data were to be published, all names and places they had mentioned in their postings would be changed in order to protect their identity and privacy. All 17 students potentially involved in the case study were invited to sit for a follow-up interview and to give an informed consent. All but three students came to the interview, in which they explicitly agreed with their data being processed, and the remaining students agreed via email, as they could not come because of time constraints.

Therefore, it was assumed in the study proper that a passive form of informed consent (Dörnyei, 2007, p. 70) would be sufficient. Similarly to the pilot study, each of the selected students was sent an email<sup>23</sup> with the above-mentioned content. None of the students refused, some students agreed explicitly in their response and the five students with whom follow-up interviews<sup>24</sup> were conducted explicitly agreed at the beginning of the interview.

The informed consent, which all of the participants involved in this dissertation gave, has certain implications. First, all of the names of students reported in this dissertation, as well as other names of persons or places mentioned in students' postings, have been changed in order to protect the participants' identities. Second, none of the photographs or pictures shared by the participants in the forum are included in this dissertation. Third, in order to safeguard anonymity, only samples from the learner corpus for each participant are included in Appendix 4<sup>25</sup>.

### **7.5.3 The components of the research design**

According to Yin (2009, pp. 27–35), there are five main components of a case study research design: a study's questions, propositions, unit(s) of analysis, the logic linking the data to the propositions, including analyses of the data in the light of the propositions<sup>26</sup>, and the criteria for interpreting findings. Although the pilot study and the study proper differed in some respects, both these studies can be characterized generally below.

#### **7.5.3.1 Research question**

The underlying research question in this dissertation is: Did the students' communicative competence change after their participation in a set of online discussion tasks, and if so, in what way? More specific questions are characterized in the following two chapters.

---

<sup>23</sup> Email addresses were obtained from the *Moodle* course. An email address is an essential part of a user's profile and it was checked that students were available on this address during the course.

<sup>24</sup> These interviews are not a part of this dissertation.

<sup>25</sup> The full version of the corpus is held by the author.

<sup>26</sup> Duff (2007, p. 109) calls this component "chain of evidence."

### **7.5.3.2 Propositions**

Theoretical background both for developing communicative competence and for measuring learners' progress has been presented in Chapters 2-5. Here it should be emphasized that the using of the Bachman model (see section 2.2) as a conceptualization of communicative competence implies that the four skills are reflected in strategic competence and psychophysiological mechanisms. An analysis of the process of contributing to an asynchronous discussion forum (as described in section 7.2.1) leads to the conclusion that although each output of CMC presents a unique set of features (see section 5.1), the production of a message on the forum corresponds to the skill of writing rather than speaking (see sections 4.4.1 and 4.4.2).

In accord with the theories of learning (as outlined in section 3.2) and relevant SLA theories (see section 4.2), students' communicative competence is expected to develop by students' active participation in online discussion tasks. In the light of the conceptualization of the writing process outlined in the previous paragraph, and in accord with the methodological considerations related to measuring the development of communicative competence presented in section 4.4.3, it can be expected that the development in writing will be demonstrated by changes in proficiency test scores (i.e. general improvement in communicative competence/proficiency in writing). In addition, changes in complexity, accuracy and fluency of students' performances in the discussion tasks can be expected (see section 4.4.4).

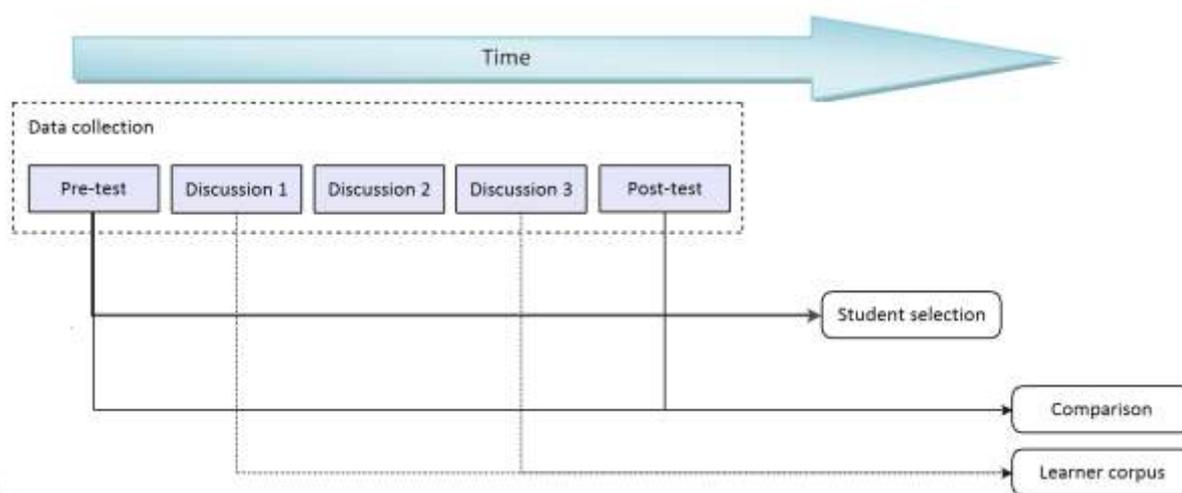
The measured variables are operationalized separately in the pilot study and in the study proper. The limitations of this conceptualization are discussed at the end of this dissertation along with other limitations.

### **7.5.3.3 Units of analysis**

The framework of single-case study with embedded units of analysis is introduced in section 7.5 above. From the whole blended learning course (i.e. the context), only selected students comprise the case. The students were selected on the basis of pre-test results – all students whose scores were within a certain range were selected as the case. This corresponds with criterion sampling (Dörnyei, 2007, p. 128; Duff, 2007, p. 115; Hendl, 2005, p. 154). The individual students in a case at the same time present the units of analysis.

### **7.5.3.4 Methods of data collection and the logic linking the data to the propositions**

The methods of data collection and analysis are grounded in theoretical propositions and research questions (Yin, 2009, pp. 130–131). The sequence of data collection techniques and related operations is visualised in Figure 7 below.



**Figure 7: The sequence of data collection and related operations (a general framework)**

The figure clearly shows that before the data from tests and discussions were processed, student selection for research purposes, determined by their agreement (see section 7.5.2), was carried out. Of course, for the purposes of conducting the three online discussion tasks, learners were divided into groups on the basis of their pre-test scores and students at roughly comparable levels were grouped together (see section 5.6.1.1). An effort was made to ensure that students who could potentially be included in the case were grouped together on the basis of pre-test scores. This way it was guaranteed that the students in the case interacted online solely with students at a comparable level, which created a boundary between the case and the context.

From Figure 7 it also follows that there were two main methods of data collection: tests (pre-test and post-test) and the collection of forum postings from Discussions 1 and 3 (i.e. the mid-tasks of the online discussion tasks). The comparison of the test scores provides one view of the development of communicative competence, whereas the compilation and annotation of learner corpus and subsequent data analyses give another, more analytical, view of the changes in learners' accuracy and complexity. Both of these methods are described at the end of this chapter.

The comparability of Discussion 1 and Discussion 3 can be justified by a comparison of the requirements and instructions (see Appendix 1). Although the actual topic was different in each discussion<sup>27</sup>, the duration of both tasks was the same and in both tasks students were asked to solve a problem. The topics were selected in accord with the content of in-class sessions and correspond with the CEFR A2 level (CEFR, 2001, pp. 58–63; see also van Ek & Trim, 1991) as

<sup>27</sup> In Discussion 1 students were expected to introduce themselves and find things in common. This was followed by choosing a group name and electing a group leader. In Discussion 3, students were expected to discuss their plans for the summer holiday and find plans or activities in common.

regards topics and expected language functions to be expressed. Both Discussions 1 and 3 were convergent and required the participation of all group members. In both tasks, the same amount of participation was expected (measured by the number of postings and the expected frequency of reading the forum). Therefore, these two tasks can be seen as parallel, and the changes in learner language used in these two tasks are supposed to reflect the changes in students' underlying accuracy and complexity, i.e. aspects of learners' communicative competence.

It should be pointed out that the data collection procedures as well as subsequent analyses were supplemented by other methods both in the pilot study and in the study proper. The additional methods are specified in respective chapters. For the way in which fluency was investigated, see section 7.5.6 below.

#### **7.5.3.5 Criteria for interpreting findings**

As shown in the following two sections dedicated to the tests and the analysis of learner corpus, the outputs of both of these methods are quantitative data (i.e. test scores, frequencies of occurrence). In section 7.5.1 above, it is pointed out that the aim of this case study research is analytical generalization. Therefore, the data are processed, evaluated and reported on, mainly in the light of descriptive statistics and compared with theoretical propositions outlined in section 7.5.3.2. Next, tests of statistical significance are used in order to determine major or significant changes in the outcomes. However, in accord with Blahuš (2000), it is believed that “statistical significance” does not guarantee the conclusiveness of research findings. Therefore, the tests of statistical significance are used as an auxiliary method.

Last but not least, it should be stressed that although there were more students in the course (see Table 7), the statistics in this dissertation report only on the students in the case, all of whom gave an informed consent (see section 7.5.2).

#### **7.5.4 Pre-tests and post-tests**

For the purposes of measuring the initial and final level of students' communicative competence in writing, a proficiency test seems to be a suitable solution. As the course is a general English course whose target level is the CEFR A2 level, *Key English Test* (KET) was considered. This is a standardized test for teenagers and adults developed and administered by the University of Cambridge. It claims to “provide accurate and consistent assessment” and to be “designed around four essential qualities: validity, reliability, impact and practicality” (*KET handbook*, 2008, p. 2), yet no more specific information about the validity and reliability of the test is available to the general public. However, due to the high prestige of the University of Cambridge Local Examinations Syndicate, the validity of the test results can be taken for granted as well as

their reliability. Past papers of this test are released and a permission<sup>28</sup> to use these tests, including their modifications, was obtained before the tests were used for research purposes.

As far as the test format is concerned, KET tests comprise three main parts: (1) reading and writing, (2) listening and (3) speaking. The reading and writing part is relevant to this research. However, the time limit for this test is 70 minutes and the part consists of 9 parts, including 56 questions in total. This is not convenient and economical for the purposes of classroom testing, as the test would take up nearly two out of 14 in-class sessions (i.e. a standard length of a semester at the Faculty) if used twice. Therefore, it was necessary to shorten the test.

#### **7.5.4.1 Test content**

In the test descriptions, it is claimed that Parts 1-5 focus particularly on reading, whereas Parts 6-9 focus particularly on writing (*KET handbook*, 2008, pp. 12–13). However, a deeper analysis of the parts and item descriptions reveals that some parts are focused more on spelling, vocabulary or grammar knowledge, and some parts combine reading comprehension and writing together.

It should be pointed out that there are four main purposes for using the test. First, the test is used at the beginning of the semester and on the basis of the test results, students of approximately comparable levels are grouped together (see section 5.6.1.1). Second, both the tests at the beginning and end of the semester serve for course assessment purposes (see the course syllabus in Appendix 1). Third, the pre-test also serves as a tool for identifying potential students for a case study. Fourth, the comparison of pre- and post-test results is one of the methods for determining learner development in this research. It follows that the test serves both educational and research purposes and is a proficiency test. Furthermore, pre-tests also serve as placement tests, since students are divided into groups according to their pre-test scores.

Mackey and Abbuhl (2008, p. 101) hold that when measuring L2 development, “it is important that tests should match treatment types where possible.” It follows that in the light of the purposes outlined above, it seems vital to include reading comprehension, as online discussion tasks require learners to read and understand other students’ messages quite extensively. Next, in the light of CLT and the functional view of language, and provided that interaction in the online environment comprises individual transactions, it seems to be legitimate to test the ability to complete a dialogue. Of course, as the main aim of the test is to measure the level of students’ communicative competence in writing, a writing task has to be included. Considering these factors, as well as time limit, and the variety of item formats on the test, four parts of KET tests are included in the pre-tests and post-tests. These are listed in Table 8 below along with their

---

<sup>28</sup> The permission was received by email (Cambridge University Press (prague@cambridge.org), 2010)

brief characterizations in the order in which they occur in the test. The pre- and post-tests used in the course can be found in Appendix 2.

**Table 8: Characteristics of pre-tests and post-tests**

| <b>KET part</b>                          | <b>Number of questions</b> | <b>Description</b>   |
|--|----------------------------|--|
| <b>Part 8<br/>Information transfer</b>   | 5                          | Students are asked to use the information in two short texts to complete a note or form. Correct spelling is essential.  |
| <b>Part 3 (second part)<br/>Dialogue</b> | 5                          | Students are asked to complete a longer dialogue by choosing from a list of eight options.   |
| <b>Part 4<br/>Reading</b>                | 7                          | Students are tested on their ability to understand the main ideas and some details of longer texts. For each statement, students choose one of the following options: “Right”, “Wrong”, “Doesn’t say”. |
| <b>Part 9<br/>Writing a short text</b>   | 1                          | Students show that they can communicate a written message (25-35 words). All three prompts must be addressed in order to complete the question fully.  |

(*KET handbook*, 2008, pp. 10–13)

As certain variety can be observed within individual KET tasks<sup>29</sup>, particular types of tasks were chosen and these types were used in both pre-tests and post-tests so that the results were more comparable. Four sets of past papers of KET (*KET 1*, 2003, *KET 2*, 2003, *KET 3*, 2003, p. 3, *KET handbook*, 2008) were used and questions corresponding with the specifications in Table 8 were transferred to the pre-tests or post-tests. No modifications were made to the individual tasks apart from re-typing the instructions and texts, and also adjusting certain parts of instructions, as students did not use separate answer sheets. The two versions can be found in Appendix 2.

#### **7.5.4.2 Test administration and grading**

The tests in both studies were administered in rooms which provided enough space for students so that one version of the test could be used for pre-tests and another for post-tests. The time limit was set to 35 minutes, which proved to be an appropriate amount of time in administering pre-tests in the pilot study. Therefore, the limit of 35 minutes was used on all occasions. Students were not allowed to use any supplementary tools (dictionaries, mobiles etc.).

The tests were graded according to the keys to the individual parts of which the test consisted. The last part of the test (writing a short text) was graded according to the general marking

<sup>29</sup> For example, in Part 8, students may be asked to read one or two texts; in Part 4, the multiple-choice questions can also occur; Part 3 also comprises five multiple-choice questions which are not included in this test.

scheme (*KET handbook*, 2008, p. 13). As all of the sources of test questions included a key with sample answers and their assessments for the writing part of the test, these were used as a tool for the training of the author as an assessor, which increased the reliability of the results (Hughes, 2003, p. 49). The reliability of test scores in the study proper was further increased by grading the tests by an assistant researcher. Any discrepancies between the two assessments (by the author and the assistant researcher) were first compared with the key or marking scheme. In the last task (writing a short message), if the performance seemed to be a borderline case (e.g. in the amount of errors), the final score was counted as an average of the two scores.

In accord with the manual (*KET handbook*, 2008, p. 10), each question on the test carries one mark except for the last one (writing a short text), which carries five marks. Therefore, the maximum number of points on a test is 22.

### **7.5.5 Considerations regarding learner corpus analysis**

Apart from the tests, learner corpus analysis is used as a research tool in this dissertation. Since the processes of learner corpus compilation and annotation are not unified and some general decisions were made prior to corpus compilation, several theoretical aspects related to the concept of learner corpora have to be introduced below. The specific processes of corpus compilation and annotation are discussed in detail separately in the pilot study and in the study proper.

Learner corpora can be defined as “collections of texts produced by writers or speakers while they are learning a language and which can be used in the study of interlanguage development, language transfer, and learner errors” (Richards & Schmidt, 2010). Granger (2008, p. 259) explains that learner corpora are similar to other corpora except the fact that they are based on the data from language learners. Slightly different views of learner corpora can be observed (Barlow, 2005, p. 335; Granger, 2002, p. 7; Hunston, 2002, p. 15). Issues related to general corpora and corpus linguistics are discussed elsewhere (Biber, Conrad, & Reppen, 1998; Čermák, 2006; Hunston, 2002; C. F. Meyer, 2004; Šulc, 1999). In this dissertation, only selected aspects regarding compiling and using learner corpora are discussed.

As far as the data for a learner corpus are concerned, Granger (2008, p. 261) holds that the data should come from “the most open-ended types of tasks, viz. those tasks that allow learners to choose their own wording rather than being requested to produce a particular word or structure.” This is in accord with the view that naturally occurring samples of learner language should be collected in this research (see section 7.4). The methodological aspects related to measuring the

development of communicative competence on the basis of performance data are discussed in detail in section 4.4.3.

It should be pointed out that various learner corpora have emerged and that the field of corpus linguistics and its applications in language teaching is developing rapidly. A survey of existing learning corpora and recent developments in the field can be found elsewhere (Pravec, 2002; Štindlová, 2011).

As far as the compilation of a learner corpus is concerned, Granger (2002, 2008) recommends that the corpus incorporates the information about learner variables (both general, such as region, gender or mother tongue; and L2-specific, such as the learning context and L2 proficiency level) as well as task variables (both general, such as text type or medium; and L2 specific, such as task type and conditions). These are discussed in sections 7.1 and 7.3 above, and more specific information about individual learners can be found in the following two chapters along with the results of the investigation. Apart from specifying the variables related to the subjects and the elicitation of language, corpus annotation plays an important role in corpus compilation.

Annotation is a general term. Hunston (2002, p. 79) defines annotation as “the process of adding information to a corpus.” She adds that typically, for the linguistic investigations on a corpus, parts of the corpus are categorized (i.e. annotated) and then, for example, frequencies of occurrence of these categories can be counted. The process of categorizing is quite closely related to parsing, which can be seen as one of the processes within annotation. Hunston (2002, p. 84) defines parsing as “analyzing the sentences in a corpus into their constituent parts.” Therefore, parsing can be seen as a way of corpus segmentation. The issues and options related to corpus annotation are discussed in detail in Meyer (2004, pp. 81–99) and more specifically to learner corpora in Granger (2002, pp. 16–18).

Learner corpora can be annotated automatically, i.e. by a computer, or manually. Automatic annotation is seen as problematic, as the majority of annotating programs are designed for native speaker language and the types of mistakes made by language learners are different from those of native speakers (Barlow, 2005, p. 339; Dagneaux, Denness, & Granger, 1998, p. 165; Gilquin & De Cock, 2011, p. 149; Granger, 2003, p. 466). Furthermore, the language used in CMC is, in some respects, different from speech and writing (see section 5.1), for which most software tools are utilized. Despite the fact that the language produced in online discussion tasks (see section 7.5.3.2) is considered to be comparable with writing, the corpus annotation in this dissertation was manual.

As far as the type of learner corpus used in this dissertation is concerned, there are various aspects and perspectives that can be considered. According to Granger (2008), who introduces a general typology of learner corpora, the corpus compiled in this dissertation is a small longitudinal annotated learner corpus of written English with delayed pedagogical use. According to Beißwenger and Storrer (2008), who discuss some of the issues related to learner corpora whose data come from CMC, this dissertation deals with a project-related annotated corpus of CMC with pre-processing. The way in which the raw data were pre-processed is discussed in each of the two following chapters.

The annotation of a learner corpus faces several challenges. First, learners at the CEFR A2 level are likely to produce language with a large proportion of formulaic utterances, such as “thanks” or “and you?” (CEFR, 2001, p. 110). Second, the majority of existing learner corpora for English are designed for higher levels of proficiency and only some of them include error annotation (Štindlová, 2011, pp. 57–60). Therefore, the transferability of existing error annotations is relatively limited. Third, the annotation has to take into account the specifics of CMC, which are discussed in section 5.1. Fourth, it was observed that some of students’ messages included utterances like the following one (a student is writing about her stay in the halls of residence).

*I slept in additional bed 8 months... I was horrible... But I lasted out to the end.*  
(Student S17F from the study proper)

This utterance exhibits two features that can be seen as relatively challenging for the design of an annotation scheme. First, it seems difficult to identify the beginning and the end of a sentence, which can be seen as one of the features of spoken language in CMC. For the purposes of functional analyses (see section 7.5.5.2 below), it is necessary to clearly establish where an annotated segment starts and finishes. These issues are dealt with in the following two chapters. Second, the example shows that students’ language is not error-free and the interpretation and correction of learner language may not always be unproblematic or straightforward.

As the purpose of the compilation of learner corpora in this dissertation is to investigate the changes in learner language as regards accuracy and complexity (these variables are operationalized in the following chapters), the annotation was two-fold: one aspect of the annotation focuses on errors and the other on functional analysis. The methodological background for these two types of annotation is introduced in the subsequent sections.

#### **7.5.5.1 Error annotation**

Error annotation can be seen as the process of error analysis, which is discussed in more detail by Ellis and Barkhuizen (2005, pp. 57–71). Theoretically, error analysis is based on the notions

of interlanguage and errors, which are addressed in section 4.2. These concepts, in the light of learner corpus error annotation, are discussed in more detail by Štindlová (2011).

One of the preliminary considerations and decisions is whether the annotation addresses grammaticality or acceptability (Ellis & Barkhuizen, 2005, p. 56). In this dissertation, grammaticality and covert errors are addressed, which means that deviations in learner language are inspected in a wider context, not only from the perspective of the unit in which they occur. Gilquin and De Cock (2011, p. 151) point out that error annotation “is a complex process, as it involves drawing a line between erroneous and non-erroneous forms ... and, in the case of erroneous forms, interpreting what the learner meant to say in an attempt to propose a correct alternative.”

Relatedly, Granger (2002, p. 19) discusses two perspectives from which errors can be addressed. The annotation may tackle errors in the light of their nature (grammatical, lexical, etc.) or their source (interlingual, intralingual, lack of attention etc.). Granger (2002) prefers the first perspective, which is in line with Dagneaux et al. (1998, p. 166), in whose annotation error source “was rejected because of the high degree of subjectivity involved.” Although the possibilities of investigating error source are discussed by Ellis and Barkhuizen (2005, pp. 62–66), error source is not incorporated in the annotations in this dissertation, which is in accord with the learner corpus designers cited above.

As far as the extent of error annotation is concerned, Štindlová (2011, p. 80) distinguishes partial and complex annotation. Partial error annotation is based on the purpose of the learner corpus and focuses on specific types of errors, whereas complex annotation requires a comprehensive annotation scheme to cover a wide range of possible errors. For the purposes of this dissertation, partial error annotation is used. This option, according to Štindlová (2011, p. 80), is relatively simple and higher inter-coder agreement is achieved.

As regards the procedure of error annotation, a corresponding sequence from error analysis can be adopted. Ellis and Barkhuizen (2005, pp. 57–67) introduce the following steps: collection of samples, identification of errors, description of errors, explanation of errors and evaluation of errors.

The issues related to the collection of samples have already been addressed (see section 7.4). As regards the identification of errors, Ellis and Barkhuizen (2005, p. 58) recommend that first “a reconstruction of the sample as this would have been produced by the learner’s native speaker counterpart” should be prepared. This is in accord with Dagneaux et al. (1998, pp. 165–168),

who maintain that a native speaker should manually correct the mistakes in the sample. Second, Ellis and Barkhuizen (2005, p. 58) hold that it should be assumed that every sentence in the sample is erroneous and they suggest that the sentences which are identical with the native speaker's sample should be eliminated. Then, the remaining sentences are supposed to contain errors. The next step is to "identify which part(s) of each learner utterance/sentence differs from the reconstructed version" (Ellis & Barkhuizen, 2005, p. 58).

The procedure of error identification is not unproblematic. For example, one error can often be corrected in multiple ways (Barlow, 2005, p. 340; Dagneaux et al., 1998, p. 165). This can be solved by introducing multilayer annotation, yet this solution is not unproblematic either (Štindlová, 2011, pp. 77–78). Other problems related to error reconstruction are discussed in more detail by Ellis and Barkhuizen (2005, pp. 59–60).

The third phase of error analysis is the description of errors. This, according to Ellis and Barkhuizen (2005, p. 60), involves two steps: the preparation of a set of descriptive categories for coding errors (i.e. an annotation scheme with an error taxonomy) and the recording of the frequency (i.e. the annotation proper).

As far as error taxonomies are concerned, various systems have been devised. These systems as well as related issues are discussed by a number of authors (Dagneaux et al., 1998; Díaz-Negrillo & Fernández-Domínguez, 2006; Granger, 2003; Hana, Rosen, Škodová, & Štindlová, 2010; Lüdeling, Walter, Kroymann, & Adolphs, 2005; O'Donnell et al., 2009; Štindlová, 2011). Generally, Díaz-Negrillo and Fernández-Domínguez (2006, pp. 85–86) recommend that "taxonomies should be grounded on the description of observable data and include well-defined linguistic categories to minimize subjectivity in the process of error diagnosis and categorization." They also point out that there is no universally agreed-upon error taxonomy.

By and large, two types of error taxonomy can be observed: linguistic and surface error taxonomies. Linguistic taxonomies are "usually based on categories drawn from a descriptive grammar of the target language" (Ellis & Barkhuizen, 2005, p. 60), whereas surface taxonomies approach errors from the perspective of omission, addition, misinformation and misordering (Ellis & Barkhuizen, 2005, p. 61).

As far as linguistic taxonomies are concerned, Ellis and Barkhuizen (2005, p. 60) also point out that "errors should be classified in terms of the target language categories that have been violated rather than the linguistic categories used by the learner." This indicates the importance of error reconstruction and raises further issues, as various corrections of an erroneous form may reflect

different types of mistakes within a taxonomy. As regards the annotator at this point, Dagneaux et al. (1998, pp. 165–168) recommend that a proficient non-native speaker of English with the learners' L1 background should carry out this step.

The last two phases in error analysis have already been tackled above. Error explanation, which is in fact the identification of the source of an error, was abandoned at the beginning of this section. Error evaluation in this dissertation lies in the frequencies of learner errors in the light of an error taxonomy and in the comparison of these statistics for the first and third online discussion task.

The above-mentioned considerations generate some requirements on the annotation scheme and procedure. Specific realizations of these requirements can be found in the following two chapters. At this point it should be pointed out that the requirement that a native speaker should reconstruct the erroneous passages of a text was abandoned, as this solution would not be economical nor realistic in the conditions in which the research was carried out. Instead, the texts written by individual students were reconstructed and annotated by the author and an assistant researcher, which increases the reliability of the results. The inter-coder agreements are reported in the following two chapters.

#### **7.5.5.2 Functional analysis**

In order to address the complexity of learner language, functional analysis can be used. Functions can be viewed from various perspectives. For the purposes of this dissertation, functional analysis is approached from the perspective of illocutionary competence and from the perspective of syntactic functions of sentence elements. In both cases, form-to-function mapping was adopted (Ellis & Barkhuizen, 2005, pp. 113–132).

#### **7.5.5.3 Analysis of language functions**

Language functions play an important part in CLT (see Chapter 4). The general aim of adopting this type of analysis is the comparison of language functions that the students were able to express in Discussions 1 and 3, which is likely to reflect the changes in their illocutionary competence. This is in line with Ellis and Barkhuizen (2005, p. 121), who hold that form-to-function analysis “serves to show how learners modify their use of the linguistic forms at their disposal over time by reorganizing the functions they perform.” This analysis is theoretically based on the functional view of language, which is discussed in more detail in section 2.3.2.

The procedure seems to be less complicated than error analysis presented above. Prior to the analysis, it is recommended by Ellis and Barkhuizen (2005, p. 121) that the linguistic form(s) for

investigation should be chosen. This suggests that a limited set of specific forms should be used in the analysis. However, some researchers have analyzed entire texts produced by learners in the light of discourse functions (Sotillo, 2000) and the analysis of language functions in the whole corpus does not seem unfeasible.

Having decided on the forms to be analyzed, samples of learner language can be collected. Ellis and Barkhuizen (2005, p. 121) stress that for the purpose of form-to-function mapping, naturally occurring samples should be used (see also section 7.4).

Next, the functions performed by the form(s) can be established. For the purposes of this dissertation, the classification of language functions by van Ek and Trim (1991) is used, as it reflects language functions appropriate for the CEFR A2 level, which is in accord with the target level of the EFL course. Furthermore, each function in this classification is accompanied by its recommended exponents (i.e. forms), which can be used as a basis for form-to-function mapping. In the end, the frequencies of individual functions can be counted and reported.

Similarly to error annotation, the annotation of language functions is further specified in the following two chapters, as there were differences in specific implementation of the process outlined above.

#### **7.5.5.4 Analysis of syntactic complexity**

The analysis of syntactic complexity of learner language was carried out only in the study proper. Generally, the procedure of syntactic annotation was analogous to the general procedure for form-to-function mapping. This is discussed in more detail in Chapter 9.

#### **7.5.5.5 Reporting results**

From the discussion of the types of corpus annotations and the underlying aims of the annotations, it follows that, generally, the learner corpus analysis serves as a tool for determining differences in learners' accuracy and complexity by comparing the data from Discussions 1 and 3. In the light of the case study framework adopted in this dissertation (see the beginning of section 7.5), the results are computed first for individual units of analysis (i.e. individual students) and then the results are reported for the whole case.

If the language produced by one student in one discussion is taken as a whole and labelled as a text, then this study has a Type 2 research goal according to Biber and Jones (2008), i.e. describing differences among texts (see also Biber et al., 1998, pp. 269–274). Since texts are compared, and from the perspective of corpus linguistics the texts are the basic units of

comparison, this study is of Type B according to Biber and Jones (2008). This is also addressed by Biber et al. (1998, pp. 269–274).

In these types of studies, it is recommended to use normalization and descriptive statistics. As regards normalization, it is recommended that the frequency of occurrence is normalized to the typical text length in a corpus (Biber et al., 1998, pp. 263–264; Biber & Jones, 2008, p. 1299). Since individual text lengths differed in Discussions 1 and 3, the results are reported relatively to 100 segments, i.e. by percentages. As far as descriptive statistics is concerned, it is recommended to use mean values and standard deviations (Biber & Jones, 2008, p. 1300). In Type B corpus studies, inferential statistics can also be used (Biber & Jones, 2008, p. 1300).

#### **7.5.6 The issue of fluency**

Although various measures for fluency have been proposed (see section 4.2.5.3), only some of them can be related to writing (e.g. speed of writing, number of reformulations).

However, it is problematic to measure fluency as the speed of writing in asynchronous discussions in natural settings, since the time students spend on composing a message is not directly available. Even if the time of composing a message on the forum were measured by calculating the time between clicking the “Reply” and “Submit” buttons, this would not give reliable results, as in asynchronous discussions, students could have left the computer for a while (Miller, 2010) or they could have typed the message using a word-processor and then copied and pasted the message in the message window (Stevens, 2010). Rézeau (2010) concludes that this measurement “would not yield scientific results.” The analyses of reformulations or corrections in students’ writing are not very valid either, since it is not possible to access the text that a student had written prior to submitting it on the forum.

A solution to this problem can be a re-conceptualization of fluency in the light of students’ perceived improvement, specifically as regards their confidence and speed of writing in English. Therefore, instead of fluency, *perceived* fluency can be measured using common methods in educational research. In the pilot study, there were interviews that were conducted with the participants. One of the aims of the interviews was to elicit the students’ views of the phenomenon of writing in English in the light of their confidence and speed of writing. The answers were evaluated and on the basis of students’ responses, a set of questionnaire items addressing perceived fluency was devised. This questionnaire was used in the study proper. More details can be found in the following two chapters. Some other results and considerations related to the construction of the questionnaire have been published in Tũma (2011b).

It should be pointed out that the interviews or questionnaires are not integrated in Figure 7 above, as the questionnaires were distributed only in the study proper and it was believed that incorporating these aspects in the figure would be rather confusing.

## **7.6 Researchers**

As far as data processing and analysis is concerned, it should be pointed out that the tests in the study proper as well as the learner corpora in both studies were processed not only by the author of this dissertation, but also by another researcher<sup>30</sup> as a second rater and coder in order to validate the tests results and corpora annotations.

It should also be pointed out that prior to the process of validating test results or error annotation, the assistant researcher was instructed and trained, and inter-rater agreement was constantly monitored.

Last but not least it should be mentioned that before the cooperation with the assistant researcher was started, he was acquainted with the research goals and the ethical considerations.

---

<sup>30</sup> The assistant researcher was a student in the master's programme at the Faculty. It was assured that the student had passed relevant English language didactics as well as relevant linguistics courses. Furthermore, the assistant researcher had been working as a teacher in a lower-secondary school. To summarize, the assistant researcher can be seen as a competent second rater for the validation of both tests and corpus annotation.

## **8 THE PILOT STUDY (2009/2010)**

The pilot study presents the first phase of the empirical research in this dissertation. There were four main aims of this study. The first aim was to validate and adjust the research tools described in the previous chapter so that they could be effectively used in the study proper. Second, the research tools in their early versions yielded preliminary results, which were used as a basis for the answers to the research questions, and conversely, the results clarified and specified the research questions and generated new ones. Third, as mentioned in section 7.5.6, the data from the interviews conducted at the end of the course were used for the conceptualization of perceived fluency in this study and served as a basis for the questionnaires that were used in the study proper. Fourth, the overall aim of this study was to evaluate the three online discussion tasks and their implementation in the course.

It can be observed that the aims of this pilot study are markedly wider than the scope of the underlying research question in this dissertation. As more detailed results from the pilot study have been published elsewhere (Tũma, 2010b, 2012b) and as this phase of research is not the main part of this dissertation, this chapter introduces the procedures and results related to the pilot study very briefly, focusing on the aspects related to learners' communicative competence. Special attention is paid to the implications for the study proper, which is seen as the core of the empirical part of this dissertation.

### **8.1 Research questions and operationalizations of the variables**

From the perspective of researching and measuring the development of communicative competence, the pilot study can be seen as descriptive (i.e. development in learner language is described) as well as exploratory (i.e. new research questions are generated) (Hendl, 2005, p. 38). Before the study was conducted, the following research questions, derived from the general research question underlying this dissertation: Did the learners' communicative competence change after their participation in the online discussion tasks, and if so, in what way?, were formulated:

1. Did the learners' overall communicative competence in reading and writing change? If yes, how?
2. Did the learners' language accuracy change? If yes, how?
3. Did the learners' language complexity change? If yes, how?

The research questions were operationalized as follows. Question 1 was answered in the light of comparing pre- and post-test scores (see section 7.5.4). Question 2 was answered by describing the proportions of linguistic errors in the corpus compiled from Discussions 1 and 3. In line with

Cook (1989, p. 8) and Díaz-Negrillo and Fernández-Domínguez (2006, p. 89), errors were classified on the basis of syntax, semantics, morphology and spelling. The error annotation scheme is described below. Question 3 was answered from the perspective of describing the language functions used by individual students. Questions 2 and 3 were answered by comparing individual students' language in Discussions 1 and 3 (see section 7.5.5.5).

## **8.2 Methods of data collection and analysis**

The sequence of the methods of data collection introduced in 7.5.3 was used in this study. The pre- and post-tests are described in section 7.5.4. However, the corpus annotation deserves special attention.

### **8.2.1 Learner corpus compilation and annotation**

Before the corpus was annotated, it was pre-processed. On the basis of the research questions, pictures as well material such as smileys and hyperlinks were removed from the corpus. The remaining texts were segmented into clauses. Clause-connecting elements (conjunctions, adverbs) were separated from clauses, but relative pronouns introducing relative clauses remained parts of the clauses.

First, the corpus was annotated in the light of language functions. As mentioned in section 7.5.5.3, the classification proposed by van Ek and Trim (1991, pp. 16–21) was used as a basis. The segments were annotated according to the actual exponents recommended for each function (see Tůma, 2012b, for more details).

The aim of error annotation was to discover whether there were any differences in accuracy. It was necessary to devise an error taxonomy which would capture various types of errors at different linguistic levels (syntax, semantics, morphology, spelling) in the whole corpus, but at the same time it was not realistic to annotate the whole corpus in detail. The practicality of annotation also played an important role. Therefore, all segments in the corpus were annotated for syntactic errors, but as regards other levels of error annotation, only verb phrases of the segments, not whole segments, were coded (i.e. partial annotation, see section 7.5.5.1). This seemed to be a sensible solution, as the majority of segments included a verb. The segments which did not contain a verb were coded by a comparison with corresponding exponents in the list of language functions used for the functional analysis. Each segment of the corpus was assigned one of the following error tags: (1) syntactically incorrect, (2) lexically incorrect (verb), (3) morphologically incorrect (verb), (4) incorrect as regards spelling (verb) or (5) correct (verb). A more detailed description of this coding, as well as examples, can be found in Tůma (2012b).

### **8.3 Research sample**

All the students who scored between 60 and 80 per cent on the pre-test (i.e. between 13 and 19 points out of 22) were randomly grouped together in three online groups of five or six students. These 17 students, 1 male and 16 females, were considered to be the units of analysis in this case study.

### **8.4 Results**

#### **8.4.1 Test scores**

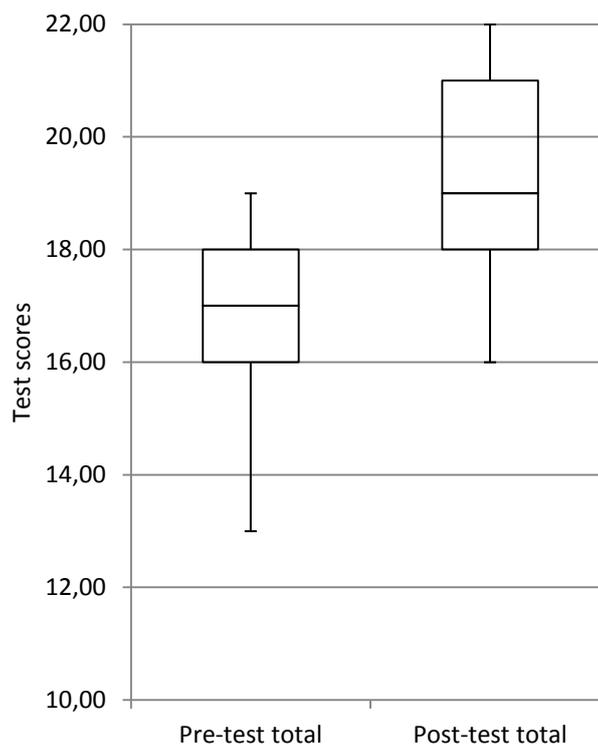
The comparison of overall test scores can be seen in Figure 8 below. The box-and-whisker plot, which is recommended for reporting distributions of values within samples (Bachman, 2004, pp. 47–49; Chráska, 2007, pp. 61–62), is used throughout this dissertation. The “box” includes the middle 50 per cent of the results (in the case of Figure 8 test scores). The horizontal line in the box indicates the median. The “whiskers” above and below the box indicate the distribution of the rest of the values. The top of the upper whisker indicates the maximum value and the lower whisker is constructed analogously<sup>31</sup>.

The scores for individual students (both overall and for the final part of the test, i.e. writing task) can be found in Appendix 3, Table 13.

The findings from pre- and post-tests indicate that there were noticeable changes in the whole case in the overall reading and writing proficiency measured by the tests. Table 13 in Appendix 3 shows that the overall scores in the whole case increased from the average of 16.71 (pre-tests) to 19.12 (post-tests, the maximum was 22). Similarly, the average scores on the final writing task increased from the average of 4.41 (pre-test) to 4.65 (post-test, the maximum was 5).

---

<sup>31</sup> The box-and-whisker plots in this dissertation always show minimum and maximum values. For the purpose of simplicity, outliers, or extreme scores, are not incorporated in the graphs (see Bachman, 2004, p. 49 for more details).



**Figure 8: Pre- and post-test results**

#### 8.4.2 Accuracy and complexity

The corpus comprised 242 postings, counted 11,597 words and was segmented into 2,612 units, which were annotated. The inter-coder agreement<sup>32</sup> was 97 per cent on language functions and 94 per cent on accuracy annotation.

As far as complexity operationalized as changes in the distribution of language functions (i.e. changes in illocutionary competence) is concerned, there were some striking changes. In Discussion 3 students expressed noticeably more obligations, intentions, hopes, phrases for taking leave and structuring discourse. The frequencies of other functions remained relatively similar in both discussions. More detailed results can be found in Appendix 3, Table 14.

As regards accuracy, the analysis generated the following results. The frequency of syntactic errors remained at a similar level, whereas there were more segments whose verb phrases were incorrect lexically in Discussion 3 as compared to Discussion 1. Similarly, an increase in the frequency of morphological errors was observed as well as in spelling. As a result, in Discussion 3, there were relatively fewer segments marked as correct (89.2 and 86.2 per cent of

<sup>32</sup> The inter-coder agreement was computed as the ratio of the number of total segments to the number of segments whose annotation was the same, i.e. the observed agreement. In the study proper, Cohen's kappa is used for the reporting of inter-coder reliability.

correct segments in Discussions 1 and 3 respectively). The exact statistics can be found in Appendix 3, Table 15.

## 8.5 Discussion of the findings

As far as pre- and post-test results are concerned, it can be observed that overall scores increased (see Figure 8). From Table 13 in Appendix 3 it can also be seen that at the end of the course, the majority of the students scored the full number of points on the last part of the test, i.e. writing a short message. Although the changes in the overall test scores cannot be directly attributed to the online discussion tasks, the increase in writing scores, in the light of the conceptualization of the process of development of communicative competence (see section 7.5.3.2), can be attributed to the online discussion tasks, as there was no other activity in the course that would develop writing strategies.

The findings from the learner corpus analysis also indicate some changes in the students' communicative competence. As far as illocutionary competence is concerned, the analysis shows that the topic of the task is reflected in the results, as a discussion on holiday plans is likely to elicit forms related to the language functions of expressing intentions, hopes and obligations (see the specifications of the Discussions 1 and 3 in Appendix 1). The higher occurrence of functions related to taking leave may indicate the social aspect of interaction in a small group, as cooperative learning necessarily involves interpersonal relationships (see section 3.2.3). Also, this may indicate a shift from stage two (socialization) to stage three (information exchange) according to Salmon's five-stage model (see section 5.6.1.3). Finally, the higher frequency of forms used for the structuring of discourse may indicate some development in the area of syntactic complexity. However, as this annotation included both coordinative conjunctions and linking adverbs, this finding cannot be generalized to the development of syntactic complexity as outlined in section 4.4.4. More generally, by comparing the mean occurrences of individual language functions (see Appendix 3, Table 14), it can be observed that the functions which were rather frequent in Discussion 1, mainly narrating and expressing (dis)like, were comparatively less frequent in Discussion 3. Again, this might be caused by the content of the task, but overall, it can be claimed that at the end of the course, the students expressed the functions related to structuring discourse and their intentions, obligations and hopes more frequently. The forms that express these functions can also be seen as more complex (e.g. modal verbs, future forms with *going to*) than forms for narrating and expressing (dis)likes (i.e. mainly present and past simple tenses).

As regards accuracy, generally, a slight decrease in the accuracy of verb phrases was observed, whereas syntactically, learner language retained a comparable level of accuracy. Although the results (perhaps with the exception of syntactic accuracy) cannot be generalized to the expected development outlined in section 4.4.4, there are three possible explanations of the relative decline in accuracy in Discussion 3. First, as observed in the previous paragraph, the learners displayed a relatively increased complexity of their language at the end of the course (observed as a higher frequency of forms expressing the structuring of discourse, and possibly other functions that require relatively more complex forms). In the light of a possible interplay of complexity, accuracy and fluency outlined in section 4.2.5.4, the students probably paid more attention to complexity. As a result, accuracy dropped slightly. Second, at the end of the course, the students had been participating in the third online discussion task and they had received feedback on two discussion tasks. They also got acquainted with the other members of their groups (which might be reflected in the higher frequency of expressions related to taking leave, i.e. social aspects of communication). One possible interpretation then is that these factors contributed to their decreased attention to form, higher confidence and lower shyness. The former aspect is reflected in the decline in accuracy, whereas the latter two aspects can be reflected in increased fluency. Again, this explanation is in accord with the possible interplay of complexity, accuracy and fluency (see section 4.2.5.4). The third explanation is related to the nature of CMC. In section 5.1 it was observed that a certain degree of inaccuracy is tolerated in CMC. Perhaps, the learners were initially more careful as regards their accuracy, but after receiving feedback on the first and second discussion task they possibly quit paying so much attention to form. As the accuracy measured in the learner corpus is only relative, it might be true that actually the level of accuracy displayed in Discussion 3 was “normal” in CMC. Unfortunately, it seems that there is not much research in this field, and the error annotation scheme does not give any more information about the finer types of errors, which would allow for accepting or refusing this interpretation.

## **8.6 Interviews**

One of the purposes of conducting semi-structured interviews with the students included in this pilot study was to evaluate the implementation of the three online discussion tasks in the course. Another goal was to find out their perceptions regarding the participation in the online discussion tasks as well as the effects that the tasks had on the development of their communicative competence. Particularly, students were asked about possible effects related to fluency. Their answers were supposed to generate a set of questionnaire items for measuring perceived fluency (see section 7.5.6).

All of the 17 students were invited and 14 of them actually came for the interviews, which lasted between 15 and 25 minutes. The remaining three students could not come because of time constraints<sup>33</sup>. It should be pointed out that the interviews were conducted *after* all of the students had passed the examination in the course, so their answers could not have been influenced by the fact that the interviewer (i.e. the author as a teacher) would examine and assess them afterwards.

The interviews were recorded, transcribed and analyzed. From the perspective of addressing fluency, the assumption presented in the previous section was confirmed. Generally, the students to various degrees reported that at the end of the course they (1) felt that they could write texts in English faster, (2) were less afraid of writing and submitting messages in English, (3) felt more confident when writing messages in English. These three aspects are considered as a basis for measuring perceived fluency in writing in the study proper.

The interview provided interesting data to complement the results yielded in the tests and corpus analysis. Five students' development is analyzed in more detail in Tũma (2010b).

## **8.7 Implications for the study proper**

One of the positive observations that could be made was that after a relatively short period of time (one semester, but the period between the end of the first and the beginning of the third discussion task was 36 days) there were noticeable changes both in the test scores and in the results that the corpus analyses yielded.

As far as the pre- and post-tests are concerned, no problems were observed and the tests could be re-used in the study proper. As regards the discussion tasks as data elicitation tools, the results showed that the distribution of language functions was different in Discussions 1 and 3. Yet, the interpretations above supported the view that there might be an interplay between complexity (i.e. using more complex language functions and expressions for structuring discourse), accuracy and (perceived) fluency, and the decrease in accuracy did not seem significant (89.2 per cent of the segments marked as correct in Discussion 1 and 86.2 per cent of the segments marked as correct in Discussion 3, see Table 15 in Appendix 3). However, more detailed data that would reveal the underlying changes in the structure of erroneous segments were not available. It was concluded that as the discussion topics were meaningful and relevant to students<sup>34</sup> and since the discussions were relatively comparable as regards the convergence of tasks, the amount and length of expected participation, and language functions used in accord with the CEFR A2 level

---

<sup>33</sup> The interviews were conducted in June 2010 by the end of the examination period and some students had already left the halls of residence. However, all three students responded to the emails, confirmed their agreement that their data could be processed and some of them offered to answer some questions via email.

<sup>34</sup> This was observed from the students' answers during the interviews.

(*CEFR*, 2001; van Ek & Trim, 1991), the discussion topics and instructions could remain unchanged for the study proper. Yet, some changes in corpus design were proposed.

### **8.7.1 Suggested changes in learner corpus annotation**

As far as the compilation and annotation of the learner corpus is concerned, it was observed that it was worth compiling the corpus and adding both accuracy and language functions annotation. As some aspects of learner language (mainly non-verbal structures, such as smileys) were excluded from the corpus, the issues related to the social aspects of communication could not be analyzed linguistically in much detail. Although this was not important in relation to the research questions, such an analysis could possibly lead to interesting results. Therefore, the inclusion of this material into the corpus seemed vital for further research. This meant that the segmentation of learner texts should be adjusted.

Regarding the analysis of illocutionary competence, it was determined which language functions occurred frequently and which of them were rather infrequent. Therefore, the range of possible functions could be reduced to obtain comparable results. Some functions were excluded and the final version of the manual to the annotation of language functions can be found in Appendix 4, which also includes the annotation manual used in the study proper.

As far as the error annotation is concerned, it seemed that the partial annotation limited to verb forms yields results which can be used for the purposes of analytical generalization. Yet, two drawbacks of the analysis could be observed. First, due to its simplicity, which was desired in this pilot study, the results obtained from error analysis did not give any additional information about the types of errors within the general error categories. As there were some changes in the field of accuracy, it seemed desirable to extend the error annotation scheme and to distinguish more types of errors within existing categories, so that the changes could be addressed more specifically. Second, after the corpus was annotated, the author became aware of the fact that the annotation actually could have distorted the results in that only one type of error was assigned to each segment. Although this system allowed for better comparison of changes in accuracy (individual proportions of mistakes did not overlap), the hierarchy of the error tags might have caused that some spelling or morphological errors were “hidden” by the errors in meaning and syntax. Therefore, the revised and extended version of the error annotation scheme was expected to allow for multiple mistakes in one segment.

Last but not least, the error annotation in the pilot study did not incorporate the reconstruction of erroneous segments, since it was seen as unnecessary when judging the area of error according to the hierarchy. However, this was contrary to the steps outlined in section 7.5.5.1. Furthermore, it

was realized that some corrections would have resulted in different forms and this would have resulted in different language function annotation, as language functions were annotated in the light of the forms used by the learners, not the target grammar. The implication of this for the new annotation scheme was that the reconstruction phase must be incorporated and must precede the annotation of language functions, which is to be done in the light of the target form, not the erroneous form.

To conclude the discussion on learner corpus compilation, it should be pointed out that despite some of the discrepancies reported above, the corpus yielded usable results with relatively high inter-coder reliability.

### **8.7.2 Research design**

As regards research design, the pilot study confirmed that the plan outlined in section 7.5.3 leads to usable results and can be used in the study proper. As far as research questions are concerned, the study generated new research questions, some of which have been suggested in the discussion of findings (e.g. What types of errors occurred within the categories of morphology and spelling?). Furthermore, the analysis of the interviews generated some areas of perceived fluency, which can be measured by means of a questionnaire in the study proper. Last but not least, the increase in forms related to the structuring of discourse resulted in incorporating syntactic complexity into the new annotation scheme and generated the research question: Did syntactic complexity change, and if so, in what way?

As outlined at the beginning of this chapter, there were more aspects which this pilot study addressed (i.e. an evaluation of the assessment techniques within the blended learning course, the students' perspectives on the discussions, strategies used by the students during their writing and studying from home etc.), yet these areas are out of the scope of this dissertation.

## **9 THE STUDY PROPER (2010/2011)**

The study proper was conducted on the basis of the findings from the pilot study discussed in the previous chapter and presents the second phase of the empirical research project introduced in this dissertation. Several changes were incorporated, mainly in the formulation of research questions and in the segmentation and annotation of the learner corpus.

As this chapter is central to the empirical part of this dissertation, the results are reported in a more detailed way than in the pilot study. The results were computed separately for each student as a unit of analysis. In order to avoid extensive tables presenting the quantitative data in the text, it seemed more sensible to present the crucial results which are relevant to subsequent discussion in the text, mainly by referring to mean values, and to supplement the text with box-and-whisker plots, which show the distribution of the variable in the sample. The tables with the complete results for each student can be found in Appendix 6 along with other statistical data for the whole case (medians, standard deviations).

### **9.1 Research questions**

The aim of this study was to answer the following research questions, which were derived from the underlying research question: Did the learners' communicative competence change after their participation in the online discussion tasks, and if so, in what way?

1. Did the learners' overall communicative competence in reading and writing change? If yes, how?
2. Did the learners' language accuracy in writing change? If yes, how?
3. What range of language functions did the learners use in Discussions 1 and 3?
4. Did the learners' syntactic complexity in writing change? If yes, how?
5. How did the learners perceive their fluency in writing in relation to the three discussions?

From the research questions it follows that the study was descriptive, i.e. the aim of this study was to describe the changes in learner language, which in the light of theoretical propositions (see section 7.5.3.2) were expected to reflect selected underlying changes in the development of learners' communicative competence.

In order to operationalize the variables from the research questions, it is necessary to understand the way in which the methods of data collection and analysis were used. Therefore, these methods are described first, being followed by the operationalizations.

## **9.2 Methods of data collection and analysis**

In line with the sequence of the methods of data collection outlined in section 7.5.3.4, pre- and post-tests were used as well as the texts written by individual students in Discussions 1 and 3, from which a learner corpus was compiled. Along with these methods, a questionnaire survey was carried out immediately before the post-tests were administered.

The tests (pre- and post-tests) have been described in section 7.5.4 and as they proved useful in the pilot study, they remained unchanged in the study proper. The only difference was that the tests were subsequently graded by an assistant researcher in order to guarantee higher reliability of the results (see section 7.5.4.2).

On the other hand, the process of learner corpus compilation and annotation was different from the pilot study, and the questionnaire survey was a new method of data collection. Therefore, these two methods are described below.

### **9.2.1 Learner corpus compilation and annotation**

Similarly to the pilot study, the corpus was compiled and annotated in the light of language functions expressed by the utterances and also in the light of error analysis. However, these two processes were different in the study proper, and as the corpus was expected to yield results regarding syntactic complexity of learner language (see sections 4.2.5.1 and 4.4.4), syntactic annotation was added and this point was also reflected in the process of corpus segmentation. Furthermore, the processes of segmentation and annotation were more systematic.

#### **9.2.1.1 Segmentation**

Before the texts from the discussions were included in the corpus, the data were pre-processed. Each segment was assigned a set of identification tags<sup>35</sup>. Hyperlinks, pictures and message subjects were stored separately, but were not included in the corpus. The remaining segments were further annotated as follows.

The segments into which learner utterances from Discussions 1 and 3 are transformed are established more systematically, in a two-level hierarchy. The scheme is visualized in Table 9 below. At the first level, the structural view (see section 2.3.1) is adopted, creating three types of segments: linkers (Lin), clausal material (ClM) and non-clausal material (NClM). Clausal material comprises clauses, which are defined as units “structured around a verb phrase” (Biber et al., 1999, p. 120). On the other hand, non-clausal material is defined as “material that is not integrated in clauses” (Biber et al., 1999, p. 224). Linkers are defined by enumeration. The list of

---

<sup>35</sup> These include: student’s number, the number of the posting and the number of the online discussion task.

Linkers can be found, along with a more detailed description of the annotation process, in Appendix 4.

**Table 9: The segmentation in learner corpus**

|   | Text                  |                         |              |                              |             |
|---|-----------------------|-------------------------|--------------|------------------------------|-------------|
| <b>Segment<br/>(structural view)</b>      | Linker<br>(Lin)       | Clausal material (ClaM) |              | Non-clausal material (NClaM) |             |
| <b>Segment type<br/>(functional view)</b> | -                     | Clause (Cla)            | Phrase (Phr) | Phrase (Phr)                 | Other (Oth) |
| <b>Functional<br/>annotation</b>          | -                     | Yes                     | Yes          | Yes                          | -           |
| <b>Error annotation</b>                   | -                     | Yes                     | Yes          | Yes                          | -           |
| <b>Syntactic<br/>annotation</b>           | Coo <sup>36</sup> / - | Yes                     | Yes          | -                            | -           |

The second level of this segmentation adopts the functional view of language (see section 2.3.2). Clausal and non-clausal segments were categorized according to how the language function of each segment is expressed. If the language function in clausal or non-clausal material is expressed by a certain phrase (i.e. more formulaic language), it is categorized as a Phrase (Phr). On the other hand, if the function in clausal material is expressed by a more complex clause, it is categorized as a Clause (Cla). Non-clausal material which cannot be assigned a language function is classified as Other (Oth). The list of Phrases, including the clausal and non-clausal distinction and individual functions, can be found in Appendix 4. Corpus excerpts, in which the annotation is exemplified, can be found in Appendix 5.

Based on the two-level segmentation, different types of annotation were added to individual segments, as shown in Table 9 above.

### 9.2.1.2 Error annotation

In accord with the general considerations related to error annotation discussed in section 7.5.5.1, the segments which were to be annotated, i.e. ClaM and NClaM/Phr, were first reconstructed, i.e. those forms that were considered ungrammatical were first assigned a grammatically correct form. However, this did not apply to the whole segments, as the annotation of the corpus was only partial. Only those segment parts which were crucial for subsequent error annotation,

<sup>36</sup> Coordination, see section 9.2.1.3 for more details.

syntactic annotation and annotation of language functions were repaired<sup>37</sup>. If the correction of a segment caused that the segment was of a different type, the type was changed in the light of the correct form. It should be pointed out that the correct forms were assigned by the two researchers and mutual agreement was sought, paying special attention to minimal changes in the corrected forms. When discussing the grammaticality of learner utterances, reference was made to descriptive grammars (Biber et al., 1999; Dušková, 2009; Quirk et al., 1985).

As regards the process of reconstruction, it should be pointed out that some aspects of CMC (see section 5.1) were taken into account. Specifically, capitalization was ignored (therefore, e.g. “i” was accepted as correct), forms such as “Noooo!” or “Byeeee” with repeated occurrence of a letter were not considered erroneous and acronyms such as “Thnx” were accepted as well. Apart from that, punctuation was ignored.

Once the parts for error annotation were reconstructed, they were annotated in the light of errors. Each segment for which a correct form was suggested was compared with the correct form and on the basis of the differences, an error tag was added to the corresponding linguistic categories. Again, it should be pointed out that apart from word-order errors, which were related to the whole segment, only partial annotation was used. The parts of verb phrases that were annotated for lexical, morphological and spelling errors are characterized in Appendix 4 along with detailed examples of individual error categories.

The error annotation in the study proper was based on the five areas that were adopted in the pilot study, and some areas were extended in order for the annotation to yield more detailed results. As a basis for this more detailed annotation, Granger’s (2003) error annotation scheme was adopted and adapted for the purposes of this study. An overview of the categories for clausal material can be found in Table 10 below. Suggested correct versions are in brackets after each example. A more detailed error annotation scheme including the distinction between individual error categories within one domain can be found in Appendix 4.

It should be pointed out that the design of the corpus made it possible to annotate different types of error within one segment. For example, “It enyoj me” (i.e. “I enjoy it”) was annotated as incorrect as regards word order (Ord) and spelling (Spe).

---

<sup>37</sup> This means that all of the annotated segments were corrected as regards word order. From the clausal material, all the segments were corrected in the light of the grammaticality of the verb, and in cases where the subject was missing, it was added. Non-clausal Phrases were reconstructed in the light of a comparison with the most similar target form from the list of phrases. See Appendix 4 for more details.

As far as non-clausal Phrases are concerned, a simplified annotation scheme was devised. See Appendix 4 for the description of the annotation process of non-clausal Phrases and examples.

**Table 10: The domains and types of errors in the error annotation (clausal material)**

| Error domain      | Error category  | Example  |
|-------------------|---|--|
| <b>Form</b>       | <b>Agg</b> - Agglutination  | I want <b>togo</b> . (to go)<br><b>Iwant</b> to go. (I want)   |
|                   | <b>Spe</b> - Spelling error   | I <b>thing</b> (think)<br>What <b>doas</b> he do? (does)   |
|                   | <b>Csp</b> - Complex spelling   | <b>Theris</b> a book. (There is a book)  |
| <b>Morphology</b> | <b>Inf</b> - Inflection   | He <b>study</b> archeology. (studies)<br>My boyfriend <b>have</b> three dogs. (has)  |
|                   | <b>Ten</b> - Tense  | <b>I'm thinking</b> we agree. (I think)<br>How long <b>will you stay</b> there? (are you going to)                         |
|                   | <b>Aux</b> – Auxiliary verb   | <b>I ask</b> you a question? (Can I ask)<br>... because she <b>are</b> going to travel to our republic. (is)               |
|                   | <b>Mco</b> – Complex morphological error  | we <b>haven't go</b> to Greece. (we haven't been to)<br>we <b>was canceled</b> it. (we cancelled)                          |
|                   | <b>Lexis</b>  | <b>Mea</b> – Meaning<br>Now i can't <b>remind</b> exactly the name of part of the most beautiful part of Spain. (remember) |
| <b>Syntax</b>     | <b>Ord</b> – Word order<br>you can here eat. (you can eat there)<br>For me <b>is this topic</b> very hard (..this topic is..) |  |

### 9.2.1.3 Syntactic annotation

The syntactic annotation of the corpus captures three variables: coordination, subordination and clause length. As far as coordination is concerned, it can be captured by Linkers. The Linkers which comprised a coordinative conjunction (i.e. *and*, *or*, *but*) were assigned a *Coo* tag. As regards clause length, the length of each Clause<sup>38</sup> was counted. The annotation of subordination was intended to capture the occurrences of the most common types of subordinate clauses: nominal, adverbial, relative and comparative clauses (Biber et al., 1999, pp. 193–196), which were coded according to their syntactic functions in relation to the neighbouring segments. A more detailed description of syntactic annotation can be found in Appendix 4 along with examples.

<sup>38</sup> It should be pointed out that smileys were coded as non-clausal material and punctuation was ignored, therefore, the word-count captures the number of words in a Clause. As the learner corpus is reconstructed only partially, the clause-length captures the number of the actual words (i.e. words written by learners), not reconstructed words (i.e. suggested corrections).

#### **9.2.1.4 The annotation of language functions**

Each segment of the corpus, except Linkers (Lin) and the segments classified as Non-clausal material – Other (NClaM/Oth), was assigned a language function that was expressed by the segment. A different procedure was adopted for Clauses and Phrases.

As far as Phrases (both within clausal and non-clausal material) are concerned, a language function was assigned on the basis of the list in Table 20 in Appendix 4. As regards Clauses, each segment was assigned a language function on the basis of the verb form. A list of functions and forms according to which Clauses were coded can be found in Table 17 in Appendix 4.

The guidelines for both this functional annotation and the annotation of subordinate clauses clearly illustrate that the function (i.e. syntactic function of a subordinate clause or language function of a segment) was determined on the basis of the form through which the function was expressed, i.e. form-function mapping was carried out (see section 7.5.5.2). It should also be pointed out that both these form-function mappings were based on the target-language forms, i.e. the corrected segments.

#### **9.2.1.5 Procedure**

First, the corpus was segmented according to the first level of segmentation (linkers, clausal and non-clausal segments). Second, approximately its first third (i.e. the segments written by 6 students: S01F-S06F) was annotated separately by the researcher and the assistant researcher. After this was done, the annotations were compared and discrepancies as well as borderline cases were identified. The decisions related to the reconstruction and annotation of the segments with different annotations were discussed and the annotation guidelines were further specified. Each segment was discussed in the light of the guidelines and descriptive grammars, until 100 per cent agreement was reached. Then, the rest of the corpus was annotated by both researchers separately, and in the end, again, the annotations were compared and discrepancies were discussed and sorted out.

#### **9.2.2 Questionnaire survey**

As discussed in section 8.6, the interviews conducted in the pilot study generated a set of aspects which were used as a basis for a questionnaire. This questionnaire was distributed in the in-class sessions in which the post-tests were administered. As the questionnaire survey was carried out with all of the students in the course, it was necessary to extract only the questionnaires filled in by the students included in this case study. Furthermore, it was seen as crucial to be able to

identify individual students' answers<sup>39</sup> and match them to the other data in the subsequent research phase, provided that the students would agree. It follows that it was necessary to ask the students in the course to sign their names on the questionnaire. Although this way of conducting a questionnaire survey has its drawbacks (Chráška, 2007, p. 175; Pelikán, 2011, p. 112), anonymous questionnaires would not allow for subsequent data analyses. All students filled in and signed the questionnaire. In order to avoid misunderstandings and with regard to students' level of English, the questionnaire was prepared in the Czech language.

For the purposes of this dissertation, only the part of the questionnaire focusing on perceived fluency is introduced. Student reactions to the online discussion tasks are presented elsewhere (Tůma, 2011b).

As regards perceived fluency, the questionnaire included the following three statements, which were originally in the Czech language:

1. *Due to my participation in the discussions, I can write texts in English faster,*
2. *Due to my participation in the discussions, I am less afraid of writing and submitting messages in English,*
3. *Due to my participation in the discussions, I am more confident when writing short messages in English.*

Students were required to indicate the extent to which they agreed or disagreed with each of these statements using Likert five-item scales.

### **9.3 Operationalizations of the variables from the research questions**

For the purposes of the present study, the variables from the research questions introduced in section 9.1 are operationalized in the following way.

Changes in learners' **overall communicative competence** are measured by the comparison of pre- and post-test results (see section 7.5.4 for pre- and post-tests). The comparison is made for both the overall test score (i.e. reading and writing) and for the last part of the test (i.e. writing a short message).

---

<sup>39</sup> Another reason for the necessity of being able to match concrete questionnaires and students' names was the fact that follow-up interviews were conducted with selected students and certain questions from the questionnaire served as a criterion for sampling. Yet, these interviews are not a part of this dissertation and selected results will be published elsewhere.

Changes in learner **language accuracy** are addressed in the light of partial error annotation<sup>40</sup>. The ratios of individual error categories to the total amount of segments annotated for errors are expressed in %, i.e. normalized to 100 segments.

**Syntactic complexity**, in line with the theoretical background presented in section 4.4.4, is addressed from three perspectives: coordination, subordination and clause length. In accord with Ortega (2009), these three syntactic measures are operationalized as follows.

*Coordination index* is defined as the ratio of coordinative linkers (Coo) to the total number of segments (i.e. linkers, clausal and non-clausal elements, excluding smileys). Coordination index is expressed in %, i.e. normalized to 100 segments.

*Subordination index* is defined as the ratio of clausal segments with a subordination tag to the total number of text segments (i.e. linkers, clausal and non-clausal elements, excluding smileys). Subordination is expressed in %, i.e. normalized to 100.

*Clause length* is the average length of a Clause. Clause length is expressed in the number of words per Clause.

As far as **language functions** are concerned, the proportions of language functions in Discussions 1 and 3 are described as ratios of the total occurrences of the language function to the total number of segments annotated for language functions. These ratios are computed for the whole corpus and for each student. The ratios are expressed in %, i.e. normalized to 100 segments.

Learners' **perceived fluency** is measured by the three questions from the questionnaire. *Perceived fluency effect* was calculated by assigning each item on the Likert scale a number of points (strongly agree = +2, strongly disagree = -2), and then calculating an average of points for each student. Therefore, the perceived fluency effect can range between -2 (i.e. the student expresses strong disagreement with his or her participation in the discussions having any effect on his or her writing fluency) and +2 (i.e. the learner observed an improvement in his or her writing fluency as a result of his or her participation in the discussions).

## 9.4 Research sample

The total number of students in the EFL course in the academic year 2010/2011 was smaller than in the pilot study (see Table 7), therefore, the range of students who could potentially be included in this study was extended, resulting in a range between 55 and 85 per cent (i.e. 12 to

---

<sup>40</sup> See section 9.2.1.2 and Appendix 4 for the error annotation scheme.

19 points) on the pre-test. It should be pointed out that the pre-tests at this point were corrected solely by the author as a teacher. There were 20 students who fell into this range. All of these students were full-time students between 21 and 31 years of age. These students were randomly divided into groups of five. Their names were abbreviated in the form consisting of the letter S (student), a number and sex (M – male, F – female).

However, one student quit studying at the Faculty during the course and one student could not participate in the third online discussion task because of illness. Therefore, these two students were excluded from this study, since the data for their participation were not complete. When all 18 students had given their informed consent with their data being processed for research purposes, the assistant researcher validated the pre-tests and post-tests<sup>41</sup>. In the case of two students, the original pre-test score was increased by 0.5 points (S13F and S16F) and in one case, the original score was lowered by 0.5 points (S04M). In all three of these cases (and in two cases in the post-tests), the difference was caused by learners' inaccuracies and by (not) accomplishing a part of the writing task, which are relatively subjective measures. It was concluded that the two students whose pre-test scores were slightly higher than the original criterion (i.e. 19 points) could be included in the case, as these students had participated in the discussion tasks with the other students included in the case and as the original criterion was exceeded only by 0.5 points. Thus, the case consisted of 18 students, 15 females (F) and 3 males (M).

## 9.5 Results

This section summarizes the results of the data analyses, which, in accord with section 7.5.3.5, were carried out separately for each student (i.e. unit of analysis). First, the data from pre- and post-tests are presented, then the results of corpus analysis are introduced, and finally, the results obtained from the questionnaire survey (i.e. data related to perceived fluency) are reported.

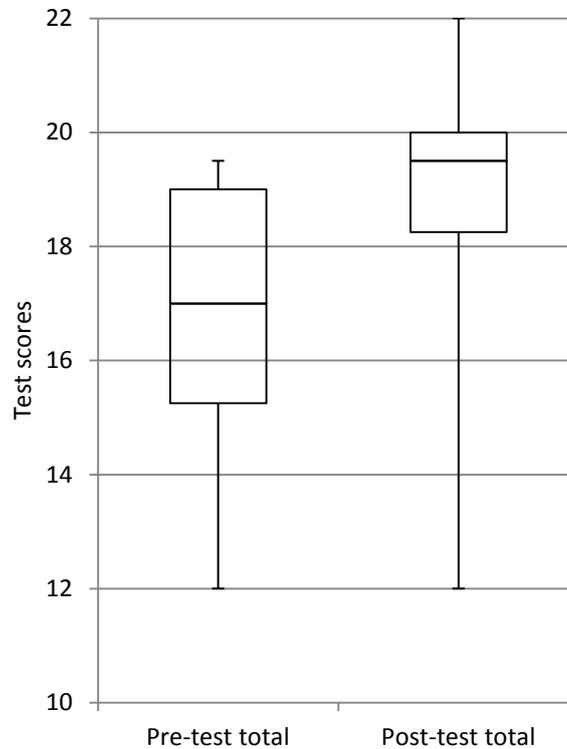
Since the data from the tests and corpus analysis present paired sets of values for each student, statistical tests can be used in order to determine how significant the changes were. The type of tests used were two-tailed t-tests for paired samples (for the formulas, considerations and limitations of this test, see Bachman, 2004, pp. 235–242; Chráska, 2007, pp. 129–132). The degree of confidence for rejecting the null hypothesis (i.e. that the change or difference is not of statistical significance) and for accepting that the change is statistically significant for all of the tests was 95 per cent ( $\alpha = 0.05$ ). The results were computed by Microsoft Excel 2007, which returns the probability that the two sets of values are significantly different.

---

<sup>41</sup> The process of grading is described in section 7.5.4.2.

### 9.5.1 Test scores

The validated individual pre- and post-test results can be found in Appendix 6. The overall pre- and post-test results are visualized in Figure 9 by means of box-and-whiskers plot (see section 8.4.1 for the description of the values that this graph shows).



**Figure 9: Pre- and post-test results**

The overall average pre-test score increased from 16.69 (pre-test) to 19.06 (post-test, the maximum was 22). As regards writing a short text (the final task on the test), the post-test results show that 14 students scored the full five points on writing (as compared to 7 students in pre-tests). The average scores on this task increased from 4.36 points (pre-test) to 4.72 points (post-test, the maximum was 5). The t-test returned the values 0.0006 and 0.0032 for the total scores and for partial writing scores respectively, both of which indicate that there were statistically significant changes.

### 9.5.2 Corpus findings

Before the results related to individual areas of communicative competence are reported, the corpus compiled from texts in Discussions 1 and 3 is briefly introduced. In Discussion 1, the students wrote 164 postings comprising 7,038 words. In Discussion 3, the corpus was compiled from 135 postings comprising 6,584 words. In total, the corpus encompasses 13,622 words in 299 postings. The distribution of postings and words in the corpus per student can be found in Table 23 in Appendix 6. It can be observed that the distribution of postings and numbers of

words differs in individual students and discussions. In addition, some students' numbers of postings are lower than required by the tasks (see the instructions for the online discussion tasks in Appendix 1). Of course, lower participation was penalized by means of the assessment within the course. However, as the purpose of this study is to capture the development of students' communicative competence in the natural settings of a foreign language blended learning course, the inclusion of the data for these students seems vital for the subsequent discussion of findings. It should be pointed out that all of the students participated at least minimally in all three of the discussion tasks.

The corpus comprises three main types of segments (Clausal material, Non-clausal, Linkers). The following chart introduces the overall numbers of these segments in the corpus.

**Table 11: Corpus segments**

| Segment                      | Discussion 1 | Discussion 3 |
|------------------------------|--------------|--------------|
| Clausal material (ClaM)      | 1054         | 878          |
| Linkers (Lin)                | 214          | 189          |
| Non-clausal material (NClaM) | 447          | 495          |
| <b>Total segments</b>        | <b>1715</b>  | <b>1562</b>  |

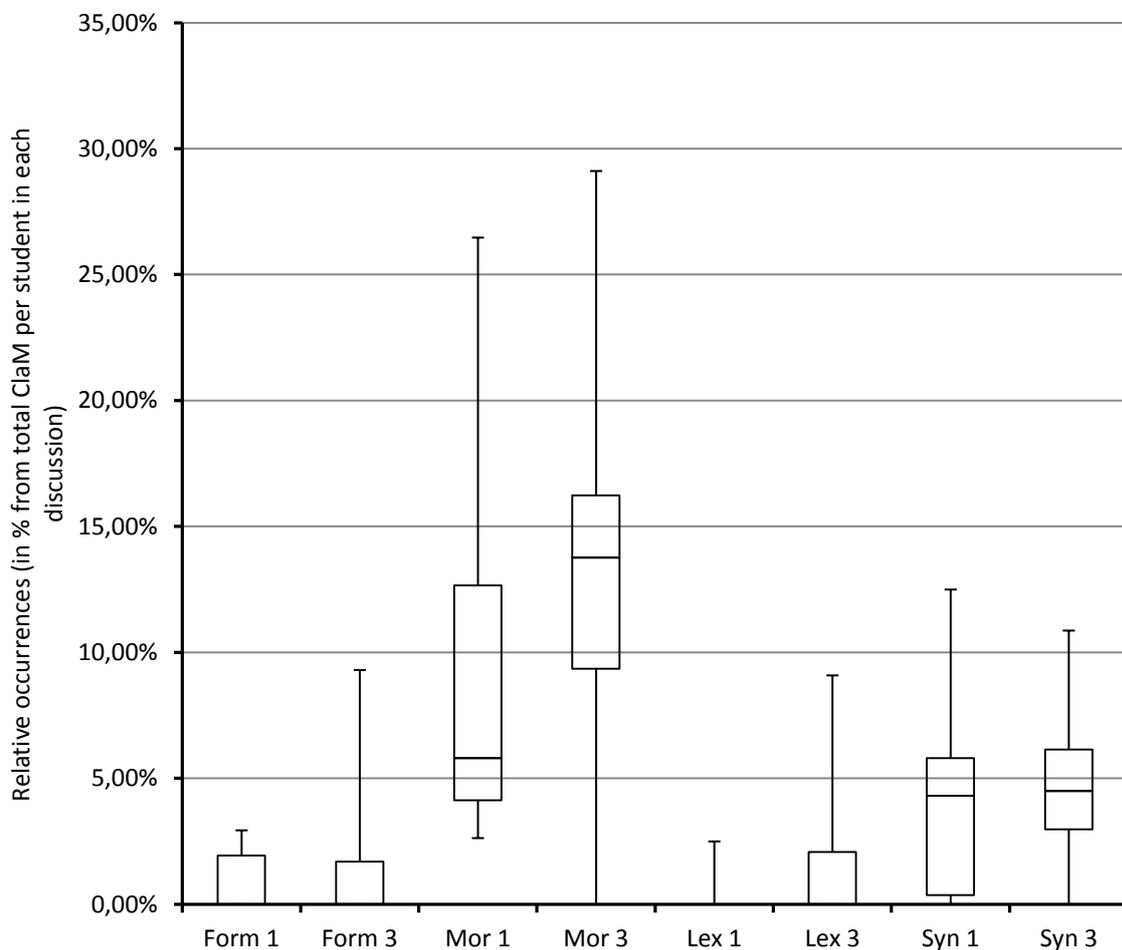
As far as corpus annotation in the study proper is concerned, Cohen's kappa, which is a standard measure for determining inter-coder agreement in corpus linguistics (Štindlová, 2011, p. 123), was computed for individual components of the annotation scheme. For the error annotation, syntactic annotation and the annotation of language functions, the coefficients were 0.84, 0.96 and 0.99 respectively<sup>42</sup>. In order to consider the results reliable, Cohen's kappa should be higher than 0.80 (Chráška, 2007, p. 174; Štindlová, 2011, p. 125). The lowest coefficient can be observed, similarly to the pilot study, in the area of error annotation, which involves the highest degree of subjectivity. Yet, the relatively high inter-coder agreement shows that the data reported below can be considered reliable.

### 9.5.2.1 Accuracy reflected in the corpus

Accuracy was annotated differently for Clausal material (ClaM) and Non-clausal material (NClaM). The distribution of errors in clausal material (ClaM) is discussed first.

<sup>42</sup> The coefficients do not reflect the annotation of the first third of the corpus, as several adjustments to the annotation scheme were made during the first stage. See section 9.2.1.5.

In accord with the error annotation scheme summarized in Table 10 above, the distribution of errors in the domain of Form, Morphology (Mor), Lexis (Lex) and Syntax (Syn) was calculated. The reported values represent the ratio of the occurrences of the error to the total number of clausal segments (ClAM). The average occurrences of errors in all of the four domains increased in Discussion 3 as compared to Discussion 1. The average occurrences of errors in form increased from 0.89 to 1.13 per cent, the average occurrence of errors in Morphology from 9.08 to 14.25 per cent, the average occurrence of lexical errors from 0.39 to 1.46 per cent and the average occurrence of syntactic errors increased from 3.89 to 4.81 per cent in Discussions 1 and 3 respectively. The distribution of the values is visualized in Figure 10 below, and detailed statistics for individual students, on which the graph below is based, can be found in Table 24 in Appendix 6.

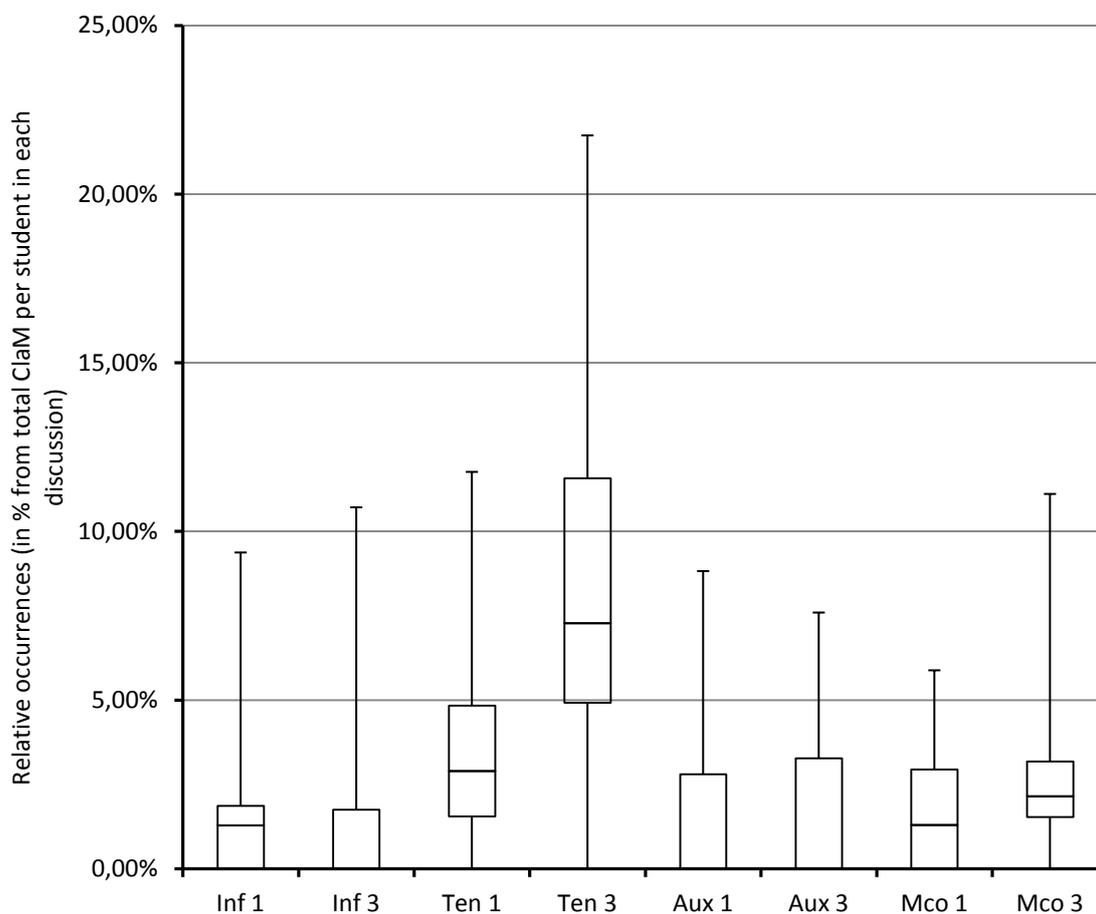


**Figure 10: The overall distribution of errors in Discussions 1 and 3**

The annotation scheme distinguished error types within Form and Morphology in detail (see Table 10). As far as errors in Form are concerned, all of the errors annotated in the corpus were classified as spelling (Spe) errors, i.e. there were no errors classified as agglutination (Agg) or complex spelling (Csp). Morphological errors are dealt with in more detail below. Errors in the

area of lexis and syntax are not classified in more detail in the annotation scheme, yet there were very few occurrences of lexical errors<sup>43</sup>. As regards syntactic errors, all of the errors are word-order errors and their distribution in both discussions can be seen in Figure 10 above.

Within morphological errors, the following categories were distinguished: inflection (Inf), tense (Ten), auxiliary (Aux) and complex morphological errors (Mco). These errors are characterized in Table 10 and their more detailed description can be found in Appendix 4. A corpus query showed that the average occurrences of errors in inflections (Inf) and auxiliaries (Aux) slightly decreased, whereas the occurrences of morphologically complex errors (Mco) and errors in tense (Ten) increased. The most noticeable change can be observed in the area of errors in tenses, whose average occurrence raised from 3.88 per cent in Discussion 1 to 8.37 per cent in Discussion 3. The distribution of the morphological errors is visualized in Figure 11 below. Detailed statistics for individual students can be found in Table 25 in Appendix 6.



**Figure 11: The distribution of morphological errors**

It should be pointed out that the results reported above are related solely to Clausal material (ClaM). However, Phrases (Phr) under non-clausal material (NClaM) were also annotated as

<sup>43</sup> There were altogether 5 errors in Discussion 1 and 11 errors in Discussion 3.

regards accuracy. Although some errors occurred in this material as well, the frequencies of these errors were very low. Altogether, there were 12 spelling (Spe) errors (5 and 7 in Discussion 1 and Discussion 3 respectively) and 6 segments were tagged as incorrect (1 and 5 in Discussion 1 and Discussion 3 respectively). As these numbers are very low<sup>44</sup>, the distribution of these errors is not reported in detail for individual students in this study.

### 9.5.2.2 The range of language functions

As far as the distribution of language functions is concerned, relative occurrences<sup>45</sup> of individual functions were calculated for each student in Discussions 1 and 3. Two comprehensive tables with the results for individual students and each discussion can be found in Appendix 6 (i.e. Table 26 and Table 27).

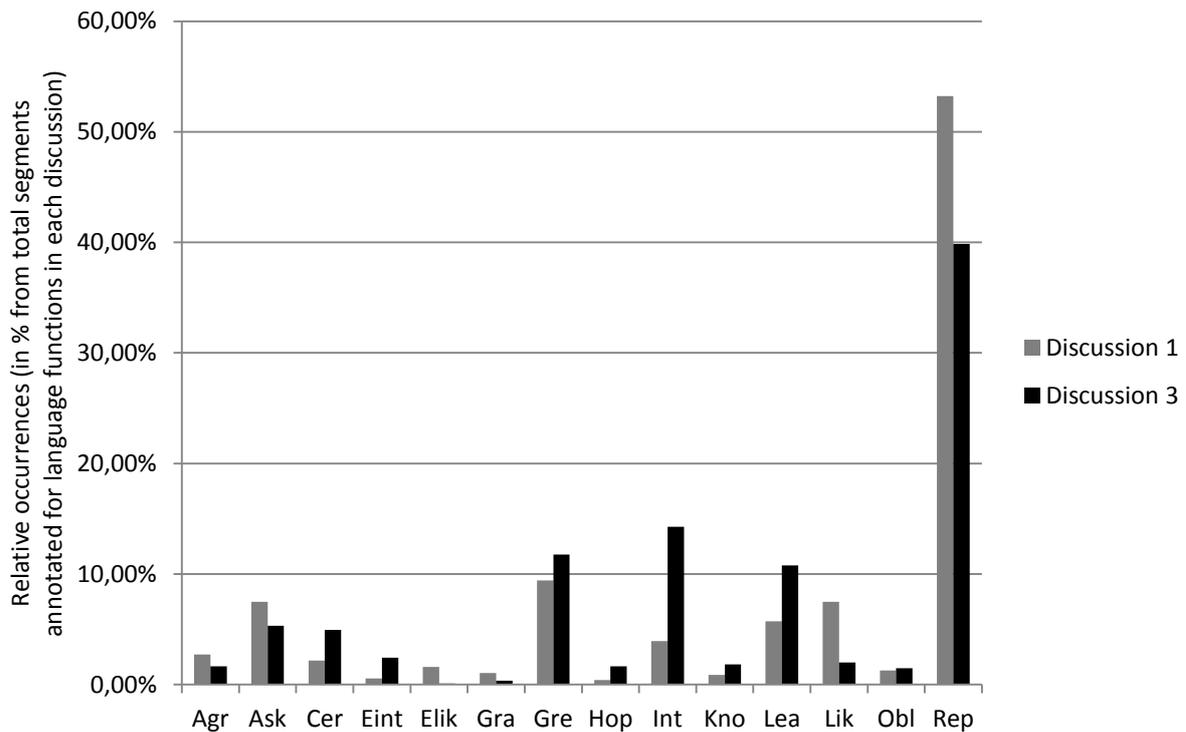
Although the report in this section should pursue results based on the values for individual students, in the case of language functions a slightly different perspective is adopted. Since the annotation distinguishes 19 language functions and some of them occurred relatively infrequently, the report first introduces the overall distribution of language functions in Discussions 1 and 3, irrespective of individual students, which makes it possible to determine the language functions in which changes could be observed. After that, the report analyzes the changes with respect to the distribution of language functions among individual students in Discussions 1 and 3.

Figure 12 below shows the distributions of individual functions whose frequency was higher than 1 per cent in either discussion. The graph gives an overview of the functions which were most frequent in the discussions and also indicates the overall changes between the two discussions. The functions are expressing (dis)agreement (Agr), asking (Ask), expressing (un)certainty (Cer), enquiring about intention (Eint), enquiring about (dis)like (Elik), expressing gratitude (Gra), greeting people (Gre), expressing hope (Hop), expressing intention (Int), stating one's knowledge (Kno), taking leave (Lea), expressing (dis)like (Lik), expressing obligation (Obl), reporting and narrating (Rep).

---

<sup>44</sup> There were, in total, 459 Phrases in Non-clausal material (NClAM), 188 and 271 in Discussions 1 and 3 respectively. The 18 errors in Phrases in Non-clausal material were observed in 9 students.

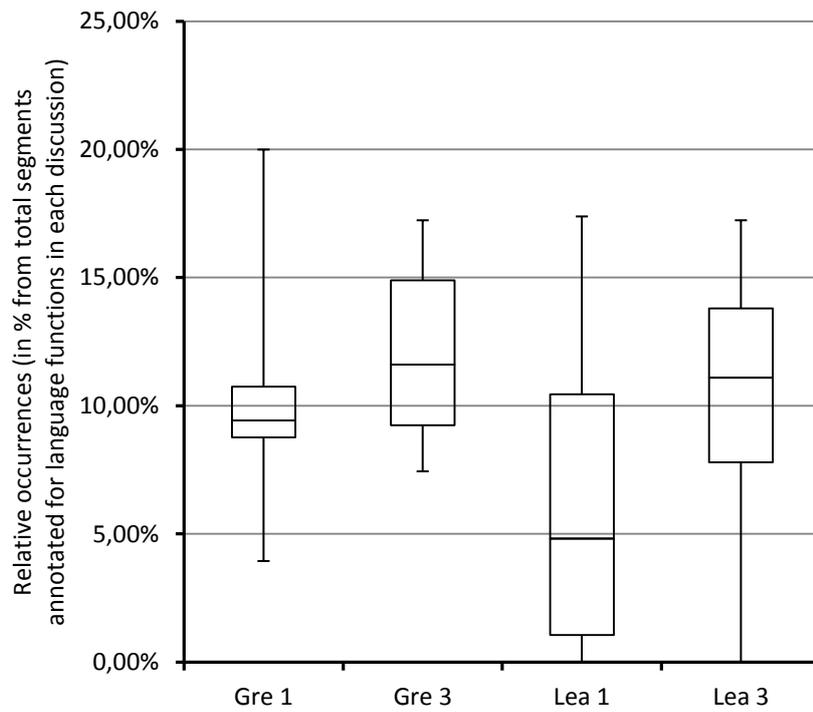
<sup>45</sup> Relative occurrences were calculated in relation to the total number of segments which were annotated for language functions in each discussion.



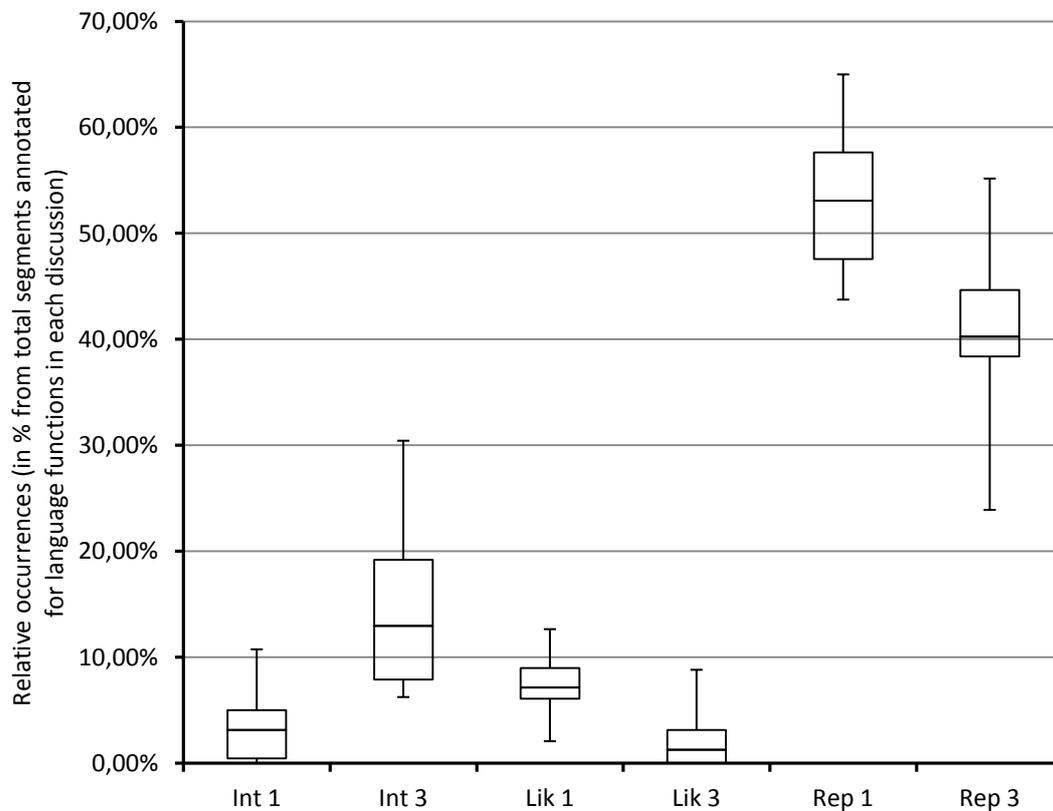
**Figure 12: The overall frequencies of language functions in Discussions 1 and 3**

The most frequent language functions can be observed in two categories: functions related to social contact (mainly greeting – Gre, and taking leave – Lea) and functions related to talking about oneself (mainly expressing (dis)like – Lik, expressing intention – Int, reporting and narrating – Rep). The distribution of these functions is visualized in the following two figures. Figure 13 below shows the distribution of the language functions related to social contact, whereas Figure 14 below visualizes the distribution of the language functions related to talking about oneself.

As far as the language functions used for social contact (Figure 13 below) are concerned, it can be observed that in Discussion 3 students used comparatively more expressions to greet others (Gre) and take leave (Lea) than in Discussion 1. The increase in the use of forms for greeting people (Gre) rose from an average of 9.82 to 12.09 per cent, and the use of forms for taking leave (Lea) from 6.02 to 10.75 per cent in Discussion 1 and Discussion 3 respectively.



**Figure 13: The distribution of selected language functions related to social contact in Discussions 1 and 3**



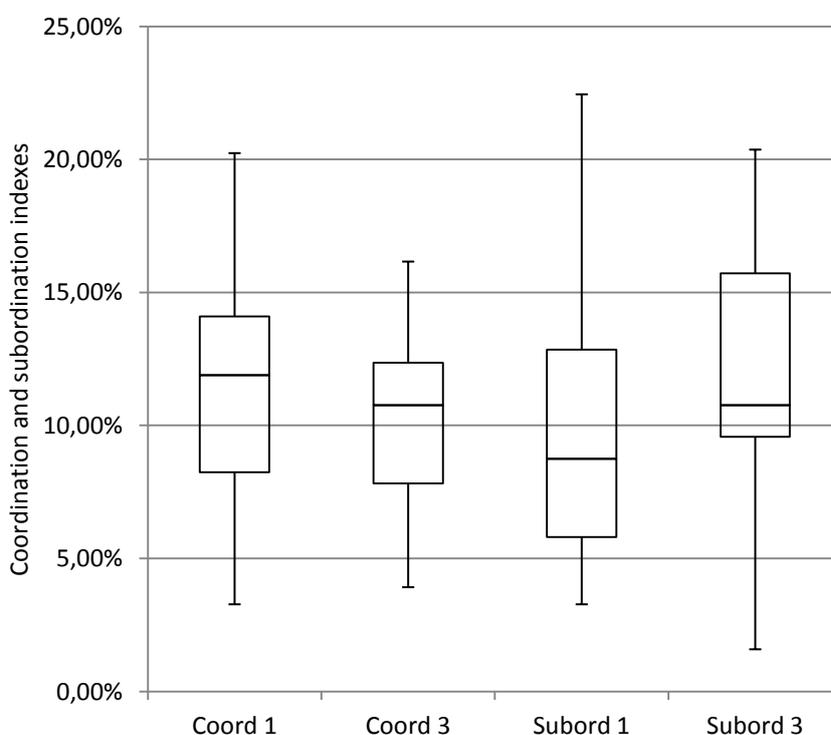
**Figure 14: The distribution of selected language functions related to talking about oneself in Discussions 1 and 3**

As regards language functions related to talking about oneself (Figure 14 above), the students used comparatively more forms for expressing their intentions (Int) in Discussion 3 than in Discussion 1 (i.e. an increase from 3.57 to 14.04 per cent), whereas the frequency of language functions for expressing (dis)like (Lik), and for reporting and narrating (Rep), dropped in Discussion 3 as compared to Discussion 1 (i.e. a decrease in the average frequency of expressing (dis)like from 7.39 to 2.13 per cent, and in the average frequency of reporting and narrating from 53.25 to 39.62 per cent). See Appendix 6, Table 26 and Table 27 for the statistics for individual students.

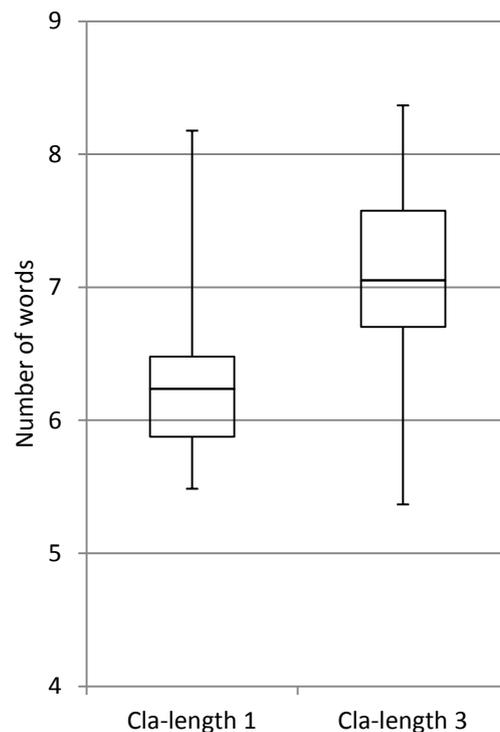
### 9.5.2.3 Syntactic complexity reflected in the corpus

As far as syntactic complexity is concerned, three variables were established and measured in the corpus: coordination index, subordination index and clause length (see section 9.3 for the operationalizations of these variables).

The overall coordination index (Coord) decreased from 11.28 per cent in Discussion 1 to 10.02 per cent in Discussion 3. On the other hand, the average subordination index (Subord) increased from 9.44 per cent in Discussion 1 to 11.63 per cent in Discussion 3. The overall clause length (Cla-length) increased from 6.32 words in Discussion 1 to 7.08 words in Discussion 3. The distribution of these variables among individual students is visualized in the following two figures. Detailed statistics for individual students can be found in Table 28 in Appendix 6.



**Figure 15: Coordination and subordination indexes in Discussions 1 and 3**



**Figure 16: Clause length in Discussions 1 and 3**

As far as subordination is concerned, the corpus annotation distinguished four types of subordinate clauses: adverbial, nominal, relative and comparative. In the whole corpus, there was no comparative subordinate clause. However, an increase in overall subordination (see Figure 15) could be observed in all three of the other clause types – in total, students used more adverbial, nominal and relative clauses in Discussion 3 as compared to Discussion 1. As the distribution of these clause types is out of the scope of this investigation, more detailed statistics related to subordinate clauses are not presented or discussed in this dissertation.

#### **9.5.2.4 Summary of corpus findings and their statistical significance**

The findings from the corpus analysis and corresponding t-test results can be found in Table 12 below. Statistically significant changes ( $\alpha = 0.05$ ) are marked with an asterisk (\*).

The table shows that there were some statistically significant changes within all the general areas that the corpus analysis addressed. As regards the area of accuracy, a statistically significant increase in error occurrence was observed in the area of morphology (as a whole), and within this area, the occurrences of tense errors (Ten) in Discussion 3 were significantly more frequent than in Discussion 1. As regards language functions, students used significantly more language functions related to expressing certainty (Cer), enquiring about intentions (Eint), greeting people (Gre), expressing intentions (Int) and taking leave (Lea). On the other hand, they used significantly fewer forms for enquiring about (dis)like (Elik), expressing gratitude (Gra) and

(dis)like (Lik). Reporting and narrating (Rep) was also significantly less frequent in Discussion 3. Finally, from the area of syntactic complexity, a statistically significant increase in clause length was observed in Discussion 3.

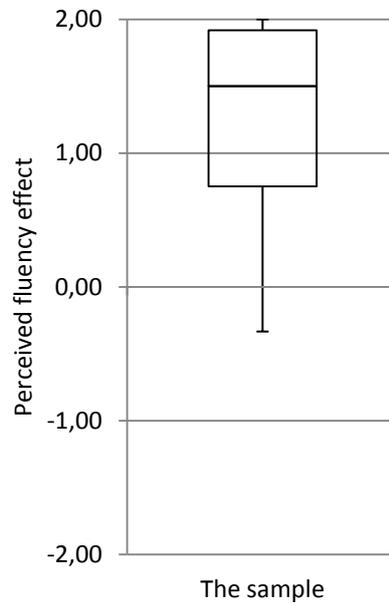
**Table 12: A summary of corpus findings and their statistical significance**

|                                       |                                    | Discussion 1<br>(means, in %) | Discussion 3<br>(means, in %) | T-test                 |
|---------------------------------------|------------------------------------|-------------------------------|-------------------------------|------------------------|
| <b>Accuracy<br/>(general)</b>         | Form                               | 0.89                          | 1.13                          | 0.7152                 |
|                                       | Morphology (Mor)                   | 9.08                          | 14.25                         | 0.0396*                |
|                                       | Lexical errors (Lex)               | 0.39                          | 1.46                          | 0.1200                 |
|                                       | Syntactic errors (Syn)             | 3.89                          | 4.81                          | 0.3462                 |
| <b>Morphological<br/>errors (Mor)</b> | Inflections (Inf)                  | 1.47                          | 1.44                          | 0.9603                 |
|                                       | Tense (Ten)                        | 3.88                          | 8.37                          | 0.0173*                |
|                                       | Auxiliaries (Aux)                  | 1.98                          | 1.68                          | 0.6095                 |
|                                       | Morphological complex errors (Mco) | 1.75                          | 2.76                          | 0.2034                 |
| <b>Functions</b>                      | Expressing (dis)agreement (Agr)    | 2.79                          | 1.75                          | 0.1689                 |
|                                       | Asking (Ask)                       | 7.23                          | 5.33                          | 0.1507                 |
|                                       | Expressing certainty (Cer)         | 2.12                          | 4.75                          | 0.0008*                |
|                                       | Enquiring about intention (Eint)   | 0.48                          | 2.42                          | 0.0005*                |
|                                       | Enquiring about (dis)like (Elik)   | 1.40                          | 0.16                          | 0.0118*                |
|                                       | Expressing gratitude (Gra)         | 1.11                          | 0.29                          | 0.0169*                |
|                                       | Greeting people (Gre)              | 9.82                          | 12.09                         | 0.0470*                |
|                                       | Expressing hope (Hop)              | 0.39                          | 1.43                          | 0.0868                 |
|                                       | Expressing intention (Int)         | 3.57                          | 14.04                         | $1.4 \times 10^{-5}$ * |
|                                       | Stating one's knowledge (Kno)      | 0.79                          | 1.70                          | 0.0807                 |
|                                       | Taking leave (Lea)                 | 6.02                          | 10.75                         | 0.0171*                |
|                                       | Expressing (dis)like (Lik)         | 7.39                          | 2.13                          | $2.4 \times 10^{-6}$ * |
|                                       | Expressing obligation (Obl)        | 1.17                          | 1.57                          | 0.5469                 |
|                                       | Reporting and narrating (Rep)      | 53.25                         | 39.62                         | $2.2 \times 10^{-5}$ * |
| <b>Syntactic<br/>complexity</b>       | Coordination index                 | 11.28                         | 10.02                         | 0.1324                 |
|                                       | Subordination index                | 9.44                          | 11.63                         | 0.0891                 |
|                                       | Clause length                      | 6.32                          | 7.08                          | 0.0061*                |

\*  $p \leq 0.05$

### 9.5.3 Questionnaire results

In accord with section 9.3, *Perceived fluency effect* was calculated for each student<sup>46</sup>. The average value for the whole case was +1.20. The distribution of the values for all students can be found in Figure 17 below. The students' answers and their partial answers can be found in Table 29 in Appendix 6.



**Figure 17: Perceived fluency effect in the sample**

The figure above shows that the majority of students observed positive changes in their writing fluency and attributed these changes to their participation in online discussion tasks.

## 9.6 Discussion of findings

The results reported above can be discussed from four main points of view. First, the research questions posed in section 9.1 are answered one by one and the answers are related to theory, which serves as a framework for generalization (see section 7.5.1). Second, mutual links are sought between the observed phenomena, and again, some generalizations can be made in relation to background theory. Third, the limitations of this study are discussed. Last, further steps are outlined for the research in this area of inquiry.

---

<sup>46</sup> As defined in section 9.3, *Perceived fluency effect* was calculated as an average of a set of students' answers on three Likert scales in the questionnaire. The *Perceived fluency effect* can range between -2 (i.e. the student expresses strong disagreement with his or her participation in the discussions having any effect on his or her writing fluency) and +2 (i.e. the learner observed an improvement in his or her writing fluency as a result of his or her participation in the discussions).

## **9.6.1 Answers to research questions**

### **9.6.1.1 Did the learners' overall communicative competence in reading and writing change? If yes, how?**

The first research question addressed the overall development of communicative competence in reading and writing measured through pre- and post-tests. The results reported in section 9.5.1 showed that there were statistically significant changes in learners' communicative competence – the overall average score increased from 16.69 (pre-test) to 19.06 (post-test), which indicates positive development of communicative competence in reading and writing. The contribution of the three online discussion tasks can be seen in the partial scores in the last test item (writing a short text), whose increase from an average of 4.36 points (pre-test) to 4.72 (post-test) is also statistically significant. The EFL course was designed so that writing strategies were developed solely in the online component through the three online discussion tasks, and the skill of writing in the conceptualization of communicative competence in this dissertation is reflected mainly in writing strategies (see section 7.5.3.2). Of course, the development of language competence could contribute to better results in writing as well, yet in the light of the conceptualization of the process of developing communicative competence (see section 4.4), it can be concluded that the learners' participation in the three online discussion tasks developed their communicative competence in writing.

### **9.6.1.2 Did the learners' language accuracy in writing change? If yes, how?**

As far as accuracy is concerned, the corpus data showed that there were some changes in all of the domains of accuracy. From Figure 10 it follows that errors in learner language were more frequent in the third discussion, yet errors in form (spelling) and lexis did not occur among all of the learners in the case and these changes are not statistically significant. The only statistically significant increase of errors is observed in the area of morphology, particularly in tenses (see Figure 11 and Table 12). From these findings it follows that accuracy in the area of tense morphology dropped, and conversely, no significant improvement (i.e. overall statistically significant decrease in the frequency of errors) in the whole case could be observed. This indicates that, generally, the learners' accuracy did not improve, which is contrary to the theoretical assumptions related to the development of learners' communicative competence (see section 4.4.4). The issue of accuracy is paid special attention to in section 9.6.2.2 below.

### **9.6.1.3 What range of language functions did the learners use in Discussions 1 and 3?**

The distribution of language functions reported in section 9.5.2.2 shows that there were some significant changes in the frequency of forms expressing functions related to talking about

oneself and to social contact. In Discussion 3 learners used significantly more language functions for expressing intentions (Int) and certainty (Cer), on the other hand they used significantly fewer forms that expressed (dis)like (Lik) and reported or narrated (Rep). This observation can be attributed to the topics of the discussions<sup>47</sup>.

On the other hand, language functions for greeting people (Gre) and taking leave (Lea), which were significantly more frequent in Discussion 3, seem to indicate more social aspects of the interaction at the end of the course. This may indicate that learners' interaction was at stage three of the Salmon five stage model (see section 5.6.1.3). At this stage, learners have socialized in online groups and exchange messages smoothly. It seems that in Discussion 3, learners did not need to ask as many questions and express as much (dis)agreement with others (Agr) as in Discussion 1. On the other hand, in Discussion 3, they introduced their ideas using expressions related to certainty (Cer)<sup>48</sup> significantly more often, which again may indicate that the interaction in Discussion 3 was smoother and that learners could focus more on the content of the message than explicitly seek a consensus. This may show certain development in interpersonal skills and small-group interaction skills, which are products of cooperative learning (see section 3.2.3).

Linguistically, it can be concluded that both of the tasks elicited language functions which are inherent to the discussion topics, but also other functions which are not directly related to the topic and which are related more to social contact, small-group interaction and expressing modality (certainty).

#### **9.6.1.4 Did the learners' syntactic complexity in writing change? If yes, how?**

Syntactic development in learner language was observed through three variables: coordination index, subordination index and clause length. In Discussion 3, the coordination index was comparatively lower (a decrease from the average of 11.28 to 10.02 per cent), whereas in the subordination index and clause length there was a comparative increase (subordination index from 9.44 to 11.63 per cent, clause length from 6.32 to 7.08 words in Discussions 1 and 3 respectively). It should be pointed out that only the changes in clause-length are of statistical significance. The changes in coordination and subordination can be interpreted only as tendencies. Overall, the findings indicate positive progress in all of the three areas of learners' syntactic complexity which were measured. The changes in all of the three variables correspond with the theoretical propositions summarized in 4.4.4.

---

<sup>47</sup> In Discussion 1, students were expected to introduce themselves, whereas in Discussion 3, students talked about their plans for the summer holidays.

<sup>48</sup> The language functions expressing hope (Hop) and stating one's knowledge (Kno) were also more frequent in Discussion 3, but the increase in relation to Discussion 1 is not statistically significant.

### **9.6.1.5 How did the learners perceive their fluency in writing in relation to the three discussions?**

As far as perceived fluency is concerned, the majority of the learners reported that due to their participation in the three discussion tasks, their writing fluency improved (the average *Perceived fluency effect* was +1.20). The perceived fluency results obtained through the questionnaire confirmed the findings from the interviews conducted in the pilot study (see section 8.6). Although the relationship between *perceived* fluency and fluency has not been established or validated, the findings reported in the pilot study and the study proper indicate that due to their participation in online discussion tasks, the students learnt to type texts in English faster, felt less shy and gained more confidence when writing short messages in English.

### **9.6.2 Possible interrelations among the observed phenomena**

Some interesting observations can be made from two different perspectives. First, in the light of the data collected and reported in this study, individual student development can be observed and generalized to the theory, or it can be explained why some of the theoretical propositions do not apply to a particular instance (Yin, 2009, p. 54). Second, at a more general level, some interrelations between the changes in individual areas of inquiry can be observed from the perspective of the whole case.

#### **9.6.2.1 Two contrasting students' accounts**

As regards the level of individual students, it seems purposeless to arrange the results of each student together in order to establish his or her progress. However, some students deserve special attention.

First, from the comparison of detailed pre- and post-test results (see Table 22 in Appendix 6), it follows that there is one student whose scores remained both unchanged and very low. This is student S05M, who scored 12 total points on pre- and post-tests and 2 points on the task of writing a short message. When his participation is checked, it can be observed that the length of text that he wrote in both of the discussions was the lowest in the whole case – 389 words in total (see Table 23 in Appendix 6). When checking his other statistics<sup>49</sup>, his accuracy in some areas of morphology improved slightly, yet from the reports of language functions, it follows that in Discussion 3, he completely failed to use language functions related to asking questions (especially Ask, Eint). He also used relatively few language functions related to expressing

---

<sup>49</sup> It should be pointed out that his contribution to Discussion 3 was only 143 words in 3 postings, which is the lowest overall contribution to a discussion. This confirms that in natural elicitation, the language elicited can differ in terms of not only quality, but also quantity. The account of S05M presents the smallest sample of language from the whole case. Yet, as pointed out at the beginning of section 9.5.2, the student met the requirements of at least minimum participation and is therefore included in this study.

intentions in Discussion 3. Furthermore, he had the highest frequency of language functions related to apologizing (see Table 27 in Appendix 6) from the whole case. As regards his syntactic complexity, his coordination index increased, whereas his average clause length decreased in Discussion 3 (see Table 28 in Appendix 6). Both of the latter observations are contrary to the theoretical propositions related to syntactic complexity development (see section 4.4.4).

On the other hand, there is S18F, whose initial test score was 12 points as well<sup>50</sup>, yet she scored 19 points on the post-test, which is one of the highest gains in the case. From the statistics of her contribution, it is evident that she contributed to both discussions more intensively than the task instructions required and altogether wrote 845 words in both discussions. As regards her distribution of errors, all categories roughly correspond with the data for the whole case – in Discussion 3 there were relatively more morphological errors, mainly in tenses (see Table 24 and Table 25 in Appendix 6). From the distribution of language functions in both discussions it is evident that she asked questions (Ask, Eint in both discussions) and in Discussion 3, her ratio of language functions related to expressing intentions was the highest in the whole case (see Table 26 and Table 27 in Appendix 6). As regards her syntactic complexity, all of the three measures in Discussions 1 and 3 correspond with the theoretical propositions.

These outcomes show that the statistics can be used for tracing individual student development. The account of S18F fully corresponds with the theoretical propositions stated in section 7.5.3.2. The student actively participated in the online discussion tasks, which could be observed through the number of contributions and words as well as the range of language functions that she expressed. As a result, her communicative competence developed in the area of reading and writing (as measured by pre- and post-tests), as well as in syntactic complexity. On the other hand, S05M's participation was the lowest in the case (as measured by the number of total words) and from the quantitative descriptions of his contributions to the discussions it seems that his participation was rather passive (low participation statistics, not asking questions). His statistics do not prove the development of communicative competence which was observed in other students in the area of pre- and post-test scores as well as syntactic complexity. The account of S05M seems to prove the proposition that a student's *active* participation in online discussion tasks develops the student's communicative competence. However, the initial score on writing a short text (pre-test) was lower than the score of S18F and this might have hindered his development. Also, interpersonal factors, e.g. his willingness to cooperate with others and

---

<sup>50</sup> It should be pointed out that her partial writing score was higher than in S05M. See Table 22 in Appendix 6.

others' willingness to cooperate with him, as well as intrapersonal factors, e.g. his attitude to English or his ability to organize his time to participate in online discussion tasks, could have played an important role<sup>51</sup>.

### **9.6.2.2 Possible interrelatedness among the variables**

Mutual links among the variables can be approached from two perspectives. First, within the corpus, the occurrences of one phenomenon can be studied in relation to other phenomena. Second, individual general trends and generalizations can possibly be related to each other, and some more complex relationships can be observed. The observations and possible relationships between the changes in the variables should be examined by appropriate statistical methods, yet such examination is out of the scope of the research questions formulated in this dissertation. Therefore, this section only attempts to outline possible relationships among the variables as a suggestion for further research.

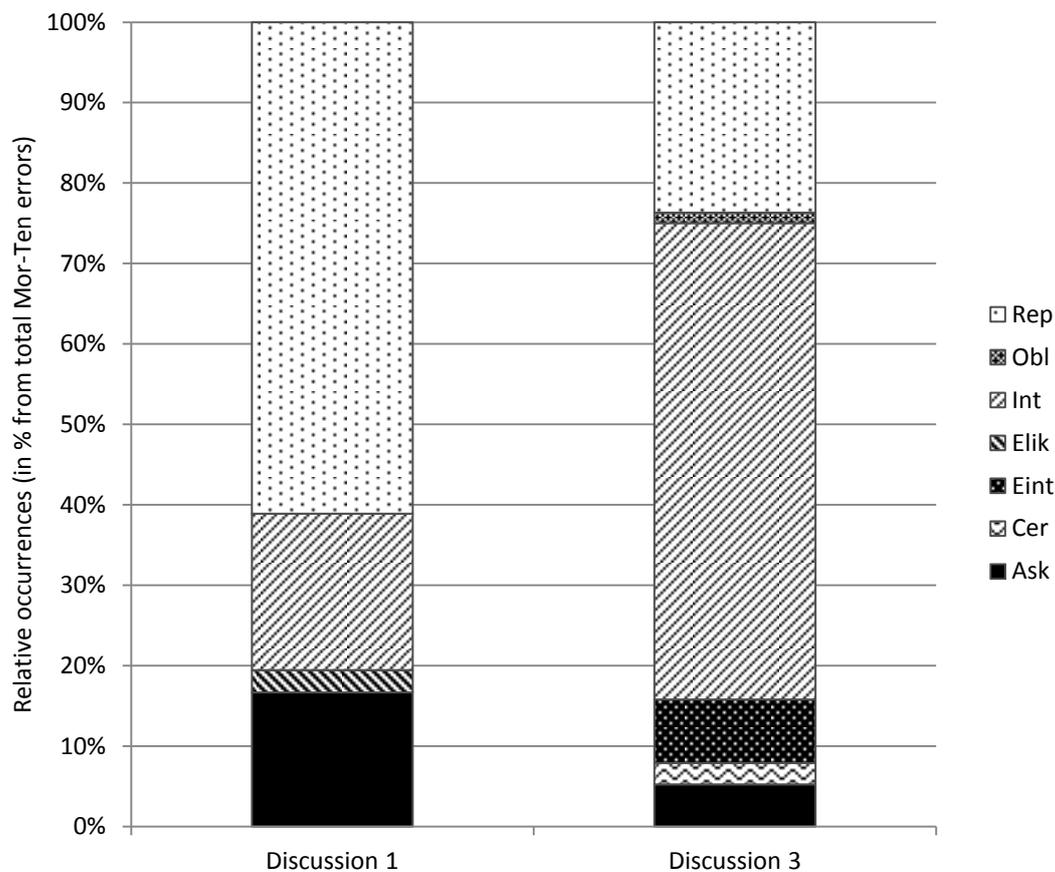
Starting from the perspective of one phenomenon to the other phenomena within the corpus, the most disturbing findings from section 9.5.2 are probably those related to the drop in accuracy, particularly the statistically significant increase in the frequency of morphological errors in the area of tenses. The annotation of the corpus makes it possible to investigate the structure of these errors in more detail. First, the distribution of morphological tense errors can be studied in the light of the language functions that are expressed by the (reconstructed) erroneous forms. The following graph (Figure 18 below) shows the proportions of language functions in erroneous forms (Morphology - Tense) in Discussions 1 and 3. The data for the figure can be found in Appendix 7, Table 30.

Figure 18 below clearly shows that the overall structure of tense errors changed in Discussion 1 and 3. Whereas in Discussion 1 the most frequent tense errors were in the forms referring to reporting and narrating (Rep), in Discussion 3 the most frequent tense errors were associated with expressing intentions (Int). From Figure 12 it can be observed that the most frequent language functions in Discussion 3 were reporting and narrating (Rep) and expressing intentions (Int). Reporting and narrating (Rep) also represented the most frequent language function in Discussion 1. Therefore, the forms expressing these two functions (Rep and Int) can be studied from the perspective of morphological errors. Table 31 in Appendix 7 shows the results both for the overall occurrences of morphological errors and for the occurrences of individual categories

---

<sup>51</sup> Student S05M was invited to a follow-up interview, which, at least partly, clarified some of the findings. Yet, the interview is not included in this dissertation, as the findings are out of its scope.

within morphological errors in the segments associated with reporting and narrating (Rep) and expressing intentions (Int).



**Figure 18: The language functions expressed by morphologically erroneous forms (tense) in Discussions 1 and 3**

First, it should be pointed out that the standard deviations for the forms expressing intentions (Int) are quite high, which shows a high variability in the sample. Yet, when the results are examined in detail and after applying tests of statistical significance, it appears that the only significant change is in the overall average occurrence of morphological errors in forms expressing intentions (Int, an increase from 19.60 per cent in Discussion 1 to 37.48 per cent in Discussion 3). However, when the relative occurrences of individual error categories within morphological errors are examined, the t-test results show that the changes are not of statistical significance. The most striking difference in forms expressing intentions (Int) is in errors in tense (Ten, an increase from 14.64 per cent to 28.72 per cent). Such an increase in tense errors is not observed in narrating and reporting (Rep, an increase from 3.75 per cent in Discussion 1 to 3.92 per cent in Discussion 3).

This statistically significant increase in the occurrence of morphological errors in forms expressing intentions (Int) was probably stimulated by the topic of Discussion 3, in which

students were asked to discuss their plans for the summer holidays. This topic resulted in a significantly higher frequency of language functions related to expressing intentions (Int, see section 9.5.2.2 above). The results in Appendix 7 and Figure 18 seem to reveal that the students had difficulties expressing intentions in English. The forms which students were expected to use to express intentions were, for example, *going to* or the present continuous, however, a quick glance at the list of erroneous forms in expressing intentions (see Table 32 in Appendix 7) reveals that students tended to use *will* for expressing their future plans, which is not a suitable form (for more details see Appendix 4). To conclude, it seems that the increase in erroneous morphological forms in Discussion 3, particularly in tenses, can be attributed for the most part to the students' unsuitable use of *will* for expressing their future plans. The task inherently required students to express their intentions, which increased the number of errors in the discussion.

This can serve as a stimulus for revisiting the conclusions related to the changes in accuracy made in the previous section. In the light of these new findings, it seems that already at the beginning of the course, the students were not able to express their intentions properly<sup>52</sup>. Furthermore, the topic of Discussion 3 (i.e. plans for the summer holidays) required students to express their intentions, therefore, the frequency of erroneous forms in Discussion 3 is higher than in Discussion 1, especially in the area of morphological tense errors.

The distribution of morphological tense errors can be compared separately in forms expressing reporting and narrating (Rep), which is the most common language function used both in Discussion 1 and Discussion 3 (see Figure 12). According to the results presented in Table 31 in Appendix 7, the proportion of erroneous forms seems to be stable (with relatively low variability expressed by comparable standard deviations) and displays no statistically significant changes. Therefore, it may well be questioned whether the students' underlying accuracy really dropped (which seems to be the case when observing the overall statistics reported in section 9.5.2.1). The increased production of erroneous forms might have been caused by the topic of Discussion 3, which required students to use forms that they were not able to express correctly. Therefore, the students' underlying accuracy might have remained unchanged, which is supported by the results of the analysis of morphological errors in forms expressing reporting and narrating (see Table 31 in Appendix 7).

To summarize the findings presented in this chapter and relate the individual answers to research questions to each other and to the underlying theory, the data support the theoretical proposition

---

<sup>52</sup> See Table 31 in Appendix 7, which indicates that the frequency of tense errors in forms expressing intentions was relatively high in Discussion 1, as compared to tense errors in forms used for narrating and reporting (Rep) in the same discussion.

that generally students' active participation in the three online discussion tasks developed their communicative competence in writing. The observed development of syntactic complexity fully corresponds with theory, i.e. development in the syntax is manifested by lower use of coordination, higher frequency of subordination and more complex phrases, which is demonstrated in longer clause length (only the latter was of statistical significance, yet the tendencies in coordination and subordination correspond with the theoretical propositions as well). Next, the fluency development perceived by the students in the case was also positive, which again corresponds with the proposition that the development of communicative competence is accompanied by improvement in fluency. On the other hand, the issue of accuracy remains open. At first sight it seems that accuracy deteriorated, mainly in the area of morphology, yet when investigated in more detail, the corpus seems to reveal underlying problems in learners' interlanguage in the area of expressing intentions from the very beginning of the EFL course. These problems had also occurred in Discussion 1, yet they were not as apparent. Therefore, the answers to the research question related to the changes in accuracy seem to be inconclusive and a more detailed investigation in the development of accuracy should be carried out, possibly using additional methods of data collection at different stages of the course.

The results in the area of syntactic complexity and fluency correspond with the theoretical propositions. Furthermore, if the view of limited attention resources is accepted (see section 4.2.5.4), it follows that the results for syntactic complexity and perceived fluency seem to support the development of communicative competence: if there had not been any development or change in communicative competence, the students would not have produced more complex syntactic structures more fluently, but there would have been a shift towards increased fluency in favour of more simple syntactic structures, or vice versa. Of course, more conclusive results in the area of accuracy would support or refute the assumption that communicative competence in the case was developed. However, the conclusion that students' communicative competence did improve is supported by the comparison of pre- and post-test results, and the cases of S05M and S18F addressed above support the theoretical proposition that students' *active* participation in online discussion tasks develops their communicative competence.

### **9.6.3 Limitations of this study**

The generalizations made above have their limitations. First, it should be pointed out that learners' interlanguage and related underlying syntactic complexity and accuracy were investigated on the basis of collecting data from two discussions. Although this method of data collection was complemented by the inclusion of pre- and post-tests, the data from the corpus still generate results related to one genre and Barlow (2005, p. 336) questions whether the results

from one genre-specific discourse area can be representative of learners' entire interlanguage. Despite the fact that the results from the corpus investigation correspond with the pre- and post-test results at a more general level of development of communicative competence, a more detailed investigation of the development of complexity, accuracy and fluency of learner production, measured by different elicitation techniques from the interaction on the forum, would lead to more conclusive results.

Second, the course design poses certain constraints on the strength of the conclusions drawn from the results. As mentioned in section 7.3.3, the three online discussion tasks were integrated in the EFL blended learning course and, unquestionably, different components of communicative competence were developed in different parts of the course. Therefore, the development of communicative competence in writing might have been influenced by other components of the course, although the three online discussion tasks were the only opportunity in the course for the students to develop their writing skills, particularly writing strategies. This limitation is closely related to the course design and methodological framework. Of course, learners' interaction on the forum could be observed under laboratory conditions in an experimental design, whose results would probably be more conclusive. On the other hand, the transferability of such results to teaching practice would be questionable, as some features of asynchronous CMC, such as flexibility, would be restricted, and longitudinal investigation under such conditions would probably be problematic. Therefore, the natural settings under which the data were collected in the EFL course should be seen as a design strength, and not weakness, since the transferability of the outcomes to teaching practice seems better than in experimental laboratory designs (see also section 7.4).

#### **9.6.4 Further steps**

It has been pointed out that the data collected in the EFL course are not only limited to the data reported in this dissertation. Other methods of data collection and analysis were also used<sup>53</sup>. Furthermore, the learner corpus compiled and annotated for the purposes of this study can yield other interesting results. The following paragraphs briefly outline the possible uses of the data.

First, the quantitative data from this dissertation can be complemented by qualitative data from end-of-the-course interviews and questionnaires in order to take the students' perspectives and perceptions into account. There were other aspects which could not be captured by the

---

<sup>53</sup> The methods included semi-structured interviews with selected students, and questionnaires.

quantitative analyses and the interviews revealed other interesting findings<sup>54</sup> which could not be included in this dissertation due to its scope.

Second, the corpus can serve as a data source for answering other research questions, for example the investigation of the relationships between clause length and accuracy. Furthermore, the segmentation of the corpus revealed that the students tended to use a high proportion of non-clausal elements (see section 9.5.2), which leads to further questions like: What functions were expressed by the clausal and non-clausal elements? Did the students use the same amount of smileys?

Third, the corpus can be analyzed and generate valuable data related to learner errors. For example, the investigation presented in section 9.6.2.2 revealed that students had difficulties expressing their intentions accurately. The results obtained from the corpus could be used for the development of teaching materials in the EFL course and pre-intermediate English courses in general. Furthermore, the corpus can help determine some of the most common errors in interpersonal online asynchronous interaction at the CEFR A2 level.

Fourth, the corpus is flexible and allows for additional annotation, so that more complex and detailed research questions can be addressed.

Fifth, in relation to additional annotation and impact on language teaching, the corpus could be approached differently. The corpus investigation conducted in this dissertation was driven by theory and the data in the corpus were segmented and classified in the light of an annotation scheme. This top-down approach could be complemented by a bottom-up approach, i.e. investigating the corpus without any previous annotation scheme. This could, for example, generate a list of the most common words and N-grams used by the learners. Such results could be used, for example, for the development of language teaching materials. However, such an approach would probably require a complete error reconstruction and unification of the corpus (at least in the area of spelling).

Next, the issue of accuracy seems to deserve closer attention. Although it was originally assumed that Discussions 1 and 3 are both comparable and the accuracy results would yield valid results, it seems that the distribution of language errors representative of learners' accuracy was distorted to some extent by the topics of Discussions 1 and 3. As a result, other methods of data collection

---

<sup>54</sup> The interviewed students were asked about the way they themselves participated in the discussions, what strategies they used and how they perceived the tasks and other participants. As extreme-case sampling was used, students whose pre- and post-test scores changed most and did not change at all, as well as students who expressed a very positive and negative attitude to the discussion tasks, were interviewed. Therefore, the interview provided (at least) partial explanations for some of the statistics reported in this dissertation.

could probably be used to address the development of learner accuracy, or possibly Discussion 3 could be modified. However, the latter option seems rather controversial, as it appears that the only way to elicit the same range of language functions is to ask learners to do the same task again, which is not unproblematic (see section 4.4.3). One possibility is to investigate the errors in reading and writing pre- and post-tests, and extend the scope of the test by including other tasks aimed at morphological accuracy, which displayed statistically significant changes in this study (both overall and specifically in tense morphology). Taking into account the distribution of language functions, such tests could yield more consistent and comparable results, which seems unfeasible by means of natural elicitation through online discussion tasks.

Last but not least, the results in the pilot study and in the study proper display different results as regards accuracy in the area of spelling. In CMC, the students can use different tools for checking their spelling, and these tools and strategies were addressed both in the pilot study during the interviews and in the study proper in the questionnaires and interviews with selected students. The results might help discover why there were more spelling errors at the end of the pilot study, whereas the frequency of spelling errors remained relatively unchanged in the study proper. As ICT offers a wide range of tools and strategies that can be used in foreign language learning and teaching, and as the young generation have integrated ICT into their daily lives (see Chapter 1), this issue should be researched in more detail.

## 10 CONCLUSION

In Chapter 6, it was observed that Czech educational research into ICT in education generally maintains pace with educational research abroad, yet it was realized that in the field of foreign language didactics and using ICT in foreign language teaching there are very few contributions. This dissertation therefore attempts to contribute to the debate and to systemize some of the aspects of using ICT in foreign language teaching.

The underlying aim of this dissertation was to investigate how communicative competence in writing can be developed through ICT. This issue was addressed from four perspectives: conceptual, methodological, empirical and practical.

The process of developing communicative competence was conceptualized, adopting the Bachman (1990) model of communicative competence and introducing the concept of online discussion tasks in the light of TBLT. The concept of blended learning was introduced and the possibilities of integrating online discussion tasks were discussed. The concepts discussed in Chapters 2-5 can be seen as a basis for the following stages of this research. Apart from that, the theoretical survey hopes to systemize related findings and thus to contribute to the academic debate in the field of foreign language teaching using technology, primarily in the area of ICT applications respecting social constructivist principles.

Methodologically, the issues related to measuring the development of communicative competence through performance have been discussed and relatedly, the concept of learner corpora was introduced. Specifically, a learner corpus annotation scheme was devised, addressing error annotation, syntactic annotation and annotation of language functions. The specificity of this annotation is its purpose – it was devised for a corpus whose data were based on the CEFR A2 level students' interaction on online forums. Especially the level of learners' communicative competence makes the annotation scheme and the corpus unique, as “the dominant proficiency level covered in current learner corpora falls in the intermediate-advanced range” (Granger, 2008, p. 264). The corpus segmentation and annotation made it possible to answer relatively complex research questions related to the development of language accuracy and syntactic complexity as well as mapping the range of language functions used by learners.

The empirical investigation in this dissertation addressed the development of communicative competence in writing as a whole, and also more analytically, through complexity, accuracy and fluency. The findings in the area of overall communicative competence, syntactic complexity and perceived fluency correspond with the propositions drawn from the theoretical survey

presented earlier in this dissertation and confirm that students' active participation in online discussion tasks develops their communicative competence.

However, the area of accuracy remains open to further research, as it seems that the data collected at the end of the course included a high proportion of a particular language function, which presented problems to learners and therefore the frequency of morphological errors might have been distorted at the end of the course. Methodologically, this implies that apart from learner corpus, other methods, preferably based on clinical or experimental elicitation, should be used to address the development of accuracy. It seems that learner corpus analysis is a very powerful tool for describing learner language, yet in longitudinal studies and with natural elicitation of language data, the generated results appear inconclusive. Empirically, it seems impossible to generalize the results related to accuracy to the theoretical propositions, as it was not ascertained whether learner accuracy dropped or remained relatively unchanged. A daring conclusion, which should definitely be investigated in other research projects, is that it appears that the accuracy of the language naturally elicited in pre-intermediate students is to a great extent influenced by the task and particularly the topic of discussion, especially if students are asked to produce language related to their intentions.

As far as the potential practical impact of this dissertation is concerned, the research was conducted in the natural settings of an EFL course at the CEFR A2 level, and the design of the course or the three online discussion tasks can be applied in other foreign language courses in higher education. Furthermore, the findings yielded from the corpus can be used for addressing areas of difficulty in the development of learners' interlanguage. Particularly it has been shown that expressing intentions along with the inappropriate use of *will* caused difficulties to the learners in the case. Other possible practical applications of the corpus findings are discussed at the end of the previous chapter.

To summarize, this dissertation has shown that certain components and aspects of communicative competence in writing can be developed through the use of ICT. The contribution of the dissertation to the current state of knowledge of the process of developing and measuring communicative competence through ICT can be seen at the conceptual, methodological, empirical and practical levels.

## 11 RESUMÉ

Tato disertační práce se zabývá problematikou rozvíjení komunikační kompetence v oblasti psaní formou blended learning. Stěžejní výzkumnou otázkou pro disertaci je, zda u studentů došlo po jejich účasti v navržených online diskusních úkolech ke změnám v komunikační kompetenci, a pokud ano, v jakých jejích oblastech.

První kapitola vymezuje rámec pro tuto disertaci z pohledu strategických dokumentů a v nich zakotvených priorit v oblasti vzdělávání. Z přehledu vyplývá, že v současném vzdělávání obecně hraje dovednost hovořit cizími jazyky stejně jako používat informační a komunikační technologie (ICT) důležitou roli. Kromě toho má být kladen důraz na posilování autonomie studentů a mají být rozvíjeny tzv. měkké komunikační dovednosti. Tato disertace se pokouší nalézt jeden z možných průníků těchto oblastí.

Druhá, třetí a čtvrtá kapitola se věnují první z výše uvedených oblastí, tedy výuce cizích jazyků. Druhá kapitola konceptualizuje pojem komunikační kompetence a nastiňuje s ním spojené lingvistické teorie, které jsou dále reflektovány v následujících kapitolách. Jako východisko pro práci byl zvolen Bachmanův model komunikační kompetence (1990), který je v této kapitole charakterizován, a pozornost je věnována jeho specifikům především v oblasti propojení jazykových prostředků a čtyř řečových dovedností prostřednictvím strategické kompetence. Tato problematika je dále rozpracována ve čtvrté kapitole, která se věnuje rozvíjení komunikační kompetence z didaktického hlediska. Předtím jsou však ve třetí kapitole prezentovány vybrané poznatky z oblasti mezilidské komunikace a teorií učení. Východiskem pro tuto disertaci je charakteristika interakce v malých skupinách a s ní související sociálně-konstruktivistické teorie učení, především kooperativní učení a vyučování. Jak již bylo zmíněno, čtvrtá kapitola se věnuje problematice rozvíjení komunikační kompetence z didaktického hlediska. Optikou komunikačního přístupu (Communicative Language Teaching, CLT) jsou integrovány poznatky z předchozích dvou kapitol. Je vyvozeno, že rozvoj komunikační kompetence lze měřit pomocí analýzy jazyka produkovaného studenty (performance). Dále je pozornost věnována učení a vyučování formou úkolů (Task-based language teaching, TBLT) a úkol (task) je vymezen nejen jako možný prostředek pro rozvíjení komunikační kompetence, ale také jako prostředek pro elicitaci jazykových dat a následné zkoumání rozvoje komunikační kompetence.

Pátá kapitola se zabývá integrací ICT do výuky cizích jazyků. Nejdříve je věnována pozornost vybraným lingvistickým a psychologickým aspektům online komunikace, které jsou důležité nejen pro následnou diskusi, ale také pro vlastní empirické šetření. Poté je představen koncept blended learning jako forma výuky, ve které se integruje výuka ve třídě a výuka online pomocí

ICT. Dále jsou diskutovány zásady kombinování těchto dvou forem výuky s důrazem na smysluplné a efektivní využití ICT. Poté je koncept úkolu (task) převeden do online prostředí, což vyústí ve specifitější koncept online diskusního úkolu jako prostředku pro rozvíjení komunikační kompetence. Jádrem online diskusního úkolu je diskuse v asynchronním diskusním fóru. Právě tento aspekt online diskusního úkolu je jádrem celé práce. Kapitola č. 5 dále představuje organizační stránku této problematiky, kdy jsou diskutovány vyučovací strategie související s implementací a provedením online diskusního úkolu v rámci blended learning kurzu.

Kapitolu č. 6 lze chápat jako most mezi konceptualizační a empirickou částí práce. Provedená rešerše ukazuje, jak se odráží problematika využívání ICT ve výzkumu vzdělávání. Zajímavým zjištěním je, že ač v oblasti využívání ICT pedagogický výzkum v České republice drží krok se situací v zahraničí, ve výzkumu v didaktice cizích jazyků a specificky anglického jazyka se zdá být problematika ICT zatím relativně neprobádána. Navíc konkrétně k oblasti využití vzájemné interakce studentů online při výuce obecného anglického jazyka se v rešerši nepodařilo nalézt žádný teoretický příspěvek ani empirický výzkum z českého prostředí. Tato disertace tedy může být chápána jako konceptualizační a empirický příspěvek k u nás málo rozpracované problematice.

Samotnému empirickému výzkumu (kapitola č. 9) předcházela pilotáž (kapitola č. 8), jejímž cílem bylo především ověřit a upravit výzkumné nástroje. Výzkum byl proveden ve vysokoškolském kurzu angličtiny na mírně pokročilé úrovni (A2 dle SERRJ).

Metodologická východiska k výzkumu jsou prezentována v sedmé kapitole. Vzhledem k charakteru hlavní výzkumné otázky a cíli práce byla jako výzkumný design zvolena případové studie. Dále jsou diskutována východiska k tvorbě a vývoji blended learning kurzu. Důležitým východiskem pro vlastní výzkum je také metodika tvorby a anotace žákovského korpusu, konkrétně jeho chybové a funkční anotace. Kromě toho je rozpracována problematika měření plynulosti písemného projevu v asynchronním diskusním fóru.

Ve vlastním empirickém šetření (kapitola č. 9) byla měřena jak změna úrovně komunikační kompetence pomocí pre- a post-testů založených na standardizovaných testech, tak i syntaktická složitost, jazyková přesnost a rozsah jazykových funkcí pomocí analýzy žákovského korpusu sestaveného z textů psaných studenty v online diskusním úkolu na začátku a na konci semestru. Kromě toho byla prostřednictvím dotazníku na konci kurzu měřena vnímaná plynulost písemného projevu připisovaná studenty účasti v online diskusních úkolech.

Výsledky vlastního šetření ve zkoumaném případě (18 studentů) ukazují, že u studentů došlo ke statisticky významnému zlepšení jak v oblasti celkové komunikační kompetence měřené pomocí pre- a post-testů, tak i v oblasti psaní krátké zprávy (tj. poslední část testu). Vzhledem k tomu, že jiná část kurzu nebyla zaměřena na dovednost psaní, může být zlepšení v psaní alespoň částečně připsáno aktivní účasti zkoumaných studentů v online diskusních úkolech v kurzu.

Kromě výsledků testů o pozitivním vývoji komunikační kompetence vypovídají i některé dílčí výsledky analýzy žákovského korpusu, především analýza syntaktické složitosti. Studenti na konci semestru používali méně parataxe, zatímco se zvýšil počet vedlejších vět (hypotaxe) a statisticky významně se prodloužila průměrná délka klauze, což implikuje použití složitějších frází. Tyto výsledky plně odpovídají teoretickým předpokladům souvisejícím s rozvojem syntaktické složitosti v jazyce studentů.

Co se týče chybové analýzy provedené na žákovském korpusu, výsledky šetření zcela neodpovídají předpokladu, že se přesnost produkce zvýší. V některých oblastech zůstala jazyková přesnost bez statisticky významných změn (především oblast pravopisu a syntaxe), v oblasti morfologie došlo na konci semestru ke značnému nárůstu výskytu chyb, především v použití vhodného gramatického času. Při hlubším zkoumání bylo zjištěno, že zvýšený výskyt těchto morfologických chyb patrně souvisí s formami vyjadřujícími záměr nebo plán, které studenti neuměli správně použít již v první diskusi, avšak jejich zastoupení, dané tématem diskuse, bylo v první diskusi mnohem nižší. Z analýzy jazykových funkcí vyplývá, že studenti na konci semestru častěji používali tvary vyjadřující pozdravy a loučení, které mohou souviset se sociálními aspekty online interakce, a také více jazykových funkcí vyjadřujících záměry, které byly inherentně elicitovány volbou tématu třetího diskusního úkolu.

Co se týče dotazníkového šetření a vnímané plynulosti písemného projevu připisované studenty účasti v online diskusních úkolech, bylo zjištěno, že většina studentů vnímá zlepšení v oblasti rychlosti psaní v angličtině a jistoty při psaní krátké zprávy v angličtině. Studenti také uvedli, že díky své účasti mají menší obavy z psaní a odeslání zprávy v angličtině.

Výsledky ukazují na rozvoj komunikační kompetence u studentů jak globálně (měřeno pre- a post-testy, především úkolem na psaní krátké zprávy), tak specificky v oblasti plynulosti psaní a syntaktické složitosti psaných textů.

Přínos této disertace lze spatřovat v několika oblastech. Po stránce teoretické byl v práci konceptualizován proces rozvíjení komunikační kompetence formou online diskusních úkolů

v kontextu blended learning kurzu. Tato teoretická východiska byla ověřena empirickým šetřením, které ve většině zkoumaných oblastí potvrdilo domněnku, že aktivní účast studentů v online diskusních úkolech rozvíjí jejich komunikační kompetenci v oblasti psaní. Metodologicky byl v práci rozpracován a podložen koncept měření změn v komunikační kompetenci prostřednictvím jazykové produkce (performance) a byly navrženy nástroje pro takové měření, z nichž patrně nejpřínosnějším je návrh anotace žákovského korpusu, jelikož žákovské korpusy pro angličtinu na mírně pokročilé úrovni, navíc pro počítačem zprostředkovanou komunikaci, nejsou příliš rozšířené. Co se týče možného praktického dopadu, v disertaci je představen sylabus blended learning kurzu, který zahrnoval tři online diskusní úkoly, kromě toho bylo navrženo hodnotící schéma pro účast studentů v diskusi a byl zkompilován a anotován žákovský korpus, jehož další analýzy a případně rozšíření mohou přispět ke zkvalitnění výuky angličtiny jako cizího jazyka na mírně pokročilé úrovni.

## 13 REFERENCES

- Abbuhl, R., & Mackey, A. (2008). Second language acquisition research methods. In K. A. King & N. H. Hornberger (Eds.), *Encyclopedia of language and education. Volume 10: Research methods in language and education*. (2nd ed., pp. 99–111). New York: Springer Science+Business Media LLC.
- Aljaafreh, A., & Lantolf, J. P. (1994). Negative feedback as regulation and second language learning in the zone of proximal development. *Modern Language Journal, Sociocultural theory and second language learning*, 78(4), 465–483. doi:10.2307/328585
- Anderson, R. E. (2008). Implications of the information and knowledge society for education. *International handbook of information technology in primary and secondary education* (pp. 5–22). New York: Springer.
- Austin, J. L. (1975). *How to do things with words* (2nd ed.). Harvard University Press.
- Báčová, V. (2008). Identita v sociální psychologii. In J. Výrost & I. Slaměník (Eds.), *Sociální psychologie* (2nd ed., pp. 109–126). Praha: Grada.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Bachman, L. F. (2004). *Statistical analyses for language assessment*. Cambridge: Cambridge University Press.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice*. Oxford: Oxford University Press.
- Baldwin-Evans, K. (2006). Blended learning: the what, where, when and how. *Training & Management Development Methods*, 20(3), 353–366.
- Barlow, M. (2005). Computer-based analyses of learner language. *Analysing learner language* (pp. 335–357). Oxford: Oxford University Press.
- Baron, N. S. (2004). See you online: Gender issues in college student use of instant messaging. *Journal of Language and Social Psychology*, 23(4), 397–423. doi:10.1177/0261927X04269585
- Bartley, J. M. (2006). Assessment is as assessment does: A conceptual framework for understanding online assessment and measurement. In M. Hricko & S. L. Howell (Eds.), *Online assessment and measurement: Foundations and challenges* (pp. 1–45). Information Science Publishing.
- Baumeister, R. F., & Twenge, J. M. (2003). The social self. In T. Millon & M. J. Lerner (Eds.), *Handbook of psychology. Volume 5: Personality and social psychology* (pp. 327–352). New Jersey: John Wiley & Sons.
- Beglar, D., & Hunt, A. (2002). Implementing task-based language teaching. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 96–106). Cambridge: Cambridge University Press.
- Beißwenger, M., & Storrer, A. (2008). Corpora of computer-mediated communication. In A. Lüdeling & M. Kytö (Eds.), *Corpus linguistics: An international handbook. Volume 2*. (pp. 292–309). Walter de Gruyter.

Bergman, M. M. (2011a). O nezbytnosti třetí generace ve smíšeném designu, teorii a výzkumu: o překonávání nekompatibility kvalitativního a kvantitativního výzkumu. *Pedagogická orientace*, 21(4), 457–473.

Bergman, M. M. (2011b, September 5). *Dead ends, inconsistencies, and superficialities in mixed methods research*. Conference plenary talk presented at the 19th Annual Conference of CERA (Czech Educational Research Association), Brno.

Bertrand, Y. (1998). *Soudobé teorie vzdělávání*. Praha: Portál.

Bertrand, Y. (2003). *Contemporary theories and practice in education* (2nd ed.). Madison: Atwood Publishing.

Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use*. Cambridge: Cambridge University Press.

Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English*. London: Longman.

Biber, D., & Jones, J. K. (2008). Quantitative methods in corpus linguistics. In A. Lüdeling & M. Kytö (Eds.), *Corpus linguistics: An international handbook. Volume 2*. (pp. 1286–1304). Walter de Gruyter.

*Bílá kniha terciárního vzdělávání*. (2009). Praha: MŠMT. Retrieved from [http://www.msmt.cz/uploads/bila\\_kniha/schvalena\\_bktv/Bila\\_kniha\\_terciarniho\\_vzdelavani2.pdf](http://www.msmt.cz/uploads/bila_kniha/schvalena_bktv/Bila_kniha_terciarniho_vzdelavani2.pdf)

Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 86(1), 8–21. Retrieved from <http://www.kappanmagazine.org/content/86/1/8>

Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2). Retrieved from [http://blog.discoveryeducation.com/assessment/files/2009/02/blackbox\\_article.pdf](http://blog.discoveryeducation.com/assessment/files/2009/02/blackbox_article.pdf)

Bláhová, J. (2010). Inovativní a tradiční použití ICT ve výuce německého jazyka. *Pedagogická orientace*, 20(2), 77–92.

Blahuš, P. (2000). Statistická významnost proti vědecké průkaznosti výsledků výzkumů. *Česká kinantropologie*, 4(2), 53–71. Retrieved from <http://www.psychodiagnostika.cz/index.php?akce=blahus>

Blatný, M. (2010). Sebepojetí z pohledu sociálně-kognitivní psychologie. *Psychologie osobnosti : hlavní témata, současné přístupy* (pp. 105–136). Praha: Grada.

Branden, K. van den. (2006). Introduction: Task-based language teaching in a nutshell. In K. van den Branden (Ed.), *Task-based language education: From theory to practice* (pp. 1–16). Cambridge: Cambridge University Press.

Brdička, B. (2003). *Role internetu ve vzdělávání*. Retrieved from <http://it.pedf.cuni.cz/~bobr/role/ccont.htm>

Brown, A. L. (1992). Design experiments: Theoretical and methodological challenges in creating complex interventions in classroom settings. *The Journal of the Learning Sciences*, 2(2), 141–178. Retrieved from <http://www.jstor.org/stable/1466837>

- Brown, H. D. (2000). *Principles of language teaching and learning* (4th ed.). White Plains: Longman.
- Brown, H. D. (2002). English language teaching in the 'post-method' era: Toward better diagnosis, treatment, and assessment. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 9–19). Cambridge: Cambridge University Press.
- Brown, H. D. (2003). *Language assessment: Principles and classroom practice*. London: Longman.
- Burke, P. J. (2006). Interaction in small groups. In J. Delamater (Ed.), *Handbook of social psychology* (pp. 363–387). Madison: Springer.
- Bygate, M. (2000). Introduction. *Language Teaching Research*, 4(3), 185–192. doi:10.1191/136216800125050
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Carman, J. M. (2005). Blended learning design: Five key ingredients. Retrieved from <http://www.agilantlearning.com/pdf/Blended%20Learning%20Design.pdf>
- Celce-Murcia, M. (2001). Language teaching approaches: An overview. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 3–11). Boston: Heinle.
- Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics*, 6(2), 5–35.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: RoutledgeFalmer.
- Cole, J., & Foster, H. (2008). *Using Moodle: Teaching with the popular open source course management system* (2nd ed.). O'Reilly Media. Retrieved from [http://docs.moodle.org/20/en/Using\\_Moodle\\_book](http://docs.moodle.org/20/en/Using_Moodle_book)
- Common European framework of reference for languages: learning, teaching, assessment*. (2001). Council of Europe.
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A Digital Agenda for Europe. (2010). Retrieved December 13, 2011, from [http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52010DC0245R\(01\):EN:NOT](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52010DC0245R(01):EN:NOT)
- Cook, G. (1989). *Discourse*. Oxford: Oxford University Press.
- Cook, G. (2000). *Language play, language learning*. Oxford: Oxford University Press.
- Corder, S. P. (1984). The significance of learners' errors. In J. Richards (Ed.), *Error analysis. Perspectives on second language acquisition*. (pp. 19–27). Longman.
- Coulthard, M. (1977). *An introduction to discourse analysis*. Harlow: Longman.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). Thousand Oaks: Sage Publications, Inc.

- Crystal, D. (1997). *The Cambridge encyclopedia of language*. Cambridge: Cambridge University Press.
- Crystal, D. (2006). *Language and the Internet* (2nd ed.). Cambridge: Cambridge University Press.
- Crystal, D. (2011). *Internet linguistics: A student guide*. Oxon: Routledge.
- Čáp, J., & Mareš, J. (2001). *Psychologie pro učitele*. Praha: Portál.
- Čermák, F. (2004). *Jazyk a jazykověda* (3rd ed.). Praha: Karolinum.
- Čermák, F. (2006). Korpusová lingvistika dnešní doby. In F. Čermák & R. Blatná (Eds.), *Korpusová lingvistika: Stav a modelové přístupy* (pp. 9–18). Praha: Nakladatelství Lidové noviny.
- Černá, M. (2005). *ICT in teacher education: Extending opportunities for professional learning*. Pardubice: Univerzita Pardubice.
- Černá, M. (2009). Blended learning experience in teacher education: The trainees' perspective. *Acta Didactica Napocensia*, 2009(1), 37–48. Retrieved from [http://dppd.ubbcluj.ro/adn/article\\_2\\_1\\_5.pdf](http://dppd.ubbcluj.ro/adn/article_2_1_5.pdf)
- ČSÚ. (2011a). Veřejná databáze ČSÚ. Retrieved from [http://vdb.czso.cz/vdbvo/tabparam.jsp?childsel0=2&cislotab=ICT0060UU&kapitola\\_id=420&voa=tabulka&go\\_zobraz=1&childsel0=2](http://vdb.czso.cz/vdbvo/tabparam.jsp?childsel0=2&cislotab=ICT0060UU&kapitola_id=420&voa=tabulka&go_zobraz=1&childsel0=2)
- ČSÚ. (2011b). Informační společnost v číslech 2011: Česká republika a EU. Retrieved from [http://www.czso.cz/csu/2011edicniplan.nsf/t/5D003FF557/\\$File/970511.pdf](http://www.czso.cz/csu/2011edicniplan.nsf/t/5D003FF557/$File/970511.pdf)
- ČSÚ. (2011c). Uživatelé Facebooku v České republice. Retrieved from [http://www.czso.cz/csu/redakce.nsf/i/1\\_uzivatele\\_facebooku\\_v\\_ceske\\_republice](http://www.czso.cz/csu/redakce.nsf/i/1_uzivatele_facebooku_v_ceske_republice)
- Dagneaux, E., Denness, S., & Granger, S. (1998). Computer-aided error analysis. *System*, 26(2), 163–174. doi:10.1016/S0346-251X(98)00001-3
- Daradoumis, T., & Xhafa, F. (2005). Learning together in a virtual learning environment. In T. S. Roberts (Ed.), *Computer-supported collaborative learning in higher education* (pp. 218–233). London: Idea Group.
- De Beaugrande, R.-A., & Dressler, W. (2002). *Introduction to text linguistics*. Retrieved from [http://www.beaugrande.com/introduction\\_to\\_text\\_linguistics.htm](http://www.beaugrande.com/introduction_to_text_linguistics.htm)
- de Graaff, R., & Housen, A. (2009). Investigating the effects and effectiveness of L2 instruction. In M. H. Long & C. J. Doughty (Eds.), *The handbook of language teaching* (pp. 726–755). Chichester: Blackwell Publishing Ltd.
- DeKeyser, R. M. (2009). Cognitive-psychological processes in second language learning. In M. H. Long & C. J. Doughty (Eds.), *The handbook of language teaching* (pp. 119–138). Chichester: Blackwell Publishing Ltd.
- DeVito, J. A. (2008). *Základy mezilidské komunikace* (6th ed.). Praha: Grada.
- Díaz-Negrillo, A., & Fernández-Domínguez, J. (2006). Error tagging systems for learner corpora. *Resla*, 19(19), 83–102.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.

- Driscoll, M. (2002). Blended learning. *e-learning*, 3(3), 54.
- Duff, P. (2007). *Case study research in applied linguistics*. New York: Routledge.
- Duran, G., & Ramaut, G. (2006). Tasks for absolute beginners and beyond: Developing and sequencing tasks at basic proficiency levels. In K. van den Branden (Ed.), *Task-based language education: From theory to practice* (pp. 47–75). Cambridge: Cambridge University Press.
- Dušková, L. (2009). *Mluvnice současné angličtiny na pozadí češtiny. Elektronické vydání*. Praha: Ústav anglického jazyka FF UK. Retrieved from <http://www.mluvniceanglictiny.cz>
- Education for the twenty-first century. (1999). Retrieved from <http://www.unesco.org/delors/>
- Eger, L. (2004). Česká pedagogika a e-learning. *Pedagogická orientace*, (4), 2–15.
- Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research*, 4(3), 193–220. doi:10.1191/136216800125069
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221–246. doi:10.1111/j.1473-4192.2009.00231.x
- Ellis, R., & Barkhuizen, G. (2005). *Analysing learner language*. Oxford: Oxford University Press.
- Eurostat. (2011). Youth in Europe - Statistics Explained. Retrieved from [http://epp.eurostat.ec.europa.eu/statistics\\_explained/index.php/Youth\\_in\\_Europe#Computer\\_and\\_internet](http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Youth_in_Europe#Computer_and_internet)
- Felmlee, D. H. (2006). Interaction in social networks. In J. Delamater (Ed.), *Handbook of social psychology* (pp. 389–409). Madison: Springer.
- Foster, P. (2009). Task-based language learning research: expecting too much or too little? *International Journal of Applied Linguistics*, 19(3), 247–263. doi:10.1111/j.1473-4192.2009.00242.x
- Foster, P., & Skehan, P. (1996). The influence of planning and task type on second language performance. *Studies in Second Language Acquisition*, 18(03), 299–323. doi:10.1017/S0272263100015047
- Foster, P., & Skehan, P. (1999). The influence of source of planning and focus of planning on task-based performance. *Language Teaching Research*, 3(3), 215–247. doi:10.1191/136216899672186140
- G8 - Sommet Evian Summit 2003 - Okinawa charter on global information society. (2000). Retrieved from [http://www.g8.fr/evian/english/navigation/g8\\_documents/archives\\_from\\_previous\\_summits/okinawa\\_summit\\_-\\_2000/okinawa\\_charter\\_on\\_global\\_information\\_society.html](http://www.g8.fr/evian/english/navigation/g8_documents/archives_from_previous_summits/okinawa_summit_-_2000/okinawa_charter_on_global_information_society.html)
- Gass, S. M., Mackey, A., & Pica, T. (1998). The role of input and interaction in second language acquisition: Introduction to the special issue. *The Modern Language Journal*, 82(3), 299–307. doi:10.1111/j.1540-4781.1998.tb01206.x
- Gavora, P. (2005). *Učitel a žáci v komunikaci*. Brno: Paido.

- Gavora, P. (2010). *Úvod do pedagogického výzkumu* (2nd ed.). Brno: Paido.
- Gerbic, P. (2009). Getting the blend right in new learning environments: A complementary approach to online discussions. *Education and Information Technologies*, 15(2), 125–137. doi:10.1007/s10639-009-9100-5
- Gilquin, G., & De Cock, S. (2011). Errors and disfluencies in spoken corpora: Setting the scene. *International Journal of Corpus Linguistics*, 16(2), 141–172. doi:10.1075/ijcl.16.2.01gil
- Graham, C. R. (2006). Blended learning systems: Definition, current trends, and future directions. *The handbook of blended learning: Global perspectives, local designs* (pp. 3–21). San Francisco: Pfeiffer.
- Granger, S. (2002). A bird's eye view of learner corpus research. In S. Granger, J. Hung, & S. Petch-Tyson (Eds.), *Computer learner corpora, second language acquisition, and foreign language teaching* (pp. 3–36). Amsterdam: John Benjamins Publishing Company.
- Granger, S. (2003). Error-tagged Learner Corpora and CALL: A Promising Synergy. *CALICO Journal*, 20(3), 465–480. Retrieved from [https://calico.org/html/article\\_289.pdf](https://calico.org/html/article_289.pdf)
- Granger, S. (2008). Learner corpora. In A. Lüdeling & M. Kytö (Eds.), *Corpus linguistics: An international handbook. Volume 2.* (pp. 259–275). Walter de Gruyter.
- Guglielmino, L. M., & Guglielmino, P. J. (2003). Identifying learners who are ready for e-learning and supporting their success. In G. M. Pikurich (Ed.), *Preparing learners for e-learning* (pp. 19–33). San Francisco: John Wiley & Sons.
- Halliday, M. A. K. (1979). Towards a sociological semantics (extracts). In C. J. Brumfit & K. Johnson (Eds.), *The communicative approach to language teaching* (pp. 27–44). Oxford: Oxford University Press.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Harlow: Longman.
- Hampel, R., & Lamy, M.-N. (2007). *Online communication in language learning and teaching*. New York: Palgrave Macmillan.
- Hana, J., Rosen, A., Škodová, S., & Štindlová, B. (2010). Error-tagged learner corpus of Czech. *Proceedings of the fourth linguistic annotation workshop, ACL 2010* (pp. 11–19). Upsala: Association for Computational Linguistics.
- Hanson-Smith, E., & Rilling, S. (2007). Using technology in teaching languages. In E. Hanson-Smith & S. Rilling (Eds.), *Learning languages through technology* (pp. 1–7). TESOL.
- Harasim, L. M. (2000). Shift happens: online education as a new paradigm in learning. *The Internet and Higher Education*, 3(1-2), 41–61. doi:10.1016/S1096-7516(00)00032-4
- Harasim, L. M., Hiltz, S. R., Teles, L., & Turoff, M. (1995). *Learning networks: A field guide to teaching and learning on-line*. MIT Press.
- Hartley, P. (1999). *Interpersonal communication* (2nd ed.). London: Routledge.
- Hendl, J. (2005). *Kvalitativní výzkum*. Praha: Portál.
- Herring, S. C. (in press). Grammar and electronic communication. In C. A. Chapelle (Ed.), *Encyclopedia of applied linguistics*. Wiley-Blackwell. Retrieved from <http://ella.slis.indiana.edu/~herring/e-grammar.2011.pdf>

- Herring, S. C. (2002). Computer-mediated communication on the internet. *Annual Review of Information Science and Technology*, 36(1), 109–168. doi:10.1002/aris.1440360104
- Herring, S. C. (2007). A faceted classification scheme for computer-mediated discourse. *Language@Internet*, 4(1). Retrieved from <http://www.languageatinternet.org/articles/2007/761>
- Heyworth, F. (2004). Why the CEF is important. In K. Morrow (Ed.), *Insights from the Common European Framework* (pp. 12–21). Oxford: Oxford University Press.
- Hiltz, S. R., & Shea, P. (2005). The student in the online classroom. In S. R. Hiltz & R. Goldman (Eds.), *Learning together online: Research on asynchronous learning networks* (pp. 145–168). New Jersey: Lawrence Erlbaum Associates.
- Hofmann, J. (2006). Why blended learning hasn't (yet) fulfilled its promises. Answers to those questions that keep you up at night. *The handbook of blended learning: Global perspectives, local designs* (pp. 27–40). San Francisco: Pfeiffer.
- Horton, W. (2000). *Designing web-based training*. New York: Wiley.
- Housen, A., & Kuiken, F. (2009). Complexity, accuracy, and fluency in second language acquisition. *Applied Linguistics*, 30(4), 461–473. Retrieved from <http://applied.oxfordjournals.org/content/30/4/461.short>
- Howatt, A. P. R., & Widdowson, H. G. (2004). *A history of English language teaching* (2nd ed.). Oxford: Oxford University Press.
- Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge: Cambridge University Press.
- Hüllen, W. (2004a). Saussure, Ferdinand de. In M. Byram (Ed.), *Routledge encyclopedia of language teaching and learning* (pp. 524–525). Oxon: Routledge.
- Hüllen, W. (2004b). Langue and parole. In M. Byram (Ed.), *Routledge encyclopedia of language teaching and learning* (pp. 342–344). Oxon: Routledge.
- Hunston, S. (2002). *Corpora in applied linguistics*. Cambridge: Cambridge University Press.
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Harmondsworth: Penguin.
- Hymes, D. (2003). Models of the interaction of language and social life. In C. B. Paulston & G. R. Tucker (Eds.), *Sociolinguistics: The essential readings* (pp. 30–47). John Wiley & Sons.
- Choděra, R. (2006). *Didaktika cizích jazyků: Úvod do vědního oboru*. Praha: Academia.
- Chrásková, M. (2007). *Metody pedagogického výzkumu. Základy kvantitativního výzkumu*. Praha: Grada.
- Jacobs, G. M. (2006). Issues in implementing cooperative learning. In S. G. McCafferty, G. M. Jacobs, & A. C. DaSilva Iddings (Eds.), *Cooperative learning and second language teaching* (pp. 30–46). New York: Cambridge University Press.
- Jacobs, G. M., & McCafferty, S. G. (2006). Connections between cooperative and second language learning. In S. G. McCafferty, G. M. Jacobs, & A. C. DaSilva Iddings (Eds.), *Cooperative learning and second language teaching* (pp. 18–29). New York: Cambridge University Press.

Jacobs, G. M., McCafferty, S. G., & DaSilva Iddings, A. C. (2006). Roots of cooperative learning in general education. In S. G. McCafferty, G. M. Jacobs, & A. C. DaSilva Iddings (Eds.), *Cooperative learning and second language teaching* (pp. 9–17). New York: Cambridge University Press.

Janík, T., & Janíková, M. (2009). Akční výzkum - výzkum prováděný učitelem. *Metodologie věd o výchově. Kvantitativně scientické a kvalitativně-humanitní přístupy v edukačním výzkumu* (pp. 255–265). Brno: Paido.

Janoušek, J. (2008). Sociální komunikace. In J. Výrost & I. Slaměník (Eds.), *Sociální psychologie* (2nd ed., pp. 217–232). Praha: Grada.

Jaworski, A., & Coupland, N. (2006). Introduction: Perspectives on discourse analysis. In A. Jaworski & N. Coupland (Eds.), *The discourse reader* (2nd ed., pp. 1–37). Routledge.

Jensen, S. S., & Heilesen, S. B. (2005). Time, place, and identity in project work on the Net. In T. S. Roberts (Ed.), *Computer-supported collaborative learning in higher education* (pp. 51–69). London: Idea Group.

Johnová, M. (2004). The language of chat. *philologica.net*. Retrieved from <http://philologica.net/studia/20040113000003.htm>

Johnson, D. W., & Johnson, R. T. (1994). *Learning together and alone. Cooperative, competitive, and individualistic learning*. (4th ed.). Massachusetts: Allyn and Bacon.

Jones, N. (2006). E-college Wales: A case study of blended learning. *The handbook of blended learning: Global perspectives, local designs* (pp. 182–194). San Francisco: Pfeiffer.

Kapidzic, S., & Herring, S. C. (2011). Gender, communication, and self-presentation in teen chatrooms revisited: Have patterns changed? *Journal of Computer-Mediated Communication*, 17(1), 39–59. doi:10.1111/j.1083-6101.2011.01561.x

Kasíková, H. (2007). *Kooperativní učení a vyučování: teoretické a praktické problémy*. Praha: Karolinum.

*Key English Test 1 with answers. Examination papers from University of Cambridge ESOL Examinations: English for Speakers of Other Languages*. (2003). Cambridge: Cambridge University Press.

*Key English Test 2 with answers. Examination papers from University of Cambridge ESOL Examinations: English for Speakers of Other Languages*. (2003). Cambridge: Cambridge University Press.

*Key English Test 3 with answers. Examination papers from University of Cambridge ESOL Examinations: English for Speakers of Other Languages*. (2003). Cambridge: Cambridge University Press.

*Key English Test. Handbook for teachers*. (2008). Cambridge: UCLES.

Konkurenční schopnost České republiky 2010: Vývoj hlavních indikátorů. Kapitola Kvalita lidských zdrojů. (2010). Národní observatoř zaměstnanosti a vzdělávání Národního vzdělávacího fondu. Retrieved from <http://www.nvf.cz/cms/assets/docs/ba768a4c383c389d126876a1e0deae9b/132-1/konkurencni-schopnost-cr-2010-indikatory-kvalita-lz.pdf>

Kopecký, K. (2006). *E-learning (nejen) pro pedagogy*. Olomouc: Hanex.

- Kořátko, P. (1998). *Význam a komunikace*. Praha: Filosofia.
- Krashen, S., D. (1981). *Second language acquisition and second language learning*. Pergamon Press. Retrieved from [http://www.sdkrashen.com/SL\\_Acquisition\\_and\\_Learning/index.html](http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html)
- Krashen, S., D. (1982). *Principles and practice in second language acquisition*. Pergamon Press. Retrieved from [http://www.sdkrashen.com/Principles\\_and\\_Practice/index.html](http://www.sdkrashen.com/Principles_and_Practice/index.html)
- Krashen, S., D. (1998). Comprehensible output? *System*, 26(2), 175–182. doi:10.1016/S0346-251X(98)00002-5
- Kumaravadivelu, B. (1994). The postmethod condition: (E)merging strategies for second/foreign language teaching. *TESOL Quarterly*, 28(1), 27–48.
- Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New Haven: Yale University Press.
- Lantolf, J. P. (2000). Introducing sociocultural theory. In Lantolf, James P. (Ed.), *Sociocultural theory and second language learning*. Oxford: Oxford University Press.
- Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.
- Leech, G., & Svartvik, J. (2002). *A communicative grammar of English* (3rd ed.). London: Pearson Education Ltd.
- Leeson, H. V. (2006). The mode effect: A literature review of human and technological issues in computerized testing. *International Journal of Testing*, 6(1), 1–24. doi:10.1207/s15327574ijt0601\_1
- Lightbown, P. M. (2000). Anniversary article. Classroom SLA research and second language teaching. *Applied Linguistics*, 21(4), 431–462. doi:10.1093/applin/21.4.431
- Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford: Oxford University Press.
- Littlewood, W. (1991). *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press.
- Long, H. B. (2003). Preparing e-learners for self-directed learning. In G. M. Pikurich (Ed.), *Preparing learners for e-learning* (pp. 1–18). San Francisco: John Wiley & Sons.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). London: Academic Press.
- Long, M. H., Inagaki, S., & Ortega, L. (1998). The role of implicit negative feedback in SLA: Models and recasts in Japanese and Spanish. *The Modern Language Journal*, 82(3), 357–371. doi:10.1111/j.1540-4781.1998.tb01213.x
- Lovaš, L. (2008). Malé sociální skupiny. In J. Výrost & I. Slaměník (Eds.), *Sociální psychologie* (2nd ed., pp. 321–338). Praha: Grada.
- Lu, X. (2010). Automatic analysis of syntactic complexity in second language writing. *International Journal of Corpus Linguistics*, 15(4), 474–496. doi:10.1075/ijcl.15.4.02lu

- Lüdeling, A., Walter, M., Kroymann, E., & Adolphs, P. (2005). Multi-level error annotation in learner corpora. *The corpus linguistics conference series 1. Corpus linguistics 2005*. Retrieved from <http://www.birmingham.ac.uk/research/activity/corpus/publications/conference-archives/2005-conf-e-journal.aspx>
- MacDonald, J. (2008). *Blended learning and online tutoring: Planning learner support and activity design* (2nd ed.). Hampshire: Gower.
- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. New Jersey: Lawrence Erlbaum Associates.
- Mackey, A., & Philp, J. (1998). Conversational interaction and second language development: Recasts, responses, and red herrings? *The Modern Language Journal*, 82(3), 338–356. doi:10.1111/j.1540-4781.1998.tb01211.x
- Malmkjaer, K. (2004). Competence and performance. In M. Byram (Ed.), *Routledge encyclopedia of language teaching and learning* (pp. 135–137). Oxon: Routledge.
- Marczyk, G. R., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology*. New Jersey: John Wiley & Sons.
- Mareš, J., & Honsnejmannová, I. (2011). Diskuse o pedagogických časopisech v České republice. *Pedagogická orientace*, 21(1).
- Mayer, R. (2005). Introduction to multimedia learning. In R. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (pp. 1–18). Cambridge: Cambridge University Press.
- McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.
- McNett, M. (2002). Curbing academic dishonesty in online courses. Retrieved January 4, 2012, from [http://www.ion.uillinois.edu/resources/pointersclickers/2002\\_05/index.asp](http://www.ion.uillinois.edu/resources/pointersclickers/2002_05/index.asp)
- Meyer, C. F. (2004). *English corpus linguistics: An introduction*. Cambridge: Cambridge University Press.
- Meyer, K. A. (2003). Face-to-face versus threaded discussions: The role of time and higher-order thinking. *Journal of Asynchronous Learning Networks*, 7(3), 55–65. Retrieved from <http://sloanconsortium.org/jaln/v7n3/face-face-versus-threaded-discussions-role-time-and-higher-order-thinking>
- Miller, H. (2010, July 29). Discussion forum logging - measuring the time students write their message. *Moodle development - General developer forum*. Retrieved from <http://moodle.org/mod/forum/discuss.php?d=154961&parent=678310>
- Nakonečný, M. (1997). *Psychologie osobnosti* (2nd ed.). Praha: Academia.
- Nakonečný, M. (2009). *Sociální psychologie*. Praha: Academia.
- Nation, I. S. P. (2009). *Teaching ESL/EFL reading and writing*. London: Routledge.
- Nikl, J. (2006). *Technologie projektování učebních činností prostřednictvím vzdělávacích cílů*. Liberec: Technická univerzita v Liberci.
- Norris, J. M., & Ortega, L. (2003). Defining and measuring SLA. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 717–761). Oxford: Blackwell Publishing Ltd.

- Norris, J. M., & Ortega, L. (2009). Towards an organic approach to investigating CAF in instructed SLA: The case of complexity. *Applied Linguistics*, 30(4), 555–578. Retrieved from <http://applied.oxfordjournals.org/content/30/4/555.abstract>
- Nunan, D. (1996). Issues in second language acquisition research: examining substance and procedure. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 349–374). London: Academic Press.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- O'Donnell, M., Murcia, S., García, R., Molina, C., Rollinson, P., MacDonald, P., Keith, S., et al. (2009). Exploring the proficiency of English learners. The TREACLE project. (M. Mahlberg, V. González-Díaz, & C. Smith, Eds.) *Proceedings of the Corpus linguistics conference 2009*. Retrieved from <http://ucrel.lancs.ac.uk/publications/cl2009/>
- Obenausová, S. (2009). *Možnosti využití ICT ve výuce cizích jazyků, s důrazem na e-learning* (unpublished dissertation). Univerzita Palackého, Pedagogická fakulta, Olomouc.
- Olshtain, E., & Celce-Murcia, M. (2008). Discourse analysis and language teaching. *The handbook of discourse analysis* (pp. 707–724). Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/9780470753460.ch37/summary>
- Orbuch, T. L., & Sprecher, S. (2006). Attraction and interpersonal relationships. In J. Delamater (Ed.), *Handbook of social psychology* (pp. 339–362). Madison: Springer.
- Ortega, L. (2003). Syntactic Complexity Measures and their Relationship to L2 Proficiency: A Research Synthesis of College-level L2 Writing. *Applied Linguistics*, 24(4), 492–518. doi:10.1093/applin/24.4.492
- Owens, T. J. (2006). Self and identity. In J. Delamater (Ed.), *Handbook of social psychology* (pp. 205–232). Madison: Springer.
- Oxenden, C., Latham-Koenig, C., & Seligson, P. (2007). *New English file pre-intermediate student's book*. Oxford: Oxford University Press.
- Oxford, R. L. (1997). Cooperative learning, collaborative learning, and interaction: Three communicative strands in the language classroom. *The Modern Language Journal*, 81(4), 443–456. doi:10.2307/328888
- Palloff, R. M., & Pratt, K. (2007). *Building online learning communities: Effective strategies for the virtual classroom* (2nd ed.). San Francisco: Jossey-Bass.
- Pallotti, G. (2009). CAF: Defining, refining and differentiating constructs. *Applied Linguistics*, 30(4), 590–601. doi:10.1093/applin/amp045
- Parshall, C., Spray, J. A., Kalohn, J. C., & Davey, T. (2001). *Practical considerations in computer-based testing*. New York: Springer.
- Pavlíková, J. (2006). *E-Learning a jeho využití v přípravě učitelů anglického jazyka* (disertační práce). Univerzita Palackého, Pedagogická fakulta, Olomouc.
- Pelikán, J. (2011). *Základy empirického výzkumu pedagogických jevů* (2nd ed.). Praha: Karolinum.
- Peterka, J. (2000). EU: vstříc ke znalostní společnosti. Retrieved December 13, 2011, from <http://www.earchiv.cz/anovinky/ai4092.php3>

- Pica, T. (1994). Research on negotiation: What does it reveal about second-language learning conditions, processes.. *Language Learning*, 44(3), 493–527.
- Píšová, M. (2012, March 2). Ke stavu výzkumu v oblasti využívání ICT v didaktice cizích jazyků [personal communication].
- Píšová, M., & Hanušová, S. (2011). Perspektivy výzkumu v didaktice cizích jazyků. In T. Janík, P. Knecht, & S. Šebestová (Eds.), *Smišený design v pedagogickém výzkumu: Sborník příspěvků z 19. výroční konference České asociace pedagogického výzkumu*. Brno: Masarykova univerzita. Retrieved from <http://www.ped.muni.cz/capv2011/sbornikprispevku/pisovahanusova.pdf>
- Píšová, M., Janíková, V., & Hanušová, S. (2011). K metodologii výzkumu v didaktice cizích jazyků. *Metodologické otázky výzkumu výuky cizích jazyků*. Brno: Masarykova univerzita.
- Pravec, N. A. (2002). Survey of learner corpora. *ICAME Journal*, 26(1), 81–114.
- Průcha, J. (2002). *Moderní pedagogika* (2nd ed.). Praha: Portál.
- Průcha, J. (Ed.). (2009). *Pedagogická encyklopedie*. Praha: Portál.
- Purpura, J. E. (2008). Assessing communicative language ability: Models and their components. In K. A. King & N. H. Hornberger (Eds.), *Encyclopedia of language and education. Volume 7: Language testing and assessment* (2nd ed., pp. 53–68). New York: Springer Science+Business Media LLC.
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive grammar of the English language*. London: Longman.
- Recommendation of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC). (2006). Retrieved December 13, 2011, from <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:EN:PDF>
- Reimannová, I. (2011). *Blended learning ve výuce obchodní angličtiny*. Pardubice: Univerzita Pardubice.
- Rézeau, J. (2010, July 29). Discussion forum logging - measuring the time students write their message. *Moodle development - General developer forum*. Retrieved from <http://moodle.org/mod/forum/discuss.php?d=154961&parent=678330>
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Richards, J. C., & Schmidt, R. W. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Harlow: Longman.
- Roberts, T. S. (2005). Computer-supported collaborative learning in higher education: An introduction. In T. S. Roberts (Ed.), *Computer-supported collaborative learning in higher education* (pp. 1–18). London: Idea Group.
- Robinson, P. (2001). Task complexity, task difficulty, and task production: exploring interactions in a componential framework. *Applied Linguistics*, 22(1), 27–57. doi:10.1093/applin/22.1.27

- Romano, J., Wallace, T. L., Helmick, I. J., Carey, L. M., & Adkins, L. (2005). Study procrastination, achievement, and academic motivation in web-based and blended distance learning. *The Internet and Higher Education*, 8(4), 299–305. doi:10.1016/j.iheduc.2005.09.003
- Rosenberg, J., & Egbert, N. (2011). Online impression management: Personality traits and concerns for secondary goals as predictors of self-presentation tactics on Facebook. *Journal of Computer-Mediated Communication*, 17(1), 1–18. doi:10.1111/j.1083-6101.2011.01560.x
- Rovai, A. (2000). Building and sustaining community in asynchronous learning networks. *The Internet and Higher Education*, 3(4), 285–297. doi:10.1016/S1096-7516(01)00037-9
- Rowe, N. C. (2004). Cheating in online student assessment: Beyond plagiarism. *Online Journal of Distance Learning Administration*, 7(2). Retrieved from <http://www.westga.edu/%7Edistance/ojdl/summer72/rowe72.html>
- Řezáč, J. (1998). *Sociální psychologie*. Brno: Paido.
- Sak, P., Mareš, J., Nová, H., Richter, V., Saková, K., & Skalková, J. (2007). *Člověk a vzdělávání v informační společnosti. Vzdělávání a život v komputelizovaném světě*. Praha: Portál.
- Salaberry, R. M. (1996). A theoretical foundation for the development of pedagogical tasks in computer mediated communication. *CALICO Journal*, 14(1), 5–34.
- Salaberry, R. M. (2000). L2 morphosyntactic development in text-based computer-mediated communication. *Computer Assisted Language Learning*, 13(1), 5–27.
- Salmon, G. (2002). *E-tivities: The key to active online learning*. Oxon: Routledge.
- Salmon, G. (2004). *E-moderating: The key to teaching and learning online* (2nd ed.). Oxon: Routledge.
- Savignon, S. J. (1991). Communicative language teaching: State of the art. *TESOL Quarterly*, 25(2), 261–277.
- Savignon, S. J. (2001). Communicative language teaching for the twenty-first century. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 13–28). Boston: Heinle.
- Scarcella, R. C., & Oxford, R. L. (1992). *The tapestry of language learning: The individual in the communicative classroom*. Boston: Heinle.
- Scovel, T. (1998). *Psycholinguistics*. Oxford: Oxford University Press.
- Searle, J. R. (1979). *Expression and meaning: studies in the theory of speech acts*. Cambridge: Cambridge University Press.
- Seedhouse, P. (1999). Task-based interaction. *ELT Journal*, 53(3), 149–156. doi:10.1093/elt/53.3.149
- Selinker, L. (1984). Interlanguage. In J. Richards (Ed.), *Error analysis. Perspectives on second language acquisition*. (pp. 31–54). London: Longman.
- Sengupta, S. (2001). Exchanging ideas with peers in network-based classrooms: An aid or a pain? *Language Learning & Technology*, 5(1), 103–134. Retrieved from <http://llt.msu.edu/vol5num1/sengupta/default.pdf>

- Sharma, P. (2010). Blended learning. *ELT Journal: English Language Teachers Journal*, 64(4), 456–458. doi:10.1093/elt/ccq043
- Sharma, P., & Barrett, B. (2007). *Blended learning: Using technology in and beyond the language classroom*. MacMillan.
- Schiffrin, D. (1994). *Approaches to discourse*. Malden: Blackwell Publishers.
- Siemens, G., & Yurkiw, S. (2003). The roles of the learner and the instructor in e-learning. In G. M. Pikurich (Ed.), *Preparing learners for e-learning* (pp. 123–138). San Francisco: John Wiley & Sons.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Skehan, P. (2003). Task-based instruction. *Language Teaching*, 36(1), 1–14. doi:10.1017/S026144480200188X
- Skehan, P., & Foster, P. (1999). The influence of task structure and processing conditions on narrative retellings. *Language Learning*, 49(1), 93–120. doi:10.1111/1467-9922.00071
- Slaměnik, I. (2008). Afiliace, atraktivita, láska. In J. Výrost & I. Slaměnik (Eds.), *Sociální psychologie* (2nd ed., pp. 249–266). Praha: Grada.
- Slavin, R. E., Hurley, E. A., & Chamberlain, A. (2003). Cooperative learning and achievement: Theory and research. In W. M. Reynolds & G. E. Miller (Eds.), *Handbook of psychology. Volume 7: Educational psychology* (pp. 177–198). New Jersey: John Wiley & Sons.
- Sokolik, M. (2001). Computers in language teaching. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 477–488). Boston: Heinle.
- Sotillo, S. M. (2000). Discourse functions and syntactic complexity in synchronous and asynchronous communication. *Language Learning & Technology*, 4(1), 82–119.
- Stacey, E. (2005). A constructivist framework for online collaborative learning. In T. S. Roberts (Ed.), *Computer-supported collaborative learning in higher education* (pp. 140–161). London: Idea Group.
- Stern, H. H. (1983). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.
- Stevens, M. (2010, July 29). Discussion forum logging - measuring the time students write their message. *Moodle development - General developer forum*. Retrieved from <http://moodle.org/mod/forum/discuss.php?d=154961&parent=678325>
- Strickland, A. W. (2012, February 10). ADDIE. Retrieved March 10, 2012, from <http://ed.isu.edu/addie/index.html>
- Stuber-McEwen, D., Wiseley, P., & Hoggatt, S. (2009). Point, click, and cheat: Frequency and type of academic dishonesty in the virtual classroom. *Online Journal of Distance Learning Administration*, 12(3). Retrieved from <http://www.westga.edu/%7Edistance/ojdl/fall123/stuber123.html>
- Suler, J. (1996). Psychology of cyberspace - The basic psychological features of cyberspace. Retrieved December 29, 2011, from <http://www-usr.rider.edu/~suler/psycyber/basicfeat.html>
- Suler, J. (2003). Psychology of cyberspace - Message boards in teaching. Retrieved December 29, 2011, from <http://www-usr.rider.edu/~suler/psycyber/extendclass.html>

- Suler, J. (2004). Psychology of cyberspace - The online disinhibition effect. Retrieved December 29, 2011, from <http://www-usr.rider.edu/~suler/psycyber/disinhibit.html>
- Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics. Studies in honour of H. G. Widdowson* (pp. 125–144). Oxford University Press.
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97–114). Oxford: Oxford University Press.
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal*, 82(3), 320–337. doi:10.1111/j.1540-4781.1998.tb01209.x
- Swan, M. (1990). A critical look at the communicative approach. In R. Rossner & R. Bolitho (Eds.), *Currents of change in English language teaching* (pp. 73–98). Oxford: Oxford University Press.
- Swan, M. (2005a). *Grammar*. Oxford: Oxford University Press.
- Swan, M. (2005b). Legislation by hypothesis: The case of task-based instruction. *Applied Linguistics*, 26(3), 376–401. doi:10.1093/applin/ami013
- Szmrecsányi, B. M. (2004). On operationalizing syntactic complexity. *JADT 2004: 7es Journées internationales d'Analyse statistique des Données Textuelles*, 2, 1032–1039.
- Šed'ová, K. (2010). Jaký je současný stav českých pedagogických časopisů? *Pedagogika.sk*, 1(3), 239–243. Retrieved from <http://www.casopispedagogika.sk/rocnik-1/cislo-3/Sedova%20-%20Jaky%20je%20soucasny%20stav%20ceskych%20pedagogickych%20casopisu.pdf>
- Šed'ová, K., & Zounek, J. (2009). ICT v rukou českých učitelů. *Pedagogika*, 59(1), 54–70.
- Škola pro 21. století: Akční plán pro realizaci 'Konceptce rozvoje informačních a komunikačních technologií ve vzdělávání pro období 2009 - 2013' (usnesení vlády č. 1276/2008). (2009). MŠMT. Retrieved from [http://www.msmt.cz/uploads/soubory/tiskove\\_zpravy/Akcni\\_plan\\_Skola\\_21.pdf](http://www.msmt.cz/uploads/soubory/tiskove_zpravy/Akcni_plan_Skola_21.pdf)
- Štindlová, B. (2011). *Evaluačce chybové anotace v žákovském korpusu češtiny* (disertační práce). Filosofická fakulta Univerzity Karlovy, Ústav českého jazyka a teorie komunikace.
- Šulc, M. (1999). *Korpusová lingvistika. První vstup*. Praha: Karolinum.
- Tárnyiková, J. (2002). *From text to texture: An introduction to processing strategies* (3rd ed.). Olomouc: Univerzita Palackého v Olomouci.
- Tashakkori, A., & Teddlie, C. B. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. London: Sage Publications.
- Thorne, S. L., & Tasker, T. (2011). Sociocultural and cultural-historical theories of language development. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics* (pp. 487–500). New York: Routledge.
- Thurlow, C., Lengel, L., & Tomic, A. (2004). *Computer mediated communication*. London: Sage Publications Ltd.

- Traxler, M., & Gernsbacher, M. A. (Eds.). (2006). *Handbook of psycholinguistics* (2nd ed.). Amsterdam: Academic Press.
- Tubbs, S., & Moss, S. (2006). *Human communication: Principles and contexts* (10th ed.). Boston: McGraw-Hill.
- Tůma, F. (2010a). Innovative item types in computer-based language practice tests. In M. Náhlíková & M. Crhová (Eds.), *Silesian studies in English 2009* (Vol. 2, pp. 505–519). Opava.
- Tůma, F. (2010b). Methodological considerations in developing online communication skills in English language courses. *Proceedings of the 9th European Conference on e-Learning* (pp. 769–776). Porto.
- Tůma, F. (2011a). Autentické videoklipy v hodinách anglického jazyka. In T. Kasper (Ed.), *Aktuální koncepty a možnosti dalšího vzdělávání učitelů - interdisciplinární přístupy* (pp. 79–92). Liberec: Technická univerzita v Liberci.
- Tůma, F. (2011b). Reakce studentů na diskusní aktivity při online výuce neborového anglického jazyka. In T. Janík, P. Knecht, & S. Šebestová (Eds.), *Smíšený design v pedagogickém výzkumu: Sborník příspěvků z 19. výroční konference České asociace pedagogického výzkumu* (pp. 505–510). Brno: Masarykova univerzita. Retrieved from <http://www.ped.muni.cz/capv2011/sbornikprispevku/tuma.pdf>
- Tůma, F. (2012a). Možnosti integrace ICT do výuky anglického jazyka v kontextu základního vzdělávání v České republice. In T. Kasper (Ed.), *Reformní a alternativní aspekty vzdělávání - historické kontexty a současné příklady* (pp. 116–129). Liberec: Technická univerzita v Liberci.
- Tůma, F. (2012b). Effects of online discussion tasks on accuracy and language functions complexity. *Lingua Viva*, (14).
- Usó, E., & Martínez-Flor, J. A. (2006). *Current trends in the development and teaching of the four language skills*. Berlin: Mouton de Gruyter.
- van Ek, J. A., & Trim, J. L. M. (1991). *Waystage 1990*. Cambridge: Cambridge University Press.
- Van Lange, P. A. M., & De Dreu, C. K. W. (2001). Social interaction: Cooperation and competition. In M. Hewstone & W. Stroebe (Eds.), *Introduction to social psychology: A European perspective* (3rd ed., pp. 341–369). Oxford: Blackwell Publishing.
- van Valin, R. D. (2003). Functional linguistics. In M. Aronoff & J. Rees-Miller (Eds.), *The handbook of linguistics* (pp. 319–336). Oxford: Blackwell Publishers.
- Vybíral, Z. (2005). *Psychologie komunikace*. Praha: Grada.
- Vygotsky, L. S. (1976). *Vývoj vyšších psychických funkcí*. (J. Průcha & M. Sedláková, Trans.). Praha: Státní pedagogické nakladatelství.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.
- Vyskočilová, E., & Dvořák, D. (2002). Úvod: didaktika jako věda a jako nástroj učitele. In Z. Kalhous & O. Obst (Eds.), *Školní didaktika* (pp. 17–61). Portál.
- Walterová, E. (2002). Fungování základní školy: Pilotní případová studie. In V. Spilková & J. Vašutová (Eds.), *Výzkumný záměr "Rozvoj národní vzdělanosti a vzdělávání učitelů v evropském*

*kotextu. Výstupy řešení za rok 2001. Metody a výsledky empirických výzkumů* (Vol. 2, pp. 9–24). Praha: Univerzita Karlova v Praze - Pedagogická fakulta.

Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *The Modern Language Journal*, 81(4), 470–481. Retrieved from <http://www.jstor.org/stable/328890>

Warschauer, M., Turbee, L., & Roberts, B. (1996). Computer learning networks and student empowerment. *System*, 24(1), 1–14. doi:10.1016/0346-251X(95)00049-P

Watson, G., & Sottile, J. (2010). Cheating in the digital age: Do students cheat more in online courses? *Online Journal of Distance Learning Administration*, 13(1). Retrieved from <http://www.westga.edu/%7Edistance/ojdla/spring131/watson131.html>

White, R., & Arndt, V. (1991). *Process writing*. Harlow: Longman.

Widdowson, H. G. (1979a). Directions in the teaching of discourse. In C. J. Brumfit & K. Johnson (Eds.), *The communicative approach to language teaching* (pp. 49–60). Oxford: Oxford University Press.

Widdowson, H. G. (1979b). The teaching of English as communication. In C. J. Brumfit & K. Johnson (Eds.), *The communicative approach to language teaching* (pp. 117–121). Oxford: Oxford University Press.

Widdowson, H. G. (1996). *Linguistics*. Oxford: Oxford University Press.

Widdowson, H. G. (2007). *Discourse analysis*. Oxford: Oxford University Press.

Wilke, H., & Wit, A. (2001). Group performance. In M. Hewstone & W. Stroebe (Eds.), *Introduction to social psychology: A European perspective* (3rd ed., pp. 445–478). Oxford: Blackwell Publishing.

Wilkins, D. A. (1979). Grammatical, situational and notional syllabuses. In C. J. Brumfit & K. Johnson (Eds.), *The communicative approach to language teaching* (pp. 82–90). Oxford: Oxford University Press.

Williams, M., & Burden, R. L. (1997). *Psychology for language teachers: a social constructivist approach*. Cambridge: Cambridge University Press.

Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.

Wittgenstein, L. (1993). *Filosofická zkoumání*. (J. Pechar, Trans.). Praha: Filosofický ústav AV ČR.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Los Angeles: Sage Publications, Inc.

Yin, R. K. (2011). *Qualitative Research from Start to Finish*. New York: Guilford Press.

Zounek, J. (2009a). *E-learning-jedna z podob učení v moderní společnosti*. Masarykova univerzita.

Zounek, J. (2009b). E-learning ve školním vzdělávání. In J. Průcha (Ed.), *Pedagogická encyklopedie* (pp. 277–281). Praha: Portál.

## APPENDICES

### Appendix 1: The EFL course syllabus and online discussion tasks

**KAJ → FP TU v Liberci, LS 2011/2012 (studijní obor bez AJ)**  
**ANGLICKÝ JAZYK – NIZŠÍ ÚROVEŇ (AJ2LS– povinně volitelný), 0+2 zk, 3 kr. – syllabus**

**Instructor:** Mgr. František Tůma e-mail: frantisek.tuma@tul.cz

**Aim:** The course prepares students for the final examination. Communicative competence is developed in accord with the Common European Framework of Reference (target level: A2).

The course consists of two parts:

- **in-class part** (new grammar and vocabulary, pronunciation practice, listening, speaking)
- **online part** (writing, reading, structures practice).

|                   |   |
|-------------------|---|
| <b>Weeks 1-2:</b> | Introduction to the course. Unit 3B: <i>The pessimist's phrase book</i>                     |
| <b>Week 3:</b>    | Unit 3C: <i>I'll always love you. Test 1 (in-class)</i>                                     |
| <b>Week 4:</b>    | Unit 3D: <i>I was only dreaming, Communicative task 1</i>                                   |
| <b>Week 5:</b>    | Practical English: <i>Restaurant problems</i> , Revision – file 3                           |
| <b>Week 6:</b>    | Unit 4A: <i>From rags to riches</i>   |
| <b>Week 7:</b>    | Unit 4B: <i>Family conflicts</i>  |
| <b>Week 8:</b>    | Unit 4C: <i>Faster, faster! Communicative task 2</i>  |
| <b>Week 9:</b>    | Unit 4D: <i>The world's friendliest city,</i>   |
| <b>Week 10:</b>   | Practical English: <i>Lost in San Francisco</i> , Revision – file 4, <b>Test 2 (online)</b> |
| <b>Week 11:</b>   | Unit 5A: <i>Are you a party animal? Communicative task 3</i>                                |
| <b>Week 12:</b>   | Unit 5B: <i>What makes you feel good?</i>   |
| <b>Week 13:</b>   | Unit 5C: <i>How much can you learn in a month?</i>  |
| <b>Week 14:</b>   | <b>Final test (in-class)</b>  |

#### **Registration for the Online Part**

Students are obliged to register for the online course on <http://moodle.fp.tul.cz> by the 13th of March 2011, 23:59.

#### **Online Quizzes**

Each lesson from week 1-13 is accompanied by an online Quiz. Students get 0-10 points in each Quiz according to the number of correct answers (100 per cent corresponds to 10 points obtained from the Quiz). The Quizzes can be done several times, so that students can achieve a higher grade (max. 10 points in each Quiz). However, the Quizzes can be taken *only* within the period given (usually a week). Students are strongly recommended to do all online Quizzes in order to acquire necessary computer skills and get enough practice.

#### **Communicative tasks**

Students are required to participate in these tasks according to the instructions

#### **Cheating, Plagiarism**

Students are trusted and given a great deal of flexibility and freedom. However, any of the following practices will be regarded as cheating and will be penalized:

- (a) students copy passages of text from other resources and use the text as their own,
- (b) students use translation tools or services to translate text (sentences, paragraphs) into English and then use the translated text in discussions as if they had written the English text themselves,
- (c) it is evident that the student did not do the quiz(zes)/tests or participate in online discussion(s) and asked somebody else to do it for him or her.

**During the course or shortly after the course, students can be asked to re-take an online test/quiz or do the communicative task under the instructor's supervision.**

#### **Assessment:**

The course is finished with a credit and an examination.

## Credit

To obtain the credit students have to achieve at least 70 per cent of total points (see the chart below).

### An overview of activities and points

| Activity   | Week | Points            |
|--|------|-------------------|
| Communicative tasks 1-3                                    | 3-13 | 80 each (max 240) |
| Test 1 (in-class)  | 3    | 80                |
| Test 2 (online)  | 10   | 30                |
| Final test (in-class)                                      | 14   | 100               |
| Quizzes  | 2-13 | 10 each (max 120) |
| <b>Total</b>   |      | <b>570</b>        |
| <b>Minimum to get credit (70 per cent of total points)</b> |      | <b>399</b>        |

## Examination

To be allowed to take the examination, students are required to have both credits from AJ2ZS and AJ2LS. The examination reflects the language covered in both courses. There are two parts to the examination: a written and an oral part.

### Examination Overview

| Part         | Component                                    | Points     |
|--------------|--|------------|
| Written      | Reading                                      | 100        |
|              | Listening                                    |            |
|              | Writing                                      |            |
|              | Grammar, Vocabulary, Pronunciation, Spelling |            |
| Oral         | Speaking and communication skills            | 30         |
| <b>Total</b> |  | <b>130</b> |

### Final grades

| Range of Points | Final Grade       |
|-----------------|-------------------|
| 130 – 121       | Výborně           |
| 120 – 111       | Výborně minus     |
| 110 – 101       | Velmi dobře       |
| 100 – 91        | Velmi dobře minus |
| 90 – 81         | Dobře             |
| < 81            | Fail              |

## Textbook:

Oxenden, Latham-Koening, Selingson: *New English File Pre-intermediate Student's Book*, OUP, 2007

Oxenden, Latham-Koening, Selingson: *New English File Pre-intermediate Workbook*, OUP, 2005  
February 2011

## Discussion 1: Getting to know each other

Before you start working here, read this document: *Co se od studentů (ne)čeká a jak to bude hodnocené?*

### Task:

1st: In your small groups (see student groups), introduce yourself to the others. Read what other people say and ask and answer questions to learn more about them.

**Deadline: 20 March**

2nd: Find at least three things you all have in common. Choose a name for your group (the name must be in English). Choose one person who will be the group leader.

**Deadline: 26 March**

3rd: The group leader will send an email (in English) to the instructor (frantisek.tuma@tul.cz). This email will contain: the names of the people in the group, the list of things you all have in common and the name of your group.

**Deadline: 27 March**

The discussion language is English. The discussions will be monitored by the instructor.

## Discussion 2: Time-saving machines

Before you start working here, read this document: *Co se od studentů (ne)čeká a jak to bude hodnocené?*

### Task:

1st: Each student is going to say which machine or thing is the most important for him or her as regards saving time. Give one or two reasons why this thing is really time-saving. Also, comment on other students' ideas.

**Deadline: 16 April**

2nd: In your groups, discuss which machine or thing is the most useful for all of you. You should agree on one (or two) machines that you all have in common. After that you should summarize and brainstorm some more reasons why the machine you have chosen saves you time and why it is useful. At the end of the discussion you should summarize your discussion into one posting.

**Deadline: 23 April**

3rd: The group leader will send an email to the instructor. The email will include the group name, the name of the machine(s) and the advantages that you have discussed.

**Deadline: 24 April**

The discussion language is English. The discussions will be monitored by the instructor.

### **Discussion 3: Plans for the summer**

Before you start working here, read this document: *Co se od studentů (ne)čeká a jak to bude hodnocené?*

**Task:**

1st: Each student is going to introduce his or her summer plans. You can use some phrases from the two emails in the first quiz. Also, read and comment on 2-3 other students' plans.

**Deadline: 8 May**

2nd: Try to find some summer plans which you have in common with the other people in your group. Ask more questions, summarize and altogether find at least 3 plans that you have in common. At the end you should summarize your discussion into one posting.

**Deadline: 14 May**

3rd: The group leader will send an email to the instructor. The email will include the group name and the plans you have in common.

**Deadline: 15 May**

The discussion language is English. The discussions will be monitored by the instructor.

## Example pre-task (a part of Discussion 1 – introduction to the task)

Read the two texts below quickly and answer the question below.

Don't worry about the missing words.

Which of the following things do Marek and Lucy have in common?

1. They both like sports. –
2. They both are students. –
3. They both play a musical instrument. –
4. They both live with their boyfriend/girlfriend. –
5. They both live with 3 other people. –
6. They enjoy travelling. –
7. They study the same subjects. –
8. They both want to be teachers. –

Hi everybody!

I would like to introduce : My name is Lucka and I'm 22 years old. I  History and Geography at the Technical University of Liberec. I live with my boyfriend and two friends in a flat in Liberec.

I love skiing, swimming and playing squash  my free time. I go spinning  Monday. I also enjoy travelling and sightseeing. My favourite countries are France, Sweden and England.

I have got  sister. Her name is Martina. She is 25 years old and she  in Prague. My mother is a manager in a company in Prague and my father is  businessman.

My plans for the future are to finish my studies at university and get a good job.

Can you write something about yourself?

Lucy

Hi Lucy and everybody!

I want to write something about myself, too. My name is Marek. I am 23  old. I study Czech and Geography. I like it very . I live in the dorms in Hradec with three friends of mine.

My hobbies are playing the guitar, playing tennis and  the cinema. My girlfriend and I often go to parties and discos. I like beer and my girlfriend likes white wine. I also travel a lot with my friends and family.

What about my family? I've got a brother. We are . It means we were both born on 23rd June 1987. His name is Lukas and he  in Hradec Kralove.

After I finish school, I would like to travel, meet new people and see new places. Maybe I will work for a geographical magazine and write reports and articles from my trips. Maybe I could travel around Sweden because I really love this .

Marek

After you finish the first part, complete the two postings above.

**Example post-task (a part of Discussion 1 – language focus on selected erroneous forms)**

There is one mistake in each line. The mistake is **highlighted**. Write the correct word.

1. I study **on** the Faculty of Education.

2. I **especial** like Madonna.

3. It was a **grate** holiday.

4. He **play** the guitar.

5. She **have** a boyfriend.

6. I am interested **for** music.

7. I live in a **willage**.

8.

A: "I think he is at home."

B: "I think **also**."

9. My mum is a bad **cooky**.

10. Our **haus** is near the wood.

11. These two **citys** are beautiful.

12. I am **writting**.

13. We must wait **on** Rehof.

Submit

## Instructions – expected participation and assessment (a document for students)

Diskusní úkol se skládá ze tří částí:

1. **Kvíz, který vyplníte před začátkem diskuse** - cílem je uvést téma, seznámit se s jazykem, který budete v diskusi používat, a podívat se, jak může diskuse vypadat.
2. **Diskuse** - zde ve skupinkách 5-6 studentů (viz *Student groups*) řešíte daný úkol prostřednictvím textové komunikace v diskusním fóru. Důraz je kladen na to, abyste se dokázali efektivně vyjádřit v angličtině, gramatická přesnost (bezchybnost) není tak důležitá. Podstatné je domluvit se v angličtině.
3. **Kvíz po diskusi** - cílem je náprava chyb v diskusích a upevnění jazykových prostředků, které se v diskusi používaly. Důraz je kladen na přesnost (gramatická, lexikální) a správnost použití jazyka.

**Bodové hodnocení:** celkem 80 bodů rozdělených takto:

- Kvíz před diskusí: 10 bodů (lze opakovat po dobu jeho otevření)
- Diskuse: 60 bodů (probíhá cca 10 dní, očekává se aktivní zapojení během celé diskuse, hodnotící schéma níže)
- Kvíz po diskusi: 10 bodů (lze opakovat po dobu jeho otevření)

### Hodnotící schéma pro diskusi

Hodnotit se bude aktivní účast studenta (souhrnně, nikoliv po jednotlivých příspěvcích) v rámci skupiny a přínos pro diskusi podle následujícího schématu. Body budou přiděleny až po skončení diskuse.

|  | <b>0 - nesplněno</b>  | <b>1 - v základu splněno</b>   | <b>2 - dobře splněno</b>  | <b>3 - výborně</b>  |
|--|---|--|---|---|
| <b>Splnění úkolu</b><br>(váha 30 %, tj. 1 stupeň = 6 b, max 18 b)    | Příspěvky jsou nerelevantní k zadání úkolu                            | Úkol z malé části splněn, avšak účast studenta není patrná ve výstupu z diskuse.     | Úkol částečně splněn a účast studenta se alespoň částečně odráží ve výstupu z diskuse.                      | Úkol splněn, účast studenta se odráží ve výstupu z diskuse.                           |
| <b>Interakce</b><br>(váha 25 %, tj. 1 stupeň = 5 b, max 15 b)        | Student nereaguje na příspěvky kolegů.                                | Student reaguje na některé příspěvky kolegů, avšak většinou nerelevantně nebo pozdě. | Reaguje pravidelně, ale neinicativně. Většina příspěvků jsou pouze odpovědi na otázky kolegů.               | Efektivně reaguje, ptá se, odpovídá, iniciuje další diskusi pokud je to vhodné.       |
| <b>Zacházení s fórem</b><br>(váha 15 %, tj. 1 stupeň = 3 b, max 9 b) | Většina příspěvků je umístěna nevhodně (např. odpovědi někomu jinému) | Některé příspěvky nejsou umístěny správně.   | Většina příspěvků je umístěna správně, oslovení na začátku příspěvku kompenzuje případné nevhodné umístění. | Všechny příspěvky jsou umístěny správně, oslovení a obsah odpovídá umístění příspěvku |

|  |  |  |   |  |
|--|--|--|---|--|
| <b>Struktura příspěvku</b><br>(váha 15 %, tj. 1 stupeň = 3 b, max 9 b) | Většina příspěvků nemá strukturu (např. příspěvky s jednou větou a chybějícím oslovením) | V některých příspěvcích chybí oslovení/zakončení, což je matoucí pro další diskusi (není jasné, co má následovat / jak odpovědět). | Příspěvky mají strukturu (oslovení, tělo, zakončení), avšak oslovení nebo zakončení obsahují nepřesnosti (překlepy, nevhodně volená slova). | Struktura příspěvků je v pořádku - obsahují oslovení, tělo a zakončení.        |
| <b>Jazyk</b><br>(váha 15 %, tj. 1 stupeň = 3 b, max 9 b)               | Vážné jazykové nedostatky brání v porozumění.<br><br>Příspěvky jsou nesrozumitelné.      | Příspěvky obsahují chyby, které omezují komunikaci a které jsou těžko srozumitelné. Je třeba příspěvek upřesnit.                   | Příspěvky obsahují jednoduchý jazyk, který je poměrně snadno srozumitelný. Občas se vyskytují nepřesnosti, které je třeba ujasnit.          | Student obratně používá jednoduchý jazyk a občasné chyby nebrání v porozumění. |

Pokud je v oblasti *Splnění úkolu* nebo *Interakce* nebo *Jazyk* stupeň *Nesplněno*, není účast studenta v diskusi hodnocena.

#### Od studentů se v době běžící diskuse očekává:

1. splnění úkolu před diskusí (kvíz)
2. aktivní sledování vývoje diskuse (alespoň 3x v týdnu v pravidelných intervalech sledovat dění v diskusi)
3. aktivní účast v diskusi (alespoň 3 příspěvky za týden, tedy min. 6 příspěvků za dobu celé diskuse)
4. použití svých vlastních kompetencí pro účast v diskusi přímo v angličtině.
5. splnění úkolu po diskusi (kvíz)

Následující případy jsou **nepřípustné** a taková účast bude hodnocena 0 body (i pokud takový bude pouze jeden z příspěvků) a budou vyvozeny patřičné důsledky (viz *Studijní a zkušební řád - plagiátorství*):

- za studenta se účastní diskuse někdo jiný, tzn. že student nevyjadřuje vlastní myšlenky vlastními slovy
- student kopíruje nebo opisuje text odjinud a vydává ho za svůj vlastní
- student používá překladáč pro překlad vět do AJ a tyto věty vydává za své vlastní

## Appendix 2: Pre- and post-tests

AJZLS Test 1: Reading and Writing Date: \_\_\_\_\_ Time: \_\_\_\_\_ Name: \_\_\_\_\_ Score: /22

- 1) Read the two email messages.  
Fill in the Flower Order Form. (5 points)

|   |               |
|---|---------------|
| To:   | Stephen Jones |
| Date:   | 21 August     |
| <p>Stephen!<br/>Remember it's your sister's birthday tomorrow. She'll be 16. Have you got her new address in York? She lives in Shirley Road now, at number 47.</p> <p>Mother</p> |               |

|   |            |
|---|------------|
| To:   | Mary Jones |
| Date:   | 21 August  |
| <p>Don't worry Mum! I won't forget Lulu's special day tomorrow! I'm getting her some flowers – Garden Gate Flowers will send them for £15 or £20. I'll choose the cheaper ones, of course, with a nice card saying 'Happy Birthday!'</p> <p>Stephen</p> |            |

| <b>Garden Gate Flowers</b> |                      |
|----------------------------|----------------------|
| <b>Flower Order Form</b>   |                      |
| <b>From:</b>               | <u>Stephen Jones</u> |
| <b>To:</b>                 | _____                |
| <b>Date:</b>               | _____                |
| <b>Address:</b>            | _____                |
| <b>Price:</b>              | _____                |
| <b>Message on card:</b>    | _____                |

- 2) Complete the conversation .What does Jane say to Kim? For questions 1-5, write the correct letter A-H. (5 points)

- |   |   |
|---|---|
| Kim: What are you going to do at the weekend, Jane?                         | <b>A</b> I have some money for a new jacket.                        |
| Jane: (Example): <u>D</u>   |   |
| Kim: Well, I'm going to go to London. Would you like to come as well?       | <b>B</b> Yes, I have to work on Saturday.                           |
| Jane: (1) _____   | <b>C</b> Yes, I'd like to go to a cinema afterwards                 |
| Kim: Yes. I must study on Sunday. Great. It'll be good to go together.      | <b>D</b> I don't know.  |
| Jane: (2) _____   | <b>E</b> I'd love to. I suppose you want to go on Saturday?         |
| Kim: First, I'd like to go shopping.  | <b>F</b> What do you want to do there?                              |
| Jane: (3) _____   | <b>G</b> Me, too. I need some books for school and a pair of shoes. |
| Kim: Oh, I can help you choose them. Is there anything else you want to do? | <b>H</b> Fine. Do we need to book tickets?                          |
| Jane: (4) _____   |   |
| Kim: OK. There's a good one in Oxford Road. It always has the newest films. |   |
| Jane: (5) _____   |   |
| Kim: I'm not sure, but I'll phone and ask. I know we'll have a good day.    |   |

(KET 3, 2003, p. 56, KET handbook, 2008, p. 15)

- 3) Read the article about some pop stars. Are sentences 1-7 'Right' (A) or 'Wrong' (B)?  
If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C). (7 points)

**HOW DO THE IRISH POP-GROUP  
'BOYZONE' LIVE A HEALTHY LIFE?**

Stephen: Sleeping well is very important. When I can get home to my mother's house, I sleep for ten hours. But I find it very difficult to sleep at night after a concert because my head is full of music.

Keith: Sport is important. Before I had a car accident I was at the sports centre two and a half hours a day, five days a week. I can't do that now so I do about 150 sit-ups a day.

Ronan: I don't drink alcohol or smoke. I try to eat well. Also I drink a lot of water because it's good for your health. I should have about eight glasses a day but I don't always drink so much.

Shane: People shouldn't work all the time. I love my job but there are other things I like doing too. In my free time I just listen to music or watch TV. It's good for you to do nothing sometimes.

Mikey: I don't get tired any more since the doctor told me to eat better. Now I eat lots of things like carrots and spinach every day. But I still eat burgers sometimes!

- Example* Stephen sleeps well in his mother's house.      **A Right**   **B Wrong**   **C Doesn't say**
- 1 Stephen thinks a lot about music after a concert.      **A Right**   **B Wrong**   **C Doesn't say**
- 2 Keith's accident happened last year.      **A Right**   **B Wrong**   **C Doesn't say**
- 3 Keith goes to the sports centre five days a week now.      **A Right**   **B Wrong**   **C Doesn't say**
- 4 Ronan thinks he drinks enough water every day.      **A Right**   **B Wrong**   **C Doesn't say**
- 5 Shane is only happy when he's working.      **A Right**   **B Wrong**   **C Doesn't say**
- 6 Mikey was often tired before he started eating vegetables.      **A Right**   **B Wrong**   **C Doesn't say**
- 7 Mikey's favourite food is burgers.      **A Right**   **B Wrong**   **C Doesn't say**

- 4) Read this message from your friend, Chris. (5 points)

Why didn't you come to the party last night?  
Can you meet me on Saturday? What do you want to do?  
Chris.

Write a message to Chris. Answer the questions. Write 25 – 35 words.

---



---



---



---



---

(KET 3, 2003, pp. 37, 50–51)

- 1) Read the advertisement and the letter about the Young People's Camp. Fill in the information on the Application Form.

**Young People's Camp**

3-9 August  
OR  
10-16 August  
Ages 12-16

**Horse-riding    Swimming    Sports**

**Write to:**  
Mrs Smith, Sunnysands Campsite, Westsea

Crow Cottage, Bradley

Dear Mrs Smith,

We would like our daughter, Claire, to have a place at the camp at the beginning of August. She is thirteen years old. She likes swimming and playing the piano. Her best friend, Roale Brown, wants to come to the camp, too.

Linda and Derek Drake

**Young People's Camp Application Form**

**Name:** Claire Drake

**Age:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Hobbies:** \_\_\_\_\_

**Dates:** \_\_\_\_\_

**I would like to be in the same tent as:**  
\_\_\_\_\_

- 2) Complete the conversation. What does David say to the waiter?? For questions 1-5, write the correct letter A-H. (5 points)

|   |  |
|---|--|
| Waiter: Good evening, sir. How can I help you?  | A Have you got mineral water?                          |
| David: (Example): <u>B</u>  |  |
| Waiter: Certainly, sir. This one by the window?   | B Good evening. I'd like a table for one.              |
| David: (1) _____  | C How much is it?                                      |
| Waiter: And what would you like to eat?   | D What have you got?                                   |
| David: (2) _____  | E I think I'll have the pizza.                         |
| Waiter: Spaghetti with meat and tomato sauce is very nice, or there is four-cheese pizza.                       | F Can you bring me the menu, please?                   |
| David: (3) _____  | G Nothing more, thanks. Oh yes, perhaps a green salad. |
| Waiter: Fine. And would you like anything with it? Garlic bread or ...  | H Yes, that's fine.                                    |
| David: (4) _____  |  |
| Waiter: OK. And to drink?   |  |
| David: (5) _____  |  |
| Waiter: Yes, certainly. So that's one four-cheese pizza, one green salad and one mineral water. Thank you, sir. |  |

(KET 1, 2003, p. 56, KET 2, 2003, p. 59)

- 3) Read the article about some birds. Are sentences 1-7 'Right' (A) or 'Wrong' (B)?  
If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C). (7 points)

## CANADA GEESE

Canada Geese are large blue and white birds. When autumn arrives, they have to fly south where the weather is warmer. The winters are so cold in Canada that the birds die if they stay there.

Last spring, Bill Lishman found sixteen young Canada Geese on his farm. They had lost their parents. Bill thought, 'These young birds won't know what to do in the autumn.'

Bill had a small plane and he decided to teach the birds to follow him. All through the summer, he went on short trips in his plane and the young geese flew after him.

When the cold weather arrived in autumn, Bill flew to Virginia in the United States, 600



miles south of his home in Canada. The geese followed him all the way. Bill left the geese in Virginia and he returned home.

This spring, Bill was waiting for the birds to come back. They didn't arrive, so Bill flew to Virginia to get them. He looked for them for two weeks but he couldn't find them.

When he arrived back home, Bill found the geese waiting for him. They had found their way home without him!

Example. Winters in Canada are too cold for Canada Geese.

**A** Right **B** Wrong **C** Doesn't say

1 Bill Lishman is a farmer.

**A** Right **B** Wrong **C** Doesn't say

2 Bill lives with his parents.

**A** Right **B** Wrong **C** Doesn't say

3 Bill carried the geese in his plane.

**A** Right **B** Wrong **C** Doesn't say

4 This was Bill's first visit to Virginia.

**A** Right **B** Wrong **C** Doesn't say

5 Bill wanted the geese to stay at his home for the winter.

**A** Right **B** Wrong **C** Doesn't say

6 Bill stayed in Virginia all winter.

**A** Right **B** Wrong **C** Doesn't say

7 The geese returned to Canada in the spring.

**A** Right **B** Wrong **C** Doesn't say

- 4) Read this message from your friend Leslie. (5 points)

It's great that you're coming to see me in England. Tell me when you are coming, how long you want to stay and what you want to do.  
Write soon!

Leslie

Write a message to her and tell her what she wants to know. Write 25 – 35 words.

---



---



---



---



---

(KET 1, 2003, p. 37, KET 2, 2003, p. 6)

### Appendix 3: Results from the pilot study

Table 13: Pre- and post-test results

|                            | Pre-test total<br>(max. 22) | Pre-test writing<br>(max. 5) | Post-test total<br>(max. 22) | Post-test writing<br>(max. 5) |
|----------------------------|-----------------------------|------------------------------|------------------------------|-------------------------------|
| Student 1                  | 19                          | 5                            | 22                           | 5                             |
| Student 2                  | 19                          | 3                            | 22                           | 5                             |
| Student 3                  | 19                          | 5                            | 20                           | 5                             |
| Student 4                  | 19                          | 5                            | 18                           | 4                             |
| Student 5                  | 18                          | 4                            | 21                           | 5                             |
| Student 6                  | 18                          | 5                            | 21                           | 5                             |
| Student 7                  | 18                          | 4                            | 18                           | 5                             |
| Student 8                  | 17                          | 5                            | 21                           | 5                             |
| Student 9                  | 17                          | 4                            | 19                           | 5                             |
| Student 10                 | 17                          | 5                            | 18                           | 5                             |
| Student 11                 | 17                          | 4                            | 17                           | 4                             |
| Student 12                 | 16                          | 4                            | 19                           | 4                             |
| Student 13                 | 16                          | 5                            | 18                           | 5                             |
| Student 14                 | 14                          | 4                            | 17                           | 4                             |
| Student 15                 | 14                          | 5                            | 16                           | 3                             |
| Student 16                 | 13                          | 5                            | 22                           | 5                             |
| Student 17                 | 13                          | 3                            | 16                           | 5                             |
| <b>Means</b>               | <b>16.71</b>                | <b>4.41</b>                  | <b>19.12</b>                 | <b>4.65</b>                   |
| <b>Medians</b>             | <b>17.00</b>                | <b>5.00</b>                  | <b>19.00</b>                 | <b>5.00</b>                   |
| <b>Standard deviations</b> | <b>2.08</b>                 | <b>0.71</b>                  | <b>2.09</b>                  | <b>0.61</b>                   |

**Table 14: Distribution of language functions in Discussions 1 and 3**

|  | Total occurrences |            | Means (relative occurrences) |            | Standard deviations |            |
|--|-------------------|------------|------------------------------|------------|---------------------|------------|
|  | Discussion        | Discussion | Discussion                   | Discussion | Discussion          | Discussion |
|  | 1                 | 3          | 1                            | 3          | 1                   | 3          |
| <b>Reporting, narrating</b>            | 472               | 391        | 0.392                        | 0.278      | 0.064               | 0.063      |
| <b>Asking</b>                          | 61                | 67         | 0.053                        | 0.043      | 0.031               | 0.033      |
| <b>Expressing (dis)agreement</b>       | 23                | 33         | 0.020                        | 0.022      | 0.019               | 0.022      |
| <b>Enquiring about (dis)agreement</b>  | 5                 | 5          | 0.004                        | 0.002      | 0.008               | 0.007      |
| <b>Stating one's knowledge</b>         | 11                | 14         | 0.009                        | 0.009      | 0.015               | 0.014      |
| <b>Expressing (un)certainty</b>        | 29                | 32         | 0.025                        | 0.023      | 0.023               | 0.020      |
| <b>Expressing obligation</b>           | 4                 | 16         | 0.003                        | 0.012      | 0.006               | 0.014      |
| <b>Expressing want, intention</b>      | 42                | 202        | 0.033                        | 0.151      | 0.028               | 0.054      |
| <b>Enquiring about want, intention</b> | 3                 | 6          | 0.002                        | 0.004      | 0.005               | 0.010      |
| <b>Expressing (dis)like</b>            | 105               | 55         | 0.087                        | 0.044      | 0.030               | 0.027      |
| <b>Enquiring about (dis)like</b>       | 7                 | 3          | 0.005                        | 0.001      | 0.007               | 0.004      |
| <b>Expressing hope</b>                 | 3                 | 18         | 0.003                        | 0.012      | 0.008               | 0.013      |
| <b>Expressing appreciation</b>         | 25                | 25         | 0.021                        | 0.018      | 0.016               | 0.018      |
| <b>Expressing gratitude</b>            | 15                | 16         | 0.011                        | 0.009      | 0.015               | 0.011      |
| <b>Apologizing</b>                     | 10                | 8          | 0.008                        | 0.006      | 0.009               | 0.009      |
| <b>Suggesting and requesting</b>       | 20                | 1          | 0.012                        | 0.001      | 0.024               | 0.002      |
| <b>Greeting people</b>                 | 106               | 122        | 0.091                        | 0.087      | 0.031               | 0.021      |
| <b>Taking leave</b>                    | 95                | 148        | 0.079                        | 0.108      | 0.042               | 0.034      |
| <b>Structuring discourse</b>           | 162               | 225        | 0.127                        | 0.160      | 0.059               | 0.068      |

Note that some language functions are excluded from the chart due to their low occurrence rates. See Tũma (2012b) for more details.

**Table 15: Distribution of errors in Discussions 1 and 3**

|                      | <b>Total occurrences</b> |                   | <b>Means</b>      |                   | <b>Standard deviations</b> |                   |
|----------------------|--------------------------|-------------------|-------------------|-------------------|----------------------------|-------------------|
|                      | <b>Discussion</b>        | <b>Discussion</b> | <b>Discussion</b> | <b>Discussion</b> | <b>Discussion</b>          | <b>Discussion</b> |
|                      | <b>1</b>                 | <b>3</b>          | <b>1</b>          | <b>3</b>          | <b>1</b>                   | <b>3</b>          |
| <b>Syntactic</b>     | 38                       | 38                | 0.032             | 0.030             | 0.028                      | 0.030             |
| <b>Lexical</b>       | 19                       | 39                | 0.015             | 0.029             | 0.017                      | 0.029             |
| <b>Morphological</b> | 58                       | 76                | 0.049             | 0.058             | 0.036                      | 0.051             |
| <b>Spelling</b>      | 19                       | 32                | 0.012             | 0.022             | 0.023                      | 0.025             |
| <b>Correct</b>       | 1080                     | 1213              | 0.892             | 0.862             | 0.066                      | 0.094             |

## Appendix 4: Corpus annotation (study proper)

### Segmentation and annotation of the learner corpus – an overview

**Table 16: Segmentations and layers of annotation of the corpus**

|                                   | Text            |                         |              |                              |             |
|-----------------------------------|-----------------|-------------------------|--------------|------------------------------|-------------|
| Segment<br>(structural view)      | Linker<br>(Lin) | Clausal material (ClAM) |              | Non-clausal material (NClAM) |             |
| Segment type<br>(functional view) | -               | Clause (Cla)            | Phrase (Phr) | Phrase (Phr)                 | Other (Oth) |
| Functional annotation             | -               | Yes                     | Yes          | Yes                          | -           |
| Error annotation                  | -               | Yes                     | Yes          | Yes                          | -           |
| Syntactic annotation              | Coo / -         | Yes                     | Yes          | -                            | -           |

### Definitions of individual segments (structural view):

#### Linkers (Lin):

- 1) coordinators (*and, but, or*) – mark **Coo** in the syntactic annotation
- 2) linking adverbial (based on Biber et al., 1999, pp. 875–879; van Ek & Trim, 1991, pp. 20–21)
  - a. **enumeration** : *First(ly), second(ly), third(ly), next, then, last*
  - b. **result**: *so, therefore, thus*
  - c. **summation**: *so*

#### Annotation guidelines:

- If a combination of linkers is used, the phrase should be separated, e.g. “and then” → “and”, “then”
- Subordinators (e.g. *that, who, where* etc.) are left within the clause that they introduce and are not marked separately, but the whole segment is tagged for subordination (see syntactic annotation below).
- Linkers are always at an initial position in a clause or connect two clauses, not 2 phrases within a clause.

**Clausal material** (ClAM) - units “structured around a verb phrase” (Biber et al., 1999, p. 120)

**Non-clausal material** (NClAM) - “material that is not integrated in clauses.” It “may consist of single words or of syntactic non-clausal units” and “it is not analyzable as part of any neighbouring clause” (Biber et al., 1999, p. 224).

## Definitions of segment types (functional view)

**Clause** – if a clausal segment is not marked as a Phrase (see below), it is marked as a Clause (Cla).

**Phrases** – if a segment corresponds with one of the expressions from Table 20 below, it is marked as a Phrase (both in ClaM and NClam – according to the column).

**Other** – if a non-clausal segment cannot be assigned a language function (i.e. cannot be found in Table 20 below), it is marked as Other.

## Error annotation - Clausal material (Clam)

First, the segments are repaired. The only part of a clause that is repaired is the word(s) functioning as a verb syntactically. The verbs are underlined in the following sentences.

I don't like chocolate

He is nice. (*nice* functions as a complement)

I want to go home (*to go* functions as an object)

Do you like coffee?

If there is an error in the verb, a correct alternative is supplied. The only exception is an error in word order, which applies to the whole clause. The judgement is made on the basis of wider context, not only within a segment. Incorrect prepositions after verbs are ignored. As regards the judgement related to expressing plans and intentions, *will* is inappropriate (Dušková, 2009, sec. 8.82.21d; Quirk et al., 1985, pp. 213–214) and is replaced by *going to*.

Once a segment is corrected, an error domain and code is assigned according to Table 17 by comparing the original form and the corrected form. From each category (Form, Morphology, Lexical, Syntax) one tag can be assigned. Except Agg and Csp errors, which were not present in the corpus, all of the examples are drawn from the corpus.

**Table 17: Error annotation for clausal material (Clam)**

| Error domain | Error category | Explanation  | Example  |
|--------------|----------------|--|--|
| Form         | Agg            | Agglutination - two words are written together. Applies to | I want <b>togo</b> . (to go)<br><b>Iwant</b> to go. (I want) |

|                   |      |   |   |
|-------------------|------|---|---|
|                   |      | the verb and to the neighbouring words.   |   |
|                   | Spe  | Spelling error  | What <b>doas</b> he do? (does)<br>I <b>thing</b> (think)  |
|                   | Csp  | Complex spelling error – Agglutination and spelling together  | <b>Theris</b> a book. (There is a book)   |
| <b>Morphology</b> | Inf* | Inflection<br>Spelling mistakes in inflection are marked only as Inf (e.g. <b>studyes</b> )                 | He <b>study</b> archeology. (studies)<br>My boyfriend <b>have</b> three dogs. (has)<br>There <b>is</b> a lot of interesting places (are)  |
|                   | Ten* | Tense – clearly a wrong tense was used  | My hobbies are: watching Tv, sleeping, but mainly sports. <b>I'm playing</b> volleyball, floorball and tennis. (I play)<br><b>I'm thinking</b> we agree. (I think)<br>How long <b>will you stay</b> there? (are you going to) |
|                   | Aux* | Auxiliary - wrong auxiliary verb or the auxiliary is missing or there should be no auxiliary in the clause) | <b>Do</b> he like swimming? (Does)<br>He <b>are</b> swimming (is)<br>Where <b>are</b> you live? (where do you live?)<br>You like jazz? ( <b>do</b> you like jazz?)<br>What's <b>does</b> your name? (What's your name?)       |
|                   | Mco* | Complex morphological error – a combination of more morphological errors                                    | we <b>haven't go</b> to Greece. (we haven't been to)<br>we <b>was canceled</b> it. (we cancelled)   |
| <b>Lexis</b>      | Mea  | Meaning – a verb with a wrong meaning was used  | Now i can't <b>remind</b> exactly the name of part of the most beautiful part of Spain. (remember)<br><b>How I look</b> , most often we have something to do. (As I see)  |
| <b>Syntax</b>     | Ord  | Word order – wrong word order, or the subject is missing. The omission of other words is ignored.           | <b>you can here eat</b> . (you can eat there)<br>For me <b>is this topic</b> very hard (..this topic is..)<br>Don't plan the exact location, we have the habit of planning at the last minute. ( <b>We don't plan</b> ...)    |

\* The tags Inf, Ten and Aux are assigned only if one category can clearly be identified. If the tense is clearly identifiable and the only problem is inflection, then the error category is Inf. If a wrong auxiliary is used within the same tense (e.g. do-does) and the tense is correct, then the error category is Aux. If a clause follows the form of a tense (i.e. the tense can clearly be identified), but the tense is not correct in that context, then the error category is Ten. In all other cases (e.g. a clause displays the aspects of two tenses or error categories within Morphology) the error tag is Mco. See the examples.

### **Error annotation – phrases in non-clausal material (NClAM-Phr)**

All Phrases within NClAM are considered in their full length. Each phrase is compared with a phrase on the list in Table 20. If any inaccuracies appear, the phrase is corrected in the light of the target form from the table. Then the target and the original forms are compared and an error tag is assigned according to Table 18.

For this purpose, a simplified annotation scheme was devised. Errors in form were determined in a way similar to the clausal elements, yet morphological, syntactic or lexical errors in verbs could not be established due to the nature of non-clausal elements. Therefore, each non-clausal phrase segment was assigned an additional error tag in case the phrase deviated from the target phrase.

As no Agg or Csp errors occurred in the corpus, the examples for these two categories are invented. The other examples come from the corpus.

**Table 18: Error annotation for phrases in non-clausal material (NClAM-Phr)**

| <b>Error Domain</b> | <b>Error category</b> | <b>Explanation</b>  | <b>Example</b>   |
|---------------------|-----------------------|---|--|
| <b>Form</b>         | Agg                   | Agglutination   | Ofcourse (of course)   |
|                     | Spe                   | spelling error  | Hi Alena <b>nad</b> Anna! (and)<br><b>Buy!</b> (bye)<br><b>By!</b> (bye) |
|                     | Csp                   | Complex spelling error – Agglutination and spelling together        | Ofcourse (of course)   |
| <b>Correct</b>      | N                     | There is a difference between the target form and the original form | What you? (What about you?)  |

It should be pointed out that the students used a wide range of greetings. After a thorough consideration, it was concluded that none of the greetings should be marked as incorrect, as the intention is obvious (each greeting was written at the beginning of a posting) and also as capitalization and punctuation was ignored (“Hi Group!” vs. “Hi group”). The range of forms which were considered is the following (in the order of appearance in the corpus): *Hi girls, Hi, Hi group, Hi my group, Hi student’s group A, Hello friends, Hi my dear group, Hi dear group, Good morning group C, Hallo everybody, Hi everyone, Good morning, Hi my team, Hi ladies, Hello, Hi all, Hello.*

### Annotation of language functions

The process of the annotation of language functions corresponds with form-function mapping (see section 7.5.5.3). The list of forms and functions on the basis of which the mapping is carried out, is based on the list of recommended exponents for individual language functions from van Ek and Trim (1991, pp. 16–21), yet the list of functions was reduced on the basis of the results yielded in the pilot study, and the list of individual forms for individual language functions was extended during the pilot study.

**Clauses (ClaM-Cla):** Each clause is assigned a language function tag according to Table 19 below. The table is processed from the top to the bottom and once a corresponding form is found, the function is assigned.

**Phrases (ClaM-Phr, NClaM-Phr):** Each segment is assigned a language function tag according to Table 20 below. The table is processed from the top to the bottom and once a corresponding form is found, the function is assigned.

**Table 19: Language functions – clauses (ClaM-Cla)**

| Function    | Category                  | Form   |
|-------------|---------------------------|--|
| <b>Int</b>  | Expressing intention      | <b>would like</b><br><b>want</b><br><b>be going to</b><br><b>be planning to</b><br><b>present continuous</b> (expressing a plan) |
| <b>EInt</b> | Enquiring about intention | <b>be going to</b> – question<br><b>present continuous</b> – question (expressing a plan)  |
| <b>Lik</b>  | Expressing (dis)like      | <b>like / not like</b><br><b>hate</b>  |

|             |                           |  |
|-------------|---------------------------|--|
|             |                           | <b>love</b>  |
| <b>ELik</b> | Enquiring about (dis)like | <b>like, hate, love</b> – question                             |
| <b>Sug</b>  | Suggesting and requesting | <b>imperative</b>  |
| <b>Obl</b>  | Expressing obligation     | <b>have to</b><br><b>must</b> (only obligation, not deduction) |
| <b>Rep</b>  | Reporting, narrating      | <b>declarative sentence</b>                                    |
| <b>Ask</b>  | asking                    | <b>interrogative sentence</b>                                  |

Based on van Ek and Trim (1991, pp. 16–21) and the findings obtained from the pilot study

**Table 20: Phrases and their functional annotation.**

| <b>Tag</b>  | <b>Category</b>                            | <b>Clausal</b>   | <b>Non-clausal</b>   |
|-------------|--|--|--|
| <b>Agr</b>  | Expressing (dis)agreement                  | <i>I agree (with you).</i><br><i>That's right.</i><br><i>Yes +tag (e.g. Yes, it is)</i><br><i>No +tag (eg. No, I don't)</i><br><i>That's not right.</i><br><i>I don't agree.</i><br><i>I don't think so.</i> | <i>Yes</i><br><i>Of course.</i><br><i>Certainly.</i><br><i>No.</i><br><i>Of course not.</i><br><i>Certainly not.</i><br><i>OK.</i> |
| <b>EAgr</b> | Enquiring about agreement and disagreement | <i>Do(n't) you think + clause</i><br><i>Do(n't) you think so?</i><br><i>Do(n't) you agree?</i>   |  |
| <b>Kno</b>  | Stating one's knowledge                    | <i>I (don't) know ...</i>  |  |
| <b>EKno</b> | Enquiring about knowledge                  | <i>Do(n't) you know ...?</i>   |  |
| <b>Cer</b>  | Expressing (un)certainty                   | <i>I'm sure (+ that clause)</i><br><i>I'm certain (+ that clause)</i><br><i>I think + that clause</i>  | <i>Perhaps</i><br><i>Maybe</i>   |
| <b>Hop</b>  | Expressing hope                            | <i>I hope so.</i><br><i>I (do) hope + that clause</i>  |  |
| <b>App</b>  | Expressing appreciation                    | <i>This/That/It is (very) good/nice.</i><br><i>That's fine!</i><br><i>That's a (very) good idea!</i>   | <i>Good!</i><br><i>Fine!</i>   |
| <b>Gra</b>  | Expressing                                 | <i>Thank you (very much).</i>  | <i>Thanks.</i>   |

|            |                           |  |  |
|------------|---------------------------|--|--|
|            | gratitude                 |  | <i>Thanks for ...</i>  |
| <b>Apo</b> | Apologizing               | <i>I'm (very) sorry.</i><br><i>I'm so sorry.</i>   | <i>Sorry (for ...)</i>   |
| <b>Sug</b> | Suggesting and requesting | <i>Let's ...</i><br><i>Shall we ... ?</i><br><i>Will/would/could you ... ?</i><br><i>Can you ... ?</i>   | <i>Please, ... (the clause is separated)</i><br><i>..., please (the clause is separated)</i>               |
| <b>Gre</b> | Greeting people           | <i>How are you?</i><br><i>(I'm) Fine, thank you/thanks.</i><br><i>How are you?</i>   | <i>Hello/Hi</i><br><i>Hello/Hi + name/everybody/...</i><br><i>Good morning/afternoon/evening</i>           |
| <b>Lea</b> | Taking leave              | <i>(I'll) see you ... (soon/later)</i><br><i>Have a nice/good day</i><br><i>Have a nice time/(day of the week).</i><br><i>Enjoy the weekend.</i> | <i>Good bye.</i><br><i>Bye (,bye) (+name).</i>   |
| <b>Ask</b> | Asking                    |  | <i>when? where? how? how far? how much/many/long?why?</i><br><i>And you?</i><br><i>And what about you?</i> |

Based on van Ek and Trim (1991, pp. 16–21) and the findings obtained from the pilot study.

## Syntactic annotation

**Coordinative linkers**, i.e. *and*, *or*, *but*, are marked as *Coo* in the syntactic tag.

The **length** of clauses (ClaM-Cla) is computed by Excel<sup>55</sup> by inserting the following function.

```
=KDYŽ(DÉLKA(PROČISTIT(E2))=0;0;DÉLKA(PROČISTIT(DOSADIT(DOSADIT(DOSADIT(DOSADIT(DOSADIT(DOSADIT(E2;"","");"-";"");".";"");"?";""))-DÉLKA(DOSADIT(DOSADIT(DOSADIT(DOSADIT(DOSADIT(E2;"","");"-";"");".";"");"?";"");" ";""))+1)
```

E2 in the formula above is the cell with the segment. This function calculates the number of words in a cell. The formula removes punctuation and calculates the number of groups of characters separated by spaces. Extra spaces are omitted. Clause length is calculated for the texts which were originally written by learners, not the texts corrected by the researchers.

<sup>55</sup> A Czech version of MS Excel 2007 was used.

**Subordination** is annotated in the light of the characterization of four main subordinate clause types from Biber et al. (1999, pp. 193–196), i.e. nominal clauses, relative clauses, adverbial clauses and comparative clauses. Generally, the introductory elements of the segments are considered as well as their (potential) syntactic function in relation to the preceding segment.

The following table introduces the main clause types, their characteristics and several examples from the corpus. As there were no occurrences of comparative clauses, the corresponding example is invented. The segments are separated by slashes (/) and the subordinate clause is bold.

**Table 21: Syntactic annotation of subordinate clauses**

| Clause type and characteristics   | Example   |
|---|---|
| <p><b>Nom – Nominal clause</b> (Biber et al., 1999, pp. 193, 658–692)<br/> <i>Syntactic function:</i> subject, object<br/> <i>Introduced by:</i> (omissible) <i>that</i> or <i>wh</i>-word</p>                                  | <p>I think, / <b>that this is a good idea.</b><br/> I don't know / <b>which places I'm going to visit.</b></p>  |
| <p><b>Adv – Adverbial clause</b> (Biber et al., 1999, pp. 194–195, 818–820)<br/> <i>Syntactic function:</i> adverbial<br/> <i>Introduced by:</i> a subordinator (a wide range)</p>  | <p>We will choose destinacion at the last time / <b>because it's cheaper.</b><br/> <b>When I was child</b> / we have turtle too.<br/> <b>If you want,</b> / I would like to be a leader of our sports group.</p>  |
| <p><b>Rel – Relative clause</b> (Biber et al., 1999, pp. 195, 602–604, 608–613, 867)<br/> <i>Syntactic function:</i> postmodification of a noun phrase<br/> <i>Introduced by:</i> (omissible) <i>that</i> or <i>wh</i>-word</p> | <p>My sister talked so much about the island called "Mouse island", / <b>whose shape resembles a ship.</b><br/> there is a big dam, / <b>which name is Novomlýnská.</b><br/> Find at least three things / <b>you all have in common.</b><br/> I live in Liberec, / <b>where I work as a governess for primary school.</b></p> |
| <p><b>Com – Comparative clause</b> (Biber et al., 1999, pp. 195–196, 526–529)<br/> <i>Syntactic function:</i> modify an adjective or adverb<br/> <i>Introduced by:</i> <i>as</i>, <i>than</i></p>                               | <p>They were poorer / <b>than we were.</b></p>  |

## Appendix 5: Corpus excerpts (study proper)

Note: In order to protect learners' identities, proper names from the corpus have been changed. All changes are marked with *italics*.

| Student | Task | Text   | Correct alternative           | Err-<br>form | Err-<br>Mor | Err-<br>Lex | Err-<br>Syn | Err-<br>correct | Segment | Segm.<br>type | Funct. | Syn.<br>Compl. | Cl-<br>Length |
|---------|------|--|-------------------------------|--------------|-------------|-------------|-------------|-----------------|---------|---------------|--------|----------------|---------------|
| S01F    | 1    | Hi colleagues,   |                               |              |             |             |             |                 | NClam   | Phr           | Gre    |                | 2             |
| S01F    | 1    | my name is <i>Marie</i>  |                               |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 4             |
| S01F    | 1    | and  |                               |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S01F    | 1    | I studying Pedagogy of Leisure time at the Technical University. | I'm studying ...              |              | Aux         |             |             |                 | Clam    | Cl            | Rep    |                | 10            |
| S01F    | 1    | In last time I haven't got to much free time for myself          |                               |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 12            |
| S01F    | 1    | because I cooperate with "DDM Větrník"                           |                               |              |             |             |             |                 | Clam    | Cl            | Rep    | Adv            | 6             |
| S01F    | 1    | and  |                               |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S01F    | 1    | sometimes it's very difficult.                                   |                               |              |             |             |             |                 | Clam    | Cl            | Rep    | Adv            | 4             |
| S01F    | 1    | I like spending time with my family, fiance or my friends.       |                               |              |             |             |             |                 | Clam    | Cl            | Lik    |                | 11            |
| S01F    | 1    | I like singing and playig on the guitar.                         |                               |              |             |             |             |                 | Clam    | Cl            | Lik    |                | 8             |
| S01F    | 1    | So   |                               |              |             |             |             |                 | Lin     |               |        |                | 1             |
| S01F    | 1    | you can ask me   |                               |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 4             |
| S01F    | 1    | if you want to know more   |                               |              |             |             |             |                 | Clam    | Cl            | Rep    | Adv            | 6             |
| S01F    | 1    | :-)  |                               |              |             |             |             |                 | NClam   | Oth           | Smi    |                |               |
| S01F    | 1    | Bye  |                               |              |             |             |             |                 | NClam   | Phr           | Lea    |                | 1             |
| S01F    | 3    | Hi group,  |                               |              |             |             |             |                 | NClam   | Phr           | Gre    |                | 2             |
| S01F    | 3    | As always, add to the discussion at the last minute,             | ... I join the discussion ... |              |             | Mea         | Ord         |                 | Clam    | Cl            | Rep    |                | 10            |
| S01F    | 3    | so   |                               |              |             |             |             |                 | Lin     |               |        |                | 1             |
| S01F    | 3    | sorry.   |                               |              |             |             |             |                 | NClam   | Phr           | Apo    |                | 1             |

| Student | Task | Text   | Correct alternative      | Err-<br>form | Err-<br>Mor | Err-<br>Lex | Err-<br>Syn | Err-<br>correct | Segment | Segm.<br>type | Funct. | Syn.<br>Compl. | Cl-<br>Length |
|---------|------|--|--------------------------|--------------|-------------|-------------|-------------|-----------------|---------|---------------|--------|----------------|---------------|
| S01F    | 3    | I going to spend the holidays especially with children at the camp.                      | I am going to spend      |              | Aux         |             |             |                 | ClAM    | Cl            | Int    |                | 12            |
| S01F    | 3    | We will be at the camp in a "Pavlice" and two commuter camps in Pavlikov.                | We are going to be ...   |              | Ten         |             |             |                 | ClAM    | Cl            | Int    |                | 17            |
| S01F    | 3    | At the end of the holiday, - ... - , we would like to visit Spain with my fiance         |                          |              |             |             |             |                 | ClAM    | Cl            | Int    |                | 15            |
| S01F    | 3    | ... - maybe in September - ...   |                          |              |             |             |             |                 | NClAM   | Phr           | Cer    |                | 3             |
| S01F    | 3    | but  |                          |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S01F    | 3    | I don't know   |                          |              |             |             |             |                 | ClAM    | Phr           | Kno    |                | 3             |
| S01F    | 3    | we will have the money.  | Whether we will...       |              |             |             |             |                 | ClAM    | Cl            | Rep    | Nom            | 5             |
| S01F    | 3    | Bye  |                          |              |             |             |             |                 | NClAM   | Phr           | Lea    |                | 1             |
| S02F    | 1    | Hi my group.   |                          |              |             |             |             |                 | NClAM   | Phr           | Gre    |                | 3             |
| S02F    | 1    | My name is <i>Monika</i> .   |                          |              |             |             |             |                 | ClAM    | Cl            | Rep    |                | 4             |
| S02F    | 1    | I am 23 years old  |                          |              |             |             |             |                 | ClAM    | Cl            | Rep    |                | 5             |
| S02F    | 1    | and  |                          |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S02F    | 1    | I am studying pedagogy of leisure time.  |                          |              |             |             |             |                 | ClAM    | Cl            | Rep    |                | 7             |
| S02F    | 1    | I'd be ending study this year,   | I'm not going to end ... |              | Ten         |             |             |                 | ClAM    | Cl            | Int    |                | 6             |
| S02F    | 1    | but  |                          |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S02F    | 1    | I think  |                          |              |             |             |             |                 | ClAM    | Phr           | Cer    |                | 2             |
| S02F    | 1    | it will end up next year.  |                          |              |             |             |             |                 | ClAM    | Cl            | Rep    | Nom            | 6             |
| S02F    | 1    | I live in <i>Paceřice</i> ,  |                          |              |             |             |             |                 | ClAM    | Cl            | Rep    |                | 4             |
| S02F    | 1    | where I work as a governess for primary school.  |                          |              |             |             |             |                 | ClAM    | Cl            | Rep    | Rel            | 9             |
| S02F    | 1    | My hobbies are singing, handmad, swimming, aerobic, traveling and many other activities. |                          |              |             |             |             |                 | ClAM    | Cl            | Rep    |                | 12            |
| S02F    | 1    | I love meeting new people and activities   |                          |              |             |             |             |                 | ClAM    | Cl            | Lik    |                | 7             |

| Student | Task | Text   | Correct alternative               | Err-<br>form | Err-<br>Mor | Err-<br>Lex | Err-<br>Syn | Err-<br>correct | Segment | Segm.<br>type | Funct. | Syn.<br>Compl. | Cl-<br>Length |
|---------|------|--|-----------------------------------|--------------|-------------|-------------|-------------|-----------------|---------|---------------|--------|----------------|---------------|
| S02F    | 1    | and  |                                   |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S02F    | 1    | I look forward to know you more.                                   |                                   |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 7             |
| S02F    | 3    | Hi <i>Martin</i> ,   |                                   |              |             |             |             |                 | NClAM   | Phr           | Gre    |                | 2             |
| S02F    | 3    | you have got nice plans for the summer.                            |                                   |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 8             |
| S02F    | 3    | I wish you a nice holiday weather to be perfect.                   |                                   |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 10            |
| S03F    | 1    | Hi student's group A,  |                                   |              |             |             |             |                 | NClAM   | Phr           | Gre    |                | 4             |
| S03F    | 1    | my name is <i>Michaela</i> .                                       |                                   |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 4             |
| S03F    | 1    | I live in <i>Pacetluky</i> .                                       |                                   |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 6             |
| S03F    | 1    | I have a brother.  |                                   |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 4             |
| S03F    | 1    | I'm studying Pedagogy of leisure time at the Technical University. |                                   |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 10            |
| S03F    | 1    | My hobbies are: watching Tv, sleeping, but mainly sports.          |                                   |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 9             |
| S03F    | 1    | I'm playing volleyball, floorball and tennis.                      | I play ...                        |              | Ten         |             |             |                 | ClaM    | Cla           | Rep    |                | 6             |
| S03F    | 1    | And you?   |                                   |              |             |             |             |                 | NClAM   | Phr           | Ask    |                | 2             |
| S03F    | 1    | Buy  | Bye                               | Spe          |             |             |             |                 | NClAM   | Phr           | Lea    |                | 1             |
| S03F    | 3    | Hi Traveler's group,   |                                   |              |             |             |             |                 | NClAM   | Phr           | Gre    |                | 3             |
| S03F    | 3    | I look forward to end of June,                                     |                                   |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 7             |
| S03F    | 3    | because I will have my holiday.                                    | ... I am going to have my holiday |              | Ten         |             |             |                 | ClaM    | Cla           | Int    | Adv            | 6             |
| S03F    | 3    | I will work in the hotel as waitress all holiday,                  | I am going to work ...            |              | Ten         |             |             |                 | ClaM    | Cla           | Int    |                | 10            |
| S03F    | 3    | but  |                                   |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S03F    | 3    | I'm going to go my grandmother,                                    |                                   |              |             |             |             |                 | ClaM    | Cla           | Int    |                | 6             |
| S03F    | 3    | who she lives near town <i>Pavlinov</i> .                          |                                   |              |             |             |             |                 | ClaM    | Cla           | Rep    | Rel            | 6             |
| S03F    | 3    | I will go sometimes with my brother to <i>Pavlov</i> .             | I am going to go ...              |              | Ten         |             |             |                 | ClaM    | Cla           | Int    |                | 10            |

| Student | Task | Text  | Correct alternative | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Clas- Length |
|---------|------|---|---------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|--------------|
| S03F    | 3    | where he plays ice-hockey.  |                     |          |         |         |         |             | ClasM   | Clas       | Rep    | Adv         | 4            |
| S03F    | 3    | In September, I and my friend are going to the yacht in Croatia.  |                     |          |         |         |         |             | ClasM   | Clas       | Int    |             | 13           |
| S03F    | 3    | And   |                     |          |         |         |         |             | Lin     |            |        | Coo         | 1            |
| S03F    | 3    | what are you doing on holiday?  |                     |          |         |         |         |             | ClasM   | Clas       | Eint   |             | 6            |
| S03F    | 3    | Bye   |                     |          |         |         |         |             | NClasM  | Phr        | Lea    |             | 1            |
| S04M    | 1    | Hi everybody,   |                     |          |         |         |         |             | NClasM  | Phr        | Gre    |             | 2            |
| S04M    | 1    | my name is <i>Martin</i> .  |                     |          |         |         |         |             | ClasM   | Clas       | Rep    |             | 4            |
| S04M    | 1    | I live i Liberec  |                     |          |         |         |         |             | ClasM   | Clas       | Rep    |             | 4            |
| S04M    | 1    | and   |                     |          |         |         |         |             | Lin     |            |        | Coo         | 1            |
| S04M    | 1    | I study pedagogy of leisure time like <i>Martina</i> and <i>Michaela</i>  |                     |          |         |         |         |             | ClasM   | Clas       | Rep    |             | 10           |
| S04M    | 1    | I'm keen on sports and games, especially table tennis, biking and swimming.   |                     |          |         |         |         |             | ClasM   | Clas       | Rep    |             | 12           |
| S04M    | 1    | My hobbies are cooking, wine aging, mycology and classical music.   |                     |          |         |         |         |             | ClasM   | Clas       | Rep    |             | 10           |
| S04M    | 1    | I love opera above all.   |                     |          |         |         |         |             | ClasM   | Clas       | Lik    |             | 5            |
| S04M    | 1    | I have got one brother.   |                     |          |         |         |         |             | ClasM   | Clas       | Rep    |             | 5            |
| S04M    | 1    | He is in Fiji now.  |                     |          |         |         |         |             | ClasM   | Clas       | Rep    |             | 5            |
| S04M    | 1    | I'm looking forward to your reactions.  |                     |          |         |         |         |             | ClasM   | Clas       | Rep    |             | 6            |
| S04M    | 3    | Hello friends,  |                     |          |         |         |         |             | NClasM  | Phr        | Gre    |             | 2            |
| S04M    | 3    | I'm going to spend this summer with my girlfriend in southern Moravia.  |                     |          |         |         |         |             | ClasM   | Clas       | Int    |             | 12           |
| S04M    | 3    | These days we are planning to ride a bike there and visit some exciting places such a Lednice-Valtice Cultural Landscape, Dolni Vestonice, Mikulov, |                     |          |         |         |         |             | ClasM   | Clas       | Int    |             | 33           |

| Student | Task | Text   | Correct alternative    | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
|         |      | Znojmo, Nové Mlýny dam, Podyjí national park and many others.          |                        |          |         |         |         |             |         |            |        |             |           |
| S04M    | 3    | There are lots of bicycle paths  |                        |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 6         |
| S04M    | 3    | and  |                        |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S04M    | 3    | it makes this country a paradise for bikers.                           |                        |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 8         |
| S04M    | 3    | But  |                        |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S04M    | 3    | most of all we are looking forward to wine.                            |                        |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 9         |
| S04M    | 3    | : -)   |                        |          |         |         |         |             | NClam   | Oth        | Smi    |             |           |
| S04M    | 3    | Have a good time!  |                        |          |         |         |         |             | ClaM    | Phr        | Lea    |             | 4         |
| S04M    | 3    | <i>Martin</i>  |                        |          |         |         |         |             | NClam   | Oth        |        |             | 1         |
| S05M    | 1    | Hello my group!  |                        |          |         |         |         |             | NClam   | Phr        | Gre    |             | 3         |
| S05M    | 1    | I'm sorry  |                        |          |         |         |         |             | ClaM    | Phr        | Apo    |             | 2         |
| S05M    | 1    | I write until now.   | I didn't write earlier |          | Ten     |         |         |             | ClaM    | Cla        | Rep    | Nom         | 4         |
| S05M    | 1    | I was in Brno  |                        |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S05M    | 1    | and  |                        |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S05M    | 1    | I was not on-line.   |                        |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S05M    | 1    | My name is <i>Miroslav</i> .   |                        |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S05M    | 1    | I study history and czech language at Technical University of Liberec. |                        |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 11        |
| S05M    | 1    | I like history books.  |                        |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 4         |
| S05M    | 1    | My hobby is photography.   |                        |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S05M    | 1    | I'm blogger,   |                        |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 2         |
| S05M    | 1    | my page is here:   |                        |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S05M    | 1    | In the future I would like to work in the school.                      |                        |          |         |         |         |             | ClaM    | Cla        | Int    |             | 11        |
| S05M    | 1    | I have a brother.  |                        |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |

| Student | Task | Text   | Correct alternative       | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|---------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S05M    | 1    | His name is <i>Adam</i> .  |                           |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S05M    | 1    | He study archeology.   | He studies ...            |          | Inf     |         |         |             | ClaM    | Cla        | Rep    |             | 3         |
| S05M    | 1    | My favorite music is rock and classical music.                                 |                           |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 8         |
| S05M    | 3    | Hi group,  |                           |          |         |         |         |             | NClAM   | Phr        | Gre    |             | 2         |
| S05M    | 3    | My plans for the holidays?   |                           |          |         |         |         |             | NClAM   | Oth        |        |             | 5         |
| S05M    | 3    | I will learn,  | I'm going to learn ...    |          | Ten     |         |         |             | ClaM    | Cla        | Int    |             | 3         |
| S05M    | 3    | because I could not make it now.   |                           |          |         |         |         |             | ClaM    | Cla        | Rep    | Adv         | 7         |
| S05M    | 3    | Sorry to write until now,  | Sorry for writing so late |          |         |         |         | N           | NClAM   | Phr        | Apo    |             | 5         |
| S05M    | 3    | but  |                           |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S05M    | 3    | I was a historic week for the adventurous.                                     | I had ...                 |          |         | Mea     |         |             | ClaM    | Cla        | Rep    |             | 8         |
| S05M    | 3    | That was my vacation.  |                           |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S05M    | 3    | The school we were in Mikulov, Brno, Vienna and Mauthausen concentration camp. |                           |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 12        |
| S05M    | 3    | It was instructive.  |                           |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 3         |
| S05M    | 3    | Bye  |                           |          |         |         |         |             | NClAM   | Phr        | Lea    |             | 1         |
| S05M    | 3    | <i>Miroslav</i>  |                           |          |         |         |         |             | NClAM   | Oth        |        |             | 1         |
| S06F    | 1    | Hi girls   |                           |          |         |         |         |             | NClAM   | Phr        | Gre    |             | 2         |
| S06F    | 1    | I'm <i>Marcela</i>   |                           |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 2         |
| S06F    | 1    | and  |                           |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S06F    | 1    | I also study same specialization like you.                                     |                           |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 7         |
| S06F    | 1    | I'm a lover of nature, arts, dance and alternativ music.                       |                           |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 10        |
| S06F    | 1    | I like colourful and original clothes.   |                           |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 6         |
| S06F    | 1    | Sometimes I make earrings diferent materials for my friends.                   |                           |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 9         |

| Student | Task | Text   | Correct alternative      | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|--------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S06F    | 1    | After study I don't know exactly   |                          |          |         |         |         |             | Clam    | Cl         | Rep    |             | 6         |
| S06F    | 1    | what I will do   |                          |          |         |         |         |             | Clam    | Cl         | Rep    | Nom         | 4         |
| S06F    | 1    | If I have happiness  |                          |          |         |         |         |             | Clam    | Cl         | Rep    | Adv         | 4         |
| S06F    | 1    | so   |                          |          |         |         |         |             | Lin     |            |        |             | 1         |
| S06F    | 1    | I will study a Social pedagogy in <i>Pacov</i>                               |                          |          |         |         |         |             | Clam    | Cl         | Rep    |             | 9         |
| S06F    | 1    | and  |                          |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S06F    | 1    | if not   |                          |          |         |         |         |             | NClam   | Oth        |        |             | 2         |
| S06F    | 1    | I wan't leave Czech Republic.  | ... I won't leave ...    | Spe      |         |         |         |             | Clam    | Cl         | Rep    |             | 5         |
| S06F    | 1    | From <i>Marta</i> :  |                          |          |         |         |         |             | NClam   | Oth        |        |             | 2         |
| S06F    | 1    | <i>Marto</i> ,   |                          |          |         |         |         |             | NClam   | Oth        |        |             | 1         |
| S06F    | 1    | you have my admiration,  |                          |          |         |         |         |             | Clam    | Cl         | Rep    |             | 4         |
| S06F    | 1    | because I don't know   | don't                    | Spe      |         |         |         |             | Clam    | Phr        | Kno    | Adv         | 4         |
| S06F    | 1    | if I managed job and family and study  | if I would manage ...    |          | Ten     |         |         |             | Clam    | Cl         | Rep    | Nom         | 8         |
| S06F    | 1    | It must be hard  |                          |          |         |         |         |             | Clam    | Cl         | Rep    |             | 4         |
| S06F    | 1    | am I right?  |                          |          |         |         |         |             | Clam    | Cl         | Ask    |             | 3         |
| S06F    | 1    | Have a nice time,  |                          |          |         |         |         |             | Clam    | Phr        | Lea    |             | 4         |
| S06F    | 1    | <i>M</i> .   |                          |          |         |         |         |             | NClam   | Oth        |        |             | 1         |
| S06F    | 3    | Hi, <i>Markéta</i> .   |                          |          |         |         |         |             | NClam   | Phr        | Gre    |             | 2         |
| S06F    | 3    | Your plans for holiday sounds good!  | Your plans...sound good! |          | Inf     |         |         |             | Clam    | Cl         | Rep    |             | 6         |
| S06F    | 3    | Do you like hot summer?  |                          |          |         |         |         |             | Clam    | Cl         | Elik   |             | 5         |
| S06F    | 3    | Every summer for three years I work in Dutch camp.                           |                          |          |         |         |         |             | Clam    | Cl         | Rep    |             | 10        |
| S06F    | 3    | It's good time for me.   |                          |          |         |         |         |             | Clam    | Cl         | Rep    |             | 5         |
| S06F    | 3    | In August I'm going to the youth camp in North Bohemia with some classmates. |                          |          |         |         |         |             | Clam    | Cl         | Int    |             | 14        |

| Student | Task | Text   | Correct alternative   | Err-<br>form | Err-<br>Mor | Err-<br>Lex | Err-<br>Syn | Err-<br>correct | Segment | Segm.<br>type | Funct. | Syn.<br>Compl. | Cl-<br>Length |
|---------|------|--|-----------------------|--------------|-------------|-------------|-------------|-----------------|---------|---------------|--------|----------------|---------------|
| S06F    | 3    | I would like to trekking in Ukraine,   |                       |              |             |             |             |                 | ClaM    | Cla           | Int    |                | 7             |
| S06F    | 3    | because I love mountains.  |                       |              |             |             |             |                 | ClaM    | Cla           | Lik    | Adv            | 4             |
| S06F    | 3    | Who love mountains,  | (He) who loves ...    |              | Inf         |             |             |                 | ClaM    | Cla           | Lik    | Nom            | 3             |
| S06F    | 3    | love adventure too,  | loves adventures too  |              | Inf         |             |             |                 | ClaM    | Cla           | Lik    |                | 3             |
| S06F    | 3    | so   |                       |              |             |             |             |                 | Lin     |               |        |                | 1             |
| S06F    | 3    | I would like to travel stop with my boyfriend.                                   |                       |              |             |             |             |                 | ClaM    | Cla           | Int    |                | 9             |
| S06F    | 3    | These are my plans.  |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 4             |
| S06F    | 3    | Bye, bye...  |                       |              |             |             |             |                 | NClAM   | Phr           | Lea    |                | 2             |
| S07F    | 1    | Hi my group.   |                       |              |             |             |             |                 | NClAM   | Phr           | Gre    |                | 3             |
| S07F    | 1    | :-)  |                       |              |             |             |             |                 | NClAM   | Oth           | Smi    |                |               |
| S07F    | 1    | how are you?   |                       |              |             |             |             |                 | ClaM    | Phr           | Gre    |                | 3             |
| S07F    | 1    | Somebody from this group know me,  | Somebody ... knows me |              | Inf         |             |             |                 | ClaM    | Cla           | Rep    |                | 6             |
| S07F    | 1    | but  |                       |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S07F    | 1    | somebody not   |                       |              |             |             |             |                 | NClAM   | Oth           |        |                | 2             |
| S07F    | 1    | so   |                       |              |             |             |             |                 | Lin     |               |        |                | 1             |
| S07F    | 1    | my name in <i>Markéta</i>  |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 5             |
| S07F    | 1    | and  |                       |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S07F    | 1    | I'm 21 years old.  |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 4             |
| S07F    | 1    | I'm studying Leisure time of Pedagogy at University.                             |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 8             |
| S07F    | 1    | My hobbies are sport, dancing, travelling, parties with my friends and music.    |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 12            |
| S07F    | 1    | My friends describe me like talkative, smiling and sometimes a little bit crazy. |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 13            |
| S07F    | 1    | :-)  |                       |              |             |             |             |                 | NClAM   | Oth           | Smi    |                |               |

| Student | Task | Text  | Correct alternative      | Err-<br>form | Err-<br>Mor | Err-<br>Lex | Err-<br>Syn | Err-<br>correct | Segment | Segm.<br>type | Funct. | Syn.<br>Compl. | Cl-<br>Length |
|---------|------|---|--------------------------|--------------|-------------|-------------|-------------|-----------------|---------|---------------|--------|----------------|---------------|
| S07F    | 1    | Our task for this discussion is find common topic |                          |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 9             |
| S07F    | 1    | so  |                          |              |             |             |             |                 | Lin     |               |        |                | 1             |
| S07F    | 1    | for me is travelling so nice topic                | for me travelling is ... |              |             |             | Ord         |                 | ClaM    | Cla           | Rep    |                | 7             |
| S07F    | 1    | and   |                          |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S07F    | 1    | when I saw another profiles                       |                          |              |             |             |             |                 | ClaM    | Cla           | Rep    | Adv            | 5             |
| S07F    | 1    | so  |                          |              |             |             |             |                 | Lin     |               |        |                | 1             |
| S07F    | 1    | other like it too.                                |                          |              |             |             |             |                 | ClaM    | Cla           | Lik    |                | 4             |
| S07F    | 1    | What topic do you like?                           |                          |              |             |             |             |                 | ClaM    | Cla           | Elik   |                | 5             |
| S07F    | 1    | :-)   |                          |              |             |             |             |                 | NClAM   | Oth           | Smi    |                |               |
| S07F    | 1    | Have a nice time                                  |                          |              |             |             |             |                 | ClaM    | Phr           | Lea    |                | 4             |
| S07F    | 1    | :-)   |                          |              |             |             |             |                 | NClAM   | Oth           | Smi    |                |               |
| S07F    | 1    | Bye   |                          |              |             |             |             |                 | NClAM   | Phr           | Lea    |                | 1             |
| S07F    | 1    | <i>Markéta</i>                                    |                          |              |             |             |             |                 | NClAM   | Oth           |        |                | 1             |
| S07F    | 3    | Hi my dear group                                  |                          |              |             |             |             |                 | NClAM   | Phr           | Gre    |                | 4             |
| S07F    | 3    | :-)   |                          |              |             |             |             |                 | NClAM   | Oth           | Smi    |                |               |
| S07F    | 3    | How are you?                                      |                          |              |             |             |             |                 | ClaM    | Phr           | Gre    |                | 3             |
| S07F    | 3    | This is our last discussion,                      |                          |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 5             |
| S07F    | 3    | so  |                          |              |             |             |             |                 | Lin     |               |        |                | 1             |
| S07F    | 3    | we have to be good like a last discussion         |                          |              |             |             |             |                 | ClaM    | Cla           | Obl    |                | 9             |
| S07F    | 3    | and   |                          |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S07F    | 3    | may be  | maybe                    | Spe          |             |             |             |                 | NClAM   | Phr           | Cer    |                | 2             |
| S07F    | 3    | we will better than last time,                    | we will be better ...    |              | Mco         |             |             |                 | ClaM    | Cla           | Rep    |                | 6             |
| S07F    | 3    | ok?   |                          |              |             |             |             |                 | NClAM   | Oth           |        |                | 1             |
| S07F    | 3    | :-)   |                          |              |             |             |             |                 | NClAM   | Oth           | Smi    |                |               |
| S07F    | 3    | :-D   |                          |              |             |             |             |                 | NClAM   | Oth           | Smi    |                |               |

| Student | Task | Text   | Correct alternative   | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|-----------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S07F    | 3    | Topic for this discussion are plans of holiday.  |                       |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 8         |
| S07F    | 3    | I'm going to work like delegate to Djerba for four months.   |                       |          |         |         |         |             | ClAM    | Cl         | Int    |             | 11        |
| S07F    | 3    | I'll help to Czech's clients with accommodation, on airport and with trips on Djerba and with all problems | I'm going to help ... |          | Ten     |         |         |             | ClAM    | Cl         | Int    |             | 18        |
| S07F    | 3    | which they will have there.  |                       |          |         |         |         |             | ClAM    | Cl         | Rep    | Rel         | 5         |
| S07F    | 3    | So   |                       |          |         |         |         |             | Lin     |            |        |             | 1         |
| S07F    | 3    | this is my plan for my holidey   |                       |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 7         |
| S07F    | 3    | and  |                       |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S07F    | 3    | I would like to know your plans for holiday.   |                       |          |         |         |         |             | ClAM    | Cl         | Int    |             | 9         |
| S07F    | 3    | I look forward to your posts.  |                       |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 6         |
| S07F    | 3    | Have a nice time   |                       |          |         |         |         |             | ClAM    | Phr        | Lea    |             | 4         |
| S07F    | 3    | :-)  |                       |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S07F    | 3    | Bye  |                       |          |         |         |         |             | NClAM   | Phr        | Lea    |             | 1         |
| S07F    | 3    | <i>Markéta</i>   |                       |          |         |         |         |             | NClAM   | Oth        |        |             | 1         |
| S08F    | 1    | Hi my friends,   |                       |          |         |         |         |             | NClAM   | Phr        | Gre    |             | 3         |
| S08F    | 1    | I think,   |                       |          |         |         |         |             | ClAM    | Phr        | Cer    |             | 2         |
| S08F    | 1    | nobody knows myself,   |                       |          |         |         |         |             | ClAM    | Cl         | Rep    | Nom         | 3         |
| S08F    | 1    | I study first year Leisure time of Pedagogy at University.   |                       |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 10        |
| S08F    | 1    | I am 26 yers old   |                       |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 5         |
| S08F    | 1    | and  |                       |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S08F    | 1    | I am married.  |                       |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 7         |
| S08F    | 1    | I work as accountant   |                       |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 4         |

| Student | Task | Text   | Correct alternative           | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|-------------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S08F    | 1    | and  |                               |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S08F    | 1    | in a future I would like to work with children.                              |                               |          |         |         |         |             | ClaM    | Cla        | Int    |             | 10        |
| S08F    | 1    | I live in a very small village 30 km far away from Liberec.                  |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 13        |
| S08F    | 1    | I like gardening, cooking, sports, dancing and parties.                      |                               |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 8         |
| S08F    | 1    | I like topic about weather, sports or about bringing up children.            |                               |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 11        |
| S08F    | 1    | I am looking forward to reading about another students.                      |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 9         |
| S08F    | 1    | By   | bye                           | Spe      |         |         |         |             | NClam   | Phr        | Lea    |             | 1         |
| S08F    | 1    | <i>Marta</i>   |                               |          |         |         |         |             | NClam   | Oth        |        |             | 1         |
| S08F    | 3    | Hi girls,  |                               |          |         |         |         |             | NClam   | Phr        | Gre    |             | 2         |
| S08F    | 3    | I know,  |                               |          |         |         |         |             | ClaM    | Phr        | Kno    |             | 2         |
| S08F    | 3    | my reaktion is a bit late.   |                               |          |         |         |         |             | ClaM    | Cla        | Rep    | Nom         | 6         |
| S08F    | 3    | Your plans are very interesting.   |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S08F    | 3    | My holiday will be in my work.   | My holiday is going to be ... |          | Ten     |         |         |             | ClaM    | Cla        | Int    |             | 7         |
| S08F    | 3    | I hope,  |                               |          |         |         |         |             | ClaM    | Phr        | Hop    |             | 2         |
| S08F    | 3    | that the weather will be hot and sunn  |                               |          |         |         |         |             | ClaM    | Cla        | Rep    | Nom         | 8         |
| S08F    | 3    | and  |                               |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S08F    | 3    | I will do some sports after working hours.                                   |                               |          |         |         |         |             | ClaM    | Cla        | Rep    | Nom         | 8         |
| S08F    | 3    | Annually in the begining of holiday I will spend about 4 days in my parents, | ... I spend ...               |          | Ten     |         |         |             | ClaM    | Cla        | Int    |             | 15        |
| S08F    | 3    | because there is celebration of Cyril and Metoděj.                           |                               |          |         |         |         |             | ClaM    | Cla        | Rep    | Adv         | 8         |
| S08F    | 3    | We backed 50 cakes   | We bake ...                   | Spe      | Ten     |         |         |             | ClaM    | Cla        | Rep    |             | 4         |

| Student | Task | Text  | Correct alternative | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|---|---------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S08F    | 3    | and   |                     |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S08F    | 3    | many relatives visit us.  |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S08F    | 3    | Have a nice night with myny dreams.   |                     |          |         |         |         |             | ClaM    | Phr        | Lea    |             | 7         |
| S08F    | 3    | By  | Bye                 | Spe      |         |         |         |             | NClaM   | Phr        | Lea    |             | 1         |
| S08F    | 3    | <i>Marta</i>  |                     |          |         |         |         |             | NClaM   | Oth        |        |             | 1         |
| S09F    | 1    | Hi my group   |                     |          |         |         |         |             | NClaM   | Phr        | Gre    |             | 3         |
| S09F    | 1    | : -)  |                     |          |         |         |         |             | NClaM   | Oth        | Smi    |             |           |
| S09F    | 1    | My name's <i>Martina</i>  |                     |          |         |         |         |             | ClaM    | Phr        | Rep    |             | 4         |
| S09F    | 1    | and   |                     |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S09F    | 1    | I'm 22 years old.   |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S09F    | 1    | I live in <i>Pačejov</i> .  |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S09F    | 1    | It's small village between two citys ( <i>Pačlavice</i> and <i>Páteč</i> ). |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 9         |
| S09F    | 1    | Our contry is famous wit keep turkey.                                       |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 7         |
| S09F    | 1    | I study leisure time pedagogy at Technical University of Liberec.           |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 10        |
| S09F    | 1    | I live in the small house nex to house of my parents.                       |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 12        |
| S09F    | 1    | I have got a sister.  |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S09F    | 1    | She name's <i>Adriana</i>   |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 3         |
| S09F    | 1    | and   |                     |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S09F    | 1    | she studies tourism   |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 3         |
| S09F    | 1    | and   |                     |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S09F    | 1    | she is 18 years old.  |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S09F    | 1    | My hobbies?   |                     |          |         |         |         |             | NClaM   | Oth        |        |             | 2         |

| Student | Task | Text   | Correct alternative                   | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|---------------------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S09F    | 1    | I like all sports (skiing, swimming, jogging)        |                                       |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 7         |
| S09F    | 1    | and  |                                       |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S09F    | 1    | my favourite sport and hobby number one is shooting. |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 9         |
| S09F    | 1    | I love it!   |                                       |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 3         |
| S09F    | 1    | So   |                                       |          |         |         |         |             | Lin     |            |        |             | 1         |
| S09F    | 1    | I like travelling.                                   |                                       |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 3         |
| S09F    | 1    | In january I was in Holand and in Poland             |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 9         |
| S09F    | 1    | :-)  |                                       |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S09F    | 1    | I have a boyfriend.                                  |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S09F    | 1    | His name's <i>Adam</i>                               |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 3         |
| S09F    | 1    | and  |                                       |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S09F    | 1    | he is shooter too.                                   |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S09F    | 1    | This year he is graduation at university in Ostrava. | This year he is going to graduate ... |          | Mco     |         |         |             | ClaM    | Cla        | Int    |             | 9         |
| S09F    | 1    | Nice day girls                                       | Have a nice day girls.                |          | Aux     |         |         |             | ClaM    | Phr        | Lea    |             | 3         |
| S09F    | 1    | Bye  |                                       |          |         |         |         |             | NClAM   | Phr        | Lea    |             | 1         |
| S09F    | 1    | <i>Martina</i>                                       |                                       |          |         |         |         |             | NClAM   | Oth        |        |             | 1         |
| S09F    | 3    | Hallo everbody,                                      |                                       |          |         |         |         |             | NClAM   | Phr        | Gre    |             | 2         |
| S09F    | 3    | it's true  |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 2         |
| S09F    | 3    | we have the last communitive activity.               |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    | Nom         | 6         |
| S09F    | 3    | I look forwarded to summer holiday                   |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 6         |
| S09F    | 3    | because this time is very hard and busy.             |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    | Adv         | 8         |
| S09F    | 3    | So   |                                       |          |         |         |         |             | Lin     |            |        |             | 1         |
| S09F    | 3    | I have to do school things.                          |                                       |          |         |         |         |             | ClaM    | Cla        | Obl    |             | 6         |

| Student | Task | Text   | Correct alternative        | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|----------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S09F    | 3    | I'm being in a camp.   | I'm going to be in a camp  |          | Ten     |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S09F    | 3    | In our village is celebration every summer.                  |                            |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 7         |
| S09F    | 3    | There are many attraction, shows and stalls selling.         |                            |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 8         |
| S09F    | 3    | It enyoj me  | I enjoy it                 | Spe      |         |         | Ord     |             | ClaM    | Cla        | Rep    |             | 3         |
| S09F    | 3    | :-)  |                            |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S09F    | 3    | I love summer holiday and sea...                             |                            |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 6         |
| S09F    | 3    | I love it.   |                            |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 3         |
| S09F    | 3    | The last year I was in Mallorca and Ibiza with my boyfriend. |                            |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 12        |
| S09F    | 3    | This year I would to go to Greek island as <i>Markéta</i>    | ... I would like to go ... |          | Mco     |         |         |             | ClaM    | Cla        | Int    |             | 11        |
| S09F    | 3    | but  |                            |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S09F    | 3    | this year I have to go to holiday without my boyfriend.      |                            |          |         |         |         |             | ClaM    | Cla        | Obl    |             | 11        |
| S09F    | 3    | So   |                            |          |         |         |         |             | Lin     |            |        |             | 1         |
| S09F    | 3    | I'm going to holiday with my sister.                         |                            |          |         |         |         |             | ClaM    | Cla        | Int    |             | 7         |
| S09F    | 3    | We will decide at the last minute                            | We are going to ...        |          | Ten     |         |         |             | ClaM    | Cla        | Int    |             | 7         |
| S09F    | 3    | and  |                            |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S09F    | 3    | we havn't go to Greek.                                       | We haven't been to Greece  | Spe      | Mco     |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S09F    | 3    | I'll spent some time with my boyfriend                       | I'm going to spend ...     |          | Ten     |         |         |             | ClaM    | Cla        | Int    |             | 7         |
| S09F    | 3    | and  |                            |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S09F    | 3    | we are going to some trips in the Czech republic.            |                            |          |         |         |         |             | ClaM    | Cla        | Int    |             | 10        |
| S09F    | 3    | Good evening   | Have a nice evening        |          | Aux     |         |         |             | ClaM    | Phr        | Lea    |             | 2         |
| S09F    | 3    | <i>Martina</i>   |                            |          |         |         |         |             | NClAM   | Oth        |        |             | 1         |
| S10F    | 1    | Hi everyone  |                            |          |         |         |         |             | NClAM   | Phr        | Gre    |             | 2         |
| S10F    | 1    | :-)  |                            |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |

| Student | Task | Text   | Correct alternative           | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|-------------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S10F    | 1    | My name is <i>Miloslava</i> ,  |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S10F    | 1    | and  |                               |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S10F    | 1    | I am 21 years old.   |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S10F    | 1    | I come from small village <i>Palkovice</i>                                   |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 6         |
| S10F    | 1    | and  |                               |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S10F    | 1    | this village is near <i>Palonín</i> ,  |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S10F    | 1    | where is famous Macha's lake.  | where famous Macha's lake is. |          |         |         | Ord     |             | ClaM    | Cla        | Rep    | Rel         | 5         |
| S10F    | 1    | Near <i>Palkovice</i> is famous castle Houska.                               |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 6         |
| S10F    | 1    | My parents live in small house   |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 6         |
| S10F    | 1    | and  |                               |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S10F    | 1    | I study leisure time pedagogy at Technical University of Liberec.            |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 10        |
| S10F    | 1    | Now I live with my boyfriend <i>Aleš</i> in small house in <i>Pálovice</i> , |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 14        |
| S10F    | 1    | so   |                               |          |         |         |         |             | Lin     |            |        |             | 1         |
| S10F    | 1    | I drive my car every day.  |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 6         |
| S10F    | 1    | We have 3 dogs.  |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S10F    | 1    | I have two older brothers <i>Antonín</i> and <i>Adrian</i> .                 |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 8         |
| S10F    | 1    | <i>Antonín</i> is 30 year old  |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S10F    | 1    | and  |                               |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S10F    | 1    | live in <i>Pamětice</i>  | lives in ..                   |          | Inf     |         |         |             | ClaM    | Cla        | Rep    |             | 3         |
| S10F    | 1    | and  |                               |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S10F    | 1    | <i>Adrian</i> is 25 year old   |                               |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S10F    | 1    | and  |                               |          |         |         |         |             | Lin     |            |        | Coo         | 1         |

| Student | Task | Text   | Correct alternative         | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|-----------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S10F    | 1    | live in <i>Palkovice</i> with my parents.                        | lives in ..                 |          | Inf     |         |         |             | ClaM    | Cla        | Rep    |             | 6         |
| S10F    | 1    | My hobbies are sport and music.                                  |                             |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 6         |
| S10F    | 1    | I like skiing, swimming, skating, playing volleyball,...etc.     |                             |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 7         |
| S10F    | 1    | I like singing,  |                             |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 3         |
| S10F    | 1    | but  |                             |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S10F    | 1    | I am very shy to sing.   |                             |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 6         |
| S10F    | 1    | Have a nice day  |                             |          |         |         |         |             | ClaM    | Phr        | Lea    |             | 4         |
| S10F    | 1    | <i>Miloslava</i>   |                             |          |         |         |         |             | NClAM   | Oth        |        |             | 1         |
| S10F    | 3    | Hi girls,  |                             |          |         |         |         |             | NClAM   | Phr        | Gre    |             | 2         |
| S10F    | 3    | I am sorry   |                             |          |         |         |         |             | ClaM    | Phr        | Apo    |             | 3         |
| S10F    | 3    | that I am write so late  | ... I'm writing ...         |          | Mco     |         |         |             | ClaM    | Cla        | Rep    | Nom         | 6         |
| S10F    | 3    | but  |                             |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S10F    | 3    | I haven't much free time   | I didn't have much ...      |          | Mco     |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S10F    | 3    | :-/  |                             |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S10F    | 3    | Our new topic of our discussion is our plans for summer holiday. |                             |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 12        |
| S10F    | 3    | For me is this topic very hard                                   | for me this topic is ...    |          |         |         | Ord     |             | ClaM    | Cla        | Rep    |             | 7         |
| S10F    | 3    | because now in May I don't know                                  |                             |          |         |         |         |             | ClaM    | Cla        | Rep    | Adv         | 7         |
| S10F    | 3    | what I will do this holiday.                                     | what I'm going to do ...    |          | Ten     |         |         |             | ClaM    | Cla        | Int    | Nom         | 6         |
| S10F    | 3    | I hope   |                             |          |         |         |         |             | ClaM    | Phr        | Hop    |             | 2         |
| S10F    | 3    | that I will do all the test in school,                           |                             |          |         |         |         |             | ClaM    | Cla        | Rep    | Nom         | 9         |
| S10F    | 3    | I didn't have to learn on holiday.                               | I didn't have to learn      | Spe      |         |         |         |             | ClaM    | Cla        | Obl    |             | 7         |
| S10F    | 3    | I know   |                             |          |         |         |         |             | ClaM    | Phr        | Kno    |             | 2         |
| S10F    | 3    | that this year unfortunately I will not go to the sea.           | ... I'm not going to go ... |          | Ten     |         |         |             | ClaM    | Cla        | Int    | Nom         | 11        |

| Student | Task | Text  | Correct alternative | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|---|---------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S10F    | 3    | I think   |                     |          |         |         |         |             | ClaM    | Phr        | Cer    |             | 2         |
| S10F    | 3    | that on this holiday I will be at home or at work.                  |                     |          |         |         |         |             | ClaM    | Cla        | Rep    | Nom         | 12        |
| S10F    | 3    | have a nice day   |                     |          |         |         |         |             | ClaM    | Phr        | Lea    |             | 4         |
| S10F    | 3    | <i>Miloslava</i>  |                     |          |         |         |         |             | NClaM   | Oth        |        |             | 1         |
| S11F    | 1    | Hi girls.   |                     |          |         |         |         |             | NClaM   | Phr        | Gre    |             | 2         |
| S11F    | 1    | I would like to introduce myself.                                   |                     |          |         |         |         |             | ClaM    | Cla        | Int    |             | 6         |
| S11F    | 1    | My name is <i>Milada</i>  |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S11F    | 1    | and   |                     |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S11F    | 1    | I'm optimist.   |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 2         |
| S11F    | 1    | I'm from <i>Paračov</i> ,   |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S11F    | 1    | it's a city,  |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 3         |
| S11F    | 1    | which is famous   |                     |          |         |         |         |             | ClaM    | Cla        | Rep    | Rel         | 3         |
| S11F    | 1    | because there is a big factory Škoda auto a.s..                     |                     |          |         |         |         |             | ClaM    | Cla        | Rep    | Adv         | 9         |
| S11F    | 1    | I study leisure time pedagogy at Technical University of Liberec.   |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 10        |
| S11F    | 1    | I live in a house with my mother a with her boyfriend.              |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 12        |
| S11F    | 1    | We have one dog and two cats.                                       |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 7         |
| S11F    | 1    | Now I would like to talk to you a few information about my hobbies. |                     |          |         |         |         |             | ClaM    | Cla        | Int    |             | 14        |
| S11F    | 1    | I love skiing, riding a bike  |                     |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 6         |
| S11F    | 1    | and   |                     |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S11F    | 1    | I like adrenalin sports.  |                     |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 4         |
| S11F    | 1    | For example bunge jumping.  |                     |          |         |         |         |             | NClaM   | Oth        |        |             | 4         |
| S11F    | 1    | One of my favourite meal is goulash.                                |                     |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 7         |

| Student | Task | Text   | Correct alternative | Err-<br>form | Err-<br>Mor | Err-<br>Lex | Err-<br>Syn | Err-<br>correct | Segment | Segm.<br>type | Funct. | Syn.<br>Compl. | Cl-<br>Length |
|---------|------|--|---------------------|--------------|-------------|-------------|-------------|-----------------|---------|---------------|--------|----------------|---------------|
| S11F    | 1    | I like travelling with my boyfriend.                   |                     |              |             |             |             |                 | Clam    | Cl            | Lik    |                | 6             |
| S11F    | 1    | I live in a house with my mother a with her boyfriend. |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 12            |
| S11F    | 1    | My mother is a shifter.                                |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 5             |
| S11F    | 1    | I have one older sister,                               |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 5             |
| S11F    | 1    | her name is <i>Apolena</i>                             |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 4             |
| S11F    | 1    | and  |                     |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S11F    | 1    | she's 24 years old.                                    |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 4             |
| S11F    | 1    | She is a receptionist.                                 |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 4             |
| S11F    | 1    | I hope,  |                     |              |             |             |             |                 | Clam    | Phr           | Hop    |                | 2             |
| S11F    | 1    | that you write some information about yourself.        |                     |              |             |             |             |                 | Clam    | Cl            | Rep    | Nom            | 7             |
| S11F    | 1    | Have a nice day,                                       |                     |              |             |             |             |                 | Clam    | Phr           | Lea    |                | 4             |
| S11F    | 1    | best regards   |                     |              |             |             |             |                 | NClam   | Oth           |        |                | 2             |
| S11F    | 1    | <i>Milada</i>  |                     |              |             |             |             |                 | NClam   | Oth           |        |                | 1             |
| S11F    | 3    | Hi girls,  |                     |              |             |             |             |                 | NClam   | Phr           | Gre    |                | 2             |
| S11F    | 3    | we have before us last discussion.                     |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 6             |
| S11F    | 3    | Topic of our last discussion are plans for summer.     |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 9             |
| S11F    | 3    | It's funny,  |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 2             |
| S11F    | 3    | because today is 3rd May                               |                     |              |             |             |             |                 | Clam    | Cl            | Rep    | Adv            | 5             |
| S11F    | 3    | and  |                     |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S11F    | 3    | wheather is like in winter,                            |                     |              |             |             |             |                 | Clam    | Cl            | Rep    | Adv            | 5             |
| S11F    | 3    | it's cloudy and snowy.                                 |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 4             |
| S11F    | 3    | My summer will be very happy,                          |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 6             |
| S11F    | 3    | because my sister is getting married.                  |                     |              |             |             |             |                 | Clam    | Cl            | Int    | Adv            | 6             |
| S11F    | 3    | And what about me?                                     |                     |              |             |             |             |                 | NClam   | Phr           | Ask    |                | 3             |

| Student | Task | Text  | Correct alternative   | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|---|-----------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S11F    | 3    | I would like to go with my boyfriend to abroad.   |                       |          |         |         |         |             | ClAM    | Cl         | Int    |             | 10        |
| S11F    | 3    | We would like to visit an island in Greece.   |                       |          |         |         |         |             | ClAM    | Cl         | Int    |             | 9         |
| S11F    | 3    | Have you ever been in Greek,girls?  |                       |          |         |         |         |             | ClAM    | Cl         | Ask    |             | 6         |
| S11F    | 3    | I don't know,   |                       |          |         |         |         |             | ClAM    | Phr        | Kno    |             | 3         |
| S11F    | 3    | if is it good idea.   | if it is a good idea. |          |         |         | Ord     |             | ClAM    | Cl         | Rep    | Nom         | 5         |
| S11F    | 3    | Can you give me some informations anout this state?                                       |                       |          |         |         |         |             | ClAM    | Cl         | Sug    |             | 9         |
| S11F    | 3    | Have a nice snowy day,  |                       |          |         |         |         |             | ClAM    | Phr        | Lea    |             | 5         |
| S11F    | 3    | I'm looking forward for your plans at summer.   |                       |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 8         |
| S11F    | 3    | B-)   |                       |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S11F    | 3    | <i>Milada</i>   |                       |          |         |         |         |             | NClAM   | Oth        |        |             | 1         |
| S12F    | 1    | Hi girls,   |                       |          |         |         |         |             | NClAM   | Phr        | Gre    |             | 2         |
| S12F    | 1    | ;-)   |                       |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S12F    | 1    | I'm sorry,  |                       |          |         |         |         |             | ClAM    | Phr        | Apo    |             | 2         |
| S12F    | 1    | that I writte it so late.   | ... I'm writing ...   | Spe      | Ten     |         |         |             | ClAM    | Cl         | Rep    | Nom         | 6         |
| S12F    | 1    | :-)   |                       |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S12F    | 1    | My name is <i>Miroslava</i> .   |                       |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 4         |
| S12F    | 1    | I live in <i>Pardubice</i> .  |                       |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 4         |
| S12F    | 1    | I study History and Czech language and literature at the Technical University of Liberec. |                       |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 14        |
| S12F    | 1    | I live with my parents, granny and my sister <i>Anna</i> .                                |                       |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 10        |
| S12F    | 1    | She is twenty years old   |                       |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 5         |
| S12F    | 1    | and   |                       |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S12F    | 1    | she studies secondary commercial school called Obchodní Akademie in <i>Pardubice</i> .    |                       |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 10        |

| Student | Task | Text   | Correct alternative                   | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|---------------------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S12F    | 1    | We live in the big house with garden.  |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 8         |
| S12F    | 1    | I have a dog and a cat.  |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 7         |
| S12F    | 1    | Their names are AmyLee and B.  |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 6         |
| S12F    | 1    | In my free time I like reading, drawing and playing the guitar.                |                                       |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 12        |
| S12F    | 1    | I very like going to the cinema.   | I like going to the cinema very much. |          |         |         | Ord     |             | ClaM    | Cla        | Lik    |             | 7         |
| S12F    | 1    | I spend most of the my freetime with AmyLee to walk.                           |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 11        |
| S12F    | 1    | I like most of sports (footbal, swimming, cykling and etc.).                   |                                       |          |         |         |         |             | ClaM    | Cla        | Lik    |             | 10        |
| S12F    | 1    | Have a nice day girls  |                                       |          |         |         |         |             | ClaM    | Phr        | Lea    |             | 5         |
| S12F    | 1    | Bye  |                                       |          |         |         |         |             | NClam   | Phr        | Lea    |             | 1         |
| S12F    | 3    | Hi girls,  |                                       |          |         |         |         |             | NClam   | Phr        | Gre    |             | 2         |
| S12F    | 3    | I look forward to summer holiday,  |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S12F    | 3    | but  |                                       |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S12F    | 3    | I have a lot of work.  |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 6         |
| S12F    | 3    | In fact I don't know   |                                       |          |         |         |         |             | ClaM    | Phr        | Kno    |             | 5         |
| S12F    | 3    | what I want to do this summer holidays,  |                                       |          |         |         |         |             | ClaM    | Cla        | Int    | Nom         | 8         |
| S12F    | 3    | because I have to study on the thesis on the August.                           |                                       |          |         |         |         |             | ClaM    | Cla        | Obl    | Adv         | 11        |
| S12F    | 3    | In July I'm going to work for my mum.  |                                       |          |         |         |         |             | ClaM    | Cla        | Int    |             | 9         |
| S12F    | 3    | In August, I will go to the children camp as a leader.                         | ... I'm going to go ...               |          | Ten     |         |         |             | ClaM    | Cla        | Int    |             | 12        |
| S12F    | 3    | This children camp is in <i>Paršovice</i> .                                    |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 7         |
| S12F    | 3    | I attended this camp as a child of eleven years and as a leader of five years. |                                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 17        |

| Student | Task | Text  | Correct alternative    | Err-<br>form | Err-<br>Mor | Err-<br>Lex | Err-<br>Syn | Err-<br>correct | Segment | Segm.<br>type | Funct. | Syn.<br>Compl. | Cl-<br>Length |
|---------|------|---|------------------------|--------------|-------------|-------------|-------------|-----------------|---------|---------------|--------|----------------|---------------|
| S12F    | 3    | I would like to my sister go to this camp too.                                      |                        |              |             |             |             |                 | Clam    | Clam          | Int    |                | 11            |
| S12F    | 3    | Because we spend time together there.   |                        |              |             |             |             |                 | Clam    | Clam          | Rep    | Adv            | 6             |
| S12F    | 3    | She will go to the camp as a leader too.  | She is going to go ... |              | Ten         |             |             |                 | Clam    | Clam          | Int    |                | 10            |
| S12F    | 3    | But   |                        |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S12F    | 3    | she has the youngest group of girls of the children camp.                           |                        |              |             |             |             |                 | Clam    | Clam          | Rep    |                | 11            |
| S12F    | 3    | And   |                        |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S12F    | 3    | I always have the oldest group of girls of the children camp.                       |                        |              |             |             |             |                 | Clam    | Clam          | Rep    |                | 12            |
| S12F    | 3    | I would like to go to Austria with my friends.                                      |                        |              |             |             |             |                 | Clam    | Clam          | Int    |                | 10            |
| S12F    | 3    | We would like to go to rafting.   |                        |              |             |             |             |                 | Clam    | Clam          | Int    |                | 7             |
| S12F    | 3    | But   |                        |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S12F    | 3    | this idea is only our wish  |                        |              |             |             |             |                 | Clam    | Clam          | Rep    |                | 6             |
| S12F    | 3    | if will be the time.  | if there is time       |              | Ten         |             | Ord         |                 | Clam    | Clam          | Rep    | Adv            | 5             |
| S12F    | 3    | Rest of summer holiday I'm going to study   |                        |              |             |             |             |                 | Clam    | Clam          | Int    |                | 8             |
| S12F    | 3    | and   |                        |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S12F    | 3    | I'm going to lie and sunbathe by the swimming pool with my sister and her boyfriend |                        |              |             |             |             |                 | Clam    | Clam          | Int    |                | 16            |
| S12F    | 3    | :-)   |                        |              |             |             |             |                 | NClam   | Oth           | Smi    |                |               |
| S12F    | 3    | Have a nice day   |                        |              |             |             |             |                 | Clam    | Phr           | Lea    |                | 4             |
| S13F    | 1    | Hi ladies,  |                        |              |             |             |             |                 | NClam   | Phr           | Gre    |                | 2             |
| S13F    | 1    | I am so sorry   |                        |              |             |             |             |                 | Clam    | Phr           | Apo    |                | 4             |
| S13F    | 1    | that I am writing so late,  |                        |              |             |             |             |                 | Clam    | Clam          | Rep    | Nom            | 6             |
| S13F    | 1    | but   |                        |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S13F    | 1    | I had the championship in swimming.   |                        |              |             |             |             |                 | Clam    | Clam          | Rep    |                | 6             |

| Student | Task | Text   | Correct alternative | Err-<br>form | Err-<br>Mor | Err-<br>Lex | Err-<br>Syn | Err-<br>correct | Segment | Segm.<br>type | Funct. | Syn.<br>Compl. | Cl-<br>Length |
|---------|------|--|---------------------|--------------|-------------|-------------|-------------|-----------------|---------|---------------|--------|----------------|---------------|
| S13F    | 1    | So   |                     |              |             |             |             |                 | Lin     |               |        |                | 1             |
| S13F    | 1    | first of all, my name is <i>Milena</i> ,   |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 7             |
| S13F    | 1    | I am 23 years old  |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 5             |
| S13F    | 1    | and  |                     |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S13F    | 1    | I am studying physical education and geography on Technical university in Liberec. |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 12            |
| S13F    | 1    | I have quite big family,   |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 5             |
| S13F    | 1    | because I have two sisters and one brother   |                     |              |             |             |             |                 | Clam    | Cl            | Rep    | Adv            | 8             |
| S13F    | 1    | and  |                     |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S13F    | 1    | they already have their families.  |                     |              |             |             |             |                 | Clam    | Cl            | Rep    | Adv            | 5             |
| S13F    | 1    | I still live with my parents in their house in <i>Partulovice</i> .                |                     |              |             |             |             |                 | Clam    | Cl            | Rep    |                | 11            |
| S13F    | 1    | In my free time I like to watch good films, read adventure books,                  |                     |              |             |             |             |                 | Clam    | Cl            | Lik    |                | 13            |
| S13F    | 1    | but  |                     |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S13F    | 1    | most of all I like sports like swimming, cycling, or play ultimate frisbee.        |                     |              |             |             |             |                 | Clam    | Cl            | Lik    |                | 13            |
| S13F    | 1    | I like going for a long walk with my dog or just going for a trip                  |                     |              |             |             |             |                 | Clam    | Cl            | Lik    |                | 16            |
| S13F    | 1    | :-)  |                     |              |             |             |             |                 | NClam   | Oth           | Smi    |                |               |
| S13F    | 1    | Thx  |                     |              |             |             |             |                 | NClam   | Phr           | Gra    |                | 1             |
| S13F    | 1    | and  |                     |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S13F    | 1    | have a nice day!   |                     |              |             |             |             |                 | Clam    | Phr           | Lea    |                | 4             |
| S13F    | 1    | Bye  |                     |              |             |             |             |                 | NClam   | Phr           | Lea    |                | 1             |
| S13F    | 1    | <i>Milena</i>  |                     |              |             |             |             |                 | NClam   | Oth           |        |                | 1             |
| S13F    | 3    | Hi girls,  |                     |              |             |             |             |                 | NClam   | Phr           | Gre    |                | 2             |

| Student | Task | Text   | Correct alternative         | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|-----------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S13F    | 3    | It is hard to answer on the topic,                               |                             |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 8         |
| S13F    | 3    | because I have no idea   |                             |          |         |         |         |             | ClaM    | Cla        | Rep    | Adv         | 5         |
| S13F    | 3    | what will be in summer.  |                             |          |         |         |         |             | ClaM    | Cla        | Rep    | Nom         | 5         |
| S13F    | 3    | But  |                             |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S13F    | 3    | I have some plans  |                             |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S13F    | 3    | and  |                             |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S13F    | 3    | maybe  |                             |          |         |         |         |             | NClAM   | Phr        | Cer    |             | 1         |
| S13F    | 3    | they will come true!   |                             |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S13F    | 3    | First of all I would love to go on Multisportovní kemp,          |                             |          |         |         |         |             | ClaM    | Cla        | Int    |             | 11        |
| S13F    | 3    | which is planning in <i>Pařezov</i> by atlet in action.          | which is taking place ...   |          |         | Mea     |         |             | ClaM    | Cla        | Int    | Rel         | 9         |
| S13F    | 3    | Second   |                             |          |         |         |         |             | Lin     |            |        |             | 1         |
| S13F    | 3    | I will help with organization <i>Zona</i>                        | I'm going to help ...       |          | Ten     |         |         |             | ClaM    | Cla        | Int    |             | 6         |
| S13F    | 3    | it is outdoor game something like surviving in nature            |                             |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 9         |
| S13F    | 3    | At most of time of holiday I will be at home.                    | ... I'm going to be ...     |          | Ten     |         |         |             | ClaM    | Cla        | Int    |             | 11        |
| S13F    | 3    | I want to do cycling, swimming and many other summer activities. |                             |          |         |         |         |             | ClaM    | Cla        | Int    |             | 11        |
| S13F    | 3    | This year I will not go abroad                                   | ... I'm not going to go ... |          | Ten     |         |         |             | ClaM    | Cla        | Int    |             | 7         |
| S13F    | 3    | :-)  |                             |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S13F    | 3    | But  |                             |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S13F    | 3    | I really loved to.   | I would really love to      |          | Ten     |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S13F    | 3    | Maybe  |                             |          |         |         |         |             | NClAM   | Phr        | Cer    |             | 1         |
| S13F    | 3    | next year  |                             |          |         |         |         |             | NClAM   | Oth        |        |             | 2         |
| S13F    | 3    | :-)  |                             |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |

| Student | Task | Text   | Correct alternative     | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|-------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S13F    | 3    | And  |                         |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S13F    | 3    | what about your plans on holiday?  |                         |          |         |         |         |             | NClAM   | Oth        |        |             | 6         |
| S13F    | 3    | Have a nice day,   |                         |          |         |         |         |             | ClAM    | Phr        | Lea    |             | 4         |
| S13F    | 3    | <i>Milena</i>  |                         |          |         |         |         |             | NClAM   | Oth        |        |             | 1         |
| S13F    | 3    | :-)  |                         |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S14F    | 1    | Hi everybody!  |                         |          |         |         |         |             | NClAM   | Phr        | Gre    |             | 2         |
| S14F    | 1    | :-)  |                         |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S14F    | 1    | My name is <i>Magdalena</i> ,  |                         |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 5         |
| S14F    | 1    | I'm 23 years old.  |                         |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 4         |
| S14F    | 1    | I study the Free time pedagogy.  |                         |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 6         |
| S14F    | 1    | I live with my boyfriend, dog and rabbit in a flat in the centre of <i>Pasečnice</i> . |                         |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 16        |
| S14F    | 1    | I don't like sports-   |                         |          |         |         |         |             | ClAM    | ClA        | Lik    |             | 4         |
| S14F    | 1    | it's boring for me.  |                         |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 4         |
| S14F    | 1    | But  |                         |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S14F    | 1    | I love trips to nature or visiting interesting places/memories.                        |                         |          |         |         |         |             | ClAM    | ClA        | Lik    |             | 9         |
| S14F    | 1    | I would like to travel very much   |                         |          |         |         |         |             | ClAM    | ClA        | Int    |             | 7         |
| S14F    | 1    | but  |                         |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S14F    | 1    | I don't have money for it  |                         |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 6         |
| S14F    | 1    | :-)  |                         |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S14F    | 1    | I visited only Paris and Roma in my life,  | I have visited only ... |          | Ten     |         |         |             | ClAM    | ClA        | Rep    |             | 9         |
| S14F    | 1    | but  |                         |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S14F    | 1    | it was great...  |                         |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 3         |
| S14F    | 1    | I like books-  |                         |          |         |         |         |             | ClAM    | ClA        | Lik    |             | 3         |

| Student | Task | Text  | Correct alternative             | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|---|---------------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S14F    | 1    | mainly books based on the true stories.   |                                 |          |         |         |         |             | NClAM   | Oth        |        |             | 7         |
| S14F    | 1    | My very very very favourit author is Ota Pavel.   |                                 |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 9         |
| S14F    | 1    | And   |                                 |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S14F    | 1    | for last several years I falled in love with Harry Potter                                     | ... I have fallen in love ...   |          | Mco     |         |         |             | ClAM    | Cl         | Rep    |             | 11        |
| S14F    | 1    | ;-)   |                                 |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S14F    | 1    | I love music-from reggae, ska atp. to harder music for example Rammstein.                     |                                 |          |         |         |         |             | ClAM    | Cl         | Lik    |             | 12        |
| S14F    | 1    | But   |                                 |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S14F    | 1    | I really hate electronic music, disco atp.  |                                 |          |         |         |         |             | ClAM    | Cl         | Lik    |             | 7         |
| S14F    | 1    | I would like return back to work with the people with disabilities after school.              | I would like to return back ... |          | Mco     |         |         |             | ClAM    | Cl         | Int    |             | 14        |
| S14F    | 1    | I speak English and little bit German.  |                                 |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 7         |
| S14F    | 1    | Have a nice day everybody   |                                 |          |         |         |         |             | ClAM    | Phr        | Lea    |             | 5         |
| S14F    | 1    | :-)   |                                 |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S14F    | 3    | Hello,  |                                 |          |         |         |         |             | NClAM   | Phr        | Gre    |             | 1         |
| S14F    | 3    | in the summer I'd like to go to Krkonose mountains again.                                     |                                 |          |         |         |         |             | ClAM    | Cl         | Int    |             | 11        |
| S14F    | 3    | Next plan for my holiday is to spend some time in a cabin near <i>Paseky</i> with my friends. |                                 |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 18        |
| S14F    | 3    | Maybe   |                                 |          |         |         |         |             | NClAM   | Phr        | Cer    |             | 1         |
| S14F    | 3    | I'll visit some music festival.   | I'm going to visit ...          |          | Ten     |         |         |             | ClAM    | Cl         | Int    |             | 5         |
| S14F    | 3    | Also I hope   |                                 |          |         |         |         |             | ClAM    | Phr        | Hop    |             | 3         |
| S14F    | 3    | I'll have a brigade,  |                                 |          |         |         |         |             | ClAM    | Cl         | Int    | Nom         | 4         |
| S14F    | 3    | becose there I can earn very good money as every year.  | because                         |          |         |         |         |             | ClAM    | Cl         | Rep    | Adv         | 11        |

| Student | Task | Text  | Correct alternative | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|---|---------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S14F    | 3    | Other things are "in stars"                             |                     |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 5         |
| S14F    | 3    | but   |                     |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S14F    | 3    | I assume  |                     |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 2         |
| S14F    | 3    | it will be one big party                                |                     |          |         |         |         |             | ClAM    | ClA        | Rep    | Nom         | 6         |
| S14F    | 3    | B-)   |                     |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S14F    | 3    | And   |                     |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S14F    | 3    | what about you?   |                     |          |         |         |         |             | NClAM   | Phr        | Ask    |             | 3         |
| S14F    | 3    | Bye   |                     |          |         |         |         |             | NClAM   | Phr        | Lea    |             | 1         |
| S15M    | 1    | Hi <i>Miluše, Mária</i> and everybody!                  |                     |          |         |         |         |             | NClAM   | Phr        | Gre    |             | 5         |
| S15M    | 1    | I want to write about myself.                           |                     |          |         |         |         |             | ClAM    | ClA        | Int    |             | 6         |
| S15M    | 1    | My name is <i>Milan</i> .                               |                     |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 4         |
| S15M    | 1    | I am 21years old.                                       |                     |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 4         |
| S15M    | 1    | I study sport management.                               |                     |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 4         |
| S15M    | 1    | I love sport,   |                     |          |         |         |         |             | ClAM    | ClA        | Lik    |             | 3         |
| S15M    | 1    | it is very important in my life.                        |                     |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 7         |
| S15M    | 1    | I live with my friends in a flat in Liberec.            |                     |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 10        |
| S15M    | 1    | I live in Liberec only two years.                       |                     |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 7         |
| S15M    | 1    | I am from small city <i>Paskov</i> .                    |                     |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 8         |
| S15M    | 1    | My hobbies are playing football, tennis and volleyball. |                     |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 8         |
| S15M    | 1    | I usually visit fitness three times to week.            |                     |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 8         |
| S15M    | 1    | I like parties in Harcov in the dorms.                  |                     |          |         |         |         |             | ClAM    | ClA        | Lik    |             | 8         |
| S15M    | 1    | I visit local clubs,                                    |                     |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 4         |
| S15M    | 1    | my favourite club is Zanzibar.                          |                     |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 5         |
| S15M    | 1    | My favourite drink is whisky with cola.                 |                     |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 7         |

| Student | Task | Text   | Correct alternative | Err-<br>form | Err-<br>Mor | Err-<br>Lex | Err-<br>Syn | Err-<br>correct | Segment | Segm.<br>type | Funct. | Syn.<br>Compl. | Cl-<br>Length |
|---------|------|--|---------------------|--------------|-------------|-------------|-------------|-----------------|---------|---------------|--------|----------------|---------------|
| S15M    | 1    | I enjoy my students' life.                                     |                     |              |             |             |             |                 | ClAM    | ClA           | Rep    |                | 5             |
| S15M    | 1    | I have got a brother.  |                     |              |             |             |             |                 | ClAM    | ClA           | Rep    |                | 5             |
| S15M    | 1    | His name is <i>Arnold</i> .                                    |                     |              |             |             |             |                 | ClAM    | ClA           | Rep    |                | 4             |
| S15M    | 1    | He is 22 years old   |                     |              |             |             |             |                 | ClAM    | ClA           | Rep    |                | 5             |
| S15M    | 1    | and  |                     |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S15M    | 1    | he studies a law in <i>Pasohlávky</i> .                        |                     |              |             |             |             |                 | ClAM    | ClA           | Rep    |                | 6             |
| S15M    | 1    | My mother is a clerk in small city <i>Pastuchovice</i>         |                     |              |             |             |             |                 | ClAM    | ClA           | Rep    |                | 9             |
| S15M    | 1    | and  |                     |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S15M    | 1    | my father is a teacher in <i>Pastviny</i> .                    |                     |              |             |             |             |                 | ClAM    | ClA           | Rep    |                | 8             |
| S15M    | 1    | My plans for the future are to finish my studies at university |                     |              |             |             |             |                 | ClAM    | ClA           | Rep    |                | 12            |
| S15M    | 1    | and  |                     |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S15M    | 1    | i would like to travel with my friends around the world.       |                     |              |             |             |             |                 | ClAM    | ClA           | Int    |                | 11            |
| S15M    | 1    | I would like to visit Egypt, Tunis, Spain and Germany.         |                     |              |             |             |             |                 | ClAM    | ClA           | Int    |                | 10            |
| S15M    | 1    | I want to be free  |                     |              |             |             |             |                 | ClAM    | ClA           | Int    |                | 5             |
| S15M    | 1    | : -)   |                     |              |             |             |             |                 | NClAM   | Oth           | Smi    |                |               |
| S15M    | 1    | Bye.   |                     |              |             |             |             |                 | NClAM   | Phr           | Lea    |                | 1             |
| S15M    | 1    | <i>Milan</i>   |                     |              |             |             |             |                 | NClAM   | Oth           |        |                | 1             |
| S15M    | 3    | Hi all,  |                     |              |             |             |             |                 | NClAM   | Phr           | Gre    |                | 2             |
| S15M    | 3    | I would like to visit Tunisia.                                 |                     |              |             |             |             |                 | ClAM    | ClA           | Int    |                | 6             |
| S15M    | 3    | I was there last sommer,                                       |                     |              |             |             |             |                 | ClAM    | ClA           | Rep    |                | 5             |
| S15M    | 3    | it was fantastical.  |                     |              |             |             |             |                 | ClAM    | ClA           | Rep    |                | 3             |
| S15M    | 3    | I visited isle Djerba.   |                     |              |             |             |             |                 | ClAM    | ClA           | Rep    |                | 4             |

| Student | Task | Text  | Correct alternative       | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|---|---------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S15M    | 3    | Maybe   |                           |          |         |         |         |             | NClAM   | Phr        | Cer    |             | 1         |
| S15M    | 3    | I'll visit Egypt,   |                           |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 3         |
| S15M    | 3    | I haven't visited yet.  |                           |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 4         |
| S15M    | 3    | I would like to travel with my friend <i>Alex</i> and my brother <i>Alvin</i> . |                           |          |         |         |         |             | ClAM    | ClA        | Int    |             | 13        |
| S15M    | 3    | We would like to enjoy our holiday.   |                           |          |         |         |         |             | ClAM    | ClA        | Int    |             | 7         |
| S15M    | 3    | But   |                           |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S15M    | 3    | i don't have money to travel.   |                           |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 6         |
| S15M    | 3    | I have to earn some money.  |                           |          |         |         |         |             | ClAM    | ClA        | Obl    |             | 6         |
| S15M    | 3    | I'll work as postman.   | I'm going to work ...     |          | Ten     |         |         |             | ClAM    | ClA        | Int    |             | 4         |
| S15M    | 3    | It is good job,   |                           |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 4         |
| S15M    | 3    | but   |                           |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S15M    | 3    | i don't know,   |                           |          |         |         |         |             | ClAM    | Phr        | Kno    |             | 3         |
| S15M    | 3    | if i'll work as postman.  |                           |          |         |         |         |             | ClAM    | ClA        | Rep    | Nom         | 5         |
| S15M    | 3    | It isn't sure.  |                           |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 3         |
| S15M    | 3    | Maybe   |                           |          |         |         |         |             | NClAM   | Phr        | Cer    |             | 1         |
| S15M    | 3    | i'll travel with my father and brother,   | I'm going to travel ...   |          | Ten     |         |         |             | ClAM    | ClA        | Int    |             | 7         |
| S15M    | 3    | because my father likes biking,   |                           |          |         |         |         |             | ClAM    | ClA        | Lik    | Adv         | 5         |
| S15M    | 3    | we'll spend a holiday on bike.  | We are going to spend ... |          | Ten     |         |         |             | ClAM    | ClA        | Int    |             | 6         |
| S15M    | 3    | Bye.  |                           |          |         |         |         |             | NClAM   | Phr        | Lea    |             | 1         |
| S16F    | 1    | Hi,   |                           |          |         |         |         |             | NClAM   | Phr        | Gre    |             | 1         |
| S16F    | 1    | my name is <i>Miluše</i> .  |                           |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 4         |
| S16F    | 1    | I am 21 years old.  |                           |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 5         |
| S16F    | 1    | I am from small village near <i>Pašinka</i> .                                   |                           |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 8         |
| S16F    | 1    | I study pedagogy of free time at Technical                                      |                           |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 10        |

| Student | Task | Text  | Correct alternative   | Err-<br>form | Err-<br>Mor | Err-<br>Lex | Err-<br>Syn | Err-<br>correct | Segment | Segm.<br>type | Funct. | Syn.<br>Compl. | Cl-<br>Length |
|---------|------|---|-----------------------|--------------|-------------|-------------|-------------|-----------------|---------|---------------|--------|----------------|---------------|
|         |      | University Liberec.   |                       |              |             |             |             |                 |         |               |        |                |               |
| S16F    | 1    | I live in dorms in Harcov.  |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 6             |
| S16F    | 1    | I like playing tennis, skiing, spinning, going to the cinema, going to the theatre. |                       |              |             |             |             |                 | ClaM    | Cla           | Lik    |                | 14            |
| S16F    | 1    | I like dancing,   |                       |              |             |             |             |                 | ClaM    | Cla           | Lik    |                | 3             |
| S16F    | 1    | now I love zumba  |                       |              |             |             |             |                 | ClaM    | Cla           | Lik    |                | 4             |
| S16F    | 1    | : -)  |                       |              |             |             |             |                 | NClAM   | Oth           | Smi    |                |               |
| S16F    | 1    | I like travelling.  |                       |              |             |             |             |                 | ClaM    | Cla           | Lik    |                | 3             |
| S16F    | 1    | I was in Spain, Italy, Austria,Croatia, Egypt and Greece.                           |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 9             |
| S16F    | 1    | I speak English and Spanish.  |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 5             |
| S16F    | 1    | Spanish is nice language.   |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 4             |
| S16F    | 1    | I do not like German!!  |                       |              |             |             |             |                 | ClaM    | Cla           | Lik    |                | 5             |
| S16F    | 1    | I have a brother.   |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 4             |
| S16F    | 1    | His name is <i>Aladin</i> .   |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 4             |
| S16F    | 1    | He is 10 years old.   |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 5             |
| S16F    | 1    | He likes playing games, documents about cars and football.                          |                       |              |             |             |             |                 | ClaM    | Cla           | Lik    |                | 9             |
| S16F    | 1    | My plans for the future are to finish my studies                                    |                       |              |             |             |             |                 | ClaM    | Cla           | Int    |                | 10            |
| S16F    | 1    | and   |                       |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S16F    | 1    | I would like to travel.   |                       |              |             |             |             |                 | ClaM    | Cla           | Int    |                | 5             |
| S16F    | 3    | Hello,  |                       |              |             |             |             |                 | NClAM   | Phr           | Gre    |                | 1             |
| S16F    | 3    | I hope  |                       |              |             |             |             |                 | ClaM    | Phr           | Hop    |                | 2             |
| S16F    | 3    | than I'll have finished all exams in June.  | that I'll...          |              |             |             |             |                 | ClaM    | Cla           | Rep    | Nom            | 8             |
| S16F    | 3    | I'll going to have 3 months holidays.   | I'm going to have ... |              | Mco         |             |             |                 | ClaM    | Cla           | Int    |                | 7             |

| Student | Task | Text   | Correct alternative        | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|----------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S16F    | 3    | I'm planning to go to Croatia with parents and brother.      |                            |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 10        |
| S16F    | 3    | Then   |                            |          |         |         |         |             | Lin     |            |        |             | 1         |
| S16F    | 3    | I'm going to work in a cafe as a waitress.                   |                            |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 10        |
| S16F    | 3    | There is good money  |                            |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S16F    | 3    | but  |                            |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S16F    | 3    | I must be there 13 hour every day                            |                            |          |         |         |         |             | ClaM    | Cla        | Obl    |             | 8         |
| S16F    | 3    | :-)  |                            |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S16F    | 3    | I'm going to earn some money for travelling, music festivals |                            |          |         |         |         |             | ClaM    | Cla        | Int    |             | 10        |
| S16F    | 3    | maybe.   |                            |          |         |         |         |             | NClAM   | Phr        | Cer    |             | 1         |
| S16F    | 3    | I'm going to go on trip with my friends.                     |                            |          |         |         |         |             | ClaM    | Cla        | Int    |             | 10        |
| S16F    | 3    | I'm going to visit relatives my grandmother.                 |                            |          |         |         |         |             | ClaM    | Cla        | Int    |             | 7         |
| S16F    | 3    | I'm going to France in September.                            |                            |          |         |         |         |             | ClaM    | Cla        | Int    |             | 6         |
| S16F    | 3    | It'll sightseeing tour.                                      | It'll be a sightseeing ... |          | Mco     |         |         |             | ClaM    | Cla        | Rep    |             | 3         |
| S16F    | 3    | I'm looking forward to travel                                |                            |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S16F    | 3    | :-)  |                            |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S16F    | 3    | Bye  |                            |          |         |         |         |             | NClAM   | Phr        | Lea    |             | 1         |
| S17F    | 1    | Hi,  |                            |          |         |         |         |             | NClAM   | Phr        | Gre    |             | 1         |
| S17F    | 1    | my name is <i>Mária</i>                                      |                            |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S17F    | 1    | and  |                            |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S17F    | 1    | I am 24 years old.   |                            |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S17F    | 1    | I am from Moravia, from small village <i>Pašovice</i> .      |                            |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 8         |
| S17F    | 1    | My family lives there.                                       |                            |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S17F    | 1    | My older sister <i>Adéla</i> lives with her boyfriend in     |                            |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 10        |

| Student | Task | Text   | Correct alternative   | Err-<br>form | Err-<br>Mor | Err-<br>Lex | Err-<br>Syn | Err-<br>correct | Segment | Segm.<br>type | Funct. | Syn.<br>Compl. | Cl-<br>Length |
|---------|------|--|-----------------------|--------------|-------------|-------------|-------------|-----------------|---------|---------------|--------|----------------|---------------|
|         |      | Brno.  |                       |              |             |             |             |                 |         |               |        |                |               |
| S17F    | 1    | She loves travelling very much,  |                       |              |             |             |             |                 | ClaM    | Cla           | Lik    |                | 5             |
| S17F    | 1    | last year was with her friends in India for one month.   | last year she was ... |              |             |             | Ord         |                 | ClaM    | Cla           | Rep    |                | 11            |
| S17F    | 1    | Now is she in France for two weeks.  | Now she is ...        |              |             |             | Ord         |                 | ClaM    | Cla           | Rep    |                | 8             |
| S17F    | 1    | I have respect for her.  |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 5             |
| S17F    | 1    | I live in the dorms in Harcov.   |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 7             |
| S17F    | 1    | I am studying at the Faculty of Education.   |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 8             |
| S17F    | 1    | My hobbies are: computers, watching movies, cycling, sleeping or going to parties with my friends. |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 15            |
| S17F    | 1    | after I finish school,   |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    | Adv            | 4             |
| S17F    | 1    | I would like to travel.  |                       |              |             |             |             |                 | ClaM    | Cla           | Int    |                | 5             |
| S17F    | 1    | I like Spanish   |                       |              |             |             |             |                 | ClaM    | Cla           | Lik    |                | 3             |
| S17F    | 1    | so   |                       |              |             |             |             |                 | Lin     |               |        |                | 1             |
| S17F    | 1    | I would like to visit Spain.   |                       |              |             |             |             |                 | ClaM    | Cla           | Int    |                | 6             |
| S17F    | 1    | But  |                       |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S17F    | 1    | my Spanish isn't very good not yet.  |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 7             |
| S17F    | 1    | I have to improve in this language.  |                       |              |             |             |             |                 | ClaM    | Cla           | Obl    |                | 7             |
| S17F    | 1    | i really need it   |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 4             |
| S17F    | 1    | There, in the dorms, I have one friend from Ecuador  |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 10            |
| S17F    | 1    | here is Spanish an official language   |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 6             |
| S17F    | 1    | but  |                       |              |             |             |             |                 | Lin     |               |        | Coo            | 1             |
| S17F    | 1    | she speaks so quickly  |                       |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 4             |

| Student | Task | Text  | Correct alternative       | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|---|---------------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S17F    | 1    | :-)   |                           |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S17F    | 1    | Her name is <i>Ariadné</i>  |                           |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 4         |
| S17F    | 1    | and   |                           |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S17F    | 1    | speaks a little Czech   | she speaks ...            |          |         |         | Ord     |             | ClAM    | ClA        | Rep    |             | 4         |
| S17F    | 1    | sometimes in the pub I teach her some usefull phrases                   |                           |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 10        |
| S17F    | 1    | :-)   |                           |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S17F    | 1    | Spanish is so beautifull language                                       |                           |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 5         |
| S17F    | 1    | and   |                           |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S17F    | 1    | it is not so hard to learn it..   |                           |          |         |         |         |             | ClAM    | ClA        | Rep    |             | 8         |
| S17F    | 1    | I love Spanish and English too,   |                           |          |         |         |         |             | ClAM    | ClA        | Lik    |             | 6         |
| S17F    | 1    | but   |                           |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S17F    | 1    | I hate German.  |                           |          |         |         |         |             | ClAM    | ClA        | Lik    |             | 3         |
| S17F    | 3    | Hi everybody,   |                           |          |         |         |         |             | NClAM   | Phr        | Gre    |             | 2         |
| S17F    | 3    | in the first half of July I would like to visit English language course |                           |          |         |         |         |             | ClAM    | ClA        | Int    |             | 14        |
| S17F    | 3    | maybe   |                           |          |         |         |         |             | NClAM   | Phr        | Cer    |             | 1         |
| S17F    | 3    | England or Malta  |                           |          |         |         |         |             | NClAM   | Oth        |        |             | 3         |
| S17F    | 3    | After then I will be in the dorms in Harcov,                            | ... I'm going to be ...   |          |         |         |         |             | ClAM    | ClA        | Int    |             | 10        |
| S17F    | 3    | cause I will work there.  | ... I'm going to work ... |          |         |         |         |             | ClAM    | ClA        | Int    | Adv         | 5         |
| S17F    | 3    | So  |                           |          |         |         |         |             | Lin     |            |        |             | 1         |
| S17F    | 3    | during the holidays I will work.  | ... I'm going to work ... |          |         |         |         |             | ClAM    | ClA        | Int    |             | 6         |
| S17F    | 3    | In August I want to spend some time with my family in Moravia.          |                           |          |         |         |         |             | ClAM    | ClA        | Int    |             | 13        |
| S17F    | 3    | And   |                           |          |         |         |         |             | Lin     |            |        | Coo         | 1         |

| Student | Task | Text  | Correct alternative | Err-<br>form | Err-<br>Mor | Err-<br>Lex | Err-<br>Syn | Err-<br>correct | Segment | Segm.<br>type | Funct. | Syn.<br>Compl. | Cl-<br>Length |
|---------|------|---|---------------------|--------------|-------------|-------------|-------------|-----------------|---------|---------------|--------|----------------|---------------|
| S17F    | 3    | in September I am going to Greece with my mother.                         |                     |              |             |             |             |                 | ClaM    | Cla           | Int    |                | 10            |
| S17F    | 3    | Bye,  |                     |              |             |             |             |                 | NClaM   | Phr           | Lea    |                | 1             |
| S17F    | 3    | M.  |                     |              |             |             |             |                 | NClaM   | Oth           |        |                | 1             |
| S18F    | 1    | Hi,   |                     |              |             |             |             |                 | NClaM   | Phr           | Gre    |                | 1             |
| S18F    | 1    | my name is <i>Miriam</i> .  |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 4             |
| S18F    | 1    | I'm from <i>Pátek</i> ,   |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 4             |
| S18F    | 1    | it's very nice city.  |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 4             |
| S18F    | 1    | I study at Technical University of Liberec.                               |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 7             |
| S18F    | 1    | I study Czech language and History.                                       |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 6             |
| S18F    | 1    | I live in the dorms.  |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 5             |
| S18F    | 1    | I like reading,   |                     |              |             |             |             |                 | ClaM    | Cla           | Lik    |                | 3             |
| S18F    | 1    | I prefer history books, but of the fiction literature                     |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 9             |
| S18F    | 1    | my favourite writers are Ernest Hemingway, George Orwell and Karel Čapek. |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 11            |
| S18F    | 1    | I like skiing, swimming, aerobic, cycling, walking and roller-skating.    |                     |              |             |             |             |                 | ClaM    | Cla           | Lik    |                | 9             |
| S18F    | 1    | I have one brother and three sisters.                                     |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 7             |
| S18F    | 1    | Brother's name is <i>Anatolij</i> ,                                       |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 4             |
| S18F    | 1    | he is 21 years old.   |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 5             |
| S18F    | 1    | My first sister's name is <i>Aranka</i> .                                 |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 6             |
| S18F    | 1    | She is 16 years old.  |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 5             |
| S18F    | 1    | She studies at secondary pedagogy school in <i>Pátokryje</i> .            |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 8             |
| S18F    | 1    | My sisters <i>Andrea</i> and <i>Alžběta</i> are twins,                    |                     |              |             |             |             |                 | ClaM    | Cla           | Rep    |                | 7             |

| Student | Task | Text   | Correct alternative   | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|-----------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S18F    | 1    | they are 14 years old.   |                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 5         |
| S18F    | 1    | I'm the oldest.  |                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 3         |
| S18F    | 1    | I'm 23 years old.  |                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S18F    | 1    | After school, I would like to teach,                                   |                       |          |         |         |         |             | ClaM    | Cla        | Int    |             | 6         |
| S18F    | 1    | but  |                       |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S18F    | 1    | don't know   | I don't know          |          |         |         | Ord     |             | ClaM    | Phr        | Kno    |             | 2         |
| S18F    | 1    | if primary or secondary school.  |                       |          |         |         |         |             | NClam   | Oth        |        |             | 5         |
| S18F    | 1    | And  |                       |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S18F    | 1    | also I would like travelling around Europe.                            |                       |          |         |         |         |             | ClaM    | Cla        | Int    |             | 7         |
| S18F    | 1    | But  |                       |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S18F    | 1    | my big dream is to visit Australia.                                    |                       |          |         |         |         |             | ClaM    | Cla        | Rep    |             | 7         |
| S18F    | 1    | Bye  |                       |          |         |         |         |             | NClam   | Phr        | Lea    |             | 1         |
| S18F    | 1    | <i>Miriam</i>  |                       |          |         |         |         |             | NClam   | Oth        |        |             | 1         |
| S18F    | 3    | Hi all,  |                       |          |         |         |         |             | NClam   | Phr        | Gre    |             | 2         |
| S18F    | 3    | unfortunately, I spend a holiday mainly for learning,                  | I am going to spend   |          | Ten     |         |         |             | ClaM    | Cla        | Int    |             | 8         |
| S18F    | 3    | because I'm going to state exam in September.                          |                       |          |         |         |         |             | ClaM    | Cla        | Int    | Adv         | 8         |
| S18F    | 3    | In July I'm going to brigade,  |                       |          |         |         |         |             | ClaM    | Cla        | Int    |             | 6         |
| S18F    | 3    | I'll help in a bar a few days.   | I'm going to help ... |          | Ten     |         |         |             | ClaM    | Cla        | Int    |             | 8         |
| S18F    | 3    | I would like to spend time with my step-sisters,                       |                       |          |         |         |         |             | ClaM    | Cla        | Int    |             | 9         |
| S18F    | 3    | they coming on holiday.  | they are coming ...   |          | Aux     |         |         |             | ClaM    | Cla        | Rep    |             | 4         |
| S18F    | 3    | We're planning a smaller bike trips and swimming.                      |                       |          |         |         |         |             | ClaM    | Cla        | Int    |             | 8         |
| S18F    | 3    | In early August I'm going to visit my friend for a weekend to Moravia. |                       |          |         |         |         |             | ClaM    | Cla        | Int    |             | 14        |
| S18F    | 3    | She is getting married,  |                       |          |         |         |         |             | ClaM    | Cla        | Int    |             | 4         |

| Student | Task | Text   | Correct alternative | Err-form | Err-Mor | Err-Lex | Err-Syn | Err-correct | Segment | Segm. type | Funct. | Syn. Compl. | Cl-Length |
|---------|------|--|---------------------|----------|---------|---------|---------|-------------|---------|------------|--------|-------------|-----------|
| S18F    | 3    | we are going to celebrate it.                                  |                     |          |         |         |         |             | ClAM    | Cl         | Int    |             | 6         |
| S18F    | 3    | But  |                     |          |         |         |         |             | Lin     |            |        | Coo         | 1         |
| S18F    | 3    | most of the time, I'm going to spend at our cottage and learn. |                     |          |         |         |         |             | ClAM    | Cl         | Int    |             | 13        |
| S18F    | 3    | :-/  |                     |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S18F    | 3    | maybe,   |                     |          |         |         |         |             | NClAM   | Phr        | Cer    |             | 1         |
| S18F    | 3    | After the state exam I'll go to Spain in September.            |                     |          |         |         |         |             | ClAM    | Cl         | Rep    |             | 10        |
| S18F    | 3    | :-)  |                     |          |         |         |         |             | NClAM   | Oth        | Smi    |             |           |
| S18F    | 3    | Bye  |                     |          |         |         |         |             | NClAM   | Phr        | Lea    |             | 2         |
| S18F    | 3    | <i>Miriam</i>  |                     |          |         |         |         |             | NClAM   | Oth        |        |             | 1         |

## Appendix 6: Detailed results (study proper)

Table 22: Pre- and post-test results

| <b>Student number</b>      | <b>Pre-test writing</b> | <b>Pre-test total</b> | <b>Post-test writing</b> | <b>Post-test total</b> |
|----------------------------|-------------------------|-----------------------|--------------------------|------------------------|
| S01F                       | 4.00                    | 14.00                 | 5.00                     | 21.00                  |
| S02F                       | 5.00                    | 19.00                 | 5.00                     | 18.00                  |
| S03F                       | 5.00                    | 17.00                 | 5.00                     | 17.00                  |
| S04M                       | 4.50                    | 18.50                 | 4.50                     | 19.50                  |
| S05M                       | 2.00                    | 12.00                 | 2.00                     | 12.00                  |
| S06F                       | 4.00                    | 15.00                 | 5.00                     | 19.00                  |
| S07F                       | 5.00                    | 17.00                 | 5.00                     | 22.00                  |
| S08F                       | 4.00                    | 18.00                 | 4.50                     | 19.50                  |
| S09F                       | 5.00                    | 14.00                 | 5.00                     | 16.00                  |
| S10F                       | 5.00                    | 16.00                 | 5.00                     | 20.00                  |
| S11F                       | 5.00                    | 19.00                 | 5.00                     | 22.00                  |
| S12F                       | 4.00                    | 16.00                 | 5.00                     | 20.00                  |
| S13F                       | 4.50                    | 19.50                 | 5.00                     | 19.00                  |
| S14F                       | 4.00                    | 19.00                 | 5.00                     | 20.00                  |
| S15M                       | 5.00                    | 19.00                 | 5.00                     | 20.00                  |
| S16F                       | 4.50                    | 19.50                 | 5.00                     | 21.00                  |
| S17F                       | 4.00                    | 16.00                 | 5.00                     | 18.00                  |
| S18F                       | 4.00                    | 12.00                 | 4.00                     | 19.00                  |
| <b>Means</b>               | <b>4.36</b>             | <b>16.69</b>          | <b>4.72</b>              | <b>19.06</b>           |
| <b>Medians</b>             | <b>4.50</b>             | <b>17.00</b>          | <b>5.00</b>              | <b>19.50</b>           |
| <b>Standard deviations</b> | <b>0.74</b>             | <b>2.49</b>           | <b>0.73</b>              | <b>2.36</b>            |

**Table 23: A detailed description of the corpus**

|                                | <b>Postings in<br/>Discussion<br/>1</b> | <b>Postings in<br/>Discussion<br/>3</b> | <b>Total<br/>postings</b> | <b>Words in<br/>Discussion<br/>1</b> | <b>Words in<br/>Discussion<br/>3</b> | <b>Total words</b> |
|--------------------------------|---|---|---------------------------|--------------------------------------|--------------------------------------|--------------------|
| <b>S01F</b>                    | 5                                       | 5                                       | 10                        | 226                                  | 237                                  | 463                |
| <b>S02F</b>                    | 15                                      | 10                                      | 25                        | 385                                  | 293                                  | 678                |
| <b>S03F</b>                    | 12                                      | 8                                       | 20                        | 260                                  | 220                                  | 480                |
| <b>S04M</b>                    | 10                                      | 5                                       | 15                        | 267                                  | 245                                  | 512                |
| <b>S05M</b>                    | 8                                       | 3                                       | 11                        | 246                                  | 143                                  | 389                |
| <b>S06F</b>                    | 8                                       | 4                                       | 12                        | 419                                  | 218                                  | 637                |
| <b>S07F</b>                    | 8                                       | 5                                       | 13                        | 485                                  | 416                                  | 901                |
| <b>S08F</b>                    | 7                                       | 5                                       | 12                        | 493                                  | 291                                  | 784                |
| <b>S09F</b>                    | 7                                       | 8                                       | 15                        | 334                                  | 577                                  | 911                |
| <b>S10F</b>                    | 8                                       | 7                                       | 15                        | 378                                  | 578                                  | 956                |
| <b>S11F</b>                    | 7                                       | 15                                      | 22                        | 446                                  | 758                                  | 1204               |
| <b>S12F</b>                    | 4                                       | 6                                       | 10                        | 266                                  | 533                                  | 799                |
| <b>S13F</b>                    | 4                                       | 6                                       | 10                        | 302                                  | 386                                  | 688                |
| <b>S14F</b>                    | 9                                       | 11                                      | 20                        | 369                                  | 446                                  | 815                |
| <b>S15M</b>                    | 11                                      | 8                                       | 19                        | 511                                  | 249                                  | 760                |
| <b>S16F</b>                    | 12                                      | 10                                      | 22                        | 436                                  | 299                                  | 735                |
| <b>S17F</b>                    | 17                                      | 11                                      | 28                        | 655                                  | 410                                  | 1065               |
| <b>S18F</b>                    | 12                                      | 8                                       | 20                        | 560                                  | 285                                  | 845                |
| <b>Total</b>                   | <b>164</b>                              | <b>135</b>                              | <b>299</b>                | <b>7038</b>                          | <b>6584</b>                          | <b>13622</b>       |
| <b>Means</b>                   | <b>9.11</b>                             | <b>7.50</b>                             | <b>16.61</b>              | <b>391.00</b>                        | <b>365.78</b>                        | <b>756.78</b>      |
| <b>Medians</b>                 | <b>8.00</b>                             | <b>7.50</b>                             | <b>15.00</b>              | <b>381.50</b>                        | <b>296.00</b>                        | <b>772.00</b>      |
| <b>Standard<br/>deviations</b> | <b>3.55</b>                             | <b>3.03</b>                             | <b>5.55</b>               | <b>120.29</b>                        | <b>161.28</b>                        | <b>213.77</b>      |

**Table 24: The overall distribution of errors (in %)**

|                            | <b>Form 1</b> | <b>Form 2</b> | <b>Mor 1</b> | <b>Mor 3</b> | <b>Lex 1</b> | <b>Lex 3</b> | <b>Syn 1</b> | <b>Syn 3</b> |
|----------------------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>S01F</b>                | 0.00          | 0.00          | 26.47        | 15.15        | 0.00         | 6.06         | 5.88         | 6.06         |
| <b>S02F</b>                | 1.96          | 0.00          | 11.76        | 9.30         | 0.00         | 2.33         | 3.92         | 2.33         |
| <b>S03F</b>                | 0.00          | 0.00          | 4.88         | 16.13        | 0.00         | 0.00         | 2.44         | 0.00         |
| <b>S04M</b>                | 0.00          | 0.00          | 13.16        | 0.00         | 0.00         | 0.00         | 5.26         | 0.00         |
| <b>S05M</b>                | 0.00          | 0.00          | 20.00        | 13.64        | 0.00         | 9.09         | 12.50        | 9.09         |
| <b>S06F</b>                | 2.94          | 0.00          | 5.88         | 25.00        | 0.00         | 0.00         | 0.00         | 3.57         |
| <b>S07F</b>                | 0.00          | 1.85          | 2.78         | 9.26         | 0.00         | 0.00         | 5.56         | 9.26         |
| <b>S08F</b>                | 0.00          | 9.30          | 3.17         | 16.28        | 1.59         | 0.00         | 7.94         | 4.65         |
| <b>S09F</b>                | 1.85          | 3.80          | 12.96        | 29.11        | 0.00         | 0.00         | 0.00         | 6.33         |
| <b>S10F</b>                | 0.00          | 1.23          | 14.06        | 27.16        | 0.00         | 2.47         | 6.25         | 6.17         |
| <b>S11F</b>                | 0.00          | 1.96          | 11.76        | 2.94         | 1.47         | 0.98         | 1.47         | 3.92         |
| <b>S12F</b>                | 2.63          | 0.00          | 2.63         | 13.04        | 0.00         | 1.45         | 5.26         | 4.35         |
| <b>S13F</b>                | 2.86          | 2.17          | 5.71         | 21.74        | 0.00         | 2.17         | 0.00         | 10.87        |
| <b>S14F</b>                | 1.79          | 0.00          | 5.36         | 12.96        | 0.00         | 0.00         | 1.79         | 5.56         |
| <b>S15M</b>                | 0.00          | 0.00          | 3.75         | 9.52         | 2.50         | 0.00         | 0.00         | 2.38         |
| <b>S16F</b>                | 0.00          | 0.00          | 4.41         | 13.89        | 1.47         | 0.00         | 0.00         | 2.78         |
| <b>S17F</b>                | 2.02          | 0.00          | 4.04         | 7.14         | 0.00         | 1.79         | 7.07         | 3.57         |
| <b>S18F</b>                | 0.00          | 0.00          | 10.59        | 14.29        | 0.00         | 0.00         | 4.71         | 5.71         |
| <b>Means</b>               | <b>0.89</b>   | <b>1.13</b>   | <b>9.08</b>  | <b>14.25</b> | <b>0.39</b>  | <b>1.46</b>  | <b>3.89</b>  | <b>4.81</b>  |
| <b>Medians</b>             | <b>0.00</b>   | <b>0.00</b>   | <b>5.80</b>  | <b>13.76</b> | <b>0.00</b>  | <b>0.00</b>  | <b>4.31</b>  | <b>4.50</b>  |
| <b>Standard deviations</b> | <b>1.19</b>   | <b>2.32</b>   | <b>6.60</b>  | <b>7.76</b>  | <b>0.78</b>  | <b>2.47</b>  | <b>3.48</b>  | <b>2.96</b>  |

**Table 25: The distribution of morphological errors (in %)**

|                            | <b>Aux 1</b> | <b>Aux 3</b> | <b>Inf 1</b> | <b>Inf 3</b> | <b>Mco 1</b> | <b>Mco 3</b> | <b>Ten 1</b> | <b>Ten 3</b> |
|----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>S01F</b>                | 8.82         | 6.06         | 2.94         | 0.00         | 2.94         | 3.03         | 11.76        | 6.06         |
| <b>S02F</b>                | 3.92         | 0.00         | 1.96         | 0.00         | 1.96         | 2.33         | 3.92         | 6.98         |
| <b>S03F</b>                | 0.00         | 0.00         | 0.00         | 0.00         | 0.00         | 3.23         | 4.88         | 12.90        |
| <b>S04M</b>                | 2.63         | 0.00         | 2.63         | 0.00         | 0.00         | 0.00         | 7.89         | 0.00         |
| <b>S05M</b>                | 7.50         | 4.55         | 2.50         | 4.55         | 0.00         | 0.00         | 10.00        | 4.55         |
| <b>S06F</b>                | 0.00         | 0.00         | 1.47         | 10.71        | 2.94         | 7.14         | 1.47         | 7.14         |
| <b>S07F</b>                | 0.00         | 0.00         | 1.39         | 0.00         | 0.00         | 1.85         | 1.39         | 7.41         |
| <b>S08F</b>                | 0.00         | 0.00         | 1.59         | 2.33         | 1.59         | 2.33         | 0.00         | 11.63        |
| <b>S09F</b>                | 7.41         | 7.59         | 0.00         | 1.27         | 5.56         | 5.06         | 0.00         | 15.19        |
| <b>S10F</b>                | 0.00         | 6.17         | 9.38         | 3.70         | 0.00         | 3.70         | 4.69         | 13.58        |
| <b>S11F</b>                | 1.47         | 0.00         | 1.47         | 0.00         | 5.88         | 1.96         | 2.94         | 0.98         |
| <b>S12F</b>                | 0.00         | 0.00         | 0.00         | 1.45         | 0.00         | 1.45         | 2.63         | 10.14        |
| <b>S13F</b>                | 2.86         | 0.00         | 0.00         | 0.00         | 0.00         | 0.00         | 2.86         | 21.74        |
| <b>S14F</b>                | 0.00         | 0.00         | 0.00         | 1.85         | 3.57         | 1.85         | 1.79         | 9.26         |
| <b>S15M</b>                | 0.00         | 2.38         | 0.00         | 0.00         | 2.50         | 0.00         | 1.25         | 7.14         |
| <b>S16F</b>                | 0.00         | 0.00         | 0.00         | 0.00         | 0.00         | 11.11        | 4.41         | 2.78         |
| <b>S17F</b>                | 1.01         | 3.57         | 0.00         | 0.00         | 1.01         | 1.79         | 2.02         | 1.79         |
| <b>S18F</b>                | 0.00         | 0.00         | 1.18         | 0.00         | 3.53         | 2.86         | 5.88         | 11.43        |
| <b>Means</b>               | <b>1.98</b>  | <b>1.68</b>  | <b>1.47</b>  | <b>1.44</b>  | <b>1.75</b>  | <b>2.76</b>  | <b>3.88</b>  | <b>8.37</b>  |
| <b>Medians</b>             | <b>1.28</b>  | <b>0.00</b>  | <b>2.90</b>  | <b>7.28</b>  | <b>0.00</b>  | <b>0.00</b>  | <b>1.30</b>  | <b>2.14</b>  |
| <b>Standard deviations</b> | <b>2.99</b>  | <b>2.66</b>  | <b>2.23</b>  | <b>2.71</b>  | <b>1.98</b>  | <b>2.78</b>  | <b>3.27</b>  | <b>5.54</b>  |

**Table 26: Distribution of language functions in Discussion 1 (in %)**

| <b>Student</b>             | <b>Agr</b>  | <b>Apo</b>  | <b>App</b>  | <b>Ask</b>  | <b>Cer</b>  | <b>Eagr</b> | <b>Eint</b> | <b>Ekno</b> | <b>Elik</b> | <b>Gra</b>  | <b>Gre</b>  | <b>Hop</b>  | <b>Int</b>  | <b>Kno</b>  | <b>Lea</b>  | <b>Lik</b>  | <b>Obl</b>  | <b>Rep</b>   | <b>Sug</b>  | <b>Total</b> |
|----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|--------------|
| <b>S01F</b>                | 0.00        | 0.00        | 5.00        | 5.00        | 5.00        | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 10.00       | 0.00        | 0.00        | 0.00        | 2.50        | 7.50        | 0.00        | 65.00        | 0.00        | <b>100</b>   |
| <b>S02F</b>                | 6.35        | 0.00        | 0.00        | 7.94        | 4.76        | 0.00        | 0.00        | 0.00        | 1.59        | 1.59        | 6.35        | 0.00        | 3.17        | 1.59        | 0.00        | 6.35        | 0.00        | 57.14        | 3.17        | <b>100</b>   |
| <b>S03F</b>                | 1.82        | 1.82        | 1.82        | 9.09        | 1.82        | 0.00        | 0.00        | 0.00        | 1.82        | 0.00        | 20.00       | 0.00        | 1.82        | 1.82        | 3.64        | 9.09        | 0.00        | 45.45        | 0.00        | <b>100</b>   |
| <b>S04M</b>                | 8.33        | 2.08        | 2.08        | 12.50       | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 4.17        | 12.50       | 2.08        | 4.17        | 0.00        | 0.00        | 2.08        | 0.00        | 43.75        | 6.25        | <b>100</b>   |
| <b>S05M</b>                | 4.00        | 2.00        | 0.00        | 12.00       | 0.00        | 0.00        | 0.00        | 0.00        | 2.00        | 0.00        | 14.00       | 0.00        | 4.00        | 0.00        | 6.00        | 6.00        | 2.00        | 48.00        | 0.00        | <b>100</b>   |
| <b>S06F</b>                | 5.26        | 1.32        | 0.00        | 7.89        | 3.95        | 0.00        | 0.00        | 0.00        | 0.00        | 1.32        | 3.95        | 0.00        | 0.00        | 2.63        | 6.58        | 7.89        | 1.32        | 53.95        | 3.95        | <b>100</b>   |
| <b>S07F</b>                | 1.14        | 0.00        | 0.00        | 5.68        | 2.27        | 0.00        | 0.00        | 0.00        | 4.55        | 3.41        | 12.50       | 0.00        | 0.00        | 1.14        | 14.77       | 7.95        | 1.14        | 45.45        | 0.00        | <b>100</b>   |
| <b>S08F</b>                | 0.00        | 0.00        | 0.00        | 9.21        | 1.32        | 0.00        | 0.00        | 0.00        | 3.95        | 0.00        | 9.21        | 0.00        | 2.63        | 0.00        | 15.79       | 9.21        | 1.32        | 47.37        | 0.00        | <b>100</b>   |
| <b>S09F</b>                | 4.62        | 0.00        | 0.00        | 4.62        | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 10.77       | 0.00        | 3.08        | 0.00        | 12.31       | 4.62        | 3.08        | 53.85        | 3.08        | <b>100</b>   |
| <b>S10F</b>                | 4.00        | 0.00        | 0.00        | 2.67        | 4.00        | 0.00        | 0.00        | 0.00        | 0.00        | 1.33        | 10.67       | 0.00        | 0.00        | 2.67        | 6.67        | 5.33        | 0.00        | 61.33        | 1.33        | <b>100</b>   |
| <b>S11F</b>                | 0.00        | 0.00        | 0.00        | 3.85        | 0.00        | 1.28        | 1.28        | 0.00        | 0.00        | 2.56        | 8.97        | 3.85        | 5.13        | 1.28        | 7.69        | 6.41        | 10.26       | 47.44        | 0.00        | <b>100</b>   |
| <b>S12F</b>                | 0.00        | 2.17        | 2.17        | 2.17        | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 8.70        | 0.00        | 0.00        | 0.00        | 17.39       | 8.70        | 0.00        | 58.70        | 0.00        | <b>100</b>   |
| <b>S13F</b>                | 2.27        | 2.27        | 0.00        | 2.27        | 4.55        | 0.00        | 2.27        | 0.00        | 0.00        | 4.55        | 9.09        | 0.00        | 2.27        | 0.00        | 11.36       | 6.82        | 0.00        | 52.27        | 0.00        | <b>100</b>   |
| <b>S14F</b>                | 1.56        | 0.00        | 0.00        | 7.81        | 1.56        | 0.00        | 0.00        | 0.00        | 1.56        | 0.00        | 9.38        | 0.00        | 6.25        | 0.00        | 1.56        | 12.50       | 0.00        | 57.81        | 0.00        | <b>100</b>   |
| <b>S15M</b>                | 4.30        | 0.00        | 0.00        | 3.23        | 2.15        | 0.00        | 1.08        | 0.00        | 1.08        | 1.08        | 6.45        | 0.00        | 10.75       | 0.00        | 1.08        | 4.30        | 1.08        | 63.44        | 0.00        | <b>100</b>   |
| <b>S16F</b>                | 3.80        | 1.27        | 1.27        | 10.13       | 0.00        | 0.00        | 0.00        | 0.00        | 2.53        | 0.00        | 10.13       | 0.00        | 8.86        | 0.00        | 0.00        | 12.66       | 0.00        | 49.37        | 0.00        | <b>100</b>   |
| <b>S17F</b>                | 2.80        | 0.00        | 0.00        | 17.76       | 4.67        | 0.00        | 0.93        | 0.00        | 1.87        | 0.00        | 4.67        | 0.00        | 4.67        | 0.00        | 0.00        | 9.35        | 0.93        | 52.34        | 0.00        | <b>100</b>   |
| <b>S18F</b>                | 0.00        | 0.00        | 0.00        | 6.32        | 2.11        | 0.00        | 3.16        | 0.00        | 4.21        | 0.00        | 9.47        | 1.05        | 7.37        | 3.16        | 1.05        | 6.32        | 0.00        | 55.79        | 0.00        | <b>100</b>   |
| <b>Total*</b>              | <b>2.74</b> | <b>0.56</b> | <b>0.48</b> | <b>7.49</b> | <b>2.17</b> | <b>0.08</b> | <b>0.56</b> | <b>0.00</b> | <b>1.61</b> | <b>1.05</b> | <b>9.42</b> | <b>0.40</b> | <b>3.95</b> | <b>0.89</b> | <b>5.72</b> | <b>7.49</b> | <b>1.29</b> | <b>53.22</b> | <b>0.89</b> | <b>100</b>   |
| <b>Means</b>               | <b>2.79</b> | <b>0.72</b> | <b>0.69</b> | <b>7.23</b> | <b>2.12</b> | <b>0.07</b> | <b>0.48</b> | <b>0.00</b> | <b>1.40</b> | <b>1.11</b> | <b>9.82</b> | <b>0.39</b> | <b>3.57</b> | <b>0.79</b> | <b>6.02</b> | <b>7.39</b> | <b>1.17</b> | <b>53.25</b> | <b>0.99</b> | <b>100</b>   |
| <b>Medians</b>             | <b>2.54</b> | <b>0.00</b> | <b>0.00</b> | <b>7.06</b> | <b>1.96</b> | <b>0.00</b> | <b>0.00</b> | <b>0.00</b> | <b>1.32</b> | <b>0.00</b> | <b>9.42</b> | <b>0.00</b> | <b>3.13</b> | <b>0.00</b> | <b>4.82</b> | <b>7.16</b> | <b>0.00</b> | <b>53.09</b> | <b>0.00</b> | <b>100</b>   |
| <b>Standard deviations</b> | <b>2.47</b> | <b>0.96</b> | <b>1.34</b> | <b>4.14</b> | <b>1.92</b> | <b>0.30</b> | <b>0.93</b> | <b>0.00</b> | <b>1.57</b> | <b>1.56</b> | <b>3.64</b> | <b>1.02</b> | <b>3.21</b> | <b>1.12</b> | <b>5.97</b> | <b>2.67</b> | <b>2.43</b> | <b>6.44</b>  | <b>1.85</b> | <b>0</b>     |

\* Counted as total occurrences of the function per total number of segments annotated for language functions in Discussion 1

**Table 27: Distribution of language functions in Discussion 3 (in %)**

| <b>Student</b>             | <b>Agr</b>  | <b>Apo</b>  | <b>App</b>  | <b>Ask</b>  | <b>Cer</b>  | <b>Eagr</b> | <b>Eint</b> | <b>Ekno</b> | <b>Elik</b> | <b>Gra</b>  | <b>Gre</b>   | <b>Hop</b>  | <b>Int</b>   | <b>Kno</b>  | <b>Lea</b>   | <b>Lik</b>  | <b>Obl</b>  | <b>Rep</b>   | <b>Sug</b>  | <b>Total</b> |
|----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|-------------|--------------|-------------|--------------|
| <b>S01F</b>                | 2.27        | 2.27        | 0.00        | 4.55        | 11.36       | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 11.36        | 0.00        | 6.82         | 2.27        | 9.09         | 2.27        | 0.00        | 45.45        | 2.27        | <b>100</b>   |
| <b>S02F</b>                | 5.66        | 0.00        | 0.00        | 11.32       | 1.89        | 0.00        | 3.77        | 0.00        | 0.00        | 0.00        | 16.98        | 1.89        | 11.32        | 3.77        | 0.00         | 1.89        | 1.89        | 39.62        | 0.00        | <b>100</b>   |
| <b>S03F</b>                | 4.17        | 0.00        | 2.08        | 4.17        | 0.00        | 2.08        | 2.08        | 0.00        | 0.00        | 0.00        | 16.67        | 2.08        | 20.83        | 2.08        | 16.67        | 0.00        | 2.08        | 25.00        | 0.00        | <b>100</b>   |
| <b>S04M</b>                | 0.00        | 0.00        | 0.00        | 12.50       | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 15.63        | 0.00        | 6.25         | 0.00        | 12.50        | 0.00        | 3.13        | 46.88        | 3.13        | <b>100</b>   |
| <b>S05M</b>                | 3.45        | 6.90        | 0.00        | 0.00        | 3.45        | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 10.34        | 0.00        | 6.90         | 0.00        | 10.34        | 0.00        | 3.45        | 55.17        | 0.00        | <b>100</b>   |
| <b>S06F</b>                | 0.00        | 0.00        | 0.00        | 2.94        | 2.94        | 2.94        | 0.00        | 0.00        | 2.94        | 0.00        | 8.82         | 0.00        | 23.53        | 0.00        | 8.82         | 8.82        | 0.00        | 38.24        | 0.00        | <b>100</b>   |
| <b>S07F</b>                | 0.00        | 0.00        | 0.00        | 1.54        | 6.15        | 1.54        | 1.54        | 0.00        | 0.00        | 0.00        | 9.23         | 7.69        | 7.69         | 1.54        | 15.38        | 6.15        | 1.54        | 40.00        | 0.00        | <b>100</b>   |
| <b>S08F</b>                | 1.85        | 0.00        | 0.00        | 3.70        | 7.41        | 0.00        | 1.85        | 0.00        | 0.00        | 0.00        | 9.26         | 1.85        | 7.41         | 1.85        | 16.67        | 5.56        | 1.85        | 38.89        | 1.85        | <b>100</b>   |
| <b>S09F</b>                | 1.03        | 1.03        | 0.00        | 4.12        | 5.15        | 0.00        | 1.03        | 0.00        | 0.00        | 1.03        | 8.25         | 0.00        | 20.62        | 2.06        | 9.28         | 4.12        | 2.06        | 39.18        | 1.03        | <b>100</b>   |
| <b>S10F</b>                | 0.00        | 1.06        | 0.00        | 2.13        | 8.51        | 0.00        | 3.19        | 0.00        | 0.00        | 0.00        | 7.45         | 5.32        | 13.83        | 4.26        | 7.45         | 0.00        | 1.06        | 45.74        | 0.00        | <b>100</b>   |
| <b>S11F</b>                | 1.48        | 0.00        | 0.00        | 8.15        | 3.70        | 0.00        | 0.74        | 0.00        | 0.00        | 0.74        | 11.85        | 1.48        | 14.81        | 0.74        | 11.85        | 0.74        | 0.74        | 42.22        | 0.74        | <b>100</b>   |
| <b>S12F</b>                | 0.00        | 0.00        | 0.00        | 3.85        | 5.13        | 0.00        | 1.28        | 0.00        | 0.00        | 0.00        | 8.97         | 1.28        | 20.51        | 1.28        | 6.41         | 1.28        | 1.28        | 48.72        | 0.00        | <b>100</b>   |
| <b>S13F</b>                | 0.00        | 0.00        | 0.00        | 5.08        | 6.78        | 0.00        | 8.47        | 0.00        | 0.00        | 3.39        | 10.17        | 0.00        | 15.25        | 0.00        | 5.08         | 0.00        | 1.69        | 40.68        | 3.39        | <b>100</b>   |
| <b>S14F</b>                | 4.88        | 0.00        | 0.00        | 7.32        | 1.22        | 0.00        | 2.44        | 1.22        | 0.00        | 0.00        | 13.41        | 2.44        | 8.54         | 1.22        | 13.41        | 1.22        | 1.22        | 41.46        | 0.00        | <b>100</b>   |
| <b>S15M</b>                | 1.61        | 1.61        | 0.00        | 6.45        | 6.45        | 0.00        | 1.61        | 0.00        | 0.00        | 0.00        | 12.90        | 0.00        | 14.52        | 6.45        | 12.90        | 1.61        | 1.61        | 32.26        | 0.00        | <b>100</b>   |
| <b>S16F</b>                | 1.72        | 0.00        | 0.00        | 3.45        | 3.45        | 0.00        | 5.17        | 0.00        | 0.00        | 0.00        | 17.24        | 1.72        | 12.07        | 1.72        | 17.24        | 3.45        | 3.45        | 29.31        | 0.00        | <b>100</b>   |
| <b>S17F</b>                | 1.27        | 0.00        | 0.00        | 3.80        | 7.59        | 0.00        | 3.80        | 0.00        | 0.00        | 0.00        | 13.92        | 0.00        | 11.39        | 1.27        | 13.92        | 1.27        | 1.27        | 40.51        | 0.00        | <b>100</b>   |
| <b>S18F</b>                | 2.17        | 0.00        | 0.00        | 10.87       | 4.35        | 0.00        | 6.52        | 0.00        | 0.00        | 0.00        | 15.22        | 0.00        | 30.43        | 0.00        | 6.52         | 0.00        | 0.00        | 23.91        | 0.00        | <b>100</b>   |
| <b>Total*</b>              | <b>1.65</b> | <b>0.52</b> | <b>0.09</b> | <b>5.31</b> | <b>4.96</b> | <b>0.26</b> | <b>2.44</b> | <b>0.09</b> | <b>0.09</b> | <b>0.35</b> | <b>11.75</b> | <b>1.65</b> | <b>14.27</b> | <b>1.83</b> | <b>10.79</b> | <b>2.00</b> | <b>1.48</b> | <b>39.86</b> | <b>0.61</b> | <b>100</b>   |
| <b>Means</b>               | <b>1.75</b> | <b>0.72</b> | <b>0.12</b> | <b>5.33</b> | <b>4.75</b> | <b>0.36</b> | <b>2.42</b> | <b>0.07</b> | <b>0.16</b> | <b>0.29</b> | <b>12.09</b> | <b>1.43</b> | <b>14.04</b> | <b>1.70</b> | <b>10.75</b> | <b>2.13</b> | <b>1.57</b> | <b>39.62</b> | <b>0.69</b> | <b>100</b>   |
| <b>Medians</b>             | <b>1.55</b> | <b>0.00</b> | <b>0.00</b> | <b>4.15</b> | <b>4.74</b> | <b>0.00</b> | <b>1.73</b> | <b>0.00</b> | <b>0.00</b> | <b>0.00</b> | <b>11.61</b> | <b>0.64</b> | <b>12.95</b> | <b>1.41</b> | <b>11.10</b> | <b>1.27</b> | <b>1.58</b> | <b>40.25</b> | <b>0.00</b> | <b>100</b>   |
| <b>Standard deviations</b> | <b>1.77</b> | <b>1.69</b> | <b>0.49</b> | <b>3.46</b> | <b>3.03</b> | <b>0.87</b> | <b>2.39</b> | <b>0.29</b> | <b>0.69</b> | <b>0.83</b> | <b>3.25</b>  | <b>2.10</b> | <b>6.81</b>  | <b>1.72</b> | <b>4.63</b>  | <b>2.55</b> | <b>1.05</b> | <b>7.99</b>  | <b>1.16</b> | <b>0</b>     |

\* Counted as total occurrences of the function per total number of segments annotated for language functions in Discussion 1

**Table 28: Syntactic complexity**

|                     | Discussion 1   |                     |                  |                       |                   |                       | Discussion 3   |                     |                  |                       |                   |                       |
|---------------------|----------------|---------------------|------------------|-----------------------|-------------------|-----------------------|----------------|---------------------|------------------|-----------------------|-------------------|-----------------------|
|                     | Coord. linkers | Total text segments | Coord. index [%] | Total subord. clauses | Subord. index [%] | Clause length [words] | Coord. linkers | Total text segments | Coord. index [%] | Total subord. clauses | Subord. index [%] | Clause length [words] |
| S01F                | 6              | 49                  | 12.24            | 49                    | 22.45             | 6.33                  | 7              | 54                  | 12.96            | 11                    | 20.37             | 7.07                  |
| S02F                | 17             | 84                  | 20.24            | 84                    | 5.95              | 7.11                  | 7              | 62                  | 11.29            | 8                     | 12.90             | 6.56                  |
| S03F                | 2              | 60                  | 3.33             | 60                    | 5.00              | 5.72                  | 2              | 51                  | 3.92             | 8                     | 15.69             | 6.69                  |
| S04M                | 2              | 61                  | 3.28             | 61                    | 3.28              | 6.28                  | 3              | 43                  | 6.98             | 1                     | 2.33              | 8.35                  |
| S05M                | 4              | 61                  | 6.56             | 61                    | 3.28              | 5.49                  | 3              | 37                  | 8.11             | 4                     | 10.81             | 5.37                  |
| S06F                | 11             | 103                 | 10.68            | 103                   | 13.59             | 5.85                  | 4              | 42                  | 9.52             | 4                     | 9.52              | 7.38                  |
| S07F                | 14             | 116                 | 12.07            | 116                   | 13.79             | 6.49                  | 12             | 89                  | 13.48            | 9                     | 10.11             | 8.37                  |
| S08F                | 11             | 94                  | 11.70            | 94                    | 10.64             | 7.57                  | 5              | 64                  | 7.81             | 11                    | 17.19             | 6.97                  |
| S09F                | 7              | 88                  | 7.95             | 88                    | 5.68              | 5.51                  | 14             | 129                 | 10.85            | 13                    | 10.08             | 7.03                  |
| S10F                | 15             | 102                 | 14.71            | 102                   | 9.80              | 5.54                  | 15             | 120                 | 12.50            | 21                    | 17.50             | 7.60                  |
| S11F                | 9              | 99                  | 9.09             | 99                    | 14.14             | 6.29                  | 14             | 178                 | 7.87             | 28                    | 15.73             | 6.68                  |
| S12F                | 7              | 57                  | 12.28            | 57                    | 7.02              | 6.84                  | 16             | 99                  | 16.16            | 18                    | 18.18             | 7.75                  |
| S13F                | 11             | 65                  | 16.92            | 65                    | 13.85             | 8.18                  | 10             | 84                  | 11.90            | 9                     | 10.71             | 6.86                  |
| S14F                | 14             | 79                  | 17.72            | 79                    | 8.86              | 6.00                  | 13             | 99                  | 13.13            | 7                     | 7.07              | 7.49                  |
| S15M                | 11             | 108                 | 10.19            | 108                   | 8.33              | 5.94                  | 5              | 67                  | 7.46             | 6                     | 8.96              | 5.43                  |
| S16F                | 6              | 87                  | 6.90             | 87                    | 5.75              | 6.05                  | 3              | 63                  | 4.76             | 1                     | 1.59              | 7.58                  |
| S17F                | 20             | 132                 | 15.15            | 132                   | 9.85              | 6.44                  | 11             | 103                 | 10.68            | 10                    | 9.71              | 6.73                  |
| S18F                | 14             | 116                 | 12.07            | 116                   | 8.62              | 6.19                  | 6              | 55                  | 10.91            | 6                     | 10.91             | 7.58                  |
| <b>Total</b>        | <b>181</b>     | <b>1561</b>         | <b>11.60</b>     | <b>1561</b>           | <b>9.55</b>       | <b>6.28</b>           | <b>150</b>     | <b>1439</b>         | <b>10.42</b>     | <b>175</b>            | <b>12.16</b>      | <b>7.11</b>           |
| <b>Means</b>        |                |                     | <b>11.28</b>     |                       | <b>9.44</b>       | <b>6.32</b>           |                |                     | <b>10.02</b>     |                       | <b>11.63</b>      | <b>7.08</b>           |
| <b>Medians</b>      |                |                     | <b>11.89</b>     |                       | <b>8.74</b>       | <b>6.24</b>           |                |                     | <b>10.77</b>     |                       | <b>10.76</b>      | <b>7.05</b>           |
| <b>St.deviation</b> |                |                     | <b>4.66</b>      |                       | <b>4.80</b>       | <b>0.72</b>           |                |                     | <b>3.21</b>      |                       | <b>5.14</b>       | <b>0.81</b>           |

**Table 29: Perceived fluency**

|                            | Statement 1 | Statement 2 | Statement 3 | Perceived fluency effect |
|----------------------------|-------------|-------------|-------------|--------------------------|
| <b>S01F</b>                | 0           | 0           | 0           | <b>0.00</b>              |
| <b>S02F</b>                | 0           | 2           | 0           | <b>0.67</b>              |
| <b>S03F</b>                | 2           | 1           | 2           | <b>1.67</b>              |
| <b>S04M</b>                | 0           | -1          | 1           | <b>0.00</b>              |
| <b>S05M</b>                | 1           | 2           | 1           | <b>1.33</b>              |
| <b>S06F</b>                | 2           | 2           | 2           | <b>2.00</b>              |
| <b>S07F</b>                | 0           | 0           | 0           | <b>0.00</b>              |
| <b>S08F</b>                | 2           | 2           | 2           | <b>2.00</b>              |
| <b>S09F</b>                | 1           | 1           | 1           | <b>1.00</b>              |
| <b>S10F</b>                | 2           | 2           | 2           | <b>2.00</b>              |
| <b>S11F</b>                | 2           | 2           | 1           | <b>1.67</b>              |
| <b>S12F</b>                | 1           | 1           | 1           | <b>1.00</b>              |
| <b>S13F</b>                | 0           | 2           | 2           | <b>1.33</b>              |
| <b>S14F</b>                | 1           | -1          | -1          | <b>-0.33</b>             |
| <b>S15M</b>                | 1           | 2           | 2           | <b>1.67</b>              |
| <b>S16F</b>                | 2           | 2           | 2           | <b>2.00</b>              |
| <b>S17F</b>                | 2           | 2           | 2           | <b>2.00</b>              |
| <b>S18F</b>                | 1           | 2           | 2           | <b>1.67</b>              |
| <b>Means</b>               | <b>1.11</b> | <b>1.28</b> | <b>1.22</b> | <b>1.20</b>              |
| <b>Medians</b>             | <b>1.00</b> | <b>2.00</b> | <b>1.50</b> | <b>1.50</b>              |
| <b>Standard deviations</b> | <b>0.83</b> | <b>1.07</b> | <b>0.94</b> | <b>0.81</b>              |

Statement 1: *Due to my participation in the discussions I can write texts in English faster.*

Statement 2: *Due to my participation in the discussions I am less afraid of writing and submitting a message in English.*

Statement 3: *Due to my participation in the discussions I am more confident when writing short messages in English.*

-2 = strongly disagree

+2 = strongly agree

## Appendix 7: A study of selected errors (study proper)

**Table 30: The language functions expressed by erroneous forms (Morphology-Tense) in Discussions 1 and 3**

|                     | Ask       | Cer      | Eint     | Elik     | Int       | Obl      | Rep       | Total      |
|---------------------|-----------|----------|----------|----------|-----------|----------|-----------|------------|
| <b>Discussion 1</b> | 6         | 0        | 0        | 1        | 7         | 0        | 22        | <b>36</b>  |
| <b>Discussion 3</b> | 4         | 2        | 6        | 0        | 45        | 1        | 18        | <b>76</b>  |
| <b>Total</b>        | <b>10</b> | <b>2</b> | <b>6</b> | <b>1</b> | <b>52</b> | <b>1</b> | <b>40</b> | <b>112</b> |

**Table 31: Morphological errors in the forms expressing reporting and narrating (Rep) and intentions (Int) in clausal material (ClAM)**

| Language function | Error category              | Discussion 1 |                     | Discussion 3 |                     | T-test  |
|-------------------|-----------------------------|--------------|---------------------|--------------|---------------------|---------|
|                   |                             | Means [%]    | Standard deviations | Means [%]    | Standard deviations |         |
| <b>Reporting</b>  | Overall Morph. errors       | 7.98         | 8.32                | 9.87         | 8.69                | 0.4790  |
|                   | Auxiliaries (Aux)           | 0.95         | 2.95                | 0.94         | 2.46                | 0.9905  |
|                   | Inflections (Inf)           | 2.27         | 3.17                | 1.75         | 2.54                | 0.5148  |
|                   | Morph. complex errors (Mco) | 1.01         | 1.37                | 3.26         | 4.51                | 0.0559  |
|                   | Tense (Ten)                 | 3.75         | 4.12                | 3.92         | 4.18                | 0.9119  |
| <b>Intentions</b> | Overall Morph. errors       | 19.60        | 27.60               | 37.48        | 27.05               | 0.0368* |
|                   | Auxiliaries (Aux)           | 0.00         | 0.00                | 5.19         | 13.78               | 0.1288  |
|                   | Inflections (Inf)           | 0.00         | 0.00                | 0.00         | 0.00                |         |
|                   | Morph. complex errors (Mco) | 4.96         | 13.03               | 3.57         | 7.37                | 0.6602  |
|                   | Tense (Ten)                 | 14.64        | 27.31               | 28.72        | 21.17               | 0.0935  |

\*  $p \leq 0.05$

**Table 32: A sample of the first ten segments from Discussion 3 marked as morphologically incorrect (Tense)**

|  |
|--|
| <p>What are we doing with it?<br/> will you snorkel?<br/> I have to „open book" on holiday too.<br/> that we will visit family or friends too.<br/> because I will have my holiday.<br/> I will work in the hotel as waitress all holiday,<br/> I will go sometimes with my brother to Mladá Boleslav.<br/> we will sail from towm of Biograd na Moru.</p> |
|--|

I will learn,

I'll help to Czech's clients with accommodation, on airport and with trips on Djerba and with all problems