

Abstract

The thesis attempts to track changes that occur in foreign language teaching due to the onset of new technologies and the related use of new methods and forms of teaching. The author deals with the possibilities of using ICT in teaching German language, development of language skills and listening comprehension, based on many years of experience in designing educational online courses, and their application in the teaching of the German language. The theoretical part of the thesis is devoted to the theoretical foundations of eLearning and description of on-line courses, the empirical part is devoted to the study of the effectiveness of these courses. The aim of this research was to determine how the use of ICT is reflected in the students' results and whether the teaching with the ICT support is more, or at least as effective as face-to-face teaching.

The first online German language courses at the Faculty of Informatics and Management, University of Hradec Králové already started in 2002. These online courses have been from the beginning primarily meant as supplementary courses, which should serve to streamline the study and home preparation for lessons and to simplify and improve the preparation of students for credits and exam. Gradually there were developed courses for combined studies and for Inter-university studies, which are real eLearning courses. For several years, educational research was conducted, comparing the results of work in different types of courses. Based on the research and its results it can be stated that the teaching of the German language using the blended learning is more effective than contact teaching and is even more effective than teaching supported by eLearning. The work shows that monitoring the creation, implementation, results and overall assessment of electronic forms of learning is not without problems. The author wants to see and interpret them with all possible objectivity, which is allowed by available literature. Great attention is paid to elements, without which the new stage of development and application of eLearning in language teaching can not do. These include a new definition of the content of the programs, the definition of teaching competencies and skills in language teaching, the question of motivation, feedback, problems of so-called autonomization of the learner, etc.