Abstract

The diploma thesis deals with e-learning in the sense of using online tools, programmes and websites in the English language teaching. In the current modern society we use internet and electronic devices on daily bases and it is only natural that such trend is infiltrating also the field of education. The aim of this thesis is to provide the teachers, who would like to use e-learning in their lessons, with theoretical background and inspiration.

The thesis is divided into two parts – a theoretical part and a practical part. The theoretical part is divided into several chapters, each of them focuses on some theoretical aspect of e-learning. The term can be seen from more points of view, this thesis understands e-learning as any programme, tool, platform or website that needs to be used online – using an internet connection. The next chapters of the theoretical part deal with the advantages and limits that are connected with using e-learning, its' history or place in the Framework Educational Programme.

To put together the practical part, which is supposed to be something like a catalogue of the particular e-learning programmes, I decided to use a questionnaire as the main source of the programmes. Apart from the questionnaire my sources were literature on given topic or my own internet search. Thanks to the questionnaire created via Vyplnto.cz server I gained actual teachers of the English language as the respondents.

Almost 35 collected programmes were divided into groups according to the purpose they serve to. The groups or categories are as follows: *data banks, communication, test creators, webs for practising, correctors, spelling and pronunciation, LMS, lesson planes, dictionaries, e-learnings, noticeboards, projects* and *others*, where I put the programmes that cannot fit any other group. The programmes are divided also according to whom they help - teachers' helpers or students' helpers. This division is not absolute as one programme can be used by students and teachers alike. I also divided the programmes as primary or secondary. Primary programmes were originally meant to be used for education whereas secondary were not. I put together a table for better orientation which is followed by the list of programmes. The thesis includes short characteristic of each programme with information where to find it. The listing is according to the categories and then alphabetical. Thus the teachers can seek for the programmes according to their purpose and then they can take a look at the characteristic.