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**VARIETY OF E-LEARNING PROGRAMMES IN
ENGLISH LANGUAGE TEACHING**

SPEKTRUM E-LEARNINGOVÝCH PROGRAMŮ VE VÝUCE ANGLICKÉHO
JAZYKA

Diploma thesis

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Declaration of Authorship

I hereby declare that the work presented in this thesis is my own, except as acknowledged in the text. I confirm that the printed and the electronic version of the thesis are identical and I give my consent for my thesis to be stored in the Theses database. The thesis has not been previously used to earn any other degree.

Prague, 14th July 2017

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TITLE: Variety of e-Learning Programmes in English Language Teaching

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SUMMARY: The thesis deals with e-learning programmes, web sites and tools, that might be used in English language teaching whether they were originally meant for that or not. In the theoretical part is defined the term e-learning, its' history, advantages and disadvantages that their use can bring and the place in the Framework Educational Programme. A chapter is dedicated to motivation and Moodle as the most well known and most frequently used e-learning programme. The practical part is dedicated to particular programmes. They are grouped according to their purpose and there is a list with short characterization of each of them. This thesis can serve to the teachers who would like to learn something about the matter or who are looking for inspiration for their lessons.

KEYWORDS: e-learning, programme, web site, English language teaching, LMS

NÁZEV PRÁCE: Spektrum e-learningových programů ve výuce anglického jazyka

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ANOTACE: Práce se zabývá e-learningovými programy, webovými stránkami a online nástroji, které lze využít ve výuce anglického jazyka, ať už byly původně pro takový účel zamýšleny nebo ne. V teoretické části práce vymezuje pojem e-learning, jeho historii, klady a zápory jeho používání ve výuce a jeho místo v Rámcovém výukovém programu. Kapitola je též věnována motivaci a programu Moodle, který představuje nejznámějšího a nejpoužívanějšího zástupce e-learningových programů. Praktická část je věnována konkrétním programům. Rozděluje je do skupin podle účelu, kterému mohou být využity, a podává stručnou charakteristiku každého z nich. Práce tak může sloužit učitelům, kteří se chtějí blíže seznámit s tématem e-learningu či hledají inspiraci pro práci v hodinách.

KLÍČOVÁ SLOVA: e-learning, program, webové stránky, výuka anglického jazyka, LMS

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 VypIno.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.

Abstrakt

Práce se zabývá e-learningem ve smyslu využití online nástrojů, programů a zdrojů ve výuce anglického jazyka. V současné, moderní společnosti je využívání internetu a elektroniky naprosto běžné a je tedy jen přirozené, že tento trend proniká i do oblasti vzdělávání. Cílem práce je poskytnout učitelům, kteří chtějí v hodinách využívat e-learning, teoretickou podporu a inspiraci při volbě programu.

Práce je tradičně rozdělena do dvou hlavních částí – teoretické a praktické. Teoretická část je členěná do několika kapitol, z nichž každá se věnuje teoretickým aspektům e-learningu.

Pojem e-learning lze chápat několika způsoby, v této práci je chápán jako jakýkoli program, nástroj či stránky, které alespoň zčásti fungují pouze online. K jejich využití je tedy potřeba připojení k internetu. Teoretická část dále seznamuje s výhodami a limity, které jsou spojené s prací s e-learningovými programy, historií e-learningu či jeho místem v Rámcovém vzdělávacím programu.

Pro vypracování praktické části, která by měla být jakýmsi katalogem konkrétních e-learningových programů, jsem zvolila dotazníkovou metodu jako zdroj těchto programů. Kromě dotazníku byla pro mne zdrojem dostupná literatura na dané téma a vlastní internetové pátrání. Díky online dotazníku, vytvořenému přes server VypInTo.cz, jsem měla možnost oslovit skutečné, aktivní učitele angličtiny.

Ze získaných námětů jsem vybrala téměř 35 různých programů, které jsem rozdělila do skupin podle účelu, ke kterému mohou sloužit. Skupiny nebo kategorie jsou následující: *databanky, komunikace, programy k vytváření testů, weby pro procvičování, korektoři, spelling a výslovnost, LMS, plány hodin, slovníky, e-learningy, nástěnky, projekty* a *ostatní*, kam patří programy, které se mi nepodařilo jinak zařadit. Programy jsou dále rozdělené na pomocníky učitele a pomocníky žáka. Toto rozdělení není absolutní, některé programy mohou mít využití pro učitele i žáky. Práce dále dělí programy na primární a sekundární, podle toho, zda jejich původní záměr byl vzdělávání nebo jiný. Pro lepší přehlednost jsem vypracovala tabulkový přehled, po kterém následuje soupis programů.

Práce obsahuje stručný popis každého programu spolu s odkazem, kde ho najít. Řazeny jsou dle kategorií a abecedy. Učitelé tak mohou vybírat programy dle jejich účelu a mají k dispozici jejich charakteristiku a možnosti využití.

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Introduction

Our society is full of technical devices. We use electronic tools to open our gates or to monitor the breath of our babies. One device is able to do many tasks for us, we have watches that do not only show what time it is, it has also barometer, GPS, altimeter or compass. Technology develops very quickly in many fields of our lives, f.e. transport or communication. Education is not an exception. New technologies are infiltrating also the processes of teaching and learning. Many schools are equipped with projectors, computers, interactive boards and some schools provide their students with tablets and using those tools is becoming more and more common. That is why I chose for my thesis a topic on the boarder of ICT and English teaching.

The aim of this thesis is to provide a list of various programmes, tools, platforms or websites that can be used in English teaching. A term that designates those programmes is e-learning. This term can be understood in several ways. The theoretical part of this work deals with this question. The next chapter defines the benefits that e-learning can bring but also the difficulties and limits that are connected with it. One chapter is also dedicated to the factor of motivation because although there are general models of motivation some theories are focused also on motivation in e-learning in particular and by learning about motivation teachers can be able to choose what is best for his students. The theoretical part is closed by a closer look at Moodle as the most typical representative of e-learning programme.

The theoretical part should provide the interested readers with some background information about e-learning. The second (practical) part is meant to be a catalogue that shows the spectrum of e-learning programmes or programmes that are not primarily meant for use in education but can be. To put the list of programmes together I needed some sources: literature on the given topic, internet and teachers. The first two sources depended on my own research and for the third source a questionnaire was carried out via VypInTo.cz server.

The collected programmes were divided into thematic groups according to their purpose and for better orientation the division is showed in a table. The thesis provides a short characterization for each of the programmes and where to find them.

1. Theoretical Background

1.1. Education and the Society of Information

The most frequent expressions used in connection with our society are probably: fast, hectic, hurried, losing contact with tradition, over-technical, modern. It is closely related with the development in the fields of science, technology and media. Although it may seem as if our society is going through an enormous computer devices boom we must realize that the technical progress is not a question of the last few years but a result of a long-term and gradual process of development that had started in the past. Evolution in information technologies brings us relief, spares our time and makes our lives more comfortable and easy but it also creates higher demands on the members of the society. We are exposed to an enormous amount of information that we have to process and categorise. In such data overload it is difficult to distinguish what is relevant and trustworthy. In our everyday lives- at school or work - we need to sort those information and sources. This ability we call the digital literacy.

The technical development will not stop from day-to-day and the number of technical devices that surrounds us is still growing. It is quite rare to see a household without an internet connection. We tend to modernize everything and make it better or more comfortable. Having internet at home or/and work is not enough anymore. We carry the connection everywhere in the form of the smart phones. Digitalization and online arrangements are parts of our everyday lives - we can do almost anything online.

This advancement influences also the field of education. During the councils of the European Union in Lisboa in 2002 it was stated that our society is facing changes in economy. This new economy is based on information. One of the results of this council was also creating a unitary action plan eEurope, where the works in the field of education were of a high importance. The European Education Council was asked to consider the future goals of the educational systems and an initiative known as electronic learning (e-learning) was born. Its goal was to integrate the Information and Communication Technology (ICT) into education which meant financial support that went into four main activities: 1) Promoting digital literacy, 2) European virtual campuses, 3) Transversal actions for the promotion of e-learning in Europe and 4) e-Twinning. Other programmes that supported the using of e-learning are Socrates or Leonardo da Vinci (Barešová 32-33).

The importance of this matter along with the topicality made me decide to choose the topic for my thesis. My aim was to map the different possibilities that teachers have when they want to bring e-learning into their classes. First I had to decide which approach to the matter to follow because there are more views on it.

1.2. What is e-learning

Defining e-learning may seem to be an easy task since almost everybody has quite clear notion of the term, especially when our modern society is so much surrounded by technology. The word itself consist of two parts, where learning stands simply for the process of acquisition of knowledge or skills and “e” stands for electronic – analogically to the “e” in “e-mail” (the electronic version of mail) and we can conclude that “e-learning” is a short version of “electronic learning”. However e-learning is a very broad term and as such can be defined in many ways depending on how we approach the matter. Barešová introduces three different understandings that lead to three different technological “forms” of e-learning as Kopecký (22) calls it (Barešová 28).

1.2.1. Different Understandings of the Term e-learning

1) In the simplest way e-learning is referred to as education that is enhanced by computers. A widely used term describing the technological form is the Computer-based training (CBT). It does not require connection to the internet. The courses are realized off-line and mostly through CD-ROMs. They were widely used in the 90’s but today they are being replaced by various computer or mobile applications. It represents the simplest and first level of e-learning.

2) According to the second approach the e-learning processes involve more than just the computer technology. They include other kinds of electronic media such as CD ROMs, TVs, VHSs or satellites, but again, the use of these devices is being replaced by modern online applications and devices – tablets, smart phones or interactive boards and projectors. This is called TBT (Technology-based training) and it is broader form than the CBT.

3) The last view on e-learning focuses on web technologies only. It is e-learning in the narrowest form. That is why the WBT (Web-based training) is going to be the main

focus of this work as mapping all the possible types of programmes from the point of view of the TBT or CBT would probably exceed the scope of the diploma thesis. The WBT contrary to the CBT works online. Students must be connected to the internet or an Intranet.

Kopecký defines three different forms of e-learning (8). Barešová in addition to those three distinguishes Virtual Classroom or VC as a separate form. It has in common with the WBT the need to be online, but VC is a classroom with no material form where at a given time the students and their tutor “enter” the classroom and can communicate in a real time but be miles away from each other (35).

Kopecký offers another division based on internet connection (see fig.1). Offline form does not require an internet connection and online form does and it has two subforms. We can distinguish synchronous and asynchronous online e-learning (9).

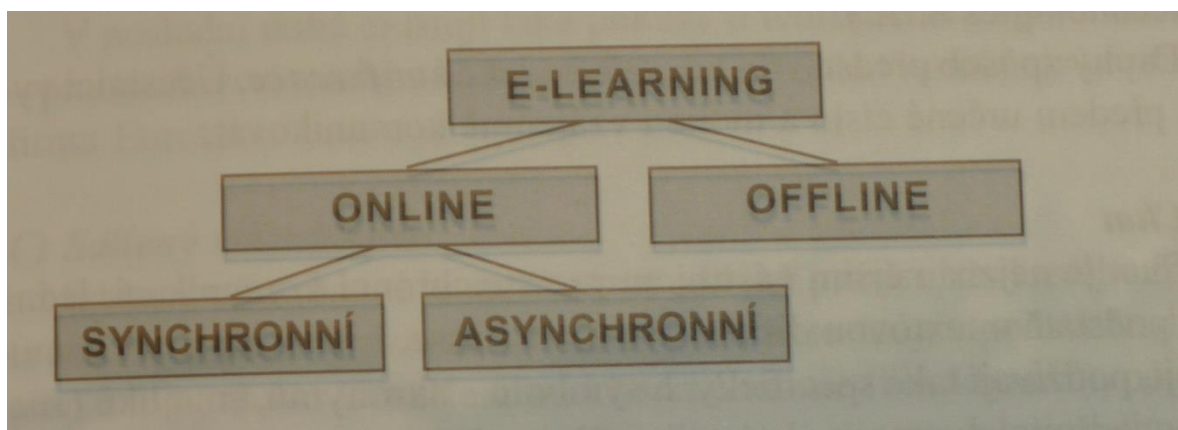


Fig. 1 Forms of e-learning according to Kopecký.

Source: Kopecký, Kamil. *E-learning (nejen) pro pedagogy*. HANEX. 2006.pp.9.

Synchronous education is realized in a real time. All the participants can communicate at the same time. It includes not only face-to-face education but also distant learning in the sense that the participant does not necessarily have to be at the same place too. The communication takes place online. Some examples of the programmes working with the synchronous form are virtual class, chat, video/audio conference, whiteboard.

Asynchronous education means that it can take place anywhere anytime. It depends on the students when and where are they going to study, what is given is the content, tasks

and ways of submission that mostly takes place through online programmes. The participants leave messages in discussion forums or communicate through the e-mail.

Some authors distinguish CBT, WBT and so called LMS (Learning Management System) as a form of online e-learning. Nocar calls it the third and most advanced level of e-learning (233). LMS is complex software used for delivering, tracking and managing training and education. The main difference from WBT is that LMS is a set of tools that enables creation, administration and using of the courses in an online environment, it enhances the effect of education for the students and helps the tutors create and administer their courses. (Nocar 233) An example of such system is the Moodle system, widely used by the tutors of the Faculty of Education of the Charles University. Most literature about e-learning is focused on the LMS systems. Thus it is not the focus of this thesis, which concentrates rather on the variability of the Web based programmes and in this sense the LMS is one part of it.

1.2.2. Different Definitions of the Term e-learning

In the previous paragraphs I outlined several ways in which e-learning is understood. Some of them are broader than the others. The same can be said about the definitions. But almost all of them have in common the words: education, information and communication technologies, support or use. Here I provide various definitions of the Czech and foreign authors and a brief outline of their understandings of the term. The definitions itself are clearly speaking about the same thing even though using diverse wording, but the understandings of the different authors may vary in the importance that they ascribe to the various characteristics.

1) Before anyone called it e-learning, in the late 1997, the learning guru Elliott Masie said, “Online learning is the use of network technology to design, deliver, select, administer, and extend learning” (qtd. in Cross 104). Elliot Masie has his own websites where it is claimed that “Elliott Masie is acknowledged as the first analyst to use the term e-Learning and has advocated for a sane deployment of learning and collaboration technology...” (Masie).

2) Kopecký’s work contains probably the longest version that follows the TBT form of e-learning. “E-learning is understood as a multimedia support of the educational

process by the use of modern information and communication technologies, usually realized through computer nets. The main aim is free and unlimited access to education in time and space” (Kopecký 7 translated by Božena Ševčíková). Kopecký stresses the advantage of accessibility and availability of electronic education. In his book he presents e-learning in a narrow and broad sense too, the latter involving all media and ICT and the former, narrowing it to the use of internet, as a view that is commonly spread among the people (7).

3) Barešová’s definition is very brief. According to her it is “an educational process that uses the informational and communicational technologies” (Barešová 30 translated by Božena Ševčíková). She emphasizes the importance of interactivity, and thus does not recognize CD-ROMs, audio/ video tapes and other media delivering only the content as a part of electronic learning (Barešová 30).

4) Zounek states that he understands e-learning as “the processes of learning and teaching supported or enabled by the informational and communicational technologies” (Zounek 9 translated by Božena Ševčíková). The author points out that although he sees “electronic” and “learning” as two inseparable parts it is learning that is the key concept and technology is a tool. First the educational problems should be dealt with and only then the technological part can enter the process of learning (Zounek 9).

5) The book *How to succeed at e-learning* offers the definition as follows: “E-learning is a generic term encompassing all forms of electronically supported learning and teaching. The *e* element can be online or not and is best seen as a set of tools to facilitate the learning process” (Donnelly et al. 11). According to the authors it includes computer-based training, computer-supported learning, internet-based training, Web-based training, computer-assisted learning and technology-enhanced learning.

Some of the authors stress the availability of the electronic education, some stress the ability to support or improve learning, some stress that it enhances not only learning but also teaching. Most of the authors also mention the existence of the so called blended learning - e-learning often functions in combination with the traditional or face-to-face education, this is blended learning or hybrid learning. This form makes it possible to use

the variety of methods and devices that best fits the needs of the students, courses, tutors and contents (Zounek 40).

1.3. History of e-learning

The story of e-learning begins when the first personal computers were invented back in the 1980's. Personal Computers or PCs spread quite quickly. Computers became a common part of the offices and the households as well. In the latter they were used mostly for playing computer games. As far as education is concerned – the attempts to improve the machines for learning were made way before the personal computers. Those machines were first introduced in the 1960's. In the Czech Republic the so called Unitutor appeared pages with the content of education were finished by a controlling question and several possible answers. But those machines were a stalemate (Barešová 25).

With the invention of microprocessors and PCs came also the development in educational programmes. In the half of the 1980's the cognitivism and constructivism influenced the way scientists looked at the process of learning. It stressed the importance of motivation and active approach of the students. Hypertexts and multimedia elements evolved (Barešová 26). This was a phase of the CD-ROMs and electronic textbooks and can be called e-learning, although not everyone would agree.

In the 90's the ITS or Intelligent Tutoring Systems began to be developed by several scientific teams. Those systems interconnected explanation, practise and testing by using animation, sound and graphics. Those elements created lectures and the lectures created the whole course (Barešová 27).

The turn of the 20th century meant a quick progress. Syllabuses, sources and lectures content began to appear online. And nowadays it is even possible to get a university degree through an online course (Barešová 25–28).

1.4. Advantages and Disadvantages of e-learning

Using modern technology in the classrooms is a consequence of the development of our society where the ICTs are infiltrating most areas of human activity. Education has to evolve and adapt to the changing conditions too. Technical progress is generally

considered to improve our life and to make things easier for us. But it is important to realize that it brings some difficulties too. We do not get better in English just by using the ICT. We get better if we use the ICT in the right and sensible way. It has its pros and cons that should be thought through before we decide to use it. Here are some of the advantages and disadvantages that can be found in the literature on e-learning or that I can think of. Some advantages were already mentioned in the chapter about different definitions. Each author sees different characteristics of e-learning as advantages.

We can distinguish the advantages from the point of view of the students and the tutors. It should be considered that some of them may diffuse the points of view and an advantage for the student can be a disadvantage for the tutor.

1.4.1. Advantages

1.4.1.1. Higher Interest

We use technologies on daily bases. So why should it arose the interest of the students? We use it to make our lives easier, to spare valuable time or to enjoy the free time. Computers and other technical amenities became very popular. This pleasure thrives among adults as well as children. It is quite common that a pre-school child is capable of handling a cell phone, smart phone or tablet. If some similar device appears in class it arouses interest. For some it is the newness or freshness of such thing in education for others its proximity to play, games and entertainment. When there is an arousal in the interest there is also an arousal in the motivation and higher motivation means better results.

1.4.1.2. Consideration for the Temporal Demands of the Students

One of the reasons e-learning is mostly used for adult education is the possibility to choose when and where to do the courses. This is not a 100% true for all the courses but a large number of them made it possible for the students to study in the evening hours so that it does not collide with their work responsibilities. But it could be an advantage for the under aged students too. They do not miss a lesson by being missing in the school because they can do it another time.

1.4.1.3. Accessibility

Accessibility partly relates to the previous paragraph. Within e-learning courses you can often study anytime anywhere. The students will not do with excuses such as: I was missing last time or I am not aware of you telling us about any homework...etc. All that is needed is some computer device and an access to the internet and students can communicate with the tutor and submit their works. It does not matter in which country or even on which continent they are. However, there are some limits too; the quality of the computer or internet connection can affect the work (Kopecký 14).

1.4.1.4. Personal Approach towards the User

E-learning programmes allow individualization of the course to meet the needs of each student. In LMS every student has a profile – a set of information about the user, about his lifestyle, experience, how much time did he spent online, how much does he add comments in forums, what was difficult for him and which direction his studies should take (Barešová 39).

1.4.1.5. The Content is up-to-date

Due to the ability of synchronization of the available sources that network technologies have, it is very easy to make changes or updates. This is made from one centre and can be made immediately (Barešová 41). In comparison to common textbooks, e-learning courses can react quickly to the legislative changes, new discoveries in the content and to the improvement in e-learning itself too simply by updating. When there is some information that is not valid anymore in a textbook a new version has to be printed and distributed too. And such process takes some time. Updating the online courses means just a bit of clicking.

1.4.1.6. Modularization

This advantage applies to the traditional online or CD-ROM courses. The content is segmented into so called modules, which makes it better digestible and well-arranged for the students. Modules are small parts of a logically and thematically arranged whole. Thanks to this segmentation student can easily find older pieces of information when he needs. Barešová calls this modularization (41) but we can say it is the inner organization of the course. Online environment offers the possibility of referencing. If there is a concept or

a term that appeared in some previous module it can be made into a link. By clicking onto the link students can get back and revise it.

1.4.1.7. Higher Level of Interactivity

E-learning works with the students' senses through the multimedia elements and apart from audio or video features there are also the traditional textual information present (Barešová 43). For successful learning we need to receive information from several sensual organs at once. In the traditional class we receive the most of it through our ears. The results of a recent research showed that most students need to receive stimulation from their eyesight. And that is the sense that e-learning works with most (Kopecký 15).

The more students actively participate in the class the more they learn. E-learning makes all students participate in the activities and thus learn. In class it is sometimes difficult to make all the students really do something and concentrate on the matter because the teachers cannot give them all an immediate feedback at once. Multimedia reacts on the activity of the student and vice versa (Kopecký 18). Some courses make students also to communicate with other students too.

1.4.1.8. Spreading out the Digital Literacy

With the rise of multimedia, internet and computers arises also new demands on the users. To be a part of our contemporary society you need the ability to operate computers and other technical devices. You need to know how to operate the ATM (automatic teller machine) to withdraw money, what buttons to push when you want to buy a tram ticket, airplane tickets and theatre tickets are beginning to be in electronic forms too. Nowadays, you do not need to go to a specialized shop to get pictures out of your camera. You just plug the device to a computer and send the pictures to the shop through some online software. It is true that mostly you can still choose the old fashioned way to get what you need but for a very high price – it costs time and nerves. It is so much easier to sit by a computer and apply for new papers of any kind than to travel to whatever places and stand in the line. However for some people it is the other way around – some people find it hard to orientate themselves in the world of applications, plugins and updates. We call this ability to use computers “digital literacy”. It is quite a long time since the subject of ICT appeared in the curriculum. But the e-learning programmes can help to practise and develop further in this area. Students use ICT beyond the theoretical level, they get to use

the ICT as a tool. And as Barešová points out – very frequently used instrument in the e-learning courses is simulation (43) which is a good practise for the real life situations.

1.4.1.9. Suitability for Students with Special Needs

According to Mason & Rennie (35) an e-learning support in class can be ideal for the students with disabilities – for those with poor eyesight the size of the letters can be adjusted, for those with no eyesight at all there are voice scanners. For the deaf there is the rich visual part of the courses, for physically challenged people there is less need to travel to class as a lot can be done from home.

1.4.2. Disadvantages and Limits of e-learning

1.4.2.1. Access to the Internet

It is sometimes taken for granted that everybody has an access to the internet. But it does not necessarily have to be the truth. Not all the schools and households are online, mostly for financial reasons or the problem is remoteness of some homes. There are of course ways how to solve this problem (internet cafés, public libraries, etc.) but then the advantage of the temporal and spatial accessibility is not met.

Also not all the places have the same quality of internet connection. When the programme is not working properly or fast enough it might lead to the loss of motivation. Sometimes various technical problems could arise which may not be in the hands of the student or the tutor to solve and it could negatively influence the process of learning too.

There are also families with no TVs or computers just out of belief. And the tutors cannot force the parents to provide their children with it.

1.4.2.2. Finances

Problem of finances is connected to the previous limitation. You need to be online to participate in e-learning. A lot of schools received some financial support to provide the school with computers and some of them even provided their pupils with tablets. But some schools still need to support different areas of their institutions – new seats and classroom equipment mostly.

To be online you need the internet connection and also some device. There are households where they do not have either of that because they do not have enough money and those students cannot be excluded from the education just because their social disability.

1.4.2.3. Inability to Self-study

E-learning programmes rely partly on self-study. One of the advantages is that the students can partly organize their time themselves. It relies on the students' ability to manage their learning. That is why e-learning mostly applies in adult education. It could happen that younger students will not take enough responsibility for their learning, they might lack the ability to work on their own or they might fail to organize their study. They need to have enough discipline. The awareness of their own responsibility for the results of their learning is something that students gain with age and experience mostly and a good tutor should know how to work with that.

1.4.2.4. Computer Overuse and its Negative Impact upon the Human Health

Medical studies proved that a long term use of computers and the prevailing sitting position influences our health in a negative way. Our eyesight or our locomotive apparatus can get damaged. Our kids spend a lot of time in front of their computers even without the school duties. On the other hand a lot of the negative influences are connected with the sitting position and the posture of our backs which is almost the same when we are sitting in a class and having traditional education (Nešpor 47).

1.4.2.5. Limited use of Face to Face Communication

Not everything concerning learning languages is suitable for the e-learning form of study. For example using the computers can result in the lack of face to face communication, which is crucial when our goal is speakers capable of dealing with various communicative situations in the real life.

1.4.2.6. Unsuitability for Some Students

Each student is unique and his mind works differently. Students have their own learning strategies. During our studies at the faculty of education we were encouraged to

create lessons with various types of exercises in order to satisfy the learning needs of the majority of the students. E-learning may not be suitable for all of them and we need to be aware of that.

Using of e-learning in the language teaching prevails in the education of adults, which makes sense considering some of the pros and cons mentioned above. The decision whether we use such form in the class of children or youngsters and to what extent to use it should follow a careful deliberating of the advantages and disadvantages.

1.5.Motivation

Motivation is one of the key terms in education and learning in general. It has been studied way before the electronic devices started to permeate into pedagogy. In the previous chapter I mentioned quite a number of advantages of e-learning. But the truth is that all the potential that it carries will come to nothing without the students being properly motivated to engage themselves in learning. As there is usually a space or time gap between the tutor and the students it is very important to keep the students motivated otherwise there is a high risk of losing them and the e-learning activity would become useless.

Průcha, Walterová & Mareš (translated by Božena Ševčíková 173) defines motivation as a compendium of internal and external factors that: 1. Arose, activate and supply energy for human doing and feeling, 2. concentrate this doing and feeling into certain direction, 3. control the process and the method of achieving accomplishments, 4. influence the way in which an individual reacts on his doing and feeling and also influence his relationships with other people and the world.

We distinguish two types of motivation: intrinsic and extrinsic. Intrinsic motivation is coming from inside of the individual. It is curiosity, a desire to learn something new, a want to get better and the interest and enjoyment in the learning experience. Extrinsic motivation comes from the outside. It has usually a form of some reward, praise but also a punishment.

“For a long time motivation has been seen in e-Learning as a matter of design. In other words, proper instructional design and provision of suitable learning activities would

guarantee to engage all learners. However, many educators and institutions are beginning to realize that there is more to motivations than meets the eye. It is not always the case that if the instruction is of good quality motivation will follow” (Smith 2).

Motivation is a topic often dealt with by many authors of the literature on pedagogy or psychology. Here I offer the theories and also models for increasing motivation that according to Smith influenced the motivation in e-learning (3). A teacher who is considering using e-learning during his lessons should also think over those theories and they may help him choose the best or the most suitable activities for his students.

1.5.1. Motivation Theories:

Wlodkowski states: “Motivation is not only important because it is a necessary causal factor of learning, but because it mediates learning and is a consequence of learning as well” (qtd in Smith 2).

Motivation theories are trying to describe the way individuals construct their motivation – how and why are students motivated. Hodges stresses their diversity but also one common feature. According to him all the theories involves the importance of self-efficacy. In other words – it is important for the learner to gain trust in his ability to learn, to achieve goals or complete tasks (Hodges 7).

1.5.1.1. Attribution Theory

This theory deals with how people explain their successes and failures. People may attribute (blame or praise) the result to themselves or to some factors that are beyond them – external reasons. This means that we can explain to ourselves that we did not pass an exam because we did not study enough (internal factor) or because the grading was too strict (external reason). We can go even deeper into the theory. The reasons may be stable or controllable over time. When we say that we did not pass an exam because we are not a good student it suggests that we see it as a stable reason and we have very little chance to change it. But when we say that we did not pass it because we did not study enough it sounds like an episode. We will study more for the next term and change the result. It is important to realize that “learners will have no motivation to participate in a learning

experience without the belief that change is possible” (Hodges 2) and take this into consideration when working with the learners.

1.5.1.2. Goal-setting Theory of Motivation

This theory claims that setting a goal has strong impact on the behaviour and performance of an individual. The goal should be specific, difficult but attainable rather than easy, nonspecific or no goal at all. Lock & Latham define a goal as something an individual is consciously trying to do (qtd. in Lunenburg 2).

Challenging goals lead to higher effort and energy mobilisation and achievement of the goal brings satisfaction and further motivation. Of course there is a risk of frustration and loss of motivation if the goal is not met. The tutor and the e-learning activities thus should provide learners with such conditions that really support goal achieving.

Hodges offers division of goals on learning and performance goals (2). The latter is connected with an evaluation of the learner’s competence. The learner compares his performance with some scoring standard (passing the First Certificate with 75% of the total score for example), the former being stated as “I want to learn conditionals in English” means that the learner develops his skills and the centre of comparison is his progress (Hodges 2).

Goals can be divided from the temporal view into proximal and distal. Distal goals are long-term ones and proximal goal can be achieved in a relatively short period of time. Distal goals achievement has higher demands on preservation of motivation. It is usually accomplished via the proximal goals (Hodges 2-3).

1.5.1.3. Keller’s ARCS Model

Keller in his work claims that in order to motivate the students successfully the teacher has to be aware of (and take into consideration) the whole range of the learners’ motivation. Each learner and his motivational factors are specific and demand a different tactic. In Keller’s words a teacher should “prepare a set of motivational tactics that are in alignment with learners’ motivational needs and are complimentary with the overall instructional plan” (ARCS Design Process).

He designed a motivation design model that is called the ARCS model. Each of the letters stands for one category (and each is further divided into subcategories) that covers the areas of motivation variables (see table 1).

Table 1

ARCS Categories and subcategories

Attention	Relevance	Confidence	Satisfaction
A1 Perceptual arousal	R1 Goal orientation	C1 Learning requirements	S1 Intrinsic reinforcement
A2 Inquiry arousal	R2 Motive matching	C2 Success opportunities	S2 Extrinsic rewards
A3 Variability	R3 Familiarity	C3 Personal control	S3 Equity

Source: "What are the ARCS Categories?" *Keller's website*. <https://www.arcsmodel.com/arcs-categories>

Smith offers summarization of those categories as follows (2-3):

Attention means engaging the students, making them curious and interested. Relevance involves the goals that are somewhat connected to the students. It should correspond with their past experiences or future plans. In other words students should know why it is good for them to make the effort to learn the content. Confidence works with the notion that students must feel that it is likely for them to be successful in the task of learning. Satisfaction means that learners have a positive feeling after a learning experience which contributes to the fact that they are motivated to continue in study (Smith 7).

Keller came with his theory way before the boom of e-learning programmes and it is designed for the process of learning in general but he also focused some of his works to motivation and the environment of ICT enhanced learning.

1.5.1.4. Time Continuum Model of Motivation by Wlodkowski

This model focuses on the role of motivation during the different parts of the learning process. Wlodkowski himself said that this model is something that should help the teachers to develop instructions (Wlodkowski 67). It divides the learning process into three critical periods: beginning of the learning process, during the learning process and the end of the learning process. Each of those periods has two focuses with which different motivational planning and motivational strategies are associated.

In the focus of the beginning of the learning process are attitudes and needs. This means for the instructions to meet the needs of the students and building a positive attitude towards the learning. “It is suggested that when possible, the instruction should focus on the physiological needs of the learners and experiences familiar or relevant to the learners” (Hodges 4).

During the learning process should be emphasized stimulation and effect. Wlodkowski suggests to create a stimulating learning environment, make learners participate actively via questions, humour, or using different types of activities: lecture, group work, class discussion, but in the first place the teacher should “make the learning experience as personalized and relevant to the learner as possible” (Hodges 4).

The end of the learning experience should focus on competence and reinforcement. Suggested motivational strategies are feedback or informing the learners how do they stand in the process.

1.5.1.5. Moshinskie’s Model

Smith includes Moshinskie’s Model as the most recent one (4). Also the previous models and theories are general theories that can be related to e-learning whereas Moshinskie’s Model is developed just for e-learning courses. Like Wlodkowski, Moshinskie too works with motivation in the three stages of the learning experience (before, during, after). His model is based on the assumption that some learners have enough intrinsic motivation therefore they need very little extrinsic motivation and some learners who lack intrinsic motivation so they need more extrinsic. Below is Moshinskie’s table of extrinsic motivational techniques (qtd. in Smith 5)(see table 2).

Table 2

Moshinski's chart of extrinsic motivational techniques

Before the Online Course	During the Course	After the Course
Know the intended learner	Create a conducive environment	Celebrate successful completion of the training
Know the work environment	Chunk the information	Provide support when the learner returns to the workplace
Match learners' values and motives	Build on the familiar	Reinforce the learning
Prepare the work environment	Vary the stimulus	View e-learning as a process not an event
Apply both push and pull strategies	Give legitimate feedback	Measure motivation for transfer
Include non-instructional strategies	Provide the human touch	Investigate the meta-cognitive strategies used by your learners
Provide a learning portal	Provide a social context	
	Build opportunities for fun	
	Make it timely	
	Stimulate curiosity	

Source: Smith, Ruth. *Motivational Factors in E-learning*. George Washington University. 2008. pp. 5. <http://www.ruthsmith.com/wp-content/uploads/2012/10/Motivation.pdf>.

1.6.E-learning within the Framework Educational Programme

The demands, that e-learning puts on the learners, predestinate it to be used for the adult learners mostly. Universities also often offer the possibility of distant learning where e-learning is an ideal form for its' spatial and temporal benevolence. Apart from universities e-learning is widely used in the private sector – companies invest into their workers education. E-learning can be used as a form of education there – within the distant learning courses or blended learning. In the case of the secondary and high schools we do not speak about it as a form of education but rather as a tool. It is used for education of the gifted learners and learners with special needs but it can also support standard teaching and project learning (Úlovec).

In the practical part of my thesis I will show the results of a questionnaire designed to find whether and which e-learning programmes are used among the teachers at the secondary and high schools. In this part I concentrated on the educational documents only.

I searched for the term “e-learning” in the Framework Educational Programme (FEP) for Basic Education and High School Education (available in English version on the website of the Ministry of Education, Youth and Sport: <http://www.msmt.cz/areas-of-work/basic-education-1>). There is no explicit use of the word in the FEP for Basic Education at all. In the FEP for High School Education the situation differs but only very slightly. E-learning is mentioned twice: as a subject matter of the Information and Communication Technologies in the section Information Searching and Information Sources and Communication and as a possibility for fulfillment of the educational needs of the exceptionally gifted students. So much for the explicit part, but when we give it a thought we can find reasons how can be the use of e-learning at schools beneficial and in harmony with the principles and key competencies of the FEP.

Using technologies in education itself does not mean any increase in efficiency. It has to be used in a meaningful way and by trained and conscious educators. Only then it can use the benefits of leading the students to **independence and self-reliance**, supporting the development of **individual learning strategies** or working at individual pace.

What also speaks for e-learning at schools is the fact that it enhances subject interconnection as it can involve working with the same programmes and applications as

the subject of ICT (MS Word, MS Excel, HTML). These tools are most likely to accompany the learners further in their education and not only education but also during their working career.

Experience with different forms of learning and teaching is very valuable as the students enter the higher levels of education. Having the opportunity to work with e-learning programmes means better incoming position and adjustment to the different demands of university study and not only university study. One of the principles of the FEP is the life-long learning. Today, specialists are not being educated to gain a final amount of information or skills. Our society keeps changing and evolving and some knowledge and skills can become quickly obsolete and useless. Now we need to learn how to keep pace in our field, how to be able to study long after we get out of school. E-learning is one of the devices very much used for this.

Apart from these basic principles and trends that FEP highlights, various e-learning activities can help develop the key competencies.

1.6.1. Learning Competencies:

As is mentioned in the previous chapter, one of the advantages of e-learning is user friendly time management and one of the disadvantages is the fact that it requires certain level of self study ability. One point of view could be that pupils and teenage student are not the ideal age groups for e-learning because they are not mentally developed enough to manage those things. The other way how to look at it could be that it might be one of the means that helps them to gain those qualities.

The expected outcomes that can be fulfilled with the help of e-learning:

- pupil:
- organizes and manages his or her own learning process; is willing to devote his or her time and efforts to additional study and life-long learning

- searches for and classifies information... uses them efficiently within the learning process in creative activities and real life
- has a positive attitude towards learning (Jeřábek et al.12)

1.6.2. Problem Solving Competencies:

In the quite recent past we used to go to the library to seek information. Today internet is the most powerful and frequently used source of information. It has many advantages the biggest of them being the accessibility. Thanks to the smart phones and similar devices we can reach the information almost anywhere anytime. But accessibility does not guarantee also credibility and thus it is very important for the students to be aware of the fact that not everything written on the internet is trustworthy or true. E-learning programmes have heterogeneous forms but sorting information definitely has its place there.

- pupil:
- seeks for information suitable for solving problems (Jeřábek et al. 13)

1.6.3. Communication Competencies:

E-learning in the sense of WBT can comprise of miscellaneous formats of data – from a simple text to animations, chats, projects, tests, ... According to the framework educational programme pupils should comprehend various types of text or data. I was searching in the school educational programmes and e-learning is mostly present there as a content of teaching and not as teaching method, but on many school websites e-learning activities are being promoted so I believe that many students meet the programmes as users too and not only on the theoretical level.

- pupil:
- comprehends various types of text, record, visual material... sounds and other information and means of communication, considers them, responds to them and makes creative use of them...

- uses information and means of communication and technologies for high-quality efficient communication with the outside world (Jeřábek et al. 13).

1.6.4. Working Competencies:

The world of today forces people into an instant development of themselves and thus employers often invest into their employer's training. Companies are one of the environments that make use of e-learning – employees are further educated via online courses. It is suitable for working persons because it allows them to organize working and study time. Therefore when employees have experience with e-learning from their school time it is easier for them to manage to cope with it later.

- pupil:
- adapts to changed or new working conditions
- uses his or her knowledge acquired in the various educational areas for the benefit of his or her own development and preparation for the future (Jeřábek et al. 15).

This is just a selection of the competencies that can be improved by a thoughtful use of e-learning activities in class. Of course when we are deciding whether to use it or not we have to take into consideration a lot: what is our goal, are the students ready for this, subject matter, time options,...

1.7.Moodle

When you ask someone if they know any e-learning programme most of them would probably say that they used Moodle. It is one of the most widespread and well known programmes for e-learning in the narrowest sense of the term – LMS. The word “Moodle” is actually an acronym that stands for Modular Object-Oriented Dynamic Learning Environment. Its official website says that it is “a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments” (docs.moodle.org). It is free and quite easy to use. Every user (teachers and students) has to create an account, one account for all the courses the user is involved in. Teachers and students (or tutors and course

participants) have different rights (roles) in the courses. You can sign in as a host, student, tutor, teacher, manager or administrator. The teachers can quickly and easily create a new course and edit it with the use of administration block (see fig.2).

The environment of the system is structured into modules such as forum, materials for study, tests, dictionary, etc. For every student the Moodle provides information about their activity – their recent activity, number of entries, contributions into the forum. It is practical for the teachers that they can collect homework and assignments through Moodle and have them all at one place, insert data in various formats (MS word, pdf, MS power point,...) and students just download it. Students can also be tested via Moodle in real time or it allows the teacher to create tests just for practising (see fig.3).

Moodle is Open Source software, it means that it is free for everybody – there are no licensing fees. This system puts emphasis on interactivity and cooperation. It is built on the constructivist approach. According to the statistics available on Moodle.net is Moodle used in more than 200 countries and in Czech Republic there is around 654 sites using this system. As it is most applicable for fully distant internet education it is widely used by schools – mostly universities, but also by business companies and high schools (Moodle).

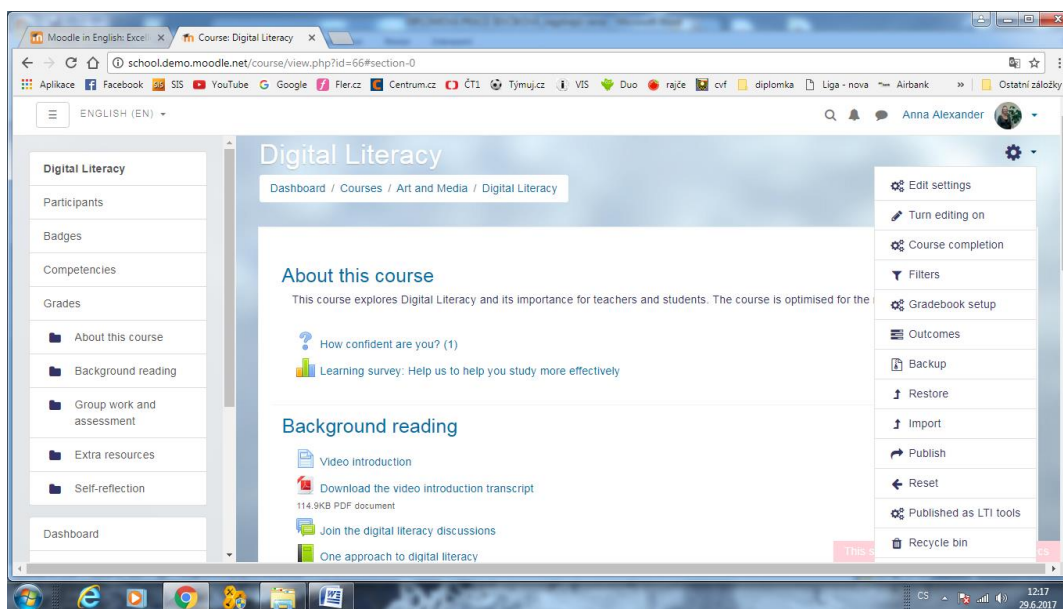


Fig. 2 A course with the administration block on the right side (in moodle 3.3)
Source: Demo moodle. <http://school.demo.moodle.net/course/view.php?id=27>

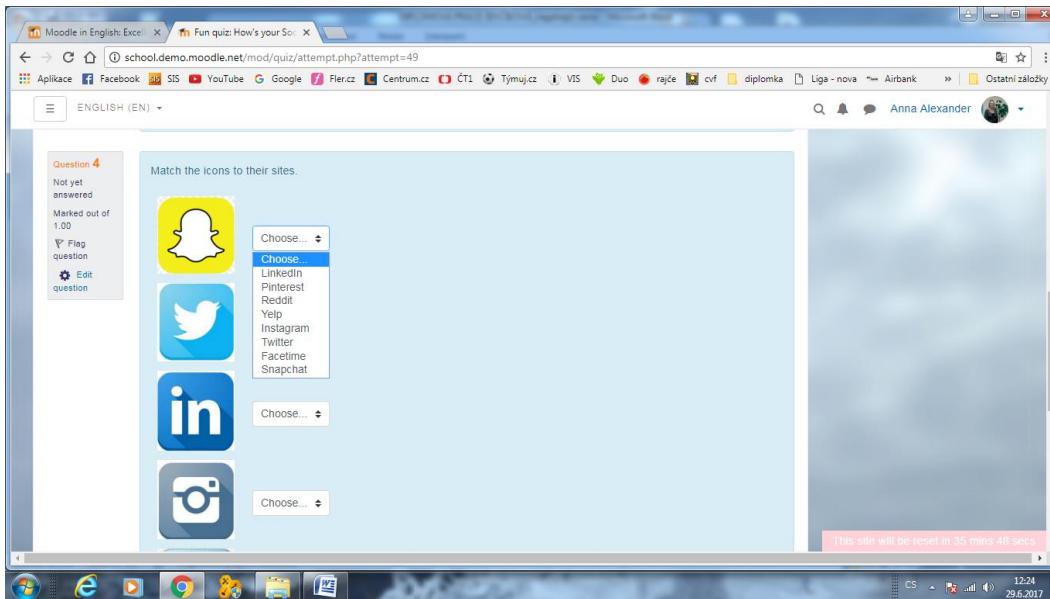


Fig. 3 Print screen of a test created in moodle 3.3

Source: Demo moodle. <http://school.demo.moodle.net/course/view.php?id=27>

2. Practical Part

In the practical part of my thesis I would like to focus on the variability or the spectrum of the possibilities that are available in the field of e-learning and I would also like to explore which of these possibilities are actually in use among the English teachers.

The output of the practical part should be a possible source for the teachers, who intend to use the benefits of e-learning and search some inspiration, or who want to be informed what is available.

I used three sources of the different e-learning programmes: the literature on given topic, internet itself and the teachers of the English language. The former two sources depend completely on my own research. For the latter I decided to create a questionnaire as it enables me to address a large number of potential respondents. The questionnaire is the most important source as it shows what the real teachers are familiar with or what they use.

2.1. Results of the Questionnaire

When I was designing the questionnaire I wanted it to show me several things. First – what do the teachers imagine under the term e-learning. Second – what advantages and disadvantages the teachers see in using it. Third – whether they would recommend the use of e-learning in schools. And fourth – what programmes and tools do they actually use or met.

I gained 96 respondents, mostly teachers from Prague or nearby Prague from secondary, high or language schools, out of them 69% were women and 31% men. The majority of respondents are currently active teachers of English (over 90%) (see the graphs with the exact numbers at the Appendices part). In order not to discourage any respondents the questionnaire was made in Czech language.

In the theoretical part I dealt with several understandings of the term e-learning and I have chosen one of them as a base for this thesis. E-learning means using online (or internet) tools and programmes in education. The most frequent response for the question “What do you imagine under the term e-learning?” was very similar – using internet in

education or education online. The responses differ but around 50% are in unity with my understanding of the term. Some of the respondents see it in the narrowest sense – as some online courses that can be done from the school or from home and are led by a tutor and some answers described it as using any technology in education.

When I was dealing with the questions about the advantages and disadvantages I decided to give to the respondents 7 options for advantages and 5 options for disadvantages and also the possibility to write their own opinions.

I offer here the charts that show the answers and their frequency (see fig. 4 and 5).

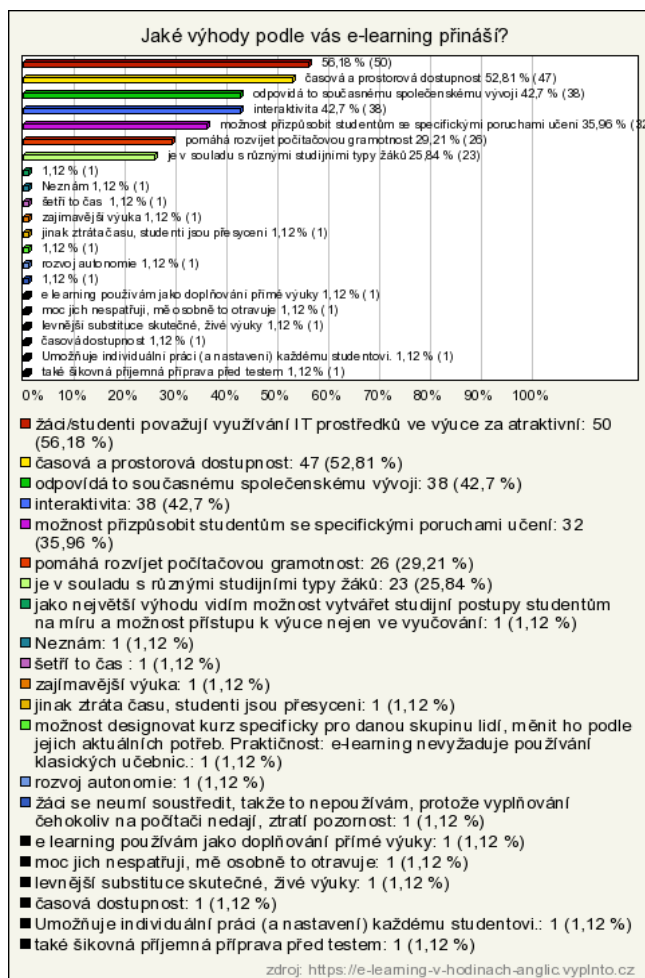


Fig. 4 Graph of the responds to a question: *What advantages does the e-learning bring according to you?*
Source: Evaluation of the Questionary “E-learning in English classes.” <https://www.vyplnto.cz/databaze-dotazniku/e-learning-v-hodinach-anglic/>

The attractiveness of such programmes for the students is seen as the biggest advantage. Also the temporal and spatial flexibility appears in more than 50% responses.

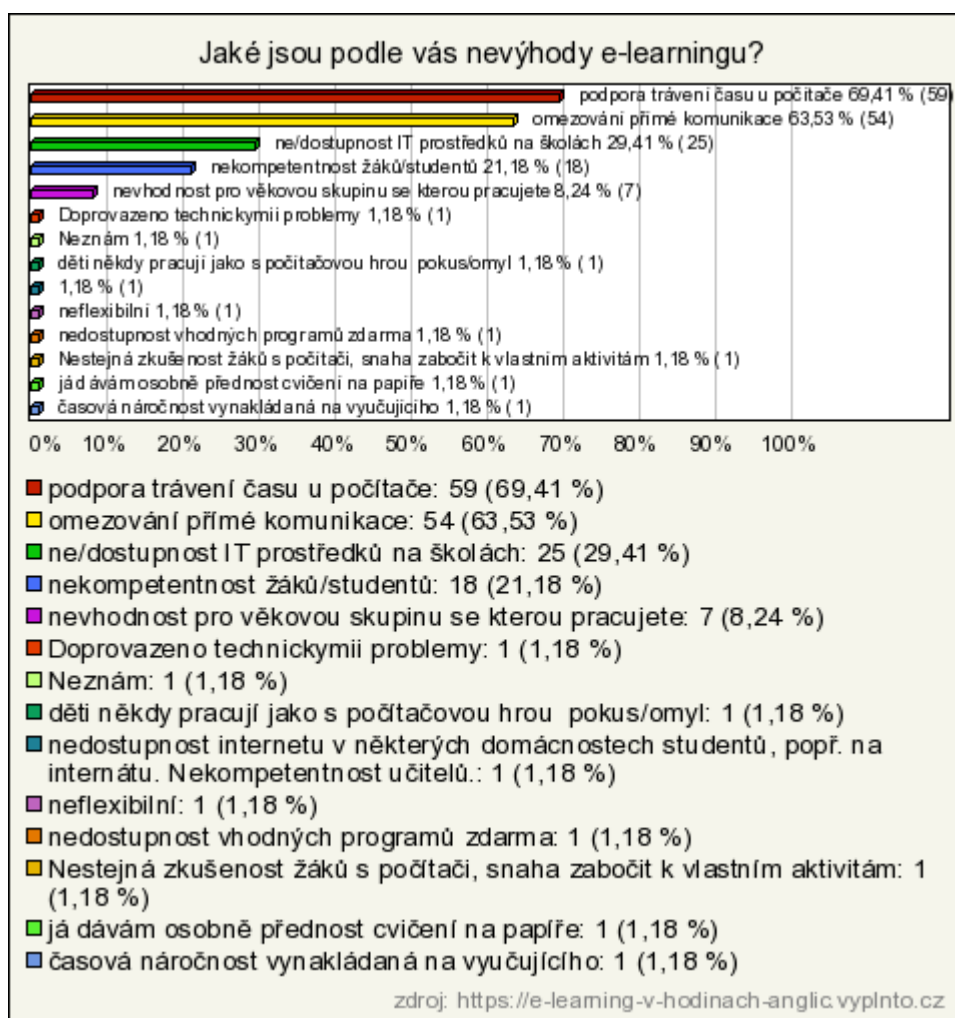


Fig. 5 Graph of the question: *What disadvantages does the e-learning bring according to you?*

Source: Evaluation of the Questionary “E-learning in English classes.” <https://www.vyplnto.cz/database-dotazniku/e-learning-v-hodinach-anglic/>

What the teachers do not appreciate is the fact that it supports the students to spend some more time at the computer or the lack of face to face communication but also technical difficulties or inadequate equipment at schools.

Pros and cons of e-learning use are also a part of most answers to a question whether the teachers would recommend it at the secondary and high schools. Only 63 out of 96 teachers responded to it. 52% would recommend it from various reasons such as the attractiveness, possibility of individual approach towards the students, variegation, and closeness to current modern society. But also phrases like “reasonable extent” or “as a

complement” appears among the affirmative responses. The teachers would not use it as a replacement of the direct teaching but rather as a complement, supplement and aid to the traditional education. Almost 24% answered negatively. The reasons are various – redundant time spent at a computer, inadequate technical equipment at schools, or prices of the programmes. The last 24% of answers are from those who would use e-learning only for self-study or homework.

2.2.E-learning Tools and Programmes:

I gathered almost thirty five programmes, tools, websites or platforms and classified them into several categories. The categories are shown in the chart below (see table 3). The basic division is according to the users. Some programmes are suitable for teachers only, some for students and some of them can be used by both, this is partly subjective and I am not claiming that this is the only possible version. Further division is into primary and secondary – depends on whether they were originally meant for education or not.

I put the programmes into thematic groups, named basically according to their purpose. *Data banks* are mostly websites full of various materials such as worksheets, tests, grammar explanations, texts, posters or videos designed to help teachers and students. Some of the materials are meant to be printed out and some of them work online with immediate feedback. *Test creators* are platforms that enable the teachers to create quickly and comfortably materials for testing. Again some of them need to be printed out and some of them can be done online. *Webs for practising* are those meant to help the students practise without the need of the teacher because they get the feedback online. *Communication* is in both sections but it slightly differs. For teachers it is meant as ways how to comfortably communicate with all the students, for giving assignments or collecting homework for example. For the students it is meant as ways how to practise natural communication in English. *Correction* associates the tools that make correction easier for the teacher. There is no tool that would do the correction instead of him though. *LMS* are learning management systems – environment where the whole courses, divided into smaller modules, can be created. *Lesson plans* group websites where the educators can find whole lessons prepared with instructions, aims and all materials needed ready to be used or printed out. *Noticeboard* is similar to *communication* – the platforms in this group are meant for planning in groups so they can be used for example when working on some projects. Programmes for *project* teaching are international large scale projects such as

Skype or eTwinning. The teacher contacts another one from a different country and their students cooperate and create something. The aim is to get the students into real communication in English and also to create something meaningful, a visible or touchable outcome of their work. *E-learning*s are programmes designed for autodidacts, students can use them in their free time. They can see their progress and work whenever they want. There are also several groups of student helpers with vocabulary, spelling or listening. All of the programmes will be closely looked at in this part of my thesis. At first I wanted to organize them alphabetically but they will be organized according to those groups, because otherwise the reader may get lost and flicking through the text back and forth to compare two similarly aimed programmes would be uncomfortable. The programmes were put into a table for better orientation (see table 3).

Table 3

Division of e-learning programmes

Teachers' Helpers			Students' Helpers		
	Primary	Secondary	Primary		Secondary
Data banks (of materials, videos, tests, listenings, ...)	Agendaweb Perfectenglishgrammar Onestopenglish English4U Helpforenglish Listening Lab	You Tube Ted	Data banks (of materials, videos, tests, listenings, ...)	Agendaweb Perfectenglishgrammar Onestopenglish English4U Helpforenglish Listening Lab	You Tube Ted
communication	Google classroom		communication		A.L.I.C.E.bot Skype
test creators	Hot Potatoes Quizlet		webs for practising	Dictationsonline Flo Joe British Council	
correction	MS Word Markin		spelling and pronunciation	How to Spell Forvo	
LMS	Gooru Moodle		e-learning s	Duolingo English attack	
lesson plans	National Geographic BBC or British Council		dictionaries	Merriam-Webster	
noticeboards		Trello Padlet Lino			
projects	e-Twinning Skype				
other	Webinars Webquests Forvo Spelling city				

2.2.1. Data Banks

2.2.1.1. Agendaweb.org (www.agendaweb.org)

A website which can be used as a data bank of materials by the teachers. They can find large number of tests there. The tests are grouped into several categories including grammar, vocabulary, verbs, listening, reading, videos, songs, spelling or phonetics (see fig. 6). If teachers want to spare time, they can use these ready-made tests. For each grammar phenomenon there is a guidepost to many different tests concerning the chosen topic. All the tests and exercises are meant to be used online and students can see immediately their results but when modified they can be printed as well.

However there are several disadvantages that make it difficult for the users too. There is no help when searching for something in particular. Tests are organized into the categories mentioned above and topics in the categories are in alphabetical order. There is no possibility to search particular term or expression and thus it may take some time to find what we are looking for.

Apart from searching there is also something else that is missing. Only few of the exercises are ranked according to their level or ideal level of the students. Where the level is indicated it is mostly for beginners.

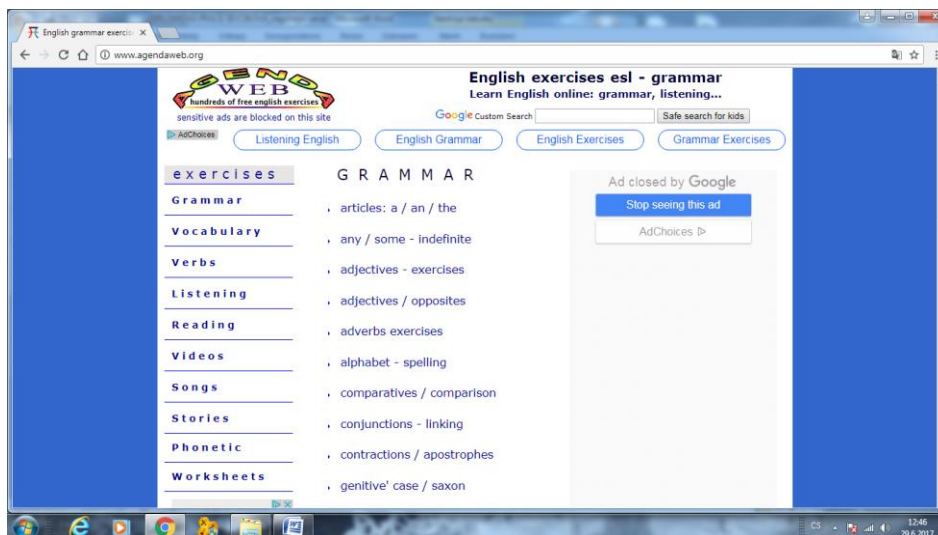


Fig. 6 Print Screen of the Main Page of agendaweb. On the left side is the menu.
Source: AgendaWeb. www.agendaweb.org. Accessed 29.6.2017.

2.2.1.2. English 4 U (<http://www.english-4u.de/>)

This is a data bank of online exercises from an Austrian author. It is meant to help students in their first years of English study and so it offers grammar explanations and also exercises or quizzes. You can search for topics in the *sitemap* section where they are arranged in alphabetical order or in topic sections such as tenses, grammar, vocabulary, countries and cities, crosswords, worksheets, grammar or reading. Each exercise can be checked immediately. Incorrect answers are without explanation, instead of it, students can try to fill the answer again (see fig. 7).

Exercises can serve the teachers as an inspiration – using those ready-made exercises can spare them some time. The website can be used by the students for practicing although the feedback is insufficient as it does not provide the users with explanations.

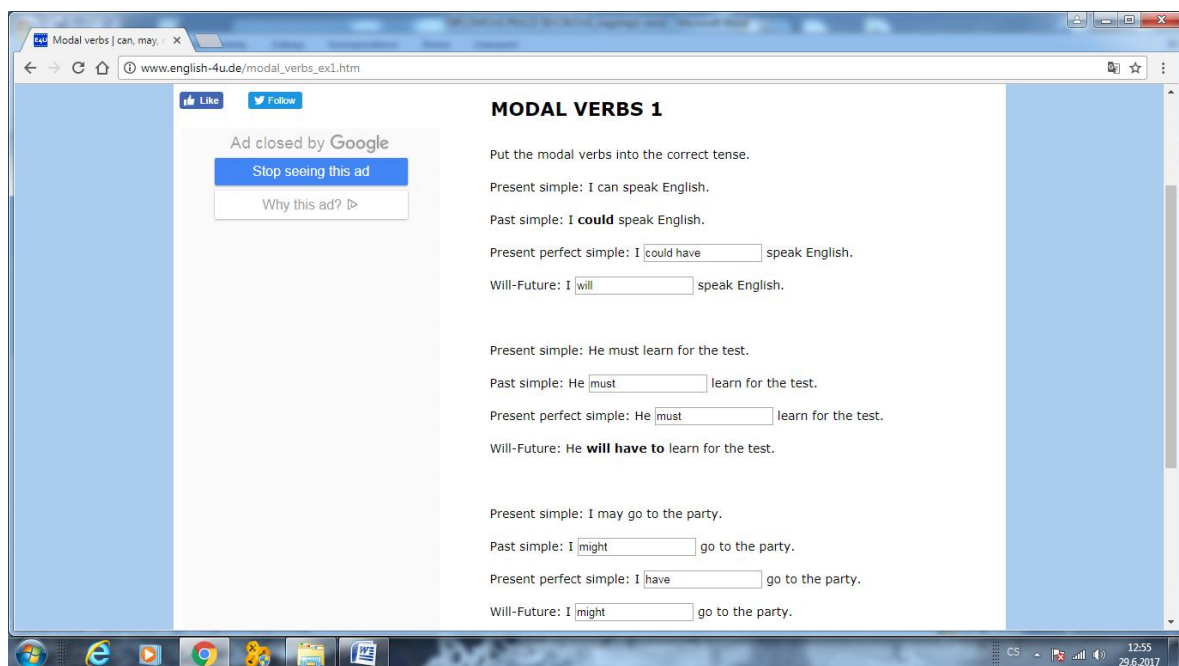


Fig.7 Modal verbs test after checking. Correct answers are in bold and incorrect are ready to be rewritten. There is no explanation offered.

Source: English4U. www.english-4u.de/modal_verbs_ex1.htm. Accessed 29.6.2017.

2.2.1.3. Help for English (www.helpforenglish.cz)

Help for English is a website operated by Vitware s.r.o. designed for autodidacts. The content is being taken care of by Mgr. Marek Vít and Roman Svozílek. It is completely free and it offers grammar explanations and materials for study, tests, exercises

or useful tips. On one of the web pages they claim that all the materials are created by experienced teachers or tutors (Help for English).

There are 20 items in the menu that helps the students to find what they need. It includes: speaking, pronunciation, grammar, word stock, tests, reading, for beginners, tips and advices, etc., but also information about various courses, discussion forum, contests or useful links. All materials include an icon that informs about the level of English needed (see fig.8).

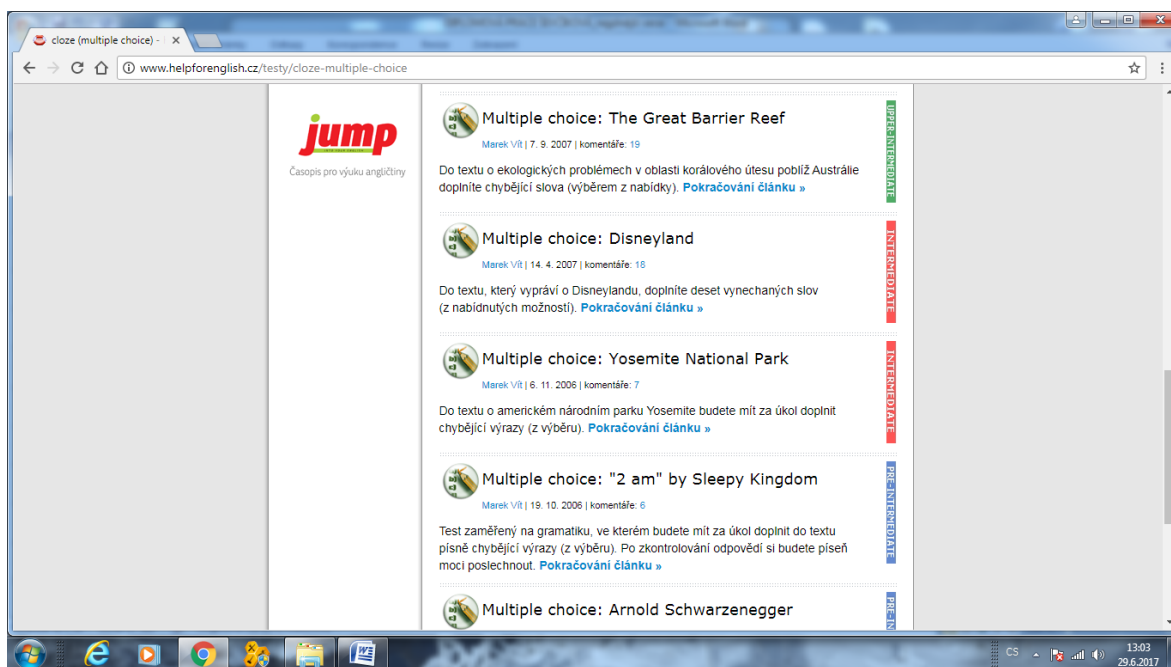


Fig. 8 Multiple choice tests from Help for English. The labels with appropriate level of English are on the right side.

Source: Help for English. www.helpforenglish.cz/testy/cloze-multiple-choice. Accessed 29.6.2017.

You do not need to be registered to use the materials. But only registered users can add comments into the forum and discussions.

Very useful feature of the evaluation of the tests are explanations of not only what was correct and incorrect but also why (see fig. 9) – because as I am mentioning above, it is designed for autodidacts. Nevertheless the authors of the website claim they are happy when teachers use their materials during lessons – of course the source should be clear in such cases. Help for English could be useful supplement, inspiration and help as the

website contains very large number of resources and you can search them according to the level of English and you do not need to register to use them.

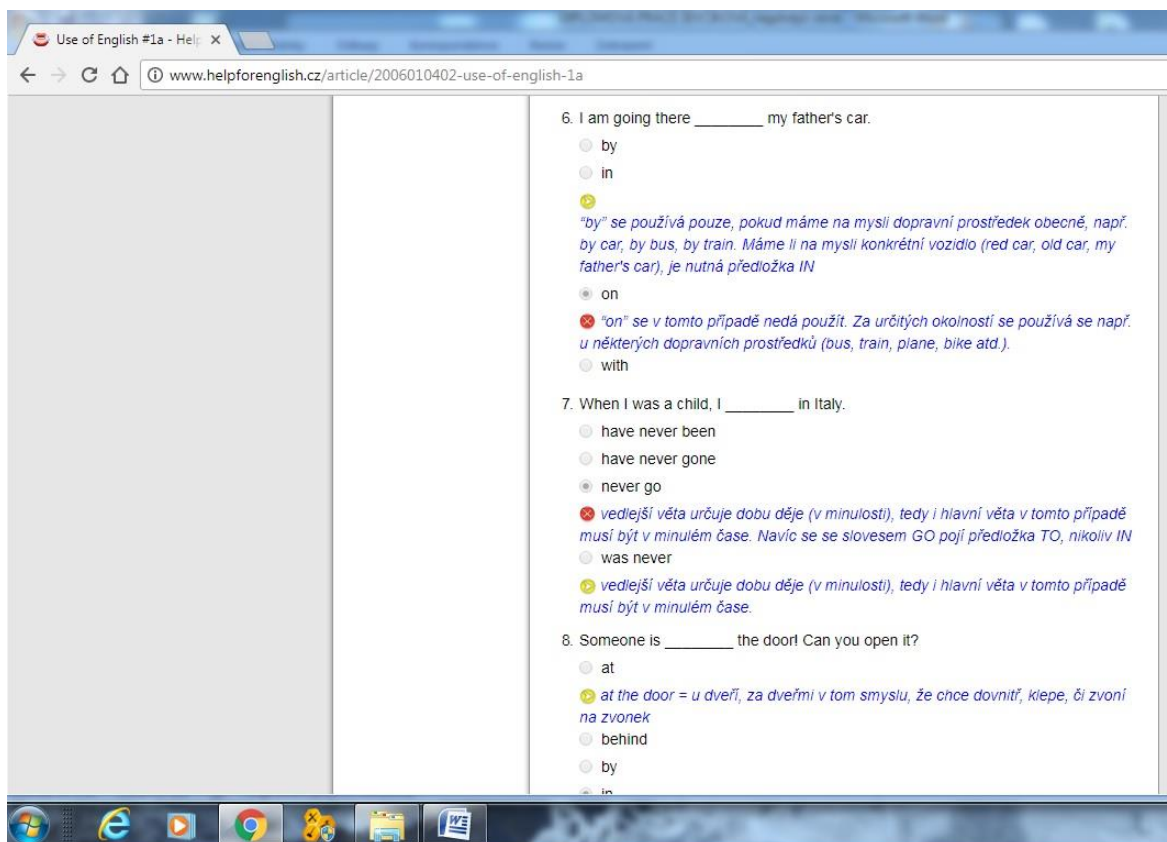


Fig 9. Completed test from helpforenglish.cz with explanations

Source: Help for English. <http://www.helpforenglish.cz/article/2006010402-use-of-english-1a>. Accessed 29.6.2017.

2.2.1.4. Randall's ESL Cyber Listening Lab (<http://www.esl-lab.com/>)

Randall Davis is an English teacher from America who created several website focused on English language including the Listening Lab. On the main page you can find a list of available listening listed according to the level of language (easy, medium, and difficult) grouped into *general listening* and easier *basic listening* for beginners and intermediate students. Once you choose a listening you can see some general information about the listening – who is speaking, topic, length or type (conversation, announcement, phone conversation, speech,...). Below are pre-listening exercises, listening and post-listening exercises.

Apart from the large number of listening there are for example *tips for teachers* where you can read about how you can integrate the listening and exercises into your lessons.

2.2.1.5. Onestopenglish (www.onestopenglish.com)

Onestopenglish is a resource site developed under the Macmillan Education publishing house. They claim to offer over 9000 resources for teachers designed by experts. For full access to all the resources you have to subscribe and pay around £40 per year but some of the resources are available without subscribing or even logging in.

As is common for many resource websites the materials are divided into several areas to be easily accessible and searchable for the users. Apart from the usual sections such as *Grammar, Skills, Children or Teenagers* there are also *ESL, ESOL, Exams, CLIL, Methodology* or *Community* where teachers can share their ideas, lesson plans and other materials, communicate via forums, find information about interesting events or competitions or seek help with career in ELT.

Materials include also articles with methodological tips (see fig. 10) and instructions and the classroom resources are ready made – ready to be printed out and used as handouts for the students always with notes for the teacher. It means that when there is a material concerning storytelling and drama the article deals with questions like why and how to use stories in the classroom.



Fig. 10 Menu of the Methodology section of the One Stop English website

Source: One stop English. <http://www.onestopenglish.com/>. Accessed 29.6.2017.

2.2.1.6. Perfect English Grammar (www.perfect-english-grammar.com)

Seoniad is a native English speaker and an English teacher who created the Perfect English Grammar websites. It is designed for individuals, autodidact and for classroom use too.

It is focused on grammar so there is no vocabulary or phonetics sections, nor information about the culture, politics and geography of the English speaking countries. All grammar explanations are in online and downloadable pdf version. In addition there are infographics explaining the use of verb tenses in brief and synoptical way (see fig. 11) and video tutorials.

The *PDFs* section offers many exercises with answers grouped according to the grammar phenomenon it practices.

Section *Improve your English* is dedicated to the four language skills. It introduces several tips and advices how to improve listening, speaking, reading, writing and vocabulary.

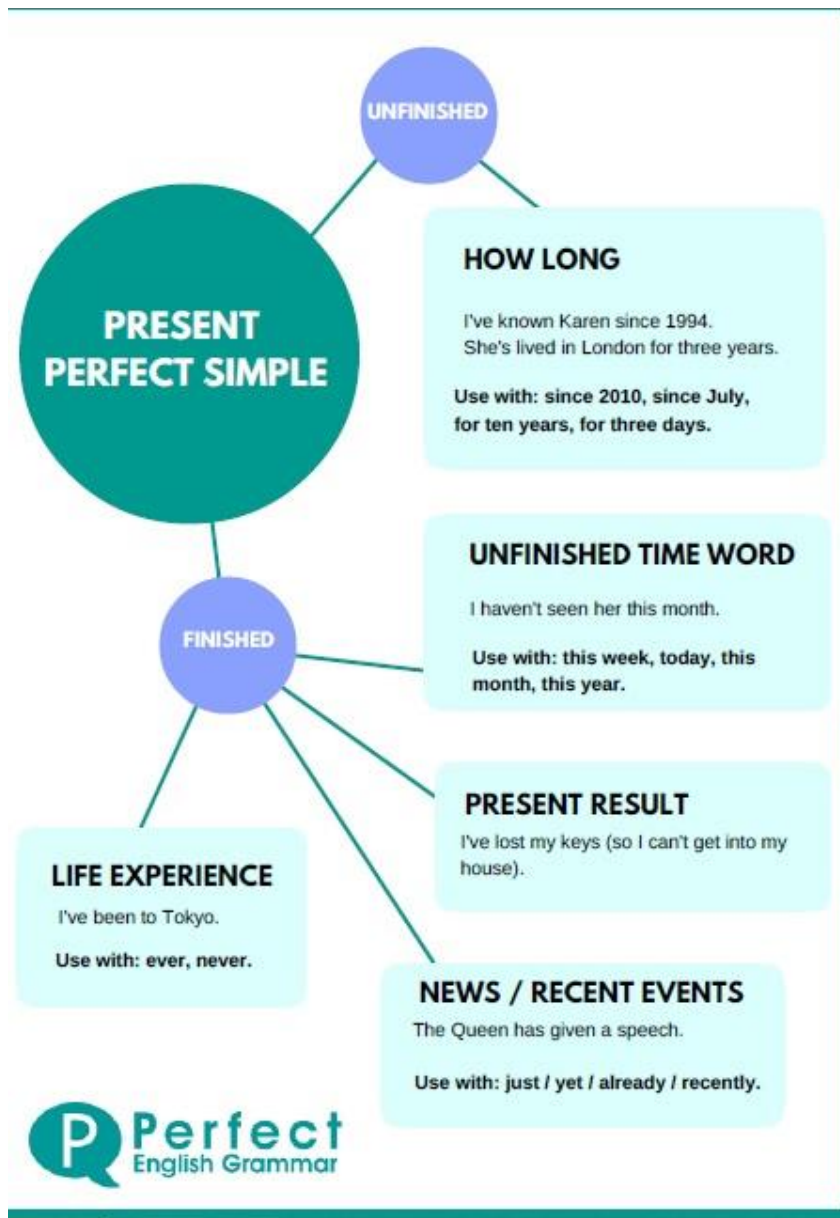


Fig. 11 A sample of verb tenses infographic

Source: Perfect English Grammar. <http://www.perfect-english-grammar.com/infographics.html>. Accessed 29.6.2017.

2.2.1.7. TED.com (www.ted.com)

The name is an acronym for Technology, Entertainment and Design but as you can find on the websites, now it covers almost everything – business, politics or global issues in a form of relatively short videos, mostly talks (see fig. 12). Its original purpose is to share and spread ideas that are worth it but it can become a useful source of spoken English.

Students can get into touch with English spoken by native and foreign speakers of different age. There are many topics from which to choose and many of them cover the cross-curricular subjects. Very handy is the possibility to switch on subtitles and for more difficult videos teachers can use transcript.

Those videos could be interesting counterpart to the very frequently used sitcoms or movies. Subtitles and transcripts are very useful for classroom use and the topics covered by the videos are very up to date and interesting for the youngsters of today. The disadvantage is that most of the videos are quite long (about 20 minutes and more) to be used in during the lessons in the full length.

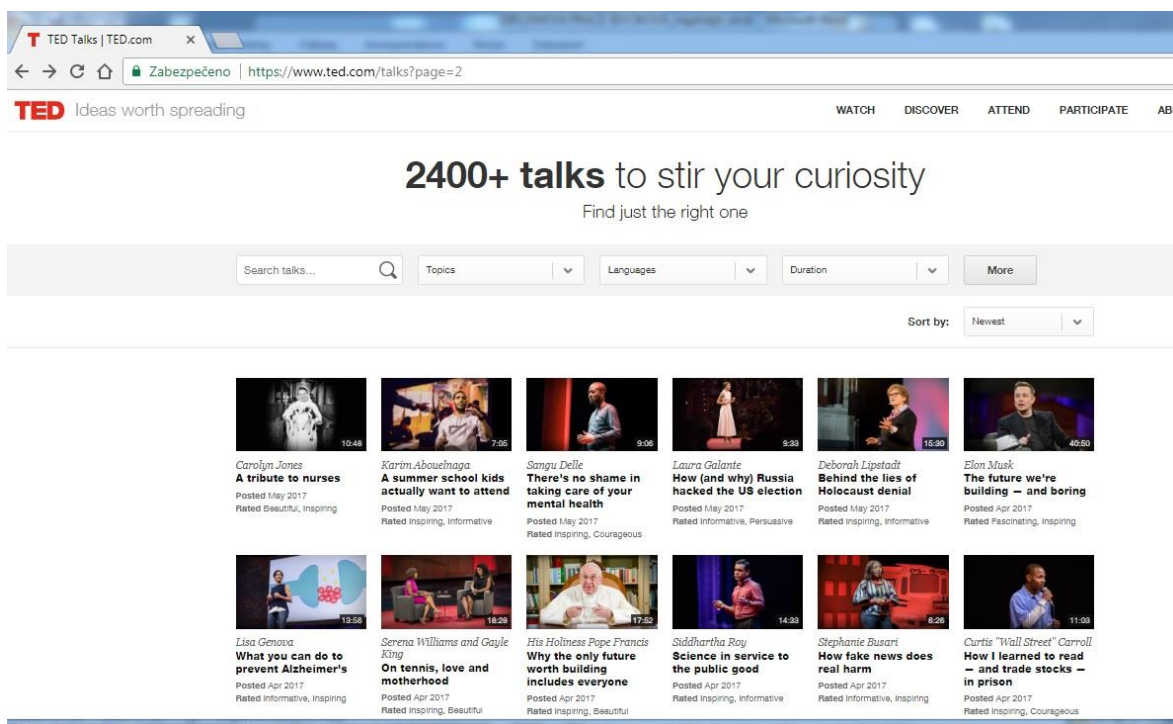


Fig. 12 Print screen of *talks* section, on the top of the page you can insert your preferences for the videos. Source: TED.com. <https://www.ted.com/talks?page=2>. Accessed 29.6.2017.

2.2.1.8. You Tube (<https://www.youtube.com/>)

You Tube is a phenomenon, a place where anyone can share and watch videos for free. You do not have to be a registered user to watch the videos but if you want to upload some you have to have an account. The videos can be uploaded as public or private.

This platform is not originally meant for education. But it can be very useful for the teachers when used properly. Students should not be passive viewers and the teacher should always know why and how to use the particular video.

The videos available here are sometimes meant for education – there are for example subtitles or some graphic added to the videos originally meant for something else. Some of them have dubbing added, some have edited the length. But there are also those created with a classroom purpose – instructive, lectures, explanative or with proper language level.

You Tube is a free video bank and it is up to the teachers what use they can make out of it.

2.2.2. Communication

2.2.2.1. Alicebot (<http://www.alicebot.org/>)

Www.alicebot.org is a website where you can find a free software chat robot.

“The original ALICE chatbot, under development since 1995, is one of the most popular chat bots. Based on AIML 1.0, the ALICE chatbot contains about 100,000 units of knowledge. ALICE has won numerous awards in Turing Test and chatbot contests, and in fact is the most awarded chatbot” (Introducing Alice 2.0).

Alice is one of many chat robots that are available online. Some of them are listed here: <http://www.alicebot.org/directory.html>. But Alice has the advantage of being for free.

I offer here a sample of my conversation with Alice. My entries are those titled as *judge*.

Conversation Log (28.6.2017):

judge: It is not actually a job, I am still a student and I am working on a degree.

ALICE: Give me an example of a job you are still a student and you are working on a degree.

judge: Ok I will make it simpler. I am studying.
ALICE: Ugh.. Explain your plans to me. What are you studying?
judge: I study to be a teacher one day.
ALICE: Is to be a teacher a hard subject?
judge: There are harder. But it is challenging I think.
ALICE: Try to be less subjective. Should I know it is?
judge: you do not like subjective?
ALICE: No, I don't care for it.
judge: but opinions are subjective...
ALICE: Are all opinions subjective?
judge: yes, that is what is opinion based on. :-) Sorry I am just teasing you a little bit.
ALICE: Yippee!. Have you ever heard if it being the case? There's no need to apologize.
judge: How many conversations are you having right now?
ALICE: Right now there are 1 billion clients on line.
judge: Ok, that is a lot. Are you still in America?
ALICE: Really.. Is that so. Well, Oakland, California is in America, isn't it?
judge: Is there anything interesting in Oakland?
ALICE: There could be.
judge: do tourists visit Oakland?
ALICE: I can't tell if it does or not.
There might be more than one.
judge: Ok. Thanks for chatting I have to go. Have a nice day.
ALICE: Pardon me? Don't mention it. You too!

The conversation is more or less fluent. It was not my first conversation with Alice and it remembered few things from our previous conversations. It does not understand irony or sarcasm and when it asks a question the answer has to be precise otherwise the conversation gets a bit weird as in the case of:

ALICE: Ugh.. Explain your plans to me. What are you studying?
judge: I study to be a teacher one day.
ALICE: Is to be a teacher a hard subject?

When I was a student of secondary school we used to have pen friends. A friend from abroad with whom we exchanged letters. It was a way how to try a real communication and get some response. Now we have chats, emails, or skype where it is easier to find a pen friend, we can contact people we do not know and chat with them so why use the chatbots?

I see at least two reasons that speak for it. First, we should not encourage our students to get in contact with anonymous people and talk to them online unless we have some guarantee that it is safe for them. Chatbot are safe as they cannot suffer any mental disorders, cannot speak vulgar, etc. Second, Alice or any other chatbot is always available. The response is immediate. We can talk with it even during the lessons.

2.2.2.2. Google Classroom

[\(https://www.google.com/intl/cs/edu/products/productivity-tools/classroom/\)](https://www.google.com/intl/cs/edu/products/productivity-tools/classroom/)

As is clear from the title we are dealing here with a Google product – Google for Education support. On the official website they say: “Google for Education offers open technology to support learning for everyone, everywhere”. It can be used by anyone with an account at Google Apps for Education, which is easy as Google provides school with the account for free.

Jan Bouchner writes in his article dedicated to this application: I would like to point out that even though it may look like it, it is not a fully-fledged virtual learning environment (VLE) but rather an online support of the classic in class teaching” (Bouchner translated by Božena Ševčíková).

Bouchner sees the advantage in using one application instead of three. Google Classroom is a connection of Gmail, Google Disc and Google Documents so it makes possible to communicate with the students and give, collect and correct the homework.

According to Bouchner the other advantage is also the biggest disadvantage. Google Classroom is designed to be user friendly and simple. Teacher can insert materials or announcements. But the only way they can be organized is according to the time of uploading. This makes it hard to follow and getting back for certain uploads is difficult.

As another disadvantage could be seen the fact that students have to log in with a Google account with the same domain as the Google Classroom – meaning that they need different account than their own. It requires new password and username to remember which is not very practical as most of them are already multiple registered users of many different servers.

2.2.3. Test Creators

2.2.3.1. Hot Potatoes (hotpot.uvic.ca)

Hot Potatoes enables teachers to create 6 different types of tests (programmes) and it is free. Users need to download this programme into their computer and when they create their test the programme itself will make a webpage where the test is available for the students. There is no need for the teacher to be familiar with any programming languages.

The five basic programmes are:

JCloze – creates common gap filling exercises. Teacher can select the words that will be replaced by a gap or it can be set to make gap instead of every nth word. Students can have unlimited or limited number of possibilities to choose from or they can ask for a hint. A hint is the first letter of the desired word.

JCross – makes crossword puzzles of any size. It allows students to ask for a help (one letter appears).

JMix – this programme can be used for exercises where students choose the correct word order. The programme allows inserting more correct answers.

JMatch – is for matching and ordering exercises. On the left side is a selection of fixed pictures or text and on the right side are garbled items that need to be matched to those on the left side. Students can match a picture and a word, synonyms, two parts of one sentence or words in two languages (see fig. 13).

JQuiz – allows users to create a heterogenous test. Questions with multiple choice or short answer or hybrid answers are possible. Each question can be set differently.

The last of the tools Hot Potatoes offer is *JMasher* - is designed to create complete units of material in one simple operation. If you are creating sequences of exercises and other pages that should form a unit, you may find the Masher useful. The Masher can also be used to upload Web pages not created with Hot Potatoes to the www.hotpotatoes.net server.

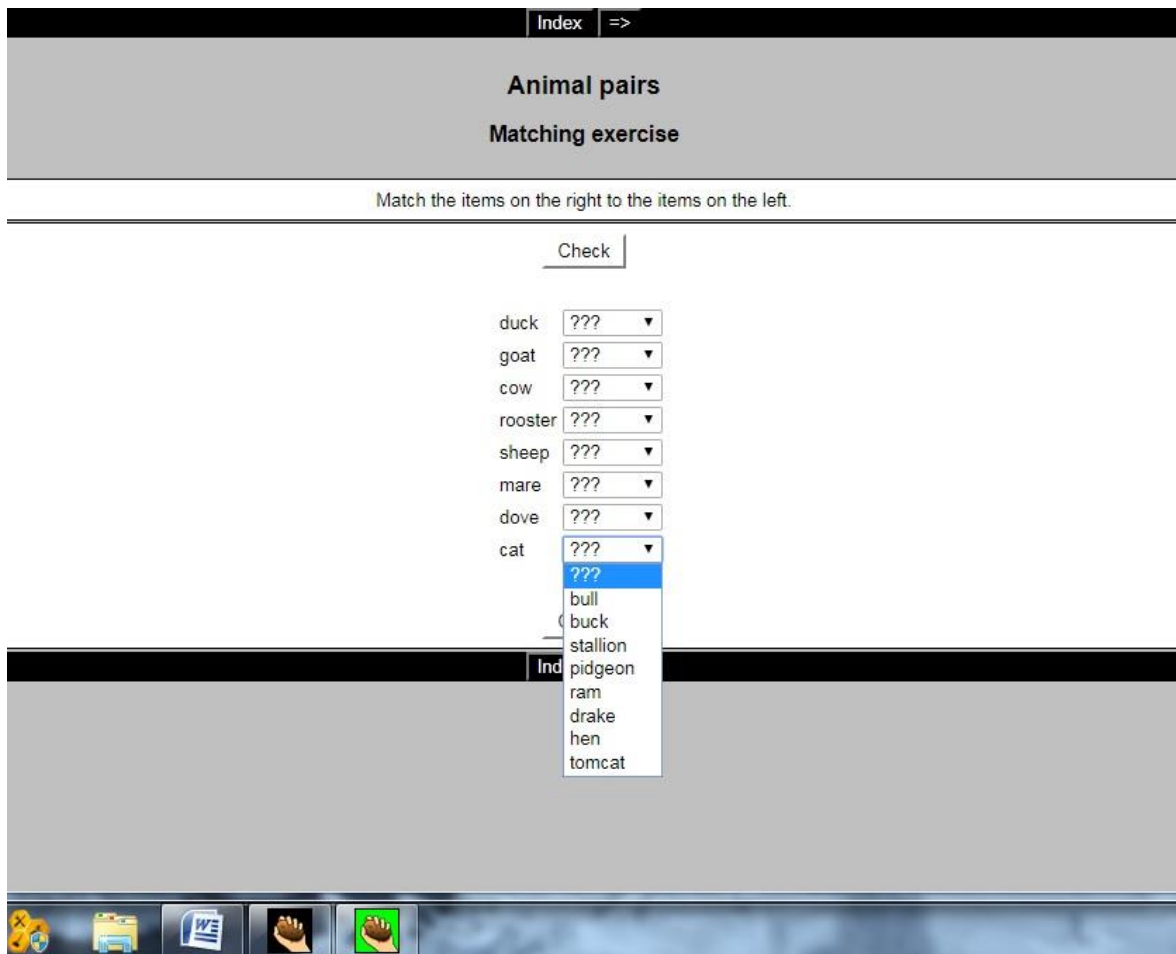


Fig.13 A matching test created with the help of Hot Potatoes

Source: Hot Potatoes. JMatch. file:///C:/Users/Bobika/Documents/diplomka/hotpotatoestests.htm

2.2.3.2. Quizlet (<https://quizlet.com/>)

Quizlet is a platform for learning and practising vocabulary. Unsurprisingly, you have to register and log in to your account to use it. You can make this quick by registering via facebook or google.

Once you are registered you can start creating your sets of words. One set should comprise of minimum 12 words to enable the user to work with all the functions Quizlet offers. Two columns need to be filled in. The programme recognizes several languages. It means that if you enter a word into the first column in the second you just click on the icon of picture and the programme proposes you several pictures of the word to choose from. You can also add a definition or voice recording of pronunciation. Time saving is the possibility to add words from MS Word or Excel, or Google doc.

Once your set of cards is finished you can practise or study. The options for study are:

- *Flashcards*: You can go through the whole set word by word in shuffled order.
- *Learn*: There you can see one part of the card and the task is to type the other part.
- *Spell*: Type what you hear. There are two possible speeds – normal or slow.
- *Test*: You can set the types of test tasks – Multiple Choice, True/False, Written and Matching. The test can be also printed out.
- *Match*: Matching pictures with words. Once you make a correct match it disappears. On the left side of the screen you can see your time.
- *Gravity*: This is a game where you have to protect your planet from falling asteroids. Each asteroid carries one word from the set and by typing the correct answer it disappears and the planet is safe (see fig. 14). You can select the difficulty – easy/medium/hard and the speed of the falling stones changes accordingly.
- *Live*: For this last option you need at least 12 words in a set and someone to be online to play with you.

Quizlet is suitable for students, who want to practise their word stock or it can be used by the teachers for tests creating. But it is also possible to make a class here and invite the students. They can then study the sets that the teacher creates and selects the word sets to be visible for them and the teacher can monitor the activity of his or her students.

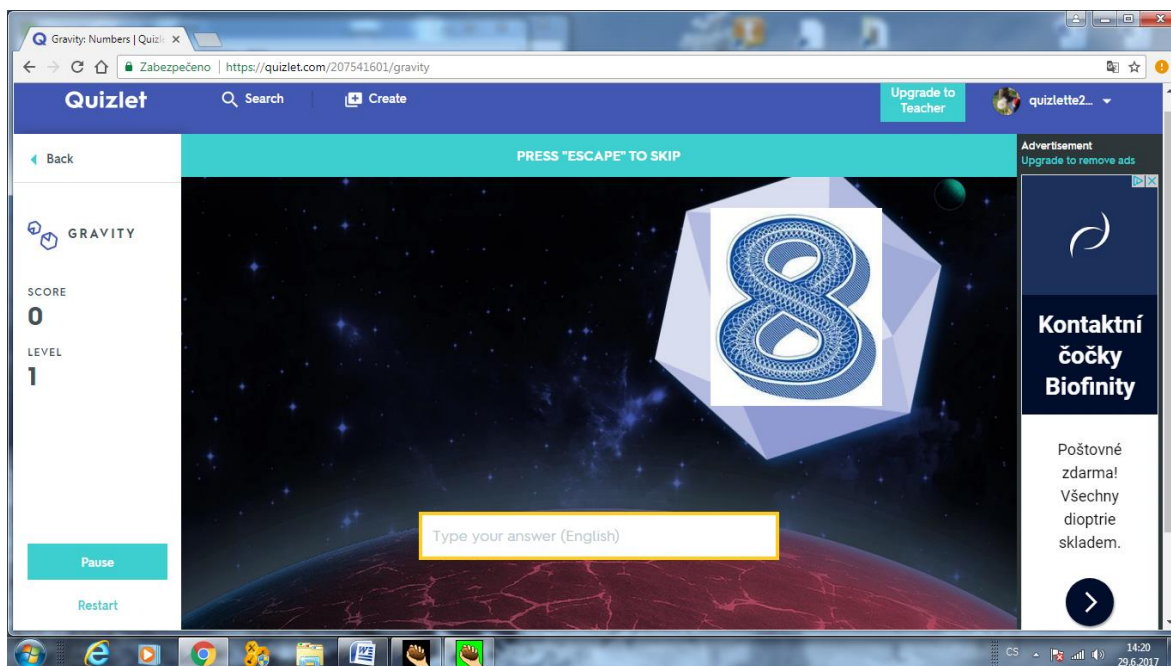


Fig.14 Quizlet offers several types of activities. One of them is a game called Gravity. The task is to save a planet from the falling stones (asteroids). Each stone carries a picture of a word from one of the lists. By typing the correct word you destroy the stone. On the left side of the page you can see your score.
Source: Quizlet. Gravity Game Print Screen. Played as registered user. 29.6.2017.

2.2.4. Correction

2.2.4.1. Markin

The creators of this programme wanted to provide the teachers who accept the works of students in electronic version with a tool that would enable them to mark it electronically too. Thanks to Markin teachers do not have to print out all the submitted works. They just open the file, copy it to the Markin, correct it through this programme and send it back. This way you do not waste ink and papers. “Teachers working in modern, on-line learning environments need computer-based tools for marking their students' work, and Markin is an ideal solution for most electronic marking applications” (What is Markin?).

To use this tool it needs to be downloaded to the computer and there is no need to be online during the marking. It is downloadable for free but the length of the text that can be imported into it is very limited. For the unlimited length of the text you have to buy a licence.

Markin works with a set of abbreviations that stands for different types of errors and those abbreviations can be inserted into the text (see fig. 15). *Art* stands for article error, *Mis* means missing word or words, *Pun* is used when there is an error in punctuation, etc. It also allows you to write short comments, mark the parts that are good or excellent, write an overall feedback or grade the work by numbers or letters.

Markin can save the text as an XHTML (eXtensible HyperText Markup Language) document that the student opens in a web browser and where he or she can see the marks and comments in colour. By clicking on the marks the student can also see more information about the nature of the mark.

It is also possible to save the text in different format, but then it is not interactive and online anymore.

This device is very helpful for the teachers who want to spare paper and ink or time. It is good to teach the students to get used to using specific abbreviations for correction. I see the limited length of the text as the only disadvantage.

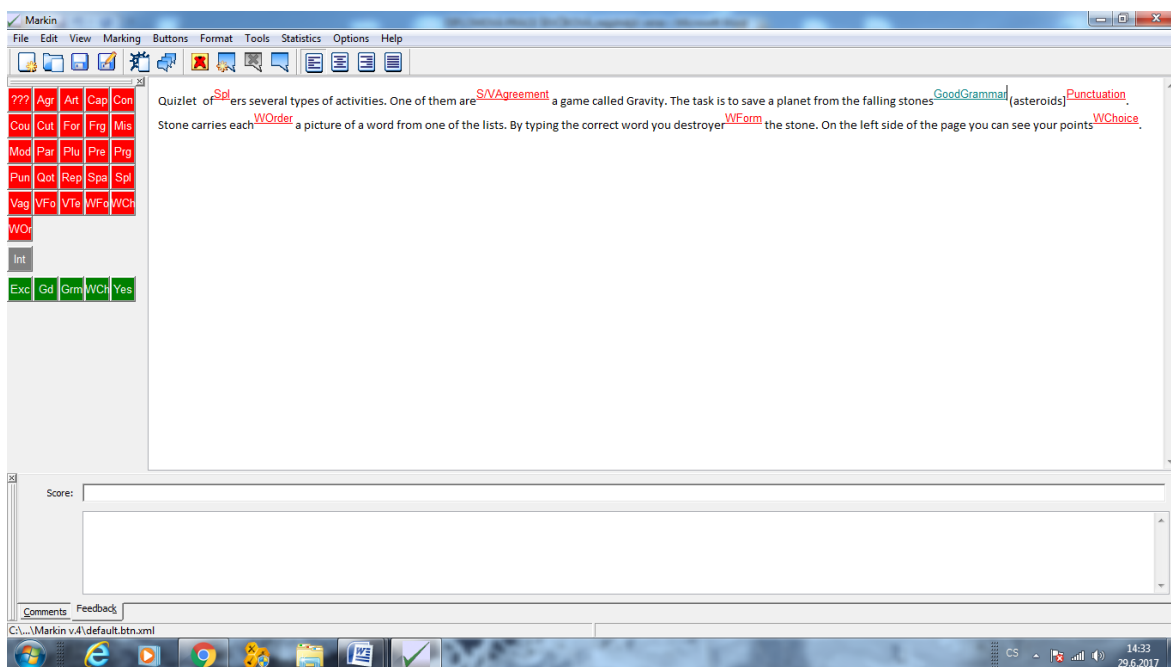


Fig. 15 Markin with a short inserted text in the process of correction.
Source:Markin programme. 29.6.2017.

Below is the result of the work with Markin. You get the text in the MS Word format. Apart from the text with marking abbreviations you get a chart with summarization of all the interventions into the text made by the teacher.

Quizlet of ^{Spl}ers several types of activities. One of them are ^{S/VAgreement} a game called Gravity. The task is to save a planet from the falling stones ^{GoodGrammar} (asteroids) ^{Punctuation}. Stone carries each ^{WOrder} a picture of a word from one of the lists. By typing the correct word you destroyer ^{WForm} the stone. On the left side of the page you can see your points ^{WChoice}.

Instances	Annotati on	Explanatio n	Help link	Categories	Value	Points lost	Points gained
1	S/VAgreem ent	Subject/ver b agreement error		Grammar	-1	-1	
1	Punctuatio n	Punctuatio n		Punctuatio n	-1	-1	
1	Spl	Spelling		Spelling	-1	-1	
1	WForm	Word form		Morphology	-1	-1	
1	WChoice	Poor word choice		Vocabulary	-1	-1	
1	WOrder	Word order		Syntax	-1	-1	
1	GoodGram mar	Well- constructed phrase or		Grammar	1		1

Instances	Annotation	Explanation	Help link	Categories	Value	Points lost	Points gained
		sentence					
					Totals	-6	1

2.2.4.2. Comments in MS Word

An alternative to the Markin programme could be the possibility of making comments in MS Word. In the menu above the page is *Review*, where by clicking on *New comment* you have the possibility to write something, a commentary to the text. The programme allows viewing it as bubbles next to the original text or in the text directly. You can make changes to the text (erase or add something, change the style, font, etc). Click on *Track changes* in the *Review* module of the menu will make all the changes visible in different colour than the original text. Students' works that are in the form of longer texts can be marked with the help of those functions and there is no need to print them out.

2.2.5. LMS

2.2.5.1. Gooru (gooru.org)

This programme is according to the websites a learning navigator. Gooru allows teachers to provide students with teaching materials in an organized, synoptical way. There is a place for instructions and a window where students can see and work with various formats of data. It is similar as the Moodle – the inserted data is possible to watch and use straight in the window and there is no need to download them – it is necessary to be online though.

It also allows teachers to create assessments where students can see their results immediately. Gooru is free and there is a collection of readymade courses and resources arranged according to its subject. What is interesting and useful is the possibility of immediate ranking of every individual resource inserted by the teacher and used by the students by clicking on an appropriate emoticon (see fig. 16).

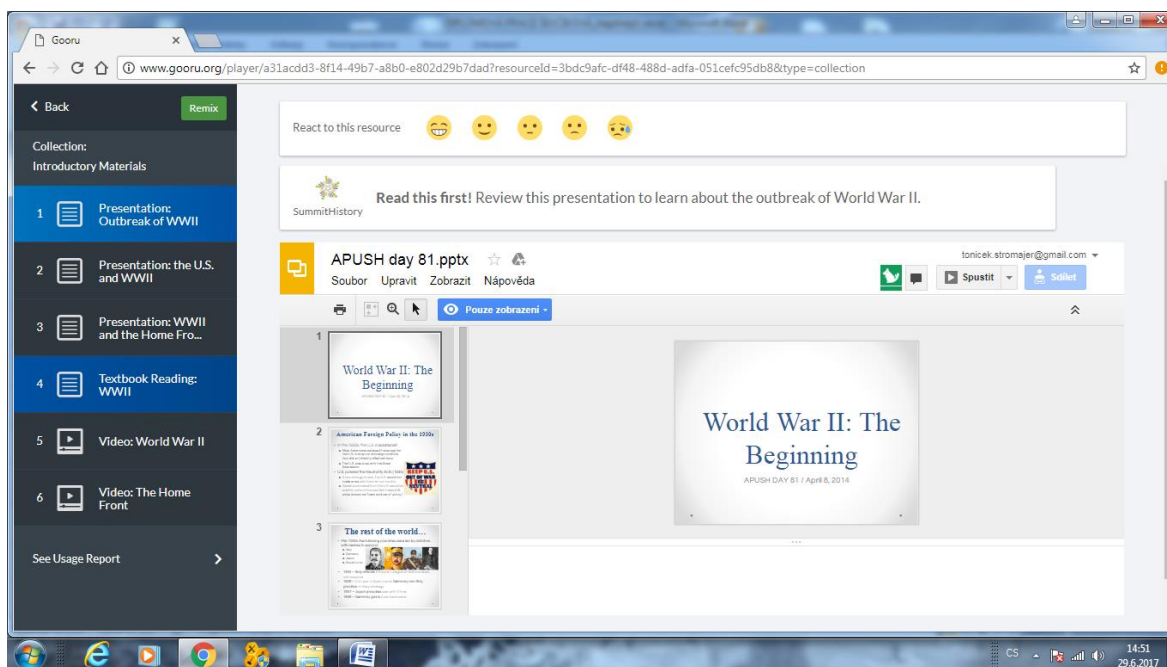


Fig. 16 Print Screen of a course. On the left side is the structure of the course. You can see the first part called Presentation: Outbreak of WWII. You can go through the materials right in the Goooru window. Above the content of the presentation are the emoticons that should provide some feedback to the teacher. Source: Featured course from Goooru.org. <http://www.gooru.org/player/a31acdd3-8f14-49b7-a8b0-e802d29b7dad?resourceId=3bdc9afc-df48-488d-adfa-051cefc95db8>. Accessed 29.6.2017.

Gooru can be very useful backup for the students that are currently missing. They could thus stay in touch with the rest of the class.

2.2.6. Lesson Plans

2.2.6.1. National Geographic (www.nationalgeographic.org/lessons)

National Geographic is a famous magazine. As most periodicals of today it is also available in the electronic version and it also has its web pages. Apart from pictures, videos, articles and news from the natural sciences and an e-shop this website offers also educational section. There you can find ideas or activities, games, units and whole lesson plans. The lesson plans are organized according to the age of the students or the topics. As is typical for National Geographic the topics that are covered by those lesson plans are nature, environmental issues (see fig. 17), science, astronomy and history. That makes it ideal for the cross-curricular teaching.

The lesson plan materials consist of directions to particular activities, materials needed (pictures, videos,...), objectives, preparation instructions, background information

and vocabulary. Sometimes there are also useful tips or tips how to modify some of the activities. I will provide a sample of one lesson in the Appendices part of this thesis.

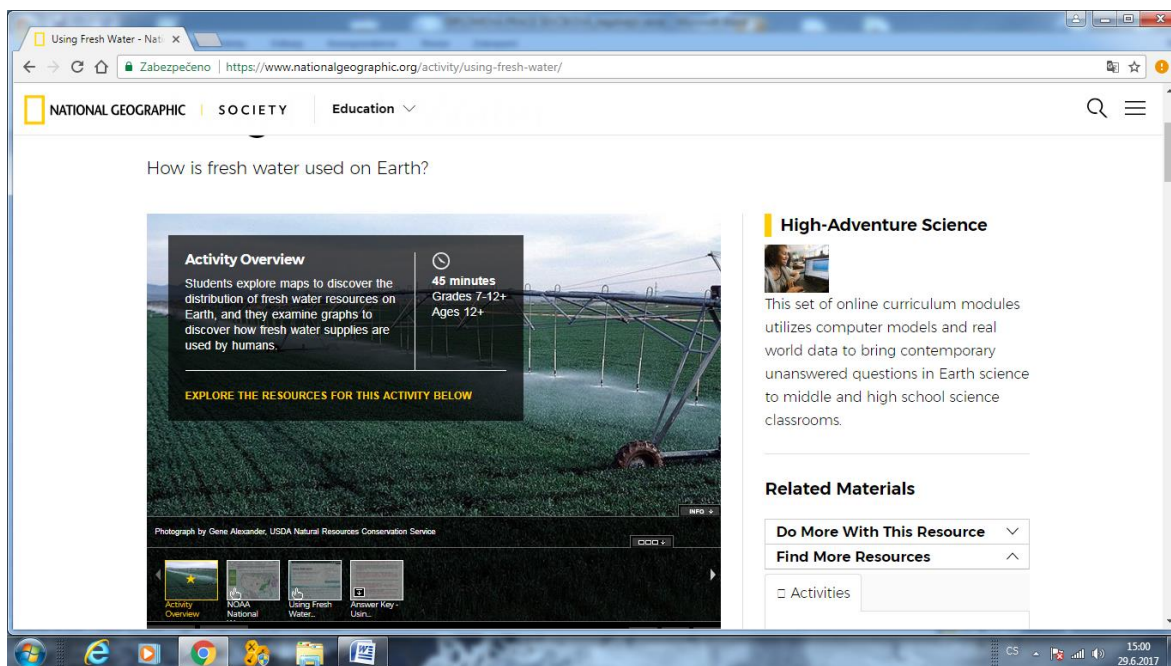


Fig. 17 An Overview of *Using fresh water* lesson plan. The completed materials can be found at the end of this work.

Source: "Using fresh water." *National Geographic*. <https://www.nationalgeographic.org/activity/using-fresh-water/>. Accessed 29.6.2017.

For teaching geography of the English speaking countries there is an interactive map – **MapMaker Interactive** that allows its users to mark and highlight certain places, add bookmarks, see the satellite map and basic facts about the countries. All what the user does can be saved in his account.

It is primarily designed for English speaking students, which means that the grouping according to the age of the students does not correspond for students of ESL, but the materials can be modified or we can use materials that are meant for younger learners.

2.2.6.2. British Council Web (<https://www.teachingenglish.org.uk/>)

"The British Council is the UK's international organisation for cultural relations and educational opportunities. We are on the ground in six continents and over 100 countries, bringing international opportunity to life, every day" (Our Organization).

Apart from information about interesting events, the opportunity to take various courses, exams and get certificates, opportunity to study abroad, the website of this organization also offers pages for English learners and teachers with resources.

Pages dedicated to the teaching resources are divided according to the age of the learners: *Teaching kids*, *Teaching teens* and *Teaching adults* and also section for teacher's development.

Teaching kids is dedicated to teaching kids up to 12 years. Among the numerous resources are songs, lesson plans, activities or stories and poems, in addition teachers can find methodological articles or resource articles here and finally, there are useful teaching tools such as posters, badges, dominoes, flashcards or charts for classroom use. Section CLIL (content and language integrated learning) contains materials for cross-curricular teaching or teaching pieces of knowledge from different subjects through English.

All those things can be found within the Teaching teens part too. In addition, for the teachers of teenagers, there are lesson plans focusing on UK's culture. Both age groups also have web pages meant not for teachers but students. Those activities are designed to be worked with online. But teachers can make use of them too.

2.2.7. Noticeboards

2.2.7.1. Padlet (<http://padlet.com/>)

An online tool for creating a virtual noticeboard or whiteboard by “attaching” little notes or cards with text, links, pictures or files. This board can be used from any device with internet connection and the goal of this programme is easy communication and sharing in a team (classroom, family, etc.).

To create a board you have to sign in. It is not surprising that there is a possibility of a premium account with advanced and extended offer of settings. For the premium account you have to pay \$99 as a teacher per year. To invite other people you need to know their emails and they can sign in through Gmail or Facebook. The creator of the board can decide whether those people can only read, write comments, moderate (add “sticky papers” = cards with some content and comments or change the cards of the other

users) or administrate and the decision is made for each and every participant – it means that the participants can have different rights.

You can set the background but the all the cards have the same design and I did not find any way how to make difference between them. There is a possibility to give labels and to move the stickies to the front or back. You decide where to hang them and what the size will be (see fig.18). The number of stickies is unlimited and of course one user can have several different boards.

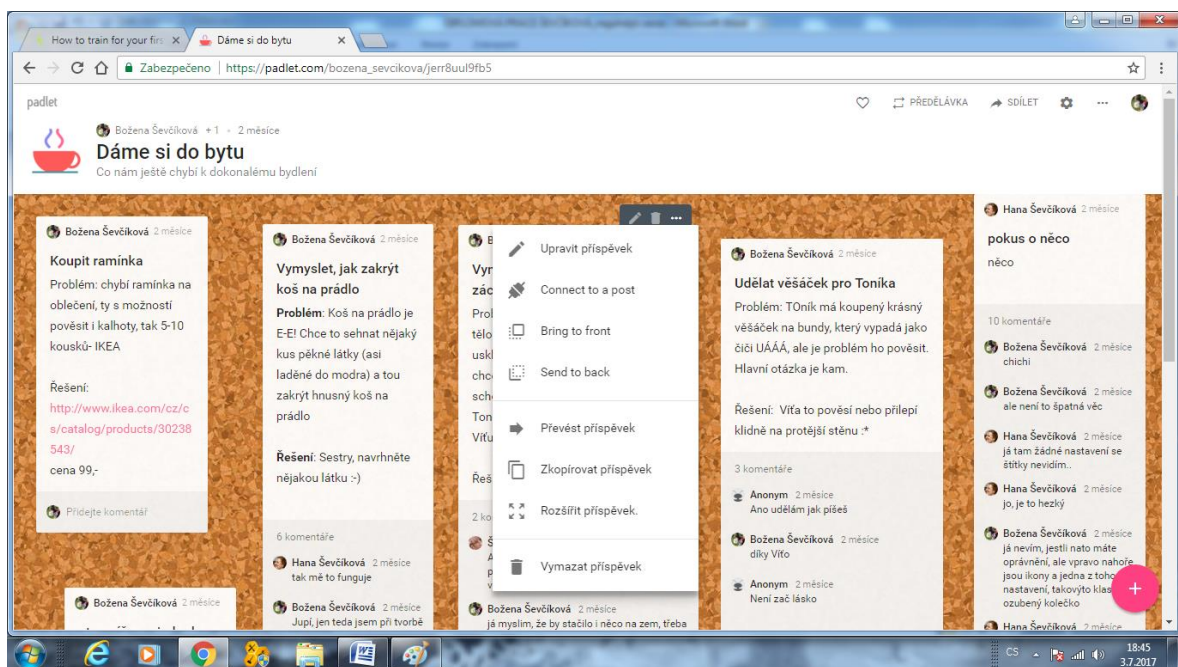


Fig. 18 A sample of canvas made in the padlet programme. One of the columns is in the process of editing – you can see the menu.

2.2.7.2. Lino (<http://en.linoit.com/>)

Padlet is not the only one platform for easy collaboration. An older relative in this field is Lino. Lino offers quick video guide for new users and trial “canvases” for practicing, without necessity to create any account. However when you decide to sign up you can do it quickly through Twitter, Facebook, or Gmail account.

Whereas in Padlet you by double click create a card where you can insert any type of data you want (picture, link, video, pdf, etc.) in Lino you have to choose the type of data first.

Lino offers personal canvases or group canvases. When you want to collaborate with others you have to create a group. Members can be invited or it can be opened to anyone. Everybody then has the same rights to edit the stickies (see fig. 19). There is no possibility to comment only edit.

It can be used for classroom cooperation, communication or project planning. Apart from classroom use, teachers can share the canvases for their collaboration.

Lino also offers premium account that has to be paid for.

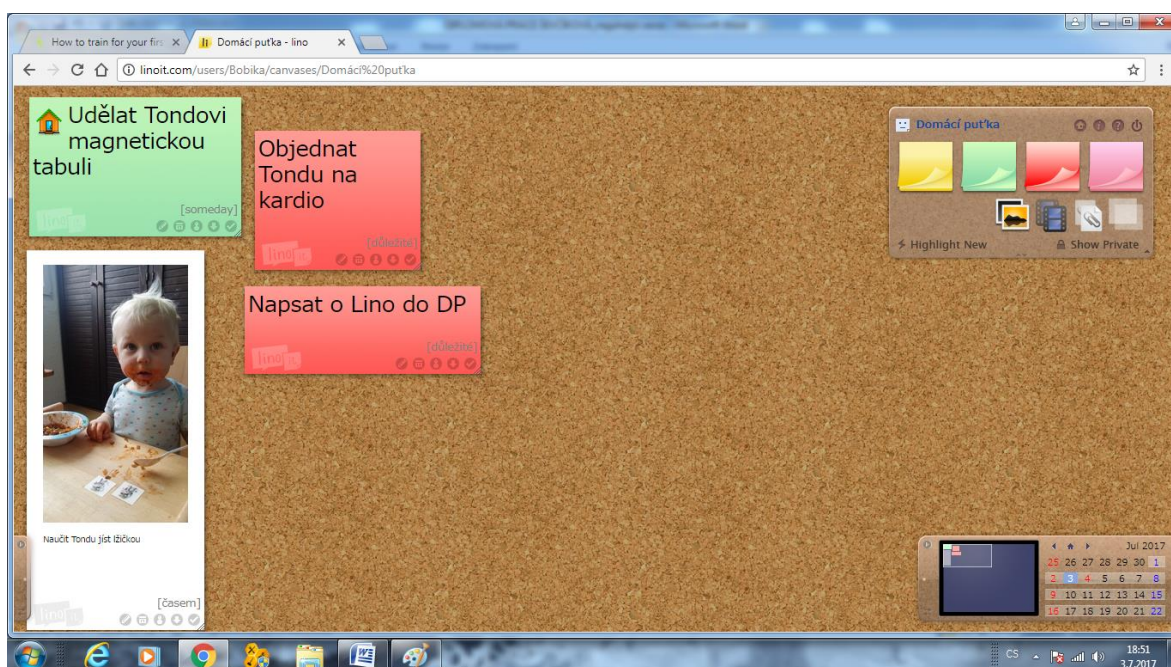


Fig. 19 A canvas made in Lino. In the upper right corner is a box with menu for creating new label.

2.2.7.3. Trello (<http://trello.com/>)

Another platform for easy communication and project planning, where students can share their ideas or plan their projects or group works and teacher has the possibility to monitor their work. In Trello you can create canvases by adding “columns” and each column grows by adding cards. Cards can be given labels of different colour and they can consist of different types of data.

The creator of the canvas can set the accessibility – private, visible for team or public. Lucidity of the canvas is supported by the colourful labels and activity listing in the right left corner. There the users can see the most recent activity (see fig.20).

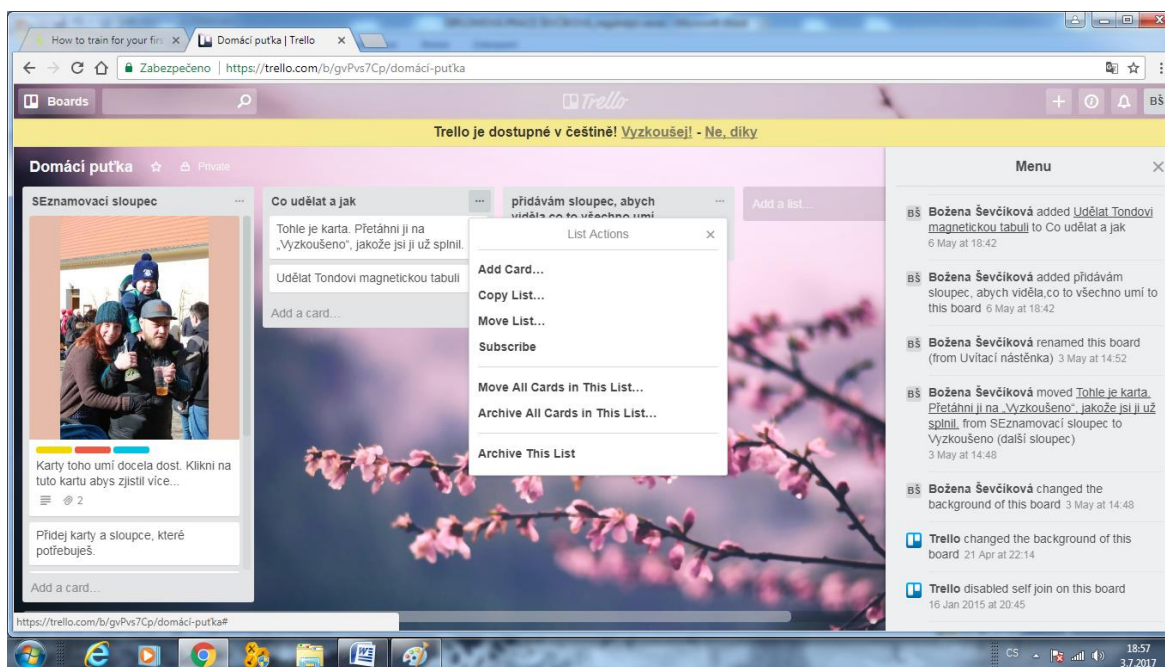


Fig. 20 A canvas in Trello. On the right side is a column with the most recent activity.

Those three programmes are of the same nature. All of them are primarily meant for business use as their purpose is easy communication and planning. Lucidity, accessibility and rareness make it a tool that can have its place in the classroom too. They are very similar in the range of the functions they offer to the users and slightly different in design. Noticeboards can be useful for the students who are currently missing, for organizing group projects or other activities.

2.2.8. Projects

2.2.8.1. eTwinning

This is a platform promoting collaboration between European schools, teachers and students. It started in 2005 as an action of the European Commission's eLearning Programme and since 2014 it is a part of Erasmus+ Programme. eTwinning is for all types of primary, secondary and high schools. At the international homepage (<https://www.etwinning.net/en/pub/index.htm>) is displayed the current number of teachers, schools and projects. The number of projects where schools from the Czech Republic took part in was over 6 thousand when I have accessed the page (7.7.2017). There are no criteria or conditions for participating. In case there are any questions, each country has its ambassadors – teachers with experience, willing to help. The projects should be focused on

communication and collaboration, using the ICT and the students should learn something new about the other countries and cultures.

The idea is that a teacher finds a partnering school from Europe with which his students can get in touch and work on some project together. The portal of eTwinning enables him to do so after he or she registers as a user. The teacher can search for partners through the eTwinning portal by choosing some criteria – language, age of students, country, etc. Once the project is registered it gets its space in the Twinspace environment, where the participating schools can communicate and put the project into action (A journey through eTwinning 8).

Students can be motivated by the opportunity to communicate with someone from a different country, by the use of ICT, by doing something unusual or among other things by the possibility of an award from the European educational community. There are two types of evaluation: The European eTwinning Prize Competition and Quality Labels, for which you can apply with your project.

Apart from the Twinspace eTwinning offers an area of action for teachers only. The Continuing Professional Development (CPD) is a place where the teachers can work on developing their professional skills through online activities (A journey through eTwinning 8).

2.2.8.2. Skype (<https://www.skype.com/en/>)

Skype is very well known communication technology now as a part of the Microsoft Corporation. When you have an internet connection and this programme in your device you can communicate face to face with somebody on the other side of the world. Skype offers the possibility of instant messaging, sharing files, making video calls or voice calls. It is used to keep in touch with the people who are far away from us. It is very much favoured by teenagers and young adults. Thus when used in the class it can motivate our students in a positive way.

For teachers who would like to try using Skype during their lessons there is an international programme called Skype in the Classroom. The web page <https://education.microsoft.com/skype-in-the-classroom/overview> gives more information

about this programme and about using Skype in class in general. To be able to use it teachers have to join the Microsoft Educator Community and create themselves a Skype account. Apart from inspiration and useful tips for teachers there are presented several ways of getting Skype into education – Skype lessons, Virtual field trips and Mystery Skype.

Skype lessons: “Teachers can choose from lessons given by experts or interesting people on variety of topics. Lessons can be filtered according to language, country, topic, age of students, subject or host (a person who offers the lesson) availability” (Skype Lessons – Quick Start Guide). To put the lesson in action it is necessary to contact the host and request a session. Students can communicate with the hosts and ask questions. The lessons should focus on education.

Virtual field trips: These trips are here to show students places that are very far away and which would be hard to reach for them (see fig. 21). Experts from around the world will share their work and experience with students directly from the field.

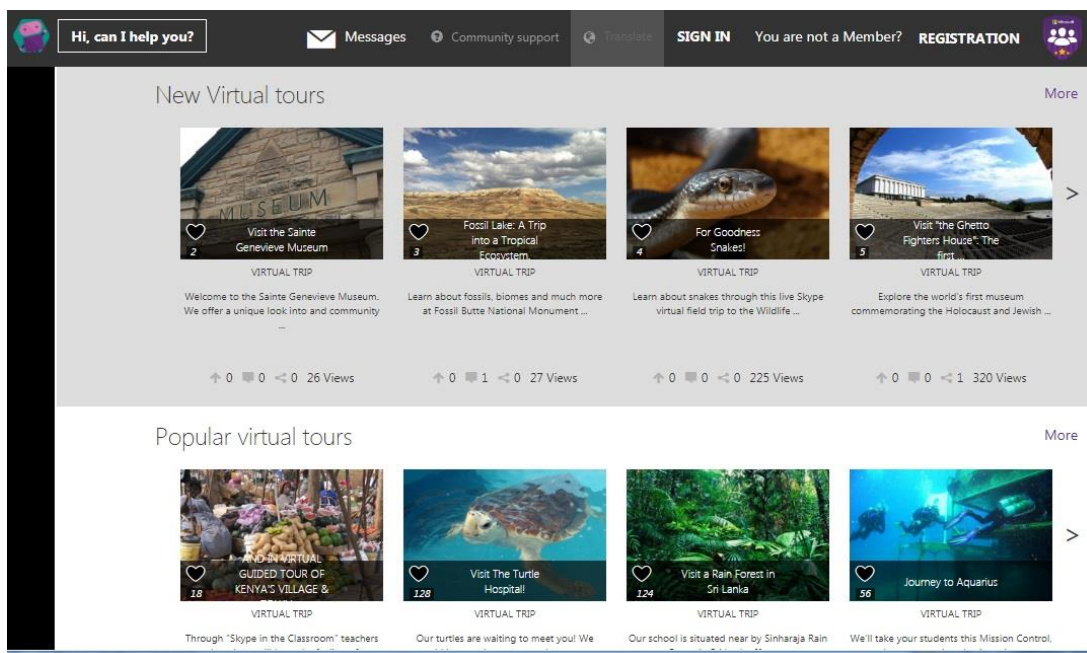


Fig. 21 Section Virtual trips from the Skype in the classroom website.
Source: “Virtual field trips.” *Skype in the classroom*. <https://education.microsoft.com/skype-in-the-classroom/virtual-field-trips>.

Mystery Skype: A game where students from one class get in touch with a class from a different country and the goal is to guess which country it is through giving

questions and answers. This way the students can find out about the geography, culture, education, similarities and differences of other countries in an interesting, unusual and interactive way. The rules of the game are easy and clear. There are almost 150 countries from which the teacher can choose.

Skype offers a lot of advantages – motivation growth, unusualness, the possibility of getting in touch with many different speakers with different accents, real communication in a real time, getting a picture of other places in the world, etc. All this good things may come to nothing however when there is low quality internet connection, when students and teachers are not properly prepared or when there is an ideal host for cooperation from completely different time area. But the three ways mentioned above are not the only ones possible. Through those pages teachers can get in touch with other teachers from around the world and begin working on some project or they can just share ideas.

2.2.9. Other Teachers' Helpers

2.2.9.1. Vocabulary Spelling City (<http://www.spellingcity.com/>)

VocabularySpellingCity.com is created for students, teachers, parent-teachers, and schools. This site is based on creating word lists to which then 1–10 activities, games or tests can be assigned to learn and practise the spelling, writing or phonics.


To use this site you have to register as a teacher or a parent. Then you can create your own class (register students). Once you have your class, you can create word lists by entering the words you want and an appropriate name of the list. The programme itself then adds definitions and example sentences to your words. If you are not satisfied you can modify it according to your preferences or according to the language level of your students.



When the list is finished you can set an assignment to your students. That means choosing the activities, games and tests that will be waiting for the students to do. You can select different activities for each student and it is up to you whether you set any deadline for them or not.

For premium members there are a lot of activities to choose from in 7 categories (see table 4). As a free user you only can choose out of 11 games from the spelling category. See the chart below.

Table 4

Activities from the spellingcity.com

Phonics		Sound It Out! 
		Initial Sound Speller
		Final Sound Speller
		SillyBulls
		Which Initial Sound?
		Which Final Sound?
Tests	Spelling TestMe	Vocabulary TestMe
Teach	Spelling TeachMe	FlashCards
Spelling	Word Search 	WordFind
	Audio Word Match	LetterFall
	HangMouse	SpeedySpeller
	Missing Letter	Word-O-Pillar
	Word Unscramble	Splat-N-Spell 
	Test-N-Teach	Aim 2 Spell 
Writing		Sentence Writing Practice

		Paragraph Writing Practice
Vocabulary		WordStudy  MatchIt Definitions MatchIt Sentences WhichWord? Sentences WhichWord? Definitions Word-O-Rama
Language Arts	Read-A-Word Alphabetize	Sentence Unscramble Parts of Speech Crossword  Alphabetize with Jojo Word Videos

Source: Vocabulary Spelling City. Selection of activities. As Logged in User of. <https://www.spellingcity.com/>.

Students can log in, do the assignment or choose another game to play. They will work here with the words from the list too.

As a teacher or a parent you can monitor the work and results of your students. You can even see the exact words that your students have problems with. But you have to be the premium member again.

Premium member means that you paid for your membership around 60\$ per year. You can also have an account for free but in such case you do not have access to your student results and you have limited offer of the activities.

This might be a very useful helper for the teachers as you do not have to enter all the definitions or sentences used by the games. It might be a time saver and attractive tool for the students who can thus learn new vocabulary and spelling. Very useful is the option to monitor the activity of your students and their results. However there are few disadvantages too. If you want to use the full range of those benefits you have to pay for it and the finances might be a problem for some schools. The other disadvantage I see is the fact that it is all in English. I tried some of the games and activities and I think that the pupils or lower level students might need assistance, until they get to know the websites and get used to the types of activities they work with.

2.2.9.2. Webinars

Web-based seminars or webinars are lectures, presentations or seminars which are transmitted via the internet (Web) in a real time. The advantage here is that the participants do not have to be at the same place. They only need internet connection and some device where they can watch and communicate, share desktops and documents. The important feature here is the possibility of communication. When the data transmittal has only one direction we call it a Webcast. Webcast is a lecture broadcasted on the internet. You may have to watch it in real time or it is pre-recorded.

Some distant learning courses are based on Webcasts or Webinars. It has a limited use for primary and secondary education, but a teacher can for example make a short Webcast for his students that can be used during his/her absence or just to make the lesson somehow special.

2.2.9.3. WebQuest

“A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web” (What is a WebQuest?). The beginnings of this method reach some 20 years back in America. The goal is to make meaningful use of the internet and to teach students how to think in the new century.

It is basically an activity or lesson prepared by the teacher and its completion takes place online and requires independent work of the students. “High quality WebQuest should be built on constructivist method. Students should be dealing with such questions

and problems that support their interest, imagination and thus motivation” (O Web Quest translated by Božena Ševčíková). It usually consists of

- *introduction*, where students find out the topic of their work and get motivated,
- *task*, where they learn what the work is going to be about, what will they do and what is going to be the output
- *process*, a part where the students complete the task
- *evaluation*, usually in a form of a table of competencies, students are given criteria that has to be met to gain certain level of evaluation
- *conclusion*, which is a kind of summary and congratulations for the work they have done
- *methodical guidelines*, a part that is not accessible for the students, it is a guide for the teachers (Struktura a typy Webquestů translated by Božena Ševčíková)

It takes a little searching on the internet to find many websites where teachers share their WebQuests. I chose two examples of such pages:

<http://www.webquest.cz/> - pages of Učitelství of the Faculty of Education of the Charles University offers a database of WebQuests. It is no longer possible to edit or add any of the WebQuests but they are still available to search and read and therefore use. You can search and choose the type of school, subject, grade or name of the WebQuest.

<http://questgarden.com/search/> a foreign database of WebQuests from various fields of education. Apart from the subject, grade or name you can also choose one of the 8 languages it offers.

WebQuests can be used for group or individual work. Most of them encourage students to be engaged in the task and usually it is based on cross-curricular topics. Teachers can create their own or use the data banks, the two databases I offered above are just few out of many. The WebQuests can be modified or the evaluation adjusted to the age and level of the students.

2.2.10. Webs for Practising

2.2.10.1. Dictations Online (www.dictationonline.com)

It is a website with dictates in English recorded by native speakers. They are divided into 5 groups according to the level of English: Elementary, Pre-Intermediate, Intermediate, Upper Intermediate and Advanced. The lower levels are about general topics such as: *students, numbers, names* or *a friend*. From the intermediate level the dictates are extracts from well-known books. You can also see the length of the recording. The lengths of the recordings are between 10 to 35 seconds (see fig. 22). When you choose your dictate you get to hear it first at normal speed and you are just to listen. At this point you are introduced with the difficult or strange words if there are any. Then it is time to get ready for writing. Each sentence is read twice and the speed is adapted to the level. Then you get to hear the whole dictate one more time and in the last step the text appears on the screen so that you can check it with what you have written.

If the class is equipped accordingly it could be used by the teacher during his lessons. It is a way how to let the students listen to somebody else than him or her, the disadvantage is that it does not sound completely natural.

The dictates are designed to be used by self-learners. A student can work with it on his own and practise listening and spelling with an immediate feedback.

Language	Level	Title	Duration (seconds)
English	Elementary <i>Cambridge KET</i> <i>ALTE 1</i>	1 Students	18
		2 Introductions	10
		3 Numbers	24
		4 Whose?	9
		5 Names and Numbers	34
		6 A Timetable	28
		7 A Form	10
		8 A Friend 1	12
		9 A Friend 2	13
		10 A Friend 3	11
	Pre-Intermediate <i>Cambridge PET</i> <i>TOEFL 400</i> <i>ALTE 2</i>	1 My Cat Trotsky	19
		2 Strange Food (Anonymous)	09
		3 Tears and Laughs (Samuel Beckett)	13
		4 More Beckett	18
		5 Numbers	27
		6 That man	9
		7 Charlie & the Chocolate Factory (Roald Dahl)	18
		8 East of Eden (John Steinbeck)	22
		9 The Unicorn (James Thurber)	28
		10 A Tale of Two Cities (Charles Dickens)	22
		11 Describing Self 1	19
		12 Describing Self 2	14
		13 Describing Self 3	15
		14 The Cemetery	16
		15 My Two Friends	18
		16 Routine	24
	Intermediate <i>Cambridge FCE</i> <i>TOEFL 500</i> <i>ALTE 3</i>	1 The Wolf (James Thurber)	24
		2 Pooh (A A Milne)	23
		3 1984 (George Orwell)	20
		4 Prufrock (T S Eliot)	25
5 The Owl (James Thurber)		30	
6 The Emperor's Clothes (H C Andersen)		19	
7 Numbers		19	
8 Earthly Powers (Anthony Burgess)		21	

Fig. 22 Print screen with the list of dictates

Source: List of dictates. <http://www.dictationonline.com/>. Accessed 29.6.2017.

2.2.10.2. Flo-joe (<http://www.flo-joe.com/>)

Flo-Joe was founded by two former English lecturers from Britain. They felt that there were no satisfying online self-study resources for Cambridge exam candidates so they started to provide them (What do we do). Flo-Joe is meant for students or tutors who want to pass Cambridge exams (KET, PET, FCE, CAE, CPE, IELTS) but you can use it even if you are not aiming for that.

The pages are structured into sections according to the exams. When you click for example at the FCE (First Certificate in English) exams you are redirected to four advices for successful use of the pages. Apart from free tests and exercises the pages offer the possibility to sign up for free weekly newsletter with advices and tips how to pass the exams. You can also buy some other resources.

On the left part of the screen you can see the menu. It is divided into several parts:

About FCE – gives a picture of all four papers that the exams consist of. Each part is described in detail so that the candidates know what is ahead of them.

Spotlight Paper 1- looks on the first part of the exam, which is focused on grammar and vocabulary, in detail and offers online and printable versions of the exercises. You can train the types of exercises that appear in the exams. There is a printable chart for the students' to take evidence of their results because the tests can be done over and over again.

FCE Writing Class - In the “writing makeovers” part you can go through the writings of other candidates and try to correct them. Every week you can try to do one writing task, there are ideas that should help with the writing and a check list of the writing criteria. You can also practise the linking words and formal parts of a letter.

Word Bank - This section has one goal – to teach new vocabulary. Users are recommended to come each weekday to the word bank to learn one new phrasal verb, collocation and word formation. Again, to keep track of the students' results, there are printable work sheets and mark sheets.

This is not all that can be found on those pages, the resources are also organized in section “Teachers”: printable resources, articles or teachers' newsletter can be of use even if we are not preparing for any of the Cambridge exams.

2.2.11. Spelling and Pronunciation

2.2.11.1. How to Spell (<https://howtospell.co.uk/>)

How to spell is a website created by Joanne Rudling, lecturer and teacher-trainer. As is clear from the name the website focuses on spelling. There are lessons in forms of short videos about spelling patterns or rules and spelling strategies. In the section *exercises/games* you can find word searches, games, quizzes or tests. If you click on *resources* you can get to PDFs with various worksheets or recommended websites.

How to spell is one in many examples of websites where you can practise and learn on your own. The resources can be of some value to the teachers too.

2.2.11.2. Forvo (<https://forvo.com/>)

Cs.forvo.com is place where you can find pronunciation of difficult, foreign words or proper names in English but also in many other languages. At Forvo you can not only search for the words you need but also help others by recording something you know how to pronounce – you choose a language and a word or phrase and record it for someone else who might need it. You have to be a registered user to be allowed to do that.

And if you have not find the pronunciation you needed you can add it to the list of items that are waiting to be recorded.

I think that many teachers sometimes experience the situation when a pupil asks “How do we pronounce this or that?” and they are not sure. Some words or proper names in English are tricky and it is good to have some help here.

When you find the word or phrase you need, you can see all the recordings available together with the user who recorded it. You can see whether it is man or woman and where is he or she from and thus you can choose also the accent if it is relevant for you.

Recordings of pronunciation are a part of many online dictionaries. What is special about Forvo is that it is focused on the unusual pronunciation, on pronunciation that is difficult for the speakers and therefore it is useful for the students. But as the teachers

cannot know all the pronunciations of all proper names or geographical names it may be useful for them too.

2.2.12. E-learning

2.2.12.1. Duolingo (www.duolingo.com)

This system is free and offers courses for a large number of languages (including the Klingon language). Users create their own account where they choose the courses (one or more languages) and set their daily goal (how much time they want to spend learning per day). The courses are divided into levels and the levels are divided into skills (see fig. 23). It is based on repetition, vocabulary learning and learning language through language chunks. Grammar explanation can be also viewed but it is not displayed within the units.

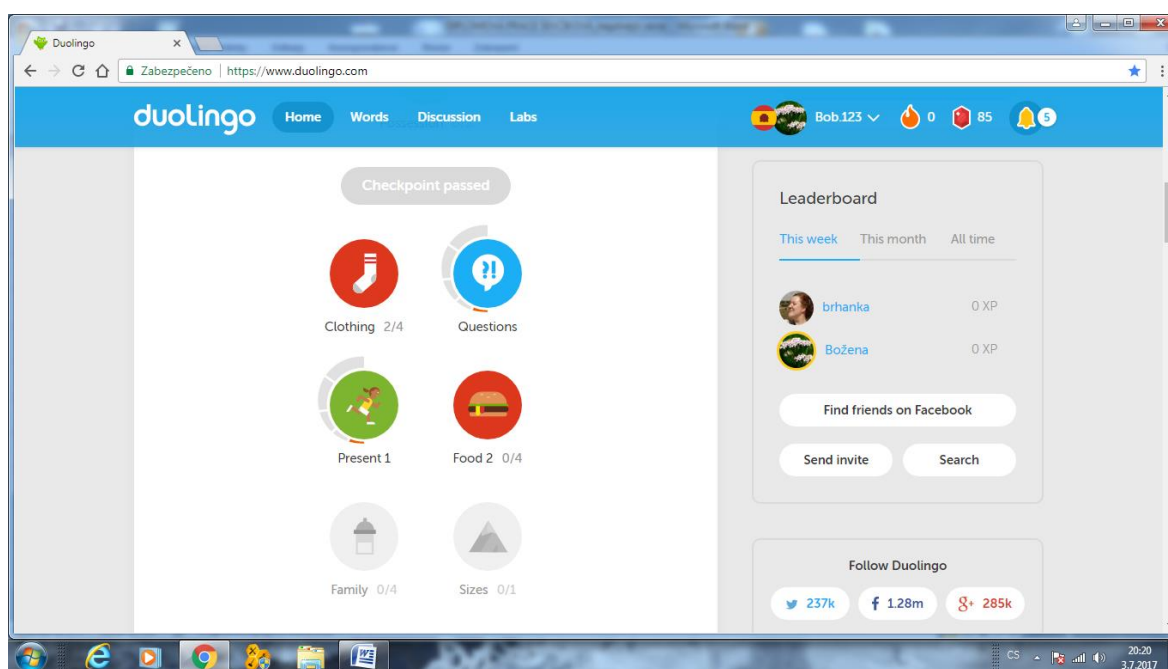


Fig. 23 Print Screen of the Skills in Duolingo

Source: Print Screen of My Account from Duolingo. www.duolingo.com.

When there is a microphone connected to the computer the programme also asks its' users to practise pronunciation, but this function can be also switched off. Users can work with or without time limit and go back to the units already passed but they cannot skip them and jump forward. The subsequent units are available only after successful practising of the previous ones. Unfortunately it means that when a learner is interested into something in particular – for example clothing, he or she has to go through food, animal, possession and question units first.

The visual outlook of the skills (units) is very synoptical. Users can see their progress and activity and the programme reminds the user through email to log in and gain the daily goal. One unit takes about 10–15 minutes. Then the users can practise as long as they want.

I would recommend it for individual study as the teacher has limited possibility to monitor the progress of individual students or edit any changes in the levels. However there is a way of connection with other users – you can add people who you want to follow and compare your achievements with others.

It used to be available in English only. Now it is available in Czech language and as an application for mobile phones. It is still free and suitable for autodidacts.

2.2.12.2. English Attack (<http://www.english-attack.com/>)

This website is for registered users. It has to be paid for but they offer also a trial version. Users choose a movie clip or a video that they will watch and do exercises or play games before and after the watching. The videos are sorted according to their level and the activities are mostly vocabulary oriented and apart from usual gap fillings and multiple choice tests you can play games and do crosswords. Similarly as in Duolingo, users set their daily goal and thus they can monitor the amount of their work day by day.

Videos are mostly short parts of movies and TV series, trailers, speeches, music clips and news. When choosing the video you can see the level, some vocabulary and what grammar it is focused on.

When you choose some video you are first encouraged to go through some vocabulary and then watch the video and do some exercises that test the understanding. Then you can move to *Photo Vocab* section – a set of 16 words or phrases introduced to the users with pictures. English Attack offers exercises and games for practising those words.

However in the trial version the number of available videos is very limited and you only have this unpaid access to the videos for a short time. For full access you have to pay

around 200 Crowns. It is suitable for students to practise English apart from the class or as an inspiration for the teachers.

2.2.13. Dictionaries

2.2.13.1. Visual Dictionary

Visual.merriam-webster.com is an online dictionary using pictures and illustrations to help define the words. You can enter the desired word or you can search according to themes: *astronomy, earth, plants and gardening, animal kingdom, human being, food and kitchen, house, clothing and articles, arts and architecture, communications, transport and machinery, energy, science, society, sports and games*. Through for example sports and games you can get to racket sports, then to tennis and a number of pictures connected to it. Below is an example of the pictures (see fig. 24). Each picture has labels with terms. Each term has also a written definition which can be found below the picture.

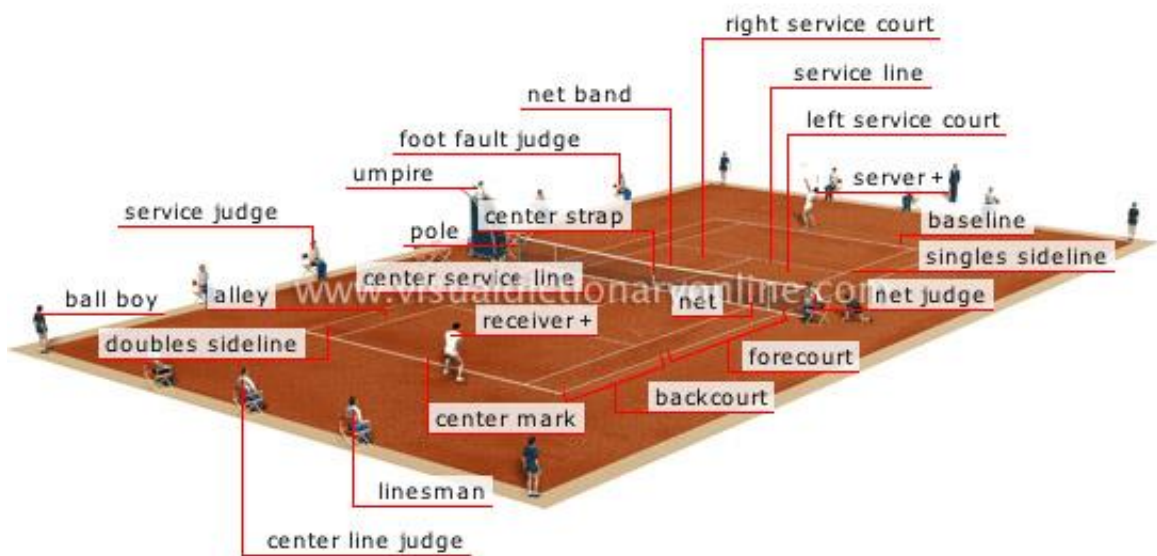


Fig. 24 A picture of tennis court from the visual dictionary

Source: Visual dictionary online. Sports and Games. Racket Sports. Tennis. Court. <http://visual.merriam-webster.com/sports-games/racket-sports/tennis/court.php>. Accessed 29.6.2017.

“When you know what something looks like but not what it’s called, or when you know the word but can’t picture the object, The Visual Dictionary has the answer. In a quick look, you can match the word to the image” ([http://visual.merriam-webster.com/about-visual overview.php](http://visual.merriam-webster.com/about-visual%20overview.php)).

There are a lot of online dictionaries, but this one is special. Sometimes when the definitions are not enough, the pictures might help.

3. Conclusion

The main focus of this thesis was to provide a catalogue of the various possibilities of e-learning programmes that can be of use in English language teaching. It is designed for the teachers of the English language who would like to try using e-learning in class, who wants to learn more about the subject matter or who are looking for inspiration. In the theoretical part I deal with the term e-learning because there are more approaches to the matter that can be found in numerous literature. In this thesis I recognize as e-learning programmes the tools, programmes, platforms or websites that are operated online or partly operated online. Apart from the question of how to define e-learning the theoretical part deals with the reasons why to use those programmes and what are the limits. I also included a part about motivation as it is not only very interesting but it can also help the teachers realize what type of programme would be the best for his students. I mention the ARCS model that was defined way before the e-learning programmes came into fashion but also Moshinskie's model of extrinsic motivation designed for online courses. Because the thesis focuses on teachers of the secondary and high schools it also includes a chapter about the Framework Educational Programme and e-learning. Although e-learning is mentioned in this document it is only as a learning content and not as a teaching method or tool.

To get to the potential programmes I needed a credible source. I found some inspiration in the literature dedicated to this topic but as I wanted to find out about the tools that are really in use and not only in literature, I decided to carry out a questionnaire. An ideal respondent of this questionnaire was an active teacher of the English language who has been in contact with some e-learning before as a student or as a tutor.

The questionnaire was designed to give more information than just the particular programmes. I wanted to know what the teachers imagine under the term e-learning, what they see as the biggest advantages and disadvantages and whether they would recommend using it in class.

I gained 96 respondents and the answers shows that most of them see e-learning as using computer or internet during lessons, which is in agreement with this thesis' view. As a reason why to use e-learning, the respondents' most frequent answers were the attractiveness of ICT devices in class, temporal and spatial availability or correspondence

with the current social development. On the other side stands the fact that such activities support the time the pupils spent with a computer. Limiting face to face communication and unavailability of IT equipment at schools rank also among the most frequent disadvantages. Almost 50% of the respondents would recommend using e-learning during lessons. Most of them would recommend it under certain circumstances and not instead of direct teaching but as a supplement.

The thesis contains almost 35 different programmes, tools or websites with short characterization. I had three different sources of those programmes: internet, literature and the questionnaire. The questionnaire proved the most fruitful in this area. The respondents most frequently mention Moodle or various websites.

The list of e-learning programmes is the most expansive part of this work and it is arranged according to thematic groups that I invented. They mostly reflect the purpose for which they can serve. I provided a table with all the programmes and all the thematic groups for the reader to see it at one glance and for easier orientation.

The aim of the thesis was accomplished by providing the list of various programmes. It definitely does not include all the possibilities, but it can help when there is a teacher only trying to get to know what is available. There are many more resources, programmes or tools that might deserve to be explored. The results of the questionnaire show that teachers are interested into e-learning programmes and once there is appropriate equipment in the school they will use it in class.

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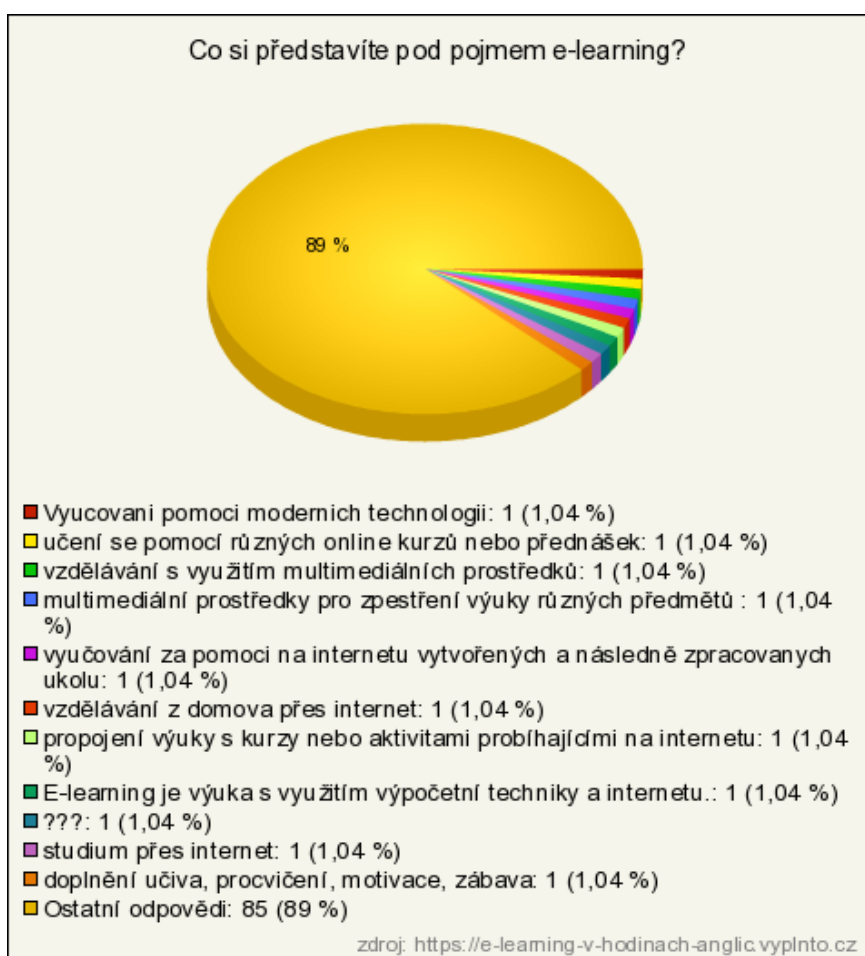
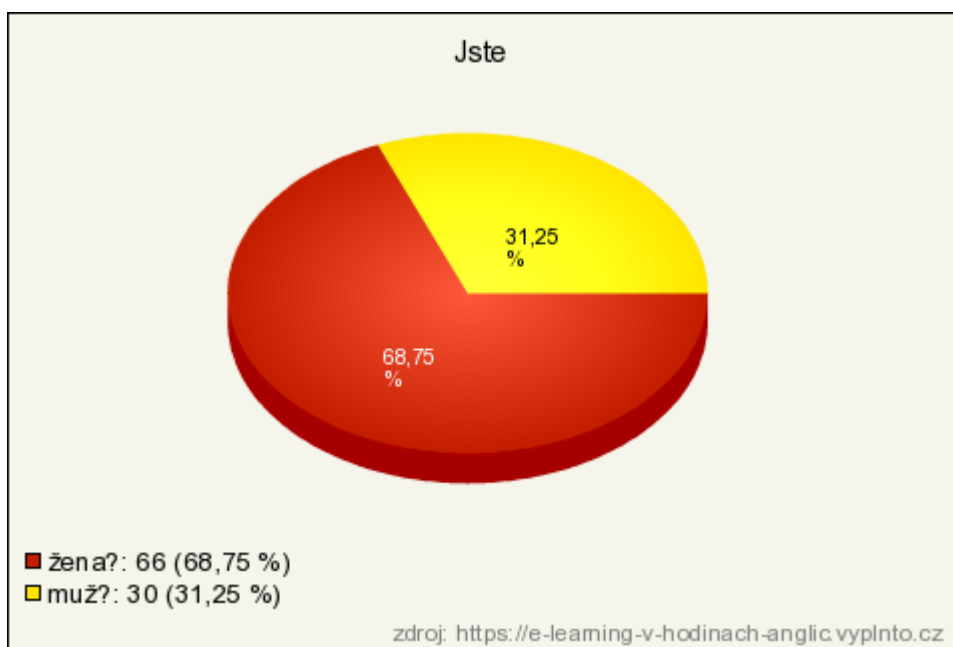
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Appendix 1. Graphs from the questionnaire



Appendix 2. Sample of the questionnaire

vyhodnocení dotazniku.pdf - Adobe Acrobat Reader DC

Domovská stránka Nástroje vyhodnocení dotaz... x Přihlásit se

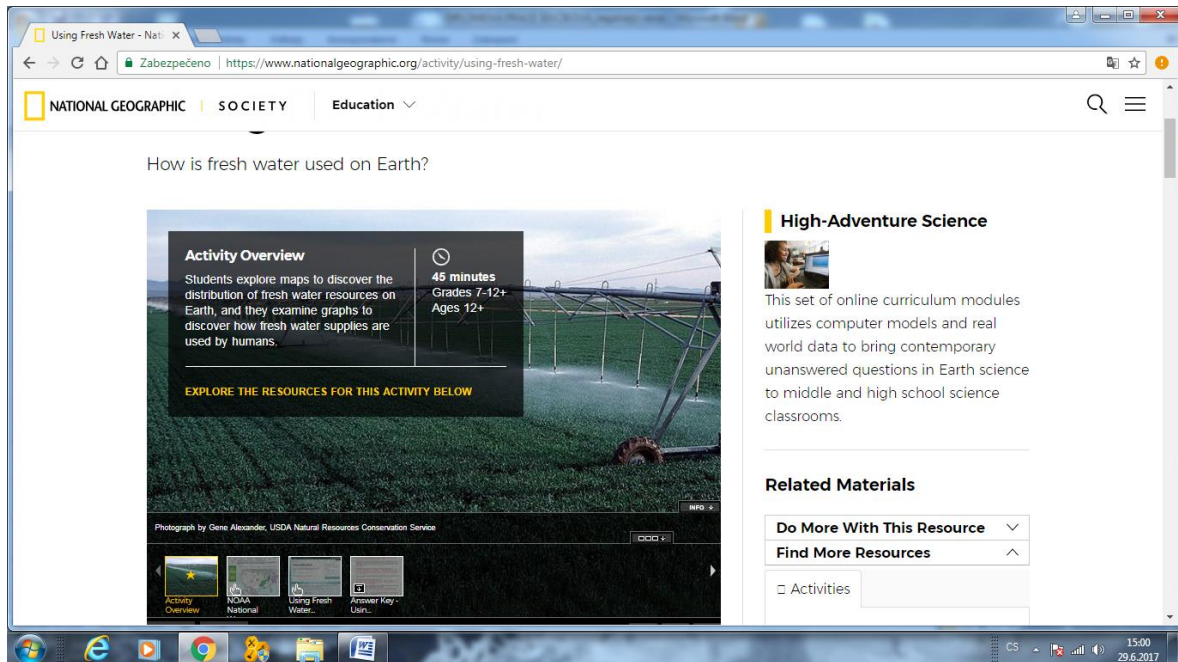
8 / 97 100%

Unikátní ID na Vyplňto.cz: 4843093
Datum a čas vyplnění: 2017-01-15 18:53:07
Délka vyplňování: 00.03:37
Parametry a identifikace:

1.) Jste žena?
2.) Jste aktivním vyučujícím angličtiny? ano
3.) Jak staré žáky/studenty učíte? (třídy nebo typ školy) Střední odborná zdravotnická škola
4.) Ve kterém regionu nebo městě působíte? praha
5.) Co si představíte pod pojmem e-learning? propojení výuky s kurzy nebo aktivitami probíhajícími na internetu
6.) Máte nějakou zkušenost s e-learningem? ano, jako student
7.) Specifikujte prosím e-learningový program, se kterým jste se setkali moodle
8.) Jaké výhody podle vás e-learning přináší? žáci/studenti považují využívání IT prostředků ve výuce za atraktivní, odpovídá to současnému společenskému vývoji, je v souladu s různými studijními typy žáků
9.) Jaké jsou podle vás nevýhody e-learningu? nekompetentnost žáků/studentů, omezování přímé komunikace, podpora trávení času u počítače
10.) Pokud při výuce využíváte nebo jste využívali možnosti e-learningu napište prosím jak (program, server, web,...) nevím, jestli je to elearning, ale posílám studentům interaktivní cvičení z helpforenglish, English4you a dalších
11.) Doporučili či nedoporučili byste tuto formu výuky pro ZŠ a SŠ a proč? podle toho komu
12.) Jaké další možnosti e-learningu znáte?

CS 19:43 7.7.2017

Appendix 3. Example of the lesson plan: “Using fresh water” from the National Geographic website

The image is a screenshot of a web browser displaying the National Geographic website. The browser's address bar shows the URL: https://www.nationalgeographic.org/activity/using-fresh-water/. The page header includes the National Geographic logo, the word 'SOCIETY', and a dropdown menu for 'Education'. The main heading of the page is 'How is fresh water used on Earth?'. Below this heading is a large image of a green field being irrigated by a center pivot system. Overlaid on this image is a dark box containing the following text: 'Activity Overview', 'Students explore maps to discover the distribution of fresh water resources on Earth, and they examine graphs to discover how fresh water supplies are used by humans.', '45 minutes', 'Grades 7-12+', and 'Ages 12+'. Below the main image, there are several smaller thumbnail images labeled 'Activity Overview', 'NOAA National', 'Using Fresh Water...', and 'Answer Key...'. To the right of the main image, there is a section titled 'High-Adventure Science' with a small icon of a person and a text block: 'This set of online curriculum modules utilizes computer models and real world data to bring contemporary unanswered questions in Earth science to middle and high school science classrooms.' Below this is a section titled 'Related Materials' with a dropdown menu for 'Do More With This Resource' and a section for 'Find More Resources' with a search box and a list of 'Activities'.

Directions:

1. Engage students in thinking about how fresh water is used.

Tell students in this activity they will be taking a close look at how humans use water—both in direct and indirect ways. They will examine the relationship between freshwater distribution and populations, and they will analyze the costs and benefits of putting dams on rivers and streams. To begin, ask: *How do you use fresh water?* (Student answer will vary, but will include examples like the following: Fresh water is used for drinking, bathing, flushing toilets, and irrigating. Fresh water is also used in electricity production and manufacturing.)

2. Discuss the role of uncertainty in the scientific process.

Tell students that science is a process of learning how the world works and that scientists do not know the “right” answers when they start to investigate a question. We can see examples of scientists' uncertainty in the forecasting of precipitation amounts. Have students go to the [NOAA National Weather Service](#). Ask them to input their zip codes, hit “Go”, scroll down to the bottom of the page, and click on the “Hourly Weather Graph”. This page shows the hourly weather forecast for your area. The first box shows the predicted temperature and dew point (along with wind chill or heat index, when applicable). The second box shows the predicted wind speed and direction. The third box shows the predicted sky cover (i.e. cloud cover), relative humidity, and chance for precipitation. The boxes below that line show whether the precipitation is

likely to be rain, snow, freezing rain, or sleet. Point out the line for precipitation potential (the brown line).
Ask:

Why is the precipitation shown as a “%”? (Precipitation is dependent on other factors, such as relative humidity and temperature. It is more likely to precipitate when the temperature is the same as or lower than the dew point.)

If there is a likelihood of precipitation, why is the amount of rain/snow shown as ranges? (The amount of precipitation that will fall is dependent on the amount of moisture in the atmosphere. The atmosphere is continually changing, so the amounts are guidelines for what could happen rather than perfect predictions.)

**If there is no or low likelihood of precipitation in your area, you may want to find a different location (in the United States) that has a higher likelihood of precipitation. You can look at a current weather map (radar) to find where in the United States precipitation is happening currently. Your students will then be able to see scientists' forecasts of precipitation amounts represented as a range overlaid on the bar graphs.*

Tell students they will be asked questions about the certainty of their predictions and that they should think about what scientific data are available as they assess their certainty with their answers. Encourage students to discuss the scientific evidence with each other to better assess their level of certainty with their predictions.

3. Introduce the concept of systems in Earth's water resources.

Tell students that forecasting what will happen to Earth's fresh water supplies is a complicated process because there are many different interacting parts. Tell students that scientists think about how one part of the system can affect other parts of the system. Give students a simple example of a system, as described in the scenario below.

On an island, there is a population of foxes and a population of rabbits. The foxes prey on the rabbits. Ask:

When there are a lot of rabbits, what will happen to the fox population? (It will increase because there is an ample food supply.)

What happens to the fox population when they've eaten most of the rabbits? (The foxes will die of starvation as their food supply decreases.)

What happens to the amount of grass when the fox population is high? (The amount of grass will increase because there are fewer rabbits to eat the grass.)

If there is a drought and the grass doesn't grow well, what will happen to the populations of foxes and rabbits? (The rabbit population will decrease because they have a lesser food supply. The fox population should also decrease as their food supply decreases.)

Humans introduce dogs to the island. The dogs compete with the foxes over the rabbit food supply. Ask: *What will happen to the populations of foxes, rabbits, and grass after the dogs are introduced? (The foxes will decrease because they are sharing their food supply, the rabbits will decrease because they have more predators, and the grass will do well because of the lowered impact of the smaller rabbit population.)*

Tell students that simple cause-effect relationships can expand into more complex system relationships. Let students know that they will be exploring the relationship between how sediments and rock types affects groundwater movement. Encourage students to think about how human actions play a role in changes in the flow of water and in freshwater availability.

4. Have students launch the Using Fresh Water interactive.

Provide students with the link to the Using Fresh Water interactive. Divide students into groups of two or three, with two being the ideal grouping to allow groups to share a computer work station. Tell students that they will be working through a series of pages of data with questions related to the data. Ask students to work through the activity in their groups, discussing and responding to questions as they go.

Tell students that this is Activity 2 of the **Will There Be Enough Fresh Water?** lesson.

5. Discuss the issues.

After students have completed the activity, bring the groups back together and lead a discussion focusing on these questions:

Even if you live in an area where fresh water is plentiful, why do you have to be concerned about the freshwater supply? (You should still be concerned about the freshwater supply because it can be contaminated by human actions. This would make the fresh water useless even if there was a lot of it.)

Are the benefits of dams worth the costs of dams? (Answers will vary. Some of the benefits of dams are flood control, recreation, and electricity production. Some of the costs of dams are habitat disruption, sediment depletion of river deltas, and loss of surrounding land.)

What are some ways that humans have affected the quantity and quality of water supplies around the world? (Humans have changed the surface, which has allowed less water to infiltrate the surface. They have pulled water out of very deep aquifers in desert areas. They have inadvertently contaminated some water supplies.)

Informal Assessment:

1. Check students' comprehension by asking them the following questions:

How are freshwater resources distributed on Earth?

What are some direct and indirect uses of water?

2. Use the answer key to check students' answer on embedded assessments.

Objectives:

1. Subjects & Disciplines:

– Earth science

– General science

2. Learning Objectives:

Students will: – describe the relationship between freshwater distribution and populations

– list direct and indirect uses of fresh water

– describe some of the costs and benefits of putting dams on rivers and streams

3. Teaching Approach

– Learning-for-use

4. Teaching Methods

- Discussions
- Multimedia instruction
- Self-paced learning
- Visual instruction
- Writing

5. Skills Summary

This activity targets the following skills:

- 21st Century Student Outcomes
- Information, Media, and Technology Skills
- Information, Communications, and Technology Literacy
- Learning and Innovation Skills
- Critical Thinking and Problem Solving
- Critical Thinking Skills
- Analyzing
- Evaluating
- Understanding

Background Information:

Freshwater resources are unevenly distributed on Earth's surface. This is due to climatic conditions (precipitation and temperature) and to geological conditions (the ability of water to percolate into the groundwater).

Water is used for many different purposes. Some uses are clear: water for drinking, bathing, and watering plants. Other uses are hidden: industrial processes, electricity production, manufacturing. The obvious uses are called “direct usage”; the hidden uses of water are called “indirect uses”.

As the human population has grown, water use for agricultural, industrial, and municipal uses has increased. Where there is a large amount of water available, there have been relatively few problems. But where water availability is limited, the increased water usage has led some communities to impose bans on unnecessary water use.