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**UŽITÍ MOBILNÍCH TECHNOLOGIÍ VE VÝUCE
ANGLICKÉHO JAZYKA**

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**USING MOBILE TECHNOLOGIES IN ENGLISH
LANGUAGE TEACHING**

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ABSTRACT

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The thesis explores the topic of using the mobile technologies in the English language teaching. It attempts to summarize what the mobile learning is and to present possible ways of application into every day teaching. The research question emerges from the the limitations and possible students' learning difficulties when being taught without the technology. The sample lesson plan consisting of four activities was designed and taught at ZŠ Hloubětín - Praha 9. The students' responses and the teachers' responses functioned as feedback providers and according to their responses the research question was successfully answered. Moreover, the thesis interestingly discovered possible the limitations of using the mobile technology in the teaching and according to them the future research is suggested.

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I. INTRODUCTION

We live in a modern age full of electronic devices. In developed countries it is almost a necessity to own a computer or a mobile device including mobile phones and tablets. This tendency influences our daily lives as well as teaching. As some researches and teachers have already experienced, teaching English language provides many possibilities for mobile devices implementation. Nevertheless, there exist doubts and fears about using mobile devices in teaching. Reasons are different. Except technical difficulties and a relative lack of valuable researches, one of the reasons might be that teachers are not able to imagine how to implement mobile technology into their English lessons in order to support the teaching goals and student centered learning. There is a lack of methodology in teaching with mobile technology, therefore they are not able to educate themselves and their negative attitudes do not change. Therefore, the aim of this thesis is to develop a set of four activities and to research whether teachers and students regard it useful in connection to overcoming the learning difficulties.

The thesis is divided into six chapters including the introduction presented above. The next chapter is the Theoretical Background. It presents definition of mobile technology, its implications in teaching and basis for research questions. The Methods part describes how the research was undertaken. The next chapter Results and Commentaries presents discovered results. It comments what was found out and whether the answer to the research question was found. The major findings are commented. In the Implications chapter an influence of our research is summarized and commented in connection to the pedagogical praxis. Some recommendations for teachers are stated in connection to working with the mobile technology in the English lessons. In the chapter Implications are also discussed limitations of the research and recommendation for the future research possibilities. The final chapter Conclusion summarizes the topic of the thesis and the major discoveries in connection to the theoretical part of the thesis.

II. THEORETICAL BACKGROUND

Definition of mobile learning

The term mobile learning has been widely used especially since the beginning of the 21st century and it is estimated that the future learning will be strongly based on it. Although the first mLearn conference took place in 2002 (Traxler, 2009), there currently does not exist any single definition of mobile learning and researches dispute about the definition. Different definitions vary according their standpoints and approaches. To clearly define mobile learning is important in order to understand how to successfully implement it into teaching. Many aspects influence its definition. According to which approaches is mobile learning be defined?

Mr. Traxler (2009), a leading figure in mobile learning community, reminded that mobile learning can be defined by its history. Its history is very closely connected to e-learning. First, mobile learning used to be understood simply as a conjunction of meanings of words “mobile” and “e-learning” at the very beginning. In practice, it meant a simple distribution of texts to mobile devices. Nowadays the distribution would be represented by creating e.g. e-text books, which do not have any additional value in comparison to paper textbooks and which do not include any interactive learning features. Second, mobile learning can be also perceived as a reaction to e-learning limitations facilitated by massive spread of personal portable devices and their technological options. Therefore, mobile learning does not mean only transposing e-format or printed documents to be viewed and used on our mobile devices. Mobile learning is a much more complex way of learning which employs all the additive features of mobile devices. Nevertheless, the historical perspective is not the only way of defining mobile learning. As John Traxler (2009) pointed, the definition of mobile learning can also vary according to the geographical location in which it occurs. While in Europe, America and East Asia mobile learning is connected to the rise of virtual learning environments (VLEs) and the decline of computer assisted learning (CAL), on the other hand in Africa mobile learning is mostly seen as learning through open and distance learning (ODL) systems. In addition, John Traxler (2009) explained that the approach towards perception of mobile learning in Africa is

connected to limitations connected to infrastructure development or high amount of people living with minimum amount of funds. It may be said that mobile learning in developed countries does not replace deficiencies; it rather brings more complex ways of using it for learning while in non developed countries it is seen as a distribution of learning. Except the definition of mobile learning based on its history of geographical location it can also be defined by other aspects such as by learning approaches.

Definition of Mobile Devices

Additionally, mobile learning means using mobile devices, which is another aspect of thinking about the definition. Some of the early approaches to the definition of mobile learning were aimed at the technological aspect of the devices. In 2005 Desmond Keegan summarized characteristics of mobile learning devices. As Traxler reminded (2009), mobile learning according to Keegan is promoted by these devices:

- which citizens are used to carrying everywhere with them
- which they regard as friendly and personal devices
- which are cheap and easy to use
- which they(people) use constantly in all walks of life and in variety of different setting, except education” (p. 3).

Nevertheless, Traxler (2009) argued that these approaches towards mobile learning definition, such as Keegan’s, were too much technology oriented and inaccurate. He argues that this early characteristic is also applicable to e-learning devices. According to Traxler (2009), “other technical attributes, notably connectivity, usability, and latency, have the very opposite effect and disrupt the notion that there is such a thing as mobile learning as an artifact of mobile technology” (p. 3). Some typical examples are laptops and tablets. He doubted whether they can be regarded as a mobile learning device. The main reasons as he stated, “lack of spontaneity in carrying them and starting them up” (Traxler, 2009, p. 3). His arguments perfectly illustrated the uncertainty and constant changes in attitudes towards mobile learning definitions. These passages were written in 2009 when tablets were not massively used as they are nowadays. In 2009, tablets did not respond as quickly

as they do nowadays and their proportions did not perfectly fit for carrying them in pockets or small bags as they do nowadays. Another problem of Keegan's definition lies in defining mobile devices as those which are cheap. Nowadays in 2014, the market is so enormous that people no matter of price use their devices for learning. As it is visible, approaches towards definition of mobile learning and mobile devices have changed according to massive technological development of mobile devices. For the purpose of our thesis the mobile learning is learning promoted by mobile devices which can be characterized as those who accompany us in everyday life, are relatively and easy to use cheap. Nowadays, this definition would fit to smart phones, tablets, net books, and notebooks. In the thesis research the attention was aimed at the tablets which enable the users to use the touch screen. This ability brings new ways of working with the device.

Approaches to Working with Mobile Technologies in the Classrooms

According to Traxler (2009), there exist three cardinal questions which must be taken into consideration. These questions were stated by a Director of the Institute of Educational Technology at The Open University Josie Taylor in 2006. Firstly, we should ask whether mobile learning is defined by its devices. Secondly, we should ask whether mobile learning is defined by its learners and their mobility. And thirdly, we should ask whether mobile learning is defined by its content and its accessibility. (p. 10) In order to unify the view on mobile learning definition, John Traxler suggested moving forward from definition of mobile learning and instead of this term think about the learning in the mobile age. (Traxler, 2009, p. 11) He (2009) points out: "this moves on from a definition in terms of devices and technologies and through definitions delineating mobile learning from 'other' learning or 'normal' learning and takes the position that mobile learning is whatever learning is most aligned to progressively more mobile societies" (p. 8). The categorization of mobile learning is very broad; there exist many approaches to classify and to define mobile learning. Additionally, Traxler (2009) in his article presented Naismith's taxonomy from 2004. Naismith classified mobile learning into six categories according activities in which mobile learning is used. The categories presented by Traxler (2009) are the following:

- For behaviorist-type activity, it is the quick feedback or reinforcement element, facilitated by mobile devices, that is most notably.
- For constructivist activity, mobile devices enable immersive experiences such as those provided by mobile investigations or games.
- For situated activity, learners can take a mobile device out into an authentic context or use it while moving around a context-aware environment in a specially equipped location such as a museum.
- For collaborative learning, mobile devices provide a handy additional means of communication and a portable means of electronic information sharing.
- For informal and lifelong learning, mobile devices accompany users in their everyday experiences and become a convenient source of information or means of communication that assists with learning or records it on the go for future consultation.
- Support, or coordination of learning and resources, can be improved by the availability of mobile technologies at all times monitoring attendance or progress, checking schedules and dates, reviewing and managing – activities that teachers and learners engage in at numerous times during the day (p. 6-7).

As it was presented there exist various points of views on approaches toward designing the learning activity. Through the presentation of various activities we presented possible ways in which teachers can use mobile devices to promote learning in the classroom. We discovered that mobile learning can take place inside the classroom as well as outside the classroom and that the way of actual implementation into lessons depends on many variables such as location, infrastructure, types of studies or types of activities. From the technical point of view, mobile learning in the mobile age enable teachers to support collaboration and personalized learning connect the classroom via various devices, to communicate with the students electronically or to transform learning from the classroom

outside the classroom. Last but not the least; students have access to the materials in their devices which enable them to study when and where they want to. It can be stated that all activities mentioned above can take part English language lessons. Teachers' decision depends on the type of course, on the classrooms technical possibilities, on the aims of the lesson, on the age of the students etc. Some of the activities need the use of the application; however some of them need only the common features which are provided by mobile devices.

MALL (Mobile Assisted Language Learning)

When discovering the possibilities of using the mobile technologies in English language teaching, the concept of MALL should be briefly described. As Nicky Hockly (2013) summarized, MALL can be divided into four types according to the areas of its use. The first type is a content MALL which basically means that students themselves study a given content via podcasts recordings or e-books reading etc. The second type is a tutorial MALL which means using specific kinds of the activities based on behavioristic principles. The third type is a creation MALL which basically means creating various kinds of digital artifacts. When teaching English language, students can create audios, videos etc. The fourth type is a communication MALL. It represents the idea of sharing outcomes via mobile devices which can be done within the classroom or outside the classroom. According to Hockly (2013), the content MALL and tutorial MALL are connected to learning according to behaviorist principles, the third and fourth types are rather aimed at learners' communicative skills and task-based learning. The creation and communication MALL need teachers' assistance because they guide the students and provide them with feedback. As it was written, MALL can be divided into four types, nevertheless as Mrs. Hockly (2013) added, these four types of MALL can blend together in various activities.

Position of Mobile Learning in the Czech Republic

In this part of the thesis the current situation of implementing mobile technology into English language teaching in the Czech Republic is discussed. Although mobile learning started to get a serious place in various schools in the world, teachers are not always convinced about its advantages for students and for teachers. In each country the

situation is specific. What is the attitude of the Czech school environment? What are the main difficulties? Who are the main leaders?

Nowadays in the Czech Republic, the majority of Czech language teachers do not work with mobile technology. The premise comes from the results of Česká školní inspekce in 2013 as Klečková (2013, p.4) presents. This research was conducted in the academic year 2011-2012. The results showed that 67,5% language lessons which were examined at lower-secondary schools did not include any use of ICT tools. The results for upper-secondary schools were even more disconcerting. The amount of lessons with no ICT use was 77%. When ICT was used, in the most cases it was used for presentations. It can be assumed, that if the teachers do not use ICT in their language lessons, they also do not use mobile technology. Nevertheless, there exist individual teachers who have already implemented mobile technology into their lessons in the Czech Republic. The vast majority of them are associated with Google Education Group ČR (GEG ČR) and they can be regarded as leaders in the mobile learning Czech community. This group of teachers should be taken into account; even Petr Caloň pointed their importance and presented the group at the conference Počítač ve škole 201. The conference is one of the most important IT conferences in the Czech Republic. Except from teachers from the GEG ČR community, there exist some schools which already use tablets in the classrooms. There exist no official statistics about the amount of them. Except from schools where teach GEG ČR members, tablets are also used for example in ZŠ Česká Skalice, Speciální škola Poděbrady, ZŠ Nová Bělá. In previous years some projects supported introduction of tablets into schools. One of these projects was Flexibook 1:1. In this year the project Škola na dotek took part in Prague 6. Although there still a minority of teachers using mobile technology in the classroom, some projects have already been done. Teachers who already use mobile technology in the classroom come from different places of the Czech Republic, it can be assumed that useful source for information about mobile technology comes from online communities, blogs, websites, channels etc. Speaking about teaching English language, there was not found any virtual Czech virtual place which would connect English language teachers using mobile technology in their English lessons.

This part briefly summarized the current situation in the Czech Republic. As it was seen, there exists a minority of Czech teachers who have experienced teaching with mobile technology. There also does not exist any data which would provide statistics about amount of English language teachers using mobile technology in their teaching. If the situation is as it was described above, how can the English language teachers know how to use mobile technology in teaching? How could they know how to decide what kind of tool to use in which part of the lesson?

Designing mobile learning based activities for English lessons

Although language teachers in the world have already started to implement using mobile learning into their lessons, the doubts about its appropriateness may remain. These doubts may come first from premises that teachers do not know how to measure its effectiveness. Second, language teachers may find disconcerting the fact that there exists no concise and academically based methodology which would deal with teaching English with mobile devices. The first part of this chapter presents a suggested measuring tool for teachers in order to be able to decide in which part of the lessons the use of mobile devices would be effective. The next part brings a solution to the problem of lack of methodology. In fact, there is no lack of concise methodology in language teaching. Teachers may use effective methodological teaching principles and transform activities to be used in mobile based environment. The effectiveness would be measured by a set tool and methodological principles would remain as in teaching without technology. Therefore, the second part of this chapter presents principles of designing activities which promote the four core skills in language learning. These skills are listening, reading, speaking and writing.

Process of Measuring Effective Use of Mobile Learning

I premise that teachers should be able to set specific criteria for measuring effectiveness of mobile technology because effective and suitable activities are core features when teaching, especially when teaching with mobile technology. If teachers do not plan and consider effective use of mobile technology in the classroom, the teaching goal stays unfulfilled according to Klečková. She states that “the potential of technology for language teaching may not be fully explored and its benefits for language teaching and learning stay hidden to teachers and learners” (Klečková, 2012, p.3). However, how should

teachers measure the effective use of mobile technology? What should they take in account? In order to answer the questions, there has to be done an examination of conditions which promote learning.

Examination of conditions for effective MALL can be done via examination of conditions for effective CALL because MALL is based on its principles. The difference is only instead of using computers for language learning, mobile devices are used. Based on these similarities, it can be assumed that requirements on conditions in order to design an effective CALL environment and activities can be applied to MALL scenarios. Klečková (2013) in her paper cited a research paper published by Egbert, Chao and Hanson-Smith. In their article *CALL essentials: Principles and practice in CALL Classrooms* were suggested 8 conditions to which learners should be exposed in order to set up an effective language learning activities. Effective language activities can happen when learner:

1. interact and negotiate meaning;
2. interact in English with engaged peers/audience;
3. perform authentic tasks;
4. are exposed to English and produce varied and creative language;
5. have sufficient time to complete tasks and receive appropriate feedback;
6. understand the purpose of the task and know how to do it;
7. work in non-threatening atmosphere;
8. are autonomous. (as cited in Egbert, Chao & Hanson-Smith, 1999, p. 3-7)

Klečková (2013) additionally paraphrased Egbert's guideline of recommendations when teaching English language. Egbert synthesized another guidelines and it resulted into five recommendations. First, teaching goals should have to be promoted by technology. Second, individual requirements of students have to be satisfied. Third, technology has to regard as a teaching tool and it does not teach itself; teachers teach. Fourth, technology should enable learners to learn more effectively. Fifth, using technology in the classroom ought to bring efficiency into the teaching (Klečková, pp. 8). Egbert's aim was to set an

effective and learner centered classroom promoted by technology. Consequently, based on previously presented guidelines Klečková (2013) recommended a set of questions for teachers in order to identify whether using mobile technology in the lessons is appropriate, effective and beneficial. To support learning via technology in the classroom, teachers should raise following questions:

1. What are my teaching goals?
 2. What are the best resources to meet these teaching goals?
 3. Will the use of technology make learning English better and faster than the use of other tools?
 4. Will the use of technology allow less time and work for teachers and learners?
 5. Considering the various constraints, will the activity have a learning value?
- (Klečková, 2013, p. 11)

In her set of recommendations she did not state that technology should be used when teaching for its own sake. Klečková (2013) pointed that teachers should use mobile technology when it fulfills their teaching goals and helps them and their student. The key values when measuring effectiveness are connected to teachers' and also to learners' needs and it is teacher's own choice which of the previous criteria they would use. Nevertheless, for many teachers it might be difficult to imagine a proper mobile technology based activity without previously seen any of them or without being aware of possibilities.

This chapter presented a measuring tool set by Klečková for English teachers in order to decide whether the activity would be effective when creating a mobile learning based lesson. Klečková presented a synthesis of previous works and created a set of 5 valuable questions for the teachers. The questions lead the teachers to review the lessons from the points of meeting teaching goals, selecting appropriate resources, better and faster learning, saving time and learning values; all in connection to mobile learning. To use this set of question to review language lessons, teachers first have to create a methodologically

efficient language lessons. Therefore, the last part of this chapter reviews setting effective activities promoting the core skills in English language learning.

Methodological Principles of Designing Activities

When teaching the four language skills, the teachers have to be aware of the methodological principles. To understand how to plan activities promoting receptive and productive skills without technology will help to design meaningful activities based on the same principles and extended by using mobile devices. The mobile device will be used in order to bring an additive value to the activity. Thus, some limitations of these activities may be overcome and the activities may become even more student-centered, challenging, interesting and supporting individual needs of the students. If teachers were able to plan even more effective lessons with using mobile devices, the lessons would have more impact on students' skills and knowledge. A source chosen for planning the activities were works written by James Scrivener and Jeremy Harmer who are well known for their methodological pedagogical works for training English language teachers.

Speaking. The practice of speaking is important for students because according to Harmer (2001) it supports rehearsal, getting feedback and engagement. Speaking activity can be based on information gaps, surveys, discussions, role-play etc. These activities should be ideally based on real talks. Harmer (2001) justified the importance of real talks in *The Practice of English Language Teaching* by saying that questions to the recordings in the course books are not what learners might experience when talking to English speakers (p.344) Another Harmer's remark is that students should be taught fixed phrases, functional sequences and adjacency pairs because they are a part of everyday conversations (p. 345). However, Harmer (2001) added that most students are reluctant. Teachers should help them by letting the students to prepare for speaking. The preparation may consist of letting them to think about the topic, acting out dialogues in pairs before acting them out public, acting out possible speaking scenario in their minds, talking in pair or groups etc. The role of repeating should not be underestimated. The more they repeat speaking tasks, the more confident the students are (Harmer, 2001, p. 346). Even more effective can be repetition after the students' own analysis of what they performed. The analysis can be done by teacher, other students or students themselves. The safe

environment in the classroom also an important feature and it helps to obtain fluency and confidence according to Scrivener (2005, p.148). The role of the teacher during speaking activities is an important element. When setting a discussion task in the pairs or groups, he or she can function as a prompter, a participant, an observer or a feedback provider. A part of feedback may consist of talking about mistakes noticed during conversation. When talking about them, it should be addressed anonymously. Other ways of correcting mistakes and errors are described in Scrivener (2005) and Harmer (2001).

According to Harmer (2005), speaking activities can be for example acting from a script (play scripts, acting out dialogues), communication games (information-gap games, television and radio games), discussions (buzz groups, instant comment, formal debates, unplanned discussion, reaching a consensus), prepared talks, questionnaires, simulation and role play (p. 269-281). Scrivener (2005) added other activities such as pyramid discussion, puzzles and problems (p. 146-169). Harmer (2005) summarized the roles of teachers during the speaking activities. Teacher can help students if they are lost, teachers can join the communication and they can provide feedback to them (p. 275-276).

Listening. Listening in language learning often cause difficulties to learners as Scrivener (2005) wrote. He posed several reasons why recipients might not understand what senders conveyed in communication. Among these reasons are situations when recipients are not able to follow the tempo of senders; they are not able to identify single words in the speech; they are not able to identify the purpose of communicative situation etc. To train the students in listening skills teachers should plan useful activities which, according to Scrivener (2005), should promote listening, be challenging in contrast to solely remembering facts and it should be realistic. Activities should not terrify students; conversely it should help them to overcome obstacles in order to fulfill objectives of lessons. To help the students to feel more confident when listening to recordings, there should be a pre-listening activity which would indicate the topic of listening or offer comprehensive questions to the recording in advance. Besides planning listening activities there is a need to examine also technical characteristics of listening parts. Scrivener (2005) in his guideline recommended work with short recordings which can be played several times if the learners need it; another option is to play parts of recordings which cause

difficulties and let the students play the recordings. Therefore, effective use of mobile technology seems to be connected to distribution of recordings and promoting individual tempo for completing listening tasks. To allow students individually listen to the recordings with their mobile devices a way of distribution should be appropriately chosen.

Reading. According to Harmer (2001), reading as a skill in language learning is important from several reasons. The main reasons are the following. First, students are exposed to various texts in language they want to learn, second it can promote discussions. Harmer (2001) in *The Practice of English Language Teaching* added other reasons which explain the importance of reading itself as a general skill. We read in order to gain information. This approach is called instrumental reading. However, we can read also in order to entertain ourselves. This approach is called pleasurable reading. These categories may overlap. When examining reading as a part of language learning, there exist different types of reading strategies. Students can skim texts; it means that they read the text for general understanding. Students can also scan texts; it means reading the text in order to search for specific information. Therefore, as Harmer (2001) pointed, reading is an active skill which cannot be visible firstly. Reading can be promoted by using pictures, discussing the topic etc. Reading should be engaging for students and personally mind-improving in order to be an effective part of the lesson. It means that questions checking comprehension should be challenging for the learners. To achieve engaging reading scenarios teachers can prepare various activities. Harmer (2001) presented a useful list of them. This list contains activities such as creating the end of narrative reading, rendering of the text into other formats such as graphs or info graphics, actual examination of manuals, jumbled instructions etc. Harmer (2001) added activities such as topic's identification, various predictions, gaining detailed information from texts or interpretation of the text.

Writing. Teaching writing is important because, according to Harmer (1998), it supports reinforcement, language development, learning style and writing as a skill (p. 79). Teachers can develop their writing skills by writing the same things which they would write in their everyday life. As he stated, "these will include writing postcards, letters of various kinds, filling in forms such as job applications, writing narrative compositions, reports, newspaper and magazine articles etc." (Harmer, p.80) Another option may be

designing writing a comic. When creating a writing activity, teachers should avoid concentrating too much on grammar. Scrivener (2005) warned that: “copying and doing exercises are making use of writing in order to help students learn something else, e.g. grammar, but do not significantly help students become better writers” (Scrivener, p.193). According to Scrivener (2005), teaching writing is not setting a writing task, collecting it and marking it. Teachers should guide students in the process of writing by setting individual steps which students can follow and prepare them before actual writing. This can be done by discussing ideas and topics, organizing ideas, providing feedback both on the topic and the use of language, preparing lexis etc. Scrivener recommends following steps when organizing writing work (p. 194-195). When students hand out their works, the teacher may use different kinds of marking. They can use a color pen, they can underline mistakes, they can add commentary at the side, or they can discuss it in the class etc. (Scrivener, 2005, p. 202-203) Therefore, the activity should be designed not only to be more effective for student, which means to be engaging and motivating, but also for teachers especially when giving feedback to the students.

In conclusion, this chapter presented principles of teaching English language core skills and activities which promote their learning. Some possible learning difficulties were identified. The questions about using mobile technology in order to overcome these difficulties will be posed in the next paragraph posed. The activities designed for the practical research will be based on the identified difficulties.

Evaluation of Possible Difficulties when Teaching without the Technology

In the speaking activities it is very useful to speak about real and everyday notions. Students may react negatively to the speaking activities regarding the pictures, people etc. from the course books. To bring the notion that speaking is happening in the same way as in the everyday lives may help to promote students' interest. Would it?

In the listening activities it seems very clear that the mobile devices may help with the distribution of the recording. The recording may be better understandable, however would the change of transfer be also useful for the teacher? Nowadays, the teachers are used to play the recording aloud and control it according to the notion of the students' needs. What would happen if the students were able to control the listening individually?

In the reading activities, it was mentioned that many activities are created in order to obtain information from the course books. These kind of activities may happen to be boring when using repeatedly. Moreover, sometimes the teachers spend a lot of time waiting till the students copy the answers because the students may forget the answers. The students may not be allowed to write into the course books, therefore they tend to copy the exercises. would the mobile technology allow to solve these difficulties?

In the writing activities there is a space to find a tool which would support students' creativity, engagement and also would be easily evaluated by teachers. It would be interesting and probably valuable if students could use various images, change the properties easily. Would the students experience a motivating activity in which they would be able to create something valuable and interesting for them?

III. RESEARCH METHODOLOGY

In this chapter the methods of the research are described and the research question is posed. First, the reasons for carrying out the research are explained as well as the purpose of the research. The research question is stated. Second, students and teachers which participated in the research are described. Third, the conditions, forms and tools of the research are presented.

Starting Point for Research Question

The previous chapters presented and described possible ways for the teachers how to use mobile technology in the classrooms and also outside the classrooms. It was discovered that different possibilities depend not only on the individual teaching styles but also on geographical locations, infrastructural possibilities, the level of technical equipment and certainly on objectives of learning activities etc. Although it may seem that to know many practical examples of using mobile technology in teaching is enough for successful mobile technology based teaching, it is important to state that theoretical knowledge is not enough to design an effective mobile based activity especially for language teachers. As it was presented, language teaching is a process which consists of many steps, presupposes, participants, limitations, aims, objectives etc. Harmer and Scrivener researched language teaching in their works and provided great resources for English language teaching; nevertheless the chapters of their works include only a limited number of examples which would deal with using mobile technology in English language teaching. Therefore, it is certain that among the English language teaching professionals there is a lack of practical academical researches and examples of using mobile technology in the classes. The consequences are that English language teachers who tend to use mobile technology in teaching very often experiment. Although they can follow the steps presented by PHDr. Klečková in one of the previous chapters to decide whether to teach without technology or with technology, it is not enough for the teachers to ensure at the end of the activity was or was not valuable in order to meet the teaching goals. The set of questions created by Klečková was presented as a tool for the lesson planning. Nevertheless, the same set of questions or a selection from these questions may be a useful tool also for the feedback for the activity. The feedback is as important as planning because

it means experience. Nowadays talking about using mobile technology in teaching the lack of practical personal experience is a cardinal problem.

Research Question

Obtaining practical experience is a process which requires many attempts, activities taught in the various classrooms and evaluations. It is a task for professionals which would design a long term research. Nowadays mobile technology is a quite new phenomenon and researches should be done gradually. Therefore the research of this thesis examines the question regarding the four skills of teaching English: “Having designed the set of activities in order to help overcome learning difficulties, in which of these activities was the use of mobile technology considerably useful in order to help to overcome the learning difficulties?” To be useful means that in some ways the use of mobile technology helped to overcome certain difficulties or limitations. The difficulties and limitation of teaching without technology were stated in the previous chapter. These aspects were taken into account when designing an activity plan for each of the four core areas of learning English - speaking, listening, reading and writing. The activity plans contain four activities suggested for the research. Each activity is designed for one of the presented language skills. Activities are planned in order to find a suitable solution to described limitations of teaching language skills without mobile technology. The use of mobile technology and its tools were planned with respect to a current experience of the most Czech teachers. Therefore, activities are not based on complicated technical solutions; they are designed to be used easily and without a time consuming preparation. The set of activities is designed to be also used repeatedly in various alternations in order to fit into everyday teaching.

Methods

In order to collect data and answer the research question a questionnaire was used for two groups of respondents. The first group was a group of students. The group was taught a sample lesson consisting of mobile based activities. The second group was a threesome of English language teachers who teach at the same school as the students study. Therefore, the data were collected from: (a) a student questionnaire, (b) a teacher questionnaire. The questionnaires for students were chosen because for the students it was easier to circle the answers to the questions and less

time-consuming. Moreover, the questionnaire was chosen also in order to avoid my personal influence on the students and the research. The choice of questionnaire for the teachers was made after the offer of a guided interview based on the questionnaire was not accepted. The request for the questionnaire was stated at the end of the school year, therefore the teachers preferred to fill in the online version of the questionnaire. One teacher asked for the help with translation. It is important to state that I personally helped the teacher asking for assistance with the translation. However, I did not add any other questions and I did not comment anything in order not to influence the teacher.

Questionnaire for the Students (see Appendix B for the English version or see Appendix C for the Czech version) was originally created in the English version; however being aware of students' English language level the Czech version was created and distributed to them in a paper version. The questionnaire consisted of six parts:

- general information about the students
- the speaking activity feedback
- the listening activity feedback
- the reading activity feedback
- the writing activity feedback
- the final summary subjective summary regarding the use of mobile technology in the sample lesson

Some of the questions were open-ended (questions A1 and A2), close-ended (questions F1 and F2), multiple choice questions with one answer (A3, B4, C4, D4, E4, F4 and F5), multiple choice questions with more than one answers (B3, C3, D3, E3 and F3) and scaled questions (A4, B1, B2a-c, C1, C2a-c, D1, D2a-d, E1 and E2a-c). Each of the questions in the parts B-F was designed in order to answer the research questions. The questions reflected the great variety of possibilities which mobile learning enables and which was presented in the theoretical background.

Questionnaire for the Teachers (see Appendix A for the English version, the Czech version was not created) was designed in order to acquire basic information about the respondents, evaluate their opinion on the mobile based activities and in accordance with

the answers acquire their subjective opinions about the most useful mobile based activity taught in the sample lesson. The questionnaire consisted of six parts:

- general information
- the speaking activity feedback
- the listening activity feedback
- the reading activity feedback
- the writing activity feedback
- the final summary subjective summary regarding the use of mobile technology in the sample lesson

The activity plans were available online (see Appendix D for the speaking activity plan, see Appendix E for the listening activity plan, see Appendix F for the reading activity plan and see Appendix G for the writing activity plan) and connected to the questionnaire which also contained the online link to sample videos shared on Youtube. It was estimated that to fill in the questionnaire would take about 60 minutes. Some of the questions were open-ended (questions B1.1, B2.1, B7.1, B7.2, B8.1, B9.2, B10.1, B12.1, C1.1, C2.1, C8.1, C8.2, C9.1, C10.1, C11.1, C13.1, D1.1, D2.1, D7.1, D7.2, D8.1, D9.1, D10.1, D12.1, E1.1, E2.1, E7.1, E7.2, E8.1, E9.1, E10.1, E12.1 and F5.1), some of them were multiple choice questions with one answer (questions A1, A2, A4, B1, B2, B7-B12, C1, C2, C8-13, D1, D2, D7-12, E1, E2, E7-12, F1, F3 and F4), multiple choice questions with more than one answers (questions A3, B6, C7, D6, E6 and F2) and scaled questions (questions B3-B5, C4-C6, D3-D5, E3-E5 and F5). Each of the questions in the parts B-F was designed in order to answer the research questions. Each of the questions in the parts B-F was designed in order to answer the research questions. Open-ended questions were designed in order to obtain subjective opinions of the respondents.

Subjects

In the research there were two groups of respondents who participated. The first group were students attending ZŠ Hloubětín - Praha 9 who were participants during the sample lesson. The second group were three teachers teaching at the same school which students attended. The teachers agreed on participation in the research as well as the students and their parents. The students were 11 and 12 years old and during the school year 2013/2014 attended the sixth grade. I am their class teacher as well as an English

teacher. Among the students there were students having different English level. None of the students was a native speaker and non of the students lived with a native speaker. Students were basically familiar with iPADS. The second group of consisted originally of three teachers who were observing the sample lesson. One teacher was a primary English teacher and two teachers were secondary English teachers. The questionnaire was filled in only by two of the teachers. Both of the teachers were experienced teachers.

Process

The survey was carried out in three stages. First, the volunteer sixth grade students from the grammar school ZŠ Hloubětín - Praha 9 were taught a sample lesson which consisted of four activities based on using mobile technology. The lesson was taught on the 30th of May 2014. The classroom in which the lesson was taught was a standard classroom for 30 students with a Wi-Fi connection defaulted mainly to be used by two of teacher's notebooks placed in the classrooms on the third floor level of the building, an interactive whiteboard connected to a computer and a projector without HDMI input. A device called Apple TV was not used because it was not possible to connect it to the projector. Apple TV would allow all iOS devices to connect to it individually and to show a screen and a content of the device on the interactive whiteboard. Originally 10 students participated in the sample lesson. The students worked with iOS tablets. Eight students were able to work with the tablets individually, two students shared one tablet. During the research one of iOS devices stopped working and communicating with the internet and those two students who were using it were excluded from the research because it was not possible for them to continue. The students could explore iOS tablets two hours before the actual research. They explored various features and also applications used in the research activities. The seating was adapted according to a lesson plan which means that students were sitting in the groups of 3-4 members according to their choice. Each activity was taught according to its plan. The lesson was 45 minutes long lesson without a break. The lesson was observed by three English teachers from the grammar school ZŠ Hloubětín - Praha 9. The lesson was also recorded on the iOS device in order to present sample videos from each activity and remind the teachers and the students the lesson when responding to the research questionnaire later. Second, the questionnaire for students was distributed to them on the 19th of June in a paper form. The questionnaire was written in the Czech language with

respect to their English level. The reason for a long interval between the lesson and the distribution of the questionnaires were the obstacles in creating the questionnaire and a sudden change of rent period of OS tablets. Originally the lesson was supposed to be taught in the middle of June. The company which rented iOS tablets for the research did not offer a date in the middle of June but at the end of May. Third, the questionnaire for the teachers was distributed on the 26th of June 2014. It was distributed to three teachers who were observing the sample lesson. The questionnaire was distributed online via a Google Spreadsheet Form. In the questionnaire there was an online link to videos reminding the process of teaching and the link to each activity plan. The video was cut into 2-5 minutes long samples and downloaded on the Youtube account. All the students agreed with the distribution of the video for the purpose of the research. The teachers were supposed to fill in the questionnaire to Saturday 28th of June 2014, 10 p.m. The data from the students' questionnaires were gathered on the 20th of June 2014 and the data from the teachers' questionnaires were gathered on the 28th of June 2014. Afterwards the data were carefully analyzed.

To conclude, the research was designed in order to answer the research question from the students' point of view and from the teachers' point of view. In order to answer the questions the sample lesson was taught and afterwards two versions of questionnaires were distributed. At the end, the data were gathered and analyzed. The analysis is presented in the following chapter which deals with the results and commentaries of the research. The pedagogical implications are part of the chapter which follows the chapter Research and Commentaries.

IV. RESULTS AND COMMENTARIES

In this chapter the results and commentary to the questionnaires are presented. First, the data from the students are analyzed and interpreted. Originally 10 students participated at the start of the sample lesson. However, as it was stated above, only 8 of them were able to finish their participation in the sample lesson. Therefore 80% of original participants were able to finish their tasks. 20% of them were not able because of the technical problem. Every student who finished the tasks responded to the questionnaire. Second, the data from the teachers are analyzed and interpreted. Originally three teachers were observing the sample lesson. Only two of them (66,6%) responded to the questionnaire. Third, the comparison of interesting finding between students' and teachers' opinions are analyzed and interpreted. Fourth, the chosen individual students are analyzed in connection to their difficulties and use of mobile technology in the activities. The commentary is based on the theoretical part of the thesis. The list of chart is available at the beginning of the Diploma Thesis. The tables are not used in the text of this chapter. The graphs are used instead of the tables. The data are presented in various 2D charts (pie charts or bar charts).

Analysis of the Data Collected - Students

General information. The part A from the questionnaire gathered basic data about the age of the students and their English level which was measured objectively and subjectively. For the purposes of the research, eight students who finished the sample lesson and responded to the questionnaire are regarded as 100%. According to the first question (A1) among the students there were six students who were 12 years old and two students who were 11 years old. It means that all the students were common students. They did not have to repeat the school year. It is also important to take into account that in this age they are not able to evaluate thoroughly in which areas the use of mobile technology helped them. Therefore some of the questions were designed to be multiple choice questions and the student were not asked to add their own paragraph commentary.

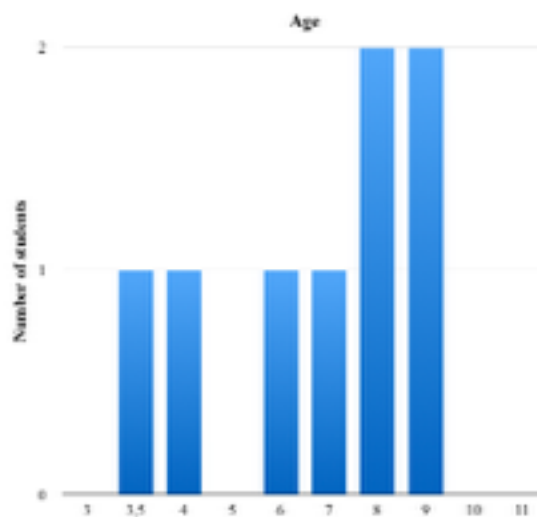
Graph 1

Age of the students (A1).



Graph 2

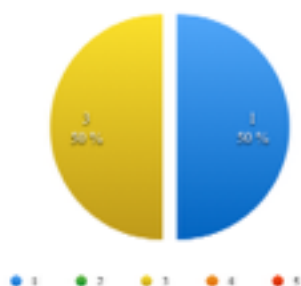
Age in which students started to learn English (A2).



The next question (A2) was designed in order to find out at what age the students started to learn English. As it can be seen in the graph, among the students there is no native speaker of English. Two students started to learn English at very young age. The third question (A3) was designed in order to find out the objective level of English according to their last school report in January 2014. Four students obtained the mark 1 and four students obtained the mark 3. Therefore among the students there were those students who seemed to experience difficulties in learning English.

Graph 3

Students' last mark in English on the school report from January 2014 (A3).



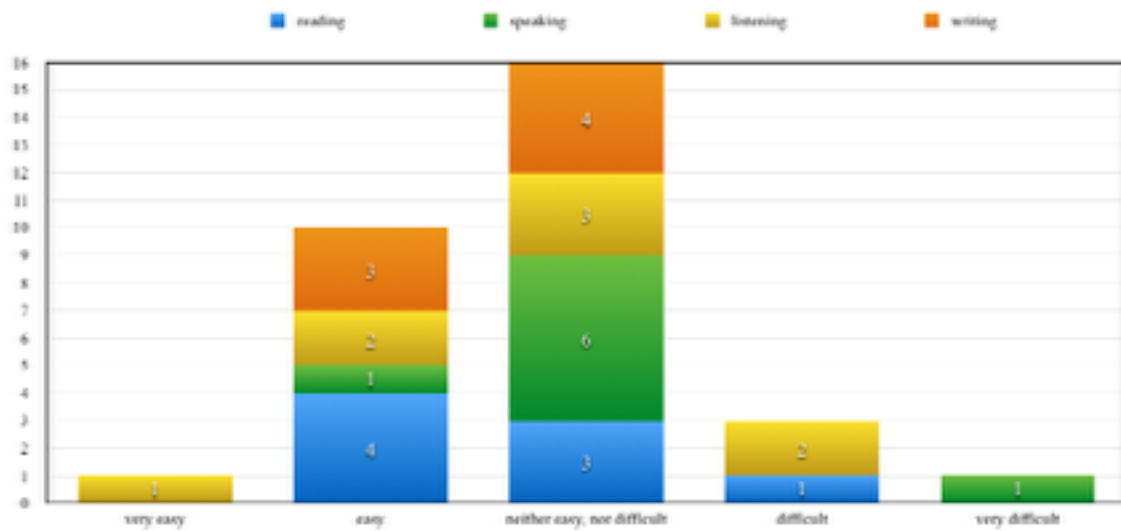
The last question from the part A (A4) was designed in order to find out in which areas the students may experience difficulties. The graph shows the number of choices not a number of students. Each student was supposed to make one choice in each area. The graph shows that the biggest difficulties students subjectively experience in speaking. Difficult for two of them is also listening and for one of them it is reading. These results show that the difficulties differs even in the group consisting of only eight students. Therefore the use of mobile technology should be considered due to its ability to be used individually, make learning more individual and meet individual requirement. The high number of choices in the column *neither easy, nor difficult* may show that the difficulty depends on the task and other variables such as teaching methods, physical conditions etc.

The part one showed various individual need of the students and their various level of English. It also revealed two students whose answers may be interesting for the research. One answered that listening is difficult. This student obtained the mark three in English on the last school report, is 12 years old and started to learn English at the age of nine. For the purposes of this thesis let us label him or her as the student A. His or her answers may be important to our research because he or she is the student who experiences difficulties. The student A also did not choose on the scale regarding the difficulty of reading. Another student, let us label him or her as the student B, answered that reading is difficult, speaking is very difficult, listening is difficult. Only writing is neither easy, nor difficult for the student B. The student B started to learn English at the age of 6 and nowadays is 12 years old. The last mark on the school report in January 2014 was three. These two students are analyzed individually in the fourth part of this chapter.

Speaking activity feedback. According to students' experience with the speaking activity they were asked to answer question (B1) which measured how much easy or difficult was completing the task for them. For a half of the students the activity was very easy, for two of them it was easy, one student found the activity neither easy, nor difficult and one student found the activity as difficult. To summarize it, only one students experienced difficulties. The next question (B2a) examined whether use of mobile technology helped the students to get ideas what to speak about. To get ideas means that they could search the Internet, find various images and also texts about the series or a movie. Seven students answered that it helped them, one student was not sure about it.

Graph 4

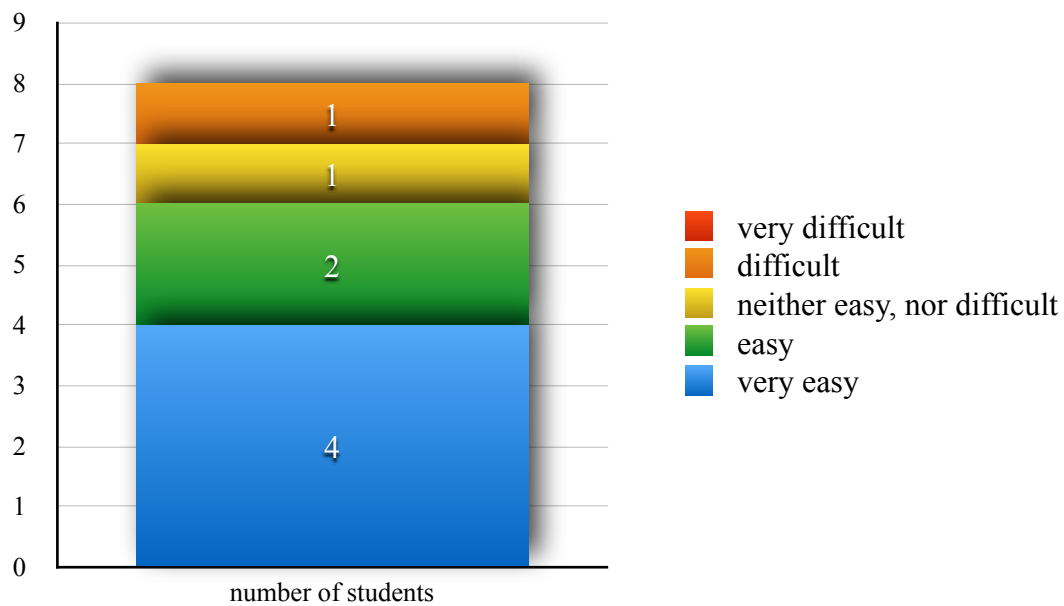
The difficulties in learning English according to the skills (A4a+A4b+A4c+A4d).



The question was designed because the mobile devices were constructed also in order to bring information to the users. It was proved that students were able to use it in the same way as they are used to in their lives.

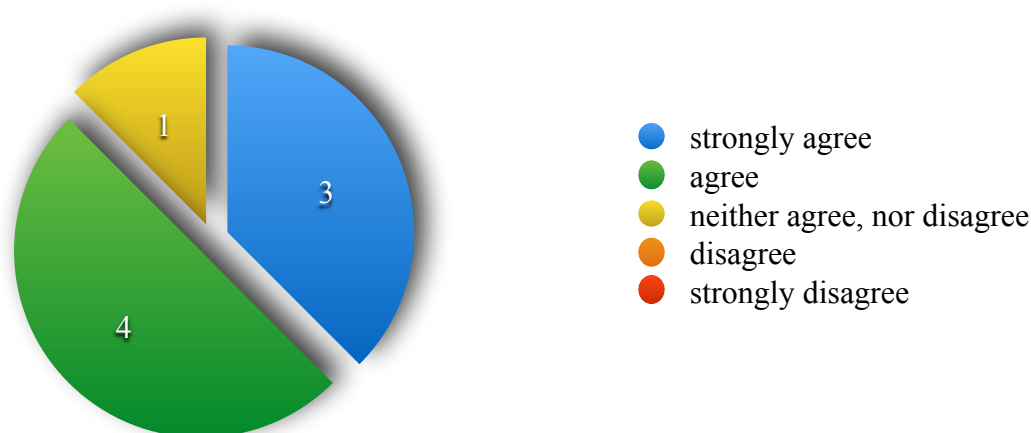
Graph 5

Difficulty of the speaking activity (B1).



Graph 6

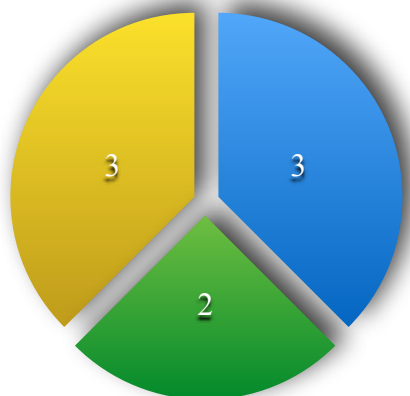
Ideas about the topic (B2a).



The (B2b) question followed the (B2a) question and showed whether the use of mobile technology helped students to look up vocabulary if needed quickly via the Internet. On the iOS devices there was no application which would translate English words into Czech and vice versa. In this case five students thought that the use of mobile technology helped them to look up the vocabulary quickly, two of them were not sure about it. Whether they really looked the vocabulary up, we do not know. We can say that their independency was supported and they used the device as they are used to in their lives. The question (B2c) was designed in order to confirm that students also perceive the use of mobile technology in English language learning natural and close to their everyday experience. Interestingly two students did not think that the possibility to use the Internet made the learning more natural. The reasons may be various and without their answers it is not possible to identify them. On the other hand, six students agreed that they felt that the speaking activity was natural because they were allowed to use the Internet. In the question (B3) students were asked to decide which of the aspects of mobile technology in English lesson found useful in the speaking activity. They were able to circle more than aspects. The multiple choice answers enabled them to circle more options and to add any other option. Nevertheless, the students did not add any other aspect. The most useful feature for them was the possibility to find images. The reason may be that they were able to find the images which were emotionally connected to them and could choose which image to use. Half of them also valued that

Graph 7

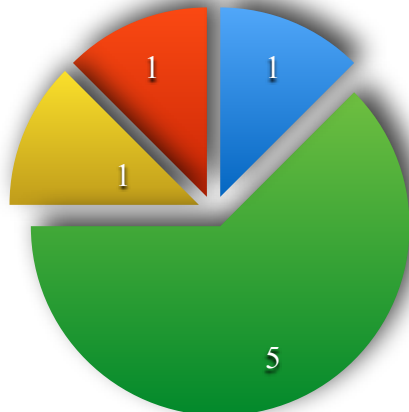
Looking up the vocabulary (B2b).



- strongly agree
- agree
- neither agree, nor disagree
- disagree
- strongly disagree

Graph 8

Natural speaking (B2c).

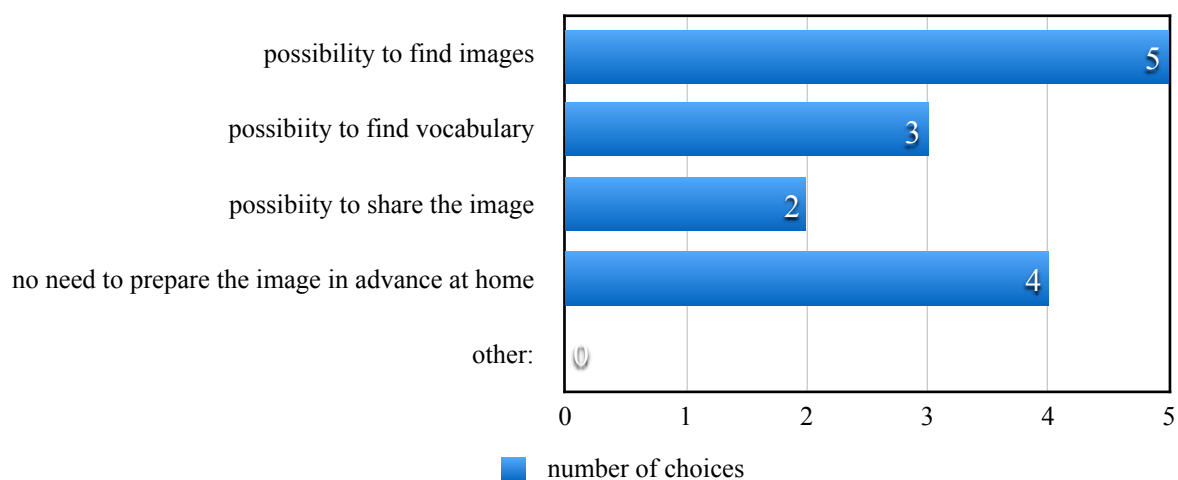


- strongly agree
- agree
- neither agree, nor disagree
- disagree
- strongly disagree

they did not have to prepare anything in advance at home, then print it and bring it to the class. This aspect is very important for the teachers because it is an every day praxis that student forget to bring the materials to the classes which may partly force the teachers not to let the students to talk about things and use their own pictures. Instead they talk about pictures which are prepared by the teachers or which are in the course books. Three students voted for the possibility to find vocabulary on the Internet. The least number of choices obtained the possibility to share the images with their friends. The reason may be that the students evaluated correctly that the same possibility exist when they do not use the images searched online but when they share their printed image or describe the images in the the course books.

Graph 9

Useful aspects of mobile technology in the speaking activity (B3).



The last question (B4) from the speaking activity feedback was designed in order to identify whether the students would prefer using mobile devices and their feature (online connectivity) in order to promote speaking by finding images on the Internet which would allow them to choose among the great variety of images, look up vocabulary quickly if needed, share the images and not to find the images at home and take them to the class. Seven students answered that they would prefer using the Internet in order to searching images and promote their speaking skills. One student had no opinion about it.

Listening activity feedback. According to students' experience with the listening activity they were asked to answer question (C1) which measured how much easy or difficult was completing the task for them. According to the data, for one student the listening activity was difficult. Three students said that the listening activity was neither easy, nor difficult. For two students it was easy and for two students it was very easy. The notion about the advantages of using mobile device in the listening activity is revealed in the answers to the following questions. Question (C2a) explored whether the students regarded the possibility to control the recording useful or not. To control the recording means to move it forward, backward, to pause it or to set the volume of the recording.

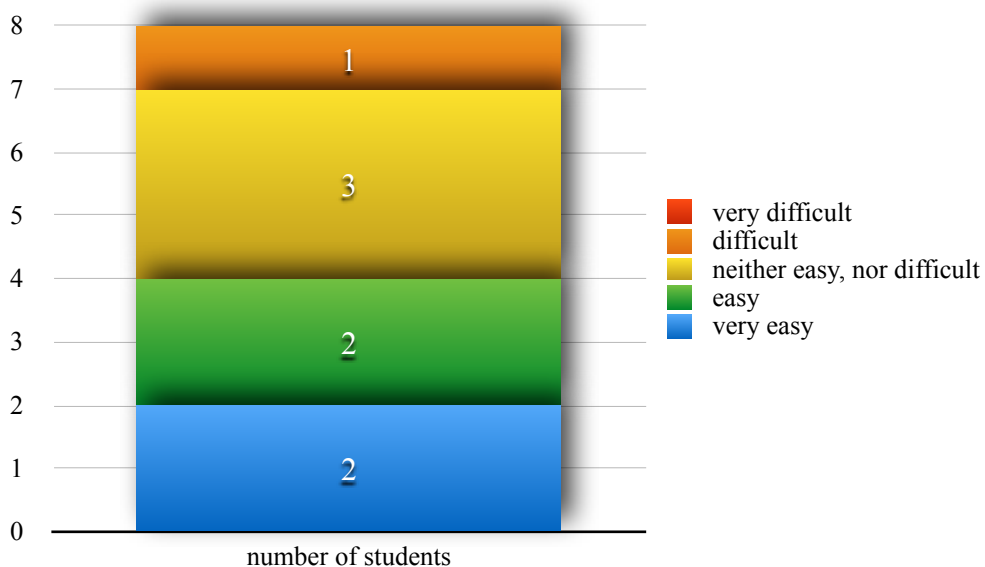
Graph 10

Preference of using the Internet in order to promote speaking (B4).



Graph 11

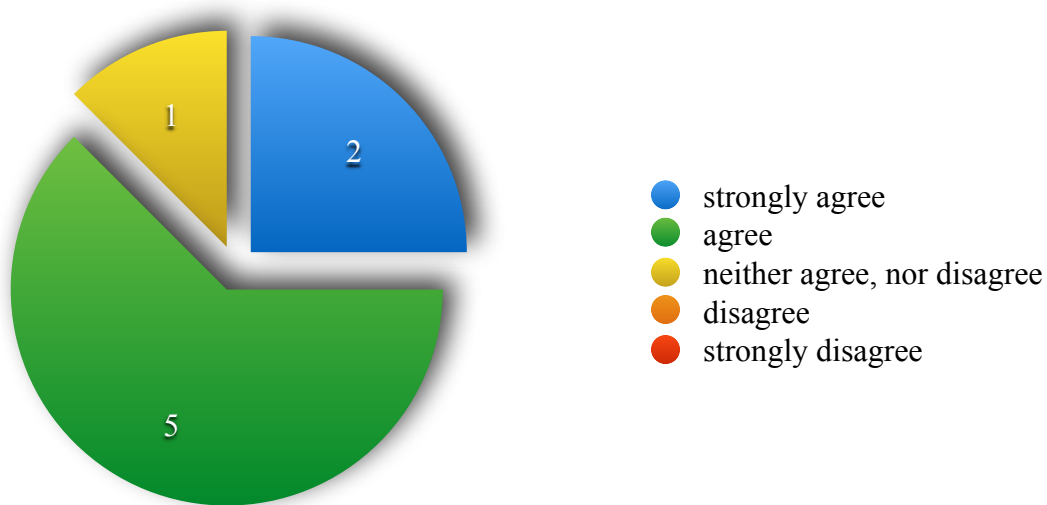
Difficulty of the listening activity (C1).



Five students agreed that the possibility to control the recording helped them. Two students strongly agreed and one student neither agreed, nor disagreed. The results are very positive. It reflects that when listening to the recording in the classroom together at once may not be satisfying for the majority of the students and that it does not cover their individual needs.

Graph 12

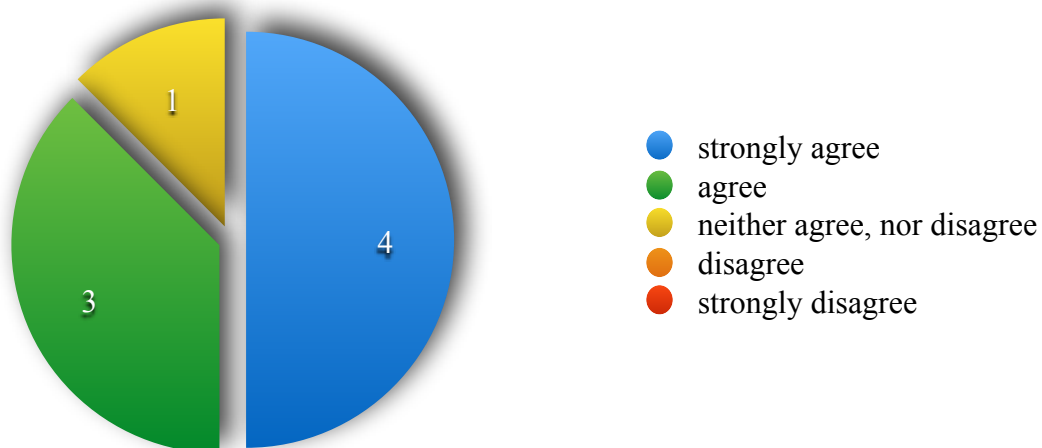
Control the recording (C2a).



The following question (C2b) was aimed at subjective opinions of the students on the advantages of controlling the number of repetitions of the recording and its usefulness. Four students strongly agreed and three students agreed. These results were also very positive. Only one student neither agreed, nor disagreed.

Graph 13

Control the number of repetitions (C2b).

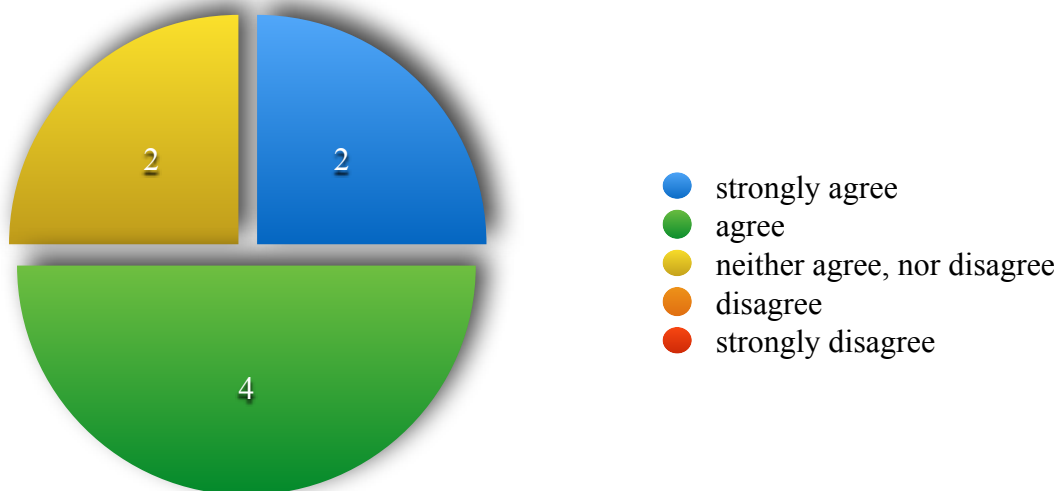


The following question (C2c) explored whether the possibility to listen to the recording individually helped the students to identify individual words and phrases better than without mobile technology and headphones. Two students strongly agreed, four students agreed and two students neither agreed, nor disagreed. The results are again very positive.

Although they are not so positive as the results of the previous questions, they suggest they also the possibility to listen to the recording individually, privately and with headphones may have a positive influence on the identification of the individual words or word phrases at least students subjectively though it.

Graph 14

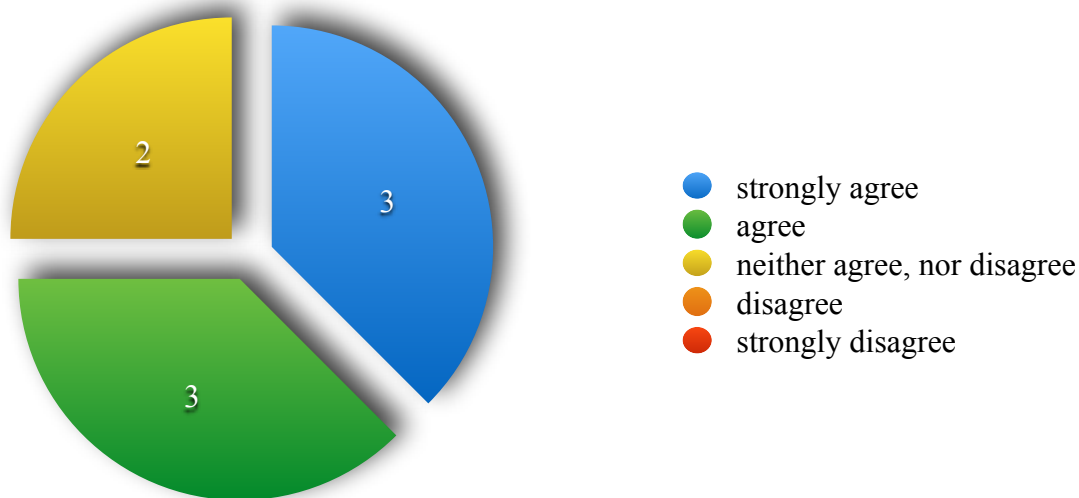
Identification of individual words and word phrases (C2c).



The last question (C2d) examined whether students felt that they could concentrate better on the recording without being distracted. Three students strongly agreed, three students agreed and two students neither agreed, nor disagreed. The lack of negative choices shows that more than a half of the students found the use of mobile device useful in order to concentrate better on recording. The question is whether they really listened to it carefully. The following question (C3) was designed in order to identify which aspect did the students find useful when using mobile devices in the sample English lesson. The multiple choice answers enabled them to circle more options and to add any other option. Nevertheless, the students did not add any other aspect. The results were very impressive. As the graph 16 shows, all of the given choices obtained the same number of choices. The students appreciated all the aspects. Moreover, the high number of choices points to the positive effect of using mobile devices when listening to the recording. The maximum number of choices was eight and all the aspects obtained six. Although the use of the headphones and personal device may not have influenced the correctness of the students' answers, it certainly positively influenced the transfer of the recording to them. One may

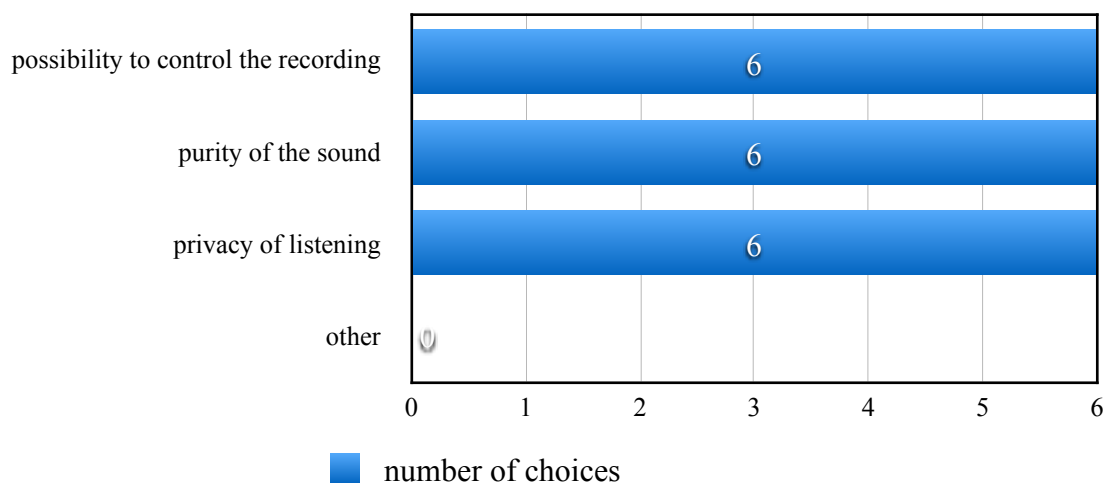
Graph 15

Better concentration on the recording (C2d).



Graph 16

Useful aspects of mobile technology in the listening activity (C3).



demur that the same conditions may appear when using language labs or personal laptops or computers. That is correct. Nevertheless, the mobile device such as iOS tablet or any other mobile device brings the possibility to move around the class and increase the privacy feeling or to start the activity faster because tablets tend to run faster than computers or laptops, especially iOS tablets. Students also responded to the last question (C4) regarding the listening activity. They were supposed to decide whether they would prefer listening to the recordings individually via headphones in the English lessons. The question was formulated this way deliberately. Mobile technology is not only tablets but

any other device which enables to learn in the mobile age anywhere and anytime. Seven students would prefer using the headphones and only one student did not have any opinion. Although the actual process of the activity did not achieve my personal assumptions and although there exist some limitations which will be discussed later, the majority of students was satisfied with using mobile technology in the listening activity according to the results.

Graph 17

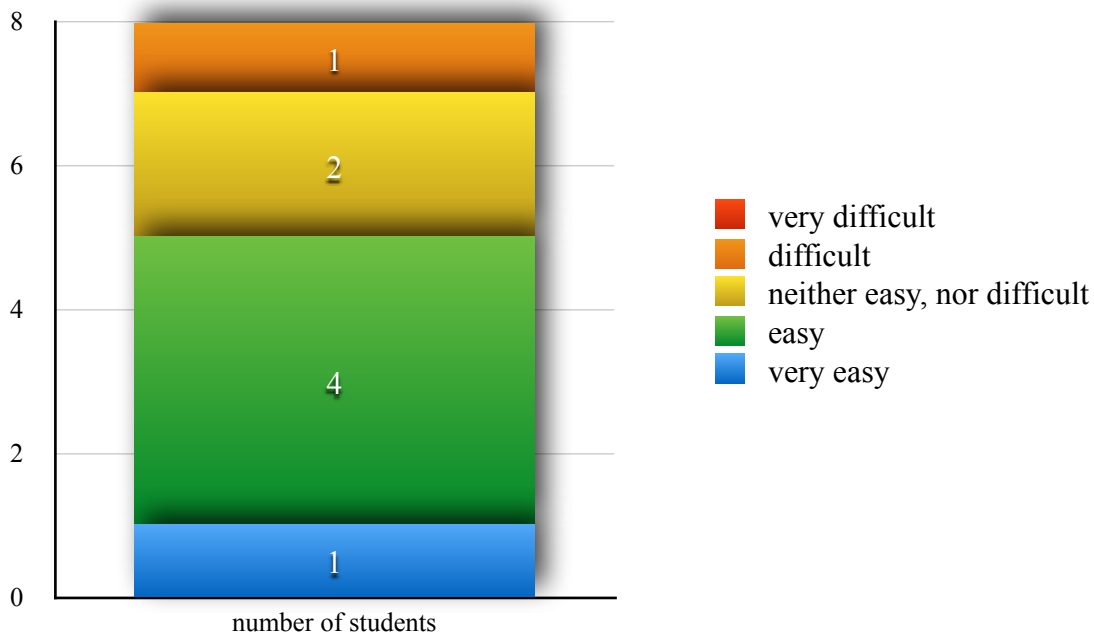
Preference of using the headphones for listening (C4).



Reading activity feedback. As in the previous sections, the first researched question (D1) was how difficult or easy the activity for the students was. For one student it was extremely easy, for four students it was easy, for two students it was neither easy, nor difficult and for one student it was very difficult. In this activity some students started subconsciously to work in pairs. They started to help each other naturally. This might be the reason for five positive feedbacks on the activity. Another reason might be that were able to check their answers inconspicuously by having a look into partner's screen because the blocks were differentiated by colors. These possibilities may have created a safe environment for their work with a text. The first aspect of using Move and Match application to research was whether Move and Match application helped the students to visualize the task. Visualization means moving and matching objects. The answers to this question (D2a) are the following. Three students strongly agreed, two students agreed and three students neither agreed, nor disagreed. The application is originally recommended to be used in the primary schools. Some students may have felt that they could do the activity also without technology and achieve the same results.

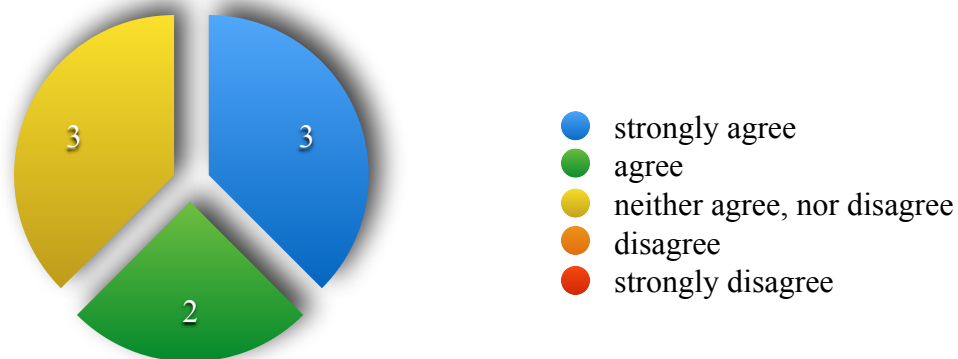
Graph 18

Difficulty of the reading activity (D1).



Graph 19

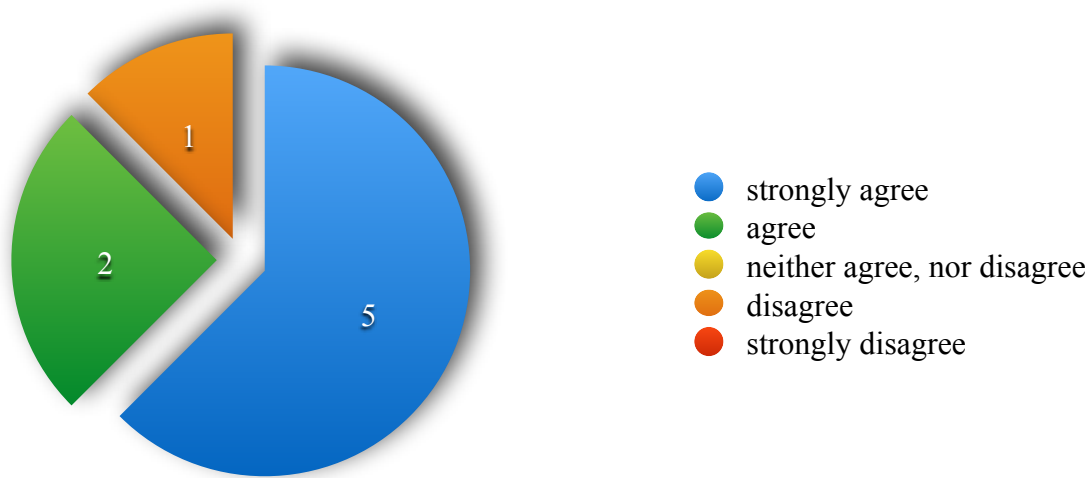
Visualization of the task (D2a).



The following question (D2b) examined whether the student would value the possibility to change the answers easily. This aspect was evaluated more positively than the previous aspect. Five students strongly agreed, two students agreed and only one student disagreed. The reason may be that the student did not have enough time to finish the task because the class checked the answers together with the teacher. The application also did not offer an immediate feedback for the students and than the students did not feel any need to change the answers.

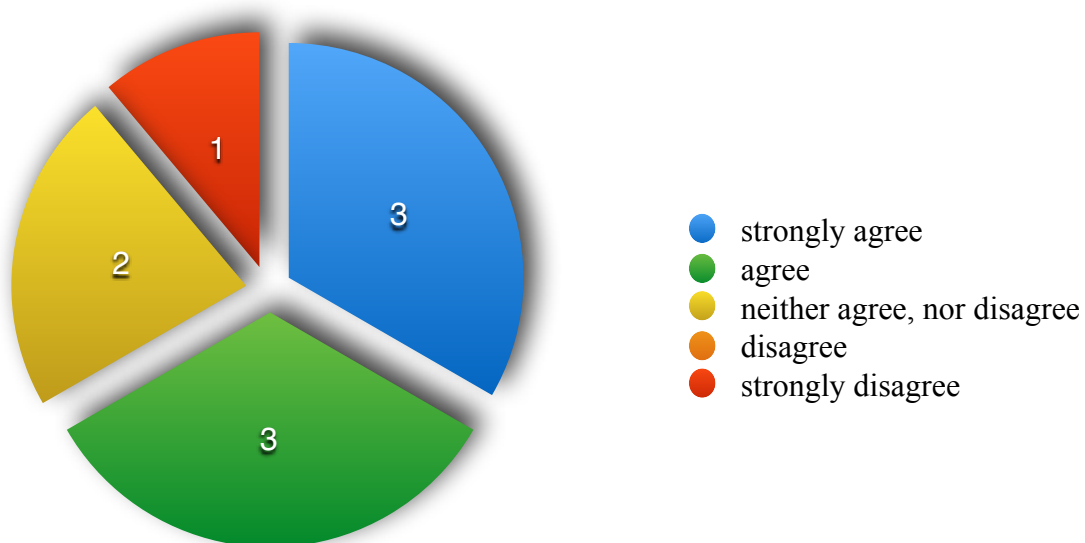
Graph 20

Possibility to easily change the answers (D2b).



Graph 21

Possibility to quickly check the answers (D2c).

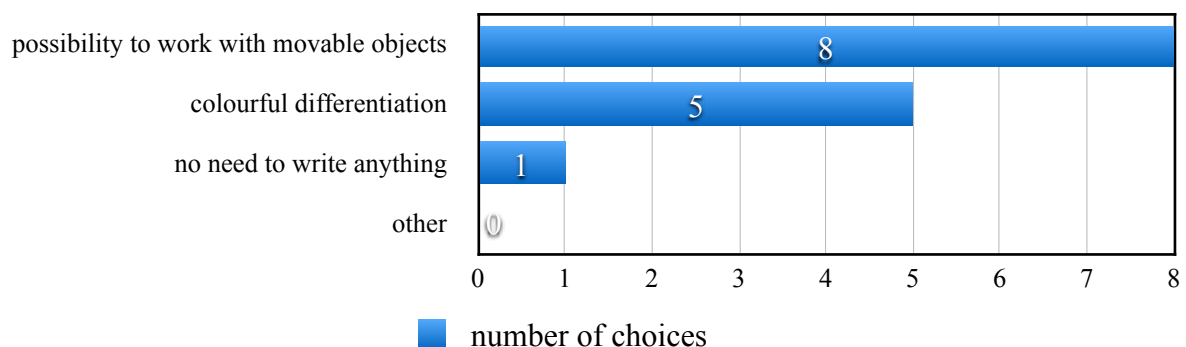


The last aspect was the possibility to check the answers quickly with other members of the group (D2c). In this case also negative answers appeared. One student strongly disagreed and it was the same student who disagreed in the previous question. Two student neither agreed, nor disagreed, three students agreed and three students strongly disagreed. The results are quite surprising because I personally assumed that this aspect was a great advantage of the application and of the activity. The explanation may be that the students did not have time to check their ideas or that they did not want to check their ideas with the

rest of the group. To continue in the research, the next question (D3) from the questionnaire may help us to understand which aspect the students found useful. Students revealed that only students valued no need to write anything in hand. This is quite surprising because the Move and Match application was chosen also because it would substitute the need to write in hand. The answers would be probably different if the activity would be done twice - with the mobile device and without the mobile device. Another surprising result is number of choices for possibility to work with movable objects. The number of choices is eight. When students answered to the question regarding the possibility to visualize the task, only three of them strongly agreed and two of them agreed. The rest of them neither agreed, nor disagreed. In this case, eight choices for usefulness of possibility to work with movable object seem to be irrelevant. The explanation may lie in the understanding of working with movable objects. Students may have evaluated the common aspect of modern mobile devices which is the possibility to touch the screen and control the objects. The students may regard this aspect as pleasurable. The number of choices for colourful differentiation is truth worthy according to the answers in the question (D2c).

Graph 22

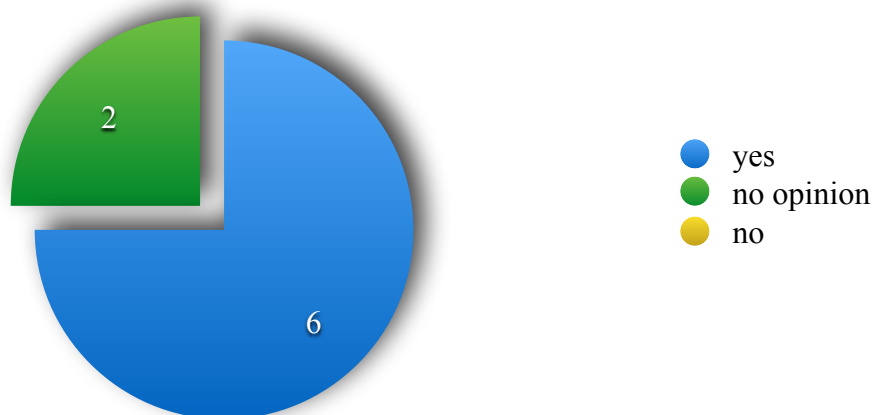
Useful aspect of mobile technology in the reading activity (D3).



The last question (D4) regarding the use of mobile technology in the reading activity was whether the students would prefer using Move and Match application when working with texts and finding the answers to the comprehensive tasks. Six of them would like to use it and two of them did not have any opinion.

Graph 23

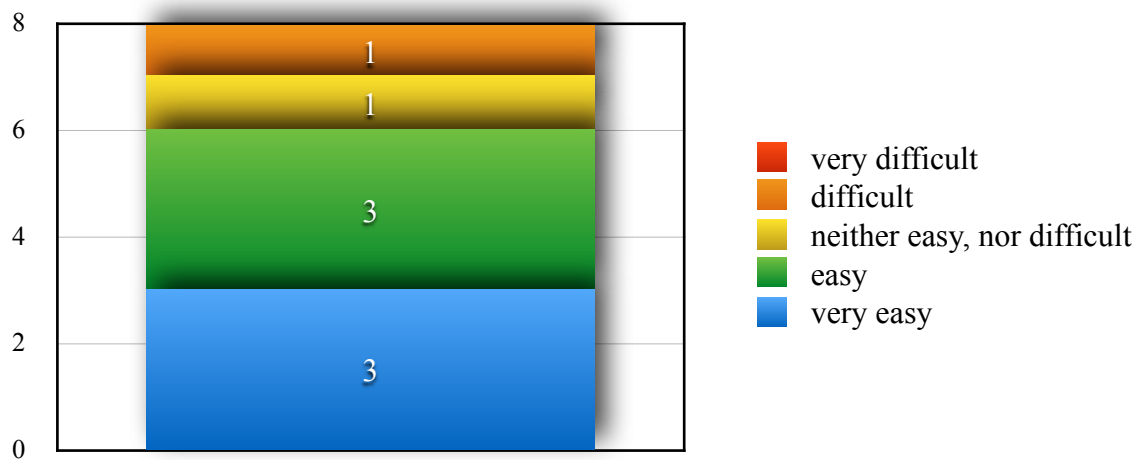
Preference of using Move and Match application when working with texts (D4).



Writing activity feedback. The writing activity was designed in order to promote students' creativity and in order to create something which they would create in their lives and connect it to their everyday experience. They were also supposed to use the present continuous tense at least once in the invitation. The first question (E1) examined whether the students found the writing activity easy or difficult. They used the mobile devices and the Book Creator application which enables the users to create various interactive books including images, own photos, videos, audio recordings or songs. According to the data collected, three students found the activity very easy, three of them found it easy, one student found it neither easy, nor difficult and one student found it difficult. The results are quite positive. The following question (E2a) analyzed whether the use of the Book Creator application helped the students to be creative. Five students strongly agreed and three students agreed. No negative choice was made in this question which is very positive and it illustrates that the application can really help with creativity at least from the student's point of view. Creativity is an ability which should be promoted in the schools. It may not have a lot of common with English language teaching at the first sight. Nevertheless, if students want to create something and have got the right tool, they may start to be curious about the language which they want to use. If the teachers promote students' creativity, they may also promote students' interest about the language. The following question (E2b) was designed in order to find out whether the students valued the possibility to use the virtual keyboard instead of writing in hand and using pens, pencils, markers, glues etc.

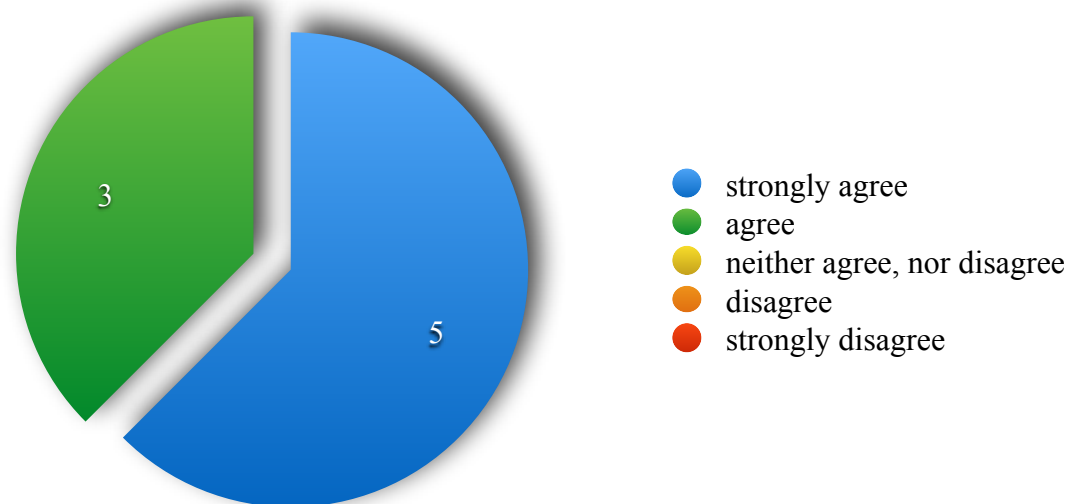
Graph 24

Difficulty of the writing activity (E1).



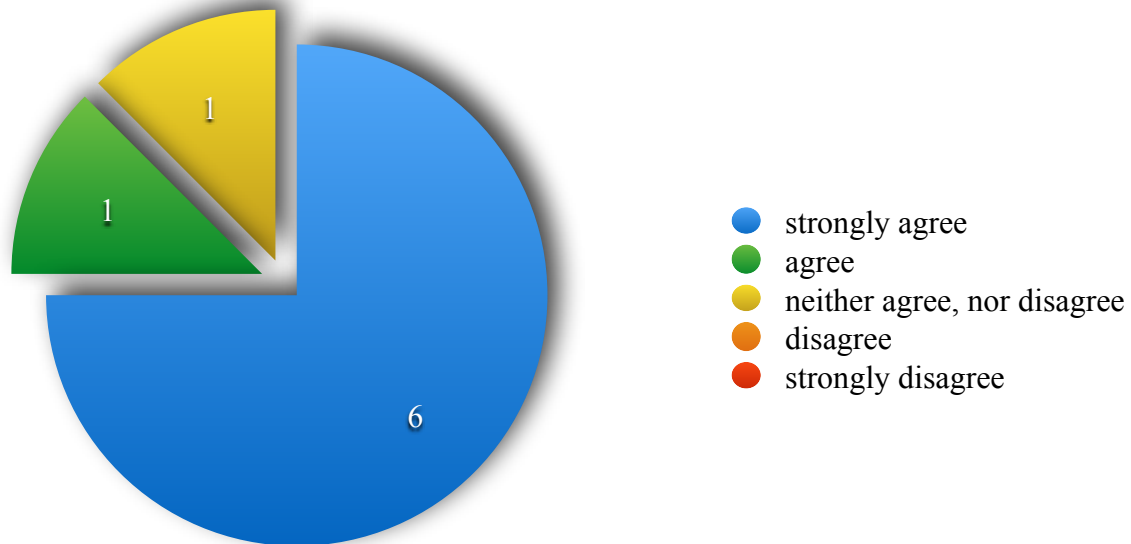
Graph 25

Help of the mobile devices and the Book Creator application with creativity (E2a).



Graph 26

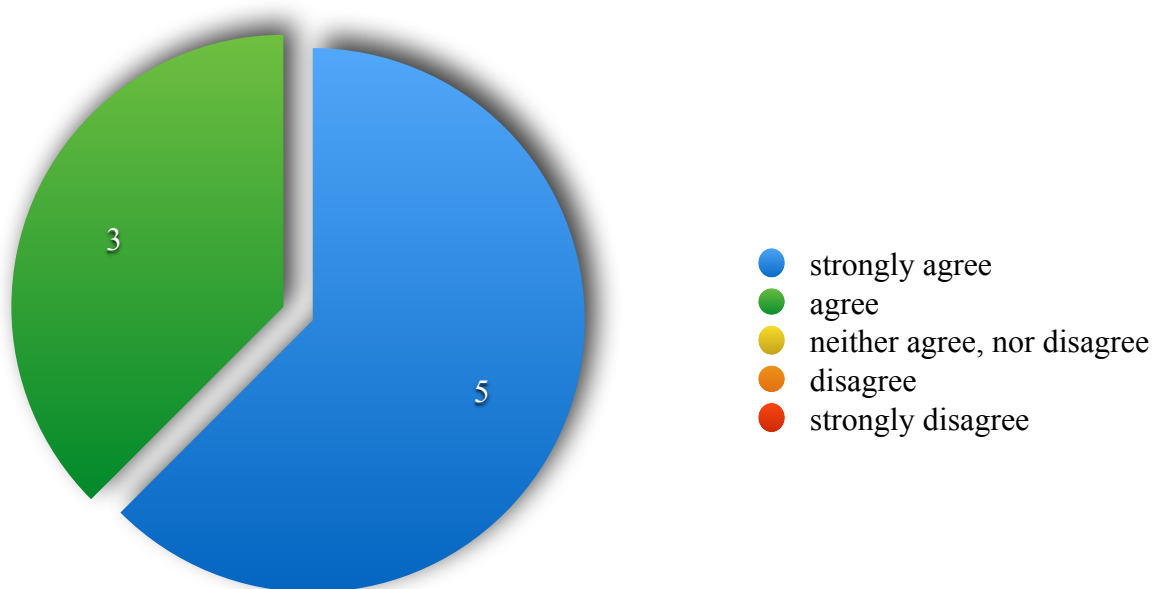
Help of the mobile devices and the Book Creator application with the speed of writing (E2b).



According to the data collected, six students strongly agreed that the use of Book Creator application help them with the speed of writing. One student agreed and one student neither agreed, nor disagreed. No negative choice was made. The children live in the modern age and they simply prefer using keyboards instead of using pens and other classical tool. From the teacher's point of view, the of keyboard is better in those case where the students' work are not readable. The use of keyboard may help those who have got difficulties with wiring in hand from various reasons. The following question (E2c) was designed in order to find out whether the possibility to use the Book Creator application allowed the students to move the objects quickly and achieve their images of the invitation quickly. I this case five students strongly agreed and three students agreed. The question for the teachers is whether the students would spend more time moving the objects than on thinking about the language. Students should spend a considerable amount of their working time also on thinking about the language, language structures and vocabulary rather then deciding about the color of the background and the size of the image. However, this is a limitation of every creative project.

Graph 27

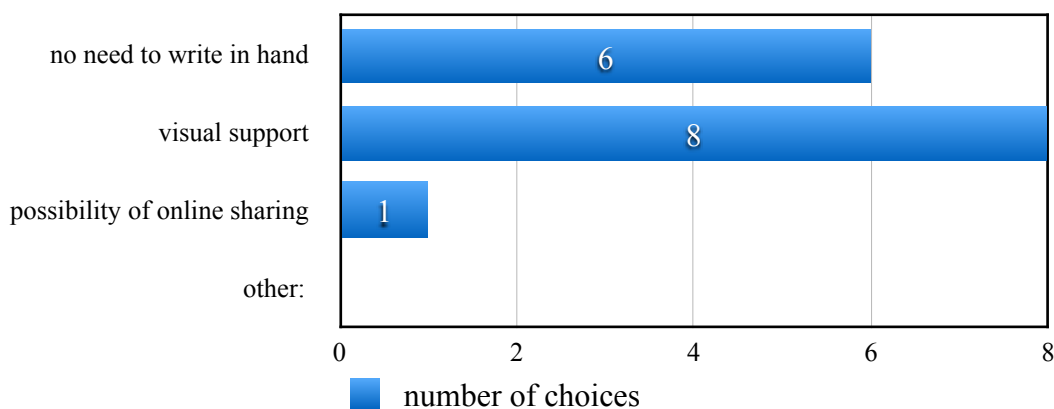
Help of the mobile devices and the Book Creator application the moving objects (E2c)



It would be interesting to find out which aspects students found useful when working with mobile technology in the writing activity. The dominant aspect was the possibility to use visuals. Eight students voted for this aspect which is 100%. Six students also voted for no need to write anything. Unfortunately, only one student found the possibility to share the books online with friends and parents as useful. This possibility would be more interesting for parents, especially parents of children attending the primary school. It seems that for the secondary students the work ends outside the classroom's door. Nevertheless, the great amount of choices is very positive factor and shows that from student's point of view the use of the Book Creator application achieved its objectives and that it promoted the creativity. Finally, the last question regarding the writing activity was whether the students would prefer using the application instead of using a piece of paper. The data revealed that seven students would like to use the application in the English lessons and one student would not like to use it. The negative choice may be caused by student's individual preference of using his or her paper notebooks, pens, pencils etc.

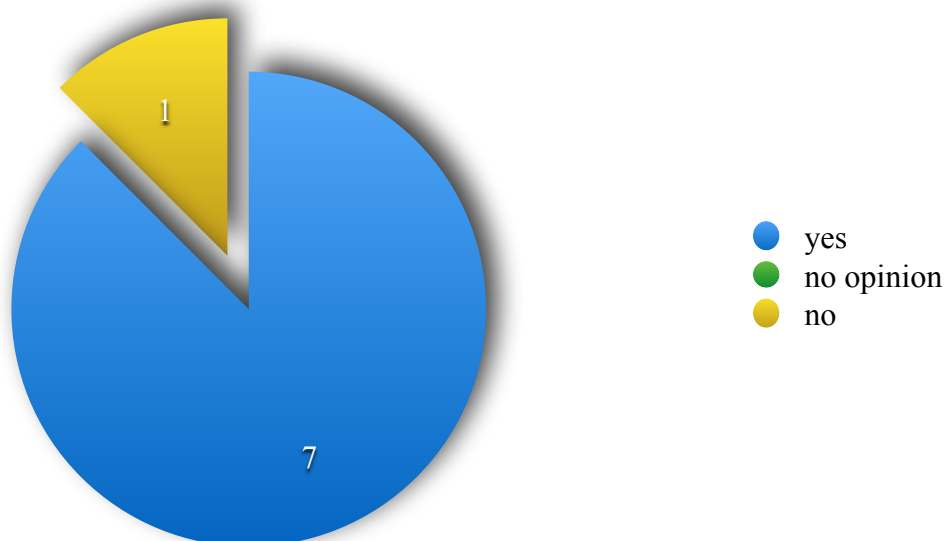
Graph 28

Useful aspects of mobile technology in the writing activity (E3).



Graph 29

Preference of using the Book Creator application instead of using a piece of paper (E4).

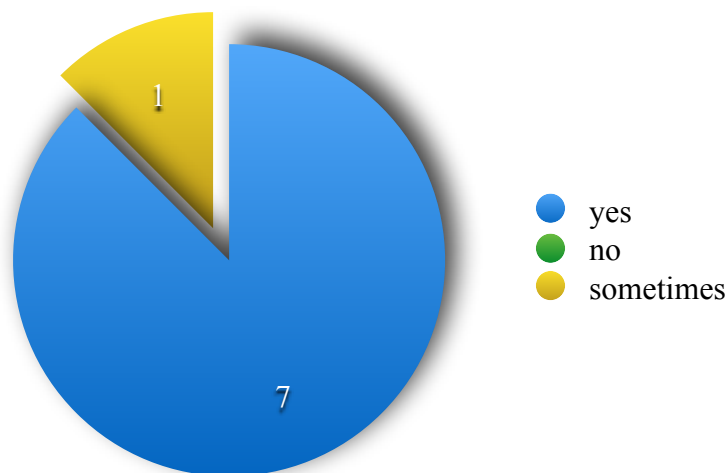


Conclusion of students' opinions of using mobile devices in the chosen activities might support the facts which were already presented. According to the previous answers it seems that the useful use of the mobile devices happened in the listening activity and in the writing activate. Other activities also showed positive results, but the amount of positive choices in the listening and writing activity was clearly presented. Supposedly, according to the graph 30, which reflects the first question (F1) of the last part of the questionnaire,

the students predominantly liked working with the mobile devices. Only one student stated that he or she liked it sometimes. The possibility to state “sometimes” was not included in the questionnaire. The student wrote it there. I decided to use the answer in the research.

Graph 30

Opinion whether the students liked working with the mobile devices (F1).



The following question (F2) was designed to find out whether working with the mobile devices was easy or not. Seven students stated that it was and one students stated that it was partly easy. It is important to note than the student which voted for “sometimes” in the previous question is not the same student who voted for “partly” in this question. The following three questions are crucial in order to answer the research question from the students’ point of view. Unfortunately, the data relevance is influenced by the fact that the students voted in questions F4 for more than one choice. They were supposed to vote only for one choice because they were supposed to choose the type of the activity in which the mobile device helped them the most. It was supposed that the formulation “the most” would avoid more than one choice. Unfortunately, it did not. Nevertheless, how did they vote in the following questions? Question F3 was supposed to filter the activities that helped the students to complete the tasks. The students were able to vote for one or more activities. The students confirmed the results which we discovered when analyzing the questionnaire about each of the activities. The highest number of choices obtained the listening activity and the second highest number of choices obtained the writing activity. The rest of the activities did not obtain enough votes in order to represent the opinion at

least of one half of the students. Only two students voted for the reading activity which indicates that the use of Move and Match application and the selection of the comprehensible task was not appropriate. The reasons might be the wrong use of the technology. I could probably have designed a better mobile based reading activity.

Graph 31

Opinion whether the working with the mobile devices was easy (F2).



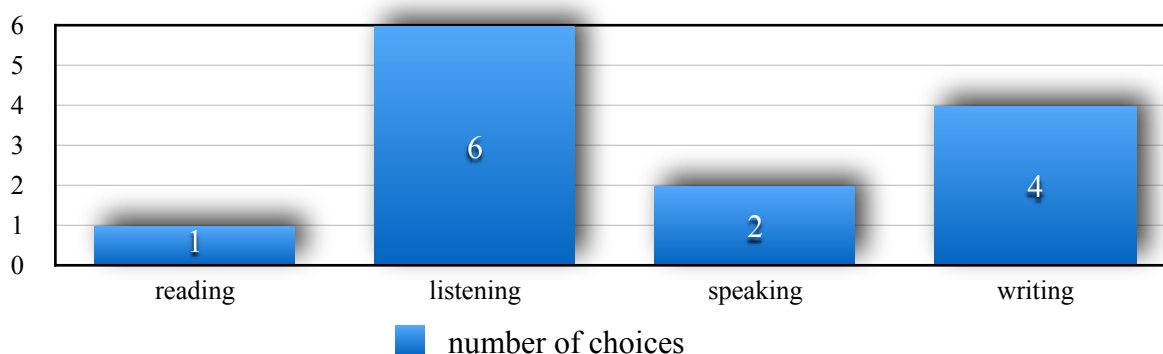
The data gathered from the answers on the following question (F4) do not have a considerably high predicative value because as it was stated above, the student chose more than one option and they were supposed to choose only one option. The formulation was to choose the best activity and they unfortunately chose the best activities. Nevertheless, what are the results? The results are almost the same as in the previous question. The goal number of six votes for listening activity and four numbers for the writing activity. Only one vote for the reading activity. The following data should prove that the reading activity did not make a lot of interest among the students. Therefore, what do the data reveal?

Graph 32

Activities in which the mobile technology helped the students to complete the task (F3).

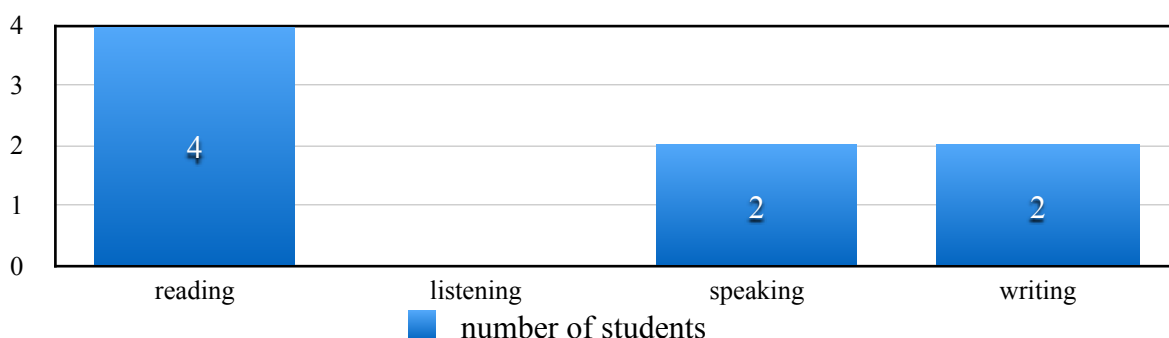
Graph 33

The mobile based activity that helped the students the most (F4).



Graph 34

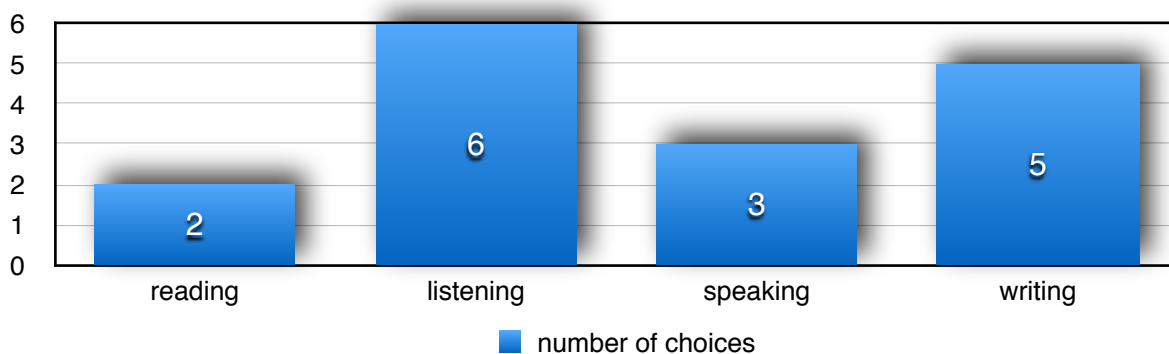
The mobile based activity that helped the students the most (F5).



The data revealed that as for the least helpful and useful mobile based activity students regard the reading activity. The data also revealed the no choice was made for the listening activity, therefore listening activity might be regard as the most useful mobile based activity from the students' point of view. Nevertheless, before stating that in the listening activity the mobile technology was used the most effectively, we data from the teachers should be also examined in order to compare the results.

Analysis of the Data Collected - Teachers

The questionnaire is available in the Appendix A in order to see the questions. The answers of the respondents are analyzed individually because the number of respondents is only two. The third teacher who was observing the lesson did not participated in the questionnaire. The respondents answered the questions anonymously, therefore let us label the first respondent as the teacher A and the second respondent as the teacher B. In order to



complete the number of feedbacks, I personally comment the activities at the end of this part.

The teacher A. He is a male, 41-50 years old. He has been teaching more than 10 years. He teaches in the grammar school and he teaches 1-5th grade students and also 6-9th grade students.

The speaking activity. He answered that the use of mobile technology in the speaking activity was appropriate in order to meet the teaching objectives as well to meet the teaching aims. He explained in question B1.1 that using the Internet “is something different than the book”. He also explained in B2.1 question that he thinks “that the children prefer tablets than books. It is more interesting, it’s a toy for them”. In this case, the teacher A confirms the common notion about tablets and it can be also said about mobile devices and it is that the children see it as a toy and this notion supports their interest in using the mobile devices. The teacher A agreed that the possibility to use the Internet helped the students to get ideas what to speak about, as well to find vocabulary quickly if needed and finally as well as to feel that the conversation was natural for the students. In the question B6 he voted for the possibility to find images immediately, possibility to find vocabulary immediately and the possibility to show various images to peers. In comparison to students’ answers, only one student voted for the possibility to share images. The teacher A thought that the speaking activity was effective. He also thought that the use of technology made learning interesting for the students because “the possibility to use the mobile technology is attractive for them”. The attractiveness which supports interest is mentioned here. The teacher A did not think that the preparation of the activity took less time for the teacher, but he did not explain his opinion. He thought that the mobile based speaking activity had a learning value. In contradiction to the previous answers, he thought that the use of mobile device in the speaking activity was not effective for the students. He explained that “the same activity could have been done with any other picture from the course book or given by the teachers”. However, he would design the similar activity. He stated that “I have no time but I would like to try it.” He stated the very important fact. He has got no time. He is an ordinary teacher, working the full time, having family and teaching various subjects. Although he seems to be keen to try the modern and mobile technologies in his teaching, he admits that he does not have time for it. He is only

an example, however how many similar teachers are in the Czech Republic with the same feelings?

The listening activity. In the feedback he stated that the activity was designed in order to meet both the teaching objectives and the teaching aims. He added that “It is better than to listen cassette recorder”. He agreed in the questions C4 and C5 regarding the control of the recording and the control of number of repetitions. He voted for “neither agree, nor disagree” in the part regarding the identification of the individual words and word phrases. The reason might be that students are not able to identify the words or word phrases because they do not know that they should pay their attention to it. Moreover it is extremely hard to recognize whether the students perform the task well if the teacher cannot hear the recording. The teacher A agreed that the students may concentrate more on the recording. Among the useful aspects he chose the possibility to control the recording, purity of sound and the privacy of listening. He did not add any other aspect. He thought that the use of the mobile technology in the listening activity made the learning effective as well as interesting. He also thought that the preparation took less time for the teacher. He thought that the activity had the learning value. He added his worries about the activity when “wifi is out of order”. This worry might be based on the listening activity plan in which was stated that students would download the recording online from the virtual repository. Additionally, he thought that the listening activity was effective for the students and he would try to design and use the similar type of activity. He commented it “It is interesting for me to try it but not every day”. In this case he might warn about the fact that using the mobile devices (or the same kind of activity) too much may cause boredom for the students.

The reading activity. According to the opinion of the teacher A was designed in order to meet the learning teaching objectives the the teaching goals. No commentary was added. He agreed that it the Move and Match application enabled the students to visualize the task, change the answers easily and check the answers with the rest of the group quickly. The useful aspect according to the teacher A was the possibility to work with movable objects and no need to write anything. He thought that the use of the mobile technology made the learning effective and that it made the learning interesting for the students. He thought that the use of the mobile technology did not allow less time of

preparation for the teacher. He thought that the activity had a learning value and was effective for the students, in addition he would design the similar type of the activity because as he stated: “I would like to try it”.

The writing activity. According to teacher A was appropriately supported by the use of the mobile technology in order to meet the etching objectives as well as to meet the teaching aims. He commented that “The result is more attractive for them than a hand made work”. He agreed that the application Book Creator helped the students to be creative and to move the objects quickly. The question regarding the speed of the writing was answered “neither agree, nor disagree”. The teacher A regarded as useful these aspects: no need to write in hand, visual support and possibility of online sharing. He thought that the use of the mobile technology made the learning effective and interesting for the students. He thought that the use of the application did not allow less time spent on preparation for the teacher. Unfortunately, he did not explain his opinion. He thought that the activity had a learning value, was effective and he would like to try to design the similar type of the activity in order to promote English writing skill.

The general summary. It was revealed that he thought that working with the mobile devices was predominantly easy for the students and that every activity based on the possibility to use the mobile device was useful. According to his opinion, the most useful use of the mobile technology was in the listening activity and the least useful use of the mobile technology was in the reading activity. His choice reflects the summary of students’ choices. The summary also revealed that the most useful use of the mobile technology was in the listening activity and the least useful use of the mobile technology was in the reading activity. Finally, he thought that the use of the mobile technology can help the students to overcome difficulties in learning English.

The teacher B. He is a male, 31-40 years old. He has also been teaching more than 10 years. He teaches 6-9th grade students at the grammar school.

The speaking activity. He answered that the use of the mobile technology was appropriate in order to meet the teaching goals and the teaching objectives. He added that “the students could find the image of their favorite program - quickly, usefully and in the way which they know”. The notion about the students’ familiarity with finding the images is important because it reflects one of the mobile devices feature in the teaching - to

simulate everyday life condition. He also added that “the students were "forced" to find the information in English, it was easy and they got to know how useful it is in their common life”. This commentary is extremely important. The use of L2 language when using the mobile devices plays a crucial role in the English language teaching. If teachers happen to force the students to use L2 for obtaining information via the mobile devices, the students will meet more L2 natural expressions during their lessons. The teacher B agreed that the possibility to use the Internet in the speaking activity helped the students to get ideas what to speak about quickly and also to look up vocabulary if needed. He strongly agreed that the speaking activity was performed naturally. The teacher B regarded all the aspects useful, namely: possibility to find images immediately, possibility to find vocabulary immediately, possibility to show various images to peers. He agreed that the use of the mobile technology made the speaking activity effective for the students especially in the way of finding the vocabulary. He also commented that the possible danger may lie in the “potential distractions”. He might have thought about searching the Internet without a clear idea what to find or using the apps. Another distraction from my point of view may be low Wi-Fi connection and waiting for the response, adds etc. The teacher B thought that the use of the mobile technology made the learning interesting for the students because “it is familiar to them”, as he stated. He thought that the activity did not allow less time spent on the activity preparation for the teacher. He captured the core rule when planning the activity when he stated that “it is always tricky. The teacher should try the same and eliminate the problems”. From this point of view, the time spent on the activity preparation may be long. He thought that the speaking activity had the learning value because “it was connected to the students’ daily routines”. He thought that the activity was effective and they he would try to design the similar type of the activity. He commented that “it depends on the number and the age of the students. But it isn’t as easy as it looks, the better activity the more time spent (for the teacher)”. In this case his comments are very useful because they remind the effective and responsible ways of thinking about the lecture/activity. These principles such as trying the activities in advance should not be forgotten even when planning the mobile based activities.

The listening activity. The teacher B responded that the use of the mobile technology was appropriate in order to meet the teaching objectives, but he commented

that it was “a good idea but it is really hard to evaluate this without hearing the recording”. I would agree with him because it is very hard for the teacher to monitor whether the students are listening to the recording carefully or whether they only pretend that they are listening to the recording. He did not think that the use of the mobile technology was appropriate in order to meet the teaching aims. The reason was the same as in the previous commentary. In the question regarding the possibility to control the recording he neither agreed, nor disagreed, the same choice he made in the question regarding identification of the words and word phrases. He disagreed that the use of the mobile technology helped the students to control the number of repetitions of the recording, however he agreed that it helped them to concentrate more on the recording. Among the useful aspects he voted for the possibility to control the recording and the privacy of listening. He thought that the use of mobile technology made the learning effective for the students. In the question C8.1 he wrote that the use of mobile technology made the learning effective because of “the possibility to control the recording and most of all, the students can find the way how to improve their listening skills outside the school”. He thought correctly about the possibility to listen to the recording for example at home. It would certainly be possible if the recording was available for example on Dropbox on Google Drive - the services which enable us to storage our files and share them. He commented that in the activity “the students didn’t have the chance to check their ideas”. This opinion is partly right because the feedback activity was done quickly. He thought that the use of the mobile technology was interesting for the students because “the use of headphones is always attractive”. He thought that the use of mobile technology allowed less time spent on the activity preparation for the teacher. He thought that the activity had the learning value and he would design the similar type of the activity. Nevertheless, as he stated: “It is not the only way”. He considered the activity effective, however he stated that “it is a good start, but it could be interesting to compare the students’ ideas etc.” It is a very useful comment. When designing the activities for students, especially mobile based activities, the teachers should also be familiar with students’ ideas and opinions.

The reading activity. According to the teacher B opinion was appropriately designed in order to meet the etching goals when using the mobile technology. The reason was that “it was easier to handle”. The activity was also designed appropriately with the

use of the mobile technology in order to meet the teaching aims, but as he stated: “It was not necessary.” He strongly agreed in the questions D3-D5 and he regarded these aspects of using the mobile technology in the reading activity as useful: possibility to work with movable objects, no need to write anything and visual differentiation of the task. He thought that the use of mobile technology made the learning effective because to was “easy to match and to visualize”. On the other hand he argued that “it should have been combined with a "traditional" book” exercise. He thought that it was interesting for the students because it was “attractive”. He did not think that it allowed less time spent on the preparation of the activity for the teacher. He agreed that the activity had the learning value. He thought that it was effective for the students, however he would not design the similar type of the activity in his lessons. He explained: “I would prefer the paper form. It may be the only experience for the students”. To comment his explanation, sometimes it is not necessary to use the mobile technology only for its own sake.

The writing activity. The teacher B thought that the writing activity was designed in order to meet the teaching objectives as well the teaching aims. He strongly agreed that the possibility to use the application Book Creator helped the students be creative. To the question regarding the speed of the writing process he answered “neither agree, nor disagree”. He disagreed with the statement that the application helped the students to create all the objects of the invitation quickly. The useful aspects were no need to write in hand, and the visual support. He thought that the activity was for the students because “it is familiar to them and awakes their creativity”. He stated that he is not sure about the effectivity in case of “longer hesitation between various effects”. He agreed that the use of the mobile technology made the activity interesting for the students because “it is familiar to them and useful for their future”. He thought that the activity took longer time for the teacher, but he did not know the details. He regarded that the activity had the learning value, was effective and he would like to design the similar type of the activity because he “just liked it”.

The general summary. At the end of the questionnaire, he thought that the use of the mobile devices was easy for the students. He thought that ion reading and writing activities was the use of the mobile technology useful for the students. The most useful use of the mobile technology was in the writing activity and the least useful use was in the

listening activity. He strongly agreed that the mobile technology can help the students to overcome the difficulties.

Whether the use of the mobile technology can help the students to overcome the difficulties is very hard to state and measure. It is even harder to measure after one lesson taught with the support of the mobile devices. Nevertheless, it is useful to find out whether the students A and B, who were chosen at the start of the research as those who experience the leaning difficulties, benefited during the activities from the use of the mobile technology. The last mark on the school report, which obtained the both students, was three. The student A experienced difficulties with the listening skill. According to his or her answers, during the activity he regarded that completing the listening activity was neither easy, nor difficult. The student A agreed that the possibility to listen to the recording individually helped him or her to control the recording, to identify individual words and word phrases and to concentrate more on the recording. He or she strongly agreed that it helped him or her to control the number of repetitions. He or she voted that all of the given aspects were useful for him or her that he or she would prefer using the headphones and listen to the recording individually. In the case of the student A, the use of the mobile technology seem to be helpful and valuable. Nevertheless, the research did not provide any objective measuring tools. It can be said that the use of the headphones and the mobile device created a subjective feeling that the listening was easier for the students. The student B said that reading is hard, speaking is extremely hard and listening is hard. The speaking activity for the student was hard. The students extremely agreed that the possibility to use the Internet helped him or her to get ideas what to speak about and look up the vocabulary. The student B agreed that the same possibility helped to experience the feeling that the speaking activity was natural. The student B voted that the useful aspect for him or her was the possibility share the image with the friend and would like to use the Internet in order to promote learning speaking. The reading activity for the student B was hard, the Move and Match Application did not help the student B in any of the areas such as to visualize the task, change the answers or check the answers. The only useful aspect was the possibility to work with the movable objects. The student B does not know whether he or she would prefer using the application in the reading activities. The listening activity was for the student B hard. Nevertheless, the possibility to listen to the recording individually helped

the student B to control the recording (agree), to control the number of repetitions (strongly agree) and to identify the individual words and word phrases better (agree). The useful aspect for the student B was the possibility to control the recording. The student B would prefer using headphones in these types of the activities.

The last feedback of the activities is my own experience. Briefly said, the process of creating the activities took me longer than to think about activities done without the mobile technology. Although I would say than I know a lot of means how to use the mobile technology in the classroom, there is a lack of experience. I carefully revised all the activities according to the Klečková's guideline. As it was seen from the results of the questionnaires, what I may have regarded as useful, the students or teachers may not have. During the lesson I had to solve the problem with the Internet connection. If this would happen in the real lesson, the lesson could be lost. I also spent a considerably great time giving instructions. Personally, as the best activity I regard the writing activity because the students and also I had the control about what was happening in the classroom. In comparison to the listening activity, although the students benefited considerably, from the teacher's point of view I did not have absolutely no control of the recording and I had to trust the students that they follow the instructions.

Summary of the Results

In order to summarize the research the various aspect have to be considered. The research was conducted from the various point of views. The first point of view were students' opinions. The second point of views were teachers' opinions. The additional value was carried out when comparing the influence of the mobile technology on two chosen students experiencing the learning difficulties.

From the students' point of view to was found that the use of the mobile technology was useful for the majority of the students in the sample listening activity. They appreciated the ability to control the recording and it caused the feeling that their learning English is better. The second best activity was writing. It awaked their creativity and according to the videos which are available still on Youtube, the students enjoyed working on the project. From the teachers' point of view, each of the activities had its limitations which should be carefully considered. It is not possible to decide which activity was the most useful because the number of respondents is low and is influenced by their personal

teaching style. When collecting the data it was discovered that among the students there are two students who experienced difficulties in the English language learning. Their difficulties were identified and it was discovered that these students share the difficulty in the listening skill. Student A regarded the sample listening activity as “neither easy, nor difficult” and the student B regarded it as “difficult”. Nevertheless, the data showed that these student would like to prefer using the headphones in the listening activities because it helped them in certain aspects and with certain technical solutions. The use of the mobile technology seems to help the students to overcome some difficulties. These difficulties are technologically based. When playing the recording in the classroom, the student have the minimal chance to control the recording. Also the purity of the sound may be low. The results showed that it is the use of the mobile technology in the listening activity (using the headphones) which helped the students the most. Nevertheless, it has to be taken into account that improvement was recorded in the technical aspect of improving the listening skills. It demonstrates that the mobile technology should be regarded rather as a tool for increasing the conditions. It was also discovered that even when teaching with the mobile technology, the teachers should take into account various aspects which are thoroughly described in the following chapter.

In this part of the thesis, the methods, subjects and research itself were described. First the results of the students’ questionnaires were introduced and commented. Second, the results from the teachers’ questionnaires were introduced and commented. The results revealed important questions to be considered when teaching with the mobile technology. Third, two students experiencing learning difficulties were analyzed with regard to their answers in the questionnaires. Fourth, the personal experience of the researcher was briefly presented. At the end, the final synthesis was made in order to answer the research question. The results should not be taken for granted because the research had its limitations and mapped only experience of 8 students and 2 teachers. The limitations are the topic for the following part as well as the possible pedagogical implications.

V. IMPLICATIONS

In the previous chapter we revealed the results of the research. The results showed that from the subjective point of view, the students mostly valued the possibility to listen to the recordings individually. The results also revealed other important findings. In the theoretical part we discussed what the mobile learning is, what are some types of activities and in which manner the activities could be designed. The design of the activities was done in order to solve possible difficulties which the students may experience. The activities were designed with accordance to Klečková's question guideline. Nevertheless, it was revealed that the theoretical knowledge was not enough in order to design activities which would solve the pedagogical difficulties. The activities rather solved the technical limitations of teaching without the mobile technology. The main problem is that there does not exist a valuable, professional research or academical work which would present possible useful applications of teaching English language with the with the mobile devices. Therefore, it can be estimated that the every day reality of using the mobile technology in the English language teaching is represented by teachers who experiment and set their own measuring tools.

Pedagogical Implications

The research revealed many important facts about using the mobile technology in the teaching. First, teaching with the mobile technology becomes individual for the students and in some activities it is possible that the teacher loses the absolute control about what is happening in the classroom. From my personal experience, the teacher is observing a lot and also spends more time on giving instructions and finding solutions to possible problems. Second, the learner with the mobile technology is becoming more independent. It is important to teach them how to learn with the mobile technology and to transfer the learning also outside the classroom. A great example is the possibility to listen to the recording outside the classroom as it was suggested by the teacher B. Third, to design a mobile based activity takes a lot of consideration. The teachers should ideally follow the questions created by Klečková. The next step would be trying to teach the activity and experience it personally. The better choice would be to show and discuss the activity or lesson plan with the colleagues. Being aware of the possible constraints, the

teachers should make sure that everything technically based is working before the lesson starts. When teaching with the mobile devices for the first times, it would be useful to record your lessons and then to analyze the lesson with yourself or with your colleagues. The results also revealed that what one student may find useful, the other student might find needless. The same situation may happen among the colleagues. The choose of the activities depends on many variables. Additionally, the teachers should not use the mobile technology only for its own sake. There exist many types of activities which are funny, useful and which do not require any use of the mobile technology. Sometimes it is useful to ask the students which form of the activity they would prefer. The biggest thread lies in the notion that using the mobile technology in the teaching is modern and is the best how to teach. Without carefully examining the possibilities, the teacher may never discover the effective ways of teaching with the mobile technologies. The final suggestion for the teachers is that in order to use the mobile technology effectively they need a high level of experience which should be examined on the rebound by themselves or by their colleagues. The teachers should consider all of these aspects and approaches the new way of teaching with mobile technology carefully and responsibly. The area of teaching with mobile devices still remains undiscovered and there exist a lack of objective measuring tools for making the decision about using mobile technologies in English language learning.

Limitations of the Research

Generally said, the research should not be overgeneralized because of the low number of respondents. First, only the group of students from the secondary school was being researched. Second, the questionnaire measured their subjective opinion. Moreover, the age of the respondents was low in order to be able to identify whether the activities helped them in order to overcome difficulties. Additionally, the number of teacher respondents was also low and their opinions were subjective. In fact, it would be very difficult to set up a correct measuring tool in order to obtain objective results with teaching without the mobile technology. Another aspect was that the plan of the activities was only sample plan which depended on the individual choices of the researcher. There would exist many other possibilities of using the mobile technology in order to promote speaking, listening, reading and writing. The individual choices depended on the personal teaching

style of the researcher, the teaching objectives of the activities, the technological possibilities, the theoretical background etc. Lastly, the sample lesson was taught by the teacher (the researcher) who was an unexperienced teacher from the point of the length of the pedagogical praxis and practical experience with teaching. The praxis of the teacher (the researcher) was lower than two years of teaching. Therefore, all of these aspects should be taken into account when evaluating the level of the research.

Suggestions for the Further Research

In the area of teaching with the mobile technologies there remain many questions to be answered. In fact, the teachers desiderate the objective data about its positive influence on teaching and learning. Although the mobile technologies are a part of our lives and we use them every day which leads into the efforts to use them in the schools, it was not proven that teaching with mobile technologies is more effective and that it generally helps to overcome learners' difficulties. I strongly suggest to set up a long term goal research with a measuring tool which would be objective in order to prove positive effects of mobile technologies on English language learning. The attention could be aimed at the four core skills: speaking, listening, reading and writing. There exist many threads which has not been examined in this research, however they were suggested in the teacher B's comments in the questionnaire. The research conclusions should result into a set of activities which could be used universally and in which it was proven that when following the teaching scenario, the use of the activity is enjoyable, effective and has got the objectively measurable learning value. In order obtain valid data many sample lessons and sample activities have to be taught in the various types of the schools and with a high level of respondents both on the side of the learners and on the side of evaluating teachers.

VI. CONCLUSION

The thesis discovered the topic of using the mobile technologies in the English language teaching. First, in the theoretical part of the thesis the history of mobile teaching was presented in order to understand what mobile technology means and how its meaning has developed throughout the ages. It was presented that the concept varies according to various aspects and also that the understanding of the concept has changed rapidly since the new kinds of technology were discovered. Second, the thesis also presented that using the mobile technology when teaching can be done on the grounds of the pedagogical approaches and than it may be justifiable. Third, in order to design the sample lesson consisting of various activities being taught by using the mobile technology the theoretical works regarding teaching speaking, listening, reading and writing skills were examined. The purpose of the research was to examine whether in the set of the teaching activities was any activity which would help to overcome learners difficulties which were suggested when examining Harmer's and Scrivener's works. It can be said that the research question was answered on the basis of the research which combined various points of subjective views on teaching with the mobile technology. The data revealed that among the set of activities which were designed, the students valorized that the most useful use of the mobile technology happened during the listening activity. The students' opinions were based on the subjective feelings that they could control the recording, the number of repetitions and they could identify individual words better and finally to concentrate more on the listening to the recording. The positive influence of using the mobile technology in the listening activity was also proved on the basis of subjective feeling of two students experiencing difficulties during the listening activities. The subjective factor is the biggest limitation of the research. During the research some important findings appeared to be considered with connection to the managing the listening activity. Although for the students the use of the mobile technology in this activity was positive, the teacher seemed to loose control over the students, rising from the increasing level of students' independency in the listening activity.

In conclusion, the theoretical part and the practical part of the thesis have shown that the use of mobile technology may be useful for certain types of learners. Nevertheless,

there should be considered many aspects whether to use or not to use the mobile technology in the teaching specific skills and designing the activities in order to achieve the learning values. The aspects to be considered are e.g.. the measuring tool of effective use go the technology in the classrooms. The use of the mobile technologies in the English language learning as an area is at its beginning. Although many theoretical researches has been done lately, the teachers may feel that the practical instructions for implementing the mobile learning into their English language teaching are still missing. To be honest, the instructions, practical examples and personal experience are not satisfying.

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APPENDIX A

Questionnaire for the Teachers

Dear respondents,

thank you very much for your participation. The questionnaire is designed in order to find out your personal opinion about using the mobile technology in English lessons. The results will be reflected anonymously in my diploma thesis. Four activities were designed in order to show a possible way to promote four core language skills. Consequently the activities were taught at ZŠ Hloubětín. You were observing the sample lesson. Students used iOS tablets which were rented by 24U s.r.o. company. To remind you - during the lesson it was discovered that one iOS tablet did not work well and two students were excluded from the research. The questionnaire will be ended on Saturday 28th at 10 p.m. (the Czech Republic zone),

The questionnaire consists of 6 parts.

- A) General information about you
- B) Speaking activity questions
- C) Listening activity questions
- D) Reading activity questions
- E) Writing activity questions
- F) Summary

For parts B-E you are given a lesson plan and a sample video of each activity. Each sample video is short. I recommend you to follow these steps: 1) Read activity plan and let it open. 2) Watch the video. 3) Answer the questions.

The questionnaire is anonymous. Filling the questionnaire should not take longer than 60 minutes. I really appreciate your willingness to take part in the research. I hope that your time will not be wasted.

In the questionnaire there are also sub-questions (A1 - A1.1) which are connected to previous question. Explain your opinion means "comment your answer, give reasons for your answer".

Although the Apple tablets were used, it is important to note that the same kind of activities may be done with similar devices and applications. In two activities were used applications, in two activities were not used applications - to remind you.

Thank you for your participation. I really appreciate it.

Bc. Markéta Čonková

ZČU Plzeň

Required*A1) How old are you? ***

- 20-30
- 31-40
- 41-50
- 51-60
- 61-70

A2) How many years have you been teaching? *

- less than a year
- 1-3 years
- 4-6 years
- 7-10 years
- more than 10 years

A3) Where do you teach? More than one choice is possible. *

- 1-5th grade at grammar school
- 6-9th grade at grammar school
- 6-9th grade at high school
- 10-12th grade at high school
- language school
- Other:

A4) What gender are you? *

- male
- female

B) SPEAKING ACTIVITY: Read the activity plan, watch the video, read the questions and answer the questions. Do not answer here.

VIDEO: <https://www.youtube.com/watch?v= ax1My9MLw> ACTIVITY PLAN: <https://drive.google.com/file/d/0BznlhIKKH0gPQkQxU2FNM0dKZkE/edit?usp=sharing>

B1) According to the teaching objectives, would you say that the use of mobile technology was appropriate in order to meet the teaching objectives in the speaking activity? *

- yes
- no

B1.1) Explain your opinion.

B2) According to the teaching aims, would you say that the use of mobile technology was appropriate in order to meet teaching aims in the speaking activity? *

- yes
- no

B3) Do you agree that in completing the speaking task, the possibility to use the Internet helped the students to get ideas for what exactly to speak about? *

- strongly agree
 agree
 neither agree nor disagree
 disagree
 strongly disagree

B4) Do you agree that in completing the speaking task, the possibility to use the Internet helped the students to look up vocabulary if needed quickly? *

- strongly agree
 agree
 neither agree nor disagree
 disagree
 strongly disagree

B5) Do you agree that in completing the speaking task, the possibility to use the Internet helped the students to feel that the speaking activity was natural? (It simulated everyday conversation.) *

- strongly agree
 agree
 neither agree nor disagree
 disagree
 strongly disagree

B6) Which of these aspects would you find useful from students' point of view when teaching and using a similar mobile technology based speaking activity in the classroom? More than one choice is possible. *

- possibility to find images immediately
 possibility to find vocabulary immediately
 possibility to show various images to peers
 no need to prepare images in advance (to find them at home and print them out)
 none
 Other:

B7) Do you think that the use of mobile technology in the speaking activity made learning English effective for students? *

- yes
 no

B7.1) In which ways did the use of mobile technology make learning English in the speaking activity effective?

B7.2) In which ways did not the use of mobile technology make learning English in the speaking activity effective?

B8) Do you think that the use of mobile technology in the speaking activity made learning English interesting for students? *

- yes
 no

B8.1) Explain your opinion.

B9) Do you think that the use of mobile technology in the speaking activity allowed less time spent on activity preparation for the teacher? *

- yes
 no

B9.2) Explain your opinion.

B10) Being aware of possible constraints, do you think that the speaking activity had a learning value? *

- yes
 no

B10.1) Explain your opinion.

B11) According to your previous answers, do you think that the use of mobile devices in the speaking activity was effective for the students? *

- yes
 no

B12) Would you design a similar speaking activity in your English lessons in order to promote speaking? *

- yes
 no

B12.1) Explain your opinion.

C) LISTENING ACTIVITY: Read the activity plan, watch the video, read the questions and answer the questions. Do not answer here.

VIDEO: <https://www.youtube.com/watch?v=TnFTQdpQL7I> ACTIVITY PLAN:
<https://drive.google.com/file/d/0BznlhIKKH0gPT0x3TmM4QTFpckk/edit?usp=sharing>

C1) According to the teaching objectives, would you say that the use of mobile technology was appropriate in order to meet the teaching objectives in the listening activity? *

- yes
 no

C1.1) Explain your opinion.

C2) According to the teaching aims, would you say that the use of mobile technology was appropriate in order to meet the teaching aims in the listening activity? *

- yes
 no

C2.1) Explain your opinion.

C3) Do you agree that in completing the task the possibility to listen to the recording individually helped the students to control the recording? *

- strongly agree
 agree
 neither agree nor disagree
 disagree
 strongly disagree

C4) Do you agree that in completing the task the possibility to listen to the recording individually helped the students to control the number of repetitions of the recording? *

- strongly agree
 agree
 neither agree nor disagree
 disagree
 strongly disagree

C5) Do you agree that in completing the task the possibility to listen to the recording individually helped the students to identify individual words and word phrases better? *

- strongly agree
 agree
 neither agree nor disagree
 disagree
 strongly disagree

C6) Do you agree that in completing the task the possibility to listen to the recording individually helped the students to concentrate more on listening? *

- strongly agree
 agree
 neither agree nor disagree
 disagree
 strongly disagree

C7) Which of these aspects would you find useful from students' point of view when teaching and using a similar mobile technology based listening activity in the classroom? More than one choice is possible. *

- the possibility to control the recording
 purity of sound
 the privacy of listening
 none
 Other:

C8) Do you think that the use of mobile technology in the listening activity made learning English effective for students? *

- yes
 no

C9.1) Explain your opinion.

C10) Do you think that the use of mobile technology in the listening activity allowed less time spent on activity preparation for the teacher? *

- yes
 no

C10.1) Explain your opinion.

C11) Being aware of possible constraints, do you think that the listening activity had a learning value? *

- yes
 no

C11.1) Explain your opinion.

C12) According to your previous answers, do you think that the use of mobile devices in the listening activity was effective for the students? *

- yes
 no

C13) Would you design a similar listening activity in your English lessons in order to promote listening? *

- yes
 no

C13.1) Explain your opinion.

D) READING ACTIVITY: Read the activity plan, watch the video, read the questions and answer the questions. Do not answer here.

VIDEO: <https://www.youtube.com/watch?v=D1K-nvZ1J3g> ACTIVITY PLAN:
<https://drive.google.com/file/d/0BznlhIKKH0gPckRpTjk1c25TTGM/edit?usp=sharing>

D1) According to the teaching objectives, would you say that the use of mobile technology was appropriate in order to meet the teaching objectives in the reading activity? *

- yes
 no

D1.1) Explain your opinion.

D2) According to the teaching aims, would you say that the use of mobile technology was appropriate in order to meet the teaching aims in the reading activity? *

- yes
 no

D2.1) Explain your opinion.

D3) Do you agree that in completing the reading task the possibility to use Move and Match application helped the students to visualize the task? (They saw the task and could easily match the answers.) *

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

ompleting the reading task the possibility to use Move and Match
nts to change answers easily? *

D4) Do you agree that in completing the reading task the possibility to use Move and Match application helped the students to change answers easily? *

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

ompleting the reading task the possibility to use Move and Match
nts to check their answers with the members of their group

D5) Do you agree that in completing the reading task the possibility to use Move and Match application helped the students to check their answers with the members of their group quickly? *

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

ould you find useful from students' point of view when teaching
chnology based reading activity in the classroom? More than one

able objects

D6) Which of these aspects would you find useful from students' point of view when teaching and using a similar mobile technology based reading activity in the classroom? More than one choice is possible. *

- possibility to work with movable objects
- no need to write anything
- visual differentiation of the task
- none
- Other:

D7) Do you think that the use of mobile technology in the reading activity made learning English effective for students? *

- yes
- no

D7.1) In which ways did the use of mobile technology in the reading activity make learning English effective? *

D7.2) In which ways did not the use of mobile technology in the reading activity make learning English effective?

D8) Do you think that the use of mobile technology in the reading activity made learning English interesting for students? *

- yes
 no

D8.1) Explain your opinion.

D9) Do you think that the use of mobile technology in the reading activity allowed less time spent on activity preparation for the teacher? *

The task was created in less than 5 minutes. The sharing process for 8 iPADs took about 10 minutes. The sharing process could have been replaced by students who could download the task.

- yes
 no

D9) Do you think that the use of mobile technology in the reading activity allowed less time spent on activity preparation for the teacher? *

The task was created in less than 5 minutes. The sharing process for 8 iPADs took about 10 minutes. The sharing process could have been replaced by students who could download the task.

- yes
 no

D9.1) Explain your opinion.

D10) Being aware of possible constraints, do you think that the reading activity had a learning value? *

- yes
 no

D10.1) Explain your opinion.

D11) According to your previous answers, do you think that the use of mobile devices in the reading activity was effective for the students? *

- yes
 no

D12) Would you design a similar reading activity in your English lessons in order to promote reading? *

- yes
 no

D12.1) Explain your opinion.

E) WRITING ACTIVITY: Read the activity plan, watch the video, read the questions and answer the questions. Do not answer here.

ACTIVITY PLAN: <https://drive.google.com/file/d/0BznIhIKKH0gPQUtacDJJeHdHWmc/edit?usp=sharing> VIDEO: <https://www.youtube.com/watch?v=zROPZHLSOPw>

E1) According to the teaching objectives, would you say that the use of mobile technology was appropriate in order to meet the teaching objectives in the writing activity? *

- yes
 no

E1.1) Explain your opinion.

E1.1) Explain your opinion.

E2) According to the teaching aims, would you say that the use of mobile technology was appropriate in order to meet the teaching aims in the writing activity? *

- yes
 no

E2.1) Explain your opinion.

E3) Do you agree that in completing the writing task the possibility to use Book Creator application helped the students to be creative? *

- strongly agree
 agree
 neither agree nor disagree
 disagree
 strongly disagree

E3) Do you agree that in completing the writing task the possibility to use Book Creator application helped the students with the speed of actual writing? (No need to write in hand.) *

E4) Do you agree that in completing the writing task the possibility to use Book Creator application helped the students with the speed of actual writing? (No need to write in hand.) *

- strongly agree
 agree
 neither agree nor disagree
 disagree
 strongly disagree

E4) Do you agree that in completing the writing task the possibility to use Book Creator application helped the students to create all objects of the invitation really quickly? *

E5) Do you agree that in completing the writing task the possibility to use Book Creator application helped the students to create all objects of the invitation really quickly? *

- strongly agree
 agree
 neither agree nor disagree
 disagree
 strongly disagree

E5) Do you agree that in completing the writing task the possibility to use Book Creator application helped the students to find useful from students' point of view when teaching technology based writing activity in the classroom? More than one

E6) Which of these aspects would you find useful from students' point of view when teaching and using a similar mobile technology based writing activity in the classroom? More than one choice is possible. *

- no need to write in hand
- visual support
- possibility of online sharing
- none
- Other:

E7) Do you think that the use of mobile technology in the writing activity made learning English effective for students? *

- yes
- no

E7.1) In which ways did the use of mobile technology in the writing activity make learning English effective?

E7.2) In which ways did not the use of mobile technology in the writing activity make learning English effective?

E8) Do you think that the use of mobile technology in the writing activity made learning English interesting for students? *

- yes
- no

E8.1) Explain your opinion.

E9) Do you think that the use of mobile technology in the writing activity allowed less time spent on activity preparation for the teacher? *

- yes
 no

E9.1) Explain your opinion.

E10) Being aware of possible constraints, do you think that the writing activity had a learning value? *

- yes
 no

E10.1) Explain your opinion.

E11) According to your previous answers, do you think that the use of mobile devices in the writing activity was effective for the students? *

- yes
 no

E12) Would you design a similar writing activity in your English lessons in order to promote writing? *

- yes
 no

E12.1) Explain your opinion.

F) GENERAL SUMMARY Do not answer here.

F1) Do you think that working with mobile devices was predominantly easy for the students? *

- yes
 no

F2) In which activities did the possibility to use mobile devices was useful in the task? More than one choice is possible. *

- speaking
 listening
 reading
 writing

F3) According to your opinion, in which activity was the use of mobile devices the most useful? *

- speaking
 listening
 reading
 writing

F4) According to your opinion, in which activity was the use of mobile devices the least useful? *

- speaking
 listening
 reading
 writing

F5) Do you agree that mobile technology can help the students to overcome difficulties in learning English? *

- strongly agree
 agree
 neither agree nor disagree
 disagree
 strongly disagree

F5.1) Explain your opinion.

APPENDIX B

Questionnaire for the Students - English version

- 1) **What is your age?!**
- 2) **At what age did you start learning English?**
- 3) **What was your last mark in English on the school report in January 2014?**

1 2 3 4 5

- 1) **Cross true statements about your English learning.**
 - a. **Reading is** extremely easy – easy – neither easy nor difficult – difficult – extremely difficult **for me.**
 - b. **Speaking is** extremely easy – easy – neither easy nor difficult – difficult – extremely difficult **for me.**
 - c. **Listening is** extremely easy – easy – neither easy nor difficult – difficult – extremely difficult **for me.**
 - d. **Writing is** extremely easy – easy – neither easy nor difficult – difficult – extremely difficult **for me.**

Sample lesson feedback

You were taught a sample lesson in which you were able to use mobile devices (iOS tablets) in reading, speaking, listening and writing activities. Answer the questions about these activities.

READING

You read a text and decided whether the statements about the text were correct or false. You used Move and Match application in this activity.

- 1) **On the scale, circle how easy or difficult was completing this reading activity for you.**

very easy – easy – neither easy nor difficult – difficult – very difficult

- 2) **Do you agree with these statements about the activity in which you used Move and Match application for completing reading task?**

In completing the task, the use of Move and Match application helped me:

- a. visualize the task (you saw the task and could easily match answers)**

strongly agree – agree - neither agree nor disagree - disagree - strongly disagree

- b. change answers easily**

strongly agree – agree - neither agree nor disagree - disagree - strongly disagree

- c. check my answers with members of our group quickly**

strongly agree – agree - neither agree nor disagree - disagree - strongly disagree

- 3) **Which of these aspects of using mobile devices in this task did you find useful?**

possibility to work with movable objects

visual differentiation of the task

no need to write anything

other:

- 4) **According to the previous answers, would you prefer working with text and using Move and Match application in your English lessons?**

Yes – No opinion – No

SPEAKING

You found the image of your favorite serial and presented it to your partner. You could use online dictionary.

- 1) **On the scale, circle how easy or difficult was completing this speaking activity for you.**

very easy – easy – neither easy nor difficult – difficult – very difficult

- 2) **Do you agree with these statements about the task in which you were able to use the Internet in order to search images and use dictionary?**

In completing the task, the possibility to use the Internet helped me:

- a. to get ideas for what exactly to speak about (you could find the pictures immediately)**

strongly agree – agree - neither agree nor disagree - disagree - strongly disagree

- b. to look up vocabulary if needed quickly**

strongly agree – agree - neither agree nor disagree - disagree - strongly disagree

- c. feel that the speaking activity was natural (It simulated the everyday conversation.)**

strongly agree – agree - neither agree nor disagree - disagree - strongly disagree

- 3) **Which of these aspects of using mobile device in this task did you find useful?**

possibility to find images immediately

possibility to find vocabulary if needed quickly

possibility to show the picture to my friend

no need to prepare pictures in advance (find them at home and print them)

other:

- 4) **According to previous answers, would you prefer if you could use the Internet in order to promote your speaking in your English lessons by finding images?**

Yes – No opinion – No

LISTENING

You listened the recording, which was saved at the device, using your headphones.

- 1) **On the scale, circle how easy or difficult was completing this listening activity for you.**

very easy – easy – neither easy nor difficult – difficult – very difficult

- 2) **Do you agree with these statements about the task in which you were able to listen to the recording individually?**

In completing the task, the possibility to listen to the recording individually helped me:

a. control the recording

strongly agree – agree - neither agree nor disagree - disagree - strongly disagree

b. control the number of repetitions of the recording

strongly agree – agree - neither agree nor disagree - disagree - strongly disagree

c. identify individual words and word phrases better

strongly agree – agree - neither agree nor disagree - disagree - strongly disagree

d. concentrate more on listening

strongly agree – agree - neither agree nor disagree - disagree - strongly disagree

- 3) **Which of these aspects of using mobile device in this task did you find useful?**

possibility to control the recording

purity of sound

the privacy of listening
other:

4) According to previous answers, would you prefer listening to recordings individually via headphones in your English lessons?

Yes – No opinion – No

WRITING

You created a movie night invitation in Book Creator application.

1) On the scale, circle how easy or difficult was completing this writing activity for you.

very easy – easy – neither easy, nor difficult – difficult – very difficult

2) Do you agree with these statements about the task in which you were able to use the application Book Creator in order to complete the task?

In completing the task, the application Book Creator helped me:

a. be creative (using photos, easy change of properties)

strongly agree – agree - neither agree nor disagree - disagree - strongly disagree

b. with the speed of actual writing (no need to write in hand)

strongly agree – agree - neither agree nor disagree - disagree - strongly disagree

c. create all objects of the invitation really quickly

strongly agree – agree - neither agree nor disagree - disagree - strongly disagree

3) Which of these aspects of using mobile device in this task did you find useful in the writing activity?

no need to write in hand

visual support (you could use various pictures, change background or colour etc.)

possibility of online sharing with your friends and parents

other:

- 4) According to the previous answers, would you like to work with Book Creator in your lessons instead of drawing on paper?**

Yes – No opinion – No

GENERAL SUMMARY

- 1) Did you like working with the mobile device in the English lesson?**

yes – no

- 2) Was working with the mobile device easy?**

yes no partly

- 3) According to your opinion, which activities did the use of mobile device help you to complete? (You can cross more than one choice.)**

reading listening speaking writing

- 4) In which activity did the use of mobile device help you the most?**

reading listening speaking writing

- 5) In which activity did the use of mobile device help you the least?**

reading listening speaking writing

- 6) Do you think that using the mobile device could help you learn English language?**

yes - no opinion - no

APPENDIX C

Questionnaire for the students - Czech version

Absolvoval(a) jsi výuku jedné ukázkové hodiny anglického jazyka s použitím dotykového mobilního zařízení společnosti Apple. Ukázková hodina byla součástí diplomové práce. V následujícím dotazníku Tě prosím o vyplnění základních údajů o Tobě ve vztahu k anglickému jazyku a také o zpětnou vazbu na ukázkovou hodinu. Údaje budou zpraovány anonymně a budou sloužit pouze pro účely diplomové práce.

Bc. Markéta Čonková

A

- 1) **Kolik je ti let?**
- 2) **V kolika letech jsi se začil(a) učit anglicky?**
- 3) **Jaká byla tvá poslední známky na vysvědčení z anglického jazyka v lednu 2014?**

1 2 3 4 5

4) Zakroužkuj pravdivé tvrzení o tvém studiu anglického jazyka.

- a. **Čtení je pro mě** velmi jednoduché – jednoduché – ani jednoduché, ani těžké – těžké – velmi těžké.
- b. **Mluvení je pro mě** velmi jednoduché – jednoduché – ani jednoduché, ani těžké – těžké – velmi těžké.
- c. **Poslech je pro mě** velmi jednoduché – jednoduché – ani jednoduché, ani těžké – těžké – velmi těžké.
- d. **Psaní je pro mě** velmi jednoduché – jednoduché – ani jednoduché, ani těžké – těžké – velmi těžké.

Zpětná vazba z ukázkové hodiny

Účastnil(a) jsi se ukázkové hodiny, ve které jsi mohl(a) používat mobilní zařízení (iOS tablet) You were taught a sample lesson in which you were able to use mobile devices (iOS tablets) těchto aktivitách: čtení, mluvení, poslech a psaní. Odpověz na otázky týkající se těchto aktivit.

MLUVENÍ (B)

Vyhledal(a) jsi obrázek svého oblíbeného serial a představil ho partnerovi. Mohl(a) jsi využít online slovník, pokud jsi potřeboval(a).

- 1) **Na stupnici zakroužkuj jak lehké nebo těžké pro tebe bylo splnění úkolu z části mluvení?**

velmi lehké – lehké – ani lehké, ani těžké – těžké – velmi těžké

- 2) **Souhlasíš s tvrzeními, které se týkají této aktivity?**

Možnost využít internet mi pomohla během plnění úkolu:

- a. získat nápady, o čem přesně mluvit**

silně souhlasím – souhlasím – ani souhlasím, ani nesouhlasím –
nesouhlasím – silně nesouhlasím

- b. najít si rychle slovíčka, pokud jsem je potřeboval(a)**

silně souhlasím – souhlasím – ani souhlasím, ani nesouhlasím –
nesouhlasím – silně nesouhlasím

- c. mít pocit, že můj projev byl přirozený (např. Použil(a) jsem tablet tak, jak ho či jiné podobné zařízení používám každý den.)**

silně souhlasím – souhlasím – ani souhlasím, ani nesouhlasím –
nesouhlasím – silně nesouhlasím

- 3) Které z těchto aspektů užívání mobilních zařízení v této aktivitě byly pro tebe užitečné? Můžeš zakroužkovat více odpovědí.**

možnost ihned nalézt obrázky

možnost ihned nalézt slovíčka

možnost ukázat obrázek mému partnerovi

žádná potřeba připravovat si obrázek doma (nalézt ho a vytisknout ho)

jiný:

- 4) Vzhledem k předchozím odpovědím, preferoval(a) bys, aby úkoly v hodinách angličtiny, ve kterých se pracuje obrázky během aktivit podporujících mluvení, existovala možnost, nalézat obrázky a v případě potřeby i slovíčka na internetu?**

Ano – Nemám názor. – Ne

POSLECH (C)

Poslouchal(a) jsi ve svých sluchátkách nahrávku, která byla uložena v zařízení. Tvůj úkol byl identifikovat, o čem nahrávka je.

- 1) Na stupnici zakroužkuj jak lehké nebo těžké pro tebe bylo splnění úkolu z části poslech?**

velmi lehké – lehké – ani lehké, ani těžké – těžké – velmi těžké

- 2) Souhlasíš s tvrzeními, které se týkají této aktivity?**

Možnost individuálního poslechu nahrávky mi pomohla během plnění úkolu:

a. ovládat nahrávku

silně souhlasím – souhlasím – ani souhlasím, ani nesouhlasím –
nesouhlasím – silně nesouhlasím

b. řídit počet opakování nahrávky

silně souhlasím – souhlasím – ani souhlasím, ani nesouhlasím –
nesouhlasím – silně nesouhlasím

c. lépe identifikovat jednotlivá slova a fráze

silně souhlasím – souhlasím – ani souhlasím, ani nesouhlasím –
nesouhlasím – silně nesouhlasím

d. více se soustředit na poslech

silně souhlasím – souhlasím – ani souhlasím, ani nesouhlasím –
nesouhlasím – silně nesouhlasím

3) Které z těchto aspektů užívání mobilních zařízení v této aktivitě byly pro tebe užitečné? Můžeš zakroužkovat více odpovědí.

možnost ovládat nahrávku
čistota zvuku
soukromí poslechu
jiná:

4) Vzhledem k předchozím odpovědím, preferoval(a) bys, kdybys mohl(a) při poslechových cvičení používat zařízení a sluchátka individuálně?

Ano – Nemám názor. – Ne

ČTENÍ (D)

Přečtl(a) sis text a rozhodoval(a) jsi, zda připravená tvrzení vztahující se k textu jsou pravdivá či nepravdivá. V této aktivitě jsi používal(a) jsi aplikaci Move and Match.

1) Na stupnici zakroužkuj jak lehké nebo těžké pro tebe bylo splnění úkolu z části čtení?

velmi lehké – lehké – ani lehké, ani těžké – těžké – velmi těžké

2) Souhlasíš s tvrzeními, které se týkají této aktivity?

Aplikace Move and Match mi pomohla během plnění úkolu:

a. zvizualizovat úkol (Viděl(a) jsi úkol před sebou a mohl(a) jsi lehce přemist'ovat odpovědi.)

silně souhlasím – souhlasím – ani souhlasím, ani nesouhlasím –
nesouhlasím – silně nesouhlasím

b. jednoduše změnit odpovědi

silně souhlasím – souhlasím – ani souhlasím, ani nesouhlasím –
nesouhlasím – silně nesouhlasím

c. rychle si zkontrolovat své odpovědi s ostatními členy skupiny

silně souhlasím – souhlasím – ani souhlasím, ani nesouhlasím –
nesouhlasím – silně nesouhlasím

3) Které z těchto aspektů užívání mobilních zařízení v této aktivitě byly pro tebe užitečné? Můžeš zakroužkovat více odpovědí.

možnost pracovat s pohyblivými objekty

barevné rozlišení jednotlivých bloků

žádná potřeba cokoliv psát

jiný:

4) Vzhledem k předchozím odpovědím, preferoval(a) bys, aby úkoly v hodinách angličtiny, ve kterých se pracuje s textem, byly vypracovány v aplikaci Move and Match?

Ano – Nemám názor. – Ne

PSANÍ (E)

Vytvořil(a) jsi pozvánku na večer s filmem v aplikaci Book Creator.

- 1) **Na stupnici zakroužkuj jak lehké nebo těžké pro tebe bylo splnění úkolu z části psaní?**

velmi lehké – lehké – ani lehké, ani těžké – těžké – velmi těžké

- 2) **Souhlasíš s tvrzeními, které se týkají této aktivity?**

Možnost práce v aplikaci Book Creator mi pomohla během plnění úkolu:

- a. **být kreativní (použití obrázků, lehká změna prvků)**

silně souhlasím – souhlasím – ani souhlasím, ani nesouhlasím –
nesouhlasím – silně nesouhlasím

- b. **s rychlostí vlastního psaní (Nebyla potřeba psát v ruce.)**

silně souhlasím – souhlasím – ani souhlasím, ani nesouhlasím –
nesouhlasím – silně nesouhlasím

- c. **vytvořit všechny objekty pozvánky opravdu rychle**

silně souhlasím – souhlasím – ani souhlasím, ani nesouhlasím –
nesouhlasím – silně nesouhlasím

- 3) **Které z těchto aspektů užívání mobilních zařízení v této aktivitě byly pro tebe užitečné? Můžeš zakroužkovat více odpovědí.**

žádná potřeba psát v ruce

vizuální podpora (např. Mohl(a) jsi využít různé obrázky, měnit pozadí a barvy.)

možnost sdílení výtvoru online s kamarády nebo rodiči

jiná:

- 4) **Vzhledem k předchozím odpovědím, preferoval(a) bys, kdybys mohl(a) využívat aplikaci Book Creator místo kreslení na papír do sešitu?**

Ano – Nemám názor. – Ne

OBECNÉ SHRUTÍ (F)

- 1) **Líbilo se ti pracovat s mobilním zařízením v hodině angličtiny?**

Ano – Ne.

- 2) **Byla práce s mobilním zařízením lehká?**

Ano - Ne – Částečně

3) V jakých aktivitách si myslíš, že ti mobilní zařízení pomohlo ve splnění? Můžeš zakroužkovat více možností.

reading listening speaking writing

4) V jakém typu aktivitu ti mobilní zařízení pomohlo nejvíce?

reading listening speaking writing

5) V jakém typu aktivitu ti mobilní zařízení pomohlo nejméně?

reading listening speaking writing

APPENDIX D

Activity plan: speaking

Objective: Students state their subjective opinion about their favorite movie.

Aim: To promote interest in a new topic Entertainment

Procedure: After being introduced new vocabulary concerning types of TV programs, students are asked to search an image of their favorite TV program and to prepare 3-4 sentences about it. Then they are asked to share images and information in their group.

Methodology: A teacher gives instruction and writes possible beginnings of sentences on the board. Then the teacher observes students during speaking. At the end the teacher summarizes with the students. Volunteers may share their favorite TV programs and speak about them.

Seating: groups of 3-4

Time: 5 min

Materials and resources: Project 2 Third Edition (page 68), images searched on a mobile device, a mobile device

APPENDIX E

Activity plan: listening

Objective: Students practice listening for general understanding. They try to identify what is the recording about.

Aim: To practice listening skills

Procedure: Firstly, students are asked to listen to the recording. A teacher states that they should find what the people are talking about. They can listen to it once or twice. Then the teacher checks their answers.

Methodology: The teacher writes on the board names of the characters and topic Entertainment. When students are listening to the recording for the first time, teacher writes comprehension question on the board. They can read it and it can help them. Then teacher checks their answers.

Seating: groups of 3-4 but listening to the recording individually

Time: 10 min

Materials and resources: Project 2 Third Edition (page 68), recording downloaded into a mobile device before the lesson, a mobile device

APPENDIX F

Activity plan: reading

Objective: Students decide whether statements regarding the text are correct or false. They find specific information in the text about the characters' night and their plans regarding the topic Entertainment.

Aim: To find specific information from the text about Nic generally and the evening.

Procedure: Students read the text and answer comprehension questions. For answering the questions they use Move and Match application.

Methodology: The teacher gives instructions and help with the first question. During the activity teacher monitors and helps.

Seating: groups of 3-4, but working alone or in pairs (it is up to students' decisions)

Time: 10 min

Materials and resources: Project 2 Third Edition (pages 68-69), Move and Match application available on the Appstore, a mobile device

APPENDIX G

Activity plan: writing

Objective: Students create an invitation for a movie night.

Aim: To use present continuous tense in an authentic task and promote creativity.

Procedure: Students are asked to create a movie night invitation in pairs. The invitation must contain: name of the movie, reason why parents aren't at home, information about the movie, plan what is going to happen. There must be used present continuous form at least three times.

Methodology: A teacher gives instruction, writes requirements on the board, and shows some invitations. During the activity the teacher observes and helps the students overcome possible difficulties.

Seating: in the groups of 3-4, but working individually

Time: 15-20 min

Materials and resources: Project 2 Third Edition (pages 68-69), a mobile device, Book Creator application for iPad

SHRNUTÍ

Tématem diplomové práce je tzv. mobilní technologie ve výuce anglického jazyka. Mobilní technologie je v poslední době velmi často diskutovaným pojmem. Ve světě již po několik let existují snahy mobilní technologii zapojit do výuky. Hlavním důvodem je její přenositelnost, užitečnost a také pozitivní vztah nejen žáků k užívání mobilní technologie. Diplomová práce uvádí definici tzv. mobile learning (mobilní učení). V několika bodech prezentuje různé možnosti zapojení mobilní technologie do výuky. Přestože bylo napsáno již několik prací zabývajících se touto neustále rozvíjející se oblastí, bylo nasnadě vyzkoušet si užití mobilní technologie ve výuce anglického jazyka v praxi a potvrdit, nebo vyvrátit její užitečnost. Dobrovolná skupina žáků se zúčastnila ukázkové hodiny a na základě jejich zpětné vazby v kombinaci se zpětnou vazbou od učitelů, kteří ukázkové hodině přihlíželi, byla zodpovězena výzkumná otázka, která zkoumala, zda v nějakých oblastech jazykových schopností mobilní technologie. Zároveň diplomová práce přinesla zajímavé otázky k zamyšlení k dalšímu výzkumu v této oblasti.