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Fakulta filozofická

Bakalářská práce

**DISTANCE ENGLISH LANGUAGE TRAINING IN COMPANIES WITHIN THE
COVID-19 PANDEMIC AND RELATED TERMINOLOGY**

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Prohlašuji, že jsem práci zpracovala samostatně a použila jsem uvedených pramenů a literatury.

Plzeň, duben 2021

.....

Touto formou bych chtěla poděkovat vedoucí své bakalářské práce, PhDr. Alici Tihelkové, Ph.D. za vedení mé bakalářské práce, cenné rady a důkladný dohled. Mé poděkování patří též paní Janě Havlíčkové, za průběžné konzultace, pomoc a čas, který mi při zpracování výchozích částí věnovala.

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1. INTRODUCTION

The work is composed of two main parts - a theoretical part and a practical part. The theoretical part focuses on an overview of distant learning of English in companies during the global pandemic COVID-19 - a virus known as a coronavirus under the official name SARS-CoV-2. Besides, it explains the terminology and word-formation processes related to online lessons because the usage of correct expressions in sentences is one of the required skills for the competent use of language in an online environment. Moreover, the thesis introduces several examples of new terminology that emerged during the global pandemic.

As language knowledge is essential for many employers due to the high demand for bilingual employees, this thesis focuses only on English language training in companies located in the Czech Republic that were severely affected by the pandemic lockdown in the country. The bachelor thesis presents the methods of English language courses offered within companies. In general, these methods are divided into distance or online learning, in-person learning, and blended learning.

Due to the pandemic situation, language training providers were forced to make several changes in their approach to language courses. These changes involved both the advantages and disadvantages of distance learning. For language courses led in the online environment, several platforms through which students can connect with their language teacher are also introduced.

The practical part is based on the results of a survey conducted by the author of this work. More than 50 companies, with their registered offices located in the Czech Republic, had responded to the poll of 8 simple questions. All questions with answers will be presented further in this thesis with an appropriate commentary.

Since this bachelor's thesis deals with a comparatively new topic, when the COVID-19 pandemic hit the world at the turn of 2019 and 2020, several vocational field-specific articles have been published. However, no official publications in the literal form have been published so far. Most of the required knowledge and facts in this work refer to electronic sources and the questionnaire

The thesis also includes endnotes, a Czech abstract, an English summary, and an appendix. The questionnaire in the original language is attached in the appendix.

THEORETICAL PART

2. COVID-19 and its impact on the world

The vast majority of governments had to make several strict restrictions because of the fast spreading of the infection. In general, the virus causes respiratory illnesses and can pose a major health risk, especially for elderly people and humans with serious health problems such as cancer, chronic respiratory disease, and many more. Immediate facial protection was introduced due to the rapid spread of coronavirus (COVID-19), which is mainly caused by saliva droplets or from the nose of an infected person.

The main restrictions are the closure of many shops, services and state borders. In addition, in many countries, inhabitants have been asked to stay in their homes and refrain from gathering. Due to the rapidly spreading pandemic, the government of the Czech Republic had to declare a state of emergency with critical measures two times in one year. The first state of emergency was announced on March 12, 2020, and was approved for 30 days. However, as the pandemic situation in the country did not improve, the Czech government extended it until May 17, 2020. The second state of emergency was declared in the Czech Republic on September 30, 2020, and lasted until April 11, 2021. [1]

Along with the state of emergency, numerous rules had to be followed. These rules include, for example, leaving homes at night, closing of borders between districts, and restrictions on retail and services. Due to these limitations, people began to call this pandemic situation a lockdown.

According to the Cambridge dictionary, a lockdown, connected to the pandemic, is a period in which people are not allowed to leave their homes or travel freely because of a dangerous disease. (Cambridge University Press, 2020) [2]

The state of emergency aimed to prevent social contact and thus limit the spread of the infection. Most social activities (including education, shopping, sports, culture,

and other leisure time activities) were moved to an online environment with no risk of infecting more people.

The transition to the online sphere also concerned numerous jobs that could be done at home. For professions such as paramedics, police officers, firefighters, vendors of essentials, and many others, providing necessities for the running of society, the possibility of working from home did not apply.

As part of several changes, language training in the workplace had to take place online. Even though language training institutions used online platforms before the pandemic, together with it they started to use online learning more often. Digital tools along with online platforms aimed to help teachers reconnect with students through online meetings and so English courses could have continued without being interrupted.

According to the survey, online courses appeared in various companies long before the covid-19 pandemic. Nevertheless, for many companies, online participation in English lessons has been the main change in language teaching. In principle, the content of the classes has not differed from the original syllabus of the courses. On the contrary, it has followed it in all of its structure.

Various reactions to the immediate change have appeared. For some people, the shift has been positive in many aspects. Several of them were already familiar with using modern technologies for daily activities and, so adding work or educational duties into those activities did not cause any problem for them. On the other hand, other people represented a complete opposite case of the previous example. For these people, the transition into the online environment was negative as adapting to the online world was not entirely effortless for them.

2.1. Change of the approach to language training due to COVID-19

The global pandemic has caused significant changes to English training courses. Since this work focuses primarily on English language teaching in companies, the following examples may differ from changes in private language training or children's education.

Before the global pandemic, in principle, English lessons used to take place either during working hours, which means the time during which employees were present in the company or outside working hours - whether on the company's premises, at language institutions, at the lecturer's or students' place of residence or online. These conditions were determined individually by mutual agreement of all participants.

The interruption of personal contacts between students and the teacher was the main reason for using the Internet as a medium for online courses. Distance learning has been introduced in most companies for security reasons by companies, specifically to prevent the spread of infection. To specify, if the language trainer provider taught in-person English in more companies with more employees, the possibility of infection was more likely than when the course was online.

For a large number of people, it was difficult for many to join an online lesson as they had to work from home, and only a few of them had a private office or any private space at home. For others, it was difficult to focus on an online English lesson without being interrupted by any interruptions, whether by family members, pets, or even electrical appliances.

Moreover, due to the epidemic situation, every school and kindergarten in the country was completely closed for some time. Thus all children attending compulsory schooling had to connect to their online classes, and that is why some workers were forced to take an uncommon type of leave to take care of a family member.

3. The importance of English language training in companies located in the Czech Republic

English, known as globally the most widespread language, is considered an official language in several countries around the world. As stated on The British Council website, English is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, diplomacy, sport, international competitions, pop music, and advertising. Over two-thirds of the world's scientists read in English. Three-quarters of the world's mail is written in English. [3]

For people who speak English, certain activities are ordinarily easier than for people without knowledge of English. These activities include traveling, working in international companies, and communicating with different nationalities. As already mentioned, the language has become central to global business, which is why the vast majority of companies (all around the world) require at least a basic knowledge of English from their employees.

Teaching English is essential in several countries and even compulsory in some - one of these countries is the Czech Republic, where the teaching of this foreign language is part of compulsory education at primary schools, secondary schools, and grammar schools. Besides, the language is also offered in selected kindergartens.

In the Czech Republic, numerous companies are aware of the importance of providing language training and personal development courses for their employees at the workplace.

Towers Watson's (2010) Communication ROI Study Report claims that efficient employee communication is a foremost indicator of financial performance and a motivator of employee engagement. [4]

Investing in employee training can help strengthen a company's image, boost its prestige and position in the market. Employers offer their employees various benefits, various forms, such as the provision of professional courses, webinars, workshops, conferences, and much more.

For a company, investing in the training of its employees is genuinely profitable. Broadly, the return on the investment has a better impact than had ever been expected. In particular, when an employee can communicate with a customer without any further need of help from a professional, he or she immediately raises the level of the company and brings many other advantages. The main goal of all the company's benefits in favor of its employees is to motivate employees to improve their work commitment and increase retention. Frequently, the benefit of corporate courses is paid by the employer, or the company contributes to the classes by a pre-agreed amount of money.

Many companies usually offer several benefits to all employees, however, the value of each bonus and its level increases with the position, importance, and substitutability of each individual. For example, a technician does not gain the same opportunities or benefits as a company manager.

This thesis focuses only on the benefits of English training in companies that provide development opportunities to their employees. English classes are mainly led by a language training provider, who is usually from an external language institute, but he or she could work on his or her own as an own-account worker. English training is provided in groups or individually, so-called in-person (one student to one teacher). In general, it depends on the form of an agreement between the company and the provider of the course.

3.1. Corporate English language training in the Czech Republic

Along with the pandemic situation and all the changes it has brought, English has become even more widespread. Throughout the pandemic, the English language has been increasingly used, especially in international and corporate communication about the whole situation related to all information about COVID-19. [5]

The use of Internet connection as a medium for as personal as business meetings in the society has spread. Many institutions have welcomed the extended form of teaching or the complete replacement of traditional personal training by flexible distance learning, managed by a so-called learning management system, or LMS. A learning management system is a software application based on the implementation of training on various web platforms, from which any student can benefit.

According to Parmley (2018), LMS allows its users to organize any conference focusing on educational content and a transfer of information to the audience. Usually, learners need to enter a personalized password to get access to the system, and with an internet connection, they can log in anytime. The Learning Managing System includes instructor-led training and collections of related courses with practical exercises. [6]

Simultaneously with the LMS, distance learning in institutions has become more widely used.

4. DISTANCE LEARNING

Distance learning is a method of study wherein lessons, together with supportive educational services, are conducted through the Internet. Distance learning was intended for self-study, in which students do not have to attend a school or another institution. In recent years, however, distance education has become part of higher education and thus more common. [7]

According to Berg (2016), distance learning is a physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication.[8]

4.1.1. Asynchronous and synchronous learning

In distance learning, there are two distinguished forms of teaching - Asynchronous learning and Synchronous learning.[9]

Asynchronous learning is a teaching method in which students and the teacher communicate through an online environment but generally do not meet in real-time. Asynchronous learning can be understood as so-called self-study with the helpful supervision of a teacher. Students use many supporting materials, such as pre-arranged grammar exercises or recorded lessons. On the other contrary, synchronous learning is a form of teaching that occurs at a planned time on a predetermined digital platform. Synchronous learning can be in the process of online learning, streaming, video conferencing, or online discussions. Therefore, it is a scheduled meeting between the student and the teacher. [10]

4.1.2. Interactivity in a class

During the learning practice, interactivity in a class is a predominant factor for both students and teachers. Classroom interactivity is an educational technique that offers students a fun form of instruction and increases their motivation to study. [11]

However, interactive learning through e-learning focuses on the active participation of students during an online course, whether in the form of conversation, discussion,

role-playing, or completing exercises with supporting technology. The interactivity during the class can significantly affect student's knowledge. Moreover, interactivity is a fundamental approach for teachers, who can evaluate their students and focus on their shortcomings. Thanks to several options of interactivity in many applications, online platforms are used more frequently by teachers since they help them with the activity of students.

5. English Language training in companies located in the Czech Republic

5.1. Motivation to study English

Motivation is the most appropriate point of any learning. If a student is already motivated to learn English, it is generally true that his or her interest in studying is greater. Thus, learning becomes more effective thanks to the student's involvement in teaching. If the student is not entirely focused on studying, he or she is not able to learn the language. In general, we distinguish between 2 types of motivation, intrinsic and extrinsic motivation. [12]

5.1.1. Intrinsic motivation

Intrinsic motivation is based on the student's interest in learning English, whether for more natural international communication, travel, or self-development. [13]

When teaching a foreign language, if a student is interested in learning, he will generally achieve better results.

5.1.2. Extrinsic motivation

Extrinsic motivation is motivation caused by external circumstances and factors.[14] The student is motivated by his employer, who will offer him a reward for his knowledge of the language, either as career advancement or better financial remuneration.

If the student is not sufficiently motivated, the education is uninteresting and boring for him, so the whole course loses its original purpose. Besides, both the student and the teacher lose their time.

As corporate learners are already motivated adults who have decided to learn a foreign language, language training providers do not have to persuade their students to focus on the class. They are only responsible for convincing workers not to lose the desire to learn English and improving learners' language skills.

5.2. Forms of learning in the workplace

Because everyone prefers different approaches to education, there are many ways to teach more students. Employees have various opportunities to attend English lessons. The most common are **in-person courses, online learning, or blended learning**. In addition, a relatively new teaching methodology called **flipped learning** is beginning to emerge. [15]

By default, each language course is divided into several levels based on the employees' language skills to match their current knowledge and the future content of the course syllabus. All courses have many variants; the most common is an individual course or a group of more than two students. Often both alternatives are combined. Also, language training providers offer special webinars or intensive language courses. However, all English language courses must be designed to attract students' interest and motivate them to continue their studies.

5.2.1. In-person learning or *face-to-face* learning

During in-person learning or *face-to-face* learning, teachers and students meet physically at a predetermined time in the very same place. As stated in Edglossary.com (2013), face-to-face learning or so-called in-person learning is a form of instructional interaction that occurs “in person” and in real time between teachers and students. [16]

5.2.2. Online learning

Due to the global pandemic, online learning has become an important part of our society, especially because of the closure of schools and other educational institutions. Carliner (1999) stated that online learning is an educational material that is presented on a computer, while Khan (1997) explains online learning as an innovative approach for delivering instruction to a remote audience, using the Web as the medium. (Carliner, 1999; Khan, 1997) [17]

5.2.3. Blended learning

Blended learning allows students to combine studying in person as well as online. They must be well acquainted with both variants for blended learning to work accurately. Blended instruction can be an important vehicle to begin to exploit the potential of technology to improve the quality of instruction, to increase access, to increase the amount of learning, and to maintain or reduce costs. (Instructional Technology Planning Board, 2003) [18]

5.2.4. Flipped learning

The so-called flipped learning method of education has recently started to appear in online learning and in-person learning. Among its advantages belongs flipped learning which can be applied in both variants while achieving identical results.

Pierce & Fox, (2012) stated the term flipped learning refers to engaging students in gaining basic knowledge before class, and providing more activities, such as doing exercises or interacting with peers and the teacher in class. [19]

During flipped-learning, all students have the very same opportunity to express their opinion, as they are familiar with the topic in advance as Wiley and Gardner (2013) mentioned:

Flipped learning is a mode of blended learning that involves any employment of technology to influence the learning in a classroom, so a teacher can have more time to interact with students instead of lecturing, thus there is an opportunity to provide more personal feedback and assistance to students, and in addition to receive feedback from their peers about the activities that they are performing and what they don't yet understand. [20]

5.2.5. Webinars and intensive learning courses

A webinar is a seminar that takes place online, usually as a presentation concentrated on specific problems of the language. The length of a webinar generally takes several minutes but can be even longer than an hour. If the topic consists of more problems, some webinars could be divided into several dates and focus on each theme individually but detailed. [21]

Depending on each webinar, the presentation could be either pre-recorded video by the lecturer and consequently uploaded online. Moreover, it can be led in real-time, wherein the lecturer connects at the same time as the listeners - this way of presenting is called streaming online. In the vast majority of webinars, a discussion can be engaged right after the online stream, or there is an open space for listeners to discuss or ask questions under the uploaded video. Recently, it has become popular to record and post videos, which discuss various topics related to learning English on any social network or online platform.

An intensive learning course focuses on transferring a large amount of vocabulary, grammar, or skills to improve the student's knowledge in a short period. [22]

As already mentioned, in the Czech Republic, the most common form of corporate English learning is participation in group or individual lessons led by a teacher. Due to the many circumstances caused by the pandemic, attitudes toward teaching have changed in many cases. All required data will be discussed in the chapter dealing with the research questionnaire. Nevertheless, these are changes where the lecturer no longer comes to the company but teaches online.

6. Online learning

Online learning is a broad concept with several designations represented by the same form of teaching, where the student and the tutor do not meet in-person but virtually. These terms include e-learning, m-learning, d-learning, internet learning, distributed learning, network learning, virtual learning, computer learning, web learning, distance learning, and many more. [23]

As part of online teaching, the student has access to the materials he or she works on with language training providers. In multiple cases, these materials can be interactive, which helps to support the student's concentration.

In the 21st century, there are several learning options available through the Internet connection. According to Cole (2000), Online learning allows for flexibility of access, from anywhere and usually at any time - essentially, allowing its participants to collapse time and space. [24] Basically, these are e-learning, m-learning (mobile learning), and d-learning (digital learning).

Hoppe (2013) stated that e-learning is a method of learning supported by digital electronic tools and media. While m-learning applies mobile devices and wireless transmission. [25]

The last option exists in both learning methods mentioned above. Technology and digital learning offer teachers the ability to collect and interpret various points of student assessment data. Teachers will need to be trained in how to use these data effectively to inform instruction and increase student learning. As well as m-learning, d-learning commonly occurs under the general term e-learning, and people generally do not distinguish whether they use mobile or different digital devices for their studies. (Collier, Burkholder, Branum, 2013) [26]

The main goal of language learners is to learn English the best way possible. Therefore the possibility of improving their knowledge via mobile phone, which they always have with them, is a significant opportunity.

6.1. Applications as a source for English education

By all means, English can be learned through any other digital technology such as computers, tablets, or television. Recently, it has become common for people to have their mobile phones with internet access, where they can spend their free time.

Habitually, mobile phones are used not only for communication but also for entertainment or educational usage. People continuously spend their free time on their phones. They automatically turn it on when they wait or travel and fill their otherwise wasted time in various activities. For this reason, several mobile applications mainly focusing on improving not only language education have been created.

Mobile application is a software program allowing its users to download to their mobile devices any program designed for work, education, or entertainment. [27] Highly used applications for language improvement include Duolingo, Quiz your English, or PixWords.

Duolingo aims to make learning more fun for everyone in the manner of a game.

Quiz Your English is an application founded by Cambridge English that aims to improve and test English knowledge.

PixWords is a crossword puzzle game composed of English words that support vocabulary.

6.2. The usage of digital tools during online learning

Another advantage of online learning is the opportunity of video calls using cameras that simulate English language training as if the students were in one class with their lecturer. Generally, most language training providers try to keep their cameras turned on during teaching and often ask their students for the same approach. When the camera is switched on, the course acquires a more personal dimension for both parties as the teacher can monitor the reactions of his or her learners through their body language and, if necessary, he or she can place more emphasis on a specific subject.

There might appear that during online lessons, some learners do not use their cameras in class. Thus, the teacher is not able to recognize whether the student focuses on learning English or is distracted by any different circumstances.

Along with the camera on, several undesirable inconveniences appear in the form of disturbing elements, for instance, in situations where students focus on the background of other participants in the meeting instead of paying attention to English. Any form of distraction is not beneficial for the student's knowledge, primarily by holding obtained information in memory.

Overall, e-learning or online learning as a form of teaching English in language schools or institutions has been used for several years. However, along with the covid-19 pandemic, this method had an opportunity for improvement. However, the online lessons did not change the meaning of the course and met all the requirements associated with proper English language teaching.

Many companies consider in-person teaching to be more prestigious because they believe that online courses tend to have a worse impact on students' knowledge. Companies follow the philosophy wherein the student's thinking works on a different level whether distance learning is led from home or office than when he or she is in the same space with the teacher.

6.3. Online platforms for educational usage

The so-called platforms have become more widely used in online teaching. An online learning platform is a software of interactive study materials granted to everyone interested. [28] Some platforms for educational purposes charge for their materials, and others offer their resources for free. This work explains 2 manners of online platforms - digital platforms for online communication and web-based platforms for educational purposes.

6.3.1. Communication platforms

Communication platforms enable connections between users in the structure of file transferring, screen sharing, instant messaging, and chatting. [29]

In addition, most communication platforms provide calls using audiovisual technology, such as a video camera or microphone, allowing participants to hold various virtual meetings in real-time. The aim of these platforms should generally facilitate interaction between participants unable to meet in person for various reasons, such as travel or health problems. Due to their simple operation, the platforms are ideal for all participants across generations. Habitually, they provide their services for free, so thus they have become user-friendly.

The most well-known communication platforms that are also used for corporate distance learning include:

- Skype enables both Internet audio and video calls between users and is one of the first telecommunications platforms to use an Internet connection. Skype allows users to share screens or send files via chat;
- Zoom renders its services either for educational, personal, or business purposes. Moreover, Zoom allows its consumers to throw a video meeting, the possibility of prompt chatting among participants, or the scope to divide them into breakout rooms.
- Microsoft Teams (MS Teams) takes the same approach as Zoom, which also gives its users space to create, save files, and integrate other applications

such as Microsoft Word text documents, Microsoft Excel spreadsheets, Microsoft PowerPoint presentations, and more.

- Google Meet operates on the same principle as previous applications. However, unlike MS Teams and Skype, it is not possible to share files in Google Meet. However, chatting is available.

All the mentioned applications are also available on all mobile devices, making them user-friendly for their flexibility.

Other platforms such as Udemy, WizIQ, or Adobe Captivate are also more widespread abroad.

6.3.2. Web-based platforms

Another method of improving English knowledge online is through miscellaneous e-learning platforms or teaching programs allowing students to listen to and watch uploaded audiovisuals. [30] According to an online article, e-learning platforms are relatively frequently used in various stages of institutional educational processes; e-learning includes all the educational situations where the means of communication and information technology are significantly applied. (Dodun, Panaite et al., 2015) [31]

Each platform should enable students to orient in all the instructional materials to learn the language better, for example, by remembering vocabulary or rules of grammar. For students, the environment of teaching platforms should therefore be simple, well-arranged, and at the same time mere and easy to understand.

In any educational program or platform, diverse teaching attitudes focus on language skills, such as grammar, listening, reading, writing, speaking, and vocabulary. Frequently, each program has its further division according to the specific target group of students. Besides, the sections are often divided according to the most suitable topic for the group. Thanks to modern technology, learners get more language practice as they have the opportunity to fill in prearranged exercises and see their results immediately.

Web platforms are divided into applications available on the computer but also available on mobile devices. Among the platforms available only on the computer are, for example, Moodle. On the contrary, Google Classroom is also freely available as a mobile application.

6.3.2.1. Moodle

Another learning platform that is used by academic institutions as well as by business organizations is Moodle - a software focused on creating systems supporting distance education on the Internet. As the platform claims, it is the world's most widely used learning platform, invented to render educators, administrators, and learners with educational tools supporting learning environments and empowering teaching approaches.

6.3.2.2. Google Classroom (GC)

An integral part of distance learning is also the Google Classroom. Google Classroom is a web-based service designed to assign, explain, and share tasks between teachers and students. Google Classroom is closely associated with the Google Meet platform, which enables live meeting streaming. Thanks to the use of one browser, students have better access to all supporting materials.

6.3.3. Websites for learning English

An extended group of e-learning platforms includes websites that strive to improve English based on high-quality resources. The vast majority of e-learning platforms use digital tools to help with teaching, and all activities are pre-consulted with experts. Various organizations offer foreign language teaching through online platforms. These organizations provide both courses freely available on the Internet and paid classes. Very often, these organizations also hold internationally recognized exams. Among these platforms belong The British Council, One Stop English, BBC Learning English, or Lingua House.

6.3.3.1. The British Council

The best-known e-learning platform focused directly on teaching English is under the auspices of the British Council, which focuses on international cultural and linguistic knowledge of English at all language levels.

The British Council has its teaching materials divided into four main categories:

- Learn English, where lessons focus on general topics [32];
- Learn English Kids, which focuses on English for children [33];
- Learn English Teens, where a target group is a group of teenagers and English on their favorite topics [34];
- Business English, where students can learn profitable expressions and phrases of professional English. [35]

A preview of the LearnEnglish pages can be found in the attachment.

A great convenience for learning English throughout the pandemic was that many online platforms provided their materials for all English learners for free. The aim was to convince people to stay at home and avoid any possibility of being infected with the virus. All materials contained a full version of handouts with grammar exercises, listening, reading comprehension, and much more. Thanks to this, everyone had the opportunity to download any materials to improve the language skills.

6.4. Social media learning

During the pandemic, a new trend of teaching English through social networks has spread. Social media learning operates on the principle wherein anyone can upload an instructional video, be it grammar, vocabulary, or even pronunciation, and share it online on their social media account. The most commonly used social networks are Instagram, Facebook, Youtube, or Clubhouse.

6.4.1. Instagram

Instagram is a freely available social network that works primarily as a mobile application. Instagram allows all users to share various posts in the form of photos, videos and also allows them to communicate with each other, either in the form of comments under the already mentioned posts or in private messages, so-called direct messages.

6.4.2. Facebook

Facebook is the largest social network that is used primarily for online communication between users. This platform allows its users to share multimedia data.

6.4.3. Youtube

Youtube is the largest video-sharing site on the Internet. YouTube provides anyone to freely upload videos of any content for private or public purposes. Youtube is used by many language providers or teachers who publish their lessons online for free thanks to the fact that the lecture can influence more students.

6.4.4. Clubhouse

Clubhouse is a new type of social network that introduces itself as a social product based on the voice that allows people to talk, tell stories, develop ideas, deepen friendships, and meet new, charming people in specific rooms focusing on various

topics. This social media divides its users into speakers who lead a discussion and listeners who can follow the debate or get involved. [36]

6.4.5. Language training providers on social media

Among the most famous lecturers in the Czech Republic teaching throughout social networks is Jakub Čáslava, Bronislav Sobotka, or Gavin Roy. Jakub Čáslava performs under the nickname KubovaEnglish, Bronislav Sobotka, who introduces himself as Broňa, an enthusiastic English teacher, or Gavin Roy, nicknamed Here is Gavin - an American who learns Czech and at the same time explains American English for Czech students.

A large number of lecturers began to offer the public pre-recorded online courses with supporting materials. Whether paid or free lessons, they have become promoted. Likewise, universities around the world have started to publish various conference lectures online. Very well known is the platform called Coursera, which offers online courses, certificates for completing miscellaneous subjects.

In addition to social media, a form using podcasts has emerged for teaching English. According to the Cambridge dictionary, podcasting is a process of making digital recordings of radio programs that people can download from the internet. [37]

7. New terminology

Distance learning brings a large number of English terminology, a science of terms, which may be new and unfamiliar to the public. According to Poštolková, Roudný, and Tejnor (1983) “The term as a basic unit of terminology names a concept which exists in the system of concepts of a scientific or technical discipline.” [38]

The new terminology is usually adapted to the language, accepted by the public, and becomes a regular part of the common tongue; the Czech Republic is no different. These terms are usually classified as neologisms of a given language. A neologism can be a new term, expression, or phrase accepted by the language that develops from word-formation processes. Plag (2003) stated the word-formation to be the process of creating new words from other words. [39]

Each word-formation process must follow specific rules that apply to all categories of word-formation. In particular, we distinguish the following word-formation processes: **derivation with affixation, compounding, abbreviation, blending, borrowing, clipping, backformation, and conversion.** (Ratih & Gusdian, 2018) [40]

There might also appear so-called double word-formation processes using 2 different manners, such as **compounding + affixation.**

7.1.1. Derivation with affixation

As stated by Nordquist (2019), affixation is the process of adding a morpheme—or affix—to a word to create either a different form of that word or a new word with a different meaning; affixation is the most common way of making new words in English. [41] In general, English distinguishes 2 main affixes - prefixes which appear in front of the term and suffixes that are behind the word.

Derivation appears in the term **contactless**, wherein contact is the root and -less is the suffix.

7.1.2. Compounding

Compounding is, according to Ingo Plag (2003), a combination of two words that form a new one. [42]

This process includes, for example, **Screencast**, **doomscrolling**, or **video-furbishing**.

7.1.3. Abbreviations with Acronyms

Abbreviations and Acronyms are word-formation processes based on shortening words. Plag (2003) and Katamba (1994) stated that abbreviations are made by taking initial letters of words in a title or phrase to make up a new word. These words cannot be pronounced as common names, which means that phonology does not play a prominent role and rather orthography plays a more prominent role than phonology. [43]

Abbreviations like **m-learning**, **d-learning**, or **VR** are presented in this work.

Furthermore, according to Plag (2003), acronyms can be pronounced as proper words. [44] Katamba (1994) adds that their spelling is usually with capital letters. However, some commonly used acronyms are spelled as an expression after long-term use, like NATO. [45]

Among acronyms belongs **MOOC** - Massive Open Online Course, and **WHO** - World Health Organization.

7.1.4. Blending

According to Godby et al. (1982), blending is the process whereby new words are formed by combining parts of two words, usually the blending of one word and the end of another.[46]

The following examples belong to the word-formation process of blending: **Loxit**, **maskne**, **zumping**, **quarantini**, **covidiet**, **covidiot**, and **maskhole**.

7.1.5. Borrowing

According to Brun (1983) and Pei (1966), borrowing is the process whereby new words are formed by adopting words from other languages together with the concepts or ideas they stand for. [47]

This thesis does not explain any term nor expression involving this word-formation process.

7.1.6. Clipping

Clipping is a process that cuts off a part of a lexeme while retaining the same meaning and remains a member of the same word class (Plag 2003, Bauer 1983, Katamba 1994) [48]

In this thesis, clipping examples like **The Rona** or **Learning pod** are explained.

7.1.7. Back-formation

Huddleston and Pullum (2003) stated that back-formation is the coining of a new word by taking an existing word and from a new, morphologically more elementary word. It is usually a matter of deleting an affix. [49]

This process includes, for example, **a *drive-thru (testing)***.

7.1.8. Conversion

As described by Bauer (1983), conversion is a form that is marked as being basically of one form class as though it were a member of a different form class without any associated change of form. [50]

For instance, to tag someone in this example represents a verb while a tag refers to a noun. Moreover, the term ***lockdowners*** is explained.

7.2. E-learning terminology

In the following chapter, there are terms associated with the online environment. It is a combination of more and less used expressions.

Nowadays, the online environment is natural for many people, and they know most of its terms. However, there are a large number of people who do not understand digital technology very well, so the following expressions can be new for them. For example, terms such as *virtual reality* or *online access* are commonly used in general language, while expressions *MOOC* or *breakout room* do not occur often. The following list of 15 expressions is only a selection out of all the terms that may appear in digital teaching.

Mobile learning is access to teaching using a mobile device. Thanks to the Internet connection, it is possible to learn whenever the student wants. Mobile learning is not limited by age, and it is possible to learn through it for almost every generation. In this course, students are often distracted by other applications or other factors that mobile phones represent. Another complication can be a poor internet connection or a small phone screen.

Digital learning works on the principle of digital technology or on illustrating experiences that use digital technology. D-learning covers a wide range of procedures, including blended or virtual learning.

Virtual reality or VR - is a form of technology that simulates reality or any situation representing the real world. VR was originally intended for video game entertainment only. Due to recent circumstances, virtual reality has focused more on education. For example, healthcare professionals can simulate specific situations thanks to VR. Virtual reality also appears very often in business, for example, through virtual meetings.

Flipped learning has already been explained in one of the previous chapters. Flipped learning is more or less a form of study in the opposite direction of information transfer - students must study the material before the lecture.

Courseware is an educational software for uploading study materials on the Internet. The main goal of courseware is to provide students with useful materials.

Live stream or online streaming allows the public to listen to or watch the streaming person/ group in real-time. Habitually, listeners are enabled to inquire questions or immediate reactions through comments or forms. The streamer usually announces the upcoming stream on social media and expecting to have a vivid discussion with the audience.

Virtual Classroom works on the same principle as the regular one albeit, online learners connect to the same link on the same platform as their teacher, so the course corresponds to the regular class. Furthermore, to make lessons more interesting for students, virtual classrooms use specific interactivity, such as pre-recorded videos or a prepared presentation. Sam (2020) declared virtual classrooms as online spaces that share some features of brick-and-mortar classrooms but different in other ways. [51]

The digital board / online board - According to Sam (2020) digital boards should represent the board in the classroom. It is a free space for taking notes, which is shared between teachers and students online. Digital whiteboards facilitate content display, marking, annotations, and more vivid explanations. [52]

Chat Room is according to the Cambridge dictionary, a part of the internet where people can communicate by writing messages to each other, often on a particular subject. [53]

Breakout Rooms - as some communication platforms, such as Zoom, offer the option of splitting an online meeting into several smaller rooms. Therefore, if more than one participant is connected to an online meeting, the meeting organizer has the option to divide them into small groups where they can discuss together.

Screencast is often used in online teaching, wherein the language training provider can record the lecture and save it for later use of students, who can download it and play it repeatedly.

Learning Tools - Teachers use learning tools to increase student's interest in courses, and thus they support their approach to learning. Learning tools are applied to in-person learning as well as online learning-the most common tool is the whiteboard which can appear in both. Online learning tools may also be an application or any digital technology. Teachers can make the course more interactive, and by combining more learning tools, they can augment student's involvement in the class.

MOOC - A Massive Open Online Course is an online training course that does not have a limited number of participants and is available for anyone who connects to it.

Online access is the entrance to any platform using the Internet through any digital device offering a connection to the virtual environment.

To tag something or someone means to refer to a specific person, company, product, or anything which has an account on a particular online platform.

7.3. Vocabulary related to COVID-19

Social media has a great influence on current society. As the article from a scientific website called Our world in data (dealing with global issues and showed via interactive data visualizations such as charts or maps), Facebook, Youtube, Whatsapp, WeChat, Twitter, and Instagram are globally rated as the best social media platforms. According to the article, each of them has over one billion active users.

In more developed countries, the average time spent online is more than 4 hours per day, which provides each online platform with enormous influence. Thanks to the latest technology and the pandemic, more and more people are active on social media. Furthermore, not only people but numerous companies are creating their online accounts to get in closer connection with customers or to increase their brand awareness. The power of social media allows humanity to achieve different forms of communication.

With the advent of communication on social media, their users began to use two main symbols, habitually referring to a specific term or a particular individual, a **hashtag (#)** and an **at (@)** symbol. As Dictionary.com claims, a hashtag could be a phrase, short message, or acronym that has to have a hash symbol written in front of each term. Hashtags work equally as keywords helping readers to understand the background of the source text. [54]

Hashtags (**#**) are really popular on social media, and people can use them to tag everything they share on their online accounts. The label automatically uploads the post to the same folder associated with a particular topic, making it easier for users to access all posts under the hashtag. In the last year, there have been a large number of labels related to COVID-19 issues.

On the other hand, especially on social networks, the at symbol (**@**) represents a link to a specific user, whether it is a personal profile or a company's social account. The symbol indicates only one profile., thanks to which other users can automatically refer to the marked profile without further unnecessary searching.

In online learning, the at symbol is used in the same way. For instance, if a teacher needs to address only some students and does not want to write a private message to each of them, he or she can use the at symbol, and thus all students know who the message is aimed for, and vice versa.

In online learning, hashtags are used in the same way. In these cases, teachers label concrete materials with hashtags. Those materials are thus automatically included in designed folders. For example, if a teacher uploads a listening comprehension exercise focused on grammar associated with the simple past tense, he or she will most likely use the following hashtag labels: **#listening;** **#listeningcomprehension;** **#pastsimple;** **#irregulaverbs;** **#grammar;** **#exercise;** **#English** and others.

7.4. COVID-19 terminology

As already mentioned, the global pandemic has caused many changes, including the shift of various activities to the online environment. Since people spent more time online, they often faced new expressions. These terms appeared on social networks, especially under specific hashtags or at symbols. During online classes, many students, particularly those who are not fluent in English, asked their teacher to explain several of these. In general, these were terms associated with the coronavirus pandemic and its actions. The words are introduced in the following section.

The Rona - This is a new designation of CORONAVIRUS . People use this term when they speak about coronavirus in ironic ways, and they do not want to repeat the word coronavirus due to its length.

'I wanted to spend summer holiday in Italy, but I saw the recent news about Rona and suddenly changed my mind.'

Post-Rona and Loxit - Post-Rona refers to the period after the pandemic situation. Loxit is the period after lockdown, particularly EXIT from a LOCKDOWN.

I have ordered some clothes from the vintage e-shop because I can't wait for loxit!

People are already preparing for their "post-rona" lives by planning outfits, looking up restaurants, and fantasizing about brunch with friends. (Davis, 2020) [55]

WHO- is an acronym of the World Health Organization. This term has already existed before the COVID-19 pandemic, but on social media like Twitter, this term became more popular with the pandemic.

WHO team heads to China bat lab at the center of coronavirus conspiracies. (Griffiths, Sidhu, 2021) [56]

covid babies - this is a new designation for all babies conceived during the lockdown caused by the pandemic COVID-19.

Covid babies don't have to be the unlucky generation. (Hinsliff, 2021) [57]

zumping - Comes from the verb to dump someone in the meaning of break up with someone during a video call on a social platform called Zoom. In connection to this neologism, two more nouns appeared; a zumper referring to the person who demands the end of the relationship via Zoom; or a zumpee representing the one who was dumped on Zoom.

Zumping is the dating trend of coronavirus times . (Scott, 2020) [58]

covidivorce - this term has the very same meaning as the noun divorce, but this specific one happened in the period of worldwide pandemic.

An Expert Offers Tips On How To Deal With COVIDivorce & Salvage Our Relationships. (Marr, 2020) [59]

covidiet - during the lockdown people started to challenge themselves in many activities, one of them was a change in their dietary behavior so-called the diet.

Thanks to the covidiet I have lost some weight and I can finally zip up on my old jeans.

maskne - arises from a blending of 2 nouns - mask and acne. Maskne refers to pimples caused by wearing a mask.

She suffers from maskne, don't you have any special cosmetics or any advice on how to fight it?

doomscrolling - Doomscrolling symbolizes receiving really bad news on social media. It is a compound of a noun **doom** and a gerund **scrolling**, used in connection with social media, and its synonym is to get through some posts.

People should rather watch a movie or read a book instead of doomscrolling on Instagram during their free time.

learning pod/pandemic pod - a group of children learning together while schools are officially closed.

Our parents sent us to the local learning pod, so we have to finish some homework before going out.

WFH- working from home and so-called **home office**

Companies are asking their workers to take a home office.

drive-thru testing - is a form of test on COVID-19, where a patient is tested without leaving his or her car. The main goal of drive-thru testing is to evade the spread of the virus by avoiding any social contact.

If I want to fly to Dubai, I will have to book a date for a drive-thru testing in Prague.

contactless delivery - is bringing (=delivering) letters, parcels, groceries, or even meals without any personal contact. It is safer in the pandemic period.

My favourite restaurant offers now a contactless delivery, let's order some meals!

quarantini - a beverage, usually an alcoholic one, people drink while they are in quarantine.

It's Friday, which means only one thing, it's quarantine time!

covidiot / maskhole / Morona - These are rather vulgar expressions. According to some social media users, covidiot ignores the pandemic situation as a global problem and does not follow any recommended restrictions. Maskhole represents the one who refuses to wear a personal protective mask in public places and behaves like a moron. Morona is the vulgar term of the abbreviation corona (coronavirus).

'Have you seen the maskhole who was in the shop without anything covering his face? And his Morona friend not keeping the recommended 2 metres distance by the checkout? I am fed up with all covidiots.'

zoombie - is not a spelling mistake of a noun zombie, but it has a close connection with its meaning. Zoombie refers to any person, who due to many circumstances, does not look too representative during a Zoom meeting.

Mark didn't sleep well last night, so he was a total zoombie at the meeting today.

covideoparty or covid party - a group of people are talking on social platforms. Some of them could have a drink to remember the times they would spend in public.

Will you also connect to the covideoparty tonight?

coronacation - is a term indicating the vacation during the coronavirus pandemic. Simultaneously with following all restrictions like wearing a mask or keeping social distance.

Jane has just come back from her coronacation in Egypt.

Video-furbishing - To make a good impression, some people need to clean up everything in their background before starting an online meeting.

I asked Sheilla what she was doing when she started to clean up her sofa, and she responded that she was video-furbishing.

quaranteam - is a group of 2 and more people who go to isolation together. They will support each other during their mandatory self-quarantine for at least 2 weeks.

We are such a quaranteam, not only my parents have been covid positive but also my grandparents.

flattening the curve -flattening the curve means to show how the epidemiologic situation develops. To handle the pandemic without collapsing the health system, the curve representing the pandemic situation has to be in a flat shape. Normally, from a period point of view, it would be better if as many patients as possible had gone through the illness at the very same time, but there might not be a space in hospitals for patients with special needs, and more people would have died.

The Czech Republic needs to flatten the curve, and so its restrictions are strict these days.

fattening the curve / the curve is fattening - both expressions have the same meaning something is getting bigger. While in the case of 'fattening the curve' it is a name of Facebook group **#FattenTheCurve** with the purpose of members sharing meals which they have cooked in the quarantine but the second one, the meaning is in a much sadder way - the curve of the pandemic situation is getting fatter.

Charlottean Shannon Reichley's Facebook group FattenTheCurve is proof that extra time at home can foster creativity in the kitchen. (ILFELD, 2020) [60]

community spread - This term refers to a situation where people unknowingly spread the infection. With coronavirus, the spread of the infection is really dangerous. For the first few days, the infected person does not know that he is ill because the disease does not yet show any symptoms.

As their families met for a birthday party, their children were part of a large community spread as they infected more than 20 other people.

super-spreader - is someone who expands the disease to other people without knowing it. This person is usually asymptomatic, but there have been cases where the infected person knew he or she was infectious and purposefully spread the virus, among others. Along with this term, several so-called super-spreading events have appeared. Super-spreading events aim to infect as many people as possible.

lockdowners - a group of people who are happy about the lockdown caused by the pandemic situation as stated Urban dictionary, for lockdowners, the loss of freedom and stability is exciting. [61]

As my brother is such a lockdowner, he is happy to be in quarantine.

spendemic - a synonym of a shopaholic, is someone who spends his or her money in online shops during the pandemic.

Since I can't go to any clothes shops lately, I have become such a spendemic.

PRACTICAL PART

8. The questionnaire

The most appropriate source of the practical part of this bachelor thesis is a survey, which was created based on the distributed questionnaire. The survey was conducted in the Google Forms application, which allows anyone to create a questionnaire while the results are easier to monitor in graphical form.

Since this is a questionnaire conducted by a university student and not an official study supported by proper documents, the obtained information may be misleading.

The questionnaire was distributed in online form to more than 50 companies of various specializations - including several international corporations through the automotive industry, brewing industry, university workplaces, or national institutions. The practical part refers to the answers received from 54 companies.

The aim of the survey was to compare 2 periods of time - corporate training of English at the workplace before and during the COVID19 pandemic. The survey was based on 8 following questions:

1. Did your company offer English language instruction for employees BEFORE the COVID-19 pandemic?
2. If your previous answer was a YES, what form of teaching was it?
3. If your answer to the first question was a NO, has your company introduced English language training during the pandemic?
4. English learning training for employees DURING a pandemic...
 - 4.1. remained
 - 4.2. did not continue
 - 4.3. was suspended
 - 4.4. began

5. If the training CONTINUES or BEGINS, what form is it?
 - 5.1. in-person learning
 - 5.2. distant learning
 - 5.3. blended learning

6. Has anything changed for your company in connection with the pandemic?

7. If the training was moved to an online environment, does this form of education suit your employees?

8. Do you expect to continue to provide training for your employees in the future?

Furthermore, within the questionnaire, respondents had the opportunity to fill in the company's name on whose behalf they answered the questions. The company's name, however, did not affect the results of the survey.

8.1. Results of the survey

According to some experts, the pandemic in the Czech Republic can be divided into several periods, called waves of the coronavirus. These phases principally reflect the current epidemiologic situation in the country, influenced mainly by the number of patients diagnosed with a positive test for COVID-19 and thus by government regulations and restrictions.

The first wave represents the complete beginning of a pandemic in the country, which lasted from March 2020 to about June 2020. On March 12, 2020, the Government of the Czech Republic decided to declare a state of emergency and, together with it, several government regulations, including numerous restrictions and a ban on a personal gathering of the public. Prohibiting face-to-face contact has caused significant problems in all sectors; language training providers have been forced to move their courses to distance learning, most often to the online environment.

In response to the mild hygiene conditions of summer 2020, the country faced another autumn wave of the pandemic, and several language institutions returned to in-person courses on company premises. The autumn wave, which began on October 5, 2020, brought much stricter measures than the spring one. Apart from a few days for which severe conditions did not apply due to the upcoming Christmas holidays, the state of emergency in the Czech Republic lasted 189 days.

During the second wave of the pandemic, language courses on the company's premises had to be moved back to the online environment.

In the first wave of the pandemic, not many companies were not interested in distance learning as in the second wave. According to answers obtained through the questionnaire, these companies did not believe that the state of emergency could be extended to several months.

The questionnaire showed that, as a reaction to the second wave, almost 21 % of the responding institutions suspended or canceled English language training for their

staff. These companies had no previous experience with online courses in the past, and many employers evaluated online training not as effective as in-person training. According to these employers, during online training, workers/students are not sufficiently focused on the course, and the company's costs for online learning are no longer beneficial for their institution.

Some employees canceled their language training in English due to a shared office with other colleagues whom they did not want to interfere. Or, since it was uncomfortable for them to speak English in front of others, they preferred to cancel the whole course than to face embarrassing moments in front of others.

According to the survey, if teaching in the company was suspended or canceled, some employees arranged English courses outside the company and they paid for the lessons themselves.

As the questionnaire showed, before the pandemic, 91% of the institutions surveyed provided English courses for their employees. Of these, only 5% used online learning, and 23% applied blended learning. The remaining 72% applied in-person learning, where students met in person with their language trainer provider. (*See the graph in the appendix*)

Nevertheless, during the whole pandemic situation in the Czech Republic, including the first and the second wave of the pandemic, more than 37 % of all institutions suspended or canceled the language training. The rest continued in the form of distance or blended learning. If the company did not offer English courses before the pandemic, none of them introduced English training along with it.

The questionnaire showed that out of all companies continuing to provide language courses to their employees during a pandemic, 86 % applied online training, and the remaining 14% applied blended learning. However, no one offered only in-person learning.

8.2. Commentary

The aim of online courses is to maintain the regularity and effectiveness of teaching. As part of distance learning, it was up to each company to choose suitable training for its employees.

In the vast majority of business learning, teachers frequently worked with online platforms to help them keep students' attention. Also, students' concentration on teaching was captured by the interactivity of many supporting applications. Thanks to this, distance learning has achieved better results.

The question concerning the suitability of distance learning among corporate students showed several different answers. Out of all, 73 % of respondents claimed that distance learning suits them and have no doubts about it, 2 % of them responded that they do like distance learning, but they would prefer the in-person one. Another 15 % of students decidedly said they were not satisfied with the online approach due to several circumstances. The remaining 10 % commented neutrally on the question, without an opinion.

8.2.1. Advantages and disadvantages of distance learning

Several advantages and disadvantages of online education appeared in the questionnaire. As an improvement of distance learning, students consider the opportunity to agree on the lesson with their teacher in advance. They can plan their courses according to their preferences. Whether in the morning, during the day, or in the evening.

Besides, for numerous students, the comfort zone of their homes helped them with their shyness, and they started to feel more confident in English, while in the regular class, they were scared to speak up, even if the course was face to face only with the tutor.

Language students also considerably appreciate the performance of online platforms and support materials that are offered by the online environment. Students affirm that they must devote all of their energy to online platforms since they are full of interactive activities. Thanks to these programs, they enjoy English much more, and several of them even mentioned that they spend more of their free time studying.

From another point of view, if students were used to group lessons, they had different opinions on distance learning. Some wanted to continue in corporate language education, while others did not want to continue in it. In many cases, the group was disbanded, which was a chance for those who continued their education to improve their language skills by gaining more teacher attention.

Among the most common reasons why companies have discontinued or canceled online English language teaching is the lack of experience with communication platforms. However, several students reconsidered the situation when they tried online teaching as they found them user-friendly.

Another reason given by students is the lack of privacy, whether at work or home. Students do not have enough free space to implement online teaching.

To conclude, in total, 41 out of 54 respondents stated that they would be happy to have the opportunity to continue with language training in the future. Another 9 are not able to answer due to the current situation, and the remaining 4 do not want to continue with English language training.

9. CONCLUSION

As the pandemic associated with online corporate education is a relatively new situation, no official studies of its impact have been carried out in the Czech Republic. However, we can assume that the pandemic did not damage the corporate language training within companies located in the Czech Republic. The effectiveness of the courses was even better thanks to the use of various online platforms and other supporting materials that were brought by this pandemic period. These are mainly materials freely available on the Internet, whether on online platforms or through software applications.

Distance learning has brought new methods applied in business education with many possibilities. Many companies began to focus more on English, which became even more widespread during the pandemic. As various jobs were forced to work only remotely for some time, it was no longer difficult for companies to pursue distance learning. In general, the vast majority of companies responded to the survey in a positive way. Overall, the questionnaire pointed out that distance learning in companies is attaining popularity, as among students and teachers, as within companies that provide corporate language courses for their employees. Additionally, many companies are beginning to apply blended learning, in which they alternate between online instructions and in-person learning.

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12. ABSTRACT

The objective of this work is the approach of institutions located in the Czech Republic to distance learning within the global pandemic COVID-19.

The work is divided into two parts - a theoretical part and a practical part. In the theoretical part, the author provides the general background of the pandemic situation completed by the importance of English knowledge at the workplace.

The following section is the description of different methods of corporate training. Thus in-person learning, online learning, or blended learning are presented. Furthermore, attitudes applied in distant learning and the phenomena of the usage of online platforms within corporate training are performed. At the end of the theoretical part, new terminology and its word-forming processes are described. The vocabulary is related to distance learning and, also, the terms that appeared along with the pandemic are introduced.

The practical part is focused on the questionnaire, which was the main source of information for this work. The questionnaire contains the commentary, which presents general information related to the pandemic situation within the corporate training of English.

13. RESUMÉ

Cílem této práce je přístup společností sídlící na území České republiky k distančnímu vzdělávání v rámci globální pandemie COVID-19.

Práce je rozdělena na dvě části - část teoretickou a část praktickou. V teoretické části autor uvádí obecné pozadí pandemické situace doplněné podstatou znalostí angličtiny na pracovišti.

Dále jsou popsány různé metody využívané při distančním vzdělávání. Představena je tedy prezenční výuka, online výuka a kombinovaná výuka. Dále jsou představeny možnosti aplikované při distanční výuce a fenomén zařazování online platforem do korporátní výuky. Na konci teoretické části je popsána nová terminologie a její slovtvorné procesy. Terminologie souvisí s distančním vzděláváním a jsou rovněž jsou představeny pojmy, které vznikly spolu s pandemií.

Praktická část je zaměřena na dotazník, který byl hlavním zdrojem informací pro tuto práci. Dotazník obsahuje komentář, který uvádí obecné informace týkající se pandemické situace v rámci podnikového školení angličtiny.

14. APPENDICES

Nabízela Vaše společnost výuku anglického jazyka pro zaměstnance PŘED pandemií COVID-19? *

- ANO
- NE

Pokud ANO, o jakou formu výuky se jednalo?

- Prezenční - studenti a lektor spolu byli v osobním kontaktu
- Online
- Kombinací obou variant - online i prezenční

Pokud NE, zavedla Vaše společnost výuku anglického jazyka V DOBĚ pandemie?

- Ano
- Ne

...

Výuka anglického jazyka pro zaměstnance V DOBĚ pandemie? *

- Pokračuje
- Nepokračuje
- Byla pozastavena
- Začala
- Žádná z uvedených možností (Pokračujte na poslední otázku)

Pokud výuka POKRAČUJE nebo ZAČALA, o jakou formu se jedná?

- Prezenční - studenti a lektor spolu jsou v osobním kontaktu
- Online
- Kombinací obou variant - online i prezenční

Změnilo se pro Vás něco ve výuce ve spojitosti s pandemií?

- Ne, vše zůstalo stejné
- Ano, výuka se přesunula do online sféry
- Ano, výuka je pozastavena
- Ano, výuka probíhá v jiný termín (před/po pracovní době)
- Ano, některým zaměstnancům je nepříjemné online spojení s lektorem, proto výuku dočasně pozastavil
- Ano, z důvodu sdílené kanceláře je výuka pro zaměstnance nepohodlná, tudíž je pozastavena
- Ne, výuku jsme s pandemií zavedli
- Jiná...

Pokud byla výuka přesunuta do online podoby, vyhovuje tato forma vzdělání Vaším zaměstnancům?

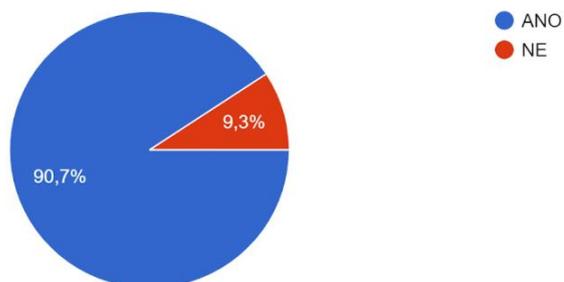
- Ano
- Ne
- Nevím
- Jiná...

Předpokládáte, že budete s poskytováním výuky pro své zaměstnance do budoucna pokračovat? *

- Ano
- Ne
- Nevím
- Jiná...

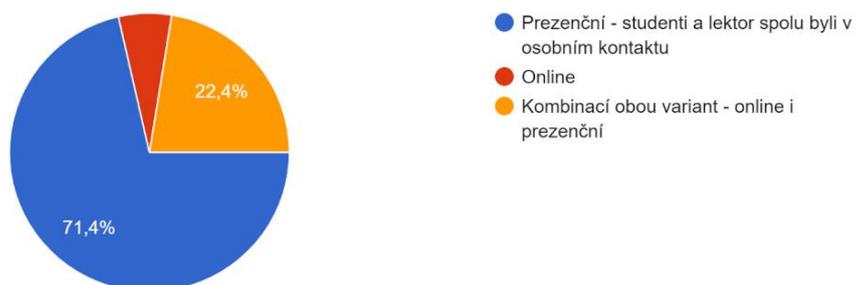
Nabízela Vaše společnost výuku anglického jazyka pro zaměstnance PŘED pandemií COVID-19?

54 odpovědí



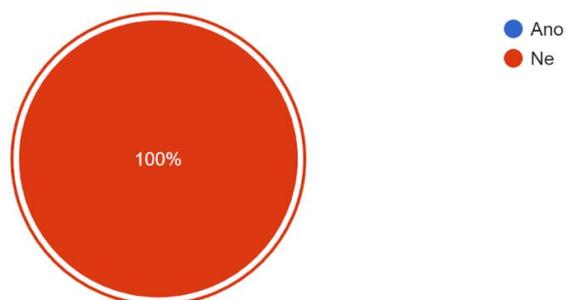
Pokud ANO, o jakou formu výuky se jednalo?

49 odpovědí



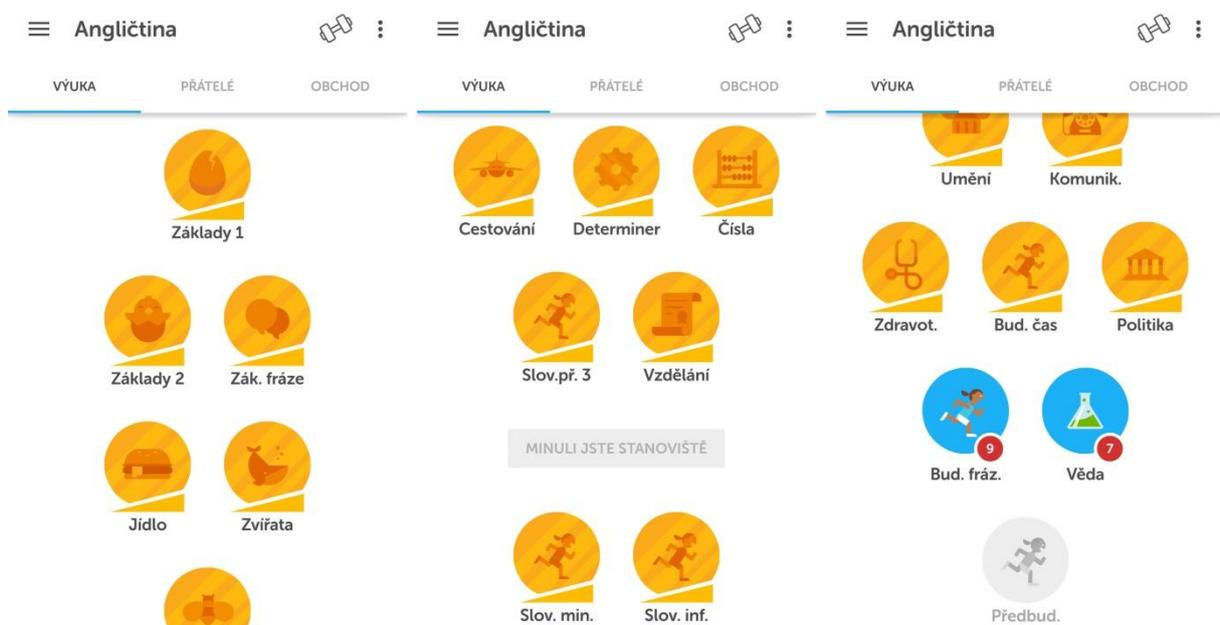
Pokud NE, zavedla Vaše společnost výuku anglického jazyka V DOBĚ pandemie?

19 odpovědí

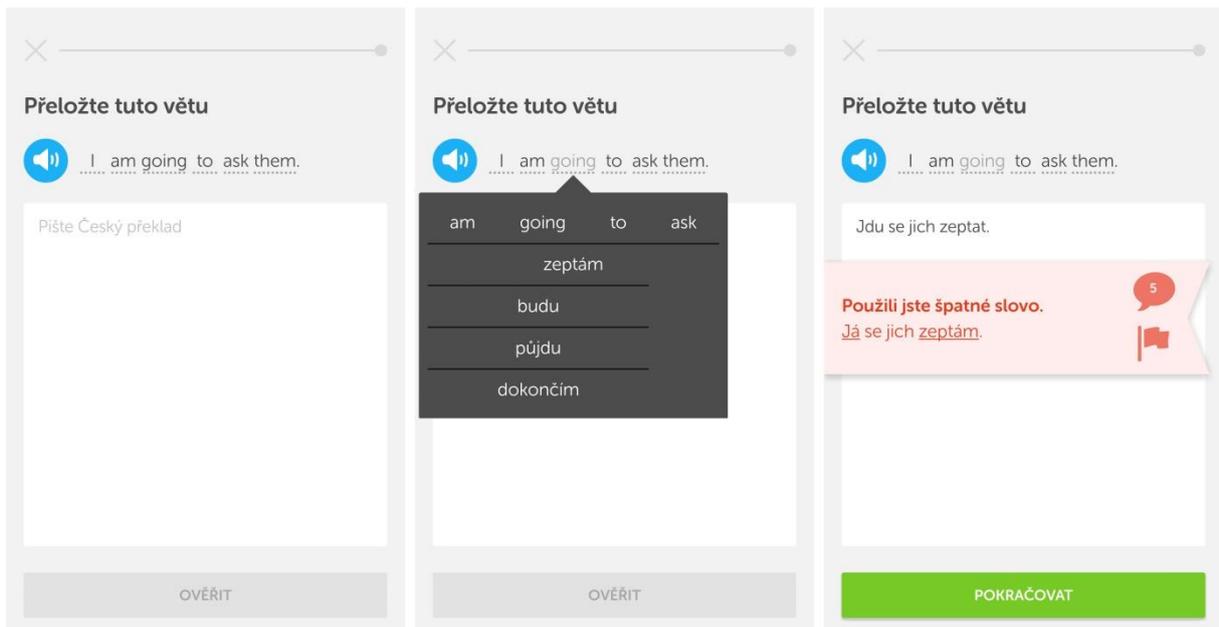




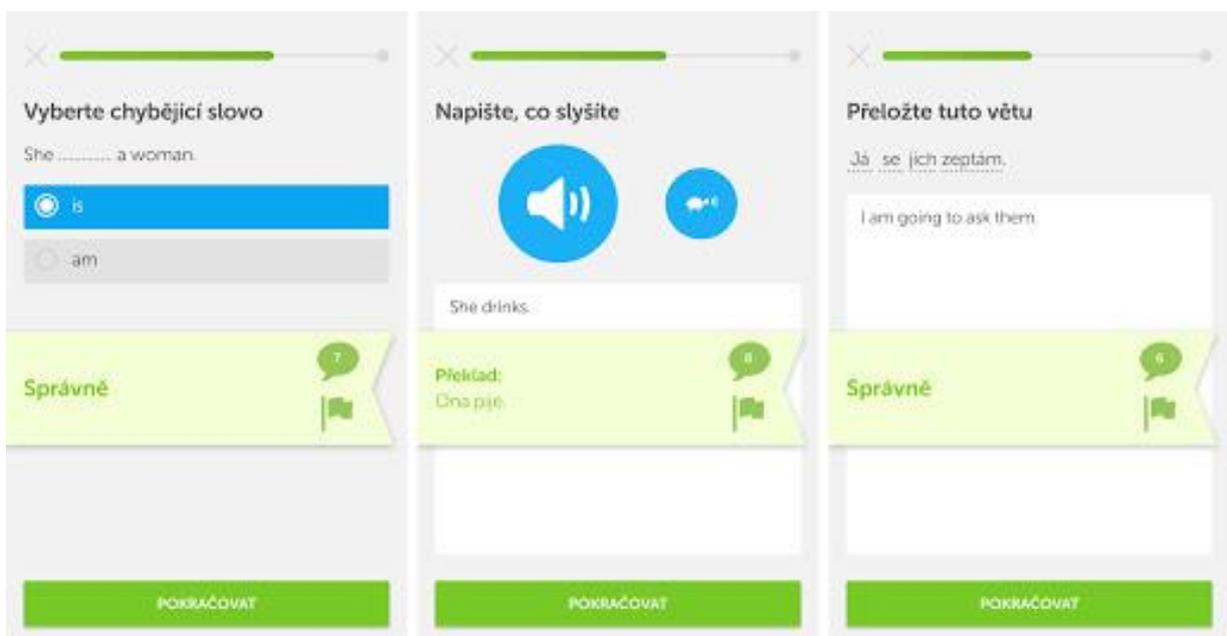
Screenshot of Duolingo, the mobile application, source: Androittip.cz (Duolingo – naučte se angličtinu a další jazyky zdarma!) [62]



Screenshot of Duolingo, the mobile application, source: Androittip.cz (Duolingo – naučte se angličtinu a další jazyky zdarma!) [63]



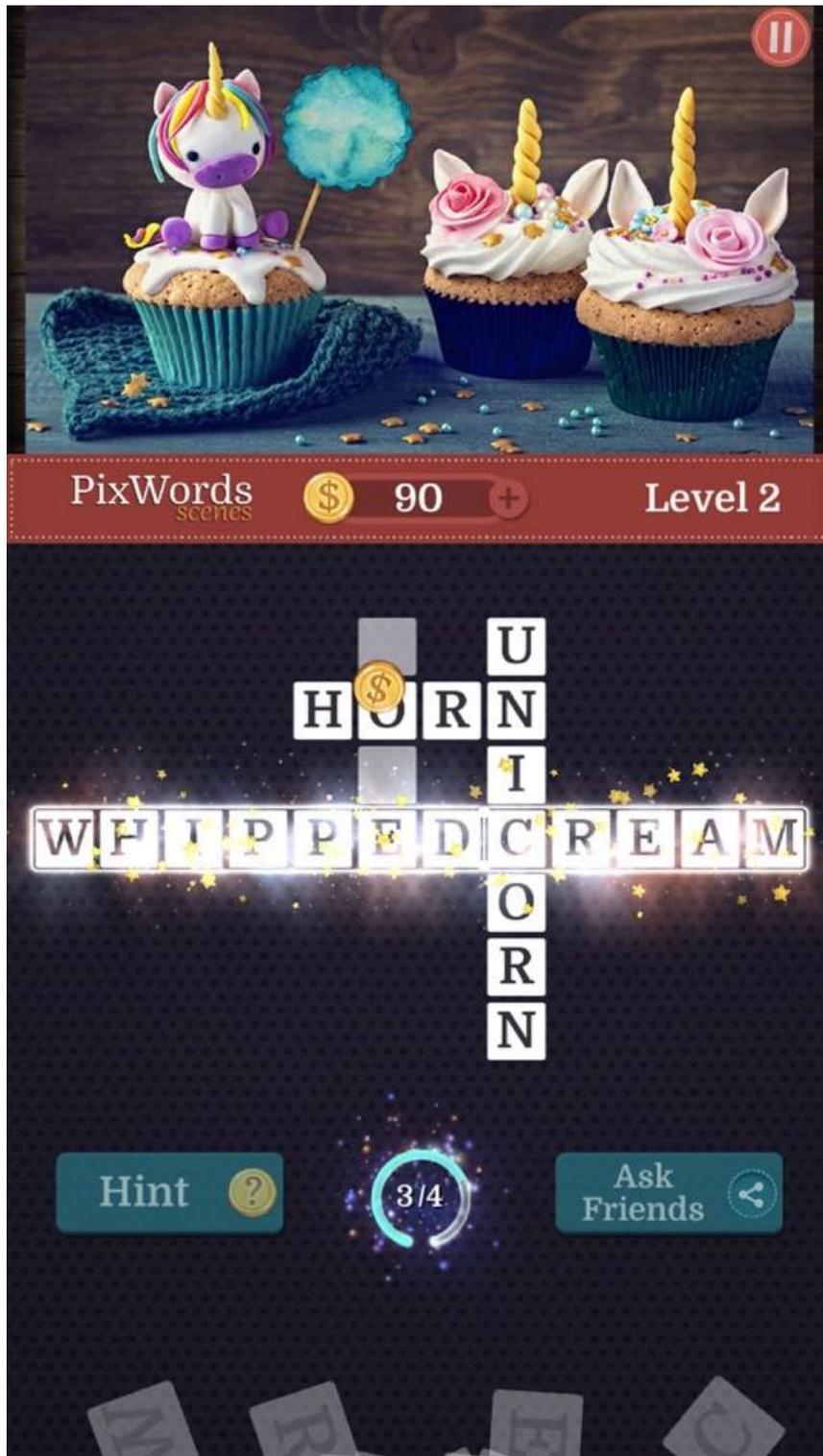
Screenshot of Duolingo, the mobile application, source: Androittip.cz (Duolingo – naučte se angličtinu a další jazyky zdarma!) [64]



Screenshot of Duolingo, the mobile application, source: Androittip.cz (Duolingo – naučte se angličtinu a další jazyky zdarma!) [65]



Screenshot of PixWords, the mobile application, source: Appagg.cz (PixWords) [66]



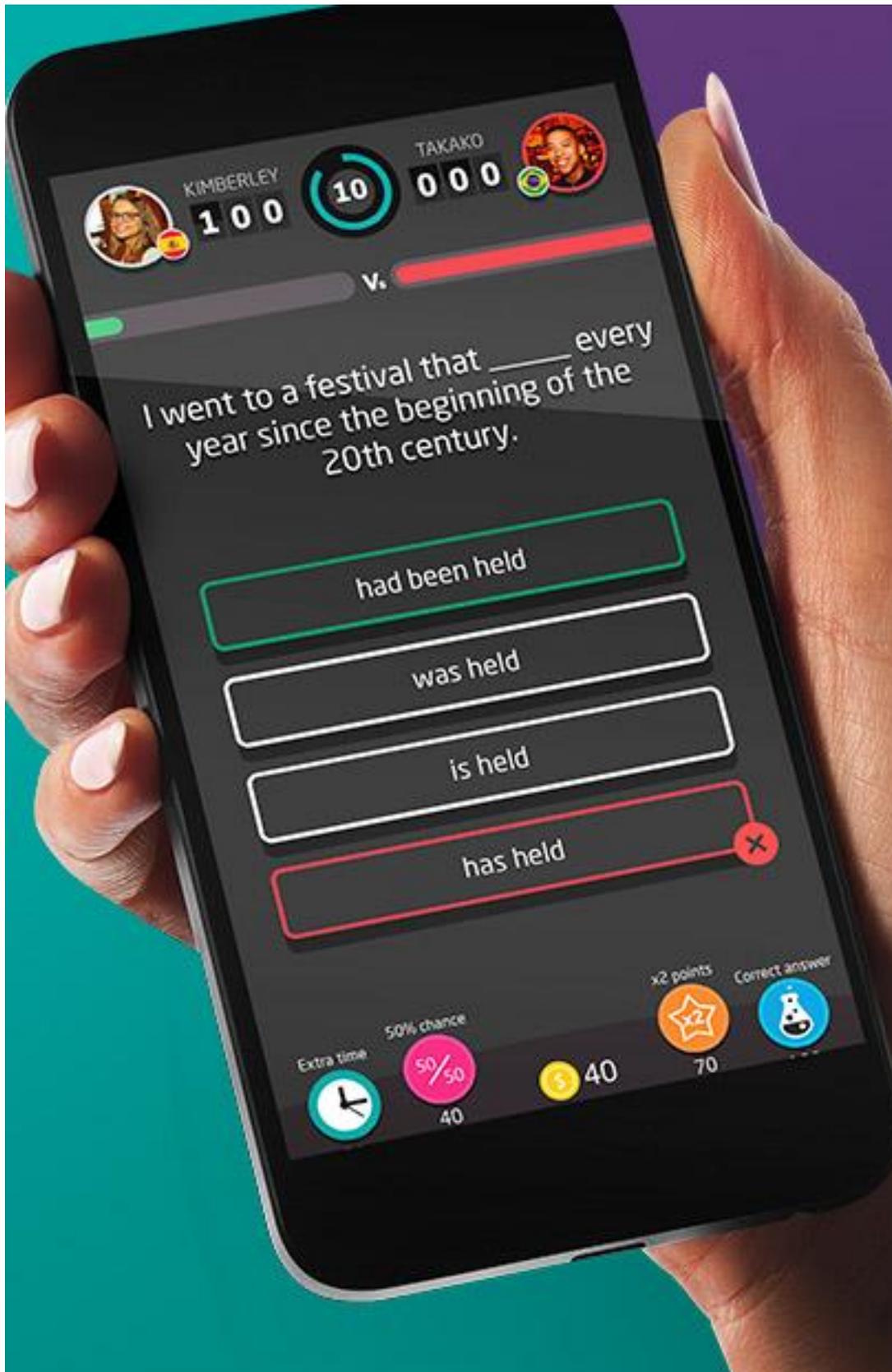
Screenshot of PixWords, the mobile application, source: Appagg.cz (PixWords) [67]

If I _____ all the records I had when I was young, I would be able to sell them for a lot of money now.

- a) can keep
- b) have kept
- c) would keep
- d) had kept



Screenshot of QuizYourEnglish, the mobile application, source: Twitter - (Cambridge Assessment English MEA) [68]



Screenshot of QuizYourEnglish, the mobile application, source: Cambridge English (Quiz your English app) [69]

Home » Grammar » Intermediate to upper intermediate

British English and American English

Do you know any differences between British and American English?



COURSES

- ▶ LearnEnglish Subscription: self-access courses
- ▶ English Online: 100% online teacher-led course
- ▶ One-to-one online tutoring session

HELP

- ▶ Discover your English level
- ▶ Sign up for our newsletter
- ▶ Getting started
- ▶ Frequently asked questions
- ▶ House rules
- ▶ Go to LearnEnglish Kids
- ▶ Go to LearnEnglish Teens
- ▶ Go to TeachingEnglish

Screenshot of The British Council website (LearnEnglish) [70]

BRITISH COUNCIL LearnEnglish Kids

Listen and watch Read and write Speak and spell Grammar and vocabulary Fun and games Print and make Parents

Word games

Do you like learning new vocabulary in English? We have lots of great word games for you to play. You can choose from lots of different topics and have fun playing games and learning English at the same time. You can also post comments!

ALL A B C D E F H J K L M N O P R S T U V W

Actions 1 Actions 2 Actions 3 Ancient Egypt

Animal body Animal body Birds Birthdays

Are you looking for an English course?

Help and Support

Covid-19 support for parents

Screenshot of The British Council website (source: LearnEnglishKids) [71]

LearnEnglish A phone call from a customer

A phone call from a customer

Listen to the phone call from a customer to practise and improve your listening skills.



Do the preparation task first. Then listen to the audio and do the exercises.

Preparation

0:00 / 2:26

COURSES

- ▶ LearnEnglish Subscription: self-access courses
- ▶ English Online: 100% online teacher-led course
- ▶ One-to-one online tutoring session

HELP

- ▶ Discover your English level
- ▶ Sign up for our newsletter
- ▶ Getting started
- ▶ Frequently asked questions
- ▶ House rules
- ▶ Go to LearnEnglish Kids
- ▶ Go to LearnEnglish Teens
- ▶ Go to TeachingEnglish

Screenshot of The British Council website (source: BusinessEnglish) [72]

BRITISH COUNCIL LearnEnglish Teens

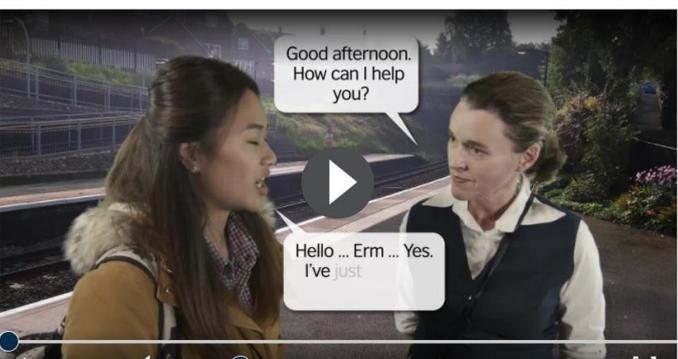
Courses Skills Grammar Vocabulary Exams UK now Study break Magazine

Problems at the train station

Makayla needs a bit of help from the station manager at the train station.

Instructions

Preparation



HELP & SUPPORT

- ▶ Covid-19 learning support
- ▶ Find content for your English level
- ▶ CEF levels
- ▶ Getting started
- ▶ House rules

COURSES

- ▶ Find an English course

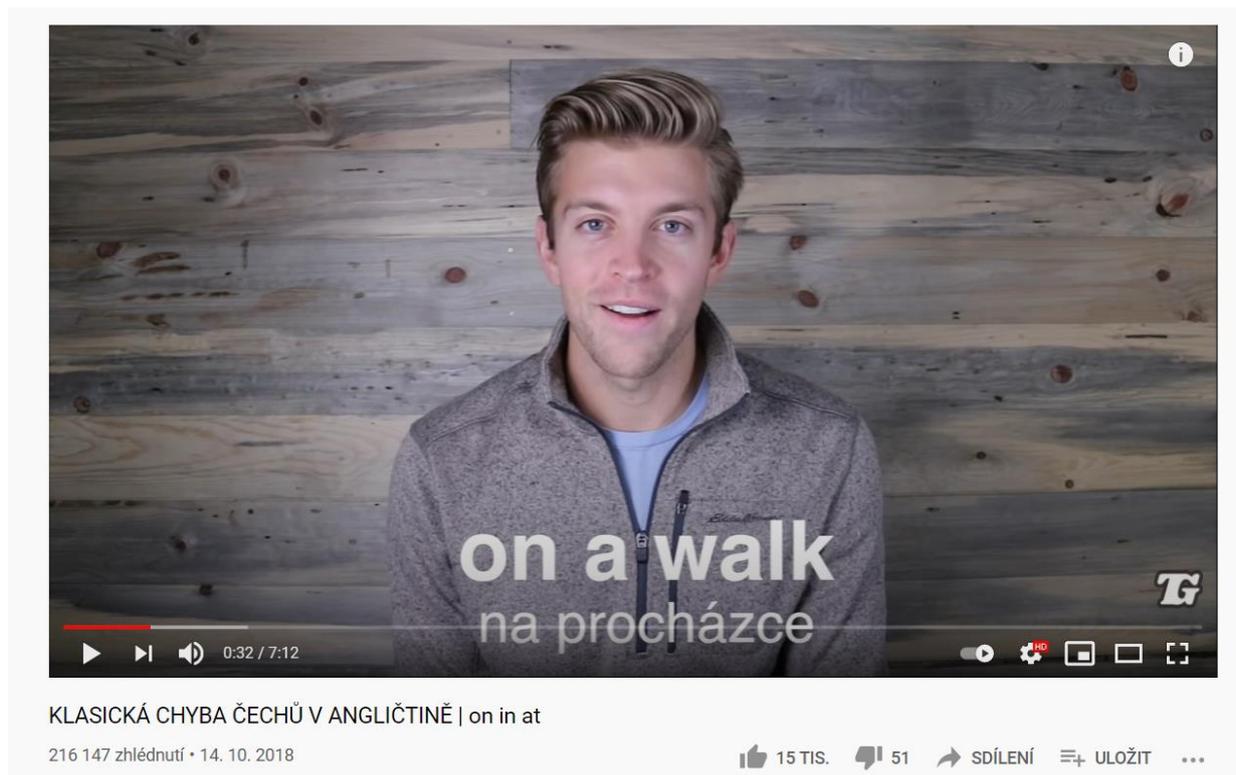
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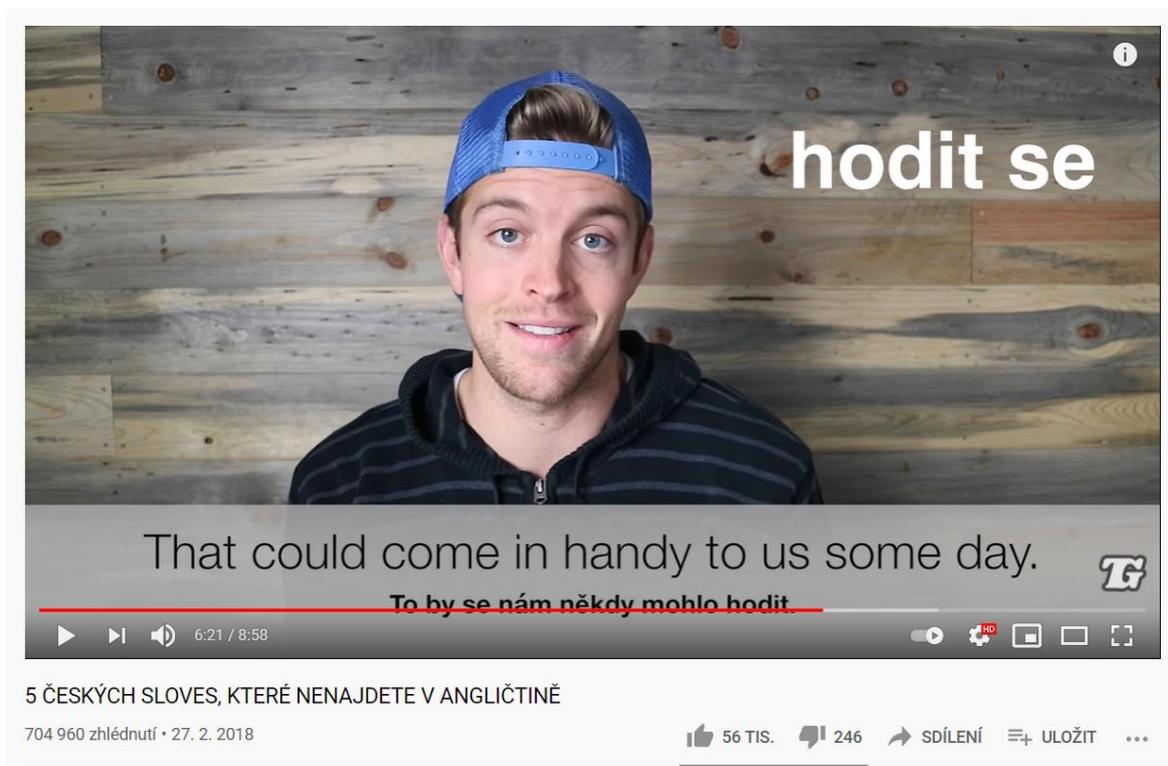
The influencers making a difference on TikTok

How can more women get into politics?

Screenshot of The British Council website (source: LearnEnglishTeens) [73]



Screenshot of a video of TadyGavin (source: Youtube – TadyGavin) [74]



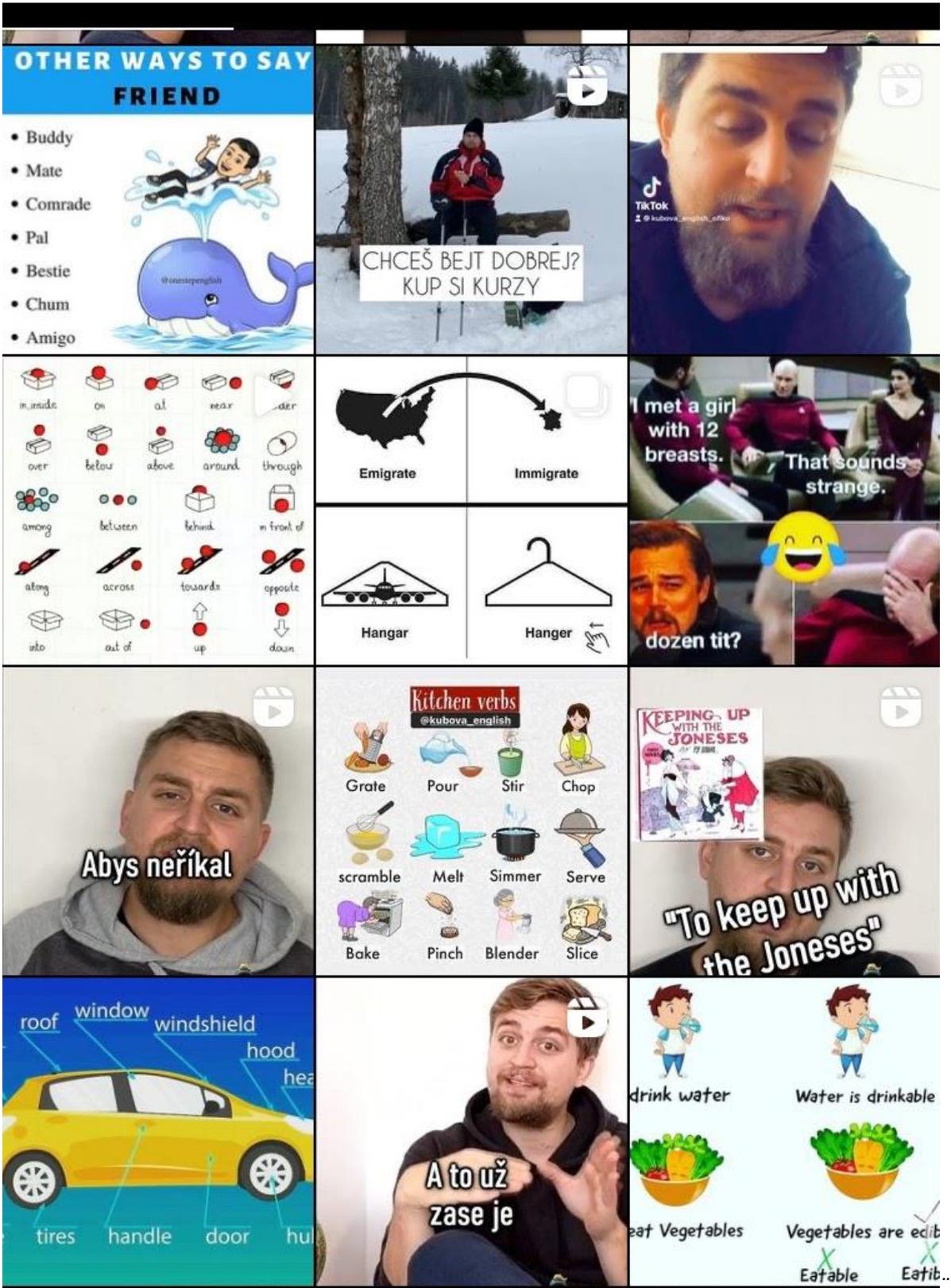
Screenshot of a video of TadyGavin (source: Youtube – TadyGavin) [75]



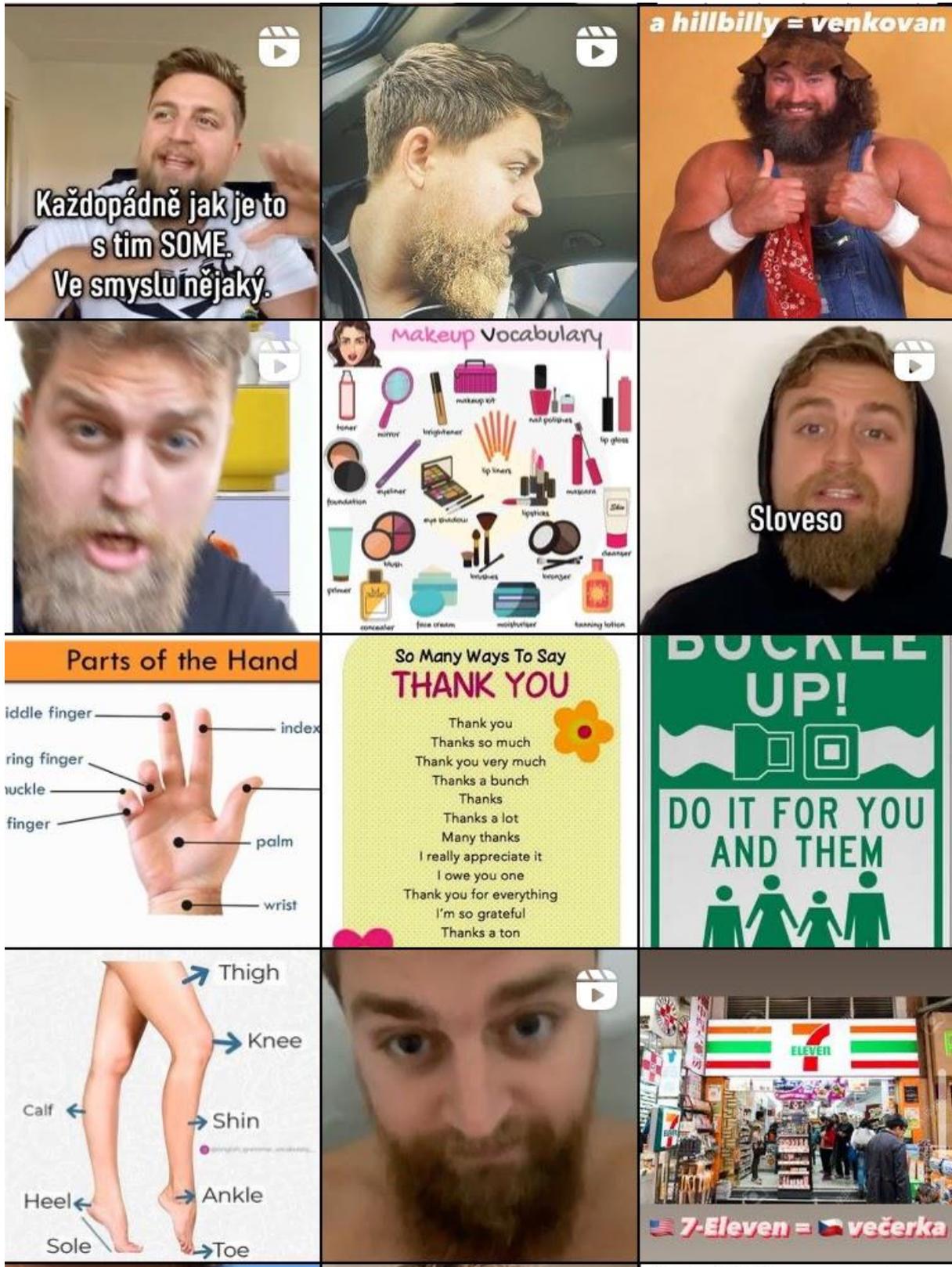
Screenshot of a video of Bronislav Sobotka (source: Youtube – Bronislav Sobotka) [76]



Screenshot of a video of Bronislav Sobotka (source: Youtube – Bronislav Sobotka) [77]



Screenshot of Instagram profile- KubovaEnglish (source: Instagram.com) [78]



Screenshot of Instagram profile- KubovaEnglish (source: Instagram.com) [79]