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EFFECTIVE ENGLISH LANGUAGE TASKS WITH ICT

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ABSTRACT

The thesis deals with the effective tasks assigned by ICT. The theoretical part deals with the definition of tasks, types of tasks, ways of usage, possible problems, the role of the tasks in teaching and, last but not least, focuses on assigning tasks using ICT.

The practical part of this thesis presents a research done with students of selected primary school and present the results of the research. Real research has led to the study of students' attitudes towards the assigned tasks and to the way the tasks were entered. The results of the interviewed participants are summarized at the end of the thesis. The results showed that most students would like to use similar tasks in the future as well as the way of using it. The most important advantages were structural material storage and instant feedback. Problems did not occur during testing; possible problems are analysed in the analysis.

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I. INTRODUCTION

Nowadays, when almost every person uses technical equipment on a daily basis, we need to reflect the time to prepare students for the world. With the turn of the millennium, more modern technology has begun to be introduced to schools, and therefore teaching is changing very much. Teaching must be adapted not only on the organizational side but also on the content page. Modern technology and the internet phenomenon make it easier for both the teacher to work and to educate their students. Today, the student may not spend hours in the library or study room, but with the help of the Internet, he / she immediately receives the information he / she is looking for. The same is the case for the teacher in preparation of his teaching. Learning and assignment options are much wider than before. Today, we can use all the audio, video and a lot of other multimedia materials that modern technology brings to us. This thesis deals with the possibility of using tasks and their subsequent assignment. Tasks are created in electronic form and all the material that were used in them are also electronic. Several ways of assigning tasks have been selected for research, and the differences between them are then evaluated by the questionnaire. Students had the opportunity to comment on each task separately and to describe what they liked or disliked.

The aim of this work is to examine the types of tasks and their subsequent assignment. Therefore, the thesis is divided into two parts, theoretical and practical part. The theoretical part defines the tasks and types of tasks and presents their main features, phases and tasks as well. In this part, the roles of teacher, students and teaching materials are also outlined. A separate chapter also deals with evaluation and efficiency of tasks. The second part of the thesis is about the creation of tasks and about their implementation into the teaching process. There are also described the process and methods of research, participants, and the data collection process. The results of all the data obtained in the research are presented in comments, charts and tables. The following part of the thesis publishes pedagogical implications, limitations of the research and suggestions for further research. The last chapter presents the conclusion, which includes the most important results gained from teaching and testing. In conclusion, the questions that have been set are also answered.

II. THEORETICAL BACKGROUND

This chapter deals with the theoretical basis of the relevant topic and provides a basic overview of the knowledge that is needed to create the research part of this diploma thesis. There in the theoretical part are analysed the tasks, their definitions and the types of tasks. Further, the importance of task learning for language acquisition is given. Subsequently, the design of task is explained with the respect to the rules the tasks structures. A relatively large part of the text is devoted to effective tasks planning principles with a summary of the benefits of working in pairs or groups. The last part of the tasks is their distribution according to the roles of the individual participants and the ICT issues our outlined, namely the blended learning and LMS and the types of integration.

Effective tasks

Tasks

Nunan (2004) differs two types of tasks: real-world tasks and pedagogical tasks. Real world tasks refer to the use of language during off-class situations, while pedagogical tasks take place at school in the classroom (p. 12).

The definition of a task. Each of the authors of the task defines task differently. For example, Nunan (1989) defines the teaching tasks as follows: "[A task is] a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (p. 10). Long (1985) claims that a task is as "a piece of work undertaken for oneself or for others, freely or for some reward" (p. 89).

Real tasks pupils fulfill in everyday life and work with language functions they can use in communication outside school. Tasks and their content have the importance for students.

Ellis (2003) mentions general task characters:

1. a task is a plan of work – planned activity;
2. a task is primarily focused on meaning – tasks require practical use of language and create the ability to learn a foreign language through communication; emphasis is place on so-called gap tasks;
3. tasks ensure the use of language in the same way it is used in everyday life – there are activities where pupils ask and answer questions, they have to deal with some misunderstanding;

4. a task may include any of the four language skills (while performing the task, pupils can listen to or read the text and then express whether they understand it, in addition, pupils can create spoken language or written text or combine both productive skills – writing and speaking, as well as receptive skills – reading and listening;

5. a task involves engaging cognitive processes such as sorting, arranging, thinking and analysing information in order to achieve results;

6. a task has a predefined communicative result (outcome), the result determines whether the pupils have successfully completed the task (p. 24).

Types of tasks. The first types are tasks that are targeted to predefined language structures. Larsen-Freeman and Anderson (2011) give an example of a situation. Students estimate the identity of the person who left a suitcase in a taxi vehicle. In this situation, it is highly probable that a pupil uses certain modal verbs or adverbs (e.g. The person might be a businessman.) Not all targeted tasks require speaking. For example, in a task that requires pupils to find a route on a city map, pupils follow the instruction of the teacher and thus obtain input language information including orders, prefixes related to the direction and location or names of buildings (p. 20).

In tasks that are not targeted at language structures, pupils can choose how they will perform a task. An example of an unplanned tasks, as stated by Larsen-Freeman and Anderson (2011), is to schedule a trip program. Pupils are divided into groups where they work with train timetables and a list of destinations they can visit during a trip. During this task, pupils are involved in communication in which they use vocabulary and grammar structures according to their abilities and knowledge (p. 22). Prahbu (1987), in his classification divides tasks them three groups (p. 46):

1. information-gap task; the aim is to exchange information between classmates in order to accomplish that task. As Nunan (1989) states, the most common form of missing-information task is to work in pairs, for example, when both pupils receive the same picture, but each one is missing other subjects or another part of the image. The pupils have the task of adding (or illustrating) the missing parts of their image based on the information they receive from their classmate (p. 10);

2. opinion-gap task; as described by Prabhu (1987), "The tasks involve expressing one's own preferences, feelings or attitudes in response to a given situation." (p. 47); The task can be based on the formulation of arguments to support their theory or opinion- Right or wrong, and the same output from different pupils cannot be expected;

3. reasoning-gap tasks; the reasoning tasks require the activation of processes such as deductions or logical considerations that lead to conclusions. New information is not presented directly, but is derived based on input information.

Ellis (2009) divides tasks: listening and reading (input-providing), or developing productive skills: speaking and writing (output-prompting tasks). Ellis explains that some activities can also act as stimuli for skills such as listening and reading. (p. 32).

Willis (2008) defines six types of activities:
1. enumerations or thought maps;

2. ordering and sorting;

3. matching;

4. comparison, searching for common and different characters;

5. problem-solving;

6. sharing personal experiences and storytelling (p. 32).

Tasks can be divided according to output to opened tasks, these are without a predefined correct solution and closed tasks. Opened tasks are typically survey, discussions, and others (opinion-gap tasks). The term opened means that everyone can choose from several paths heading to the goal. Closed tasks are typically tasks where we need to add words into spaces (information-gap activities).

Importance of task learning for language acquisition. According to Edwards and Willis (2005), English is taught in most countries as a foreign language to improve international countries as a foreign language to improve international communication (p. 39). It is very important to emphasize the precision of the language, and therefore teaching grammar is preferred. Linguistic structures are taught using the classic model by repeating. Consequently, it is important to get answers with a given language structure.

In a classic way, using the phases of a presentation, practice and production (PPP), it corresponds to the classical teaching lesson. As stated in Bilsborough (2013), many teachers are planning their lessons based on this model because it is a reliable and provides a clear system of what pupils have learned. PPP serves rather the needs of teachers and does not take into account the fact that students have different learning needs (p. 17).

The emphasis in the PPP model is on accuracy instead of on fluent speech. Most of the lessons are spoken by a teacher who manages and controls. A change for a PPP system can be task-based learning, but a PPP model of presentation, practice and production can be still used. It is important to apply and modify the PPP model to make the teacher understand the model. After that, teaching will work well.

The aim of several researches was the question: What role does input and output processing play in language learning? Richard and Rodgers (2001) answer this question, mentioning the American linguist Stephen Krashen, who emphasized the importance of meaningful input for a successful acquisition of a foreign language (p. 33). Other authors, also emphasize the role of the resulting products in language development. This is the task that provides sufficient opportunities for meaningful input and productive use of language that is essential for language development.

The first draft of the task-based teaching came from the humanist theory of teaching. It wants to fulfil the student's potential by taking into account the emotional and cognitive part of the learning process. Humanist approaches, as stated by Ellis (2003), support students in recognizing and sharing feelings with others. Moskowitz (1977 in Ellis 2003) presents an example of humanistic exercises for teaching purposes that have similar features to the task. Examples such exercises may by identity cards, where information about students is recorded, for example, three adjectives describing the student's personality. There cards are mounted by students on their clothing and they move freely on selected music. As soon as the teacher stops music, the student of the closest is selected to talk about the information on the card. Such exercises of tasks, according to Moskowitz, have two aspects, both linguistic and emotional. From the language point of view, the purpose of the activity is to practice the creation of questions and the formulation of answers, and the emotional side may be to introduce a new group of students (p. 31).

As Willis (1996) points out, the questions both teachers and students put in is how do they contribute to mastering general didactic tests. Students are afraid whether tasks do not reduce their chances of passing tests or writing tests, especially if their tests focus on accuracy in language use and test grammar knowledge. This feeling arises from the fact that the tasks in general are primarily focused on developing communicative skills. The main objective of the students in the course of study is to complete continuous, final, and then entrance examinations, so activities that do not involve the skills training necessary for successful passing the tests are usually perceived as less important by students (p. 42).

The very structure of the learning through tasks, along with the appropriate selection of different types of tasks and materials provides students with sufficient language experience to acquire the knowledge and skills needed to complete the study. The individual stages of the task itself help different types of skills. Although in the task cycle itself there is mainly the consolidation of the students' communicative skills. In the presentation of task, they present

the language, which they will need to fulfil the task and analyse the language in the final phase. Both of these stages focus on accuracy and lead to the development of students' language.

Task-based learning in an English language lesson

The process of implementing tasks into language classes can be done in several ways. The individual phases of the task can match the phases of the lesson. One task can be planned in the length of the whole teaching unit. Second way is to prepare shorter teaching tasks in an lesson of a foreign language. Tasks can be categorized into parts of recurrent and exhilarating to motivate and to provide them a meaningful context.

The structure of the task-based learning. When constructing lessons based on the principles of task-based learning, it is necessary to take into account the individual phases that the lesson should have. The structure of lessons based on a task or a task itself differs with different authors. As Ellis (2003) claims, the authors agreed on three phases that the task should have. The pre- task phase refers to activities that can be done by the students or teacher before the task itself. In the second phase, during the task phase, the students work on the task and its presentation, and in the final phase, after the task (post-task phase), activities related to the task are presented (p. 46).

Pre-task phase. The pre-task phase Willis (1996) characterizes as the shortest, lasting from two or fifteen minutes, depending on what are students familiar with, it means the topic and type of task. Even before the first phase begins, the teacher's preparation is important. When it comes to a task taken from a textbook where suggestions have already been given to bring up the topic or to get familiar with the task, most of the preparation for the teacher has already been done by workbooks authors. If a teacher complies a new task, he/she must, for example, collect learning materials to guide the subject (images, texts) and select the vocabulary that students will need to accomplish the task (p. 39).

The first phase serves the introductions to the theme and type of task. Mind maps and photos are included in this phase, images, mimics, or personal experiences of the teacher are used to start with the topic of the task. During the first phase, the teacher helps to activate the vocabulary needed for the task and instructs. At his stage, it is important to give the students time to think about the way of performing the task. If students work during a task with text, they can work with the part of the text during the pre-task phase.

During task phase. The phase during the task phase calls Willis (1996) a task cycle and then divides it into three parts: the task phase, the planning phase and presentation phase. In the first phase, called the task phase, pupils work on the task itself, most often in pairs or small groups. Students get a chance to express their feelings and opinions, and can choose any vocabulary they know. Emphasis is on the spontaneous expression and building of students' self-confidence within the small groups in which they work together (p. 53). Teacher at this stage has important roles that include these activities (Willis, 1996):

1. The teacher encourages all pupils to be engaged in communication while working on a task, no matter what their level of expression is.

2. The teacher interferes with communication within a pair of groups only is he/she is witnessing a complete communication failure;

3. The teacher notices who the pupils take the leadership of the whole group and speak more, and vice versa, which pupils are excluded from the communication. In fulfilling other tasks, the teacher can use this experience and assemble other groups of pupils, or give the pupils a specific role within a group;

4. The teacher monitors whether some pupils use the mother tongue to communicate, and then finds out why;

5. Last but not least, the teacher observes the observance of the set time for this phase (p. 54).

The time period defined for the task phase is rather shorter than longer. It avoids to get bored. At the end of this phase, the teacher can give students the specific comments on the course of the task and evaluate the students' work.

While working on a task, students are able to communicate in the language and develop fluency of their speech. Students learn new vocabulary or phrases from their classmates, but the question remains how students develop the grammar and the accuracy of their expressions. Immediately after completing the task, the planning phase follows, during which pupils have the opportunity to prepare a task presentation. The moment when students presented their results in written or oral form motivated them to focus on the form and grammatically correct language production. At this stage, the development of accuracy is the highest.

During the planning phase, the teacher helps pupils to express their feelings and opinions and assumes the role of a language adviser and provides the students with the material: dictionaries, textbooks, etc.

The third and final part of the task cycle is the reporting phase, during which groups or pairs present orally or write the results of the task to other groups. Before the presentation begins, the teacher provides instructions.

An example of such instruction explained Willis (1996):

Now you are re-writing a story that you have invented. You, the others, will pay attention and at the end of each story you will get a minute to write down one thing you remember from the story (p. 56).

During the presentation phrase, the teacher is the chief. His task is to introduce the introductory word before launching the presentations themselves, to determine the order in which the groups will present, to observe the time, and to provide the feedback. Important is also the feedback provided by the teacher with the feeling, trying to find the most positive aspects, observing the efforts and progress.

Post-task phase. After the presentations, the final phase of the task-based teaching is the transition to the study of its form. The conclusion of the task involves two phases: analysis and practice.

Most of the language analysis activities included in the language analysis phase contain language phenomena that were used during the task. The aim of the analysis is to make students to think about the characteristics of the language form and the possibilities of using the language. This allows students to recognize these characters in the future, both in classroom communication.

The first is to include language analysis activities, which can also be called awareness raising activities. However, the analysis phase is not about performing activities in which students would practice language phrases and diagrams in isolation, without context. On the contrary, the aim is to examine the language the students encountered during the task. These are the language phrases or vocabulary that appeared, for example, in text or the recording from which the task was based.

Students can perform activities in pairs of individually. Teacher walks through the class, monitors the work of the students and helps them if necessary. But his duty is not to do the work for students, on the contrary, students themselves need to test their hypotheses and make new findings. At the end, pupils can write new words or phrases in vocabulary books.

The phrase of the analysis is continuously followed by the practice phase, in which students consolidate selected language phenomena. The activities (consciousness raising) included in this phase contribute to enhance students' language awareness.

Effective task planning principles

When planning a task, the teacher must follow the structure. It presents, for example, Ellis (2003) and specifies the individual components of the task: objectives, input data, conditions, procedures and outputs (p. 21).

The goal of task, which is the first component of the structure, is essentially the general purpose of the task. Nunan (1989) describes the objectives of the task as a mediator between the task and the general curriculum, and emphasizes that "Goals may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behavior" (p. 48-49).

Clark (1987), in addition to communicative goals, emphasizes cultural goals and goals that lead to student autonomy. Communicative goals are understood as the most important output of task-based teaching, and points out that in achieving these goals, students learn to establish and maintain interpersonal relationships while also exchanging information, ideas and attitudes. However, students also learn to listen, read, and respond to different uses of the target language (for example, in poems, stories, drama). The socio-cultural goals guide students to understand interpersonal relationships within a given language groups, and these objectives provide students with and insight into the cultural traditions and historical root of the English-speaking nations. In this way, a positive attitude towards foreign language culture created. Clark further defines goals that lead students to learn how to learn and how to assume responsibility for learning. An example of such a goal is to be able to plan a job so that the students will be at a certain time and learn how to set intermediate goals to accomplish the task and determine how these interim goals can be achieved. The last type of target is language and cultural awareness. The aim is to make pupils aware of the role of a foreign language in their lives (p. 226).

The second step for task planning is input data, word or mimic information needed to perform the task (e.g. pictures, maps, written or spoken text).

An important prerequisite for successful completion of the assignment is also the consideration of the conditions under which students will work. This is the way the students get the information they need for the task. For example, whether it is a task in which the pupils are discussing information that everyone knows (shared information), or a task during which each of the two knows a different piece of information and tries to complement each other (split information).

A prerequisite for planning a task is also to think about how the students will present their results. Whether the presentation will take place in pairs or in groups, whether it will be an oral or a visual presentation, how much time for the presentation will be determined, etc.

The last important component of the task assignment preparation is the output itself. This is the final product, such as a completed map, problem solving, etc. Output can be not only product, but also language and cognitive process that is supposed to be the task of creating, merging, comparing or inferring.

When planning task-based lessons and sub-tasks, it is not possible to deal only with the task and its structure. The teacher must take into account other factors that are related to the teaching. Leaver and Willis (2004) mention the following issues:

1. the initial level of language knowledge in students;
2. the environment in which the students are located and their language skills;
3. students' language needs – What goals will students fulfil?
4. motivation and willingness of students to learn in and out of class;
5. time allowance and available resources for teaching and planning purposes (p. 28-30).

Shavelson and Stern (1981), in addition to those already mentioned, complement the following factors, which should be take into account:

a) Content; What will students learn during a task;

b) Materials; Students work and manipulate them within an hour;

c) Students; Their capabilities, needs and interests must be taken into account;

d) Class as a community; To take into account the class as a whole and the relationships within it (p. 23).

An important factor in planning is, according to Ellis (2003), also the choice of the topic of the task, depending on whether the pedagogical intention is to build a general skill or the specific used of a foreign language (p. 47).

Prabhu (1987, p. 36), for example, included, within the Bangalore project, topics related directly to the school curriculum and the students' lives, e.g. letters of the alphabet, maps, school schedule, etc. Other themes were focused on social and family life, e.g. family, post office, timetables or served for future use, e.g. accounts, writing a resume. Whether any subject is chosen for a task, it is always necessary to make sense to the students and to use language. One of the next step in task planning is the issue of teaching organization, i.e. whether students will work in groups, in doubles or individually (p. 36). This issue is addressed, for example, by Ellis (2003), which emphasized the importance of interaction during the task (p. 20).

Willis (1996) writes directly in the task phase characteristic: "Students do the task, in pairs of small groups" (p. 38). But it does not mean that all tasks require interaction. On the contrary, many tasks, such as reading or writing skills, require individual work of the student, and reciprocal tasks can be fulfilled at the same time throughout the class.

As Ellis (2003) states, every form of work on the task has its advantages. Individual work on the assignment helps to strengthen learner autonomy and self-ability. If a pupil works individually, he is only dependent on his / her resources and knowledge. It is therefore necessary to make sure that the tasks that students fulfill individually are adequately difficult with respect to students' knowledge (p. 265). The potential benefits of working in pairs or groups versus individual work are summarized by Ellis (2003) as follows:

1. Students have more speaking space. In teacher-supervised classes and in frontal teaching, only 80% of the lesson speaks only a teacher. During work in groups, more opportunities for students' speaking are created;

2. In group work, students find themselves in different roles in which they can act, while in teacher-supervised classes most of their time is in a passive role;

3. In the context of group work, the teacher can better take into account the individual needs of pupils. In the classroom, teaching is tailored to the needs of the average student.

4. Pupils when speaking in a small group are not in the stress of speaking in front of the whole class. This reduces students' fears of talking.

5. Within the group, students can help each other to strengthen motivation to learn;

6. For students, mutual co-operation is often understood as entertainment, and often also prefers this way of fulfilling the task before individual work;

7. Group work helps students to become a self-acting and decisive member of the team;

8. As a result of cooperation, students teach each other, learning to respect each other, learning to respect each other and thus improving classroom relationships;

9. Work in a group is also supported by the learning process itself, as students learn skills that contribute to the successful mastery of the subject, e.g. willingness to take risks, ability to verify their own results, etc. (p. 267)

Too much grouping and pairing does not only have a positive effect on teaching. The disadvantage may be the fact that the students do not focus too much on the form of language during work, and if so, this is only the case if the teacher is close to the teacher. Another risk lies in maintaining discipline during the task, as students are often noisy during groups work.

It is also common to use the mother tongue in communicating or unwittingly enforcing some students, forcing other in the group to do their job.

The role of a teacher. In addition to the basic components of task planning, Nunan (1989) also defines the role of teacher and student (p. 52). As Willis and Willis (2007) point out, during a task assignment the teacher has a traditional role in providing language information. In the context of task-based learning, is must, in particular, ensure that students enjoy as much as possible a real language in a context that resembles real life. The teacher's main role varies from the provider of knowledge to the one who controls the students' speech (manager of discourse). Most of the time, the teacher spends hours monitoring and managing debates and preparing students to perform the task (p. 146).

The individual roles of a teaching during a task assignment are characterized by Willis & Willis (2007). Firstly, they define a teacher as a leader of discussion. Most tasks start with a teacher-led discussion, followed by group or pair work. It is also possible for the entire process of the task to be carried out by the teacher, in which case the teacher has to play both the role of the organize and the role of the lead discussion. The lesson led by the teacher requires thorough preparation, especially for younger school-aged students. The teacher has to take into account any difficulties that may arise during each phase of the lesson and prepare for their solution. Secondly, they define a teacher as a group work manager. Group or paired work brings more opportunities to use language, and it is necessary for the teacher to be able to organize this type of work so that students' results are best. One of the teachers' tasks is to ensure that students understand what to do before they start working in groups and then follow their group work. Thirdly, they define a teacher like the one who makes the job easy. It is important to find a balance in task-building so that the task for the pupils is challenging and tat the same time not too easy. If the teacher introduces a new type of task and is not sure whether the students can handle it, it is better to choose a simpler option than to specify the task to be incomplete. Fourthly, they claim that teacher is a source of motivation. It is important to provide the pupils with all the support. There are two ways in which the teacher can do this. First, when giving feedback to pupils who should positively say. The teacher should emphasize the achievements of the students, select group phrases in front of the class to select phrases or vocabulary that the group has used correctly. Being positive does not mean not being critical and ignoring mistakes. The second way to achieve higher motivation among pupils is to emphasize their progress. Fifthly, they claim that teacher is an expert in language and mentor. This role is to help students clarify the meaning and use of language. Teacher engages in the process as an equal partner,

but a partner who has more knowledge and experience. The teacher's task is not to repair the students, but to advise them and show the way students can fix their mistakes themselves. Finally, they mention a teacher in his traditional role. While performing a task, the teacher comes up in a traditional role, i.e. explaining, demonstrating examples, informing, evaluating, requiring the use of language forms, etc. This role is usually taken by the teacher in the final stages of the task (p. 148-151).

The role of a student. In the framework of the task-based teaching, the student's specific roles are also specified in the task. Some of them coincide with the role of the student during classes based on the principles of communicative approach, and others are set directly for task-based teaching. Richards & Rodgers (2001), for example, feature these roles:

1. Student as a participant in groups work (group participant); Within this role, the student learns to work in a group, listens to other students, or organizes work for example. For students who are accustomed to individual work, this form of organization requires some adaptation;

2. Student in the role of supervisor (monitor); Tasks are ranked for lessons in many ways, one of which is to make learning easier; Tasks should be set up in such a way that the learner has the opportunity to see how language is used in communication. The pupils focus not only on the meaning of the message but also on the form in which the message is passed;

3. Student like the one who risks and improves (risk-taker and innovator); Many tasks involve communicating information in a language that students do not yet know and do not have experience with. For the learner to use non-verbal communication signals, he may ask for a repetition or expression in other words. The student improves his / her ability to estimate the meaning of the message with the help of context or help, explaining and discussing the importance with classmates. All this leads the student to improve his / her ability to test and re-test how the language will use (p. 23).

The role of teaching material. Learning material is an important factor not only in teaching based on tasks. There are countless kinds of material that can be used to perform a task assignment. The basic division of the material is whether it is authentic or non-authentic (pedagogical) material. The term non-authentic or pedagogical material includes all the material that was created for teaching purposes. Most textbooks work with this type of material. On the contrary, "authentic materials are all materials that were not originally created for teaching and

did not serve didactic purposes", Bruzlová (2004, p. 1). Authentic materials were created by native speakers in the country. Bruzlová (2014) also notes the contribution of authentic material to enrich the teaching of a foreign language, which she sees especially as the students acquaint themselves with the real language used, which contributes to enrich the student's factual knowledge of language resources and increases students' motivation. The fact that students are acquainted with and authentic language helps them to better orientate in a foreign language environment and to strengthen their socio-cultural competences (p. 3).

Shepherd (2004) pays attention to authentic material in terms of its possible sources, which are not just newspaper and magazine articles, but also songs, films, websites, flyers, posters, etc. Material selection must correspond to the theme of the task, meet needs and students' interests and must lead students to use the required language structure of vocabulary (p. 37).

Assessment of task-based language learning

As with all other methods and approaches to teaching a foreign language, a critical role is played by feedback that includes feedback to both pupils and educators. Ellis (2003) talks about the so-called empirical evaluation, which examines whether the set goals have been met and identifies two types: micro-evaluation per one task and a macro-evaluation that focuses on a whole program or course based on principles of the task-based language teaching (p. 323).

Micro-evaluation refers to a single task and serves two purposes. It is used to determine whether the task type has been appropriately selected with respect to the relevant group or students, or to identify deficiencies in the task concept that can be used to adjust the task so that it is effective. Within the micro-assessment, a placement from the students also helps to identify students' attitude and opinion on the task (student-based evaluation). This form of assessment has its merit, since the tasks that students enjoy are effective. Ellis (2003, p. 325) and Willis and Willis (2007, p. 53) propose short questionnaires as the simplest feedback tool from students. In these questionnaires, students can comment on what they liked on the job, what they might possibly have changed.

The micro-evaluation further determines whether the predetermined targets have been met. For example, if one of the objectives of the task of using a particular language form, the evaluator (teacher) examines whether this form was actually properly used during the task. In order for the rating to be truly accurate and effective, the best solution is to make video recordings from the lessons.

Micro-evaluation also includes assessment of the process of learning (learning-based evaluation), thus examining whether the task has contributed to better learning of the language. This form of assessment is the most difficult because the visible benefit of language learning task can only be noticed after a longer period of time when tasks are being used.

Nunan (1989) lists a list of questions that teachers use as a tool for evaluating the overall effectiveness of a task:

1. Is the task appropriate to the language level of pupils?
2. Is this a task with a pedagogical intention or a task reflecting the real situation?
3. Are these objectives of the task clear to students?
4. What type of input information do I use? Are they authentic?
5. What skills are being developed? Are they appropriately chosen for the objectives of the task?
6. Does the task attract students' interest?
7. Did any unexpected situation occur while performing the task?
8. Is the task conceived so that it is not too easy for the students or complicated? Alternatively, how to ensure the appropriate difficulty with respect to the students' age (p. 135-137).

Most questions can be determined and pre-responsive during the selection or task creation. Questions can be answered by teachers themselves, preferably based on audio or video recording, or they can ask a colleague who responds to the questions on the basis of observation of the lessons, thus ensuring greater objectivity of the evaluation.

Information Technology in the teaching process

The abbreviation ICT is the term used for information and communication technologies. Until now, the exact definition of ICT is not clear, but many authors define it similarly. In general, the term refers to all the technology used in the processing of information and communication.

E-learning. E-learning refers to the type of use of information technology in the education process. E-learning is now widely used and occurs in all spheres. Both in education and in private. This term is explained by Kopecký (2006), this is "a controlled process of learning (with or without the intervention of tutors)" (p. 6).

Learning Management Systems (LMS). The LMS system is a designation for a system that manages teaching or solves the learning organization. There are lots of different

online tools that differ in their use and possibilities. Most LMS systems are available as a free version. Kopecký (2006) mentions the following tools useful for course management:

1. Tools for creating and managing a course that allow to create and modify training modules;
2. Testing and feedback tools;
3. Course management tools to track activity and study results;
4. Communication tools enabling synchronous and asynchronous communication;
5. Assessment tools by which students rate the course (most often using electronic questionnaires) (p. 12).

The effectivity of task-based learning with ICT. The effectiveness of e-learning depends on the right involvement and also affects the learner's individuality. Author of dissertation Tauchmannová (2016) refers to Horváthová (2011) saying that presents the benefits of e-learning from the student's point of view:

1. The student is studying at the time that suits him/her;
2. The student may study at any place and may not travel;
3. The student determines his/her own pace of study;
4. Physically disabled people can also study;
5. The quality of study depends not only the quality of the teacher but depends mainly on the quality of teaching materials for self-study and on the support system of education;
6. Teaching is realized in a modern form, which is attractive for many and which increases motivation;
7. Individualization of study, differentiation between level of knowledge and adaptation to the knowledge of individual students;
8. Intensification of teaching because students are willing to work in their free time;
9. Activating students because working with computers eliminates student passivity;
10. Development of students' creativity as they can use various Internet resources, text corrector, on-line library services, translation and interpreting dictionaries and other types of dictionaries;
11. Emphasis on autonomy and responsible approach to study (p. 17-18).

Blended learning. One of the types of e-learning is blended learning. It is a combination of synchronous and asynchronous teaching. This teaching has recently come to the fore through its combination of classical and e-learning teaching. Blended learning gives us more opportunities to plan the lesson.

Models for technology integration. When technology tools are effectively integrated into the curriculum they can extend learning. Two typical models of technology integration include the SAMR model and TPACK. Thanks to these models learning tasks can be implemented effectively.

SAMR Model. This model serves as a guide for teachers who want to integrate technology into teaching. The model consists of four levels that are ranked according to the level of activity enrichment. Puentedura (2014) explains that each level corresponds to the degrees of the Bloom Taxonomy:

1. Substitution; The level at which technology is used to simply replace ordinary activity. This is, for example, a situation where students write notes to a text editor instead of using paper. This level includes the first step of Bloom's taxonomy, meaning to remember;

2. Augmentation; Augmentation means an increase. At this level, there are activities where the use of technology in some way enriches an otherwise ordinary task. For example, it is a spell-checking function in a text editor. This degree corresponds to the ability to understand and apply according to Bloom's taxonomy;

3. Modification; The third stage is called modification. There is a rapid change in activity that suddenly takes on a new dimension with the use of technology. An example of activity falling within this level is to use Google word processing documents for multiple students.

4. Redefinition; The fourth, the highest level, is called a redefinition. This level includes activities that would not be feasible without technology. An example is an activity where students recreate the story and publish it on school channel on Youtube. This level is associated with the highest proportions of Bloom's taxonomy, which are represented by the ability to evaluate and create (p. 2).

While the first intuitive step for using, new tool leads to substitution what is already done, the goal is to move beyond the substitution and augmentation levels and toward the modification and redefinition levels. This is what makes SAMR powerful. It forces us to ask if we have truly changed the lesson with technology.

TPACK Model. TPACK stands for Technological, Pedagogical, and Content Knowledge, as the interaction between these three concepts as they relate to teaching in a technology enhance learning environment.

Its authors are Mishra and Koehler (2006). The model takes into account three aspects – field knowledge, pedagogical knowledge and technology knowledge. By linking these aspects can the full potential of the teacher be achieved (p. 176). By adding the category of technology, three new categories are created, namely technological knowledge, technological knowledge of the content and technological and didactic knowledge. The first category focuses on the knowledge of technologies, the orientation in their use and their ability to adapt to newcomers. The latter category refers to the use of the technology of options and limitations for the interpretation of content. It also hides understanding how the use of technology will change the way the content is taught. Technological and didactic knowledge consists of understanding the application of technologies in an appropriate way and at the right time. They also include knowledge of the transformation of the learning process through technology use or impact on learning methods.

III.   METHODS

This chapter provides a practical part of this thesis. It describes the methods that were used during the research. Firstly, it presents the characteristics of the used LMS system, the tested participants, the environment, and the time. There is also presented the task that has been used to test the students.

During the writing and completion of the diploma thesis, the following questions arose:

1. Is the task completing via ICT attractive for students?
2. Where there any advantages or disadvantages from the students' point of view when completing the task?
3. Where there any advantages or disadvantages from the teacher's point of view when developing the task?
4. Did any unexpected situation arise while performing the task?
5. Are the students willing to complete the tasks via ICT in the future?

Research Tools

This research was created with the help of feedback from the questionnaires with a combination of the personal experience. For the test, three tasks were created, which were assigned to the students using the selected LMS. As a LMS was chosen a free, multiplatform system from Google name Google Classroom. This system allows both task assignment and feedback and communication with students. Testing was carried out at primary school.

For feedback was used a questionnaire which was completed by students after the test. The questionnaire used both closed-ended and open-ended answers. The questionnaire was created using Google Forms.

In the next section, the collected data were analysed and conclusions were drawn.

Designing the Tasks

When designing the tasks, I set up the activities according to the topics of the school curriculum. The theme of the lessons was Festivals and Special days. I designed three sub-activities for testing.

Google Classroom

This online service is part of Google's cloud services. I chose this app for several reasons. The main criterion for selection was free access and maximum availability for students. This service can be used in applications on Windows Phone, iOS and Android, as well as on desktop devices in web browsers. Since 2017, the teacher's account can be established by anyone without certificate of evidence where they teach. The advantage is that nowadays all students have a smart phone and most of them with Android system. To run this system, everyone had to create the Google accounts that are needed to log in to classes. Therefore, most students were not required to register.

Once the course has been created, it is enough for the students to enter the generated course code, or they can share the course code with the QR core. These applications also enable notifications on individual accounts, so it is possible for students to communicate synchronously.

The account I created for testing is called **8A – ELT class** (abbreviation for English language teaching class) and the access code is nl6g5. All the instructions that students needed to complete activities were described in the information for each task.

Research Participants

The research was carried out at the Primary School Domažlice, Komenského 17. It is one of two primary schools in city. This school is attended by more than 900 pupils. English language is taught form the 3rd grade with different number of lessons per week. I chose the 8th year in which I teach 3 times a week (45 minutes per lesson).

Students were divided into this group at the beginning of the 6th grade according to the results in the entrance test. The two groups were equally formed that the students' knowledge was balanced.

In this group, there are 15 students who have been trained to install and control the application. This group consists of 6 girls and 9 boys. These students are 14 and 15 years old. For the smoothness of work and its efficiency, we worked with children in a computer lab. Students worked individually, everyone sat at his / her own computer desk. School headphones are available for everyone, but students usually prefer to use their own.

The following chapter contains collected data and results analysis.

Nobody was missing in the class. There were all 15 students, 9 males and 6 females.

How long have you been learning English?
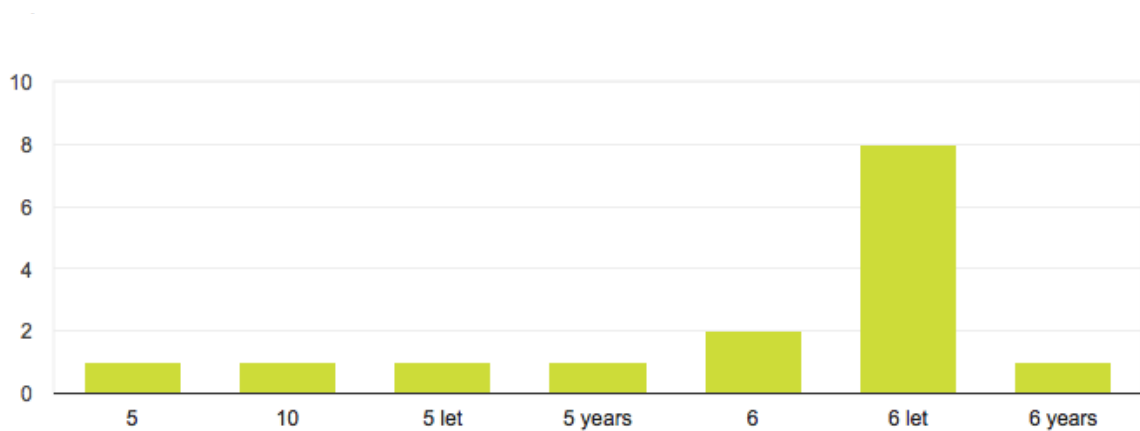
Graph 1. Years of learning English

The students responded differently to this question. 11 students study English for 6 years, 3 students study English for 3 years and 1 students studies English for 10 years. The results are influenced by the fact that this group was created at the 6th grade. By this time, almost half of the students attended another school with other curricula.

The answers to the next question were unambiguously the same, none of the students would claim that their attitude is negative or neutral. The answer looks forward to me as a teacher. It reflects their readiness and enthusiasm.

IV. RESULTS AND COMMENTARIES

This diploma thesis deals with students' attitudes and opinions about assigning tasks via ICT. The following chapter focuses on evaluating collected data. The data was collected using an online questionnaire that the students filled out after completing the tasks. The questionnaire was divided into two parts. The first questionnaire was aimed at using the ICT and LMS system. The second part is focused on the assigned tasks as such (Appendix 3). All results are presented using generated graphs and responses. The last part of this chapter is a summary of the results, a comparison with the set questions and the conclusion is drawn here.

Questionnaire

Results

Did you use Google Classroom before setting up 8A – ELT class?
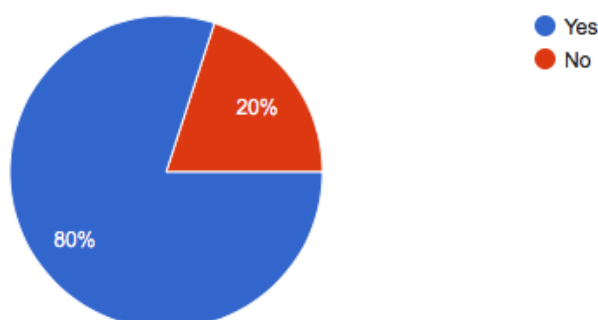
Graph 2. Usage of Google Classroom

This first question, after previous questions about personal data, was whether students had already met Google Classroom. In our school, some teachers are working in Google Classroom, so some students had experience from other subjects. 12 students claimed that Google Classroom have already tried. For 3 students, this service was new.

The next question was just about using Google Classroom. Students who answered the previous question that they have experience should further specify the purposes for which they used the service in the past. Their answers follow:

"For class purposes and Geography lessons."

"Also at school (homework for Geography lessons)."

"I use it for Geography lessons and for Information and Communication technology lessons."

"I use it at school with our class teacher for class purposes."

"I used it for other lessons."

"I don't know."

The responses confirmed that students used Google Classroom with another teacher and specified the exact usage.

In the next part of the questionnaire, I focused on the benefits and disadvantages of Google Classroom. The first part is focused on the benefits of completing the tasks via Google Classroom. The answers are very diverse. I chose several examples of the most common answers.

"We don't need to take our workbooks to schools. We can send it from home."

"It's easier."

"I can work on a computer. It's funnier."

"We can see when we finisher the task and the teacher can return it."

"It's quick and easy to work."

"We always use mobile phones and computers, it's easier than to look inside my bag."

"It's online, I don't have to use paper and pen."

These are the benefits I supposed to appear the most. Most of them represents the main reasons to use the ICT in the classes. Students use ICT on a daily basis in their real life, so why not use them effectively for study purposes?

The second part focuses on the disadvantages of using ICT in lessons. The answers follow:

"Nothing."

"Sometimes the time is limited and it is stressful for me."

"Sometimes the internet is working poorly."

"Doing new things."

The students' comments make sense. They are based on the situations they encountered when using Google Classroom. Issues, such as an Internet connection, can occur at any time.

Did you enjoy completing tasks on Google Classroom?

Legend:
- Yes
- Rather yes
- Rather no
- No

33,3%

66,7%
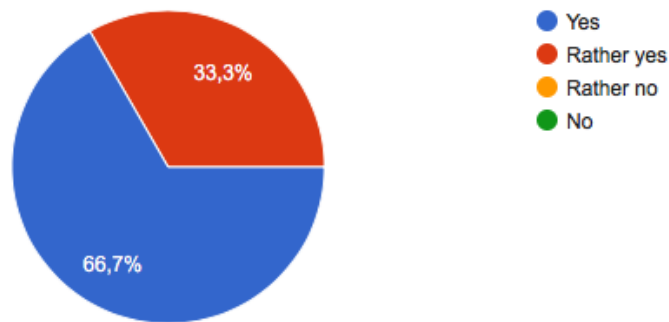
Graph 3. Students' interest

The next question is related to how students enjoyed the use of ICT and the task completing via Google Classroom. It turned out that 10 students enjoyed the work and remaining 5 students were also inclined to Google Classroom.

In comments the students confirmed their answers to the previous question. Again, they mentioned a positive attitude to this way of assigning tasks. I chose some of them:

"I'm not afraid of completing tasks on Google Classroom, I liked it every time."

"I would like to do the tasks on Google Classroom."

"No, I like it."

Did you appreciate that you could choose which tasks to complete?

Legend:
- Yes
- No

93,3%
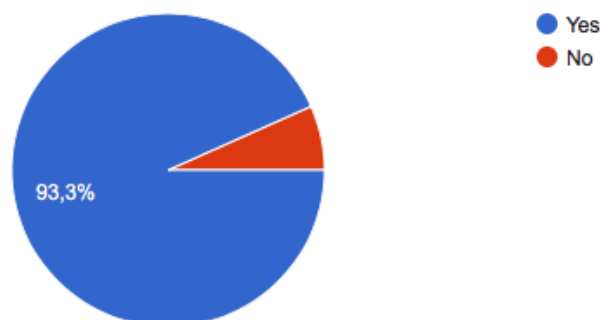
Graph 4. Possibility of choice

Students were required to complete one main task (Task 3), and they could choose which one of the remaining two they will complete. Early finishers could complete all the tasks. The graph points to the fact that students had a choice to choose the task. Almost all students appreciated this opportunity. Only one student does not consider the choice to be important. Even 5 students volunteered an optional task.

In the comments to the question, 14 students gave their important reasons. Again, I selected some of them:

"It's better when I can choose."

"Because I can choose those that suit me."

"We are not force to do so."

"Because each of us prefers different tasks."

The next question was focused on students who did not complete all three tasks. Students could express their reasons why they did so. The most common reasons follow:

"There was not much time."

"Because Task 1 and Task 3 appeared to be more interesting."

"Because I did not like one of them."

Mentioned reasons confirmed that it is important to give students a choice. It is also important to plan further sub-tasks for faster students in the future.

The following question deals with possibility of problems encountered while completing the tasks. It this case, students described the problem. 12 students claimed they did not have any problem, 3 students solved some unexpected situation.

"I didn't understand any words."

"Just once. My fault. Problems with uploading."

"Sending the photos. Some photos weren't sent."

From the answers is cleared that the used system did not show any errors. The error occurred either on the user side or the problem was in understanding the task itself.

Would you like to complete tasks in this way in the future?
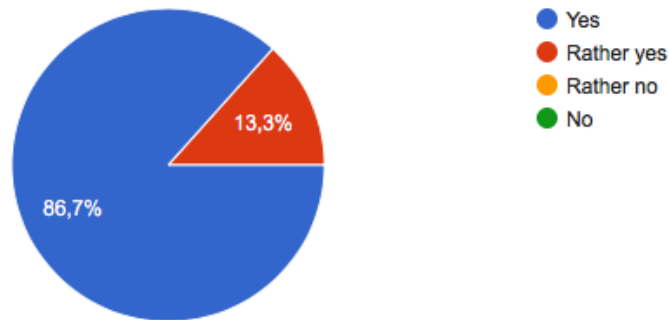
Graph 5. Tasks in the future

      The last graph shows the answers to the question whether students would like to use this system for assigning tasks also in the future. 13 students answered yes. 2 students rather yes.

      In comments, they confirmed their opinions:

"It is a good form for assigning tasks."

"It has got easy functions and the work is fast."

"Because computers have a future and everyone will be able to work on a computer."

"It was easier and funnier."

"It's more modern and easier."

"It is fast, easy and Mrs. teacher can look at it at home and we will take more care."

"It's better to work on a PC than on paper."

The second part of questionnaire focuses directly on students' opinions and feelings about assigned tasks.

What task did you like the most?

Task 1 (Birthday Party)
Task 2 (Festivals around the world - video)
Task 3 (My own festival)
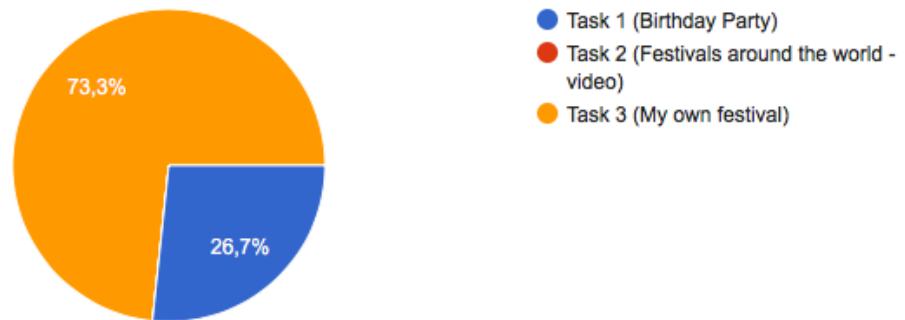
Graph 6. The most chosen task

The first question asked which of the students' tasks was the most popular. The vast majority, 11 students, chose Task 3 and only 4 students chose Task 1. Task 2 to my surprise students did not choose at all.

The next question dealt with the explanation why the students named one of the three tasks as the most popular. The answers were varied. I chose several of them. Students who chose Task 3:

"Because I like to create presentations."

"I chose it because I had the opportunity to invent my own festival."

"Task 3 I chose because I like to use my fantasy and I could have fun."

"Because I could create it myself. And it wasn't given how it should look."

"Because my favourite rapper Yzomandias will sing there."

The answers of students who chose Task 1:

"It was the easiest."

"Because we worked as one group and everyone could write what he wanted."

"It was interesting to create sentences with my class, we laughed a lot, and it was great that we could create from our own head and not according to given steps or instructions."

The next question was focused on the benefits of Task 1 or Task 2, depending on which of these two tasks student chose. Possibly the benefits of both if the students voluntarily performed both. Answers to Task 1 follow:

"The benefit of Task 1 is that I could continue myself and I could create extraordinary things."

"Creativity, everything was up to us. Task 1 – The story has been constantly changing."

"In Task 1 we could connect with someone else and the story was constantly changing, but in Task 2 the video was prepared."

Answers to Task 2 follow:

"The advantage of Task 2 was that we had a video ready so we did not have to search for a video, so it was easier for us. And we all had the same assignments, but we could all do another job.

"It was useful that we saw some famous festivals and it helped us a lot in Task 3."

"A very good advantage is that we can create sentences that have got the meaning without the help of a textbook, a workbook or a teacher."

The following questions was focused on the Task 3 which was obligatory for all pupils. In short, students had to describe what they liked on completing the task. Opinions follow:

"The advantage of Task 3 was that we did not get nearly any instructions, so we had a free hand and we could do it ourselves."

"We know how to create a party invitation. We do not have to use pen and paper.

"The benefits are that I have the opportunity to think and create everything myself."

"We could work alone, it was interesting. We could think of anything and work with our creativity."

The final question of the second questionnaire was to find out whether there was something across all the tasks that students avoided or did not like. They mentioned mainly these opinions:

"I liked everything because I like to change the style of teaching."

"I wouldn't change anything, it was funnier than traditional lessons."

"I'm little sorry that Task 1 was slower than the others, because I waited to continue when my classmate was ready.

Commentary

Based on the questionnaire (Appendix 3), I found out that this group of 9 boys and 6 girls attending my English lessons learn English most often between 5 and 6 years. This makes it unambiguous to say that it is possible to compare the level of knowledge according to how many years a student learns English. As previously mentioned, students gained the first basics of English language in other places and in other ways.

Furthermore, students expressed their relation to the process of learning English, which also reflected the relation to the language as such. Asked what attitude they have to English, everyone answered, positive. Accordingly, we can assume that this group will not have any problems with motivation to complete all the tasks that will be assigned. It can also be assumed that students themselves have the incentive to improve their knowledge. There were also no major problems during the assignment, completing and submitting. The only problem was some students' slower pace.

In addition, the questionnaire found out that the students had already used Google Classroom. Most of them, 80 %, wrote that they did, so it was easier to enter. Since all students in the group are owners of smartphones and use any mobile device every day, work for teachers is much easier in this respect. Students respond very positively to the use of modern technologies and do not have to be motivated to work as for work in a traditional way.

Students also pointed out the advantages and disadvantages of using this electronic system for assigning tasks. First, I will focus on the benefits of using. The benefits that the students presented I expected, because my experience with this system shows almost identical advantages. I think, this tool can be used correctly and efficiently for both school and out-of-school activities. Teacher's benefits are definitely hidden in a hierarchical and structural arrangements of tasks and also in the ability to access materials and tasks at any time. For students, the benefits are similar. The main advantage will certainly be the possibility of notifications as well as the possibility of recompleting the work, for example because of the absence at school. The advantage of this system will certainly be its free of charge and availability. Secondly, I will focus on the disadvantages of using. Disadvantages that were presented by students have been identified with my own views. As a disadvantage was mentioned mainly the problems with Internet connection. The disadvantage is that the students must have the skills to control the system. These skills must be acquired during the course of study or there is a need to leave extra to time to explain when the others are completing the task smoothly.

I would like to answer the questions I made at the beginning of this chapter. One of them focuses on the benefits of completing a task using ICT form a teacher's point of view. An advantage will certainly be the centralization of all the materials and time events that took place in the course. Another undisputed advantage is the ability to schedule tasks, share, correct and create them. The benefits will certainly be a wide range of services that are connected and Google offers them for free.

On the other hand, the main disadvantages of preparing these types of tasks where found in duration, because to adapt the material on the Internet to support the curriculum objectives can be time-consuming. The teaching using the Internet also brings new responsibilities for teacher and for schools including training and developing new evaluation criteria.

The next question in the questionnaire addressed a pre-set question, whether the task completing via ICT is attractive for students. The answers were quite identical and all the students answered positively in the ratio of 10 students said yes and 5 students said rather yes.

Now I will focus on answers' analysis related to the tasks. The first question reflecting the students' opinions on completed tasks was to determine whether students appreciate the possibility of choice. 4 students answered that yes, only 1 student answered that not. The following question should explain their answer to the previous question and explain why they answered this way. The responses positively evaluated the possibility of choosing the tasks themselves or pointed out that they are not forced to do the exact task or task type. Some students even have written that everyone suits the different task and they tend to choose the easier one, which seems to be Task 1.

When the students were asked about the omission of one of the tasks, they responded and justified that there was not much time or they claimed that the omitted task was not interesting for them.

Then the questionnaire elicited the most popular tasks, and the students chose Task 3, where they had to create a document with their own festival. 4 students marked Task 1 (Birthday Party). I was a bit surprised that Task 2 was not the most popular at all. Perhaps this view was influenced by the possibility of choice, but the following questions revealed that they did not fulfil this task, but the video that was the component of the task they watched with interest and used it as an inspiration in creating Task 3.

In another question, students explained why they chose the preferred task as the most popular. The answers differed, but mostly won the indirect motivation with the words:

"It was fun."

Choosing the Task 1 students added these statements:

"I like it because we formed it with the class together."

"The story was constantly changing and everyone could write what he wanted."

The following question related to the benefits of Task 1 or Task 2. In Task 1, students appreciated the possibility of creative expression and work with their own imagination. In addition, the students praised the entertaining cooperative form when the story was constantly changing. In the Task 2 evaluation, students pointed to the contribution of the knowledge of various world festival and they could use the video about these festivals as inspiration in creating Task 3.

Asked what students did not like across all of the tasks, the students replied that they like everything, and none of answers was negative. They mostly like everything and elevated this lesson to classical lessons.

Data Analyses

Students were instructed to complete two of three tasks in Google Classroom. Task 3 was obligatory for students, and all 15 students had to handle it. Between Task 1 and Task 2, students could choose. Early finishers even completed all three tasks. Instructions for completing the tasks were submitted to students on an English language lesson in a computer laboratory on the 25th June 2018. All information about their work is summed up in *Table 1.*

Student's code	Task 1 *voluntary* **Birthday Party**	Task 2 *voluntary* **Festivals around the world**	Task 3 *obligatory* **My own Festival**	Number of completed tasks	Percentage of completed tasks
LC8	done (1st)		done, 25.6.2018, 9:40	2	66,66 %
JH8	done (2nd)		done, 25.6.2018, 9:35	2	66,66 %
SA8	done (3rd)	done (4th)	done, 25.6.2018, 9:56	3	100 %
AM8	done (4th)	done (5th)	done, 25.6.2018, 9:46	3	100 %
DS8	done (5th)		done, 25.6.2018, 9:36	2	66,66 %
HS8	done (6th)	done (3rd)	done, 25.6.2018, 9:45	3	100 %
TF8	done (7th)		done, 25.6.2018, 9:55	2	66,66 %
HK8	done (8th)		done, 25.6.2018, 9:48	2	66,66 %
PV8	done (9th)		done, 25.6.2018, 9:41	2	66,66 %
TS8	done (10th)		done, 25.6.2018, 9:42	2	66,66 %
JK8	done (11th)		done, 25.6.2018, 9:42	2	66,66 %
JB8	done (12th)		done, 25.6.2018, 9:46	2	66,66 %
M8	done (13th)	done (2nd)	done, 25.6.2018, 9:41	3	100 %
ED8	done (14th)	done (1st)	done, 25.6.2018, 9:48	3	100 %
TM8	done (15th)		done, 25.6.2018, 9:49	3	100 %

Number of students who submitted the task	15	5	15		
Percentage	100 %	33,33 %	100 %		

Table 1 Overview of students' task completion.

Commentary

This table is a summary of data demonstrating both the number of tasks handed out and the time data. From the table, it can be seen that 100 % of the students have completed the given tasks and some have tried to complete all the tasks that were available. The reasons why students failed to complete all three tasks were several. The most frequent was the lack of time and some students worked during the break. In one case, there was a problem with uploading Task 3, but after the teacher's help everything went well.

There are different dates in the table. In the first column, you can find the code of the students who participated in the test. The first letter represents the name of student, the second letter represents the surname and the number represents the grade of the participants. In the following columns, we find data on completed tasks and the exact number of completed tasks. In the last column, we can see the percentage of completed work.

Task 3, which was obligatory, was completed by all students. The task was to create the document, which should contain the details of their fictional festival. All the instructions were in the Google Classroom. The students have come to this task very responsibly and according to the questionnaire it can be judged that it was a very motivating task for them, and they were even entertained and learned something new. The optional Task 1 featured a team-building story to continue. The theme of the story was the last birthday. In the assignment, students had the beginning of the story, which was accompanied by a thematic photo. There was an interesting combination of sentences in this task. Students practiced primarily past simple time as well as the narrative method. Students rated the activity positively, most attracted was the moment of tension, when the student before them created an unexpected sentence that completely changed the story development. Students left behind the Task 2 as an extra task. Unfortunately, this task could not be processed. According to the questionnaire, it was clear that they did not succeed in this task for time reasons. Only a few students wrote that they did not take the task, but the knowledge from the video was used in Task 3. The task was to watch the video about the world-famous festivals and students should select and comment on why this particular festival would like to visit. The details of the instructions for Task 2 were given in Google Classroom. Examples of completed tasks can be found in the appendices of this thesis.

Personal experience

From my experience of this testing and also from my pedagogical work, I see many benefits that ICT provides us with. Thanks to these modern technologies, it is possible to streamline the learning process as such, and in today's dynamically developing age, we can prepare students for normal working life. I would like to divide my personal experience into two parts, namely the task issues section and the Google Classroom section as a mean of inputting, creating and controlling or evaluating work.

I tried to assign tasks (Appendix 1) so that students had to perform complex form of tasks. The tasks were composed of several partial skills and knowledge that students needed to have.

Initially in creating the tasks I tried to build on the general task characters that were defined by Ellis (2003). Every task represented a plan of work that presented a plan for student activity. Students have to deal with some misunderstandings, mainly when they had to create their own festival program, because this task involved engaging cognitive processes such as sorting, arranging, thinking and analysing information in order to achieve results.

I have experience with the fact that this type of assignment motivates students well and can teach them may of the partial tasks that will come together in a complex output. It is important for the teacher to choose the right objective an assign the task appropriately to make this type of teaching effective. The problem may occur if the instructions are misspelled or misunderstood. Although modern technology often supplements or broadens the possibilities and source of information, it is important for the teacher to be present in this type of teaching and to manage the whole teaching. As the students were working on their tasks, I was walking around their desks and explained or personalized their work individually.

After controlling the students' comments (Appendix 2), it was almost unambiguous that the most common students' mistakes were in past forms of irregular and regular verbs. Interesting also is that due to the fact that in the 8th grade there is quite a lot of grammar revision devoted to present perfect tense, the wrong combination of past simple tense and present perfect tense also emerged in one case. This situation forced me to adapt to it the following lessons and explain the phenomena. When the students were more confident, I tried a similar activity once again with the fact that we changed the theme of the story.

In the second part, I would like to share my experience with modern technologies and Google Classroom. For teachers, modern technologies in combination with the Internet are very

beneficial and can often simplify the preparation of materials for teaching. Google Classroom is a tool that can be evaluated as an LMS system.

The overall package of services from Google is interconnected and therefore it is possible not only to create materials, but also to share, evaluate and communicate with students. Google Classroom is, in my view, a very fast tool for input and immediate feedback. Students and teachers can go back to assigned tasks and do not need to search for materials somewhere in workbooks or textbooks. I think these tools are a huge contribution to the learning process, and therefore it would be good if teachers properly incorporate technology into teaching.

V. IMPLICATIONS

This chapter consists of three parts. The first part are the pedagogical implications, where are outlined recommendations for teachers. The second part discusses limitations of research and the last is a proposal for further research.

Pedagogical Implications

Before the teachers begin to teach, the level of students needs to be determined. Students may have experience differences in English or computer skills. In this group, students are predominantly well-versed in the English language and therefore all tasks have been positively accepted and developed without any problems. As for computer control and Google Classroom, there were not problems in the group because most students already have some experience with this LMS. The problems might arise when students do not have Google accounts created because they would not want to create them or they could not create them because of the low age. To determine the level of English language or computer skills, I would recommend tool called Forms.

The teacher must be ready to help the students with their tasks. It is also a very important factor for the teacher to know the virtual environment in which he works and to respond to student needs. A partial task for the teacher will surely set the rules and behaviour in the virtual classroom. Motivating students is much easier with computer work than a combination of paper and pen tasks.

Limitations of the Research

This research is research that cannot be generalized. The tested sample of students is relatively small group of 15 students, 9 boys and 6 girls. One of the other limits may be the type of school undergoing the research. The research was conducted at a primary school with a regular weekly English language subsidy, which is 3 lessons a week in the 8th grade. The limitation is certainly a time limit of the teaching unit, which is set at 45 minutes, which is relatively short time. This problem arose when the students were working on the Task 3, which students left behind and its difficulty could not be planned in advance. It is possible to estimate that with a higher time subsidy the results and the quality of the work would be different. In the general, more demanding ICT tasks could be better panned for a two-45 minutes lesson.

Restriction will certainly be the time period of testing and absence of some students. Last but not last, it can be estimated that the result would be different in other groups of the same age.

Suggestions for Further Research

Research could certainly be expanded in several ways. Firstly, the research could be extended to other groups f the same age, which would then be easily compared and later generalize the results.

Interestingly, comparison would also be made between schools of the same type or between schools of another type. This would greatly increase the accuracy of research.

In addition, the themes of tasks could be changed in order to compare the level of motivation, or we could try the same topic with the same instructions using the classical method of teaching without the usage of information technology. The results would certainly be very different.

These proposals for expanding research are certainly not the only ones. Research could be extended by a whole host of other steps.

VI. CONCLUSION

This thesis was aimed to examine the effectiveness of the tasks and their presentation during the lessons. Before I started my research, I had my views on tasks and on the usage of ICT in teaching English language. I was looking forward to the research results to know what attitudes the students I teach have.

In practical part, I have identified several questions that I have been looking for answers during the testing:

1. Is the task completing via ICT attractive for students?
2. Where there any advantages or disadvantages from the students' point of view when completing the task?
3. Where there any advantages or disadvantages from the teacher's point of view when developing the task?
4. Did any unexpected situation arise while performing the task?
5. Are the students willing to complete the tasks via ICT in the future?

The vast majority of students responded positively to the questionnaire and even warned in the comments that this type of tasks and lessons could become a common type in the future.

Among the most common benefits, students mentioned the opportunity to involve their own imagination and creativity. They appreciated the opportunity to drive their own business and meet the goal. There were no main problems or disadvantages among students. The only problem that occurred during testing was when the student was uploading photos. Everything was solved with the help of a teacher.

There are lots of benefits in terms of creating tasks. The main advantages will be the availability of materials in any form in the electronic version. The teacher can draw on the internet various ideas and inspiration. That is why the work is very simplified. Different electronic devices are also an advantage, making it easier to produce all teaching materials. An advantage is also the immediate feedback the teacher can provide from his own computer. A disadvantage will certainly be the need for electronic devices, Internet access and school equipment or even insufficient level of students' knowledge.

No unexpected events occurred while completing the tasks. The biggest problems have occurred in the technical aspect of the recording.

This research has confirmed me in my view that the work at which students work with ICT is very motivating for them. It has also been shown that such tasks are very popular with students, and students are well aware that a complex task in the future can develop them.

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HbatDsgQ6AEIJTAB#v=onepage&q=task-based%20learning%20framework&f=false

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Appendix 1

Designed tasks

TASK 1 – Birthday Party

Main objective: Students are able to create meaningful text, working together as a group.

Level: A1-A2, students at the 8th grade

Time: 5-10 minutes
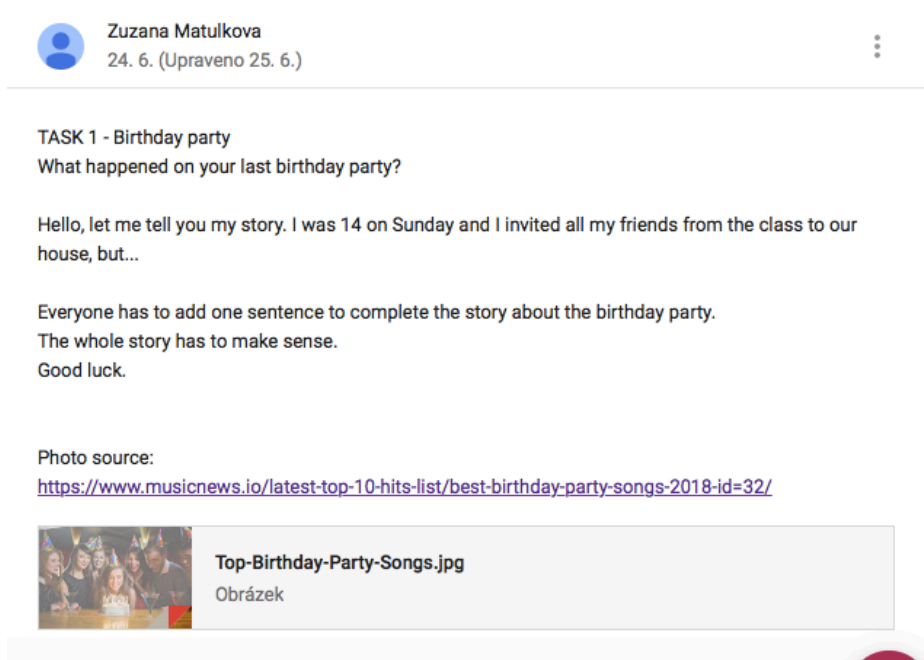
Learning focus: Students use narrative writing to continue in a story, using past simple

Preparation: Teacher has to upload the task with the instructions on the Google Classroom, prepare the descriptive photo and write the first sentences of the story.

Technical requirements: Students have created the account on Google Classroom and have the access to the 8A - ELT class; internet connection.

Procedure:

1. Teacher creates a task on Google Classroom, adds the suitable photo and starts the story with first sentences.
2. Teacher gives the instructions to students, reminds the students of learning focus.
3. Every student reads created parts of story and adds his/her sentence to make the text coherent.
4. Teacher gives feedback, controls the work, motivates students with some tips or ideas.

TASK 2 – Festivals around the world

Main objective: Students understand the speaking in the video, are able to decide which festival they want to visit and are able to express their opinions and ideas.

Level: A1-A2, students at the 8th grade

Time: 10-15 minutes

Learning focus: Listening and writing based on the video they watched, giving opinions.

Preparation: Teacher has to upload the task with the instructions on the Google Classroom, prepare the video to watch.

Technical requirements: Students have created the account on Google Classroom and have the access to the 8A - ELT class; internet connection.

Procedure:

1. Teacher creates a task on Google Classroom, adds the suitable video and prepares the instructions.
2. Teacher gives the instructions to students, reminds the students of learning focus.
3. Student watches the video and chooses one festival to visit, explains his / her choice in comments.
4. Teacher gives feedback, controls the work, motivates student with some tips or ideas.

Zuzana Matulkova
24. 6. (Upraveno 24. 6.)

TASK 2 - Festival around the world

What festival would you like to visit and why?

Watch the video and choose at least one festival you would like to visit. Write the name of the festival and add the reason/s why - at least 2-3 sentences.

Good luck.

Best Festivals in the World: 10 Unusual Celebrations and National Customs
Video na YouTube   6 minut

TASK 3 – My own festival

Main objective: Students are able to create meaningful program of festival, adding pictures, using imagination and fantasy.

Level: A1-A2, students at the 8th grade

Time: 25-30 minutes
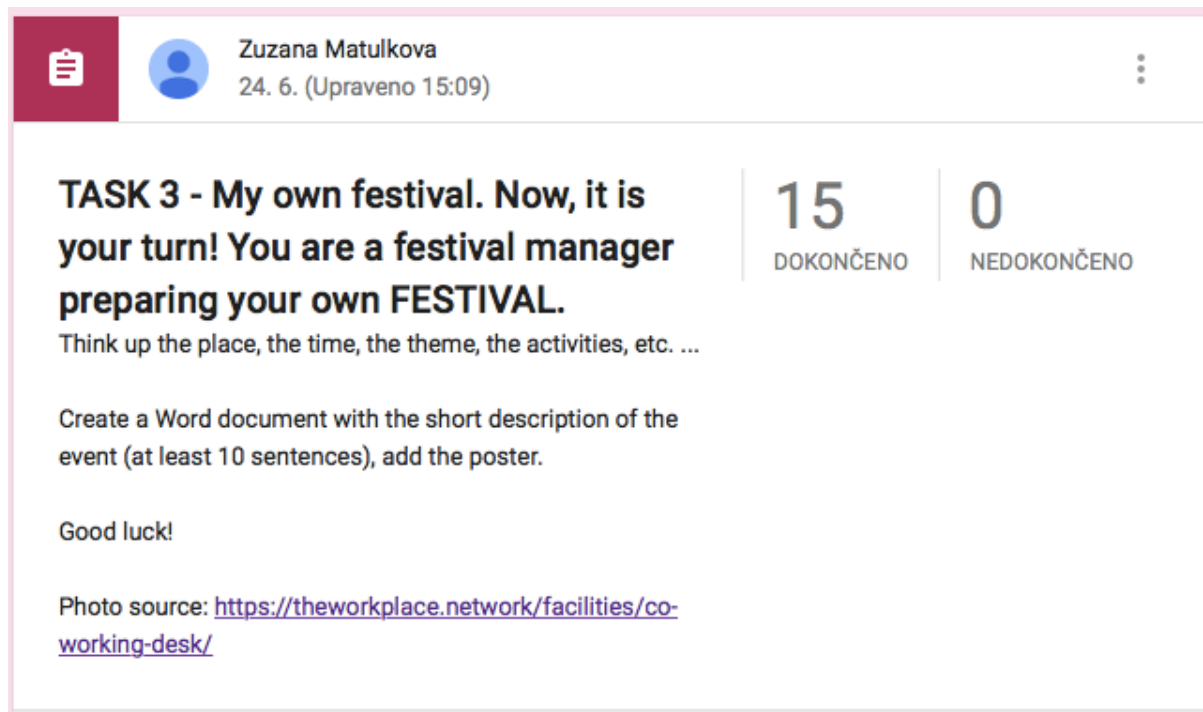
Learning focus: Students try to create their own festival program, practicing the vocabulary connected with the topic.

Preparation: Teacher has to upload the task with the instructions on the Google Classroom, prepare the descriptive photo.

Technical requirements: Students have created the account on Google Classroom and have the access to the 8A - ELT class; internet connection.

Procedure:

1. Teacher creates a task on Google Classroom, adds the suitable photo.
2. Teacher gives the instructions to students, reminds the students of learning focus.
3. Every student creates a Word document with the short text about their festival, early finishers add photos, videos and posters.
4. Teacher gives feedback, controls the work, motivates student with some tips or ideas.
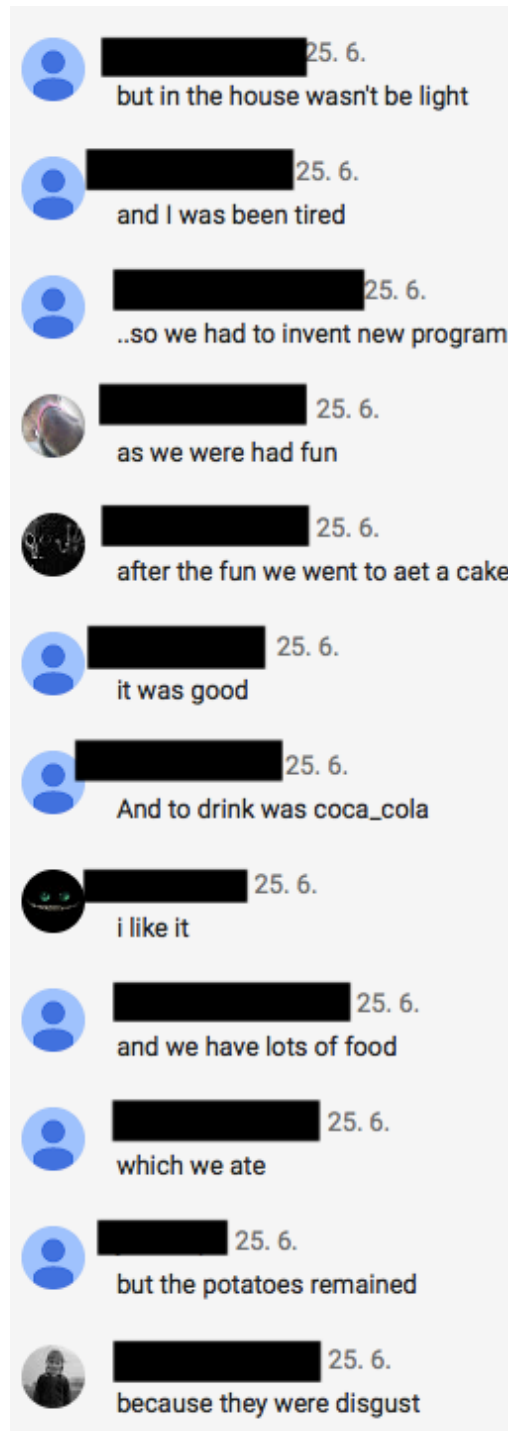
Zuzana Matulkova
24. 6. (Upraveno 15:09)

TASK 3 - My own festival. Now, it is your turn! You are a festival manager preparing your own FESTIVAL.

15 DOKONČENO   0 NEDOKONČENO

Think up the place, the time, the theme, the activities, etc. ...

Create a Word document with the short description of the event (at least 10 sentences), add the poster.

Good luck!

Photo source: https://theworkplace.network/facilities/co-working-desk/

TASK 1 – Birthday Party

TASK 1 – Birthday Party

25. 6.
and the juice remained too, because everyone was drinking cola

25. 6.
everything was super but

25. 6.
My friend bringt some alcohol and we get drunk and that was end.

Zuzana Matulkova 15:14
n the house wasn't any light - was is the past tense of be.

Zuzana Matulkova 15:15
was tired - You created the combination of past simple and present perfect.)-:

Zuzana Matulkova 15:16
It was funny - the better version of your sentence. You can't have were and had = two verbs

Zuzana Matulkova 15:16
to eat - spelling mistake (irregular verb)

Zuzana Matulkova 15:17
I liked it - past simple.

Zuzana Matulkova 15:17
We had .. - past simple.

Zuzana Matulkova 15:18
My friend brought some alcohol - past tense of bring - brought - brought

TASK 2 – Festivals around the world

25. 6.

I want to go on baloon fiesta because I love flying and it must be super!!

25. 6.

I have already visited octoberfest and I would like to visit it again. Beacause you can drink beer.

25. 6.

I want to go on oktoberfest. Becaus i like drink beer

25. 6.

Mardis Gras, because there is fun, masks and colours.

25. 6.

I want to go on Holi festival. Becouse I like color, it is cool.

Zuzana Matulkova   15:25

Yes, I liked it as well. (-:

Zuzana Matulkova   15:26

That's nice. Can you really drink beer? (-:

Zuzana Matulkova   15:26

Yes, you're right, that's really colorful. (-:

Zuzana Matulkova   15:27

Yes! (-: Nice.

Zuzana Matulkova   15:27

Thanks, so you can go with Miner. (-:
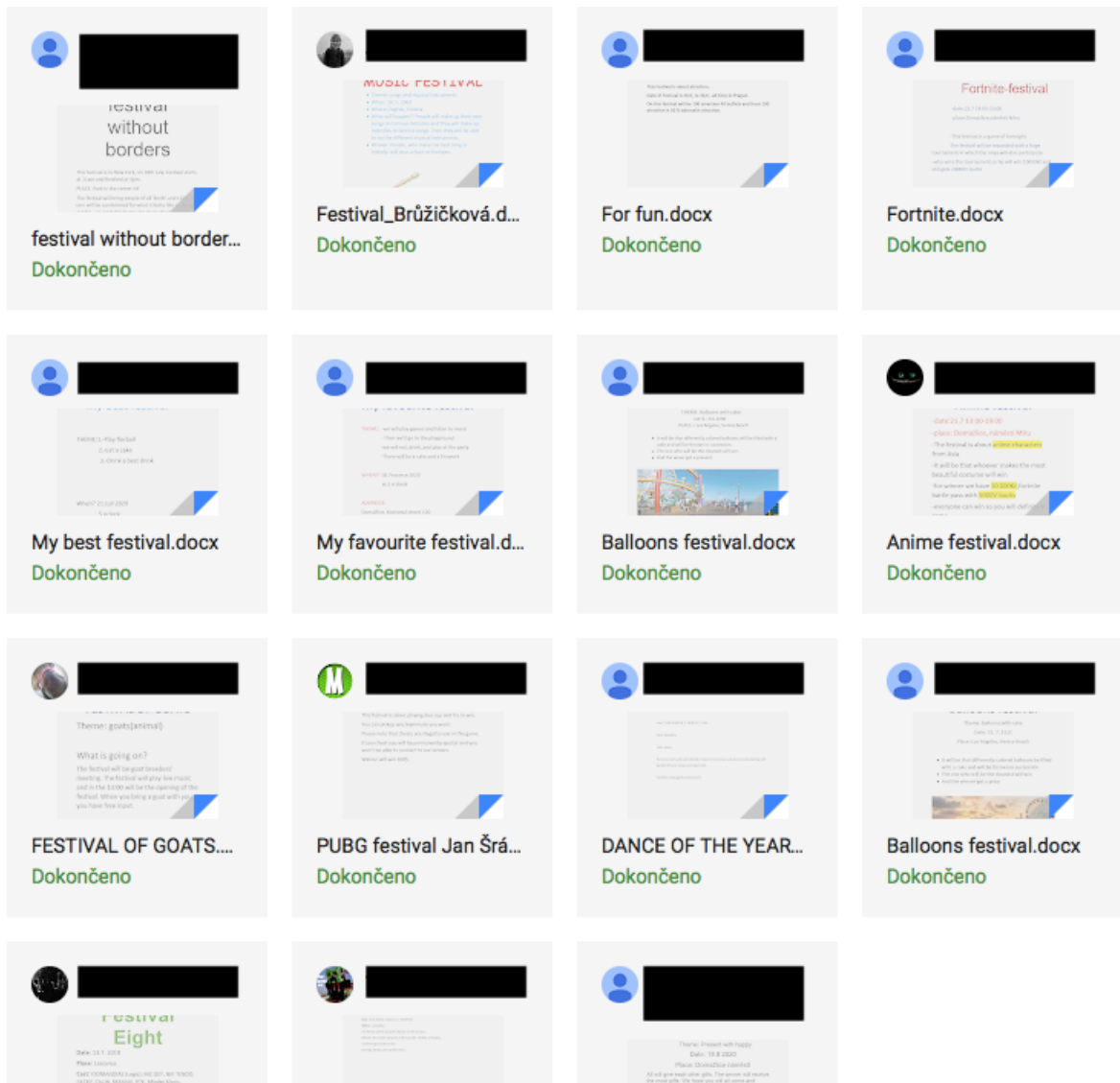
TASK 3 – My own festival

festival without border...
Dokončeno

Festival_Brůžičková.d...
Dokončeno

For fun.docx
Dokončeno

Fortnite.docx
Dokončeno

My best festival.docx
Dokončeno

My favourite festival.d...
Dokončeno

Balloons festival.docx
Dokončeno

Anime festival.docx
Dokončeno

FESTIVAL OF GOATS....
Dokončeno

PUBG festival Jan Šrá...
Dokončeno

DANCE OF THE YEAR...
Dokončeno

Balloons festival.docx
Dokončeno

FESTIVAL OF GOATS

Theme: goats (animal)

What is going on?

The festival will be goat breeders' meeting. The festival will play live music and in the 13:00 will be the opening of the festival. When you bring a goat with you, you have free input.

Date: 28.7. 2018

Start: 13:00

Finish: 18:30

festival without borders

This festival is in New York, on 18th July. Festival starts at 11am and finished at 4pm.

PLACE: Park in the center NY

The festival will bring people of all 'kinds' and LGBT, no one will be condemned for what it looks like or stands out for. we want this festival to make the best festival in America. You can come to what you want. It will be a march, and there will also be several musical surprises. Billie Eilish, Justin Bieber, and the honor of XXXtentacion will be celebrating the launch of the black balloons. We will all enjoy it together. We look forward to you!

Appendix 3

Questionnaire

8A – ELT class

Google Classroom – část I.

Jméno: _____   Věk: _____

1. *Jaké je tvé pohlaví?*
   a) žena
   b) muž

2. *Kolik let se už učíš anglický jazyk?*

   _____ (počet)

3. *Jaký máš vztah k anglickému jazyku?*
   a) pozitivní
   b) neutrální
   c) negativní

4. *Před založením 8A - ELT class, používal jsi Google Classroom?*
   a) ano
   b) ne

5. *Pokud ano, k jakým účelům jsi ho používal?*

   _____(napiš účel/y)

6. *Jaké jsou podle tebe VÝHODY plnění úkolů přes Google Classroom?*

   _____(napiš výhodu/y)

7. *Jaké jsou podle tebe NEVÝHODY plnění úkolu přes Google Classrrom?*

   _____(napiš nevýhodu/y)

8. *Bavilo tě plnit úkoly přes Google Classroom?*
   a) ano

b) spíše ano
c) ne
d) spíše ne

9. *Pokud tě nebavilo plnit úkoly, napiš důvod/y proč.*

_____(napiš důvod/y)

10. *Vyhovovalo ti, že jsi si mohl/a vybrat, jaké úkoly budeš plnit?*
    a) ano
    b) ne

11. *Pokud ti výběr úkolů vyhovoval, napiš proč.*

_____

12. *Pokud jsi některý z úkolů vynechal, napiš důvod, proč.*

_____

13. *Vyvstala během plnění úkolu nějaká nečekaná situace/problém?*

_____(jmenuj)

14. *Chtěl/a bys plnit úkoly tímto způsobem i do budoucna?*
    a) ano
    b) spíše ano
    c) ne
    d) spíše ne

15. **Pokud bys rád/a plnil/a úkoly takto i v budoucnosti, napiš svůj důvod/y proč.**

_____.

Google Classroom – PART I.

Name: _____   Age: _____

1. What is you gender?
a) female
b) male

2. How long have you been learning English?

_____ (amount of years)

3. What is your attitude to English language?
a) positive
b) neutral
c) negative

4. Did you use Google Classroom before setting up 8A – ELT class?
a) yes
b) no

5. If so, for what purposes did you use it?

_____(write reason/s)

6. What are the advantages of completing tasks on Google Classroom?

_____(write advantage/s)

7. What are the disadvantages of completing tasks on Google Classroom?

_____(write disadvantage/s)

8. *Did you enjoy completing tasks on Google Classroom?*
a) yes
b) rather yes
c) rather no
d) no

9. *If you did not like to do the tasks on Google Classroom, write the reason/s why.*

_____(write reason/s)

10. *Did you appreciate that you could choose which tasks to complete?*
a) yes
b) no

11. **If so, write the reason/s why you liked it.**

_____

12. *If you have missed one of the tasks, write down the reason why.*

_____

13. **Did an unexpected situation/problem arise during completing the task?**

_____(name the problem)

14. *Would you like to perform tasks in this way in the future?*
a) yes
b) rather yes
c) rather no
d) no

15. *If you would like to complete the tasks via ICT in the future, write your reason/s why.*

_____.

1. *Který task se ti líbil nejvíc?*
    a) Task 1 (Narozeninová oslava)
    b) Task 2 (Festivaly kolem světa – video)
    c) Task 3 (Můj vlastní festival)

2. *Proč jsi si tento task vybral?*
    _____

3. *Vysvětli, jaké jsou výhody Task 1 nebo Task 2? (podle toho, který z nich jsi plnil)*
    _____

4. *Vysvětli, jaké jsou výhody Task 3? (Můj vlastní festival)*
    _____

5. *Je zde něco, co jsi napříč všemi Tasks rád/a neměl/a?*
    _____

TASKS – PART II.

1. *What task did you like the most?*
    a) Task 1 (Birthday Party)
    b) Task 2 (Festivals around the world - video)
    c) Task 3 (My own festival)

2. *Why did you choose this task?*

    _____

3. *Explain, what are the benefits of Task 1 or Task 2 type? (according to your choice)*

    _____

4. *Explain, what are the benefits of Task 3 type? (My own festival)*

    _____

5. *Is there anything you did not like? (Task 1, Task 2 or Task 3)*

    _____

SHRNUTÍ

Tato diplomová práce je zacílena na efektivní použití ICT v úkolovém vyučování. Praktická část této práce pojednává o definici úkolu, jeho typech, způsobech využití, možných problémech, zásadní roli úkolu ve vyučování a v neposlední řadě se zaměřuje na využití ICT. Praktická část této diplomové práce prezentuje výzkum, který byl proveden mezi student vybrané základní školy a přináší výsledky výzkumu. Výzkum byl zaměřen na studentův přístup k předloženým úkolům a na to, jakým způsobem byly úkoly vyhotoveny. Výsledky účastníků byly shrnuty v závěru práce a dokazují, že většina žáky by si ráda obdobné úkoly vyzkoušela i v budoucnosti. Největší výhodou se bezesporu ukázala možnost strukturálního řazení úkolů and okamžitá zpět vazba od učitele. Žádné závažné problémy se během výzkumu neobjevily, problémy řešitelné na místě byly popsány v podrobné analyse.