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Integrating Task-Based Language Teaching into One-to-One Online Lessons (Action research)

Diploma Thesis

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Brno, 15th April 2021 …….

Bc. Markéta Kršková

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Abstract

This diploma thesis deals with implementing task-based language teaching into online one-to-one lessons of one English language teacher. The theoretical part of the thesis summarises task-based language teaching principles, along with the specifics of one-to-one lessons and online language teaching. The practical part of the thesis draws on the principle of action research and monitors the integration of task-based lessons into individual English courses of four Czech students. The results are analysed and reflected upon in the final part of the work.

Keywords

Task-based language teaching, one-to-one lessons, online lessons, action research, EFL

Anotace

Tato diplomová práce se zabývá implementací jazykové výuky založené na úkolech do online individuální výuky jednoho učitele anglického jazyka. Teoretická část diplomové práce shrnuje principy výuky jazyků založené na konkrétních úkolech a specifika individuálních lekcí a online výuky jazyků. Praktická část práce čerpá z principu akčního výzkumu a monitoruje integraci lekcí založených na úkolech do individuálních kurzů angličtiny čtyř českých studentů. Výsledky jsou analyzovány a reflektovány v závěrečné části práce.

Klíčová slova

Úkolová výuka jazyků, individuální lekce, online lekce, akční výzkum, EFL

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List of Abbreviations

EFL	English as a Foreign Language
CLT	Communicative Language Teaching
CALL	Computer-Assisted Language Teaching
PPP	Presentation Practice Production
SLA	Second Language Acquisition
TBLT	Task-Based Learning and Teaching

Introduction

The task-based learning and teaching (TBLT) approach in English as a Foreign Language (EFL) classrooms has been covered and analysed in the past 30 years in various textbooks for English teachers and is considered a valid part of pedagogy. Despite some contradictions, it has many supporters between academics and teachers. As it developed from the communicative approach, communicative skills are essential in this approach. The learners activate their English language knowledge for real-life situations and learn how to react using the target language in the safe environment of a language classroom. The positive impacts of this approach on students' motivation and language skills are undeniable (Leaver & Kaplan, 2004; Frost, 2004; Edwards & Willis, 2005; Richards & Rodgers, 2015, Ellis, Skehan, Li, Shintani, & Lambert, 2019). This action research thesis aims to determine how this approach is applicable in specific one-to-one online lessons of one language teacher. The effects on the learners are documented and analysed in order to improve the quality of their lessons.

The primary aim of the research is to create a set of materials, and task-based lesson plans adaptable from face-to-face lessons to online teaching and trial these in one-to-one EFL lessons with two teenage and two adult students of one English language teacher. The effects on students are discussed, and materials with notes are offered for the teacher's future use and development. As this teaching and learning approach is student-oriented, students' reflections create an invaluable part of the thesis.

The first part of the thesis is theoretical and focuses on the specifics of task-based teaching and learning. It considers the benefits and drawbacks of this approach and reflects its use in EFL teaching. Specifics of TBLT in the online environment and one-to-one lessons are mentioned in this part of the thesis as they are essential for creating activities and suggestions of adaptations for the activities created in the second part of the thesis. The theoretical part of the thesis concludes with the introduction to action research and its position in teachers' practice.

The second part, action research, aims to select and create a set of task-based teaching materials and lesson plans for one-to-one online lessons with two adults and two 15+ teenagers. The research group of learners is described together with their needs analysis and initial problems in online lessons to be addressed in the research.

The central part of the research contains a log of the task selection and creation process and subsequent lesson plans trialled with the students. The course of the lesson is described from the teacher's point of view, and student's feedback on the lessons is provided during and after the research.

The last chapter of the thesis analyses the entire process of creating, trialling and adapting activities to an online environment and different English levels. It exposes the possible difficulties the teacher had to overcome in the process, giving clear ideas about the topic and answers the questions that arose during the research. Finally, it also serves as a reflection of the methods and critically assesses the whole experience to reveal areas for future improvement.

Theoretical part

The theoretical part of the thesis explores the rationale and fundamentals of the task-based learning and teaching approach. It also investigates the implementation of TBLT into language lessons. The second chapter distinguishes between different teaching environments that are the specifics of teaching one-to-one lessons and the differences in teaching online and face-to-face lessons. The last, third chapter focuses on the action research theory.

1 Task-based language teaching theory

Understanding the method of task-based teaching itself is crucial before proceeding to create any materials. This chapter summarises the topic of Task-Based Language Teaching (TBLT) and its benefits, along with possible drawbacks when used in English as a Foreign Language (EFL) classroom. The significant authors in the field are discussed, and their findings reflected in the following research part of the thesis. This chapter concludes with the description of the creation of a task-based lesson plan and its essential stages.

1.1 Task-based teaching in EFL classroom

Task-based teaching is not a recent language teaching approach as its onset extend as far as the 1980s, developing naturally from the Communicative Language Teaching (CLT). Over the years, it has gained a number of proponents and critics for its focus on the meaning rather than form and some of its other typical features – learner-centeredness and rejection of more traditional approaches.

The beginnings of this approach are often associated with Indian linguist Prabhu, who in 1979 attempted to transform the traditional language syllabus. He recreated the syllabus based initially on language structures into one based on the meanings, and consequently as first put into practice what is now known as a task-based syllabus. Prabhu justifies his decision suggesting that "the development of competence in a second language requires not systematisation of language input or maximation of planned practice, but rather the creation of conditions in which learners engage in an effort to cope with communication" (Prabhu, 1987, p. 1).

Even though the reasoning behind TBLT shares some general ideas with the CLT, it draws mainly on the theories of second language acquisition (SLA). As a field

of applied linguistics, SLA studies how learners acquire the second or any other language apart from their mother tongue, either inside or outside the language classroom. Richards and Rogers (2015) summarise the cognitive perspective crucial for TBLT: "Language learning is determined by learner internal, rather them external, factors. Learning is promoted by activating internal acquisition process" (p. 180). Therefore, the focus in TBLT is on the learners and their ability to formulate meanings and the internal acquisition process.

The differences between "learning" and "acquisition" were summarised by Krashen (1981). He claims that language acquisition is a subconscious process and "requires meaningful interaction in the target language-- natural communication--in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding" (Krashen, 1981, p. 1). In contrast, language learning is a conscious process focusing on linguistic forms. Language acquisition is similar to a child acquiring their mother tongue, while learning typically occurs in the educational system. The two also differ in their attitude to errors. In the acquisition, natural communication is desirable, so the error corrections are often subtle or non-existent. However, language learning involves presenting explicit rules and error corrections that are believed to help learners create the correct image of the language structures (Krashen, 1981, pp. 1–2). TBLT draws on this idea and sees language learning as a natural acquisition rather than the conscious pursuit of language skills.

In TBLT, the learners use the language already known to them to pursue their communicative goal, and only after doing so, they learn about other possibly more complex options the language may offer. This process can be underpinned by Rutherford's (1987) claims that the language should be treated as a "tool" for communication, not as an "object" that should be taken apart and learned separately as a set of "accumulated entities". This proposition supports the reasoning behind the TBLT approach.

One of the basic principles of TBLT is creating an environment for effective learning. Willis (1996) summarises the general conditions for such learning, applicable for all learners no matter what their cognitive styles are; these three essential conditions are:

- Exposure
- Use of language
- Motivation

Exposure to the language may be conscious or subconscious. The input occurs through reading or listening in the target language and includes the learner's ability to understand the meanings. Learners may learn to recognise the language they need to express their thoughts through exposure, provided that the material is comprehensible enough for them. The teachers or learners themselves can modify the input by choosing familiar topics or such texts where the meaning can be easily deduced from the title or focus, e.g., students may guess before listening or reading what will be the main idea of the text. Simplification of the texts should be avoided as they allow learners to become familiar with complicated language phrases that occur naturally in the target language.

Use of language or output is equally important as learners need opportunities to express their thoughts and activate their language knowledge. With absolute beginners, the output phase may be delayed as some learners need a "silent period" when they are allowed to listen and accumulate phrases that they will use later in the production stage. Teachers should allow students' differences and not force the beginners to produce the language unless they feel prepared enough to do so themselves.

The third condition is motivation to utilise the exposure and to use the language. The teacher can choose such activities that motivate students in the short term if they miss their own long-term motivation. It is also necessary that the learners achieve success as it motivates them to sustain learning. Motivation can be achieved by selecting activities that should start with easier ones, which allow everyone's success at the beginning, and gradually continue with more demanding ones.

The three conditions, exposure, use of language and motivation, are inseparable and may not function without each other. These conditions may occur inside or outside the classroom, and their effects change from learner to learner. While some learners have needs that motivate them to achieve significant accuracy, others will need only the basic knowledge of the language. In TBLT, all these conditions should be in balance to help students achieve their language needs.

Van den Branden (2006) defines TBLT as "an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes" (p. 1). This claim arguably reflects the three conditions mentioned earlier, as both exposure and language use are necessary for successful completion of tasks, and their applicability in real-world situations may have motivating effects on learners.

As was already mentioned, the TBLT approach is specific for its focus on the learner and the activation of learners' knowledge throughout realistic communication and meaningful tasks. Doing so contradicts the traditional Presentation – Practice – Production (PPP) strategy, where the language is controlled and selected beforehand (Richards & Rodgers, 2015). That is why TBLT is seen, to some extent, as disapproving of traditional methods. This view, however, is not shared by all of TBLT proponent, as will be visible in the forthcoming paragraphs.

The main characteristics of TBLT generally include natural language use, learner-centredness, focus on form, tasks and rejection of traditional approaches (Ellis, 2003). Nevertheless, it is essential to mention that TBLT is characterised as an 'approach' and not a 'method', and therefore it does not offer a precise definition of all procedures and techniques for its users. Consequently, the syllabus creator decides how and when to use TBLT in their courses (Richards & Rogers, 2015). That is the reason why there are several distinct versions of TBLT, depending on their authors.

As an example of differences in TBLT interpretations, its proponents, Long (1985), Skehan (1998) and Ellis (2003), all provide their own understanding of this approach. All three of them agree on two of the essential features: TBLT creates a context for using the language naturally, and it provides opportunities for "focus on form". Nevertheless, they disagree about other characteristics of TBLT. Long and Skehan claim that learners work in small groups, and the "focus on form" takes place only in pre-task and post-task stages, while Ellis does not restrict the use of TBLT only to learner-centred group work. According to Ellis, tasks can be also performed in a teacher-led classroom and provide more possibilities to "focus on form". They also disagree on the types of tasks to be used. While Ellis and Long aim to use both – unfocused and focused tasks, Skehan sees no benefits in the use of focused tasks (i.e., tasks creating a context for specific language features such as grammatical structures)

and favours the use of unfocused tasks (i.e., tasks designed for general language use). Finally, whereas Long and Skehan perceive TBLT as an alternative to traditional approaches, Ellis recommends that TBLT can be used as supplementary to some more traditional approaches.

For Ellis (2003), it is also substantial to distinguish between "task-supported language teaching" and "task-based language teaching". The former is based on a standard linguistic syllabus and therefore contains primarily "focused" tasks that help construct circumstances for learners to practice the pre-selected language. The latter demands a syllabus based on tasks that will be performed without previous linguistic specification. Both approaches include tasks, but they differ in the way they work with them.

1.1.1 Possible benefits of TBLT

Many of the supporters of the TBLT approach see mainly the benefits for students; as an example, Frost (2004) sees apparent advantages in a task-based teaching approach as, according to him, "a natural context is developed from the students' experiences with the language that is personalised and relevant to them" as opposed to PPP where the language may sound artificial and pre-selected for the purpose of practice. He also believes that the language students are exposed to in TBLT is more heterogeneous as students encounter various language structures, and they themselves are the source of the lesson content. Above all, this approach is strongly focused on communication, which is not the case in PPP, and thus TBLT is more rewarding for students.

Ellis (2003) mentions similar benefits as mentioned above, as the tasks can be adapted to reflect learners' real-life needs while also creating the context that helps students use language naturally. Additionally, tasks allow learners to focus on form as they offer arguably natural context for the use of language. Students can more easily build intrinsic motivation for learning a language, and tasks help the teacher see how they develop their communicative abilities by observing them while working on the task. Ellis et al. (2009) also mention the so-called "incidental acquisition", which means learners adopt the language items and language rules non-intentionally while finishing the task focused on meaning. The learners can either learn new language items or consolidate their previous understating of language structures. This type of

incidental acquisition could be seen as one of the aims of TBLT as it is similar to the acquisition of the first language as mentioned above and mimics the natural process of language learning.

Positive impacts on learner's language skills are also proven by research. As an example, Shehadeh (2005, p. 14) presents that:

> American Government Language Institutions found that with task-based instruction and authentic materials, learners made far more rapid progress and were able to use their new foreign language in real-world circumstance with a reasonable level of efficiency after quite short courses.

Shehadeh (2005) also adds that even though the learners' lexis and grammar were flawed, they were able to express the meaning they desired; thus, their communication was successful. However, poor grammar can be seen as an adverse effect by more traditional teachers who focus heavily on accuracy.

1.1.2 Possible problems with TBLT

While studying the works written by the TBLT promoters, some perspectives on this approach might seem ideal. Nevertheless, this approach also has its disputes and not only between its dissenters. It is, therefore, necessary to consider at least some of the troublesome aspects of this approach. Elis (2009, 2013) believes that most critiques are based on misunderstandings of the TBLT approach and the definition of a task. He addresses them in his works and offers explanations to these and solutions for real problems that can arise in TBLT classrooms.

One of the most prominent issues with TBLT is the definition of a task. As explained later in this chapter, there are several definitions of a task. This uncertainty might be problematic for the teachers attempting to use the TBLT approach in their classrooms as they are unsure how to distinguish between a task and exercise. Ellis (2013) offers a solution to this dilemma as he illustrates by two examples how to differentiate between the two. A task has to fulfil specific criteria of TBLT notions mentioned later in this chapter. However, in the exercise, learners do not use their own language resources but work solely with the language items prepared for them. Simultaneously, all the vocabulary they need is usually given to them, and there is no visible outcome apart from language practice.

Some might also argue that TBLT is not suitable for beginners and young learners as it requires spoken production and intensive groupwork. Ellis (2013), nevertheless, believes that even this obstacle can be overcome by using vocabulary-generous input-based tasks at earlier stages of a task-based course and only then continue with output-based tasks focusing on the production of language. The reason behind this is that the children need to acquire the language structures before they start speaking in their mother tongue. He also disagrees with the view that TBLT lessons should demand only work in the groups. While he acknowledges the benefits that come with the group work, he simultaneously allows the leading role of the teacher in the classroom. The teacher facilitates the workflow in the lesson and is the source of language and ideally a "good model" for students.

Another issue is that the students use their native language instead of the target language to convey their meanings while working on the task. The use of the mother tongue appears quite naturally with less proficient learners and cannot be avoided. Ellis (2013) mentions that the mother tongue may work as a scaffolding tool for the target language production. The teacher may highlight the importance of the target language a require its use, for instance, in the presentation part, allowing some use of both languages in the planning stages of the lesson. The use of the mother tongue gradually disappears as students obtain enough confidence to use the target language.

Adherents of the traditional teaching style focusing on form oppose TBLT stating that there is no focus on grammar. Ellis (2013) reacts to this by stating that even though TBLT is not based on the grammar syllabus, grammar is still substantial. The differences are, however, in the ways how individual advocates of TBLT treat the grammar. Skehan (1998) proposes designing tasks so that the learners will be able to practice specific language clusters. Ellis (2003) suggests the use of focused tasks that provide learners with opportunities to practice specific language features and grammar that will be "natural" or "useful" during the task process. Still, when choosing more frequent unfocused tasks, the teacher must be highly flexible as she/he does not know in advance what language will emerge in the lesson, as students choose their own linguistic resources to finish the task. Nevertheless, the focus on grammar structures should not be omitted from the TBLT lessons.

To alleviate the prevailing problems connected with the implementation of TBLT, Ellis (2009) suggests several principles that should be followed:

1. The tasks must be tailored to the proficiency levels of the students.
2. Tasks need to be trialled to ensure that they result in appropriate L2 and revised in the light of experience.
3. For TBLT to work, teachers need a clear understanding of what a task is.
4. Teachers and students need to be made aware of the purpose and rationale for performing tasks.
5. Ideally, the teachers involved in teaching a task-based course must be involved in the development of the task materials. (p. 241)

These principles are not connected only to TBLT but may apply to other forms of teaching. They highlight the importance of the teacher's role in creating the lessons and materials. The awareness of the purpose of their work in the lesson is also expected from both the student and the teacher.

1.1.3 Roles of the teacher in TBLT

The roles of the teacher may slightly vary from source to source. Van den Branden (2006) proposes that the teachers' roles in TBLT are to motivate students, efficiently organise the task-based activity and interactionally support students during task completion. Richards and Rodgers (2015) assume the following roles for the teacher:

- *Selector and sequence of the tasks*
- *Preparing learners for tasks*
- *Consciousness-raising*
- *Monitor* (p. 188).

They explain that the teacher's critical role is to select, adapt, or even create tasks and then organise them into a sequence that respects students' language skills, interests, and needs. They inform that as a task starts typically with the preparation phase or pre-task, the teacher should introduce the topic and prepare learners for the upcoming task stage. The teacher might also clarify the instructions, help students with recalling words or demonstrate the task. Depending on the learners' language skills, the teacher chooses to do so implicitly or explicitly. It is also in the teacher's

competence to draw students' attention to the language use, which can happen before or after the task. Teachers can use multiple activities, including highlighted text, exploration of the text, similar parallel tasks, or pre-task activities focusing students' attention on specific language features. Additionally, the teacher's role is to observe students while performing the task and interfere when necessary.

According to Ellis (2013), the teacher's role in TBLT should resemble a "caretaker of a child". This analogy, ensuing from SLA theory, aims to explain that the teacher does not stand out merely as an educator in this approach but as somebody with whom the learners need to develop a relationship. Consequently, this kind of relationship may broaden space for learning, including both cognitive and affective dimensions.

Willis and Willis (2007) see the roles of the teachers similarly as Richards and Rodgers (2015) that is the teacher as a "leader and organiser", as a "manager", and as a "facilitator", but they add even more roles. The teacher is also a "motivator", "language knower and advisor", and "language teacher" (pp. 148 – 151). The teacher needs to facilitate and organise the tasks and the discussion through which most of the task-based lessons begin. Furthermore, the teacher should work as a motivator and motivate students via positive feedback and highlighting their progress. The teacher is also the "knower" as he helps students resolve language problems and transfer their meaning through the language. Finally, the teacher may need to act as a traditional language teacher when explaining the language or elicit answers from the students.

1.1.4 Roles of the learner in TBLT

The learner's roles in TBLT are sometimes similar to those of learners in the Communicative Language Approach, while others result from task work. Richards and Rodgers (2015, p. 187) propose the following learners' primary roles:

- *Group participant*
- *Monitor*
- *Risk-taker*

As tasks are often, but not always, done in pairs or small groups, students need to adapt to this type of work. This interaction process allows students to use the language themselves and monitor other students' communication during the task. Many tasks might also require interpretation of messages, and as these will be possibly new to

students, they need to learn how to work in this kind of situation. They will need to use and practice different skills and reformulate their ideas. Learners should feel safe asking for clarification, consulting other students, or guessing the meaning from clues.

Willis (1996) agrees that the learners should be risk-takers as they need to be able to experiment with the language and react to different learning situations; she also suggests that a good language learner should:

- Seek out the opportunities to use the language
- Supplement natural learning with conscious study
- Be able to analyse, categorise and remember language forms and monitor errors
- Be flexible and capable of adapting to different learning conditions (p. 10)

Learners should exploit the opportunities for language improvement and actively search for them to use them to the maximum. As merely the use and exposure to language are not sufficient on itself, Willis (1996) suggests that learners keep a notebook with new vocabulary or otherwise consciously learn the language. The learners also need to analyse the language and its forms and possibly search for errors. Finally, the learners should be flexible and adapt to any differences in learning conditions.

1.1.5 The roles of materials in TBLT

Instructional materials are an indivisible part of TBLT, and their mindful selection is crucial as they can provide helpful language and background for the tasks. There are multitudes of materials that can be used to support the tasks; their use is limited by the teacher's time and imagination.

Pedagogic materials

Even though textbooks and pre-prepared activities may save valuable time to the teachers Richards and Rogers (2015) warn that some textbooks that mention "task-based activities" or "task focus" may follow the TBLT approach only scarcely and not follow all of its procedures or stages. To be able to assess the tasks, the teacher should be familiar with the TBLT approach principles. For instance, Ellis (2003) or Willis and Willis (2007) offer sets of questions, mentioned in the following subchapter, to assess the appropriateness of a "task" in comparison with "exercise" or "activity".

Realia

Naturally, realia are the preferred type of support materials in TBLT as they offer the most authentic language input. Rich resources for such materials are popular media Richards and Rogers (2015, p. 189) mention, for example:

- Newspapers
- Television
- Internet

The newspapers can be used for different activities; students may study different sections, add their ideas, write an article, prepare an ad, or plan their weekend based on relevant sections. The television can be used as another input source in lessons to watch unknown series or soap operas while students try to decipher the characters' relationships or the plot. The input can be even shorter and include infomercials or weather forecast with tasks for students. Finally, the internet offers many opportunities for tasks, from chatting to planning holidays using different search engines or shopping analyses for different products. All of these can be used separately or combined into more complex tasks.

Willis and Willis (2007) also suggest that short radio recordings, such as "topical news bulletins, weather forecasts, adverts and phone-in programmes", may be helpful as they often reflect natural interaction. If possible, it may be highly beneficial to obtain recordings of native speakers doing the same task as planned for the lesson to supply students with even more authentic language.

Technology

The TBLT approach integrates different skills to complete activities, and its view of language development is expansive. TBLT is also increasingly used together with technology as it shares some of its views with Computer-Assisted Language Learning (CALL), which uses computers as a tool for learning languages (Thomas & Reinders, 2010). More recently, Baralt and Morcillo Gómez (2017) offer a guideline for teachers on how to integrate TBLT into „real-time video-based interaction" using a modified version of Willis' (1996) Framework for TBLT.

1.2 Process of creating a task-based lesson plan

The process of creating a lesson is specific in TBLT as the lesson plan includes specific parts – pre-task, task, and post-task or focus on the language part. This subchapter studies the definitions and characteristics of a task and identifies types of tasks. It also specifies how a task can be assessed. Once this is established, it is achievable to describe the different approaches to planning a TBLT lesson towards the end of this chapter.

1.2.1 Characteristics of a task

A task is an essential part of the task-based teaching approach, as is visible from its name. Nonetheless, its definition slightly changes from author to author. One of the earliest definitions of a task comes from Long (1985), who defined a task as "the hundred and one things people do in everyday life, at work, at play and in between" (p. 89). It is necessary to add that what Long describes is a definition of a "real-world task" or a "target task". In other words, what the learners will be able to do outside of the classroom. Long believes that this is what students should learn to do in the classroom.

Nunan (2004) highlights the importance of differentiation between "pedagogical" tasks and "real-world" or "target" tasks. The pedagogical task is what students perform in the classroom to improve their language skills, while a real-world task can be anything accomplished outside of it. Therefore, to create a task-based language course means "creating an inventory of real-world tasks, that is, listing the actions that learners will actually or potentially need to perform outside the classroom" (Nunan, 2004). For young learners with no actual need to use the target language out of the classroom, the pedagogical tasks will prevail in the lessons. With adults and more advanced students, the tasks may be based more on real-world activities.

Skehan (1998) summarises the findings of other authors to create his own definition of a task:

- meaning is primary;
- there is some communication problem to solve;
- there is some sort of relationship to comparable real-world activities;
- task completion has some priority;

- the assessment of the task is in terms of outcome (p. 95).

However, this definition is quite vague as it does not further explain what is meant by "meaning" or the nature of the "real-world relationship". A much broader explanation of what is a task in TBLT is provided by Edwards and Willis (2005). For them, while doing the task, the "learners' principal focus is on exchanging and understanding meaning", and the language to be used is not defined beforehand. The tasks activate "any or all four skills: listening, speaking, reading and writing". For all tasks, some specific outcomes and goals are presentable:

> so that learners know what they are expected to achieve by the end of the task, for example, to write a list of differences, to complete a route map or a picture, to report a solution to a problem, to vote on the best decorated student room or the most interesting/memorable personal anecdote (p. 3).

Ellis' (2009) provides his own updated version of a definition of a task suggesting four criteria for an activity to classify as a task:

1. The primary focus should be on "meaning".
2. There should be some kind of "gap".
3. Learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity.
4. There is a clearly defined outcome other than the use of language (p. 223).

Even though Ellis' criteria for a task may seem more condensed, they encompass the differences between an "exercise" and a "task" in the sense of TBLT. The task should include all four criteria, while an exercise that functions merely for language practice purposes will more likely not meet most of them. The focus on "meaning" includes the primary role of semantic and pragmatic meanings in students' speech; the students focus on the meaning of their language utterances rather than on the language itself. The "gap" implies the need to communicate the information or meaning to others. Learners need to use their own language sources to fulfil the task, and there has to be a visible outcome, as the language in TBLT serves as a tool for communication.

So far, we know that not all activities can qualify as a task. The activity must meet specific criteria to qualify as a task. To simplify the assessment of the activities suitable for task-based learning, Willis and Willis (2007) suggest that the teacher asks a series

of questions somewhat compatible with the definition of task by Ellis (2009) and Skehan (1998) mentioned above. If you can answer these questions with confidence, the activity you are selecting is a task or task-like.

1. Will the activity engage learners' interest?
2. Is there a primary focus on meaning?
3. Is there a goal or an outcome?
4. Is success judged in terms of outcome?
5. Is completion a priority?
6. Does the activity relate to real world activities? (pp. 12–14)

Willis and Willis (2007), however, withal add that teachers should consider these purely as guidelines for their work and not as strict rules. Ellis (2003) also draws attention to the differentiation between "outcome" and "aim" of the task. The outcome is a tangible result that students achieve by finishing the task, such as a list of differences or a story. The aim is the pedagogical purpose of the task, that is, to use productive or receptive language focused on meaning.

1.2.2 Types of tasks

There are many ways of classification of tasks in TBLT. The classifications are based either on their use in the classroom, their difficulty or the type of interaction they presume during the task. In this subchapter, some of the classifications are mentioned and described.

One of the earliest divisions of task types was proposed by Prabhu (1987). He suggested three types of tasks based on their difficulty resulting from his observations: "information gap task", "reasoning gap task", and "opinion gap task". Information gap tasks are such tasks where students exchange information in order to complete them. These may include one student describing a picture to the other who needs to draw this picture or one student describing his/her family tree to the other. Reasoning gap tasks expect students to come to a conclusion from the information they are given. This type of task is the most effective, according to Prabhu, as they engage students and involve the most focus on meaning. For example, the reasoning gap task may be to decide on the best way to get to a specific place based on a railroad schedule. The opinion gap task requires students to communicate their own opinions, preferences and views.

Students may be asked for a solution to unemployment and to provide their own views of the topic.

Another more recent division of tasks offers Ellis et al. (2019). They distinguish between different types of tasks and recommend when to use them with learners:

1. Real-life task vs pedagogic tasks
2. Input-based vs output-based
3. Closed vs opened
4. Here-and-now vs there-and-then
5. Unfocused vs focused
6. Teacher-generated vs learner-generated

The difference between the real-life task and the pedagogic task was already mentioned above. According to Long (2015), pedagogic tasks in the classroom may function as a form of training for the real-world or target tasks outside of the classroom. In input-based tasks, students use their receptive skills to show their understanding, for example, draw a picture based on the description, while output-based tasks require learners to use productive language skills such as speaking and writing to complete the task together with listening and reading. Closed tasks have only one possible outcome, as we usually see in information gap tasks. In contrast, open tasks, such as opinion gap tasks, can have more different outcomes depending on students' involvement.

Here-and-now tasks supply students with the information they need to finish the task as opposed to there-and-then tasks where students must find the information themselves. Unfocused tasks support the use of various language as they are not designed for practising grammar features; on the other hand, focused tasks are designed to provide an opportunity for the use of specific grammatical structures. Finally, teacher-generated tasks suppose preparation from the teacher who prepares the content of the task, and they are more frequent than learner-generated where students create the content of the lesson as a part of the task, e.g., they draw a picture that they later describe to classmate instead of being given one by a teacher.

Ellis et al. (2019) also use this division to sequence the tasks according to their difficulty, where for beginners, it is advisable to start with pedagogic input-based, closed, here and now tasks. As the students are becoming more advanced, it is possible

to use a mixture of the tasks until the advanced students focus mainly on output-based, focused tasks, real-life tasks mainly open there-and-then tasks.

Pica, Kanagy, and Falodun (1993, pp. 9 – 34) proposed the task division based on interactions taking place during the task. They attempt to provide a bank of pedagogical tasks:

1. Jigsaw tasks
2. Information gap tasks
3. Problem-solving tasks
4. Decision-making tasks
5. Opinion exchange tasks

In jigsaw tasks, each individual or group of students is given different information such as part of a story and needs to cooperate to construct, e.g. the whole story. Informational gap tasks are similar; however, students have a complementary piece of information and must negotiate to find missing information to fulfil the task successfully. As for problem-solving tasks, students need to find a solution to a problem using their information. In this type of task, there is usually a single solution. There are multiple possible outcomes in the decision-making tasks, and students need to conclude by discussion and negotiation. The last type, opinion exchange, is not focused on reaching an agreement but aims to engage students in discussion to exchange ideas about the topic.

Finally, Willis and Willis (2007), in the endeavour to illustrate TBLT for teachers, proposed a graphic representation of the possible types of pedagogical tasks, here adapted in Table 1. They also point out that this taxonomy is not entirely exhaustive, and the tasks are not mutually exclusive and can be combined. This taxonomy should help the teacher create a bank of tasks for each topic they would like to use in their lessons. The teacher should brainstorm which of the task types are applicable within the topic they plan to use and what might be the outcome of such tasks relatable to the real-world activities. Table 1 summarises the task division and gives one example of the outcome for each task type; Willis and Willis (2007) study this topic in much more depth. They provide numerous examples from the practice used by teachers all around the globe and guide the readers through the stages of creating task-based lesson and a task-based syllabus.

Table 1 Taxonomy of task types. Adapted from Willis and Willis (2007, pp. 63 – 108)

Task types	Examples of specific tasks	Examples of the outcome
Listing	Brainstorming	List of strategies for learning English outside class
	Fact-finding	List of five facts about the Mount Etna
Ordering and sorting	Sequencing	Recipe for a favourite food
	Ranking	Potential holiday destination based on their popularity
	Classifying	List of food – likes and dislikes, healthy and unhealthy
Matching	Words and phrases to pictures	Labelled and/or described object
	Directions to street map	A route drawn on a street map
Comparing	Finding differences or similarities	Written comparison of two favourite places
Sharing personal experience	Storytelling	Telling or writing own story
	Anecdotes	Analysis of the organisation of two similar anecdotes
	Reminiscences	Retelling partner's story
Projects and creative tasks	Class newspaper	Own English newspaper containing interviews and articles
	Poster	Poster revealing author's attitude to cats
	Survey	Report of a survey with local people
	Performance	A short video recording of the performance
Problem solving	Puzzles	Solution of a puzzle
	Logic problems	Solution of a riddle or logic problem
	Prediction	List of predictions for the result of a science project

1.2.3 Selection of tasks

The tasks to be included in the lessons should reflect the students' real-life needs. This might be complicated to achieve with younger learners as they typically do not have any specific needs outside of the classroom; they will need more general language-based pedagogic tasks as a base of their lessons. However, for older learners, it is possible to determine their real-life needs and construct the pedagogic tasks based on these (Long, 2015).

The needs analysis can be performed using interviews and questionnaires and should reflect what the student wants or needs to achieve with the language outside the language classroom. The data collected from the learner may determine the focus of the language course. The needs analysis can encompass a wide range of learner's needs, such as academic needs, social needs, vocational needs and communicative needs (Richards & Rodgers, 2015).

Astika (2004) uses the needs analysis based on observation to create a course for tour guides. By observing the tourist guides at work and by interviews with them and some other experts in the field, he collected the typical tasks they have to accomplish at work. He then created a bank of such tasks and further divided them into subtasks to classify.

Selecting topics

Willis and Willis (2007) suggest that one way we can select the topics is to directly ask students about the topics they would like to discuss in the lessons as this might raise their motivation to complete the tasks. They also suggest choosing topics that appear in student's English textbooks, topics that usually appear on exams or on the school curriculum even in different subjects than English, seasonal interests (Christmas, Easter, winter, Thanksgiving…), or topics that may appear naturally when talking with someone outside of the classroom.

Once the topic is selected the teacher can use the taxonomy of task types in Table 1 to brainstorm tasks and create a bank of tasks suitable for the student's needs. The tasks can be combined to achieve an appropriate outcome for the student's level of language and needs.

1.2.4 Evaluation of the task

There are two types of evaluation – micro-evaluation and macro-evaluation. Evaluation of the task belongs to the former while evaluation of the course to the latter. According to Ellis (1997), the task can be evaluated from different perspectives:

- Purpose (Why?)
- Audience (Who for?)
- Evaluator (Who?)
- Content (What?)
- Method (How?)
- Timing (When?) (p.39)

Ellis (2011) mentions that the approaches for the micro-evaluation of a task can be "student-based", observing the motivation of the students, "response-based", assessing the performance during the task or "learning-based" that looks at the development. Each of them uses different data for the evaluation. Students can answer questionnaires, write a commentary for the teacher after the task or self-report. The response-based evaluation is assessed based on the transcriptions of audio and video recordings, observation check lists or some other documentary records of the task outcome, and the learning-based evaluation uses tests before and after tasks or the transcriptions of audio and video recordings examined during the task.

Ellis (2003) also suggests that the task can be evaluated in terms of its aims for formative assessment purposes. The teacher can use the following questions to find out whether the aims of the task were met:

- Was the student able to use his/her own linguistic resources to finish the task?
- Was the student able to deal with communication problems?
- Was the student able to complete the task successfully?
- Did the student enjoy the task and find it useful for their learning?

1.2.5 Planning a task-based lesson

Knowing what is necessary about the principles of TBLT and having defined the task and its evaluation, it is possible to connect them into a task-based lesson. The practical part of this thesis works with a framework for TBLT by Willis (1996). However, there are three widespread frameworks or models of a lesson based on the TBLT approach; these were proposed by Ellis (2003), Nunan (2004) and Willis (1996). This subchapter describes the framework by Willis (1996) and briefly introduces the other two models.

Willis (1996) provided a framework of a task-based lesson plan, as we can see in Table 2. The task-based lesson plan consists of three phases. In the first phase, labelled *pre-task*, the topic is introduced by the teacher. Students do activities that may help them to activate their previous knowledge or suggest new words and phrases. In this phase, the teacher must check whether the students understand the instructions and the outcome presented in the report stage. Once the outcomes and instructions are clearly stated, the teacher may progress to the *task cycle*.

This phase includes three stages: *task*, *planning* and *report*. In the first stage, the teacher's role is merely to monitor and assist where necessary. Students work independently on their own, in pairs or in small groups, to fulfil the task. In the planning stage, the teacher gives students time to prepare for the report stage and assists with any language problems. In the report stage, students present their outcomes. The teacher determines the order of their reports, observes the reports, and provides feedback on form and content.

The last phase, *language focus*, follows including *analysis* and *practice*. These aim to direct students' attention to language forms, phrases or vocabulary in the context of the task. The teacher may provide sample texts or recordings to help students analyse the language structures. Students may also repeat the task in the form of practice to apply new knowledge (Willis, 1996).

Table 2 Task-based lesson plan model. Adapted from Willis (1996, p. 38)

Pre-task		
Introduction of the topic and task Teacher explores the topic with class, highlights useful words and phrases. Learners may be exposed to examples.		
Task Cycle		
Task Sts do the task in pairs or small groups. T monitors.	**Planning** Sts prepare the report about their findings or decisions.	**Report** Sts exchange or present report. Orally or in written form.
Language Focus		
Analysis Students examine the language and discuss. Text or trascription may help.	**Practice** Teacher leads the practice of new words or phrases.	

Willis (1996) adds that this framework can be flexible and does not mean that all parts have to occur in one lesson. With different learners and tasks, the timing of the lessons may vary. In some cases, the lessons may contain more task cycles or miss some of the stages. For example, the report stage is not suitable for beginners, and at the same time, they need more exposure in the pre-task stage, while with intermediate learners and tasks such as storytelling, the pre-task stage can be brief, and the report stage noticeably lengthy. Some tasks do not require public or formal reporting as the subsequent tasks follow immediately after them. The tasks and planning stage can also be assigned as homework if learners need more time for individual preparation; thus, the pre-task can be done at the end of the previous lesson.

Ellis (2003), however, sees the framework slightly differently, as we can see in Table 3. His framework also includes pre-task, but he names the other phases during task and post-task. In the pre-task he suggests that apart from preparation for the task that students try to do a similar task. During the task a time pressure is important as well as regulating the topic by the teacher. In the post-task the students report on the task but also can repeat the task again.

Table 3 A framework for designing task-based lessons. Adapted from Ellis (2003, p. 244)

Phase	Stage
Pre-task **(consciousness-raising activities)**	Framing the activity (e. g. establishing the outcome of the task) Regulating planning time Doing a similar task
During task	Time pressure Regulating topic
Post-task **(focused communication activities)**	Number of participants Learners report Repeat task Reflection

Nunan (2004) too offers his own view of the TBLT lesson model. He suggests seven steps of the TBLT lessons:

- Step 1. Scaffolding
- Step 2. Controlled practice
- Step 3. Authentic listening
- Step 4. Focus on linguistic elements
- Step 5. Free practice
- Step 6. Pedagogical task
- Step 7. Learning strategies

Scaffolding helps to create tasks that would introduce the vocabulary and is therefore similar to pre-task in the previous two examples. Controlled practice gives learners opportunity to practice the vocabulary and other useful parts of language before authentic listening practice. After this step the learner focus on linguistic elements such as pronunciation or grammar and they freely practice. Only after these steps the student work on a pedagogical task that has a form of the target task. This model finishes with learners focusing on the whole process and their learning strategies.

All three models try to maximize learners' performance and encourage teachers to help the students acquire the language naturally. They differ in the time when in the lesson they introduce the task and how many times the students try to do the task.

2 TBLT in different learning environments

The learning environment can influence the course of the lesson and the efficiency of the teaching and learning process. Hence it is crucial also to consider all the specifics of the lessons in this research. As this research works with one-to-one lessons rather than groups, the differences between the two approaches are included in this chapter. This type of lessons is mainly discussed in their connection with the use of TBLT. Due to the 2020/2021 global pandemic, most of the face-to-face lessons stopped or moved to the online environment, which has its specifics to be described together with their connection to TBLT.

2.1 Specifics of one-to-one lessons

One-to-one lessons have been in great demand in past years, not only among adults seeking to improve their occupational skills but also by teenagers and younger children. Teaching language one-to-one has benefits in some cases; however, it is much more challenging for both the teacher and the students to align.

Osborne (2015) summarises the differences between teaching one-to-one and a group of students. She sees the main difference in the teacher's attention. In groups, the teacher's attention is divided between the students, while in teaching one-to-one, the teacher's attention is devoted only to one student. This situation leaves space for accommodating this student's needs and wishes connected with the lessons' content; the teacher can use the student as a source of information for the subsequent lessons. Moreover, the is a difference in the relationship between the student and the teacher. Groups rarely allow a close relationship between the teacher and the students, but this relationship may be much more natural in one-to-one classes as the teacher's roles may vary. The content of the course is in one-to-one teaching, more unrestrained and adaptable. The teacher is not bound with the strict syllabus rules and can react flexibly to students' present needs. The sense of flexibility is also given by individuality; the lesson dates can be moved to suit the student and the teacher and can occur at different locations or even online.

Some of the specifics of one-to-one lessons can seem as both advantages and disadvantages depending on the student's preferences. The teacher cannot use some teaching techniques and need to work as a participant in the conversation. There can also be a clash in student's and the teacher's personality that is more difficult to

overcome in one-to-one lessons. As the lessons are more costly than the group lessons, students might have higher expectations of the course than are actually achievable. Additionally, for some students and even teachers, the intensity of the course might be extremely tiring.

In the one-to-lessons lessons, the teacher has more roles than merely a teacher who instructs and helps the student to learn. The teacher can become an interlocutor to the student's ideas. However, as the atmosphere there is much more intimate, he or she can also appear in a role of a therapist for adults or mother/father figure for younger learners. With some students, the teacher might even become a friend (Osborne, 2015).

As one-to-one lessons are highly student-centred, the teacher must learn an immense amount of information about the student before the course begins, and these include:

- The level of English
- Learning background
- Current activity
- Why the student attends the course
- Student's objectives
- Current use of English
- Use of English in future
- Likes and dislikes in learning
- Hobbies and interests (Osborne, 2015, p.12)

According to Bleistein and Lewis (2015), the teacher also has to consider the student's learning styles and learning strategies. These can be assessed in an interview, by a test or the teacher's observation. These should reflect in the choice of materials and the course design.

The significant part of the individualization in one-to-one lessons is the needs analysis, which is the base for planning the course, lessons, and selecting materials for the student. The teacher can use a formal needs analysis that is a test at the beginning of the course and use informal need analysis during the course. The informal analysis is checking if the student's needs did not change during the course. The needs analysis should show the student's needs, wants, priorities, and activities the student enjoys in

the classroom. The teacher uses it as the foundation for the course design. The choice of materials for the lessons and other steps derive from this analysis and are highly customizable.

Altogether, one-to-one lessons are more challenging for both the student and the teacher, especially at the beginning of the course where the data is collected, but once the two sides establish a good rapport and the teacher devotes attention to the students' needs, this approach can be encouraging and rewarding for both sides.

2.1.1 TBLT in one-to-one lessons

It is not frequent to see TBLT incorporated into one-to-one lessons as traditionally, most TBLT proponents see its benefits in group work. However, Willis and Willis (2007) see one-to-one lessons as an excellent opportunity for the teacher to tailor the lessons' content specifically to their students' needs and help them achieve their personal language goals.

Being familiar with the learner's needs and interests, it should be achievable for the teacher to prepare lessons suitable for the student's proficiency. The TBLT lessons may be highly beneficial for students that learn English for specific purposes. The students may learn from their own language samples, written or spoken, and identify their weaker spots. The teacher may also function as the first audience and a source of feedback for the student.

Nevertheless, there is a problem with the natural context of the report phase. As there is rarely any audience in this type of lesson, it might be complicated to use formal language spontaneously. It is not an issue in the less formal report phase; the report phase imitates the natural, informal exchange of information. However, if the student needs to communicate in a formal environment such as political events or business meetings, Willis and Willis (2007) suggest that the teacher could involve another person such as another teacher or invite a third person into a classroom. Another option would be to record the presentation stage. In their view, even the notion of recording the outcome and its report stage may motivate the student to prepare better.

2.2 Differences between online and face-to-face lessons

Due to the specific situation in 2020, online teaching became a daily reality for most teachers. With most of them having no experience with this form of education, it was vital to gain new experience. The difference between face-to-face teaching and online teaching is not negligible. In this subchapter, we explore the characteristics of online lessons.

2.2.1 TBLT in the online environment

The TBLT approach has already been discussed in the previous chapter, and this subchapter places it into connection with online teaching. Implementing TBLT into an online environment can be challenging as the teacher must be familiar with the fundamentals of the approach and the technology necessary for it. In the world of increasing focus on technology, it is however, necessary to consider it.

TBLT in online environment is often called Technology-mediated TBLT as it uses all the fundamentals from the TBLT approach just using different tools – technology – to achieve. It's also often connected with Compute-mediated language teaching as it shares similar rationale "learning by doing". Technology-mediated TBLT is an offshoot of the traditional has a number of advantages. Lai and Li (2011) comment on the natural relationship of technology and TBLT:

> On the one hand, technology facilitates and enhances TBLT both in terms of its effectiveness and its contribution to our understanding of TBLT; on the other hand, TBLT serves as a useful pedagogical framework and set of principles that can enrich and maximize the use of technology for language learning. (p. 499)

They summarise quite clearly that the technology does not change the underpinnings of the TBLT but rather enhances them and offers new context for their development. Technology helps with the input in TBLT as it allows the use of more diverse instructional materials that can be used during the task (Ellis et al., 2019).

Baralt and Morcillo Gómez (2017) attempted to transform the original TBLT framework suggested by Willis (1996) into synchronous online lessons. They suggested that only the report stage of the task and language analysis are done in the online lesson. All the other parts – pre-task, task, planning and practice are done by

students at home. In their lessons the teacher is merely a “chairperson” and facilitator. This allowed the students to fully emerge in the lessons and use their language skills.

They, however, also report on challenges connected with synchronous video lessons such as “fatigue, connectivity problems, use of L1, nonstudents unexpectedly attending the online meeting” and they had problems to keep the sense of community even online. As a solution to these problems, they suggest that the teachers plan their lessons well and include pauses in case of longer lessons. Also, it is imperative that the teacher and the students have a good Internet connection as it minimizes the problems with connection during the lessons. (Baralt & Morcillo Gómez, 2017, p. 40)

González-Lloret (2015) mentions the rich technologies that can be used in TBLT starting with the traditional one such as email, forums, chats to more complicated wikis, blogs, virtual environments and multiplayer online games. Virtual environments offer very broad use for tasks and can be highly motivating for the students.

Overall, TBLT connected with technology can draw on the rich repertoire of the opportunities that the online environment offers. It can benefit from the natural synergy if used properly. When the problem connected with technology are tackled TBLT and technology are perfectly suitable for each other.

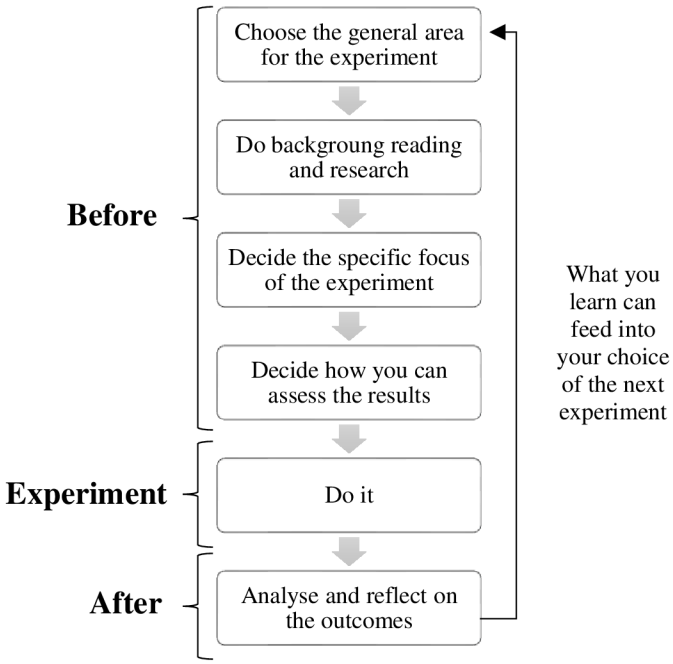
3 Action research theory

This thesis aims to carry out action research as a teacher's tool for her development. This chapter attempts to establish an outline for the practical part research. The action research in teachers' practice is to be discussed together with its specifics and limitations.

Action research is a methodology known in many fields, especially in the social sciences. In education, specifically language teaching, it has its place; for example, Scrivener mentions action research as "a teacher's personal study of his/her own teaching or of the student's learning" (2011, p. 389).

In Table 4, we see action research as described by Scrivener (2011). It starts with the preparation phase preceding the experiment phase, where the teacher, who is simultaneously the researcher, chooses the general area for the experiment. The teacher then does background research and reads relevant works on the topic to decide on the specific focus of the research. Then the ways to assess the results must be determined before the experiment stage. This step requires the teacher to try the hypothesis in the classroom. After the experiment stage, the teacher needs to analyse the data collected during the experiment stage and reflect on them to start a new experiment process. This time the teacher uses what he learned as a starting point of the research. This loop is then repeated until the teacher is satisfied or finds the answers to his questions.

Table 4 Action research. Adapted from Scrivener (2011, p. 389)



Burns (2009) suggests four repeating stages of action research: planning, action, observation, and reflection. In the first stage, the teacher identifies some problem to address later. The action stage is an intervention to the current classroom situation. The observation phase is extensive and includes all kinds of documentation for the context and actions. Burns suggests that the teacher uses "open-eyed" and "open-minded" tools to collect the data at this stage. The last part, reflection, reflects all the data collected and their influence on the situation. After this stage, the teacher decides whether to repeat the process or that the problem was eliminated. The teacher can also share his findings publicly "as a part of ongoing professional development" (Burns, 2009, p. 8).

Burns (2009) suggests that the teacher starts the research with a question they have about their current teaching situation. They can also decide on some specific focus lessons with the student and then decide how successful this implementation was. One of the methods to start the question is keeping a journal with ideas for the teaching. When such an idea appears, the teacher can start planning the research and its actions.

Conclusion of the theoretical part

The first chapter defined the specifics of the TBLT approach that is a natural use of target language, focus on the learner, focus on meaning rather than the language structure, specific focus on form, the tasks and rejection of traditional approaches by some of its proponents. It mentioned some of its benefits, such as natural language use and motivation stemming from learner-oriented tasks.

Nevertheless, it also discusses some problems with defining a task or focusing on meaning rather than on grammar structures and possible solutions. It offered some basic principles suggested by Ellis (2009) for implementing TBLT into the language classroom and clarified the numerous roles of the teacher, the learner and instructional materials.

Furthermore, it offered several definitions of a task that share the focus on the outcome and the meaning and the learner's ability to use their own language knowledge. A set of questions to help teachers identify tasks suggested by Willis and Willis (2007) is also included. The types of tasks are distinguished based on different criteria.

The second chapter summarised the specifics of teaching one-to-one lessons and how can they be connected with the TBLT approach. It also examined online lessons specifics and implementation of the TBLT approach into online environment.

Finally, the third chapter briefly explained the action research, what are the main steps and how to convey it, and its role in teachers' development.

Practical part

The practical part of the thesis consists of the action research design and its details. The description of the research is followed by the selection of the materials and tasks for each of the students. The materials fused into lesson plans are trialled with students and describer in the following chapter. The practical part concludes with a final reflection of the process and answers the research questions.

4 Action research design

In this part of the thesis, the theoretical knowledge is connected with the practice as specific materials are created based on the learner's needs and trialled in lessons. Firstly, the research design and methods are described, followed by its aims and description of participants. The participants' needs are considered and used to create practical activities and online lesson plans with suggestions mentioned in the thesis's theoretical part.

4.1 Research design and methods

The main reasons for the action research were the new online environment and lack of previous experience of the teacher with this type of lessons. Teaching online may be challenging for all teachers without practical experience with technology; therefore, it seemed vital to have insight into the lessons and reflect upon them. As the online lessons lacked specific focus, involving the TBLT approach appeared as a new challenge and beneficial for students as they would become the source of inspiration for the lessons and see the specific outcome of their lessons. Also, the teacher sought to understand the feelings of the students in these particular lessons.

The methods used in the research were qualitative and included teacher's observations, teacher's diary and log of activities, one-on-one semi-structured interviews with the students, including open-question and reflective questions before, during and after research.

The research was conducted with a small number of participants in a safe and private environment, usually in their home or work. Each learner participated in an introductory interview at the beginning of the research, which was fused into two English lessons explicitly designed for them. The lessons were followed by small interviews after each of them and with the final interview at the end of the research.

All eight lessons took place online via Skype or Messenger video calls and focused on implementing task-based learning into online one-to-one lessons. The tasks were explicitly designed to meet learners' needs and were interwoven into their long-term individual English courses.

In advance of the research, a formal needs analysis was performed with all four students. An introductory interview was conducted at the beginning of their course in their native language, analysing each student's needs and learning history. The teacher used a form to record these shown in the

Appendices inspired by Osborne (2015, pp. 13 – 45). Furthermore, as the courses are individual, the teacher continuously recorded any considerable changes in the students' needs in the form of informal needs analysis during the lessons.

The reflections on the lessons were collected verbally. First immediately after each lesson and additionally after all trials finished. In the interviews, students discussed the lesson's feedback, beneficial and problematic parts of the lesson, and the influence of the online environment on their learning experience; depending on their preferences, students used either English or their native language – Czech to answer the questions in the final interview. For the transcripts of the final interviews, see Appendices.

4.2 Aims of the research

The primary aim of the research is to create a set of tasks and task-based lesson plans adaptable to online teaching and trial these in individual EFL lessons with teenage and adult students of one language teacher. The secondary aim is to discuss the effects on students and to offer the lesson plans with notes for the teacher to use in her future carrier. Furthermore, the teacher aims to reflect on her own teaching approach and reveal segments for improvement to improve the quality of her lessons.

The research questions to answer:

- How to use the task-based teaching and learning approach in online one-to-one lessons with these particular students?
- How will these particular students react to task-based lessons in the online environment? Will the TBLT lesson plans change students' perception of their performance in the online lesson if they see its outcome?
- What are some problems connected with implementing task-based lesson for online one-to-one lessons with these students?

4.3 Participants in the research

This chapter focuses on the learners included in the research, their selection and description in general and individually. Their needs and learning styles are considered and used in the forthcoming chapter when selecting and creating activities for the lesson plans.

The research group consisted of two teenagers and two adult students attending one-to-one lessons at one language school. Due to adverse epidemiological conditions,

the students were forced to dispense with their regular face-to-face lessons and to attend online lessons as a substitute. The learners were selected based on their initial issues with the online environment and their openness to research. Although the number of participants is relatively small, the research aims to delineate their experience with a sudden change in the teaching environment rather than drawing general conclusions. It anticipates that the task-based approach could help with their accommodation in the online lessons.

4.3.1 Learners' profiles and needs analysis

The following part presents the selected learner's profiles, including their specifications such as sex, age, and English level according to the Common European Framework of Reference (Council of Europe, 2001, pp. 21-42). Learners' history of language learning is provided together with the description of their needs and interests. It also provides the background to the students' courses and the goals they set previous this research. Learners' names are not revealed to maintain their privacy.

Learner 1

Male, 60 – 65 B1 - B2	
Specifics of the student, motivation and language learning history	This student is very communicative and a gifted storyteller. His attitude to English is mostly positive, and his motivation is intrinsic. His language history is very complicated. He started to study English at university, and afterwards, he was an autodidact. He also participated in several English courses but was not very satisfied with them. He did not have many possibilities to use English in the past few years apart from travelling and communicating with business partners at work. Now he studies English mainly as a hobby.
Language skills (strong and week points)	His strong points are a wide range of vocabulary and passive knowledge of grammar. His weaker points are listening and active grammar use.
Interests	His cottage, sports – golf, football tennis, cycling, beekeeping, hunter's society, art, family and friends, travelling, history
Type of course	Long term, once a week (initially face to face – now via Skype)
Goals	• To be able to communicate while travelling (hotel, airport, restaurant) • To be able to listen to podcasts about his interests • To be able to use a wide range of vocabulary (general and technical)
Needs	General English, technical English for communication with business partners
Objectives of the course	To communicate about his job-related tasks To discuss daily issues, hobbies and interests To activate previous vocabulary and grammar knowledge

Problems to address in the research	• He often does not understand spoken questions – problems with listening. • His technical skills are limited to email communication and Skype chat. • He would like more homework.

Before this research, the lessons with Learner 1 were primarily communicative, speaking about his life, interests, and occasionally his work. At the beginning of the student's course, we experimented with different learning and teaching techniques to discover the students' learning style and preferences. This student is a predominantly visual type and needs to see the written text. When he learns new words, it is better to see them written down, and when listening, it is more comfortable for him to have a transcript of the text to have visual support.

We had several lessons dedicated to grammar throughout our course, but the student preferred to focus on speaking activities and do grammar exercises at his own pace at home – our lessons merely helped point out some issues for further studying. The student needs to communicate with visitors from foreign countries at work. In his free time, he communicates in English, mainly while travelling. He would also like to listen to some podcast in his free time, but his listening abilities are not very good. With mostly speaking-based lessons, there emerged the need to have a specific meaning and outcome of our lessons. Therefore, the TBLT course design could provide some additional structure to our communicative course.

Learner 2

Young female, 15 – 20 B1 – B2	
Specifics of the student, motivation and language learning history	This student is communicative and cheerful, always opened to trying new things and approaches in our lessons and even out of them. She likes reading but also watching videos or speaking about current topics. Her attitude towards English is very positive, and her motivation is intrinsic. She spent six months in the Netherlands when she was ten years old then studied English at an elementary school back home in Czechia. Now she has only one lesson of English at her high school as she studies primarily French. She learns English for the future and also as a hobby.
Language skills (strong and week points)	Her strong points are listening and speaking. Her weaker point is her writing skills.
Interests	Sports, reading, volunteering, self-development, travelling, art, TV series and TED Talks
Goals	• To be able to write an essay in English • To be able to read a book in English • To achieve level B2 in English
Type of course	Long term, once a week (initially face to face, now via Skype)
Needs	Preparation for FCE as a part of the preparation for her future job, communication with peers from different countries,
Objectives of the course	To actively communicate in English – speaking, writing To prepare the student for FCE using example tasks To use videos to extend vocabulary and to formulate ideas in writing
Problems to address in the research	• She is usually tired as she has several online school lessons before our online English lesson. • She is motivated but does not feel challenged enough.

The lessons with Learner 2 were primarily friendly and enjoyable before the research. This student is proficient enough for a good conversation in English. She is mainly an auditory learner but learns well also from visual aids. She enjoys watching English TV series and videos such as TED talks in her free time, and her passive knowledge and understanding are very good.

She recently decided to start preparing for the FCE test, yet she still wants to communicate well in English when travelling or speaking with her peers from other countries – in her afterschool clubs and activities. She feels that she did not progress much lately in her language skills, so we could try to combine the preparation for FCE with some task-based activities to help her activate her skills and to be able to see the outcome of them.

Learner 3

Young male, 15 – 18 A2	
Specifics of the student, motivation and language learning history	This student is introverted; nevertheless, he seemed communicative and motivated to learn English in our face-to-face lessons. In online lessons, he needs extra encouragement to use the target language. His attitude to English is somewhat optimistic, but his motivation is rather extrinsic – he is learning for his future career. He has been studying English since third grade, and additionally, he visited a private tutor – a teacher from his school – for extra help with his school results. He is not fully satisfied with his school test results.
Language skills (strong and week points)	His strong point is knowledge of vocabulary – mainly from computer games. His weaker points are grammar and listening.
Interests	Computer games, Scouts, going out with friends, drawing, playing the guitar, visiting grandmother, cooking
Goals	• To understand the language of computer games – tutorials, quests, instructions in games • To be able to use English in his future career
Type of course	Long term, once a week (initially face to face, now via Skype)
Needs	General English, School grammar (tenses, word order, adjectives, modals, questions)
Objectives of the course	To use the language of computer games to improve grammar and listening skills. To activate passive grammar knowledge.
Problems to address in the research	• He is reserved in our online lessons, and his responses are relatively concise.

	• He seems to be doing something else on his computer during our lessons – the lessons are probably not engaging enough.

The lessons with Learner 3 were previous the research mostly about getting to know each other and building the relationship. Unfortunately, we met only twice in person and then, due to the circumstances, our face-to-face lessons become less personal online lessons. This student is a primarily visual learner and learns better when seeing the words and connections between them. He does not read much, and he feels listening is one of his weakest points.

He would like to use English in his future career, so his motivation to study is predominantly extrinsic, but he sees value in his lessons. He does not use English actively in his free time, but he likes to play computer games where is needed passive language knowledge. He would like to understand tutorials of games and read the quests. In some of the lessons, he communicates well, but in others, he is silent, and the teacher does most of the speaking. The TBLT lessons could allow him to get engaged in the task and communicate more during our lessons.

Learner 4

Male, 40 – 45 A2 - B1	
Specifics of the student, motivation and language learning history	This student is a communicative and active listener. He prefers a wide range of activities, and his attitude towards English is mostly positive. His motivation is rather intrinsic. He learned Russian at elementary school and started with English only later in his life. Now he learns English for travelling and as a hobby.
Language skills (strong and week points)	His strong point is speaking. His weaker points are listening and grammar.
Interests	History, family, photography, reading, travelling around the Czech Republic and abroad, shooting ranges, cars and motorcycles, USA
Type of course	Long term, twice a week (initially face to face, now online via Messenger)
Goals	• To be able to use English when travelling (hotel, airport, restaurant, talking with the locals). • To be able to talk about experiences, interests and family.
Needs	General English, speaking to friends, listening to TV series, travelling English
Objectives of the course	To use English in real-life situations using realistic materials To activate student's knowledge of grammar and vocabulary
Problems to address in the research	• The lessons are very friendly, but they lack the focus on outcomes. • The student often does not understand questions when uttered quickly. • The lessons miss a variety of activities.

The lessons with Learner 4 were previous this research primarily based on conversation activities and games, including simple vocabulary concerning students' interests. This student is kinaesthetic as he learns best when doing activities and experimenting with language. In our lessons, we also use visual support. This learner prefers to see what we talk about as it helps him with understanding.

This student's goal is to maintain his English level and to communicate well while travelling. He occasionally meets friends from different countries and needs to communicate with them about general topics and his life. He also enjoys watching Netflix and is interested in the USA and their products, such as cars, motorcycles, etc. The TBLT lessons could help us focus on specific activities he might encounter outside of our classroom and learn more about his interests.

5 Selecting the activities for lesson plans

This chapter focuses on the selection and creation of the activities for the participants of the research. It consists of a log with explanations which activities were selected and what were the reasons for them. Procedure and series of questions were used for their assessment as suggested by Ellis (2003) and Willis and Willis (2007) to evaluate their suitability for the student. The activities are then compiled into two task-based lesson plans for each of the learners and described in the next chapter.

5.1.1 Suitable tasks for the learners

As we learned in the theoretical part of the thesis, the tasks should reflect student's needs and interests. In this subchapter, the needs and interests of the students are transformed into a bank of tasks using the tool mentioned in Table 1, and that is "task generator" by Willis and Willis (2007, pp. 107 – 110). This tool provides many types of task and outcomes for each topic; in this part, only two topics will be selected for each student as a base for their lessons plans.

Learner 1

Based on his needs analysis, this student uses English mainly for communication in his free time while travelling worldwide. He also uses English for work but only scarcely. He also wants to train his listening skills in his free time and prefers to have a text transcript. In our lessons, he prefers to speak and activate his previous knowledge of the language. He enjoys talking about his hobbies, family, nature, people and psychology, historical monuments, architecture, stories from his past and history in general.

Possible topics for this student:

• Travelling	• Nature
• Family	• History
• Psychology	• People
• Architecture	• Storytelling
• Beekeeping	• Forests
• Brno	• Adrenalin sports

Materials to use:

Listening – podcasts, videos, radio, audiobooks, TV series, film trailers, films

Reading – transcripts of the listening recordings

Suitable tasks using the task generator and their outcomes:

The two topics picked for this research: Brno and psychology

Listing and brainstorming, Ordering and sorting

- A list of places to visit in Brno with recommendations
- A list of facts he knows about Brno that might surprise other people
- A list of problems that need solving in the Brno city
- Types of motivation in his life
- Ways of learning language
- Ways of learning other skills (sports, beekeeping)
- Things you do to memorize things

Matching

- A list of opinions about the city Brno to a degree he agrees with them
- Places in Brno to a map

Comparing: finding similarities and differences

- A comparison of Brno and other cities
- A comparison of different types of learning strategies
- A comparison of living in city versus his cottage

Problem-solving

- A solution to a problem in the city Brno
- A solution to a problem in his house

Sharing personal experience and storytelling

- Sharing stories about his city
- Sharing stories about building his house in Brno
- Reminiscing about what Brno used to look like

Learner 2

This student's needs analysis shown that she uses English passively and occasionally actively in her free time. She needs English for travelling and for communication with her peers. She currently wants to focus on future and prepare for FCE exam, the topics of the lessons could therefore contain the topics common at such exams. She wants to practice all four skills and she agrees with homework based on our lessons.

Possible topics for this student:

• Sports and Leisure time	• Self-development
• Art	• Education
• Family	• Health
• Environment	• Culture and Language
• Women and Family	• Work, Employment and Money
• Media	• Advertising
• Tourism, Travel and Transport	• Science and Technology
• Government	• Childhood

Materials to use:

Listening – videos – TED talks, TV series, podcasts, radio, audiobooks

Reading – newspaper and magazine articles, correspondence (emails, letters), reports, fiction, advertisements, informational material (brochures, guides, etc.)

Suitable tasks using the task generator and their outcomes:

The two topics picked for this research: Free time activities and Childhood

Listing and brainstorming, Ordering and sorting

- A list of places she visited as child
- A list of things she used to do as a child
- A list of things she used to like/hate as a child
- A list of memories from her childhood
- A list of things she does in her free time

- A list of things she would want to do after the epidemy
- A list of things to do in her town
- A list on places to visit in her free time
- Instructions to her favourite activity

Comparing: finding similarities and differences

- A comparison of different sports
- A comparison of her childhood and the children today
- A comparison of two activities she does

Problem-solving

- A solution to a problem with Art class
- A solution to a problem with English lesson (time, place)

Sharing personal experience and story telling

- Stories from her childhood
- Christmas in her childhood
- Story from her free time

Projects and creative tasks

- A leaflet for some of her free time activities
- A poster for the Art class
- A poem about her childhood
- A guide for her town
- An advertisement for her picture
- An article about her childhood memory

Learner 3

This student's need analysis shown that he uses English only at school and while playing computer games. He thinks that he will need English in future but has no current need to learn it. This students' weak point is listening, and he does not enjoy reading. The training of the two should help him with understanding.

Topics for this student:

• Family	• Computer games
• Music and singing	• Sports
• Scouts	• Science and Maths
• Animals	• Drawing
• Films and TV series	

Materials to use:

Reading – game reviews, game tutorials, quests from games, comics

Listening – short fun videos, parts of sitcoms, video tutorials, game plays

Suitable tasks using the task generator and their outcomes:

The two topics picked for this research: Computer games and Family

Listing and brainstorming, Ordering and sorting

- A list of things he enjoys to do with his family
- A list of places he likes to go to with his family
- A list of computer games he like and those he does not like
- A list of examples of computer games
- A list of characteristics of a family member
- A tutorial to his favourite game
- Instructions how to work with games

Matching

- A list of vocabulary related to games to their meanings
- Computer games vocabulary and pictures
- Games to their genres

- Characteristics to people in his family

Comparing: finding similarities and differences

- A comparison of two games he likes
- A comparison of different types of game playing strategies
- A comparison of two members of his family

Sharing personal experience and storytelling

- Sharing stories about his family
- Sharing stories about games he played
- Reminiscing about games he used to like

Projects and creative tasks

- A review of a game
- A comic based on his family life
- A description of a family member
- An invitation to a game play
- A video tutorial to a game
- A live game play

Learner 4

Based on his needs analysis, this student does not use English actively outside of the classroom very often, but he sees his English lessons rather as a leisure time activity than formal education. Outside of the classroom, he uses English when travelling or speaking with foreign visitors. He focuses primarily on new vocabulary about his interests and how to use it in his speech. Speaking is his priority, but he is not opposed to improving any of the other skills.

Topics for this student:

• Family	• Job
• Travelling and trips	• Defensive weapons
• Seasonal topics	• History
• Reading and books	• Photography
• The USA	• Brno

Materials to use:

Reading – maps, guides, travelling prospects, brochures, instructional leaflets, short articles

Listening – fun videos, informational videos, video instructions, radio, audiobooks

Suitable tasks using the task generator and their outcomes:

The two topics picked for this research: Brno and Travelling and trips

Listing and brainstorming, Ordering and sorting

- A list of places to visit in Brno with recommendations
- A list of facts he knows about Brno that might surprise other people
- A list of problems that need solving in the Brno city
- A list of tips for travelling
- A list of things you need to plan before a trip
- A list of ways of travelling
- A list of things to pack on a trip
- A list of castles to visit
- A list of foreign countries to visit

Matching

- A list of opinions about the city Brno to a degree he agrees with them
- Places in Brno to a map

Comparing: finding similarities and differences

- A comparison of Brno and other cities
- A comparison of living in city versus his cottage
- A comparison of two pictures of Brno
- A comparison if South Bohemia and South Moravia
- A comparison of two trips

Problem-solving

- A plan to a trip
- A solution to a problem in his house

Sharing personal experience and storytelling

- Sharing stories about his city
- Sharing stories about his house in Brno
- Reminiscing about what Brno used to look like
- Reminiscing about his trips
- Remembering a friend's story
- Telling the anecdotes about his travels

6 Lesson plans in practice

In this chapter, the trialled lesson plans are described and reflected on by both the teacher and the students. Lesson plans are assembled as a formal lesson plan proposed by Scrivener (2011) and include the lesson stages according to Willis' (1996) *A Framework for Task-Based Learning* described above in Table 2. Here we work with a shortened version of the lesson plans found in their full versions in Appendices, together with examples of work from their trials with students. The lessons are ordered consecutively, and therefore the suggestions for future improvement are always incorporated in the subsequent lesson. Each lesson also includes suggestions for adaptations of the lessons.

Lesson plan 1

Topic: Positive psychology lecture

Duration of the lesson: 60 minutes

Student: Learner 1

Level of English: B1 – B2

Outcome: A sequenced and commented list of the lecture topics

Aims of the lesson:

- The student will be able to talk about his experience as a student
- The student will be able to put the topics in an audio recording into the correct order and answer the follow-up questions
- The student will be able to analyse the language of a lecture

Materials: Online audio recording of the lecture with a transcript (from the British Council)

Stages:

Before the lesson

The teacher prepares a link for a listening exercise with a worksheet and transcript and sends this to the student by email.

The student either works with online materials or prints them out.

In the lesson

Introduction

Small talk with the student – The teacher asks the student about his day and the news in his life, and the student reacts to the teacher's questions.

Pre-task

Introduction to the topic and task, sharing personal experience – The teacher asks the student questions to help him remember his student years at university. ("Do you remember your student years?" "What was it like?" Etc.) The teacher asks about the lectures.

The student reminisces and shares his anecdotes with the teacher.

Task cycle

Task

Listening to the introduction to a lecture – The teacher introduces the task and asks the student to play the recording and fulfil the tasks in the original worksheet.

The student listens to the recording twice and orders the topics from the listening. The student decides if the sentences in the worksheet are true or false.

Planning

Preparing the answers – The student prepares to summarise the main ideas of the listening using the topics in the correct order and highlights the points he found interesting.

The teacher monitors and helps with any language issues.

Report

Report stage – The student summarises the listening and mentions the points that he found the most interesting in his own words.

The teacher listens to the student and notes down language points to give the student quick feedback.

Language focus

Analysis

The teacher shows the student the transcript of the listening and asks the student questions about the text.

The student analyses the transcription, focusing on the language and content. The student notes down any interesting language and asks questions about new vocabulary.

Practice

The student considers which of the language items from the previous stage could be used in his summary and uses them in conversation with the teacher.

The teacher helps the student incorporate the language into the conversation and assigns a homework practice if appropriate.

At the end of the lesson/after the lesson

Assessment

The student assesses his performance during the task and the outcome, the teacher, offers feedback on the student's performance

Student's feedback on the lesson

The student gives feedback on the lesson and task selection

Teacher's reflection of the lesson

The teacher reflects on the process of the lesson and its outcomes

Commentary on the lesson after the trial

In reality, this lesson was split into two when the pre-task took part at the end of one lesson, and the rest of the lesson continued the subsequent week. The task and planning were the student's homework. This change was due to some interruptions during the lessons, and in retrospect, this was perfectly suitable for this lesson as the student had enough time for the task and the planning stage at home while the report stage took place in our next lesson. As a result, we had enough time in our lesson to focus on the language analysis and to discuss the language emerging from this listening. It also created a natural need for the report stage. The student spent most of

the lesson with natural communication as we discussed positive psychology using the language from the listening.

The topic of the lesson was engaging for the student, and he enjoyed the pre-task probably more than the task itself. The outcome probably was not so much tangible with this lesson. The student sequenced the topics in the worksheet and talked about the point he found the most interesting – the flow – but did not comment much on other topics from the lecture.

In the reflection, immediately after the lesson, the student appreciated the recording quality, yet he had trouble understanding certain words and the linking. He was satisfied with the language level of the recording as it was moderately challenging for him. The student's answers did not change significantly in the reflection after the research. He mentioned only the quality and complexity of the recording.

Suggestions for improvement

In our following lessons with this student, we could try a similar pattern (pre-task at the end of the lesson, listening and task at home and report stage in our lesson). This student enjoys storytelling and explanations, so our following lessons could include prompts for his speaking practice. As the topic changes often, the student should be the source of the lesson's content. There is still space for authentic listening that could promote discussion about current topics, and the task outcome could be more tangible.

Lesson plan 2

Topic: Students' meetings

Duration of the lesson: 60 minutes

Student: Learner 2

Level of English: B1 - B2

Outcome: A leaflet inviting students from other countries studying in Czechia to join AFS online meetings

Aims of the lesson:

- The student will be able to describe the activities in her afterschool club
- The student will be able to create a leaflet inviting students to join the students' meetings
- The student will be able to analyse the language of a leaflet

Materials:

Two leaflets inviting students to join different activities

Stages:

Before the lesson

The teacher prepares two leaflets for the language focus part of the lesson.

In the lesson

Introduction

Small talk with the student – The teacher asks the student about her day and the news in her life. The student reacts to the teacher's questions.

Pre-task

Introduction to the topic and task, sharing personal experience and brainstorming – The teacher asks the student questions about her volunteering and afterschool activities. The teacher asks for some more detailed information about the activities.

The student shares with the teacher her stories and remembers what she does. The student shares a website or some other source of information about her activities.

Task cycle

Task

Writing a leaflet – The teacher introduces the task and asks the student about a leaflet form. The teacher asks the student to create a leaflet inviting new members to join her afterschool activities.

The student imagines a leaflet or searches the Internet for some ideas. The student creates her leaflet using the information from the website of the organisation she is part of and her own knowledge.

Planning

Finalizing the leaflet – The student writes down any information needed for her leaflet and finalizes the graphic form.

The teacher monitors and helps with any language issues.

Report

Report stage – The student sends the finished leaflet to the teacher.

The teacher reads the leaflet and gives the student quick feedback.

Language focus

Analysis

The teacher shows the student two different leaflets inviting students to join activities and asks questions about them.

The student analyses the leaflets, focusing on the language and content. The student notes down any interesting language and asks questions about new vocabulary.

Practice

The student considers which of the language items from the previous stage could be used in her own leaflet.

The teacher helps the student to incorporate language into the conversation. The teacher asks the student to revisit her leaflet after the lesson and make appropriate changes.

At the end of the lesson/after the lesson

Assessment

The student assesses her performance during the task and the outcome, the teacher, offers feedback on the student's performance

Student's feedback on the lesson

The student gives feedback on the lesson and task selection

Teacher's reflection of the lesson

The teacher reflects on the process of the lesson and its outcomes

Commentary on the lesson after the trial

This lesson followed quite closely the lesson plan and the design of the TBLT lesson. In the pre-task stage, the student enthusiastically talked about her free time activities. She also talked about the online meetings they have with one of the groups. This connection became an idea for the leaflet that she worked on in the task and planning phase. She was already familiar with Canva and was thrilled by the possibilities it offered for her leaflet. The student worked independently, and apart from asking for some language advice, she was quiet during the lesson, which was very different from our previous speaking-based lessons. After the report phase, the student was happy with the graphic side of her leaflet but less with the language she used. We compared her leaflet with some other leaflets inviting students to join different groups. She asked about vocabulary such as "peer" or "undertake". After that, she had time to assess how well she did. She saw some mistakes in her leaflet but was overall happy that she could create it.

The topic of the lesson was very close to the student, and she enjoyed creating something where she could use her creativity. The outcome of this lesson was visible to the student, and she could assess her own work and language skills.

In the reflection, immediately after the lesson, the student said that she really liked creating something, especially when she could use graphic design. She admitted that there were some mistakes, but she would send the leaflet to her friends if corrected. She also appreciated the feedback in the lesson. In the final interview, she could still

remember the lesson quite well and appreciated the time she had to work independently.

Suggestions for improvement

This lesson was successful in terms of outcome, use of language and the student's engagement with the activity. We could try similar patterns with different outcomes such as articles, posters, brochures, and guides where the student could use both her language skills and creativity. Next time it would be better to shorten the "silent period" in the lesson by assigning the task stage as homework if it is a listening or writing task. The student wants to focus on writing so the outcomes of the lessons could be more often written.

Lesson plan 3

Topic: My sister

Duration of the lesson: 60 minutes

Student: Learner 3

Level of English: A2

Outcome: A written description of a family member

Aims of the lesson:

- The student will be able to describe the appearance and personality of himself and one of his family members
- The student will be able to write a short description of one of his family members
- The student will be able to analyse written text and discover new language items

Materials: An example of a written description of a family member

Stages:

Before the lesson

The teacher prepares a short, spoken description of a family member and finds a description written by a native speaker in a coursebook or online.

In the lesson

Introduction

Small talk with the student – The teacher asks the student about his day and the news in his life, and the student reacts to the teacher's questions.

Pre-task

Introduction to the topic and task, brainstorming – The teacher asks the student questions to help him focus on people's characteristics and how to describe a person. The teacher describes a member of her family.

The student answers the questions, listens to the teacher's description and brainstorms vocabulary.

Task cycle

Task

Description of the family member, listing – The teacher asks the student to choose a family member and describe them.

The student chooses a member of his family and notes down their most prominent features.

Planning

Writing the description – The student works independently and writes his more detailed description of a family member.

The teacher monitors and helps with any language issues.

Report

Report stage – The student sends the written description to the teacher. (Optionally, he can read it out loud)

The teacher reads the written description and gives the student quick feedback.

Language focus

Analysis

The teacher shows the student a written description of a family member and asks the student questions about the text.

The student analyses the description, focusing on the paragraphs and their content. The student notes down any interesting language and asks questions about new vocabulary.

Practice

The student considers which of the language items from the previous stage could be used in his description and consults them with the teacher.

The teacher helps the student to incorporate language into the writing and assigns a homework practice if appropriate.

At the end of the lesson/after the lesson

Assessment

The student assesses his performance during the task and the outcome, the teacher, offers feedback on the student's performance

Student's feedback on the lesson

The student gives feedback on the lesson and task selection

Teacher's reflection of the lesson

The teacher reflects on the process of the lesson and its outcomes

Commentary on the lesson after the trial

In this trial lesson, the student mentioned some of his family members (cousins, grandmother, sister) in the small talk at the beginning of the lesson, so it was easier for the teacher to follow up on this topic. The pre-task stage was based on a conversation about the student's family in general and how the student would describe himself. Then the student brainstormed the words he knew about personality characteristics and appearance. As he talked about his sister earlier in the lesson, he already knew the vocabulary to describe her, and in the planning stage, he wrote down her description. We agreed on two paragraphs, one about appearance and one about personality and at least ten sentences. In the report stage, the student preferred to read the description out loud. The last part of the lesson was focused on the text with a more advanced description. The student examined the text for vocabulary and searched for adjectives describing people. We discussed which of these could be used for a description of someone he knows.

The topic of the lesson was quite interesting for the student. There appeared some issues with the form of the outcome. The student created fewer sentences than expected, but he still described his sister quite well using his own words. Even though the student overall enjoyed this lesson, the communication could be improved.

In the reflection, immediately after the lesson, the student said that the lesson was okay. In the final interview, the student mentioned that he enjoyed writing about something that he knows and that he could choose what to learn.

Suggestions for improvement

With this student, we could use Jam board next time to help him see the language items, and as he needs much input, this could help provide it. Using the Jam board would be a suggestion for all learners, visual or others, as it helps students see the language. It would be the most recommendable for the brainstorming and language focus part. This app is easy to use, and the students can also edit and highlight the text. Even with less technically skilful students, the Jam board can be used for the student's presentations.

Lesson plan 4

Topic: My city

Duration of the lesson: 60 minutes

English level: A2

Student: Learner 4

Outcome: The three best places in Brno and why to visit them

Aims of the lesson:

- The student will be able to name and rank interesting places in his own city and recommend some interesting places to visit
- The student will be able to explain why the places in his city are interesting
- The student will be able to analyse his own speech and discover areas for improvement

Materials: Teacher's short speech about her hometown

Optional – webpages of Brno city as inspiration

Stages:

Before the lesson

The teacher prepares a short speech about her hometown and about two interesting places there.

In the lesson

Introduction

Small talk with the student – The teacher asks the student about his day and the news in his life, and the student reacts to the teacher's questions.

Pre-task

Introduction to the topic and task, brainstorming, ranking – The teacher asks the student questions about his town and places she should visit. The teacher writes the places into the chat.

The student brainstorms the places to visit. The student ranks the places from the least interesting to the most interesting ones.

Task cycle

Task

Three best places to visit in Brno – The teacher asks the student to choose the three best places in Brno and explain why they are worth visiting.

The student chooses three places and explains why he chose them.

Planning

Preparation for the report – The student works independently and thinks about each of the three places to share some interesting facts about them.

The teacher monitors and helps with any language issues.

Report

Report stage – The student presents interesting facts about each of the three places in Brno.

The teacher listens, writes down notes, transcribes parts of the student's speech, and gives the student quick feedback.

Language focus – Focus on form

Analysis

The teacher shows the student a transcript of the parts of his talk and asks the student questions about the text.

The student analyses his speech and answers questions. The student notes down any interesting language and asks questions about new vocabulary.

Practice

The student considers which parts of his text he could formulate better and consults this with the teacher.

The teacher helps the student incorporate language into the text and assigns a homework practice if appropriate.

After lesson/at the end of the lesson

Assessment: The student assesses his performance during the task and the outcome, the teacher offers feedback on the student's performance

Student's feedback: The student gives feedback on the lesson and task

Teacher's reflection of the lesson: The teacher reflects the process of the lesson and its outcomes

Commentary on the lesson after the trial

This lesson started with general small talk about the student and some everyday issues such as lockdown, the Internet providers in Brno and some other services. The pre-task changed the conversation to the topic of the lesson. The teacher talked about a few interesting places in her hometown and asked the student if he would be interested in seeing them. The student asked questions about different places, and then he brainstormed some interesting places the teacher could visit in Brno. When he finished the list of places in the chat, the teacher asked why these places are interesting. The student presented why to visit which place from his list and pinpointed the three best places in Brno – Spilberk, Petrov and park Lužánky. After a short preparation, the student talked about the places and their history. The teacher listened to the student and wrote down what he said. In the language focus part of the lesson, the teacher showed the student part of the transcribed presentation. The student analysed the language he used in the presentation and noticed his mistakes. The teacher corrected the mistakes that the student indicated. The student finished when he was satisfied with his corrections.

The topic was interesting for the student, and he was very excited about his presentation. The outcome of the lesson was fulfilled and also helped the teacher learn some new facts about the student's city. The student mostly used his own linguistic resources and occasionally asked the teacher to translate a word.

In the reflection, immediately after the lesson, the student mentioned that he enjoyed the task but that he was nervous during the report stage as he was not sure about the vocabulary and sometimes had problems with grammar. In the final interview, he mentioned that he enjoyed the lesson and talking about three interesting places in his city.

Suggestions for improvement

Writing down what the student said in the report stage was helpful for the student to understand his language in context but very demanding for the teacher. Next time it would be better to focus only on some sentences from student speech or record the speech to listen to it later. However, the topic was successful and could be used more times with different types of tasks and outcomes. Following lessons could also contain some visual help such as websites or pictures of different places to describe.

Lesson plan 5

Topic: Brno buildings stripped of protective status under Communism

Duration of the lesson: 60 minutes

Student: Learner 1

Level of English: B1 – B2

Outcome: A possible solution to a problem – demolition of historic city buildings due to clerical mistakes

Aims of the lesson:

- The student will be able to talk about the news in his city
- The student will be able to explain his solution to the problem
- The student will be able to analyse the language of radio news

Materials: Brno buildings stripped of protective status under Communism at risk – Online audio recording from English.radio.cz

Worksheet

Stages:

Before the lesson

The teacher prepares a link for a listening exercise together with a worksheet and transcript and sends this to the student's email.

The student either works with online materials or prints them out.

In the preceding lesson

Pre-task

Introduction to the topic and task – focus on vocabulary, discussion – The teacher asks the student questions about the news in his city and how often he follows them. The teacher shows the student the title of the listening. The teacher asks the student to do the matching exercise.

The student answers the teacher's questions, reads the title to get familiar with the topic and works with vocabulary matching exercise.

Homework

Task cycle

Task

Listening to the radio news recording – The teacher focuses the student's attention on the listening, introduces the task and asks the student to play the recording and fulfil the tasks at home.

The student listens to the recording at home and decides if the sentences in the worksheet are true or false.

Planning

Preparing the solution – The student prepares at home to summarize the main ideas of the listening and to offer his possible solution to the problem.

In the lesson

Introduction

Small talk with the student – The teacher asks the student about his day and the news in his life.

The student reacts to the questions.

Report

Report stage – The student summarises the listening and presents his solution to the problem in his own words.

The teacher listens to the student and notes down language points to give the student quick feedback.

Language focus

Analysis

The teacher focuses the student's attention on the listening transcript and asks the student questions about the text.

The student analyses the transcription, focusing on the language and content. The student notes down any for him useful language and asks questions about new vocabulary.

Practice

The student considers which of the language items from the previous stage he could use in his conversation with the teacher or other people.

The teacher helps the student to incorporate language into the conversation by asking questions. If appropriate, the teacher assigns a homework practice.

After lesson/at the end of the lesson

Assessment: The student assesses his performance during the task and the outcome, the teacher offers feedback on the student's performance

Student's feedback: The student gives the feedback on the lesson and task

Homework: The teacher assigns the student homework based on language focus or preparation for the next task

Teacher's reflection of the lesson: The teacher reflects the process of the lesson and its outcomes

Commentary on the lesson after the trial

This trial lesson was the second one based on the TBLT approach with this student. As our previous lesson was about the not-so-familiar topic of psychology, the second lesson was closer to the student – city Brno and its historical buildings. This connected three of the student's interests – Brno, architecture and history. During the lesson, we also came across the topic of nature. The lesson began with a small talk where we discussed the student's weekend and spring cleaning. He then presented his opinions about the recording quality and then proceeded to the report stage. The student summarized the recording and presented some possible solutions to the problem together with other issues. From this stage, we moved quite naturally to the language focus stage as the student used the language of the listening in his speaking about other similar issues. After the report, the lesson did not go as planned, but the student used the vocabulary from the listening while talking about other issues in Brno

and other cities and nature conservationists. The focus on language was, therefore, natural and spontaneous.

The topic was current, and the student enjoyed talking about his city and its problems and possible solutions. The outcome was much clearer this time, and the student was able to formulate his solution. He also mentioned many other factors and his opinion about them.

In the reflection, immediately after the lesson, the student commented on the recording quality. He could hear some noises in the background and could not focus on the message of the speakers. In the final interview, he once more addressed this problem.

Suggestions for improvement

The student was able to finish the task, and the topic was also interesting for him; however, even this second time, there was some issue with the listening. The student needs a transcript of the listening, which is always provided for him. Next time we could try some easier recording or a video to help the student understand the spoken language.

Lesson plan 6

Topic: 5 dangerous things you should let your kids do

Duration of the lesson: 60 minutes

Student: Learner 2

English level: B1 – B2

Outcome: A list of 5 dangerous things we should let our kids do and a list of things the student did

Aims of the lesson:

- The student will be able to talk about her childhood
- The student will be able to remember and list five dangerous things from the video
- The student will be able to recall new vocabulary

Materials:

TEDx talk video: 5 dangerous things you should let your kids do

Optionally: Worksheet from ESL Brains connected to this video

Stages:

Before the lesson

The teacher prepares questions about childhood to ask the student in the pre-task. The teacher watches the video and downloads the worksheet.

In the preceding lesson

Pre-task

Introduction to the topic and task, sharing personal experience – The teacher asks the student questions about her childhood. The teacher asks for some more detailed information about the student's memories. The teacher introduces the task and assigns a video as homework.

The student shares with the teacher her stories and remembers what she did or used to do when she was little. The student asks any questions about the homework.

At home

Task cycle

Task

Five dangerous things – The student watches the video at home and tries to remember the five dangerous things the speaker mentions.

Planning

Preparing for the report – The student writes down any notes from the video. The student recalls which of the five things she also tried.

In the lesson

Introduction

Small talk with the student – The teacher asks the student about her day and the news in her life.

The student reacts to the teacher's questions.

Report

Report stage – The teacher asks the student questions about the video and other questions connected to the topic of the lesson. The teacher shares her own stories from her childhood.

The student answers the questions. The student talks about the times she tried something similar. The student reacts to the teacher's stories and asks questions.

Language focus

Analysis

The teacher sends the student worksheet. The teacher helps the student by using the words and phrases in different sentences. The teacher encourages the student to work on her own.

The student studies the sentences in ex.3 and tries to guess the meaning of underlined phrases from the context. The student finishes the matching exercise.

Practice

The teacher steers the student's focus on ex. 6 in the worksheet. The teacher helps the student if necessary and gives her hints.

The student reads the text and tries to fill in the missing words based on the context and her grammar knowledge.

(Pre-task for next lesson)

Optionally the teacher assigns the student a new task as homework and finishes the lesson with a pre-task.

After lesson/at the end of the lesson

Assessment

The student assesses her performance during the task and the outcome. The teacher offers feedback on the student's performance.

Student's feedback on the lesson

The student gives feedback on the lesson and task selection.

Teacher's reflection of the lesson

The teacher reflects on the process of the lesson and its outcomes.

Commentary on the lesson after the trial

In this second trial lesson with this student, the pre-task took place in the previous lesson, and the task was the student's homework. The lesson started with the small talk about the school exams and school competitions. The student spoke about the competitions she will attend but also about some from the past. The report stage followed shortly after, and the student talked about the video she watched as homework. She recalled that she tried all five things from the video, and she also remembered the one extra mentioned. During the language focus stage student was quickly ready with Exercise 3 – vocabulary, but she had problems in the next exercise. She was supposed to fill in grammatical words based merely on the context, and this was rather difficult for the students. She needed some help from the teacher to finish this exercise.

The topic was interesting for the student, and she enjoyed speaking about her childhood. Apart from the list of the five things she tried, she also mentioned some anecdotes and stories from her childhood. The outcome of the lesson was fulfilled, and the student used her own linguistic sources to discuss some other topics.

In the reflection immediately after the lesson, the student mentioned that she enjoyed it but that she was exhausted. In the final interview, she appreciated the changes in the topics of our lessons. She found the video and the task the most beneficial parts of the lesson but considered all the other lesson stages important.

Suggestions for improvement

Next time with this student, we could try some creative projects and use the topics she prefers and connect our lesson with the FCE exam topics. We could write some emails, letters and articles and discuss them in our lessons. The website ESL brains would be an excellent source of materials for this student to practise her listening skills and grammar as homework.

Lesson plan 7

Topic: Computer games

Duration of the lesson: 60 minutes

Student: Learner 3

English level: A2

Outcome: A short, written review of a favourite game

Aims of the lesson:

- The student will be able to name different genres of computer games and some examples of them
- The student will be able to write a short review of his favourite computer game
- The student will be able to analyse written text and discover new language items

Materials: Articles

Different types of video-game genres

Mafia definitive edition review

Jam board prepared for brainstorming and discussion

Stages:

Before the lesson

The teacher reads about different types of computer games to give examples. The teacher prepares a Jam board for the lesson. The teacher reads reviews of the games the student mentioned in previous lessons.

In the lesson

Introduction

Small talk with the student – The teacher asks the student about his day and the news in his life.

The student reacts to the teacher's questions.

Pre-task

Introduction to the topic and task, brainstorming – The teacher sends the student a link for the Jam board and asks the student questions about computer games. The teacher gives some examples of game genres and writes them to the Jam board.

The student answers the questions and reacts to the Jam board commenting on the different genres of games. The student adds any other types/genres of games that he knows and adds some examples of specific games.

Language focus 1

Analysis

Examining a game review – The teacher sends the student a link to a website with computer games reviews. The teacher helps the student with any problems.

The student opens the page and chooses a game he is interested in the most. The student skims the review to get the idea of the form. The student identifies the parts of the review.

Task cycle

Task

Picking the game to review – The teacher asks the student about his favourite games and whether he knows them well enough to write a review.

The student talks about games and picks one that he is the most familiar with or his favourite game to write a short review.

Planning

Writing down the short review – The student writes down a short review on a separate page in the Jam board.

The teacher monitors and encourages the student to ask for help or use a dictionary if unsure about the translations.

Report

Report stage – The student presents the written review to the teacher. The student revisits any parts of the text he is unsure about.

The teacher reads the written description and asks the student questions. The teacher gives the student some time to find his own mistakes. The teacher gives the student quick feedback.

Language focus 2

Practice

The teacher prepares vocabulary items from the example review and creates a board with them in the Jam board.

The student finds the words in the text and writes down their meanings. The student can use a dictionary, if necessary, to understand the meaning.

After lesson/at the end of the lesson

Assessment

The student assesses his performance during the task and the outcome. The teacher offers feedback on the student's performance.

Student's feedback on the lesson

The student gives feedback on the lesson and task selection.

Teacher's reflection of the lesson

The teacher reflects on the process of the lesson and its outcomes.

Commentary on the lesson after the trial

This second trial lesson with the student was very different from the first one. After the small talk, the attention moved to the Jam board, and the pre-task stage took place there. The student knew the Jam board from school, but this was the first time we used it in our lessons. At first, some technical issues appeared as the student was unsure how to control this app, but after a short tutorial in English, he could use it without any problems. The instructions to use the board became a successful small task itself. The lesson continued with a brainstorming of the game types and some examples of them. The student talked about his preferred types of games and those he does not like very much. After the pre-task, we discussed the reviews of the games and if the student ever reads any, which naturally led to introducing a new website pcgamer.com. The student could find any game he was interested in and read or instead

skim its review. The student got familiar with the review outline and then was prompted to write his own one. The student worked for few minutes on his own, and after finishing, he presented the review.

The topic was very close to the student, and he enjoyed the whole lesson. The outcome was a concise description of the game and what the student likes about it. The student could use his own language skills and correct his mistakes after the report stage.

In the reflection immediately after the lesson, the student said that he liked the activity and the task as it was something new for him. In the final interview, however, he was not sure whether he liked the lesson or not. The student appreciated that he could write about something familiar as a computer game and found it beneficial to write a review, but he did not like the reading in one part of the lesson.

Suggestions for improvement

This student needs rich input, and any activities or tasks that can provide this input will be beneficial for him. As already mentioned earlier, he is a visual type, so we must use various visual prompts in our future lessons. As he does not enjoy reading, we could start training with simple things such as comic books, posters or leaflets. It would also be advisable to use the games he likes to train his reading skills, read some of the quests he needs to accomplish and tutorials to enhance his game-playing experience.

Lesson plan 8

Topic: Our trip

Duration of the lesson: 60 minutes

Student: Learner 4

English level: A2

Outcome: An itinerary of a trip

Aims of the lesson:

- The student will be able to plan a trip
- The student will be able to solve problems during travelling
- The student will be able to use vocabulary connected to travelling

Materials: Website Tripadvisor South_Moravian_Region_Moravia

Optionally website: weather.com

Stages:

Before the lesson

The teacher prepares websites with exciting places to visit as inspiration if needed.

In the lesson

Introduction

Small talk with the student – The teacher asks the student about his day and the news in his life.

The student reacts to the teacher's questions.

Pre-task

Introduction to the topic and task, brainstorming, ranking – The teacher asks the student questions about some places for trips. The teacher writes the places into the chat.

The student brainstorms the places he visited and recommends the most interesting ones.

Task cycle

Task

Planning a trip, listing ideas – The teacher asks the student what he needs to decide before going on a trip. The teacher writes the ideas into the chat.

The student names what he usually decides before going on a trip.

Planning

Planning a trip, planning, problem-solving – The student and the teacher work as partners and plan a trip for the following weekend following the steps brainstormed in the previous stage.

The student searches the Internet for weather forecast, trip ideas and other important information. The teacher writes new vocabulary into the chat.

Language focus – Focus on form

Analysis

The teacher asks the student to focus on the words in the chat.

The student analyses the words and tries to remember the context in which they were used during the lesson. The student asks questions about new vocabulary.

Practice

The teacher asks the student questions using the vocabulary from the lesson's chat and, if needed, assigns a homework practice.

The student answers the questions, asks questions and uses the vocabulary in the context of the topic.

At the end of the lesson/after the lesson

Assessment

The student assesses his performance during the task and the outcome. The teacher offers feedback on the student's performance.

Student's feedback on the lesson

The student gives feedback on the lesson and task selection.

Teacher's reflection of the lesson

The teacher reflects on the process of the lesson and its outcomes.

Commentary on the lesson after the trial

This second trial lesson with this student was slightly similar to the first one as it was connected to travelling and places to visit. After small talk about the weather and a student's already planned trip for that weekend, the students brainstormed what steps he usually does when planning a trip are. The teacher wrote these into the chat for future reference. The student talked about his previous trips and the places he prefers to visit, such as castles and ruins. He also touched on the problem with finding new places for a trip around Brno. Then we discussed the places further in the Southern Moravia as Znojmo, Tišnov or Mikulov and Pálava. The student remembered some of his older trips to South Bohemia and talked about his experience. He also shared some anecdotes about getting lost in the dark without a flashlight. We concluded our lesson with a list of things we need to use when travelling – maps, compasses, GPS, tourist signs. We did not plan the trip, but the student prepared an excellent baseline for doing so in another lesson. Also, many unplanned tasks emerged during the lesson and created a natural need for the new vocabulary.

The lesson's topic was similar to the previous one, yet it was still pleasant for the student as he likes talking about his trips. The outcome of this lesson was not fulfilled as planned as the discussion in the lesson changed into storytelling and sharing anecdotes from the previous trips. The communicative purpose was met, and the student used his own linguistic resources.

In the reflection immediately after the lesson, the student welcomed the new vocabulary valuable in the given context. In the final interview, the student mentioned the vocabulary again and that he enjoys all of our lessons as they are diverse.

Suggestions for improvement

Not all of our lessons have to have a written outcome. The outcome can have many forms, such as comparing the memories, finding things in common or exchanging tips for places to visit. The outcomes can have different forms and can be input-based or output-based. There were many possibilities for different tasks in this lesson other than those chosen in the lesson plan. Maybe this task was too complex for

one lesson and could be divided into several smaller lessons to make them less focused on the outcome but more on the communication and meaning of it.

7 Reflection of the process and new research questions

In this chapter, the whole research is summarised and reflected on while offering advice for the teacher's future practice. Both the teacher's and the student's views are reflected in this chapter. Research questions are answered, and new research questions are posed for future research.

The primary aim of the research was to create a set of tasks and task-based lesson plans adaptable also to online teaching and trial these in one-to-one lessons with two teenage and two adult students of one language teacher. The secondary aim was to discuss the effects on students and to offer the lesson plans with notes for the teacher to use in her future carrier. The teacher aimed to reflect on her own teaching approach and reveal segments for improvement to improve the quality of her lessons.

The research required a thorough examination of the available theory of TBLT to be able to implement it correctly into the lessons. In the course of the implementation, many new questions arose, for example, what types of tasks to use with the specific students and how to focus on form and language. Some of the questions were answered in the research process, and others will pave a new path for the teacher's development. The action research structure allowed the teacher to study the topic after every lesson and explore the topic of TBLT even further. In the research process, there was developed "learning by doing" approach by the teacher. As soon as new questions arose, the teacher studied the literature to learn about this specific problem.

The first research question was how to use TBLT in online one-to-one lessons with these particular students. This question was answered partially in the theoretical part and also in the practical part. The first step for TBLT is the needs analysis of the students, which took part at the beginning of the research and supplied the teacher with initial data. The needs analysis tracked the students' needs and interests used later for picking the topics and tasks to be used in the lesson plans tailor-made for them. The trial lessons also illustrated many underlying issues. The teacher needs to participate in a more prominent role than in a regular classroom as the students need exposure to the language; the teacher can provide natural communication and prepare the context for this by using instructional materials such as readings and listening. The research also showed the teacher what not to do in online lessons, that is, not to write everything the student says to analyse it later, not to plan airtight lessons and allow some space

for changes and improvisation during the lessons and plan well the outcome rather than the way how to achieve it.

Nevertheless, TBLT in the online environment is very flexible – the teacher can immediately look up new words, language chunks, texts, pictures, or materials to be used in the lesson. The research also provided valuable suggestions for future lessons: to use visual aids with the students, use various materials and videos, use computer games, and use more varied types of task and topics. The tasks with the written outcome are more tangible but are not suitable for all the learners equally. The "focus on form" and "focus on language" can be developed in many ways – in the context of the task and later in a much broader context. Therefore, it is suggested to use gap-fill exercises and other traditional methods to help the learners consolidate their knowledge. The "focus of form" can also mean the feedback and sparing corrections of the student.

The second research question aimed to answer how the students will react to the TBLT lessons in the online environment and whether seeing the outcome will change their perception of their performance in the online lessons. This question was answered mainly in the final interviews. All four students mentioned that they preferred face-to-face lessons for various reasons. Three students felt that the face-to-face lessons were better for their learning, and even though they enjoyed our online lessons, they would still prefer it to be offline. The students did not see much difference between our previous online lessons and the TBLT lessons apart from the visible outcome. They also felt generally satisfied with our lessons; Learner 2, Learner 3 and Learner 4 mentioned that they were satisfied even with our other lessons, which does not answer whether the TBLT lessons were different. However, Learner 1 was unhappy with the online lessons for technical issues and worse quality of speech. The lessons were mostly successful as the students, based on their reflections after lessons, enjoyed them, and in most of the lessons, they also achieved the outcome. The predominantly negative perception of the online environment made it difficult for the students to focus on their performance during the lesson. They critically assessed their outcomes and revealed the mistakes in them that they took as valuable feedback for their future learning.

The teacher also mentioned some problems with each of the learners in their description that were to be solved in the research. With Learner 1, the research solved only one of the problems, and that is more homework; he still has some problems understanding, and his technical skills are still limited. Learner 2, on the other hand, thrived in the lessons. She was still tired but only after the lesson, and she was challenged enough to stay motivated for the task's duration. The problem with the attention of the Learner 3 was also solved with the choice of engaging activities and tasks. Finally, for Learner 4, the TBLT lessons offered some variety in the lessons and added the focus on the outcome of the lesson.

The third and last research question sought to find the problems connected with implementing TBLT into online lessons with these students. From the students' answers, it was clear that what made them feel uncomfortable in the online lessons is mainly the online platform; all four students mentioned that they prefer face-to-face lessons at some point in our interview. One of the downsides of teaching online mentioned in the theoretical part is that students might not be much skilful in technology, and this was the case with Learner 1 and Learner 4 as the technology was a problem there. With Learner 4 caused mainly by the use of a tablet as a device for our video calls. It was quite challenging to implement online tools in their lessons. Learner 2 and Learner 3 used the technologies without any serious issues, and Learner 3 also mentioned that he preferred when we used the Jam board in our lessons. The problems were mainly with the technology as the TBLT issues are much easier to solve by further study and by a different choice of materials and revisiting the student's needs.

In conclusion, the research answered some of the questions, but not entirely. The teacher is now more familiar with the TBLT approach and its benefits, yet its implementation into the online lessons is still somewhat problematic. The effects of the learners still need further study. To implement this approach fully, it would be necessary to create a syllabus based on each learner's target tasks. This approach would probably be achievable with Learner 2 and Learner 4 as their perception of this approach was largely positive. Whether to use this approach with the other two learners is the questions for future study. The TBLT approach appears like an excellent opportunity for the learners to learn what they actually need and wish to if the teacher carefully assesses their needs.

Conclusion

The thesis aimed to create a set of task-based teaching materials and lesson plans tailored for individual lessons of specific students and offer insight into their creation and adaptation to achieve a higher quality of online lessons. Its other aims were to determine how to use the TBLT approach in one-to-one online lessons with the two described teenagers and two adults and reflect on the teacher's experience and map their perceptions of these lessons.

The theoretical part of the thesis focused on the TBLT in general and its use in the EFL classrooms including the selection of the tasks and lesson plan frameworks. It summarised the specifics of one-to-one lessons and online lessons and their possible use in TBLT. It also provided the essential theory of action research.

The practical part focused on the action research in the online TBLT lessons of one language teacher. It aimed to create TBLT lesson plans and trial them with the students to understand their perceptions of this approach and to help the teacher with professional development. The results of the research were summarised and reflected upon in the final part of the thesis.

Even though the thesis results are particular for the group of learners, they provide the teacher with an invaluable insight into her teaching practice and teaching style. The reflection part of the research also posed new questions and areas for the teacher's development and further study.

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Appendices

Appendix 1 – Introductory interview form template

Appendix 2 – Checklist

Appendix 3 – Lesson plans and examples from trial lessons

Appendix 4 – Questions for the interviews with students

Appendix 5 – Final interviews with learners

Appendix 1 – Introductory interview form template

1. schůzka

Date:

Základní dotazník s dospělým:

Jméno:

Jaké jsou Vaše **zkušenosti** s angličtinou?

Kde jste studoval/a?

Jak dlouho jste se učila případně neučila?

Jaký máte **vztah** k učení se jazykům? Je angličtina jediný, o který se zajímáte?

Jak často se setkáváte s angličtinou v běžném životě?

Jaké jsou Vaše **cíle**, co se jazyka týče?

Dělá Vám problémy spíše **mluvení** nebo **poslech**?

Trváte na **učebnici** nebo preferujete lekce na míru Vašim potřebám?

Jste schopná / ochotná dělat **domácí úkoly**? Alespoň občas ne každou hodinu? (Mohou být volitelné/nepovinné.)

Jak si představujete úplně **ideální hodinu**?

(AJ vs CJ poměr, opravy chyb – accuracy or fluency, výslovnost apod.)

Co Vás **baví**? I v rámci výuky jazyka. Jaké jsou Vaše zájmy, **koníčky**?

Jaké jsou Vaše **časové** možnosti? A jak spolu budeme **komunikovat** (SMS, email, telefon)?

Appendix 2 – Checklist for tasks

Choosing the tasks:

1. Will the activity engage learners' interest?
2. Is there a primary focus on meaning?
3. Is there a goal or an outcome?
4. Is success judged in terms of outcome?
5. Is completion a priority?
6. Does the activity relate to real world activities?

(D. Willis & Willis, 2007, pp. 12–14)

After the task reflection:

- Was the student able to use his/her own linguistic resources to finish the task?
- Was the student able to deal with communication problems?
- Was the student able to complete the task successfully?
- Did the student enjoy the task and find it useful for their learning?

Aims of the task (adapted from Ellis, 2003)

Appendix 3 – Lesson plans and examples from trial lessons

Lesson plan 1			
Topic	Positive psychology lecture		
Duration of the lesson	60 minutes	**English level**	B1 – B2
Student	Learner 1		
Outcome	A sequenced and commented list of the lecture topics		
Aims	The student will be able to talk about his experience as a student The student will be able to put the topics in an audio recording into the correct order and answer the follow-up questions The student will be able to analyse the language of a lecture		
Materials	Online audio recording of the lecture with a transcript (from the British Council)		
Stage	**Procedure**	**Aims**	**Time**
Before the lesson			
T prepares a link for a listening exercise with a worksheet and transcript and sends this to the S's email. S either works with online materials or prints them out.			
In the lesson			
Introduction	Small talk with the student – • T asks S about his day and the news in his life • S reacts to the T questions	To create a positive atmosphere in the lesson and to practice natural conversation	5 - 10 min.
Pre-task	Introduction to the topic and task, sharing personal experience – • T asks S questions to help him remember his student years at university. T asks about lectures. • S reminisce and shares his anecdotes with T.	To introduce the topic and activate useful vocabulary	5 – 10 min.
Task cycle			
Task	Listening to the introduction to a lecture – • T introduces the task and asks S to play the recording and fulfil the tasks. • S listens to the recording twice and orders the topics from the listening. S decides if the sentences in the worksheet are true or false.	To listen to a recording and to show understanding	10 min.

Planning	Preparing the answers – • S prepares to summarize the main ideas of the listening. S uses topics in the correct order and highlights the points he found interesting. • T monitors and helps with any language issues.	To prepare a short summary of the listening	5 min.
Report	Report stage – • S summarises in his own words the listening and mentions the points he found the most interesting. • T listens to S and notes down language points to give S quick feedback.	To reformulate the listening in own words and to get feedback	3 – 5 min.
Language focus			
Analysis	• T shows the S a transcript of the listening and asks S questions about the text. • S analyses the transcription, focusing on the language and content. S notes down any interesting language and asks questions about new vocabulary.	To analyse written text and to focus on language in context	5 – 10 min.
Practice	• S considers which of the language items from the previous stage could be used in his description and uses them in conversation with T. • T helps S to incorporate language into the conversation and, if appropriate, assigns a homework practice.	To practice new language items and use them in context	5 – 10 min.
After lesson/at the end of the lesson			
Assessment	S assesses his performance during the task and the outcome, T offers feedback on the S performance		
Student's feedback	S gives the feedback on the lesson and task		
Teacher's reflection of the lesson	T reflects the process of the lesson and its outcomes		

Lesson plan 1 – examples from the trial lesson

Vocabulary during the pre-task stage

commuting	lecture
skip the lecture	personnel report
sympathetic	learn by heart
afford	credits
obligatory	compulsory
regular schedule	

Language focus – Analysis of the transcript – highlighting phrases and vocabulary

Source of the worksheet and this transcript: https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/an-introduction-to-a-lecture

Good afternoon, everyone. Welcome to the first lecture of our new course in Positive Psychology. While some people may associate psychology with looking at what's wrong with us, and at what problems we have, there is much more to psychology than that. Positive psychology, for example, looks at how to help people become happier.

This lecture begins with a question: what makes a happy life?

Now, I'm going to give you one possible answer. A happy life is a life in which you are completely absorbed in what you do. Now, how does this compare with what you and your partner said?

This answer comes from the work of Mihaly Csikszentmihalyi and the theory of flow. Csikszentmihalyi is a psychologist who has spent much of his professional life on the study of what makes people happy and how we can find happiness.

Csikszentmihalyi suggests the theory that happiness is not caused by external events or things that happen to us. Our perception of these things and how we see these events either makes us happy or sad. In other words, if we want happiness, we have to actively look for it. However, this does not mean that we should always look for happiness! Csikszentmihalyi believed that our happiest moments happen when we are in a state of flow.

The theory of flow can be summarised like this: when we are totally involved in, or focused on, what we are doing, we are in a state of flow.

Csikszentmihalyi got the inspiration for this theory when he noticed how artists worked in a studio. They completely lost track of time, they didn't notice they were hungry or tired, and they could work for hours, even days, without stopping. Anyone I have spoken to who has experienced this state of concentration has said it's difficult to explain. The best way to explain it is that it is like being in a river and the flow of the water carries you away.

For the rest of this lecture, I will explore this theory of flow in more detail. First we will look at Csikszentmihalyi's life, and how it influenced his ideas. Then we will look at the conditions that go with a state of flow. What creates flow, exactly? Finally, we will look at activities that can help us achieve flow in our everyday lives. Will this course make you happy for life? Well, maybe. Maybe.

Right, let's get started. If you look at the next slide …

Lesson plan 2			
Topic	Students' meetings		
Duration of the lesson	60 minutes	**English level**	B1 – B2
Student	Learner 2		
Outcome	A leaflet inviting students from other countries studying in Czechia to join AFS online meetings		
Aims	The student will be able to describe the activities in her afterschool club The student will be able to create a leaflet inviting students to join the students' meetings The student will be able to analyse the language of a leaflet		
Materials	Two leaflets inviting students to join different activities		
Stage	**Procedure**	**Aims**	**Time**
Before the lesson			
T prepares two leaflets for the language focus part of the lesson.			
In the lesson			
Introduction	Small talk with the student – • T asks S about her day and the news in her life • S reacts to the T questions	To create a positive atmosphere in the lesson and to practice natural conversation	5 - 10 min.
Pre-task	Introduction to the topic and task, sharing personal experience and brainstorming – • T asks S questions about her volunteering and afterschool activities. T asks for some more detailed information about the activities. • S shares with T her stories and remembers what she does. S shares a website or some other source of information about her activities.	To introduce the topic and activate useful vocabulary	5 – 10 min.
Task cycle			
Task	Writing a leaflet – • T introduces the task and asks S about a leaflet form. T asks S to create a leaflet inviting new members to join her afterschool activities.	To write a leaflet inviting students to join an activity	10 min.

	• S imagines a leaflet or searches the Internet for some ideas. S creates her leaflet using the information from the website of the organisation she is part of and her own knowledge.		
Planning	Finalizing the leaflet – • S writes down any information needed for her leaflet and finalizes the graphic form of it. • T monitors and helps with any language issues.	To finalize the leaflet	5 min.
Report	Report stage – • S sends the finished leaflet to T. • T reads the leaflet and gives S quick feedback.	To get feedback on the task	3 – 5 min.
Language focus			
Analysis	• T shows the S two different leaflets inviting students to join activities and asks questions about them. • S analyses the leaflets, focusing on the language and content. S notes down any interesting language and asks questions about new vocabulary.	To analyse written text and to focus on language in context	5 – 10 min.
Practice	• S considers which of the language items from the previous stage could be used in her own leaflet. • T helps S incorporate language into the conversation and asks S to revisit her leaflet after the lesson and make any changes she feels appropriate.	To practice new language items and use them in context	5 – 10 min.
After lesson/at the end of the lesson			
Assessment	S assesses her performance during the task and the outcome, T offers feedback on the S performance		
Student's feedback	S gives the feedback on the lesson and task		
Teacher's reflection of the lesson	T reflects the process of the lesson and its outcomes		

Lesson plan 2 – examples from the trial lesson

The leaflet created using Canva.com by Learner 2

JOIN US ON OUR ENTERTAINING VIDEOCALLS!

You want to know more about other countries? You wnat to meet new interesting people? You want to share your experiences? Or you want to experience some fun ?
THAN THIS VIDEOCALLS ARE FOR YOU!

FIRST PART : THE PROGRAM PREPARED BY CZECH STUDENTS

Our czech volenteers want to use your precious time on maximum. Are you interested in group projects, interesting presentations or in games with other?
Than you can look forward to our videochats!

SECOND PART : CONVERSATION WITH OTHER STUDENTS

All our stiudents and volenteers are really friendly. You want discuss some global issue or some extraordinary topics? You just want to talk to someone? Or you want to share your own experience and also discover others?
Than don't be shy and join our our very friendly environment!

One of the leaflets for the language analysis

Source: https://www.studentminds.org.uk/materialsandresources-leaflets.html

Lesson plan 3			
Topic	My sister		
Duration of the lesson	60 minutes	**English level**	A2
Student	Learner 3		
Outcome	A written description of a family member		
Aims	The student will be able to describe the appearance and personality of himself and one of his family members The student will be able to write a short description of one of his family members The student will be able to analyse written text and discover new language items		
Materials	Example of a written description of a family member		
Stage	**Procedure**	**Aims**	**Time**
Before the lesson			
T prepares a short, spoken description of a member of her family and finds a description written by a native speaker in a coursebook or online.			
In the lesson			
Introduction	Small talk with the student – • T asks S about his day and the news in his life • S reacts to the T questions	To create a positive atmosphere and practice natural conversation	3 – 5 min.
Pre-task	Introduction to the topic and task, brainstorming – • T asks S questions to help him focus on the characteristics of people – how to describe a person. T describes a member of her family. • S answers the questions, listens to T's description and brainstorms vocabulary.	To introduce the topic and activate useful vocabulary	5 – 10 min.
Task cycle			
Task	Description of the family member – • T asks the student to choose a member of his family and describe them. • S chooses a member of his family and notes down their most prominent features.	To choose and describe a family member.	5 – 10 min.

Planning	Writing the description – • S works on his own and writes his more detailed description of a family member. • T monitors and helps with any language issues.	To write the description down.	10 min.
Report	Report stage – • S sends the written description to the T. (Optionally, he can read it out loud) • T reads the written description and gives S quick feedback.	To present the written description and get feedback.	3 – 5 min.
Language focus			
Analysis	• T shows the S a written description of a family member and asks S questions about the text. • S analyses the description, focusing on the paragraphs and their content. S notes down any interesting language and asks questions about new vocabulary.	To analyse written text and to focus on language.	5 – 10 min.
Practice	• S considers which of the language items from the previous stage could be used in his description and consults this with T. • T helps S to incorporate language into the writing and, if appropriate, assigns a homework practice.	To practice new language items and use them in context.	5 – 10 min.
After lesson/at the end of the lesson			
Assessment	S assesses his performance during the task and the outcome, T offers feedback on the S performance		
Student's feedback	S gives the feedback on the lesson and task		
Teacher's reflection of the lesson	T reflects the process of the lesson and its outcomes		

Lesson plan 3 – examples from the trial lesson

Describing a person – brainstorming example from the trial lesson

stylish	clothes	age
peaceful	colour of hair	appearance
cruel	stylish	personality
peaceful	stubborn	open-minded
fair	kind	close-minded

Language focus – analysis of the text

Source of the text plus additional exercises:

https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/someone-i-admire

My cousin Laura

Someone I admire is my cousin Laura. She's five years older than me, so she's 19 now and she lives in Bristol. She's very friendly and confident and she's got long, wavy, brown hair and greeny-brown eyes. She's medium height, slim and very fit because she's a dancer.

She's been dancing since she was six years old and trains every day at her dance school. She wants to be a professional dancer, but it's a very difficult profession because it's so competitive. She often dances in shows and I've been to watch her several times. Her favourite type of dance is modern, which is sometimes a bit strange, but I love watching her dance.

Laura is very busy because she also studies photography at university. She's a really good photographer and has taken lots of amazing photos of me and my family. Her photos have won a few prizes and last year one of her photos was in an exhibition at an art gallery in London.

Laura doesn't have a lot of free time and she's also trying to learn German because she wants to go to Germany next year to do a photography course. I think Laura is very hard-working and she deserves to become a professional dancer one day.

Lesson plan 4			
Topic	My city		
Duration of the lesson	60 minutes	**English level**	A2
Student	Learner 4		
Outcome	The three best places in Brno and why to visit them		
Aims	The student will be able to name and rank interesting places in his own city and recommend some interesting places to visit The student will be able to explain why the places in his city are interesting The student will be able to analyse his own speech and discover areas for improvement		
Materials	Teacher's short speech about her hometown Optional – webpages of Brno city as inspiration		
Stage	**Procedure**	**Aims**	**Time**
Before the lesson			
T prepares a short speech about her hometown and about two interesting places there.			
In the lesson			
Introduction	Small talk with the student – • T asks S about his day and the news in his life • S reacts to the T questions	To create a positive atmosphere in the lesson and to practice natural conversation	3 – 5 min.
Pre-task	Introduction to the topic and task, brainstorming, ranking – • T asks S questions about his town and which places she should visit. T writes the places into the chat. • S brainstorms the places to visit. S ranks the places from the least interesting to the most interesting ones.	To introduce the topic and activate useful vocabulary	5 min.
Task cycle			
Task	Three best places in Brno – • T asks the student to choose the three best places in Brno and explain why they are worth visiting.	To choose three interesting places and recommend	10 min.

	• S chooses three places and explains why he chose them.	them to someone.	
Planning	Preparation for a report – • S works on his own and thinks about each of the three places to share some interesting facts about them. • T monitors and helps with any language issues.	To prepare a speech about interesting places.	5 - 10 min.
Report	Report stage – • S presents interesting facts about each of the three places in Brno. • T writes down notes or transcribes parts of the student's speech and gives S quick feedback.	To present more details about the places and get feedback.	15 min.
Language focus – Focus on form			
Analysis	• T shows the S a transcript of his talk and asks S questions about the text. • S analyses his speech and answers questions. S notes down any interesting language and asks questions about new vocabulary.	To analyse student's speech and to focus on language.	5 min.
Practice	• S considers which parts of his text he could formulate better and consults this with T. • T helps S to incorporate language into the text and, if appropriate, assigns a homework practice.	To practice new language items and use them in context.	5 – 10 min.
After lesson/at the end of the lesson			
Assessment	S assesses his performance during the task and the outcome, T offers feedback on the S performance		
Student's feedback	S gives the feedback on the lesson and task		
Teacher's reflection of the lesson	T reflects the process of the lesson and its outcomes		

Lesson plan 4 – examples from the trial lesson

Places brainstormed in the Pre-task stage

Spilberk	Petrov
Bílá hora	Kraví hora
observatory	Brněnská přehrada
villa Tugendhat	little church in Stará Líšeň
park Lužánky	Denisovy sady
Černá pole – houses	

Excerpt from the Report stage – Learner 4 speaking about interesting places in Brno

"A fantastic monument is castle Spilberk. Spilberk is the heart of Brno. It's an interesting place. It was a prison, Baron Trenk was a famous prisoner in Spilberk. Do you know? And Loupežník Babinský.

It's very interesting information, may not true, they say in the underground is a lot of streets from Spilberk to Brno. And when was Brno little city and started thirty years war and city Brno attack Sweden soldiers a lot of people from Brno goes under the catacombs and go back. And took food and water to Spilberk. And weapons too. It's an interesting place and prison Spilberk castle. It's a romantic place when you go with your boyfriend or girlfriend. And spring is a very nice time for a walk, there is a very nice view of Brno."

Short dialogue with Learner 4 immediately after the lesson:

Teacher: Did you like the lesson?

Learner 4: No, I didn't. (laugh) To byl určitě /name of another teacher/ nápad že? Ne… It was fantastic. But when I told the history I was very nervous, my head had cold drops… no orosilo se mi čelo. Přece jenom člověk o tom nemluví každý den, a některá slovíčka, třeba hradby, no to už dneska ani není, tak to bylo problém. Ale bylo to super, zase něco jiného.

Teacher: Teď budeš moci povídat o historii města, když zase přijedou ti hosté z UK.

Learner 4: Hehe, to radši né. Řeknu: I'm not from here. (laugh)

Lesson plan 5			
Topic	Brno buildings stripped of protective status under Communism		
Duration of the lesson	60 minutes	**English level**	B1 – B2
Student	Learner 1		
Outcome	A possible solution to a problem – demolition of historic city buildings due to clerical mistakes		
Aims	The student will be able to talk about the news in his city The student will be able to explain his solution to the problem The student will be able to analyse the language of radio news		
Materials	Brno buildings stripped of protective status under Communism at risk – Online audio recording from English.radio.cz Worksheet		
Stage	**Procedure**	**Aims**	**Time**
Before the lesson			
T prepares a link for a listening exercise and a worksheet with a transcript. T sends this to the S's email. S either works with online materials or prints them out.			
In the preceding lesson			
Pre-task	Introduction to the topic and task – focus on vocabulary, discussion • T asks S questions about the news in his city and how often he follows them. T shows the student the title of the listening. T asks S to do the matching exercise. • S answers T's questions and reads the title to get familiar with the topic. S works with vocabulary matching exercise.	To introduce the topic and activate useful vocabulary	5 – 10 min.
Homework			
Task cycle			
Task	Listening to the radio news recording – • T introduces the task and asks S to play the recording and fulfil the tasks at home. • S listens to the recording at home and decides if the sentences in the worksheet are true or false.	To listen to a recording and to show understanding	
Planning	Preparing the solution – • S prepares at home to summarize the listening's main ideas and offer his possible solution.	To summarise the listening and solve the problem	

In the lesson			
Introduction	Small talk with the student – • T asks S about his day and the news in his life • S reacts to the T questions	To create a positive atmosphere in the lesson and to practice natural conversation	3 – 5 min.
Report	Report stage – • S summarises in his own words the listening and presents his solution to the problem. • T listens to S and notes down language points to give S quick feedback.	To reformulate the listening in own words, to express an opinion and to get feedback	5 – 10 min.
Language focus			
Analysis	• T focuses S's attention on the transcript of the listening and asks S questions about the text. • S analyses the transcription, focusing on the language and content. S notes down any for him useful language and asks questions about new vocabulary.	To analyse written text and to focus on language useful for student in the context	5 – 10 min.
Practice	• S considers which of the language items from the previous stage he could use in his conversation with T or other people. • T helps S incorporate language into the conversation by asking questions. T assigns a homework practice.	To practice new language items and use them in context	10 - 15 min.
After lesson/at the end of the lesson			
Assessment	S assesses his performance during the task and the outcome, T offers feedback on the S performance		
Student's feedback	S gives the feedback on the lesson and task		
Homework	T assigns the S homework based on language focus or preparation for the next task		

Teacher's reflection of the lesson	T reflects the process of the lesson and its outcomes

Lesson plan 5 – examples from the trial lesson

Worksheet created by the teacher

Based on the listening from English.radio.cz

Brno buildings stripped of protective status under Communism at risk

03/25/2021 – English.radio.cz

Length of audio 3:34

Before listening

Preparation task - Match the words with the definitions.

1. rampant	to be filled with something or to know a lot about it
2. dozens	relating to work done in an office
3. clerical	getting worse quickly and in an uncontrolled way
4. an oversight	feeling extreme unhappiness caused by physical or mental suffering
5. to be steeped in	town or city meetings
6. in anguish	a mistake made because of a failure to notice something
7. municipal meetings	a large but not exact number

Do you follow the news about your city? What is some recent news you read or heard?

_____

_____

_____

_____

_____

_____

_____

Task 1

Listen to the recording about Brno, choose if these statements are TRUE or FALSE.

1. The buildings that should be designated as cultural monuments are being demolished in Brno.	TRUE/FALSE
2. Kateřina Tučková is a member of the group supporting demolishing of the "late registered" buildings in Brno.	TRUE/FALSE
3. The buildings are still being demolished even though the Supreme Administrative Court recently confirmed the clerical errors.	TRUE/FALSE
4. Michal Doležel is a politician and ethnologist.	TRUE/FALSE
5. A private owner demolished a villa of the famous architect Bohuslav Fuchs.	TRUE/FALSE

Task 2

- What is your view of this problem as a citizen of Brno?
- Do you see any solution to this problem?

Prepare a short speech defending your opinion and mention at least one possible solution. Use the lines bellow to help you draft your speech.

_____

_____

_____

_____

_____

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_____

_____

Vocabulary that emerged during the lesson:

protection from birds	to get some fresh air
kingfisher (ledňáček)	steeped
taste	dive
make decision	all living things
owner's law	tie (svázat)
sink (umývadlo)	it costs a lot
railings (zábradlí)	contemporary x period
spent x took time	conservationist /konse'veišnist/
voice-over	It takes time to…

Lesson plan 6			
Topic	5 dangerous things you should let your kids do		
Duration of the lesson	60 minutes	**English level**	B1 – B2
Student	Learner 2		
Outcome	A list of 5 dangerous things we should let our kids do and a list of things the student did		
Aims	The student will be able to talk about her childhood The student will be able to remember and list five dangerous things from the video The student will be able to recall new vocabulary		
Materials	TEDx talk video: 5 dangerous things you should let your kids do Optionally: Worksheet from ESL Brains connected to this video		
Stage	**Procedure**	**Aims**	**Time**
Before the lesson			
T prepares questions about childhood to ask the S in the pre-task. T finds the video and downloads the worksheet.			
In the preceding lesson			
Pre-task	Introduction to the topic and task, sharing personal experience – • T asks S questions about her childhood. T asks for some more detailed information about the S memories. T introduces the task and assigns a video as homework. • S shares with T her stories and remembers what she did or used to do when she was little. S asks any questions about the homework.	To introduce the topic and activate useful vocabulary, to assign homework	5 – 10 min.
At home			
Task cycle			
Task	Five dangerous things – • S watches the video at home and tries to remember the five dangerous things the speaker mentions.	To watch a video for fun and remember the five things	
Planning	Preparing for the report – • S writes down any notes from the video. S remembers which of the five things she also tried.	To write down the five things from the video	

In the lesson			
Introduction	Small talk with the student – • T asks S about her day and the news in her life • S reacts to the T questions	To create a positive atmosphere and practice natural conversation	10 - 15 min.
Report	Report stage – • T asks S questions about the video and connected to the topic. T shares her own stories from her childhood. • S answers the questions. S tells about the times she tried something similar. S reacts to T stories and asks questions.	To check the understanding and discuss the video, to have a natural conversation	10 – 15 min.
Language focus			
Analysis	• T sends the S worksheet. T helps S by using the word and phrases in different sentences. T encourages S. • S studies the sentences in ex.3 and tries to guess the meaning of underlined phrases from the context. S finishes the matching exercise.	To analyse phrases from the video in context	5 – 10 min.
Practice	• T steers S focus on ex. 6 in the worksheet. T helps S if necessary and gives her hints. • S reads the text and tries to fill in the missing words based on the context.	To practice language items and use them in context	5 – 10 min.
(Pre-task for next lesson)	• Optionally T assigns student new task as homework and finishes the lesson with a pre-task	To introduce a new topic	5 – 10 min.
After lesson/at the end of the lesson			
Assessment	S assesses her performance during the task and the outcome, T offers feedback on the S performance		
Student's feedback	S gives the feedback on the lesson and task		
Teacher's reflection of the lesson	T reflects the process of the lesson and its outcomes		

Lesson plan 6 – examples from the trial lesson

Vocabulary in the pre-task stage

sticker	registered
boyish	javelin
building fortresses	liberty, equality, fraternity
instead	baby chair
dessert = sweets cake	bunk beds
desert = sand /dezrt/	
tie	

Language focus – Worksheet from ESL brains excerpts

VOCABULARY

designed by freepik.com

3. Study the sentences and complete the definitions below with the underlined words and phrases.

- I take anything she says with a grain of salt.
- She bruised her leg quite badly when she fell.
- We had to figure out the connection between these events.
- He played a pivotal role in the negotiations.
- One fan was stabbed to death in a fight between gangs.
- Our goal is to empower everyone on our staff.

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Graphics by Freepik.com

6. Look at the statement by Hanna Rosin and complete each gap with one word only. Then, answer the questions.

HANNA ROSIN: *What I mean, is that we _____ become so preoccupied _____ safety, that we're basically robbing our children _____ the chance to take risks, the kind of physical risks, emotional risks, the kind of risks they need _____ become independent adults, basically. And so I tried to explore _____. Why did that happen? How did we change _____ one generation so drastically the norms of childhood.*

Source: http://www.pbs.org/newshour/bb/parents-let-kids-take-risks

Do you agree with her? How can we empower our children so that they can still become independent adults?

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Graphics by Freepik.com

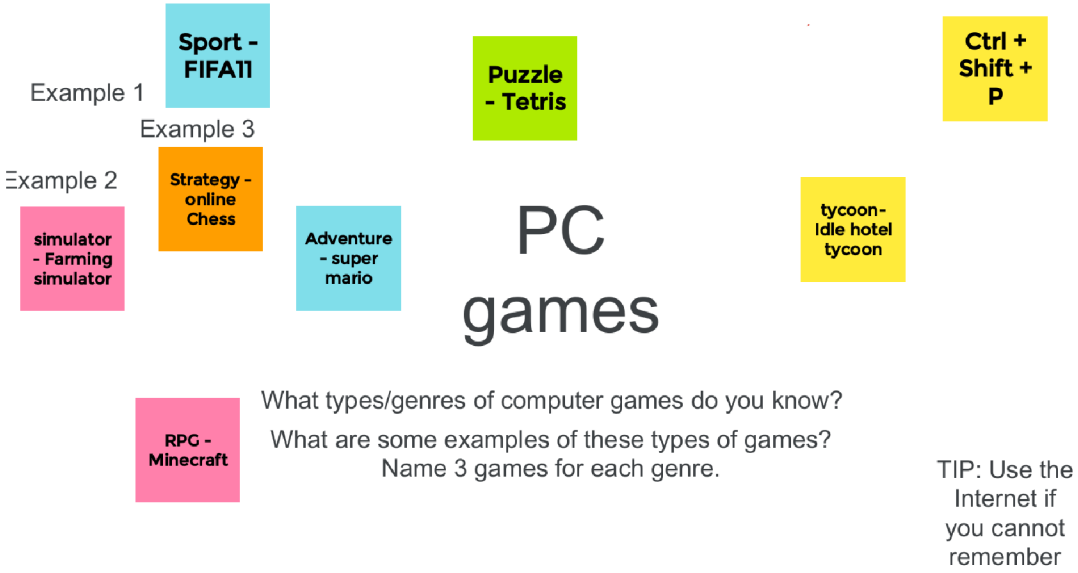
Lesson plan 7			
Topic	Computer games		
Duration of the lesson	60 minutes	**English level**	A2
Student	Learner 3		
Outcome	A short, written review of a favourite game		
Aims	The student will be able to name different genres of computer games and some examples of them The student will be able to write a short review of his favourite computer game The student will be able to analyse written text and discover new language items		
Materials	Articles: Different types of video-game genres Mafia definitive edition review Jam board prepared for brainstorming and discussion		
Stage	**Procedure**	**Aims**	**Time**
Before the lesson			
T reads about different types of computer games to give examples. T prepares a Jam board for the lesson. T reads reviews of the games S mentioned in previous lessons.			
In the lesson			
Introduction	Small talk with the student – • T asks S about his day and the news in his life. • S reacts to the T questions.	To create a positive atmosphere and to practice natural conversation	3 – 5 min.
Pre-task	Introduction to the topic and task, brainstorming – • T sends S link for Jam board and asks S questions about computer games. T gives some examples of game genres and writes them to the Jam board. • S answers the questions and reacts to the Jam board commenting on different genres of games. S adds any other types/genres of games that he knows and adds some examples of specific games.	To introduce the topic and activate useful vocabulary	10 – 15 min.

Language focus			
Analysis	Examining a game review – • T sends S a link for a website with computer games reviews. T helps S with any problems. • S opens the page and chooses a game he is interested in. S skims the review to get the idea of the form. S identifies the parts of the review.	To get familiar with the form of review	10 min.
Task cycle			
Task	Picking the game to review – • T asks the S about his favourite games and whether he knows enough about them to write a review. • S talks about games and picks one that he is the most familiar with or his favourite game to write a short review.	To pick a game to review	5 min.
Planning	Writing down the short review – • S writes down a short review on a separate page in the Jam board. • T monitors and encourages S to ask for help or to use a dictionary if unsure about translations.	To write a short review of a game, to use	5 – 10 min.
Report	Report stage – • S presents the written review to the T. S revisits any parts of the text he is unsure about. • T reads the written description and asks S questions. T gives S some time to find his own mistakes. T gives S quick feedback.	To present the written description and get feedback.	5 – 10 min.
Language focus			
Practice	• T prepares vocabulary items from the example review and creates a board with them in Jam board. • S finds the words in the text and writes down their meanings. S can use a dictionary if necessary to understand the meaning.	To practice new language items in context.	5 – 10 min.

After lesson/at the end of the lesson	
Assessment	S assesses his performance during the task and the outcome, T offers feedback on the S performance
Student's feedback	S gives the feedback on the lesson and task
Teacher's reflection of the lesson	T reflects the process of the lesson and its outcomes

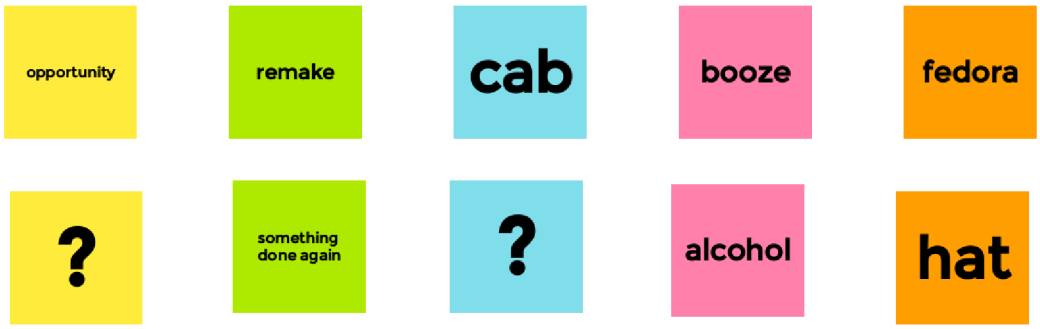
Lesson plan 7 – examples from the trial lesson

Jam board created during the pre-task stage



Students review of his favourite the game with his own suggestions for changes

Jam board with vocabulary from the Mafia game review



Short dialogue with Learner 3 immediately after the lesson:

Teacher: How did you like this activity? How did you like it?

Learner 3: I like it because here… I … can write some things, for example, about me, and I can write… when it's, for example, PC games … I can write what I like it and understand it.

Teacher: Do you think it is useful for you?

Learner 3: Ehm… yes (long pause)

Teacher: Ok, super. How is it useful?

Learner 3: I can try some presented, what I can use, for example, in school or in work.

Lesson plan 8			
Topic	Our trip		
Duration of the lesson	60 minutes	**English level**	A2
Student	Learner 4		
Outcome	An itinerary of a trip		
Aims	The student will be able to plan a trip The student will be able to solve problems during travelling The student will be able to use vocabulary connected to travelling		
Materials	A website Tripadvisor South_Moravian_Region_Moravia		
Stage	**Procedure**	**Aims**	**Time**
Before the lesson			
T prepares websites with exciting places to visit as inspiration if needed.			
In the lesson			
Introduction	Small talk with the student – • T asks S about his day and the news in his life • S reacts to the T questions	To create a positive atmosphere in the lesson and to practice natural conversation	3 – 5 min.
Pre-task	Introduction to the topic and task, brainstorming, ranking – • T asks S questions about trips. T writes the places into the chat. • S brainstorms the places he visited and recommends the most interesting ones.	To introduce the topic and activate useful vocabulary	5 - 10 min.
Task cycle			
Task	Planning a trip, listing ideas – • T asks the student what he needs to decide before going on a trip. T writes the ideas into the chat. • S names what he usually decides before going on a trip.	To decide important steps for planning a trip	15 min.
Planning	Planning a trip, planning, problem-solving – • S and T work as partners and plan a trip for the following weekend using the steps from the previous stage.	To plan a trip	15 min.

	• S searches the Internet for weather forecast, trip ideas and other important information, • T writes new vocabulary into the chat.		
Language focus – Focus on form			
Analysis	• T asks the S to focus on the words in the chat. • S analyses the word and tries to remember the context in which they were used. S asks questions about new vocabulary.	To focus on language.	5 min.
Practice	• T asks S questions using the vocabulary from the lesson's chat and, if needed, assigns a homework practice. • S answers the questions, asks questions and uses the vocabulary in the context of the topic.	To practice new language items and use them in context.	5 – 10 min.
After lesson/at the end of the lesson			
Assessment	S assesses his performance during the task and the outcome, T offers feedback on the S performance		
Student's feedback	S gives the feedback on the lesson and task		
Teacher's reflection of the lesson	T reflects the process of the lesson and its outcomes		

Lesson plan 8 – examples from the trial lesson

Vocabulary from small talk and pre-task stage

I'm curious what it will be like.	We will see.
Nothing will stop us	Weather will not stop us.
melted	Easter
apricots and peaches	We didn't have any last year.
newer	middle ages
Wine harvest celebration	

Planning a trip

- How far it is from Brno.
- Terrain, comfortable way
- Weather
- Snack - food
- Distance to walk

Vocabulary from the language focus stage

tough /taf/	Rozmberk pond
almost	touristic signs
got lost	It got dark
GPS	research
old-school compass	detailed
divided	200 x 2000
cover	higher weight
backup	closest friends
just in case	

Appendix 4 – Questions for the interviews with students

General questions:

1. How do you feel in the online environment?
2. What do you see as the advantages and disadvantages of online lessons?
3. How many hours a day do you spend online? For example, meetings, lessons, work.
4. Where do you call from during our lessons (a device such as a tablet, phone, desktop, laptop + place)?
5. How satisfied in general are you with our online lessons?
6. Do you miss anything in our lessons? If yes, what is it?

Questions about our lesson (specification):

7. Was our lesson (specification) different from our usual lessons before? How?
8. Would you say that it was better or worse? In what ways?
9. Which part of the lesson was the most beneficial for you?
   (Parts of the lesson)
10. Did you feel uncomfortable in any part of the lesson?

Questions about our lesson (specification):

11. Was our lesson (specification) different from our usual lessons before? How?
12. Would you say that it was better or worse? In what ways?
13. Which part of the lesson was the most beneficial for you?
    (Parts of the lesson)
14. Did you feel uncomfortable in any part of the lesson?

Any other comments about online lessons:

Appendix 5 – Final interviews with learners

Final interview with Learner 1

General questions:

1. **Jak se cítíte v online prostředí?**

   Nikoliv příliš komfortně zejména z důvodu kvality přenosu řeči.

2. **Co vidíte jako výhody a co jako nevýhody online lekcí?**

   Výhodou je úspora času na přesun.

   Nevýhodou snížená kvalita přenosu řeči.

3. **Kolik hodin denně trávíte online? Např. lekcemi/prací a vytvářením úkolů?**

   Protože příliš nevyužívám home office, tak cca 1–2 hodiny denně.

4. **Odkud voláte během našich hodin (zařízení, místo)?**

   Převážně z kanceláře. Z notebooku.

5. **Jak jste spokojen s našimi online lekcemi obecně?**

   Z důvodu nižší kvality přenosu řeči ne příliš, ale úspora času na dopravu je zajímavá.

6. **Chybí Vám něco v našich online lekcích? Pokud ano, co?**

   Vyšší kvalita online přenosu.

Questions about the TBLT Lesson 1 (Positive psychology lecture):

7. **Byla naše lekce (poslech přednášky o pozitivní psychologii) v něčem odlišná od našich běžný lekcí? Jak?**

   Poslech byl náročný. Byl potřeba transkript. Některá slova a věty byly složité na porozumění.

8. **Řekl byste, že byla horší nebo lepší? V čem?**

   Stejně jako v předchozí odpovědi.

9. **Která část naší lekce pro Vás byla nejpřínosnější?**

   (Vzpomínání na VŠ – Domácí příprava (poslech) – Neformální rozhovor na začátku hodiny – Prezentace vašich názorů na poslech – Soustředění se na jazyk a slovní zásobu)

   Vše přibližně stejně přínosné.

10. **Cítil jste se v některé části nepříjemně?**

    Ne.

Questions about the TBLT Lesson 5 (Brno buildings):

11. **Byla naše poslední lekce (práce s poslechem o Brnu) v něčem odlišná od našich běžný lekcí? Jak?**

    U některých řečníků velice špatná kvalita řeči. Jinak jsem si ničeho odlišného nevšiml.

12. **Řekl byste, že byla horší nebo lepší? V čem?**

    Stejně jako u předchozí otázky – horší kvalita řeči.

13. **Která část naší lekce pro Vás byla nejpřínosnější?**

    (Domácí příprava – Neformální rozhovor na začátku hodiny – Prezentace vašich názorů – Soustředění se na jazyk a slovní zásobu)

    Vše přibližně stejně přínosné.

14. **Cítil jste se v některé části nepříjemně?**

    Ne.

15. **Máte nějaké další komentáře k online výuce?**

    Ne.

Final interview with Learner 2

General questions:

1. **How do you feel in the online environment? (2:20)**

   Okey… Mmm… It's very complex question. Mmm… but I would say I'm already used to it. But ehm… I'm really looking forward to ehm… the presence ehm… education again. I think I find it ehm… like no other way… to… get along with online situation and with online education. But ehm… yeah… I… I prefer the normal form.

2. **Do you see any advantages and disadvantages of online lessons? (3:20)**

   Yes ehm… I will start with advantages. Ehm… I would say that right now I have more time to focus ehm… on what I'm interested in… like more. Because ehm… it's like in the online environment so we don't have that much lessons during the day as ehm… ehm… during present education… like, we don't have that full schedule. So, eh… during the free lessons I can prepare more for the lessons I'm interested in more. And… I would say also ehm… that ehm… I sit ehm… in the ehm… in the back of the class… so sometimes I can't really see, like, on the board. But, like, in the online environment there you have the video chat and you can see clearly what is, like, written on the board. So in this I would say it's better. But now ehm… now the disadvantages… sometimes ehm… the Internet connection isn't the best and I can see just some squares and I can hear just some ehm… weird noises like ehm… it really depends how the Internet ehm… will like correspondate with you, like, or ehm… cooperate? Yes… cooperate with you… And another disadvantage is like ehm… you can't really meet with another person. So when we are doing, for example, some project ehm… in a group ehm… you have to just call with your friends, but you can't really have a really good discussion ehm… about the topic because you can't really meet face to face. That is another disadvantage.

3. **How many hours a day do you spend online? For example, meetings, lessons, work. (5:58)**

   Wow… I would say like the… biggest part of my day like… I would say that right now I'm spending most of my time on the computer and I don't really eh… feel great after that like, ehm… after the whole day sitting ehm… like

ehm… behind the computer I have to, I don't know, go on fresh air, stretch or exercise more. Yeah, I don't feel really great. Because I have a headache after the whole day and also my eyes are really tired.

4. **Where do you call from during our lessons (a device such as a tablet, phone, desktop, laptop + place)? (7:00)**

   Ehm… I'm calling ehm… always from my notebook… from my laptop. It's laptop. (laugh) In Czech it's notebook but it's laptop. (laugh) And I'm calling always from my room. And I'm just placing the laptop on the different parts of the table.

5. **How satisfied in general are you with our online lessons? (7:37)**

   Like… only lessons just with you? I think it's getting… it's like great… when it's not frozen or when the Internet ehm… is not like ehm… ehm… I don't know how to say it… Like… Ehm… Against us? (laugh) Like… I like the things we do during the lessons, but I will say, honestly, that it is better, always, to talk face to face, yes. And also, sometimes it's like, ehm… I don't know how to say… it's like "posunutý" so you are speaking and I spoke at the same time and then we don't really hear each other. So that also disadvantage, but I would say otherwise it's going great. I like ehm… the form that you prepare your lessons.

6. **Do you miss anything in our lessons? If yes, what is it? (9:10)**

   Hmm… Maybe some walks (laugh) or the picnics that we had together (laugh) That was so great.

Questions about the TBLT Lesson 2 (Leaflet):

7. **Was our lesson (with the leaflet) different from our usual lessons before? How? (11:16)**

   Mmm… I would say a little bit because ehm… Because ehm… I had some time to just work by myself… which was the creating of the poster.

8. **Would you say that it was better or worse? In what ways? (11:40)**

   Mmm… I think I can't say better or worse. I like it the same. It was just something new and I think it's always good to have the lessons more ehm…,

not colourful, but, like, more ehm… liveful? Is it something? (pause) I think it's really good when you are sometimes changing it.

9. **Which part of the lesson was the most beneficial for you? (14:40)**

   Small talk at the beginning of the lesson – Pre-task about volunteering + Canva – Task (preparation of the leaflet) – Presentation of your leaflet – Focus on language and vocabulary (different leaflets)

   I think it depends, I think all of them were ehm… useful for me. But, when we are talking about the… just posters, I think the most useful was the part with creating the poster probably, so I could try it by myself. But I think that it also really helped me to discuss it before, so that I ehm… had some ideas.

10. **Did you feel uncomfortable in any part of the lesson? (15:30)**

    I would say no. Yeah, no.

Questions about the TBLT Lesson 6 (TED talk 5 dangerous things):

(The students did not remember this lesson much, so the teacher helps the student to remember the lesson) (15:53)

11. **Was our last lesson (TED talk 5 dangerous things) different from our usual lessons before? How? (18:05)**

    Mmmm I think yes, but not that much. But I think I already had more homework like this, like, but similar ones. But I like this… this type of lesson. Mmm… it was for sure different topic. And… Yeah.

12. **Would you say that it was better or worse? In what ways? (18:40)**

    It was same. Like, I like everything we do like in our lessons so... I think it's really great when it's changing somehow. Even if it is just a little bit.

13. **Which part of the lesson was the most beneficial for you?**

    Pre-task lesson before (talking about childhood) – Homework video – Small talk at the beginning of the lesson – Discussing the video and five dangerous things – Focus on language and vocabulary

I would say for sure the video and completing the task because it was like interactive. And also, when we discussed it afterwards together and also the talk. (laugh) I think everything was kind of beneficial.

14. Did you feel uncomfortable in any part of the lesson?

(laugh) I don't feel so.

15. If you have any other comments…

Okay, no. (laugh)

Final interview with Learner 3

General questions:

1. **How do you feel in the online environment?**

   It's good but better it's when it can be eye to eye. But… maybe… here I know I'm in home and I can say what I want.

2. **What do you see as advantages and disadvantages of online lessons?**

   Eh… Don't be worry about English conversation. And have some…eh… no grammar bugs or… this. Be better for communications… and use special word what I, for example, know or forgot. Ehm… Maybe sometimes I don't know what you mean it… but I can give you question what you mean it. And maybe it's all.

3. **How many hours a day do you spend online? For example, meetings, lessons, work.**

   I? Now? Ehm…Maybe twelve? (laugh) Maybe? I try it combinate it. But many times it's not working. Or I must… I more work and I forgot for some fun or… when I have some… pause from work, I do fun and I forgot for pause fun and go back to work and I stay in fun.

4. **Where do you call from during our lessons (device such as tablet, phone, desktop, laptop + place)?**

   Home, in my ehm… my bedroom. Laptop, I use laptop. (laugh)

5. **How satisfied in general are you with our online lessons?**

   With our it's not bad… but… we don't have many times in eye to eye and I cannot many "porovnávat" it…. Compare… But… how I say in home I be more security or safe, but… in your room maybe… it can be to eye to eye and can be better. I don't know.

6. **Do you miss anything in our lessons? If yes, what is it?**

   Mmm… No. I don't know what I can miss.

Questions about the TBLT Lesson 3 (writing about sister):

7. **Was our lesson (writing about sister) different from our usual lessons before? How?**

   I think, eh... one of thing is we change "téma"… topic… about this talking and… it's not bad but I think sometime it's many same to other lessons, but it's not bad. For example, I know what I can "čekat"… what I can expect.

8. **Would you say that it was better or worse? In what ways?**

   Maybe, I don't know, I think it's… any of… our… our lessons it's not worse. But I think all it's about what I know, topic is about what I know, and I can talk what I want, maybe. And it's not be what I must learn about this topic and say what I learn. But this is what I no learn but know about this topics.

9. **Which part of the lesson was the most beneficial for you?**

   Small talk at the beginning of the lesson – Brainstorming words for description of a person – Describing yourself – Describing your sister – Focus on language and vocabulary

   I don't know, but I'm very interested about Jamboard. Because here I can see all, and how it's been not same but… "propojené?"… Connected… yes.

10. **Did you feel uncomfortable in any part of the lesson?**

    Mmm. No, I understand all of what we talked about… or all. No problem.

Questions about the TBLT Lesson 7 (PC games lesson):

11. **Was our lesson (about PC games) different from our usual lessons before? How?**

    Ehhh… We use a new web where we can some read. And talk about them. [PC games] And other is what we, I think we, know and talking about them and not only learn and translate or say about what we are think about them. It's maybe… not… bad… but… worse maybe of other lessons because… I must… learn about topic or in this time it's about, I must learn about this review. But on second page… It's better… good because I can make my own review about game.

12. Would you say if was better or worse? In what ways?
(answered in previous question)

13. Which part of the lesson was the most beneficial for you?

Small talk at the beginning of the lesson – Brainstorming game types – Reading a review – Writing a review – Focus on language and vocabulary
Make my own review, I think.

14. Did you feel uncomfortable in any part of the lesson?

Mmm.. No. Mmm… Maybe… How I tell I shouldn't like read. Yeah. (laugh) But… we must train it.

15. What did you learn in this lesson?

Ehhh. Review… And some… special things…, some special words I no knew… and… I fear some mistakes.

Final interview with Learner 4

General questions:

1. **Jak se cítíte v online prostředí?**

   Dobře, ale osobní lekce jsou mnohem lepší.

2. **Co vidíte jako výhody a co jako nevýhody online lekcí?**

   Online kontakt je pohodlnější, ale méně osobní.

3. **Kolik hodin denně trávíte online? Např. lekcemi/prací a vytvářením úkolů?**

   1-2 hodiny

4. **Odkud voláte během našich hodin (zařízení, místo)?**

   Z domu z tabletu

5. **Jak jste spokojen s našimi online lekcemi obecně?**

   Výborně

6. **Chybí Vám něco v našich online lekcích? Pokud ano, co?**

   Ne, nechybí mi nic a ani bych nic neměnil

Questions about the TBLT Lesson 4 (Brno tour):

7. **Byla naše lekce (provádění po Brně) v něčem odlišná od našich běžný lekcí? Jak?**

   Ano byla. Mohl jsem si vybrat tři zajímavá místa, které jsem pak popisoval.

8. **Řekl byste, že byla horší nebo lepší? V čem?**

   Horší nebyla. Všechny naše hodiny jsou fantastické.

9. **Která část naší lekce pro Vás byla nejpřínosnější?**

   Neformální rozhovor na začátku hodiny – Přípravná část hodiny – Prezentace zajímavostí o Brně – Soustředění se na jazyk a slovní zásobu.

   Každá část hodiny byla přínosná.

10. Cítil jste se v některé části nepříjemně? Pokud ano v které?

Ne, vše bylo v naprostém pořádku

Questions about the TBLT Lesson 8 (Planning a trip):

11. Byla naše poslední lekce plánování výletu v něčem odlišná od našich běžný lekcí? Jak?

Každá naše hodina je tak trochu jiná. A to je to, co dělá naše hodiny fantastické.

12. Řekl byste, že byla horší nebo lepší? V čem?

Byla stejně dobrá, jako všechny naše hodiny

13. Která část naší lekce pro Vás byla nejpřínosnější?

Neformální rozhovor na začátku hodiny – Přípravná část hodiny – Plánování výletu – Soustředění se na jazyk a slovní zásobu.

Každá část hodiny je přínosná. Ale hodně důležité je rozšiřování slovní zásoby.

14. Cítil jste se v některé části nepříjemně? Pokud ano, ve které?

Ne. V celé hodině jsem se cítil příjemně

15. Zde můžete dodat další komentáře k online výuce:

Online výuka je fajn, ale osobní kontakt s lektorem ji nenahradí. Proto bych vždy raději volil osobní kontakt.