MULTIMEDIA COURSE IN CZECH: LEVEL A2

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Abstract: *The article deals with the development of E-learning Czech language materials at the level A 2 within the CEFR, elaborated within the international project L-Pack. The course involves 12 units, each consisting of 5 basic videos followed by other exercises, presentation of grammar structure, vocabulary, speech acts, and last but not least culture information. The paper will also focus on the process of elaborating the language material and using IT in the foreign language instruction, namely the method of computer-assisted language learning. The Manual with videos and Guides for teachers and self learners accessible on the Internet through Wikibooks, YouTube and Soundcloud are also described. The texts are meant for migrants and are supposed to provide them with basic knowledge of the host society's language, history, and institutions which is indispensable to integration.*

Keywords: E-learning, language instruction, video course in Czech language.

INTRODUCTION

The article will focus on a new multimedia teaching material of Czech for foreigners which has been elaborated within the project "L-PACK: Citizenship Language Pack For Migrants in Europe" of Lifelong learning, Nº11529-LLP-1-2010-1-IT-KA2-KA2MP, by the Department of foreign languages and communication of the School of Business Administration in Karviná (Silesian University in Opava). It illustrates the most important stages of its elaboration. At the beginning, it tackles E-learning as an effective method of language instruction. After it concentrates at the need analysis which was aimed at the findings concerning a description of the background in teaching Czech as a second language to migrants in CR, and also opinions of learners and teachers as what topics should be covered in the teaching material.

The stages of creation of modules with pilot phase and modifications have also taken into consideration the results of the analysis. The last part focuses on the working version of the Manual and Guides for teachers and self-learners.

1. LEARNING ON LINE

Nowadays, in the world of dynamic growth of new technologies, not a foreign language instruction seems to be behind. We can witness a rapid rise of using electronic learning. E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked or not, serve as specific media to implement the learning process. The term will still most likely be utilized to reference out-of-classroom and in-classroom educational experiences via technology, even as advances continue in regard to devices and curriculum (http://en.wikipedia.org/wiki/Elearning).

E-learning in the narrower sense can be understood „as education which is supported by modern technology, which is implemented through computer networks - especially the Internet and intranet" (Kopecký 2006:59). In other words it is essentially the computer and network-enabled transfer of skills and knowledge. It can be stated that E-learning applications and processes include Web-based learning, computer-based learning, virtual classroom opportunities and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio. Our material is delivered via the Internet including especially videos of the scenes within the selected topics together with practice and exercises meant for the independent learning without a face to face teacher's support.

On the one hand, the Internet offers some opportunities to access a wider range of texts, audios and videos for those who are interested in learning minority foreign languages. On the other hand, suitable resources for teaching and learning minority languages cannot be that easy to find and access electronically, which has led to calls for the increased development of materials for minority language teaching.

2. LIFELONG LEARNING AND MIGRATION

The term lifelong learning implies that learning is not confined to pupils or students or the classroom but takes place throughout life and in a range of various situations. It follows that it is one of the most suitable way how to teach a host language to migrants.

According to Commission of the European Communities the challenge for lifelong learning means support of the integration of migrants in the given society and the economy. It also covers making the most of the competences and educational experiences acquired prior to migration. The area involved includes the following:

- EU support policies and action through relevant programmes which may improve the quality of education and training policies;

- speeding up mechanisms for assessment of capacities and recognition of formal, non-formal and informal learning of arriving migrants;

- expanding adult learning opportunities in relation to linguistic, social and cultural integration;

- developing appropriate and effective teaching and promoting more inter-cultural learning.

(http://eurlex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf)

It follows that in the framework of the above mentioned the new presented course in Czech language called L-Pack (Language Pack) can contribute to the objectives of Commission of the European Communities.

The language material is specifically developed to cover the needs of adult migrants that have only basic knowledge of national language and wish to further develop their language skills, according to level A2 set by the Common European Framework of Reference for Languages (CEFR).

In the preparatory phase, it was confirmed that almost all the available materials for teaching their language as L2 are addressed to wealthy / cultured people that travel for leisure or study. A desk research carried out showed the 10 colloquial L2 courses which were examined (5 for teaching IT, 2 ES, 2 DE, 1 EL) focus mostly on leisure activities: going out to a pub or restaurant, shopping, visiting museums and monuments, travelling in the country, dating.

The subsequent research within the need analysis phase confirmed the finding s of the desk research. On the contrary, the typical situations faced by migrants (to settle in a new country, to look for a stable accommodation, to look for a job, to cooperate with employer and co-workers in a foreign country) are ignored or marginal.

3. CZECH FOR FOREIGNERS: L-PACK IN LLP

3.1 Need Analysis

3.1.1 The Overview of the Existing Material

In the need analysis, it was found out that one of the most important bodies which plays the crucial role in Czech language instruction is Institute for Language and Preparatory Studies at Charles University in Prague not only offering many preparatory courses of Czech also for migrants, but developing various teaching materials which are often created in cooperation with Czech and European institutions, especially materials for the distance learning courses. The institute is also respected for its research and methodological presentations. They have created very interesting CZECH ONLINE COURSE - Breakthrough Czech Online Course, but for the time being at A1 level.

However, many textbooks reaching A2 level are worked out at universities where foreign students come to study for a short period. These materials present general

topics related to students' life above all therefore they are not very suitable for our target group. A list of textbooks and further materials recommended for the instruction of the Czech for Foreigners and preparation for an examination may be found on the Internet, covering 10 essentials materials including CD-ROM.

However, not all of them declare A2 level. The four skills: listening, writing, speaking and reading are presented in a balanced way. Only some of them present socio-cultural section which is needed for everyday life in a foreign country. The topics which are usually included involve the following: basic personal and family information, shopping, eating in a restaurant, people, education, every day life, daily routines, local geography, employment, free time.

3.1.2 The Methodology Used in the Analysis of Questionnaires

The questionnaires (for learners and tutors) were developed by the Lithuanian partner and after some modifications made on the basis of other partners' suggestions and translating into national languages, they were delivered to respondents in each country. As for the questionnaires for 10 teachers, we delivered them to Czech teachers in the Silesian region mostly by mail, the rest was worked out on the basis of interview.

As migrants concerned, the delivery was more complicated. We intended to have wider range of respondents´ nationalities (corresponding to the number of migrants in the Czech Republic), and places of living, therefore, we delivered the questionnaires in more regions and to almost 90 migrants who were addressed face to face either personally, or in the classes in Czech courses in Prague, Ostrava, and Karviná. We have received a relatively high number (78) completed questionnaires out of which 40 ones were selected taking in consideration variety of respondents´ nationality, age and place where the respondents live.

However, it should be said that our choice could not reflect nationality of the interviewees as it was impossible to obtain back questionnaires from the Vietnamese who form the second biggest group after the Ukrainians in the country (only one questionnaire returned).

3.1.3 The Analysis of the Questionnaires

In the following sections the analysis results and findings are presented. The first section deals with the teachers´ questionnaires, the second part tackles learners' responses. In the questionnaires for teachers, 2 males and 8 females have participated with the average age of 44.2 years. All the respondents have reached master's degree; in addition to that, four teachers have Ph. D. degree. All the respondents are of Czech nationality, and all are Czech teachers. The majority (8) teach at university, the others work at secondary school. The average number of their teaching Czech is 21.5 years whereas teaching of Czech as a foreign language reaches 3.6 years. The interviewees state that the average number of learners in the group of Czech language is 11.9. The respondents mention that one half of them have already prepared some methodological materials for their teaching Czech.

The language skill they think the learners need the most are as follows: everyday communication, reading headlines and speaking. The answers to the question concerning educational materials include such qualities as briefness and clarity, and then summary of grammar, phrases in tables, speaking, more audiovisual aids, more authentic materials are given.

According to the respondents, the textbook should contain the following main topics: personal matters, family, meeting people, travelling, shopping, in a restaurant, at the doctor, describing things, sociocultural pages, and transport. According to the findings, the teachers suppose that the migrants are motivated by the need to contact the people, study, find a job and pass state exam for permanent residence. The methods they use most to motivate the migrants are communicative role plays, dialogues, power point presentation, authentic practice, pictures, using the Internet, and different kind of motivating exercises. In teachers' opinion, the learning needs of migrants are especially needs of contacting Czech people, and improving qualification. The material needed for the language instruction covers audiovisual aids, textbooks with practice books, and illustrations. Among visualization tools which are lacked for successful learning are methodological materials, data projector, computer, and the Internet.

In summary, the findings show that the attention should be paid to communicative skills in everyday situations, the language and vocabulary related to finding a job and enhancing qualification. It appears that the topics reflect the above needs of the migrants for the integration into the new background.

As for the migrants´ personal data, the average age of the analysed respondents (18 males and 22 females) is 26 years. The majority of them achieved secondary education (32), then bachelor's degree (6) and master's degree (2). The native language which prevails is Russian; the others include Ukrainian, Mongolian, Belorussian, Armenian, Georgian, Portugal, French, Vietnamese, and Arabian. The most of the respondents were born in Ukraine (14), then Russia (10), Belorussia and Mongolia (4), and others (Kazakhstan, Peru, Moldavia, Georgia, Uzbekistan, Tadzhikistan, Vietnam, and Egypt). The average length of stay is 10 years.

As for work topics, employment and working environment, hours, salary have been stated in 35 cases, after job entry in 33 questionnaires, activities in 28, cooperation with an employer and co-workers in 26, looking for a job in 23, both reception and personal qualities in 21, and internal structure in 18 cases. Within travelling, the most important seems to be travel transportation (34), travel activities (32), travel documents (29), and sights & activities (27). With respect to health topic, the respondents have indicated the items in the following order: going to a doctor (38), at drug store (36), hospital (27), and both general health and balance and wellness (20). In the last question including education topic, the following items have been indicated in the order: universities (35), school (24), library (20), conferences (10), and colleges (8).

Summarising the above findings based on the main needs of migrants, the upcoming teaching material should include especially the topics as meetings, acquaintance, shopping with money, time, employment and working environment, working hours, salary and job entry, transportation and travel activities, going to a doctor, at drug store, in hospital, universities, schools and libraries.

3.1. 4. Need Analysis Conclusions

In the need analysis conclusion, it can be stated that the analysis findings show that the upcoming language material will be helpful for both teachers of Czech as a second language, and also migrants or learners because it will be tailored directly for language instruction of the target group who have had the opportunity to express themselves to the teaching material which they need in a foreign background to anage to be successful not only at the labour market, but also in everyday situations.

4. WORKING VERSIONS OF THE MANUAL AND GUIDES

4.1 Description of the Manual Content

Based on the need analysis, working versions were developed. The Manual consists of twelve modules with the following topics:

1. "Module: Authorities"
2. "Module: Communication"
3. "Module: Family and Socialising"
4. "Module: Health"
5. "Module: Job Hunting"
6. "Module: Leisure Time"
7. "Module: Looking for Accommodation"
8. "Module: School"
9. "Module: Self Education"
10. "Module: Shopping"
11. "Module: Travelling"
12. "Module: Working Life"

Each module of L-PACK comprises introduction to a module consisting of 5 units. Each unit begins with introducing the language material typical of a given topic, see below the introduction to Module 1. After it, a dialogue with various exercises practicing listening comprehension, pronunciation, vocabulary, speech acts, etc. follows, see fig. 2. In the second part of each unit, learners can find grammar and

country page having sociocultural information, list of vocabulary with references to online dictionaries, and key.

Modul 1
Komunikace
Prezentace modulu
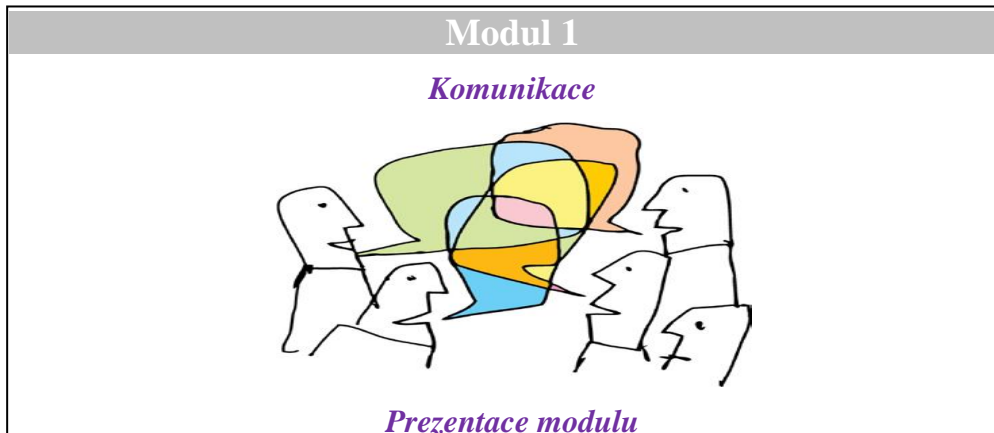
V tomto modulu se nejdříve seznámíte s panem Balandou, který telefonuje do společnosti RED LINE, aby zjistil nějaké informace o práci. V druhém rozhovoru mluví dva přátelé o svých plánech na léto. Dále přátelé Ljuba a Pavel si povídají o zítřejších plánech a počasí. V dalším rozhovoru dvě kamarádky, Věra a Anna, spolubydlící, tráví spolu večer a chystají se dívat na televizi. V posledním rozhovoru zve Maria svou kolegyni na večeři, později obě zvou i vedoucí. V modulu si procvičíte telefonování s uvedením důvodu telefonického rozhovoru, zanechání vzkazu, ukončení hovoru a žádost o zavolání. Seznámíte se se slovní zásobou, která se týká kalendáře, času, počasí. Procvičíte fráze užívané při pozvání. V gramatické části budou vysvětleny číslovky. Na závěr si přečtete o médiích v ČR.

Obsah modulu

Titles of dialogues	Way of communication	Objective
Telephoning	Telephone call	Pronunciation of numerals
Calendar/time	Dialogue	Vocabulary
Weather/weather forecast	Dialogue	Giving information about weather and plans
Media/TV news	Dialogue	Numerals
Invitation – accepting, refusing	Dialogue	Sentence structure revision
In the Czech Republic	Informative text	Information about media

Figure 1. Illustration of a Module 1 Introduction

Source: https://asev.basecamphq.com/projects/6584759pack /files?category_id=68914526&page=2

Addition to the figure 1 in English:

Figure 1 is borrowed from the final version of the Manual for Czech, and shows the introduction to Module 1 with its presentation mentioning roles, topics, places, and description of the dialogues. In the table titles of dialogues, ways of communication and goals for the module are introduced.

Lekce 1

Telefonování

Rozhovor 1 *(Podívejte se na video na Youtube/poslechněte si nahrávku na www.l-pack.eu – Modul 1.1)*

Telephone dialogue

Situation: *Mr Balanda is calling to Mr Novák to the company REDLINE. He is speaking to a secretary because Mr Novák is not in the office.*

Characters: *Mr Balanda (looking for a job); Ms Fialová (secretary)*

Place: *at Mr Balanda's place and in the office of the company RED LINE*

Secretary:	Good morning. Company REDLINE. Jana Fialová. Can I help you?
Mr Balanda:	Good morning. Adam Balanda. Could I speak to Mr Novák, please?
Secretary:	Yes, of course. I´ll put you through to his office. ... Unfortunately, Mr Novák is arranging something out in our branch. He´s coming in the afternoon.
Pan Balanda:	Could you tell me when he is back, please?
Secretary:	In the afternoon, approximately after two o´clock he is going to be in his office.
Mr Balanda:	I see, could I call back after two then?
Secretary:	Yes, of course. But I you want you can leave a message here.

Pan Balanda:	Yes, it will be better. Could you tell him that Mr Adam Balanda has called and needs some information about the job interview for the driver at your company?
Secretary:	Well, I´ll give the message to Mr Novák and he could call you back. What´s your telephone number, please?
Pan Balanda:	753 897 987.
Secretary:	OK, I´ll repeat that again, 753 897 988.
Mr Balanda:	No, no, it´s 753 897 987. The last number is 7, not 8.
Secretary:	All right, thank you and to be sure I´ll repeat the number again - 753 897 987.
Pan Balanda:	Yes, now it´s all right.
Secretary:	So I´ll tell Mr Novák, that Mr Balanda has called in the matter of the interview for the driver at our company and he ´s supposed to call back to telephone number 753 897 987.
Mr Balanda:	Yes, thank you very much.
Secretary:	Not at all. Good bye.
Pan Balanda:	Good bye.

Figure 2. Illustration of Lesson 1 Dialogue.

Source: https://asev.basecamphq.com/projects/6584759pack /files?category_id=68914526&page=2

Addition to the figure 2 in English:

Figure 2 is also borrowed from the final version of the Manual for Czech. Learners are instructed to watch the video on Youtube or listen to the audio on *www.l-pack.eu – Modul 1.1.* After the table describing the situation, persons and place, the text of the whole dialogue is presented. Then the first dialogue of the Module 1 follows, focused on telephoning in which Mr Balanda is calling to arrange a meeting with REDLINE company. The responsible person is out of the office so he has to leave a message with the secretary.

4.2. Description of the Guides

The modules are accompanied with two guides – Guide for teachers/tutors and Guide for self learners. Both of the texts include the following matters:

- Presentation of the guide
- Who the course has been made for
- Aims of the course
- Course resources

- Contents of the course

- Organization of the Modules

- How to use the course

- How to use the course with a teacher

- Suggestions for the use of the Units

- How to use the course in a mixed situation of learning

- Feedback

- Resources on the web

However, it was very difficult to develop the text which is clear and understandable especially for language learners at level A2, it can be stated that the guides were evaluated very well by both the self learners and tutors in the Pilot Questionnaire.

The following illustration shows the content of the course in the www sites of the L-Pack comprising both the Guides, and 12 modules.

Figure 3 illustrates Guide for teachers, Guide for learners and all the course in Czech comprising 12 modules, video, audio with all the modules and Pilot questionnaire which can be completed and sent for feedback.

The guide for teachers "How to use L-Pack course"

Course of Czech language: Modul 1**,** Modul 2**,** Modul 3**,** Modul 4**,** Modul 5**,** Modul 6**,** Modul 7**,** Modul 8**,** Modul 9**,** Modul 10**,** Modul 11**,** Modul 12

Video (Modul 1**,** Modul 2**,** Modul 3**,** Modul 4**,** Modul 5**,** Modul 6**,** Modul 7**,** Modul 8**,** Modul 9**,** Modul 10**,** Modul 11**,** Modul 12**)**

Audio (Modul 1**,** Modul 2**,** Modul 3**,** Modul 4**,** Modul 5**,** Modul 6**,** Modul 7**,** Modul 8**,** Modul 9**,** Modul 10**,** Modul 11**,** Modul 12**)**

Pronunciation (Modul 1**,** Modul 2**,** Modul 3**,** Modul 4**,** Modul 5**,** Modul 6**,** Modul 7**,** Modul 8**,** Modul 9**,** Modul 10**,** Modul 11**,** Modul 12**)**

Pilot questionnaire

Figure 3. The L-Pack WWW Sites

Source: http://www.l-pack.eu/?page_id=402&lang=cz

CONCLUSION

In conclusion, on the basis of feedback questionnaires and interviews analysis, it can be mentioned that L-Pack has been accepted very well by the learners and teachers in all the involved countries.

Moreover, it has been awarded with the European Language Label 2012. It is an award that encourages new initiatives in the field of teaching and learning languages, rewarding new techniques in language teaching, spreading the knowledge of their existence and thereby promoting good practice. It should also be added that the consortium has submitted a follow-up project to EACEA (The Education, Audiovisual and Culture Executive Agency) of European Commission.

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