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vzdělávání

USING INTERACTIVE EXERCISES IN ENGLISH LESSONS

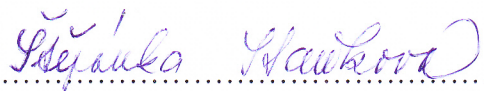
Bakalářská práce

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Prohlašuji, že jsem bakalářskou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

V Olomouci 25. 3. 2013

A handwritten signature in blue ink, reading "Štěpánka Havlová", written over a horizontal dotted line.

Vlastnoruční podpis

I would like to thank PhDr. Světlana Obenausová, Ph.D. for her valuable comments on the content and style of my bachelor. I appreciate a perfect cooperation with the headmaster and the teachers of the Elementary School in the village of Stará Ves.

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LIST OF ABBREVIATIONS

EU	Evropská Unie
IWB	Interactive Whiteboard (interaktivní tabule)
MŠMT	Ministerstvo školství, mládeže a tělovýchovy
ZŠ	Základní škola

ABSTRACT

The bachelor project is focused on various possibilities of using an Interactive Whiteboard and modern ICT technologies during English lessons at Elementary Schools. A set of interactive presentations respecting theoretical principles and suggestions, dealing with the English language specifications such as spelling, pronunciation and word order that are difficult for pupils to understand, was being checked during eighteen lessons with a group of eight fifth-graders of the Elementary School in the village of Stará Ves (Moravskoslezský region). The practical part of the bachelor project includes findings and useful teaching recommendations that were acquired during the half-term work with the children.

Introduction

The Czech education system compared to that of highly developed countries is mainly criticised, according to the Analysis of White Paper (National Programme for Development of Education in the Czech Republic), for its insufficient flexibility, unsatisfactory practicality and stereotyped teaching methods based on memorising definitions without necessity for thinking and speculating. In order to improve weaknesses of Czech schools several new strategies and documents have been legally accepted and implemented. Thanks to financial grants education and classroom equipment has been modernised and computerised, trainings and seminars for teachers have been organised as well. Interactive Whiteboards have expanded and become very popular.

As a part-time teacher of the English language at the Elementary school in Stará Ves, I used the opportunity to take part in a special training course organised by the Sharp Centrum Olomouc, and focused on creating interactive presentations with ActivInspire software and their competent application in lessons. I was fascinated by the Interactive whiteboard and its wide range of functions that can support the teacher's pedagogical goals. In my opinion, computers, various electronic devices and modern technologies in educational spheres can be quite helpful to teachers as well as, to pupils. I therefore decided to integrate the interactive whiteboard into the English lessons for a group of eight children attending the fifth grade in the school year 2011-2012, in order to make the lesson contents more attractive, boost the pupils' interest in language learning and develop their English comprehension and speaking skills.

The main goals of my bachelor project are:

- preparation of a set of interactive presentations respecting theoretical principles and suggestions, dealing with the English language specifications such as spelling, pronunciation and word order that are difficult for pupils to understand,
- practical verification of the proposed interactive lessons, including pedagogical observation of the children during the educational process.

The project could be a useful resource of inspiration not only for the teachers of English who would like to enhance their lessons with the interactive whiteboard technology.

1 Interactive Education

The term “Interactive education” has become a very popular and respected part of the modern ways of teaching. According to Klement et al. (2011, p. 35), “the interactive education is a new complex method that changes conventional and stereotyped form of education into a more entertaining style of teaching and learning”. During the interactive education pupils are encouraged in closer cooperation with their teachers, as well as in forming the lessons themselves, which boosts their motivation. The authors also highlight the fact that interactive education is demonstrative, systematic and subject interdisciplinary because it uses a wide range of attractive visual and sound recordings or internet links with additional and extra information.

Maňák (1997) states that the interactive education exceeds a transmissive pedagogical approach because the learners become more active participants in their own educational process. The interactive education also extends the pupils’ creativity, ability to present their own ideas and opinions, as well as it supports their concentration during the whole lesson.

Rivers (1987) describes the role of teachers in a successful interactive educational process. Teachers are individuals who teach most effectively when what they are doing conforms to what they feel most comfortable doing. What is more, they should collect information about their pupils’ abilities and objectives, set appropriate rules of communication, continuously check the comprehensibility of the tasks and facilitate their fulfilment.

1.1 Didactic Equipment

The interactive educational process is based on the relationship of the teacher, pupils and didactic equipment. Nelešovská and Spáčilová (2005) describe didactic equipment as material objects that are used in educational process to improve its quality and effectiveness. Didactic tools stimulate sensory perception and enrich the teacher’s verbal explanation. It has been proven that a human being receives 80 % of information through sight, 12 % of information through hearing, 5 % of information through touch and 3 % of information through the rest of the senses.

Klement et al. (2011) point out that the fast development of information technology, computer innovations and new trends significantly affect educational sphere. Multimedia -

interactive didactic equipment such as interactive whiteboard (henceforth IWB), special educational software, CD-ROMs, electronic text books or camera have become a standard part of primary and secondary classrooms.

1.2 Interactive Whiteboard and its Peripherals

According to Dostál (2011), the IWB represents a modern educational technology allowing various learning activities. Together with the adhered methodological principles of teaching, such as clearness, systematic teaching or scientific quality the IWB helps pupils to acquire knowledge and arouses their interest.

Gage (2007) describes the IWB as a large computer screen which is sensitive to touch. The IWB needs a computer and a data projector that displays the content of the computer screen on the board. Some types of IWB have special pens that act like a computer mouse (e.g. Promethean Activboards), while others can be operated with a finger (e.g. Smart Boards). These interactive devices are used to demonstrate and annotate web resources, computer application or video, music or picture file on the school computer network. The IWB works with any program loaded or available on the host computer. Some applications such as Microsoft PowerPoint, Excel or Word are commonly used. Loudspeakers and amplifiers of different types and sizes are often an integral part of the IWB, which provide the audio output. The IWB can provide a dynamic approach to teaching and learning resources that has the potential to revolutionise education.

Dostál (2011) refers to the differences between fixed and mobile IWBs. A wall-mounted board is less vulnerable to damage, while a mobile IWB can be easily transported into another classroom. Horizontal and vertical rail to adjust the board reduce imperfections connected with the fixed board (e.g. tall pupils do not have to bend down disproportionately while writing on the bottom part of the board, while shorter pupils are able to reach the upper part without any troubles).

Gage (2005) points out that the needs of all the students and the teacher should be considered in deciding whether to go to fixed boards or not. Every child must have a clear view of the board and that is why the IWB needs to be sited so that it is not in direct sunlight.

Dostál (2011) presents that the necessary component of every IWB is special software that enables teachers to plan their lessons, create or edit their interactive materials and

documents. It is possible to paste text, pictures, sounds, eye-catching effects or animations, change background or text colour, as well as prepare moving models. Software tools often include a picture bank and a wide range of educational objects, templates and patterns appropriate for teaching. Teachers can share their interactive presentations, comments and recommendations with their colleagues from all over the world thanks to the existing web pages devoted to interactive education but it is very important to bear on mind copyright laws.

According to Moss et al. (2007), the majority of teachers (78 %) have created their own resources to use on IWB, 64 % of teachers have used Internet websites as a resource, less than half of all teachers (45 %) have got their IWB resources from other colleagues or they used commercial software.

Moss et al. (2007, p. 28-32) mention that the IWB can be connected with various peripherals that expand its functions and usage.

The **visualizer** enables an object or a process to be clearly seen in detail on the IWB, so the whole class teaching becomes more time efficient and focused. In addition, collaborative thinking and dialogic discussion is supported as well the understanding of a process.

The **slate** is a wireless-connection with the IWB that enables the contents of the board to be controlled from any position in the classroom. That represents a mobile teaching style within the classroom because the teacher can move from the front to the back of the classroom. The slate enhances the interactive potential and possibilities of the IWB by providing an improved manipulation and control.

Like the slate, the **wireless mouse** enables teachers and pupils to interact with the IWB from any place in the classroom. This has advantages as although many pupils are prepared to go to the front of the class to work with IWB, some pupils do not enjoy this aspect of the technology, and in a small number of cases, refuse to participate. They are embarrassed or afraid of getting something wrong. The use of the wireless mouse solves this problem.

Laptops can potentially support the use of IWBs by allowing activity to move from the board to the laptop on the desk and back again as pupils work on collecting, logging and sharing data for analysis in a common format. Logging pupils' own laptops in the school network may cause technical troubles and waste of time.

Scanners convert a text, a picture or pupil's work into a digital image that can be viewed on a computer screen or IWB. It can be shared as a focus for the whole class discussion or annotated in new ways.

The **printer** enables teachers to directly print text or graphic documents, notes, test results or study materials for pupils. This peripheral is very useful but the necessity of print as well as its costs must be taken into consideration.

1.3 Users of Interactive Whiteboards

Potential users of IWB can be divided into two groups. The first one is consisted of teachers and lecturers who prepare and organise lessons. The second group is represented by pupils and students, generally, people who are being educated.

Moss et al. (2007, p. 23) define three key factors that determine the possible use of the IWB technology in classrooms:

- “the teachers’ pedagogic aims and practices,
- their choice and use of texts in the classroom,
- availability, choice and use of peripherals”.

Gage (2007) is convinced that IWB training opportunities for teachers and adequate time for practice are crucial because teachers, especially those who do not currently use information and communication technologies (henceforth ICT) much, need to become confident in their work with the IWB. Unfortunately, many teachers are afraid of technical problems they are not able to sort out. The fact that pupils may know more about ICT than the teacher causes feelings of the teacher's superfluous, disappointment and prejudices. Many teachers welcome a helpful colleague who gives advice which kind of use is the most appropriate for what kind of topic, and also is able to solve problems.

Gage (2005, p. 29) identifies stages in the development of teachers' use of the IWB: „familiarisation, utilisation, integration, reorientation and evolution”. Teachers go through familiarisation when they first begin to find out what possibilities the IWB can provide. Utilisation occurs when they start to use the IWB in the classroom by changing routine activities and tasks. At the stage of integration, teachers regard the board as a necessary part of their teaching resources. Those who have reached the level of reorientation are prepared to show their colleagues how to use it, demonstrating how they use it in their

lessons. Finally, those who reach the stage of evolution are the teachers who are able to develop new ways of presenting material across the curriculum.

Dostál (2011) claims that IWBs can be applied at all levels of education: for preschool children, primary and secondary school pupils as well as university students. It is suitable didactic equipment in education of children with vision, hearing or multiple disabilities. Pupils with a vision disability can enlarge texts, images and diagrams projected on the IWB according to their needs. If the IWB can be controlled with a finger, it is particularly suitable for pupils with a disability of fine motor skills as they do not encounter difficulties associated with writing with a chalk, marker or pen. Furthermore, immobile pupils can be integrated into the lesson via a wireless tablet.

In addition, IWBs can be used for out-of-school education or personnel education because interactive presentations and their design can be transformed according to the requirements of the audience.

1.4 Advantages and Disadvantages of Interactive Whiteboard

Every clear opinion must be supported by pros and cons about the explored subject. Teachers use the potential of the IWB in different ways and to different ends according to their pedagogic style, taught subjects, their attitude to technology and the department they belong to. The use itself of the IWB does not automatically bring fantastic teaching results and improvements, but it offers an opportunity to think about the strengths and weaknesses of the whole class teaching and how else it might be reorganised and modified (Moss et al., 2007).

Riddile (2010) suggests that technology is a tool to improve learning but it cannot replace the teacher who controls the lesson objectives. However, it can help a good teacher become an even better and more productive teacher.

Gage (2007) is convinced that the IWB technology can be useful mainly through helping teachers to structure their lesson, accelerate routine tasks and reduce time taken up in copying and scribing. The whole educational process is modernised by a proper usage of ICT and various interactive methods of learning such as cooperative tasks, group discussions and questioning. The IWB supports a training of students' cognitive and communication skills and helps to attract and retain students' attention. Teachers can gain control over the lesson content and progress and their presentations can be improved,

changed or reused in the future as well as shared with pupils and colleagues or distributed in a printed version.

Moss et al. (2007) present that the use of IWB technology encourages conceptual thinking and understanding of the whole process. Combining images, animations, drawing tools, sounds, writing together with variety of media and software enrich the educational environment. It also provides new and original learning tasks and exercises that help pupils to imagine, remember and recall given information.

Research conducted by Lewin et al. (2008) implies that in cases where teachers had been using the whiteboard in their lessons for at least 2 years, there was a significant improvement in knowledge acquisition. A positive effect on the learning process was confirmed in children with limited writing skills and in children with special educational needs. The effects were clearly best in individual teaching or teaching in small groups.

Dostál (2011) presents several disadvantages of the IWB. Pupils' interest in the IWB applications can flag after some time and children begin to take it for granted. Teachers can easily overestimate the quantity of new facts and the adequacy of terminology that can be incomprehensible for pupils who possibly become bored and start to disturb the lesson. In that case appropriate methodology training, that can prevent these unwanted children's reactions and behaviour, is recommended.

Pupils have fewer opportunities to use printed publications, to read literature and to write with a pen so that is why teachers should balance variability of tasks and used techniques that develop diverse skills and abilities. On the other hand, it is pointless to employ the IWB only as a projector or a traditional blackboard. Teachers should know the range of possibilities of the IWB and be familiar with that technology.

Schools must take into consideration extra electricity costs connected with running of the IWB as well as costs of regular software upgrading and service. Teachers' activity and their creativity should be stimulated by a school system of benefits and rewards that will possibly lead to an increased money supply and necessary administrative arrangement. Interactive lesson preparation is usually time-consuming, especially at the beginning.

1.5 Interactive Whiteboards at Primary and Secondary Schools in the Czech Republic

A level of using ICT in education improved significantly after the admission of the Czech Republic to the European Union, which brought new opportunities to receive financial grants. Unfortunately, expensive IWB technology was available only at prestige schools or at schools with a great number of pupils. A revolution was caused by the project called “EU peníze školám” (EU money for schools), administrated by the Ministry of Education, Youth and Sports. This project helped to improve the educational conditions at Czech primary and secondary schools, especially in problematic fields such as ICT, foreign languages, mathematics, science or financial knowledge. During the years 2010 – 2012, 4,5 billion CZK was divided between primary schools and 1,5 billion CZK between secondary schools, according to the number of pupils. This financial support could be used for the purchase of new didactic tools (e.g. IWBs, computers, software), as well as the teachers’ methodology training and extended employment of pedagogic staff. Nowadays, the Ministry makes plans for the creation of a central database consisted of teachers’ interactive presentations that will be freely downloaded and used (Ministerstvo školství, mládeže a tělovýchovy, 2012).

2 ActivInspire Software

For interactive lesson preparation special software is necessary. Hitachi ActivBoards are equipped with ActivInspire software designed by Promethean Company. This application enables its users to create interesting and eye-catching interactive presentations, thanks to various tools, animations, images or sounds. Texts, objects and shapes of different sizes, colours and types can be pasted, copied, rotated and modified by selecting the appropriate icon on the toolbar. What is more, lined paper, maps, number squares, sport pitches and many other background templates can be chosen, and an interactive calculator, dices, a ruler, a protractor, compasses and a stopwatch can enrich every lesson as well. Teachers can record sounds, play videos, incorporate hyper-links or insert dotted grids that allow to project regular shapes (e.g. crosswords and geometric objects). Working with ActivInspire program is intuitive and clearly understandable but in spite of this help and hint icon is included (Promethean Planet, 2011).

2.1 Interactive Lesson Preparation

Gage (2005, p. 17) suggests that it is not compulsory to use the IWB every time it is available. „One aspect of fine preparation is choosing the best tool for the job, and there will be times when the IWB is not the best way to present a topic, or when students need to work with practical materials”. Not every lesson requires brand-new resources, but it should be effective to inform pupils about basic points of a lesson topic, main goals and time scheme. At the beginning of the lesson teachers should check that pupils have a basic knowledge about the theme that is going to be practised or deepened. Each task should be accessible to and appropriate for every child in a class in order to provide effective teaching environment and bring positive results.

Teachers should take account of pupils' ideas, opinions and comments from previous lessons either in the preparation stage or during following lessons. Children will become motivated because their needs will be reflected. Teachers are also recommended to use a wide range of teaching styles, resources and didactic equipment that help to boost pupil's interest and to find out how well pupils understand what is being discussed. Teachers should ask questions and encourage children to make their own questions. Pupils should be allowed to take some responsibility for their own learning by supporting independent thinking and team work.

Klement et al. (2011) claim that every interactive lesson should include these components: explanation, questioning, answering, evaluation and feedback. In addition, new information has to be clearly presented in order to logically interconnect the gained knowledge.

2.2 Interactive Teaching Strategies

During interactive education the physical interaction of going up to the board to touch and move things is an important way for pupils to manipulate objects and to demonstrate their ideas. Similarly, using highlighting, colouring, adding words or definitions help children to engage with the text. IWBs can assist in brainstorming activities, creating mind maps or interactive outputs. Teachers of foreign languages can use digital video to record pupils' performance or their role-plays. This method improves pupils' speaking abilities and develops their language use. Listening exercises can be more comprehensible thanks to the IWB displaying picture or vocabulary hints (Gage, 2007).

Annotating over an existing document is particularly useful for lessons where original text is to be analysed or software is to be used for modelling how to do a selected activity. The class can all be focused on the same page at the same time, which helps to maintain concentration and pace (Gage, 2005).

Using images, such as digital photographs, clipart, diagrams or scanned pictures makes the presentation more interesting and informative and what is more, provides a great visual starting point for discussion. Presentations can be created specifically to fit the lesson objectives and the students' needs in a way that no commercially produced software or textbook picture can (Gage, 2005).

Displaying pupils' own work on the IWB stimulates discussion and thinking as well as celebrates their achievement or progress. Work done on paper or in books can also be scanned into the computer for display or added into a portfolio for assessment purposes (Gage, 2005).

Practice and revision lessons can be enhanced by using hyperlinks for multiple choice questions and answers, by sorting, matching and comparing activities or by simple games that can be designed by the teacher or are available on the internet (Gage, 2005).

Dostál (2011) considers it as a mistake to prepare presentations full of new facts for the whole lesson because pupils will hardly acquire all of them. It is advisable to motivate

them first, then present new information, reinforce it and verify it at the end. Every interactive presentation has to be clearly legible and chosen colours have to be in contrast. Teachers should test their presentations in advance to avoid some imperfections that could occur during lessons.

According to Kolář and Vališová (2009), pupils should be taught where to find relevant information sources, how to use the Internet safely and how to choose appropriate and reliable information that answers their questions. Teachers should prepare pupils to a lifelong learning process that includes permanent information seeking and evaluation.

3 Methodology

Firstly, it was necessary to study specialised literature and terminology as well as to go through other available information sources in order to formulate a theoretical basis of the educational aspects of interactive teaching, lesson preparation and IWB technology. I also visited several interactive lessons that my colleagues prepared, where I took notes about the course of the lesson, the interactive applications, the teaching style, pupils' motivation and their reactions.

Secondly, I began to create my own interactive English lessons for fifth graders in accordance with the half-term knowledge requirements, curriculum in their textbooks and the current pupils' computer and English speaking skills. I followed all the basic rules of attractive and interesting interactive presentations and took advantage of ActivBoard training in which I participated in 2011. I prepared introductory lessons concentrated on explanation of IWB technology to pupils, revision lessons containing games and songs and pupils' project oriented on dramatisation of a fairy tale. Half-term work finished with a sample interactive lesson for the parents where the children presented their new knowledge, work and dramatic skills.

During the interactive lessons I regularly observed the children's reactions, their attitudes and attempts to cooperate with the IWB technology and noted down my findings and reflections (Hendl, 2005; Skalková et al., 1983). I constantly checked the difficulty of each task through a feedback and reflected the most problematic topics from one lesson in the following lesson in a simpler way that motivated every child (Nelešovská and Spáčilová, 2005). After finishing the practical part, I summarised my results and findings and wrote down suggestions for further use of these interactive teaching materials.

In the English lessons I respected the rules and recommendations stated by Harmin and Toth (2006) who advise teachers to avoid embarrassing pupils as some feel blocked or are unable to fulfil learning requirements. Teachers should find suitable ways to evaluate pupils and praise their activity and effort to get better. On the other hand, an appropriate punishment can be the best method to inspire someone to pay attention and consider a change in attitude but it must not be the result of the teacher's revenge or anger.

Teachers are recommended to enable pupils to choose their own work partners and chairs in the room. Children should form very small groups or pairs in order to reduce possibilities that somebody won't be involved in collaborative work. Teachers should

maintain balanced opportunities for pupils to talk and express their minds. Talkative pupils should create enough space for the other ones.

It is very important to set an adequate pace suitable for the majority of learners in a class. A slower group will be able to deal with the given tasks, a faster group won't be bored and quick learners won't answer all of the queries. Finally, teachers should bring up and inspire pupils to try to do their best and develop their abilities to live and work with personal dignity, steady energy, intelligent self-management, feelings of community and open awareness. As a result, pupils' interest increases test score rises, discipline problems fade and attendance improves.

4 Introductory Lessons

At the beginning of the school year 2011-2012 I introduced the IWB technology to a group of 8 ten-year-old pupils who had never attended an interactive lesson before. It was very important to choose the right tactics because most of the children either did not have a computer at home, or they used it only for playing computer games. First, I demonstrated the computer equipment, the board and its complements and then every pupil tried to hold a special interactive pen and put his/her signature on the board. In order to avoid damage or injury, the pupils were precisely informed about the ground rules of using the IWB and agreed on an unwritten rule that only one child would be holding the pen and completing a task.

It took five forty-five-minute lessons in which the pupils gradually acquired rudimentary knowledge of the IWB software. They used the writing tool to rewrite given words, to draw lines and various geometric shapes or simple pictures. Afterwards they erased the whole annotations or their parts. Another task was to change colours of a text, objects and background, then colour pictures and shapes. The pupils also learned how to move objects, resize or rotate pictures, redo unsuccessful solutions, paste pictures, delete and save their work. They learned to estimate right proportions of objects, choose contrasting colours and set basic animations. (For examples, see Appendices 1 - 4).

My main attempt was to enable the pupils to try their task again and again in order to become confident. That is why I set a slower pace and encouraged the children to ask questions and improve their weaknesses. The most troubling task was writing with the interactive pen because the children had to apply the right pressure, learn different motions of the wrist and hand and also estimate the adequate size of their writings to be legible from the furthest desks. It was obvious that each pupil had different prerequisites for interactive assignment, but finally everyone was able to manage it without noticeable difficulties. However, the children were so excited that it was problematic to calm them down and reason them to keep order. Some children were interested in discovering new tools provided by the IWB technology during given tasks, so it was necessary to coordinate their activity and focus them on solving the original assignment. During these opening lessons only Czech was spoken because a brand-new terminology connected with ICT and interactive education was being used and it was essential for further successful learning that every pupil understood it.

5 Interactive English Lessons

Pupils attending the fifth grade had three forty-five-minute English lessons prepared according to National Learning Standards, and one interactive lesson per week. English lessons connected with using the IWB and computers were planned on Fridays in the first term of the school year 2011-2012. These lessons were considered as something extra that focused on general revision of the pupils' knowledge of English. I created and tested them gradually during the whole term in order to fit the children's needs and improve their English and ICT abilities. I tried to interconnect modern IWB technology with speaking activities, amusing games, vocabulary revisions and writing tasks, as well as combine my own materials with professional software products. I used vocabulary from the textbook "Start with Click 3". The meaning of unknown words was explained, properly pronounced and the children rewrote them into their vocabulary notebooks.

The instructions were given mainly in English except for more exacting tasks where Czech translations were necessary. The children were encouraged to speak English all the time and I highly appreciated every attempt without regard to mistakes. The lessons consisted of various tasks followed by some topics that are described below. On average, the pupils were able to fulfil between three and four interactive slides during a lesson depending on a chosen theme, a grammatical difficulty, a scope of supporting activities, duration of administrative necessities and a number of pupils participating in each lesson. Structures and contents of each interactive lesson reflected the diversity of tasks and activities. Speaking and writing tasks were combined with listening, singing or movement. Grammatical exercises too, were followed by vocabulary expansion themes as well as exacting tasks and easier or relaxing activities. On the whole, the fewer children, the better discipline and work atmosphere were achieved.

5.1 Basic Sentence Structures

The main goal of this set of interactive exercises was the revision of sentence construction and the usage of both present tenses. In the first task the pupils were to fill in the missing words according to the given pictures, include the articles, and spell them (see Appendix 5). Afterwards, everyone thought up a declarative sentence and a follow-up question in the present simple tense, and wrote them on the IWB. Any spelling or word order mistakes were underlined and their author had to write the correction.

Generally, building questions caused more difficulties than the creation of declarative sentences. The children had problems to use and place properly the auxiliary verb or they completely forgot to add the grammatical suffix in the third person singular and that is why a special table summarising the ground rules dealing with the different forms of the auxiliary verb “to do” was created. The result was printed out and glued into the pupils’ exercise books. The children also practised easy commands (e.g. stand up, sit down, sing, open something etc.) in pairs. Everybody from each pair was supposed to say a few commands or perform them. After a while their roles were changed. Making commands was not as difficult as usage of the present simple tense, maybe due to the attempt to speak with children in English and give the English instructions nearly every lesson. All these activities lasted approximately twenty minutes.

Appendix 6 shows a matching exercise where the pupils were supposed to find the correct pair of a picture and a definition containing the present continuous tense and read it aloud to practise the pronunciation. This task was completed without any difficulties. The children knew the vocabulary and revised the form of the auxiliary verb “to be” in the third person singular. Then the pupils were to modify the sentences according to a given person and a number which caused troubles. Although the children had the examples directly projected on the IWB and were to change only two grammatical categories, they mainly omitted the auxiliary verb or put the wrong one. A short summary was written on the IWB and the pupils thought up the sentences.

Afterwards, a short discussion about the children’s own hobbies followed, and finally the pupils were to describe one of the pictures in a few sentences, so that they revised various adjectives and personal characteristics. These activities concentrated on the development of speaking and conversational skills. I tried to encourage the pupils to express their minds in a simple way using the known vocabulary, instead of thinking about complicated sentences. A few pupils from the group were very shy to speak aloud about themselves, so the talkative ones were supporting their classmates by giving them a hint and it worked. Everybody was able to create at least three sentences about his or her leisure time activities or about a chosen picture. The fulfilment of these tasks took about twenty-five minutes.

Appendix 7 shows a complementary exercise that was focused on the present simple tense in the third person singular through likes and dislikes. The supporting pictures and the first letters suggested what should be added. In fact, the pupils did not make

mistakes because they saw the previous correct answers. After this introductory task the children were divided into two groups, the first one asking and noting down their likes, the second group finding out and making a list of their dislikes. The children were able to use an online English dictionary because they mentioned some unknown expressions connected with their likes and dislikes. They had to look up mainly the words covering food they did not prefer (e.g. dill sauce, boiled vegetables, mashed potatoes etc.). The usage of a dictionary was coordinated with respect to a proper pronunciation and correct meaning.

Finally, they wrote their results supported by various pictures on the IWB and presented them to each other by using the first person singular. The pupils developed their collaborative and team skills having also a chance to justify their ideas and opinions within the group and the whole class. They were able to employ the IWB during their short presentations by placing a few illustrations from the ACTIV software picture bank, adjusting a background colour and font size. The children were advised about a choice of contrasting colours that improved the final impression and positive effect of the presented finding. They were interested in self-reliant work with the IWB, enjoyed it and were proud of their creation. These activities lasted roughly twenty-five minutes.

5.2 Prepositions of Place

A set of activities dealt with an exacting topic including prepositions and “there is/are” structure. First, pupils were supposed to place the correct word in the blanks and find it in the picture (see Appendix 8) depicting a funny situation where five colourfully dressed monkeys were jumping on a bed. The children liked that picture very much and they started to speak spontaneously about their favourite colour represented by each monkey. The picture also evoked a relaxed and playful atmosphere that was evident in the classroom and it needed to be regulated and coordinated. Prepositions should be systematically revised and reminded throughout the school year, so the pictures were reused as a source of other possible sentences containing various prepositions and a new vocabulary such as clown, bedside table, money box, poster and slippers. The children were encouraged to incorporate different adjectives describing the objects in more detailed way.

For further practice the children played a game in which they used simple imperatives containing a preposition (e.g. put your pen on the table, put your exercise book

in the bag or put your pencil under the chair). Their learning was supported by movements and actions which were helpful. That kind of revision could be modified by the teacher who said instructions and the pupils were to follow them. The fastest and most active one should be praised. The children enjoyed every action and also every game where they were allowed to compete but a proper stimulation was suggested. Sweets, stickers, marks or loud commendation worked well. These activities lasted approximately thirty minutes.

Another interactive task focused on answering the given questions relating to the previous picture with five monkeys, as well as choosing correct tense, spelling and writing. The pupils had to write six replies using the complete sentences. I tried to turn their attention to the structure of each question and explained that the answers should respect the same tense and should be formed according to the word order rules while the subject had to be necessarily expressed (see Appendix 9). Then the children were divided into four pairs and each pair was supposed to make as many questions and answers connected with the picture as possible. They revised the differences between the word order again, prepositional phrases and vocabulary. The most frequent mistakes were corrected and analysed on the IWB. The pupils had the most difficulties with the auxiliary verb “to do”. They either used it wrongly or they completely forgot to use it. This grammar topic should be systematically practised and reminded.

Many interactive lessons could be perfectly enriched with printed worksheets consisted of illustrations, grammatical tasks or vocabulary expansion and revision activities. An example connected with the living was very successful and useful because it attracted children’s attention and helped to develop their writing skills (see Appendix 10). The pupils were supposed to fill in the missing words according to the labels pointing to furniture in the picture. Then they practised sentences based on “there is/are” together with prepositions of place. Finally, they were to describe their room in a few sentences and write it down on the paper. This last task was assigned as homework while the rest of the exercises were done during the lesson (they took roughly twenty minutes). The pupils could make about ten sentences using “there is/are” structure with a minimum of mistakes and somebody attached also a nice drawing. The home preparation supported a discussion about living and housing during the following lessons. The children improved their natural speaking and conversational abilities as well as the vocabulary.

5.3 Home and Living

A set of scanned pictures with arrows labelling objects that had to be named in English provided a complete revision of the vocabulary connected with living, especially with furniture and equipment in a bathroom, a kitchen and a bedroom (for examples, see Appendices 11 - 13). This topic and its vocabulary were taught and practised in advance with the textbook but the pupils still made spelling and pronunciation mistakes. The most difficult words were e.g. carpet, cooker, dishwasher and rug.

At first the children were supposed to spell a word, write it on the IWB and create one sentence containing that said expression. In case that nobody knew the correct word, the pupils were allowed to look it up in an online English dictionary. During this activity all the problematic words that the pupils were not able to remember were noted down, in order to enable the proper follow-up practice. Then the children discussed their own imaginary house and should agree on drawing only one house found most suitable for all of them. Their conversation was based on sentences in the present simple tense. They took turns in “building” their dreamed-of house on the IWB and used various geometric shapes, colours and writing tools. Most mistakes were made in the third person singular and negative forms. On the other hand, the boys who represented the majority were able to reach an agreement with the girls and create a spacious building with four windows, curtains, a red roof with a grey chimney and a big door. They also thought about a surrounding area with trees and flowers. Everybody took part and contributed to the final result. The children seemed to be determined to defend their ideas but the most successful were those who were able to say a comprehensible sentence quickly and speak loudly.

At the end of the lesson a vocabulary crossword had to be filled in (see Appendix 14) and the pupils revised all of the most difficult expressions. They were supposed to draw their real house or flat they were living in for homework. Afterwards their pictures were scanned, projected on the IWB and described in a few sentences. These tasks took about seventy minutes and covered two incomplete lessons.

5.4 Animals

This topic and the adjoined exercises basically focused on the vocabulary expansion and correct spelling, but it also perfectly developed a discussion that was very close to the children. First, the pupils were to match pictures with their definitions by moving the words with the interactive pen (see Appendix 15). This interactive task was pretty easy and served as a kind of warm-up exercise but it evoked a spontaneous exchange of opinions about favourite and popular animals that the children either had at home or admired them. Dogs, horses, hamsters and guinea pigs are the most popular representatives of the animal kingdom in the class. Verbs such as to clean, to feed, to look after and to walk were also explained and practised.

In the second task the children were supposed to solve an animal crossword which contained more difficult vocabulary. The unknown expressions such as crocodile, eagle, ostrich and penguin were looked up in the online dictionary (see Appendix 16). It was important to pay attention to words including double letters (e.g. hippo, giraffe and parrot) and highlighted them with an interactive marker. Then the pupils were divided into two groups and they were to make a list comprising English names of various animals. Finally, their ideas were compared and written on the IWB.

The third interactive exercise was based on solving jumbled sentences connected with a colourful picture depicting popular domestic animals and answering the given questions (see Appendix 17). The pupils had to pay attention to different sentence structures and word order. They revised the present continuous tense, the usage of “there is/are” in the sentences and various prepositions of place. By some children the picture was reused for simple riddles told in the present continuous tense while the rest of the class were supposed to guess. Correct answers were noticed on the IWB and the most successful ones were praised by extra marks. The children were interested in that activity mainly due to a competitive atmosphere in the classroom.

The IWB was suitably used for a spelling contest. The children were to listen and write down the pronounced words connected with the animal topic (e.g. cheetah, rhinoceros, hippopotamus, shark etc.). Afterwards the correct answers accompanied by photographs were projected on the IWB and the best result was applauded. Various spelling competitions were a very suitable and entertaining way of a vocabulary revision. It was effective to hand out sweets or small rewards for the most skilful participants.

The children were very interested in drawing activities during English lessons. The teacher was drawing an animal on the IWB, making labels connecting English expressions with parts of the body and pronouncing new words. The pupils were redrawing a given animal into their exercise books and writing a new vocabulary. The learning process was effectively supported by interconnecting the sight, touch and sense of hearing at the same time, so the children could easily remember new things. The roles of the teacher and the pupils were substituted and each child could try to create an animal by using the IWB and give a brief description of it. It was not important whether the animal really existed or was imagined. The animal theme connected with the IWB, games and various exercises took about ninety minutes that covered two lessons.

5.5 Time expressions, Days, Months and Prepositions

Expressing time in English was a tricky topic and most pupils had troubles with it because the Czech rules are very different. At the beginning the children revised time in written form according to images of clocks (see Appendix 18). On the IWB they wrote only the correct time expressions but they replied in the whole sentences. The pupils made a few mistakes in using “past” or “to” because it was difficult for them to forget about the Czech stereotypes.

The following speaking activity was focused on a description of pupil’s daily routines by using as many time expressions as possible. Pictures depicting everyday activities such as getting up, cleaning teeth, getting dressed, eating, learning etc. together with appropriate verbs were projected on the IWB to make the thinking process easier. The children practised the usage of present simple tense and they also spoke about their parents, brothers, sisters or friends in order to revise the specifics of the third person singular. After a discussion each pupil wrote a sentence dealing with the pictures and time on the IWB. The board was not functioning only as a surface for writing but it was perfectly facilitating activities during a communication and speaking because it stimulated a visualisation and creativity.

Another interactive exercise was focused vice versa. The children were supposed to draw the missing hands of the clocks according to the given time expressions (see Appendix 19). This activity seemed to be easier and clearer probably due to the written time entries. Finally, the pupils made pairs and trained dialogues dealing with telling the time. Each pair was given an envelope containing small papers with written time

expressions that had to be equally divided into halves. The children were to practise questioning and answering connected with the time. Cheating and showing papers without asking was strictly forbidden. The roles of questioners and respondents as well as the envelopes were mutually interchanged. The most successful pairs with the larger amount of the time expressions noted down in the exercise books won.

For further practice the illustrations of blank clocks were reused, printed and handed out. The pupils were supposed to draw the hands of the clocks according to various audio recordings or verbal instructions given by the teacher. At the end the results were displayed on the IWB. The children could correct their mistakes by themselves or by the teacher and glue this paper into their exercise books.

Most of these mentioned activities were modified in order to revise digital time, written time or both together. It was very useful to incorporate time expressions into other topics to remind them regularly. These exercises lasted about seventy-five minutes.

Another thing that needed a proper practice was the revision of months and days of the week. Exercises connected with spelling as well as ordering the months were very useful because it revealed the pupils' weaknesses and needs for possible improvement (see Appendix 20). The children came to the IWB and matched the months with appropriate numbers by moving them. It was a warm-up activity including motion and training of visual memory which helped the pupils to remember the ordered array of the months. The names of the second half of the months were more difficult for pronunciation and spelling, so some extra exercises were effective. The children also solved the anagrams hiding the months and they were to write a number above each word. This activity focused on perception of spelling specifications and different possibilities of revision.

A thematic worksheet was used either as an interactive way of further practice or homework (see Appendix 21). Firstly, the pupils were to do an easy crossword dealing with the months. Secondly, they were supposed to arrange mixed-up months by writing a suitable number and finally, they divided the months into four groups representing seasons and rewrote them on the paper. A correction or an explanation of the most frequent mistakes from homework could be displayed directly on the IWB.

Analogous exercises were useful for practising days of the week. The pupils solved anagrams, trained spelling and pronunciation and participated in various games based on fast answers or translations of the Czech equivalents spoken by the teacher. Writing current dates on the IWB or a board every English lesson worked perfectly well as a way of

reminding and being in touch with foreign language. The topic dealing with the days was included also in discussions about children's hobbies, everyday activities and a timetable.

The final interactive exercise dealt with revision of basic time prepositions (at, on, in) and the grammatical rules of their usage. The activity consisted of diverse expressions such as days, months, time entries etc. arranged in two columns. The children should choose and write on the IWB in front of the given word an appropriate prepositional option and then create a sentence containing that phrase (see Appendix 22).

For further practice the children were divided into three groups that competed. Each group received an envelope containing cut pieces of paper with parts of six different sentences written on them. The pupils were supposed to make sentences as quickly as possible time limit five minutes. Special attention was paid to the preposition practice, so prepositional phrases were included in every sentence. The IWB was helpful during the correction because the right order of the fragments was presented to the whole class. The pupils enjoyed the group work, they were able to cooperate and communicate. It was obvious that every member of the group was involved. The pupils were e.g. time keepers, advisors or supervisors. All of these activities, exercises and games connected with the topic took roughly forty-five minutes.

5.6 Weather and Seasons

The next topic, which was interesting and entertaining for the children, dealt with different weather conditions and characteristics of a particular season. The first interactive exercise consisted of many colourful pictures depicting typical activities or things of each season (e. g. an Easter egg, a flower, a holiday suitcase, a kite, fallen leaves, a snowman, a present, a Christmas tree etc.). The whole surface of the IWB was divided into four sections representing spring, summer, autumn and winter but the pictures were wrongly mixed-up. The pupils were to move the object to the appropriate place and then write the English translation close to it (see Appendix 23). They could use an online dictionary to find new vocabulary. In general, the children liked this activity very much possibly thanks to attractive and contrasting pictures that supported a following discussion about weather, seasonal sports and activities, favourite months or holidays and traditions. Moving the objects was a simple task in comparison with more demanding activity connected with the vocabulary expansion and practice.

Afterwards, the children were divided into two groups that were rivals. They were supposed to write down as many words connected with the seasons as possible but looking up in the exercise books or an intergroup cooperation was forbidden. The time limit was set for six minutes. Finally, the group representatives rewrote the words on the IWB where the spelling mistakes were corrected and the results evaluated by the teacher and compared. The children enjoyed competing and it was obvious that they tried to do their best to win. These activities lasted about forty minutes.

This topic was also used during art lessons where the children got four large paper sheets for drawing everything relating to weather and seasons of the year. They took their creations to the English classroom and wrote a vocabulary close to their drawings. This activity could be regarded as mutual interconnection between the subjects and it was very successful because the children's projects were displayed in the school corridor and were admired by the teachers and parents. The pupils were really proud of their first exhibition.

5.7 Food and Drink

The topic connected with eating out, different kinds of food and drink or eating habits are very popular among the children, so that is why a special interactive lesson was prepared. Firstly, the pupils were to revise the vocabulary by solving a picture crossword (see Appendix 24). They could use an online dictionary in order to look up unknown words or check the correct spelling. The children preferred this kind of warm-up exercises and made only a few mistakes.

The following activity was based on presentations of the pupils' projects prepared and scanned ahead. At home the children had to create their favourite menu consisting of one breakfast, lunch and dinner. They could also include some drawings or cut pictures from magazines and glue them. Every child was able to describe fluently his or her menu that was being directly projected on the IWB in about five sentences. The classmates were the spectators who applauded and evaluated the performances. This task developed the pupils' speaking skills, presentational self-confidence and self-evaluation.

The pupils participated in an additional spelling exercise in which they were supposed to listen carefully to the teacher's instructions and write down the words. Finally, the correct answers were displayed on the IWB and the most exacting expressions were copied into exercise books. The illustrations of the new vocabulary helped the children to remember them. This set of activities took approximately forty-five minutes.

5.8 Songs

Songs and poems together with the IWB was a very useful way to enhance English lessons. In the beginning it was necessary to browse in the Internet and download the lyrics and sound recordings in MP3 format. Those were played to the pupils to familiarise them with a new melody. The songs were chosen from the current music trends, but on the other hand, their difficulty and vocabulary requirements had to be taken into consideration. Various fill-in exercises supported teaching and made the learning process faster. The children were supposed to listen to the recording carefully, guess either the whole missing words, or there were the first letters to give them a hint. Finally they wrote the answers on the board.

The first songs that the pupils learned were Baa, Baa Black Sheep and Twinkle, Twinkle Little Star (see Appendix 25). During art and craft lessons the children drew posters with things mentioned in these songs (e.g. a black sheep, wool, three bags or a star etc.) and then they raised the illustrations when they heard the appropriate word sung in the songs. It was a really amusing way of listening practice and the children loved it.

To inspire shy children I borrowed simple musical instruments and brought them into lessons. It was very effective because the pupils became enthusiastic about both, singing and playing. On top of that, they sang the famous carol named Rudolph, the Red-Nosed Reindeer at Christmas party for their parents. Learning the lyrics was supported by a matching activity in which the given words had to be correctly placed into the text (see Appendix 26). What worked perfectly well was a red plastic clown nose that was a characteristic sign of Rudolph. The children could not agree on who would wear the red nose, so it was passing around until everybody tried this role and sung. That activity was reflected also in art lessons where the pupils drew the reindeers and wrote their names.

5.9 Dramatisation of the Fairy Tale “A Small Cottage”

The project called “A Small Cottage” was the result of interconnecting various subjects. It vitally demanded a successful agreement and cooperation of the teachers. According to the fairy tale, the small cottage was a peaceful home of eight animals that looked after each other. This harmony was disturbed by a bad bear who was wrongly the king of the Deep Forest. Unfortunately, the bear claimed ownership of the small cottage and wanted to live together with the occupants. The clever animals outwitted the uninvited guest by telling him that the true king lived in a glorious castle that surely was situated far away from their cottage. So the bear began a never-ending journey and the animals continued living happily.

In English lessons the pupils learned the necessary vocabulary, prepared dialogues and rehearsed the particular scenes. The pronunciation and the intonation needed a proper training and practice. During these preparations the children had to communicate with each other, express their ideas, accept different opinions, and finally reach agreement.

In ICT and art lessons they drew the illustrative pictures and the wings. The most successful works were chosen by the teacher, or the children had to decide about the winner. They learned how to critically evaluate their own creations, as well as the efforts of the other classmates. In craft lessons the pupils prepared a cardboard replica of the small cottage, animal costumes, and other stage properties. Finally, the children created an interactive presentation consisted of scanned pictures, computer drawings and matching exercises that introduced the vocabulary to the audience. After a two month-long preparation the children playing the animal roles, and I as the mischievous bear got ready for the dress rehearsal that took place in the English classroom. Our first spectators were younger pupils accompanied by their teachers.

At the beginning of the show three different settings (the forest, the small cottage and the castle) were described using the IWB, together with the introduction of the English vocabulary and its Czech equivalents (see Appendices 27 and 28). Then the children characterised the animals they represented and started to perform the story. During the show the actors used uncomplicated sentence structures and ended it with the song “The Animals Went in Two by Two” (for photographs, see Appendices 29 and 30).

After that first rehearsal the children were encouraged to evaluate their performances and they could eliminate imperfections before presenting English lesson to

the parents and close relatives. The most important thing was that the pupils had to be self-confident and forget their shyness. This kind of education developed the children's speaking and kinaesthetic abilities, but it also redefined the relationship between the pupils and the teacher who reduced her authority and performed on the same level as the pupils. The most powerful reward was the parents' applause and appreciation. On the other hand, this interdisciplinary activity stimulated the younger pupils who were delighted and wanted to prepare their own performance. The project "A Small Cottage" was considered to be an inspiring example of teaching possibilities.

Conclusion

The main goal of my bachelor project was to create and examine a set of interactive exercises applicable with the IWB technology for eight pupils of the fifth grade at the Elementary School in Stará Ves (Moravskoslezský region) where I teach English as a part-time teacher. First, it was necessary to study the available literature and information sources dealing with interactive education, implementation of the IWBs into lessons and teaching strategies and tips. During the planning stage and preparation of interactive tasks National Learning Standards, curriculum in the recommended textbook and the pupils' current English speaking and ICT skills had to be considered.

I completely agree with Gage (2007), who is convinced that the teachers need a proper training with the IWB in order to avoid feelings of their superfluous, inferiority or embarrassment during an interactive educational process. Nowadays, in the age of fast developing ICT technologies, it is possible that the school children master that branch better than their teachers. In the village of Stará Ves the situation is different because the below-average living standards together with high unemployment rate cause that the minority of pupils have their own computers and other electronic innovations.

The English lessons connected with using the IWB technology were planned on every Friday and prepared in order to reflect the English language specifics that are most troublesome for the Czech pupils. The first topic was focused on the English word order rules and the necessity of expressing the subject in sentences. The children were supposed to do various fill-in and ordering exercises, as well as answer the given questions and describe the pictures. They were also encouraged to create their own declarative, interrogative and imperative sentences. The IWB was a perfect tool which helped to develop discussions and retain the pupils' attention. Another thing that needed further practice was present tenses. The children had to match definitions and appropriate pictures by moving them on the IWB so their movement and a sense of touch were involved in the educational process.

Correct English spelling and pronunciation is what the pupils had troubles with. Most lessons contained an interactive activity that was based on rewriting and repeating expressions, solving anagrams and doing crosswords. These exercises also focused on vocabulary revision and expansion together with using the appropriate articles.

The children talked about their hobbies, free time, animals, pets, weather and seasons. They also practised time expressions, months, days of the week and prepositions.

Pronunciation and listening skills were improved by learning songs and rhymes that were interconnected with music lessons because the children played the basic musical instruments such as xylophones, drums and whistles. The IWB proved successful during the dramatisation of the fairy tale called “A Small Cottage” that reflected a project education approach connecting ICT, art, craft, music, motion and English lessons. The pupils developed their dramatic skills, self-confidence, ability to cooperate with each other and they presented themselves in front of the audience consisted of classmates, pupils, parents and relatives.

Everything of the suggested activities, exercises and games could be mutually combined, modified and enhanced according to teachers’ and pupils’ needs and desires but it is important to set basic rules connected with a suitable behaviour in an interactive classroom and fulfilment of tasks. The IWB creates a playful and relaxed atmosphere that has to be regulated and coordinated in order to guarantee effective learning conditions. On average, the pupils are able to accomplish between three and four interactive slides during a lesson depending on a chosen topic, a number of grammatical tasks, a scope of supporting games, duration of administrative necessities and a number of pupils participating in each lesson. Structures and contents of each interactive lesson should be diverse and somehow appealing to pupils and their interests. Speaking and writing tasks should be combined with listening, singing or movement as well as exacting tasks with easier or relaxing activities. It is very difficult to estimate a possible duration of each exercise because the pupils have different opinions, hobbies, moods and attitudes to learning. On the other hand, a suitable stimulation and support is recommended.

In general, interactive exercises definitely modernise education, excite the pupils’ interest in language learning and encourage them to communicate in English. The IWB redefines the position of the teacher because the pupils can design their education according to their new ideas and suggestions and in some cases they replace the teacher. On the other hand, I share Gage’s (2005) opinion that the IWB is not a compulsory tool and it is not necessary to use it all the time.

I completely agree with three key factors of possible use of the IWB from Whiteboard Expansion Project (2007) that inspired me. I think that effective and meaningful using of the IWB at schools is determined by these key conditions:

- The school management is able to provide the needed sum of money to purchase the IWB and its peripherals and finance expenses connected with regular working and service.
- Teachers are motivated to reshape their existing pedagogic style by enhancing their lessons with eye-catching presentations and they get to know various possibilities of the IWB software.
- Time-consuming preparation of interactive exercises is considered and is rewarded.
- Pupils have to familiarize with the new technology to avoid damage or misunderstanding. That is why a set of introductory lessons is very useful.
- The presentations have to be interesting and bring something new into convenient lessons but that demands an innovative approach and creativity on the teacher's part.

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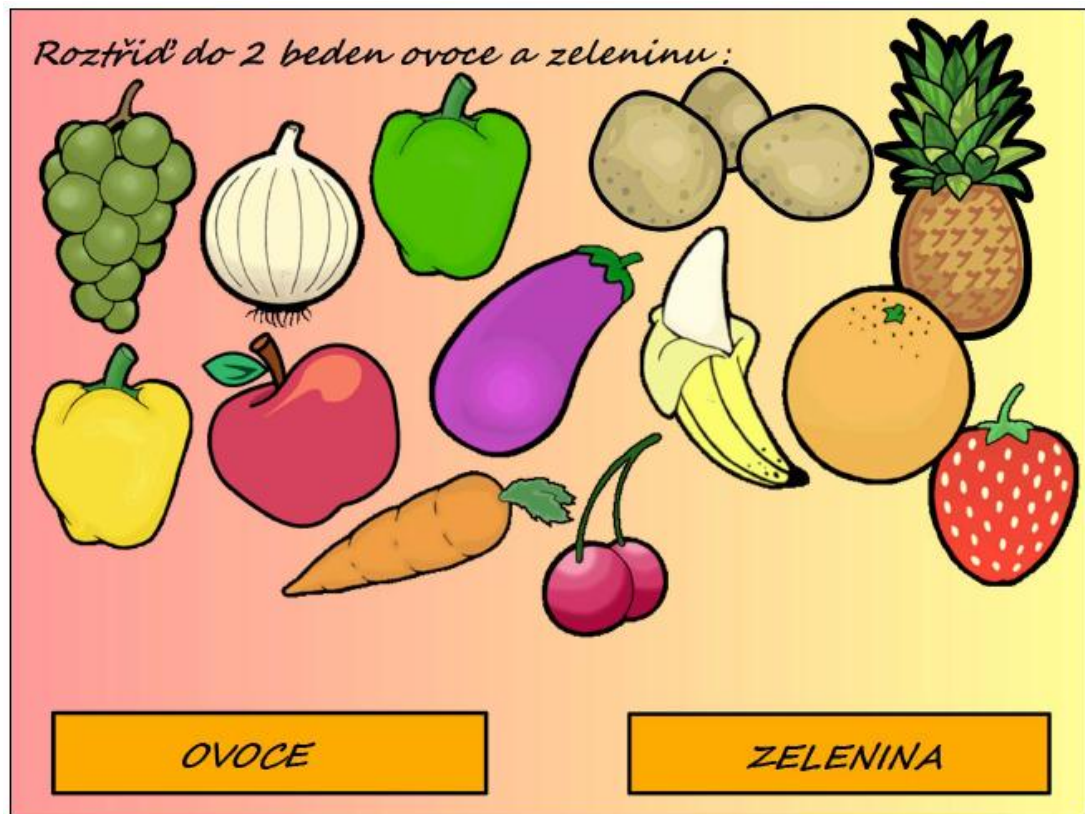
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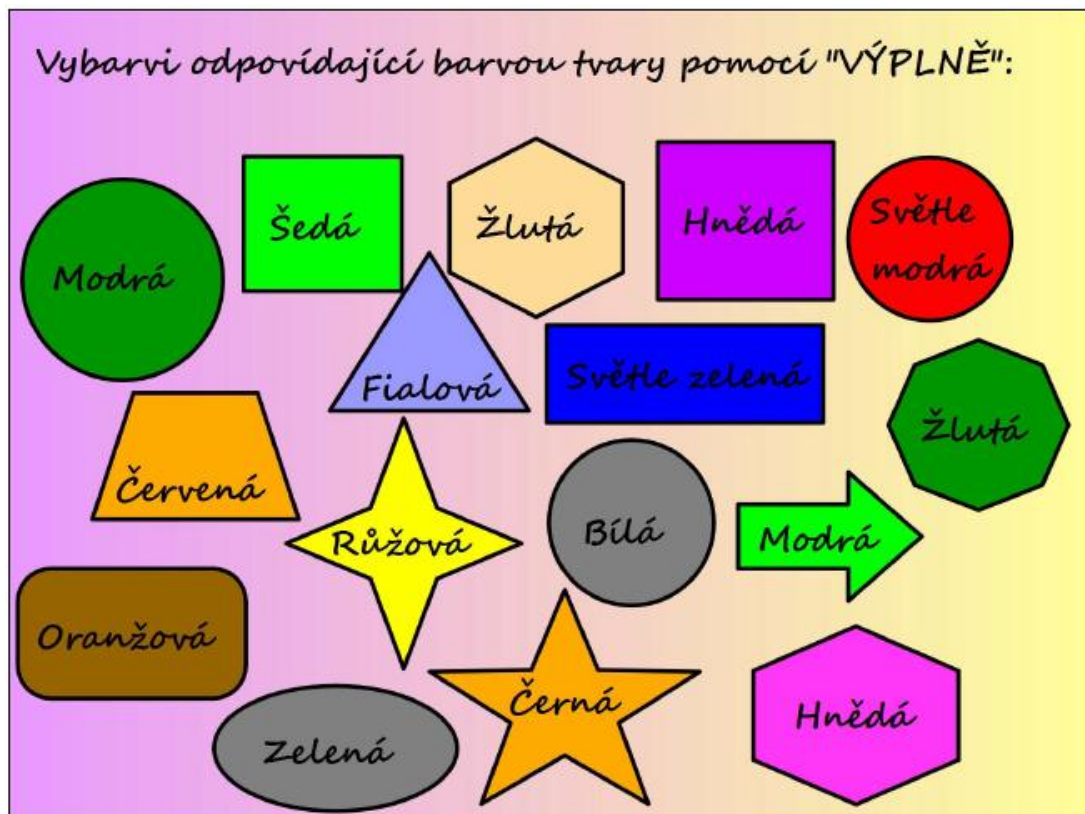
APPENDICES

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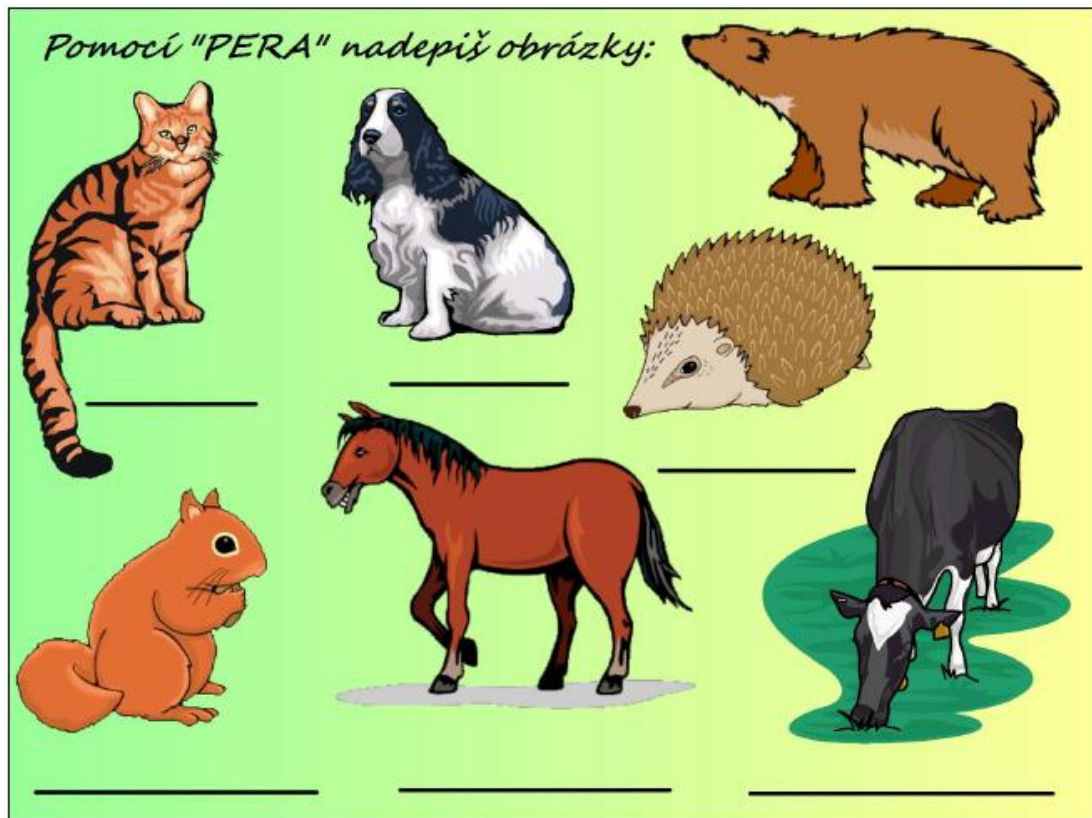
Appendix 1: Example of a moving activity (pictures used from ACTIV software picture bank)



Appendix 2: Example of a colouring activity


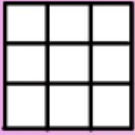

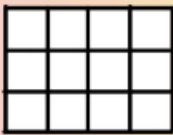
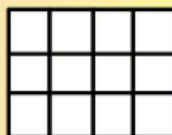

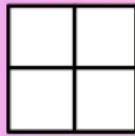

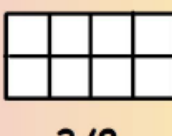
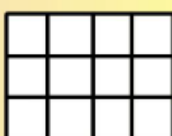


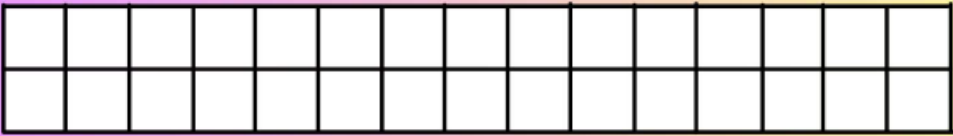


Appendix 3: Example of a writing activity (pictures used from ACTIV software picture bank)






Appendix 4: Example of a filling activity


Vybarvy příslušnou část.


				
$4/9$	$7/9$	$2/6$	$8/12$	$11/12$
				
$1/4$	$3/4$	$5/8$	$3/8$	$6/12$
				
$2/3$	$3/5$			
				
$18/30$				

Appendix 5: Vocabulary fill-in exercise (pictures used from ACTIV software picture bank)

Mike, where are my  and  ?

Lucy is sitting in  _____ .

Tim, please, open  _____ .

Johny, please, turn on  _____ .

Appendix 6: Matching exercise (pictures used from ACTIV software picture bank)

Favourite sport activities:

 *Katy is running.*

 *John is playing tennis.*

 *Tim is skiing.*

 *Pam is riding a horse.*

 *Joe is playing football.*



 *Sam is playing ice-hockey.*



 *Tom is swimming.*


 *Peter is playing golf.*


Appendix 7: Revision of the present simple tense (pictures used from ACTIV software picture bank)


LIKES/DISLIKES



 Mandy li___ her Teddy bud she dis___ cars.
 

 Kevin li___ Cola but he dis___ tea.
 

A m_____ li_____ bananas.
 

Nancy_____ hamburgers very much.
 

Mike dis_____ apples but he li_____ oranges.
 

 Ken_____ milk ch_____.
 

Helen_____ her_____ Spoty.

Appendix 8: Revision of prepositions (a picture adapted from <http://www.vanda51pro.com>)

THERE ARE FIVE MONKEYS IN THE BEDROOM



Monkeys are jumping _____ the bed.

A green monkey is _____ a yellow and a pink monkey.

A red monkey is _____ a green monkey.

Clothes are _____ a bedside table.

A picture is _____ the wall.

Toys are _____ the bedside table.

A yellow monkey is _____ a green monkey.

What, do you think, is under the bed?

NEXT TO ON ABOVE IN
 IN FRONT OF BETWEEN ON

Appendix 9: *Answering the questions (pictures used from ACTIV software picture bank)*

ANSWER THESE QUESTIONS:



How many monkeys are there in the picture?

What colour are they?

Is there a wardrobe next to the bed?

Is there a telephone?

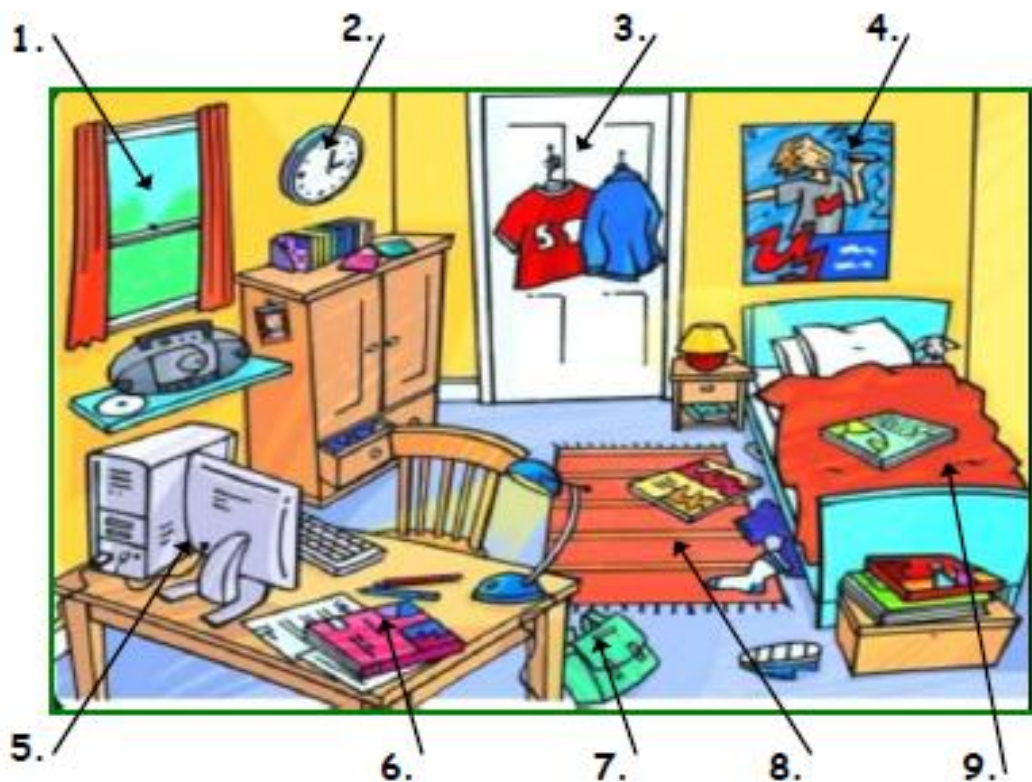
What are the monkeys doing?

Where are the toys?



MY ROOM

1. DOPIŠ ANGLICKÁ SLOVÍČKA K JEDNOTLIVÝM ČÍSLŮM:

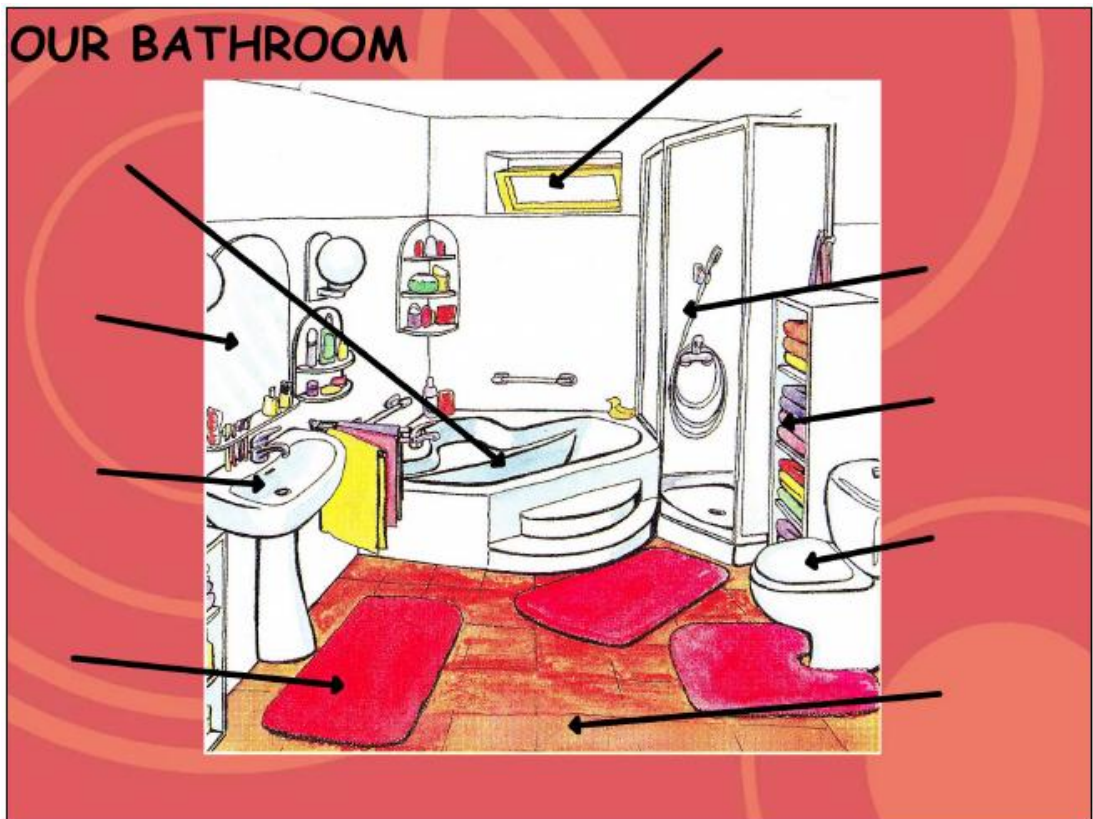


2. DOPLŇ IS/ARE:

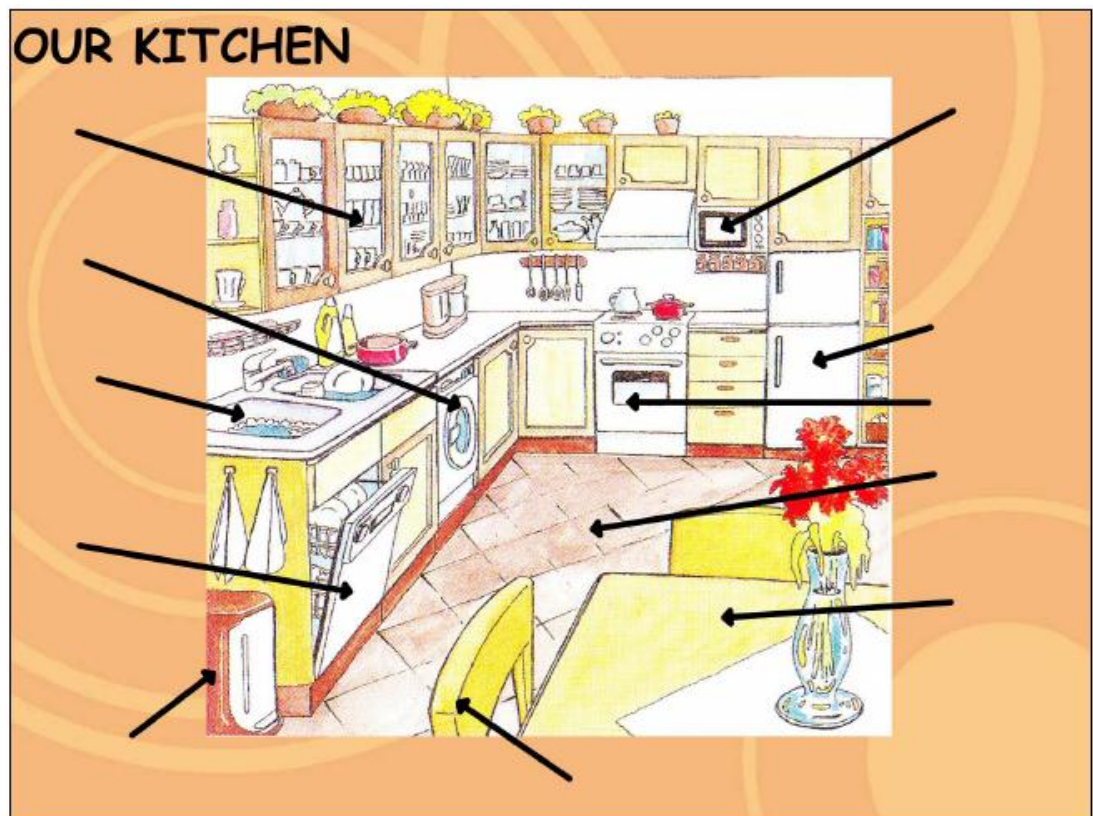
- There pens on the desk.
- There a picture on the wall.
- There clothes under the bed.
- There a lamp on the bedside table.
- There a radio under the window.
- There books on the wardrobe.
- There clocks on the wall.

3. V NĚKOLIKA VĚTÁCH POPIŠ SVŮJ POKOJ (využij zadní strany tohoto listu):

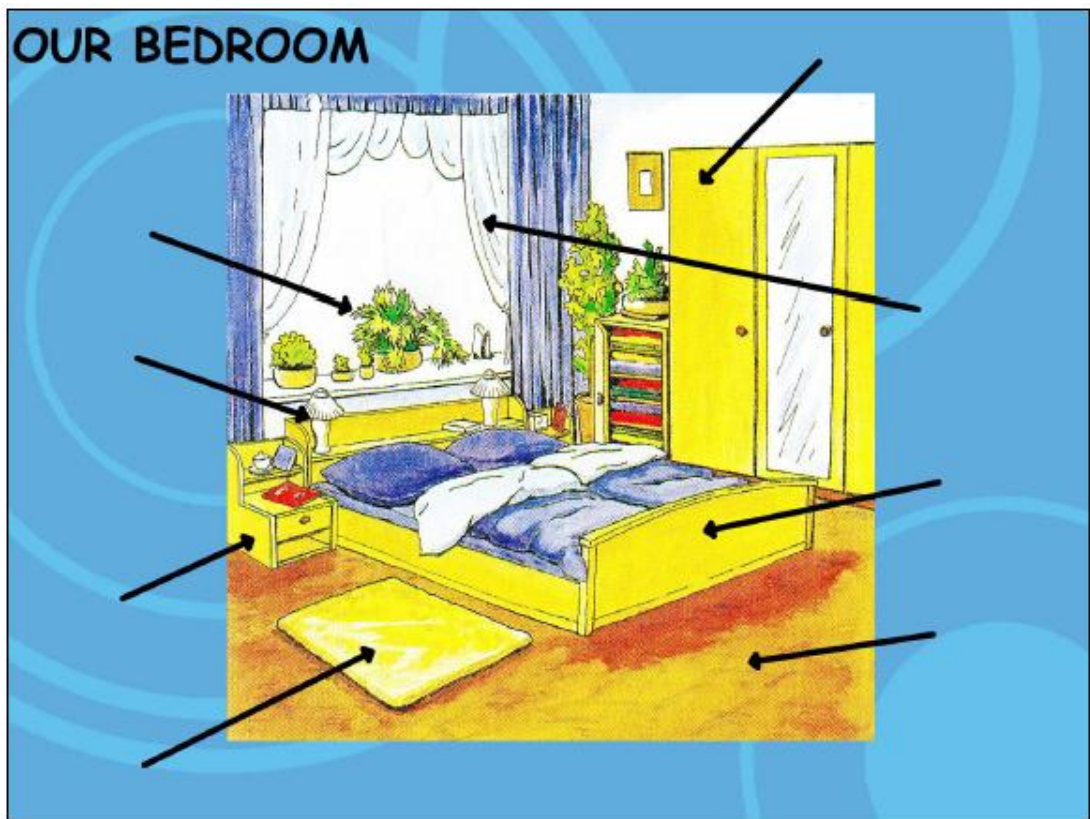
Appendix 11: Vocabulary revision – Our Bathroom (a picture adapted from Dida II)



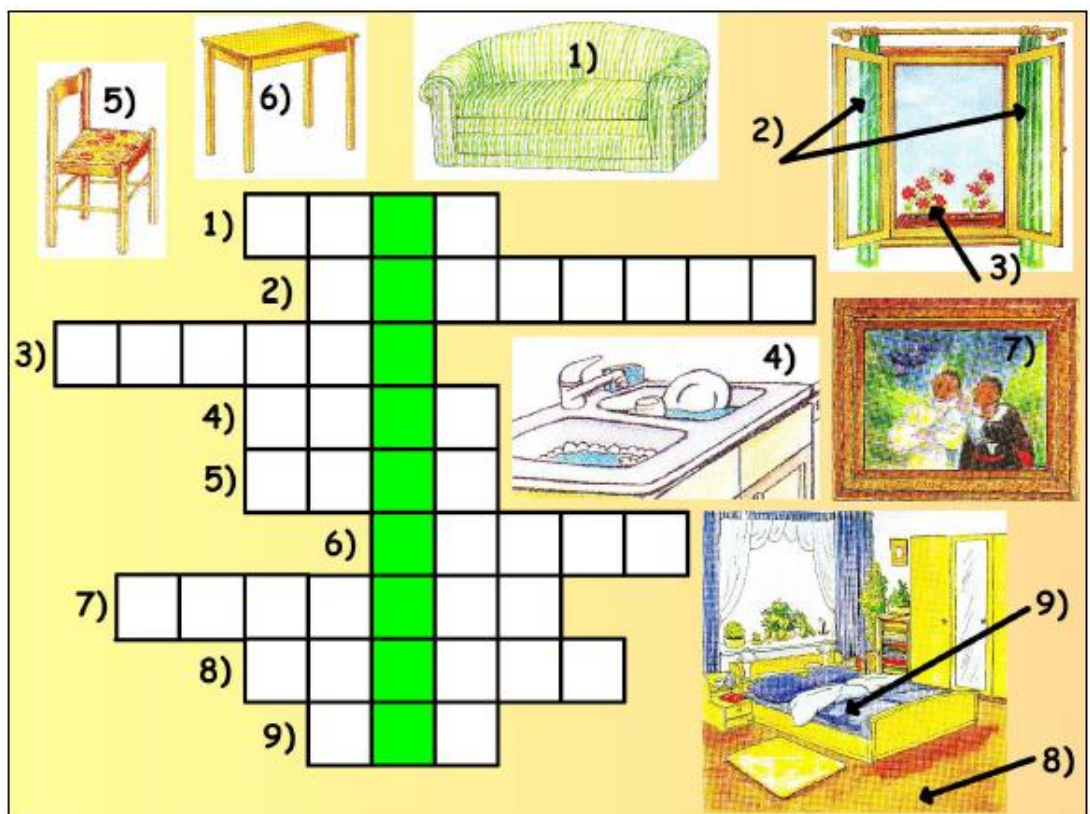
Appendix 12: Vocabulary revision – Our Kitchen (a picture adapted from Dida II)



Appendix 13: Vocabulary fill-in exercise – Our Bedroom (a picture adapted from Dida II)



Appendix 14: Vocabulary revising crossword (pictures adapted from Dida II)



Appendix 15: Matching activity (pictures used from ACTIV software picture bank)

Match the animals with their names:

MONKEY

CAT

BEAR

FISH

DOG

ZEBRA

MOUSE

Appendix 16: Animal crossword (pictures used from ACTIV software picture bank)

ANIMAL CROSSWORD

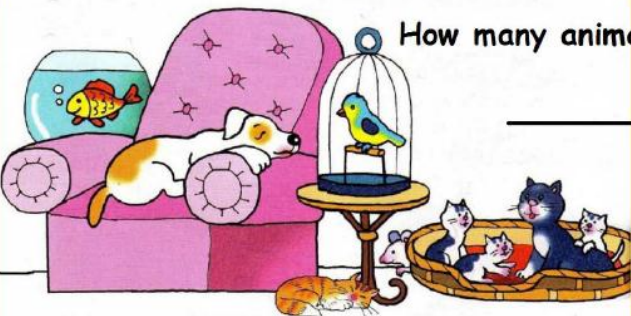
ACROSS:

- 2 SLON
- 6 TUČŇÁK
- 7 HAD
- 9 PAPOUŠEK
- 10 KROKODÝL

DOWN:

- 1 OPICE
- 3 ŽIRAFÁ
- 4 HROCH
- 5 PŠTROS
- 8 OREL
- 11 LEV

Appendix 17: *Mixed-up sentences (pictures used from Microsoft Office clipart)*



How many animals are there in the picture?

What colour is the parrot?


in kittens There the basket are three

is in There a cage a parrot

a violet is A dog armchair sleeping in

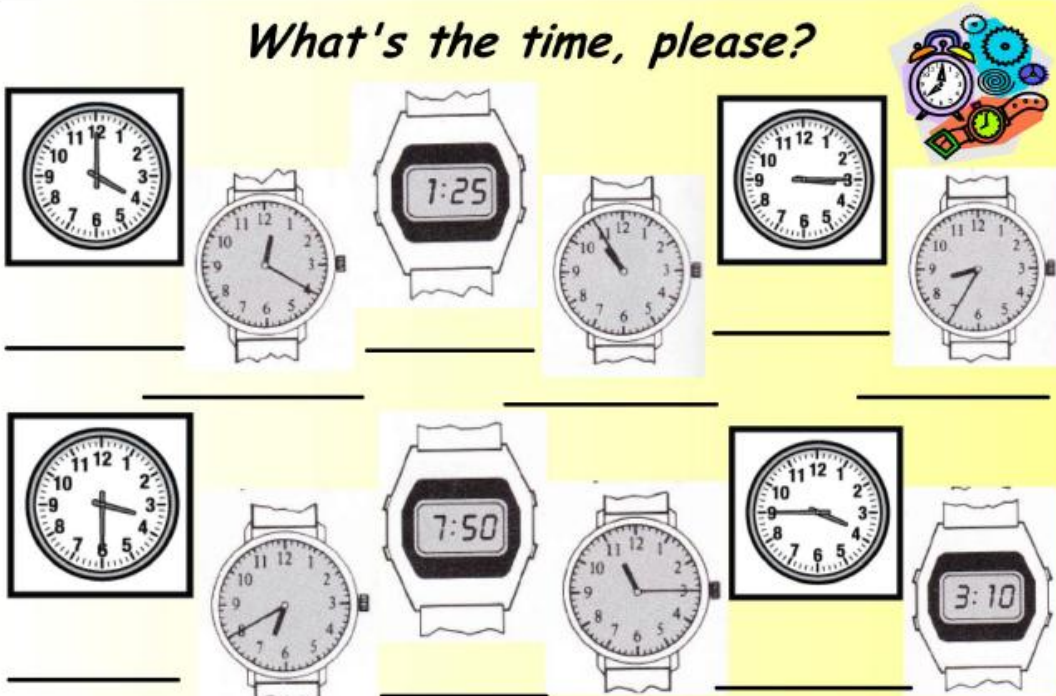
behind There the basket a small is mouse

an orange under cat the table is There



Appendix 18: *Filling-in appropriate time expressions (pictures adapted from Project English 1, Workbook)*

What's the time, please?



Appendix 19: Drawing activity (pictures adapted from Project English 1, Workbook)

Draw the hands on the clocks

It's half past nine *It's ten past eleven* *It's quarter to twelve* *It's half past two*

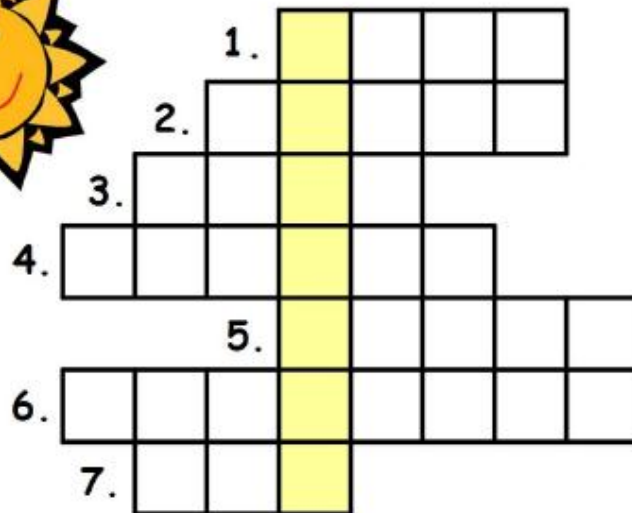
It's five to one *It's twenty to six* *It's twenty-five to three* *It's seven* *It's quarter past five*

Appendix 20: Anagrams and ordering the months

MONTHS:

1.	March	_____	rajunya
2.	December	_____	mecredeb
3.	September	_____	rebfaruy
4.	May	_____	vornemb
5.	November	_____	certoob
6.	June	_____	lirpa
7.	August	_____	lujy
8.	February	_____	petebemrs
9.	July	_____	tusuga
10.	October	_____	cmarh
11.	April	_____	_____
12.		_____	_____

MONTHS



1=ČERVENEC

3=ČERVEN

5=DUBEN

7=KVĚTEN

2=BŘEZEN

4=SRPEN

6=ÚNOR

SOLUTION: _ _ _ _ _

Seřad' měsíce (nadepiš čísla) a roztríd' je podle ročních období:


DECEMBER AUGUST SEPTEMBER MAY JANUARY JULY

MARCH OCTOBER JUNE FEBRUARY NOVEMBER APRIL

Spring:	Summer:
Autumn:	Winter:

Appendix 22: Revision of prepositions (a picture used from ACTIV software picture bank)

Write AT/ON/IN



June	the morning
8 o'clock	February
Wednesday	12 o'clock
September	spring
Friday	Monday
night	quarter to three
half past two	the evening
winter	summer
the weekend	Sunday
Tuesday	twenty to six
the afternoon	December
March	

Appendix 23: Matching activity (pictures used from ACTIV software picture bank and Microsoft Office clipart)

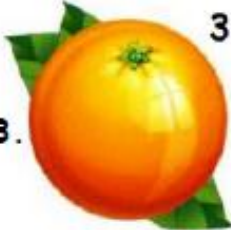
Matching activity:

<p>SPRING</p> 	<p>SUMMER</p> 
<p>AUTUMN</p> 	<p>WINTER</p> 

FOOD AND DRINK

1.

2.

3. 

4.

5.


6.


7.


8.

9.


10.


 2.


 1.
olivy


 4.


Solution: _____


6. 

7. 

5.  těstoviny

8.  milk


9. 

10. 

Appendix 25: *Baa, Baa Black Sheep* (pictures used from ACTIV software picture bank), lyrics downloaded from: <http://bussongs.com/songs/baa-baa-black-sheep.php>

Baa, baa black S _____
 Have you any W _____
 Yes sir, yes S _____
 Three B _____ full.

One for my master
 And one F _____ my dame
 And one for the L _____ boy
 Who L _____ down the lane.



Appendix 26: *Rudolph, the Red-Nosed Reindeer* (a picture from Microsoft Office clipart, lyrics by Robert L. May, accessed from: http://bussongs.com/songs/rudolph_the_red_nosed_reindeer.php)


Rudolph, the red-nosed reindeer
 had a very _____ nose.
 And if you ever saw him,
 you would even _____ it glows.

All of the other reindeer
 used to laugh and _____ him names.
 They never let poor _____
 join in any reindeer games.

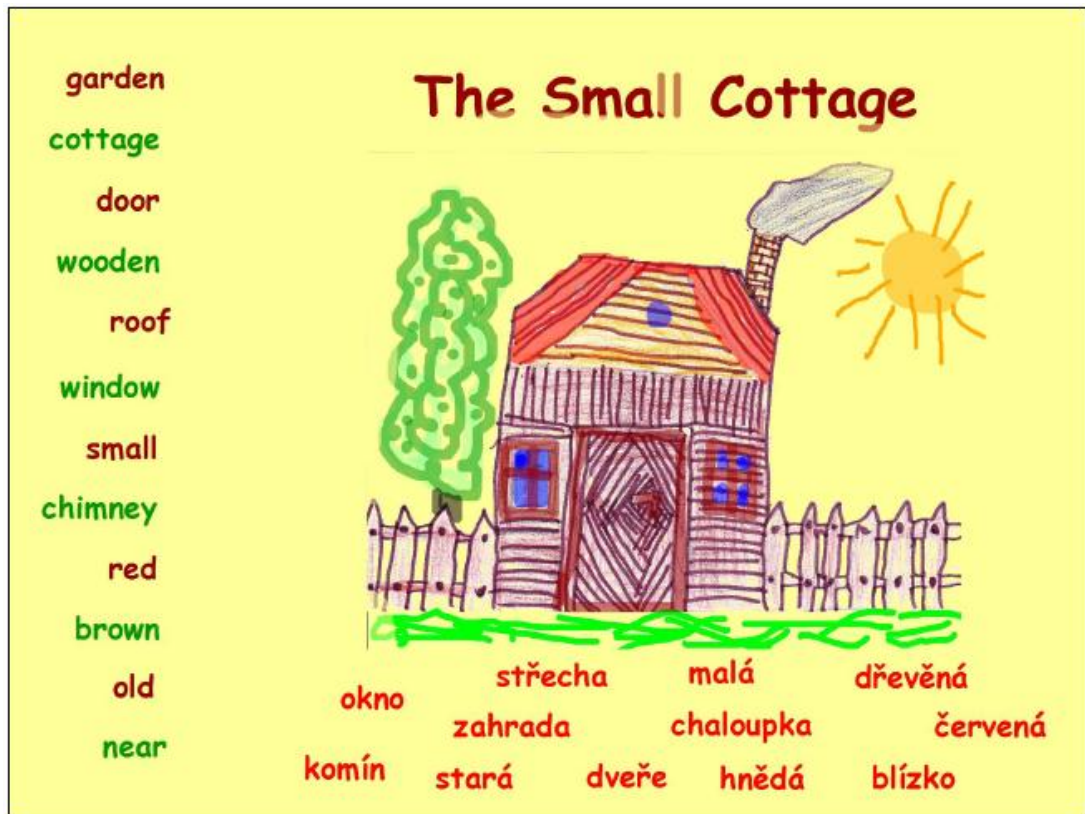
Then one foggy Christmas _____
 _____ came to say:
 "Rudolph with your nose so bright,
 won't you guide my _____ tonight?"

Then all the reindeer loved him
 as they shouted out with glee,
 Rudolph the red-nosed _____,
 you'll go down in _____!

**RUDOLPH SANTA
 REINDEER CALL EVE
 SAY SLEIGH SHINY
 HISTORY**



Appendix 27: *The Small Cottage* (a picture by Patrik Hamerka)



Appendix 28: *The Luxurious Castle* (a picture by Jiří Ohrádka)



Appendix 29: *Barbora and Patrik on stage (photograph by Štěpánka Staňková)*



Appendix 30: *Filip and Patrik on stage (photograph by Štěpánka Staňková)*



RÉSUMÉ

Bakalářská práce se zaměřuje na možnosti využití interaktivní tabule a dalších moderních technologií během výuky anglického jazyka na základních školách. Cílem bylo praktické ověření souboru interaktivních prezentací a cvičení, vytvořených s ohledem na doporučení v teoretické části, se skupinou osmi žáků 5. třídy navštěvujících Základní školu ve Staré Vsi (Moravskoslezský kraj). Interaktivní úkoly byly zaměřeny na pochopení a procvičení jazykových specifík angličtiny (výslovnost, psaní a slovosled), které způsobují mladším dětem největší potíže. Během vyučovacího procesu byly zaznamenávány reakce dětí při plnění interaktivních cvičení a možnosti dalšího účelného využití interaktivní tabule.

ANOTACE

Jméno a příjmení:	Štěpánka Staňková
Katedra:	Katedra anglického jazyka PdF UP Olomouc
Vedoucí práce:	PhDr. Světlana Obenausová, Ph.D.
Rok obhajoby:	2013

Název práce:	Using Interactive Exercises in English Lessons
Název v angličtině:	Using Interactive Exercises in English Lessons
Anotace práce:	Bakalářská práce se zaměřuje na možnosti využití interaktivní tabule a dalších moderních technologií během výuky anglického jazyka na základních školách. Teoretická část je orientována na problematiku začleňování interaktivní tabule do výukového procesu, tvorbu prezentací a úkolů pro mladší žáky a další zásady úspěšné interaktivní výuky. Cílem praktické části bylo ověřit soubor interaktivních cvičení, zaměřených na specifika angličtiny, a doplňkového využití interaktivní tabule během výuky anglického jazyka v 5. třídě ZŠ Stará Ves a zaznamenat reakce dětí při řešení daných úkolů a aktivit.
Klíčová slova:	Interaktivní tabule, interaktivní vyučování, mladší žáci, základní školy, ověření navrhovaných cvičení
Anotace v angličtině:	The bachelor project is focused on various possibilities of using an Interactive Whiteboard and modern ICT technologies during English lessons at Elementary Schools. The theoretical part is based on issues of an incorporation of the Interactive Whiteboard into an educational process, a creation of presentations and exercises for young pupils and other rules of an effective interactive education. The main goal the practical part is a verification of the proposed interactive lessons, including pedagogical observation of the fifth-graders attending the Elementary School in the village of Stará Ves.
Klíčová slova v angličtině:	Interactive Whiteboard, interactive education, young pupils, elementary schools, verification of proposed exercises
Přílohy vázané v práci:	30 příloh
Rozsah práce:	37 stran textu, 18 stran příloh
Jazyk práce:	Angličtina