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USING INTERACTIVE EXERCISES IN TEACHING ENGLISH
Diplomová práce

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

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ABSTRACT

This thesis examines assets and possibilities of incorporating various interactive exercises into English language teaching in primary schools. The piloted interactive activities were described and the pupils' views evaluating the interactive-based lessons were presented. This thesis challenges the argument that incorporating interactive exercises into language teaching enhances learner's motivation, fosters their skills, supports learner autonomy and contributes to the development of the key competencies. Overall, practical application of interactive exercises to teaching promotes pupils' performance and accelerates learning process.

INTRODUCTION

The aim of the thesis is to explore benefits and possibilities that are offered by using interactive exercises with learners of English as a foreign language and examine possible difficulties in incorporating interactive exercises into classrooms in primary schools.

The first impulse to create and use interactive activities in teaching came from pupils' interest when I used one of Hot Potatoes exercises in the lesson and I observed pupils working enthusiastically. One boy asked my advice on how he can get these exercises, where they come from and if it is possible to have them at home. For this reason the idea of creating interactive exercises began to form in my mind. Since the pupils already had some experience in using Information and Communication Technology in their learning, my intention was to find some new tools and technology they have never worked with. I wanted to bring new ideas about how to use computers efficiently not only during their lessons, but also at home for self-studying. Regarding my experience, practical application of technology to teaching languages is becoming very popular mainly because of a strong motivation factor for learners therefore I decided to implement interactive exercises into my classes. Thus my aim is to contribute to growing interest in using Information and Communication Technology in the language classroom by examining various options of using different types of interactive exercises with learners. My approach, rather than describing particular technology, tends to give practical ideas on how to use it in order to enhance pupils' learning.

The paper is organized into two main parts – theoretical and practical. Firstly, the theoretical part deals with Information and Communication Technology in terms of interactivity and implementation to foreign language teaching and introduces the utilization of electronic resources for teaching purposes. Secondly, it presents particular programs and software as teaching tools, their different types and functions as well as possibilities of online collaboration for teachers and learners. Thirdly, potential problems and drawbacks are mentioned. Then, various pedagogical approaches are presented. Finally, didactic principles and key competencies are introduced in terms of exploiting interactive exercises in English classrooms.

The practical part describes and assesses a set of classroom ideas based on interactive exercises. Firstly, the initial steps for starting using interactive exercises are suggested. Then, I focus on developing learners' skills and next, the management of the classroom environment is described. Finally, the individual activities are presented and commented by my observations and remarks.

THEORETICAL PART

1. Information and Communication Technology in teaching English

Nowadays Information and Communication Technology (ICT) is becoming increasingly popular and important in both our personal and professional lives. It is successively integrating to education process and it follows that ICT devices are penetrating also the language teaching.

Technology is a tool to help teachers and learners gather and learn new information, participate in collaborative projects and engage in peer discussions. Moreover, teachers can manage student records, and create instructional materials. Similarly, it allows students to engage in real-world learning experience and what is more manipulate, organize, and evaluate information as well as create projects and presentations. This professional resource can be used at home and school. It is often claimed that ICT is a learning resource that many students often fail to benefit from in many classroom environments. It is interesting to consider that how computers are used in the classroom dictates technology's effectiveness as an instructional tool. Ivers (2003) cites Jonnasen (2000) who describes computers as "intellectual partners that support learning by allowing students to use them as tools to construct knowledge, explore and assess information ... articulate and represent what they know." An important aspect of technology is its usage as a creative and thinking tool stimulating higher order thinking skills and cooperative learning as well as addressing the multi-modalities of learning. (Ivers, 2003)

According to Gordon and Baber (2005) it can be seen that incorporating ICT into teaching English practice may have many benefits. It is beyond doubt that it provides access to up-to-date material on every conceivable topic and makes transferring information easily, potentially allowing teachers to spend classroom time more meaningfully. Moreover, it renders geographical distance less important, thus allowing non-native speakers to interact with native speakers. Indisputably, technology can be intrinsically motivating and it also enables learners to study at their own pace. An added reason why ICT can empower teachers and improve teaching is that it can help them create exercises and materials which are reusable, therefore saving their time.

In our quickly changing society, the necessity to be technologically competent and also knowledgeable about how to use new technologies effectively in teaching and learning is becoming significant. (Leask, Pachler 2006) In support of this theory Dudeney and Hockly

(2007) state that although teachers continue to feel ill-prepared to teach English using technology, the use of ICT will become part of everyday teaching in the coming years. Even more challenging idea suggested by Brdička (2003) is that very soon a computer will become a standard tool such as a pen and the use of word processors for doing homework or other written assignments will become common. Majority of educational materials will be stored electronically on computers.

One must acknowledge that means of ICT are still constantly developing, however, most people these days see technology as something which complements teaching, rather than replacing it.

2. Electronic resources

When referring to electronic resources in terms of creation and use in the context of this diploma thesis, I am dealing with informational resources, activities and exercises that teachers create themselves and which the learners use on a computer as web page, presentation slide, in printed version or any other form depending on particular program used. The production of these materials might include working with Word processor and Presentation program, external web pages and email, using Interactive Whiteboard (IWB) or blog design skills and the use of simple programs installed on the computer. I will not deal with the question of higher constructive forms such as designing web pages and other expert abilities. I will confine myself to web-based resources and materials prepared using authoring tools and other programs requiring just basic knowledge of computer skills. In other words, more specifically, I build on word processing and presentation activities, the use of websites and weblog, printable resources as well as on-screen interaction and activities shared over a computer network. Moreover, I am considering commercially available resources for content creation which are free of charge for educational purposes.

Leask and Pachler (2006) define e-resources as an online resource bank of teaching materials, created by the teacher, stored in a computer and accessible to students. They also recommend teachers that instead of writing paper-based worksheets which need to be photocopied, it is better to make their resources available online from teacher resource page, for instance, tutor blog. This web page contains classroom teaching resources in an electronic format.

In the same way, teachers can also work together to design e-content and produce relevant web-based learning experiences for learners that are culturally sensitive and pedagogically relevant. If more teachers of English create resources and contributions, it is possible to build up a bank of differential materials, which means greater access to the topic and therefore enhancing pupils learning. Furthermore, mutual cooperation in developing e-resources creates a culture of sharing and support for teachers. Evidently, exchanged teachers' materials are easily adaptable to own teaching needs. (Leask, Pachler 2006)

There are many reasons for creating and using own electronic resources for teaching purposes. Dudeney and Hockly (2007) discuss several advantages of developing e-resources. First of all, teachers can provide extra practice for weaker pupils and consolidation and review activities for others. Not only do these materials provide a change of pace and can be enjoyable,

but bearing students in mind they are also appropriate to their individual needs. Since time is spent on feedback, it creates opportunities for checking which language areas learners have problems with and supplying further practice materials.

Added to this, Leask and Pachler (2006) make a further remark and present other arguments in favour of electronic materials. It is certain that online resources are always available to pupils and can be used in class or self-study at any time, throughout the school year, which is useful for revisiting while revising or if pupils have missed the lesson. It was observed that pupils appreciate if they can go through lesson material in advance as well as going through the material again afterwards, and hence reinforce their learning. Another considerable pro is the fact that e-resources are more interactive and easily downloadable to pupils' own work areas building up a wide range of digital resources.

Hausner et al. (2007) highlight that when creating electronic material it should not be forgotten that a learning object is effective if the following rules are applied. In very short definitions they mention the necessity of being dynamic, original, motivating, interactive, illustrative and open to change. Moreover, in their words, e-resources should be kept small and simple, because they believe that only a small and easily interpretable object can yield real results in schools.

To conclude this, teachers should consider using electronic resources if they want to create materials to be published on the Internet and also if they would like to complement face-to face teaching.

3. The role of interactivity in ICT

It is important to understand what the interactivity means within an ICT learning environment and what the functions of interactivity within effective learning are. Ariew and Frommer (1990) believe that computer is a most suitable tool for language learning. Not only is it essentially interactive equipment, but it also has interaction as its goal. Rodrigues (2002) accepts that effective learning takes place when students are interactively engaged with a learning task. We might explain that under different headings such as interactivity, engagement or involvement. Rodrigues (2002) also believes that “the more interactive the instruction the more effective the learning outcome is likely to be.” In other words, compared with traditional classroom lectures, it is the increased level of interactivity which led to better learning achievement, retention of knowledge and improved attitudes towards learning. (Rodrigues 2002: 130) Turning traditional lectures into effective interactive instruction requires teachers to provide opportunities for students’ participation in individual, paired, or group activities according to the objectives and nature of the target content. In teacher-centred activities, not only are students passive recipients, but they also have few opportunities to interact and contribute. For English language learners, especially those with lower proficiency, this educational climate may lead to disengagement, lack of motivation and preserving stereotypical perception. (Hernández-Gantes, Blank 2008)

Generally, Ariew and Frommer (1990) point out several benefits of integrating computers in learning, but I have chosen mainly those which can be applied also to interactive exercises as follows:

- Interaction - the student acts on the system and it responds
- Immediate feedback – student is immediately informed about a mistake
- Self-correction – the error identification enables pupils to correct their answer and feel happy that they have reached it on their own
- Reinforcement – pupils are supported and motivated by “congratulatory messages for correct answers” (Ariew, Frommer 1990: 178)

In contrast to interactive exercises, written exercises do not provide these qualities. Even if written exercises might show new, different and interesting ideas, they cannot compete with interaction and instant feedback. Pupils very often do not look at the key to make sure that their answers are correct therefore they cannot identify the mistake. In case that the teacher corrects the work, pupils are usually interested only in the mark and they do not care about the exercise

any more. This could be taken to mean that using ICT can be more certainly interactive than traditional exercises. (Ariew, Frommer 1990)

Another benefit which Ariew and Frommer (1990) mention is the fact that pupils can work at their own pace, interactive activities afford opportunity for personalized approach in teaching which increases the possibility for individual input and response, and hence interaction.

Furthermore, pupils can concentrate only at their own mistakes without having to spend their time on teacher's comments on every incorrect answer in the class.

In addition, since the results are displayed privately and nor the teacher or other classmates can see them, a pupil do not have to feel embarrassed and be ashamed of the mistakes.

Over and above that, because interactive exercises can consist of a wide range of activities at different levels of difficulty, related to various topics and grammar points, they enable pupils to choose what they want to practise. Their choice might correspond to their interests and language proficiency. Compared to textbooks, electronic materials are more flexible and "do not follow predetermined sequence." (Ariew, Frommer 1990: 178)

In terms of interactivity, Williams et al. (1988) define three important components: control, exchange of roles and mutual discourse. The last component, discourse, not only refers to verbal exchanges between two people, but also to exchanges which occur when a person clicks a mouse and a computer responds. Discourse happens in the sense that one action causes a response which prompts next action, and so a human-machine dialogue is started. The most important feature of interactivity is an active learner receiving immediate feedback concerning the consequences of the actions. For this reason human-machine interaction is a valuable component of the learning process.

Interactivity, when understood as an activity between people, is very effective in a learning context. It is undoubtedly true that "having other humans reacting to one's thoughts and ideas helps both challenge and reinforce developing concepts," as Rodrigues (2002: 132-3) points out. In terms of active learning, it is essential to incorporate collaborative learning components for student success in a networked environment. Interactivity uses direct human feedback to stimulate the reflection by students on their learning. Equally, as already mentioned, this kind of interactivity can be found between human and machine. However, we have to take into consideration a lack of fortuitousness of action, feedback on action, and reflection in human-computer interaction. (Rodrigues 2002)

It is worth mentioning, in this context, that interactivity has many meanings. Rodrigues (2002) differentiates four basic types of interaction. Firstly, the task itself, the degree to which the task engages student in learning. Secondly, the interaction between students or one student and a teacher. Another way of looking at interactivity is in a web-based context. On one hand, we refer to an interaction between an individual and a computer, on the other hand, an interaction between individuals mediated by a computer.

Ariew and Frommer (1990) remark that the design and graphics ability, provided by the computer, can distinguish it from other teaching aids. From the Rodrigues's point of view (2002) is the notion that a sense of playfulness is significant in interactions that are designed to be engaging. Ariew and Frommer (1990) add that the animated graphics, drawings and various colours increase students' interest and motivation.

This leads to the conclusion that interactivity in connection to learning with ICT plays an important role in educational context. It is my belief that anything interactive will improve learning and teachers should draw attention to better understanding of this concept.

4. Usage of particular tutorial software and other facilities in ELT

The aim of using technology in the classroom is not to replace traditional teaching tools such as black/whiteboard or coursebook, but rather to complement and enhance traditional teaching. There is a wide range of technologies which can be used to do complementary activities. (Dudeney, Hockly 2007) I would like to outline programs, software and other technology tools which teachers can use to produce additional electronic materials.

4.1. Word processor

It is beyond the scope of this part to describe basic skills of creating and saving documents, I shall largely confine myself to using word processing creatively and efficiently. I will focus on Microsoft Word, because it is the most common and widespread.

Generally speaking, most teachers are proficient word-processor users. (Marier, Warren 2002) Dudeney and Hockly (2007) suggest that you may use this computer program for preparing worksheets and other printable material or correcting, editing and providing feedback on students' written assignments submitted digitally. Marier and Warren (2002) give several advantages of using Word-processed documents as follows:

- materials have professional and easy legible appearance
- documents can include tables, animations and pictures
- you can include interactive elements
- documents can be easily edited, developed, updated, reflecting feedback
- live links to web pages, to other documents or to other parts of the same document are also possible
- you can include multimedia files such as photos, audio and video clips
- it enables you to save documents as a web page to make them available via Web
- you can print directly from the computer or use overhead projector

The only disadvantage which Marier and Warren (2002) mention is that it takes longer to produce the first version of the document.

Dudeny and Hockly (2007) foreground that to use Microsoft Word originally and creatively you might incorporate forms which have interactive elements in it. These interactive elements would give your documents exercise-like appearance by adding drop-down menus for making choices, text entry fields where learners can type in text, finally, buttons to select one of set choices. However, the forms do not check the answers therefore it is up to the teacher to correct the document afterwards. Since the document might be locked, each student can do the exercises and send it to teacher or just save the changes on local disc. Evidently, by using forms teachers can make a collection of flexible exercises and learn the basic principles of creating web-based interactive materials. Although creating exercises using forms is simple, teachers cannot provide feedback to the learners.

As mentioned above, Word can be used for correcting and providing feedback. It implies that Word has tracking or versioning tools built in which enable documents to be shared among students and teacher. Their changes and edits are then “highlighted in a different colour and identified by their initial.” (Dudeny and Hockly, 2007: 19) All the changes made by the recipient, for example, format or word order changes, deletions and inserted comments will be highlighted for the author to see. The original writer can then decide whether it is better to accept or reject the suggested changes. (Dudeny, Hockly 2007)

Not only can Word be used for creating and correcting documents, but also for language practice during the lesson. Dudeny and Hockly (2007) believe that if learners can move words or text around the page, it leads to better orientation and understanding of the language. They are also encouraged to experiment by the ability to undo and redo moves and edits. In terms of grammar exercises, Word processor helps pupils with noticing skills, understanding and knowing the language structures and making learners more likely to play with the language.

On the whole, teachers may use these worksheets and activities for extra practice or additional homework for learners. Word processor used as a teaching tool has the edge over other technologies when it comes to size of the files and simplicity of transport as they are in most cases more likely to fit into all the computers and do not need the Internet connection or powerful computer. (Dudeny, Hockly 2007)

4.2. Presentations

Computer presentation software such as Microsoft PowerPoint is a great tool for learning in both a student and teacher-directed situation. It might add a new dimension to learning allowing teachers to create interactive lessons, while accommodating all learning styles. I should specify right at the outset that in this part I am not going to describe how to use PowerPoint in the traditional sense as an accompaniment to a lesson, my emphasis is on interactive activities involving teaching with exciting games and quizzes. The aim is to create interactive lessons in terms of additional practice and enrichment activities thereby unleash the full potential of PowerPoint to enhance students' learning.

It is widely known that PowerPoint can be used in the first stage of teaching and that is presentation in order to support the lecture by displaying slides. Not only does it help keep the lesson more flexible and organised, but the text is much easier for students to read and moreover, the key facts are usually highlighted. Besides this traditional utilization, PowerPoint can also be used for practice and revision, particularly by teaching with games. Finkelstein and Samsonov (2008) believe that activities such as quizzes or short reviews with true-false choices can be easily performed in class in the form of games. It is possible to design games which involve competing teams as well as individuals. Multiple-choice quizzes can be further developed into games similar to the television show Jeopardy or Who Wants to Be a Millionaire? Clickable hyperlinks that navigate the user throughout the game provide a good opportunity to learn in a funny and exciting way. For more amusement, the teacher can add music, applause and other audio effects in the feedback. You will find a more detailed description of these games and other activities adapted to Project coursebook in the practical part of this thesis.

To make the exercises interactive, the teacher needs to add relevant responses and create a back and forward link to other slides. These links are like hyperlinks on the Web when clicked in the browser. When the students act – choose and answer – it is necessary that the PowerPoint reacts appropriately, for this reason the teacher needs to create a method for the review to let students know if they have chosen the right or wrong answer. It is an excellent idea to add more fun to the feedback. The teacher can use sounds or animation effects. However, special effects need to be kept simple and coordinated, because they can also become a distraction and grow tiresome. Even if various effects might enhance learning in a powerful way, they should be used appropriately based on the age of students. For young children, lots of colour, sound and animation keep their interest and make learning fun. By eighth or ninth grade, these techniques

are still useful, but should be toned down mainly because the intellectual level of the content is higher and should be taken greater precedence. (Finkelstein, Samsonov 2008)

Maier and Warren (2002) discuss several arguments what is good about PowerPoint:

- the software enables users to create their own templates or use design templates that instantly add a professional look to the slides
- if presenting using a computer, selected slides can be easily hidden to customize the presentation to specific audience
- links can be added that enable jumps to different parts of the presentation, allowing the user to change the talk depending on the feedback from the audience
- presentation can be easily saved as a set of web pages, ready for publication on a website
- each slide has its own page and it is possible to add more information below the slide such as comments, tasks or links
- PowerPoint allows teachers to reflect on their lesson and correct any needed changes
- the slides can be edited and organized when the presentation needs to be updated
- the slides can also be printed out on paper as student handouts, three or six to save paper
- PowerPoint can be used to create interactive presentations containing text, art, animation, and audio and video elements

In contrast, there are also some drawbacks of this software. Maier and Warren (2002) warn that overuse can bore learners and diminish PowerPoint's effectiveness, furthermore, a successful presentation can take several hours to develop.

On the whole, the greatest advantage of using PowerPoint for classroom lessons is that it can be modified and used over and over again. Moreover, PowerPoint captures the students' attention and helps keep them interested.

4.3. Authoring tools

Technically, authoring tools can be defined as “installable programs that allow you to create materials in electronic format which can then be distributed on a CD-ROM, DVD, USB pen drive, floppy disc or via a web page to learners.” (Dudeney, Hockly, 2007: 129) In other words, “software which will help you create interactive exercises” easily and efficiently. (Smith,

Baber 2005: 112) Moreover, authoring programs are used to make information leaflets, brochures, handouts and other simple resources. They usually include a simple design interface, with drag and drop manipulating method which enables you to add pictures, sounds and video stuff, together with navigational forward or back options, content menu included. (Dudeney, Hockly, 2007) It should be stressed that authoring tools allow you to produce interactive exercises without having to learn a new programming language. It is worth noting that with this type of software you can create web page, as well as to make printouts of the exercises which can be handy especially if you need just a crossword to use in class. (Smith, Baber 2005)

The aim of this section is to introduce you two pieces of popular authoring software – Hot Potatoes and Quandary. In the following part I will then deal with other creative technology such as a cloze program called WebRhubarb and a text reconstruction program called WebSequitur, all of them made by the same developer.

4.3.1. Hot Potatoes

All the above mentioned authors share the opinion that Hot Potatoes is probably the most popular authoring software among teachers. It has been around for several years and has gone through a number of versions. It is downloadable for free, assuming that you use it for educational purposes, for instance, from home page of producer – Half-Baked Software Inc. Once you have downloaded the software from the Internet and installed it on your computer, you can use it for making your own exercises. (Smith, Baber, 2005) At the time of writing there are five types of interactive exercises. Pavlíková and Pekařová (2007) distinguish and describe the purposes of following types:

- JQuiz – it enables users to make question-based quizzes on the multiple choice and/or short answer principle. It is also possible for teachers to provide a feedback in case of wrong answer. These types of exercises can be utilized for practising any particular knowledge concerning grammar, pronunciation, vocabulary and other areas. During my teaching practice I used this type of exercise to make a competitive quiz for pupils.
- JMix – it creates jumbled-sentence exercises. If there is more than one correct answer, the author can suggest as many different ones as possible in respect to the original sentence. If the learner get stuck, it is possible to use a hint button which

suggests the next correct word or following needed segment of the sentence. This type of exercise is suitable for word order practising or punctuation rules. With my pupils, I also used this JMix for scrambled letters, putting individual items into correct order according to some conditions or making scales. Moreover, it is possible to use not only words and particular letters, but also pictures.

- JCross – it produces crossword puzzles to be completed online. The size of the grid is not limited. As in the previous ones, students can ask for a free letter by pressing the hint button. These exercises are made for practising vocabulary, spelling and reading. Again, my pupils like both the forms of provided clues – text and pictures.
- JMatch – it designs matching or ordering exercises. Students are usually asked to match the jumbled items on the right to the fixed items on the left. This can be done in terms of “matching vocabulary to pictures, synonyms, translation definitions, for ordering sentences to form a conversation, for scanning texts and finding a relevant piece of information.” (Pavlíková and Pekařová 2007: 99)
- JCloze – it forms gap-filled exercises. Any number of correct answers can be set for every singular gap also with specific clue. In case of using the clue button situated next to the gap, students will be warned of losing points. This program is appropriate for practising all the language skills, listening included, because it is not difficult to insert the audio file, too.

Hot Potatoes provide you with a user-friendly interface which makes producing exercises easier. The main argument is that you can send the HTML file to your pupils via email, save it on a floppy disk, upload it to your website or store it on a central server and they can be accessed from anywhere even without the Internet connection. Although the long-term benefits of this authoring software far outweigh the drawbacks, it is worth mentioning at least some of them. One is that, like any other software, it takes some time to learn how to work with it properly, though the tutorial is very helpful. Probably, to take the hard work of producing the exercises out and to avoid overloading the novice user with functions, the author is limited in the ways of customising the exercises. Similarly, the Hot Potatoes exercises are immediately recognizable as having been made with this program. (Smith, Baber 2005)

4.3.2. Quandary

Another type of authoring tool to introduce, far away from test and practice exercises, is the creation of interactive stories where pupils are supposed to read the scenarios and then make a choice about what they want to do at certain decision points. (Dudeney, Hockly 2007) The authors of Quandary home page, Arneil and Holmes (2009), define the program as an application for creating “Web-based Action Mazes.” They explain that “An Action Maze is a kind of interactive case-study where the user is presented with a situation, and a number of choices as to a course of action to deal with it. On choosing one of the options, the resulting situation is then presented, again with a set of options.” (Arneil, Holmes 2009) They also compare these interconnected points of story to a kind of maze and therefore the name “Action Maze”

Dudeney and Hockly (2007) suggest using this type of electronic materials for reading comprehension practice or as a collaborative work where pupils discuss certain key points and hence encourage critical thinking, negotiating, agreeing or disagreeing and decision making. Arneil and Holmes (2009) also see other possible utilisation and recommend using Quandary software also for problem-solving, diagnosis, procedural training, and surveys/questionnaires.

4.3.3. WebRhubarb and WebSequitur

These authoring tools are used for creating web pages which contain interactive language-learning exercises. They are based on programs originally developed by John and Muriel Higgins. They again work on the same principle as the previous ones and therefore they can be distributed to students in the form of HTML document.

Rhubarb exercises are usually utilised for reviewing of texts which pupils have already learned. Doing the exercises help the learners go over the subject matter again in order to fix it in the memory or summarize. This feature enables students to re-examine the vocabulary, language structures from the text and its content again. Not only can this language knowledge be covered, but also reading skills, especially prediction and inference from context. Rhubarb exercises are designed for students to guess the missing words of the sentences. The web page shows the text with most of the characters replaced by asterisks. The student has to solve which word fits best into the blank, by typing it into a "guess" area. If the word is found in the text, it is displayed in

the right position, so that the whole text can be gradually seen as the learners form correct guesses. (Holmes et al. 2010)

The purpose of a Sequitur exercise is to rebuild a text which has been split up into separate chunks which appear in random order. These jumbled parts are displayed in multiple-choice format. The learners are asked to choose logically the one that fits best in respect to the sequence of the storyline. These text reconstruction exercises can be used to revise already studied reading texts, or to introduce new ones. In order to choose the correct continuation of the text, the student needs to take into consideration both, the content and syntax. For this reason, the primary goal of this type of exercise is to practise textual structure and coherence. Depending on how the text is split up, it is possible to focus on specific subject matter. (Holmes et al. 2010)

4.4. Interactive whiteboard

Muijs and Reynolds (2006) define an Interactive whiteboard (IWB) as a touch-sensitive board which allows pupils and teachers to participate interactively in activities projected onto it from a data projector connected to a computer which uses special IWB software. Apart from these essential components needed to use an IWB, Dudeney and Hockly (2007) add that what makes it really different from a normal whiteboard is the usage of a special pen or a finger to manipulate content, write and interact with what is on the screen from the front of the class.

The IWB is an excellent way of integrating ICT into lessons. The teacher can demonstrate new ICT application to the students in order to see what is expected of them and what they should achieve. It is also possible to choose when to intervene to focus all the students on one particular issue or draw their attention to something and then return when working individually. With an IWB teacher remains in control of what happens in the class and therefore important educational points can be focused on. (Gage 2005)

It is quite wrong to think that an IWB is just a more modern version of a chalkboard. Betcher and Lee (2009) claim that the IWB is not just a replacement for traditional whiteboard. They warn that it is a huge mistake if teachers use the IWB during the lesson in exactly the same way they would have done on a traditional whiteboard, because the defining feature of an interactive whiteboard is interactivity. Dudeney and Hockly (2007) describe some possible utilisation, by way of illustration, teacher can use pen to write over images on the screen, highlight items in different colours, use different fonts and styles to write in or hide and reveal

images on the screen. Betcher and Lee (2009) confirm that and add other utilisation in terms of interactivity. IWB resources should be designed so that students can interact with them, either mentally or physically. Interactivity could be as simple as taking turns at coming up to the board during some activity, dragging things around the board, pressing items. Equally, it could be interactive in the mental sense when the teacher draws a picture on the board and then manipulates it around or picks up some objects, rotates it and zooms in as well as manipulates them in a virtual physics environment using a learning object for demonstration.

The interactive nature of the board can be used in various ways, but the important thing is to use digital resources to allow students to engage, interact and manipulate the key ideas and concepts even if they are not actually touching the board. Betcher and Lee (2009) also foreground that teachers can use the digital environment of interactivity to build lessons that engage and stimulate students' minds, either by including pictures, audio or video resources, "making objects movable or draggable, or enabling objects to be flexibly manipulated in ways that show their inherent qualities". (Betcher, Lee 2009: 69) Furthermore, teachers might encourage students to interact with the content hence challenging them mentally and getting them explore ideas while prodding their minds and provoking them into deeper understanding.

As mentioned above, IWB can be used in fully interactive ways that are able to bring together digital resources like text, images, audio, video and also infinite resources from the Web as well as interactive exercises. Dudeney and Hockly (2007) also praise IWBs because previous lessons and content can be saved on the computer and retrieved later when needed which means that all the resources are always available. Musijns and Reynolds (2006) conclude that interactive whiteboard is effective when used as a part of interactive direct instruction lesson.

5. Online collaboration for teachers and learners

So far, we have looked mainly at the use of technology which does not rely on the Internet connection. Here we look specifically at online teaching and learning. Dudeney and Hockly (2007) describe learning situations which make use of computers in online collaboration. Firstly, students work during the lesson in a computer laboratory, and do exercises on the Internet. Secondly, learners use blog, chat or other ICT tool for project work, either at school or at home. Thirdly, pupils use an email to send their homework or class assignment for teacher to correct it and email it back. Lastly, the teacher publishes on the blog extra reading or listening contributions, or provides learners a summary of classwork and homework for absent pupils.

It is noticeable that in the concept of online collaborative learning, most coursework takes place face-to-face, but there is also regularly integrated online component which might be either inside or outside the classroom.

5.1. Using blogs in language teaching

A blog is short for weblog. Dudeney and Hockly (2007) include blogs together with wikis and podcasts to a group of social software which enable people to connect, to communicate and to collaborate online. In other words, a weblog represents an ICT tool for publishing user's comments and postings by providing an easy-operated space on the Internet. Dudeney and Hockly (2007) focus on the common features of blogs when applied to the classroom. As they explain, both teachers and learners are able to set their individual blogs, to generate and create their ideas and content either individually or collaboratively. They add that since blogs enable learners to connect to other communities of learners, they can be utilised for international communication. Dudeney and Hockly (2007) foreground that as an interactive medium, the blog allow readers to publish comments on author's posts. The important point is that this tool supports a sense of social responsibility as the learners work together on content. Moreover, because students are aware of a real audience, the accuracy and appropriacy become more important for them. It should not be forgotten that there is no need for any specialist technical knowledge.

In the vast majority of cases a blog is kept by one person, who regularly posts comments, thoughts, analyses, experiences of daily life, interesting links, jokes or other possible

contributions, to a web page. These written assignments may be accompanied with pictures, photos or users can even display and share audio and video.

According to Dudeney and Hockly (2007), the blogs used in education are known as the edublogs. For the teaching purposes, they outline three basic types of blogs:

- The tutor blog
- The class blog
- The student blog

The tutor blog is set up by a teacher for learners. There are several teaching purposes the tutor blog accomplishes. One of them is that they provide learners with appropriate reading practice according to learners' interest and therefore avoiding boring texts. In the same way it makes opportunities for vocabulary reviewing and reinforcing. It is undoubtedly true that the most effective utilisation of tutor blog is the use of comments buttons. As mentioned above, all entries can be commented by the readers. The tutor blog may also serve to remind students about their duties for next lesson, to review the class work or provide online links to specific topics and study tips which promote self-studying. Equally a blog maintained by a teacher can be used additionally to a class blog or student blog. (Campbell 2003)

In a class blog learners contribute to the same blog. Again, this type of blog can serve as an "afterclass meeting point" where learners post messages, images and links related to classroom topics. Another utilisation is for international language exchange projects. It is also advisable to use a class blog in case there are no computer facilities for every learner in the class. (Campbell 2003)

The last type of blog, student blog, requires more time and effort from both the teacher and learner. Learners are encouraged to set up their own individual blog where they are asked to post their thoughts, their reactions to things that interested them or other class related affairs. As the blogs are Internet-based, it may initiate further exploring of other tools, such as online dictionaries. (Dudeney, Hockly 2007)

Thomas (2009) discusses some advantages of blogging over traditional pen and paper techniques. First of all, blogging is an excellent occasion for pupils to present and share their work which they enjoy and knowing that they have real audience motivates reluctant students, too. In the second place, because each entry is automatically dated and time stamped, it provides an instant record of student's progression, that is to say, it is possible to see how the computer literacy and skills have developed over time. Finally, the easy accessibility of blogs via Internet

enables parents to involve more in their children learning and therefore raises their awareness of the work they are doing.

My personal opinion is that blogs open up favourable opportunities for utilisation in language teaching as it might be adapted to various purposes to promote interactive learning.

5.2. Web-based learning facilities used for class communication and resource sharing

5.2.1. Using websites for language teaching

Using websites is one of the easiest ways of getting started to incorporate Internet-based teaching into the classroom. Not only have many people already some experience with websites, but the World Wide Web presents a constantly expanding collection of resources to use with the students. It can be observed that those resources are at a variety of levels, covering an incredible array of topics. Teachers can choose from authentic e-sources or English Language Teaching (ELT) specific sites, monolingual or multilingual sites and others. (Dudeny, Hockly 2007) In most of the cases it is possible to adapt online materials for use with any activities and exercise-types. However, the medium also lends itself to new activities. (Smith, Baber 2005: 21)

Using the Internet as a materials resource has several advantages. Teeler and Gray (2000) foreground that when preparing web-based activities, teachers can choose from limitless range of topics which are easily available. Moreover, there are lots of materials designed especially for ELT and the number of them increases every day. In comparison to paper printouts and coursebooks, the Internet is paperless and therefore has no size restrictions. Other honourable characteristic of websites in general is its updated content because new and more accurate information are being incorporated on a regular basis. Not only the scope and topicality promote benefits to teaching, but also the personalization. In contrast to topics used in coursebooks, which might sometimes be irrelevant or too difficult for students, the Internet provides various alternative texts easily adaptable to students' interests and language proficiency.

In favour of this tool Dudeny and Hockly (2007) state that it is not necessary to rely on an Internet connection, because local copies of web pages can be saved on local disc or printed out for later use. Indeed, they distinguish three different ways of using websites in the classroom. First and foremost, the lesson takes place in a computer laboratory with a set of networked and connected computers. Secondly, one computer with an Internet connection is enhanced by a data

projector or an interactive whiteboard. Lastly, in places where there is a limited access to the Internet, it is certainly good option to make a printed version of the web page and then photocopy it.

We shall see how the web pages could be used to create some exercises. Smith and Baber (2005) suggest these:

- Gap-fills – the teacher might find a text according to students' interest, then remove words and make a simple gap-fill exercise.
- Word-completion – it is advised to use the search and replace function in word processor so that, for instance, vowels are found and then removed from a text. It is good to replace the letters with an asterisk or underscore for students to identify and write in the missing vowel.
- Reconstructing text – alternatively, the teacher might use the search and replace function to remove all the spaces from the text and let the students to split the writing into individual words.
- Cracking the code – changing the font of some text into a pictorial one can put a text into code. The teacher might tell students which letters two or three of the symbols stand for. It is up to students to crack the code and identify which symbol corresponds to each letter.
- Reading comprehension – to produce this type of exercise the teacher simply copies the appropriate text from the website suitable to students' interests and language proficiency and then pasts it into a word processor. It might be practical to simplify the language of the text and select key vocabulary or provide a glossary or translation of difficult terms. Finally, some comprehension or discussion questions should be added.
- Jigsaw reading – related to the same website, teacher can search for several different texts to be printed out for each student in the class. Their task is to read the texts carefully and tell others in their own words what it was about.
- Information gap – this exercise implies pair work. Each learner in the pair is given a printout of a text with elements of the information removed. Both students have the same text, but with other elements removed. They read each other their piece of writing and give the missing information.

As Dudeney and Hockly (2007) remarks, there are many ELT websites that provide content suitable for the learners, for instance some language practice activities which they can do

on their own. They might provide valuable opportunities for controlled language practice and might be very helpful especially to those students who need to concentrate on certain aspects of the language.

As this diploma thesis is inspired by the coursebook Project 2, third edition, I find it worth mentioning the web page of Oxford University Press, which might be used by students individually at home as an extra practice:

(<http://www.oup.com/elt/global/products/project3rdedition/level2/>)

These sites are ideal not only for practice, but also for homework, access to the Internet permitting.

Working with lower level-classes we are faced with a limited choice of websites. It is essential that such websites include simple, clearly presented text with non linguistic data that can be easily interpreted. Moreover, websites with visuals or visual-based task only should be used in preference. (Dudeny, Hockly 2007)

Lewis (2004) recommends checking each site carefully before using it with young learners. He also mentions other important aspects when selecting websites. As a rule, teacher should look for simple and interesting sites that load quickly and those with clear and easy navigation so that pupils are able to get to the information as efficiently as possible. It should not be forgotten to make sure who is behind the web page and choose those managed by well-known organizations. Teacher may want to check the appropriacy too, and therefore it is advisable to use children specific search engines.

To sum up, web-based learning can provide dynamic approach to teaching and learning resources that has the potential to enrich the classrooms.

5.2.2. Internet-based project work

A further progression from using particular websites in the class is to move on to Internet-based project work which involves the use of the Internet over a series of lessons. Lewis (2004) tends to believe that nowadays children are already familiar with computers and most of them are learning Internet skills just as they learn basic reading and writing. An important aspect of the Internet is the language, in other words Cyber English, mainly because of international communication and also electronic literacy. It is widely accepted that the Internet provides children with an outside world and connects people all round the world through shared

information and projects. On the whole Internet activities might help encourage tolerance and bring pupils together.

For teaching purposes, Dudeney and Hockly (2007) discuss several reasons for using the Internet-based projects. First of all, they are an organized way for teachers to begin to incorporate the Internet into classrooms, on a short-term as well as long-term basis. For the most part, they are group activities and hence lend themselves to communication and knowledge sharing. As mentioned above, such projects support cooperative learning and, as a result, stimulate interaction. Not only do they accomplish language learning purposes, but also offer intriguing possibilities for content-based learning instruction, that is to say, interdisciplinary, allowing cross-curricular approach. Lewis (2004) also highlights other tangible benefits when he describes that the multimedia possibilities enable teachers to introduce content in diverse ways and so appeal to various learning styles or multiple intelligences. Moreover, as long as the information on the Internet is enormously varied and disorganized, it can be used to encourage independent learning and critical thinking. His idea supports Dudeney and Hockly (2007) who explain that learners are not just required to repeat the information they find without really thinking about it or understanding it, but they have to transform it to achieve the task.

It is needless to note that Internet-based project work is highly motivating and provide a more real-world look and feel. That is to say, Internet-based simulations give real-life context to the classroom, facilitating the learners to deal with situations that they may come upon during travelling abroad or while meeting with other English speakers. (Dudeney, Hockly 2007)

In general, people tend to believe that the Internet helps the language learning process. Nevertheless, it is questionable, whether the Internet is interactive unless the learners and teacher make it so. Lewis (2004) argues that “only if the Internet is combined with offline activities does it reach its enriching potential”. (Lewis 2004: 7)

According to Dudeney and Hockly (2007) it is advisable to organize the project work online in diverse range from low-level project, for example, a poster presentation about some simple topic to high-level investigative work where pupils search for some information about a subject and then present their views and results.

5.2.3. Email

In this part, I shall largely confine myself to using email with learners as an interactive tool during the class, but I will also describe some possible utilisation out of class.

Email is one of the simplest tools available to the language teachers interested in electronic learning. Majority of people use email as part of daily life, both personal and professional, and most of learners are already familiar with it, too. Lewis (2004) points out that using email is very similar to writing a normal letter, but its immediate delivery can be very motivating. Since the communication is not immediate as in face-to-face conversation, it allows children time to formulate their ideas. In support of this theory, Gordon and Baber (2005) suggest, for those who like to write lengthy emails or simply need more time to think, it is a good idea to write the text in a word processor while offline and then just copy and paste it after logging into the email account.

The simplest way of incorporating email into teaching is to set the students homework via email. Students can submit their work as attachments by email, which can be then corrected by the teacher sending them feedback also my email. The homework could be either in the form of a writing task or gap-fills or matching exercise. Not only is it possible to send the text written in word processor as an attachment, but teachers might also send pictures, audio files, or even web pages as part of the homework.

Another fundamental utilisation of email is to keep learners informed on a wide range of issues. Similarly to weblogs, the teacher can email pupils a summary of classwork, extra materials as well as regular newsletters about the class or relevant news items. In the later case, it is possible to send students website address and ask to work with it before the next lesson, in which case the teacher can base the lesson on it. (Gordon, Baber 2005; Dudeney, Hockly 2007)

Many classroom activities can be easily transferred to email and can be even more productive via this medium. Gordon and Baber (2005) suggest several student activities.

- Email story-writing – learners can write a story collaboratively, the first student writes first line, then emails it on to the second student, who writes the second line and sends it to the next student, and so on.
- Information-gathering – teacher set students a task for which they will need to gather various items of information. In order to gather some facts, figures, prices, terms or conditions they will be required to email relevant persons.

- Jigsaw activities and role-plays – teacher emails each student a different piece of information as well as task which requires them to find out information from another class member. They will have to email one another with questions regarding the missing information.

Using email during class time is also worth doing if more complex projects are being set up. Dudeney and Hockly (2007) draw attention to keypal projects which are described as exchanging emails between two groups of pen pals who are learning English in different countries. Email provides the cheapest and effective way of communicating internationally with other learners of similar age and language proficiency. Learners can easily share their experiences of learning English and talk about many other interesting topics, and therefore email is the perfect medium for cross cultural communication.

This goes to show that email is a tool worth investigating if the teacher wants to use a technology which is trouble-free and familiar to most people or the students have limited technical resources, but mainly when wanted to complement face-to-face teaching with real interaction. (Gordon, Baber 2005)

In my view, email plays an important role in students' lives and many of them would not imagine a contact with friends and classmates without the electronic means of communication. Nowadays it is very popular among students to set up a class mail for general discussion or for sharing their classwork.

6. Potential dangers

6.1. Learners' approach

According to Teeler and Gray (2000) students are usually eager to use computers and are more skilful than less experienced teachers. However, they warn that some students might suffer from technophobia and feel insecure and nervous when working with ICT. It is advised not to cast aside technology at all, but the teacher should try to support the learners and prepare enjoyable simple activities which would build up their confidence. It is also recommended to pair these learners with other students and thereby successively help them improve their attitude towards computers.

Other problems which might occur relate to student learning styles and modalities. Teeler and Gray (2000) explain that, for example, kinaesthetic learners may disturb others by clicking or by doing the work before they are really asked to. These learners are usually impatient in activities and try to dominate and take control over the computer so that other students do not get chance to participate. They might seem uninterested in activities unless they are involved physically. Visual learners prefer to see a demonstration of the activity or at least a drawing explaining the sequence, while the auditory pupils would rather listen to all the main points concerning the procedure before they start doing the task.

6.2. Security and privacy

In the words of Lewis (2004) the Internet safety and anonymity cannot be guaranteed mainly because there is no instrument for detecting the content and therefore there is a danger that children might access inappropriate information. We can handle this risk by supervising students' work actively and also by using search engines designed for children which classify suitable material. To prevent inherent dangers it is possible to use web filters which might block chosen web pages. Windeatt et al. (2000) add that this censorship works also for particular words or phrases so that teacher can deny entering sites which contain these excluded units. On contrary, learners might develop their critical thinking and responsibility by accessing unsuitable pages. Lewis (2004) recommends establishing fixed rules with your class to be observed by everybody. Brdička (2003) adds that there should be sanctions for not following the rules and

everybody should be asked to sign these rules as a condition for access to the Internet. The free access to the Internet means higher risk, because pupils might misuse the computer for unwanted activities. The most suitable solution seems to be combination of filtering, so that they wouldn't access any inappropriate material by accident and specialized search engines for kids. To sum up, the most reliable way of limiting the potential dangers is to pay attention to pupils' activities and prepare motivating tasks aimed to achieve the objectives. (Brdička, 2003) According to Lewis (2004), viruses can endanger your data or hard disk and therefore pupils have to be careful while opening any attachments, it is also advisable to install some anti-virus applications.

6.3. Netiquette

Netiquette, in other words Internet etiquette, is defined as “the rules or guidelines that govern polite behaviour and interaction online.” (Dudeney, Hockly 2007: 185) Dudeney and Hockly (2007) distinguish three basics of netiquette for effective online communication. Firstly, writing only in capitals is usually understood as shouting online. Secondly, learners and recipients respect the right for their own opinion. Thirdly, participants of online communication should avoid angry, critical, or disparaging electronic messages which become increasingly personalised and possibly public.

I am convinced that since the Internet is a text-based medium and communication by writing has always been governed by set of rules and guidelines, pupils should be able to decide about the level of formality of written forms and decrease misinterpretation.

6.4. Technical problems

As it is generally known, any use of ICT might arise problems in a variety of ways. Firstly, the computer stops working or fails to respond in the way you expect. Secondly, the Internet or network connection could be lost unpredictably or the projector might be out of service (Leask, Pachler 2005). Since the interactive exercises provide a wide range of technology facilities and not all of them are based on the Internet, it is convenient to prepare in advance back-up activities or printed version of the exercises ready to use in the classroom in case of technical problems.

7. ICT and changing pedagogy

7.1. Teachers and new technologies

Nowadays there are a number of teachers already working innovatively with computers. Conversely, some others are coping with inability to use them, and several might think they can teach English perfectly without computers too. The rest would like to learn more about this extra tool but they cannot invest the time to learn about new possibilities and keep up with rapid changes. (Čapek, Libřická 2004)

Leask and Pachler (2006) state that the role of the teacher in classroom interaction can change alongside the integration of ICT into teaching. They present the studies of Jarvis et al. (1997) who suggest that teachers found it difficult to understand their new roles. ICT enables teachers to adopt a more pupil-centred model but the use of it depends on the resources available to teachers and their attitudes towards new technologies as well as its value in education.

Dudeny and Hockly (2007) distinguish two groups of teachers. On the one hand there are people who are anxious and confused about using new technology, so called technophobes, and on the other hand technology enthusiasts are recognised as technogeeks. During my short teaching practice I have met both above mentioned extremes and I can confirm that the balanced approach should be adopted towards utilization ICT tools in teaching. However, it seems to me that many teachers are reluctant to incorporate new technologies into their classrooms. Meadows and Leask (2002) explain what motivates teachers to use ICT. They believe that there are teachers who like taking risks and trying out new ideas or it might be a feeling of being in control of something innovative. Another factor is that some teachers are motivated by their pupils who seem to be keen on using new technologies. Gordon and Baber (2005) advise that teachers who feel a certain aversion to ICT should be explained that even if they can teach English well without technology, these tools make teaching easier and can “add a valuable extra dimension” to it. (Gordon, Baber 2005: 8)

Personally speaking I agree that we are able to teach English effectively without ICT devices, but we would deprive learners of an opportunity for practising language, but also skills gained by using computer facilities.

7.2. New learning environments

Leask and Pachler (2006) cites the studies of Hennessey et al. (2003) who found that “using ICT was associated a decrease in teacher direction and exposition, a corresponding increase in pupil control and self-regulation as well as collaboration”. (Leask, Pachler 2006: 43) This study also suggests that teachers who favoured ICT were likely to value collaborative working, research and decision making by pupils.

As technology becomes more extensive in learning, pedagogy could change with resultant effects on classroom management and during the period of integration various pedagogical approaches are likely to be used in lessons. That is to say, developments in ICT mean different learning opportunities, and therefore new integrated pedagogy needs to be designed. (Leask, Pachler 2006)

In order to take advantage of so many benefits technology might offer, Ivers (2003) cites the International Society for Technology in Education (ISTE) which claims that traditional learning environments were developed into new learning environments, as can be seen from the table below.

Traditional Learning Environments	New Learning Environments
Teacher-centred instruction	Student-centred learning
Single-sense stimulation	Multisensory stimulation
Single-path progression	Multipath progression
Single media	Multimedia
Isolated work	Collaborative work
Information delivery	Information exchange
Passive learning	Active/exploratory learning
Factual, knowledge-based learning	Critical thinking, decision making
Reactive response	Proactive/planned action
Isolated, artificial context	Authentic, real-world context

(Ivers 2003: 39)

To summarize, Leask and Pachler (2006) conclude that it is desirable for teachers to have a good knowledge of the new technologies available to their students, but what is more, the learning approach should allow learners to explore the variety of sources and types of information, to choose from appropriate technologies, and to develop as autonomous learners.

8. Developing key competencies and applying didactic principles in teaching with interactive exercises

8.1. Key competencies

Since this thesis is aimed at implementing of interactive exercises in primary school, the correspondence with the concept of key competencies will be shortly examined. According to the Framework Educational Programme (FEP) for basic education, “forming, shaping and development” of key competencies “must be the ultimate aim of the entire educational content and of all of the activities taking place at school.” (Rámcový vzdělávací program pro základní vzdělávání 2007)

8.1.1. Learning competencies

The use of technology, as it was dealt with in previous chapters, might be effective for learning and can increase student achievement. In the field of learning competencies interactive exercises might contribute to the individual development of ability to organize and manage learning process. Pupils are willing to devote their time and effort to additional self-studying by accessing exercises uploaded on the Web. Moreover, the teacher can provide useful links to relevant resources or publish useful study tips for learners.

Pupils use the Internet for making various projects and therefore they gather, manipulate, organize and evaluate information. But not only does searching and sorting out the information contribute to developing of this competence. In order to make use of such information, pupils need to learn how to use them efficiently and creatively. Creative power of e-resources can be seen in using texts and graphics, as well as more advanced facilities.

The main argument is that interactive exercises provide immediate feedback which helps students form an opinion about their progress and identify obstacles better.

In addition, when using electronic materials pupils increase self-confidence and are more motivated to learn and success. They are also more likely to exhibit on-task behaviour when interactive exercises are involved.

8.1.2. Problem-solving competencies

Interactive exercises feature a wide variety of exercises in many different categories. Pupils gradually learn to solve more complex exercises. Firstly, the easier crossword with clues, matching and a multiple-choice exercise are being set up. Next, jumbled sentence and short answer quizzes. Secondly, interactive stories which encourage critical thinking and problem-solving skills and lastly, collaborative projects which support higher-order thinking, problem-based learning and simulates real-world problems.

8.1.3. Communication competencies

Since multimedia resources provide many means of communication such as records, videos and various texts, pupils might learn to comprehend and respond to different types of information. Online communication, especially incorporating email may complement face-to-face teaching and keep students and parents informed on a wide range of issues. In addition, student can interact internationally. The main argument centres around the interaction with real audience and the exposure to both formal and colloquial target language. Moreover, when a pupil decides to set up a blog, it is an opportunity to write and formulate ideas and thoughts clearly in an interesting and comprehensive way for the reader.

8.1.4. Social and personal competencies

Using interactive exercises encourages teachers to vary the ways in which they organise the pupils in the lessons, e.g. computer partners, pairs, larger groups, and therefore these environments support cooperative learning. By means of electronic materials students have higher self-esteem and are motivated to learn. They also gain confidence by communicating through and controlling their environment. Since learners collaborate with others, they articulate and represent what they know. Moreover, multimedia resources enhance collaborative rather than isolated work. In the same way, they enhance the performance activity of those who traditionally perform poorly and increase their self-regulation. This could be taken to mean that interactive exercises might reduce discipline problems.

8.1.5. Civil competencies

Civil competencies are determined by the ability of pupils to understand environmental issues as well as the basic principles of community, and to respect other people, their national traditions and culture. Electronic materials might serve for forming of these competencies by implementing project work dealing with these issues. Since multimedia resources offer opportunities for global communication, students are expected to follow the rules and guidelines that govern polite behaviour and interaction online.

8.1.6. Working competencies

Working competencies are undoubtedly important in contemporary world. One must acknowledge that ICT literacy becomes essential for students' future studies and/or profession. In order to be able to work with different materials and tools within the ICT, pupils are encouraged to use various interactive resources. Furthermore, because the Internet is such a powerful tool for information and communication, it can be utilized by pupils as another source of material for learning alongside the current use of books, magazines, newspapers, television, audio, and video.

But not only does Internet-based environment contribute to developing of this competence, but also the electronic materials which support independent work and what is more, they allow pupils to interact, and therefore develop their communication skills needed in their future careers, both in school and in a workplace.

8.2. Didactic principles

I consider it useful to describe the way of applying certain basic principles in teaching with interactive exercises. As Obst (2006) foregrounds, these laws of teaching significantly contribute to general efficiency of educational process.

Interactive exercises help apply the principle of complexity in several ways. Firstly, multimedia resources can be made to present or practise any subject matter or knowledge as well as language skills. By implementing project-based learning concerning various topics, they also

enable pupils to develop the values and attitudes. Secondly, electronic materials can help pupils learn by addressing their intellectual profiles. The possibility to present content in a variety of media formats allows pupils use their own individual learning style and corresponds to multiple intelligence approach. Lastly, since the Internet provides access to up-to-date material on every imaginable topic, it promotes a complex cross-curricular approach to teaching.

Moreover, using interactive exercises in teaching support pupils' creativity, activity and develop independence and self-directed learning. Within the Internet they are able to search for new information and build up their own new knowledge. Similarly, electronic materials can be easily updated and therefore they might provide current information.

The most significant aspect is that they are made especially for practising the theoretical knowledge in reality. Even if they might serve as a tool for presenting new subject matter, in the vast majority of cases they are used for practising and revising. In the same way, interactive exercises promote new learning environments where pupils learn in authentic, real world context. It implies that interactive exercises promote principle of linking theory and practice.

Furthermore, they allow pupils control over their learning environments, keep their interest and extrinsic motivation. They help them to understand the subject matter and also increase the effort to accomplish their goals. Not only being aware of the meaningful goal contributes to applying of the principle of activity and awareness, but also the cognitive and emotional faculties alert by an increased level of motivation. It seems that interactive exercises enhance pupils' personality to be actively engaged in the education process.

By means of electronic materials, pupils might actively use their senses, sight, hearing or touch which are highly beneficial for students' learning acquisition. For the most part, sensory evidence encourages pupils' interest, stimulates their attention and facilitates to remember the knowledge and skills. On the whole, multimedia resources help to understand the subject matter due to multisensory stimulation and therefore present the principle of audio-visual illustration.

What is more, electronic materials allow pupils study at their own pace whenever they want as long as they are flexibly and permanently accessible. This fact represents the principle of adequacy.

Principle of method is determined by the rule of logical and systematic teaching. Since electronic materials allow student to revisit, they afford possibility of systematic revision and practice. In terms of language teaching, it is also essential to screen and evaluate the progression and continuance of learning process.

But not only do revision and practice guarantee pupils permanent acquirement of knowledge and skills, but also cross-curricular approach and systematization. Interactive exercises might represent a welcome opportunity for applying these approaches and consequently principle of permanency.

Well-designed electronic resources and activities may enhance learning experience for pupils in terms of individualization. One of the most significant advantages of interactive exercises is that they are capable of being adapted. It is possible to suit them to pupils' needs, interests, character, as well as intelligence type and learning style.

According to Donnelly and McSweeney (2008), multimedia resources may appeal to different learning preference. For instance, visual, auditory and exploratory learners may prefer particular media combinations. Educational multimedia also has specific potential to create opportunities for disabled pupils to participate more fully and independently.

To summarize, interactive exercises contribute to the development and shaping of key competencies which are embedded in the FEP, and subsequently in the School Educational Programme, therefore I suggest incorporating these activities, as a tool fostering pupils' competencies, in the School Educational Programme. Furthermore, interactive exercises might represent a welcome opportunity for development of all the mentioned competencies as well as to promote didactic principles.

PRACTICAL PART

9. Preparation for integrating interactive exercises into teaching

9.1. Before getting started

First of all, before I started using interactive exercises with my learners, I searched for suitable software available on the Internet. I decided to download mainly those which are free of charge for educational purposes. After downloading, I explored possibilities of managing, offered tools for creating own exercises, and options of settings. Most of the programs included tutorial or help option which I used to get familiar with all the functions. All tools were intuitively controllable and user-friendly therefore I learnt to manage all necessary operations quickly. In addition, when searching for the information about the programs on the Internet, I found that there are many sample exercises and examples for inspiration.

To make my exercises even more user-friendly and reachable to anybody with general computer knowledge, I decided to involve basic word processing and presentation programs, too.

When I was acquainted with all functions and procedures, I focused on ideas and activities which could make use of interactive exercises in English lessons. Firstly I explored topics and projects offered by the coursebook and then I created several activities to be piloted using interactive exercises.

9.2. Designing the exercises

Before designing my activities I had to decide on the objectives. Secondly, I had to get myself to answer the question what the students will get out of the activity and why it is better to do it through interactive exercises than traditionally. I also had to respect the restrictions of the timetable and my mentor because she wanted me to do the exercises and topics covered in the coursebook. I looked through the coursebook and pinpointed activities that might not engage pupils' interest and were not challenging enough and for these reasons seemed to work better using technology. I knew that there is not only one correct tool for every activity and thereby my choice was determined by the kinds of materials I wanted to produce, but also by the time

available and the resources at my disposal. I had to take into account accessibility, relevance to objectives, intelligibility as well as functional elements.

Once I have chosen the program and specific topic or exercise I want to use for my activities, the next step was to consider the design as the impressive look seems to be very motivating for young learners. Since animations and other special effects attract students' attention, I tried to make my exercises interesting for them. When doing these exercises, pupils usually think they are just playing, but they learn unconsciously and enhance their knowledge.

I also remembered that the real benefit from adopting various tasks from coursebook to interactive exercises begins when they implement different kinds of learning styles.

From the beginning, since I did not know the pupils well, the only audience for their assignments was me, but later on, when I found out what their relationships are, I encouraged the communication and interaction among themselves more and created tasks involving different students groupings.

9.3. Introducing interactive exercises

Before I incorporated my exercises into English lessons, I discussed the idea with my mentor as well as with the pupils. As I expected, the pupils responded enthusiastically and I found out that all of them had previous experience with interactive whiteboard and Terasoft tutorial. I explained that my purpose was to introduce them other popular programs as an interactive tool for various activities. My mentor was also glad to have the opportunity to meet interesting new tools and methods of teaching.

I also devoted some time to inform students about the netiquette customs to prevent them causing discomfort to other people (see 6.3.). I reminded that viruses can endanger data or hard disc and therefore they have to be careful when opening any attachments (see 6.2.) Since I know that no one likes prohibitions and commands, I discussed the safety rules of using Internet with pupils and elicited from them regulations that should be observed by everybody. Consequently, we agreed on a set of rules and one volunteer put them down to be hanged on the wall.

9.4. Online resource bank

Seeing that my intention was to make my exercises accessible to students online, I set up a class email. Assuming that not all pupils had an access to the Internet at home, the email served neither for setting homework nor were the learners required to finish activities at home. Nevertheless, some students practised the exercises after school in their hobby club lessons or those with Internet connection at home. I also sent them several study tips to improve their English. Moreover, the absent pupils were able to follow the tasks and fulfil them at home or finish the exercises in next lessons.

10. Developing learners' skills with interactive exercises

It should be stressed that interactive exercises fosters development of learners' language skills. Probably the primary involved skills are reading and writing, but it is also possible to improve listening and speaking. Evidently, interactive activities promote computer literacy.

10.1. Listening

Generally, an audio file can be inserted in most programs or software. When working with interactive exercises, I prepared mainly information gap tasks. To concentrate students' attention on the listening, I included pre-listening exercises in which they predicted what it will be about. They were asked to answer some questions or add information to the text before the listening. For this purpose, we used Hot Potatoes cloze exercise or Word processor document with its interactive elements, specifically text entry fields where learners could type in their suggestions. It follows that these programs were used also while listening. But we also included other types of programs. Students were either asked to arrange dialogues in the correct order using JMix, or classify the answers as true or false using JQuiz. Alternatively, a Word processor worksheet with buttons to select one of set choices could be prepared.

10.2. Reading

The reading texts might be taken from coursebook or they can be authentic produced by the teacher. It follows that these texts can be adjusted to be relevant to learners in terms of language or their interests.

For reading comprehension we piloted an interactive story called Mystery in London which is based around the scenario of a detective who is investigating a crime (inspired by Brooke 1999). In this Quandary exercise (see 4.3.2.) pupils were presented with a scenario and set of choices. Each time they made a choice the story unfolded further (Figure 1). Before I launched the activity with the class, I had prepared a worksheet with activities to be done before, while and after reading. These exercises included all types of interactive elements within Word processor (see 4.1.). Concretely, drop-down menus for making choices, text entry fields for

typing in text, and buttons to select one of set choices (Figure 2). All of these could be easily created in Hot Potatoes too. Moreover, this authoring software enables to make another type of exercise to check reading comprehension. Teacher may ask pupils to match jumbled headlines to the articles.

While working with text it is possible to focus not only on comprehension, but also on grammar. For this purpose, teacher can use a reconstruction text exercise WebSequitur (see 4.3.3.). During my teaching practice I have not piloted this activity but I believe that this software is worth using because it involves textual structure as well as logical interconnection.

10.3. Writing

It is beyond doubt that interactive exercises provide valuable writing practice. We used primarily Word processor in writing activities because it is not only capable of enhancing writing skills, but it enables to produce, share and edit texts on interactive level.

Moreover, since everyday communication has changed dramatically I encouraged process-writing by integrating nowadays popular kind of written communication and that is email (see 5.2.3.). Students were asked to submit their written works either via email or as an attachment in a form of Word document. All postings were accompanied by my comments to various parts of the text using track changes which enabled students to receive immediate feedback on their written assignments. Students used emailing also for cooperation and therefore it is my belief that electronic mail enhances interactive communication among pupils and empowers the sense of community in the class.

10.4. Speaking

As already mentioned Quandary exercise if used collaboratively in groups can serve for discussions. Students are stimulated to communicate in search of mutual agreement and decision. In my experience, although all students had their own computer at disposal and could proceed individually, they tended to discuss certain key points with their nearest classmates naturally.

It should not be forgotten that speaking as a skill involves also pronunciation, intonation and rhythm drill. Again, since it is possible to insert audio files we could practise the

pronunciation of –ed endings via PowerPoint presentation (Figure 3). Firstly, students were supposed to choose the right ending and finally, I played the recording for students to listen and repeat. Because the program checked their answers automatically, there was no need to go through the exercise again.

Another funny and useful way of pronunciation training we practiced was singing. I prepared a Word document with text entry fields for students to complete the song while listening (Figure 4). The audio file was inserted in the worksheet so students could listen individually using earphones. For early finishers, I also included a video file to watch just for fun. Finally, we sang the song together and then answered comprehension questions.

One of the most popular types of speaking activity is the picture description. It is possible to prepare a PowerPoint presentation and project each picture one after another encouraging pupils to comment on them, but we used rather interactive whiteboard, because pupils could also write down the answers next to each picture. (see 4.4.) Similarly, it is possible to use IWB for role-plays and simulations. In our lesson students were given roles of a customer and waitress and used the conversation on the board as a model practising ordering in a restaurant. While acting the conversation in front of the class, especially weaker students welcomed a support in the form of basic phrases projected on the IWB (Figure 5).

More language proficient students can utilise PowerPoint to prepare a presentation on a given topic in order to support the performance by displaying slides.

10.5. Vocabulary

Although vocabulary acquisition is not one of language skills, it is considered to be very important for English language learning as well. It is significant for teachers to include constant revision of vocabulary into teaching process because students tend to forget new words very quickly. During my teaching practice I adapted many vocabulary exercises using interactive exercises. They were focused either on meaning or spelling. A case in point is Hot Potatoes matching exercise where students were asked to match the jumbled pictures on the right to the fixed vocabulary on the left. Another Hot Potatoes exercise primarily designed for vocabulary, and especially spelling practice, was JCross. Students were supposed to complete the crossword puzzles using text- or picture-based clues.

Another interactive tool used for reviewing vocabulary was WebRhubarb (see 4.3.3.). The purpose of this exercise was to revise vocabulary of food and also quantifiers by guessing the missing word of the text (Figure 6).

There is no need for further description because I am convinced that there are infinite possibilities of interactive exercises utilisation in development of language skills. The only restriction is the creativity of a teacher.

11. Classroom environment

11.1. School and learners

FZŠ Hálkova in Olomouc is a basic school with extended foreign language teaching and special classes for gifted children. The school regularly cooperates with the Faculty of Education of Palacký University in Olomouc, especially in mentoring students. This was also my case and I spent my first teaching practice there.

Since the school has about eighteen classes with extended language teaching, students are supposed to learn three different foreign languages and they can choose from English, German, French and Russian. According to the School Educational Programme, pupils learn English from the first class as their first foreign language.

The school participates in many projects, some of them on an international base, which enrich the school life as well as students' experience. To introduce some examples, I will briefly describe just those which influenced also our lessons. First of them is eTwinning which is a form of international cooperation where pupils prepare various projects and communicate across Europe in the virtual level. A second project is so called Miami Project or The course of American English which is based on cooperation with Miami University, Oxford, Ohio. Pupils spend three weeks only in English lessons with students from Ohio. Lastly, it is worth mentioning also the Comenius Project and European Language Portfolio. All of these projects not only enhance real life experience, but also contribute to interaction. These projects might serve for suggested keypal projects, email or blog international communication.

11.2. Description of the class

I incorporated interactive exercises into English lessons in seventh grade in primary school. The class comprises of four boys and seven girls and all pupils participated in most of the activities. As for the level of language competencies, they started learning English in sixth grade, as the second compulsory elective foreign language after German, and they can be considered as beginners.

The class takes place four times a week, usually in brand new special laboratory for teaching languages, equipped with the highest quality materials, tools and educational resources.

In addition, at the time of my teaching practice, there were six interactive whiteboards available in the classrooms. However, for the purposes of the Internet work, we moved to computer laboratory.

11.3. Computer laboratory

The school has one computer laboratory at disposal. Since the classroom serves to all pupils, it has to be booked in advance.

As for the layout, there is adequate space needed for teacher to move around the class and monitor and offer help when needed as well as for students to mingle, negotiate and work collaboratively. It follows that the teacher has a good access to the board as much as the visual contact with all members of the class. The students also have a clear view on the computer screen, the teacher and the interactive whiteboard.

There are sixteen computers in the laboratory, including one desktop computer for a teacher and therefore each student can be seated at individual station. However, there is not enough additional space on the tables for students to have their books open or take notes.

All computers are supported with constant high speed Internet connection and the whole laboratory is equipped with other multimedia advances.

Despite that the room for personal belongings is restricted, on the whole, there are optimal conditions in terms of capacity of the computers as well as attractiveness of relevant equipment. All of these help create a good atmosphere where people enjoy working.

12. Classroom management

Using interactive exercises in teaching as a classroom tool intensifies the need for skilful classroom management and poses new challenges. In this section I shall largely describe challenges to facilitating interaction, to time management as well as roles of the mother tongue and a teacher when working with computers.

12.1. Learning objectives

My interactive exercises are aimed at pupils of upper-primary school. All of the presented activities are designed to enable pupils to use ICT in a creative and appropriate way. They focus on developing the skills necessary for pupils to be able to explore, select, exchange, present and use information in an effective way.

They help apply learners' skills and knowledge to their language and communication skills. By using different types of interactive exercises, pupils adopt various effective work methods.

It follows that the activities are made not only to use information technologies, but also to exercise critical judgement and explore pupils' attitudes towards ICT in general.

It should be stressed that the exercises are neither supposed to be language complex nor meant to be used for presentation of new language items. They should rather revise and consolidate language learnt so far and also enable learners to use English in a new context which should be highly motivating for them.

Among my aims also belonged to enhance appropriate communication and interaction in collaborative group activities in a variety of roles. Consequently, support the sense of community by cooperating, sharing information and experiences among pupils. On contrary, since my interactive exercises are likely to be used also for self-study, it enables students to become confident, creative and independent learners.

In addition, the exercises should contribute to the development and forming of key competencies as they are described in Framework Educational Programme. Shaping of key competencies should be included in the aims of educational activities.

12.2. Different student groupings

Regardless of the type of learning facilities incorporated in a lesson, it may be used individually in a student's personal computer or in a computer laboratory. This allows students to work at their own pace. Solowork allows them to concentrate on their own needs and also thinking time.

Each computer in the classroom can be a work station at which a team of students work together. It fosters cooperative activity in that the students involved work together to complete the task. If the exercises can be displayed via overhead projector or interactive whiteboard, a whole class can cooperate in finding answers to a question or playing a game. Although this group situation does not respond individually to each student, it stimulates interaction and communication among students who are using it.

My intention was to use different class groupings for different activities therefore I designed exercises which promote groupwork and pairwork as well as individual or whole class organisation. Moreover, in case of keypal projects or publishing students' contributions on the weblog, it also enables class-to-class interaction.

12.3. Timing

Another important consideration of classroom management is how to organise classroom time. During my teaching practice I have experienced two circumstances which affected the timing of my computer-based lesson.

Firstly, it always takes time to physically set up the activities and this needs to be done before the lesson. Sometimes, because the breaks during the lessons are very short and the scheduling is very tight, I had to do it once the lesson has started. While setting up the exercises I had to give students a pre-task activity which did not require my intervention. I introduced the topic of the activity and asked pupils to predict what it might be about which they discussed in pairs. Another time I asked them what they already know about the topic and invited them to write down their ideas. Alternatively, when working with the Internet, I let the learners to explore and scan particular websites before introducing the task.

Secondly, it is advisable to allow extra time in the lesson plan, because tasks themselves may take longer to complete. Students sometimes became so engrossed in the activity that it was hard to persuade them that time is up and we have to move to another exercise.

In my experience, especially Internet activities take longer than expected therefore I had to break down the activities accordingly. Conversely, some of the project works have no time restrictions and can be ongoing.

In addition, whenever working with ICT a teacher has to bear in mind the possible technical difficulties which can delay or disrupt the lesson (See 6.4.).

12.4. The role of a teacher

Generally, integrating computers into teaching brings many changes in the learning environment (see 7.2.). Probably the most evident change teachers might notice is that students no more play a role of passive recipients of information, and the teacher is not just a controller, standing in front of the class and dictating everything that happens.

Since my interactive exercises promote student-centred learning, the role of a teacher varies depending on the type of activity. In my lessons, I tried to focus most of the attention to students and make them responsible for their own learning. In such situations I played the role of a facilitator. When students were asked to work independently, I was just monitoring their work. In case they did not know what to do or needed my assistance, I tried to help them and answered their questions regarding computer functions and therefore I acted as a prompter and advisor.

As mentioned above, despite the fact that all the activities were planned and prepared carefully, because of the unpredictable technical problems or timing, I sometimes needed to organise the exercises flexibly. Hence I also had to be able to function as an organiser.

Assuming that a teacher is not familiar with some computer functions, the role also includes the role of a learner. Paradoxically, sometimes the learners are more capable than their teacher and they might assist either to the teacher or less skilled learners.

It is my belief that incorporating interactive exercises into teaching might bring a welcome change in classroom routines.

12.5. The role of the mother tongue

12.5.1. Teacher

Since the learners' language competence was not at adequate level to comprehend all the instructions sufficiently, we used their mother tongue in situations where the use of the target language seemed to be difficult to understand. Moreover, since students were used to translate some instructions for the activities in order to understand what they have to do, I followed the steps of my mentor, but I changed this translation process in more active way. I asked pupils to translate the sentence into Czech, and then, back to English without looking at the original. This helped them at least to think about the meaning and pay attention to the construction.

Apart from this, we also used the mother tongue when solving technical difficulties where English seemed to be an ineffective tool because the explaining might become a lengthy procedure.

12.5.2. Pupils

It is worth mentioning that even if the mother tongue was used, it was not involved in the tasks themselves. I also insisted solely on English when creating the instructions for my exercises, because as mentioned above, I believe that until the instructions were too complex, pupils were able to translate them. Moreover, since the exercises were created using the same pieces of software, all the prompts, instructions and feedback were repeated and usually stayed the same. Similarly, all outputs were in target language and the pupils were encouraged to interact in English during the activities as well.

To sum up, in my view the mother tongue can be used as an enabling tool, providing that the target language predominates in English lessons.

13. Working with interactive activities

There is a set of ideas for implementing interactive exercises in upper-primary English language classrooms which I have piloted during my teaching practice. They are described in detail and accompanied with a comment giving feedback on their other possible utilisation.

13.1. Web search activity

13.1.1. My favourite animal

ACTIVITY: Describing an animal that students are interested in.

AIMS: To find out information about animals and write about them.

LANGUAGE: Wh-questions, present simple tense, animal vocabulary.

PREPARATION: Familiarize yourself with a website appropriate to children, for instance, via search engines suitable for children (<http://www.askkids.com/>, <http://kids.yahoo.com/>).

ASSUMPTION: All pupils have necessary computer skills to search the Internet and send an email.

TIME: 45 minutes for initial lesson, the rest of work is set for homework.

PROCEDURE: Teacher explains students they are going to do a project about their favourite animal. Pupils read a model project in their Student's Book. Each student chooses one animal and using the Internet, searches for information to answer questions from the given worksheet. Pupils note down new words they do not understand and go to a translation website. They send their worksheet back to teacher via email.

FOLLOW UP: Pupils complete their project at home and make a poster to be presented.

MY COMMENT:

The aim of the lesson was to consolidate grammar and vocabulary which was learnt in the unit by preparing a project on pupils' own favourite animal.

My first intention was to group the pupils according to their favourite animal, but when they found out that we are going to search for information on the Internet, they wanted to learn something new about more exotic and unusual species. Therefore I listened to their wishes and let them work individually.

There were some computers with older hardware in the computer laboratory and thus some pupils started working later than others.

Firstly, I invited them to sign up for their emails and open the attachment. They found a prepared worksheet there (Figure 7). Although it was announced in advance that every learner would need his or her individual email address, one pupil was not able to access his email to download the worksheet. Finally, I had to open the document for him from the local disc. Fortunately, he did not fall behind, but during the lesson he still required special attention.

I explained to pupils that the procedure will be divided into several steps. To begin with, the entire class was supposed to read throughout the worksheet first. After reading the questions, learners filled up the table with the information they already knew. Then, for security reasons, I gave them the above mentioned web addresses and let them click about on their own for a few minutes. As I was directing pupils to the web page, there were no difficulties with understanding the instructions and finding information about particular animal. I believe that if we had not used the Internet, it would have been much more difficult for students to find such interesting information about their exotic unusual animals. They would have had to restrict their imagination and choose more common species.

Finally the pupils proceeded individually, searching for the missing information and noting down certain information they found. I was only a counsellor in the lesson because pupils knew what to do and how to do it. They mainly needed my language advice. Nevertheless, the more computer literate pupils assisted to others and I provided help to the pupils who encountered more difficulties. They were also encouraged to write down any new words they did not understand and look them up online. We finished our lesson by resending the completed worksheets back to my email address.

To conclude, this lesson was very motivating for children and I could observe that even usually the less successful learners of English were more skilled in computer operations and assisted their classmates therefore the cooperation between pupils was supported too.

When evaluating this lesson, I thought about some improvements or variations. Since this was the very last lesson of my teaching practice I could not see the pupils' posters and for this reason I invited pupils to send me back just their worksheets, but if I had more time, I would have let them present their posters to the class. To make it more challenging and draw pupils' attention, I would have advise pupils to remove the name of the animal from the text or just not mention it and present it to others to work out what animal the project refers to.

13.2. English across the curriculum

13.2.1. Food from around the world

ACTIVITY: Talking about sources of food from around the world.

AIMS: To introduce additional vocabulary and facts about food sources.

LANGUAGE: Food vocabulary, geographical names, reading and asking questions about food and where it comes from.

PREPARATION: Prepare PowerPoint multiple choice game and Hot Potatoes matching and gap-filled exercises.

ASSUMPTION: Pupils have their own computer with the Internet browser at disposal.

TIME: 45 minutes for initial lesson, the quiz is done in the next lesson.

PROCEDURE: As warming-up pupils open the PowerPoint presentation and individually play the multiple-choice game following the instructions. Students then move to Hot Potatoes exercise and match the words to the pictures. Teacher plays audio recording for students to listen and read the text in

their student's book. Teacher plays the recording again and asks students to underline the words from the matching exercise. Students go to next matching exercise, read the text again and match the food to the sentences. On their own, students go to JCloze exercise to complete the sentences from the text. Teacher divides students into two groups to write a quiz questions about the text. Finally, learners send them to the teacher via email.

FOLLOW UP: Teacher prepares for students a Hot Potatoes quiz from suggested questions for the next lesson.

MY COMMENT:

This lesson was based on their coursebook section concerning the cross-curricular approach. Apart from the first presentation warming-up activity which was aimed to revise so far learnt vocabulary (Figure 8), all of the activities corresponded with the exercises from their student's book.

With the starting exercises students were supposed to work on their own, but because I wanted to monitor the pronunciation and stress patterns of new vocabulary, learners were also invited to come to the interactive whiteboard, name each picture and match it to the text. Then we moved together to the reading and listening exercise where students underlined the new words and read them out to check their answers. They were also asked to elicit other mentioned food. After reading the text again learners went forward to next Hot Potatoes exercise to match the food with the places. This time, students worked individually, because all the information was provided in the text and the program checked their answers automatically. Similarly, with the next gap-filled exercise where students were asked to complete the sentences, they worked on their own, just searching for the missing information written in the text. There was no problem with understanding the tasks for most of the class, but I realised that few pupils started working without being sure what exactly they were supposed to do. They only skimmed the instructions in their textbook and started to work on Hot Potatoes straightaway therefore they did not do the exercises well. When I was monitoring the class I had to make those pupils read the instructions again.

It is always more difficult to drive and guide the lesson if learners work at their own pace, but according to their responses they enjoyed it and I believe that it helped promote a greater sense of learner independence.

Occasionally, I tried to coordinate some of the activities by inviting students to come to the board and do the task mainly to provide the right answer to those learners who could not come up with them.

Finally, the class was put into two teams and they were asked to prepare questions about the text and send them to my email. This time I let pupils work on their own. I just helped them when needed. After finishing they saved the word documents and sent them to me via emails. There were neither problems with working with the word document nor with sending the emails. Only one group forgot to add the attachment so they had to send it again.

I checked their questions to be grammatically correct and not to be repeated and prepared a JQuiz exercise (Figure 9) for the next lesson where one team read out the question and if the other team answers it correctly, they get a point. Because the software checks the answers and provides a feedback, it was aimed to be a good revision of the previous lesson.

To conclude this lesson, I believe that it is important for young children to change the organisation during the lesson to prevent them from getting bored. Consequently, I tried to arrange the activities in different student groupings so that they are engaged and activated either individually, in groups or as a whole class.

13.3. Teaching with interactive games

13.3.1. Jeopardy PowerPoint version

ACTIVITY: Reviewing the topic about animals by playing a PowerPoint version of a popular game.

AIMS: To revise and reinforce the whole topic about animals from unit two.

LANGUAGE: Present continuous and present simple, object pronouns, animal vocabulary.

PREPARATION: Prepare a simplified variant of a question-and-answer game in PowerPoint.

ASSUMPTION: Pupils might enjoy a competitive form of revision.

TIME: 45 minutes.

PROCEDURE: Explain how to play the game Jeopardy. Say that there are five different categories and each category has five questions, each worth a different amount. Students are split up into five groups. They ask for both a category and an amount to see a question. Start the game, and remind them not to yell out any of the answers unless their team has been called on. Keep track of the score, so that the teams can see how they are progressing. Once you have asked and answered all the questions, ask each team to add up their scores. The team that has the highest score wins.

MY COMMENT:

This activity was designed to reinforce and review what the students have learnt while at the same time having fun. I put together a whole list of questions and divided them into subjects that we have covered in previous lessons (Figure 10). This can be adapted at any level because all you need is to prepare questions that you know the students are capable of responding.

The assessment was ongoing throughout the game. I kept track of which individuals and which groups were answering the questions.

From my point of view it is important to incorporate competitive games into teaching because it enables to interact in collaborative group activities in a variety of roles. Those pupils were used to working in groups and they organised themselves very well. They communicated among themselves, and listened attentively, made helpful suggestions and encouraged others. Moreover, they learnt to take responsibility for carrying out their own part in a collaborative activity and showed respect for rules set by the group.

However, I had to discourage students from other team calling out the answers, therefore I warned them before hand saying that if they call out when it is the other team's turn, they will lose the value of that question on their points. I could say that because of this warning I only had to take away points twice in a forty-five minute activity.

Similarly, it is also possible to adapt a popular television game “Who Wants to Be a Millionaire?” into a PowerPoint multiple-choice quiz which is best used at the end of large topic to review a considerable amount of material. This game can be played with individuals or two competing teams. Student starts the first multiple-choice question with a hundred points and then goes to the next question. Every correct choice is hyperlinked to a next question with the number of points to win. Again, the teacher should keep the score or assign a student to do so. The team or individual who scores the highest wins.

13.4. Communication activity

13.4.1. Animal riddles

(Inspired by Lewis 2004)

ACTIVITY:	Creating riddles and sending them to the classmates via email.
AIMS:	To create riddles by describing various animals and guess them.
LANGUAGE:	Animal vocabulary, animal description.
PREPARATION:	Prepare pieces of paper with pupils’ names and sample riddles.
ASSUMPTION:	Students have their own email address and each has one computer with the Internet at disposal.
TIME:	45 minutes, ongoing for follow-up.
PROCEDURE:	Teacher explains the concept of a riddle by doing a simple one with the class. Then, tells the pupils that they are supposed to create riddles and email them to their classmates. Each learner is given the email address of someone else in the class to send the riddle to. Children come up with their riddle and send it. Each should immediately receive their email. They open it and try to solve the riddle. Pupils send their answer back via return

email. If the answer is not correct, the riddle markers send another email with additional hint. If the pupil cannot guess after two further hints, the answer is revealed.

FOLLOW-UP: Students send their riddles to the teacher who makes a poster of animal riddles for the whole class to guess.

VARIATION: Teacher can gather the riddles and publish them on the weblog for pupils to comment on their friend's riddles and guess them.

MY COMMENT:

Before I launched the activity with the class, I had prepared a sample riddles to demonstrate the concept of a riddle. I explained that it is important to mention the most significant facts about the animal and give also some brief description of it. I also provided an example: *I live in Africa. I am yellow and brown. I eat leaves. I have a long neck.* After that they created their own riddles and before they sent them to their classmates, I had shuffled scraps of paper with the pupil's names and individual pupils had drawn a name from the pile to find out to whom email they will respond.

The biggest problem for some children was to make up the riddles. Probably the worst was to start, because they tended to make the riddles challenging. After a while they did it without any trouble and finally enjoyed a lot of fun. On the whole, I realized that the problem did not arise from the lack of language competences but rather for the inability of the pupils to choose the most important facts about the animals while limiting provided sentences to four. Moreover, one boy ran into a problem with his document. He did not save it regularly and because of an error on the computer he lost all the data in the document. Due to the fact that there was not enough time to start working from the very beginning, he joined his friend and they were working in pairs.

Finally, pupils were asked to send all their riddles to my email and I made for them a Word document to be hanged as a poster on the wall in the classroom or shared as an e-resource (Figure 11). All pupils had already had some ICT classes in their timetable but working with email, especially adding the attachments seemed to be still a little difficult for some of them, mainly those who were absent in my previous lessons. Fortunately, there was always at least one

pupil present who was capable of computers so they helped one another. On the other hand, I realised that their work with the word document and email has improved as well as the language.

13.5. Interactive grammar and vocabulary revision

13.5.1. Check your progress

- ACTIVITY:** Revising the grammar and vocabulary using IWB and Hot Potatoes.
- AIMS:** To revise and consolidate new grammar and vocabulary learnt in unit two.
- LANGUAGE:** Present continuous versus present simple, object pronouns, animal vocabulary.
- PREPARATION:** Prepare interactive whiteboard and Hot Potatoes exercises adapted from the coursebook.
- ASSUMPTIONS:** Teacher has at least one computer and interactive whiteboard at disposal.
- TIME:** 45 minutes.
- PROCEDURE:** Teacher invites different students to come to the board and write the sentences in present continuous using the cues. Then pupils do the Hot Potatoes exercise matching the questions to the answers. After that they practise vocabulary and especially spelling in a crossword using picture clues and in a JMix exercise where they put the letters in the correct order to make animal names. At the end students move to a listening exercise. Teacher plays audio recording for students to listen and identify the animals.

MY COMMENT:

These activities were based on exercises included in the student's book. It was aimed at revising grammar and vocabulary of unit two.

At the beginning of the lesson I announced that we are going to check pupils' progress by revising grammar and vocabulary. As I expected they were not pleased, but when adding that I prepared activities using IWB and Hot Potatoes, this appeared to be a motivating factor for them.

Since only a classroom with IWB and one desktop computer for a teacher was available, I decided to work collaboratively and all the interactive exercises were done with the whole class. I invited individuals to come to the board and do the task and the rest took notes and wrote the answers into their coursebook.

Students were also encouraged to read aloud the answers because I find it important when being in front of the board to comment on what the students are doing. Moreover, I believe that the activity designed using ICT in this lesson catered for different learning styles and intelligence types, because there were visuals, sounds and also movement and manipulating involved. Students could also work at their own pace using the board just for checking their answers.

On the whole, I have to say that students were much more engaged and active in comparison to traditional lessons without ICT. Paradoxically, they preferred acting in front of the class to sitting therefore I had to pay attention in order to all students take turns.

13.6. Evaluation

During the three weeks pupils learnt and revised the work with the word document, those who did not have an email account created one and they learnt to work with all the software and other programs used. Both languages, Czech and English, were used but we communicated more and more in English. I gave the commands and instructions mainly in English and pupils also learnt basic computer terminology. Pupils appreciated working with computers and sharing e-resources which were worth for their further practice. Pupils also confessed that they would miss my exercises and they hope they could continue with such activities.

14. Feedback

On the whole there were two ways to receive feedback, from the pupils and from my mentor who observed my lessons regularly. I discussed their opinions on the use of interactive exercise in English classes in each lesson.

14.1. Learners' opinions

I asked my pupils few questions to learn what they liked and disliked almost after each activity. Usually, the positive comments prevailed. Basically, they enjoyed using computers. In comparison to their traditional lessons, they appreciated the variety of programs used. To my surprise, most of them praised also the organization, especially the individual work. They pointed out that when working with ICT, they usually experience only whole class teaching with IWB. Others preferred group work which promoted discussion and interaction, as they responded they could learn from one another.

In most cases, the learners considered interactive exercises as enjoyable. They were fond of exciting games and quizzes and using computers and the Internet as learning tools. As for the language, they acknowledged that interactive exercises provided a good practice of English. They also liked the way we have practised grammar which they usually find boring and difficult. What pleased me most was, not only had the activities engaged the class, made them laugh and think, but the pupils admitted that they were looking forward to next lesson to see what I have prepared for them.

14.2. Mentor's opinion

When supervising my lessons, the mentor discussed with me all observation notes and therefore I had an excellent evaluation of my teaching practice.

As for the effective teaching, she acknowledged that most interactive activities were great for real language production. She appreciated that I have combined a number of exercises and therefore the experience of the students was varied and the different learning styles of

students were catered for. She also liked the fact that there were many exercises adapted from the coursebook, but also a lot of extra materials used.

Furthermore, we both agreed that working with ICT encouraged reticent individuals to get involved. In her view when working with ICT, the class was more disciplined and eager to engage.

As far as any negative aspects of the observed lessons go, it needs to be said that the mentor mentioned only few. During the piloted interactive activities she noticed that sometimes students were so enthusiastic that they forgot to write down the answers into their coursebook and concentrated only on the projected exercises. On one occasion, some technical problems occurred which meant a considerable delay in the proceeding activity. To eliminate this inconvenience which could have disrupted the lesson, my mentor advised me to prepare everything in advance or alternatively, always have backup plan in place.

On the whole, the mentor considered teaching with interactive exercises as stimulating and inspiring.

15. Further ideas on activities

The set of following ideas introduce additional activities I have not piloted with the pupils, however, I find them worth realising in the classroom. Since my teaching practice lasted only three weeks and these activities take longer to set up, I plan to realize them with my future classes. Although these activities are focused on particular topics, they are designed to be variable and flexible to specific pupils' needs and language proficiency.

I created just a frame of possible topics and exercises suitable for upper-primary pupils and based on the coursebook projects. According to my experience, students put much effort into their projects, but unfortunately, the only audience of their work is a teacher. Sometimes, the best projects are presented as posters in a class, but I believe that teachers should appraise the amount of effort of every pupil. Thereby I suggest presenting students' projects online or sharing as an e-resource. Since one of the assets of publishing is the presence of audience and the possibility to comment, the author can get various interesting responses and feedback.

I would probably ask my pupils and discuss what they want to publish on their class blog and then start working on that which might provide many interesting ideas.

15.1. Blog-based activity

15.1.1. Online cookbook

(Inspired by Lewis 2004)

ACTIVITY: Writing a project concerning food.

AIMS: To present favourite recipes on a blog.

LANGUAGE: Food vocabulary, measurements, cooking terminology, imperatives.

PREPARATION: A teacher looks up a simple recipe and also sets up a class blog and restricts permission to access it to the members of the class. Students think over their favourite recipe and the cooking procedure.

ASSUMPTIONS: The teacher is familiar with blog functions.

PROCEDURE: Brainstorm the recipes with the class. Students have to guess what the recipe might be for just from the given ingredients. Tell the learners that you want to make a class cookbook with their favourite recipes. Each student chooses one favourite recipe to write. Go over the format for the recipes and explain that they will need to give the amounts required to each ingredient and the time for each step. Pupils write their recipes either on the computer or by hand. Encourage them to find some pictures. Ongoing, as individuals, pupils visit the blog with other recipes and leave comments.

FOLLOW UP: The teacher publishes students' contributions on the blog and encourages learners to react via the comment application.

VARIATION: Pupils can respond to a recipe placed on a tutor blog or alternatively it is possible to publish posts on a learner blog.

MY COMMENT:

Pupils consolidate grammar and vocabulary concerning the topic of food. It is important to note that students' works should be corrected by the teacher before posting to the blog. However, learners might be motivated to self-correction and accuracy, since they want their postings to be comprehensive for the readers.

Within this activity, blog is used mainly as a publishing medium. Nevertheless, blog allows convenient storing of any pupils' writing assignment and by this tool pupils can keep their interactive English writing journals. It might also evoke pupils' curiosity, when viewing the entries again in a period of time. While reading their classmates' contributions they not only practise reading, but they also learn about their friends. As they read each entry several times they memorise the lexis and sentence structures unconsciously.

Food is usually a topic which students can fail to be interested in therefore I find it important to engage students as much as possible. When planning this activity for my future lessons I thought about some possible variations. Instead of preparing the recipes at home, students may be asked to search online to find recipes for their favourite foods. After that they

can read them and explain how to make the dishes to other classmate. With more language proficient students, it is possible to let them find a recipe for a dish and then blank out ingredients and invite others to guess what the recipe is for. Alternatively, I could put the recipe steps into the wrong order for students to find the correct order or to make it more difficult, mix two recipes together. Similarly, I could change the recipe and include deliberate mistakes.

15.2. Keypal project

15.2.1. Food in our country

ACTIVITY: A long-term activity when pupils write a project concerning eating habits in our and foreign country.

AIMS: To exchange emails with partner school and find out about another country what it is like eating there.

LANGUAGE: Food vocabulary, talking about what you eat, asking questions about eating habits.

PREPARATION: The teacher contacts a teacher in another country and exchange detailed information about the class. They decide on a time frame and how they will pair up the learners.

ASSUMPTIONS: Students have their own email address.

PROCEDURE: Tell learners that they will be contacting pupils in another country therefore they will need to search the Internet for some basic information about the country. First, brainstorm the facts they already know. Divide the class into groups so that each has one computer at disposal. Give each group one question to discuss and research.

Below are presented sample suggestions for surveys for beginner learners:

- *When do people usually eat their meals?*
- *What do they normally eat at each meal?*
- *Where do people buy their food?*

Regroup the learners to share what they have found out and elicit more questions they would like to ask their foreign partners. Learners compose an email to the keypal, including the basic information about themselves, description of eating habits in our country and the questions from the phase above. Learners send their draft email to the teacher to correct it and then send it to their keypal. After learners receive and read their emails, they write a short reply answering the questions. In small groups, pupils prepare a poster or presentation describing what they have learnt about the country itself and about the food.

FOLLOW UP: Information on what learners have found out about the eating habits in another country can be presented on a blog and shared with others.

VARIATION: It is possible to exchange the introductory email with another student in the same class for checking. Learners give feedback to each other on their emails.

MY COMMENT:

There are many things the teacher has to bear in mind when planning a keypal project. Apart from the above mentioned, it is essential to decide with a partner teacher on the assessment and teacher involvement. I consider important to provide sufficient feedback on accomplishment of the assignments and appraise the amount of effort of the individual learners as well as the value of content and the usage of language. On the other hand, exchanging emails with a classmate presenting their own views provides an opportunity and space for self- and peer-assessment.

If the topic food is meant to serve for a long term project, it would be worth introducing the topic to the pupils before starting the keypal. By way of illustration, if I already knew my partner school, I would prepare some web-based activities in advance to find out some interesting information about the country and its cuisine. Pupils could use the Internet to find out about typical dishes from that country. Alternatively, the Internet is certainly the easiest way to

find restaurant menus of other countries. Pupils could find menus from different restaurants in the same city, and in groups discuss which restaurant they would prefer to eat at. I could allocate them a budget and ask them to decide which dishes they would order or use the menus for role plays.

15.3. E-cards

15.3.1. Holiday e-cards

ACTIVITY: Writing an electronic card to a friend about students' holiday.

AIMS: To write a card describing a holiday and work with phrases related to letter writing in specific holiday occasion.

LANGUAGE: Past simple, holiday vocabulary.

ASSUMPTION: Pupils will enjoy the colourful and amusing alternative to the traditional postcards.

PREPARATION: Teacher pre-selects e-card websites for the pupils to use.

PROCEDURE: Students read the model postcards from their coursebook. Ask pupils if they have ever received a postcard before. Teacher tells students that they have to write a similar postcard about their own holiday to one of their friends. Elicit phrases related to writing postcards from the learners and write their ideas on the board. Explain that now it is possible to send cards people via the Internet. Hand out the list of websites to them. Have the pupils to log on the Internet and explore one of the websites. Ask them to choose a card related to holidays which allows for free writing. Students write their e-cards and send it to the teacher.

VARIATION: E-cards can be used for other occasions such as birthdays and vacations.

MY COMMENT:

The details of the activity might vary depending on the specific occasion and the instructions. Students might be asked to invent a story and describe problems they had on their holiday. Alternatively, pupils can send their e-cards to their classmates omitting verbs for their partner to complete the cards with the correct past simple form of the verbs. Sending e-cards is highly adaptable activity in terms of lexis and language structure. It also promotes communication and collaboration.

I plan to use this activity with my future class as an opening to the topic about holidays and travelling because I believe that it would make them think about the country they would like to visit. On contrary, e-cards can be utilised as the output activity, at the very end of the holiday topic after they learnt about possible problems that could occur on holiday and write about them. Alternatively, I could tell my students that they are going on holiday and they have to plan the journey and find out necessary information. After outlining the situation, I expect some pupils to say that they would need to know where they could stay during their visit, so they would need to know about the accommodation. Some would want to know how they could travel across the country and what they could do there. Others could be interested in the weather to know what to pack if they really travelled there. Probably we would need to start with basic pieces of information about the country and then develop different areas. Pupils could be divided into small groups or pairs. After they would gather all the necessary information, they could send a greeting card from that place describing everything they could experience on their holiday.

E-cards also offer many variations and illustrations therefore it can be used in various ways depending on the layout of the card. For instance, apologies, invitations or “get well soon cards” which could be linked to giving advice. There is a lot of functional language for students to produce there. I can also invite students to choose any card their want and encourage them to play around with who they will write to and/or who they will write as. They can pretend to be from another time period, country, or even planet. They might write to a historical figure in history, or an imaginary person such as a character from a story or a movie. This will make them think about what language to use for which person and maybe what messages to include so that it is suitable to their audience and purpose.

16. Motivation and future plans

As already mentioned, I was not able to use the activities described above because of the lack of time and technical devices. However, in the future I would like to work with all tools that the technology in ELT offers. The interactive exercises should serve as a base and should be developed by using other instruments described in the theoretical part. I would like to learn how to create web pages and use them in my teaching. However, I believe that it is not flexible for each pupil because every time a pupil wants to change any piece of information, he/she has to ask the teacher to do it. This could be very demanding and thereby I would like to start student blogs instead and one class website which would be linked.

I have to come to the conclusion that I am far happier planning and teaching with computers than with pen and paper. Playing around with the layout and presentations helps to organise my thinking. I also like the collaborative writing and communication with pupils. It is probably the freedom, creativity and flexibility that motivate me to use new technologies. The fact that I can design the activities and use them the way I want, provides a strong stimulus for me.

CONCLUSION

The thesis focuses on assets and possibilities of incorporating various interactive exercises into English language teaching in primary schools. In addition, possible difficulties were examined.

In the introductory part, the Information and Communication Technology was discussed in terms of language teaching and its role of interactivity was emphasized. It was also stressed that nowadays the technology is becoming irreplaceable part of our professional and everyday lives and using computers and the Internet has become a new teaching skill. Word processor and Presentation program, external web pages and email, interactive whiteboard or blog and the use of simple authoring tools and their utilization in English classrooms were introduced in several chapters.

My initial reason to design my own interactive exercises and use them in my English classes was a strong motivation factor because I assumed using interactive exercises might provide to pupils. However, as it was mentioned in the theoretical part of the thesis, the increased motivation is not the only benefit that interactive exercises can offer. These activities, due to their availability and flexibility, represent interactive tools fostering all pupils' skills and supporting development of the key competencies embraced in the Framework Educational Programme for basic education. Furthermore, using interactive exercises empowers computer skills of users and they can serve as learning assistants supporting learner autonomy.

This was also confirmed in the practical part of the thesis, where the interactive activities were described and the pupils' and mentor's view evaluating the lessons were presented. Despite some occasional technical difficulties, incorporating interactive exercises into English language teaching enhanced pupils' motivation, and accelerated learning process. In addition to all the foregoing, interactive materials supported cooperation and contributed to the development of a sense of community in the class.

It can be seen that implementing interactive exercises into English lessons is beneficial for pupils in several ways. Moreover, interactive activities enliven class and break classroom routine. Even though interactive exercise cannot replace traditional learning tools, I suggest using interactive exercises as one of the strategies for developing the key competencies of learners.

I would like to continue using interactive exercises in my lessons in the next school year. My aim is to upgrade my computer skills to offer learners even more attractive activities.

Moreover, my aspiration is to learn how to create web pages and set up a class blog and use it as an interactive communication tool. In addition, since there was no pupil with specific learning disabilities in my class, I would like to focus on benefits of incorporating interactive exercises into teaching to pupils diagnosed with any of the learning difficulties.

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APPENDICES

Figure 1

Mystery in London

You go into the Rose and Crown. You want to talk to the people there.

There are four people in the Rose and Crown. You want to ask some questions about the woman in the street. Who do you talk to first?



You talk to the old man

You talk to the young man.

You talk to the old woman

You talk to the young woman.

Figure 2

ACTIVITIES

Before Reading

I) Look at the front cover of the book and choose the correct ending for these sentences.

1) The story happens...

about twenty years ago.

about fifty years ago.

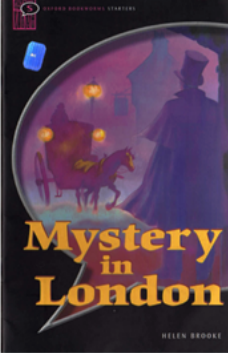
about hundred years ago.

2) Mycroft Pound is...

a doctor.

a teacher.

a detective.



3) Guess what happens. For each sentence choose one answer.

	YES	NO
a) Somebody kills a rich man.	<input type="checkbox"/>	<input type="checkbox"/>
b) The police put Mycroft Pound in prison.	<input type="checkbox"/>	<input type="checkbox"/>
c) The police put the Whitechapel Killer in prison.	<input type="checkbox"/>	<input type="checkbox"/>
d) Mycroft Pound catches the Whitechapel Killer.	<input type="checkbox"/>	<input type="checkbox"/>

After Reading

I) Complete these statements.

1) _____ asks Mycroft for help at the beginning of the story.

2) _____ talks to the people in the Rose and Crown.

3) _____ lives in Cable Street.

4) _____ lives in a house with a white door.

5) _____ is going to India on a ship.

6) _____ jumps onto the Californian.

II) Who says this?

1) "I am Annie's best friend."
choose one says this to choose one.

2) "There is a man on your ship."
choose one says this to

3) "She lives in the white house."
choose one says this to

4) "There are three Jacks on the ship."
choose one says this to

5) "I do not speak English."
choose one says this to choose one.

Rosy

the captain

Mycroft

the old man

the Russian sailor

III) Complete this summary of the story. Use these words:

boyfriend detective jumps London name police

sailor ship street talks tell woman

Mycroft Pound is a famous _____, who lives in _____.

One day the _____ ask him to help them; a _____ is lying in the _____ in Whitechapel in front of the Rose and Crown. Mycroft goes to Whitechapel and _____ to the people in the Rose and Crown.

They _____ Mycroft that the woman's _____ is Annie. Annie lives in Cable Street, so Mycroft goes to her house. A woman tells him that Annie has a _____; his name is Jack and he is a _____. Mycroft goes to the London Docks to find Jack. Jack's _____, the Californian, is leaving, but Mycroft _____ on to the ship. He finds Jack, and gives him to the police.

Figure 3

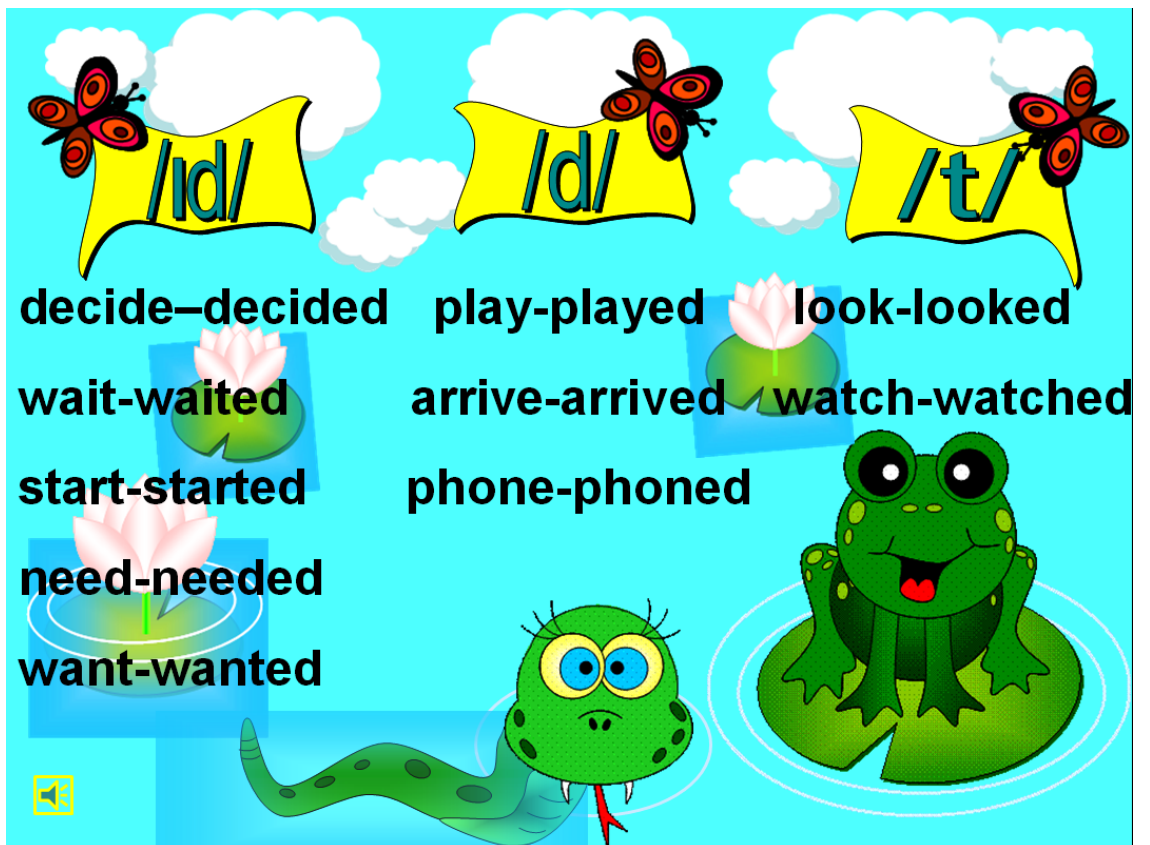





Figure 4



Going to the ZOO



A. Listen to the song and complete the missing words.

 GOING TO THE ZOO TOMORROW.mp3

Mommy's _____ us to the zoo tomorrow,
zoo tomorrow, zoo tomorrow.

Mommy's _____ us to the zoo tomorrow.
We can stay all day!

-Chorus-

We're _____ to the zoo, zoo, zoo,
_____ about you, you, you?
You can come too, too, too.

We're _____ to the zoo, zoo, zoo,

Look at all the monkeys _____ in the trees,
_____ in the trees, _____ in the trees.

Look at all the monkeys _____ in the trees.
We can stay all day!

-Chorus-

Look at all the crocodiles _____ in the water,
_____ in the water, _____ in the water.

Look at all the crocodiles _____ in the water.
We can stay all day!

-Chorus-

Mommy's _____ us to the zoo tomorrow,
zoo tomorrow, zoo tomorrow.

Mommy's _____ us to the zoo tomorrow.
We can stay all day!

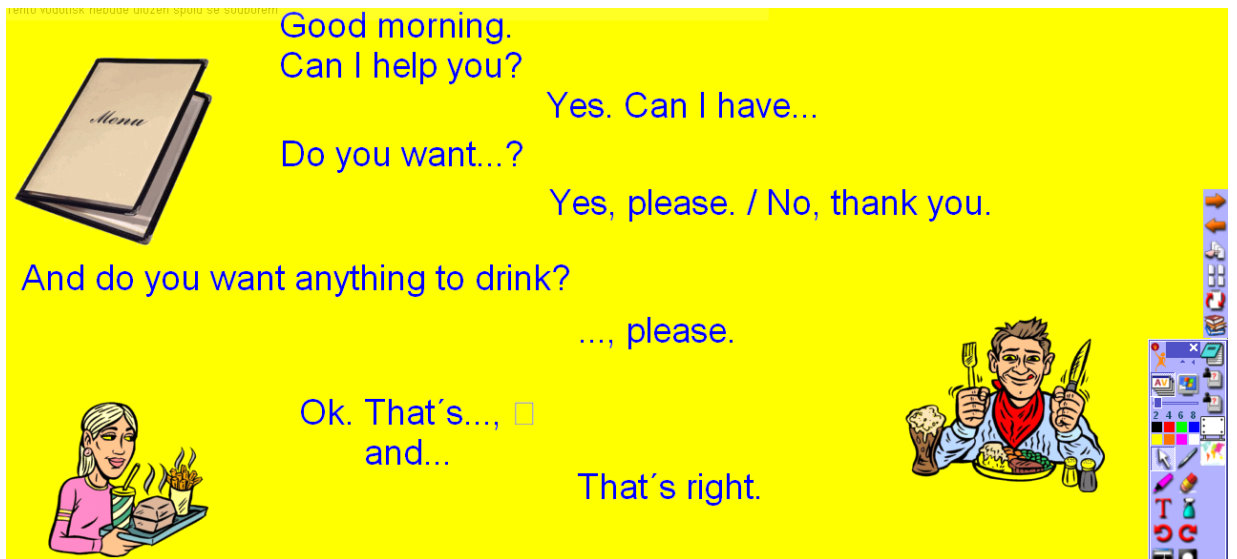
-Chorus-

B. Answer these questions:

1. **Who** is taking the children to the zoo?
2. **What** are the monkeys doing?
3. **Where** are the monkeys?
4. **What** are the crocodiles doing?
5. **When** is the family going to the zoo?
6. **Who** is in the water?
7. **How long** can they stay in the zoo?
8. **Why** are the children happy?

[Click to watch the video](#)

Figure 5



Good morning.
Can I help you?
Yes. Can I have...
Do you want...?
Yes, please. / No, thank you.
And do you want anything to drink?
..., please.
Ok. That's...,
and...
That's right.

Menu





Figure 6

Dan likes cooking

Guess

Check Hint

Your score is:

** wants to **** * cake,but ***** * mess ** *** ***** ***** ** 3 ***** ** crisps ** ***
floor,***** ** chocolate ** *** face,***** ** 2 **** ** tuna **** ** chair, ***** * **** ** jam ** ***
shelf. ***** ** 4 dirty **** ** tea ** *** sink *** 2 dirty ***** ** juice.** *** clean **.



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Figure 7

My favourite animal

Write about an animal you are interested in.

What is its name?

QUESTIONS	What I already know	Other interesting facts
Where does it live?		
What class does it belong to?		
What does it eat?		
What does it look like?		

Note new words you don't understand.





Figure 8



Figure 9

Food from around the world quiz



Quiz

[Show all questions](#)

<=> 3 / 10 =><

Where do avocados come from?

A. Africa

B. China


C. Mexico

Figure 10

Grammar	Can you	Vocabulary	across the curriculum	Culture
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Across the curriculum 400

What animals cannot fly,
but they are good swimmers instead?



















They are penguins.

Question Answer

Figure 11

Animal Riddles

Can you find out what I am?

		
		
		
		
		
		
		
		
<p>I have four legs. I live in Africa. I am big and grey. I live in the river.</p> <input style="width: 100%;" type="text"/>	<p>I am small. I can be scary. I have eight legs. I spin a web.</p> <input style="width: 100%;" type="text"/>	<p>I am beautiful. I have six legs. I can fly. I eat honey.</p> <input style="width: 100%;" type="text"/>
<p>I have four legs. I am a pet. I hate cats. I bark.</p> <input style="width: 100%;" type="text"/>	<p>I eat vegetables. I can run fast. I can be a pet. I have long ears.</p> <input style="width: 100%;" type="text"/>	<p>I can swim. I can't fly. I eat fish. I am a bird.</p> <input style="width: 100%;" type="text"/>
<p>I eat other animals. I have a big mouth. I am green. I live in the water.</p> <input style="width: 100%;" type="text"/>	<p>I live in Africa. I am yellow and brown. I eat leaves. I have a long neck.</p> <input style="width: 100%;" type="text"/>	<p>I live in the house. I eat everything. I am small and grey. Cats eat me.</p> <input style="width: 100%;" type="text"/>
<p>I can swim and dive. I have two legs. I have wings. I quack.</p> <input style="width: 100%;" type="text"/>	<p>I am brown. I have a mane. I like to eat zebras. I roar.</p> <input style="width: 100%;" type="text"/>	<p>I live on the farm. I have horns. I moo. I give milk.</p> <input style="width: 100%;" type="text"/>
<p>I have four legs. You can ride me. I have tusks. I have a long nose.</p> <input style="width: 100%;" type="text"/>	<p>I am a pet. I like mice. I have nine lives. I purr and meow.</p> <input style="width: 100%;" type="text"/>	<p>I am small and brown. I eat nuts. I can climb trees. I have a nice tail.</p> <input style="width: 100%;" type="text"/>
<p>I hiss. I can be poisonous. I am long. I have a forked tongue.</p> <input style="width: 100%;" type="text"/>	<p>I live in the city. I have a long tail. I eat rubbish. People don't like me.</p> <input style="width: 100%;" type="text"/>	<p>I oink. I give you bacon. I like mud and dirt. I am pink.</p> <input style="width: 100%;" type="text"/>
<p>I eat insects. I live in the pond. I hop. I am green.</p> <input style="width: 100%;" type="text"/>	<p>I have a mane. I whinny. You can ride me. I live in a barn.</p> <input style="width: 100%;" type="text"/>	<p>I am small. I have feathers. I lay eggs. I can sing and fly.</p> <input style="width: 100%;" type="text"/>

RÉSUMÉ

Diplomová práce se zabývá možnými způsoby využití interaktivních cvičení ve výuce anglického jazyka na základní škole. Zkoumá přínosy a také upozorňuje na možné obtíže, které se mohou vyskytnout. Práce je rozdělena na část teoretickou a praktickou.

Teoretická část pojednává o informačních a komunikačních technologiích z hlediska výuky cizích jazyků s důrazem na interaktivitu. Představuje různé programy a jiné nástroje, které mohou být při vytváření cvičení aplikovány. Dále jsou popsány důvody pro využívání interaktivních cvičení ve výuce, včetně jejich využití při rozvoji klíčových kompetencí stanovených Rámcovým vzdělávacím programem pro základní vzdělávání. Krátce jsou zmíněny také didaktické zásady s ohledem na možnosti informačních technologií.

Praktická část je zaměřena na prezentaci vlastních zkušeností se zavedením interaktivních cvičení na 2. stupni základní školy a navrhuje další možné využití.

Navzdory možným technickým problémům se jeví začlenění interaktivních cvičení do výuky anglického jazyka jako přínosné v mnoha směrech a navrhuji jejich uplatnění i při rozvoji klíčových kompetencí žáků.