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**Use of an Interactive Whiteboard in English Lessons in a Small School  
with Composite Classes**

Diplomová práce

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Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jen uvedených pramenů a literatury.

V Bruntále .....

.....

I would like to thank Mgr. Zuzana Bartsch Veselá, Ph.D. for her patience and willingness to discuss any problem I encountered, while working on my diploma thesis.

## **Abstract**

The theoretical part of the thesis is divided into four parts. The first part briefly describes the educational system in the Czech Republic. The second one examines English as a subject in primary schools and possible ways of teaching it. The third part shortly depicts small schools with composite classes both in the Czech Republic and abroad. The last section explores the opportunities of application of whiteboards in the teaching process.

The practical part is comprised of three main parts. The first one introduces the place where all the digital materials were tested – the small school with composite classes in Široká Niva and its technical background. The next section is comprised of lesson notes and feedback from students that should help other teachers use the digital materials efficiently. The last part summarizes the whole thesis and evaluates the feedback.

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## Introduction

Teaching is a very demanding activity that requires lots of preparations and perfect timing. However, even thorough plans sometimes fail; pupils forget their exercise books, they get tired, bored, or they finish their work early. The diploma thesis will focus on the latter possibility.

As the thesis deals with the 3rd, 4th and 5th grades of primary school, the theoretical part will mainly focus on primary education, its status within the educational system of the Czech Republic, the skills and abilities that the pupils are required to reach when leaving the primary school, and teaching techniques that are suitable for young learners. Furthermore, a definition of a small school with composite classes will be included, since the following research will be conducted in this very type of school. Moreover, additional technological equipment will be required, thus description and brief introduction to the world of ICT will be made.

The aim of the practical part will be to prepare and evaluate digital interactive materials for lessons of English in a small school with composite classes; such materials should serve the teachers of English in this very type of school as a "time-filler", as they often find themselves in a situation when he or she is occupied with just one group of pupils and the other have already finished their assignment. In order to keep them occupied and help the teachers utilize the whole lesson, a set of digital materials will be prepared, and they will be evaluated via a feedback sheet during the lessons. By doing this, opinions of students and data for the research (depicted in graphs) will be gathered. The research will focus on the appropriateness of the materials in the lessons of English in the small school with composite classes environment. The materials will be based on the coursebooks mentioned below and they should primarily serve for revision purposes, although there might be elements that enrich words stock and skills of students. The materials will be designed in a way that their introduction either requires only a small intervention of the teacher, or it does not require any, which should help the teacher keep his/her thoughts consistent, while he/she is, in fact, doing two things at the same time. Each lesson will contain lesson notes: a topic, needed vocabulary, aids, feedback from students and practical recommendation.

The author will then attempt to analyze the materials; the research will take place in a small school with composite classes in Široká Niva, that is why a short characterization of the school will be produced.

The files will be grouped in respective folders on the DVD attached to the thesis, so that the teachers can browse them quickly, not losing their valuable time during the lessons.

# Theoretical Part

## 1. Education in Czech Primary Schools

### 1.1 The Education Act

The Czech school system is based on the Education Act passed in the year of 2004, namely Act No. 561/2004 Collection of Law, on Pre-School, Basic, Secondary, Tertiary Professional and Other Education. Its objective is to regulate pre-school, elementary, secondary, tertiary professional and other education in schools and school facilities, and states rights and responsibilities of natural and legal persons at education.

School attendance is compulsory for nine school terms, the deadline is the end of the school term in which a pupil reaches the age of seventeen. Compulsory school attendance starts with the beginning of the school term which follows after the day on which a pupil reaches the age of six, he or she can be allowed to postpone compulsory school attendance though. A pupil can begin his or her compulsory school attendance in the school term during which he or she reaches the age of six if physically and mentally adequately developed, and if his or her legal representative applies for it.

Compulsory education is accomplished by completing the period of school lessons in the school term in which he or she finishes the last year of compulsory school attendance.

The act specifies a new system of curricular documents divided into two levels: state and school. The school level is comprised of the National Education Programme (defines the requirements which are applicable in initial education as a whole) and Framework Education Programmes (describes requirements in individual stages of education; preschool, basic, etc.). The school level is comprised of School Education Programmes (adjusted by each school according to the corresponding Framework Education Programme). (Školský zákon, 2004)

### 1.2 Framework Education Programmes

#### 1.2.1 Definition and Purpose

For every branch of education in elementary and secondary education, and for preschool, basic artistic and language education, there is a corresponding Framework Education Programme. They define obligatory content, range and conditions of education; they are obligatory for creation of school education programmes.

Framework Education Programmes state concrete aims, forms, length and compulsory content of

education, its organization, circumstances and finishing of education, and principles for creation of school education programmes, as well as requirements for education of pupils with special education needs. (Školský zákon, 2004)

### **1.2.2 Framework Education Programme for Elementary Education**

As small schools with composite classes in the Czech Republic fall within the authority of elementary education, for purposes of the diploma thesis the Framework Education Programme for Elementary Education will be employed.

Elementary education is divided into two stages: Stage 1 (Czech: první stupeň) and Stage 2 (Czech: druhý stupeň). Stage 1 (grades 1 – 5) facilitates the switch from preschool education and family care to compulsory, regular and systematic education. It is based on acquiring knowledge, respecting and developing of individual needs of pupils and their capabilities and interests. Education is activity-based and practically oriented, and by application of appropriate methods, it motivates pupils to further learning, active learning and realization that there is a possibility to seek, discover, create and find suitable ways of solving problems. (Framework Education Programme for Elementary Education, 2013)

### **1.2.3 Key Competencies**

As it has been already mentioned, elementary education should help the pupils develop their key competencies. Key competencies are a set of knowledge, skills, abilities, attitudes and values that are important for the individual development of every member of society. Their roots are in generally accepted values of society and in ideas about what competencies contribute to education, and satisfactory and successful life of every individual.

The acquisition of key competencies is a long-term and complicated process, which spreads through the whole process of education. Key competencies are not isolated, they pervade one another, they are multifunctional and cross-curricular. Therefore, the whole educational process (contents, activities, work) must contribute to the development of key competencies.

As far as elementary education is concerned, the following is considered key competencies:

- learning competency
- problem-solving competency
- communication competency
- social and personal competency

- civil competency
- professional competency

(Framework Education Programme for Elementary Education, 2013)

### **1.3 School Education Programmes**

The School Education Programme must correspond with the given Framework Education Programme, on which it is based. The content of education can be organized into subjects or other coherent parts (for example modules).

The School Education Programme determines specific aims of education, the length, timetable, forms and contents of education, requirements for admission of applicants, including conditions for admission of pupils with special education needs, progress of education and its finishing. Furthermore, it establishes the set of material, personal and economic conditions and conditions for occupational safety, under which the educational process takes place. (Školský zákon, 2004)

## **2. English in Primary Education**

### **2.1 English in Framework Education Programme for Elementary Education**

Framework Education Programme for Elementary Education introduces roughly defined educational areas.

According to the Common European Framework of Reference for Languages, elementary education graduates should reach the Level A2. (Framework Education Programme for Elementary Education, 2013)

As the thesis is focused on the pupils of Stage 1 of elementary education, the objective is that pupils reach the Level A1: Pupils:

- can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has
- can interact in a simple way provided the other person talks slowly and clearly and is prepared to help

(Common European Framework of Reference for Languages, 2001)

### **2.2 Key Competencies in Foreign Language Teaching at Stage 1**

#### **Learning Competency**

Students should adopt effective strategies which lead to mastery in the foreign language – they should acquire correct pronunciation, learn the new sets of vocabulary, various texts of songs and rhymes, and understand basic grammatical structures through interesting and varied methods.

Pupils should be well versed in the correct manipulation with textbooks and other materials – dictionaries, reading-books, supplementary texts, magazines – they acquire instructions and terms connected with individual exercises and pieces of text, they learn the alphabet and searching in alphabetical lists.

Learners should be able to use analogy, they should estimate the meaning of unknown words according to previously acquired vocabulary, and orientate themselves in unknown reading or listening texts.

Pupils should be given the opportunity to expand their foreign language knowledge through other

sources (culture, sports, sciences, etc.).

### **Problem-solving Competency**

Pupils learn to handle various types of exercises; it is vital that they know basic instructions in the foreign language at least passively, the teacher guides them. Gradually, they should be able to work without the need of further explanation.

Project work is employed – pupils learn to search for information from various sources, evaluate them and process them.

### **Communication Competency**

Pupils should be given a sufficient amount of communicative situations in order to make them express their opinions and ideas independently.

Teachers should accompany their verbal production with gestures, facial expressions and visual aids, the instructions for pupils should be simple, clear and comprehensible, as the students copy his/her statements.

Teachers must devise natural communicative situations in which they will have the opportunity to speak not only in pairs, but also in bigger groups.

From the beginning, pupils should be led to simple, yet creative, interesting and amusing writing; pupils may supplement their pieces of writing with pictures and sketches.

The focus should be on listening comprehension – teachers should use varied, interesting, amusing and motivating materials; based on listening, pupils learn to apply gathered information in further spoken or written production. The materials should be authentic – texts of posters, announcements, messages, e-mails, notes, prohibitions and permissions, instructions, recipes, etc., and adequate to the age of the learners.

Pupils should encounter texts other than those in textbooks – magazines for children, rhymes, fairy tales, poems and songs. They should also be introduced to authentic pieces of text written by children from English speaking countries – e-mails, chats, short letters, birthday cards, advertisements, SMS, etc.

### **Social and Personal Competency**

From the very beginning, teachers should employ all forms of work, which should be switched effectively – frontal work, pair work, group work, individual work. It helps children stay focused. At first, teachers are supposed to be the organizers of all activities, but pupils should gradually learn to decide themselves, for example, how to accomplish a task, what roles they should hold...

Teachers should establish a friendly and relaxed atmosphere, attractive, playful and interesting activities

used for assessing students are better than strict and stereotypical testing. Pupils should also learn to assess themselves and one another.

### **Civil Competency**

Pupils should become aware of their own identity through the foreign language – what may be suitable are simulated situations, when pupils introduce their country landmarks, culture, town, school or family to foreigners. By means of the Internet, pupils are welcome to monitor affairs concerning preservation of the environment, health issues, campaigns against drugs, protection of endangered animals, etc.

### **Professional Competency**

Pupils should be encouraged to work independently with materials that supplement foreign language teaching – dictionaries, manuals, searching for topics in foreign-language magazines or on the Internet. Long-term tasks are applicable; pupils must work independently, systematically and they value the assessment by the teacher more.

It is motivating for pupils when they gather information from other subjects, i.e. geography (English speaking countries), literature (authors, extracts from writings), music and arts (composers and their compositions, works of art). (Podepřelová, 2006)

## **2.3 Young Learners**

One of the main factors that affects the process of teaching of foreign languages is the age of the target students. Children have different needs and cognitive skills from adults, which should be reflected in the decisions of teachers about how and what to teach. Teachers must, besides other things, bear in mind that:

- children respond to meaning even if they do not understand individual words
- they learn indirectly rather than directly; they learn from everything around them rather than only focus on the topic at hand
- their understanding comes also from what they see, hear and have a chance to touch and interact with, not just from explanation
- abstract concepts, such as grammar rules, are difficult for them to understand
- children have a need for individual attention and approval from the teacher
- they enjoy talking about themselves and acknowledge learning that makes themselves and their own

lives the main topic in the classroom

- their attention span is limited

(Harmer, 2007)

## 2.4 Motivation

One of the most important aspects in foreign language teaching is a proper motivation of students. “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something.” (Harmer, 2007, p. 98)

There are two kinds of motivation: extrinsic and intrinsic. Extrinsic motivation is outside factors (e.g. the hope of financial reward), whereas intrinsic motivation comes from within the individual (e.g. desire to make oneself better, enjoyment of the learning process).

The external sources of motivation can be the goal, the society we live in (how important is the learning of foreign language in the society the pupils live in), the people around them (people who are close to them), curiosity of learners, affect (attitude of learners towards a teacher), achievement (success connected with adequate effort on the part of a learner) confidence of learners in the teacher and types of activities that teachers employ in the teaching process. (Harmer, 2007)

Scott and Ytreberg (1990) state their own set of recommendations which can motivate learners:

- activities suitable for children should include movement and their senses, not only spoken word
- teachers and learners should play with the language – make up rhymes, sing songs, tell stories, experiment with words and sounds
- the spoken word should be accompanied by other clues to meaning, such as facial expression, movement, gestures, etc.
- teachers should use a variety of activities, variety of pace, variety of organisation and variety of voice
- a system of rules and routines can be beneficial to the efficiency of the learning process of students (ask them about their weekend, establish a birthday calendar and have a routine for those days...)
- teachers should rely on cooperation rather than on competition as losers might be discouraged by the fact that they did not win; competition not organized by the teacher is, on the other hand, present all the time because children are naturally competitive (who finishes first, etc.)



- emphasis should not be put on grammar rules; children absorb the language through play, games and enjoyable activities, not through grammar, although required structures, functions and grammar items should be noted
- children may be given responsibility for certain practical jobs in the classroom – sharpening the pencils, watering plants, wiping the blackboard, etc.; such activities involve both taking responsibility for learning and helping others to learn the language
- assessment and primarily self-assessment of children should be encouraged, teachers should regularly stress the positive and play down the negative side of things

Ur (1996) argues that three very important sources of interest for children are pictures, stories and games.

**Pictures** – the visual channel is a very dominant source of input; pictures are, therefore, the most obvious type of visual material for children. The teacher may use pictures from textbooks, sketches quickly drawn on the board or drawings created by the pupils.

**Stories** – children love hearing stories told to them. Apart from pictures or games, stories are pure language and the richest sources of foreign language input for young learners. Pictures and stories may be used together.

**Games** – by children, these are viewed as recreational activities, whose main purpose is enjoyment, not learning. Based on this, such activities can be potentially demoralizing and not to be taken seriously.

## 2.5 Approaches and Methods

Over the years, many methods, approaches and theories about foreign language learning and teaching have emerged.

### 2.5.1 Previous Development

The **Grammar-Translation Method**, which was first used to teach Latin and Greek, presents the learners certain grammar rules with examples which they are required to memorize. After that, they are provided with a reading passage from the target language that is to be translated into their native language. The method was not very effective in preparing students to use the target language in communication.

**The Direct Method**, on the other hand, forbids translation and the goal of the method is to learn how to use a foreign language to communicate. The method employs objects (realia or pictures) to help students understand the meaning of words, the teachers demonstrate, not explain or translate, and the lessons should

contain some conversational activity – students should be encouraged to speak. (Larsen-Freeman, 1986)

Later, psychology played its important part in teaching and learning foreign languages. **Behaviourism** states that all learning takes place through habit formation; learners are given input from speakers and positive reinforcement for the correct repetitions and imitations. (Lightbrown, Spada, 1993)

**The Audio-Lingual Method** is based on such premise. It is also oral-based, but, unlike the Direct Method, it does not focus on vocabulary acquisition in situations; it drills students in the use of grammatical sentence patterns. Language forms occur most naturally within a context, teachers provide students with a good model of the target language. It is not tolerant to errors, which, according to the method, lead to the formation of bad habits. (Larsen-Freeman, 1986)

Subsequently, there is the **Cognitive Approach** which says that learners become gradually able to use their knowledge quickly and automatically through experience and practice without being aware that they are doing it. (Lightbrown, Spada, 1993)

Although not all, **The Silent Way** shares some principles with it. Teaching should serve the learning process rather than dominate it. Teachers say as little as possible using gestures and tools, verbal interaction between students is encouraged.

Furthermore, **Behaviourism** believes in the primacy of affective and emotional factors within the learning process; emotional attitude of learners towards the teacher, fellow learners, target language and culture are very important. (Nunan, 1991)

Based on this, **Community Language Teaching** sees its students as whole persons – it sees not only their intellect, but also the relationships among their feelings, physical reactions, instinctive protective reactions and desire to learn. It is important to deal with the fears of students and help them overcome their negative feelings. (Larsen-Freeman, 1986)

The **Natural Approach** by Krashen and Terrell relies on the natural need of children to communicate. The activities involve feelings, opinions, desires, reactions, ideas, experience, dialogues, interviews, personal charts and tables, i.e. activities that employ imagination, the focus is on the meaning, not form; the activities should be meaningful, practical and comprehensible. (Nunan, 1991)

Method called **Total Physical Response** is based on the Natural Approach and it states that meaning can be conveyed through actions – memory is activated through the physical response of the learners. The target language should be presented in small pieces rather than in long passages. Students can learn both through observing and performing actions, spoken language is more important than the written one, and, most importantly, the learners are expected to make errors to which teachers should be tolerant. (Larsen-

Freeman, 1986)

Above mentioned methods and approaches were widely acknowledged in the past but nowadays relatively new concepts are being employed; they took the best features of the previous methods and approaches, and attempted to utilize them in the foreign language teaching and learning. They will be described in the next chapter.

### **2.5.2 Presence**

In the 1970's, some educators began to question the methods of that time, being not sure whether those methods meet the goal of learning the foreign language, which should be the ability to communicate in the target language. Because of this and thanks to two linguists, Henry Widdowson and David Wilkins, a new type of methodology was developed and named **Communicative Language Teaching**. (Larsen-Freeman, 1986)

The authors of the methodology believed that if students are involved in meaningful communicative tasks, exposed to the target language in use and have plenty of opportunities to use it, then they will be able to communicate naturally and with ease. Activities employed within the methodology involve real or realistic communication; both accuracy of the used language and successful achievement of the task are equally important.

In order to be able to employ communicative activities, it is important to provoke the need to communicate something on the part of the learners. The learners should be focused on the content rather than on the form, they should be given a variety of language and teachers should try not to intervene to stop the activity, as it should replicate real communication. (Harmer, 2007)

To summarize the principles:

- authentic language in a real context should be used whenever it is possible
- the target language should be used for the purposes of classroom communication
- a variety of linguistic forms should be provided, although the emphasis is rather on the process of communication
- teachers should employ games (the speaker is given immediate feedback from the listener) and work in small groups (it maximizes the amount of communicative practice)
- students should be given an opportunity to express their opinions and ideas
- errors are a natural part of the development of communication skills, thus they must be tolerated, noted and returned to at a later point

- it is essential to provide with a social context of the communicative event, as it gives meaning to the utterances
- the grammar and vocabulary that the pupils learn should be based on the function, context and roles of the speakers

Furthermore, there is one more approach that greatly supports communication which is called **Task-based Approach**. Apart from Communicative Language Teaching, it teaches through communication rather than for it. Students are provided with a natural context for language use, they work to complete a task and have a lot of opportunities to interact; by trying to understand each other and to express their own ideas, they listen to language which may be assimilated into their knowledge. (Larsen-Freeman, 1986)

The approach consist of three stages: Pre-task, Task cycle and Language focus.

In Pre-task, it is suitable to involve a set of questions that concern the task or to make sure that the students are familiar with the vocabulary. The teacher explores the topic, he or she may highlight useful words and phrases and the students may hear a recording related to the topic.

After that, the core part, the Task cycle in which students perform the task, follows. The pupils work in pairs or small groups; when they have finished, they then plan how to communicate their results to the rest of the class. Meanwhile, the teacher monitors the situation from distance and does not intervene

In the Language focus stage, specific features of any listening or reading texts are examined and some further practice of specific language features may follow. There is also room for discussion of the used language, corrections and adjustments which seem to be desirable. (Harmer, 2007)

To conclude, a relatively new theory called **Multiple Intelligences** have affected the view of individual students. It says that learners possess specific and unique strengths which are often not taken into account by teachers. According to the theory, there are at least seven distinct intelligences: logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, intrapersonal and verbal/linguistic.

Everyone might possess all the seven intelligences to some extent but they are not equally developed within individuals. Based on that, teachers should develop a variety of exercises that fit each type of intelligence in order to help the students realize their full potential and utilize the strongest type of intelligence in the process of foreign language learning. (Larsen-Freeman, 1986)

## 2.6 Suitable Activities for Young Learners

### 2.6.1 Listening

Listening is the skill that is acquired first by the children, especially if they are not able to read yet. When children listen to what the teacher says, it is important for the teacher to say things clearly, to repeat them and to make breaks.

**Instructions** – listen and do activities. The teacher gives genuine instructions to the pupils.

**Moving about** – connected to doing ordinary things in the classroom, it is possible to immediately see whether the children have understood the teacher. If not, they can learn by watching one another.

**Put up your hand** – pupils put up their hands on occasions previously stated by the teacher.

**Mime stories** – the teacher tells a story, and together with his/her pupils they do actions related to the story.

**Drawing** – listen and draw, the teacher or one of the pupils tells the other pupils what to draw; the picture can be real or fabricated. The activity is useful for checking vocabulary, prepositions, colour or numbers.

**Listen for the mistake** – the teacher reads a piece of texts, the students try to identify the mistakes.

**Putting things in order** – pupils have a number of pictures in an incorrect order in front of them, they listen to a piece of text and order the pictures.

**Rhymes** – children repeat rhymes over and over again.

**Songs** – children listen to songs, follow-up activities may be employed.

(Scott, Ytreberg, 1990)

**Stories** – real-life anecdote, retelling a well-known story, play a recording of a story, telling a joke. Learners are likely to stay focused and motivated, and they may greatly enjoy it as well.

**Films, videos** – if interesting and entertaining, the students will be motivated to understand it without the need for further tasks.

**Ticking off items** – the teacher provides the learners with a text or picture; listeners tick off words or components when they hear them.

**True/false** – a piece of listening contains a number of true or false statements, the learners indicate the validity by writing T for true or F for false.

**Cloze** – the listening text contains several brief gaps, the learners try to write down the missing words; there must be a sufficient span between the gaps, so that the pupils have enough time to think of their answers and to write them.

**Guessing definitions** – the pupils are given a brief oral definition of a person, place, thing, etc., and they are required to write down what they think it is.

(Ur, 1996)

## 2.6.2 Reading

Reading is the second main source of language when pupils start to learn a language; as they get better, it becomes the main source of expanding and strengthening the language.

**Look and say** – the words are written on flashcards, the teacher shows it to the children while pointing to the object; the children are required to repeat the word several times.

**Whole sentence reading** – a story is used to teach recognition of whole phrases and sentences; the children should read it for themselves at first.

**Reading stories** – the teacher reads a book in a way that all the pupils can see it; at the same time, he or she points to the words being said. The pupils should be then encouraged to ask questions and talk about the story.

**Reading dialogues** – the learners read dialogues aloud in pairs or groups, they help each other with words difficult to pronounce.

(Scott, Ytreberg, 1990)

**Pre-question** – the teacher gives the students a general question before reading and asks them to answer it.

**Provide a title** – the learners are asked to suggest a title for a piece of text.

**Summarize** – the pupils summarize the content of the text in a sentence or two.

**Continue** – the pupils should suggest what might happen next in the story.

**Preface** – the pupils suggest what might have happened before the plot of the story.

**Gapped text** – several gaps are left in the story, they can be filled only if the text has been understood.

**Mistakes in the text** – the text contains several mistakes; the learners should be told in advance how many mistakes it contains.

**Responding** – the pupils should respond to a letter or a provocative article.

**Re-presentation of content** – learners re-present the content of the story through a drawing or colouring.

(Ur, 1996)

## 2.6.3 Writing

The assumption for writing in the foreign language is that the pupils are able to write in their native language. There are several problems concerning writing: it is hard to make use of body language and other features that help one convey meaning when one talks, writing is not connected with 'here and now', which is important for young children, and it takes a long time to master the skill.

**Straight copying** – the pupils read aloud quietly to themselves when they are copying the words; it helps

them to see the connection between the written and the spoken word, as the sound-symbol combination is complicated in English.

**Matching** – the pupils match items.

**Delayed copying** – the teacher writes a short familiar sentence on the board, gives the pupils a few seconds to look at it, hides it and sees if they can write it down.

**Copying book** – the learners possess a copying book where they can copy new vocabulary, dialogues or pieces of grammar.

**Dictation** – the teacher dictates the students a sentence.

**Letters/cards/invitations** – students write an imaginary invitation/card/letter or they may write letters to one another and have it delivered via the 'classroom postman'.

(Scott, Ytreberg, 1990)

**Book report** – an exercise designed in order to check whether the pupils have read assigned books.

**Book review** – unlike the book report, reviews are audience-oriented and meant for publishing within the class.

**Narrative** – the students write a story, the task must be adapted to an appropriate level.

**Personal story** – the learners write about their personal experiences at his or her own level of proficiency.

**Describe a view** – the pupils describe a view from a window; if there is no window with a view, they may be asked to recall a piece of view.

**Describe someone** – the pupils describe a person.

**Ideal school** – the students describe their ideal school; a preliminary brainstorming of intended topics may be included.

## 2.6.4 Speaking

Speaking is the most demanding skill for the teachers to teach, and the most important. For presenting new language items, various suggestions supported by oral production exist; the teacher may use a mascot or puppets, simple line drawings on the board or silhouettes of objects.

Suitable activities for speaking are as follows:

**Role play** – the pupils pretend to be someone else, they perform dialogues. For young children it is suitable to begin with a structured activity; they learn a simple dialogue by heart and act it out afterwards.

**Pair work** – the learners work and talk in pairs (e.g. they describe a place through a map, colour a picture and then talk about it).

**Group work** – the children work in small groups (e.g. each member of the group is given a picture which he/she describes to the rest).

**Whole class activities** – all the pupils walk about and talk (e.g. questionnaires).

(Scott, Ytreberg, 1990)

**Describing pictures** – each group is given a picture, they have two minutes to say as many sentences as possible, one of the pupils makes a tick on a piece of paper for each sentence; at the end, the group reports the total number of ticks.

**Picture differences** – each pupil in the pair is given a picture; without showing each other, they must find out what the differences are.

**Things in common** – students talk to each other in pairs and try to discover things they have in common.

(Ur, 1996)

### 2.6.5 Grammar

Although it is not suitable for the teachers to teach the very young students grammar, there are several types of exercises that help the learners practice selected grammatical structures:

**Awareness** – the students underline the grammatical structure in a piece of text.

**Controlled drills** – the learners produce examples of a structure predetermined by the teacher or textbook.

**Meaningful drills** – the responses of the learners are controlled, but they are given a limited choice.

**Structure-based free sentence composition** – the pupils are provided with a visual cue and they are directed to use the structure in order to describe it.

### 2.6.6 Vocabulary

Vocabulary is a set of words teachers teach in the foreign language. As far as vocabulary for younger learners is concerned, primarily pronunciation and spelling need to be taught. There are several techniques that may be used for presenting new vocabulary or merely for its revision:

**Concise definition** – dictionary-like definition.

**Detailed description** – description of appearance, qualities...

**Examples** – in the form of hyponyms.

**Illustration** – a picture or a real-life object is presented.

**Synonyms** – through words that have similar meaning.

**Antonyms** – through words that have opposite meaning.

**Translation** – the words are translated into the native language of the learners.

**Brainstorming** – the teacher writes a single word in the centre of the board and connects words provided



by the learners to it. Such activity is, most importantly, good for revision of words the pupils already know.

**Identifying unknown words** – the learners underline words with which they are not familiar.

### **2.6.7 Multiple Intelligences Theory**

In order to develop individual intelligences, following activities were suggested by Larsen-Freeman (2006):

1. logical/mathematical – puzzles, games, logical and sequential presentations, classifications and categorizations, riddles
2. visual/spatial – charts and grids, videos, drawing, guided imagery
3. body/kinesthetic – hands-on activities, field trips, pantomime, acting out a description
4. musical/rhythmic – singing, playing music, jazz chants
5. interpersonal – pairwork, project work, group problem-solving
6. intrapersonal – self-evaluation, journal keeping, options for homework
7. verbal/linguistic – note taking, story telling, debates

It is not likely for the teacher to be able to present a special exercise for each intelligence in every lesson plan. Although linguistic and logical-mathematical intelligences are most prized at schools, teachers should wish to honour the diversity of intelligences among the students.

## **2.7 Classroom Language**

In order to teach the foreign language effectively, the teacher should be able to use various English phrases that he/she should employ during classes. Some examples are provided in the brackets.

The lesson should begin with a proper greeting (*Hello!*, *Good morning!*), the teacher should check the attendance (*Who is missing?*), look back to the previous lesson (*Last time we...*) and then begin the lesson (*Let's get started!*).

During the lesson, the teacher is supposed to give instructions to his/her students (*Now we are going to...*) and, at the end, set homework (*You are going to do some homework.*). The lesson should be finished by a proper good-bye (*Goodbye, everybody. See you next week.*). (Gill, Lenochová, 2004)

## 2.8 Errors and Mistakes Treatment

Ways in which teachers approach errors and mistakes of their students may have a major impact on attitudes of learners towards the foreign language learning. There is a difference between mistakes and errors; mistake is an occasional slip that a student is able to correct himself/herself, apart from errors which they are not able to correct themselves, and therefore need to be explained by the teacher. (Harmer, 2007)

In order to be effective, the feedback must be optimal. If the teacher provides the learners with too much negative feedback, he/she is likely to discourage them from their attempts at communication; on the other hand, too much positive feedback may reinforce the errors of the speakers. To conclude, the teacher must find a balance between the two extremes. (Brown, 2000)

There is a number of different ways to show incorrectness. During oral work we can use:

**Repeating** – the teacher asks the student to repeat the uttering with a questioning intonation.

**Echoing** – the teacher repeats the uttering and emphasises the wrong part.

**Statement** – the teacher says directly what was wrong.

**Expression** – the teacher may use a facial expression or a gesture to indicate that something was said incorrectly.

**Hinting** – the teacher says a word (i.e. 'Tense!') to indicate what was wrong.

**Reformulation** – the teacher repeats back a corrected version of what the student said.

For the purposes of written work, it is good to underline the incorrect part and employ a set of symbols that give the student a hint what is wrong, i.e. WO (word order), Sp (spelling), T (tense), P (punctuation), etc. (Harmer, 2007)

### **3. Small Schools with Composite Classes**

#### **3.1 Definition of a Small School with Composite Classes**

Primary schools can be divided into two groups; fully organized that consist of all nine grades, and not fully organized that are comprised of less than five grades of the first stage of primary school. Small schools with composite classes are representatives of not fully organized schools. In the Czech Republic, only the first stage of primary school can be organized like this. (Trnková, 2010)

“Small school with composite classes“ can be defined in a number of ways, they are quite similar though: Petlák (1998, p. 5) defines it as “a primary school where not every grade has got its own classroom and class teacher, in one classroom managed by one teacher there are two or more grades“.

Tupý (1978, p. 17) characterizes it as “a primary school where pupils are educated under such conditions that one class is attended by pupils from at least two different grades.“.

Trnková (2010, p. 11) states that “small school with composite classes is such school where there is at least one class comprised of more than one grades“.

Lessons of such class must be organized in a way that pupils of all grades are engaged. Joined mixed-age classes are called sections, they are usually designated by ordinal numbers.

As terminology concerning this type of schools is not homogenous, it is necessary to choose one defining term for purposes of this thesis. The term “small school with composite classes“ seems to be the most suitable one.

#### **3.2 Small Schools with Composite Classes Abroad**

There are equivalents of such schools abroad:

English: small school with composite classes or multilevelled school

German: kleine Grundschule, Zwergschule or Kleinschule mit Klassen mit mehreren Schulstufen

French: petit école primaire

These analogies do not always mean it is dealt with a small school with composite classes though. They can be small schools, yet fully organized, with their own class teachers and classrooms. On the other hand, they face similar issues and problems as small schools with composite classes. (Trnková, 2010)

Abroad there is quite a high participation of small schools with composite classes in educational system.

In Switzerland, approximately 20% of pupils, in France 21%, in Finland 21% and in Norway 45% of all children of the first stage of primary school attend such small schools. (Průcha, 2004)

### **3.3 Small Schools with Composite Classes in the Czech Republic**

Small schools with composite classes have a long-running tradition in the Czech school system. In the past, these schools emerged due to poor school coverage and shortage of teachers. But classes contained a great number of pupils and it was not uncommon that only one or two classes were operational. Conditions like that were present in the 19th century and the first half of the 20th century in Europe when a network of schools was being established.

From the first half of the 20th century until now, small schools with composite classes were being founded in regions with fewer children; it may occur that the number of children in one grade does not reach the limit required for opening a stand-alone class, and it is necessary to join them. Such schools can be found mostly in rural areas.

Despite the Czech tradition, it is virtually impossible to find out exactly how many such schools are there in total nowadays, as contemporary legislation (Act No. 561/2004 Collection of Law, on Pre-School, Basic, Secondary, Tertiary Professional and Other Education, also known as the Education Act, Czech: Školský zákon) does not contain the term small school with composite classes, nevertheless, Ordinance No. 48/2005 (Czech: Vyhláška č. 48/2005 Sb.) uses terms “school comprised of one, two, three... classes of the first stage of primary school instead of it.

Although we are not able to provide with precise numbers, we can make an educated guess. Průcha (2004) states that in the school term of 2002/2003 (before the new 2004 Education Act was passed) there were 1497 small schools with composite classes in the Czech Republic.

Afterall, even nowadays it is possible to encounter the term small schools with composite classes in documents of school self-government, such as annual reports or long-term intentions. (Trnková, 2010)

There are several requirements that have to be met if a small school with composite classes should be operational. The Education Act (No. 561/2004) does not state the minimum number of pupils, but according to Ordinance No. 48/2005, the minimum for one-class schools is ten pupils, two-class schools should have at least twelve pupils per class on the average, three-class schools thirteen pupils. More-class primary schools should be attended by the minimum of fifteen children per class on the average. (Trnková, 2010)

Children with special education needs can be also integrated in small schools with composite classes. The Education Act divides such children into three groups; a disabled person, a person disadvantaged due to health condition or social position. By disability it is meant mental, physical, visual, auditory disability,

language deficiency concurrent with more deficiencies, autism and development deficiency in learning or behaviour. By health disadvantage it is meant a serious health defect, long-term disease or modest health defect resulting in problems in learning and behaviour. Social disadvantage can be of family environment with a low social and cultural status, ordered institutional education or imposed protective education, or the status of asylum seeker. (Školský zákon, 2004)

However, there is a certain kind of limitation; Ordinance No. 73/2005 states that there should be at most five pupils with disability individually integrated in one class of primary school (Vyhláška č. 73/2005)

The Education Act also specifies a new way of financing which is in accordance with the new system of regional self-government. The funds are supplied on the basis of total number of pupils. This means that the more pupils attend the school, the more money is given to the school. As small schools with composite classes are not attended by many children, those schools have just enough funds for operation. (Školský zákon, 2004)

### **3.4 Pros and Cons of Small Schools with Composite Classes**

#### **3.4.1 Pros**

In most cases, small schools can be found in small settlements and rural areas. Life in such places has always been connected with agriculture and nature, employment opportunities are lower. There is also a certain cultural isolation and bigger social control, although the differences between villages and towns are being reduced.

Schools in rural areas have always been an important social institution for it brings and holds culture, and helps developing the village, as there are not many opportunities concerning this area. (Trnková, 2010)

As there are less students in classes, teachers have more time to deal with each one individually. The pupils are also given more space and have more opportunities enabled to present themselves.

Due to the mixture of classes, various age of children and different topics, development of communication and cooperation is encouraged. Younger children can gain knowledge from the older ones and follow their examples.

Relationships in the small school with composite classes are more close; children know one another and the members of staff, teachers know all the children and their parents, as well as their social background. (Vlachová, 2007)

Teachers of small schools with composite classes are also expected to do something beyond their duty; they are expected to be willing to work more for the children and the village even after their working hours had passed. They are often involved in organizing various social events, such as balls, masquerades and

parties for local children, they take care of libraries, carry out excursions, trips, various leisure activities (motoric, art, musical) and school sleep-overs associated with barbecue, hunts for treasure and paths of courage. (Trnková, 2010)

### **3.4.2 Cons**

Small schools with composite classes are required to spend greater costs per one pupil than bigger schools. This problem seems to be one of the most serious reasons for disbanding such schools.

Immense emphasis on skills and training is placed on teachers in the terms of organisation of lessons. Teaching in small schools with composite classes requires experienced and extra-trained teachers, which is hard to put into practice, as contemporary undergraduate training of primary teachers is focused primarily on homogenous classes. (Vlachová, 2007)

There are also concerns on the part of several teachers of fully organized schools that children coming from small schools with composite classes were not adequately prepared for dialogic-socialization relationships necessary for acquiring new information. Therefore, it is necessary to develop and cultivate oral skills continuously, and eliminate barriers of inadequate self-reflection that can manifest especially after the children have switched to a fully organized school. (Vomáčka, 1995)

American experts stated that small schools with composite classes exist only as an emergency solution in areas with a lack of pupils, classrooms and funds. If there are not qualified and trained teachers available, such schools show worse results, as teachers deal with all pupils equally, thus they are not able to go through the topics thoroughly. (Vlachová, 2007)

On the other hand, experts in the United Kingdom placed a requirement for primary teachers to bear responsibility for one part of the curriculum of the school where he or she was working. Due to this policy, small schools with composite classes (with skeleton staff) were under a big pressure, but after employing measurement of educational results, small schools with composite classes became broadly accepted, as they, quite surprisingly, reached equal (sometimes even above-average) results as fully organized schools. (Trnková, 2010)

## **4. Use of IWB in Lessons**

### **4.1 Current Situation Concerning ICT**

It has been a quite some time since a new requirement in education arose; it concerned the need of teaching the pupils not only information but, most importantly, methods of their obtaining, processing, storing and using. In order to meet the requirement, modern information technologies have been implemented as a part of educational activities. There is a number of options, for instance, educational programmes, computers themselves, the Internet, electronic coursebooks, overhead projectors and interactive whiteboards (IWB). (Obst, Kalhous, 2000)

Interactive whiteboards can be used in all subjects; science, geography, technical education, chemistry, music or arts. They are being employed in all developed countries, including the Czech Republic. (Dostál, 2009)

### **4.2 Definition of IWB**

From the technical point of view, interactive whiteboard is an electronic device that is used as a material teaching aid; it was designed specially for educational purposes. Usually, it is used together with an overhead projector and a computer.

Users of whiteboards have an opportunity to influence operations of a computer and running programs, the same way as they could do it through mice or touchpads. Due to an image being projected on a whiteboard by an overhead projector, it is possible to observe the development of present actions being taken in a computer. In short, interactive whiteboard is a touch-sensitive desktop through active communication between a user and computer takes place in order to provide with a maximum degree of illustration of a displayed content.

Interactive whiteboards can be controlled by a marker, stylus (special pen), directly by a finger or by a special pointer. Motion-scanning devices can be positioned either in front of a whiteboard or behind it.

Due to a dynamic development of technology, traditional interactive whiteboards, projectors and computers are being complemented by additional components, constituting interactive educational systems.

One of such components are voting devices that enable the teachers to control the amount of knowledge acquired by students, and also to engage them in the learning process. They are provided with a question, which also activates the distracted students, as they are pressured to respond.

Interactive whiteboards can be complemented by wireless tablets, which makes it possible to manage lessons from any point in the classroom; this is an advantage for teachers whose lessons take place in large

classrooms, and those who need to move from place to place. Tablets allow their users to control computers the same way as a computer mouse. They are not designated only for teachers, but also for students who can co-operate, each of them using their own appliance. (Dostál, 2009)

### **4.3 Merits of IWB in Learning Process**

#### **4.3.1 Advantages**

Based on several sittings in on classes, following advantages were deduced:

- pupils can be highly motivated to learn by appropriate use of whiteboard
- topics can be easily visualised, the principle of illustration is employed
- it is possible to maintain attention of students for longer periods of time
- it is possible to reuse created materials or to modify them easily

(Dostál, 2009)

- content of the lesson can be saved, modified, printed out, reused and shared with colleagues
- whiteboard can be used for introduction of key ideas, search for information, projection of video clips, and for evaluation of lessons and projects

(Bannister, 2010)

#### **4.3.2 Disvantages**

On the other hand, there are several downsides of whiteboards:

- if a whiteboard is overused, the interest of students declines
- one can easily lapse into encyclopedism
- development of abstract thinking of students can be suppressed
- classic textbooks are being put aside, students are not able to work with printed books
- some teachers may omit demonstration of real experiments, products of nature and other teaching aids



(Dostál, 2009)

- preparation of digital materials is time-consuming
- possible technical problems that may disrupt a lesson
- shy students may be discouraged to work with a whiteboard in front of the classroom

(Březinová, 2009)

Based on both advantages and disadvantages, the use of interactive whiteboard in lessons may or may not be truly interactive. What is crucial, are, most importantly, didactical abilities of teachers. Students should not be in a position of passive observers, which can be prevented by switching from frontal teaching to group work; one group works with the whiteboard, the rest work on the similar problem at their desks. The resulting outcomes can be then mutually compared. (Preisler, 2010)

## **4.4 Designing Own Digital Materials**

### **4.4.1 Reasons**

Although there are lots of teaching aids that can be used in lessons, there are teachers who rely also on materials designed by themselves.

One of the reasons, why teachers produce their own materials, is that commercial materials do not take individual needs of students into account, as classrooms are diverse places both in terms of where they are situated and the fact that all students are unique beings. (Thomas, Collier, 1997)

Furthermore, if necessary, teachers have the opportunity to change focus of the materials and activities over the course, whereas most coursebooks are organised in the PPP (presentation, practice, production) model of teaching, which can be uninteresting for the students. By designing materials on their own, teachers can be more flexible as far as this fact is concerned. (Harmer, 2001)

### **4.4.2 Principles**

The most important factor that influences the success of a material is the familiarity of teachers with their students. A teacher should know learning preferences of his/her students, their knowledge of English, life and educational experience, level of literacy, their aspirations and why they learn English in the first place.

The materials should be based on the curriculum to which they serve, they should be authentic, they should support stimulation of interaction, the learners should be allowed to focus on formal aspects of the language, they should be encouraged to develop learning skills (plus skills in learning) and to apply them even outside the classroom. (Tomlinson, 2003)

It is imperative to bear the matter of intellectual property in mind; sources of information and other materials should be acknowledged properly according to respective standards. (Bannister, 2010)

#### **4.4.3 Organisation of Materials**

When designing a new material, it is vital to begin with information that are familiar to the learners, and only then proceed to areas that are new to them, as well as it is best if the difficulty of tasks goes from the simplest ones to the more complicated. This applies to all teaching materials including the digital ones.

The basis for the creation of a successful and meaningful material is vocabulary. Teachers must make sure that their students are familiar with the words covered in the material; the learners either know them from previous lessons, or they must be presented, alternatively practised within the material. It is good not to use the whiteboard only, but to employ as many different ways, as possible, and, at the same time, try to involve as many senses, as possible, and movement activities, too. Teachers must also bear in mind the need to switch the activities in shorter periods of time, as it is necessary when considering the fact that they deal with young learners. (Scott, Ytreberg, 1990)

#### **4.4.4 Sharing**

Nowadays, it is possible to share the materials with other teachers, so that they can join together and inspire one another. In order to be able to share his/her materials, one must register and fill in a few personal pieces of information, such as gender, name and place of work. After that, the system allows one to share the materials. Each material must go through a check-up; there is a group of experts that inspect every piece of work, and then, if everything is all right, the material is published in a corresponding section. (Gamba, 2012)

In the Czech Republic, there are two main websites that were designed for the purpose of sharing digital teaching materials created by teachers:

DUMY.cz: Digitální učební materiály (<http://www.dumy.cz>)

Metodický portál: Inspirace a zkušenosti učitelů (<http://www.rvp.cz>)

Each school also has the opportunity to share digital teaching materials created by its teachers on its own

website.

## **4.5 IWB in Practice**

Work group called Interactive Whiteboard Working Group (IWB WG), which is an initiative of ministries of education in Europe, created a guide based on examples of good practice regarding the use of whiteboards in schools. The project was called EuSCRIBE (European Schools and Classroom Research of Interactive Whiteboards in Education) and one of the themes is a set of recommendations how to employ a whiteboard in lessons effectively and to its maximum.

### **4.5.1 Whiteboard in a Classroom**

- a classroom should be arranged in a way that is suitable for tasks which will be carried out by students; when working with younger learners, it is applicable to seat them outside their desks, for example on a carpet
- there should not be too much things around the whiteboard, as it may cause distraction on the part of the pupils

(Bannister, 2010)

### **4.5.2 Whiteboard in Lessons**

- teachers claim that besides the whiteboard, it is useful to have one other board available for writing, so that it is possible for them to state aims of a lesson, homework, key words, etc.
- it is necessary to take the abilities of learners and content of learning into consideration
- the aim of using a whiteboard is not to switch between activities, teachers should assess the achievements of learners and the lesson continuously
- teachers should consider keeping records or notes of what they did during the lessons in order not to repeat certain activities
- it is advisable not to have too much text on the whiteboard
- the font and colour of a piece of text should be checked in advance; it might look good on a monitor, but it may be illegible on the whiteboard
- although the visual content on the interactive whiteboard can be stimulating, teachers should not abandon real-life objects, as it is important for the learners to actually experience them and touch them (Bannister, 2010)

## **4.6 Feedback on Digital Materials**

Although for teachers it may be a bit unusual to ask students for feedback on their teaching, such thing is a highly valuable source of information. The advantage is that they know best how well they are learning, as the point of view of a teacher is distorted by his/her subjectiveness. Moreover, this approach gives the students feeling that they are able to enhance the whole process of their learning. (Ur, 1996)

## Practical Part

The practical part gathers data for the research focused on the suitability of the digital materials in the lessons of English in the small school with composite classes environment, specifically in the small school with composite classes in Široká Niva. A number of materials for each lesson in each grade was prepared and tested; in their essence, the exercises should develop the key competencies (see 1.2.3 and 2.2). They are based on activities that were mentioned in the theoretical part (see 2.6), they take classroom language (see 2.7) into account and the aforementioned treatment of mistakes and errors (see 2.8) was used. Various sources of motivation (see 2.4) and approaches (see 2.5) were used. Each lesson contains lesson notes that were created during the testing; each note contains a topic, needed vocabulary, aids, feedback from students and practical recommendation.

As a method of the research, a student feedback sheet on digital materials was designed (see Appendices). It contains seven areas of inquiry: whether they understood the introduction, whether they liked the exercise, if there were difficulties, whether they learnt something new, whether they revised the topic well, if the exercise was well arranged, and whether the exercise was better than those in coursebooks and textbooks. The pupils were supposed to express their attitudes by colouring one of the smileys. The feedback was provided by 6 fifth-graders (10-11yo), 6 fourth-graders (9-10yo) and 5 third-graders (8-9yo); it is a total sum of pupils for two school years (2012/13 and 2013/14). Each statement is evaluated separately in the conclusion; the total sum of positive answers divided by the total number of answers multiplied by one hundred, which gives the percentage of positive answers on the statement.

The lesson notes should provide the reader with information that is necessary for successful utilization of the digital interactive materials in the small school school with composite classes environment. The notes are divided into three sections according to grades. Materials designed for lower grades can be also used in higher grades for revision, and materials designed for higher grades can be used in lower grades; as extension of a topic or for advanced students. The digital materials are situated on the DVD disc that is attached to the diploma thesis.

The idea is that pupils like working with IWB and the digital materials should only serve to complement the students' books and workbooks. Furthermore, the pupils should understand the introduction, they should like the exercise, work without difficulties, they are not supposed to learn new information, they should revise the given topic well, the exercise should be well-arranged and better than those in coursebooks. With only minor exceptions, it is necessary for the students to know vocabulary and phrases of the given lesson. The materials are designed in a way that the teacher runs them, if he or she is occupied with one group of students, and the other have finished their work earlier than expected. The materials were tested in the school terms of 2012/2013 and 2013/2014. The following notes result from

research of the author. If not stated otherwise, all pictures used in the digital materials are part of ActivInspire (see below) or were designed by the author of the thesis. All texts were written by the author of the thesis. All recordings were made by the author of the thesis.

## **5. Small School with Composite Classes in Široká Niva**

### **5.1 History**

Široká Niva is a small village situated in Moravskoslezský kraj, about fifteen kilometers from Bruntál, which is one of the local significant towns. The village was founded in the 13th century; it was comprised of three major settlements: Bretnov, Markvartice and Skrbovice. The population used to be German (meaning that the foundation of the First Czechoslovak Republic was not accepted easily, as well as the use of Czech as official and administrative language) until the forced displacement of Germans in 1945 after the Second World War.

The first mention of the school comes from 1784; the municipal chronicle says that the school had been existing for at least a hundred years. It was poor and owned by church though. The next entry dates back to the First Czechoslovak Republic, specifically to year 1930. It is stated that there is a primary school with six classes attended by over two hundred pupils. In 1935 a kindergarten, a music school and two gymnastic clubs were established. (Mohelník, 2005)

### **5.2 Presence**

In the school term of 2013/2014, the small school with composite classes in Široká Niva is attended by sixteen children divided into five grades but they all function as one class in one classroom. A kindergarten is a part of the school, it is situated in a different building though. Inside, there is a cafeteria, which provides lunches and snacks, and a kitchen, where the food is prepared.

Pupils start learning English as a foreign language in the third grade at the school. The children at the kindergarten have an opportunity to attend English classes designed for the youngest learners provided that their parents are interested in such a pre-school training. The training is focused primarily on vocabulary and simple sentences.

### **5.3 Structure of the School**

In the school term of 2013/2014, there were seven employees who were working at the school. There are two school teachers, of which one is a headmaster at the same time, and they both take turns in managing the school club. Then there are two kindergarten teachers, of which one is a deputy headmaster. The kitchen and cafeteria is handled by a cook, technical difficulties and repairs are managed by a janitor, and a cleaner

takes care of tidiness.

## **5.4 English in School Education Programme in Small School With Composite Classes in Široká Niva**

School Education Programme in Small School With Composite Classes in Široká Niva, as far as English is concerned, follows the syllabi of coursebooks. (Školní vzdělávací program pro základní vzdělávání, 2007)

3rd graders use a coursebook by Zahálková called “Hello, kids“, which is designed for children who begin to study English as a compulsory subject. It covers following topics: Hello, Good morning, My school bag, Colours, Numbers, My classroom, How old are you?, Halloween, What is it?, What time is it?, Who is this?, Is it big?, At Christmas, My toys, Where is the ball?, My T-shirt, My head, My body, My jeans, My week, Let's go shopping, Fruit, Vegetables, My pet, I am writing, Mum is cooking, My school, The alphabet, Bingo, Let's play a game.

It covers following grammar: contracted forms, pronouns, Wh-questions, adjectives, articles, singular vs. plural, present progressive vs. present simple. (Zahálková, Kocián, 2006)

4th graders use a coursebook by Kociánová called “New English for You 1“, which contains following topics: The alphabet, Hello! What is your name?, My family, Who is this?, What is this?, It isn't a cat. It's a tiger., What colour is it?, Christmas lesson, Where is Tom?, Where are you from?, They are my friends, How many stamps have you got?, My pet, Toys.

It covers following grammar: contracted forms, pronouns, Wh-questions, articles, adjectives, prepositions, present progressive vs. present simple. (Kociánová, Kocián, 2000)

5th graders use a coursebook by Kociánová called “New English for You 2“, which contains following topics: The alphabet, Hello again!, What is he doing?, What are you doing? An English lesson, What's the weather like?, Clothes, What is there in the flat?, What do you do in the morning?, What does Tom do in the afternoons and evenings?, I like apples. I don't like milk., I am playing football now. I play football every day. I can swim, but I can't ski., What can you do in your free time?, Peter is not feeling well. She must go shopping.

It covers following grammar: contracted forms, pronouns, Wh-questions, articles, adjectives, prepositions, present progressive vs. present simple, expressing future, likes/dislikes, adverbs of time, irregular plural, expressing quantity. (Kociánová, Kocián, 2000)



The School Education Programme also takes recommendations and advice from Standards for Elementary Education (English) into account; its purpose is to specify the content and range of the expected outcomes (Standardy, 2013)

All pupils keep their own vocabularies, in which they copy words that are new to them, and exercise books, in which they make notes. Classroom language is based on Classroom Language by Gill and Lenochová (2004) and the teacher tries to follow the rules of mistakes and errors treatment mentioned above.

## **5.5 Technical Background**

The small school with composite classes in Široká Niva is equipped with a whiteboard by Promethean, specifically Promethean ABV587 ActivBoard, two electronic pens, an overhead projector by Hitachi, namely with model ED-A111, and with a notebook Extensa 5235 by Acer.

Programme by Promethean, ActivInspire, is used for presentations. Its files may be recognized by the \*.flipchart extension. The author used the 1.864351 version of ActivInspire that is available at <http://support.prometheanplanet.com>.

The crosswords were made by Hot Potatoes programme, version 6, that is available at <http://hotpot.uvic.ca/>. Materials made by the programme can be run in any internet browser.

## 6. Lesson Notes on Digital Interactive Materials

### 6.1 Third Grade

#### 6.1.1 Lesson 1

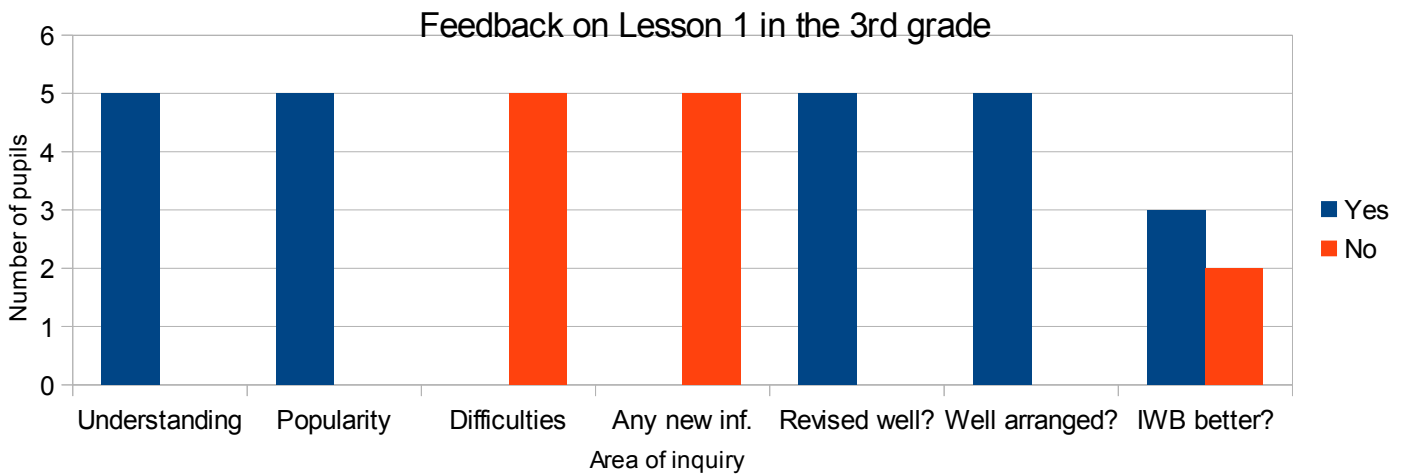
*Topic:* Hello

*Needed vocabulary:* stand up, sit down, open your book, close your book, listen, come here

*Type of exercise:* Illustration

*Aim:* Pupils revise vocabulary on Lesson 1.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The pupils look at the pictures. They come to the whiteboard one by one and write what command each picture represents.

#### 6.1.2 Lesson 2

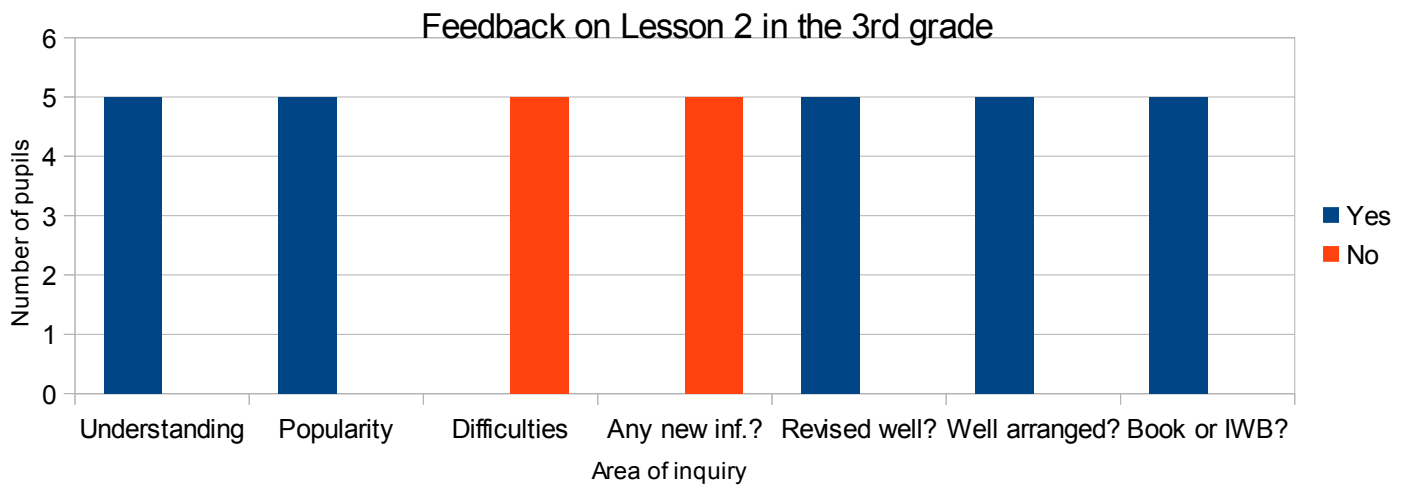
*Topic:* Good morning

*Needed vocabulary:* good morning, night, afternoon, evening, good-bye, dad, teacher, pupil

*Type of exercise:* Dictation

*Aim:* Pupils revise vocabulary on Lesson 2 and develop their listening skills.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, pencil



*Practical recommendation:* The students come to the whiteboard one by one, play the recording and write what they hear. The rest of the class may write in their exercise books.

### 6.1.3 Lesson 3

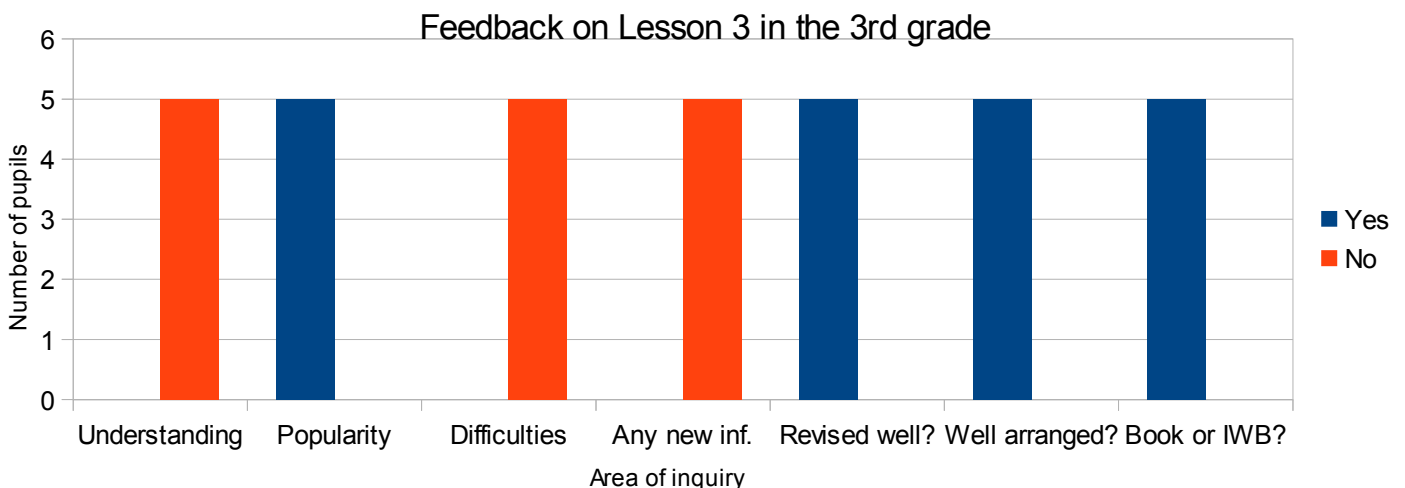
*Topic:* My school bag

*Needed vocabulary:* pencil, book, pen, rubber, ruler, school bag

*Type of exercise:* Pairs (game)

*Aim:* Pupils revise vocabulary on Lesson 3.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The game consists of six pairs. One of each pair is written, the other is a picture. The pupils are obliged to find the corresponding pairs, they are allowed to turn two cards at the same time.

### 6.1.4 Lesson 4

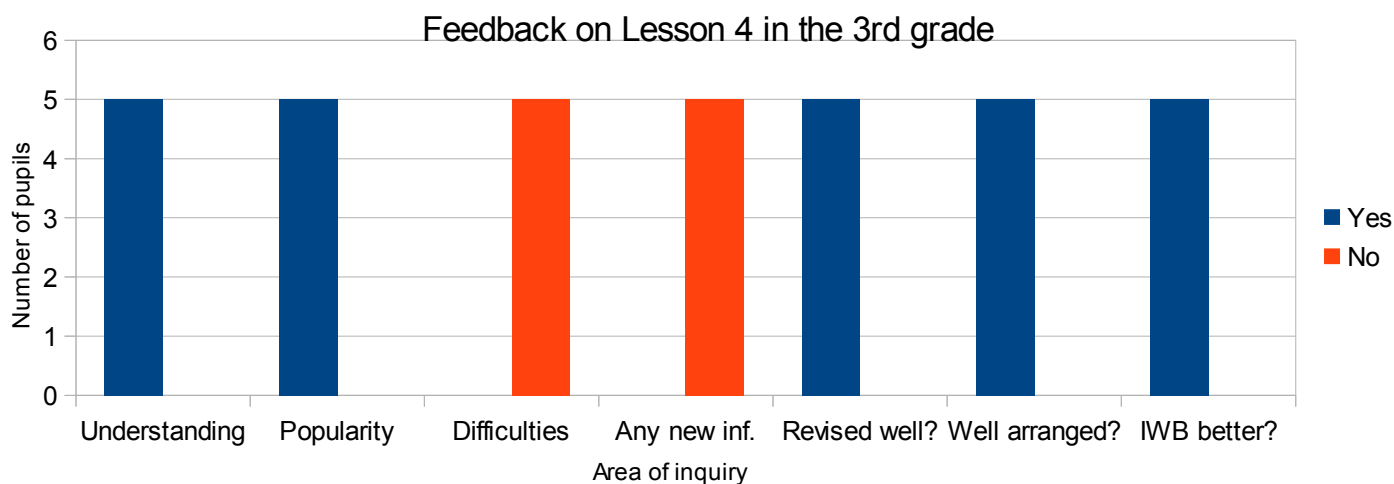
*Topic:* Colours

*Needed vocabulary:* green, blue, orange, yellow, red, black, purple, white, grey, brown, pink, dark, light

*Type of exercise:* Colouring

*Aim:* Pupils revise basic colours.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The students are supposed to click on “Výplň“ on the toolbar and colour the boxes accordingly.

### 6.1.5 Lesson 5

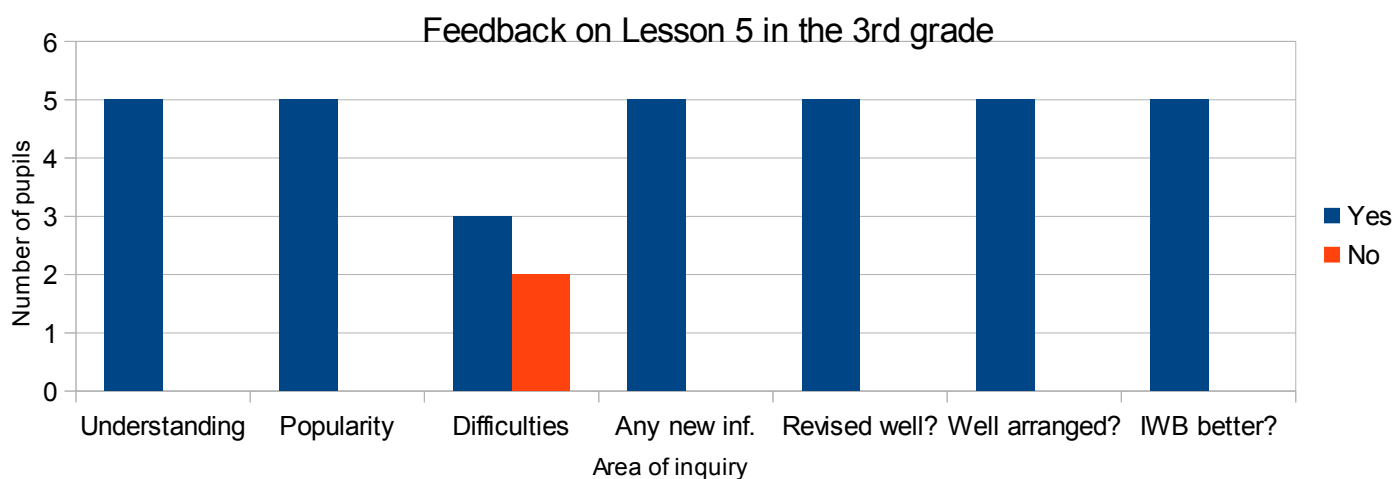
*Topic:* Numbers

*Needed vocabulary:* one, two, three, four, five, monkey, jump, bed, doctor, bump, head, mum, fell

*Type of exercise:* Song/video

*Aim:* Pupils revise numbers up to five. They develop their reading and listening skills.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The teacher plays the video by clicking on the “Play“ button. The pupils watch the video and listen. They try to understand the point. The teacher then explains the content. After that, the students sing the song; the lyric on the slide may help them, and they may be allowed to mime the characters.

### 6.1.6 Lesson 6

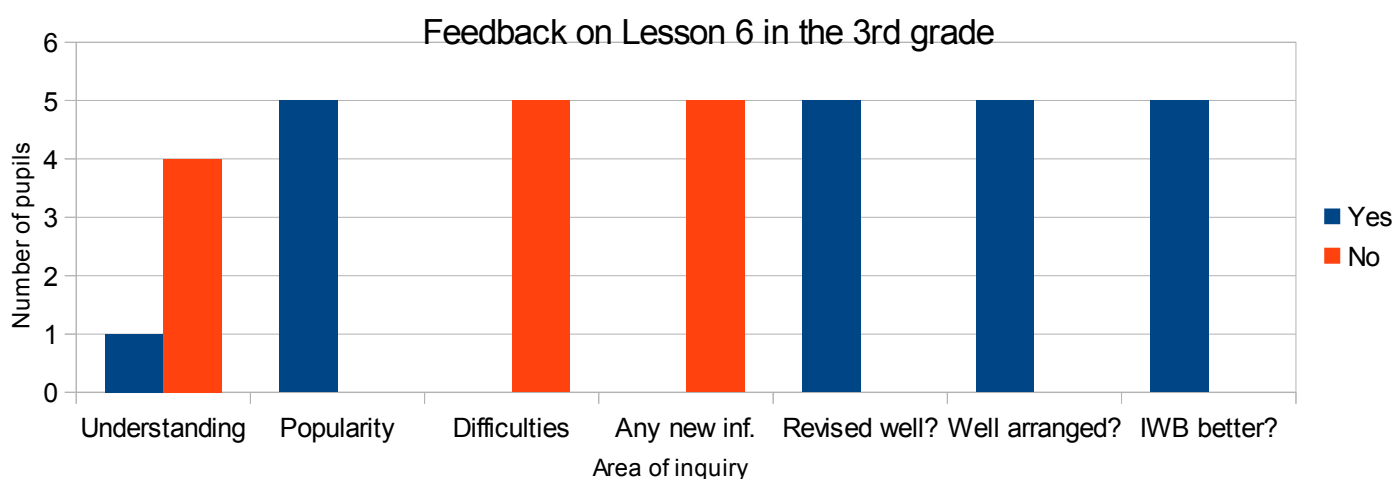
*Topic:* My classroom

*Needed vocabulary:* this is, pen, pencil, desk, rubber, chair

*Type of exercise:* True/false

*Aim:* Pupils develop their reading skills and vocabulary on Lesson 6.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The children are given a few moments to read the sentences. Then they come to the whiteboard one by one and write T (true) or F (false) in the white squares. Once they have finished, the teacher checks their work and asks the class whether the decisions were right or wrong.

### 6.1.7 Lesson 7

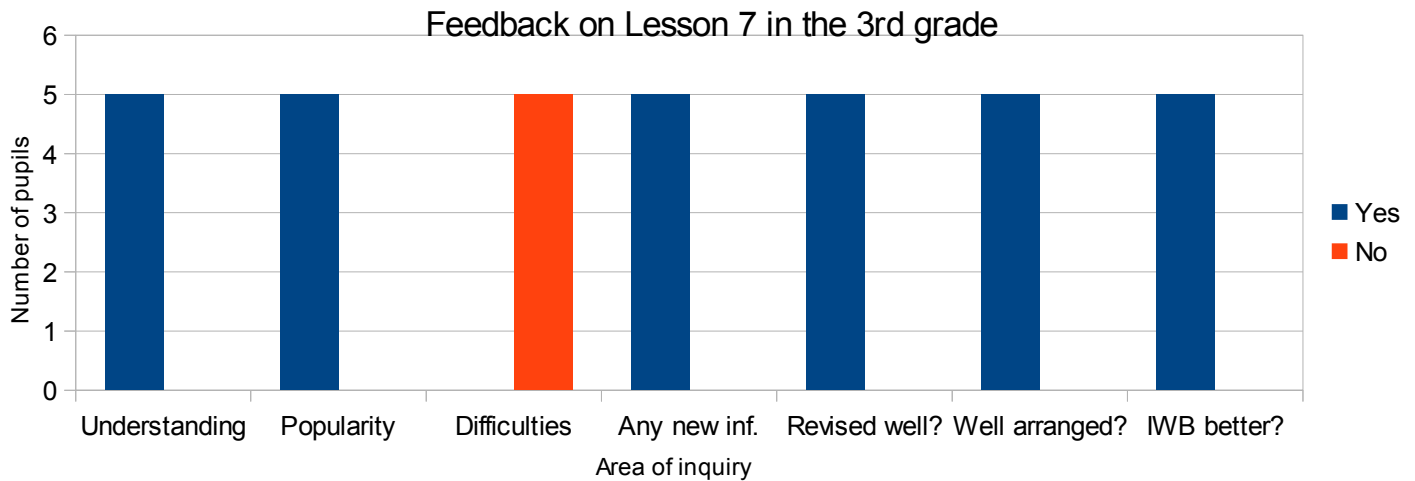
*Topic:* How old are you?

*Needed vocabulary:* six, seven, eight, nine, ten, Indian, boy, little

*Type of exercise:* Rhyme/video

*Aim:* Pupils revise numbers up to ten.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The teacher plays the video by clicking on the “Play“ button. The pupils watch the video and listen. They try to understand the point. The teacher then explains the content. After that, the students sing the song; the lyric on the slide may help them.

### 6.1.8 Lesson 8

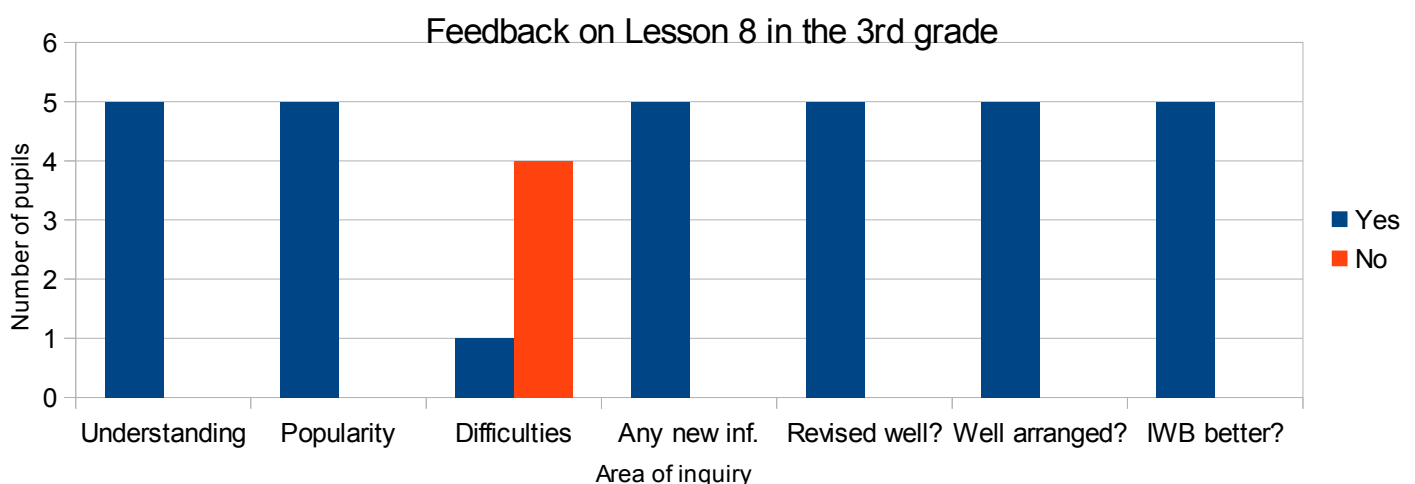
*Topic:* Halloween

*Needed vocabulary:* wick, pumpkin, magician, ghost

*Type of exercise:* Describing pictures, counting

*Aim:* Pupils revise vocabulary on Halloween, and numbers up to five.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, pencil



*Practical recommendation:* The students take their exercise books, count the items and write their number. Once they have finished, the teacher may ask them to switch their exercise books and mutually check the work.

### 6.1.9 Lesson 9

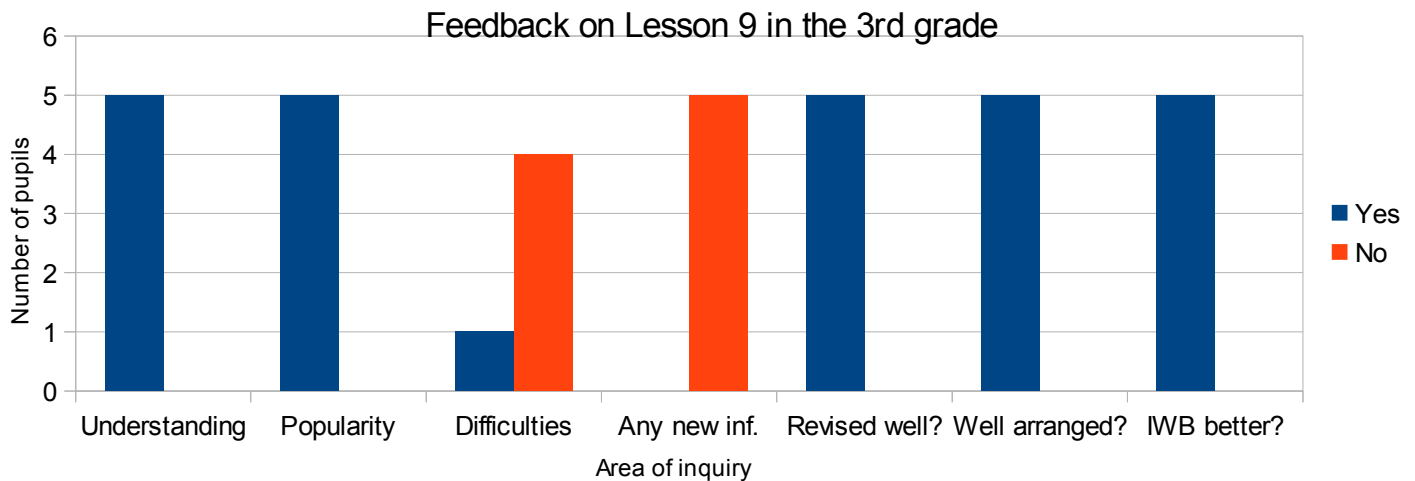
*Topic:* What is it?

*Needed vocabulary:* pencil, desk, ruler, big, small, it's

*Type of exercise:* Guessing definitions

*Aim:* Pupils develop their listening skills and revise vocabulary on Lesson 9.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, pencil



*Practical recommendation:* The students take their exercise book and they are given a few moments to take a look at the pictures. Afterwards, the teacher plays the recording twice. The pupils are supposed to write what they think is being described in the recording. Once they have finished, the teacher asks the pupils to share their guesses.

### 6.1.10 Lesson 10

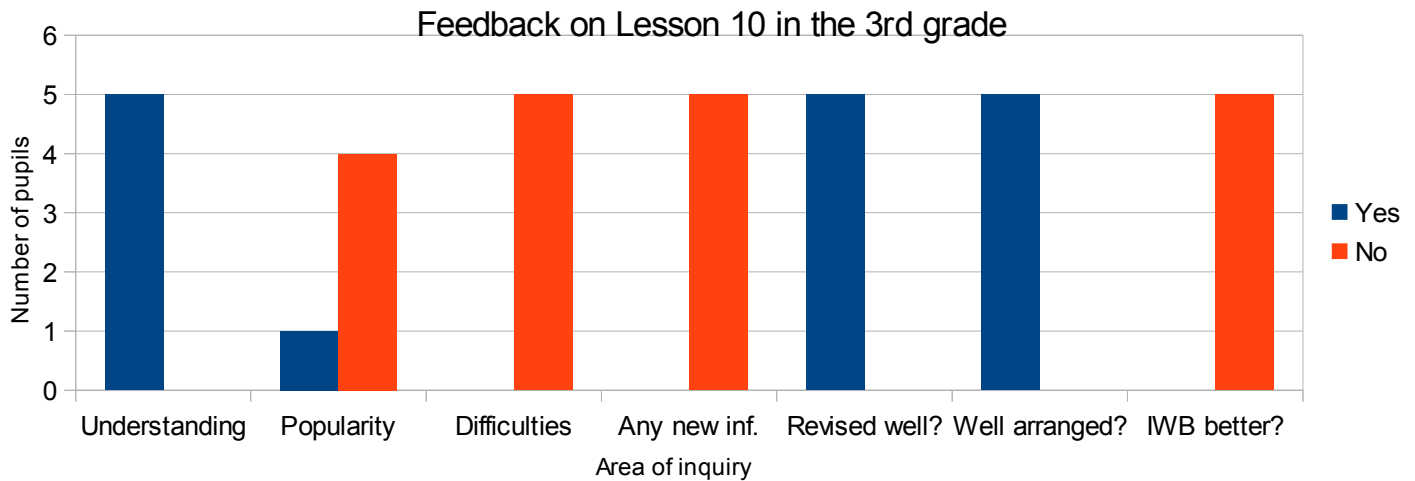
*Topic:* What time is it?

*Needed vocabulary:* What time is it? It's ... o'clock.

*Type of exercise:* Drill

*Aim:* Pupils are able to say what time it is.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* There are two slides. On the first slide, the students write what time it is. On the second slide, they read what time it is and draw hands to the clocks. The students come to the whiteboard one by one.

### 6.1.11 Lesson 11

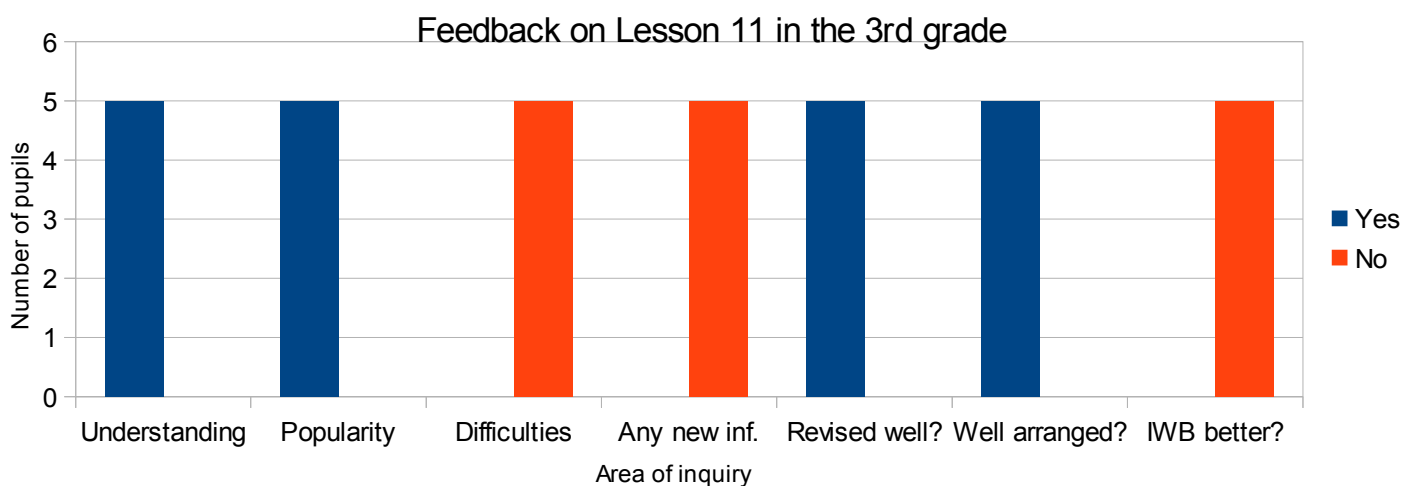
*Topic:* Who is this?

*Needed vocabulary:* this is, boy, girl, English, Czech, he/she is eight

*Type of exercise:* Gapped text

*Aim:* Pupils develop their reading skills through filling the gaps.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* There are two pieces of text on the slide. The students are supposed to come to the whiteboard one by one and fill the gaps accordingly.



### 6.1.12 Lesson 12

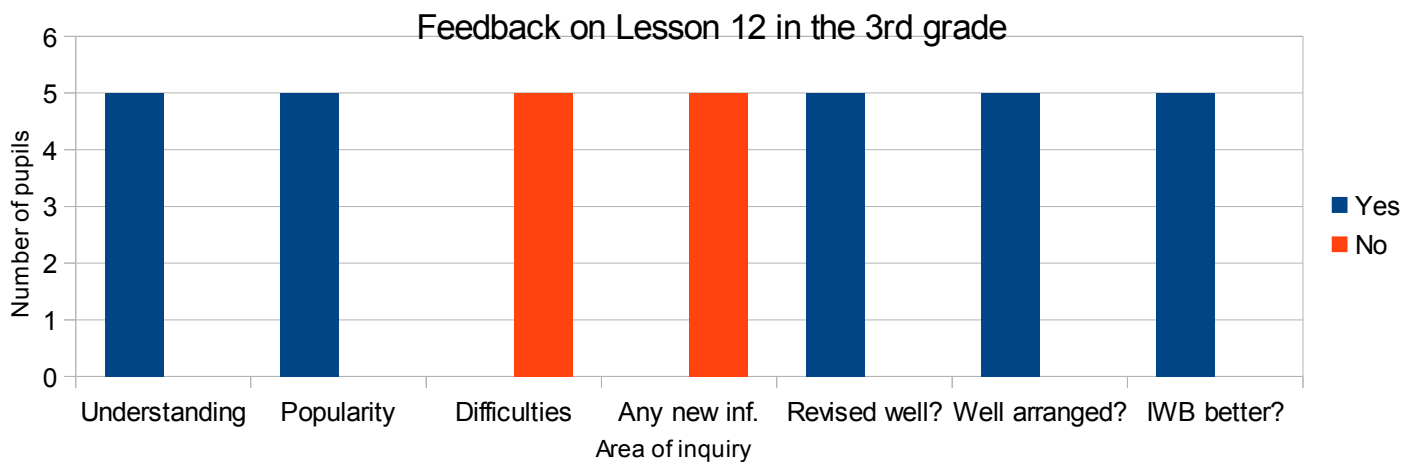
*Topic:* Is it big?

*Needed vocabulary:* window, chair, pencil, door, ruler, short, long, big, small

*Type of exercise:* Listen and draw

*Aim:* Pupils develop their listening skills on vocabulary of Lesson 12.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, coloured pencils



*Practical recommendation:* The students take their exercise books and coloured pencils. The teacher plays the recording twice. The children draw what they hear. After they have finished, the teacher clicks on the “Show“ button, which reveals the correct form of the items.

### 6.1.13 Lesson 13

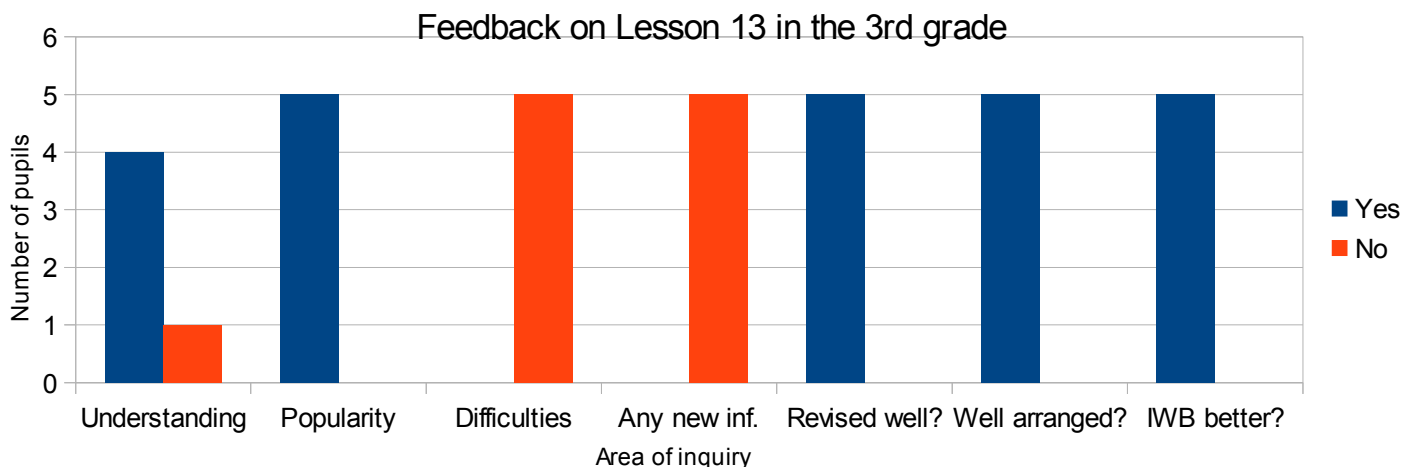
*Topic:* At Christmas

*Needed vocabulary:* bell, star, present, candle, tree

*Type of exercise:* True/false

*Aim:* Pupils develop their listening skills. They revise vocabulary on Christmas.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, pencil



*Practical recommendation:* The students take their exercise books and write numbers 1 – 5. Then they are given a few moments to take a look at the pictures. Afterwards, the teacher plays the recording twice and the children write whether the statement is true or false. When they have finished, the recording is played once more and stopped after each expression. The pupils come to the whiteboard one by one and write T/F and the true number of items.

### 6.1.14 Lesson 14

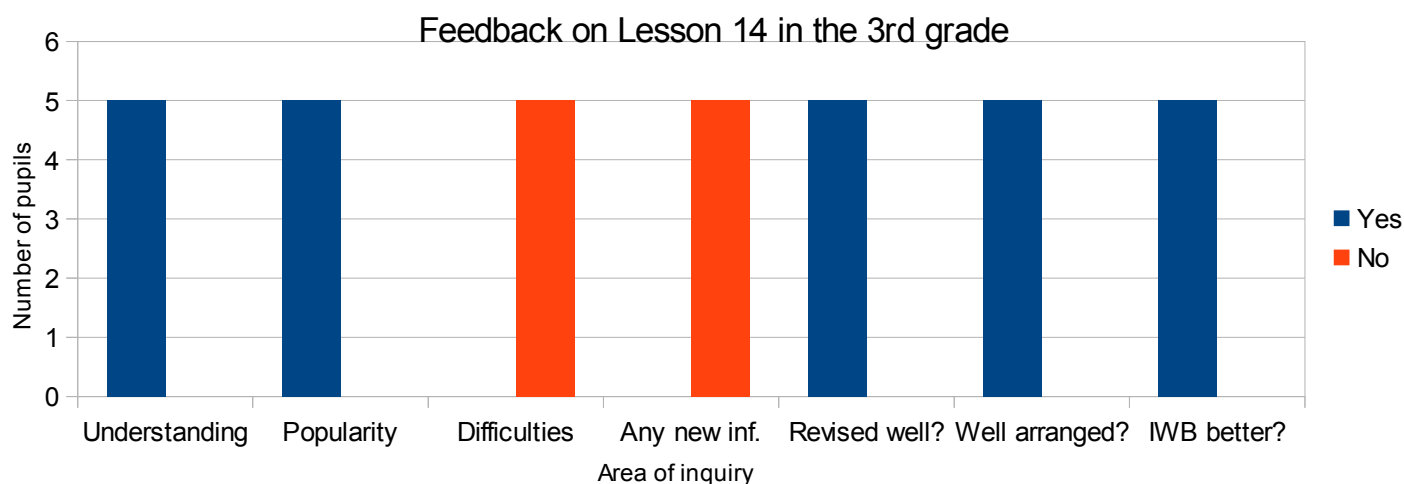
*Topic:* My toys

*Needed vocabulary:* ball, car, teddy bear, brick, doll, have got

*Type of exercise:* Drawing

*Aim:* Pupils develop their reading skills.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, coloured pencils



*Practical recommendation:* The students take their exercise book, read the text and draw what the two children have got. The teacher then checks their work or the pupils check one another.

### 6.1.15 Lesson 15

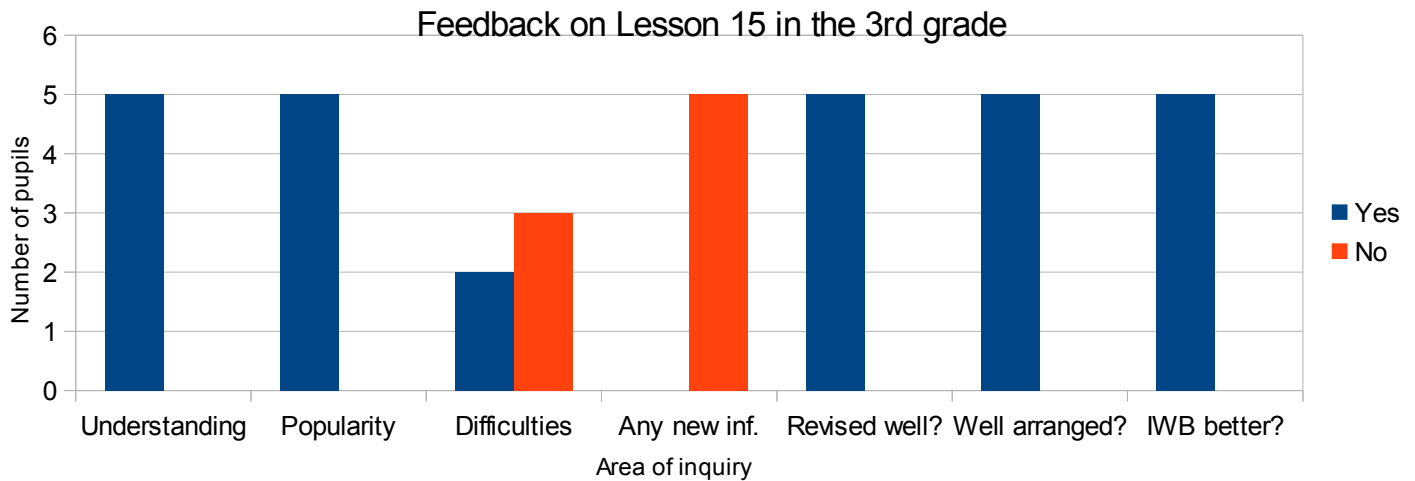
*Topic:* Where is the ball?

*Needed vocabulary:* in, on, under

*Type of exercise:* Listen for mistakes

*Aim:* Pupils develop their listening skills and revise prepositions on, in, under.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, coloured pencils



*Practical recommendation:* The children take their exercise books and copy the picture. Afterwards, the teacher plays the recording twice. The pupils listen and try to identify what is wrong. They can either circle them and make arrows to the place where the item belongs, or write the correct position. After that, the teacher plays the recording and moves the items on the whiteboard, so that the correct version of the picture can be seen.

### 6.1.16 Lesson 16

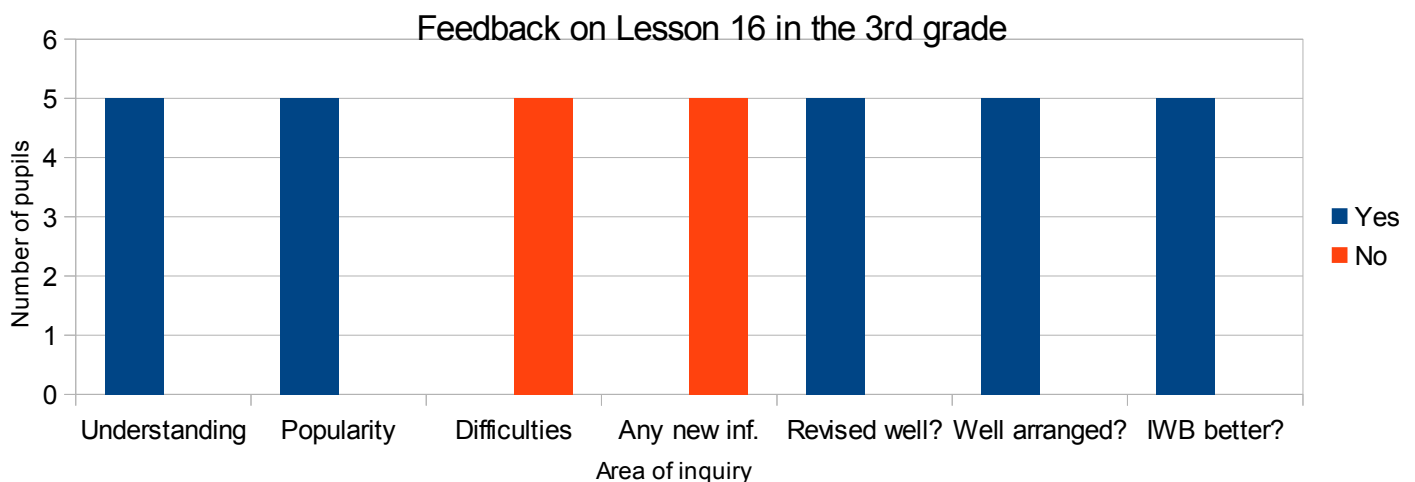
*Topic:* My T-shirt

*Needed vocabulary:* shirt, T-shirt, sweatshirt, sweater, skirt, dress, jacket, cap, he/she is wearing, I'm wearing

*Type of exercise:* Matching

*Aim:* Pupils revise vocabulary and spelling on Clothes.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The pupils match the words with the pictures and fill the missing letters.

### 6.1.17 Lesson 17

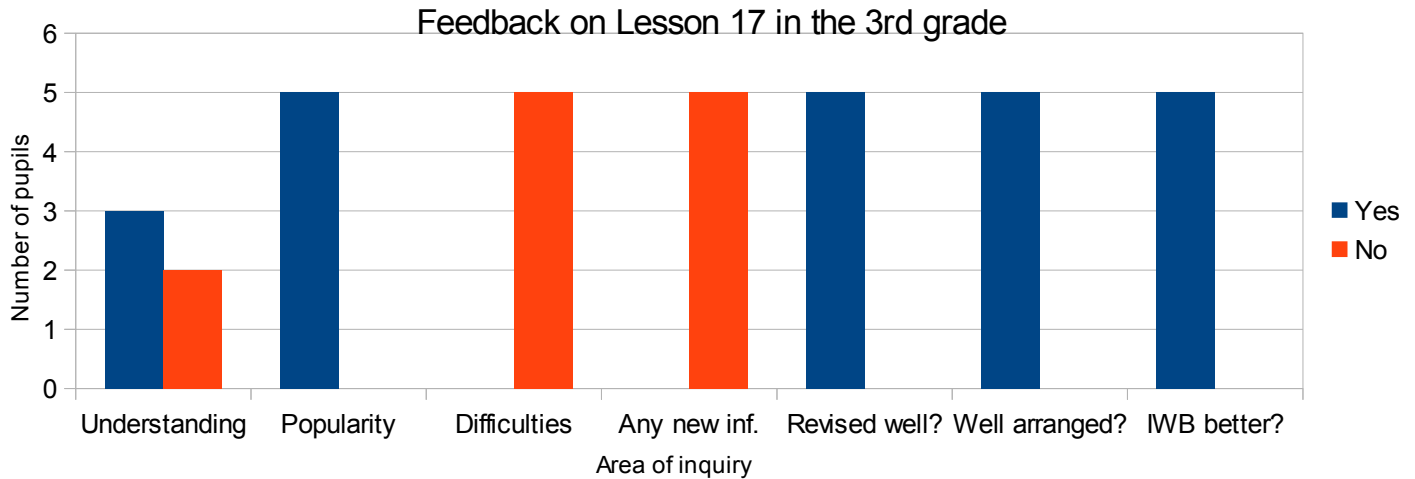
*Topic:* My head

*Needed vocabulary:* eye, ear, nose, mouth, hair, face, head, I have got, My .... are

*Type of exercise:* Describe someone

*Aim:* Pupils develop their speaking skills through description of themselves.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The children come to the whiteboard one by one, assemble their faces and describe themselves aloud. The next pupil clicks on the “Next!“ button, which refreshes the slide.

### 6.1.16 Lesson 18

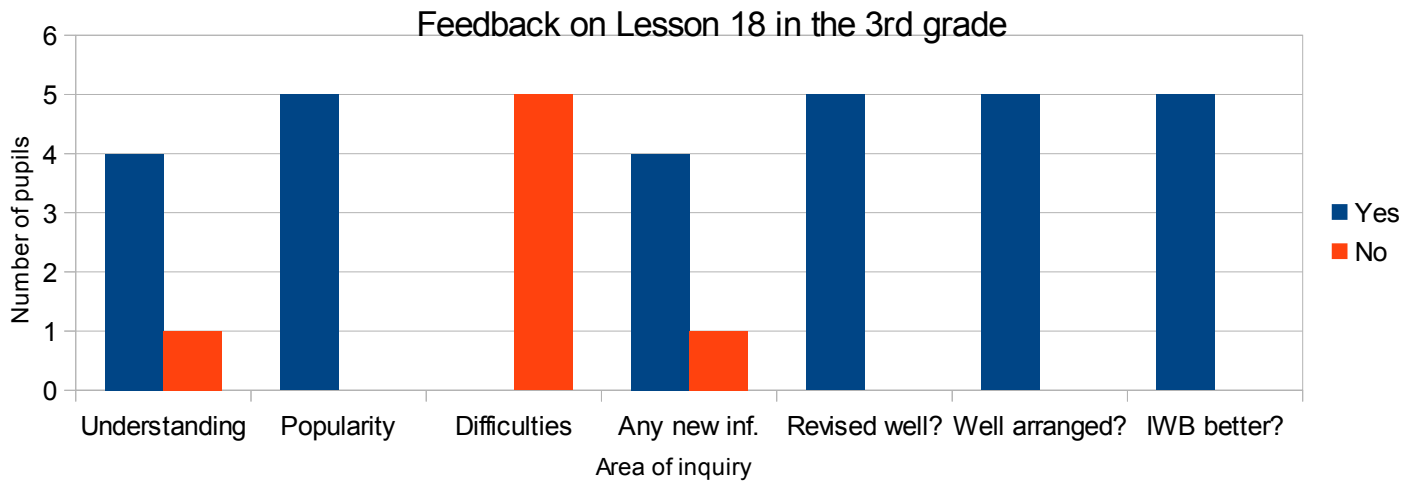
*Topic:* My body

*Needed vocabulary:* shoulder, arm, hand, finger, neck, tummy, bottom, back, leg, knee, feet, toe

*Type of exercise:* Describe someone

*Aim:* Pupils develop their speaking skills through description of monsters.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The pupils come to the whiteboard one by one, make a monster and describe how many limbs, eyes, etc. it has got. They can give it a name. The next pupil clicks on the “Next!” button, which refreshes the slide.

### 6.1.19 Lesson 19

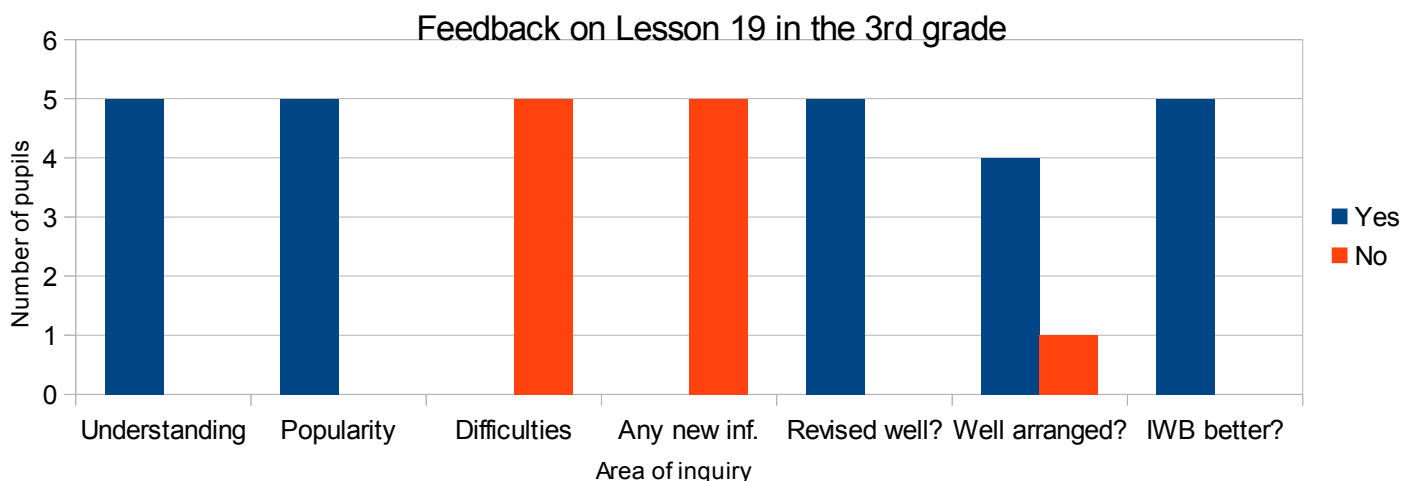
*Topic:* My jeans

*Needed vocabulary:* jeans, trousers, shoes, tights, socks, he/she is wearing

*Type of exercise:* Guessing definitions

*Aim:* Pupils develop their listening skills.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, pencil



*Practical recommendation:* The pupil take their exercise books and they are given a few moments to take a look at the pictures. The teacher then plays the recording by pressing “Listen!”. The recording may be played twice. The children listen to the descriptions and guess who is being described. They write their guesses in their exercise book.

### 6.1.20 Lesson 20

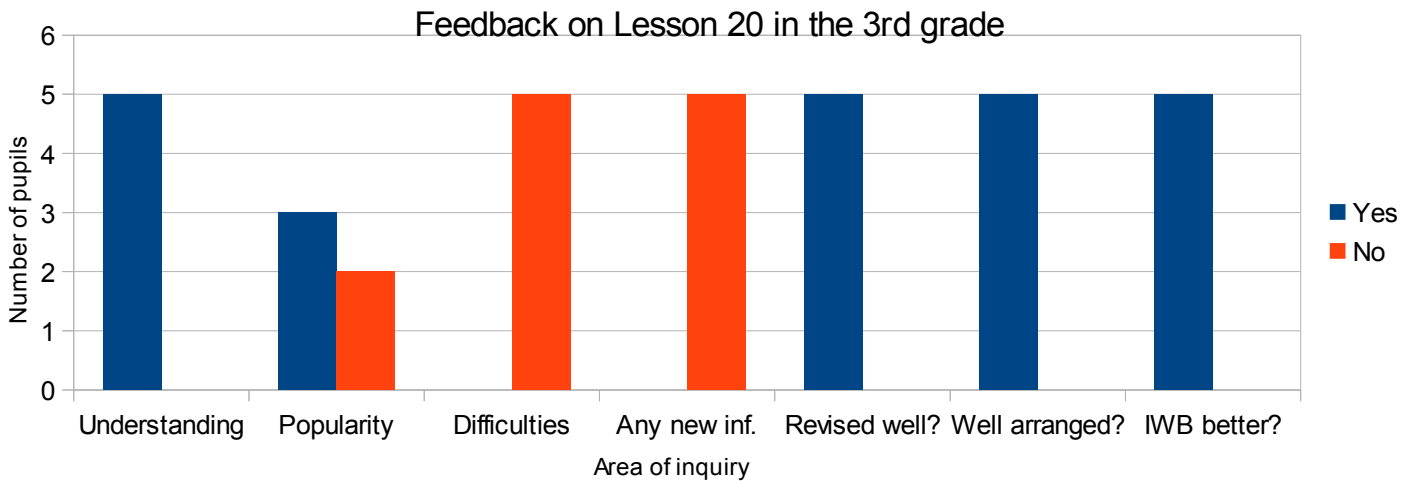
*Topic:* My week

*Vocabulary:* Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, play, football, basketball, tennis, catch, chess, cards, computer games

*Type of exercise:* Putting things in order

*Aim:* Pupils revise days of the week.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The students come to the whiteboard one by one and order the days.

### 6.1.21 Lesson 21

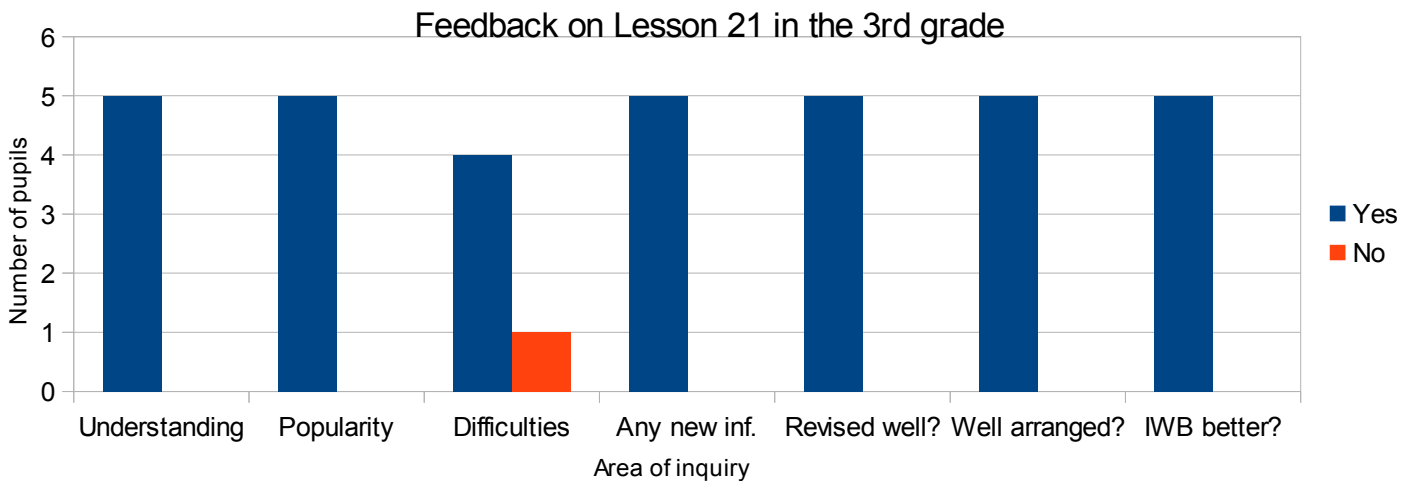
*Topic:* Let's go shopping.

*Needed vocabulary:* fat, sausage, fry, pan, all of a sudden, bang

*Type of exercise:* Rhyme

*Aim:* Pupils learn the rhyme.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The teacher explains the unknown words and reads the rhyme aloud. After that, the pupils read it aloud, too. They try to remember it. It can be assigned as homework.

### 6.1.22 Lesson 22

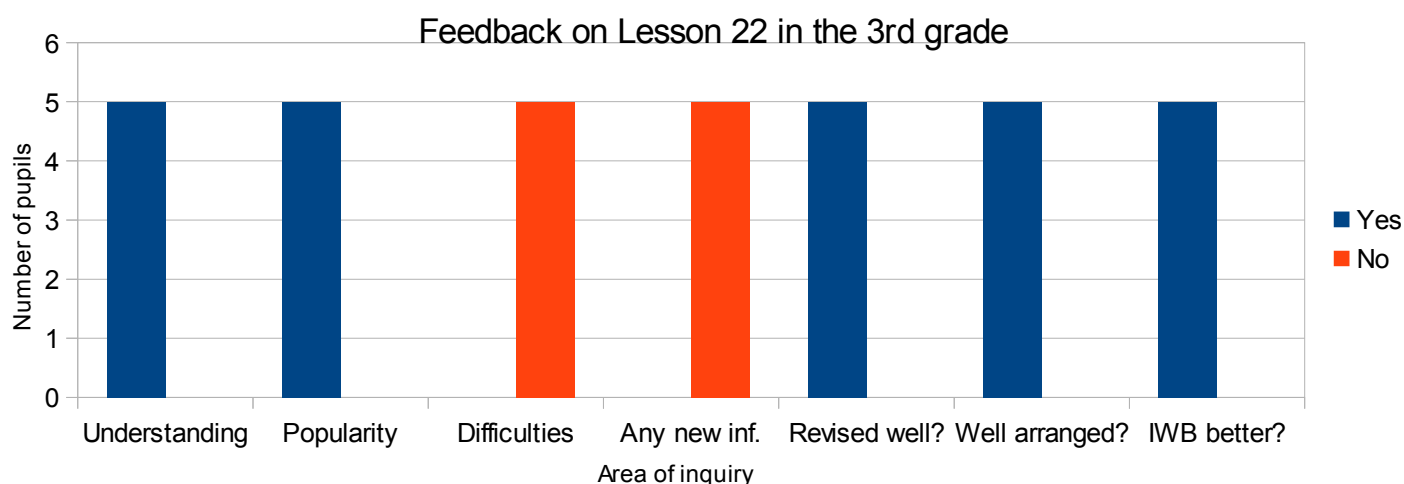
*Topic:* Fruit

*Needed vocabulary:* apple, lemon, banana, orange, plum, pear

*Type of exercise:* Word scramble

*Aim:* Pupils revise vocabulary and spelling on Fruit.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The children come to the whiteboard one by one and try to unscramble the words. After they have finished, the teacher presses the “Show!“ button, which reveals the correct answers. They may also unscramble the words by writing in their exercise books.

### 6.1.23 Lesson 23

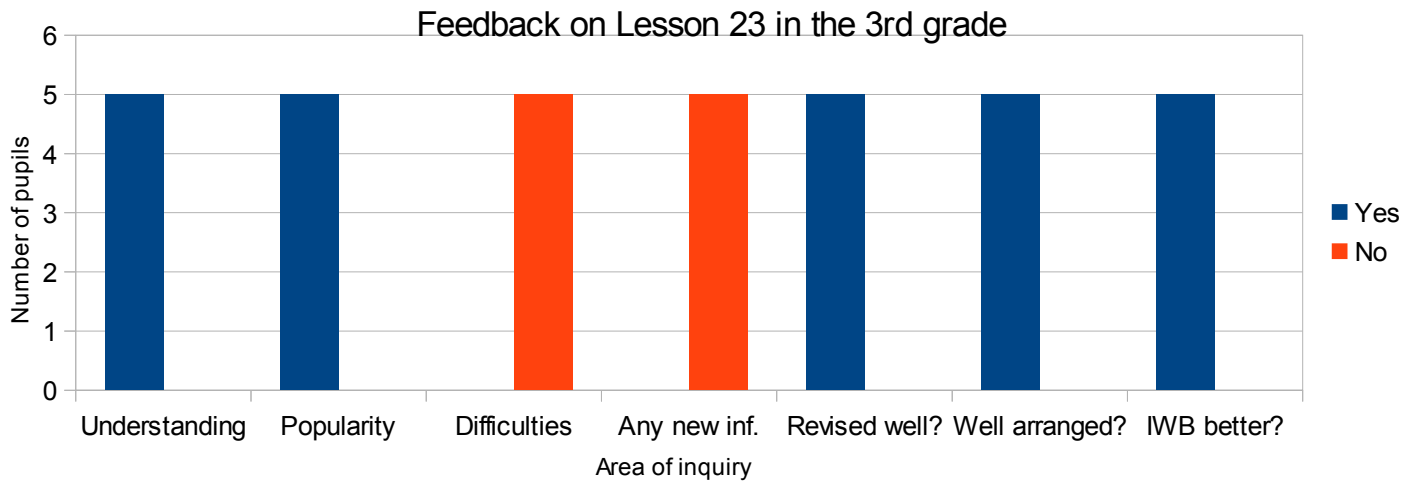
*Topic:* Vegetables

*Needed vocabulary:* carrots, pepper, potato, tomato, lentils, peas, beans, cucumber, broccoli

*Type of exercise:* Matching

*Aim:* Pupils are able to categorize fruit and vegetables. They revise vocabulary on fruit and vegetables.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The pupils come to the whiteboard one by one and categorize fruit and vegetables. Their work is checked after they have finished.

#### **6.1.24 Lesson 24**

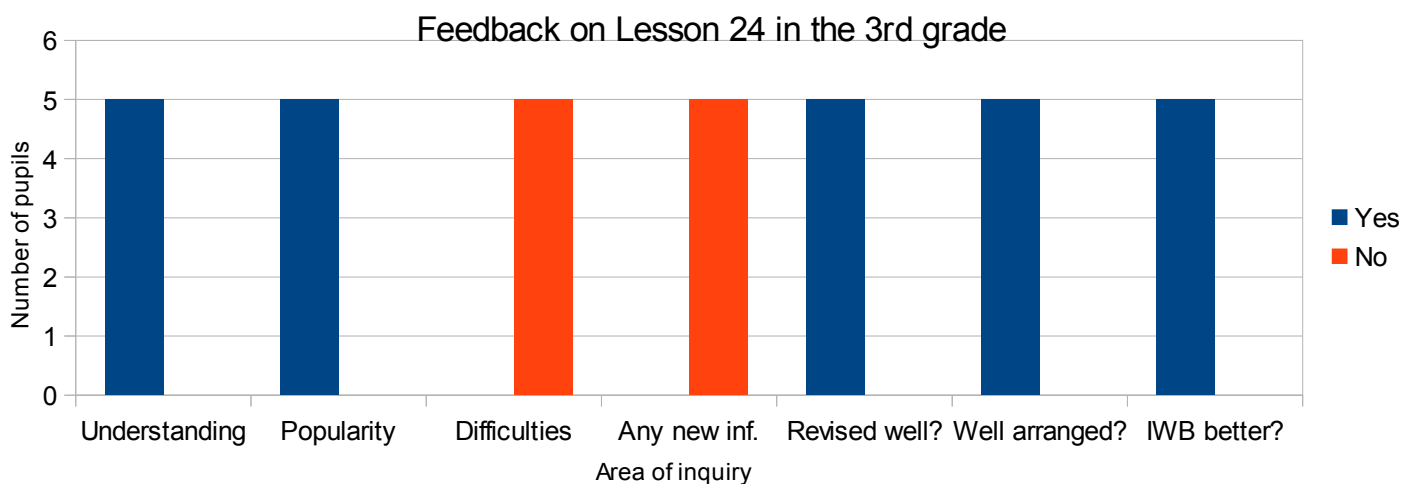
*Topic:* My pet

*Needed vocabulary:* pet, fish, cat, mouse, friend, dog, swim, jump, run, fly, can, it likes

*Type of exercise:* Guessing definitions

*Aim:* Pupils develop their reading skills. They understand the definitions.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, pencil



*Practical recommendation:* The pupils take their exercise books and are given a few moments to take a look at the definitions. Then they are supposed to write their guess. After they have finished, the teacher clicks on the “Show!” button and clarifies any problems.



### 6.1.25 Lesson 25

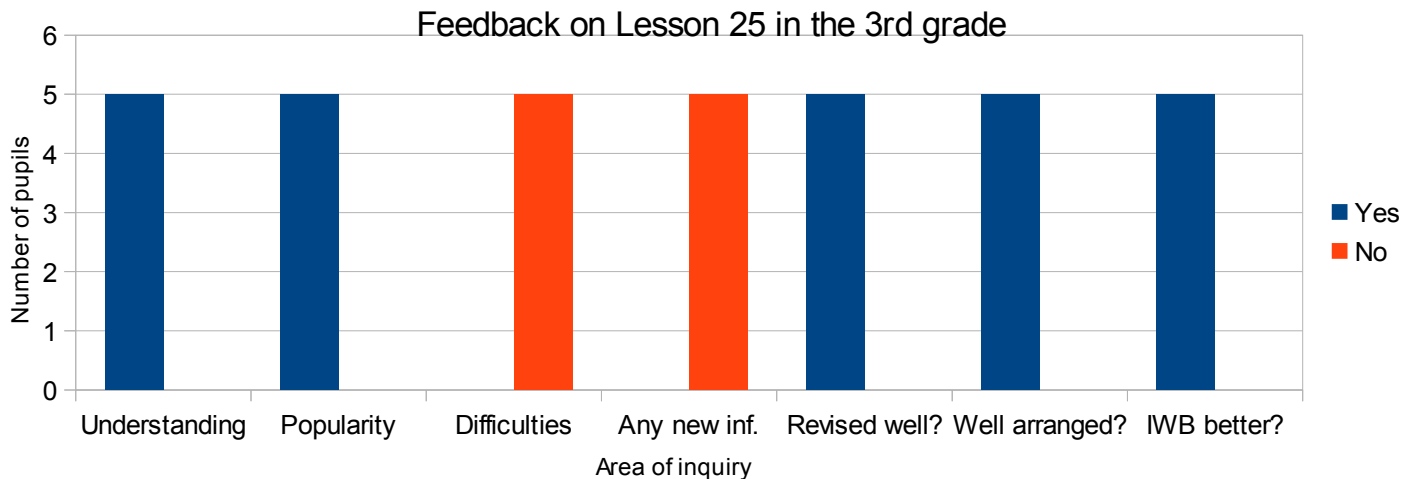
*Topic:* I am writing

*Needed vocabulary:* walk, stop, turn left, turn right, run, jump, count, read, write, draw, paint, I am doing sth

*Type of exercise:* Instructions, moving about

*Aim:* Pupils develop their listening skills. They revise vocabulary on Lesson 25 and the present continuous.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The students come to the whiteboard one by one, press the speaker button, listen and perform the command. When performing, they are supposed to say what they are doing. The rest of the class may join the performer and monitor him/her.

### 6.1.26 Lesson 26

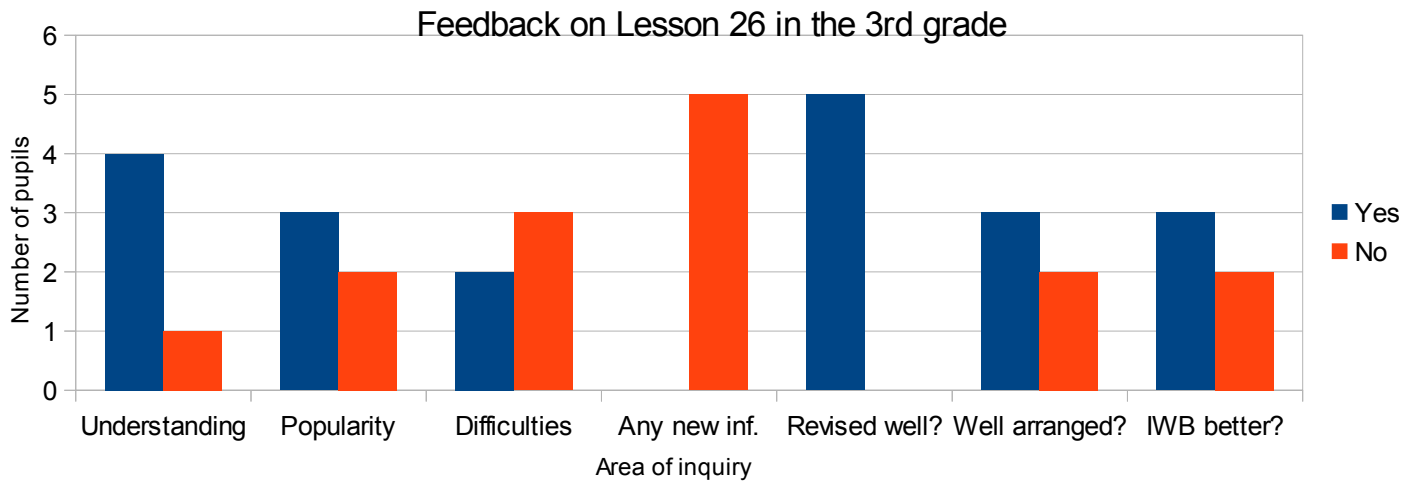
*Topic:* Mum is cooking

*Needed vocabulary:* lie, watch TV, play, sleep, eat, drink, grandma, grandpa, baby boy, girl, kitchen, living room, bedroom, cook, Sbd is doing sth

*Type of exercise:* True/false, personal story

*Aim:* Pupils develop their reading and writing skills.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, pencil



*Practical recommendation:* The pupils are given a few moments to take a look at the piece of text. After that, they come to the whiteboard one by one and circle either T (true) or F (false). The teacher then checks their work. Subsequently, they are supposed to imagine their family, take their exercise books and write what their relatives are doing. They may be asked to read their story aloud.

### 6.1.27 Lesson 27

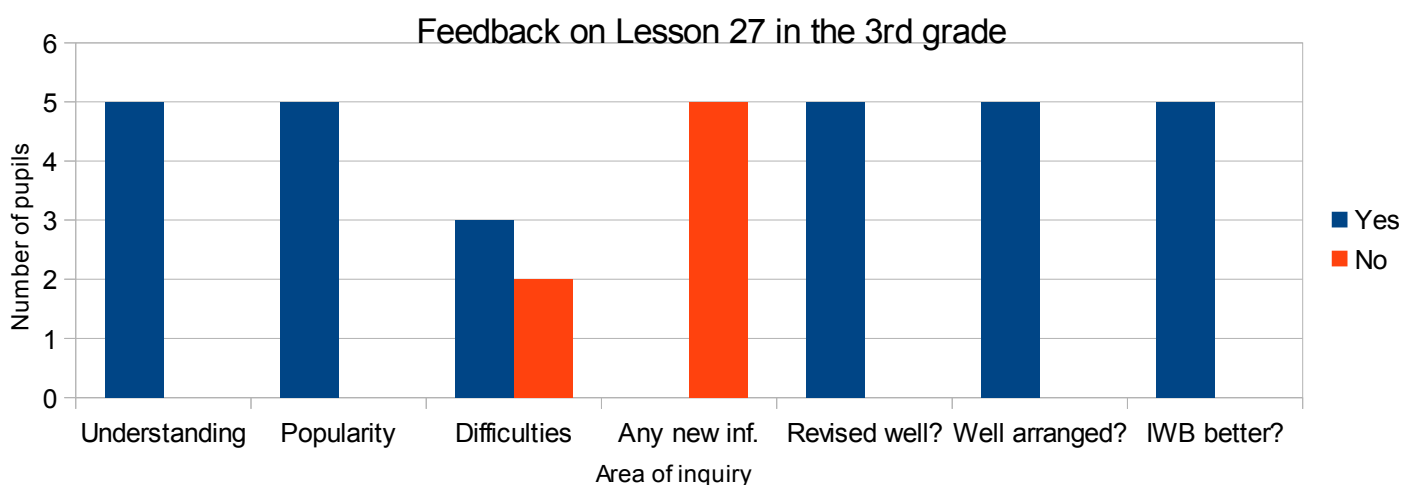
*Topic:* My school

*Needed vocabulary:* class, classroom, our, uniform, gym, playground, project, lessons

*Type of exercise:* Ideal school

*Aim:* Pupils develop their writing skills.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, coloured pencils



*Practical recommendation:* The pupils are supposed to draw and describe their ideal school. They are given a few visual clues on the whiteboard.

### 6.1.28 Lesson 28

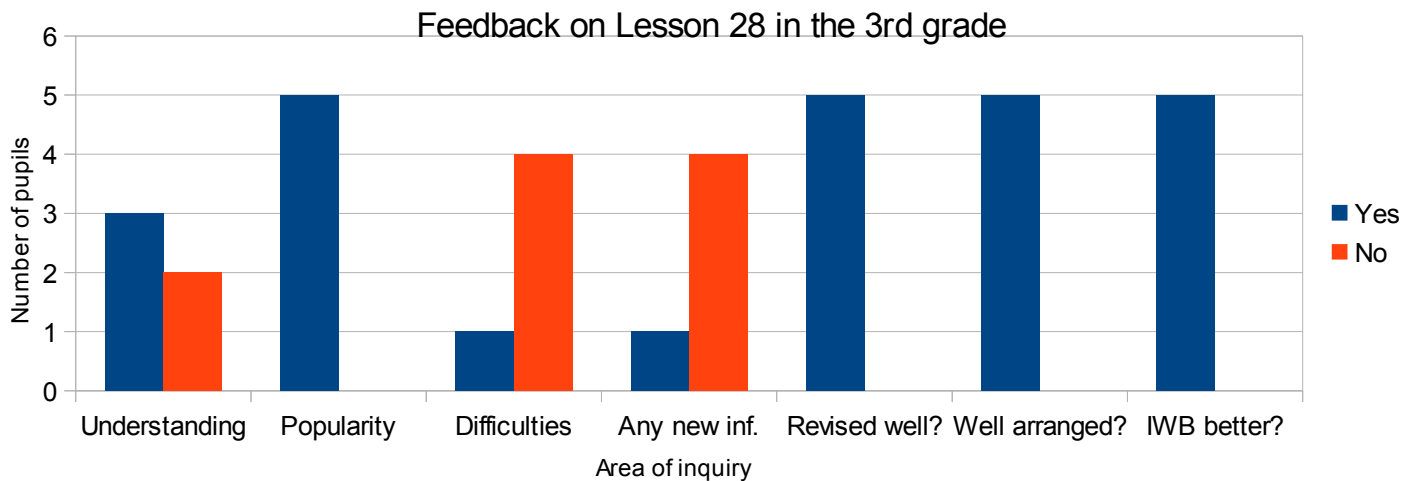
*Topic:* The alphabet

*Needed vocabulary:* alphabet, spell

*Type of exercise:* Word assembly

*Aim:* Pupils practise spelling.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The children come to the whiteboard one by one and try to make words by moving the letters on the links. Once the word is made, it should be spelt. Alternatively, the words may be written by hand, and only the letters in the box may be used.

## 6.2 Fourth Grade

### 6.2.1 Lesson 1

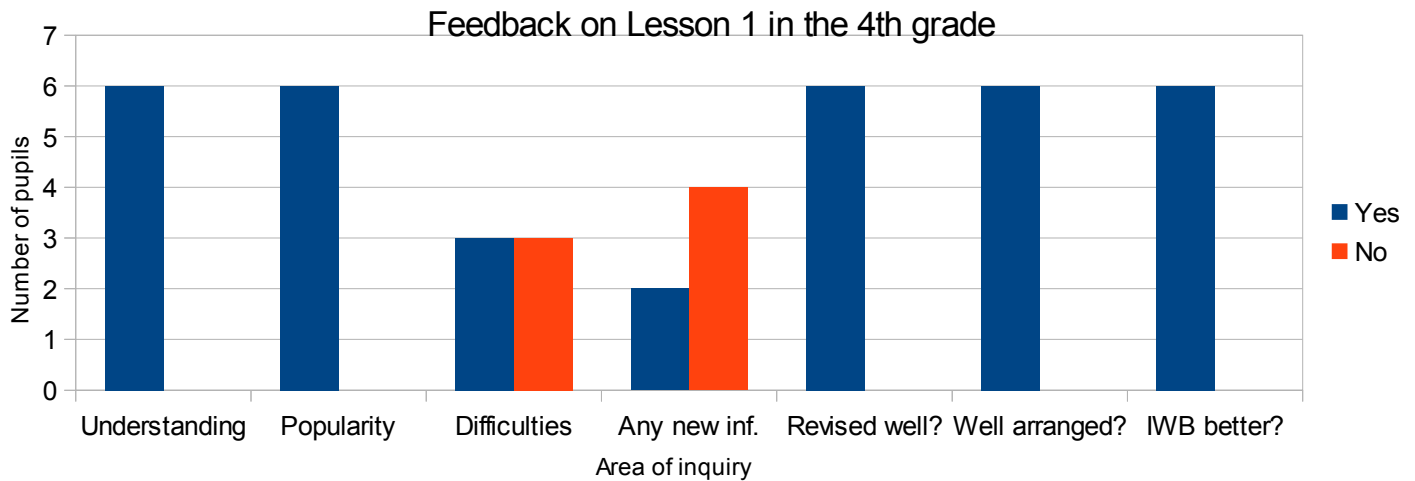
*Topic:* Hello! What is your name?

*Needed vocabulary:* boy, girl, my, name, spell bye-bye, good-bye, good afternoon, good evening, good morning, good night, hello, hi, I was, we played games, it was super, we were, at the seaside, we swam, we walked, on my holiday, at my granny's, at the cottage, in the mountains, in the wood, we picked berries, have sth in common

*Type of exercise:* Things in common

*Aim:* Pupils develop their speaking skills through discussion about things they have in common.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The exercise is comprised of four white boxes that contain vocabulary on games, sports, subjects and culture. The pupils are supposed to look at the slide and talk to their partners about things they have in common. It is especially suitable for children who are new in the class, but it is also a good way to get down to start working after summer holiday.

## 6.2.2 Lesson 2

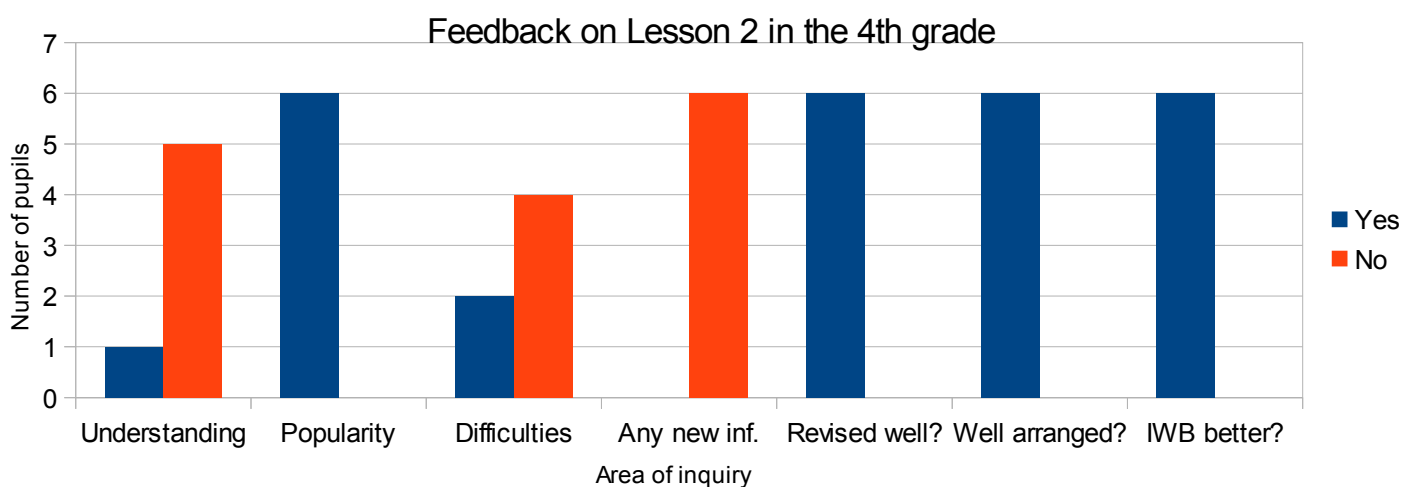
*Topic:* My family

*Needed vocabulary:* brother, dad, cat, family, father, fine, glad, her, his, how, look, mother, mum, nice, sister, thank, this, who, you, this is, her name is, his name is

*Type of exercise:* Title, gap filling

*Aim:* Pupils develop their reading skills, and writing skills through gap filling.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The pupils read the text in bubbles on the first slide. They should understand it easily. On the second slide, they are supposed to title the first slide – the correct answer is not hard either:

the Brown family. The title may be written in the exercise books at first or it can be written on the whiteboard by the first pupil who raises his/her hand. The rest of the slides deal with gap filling based on the first slide. The pupils come to the whiteboard one by one and fill in the words.

### 6.2.3 Lesson 3

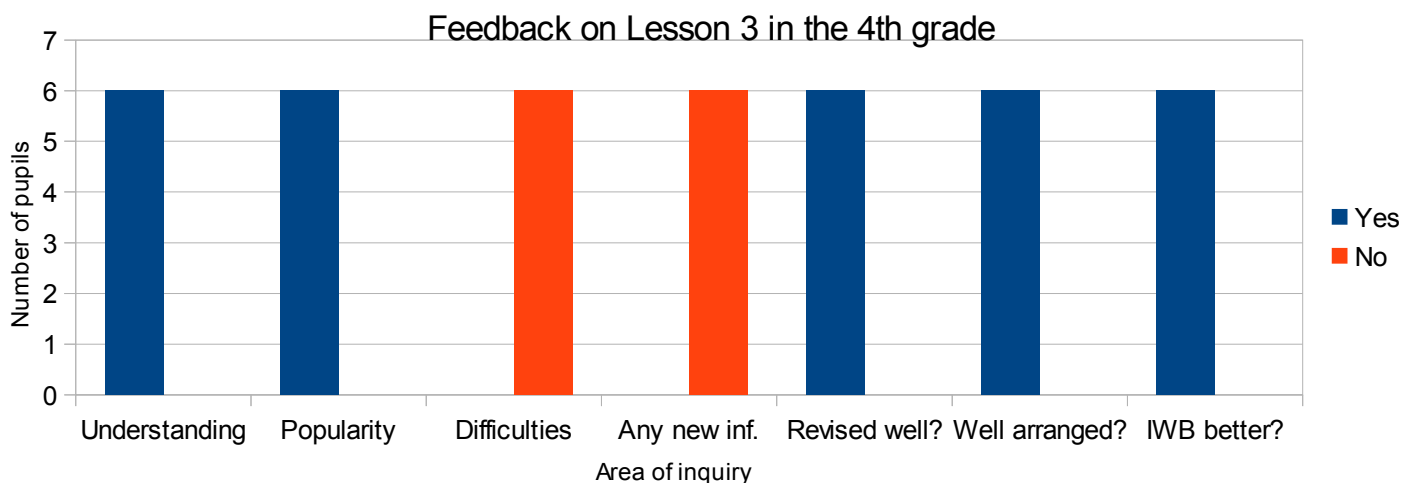
*Topic:* Who is this?

*Needed vocabulary:* all, at, badminton, best, better, English, friend, Maths, quite, strong, tall, tennis, very, volleyball, to be good at sth

*Type of exercise:* Find mistakes

*Aim:* Pupils develop their reading and listening skills through finding mistakes.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* There are four statements and four pieces of listening on the slide. The pupils come to the whiteboard one by one, read the statement, play the recording and decide whether the statement corresponds with the piece of listening. If not, they underline the mistake and write the correct answer above. At the end, the teacher reveals the correct answers by pressing the green buttons.

### 6.2.4 Lesson 4

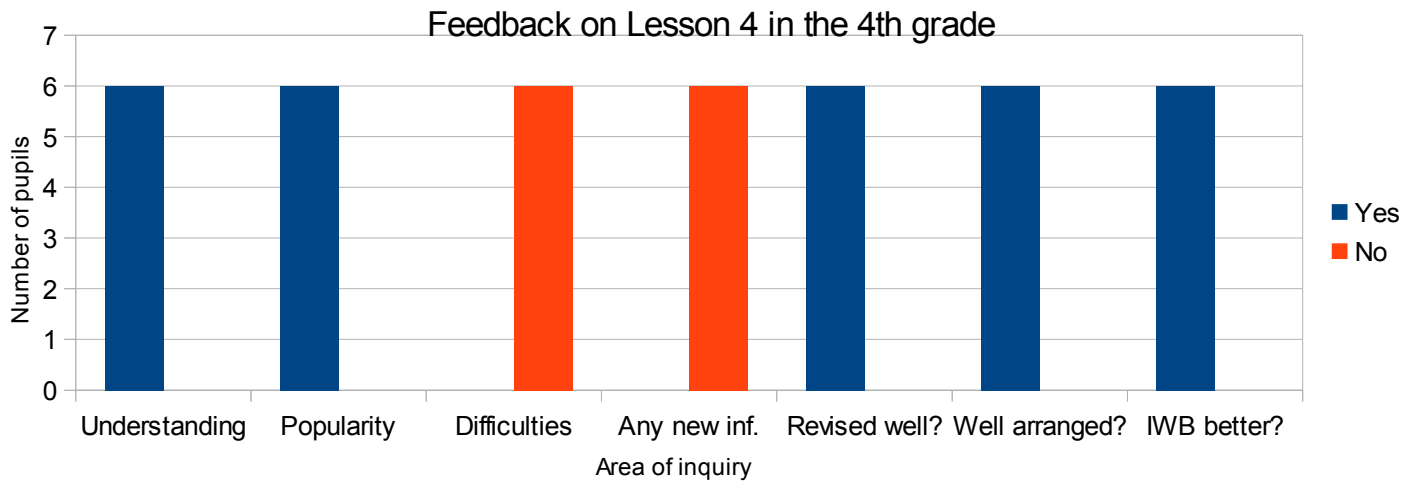
*Topic:* What is this?

*Needed vocabulary:* apple, bag, ball, banana, book, box, camera, car, cup, desk, door, flower, house, now, orange, pen, pencil, picture, please, school bag, table, that, be quiet, come here, go away, open your book, read, sing, sit down, stand up, what is this, write

*Type of exercise:* Listen and do

*Aim:* Pupils develop their listening skills. They are able to perform given actions.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The pupils come to the whiteboard one by one, play the recording and perform the action. The action should be performed by the whole class. After the performance, the pupils are supposed to click on the “Check“ button, which shows them whether it was correct.

### 6.2.5 Lesson 5

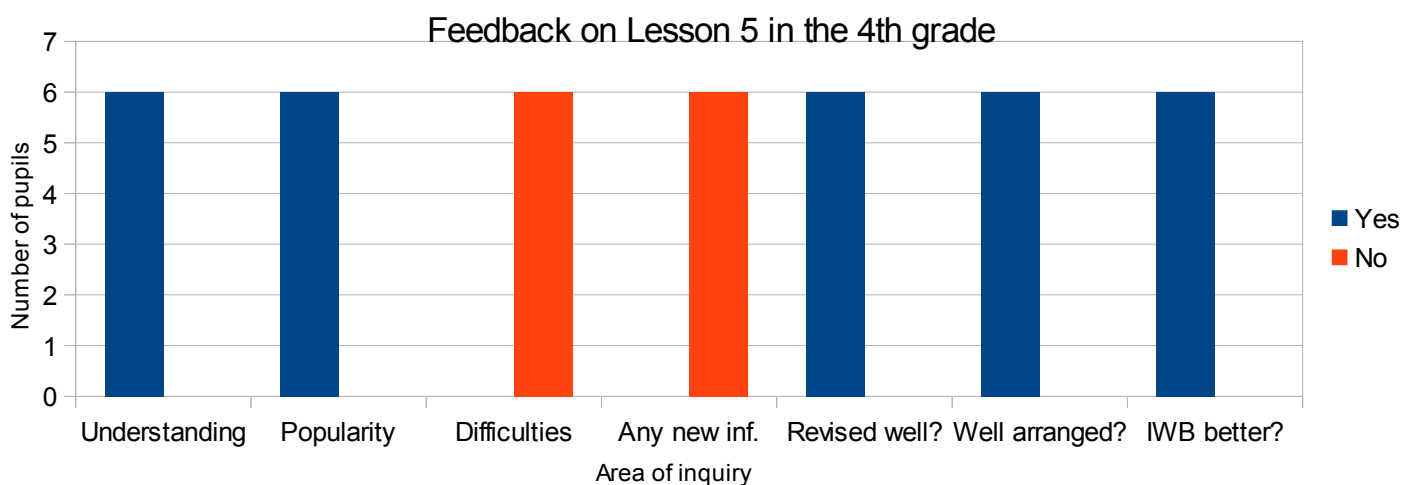
*Topic:* It isn't a cat. It's a tiger.

*Needed vocabulary:* animal, bear, big, camel, elephant, fat, giraffe, guess, happy, hippo, hot, hungry, lion, monkey, rhino, striped, thirsty, tiger, try, wet, wrong, zebra

*Type of exercise:* Pairs

*Aim:* Pupils revise vocabulary on Lesson 5. They develop their speaking skills.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The game consists of six pairs. One of each pair is written, the other is a picture. The pupils are obliged to find the corresponding pairs. They are allowed to turn two cards at the same time. After they have finished, they choose one animal and tell their partners about it.

### 6.2.6 Lesson 6

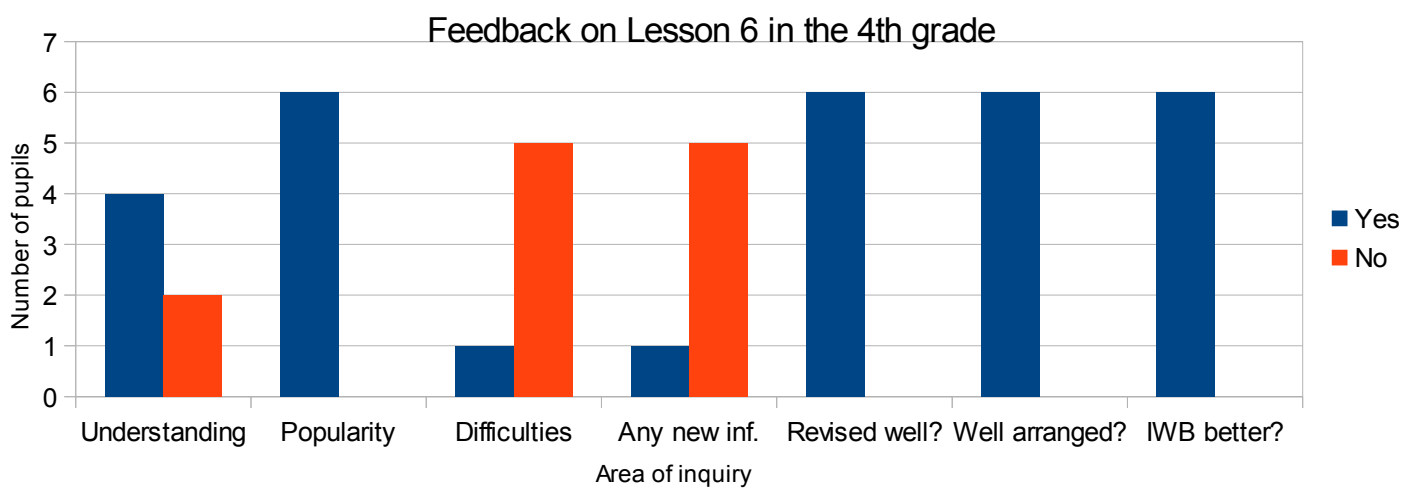
*Topic:* What colour is it?

*Needed vocabulary:* black, blue, brown, colour, favourite, green, grey, mouse, orange, pink, purple, red, ruler, say, white, yellow, rainbow, what is your favourite colour?

*Type of exercise:* Guessing definitions

*Aim:* Pupils develop their reading skills on fruit and vegetables.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, pencil, dictionary



*Practical recommendation:* The pupils should take the exercise book, read a description and then write what they think it is. Once they have finished, the teacher presses the “Answer“ button, which reveals the correct answer.

### 6.2.7 Lesson 7

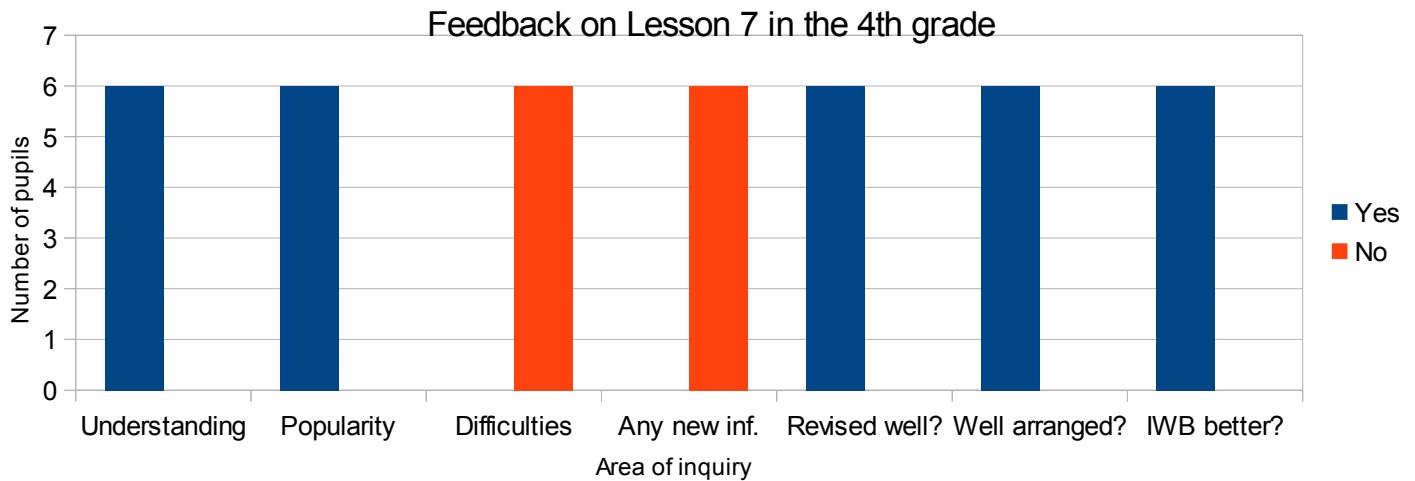
*Topic:* A Christmas lesson

*Needed vocabulary:* bell, candle, chimney, Christmas, pudding, tree, cracker, dinner, fireplace, holiday, present, sleigh, stocking, turkey, wish, Merry Christmas, Happy New Year

*Type of exercise:* Describe pictures

*Aim:* Pupils develop their writing skills by describing pictures.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, pencil



*Practical recommendation:* The students read the instructions. They are supposed to pick one of the pictures and describe it. They write a tick for each sentence. After they have finished, they count the ticks and tell the rest of the class how many sentences he or she has got. The teacher then lets the students read their descriptions aloud.

### 6.2.8 Lesson 8

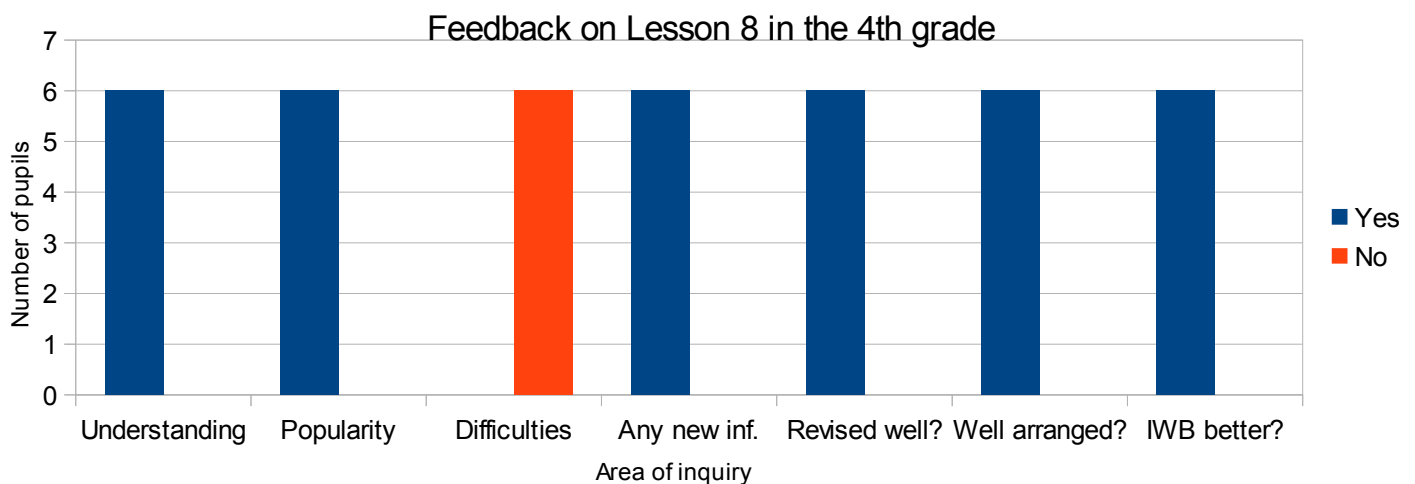
*Topic:* Where is Tom?

*Needed vocabulary:* clever, home, in, interesting, large, on, room, school, toybox, under, wall, where, at home, at school, over there, between, next to

*Type of exercise:* Prepositions drill, drawing

*Aim:* Pupils learn to use various prepositions.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, pencil



*Practical recommendation:* The exercise contains several slides. On each slide, there is a picture of Clumsy, a figure invented by the author, who is somewhere. The pupils are supposed to describe where he



is using a correct preposition. On the last slide, there is a task: the students take their exercise books and draw Clumsy at a place of their choice. Then they write where he is, show it to the class and tell them.

### 6.2.9 Lesson 9

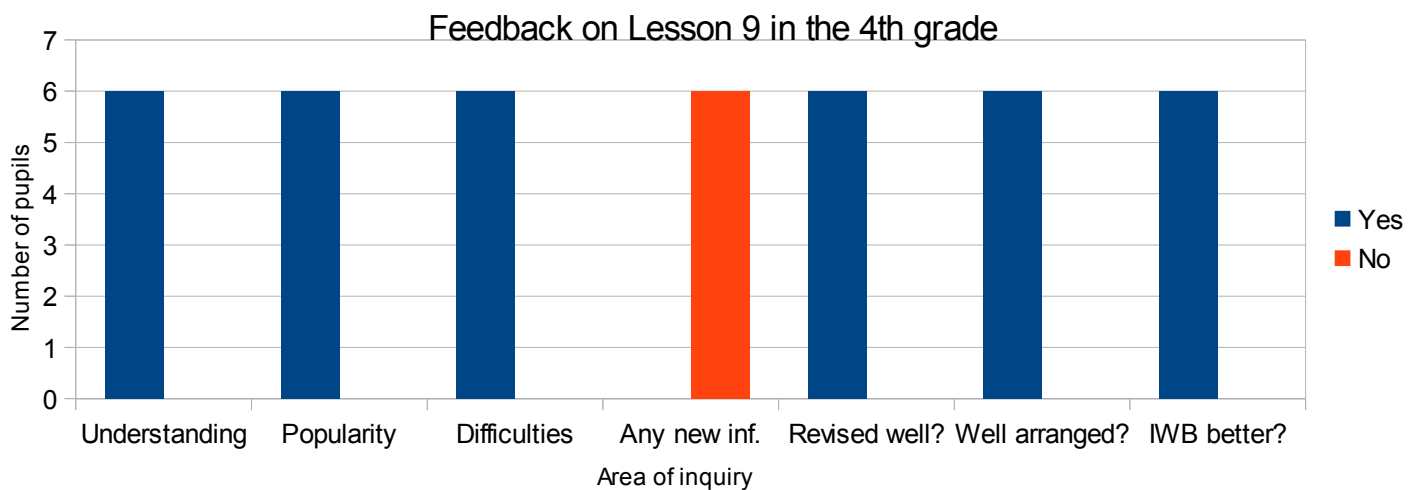
*Topic:* Where are you from?

*Needed vocabulary:* America, Austria, ountry, Czech, the Czech Republic, England, English, France, French, from, German, Germany, Italian, Italy, nationality, Poland, Polish, Russia, Russian, Slovak, the Slovak Republic, the USA, Moscow, Warsaw, Prague, Rome, Washington, Paris, Wien, Berlin, Moscow, Bratislava, What nationality are you? Where are you from?

*Type of exercise:* Pairs

*Aim:* Pupils revise vocabulary on Lesson 9.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The game consists of six pairs. The pupils are obliged to find the corresponding pairs. They are allowed to turn two cards at the same time. After they have finished, they take their exercise books, write the countries and their capital cities. When they have finished, the countries and their capitals are read one by one.

### 6.2.10 Lesson 10

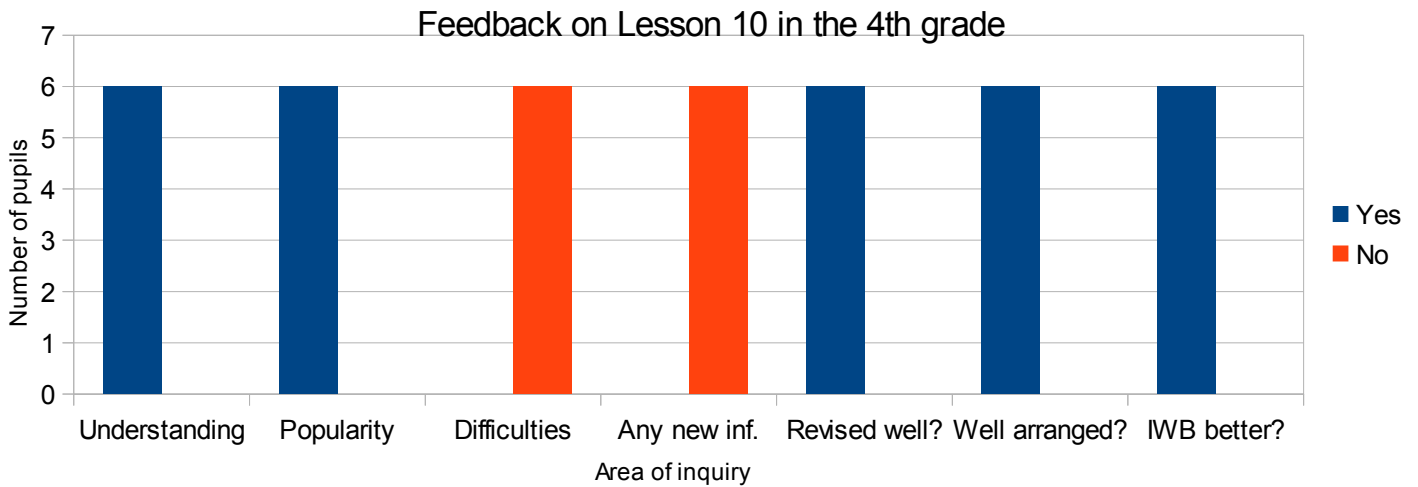
*Topic:* They are my friends.

*Needed vocabulary:* birthday, class, eighteen, eleven, fifteen, fourteen, hobby, nineteen, our, park, seventeen, sixteen, their, they, thirteen, twelve, twenty, twin, Have you got? How old are you? He/she is ... years old.

*Type of exercise:* Crossword

*Aim:* Pupils revise vocabulary and spelling on the topic.

*Aids:* computer, whiteboard, projector, electronic pen, screen keyboard



*Practical recommendation:* The pupils come to the whiteboard one by one, each of them clicks on the number of his/her choice. After that, a clue pops up. The pupils are supposed to write the desired word in the crossword. It is suitable to activate the screen keyboard, so that they are not obligated to type it on the laptop. If they are not able to recall the word, they can press the “Hint“ button, which advises them. The exercise is suitable for the purposes of vocabulary check and spelling training.

### 6.2.11 Lesson 11

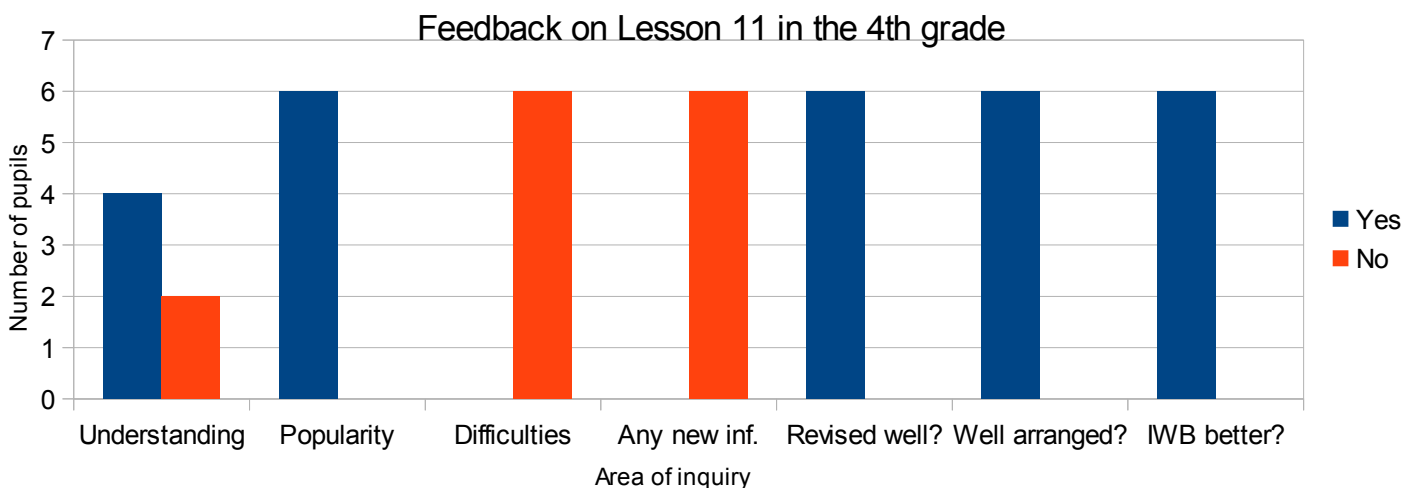
*Topic:* How many stamps have you got?

*Needed vocabulary:* about, album, any, badge, coin, collecting, collection, eighty, fifty, fond of, forty, hockey, hundred, Japan, many, model, napkin, ninety, postcard, poster, seventy, sixty, some, Spain, stamp, sticker, thirty, How many...? I have got...

*Type of exercise:* Questionnaire

*Aim:* Pupils develop their speaking and writing skills. They practise phrases How many...? and I have got...

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, pencil



*Practical recommendation:* The pupils are supposed to take their exercise books and copy the chart. Then they write names of their classmates, go around the classroom and ask them how many things they have got. The numbers are written in the chart.

### 6.2.12 Lesson 12

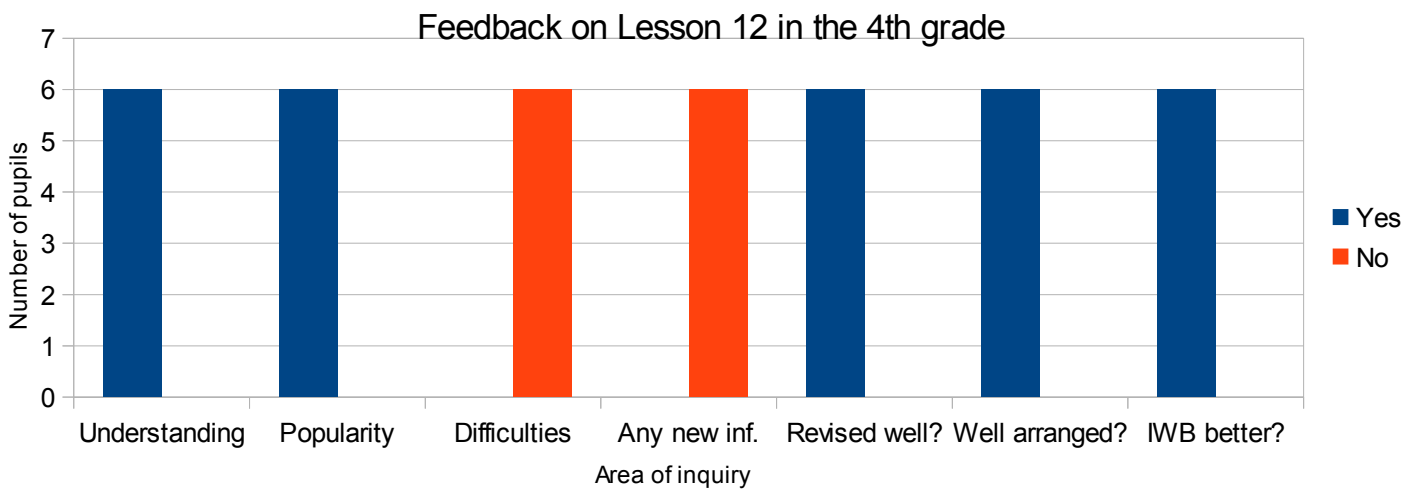
*Topic:* My pet

*Needed vocabulary:* beautiful, canary, ear, eye, funny, fur, guinea pig, hamster, head, kitten, leg, long, mouse, mouth, nose, only, parrot, paw, pet, puppy, rabbit, sad, sharp, short, small, soft, tail, tooth/teeth, tropical fish, turtle, he/she has got...

*Type of exercise:* Drawing

*Aim:* Pupils develop their listening skills.

*Aids:* computer, whiteboard, projector, electronic pen, paper, coloured pencils



*Practical recommendation:* The pupils take a piece of paper, play the recording and draw an animal according to the piece of listening. The recording may be heard twice. After they have finished, the teacher clicks on the “Show!” button and reveals the picture. The students also answer whether the animal is a boy or a girl. They should be able to recognize it, as there is mentioned “he” in the recording.

### 6.2.13 Lesson 13

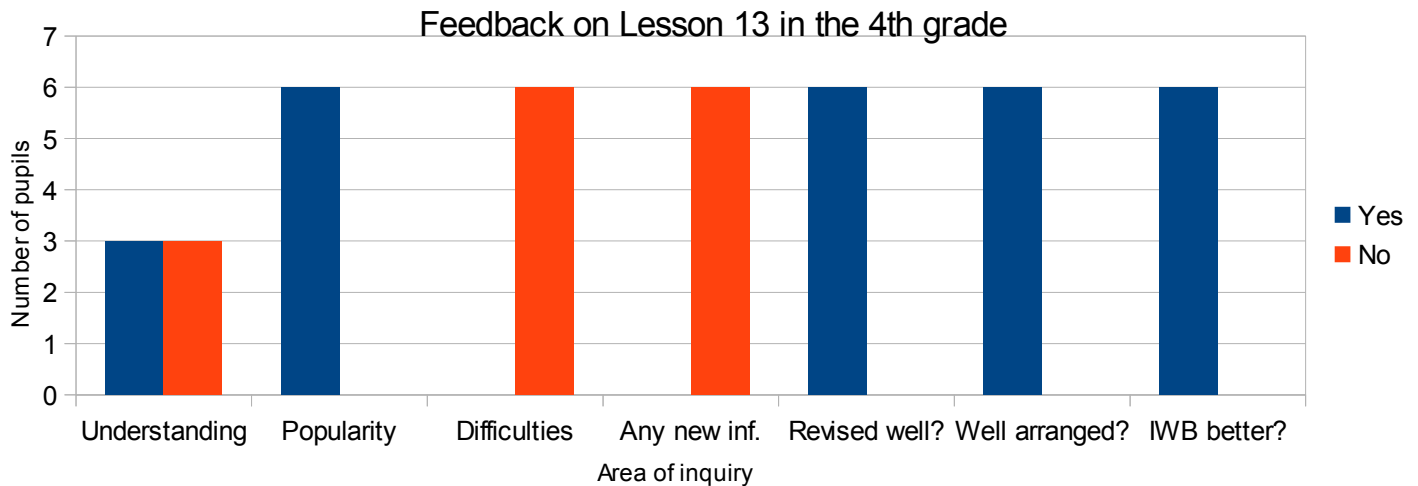
*Topic:* Toys

*Needed vocabulary:* bed, bedroom, board game, castle, computer, doll, drawer, floor, knight, lego set, lorry, plane, pram, roller-skates, shelf, skateboard, ski, teddy bear, tennis racket, toy, wardrobe

*Type of exercise:* Ticking off items

*Aim:* Pupils develop their listening skills through ticking off items.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, pencil



*Practical recommendation:* The students take their exercise books and copy the items. Then they listen to the recordings and tick items they hear. The recordings may be played twice. After that, the teacher picks three students who tick the items on the whiteboard, so that the rest of the class can check their work.

## 6.3 Fifth Grade

### 6.3.1 Lesson 1

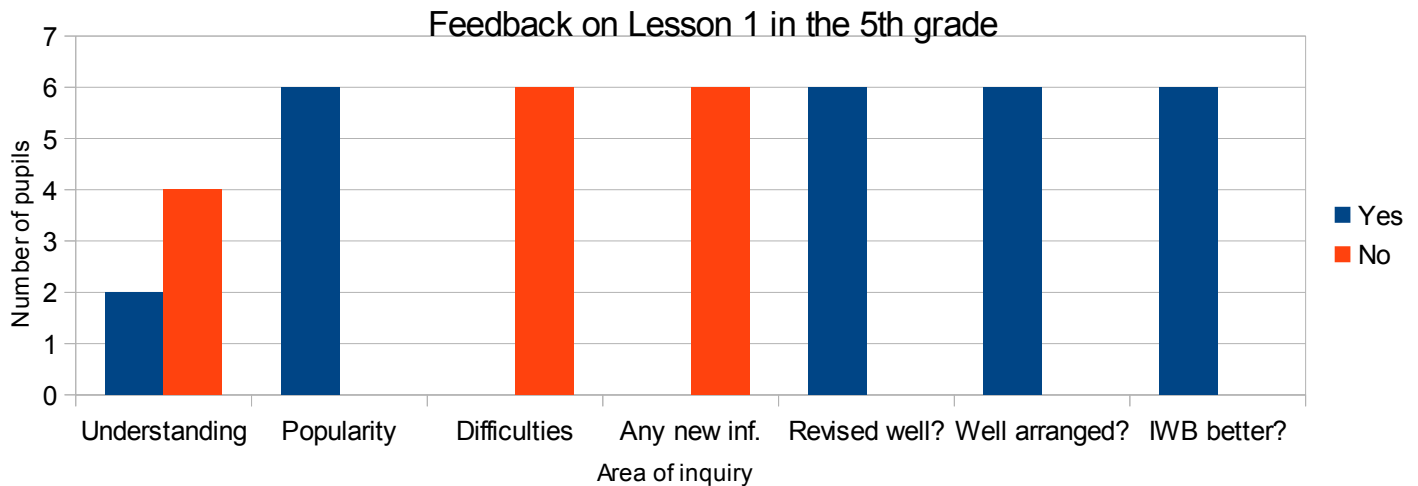
*Topic:* Hello again!

*Needed vocabulary:* tell, first, sunny, hot, wonderful, after that, scout camp, beautiful, time, Spain, built, trip, hide and seek, dodgeball, sandcastle, I want, I was, we played games, it was super, we were, at the seaside, we swam, we walked, on my holiday, at my granny's, at the cottage, in the mountains, in the wood, we picked berries, have sth in common

*Type of exercise:* Hangman (game)

*Aim:* Pupils revise the English alphabet. They practise their writing skills by writing about their holiday.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book



*Practical recommendation:* The teacher picks one of the pupils. The pupil is given an electronic pen and he or she is obligated to look at the bottom-left corner of the screen which contains the desired word or phrase. It is written in small letters, so that the rest of the class is not able to see it. The class then tries to guess letters contained in the phrase, if the word or phrase does not include the suggested letter, the pupil picked by the teacher draws a part of hangman in the white rectangle. After the class has revealed the word or phrase, the picked pupil presses the “Task“ button. If the class is “hanged“, the picked pupil completes the missing letters and presses the “Task“ button. The pupils are supposed to draw a picture of their summer holiday and then describe it in writing. After they have finished, the teacher lets them show their pictures to the class and read their stories.

### **6.3.2 Lesson 2**

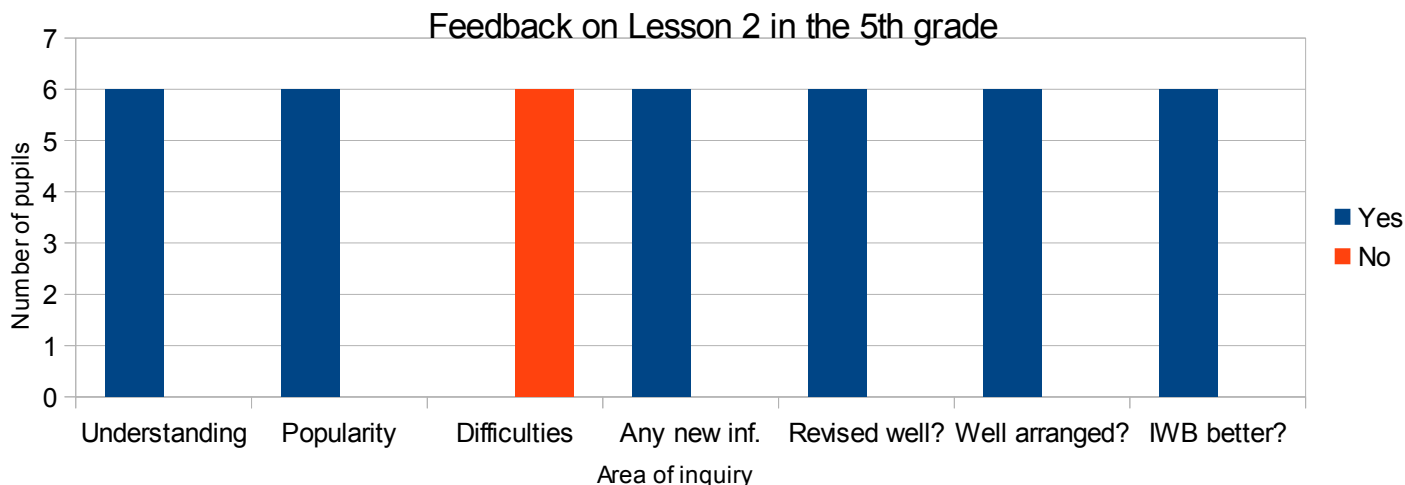
*Topic:* What is he doing?

*Needed vocabulary:* cartoon, come, cook, dinner, dishes, do, easy, eat, help, homework, kitchen, living room, paper, read, sit, wash, watch, stork, fox, kangaroo, he/she is doing sth.

*Type of exercise:* Awareness, joke

*Aim:* Pupils spot all -ing forms and understand the point of the joke. They develop their reading skills.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The pupils read the joke and try to understand the point. Then they come to the whiteboard one by one and underline the -ing forms. After they have finished, the teacher checks, if all the -ing forms had been underlined, and if the pupils understand the point of the joke. It may be a good idea to tell them what a stork is, as it is probable that they do not know the word, although the pictures give them a hint.

### 6.3.3 Lesson 3

*Topic:* What are you doing?

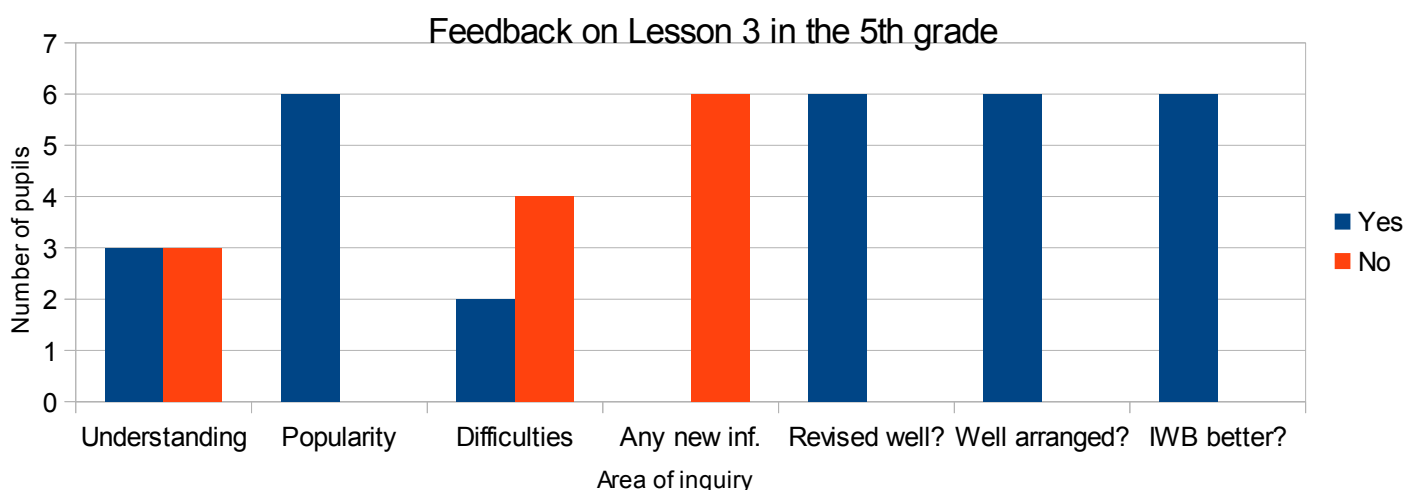
*Needed vocabulary:* stork, fox, kangaroo, piano, hide and seek, skip, rope, swing, hopscotch, tag, Are you doing sth?

*Type of exercise:* Awareness, writing, provide a title

*Aim:* Pupils develop their reading and writing skills on the present continuous.

*Aids:* computer, whiteboard, projector, electronic pen

*Feedback:*



*Practical recommendation:* The pupils probably remember the joke from the previous lesson. If they do not, it does no harm. They read the joke (see Lesson 2) and underline what the animals are doing. On the next slide, they are supposed to write what the animals are doing – the pupils come to the whiteboard one by one and write the answers. The last slide requires a bit of creativity on the part of the pupils. They should think of a suitable title for the joke and write it on the whiteboard.

### 6.3.4 Lesson 4

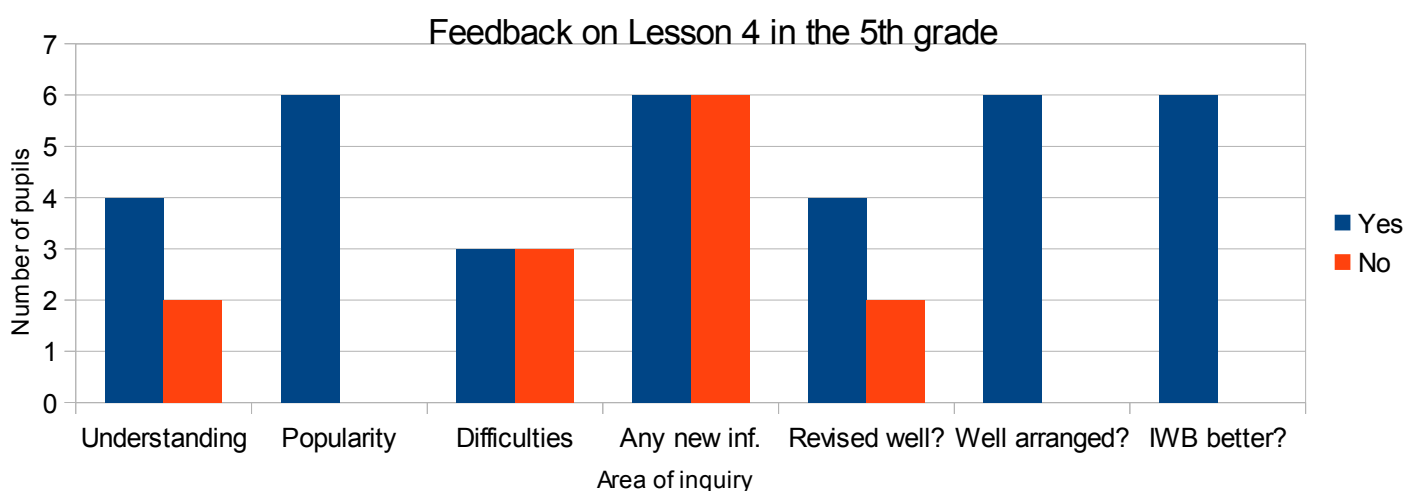
*Topic:* An English Lesson

*Needed vocabulary:* capital, city, lovely, place, population, hospital, butcher's, Big Ben, bank, 10 Downing Street, Airport, Pub, Café, Trainstation, Hotel, Restaurant, Picadilly Circus, Tower Bridge, Trafalgar Square, Westminster Abbey, the London Eye, there is, on the left, on the right, go past the, go on, across the street, I need to get to, turn left, turn right, walk two blocks

*Type of exercise:* Letter

*Aim:* Pupils develop their writing skills by writing a letter. They are able to follow basic rules regarding letter writing.

*Aids:* computer, whiteboard, projector, electronic pen, paper, pencil, student's book



*Practical recommendation:* The pupils are supposed to imagine that they are in London now and they want to write a letter. The slide contains a series of steps which guide the pupils through the writing process. The students might be allowed to use their student's books in case they do not remember the places of interest. Once they have finished writing, they deliver it to one of their classmates – it should be decided in advance for whom the letter will be written.

### 6.3.5 Lesson 5

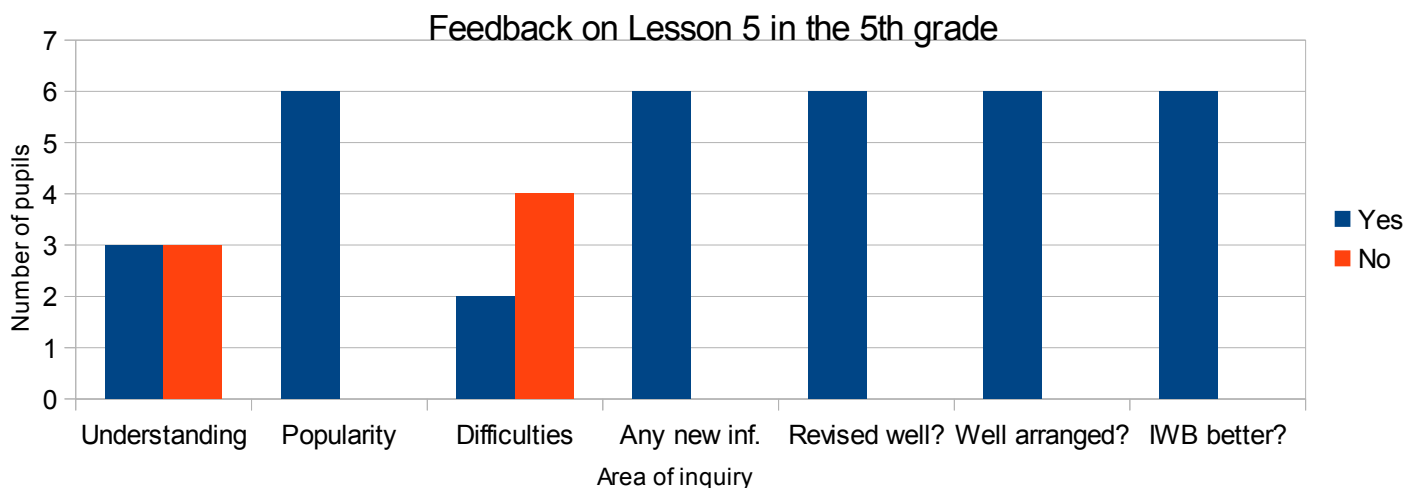
*Topic:* What's the weather like?

*Needed vocabulary:* rainy, windy, hot, sunny, cold, snowing, cloudy, umbrella, cap, coat, T-shirt, headache, cold, cough, What's the weather like? It's..., Take your...

*Type of exercise:* Preface

*Aim:* Pupils revise vocabulary on Weather. They develop their writing skills by forming dialogues.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* On the first slide, there are six pictures and six descriptions of weather. The task is to match the sentences with descriptions correctly. The rest of the slides contains hints and bubbles. The pupils are supposed to form dialogues according to the set pattern.

### **6.3.6 Lesson 6**

*Topic:* Clothes

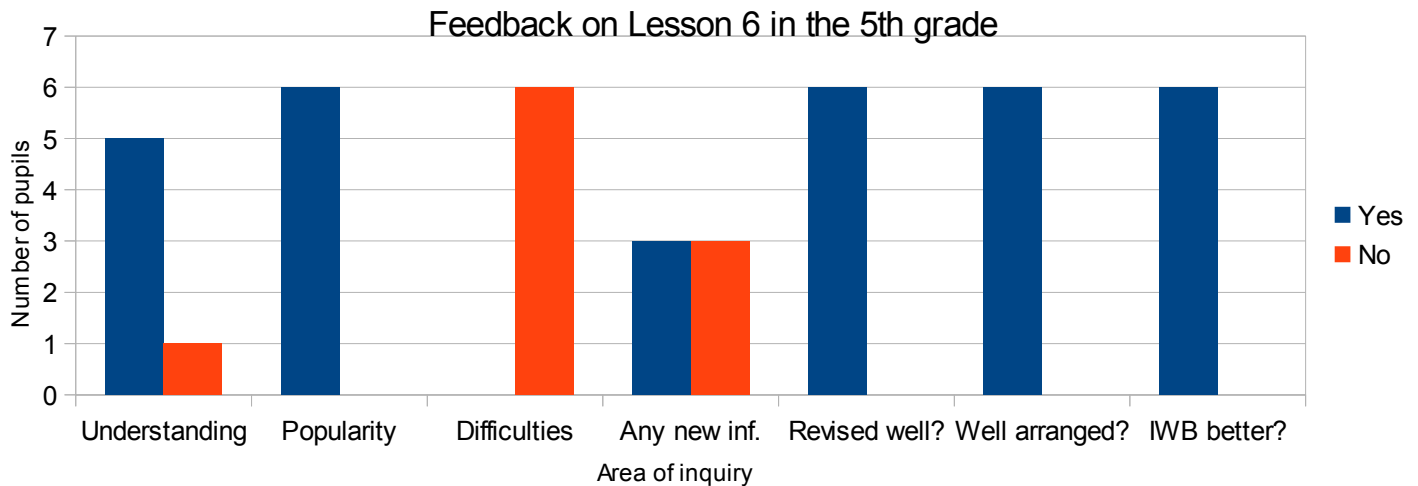
*Needed vocabulary:* anorak, blouse, coat, dress, hat, jeans, shirt, shoes, skirt, socks, sweater, take, tights, trainers, trousers, T-shirt, What are you wearing? I'm wearing...

*Type of exercise:* Detailed description

*Aim:* Pupils develop their reading and writing skills on Clothes.

*Aids:* computer, whiteboard, projector, electronic pen, exercise book, pencil





*Practical recommendation:* The exercise contains five pieces of description. The pupils are supposed to take their exercise books, write numbers 1-5 and try to guess. After they have finished, the teacher presses the “Answer“ button, which reveals the correct answer.

### 6.3.7 Lesson 7

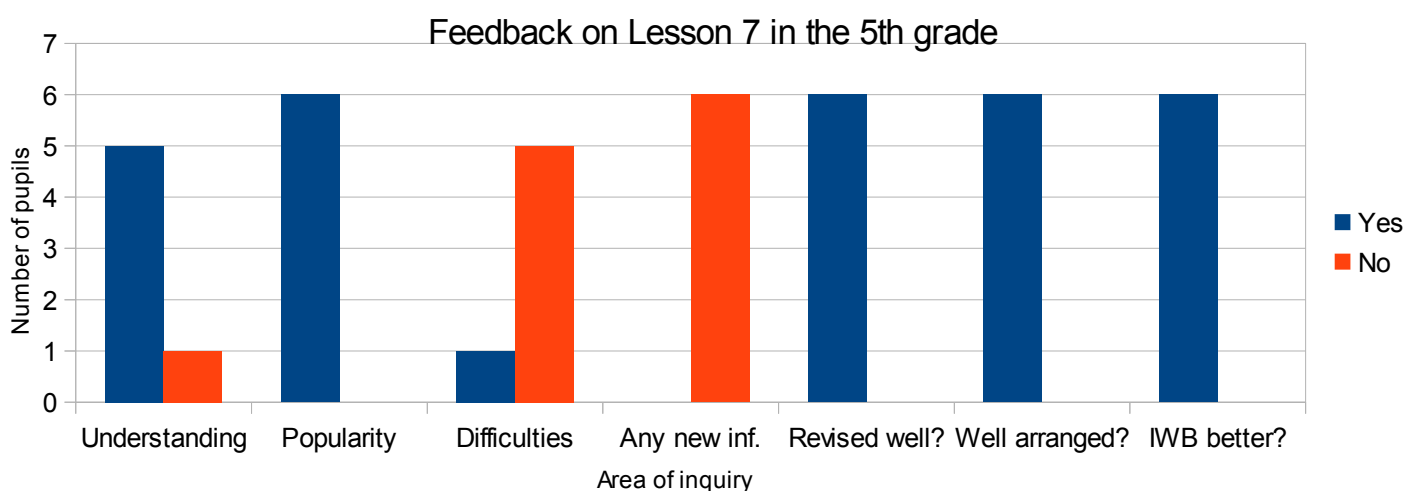
*Topic:* What is there in the flat?

*Needed vocabulary:* balcony, bed, carpet, flat, hall, lamp, large, left, mirror, plant, right, room, shelf, telephone, wardrobe, guitar, radio, computer, toys, clock, on, above, next to, under, at, between, there is/are

*Type of exercise:* Describe view

*Aim:* Pupils practise application of prepositions and phrases there is/there are. They practise their speaking skills by describing a view.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* There is an empty room in the center of the slide. The pupils are supposed to move things, that are situated beneath, in the room and tell the class where they put it. The class may

monitor the situation and correct potential mistakes. The pupils should use phrases there is/there are and a correct preposition specified in the instructions. They come to the whiteboard one by one. Once the room is full, the teacher points at the things and asks pupils where they are situated.

### 6.3.8 Lesson 8

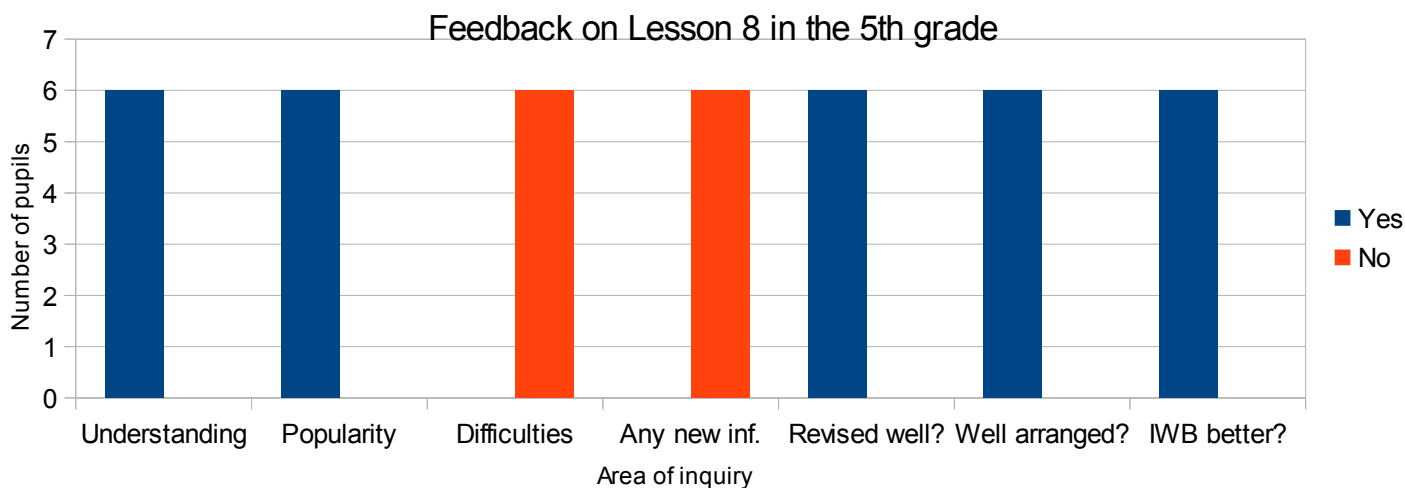
*Topic:* What do you do in the morning?

*Needed vocabulary:* about, after that, before, bread, breakfast, butter, clean, day, dress, every, forget, get up, go, cheese, jam, milk, snack, start, tea, teeth, It's X o'clock. I have my breakfast. I make my bed. In the morning. In the evening.

*Type of exercise:* Putting things in order

*Aim:* Pupils are able to put things in order according to several pieces of listening. They revise vocabulary on the daily routine.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* There are nine pieces of listening and nine sentences. The pupils come to the whiteboard one by one, press the “play“ button and assign the correct sentence to the link next to the corresponding button. The teacher then checks the result.

### 6.3.9 Lesson 9

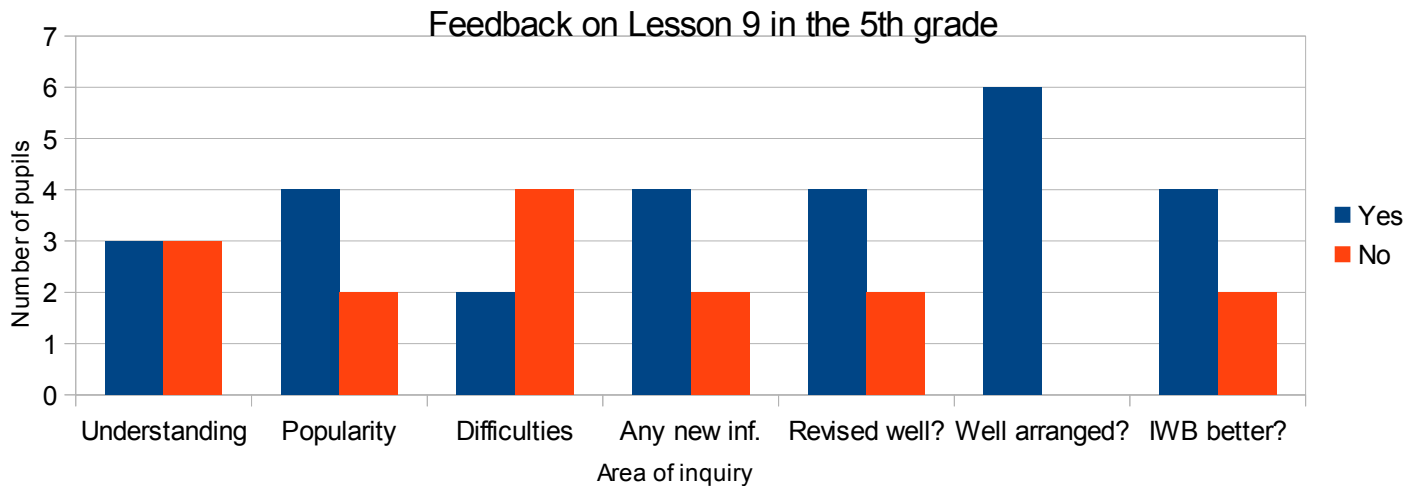
*Topic:* What does Tom do in the afternoons and in the evenings?

*Needed vocabulary:* music, parents, work, buy, out, sing, song, what about

*Type of exercise:* Awareness, continue

*Aim:* Pupils spot all verbs in the 3<sup>rd</sup> person. They practise speaking by continuing the dialogue.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The pupils read the dialogues. Then they come to the whiteboard one by one and underline all verbs in the 3<sup>rd</sup> person. Once they have finished, they are obligated to think of and tell their partners what they think happened next.

### 6.3.10 Lesson 10

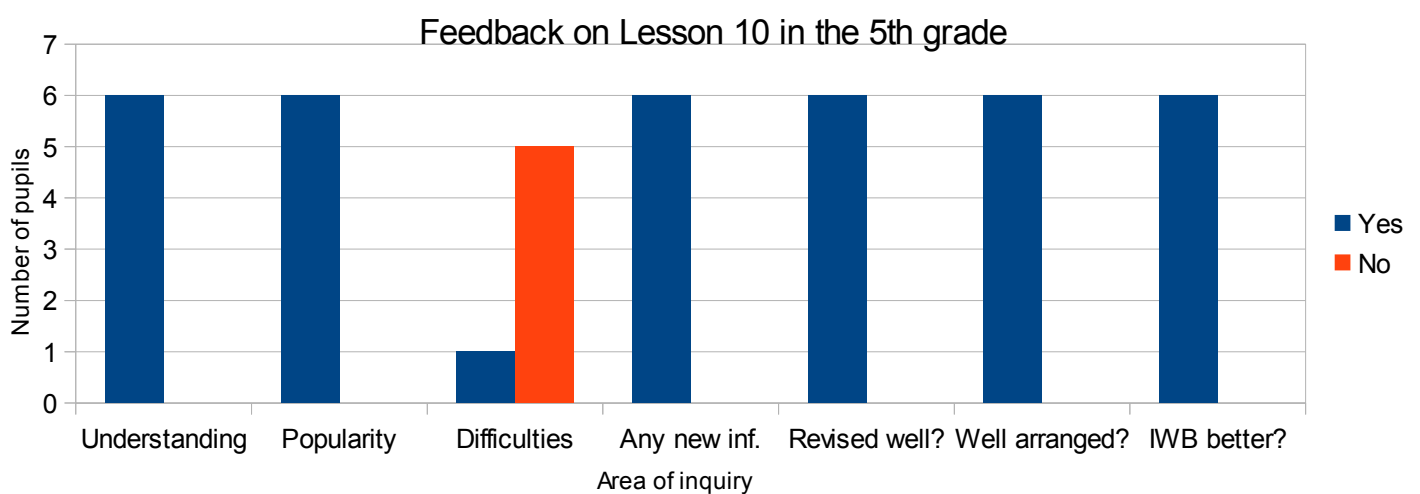
*Topic:* I like apples. I don't like milk.

*Needed vocabulary:* awful, coke, delicious, fantastic, hamburger, horrible, cherry, chips, juice, mineral water, often, sandwich, sausage, candy, fruit, vegetables, ham, candy, sweets, I like, I don't like

*Type of exercise:* Story, summarize

*Aim:* Pupils practise reading through reading the story and speaking through summarizing it.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* Pupils read the story and try to understand it. They should be told that they can come to the whiteboard and underline any unknown words, although there should be none. If so, the class or the teacher may help. After that, they talk to each other and try to summarize the story. The teacher may

pick a few students to summarize it in front of the class. On the second slide, the pupils underline healthy things with a red pen and unhealthly things with a blue pen. Once finished, a discussion on healthiness/unhealthiness of food may take place.

### 6.3.11 Lesson 11

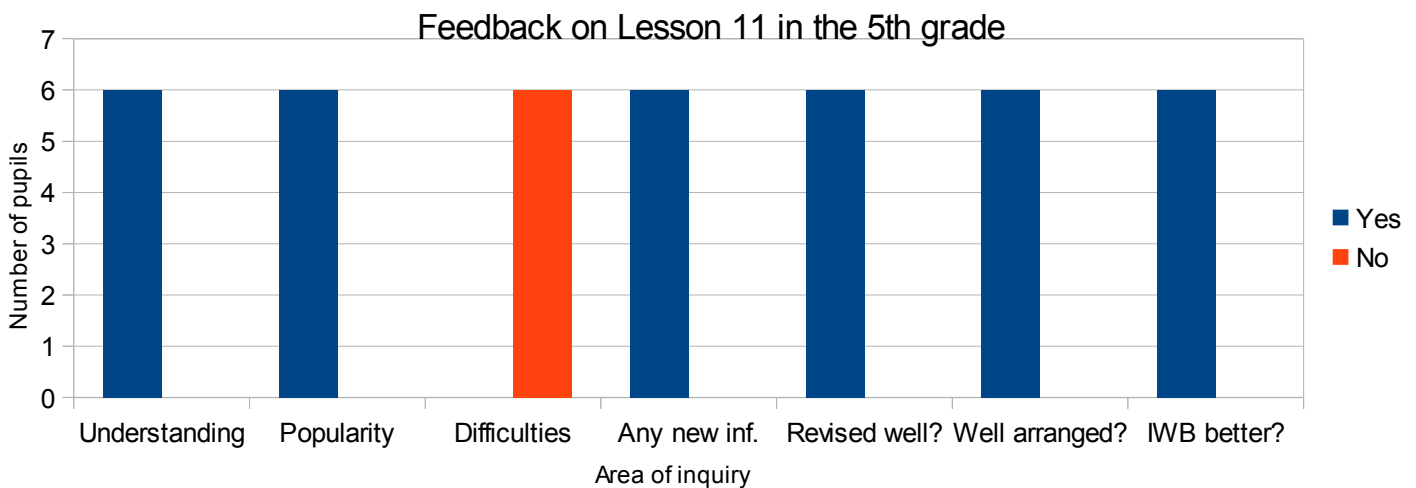
*Topic:* I'm playing football now. I play football every day.

*Needed vocabulary:* Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, every, month, week, year, usually, often, sometimes, never, How often do you...?

*Type of exercise:* Board game

*Aim:* Pupils practise time expressions used with present simple.

*Aids:* computer, whiteboard, projector, electronic pen, electronic dice



*Practical recommendation:* At first, it is vital to click on the “Dice“ button. The pupils come to the whiteboard one by one, roll the dice and move the figure on the corresponding square. They read a question for themselves and then answer aloud. It is not necessary to move the figure right on the “Finish“ square, the game can be played round and round.

### 6.3.12 Lesson 12

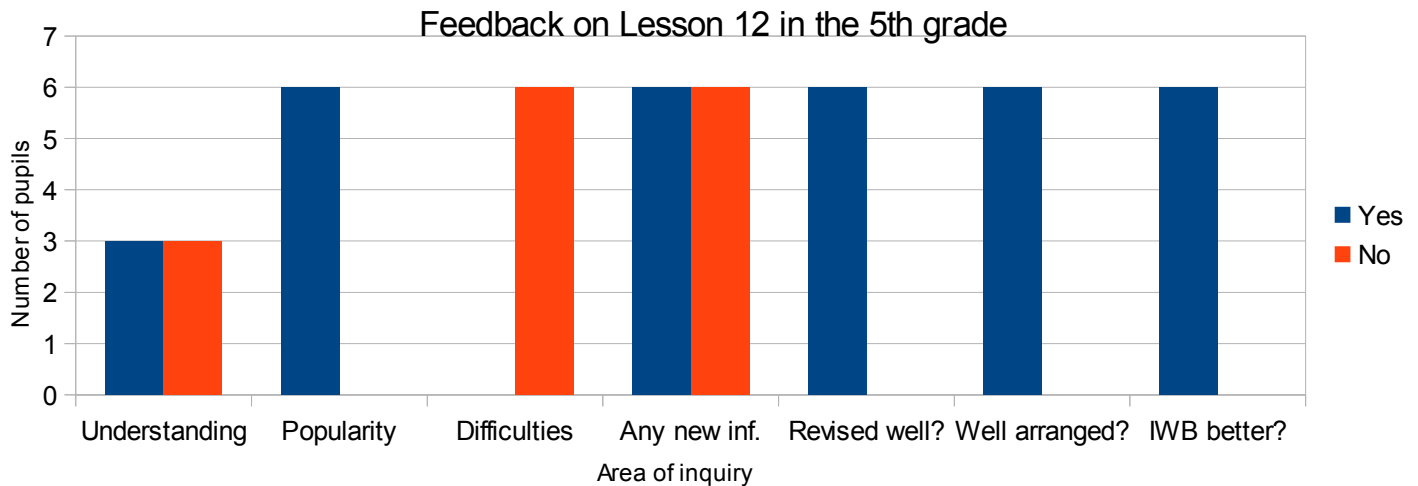
*Topic:* I can swim, I can't ski.

*Needed vocabulary:* draw, footballer, game, ice-hockey, player, sunning, skating, skier, skiing, skis, sport, swimmer, swimming, table tennis, swing, fly, throw, climb, catch, kick, hit, fight, I can, I can't, What can you do?

*Type of exercise:* Mime story, video, writing

*Aim:* Pupils develop their speaking skills by describing the pictures.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The pupils come to the whiteboard one by one, point at the pictures and say what the people can or cannot do. The rest of the class monitor the situation and correct potential mistakes.

### 6.3.13 Lesson 13

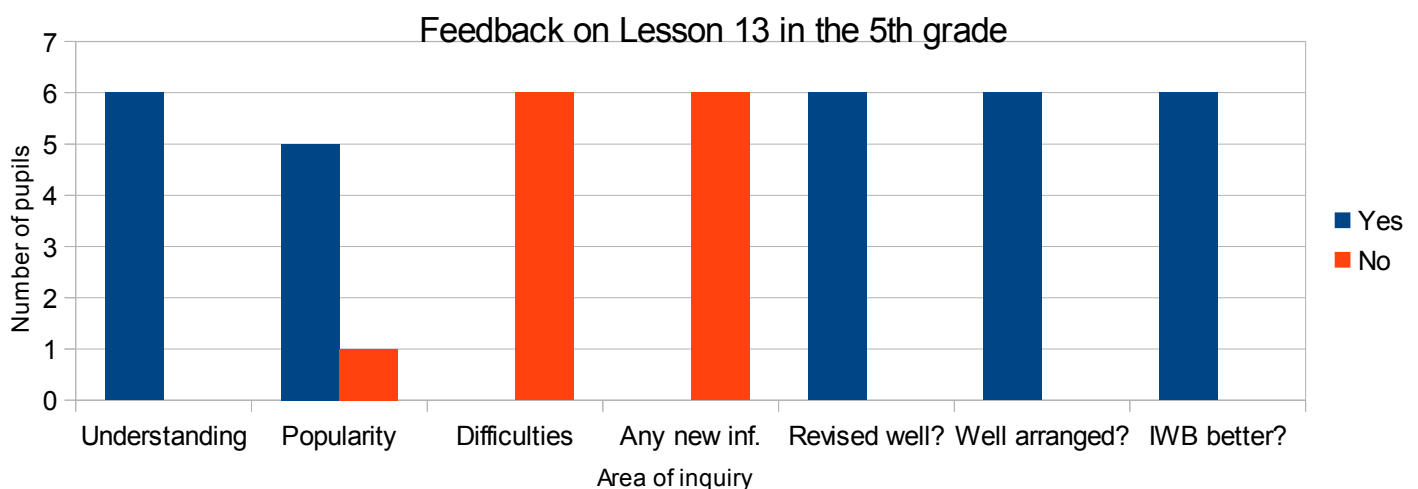
*Topic:* What can you do in your free time?

*Needed vocabulary:* telescope, star, planet, astronaut, computer expert, cook, driver, enjoy, nurse, reporter, secretary, shop assistant, sportsman, sportswoman, vet, waiter, I want to be...

*Type of exercise:* Brainstorming

*Aim:* Pupils revise vocabulary on the given topic.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* There is a main bubble with a topic written inside which is situated in the center of the screen. There are eight empty bubbles around the main bubble. The pupils come to the whiteboard one by one and try to recall any piece of vocabulary relevant to the topic. If they recall, they are

supposed to write it in the bubble. The exercise is suitable for the purposes of vocabulary check.

### 6.3.14 Lesson 14

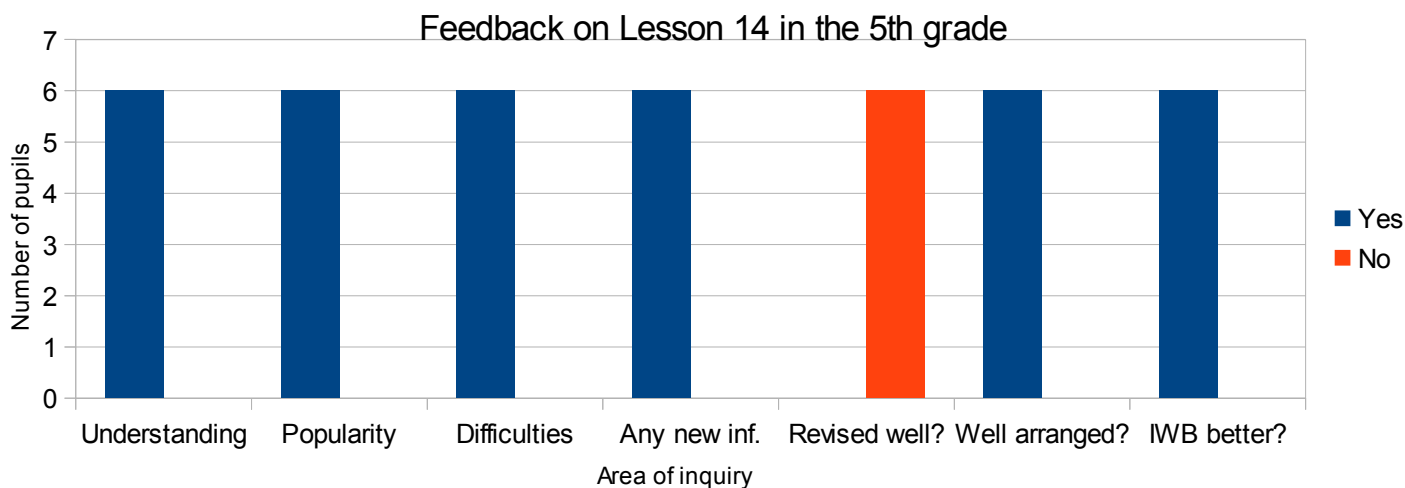
*Topic:* Peter is not feeling well.

*Needed vocabulary:* backache, cough, doctor, drop, earache, early, examine, feel, flu, headache, healthy, hour, ill, medicine, open, pill, prescription, sore throat, stomachache, fever, hurt, toothache, I must examine you.

*Type of exercise:* Joke

*Aim:* Pupils develop their reading skills. They understand the jokes.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The pupils read the jokes and try to understand their points. The teacher consequently explains the points if necessary.

### 6.3.15 Lesson 15

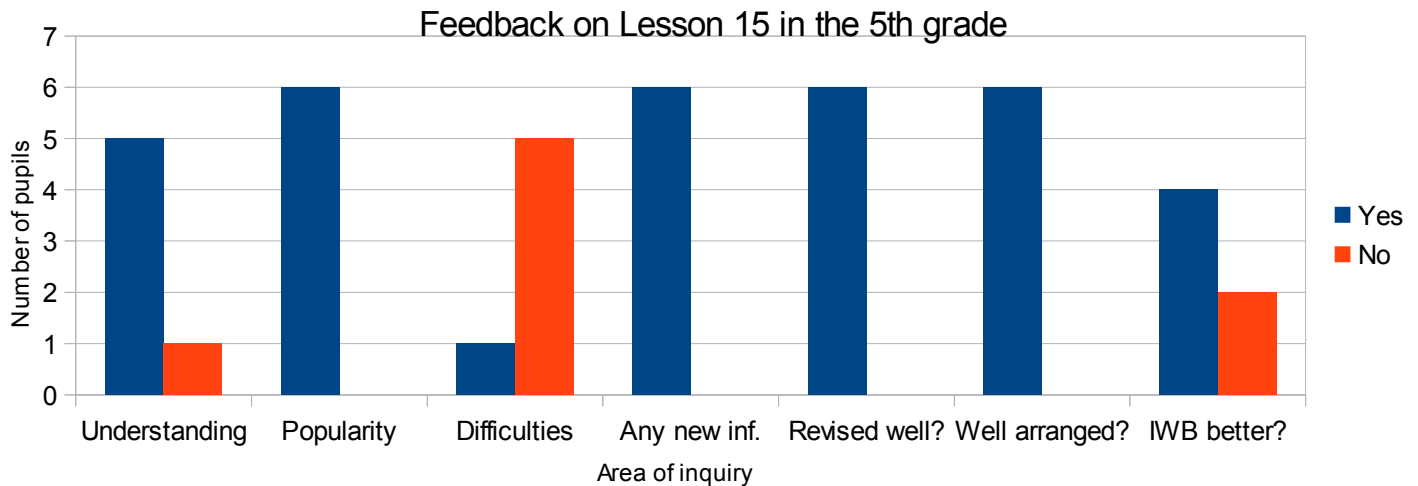
*Topic:* She must go shopping.

*Needed vocabulary:* altogether, baker, bottle, butcher, drink, egg, flour, fruit, glass, gram, grocery, hungry, chocolate, ice-cream, loaf/loaves, meat, penny, pound, rice, roll, sausage, salami, supermarket, chemist's, newsagent's, butcher's, bakery, Can I help you? a bag of sweets, a bottle of milk, a carton of juice, a jar of jam, a loaf of bread, a packet of tea, a tin of fish

*Type of exercise:* Role play

*Aim:* Pupils develop their speaking skills through role play.

*Aids:* computer, whiteboard, projector, electronic pen



*Practical recommendation:* The pupils work in pairs. One is a shop assistant, the other is a customer. The customer is supposed to buy things on the shopping list. They play their roles and then switch. The teacher then may let them perform the role play in front of the class.

#### **6.4 Analysis of Feedback on the Digital Materials in the Small School With Composite Classes Environment**

In the 3<sup>rd</sup> grade, the students understood the introductions in 88.57% of cases, they liked the exercises in 94.28% of cases, in 87.85% of cases the pupils worked without difficulties, in 14.28% of cases they learnt something new, they revised the topics well in 100% of cases, in their opinion, the exercises were well arranged in 97.85% of cases, and they found the digital materials better than those in coursebooks in 90% of cases.

As for the third grade, materials in lessons 3, 6, 7 and 28 need better introductions, as the pupils either understood them with difficulties, or did not understand them at all – the introductions were too complicated. Materials in lessons 10, 20 and 26 cannot be recommended to be used in lessons, as the students simply did not like them – apparently, they were too simple and repetitive. Materials in lessons 5, 15, 21, 26 and 27 need further modifications, because many students experienced difficulties – there were unknown words and too much information to handle at once, as well as a very demanding piece of writing to be produced. Materials in lessons 5, 7, 18 and 21 brought some new information to the students (new vocabulary), the rest served the original purpose – revision. The material in lesson 26 needs to be re-arranged, as the composition was found unclear. The students preferred the digital materials to those in coursebooks except for lessons 1, 10 and 26 – those exercises were found boring and uninteresting.

In the 4<sup>th</sup> grade, the students understood the introductions in 84.61% of cases, they liked the exercises in 100% of cases, in 92.30% of cases the pupils worked without difficulties, in 11.53% of cases they learnt

something new, they revised the topics well in 100% of cases, in their opinion, the exercises were well arranged in 100% of cases, and they found the digital materials better than those in coursebooks in 100% of cases.

As for the fourth grade, introductions in materials in lessons 2, 6, 11, 13 need to re-phrased, as there were students (although a minority) who did not fully understand them. Materials in lessons 1 and 2 need further modifications – it was hard for the pupils to talk about things in common – they did not know how to form sentences off-hand (lesson 1), and to remember the names and relations in the Brown family. Only lesson 8 brought some new information to the students (new vocabulary) – the rest served the original purpose – revision.

In the 5<sup>th</sup> grade, the pupils understood the introductions in 76.66% of cases, they liked the exercises in 96.66% of cases, in 80% of cases the pupils worked without difficulties, in 61.11% they learnt something new, they revised the topic well in 88.88% of cases, in their opinion, the exercises were well arranged in 100% of cases, and they found the digital materials better than those in coursebooks in 95.55% of cases.

As for the fifth grade, materials in lessons 1, 3, 5, 9 and 12 need more comprehensible introductions – the students experienced words that they did not understand. The material in lesson 9 was not liked much, as it was hard for the pupils to think of a situation that might have followed. Materials in lessons 3, 4, 5, 9 and mainly 14 need further modifications, as they are demanding due to their length and range of needed vocabulary. The material in lesson 14 also requires something beyond the simple understanding of English. Materials in lessons 2, 4, 5, 6, 9, 10, 11, 12, 14 and 15 brought new information to the students (new vocabulary); therefore, they cannot be recommended for revision only, and may need further explanation. The students preferred the digital materials to those in the coursebook, except for lessons 9 and 15 – some of the pupils found them “more boring“ than those in the coursebook.



## Conclusion

The Czech educational system requires that all pupils start studying a foreign language at the third grade of primary school. One of the possible foreign languages is English. In order to state the compulsory content of education, the Ministry of Education released Framework Education Programmes which, among other things, include a set of key competencies that should be acquired by the pupils (not only) in the foreign language.

In order to pursue this target, it is necessary to approach the primary pupils accordingly, as they are a very specific group of learners. On top of that, there is one more example of the need for special approach as far as primary schools are concerned, and that is a small school with composite classes, where two or more grades are educated at the same time. Under such conditions, the position of a teacher is substantially difficult. But with good motivation, approaches, methods and attractive exercises, the targets may be accomplished successfully and efficiently.

Due to new technological challenges and the fact that information technologies have become widely available, interactive whiteboards are being implemented in the lessons. This brings new opportunities as far as the choice of materials used in lessons is concerned. Although there is a good range of commercial materials and programmes, they may not always fit the pupils or teachers. That is where the design of own materials suggests itself.

After each lesson, the students were given a sheet with seven statements. They were supposed to colour the smileys according to what they thought. Their feedback was processed and put in graphs in order to depict success/failure of individual areas of inquiry of the given material. The final evaluation of the areas of inquiry in each grade was conducted in the last chapter of the diploma thesis.

On the whole, the pupils understood the introductions (although the percentage in the 5<sup>th</sup> grade is slightly lower), even the third-graders were quite successful despite the fact that they had almost no experience with English. The students were fond of the exercises in the vast majority of cases and, at the same time, there were not big difficulties when they were working, although a few problems occurred. The 3<sup>rd</sup> and 4<sup>th</sup> graders did not learn much new information, but, surprisingly, the 5<sup>th</sup> graders learnt quite a lot of new things in spite of the fact that they were supposed to revise given topics. According to the students, the exercises were good for revision of topics and they were well arranged at the same time, even though minor exceptions occurred. Not quite surprisingly, the pupils preferred the digital materials being projected on the interactive whiteboard to static exercises found in coursebooks.

Hopefully, the digital exercises will help teachers who work in small schools with composite classes and teach English to utilize valuable time in their lessons completely, and help the students reinforce their skills and knowledge concerning English.

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## Appendicies

### Appendix 1: Student Feedback Sheet

Vybarvi smajlíky podle toho, co si myslíš:

1. Rozuměl jsem zadání úkolu.



2. Cvičení se mi líbilo.



3. Pracoval jsem bez potíží.



4. Něco nového jsem se dověděl.



5. Dobře jsem si zopakoval/a učivo.



6. Cvičení bylo přehledné.



7. Cvičení na interaktivní tabuli bylo lepší než v cvičení v učebnici a pracovním sešitě.



## Annotation

<b>Jméno a příjmení:</b>	Lukáš Číkl
<b>Katedra nebo ústav:</b>	Katedra anglického jazyka
<b>Vedoucí práce:</b>	Mgr. Zuzana Bartsch Veselá, Ph.D.
<b>Rok obhajoby:</b>	2014

<b>Název práce:</b>	Využití interaktivní tabule v hodinách anglického jazyka v prostředí malotřídní školy
<b>Název v angličtině:</b>	Use of an Interactive Whiteboard in English Lessons in a Small School with Composite Classes
<b>Anotace práce:</b>	Cílem diplomové práce je připravit a otestovat digitální interaktivní materiály pro hodiny anglického jazyka v malotřídní škole v Široké Nivě.
<b>Klíčová slova:</b>	interaktivní, tabule, malotřídní, škola, anglický, jazyk
<b>Anotace v angličtině:</b>	The aim of the diploma thesis is to prepare and test digital interactive materials for lessons of English in a small school with composite classes in Široká Niva.
<b>Klíčová slova v angličtině:</b>	interactive, whiteboard, small, school, composite, classes, English
<b>Přílohy vázané v práci:</b>	1. Student feedback sheet
<b>Rozsah práce:</b>	83
<b>Jazyk práce:</b>	angličtina