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**THE USE OF INTERACTIVE WHITEBOARD AND COMPUTERS IN ELT AT
PRIMARY SCHOOL**

Diplomová práce

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

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ABSTRACT

This diploma thesis explores the issue of using Information and Communication Technologies in English language teaching to young learners at the primary level of Basic education, in particular the use of computers and the interactive whiteboard. The aim of this diploma project is to suggest various possibilities of using these devices and to help teachers to find an inspiration and materials for their work especially with the interactive whiteboard in the EFL (English as the Foreign Language) classroom.

INTRODUCTION

The focus of this thesis is to explore the best way of bringing Information and Communication Technology (ICT) into lessons of English at the primary school (grades one up to five of the basic schooling). Nowadays, the use of technology is a part of our everyday lives and children grow up surrounded by the latest technological devices. Regarding this fact, it should also be used as an integral part of education and teachers should profit from benefits offered by the technology. In my experience, the great amount of English teachers at the primary level do not use the latest technology in their lessons at all. Although all schools are equipped with computers and many of them also by interactive whiteboards (IWBs) I have never been observing an English lesson at the primary classroom with the use of ICT during my studies. Therefore I was interested whether the ICT is useable at the primary level of education. The interactive whiteboard is the most explored device in this thesis, because it is one of the latest technological devices used in the Czech schools and there is still only a limited amount of resources and relevant research available.

In this thesis I want to outline some practical ways of using these technological devices, rather than describing particular technologies in detail. The main aim of this diploma project is to create self-developed materials for the interactive whiteboard and to use them in my own teaching and also to find out whether the use of the IWB might improve the teaching of young learners and whether teachers can benefit from it. Through the creation of self-developed materials I would like to find out whether the work with the IWB software is technically demanding. These materials should serve teachers as an inspiration for their own work and encourage them to use the interactive whiteboard while teaching young learners.

The thesis is divided in two main parts – theoretical and practical. In the theoretical one the thesis explores the possibilities of using the computer and the interactive whiteboard in English lessons at the primary level. Firstly, the term ICT is briefly described and included into the Czech educational system and English as an educational subject. In the second chapter the specifics of young learners are outlined. In the third chapter there are presented various possibilities using the computer

at the primary level: PowerPoint presentations, the data projector, the CD-ROM based educational software, the Internet and finally the interactive whiteboard. The last chapter outlines the topic of possible dangers of using the ICT that teachers should be aware of: the copyright and the Internet safety.

The practical part is divided into three main areas and it is mainly focused on the interactive whiteboard with the aim of providing teachers with the complex information about it. In the first one the results of the research among teachers of English at primary schools are presented. The questionnaire was formed with the intention to find out the standpoint of teachers of young learners to the interactive whiteboard and to the ICT in general. The second part describes my teaching experience with the use of IWB. It includes self-developed materials for the IWB that should help teachers to create their own tasks. The third part outlines possibilities for teachers who are interested in the work with the interactive whiteboard: teaching materials available on the Internet and training courses in the Czech Republic.

I. THEORETICAL PART

1. Information and Communication Technology and the national curriculum

This thesis focuses on the use of the computer and the interactive whiteboard as tools of Information and Communication Technology (ICT) in English Language Teaching (ELT) at primary schools. Therefore it is a necessary to define ICT and its position in the national curriculum of the Czech Republic.

Dudeny and Hockly (2007, p. 184) define Information and Communication technology as “Technology used for processing, storing and retrieving information, as well as for communication”. As examples of technology that surround us in everyday life Martin (2009) mentions laptops, wireless internet connection, mobiles, blogs, social networking sites, email accounts, satellite TVs, digital cameras, instant messaging, camcorders, online shopping, car navigations systems and MP3 and MP4 players. This list illustrates the incredible speed at which our modern technology develops and changes.

Although technology is becoming increasingly important in our lives and it is frequently used in the educational process, many teachers are still less computer literate and skilled than their students and because of that they are faced with problems in their own teaching. (Martin, 2009) Regarding this fact this thesis should provide teachers with the inspiration and basic range of possibilities that ICT brings.

ICT is a compulsory part of the Czech education system and it should be included in teaching across the curriculum as shown in binding documents. Zounek (2006) points out that ICT expanded into Czech education in 1999 when a key document called *State informational politics – the way to informational society* - was published. Since then ICT has become an integral part of our educational system and schools were expected to ensure the availability of ICT facilities to teachers and students. The last reform of the Czech educational system was performed in 2007 when the Framework Educational Programme was published. It is the essential source of educational content for schools in the Czech Republic. According to Framework Educational Programme (FEP) for Basic Education Information and Communication Technology became a compulsory

part of our education system in 2007. School children need to be educated systematically in this area due to increasing demands of the society. Although ICT stands as a separate subject in the FEP, it should be integrated into the majority of school subjects as a cross-curricular one to be connected with knowledge and skills developed in all educational areas.

The main aim of the educational area called ICT is “to make it possible for all pupils to achieve a basic level of information literacy: to acquire elementary skills in using computers and modern information technologies, to orientate themselves in the world of information, to work with information in a creative manner and to use it in their further education and practical life.” (Framework Educational Programme, p. 32) Contents of an educational area Information and Communication Technologies are: the basics of working with a computer, information searching and communication, information processing and application. Pupils learn main terminology of information activity, structure and function of a computer, operation systems, multimedia use of computers, basic means of communication such as email, chatting and calling, methods and tools of finding information on the Internet. (Rámcový vzdělávací program, 2007)

1.2 Information and Communication Technology in teaching English

This thesis focuses on the school subject of English as a foreign language (EFL) at primary level of basic education. Should the ICT become a part of foreign language teaching? As Dudeney and Hockly (2007) writes technology has been a part of foreign language teaching for decades and it reflects the development of technology and scientific advances in a society from tape recorders used in the past to computers and CD players and finally to the Internet and interactive whiteboards. Using technology should be an inseparable component of language teaching for these particular reasons: the Internet is becoming available to all learners even at home. Young learners are growing up with the technology thus the use of technology is an effective way of bringing the world into the classroom. The Internet is an excellent tool of communication with other foreign language learners. Newly released English coursebooks and teaching materials are more and more often accompanied by the latest software programmes and other

technological devices. Using various ICT tools can give learners opportunities to practice all of the four main language skills such as speaking, listening, writing and reading.

To sum up, ICT should definitely become a part of English language teaching because these two areas are closely linked. Martin (2009, p. 7) writes that “by encouraging the use of technology in the English classroom, technology is accessed through English and English is accessed through technology. The students learn about the use of technology in English and then English is learned in practical ways by means of technology.”

2. Young learners and their specifics

As Phillips (1993, p. 5) writes “Young learners are children from the first year of basic schooling to eleven or twelve years of age”. This age range corresponds with the primary level of basic education in the Czech Republic. Considering the fact that this diploma thesis focuses on the use of ICT at primary level it is important to outline specifics of this age in brief.

Scott and Ytreberg (1990) point out that although every child develops at his/her own pace thus it is not possible to state that every child at the age of eight is equal to do ‘x’ and every child at the age of five is equal to do ‘y’. Nevertheless, it is possible to point out certain characteristics of young learners that teachers should take into account and to work with primary children in a way that enriches them and takes their special needs into consideration. Moreover, it is necessary to consider specifics of pupils’ age even if implementing ICT into lessons. It is necessary to adapt all activities to the age of pupils and their level of English.

Regarding the fact that there is no complete summary of children’s specifics in the literature, the research was done to point out the main characteristics of young learners for the purpose of this thesis. According to Moon (2005), Scott and Ytreberg (1990), Slattery and Willis (2003) the specifics of children are:

- Children change their mood frequently and they find it extremely difficult to stay calm and sit motionless. If they are having fun and enjoying activities it increases their desire to continue.
- Children display a greater motivation than adults to do whatever appeals to them. They are always ready and willing to take pleasure in activities prepared for them by their teacher. Games and songs involving movement, tasks accompanied by doing craft work and repetitive speaking activities are considered to be the most efficient.
- Children have logical minds therefore they tend to do things in the sequence they have been told to. They have no ability to perceive the adult world the way we see it and it is important to adapt teaching to their level of thinking.

- Children understand the world through their senses: touch, eyesight and hearing thus the teacher may benefit from including movement, visual stimuli, pictures and real objects in addition to spoken world in their teaching.
- Children use language skills naturally and subconsciously. Teachers should let pupils talk to themselves through playing with a language even if they are still not able to understand the complex system of the language.
- Young learners are not able to treat a foreign language as an abstract complex but they respond to the underlying meaning of the language and do not worry about separate units of the language such as words or sentences.
- Children have difficulties distinguishing fiction from reality then the teacher may take the advantage of it by acting out a fairy tale to motivate them for example.
- Young children need to be praised. It motivates them and makes them feel enthusiastic.
- Children are able to cooperate with others and they learn from each other which can be utilized in group and pair activities.
- By the age of ten children understand symbols and abstracts and they are able to generalise and systematise.
- Children use the language creatively. They try to make experiments with the language and deduce the rules of the language in their minds. Teachers should let them experiment with the language and create their real need to use the language but it is also important to give them feedback to modify their hypotheses.

On the other hand, Phillips (1993) states that it is not just the physical age that may influence children. They are also affected by their culture, expectations of their parents, their environment and sex as much as their individual attitudes and interests. Teachers should take into account all these facts.

2.1. Teaching English as a foreign language to young learners

It is important to consider the above mentioned characteristics while teaching pupils all the school subjects also when teaching them English. The English teacher of young learners should bear in mind some points as Phillips (1993) and Slattery, Willis (2003) writes:

- The activities should be simple enough for children to understand.
- The task should be attainable for children at the same time encouraging and it should give them the feeling of satisfaction.
- The majority of activities should be orally based – listening activities are most useful and important especially with the very young children.
- Written activities should be used only when children are competent in writing in their own language.
- Learning should be enjoyable and fun because it influences the attitude of children to language learning.
- All four skills should be practised in lessons focusing on miscellaneous topics that could be well adapted to other school subjects.
- Teachers should not worry about mistakes and should be encouraging their children not to be afraid of communication in English and to feel comfortable.
- Teachers should use gestures, mime and action to demonstrate what they mean.

3. Computers and their usage in ELT at primary school

The term ICT is an extensive topic that deals with a huge number of different technologies and tools like the computer, the interactive whiteboard, PowerPoint presentation, the data projector, the word processor, the Internet, activities like chatting and text messaging, social networks, blogs, wikis, podcasts, educational CD-ROMs, digital cameras or virtual learning environment. Regarding the scope of the work this thesis deals with a reduced number of these tools that were chosen with regard to the specifics of teaching young learners and also with regard to the availability of these tools in schools. This chapter briefly introduces those technologies which are available in majority of schools and which require only the basic computer skills. The computer, which should be an obligatory part of every school, is regarded as the common element of all tools below. The most attention is paid to the interactive whiteboard as an increasingly popular teaching tool nowadays and the focus is on encouraging teachers who still have some doubts about using it to overcome their worries.

How can the computer be present within classrooms? As Windeatt et al. (2000) write there are many possibilities of the organization of the computer work that usually depends on the possibilities offered by the school. Students can work individually in a computer room where the required amount of computers is available or they can also work in groups especially while working on problem solving tasks. What majority of teachers praise about students working individually on the computers is that the teacher is able to concentrate on the management of the lesson and work with individual students more than in everyday classroom.

There are schools well equipped with computers but it might happen, that only one computer is available in a classroom for children and a teacher to use. In that case, the computer works as an ordinary tool in the class such as a CD player or video and a DVD player. Then the computer can be used as a constant classroom resource or if there is also a projection device in a classroom, the computer can be used as a large electronic board for all students to look at. If there is no projection device available the computer can be used for group work, project work or individual internet research. (Windeatt et al. 2000)

The third way to use a computer in language learning is based on the fact that there are not any computers in the classroom. If computers are available at students' homes or libraries there is a possibility of using them for self-study and individual work on tasks assigned. (Windeatt et al. 2000)

As Windeat et al. (2000) write it is often claimed that using computers in language learning is motivating for students nevertheless they often appreciate working with computers only because the computer is something new and unusual, unless they feel any profit from it. With regard to this fact it is important to use activities with a language-learning intention instead of the technology-exhibiting activities.

Following chapters describe in detail tools using the computer that are well applicable to the primary level: PowerPoint presentations, the data projector, the interactive whiteboard and the Internet with focus on searching information and email. The purpose of these descriptions is to suggest teachers varied ways of using tools when teaching English at the primary level.

3. 1. PowerPoint presentations

The first tool that this thesis presents is called PowerPoint presentations as it is well usable even with the young learners if it is adapted to their level of English. Dudeney and Hockly (2007, p. 184) define Microsoft PowerPoint as “a popular presentation package produced by Microsoft in which digital slides can be produced and manipulated on the computer, then projected onto a screen using a data projector.” According to Lewis (2009) it is an excellent entry point into the world of multimedia tools. It is a highly flexible tool based on simple templates that allow students with little background knowledge to create professional-looking presentations. PowerPoint slides can include images, sound, animation and video.

Lewis (2009) writes that indisputable advantage of this tool for children is a coherence of writing and speaking skills because children present their written work orally in front of the classroom. Their task is to prepare a written task based on a chosen topic. Preparation of the presentation develops also the ability of finding information

and their transformation into a visual support. Allen et al. (2007) also highlight that the creation of PowerPoint slides provides the writer with an opportunity to be precise and economical in deciding what to include thanks to the limited space of each slide. For this reason pupils learn to select important facts from additional.

How can a teacher help students to make a good presentation? Lewis (2009) writes about four pieces of advice to teachers:

1. Give them a limited number of slides they can create and tell them to use the first slide for the title of a presentation, their name and the date.
2. Decide together which font is easy to read and which combination of colours is pleasant to read and also visible from distant places of the class.
3. Tell your students to use keywords or short sentences rather than long clauses and not overuse a number of points per slide.
4. Tell your students to use just a limited number of special effects, colours and pictures which can be disturbing for readers.

PowerPoint presentations are a useful tool for teachers as well. They can introduce key concepts to their class, enriched by pictures, words and sounds to give pupils a rich multimedia experience that supports their understanding. (Allen et al. 2007) The combination of visual aspects in the presentation corresponds with individual needs of the young learners and their mixed abilities. Another benefit of the PowerPoint presentation is the recyclability. Once presentation is created, it shall be modified and reused in various classes for many years.

3.2. Data projector

Although the use of a data projector is mentioned in chapters about PowerPoint presentations and also interactive whiteboards this thesis also presents it separately in a few words to illustrate their usefulness for teachers.

As it is written above in the chapter about PowerPoint presentations (3.1) the data projector is considered to be a useful tool of projection of a computer monitor to the whole class, that improve the use of a separate computer. Gage (2004) even states that it could be used as a cheaper alternative of an IWB at schools because it can display various sources and activities containing visual and also auditory items. The data projector displays a screen of the computer onto any light surface and shows everything from the computer monitor. With a computer and data projector teachers are able to present resources from the Internet, written documents from the computer, scanned documents, worksheets and pictures and also PowerPoint presentations that became visible for the whole class that according to Teeler and Gray (2000) attracts learners' attention.

Lewis (2009) proposes two ways of using the projector: to catch the view of the whole class by presenting the teacher's work and activities prepared and also to present results of children's work such as email tasks.

3.3. CD-ROM based educational software

The CD-ROM based educational software created by various companies occupies an important place at schools thus it is important for teachers to know something about it. Windeatt et al. (2000, p. 5) define this tool as "Commercial products which are professionally produced, reliable, and straightforward to use." Dudeney and Hockly (2007, p.113) define it as "Multimedia files that are programmed to use text, images, audio and video to provide interactivity."

What are the positive aspects of using CD-ROMs with children? According to Dudeney and Hockly (2007) CD-ROMs are considered to be motivating for young learners because it provides a multi-sensory alternative to paper-based classroom work.

CD-ROMs also provide self-study and autonomous learning, and can expose learners to authentic language. Teachers should bear in mind that even if children like it, overusing can undermined the novelty effect for students.

As Dudeney and Hockly (2007) writes CD-ROMs exist in two variants: as a standalone CD-ROM or produced with a coursebook. Standalone CD-ROMs are created for different groups of learners to cover different language demands and areas. CD-ROMs are particularly designed for grammar, reading and listening activities whereas they are less effective for speaking practice and also writing that is limited to 'fill in the blanks' activities, or reordering sentences into paragraphs. CD-ROMs produced with coursebooks and workbooks provide extra reading and listening materials to practice pronunciation and speaking and various grammar and vocabulary activities which are based on coursebook units. (Dudeney, Hockly 2007)

Standalone CD-ROMs are primarily designed for learners to work on alone. This tool is useful in case that teachers have the opportunity to spend a lesson in a computer room or a laboratory where there are enough computers for pupils to work individually. According to Windeatt et al. (2000) the software includes encyclopaedias or language courses supplemented by text, audio, video and graphics. The learning programmes contain the manipulation with words and sentences, playing language games, examining students and then giving them feedback. Those programs allow learners to make a mistake without classmates knowing it which can encourage students. In addition students are often able to get the second chance and try to choose the right answer again. According to teachers of English the advantage of this tool is that all pupils works hard at the same time and their work is led by the programme. Each child can also work at their own pace which is becoming important while individual approach to every child is applied in learning.

The market offers a great amount of programmes for various age and language levels. One of the most frequently used programmes in the Czech Republic is the Terasoft tutorial. Terasoft was the first company which appeared in the Czech market with educational programmes for schools. It happened in 1992. Their programmes are used in more than 2500 Czech schools as a supplementary material for teaching English.

Those programmes were created according to cross-curricular requirements of FEP. (Terasoft, a.s.,2012, online)

With regard to the variety of companies that offer CD-ROMs it is important to choose a reliable one to avoid working with unsuitable programmes. Dudeney and Hockly, (2007, p. 116) sum up points that teachers should think about when choosing appropriate CD-ROMs for their lessons:

- Is the content of the CD-ROM appropriate for the age group and their level?
- How interesting are the materials, and how well are they presented? Is the CD-ROM user-friendly? Is there a sufficient range of activities and suitable variety provided?
- What language areas and skills are focused on – reading, writing, listening, pronunciation, vocabulary or grammar?
- Is the aim of activities clear to the learners?
- How much multimedia content is there and of which quality? Is it suitable for your learners?
- How is the feedback given to students? Does feedback help pupils learn from their mistakes?

Even if teachers could use CD-ROM in different ways they are limited by the classroom equipment available. To offer an inspiration and to encourage the majority of teachers to use CD-ROM variably Dudeney and Hockly (2007) suggest options for using CD-ROM in classes with different equipment available:

In the classroom with one computer available, pairs of learners can work on a few activities while the rest of the class work on a different activity. Then the pair is exchanged by another one.

If the classroom have access to a data projector with the single computer, CD-ROM content can be projected onto a screen for the whole class to view and work

together. Using data projector is an excellent way to show all learners what is on the CD-ROM and how they should use it.

If the teacher has access to a computer room, the teacher could plan regular lessons in this room and let pupils work on CD-ROM alone or in pairs.

3.4. Interactive whiteboard

The interactive whiteboard (IWB) as a tool of ICT has now been widely adopted in schools in the Czech Republic. Allen et al. (2007) write that IWBs already expanded into United States of America, European countries and also the developing countries such as Botswana which demonstrates the IWB being a world phenomenon. Martin (2009) points out that the growing popularity and the use of interactive whiteboards in education today brings new and exciting challenges for both subjects of education, teachers and students, who can benefit from it.

What is the interactive whiteboard? According to Allen et al. (2007, p. 33) “IWB is a touchsensitive board that is connected to a computer and a projector and displays a computer desktop.” Martin (2009) adds that IWB allows the computer to be controlled by touching the projection on the board by the finger or the special pen therefore it is simply like a PowerPoint presentation with additional interactive features and touch screens. Allen et al. (2007) compare the control by the finger or the pen to the use of a clicking mouse at the computer. IWB is a multimedia tool that allows teachers and also students to switch between applications easily. A user is able to work on a document and then leap to the Internet to find the reference or play the video. (Martin, 2009)

What is the purpose of IWB’s introduction into education? According to National Whiteboard Network the potential of using IWB is mainly in following aims of it: “ to improve the quality of interactions; to improve teacher assessment through the promotion of effective questioning; to enhance modelling; to redress the balance of making resources and planning for teaching and increase the pace of learning.” (Allen et al., 2007, p. 193)

3.4.1. Basic characteristic of the IWB itself

The IWB must be understood as three components: the board itself, the software that comes with it and also software produced for the IWBs by publishers. Due to this fact IWBs are not tools that you can start using at the moment you connect them to the computer. Each user needs to learn about the functionality of the board and possibilities of using it to take the most advantage of the IWB. (Martin, 2009) It is not just the board itself that is necessary while using it as Allen et al. (2007) point out. It is also the equipment connected to the board: a computer to control the IWB and a data projector to display the content of a computer monitor on the board. Regarding this fact it is through the computer that the essential work done on the whiteboard is created.

3.4.2 Tools of the IWB

Essential work with software tools of a whiteboard is similar to work with processing programmes like Microsoft Word. There are possibilities to create a text in numerous fonts and colours and to add various shapes. In addition to these tools every type of IWB has various and useful functions which is difficult to enumerate and each teacher needs to discover them while starting work with a particular type of a board. (Martin, 2009) To enable teachers to imagine how these tools can look like Gage (2004) lists some of them: a calculator, protractor and ruler tools, backgrounds with square grids or handwriting lines, images and animations from various areas like coins, maps, musical instruments, parts of a body or animals etc.

Martin (2009) points out common features of all types of IWBs: spotlighting, drag and drops and hide/reveal. While using spotlighting the board is all black except of the spotlight which can increase in size. Through this spotlight just a part of the screen is visible that can help teacher in predicting exercises or activities. Drag and drops allows user create text or pictures and drag and drop them anywhere on the screen. With wide/reveal function you can conceal all or part of the screen and slowly uncover it that can help you when checking comprehension and going over exercises. This function is very much like the spotlight. (Martin, 2009)

3.4.3. Specifics and advantages of the IWB

Martin (2009) states that the key point of the IWB's benefits is that the board takes the role of separate tools such as overhead projectors, CD and DVD players, voice recorders and even chalkboards. Gage (2004) adds that the IWB also takes the role of the computer. Due to this fact the IWB brings a new dimension to teaching, because all those tools are now integrated in one unit.

Gage (2004) points out that the above mentioned ability of the board to connect various visual, auditory and kinaesthetic elements can help children with different learning styles. They could benefit from the IWB to appeal to their different senses and help them learn effectively. "Visual learners can enjoy colours, graphics, pictures, and so on; kinaesthetic learners will appreciate videos and animations, and can touch and move things on the board; audio and video files can be used to supplement classroom discussion to stimulate auditory learners." (Gage, 2004, p. 19)

Another advantage of the IWB comes according to Martin (2009) from being connected to the Internet. Thanks to this connection the teacher is able to bring the world to the class through a big screen of the IWB and involve students to the virtual visit of museums, watching videos or setting up the karaoke party through pages online. Above that teacher can cultivate or animate textbooks through the Internet connection of the IWB. It means bringing fresh approach to the topics presented in textbooks through authentic texts and images from the Internet.

Another specificity of the IWB is that the software allows you to edit a document not just in a specific programme as it is with Microsoft Word but you can edit it on a screen and write over the top of all applications like videos, word documents or PowerPoint and save this annotate document as separate files. (Allen et al., 2007) It is also possible to create your own IWB files that can be used as a lesson plans for your class and can contain links to any media available on a computer used. Teacher can save the file with all changes done during the lesson that becomes a report of what the class did in a lesson. What Martin (2009) and Allen et al. (2007) consider most useful about this creating and saving files is that the teacher creates the file just once and then he/she can use it repeatedly with different classes for years.

Allen et al. (2007) add the advantage of saving time during lessons if the lesson is well prepared. Teachers are able to use all resources quickly and to move fast between tasks and points. In response to this advantage Gage (2004) highlights the fact that many teachers consider the preparation of IWB activities as time-consuming. She stands that although it takes time to devise and prepare activities for an IWB the well prepared lessons saves lots of time during the lesson and helps teacher be more organised. Moreover we cannot forget the fact that once teachers well prepare digital materials, they can save it and use repeatedly which saves the time of the preparation in the future.

Regarding all facts mentioned above IWB really brings a new dimension and possibilities to learning. Martin (2009) writes that once teachers get used to the IWB, it would be hard for them to return back to the 'old' teaching methods in case they had to.

3.4.4. Most discussed attributes of IWB

Even if the IWB is considered to be an excellent and advantageous tool by many authors and also teachers, there are also disputable attributes of the board that are often discussed about them. This thesis focuses briefly on the most discussed disadvantages with the intention to provide a complex view to the issue of Interactive Whiteboards: Interactivity of the IWB and the balanced approach to using the IWB. Awareness of the below mentioned aspects can help teachers to prevent the inefficient use of an IWB.

3.4.4.1. Interactivity of IWB

As Martin (2009) writes one of the most discussed topics about the IWBs is their interactivity. Are they really used interactively and effectively? In many classrooms the majority of students act as passive viewers in a relationship with a board. This way of using the board is not beneficial for students and does not develop the important function of the board which is the power of a pen. The pen in the student's hand becomes the tool of animation of the board. The interactivity of the board should not be considered in connection with physical manipulation only, but also in relation with the power to hold and increase students' attention and focus.

Allen et al. (2007) also comment on the interactivity of the IWB. Their standpoint is based on the situation from classrooms where the teacher just projects the content of the computer desktop through the data projector or shows slides of PowerPoint presentation constantly. The author stands that described functions may be alternative but not only ways of using the board. When teachers exploit the interactivity of the whiteboard, especially with young learners, the physical connection between the teacher or children and the blackboard, in full view of the whole class, is very effective and it has a great potential to interest and activate children.

To oppose negative standpoints of teachers that say it is just one child who works with the board and the rest of the class just observe him passively Gage (2004) gives an example of the lesson she observed when all children were involved. It is possible to start a lesson with the whole class activity displayed on an IWB that encourages discussion or an interactive game or resource when all children are thinking and trying to find solutions and one of them is writing on a board. Then a majority of the class can work on individual activities like paper and pencil work or some practical work and a small group continue working on a different task on the IWB. Generally, it is useful to change activities and provide differentiated tasks for children.

3.4.4.2. Balanced approach to using the IWB

The second most often discussed point about using the IWB in the classroom is that it might become overused and then useless. According to Martin (2009) even if the IWB and other ICT tools are considered to be an excellent tool for teachers that enhance their lessons it is important to bear in mind that even if their use offers teachers new possibilities to enrich their lessons it is not the reason to overuse it. Overall teachers should be interested in new teaching ideas, methods, tools and materials that can help them to make their teaching more effective, nevertheless it is important to keep things in perspective and do not forget the things they are already doing well while teaching. Using of the IWB can become a tool influencing students' concentration span, effectiveness and overall enjoyment. Although Martin (2009) regard the IWB as the best technology tool that teachers can have today, he points out the fact that the board cannot replace our

voices and hands, jokes, songs, games, movement in the classroom or student interaction. In no way can the board replace the teacher.

3.4.5. Ways of using the IWB – Ideas for teachers

In addition to ways briefly outlined in connection with specifics and advantages of the IWB (3.4.3) the thesis tries to sum up ideas for using the board as a useful resource for teachers who are not sure what to do with the board. All these ways are applicable to the primary level.

- The IWB can be used to give clear instructions and examples. Instead of just writing steps on a board, the IWB can be used to go over the steps with the whole class accompanied by examples or demonstration.
- Individual work or projects of children can be displayed via the whiteboard to the whole class.
- Especially young learners may be allowed to write on a board. They prefer learning by doing rather than watching only. Considering this fact the IWB addresses especially the needs of younger students.
- Groups of students in front of the board can solve a problem on a board together while the rest of the class work on an extra task. This way keeps everyone involved.
- Teachers can create an environment that attacks various senses of children by combination of sounds images, text and colours that awakens pupils' senses. The use of hyperlinks is the best way to carry out this intention just by creating a link in a document on a board. This takes some time to prepare it but it saves time in a lesson.
- An unusual meeting with reality in the classroom can be arranged with the help of IWB. A videoconference with a class abroad, a visit of the British Museum or just a sightseeing trip of London via the Internet might be organized.
- Certain publishers are nowadays offering IWB versions of coursebook series. These versions contain user-friendly menus where it is possible to select units and activities teacher like to work with. The software contains audio and video clips,

various games to play, and above all digital pages from the coursebook and workbook.

- When homework is done in the form of email, it can also be used in the following lessons, when the teacher displays it on a screen of the IWB and it can be shared, checked or explored by the whole class.
- The native software of each whiteboard contains an amount of useful tools that can be used effectively in the lesson without previous preparation. Teachers should become familiar with the tools offered by the software of the board they use.
- Teachers have an opportunity to prepare files and presentations themselves with the IWB, to save them and use again and again. In contrast with PowerPoint presentation the IWB files can be supplemented by IWB tools and functions and most importantly its advantage is that teachers and pupils can write into them and change them on a board in view of the whole class.
- PowerPoint presentation could be used in the IWB and the interactive whiteboard enables teachers and students to write into it.
- The work with a Word document acquires a new dimension with the IWB. The text is visible for the whole class through a projector and pupils can write into it with an interactive pen (filling in gaps, correcting mistakes).

(Martin, 2009; Allen et al., 2007; Gage, 2004)

3.4.6. How to get started with the IWB

Even if there are teachers who remain rather insecure about using IWB Martin (2009) states that the key point is to accept the fact that it needs time and patience to become confident and to learn how to work with the board. What makes a teacher an effective user is not the technical skill but even more habitual integration of the board into the life of the class. It does not mean that the IWB should be used in every lesson but it should be used regularly.

Gage (2004) sums up what teachers unfamiliar with the IWB should do. First of all teachers need to become familiarized with the Windows environment and some software of a computer used at schools because the Windows is similar to the IWB screen, then the

work with the IWB will be easier for the teacher who knows it. The next step is to learn about functions and tools of a board itself. There are many ways to do it: to cooperate with more experienced colleagues, to take the advantage of training courses that the market offers or to explore the functions of the board on your own. The last step is to practice and drill the work with an IWB before using the board in the lesson. After that the teacher just needs to use the board regularly and discover other benefits of it.

3.4.7. Types of the IWB

There are more types of IWBs and each type has its positives and negatives. Most IWB producers have resource websites with links to lesson plans created for the interactive whiteboard which can help teachers profit from the technology in their lessons. (Martín, 2009) Allen et al. (2007) highlight the fact that different boards use different programs, then work created using one software is not necessarily transferable to another. Teachers need to take this information into account while designing their fund of resources and it is useful to whole schools to build up the resource bank with respect to the IWB software used at their organization. Most represented types of whiteboards in the Czech Republic are SMARTboards and Promethean's ActivBoards.

As Gage (2004) writes teachers need to find out how to control a particular board and how to use it from user guides. Then presentations and arrangements for SMARTboard and also ActivBoards can be prepared by a separate computer without the board attached, which means that teachers can plan their lessons at home if they have the software installed. This thesis contains just the brief information about each type of the IWB accompanied by hyperlinks to user guides where each teacher can find more information about the appropriate type of a board.

3.4.7.1. SMARTboard – useful pages and a short introduction

As Gage (2004) writes using SMARTboard is similar to using Microsoft products. This board has a sensitive board surface which means you can use your finger to write on the board or change between programs. It is useful for young learners who may find it difficult to control the pen. The SMARTboard website contains lesson plans, class studies and also classroom resources to download.

Web pages containing user guides and information about the SMARTboard:

- The official SMARTboard website - <http://www.smarttech.com>
- User guide in English - <http://instructech.usi.edu/smartboardguide.pdf>
- User guide in Czech - http://www.fch.vutbr.cz/media/docs/it/p1_smartboard.pdf

3.4.7.2. Promethean's ActivBoard – useful pages and a short introduction

Gage (2004) points out that using ActivBoard is rather different from using Microsoft products but it is also user-friendly. Promethean company offers two basic kinds of the software for their ActivBoards: The ActivStudio and the ActivPrimary. The ActivPrimary system contains a vast wealth of material for use in primary schools. This type of a board is not touch sensitive and it needs a special mouse pen. Although the ActivBoard is the most expensive one, it has the most complete software. Promethean sells complete educational systems including software, and its ActivPrimary is specially made for primary education. The Promethean website has a wide range of classroom resources, lesson plans, case studies, user groups, training and conference details.

Web pages containing user guides and information about Promethean's ActiveStudio and ActivPrimary:

- The official Promethean's website - <http://www.promethean.co.uk/index.htm>
- User guide for ActivStudio and ActivPrimary in English –
<http://www.prometheanplanet.com/en/support/user-guides-docs/user-guides-docs.aspx>
- User guide for ActivStudio in Czech - <http://ivos.upol.cz/index.php?ivos=download>

3.5. The Internet

The last tool of ICT mentioned in this thesis that is often used in English language teaching and that can be used at primary level is the Internet. Windeatt et al. (2000, p. 101) define the Internet as “A network linking computers around the globe.” Lewis (2004) compares it to the jungle that can serve a boundless pleasure to those who know

how to move inside it. He states this invention is considered to be one of the most important inventions of the 20th century. As Lewis (2004) points out the Internet should not be adopted into the language learning enthusiastically and uncritically but its use should be advised. The Internet is not the solution to all difficulties in learning and it may be used beside other learning resources.

As Windeatt et al. (2000) write the standpoint of teachers whether to use the Internet or not varies. The first group is critical and they consider the Internet to be the chaotic and trivial mixture of the enormous quantity of information. On the other hand, the second group is uncritically excited about the Internet. Indisputably, the Internet should be integrated into language learning despite these contradictory views. It should be accepted as a result of the technological development and used in the same way as books, television, video, magazines or newspapers.

Learning purposes of the Internet according to Lewis (2004) are: pure communication by email, chat or videoconferencing; searching for information with the use of the web browser and producing content for the Internet such as writing emails or creating a website.

3.5.1. Advantages of the Internet in English language teaching

According to Lewis (2004) learning of languages should benefit from what the Internet offers us: resources of information and also chances for global communication. Windeatt et al. (2000) specify those two main functions of the internet. Resources of information that can enrich teaching are poems, articles, books, videos, pictures and music available on the Internet. In terms of communication the Internet offers students from around the world an opportunity to communicate with each other. Moreover, the potential of this medium is not just as the resource of information and texts but it also releases students' and teachers' imagination and creativity. (Windeatt et al., 2000)

As Lewis (2004) writes even if the advantage of the Internet is that it contains a lot of examples of authentic language that enrich lessons, those examples demand language skills that are incompatible with the level of young learners. It is important to use

children's mother tongue to explain tasks and make the use of authentic websites useable. If children are asked to find some information it is often more useful to let them find it in their mother tongue and then translate it into the target language according to their level of English which develops their ability to explain information to foreigners.

An important positive aspect of using the internet according to Windeatt et al. (2000) should also be the fact that it brings possibilities to cross-curricular work as well. Skills necessary for the use of the Internet in learning of languages are alike those necessary in other subjects in the curriculum because resources from the Internet found while learning languages are often appropriate to other subjects from the curriculum.

Gitsaky and Taylor (2000) write about another advantage of using the Internet at primary level. They consider the use of the Internet amusing and highly motivating which is important especially while teaching young learners. Websites are full of colours, sounds, pictures, interactive forms and digital video clips that attract children's attention.

Windeatt et al. (2000, p. 8) point out that one of the greatest advantages is that the Internet can be effectively used with the knowledge of just two basic parts of software: "a browser to allow access to the pages of the Web, and an email program." For this reason the thesis focus on these two tools in detail. Due to the limited range of this paper and the low age of students at primary level just the list of additional tools that can be used on the Internet is included to get the idea: videoconferencing, creating web pages, weblogs and blogs, social networks, wikis, chat or e-learning.

3.5.2. How to use the Internet in language teaching

Although the Internet is considered to be an excellent tool in the field of language learning, the effectiveness of it depends on how it is used. Teachers should think about the methodology of its use. (Windeatt et al., 2000) To support this view Lewis (2004) writes that the Internet cannot be understood as the replacement of classroom teaching. In fact, the internet can only be effectively used when it is combined with offline activities that enrich its potential. Moreover "Internet activities must be firmly anchored

it the children's own experiences and must be based on clear, purposeful task". (Lewis, 2004, p. 6)

Lewis (2004) also notes that especially in the class of young learners it is important to understand the divergence between online and offline use of the Internet. In the first case children perform language-learning tasks when they are online and also use the target language of the Internet. It is exemplified by the situation when a child finds a website about animals and then looks for specific information about animals. In the second case they only collect information from the Internet to use in other activities such as finding pictures of animals to illustrate the presentation. Both kinds of activities might be used in lessons although primarily with the intention to enhance students' language skills. Teachers of a foreign language should concentrate on tasks that enable pupils to work with a language although an occasional use of collecting and finding pictures can motivate children.

3.5.2.1. Rules for using the Internet for language teaching

According to Windeatt et al. (2000) teachers need to be well prepared before they start using the Internet as a part of their teaching and they should be confident about their teaching skills and experience when planning and using the Internet in language teaching. For this reason Windeatt et al. (2000) sum up some useful tips for teachers. They are advised to be well prepared, patient, organized, critical, co-operative and realistic.

Teacher should be well prepared. It is important to check web pages even before the lesson because they may be changed or updated. In case technical problems disrupt a lesson, teachers should have other activities ready to be used.

Teachers should be patient if the Internet connection is slower than usual. Teachers should also be organized and keep a record of useful websites to refer to. The Internet is continually developing and it offers an enormous range of possibilities for language learning that have scarcely been surveyed.

Teachers should use their creativity and take the risk of being inventive and at the same time they should remain critical about the information from the Internet. Almost everyone can publish anything on the Internet thus it is necessary to evaluate all information critically and to encourage students to do the same. It is always valuable to cooperate with other teachers and share information about useful resource pages to create a huge bank of ideas and web-pages. Finally, teachers should be realistic and take into account all pros and cons of the Internet.

3.5.3. Internet as a resource of information – Searching for information

If a user wants to search something from the Internet it is always done by the World Wide Web. According to Allen et al. (2007, p. 45) "The World Wide Web is the part of the Internet where information can be accessed. It's the colourful, fun part of the Internet, navigated by using web browsers such as Internet Explorer, Mozilla or Google's Chrome." How can a user find resources? Typing a keyword representing the topic to a search engine or into the box next to a search icon on a web browser.

As Windeatt et al. (2000, p. 19) write "The Web is an enormously useful collection of information and materials, rather like a huge, sprawling library." Unfortunately in this 'library' the system is not clearly structured and organized and both teachers and students need to know about how to familiarize themselves with the system and be able to make an effective use of it. Windeatt et al. (2000) state that users need to know: how to search for information or materials, how to sort and store the results of the search and how to evaluate what have been found. This thesis briefly outlines ideas of how to exploit searching activities in learning English by both subjects of the learning: the teacher and the student.

3.5.3.1. Teacher searching

As Lewis (2004) stands whereas options are endless and it is not possible to search the whole Internet, teachers should be clear about what they are looking for and what they want to find. To inspire teachers this thesis presents some ideas of how to make

an efficient use of the Internet as the resource of information and inspiration. According to Lewis (2004) and Teeler, Gray (2000) teachers can search for:

- specific information or an item about a subject or a picture such as useful pages about animals, birthdays, clipart, countries and cultures, etc.;
- concrete ideas and activities designed for teaching English at primary level;
- gateway sites for English language teachers that are basically web sites with lists of links to other resource sites; They frequently offer tips on how to use the internet and advice on searching the Web for what you need. (Dave Sperling's ESL Cafe is one of these gateway sites.);
- distance learning courses for further education;
- publishers who publish their offers on the Internet;
- online dictionaries, grammar books and encyclopaedias;
- sites about creating websites;
- partners for communication such as a foreign class to make a videoconference or exchange of emails;
- games and activity generators, games online;
- museums online and webcams to bring the world into the classroom;
- entertainment like karaoke, cartoons, movies, music.

3.5.3.2. Children searching

Young learner can also become an active subject of searching for information on the Internet. Children can use the Internet for self-study or for specific tasks given them by a teacher. According to Lewis (2004) if teacher wants to include searching based activities for children into lessons it is useful to give the children a list of selected web addresses to choose from that will facilitate their work. Dudeney and Hockly (2007,

p. 39) give teachers some general advice on which websites are more suitable for pupils with lower levels of English: “Websites with simple, clearly presented text; websites with non-linguistic data which is easy to interpret; websites with visuals; ELT websites, where the content has been written, edited and prepared for the appropriate level of language.”

As Lewis (2004) writes once the children are comfortable in the website environment, the teacher can introduce them to search engines. Web searching is a complex task that demands logical decisions made by children and moreover they must find connections and relationships in an extensive information space which helps them to develop their creative and critical thinking skills and thereby supports their learning across curriculum. The ideas of what can children search on the Internet are:

- information about concrete days, objects or items;
- information about their city, holidays around the world or weather forecast;
- websites on topic they would like to explore for their project work;
- currency converter;
- examples of vocabulary and grammar;
- quizzes and games;
- dictionaries and thesauruses, translating services;
- encyclopaedias for research and project work.

(Windeatt et al., 2000; Lewis, 2004; Dudeney and Hockly, 2007)

3.5.4. Email

As Lewis (2004) writes using email relates to the learning purpose to pure communication as a chat or instant messaging via social networks. Regarding the focus of this thesis and conditions of primary schools in the Czech Republic, work under an email was chosen as the most useable tool of ICT.

Dudeny and Hockly (2007) points out that email is well useable in the class because it is one of the most frequently used and useful Information and Communication Technology tools around today and both teachers and also learners use email in their personal lives. Lewis (2004) compares the email to the normal letter with the difference that it is delivered immediately which acts as a great motivator especially for young learners. As the communication through email is not immediate as in a telephone call, chat or face to face conversation it requires a lower degree of fluency and it allows children some time to formulate their ideas. (Lewis, 2004; Allen et al. 2007)

As Allen et al. (2007) writes, email represents an interesting way to support writing skills at English Language Teaching and the language of email lies somewhere between oral and written language. It is less formal than a letter thus it is easier for young learner to write it. Dudeny and Hockly (2007) points out that the use of email also supports reading skills of children together with the above mentioned writing. The use of email gives pupils more exposure to the target language, and the interaction is ‘real’ in the sense that pupils are writing to real people using a real medium. According to Allen et al. (2007) the advantage of email communication from the teacher’s point of view is that it is easy to organize because there is no need to organize particular time to be online to communicate with a partner. While using email projects it can be flexibly scheduled and even conducted from one computer if necessary.

3.5.4.1. Ways of using email in ELT

After comparing various sources that explore the usage of email in the primary class, the email communication with foreigners seems to be the most popular one. As Lewis (2004) writes communication with people around the world by email can be a very exciting and motivating activity for young learners, but these interactions must be well planned if they are not to be frustrating for children. Because email is so ‘instant’ children expect a quick response to their emails and a lack of response will be very demotivating. To ensure success, the teacher should start getting in touch with potential partners in sufficient advance to know them well. The easiest way to get started is to join an existing network where classes may participate without teachers having to organize

everything themselves. As Allen et al. (2007) write through email the class should communicate with a group or individuals and also share various attachments to the email with their partners.

According to Dudeney and Hockly (2007) it is not just the exchange of messages with foreign classes that the email can be used for. The majority of the activities mentioned below are done outside the classroom. The prerequisite for using the email outside the classroom requires that children have their own email accounts and access to a computer outside class time. What are the possibilities?

- Teachers can use email to set tasks and homework or send some extra material to students.
- Teachers can send children periodical newsletters or reports about the class and themselves, which develops their reading skills.
- Teachers can write a simple 'diary' about what they have been doing in their spare time and send it to children regularly and this way encourage children to do the same and send it to a partner or to the whole class.
- Teachers can keep in touch with other teachers around the world via mailing lists and discussion groups, which can help them in their professional development.
- Children can submit tasks and homework as attachments by email, teachers can mark it and return by email which is the unusual way of submitting work and receiving evaluation that can motivate children.
- Children can share classwork by email.
- Children can use email to revise before the lesson. For example, they can prepare information on a topic in pairs and send it to the teacher.
- Children can use email as a collaborative writing tool when producing a story based on a picture. Each student writes a part of it and then sends it to the following classmate by the order of the mailing list.

(Dudeney, Hockly, 2007)

4. Potential danger of using ICT in ELT at primary school

Regarding the fact that this thesis focus on the use of ICT at primary classroom it seems to be important to warn teachers of the risks and potential dangers associated with the use of ICT. The danger is hidden in an Internet which is used also while working on the PowerPoint presentation or IWBs. Teacher should know about them even before start using the technology with learners.

4.1. Copyright

According to Lewis (2004) the Internet content enjoys the same copyright protection as more traditional forms of material such as books or videos. As Teeler and Gray (2000, p.51) point out “A work is protected by copyright from the moment it is set down in a fixed form: written, recorded, designed.”

Lewis (2004) writes there is a general principle of ‘fair use’ with all copyright works, however, the principle is not defined generally and it depends on specific materials that teacher and students want to use and the way they want to use them. As a rule, not more than 10 per cent of content should be copied without asking for permission. Copies of complete parts of websites used in their original form may break ‘fair use’ principles. As Teeler, Gray (2000) write ‘fair use’ is restricted by the intention and character of the use, including whether it is used for commercial or non-profit educational purposes. For example when copying works for which you have acquired permission to use with learners, the author, the publisher, the title of the work and the date of publication must be cited. “If you intend to use any of the copied material commercially, no matter what percentage of content, you must seek permission. If in doubt, always ask, before you get into legal difficulties.” Lewis (2004, p. 22)

4.2. Internet safety

As Lewis (2004) states especially teachers of young learners may be assured that they and their students are safe from potential dangers hidden on the Internet – the unsuitable content for children and risks of communication via the Internet.

Windeatt et al. (2000) write there is very little censorship on the Web therefore it is possible there are also pages not appropriate for the particular age group of children and whose content should rather be hidden from children. There is a possibility to use software that allows teachers to specify particular sites that learners are not permitted to visit or with another software it is possible to eliminate pages containing particular words and topics. Generally the installation of this software is within the competence of the management of the particular school rather than the teacher of English who is not able to decide on their use.

Although the software would be one of the possible tools of cybersafety teachers should keep in mind these questions and facts:

- How grave is the danger of finding inappropriate content while using the Internet at school? How often does it happen that teachers themselves come across unsuitable content? And how often do teachers find their students looking at this content? In case it is not a real problem at present, If this is not the case, then teachers do not have to worry.
- Should teachers censor their students' reading? In case there is unsuitable content available on the web it is desirable to help students develop their critical skills and the responsibility they need to handle the problem rather than just prevent the access to unsuitable content at school.

(Windeatt et al. 2000)

Lewis (2004) writes about the topic of internet communication in connection with the Internet safety. Since the Internet is anonymous it means that communication via email and also other communication channels are risky and not reliable. Anonymous users of the Internet might get in touch with children and get their personal information, children might be asked to meet them in person, which can be extremely dangerous.

What teachers can do to prevent children from being faced with this danger is to establish 'Internet rules' together with learners and display these rules on the noticeboard in the classroom. As many students also have the Internet connection at home, it is a good idea to send the Internet rules to their parents and ask them to monitor their children. It is important to emphasize how important the rules are. To get the idea of how the rules might look like, Lewis (2004) sums up the key points to follow when establishing rules with the class:

- Never allow the children to provide anybody with any personal information such as an address or a telephone number.
- Monitor e-mail and only allow the children to send e-mail to addresses you have already checked and approved of. Some Internet services will allow all emails sent by the children to be copied to the teacher's e-mail account.
- Do not allow children to open e-mails from an unknown source.
- If an unknown e-mail arrives, the children must report it to the teacher.
- All material published by the children on the Internet must be approved of by the teacher and the parents.

The best method of guaranteeing the Internet safety is to constantly monitor what is going on in the classroom. Teachers should allow children to work online freely but they must be alert and monitor this work responsibly and carefully. (Lewis, 2004)

II. PRACTICAL PART

5. Introduction

The practical part of this thesis is focused on the actual use of the interactive whiteboard in the EFL classroom at primary schools in the Czech Republic. The aim of the practical part is to supplement the theory about the IWB mentioned in the theoretical part with the practical information and ideas. My research into the use of the Interactive Whiteboard in the ELT at primary level consists of three parts.

In the first one, I will focus on the use of the Interactive Whiteboard from the teachers' point of view through the research among teachers. I would like to find out whether they use the IWB in their lessons and what their opinion about this technological device is. This research also tries to identify the advantages and disadvantages of use of the IWB in lessons at the primary level reflecting the opinions of teachers who use it. This information should help other teachers to benefit from all positives that the IWB offers and to avoid risks or possible disadvantages involved.

In the second part, I will present my own experience with the interactive whiteboard through the set of materials that I created and used during my teaching practice. These materials were created to support teachers in creation of their own materials and to find out whether the use of the IWB is well useable at the English classroom at the primary level. Through the creation of these materials I would also like to find out, whether the work with the IWB software is technically demanding, because this fact could influence teachers in their decision whether to create their own materials or not.

In the third part, I will focus on the possibilities that can help teachers when using the interactive whiteboard such as the availability of materials and resources for the IWB on the Internet and opportunities of training for teachers who want to work with the IWB although they have not been trained adequately.

6. Part one: The research among teachers

The aim of the research among teachers is to find out about their attitude to the use of ICT and especially interactive whiteboards in teaching English to young learners at the primary level. In the research, I wanted to find out if teachers use the interactive whiteboard in their lessons and thus how they feel about its use. The research also tries to discover whether teachers create their own materials for the IWB or if they just use the materials available from various resources and IWB software itself. Moreover, as this thesis focuses also on the use of the computer, I wanted to find out whether teachers consider the possibility of using ICT beneficial and which particular technologies that were mentioned in the theoretical part of this thesis are actually used in Czech schools.

For this purpose I have designed a multiple choice questionnaire (see appendix 1) which is easy to fill in and also to interpret. The questionnaire was created both in a paper and an electronic version and it was handed to teachers in their mother tongue so that it would take them only a few minutes to complete. Regarding the fact that the research is mainly focused on interactive whiteboards, the questionnaire was designed only for those teachers of English of young learners at the primary level who have the IWB at their schools and who are allowed to use it. In fact, this is still a limited number of teachers therefore it was extremely difficult to find respondents. During a pre-research phase a survey on the Internet was carried out in order to find out which schools use interactive whiteboards. It proved to be almost impossible because schools do not publish this information on their websites and there is no list of schools that use IWBs. Due to this fact I contacted my friends and acquaintances who work in education to help me with the distribution of the questionnaire. It proved to be the most effective thing because they know exactly which schools in their neighbourhood are suitable for my purposes. Above that, the paper version of the questionnaire was distributed to suitable schools by myself and by my classmates during our teaching practice from the 19th September 2011 to the 14th October 2011 and the electronic version was send by email. Thirty paper questionnaires were handed among teachers at primary schools in Olomouc, Otrokovice, Židlochovice, Paseka and Kopřivnice. The electronic version of the questionnaire was send to teachers at primary schools in Moravský Krumlov, Prostějov, Mohelnice,

Valašské Meziříčí, Velké Karlovice and its surroundings. Finally, I collected forty-seven completed questionnaires from English teachers at primary schools in Moravia.

6.1. Data description and evaluation

When creating the questionnaire, I decided to make it short enough so that it would not take much time to complete. Finally, the questionnaire includes seven questions with multiple choice answers and two questions with open answers. Each question will be analysed separately. In addition, figures representing the results of the questions are included in the appendices. (see appendices 2 - 9)

Question no 1: Do you use the Interactive Whiteboard in the EFL classroom?

The proposed answers were: a) yes; b) no

Out of 47 respondents, 31 teachers claim that they use the IWB, the remaining 16 respondents do not use an IWB even though they have the opportunity to use it. (see appendix 2, figure 1.1) The aim of this question was to find out whether the IWB is really used by teachers. This result unfortunately confirms my assumptions that 34 per cent of teachers does not benefit from the opportunity that the IWB represents. Their reasons will be mentioned below in the question no. 4.

Question no. 2: How often do you use it on average?

The proposed answers were: a) in almost every lesson; b) once a week; c) once a month; d) less than once a month

This question was intended only for those teachers who answered the previous one positively. Out of 31 teachers who use the IWB, 13 teachers use it in almost every lesson, 15 of them use it once a week, 1 teacher uses it once a month and two uses it less than once a month. (see appendix 3, figure 1.2)

This question deals also with the topic of the balanced approach to the use of the IWB (Chapter 3.4.4.2). Regarding the answers of teachers in questions 8 and 9 (see

below), even if 13 of them which means 48 % use it in almost every lesson, they highlight the fact that it should not be overused and that the most effective way of using the IWB in lessons is to combine it with the other various methods and teaching aids. In my experience, it is not effective to use the IWB once a month or less than once a month, because children are not used to working with the IWB and then it takes much more time to complete tasks and prepare children for these activities.

Question no. 3: While working with the Interactive Whiteboard you use:

The proposed answers were: a) tasks that you create yourselves; b) tasks that have already been created and which are available on the Internet and other resources; c) the combination of both mentioned above

Out of 31 teachers who use the IWB, only 2 of them only use the materials that they create themselves, 11 of them only use tasks that have already been created and 18 of them use the combination of both mentioned. (see appendix 4 , figure 1.3) The aim of this question was to find out whether teachers create their own materials for the IWB, which is considered to be one of the benefits of the IWB use, and also whether they take the advantage of using materials from sources available. Unfortunately, above mentioned results show that 35% of teachers do not create their own IWB materials and presentations.

Question no. 4: Why do you not use the Interactive Whiteboard?

The proposed answers were: a) I was not acquainted enough with the use of the IWB; b) I do not like the use of new teaching aids; c) I am afraid of working with the latest technology; d) I do not consider the Interactive Whiteboard to be an effective tool for ELT at Primary classroom; e) Another reason (please specify):_____

This question was designed for those teachers who answered the first one negatively thus they do not use the IWB. Out of 16 teachers who do not use the interactive whiteboard, 2 teachers do not use it because they were not acquainted enough

with the IWB; 2 teachers are afraid of working with technology, 3 teachers do not consider it an effective tool for ELT at Primary classroom and 9 teachers have other reasons. (see appendix 5 , figure 1.4)

6 out of these 9 teachers say there is not any IWB in their classroom and they would have to move to a different classroom equipped by the IWB. 1 teacher mentions she has no materials available for the Primary level to use. Remaining 2 teachers claims the IWB was installed in their classrooms only a few days ago thus they do not know how to use it yet.

When designing possible answers for question no. 4 I was influenced by the information mentioned in the theoretical part of this thesis and also by my previous discussions with teachers who are afraid of using the board. I assumed that the main problem of teachers is their fear of technology or the lack of know-how (insufficient training), thus their argument that they do not use the IWB because there is not any IWB in the classroom where they usually work surprised me. In my experience from the teaching practice it is not time consuming to move to a specialized classroom equipped with the IWB. Moreover, changing classrooms can enliven the lesson and children find it exciting.

Question no. 5: At which stage of the lesson should the IWB be used?

The proposed answers were: a) presentation of a new topic; b) practice; c) revision

Out of 47 teachers who have the IWB in their schools, 25 teachers consider it useable at the stage of presentation of a new topic; 41 teachers reported the stage of practice and 33 teachers consider it useable at the stage of revision. (see appendix 6 , figure 1.5)

Regarding the fact that few teachers with whom I discussed the use of IWB told me that it should be used effectively just at the stage of practice, the results surprised me pleasantly and they confirm my personal opinion that due to its variability of use, the IWB should be used at all stages of the lesson. If evaluate the results of this question in

detail, 43% of teachers think that the IWB should be used at all three stages of the lesson, 17% of them confirm my experience and think that it should be used only for practice. The rest of teachers state various combinations of stages where each of these combinations is represented by a comparable but relatively low percentage.

Question no. 6: Do you consider the possibility of using ICT (the interactive whiteboard, CD-Rom based educational programmes, PowerPoint presentations, the Internet,...) beneficial for ELT at primary school?

The proposed answers were: a) yes, b) no, c) I don't know

44 teachers out of 47 state that ICT is beneficial for ELT at Primary School. (see appendix 7, figure 1.6) The remaining 3 respondents are uncertain about its benefits because they do not know whether it is beneficial. The aim of this question was to find out the standpoint of teachers to the use of ICT in general and to prove the assumption of the whole theoretical part of this thesis that ELT should benefit a lot from possibilities that ICT offers. Regarding the fact that 94% of teachers answered positively, the theoretical part of this diploma thesis was supported and confirmed by many teachers.

Question no. 7: Which of these Informational and Communicational Technologies do you use in ELT at primary school?

The proposed answers were: a) Internet, b) PowerPoint presentation, c) CD-ROM based educational software, d) interactive Whiteboard, e) other (please specify):_____

Out of 47 teachers, 22 teachers use Internet in their teaching, 14 teachers use PowerPoint presentations, 33 teachers use CD-ROM based educational software, 31 teachers use the Interactive whiteboard and 2 teachers use educational DVDs. (see appendix 8, figure 1.7)

The aim of this question was to find out, whether all technologies mentioned in the theoretical part of this thesis are really used by teachers of English at primary level. As mentioned above, all of them are used by teachers in Czech schools. It is interesting,

that it is the CD-ROM based educational software that is the most used and the PowerPoint presentation that is used the least. The last possibility of answer (other - please specify: _____) encourages teachers to define what other technologies they use. I wanted to find out if there are some other facilities that teachers use. As for the results, only educational DVDs were mentioned by 2 teachers which proves that this diploma thesis describes most commonly used technologies in ELT at the primary level.

Question no. 8: What positive aspects do you see in the use of the Interactive Whiteboard in lessons of ELT at primary school?

This question was presented without any suggested answers to enable teachers think about the positives and not to be limited by the proposed answers. The list below contains the most frequently mentioned benefits of the IWB according to teachers. The complete list of positive aspects mentioned in questionnaires is included in the appendix 9. These advantages of the IWB are based on the practice and experience of teachers.

The list of positive aspects of IWB from the perspective of teachers:

- *The IWB is an illustrative tool what helps children to understand the language.*
- *The IWB is a tool for making the lesson more varied and more exciting as it is a new and non-traditional teaching aid.*
- *Pupils are interested in it and it motivates them a lot. Their interest in English increases with the IWB.*
- *The IWB activates and stimulates children.*
- *It enables teachers to change activities quickly and skip from one activity to another.*
- *The software contains records of native speakers' speech which is beneficial especially with young learners.*

- *The IWB enables teachers to change their methods and thus the work is more interesting.*
- *It is an excellent tool for practicing in lessons of English.*
- *The IWB allows the combination of audio and video and text.*
- *The IWB enables teachers to practice quickly in lessons.*
- *The IWB enables teachers to prepare exactly what they needs and then save it and use it repeatedly.*
- *The IWB allows the immediate correction of exercises visible to the whole class.*
- *The IWB software itself contains sufficient amount of materials (pictures, animations,..)*
- *Teachers are able to create their own materials for teaching and be creative.*
- *Work on the IWB allows the immediate feedback.*

Regarding the list of teachers' opinions the IWB actually brings many benefits to teaching English to young learners. Teachers who are thinking of using the IWB should read all these benefits and get inspired by them in their own work.

Question no. 9: What negative aspects do you see in the use of the Interactive Whiteboard in lessons of English at Primary school?

This question was also presented without suggested answers to enable teachers to think about the negatives and not to be limited by the proposed answers. Whereas the same negatives were mentioned by the majority of teachers, I will present them all in the list below. Although the list of advantages (question no. 8) is extensive and must be displayed in appendices, the list of negatives is much more limited. 14 teachers out of 47 did not mention any negatives even if they mentioned various advantages, which show that even if the IWB brings also some disadvantages, it is still considered to be useful and

enriching for teaching. Teachers should bear in mind the negatives mentioned below to prove themselves from the inefficient use of the IWB.

The list of negative aspects of the IWB from the perspective of teachers:

- *The IWB may impair the vision of children.*
- *It should not be overused, because it may lose its effectiveness and attraction if used too often. It should not be used during the whole lesson.*
- *Just one child is working with the board and the rest of the class is passive. In the group of 24 children it is hard to keep the whole group occupied by the IWB.*
- *It is technically demanding to work with the IWB.*
- *The technology may fail and the IWB often does not work the way it should.*
- *It takes lots of time to turn it on and get ready.*
- *It takes lots of time to move to another classroom if the IWB is not directly present in the classroom of the teacher.*
- *It takes lots of time to prepare the materials for the IWB.*
- *It does not develop the speaking skills of children.*
- *Materials for the IWB are unavailable.*

In my experience, it is always possible to avoid these disadvantages if you think about them and use the IWB in a sensible way. As one of the respondents says there are no negatives if the IWB is used in combination with other methods, forms and activities and if it is used with regard to potential obstacles.

6.2. Conclusions of teachers survey

To summarize the research results, I would like to provide a brief overview of the most interesting research results.

- 66% of teachers work with the IWB.
- 42% of them use it in almost every lesson, 48% use it once a week, 3% use it once a month and 7% uses it less than once a month.
- 7% of teachers use only tasks that they create themselves, 35% of teachers do not create their own IWB materials and presentations and use tasks that have already been created, 58% of them use the combination of self-developed materials and materials available
- The main reason for teachers who do not use the IWB is that the board is not directly in their classrooms and they would have to move to another classroom which is equipped with the IWB.
- 43% of teachers think that the IWB should be used in all stages of the lesson.
- 94% of teachers consider the possibility of using ICT beneficial for ELT at Primary School.
- All ICT devices mentioned in the theoretical part of the diploma project are commonly used in ELT at primary level. The most used is the CD-ROM based educational software and the Power Point presentation is used at least.
- All respondents see benefits in the use of the ICT especially at the primary level which enriches teachers' own work and also learning process of young learners who benefit from its illustrative nature and they enjoy having physical control of it.
- 30% of teachers did not mention any negatives of the IWB. All mentioned disadvantages can be avoided by the right and adequate use of the IWB.

In conclusion, the research has revealed that the majority of teachers think that the ICT improves the English Language teaching at the primary level therefore teachers should be encouraged to use it. Unfortunately, even if the IWB is considered to be a useful device, 34% of teachers do not use it even though they have boards available in their schools. 35% of teachers do not create their own materials on the IWB. The reason might be a lack of inspiration and training. To propose a help for teachers, I will present some self-developed materials with the step by step guide describing how to create those materials. These materials should serve other teachers as an inspiration and they should encourage them to create their own materials. I will also offer the short review of training courses available in the Czech Republic to those teachers who need the training or practice. Finally, to support the theory that IWB should be used at all stages of the lesson and that there is a wide range of materials available on the Internet, I will present an overview of valuable internet resources containing ideas and tasks for English lessons at the primary level.

7. Part two: Teaching practice with the use of the IWB

As this diploma thesis focuses mainly on the use of the IWB, I decided to try out the work with the IWB during my teaching practice and to experience the role of a teacher who has the opportunity to use it and create his/her own materials. Regarding this fact I had to find the school where the IWB is used and where I would be allowed to use it. Finally, my teaching practice took place at Demlova School, Olomouc (Primary school at Demlova Street in Olomouc), where two ActivBoards are placed in special classrooms. The classrooms have to be booked in advance by teachers who want to visit them. To support the use of ICT in lessons, there is an electronic library to allow teachers to find resource materials. This library contains a few useful websites with tasks available and also a set of tasks created by teachers from various schools. As this library is for teachers of all school subjects from 1st to 9th grade, it contains a mixture of resources for different school subjects and different levels. While looking for materials useable in English lessons at Primary level I realized, that the folder with tasks for English contains about fifty useable materials that are varied and provide sufficient inspiration for teachers.

I was assigned to two mentors: Mgr. Eva Čečotková who is a teacher of 5th grade and Mgr. Jitka Jurečková who is the teacher of the 3rd grade and also the lower-secondary school grades. Both mentors were informed about my intention and whereas Mgr. Čečotková responded rather negatively although she is enthusiastic about working with technology, Mgr. Jurečková enthusiastically supported me from the first day.

First of all, I tried to find out their views on the use of the IWB in their lessons of English and whether they use it. I found that they use it very sporadically, particularly for the following reasons: Mgr. Čečotková teaches the whole class of 24 pupils and she considers the IWB to be a spectacular or impressive tool which is not effective if used with such a large class. Secondly, the IWB is not directly in her classroom and she considers it time consuming and unnecessary to move to another classroom while teaching English. Thirdly, she has not been adequately trained to create her own materials. Although Mgr. Jurečková teaches in the class with the IWB installed, she considers it difficult to find suitable IWB materials and tasks for pupils who are

beginners and they are not able to read and write in English. She also does not create her own materials for the IWB.

7.1. Getting started

When I started working on this diploma thesis I had just a vague idea of the IWB. Although I visited many schools during my studies, I had never observed the lesson of English with the IWB. I saw a lecture on this topic at the Oxford publisher conference in Olomouc in 2008, where the IWB was presented as a magnificent tool for learning and therefore I got the initial idea about the existence of the IWB. Then I attended the afternoon seminar in December 2010, organized as a part of the DOVU project at Palacky University in Olomouc, where I was acquainted with the use of the SmartBoard software and I had the opportunity to create a few materials myself. Regarding the fact that the Demlova School uses ActivStudio software I had to start from the beginning before my teaching practice which enabled me to experience the role of the teacher who has the IWB available but who is an inexperienced user of it.

How did I begin? Firstly, the paper version of the User Guide was lent to me where I read about main functions of the board. Then the deputy director of the school provided me with the brief introduction to the control of the board itself in a classroom. Finally I was provided with the software that enabled me to work with the software individually and to prepare for lessons at home. At the end of this short preparation stage I was able to work with the board itself and also the software and to start preparing my own materials. It should be noted that my technical skills are at the average level: I am able to search for information on the Internet, use e-mail for communication, create PowerPoint presentation and use the word processor at the level of basic user.

7.2. Creation and use of tasks for IWB in lessons

As was briefly outlined above I taught in two classes: the third grade of fifteen children who started to learn English that school year (2011/2012) and at the beginning of my teaching practice they had been learning English for three weeks only. They were

not used to working with ICT in their English lessons. The second class was the fifth grade of twenty-four pupils who had been learning English for two years then and they were used to working with CD-ROM based educational programme by Terasoft tutorial in their lessons of English. Both classes worked with Chatterbox coursebooks (New Chatterbox starter, New Chatterbox 2). I would say that all pupils got used to me, their new teacher for following four weeks, quickly and they cooperated very well.

After a few lessons of observation, I began teaching. Despite the fact that the IWB should not be overused and that the special classroom was not always accessible, I used it in every second lesson on average and I never used it during the whole lesson. I used various methods and teaching aids in every lesson to make it varied and interesting for pupils. During the first lesson of my own teaching I handed out the permission (see appendix 10) for their parents to sign saying that their children will be observed and photographed during my teaching practice and the photos will be published in my diploma thesis.

After this preparation in the class and I started to think about how to incorporate the IWB into my lessons and thus I began with the creation of self-developed tasks with the help of the ActivStudio software. Even if I was provided with the library available for children which contains useable materials as mentioned above, I tried to invent everything myself without the previous inspiration with the intent to design tasks suitable exactly for my teaching purposes.

7.3. IWB tasks

There is a set of tasks created for the IWB for primary English language classroom (grades 3 and 5 of basic schooling). These exercises were created during my teaching practice and I piloted them. Tasks are described in detail and accompanied with a comment giving feedback on their other possible utilization. To help teachers who are not sure about how to work with the software, each handout also contains the list of materials I needed to prepare for particular activities and the step by step guide saying how to create these activities with the help of the ActivStudio software. My mentors were

provided with these tasks so that they might use them in the future. Children were photographed while working with these tasks to illustrate their work with the IWB. (see appendix 11)

All tasks were created to supplement the usual coursebook work. While designing these exercises, I used: the Internet, the ActivStudio software, the scanner, coursebooks New Chatterbox Starter and New Chatterbox 2, the digital camera, pictures of the class taken by the digital camera, my personal pictures.

While creating any task, teacher can choose a different colour for the background to make the task attractive for children. This step is common to all activities and it is not mentioned separately for each activity.

7.3.1. Classroom objects (see appendix 12)

Topic: Objects from classroom (according to coursebook)

Level: beginners

Age: 9

Time: 10 - 15 minutes

Aims (language): to practice new vocabulary (*a rubber, a bag, a pen, a pencil, a book, a pencilcase*), to learn a structure: *What's this? It's a _____.*

Skills: listening, speaking, reading

Materials: the IWB, the IWB presentation, the interactive pen

What I need to prepare the task: the ActivStudio software, pictures from the software library

Preparation: Open a blank page and write structures *It's a _____* supplemented by appropriate nouns (rubber, pencilcase, ...) Place sentences one under each other alongside the left half of the page.

Find pictures of classroom objects in the software library and paste them on the right half of a page in different order than they appear in sentences.

In class (step by step guide): The teacher reads the sentence *It's a rubber/a pencilcase/...* and points to the appropriate sentence. Pupils repeat the sentence together. Then pupils find a picture of the item they have heard and then one of the pupils comes to the IWB and matches the appropriate picture to the sentence. The rest of the class observe him and should be motivated by the teacher to check their classmate. Then the teacher reads another sentence and another student matches the picture with the sentence.

If children form the structure automatically and with confidence and they are able to understand the written form of the sentence, one of them acts as a teacher and poses the question *What's this?* while pointing to any picture. The rest of the class answer him using a structure *It's a ____* and one pupil comes to the board and matches the picture with an appropriate sentence.

Variations: The teacher can prepare this type of exercise with any kind of vocabulary or structure from the coursebook he/she needs to practice. If pupils are able to form structures alone, the matching exercise could contain just a simple word (not whole sentences) to enable students create whole sentences while matching a picture with an appropriate word.

Comments: This was the first exercise completed with this class as a piloted one to find out how they react to the IWB and whether they are able to control it with the pen which proved to be non-problematic. Pupils cooperated very well and all of them were concentrated on the activity even if they were not exactly in front of the board using the IWB thus I had no problem keeping children's attention.

The exercise was integrated into the lesson after listening activity in a coursebook and after working with flashcards. Even if this exercise was used with the beginners who are not able to read and write in English, the visual support (a written sentence) of the teacher's voice helped them to complete the exercise successfully. At their level it is still not possible to let them read sentences independently with understanding. It proved to be

very effective to point to the sentence while reading it, because it helped children to connect the written form of the structure with the spoken one. All of them were able to understand it and then also read it.

7.3.2. Numbers with animals (see appendix 13)

Topic: Numbers 1-10

Level: beginners

Age: 9

Time: 10 minutes

Aims (language): to practice numbers 1-10, to practice pronunciation of numbers

Skills: listening, speaking

Materials: IWB, IWB presentation, interactive pen

What I need to prepare the task: the ActivStudio software, pictures of animals from the software library, sounds of numbers 1-10 from the software library

Preparation: Find some pictures from the library that are attractive for children (for example animals) and place them into groups of 1-10. It is important that each group consists of one kind of picture (4 dogs, 7 birds) and it is easily distinguishable from other groups.

Find sounds for numbers 1-10 in the sound library and paste it next to appropriate groups (five – five tigers)

In class (step by step guide): As a motivation and preparation activity the teacher asks if children know how to name any of these animals in English.

The teacher says a number and pupils must find a group of animals of the same amount by counting them. Then one of them comes to the IWB, circles an appropriate group and writes a numeral next to the group. The rest of the class observe him and

should be motivated by the teacher to control their classmate. To check, the pupil clicks on the icon of sound and listens if it is the same sound that the teacher has used. Then teacher says another number and another student comes to circle the group and writes a numeral.

One child acts as a teacher and dictates numbers to the rest of the class and calls on one of classmates to come and circle the appropriate group. Then he just circles one group and the rest of the class must count it and say the appropriate number.

Variations: 1. One child takes the role of a teacher and dictates numbers to the rest of the class and calls on one of classmates to come and circle the appropriate group. Then he just circles one group and the rest of the class must count it and say the appropriate number. The ‘teacher’ clicks on the sound icon to check by listening to the right number.

2. If pupils are able to write numbers in English, they could also write the whole word. Another possibility how to use this exercise is to let pupils dictate numbers to someone who points to appropriate groups.

3. This activity could also be carried out as a competition of two groups. Pupils are divided into two groups and they stand in a queue. Teacher says one number and the first child from each group runs to the board and write a numeral next to the appropriate group. To check for mistakes, the teacher clicks on the sound icon and pupils listen to the recording of a number.

Comments: Even though this exercise is very simple, it was very effective when done with the beginners. I included this exercise at the practice stage of a lesson after the presentation of numbers to drill pronunciation of numbers. Although pupils at the beginning of their language studies have no vocabulary and they are not able to name all animals, this exercise is well useful. Pictures of animals motivated them very well and they were very eager to work with numbers in English connected with colourful pictures. What also motivated them and helped them to gain the right pronunciation were sounds read by native speakers that were included from the sound library. Each child, who had

a problem pronouncing any number could hear the recording again, they listened carefully and tried it again. Although teacher's voice is also helpful and I read all numbers precisely, children were motivated by the chance of listening to native speakers.

This activity might be done in many different ways as mentioned above and it should be used in more lessons. As children have the short attention span and they need to change activities quickly, this exercise is brilliant for this purpose. It is important to bear in mind that this activity with all variations should be used as an additional task to activities without the IWB.

7.3.3. My address, Crazy counting (see appendix 14)

Topic: places in the town - addresses

Level: A1 – 5th grade

Age: 11

Time: 10 minutes per each page

Aims (language): to practice using English form of writing addresses, to practice orientation in maps and plans, to practice listening with comprehension, to practice numbers 1-100, to practice speaking in pairs

Skills: listening, speaking, reading

Materials: the IWB, the IWB presentation, the interactive pen, the CD mechanics or CD player, CD Chatterbox 2

What I need to prepare the task: the ActivStudio software, pictures from the software library, a saved plan of surrounding of school from website <<http://www.mapy.cz>> (mapy.cz, 2012, online) , the scanned page 7 from the pupils' book Chatterbox 2, a scanned page 8 from the pupils book Chatterbox 2

Preparation: *Page no.1* - Find a plan of school and its surrounding at <http://www.mapy.cz> and save it as a picture. Paste a plan to the first page.

Page no. 2 - Scan a page 7 from the Pupils' book and cut out the plan from the exercise Listen and match. Paste this scanned picture to the second page of the presentation. Find pictures in the software library that could represent different buildings or shops in the town (*money – bank, cup of tea – caffè, toys – toy shop, books – library, fish - pet shop...*) and paste them to different places on the plan (different addresses).

Page no. 3 - Scan a page 8 from the pupils' book with the text of a Crazy counting song and paste it to the third page.

In class (step by step guide):

Page no. 1 (Where is our school?) – The teacher asks children 'Where is our school?' Children are looking at the map trying to find their school. One representative of children comes to the IWB and circles the school, then underlines the name of a street and answer by using the construction: *Our school is at Demlova Street*. Then the teacher poses questions about other objects like a restaurant, a pharmacy, parking,...

Page no. 2 (Where's...?) – The teacher asks about shops and buildings by pointing to appropriate pictures. Pupils identify the shop and answer (*This is a toy shop.*). Then the teacher asks about location of these objects (Where's a library?) and pupils answer using the structure *At number 41, River Road*.

Speaking activity in pairs (Role play) – One child is a tourist and asks about any shop or building from the plan, the second child answers by giving an appropriate address. The teacher supervises pupils and motivates them to also use greetings when starting and ending the conversation. Pupils can look at the screen of the IWB or open their pupils' books at page 7 and work with the plan from task Listen and match.

Page no. 3 (Crazy counting) – The teacher plays the song Crazy counting from CD Chatterbox 2. Then the teacher with children are singing a song and dancing with the visual support of the IWB. Then children come to the IWB. The teacher shows one flashcard with a number and children read the number as quickly as possible and then find out the written form of the numeral in lyrics of the song and highlight it. Then children do counting arithmetical operations from a song.

Variations: *Page no. 3 (Crazy counting)* – As the song is based on playing with numbers and it contains incorrect results of arithmetical operations so it can be used also this way:

Pupils assume the role of a teacher and correct arithmetical operations on the board by crossing out the incorrect number and writing correct ones (six and six is sixty-six *twelve*). To engage all children in this activity, they can also read the lyrics on their own and then write correct numbers into their notebooks. Then individual pupils correct individual numbers to check for mistakes.

Comments: In the previous lesson I realized that the listening activity called *Where's..?* from pupils book is difficult for children, so I created these tasks (especially 1 and 2) to prepare them well for the listening activity. Another intention was to practice reading in maps and plans and practice asking about location. All these tasks were completed successfully and then the listening activity was done without problems. I used activities with the first and the second page in one lesson and then the activity with the song in the next one. I found it very useful to scan pages from the pupils book and use it while creating some tasks because it enabled me to link/ connect the work with the coursebook and the IWB.

What I considered very useful and effective was also the work with a song (page 3). Although we worked with the song before, I was able to create useful and motivating practice activity from this song just by scanning it and paste it to the page of presentation. Children reacted enthusiastically and cooperated very well.

7.3.4. My family (see appendix 15)

Topic: Family members

Level: beginners

Age: 9

Time: 5 - 10 minutes per each page

Aims (language): to practice new vocabulary: a mum, a dad, a sister, a brother, a family, to use new words in sentences, to practice structures *Who's this? This is my...*

Skills: listening, speaking, writing

Materials: IWB, IWB presentation, interactive pen

What I need to prepare the task: ActivStudio software, pictures from the software library, picture of my family, song My family from the YouTube website (YouTube, 2012, online)

Preparation: Page no. 1 (MY FAMILY) - Find a picture of a family and paste it to the first page, write names of individual members of family around the picture. Paste a hypertext link of My family song to the page (www.youtube.com/watch?v=GiRUF7hvWuM).

Page no. 2 (Who's this?) - Find pictures of family members in the IWB library and paste it along the left side of the second page, then write the sentence *This is _____*. next to every picture. Write family members separately and place them along the right side of the slide.

In class (step by step guide):

Page no. 1 (MY FAMILY) – The teacher clicks to the hyperlink icon with the song. The whole class stand up and sing a song with visual support of the video that contains pictures of family members. After a while the teacher turns off the sound and children names family members according to changing pictures in the video.

Work with the photo on page 1 – The teacher is talking with children about the picture of a family and then pupils always read one word and then match it to the person in the picture.

Page no. 2 (Who's this?) – The teacher poses the question *Who's this?* and points to one picture. Children find the word suitable for an appropriate family member and rewrite it

on the appropriate line. To enable all pupils to write on the IWB, restart an exercise and repeat the whole activity again.

Comments: This task was created to practice the vocabulary of family members through playful activities. Although pupils were at the stage of audio-oral course, it proved to be useful to encourage them to rewrite words (page 2). As these tasks were completed after three weeks of my teaching practice, children were used to the IWB and they worked very quickly and effectively. They stayed motivated and all of them cooperated even if they could not hold the interactive pen properly. It also proved to be a good idea to use the picture of my own family while creating the task (page 1). Pupils responded enthusiastically to the fact that I shared my personal life with them via this photo.

7.3.5 Numbers 1-10 (see appendix 16)

Topic: numbers 1-10

Level: beginners

Age: 9

Time: 10 minutes per each page

Aims (language): to practice reading and writing of numbers 1-10, to practice addition of numbers in English

Skills: listening, speaking, reading

Materials: IWB, IWB presentation, interactive pen

What I need to prepare the task: ActivStudio software, pictures of coins from the software library, song Numbers song from the YouTube website (YouTube, 2012, online)

Preparation:

Page no. 1 (NUMBERS) - Write numerals 1-10 in a different order into two columns, find pictures of coins in a library and paste them under these columns in sufficient

quantity.

Page no. 2 (WRITE NUMBERS) - Write numbers one to ten; paste hyperlink to the song Numbers song (http://www.youtube.com/watch?v=4sHOH_zsR14)

In class (step by step guide):

Page no. 1 - Pupils read numbers according to numerals on the page. Then each child reads one number and removes coins of the same amount to the appropriate numeral ($9 = 2+2+5$). The child reads the whole 'operation': *Nine is two plus two plus five.*

Page no. 2 - Pupils write the appropriate numeral next to the written form of the number (SIX- 6) and then read the number.

Then the teacher clicks to the icon with the hypertext link and the whole class stand up and sing a song with the visual support of the video. The teacher turns off the sound and children name numbers according to changing pictures on the video.

Variations: Page no. 1 - The whole class can read chosen operations or create different arithmetical operations separately into their notebooks and then remove coins on the IWB to check for mistakes.

Page no. 2 - The teacher should paste sounds of numbers next to the numeral and then the activity can be supplemented by an auditory check as in the task no. 2 (Numbers 1-10 with animals).

Comments: The work with pictures of real Czech crowns should be mentioned as the most beneficial point of this exercise (page 1). The teacher should take the advantage of this set of pictures available in the software library as it encourages pupils to connect the reality (real coins) with the topic of numbers in English. It is also possible to use pictures of British or American money which enables pupils to get to know something about British/American culture. Moreover, it proved to be useful to use money for creating arithmetical operations just by removing it next to the appropriate numeral. It is a cross-curricular activity that uses knowledge of mathematics in combination with the practice of English.

7.3.6. Numbers 1-100 (see appendix 17)

Topic: Numbers 1-100

Level: A1 – 5th grade

Age: 11

Time: 5 - 10 minutes per each page

Aims (language): to practice numbers 1-100, to present writing of numbers 21-29, to practice the pronunciation of numbers, to practice counting and creating arithmetical operations in English

Skills: listening, speaking, reading

Materials: IWB, IWB presentation, interactive pen

What I need to prepare the task: the ActivStudio software, pictures from the software library, a scanned page from my mentor's notebook (numbers with pronunciation) , the hyperlink to the song I can count to 100 from the YouTube website (Youtube, 2012, online)

Preparation: *Page no. 1 (NUMBERS)* Write Numerals 1-20 in two columns, write numbers into the space between columns.

Page no. 2 - Scan a page from the teacher's book with numbers 1-21 that pupils have to rewrite.

Page no. 3 (21-29) - Write numerals 21-29 with the written form of them in a column. Find pictures of coins in the software library and paste 1x 20, 2x5, 3x2 and 4x1.

Page no. 4 (NUMBERS 10-100) - Write numerals 10 – 100 (10, 20, 30,..) in a column; write the written form of these numerals next to appropriate ones, write endings in a different colour. Write the written form of numbers 13 – 19 next to appropriate 'tens' (thirty - *thirteen*).

Page no. 5 - Find coins and banknotes in a software library and paste it in amounts of 10, 20, 30, ...100. Write numbers of the same amounts and place them into lower right corner.

Page no. 6 - Scan a page from the teacher's book with numbers 30-100 that pupils have to rewrite into their notebooks.

Page no. 7 (FIND MISTAKES) - Write about fifteen various numbers, some of them with mistakes (*fivety, tvelve*,...)

Page no. 8 (WRITE) - Write any five numerals from a scale 1-100, place them into a column.

Page no. 9 (READ) - Write any ten numerals 1-100; paste a hypertext link to the song I can count to 100 to the page. (<http://www.youtube.com/watch?v=v9-pEVaO4pM>)

In class (step by step guide):

Page no. 1 - Matching exercise – The whole class quickly read all numbers, then the teacher points to one numeral, one pupil reads it and matches the written form of it to the numeral.

Page no. 2 - Pupils write numbers 1-21 into their vocabulary notebooks (number – pronunciation – numeral) according to the IWB.

Page no. 3 – The teacher presents the written form of numbers 21-29 with the help of coins. She remove coins next to the 20 (*20 and 5 is twenty-five*)

Page no. 4 – The teacher presents writing of numbers to 100; she warns pupils about endings *-teen* and *-ty* what is illustrated on a board by different colour. He/she notifies the exception of writing *fourteen – forty*.

Page no. 5 - Pupils read each line of coins and banknotes as an arithmetical operation (*fifty plus twenty plus ten plus ten is ninety*) and then match an appropriate number next to it.

Page no. 6 - Pupils write numbers 30-100 into their vocabulary notebooks (number – pronunciation – numeral) according to the IWB.

Page no. 7 – The teacher tells the children that they become teachers for the next few minutes. They find mistakes in numbers written on the IWB and then correct it with a red pen.

Page no. 8 – The revision of numbers – pupils write numbers into their notebooks according to numerals on the IWB. Then individual pupils write them on the IWB check for mistakes.

Page no. 9 – the whole class read the sequence of numbers, the teacher checks the pronunciation. Then a teacher clicks to the hypertext link and the whole class sing and dance to the rap song ‘*I can count to 100*’. After a while the teacher turns off the sound and children names numbers according to changing numbers on the video.

Variations: Page no. 4 - Pupils look at the IWB carefully and they try to find exceptions in writing of numbers fourteen – forty, five – fifteen – fifty,... The teacher highlights it on the IWB.

Comments: Even though many useful comments and benefits have already been mentioned here in connection with previous tasks there is another benefit for teachers in this set of tasks. What I considered to be very useful after evaluating these pages in the class was the possibility to prepare clear and instructive notes for children (page 4). By using different colours for endings I was able to explain how to write new numbers very successfully. Although it is also possible to write the same notes on a blackboard or a whiteboard it is definitely much more useful to do it on the IWB where teacher can save it and then use it for many years in the future.

7.3.7. Present simple or present continuous? (see appendix 18)

Topic: present continuous tense

Level: A1 – 5th grade

Age: 11

Time: 5 - 10 minutes per each page

Aims (language): to revise the present simple tense, to practice the present continuous tense, to practice the use of the present continuous tense in questions and answers

Skills: listening, speaking, reading

Materials: the IWB, IWB presentation, the interactive pen

What I need to prepare the task: the ActivStudio software, pictures from the software library, pictures of children in the class where they are doing different activities, one picture of the whole class

Preparation: Page no. 1 (*What do you do*) Write questions *What do you do...in the morning/in the afternoon,...?* and place them to the left half of a page. Find pictures of some activities (eating, playing football, reading, sleeping,..) and paste them along the right side of the page.

Page no. 2 (*The PRESENT CONTINUOUS*) - Write the title *The Present continuous tense with the Czech equivalent* on the top of the page. Write one verb in all persons in the present continuous tense to demonstrate the creation of this tense. Highlight the form of *to be* and *-ing* ending in a different colour. Find and paste some illustrations matching the verb you have chosen.

Page no. 3 (*What are they doing?*) - Write the question *What are they doing?* as a title on the top of the page. Paste a photo of the class where children are doing different activities (photo of the class during the break).

Pages no. 4 and 5 - Prepare photos of individual pupils and paste them along the left side. Write a line next to each photo. (2 photos per page)

Page no. 6 - Paste about three photos to the slide and write the title *Ask and answer* above them.

In a class (step by step guide):

Page no. 1 – The teacher reads questions on the slide, pupils think about activities they do regularly and then a few of them answers every question (using the present simple tense).

Page no. 2 – The teacher discusses with children the difference between the present simple and the present continuous tense and explain the formation of the present continuous tense with the support of the page on IWB. Pupils practise the structure of a few verbs to practice the structure. Pupils rewrite the content of the page into their notebooks.

Page no. 3 - Speaking activity with the photo – The teacher asks questions about pupils in the photo (*What is Miša doing?*) and pupils answer. Then one pupil becomes a teacher and asks questions by pointing to different classmates in the photo, the rest of the class give answers.

Pages no. 4 and 5 - Writing – Pupils write answers to particular photos on prepared lines. (*He is drinking./She is listening.*)

Page no. 6 - Pupils create questions and answers referring to photos that the teacher points to and then they do the same activity in pairs.

Comments: Even though it takes some time to take photos of children, it is very beneficial. Children responded enthusiastically to these tasks where they could practise the new English tense by speaking and writing about their own pictures. Teachers should bear in mind that in case that they want to share this kind of activity with other teachers or even publish it on the Internet, they need the signed agreement of pupils' parents. This kind of agreement prevents teachers from the possible accusation of endangering children's safety on the Internet.

7.3.8. Revision of units 2 and 3 (see appendix 19)

Topic: Objects from classroom, numbers, colours (according to coursebook)

Level: beginners

Age: 9

Time: 5 - 10 minutes per each page

Aims (language): to revise classroom objects (*a rubber, a bag, a pen, a pencil, a book, a pencilcase*), to revise a structure: *What's this? It's a _____*. To revise family members and a structure: *Who's this?* To revise numbers.

Skills: listening, speaking, reading

Materials: the IWB, IWB presentation, the interactive pen, a CD player or CD mechanics of the computer, the CD Chatterbox starter

What I need to prepare the task: the ActivStudio software, pictures from the software library, scanned pages from pupils book, the dice function of the board

Preparation:

Page no. 1 - Write the title *What's this?* on the top of the page. Find pictures of classroom object in a software library and paste them to the slide. Create colour squares and place them over pictures to hide them.

Page no. 2 - Write the title *Draw colour points* and write about eight different numbers from the scale 1-10 in two columns.

Page no. 3 - Scan a song *Mum, Mum, Mum...Dad, Dad, Dad* from the Pupils' book (page 17) and paste it on the page.

Page no. 4 - Scan a revision game (units 2 and 3) from the Pupils' book and paste it on the page. Find pictures of playing figures in a software library and paste them next to the start.

In class (step by step guide): Page no. 1 - Pupils name the colour of each square and then remove it to find out what is hidden under it. They ask a question *What's this?* and answer it pointing to the appropriate picture.

Page no. 2 - Pupils read the number and one of them draws colour points of the same amount next to the appropriate number.

Page no. 3 – The teacher shows flashcards of family members, children name them and then find the appropriate word in the lyrics of the song. One of them comes to the IWB and underlines the word. Then the teacher plays the recording of a song *Mum, Mum, Mum...Dad, Dad, Dad* from the Pupils' book. Pupils sing and dance.

Page no. 4 – The teacher explains the rules for the revision game: A player rolls the dice and then moves the figure forward depending the number h/she has rolled. Then he/she asks a question about the picture (*What's this?* when asking about objects/*Who's this?* when asking about people) and answers it. To demonstrate the rules two volunteers play the game on the IWB with the use of the interactive dice. Then pupils open their Pupils books and play the game in pairs, the teacher supervises them.

Variations: the interactive dice (function of the IWB) could also be used as warm-up activity. The teacher rolls 2-3 interactive dices and then children read them as an arithmetical operation ($5+4 = 9$).

Comments: This task was created as a revision exercise to find out whether children know everything we have done during my teaching practice. For this purpose I used different tasks to revise English words for classroom objects and numbers. As the following topic in their coursebook were colours, I used colour squares to find out, whether children were able to name colours in English. They were more or less successful, even though it had not been discussed at school yet. For the activity on the 4th page I was inspired by the same exercise in the coursebook. By scanning it and displaying on the screen of the IWB I was able to explain the activity clearly. The animation of the paper-based exercise in the coursebook motivated children to think about the purpose of the game and they were very good at asking different questions.

8. Part Three: Help for teachers – Internet resources and training

Some teachers have a very negative attitude towards the latest technologies, they are unwilling to improve their skills through self-study, others refuse to ask their colleagues for help. There are numerous training courses designed for those teachers and the teachers can learn to find suitable materials on the Internet and they become more skilled and competent. These options are described below focusing on the IWB which seems to be the most attractive ICT tool in the school of today. The aim of this chapter is to find out, whether the Internet contains a sufficient amount of resources for English lessons at the primary level of education. As there is not exists the complete list of useful websites in the literature, the results of the research done on the Internet should help teachers with finding suitable materials on the Internet.

8.1. Resources of inspiration

As Dudeney and Hockly (2007) write the range of materials available for IWBs in the field of teaching English as a foreign language at primary education is still limited. Since the introduction of IWBs to schools the most attention was paid to subjects like maths, science, biology or geography, but the ELT became to develop later. This fact becomes apparent especially when teachers want to find some interesting materials available on the Internet that should serve as the source of inspiration for teachers as mentioned in the chapter about Internet (3.6). Regarding the fact that this diploma project focuses particularly on the use of IWB as the latest tool introduced to schools, this chapter deals with the resources for IWBs. These resources are beneficial especially for those teachers who are afraid of creating tasks for the IWB on their own or they are still beginners in the field of IWB. On the other hand even teachers who need inspiration and ideas for creation of IWB files themselves could benefit from these resources. There are many websites offering tasks that have already been created and that teachers can feel free to use in their lessons.

For this paper the research on the Internet was done to create a list of useful links that can help teachers. On these websites tasks and ideas for Active studio,

SMARTBoard, PowerPoint and Microsoft Word can be sound. Resources are divided into two main groups: Czech resources and foreign resources. (see appendix 20)

8.2. Training courses

There are training courses or seminars designed for all teachers who are interested in using IWB but they are still unskilled and afraid of self-study. Teachers can either search for them individually on the Internet or schools are informed about these courses on offer by their organizers.

As Dudeney and Hockly (2007) writes training for teachers in the use of IWB is important because it ensure its efficient use. It is not worth buying expensive equipment by schools is useless if teachers are not sure of how to use it or they are afraid of the latest technology which is the reason why training and certification for IWB use is provided by various organizations and IWB manufacturers.

Every teacher who has an opportunity to work with the IWB should realize the above mentioned facts and be interested in the training that could help them to get rid of the fear of technology. This thesis submits a limited number of websites with training available nowadays (see appendix 21)

CONCLUSIONS AND CLASSROOM IMPLICATIONS

As presented above in the conclusion of the teachers' survey, not all teachers work with the Interactive Whiteboard when teaching English at the Primary level, although they are aware of its positive contribution and various opportunities that it offers. Teachers do not use the Interactive Whiteboard mainly because there is not any IWB in their classroom and they would have to move to another classroom. Even though the IWB is an expensive tool, hopefully it will be the part of most classes in the future. Some teachers stated that they were not acquainted enough or they are afraid of working with the latest technology. The adequate training (see the practical part, chapter 8.2) seems to be the best solution to this problem. It provides teachers with necessary technical skills and also with the ideas for their own teaching.

Even though there are many resources with materials for the IWB on the Internet as mentioned in the practical part of this thesis (see chapter 8.1), teachers should also create their own materials because it allows them to prepare activities directly for their teaching needs and their students as was illustrated in the second part of the practical part of this thesis. As an example, the including personal pictures from the teacher's and children's lives proved to be highly useful (task My family, see 7.3.4.). Children enjoyed working with personalised materials and it was an important motivational fact for them. In my experience, the basic level of computer literacy is needed to create self-developed materials for teaching with the IWB therefore teachers should not be afraid of it.

Even before writing this diploma project I was not sure about the benefits and usefulness of the IWB and the computer at the Primary level and the aim of this thesis was to find out, whether these technical devices are applicable to the primary level of education. In conclusion, these devices are well useable at the primary level of education and young learners should benefit from them a lot: their technical skills improve, it motivates them to work with the technology; the IWB contains a lot of resources to attract senses of young learners; teachers should prepare materials specially for their lessons which children appreciate. The IWB has the potential to improve the teaching of learners and also the learning process of young learners therefore teachers should use it in their English lessons.

I would like to continue with the use of the IWB in the future and I hope, that it will be possible in the school where I am going to teach. I would like to discover more possibilities of its use and to invest my time to the creation of other materials for my teaching purposes with intention to create a resource bank that I will be using for many years in the future. I would also like to incorporate the computer work into my own teaching and use it sometimes to involve children actively in the lesson. Although there are children from 6 to 12 years old at the primary level and it is not possible to use all ideas and activities with the youngest group of them, every teacher can choose from the options offered in this work and adapt them to the level of particular class.

I hope, this diploma thesis will help those teachers who are not confident enough to use ICT in their EFL classroom at the primary level of education. I believe it might give some tips and practical advise to all teachers who are planning to work with the IWB with the future, but who still feel rather doubtful and uncertain about introducing these native teaching tools into their daily teaching routine.

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< <http://www.youtube.com/watch?v=GiRUF7hvWuM> >;

< http://www.youtube.com/watch?v=4sHOH_zsRl4>;

< <http://www.youtube.com/watch?v=v9-pEVaO4pM>>;

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Appendix 1: An example of the questionnaire designed for teachers

Dotazník

Vážený/á vyučující anglického jazyka na 1. stupni ZŠ,
Jsem studentkou Univerzity Palackého v Olomouci, obor Učitelství pro 1. stupeň ZŠ a anglický jazyk pro 1. stupeň ZŠ a ráda bych Vás touto cestou požádala o vyplnění dotazníku, který mi pomůže při zpracování mé diplomové práce, zabývající se využitím interaktivních tabulí ve výuce anglického jazyka na 1. stupni. Dotazník je anonymní, jeho výsledky budou použity pouze při zpracování mé diplomové práce.

Děkuji za Váš čas.

Petra Andrllová

1. Využíváte interaktivní tabuli při výuce anglického jazyka?

- a) ano (neodpovídejte na otázku číslo 4)
- b) ne (přejděte k otázce číslo 4)

2. Jak často interaktivní tabuli průměrně využíváte?

- a) téměř v každé hodině
- b) jednou týdně
- c) jednou za měsíc
- d) méně než jednou měsíčně

3. Při práci s interaktivní tabulí v hodinách využíváte:

- a) cvičení, která si sami vytvoříte
- b) cvičení již vytvořená, dostupná z metodických portálů a jiných zdrojů
- c) kombinaci vlastních a dostupných cvičení

4. Proč nevyžíváte interaktivní tabuli?

- a) nebyl/a jsem dostatečně obeznámen s jejím chodem
- b) nerad/a využívám nových učebních pomůcek
- c) mám strach z práce s technikou
- d) nevidím interaktivní tabuli jako efektivní pomůcku pro hodiny cizího jazyka na 1. stupni
- e) jiný důvod:.....

5. Ve které fázi výuky by se podle vás mělo využívat interaktivní tabule?

- a) při vyvozování nového učiva
- b) při procvičování
- c) při kontrole osvojených znalostí a dovedností

6. Je podle Vás možnost využívání informačních a komunikačních technologií (interaktivní tabule, CD-ROM s výukovými programy, PowerPointové prezentace, internet, ...) přínosné pro vyučování angličtiny na 1. stupni ZŠ?

- a) ano
- b) ne
- c) nevím

7. Které z těchto informačních a komunikačních technologií využíváte při výuce anglického jazyka na 1. stupni?

- a) Internet
- b) PowerPoint
- c) CD-ROM s výukovými programy
- d) Interaktivní tabule
- e) Jiné:

8. Jaká pozitiva vidíte v užívání interaktivní tabule v hodinách anglického jazyka na 1. stupni?

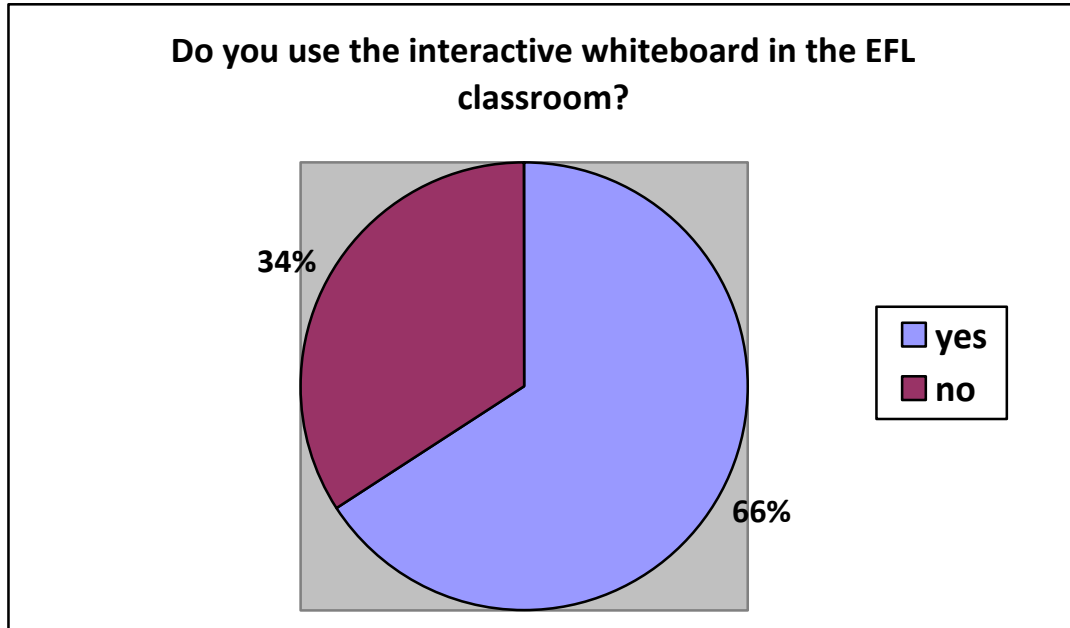
.....
.....

9. Jaká negativa vidíte v užívání interaktivní tabule v hodinách anglického jazyka na 1. stupni?

.....
.....

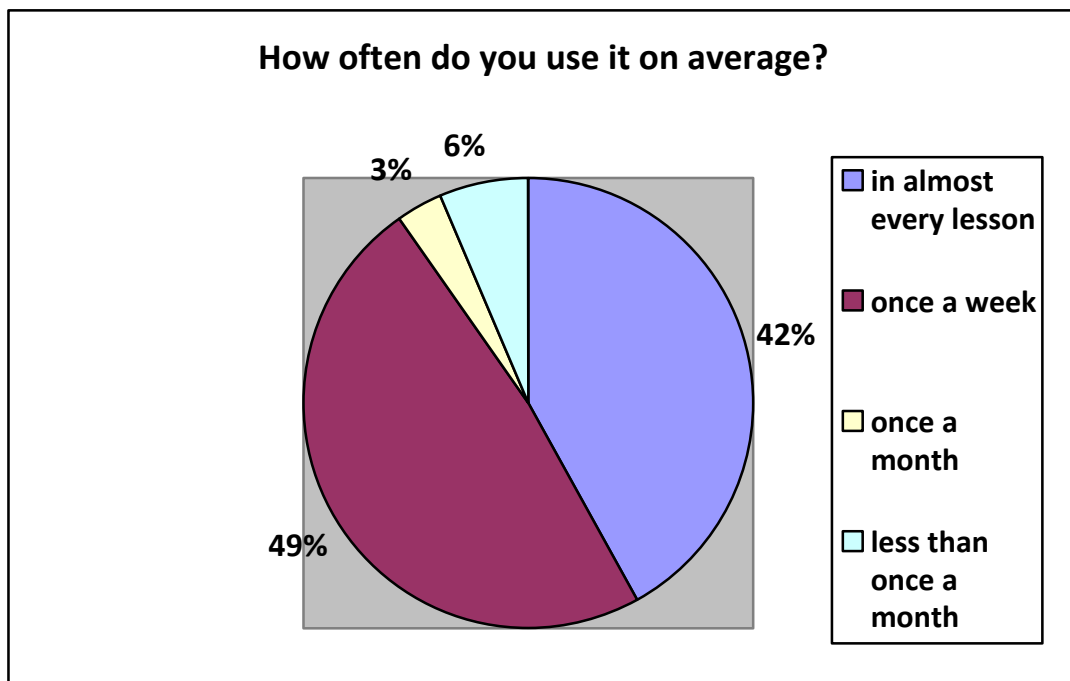
Appendix 2

Figure 1.1. Number of teachers who use and do not use the interactive whiteboard



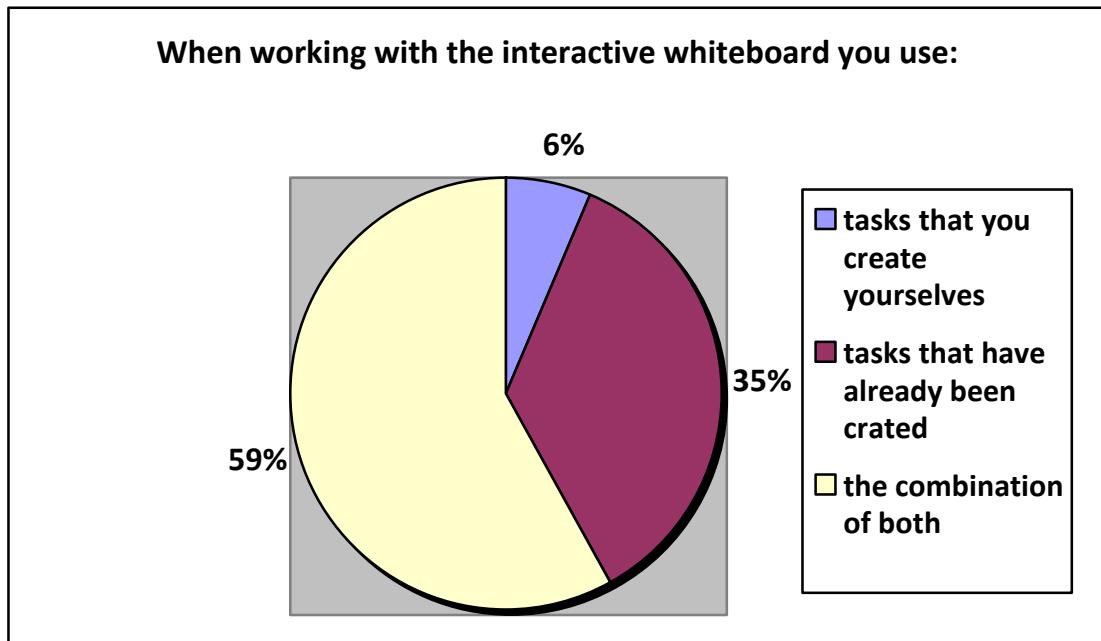
Appendix 3

Figure 1.2. Frequency of using the interactive whiteboard by teachers



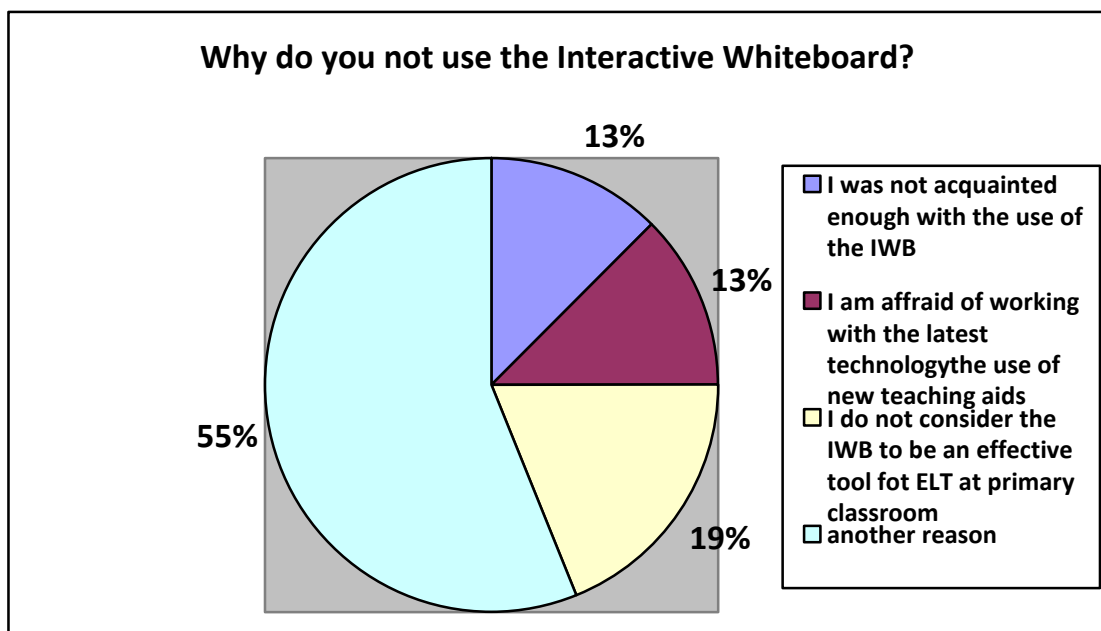
Appendix 4

Figure 1.3: Types of materials teachers use



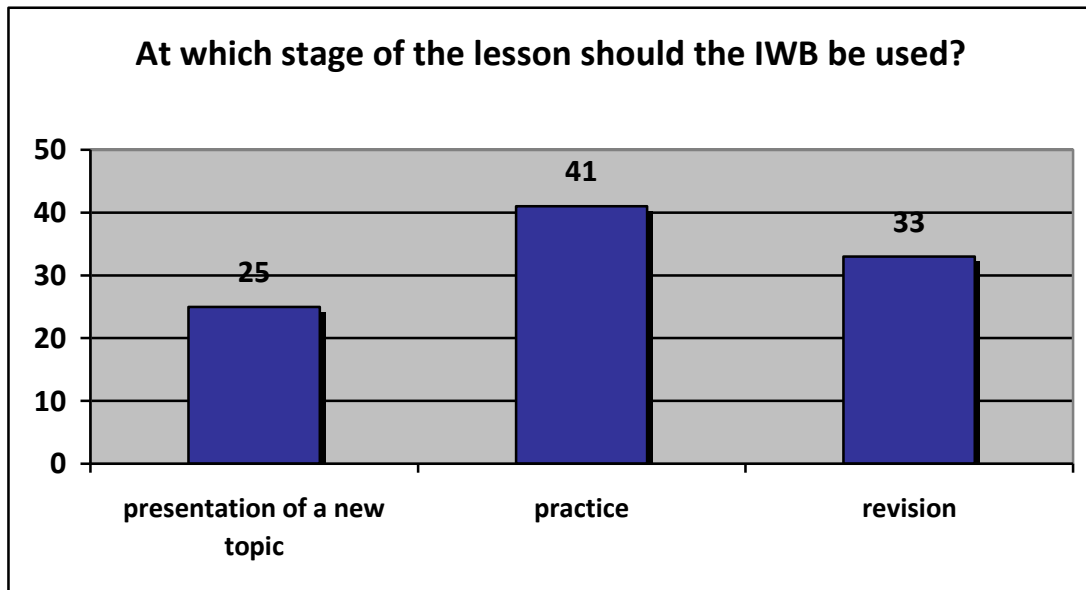
Appendix 5

Figure 1.4: Reasons why teachers do not use the interactive whiteboard



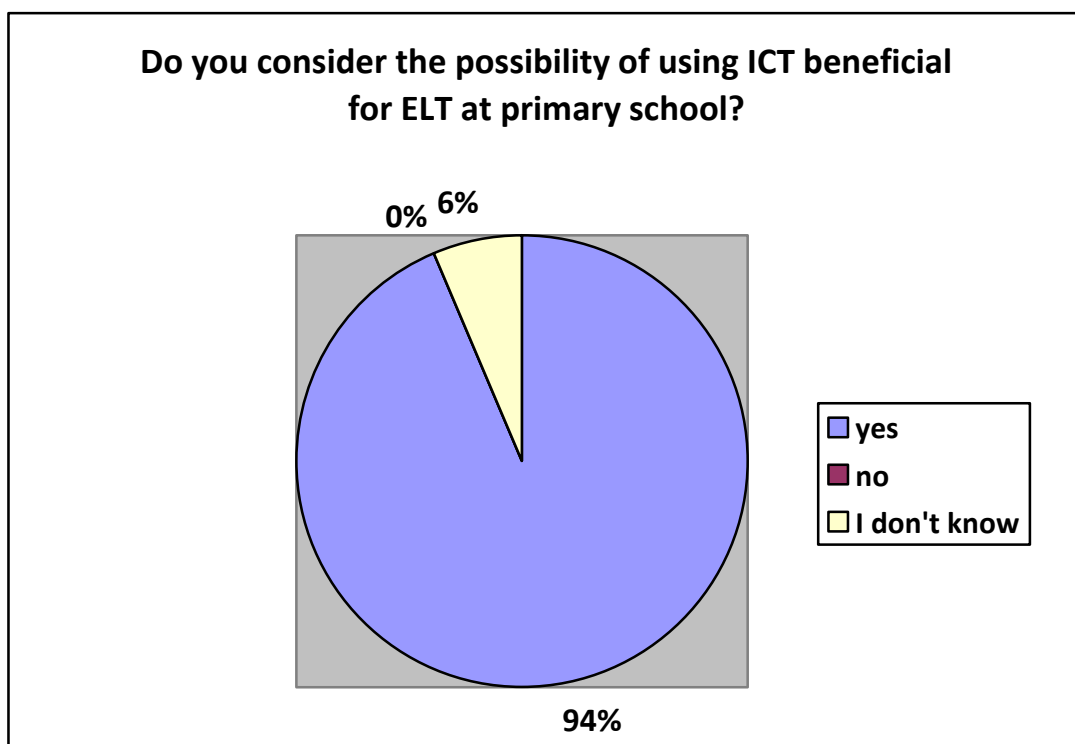
Appendix 6

Figure 1.5: Stages of the lesson at which the IWB should be used



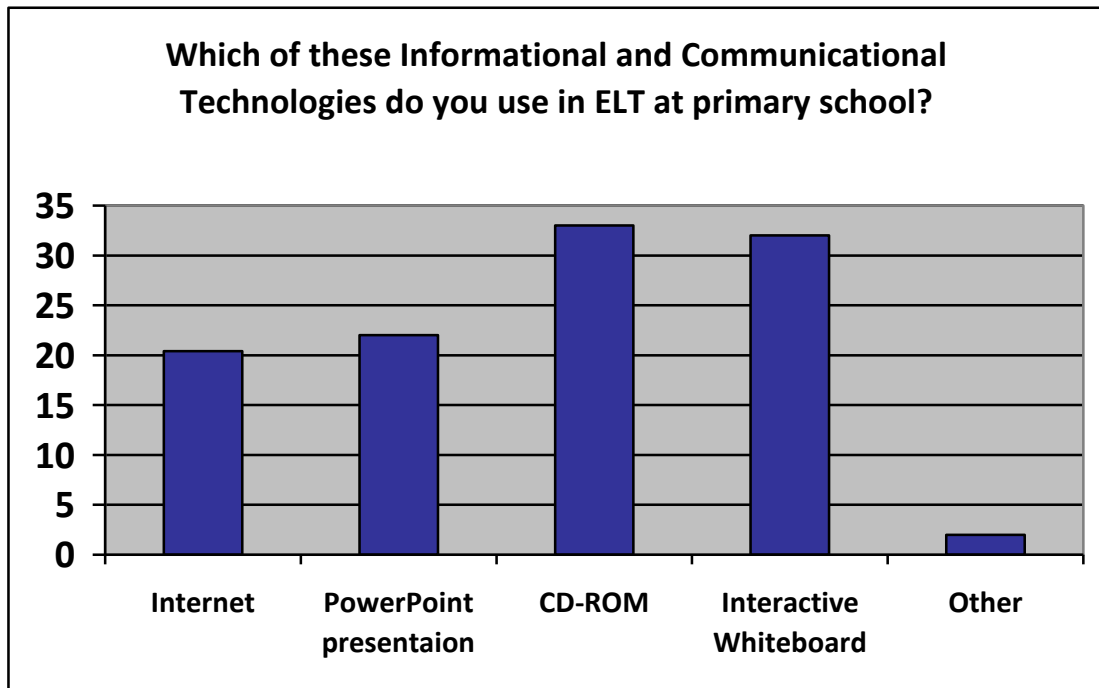
Appendix 7

Figure 1.6: the Utility of ICT in ELT at primary school



Appendix 8

Figure 1.7: Types of ICT devices used by English teachers at primary level



Appendix 9: Teachers' responses for the question "What positive aspects do you see in the use of the Interactive Whiteboard in lessons of ELT at Primary level?"

- *It is an illustrative tool what helps children to understand the language.*
- *It is and illustrative example of orthography.*
- *The IWB is a tool for making the lesson more varied and more exciting as it is a new and non-traditional teaching aid.*
- *Pupils are interested in it and it motivates them a lot. Their interest to English increases with the IWB.*
- *It activates and stimulates children.*
- *It enables teachers to use sources from the Internet.*
- *It enables teachers to change activities quickly and skip easily from one activity to another.*
- *The IWB enables teachers to change their methods and thus the work is more interesting.*
- *The software contains records of native speakers' speech, which is beneficial especially with young learners.*
- *The voice of children can be recorded that helps them to improve their pronunciation.*
- *It brings new materials to teaching (the software itself and also tasks from the Internet).*
- *It is a different form of work.*
- *It enables teachers the change in methods and thus the work is more interesting.*
- *It is an excellent tool for practicing in lessons of English.*
- *It brings playfulness into the lesson.*
- *It is attractive for children and they like it.*
- *It allows the combination of audio, video and text.*
- *It enables teachers to do quick revision.*
- *It enables teachers to prepare exactly what they need and then save it and use it repeatedly.*

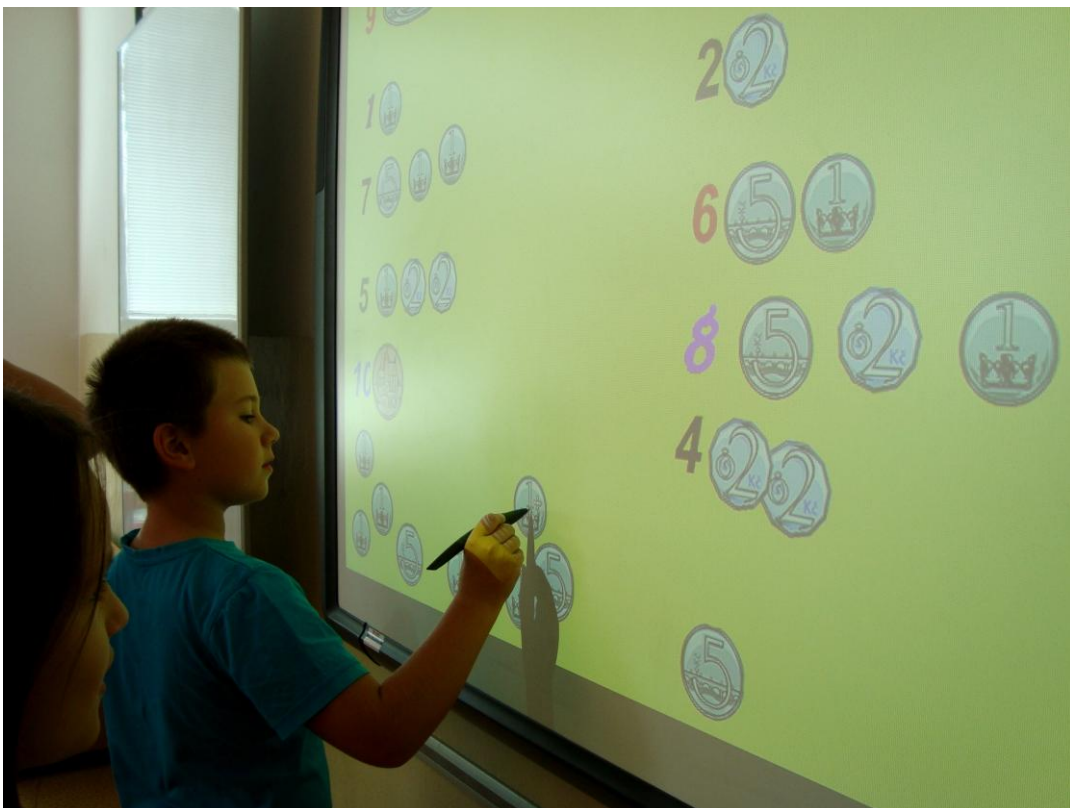
- *It supports the sensory perception of children.*
- *It develops visual memory of children.*
- *It develops new skills of children (the work with technique).*
- *Children like to work with technique thus the use of it in lessons is interesting for them.*
- *Interactive programmes offered by Oxford are great if used on the IWB.*
- *Children remember language patterns better.*
- *The IWB allows the immediate correction of exercises visible to the whole class.*
- *The IWB software itself contains sufficient amount of materials (pictures, animations, sounds,...)*
- *It is easy to use the IWB.*
- *It encourages creativity of children.*
- *Teachers are able to create their own materials for teaching and be creative*
- *2 interactive pens enable the work of the whole class.*
- *It enables teachers to work effectively with the mistake.*
- *Work on the IWB allows the immediate feedback.*
- *Easy and quick repetition of the curriculum.*
- *It enables to involve visual, aural and commemorative elements into lessons.*
- *It brings better visual projection of the curriculum and better remembering of it.*
- *Better visual fixation of the curriculum.*
- *Children are more active and they pay attention if using the IWB.*
- *Non-traditional form of vocabulary and grammar practice.*
- *It facilitates the preparation of the teacher whereas materials can be used repeatedly or changed.*
- *Interactive Whiteboard inspires me to new ideas, what makes my lessons more interesting.*
- *It enables teachers to use interactive coursebooks, programmes and dictionaries*

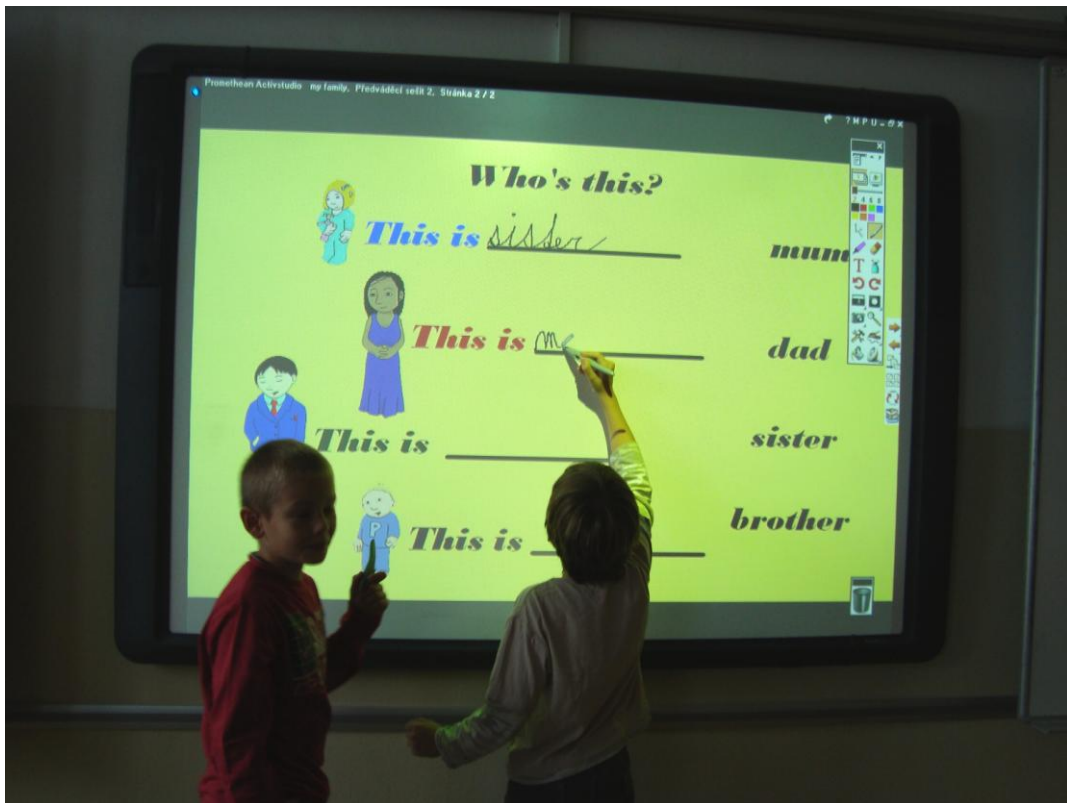
Appendix 10: The permission for parents to sign

Souhlasím s tím, aby byly fotografie či videozáznamy mého syna/dcery:
_____, pořízené v hodinách anglického jazyka, použity
pro účely diplomové práce studentky Petry Andrlové, vykonávající souvislou
pedagogickou praxi na ZŠ Demlova.

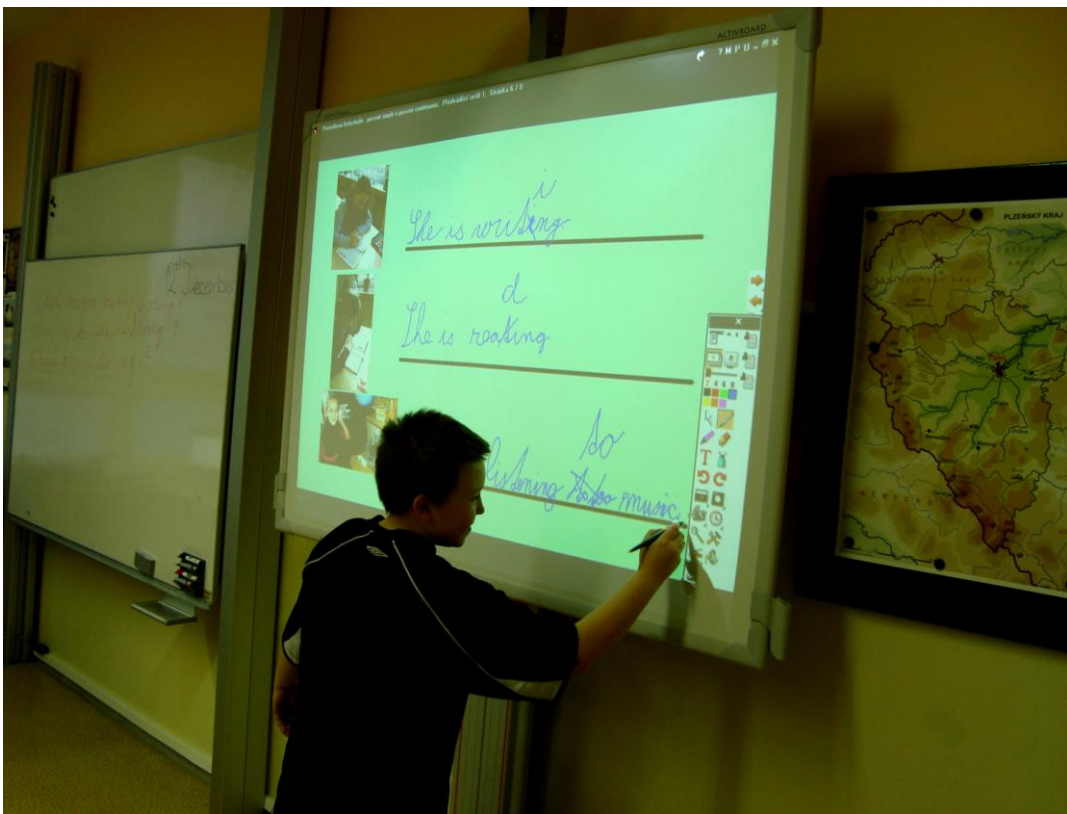
Appendix 11: Pictures from English lessons with the use of IWB at Demlova School

3rd grade





5th grade



Appendix 12: IWB task - Classroom objects

Promethean Activstudio classroom objects, numbers, Předváděcí sešit 1, Stránka 1 / 3

WHAT'S THIS?

IT'S A RUBBER.

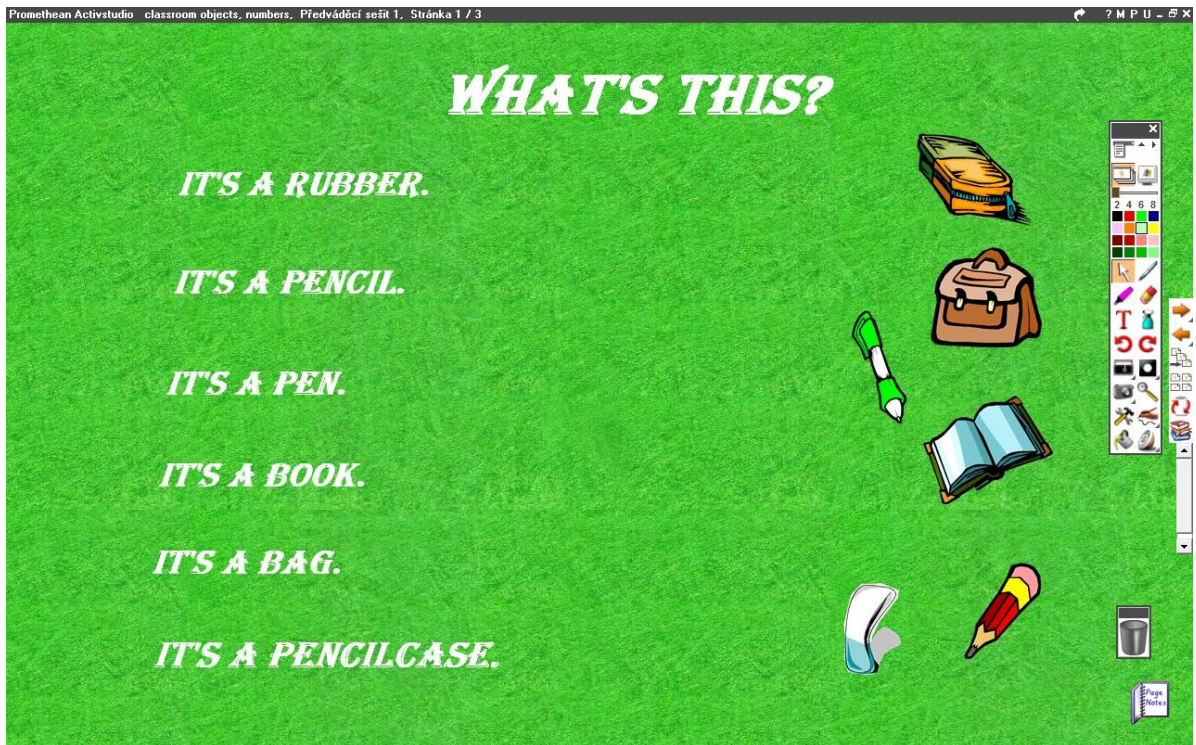
IT'S A PENCIL.

IT'S A PEN.

IT'S A BOOK.

IT'S A BAG.

IT'S A PENCILCASE.



Appendix 13: IWB task – Numbers with animals

Promethean Activstudio classroom objects, numbers, Předváděcí sešit 2, Stránka 2 / 2

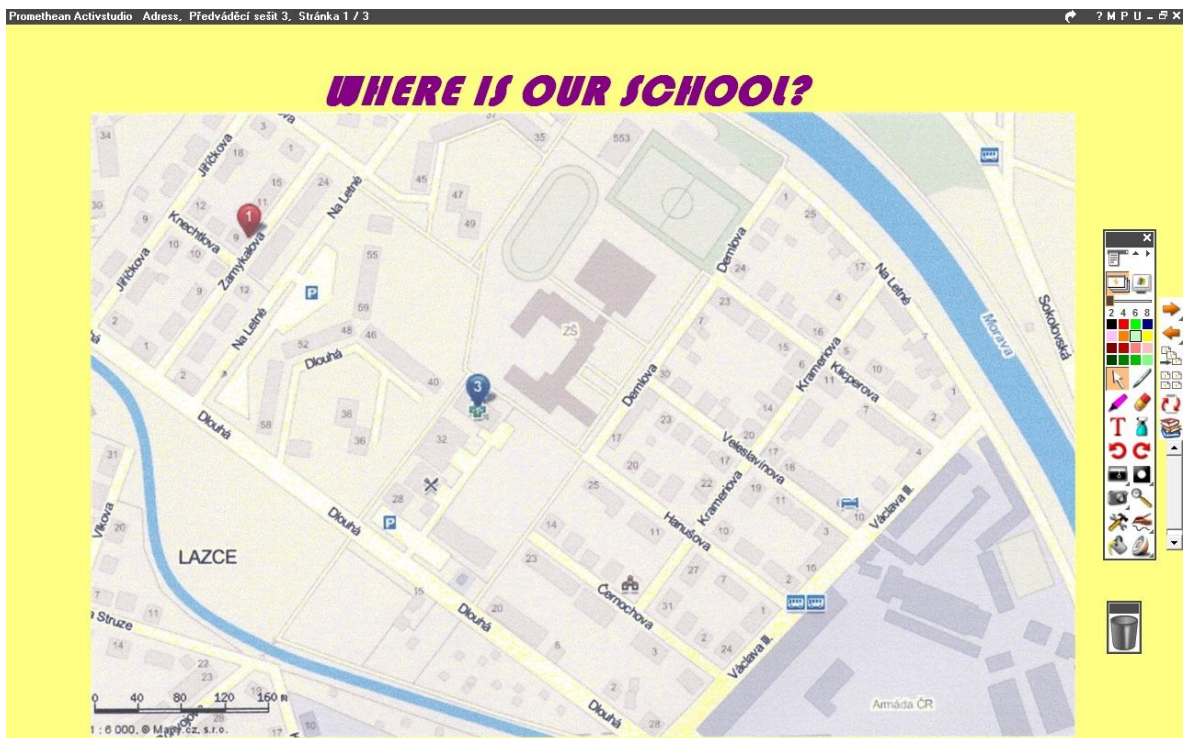
NUMBERS

listen, find and write

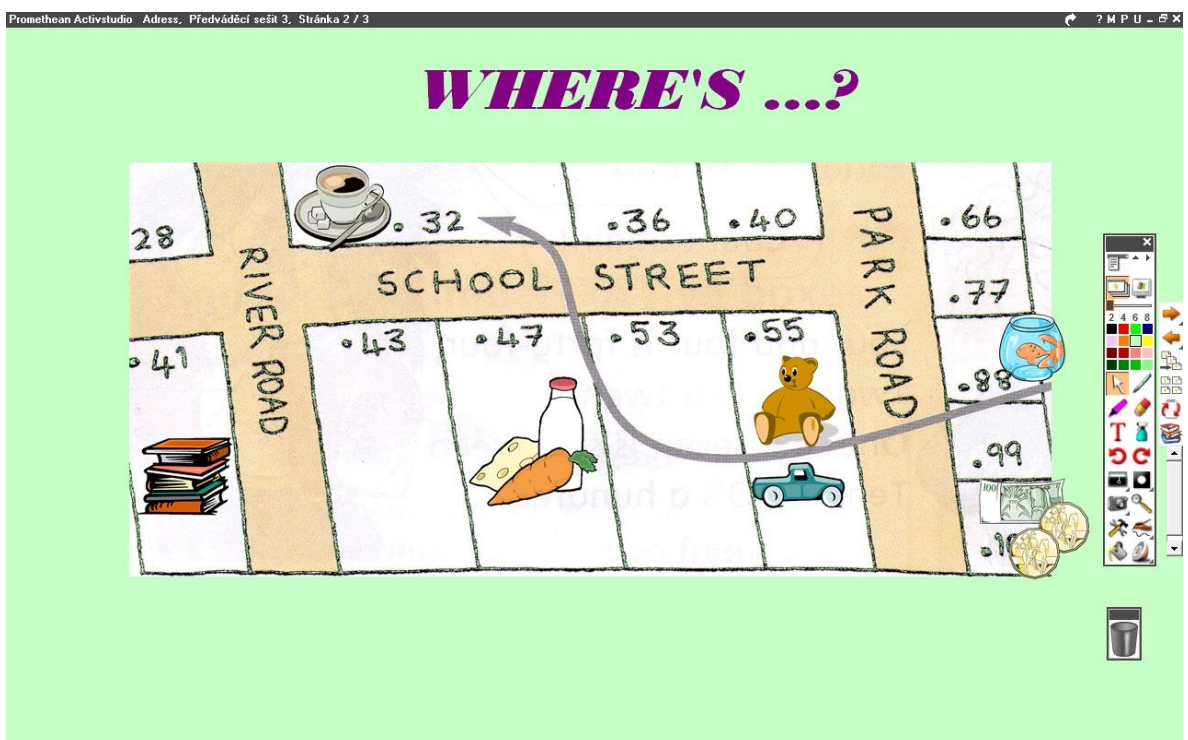


Appendix 14: IWB task – My address, crazy counting

Page no.1




Page no. 2



Promethean Activstudio Adress, Předváděcí sešit 3, Stránka 3 / 3

CRAZY COUNTING



Six and six is sixty-six
Three and O is thirty
Eight and eight is eighty-eight
Ten and O's a hundred!



Count some more!

Nine and nine is ninety-nine
Five and O is fifty
Seven and seven is seventy-seven
Ten and O's a hundred!

Count again!

Four and four is forty-four
Two and O is twenty
One and seven is seventeen
Ten and O's a hundred!


$6+6=66$ ✗
 $3+0=30$ ✗
 $8+8=88$ ✗



Appendix 15: IWB task – My family

Promethean Activstudio my family - 3 (1), Předváděcí sešit 2, Stránka 1 / 3

MY FAMILY



sister


me

brother

grandma

dad

mum








Page no. 2


Promethean Activstudio my family - 3 (1), Předváděcí sešit 2, Stránka 2 / 3

Who's this?

 **This is** _____ **mum**

 **This is** _____ **dad**

 **This is** _____ **sister**

 **This is** _____ **brother**

Appendix 16: IWB task – Numbers 1-10

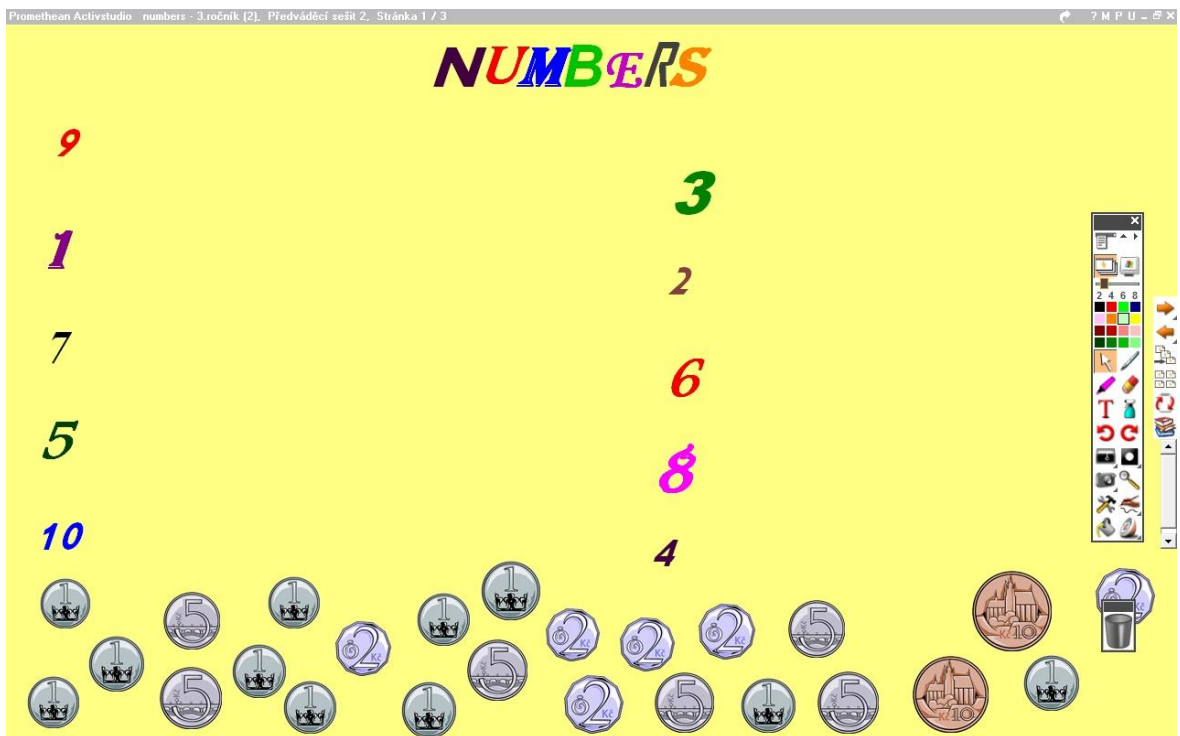
Page no. 1

Promethean Activstudio numbers - 3.ročník [2]. Předváděcí sešit 2, Stránka 1 / 3

NUMBERS

9
1
7
5
10

3
2
6
8
4



Page no. 2

Promethean Activstudio numbers - 3.ročník [2]. Předváděcí sešit 2, Stránka 2 / 3

WRITE NUMBERS

ONE TEN nine

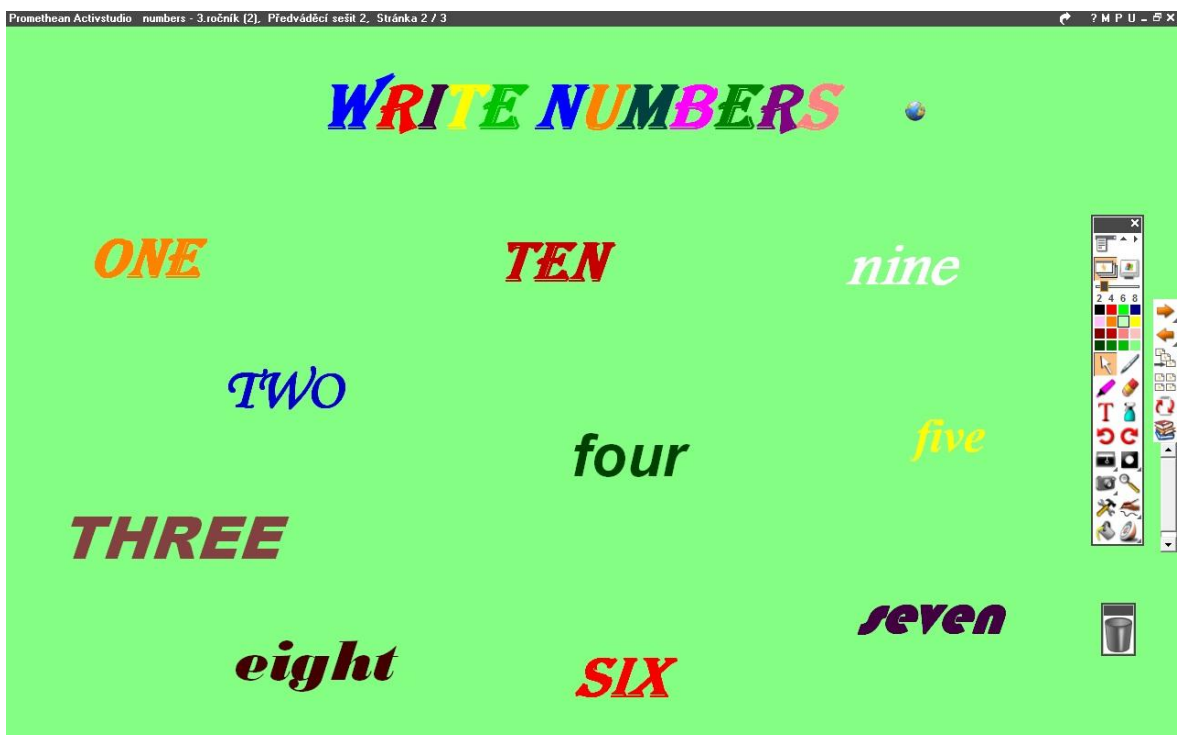
TWO

four five

THREE

eight seven

SIX




Appendix 17: IWB task – NUMBERS 1-100

Page no. 1

Promethean Activstudio NUMBERS - 5. ročník, Předváděcí sešit 2, Stránka 1 / 10

NUMBERS

1	<i>fourteen</i>	11
2	<i>two four six</i>	12
3	<i>seventeen</i>	13
4	<i>eighteen sixteen</i>	14
5	<i>five fifteen</i>	15
6	<i>eleven twelve</i>	16
7	<i>nineteen ten</i>	17
8	<i>seven three</i>	18
9	<i>twenty nine eight</i>	19
10	<i>one thirteen</i>	20



Page no. 2

Promethean Activstudio NUMBERS - 5. ročník, Předváděcí sešit 2, Stránka 2 / 10

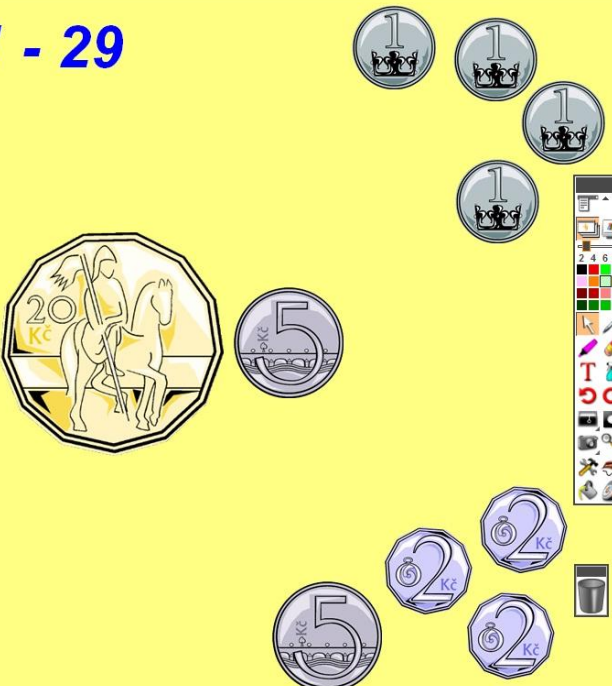
one	[wan]	1
two	[tu:]	2
three	[θri:]	3
four	[fo:]	4
five	[faiv]	5
six	[siks]	6
seven	[sevn]	7
eight	[eit]	8
nine	[nain]	9
ten	[ten]	10
eleven	[i'levn]	11
twelve	[twelv]	12
thirteen	['θe:'ti:n]	13
fourteen	['fo:'ti:n]	14
fifteen	['fif'ti:n]	15
sixteen	['siks'ti:n]	16
seventeen	['sevn'ti:n]	17
eighteen	['ei'ti:n]	18
nineteen	['nain'ti:n]	19
twenty	[twenti]	20
twenty-one	['twenti'wan]	21



Promethean Activstudio NUMBERS - 5. ročník, Předváděcí sešit 2, Stránka 3 / 10

21 - 29

21	twenty-one
22	twenty-two
23	twenty-three
24	twenty-four
25	twenty-eight
26	twenty-six
27	twenty-seven
28	twenty-five
29	twenty-nine



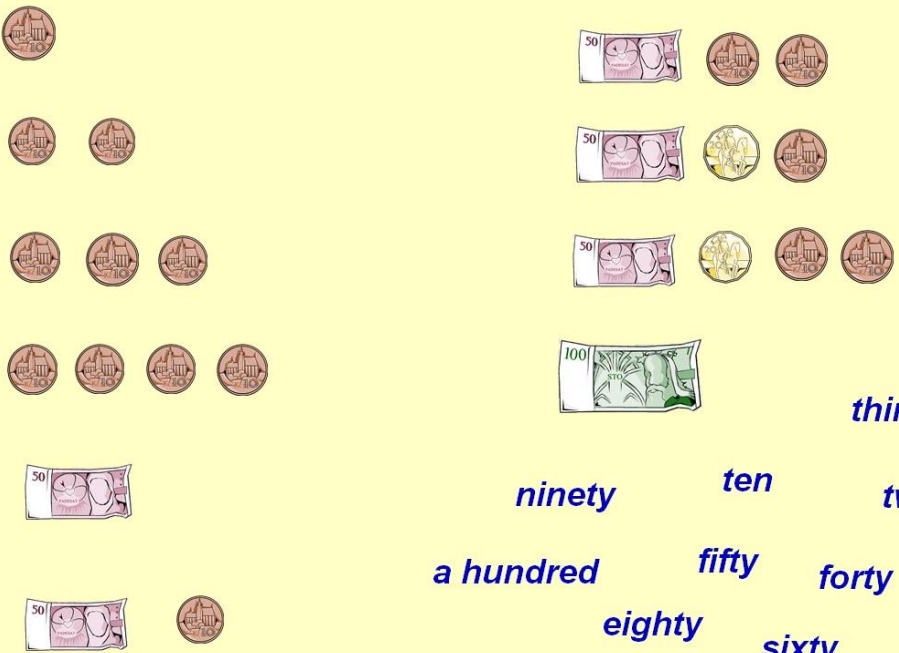
Promethean Activstudio NUMBERS - 5. ročník, Předváděcí sešit 2, Stránka 4 / 10

NUMBERS 10 - 100

10	ten	
20	twenty	
30	thirty	thirteen
40	forty	! fourteen!
50	fifty	fifteen
60	sixty	sixteen
70	seventy	seventeen
80	eighty	eighteen
90	ninety	nineteen
100	a hundred	



Promethean Activstudio NUMBERS - 5. ročník, Předváděcí sešit 2, Stránka 5 / 10



thirty
ninety ten twenty
a hundred fifty forty
eighty sixty seventy

Software interface elements: A vertical toolbar on the right side contains icons for selection, erasing, drawing, and other presentation tools. A trash can icon is located at the bottom right of the slide area.

Promethean Activstudio NUMBERS - 5. ročník, Předváděcí sešit 2, Stránka 6 / 10

thirty	['θæ:ti]	30
forty	['fo:ti]	40
fifty	['fifti]	50
sixty	['siksiti]	60
seventy	['sevnti]	70
eighty	['eiti]	80
ninety	['nainti]	90
a hundred	['handrəd]	100

Software interface elements: A vertical toolbar on the right side contains icons for selection, erasing, drawing, and other presentation tools. A trash can icon is located at the bottom right of the slide area.

Promethean Activstudio NUMBERS - 5. ročník, Předváděcí sešit 2, Stránka 7 / 10

FIND MISTAKES

fifty *a houndred* *fourty*

threeteen *twelve*

ninety *eightteen* *ninteen*

forteen *sixty* *eliven*

fifteen *twenty* *seventy*



Promethean Activstudio NUMBERS - 5. ročník, Předváděcí sešit 2, Stránka 8 / 10

WRITE

21

30

46

80

100



Promethean Activstudio NUMBERS - 5. ročník, Předváděcí sešit 2, Stránka 9 / 10

READ

64 73 12 52 29 100 48 81 66 37

SING

Appendix 18: IWB task - Present simple or present continuous?

Promethean Activstudio present simple x present continuous, Předváděcí sešit 2, Stránka 2 / 8

What do you do

in the morning?

at school?


in the afternoon?

in the evening?


at night?

Promethean Activstudio present simple x present continuous. Předváděcí sešit 2, Stránka 3 / 8

PRESENT CONTINUOUS PŘÍTOMNÝ ČAS PRŮBĚHOVÝ




© Oxford designers & illustrators 2004



© Oxford designers & illustrators 2004

<i>I am reading</i>	<i>We are reading</i>
<i>You are reading</i>	<i>You are reading</i>
<i>She/He is reading</i>	<i>They are reading</i>




Promethean Activstudio present simple x present continuous. Předváděcí sešit 2, Stránka 4 / 8


WHAT ARE THEY DOING?





Promethean Activstudio present simple x present continuous. Předváděcí sešit 2. Stránka 5 / 8


What are they doing?











Promethean Activstudio present simple x present continuous. Předváděcí sešit 2. Stránka 6 / 8










Promethean Activstudio present simple x present continuous. Předváděcí sešit 2. Stránka 7 / 8

ASK AND ANSWER:

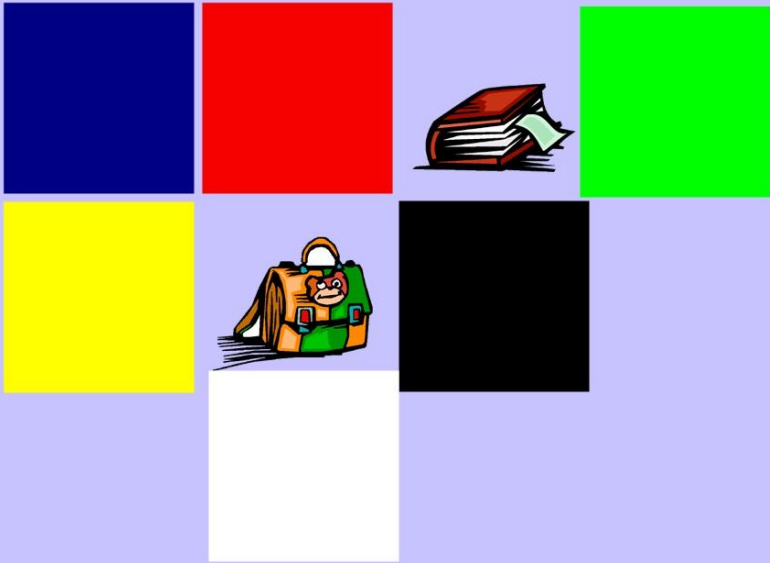


The image is a screenshot of a Promethean Activstudio presentation. The background is light green. At the top center, the text "ASK AND ANSWER:" is written in red, bold, capital letters. Below this text are three photographs. The top-left photo shows a young girl with dark hair, wearing a striped shirt, sitting and playing an acoustic guitar. The bottom-left photo shows a young girl with dark hair, wearing a light blue long-sleeved shirt, sitting at a desk and writing on a piece of paper. The right-side photo shows three young girls in a hallway; one is in the foreground with her arms raised, and two others are behind her. On the right side of the presentation area, there is a vertical toolbar with various icons for editing and navigation. At the bottom right, there is a trash can icon.

Appendix 19: IWB task - Revision of units 2 and 3

Promethean Activstudio revision U2:U3, Chatterbox starter (2). Předváděcí sešit 4. Stránka 1 / 5

WHAT'S THIS?



The image is a screenshot of a Promethean Activstudio presentation. The background is light purple. At the top center, the text "WHAT'S THIS?" is written in large, colorful, stylized letters. Below this text are seven colored squares arranged in two rows: blue, red, and green in the top row; yellow, black, and white in the bottom row. To the right of the red square is a cartoon illustration of a stack of books. Below the yellow square is a cartoon illustration of a school bag. On the right side of the presentation area, there is a vertical toolbar with various icons for editing and navigation. At the bottom right, there is a trash can icon.

Promethean Activstudio revision U2-U3. Chatterbox starter (2). Předváděcí sešit 4. Stránka 2 / 5

DRAW COLOUR POINTS

<i>NINE</i>	<i>FIVE</i>
<i>ONE</i>	<i>THREE</i>
<i>SIX</i>	<i>SEVEN</i>
<i>TEN</i>	<i>FOUR</i>
<i>TWO</i>	<i>EIGHT</i>



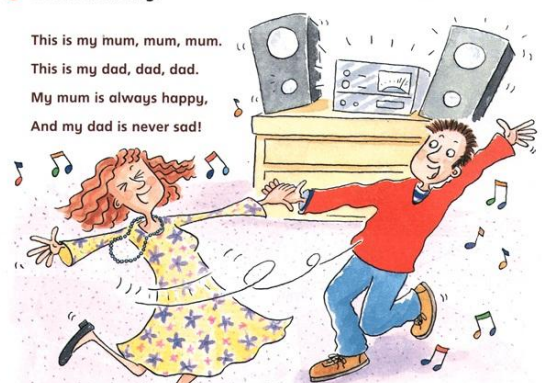
Promethean Activstudio revision U2-U3. Chatterbox starter (2). Předváděcí sešit 4. Stránka 3 / 5

Unit 3


Mum, Mum, Mum ... Dad, Dad, Dad

Listen and sing.



This is my mum, mum, mum.
This is my dad, dad, dad.
My mum is always happy,
And my dad is never sad!

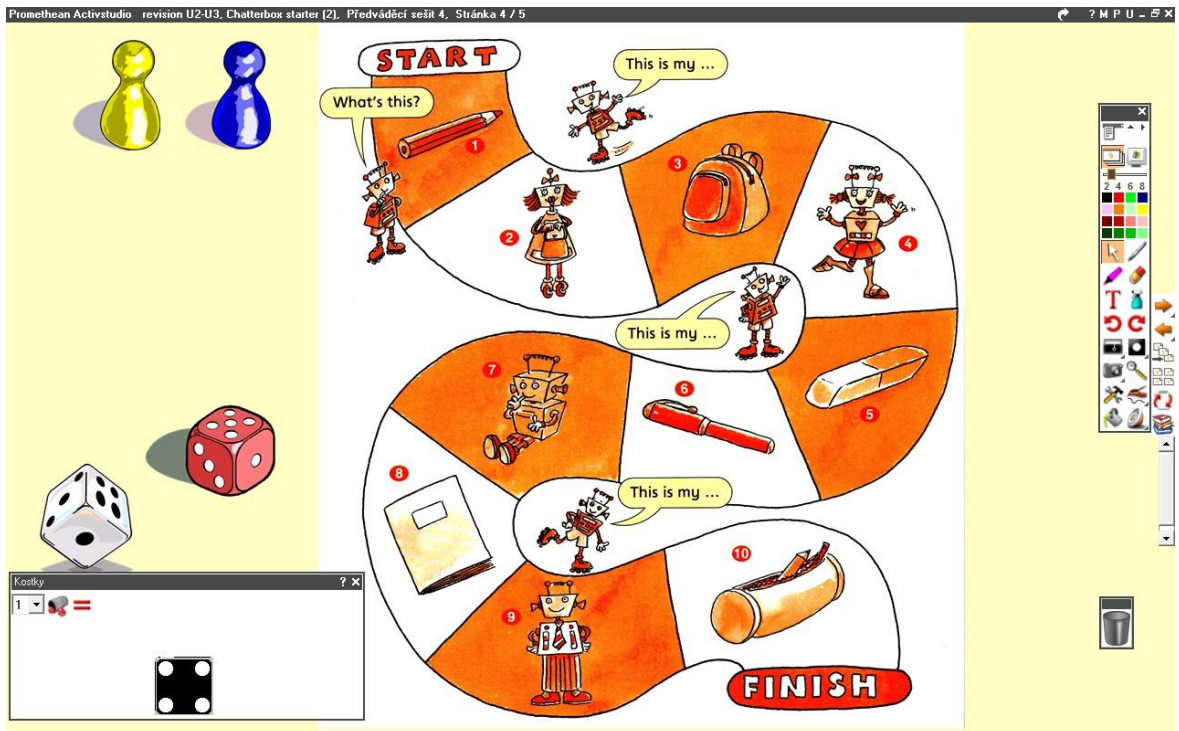


This is my brother, brother.
This is my sister, sister.
My brother is always happy,
And my sister is never sad!



*S
I
N
G
A
S
O
N
G*





Appendix 20: Useful resources - The list of websites containing tasks and ideas for Interactive whiteboards

Czech resources:

<<http://veskole.cz/browse.html>>

<<http://dum.rvp.cz/vyhledavani/prochazet.html?rvp=Z>>

<<http://www.vesela-chaloupka.cz/>>

<http://biskve.wz.cz/napady_pro_notebook.html>

<<http://www2.veskole.cz/>>

<<http://www.pocitacveskole.cz/kategorie/sekce/inspirace>>

<<http://www.activucitel.cz/predmety/anglicky-jazyk/?grade=>>

<<http://nebojmesezmeny.skolalipa.cz/content/anglick%C3%BD-jazyk-1>>

Foreign resources:

IWB manufacturers sites: <<http://www.promethean.co.uk/index.htm>>

<<http://www.smarttech.com/sbsoftware/index.asp>>

<<http://www.tes.co.uk/resourceshub.aspx?navcode=340>>

<<http://www.espresso.co.uk/services/primary>>

<<http://public.klp.rm.com/establishments/9310000/ICT/ICTWebsite/Pages/Primary%20ICT.aspx>>

<<http://www.primaryresources.co.uk>>

<<http://www.mimioconnect.com/lessons/1644/all/all/new>>

<<http://www.schoolzone.co.uk/resources/PrimaryEnglish.asp>>

<<http://www.mape.org.uk/activities/index.htm>>

<http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/teacher/other/wboard_env>

<<http://www.interactivewhiteboard.net.au>>

<<http://www.think-bank.com/iwb>>

<<http://www.iwb-efl.blogspot.com>>

<<http://groups.diigo.com/groups/interactive-whiteboards-in-the-classroom>>

<<http://www.whiteboardblog.co.uk>>

<<http://www.pdtogo.com/smart>>

<<http://www.youtube.com/SMARTclassrooms>>

<<http://www.prometheanplanet.com/en/resources/>>

<<http://www.mirandanet.ac.uk/resources>>

<<http://www.cardiffschools.net/~roelmann/whiteboard>>

<<http://www.wmnet.org.uk/wmnet/14.cfm>>

<<http://www.bgfl.org>>

<<http://www.echalk.co.uk>>

<http://www.iwb.org.uk>

Appendix 21: The list of websites with training courses and seminars available nowadays

<<http://www.eduwork.cz/elearning.aspx> - e-learning courses>

<<http://www.dovu.upol.cz/> >

<<http://www.avmedia.cz/skoleni/akreditace-v-ramci-dvpp.html>>

<<http://www.activucitel.cz/skoleni-a-instalace/>>

<<http://www.interaktivni.cz/Support/Training/>>

<<http://www.vyukainteraktivne.cz/metodika-a-skoleni/>>

<<http://edu.autocont.cz/course.aspx?course=507&olv=4>>

<<http://www.veskole.cz/seminare-skoleni/>>

RÉSUMÉ

Diplomová práce se zabývá možnostmi využití informačních a komunikačních technologií (ICT) ve výuce anglického jazyka na prvním stupni základních škol. Soustředí se na počítač, jako neoddělitelnou součást každé školy a interaktivní tabuli, jako jednu z nejnovějších technologií používaných ve výuce. Práce zkoumá, zda a jakým způsobem jsou tyto technologie využitelné při výuce angličtiny u dětí mladšího školního věku a také upozorňuje na možná rizika. Práce je rozdělena na teoretickou a praktickou část.

V teoretické části jsou shrnuta specifika žáků mladšího školního věku a vymezeny možnosti praktického využití počítačů a interaktivní tabule v hodinách anglického jazyka. Jsou nastíněna rizika spojená s užíváním technologie ve výuce.

Hlavním bodem praktické části je soubor materiálů pro interaktivní tabuli, vytvořených v návaznosti na konkrétní potřeby výuky, který byl použit a ověřen v praxi. Tento materiál by měl sloužit učitelům anglického jazyka na prvním stupni základních škol jako inspirace a návod, jak tvořit svá vlastní cvičení pro interaktivní tabuli. Praktická část dále obsahuje průzkum mezi učiteli angličtiny na prvním stupni základních škol zjišťujícím jejich postoj k využívání interaktivní tabule a dalších technologií ve výuce a předkládá nabídku internetových zdrojů obsahujících materiály pro výuku a informace o dalším vzdělávání pedagogických pracovníků na poli práce s interaktivní tabulí ve výuce.

ANOTACE

Jméno a příjmení:	Petra Andrlová
Katedra:	Katedra anglického jazyka
Vedoucí práce:	Mgr. Zuzana Bartsch Veselá, Ph.D.
Rok obhajoby:	2012
Název práce:	Využití interaktivní tabule a počítačů ve výuce anglického jazyka na 1. stupni ZŠ
Název v angličtině:	The use of Interactive Whiteboard and Computers in ELT at Primary School
Anotace práce:	Diplomová práce se zabývá možnostmi využití informačních a komunikačních technologií ve výuce anglického jazyka na prvním stupni základních škol, zejména počítačů a interaktivní tabule. Cílem práce je navrhnout různé možnosti využití těchto technologií ve výuce a pomoci učitelům nalézt inspiraci a materiály, zejména pro interaktivní tabuli. Práce zkoumá přínos technologií pro výuku a upozorňuje na možná rizika spojená s jejich užíváním. Dále předkládá názory učitelů na užívání interaktivní tabule a především prezentaci vlastních zkušeností s tvorbou materiálů pro interaktivní tabuli a jejich použitím ve výuce, přičemž navrhuje jejich další možné využití.
Klíčová slova:	ICT, žáci mladšího školního věku, interaktivní tabule, počítač, email, PowerPoint prezentace, internet, výukový CD-ROM, anglický jazyk, výuka
Anotace v angličtině:	This diploma thesis deals with the ways of using Information and Communication technologies in English language teaching to young learners at the primary level of Basic education, in particular the use of computers and the interactive whiteboard. The aim of this thesis is to suggest various possibilities of using these devices and to help teachers to find an inspiration and materials for their work. The thesis focus on the benefits of these technologies in educational process and it outlines the possible dangers of using technology. Teachers' standpoints to using the interactive whiteboard are displayed with the presentation of my own experience with the creation of materials for the interactive whiteboard, its use in my own teaching and suggestions of other utilisation in teaching.
Klíčová slova v angličtině:	ICT, young learners, interactive whiteboard, computer, email, PowerPoint Presentation, Internet, CD-Rom based educational software, English language, education
Přílohy vázané v práci:	21 příloh
Rozsah práce:	80s
Jazyk práce:	AJ