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POČÍTAČOVÁ PODPORA VÝUKY ANGLICKÉHO JAZYKA A JEJÍ APLIKACE NA VÝUKU HISTORIE ANGLICKY MLUVÍCÍCH ZEMÍ

Diplomová práce

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COMPUTER-ASSISTED LANGUAGE LEARNING AND ITS APPLICATION ON TEACHING HISTORY OF ENGLISH SPEAKING COUNTRIES

Thesis

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OLOMOUC 2007

Prohlašuji, že předložená práce je mým původním autorským dílem, které jsem vypracovala samostatně. Veškerou literaturu a další zdroje, z nichž jsem při zpracování čerpala, v práci řádně cituji a jsou uvedeny v seznamu použité literatury.

V Olomouci 25.6.2007

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vlastnoruční podpis

Content

THEORETICAL PART

1. Introduction

Thesis focuses on teaching history of English speaking countries in the lessons of English language. The aim of thesis is to find out the way of including history into English lessons, so that children are interested in it and at the same time they practise various language skills (speaking, writing, listening and reading) and structures.

The way of including history into English lessons which I have chosen is highly connected with the computer technology. I would like to verify the applicability of the interactive approach towards history. The aim of choosing this approach is to verify the possibility of using it in the practice, motivate children and find out new way(s) that would liven up ordinary lessons.

In order to use the computer technology in the best way I studied its usage from its beginnings to the current use of computers in ELT. This includes the history of Computer-Assisted Language Learning, its usage and benefits, what it offers to learners as well as to teachers and what are the optimal ways of incorporating it into ELT. It also includes requirements on computer rooms and its usage. I would also like to show the important position of history and culture learning in ELT in order to include the computer technology into ELT in the best possible way.

2. Computer-Assisted Language Learning (CALL) and its history

2.1 Beginnings of CALL

Computer-Assisted Language Learning (CALL) can be described as one of the various attitudes toward foreign language pedagogy. According to Wikipedia, "computer technology is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element". (Wikipedia, 2007) As M.Warschauer & D.Healey write, during recent years, educators started to be more interested in teaching approach which uses the computer technology. (M.Warschauer & D.Healey, 1998)

With reference to K.Spanou, history of CALL was formed and written mainly by new inventions and improvements of science connected with computers. He claims that at the very beginning, this new technology and its advancement were used only by few people. However, in today's world, this technology is used by the majority of students. (K.Spanou, cca 2002)

As M.Warschauer claims, Computer-Assisted Language Learning has its beginnings in the 1960s. (M.Warschauer, 1996) G.Davies stresses that these beginnings are connected mainly with the universities who could afford special departments which dealt with the computer technology. (G.Davies et al, 1999) However, the real revolution came in the early 1980s. Ahmad et al argues that this revolution was caused by the invention of microcomputer. (Ahmad et al, 1985 in K.Spanou, cca 2002)

Last important revolution connected with using computers was the invention of the Internet. "Its impact on language teaching was significant and is constantly increasing." (K.Spanou, cca 2002)

2.2 The phases of CALL

History of CALL lasts around 40 years. According to Cannizzaro, the place of computers in language teaching has changed several times according to teaching theories – behaviourism, cognitivism and constructivism. (Cannizzaro, 2005) M.Warschauer divides these 40 years into three phases: behaviouristic CALL, communicative CALL, and integrative CALL. (M.Warschauer, 1996) As Kung-wu Lee writes, each of these three phases is connected with technological equipment and pedagogical theories typical for a certain period of time. (Kuang-wu Lee, 2000)

2.2.1 Behaviouristic CALL

M.Warschauer & D.Healey sees the beginnings of Behaviouristic CALL in the 1950s. (M.Warschauer & D.Healey, 1998) As its name indicates, it was based on the behaviouristic theories of learning which were dominant at that time. "Behaviourism traditionally views learning as conditioning, where learners are exposed to certain stimuli and their correct responses to the stimuli are reinforced." (Ch.Lutsch, cca 2005, p. 13) K.Spanou states that programs based on behaviouristic approach included repetitive language exercises usually called drill-and-practise. (K.Spanou, cca 2002)

Bax calls the first stage Restricted CALL and states that it is slightly different from Warschauer's Behaviouristic CALL. This term suggests that it is not connected only with the pedagogical theory but also with software available at that time and the role of the teacher. Both were "restricted". (Bax, 2003 in G.Davies et al, 1999)

During the next development of CALL, new types of exercises were used. Despite this, behaviouristic drills are not forgotten. M.Warschauer claims that

they still have their place in language teaching. He also states several reasons for using drill-and-practise exercises. First, doing repetitive exercises enables to learners familiarizing and better remembering of certain language structures. Second, the computer can give pupils objective feedback. Third, it frees teachers from the boring work as computers do not mind presenting the same material over and over again. And fourth, each learner can do the exercise in his or her own pace. (M.Warschauer, 1996)

2.2.2 Communicative CALL

As Kuang-wu Lee writes, a new phase of CALL appeared in the late 1970s and early 1980s. He sees the beginning of Communicative CALL in the refusal of behaviouristic attitudes by those who wanted to teach languages on the basis of cognitive theories. (Kuang-wu Lee, 2000) M.Warschauer & D.Healey point out that it was also caused by the invention and wide usage of the microcomputer. (M.Warschauer & D.Healey, 1998)

As K.Spanou mentions, those who were interested in Communicative CALL wanted to add more authentic communication into the language lessons. (K.Spanou, cca 2002) One of the main advocates of this approach was John Underwood. According to his ideas, Communicative CALL deals more with using language structures, not only with the structures themselves. It does not diminish the importance of grammar but teaches it more implicitly. This is connected with skills, mainly with speaking, as learners are supported to feel free to speak even if they do errors. Communicative CALL does not correct learners by saying that they are wrong and uses only the target language. (J.Underwood, 1984 in K.Spanou, cca 2002)

M.Warschauer adds that Communicative CALL includes exercises practising skills which give learners more freedom. They have more choices and they can discuss their ideas. Learners may use the computer as a stimulus or as a workhorse for working with word processors, spelling and grammar checkers or concordancers. (M.Warschauer, 1996 in G.Davies, 2003)

This phase is described also by Bax who calls it Open CALL because it is open in giving feedback, availability of software and the role of the teacher. He argues that we are still in this phase. (Bax, 2003 in G.Davies et al, 1999)

2.2.3 Integrative CALL

The third phase of CALL is Integrative CALL. Kenning & Kenning write that the preceding phase of CALL development was criticised mainly because it used computers in order to use computers. They also claim that it did not bring improvement into the crucial elements of language teaching. (Kenning & Kenning, 1990 in Kuang-wu Lee, 2000) Integrative CALL wants to "integrate various skills and also integrate technology more fully into the language learning process". (M.Warschauer & D.Healey, 1998)

Bax also calls this phase Integrative but claims that it is the one that we want to reach. He compares the computer technology with other technologies that we normally use, such as wristwatch or a pen. He argues that we do not consider them to be real technologies because they are parts of our everyday lives. This is what should happen to the computer technology in the future. It should be a part of our everyday lives, as our shoes are, in order to be really integrated. (Bax, 2003 in G.Davies et al, 1999) However, G.Davies claims that we are already in Integrative phase as there is a huge amount of various

CALL software offering different kinds of exercises, such as vocabulary games, simulations, text reconstructions etc. (G.Davies, 2003)

M.Warschauer also writes that we are in Integrative phase. He stresses that there were two important steps leading to this phase: multimedia and the Internet. He writes that multimedia brought users new possibility in working with various media, such as text, pictures, video etc., on one computer. (M.Warschauer, 1996) However, there are some problems connected with multimedia.

As M.Warschauer writes, these problems are connected with the quality of programs on the market and also with the teachers' abilities to create their own programs. He claims that when teachers are not able to learn how to create their own programs they somehow support commercial developers by this. The problem with commercial programs is seen in their lack of pedagogical principles. (M.Warschauer, 1996) P.Bangs writes that teachers are not willing to become programmers as it would take a lot of time and energy even to learn how to program. (P.Bangs, 2007)

Second step toward Integrative CALL is the Internet. The impact of the Internet was huge for everybody. The Internet connects people, offers a vast amount of information and gives the opportunity to present people's work on the websites. "The two most popular uses of the Internet for language teaching are the World Wide Web and electronic mail (e-mail)". (K.Spanou, cca 2002)

"The history of CALL suggests that the computer can serve a variety of uses for language teaching". (M.Warschauer, 1996) This means that the computer can be used as a tutor offering various exercises, as a stimulus making learners to speak and create their own opinions and as a tool for

writing etc. It can also be used as a tool for communication and as a source of information. (M.Warschauer, 1996) The important thing is to realize that computers will not teach instead of teachers. "Computers can/will never substitute teachers but they offer new opportunities for better language practise". (Kuang-wu Lee, 2000)

3. What is CALL

3.1 Typology of CALL

"Computer Assisted Language Learning has become a mass phenomenon and the techniques traditionally associated with it are used in tens of thousands of the most varied institutions". (T.Williams in Ch.Jones & S.Fortescue, 1987, Introduction) Computer technology is used not only by schools but also by others.

According to D.Hardisty & S. Windeatt, the commonest description of the term Computer Assisted Language Learning is the usage of computers "as a part of a language course" (D.Hardisty & S. Windeatt, 1989, p.5) Levy in G.Davies writes that CALL can be described also as the process of searching for the ways in which computers can be used in ELT. (Levy, 1997 in G.Davies et al, 1999) Brown in G.Davies adds that computer technology should be one of many parts in ELT curriculum. (Brown, 1988 in G.Davies et al, 1999)

G.Davies writes that when CALL started to be used more widely, many authors wanted to classify the CALL and divide it into several groups. These groups were mostly based on the programs used. (G.Davies et al, 1999) Davies & Higgins divides programs into many categories, such as gap-filling, multiple choice, free-format, tutorial programs, re-ordering, text-mazes, simulations, adventures, games, cloze, text manipulations, exploratory programs and word-processing. (Davies & Higgins, 1985 in G.Davies et al, 1999)

Jones and Fortescue made the division simpler. They mention these categories: grammar, vocabulary, four skills, authoring programs, information source, discovery and exploration. (Jones & Fortescue, 1987 in G.Davies et al 1999) D.Hardisty & S.Windeatt divide CALL programs into four groups.

These are school programs, office programs, library programs and home programs. (D.Hardisty & S.Windeatt, 1989) Another possible division is mentioned by M.Warschauer and Bax in 2.2.

3.2 Roles of the computer in CALL

From the various divisions mentioned in 3.1 we can describe concrete roles of the computer. As Ch. Jones & S.Fortescue write, we can divide roles of the computer into three major branches. These are the computer as knower-of-the-right-answer, the computer as workhorse, and the computer as stimulus. (Ch.Jones & S.Fortescue, 1987)

3.2.1 The computer as knower-of-the-right-answer

As Ch.Jones & S.Fortescue write, this role is connected with the role of quizmaster. Programs used on the basis of this role were/are connected with the exercises that have format of question-and-answer. They practise grammar, vocabulary and skills. (Ch.Jones & S.Fortescue, 1987) M.Warschauer uses different term to describe this area of the computer exercises. The computer as tutor includes grammar drill exercises, games, programs for practising skills and pronunciation. (M.Warschauer, 1996)

3.2.2 The computer as workhorse

According to Ch.Jones & S.Fortescue, this role has its roots in usage of computers in business. They mention two sub-roles connected with the role as workhorse. These are the computer as writing machine and the computer as informant. (Ch.Jones & S.Fortescue, 1987) However, M.Warschauer mentions other possible usages of the computer as workhorse. Apart from the word-

processing programs and databases, there exists grammar checkers, concordancers, the web and authoring packages. These all can be used for ELT. (M.Warschauer, 1996)

3.2.3 The computer as stimulus

Ch.Jones & S.Fortescue describes programs connected with this role as those "whose purpose is to provide pupils with topics to talk about and to write about". (Ch.Jones & S.Fortescue, 1987, p.6) According to M.Warschauer, these programs should develop pupils' abilities to analyse information, use critical thinking and discuss. (M.Warschauer, 1996)

However, as Ch.Jones & S.Fortescue writes, we cannot divide all computer-based activities clearly into these three categories because some exercises can stimulate discussion even if it was not their original aim. It is similar with real communication, where grammar, vocabulary skills etc. are also interlinked. This gives teachers the possibility to put emphasis on variety of skills. They can choose and decide what the most important thing to do with learners at the moment is. (Ch.Jones & S.Fortescue, 1987)

3.3 Usage of computers in today's ELT

According to Ch.Lutsch, in today's language teaching, teachers and methodologists put emphasis firstly on communicative competence, teaching and learning in context, using more authentic materials, and developing learners' skills. This is connected with "a shift from a teacher-centred to a learner-centred teaching approach, a shift from product-oriented to process-oriented learning". (Ch.Lutsch, cca 2005, p.6)

G.Davies & S.Hewer give an answer to the question: why it is good to use CALL. Its power lies in several important possibilities that computers offer. First of all, it brings motivation, then it offers multimedia, a vast amount of information and authentic material, it brings the Internet into the ELT, supports usage of CD-ROMs and it encourages real communication. (G.Davies & S.Hewer, 2007) Computers offer one of the possible ways towards this approach. Kuang-wu Lee gives similar answer. He states that computers are highly motivated itself as they are popular among learners. It is a question of fashion. Children use computers for fun and playing games. (Kuang-wu Lee, 2000)

R.Ybarra & T.Green write that learners need any support to learn foreign language. He stresses that it is very important to give learners a vast variety of experiences connected with language, such as hearing, writing and speaking language. (R.Ybarra & T.Green, 2003)

4. CALL and language

Computers can be used for various exercises. Children may practise grammar, vocabulary, skills or they can learn something about English speaking countries.

4.1 CALL and grammar

As Ch.Jones & S.Fortescue writes, grammar is included in all activities connected with language. (Ch.Jones & S.Fortescue, 1987) Traditional exercises such as question-and-answer, multiple-choice or fill-in are nowadays computerized. According to QCA, using computers for grammar teaching brings new possibilities. Teachers can use different colours to distinguish particular language structures or parts of speech. Teachers are able to show patterns of language more creatively. (Qualifications and Curriculum Authority, 2006)

According to Ch.Jones & S.Fortescue, it has its benefits for teachers as well as for students. The teacher is no more the only one who gives the correct answer. Computer-based exercises give immediate feedback. This means that the teacher has more time for monitoring the class, giving technical assistance and dealing with particular problems which may occur during the activity. Children are allowed a second try by the program after their first answer was not correct. If they still have difficulties, the computer can give them a clue in order to help learners find out the right answer. (Ch.Jones & S.Fortescue, 1987) P.Bangs writes that this feedback is very important whether it is a sound which indicates a correct answer, a chance to try again or more complex feedback showing the problems in details. (P.Bangs, 2007)

4.2 CALL and vocabulary

Another huge area is vocabulary learning. N.M.Koptyug writes that children mostly learn new lexis by heart. Then they write test to show that they have learnt it and after they receive a mark they forget majority of the words. (N.M.Koptyug, cca 2007)

Kang & Dennis claim that the way of teaching vocabulary as isolated units does not lead to real vocabulary knowledge. They stress that pupils should learn vocabulary in context which shows their usage. To use pictures in order to help learners to understand meanings of words is also important. (Kang & Dennis, 1995 in R.Ybarra & T.Green, 2003) Nunan writes that today, more emphasis is put on teaching vocabulary. (Nunan, 1999 in A.I.Constantinescu, 2007)

Tozcu and Coady add that there is close connection between vocabulary knowledge and reading skills. (Tozcu & Coady, 2004 in A.I.Constantinescu, 2007) There are lots of possibilities how to work with lexical items on the computer. New lexis might be presented by the computer. Each word can be accompanied with the relevant picture so that the translation is not necessary.

This can be applied on already known vocabulary in order to practise it. As Ch.Jones & S.Fortescue write, there are plenty of other possibilities which are very good as children might prefer different kind of exercises or game-like activities such as hangman, anagrams, crosswords or matching games. "In the case of vocabulary development, the computer's advantage lies in its clarity and attractiveness of presentation, its games-manager role, its availability at all hours, and its flexibility in catering for the preferences of different users". (Ch.Jones & S.Fortescue, 1987, p.30)

4.3 CALL and language skills

4.3.1 Reading skills

According to A.I.Constantinescu, reading is a skill which is the result of relationship between the reader and the text. She also stresses that reading skills are closely connected with vocabulary knowledge. (A.I.Constantinescu, 2007) Almost all activities done on the computer involve reading. As Ch.Jones & S.Fortescue point out, children have to read instructions of the tasks so that they can complete them. Then, computers are used for reading comprehensions too. This means reading an article and answering the questions but also text manipulation. (Ch.Jones & S.Fortescue, 1987)

R.Ybarra & T.Green states that computer technology can help to improve learners' reading ability as computers give feedback. (R.Ybarra & T.Green, 2003) Case & Truscott also suggest that learners may use the text more interactively and can deal with their individual needs more independently. (Case & Truscott, 1999 in R.Ybarra & T.Green, 2003)

There is a question of the length of a particular text. T.Atkinson & G.Davies claim that computer is good for shorter articles because people usually find it less comfortable to read from the screen. Therefore, longer reading comprehension should be rather in a printed form in order to make it more pleasant and acceptable for readers. (T.Atkinson & G.Davies, 2007)

4.3.2 Writing skills

4.3.2.1 Guided writing

Lewis suggests that a good beginning of writing skills is guided writing because children are not frustrated by a blank piece of paper.(Lewis, 1997 in R.Ybarra & T.Green, 2003) R.Ybarra & T.Green write, that while writing in

paragraphs might be too difficult, using computers and its graphics makes writing enjoyable. (R.Ybarra & T.Green, 2003) According to K.Cunningham, in exercises based on guided writing children are supposed to change somehow a given text. They have to, for instance, correct mistakes, such as misspelling or grammatical errors, fill in missing words etc. (K.Cunningham, 2000)

In such exercises the computer can be used as workhorse. Children work on these exercises by using word-processor. "Word-processing is one of the most common purposes for which computers are used, and it is probably the most useful program to use when starting to work with CALL." (D.Hardisty & S.Windeatt, 1989, p.30)

4.3.2.2 Free writing

The second type of writing exercises is free writing. As Ch.Jones & S.Fortescue write, in free writing learners have blank papers to start with. The problem with free writing is that it is quite time consuming. According to Papert, children write their first draft with all crossing-outs and insertions. Then they have to rewrite it into the final draft. But very often their first draft is the same as the final. (Papert in Ch.Jones & S.Fortescue, 1987)

K.Cunningham claims that using computers for free writing brings several advantages. Learners do writing exercises in a more positive way as they feel free to experiment with the language. They can improve the text until they are satisfied. (K.Cunningham, 2000) The problem might be with assessing writings by computers. T.Atkinson & G.Davies stress that the computer is not very good in assessing longer piece of writing. However, computers can quite efficiently correct a word or a sentence. To help learners to correct their

errors, there exist spelling and grammar checkers which can indicate errors such as wrong number or gender. (T.Atkinson & G.Davies, 2007)

4.3.2.3 Word-processor

There is still the possibility to do writing exercises on a paper, but using word-processor brings advantages. As G.Davies & S.Hewer write, written or typed text on a paper is fixed. When children want to change something they have to usually rewrite whole text. However, text written in word-processing program is considered to be provisional until the writer decides that it is final. (G.Davies & S.Hewer, 2007) This means that user can do all the necessary changes, insert new passages, delete not very good parts etc. Writer can come to read the text after some time and still manipulate with it.

H.Rendall & G.Davies add that using word-processors offers to teachers the possibility to write documents which look more professional. Handouts or worksheets created by teachers can be either printed or used in electronic form by learners. This approach to writing is beneficial also for teachers as it saves their time. (H.Rendall & G.Davies, 2007)

K.Cunningham claims that writing in word processor enables learners to pay attention to particular problems connected with their writing skills, such as cohesion, vocabulary etc. (K.Cunningham, 2000)

4.3.2.4 Authoring

Motivation of children to write can be very difficult. One way could be authoring. "Creating their own exercises under the guidance of a teacher may help learners to learn to take on responsibility for the work they do". (Ch.Lutsch, 2005, p.54) By doing this, children can receive feedback from the

teacher and also from their classmates. N.M.Koptyug suggests sending of learners' works to their websites or project sites. She also mentions the possibility to publish a collection of pupils' essays. Learners then have a real product of their work in a form of booklet or book. (N.M.Koptyug, cca 2007) G.Davies & S.Hewer also see the Web as a publication medium which enables teachers and students to publish their work. (G.Davies & S.Hewer, 2007)

K.Cunningham writes that children like to write for a real reason. Writing to friends, to newspapers or for class notice board can guarantee that it will be read by a real audience. (K.Cunningham, 2000)

4.3.3 Oral skills

Next area in which computers can find its use is speaking. "In today's language classrooms, considerable emphasis is given to free oral activities in which learners use the language they have learned to communicate with each other". (Ch.Jones & S.Fortescue, 1987, p.63)

According to Liaw, teachers should create an environment which is rich in language and which provides learners with various activities. Computers can help to create such environment as they can be a tool stimulating learners' communication. (Liaw, 1997 in R.Ybarra & T.Green, 2003)

4.4 The computer as information source

Apart from the skills and grammar practising, computers become nowadays new information source. There are lots of CD encyclopaedias, dictionaries and also the Internet. Learners can use them to create their projects and teachers can use them for lesson planning.

When looking for information useful for lesson planning, teachers can find ready-made materials and programs practising English language. Teachers can also try authoring programs available on the Internet. "Authoring provides teachers with an easy and non-technical way of writing new data, and thus of creating CALL materials that are suitable in level and content for their students." (Ch.Jones & S.Fortescue, 1987, p.42)

Jones claims that the program itself, be it the best as it can be, is not the way that will teach learners something. What matters is how it is used and by whom it is used. In other words, only when you use programs on the basis of methodology, you can find its benefits. (Jones, 1986 in G.Davies & S.Hewer, 2007)

5. The place of the computer in today's ELT

As Ch.Lutsch writes, new form of media can be more suitable for doing particular activities. On the other hand, textbook and exercise book have still their place as they are more suitable for other activities. Ch.Lutsch describes the relationship of the new media and textbook. The role of textbook is "mainly preparatory. However, the new media complement the traditional media and can fulfil roles or functions which are mainly of an accompanying and follow-up nature." (Ch.Lutsch, 2005, p.50)

Kuang-wu Lee claims that computers are friendly to shy learners as they offer individual approach. When doing computer-based exercise, the only one who "hears" learners' response is the computer. Therefore, children do not feel negative emotions. He also highlights its power to make learners feel as parts of world wider than classroom. (Kuang-wu Lee, 2000)

5.1 CALL and teachers

According to Ch.Jones & S.Fortescue, in the past, when computers started to be used in ELT, some teachers were afraid of loosing their position as educators. They thought that they could be replaced by computers. (Ch.Jones & S.Fortescue, 1987) As S.Hewer & G.Davies states, in the past teachers did not think that CALL could become so widely used. However, language teachers usually integrated new media into their lesson. They welcomed any technology, such as microphones, language labs, cassette tape recorders or video players, which could improve teaching and learning foreign languages. (S.Hewer & G.Davies, 2007)

It is obvious that computer technology as well as any other technology did not replace teachers. It is upon teachers how much time they want to leave for

computer work in their lessons, whether they have time to prepare computer-based activities and whether they like it or not.

5.1.1 Technical side of using computers

Kuang-wu Lee describes several problems connected with the usage of computer technology in educational process. He puts financial side on the first place. Then he mentions also software and hardware used in schools and technical knowledge of teachers. (Kuang-wu Lee, 2000)

Technophobia is one of the serious problems connected with using computers by teachers. Some teachers can have just basic or no knowledge of how to use computers. According to Ch.Jones & S. Fortescue, teachers might be afraid of using it in the class. (Ch.Jones & S.Fortescue, 1987) K.Cunningham stresses that teachers need assistance from the technical staff. They can help teachers to deal with technical problems due to which teachers could not continue with integrating CALL into their lessons. Later on teachers might like computers as they will discover its advantages. (K.Cunningham, 2000)

5.1.2 CALL in the lesson

"Computers, like anything else, can be overused." (Ch.Jones & S.Fortescue, 1987, p.102) According to D.Hardisty & S.Windeatt, effective usage of computers in ELT is upon teachers. The way how teachers and also students use computers influences the result of the lesson. (D.Hardisty & S.Windeatt, 1989) P.Bangs stresses that the computer offers and present material. However, it is the teacher who has to be creative and who adds pedagogical principles. (P.Bangs, 2007)

According to Ch.Jones & S.Fortescue, using computers should be also accompanied by using other classroom resources such as dictionaries, reference books, encyclopaedias, newspapers or magazines. Using these aids as a purpose for computer activity can improve children's attitude towards them. (Ch.Jones & S.Fortescue, 1987)

5.2 Computers and the Internet

"The Internet was undeniably the most radical agent of change in the last quarter of the 20th century. It touches all our lives at many points, and its influence will continue to grow inexorably, and in probably unpredictable ways, in the 21st century." (A.Maley in S.Windeatt et al, 2000, p.1) G.Davies writes that the Internet is a network which is able to connect millions of computers. (G.Davies, 1999 in R.Walker, 1999)

With reference to A.Maley, the Internet can be described as a jungle. It offers a vast amount of resources to those who are able to navigate in it. For those who are not familiar with the Internet it can be problematic. They might not know where to go in order to find what they are looking for. (A.Maley in G.Lewis, 2004) But once you are familiar with the way the Internet works you can use it for preparing lessons. As G.Lewis writes, those who have a general knowledge of computer work and work with the Internet are able to integrate this technology into their lessons. (G.Lewis, 2004)

Kuang-wu Lee stresses that the Internet and online communication changed radically the usage of computer technology in foreign language acquisition. Teachers stopped to be the only sources of information. Instead, they became facilitators of learners work. (Kuang-wu Lee, 2000) According to Brown, learners are no more passive receivers of language and

information; they are now active part of educational process. (Brown, 1991 in Kuang-wu Lee, 2000)

5.2.1 Learners and the Internet

The good thing about the Internet is that "it connects people from all corners of the earth through information on websites or shared projects. When used thoughtfully, Internet activities can promote tolerance and bring children together." (G.Lewis, 2004, p.5) According to G.Lewis, using the Internet teaches learners to be more independent and to think in a creative way (G.Lewis, 2004)

As G.Lewis writes, the Web contains billions of websites about everything we can only think of. "The www is as diverse as human experience and with its graphical interface and ability to integrate text, sound, video, and pictures in a communications environment, it is a very realistic and accessible place to find authentic information for the language classroom". (G.Lewis, 2004, p.6) According to Kuang-wu Lee, the information on the Web are not linear, they are arranged similarly as the way people think. Therefore, learners can move from one link to another in the way they think and so learn to choose relevant information. (Kuang-wu Lee, 2000) However, as G.Lewis stresses, this good feature can cause problems to some children, especially the younger ones. They can get lost in the amount of information provided by the Internet, not able to find what they were originally looking for. (G.Lewis, 2004)

"Around the world there appears to be a belief that the Internet can 'do' things to help the language learning process. In fact, the Internet can do nothing." (G.Lewis 2004, p.7) G.Lewis suggests that work with the Internet

as well as just with computers should be combined with offline activities if it is to be effective. (G.Lewis, 2004)

5.2.2 The usage of the Internet

People usually use the Internet for communication, as a source of information and as a place where they can present themselves. R.Walker writes that people mostly use the Web, e-mail and Social networking which include fora, blogs and wikis. (R.Walker, 1999)

5.2.2.1 E-mail

Apart from the web full of information and possibilities, there is another tool that can be used. It is e-mail. "Email is an extremely potent tool for the language classroom that can operate totally independently of the web." (G.Lewis, 2004, p.7) As S.Hewer writes, e-mail is an asynchronous way of communication as learners and people who they communicate with do not have to be online at the same time. This gives learners time to write messages as long as they want (R. Walker et al, 1999)

"Using computers in this way provides a means of bridging the gap between the outside world and the classroom, which has been one of the central concerns of language teaching in recent years."(D.Hardisty & S.Windeatt, 1989, p.42) According to Cannizzaro, e-mail has several advantages, such as speed and flexibility. It enables schools to cooperate with other schools and find pen friends. Learners can send and receive messages with pictures, videos etc. (Cannizzaro, 2005)

The study on using e-mail in class conducted by Trench showed that it is very effective to use e-mail communication. Learners were motivated to use

meaningful language creatively. They could use incoming messages as examples for their own writing. (Trenchs, 1996 in R.Ybarra & T.Green, 2003)

5.2.2.2 Chat

Other type of internet communication is chat. Chat programs differ from e-mail in the way that they make it possible to "communicate in real time with people from around the world through text, audio, or visual connections depending on available hardware and software". (G.Lewis, 2004, p.7) This communication is mostly text based. As S.Hewer writes it is synchronous way of communication which allows the teacher or students to share message with a small group, the whole class, a partner class, etc. in a real time. Learners write a message, send it and it is immediately seen by the other users who are online. (R.Walker et al, 1999) However, as G.Lewis point out, there are two problems when using chat. First, the fact that it is in a real time might be quite stressful for children. Young learners need more time to compose their messages. Second, no one knows who is sitting on the other side. Chat can be used by dishonourable people. (G.Lewis, 2004)

5.2.2.3 The Web

As Kuang-wu Lee writes, the Web offers websites full of information and also authentic materials as majority of daily newspapers and magazines have its own web pages. This is true also about some TV and radio channels. (Kuang-wu Lee, 2000)

Cannizzaro mentions another usage of the Web. It is concordancing software. Concordancers available on the Web are very good for teachers and

learners. They can look for a usage of words or word phrases. This software gives the user wider information about a particular word. (Cannizzaro, 2005)

Bradin describes several advantages of using the Web. It offers a vast amount of authentic material and updated information and it is highly motivated and gives the opportunity for real communication. (Bradin, 1997 in R.Walker, 1999) R.Walker mentions problems that learners can face to when using the Web. Sometimes, it can take a long time before particular information is downloaded. Some links can stop to exist. Learners may have problems to choose from the amount of information available on the Web. Not all websites contain reliable information. They can also contain viruses. And reading from screen is slower than from the paper. (R.Walker, 1999)

6. Computer Room

According to D.Teeler & P.Gray, computer room is mostly supposed to be a place as any other classroom in which learners as well as the teacher feel comfortably. (D.Teeler & P.Gray, 2000) According to Ch.Jones & S.Fortescue, it should be large, airy and friendly place. (Ch.Jones & S.Fortescue, 1987)

6.1 Organization

Very important factor connected with the computer room is its organization. Teachers have several possibilities how to organize the computer rooms which they use. According to D.Teeler & P.Gray, teachers need enough space to be able to circle around the room so that they can speak with children, help them or check them. Learners need space as they have to take notes or read something in books. They also need space where they can put their personal belongings such as school bags. Then it is also important to keep visual contact with learners and have access to the board or to teaching aids. (D.Teeler & P.Gray, 2000)

There are several possibilities of organization. According to D.Teeler & P.Gray, types of organizations in Figure 1 and 2 are the most common in traditional language labs. (D.Teeler & P.Gray, 2000, p.55)
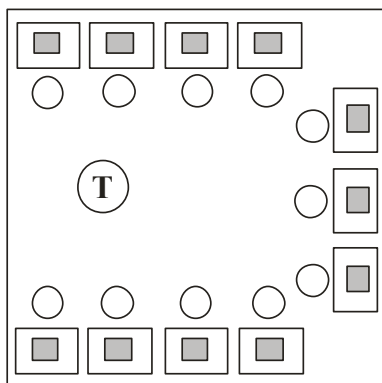
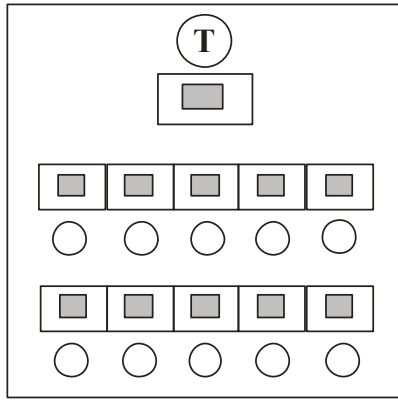Figure 1: Scheme of organization of the computer room

Figure 2: Scheme of organization of the computer room

As D.Teeler & P.Gray writes, Figure 1 and Figure 2 (D.Teeler & P.Gray, 2000, p.55) show not very ideal organizations of desks as learners are seated at individual stations. (D.Teeler & P.Gray, 2000) This can be a problem when dealing with pair or group works. They have not many possibilities to communicate with their mates. Moreover, the first one does not able the visual contact with the teacher. Figure 3 (D.Teeler & P.Gray, 2000, p.55) shows one possible layout which enables communication among pupils. The teacher has space to walk around the class. Learners have enough space to take notes. They can negotiate tasks. They do not have problems with visual contact with the teacher, the board and the screen. (D.Teeler & P.Gray, 2000)
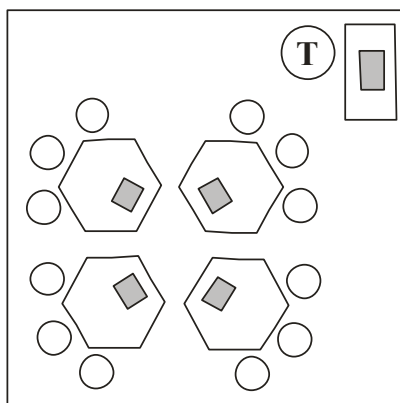

Figure 3: Scheme of organization of the computer room

Other possible layouts are in showed in Figure 4 and Figure 5. These are layouts which I have encountered on during my teaching practice and studies. Organization of desks with computers in Figure 4 is quite problematic. It can be good when the classroom is big enough. Then, learners have space and feel comfortable and the teacher has enough space to walk around the class and monitor the activity. When the class is not big enough, the teacher and learners do not have space. The last layout, in Figure 5, offers enough space for everybody. Pair or group work is possible but there can be problems with co-operation among groups as each group is quite separate. Children have to turn around in order to see their classmates.
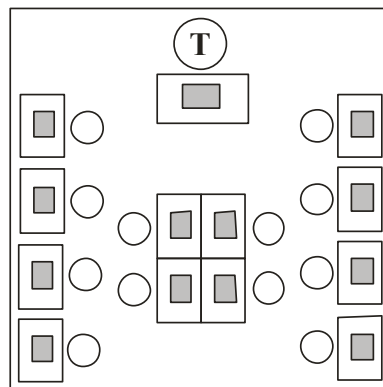

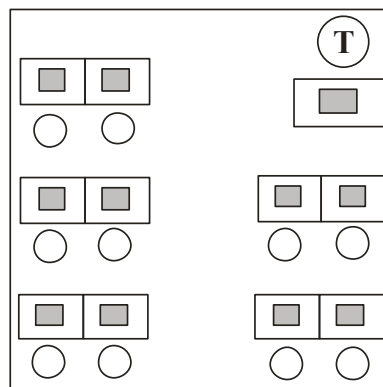Figure 4: Scheme of organization of the computer room

Figure 5: Scheme of organization of the computer room

According to Ch.Jones & S.Fortescue, the layout is not the only factor that helps to create friendly atmosphere. It is also important to hide all the cables and non-essential hardware from learners' view. The class can be painted by

lively colours, not just the white. There can be relevant posters, pictures or pupils' projects on the walls. It is also good to have there some flowers. (Ch.Jones & S.Fortescue, 1987)

6.2 Equipment

Next factor influencing the work in the computer room is equipment. Today, computer rooms are mostly equipped with one computer for each pupil or for each pair. Apart from computers, the computer room can have, according to G.Lewis, the multimedia equipment, printers, scanners, digital camera etc. This depends on the financial situation of each school. (G.Lewis, 2004)

In the computer rooms with more machines, Local Area Network (LAN) is usually used. As D.Hardisty & S.Windeatt write, computers are connected by LAN together and then users can work with each other's materials, send messages etc. This ability is very useful for activities based on communication. (D.Hardisty & S.Windeatt, 1989)

6.3 Computer room and other school subjects

Computer rooms usually serve also for purposes of other school subjects such as informatics, chemistry, physics, and maths and also as a self-access room. R.Walker writes that some activities cannot be done in the class as there is no time or they are based on individual approach. Therefore, it is good to have a self-access where children could do the activities, such as vocabulary exercises, listening comprehension etc., in their free time. She mentions the advantages of using a self-access. It is time-friendly, learners can choose exercise, do it in their own pace and the teacher can pay attention

to other aspects of language during his lessons. On the other hand, she also points out some disadvantages. Learners may lack motivation, they can have technical problems and they can use incorrect resources. (R.Walker et al, 1999)

With reference to D.Hardisty & S.Windeatt, "it is important to decide exactly what material teacher will allow students to have access to outside lessons". First, it will allow learners to do only those activities that are not planned for the lesson. Second, it will block the access to the material not suitable for children. (D.Hardisty & S.Windeatt, 1989, p.7)

Language teacher is usually not the only one who can decide about the organization of the computer room. R.Walker writes that many teachers have difficulties to make a regular timetable for using the computer room. (R.Walker, 2007) Therefore, teachers should cooperate with their colleagues when dealing with the problem of organization and timetable.

7. Software used in my experimental lessons

With reference to BP-BLTM, teachers can choose from a vast variety of authoring systems. They offer an easy way to prepare activities for learners. One of the disadvantages of some authoring programs is that they can be too complicated to work with. Apart from this, they may want the user to pay a licence in order to allow him to use the software (BEST PRACTICE-BLTM, 2007) On the other hand; there are also free software systems which are easy to use such as Hot Potatoes.

7.1 Hot Potatoes

Hot Potatoes software is one of the free software available on the Internet. As P.Winke & D.MacGregor write, it is produced by Half-Baked Software, Inc. Teachers do not have to know HTML and JavaScript. They can create exercises without this knowledge. (P.Winke & D.MacGregor, 2001) According to BP-BLTM, it can be adapted into all languages. (BEST-PRACTICE-BLTM, 2007, p. 9) As P.Bangs writes, the user can create interactive exercises which can then be accessible on the Internet or on individual computers. (P.Bangs, 2007)

7.1.1 Types of exercises

Hot Potatoes software offers JBC, JQuiz, JMix, JCross, JMatch and JCloze exercises. According to BP-BLTM, JBC is a type of sub-program for making a multiple-choice quiz. In the quiz teacher can create as many questions as he/she wants, each with up to five optional answers. Next program is JQuiz which enables the teacher to ask questions and give right answers. This is

more difficult to create as the teacher has to write all the possible correct answers. (BEST-PRACTICE-BLTM, 2007)

With reference to BP-BLTM, JMix is used for creating Jumbled sentence exercises. This means that learners are given a number of words which they have to put in correct order, so that they will create correct sentence. As with JQuiz, the teacher can type in alternative answers. JCross enables the user to create a crossword exercises. (BEST-PRACTICE-BLTM, 2007)

As P.Winke & D.MacGregor write, JMatch is the matching exercise type based items organized in two columns. (P.Winke & D.MacGregor, 2001) According to BP-BLTM the teacher can create several pairs of items which could include words or pictures. The last one is JCloze. This is for cloze or fill-in-blank exercises. As BP-BLTM writes, the teacher writes a text and then creates gaps in it. Students have to fill in them. (BEST-PRACTICE-BLTM, 2007)

As P.Winke & D.MacGregor state, Hot Potatoes software is beneficial for foreign language acquisition. However, the benefit of using it depends on teachers who prepare the exercises. When teachers create activities which are creative, interesting and have relevant content, learners are likely to acquire more language from them. (P.Winke & D.MacGregor, 2001)

7.2 Power Point Presentation

Apart from the software mentioned above, teachers can use programs which are usual parts of the MS Office such as Microsoft Word, Windows Media Player and Power Point. Power point is primarily meant for creating presentations. It offers to teacher and also to students various possibilities in its usage.

According to H.Rendall & G.Davies, Power Point presentations were originally used mainly by businessmen and universities. They replaced the overhead projectors. Power Point presentations started to be used also by teachers who could use them for presenting new language or stimulus for further activities. (H.Rendall & G.Davies, 2007)

Power point presentation is a document which consists of a random number of slides going one after another. It enables the user to cover information connected with learning or fun or both. According to I.Magera, these presentations are quite widely used by dealers who offer goods, by teachers in their lessons or by businessmen on various exhibitions etc. (I.Magera, 2002)

7.2.1 The usage of PPP

It is not difficult to work with Power Point and its benefit can be huge. Already prepared presentation can be stored by the teacher and used later on again. The teacher can send presentation by e-mail to his or her students. Students see teacher's presentation as an example for their own work. Children who are familiar with computer work and also with Power Point can create their projects by using this program. They can put their presentation on the Web or send them to each other, so that they do not have to make notes during their mate's presentation. They can fully pay attention to what the presenter is saying and what he is showing on the slides.

8. CALL and history teaching

8.1 History and its place in our lives

It is a well known fact, that history is nothing but stories. Some of them are important, some of them are not. Some of these stories are connected with our own lives and some just happened and did not touch us. Most of past events were crucial for establishing societies, their cultures and all the other aspects connected with culture such as national thinking, behaviour, customs, way of living and languages.

As E.H.Carr writes, human beings are not isolated units. They are parts of a society. Since our birth, our personality is influenced by the society around us. In other words, what we are is to a certain degree a result of our national roots, our history. (E.H.Carr, 1967) Similar view is described by R.Tang. She writes that a person's identity is created by society. (R.Tang, 1999)

A.Maley describes global issues as something which is present in each thing and each moment of our lives. (A.Maley in R.Sampedro & S.Hillyard, 2004) This could be said also about history. Past events are not something that is only in the past. It is still here, with us. Past events influenced and still influence our lives.

8.1.1 History, culture and language

Of course, children learn about past events in their history lessons. So, there is the question why they should learn it also in their foreign language lessons. There are several good reasons why to do this. A.Maley points out several reasons for integrating global issues into the ELT. These can be said also about history. First of all, global issues as well as past events offer real

and ready-made content. This content is not the same as we can find in many course books. They may repeat similar contents and topics. It is more personal in a way. Secondly, a good lesson should teach pupils something more than just grammar and how to use it. (A.Maley in R.Sampedro & S.Hillyard, 2004)

History also offers to children ideas to think. They can compare our and foreign cultures, learn important things that can help them to become better people. "While cultures may differ, people none the less share a common humanity." (B.Tomalin & S.Stempleski, 1993, p.3) It is also a vast amount of material for practising language skills as history contains lots of topics worth of discussion etc. And finally, it contains language as it is. The first and common aim of language is the communication. "It is a natural extension of this to challenge cultural and racial stereotypes, promote tolerance, and work to reduce conflict and inequality." (R.Sampedro & S.Hillyard, 2004, p.5)

8.2 Culture and its definitions

"Language is culture. Language is the soul of the country and people who speak it". (R.Tang, 1997) By this, R.Tang suggests that language is so interlinked with culture that one has to think in that language in order to really speak that language. (R.Tang, 1997)

According to A.Maley, the term *culture* was described in several different ways during time. Culture with a capital C had very good position in Classical-Humanist teaching models. Later on, culture started to be important aspect of communicational approaches. (A.Maley in B.Tomalin & S.Stempleski, 1993)

As B.Tomalin & S.Stempleski write, we can distinguish two approaches to culture. The first one, with big C, is connected mainly with "history, geography, institutions, literature, art, and music". (B.Tomalin & S.Stempleski, 1993, p. 6) The second one, with little c, is connected with "culturally-influenced beliefs and perceptions, especially as expressed through language, but also through cultural behaviours". (B.Tomalin & S.Stempleski, 1993, p. 6)

S.Gill & M.Čaňková also divide culture into two branches. They claim that the first one, big 'C', refers to "the art, music, and literature of a country or ethnic group". (S.Gill & M.Čaňková, 2002, p.1) And the second one, small 'c', is connected with "everyday culture" of people. It refers to our habits, school knowledge, eating habits, and daily routine. (S.Gill & M.Čaňková, 2002, p.1)

C.Kramsch describes another view of culture. She writes that culture has its historical roots. According to her, cultural ways "have sedimented in the memories of group members who have experienced them firsthand or merely heard about them, and who have passed them on in speech and writing". Then these ways were a kind of heritage inherited from one generation to other. (C.Kramsch, 1998, p. 7)

8.3 Culture teaching

"In the field of foreign language teaching, one aspect that occasionally emerges as a topic of discussion is the relationship between knowledge of a foreign language, and knowledge of the culture form which that language 'originated' ". (R.Tang, 1999) R.Tang claims that it is often a kind of bonus when teachers include cultural topics into their lessons. (R.Tang, 1999)

According to R.Sampedro & S.Hillyard, teaching culture is extension of the most common function of language which is to communicate. Culture awareness can taught learners to be more tolerant. (R.Sampedro & S.Hillyard, 2004) As B.Tomalin & S.Stempleski claim, when we live in a country, we are recipients of its culture. We can see it in everyday life, songs, pictures, customs, architecture etc. When we accept this culture, we become more confident to be and act there. In case of foreign language, we start to be more fluent. (B.Tomalin & S.Stempleski, 1993)

M.Lessard-Clouston suggests several goals of culture teaching. He writes that learners need to have knowledge about foreign language culture but they also need to have skills necessary for communication and right behaviour in foreign language culture. He also stresses the importance of understanding of foreign language culture in comparison with learners' cultural environment. (M.Lessard-Clouston, 1997)

B.Tomalin & S.Stempleski suggest several points important for successful culture teaching. They stress that culture should be taught through language. It should take place in each lesson, not only occasionally. Learners should acquire the socio-economic competence. Learners should be aware of their own culture and also the foreign culture. They should understand their similarities and differences. It should teach learners to be tolerant. (B.Tomalin & S.Stempleski, 1993)

As A.Mountford & N.Wadham-Smith write, when people learn different languages they also acquire different views of the world. "Thus, language education, ideally speaking, is a process of acculturation". (A.Mountford & N.Wadham-Smith, 2000, p. 82)

8.3.1 Teachers and culture

As B.Tomalin & S.Stempleski write, teachers can use a huge amount of materials. First of all, they can, and usually do, use course textbooks which contain information and exercises connected with culture. Apart from the textbook, there are video or audio cassettes, radio and TV broadcast, articles from famous newspapers or magazines. Last group of material consists of realia. It can be a ticket to museum or metro, replicas of famous statues, postcards, photographs, money etc. However, variety of materials is not enough. It is important how teachers use these materials and how they plan the lesson. The best way could be group or pair work, discussions and comparison with learners' culture. (B.Tomalin & S.Stempleski, 1993)

With reference to M.Lessard-Clouston, lessons containing cultural topics should be systematic and well planned such as lessons containing grammar teaching usually are. Moreover, learners need feedback. Evaluation of their cultural knowledge can be motivating. (M.Lessard-Clouston, 1999)

S.Gill & M.Čaňková suggest that teachers should bear in minds several important things when preparing culture lesson for their learners. These lessons should be appropriate to learners' age and level of English and they should cover learners' interest. Teachers also need to know what learners already know about a particular culture topic. (S.Gill & M.Čaňková, 2002)

8.3.2 Learners and culture

As R.Sampedro & S.Hillyard write, teaching culture should teach learners to think in a critical and creative way. Culture as it is brings a vast amount of situations, products etc. on which people react. Using critical thinking means to be able to analyse these situations, explain them, evaluate them and react

on them. Learners should develop such qualities which will allow them to think critically. Learners should be open to different opinions, judge them objectively and systematically. They should be able to verify the truth. Then they should develop creative thinking as well. (R.Sampedro & S.Hillyard, 2004)

With reference to S.Gill & M.Čaňková, learners need to understand the culture which is typical for countries where English is spoken. When they are familiar with its customs, lifestyle of people, their history etc. they are likely to understand why native speakers "communicate in the way they do". (S.Gill & M.Čaňková, 2002, p. 1)

8.3.3 Problems with teaching culture

As S.Gill & M.Čaňková write, there is the tendency to consider our own culture as the one which is normal and the other cultures as those which can be seen as funny or abnormal. By presenting the foreign culture to learners, teachers should teach them that our opinions, beliefs and lifestyle is not the only one possible. Learners should learn to be more tolerant and do not consider foreign cultures as something out of norm. (S.Gill & M.Čaňková, 2002)

A.Mountford & N.Wadham-Smith also emphasise the problem of regarding English purely as *lingua franca*. Teachers might feel under the pressure to teach children to communicate with speakers of other languages. Then, culture might be seen as not so important. (A.Mountford & N.Wadham-Smith 2000) A.Pulverness also stresses that foreign language teachers have to consider English as *lingua franca* which "creates an implicit pressure on

materials writers and teachers to base their practise on a model of language as a pure, value-free code". (A.Pulverness, 1999, p. 100)

PRACTICAL PART

9. Aims of the research

In the practical part of my diploma project I focused on the situation connected with the usage of the computer technology in several Czech schools. The aim was to find out whether and how language teachers use computers in their lesson. I wanted to find out whether teachers consider computers as a tool for practising English or whether they use computers in other creative ways. I also focused on learners and their relationship toward computers. I wanted to find out how often they use computers in and out of school an also for which purposes.

The research is also focused on teaching history. The aim was to find out whether history is included in ELT. I taught several lessons incorporating the computer technology and history teaching to find out whether computers can offer valuable way of teaching past events.

10. Questionnaire evaluation

Computer technology is nowadays widely used in various spheres of live. It is also used in education. These questionnaires were conducted to find out how several Czech schools use computers in ELT and if this technology is used also for teaching history of English speaking countries. Both questionnaires, for teachers and for learners, are divided into two sub-topics into Part A and Part B. Part A is created to find out who, how, when, how often and for what they use computers in ELT. Part B is connected with history in more details. It is designed to find out the answers on questions connected with culture. Questionnaire for teachers is in Appendix 1 (in Czech) and Appendix 2 (in English). Questionnaire for learners is in Appendix 3 (in Czech) and Appendix 4 (in English).

Questionnaires were set into majority of basic schools in Prostějov (ZŠ a RG města Prostějova, ZŠ a MŠ Melantrichova, ZŠ Sídliště Svobody, ZŠ a MŠ Palacká, ZŠ a MŠ Rejskova), into basic schools in villages Brodek u Prostějova and Čelechovice na Hané and into one basic school in Valašské Meziříčí (ZŠ Vyhlídka – only for teachers) I evaluated 356 pieces of questionnaire for learners and 25 pieces of questionnaire for teachers.

10.1 Questionnaire for teachers

Questionnaire for teachers was focused on the two basic topics: the usage of computers in schools and teaching British and American history. I evaluate 25 questionnaires as some teachers were not willing to fill in it, some teachers were ill. Smaller schools have only two teachers to teach English in all classes (4-9). Teachers' age ranged from 23 to 50 years.

10.1.1. Part A

All the graphs are included in Appendix 5, Figures 19-33.

Question n.1: Do you use PC in your English lessons?

Many teachers (28%) do not have computers in their language classroom. Those who have computers in the classroom use them according to situation (32%). Only 16 % of teachers said that they use computers often and 12% said that they use computers rarely or sometimes. 4% of teachers prefer other methods. None of teachers said that they cannot use PC and none of teachers chose the possibility that they sometimes do not use computers.

Question n.2: Who does use PC in your English lessons?

Majority of teachers (44%) said that computers are used by them and also by pupils. The possibilities of using computers only by pupils and sometimes by teachers, sometimes by pupils are equal (16%). Only 4 % of teachers said that computers are used only by them.

Question n.3: Do you yourself prepare any activities with PC?

52% of the teachers said that they do not prepare computer activities for pupils. Their reasons were mostly lack of time and lack of computers. Some also said that they do not master using of computers. Only 4% use computers for preparing activities often. 44% of teachers prepare computer-based activities only sometimes.

Question n.4: For which activities do you use PC?

80% of teachers use computers for revising and practising. 60% of teachers use computers for downloading ready-made materials. Teachers also use computers for writing lesson plans (36%) and worksheets (48%). 20% use

computers for preparing for history teaching, 28% for presenting background studies and 8% for presenting past events. Other common activities included preparing short tests, chat in English and preparing anagrams (16%). Only 4% of teachers use computers for presenting grammar. None of teachers said that they do not use computers at all.

Question n.5: How often do you use PC in your English lessons?

Majority of teachers (36%) use computers once a month. Other possibilities were also chosen except one – each lesson. 16% of teachers do not use computers in their lessons at all. 8% of teachers use computers once in two weeks. 12% use computers once a week. 4% use computers twice a week. Some teachers (20%) said that they use computers rather sporadically, according to need, tasks and projects. Some said they use computers just twice a half year. 16% do not use computers at all.

Question n.6: Is there a computer room in your school that you can use for English lessons?

Majority (80%) of teachers can use the computer room. Only 20% do not have this possibility.

If so, how often do you work there?

In majority of cases (44%) there is no regularity in using computer rooms. Teachers said that they use the computer room mainly according to need, topic and when it is free. 20% said that they use the computer room once a week and 20% use the computer room once a month. 8% use the computer room twice a week and 8% use the computer room once in two weeks.

Question n.7: How much time do you spend by working with computers in your English lessons?

When there is a possibility to use the computer room, teachers usually tend to spend there whole lesson (48%). This might be caused by the fact mentioned in previous question, the computer room is free so it is the chance to use it whole lesson. Again, those who use it differently (4%) put emphasis on the topic of the lesson. 12% use the computer room for 20 minutes and 20% for 30 minutes. None of teachers spend there 10 minutes.

Question n.8: Which advantages do you see in using computers in English lessons?

Teachers found the advantages of using computers mainly in its motivating factor (76%) and its ability to provide individual work (80%). 44% mentioned higher effectiveness of the work, 20% mentioned better lesson management, 16% mentioned saving time and 8% mentioned rest for teachers. Then teachers also mentioned objective assessment of tests taken on PC (4%).

Question n.9: Which disadvantages do you see in using computers in English lessons?

Teachers mostly found its disadvantages in the loss of teacher-pupil contact (44%) but also in cheating (36%), using incorrect information (28%), time (28%) and doing other activities (28%). 16% mentioned indiscipline and 20% mentioned doing errors. However, 8% said that there are no disadvantages.

10.1.2 Part B

Question n.10: Which elements from British and American past do you teach?

It seems that the most frequent topics are lifestyle (92%), festivals (80%), important personalities (48%) and events (60%). Writers seem to be rather occasional topic (32%). Some teachers said that they do not include anything from cultural studies into their lessons as they teach in 6th grades (4%).

Question n.11: How much time do you spend by speaking about British and American past in your English lessons?

Majority of teachers (56%) does not include this topic into their lessons regularly. Sometimes they have whole lesson for this topic, sometimes just few minutes according to age of their pupils. They include past events into the lessons according to topic and what they are currently doing in grammar. 24% of teachers spend whole lesson by speaking about past events. 12% spend by speaking about past events 20 minutes and 12% spend by past events 10 minutes. None of teachers spend by speaking about past events 30 minutes.

Question n.12: How do you present topics from British and American past?

Majority of teachers present past events verbally (84%), they also often use textbook (68%) and projects (52%). Among other ways (16%) of presenting past events they mentioned working sheets, DVD, literature, searching the Web and also nothing. Only 12% of teacher use computer presentation. 24% of teachers present past events by game-like activities.

Question n.13: Are your pupils interested in British and American past?

Teachers mostly think that their pupils are interested in past events (56%). Numbers of teachers who does not think so (24%) and those who do not know (20%) are more or less the same.

Question n.14: Why do you think it is important to teach British and American past in English lessons?

Nearly all teachers (92%) agreed that past events are important because they can teach pupils something more about the culture of English speaking countries. They also agreed that it is important as it supports cross-curricular relations (68%). 52% of teachers mentioned that pupils have wider knowledge about the world. Only 16% of teachers mentioned that pupils can learn something from the past events. In other reasons they also mentioned motivation (12%).

10.1.3 Conclusion

Many teachers consider using computers and teaching past events as important and valuable. However, not all of them use these two elements in their English lessons. Some of them lack technical equipment or possibility to use it. Some of them mention that time is against them. Computers serve usually as a means of revising and practising pupils' knowledge, not as a source of another information or as a tool for children.

In the case of past events, teachers pay attention to the most common elements of culture, such as lifestyle and festivals. Even if they say that their pupils are mostly interested in history, they do not include this element into their lessons so often. Teachers see its advantages and what this can offer to

pupils but say that they do not have time. They pay attention to language structures as they feel that this is what children need practice in. This might be connected with the language as *lingua franca* mentioned in 8.3.3.

10.2 Questionnaire for learners

Altogether I collected 356 questionnaires from learners. Figure 21 shows proportional rate of classes involved in research. In all school where I conducted the research, the deputy headmaster decided which classes will fill in the questionnaires.

At the beginning, pupils were supposed to fill in their school, age and class. I decided to evaluate the questionnaire according to category of class as it can show how work with computers and speaking about historical events change from lower to higher classes. For total results in all classes together see Appendix 5.

Figure 6: Graph describing the number of pupils in particular classes.
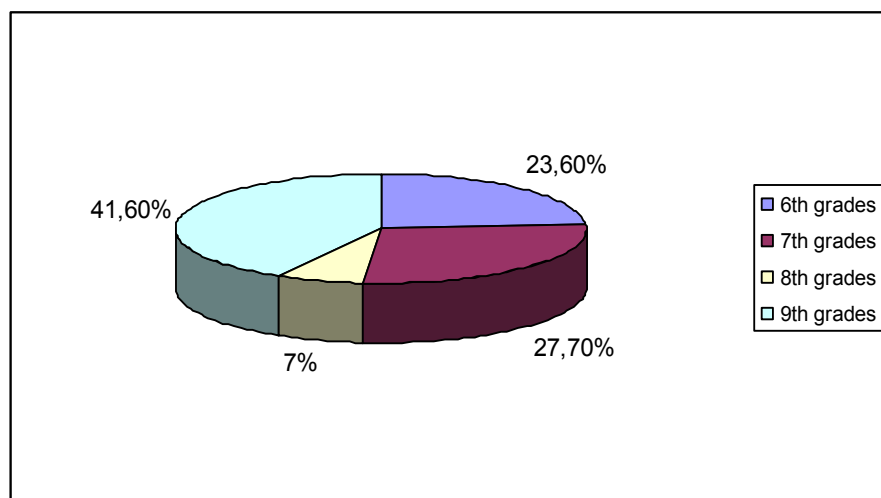
10.2.1 Part A

Question n.1: How long have you been studying English?

Figure 7: Graph describing how long have children been studying English
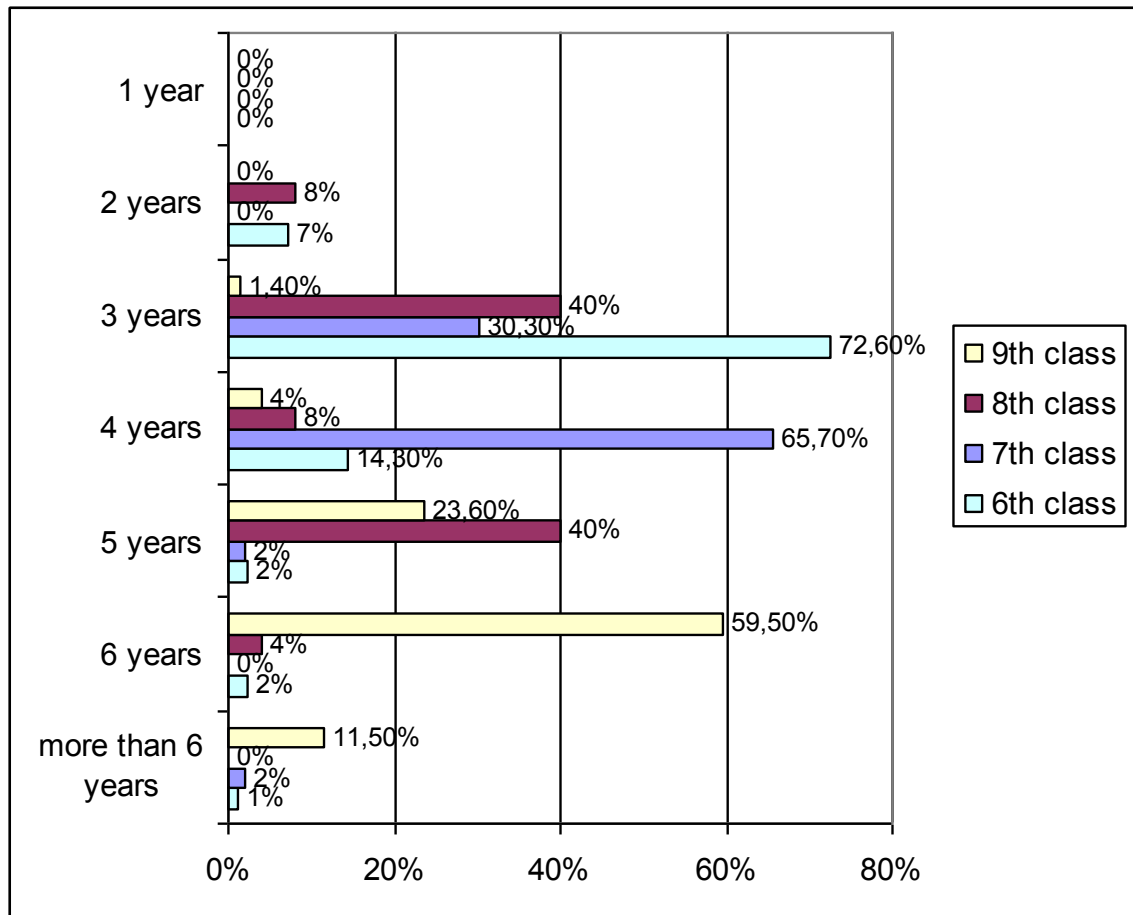
As it is clear from the graph, most of the children have been studying English for three, four and six years. Some children have been studying English longer. This differs probably according to school and pupil's interest in English language. Some children have been studying English for 7, 8, 9, 10, or even 12 years.

Question n.2: How often do you work in the computer room in your English lessons?

Figure 8: Graph describing the frequency of using the computer room
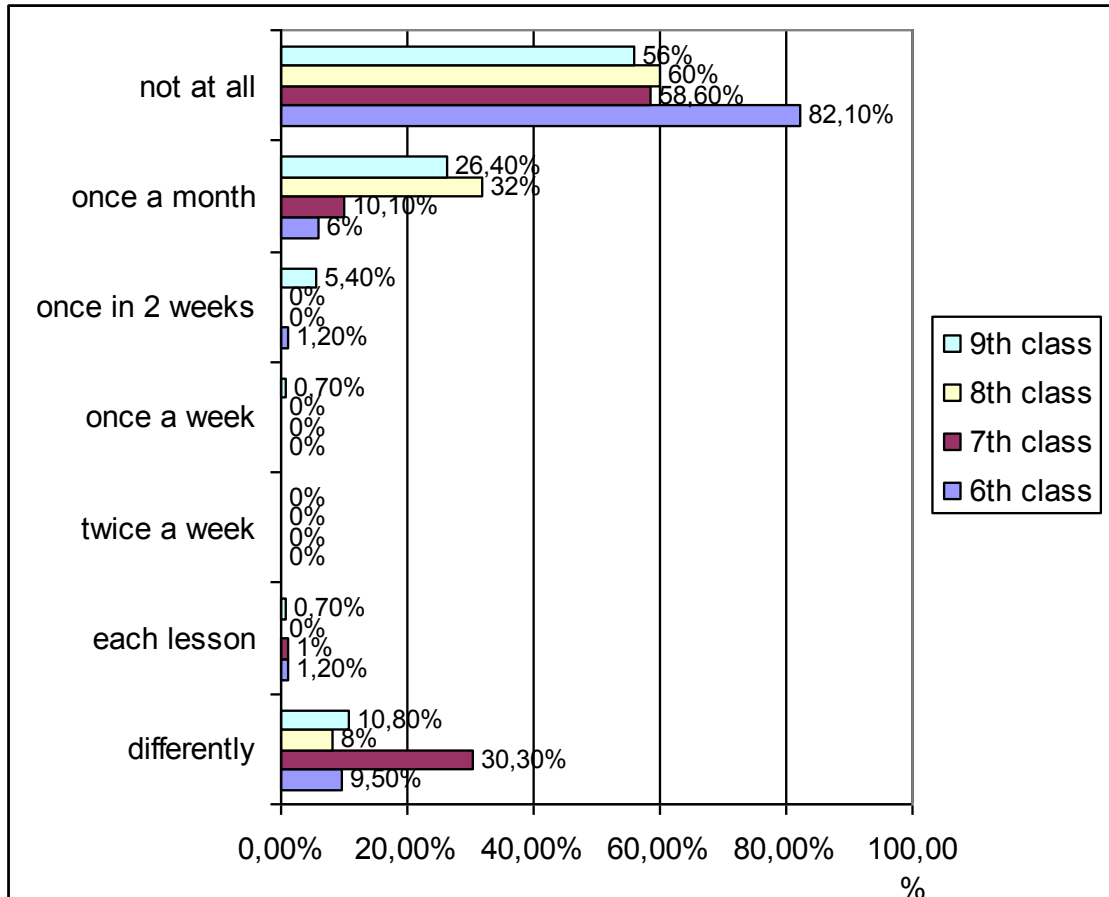
In all classes, majority of pupils does not work in the computer room at all. Some pupils said that they use computer room once a month. The situation in all classes quite similar and does not suggest that computers are used more in particular grades.

Question n.3: For which activities do you use the computer room in your English lessons?

Figure 9: Graph describing the variety of computer-based activities done in the computer room
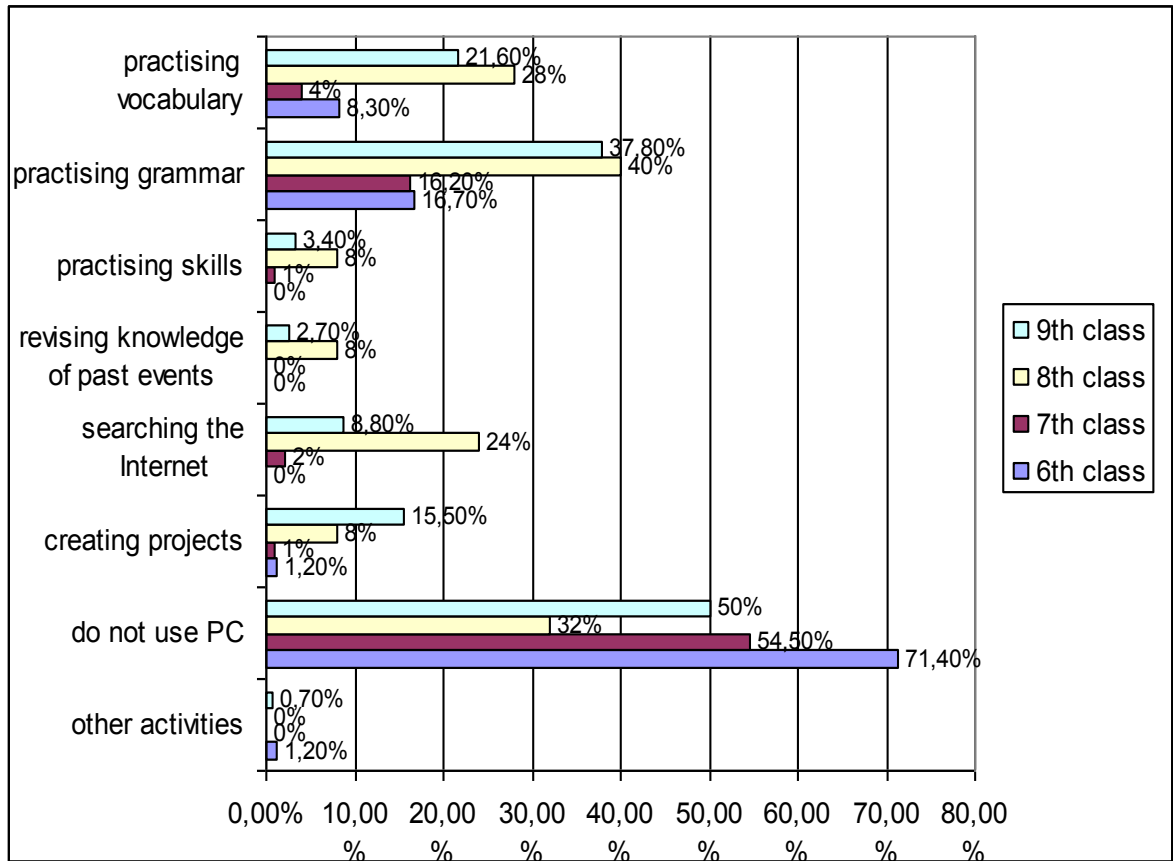
Figure 9 shows that situation in various classes similar. Pupils mostly do not use computers and if they do, they practise grammar and vocabulary. They do not use computers in more creative ways.

Question n.4: For which activities does your teacher use PC in your English lessons?

Figure 10: Graph describing the variety of computer-based activities done by teachers in English lessons
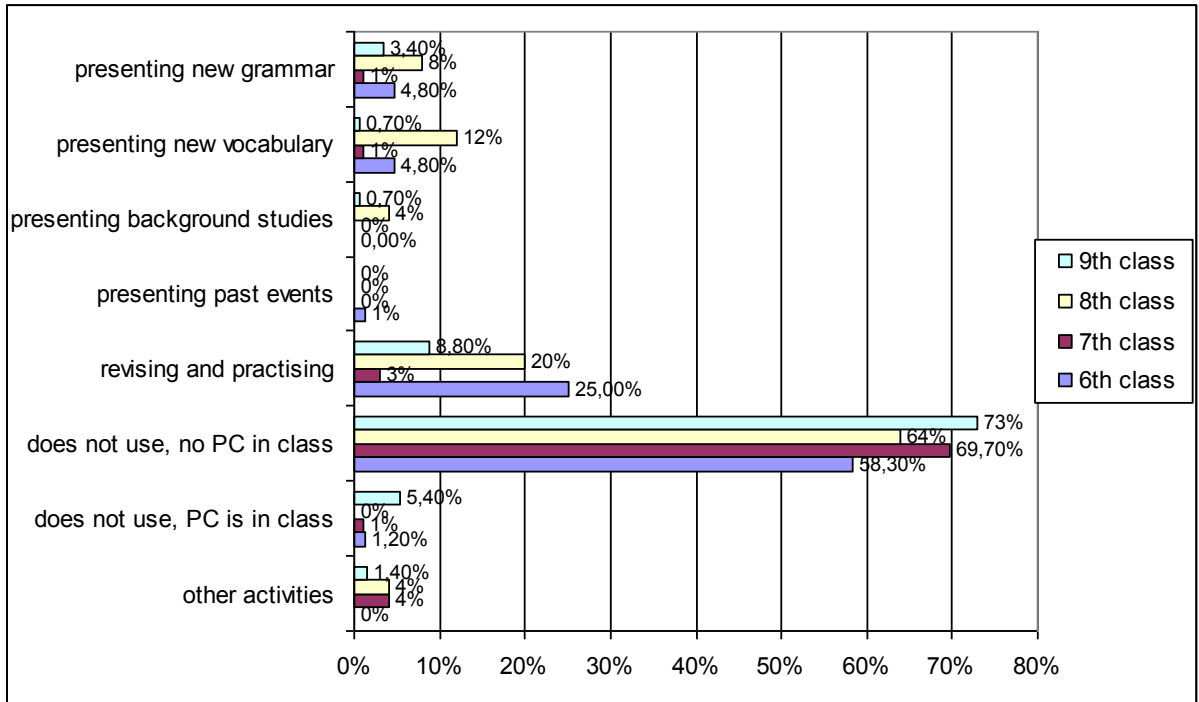
It seems that in all grades teachers do not use computers for ELT. If they do, they usually use computers as knower-of-the-right-answer as they use them for revising and practising. The situation is again very similar in all classes apart from the possibility of 'revising and practising' where 7th classes do not use computer for this activity.

Question n.5: Do you present your projects in your English lessons by using PC?

Figure 11: Graph describing whether pupils present their works by using PC
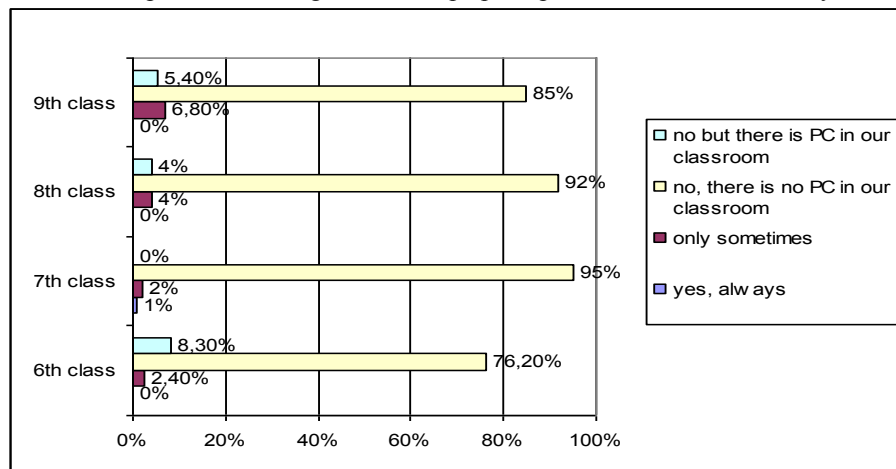
As it is clear from the graph, nearly all learners do not present their works by using computer as there are no in the classrooms. The situation is the same in all classes so this might suggest that computers are not used in particular classes often than in another.

Question n.6: Where do you work on PC out of school?

Figure 12: Graph describing where children work on PC
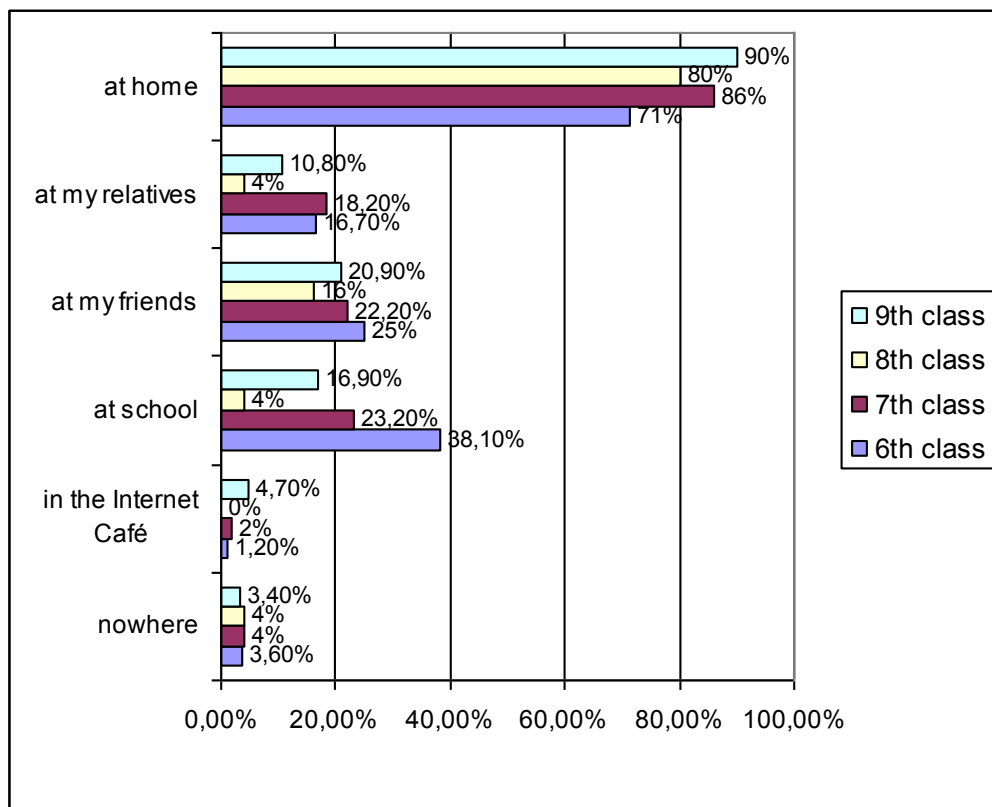
Figure 12 suggests that majority of pupils have the possibility to use PC at home, some of them use computers also in school, at their friends and relatives. Other possibilities were not so frequent. Only few learners said that they do not work on PC at all.

What is the purpose of your work with PC?

Figure 13: Graph describing what is the purpose of pupils' work on PC
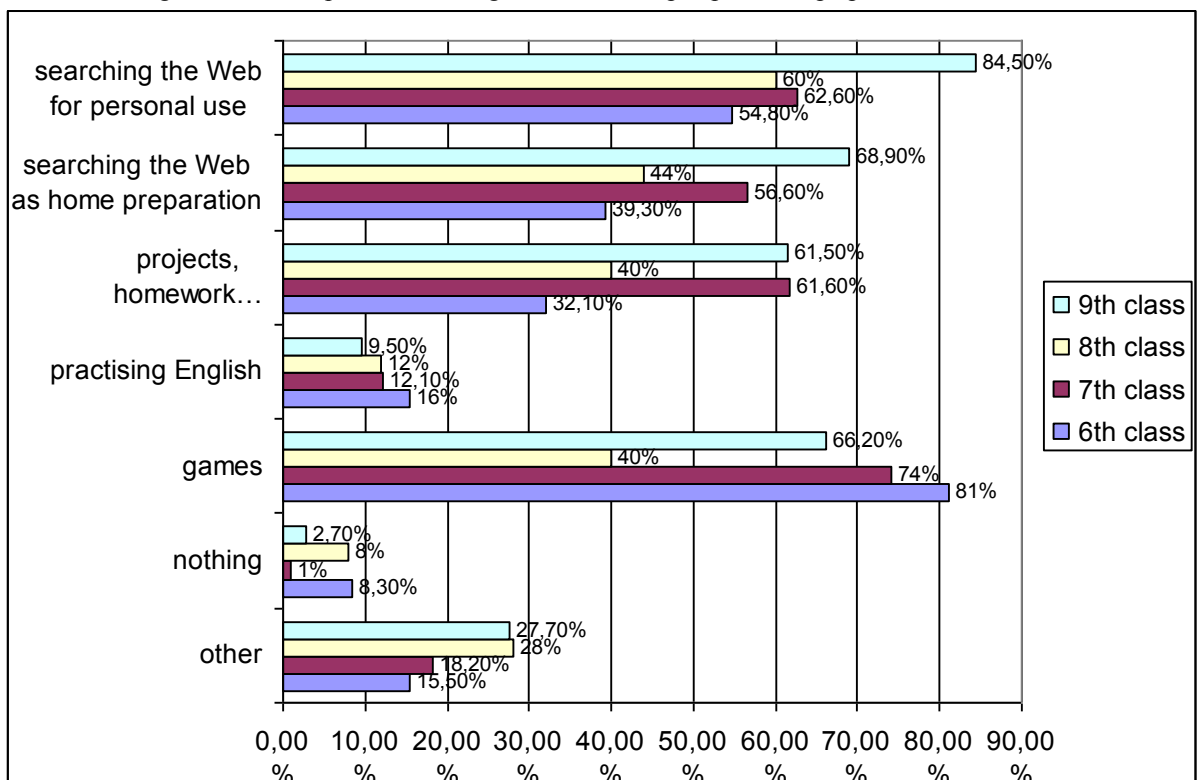
Children mostly use computers for games and searching on the Web. However, they also use computers for their school preparation, practising and revising. Some learners said that they do not use computers at all. Learners also mentioned other possibilities such as chat on ICQ or SKYPE, e-mail, programming and film and music downloading.

Question n.7: Do you work in the computer room also in other school subjects?

Figure 14: Graph describing whether computers are used in other school subjects
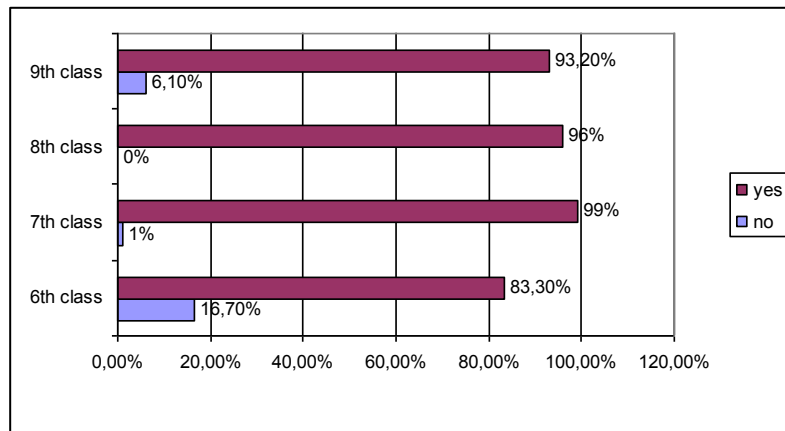
Majority of learners use computers also in other subjects. They mostly mentioned informatics, math, physics, Czech language, civics and art. However they also mentioned that they use computers when a supply teacher teaches them.

10.2.2 Part B

Question n.8: Are you interested in British and American past?

Figure 15: Graph describing whether pupils are interested in past events
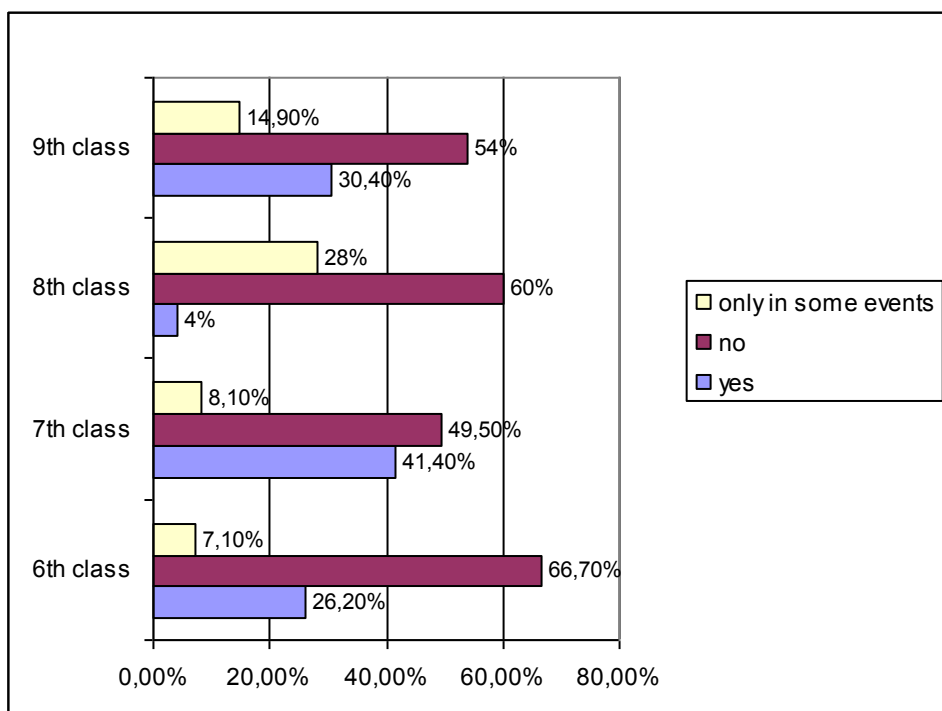
According to the graph, majority of pupils are not interested in history. Among pupils from 6th classes there is the highest number of learners who are not interested in past events. This is connected with the founding from teachers questionnaire where teachers said that they do not teach history in 6th classes. However, majority of teachers thought that their pupils are interested in history. This shows exact opposite.

Question n.9: What from British and American past do you talk about in your English lessons?

Figure 16: Graph describing which topics from British and American past are included in ELT
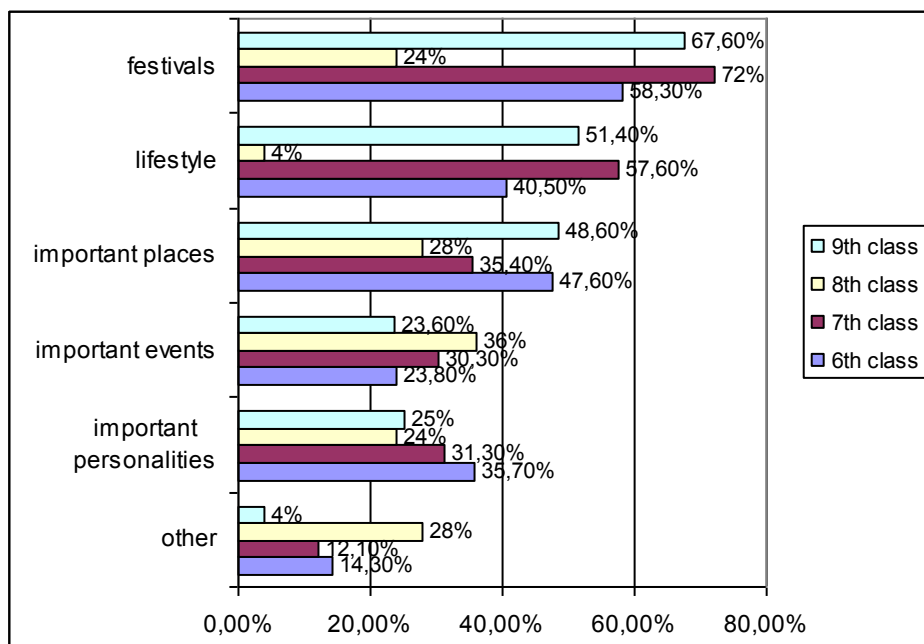
It seems that children are mostly presented information about festivals, lifestyle and important places. This is similar to what teachers said. Speaking about important events and personalities is not very frequent.

Question n.10: Do you know any important events or personalities from British and American past?

Figure 17: Graph showing the proportional number of pupils who know some important events or personalities form British and American past
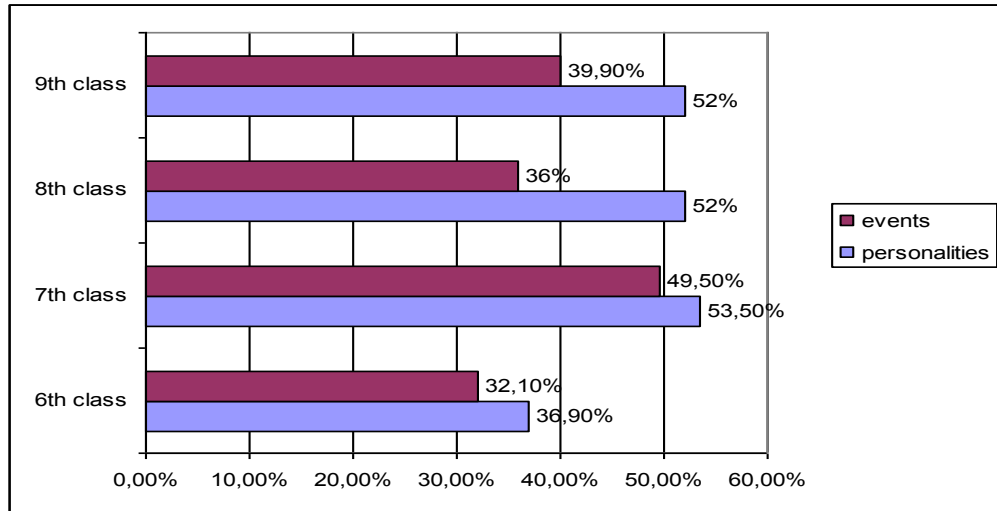

Figure 17 suggests that lots of learners know some historical personalities and events. It is interesting that more pupils from 7th classes know a lot. Pupils from 9th classes, who should know a little more, know less from the events. Pupils mentioned mostly American Presidents, such as George Washington, Abraham Lincoln, and J.F.Kennedy. They also mentioned Queen Victoria, Queen Elizabeth I, Henry VIII, Christopher Columbus, Robin Hood, King Arthur, Thomas Jefferson, and Beatles, Freddie Mercury and other famous singers and actors. Majority of them mentioned 11th September 2001, WWII, War in Vietnam, Cold War, American Revolution and Civil War.

Question n.11: Do you think it is important to know important personalities and events from British and American past?

Figure 18: Graph describing pupils' opinions on importance of learning past events
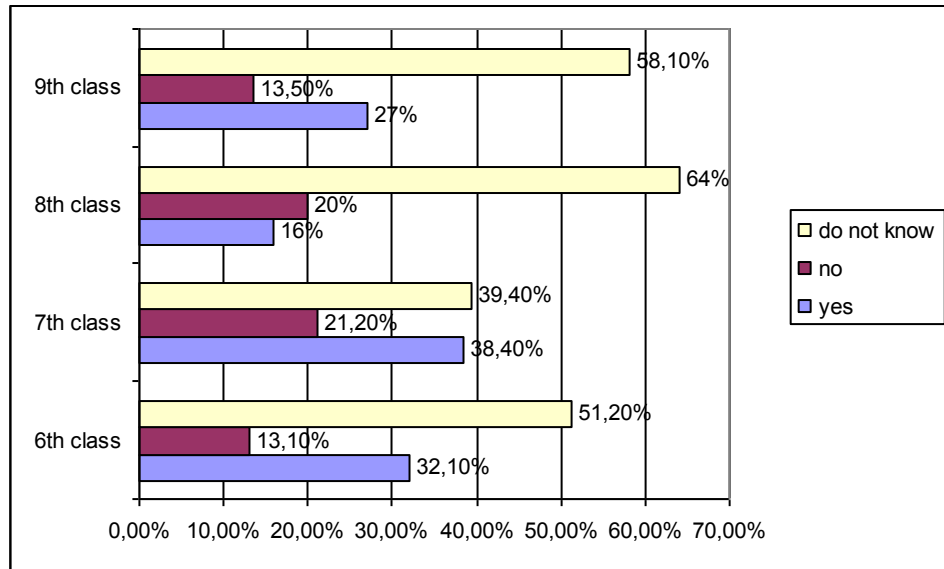
It is clear that most of the pupils are not sure whether learning of historical events is important. However, those who answered that it is, said that they would might need it in the future. They also said that it belongs to basic education of people. Those who said that it is not important gave these reasons – they are from the Czech Republic so why to learn foreign past, it is for nothing, they will not need it.

10.2.3 Conclusion

The research showed that majority of pupils does not use computers in their English lessons. Their teachers do not often prepare interesting activities. Instead, they practise already known structures on computers. Children use computers for their own purposes very often. Computers have their place also in other school subjects.

History is not very favourite subject among learners; it does not matter from which class they are. They are not sure about its benefits. However, they

proved good knowledge of several events and personalities which might be caused by lessons of history rather then speaking about past events in English lessons.

11. Experimental lessons

In my experimental lessons I wanted to find out different way of teaching culture and history. As it is clear from the results of questionnaires, these topics are not very frequent. Teachers pay attention more to language structures. However, using computers for teaching history of English speaking countries can offer another approach to language structure. I wanted to find out if there is a way that would put together grammar and culture in one lesson. In so doing I drew inspiration from the literature connected with CALL and culture teaching, mainly from S.Gill & M.Čaňková, 2002 and S.Brendlová, 1996.

I had my lessons connected with computers and history at ZŠ Sídliště Svobody Prostějov. I taught two same lessons in two different 8th classes and one lesson in 9th class. The lessons were based on teaching past events by using computer technology. I used Power Point presentation and Hot Potatoes to teach pupils several interesting events and personalities form British and American past. Both lessons were designed to practise past tenses, reading, writing and speaking skills as well as vocabulary work.

11.1 A lesson based on Power Point presentation

I taught this lesson in two different classes which gave me the possibility to compare the work of different pupils and also to do small changes when something did not work in the first lesson. Lesson was planned to focus on practising past tenses through reading, speaking and writing. This was presented through tasks connected with early American history. The aim of the lesson was to motivate pupils to work with information, work with text and discuss the topic.

Learners work with computers in English lessons quite regularly. Teachers have timetable for using computer room which is free only for various subjects except informatics. This subject is taught in a newer computer room. However, pupils use computers mainly for practising. Lesson which I prepared should show children that computers can be used in more creative way.

11.1.1 Stages of the lesson

This lesson consisted of seven stages which were interlinked. These were greeting, slide show, brainstorming, reading, quiz, pair work and feedback. After greeting which was introductory stage, I presented pupils several pictures from my Power Point presentation. Children were supposed to guess what was in the pictures. Then they should find out what all pictures had in common. Once they knew they could guess the topic of the lesson.

When pupils found out that we were going to speak about the USA I asked them to work in small groups and think about what they know about the USA. After few minutes we did brainstorming. Children said their answers and I wrote them on the board so that pupils could see how much they knew. Then I told them that we will read about the very beginning of the USA.

Next task was reading. Children could read the article about discovering America and first colonies from the screen. However, as it was mentioned in 4.3.1, to give children the possibility to read the article more comfortably, I gave them handouts with printed article and questions which should follow. I read the article once before children read it themselves. After they read it they were supposed to answer the questions based on the article. During these

activities children could use dictionaries available on the Internet to find out unknown words.

After we checked the quiz I wanted the pupils to work in pairs. They should imagine that they live in past and that they are going to discover new places in the world to establish new colonies/countries. Pupils were supposed to write about their new colonies into the MS Word documents. Again, they could also use the Internet to search for pictures etc. This activity was based on free and guided writing mentioned in 4.3.2. Those who felt confident could write about their colonies on their own. Those who needed help could use a set of questions which should have told them what they were supposed to write. At the end of the lesson, children were asked to evaluate the lesson.

11.1.2 Evaluation of the lesson

In both classes children were motivated; they enjoyed the work with computers and were willing to do the tasks. At the beginning, when children got to know what is the topic of the lesson they seemed to be unhappy. However, once they started to do the tasks based on computer work they got involved into the activities.

There were two problems in the first lesson. As technology is just technology I had to improvise from the very beginning. Data projector was off work. Therefore I presented the pictures on one computer with bigger screen. Children stood around me and looked at pictures. It was not as bad as children were nice and they cooperated with me. The second problem was connected with reading. It took more time than I originally wanted and some children then felt under the pressure to finish the pair work at time even if I

told them that this is not the aim. Some boys also pay attention to online games when I spoke with some pairs.

The second class seemed to know more. I felt that they were much more motivated by the computer work. Some boys create their web pages and so they worked more quickly with the Internet. They stored all their writings in order to present them next year when the school will have open doors day. This will be nice follow-up similar to the one mentioned in chapter 4.3.2.4 dealing with authoring.

Both lessons were nice. Some tasks took more time so it suggests that the article could be shorter or it could be done in a different way. It was good to have all materials used in the lesson also in printed versions as the technology did not work. I put several pupils' works into the appendix 8.

Children evaluated the lesson mostly positively. They wrote that they liked it because it was something different and funny. Some of them also wrote that it was informative and very creative, unusual and congenial.

11.2 Hot Potatoes lesson

I taught this lesson in 9th class. This lesson was also based on computer work; however, learners did not work with computers in a creative way. Instead they used Hot Potatoes exercises to practise and revise the knowledge which they acquire in previous activity.

The aim of the lesson was to present ten famous personalities from British and American past. They could work with information, vocabulary and language structures connected with past tenses. Learners also practised their writing and speaking skills.

11.2.1. Stages of the lesson

This lesson could be divided rather into two parts. In the first part children did not work with computers at all whereas in the second one they did. After greeting and introducing the topic of the lesson, I asked learners how many famous and important personalities from the past and present they know. Whole class should take part in this brainstorming. Learners wrote the names of personalities on the board.

In next task, learners were supposed to create riddles in pairs or groups of three pupils. I gave each pair a piece of paper with some information about a particular personality with the name in the brackets. They were supposed to create at least four sentences about their personality and read them to the rest of learners who should guess the name. I chose very known personalities from the British and American past to be sure that majority of pupils have already heard about them. We did the first personality (Christopher Columbus) together as a model for their work. Children could use dictionaries to look up unknown words.

After this activity learners should do Hot Potatoes exercises. I introduced Hot Potatoes, explain how it work and then learners worked individually. If they needed help they could of course asked. At the end of the lesson I asked them to evaluate that special lesson.

11.2.2 Evaluation of the lesson

This lesson was taken in two rooms. The firs part was taken in the language classroom where learners could sit on the carpet and prepare their riddles. They had enough space around them and could use dictionaries which were available in the cupboard. For the second part of the lesson, we went to

the computer room which is right next to the language classroom. This was good as children did not have to go to another part of building. It saved time. It was very good to do the first part in classic classroom because the arrangement in the computer room, which is showed in Figure 4 in 6.1, did not allow children to cooperate and did not offer free space for dictionaries and writing on papers.

I did not face the technical problems as I did in previous two lessons. Learners could work independently or a pair could use one PC. However, these learners were not as motivated as the previous. It was obvious that they are in 9th class, looking forward to holiday, wanting to leave basic school. Moreover, some of them were disappointed by the fact that they have to do something in the lessons three weeks before summer holiday. I had to deal with indiscipline and often asked children to stop playing the games. However, lots of learners liked Hot Potatoes exercises and stayed also during the break.

Some learners evaluated the lesson as good. They wrote that it was not boring and that it was more entertaining. They appreciate the computer work; they felt that it is more entertaining than the work in the classroom. They also wrote that Hot Potatoes software is far better than the software they usually use. Some learners considered the lesson more entertaining but added that this was not according to their nature. They also appreciated the riddles.

12. Conclusion

This project should find out possibilities of usage of the computer technology in ELT, mainly in history teaching. The aim was to prepare lessons or their parts that will contain elements of history and computer-based activities. The aim was also to provide other way of teaching and preparing for lessons.

As history is not very famous among young learners it is important to present it in a pleasant way which will be creative, entertaining and not boring. I did not want learners to gain encyclopaedic knowledge which they will sooner or later forget. Instead, the aim was to arouse the natural curiosity of pupils to discover new information in a creative way so that they could work with them, analyse and evaluate them and finally make their own opinions on them.

Computer technology proved to play important role in the lives of pupils and this could be important factor of pupils' motivation to work. The lessons I have prepared for learners showed that pupils usually enjoy the work with computers. They welcomed it as a congenial change and take it as a good way of language learning. Those who already use computers in their lesson use them mostly for revising and practising which does not offer creative involvement. When children were writing about their colonies in MS Word they liked it as they could use vocabularies available on the Internet, did not have to rewrite words and cross them and could try to insert several different words into their writings. While writing on papers can be demotivating, computers proved to offer better way of practising writing skills.

The research also proved that programs for practising and revising can be enjoyable when they are used in more variable ways. Using one program in

majority of lessons was mostly considered to be boring. Pupils did these exercises because they had to a not because they wanted to. When they worked with Hot Potatoes exercises they did the same practising and revising but in a very different way. Hot Potatoes exercises were evaluated very positively. Learners did them as a follow-up activity which should revise what has been done in the lesson. However, it was taken more as a funny activity than real revising.

This is not to say that there are only positive aspects of using CALL. From my own experience I know that technology does not work each time for 100 per cent. However, when teachers have substitute activities that can be done, computer-based lesson can be done later. Teachers also may welcome another aspect of using computers and that is time saving. Power Point presentations as well as Hot Potatoes exercises do not take long time to prepare. Moreover, once teachers have several exercises or presentations, they can store them and use them later on again. Computers also showed that they offer the possibility of doing tasks for real purposes. Once learners create something they can present it to their mates, put it on their web pages or create a booklet. This is what I wanted to do with learners' works; however I did not have the possibility to do this. This would be a good idea for my next work.

To conclude, this research showed that the computer technology can be used for history teaching in a variety of ways, bringing a lot of advantages for pupils as well as for teachers. Of course, there are disadvantages such as indiscipline or using inappropriate information from the Web. However, as both questionnaires showed, teachers as well as pupils see mostly advantages.

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APPENDICES

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Appendix 1: Questionnaire for teachers (in Czech language)

DOTAZNÍK PRO UČITELE
Počítače a historie ve výuce AJ
(diplomová práce – Hana Václavíková)

Škola:
Věk:

<u>ČÁST A</u>

1) Používáte počítač při výuce AJ?
- ◘ ne, nemám počítač ve třídě k dispozici
- ◘ ne, preferuji jiné metody
- ◘ ne, neumím s počítačem pracovat
- ◘ ano, často
- ◘ zřídka
- ◘ podle situace
- ◘ někdy ano
- ◘ někdy ne

2) Kdo používá počítač ve výuce AJ?
- ◘ jen já
- ◘ já i žáci
- ◘ jen žáci
- ◘ někdy já, někdy žáci

3) Připravujete Vy nějaké aktivity s počítačem (např. Power Point prezentace)?
- ◘ ano, často
- ◘ jen občas
- ◘ ne. Proč?..

4) Pro které účely používáte počítač v rámci AJ? (Zaškrtněte všechny odpovědi, které pro Vás platí.)
- ◘ nepoužívám vůbec
- ◘ příprava na hodinu (lesson plan)
- ◘ příprava pracovních listů
- ◘ příprava na výuku angloamerické minulosti
- ◘ získávání hotových výukových materiálů z Internetu
- ◘ prezentace nového učiva
- ◘ prezentace reálií
- ◘ prezentace angloamerické historie
- ◘ opakování a procvičování
- ◘ jiné. Vypište…………………………………………………………………………

5) Jak často používáte počítač v hodinách AJ?
- ◘ vůbec
- ◘ jednou za měsíc
- ◘ jednou za dva týdny
- ◘ jednou za týden
- ◘ dvakrát za týden
- ◘ každou hodinu

◘ jinak. Upřesněte…………………………………………………………………………

6) Je ve vaší škole počítačová učebna, kterou můžete využívat pro výuku AJ?
◘ ano
◘ počítačová učebna je, ale nemáme možnost ji využívat pro výuku AJ
◘ škola nemá počítačovou učebnu
◘ v učebně AJ máme k dispozici několik počítačů. Počet………………..

Pokud ano, jak často se dostanete se třídou do učebny?
◘ jednou týdně
◘ dvakrát týdně
◘ jednou za 14 dní
◘ jednou za měsíc
◘ jinak. Upřesněte………………………………………………………………….

7) Kolik času v hodině věnujete aktivitám s počítačem (žáci v počítačové učebně i učitel ve třídě s počítačem)?
◘ celou hodinu
◘ 30 min.
◘ 20 min.
◘ 10 min.
◘ jinak. Upřesněte………………………………………………………………….

8) Jaké vidíte výhody v používání počítačů ve výuce AJ? (Zaškrtněte všechny odpovědi, které pro Vás platí.)
◘ úspora času v hodině
◘ efektivnost práce
◘ individuální práce
◘ větší motivace žáků
◘ lepší rozložení aktivity žáků a učitele
◘ odpočinek pro učitele (např. hlasivkám)
◘ jiné. Vypište.
……………………………………………………………………………………………

9) Jaké vidíte nevýhody v používání počítačů ve výuce AJ? (Zaškrtněte všechny odpovědi, které pro Vás platí.)
◘ časově náročné na přípravu
◘ žáci se věnují jiné činnosti
◘ nekázeň
◘ může chybět kontakt žák-učitel
◘ nebezpečí práce s chybnými údaji získanými z Internetu
◘ vznik chyb, které nejsou opraveny
◘ podvádění
◘ jiné. Vypište.
……………………………………………………………………………………………

ČÁST B

10) Jaké prvky z angloamerické minulosti učíte? (Zaškrtněte všechny odpovědi, které pro Vás platí.)
◘ významné osobnosti

◘ významné události
◘ svátky a jejich původ
◘ literární představitele
◘ životní styl
◘ jiné. Vypište.

……………………………………………………………………………………………………

11) Kolik času v hodině AJ věnujete angloamerické minulosti?
◘ celou hodinu
◘ 30 min.
◘ 20 min.
◘ 10 min.
◘ jinak. Upřesněte……………………………………………………………………………

12) Jak prezentujete témata z angloamerické minulosti? (Zaškrtněte všechny odpovědi, které pro Vás platí.)
◘ používám učebnici
◘ počítačová prezentace
◘ ústní podání
◘ formou projektů
◘ formou her
◘ jiné. Vypište.

…………………………………………………………………………………………………..

13) Zajímá Vaše žáky angloamerická minulost?
◘ ano
◘ ne
◘ nevím

14) Proč je důležité se v hodinách AJ věnovat angloamerické minulosti? (Zaškrtněte všechny odpovědi, které pro Vás platí.)
◘ žáci mají větší přehled o dění ve světě a vidí souvislosti
◘ žáci poznávají také kulturu zemí, kde se mluví anglicky
◘ žáci se mohou poučit z minulých událostí
◘ podpora mezipředmětových vztahů
◘ jiné důvody. Vypište.

……………………………………………………………………………………………………

Appendix 2: Questionnaire for teachers (in English language)

QUESTIONNAIRE FOR TEACHERS
Computers and past events in English lessons
(Diploma project – Hana Václavíková)

School:
Age:

PART A

1) Do you use PC in your English lessons?

◘ no, there is no PC in my classroom
◘ no, I prefer other methods
◘ no, I cannot work with PC
◘ yes, often
◘ rarely
◘ according to situation
◘ sometimes I do
◘ sometimes not

2) Who does use PC in your English lessons?
◘ only I
◘ I and pupils
◘ only pupils
◘ sometimes I, sometimes pupils

3) Do you yourself prepare any activities with PC? (e.g. Power Point presentation)?
◘ yes, often
◘ occasionally
◘ no. Why?..

4) For which activities do you use PC? (Tick all the answers that are true for you.)
◘ I do not use PC at all
◘ writing lesson plans
◘ preparing working lists
◘ preparing for teaching British and American past
◘ downloading ready-made materials from the web
◘ presenting new grammar, vocabulary…
◘ presenting background studies
◘ presenting British and American past
◘ revising and practising
◘ other. Specify………………………………………………………………………….

5) How often do you use PC in your English lessons?
◘ I do not use PC at all
◘ once a month
◘ once in two weeks
◘ once a week
◘ twice a week
◘ each lesson
◘ differently. Specify……………………………………………………………………….

6) Is there a computer room in your school that you can use for your English lessons?
◘ yes, there is
◘ there is a computer room but not for language teaching
◘ there is no computer room in our school
◘ we have several computers in the language classroom. Number………………..

If so, how often do you work there?
◘ once a week
◘ twice a week
◘ once in two weeks

◘ once a month
◘ differently. Specify…………………………………………………………………………

7) How much time do you spend by working with computers in your English lessons (pupils in the computer room and also teacher with one PC in the classroom)?
◘ whole lesson
◘ 30 minutes
◘ 20 minutes
◘ 10 minutes
◘ differently. Specify………………………………………………………………………….

8) Which advantages do you see in using computers in English lessons? (Tick all the answers that are true for you.)
◘ saving time in the lesson
◘ higher effectivity of the work
◘ individual work
◘ higher motivation of pupils
◘ better lesson management of
◘ rest for teachers (e.g. vocal cords)
◘ other. Specify.
…………………………………………………………………………………………………

9) Which disadvantages do you see in using computers in English lessons? (Tick all the answers that are true for you.)
◘ time consuming preparation
◘ pupils may pay attention to different activity
◘ indiscipline
◘ a loss of teacher-pupil contact
◘ danger of using inaccurate information from the web
◘ pupils do errors, which are not corrected
◘ cheating
◘ other. Specify.
…………………………………………………………………………………………………

PART B

10) Which elements from British and American past do you teach? (Tick all the answers that are true for you.)
◘ important personalities
◘ important events
◘ festivals and their origins
◘ important writers
◘ life-style
◘ other. Specify.
…………………………………………………………………………………………………

11) How much time do you spend by speaking about British and American past in your English lessons?
◘ whole lesson
◘ 30 minutes
◘ 20 minutes

◘ 10 minutes

◘ differently. Specify………………………………………………………………………

12) How do you present topics from British and American past? (Tick all the answers that are true for you.)

◘ using textbook

◘ computer presentation

◘ verbally

◘ by doing pupils' projects

◘ by playing games

◘ differently. Specify.

…………………………………………………………………………………………..

13) Are your pupils interested in British and American past?

◘ yes

◘ no

◘ I do not know

14) Why do you think it is important to teach British and American past in English lessons? (Tick all the answers that are true for you.)

◘ pupils have wider knowledge about the world and see connections

◘ pupils learn also about the culture of countries where English is used

◘ pupils can learn something good from past events

◘ supporting of cross curricular relations

◘ other reasons. Specify.

…………………………………………………………………………………………

Appendix 3: Questionnaire for pupils (in Czech language)

DOTAZNÍK PRO ŽÁKY
Počítače a historie ve výuce AJ
(diplomová práce – Hana Václavíková)

Škola:
Třída:
Věk:

ČÁST A

1) Jak dlouho se učíš AJ?

◘ 1 rok

◘ 2 roky

◘ 3 roky

◘ 4 roky

◘ 5 let

◘ 6 let

◘ více než 6 let. Upřesni…………………. …………………………………………

2) Jak často pracujete v hodinách AJ v počítačové učebně?

◘ vůbec

◘ jednou za měsíc

◘ jednou za 2 týdny
◘ jednou za týden
◘ dvakrát za týden
◘ každou hodinu
◘ jinak. Upřesni…………………………….. …………………………………………………

3) Ke kterým činnostem využíváte v hodinách AJ počítačovou učebnu? (Zaškrtni všechny odpovědi, které platí.)

◘ procvičování slovní zásoby
◘ procvičování gramatiky
◘ procvičování jazykových dovedností (čtení, psaní…)
◘ procvičování znalostí z britské a americké minulosti
◘ vyhledávání informací na Internetu
◘ vytváření žákovských projektů
◘ počítač nepoužíváme
◘ jiné činnosti. Vypiš.

………
………………………………………………………………………………………………….............

4) Ke kterým činnostem používá učitel v hodině AJ počítač? (Zaškrtni všechny odpovědi, které platí.)

◘ výuka (výklad) nové gramatiky
◘ výuka nové slovní zásoby
◘ výuka reálií
◘ výuka angloamerické minulosti
◘ opakování a procvičování
◘ nepoužívá, protože ve třídě není počítač
◘ nepoužívá, ale ve třídě počítač je
◘ jiné činnosti. Vypiš.

………

5) Představuješ své projekty spolužákům v hodinách AJ pomocí počítače?

◘ ano, vždy
◘ jen někdy
◘ ne, protože ve třídě není počítač
◘ ne, ale ve třídě počítač je

6) Kde pracuješ na počítači mimo školní výuku?

◘ doma
◘ u příbuzných
◘ u kamarádů
◘ ve škole
◘ v internetové kavárně
◘ nikde

Co je náplní tvé práce s počítačem? (Zaškrtni všechny odpovědi, které platí.)

◘ vyhledávání informací na Internetu pro osobní potřeby
◘ vyhledávání informací na Internetu jako příprava do školy
◘ příprava projektů, domácích úkolů apod.
◘ procvičování AJ

◘ hry
◘ nic, s počítačem nepracuji
◘ jiné. Vypiš…………………………………………………………………………………..

7) Pracujete v počítačové učebně i v jiných předmětech?
◘ ne
◘ ano. Vypiš.
……………………………………………………………………………………………………

ČÁST B

8) Zajímá tě britská a americká minulost?
◘ ano
◘ ne
◘ jen něco. Vypiš.
……………………………………………………………………………………………………

9) O čem z britské a americké minulosti mluvíte v hodinách AJ? (Zaškrtni všechny odpovědi, které platí.)
◘ svátky, jejich původ a způsob slavení
◘ životní styl (způsob života)
◘ významná místa
◘ významné události minulosti
◘ významné osobnosti z minulosti
◘ jiné. Vypiš.
……………………………………………………………………………………………………

10) Znáš některé významné události nebo osobnosti z britské a americké minulosti?
◘ osobnosti. Vypiš.
……………………………………………………………………………………………………
……………………………………………………………………………………………………
◘ události. Vypiš.
……………………………………………………………………………………………………
………………………………………………………………………………………… ………

11) Myslíš si, že je důležité znát významné události z britské a americké minulosti?
◘ ano. Proč?...
◘ ne. Proč?...
◘ nevím

Appendix 4: Questionnaire for pupils (in English language)

QUESTIONNAIRE FOR PUPILS
Computers and past events in English lessons
(Diploma project – Hana Václavíková)

School:
Class:
Age:

PART A

1) How long have you been studying English?
- ◘ 1 year
- ◘ 2 years
- ◘ 3 years
- ◘ 4 years
- ◘ 5 years
- ◘ 6 years
- ◘ more than 6 years. Specify. …………. ………………………………………

2) How often do you work in the computer room in your English lessons?
- ◘ we do not work in the computer room
- ◘ once a month
- ◘ once in 2 weeks
- ◘ once a week
- ◘ twice a week
- ◘ each lesson
- ◘ differently. Specify…………………….. …………………………………………

3) For which activities do you use the computer room in your English lessons? (Tick all the answers that are true for you.)
- ◘ practising vocabulary
- ◘ practising grammar
- ◘ practising skills (reading, writing…)
- ◘ revising knowledge of British and American past events
- ◘ searching the Internet for the information
- ◘ creating your projects
- ◘ we do not use computers
- ◘ other activities. Specify.
………………………………………………………………………………………………
…………………………………………………………………………………............

4) For which activities does your teacher use PC in your English lessons? (Tick all the answers that are true for you.)
- ◘ presenting new grammar
- ◘ presenting new vocabulary
- ◘ presenting background studies
- ◘ presenting British and American past events
- ◘ revising and practising
- ◘ does not use because there is no computer in our classroom
- ◘ does not use but there is computer in our classroom
- ◘ other activities. Specify.
………………………………………………………………………………………………

5) Do you present your projects in your English lessons by using PC?
- ◘ yes, always
- ◘ only sometimes
- ◘ no, there is no PC in our classroom
- ◘ no but there is PC in our classroom

6) Where do you work on PC out of school?

◘ at home
◘ at my relatives
◘ at my friends
◘ at school
◘ in the Internet Cafe
◘ nowhere

What is the purpose of your work with PC? (Tick all the answers that are true for you.)
◘ searching the web for the information for my personal usage
◘ searching the web for the information as home preparation
◘ creating projects, doing homework…
◘ practising English
◘ games
◘ nothing, I do not work on PC
◘ other. Specify…………………………………………………………………………..

7) Do you work in the computer room also in other school subjects?
◘ no
◘ yes. Specify.
……………………………………………………………………………………………

PART B

8) Are you interested in British and American past?
◘ yes
◘ no
◘ only in some events. Specify.
……………………………………………………………………………………………

9) What from British and American past do you talk about in your English lessons? (Tick all the answers that are true for you.)
◘ festivals, their origin and way of celebrating
◘ life-style
◘ important places
◘ important events
◘ important personalities
◘ other. Specify.
……………………………………………………………………………………………

10) Do you know any important events or personalities from British and American past?
◘ personalities.
……………………………………………………………………………………………
……………………………………………………………………………………………
◘ events.
……………………………………………………………………………………………
…………………………………………………………………………………… ………

11) Do you think it is important to know important personalities and events from British and American past?
◘ yes. Why?...
◘ no. Why?..

◻ I do not know

Appendix 5: Graphs showing the results of questionnaires for teachers

Figure 19: Graph describing whether teachers use PC in ELT
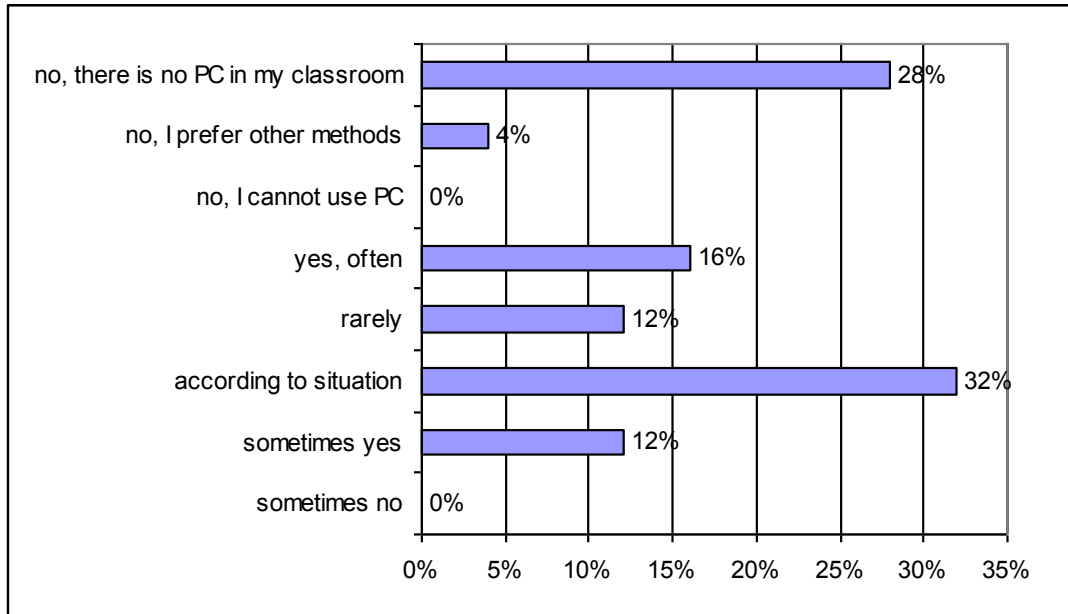

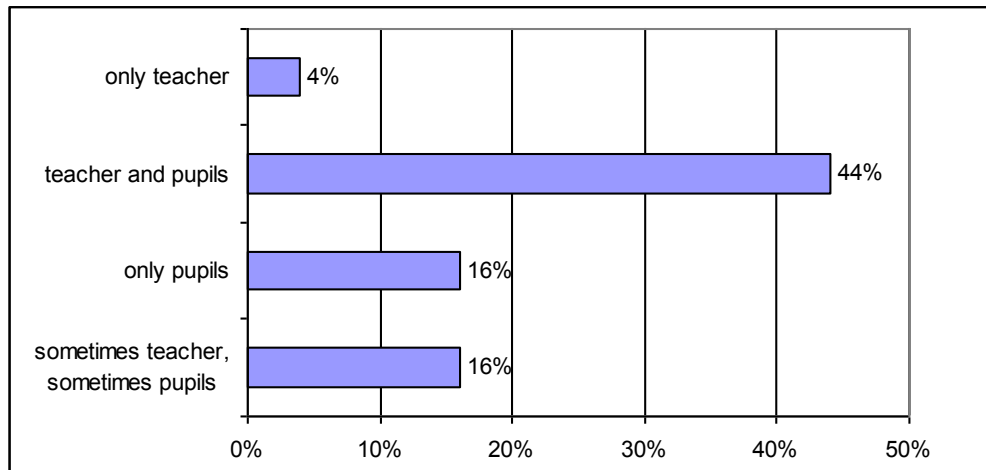Figure 20: Graph describing who uses PC in English lessons

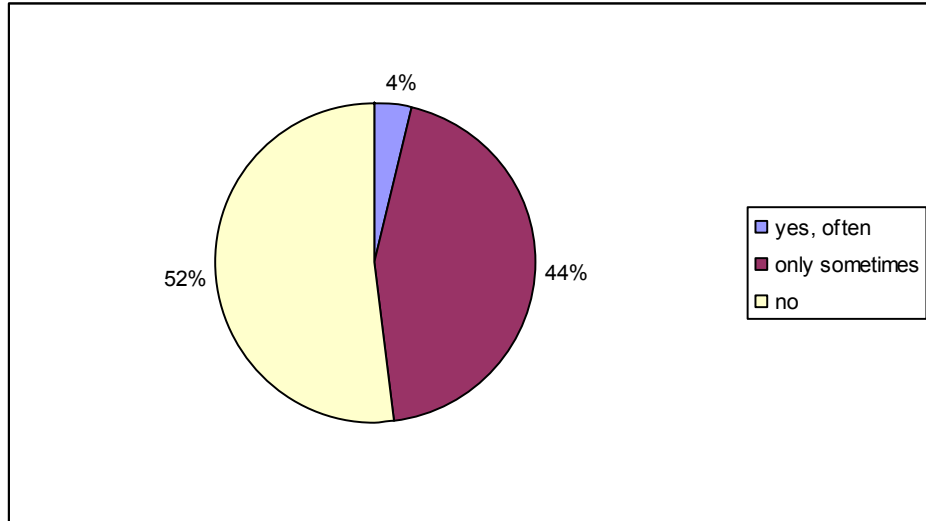Figure 21: Graph describing whether teachers prepare computer-based activities

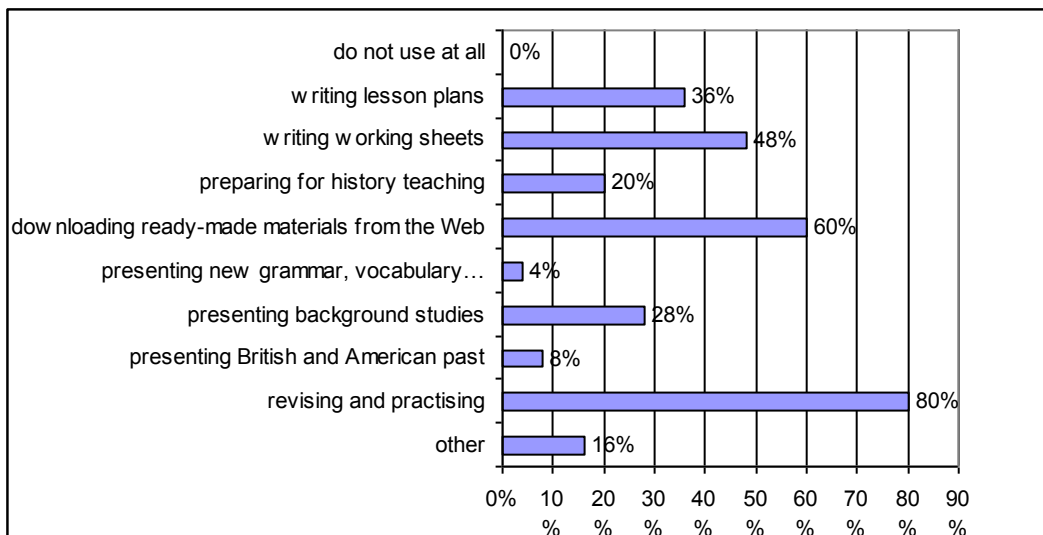Figure 22: Graph describing for which activities teachers use PC

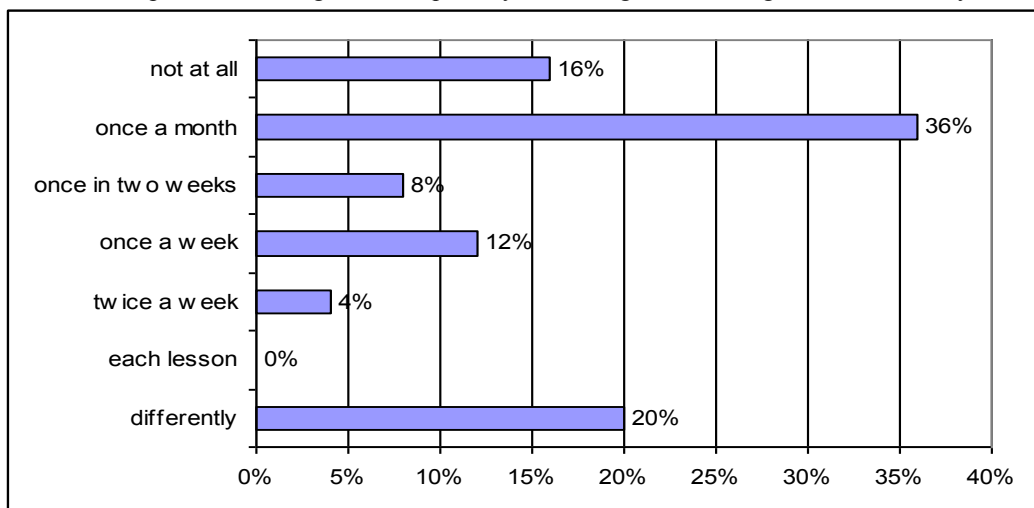Figure 23: Graph describing the frequency of using PC in English lessons by teachers

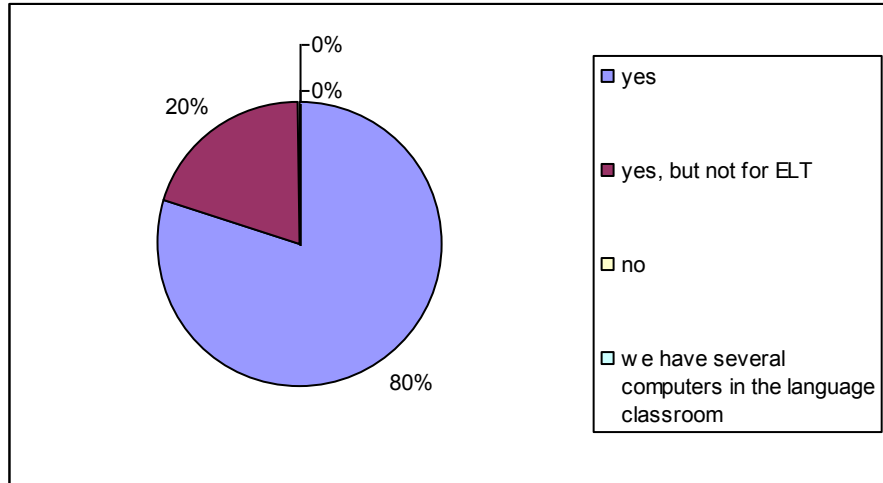Figure 24: Graph describing the existence of computer rooms in schools

Figure 25: Graph describing the frequency of using the computer room for ELT
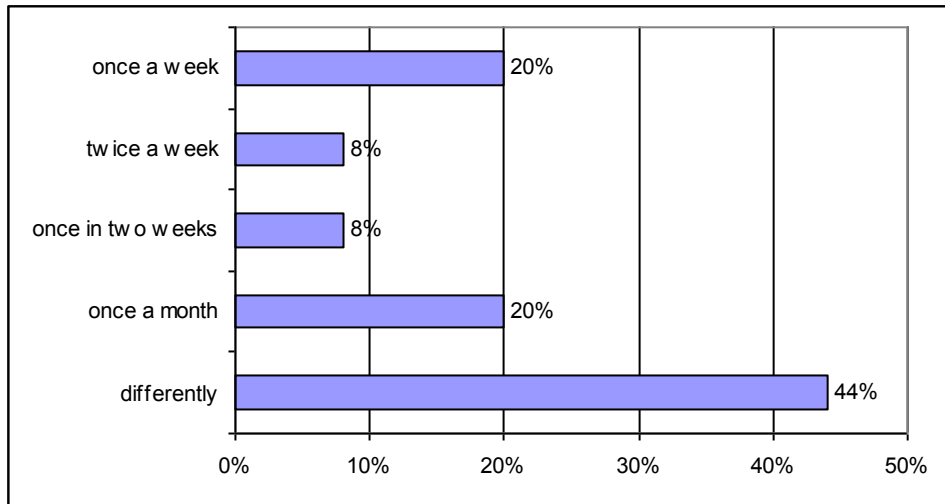

Figure 26: Graph describing the time spent by using PC by teachers in one lesson
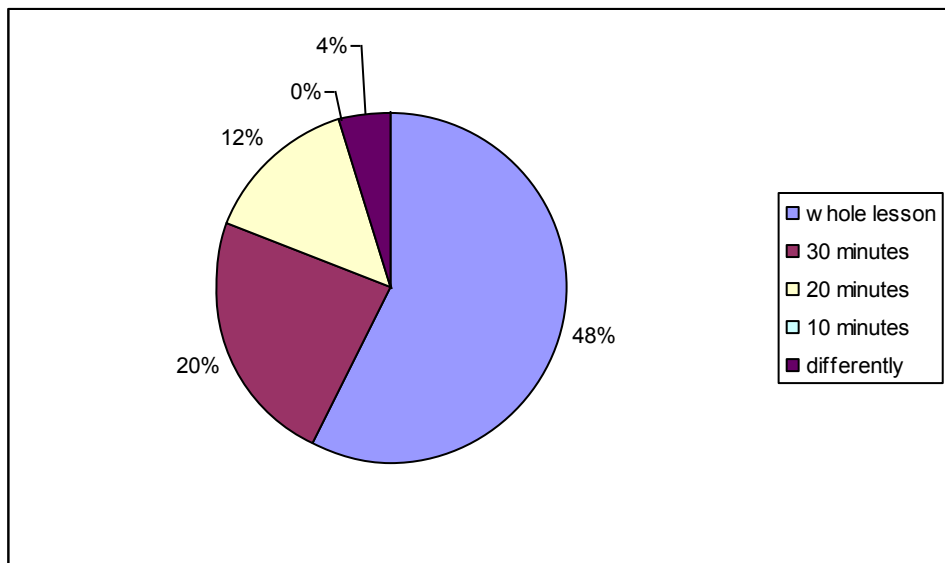
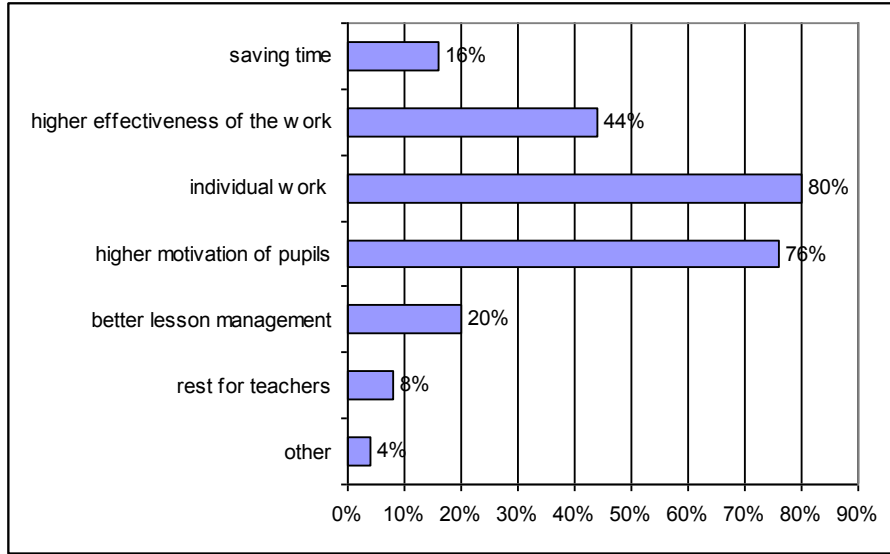Figure 27: Graph describing the advantages of using PC in ELT

Category	Percentage
saving time	16%
higher effectiveness of the work	44%
individual work	80%
higher motivation of pupils	76%
better lesson management	20%
rest for teachers	8%
other	4%

Figure 28: Graph describing the disadvantages of using PC in ELT

Category	Percentage
time consuming preparation	28%
pupils pay attention to a different activity	28%
indiscipline	16%
a loss of teacher-pupil contact	44%
danger of using inaccurate information from the Web	28%
pupils do errors which are not corrected	20%
cheating	36%
other	8%
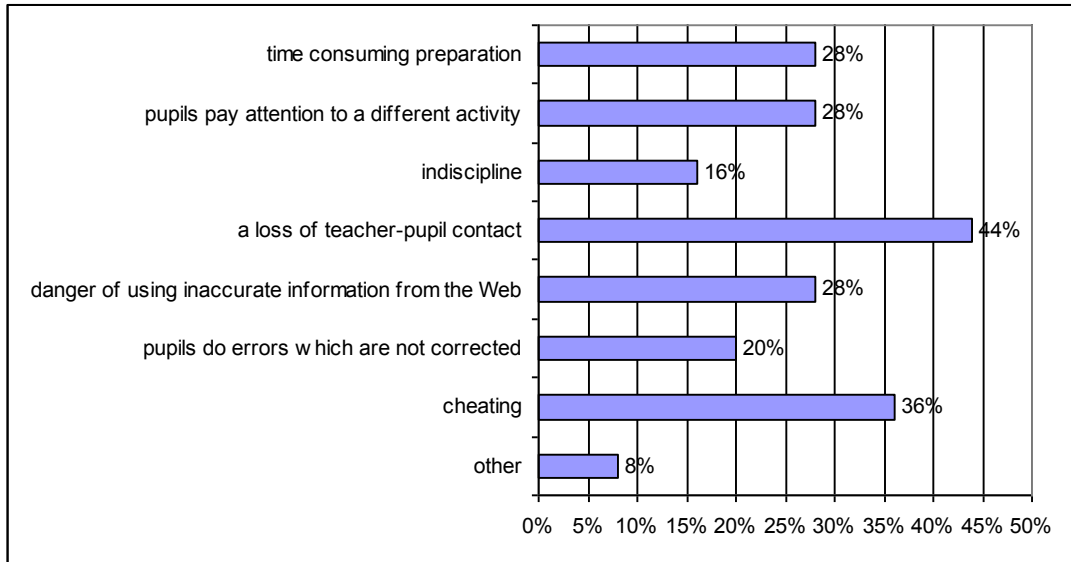
Figure 29: Graph describing which elements of British and American past are taught in English lessons

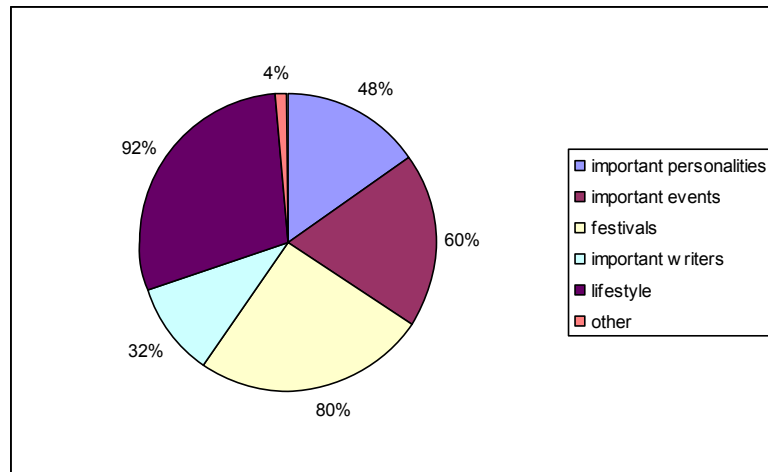| Category	Percentage
important personalities	48%
important events	60%
festivals	80%
important writers	32%
lifestyle	92%
other	4%

Figure 30: Graph describing the time spent by teaching important elements from British and American past in one lesson
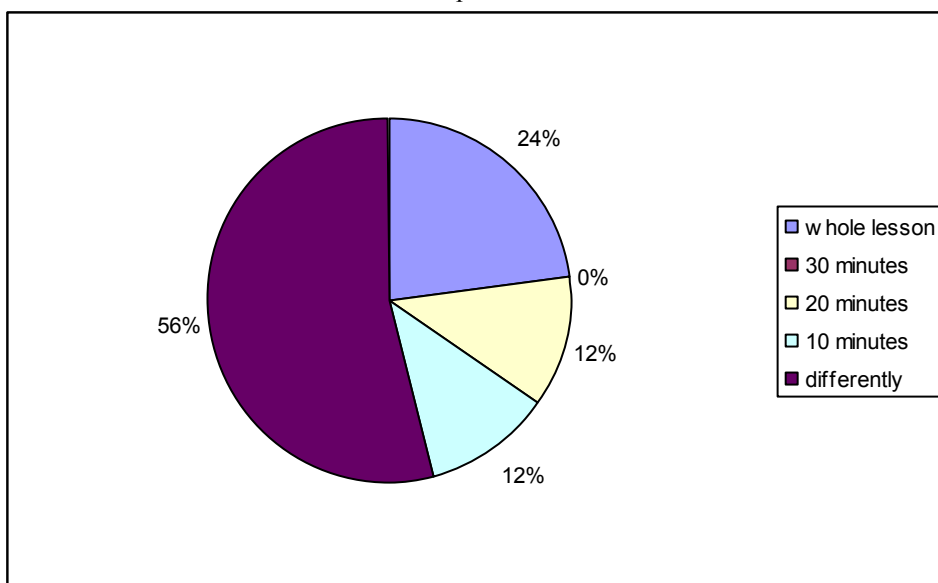

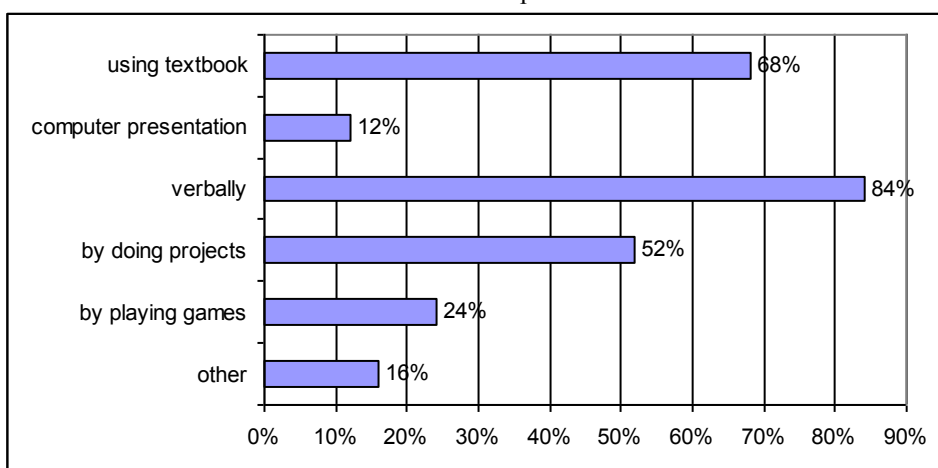Figure 31: Graph describing the ways of presenting important elements from British and American past

Figure 32: Graph describing whether teachers think that their pupils are interested in past events
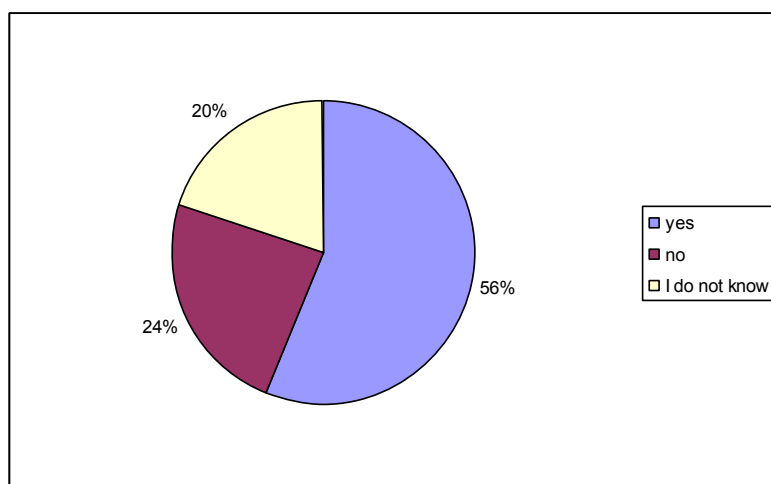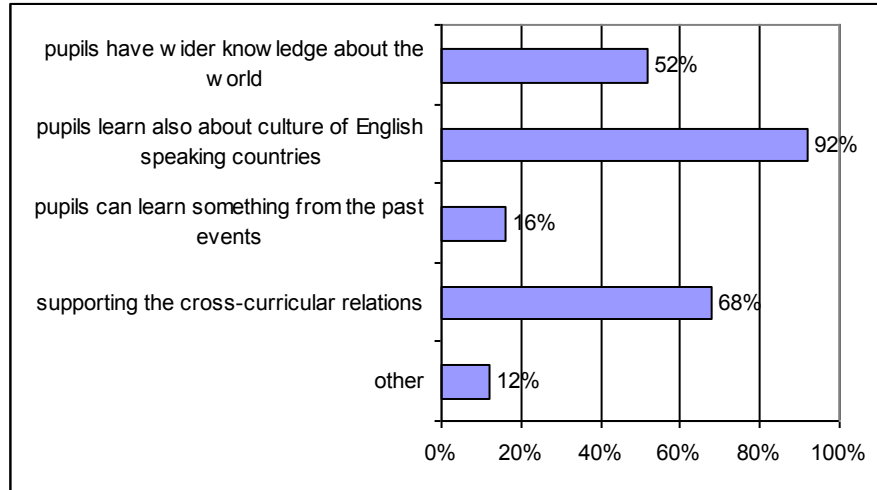
Figure 33: Graph describing important reasons for teaching past events

Appendix 6: **Graphs summarizing results of questionnaires for learners in all classes**

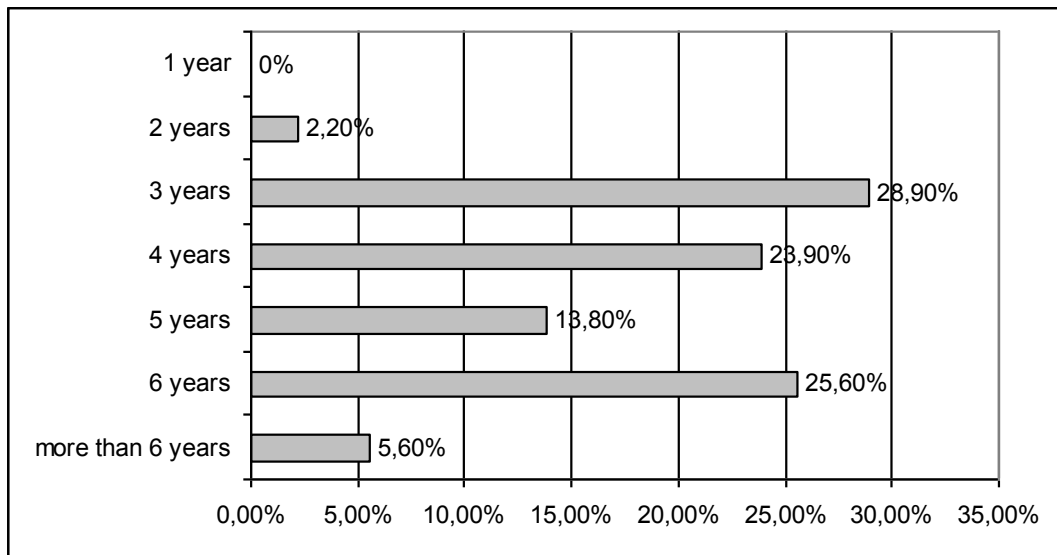Figure 34: Graph describing how long children have been studying English

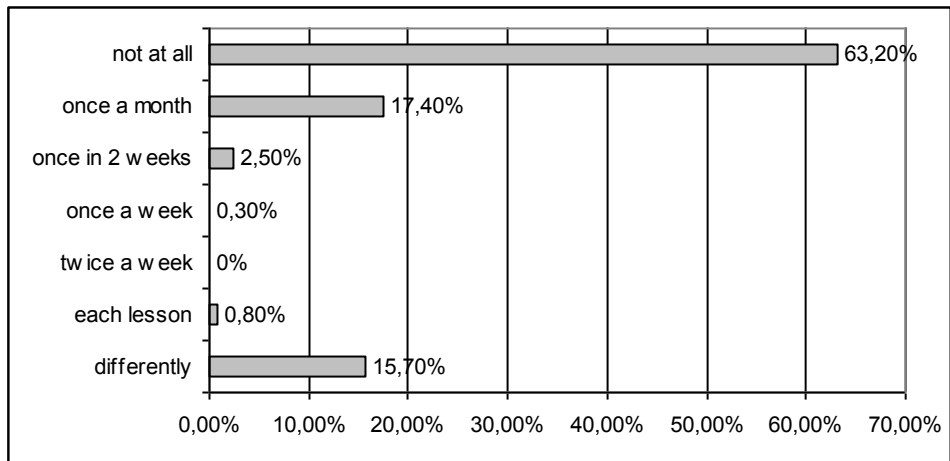Figure 35: Graph describing the frequency of using the computer room

not at all	63,20%
once a month	17,40%
once in 2 weeks	2,50%
once a week	0,30%
twice a week	0%
each lesson	0,80%
differently	15,70%

Figure 36: Graph describing the variety of computer-based activities done in the computer room

practising vocabulary	14%
practising grammar	27%
practising skills	2,20%
revising knowledge of past events	1,70%
searching the Internet	5,90%
creating projects	7,60%
do not use PC	53,40%
other activities	2,80%
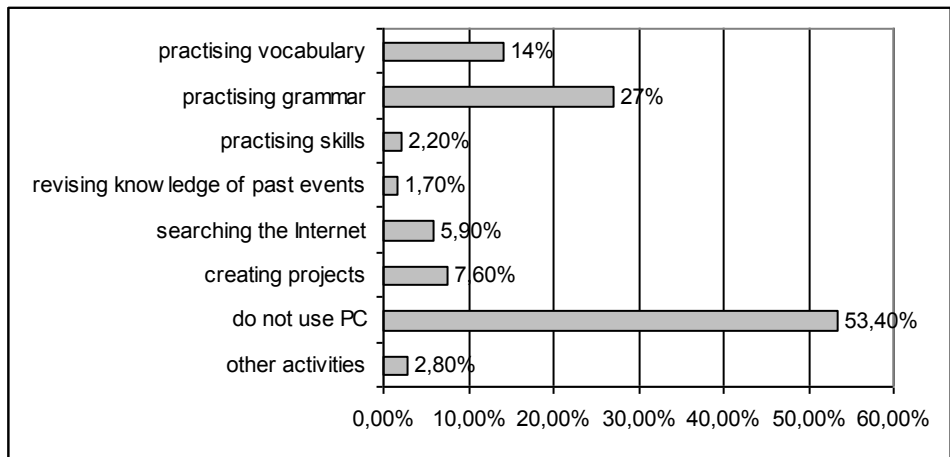
Figure 37: Graph describing the variety of computer-based activities done by teachers in English lessons

presenting new grammar	3,40%
presenting new vocabulary	2,50%
presenting background studies	0,60%
presenting past events	0,30%
revising and practising	11,80%
does not use, no PC in class	68%
does not use, PC is in class	2,80%
other activities	2%
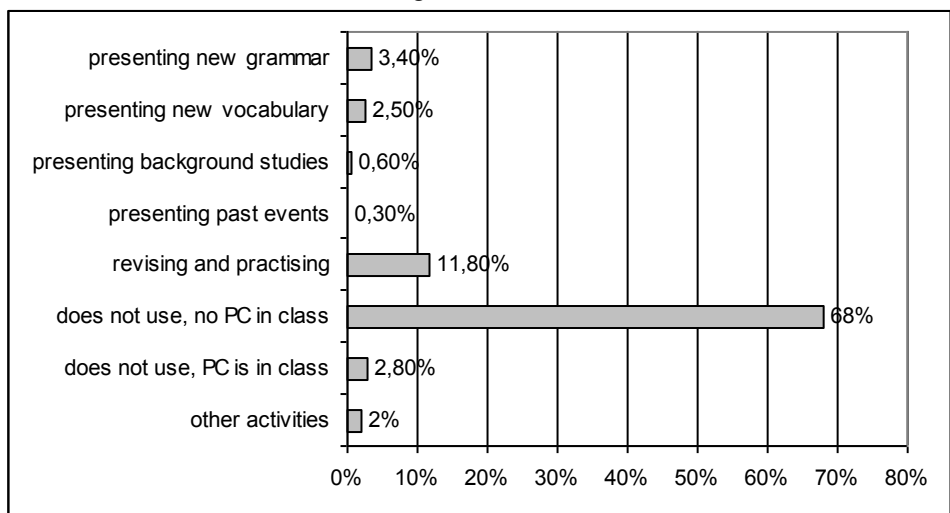
Figure 38: Graph describing whether pupils present their work by using PC

yes, alw ays

only sometimes

no, there is no PC in our classroom

no but there is PC in our classroom

0,30%

4,50%

4,20%

86,20%
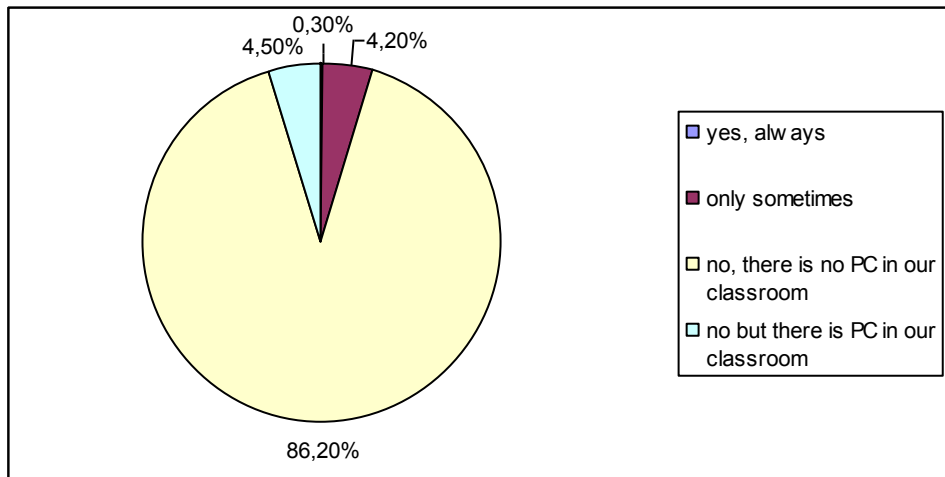
Figure 39: Graph describing where children work on PC

at home	83,70%
at my relatives	13,80%
at my friends	21,90%
at school	22,80%
in the Internet Café	2,80%
now here	3,70%
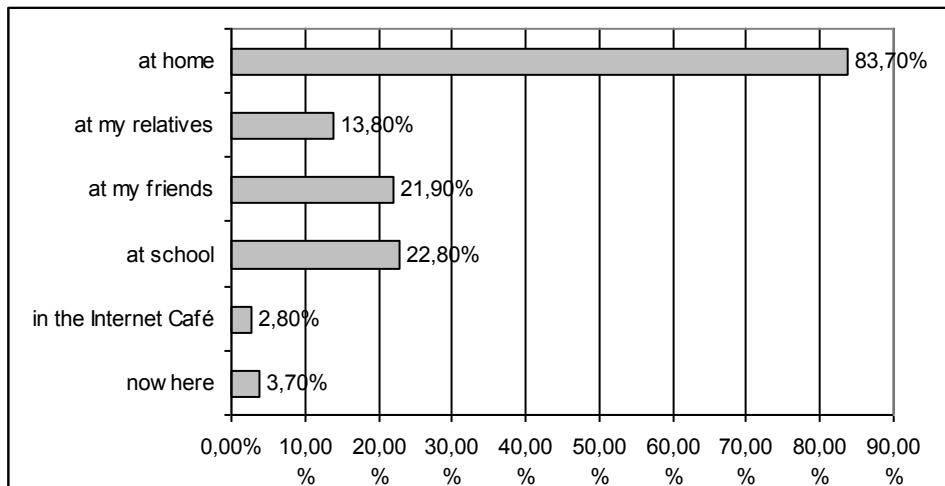
Figure 40: Graph describing for which activities pupils use PC

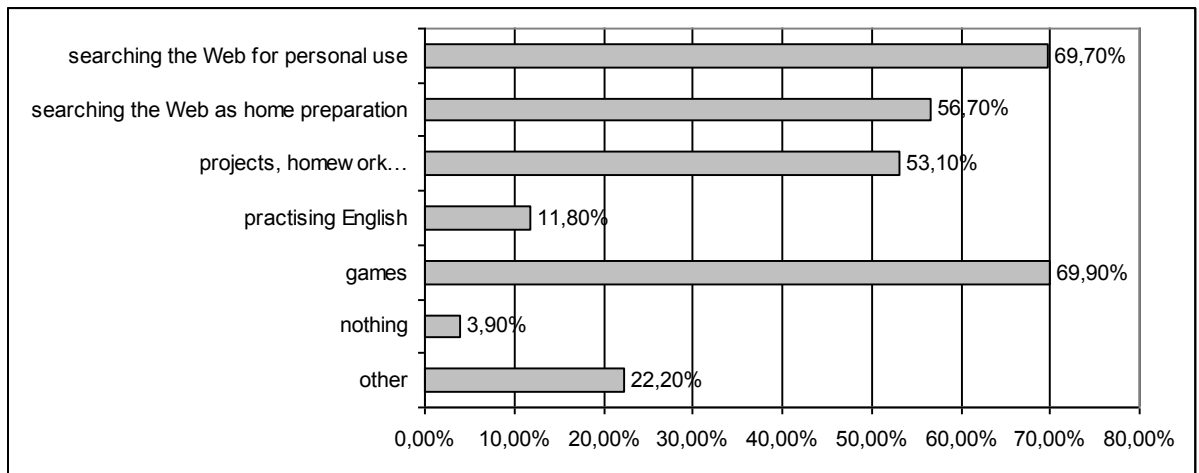|	
searching the Web for personal use	69,70%
searching the Web as home preparation	56,70%
projects, homew ork…	53,10%
practising English	11,80%
games	69,90%
nothing	3,90%
other	22,20%

Figure 41: Graph describing the whether computers are used in other school subjects
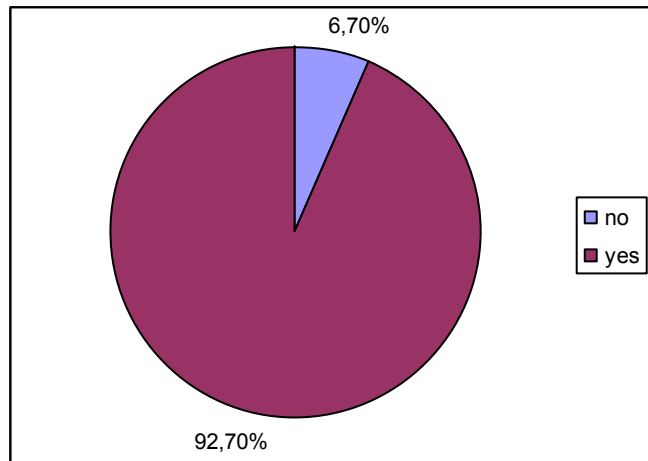

Figure 42: Graph describing whether pupils are interested in past events
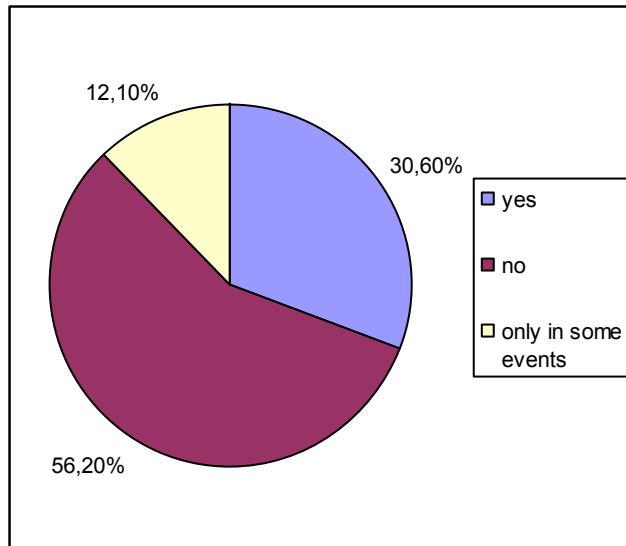

Figure 43: Graph describing which topics from British and American past are included in ELT
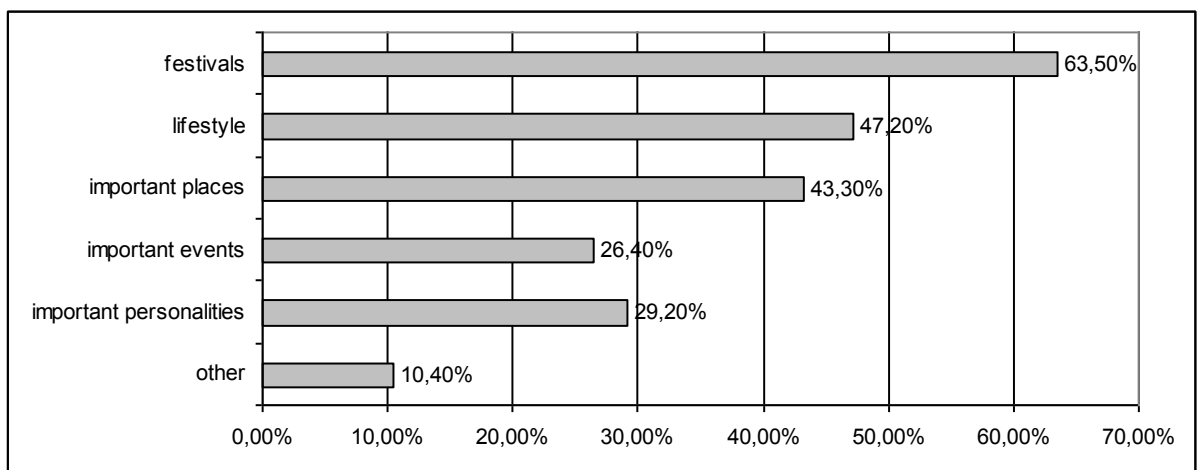
Figure 44: Graph showing the proportional number of pupils who know some important events or personalities form British and American past

40,40% 48,90%

personalities
events
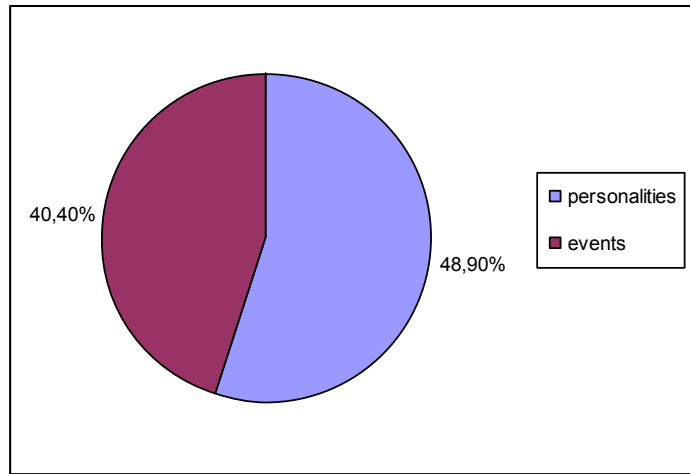
Figure 45: Graph describing pupils' opinions on whether learning past events is important

30,60% 51,70% 16%

yes
no
do not know
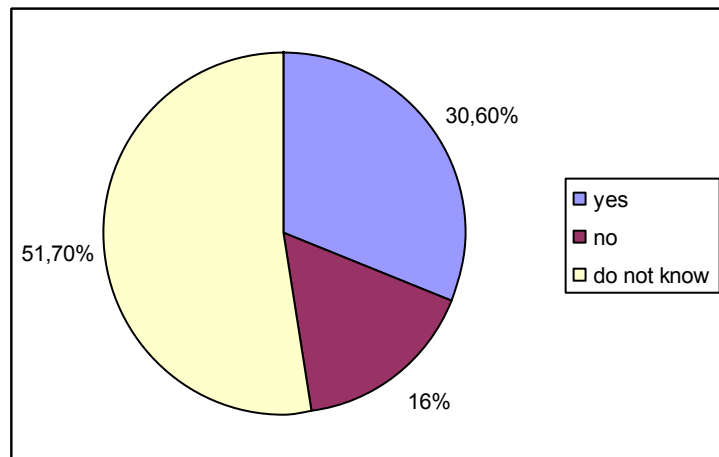
Appendix 7: Lesson plan 1 (8th class)

Lesson plan 1

Class: 8.B, 8.C

Aims: discovering early American past, vocabulary work (vocabulary connected with settlement of America), practising past tenses, practising skills (reading, speaking, writing), work with PC.

Material used: working sheets, board, computers, data projector

1) Greeting

2) Slide show: children guess what it is in the pictures, what they have in common. Then learners have to guess the topic of the lesson.

3) Brainstorming: children discuss (in groups or pairs) what they know about the USA, then teacher writes their ideas on the board.

4) Reading: Teacher reads the article 'The old story' aloud, and then learners read it once again.

5)   Read the article and answer the questions.

The Old Story

Christopher Columbus discovered America in 1492 and met the Native American (Indians) there. Settlement by Europeans was slow. First, only Spanish explorers came to America. The first, English colony was founded in Virginia in 1607. In 1620, the small ship Mayflower brought a group of English Puritans to Massachusetts. They are known as the Pilgrim Fathers. Half of them died of starvation or epidemics during the first winter. Those who survived celebrated their first harvest with a feast of thanksgiving. They were followed by settlers from England, Ireland, France and Holland. They called their new home New England. In the 18th century, there were thirteen colonies which later on became the United States of America.

6) Quiz: learners have to answer several questions connected with the article. Teacher and learners check the answers together.

When did Christopher Columbus discover America?

Who did start to colonize America?

Where was founded the first English colony?

Who was called the Pilgrim Fathers?

How did the Pilgrim Fathers call their new home?

How many colonies did create the United States of America?

7) Pair/group work: learners are supposed to write a short story similar to the one they have read. They use MS Word, dictionary on 'Seznam' pages. They can do free or guided writing.

What was your name?

Where did you live?

Why did you leave your country?

Where did you go?

What was the name of your new home?

Did you meet there native people?

How did they look like?

Were they friendly?

What did you do in your new home?

Does your colony still exist?

8) Feedback: teacher evaluates the lesson. Learners write their evaluation on papers.

Appendix 8: Lesson plan 2 (9th class)

Lesson plan 2

Class: 9.C

Aims: finding information about 10 famous personalities from British and American past, vocabulary work (vocabulary connected with personalities), practising past tenses, practising skills (speaking, writing), work with PC.

Material used: working sheets, board, computers, data projector

1) Greeting, introducing the topic "Famous personalities"

2) Brainstorming: learners discuss which personalities they know and what do they know about them. Then they say it and write the names on the board.

3) Riddles: pair work, learners are given information about a particular personality and then they are supposed to create (or write if they need) at least 4 sentences based on the given information. They read their riddle to the rest of the class. They guess who it is. The first riddle is done together with the teacher to give learners model haw to work.

Thomas Alva Edison

Inventor, 1000 original inventions, light bulb, dynamo, nickname "The Wizard of Menlo Park"

Thomas Jefferson

The Declaration of Independence, 33 years when he wrote this important document, President in 1796

King Arthur

In myth, Excalibur, Merlin, Knights of the Round Table

Pocahontas

Saving John Smith, husband John Rolfe, died young in England, 1995 Disney movie

Joan of Arc

Young girl, God sent her to save France, leader of French army, burnt alive, French national heroine

George Washington

First American President, soldier in American Revolution, commander of Continental Army, from Virginia, from planter family

Queen Victoria

Victorian Era, reigned 63 years, longest ruling monarch, Queen of the United Kingdom and Ireland, Empress of India and South Africa

Christopher Columbus

Sailor, discovering America (1492), ships –the Nina, the Pinta, the Santa Maria, arrival at San Salvador, called native people "Indians"

Abraham Lincoln

16th President, abolish slavery, 1863 The Emancipation Proclamation, 1865 assassinated in theatre

Martin Luther King

Leader of the American civil rights movement, speech "I Have A Dream", 1968 assassinated in Memphis, not fight, moral authority as weapon

4) Hot Potatoes: learners are introduced new software. Teacher explains how it works, and then learners work individually or in pairs.

5) Feedback: teacher evaluates the lesson. Learners write their evaluation on papers.

Appendix 9: Illustrations of pupils' writings (8th class)

8.B – group work

Our colony

We were 3 girls. We lived in Texas. We didn´t have freedom . We are went in 1680.We got the small ship. Our new home was Washington DC. We met Indians. They had a long black hair.They had spears.Yes, they were. We were reise cereals. Our colony exist.

8.C – group work

THIS IS SPAIN

My family lived in America. The new homes name is Big Spain. In my country lived my cousin, uncle, grandma and grandpa. I have a new friends in Spain.My new friends name is Juli, Ivos , Michal, Radim and Gabina. I like Big Spain.
My favorite frieds is: Gabina and Ivos.

ANOTACE

Jméno a příjmení:	Hana Václavíková
Katedra:	Anglického jazyka
Vedoucí práce:	PhDr. Světlana Obenausová, MLitt
Rok obhajoby:	2007

Název práce:	Počítačová podpora výuky anglického jazyka a její aplikace na výuku historie anglicky mluvících zemí
Název v angličtině:	Computer-Assisted Language Learning and its application on teaching history of English speaking countries
Anotace práce:	Diplomová práce popisuje používání počítačové technologie ve výuce anglického jazyka, její vývoj a současné možnosti jejího využití. Cílem práce bylo zjistit jaké možnosti počítačová technika nabízí pro výuku historie anglicky mluvících zemí a jaké výhody i nevýhody přináší jak pro učitele, tak pro žáky.
Klíčová slova:	Počítačová podpora výuky anglického jazyka, počítač, internet, historie, kultura, Hot Potatoes, Power Point prezentace
Anotace v angličtině:	Thesis describes Computer-Assisted Language Learning, its development and its possibilities in today's usage. The aim of thesis was to find out which possibilities of usage for history teaching can Computer-Assisted Language Learning offer and which advantages and disadvantages it brings for teachers as well as for learners.
Klíčová slova v angličtině:	CALL, computer, the Internet, history, culture, Hot Potatoes, Power Point presentation
Přílohy vázané v práci:	1. Dotazník pro učitele v ČJ 2. Dotazník pro učitele v AJ 3. Dotazník pro žáky v ČJ 4. Dotazník pro žáky v AJ 5. Grafy výsledků dotazníků pro učitele 6. Grafy celkových výsledků dotazníků pro žáky 7. Příprava na hodinu č.1 (8.třída) 8. Příprava na hodinu č.2 (9.třída) 9. Ukázky prací žáků (8.třída) 10. Power Point prezentace (hodina v 8.třídě) – na CD 11. Hot Potatoes cvičení (hodina v 9. třídě) – na CD
Rozsah práce:	108 stran
Jazyk práce:	Anglický