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Zohlednění různých učebních stylů žáků při výuce anglické gramatiky s využitím interaktivní tabule

Diplomová práce

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TECHNICAL UNIVERSITY OF LIBEREC
Faculty of Science, Humanities and Education

Addressing Different Learning Styles in Teaching English Grammar Using Interactive Whiteboard

Diploma thesis

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Z á s a d y   p r o   v y p r a c o v á n í :

Cílem práce je prostudovat odbornou literaturu zaměřenou na vliv učebních stylů žáků při osvojování cizího jazyka a navrhnout aktivity pro procvičování gramatických jevů, které budou vybrané učební styly respektovat. Efektivita aktivit vhodných pro práci s interaktivní tabulí bude ověřena v hodinách anglického jazyka na vybrané základní škole.

Metody:
1. Studium odborné literatury zabývající se využitím informačních technologií ve výuce a dále obecnými zásadami výuky gramatiky v cizím jazyce.
2. Analýza učebnice z hlediska prezentace gramatiky.
3. Test určený ke zmapování učebních stylů žáků vybrané třídy.
4. Dotazník pro žáky ke zjištění jejich motivace pro práci s interaktivní tabulí.

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Anotace

Tato diplomová práce se zabývá využitím interaktivní tabule jako didaktické pomůcky pro efektivní výuku anglické gramatiky zohledňující různé učební styly žáků. Efektivita aktivit vhodných pro práci s interaktivní tabulí je ověřena v hodinách anglického jazyka na 2. stupni základní školy. Projekt je realizován ve třídě pro žáky se specifickými poruchami učení. Na základě analýzy učebnice používané v dané třídě byla vytvořena doplňková cvičení pro prezentaci, procvičení a testování určování času pomocí interaktivní tabule. Hlavním cílem tohoto výzkumu bylo ověření hypotézy, že použití interaktivní tabule zlepšuje učební výsledky žáků se specifickými poruchami učení, kteří navíc preferují různé učební styly. Projekt byl ohodnocen na základě závěrečného testu, jehož výsledky byly porovnány s výsledky před provedením projektu. Hodnocení zahrnovalo rovněž pozorování práce žáků v hodinách a také použití zpětnovazebného dotazníku. Bylo prokázáno, že aktivity pro interaktivní tabuli respektující různé učební styly jsou pro žáky se specifickými poruchami vhodné. Někteří žáci dosáhli lepších výsledků než při výuce jinými technikami, což dokázalo efektivitu interaktivní tabule.

Klíčová slova:

Annotation

This thesis focuses on the use of the interactive whiteboard as a didactic tool for effective teaching of English grammar addressing different learning styles of pupils. The effectiveness of the activities suitable for work with the interactive whiteboard was verified in English lessons at lower secondary school level in a class for pupils with specific learning difficulties. On the basis of analysis of a textbook used in the class, supplementary interactive activities for presentation, practice and testing of *telling the time* in were designed. The main objective of the project was to test the hypothesis that the use of the interactive whiteboard improves learning outcomes of pupils with specific learning difficulties preferring different learning styles. The project was evaluated on the basis of the final test results, which were compared with those before the implementation of the project. In the evaluation of the project, observing the work of pupils in lessons and a use of a questionnaire exploring the motivation of pupils' work were also included. It was proved that the activities using the interactive whiteboard respecting different learning styles are beneficial for the pupils with specific learning difficulties. In addition, some students achieved better results than with other teaching techniques, which proved the effectiveness of the interactive whiteboard.

Key words:

Teaching grammar, interactive whiteboard, learning styles, specific learning difficulties

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INTRODUCTION

Learning grammar is not only a difficult task for pupils, but it is also believed to be one of the least entertaining parts in foreign language learning. Thus, it is important to select a technique, which makes acquiring grammar knowledge more comprehensible and engaging for the pupils. Respecting the theory of different learning styles during the teaching process seems to be a solution to the problem.

One possible way that teachers can put the theory of learning styles into practice is by integration the interactive whiteboard in the classroom. This modern technology teaching tool enables a teacher to stimulate the needs of pupils with different learning preferences at the same time. It provides pupils not merely with attractive images required by visual learners, but with various sounds needed by auditory learners too. In addition, it offers pupils more opportunities to move, which kinaesthetic learners, who are often neglected, highly appreciate.

Regarding pupils with specific learning difficulties, they often fail to learn a foreign language due to insufficient educational care which does not respect their individual requirements. However, the individual approach respecting their different learning styles can considerably improve the learning outcomes especially of those with special educational needs. As the multisensory approach provided by the interactive whiteboard is highly beneficial for them, I chose a class of pupils with specific learning difficulties for the project.

The diploma thesis is divided into three parts – theoretical, methodological and practical. The first chapter of the theoretical background includes general principles of teaching grammar. The second chapter introduces the influence of the learning styles of pupils when learning a foreign language. In the third chapter of the theoretical part, there is a general description of the interactive whiteboard and the

advantages and disadvantages of its use in teaching. The fourth concerns specifics of teaching students with specific learning difficulties.

The methodological part deals with the practical usage of the interactive whiteboard in teaching grammar in English language classes. The principles of respecting different learning styles and approaches to pupils with learning disabilities are implemented in specific interactive activities for presentation, practice and testing of telling the time in the English language.

The theoretical knowledge is essential for the project described in the practical part. Firstly, in order to examine sufficiency of grammar teaching concerning different learning styles, a textbook that the target group of pupils used was analysed. The analysis focused on presentation, practice and testing of *telling the time*. On the basis of the analysis, supplementary activities using the interactive whiteboard that would be beneficial for different learning styles were created. The practical part also contains five lesson plans describing particular stages of the English lessons in which the project was implemented. Each lesson plan is followed by a reflection on both teacher and pupils´ performances and on realisation of the thesis focus. The last part evaluates the pupils´ results of the final test and their feedback on the use of the interactive whiteboard in the English classes.

The main goal of the thesis is to examine the following research questions: Is it possible to design interactive activities respecting all learning styles? Is this way of presentation, practice and testing beneficial for a class with specific learning difficulties? Can these techniques help learners achieve better results than with other teaching aids? In the final part of the thesis, the data obtained by the research are analysed and conclusions are made.

1 THEORETICAL PART

1.1 English Grammar Teaching

The previous century witnessed a shift from the more form-oriented grammar-translation approach to communicative approaches, in which language use is emphasized over the rules of language usage. Nevertheless, grammatical accuracy is seen as an essential part of the communicative competence by educators. Celce-Murcia (2001, 251)

As Ur (2012, 77) claims: "There is, however, some debate as to whether we should worry about grammatical accuracy when it does not interfere with effective communication of a message." There are situations in which communication is possible without knowledge of particular grammatical rules, for instance an informal conversation. English language learners might use variations of forms such as: *the person which, she like etc.* On the other hand, even native English speakers when speaking informally seem to ignore grammatical rules in this way.

However, even though little errors do not cause communicational breakdown, lecturers ought to make sure that these mistakes are corrected and so called *Standard English* (internationally acceptable usage of English) is used instead for several reasons. First, it is preferred by most of the competent English speakers, including those whose first language is not English. Then, the variant forms are hardly ever used in writing. Also, teachers feel they are obliged to make their students reach the internationally accepted levels of English language. Moreover, it is also students who want their English to be accurate; therefore to be corrected when making mistakes.

On top of that, learners are required to use the standard forms at English exams. Ur (2012, 78)

According to Ur (2012, 79) "…students who receive some explicit instruction in grammar perform better than those who do not." Therefore, learners who are provided explanation and focused practise (explicit teaching) acquire grammar better than those students who are exposed to grammatically correct texts and recording but without clarification (implicit teaching).

This is in agreement with research conducted by Celce-Murcia (2001, 251), who says that learners are rarely able to become familiar with the appropriate rules efficiently only by being exposed to the target language without further explanation of the form. Consequently, teachers of English as a foreign language should focus on the right use of grammar as well as teaching to communicate.

1.1.1 Present-Practise Sequence

The most frequent teaching sequence is *present-practice*. As Scrivener (2011, 159) explains: "the teacher first presents/introduces/explains/clarifies/inputs the language point that the lesson is aiming to work on, and then, when it seems to be reasonably understood, moves on to give learners a chance to practise using the language themselves."

Subsequently, the particular learners´ production comes and is tested. This format is followed by the majority of textbooks used by English language learners. The structure might sometimes be varied or more complex than the basic present, then practise. For instance learners are exposed to the grammatical item at the beginning of the lesson and the explanation comes after.

Generally, the time spent on presentation and practice of the grammar should be well balanced. It is not recommended to give an extensive presentation of the target grammar without allowing students the opportunity to use the grammar item in communication. Once the students are exposed to theoretical information concerning the form, meaning, and use, they should start using the grammar as soon as possible. After they have used the grammar, the teacher should offer feedback and correction. (Scrivener 2011, 162)

Grammar Presentation

According to Harmer (18, 1993), a good presentation should have some characteristics. It ought to be *clear*, meaning that pupils understand the situation or the new language. Then, it should be *efficient,* pupils would manipulate the new language as they get ready for it. In order to get interest and involvement from the pupils, a presentation should also be *lively* and *interesting.* Then, it needs to be *appropriate*; it should be "a good vehicle for the presentation of meaning and use" (Harmer (18, 1993). Finally, presentation should be *productive*, which means that pupils are allowed to make many sentences using the new language.

As Scrivener claims: „The best way to avoid over-long, unhelpful explanations is to prepare them carefully beforehand" (2011, 167). The information should be conveyed simply and clearly by means of timelines, charts, and examples in order to make it easier for learners to understand.

According to Ur (2012, 80), when presenting and clarifying English grammar, teachers are supposed to follow these instructions:

First, before explaining the target piece of grammar, learners should be provided with examples in meaningful context. The examples ought to be both written and spoken as the students´ learning styles are different. Use of pictures and realia help to memorise the explanation as well.

Then, both form and meaning should be taught, either of them might be emphasized if it is demanding for the learners, mostly because the form or meaning does not exist in their L1. If it is possible, compare the English grammatical structure with an L1 parallel.

Grammatical terminology might and might not be used depending on the age and level of English of the learners. The grammar should be explained in the students´ first language, unless they are at advanced level.

A useful explicit rule should be provided without mentioning too many details.

There are two possibilities; the learners can be let formulate the rules of a grammatical item after giving them a set of examples (*inductive* process) or the other way round, a teacher gives the learners the rules and they try to work on examples (*deductive* process).

To ask them if they understand is not enough, get feedback for instance by letting them write the rules you just explained in their words.

It is better to explain the new grammar at the beginning of the lesson as the students are fresh.

Grammar Practice

The teacher must check that the presented grammar has been thoroughly mastered by providing the learners with a variety of exercises before they attempt to use it in communication. According to Ur (2012, 82) It is appropriate to start with controlled and accuracy-oriented exercises. As the students become able to produce the

grammar automatically and slowly proceed to fluent production giving opportunity for the free use of the grammatical items.

Students automate grammar thanks to restricted output activities such as variable drills, written exercises, elicited dialogues, and other grammar activities and games.

Grammar Testing

Grammar knowledge is tested primarily by written tests with either *close ended* or *open ended* items according to Ur (2012, 84). Close ended tasks demand one correct answer which makes this kind of test easy to correct. However, the fact that a learner fills all the right answers does not mean they are able to produce the grammar when they speak or write. Open ended tasks allow the assessor to more accurately assess the learners´ ability because their output without any guidance is evaluated. On the other hand, correcting and assessing such tasks might be more challenging and time-consuming.

Harmer (1993, 322) mentions general criteria that characterises a good test, it should be *valid* and *reliable.* Tests are valid if they test what they are supposed to test. A reliable test gives consistent results. Its instructions must be clear and the scoring done as reliable as possible, so that the results do not depend on who marks the test. Scrivener (2011, 290) adds another standard of a good test, *fairness*.

1.2 Learning Styles in the Class

Learning styles are the general approaches that learners use in acquiring knowledge. They refer to the learners' preferences in absorbing ideas effectively and in the way that is most comfortable for them. There are many existing divisions of learning styles based on various ways of classification. Celce-Murcia mentions four aspects: sensory preferences, personality types, desired degree of generality, and biological differences. (2001, 360) Harmer deals mainly with personality types (42,

2007), whereas Scrivener mentions learners´ differences concerning the preferable use of senses. Scrivener (85, 2011) claims that three basic learning styles are recognised according to individual information processing; *visual, auditory* and *kinaesthetic*. For the purpose of this thesis the dimension of sensory preferences was chosen.

This common and widely-used model of learning style is *Visual Auditory Kinesthetic (VAK) model*. "According to this model, most people possess a dominant or preferred learning style; however some people have a mixed and evenly balanced blend of the three styles." (Bukhari 2015)

The VAK learning style uses the three main sensory receivers: Visual, Auditory, and Kinaesthetic (movement) to determine the dominant learning style. Kinaesthetic style is sometimes connected to Tactile (touch perception). This model is based on modalities by which human expression can take place and is composed of a combination of perception and memory.

The first kind of learners consider visual support such as pictures, flashcards, diagrams, charts, videos, use of colours and mind maps as the most efficient. The students of the second learning style prefer auditory input. The teacher's voice and its changes play an important role for their attention, motivation and memory. Their own verbal acts support their learning, too. Kinaesthetic learners acquire information fastest when some kind of movement or tactile sensation is involved.

1.3   The Interactive Whiteboard as a Revolutionary Didactic Tool

The humble blackboard is undoubtedly considered the first revolutionary teaching tool developed in the beginning of the 19th century as it had a powerful impact on the

way of teaching over the next 200 years. "The interactive whiteboard - or IWB - has the potential to be the second revolutionary teaching tool." (Betcher and Lee, p. 1, 2009)

Concerning new technologies, we live in a time characterized by constant improvements and updates in schools. The IWB found its way to classrooms in the Czech Republic in the beginning of the 21st century. Since this innovative teaching tool was introduced, it has faced massive expansion to all different types of schools. Nowadays, almost every school in the country has at least one interactive whiteboard to be used for the teaching; furthermore some schools possess an interactive whiteboard in every classroom.

1.3.1 Use of the Interactive Whiteboard

The IWB is a touch-sensitive surface of multiple purposes which is connected to other devices such as a data projector, computer and a set of loudspeakers. From the data projector an image is projected onto the board, which enables it to be seen by the whole class. (Scrivener, 335, 2011)

This modern teaching tool combines the use of a traditional whiteboard with the power of a computer and a data projector. As soon as the computer screen is projected onto the interactive whiteboard, the user controls all applications with the touch of a finger or a special pen.

Betcher and Lee discuss the progress of usage of the IWB. "As any new technology arrives, it will inevitably be used initially to continue doing many of the same things that the old technology could do, gradually moving on to reinvent some of the old things in new ways." (2009, 2) This means that teachers start to use the

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IWB in the same way as the traditional chalkboards and whiteboards, mainly to write or draw something and change or erase it. However, they should start to explore the new ways offered by the IWB to let pupils acquire their knowledge interactively.

As with the traditional board, the teacher can take notes on the interactive whiteboard as well. Moreover, unlike notes that are taken on a regular white board, these notes can be saved or printed and be used as worksheets for the pupils. Additionally, various didactic materials such as visual images, texts, slide shows, music and audio files can be displayed on the large screen to be seen by the whole class. Teachers appreciate the access to the Internet, by which they can provide the learners with a large source of information, audio and video materials and numerous games and activities to practise. It is also possible to create their own activities or use IWB teaching materials provided by student's books.

1.3.2 Advantages and Disadvantages of the Interactive Whiteboard

The IWB is "encouraging heads-up learning." (Davies, 2, 2008) During the classes, the learners have "their noses in the books", so it is difficult for them to communicate to one another. However, communication is crucial as it allows the learners to practise the language. In this way, the IWB enables us to do exercises such as readings, picture descriptions and guessing games together in a more comfortable position for the learners to speak to each other. In addition, the use of IWB helps to decrease the number of photocopies by making the learners focus on the board, not the handouts.

Then, the IWB can also be considered as a time saving device, as if the lesson or the activity is created, it can be reused without any time spent on preparation. What is more, there is no need to bring such materials like maps, books and dictionaries into a classroom as teachers can store them in their computer in electronic form and display them on the interactive whiteboard. Consequently, it is easy for teachers to print them out, email them to learners or share them on the internet or educational portals.

"The two biggest advantages of teaching with an IWB are increased student engagement… and the ability to cater more effectively for kinaesthetic learners." (Betcher and Lee, 55, 2009) For kinaesthetic learners movement is important, so they will appreciate any possibility to stand up from the chair during the class. A teacher can let them do an activity by touching the board; for example matching objects.

Finally, an important advantage of the interactive whiteboard is the ability to use it to accommodate all types of learners and expose them to a variety of heterogeneous activities. This helps teachers teaching in heterogeneous classes with all the different types of learners: visual, auditory and kinaesthetic types can benefit from the lessons. The visual learner is particularly stimulated by the high number of images on the IWB. The pictures help them understand the teacher's verbal explanation. The auditory style, however, benefits from discussion and sharing ideas towards peers and the teacher about what is presented on the board. Due to the interactivity, attractive moving objects and sounds, it is a device which makes the learning process more enjoyable for children.

There is no doubt the IWB can enhance the teaching process in a variety of engaging ways by making it much more interactive, dynamic and importantly,

effective for the whole spectrum of different learners. As Davies (2008, 2) comments on the use of the IWB in English language classrooms: "But like any teaching aid they should help us in our lessons rather than dominate them." Even though the IWB is a highly motivating teaching device for learners, motivation can slightly decrease the more they become familiar with the originally new fascinating device, it becomes rather a monotonous part of the classroom setting.

"It needs to be a tool for everyone to use, not just for the teachers" (Davies, 2, 2008) One of the most often mentioned drawbacks concerning the use of the IWB is a danger of possible teacher-centred classroom, where the teacher stands at the blackboard clicking and talking to the learners who just passively consume the knowledge. In order not to go back to this old way of "chalk and talk" teaching, the teachers must use the IWB creatively, and have the use of extra devices such as tablets or student response systems. (Betcher and Lee, 7, 2009)

"…Any classroom technology can be used poorly if a teacher is not skilled and proficient in its use." (Betcher and Lee, 8, 2009) Whether the students lose motivation and interest greatly depends on the teachers and their balanced use of the IWB. As with any other didactic method, device or game, overuse highly increases the chance of failure of the teaching process.

It is not only about the hardware. To adopt this new didactic tool successfully, teachers need professional development and training to be able to use the IWB effectively. However, it largely depends also on their level of enthusiasm and willingness to learn new things.

1.4 Specific Learning Difficulties

The term specific learning difficulties indicates difficulties in acquiring basic academic skills. The most common types of learning disorders include reading (dyslexia), writing (dysgraphia), grammar (dysorthographia), mathematics (dyscalculia), language (dysphasia) and motor skills (dyspraxia).

As for the terminology, the prefix *dys-* means a contradiction or deformation. As the term dysfunction signifies a function that is imperfectly developed, this prefix in the names of the learning disorders mentioned indicates an insufficient, improper development of the ability. The second part of the word is adopted from the Greek word describing the ability affected. (Zelinková 2003, 9)

These kinds of learning disorders might be confused with a slowly acquired ability to read, write and count due to a low level of cognitive ability or developmental immaturity of the learner. (Fischer a Škoda, 2008, 108)

1.4.1 Signs of Specific Learning Difficulties

The signs of learning difficulties differ in individuals depending on the particular kind and level of the difficulty, their combinations, as well as their internal and external factors.

Additionally, the difficulties do not affect only the main problem areas such as reading, writing and maths; there are also a number of accompanying signs. The fact that specific learning difficulties have common signs (e.g. concentration difficulty, disorders of handedness and spatial orientation, insufficient level of hearing and seeing and problems with memory) shows the mutual relation of single specific learning disorders. (Zelinková 10, 2003)

Learning disabilities in reading (dyslexia)

According to Fischer a Škoda (2008, 108), dyslexia is the most well-known and also the oldest term among the specific learning difficulties. It affects the basic elements of reading performance: speed, correctness, technique of reading and reading comprehension. (Zelinková 41, 2003)

Signs of reading difficulty include problems with:

- reading speed and fluency (too slow or impetuous)

- letter and word recognition (exchanging similar letters)

- understanding words and ideas (reading comprehension)

Learning disabilities in writing (dysgraphia)

The symptoms of a written language learning disability concern the act of writing. Zelinková (42, 2003) mentions problems with:

- neatness and consistency of writing (big, small, hardly legible, using crossings out)

- accurately copying letters and words (not remembering the shapes)

- pace of writing (slow, requiring a lot of energy)

Learning disabilities in grammar (dysortographia)

This disorder affects grammar in two areas: an increased number of specific grammatical mistakes and a difficulty acquiring and applying grammatical rules. According to Zelinková, (44, 2003) it is demonstrated by problems with:

- distinguishing short and long vowels

- distinguishing syllables

- distinguishing sibilants

- spelling (skipped or added words or syllables)

- borders of words (joining or separating letters and syllables)

Learning disabilities in math (dyscalculia)

Learning disabilities in math affect not only the child's ability to do math, but also memorization and organization of numbers. Moreover, importantly for this thesis, learners suffering from dyscalculia might have difficulty telling the time. (HelpGuide.org)

ADHD (Attention deficit hyperactivity disorder)

Difficulty in school does not always stem from a learning disability; in addition, ADHD sometimes co-occurs or might be confused with learning disabilities. While not considered a learning disorder, it can certainly disrupt learning.

Children with ADHD often have problems with:

- sitting still

- staying focused

- following instructions

- staying organized

- completing homework

1.4.2 Language Learning of Pupils with Specific Learning Difficulties

According to the law in the Czech Republic and other EU countries, the task of the educational systems is to customise the teacher´s preparation to the needs of these pupils. The teachers have to consider the individual differences of the learners and adjust the learning process to the learners. They also have the duty to provide additional care and support for the children in need. (Zelinková 40, 2005)

Whether learners with specific learning difficulties who are struggling with their own mother language should study a foreign language or not is a frequently asked question. Because it is an important part of basic education nowadays to be able to

communicate in at least one foreign language, a majority of the learners with special needs are obliged to learn it.

There are particular symptoms that appear while learning a language whether it is the student's mother tongue or a foreign language. As Zelinková (26, 2005) claims, the pupils with specific learning difficulties:

- have difficulty with a connection between the printed symbol and the corresponding pronunciation

- may learn the grammatical rules by heart, but they are not able to apply them

- do not only need more time, but also more explanation, more information and instructions.

- do not manage to perceive long text and exercises, so they are inappropriate

- prefer to write the vocabulary and tasks in small units or to leave out lines

- require multiple practice and revision in connection with corresponding teaching aids

- automate the schoolwork better if it is proceeded in small steps (a little amount of new knowledge should be given at once and repeated in different contexts)

To summarise, even though it is more demanding for a person struggling with a specific learning disorder to learn a foreign language, it is not completely impossible to master it. Certainly, it depends on the kind and level of the difficulties. If received suitable help and support from the teacher and the family, the pupil´s difficulties are likely to be reduced.

2   METHODOLOGICAL PART

2.1   *Different Learning Styles in the Process of English Grammar Teaching*

It is beneficial for teachers to be aware of pupils' learning styles for how students learn is a major factor influencing both learning and teaching processes. If teachers adjust the way they teach to the learning styles their pupils prefer, they will maintain more interest and attention.

Harmer (43, 2007) recommends that teachers "balance the interests of individuals against what is good for the group". It means that teachers should approach their teaching strategies with a variety of stimuli to satisfy learners with different learning styles.

Reid (7, 2007) claims teachers should: "Ensure that learning involves all the senses, namely the visual, auditory, kinaesthetic and tactile. Many people have a preferred modality and need to use this when they are learning new material."

The more a student can learn through a combination of all the modalities - visual, auditory, and kinaesthetic, the more adopted the knowledge will be. The following are descriptions of different learning styles and corresponding techniques that teachers can use to help students develop, explore, and enhance their learning strengths.

2.1.1   Visual Learners

The first type of learners learn best through seeing. Visual learners are often good readers, they have rich imaginations and are able to think in pictures. Thus, they like

using various visual aids e.g. pictures, illustrated textbooks, wall posters, charts, maps, diagrams and handouts when learning. They also benefit from videos, films and written directions, because they need to create mental images to retain information. These types of learners like taking notes during a lecture as note-taking helps them understand and learn the new information better. In addition, they tend to use colourful pencils for highlighting important parts of a text (JCU).

Teachers should encourage visual learners to:

- "use graphics to reinforce learning

- colour code to organise notes and possessions

- use colour to highlight important points in text

- take notes

- illustrate ideas as a picture before writing them down

- ask for written directions

- use flow charts and diagrams for note taking

- visualise spelling of words or facts to be memorised"

(www.jcu.edu.au)

2.1.2 Auditory Learners

Auditory learners learn best through listening and speaking. They are good speakers, so they prefer discussions where they talk things through and listen to other people´s speech. Also, reading texts aloud is very helpful for them; they prefer hearing the information to reading it. Therefore; instead of making notes, they like to use a tape recorder. To accommodate the needs of these pupils, teachers should present and request information verbally to help their students hear and remember how the language sounds. Auditory learners benefit from presentation through speaking and auditory activities such as brainstorming. They are very sensitive to

tone of voice, so teachers can use it to make the message more comprehensible (www.jcu.edu.au).

Auditory learners should:

- "read aloud and tape test questions or directions

- ask questions

- recite information to learn

- use tunes or rhymes as mnemonic devices

- use verbal analogies and storytelling to demonstrate their point"

(www.jcu.edu.au)

2.1.3 Kinaesthetic learners

The third type of learners learn best through doing, moving and touching. Generally, kinaesthetic learners like doing something with their hands. Any type of activity such as manipulating physical objects or moving around is important because it may be very hard for them to sit still for a long period. They often stand when they work or move around during learning. In addition, they need a break very often when studying. They also like to eat something, chew gum or listen to music while studying. Kinaesthetic learners are successful when totally engaged with the learning activity and acquire information faster when participating. They tend to express themselves through movement and have good sense of balance and eye-hand coordination, so dance and drama are beneficial activities for them (www.jcu.edu.au).

Encourage kinaesthetic learners to:

- "make models or role play to physically experience learning

- skim through reading material before reading it in detail

- annotate text and write questions while reading

- translate information into diagrams or other visual study tools

- recite a list of items by counting on fingers

- memorise or drill while moving e.g. when walking

- listen to music while studying"

(www.jcu.edu.au)

2.2 Teaching English to Learners with Specific Learning Difficulties

As described in the theoretical part, learning disorders make it difficult for a person to learn as quickly or in the same way as someone who is not affected by a learning disorder. People with learning disabilities have trouble performing specific types of skills or completing tasks if taught in conventional ways. The teacher´s task is to be aware of these facts and adjust the curriculum to the special needs of the learners.

2.2.1 Principles of Teaching

The following principles are generally applicable on any other pupils, however as for teaching learners with specific learning difficulties, these approaches contribute to even more significant improvement of learning outcomes.

1. Multi-sensory teaching approach

Zelinková (78, 2005) claims that the principle of *multi-sensory approach* connects seeing, hearing, touching and kinaesthetic movement in the teaching process. This enables the pupils to use the way of perception which is developed best or their combinations.

"…involving the use of more of child's senses, especially the use of touch and movement will give the child's brain tactile and kinetic memories to hang on to, as well as the visual and auditory ones." (International Dyslexia Association)

Bartoňová and Vítková (2007, 190) mentions that respecting the learning preferences is a very promising approach helping the pupils with disabilities to take control over their learning.

2. Communicative approach

According to the *communicative approach* mentioned by Zelinková (81, 2005), development of communicative skills is favoured. It requires skills to perceive the speaker, understand what they are saying, and to express personal thoughts and needs.

Owing to their difficulties, the pupils are not capable of doing more operations (recalling vocabulary and grammar, using the right endings and word order) at once. Therefore, communication can be firstly practised by simple drills, where the pupils only repeat or substitute a single language item.

3. Sequential approach

The next principle called *sequential approach* mentioned by Zelinková (82, 2005) involves the presentation of curriculum in a logically ordered progression. Especially pupils with difficulties should proceed gradually by small steps from what they already know to new knowledge. When the schoolwork has been covered, the pupils are tested on their mastery and then they move to the next stage. Without a connection to the preceding, the new piece of knowledge is isolated and easily forgotten.

4. Multiple revision

The process of automation is often negatively affected by the disorder that the pupil struggles with. In order to automate the knowledge, it must be thoroughly practiced using various techniques. Zelinková (83, 2005)

As the memory of a pupil with learning disorders tends to be weakened or not logical, teachers must enable the pupils enough space to practise the grammar thoroughly. Thus, both oral and written drills are recommended to support pupils' grammar learning or allow them to use special teaching aids in lessons, for instance grammar overviews.

5. Respecting individuality

As discussed above, pupils with specific learning difficulties do not represent a homogenous group. Therefore, it is crucial that teachers consider the expert opinion established and respect it. There is not a universal technique, attitude to learners or way of assessment, as Zelinková (83, 2005) claims. In addition, a teaching technique which meets the needs of one pupil might be inappropriate for another.

An assessment is a very sensitive area, especially for the learners with disorders. It requires good judgment and sensibility to decide how to conduct it. Taking the specific learning difficulties into account, the teacher may tolerate and not evaluate slow working pace, difficulties in reading and use of compensatory teaching aids during the learning process. However, the degree of tolerance must not be too high, as the children have to learn to overcome obstacles and not just be tolerated.

Nevertheless, the assessment of learners with special needs should correspond to their individual capabilities and those which are not affected by the disorders.

2.2.2 Specifics of Teaching English Grammar

According to Zelinková (89, 2005), mastery of grammar by pupils with learning difficulties is very individual. A frequent cause of failure in learning English grammar is lack of success in acquiring grammar in the pupil´s mother tongue.

In addition, it is highly beneficial to support pupils´ learning through supplementary teaching aids. Grammatical overviews are useful for pupils who like a system and prefer visual aids. The overviews provide the pupils with certainty, sight control and help with retention of the material. Zelinková (90, 2005)

Other pupils with learning difficulties benefit from using different colours to highlight specific information. It helps them to master for example the word order by distinguishing different parts of speech by varied colours.

2.3 The Interactive Whiteboard in Foreign Language Teaching

There are multiple ways to use the interactive whiteboard creatively and thus support the pupils´ knowledge output. It should accompany pupils´ textbooks as well as take into consideration pupils´ interests, existing knowledge, and skills.

2.3.1 Interactive Activities

As mentioned in the theoretical part, the interactive whiteboard should be used primarily for interactive purposes, which would vitalise a learning process and support pupils´ engagement as much as possible.

Basic interactive activities mentioned by (CDMVT) include, for instance: *matching objects, moving objects, writing in, completing and uncovering.* These activities use basic tools of interactive systems such as a mouse, and an interactive pen. They are easy to design for teachers and easy to use for pupils. On the other hand, designing

advanced activities, such as *animations* and *games*, require more time along with the integration of other interactive tools.

Teachers can design the activities using special computer programmes for the interactive whiteboard such as SMART Notebook, ActiveBoard and also Word, Excel and PowerPoint. The interactive materials and activities can be also used from software on compact discs as a supplementary material of teachers' books. The internet provides lots of interactive materials too, mainly through the web educational pages.

2.3.2 English Grammar Teaching using the Interactive Whiteboard

There are many different ways of presenting, practising and testing grammar using the interactive whiteboard. While using it, a teacher should keep in mind the basic methodological techniques regarding grammar teaching.

In this section, particular ways of presentation, practice and testing and their suitability for different learning styles and pupils with specific learning difficulties is discussed. However, since the IWB´s are a relatively new technology to education, the available academic literature is limited and emerging only slowly. Thus, the basic activities are addressed with comments regarding their use on the interactive whiteboard.

Presentation

1. Video

Due to the fact that the interactive whiteboard is a multimedia device, teachers can present new grammar displayed on it in form of written texts, sounds, pictures and also videos. Stempleski and Tomalin (3, 1990) emphasise the positive effect of

video: "This combination of moving pictures and sound can present language more comprehensively than any other teaching medium." While watching a video, pupils experience the language through video in a lively way which connects the visual images with spoken words. When an appropriate activity is chosen, video also encourages communication.

When compared to a video cassette recorder, the interactive whiteboard enables teachers to play various videos available on the internet, on CD´s and DVD´s and mainly, to be seen on a large screen. It is also possible to draw on the board and add comments.

Regarding the learning styles, not only auditory learners benefit from hearing as in the case of traditional listening exercises, it also satisfies the needs of visual learners, who learn through seeing. This kind of presentation was beneficial for pupils with learning difficulties too as it provided pupils with multisensory stimuli. Moreover, as Zelinková (86, 2005) claims, songs with some kind of movement involved are recommended.

2. Visuals

Harmer (27, 1993) claims that "…grammar explanations for beginners and elementary students are better handled with more obvious techniques, such as demonstration". Harmer mentions certain use of visuals coupled with explanation as well as he recommends that teachers clarify the technical words by explaining grammar in the pupils' mother tongue.

Displayed on the interactive board, the visuals can be far more attractive than traditional paper visual aids such as paper clocks and flash cards. They are also better visible for the whole class. Then, as teachers can store their visual presentations in the computer or on flash cards, they cannot be damaged.

This technique is useful for different learning styles. Visual learners benefit from a presentation done by a visual image supplemented by written notes. Auditory learners hear teachers explaining grammar, which helps them remember. Pupils with difficulties benefit from the gradual presentation of grammar which is supplemented through demonstration.

Practice

There are various techniques which get pupils to practise grammatical items. Some of them are straightforward and some of them are more involved such as the use of interactive activities, games and quizzes. (Harmer, 41, 1993)

1. Drills

Scrivener (169, 2011) says that: "Drills provide intensive oral practice of selected sentences, giving the learners a chance to practise ´getting their mouths around´ the language without worrying too much about meaning." A basic choral drill or more improved ones can be used to help pupils to practise the right pronunciation of the words and to automate the new knowledge.

Besides simple listening and repeating using the teacher´s voice, the teachers can play a recording and stop it whenever needed on the interactive whiteboard. Unlike with traditional recordings, the variants of the language that are used during the drill might be displayed on the board too and changed only by a click of a mouse.

As Zelinková (82, 2005) claims, drill exercises are one of the effective techniques providing pupils that have difficulties with necessary practice. First, they should hear the piece of knowledge a few times said by a teacher, then practise with the whole class. Mainly auditory learners appreciate multiple chance to repeat the sentences as they learn through listening and speaking.

2. Matching

Another activity that enables a teacher to check the understanding of the grammar learnt very clearly and quickly is matching pictures with the corresponding words. "Matching exercises provide students with a fun, engaging way to learn. Not only does it give students an opportunity to learn object/word definitions, but it also challenges them logically" (EnglishForEveryone.org).

Pictures are matched with words by a *drag and drop* function (the user selects a virtual object by "grabbing" it and dragging it to a different location). In this case, pupils simply remove either a word or a picture and drop it in the correct position on the board.

The biggest advantage of using a matching exercise on the interactive whiteboard is that it provides kinaesthetic learners with a chance to move and match the objects as it stimulates their need to touch things and move around. Visual learners connect the image with words, which helps them memorise the new language.

3. Word order

Harmer (53, 1993) calls attention to problems that most non-native speakers of English have with word order. Thus, he presents an activity where pupils are supposed to rearrange jumbled sentences in the correct order. "A way of making this activity even more involving is to put the words and phrases on large cards." In the project, pupils rearranged the words physically to make sentences.

The interactive whiteboard can be used to do the same task by moving the images to make the sentences. Mainly visual and kinaesthetic learning styles are satisfied by this practise technique as it connects visual stimuli (written text) as well as movement and touching of physical objects (cards, images on the board). The

auditory learners favour the following oral correction. Pupils struggling with learning difficulties prefer similar kinds of activities, where there are jumbled letters or sentences.

4. Interactive games

According to Harmer (47, 1993) games are especially useful for grammar practice. Scrivener (337, 2011) claims that such activities on the interactive whiteboard:"… may get people doing grammar exercises who would have turned their noses up at them in a book."

They are created with the main purpose - to make pupils of all learning styles become more engaged and help them actively participate in their learning without realising that they actually improve their language knowledge. By integrating the IWB in this way, teachers use its full potential as it makes possible to play the attractive computer games with the whole class.

Testing

Within the interactive whiteboard so called *student response systems* might be used to perform testing the class. These devices enable the teacher to get various forms of feedback from the learners. By clicking on particular buttons, the pupils export the results to the teacher´s computer, where they can be directly seen. What is more, a well-arranged graph of the results is created and saved to Microsoft Excel, exported or printed. (See Appendix 3)

Student response systems not only offer an entertaining way of testing for the learners, they also make it more appropriate for the pupils with specific learning difficulties. Instead of writing with hands, which is often negatively affected by their disorders, they answer the questions by clicking on the keyboard.

1. ActiVote

ActiVote is a simple student response system with six buttons. This system is used to examine students on how well they understood the concept that has been just taught or the one it is about to be presented (Promethean).

Figure 1. ActiVote student response system

2. ActivExpression

The second type of the student response systems is called ActivExpression. Unlike the first type, ActivExpression contains a whole keyboard, which enables text and numeric responses. It also offers a wider variety of question and answer types, including the ability to assign full quizzes with questions of varying difficulty and enable pupils to respond at their own pace. (Promethean)

Figure 2. ActivExpression student response system

1. Correct or incorrect

Scrivener (2011,295) mentions a few testing techniques including two-option answers such as *Correct or incorrect?* where the learners are supposed to decide whether the sentence is correct or not. This type of question is possible using both the response systems mentioned

2. Gap-fill

A *gap fill* exercise is another way of testing learners' knowledge. According to Scrivener (2011, 293), it might be used in a several different variations, for example in a *single sentence:*

- *Fill in the blanks. Use only one word in each space.*

  16:45 – It´s _____ to five

  Answer: quarter

Harmer (1993, 60) uses a term *fill-ins* for the same type of exercise, where pupils have to fill a blank with a word or words. "This is a good test of student´s comprehension as well as of their knowledge of individual grammatical items (such as personal pronouns, prepositions, and the verb to be, etc) Harmer (1993, 61). A gap-fill test item is only possible with the response systems with written and numeric responses.

3. Multiple choice

In *multiple choice* items learners choose the correct answer from a number of alternatives. (Harmer, 1993, 60) They are easy to mark, but they do not test the learner´s productive ability, just recognition of grammatical items. As multiple

choice require only clicking on one button, it is possible to use this item with both the response systems.

- *Choose one of the alternatives:*

  13:30 – It´s half past one _____

    a) AM   b) PM

    Answer: b)

3 PRACTICAL PART

3.1 Project

3.1.1 Research Questions

On the basis of the literature review, the following questions were suggested:

- Is it possible to design interactive activities respecting all learning styles?

- Is this way of presentation, practise and testing appropriate for a class with specific learning difficulties?

- Can these techniques help learners achieve better results than with other teaching aids?

3.1.2 Research Methods

In order to design appropriate supplementary grammatical activities for the interactive whiteboard and assess their effectiveness with respect to different learning styles the following research methods were conducted.

- an analysis of a textbook used by the particular testing group focusing on the particular grammatical item presentation, practise and testing

- a questionnaire detecting learning styles

- reflections after all lessons

- a class survey

3.1.3 The Class Tested

The survey was done in class 6.B at ZŠ Liberec, U Soudu. This school is focused on education of both the common learners and those with special educational needs, whose individual education is accomplished in the B classes. In these classes,

children with specific learning difficulties, mainly dyslexia, dysgraphia, dyscalculia, and ADHD study together.

The class was chosen because of its characteristics. As mentioned in the theoretical part, multisensory learning is suitable for pupils with specific learning difficulties. All the requirements of this approach are fulfilled by the use of an interactive whiteboard, which was the main teaching tool used for this thesis.

Secondly, it is a class with a low number of pupils (15), which enables the teacher to monitor them more easily when the research is performed. Next, due to their mixed abilities and different learning styles, the class is greatly heterogeneous. In order to achieve better results variable teaching devices and activities in teaching such classes should be used to satisfy the diverse needs of the learners.

Additionally, the students have not had much experience working with the interactive board, so their motivation level has not decreased because of its extensive use.

In regards to pupils' mixed abilities, approximately 1/3 of the pupils in the class tested are very strong. The girls are particularly more clever and active. On the other hand, the bottom 1/3 is very weak. Generally, the class is highly motivated and active, moreover in the words of the teacher, the most active 1/3 tend to be hyperactive. The pupils of 6.B cooperate well with the teacher during frontal teaching, as well as with each other when working in pairs or groups.

Regarding the learning styles, the research proved the heterogeneity of the learning preferences of the target group. In order to discover the predominant learning styles of the class, the pupils were given a questionnaire to complete. (Refer to Appendix 1)

The pie chart (Figure 3) shows that all three basic learning styles: visual, aural and kinaesthetic are present in the class. From the questions answered positively, 36

show the tendency to prefer visual learning, 34 aural learning and the lowest number, 30 favour the kinaesthetic learning.

The fact that the answers demonstrating the three types were approximately equally frequent illustrates the heterogeneity of approaches to learning within the class. Nevertheless, no one can be clearly defined to learn only in one way. Which channel the pupils use depend on the specific situation. Moreover, they tend to use more channels at a time to learn more effectively. Therefore, everybody should be exposed to various ways of perception in order to increase the chance of successful learning process.
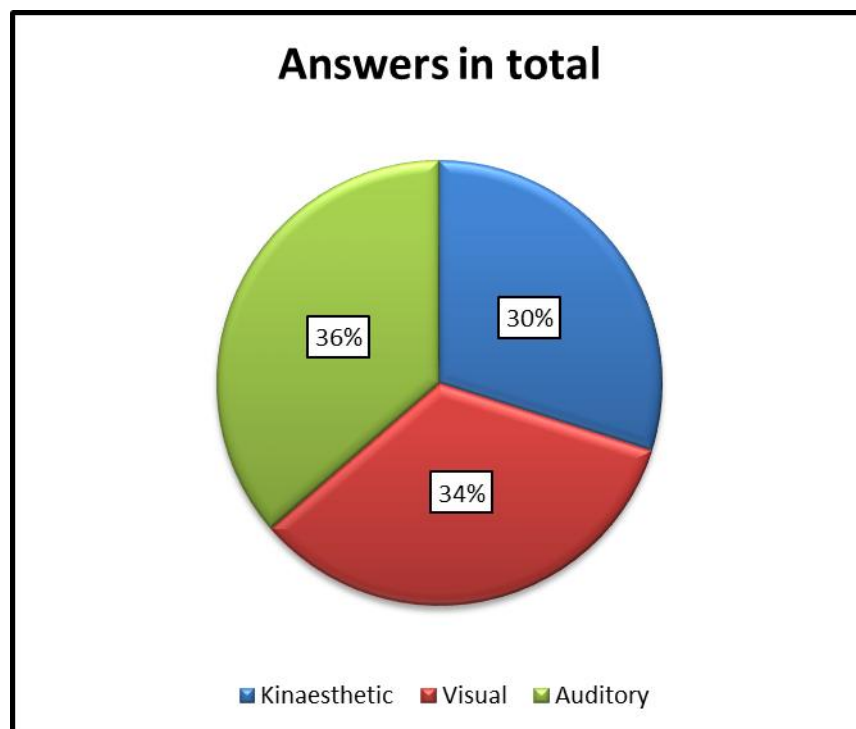
Figure 3. Different learning styles answers

The bar chart below (figure 4) illustrates predominance of the learning styles of the individual pupils of class 6.B. From the total number of 15 students, the largest number 1/3, which is 5 pupils, favour learning through seeing. On second place, 4

learners prefer hearing. Only 1 pupil in the class seems to be a kinaesthetic learner. The rest of the class showed a preference to combine the learning styles. 2 pupils combine all three styles (visual, auditory and kinaesthetic), 1 pupil prefers a combination of visual and kinaesthetic, 1 visual and auditory, and finally 1 auditory and kinaesthetic.
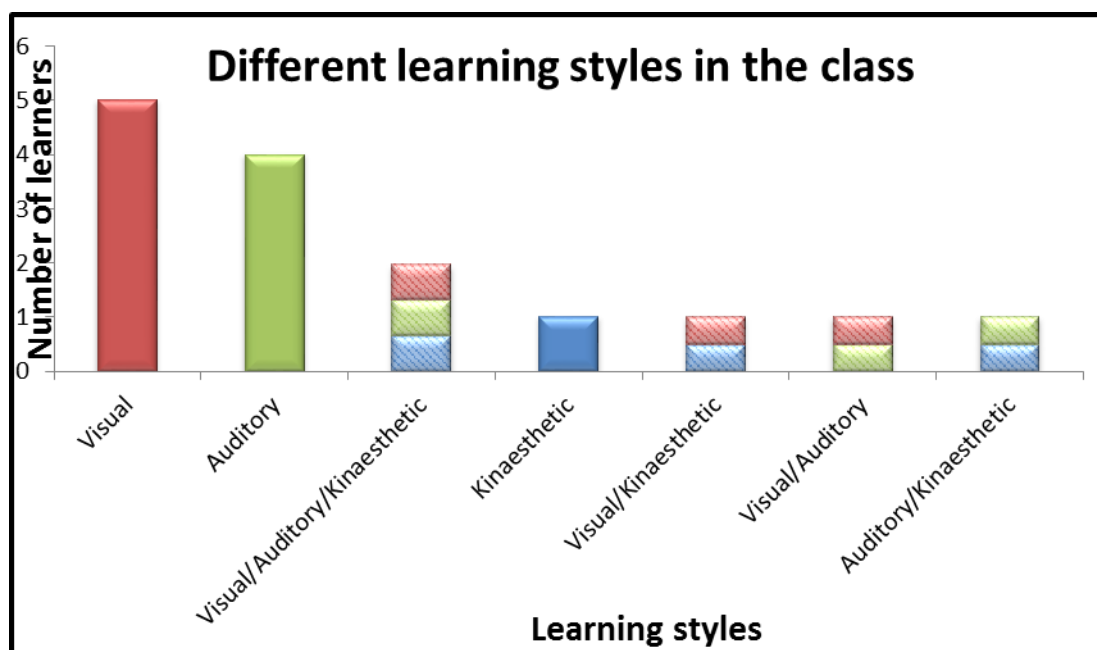
Figure 4. Different learning styles in the class

3.2 Analysis of a Textbook

The class investigated was using the textbook *Project 1*. The grammatical feature which was dealt with in the practical part of the thesis was *telling the time*.

The presentation, practising and testing of *the time* is closer analysed in order to investigate the appropriateness and sufficiency with regard to different learning styles of the learners. In view of the outcome, supplementary activities on the interactive whiteboard were created to target all of the different learning styles in the group.

3.2.1 Presentation

To present *telling the time* in English, in the student´s book there are watches with sentences describing the time, e.g.: It's six o'clock. There are two arrows showing the learners the use of the prepositions *past* to express the time from *o'clock* until the *half past* and *to* used after *half past* to *o'clock*. It is accompanied by an audio recording for listening to and repeating the sentences.

As for respecting different learning styles, this presentation combines a visual aid with an aural input, which is sufficient for both visual and auditory types of learners. Stimulation of kinaesthetic learners´ needs is not included.

3.2.2 Practice

There are two kinds of exercises in the student's book to practise telling the time. In the first activity, there are eight times to be matched to the clocks and watches showing the right times.

This activity is good to practise the written form of the grammar, which stimulates mainly the eyes. If it is checked orally with the whole class, it helps the aural types to remember more. Again, the movement is not included in the exercise to engage kinaesthetic learners.

The second exercise is a listening comprehension. In the first section, the students listen and write times they hear. It is good practice of both spoken and written forms, where the aural types will probably be successful. The next part of the listening is more complex. There are different activities of children mentioned and also days and times when they do the activities. After the first listening, the pupils are supposed to

match the activities with the days. After the second listening, they match the days with the times.

This activity stimulates the eyes, ears and to some extent movement as well. The learners see the pictures, days and times, which helps them to make a picture in their heads. They also listen, so they connect the words with the pictures. Their task is to match the objects, which involves them touching the pen and making some moves, which could possibly satisfy the kinaesthetic/tactile learners

In the workbook the pupils can practise the grammar learnt by drawing the hands on the clocks and watches according to the task in the first exercise. Then, in the second exercise, they write the times for each clock and watch showing different times.

Both exercises are aimed at the visual learners as they provide the pupils with illustrative pictures.

3.2.3 Testing

The teacher's book provides the teachers with photocopiable tests assessing the grammar and vocabulary implied in Project books. In Unit 4 test, *the time* is tested in a task together with *the present simple tense* and *prepositions of time*. The pupils describe a day of two people, for instance: *He gets up at 7 o'clock.*

If the teacher used only this test to assess the learner's knowledge, two of the three types of learners, aural and kinaesthetic types might get worse results because their needs would not be met. The aural learners would appreciate hearing the instructions, or to be tested orally. On the other hand, kinaesthetic learners would improve their

assessment if the tasks were adjusted to their needs by letting them demonstrate the task, touch some objects or move while testing.

3.2.4 Summary

To summarise the findings, using only the written textbooks with corresponding recordings is not sufficient for all types of learners. Even though the interpretation of the particular grammar item is clear and logical, mainly the needs of kinaesthetic learners were absolutely neglected. Creating appropriate supplementary exercises for presentation, practice and assessment using the interactive whiteboard would greatly enrich the teaching and learning process. In this thesis, some exercises are designed in order to enhance the process and results of learning *the time* in English and possibly raise other efforts to generally adopt the IWB to the classroom.

3.2 Lesson plans

3.3.1 Lesson plan 1

- **6th grade/ 12 years old (pupils with specific learning difficulties)**
- **using the interactive whiteboard**
- **respecting all learning styles (visual, auditory, kinaesthetic)**

Topic: Telling the time

Goals of the lesson: Presentation and practice concerning *telling the time* respecting different learning styles (visual, auditory, kinaesthetic)

Learning Objectives:

After this lesson the pupils will be able to use the revised grammar:
- The present simple tense – affirmative, interrogative/ *What´s his name? His name´s … / What does he eat? He eats …*
- The basics of telling the time - *What´s the time? It´s … o´clock*

They will also familiarise themselves with the grammar newly learnt:
- At + time: *I get up at … o´clock.*

- The first part of telling the time - using the preposition *past*: *five past, ten past, quarter past, twenty past, twenty-five past, half past* in both spoken and written form and use it in simple sentences.

Purpose / Rationale: The purpose of this lesson is to revise the present simple tense and the basics of telling the time. Then, to extend it by introducing and practising new grammatical items regarding telling the time, so that the Ps tell the time and talk about what time they do daily activities.

Assumed knowledge / anticipated problem: the present simple tense: do/does, –s in the third person singular/ numbers

Materials: interactive whiteboard, worksheets

Resources:

Textbook: Hutchinson, Tom. Project 1. ed. Oxford: Oxford University Press, 1999.

Muzzy video: https://www.youtube.com/watch?v=I04A_cnFUew

Song 1: https://www.youtube.com/watch?v=RBvmO7NgUp0

Song 2: https://www.youtube.com/watch?v=0Yq_rztquuU

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1. <u>**Warm-up activity**</u>   **5 mins**

- There are 2 cartoon characters – Muzzy and Corvax introducing the topic

1st slide: There is a picture of Muzzy thinking about clocks: T elicits the word *a clock*

➢ *T: "Look at the board! What´s this?" (pointing at a clock)*

Figure 5. Telling the time: introductory slide

2nd slide: a video with Muzzy - Ps answer the questions after watching:

➢ *T: "Watch the video and answer these two questions." (T pointing at the questions)*

What´s his name? His name´s _____.(Muzzy)

What does he eat? He eats _____.(clocks)"
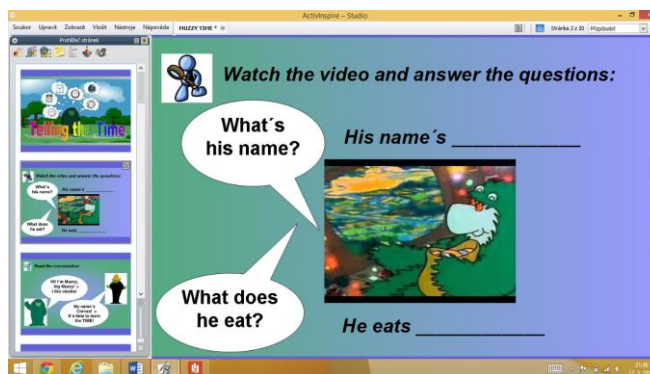
Figure 6. Telling the time: Muzzy video 1

- T checks the exercise with Ps using the interactive whiteboard, Ps come to the interactive whiteboard to write one sentence each.

- T repeats the sentences with Ps:

  ➤ *T: "Repeat after me, everybody!: What´s his name? His name´s Muzzy. What does he eat? He eats clocks."*

3rd slide: There is a dialogue between Muzzy and Corvax: Ps read the dialogue imitating the voice of the characters in the picture and translate it. After that, T plays the sounds of a ticking clock and a ringing alarm

Figure 7. Telling the time: Muzzy and Corvax 1

- **Aim:** To introduce the topic and to motivate the pupils to what will come next. Furthermore, to revise the use of the present simple tense that the pupils already know

- **Thesis focus-Learning styles:**

  Visual: attractive colourful visual aids and videos, instructions written on the board

  Auditory: teacher giving instructions orally, dialogues read using an altered voice, instructions read aloud, answers are repeated, sounds of ticking clocks and an alarm clock

  Kinaesthetic: teacher using gestures, pupils coming to the interactive board

50

- **Thesis focus-Specific learning difficulties:** multisensory approach, grammar divided into short stages, starts from the known grammar, simple instructions

2. **Listening**   **10 mins**
- Song 1: T presents the task, which Ps complete after listening and watching:
    - ➤ *T: "Look at the board. Listen to the song and complete the sentences. _____ the time?(What´s) It´s _____ o´clock.(eight)"*
- T checks the answers with the Ps, one P comes to the interactive whiteboard to complete it. Then, the question and answer are repeated together a few times.
    - ➤ *T: "Repeat after me: What´s the time? It´s 8 o´clock."*
- Song 2: T reads the questions that Ps answer after the first listening and watching,:
    - ➤ *T: "Look at the interactive whiteboard again. Listen to the next song and answer the questions: What does he do at 8 o´clock? (He goes to school at 8 o´clock.) What does he do at 3 o´clock? (He plays the guitar at 3 o´clock.) What does he do at 8 o´clock? (He goes to bed at 8 o´clock.)"*
- T checks the task on the interactive board with the pupils, Ps come to the board to write the answers. The questions and answers are then repeated a few times
- During the second listening, the Pupils sing the song and copy the clock hands as the man does in the video.
    - ➤ *T: "Listen to the song again. Sing the song and look at the man. Imagine that your hands are the clock hands. Move your hands as the man does in the video."(demonstrating the activity)*

Figure 8. Telling the time: Song

- **Aim:** To elicit the already known grammatical structures, to present new grammar
- **Thesis focus-Learning styles:**
  Visual: video displayed, instructions written on the interactive whiteboard

Auditory: use of a song, instructions and tasks read aloud, answers are repeated

Kinaesthetic: teacher demonstrating and pointing at the tasks when giving instructions, pupils come to the board to write the answers, moving their hands during the song

- **Thesis focus-Specific learning difficulties:** activities are short and often changed, diverse ways of perception stimulated (visual, auditory and kinaesthetic), multiple practice is included.

3. <u>**Making sentences**</u>   **10 mins**

- Ps are divided into groups of 3-4 according to the place they sit and they are given pieces of paper with cut sentences. Their task is to put together three basic sentences.

    ➢ *T: "Each group will get pieces of paper with words."*

- Done by means of a competition: The first group gets a one

- It is checked on the interactive board, Ps come to the board to match the right words to make sentences: *1. What´s the time? 2. It´s 12 o´clock. 3. He gets up at 7 o´clock.*
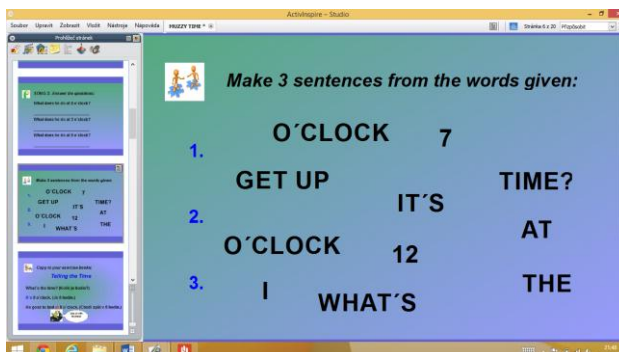
Figure 9. Telling the time: Making sentences

- The Ps copy what is on the interactive board to their exercise books

    ➢ *T: "Open your exercise books. Copy this, please."*
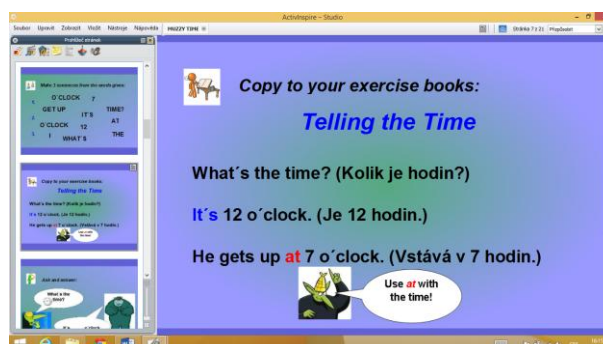
Figure 10. Telling the time: Notes 1

- **Aim:** To practise the already known and new grammatical structures, to motivate Ps by a competition
- **Thesis focus-Learning styles:**

  Visual: using colours to highlight important points

  Auditory: instructions and the task are read aloud, the answers are repeated.

  Kinaesthetic: cards - touching, moving and doing, pupils change their positions while making the groups and when they are coming to move the sentences on the interactive whiteboard
- **Thesis focus-Specific learning difficulties:** simple instructions are given and repeated, movement included

4. Preposition *past*   **15 mins**

- T uses a blank clock to present the first half of telling the time 05-30. T uses an Active pen to write on the whiteboard. After they write them, T uses a choral drill
  - ➤ *T: "Look at the board, please. For the first half of the clock we use PAST=po. (T drawing a big arrow with past) For example: It´s five past ten. Five minutes after 10 o´clock,…"(T uses Czech language to make it clear)*
  - ➤ *T: "Repeat after me: It´s five past ten, It´s ten past ten, It´s quarter past ten, It´s twenty past ten, It´s twenty-five past ten, It´s half past ten*
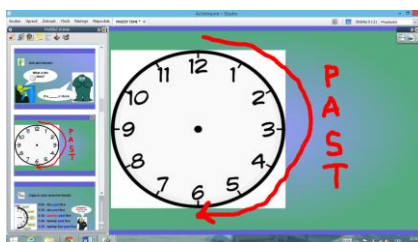
Figure 11. Telling the time: Clock presentation

- Ps copy what is displayed on the interactive whiteboard into their exercise books
  - ➤ *T: "Open your exercise books. Copy this, please."(T pointing at the interactive board)*
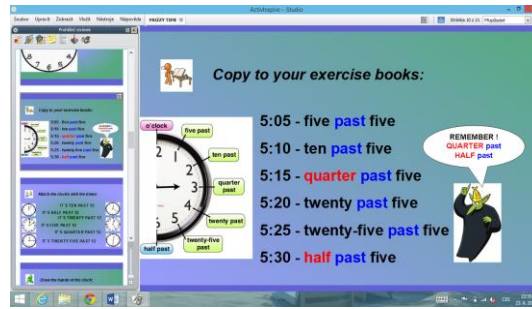
Figure 12. Telling the time: Notes *past*

- **Aim:** To present new grammar
- **Thesis focus-Learning styles:**

  Visual: teacher illustrates ideas using a picture of a clock

  Auditory: information is said aloud and explained, pupils are given space for questions, and new grammar is drilled

  Kinaesthetic: teacher uses body language and points at the particular time on the clock to demonstrate it, presentation is divided into short stages, step by step
- **Thesis focus-Specific learning difficulties:** grammar is divided into short stages, pupils learn through more senses

5. Matching exercise   3 mins

- Ps come to the interactive whiteboard and match the correct times to the pictures by moving the times
    - ➤ *T: "Look at the board. There are six clocks and six times. (T showing them) Match the right times to the clocks."*
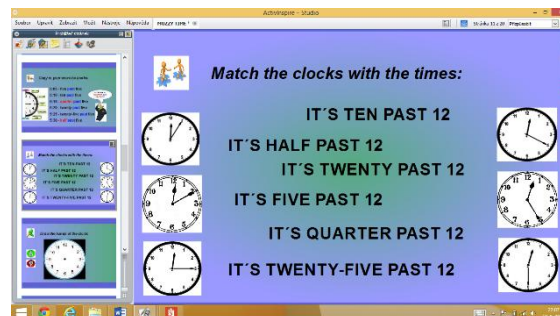
Figure 13. Telling the time: Matching

- **Aim:** To check understanding grammar they just learnt, to practise
- **Thesis focus-Learning styles:**

  Visual: matching the words to pictures- learning through seeing.

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Auditory: pupils read the times aloud

Kinaesthetic: physical movement when coming to the board, touching the objects at their desks and on the interactive board

- **Thesis focus-Specific learning difficulties:** different ways of perception are stimulated (visual, auditory and kinaesthetic), chance to practise the grammar they have just learnt

6. <u>Conclusion</u>   **2 mins**

- T evaluates the lesson, summarises what has been done and sets homework: Ps write 6 times according to pictures
- T distributes the worksheets with homework to be stuck into their exercise books:
  - ➢ *T: "Here you are. Stick the papers to your exercise books, please."*
- **Aim:** To close the lesson, to assess Ps´ work, to set the homework

Reflection 1

The first aim of the introductory lesson was to attract pupils´ attention to the grammatical item that was to be learnt. Therefore, cartoon characters were chosen to accompany the pupils during the whole learning process, they were supposed to motivate them and make the learning more appealing. It seemed the characters were chosen conveniently for this age group.

As for the learning styles, the main goal of the project was to make the lessons suitable for all the learning styles: visual, auditory and kinaesthetic, therefore as various as possible. The visual aids of the interactive board engaged not only the visual learners. As they learn the language mainly through seeing, they make pictures in their mind it makes them easier to remember. Then, a ticking clock, a ringing alarm clock sounds and also short dialogues and songs were used to attract the auditory learners. In addition, the activities were designed to be always checkable on the interactive whiteboard. Consequently, everybody could see it, the words were also read so they could hear everything. In addition, for each task, one of the pupils

moved to write/match/draw something on the board which stimulated the needs of kinaesthetic learners. These facts contributed to their high level of motivation and engagement to the learning process.

Concerning the grammar teaching, it was appropriate to build on the knowledge already acquired. By means of the first song, they revised *What´s the time?* and *It´s… o´clock*, which some of them already heard before. The fact that they felt confident with the first part of the grammar definitely contributed to their self-confidence and positive attitude to learning. To make the presentation engaging for the kinaesthetic learners as well, after they answered the questions to the second song, the pupils´ arms imitated the clock hands and showed the time as in the song. This task was enjoyable for the pupils.

The group activity with the cut sentences was also meant to stimulate the kinaesthetic types of learners. The task was done not only at the desk, but also on the interactive whiteboard, where the movement was even more noticeable than at the desk with pieces of papers. The pupils then copied the sentences created into their exercise books according to what was written on the slide highlighting anticipated problems.

Then, the next part of the grammar comprehension followed. I used a blank clock displayed on the interactive whiteboard to present the first half of telling the time – using *past*. I started only with the preposition *past* because I wanted the pupils to follow the grammar presented in small pieces. After that the pupils wrote down what was on the board into their exercise books. Due to the writing and reading disorders, some of them needed longer time to finish, so I had to respect it. While they were writing, I monitored their work by walking around the class. Then, we drilled chorally the pronunciation by reading the times they just wrote. The pupils were

actively involved while drilling the times. This type of practice is always enjoyable for the pupils because they can practise saying the words with the class and do not have to be nervous about how they sound as they would if they read on their own.

The last exercise was matching times to pictures of clocks. It was a simple practice designed for checking the understanding of the grammar they just learnt. Furthermore, working with the interactive whiteboard was an enjoyable contrast to sitting down during the lesson, so this change stimulated their attention.

At the end of the lesson I set a piece of homework to practise the written form of telling the time using *past*.

To conclude, the first lesson was effective and the main aims were fulfilled. It both revised some grammar and taught new things. I think I would not change anything about the activities. Even the pupils, who are normally not active, were actively involved during the whole lesson, which showed their motivation. Different kinds of learners benefited from a combination of visual aids, sound stimuli and physical movement during the activities. Concerning their learning difficulties, it was a well-balanced lesson, where different techniques and activities were used.

In the following lesson plans, the aims of particular stages of the lessons concerning the thesis focus (different learning styles and specific learning difficulties) are addressed in the reflections following the lesson plans in order to avoid repetition.

3.3.2 Lesson plan 2

- **6th grade/ 12 years old (pupils with specific learning difficulties)**
- **using the interactive whiteboard**
- **respecting all learning styles (visual, auditory, kinaesthetic)**

Topic: Telling the time

Goals of the lesson: Presentation and practice concerning *telling the time* respecting different learning styles (visual, auditory, kinaesthetic)

Learning Objectives:

After this lesson pupils will be able to use the revised grammar:

- *What´s the time? It´s ... o´clock*
- Using *past*: *five past, ten past, quarter past, twenty past, twenty-five past, half past*

They will also learn new grammar:

- Using *to*: *twenty-five to, twenty to, quarter to, ten to, five to*

Purpose / Rationale: The purpose of this lesson is to practise grammatical items from the last lesson and learn the rest for pupils to be able to tell the time and talk about what time they do daily activities.

Assumed knowledge / anticipated problem: the present simple tense: *do/does, –s* in the third person singular/ numbers; *What´s the time? It´s ... o´clock*, using *past*

Materials: interactive whiteboard, worksheets

Resources:

Textbook: Hutchinson, Tom. Project 1. ed. Oxford: Oxford University Press, 1999.

Clocker 1: http://www.oswego.org/ocsd-web/games/ClassClock/clockres.html

Clocker 2: http://www.ictgames.com/fairyClock_v6.html

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1. <u>Warm-up activity</u>   5 mins

- There´s a dialogue between Muzzy and Corvax: Ps read it and translate it
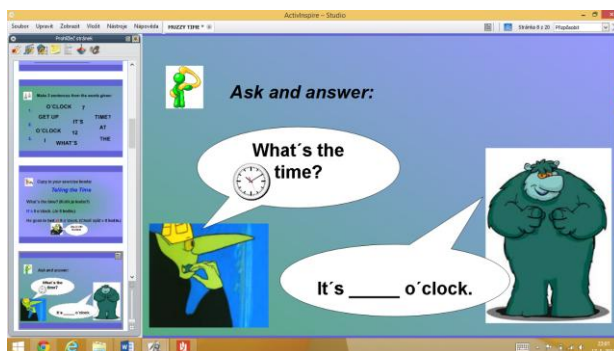
Figure 14. Telling the time: Dialogue

- T sets different times (only with *o´clock* first) on the clock displayed on the IWB, Ps ask and answer: *What´s the time? It´s … o´clock*
- T listens and checks, then sets a few times using *past*
- **Aim:** To activate vocabulary, to revise what was learnt in the previous lesson

1. **HW check**   **5 mins**
   - T checks the homework with Ps by means of the interactive whiteboard
     - ➢ *T: "Let´s check the homework. Open your exercise books, please."*
   - Ps come to the board to write one time each and check their HW in their exercise books at the same time
   - **Aim:** To check the homework, to revise the grammar from previous lesson

2. **Draw the hands of the clocks-*past***   **15 mins**
   - T distributes worksheets with 6 blank clocks, Ps stick them into their exercise books
     - ➢ *T: "I´ll give you worksheets with blank clocks. Stick them to your exercise books, please."*
   - T dictates times (using *past*) and Ps draw the hands, T checks the exercise on the IWB
   - If it´s right, sound of clapping hands follows; if it´s wrong, T plays booing to indicate the wrong answer, the Ps correct themselves
   - **Aim:** To practise the spoken form of telling the time

3. **Preposition *to***   **15 mins**
   - T uses a blank clock to present the second half of telling the time
   - T writes on the IWB, Ps listen ad repeat the times T just wrote

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> - *T: "Look at the board, please. For the second half of the clock we use TO=do. (T drawing a big arrow with to) For example: It´s twenty-five to ten." (T uses Czech language to make it clear)*
> - *T: "Repeat after me: twenty-five to, twenty to, quarter to, ten to, five to*

- T answers Ls´ possible questions, explains
- Ls copy the record into their exercise books
- **Aim:** To present new grammar

4. <u>Matching</u>   **3 mins**

- Ps come to board and match the correct times to the pictures
- **Aim:** To check understanding of just learnt grammar, to practise

5. <u>Conclusion</u>   **2 mins**

- T evaluates the lesson, summarises what had been done and sets the homework:
- T distributes the worksheets with the homework to be stuck into their exercise books, Ls write 5 times according to pictures
- **Aim:** To close the lesson, to assess Ls´ work, to set the homework

Reflection 2

During this lesson, the learners were supposed to practise the grammar learnt in the previous lesson and learn the second half of telling the time-using *to*.

In the first part of the lesson, to activate the vocabulary and revise the grammar, I chose a short activity consisting of a dialogue between the two characters. I showed the time on the clock and the pupils asked and answered. First, we started practising only whole hours *(o´clock)*, then we proceeded to using *past*. Each learner had space for talking and I could check the right use of the grammar and pronunciation.

This activity connected an attractive visual picture with a spoken activity, which helped two types of learners: auditory and visual. Moreover, as it was quite simple and included only one sentence where the time was altered, the learners with specific

learning disorders could pay attention only to the grammar, not being distracted by other tasks.

Then, we checked the homework. I gave the learners the same worksheet as displayed on the interactive board so as to be able to use the board to check it. It did not cause them any troubles. The exercise was supplemented by an evaluating system. If the answer was right, I put a sound of clapping hands, if not; it booed at the learner, so they should correct themselves.

The learners liked this very much and could not wait to come to the board and try it. All the answers were both written and read to make it easier to be remembered and satisfy the needs of learners who prefer learning by listening, seeing and moving. In addition, the kinaesthetic learners had a chance to stand up and move for a moment, which helped them to stay concentrated.

Then, a more challenging exercise followed. The learners were given worksheets with six blank clocks and I dictated different times using *past*. The pupils were supposed to draw the hands of the clocks. I had to write the digital times on the board to help the learners. After each time, it was checked using a clock displayed on the interactive board and assessed by clapping or booing.

This time, they needed more time to think about the answers. I realised the opposite process, writing the time according the given clocks, was much easier for them. Even though it was more difficult, the learners did not lose their motivation. As all the tasks were designed to engage the learners with different learning preferences, this task was visually very attractive, which helped the visual types of learners to memorise the grammar more effectively. In addition, the visual images were connected in the learner's minds with the spoken form of the grammar while I was dictating the times, which helped the auditory learners. Also, the learners who liked

physical movement were enthusiastic as they could stand up from the chair and move.

When I saw they are comfortable with using *past*, I continued to present the second half of the clock-using *to*. The same type of presentation was used as with using *past* because I wanted to make it comprehensible for the learners. Due to their disorders, it is better for their understanding to not make the presentation of the same grammar more complicated by different techniques. Moreover, it also helps them to make their own records in the same structure. Additionally, the same colours for highlighting the important information are beneficial to be used. Even though I tried to make the presentation as simple as I could and supply it by demonstration, it was very difficult for some learners. From my experience, using *to* is always more difficult, but especially for these children struggling with dyslexia, telling the time and also orientation in time is generally problematic. The learners mixed up the short hand with the long hand, so using digital clocks made it easier for a lot of them.

After that the pupils wrote down what I had just presented. I tried to draw attention to the anticipated problems by highlighting the difference between *past* and *to*.

We drilled the sentences and then, a matching exercise to check the understanding was used. The learners were engaged to the task very much; they enjoyed moving the words on the interactive whiteboard a lot.

This lesson was successful; I added the other half of telling the time and also practised the grammar learnt during the last lesson. The learners were involved to the activities and motivated. Due to the fact that the presentation was structured in the same way as the last one, they did not have to ask so many questions, so I think it was a good decision to present it in this way.

3.3.3 Lesson plan 3

- **6th grade/ 12 years old (pupils with specific learning difficulties)**
- **using the interactive whiteboard**
- **respecting all learning styles (visual, auditory, kinaesthetic)**

Topic: Telling the time

Goals of the lesson: Presentation and practice concerning *telling the time* respecting different learning styles

Learning Objectives:

After this lesson the pupils will be able to use the revised grammar:

- using *past*: *five past, ten past, quarter past, twenty past, twenty-five past, half past*
- using *to*: *twenty-five to, twenty to, quarter to, ten to, five to*

They will also learn a new piece of grammar: *AM/PM*

Purpose / Rationale: The purpose of this lesson is to practise and test grammatical items from the previous lessons and learn *AM/PM* be able to distinguish time in the morning and in the afternoon

Assumed knowledge / anticipated problem: the present simple tense: do/does, –s in the third person singular/ numbers, telling the time

Materials: interactive whiteboard, worksheets, textbook

Resources:

Textbook: Hutchinson, Tom. Project 1. ed. Oxford: Oxford University Press, 1999.

Muzzy time video: https://www.youtube.com/watch?v=EHSPKIRRkHs

Clock 2: http://www.ictgames.com/fairyClock_v6.html

Clock 3:
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/time/index.htm

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1. **Warm up activity – video**   **5 mins**

- Ps watch a short video with Muzzy
- Before watching, T asks two questions and writes them on the board

> ➢ *T: "Good morning, learners. At the beginning of the lesson, we will watch a short video to revise the time. Watch it carefully and answer these two questions: What time is the party? and What time is it in Gondoland?"*

- **Aim:** To motivate, to activate the vocabulary, to revise the grammar learnt

2. HW check   5 mins

- T checks the homework with Ps by means of the IWB
- Ps come to the board to write the times and check their HW in their exercise books at the same time
- **Aim:** To check the homework, to revise the grammar from previous lesson

3. Draw the hands of the clock-to   15 mins

- T distributes worksheets with 6 blank clocks, Ls stick them into their exercise books

> ➢ *T: "I´ll give you worksheets with blank clocks. Stick the worksheets to your exercise books, please."*

- T dictates times (using *to*) and Ls draw the clocks, it is followed by frontal
- if it´s right, sound of clapping hands follows; if it´s wrong, T plays booing to indicate the wrong answer, the Ls correct themselves
- **Aim:** To practise the spoken form of telling the time

4. AM/PM   10 mins

- T uses a clock on the interactive whiteboard to present AM/PM
- AM/ PM are displayed according to the time of the day in the picture
- by the buttons the T controls the time forward or back and shows it to the pupils (by clicking on the digital clocks, it displays the digital time)

> ➢ *T: "Look at the board, please. We use AM from the morning until the midday and from 1 o´clock until midnight we use PM."...* (T uses the visual and Czech language to make it clear)

- Ps copy the record into their exercise books and then drill the examples

> ➢ T: "Repeat after me: *eight o´clock in the morning or eight AM, five past ten in the morning or five past ten AM…* but! *13:00 we say 1 o´clock or one PM."*
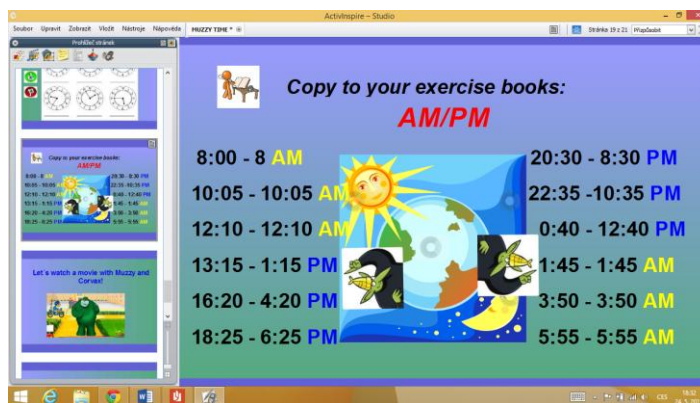
Figure 15. Telling the time: Notes *AM/PM*

- **Aim:** To present new grammar

5. <u>Listening</u>   3 mins
- T asks Ps to open their books on p. 38/ex.1, elicits the difference between *a clock* and *a watch*
  - ➤ *T: "Open your textbooks on page 38, please. Look at the pictures in exercise number 1. What are these? Are they clocks?"*
- Ps listen to and repeat the times, T checks the pronunciation
- **Aim:** To revise the spoken form of the grammar, to revise the vocabulary

6. <u>Telling the time – write the times –past, to</u>   6 mins
- Ps do the following exercise individually, they use the words in the box to write the times to the pictures, T sets a time limit 5 minutes
  - ➤ *T: "Now look at exercise number 2. Choose the correct times from the box and write them to the pictures.* (T pointing at the box and pictures) *You have 5 minutes to do it."*
- 5 minutes later Ps check the exercise in pairs, then with the teacher
  - ➤ *T: "Have you finished? Check the times with the person sitting next to you."*
- **Aim:** To revise the written form of the grammar learnt in previous classes

7. <u>Conclusion</u>   3 mins
- T evaluates the lesson, summarises what was done and sets homework:

p.34/ex.1: Draw the hands on the clocks and watches

- next time test: *past, to* – draw the hands, write the times
- **Aim:** To close the lesson, to assess Ls´ work, to set the homework, to announce the test

Reflection 3

This lesson was focused on practice of telling the time and also teaching the pupils the use of *AM/PM*.

To start the lesson, I played a short video revising telling the time, where the main character from the presentation was present. The learners activated their English and revised what we did last week. For the learners with specific learning disorders, a multiple revision is beneficial. As their memories often do not work properly, the teacher should take this fact into consideration and put a lot of practice in the lessons. As mentioned earlier, a video used for teaching stimulates visual and auditory learner´s needs in an effective way.

After that, we checked the homework displayed on the board. While doing it, we had to revise the rules how *to* is used because the pupils made mistakes. It was also necessary to rewrite the hand clocks into the form of digital clocks, which helped some of the learners struggling with dyslexia and dyscalculia greatly.

Then, I dictated times and learners drew the clock hands in their handouts. Writing the time in digital clocks next to it helped them a lot again. They already knew this type of exercise, so it was easier for the learners than for the first time. In spite of the unsuccessful attempts, they did not lose motivation and had their hands up all the time.

When I was sure they understood, I presented the difference between *AM* and *PM*. I used a few examples to show the use and supplemented it by a moving clock, of which clock hands moved and daylight gradually changed into dark. They found it

entertaining and effective. At the same time, the clock was showing the time using *AM/PM*. They familiarised with it quite quickly and they copied the record to their exercise books.

The big classroom clock displayed on the interactive whiteboard was a very attractive visual tool, which stimulated all the learners, so they were able to acquire the grammar much more effectively.

To practise the oral form of telling the time, we did an exercise in the student´s book. I considered it convenient to give them a little break from the interactive whiteboard. We listened and repeated the times on the watches twice and went on to the exercise below. The learners wrote the times to the correct clocks using the words given without any difficulties. It was the first time they practised both *past* and *to* together, so I told them to pay attention to that. We checked the exercise together and it was just the end of the lesson.

Then, I wanted to check the understanding, so I announced a short test covering past and to before the final testing for the next lesson. I also gave them homework in their workbooks to prepare for it.

In the third lesson, we connected the knowledge of *past* and *to* and added *AM/PM*. The new grammar did not cause them any troubles. I think, mainly the very nicely designed clock helped the learners a lot. Not only did it show time by both the hand and digital clocks, but also provided the learners with an eye-catching image with changing the daylight into the night. Different learning styles were stimulated by a combination of visual aids and auditory input by a video and kinaesthetic learners were enabled to move while completing a task on the IWB. All the instructions were simple, bot written and spoken so as to help the pupils with difficulties.

3.3.4 Lesson plan 4

- **6th grade/ 12 years old (pupils with specific learning difficulties)**
- **using the interactive whiteboard**
- **respecting all learning styles (visual, auditory, kinaesthetic)**

Topic: Telling the time

Goals of the lesson: Presentation, practice and testing concerning *telling the time* respecting different learning styles

Learning Objectives: After this lesson the learners will be able to use the grammar learnt in spoken and written form and use it in simple sentences:

- Telling the time – using *past*: *five past, ten past, quarter past, twenty past, twenty-five past, half past,* using *to*: *twenty-five to, twenty to, quarter to, ten to, five to and AM/PM*

Purpose / Rationale: The purpose of this lesson is to practise and test grammatical items from the previous lessons to be able to tell the time and talk about what time they do daily activities.

Assumed knowledge / anticipated problem: the present simple tense: do/does, –s in the third person singular/ numbers, telling the time

Materials: interactive whiteboard, worksheets, textbook

Resources:

Textbook: Hutchinson, Tom. Project 1. ed. Oxford: Oxford University Press, 1999.

Workbook: Hutchinson, Tom. Project 1. ed. Oxford: Oxford University Press, 1999.

Game 1: http://resources.oswego.org/games/stoptheclock/sthec3.html

Game 2: http://www.ictgames.com/hickory4.html

Game 3: http://www.oswego.org/ocsd-web/games/BangOnTime/clockwordres.html

Game 4: http://mrnussbaum.com/clockworks-play/

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1. <u>**HW check**</u>   **5 mins**

 - T checks the homework with Ps frontally by means of the interactive whiteboard using the blank clocks
 - Ps come to the board to draw the clock hands and check their hw in their textbooks

- **Aim:** To check the homework – both written and spoken form, to revise the grammar from previous lesson before the test

2. **Grammar test**   **10 mins**
   - Ps are given a short announced test consisted of two types of tasks: drawing the hands and writing the times
   - **Aim:** To check the understanding of the grammar learnt, to assess the Ls outputs

3. **Telling the time – games**   **15 mins**
   - T divides Ls into two teams that will compete in the following 3 grammar games on the interactive whiteboard
     - *T: "We will make a competition. Let´s make two teams, please. There will be three games. In each game you take turns and get points for your team. Then, I´ll count the points from each game. The team with more points is the champion of the time!"*
   - **Game 1: Match the clocks** – one L of each team goes to the board and match the correct time to the clocks as fast as they can, T writes down the time limits that are displayed. After all Ls have had turn, T states which team is faster-1 point
   - **Game 2: Help the mouse** – Ls are supposed to click on the clock with the correct time, if they´re right, they help the mouse. Each L from the teams has 1 point for a correct answer, when everybody has finished, T announces the winning team – they get 1 point.
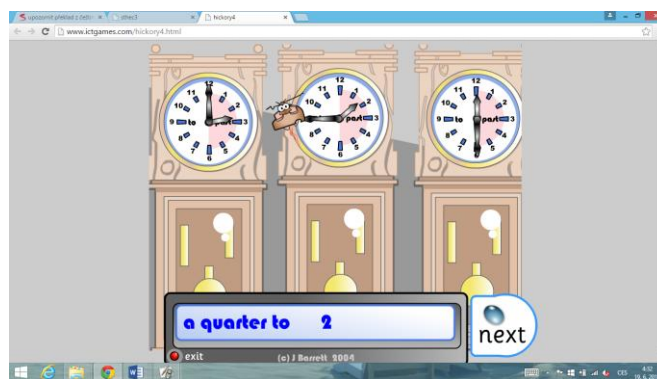
Figure 16. Grammar practice: Interactive game

- **Game 3**: Stop the clock – Ls stop the running time when the hands are on the time that is ordered, each precise stopping means 1 point for the team, then T counts the points and gives a pint to the better team
- T counts the points and says which team is the final winner
- **Aim:** To practise the grammar in a playful way, to motivate the Ls

4. **Telling the time, daily activities – listening**   **13 mins**
   - T asks Ls to turn p.39/ex. 3 in their textbooks, T elicits the times in ex. 3c)
      ➢ *T: "Open your textbooks on page 39, please. Look at the times in 3c) What´s the tim e in the first clock?..."*
   - Ls listen first to the dialogues and connect the things and days
      ➢ *T: "We´re going to listen to these children (pointing at them) when they do the activities. For example: Andrew´s karate lesson-Thursday-ten past six*
      ➢ *T: "Listen to the recording and match the children to the days, please."*
   - Ls listen for the second time, they connect the days and times
      ➢ *T: "Ok, now listen again and match the days with the times."*
   - T checks the task with Ls, then they make whole sentences
      ➢ *T: "Good job, let´s check your answers. Make whole sentences. For example: .. Andrew´s karate lesson is <u>on</u> Thursday <u>at</u> ten past six."*

5. **Conclusion**   **2 mins**
   - T evaluates the lesson, summarises what was done and sets homework:
   p.34/ex.2: Write the times for the clocks and watches
   - T announces the final test: *past, to, AM/PM*
   - **Aim:** To close the lesson, to assess Ls´ work, to set the homework, to announce the test

Reflection 4

The main aims of this lesson were to test their existing knowledge by means of a short test and to practise the grammar in a playful motivating way in order to get the learners ready for the final test.

At the beginning of the lesson, we checked the homework to remind the learners of the grammar that was going to be tested. Surprisingly, they looked forward to writing the test. They finished soon and I was able to correct the tests immediately and gave them feedback. Except for two individuals, only marks 1 and 2 were given.

Then I divided the class into two similarly strong teams. The members of each team competed to get points individually and then the total number of points in each team showed the winning team of each game. The first game was very successful, so was the second one. However, the third game required to stop the clock at a very precise moment, so many learners lost their points here. Finally, the second team won with the total score of 35-32.

The games were a pleasant change for the learners, they were nicely designed with attractive sounds, and so the learners were motivated to win. It also showed that the grammar was presented and practised adequately. The learners were actively engaged and I think the games provided them with a very valuable practice of the grammar due to its multisensory effect and physical movement.

Then, to practise telling the time in sentences in the context of the present simple tense, we did a listening exercise in the student´s book. First I elicited the times that they were going to hear and connect them to the activities and days. I asked them what time it was in each clock. During the first listening, they matched the activities to the days. Then, they listened for the second time and finished matching the days to the times. We revised the prepositions of time used with days and time and I let them say the whole sentences. We finished the exercise just before the end of the lesson.

I concluded what he had done concerning telling the time and reminded them what would be in the test and how it would look like. To practise for the test, they were given a piece of homework in the workbook.

I was really satisfied with this lesson as it stimulated mainly the needs of the kinaesthetic learners, who otherwise sit at the desk and are not able to move. On the other hand, the games were not too long for the children to become bored. The lesson was well balanced due to a listening exercise which provided the auditory learners with sufficient practise by both listening and speaking. In addition, the visual learners benefited from the visual aids during the games and also the listening activity. The learners with specific learning disorders appreciated the multisensory output and a chance to move greatly.

3.3.5 Lesson plan 5

- **6ᵗʰ grade/ 12 years old (pupils with specific learning difficulties)**
- **using the interactive whiteboard**
- **respecting all learning styles (visual, auditory, kinaesthetic)**

Topic: Telling the time

Goals of the lesson: Final testing concerning *telling the time*

Learning Objectives: During this lesson the learners will be tested on their abilities to use the grammar learnt in a written form and use it in simple sentences

Purpose / Rationale: The purpose of this lesson is to practise and test grammatical items from the previous lessons to be able to tell the time and talk about what time they do daily activities.

Grammar tested:

- Telling the time – using *past*: *five past, ten past, quarter past, twenty past, twenty-five past, half past,* using *to*: *twenty-five to, twenty to, quarter to, ten to, five to,* and *AM/PM*

Assumed knowledge / anticipated problem: numbers, telling the time

Materials: interactive whiteboard, ActiExpression student response system

Resources:

Textbook: Hutchinson, Tom. Project 1. ed. Oxford: Oxford University Press, 1999.

Workbook: Hutchinson, Tom. Project 1. ed. Oxford: Oxford University Press, 1999.

1. **HW check**   **3 mins**
   - T checks the homework with Ps by reading the times in their textbooks
   - **Aim:** To check the homework, to revise the grammar from previous lesson before the test

2. **Grammar test**   **40 mins**
   - Ls are given the final announced test consisted of five types of tasks: yes/no questions-if the time is right or not, AM/PM, writing the times in words and writing the times in numbers (see more in the following chapter *3.4 Final testing*)
   - First Ls are given instructions on the board, T clarifies, checks the understanding, distributes the machines
     - ➢ *T: "There are five different types of exercises in the test. In the first task there are yes/no questions....."* (T pointing at the instructions on the board and explaining)
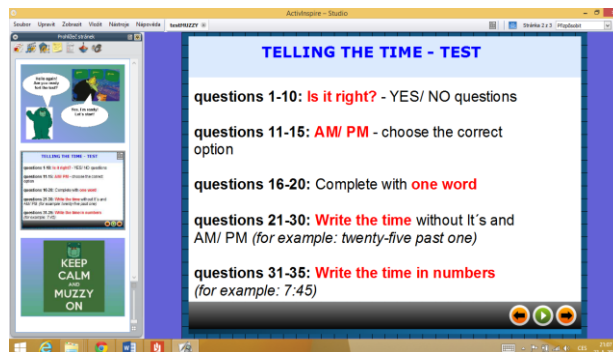
Figure 17. Telling the time: Test instructions

   - **Aim:** To check understanding of the grammar learnt, to assess the Ps knowledge

3. **Conclusion**   **2 mins**
   - T collects the machines, sets a new topic for next lesson
   - **Aim:** To close the lesson

Reflection 5

The final testing took place in the last lesson. First, I quickly checked the homework with the class and proceeded to the instructions for the test. Refer to the following chapter 3.4 Final Test for more information about the form and content of the test.

Even though they had already been taught to use the response systems, the pupils felt worried about their performances using the machines. This caused a stressful atmosphere among the learners, which was fortunately improved during the testing as it was easier than they had expected. During the testing, I monitored the learners and helped them. A few students finished very early, it took only 545 seconds (9 minutes) to finish the whole test. The last one finished after 2401 seconds (40 minutes). When everybody finished the test, I collected the machines, noted the learner´s number indications and saved the final graph.

After the testing had been conducted, it was possible to determine several advantages and disadvantages of the student response system ActivExpression.

The main advantage for teachers that I had assumed before I used this response system, was that it automatically corrects a number of tests with multiple questions. Moreover, it would show percentage results of the individual learners in a few seconds in a well arranged chart. In addition, various question types with variable possible settings guaranteed both flexibility for the teachers and attractiveness for the pupils being tested. As for the specific learning difficulties, especially the pupils struggling with writing due to dysgraphia or other learning difficulties appreciated clicking on the keyboard instead of writing on paper.

On the other hand, after I tried the response system, I found that it has its limitations. Even though I really appreciated the quick automatic correction with the results, it worked rather with multiple choice type of questions.

As for the questions where the pupils were supposed to write text, the system corrected mistakes in writing that would not be considered mistakes in a common test. To give an example, the pupils sometimes used different punctuation marks by mistake, even though they were said to use a colon. *(7:45≠7.45≠07:45)* Then, there were often typing errors or slips corrected, *(qaurter, guarter ≠ quarter; padt, psst ≠ past; tventy ≠ twenty; fivty ≠ fifty)* which would not cause a loss of a whole point, especially concerning the pupils with learning difficulties.

Consequently, the majority of the pupils would achieved worse results, if a teacher did not check again the mistakes they had done. In addition, this is related to the fact that each learner requires an individual assessment, which cannot be achieved by a machine. The comparison of the automatic evaluation and the double checked mark by the teacher was added in order to show the contrast of the results. (See Table 1. Evaluation comparison)

Student	Automatic evaluation by the machine		Checked by the teacher	
	Percentage	Mark	percentage	mark
1.	74%	2	83%	2
2.	69%	2-	74%	2
3.	51%	3!	84%	2+
4.	91%	1!	100%	1
5.	80%	2	83%	2
6.	26%	4-	26%	4-
7.	46%	3-	54%	3
8.	54%	3	66%	2-
9.	74%	2-	86%	1-
10.	91%	1!	94%	1
11.	29%	4-	37%	4
12.	97%	1	100%	1
13.	69%	2-	74%	2

Table 1. Evaluation comparison

To summarise, if used suitably, this kind of response system can be an effective timesaving tool which makes the test more attractive and appropriate for the pupils with learning difficulties. From my experience, I recommend the teachers this system only for multiple choice kind of questions, where the assessment is not prolonged by checking the test again.

3.4 Final Test

The project was finished by testing the pupils´ knowledge using the ActivExpression student response systems. 13 out of 15 learners participated in the testing. The test covered what had been presented and practised concerning *telling the time.* Regarding the form of the test, it was composed of 35 close questions of different types.

1. Correct or incorrect

The first exercise consisted of true/false checking, where the pupils were supposed to decide whether the time written was correct or incorrect. If they thought it was right, they pressed A on their machines, if not, they pressed B. There were ten times written with attention paid to frequent mistakes, such as:

7:30 - half past ~~eight~~ (half past seven), 9:15 - quarter ~~to~~ nine (quarter past nine), 6:45 - quarter to ~~six~~ (quarter to seven)

2. Multiple choice

In the second section of the test, the pupils were supposed to choose between two alternatives - *AM* and *PM*. To choose *AM*, the pupils pressed A, for *PM*, they pressed B. For instance:

17:45 - It´s quarter to six_____ (~~AM/~~PM.)

3. Gap-fill

As for the third exercise, in each sentence there was one word missing that the pupils should complete by writing it on the keyboard of their machines, for example:

12:55 - It´s five _____ one (to), 3:30 - It´s _____ past three (half), 5:00 - It´s five o´_____ (clock)

4. Time in words

In the fourth set of questions they were supposed to write the time in words according to the digital time given, for instance:

7:15 – (quarter past seven), 18:40 – (twenty to seven), 22:25 – (twenty-five past ten)

5. Time in numbers

The following exercise was the opposite, the pupils wrote the digital time to the time in words, such as:

It´s five to seven AM – (6:55), It´s half past five PM – (17:30), It´s ten past nine AM (9:10)

The final test showed that a majority of the class mastered the grammar of *telling the time* well considering the previous outcomes and their learning difficulties. Unfortunately, a few pupils did not manage to acquire the knowledge in a satisfactory way, which is indicated by their poor results. The assessment was done by the evaluation scale in Table 2.

Maximum points – 35 = 100%		
Percentage	Points	Mark
100% - 91%	35-32	1
90% - 85%	31-30	1-
84% - 71%	29-25	2
70% - 65%	24-23	2-
64% - 51%	22-18	3
50% - 45%	17-16	3-
44% - 31%	15-11	4
30% - 25%	10-9	4-
24% - 0%	8-0	5

Table 2. Evaluation scale

Surprisingly, as data in table 3 show, the most difficult task for the learners was writing the time in numbers (Task 5). The second most demanding seems to be correct/incorrect (Task 1), which was not expected either.

Besides, according to the data in table 3, the average score gained was 74%, which would correspond to mark 2. Out of 13 learners tested, four pupils got a 1 (two of them with 100%), five students got a 2, one a 2-, one learner got a 3, one gained a 4 and the worst one got a 4-.

In addition, the results of other grammar tests from that school year were compared to this final test results in order to detect the possible improvement. As it is seen in Table 3, the results of three learners were improved by one grade. The learners with better results had been considered to be the kinaesthetic types or their combinations according to the learning styles test. This fact proved the positive effect of the interactive whiteboard on kinaesthetic learners whose needs are otherwise overlooked. Two pupils; however, achieved worse results. The rest of the learners more or less confirmed the assessment from English grammar.

Learner	Task 1 – correct/incorrect	Task 2 – AM/PM	Task 3 – one word	Task 4 – time in words	Task 5 – time in numbers	Total points/percent's	Mark	Other grammar tests
1.KB	8	5	5	9	2	29 83%	2	1
2. MH	9	5	5	6	0	25 71,5%	2	1-
3.ZH	8	5	5	8,5	3	29,5 83%	2	2-
4. MK	10	5	5	10	5	35 100%	1	1
5. EM	8	5	5	8	3	29 83%	2	3
6.LN	3	3	3	0	0	9 26%	4-	4
7. IN	5	5	4	3	1	18 51%	3	3
8.AP	5	0	5	10	3	23 66%	2-	2-
9.JP	9	5	5	9	4	32 91%	1	1-
10.VR	8	5	5	10	5	33 94%	1	1
11. MŠ	4	3	2	2,5	1	12,5 36%	4	4
12. VV	10	5	5	10	5	35 100%	1	1-
13.MV	5	5	5	9	2	26 74%	2	3
Average results	7/10	4,3/5	4,6/5	7,3/10	2,6/5	26/35 – 74%	2,15	2,26

Table 3. Final test results

3.5 Class Survey

For the class survey, the other type of student response system ActiVote was used to get feedback from the learners regarding the finished project. Refer to Appendix 2 for the questionnaire. The entire class clicked on the buttons to respond and the answers were instantly viewed on the interactive board in a graph. (See Appendix 4)

By means of the first section of the questionnaire I learnt about their motivation with the interactive whiteboard compared to other tools and about the concern for their learning style by the scale*: yes*, *on average* and *no*.

According to the pupils' answers to the first set of questions, 7 out of 13 found the learning using the interactive whiteboard very entertaining. The remaining 6 think it was on average.

When comparing the interactive whiteboard to other teaching aids regarding comprehension of the grammar taught, 5 learners agreed that they understood it considerably better using the interactive whiteboard. 7 other learners tested do not think this teaching tool as markedly better.

Surprisingly, the learners seemed to be very interested in their learning styles as 9 of them were going to take into account their learning style in further studying.

In the second section the learners assessed the particular stages of the project: presentation, practice and testing using words: *entertaining, boring, effective* and *difficult*.

The learners evaluated the individual parts of the project in the following way: The presentation is considered to be effective (8 learners), quite entertaining (4 learners), difficult (3 learners) and for one pupil it was boring (1 learner).

The practice by drawing the hands of the clocks was rated as effective (9 learners), entertaining (3 learners), difficult (3 learners) and boring (1 learner).

The opposite practice by writing the time on the clocks was also effective (9 learners), more entertaining (5 learners) and less difficult (1 learner).

The practice using games on the interactive whiteboard was assessed to be very entertaining (12 learners), not that effective (4 learners) and for somebody boring (1 learner).

The testing done by ActivExpression student response system was for a majority of the learners entertaining (6 learners) and effective (4 learners), but also difficult (4 learners) and for two pupils (2 learners) boring as well.

The third part was designed in order to detect possible problems of *telling the time* for the learners with specific learning difficulties as it is known that dyslexia and dyscalculia might make it difficult.

It was not confirmed that telling the time is more difficult than other grammatical items in English as only 2 of the learners answered so.

However, 7 learners seemed to have problems with the hand clocks, so they preferred the digital clocks.

7 learners claimed that the special student response system made the testing easier process as they were supposed to write only the digital time, not time on hand clocks.

5 learners confessed they gave preference to the student response system over a common written test as they could answer by clicking on the keyboard of the machines instead of writing with hand.

A few learners added comments to the research:

- "I liked working with the interactive whiteboard because I am a kinaesthetic learner."

- "I have problems with the hand clocks, the digital clocks are better."

- "It was entertaining."

CONCLUSION

The thesis is concerned with the interactive whiteboard effectiveness in English grammar teaching addressing different learning styles of pupils with specific learning difficulties. Based on the data obtained from the research methods (an analysis of a textbook used by the group tested, a questionnaire detecting learning styles, a test to assess the pupils´ knowledge of grammar, reflections after all lessons and a class survey reflecting pupils´ feedback on the interactive whiteboard teaching), it was possible to answer the preliminary research questions.

Firstly, it was proved that a teacher can create activities respecting different learning styles. The theoretical knowledge gained by studying methodological literature was supported by the teacher´s reflections after lessons. As the questionnaire showed, all three learning styles (visual, auditory and kinaesthetic) were represented. On the basis of the exercises in the textbook, which were not sufficient for all learning styles, supplementary activities taking into account different kinds of learners were designed. It was not difficult to attract the visual learners as the interactive whiteboard provided the teacher with numerous possibilities to display pictures, texts and videos. In order to facilitate grammar learning for auditory learners; sounds, songs, spoken instructions, oral explanations and corrections were included. Kinaesthetic learners benefited from physical movement while coming to the front of the class; completing, matching and writing something on the interactive whiteboard. The activities satisfied the needs of different learners by combining written and spoken tasks with movement.

Secondly, by means of the final test and also by monitoring the pupils´ work during the project it was confirmed that the activities were beneficial for the class of pupils with specific learning difficulties. When the activities for grammar

presentation, practice and testing were created, the basic theoretical principles of teaching pupils with specific learning difficulties were taken into consideration. The interactive whiteboard provided pupils with visual, auditory and kinaesthetic stimuli according to the multisensory approach. In addition, the lessons were divided into short stages to avoid loss of concentration, which is often worsened by the disorders. Moreover, grammar presentation always started from the grammar already mastered and after sufficient practice it proceeded step by step to the new piece of grammar. Multiple practice of various kinds followed in order to help the pupils to automate the grammatical knowledge. Testing using the student response systems enabled the pupils to avoid writing with their hands. Additionally, their motivation during the lessons increased and therefore; their activity and involvement in the learning process was significant. Furthermore, they seemed to master *telling the time*; it was monitored by the pieces of homework, class practice and mainly by the final test. The questionnaire given to the pupils afterwards showed the majority of pupils found learning using the interactive whiteboard entertaining and effective.

Finally, the interactive whiteboard helped some learners to achieve slightly better results than with traditional teaching techniques. As for the observations, certain pupils showed higher level of motivation than in lessons where the interactive whiteboard was not used. It was also found that the most involved pupils were kinaesthetic learners or those who are difficult to motivate in other ways. The pupils responded positively in the questionnaire as well; one third of the class tested claimed to understand the grammatical item better than with other teaching aids used in the English lessons. This might have been thanks to the attractiveness and newness of the interactive whiteboard, or by stimulating their specific needs. Consequently, almost a third of the pupils tested achieved better results in the final test concerning

telling the time than they did in other grammar tests during that school year on average. It showed that the interactive whiteboard was more effective than other grammatical teaching techniques used before the project. However, two very successful pupils achieved worse results than normally. According to their comments, they were nervous trying the new kind of testing using the response systems, so it might have affected their outcomes in a negative way.

All things considered, if used appropriately, the interactive whiteboard can be a valuable teaching tool that supports pupils´ engagement in the learning process in a significant way. Findings about different learning styles represent an important condition for planning English lessons that help pupils with specific studying preferences to achieve their full potential. Thus, teachers should use as many techniques available as possible to make the teaching process varied.

Despite positive findings described above, the target group was not large enough to enable the author to draw general conclusions. And thus, further research on the use of the interactive whiteboard teaching pupils with specific learning difficulties is necessary to show some additional interesting conclusions.

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List of Appendices

Appendix 1 – Learning Styles Test

Appendix 2 – Class survey Questionnaire

Appendix 3 – The final Test Results (cut-out)

Appendix 4 – Class Survey (Question 1)

Appendix 1 – Learning Styles Test

WHAT´S MY LEARNING STYLE?
Jaký je můj učební styl?

POKYNY:
- Na každou otázku zakroužkuj jen jednu odpověď - ANO/NE
- Pokud bys odpověděl někdy, rozhodni zda odpovídá spíše ano, nebo spíše ne
- Odpovídej podle pravdy, přemýšlej nad otázkou, první odpověď je většinou správná

1	Potřebuješ pauzy a pohyb, když se učíš?	ANO	NE
2	Kreslíš si rád/a, i během vyučování?	ANO	NE
3	Přečteš si raději zadání úkolu v klidu sám, než abys ho slyšel od učitele?	ANO	NE
4	Pamatuješ si lépe, když si děláš poznámky?	ANO	NE
5	Pomáhá ti učit se např. slovíčka nahlas?	ANO	NE
6	Pomáhají ti tabulky, diagramy a mapy si něco lépe zapamatovat?	ANO	NE
7	Posloucháš rád/a muziku při učení?	ANO	NE
8	Dokážeš si dobře představit v hlavě věci, které se učíš?	ANO	NE
9	Myslí se ti lépe, když si podupáváš nohou, nebo si např. hraješ s tužkou?	ANO	NE
10	Pamatuješ si lépe informace, když si je v sešitě podtrháváš?	ANO	NE
11	Zapamatuješ si toho více, když se učíte se spolužáky a opakujete si?	ANO	NE
12	Broukáš, nebo mluvíš si pro sebe, když vypracováváš úkoly?	ANO	NE
13	Vyrábíš rád/a věci?	ANO	NE
14	Je pro tebe snadné orientovat se podle map?	ANO	NE
15	Zjišťuješ raději informace sám venku, než doma přes internet nebo v knihách?	ANO	NE
16	Rád věci druhým předvádíš a hraješ role?	ANO	NE
17	Pomáhá ti, když ti někdo nejprve předvede co a jak máš dělat, než začneš pracovat?	ANO	NE
18	Je pro tebe snazší si zapamatovat něčí obličej,než jeho jméno?	ANO	NE
19	Máš vztah k hudbě, zpíváš rád/a nebo hraješ sám/a na hudební nástroj?	ANO	NE
20	Věnuješ se rád/a ve volném čase něčemu aktivnímu, např. sportu, tanci, zahradničení…?	ANO	NE

21	Když se chceš dozvědět novinky ze sportu, raději si je poslechneš v rádiu než přečteš v novinách?	ANO	NE
22	Raději zadání úkolu slyšíš přečtené, abys ho pochopil?	ANO	NE
23	Učíš se nejraději ze svých poznámek?	ANO	NE
24	Používáš ruce (gestikuluješ), když mluvíš?	ANO	NE
25	Nesnášíš dlouhé sezení v lavici?	ANO	NE
26	Zapamatuješ si snadno, když něco slyšíš?	ANO	NE
27	Učíš se lépe, když ti látku někdo vykládá, spíš než když si ji sám čteš?	ANO	NE

1. **Zakroužkuj čísla otázek pod obrázky, u kterých si odpověděl/a ANO**

KINAESTHETIC pohybový	**VISUAL** zrakový	**AURAL** sluchový
1	2	5
9	3	7
13	4	11
15	6	12
16	8	19
17	10	21
20	14	22
24	18	26
25	23	27

Celkem: ____   ____   ____

2. **Spočítej kolik kladných odpovědí je celkem v jednotlivých sloupcích a napiš tyto součty pod sloupce.**

3. **Vyhodnoť, jaký učební styl je ti nejbližší? Muže to být i kombinace. Zakroužkuj:**

KINAESTHETIC pohybový	**VISUAL** zrakový	**AURAL** sluchový

Appendix 2 – Class Survey Questionnaire

Ohodnoť určování času v angličtině pomocí interaktivní tabule:

1. Zakroužkuj 1 odpověď:

- Bavila tě výuka určování času v anglickém jazyce pomocí interaktivní tabule?

    ☺☺ ANO,VELMI   ☺ PRŮMĚRNĚ   ☹ NE

- Myslíš, že si tuto látku pochopil lépe, než jindy s jinými pomůckami?

    ☺☺ ANO,VELMI   ☺ PRŮMĚRNĚ   ☹ NE

- Budeš brát v úvahu svůj učební styl, který si zjistil v testu nadále např. při přípravě do školy?

    ☺☺ ANO,VELMI   ☺ PRŮMĚRNĚ   ☹ NE

2. Zakroužkuj jednu nebo více odpovědí:

- Výklad látky – hodiny s pohybujícími se ručičkami:

    zábavné   účinné   nudné   těžké

- Procvičování – malování ručiček hodin podle instrukcí učitele:

    zábavné   účinné   nudné   těžké

- Procvičování – dopisování času podle hodin na obrázku

    zábavné   účinné   nudné   těžké

- Procvičování – hry na interaktivní tabuli

    zábavné   účinné   nudné   těžké

- Testování pomocí hlasovátek

    zábavné   účinné   nudné   těžké

3. Zakroužkuj odpověď ANO/NE, případně doplň o svůj komentář:

- Je pro tebe tato gramatika těžší v porovnání s jinými? ANO/NE
- Dáváš přednost digitálním hodinám před ručičkovými, protože jsou pro tebe obtížné? ANO/NE
- Dal/a jsi přednost testování pomocí hlasovátek, protože ti dělá problém psaní? ANO/NE
- Usnadnilo ti testování pomocí hlasovátek práci, protože tam byly digitální hodiny a ne ručičkové? ANO/NE

Poznámky: _____

	1	2	3	4	5	6	7	8	10
Jméno studenta									
Identifikační číslo studer									
Celkem	35	35	35	35	35	35	35	35	35
%	91%	74%	69%	51%	74%	29%	26%	80%	91%
Celkový čas odpovídání	545.2	972.5	2401.0	944.9	831.2	2323.7	776.0	1124.8	1161.2
Q1	Ne	Ano	Ne	Ano	Ne	Ano	Ano	Ano	Ne
Q2	Ano	Ano	Ne	Ano	Ano	Ne	Ne	Ano	Ano
Q3	Ano	Ne	Ne	Ano	Ano	Ne	Ano	Ano	Ano
Q4	Ne	Ne	Ne	Ne	Ne	Ano	Ne	Ne	Ne
Q5	Ne	Ne	Ano	Ne	Ano	Ne	Ano	Ne	Ne
Q6	Ano	Ano	Ano	Ano	Ano	Ne	Ne	Ano	Ano
Q7	Ano	Ne	Ano	Ne	Ne	Ne	Ano	Ne	Ne
Q8	Ne	Ne	Ne	Ne	Ne	Ne	Ano	Ano	Ne
Q9	Ano	Ano	Ano	Ne	Ano	Ano	Ano	Ano	Ano
Q10	Ano	Ne	Ne	Ne	Ne	Ano	Ano	Ne	Ne
Q11	B	B	B	B	B	B	B	B	B
Q12	B	B	B	B	B	B	B	B	B
Q13	A	A	A	A	A	B	B	A	A
Q14	B	B	B	B	B	B	B	B	B
Q15	A	A	A	A	A	B	A	A	A
Q16	to	to	to	to one	five to one	to-	to	to	to
Q17	quarter	quarter	quarter	quater	quater	-	thrty	quarter	qaurter
Q18	half	half	half	half	half	foort	thrty	half	half
Q19	clock	clock	clock	clock	clock	clock	clock	clock	clock
Q20	past	past	past	past nine	past	nine	past	past	past
Q21	arter past se	arter past se	arter past se	arter past se	arter past se	quarter		arter past se	arter past se
Q22	ten to five	ten to five	ten to four	ten to five	ten to five	fivty -		ten to five	ten to five
Q23	five past onefive past	five past onefive past	five past onefive past	onefive past onefive past one	onefive past onefive past se			five past onefive past one	
Q24	half past fouhalf past	half past fouhalf past	half past fouhalf past	half past fouhalf past	fouhalf past foui			twenty to fivehalf past fou	
Q25	wenty to sevienty to sev	wenty to sevienty to sev	wenty to sevienty to sev	to sevienty to seventy	venty to seventy to seventy	forti to		ten to seventy to sev	
Q26	ten past five ten past fi	ten past five ten past fi	ten past five ten past fi	past five fen padt five	ten past fiven past five a	forti to		ten past five ten past five	
Q27	enty past twenty past tw	enty past twenty past tw	enty past twenty past tw	twenty past tventy past two	ten past twenty past twenty	five past fiven past twity past two		enty past twenty past tv	
Q28	uarter to nin	uarter to nin	uarter to nin	uarter to ninjuater to nin	uarter to ninjuater to half a.			uarter to nin	uarter to nin
Q29	nty-five past nty-five past	nty-five past nty-five past	nty-five past ity - five pas	nty-five past twenty past / -five to tvent	nty-five past twenty past /-five to tvent			nty-five past nty-five past	
Q30	five to two five to two	ten to two	five to two five to two	five to two five to two		nty-five - p.r		five to two five to two	five to two
Q31	6:55	6:55	6:45	5:53	18:55	7.5	5.7	6:55	6:55
Q32	17:30	5:30	17:30	17:30	17:30	5.pul	30:5	17:30	17:30
Q33	00:40	1:20	1:20	0:40	00:40	20:1	20:1	12:30	0:40
Q34	14:45	15:45	15:45	2:45	14:45	3.9	30:3	14:40	14:45
Q35	9:10	9:10	9:10	9:10	9:10	9:10	11:9	9:10	9:10

Question prompts (Q1–Q35):

- 7:30 - half past eight
- 1:35 - twenty-five to two
- 17:10 - ten past five
- 9:15 - quarter to nine
- 6:45 - quarter to six
- 12:50 - ten to one
- 3:20 - three past twenty
- 23:00 - twelve o´clock
- 4:25 - twenty-five past four
- 10:05 - five to ten
- 17:45 - It´s quarter to six
- 15:15 - It´s quarter past three
- 10:50 - It´s ten to eleven
- 23:30 - It´s half past eleven
- 8:25 - It´s twenty-five past eight
- 12:55 - It´s five _____ one
- 16:45 - It´s _____ to five
- 3:30 - It´s _____ past three
- 5:00 - It´s five o´ _____
- 9:20 - It´s twenty _____ nine
- 7:15
- 16:50
- 1:05
- 4:30
- 18:40
- 5:10
- 2:20
- 20:45
- 22:25
- 13:55
- It´s five to seven AM
- It´s half past five PM
- It´s twenty to one AM
- It´s quarter to three PM
- It´s ten past nine AM

Appendix 4 – Class Survey (Question 1)