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PROCVIČOVÁNÍ SLOVNÍ ZÁSOBY NA INTERAKTIVNÍ TABULI

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Thesis

VOCABULARY PRACTISING ON THE INTERACTIVE BOARD

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Prohlašuji, že jsemdiplomovoupráci vypracoval samostatně s použitím uvedené literatury a zdrojů informací.

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vlastnoruční podpis

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Abstract

The thesis is based on research, which exploits Interactive whiteboard for practising vocabulary. The theoretical part studies the main principles of vocabulary acquisition, subjects of the learning process as well as individual to the topic of practising vocabulary and the IWB device.

The theory is followed by practical part which in the form of various activities, arranged or modified for the IWB, studied how effective the practice can be. The research used two different tools – an experiment and a questionnaire. Pupils worked with two different topics – London Place Names and The Great Fire of London; the latter used general terms only. Results of the research were analysed and evaluated in the form of graphs and tables. The thesis mentions also advice for other teachers in the form of pedagogical implications. The certain limitations of the research may result into further study of the theme; some of the ideas were already suggested in the research.

Eventually, as the gathered data proved effectiveness of the activities chosen for the research, the Interactive whiteboard represents one of the new ways using modern technologies. The commentaries bring explanation as well as advice for the most suitable way of IWB use. Pupils´ positive attitude to new technologies, as IWB stands for, is another reason to become a regular part of the learning process, as the research recommends.

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I. INTRODUCTION

The thesis aims to search for effective ways of using modern technologies in the classroom. Interactive whiteboards surely belong to this field, and although their price may be considered too high for most of the elementary schools in the Czech Republic, still there are some ways how to solve this problem. Our school participated in European Union Project in equipped our classrooms with the new technology of Interactive whiteboards. As we dispose of the IWB in more than half of the classrooms, their usage now becomes a part of the every-day learning process.

Pupils of these days grow up together with various technical equipment, they become familiar with new technologies very soon. However, all the technical tools must be used effectively to support the progress they are intent to. This is one of the reasons why I have decided to study the Interactive whiteboard device deeper, search for advice from the specialists as well as colleague teachers from other schools, and other sources. I wanted to understand the basic usage and principles in order to use the IWB regularly without difficulties. I am describing a period of time about two years ago, I have learnt how to use lesson activities, a kind of patterns half-ready to be used for any topics or grammar, and I have started to create my own. Still, I had many questions about the IWB, among them what pupils think about this way of learning. Do they consider the IWB to be really ´interactive´? Is this device indeed effective as presented? Which activities do pupils enjoy the most and why? Do they really help them improve their learning? There were many questions of this kind and I set out three of the basic questions for my research.

Interactive whiteboards offer a bank of resources that support creativity and which are very suitable for medern way of teaching. Of course, all technical equipment may be accompanied by some technical problems – the programme may get stuck, the file may fail open, the Internet connection may not work properly etc. Nevertheless, the IWB can be used in conjunction with traditional printed materials, course books or other ways that are effective. I intend to use these various complementary ways as a part of ma research.

The study of IWB involves also searching for the most effective activities in the means of a mixed ability class. There are always early finishers and lower achievers who need either some extra tasks or sensitive support. How IWB can be helpful in this problem?

II. THEORETICAL BACKGROUND

The thesis aims to search for effective ways of using the Interactive whiteboard in a learning process of English as the second language. Because the topic is related to the language teaching, the first part focuses on various aspects that are involved in the foreign language acquisition in the school environment. I compare different opinions on the individual components of the second language teaching and attitudes to what learners need to know about the items they learn, how they learn in a mixed ability class. The second part describes the level of learners, that I address at in the thesis, as well as the features related to the course they follow at school, number of pupils, their age and other important information. Finally, the third part introduces the Interactive whiteboard media, its specifications in the field of language teaching from the expert point of view as well as various recommendations for school purposes that are going to be used in the thesis.

Vocabulary Teaching

Teaching vocabulary is a complicated and complex process, which takes into account people, who are involved in the process (pupils and teachers), as well as all other characteristics connected with learning - the theory of vocabulary (the content), methodology (the ways of teaching), forms (in the class, possibilities of interaction), the frequency of lessons, equipment used to support the lessons (well organized textbooks, workbooks, computer programmes etc.), and other exposure to the language. All these features have to support each other, form a balanced process of language acquisition. As Carter and McCarthy appoint about the effective way of vocabulary learning," there will be an emphasis on early learning and on the kinds of ´language-internal´ difficulties resulting from the forms of words and how these might be presented." (Carter, McCarthy, p. 13) The learning process is "closely bound up with a teacher´s understanding and learner´s perception of, the difficulties of words " (p. 13). These authors also describe which factors accompany this process, which are "influenced by relations with target or mother tongue, from the polysemy of the word, other associations it creates, its pronunciation, and the nature of context, especially with the advanced learners" (p. 13). According to Ur, there are certain "aspects of vocabulary knowledge" (p. 60), which list the important features inevitable for language teaching. Among these, Ur mentions "the most important

things...about the lexical item are the written and spoken form and its most usual meaning" (p. 60).

Scott Thornbury´s view on "word knowledge" (p. 16) is represented by these fields: the spoken form and written form, the grammatical behaviour, the word´s derivations, the collocation of the word, the register (spoken or written), the connotations (or associations), the word´s frequency and the meanings. As learners try to adopt all these aspects, they seem to get into "initial fuzziness", which shows that "word knowledge is incremental and takes time" (p. 16). Thornbury sees "the way words are stored...in highly organised and interconnected fashion...called the mental lexicon" (p. 16) and he compares it to "network or a web" (p. 16). Thornbury prompts that the system of vocabulary resembles rather complicated system of relationships than lists from a dictionary. At school, pupils usually learn lists of words, and without the context, they forget them easily. Language teachers should help them to build a good system of connections with words which would lead to consolidation of vocabulary.

McCarthy looks at the vocabulary as "words as freestanding items of language that have meaning" (p. 3). In other words "a word must consist of at least one potentially freestanding morpheme" (p. 3). "either single morphemes or roots, such as ´laugh´...which cannot be further subdivided, or roots with bound morphemes attached either at the beginning as prefixes or at the end as suffixes, such as ´re-make´ and ´laughter´" (p. 4) Pupils at elementary school do not have to be familiar with all technical terms, but must distinguish the form of the word and how the written form differs from the pronounced, and basic principles how to form new words. The more they can recognize the word formations, the better they are able to cope with the language in a productive way. Thornbury´s definition points at complexity that "knowing a word" means: it "is the sum total of all these connections – semantic, syntactic, phonological, orthographic, morphological, cognitive, cultural and autobiographical" (p. 17). In other words, pupils need to learn the word forms together with their contexts, and put all the information together like a puzzle, and practice make them good users of the language.

Research made by Craig and Lockhart (1972) compared oral repetition practice to recognition of a word form and results into a claim that "recalling the form of a word is found to be more productive". (Carter, McCarthy, p. 13) We also should take in account "similarities in sound, morphology or etymology", which "can assist word memorization" (Carter, McCarthy, p. 14). This knowledge is one of the pieces put together in order to build a set of teaching techniques with the long-lasting effect of word acquisition.

During the process of word acquisition, the learners study various forms and meanings based on different levels and kinds of similarity, which can be helpful, in case of "real friends", called "cognates" (Thornbury, p. 19), which are based on similarity in the mother tongue (for example garage – garáž). But sometimes, they can also be confusing, when the words "appear to be equivalent, but whose meanings do not in fact correspond" (Thornbury, p. 19); they are called "false friends". Their expected meaning is different, for example gymnasium – in Czech a type of secondary school and in English a room where P.E. takes place.

According to Ur, there are certain "aspects of vocabulary knowledge" (p. 60), which list the important features inevitable for language teaching. Among these, Ur mentions "the most important things...about the lexical items, are the written and spoken form and its most usual meaning" (p. 60). The other relationships that Ur describes as "additional aspects" consist of "grammar, collocational links, connotations, appropriateness of use, and relationships with other items in English and students´ L1" (p. 60-61). Furthermore, Ur explains in detail inseparability of the word form – its spelling and pronunciation of words; the meaning or "denotation", in other words, "what it refers to" (p. 61), the "certain grammatical contexts and collocation - "the way words tend to occur with other words" (p. 61). These connections make the pupils sound natural, and with some of them, they get familiar easily, thanks to the frequent use, for example "do your homework" (p. 61). Connotations, "the emotional or positive-negative associations" (p. 62), and "appropriateness for use in certain context" (p. 62) require more practice and use in different situations to memorize them well.

Ur focuses also on meaning and the "meaning relationships" which are probably "less essential" (p. 62), but belong to the basic language pieces. Ur in *A course in English Language Teaching* lists following: "synonyms: items that mean the same, or nearly the same..., antonyms: items that mean the opposite..., hyponyms: items that serve as specific examples of a general concept..., co-hyponyms or coordinates: other items that are the ´same kind of thing´..., superordinates: general concepts that ´cover´ specific items..., translation: words or expressions in the students´ L1 that are similar in meaning to the item being taught but may have slightly different connotations or contexts of use that it is interesting to explore" (p. 62). Teachers must keep in mind these relationships, because they help pupils think in context and use the language.

McCarthy appoints that "the very act of writing a word down often helps to fix it in the memory, even if only with regard to its spelling" (p. 127). In the Czech elementary

schools, pupils usually have very similar vocabulary notebooks which are regularly checked by teachers. However, pupils are also encouraged to keep a portfolio for their extra work, where the vocabulary can be kept in a form of separate cards or alphabetical browsers as McCarthy mentions. Majority of written lists of vocabulary is done as homework, because everybody can follow his or her own pace and amount that he or she writes at a time. Nevertheless, for school purposes, it is useful to focus on the written form of words as well, especially when the words considerably differ from pronounced form, that is the case of difficult spelling, silent letters, and as for intonation – linking, elision, assimilation etc.

McCarthy recommends, as a part of the learner autonomy, "to develop individual approaches to solving problems" (p. 129). Pupils are encouraged to take their responsibility and "assess their own vocabulary needs and shortcomings regularly" (p. 129). It is proved, according to McCarthy, that "learners who controlled how they learnt words performed fifty per cent better in retention tests than when they had to study random words of vocabulary" (p. 130).

These approaches are supported by evaluation of pupils. Traditionally, assessment takes place after a lesson or a unit is finished to confirm how well the content was acquainted by pupils. There are different types of assessment, which necessarily must result in the numbers (marks) or percentage according to the Czech school system which also mentions precisely how many marks pupils should have in a certain period of time. However, self-evaluation of pupils is also very important. It builds the feeling of responsibility, principles of truth and sincerity towards themselves, what they should keep and what needs to be changed in order to improve themselves.

How to Conduct Successful Lessons?

First, we need pupils to be motivated. Motivation, in general terms according to Skehan, refer to "several potential components of effort, such as compulsiveness, desire to please a teacher or parent, a high need to achieve, good study habits, social pressures, including examinations or external rewards" (p. 54-55). Stevick offers another point of view, he distinguishes between instrumental motivation, which "may refer to the desire for a toy, a coin, or a piece of candy...for satisfactory performance"(p. 48), or integrative with the "interest in language study, attitude toward the teacher, attitudes toward the native

culture and a foreign culture...and the degree to which each student strives for accomplishing the goals that are set before him."(p. 48).

Typically, the school system in the Czech Republic is based on instrumental motivation, which reveals the pupils' knowledge in a form of a mark (good or bad, in a scale of five) or reward (or punishment). Other objective goals are to pass an entrance test to get a higher education and finally a good job. Basically, it is necessary for every pupil to feel successful in the learning process, even if he or she has mastered only a lower level so far, they need to feel they are a part of the process, a member of a group, and if they make an effort, it is appreciated. It can be only a smile or some nice words from the others. However, the most effective lesson is caused by integrative motivation. There are always many possibilities how to arise integrative goals, which are based on personal needs. First, it is a good motivation and interesting lessons which are enjoyable, amusing, in a friendly atmosphere, something to be looked for. Second, if the pupils are involved and actively use the acquired language, if they cooperate and interact in the lesson, they use the second language as a tool, they make the use of L2 natural; the usage becomes similar to the real life. And third, the role of a teacher, his or her personality, knowledge and supportive behaviour, which makes a trustworthy relationship among all the participants in the class. In fact, as Stewick appoints, all the features should be seen as "psychologically complex" (p. 49), the teacher should connect all the aspects into "patterns that pervade the entire personality" (p.49).

How to Memorize the Vocabulary

How much the words need to be repeated to be memorized? As McCarthy explains, it is very individual: some learners "can learn words after only one encounter", others need more – up to "seven repetitions which seem to be enough for most people to be able to memorize the word" (p. 117). It really depends, what purpose the words are learnt – whether they are close to learner´s personal life, or if they need them only in order to get a good mark in the test. In other words, motivation, as described earlier, plays an important role. To increase the motivation, the teacher should try to search for the contexts that are close the pupils´ interests (according to their level, age, hobbies, region, social status, etc.). It is useful to involve pupils´ own experience, either from everyday life (everyday routines, housework, relationships in the family, taking care of pets etc.), activities connected with

school they go to (learning process, subjects, relationships) or their leisure time activities (sports, music and art courses, dancing etc.).

McCarthy explains the class interaction as a process of presenting "meaning in the way that is comprehensible to learners", in which they "relate new meanings to ones already known"(p. 121). Afterwards the teacher provides feedback that would bring confidence to both, the teacher and learners, "that word and meaning have been successfully transmitted." (p. 121) Teachers must keep in mind what McCarthy takes also into account that "not all learners are equally good at maximizing their strategic resources" (p. 124), in that case teachers should offer "a number of strategies for coping with new vocabulary"(p. 124), that learners adopt and are able to use.

The Level and the Mixed Ability Classes

Teaching in the Czech Republic is based on the state curriculum called ´Rámcový vzdělávací plán (RVP)´. This plan is a general scheme which is compulsory for the Czech educational system and at the same time RVP enables every school to decide their own learning specifications. Schools can decide according to the traditions and possibilities in their region, as well as the teachers´ qualifications and professional inclinations. The schools create their own ŠVP document (Školní vzdělávací plán), with specifications they have decided to offer to their pupils – for instance humanistic way (language learning), sport or mathematical reinforced classes. These specifications occur as extra lessons on the timetable of individual classes.

The level is specified in the European Framework of languages. Pupils of elementary school should reach the A1 level in the fifth grade, and the A2 level in the ninth grade. The age is also an important aspect - the learners of seventh grade typically range between twelve and thirteen years of age. The teachers have to be aware of the difference between the real age of pupils and their maturity, which reflects into their pace of learning and understanding, as well as putting things in the context by using their general knowledge. Penny Ur points especially to the "adolescent classes" (p. 272), where "a large difference" can be seen in "the way they prefer to learn, how motivated they are..." (p. 272). Teaching adolescents is specific in the way that their learning is more focused; they apply grammar rules, give explanations and use "more conscious, explicit strategies for language learning" (p. 264). The age of twelve, thirteen, and so on, brings a lot of distinct changes which Ur describes as "adolescent-specific problems of identity, relationships,

physical change...which make it more difficult for them to concentrate." (p. 264-265). It may be the reason why they are willing to play games in the lessons, as it is an opportunity to relax and concentrate again. In fact, any activities involving movement can serve this purpose.

Pupils´ learning styles are also influenced by their inclination to extra or introvercy. While extrovert is "sociable...needs to have people to talk to, and does not like studying by himself", and "will be easily distracted from studying " (Skehan, p. 100), in the lessons this type would usually work very actively, would not mind acting out in front of others in the class. On the contrary, introvert is "a quiet, retiring sort of person, introspective, fond of books rather than people; he is deserved and distant, except with intimate friends" (Skehan, p. 101). These pupils´ vocabulary may be very rich, but they are shy to reveal it, they usually prefer writing to speaking activities; teachers have to support their confidence and show them understanding. Both types need a sensitive approach of the teacher, not to make anybody prominent or omitted, and as Williams and Burden appoint, all pupils need to "become competent" (p. 73), that means they "need to learn the necessary skills and strategies in order to take control of their own learning" (p. 73).

Unfortunately, English lessons are usually the only opportunities for the majority of the pupils when they are exposed to the foreign language (except passive listening to English songs or slogans in advertisements, written text on the goods). The teacher must take this into account, and think of different ways how to extend English exposure and use. One of the ways is homework. Its aim is to practice – either the specific language item, or general use of English (for example connected with current traditions and customs). Williams and Burden see a primary teacher´s role to make pupils feel competent and capable of learning "as encouraging a positive self-image, self-esteem, self-confidence; a feeling of ´I can´, or ´I am capable of doing this´. "(Williams, Burden, p.72) These principles are applied well in various types of project work, where a lot of extra work is involved. Pupils learn to cooperate, search for the data on their own (or with their classmates), and build their responsibility. Williams and Burden admit that "such approaches have strong links with constructivism, as both are concerned with the individual´s search for personal meaning" (p. 39); New technologies, like IWBs, used in the lessons can give them the ideas how to undertake their own exploration.

Each of the pupils stands as individual, we build his or her confidence and feeling of responsibility, nevertheless all the pupils in one class form a unity. The group follows

the rules of cooperation and interaction, inevitable for the language teaching. The authors of *Psychology for Language teachers* agree that "the secret of effective learning lies in the nature of the social interaction between two or more people with different levels of skills and knowledge (Williams and Burden, p. 40). Also Vygotsky emphasized the importance of "language in interacting with people; not just speech, but signs and symbols as well" (p. 40) All these claims are based on the principle that "children are born into a social word" (p. 39), everyday life is based on assertive behaviour of different people who work and live with each other. Mixed ability classes are in fact small patterns of life in society, they learn to cooperate and help each other.

Williams and Burden attempt to measure individual characteristics and relate these to language learning outcomes. They look at the individual differences from the point of view of the research methodology, which is used in examining learning capabilities: "to find streaming learners or grouping them by ability" (p. 89). They came to the point, in their research, "that the more intelligent people are, the easier it is for them to learn a foreign language, or that learning a language depends to some extent on having an aptitude for languages, or the risk takers are more successful learners" (Williams, Burden, p. 89). Those learners are sometimes at the edge of teachers´ attention, as they are hardworking, capable to work on their own, and when they finish the task, they just quietly wait. Teachers should always expect this situation, and offer the early finishers some extra work, that would be challenging for them, and enable their further progress. There are plenty of ways and techniques for this purpose, beside some extra activities which the pupils store in their portfolios, there the possibility of supporting their classmates, who need help. This manner should not become an everyday- rule otherwise it could lose the effect on both sides: for early finisher it would be boring, the weaker pupils would only wait for help without self-effort.

On the other hand, Peter Skehan describes low achievers as "people whose previous learning experiences are discouraging and unsuccessful" (p. 51). These pupils expect failure, therefore it is useful to give them easier tasks (shorter sentences, common verbs etc.) in order to feel success and motivate them. They should also find some effective techniques and practice regularly to improve. Skehan recognizes "four basic causes of achievement...: ability, task difficulty, effort, and luck" (p. 51). Then he distinguishes two dimensions:

> The stability dimension contrasts ability and task difficulty, both of which are thought to be relatively unmodifiable, with effort and luck, each of which may possibly change on another attempt to perform a task. (p. 51)

Skehan sees the features of ability and effort attached to individuality, and the task of difficulty and luck as outside causes. He claims that some people are "more disposed to an effort interpretation, others more to an "ability explanation" (p. 52). The teacher´s role here is in sensitive attitude to individual pupils, showing understanding and support, which would result in everybody own improvement and self-confidence.

Penny Ur expresses advantages of the mixed-ability classes as:

> Heterogeneous classes provide a richer pool of human resources than more homogenous ones. Between them the individuals have more life experience and knowledge, more varied opinions, more interests and ideas – all of which can be used in classroom interaction (p. 275).

No matter how much pupils´ experience vary, Ur emphasizes the principle of "personalization" (p. 278) as very important. Using one´s own experience leads toward "the way to arouse interest" (p. 278), but also to get to know each other better, to build better relationships in class; the teacher can use some specific topics for discussion (local sport team, anniversary in the town etc.). Everybody´s contribution to the class is valuable, and creates the unity of the class.

New Technologies, the Interactive Whiteboard (IWB)

The life in twenty-first century is strongly influenced by new technologies. That happens not only in the scientific field and research, but they enter our everyday life in the form of different types of software that make the living more comfortable – they can be found in household appliances, transport, and of course in the field of communication - smart mobile phones, tablets and computers. The children get in touch with them from their early age, they are a new generation that is not surprised by quick changes; they easily learn how to use new equipment at school as well. As Morgan and Rinvolucri (2004) mention about the impact of development in their second edition of *Vocabulary* "the computer explosion and the internet have transformed the environment in which the language is used and learning takes place" (p. 7).

“An interactive board (IWB)” as one of the new technologies in the classroom “is made ´interactive´ by being linked to a computer which uses special software....and a data projector (or beamer), which projects the image” (Dudeney, Hockly, p. 122). This information itself introduces the expenses of such equipment which by no means bring an extremely high “wow effect” (Dudeney, Hockly, p. 122) into the classroom. Therefore, children, together with the appropriate use while learning, have to learn how to behave in the classroom with such expensive tool. It offers “a full-size colour screen, with a video, CD audio, pictures, interactive exercises like those find in a CD-ROM, access to the Internet...” (p. 123). These are all possible ways, either used as ready-made videos or programmes, or the teachers can use their own materials which fit precisely to the specific class.

One of the features concerned with IWB is the possibility to create “own IWB files, often referred as flipcharts” (Lewis, p. 34). They can “serve as lesson plans... and can include links to any media available on or through your class computer” (Lewis, p. 34). Because the IWB is a part of the classroom, there is no need to move the class to a special IT room. The class then uses their ´base´ classroom, they learn in the well-known environment, they have all their equipment with them (their bags, scissors, glue, rulers etc.), which saves time in the lesson. They can use their notice boards, posters or maps in the learning process, everything is immediately available. IWB board can be also used in different subjects, for instance various maps of a large size can be submitted by IWB screen, instead of paper maps (which get damaged easily) with additional information; for geography and history - with various images from the foreign countries, dates, architecture, art and clothes, that can be easily presented. In music lessons the samples of great crucial conductors can be played while connecting the sound, age, images from the author´s life altogether. Lewis confirms with these ideas by saying in *Bringing technology into the classroom* about IWB: “truly a multimedia tool” as it enables “to toggle (switch) easily between applications” (p. 33), like ... The IWB can be easily used in any of the school subjects and because the “flipcharts can consist of multiple sheets” (p. 34) as Lewis mentions, ”instantly you have a set of records of your lesson as used in different classes” (p. 34), or as described above, in different subjects.

The possibility of self-prepared materials is a real advantage, however, the pupils follow a course book, it is useful to put the language in context and offer some additional information to the theme in the lesson plan. Furthermore, as the IWBs are ”multi-sensory... this appeals to various learning styles”, (Lewis, p. 36) which suits well to mixed-ability

classes. “It is visual, oral and through the pen, even physical” (p. 36). Teachers can choose the methods according to the specific class, which they know well from the everyday teaching process. It is easier for them to choose a topic, connected with their interests and personal life, for example about the sport or some typical traditions which are popular in the region. They can decide which exercise is easier and suitable for pupils with specific learning difficulties or behaviour. Together with the learners, they can make the lessons more enjoyable and effective.

There are different types of the IWBs, some also use a pen or fingers to write about them. This also brings new ways of using the board, because with the pen (or finger) pupils can “write over the images on the screen, highlight things in different colours, using a variety of fonts and styles, or...hide and reveal images on the screen.” (Dudeney, Hockly, p. 123). The IWBs really resemble a toy, as Dudeney and Hockly describe, the other possible way of use: “Items can be moved around the screen” (p. 123) and for the teacher it gives the possibility to stop the activity anytime, and finish it next time, because “previous lessons and content can easily be kept and retrieved, as everything is saved on the computer” (p. 123). However, still it is only a tool, and like a toy, it can lose its ´wow´ effect, as mentioned before. Therefore the thoroughly used methodology here is really important to avoid for example “teacher centred, with learners becoming a passive audience” (p. 124). And Dudeney and Hockly emphasize “as with any new tool, an IWB is only as good as the use that is made of it” (p. 124).

We cannot use fingers to write with on the Interactive boards in our school, but with the latest model of IWB, the Promethean (Active Inspire) type, there are two pens that can be used simultaneously. And another advantage of that kind of IWB pens is that they are battery free, which is a positive aspect, contributing to fluency of lessons. Having the IWB in class ready for any lesson, the pupils know well how to operate with it, which also prevents interruptions and brings the feelings of useful tool.

Doubtlessly, the IWB is still only a tool, and cannot substitute everything that used to work well. In fact, the “IWB software is designed to be used in conjunction with traditional printed materials...” Pupils need the support of textbooks where they can search and check the information, as well as parents who want to take control over their children´ learning. IWB offers modern ways of teaching and giving information, uses effective techniques, but still, pupils like to use traditional materials, like worksheets, take them home and “refer to them”.

Video in Language Teaching

One of the most influential aspects seems to be the exposure to the authentic language to the pupils. Lonergan claims that: “Four or five minutes of video tape material can easily provide enough stimulating input for one hour´s teaching” (p. 2). Of course, there are a lot of aspects that can be focused at in the class, however, the activities have to be prepared very carefully and thoroughly; they must be enjoyable and interesting for the pupils, because the technique itself cannot teach everything. ”The outstanding feature of video films is their ability to present complete communicative situations” (p. 4)...” dialogues can be seen and heard” (p. 4). People in the video are real, pupils can see their age, relationships, the environment...and also “paralinguistic information, such as facial expressions or hand gestures, is available to accompany intonation” (p. 4), which is very suitable for teenage pupils who like to observe people around them. And in case of the use with the IWB, there is the advantage of big screen and realistic sound, which increase the experience from the watching; it can be useful also in the case of better memorizing, especially when the activities are connected with different techniques, which for example involve acting.

Lonergan emphasizes the “inter-action with the video”, which he sees as very suitable “in language-learning context” (p. 5). He emphasizes the role of the teacher, who “has the prime responsibility for creating a successful learning environment”, and also “must be confident and competent when handling the video equipment” (p. 6). Teachers typically work with materials that are created as activities with methodology. However, as Lonergan admits: “The materials, which have not been produced for language-teaching purposes,...are real and meaningful” (p. 8). A very important aspect reveals that learners can realize “the immediate needs of language learning” (p. 8), which is a very good motivation.

Inevitably, the teacher cannot forget about the methodology and follow the steps that would lead to effective learning and which would prevent misunderstanding. Lonergan recommends ”viewing guides”, which “are used to encourage active viewing” and they are “ intended to aid comprehension” (p. 11). He considers “essential that the contents of the guides are known or taught before learners watch the video sequence“(p. 11). The teacher uses the video on purpose, with clear aims what he or she wants the pupils to learn. The video watching can focus at everyday expressions, pronunciation, intonation of questions etc. Pupils need to know them ahead as well, to be successful.

Pupils then can show understanding in different ways. They can only show understanding by gestures (hand raising), choosing or matching objects or words, or they can use various worksheets, prepared by the teacher "in advance" (p. 30). However, the amount of writing in comparison with communication (speaking, acting etc.) should be very small.

It is useful for the teacher to have the transcripts. These "should include all dialogues and voice-overs and commentaries; and, where necessary, a note about the visual elements. These might include references to the use of captions; close-up of signs, or other significant objects" (p. 29) Teacher can also use them as worksheets in a form of a cloze test or activity, or to put in order some parts of the dialogues, etc.

Lonergan offers one of the ways as: "Comprehension is shown by marking the prepared viewing guide with just cross or tick" (p. 12), or pupils can "choose from a limited number of options" (p. 12), etc. Teacher controls the activity by giving questions and instruction leading to successfully finished tasks. Teacher´s "guidance" (p. 24) is crucial for the pupils, and it is done "by focusing attention on specific features of language" to be "aware of what is going to be listened for" (p. 24). One of the ways is also that "the learners can be free to note whatever interest to them personally" (p. 28). This type of activity can be challenging especially for early-finishers, who can some more details during the second or third watching.

The technique of video-watching resembles all-do-the same principal. That depends only on methodology, and the video can be effectively used in mixed-ability classes as well. The teacher can set different tasks to individual pupils, pairs or "extended into group work" (Lonergan, p. 16) to distinguish the level of the task in order to be able to finish the task successfully. Lonergan suggests that "different learners focus on different aspects of the communication", and that "the results...are then pooled and discussed" (p. 16).

Showing understanding can be also done in a form of sorting information. This can be a problem for pupils who tend to be too enthusiastic and try to write down as much as they can, and on the other hand, there are pupils who get confused and cannot choose the required information. Lonergan emphasizes that "essential for good note-taking is knowing what to listen for: what is relevant (and should be noted), and what is peripheral (and may be ignored)" (p. 20). This really depends on the teacher, his or her choice of the tasks, instructions and examples of intended assignments, and a well prepared lesson then can be used in any class. Lonergan agrees that "the principle of listening for and sorting information can be applied at any level of language learning" (p. 20).

Finally, a major advantage of using videos in the lessons is ”controlled presentation of communicative scenes: the teacher or learner can interrupt and replay sequences, freeze the action, and even take away the sound or the vision” (Lonergan, p.32). The learner can become a part of the scene and in a form of role play, they can “consciously act like the actors” (p. 40). In fact, the ready- made situation enables them to focus on correct repetition with ”paralinguistic features such as gestures and suprasegmental features, such as intonation pattern” (p. 35). The fact they do not have to create their own sentences makes them more confident and less shy.

To summarize this chapter, the theory explores the topic of vocabulary teaching, compares different opinions, and studies the pupils´ attitudes and ways of learning. New technologies and methods, as Interactive whiteboard and video in the learning process are described for the purpose to use them effectively in the research. The following section sets the essential research questions, connected with the steps how the research approached. Detailed information about the subjects and place of research is followed by technical equipment description. Finally, research tools of experiment and questionnaire are introduced in detail.

III. METHODS

First, this chapter specifies the research questions, followed by explanations how I did the research and when. Afterwards, I explain where it took place, and who the subjects were. Then, I briefly describe the main device used in the research, e.g. the Interactive whiteboard, the technical principals and equipment. Finally, I specify what research tools I used and how I worked with them.

Research Questions

I set following questions for my research in order to get data which would help me to improve my way of teaching with the Interactive whiteboard: Does the Interactive whiteboard help pupils with practising meaning and spelling of vocabulary? Can IWB mediate sufficient practice of vocabulary for pupils to bring them improvement? Which activities do pupils consider to be the most effective? Which do they prefer?

Procedure

I have started the research by searching a number of resource books in order to find various techniques suitable for practising vocabulary on the IWB, as well as methodology describing the IWB device. Afterwards I have chosen from the bank of activities the most suitable for the purpose, e.g. for the two topics of my research. The topics are: ´London Place Names´ and ´The Great Fire of London´. Then I created two types of tests for each topic, which helped me to answer my research questions. The practical part then took place in February and March in the Elementary School in Merklin. Each of the topics was followed by questionnaires, where the responded pupils expressed their opinions on IWB practice, their likes and dislikes and usefulness. Finally, I evaluated and compared the gathered data, registered them, and summarized the results for the research.

Place of Research

My diploma work research part takes place at Merklin Elementary School. It is a

rather small village school with 156 pupils, about 35 kilometres south-west from Pilsen. This school where I also work as the English and Art teacher, provides the basic education for children between six and fifteen years of age, e.g. 1 to 9 grades. Language teaching ranks in the school main specifications, which means that pupils learn English from the first, and German as the second foreign language, from the seventh grades. The first two years of English are based on audio-oral style of learning, which covers different topics each month; pupils have one lesson of English per week. From the third grade, pupils have three lessons of English in a week, and their learning is supported by course books – Happy House II. (grade 3), Happy Street II. (grade 4), and Project I (grade 5). The first five years are divided into two periods – young learners in grades 1-3 and 4-5; the learning programme is set to reach the A1 level at the end of the second period, e.g. after the fifth grade. For pupils it is a good advantage to learn straight from the first year, which enables them to get into exposure of the language, practise and get deeper acquaintance of the language basics.

The third learning period of the elementary schools covers the grades six to nine. In Merklin pupils learn from the course books by Tom Hutchinson, called *Project*. In fact "Project is five-level course for young learners from beginner to pre-intermediate level." (Hutchinson, p.4). Pupils learn with Project 2, 3, 4 and Project Plus in the grades 6-9. By the end of this period, pupils are supposed to reach A2 level of the Common European Framework of languages. Together with the textbooks, pupils use various materials (worksheets, books, magazines), and work with modern technologies like the Interactive whiteboard or computer programmes in English in order to master the language as much as they are able to, according to their individual abilities.

Subjects

I have decided to work with pupils from the seventh grade for my research. There are twenty-six pupils, and according to the rules, a class with a number of pupils over twenty-four, they are divided into two groups for some specific subjects; foreign languages learning, English and German, are among them. Pupils in the seventh grade make groups of girls and boys, because the other group has a lesson of Physical Education simultaneously. I have chosen the seventh grade, because they are the only class that is divided into groups of the same level, which I can compare in the experiments. There are fifteen boys in the group 1and eleven girls in the group 2.

The seventh grade pupils learn English with Project 3 by Tom Hutchinson. The level is in the middle of the process of reaching the A2 level, described as lower-Intermediate, after they reach the A1 level in the fifth grade. However, the pupils´ knowledge of English varies. Each of them has a different attitude to learning, some of the pupils use English in Pc games, others like to listen to English songs or read, some of them have relatives abroad; on the other hand, many pupils do not even do their homework. Finally, there are always individual differences in learning styles, and the teacher has to plan the lessons thoroughly with the empathy to individual needs of pupils.

Pupils´ origin must be also taken into account in language teaching, as it can cause some misunderstanding in the field of the Czech traditions (for instance Christmas or Easter holidays, etc.). Majority of children in the seventh grade are of the Czech nationality, only one boy is Romanian, but he lives in the Czech Republic since his childhood. Another boy´s mother is German, and he speaks German with her at home. Religion also can bring differences in attitudes in every-day life. Pupils learn to be tolerant to the others´ opinions and attitudes.

Technical Support (Equipment)

Interactive whiteboard is a fixed white board on the wall, with a special surface, which can be used either like a screen similar to television or a computer, or like a school board for writing. To write on the board can be done only by a special IWB pens. There are two pens available, and both can be used simultaneously. To use the IWB, write and project images, the projector, which is placed above pupils´ heads, must be turned on. The newest type of the IWB includes built-in loud speakers, which are very easy to use, and provide high quality sound. There is also a remote control which, among the basic use, can turn the screen blank, which is very useful. Immediately, or anytime it can bring the turn on the screen again. This function gives opportunity to ask pupils what they can remember, or use some other activities and return to the IWB later.

Interactive whiteboard is a quite new device for the pupils. Only the two last years, our school has been equipped with the IWBs with the help of Individualization project, offered by the European Union. Nowadays, there are two IWBs in the building of primary education, and there are 4 classes who share these. In the other building of our school, for the fifth to ninth graders, e.g. five classes, there are another three IWBs available for teaching. Among these, I am fortunate enough to have the newest type of IWB in my

classroom since this September. This was also a strong argument for me to choose a topic related to the IWB since I intended to get deeper in use of the board in the most effective way.

Research Tools

The Experiments

I have chosen two tools for my research work: an experiment and a questionnaire. The experiment uses various techniques on the IWB in two topics – London place names (see Appendix 1-4) and The Great Fire of London (see Appendix 5-6), which result into two tests (see Appendix 7-10). Both topics are related to London, however, the second topic uses general terms only. The questionnaires (see Appendix 11-12), compare the techniques used in the experiments from the pupils´ point of view.

Both experiments use the Interactive whiteboard in order to realize whether this tool can be useful in practising the focused language. To gain the data about pupils´ knowledge, there is a test before the vocabulary practise, and the same test also after the activities (see Appendix 7-10). Pupils work with various tasks and techniques, using the advantages of the IWB tool – they move the objects, use different colours, fade –in instructions, sort out letters in the words, match words and pictures, reveal pictures and words, use blank screen to recall words and images etc. The IWB´s screen is large enough for everybody to see, even from a distance, e.g. from the further part of the classroom. However, only one or two pupils can work on the board at the same time. The activities are therefore designed to get involved everybody in the group; pupils usually work with some other materials – cards, plastic letters etc. Pupils work individually, in pairs or teams; when they work all together, they usually get familiar with the task (work with the instructions) or check what they should have done, and correct themselves.

The Questionnaires

The other device for the research is the questionnaire (see Appendix 11-12). There are two versions of them, each of them is connected with one topic of the experiments – London place names and The Great Fire of London; There are two versions of the questionnaires, because each topic uses different activities for the practice. They were

designed to get the information about the activities that pupils consider to be effective and why; they are also evaluated from the point of view which of them are popular with children. These results are very important for my future work – how to improve my teaching methods by using the modern technology and combine them with the traditional teaching methods that are well-proven.

This research, which is based on the Interactive whiteboard interaction, will give me more experience of this tool, and also some new ideas. Finally this will help me to use the IWB effectively, with the motivation effects that new technology can bring.

This chapter introduces the research questions, together with the information where and when the research was realized, and followed by the description of the subjects. Next, the device of the Interactive whiteboard was characterized. I described how I did the research and which research tools were used. In the next chapter, I am going to bring explanations about the research tools and describe the gathered data.

IV. RESULTS AND COMMENTARIES

This chapter deals with the detailed information which activities were used; the tests will be evaluated from the point of view of effectiveness, and which way they are useful for the pupils. The research worked with two topics which both focused on vocabulary practice on the Interactive whiteboard, with the accent on spelling and meaning of the words. Then I will bring the results from the questionnaires which add whether the usefulness of the activities is also supported by popularity from the pupils. The results are going to be presented in the form of graphs with commentaries.

Experiment

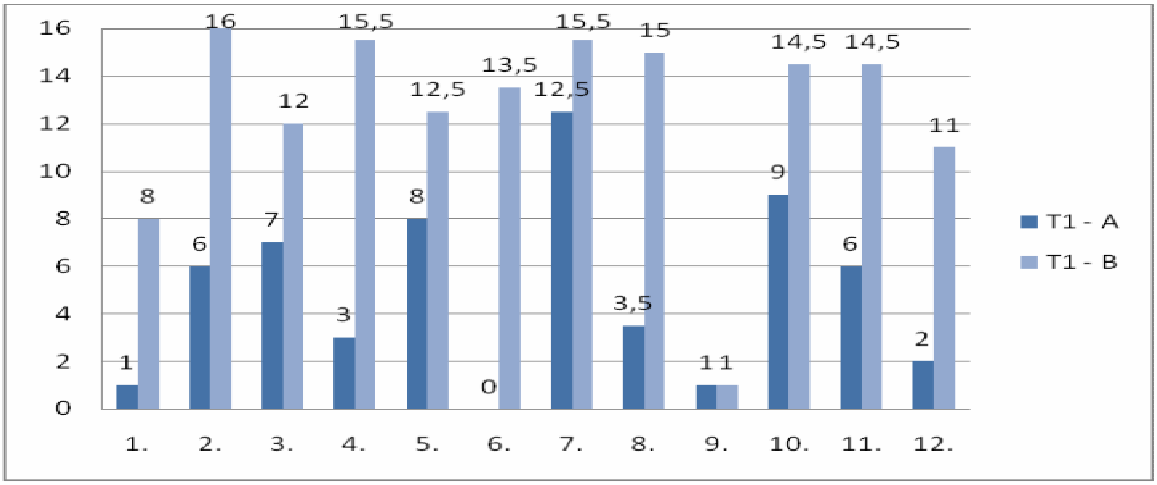
This research aimed to study whether a practice on the IWB can be useful and effective enough to bring the pupils improvement. In order to get the data for comparison, pupils sat for a test before and after each topic; then their knowledge was compared and evaluated.

The Test Results – Topic 1 - London Place Names

Test one, for the topic ´London Place Names´ (see Appendix 7), consists of three types of exercises, which were based on similar principles as the activities in the practice: matching the pictures and words (names), the translation and description of the meaning. In the first exercise there were five pictures to match, but pupils chose from eight names, which made them really think and prove their knowledge. Second exercise was a translation of the place names, and there was an emphasis on the details – the use of the definite articles, capital letters and spelling. The third exercise was based on the meaning, pupils had to understand the definitions and fill in the corresponding place names. The total number of points was 16.

The tests were evaluated from several points of view. First, the individual improvement was scored. As there were two different groups, the results are compared within each group – boys and girls. There are 26 pupils in the seventh grade, but in the period of research one girl and three boys were missing.

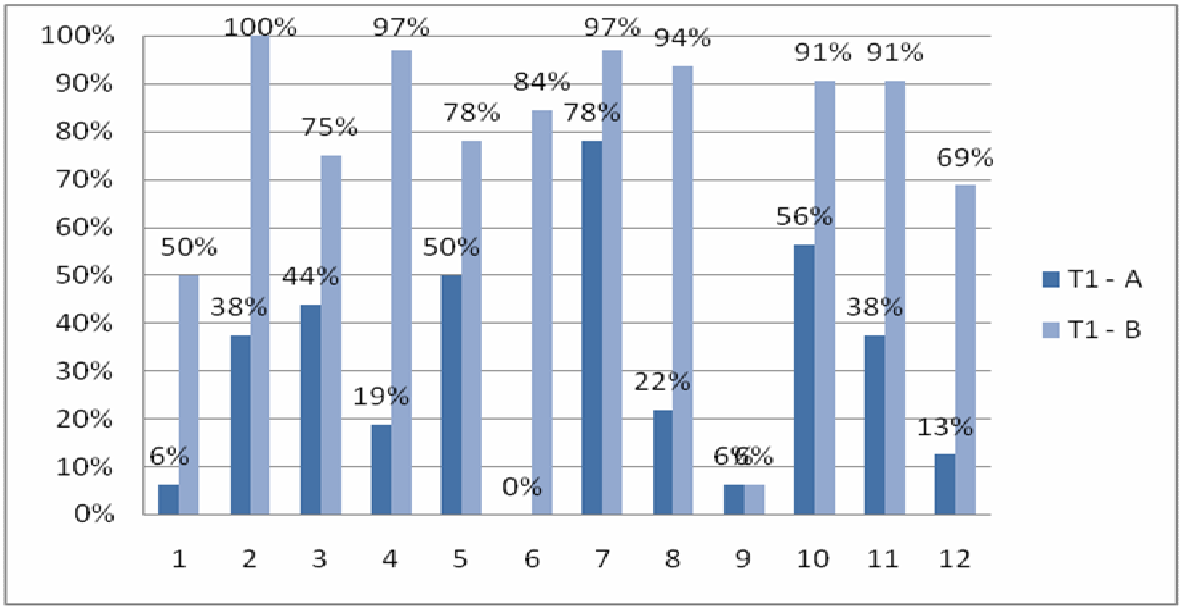
The First Group - Boys



Graph 1: Test 1A,B – Improvement – boys

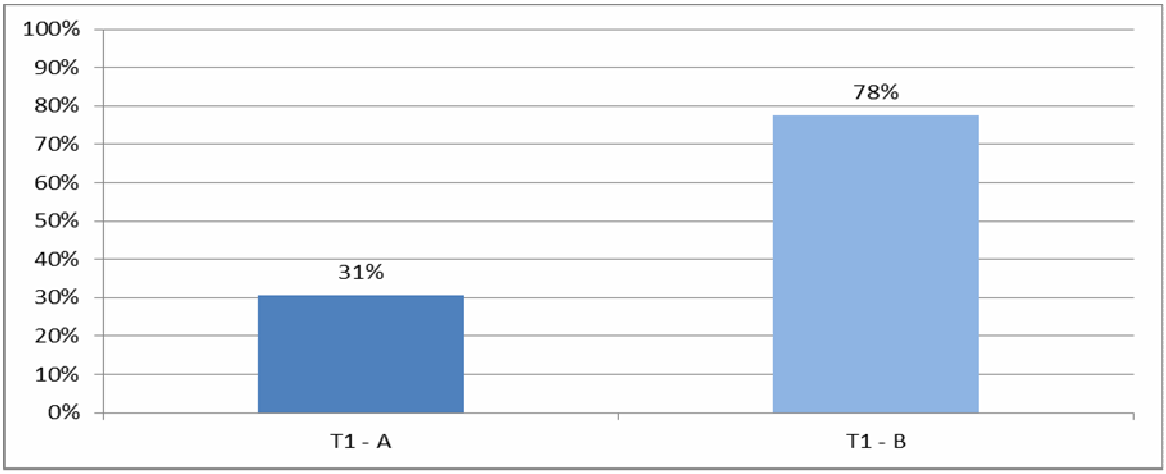
Graph 1: It describes comparison of Test 1A (before the practice) and Test 1B (after the practice) for the first topic ´London Place Names´ in the group of boys. Numbers in the horizontal line stand for each member of the group, e.g. twelve boys while three boys from the total number of pupils were missing. Boy number one reached only one point in the first test, but then improved seven points up to eight points in Test 2. The vertical line denotes number of points pupils could get in the test, e.g. 16.

There were twelve pupils in the group of boys. The dark blue column demonstrates how much this group varies. The first test applies boys´ general knowledge, their individual experience. There were four boys who reached from zero up to two points while, on the other hand, there was a boy with 12.5 points in the first test. However, the practice proved success when majority of the boys could reach eleven or more points, and six boys even over fourteen points out of 16. There were only two boys, numbers 1 and 9 in the graphs, who reached a rather low number in the results. Both of them are pupils with learning difficulties, but they had more time to finish the tasks. Number nine stands for a boy with very serious learning difficulties, together with severe behaviour problems, he will finish the elementary school this year in the seventh class. Nevertheless, his test did not show any improvement, he was able to answer orally with a slightly better results; he needs the teacher´s support, as it is recommended for him from the specialists.



Graph 2: Test 1A,B – Improvement - boys - percentage

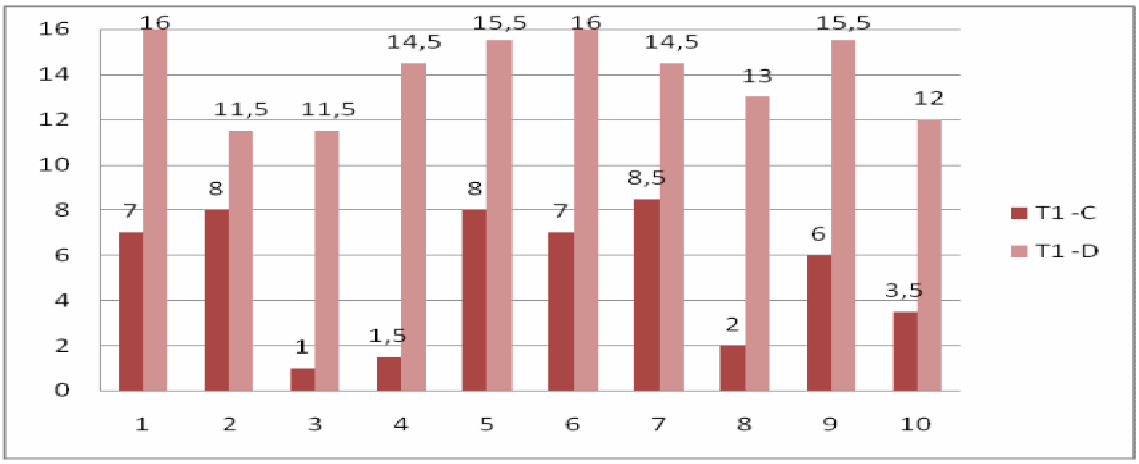
Graph 2: The graph describes boys´ group´s progress in percentage, which offers more precise picture of their individual improvement; there are also some extreme figures like in case of a boy number six - 84% improvement or number eight – 72% improvement; these number highlight their absent previous knowledge on one hand, and at the same time, great progress in their learning.



Graph 3: Test 1A,B – Comparison - boys – percentage

Graph 3: The graph shows the improvement of the group of boys by comparing the results in Test 1A and 1B of the entire group of boys.

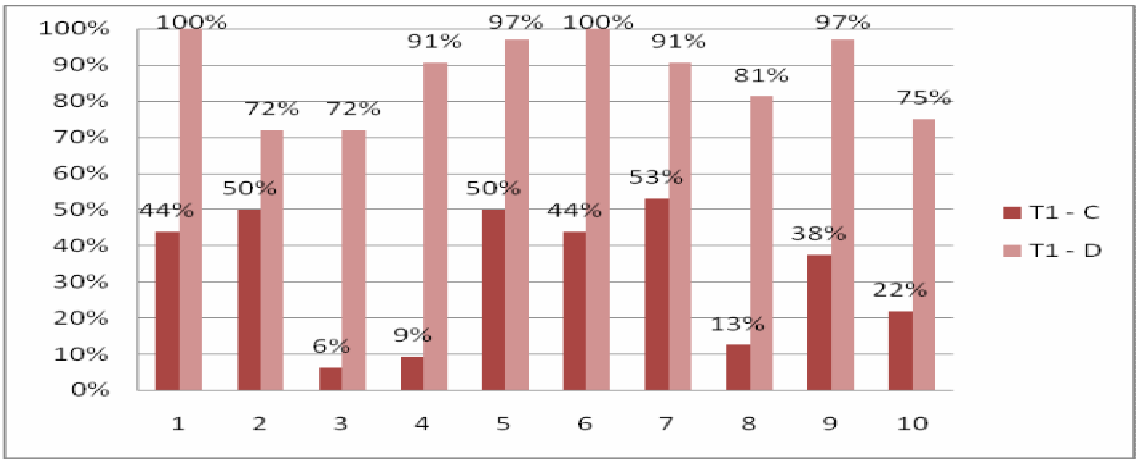
The Second Group - Girls



Graph 4: Test 1C,D – Improvement – girls

Graph 4: The same comparison is typified for girls, e.g. the comparison of both tests number one, Test 1C (before the practice) and Test 1D (after the practice) - Graph 2. There were 10 girls present in the time of practice and tests (out of total number 11), the horizontal line denotes each girl. Dark red colour shows number of points in the first test 1C, pink colour denotes number of points in the second test 1D.

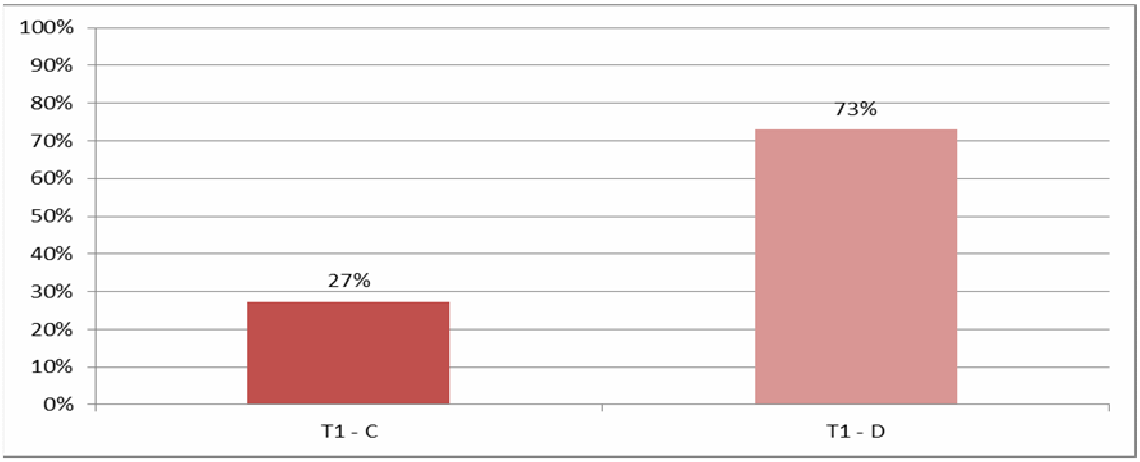
In the girls´ group there are also three members with rather low number – up to two points in the first test. As mentioned above, the test before practice reflects also personal interest and experience. One girl with learning difficulties (number 4) in this group could spend more time finishing the tasks. However, she is a hard working girl and her improvement of 13 points is a great success indeed.



Graph 5: Test 1C,D – Improvement – girls- percentage

Graph 5: Each number stands for individual pupils and their improvement is shown in per centage.

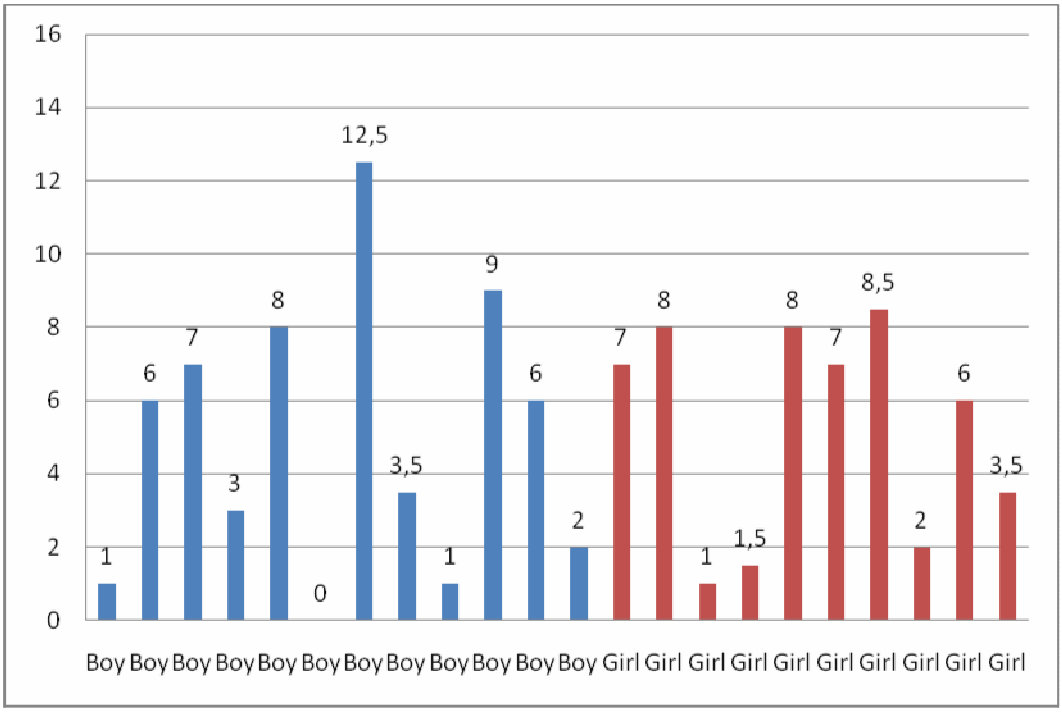
In the case of girls´ group, the research proved again the activities to be effective. Comparing the results from the first and second test, all the girls reached over 11 points out of 16. For example girl number could make an improvement of 66%.



Graph 6: Test 1C,D – Comparison - girls – percentage

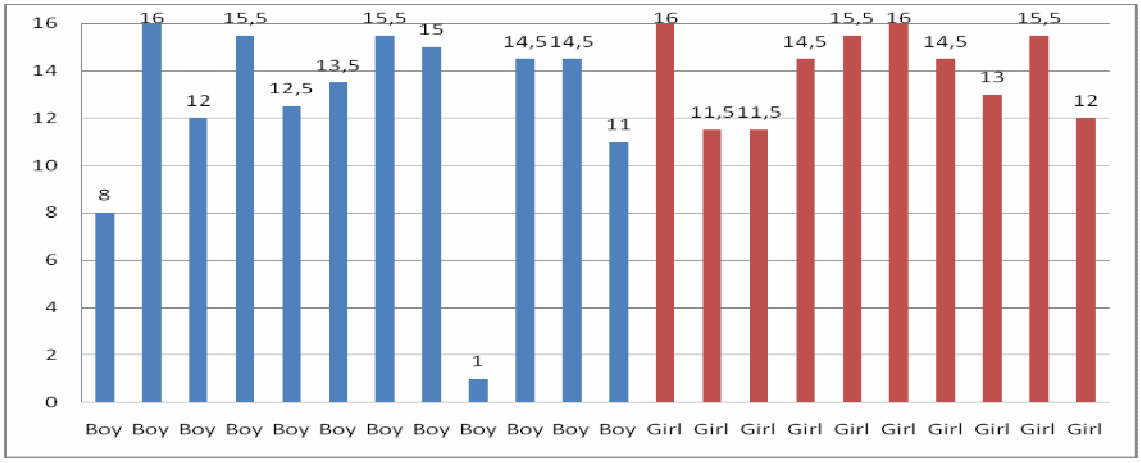
Graph 6: The graph compares final results of Test 1C (before the practice) and 1D (after the practice) for the entire group of girls.

The Comparison of the Two Groups



Graph 7: Test 1A,C – Comparison of Initial test

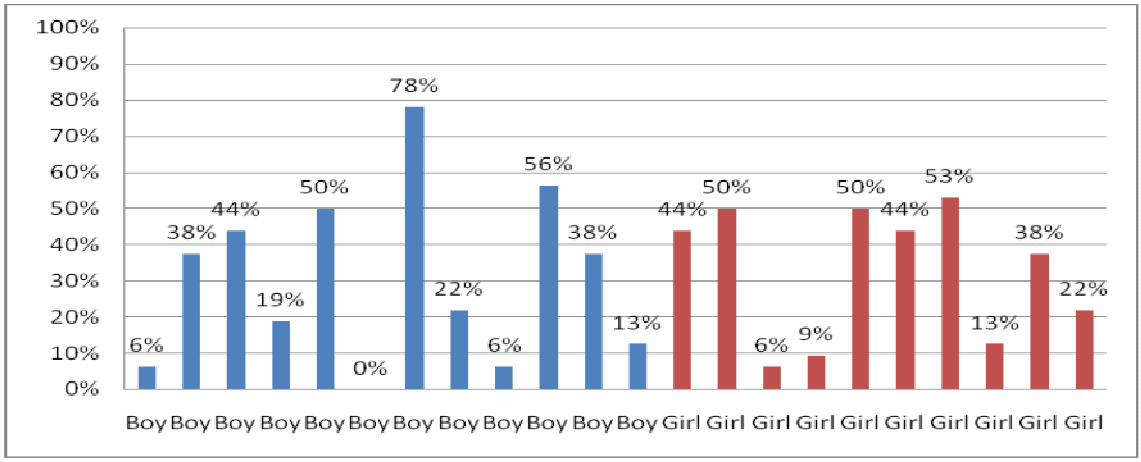
Graph 7: The two groups (boys - blue and girls - red) are compared in Graph7. The results compare them in Test 1, e.g. before the practice. Total number of points was 16 (vertical line).



Graph 8: Test 1B,D – Comparison of Final test

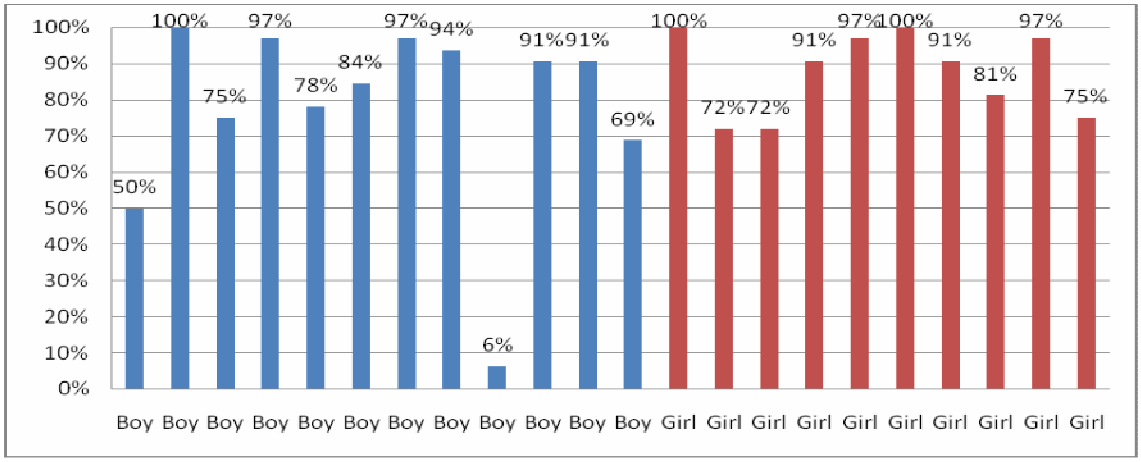
Graph 8 offers comparison of the two groups, this time after the practice (for the test 1). In the legend the blue colour is used for boys, red for girls. It is obvious, that the practice was useful. The boys´ group improved from 59 to 149 points, the girls´ group from 52.5 to 140 points. Both group together reached 111.5 points in the first test, and 289 points in the second test.

Test Results in Percentage



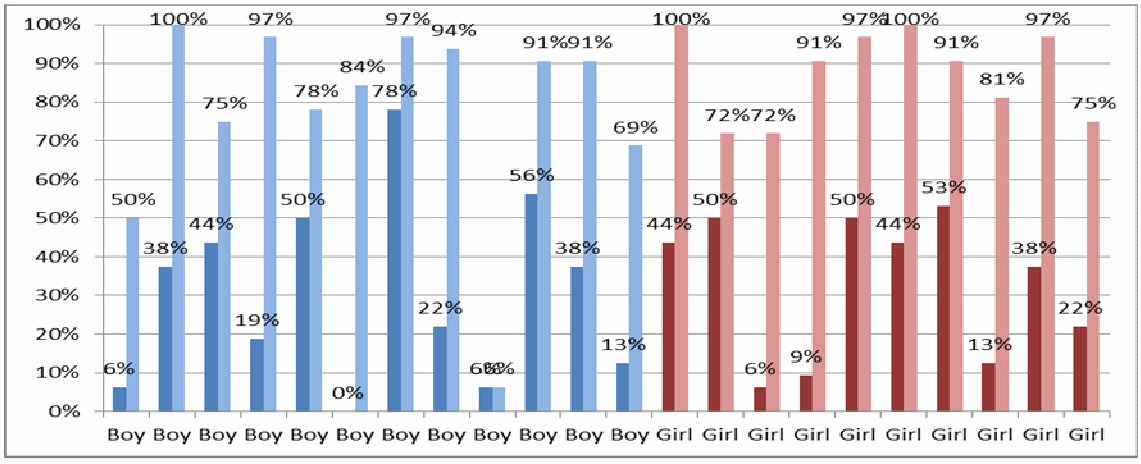
Graph 9: T1 A-C – Comparison: boys and girls – Initial test – percentage

Graph 9: The two groups are compared in Graph 9, their results for the Test 1. In the legend the blue colour is used for boys, red for girls, each column denotes one pupil.



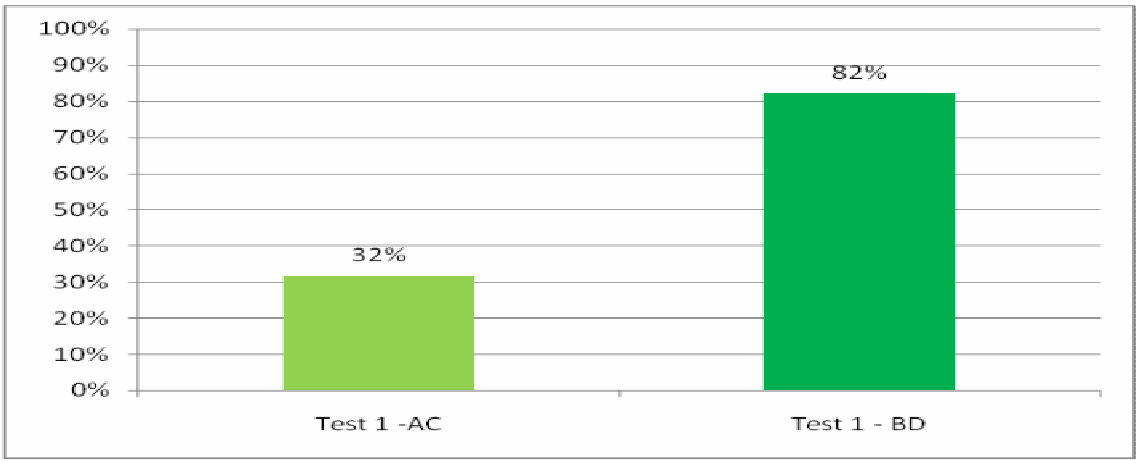
Graph 10: T1 B-D – Comparison: boys and girls –Final test - percentage

The two groups are compared in Graph 10, their results for the Test 1. In the legend the blue colour is used for boys, red for girls, each column denotes one pupil; the results show figures in percents.



Graph 11: T1 A,C and T1 B,D – Comparison boys and girls (percents)

Graph 11 shows results in Test 1- London Place Names and compares the groups of boys (blue) and girls (red) altogether from a slightly different point of view – in percentage.



Graph 12: T1 A,C and T1 B,D – Comparison of Test 1and 2 (percents)

Graph 12The final results for the two groups (whole class) in Test 1 A,B (Initial test) and Test 1 C,D (Final test) offers another clear picture of improvement.

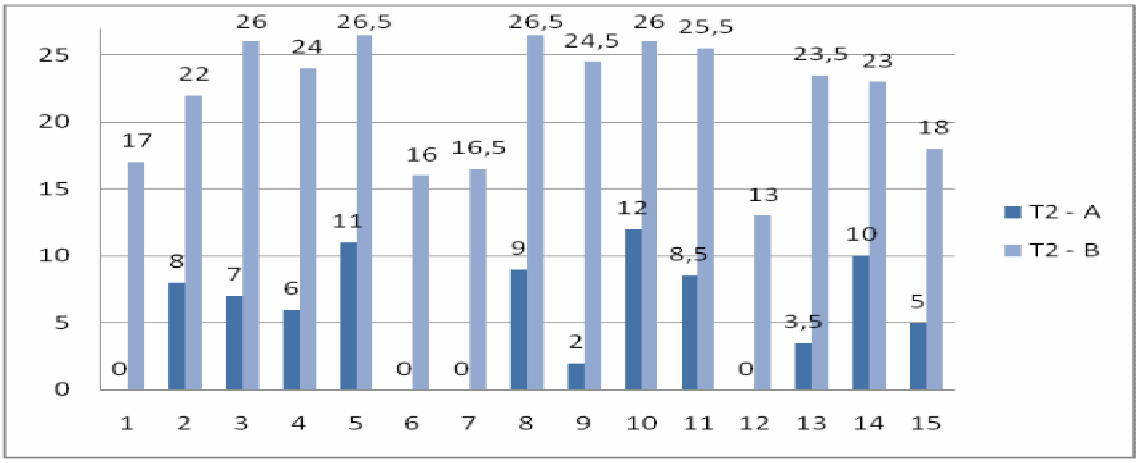
The Summary of Topic 1

The topic of London places was specific from the point of view from the pupils´ experience. Some pupils watched the Olympic Games in London, or disposed of general knowledge about London, while some other pupils had hardly any knowledge. However, the activities were prepared carefully to offer an interesting practice for everybody. Pupils appreciated especially the use of various photographs, many of them taken during our school trips. Pupils´ interest reflected in the practice and finally the improvement was clearly proved.

The Test Results – Topic 2 – The Great Fire of London

The First Group - Boys

The second topic The Great Fire of London used general terms, which were also connected with pupils´ general knowledge or experience. They might come across with them earlier, but the practice considered them a new set of vocabulary.

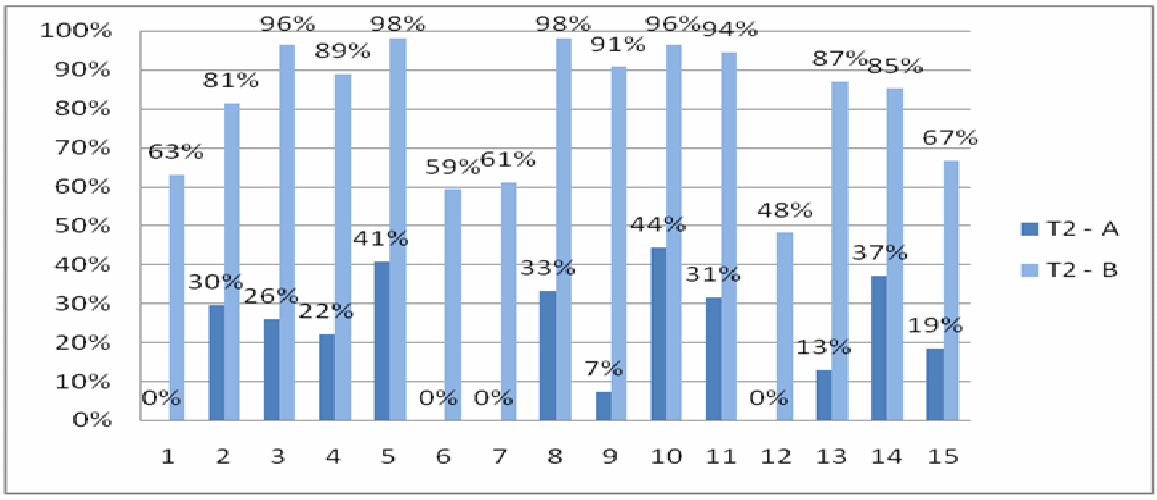


Graph 13: T 2A,B - Improvement boys

Graph 13 compares pupils within the boys group, each number denotes one boy; pupils´ results in Test 2A are in dark blue colour, in Test 2B in light blue. Maximum points in the Test 2 was 27. Everybody was present, e.g. fifteen boys.

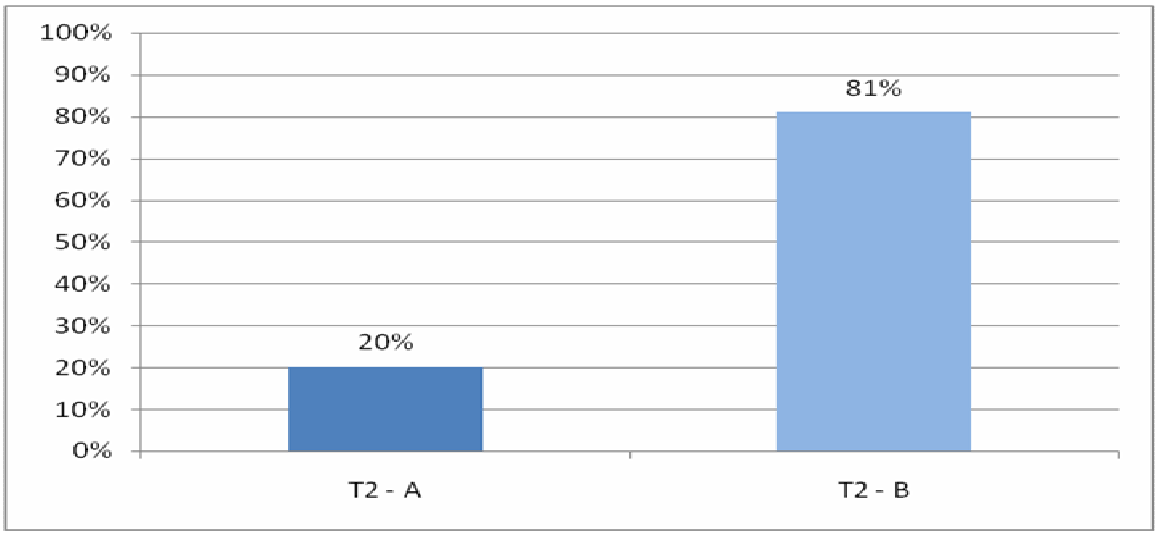
As mentioned above, Test 1 proved low level of knowledge in this area, there were four boys with zero points, and one boy with only two points out of twenty-seven. Pupils guessed some answers, but they had problems especially with translation, which confirmed they needed to learn and practise the focused vocabulary.

Test 2 for the second topic demonstrates the improvement which pupils made after the practice on the IWB. Even the pupils with zero points could progress as much as the lowest numbers were 13 and 16. On the other hand, nine boys reached more than 23 points out of 27, which proved real understanding and effective use of the vocabulary. The great improvement was done also by the boy with serious learning difficulties, as described above, who could reach 13 points in the test. Total number of points in Test 2 A was 82 points, while after the practice the boys reached 328 points; the total number was 405 points. The research proved the progress; it is demonstrated in the Graph 13.



Graph 14: T 2A,B - Improvement boys - percents

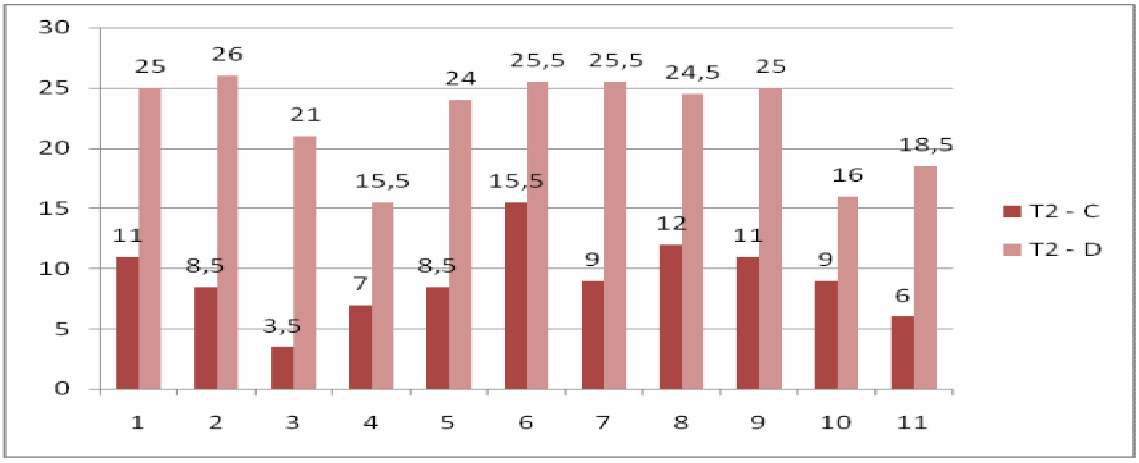
Graph 14 offers precise figures in per cents for the group of boys and Test 2 A (Initial) and 2B (Final). Each number on vertical line shows one boy with his improvement.



Graph 15: T 2A,B - Improvement boys – per cents (group)

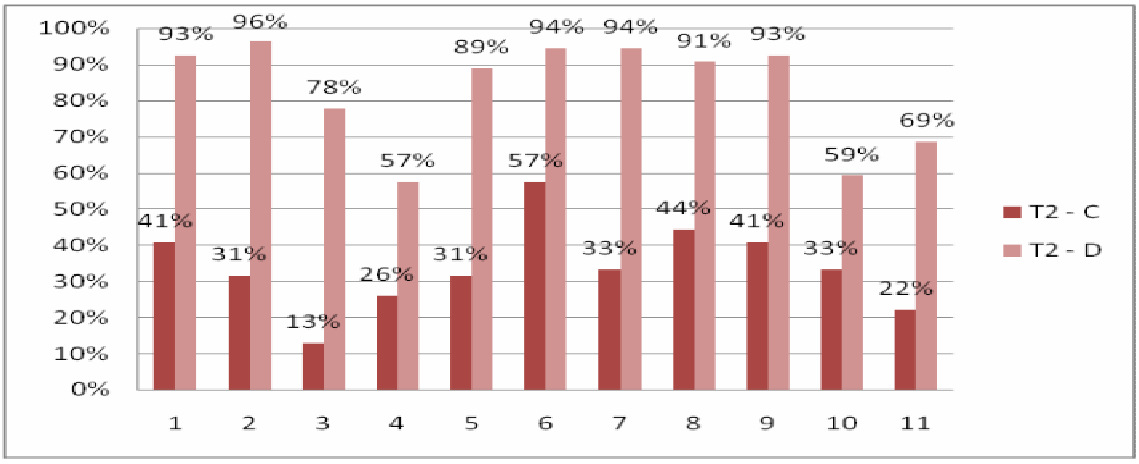
Graph 15: The results of both tests for the boys´ group are compared in Graph 15. The whole group is compared in Test 2A (Initial) and Test 2B (Final).

The Second Group - Girls



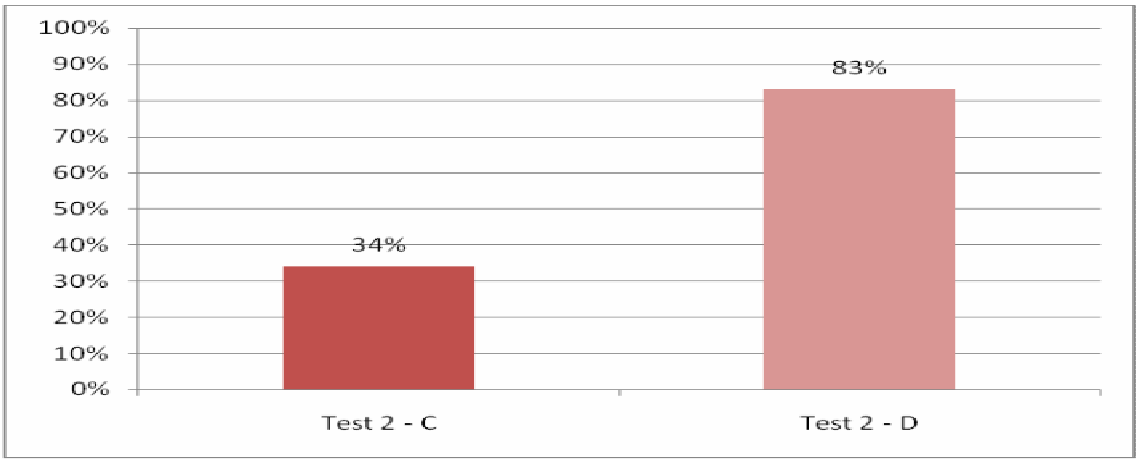
Graph 16: Test 2 – Improvement girls

Graph 16: AS for the of girls´ group, both tests are displayed in Graph 16. Numbers on the vertical line denote individual girls, there were 11 of them. Test 2C (before the practice) in dark red demonstrates nobody with zero points, pink colour shows results for Test 2D (after the practice). The lowest number for the first test was 3.5 points; there are not so big differences as in the boy´s group. Number 4 stands for a girl with learning difficulties; she had some extra time to finish the tasks again. However, she managed to get 15.5 points for test 2, which is a satisfactory result.



Graph 17: Test 2 – Improvement girls- per cents

Graph 17: The improvement in the girl´s group in Test 2 C,D is marked by peer cent for clear comparison.

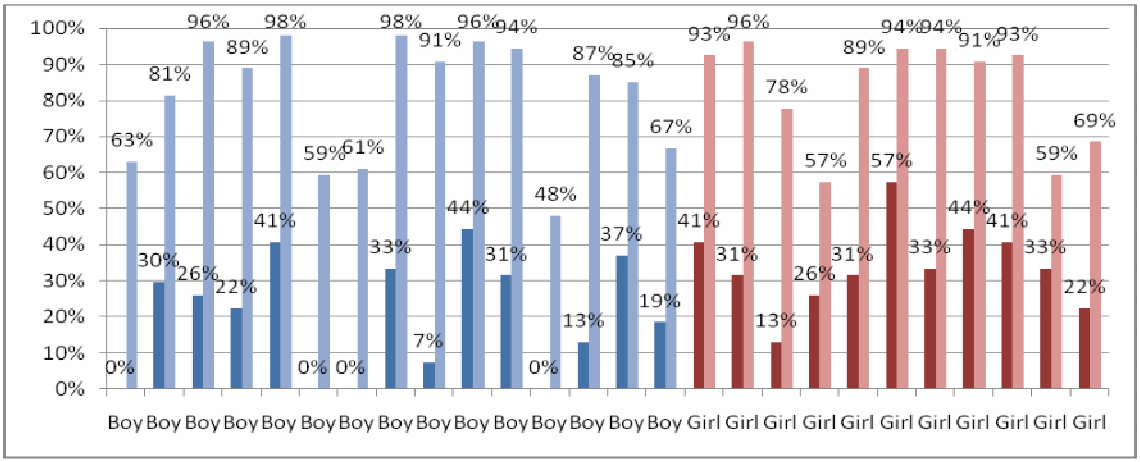


Graph 18: Test 2 – Improvement girls- per cents (group)

Graph 18: The results of both tests for the girl´s group are compared in Graph 19. The whole group is compared in Test 2C (Initial) and Test 2D (Final).

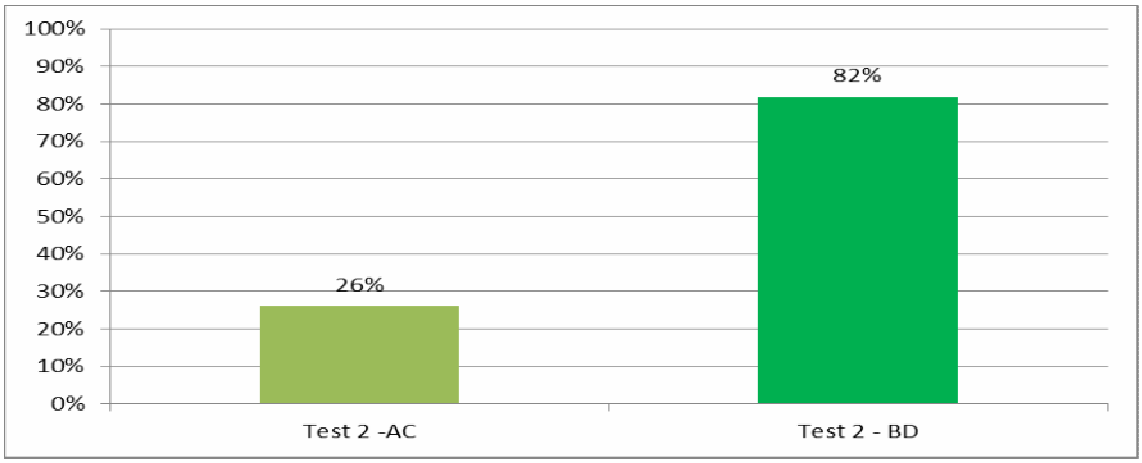
The Comparison of the Two Groups

It is also interesting to study another point of view. In the following graph, the results of both groups compared together. Blue colour is used to describe boys and red is for girls; graph 17 stands for Test 1, London Place Names, and Graph 18 stands for Test 2, the Great Fire of London.



Graph 19: T2 A,C – T2 B,D- comparison boys and girls (per cents)

Graph 20: The whole class is compared in both test 2 (initial- dark colours and final – light colours). Individual improvement can be seen in comparison of dark and light colour next to each pupil.



Graph 20: T2 A,C – T2 B,D- comparison boys and girls - per cents (groups)

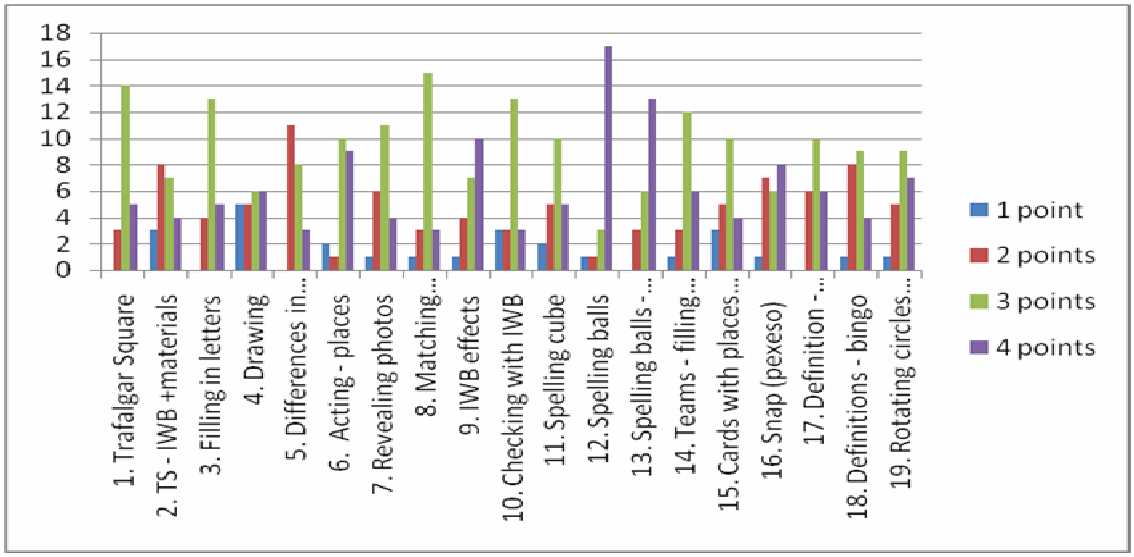
Graph 20: Both initial test, e.g. 2A,C, and final test, e.g.2C,D are compared for whole groups in Graph 20.

All the pupils had a chance to compare their results in all the tests, after each topic. They studied their answers in Test 1 A and B, as well as in Test 2 C and D, which means before and after the practice. They evaluated themselves orally in the class.

Questionnaires

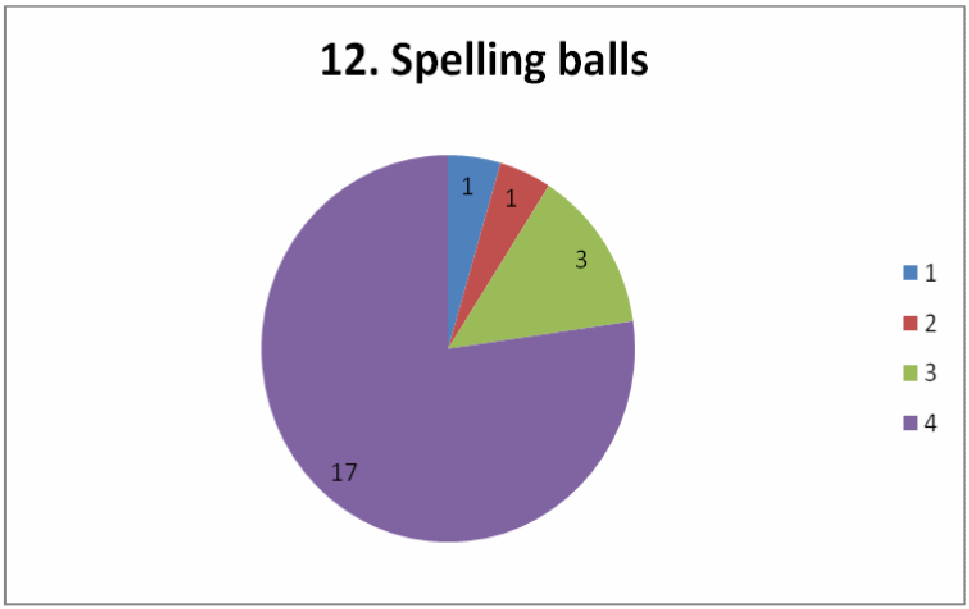
Questionnaire Results – Topic 1 - London Place Names

There were two types of questionnaires, one for each of the topics. Pupils used their notes from the lessons to be able to fill in which activities they preferred and why. Pupils evaluated each activity from the point of effectivity and they described in a few words why they consider it effective or what it was useful for. Then pupils marked how much they enjoyed the particular activity. Both scales for effectiveness and popularity had four levels, from 1 point (the lowest) to 4 points (the highest).



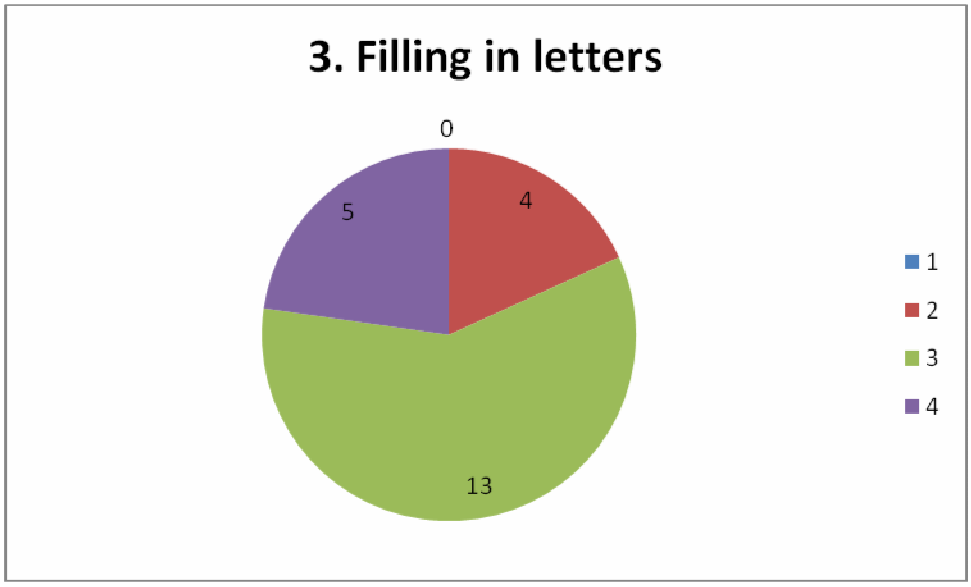
Graph 21: *Effective activities - London Place Names*

Graph 21: From the Graph 21, where the activities are listed at the bottom, are evaluated by the pupils according to the legend on the right. Blue colour (1 point) shows the least popular, then red (2 points), green (3 points) up to 4 points, which denotes the maximum of positive evaluation; e.g. all activities marked 4 (purple colour) are pupils favourite activities; also 3 points (green colour) stands for an enjoyable activity.



Graph 22 – Effective activities – Spelling Balls

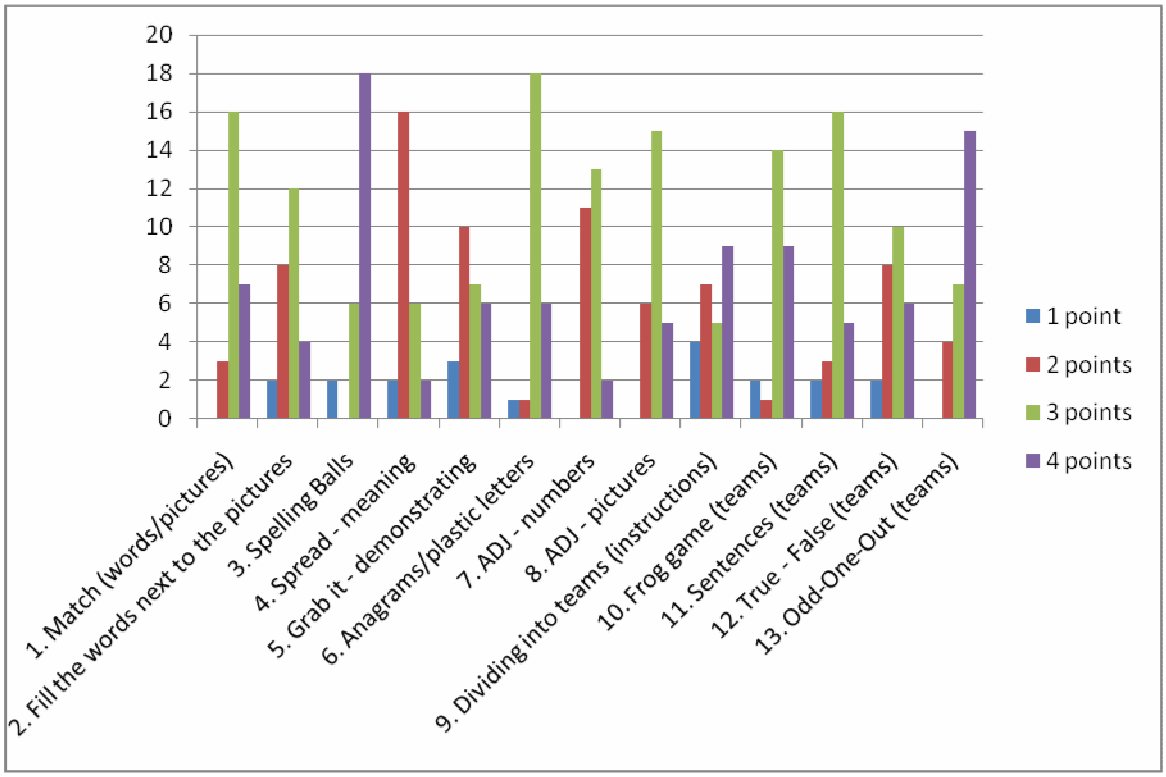
Graph 22: One of pupils´ favourite activities is called ´Spelling balls´; Graph 25 shows the majority of 4-point received (purple colour).



Graph 23 – Effective activities – Filling-in-letters

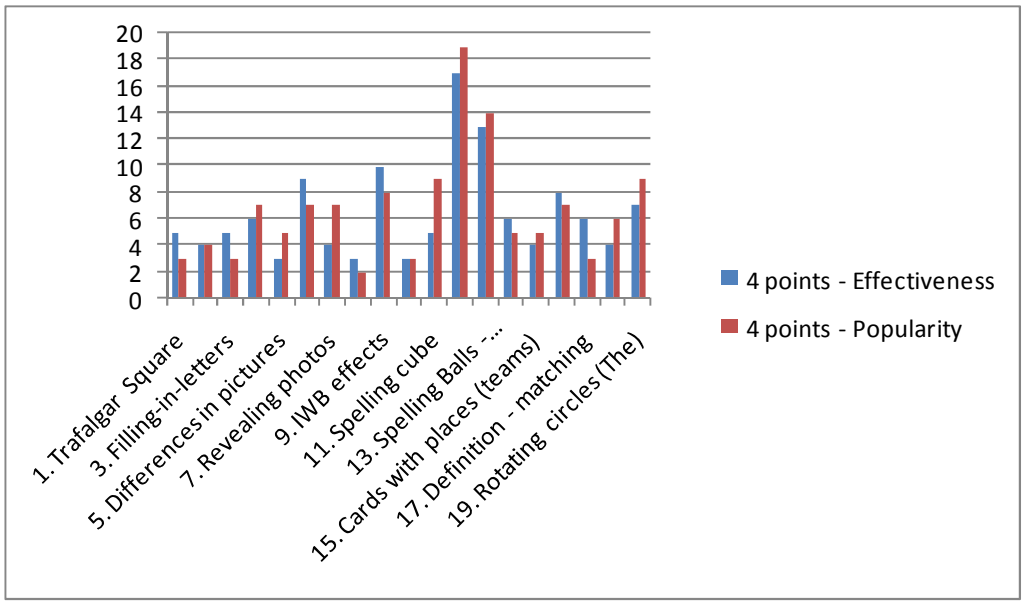
Graph 23: The activity called ´Filling-in-letters´ was evaluated mostly with three points, however there is a large number of 4 points as well, and nobody evaluated this activity with one point. This activity was also positively appreciated.

For the first topic, the purple and green colours mean success for the activities. Pupils accept them as useful practice. In their more detailed descriptions, they think of the way they are useful for them (see Appendix 8). For this topic, pupils marked questions number 12, 13, and 9 as their favourite (marked with four points; activities 1, 8 and 3 received the highest number of 3 points. However, if we add number of 3 and 4-points activities, we get following numbers of activities. These activities pupils consider useful for their learning:



Graph 24 – Popular activities – London Place Names

Graph 24: List of activities with pupils´ evaluation according to popularity of the activities.



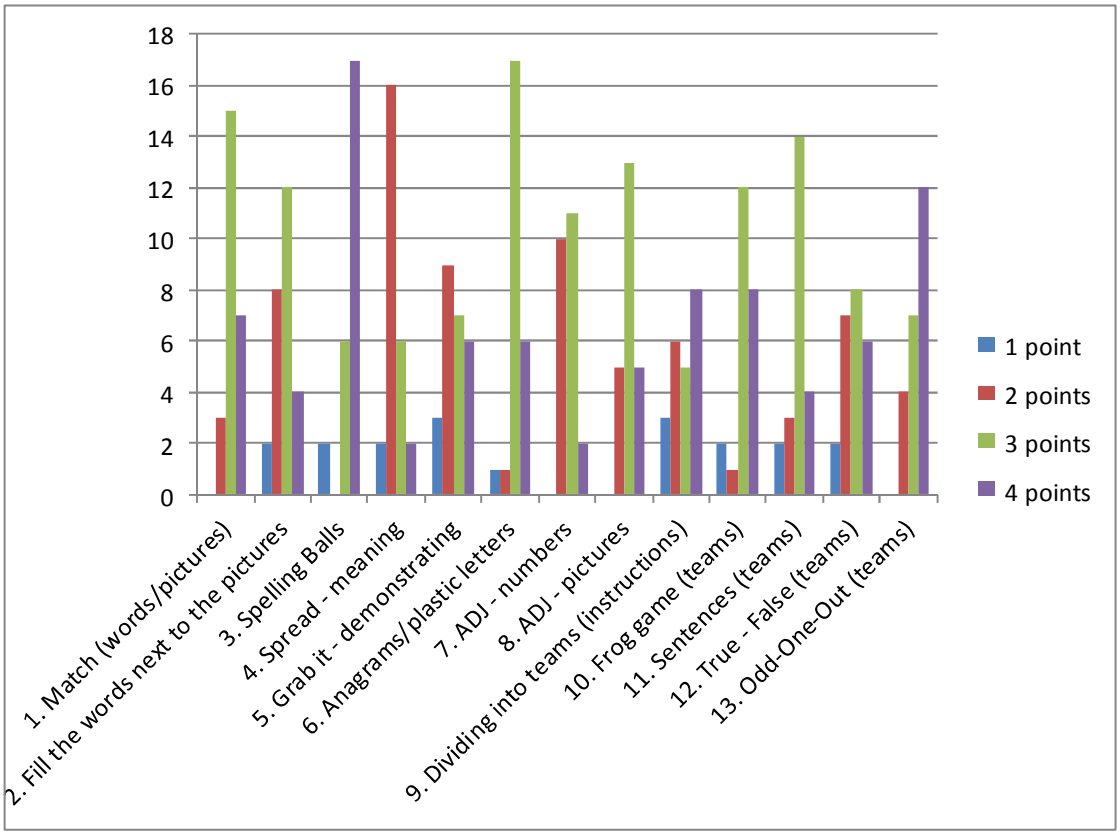
Graph 25*: Comparison of the most effective and the most popular activities*

Graph 25: This graph compares all activities with the highest number of points in order to find out which of them pupils enjoy and consider them to be helpful.

It is true, that there is not a very big difference in pupils´ evaluation in effectiveness and popularity. In fact, pupils´ favourite activities are connected with the special effects that the IWB offers, for example ´Spelling Balls´, Rotating circles, Spelling cube, and other effects itself – as fading in, pulling out folders etc. Pupils are fond of using new technologies.

The Second Topic

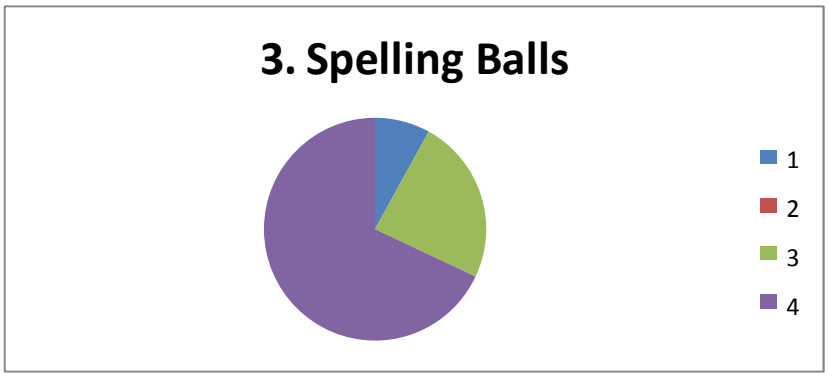
The Great Fire of London – Questionnaire results



Graph 26: Effective activities – The Great Fire of London

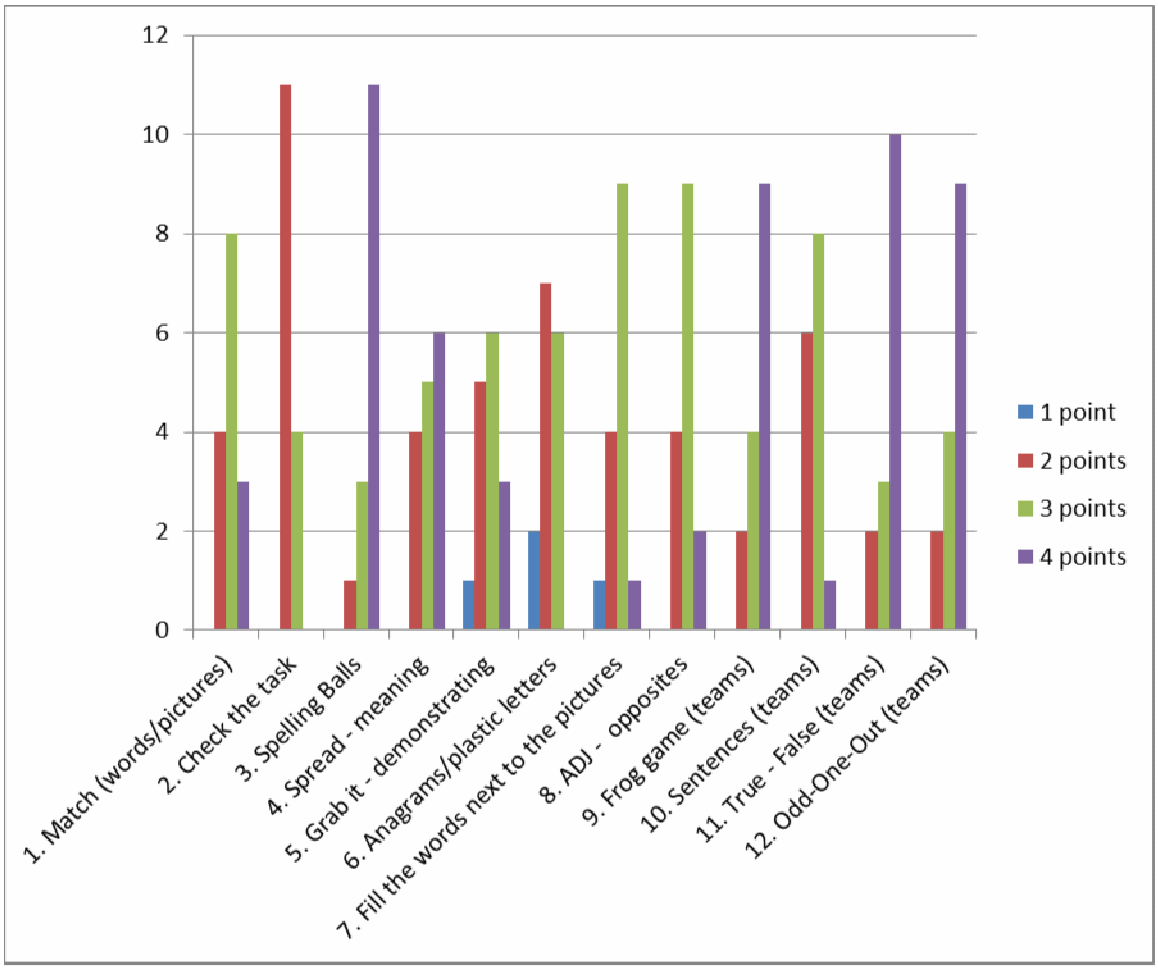
Graph 26: Activities used in the second topic were evaluated by pupils from the point of view of effectiveness: 1 point (blue) the least effective up to 4 points (purple) the most effective.

For this topic, 4-point activities with the highest level of received points indicated activities number 3 and 13 as; 3-point activities highlighted activities 6,1 and 11. If the activities with the highest points were added, e.g. 3 and 4-point activities, the following chart shows pupils´ favourite activities. The whole chart of activities is in Appendix 8, as well as individual point graphs.



Graph 27: Effective activities – ´Spelling Balls´

Graph 27: One of the most effective techniques evaluated by pupils; four point takes the greater part.



Graph 28: Popular activities – The Great Fire of London

Graph 28: The activities were evaluated from the point of view of popularity, pupils´ favourite activities are marked purple.

Table 1: Comparison of effective and popular activities

The Great Fire of London	Effective activities			Popular activities		
Activities with the highest number of points	3 points	4 points	3+4 points	3 points	4 points	3+4 points
1. Match (words/pictures)	15	7	22	10	9	19
2. Fill the words next to the pictures	12	4	16	15	3	18
3. Spelling Balls	6	17	23	4	20	24
4. Spread - meaning	6	2	8	10	7	17
5. Grab it - demonstrating	7	6	13	7	3	10
6. Anagrams/plastic letters	17	6	23	8	8	16
7. ADJ - numbers	11	2	13	-	-	-
8. ADJ - pictures	13	5	18	14	4	18
9. Dividing into teams (instructions)	5	8	13	-	-	-
10. Frog game (teams)	12	8	20	10	12	22
11. Sentences (teams)	14	4	18	13	1	14
12. True - False (teams)	8	6	14	8	15	23
13. Odd-One-Out (teams)	7	12	19	4	19	23

TO SUM UP

The results witness how pupils evaluated activities, first from the effective point of view, then from the pupils´ popularity. In the second part, pupils evaluated adjective numbers and pictures in one question and question number 9 was missing. I highlighted all figures over twenty to emphasize the difference. The results confirmed a high popularity as well as effectiveness of ´Spelling balls´, together with ´Odd-One-Out´ activity and ´Match (words and pictures) which all received quite equal number of points for both types of questions. Anagrams, which were considered more effective than popular, still received a high number of points as well. I believe the use of plastic letters increased positive evaluation, as pupils really enjoyed that kind of work.

I must admit, the research has brought results which I hoped it would bring. The use of photos in combination with the IWB activities, made the lessons alive, pupils could see the places from various views. Also the spelling practice, e.g. place names with the

definite article, which is difficult and confusing, helped pupils to master the topic successfully. Pupils suggested using IWB activities regularly in lessons, as well as video.

V. IMPLICATIONS

The previous chapter gave evidence how pupils improved during the research process. Now I am going to describe pedagogical implications which are important for the teacher´ use, the limitations of the research are going to be analysed, and the chapter closes with some suggestions for further research.

Pedagogical Implications

The gathered data from the research evidenced improvement, even for weak pupils. These results confirm strengths of the process in the form of activities which were chosen and used effectively. The tasks were set with a thoughtful approach to mixed ability class; for low achievers in a sense of the basic level assignment and early finishers were offered extra work to enable them further progress. Also, some activities were arranged as team work which enabled them to cooperate and support each other. Team work is also important for social competencies, developing cooperation and communication within the group.

The research was based on using the Interactive whiteboard teaching aid, which belongs among the progressive ways of teaching exploiting modern technologies. Pupils appreciate them however teachers must be aware of the ways and methods used to reach the arranged aims. The research used the activities on IWB only a certain part of the entire lesson, or combined them with other rather traditional methods, which successfully kept pupils involved in the learning process.

The topic was chosen on purpose, because pupils get confused by several place names leant at the same time, and the IWB offered a really good way of presentation. Also the video was appreciated by pupils and we agreed on further use of this kind. Actually, the simultaneous use of images and sound is one of the best ways of the IWB use.

Evaluation is also inevitable part of learning. As for the teacher´s part, it is an effective feedback for future use and lesson planning. According to the research, pupils described their opinions and attitudes to individual activities, which is important for pupils´ responsibility and self-development. They can become a part of the learning process and give opinions on which way they want to learn, what they consider useful and brings them progress. Their choice is important; they cooperate with the teacher and help to build lessons which fit to their style of learning.

There is not a greater difference between the learning process of girls and boys. On one hand, girls tend to be more active and talkative in the lessons, they speak rather fast, try to bring more examples. They are more emotional. On the other hand, boys are more rational, they are not willing to speak much about themselves, exaggerate or act out. However, most of boys and girls are hard-working, both groups like playing games. Practice on the IWB is interesting for them, the device itself is close to their interests. According to their responses in the questionnaires, pupils have no difficulties with using the Interactive whiteboard pen, choose different colours or highlighters, erase the words, change handwriting into a printed text or use some other effects like ´fade in´ or pull out folders etc. Therefore the practice facilitated enjoyable way of learning with the consolidation of the IWB usage. Sometimes, they also bring new ideas, innovations to given exercises, which I believe is another very important way of work on the IWB, that enables pupils use their creativity and turn the activities into rather pupils-centred learning. This I consider to be a message for our further cooperation.

Limitations

First, there were only two topics which practised certain amount of activities. Each topic required different way of practice, which can be modified by various aims as well; this research focused on spelling and meaning only.

The research was also limited by number of groups and pupils involved. There were only two groups, girls and boys, for each topic. It would be interesting to compare more groups of the same level from different schools and regions. Also, different pupils may highlight different activities, but this would be a part of their individual learning process.

The limitation of the time can be mentioned as well. Pupils follow a plan which set the period of time for each topic in the learning process. The activities were divided into several lessons within a few-weeks-time.

Suggestions

The previous part pointed at the limitations of the research which may be considered a starting point for further ideas. First, the two topics make a rather great restriction, however they could be described from different points of view. The same topics can centre the attention to pronunciation, practising grammar points like phrasal verbs, different use of tenses etc. The topics can focus on useful phrases for every day

conversation like shopping or asking the way, sightseeing in London etc. Pupils can plan their own trip, make a tourist guides for certain places; create a game imitating a visit in London. The same topic can be also used for more complicated activities like story-telling, or a play for a drama class.

Also, it would be interesting to choose other topics and search for the most suitable activities for them based on pupils´ interests and attitudes. Each topic is generally suitable for the IWB use, because it depends on teacher´s choice of the activities and ways how to cope with them.

Nevertheless, from a teacher´s attitude, the IWB is a bank of sources which can be used many different ways for any topics. The IWB would work well as a part of motivation, grammar presentation or practice, revision, use go language, and others, because also pupils have a positive attitude to it. The teacher´s role here represents a sensitive approach which uses clear aims and chooses effective ways to reach them, with the help of pupils´ effort and creativity.

This chapter described useful information about the research for other teachers in the form of pedagogical implications; then, certain limitations of the research were explained. Finally, I explained a possible way of extension of the research and I provided some suggestion for further study.

VI. CONCLUSION

The thesis is based on the research exploiting the Interactive board media in the focus of practising the vocabulary. As it is quite new tool I have been searching for the most effective use of the IWB in the lessons. The research was set to prove which activities pupils consider useful and also which they prefer to use again in the lessons. I combined the practice on the IWB with other, rather traditional way of teaching, and I limited the time using the IWB in the lesson which proved to be useful and helped to keep pupils involved. Pupils tried various forms of interaction; they worked individually, in pairs and in teams, which they finally evaluated together with popularity of the individual activities. The results of the tests and questionnaires gave me a clear picture which way they prefer to use the IWB media. Based on the research results I am going to build my lesson plans for these groups.

In the thesis I also mentioned some suggestions for further research, which I consider to be interesting ideas for improving my own way of teaching. I prefer lessons to be more pupil-centred, in the research pupils organized themselves according to instruction on the IWB or demonstrated some activities themselves. Pupils´ creativity is another way of learning, either used as drawings or sentence making in the research, very suitable for IWB use, which can make the lessons enjoyable. I appreciate the research helped me to find answers for my questions, showed pupils´ improvement in the tests and pointed at popular ways of using the IWB.

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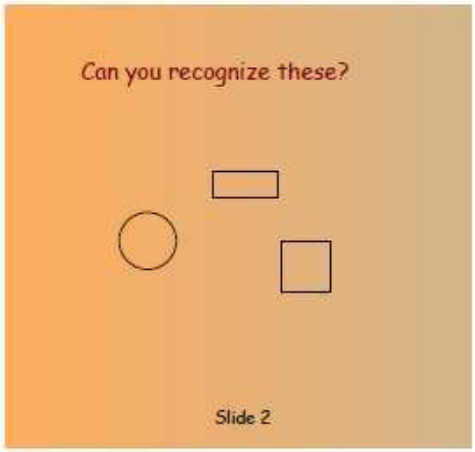
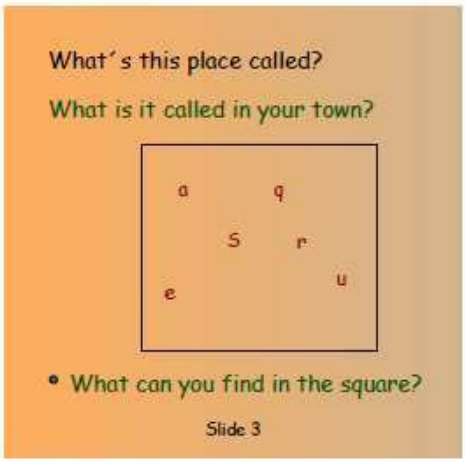
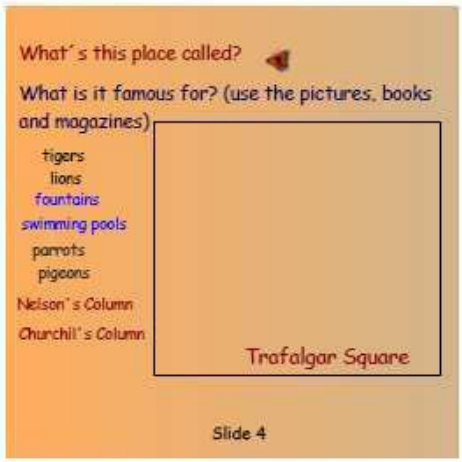
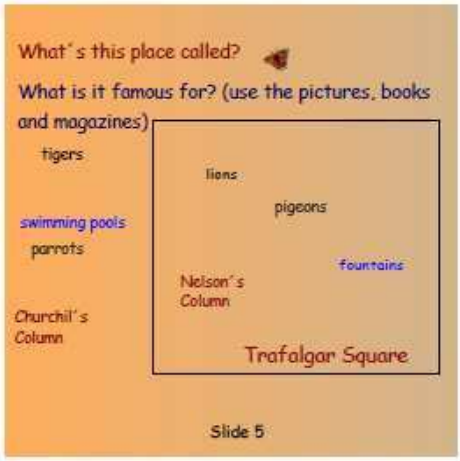
Appendix 1 – Topic 1

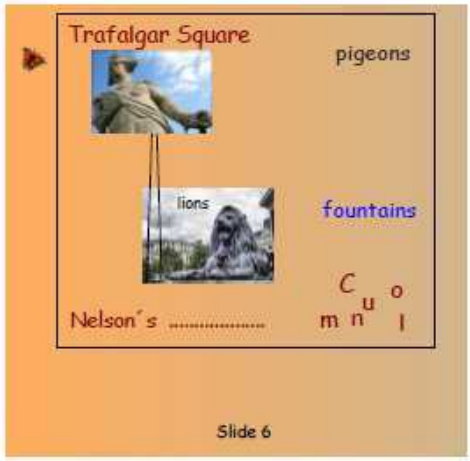
Topic 1 London



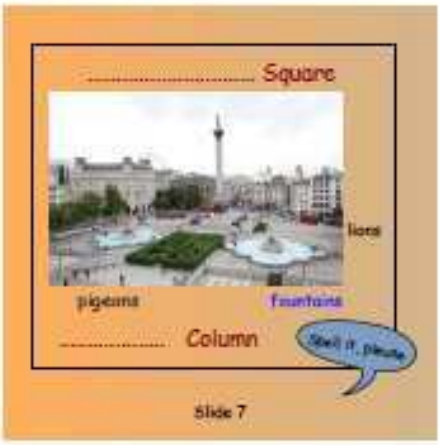


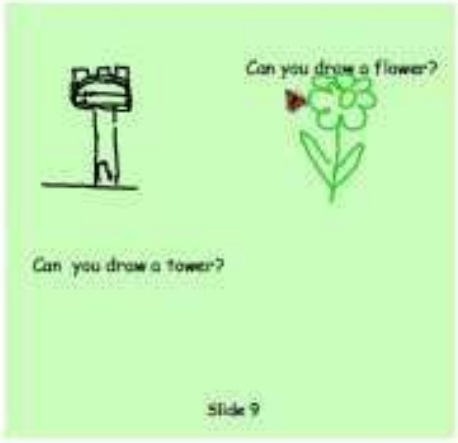


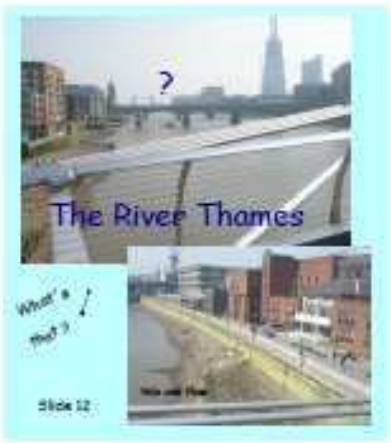




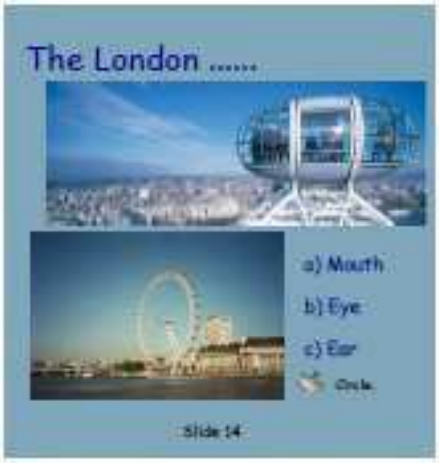
Topic 1 London

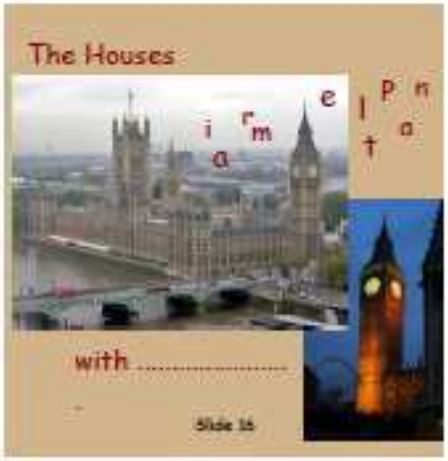


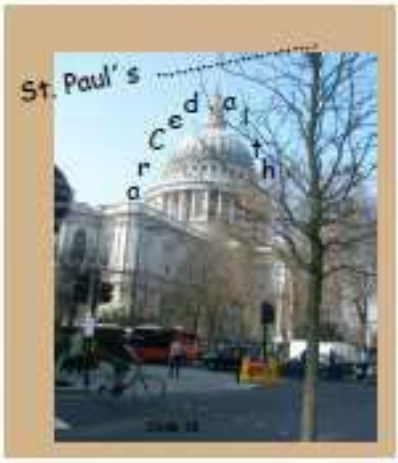




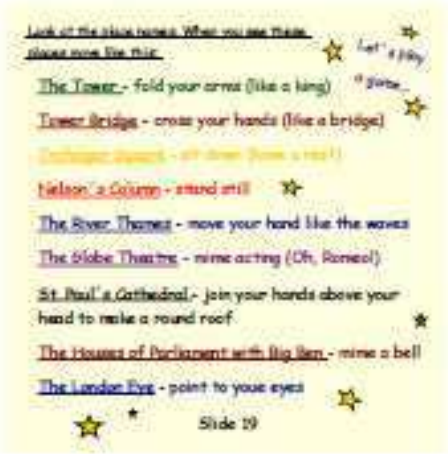
Topic 1 London

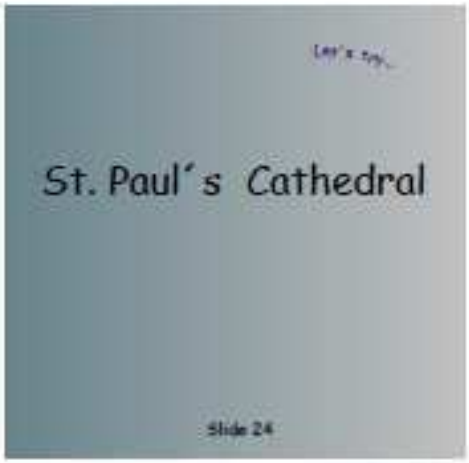






Topic 1 London





Topic 1 London

Let's try...

The River Thames

Slide 25

Let's try...

The Globe Theatre

Slide 26

Let's try...

Trafalgar Square

Slide 27

Let's try...

The Houses of Parliament with Big Ben

Slide 28

Tower Bridge

Trafalgar Square

The London Eye

Nelson's Column

The Tower

The Globe Theatre

The River Thames

St. Paul's Cathedral

The Houses of Parliament with Big Ben

One place is missing! Look at your cards - which one is missing?

Slide 29

Yes, you're right!

It is Buckingham Palace.

Slide 30

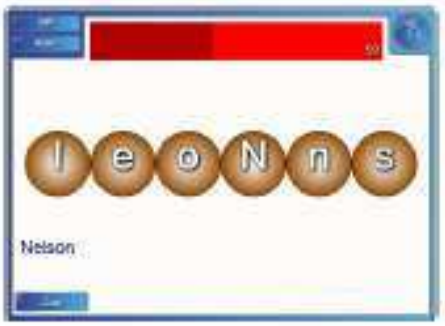
Topic 1 London

Topic 1 London

Topic 1 London

Slide 43

Slide 44



Slide 45

Slide 46

Slide 47

Slide 48

Topic 1 London

Slide 49

Slide 50

Slide 51

Slide 52

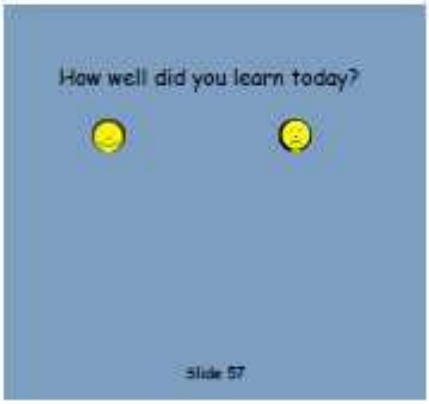
Slide 53

Slide 54

Topic 1 London

Slide 55

Slide 56

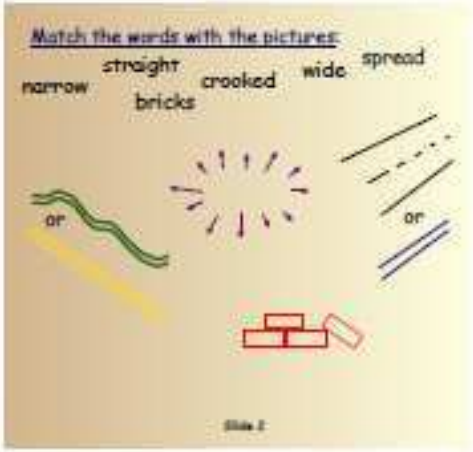


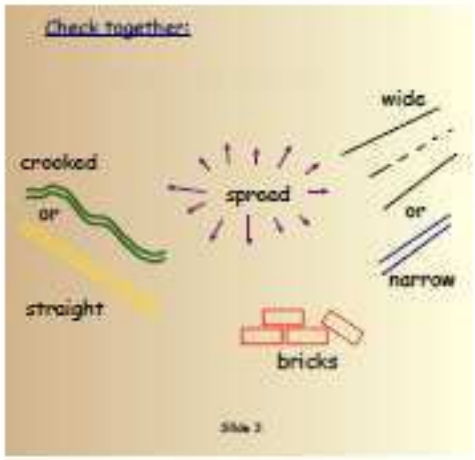
Slide 57

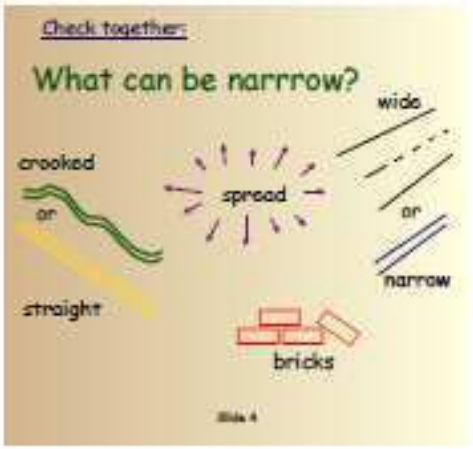
Slide 58

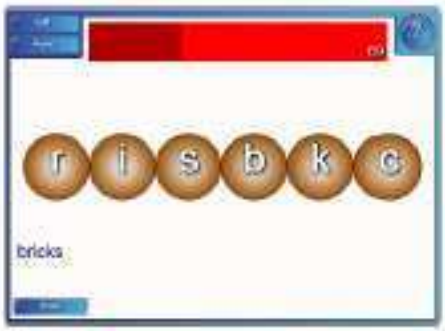
Appendix 2 – Topic 2

The Great Fire of London - general terms





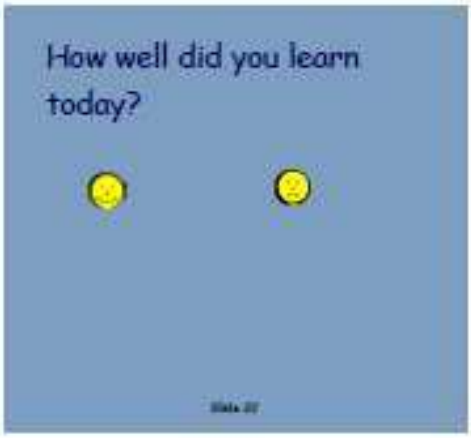


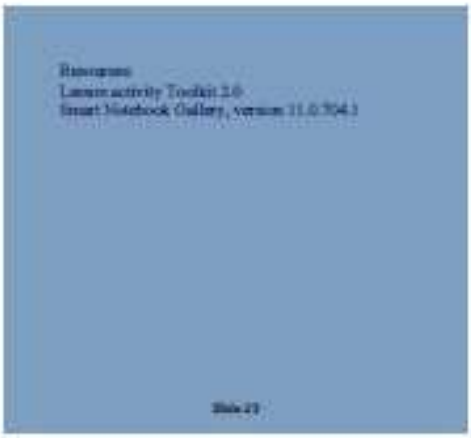


The Great Fire of London - general terms

The Great Fire of London - general terms

The Great Fire of London - general terms





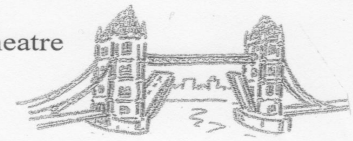
Appendix 3 – Test 1 – London Place Names

Test 1 - London

Name: ..... Date: .....

I. Match the words with the pictures:

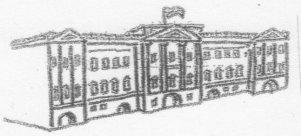
The Globe Theatre



Buckingham Palace

The Tower of London

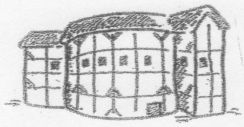
The London Eye



London Bridge

Tower Bridge

Trafalgar Square



.../5

II. Translate into English:

a) katedrála sv. Pavla .....
b) budovy parlamentu .....
c) Nelsonův památník .....
d) Oxfordská ulice .....
e) řeka Temže .....

.../5

III. Read the definitions and write the names of the places:

a) a famous place to see a play in London .....
b) the houses with the clock tower .....
..... with .....
c) a place where the Queen lives .....
d) a famous place where people and cars cross the river .....
.....
e) a monument in Trafalgar Square .....
f) a big wheel .....

.../6

Total: ...../16

Appendix 4 – Test 2 – The Great Fire of London

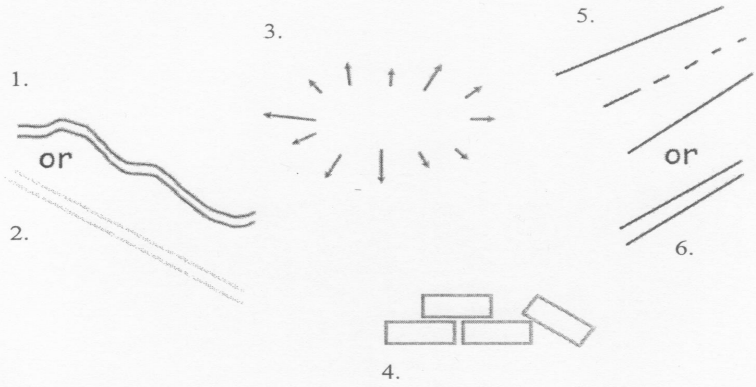
Test 2 - The Great Fire of London – general terms

I. Choose the correct word and translate the word.

1. We can´t bring the box inside, because the door is too wide/narrow. .....
2. Go straight/ spread, don´t turn left. .....
3. This house is made of crooked/bricks. .....

.../3

II. Write the words next to the pictures:
Choose from: narrow, wide, crossroads, crooked, spread, bricks, bridge, straight



.../6

III. Solve the anagrams:

arrwno ..... iedw .....

htsaigtr ..... oocdrke .....

ricsbk ..... eadspr ..../6

IV. Translate into Enlish:

1. Je tam široká silnice. .....
2. Jsou tam klikaté ulice. .....
3. Nejsou tam úzká okna. .....
4. Potřebujeme nějaké cihly. .....
5. ´Široký´ a ´úzký´ jsou opaky. .....
6. Vítr rozšířil požár. .....

..../12

Total: ..../27

Appendix 5 – Activity Plan – Topic 1

School: Elementary school in Merklin
Grade: VII.
Level: lower-Intermediate
Number of pupils: group: group 1 – boys: 15, group 2 – girls 11
Aim: to practise the focused vocabulary, e.g. the place names in London - in authentic materials Teaching aids: Internet connection on the IWB, video: London planners (booklets for tourists in London – from our school trips to London)
Source: **http://www.visitlondon.com/story/profile/33988218-river-thames**
Total time: 25 min

Stage	Aim	Procedure	Materials	Timing
Lead in	To get pupils interested	Introductory dialog – visiting London, searching for places to see: Where would you like to go? Why?	Internet pages about London – IWB	3 min
Vocabulary revision	Practise the place names	Teacher reminds pupils about the place names (holds cards with the place names) - pupils act simple gestures (from the previous activities)	Cards with the names of the places (large) – teacher´s cards	2 min
Video watching (only a part)	Use of the target language in an authentic material	Searching for the info in the video: Which places do you recognize?	IWB – video on the Internet	2 min
Video watching (the whole episode)	Watching for details	Pupils get cards with place names – (focused vocabulary); they have to put them in order as they appear in the video What is the most interesting point?	Cards with the place names for everybody – all the places in the video; IWB	4 min
Video watching (2nd time) Language focus	Finish the task; getting info	Pupils check the order, use all the cards; search for additional info – about Alex´s family, his job	(as above)	4 min

Feedback Use of the language	Checking the task	Checking together, using gestures (pupils take turns – casually); Pupils give opinions – where to go in London Pupils read about the boat tours in London planners, study the map, find the places and plan their own trip in London	London planners, guides (authentic material) Pictures of places in London	8 min
Consolidation	Feedback	They all check together – on the enlarged map on the IWB – pupils circle their favourite destinations, give reasons for their choises	IWB – map from the planner	2 min

Appendix 6 – Activity Plan – Topic 2

Topic: The Great Fire of London – general terms
School: Elementary school in Merklin
Grade: VII.
Level: lower Intermediate
Number of pupils: group 1- boys: 15, group 2 – girls: 11
Materials and teaching aid used: Interactive whiteboard (IWB), whiteboard pen (IWB pen), and cards with words, exercise-books
Goals: to practise the focused vocabulary: narrow, crooked, straight, wide, spread, bricks; Pupils practise to recognize the written form of the words, spelling of the words and their meaning; they use them in context
Time: 50 min in total time, but the activities were used in two lessons

Stage	Aim	Procedure	Materials	Timing
Lead in	To get pupils interested	Introductory dialog – visiting London, searching for places to see: Where would you like to go? Why?	Internet pages about London – IWB	3 min
Vocabulary revision	Practise the place names	Teacher reminds pupils about the place names (holds cards with the place names) - pupils act simple gestures (from the previous activities)	Cards with the names of the places (large) – teacher´s cards	2 min
Video watching (only a part)	Use of the target language in an authentic material	Searching for the info in the video: Which places do you recognize?	IWB – video on the Internet	2 min
Video watching (the whole episode)	Watching for details	Pupils get cards with place names – (focused vocabulary); they have to put them in order as they appear in the video What is the most interesting point?	Cards with the place names for everybody – all the places in the video; IWB	4 min
Video watching (2nd time) Language focus	Finish the task; getting info	Pupils check the order, use all the cards; search for additional info – about Alex´s family, his job	(as above)	4 min
Feedback	Checking the task	Checking together, using gestures (pupils take turns – casually);	London planners,	8 min

Use of the language		Pupils give opinions – where to go in London Pupils read about the boat tours in London planners, study the map, find the places and plan their own trip in London	guides (authentic material) Pictures of places in London	
Consolidation	Feedback	They all check together – on the enlarged map on the IWB – pupils circle their favourite destinations, give reasons for their choises	IWB – map from the planner	2 min

Appendix 7 – Questionnaire 2 - The Great Fire of London

IWB activities

Které úkoly na interaktivní tabuli mi nejvíce pomohly při procvičování slovní zásoby? Jak? Které byly užitečné pro pochopení významu slov? Které mi pomohly s pravopisem?
Označ: 1 (nejméně užitečné) - 4 (nejvíce) – zakroužkuj, na řádek pod úkol dopiš vysvětlení

Aktivita – pomáhá procvičení				
Přiřazování slov k obrázkům	1	2	3	4
Dopisování do obr.	1	2	3	4
Spelling balls (míče s písmeny)	1	2	3	4
Spread - význam	1	2	3	4
Grab it! - vysvětlení	1	2	3	4
Anagramy – přeházená písmena	1	2	3	4

ADJ- opaky – řekni opak (čísla)	1	2	3	4
ADJ – řekni opak – k obrázku	1	2	3	4
Rozdělení do týmů - pokyny	1	2	3	4
Překlad – soutěž týmů - žábák	1	2	3	4
Tvoření vět - týmy	1	2	3	4
True – False (věty)	1	2	3	4
Odd - One - Out	1	2	3	4

Apendix 8 – London Place Names: The most effective and the most popular activities

Effective - London	4 points - Effectiveness	4 points – Popularity	Total Number of points
1. Trafalgar Square	5	3	8
2. TS - IWB +materials	4	4	8
3. Filling-in-letters	5	3	8
4. Drawing	6	7	13
5. Differences in pictures	3	5	8
6. Acting - places	9	7	16
7. Revealing photos	4	7	11
8. Matching words/pictures	3	2	5
9. IWB effects	10	8	18
10. Checking with IWB	3	3	6
11. Spelling cube	5	9	14
12. Spelling Balls	17	19	36
13. Spelling Balls - competition	13	14	27
14. Teams - filling letters	6	5	11
15. Cards with places (teams)	4	5	9
16. Snap (pexeso)	8	7	15
17. Definition - matching	6	3	9
18. Definitions - bingo	4	6	10
19. Rotating circles (The)	7	9	16
	122	126	248

Summary in Czech

Základem této diplomové práce je využití interaktivní tabule v hodinách anglického jazyka s důrazem na procvičování slovní zásoby. Výzkum je založen na následujících výzkumných otázkách: Může žákům pomoci procvičování slovní zásoby na interaktivní tabuli a následně jim přinést zlepšení? Které z aktivit, využitých v průběhu výzkumu, žáci považují za efektivní a prospěšné při osvojování nového okruhu slovní zásoby? Které z těchto aktivit byly zábavné, které se dětem líbí?

Teoretická část se věnuje procesu výuky slovní zásoby, co musí žáci o slovech vědět, o jejich formě, pravopisu, vztazích mezi slovy apod. Dále se zabývá různými způsoby a metodami vyučování slovní zásoby. Nezapomíná ani na nové technologie ve výuce, popisuje interaktivní tabuli jako moderní prostředek ve výuce a způsob jeho použití. Zkoumá přístup žáků k interaktivní tabuli, jak dokáží využít možnosti procvičení, a jak svou práci hodnotí.

Tento výzkum dostal odpovědi na své otázky. Žáci se věnovali procvičování různých technik na interaktivní tabuli, které následně zhodnotili. Pro vyhodnocení výzkumu byla použita data ze dvou testů a dotazníků. Každý z nich reagoval na jedno ze dvou témat, t.j. Názvy míst v Londýně a Velký požár Lodýna (obecné výrazy), které byly použity. Výsledky z různých pohledů prokázaly zlepšení žáků, které následovalo po procvičování na interaktivní tabuli. Vyhodnocení oblíbennosti jednotlivých aktivit dětmi je pak inspirací pro budoucnost, jaký způsob práce na IWB žáci preferují, a mohou se tak spolupodílet na plánování činností v hodinách, přenést více aktivity na žáky. V neposlední řadě výzkum nastínil i některé možné cesty dalšího výzkumu či obohacení práce učitele v oblasti moderních pomůcek ve výuce, které bude zajímavé dále objevovat či zkoumat a zařazovat do výuky.