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Using the Interactive Whiteboards in Teaching Vocabulary in ELT

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

Ve své bakalářské práci se studentka bude věnovat interaktivní tabuli jako materiálnímu didaktickému prostředku a jejímu využití při výuce anglické slovní zásoby. Nejprve danou technologií charakterizuje a zaměří se především na její interaktivní vlastnosti. Poté analyzuje její využití v procesu rozvoje slovní zásoby studentů s ohledem na specifika daného jazykového prostředku a věkové skupiny žáků. Cílem praktické části bude navrhnout a vytvořit plány vyučovacích hodin opírající se o poznatky zpracované v teoretické části, tyto plány potom aplikovat ve výuce a výsledky kriticky zhodnotit.

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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

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Annotation:

This thesis concerns the interactive whiteboard and its use in teaching vocabulary in English language teaching. It starts with the theoretical part, which generally characterizes interactive whiteboard technology and teaching vocabulary. It analyses an impact of this technology on teaching vocabulary and describes its interactive features. The practical part deals with the evaluation of designed and realised English language lessons that evolved from the facts described in the theoretical part.

Key words: English language teaching, interactive whiteboard, vocabulary, technology, interactive features

Souhrn:

Tato práce se zabývá interaktivní tabulí a jejím využití při výuce anglické slovní zásoby. Práce začíná teoretickou částí, která obecně charakterizuje interaktivní tabuli a výuku slovní zásoby. Analyzuje vliv této technologie na výuku slovní zásoby a popisuje její interaktivní prvky. Praktická část se zabývá hodnocením navržených a realizovaných vyučovacích hodin, které se opírá o poznatky uvedené v teoretické části.

Klíčová slova: výuka anglického jazyka, interaktivní tabule, slovní zásoba, technologie, interaktivní prvky

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1 INTRODUCTION

This bachelor thesis deals with teaching vocabulary through the interactive whiteboard in English language teaching. Not only from the point of the price but also from the point of motivation, time for preparation and health, the interactive whiteboards can be considered one of the most discussed issues in today's multimedia world. Almost all the people may have heard about this relatively new device but their ideas about usage and possibilities do not have to be always complex. This innovative teaching aid appears more and more frequently in the language classroom and starts to become a common part of teaching language. According to Betcher, it [the IWB] will affect teaching in the same way as the blackboards affected teaching two centuries ago (2009, p.1).

The aim of this bachelor thesis is to find out if the interactive whiteboard is a helpful material teaching aid in the process of education. This process and other factors, which influence it, are beyond the scope of this paper (see Hendrich, 1988, p. 16).

The paper is divided into two parts: theoretical and practical. The theoretical part contains four parts. It introduces the age of the students, their development and possible learning styles. The second chapter elaborates on interactive whiteboard technology. It deals with advantages and disadvantages of this technology. Key principles for creating interactive materials are described afterwards. Then the focus is directed to the description of the specific interactive elements. The next chapter is focused on teaching vocabulary. The purpose of this chapter is to describe the importance of vocabulary and ways of learning it. Other chapters are devoted to the process of learning and forgetting vocabulary. Then the different principles in teaching vocabulary are presented.

The second part of this bachelor thesis introduces background information about the school and the students that were involved in the practical part. The next part concerns a reflective diary, which was chosen for evaluation of the practical part. The following chapter analyses the lesson plans, especially the chosen interactive material. Factors that influenced the conducted lessons are presented in the end.

The final part of the paper concludes the outcomes of the theoretical and practical part.

2 THEORETICAL PART

2.1 LEARNER

There is no doubt that the educational processes are complex and complicated. All the factors of teaching/learning processes have an influence on each other and cannot exist on their own. Although a description of all the factors that influence the learning and teaching process is beyond the scope of this paper (see Skalková, 2007, p.111), one of the main factors of educational processes – learner – should be taken into consideration in detail.

2.1.1 AGE

For the purposes of this bachelor thesis, the term ‘learner’ refers only to the students of the lower grades of ‘gymnázium,’ (one type of the secondary schools in the Czech Republic) specifically to the students aged between ten and eleven. These learners are labelled as ‘students’ through the whole work.

According to Vágnerová, this age of the students is labelled as the middle school age. The author refers to Freud (1991) who called this period ‘phase of latency’ (calm state) and to Erikson (1963) who characterized it as a phase of emotional balance (Vágnerová, 2000, p. 188). Lots of changes happen within this age period. These changes happen in the cognitive, physical, social, language and emotional development.

All the aspects of students’ development should be taken into account in order to fully understand them. However, cognitive development that can be understood as a way of accepting, absorbing and using information seems to be the most important in teaching process. This is the reason why cognitive development of the students is more described in the following lines. J. Piaget (1966) considered the phase of cognitive development in this age period to be the phase of the specific logical operations such as classification and sorting (Vágnerová, 2000, p. 148). According to Vágnerová, ‘the child of this age is able to assess reality according to more aspects, consider their mutual relationships and coordinate this knowledge’ (Vágnerová, 2000, p. 149) Students also appreciate demonstrative teaching aids and the possibility to verify subject matter in a specific example (Vágnerová, 2000, p. 149). The interesting fact is that ‘memory functions better now, because instead of childish wishes and feelings is now controlled by sober realism’ (Říčan, 1990, p. 160, my translation).

It is important to mention that students at the first grade of ‘gymnázium’ go through a period of more changes than the other students. Teachers, pupils and the environment of the school suddenly changed. This type of the school places higher demands on the students and they should start to be more responsible in learning.

2.1.2 LEARNING STYLES

As mentioned before, cognitive development is closely linked to the teaching and learning process. It is obvious that every student is unique and has different learning styles. The age of the student is actually one of the factors that influence learning styles. It is up to the teachers to help their students to find the most effective learning style. This could be achieved through different types of activities.

There are many models of learning styles. Fleming’s model is one of the common and widely-used.

Visual learners have a preference for seeing (think in pictures; visual aids such as overhead slides, diagrams, handouts, etc.). Auditory learners best learn through listening (lectures, discussions, tapes, etc.). Tactile/kinesthetic learners prefer to learn via experience—moving, touching, and doing (active exploration of the world; science projects; experiments, etc.) (Wikipedia – Learning styles).

In addition to this, students with the logical learning style prefer working with numbers and facts. They favor the system and connections. Word plays and mnemonics are suitable for students with the verbal style of learning.

2.2 INTERACTIVE WHITEBOARD TECHNOLOGY

2.2.1 THE AGE OF TECHNOLOGY

The 21st century can be indisputably referred to as ‘the age of technology’. The use of technology is an essential part of the modern life. The technological inventions such as mobiles; computers or the Internet becomes an inseparable part of today’s life, especially the life of young people. They use those devices automatically every day. The typical example is a student doing his/her homework while chatting with his/her friends on the Internet or listening to music. The fact that students favour using computers and all the modern devices should be certainly taken into account in the class. Nevertheless, some teachers perceive today’s ‘digital age’ as problematic and dangerous and do not bear in mind that ‘the Internet and on-line services opened new

ways of teaching and communication and it seems that the technological progress connects all students together and breaks the barriers of places and prejudice' (Shapiro, p. 252, my translation). Therefore, it depends on the teacher whether he/she adjusts his/her teaching to the needs of a 'modern learner'.

Thanks to information and communication technology (ICT) we live in a fast-moving, multimedia world where a change is the norm. The same situation occurs in the language education. It is obvious that ICT brings a new fresh dimension into the language teaching – ranging from listening to a conversation recorded by a native speaker on the CD player to the use of wireless Internet connection delivering a wealth of information into the classroom. According to Betcher, technology stimulates students' thinking, encourages deeper and more robust discussions, provokes thoughtful ideas and makes abstract concepts easier to grasp (2009, p. 13). In more general terms, ICT is often perceived as a tool which has made teaching more efficient.

Nevertheless, most researchers agree that no technology has the potential to contribute to the lesson on its own. The effectiveness of the technology in the class depends on the previously well-prepared conditions, in which the teacher carries out the primary function. To conclude, the teacher should consider new teaching ideas, methods and tools that can make his/her lessons more efficient. On the other hand, he/she should also stick to the traditional methods that proved successful in his/her class. In other words, 'we need to strike a balance between technology and tradition' (Martín, 2009, p. 7).

2.2.2 THE DESCRIPTION OF IWB

At first sight, interactive whiteboard looks like an ordinary whiteboard. When closely examined, it is noticeable that the large display screen; which is usually placed on the wall; consists of other two components: a computer and a data projector. The computer provides the digital data that are subsequently transmitted to the projector. Data projector then projects the output on the surface of the IWB. The rules for working with the IWB are similar to working with the computer. However, there is one crucial difference that can be deduced from the name of this sophisticated teaching aid. The screen of IWB is sensitive to touch and therefore it is easy to operate by using a finger or a pen – it is interactive. Pointing to the objects or moving with them on the screen engage students more effectively than the individual use of the traditional board or a

data projector. In comparison with a projector-only classroom, ‘an IWB is designed to be a student-centric technology or at least a student-and-teacher-centric technology’ (Betcher, 2009, p. 45). An overhead projector, a computer, a CD player, a DVD player and a chalkboard are integrated into one single unit, which brings digital resources like text, images, audio, video and, of course, a number of resources from the web together. Betcher states that when all one’s resources are available in digital form, possibilities are almost endless (2009, p. 8). In addition, ‘an IWB is also a whiteboard which has its own software. This software is called a notebook or a flipchart and runs a little bit like *Microsoft PowerPoint* but with additional functions’ (Gage, 2006, p. 4).

2.2.2.1 DIFFERENT TYPES OF IWBS

There are two main types of the IWB that differ in the kind of surface. The widely publicized *SMARTBoard* is touch-sensitive and does not need any other equipment. The second one, the Promethean *ACTIVboard*, requires a special mouse pen. (Gage, 2006, p. 4 – 5). In addition, IWBS can differ in their mobility – they can be either firmly fixed or mobile. Both have their advantages and disadvantages.

2.2.2.2 INTERACTIVITY

Generally speaking, interactivity enables mutual communication. From the didactic point of view, the interactive systems enable ‘user’s active participation in controlling of the phases of individual processes - e.g. they enable the learner to choose from the possible options, adapt accordingly to fulfil his requirements, ask or answer questions etc.’ (Bertrand, 1997, s. 92) (Skalková, p. 254, my translation). As stated in the *Common European Framework of Reference for Language* (CEFR), interactive means that ‘the participants alternate as producers and receivers, often with several turns’ (2001, p.57). Interactivity itself can be perceived in several ways – *physical*, *technical* and *conceptual* interactivity (Moss et al, 2007, p. 40). The physical interactivity, characterized by coming to the board, and the technical one, that involves dragging the pictures, are not considered to be as crucial as the conceptual or *intellectual* one. Betcher explains why this type of interactivity makes lessons really interactive.

Getting a student to physically interact with the board is good, but it only engages that one student at a time. A well-designed learning activity, filled with ambiguous ideas that challenge every student to intellectually engage with the bigger ideas behind the lesson, should be the goal of every teacher as they move towards mastering their IWBs (Betcher, 2009, p. 60).

He adds that the physical or technical interactivity may prove motivating only in the case of young learners.

2.2.3 THE INTERACTIVE WHITEBOARDS IN THE CURRICULUM DOCUMENTS

The use of interactive whiteboards within the learning and teaching process is briefly elaborated in the most important document of education – the *Framework Education Programme for Secondary General Education*. This document was introduced in 2007. Besides other things the document defines nine educational areas. The use of the IWB can be integrated into the educational area of Information Science and Information and Communication Technologies. According to the FEP SGE,

it is advisable to include also intelligent, interactive educational tools and the modelling of natural, technical and social processes and situations in the education process, thus reinforcing the motivation to learn, which may increase the likelihood for the success of grammar-school graduates in further education and on the labour market (the FEP SGE, 2007, p. 62).

Concerning Betcher's statement presented on the fourth page, the great potential of the IWB, that seems to be more important than technical point of view, can be integrated into key competencies, especially communication and problem-solving competency.

2.2.4 ADVANTAGES OF USING IWB

There are a number of reasons why an IWB can be beneficial to the lesson.

'The interactive whiteboard functions as a connecting element of the whole class or teaching group and it depends only on the teacher how much he/she enables students to involve into working with it' (Neumajer, 2008, my translation).

According to Martín, an IWB creates a multi-sensory atmosphere by combining sound, still or moving images, colours and text. The positive effect of this atmosphere is that it makes provision for students' different multiple intelligences (2009, p. 9). 'Visual learners can enjoy the colours, graphics, pictures, graphs, mind maps. Kinaesthetic learners will appreciate videos and animations and can touch and move things on the

board. Audio and video files can be used to supplement classroom discussion to stimulate auditory learners' (Gage, 2006, p. 19 – 20). Moreover, key research findings presented in the report *Interactive Whiteboards in the Classroom* demonstrate that 'IWBs have benefits for teaching younger children, and also pupils with learning difficulties, especially those with motor skill difficulties (Goodison 2002; Bell 2002)' (Rudd, 2007, p.4).

In comparison with a traditional teaching board, whiteboards eliminate the dust and mess caused by a chalk. Moreover, there is an unlimited display space and a wider choice of colours. Teachers produce less paper and make fewer photocopies. According to Martín, another advantage is that teachers need not carry any other electronic equipment to the classroom. Everything can be stored in the computer or in a flash drive and then used over and over again (2009, p. 10 – 11). The teacher can share materials not only with other colleagues but also with students through the Internet.

Many authors highlight flexibility of the IWBs. However, the preparation of the lesson with the IWB often takes much more time than the 'usual' one and has to be planned carefully in advance, it can be often changed directly in the middle of the lesson. It will help teachers to adjust to the students' questions or comments concerning for example translation or pronunciation of a word that even the teacher does not know. Moreover, these unexpected changes often seem to result in the most valuable learning. This type of the unpredictable situation can be solved immediately thanks to the unlimited Internet access. The teacher can find an answer together with students and he/she easily avoids 'come back to that later,' which can lead to a reduction of students' primary motivation.

In addition, the research done by Spanish experts proved that an IWB enables to stimulate and develop students' creativity if it is used correctly, of course. Hubatka (2007) adds that not only is students' creativity developed but the teacher's creativity as well. Even more, interactive whiteboards broaden ICT skills of both of them.

2.2.5 DISADVANTAGES OF USING IWB

Firstly, one of the most major drawbacks of working with the IWB is definitely the time needed for a preparation of a material. Gage confirms that creating a presentation is probably the most time-consuming aspect of using an IWB (2006, p. 39). Recycling and sharing of the well-prepared presentation could facilitate this

problem but according to Dostál (2008), there are still few interactive textbooks and well-designed teaching materials. However, for some teachers, especially for those who are not interested in modern technology, the IWB usually can mean a waste of time and to master this tool may be simply a big challenge for them. Betcher explains that good teaching with an IWB means rethinking the way of teaching (2009, p. 57).

The next disadvantage is the lack of teacher training in using the IWB. As Betcher says any classroom technology is useless ‘if a teacher is not skilled and proficient in its use’ (2009, p. 8). If the IWB is used in the same way as a data projector or a traditional board, the main purpose – the interactivity – disappears. ‘Showing text or pictures on the board or playing a listening extract or a video are not intrinsically interactive actions’ (Martín, 2009, p.8). To acquire all the knowledge for effective usage of the IWB usually demands a lot of time, patience and hard work from the teacher.

Furthermore, the teacher should be aware of some technical difficulties that the IWB can bring into the lesson. The right mounting of the board, badly legible text during intensive daily light or standing to one side in order to move out from the projected shadow are only some of them. In addition, high costs also belong to the dark sides of the IWB. The higher price of the IWB together with energy costs can be often criticised.

Finally, many students today work with technology such as mobile phones with a touch display every day. Then it happens that they often do not consider this kind of technology as anything special or motivating. Nevertheless, the IWB is still believed to be helpful because it increases students’ motivation through these technical features such as touching the surface or moving the objects.

2.2.6 KEY PRINCIPLES FOR CREATING DIDACTIC MATERIALS ON IWBS

The reference manual written by Chalupová provides the fundamental principles for creating good flipchart presentations (2010, p. 11 – 12).

The basic criterion of a quality educational material is its clearness. The authors see the real necessity to create a united graphic form of flipchart presentations. The font size should be minimally 26 in order to be legible also from the back of the classroom. The choice of a suitable background colour covers an important aspect as well. It is

advised to choose rather muted background colours and to avoid the combination of too many colours.

The interactive material should be intelligible and illustrative. It is profitable to incorporate visual materials, videos, graphs, links, documents or animations to flipchart presentations. The images should have high resolution.

The next principle is to add an adequate number of the pages in the material. According to the authors, the ideal amount is between six and ten pages. The thematic unit can be broken into more presentations which can be then connected and combined with others.

The choice of a topic and teaching method should be carefully considered as well. Not every subject matter or a topic is suitable for being taught through the IWB. Recommended are those where solving a problem, quick reaction of students and immediate feedback are required. From the point of student's activity and autonomy, heuristic method would be useful for this kind of topic. The teacher should also think over the phases in the lesson when he/she uses the IWB. It can be used as 'a starter activity, an introduction of new learning or a review of what has been learned' (Becta, 2004, p. 13). From the point of the learning and teaching process, the interactive whiteboard can be used in all the phases of teaching (motivation, exposition, fixation, diagnosis, and application). However, 'nor should teachers feel obliged to use the interactive whiteboard in every part of a lesson, or indeed in every lesson' (Becta, 2004, p. 9).

Last but not least, the didactic material as any other educational material should have clear learning objectives and outcomes. It will help students to understand the content of the lesson. If the aim of the interactive material is mentioned at the beginning, it can be helpful for other teachers who decide to use this material in the lesson as well.

2.2.7 THE SPECIFIC INTERACTIVE ELEMENTS

There are many generic functions of the IWB that can be used for teaching vocabulary. A few of them are described in the following lines.

2.2.7.1 USING OF PEN AND HIGHLIGHTER TOOLS

When working with the interactive whiteboard, it is possible to make notes, add comments or highlight anything identically like on a traditional board. However, a pen,

a highlighter or even a finger enables to highlight the important elements in the text or to underline new words in a sentence colourfully and in advance. Moreover, every note and comment could be saved within the file and students can access the file later. There are many pen modifiers that enable to draw shaped annotations such as an ellipse, a simple circle and horizontal or arrow line. Using of these tools will be suitable, especially for visual learners.

2.2.7.2 USING THE DRAG AND DROP FEATURE

The term ‘drag and drop’ means the ability to move objects around the screen by dragging or dropping them with a finger or a pen and it represents ‘one of the defining features of interactive technology’ (Betcher, 2009, p.78). This interactive feature will be useful mainly for kinaesthetic learners. Objects such as shapes, comments, images or sound files can be dropped and dragged wherever needed. Labelling the pictures, matching words to the correct definitions or filling the missing word into the text, are some of the many possible activities using this interactive feature. The use of the interactive whiteboard when doing these types of activities is said to be more motivating for pupils because ‘their errors are not permanent as on paper’ (Becta, 2004, p. 11 – 12).

2.2.7.3 USING LAYERING OF OBJECTS

Objects such as pictures or annotations are placed on layers. There is possibility to move these objects from one layer to another in order to hide or reveal them. Possible activity would be sorting vocabulary or creating word associations according to a given criterion. All terms that do not fulfil this criterion should be thrown away to a special place where they disappear. Using layers also enables to focus on just a part of a text or a picture. ‘Layering object is another fundamental indicator of effective IWB use’ (Betcher, 2009, p.80).

2.2.7.4 USING THE ERASER

This interactive function works similarly as a button ‘delete.’ It enables to get rid of everything what is not needed or is done incorrectly. Using the eraser can bring a real benefit for many kinds of vocabulary activities. The possible one could be revealing a picture in order to guess what is in it by using appropriate vocabulary. Another activity could be erasing words or lines in the text. For example, the scene from the restaurant can be played on the screen. Then the transcript, which students can demonstrate

through a role play, should be provided. Afterwards a few words in the transcript can be erased and during reading out the dialog, students are supposed to recall them.

2.2.7.5 USING THE SOUND RECORD APPLICATION

A sound recorder allows the teacher to capture an audio recording, including speech or music, to a file that can be saved, of course. The sound recorder tool can help with stress pattern, intonation and pronunciation of words. This interactive element will be helpful for auditory learners. Students can try to pronounce more complicated words and then check it by clicking on a sound icon or match the sound with a correctly typed word. Even using a good microphone can enrich teaching vocabulary if students' pronunciation is recorded and then compared with the original recordings.

2.2.7.6 USING AUDIO AND VIDEO CLIPS

The inclusion of audio or video clips can significantly enhance every language lesson. The video player application allows the teacher to play a real scene or a short scene from the students' favourite film. The subtitles with the gaps for missing words can be included. Students' task would be to predict what the missing words are and what they mean. The same activity can be done with the lyrics from a music video clip as well. Many variations of this activity are possible. For example, students can review their general vocabulary as well if the teacher prepares questions based on the video footage or on the song lyrics. If students get one point for every correct answer, a game can start.

2.3 TEACHING VOCABULARY

2.3.1 DEFINITION OF A WORD, VOCABULARY AND LEXIS

Although each of these terms is generally known and widely used, the precise and single definition of them is more complicated and diverse. The most general definitions of them can be easily found in every English dictionary. According to *A Dictionary of Grammatical Terms in Linguistics* written by Trask, a word is the smallest unit of a language that can exist on its own in either written or spoken language. A word can be generally understood as a basic unit of language or even as a combination of letters linked together into a meaningful unit.

Vocabulary is liable to be all the words that the student knows. It indicates that

words and vocabulary can be seen as synonymous. According to Scrivener, vocabulary typically refers mainly to single words and sometimes to a very tightly linked two- or three- word combination. Collocations or multiword items are included in the term 'lexis' (2005, p. 227). According to Scrivener, lexis is a wider concept and it also consists of chunks, formulaic expressions and certain patterns that were traditionally associated with the grammar of a language, e.g. *If I were you*. For the purposes of this thesis, the term 'vocabulary' will be the most crucial. Selivan (2011) displays his attitude towards lexis slightly differently. He contends that the term lexis can be understood as the combination of vocabulary and grammar these days and adds that it becomes a common word used even in textbooks.

In comparison with these opinions, there are authors, such as Thornbury or Harmer, who use lexis and vocabulary as equal terms. Harmer even claims that lexis is a technical name for vocabulary of a language (Harmer, 2007, p. 33).

2.3.1.1 VOCABULARY AND ITS PLACEMENT IN THE CEFR

The CEFR on which the curriculum documents are based includes linguistic competence as one of the components that is involved in communicative competence. Lexical competence is involved together with others such as grammatical or semantic competence within linguistic competence. 'Lexical competence, knowledge of, and ability to use, the vocabulary of a language, consists of lexical elements and grammatical elements' (the CEFR, 2001, p. 110). Lexical elements include fixed expressions such as sentential formulae, phrasal idioms, fixed frames etc. and single word forms. Grammatical elements include closed word classes in English, e.g. articles.

2.3.2 IMPORTANCE OF VOCABULARY

Linguist David Wilkins made the famous quote that 'without grammar very little can be conveyed, without vocabulary nothing can be conveyed,' (1972) and it nicely depicts the importance of learning vocabulary (Thornbury, 2002, p.13). At the same time, it disproves the forefront of 'traditional' grammar teaching. Teaching and learning grammar is usually highlighted as a crucial part of the lesson. Although 'words are very essential for living in a world since people must name everything in it,' their importance is often underplayed (Taylor, 1990, p.1). According to Mayley, the lack of them [words]

leads to the feelings of insecurity (Morgan-Rinoluceri, 1986, p.3). When we are not able to name the objects because of our limited vocabulary, we usually avoid speaking about them in order to not embarrass ourselves. However, vocabulary is considered to be the first step to speak and this can be proved by looking back on childhood. Although children do not know anything about grammar or the structure of a language, they are still able to express themselves only with using vocabulary.

To sum up, vocabulary plays an essential role in language learning. No sentence can be composed without vocabulary, which means that communication simply could not exist without it.

2.3.3 KNOWING A WORD

There are many views of the aspects that are included in 'knowing a word.'

Many teachers may assume that introducing only the meaning, spelling and pronunciation means real work of teaching lexis. Scrivener disagrees with them. He highlights that students should know i.e. various other meanings. However, learning them requires exposure to a lot of samples of language in use (2005, p. 246).

According to Thornbury, knowing a word involves knowing its form and meaning at the most basic level. He adds that it means knowing its grammatical functions as well. Moreover, 'it also means the words commonly associated with (its collocations) as well as its connotations' (2002, p. 15).

Harmer pinpoints that knowing a word means far more than just understanding its meaning (2001, p. 158). There are more different aspects of word knowledge which the student should adopt with a new word. This author states that 'knowing a word' is not only about its use but also about the meaning, word information and word grammar (1991, p.158).

2.3.4 WAYS OF LEARNING VOCABULARY

At this point it seems to be important to describe how vocabulary is acquired. Most authors writing about vocabulary agree that there are two different ways of learning vocabulary. One of them is learning vocabulary from the context called 'incidental learning.' Vocabulary which is learnt in this way is defined as 'passive vocabulary.' Apparently, the most dominant way of this learning occurs through reading or listening tasks. They provide a meaningful context in which student has the

opportunity to see for example the composition of a language. On the other hand, incidental learning through reading activities does not cover all the necessary aspects of knowing a word such as pronunciation. Moreover, learners need multiple exposures to words in order to remember and also retrieve them from memory repeatedly (Thornbury, 2002, p. 30). Incidental learning involves a deduction of unknown words that requires previous knowledge of the most common words, of course. Harmer suggests that these early words should be actively practised, especially at beginner or elementary levels (1991, p.159). This way of learning vocabulary is known as 'intentional learning,' also called 'active vocabulary.' Students are expected to be able to remember and produce this vocabulary as well. This type of learning should be structured and should lead students to self-directed learning. Thornbury suggests that both intentional and incidental learning are required for developing vocabulary (2002, p. 31).

2.3.5 THE PROCESS OF LEARNING AND FORGETTING VOCABULARY

Like almost every process; the process of learning vocabulary should be structured. Scrivener's suggestion that a systematic approach might be more helpful for learning vocabulary rather than random explanation and examples in the middle of a lesson (2005, p. 229) is an interesting point to think about. The following paragraphs will demonstrate how this approach could be applied.

The first step in this process is usually knowledge of a new word. A few aspects of knowing a word that are suitable to take into consideration at the basic level of teaching English were described earlier.

According to the Chinese proverb: 'I hear I forget, I see I remember, I do I understand,' (Martín, 2009, p.24) the next step should be the practical usage of new vocabulary. The student should be actively involved in the learning of words as much as possible. There is no doubt that the more chances of working with new vocabulary the student will be given, the better he/she will remember it (Thornbury, 2002, p. 25). Making decisions about words such as selecting, matching, sorting, ranking and sequencing is one of the key principles of the integration newly acquired words into student's memory (Thornbury, 2002, p.93).

At this point, the next step of learning vocabulary would be remembering new words. After the student knows the meaning of a word and has a chance of word

production, it is logically necessary to keep this word in his/her memory over time. Unfortunately, 'it has been estimated that up to 80 % of material is lost within 24 hours of initial learning' (Thornbury, 2002, p.26). It is evident that vocabulary is a question of the memory. One type of the memory is called the 'long-term memory.' It has been estimated that 'words stand a good chance of being remembered if they have been met at least seven times over spaced intervals' (Thornbury, 2002, p.24). Keeping vocabulary in this memory is 'pretty much a matter of frequency and intensity' rather than 'recency' on which the 'short-term memory' mostly depends (Stevick, 1982, p.30). Thornbury explains that short-term memory is the ability to hold a limited number of items of information for periods of time up to a few seconds (2002, p. 23). However, the student has a very little control over this memory and it is no surprise that he/she simply forgets.

There are different theories why students forget vocabulary and one of them can be insufficient 'recycling.' Thornbury describes recycling as a remedy against forgetting (2002, p. 26). Most researchers agree that frequent recycling is essential for effective vocabulary learning. Stevick adds that the intensive and recent exposures are the other factors which contribute toward retention of vocabulary (1982, p. 30). These exposures should be done through different skill activities than the first one. The regular use of warmer activities or a quick review of important lexis at the end of the lesson one to two days after initial input is recommended (Gairns, 1986, p. 94). These activities should encourage the student to revise and start to use vocabulary confidently. Scrivener suggests these types of exercises:

- matching pictures to lexical items;
- matching parts of lexical items to other parts, e.g. beginning or endings;
- matching lexical items to others, e.g. collocations, synonyms, opposites, sets of related words, etc.;
- using prefixes and suffixes to build new lexical items from given words;
- classifying items into lists;
- using given lexical items to complete a specific task;
- filling in crosswords, grids or diagrams;
- filling in gap in sentences
- memory games (Scrivener, 2005, p. 237).

2.3.6 PRACTICAL IMPLICATION FOR TEACHING VOCABULARY

It is obvious from the definition of vocabulary that it does not correspond only to one single word. The problem is that it can be often taught in this way. Harmer

highlights that students need to understand the importance of meaning in context (1991, p. 156). An endless list of translated or unrelated words gives students a very little chance to remember them for longer period or even use them in appropriate context. Context usually helps students to understand how the target language works. Guessing the meaning of words from the context is unconsciously used in reading and listening activities. 'The important aspect of these tasks is an authenticity' (Scrivener, 2005, p. 230). On the other hand, authentic and interesting texts are very often too long and there is usually not enough time to practice new vocabulary. The main emphasis is on receptive knowledge rather than productive one.

Another aspect of teaching vocabulary that is important to consider is a choice of vocabulary. According to Scrivener, it is the most useful if the lexical items are connected in some way, e.g. the same location, event or the same grammar (2005, p. 234). An activity called 'a mind map,' which is based on creating a diagram of closely linked words around the central key one, seems to be very effective way of teaching vocabulary. To create the most extensive mind map in order to realize their mutual relations is the goal of the activity. This brainstorming activity is used not only for the teaching of new vocabulary but also for the recycling of vocabulary. Moreover, if vocabulary is connected to daily life or the learner's own experience, it will be remembered even more deeply.

With reference to the choice of vocabulary, factors such the learner's need and level, frequency or cultural factors should be considered (Gairns, 1986, p. 58 - 59). Moreover, the amount of the chosen vocabulary appears to be a very important aspect as well. It is suggested that it should be introduced an average of eight productive items as representing a reasonable input for elementary students (Gairns, 1986, p. 66).

According to Thornbury, it is the learners themselves who take responsibility for vocabulary expansion. Nevertheless, the teacher should take responsibility for vocabulary expansion in the classroom and also for training for self-directed learning of his/her students (2002, p. 31). Vocabulary expansion in the classroom seems to be significant, especially at a beginner or elementary level.

2.4 CONCLUSION OF THE THEORETICAL PART

Findings in the previous chapters of this thesis concerned overall information about interactive whiteboard technology, teaching vocabulary and the interactive elements that can be used in teaching vocabulary. So far, it has covered how the technology works, what the strong and weak points of this technology are and how it can be used in teaching vocabulary. It is obvious that an IWB can make teaching vocabulary more varied and exciting, especially for students with different learning styles. It is obvious that the interactive whiteboard brings lots of valuable and effective assets into the lesson and as mentioned above, its possibilities are almost endless.

However, there are many factors that influence teaching vocabulary through the interactive whiteboard. The choice of vocabulary, teacher's knowledge of all the possible uses of the IWB or phases of teaching when it is suitable to use the IWB belongs to them.

To conclude, everyone should be aware of the fact that 'technology, in and of itself, is not the answer to more effective learning' (Betcher, 2009, p. 146).

3 PRACTICAL PART

3.1 INTRODUCTION

During the theoretical part compiling the IWB's use in teaching vocabulary was defined to be investigated in the practical part of this thesis. According to the information of the previous part of this thesis, the interactive whiteboard may provide a wide range of possibilities in English language teaching. Maybe this is the reason why more and more schools are interested in this relatively new technology. This can be proved with an example. A number of schools from the Czech Republic are involved in a project called *Jazyky interaktivně* ('languages interactively'). This project runs for almost two years. All participating teachers are supposed to create interactive teaching materials which could be then downloaded by anybody (see www.jazykyinteraktivne.cz). The school in which the practical part of this thesis was carried takes part in this project as well.

Nevertheless, the aim of the practical part is to design and analyze a pair of

lessons in which vocabulary is taught through the interactive whiteboard. These lessons are designed according to information compiled in the theoretical part. The evaluation of the practical part will be carried out by a reflective diary.

3.1.1 A REFLECTIVE DIARY

It can be deduced from a word diary that it records the experience of a writer. The writer is the teacher in our case. A reflective diary, sometimes called a journal, serves to register one's own feelings, thoughts and motives. According to Richards, keeping a journal serves two purposes: late reflection and a discovery process of insights about teaching (Richards, 1996, p. 7). 'Reflection is a skill, more accurately a cluster of skills, involving observation, asking questions and putting facts, ideas, and experiences together to add new meaning to them all' is one of the definitions of reflection provided by Hedin and Conrad (Parrillo, 1994). Richards's examples that can be explored through journal writing are following:

- Personal reactions to things that happen in the classroom.
- Questions or observations about problems that occur in teaching.
- Description of significant aspects of lesson.
- Ideas for future analysis or reminders of things to take action on.

(1996, p. 7)

This introspective method can help to increase awareness of the lesson and possible changes in the future. Moreover, 'it enables a teacher to examine teaching in a way that is unavailable through other means' (Richards, 1992, p.8). According to these facts, a reflective diary seems to be the most suitable tool for analyzing the outcomes of the theoretical part.

3.2 BACKGROUND INFORMATION

3.2.1 SCHOOL

The practical part was conducted at a middle-sized secondary school in a small town. As already noted, the school is involved in the project *Jazyky Interaktivně*, which was the main reason of my choice of the place for the practical part. This project trains teachers to use the IWB and also enables to collect data and teachers' materials used in

the lesson in order to create a kind of the database. Teachers are required to attend special IWB courses and to create several self-made interactive lessons. Three classrooms in the school were equipped with the interactive whiteboard (*ACTIVboard*) however only two of them were working during the preparation of the practical part. After the two conducted lessons, technical problems occurred with all the interactive whiteboard, which made a realization of more lessons impossible. All the IWBs are placed in language classrooms, which are used most frequently from all the classrooms in this school. It was not easy to find when the classrooms with the IWB are available but thanks to teachers' good will, I was able to use these classrooms for my lessons. To realize these lessons I was given permission by the leadership of the school.

3.2.2 STUDENTS

It is obvious that my practical part had to be carried out in the low grade of the secondary school, specifically in the first grade of the eight-year study programme at 'gymnázium.' The main reason for this choice was that I have been already teaching these students during my two-week practice. They are familiar with my teaching methods, pronunciation, etc. and I could also address them by names, which I prefer. These students have had no experience with learning English through the interactive board before, which had an effect on the lessons.

3.2.3 THE CHOICE OF THE INTERACTIVE MATERIAL

Although there are many web pages such as *www.rvp.cz* or *www.veskole.cz* where interactive materials can be found, it is not an easy task to choose the suitable ones. Not only the key principles for creating didactic materials on IWBs described in the theoretical part are not considered by their authors but also the amount of chosen vocabulary or suitable ways of presenting it concerning the age of students. The very few or same interactive elements are sometimes used in these didactic materials, which leads to the complete loss of interactivity. The best way would be to design own teaching material. However, it requires a long-term training by professionals or more experienced teachers.

3.3 TIME PLAN

At the beginning of the practical part, it was necessary to know how to work with the interactive whiteboard. Thanks to good will of one of the qualified teachers, I was able to turn on a data projector, to use a pen correctly and to work with the software of the IWB properly. I have tried to work with almost all the interactive features that the IWB provides, which helped me during a lesson preparation a lot. However, to use all the possibilities that the IWB offers and to be self-confident in working with this teaching aid require much more time and practice. Even the teacher who was trained in working with the IWB sometimes did not know how to use some interactive features or how to change an interactive material in order to be suitable for the students. When I had already chosen the interactive materials, I visited the school again. It was necessary to try these materials on the interactive whiteboard. The facts such as visibility of the colours or a position of the interactive exercises had to be analyzed in advance. Then the two lessons were conducted in March according to a time scheme and a reflective diary was created after each conducted lesson.

| | |
|------------------------------|----------|
| Familiarization with the IWB | March 16 |
| Preparation before teaching | March 19 |
| First lesson | March 22 |
| Second lesson | March 26 |

3.4 THE FIRST LESSON

3.4.1 INTRODUCTORY INFORMATION

The first lesson was held in the language classroom that was equipped not only with the interactive whiteboard but also with the ‘usual’ whiteboard. There was one of the most numerous type in use in the Czech Republic as well as worldwide – *ActivBoard*. It is not possible to write on this board with a finger or the ‘common’ pen, which I realized later. For this purpose, I was glad that I could use the whiteboard for taking notes in a warm-up activity. The classroom arrangement was suitable for the lesson because every student was able to see the interactive whiteboard without any

problems. There were windows with the blinds that enabled to see the screen of the IWB in case of sunshine properly.

3.4.2 PREPARATORY PHASE

3.4.2.1 LESSON PLAN

Before the preparation of the lesson plan, I discussed vocabulary topic with the teacher of the students. I wished to design the lesson according to a topic that students will be introduced in their books in order to not disrupt the teacher's plan very much.

At the beginning, I introduced a chosen topic - *At home* by writing down students' associations. I wanted to discover how many words the students remember. This small mind map helped me to activate them and to recycle their vocabulary. Then I asked them to create and write down a sentence with two or three words from the created mind map. Next activity was done in the student's book. They were supposed to read new vocabulary aloud and match it with the correct picture. The last activity in this book was reading a short description of one type of houses and then matching it with the appropriate picture. The second half of the lesson was reserved for working with the interactive whiteboard.

Reflective diary entry:

- *'It was the first time when the students were working with the IWB. They were very excited - boys more than girls. They raised their hands more often and were sometimes even shouting.'*

The first activity was focused only on moving an English word from the one side to another where the Czech translation of this word was provided. The next activity dealt with listening of vocabulary pronunciation. The students were supposed to recognize which word is played and I asked them to write them down in their exercise books. The other activity was focused on sorting out home equipments into the correct rooms. The last activity concerned reading the text in which pictures of discussed vocabulary were displayed. The students should replace these pictures with words and write them under the pictures.

Before the start of this lesson it was necessary to come earlier into the classroom in order to turn on the computer and the data projector. I brought a flash drive with me,

on which the chosen material was stored. The problem that occurred during turning on the computer was that the password was required. It took me some time until the teacher found it. Therefore the lesson could start.

Nevertheless, the second part of this lesson is definitely the most important for the purposes of this bachelor thesis; hence it will be described in detail below.

3.4.2.2 THE INTERACTIVE MATERIAL

The most suitable interactive material was found on the website www.jazykyinteraktivne.cz. There is a wide range of interactive materials for English language that is divided into the categories according to the author, the level or the topic. For the purposes of my lesson, there was the only flipchart presentation called *Můj byt*. The aim of this interactive material, which is stated at the first page, is to practise vocabulary that is used for a description of a flat at the level A1. There is also stated that the interactive material is determined for exposition and fixation of the chosen vocabulary. At first, students will revise vocabulary and then a possible description of a flat. I skipped the description of a flat because students did not know prepositions of place and moreover, it would not be possible to manage all the exercises in one lesson. When I have chosen the presentation, it was essential to find out how to work with all the exercises. It was made easier thanks to the icon *poznámky* (notes) which provides the instructions to every exercise. This didactic material was created in the programme *ActiveInspire*.

3.4.2.2.1 THE EVALUATION OF THE CHOSEN MATERIAL

Firstly, the chosen material was evaluated according to the key principles for creating materials that were described in the theoretical part. The overall view of the material was clear and legible from all the places in the classroom. The font size was united, the background colours were chosen appropriately and the images had high resolution. In my opinion, the aim of the material was fulfilled. It consisted of eight pages, which was adequate. On the other hand, the illustrative point of the material seemed to be missing. There were only nine small pictures at the end of the flipchart presentation.

Secondly, the way of teaching vocabulary was evaluated. All the words were acquired intentionally and very often through translation. The students were given only

one chance to make decision about the words, which was sorting them. However, this type of activity was very suitable for the students of their age. Only the last activity enabled the students to see the words in context. The amount of the words was chosen appropriately. However, there sometimes appeared new words that were not explained before. They had to be explained to the students, which I did through a description or mime. The last activity in this material was focused on a substitution of the pictures by the words. The interesting point was that there were written no articles in front of the pictures. We agreed with the teacher that it would be better if the articles were written in front of all the pictures. Nevertheless, we decided to draw students' attention to the incomplete words in order to prevent this common mistake (omitting articles). We considered this activity to be done inaccurately, which changed after the lesson.

Reflective diary entry:

- *'The students had to realize that the articles were missing. Therefore they were supposed to write them in front of the word, which they were not used to do at all. They omitted the articles again and again although I pointed out that something was missing. It gave the teacher input to focus on the use of the articles.'*

Finally, I was interested in the interactive features that were used in this material. The first page was divided into three different coloured columns. The students were asked to drag objects from one column to another. Thanks to the screen layering, the Czech translation of these objects was displayed on the other side with a different colour. The next exercise included the recordings of the words. The drag feature was used for matching the recordings with the correct words.

Reflective diary entry:

- *'Dragging the words required more power than a usual chalk – some students had a problem with it and the others started to laugh at her/him.'*

The next activity also used the drag feature. A pen was used for writing a word according to a given picture in the last activity. Thanks to the different interactive

features, this material seemed to be appropriate for visual, kinaesthetic and auditory learners.

3.5 THE SECOND LESSON

3.5.1 INTRODUCTORY INFORMATION

The second lesson was not carried in the language classroom. This other room was very spacious and equipped with both kinds of the boards. The whiteboard was used just for my notes at the beginning of the lesson. The interactive whiteboard was used almost during the whole lesson. The classroom arrangement was one of the typical ones – three aligned rows of the tables. I do not consider this arrangement to be the most suitable for teaching languages. Unfortunately, there was no time to change it. The tables were quite far from the interactive whiteboard and it seemed to me that not every student was able to see the screen of the IWB clearly.

Reflective diary entry:

- *'I saw one girl sitting at the back to narrow her eyes when she was looking at the screen.'*

It was not able to come earlier into the classroom and start the lesson on time.

Reflective diary entry:

- *'It took too much time to prepare everything - turn on the computer, log in, open the correct file. The students started to talk, which made me nervous. I cannot imagine recording the attendance during this preparation.'*

3.5.2 PREPARATORY PHASE

3.5.2.1 LESSON PLAN

The topic of this lesson – *Prepositions of place* was also previously discussed with the teacher. It was chosen because this topic seemed to be linked with the first lesson. Besides, it was also introduced in the student's book. There was only one exercise concerning this topic and that was the main reason why the IWB was used almost the whole lesson.

At the beginning, I wanted to be sure that the students know the meaning of our topic. I created the examples of the sentences containing prepositions of place. At the same time, I pointed to the real objects in the classroom.

Reflective diary entry:

- *'I discovered that I preferred explaining the meaning of words by giving the examples or by mime of them – the students were more alert and tried to guess the correct meaning with excitement. They sometimes even laughed when I imitated some words.'*

Then we started to work with the IWB. The first activity was rather demonstrative. The students should have matched the correct preposition with the picture. They could find out immediately if their answer was correct. Then they were supposed to create a picture according to the given sentences that included the prepositions used in the first activity. First of all, the sentences were read by the students. After they created the picture, the correct solution that was hidden on the right side of the screen was revealed. Next slide showed sentences with missing preposition. The students were supposed to choose the correct one from several prepositions. The next activity was also aimed at active vocabulary, where the students should have finished sentences according to the given picture. The possible answers were hidden again and the students had to reveal them. Then the students divided themselves into two groups and went outside the classroom with the second teacher and me. The aim of the next activity was the use of the phrase *there is/there are* and prepositions of place in order to describe the hall of the school. The other one was about identifying the schema of the picture according to the given text. The correct solution was hidden in the bottom right corner of the screen. The last activity concerned reading text, in which false prepositions were used. The picture was a part of this slide and on the basis of this picture the students should have found false prepositions and replaced them with the correct ones.

3.5.2.2 THE INTERACTIVE MATERIAL

The second interactive material was also downloaded from the website www.jazykyinteraktivne.cz. There were more didactic materials focused on prepositions of place. However, I have chosen the flipchart presentation called *Předložky místní*

determined for fixation of the prepositions. The aim presented at the first page stated that students will learn prepositions connected to the space – *in, on, under, behind, in front of, next to, between* and *opposite*. They will practise them thanks to a guide – a ladybird through matching, filling the exercise, a description of the picture or finding the mistakes. Besides, they will broaden their vocabulary concerning housing and its equipment.

I hesitated to manage all the exercises in one lesson. However, I included all of them in the lesson plan. I have chosen the material that was also created in the programme *ActiveInspire*. And again, it was essential to try how all the exercises worked. The notes eased my effort to understand the interactive features. However, it was quite hard to find one of them – *magic ink*. Eventually, thanks to the help of the qualified teacher, I managed to find this feature and use it in the classroom.

3.5.2.2.1 THE EVALUATION OF THE CHOSEN MATERIAL

Firstly, key principles for creating materials were applied for the evaluation of the second material. The overall concept of the material was clear, colourful but not legible from all the tables in the classroom.

Reflective diary entry:

- *‘I went to the back of the classroom and I was not able to recognize where the objects were placed.’*

The font size was united and background colours were chosen appropriately. However, the lines were sometimes very close to each other.

Reflective diary entry:

- *‘I sometimes skipped a line and read the wrong one, which was confusing for the students.’*

Although some pictures had high resolution on the computer screen, they were blurry on the IWB. The flipchart consisted of six interactive slides, which represented the adequate number. In my opinion, the illustrative point of the material was fulfilled successfully and it seemed to be the strongest point of this interactive material. There

were lots of pictures through the whole flipchart. Some exercises were placed at the top of the screen, which was not suitable for the students.

Reflective diary entry:

- *'The biggest problem was that some students were not tall enough and they could not manipulate with the IWB - it could be changed if the board was mobile or the slides were arranged in a different way –e.g. the pictures at the top and the sentences below.'*

Secondly, the interactive material was evaluated from the point of teaching vocabulary. From my point of view, vocabulary was acquired not only intentionally but also incidentally, specifically through reading text that was supplemented by the picture. The students were able to guess the meaning of *a vase* although they met this word for the first time. The students were given more chances to work with vocabulary such as matching it with the correct picture or using it in order to complete the sentence. The first activity enabled the students to see words in context. There were introduced eight new items, which is considered the reasonable input for the students of this age. There appeared unknown words but the students could understand them very easily.

Reflective diary entry:

- *'I did not have to explain the meaning of unknown words so often as in the first lesson.'*

This material provided lots of specific examples from the real life, which is suitable for the age of the students.

Lastly, I would like to focus on the interactive features that were used. The first slide contained eight pictures with different positions of the ladybird. The students were asked to drag the correct preposition and placed it next to the correct picture. They could check their answers by dragging a big ladybird in the right corner. If they placed this ladybird on the picture, the correct answer was written there. The next activity also used the drag feature.

Reflective diary entry:

- *‘The activity with creating the picture according to the instructions seemed to be the most entertaining for them – more students wanted to go to the board.’*

A pen tool was supposed to be used in the next activity. However, we went through this exercise only orally. The last exercise used a special feature – *magic ink*, which revealed the correct answer.

Reflective diary entry:

- *‘The magic ink was not placed in the main tool bar – it took me unnecessarily more time to find it again and again but the students liked using it and it seemed to be faster than writing the correct answers.’*

To conclude, this material contained lots of interactive features but to use them correctly took much more time than in the first lesson. Visual and kinaesthetic learners definitely valued this lesson.

3.6 THE FACTORS THAT INFLUENCED THE LESSONS

The most significant factor that influenced both lessons was the amount of the students in the classroom. It was a huge difference between the first and the second lesson, especially between the outcomes of the lesson. As stated before, the aim of the first interactive material seemed to be achieved in comparison with the second one that was very nicely designed - maybe better than the first one. The students were given more chances to make a decision about words. However, it was not possible to give this chance to everyone. It caused that most of the students were not involved so often and they simply started to do something else.

Reflective diary entry:

- *‘Some girls were talking – I have found useful to call them and ask them to come to the board.’*

The other factor that affected both lessons was the chosen interactive materials that have been already evaluated in detail earlier. At this point, it will be analysed from the point of the teacher. In comparison with the second material, the first one contained only few interactive elements.

Reflective diary entry:

- *‘Surprisingly, I felt quite confident about working on the IWB although it was the first time.’*

On the other hand, the author of the second material used many interactive elements, which required deeper knowledge of the technology.

Reflective diary entry:

- *‘The overall impression from this lesson was not as positive as from the first lesson – the main reason was probably working with the IWB, which was more demanding this time.’*
- *‘It seemed to me that it was me who was working with the IWB - more often than the students.’*
- *‘Everything was led by me – very exhausting.’*

Classroom management was the last factor that influenced the lessons.

Reflective diary entry:

- *‘Coming to the board took much more time than I expected. I should have asked them to sit in front of the board.’*

The final excerpt from the reflective diary provides an example of a possible impact, which the IWB can create.

- *‘The boys who were usually silent and interested in other things than learning English were suddenly very active and excited. Behaviour of the girls changed exactly the other way around. Thanks to this fact, I came to the conclusion that the boys were positively motivated by this technology.’*

3.7 CONCLUSION OF THE PRACTICAL PART

Firstly, the chosen method of evaluation suitable for this bachelor thesis – a reflective diary – was introduced and its excerpts were placed through the whole practical part. Background information about the school and the students were provided in the next chapter. Afterwards the two conducted lessons were analyzed in detail, especially the chosen interactive materials. Finally, the factors that influenced the lessons were mentioned.

The outcomes of the practical part show that even a well-prepared interactive material does not have to be efficient in teaching vocabulary. There are more aspects that influence the lesson such as the amount of students in the classroom or teacher's ability to use the technology. Moreover, the conducted lessons were focused only on technical or physical interactivity and a real potential of the IWB disappeared. This kind of interactivity was motivating for the students, especially for the boys. However, it engaged only one student at a time. It is only a question of time when the students take this technology for granted and their motivation disappears.

4 CONCLUSION

There is no doubt that technology becomes an essential part of our life today. We have started to use it every day and only one day without e.g. a mobile phone is inconceivable or even worse – impossible. Everything has to be improved, upgraded or even changed in order to fulfil requirements of society. It looks like that everything that is old is bad although there are sometimes no strong reasons for this statement. The situation in language teaching does not differ very much. It becomes more and more common that the 'old' blackboard is replaced by the 'upgraded' - the interactive whiteboard. However, this technology is often introduced in the classroom without clear ideas about the possibilities of use and changes, which the interactive whiteboard often brings.

The aim of this bachelor thesis was to apply the findings of interactive whiteboard technology and teaching vocabulary into practice. The interactive whiteboard brought definitely more enthusiasm of some students into the lesson. However, the real potential that the IWB can bring was not developed. It was the

teacher who spent most of the time working the IWB. It is obvious from these outcomes that the use of the real potential of the IWB requires much more time, qualifications and an effort to learn new things.

5 RESUMÉ

Tato bakalářská práce se zabývá interaktivní tabulí a jejím využitím při výuce anglické slovní zásoby. Je rozdělena na dvě části, teoretickou a praktickou. Teorie je zaměřena na obecný popis této technologie a její vliv na výuku slovní zásoby. Praktická část popisuje realizované vyučovací plány a hodnotí vybraný interaktivní materiál.

Začátek teoretické části této práce se stručně zabývá popisem dané věkové kategorie žáků. Na tuto věkovou kategorii nahlíží z pohledu jejich kognitivního vývoje. Dále uvádí jedno z nejčastěji používaných rozdělení stylů učení.

Druhá kapitola je věnována technologii v dnešní době jako takové. Uvádí, jaký vliv má na každodenní život žáků a co přináší do výuky jazyků obecně. Dále klade důraz na roli učitele v porovnání s technologií.

Třetí kapitola má za úkol popsat interaktivní tabuli. Rozebírá potřebné komponenty tvořící tuto technologii a vysvětluje její podstatu. Zmiňuje možné druhy interaktivních tabulí a jejich programové vybavení. Věnuje se také interaktivitě jako pojmu a také jednotlivým druhům interaktivit. Dále je uvedeno možné zařazení této technologie do kurikulárních dokumentů.

Další kapitola nastiňuje výhody interaktivní tabule. Na začátku se zabývá pozitivním vlivem této technologie na různé druhy mnohočetné inteligence, dále pak možnostmi, které přináší pro samotné učitele. Jsou zde také popsány konkrétní situace, při kterých je využití interaktivní tabule více než prospěšné. Poslední (výzkumem ověřená) výhoda je citována z článku *Interaktivní tabule rozvíjí kreativitu žáků*, jehož autorem je Hubatka.

Po uvedení výhod interaktivní tabule následuje kapitola zabývající se nevýhodami. Jako jednu z hlavních nevýhod uvádí tato práce časovou náročnost. Dále je kladen důraz na dostatečné znalosti a dovednosti učitele týkající se dané technologie, která k tomu vyžaduje nejenom již zmiňované velké množství času, ale i trpělivosti. Poslední uvedenou nevýhodu představují technické problémy, které se mohou během práce s interaktivní tabulí vyskytnout.

V části pojednávající o interaktivní tabuli je zahrnut popis základních principů, podle nichž by měl být každý interaktivní materiál tvořen. Vychází z *Metodické příručky pro tvůrce interaktivních výukových materiálů anglického jazyka*, která rozebírá vzhled i využití interaktivních materiálů.

Na interaktivní tabuli lze využívat mnoho interaktivních prvků, které mohou být užitečné právě při výuce slovní zásoby. Tyto nástroje, společně s navrženými aktivitami zaměřené na výuku slovní zásoby, jsou popsány v následující kapitole. Ta uvádí, že ve srovnání s běžnou tabulí umožňuje interaktivní tabule uložení poznámek, které jsou napsané pomocí speciálního pera či jeho dalších nástrojů. Jedním z nejtypičtějších prvků interaktivní tabule je schopnost uchopit jakékoli slovo, předmět či obrázek perem či prstem a posunout ho na požadované místo. Jako další interaktivní prvek je uvedena možnost vytvoření vrstev, v nichž mohou být objekty posouvány za účelem jejich skrytí či odhalení. Jelikož se na tabuli píše, je nezbytné, aby zde byl uveden i prvek mazání v podobě gumy. Vkládání videí a zvukových nahrávek uzavírá tuto kapitolu.

Na tyto kapitoly navazuje část zabývající se výukou slovní zásoby. Na začátku jsou vysvětleny pojmy *word*, *vocabulary* a *lexis*. Hned vzápětí je vysvětlen pojem *lexical competence*. Dále je popsán význam slovní zásoby, z čehož vyplývá, že právě ta hraje klíčovou roli při výuce jazyka.

Následující kapitola uvádí pohledy autorů na to, co znamená *‘knowing a word’*, a rozebírá, jaké aspekty jsou potřeba k tomu, aby si žák dané slovo správně osvojil. Na dané aspekty je nahlíženo s ohledem na věkovou skupinu žáků. Způsoby osvojení slovní zásoby jsou popsány v další kapitole. Tématem následující kapitoly je proces učení a zapamatování slovní zásoby. Jsou zde popsány kroky, které vedou nejenom k zapamatování, ale i k uchování a následnému vybavení nově naučeného slovíčka. Jelikož je slovní zásoba otázkou paměti, popis druhů paměti je také součástí této kapitoly. Důvody, proč student slovíčka zapomíná, a pomocí jakých typů cvičení tomu předejít uzavírají tuto kapitolu.

Na tyto poznatky navazuje kapitola o výuce slovní zásoby v praxi. Poskytuje rady při výběru a množství slovíček a taktéž při volbě aktivit, které umožňují zapojit studenty aktivně do výuky.

Závěrečná kapitola shrnuje poznatky z teoretické části. Poukazuje na určité okolnosti, které by během výuky slovní zásoby pomocí interaktivní tabule měly být zváženy. Mezi ty například patří správný výběr slovní zásoby či přístup a dovednosti učitele.

Praktická část se věnuje navrženým učebním plánům a jejich následným hodnocením, která byla provedena pomocí reflektivního deníku. Cílem praktické části bylo ohodnotit využití interaktivní tabule při výuce slovní zásoby z hlediska poznatků popsaných v teoretické části.

Úvod krátce představuje projekt, který se zabývá interaktivní výukou jazyků (viz www.jazykyinteraktivně.cz). Škola, jež je do zmiňovaného projektu zapojena, byla právě z tohoto důvodu vybrána pro realizaci praktické části. Jelikož jsou realizované učební hodiny hodnoceny pomocí reflektivního deníku, je tato metoda popsána v následující kapitole. Ta podává definici zvolené metody a uvádí informace o tom, co je možné do deníku zaznamenat.

Další kapitola se věnuje obecným informacím o škole a žácích, kteří tvořili nedílnou součást praktické části. Ta byla předem časově rozvržena (viz rozpis v časovém harmonogramu). Po první fázi praktické části, kdy bylo nezbytné vědět, jak s interaktivní tabulí zacházet, následovala zkouška vybraného materiálu. Poté už nebránilo nic tomu, aby byly navržené hodiny realizovány, což popisují následující kapitoly.

Během první navržené hodiny byl představen nejenom typ interaktivní tabule, která byla využívána během praktické části, ale také vzhled učebny, kde se hodina odehrávala. Následovně je uveden a zdůvodněn chod první hodiny. Skrze celou praktickou část se objevují úseky vyňaté z reflektivního deníku, který reaguje na podstatné momenty hodiny.

Další úsek praktické části podrobně rozebírá tu část hodiny, při níž byla využita interaktivní tabule. Dále je popsán vybraný interaktivní materiál, který byl navržen v rámci zmiňovaného projektu školy. Ten je pak hodnocen na základě získaných poznatků z praktické části. Tato část se nejprve zaměřuje na dodržení základních

principů při tvoření těchto materiálů. Dále rozebírá, jakým způsobem byla slovní zásoba získána a do jaké míry měli žáci možnost s uvedenými slovíčky zacházet. Hodnotí i to, jakým způsobem byla slovní zásoba prezentována a pro jaké typy žáků byla vhodná. Poslední cvičení v interaktivním materiálu ukazuje, že někdy je opravdu něco zlé i k něčemu dobré, což se potvrdilo až během vyučovací hodiny. Poslední úhel pohledu na použitý materiál je zaměřen na jeho interaktivní prvky. Zde je popsán vzhled stránek interaktivního materiálu a co bylo jejich cílem. Samozřejmě rozebírá použité prvky a jejich interaktivitu.

Následující kapitola se zabývá druhou realizovanou hodinou. Na začátku je zmíněné nejenom uspořádání učebny, ale i vliv, jenž toto uspořádání do hodiny s interaktivní tabulí přináší. I do této části je zakomponovaný reflektivní deník, který zaznamenává poznatky a dojmy zapsané hned po odučení dané hodiny.

Další kapitola je věnována popisu přípravné fáze. Výběr tématu pro danou hodinu a důvody tohoto výběru jsou uvedeny hned na začátku. Poté je detailně rozebrán chod hodiny, ve kterém úryvky z deníku poskytují informace nejen o osobních dojmech z vyučování, ale také návrhy řešení různých situací. Jelikož byla interaktivní tabule využívána téměř po celou dobu této hodiny, je zde rozepsán vzhled i účel všech interaktivních cvičení.

Stejně jako u první hodiny, i zde je uvedeno hodnocení interaktivního materiálu. Nejprve jsou zmíněny obecné informace, zvláště pak cíl tohoto materiálu. V první části hodnocení jsou zmíněny pozitivní a negativní stránky prezentace z hlediska základních pravidel pro tvoření interaktivního materiálu. Jsou zde nastíněny důsledky, které tyto negativní stránky přinášejí do výuky. Dále je zmíněna nejsilnější stránka této prezentace z pohledu samotného vyučujícího. Druhá část hodnocení se zaměřuje nejenom na způsoby osvojení slovní zásoby, ale také na výsledky, které tyto způsoby osvojení přinášejí během výuky. Poslední část hodnocení se zabývá nejenom interaktivními prvky, které byly v této prezentaci využity, ale i přínosem těchto prvků pro dané cvičení.

Předposlední kapitola nabízí porovnání realizovaných hodin. Zaměřuje se především na faktory, které tyto hodiny ovlivnily. Dále uvádí zajímavé postřehy z obou vyučovacích hodin, které byly zaznamenány v reflektivním deníku.

Závěrečná kapitola shrnuje poznatky z praktické části. Poukazuje na správný výběr interaktivních materiálů a na faktory ovlivňující výuku s interaktivní tabulí, mezi které patří například počet žáků či technické znalosti učitele. Zaobírá se také druhy interaktivit, které byly během realizovaných hodin využity. Autorka této práce uvádí důsledky, které by mohl využitý druh interaktivity do budoucnosti přinést.

Závěrem této práce tedy je, že to není interaktivní tabule sama o sobě, která přináší efektivitu do výuky slovní zásoby, nýbrž učitel, který musí mít nejen dostatečné znalosti dané technologie, ale i zkušenosti s ní spojené, aby dokázal využít všechny její možnosti a tím pádem vytvořit vhodné prostředí pro výuku. Z tohoto hlediska se bohužel nepodařilo během odučených hodin naplnit pravý potenciál, která tato technologie do výuky přináší.

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7 APPENDIX

List of appendices:

Appendix 1: 1. Lesson plan

Appendix 2: 2. Lesson plan

Appendix 3: Interactive material – homes vocabulary

Appendix 4: Interactive material – prepositions of place

Appendix 5: Teaching with the interactive whiteboard, part 1

Appendix 6: Teaching with the interactive whiteboard, part 2

Appendix 7: The reflective diary

Appendix 1: 1. Lesson plan

1. LESSON PLAN

Class: prima (10 students)

Date: 22. 03. 2012

Time: 8:50 – 9:35

Level: A1 – A2

Overall aim: The students will revise vocabulary concerning housing

| Activity | Material and aids | Time needed | Interaction patterns | Objectives |
|--|-------------------|-------------|----------------------|--|
| 1. <i>Warm-up</i> : associations connected with homes vocabulary | Whiteboard | 4:00 | Frontal teaching | To recall vocabulary concerning housing |
| 2. Creating one sentence with the chosen vocabulary | Exercise book | 4:00 | Individual work | To construct the sentence with the chosen word |
| 3. Matching the words with the correct pictures | Workbook | 5:00 | Frontal teaching | To select the correct pictures according to the meaning of new words |
| 4. Matching the photos with the descriptions | Workbook | 5:00 | Individual work | To choose the correct photos according to the descriptions |

| | | | | |
|--|----------------|--------|------------------|--|
| 5. Introduction of the IWB | IWB | 5: 00 | - | To be familiar with working on the IWB |
| 6. Revealing the equivalent to Czech words (translation) | IWB | 4:00 | Frontal teaching | To translate the given words into English and vice versa |
| 7. Matching correct pronunciation with words | IWB, notebooks | 3: 00 | Individual work | To write down the words according to its pronunciation |
| 8. Sorting equipment into correct rooms | IWB | 10: 00 | Frontal teaching | To classify the correct word according to the rooms where it belongs |
| 9. Replacing the pictures in the text with the correct words and write them on the board | IWB | 5:00 | Frontal teaching | To use the correct words in the text |

Homework: Student's book (Message 1) – p. 38, ex. 1 (crossword containing homes vocabulary)

Problems anticipated / Contingencies: the technique – the sound recorded will not be loud enough, the interactive material will be placed higher than the students can touch.

How the lesson went: almost according to the plan, necessity to explain and mime some words, the students seemed to like this kind of lesson.

Appendix 2: 2. Lesson plan

2. LESSON PLAN

Class: prima (21 students)

Date: 26. 03. 2012

Time: 7:55 – 8:40

Level: A1 – A2

Overall aim: The students will be able to recognize and use appropriate prepositions of place, such as *between*, *opposite*, *under* etc.

| Activity | Material and aids | Time needed | Interaction patterns | Objectives |
|---|-------------------|-------------|----------------------|--|
| 1. Matching the pictures of the ladybird with the correct preposition | IWB | 3:00 | Frontal teaching | To recall eight prepositions of place |
| 2. Creating the picture of a room according to the instructions | IWB | 3:00 | Frontal teaching | To recognize the meaning of preposition and apply it in creating the picture |
| 3. Choosing the correct preposition in the sentences | IWB | 5:00 | Frontal teaching | To select the correct preposition according to the meaning |
| 4. Finishing the sentence according to the given picture | IWB, notebooks | 8:00 | Frontal teaching | To use the prepositions in context |

| | | | | |
|--|----------------------|--------|------------------|---|
| 5. Speaking about the positions of real things | A hall of the school | 8:00 | Frontal teaching | To demonstrate the phrase <i>there is/there are</i> and preposition in order to describe real objects |
| 6. Identifying of the position of the building according to the text | IWB | 10: 00 | Group work | To analyze the schema of the picture according to the given text |
| 7. Correction of the wrong prepositions in the text | IWB | 8: 00 | Frontal teaching | To find the wrong prepositions through given text |

Homework: X

Problems anticipated / Contingencies: Too many students in the classroom, time management

How the lesson went: According to the expectations -> too many students in the class -> not possible to catch attention of all of them and to involve them in the lesson, it was not possible to manage all the activities.

Appendix 3: Interactive material – homes vocabulary

We have a new flat. There are three rooms and a kitchen. The kitchen is not big but there is



, four



,



and



.

The living room is light

and there is



on the wall, a green



next to the door, a plasma



in front of

the sofa and



next to the sofa. There is

also

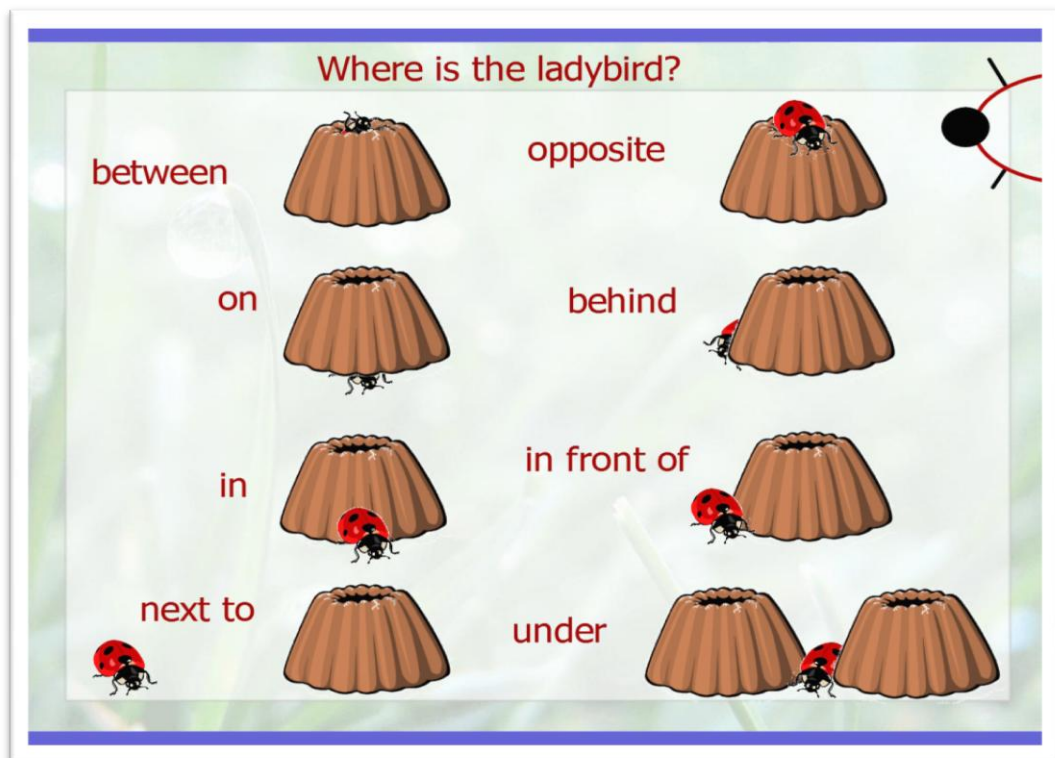


above the fireplace and



in the corner.

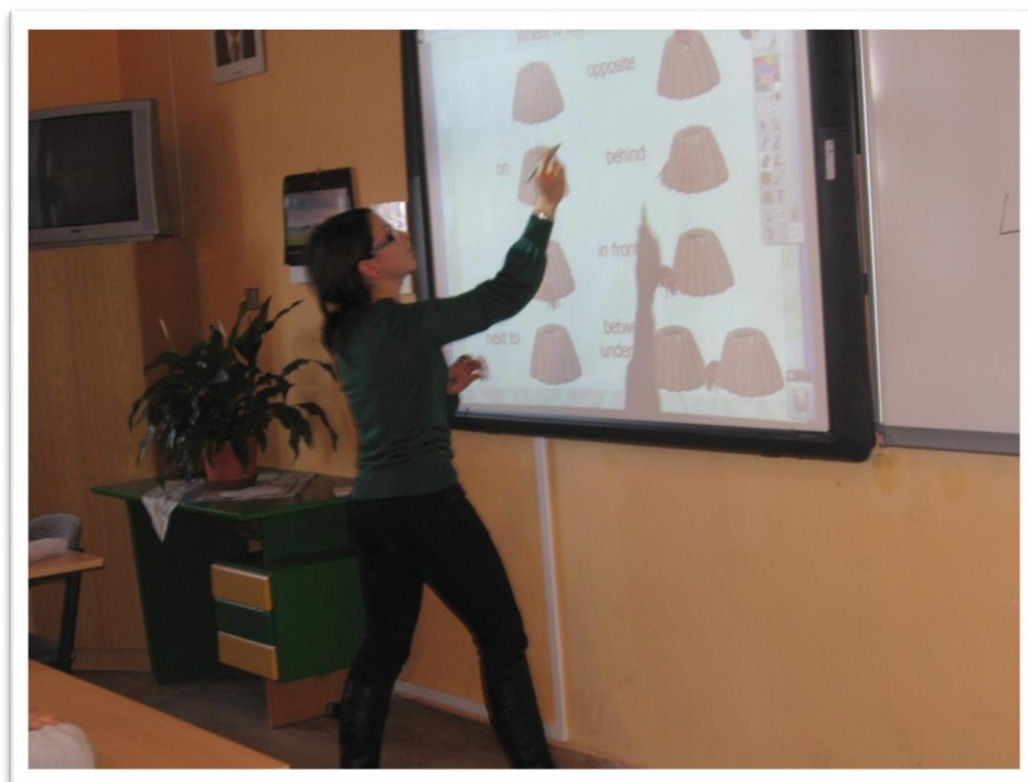
Appendix 4: Interactive material – prepositions of place



Appendix 5: Teaching with the interactive whiteboard, part 1



Appendix 6: Teaching with the interactive whiteboard, part 2



Appendix 7: The reflective diary

1. Lesson

The lesson was divided into two parts (without and with the IWB). It was the first time when the students were working with the IWB. They were very excited - boys more than girls. They raised their hands up more often and were sometimes even shouting. I was little bit nervous if everything went well, a preparation in advance needed to be done (to turn on the PC, find the material – took more time). **The first part** – associations – was without any problems, almost all the students told something, I had to use the common board for writing – surprising, I thought that the IWB functioned as a common board as well but only with a special pen (the disadvantage). **Working with a book** - I should have been more careful whether everyone knew what he/she was supposed to do. I should have given the instructions more clearly and repeat them. **The second part** – working with the interactive material: coming to the board took too much time than I expected. I should have asked them to sit in front of the board (or change the classroom arrangement little bit), they were sometimes not tall enough to drag the objects, and I should have been more predictable next time. Dragging the words required more power than a usual chalk – some students had a problem with it and the others started to laugh at her/him. Almost everyone wanted to try writing on the IWB. There were unknown words in the interactive material – I explained them by mime, which the students liked very much and they started to laugh. The last exercise surprised me. I was afraid of missing articles and I thought that this exercise was badly created but actually – the students had to realize that the articles were missing. Therefore they were supposed to write them in front of the word, which they were not used to do at all, discovery: they omitted the articles again and again although I pointed out that something was missing (I had to do that with every student!). It gave the teacher an input to focus on the use of the articles. I waited quite often for the answer – I should have thought about it in the future – wait, answer it or ask someone else? I usually asked someone else to help with answering. **Time management:** I was proud of myself, I managed to do everything what I wanted, and I was able to check the time during the lesson. I remembered almost all the names, I was quite nervous as usual – at the beginning I had problems with my dry throat and then I felt that I started to sweat (hate

this). Surprisingly, I felt quite confident about working with the IWB although it was the first time.

2. Lesson

The overall impression from this lesson was not as positive as from the first lesson – the main reason was probably working with the IWB, which was more demanding this time. Thanks to the change of the timetable, we were in the different bigger room and all the students were together (21 students!). I did not like working with so many students – it seemed impossible to me to engage all of them. It is a huge number of the students even for ‘common’ language lesson. When I told them that we will be working with the IWB, there was no reaction – I expected that they would be more excited. The reason could be that it was the first experience for one half of the students and they did not know what to expect. They have seen me for the first time as well. I realized afterwards that I could revise housing vocabulary by asking them which rooms they had in the house – I would see how many words they remembered. It took too much time to prepare everything – turn on the computer, log in, open the correct file. The students started to talk, which made me nervous. I cannot imagine recording the attendance during this preparation (the teacher did it instead of me). It seemed to me that it was me who was working with the IWB - more often than the students. I discovered that I preferred explaining the meaning of words by giving the examples or by mime of them – the students were more alert and tried to guess the correct meaning with excitement, they sometimes even laughed when I imitated some words and I did not have to explain the meaning of unknown words so often as in the first lesson. Everything was led by me – very exhausting. I did not feel comfortable when I did not know the names of other students, even more – it slowed down the flow of the lesson – the student was not sure if I called him/her to come to the board. The boys who were usually silent and interested in other things than learning English were suddenly very active and excited. Behaviour of the girls changed exactly the other way around. Thanks to this fact, I came to the conclusion that the boys were positively motivated by this technology. **Interactive material:** the biggest problem was that some students were not tall enough and they could not manipulate with the IWB - it could be changed if the board was mobile or the slides were arranged in a different way – e.g. the pictures at the top and the sentences

below. The *magic ink* was not placed in the main tool bar – it took me unnecessarily more time to find it again and again but the students liked using it and it was faster than writing the correct answers. The pictures were not clear for all the students because of their small size so I asked the students to come to the board. I was often lost in the last activity, maybe there were too many lines – I sometimes skipped a line and read the wrong one, which was confusing for the students. I was not sure with my English – I should have concentrated on the articles and indirect questions more deeply. The activity - creating the picture – we skipped one sentence and did not put the fly in the correct place, thanks to the tool bar which covered it. **Time management:** it was not possible to do exercise number six so I skipped to the last one where more possible answers were. I did not know about it and I felt foolishly when I revealed the different answer. The picture in this exercise had bad resolution (I went to the back of the classroom and I was not able to see where the objects were placed). I moved through the whole classroom very often – for the first time during my teaching - it made me more relaxed. I noticed that the students expressed their emotions more but unfortunately in Czech. They spoke even to me in Czech, they asked me in Czech as well – I answered them in English and went on. Some girls were talking – I have found useful to call them and ask them to come to the board. I saw one girl sitting at the back to narrow her eyes when she was looking at the screen – I asked the teacher if this girl wore glasses, the answer was negative. The teacher told me that the students are usually very loud and undisciplined when they are together but today they were concentrated and silent. I was nervous mainly because of too many students, not so much because of the technology. The tool bar was always there – visible – I did not know how to cover it. It was rather disturbing and some pictures were hidden behind it. The activity with creating the picture according to the instructions seemed to be the most entertaining for them – more students wanted to go to the board. I often asked for the correct answer the whole class but they were usually ashamed to say it aloud. I sometimes changed the process of the exercise in order to do it quickly – the exercises no. three – the students were not writing on the board. I do not have the best feelings after this lesson because I am not sure that the students will remember and use this vocabulary confidently. From my point of view, more exercises will be needed.