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Teaching English using the interactive whiteboard

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

Diplomandka se bude ve své práci zabývat možnostmi využití interaktivní tabule ve výuce anglického jazyka. V teoretické části práce nejprve charakterizuje tuto moderní technologii jako materiální didaktický prostředek, představí její různé typy a funkce. Následně bude diskutovat výhody a nevýhody využívání tohoto prostředku ve výuce angličtiny, a to z pohledu učitele i žáka. V rámci vlastního empirického šetření diplomandka naplánuje a realizuje sérii vyučovacích hodin anglického jazyka s využitím interaktivní tabule. Tuto zkušenost kriticky zhodnotí a s pomocí dotazovacích technik získá i pohled žáka.

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Abstract

English language teaching (ELT) is influenced by many factors that are in a mutual relationship therefore they determine its quality. The thesis deals with the use of interactive whiteboard (IWB) and its role in ELT at the second stage of basic school. The aim of the thesis is to introduce IWB not only as a technical device with its main components, functions and types but also as an interactive teaching tool with its advantages and disadvantages in ELT as well as in other subjects. The advantages and disadvantages are described in the theoretical part of the thesis from the viewpoint of both pupils and teachers. There is research conducted in the practical part of the thesis. The research is based on a series of designed and realised English language lessons in 7th class of basic school as well as research questions that evolved from the theoretical part. The main source of information are pupils themselves. The research methodology, tools, method, background information and its participants are characterized. The method of data analysis is introduced and the interpretation of research findings follows. The final conclusion draws the overall aim of the thesis.

Key words: English language teaching, interactive whiteboard, advantages and disadvantages, pupils, teachers

Abstrakt

Výuku anglického jazyka ovlivňuje mnoho faktorů, které na sebe navzájem působí a určují její kvalitu. Diplomová práce se věnuje využití interaktivní tabule a její roli v hodinách anglického jazyka na druhém stupni základní školy. Cílem diplomové práce je představit interaktivní tabuli nejen jako technický vynález s jejími hlavními komponenty, funkcemi, typy a druhy ale především jako interaktivní pomůcku se svými výhodami i nevýhodami, a to nejen v různých vyučovacích předmětech, ale hlavně ve výuce anglického jazyka. Tyto výhody a nevýhody interaktivní tabule jsou popisovány v teoretické části práce, a to jak z pohledu žáka, tak i učitele. Ve druhé části diplomové práce je uskutečněn výzkum. Tento výzkum praktické části je založen na sérii navržených a zrealizovaných hodin na interaktivní tabuli v anglickém jazyce pro 7. ročník základní školy a výzkumných otázkách, které vycházejí z poznatků části teoretické. Hlavním zdrojem informací se stávají žáci přítomni na těchto hodinách. Výzkumná část popisuje vybranou metodiku s vhodnými metodami a výzkumnými nástroji, dále pak prostředí výzkumu a jeho účastníky. Následuje představení metody analýzy získaných dat s jejich následnou interpretací a závěrečnou diskusí. Závěr diplomové práce formuluje závěry v souvislosti s cílem diplomové práce.

Klíčová slova: výuka anglického jazyka, interaktivní tabule, výhody a nevýhody, žáci, učitelé

Content

1.	INTRODUCTION.....	1
2.	INTERACTION.....	2
2.1	Interaction in education.....	2
2.2	Interaction in ELT and its aim.....	4
2.3	IWB as an interactive tool.....	5
3.	INTERACTIVE WHITEBOARD.....	8
3.1	First interactive whiteboard and its development.....	8
3.2	Components.....	9
3.3	Technology.....	10
3.4	Functions.....	13
3.5	Comparison of some IWBs (SMARTboard, ActivBoard, and Mimio).....	15
4.	ADVANTAGES AND DISADVANTAGES OF USING IWB IN EDUCATION.....	17
4.1	Advantages and disadvantages for pupils.....	17
4.1.1	Motivational aspect of IWB.....	17
4.1.2	Pupil engagement.....	18
4.1.3	Interactive aspect of IWB.....	19
4.2	Advantages and disadvantages for teachers.....	20
4.2.1	Adequate training and time needed for preparation of material.....	20
4.2.2	PowerPoint presentation and the pace of a lesson.....	21
4.2.3	Variety of tools and material for IWBs, bullying.....	21
4.2.4	Integration of IWB, technical issues, the potential of IWB and literature availability.....	22
5.	ADVANTAGES AND DISADVANTAGES OF USING IWB IN ELT.....	23
5.1	Advantages and disadvantages for pupils.....	23
5.1.1	Speaking.....	23
5.1.2	Note taking and text correcting.....	24
5.1.3	Listening, using the language.....	24
5.1.4	Online sources, IWB software, various activities.....	24
5.2	Advantages and disadvantages for teachers.....	25
5.2.1	ICT in ELT.....	25

5.2.2	Conversation, cultural and linguistic elements, organization skills.....	26
5.2.3	Authentic material	26
5.2.4	Digital material	27
6.	CONCLUSION OF THE THEORETICAL PART	28
7.	RESEARCH.....	29
7.1	Introduction	29
7.2	The aim and research questions.....	29
7.3	Methodology and research tools.....	31
7.4	Focus groups method	32
7.5	Background information	33
7.5.1	School and classroom	33
7.5.2	SEP – Language and communication through language, foreign language for 2 nd stage of basic school	34
7.5.3	SEP – English language of 7 th class and designed lessons	34
7.5.4	Research time plan.....	36
7.6	Focus groups and the procedure.....	36
7.6.1	Preparatory phase.....	36
7.6.2	Establishing of focus groups.....	36
7.6.3	Discussion and its structure	37
7.6.4	Focus groups discussions.....	38
7.7	Data analysis and the procedure.....	39
7.7.1	Grounded theory	39
7.7.2	Open coding method.....	40
7.7.3	Data analysis.....	41
7.8	Discussion of research findings.....	49
7.9	Conclusion of the practical part	52
8.	CONCLUSION	53
9.	RESUMÉ	55
10.	BIBLIOGRAPHY	60
11.	APPENDIX	64

1. INTRODUCTION

Technology influences people's existence therefore it has become an integral part of the everyday lives of many of us. The 21st century brings new advances in technology in many ways and directions. It has been spread almost into every corner of the world and it is unimaginable that it would disappear, the whole world would probably collapse. Technology has found its way into education as well. It is very common to have computers in Czech schools but less common, even though it is becoming more common to have an interactive whiteboard (IWB) in a classroom. This relatively new electronic device appeared about twenty years ago and has recently been quite a hot topic for Czech schooling. Thus, I decided to investigate its potential as well.

This thesis deals with IWB and its use in English language teaching and its aim is not only to introduce IWB and describe its place in education but also to discuss what role it exactly plays in English language teaching.

The paper is divided into two parts, theoretical and practical.

After the introduction comes a chapter concerning interaction and its importance not only in general education (various subjects) but also its aim and role in English language teaching. The last part of this chapter introduces IWB as an interactive tool. The following chapter discusses IWB rather at a technical level. It describes its components, types, functions, a brief history as well as a short comparison of some IWB brands. Advantages and disadvantages in education (in various subjects) from the viewpoint of both pupils as well as teachers are discussed in the next chapter. Since this thesis is focused on IWB in English language teaching the last but one chapter of the theoretical part is devoted to some advantages and disadvantages of using IWB in English language teaching. It is, again, analysed from the perspective of both pupils and teachers. The chapter conclusion of the theoretical part closes this first section of the thesis.

In the practical part of the thesis research is conducted. The research aim and research questions are introduced. The research concentrates on the role of IWB in English language teaching from pupil perspective and with use of adequate methods and research tools the information is gathered and analysed. The background of the research as well as the process

of collection the data and its analysis are described, too. The interpretation of the data and its discussion follows in the next chapter. The conclusion of the practical part summarizes the research finding and comments on the research aim. The final conclusion of the thesis evaluates theoretical as well practical part and discusses the overall aim.

Theoretical part

2. INTERACTION

The first chapter deals with a term “interaction” as such. Furthermore, interaction and its role in education and English language teaching (ELT) from the viewpoint of several authors is discussed. This chapter also describes IWB as an interactive tool and its suitability in educational spheres.

Interaction is defined by Maňák as:

... a natural and social phenomenon appearing at a physical level by a mutual influencing of fundamental particles and material bodies. Interaction has a more complicated character at a higher level of relationships. E.g. ecology monitors a mutual effect of two various biological systems or factors, in psychology it is e.g. relationships and attitudes of people, there are also important interactions between people and social environment. (1995, p.72, my translation)

2.1 Interaction in education

According to Maňák the basic element of a human interaction is communication in which the main principle of a transmission and transfer of information proceeds. Its participants encode and decode messages depending on their position as a receiver or transmitter. The communication may be either mutual or one-way and is usually expressed through a language or other types of communication (nonverbal, direct response, picture and symbolic communication etc.). Communication is also a fundamental factor of pedagogical interaction. The exchange of information proceeds between its participants and its aim is to form pupils' personality. Such communication is subordinate to educational aims and at the same time is regulated by them. In modern education interaction between

teachers and pupils is considered as a prerequisite of the whole educational process (p.72-3). Inamullah, Hussain, Naseer ud din in their research study write that:

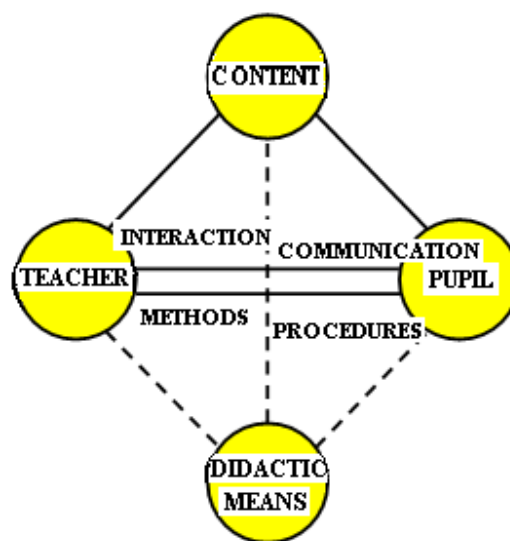
The classroom climate is built up by the pattern of interaction between the teacher and student verbal exchanges, asking questions, responding and reacting. The most important factor in a classroom situation is the interactions and exchanges initiated by the teacher and students. (p.30)

In the past the main way of classroom communication was the verbal one but Maňák argues that currently the nonverbal communication (proxemics, gestures, miming, pantomiming, eye contact and paralinguistics) becomes to be used more frequently at schools. It is considered more complex and apt and therefore pupils may master the subject matter faster in contrast to the verbal communication. Nevertheless, the most applied type of the pedagogical communication is still the verbal one. (1995,p. 72-3)

Interaction cuts across the whole educational process and according to Maňák there are four basic factors that are in constant interaction with one another.

- subject matter
- pupil (learning)
- teacher (teaching)
- didactic means

Teacher and pupil are distinguished by their activity and mutual interaction through which the subject matter is taught and mastered. Didactic means namely so-called modern didactic means can substitute for some of the teacher's functions therefore they are considered one of the four main factors of the educational process, too. (1995, p.71)



2.2 *Interaction in ELT and its aim*

Rivers as a professor of romance languages says that “...communication, whether in speech or writing, remains our central goal...” (1987, p.xiii)

In her book *Interactive Language Teaching* Rivers claims that interaction increases from communication and appears with an interest present in communicative acts. Communication has to be present in language learning in any way. If a teacher wants to encourage interaction in another language an attention and active participation has to be sustained. Teachers need to employ their best pedagogical skills to make pupils interested in the subject matter so that interaction could take place. Moreover, for interaction to become natural pupils have to take part in activities that awake their attention. Therefore, not only a technique or certain approach is important in language teaching but also good relationships between its participants who share those interactive activities (p.xiii-xiv). Interaction is not only listening to others but also responding. The importance of interaction in language learning is described by the same author as a way through which pupils improve vocabulary while listening to or reading authentic material or during discussions with their peers. (1987, p. 4-5)

Scrivener, a teacher of English as a foreign language, too, considers interaction in language learning important and lists some of the ideas for exploiting it in the classroom; He agrees with Rivers that a friendly environment with positive relationships between the teacher and pupils as well as among pupils themselves brings a greater chance of effective interaction; Teachers are equally important to pupils since they should support pupils in talking and discussing, quiet thinking, co-operating rather than competing; can rearrange seating plan in the classroom and change organizational forms during lessons in order to increase opportunities to speak; Making pupils decide is an ideal way to let them be responsible for their own learning, he describes. (1994, p. 15)

The aim of ELT is to teach pupils not only to understand the language but also produce it and therefore the participants need to become communicatively competent. In developing communicative competence interaction plays a significant role as its main

developing factor is communication as such along with its diverse features. Hedge, too, sees the goal of ELT in the ability to communicate effectively. Furthermore, she says:

The communicative movement in ELT encompasses all modes of language use. It has, as one of its bases, a concept of what it means to know a language and to be able to put that knowledge to use in communicating with people in a variety of settings and situations. (2000, p.45)

She describes that adults often need to “communicate in spoken and written English” (p.44) and therefore its potential should be established now in our pupils (ibid.). Communicative competence also symbolizes socio-cultural codes telling a pupil how to speak, what to speak, when to speak as well as when to be quiet, which is considered being vital for adequate comprehension of written or oral form as well as its production, claim Hendrich et al. (1988, p.29).

2.3 IWB as an interactive tool

Utilization of Information and Communication Technology (ICT) in education is frequently believed to be the number one theme as Choděra et al. describe. New ICT requires new approaches as well as skills and knowledge. In return it offers a huge amount of accessible information, a view of various cultures and contact with people all over the world using different languages. (2001, p.169)

The article *Creating Classrooms for Everyone: How Interactive Whiteboards Support Universal Design for Learning* deals with various types of pupils who, in most cases, have grown up with computers. Some of them may be kinaesthetic learners, some visual and some auditory learners. (Hoffman; Sable, in ibid p.3) Teachers have to cope with a demanding classroom environment asking for an engagement of digital learners as well as work with new classroom technology. IWB is here to facilitate the problems of teaching in today’s classrooms.

Universal Design for Learning (UDL) is an approach evaluating products having the ability to function best for all learning environments (ibid.). UDL assesses IWB on the bases of its three principles

- to render various ways of representation
- to render various ways of expression

- to render various ways of engagement (Rose, Meyer, 2002, section 4.3, in *ibid.* p. 5)

a) IWB and various ways of representation (multiple media, digital age learners): The ability to facilitate and speed up the process of sharing information through diverse media formats is considered a key point of IWB. Teachers can, for instance, incorporate multiple media into their lessons to provide a more heterogeneous and adjustable scope of communication (Rose, Meyer, 2006, p.19, in *ibid.*p.6). On the other hand, pupils can use the multiple media to manifest their knowledge to the class. Such incorporation of media does not only enlarge the range of classroom learning but also successfully engage the digital age learners. Since IWB employs the sense of touch, sound and sight it fortifies the subject matter as well as creates the centre of the classroom. Effectively utilized IWB stimulates multiple senses and various learning styles of pupils, which is the greatest potential for differentiated learning. By using stable or moving pictures, or sounds teachers help pupils with text difficulties being the only way of communication (Somekh et al., 2007, in *ibid.*). A possibility of an audio or video file lesson may be suitable for missing pupils as well as distance education. (p. 6-7)

b) IWB and various ways of expression and action (various mental and physical inabilities): Pupils of all ages and abilities may benefit from using IWB since it enables them to express things in various ways. Those with a delay of motor skills and younger pupils can control the screen with a special pen, they can use their fist or finger, or any other subjects according to the type of IWB they work with. Pupils incapable of writing may still share activities using e.g. drag and drop functions and therefore profit from lessons, too. In addition to such inabilities, pupils physically limited using switch system on their computers can do the same with IWB, which improves their self-confidence as well as engagement in lessons.

Also, in lesson with IWB pupils with greatly reduced vision may participate as for the IWB function of resizing images or texts. To enlarge graphics and provide pupils with a detailed view supports their interaction and concentration in lessons. Moreover, adjustable contrast and brightness of the screen also serves well in poorly lit rooms.

Deaf or pupils with impaired hearing will benefit from incorporating IWB into their lessons because their teachers become hands pen free and may fully apply sign language. (p.8)

Kautz declares that to keep focused is very difficult for autistic pupils, pupils with ADHD (attention deficit hyperactivity disorder) and pupils with other behavioural and psychological incapability. IWB engaging human senses provides pupils with a sensual avenue supporting their work with information they receive and consequently keeps them on task. Moreover, a lot of pupils are happy to touch or use the board, which is another reason why they keep concentrated, too. Such pupils may have difficulties with expressing themselves so teachers can use video in order to show various social interactions. From which pupils learn as well as practice how to behave in particular situations. (p. 9)

c) IWB and various ways of engagement (technology): Prensky in his work *Digital Natives, Digital Immigrants* states that today's pupils are far from those to whom the educational system was made for. Since pupils these days grow up with cell phones, video and computer games, the internet etc. they are used to using digital technology while teachers are still learning it. However, if teachers want to successfully involve pupils into the learning process they need to incorporate the technology into their lessons. To have IWB in classrooms creates a connection between pupils' lives outside the classroom and inside it. IWB can give not only an immediate feedback but also a media based setting with a grand, coloured, touch-sensitive interactive screen playing sounds and offering new ways of working with information. (Creating Classrooms for Everyone, p. 10)

Rivers also agrees with the use of technology in education and deals with it in terms of language teaching:

A variety of technologies assume a natural place in language teaching, since language use is itself a multisensory experience. Some technologies permit us to see and hear language in a cultural context as well as observe the impact on language meaning of things like real time, word stress, and gestures. (1987, p.155)

Modern technology included in lessons may enrich them and provide more ways of learning as well as teaching. If the technology is to be used effectively it is essential to

consider the particular role of the message played by the technology as well as the content of material. In addition, the way these two interact with pupil learning experience is also important. The aims and learning preferences of pupils play their role, too, Rivers states (p.156).

CALL(computer assisted language learning) and TELL(technology enhanced language learning) enrich the traditional textbook assisted language learning (TALL) method as Choděra et al. state in the book *Didaktika cizích jazykům na přelomu století*. Moreover, it enables pupils to be more independent while studying. It creates foreign-language atmosphere directly in the classroom. Pupils become active participants of the learning processes. The role of teachers is irreplaceable as they still lead the lessons as well as give required information. On the other hand, it is the teachers who decide how and when to use the technology, which may be a fairly difficult task (2001, p.170).

The role and frequency of interactivity in education is very high therefore it is essential for effective teaching or learning processes. It is clear that IWB could contribute to fruitful exchange of information but of course with help of teacher.

3. INTERACTIVE WHITEBOARD

The following chapter will deal with IWB from its beginning and will touch on its important components and functions as well as its basic types of technology available in the market. The last part of this chapter will show the comparison of the SMARTboard, ActivBoard, and Mimio IWBs.

3.1 First interactive whiteboard and its development

The beginning of IWB dates back to 1990 when the very first IWB was designed and manufactured by an American IT company Xerox PARC. The original IWB was initially created for use in small group meetings and round-table discussions in an office setting.

In 1991, a Canadian company SMART presented its first IWB. It was simply an LCD screen connected to a computer. This novelty was granted recognition by the U.S. Patent and Trademark Office. The earliest users of SMART's products were teachers who found

them helpful. However, they also began to be used by other people such as government staff or businessmen. Primary and secondary education became the most profitable area of this product though originally meant as an office tool.

During the early development of the IWB there were several design changes made such as the addition of coloured markers, eraser and rear projection. In 1998, the company introduced its first software notebook 2.0. which has since undergone a number of improvements until today's form. The early years of this company were very difficult as no one knew about IWBs and no one was interested in them and why should anyone want one? Nevertheless, the company survived and today it is the world's leading supplier of IWBs.

2001 brought the first mobile IWB released by a classroom technological company eInstruction. This IWB used wireless connection which enabled teachers to move freely in their classrooms. In 2009, remote and mini-board system were constructed by the same company allowing pupils and students to interact with the IWB from their desks.

Unfortunately, the author of this modern educational device is unknown.
(Beginnings of an industry)(MistyB)(Springgay)

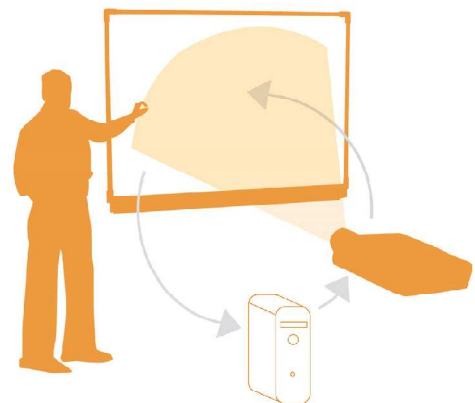
3.2 Components

There are three basic components needed for a functional interactive whiteboard:

- Interactive whiteboard
- Data projector
- Computer

1. Interactive whiteboard:

An interactive white board is an active screen onto which the data projector displays the picture of a computer. The source of the picture can be; any standard presentation device e.g. computer graphic card, VHS player, DVD player etc. The screen functions not only as a working area or screen but also as a graphics tablet. The teacher controls the



screen either with a special pen or his/her finger which performs as a mouse if a computer is used as the source of a picture.

The advantage of IWB is that the whole class can watch the screen and all the work that is being done compared to working on a single computer. (Technologie interaktivní tabule)

2. Data projector:

The data projector controls the image projected onto the IWB as already mentioned. The image could also be projected onto any projection surface such as screens or walls that are appropriately finished.

The data projector can be either placed in front of the IWB (front projection) or behind the IWB sensing screen (rear projection).

Front projection is more common than rear projection although the user while standing in front of the IWB casts a shadow which may be the biggest disadvantage of it. Its producers have already come up with some ideas to shorten the distance between the screen and the projector. Rear projectors avoid such problems with shadowing but compared to front projectors are more expensive thus less affordable. (Dostál 2009, p.13) (Technologie interaktivní tabule)

3. Computer:

The Computer and the operating software for IWB are the most important components. Firstly, the software for IWB enables connection between the course work and the data coming from the IWB. Secondly, both sources are combined and projected onto the screen. At the same time the software responds to the data coming from different parts of the workstation. Practically, if one user works with the computer and the other one with IWB both its users can move with objects shown on the screen, click on the screen etc. (Technologie interaktivní tabule)

3.3 Technology

There are various brands of IWB but only two types of technologies are concerned with controlling the screen itself

1. Electromagnetic Interactive Whiteboard:

The outward appearance of the IWB look is that of a common white ceramic or steel board, however the electromagnetic IWB makes use of a magnet placed inside the board.

...there is a very fine netting of wires in the board forming a weak electromagnetic field, which fills the space of several millimetres behind the screen. The user has to have a special battery-free pen similar to an ordinary marker; however, there is a permanent magnet inside of the pen that breaks the electromagnetic field while being brought closer to the screen. (Technologie interaktivní tabule)

The pen then replaces and simulates the mouse and its function. The IWB is so touch-sensitive that it can recognise whether the pen is only brought closer to the screen or it really touches it.

The electromagnetic IWB is made of melamine with copper metal trellis inside. The surface is very solid and therefore it is often called “hard” board. The screen is shockproof, scratch and shake resistant. Thanks to its solidity there is a wide range of possible pens and objects to be applied such as ordinary markers used for steel or ceramic boards, magnets, plasticine, strippable colours, compasses, ruler ect.

On the other hand, a slight instability of the electromagnetic field needs an occasional tuning of the system. It means that the pen requires adjustment of its real location with respect to the location the IWB detects. The process of calibration is quick and easy. (Technologie interaktivní tabule)

Advantages	Disadvantages
Magnetic surface	Higher weight
Firm structure	Magnetic pen needed
Shockproof and scratch resistant surface	To work with the magnetic pen requires practising

2. Analogue Resistive Interactive Whiteboard:

There are a few types of touch-based technologies built using various physical effects and the most commonly used and widespread in the Czech Republic is the so called “resistive” technology.

The resistive (also called “soft”) IWB is comprised of two sheets of membranes spread over the surface of the IWB. The membranes are separated by an air gap or another transparent membrane. When the IWB is touched the pressure closes the air gap or transparent membrane and therefore the place of contact is registered. The screen of the IWB is usually covered with a transparent plastic foil of which the quality influences durability and usability of the whole IWB. The plastic foil can absorb colours of poor-quality markers and thus worsen the optical features of the IWB. It can also strip off the screen if being hit or after some time. The screen itself is elastic and therefore usage of sharp objects is not recommended as it could lead to a perforation.

On the other hand, the comfort and ease of controlling the IWB is probably the biggest advantage. A mere touch of a finger, capped pen, capped marker or any other object is immediately registered.

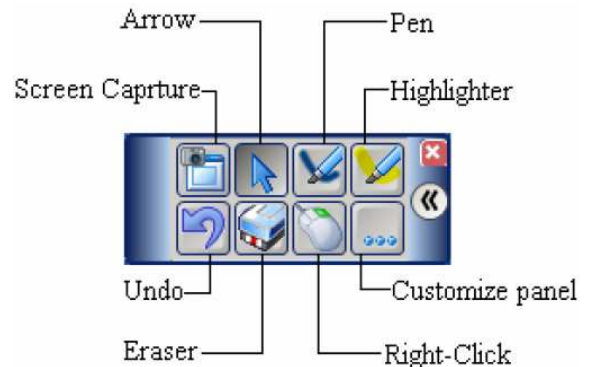
There is also a need for a periodic calibration of the system which is the same as with the electromagnetic IWB, quick and easy. (Technologie interaktivní tabule)(The good guide to interactive whiteboards)

Advantages	Disadvantages
Lower weight	Nonmagnetic surface
Finger can work as a pen	Elastic surface with limited usage
There is no need to practise as the work is very natural	Easy to damage

3.4 Functions

There are plenty of functions that IWBs possess. The functions listed below have been chosen according to their suitability, attractiveness and effectiveness in my own lessons in which I worked with SMARTboard.

Floating tools: This is an adjustable and portable set of tools that hangs over the screen applications and provides its users with a potential version of the pen tray tools. Other functions may be added to the current floating tools.



Screen capture: This tool has four options depending on what part of the screen (the whole screen/an identified window/a freehand zone/a rectangular zone) needs to be captured. The captured image will then show on a new page.

Pen: By picking up the pen from the pen tray users are enabled to write either with the pen or their finger. The pen tool offers not only various colours but also various line widths and transparency.

Highlighter: The highlighter serves to emphasise key information or can be used in any way the users wish.

Eraser: By picking up the eraser unwanted information, images or anything else (except for shapes and typed text that require the delete key) can be rubbed out. This eraser tool appears in three different sizes that can be used in according to the size of an image chosen to be cleared.

Undo arrow: This button reverses previous actions and works the same as on a computer keyboard.

Shapes: Using the shape button teachers can select from various shapes e.g. star, oval, triangle, square, arrow, rectangle, circle etc. All these shapes can not only be resized, rotated and moved but also coloured in or filled with a text or picture.

Saving: Any changes or new notes made in material used with IWBs may be saved for a subsequent time with this button.

Locker: The locking function protects objects from following editing. To restore the protected object use the same button but unlock this time.

Copy and paste: The copy and paste tool together with the infinite cloner function enables the creation of multiple copies of pictures, shapes, images, text etc. The new copy always appears on the original icon therefore it needs to be dragged away from it.

Screen shade: The screen shade button simply hides any screen image that is not meant to be seen. It can be dragged down/up/right or left to reveal or hide the underneath text.

Video player tool: Thanks to SMART video player teachers can play a video and write notes at the same time. The video can be either paused or allowed to continue as the user draws, writes or simply comments on the video image. To freeze the video the teacher needs only to pick up a pen or eraser from the pen tray.

It is similar to a football match review where there are the players e.g. circled or arrows come from/to the ball etc.

The SMART video player supports all video types supported by Windows Media Player.

Gallery: The gallery offers a wide range of pictures, images and patterns that can be used as a graphic enhancement or visual aid in lessons or presentations. It is divided into

categories and its subcategories. One of the categories called “education” is designed especially for teachers. Teachers can easily drag any icon they wish onto their actual screen and work with it. If a teacher creates his/her own picture, image or pattern it can be saved and placed in the gallery so that it is at hand when needed. (Interactive whiteboards using Smart Board software) (SMART Board Software)

3.5 Comparison of some IWBs (SMARTboard, ActivBoard, and Mimio)

1. SMARTboard

The most widespread representative of the resistive technology, not only in our country but worldwide, is SMARTboard. The advantages and disadvantages of such technology have already been stated earlier in chapter – types.

SMARTboard has become a synonymous with IWB therefore it is possible to encounter SMARTboard referring to IWB as such. SMART offers a wide range of IWBs and among them boards for dual or multiple usages although this company does not support such use. SMART also comes with other devices and supplements such as interactive tables, interactive meeting solutions, student response systems, wireless slates, interactive displays, interactive learning software and many more that need to be purchased separately.

The software is considered user-friendly. There is a plenty of content on SMART board’s websites available for teachers. The content is downloadable so that anyone can use it and there is also a space created for teachers to discuss the latest news of IWBs and share their opinions with others.

IWB guarantee is five years after the product registration. (Mikedesautels)

2. ActivBoard

ActivBoard stands for the other type of the technology used for IWB and that is the analogue resistive one. It is the most numerous type in use in Czech as well as worldwide. Similarly to the first type of the technology the advantages and disadvantages have been stated in the previous chapter - technology.

This IWB brand is said to be more robust in comparison to SMARTboard as it was designed and manufactured especially for educators. Its software has been carefully selected and evaluated against technical, pedagogical and educational criteria to meet the requirements of learning and teaching. There are also boards for multiple users.

Plenty of material is available on the internet as well as on a special Promethean website accessible to the public. The warranty is five years if the product is installed by a certified Promethean installer.

There have been many discussions about which board is the best. Some participants vote for SMART some for ActivBoard by many users concerned not only in classroom technology but also in business applications. It simply is a matter of preference and likeability of either of the boards.(Mikedesautels)

3. Mimio

Portability and price are the two strengths that describe this brand.

Mimio IWB is basically an interactive bar attachable to any present whiteboard connected to a computer and data projector. It can also be used as a data capture device only. The size of the screen is adjustable as the interactive bar is not joined to any particular board. Mimio works on surfaces such as walls, windows or floors as well. However, the screen has to be operated solely with its “magic” pen. (Whiteboards review)

This allows you to insert normal dry wipe markers in the Mimio pen and as you write on the board, the marks are automatically saved to computer. This is quite a cool feature that the Teamboard also uses so extra brownie points for that!(Mimio interactive whiteboard)

A great resource library of the software gains a huge plus from its users but contrariwise loses some points for not being as child and teacher-friendly. The software possesses the ability to recognise any handwriting which may be both an advantage as well as disadvantage concerning pupils and teachers. Some users consider the Mimio software comparable to SMART Board’s and ActivBoard ones in terms of quality.

In comparison with other IWB it is not that touch-sensitive and quite awkward to set up. (Mimio interactive whiteboard)

4. ADVANTAGES AND DISADVANTAGES OF USING IWB IN EDUCATION

Interactive whiteboard is a relatively new technology that has been used not only in education but also in other fields of people interest. However, this chapter deals with this interactive tool in terms of some of its benefits and drawbacks for both pupils and teachers while being used in education at a general level (in various subjects). The information has been gathered from available research and studies.

4.1 Advantages and disadvantages for pupils

4.1.1 Motivational aspect of IWB

Whether the integration of IWB into lessons has any motivational aspect for pupils is a theme that is very often included in various researches.

Interactive Whiteboards and Learning: A Review of Classroom Case Studies and Research Literature says that pupils' both intrinsic and extrinsic motivation may be satisfied while using IWB. Pupils in need of intrinsic motivation may profit from the opportunity to present their knowledge on IWB in front of the class and show their own achievement. In contrast to extrinsically-motivated pupils who may be enticed by the "wow factor" and enjoy working with IWB. Those extrinsically-motivated ones are also likely to reduce their absences, the research reports (2004, p.5).

Most of research found by McEntyre, who based his research synthesis on the effect that IWB has on student motivation, states that IWBs:

...are beneficial to motivating students to learn though this does not occur simply by having an Interactive whiteboard in the classroom. Rather increased motivation comes from giving students opportunities to interact with the whiteboard (p.4).

As an example the author presents a study by Miller and Glover who discovered that when IWB is used only as a projector screen or "glorified dry erase board" pupils lose attention together with motivation. Whereas when pupils get the opportunities to come to the board and physically operate IWB it proved to increase in attention and motivation (p.4-5).

Dostál, too, believes that it is possible to motivate pupils by integrating IWB into lessons but that IWB is not capable of doing it on its own and ends this statement with an exclamation mark (2009, p. 14-15).

Concerning pupils themselves “...Smith, Wiggins, Wall, and Miller (2005) all found that motivation was tied to ability and age” (McEntyre, p.4) of pupils.

4.1.2 Pupil engagement

Pupil engagement is another essential aspect of the learning process. Morgan (2008) in his study *Improving student engagement: use of the interactive whiteboard as an instructional tool to improve engagement and behaviour in the junior high school classroom* shows that IWB thanks to its visual features and the possibility to physically operate it engages pupils interests. He notes that many studies have been written before him and all agreed on greater pupil involvement in lessons with IWB. For instance, Levy in her research says that:

...IWB makes lessons more enjoyable, interesting, and stimulating for the students. She noted that IWB use promoted involvement of all the classes under observation, and helped to focus their attention, and engage them in the lessons. (in *ibid.* p. 28)

Beeland’s study *Student Engagement, Visual Learning and Technology: Can Interactive Whiteboards Help?* found that IWB really improves pupil engagement. The reason also appears to be the visual feature of it. Therefore, he believes that teachers should be aware of this potential and fully exploit it in their lessons so that they attract and maintain pupil attention (p.7). However, Solvie conducted a study with first grade pupils and found no difference in pupil attention in a lesson with IWB and one without. Moreover, she adds that pupils may have been affected by some other distractions and suggests further research on pupil attention via IWB (in Morgan 2008, p. 28-29).

Morgan’s study also focuses on pupil at-task behaviour which is connected to engagement. It has been discovered that IWB use has a positive influence on pupil behaviour as such. There was a difference between male and female behaviour while IWB was in use. “Males demonstrated fewer at-task behaviours during observations when the IWB was not in use than did females“(p.58). By contrast, lessons in which IWB was used

male behaviour improved nearly to the level of female. Morgan states a possible explanation that:

...may be the male inclination towards technology whereby males of this age group tend to play more computer and other technological device games than females, and, consequently, the IWB attracted their attention as another form of technological toy. Or, it may be attributable to the fact that females tend to be more attentive and better behaved in the classroom...(ibid.p.61)

Interestingly, there was no behavioural difference between various ethnicities in lessons with IWB in use the study reports. “The interactive whiteboard data showed general improvement in student behaviour which translates into improved student engagement” (ibid.p.58).

4.1.3 Interactive aspect of IWB

“One of the major advantages claimed with regard to IWBs as a teaching tool is that they are 'interactive' ” (Smith et al. p. 94). It is claimed that pupils enjoy physical operation of the board, in other words the interaction with the board by dragging pictures, writing with the pen etc. (Becta; Austin, in ibid.). On the other hand, Thomas states that teenage pupils may not be so willing to come in front of the class and use the board. Moreover, some pupils find working with IWB difficult (in ibid. p.94-95). Compared to Levy who says that the feature of interactivity unites the class as everyone can follow what is just happening on the board. Pupils may ask questions that can be solved on the board at once. He, too, interviewed some teachers of which some agreed that IWB encourages whole class interaction and some that it rather encourages learning based on interactive activities. Some pupils reported that they enjoyed working with others as well as seeing and commenting on work of their schoolmates (in ibid. p.95-96).

Levy’s classroom observations suggest that even though some teachers felt that IWBs promoted teacher-pupil interaction, the most interaction occurred after whole-class teaching when pupils were working on individual tasks. In other words, the one observational study of IWB use found that far from transforming classroom practice, the new technology appears to have been uncritically absorbed into teachers’ pre-IWB practice. (in ibid. p.96)

IWB is a teaching tool that may reach pupils with not only various learning needs but also special needs which has already been discussed in chapter 2.3 IWB as an interactive tool.

4.2 *Advantages and disadvantages for teachers*

4.2.1 Adequate training and time needed for preparation of material

A study *Reducing stress in the classroom* deals with research from North America, Europe, Asia and Australia based, amongst others, on evaluation of the impact of using IWB on teachers.

As already stated earlier that new ICT requires new approaches as well as skills and knowledge it is therefore essential for teachers to undergo adequate training so that they can fully benefit from the potential of IWB. On the other hand, without any training taken even the most helpful classroom technology may make teachers busier as well as cause trouble through ignorance.

Time generally is a very crucial element and in the teaching profession even more so but as the study shows in the case of effective IWB integration it may save time (p.1-3). However, Dostál considers not only the time spent on the creation of one's own material as very long but also the skills needed for working with IWB demanding to learn. On the other hand, he sees an advantage in saving already made material for parallel classes or its simple adjustability (2009, p.14-15). Kitchen, Finch and Sinclair agree and add that by saving and sharing the digital material with other colleagues will reduce the teachers' time for preparation and planning of their lessons (*Reducing stress in the classroom*, p. 3).

The report notes that 74 percent of primary teachers felt ICT saved time in lesson planning, and 54 percent felt it also saved time during lesson delivery. About half of secondary teachers reported time savings using ICT in lesson planning and delivery (Kitchen, Finch and Sinclair, in *ibid.* p. 3)

Miller et al. says that saved lessons provide material that can be not only used again and again but also adjusted according to teacher as well as pupil needs and context (in *ibid.* p. 4). Moreover, according to Fraser, Garofalo and Juersivich it is quick to add other slides to current material or re-order the slides for other classes. As for digital media, correcting

does not take so much time and also putting comments in the material for future reference is another advantage. It is possible to send the material to missing pupils, too, which is also considered as a significant time saver for teachers (in *ibid.* p. 5).

4.2.2 PowerPoint presentation and the pace of a lesson

IWB enables teachers to vary the pace of the lesson according to their needs and the needs of pupils. It is essential to provide comprehensive input therefore teachers may use the function of going back to previous slides and explain or review the information again. The pace of the lesson may be adjusted at any time. The slides also help teachers to make the flow of their lessons smoother (Bennett, Lockyer, in *ibid.* p.6)

Whether the pace and speed of learning and teaching processes can be enriched by IWB is questioned by Dr. Moss et al. who in their research studied this issue. PowerPoint presentation is one of the possibilities when the pace may be regulated by IWB since PPT is a structured material in slides working as a time management tool. Such facility has been found useful only in some subjects such as Mathematics. Teachers need to consider the nature of their subject matter as well as their own purpose in utilising it. However, the fact that it may leave some pupils behind and that its implementation seemed to be used more for behavioural problems than enriching the lessons, the research reports. The researchers, too, have found little evidence that teachers would be asked by pupils to go to previous slides therefore they have not found this potential particularly effective. Moreover, real time note creation is less demanding to follow for pupils than a ready-made text without a clear reading path. The research therefore recommends that this potential of IWB needs to be dealt with critically and teachers should decide when and in what conditions such pedagogy is effective. (2007, p.43-44)

4.2.3 Variety of tools and material for IWBs, bullying

Smith et al. in the article *Interactive whiteboards: boon or bandwagon?* consider the variety of material and the ease to operate it as the greatest advantage in terms of teaching. According to Levy one of the interviewed teachers said that with the use of video, sound and pictures the lessons are more colourful. In history lessons one teacher claimed that the

use of IWB can bring the real atmosphere of historical events right into the classroom. (Morrison, in Smith et al., p. 93) IWB found its place in mathematics as well according to Edwards et al. for the real movements e.g. rotation, shifting etc. especially in geometry (ibid.).

However, Dostál, in his paper *Interactive whiteboard in instruction*, deals with advantages and disadvantages of using IWB and warns that IWB may lead some teachers to stop using other tools they would implement otherwise such as real objects. He also warns that teachers may cease presenting real experiments and prefer IWB sources only. Moreover, if IWB is the only tool utilized in lessons pupils begin to take it for granted and consequently their interest along with their attention decreases. IWB itself may become a means for bullying of teachers in terms of hidden bits, computer cables switched off or over to data projector or IWB etc. by pupils (Dostál, 2009, p.14-15).

4.2.4 Integration of IWB, technical issues, the potential of IWB and literature availability

Becta, Brown, and Christchurch assume that “Teaching from the front of the class with the aid of a board is a familiar of comfortable pedagogic stance for most teachers” (in Smith et al. p. 94) therefore it may help teachers fear of technology to integrate IWB into their lessons more easily (ibid.).

However, IWB is not a cheap thing to purchase and it may also prove hard to maintain or if broken down to substitute (Smith et al; Brown; Becta; in Moss et al, p. 91). It may, too, be quite unpleasant for teachers when they have their lessons prepared on IWBs and there is no electricity working or any other technical problems appear.

How to use IWB best and whether the potential of it is really carried into effect in today’s classrooms is a matter of interest as well. Teachers differ in using the boards and also differ in their opinions and interests in the potential of them (Coghill, in Moss et al, p. 92) therefore various teaching techniques are considered. For instance, some teachers use it like a traditional chalkboard others do not use it interactively at all (p. 93). Those who teach interactively may approach the interactive aspect of IWB in various ways. The prevailing way of using the interactivity of IWB was rather technical which means that pupils came up

to the board and operated it rather than manipulated the concept being taught. Another way of using IWB interactively was when teachers opened up collective discussions, displayed text for annotation, used dynamic demonstration etc. (p. 41).

Nevertheless, the best evaluated lessons by pupils were those in which teachers made use of multimedia resources (Coghill; Knight; Pennant; Piggot; Beeland;, in Moss et al, p. 93).

How to teach with IWB is also a matter of interest of Dostál who calls for a literature that would deal with IWB methodology for single subjects. He believes that specialist didactics are necessary to cope with all aspects of IWB. Moreover, there has been little attention devoted to such literature in our country in contrast to abroad, he adds (2009, p.16).

IWB offers teachers a wide scope of possible exploitation and following engagement of pupils, which is one of the most difficult points in current education. The crucial moment may appear during integration of IWB for its technical issues as well as an appropriate training taken by teachers.

5. ADVANTAGES AND DISADVANTAGES OF USING IWB IN ELT

The previous chapter has already foreshadowed some positives and drawbacks of IWB in general education therefore they will not be repeated in the following chapter although they may be applicable. This chapter will discuss the same topic as the previous one but in ELT again from both pupil and teacher perspective. Due to the lack of available literature for this chapter there are my own ideas included based on the experience of mine.

5.1 Advantages and disadvantages for pupils

5.1.1 Speaking

A SMARTer Way to Teach Foreign Language: The SMARTBoard™ Interactive Whiteboard as a Language Learning Tool is a study that presents the possibility how to use IWB in language teaching and learning.

Its authors Gérard and Widener believe that IWB may support pupil oral skills. The reason given by them states that using separate computers may lead to anti-social behaviour (Pennington (1996), in *ibid.*p.3) hence IWB used by teachers as well as pupils encourages the exchange of information between them.

It is also possible for students to present projects on the SMART Board interactive whiteboard. This enables them to speak without having to worry about the mouse. Pictures and text are shown without delay with the simple touch of a finger. This places the oral production in the target language in the foreground. (*ibid.*)

5.1.2 Note taking and text correcting

Gérard and Widener consider IWB “a valuable learning tool” since teachers may create clearer notes by colourful underlining, highlighting etc. that are easier to follow for pupils and at the same time keep them focused. To correct tests or pieces of writing on IWB in front of the whole class and with help of both teacher and pupils may be a very fruitful activity. Since pupils themselves can identify grammatical mistakes, spelling, vocabulary etc. they learn from them and at the same time ease the work of the teacher. (p.4)

5.1.3 Listening, using the language

Pupils may improve their viewing and listening skills through IWB as there are various Internet sources available for such use. Web conferencing provides not only hearing of native speakers but also interaction between its participants which develops cooperation as well as improves speaking skills (Koenraad, p.3). Ripamonti recommends working with music to encourage pupils in using the language. Teachers may play songs with or without lyrics or look for favourite bands online. With younger pupils songs from their popular fairytales may be used (p.5).

5.1.4 Online sources, IWB software, various activities

There are various language dictionaries available on the Internet which sometimes makes work easier and faster, on the other hand, it is fundamental that pupils know how to work with a paper form dictionaries.

Some whiteboard software contain a library with background settings, pictures that may be filled with teachers' own texts etc. and used for practising/introducing of vocabulary or grammatical items. For instance, SMARTboard software offers a file dedicated directly to education with its subcategories such as English language.

Team competitions, multiple choice exercises, grammatical or textual analysis, gap-fill activities, interactive resources etc. may be created or find online and realized in the language classroom.

5.2 Advantages and disadvantages for teachers

5.2.1 ICT in ELT

Ripamonti, an English teacher, states that the use of ICT in ELT is becoming very important and believes that it will be a common component of it in the following years. She mentions some reasons to think so such as:

- the Internet access more and more obtainable for learners with its wide range of ELT tasks and authentic material,
- English language itself as an international language often used in “technologically mediated contexts”,
- learners having the opportunity of exposure to and practising of reading, speaking, listening and writing through various web tools (p.3)

She, too, is certain that “IWB becomes an authentic virtual learning environment in which the use of language can be purposeful and natural” (p.4). Moreover, the virtual environment provides not only cooperative but also game-like learning for the language learners. It is believed that virtual world in language classroom develops creativity since pupils construct objects in varied activities and also sociability while meeting other pupils or people “either to informally practice a language or to participate in more formal classes” (p.5-6).

5.2.2 Conversation, cultural and linguistic elements, organization skills

Gérard and Widener claim that IWB:

...supports the teaching process of foreign languages in three main ways: it supports interaction and conversation in the classroom; it helps with the presentation of new cultural and linguistic elements; and it promotes the organizational skills of the teacher. (p. 2)

They describe some activities that support interaction as well as conversation in teaching languages. They do see the crucial point of using IWB in its large screen and possibility to operate it in front of the class which consequently enables teachers to concentrate more on pupil learning. In terms of conversation, the authors state that IWB may encourage particular types of it as all pupils can follow the screen and concentrate on the same image, item etc.

Interacting with IWB also mentions an article *Languages ICT, Technology for languages* in which the author shows another possible way in which it may be very helpful and not that time consuming:

Rather than asking a different child to come to the board each time, pupils can take turns in being board controller, interacting with the board on behalf of the pupil answering the question (p.1).

Presentation of new cultural and linguistic elements is an important part of language teaching, too. According to Gérard and Widener IWB can help and enhance presentation with, for example the highlighter tool, underlining, circling etc. to emphasize the essential elements as in other subjects mentioned already.

With the use of IWB organizational skills of teachers may be stimulated. Gérard and Widener demonstrate it in an example when a varied vocabulary is introduced in lessons. It is often difficult to remember what has been written on the board and therefore IWB with its feature of saving material is a great help. Teachers may save it as well as print it out and use it not only as their notes but also for further practicing. (p.3)

5.2.3 Authentic material

The use of authentic material, namely web sites, in connection with a presentation is considered an effective factor that according to Bacon/Finnemann (1990) and Allen,

Bernhardt/Berry, Demel (1988) has a positive impact on language learning (in *ibid.* p.3). Smith et al. in their study also deal with a wide range of material for IWB usable to introduce linguistic units in language lessons. They speak of CD-ROMs, the internet, Word documents and PowerPoint documents (Thomas (2003), in Smith et al., p. 93). Smith et al. state that “the facility to mix visual and aural information is argued to facilitate the process of MFL learning, as learners can make connections between what they see and what they hear.”(*ibid.*)

5.2.4 *Digital material*

There is also a possibility to include digital books into lessons with IWB which some teachers may find helpful. The market offers a variety of digital books. Sharma and Barrett write that digital books are interactive textbooks or course books especially designed for IWBs. Generally, these books are divided into sections so that it is easy to orientate in them. IWB tools may be chosen to highlight, underline etc. the texts or pictures. “Teachers can play each audio recording by clicking on the loudspeaker symbol. They can also reveal the audio script and select short pieces of language to play” (p.2). There may be interesting web links included that by clicking transform its users directly on the site. The advantage of digital books are that they contain material from listening exercises to reading activities etc. therefore teachers do not have to look for other material they would need while using IWB. Pupils, too, see the pages completely the same as their paper textbooks which eases their orientation on a certain page. As a disadvantage Hausner describes digital additive textbook material as a complex material into which teachers cannot interfere at all and therefore it places them into a very difficult position. Moreover, the teacher has to carefully choose what exercise, activity etc. to use and what not to since there is a possibility to display too much but as he states “all experienced teachers know that less means more” hence it becomes a challenge for teachers. Furthermore, he compares two best-known Czech producers of digital material. (Hausner)

Digital material is available not only for language learning and teaching but also for other subjects.

According to experienced language teachers IWB has its place in English language teaching as well as computers or other technical devices. Authentic material or the countless interactive sources available online enables IWB to enrich both pupils as well as teachers and moreover support their attitude to English language lessons.

6. CONCLUSION OF THE THEORETICAL PART

The evidence of interactivity present in the whole education system should be clear from the beginning of the thesis. IWB being an interactive teaching tool fits into the teaching learning processes well although it brings various benefits and drawbacks to both pupils and teachers. On the other hand, today pupils are surrounded by technology at their every step therefore it is natural to include technology into education and provide familiar atmosphere as much as possible so that pupils feel comfortable and ready to cooperate. IWB is a medium through which information may be presented and with teacher assistance the effective teaching and learning process may proceed.

Practical part

7. RESEARCH

7.1 Introduction

In this practical part of the thesis research will be carried out. It will be based on some of the information from the theoretical part. Furthermore, research questions will be raised and researched with help of chosen methods and tools and of course its participants. The research aim, methodology, method, background, procedure and data analysis will be introduced and described during the research procedure. Finally, the discussion of research findings will be presented and evaluated and together with conclusion will be the last chapters of the practical part.

7.2 The aim and research questions

The aim of the research is to find out what the role of IWB is in ELT and subsequently answers the research questions with the use of appropriate methods and tools. In order to implement the research I designed a series of English lessons for IWB and realised them as well. For the basis of the assessment I gathered information provided not only by me but mainly the pupils.

The research questions were constructed upon the theoretical part of the thesis, more specifically on some of the statements in chapter 5. *Advantages and disadvantages of using IWB in ELT* from the perspective of pupils. Since this thesis focuses on *Teaching English using the interactive whiteboard* the main source of information were pupils themselves. The questions were also taken from the chapter 4. *Advantages and disadvantages of using IWB in education* since I did not repeat the positives and negatives in the ELT chapter again, although they may be applicable in this subject matter, too. In addition, my own research questions were created to obviate the lack of available literature on this topic and my own interest.

The research questions were:

1. Does the use of IWB during English language lessons motivate pupils?

There are many authors (McEntyre, Miller and Glover, Dostál etc.) who state that IWB influences pupils in terms of their motivation during their learning processes. However, there has been hardly any research or study conducted specifically with ELT lessons therefore I decided to research the information that has already been discovered in other subjects. (see chapter 4.1.1)

2. Does the use of IWB in English language lessons increase pupil involvement?

Morgan, Levy, Beeland etc. are convinced that IWB increases pupils' engagement. On the other hand, Solvie in her research states that she has not registered any changes in pupils' attention while using IWB and suggests further research on this topic. (see chapter 4.1.2)

3. Do pupils perceive that the use of IWB for presenting new linguistic units in English language lessons is easier to follow than a traditional blackboard?

Gérard and Widener believe that IWB used in language classrooms for presenting new grammatical and linguistic units may provide clearer and easier notes for pupils to follow. (see chapter 5.2.2)

4. What is the role of IWB used during listening activities?

I believe that IWB could play a significant role during listening activities for pupils but I have not found any literature that would state how important IWB is for development of such skills and why, although Koenraad says that IWB may improve pupil viewing and listening skills. (see chapter 5.1.3)

5. What is the role of IWB during speaking activities?

Gérard and Widener believe that implementing IWB into language lessons may develop speaking skills of pupils. (see chapter 5.1.1)

7.3 Methodology and research tools

To conduct research a suitable method has to be selected. For this research I focused on qualitative research methods rather than the quantitative ones since the quality of the results was preferred. Qualitative methods (Maňák, Švec, 2004) in contrast with quantitative methods go into depth of the research phenomenon and the researcher is not so distant from his/her research participants but is in direct contact with them (p.22).

Since I had a class of pupils to conduct the research with I contemplated between two kinds of qualitative methods namely group interviews and focus groups. Morgan describes some difference between these two methods and believes that the focus groups method is a technique that:

... gathers information via a group interaction that arises from a discussion on a certain topic introduced by its researcher. In fact, the focus of the discussion is established by an interest of the researcher so that the information itself is collected by means of the group interaction. (2001, p. 17, my translation)

On the other hand, some authors assume that a focus group method is rather a specific form of group interviews (Frey and Fontana, 1989, Khan and Manderson, 1992, in *ibid.*). The same authors describe that discussions of focus groups are lead in a rather formal way. However, Morgan strongly disagrees with this statement and argues about the formality and informality of discussions being the fundamental and absolute difference between focus groups and something else. In terms of formality or informality of the discussions he sees the advantage of the researcher's own needs and feelings for either of these ways of course with respect to the aims of research, venue and participants. Another discussed difference of these two methods would be the size of groups but again Morgan states that there is no need to make differences in what focus groups are or are not and indicates the method as an "umbrella" term that may have diverse features (p.18).

The focus groups technique is the main method of my research since group interview is a very common and often used method and I believed that the focus group method would be more interesting not only for me but also for the potential readers of this thesis. With this technique either a recorder, dictaphone or another person was required to register the

discussions, in my case it was a colleague of mine who helped me to document the information.

As a research tool I utilized a reflective diary that was implemented from the beginning of my teaching. A reflective diary serves to register one's own feelings, thoughts and motives (Nunan, 1992, p. 115). Nunan states that a reflective diary is either a "grounded clearing" or "hypothesis raising" primary step for research. He also believes that a reflective diary is not a reliable and valid instrument on its own to do research (ibid., p.123) therefore I used it as a supplementary tool only.

For data analysis I applied the grounded theory method of open coding which is also qualitative in its nature and will be described more into depth in chapter 7.7.

7.4 Focus groups method

As stated above the focus groups method is in a way similar to group interviews. It has its researcher as well as participants and is lead via a discussion but these issues will be characterised in following chapters. This method is also combinable with other methods but may, on its own, be simply used as a major research technique.

The aim (Morgan, 2001) of focus groups is not only to learn from the participants' experience but also find out what a single participant thinks about a given topic and why. It uncovers experience and thoughts in relation with group interaction that would not be realized otherwise. Not only the researcher but also the participants themselves may benefit from experience of other people and compare them, which is considered the most valuable aspect of focus groups (p.35-36). However, even this method has its pros and cons. According to Morgan one of the positive features could be the fact that a researcher can collect a great deal of data exactly focused on his/her matter of interest in comparison to e.g. individual interviews in a relatively shorter time considering analyzing the data as well. On the other hand "it does not mean that projects using focus groups are explicitly easier to accomplish than gaining the equivalent amount of data through individual interviews" (ibid.,p.27, my translation). The researcher's point of interest (focus) however may be seen as a weakness, too, since it can influence the spontaneity of a discussion that

may become more reserved compared to e.g. observation techniques where the researcher only observes and does not interfere in the situation anyhow. The researcher himself/herself can affect the participants of focus groups but as Morgan says this is a problem of most qualitative research methods (p.28) nevertheless these are not the only benefits or drawbacks of the technique.

The principal of focus groups method lies in employing always of more than one group discussion so that the gathered information can be compared and analysed.

7.5 Background information

7.5.1 School and classroom

The school in which the research was carried out is a middle-sized basic school in a small town, with an attendance of about 400 pupils at the time research was carried out, although the capacity is 594 pupils. The school has nine grades and two classes for mentally disabled pupils (special classes).

The school has participated in various international projects and keeps its rich traditions such as Christmas fairs, monthly school magazine, knowledge competitions as well as physical ones, seminars on various topics, cultural events etc.

The staff consists of about thirty teachers of various ages. All teachers have undergone computer training and are qualified in this field. There are five English teachers of whom none is qualified in this subject matter. All teachers present in the school are qualified pedagogues.

There are thirty-two classrooms nine of which are specialized in terms of their equipment. Among them there are three language classrooms, two classrooms with IWB and a small and large computer classroom. Two of the three language classrooms are fairly well equipped concerning technology one of them even has the one interactive whiteboard. The other one has a data projector and three computers for pupils and one for the teacher. All of them have CD and DVD players with screens plus loudspeakers.

The classroom in which I conducted the research has, apart from the IWB and its other components, desks with chairs and a carpet in the back. There is no other equipment

in this room. During focus groups discussions I as the researcher and pupils as the participants of focus groups sat on the chairs in a circle in the back of this classroom.

7.5.2 SEP – Language and communication through language, foreign language for 2nd stage of basic school

The school educational programme of English language for 2nd stage (see appendix 1) focuses on the key competences and various strategies via which pupils develop the language. They are taught to become independent in their studies as well as make use of the language for their future needs. Pupils come in contact with native speakers in order to get used to it and be able to communicate in such situations (foreign guests – theatre, lecture, international projects etc.). In the school educational programme there are different customs and traditions of various countries introduced to pupils so that they learn the dissimilarities and are able to compare them to their own ones.

The school educational programme of English language for 2nd stage clearly states the aims to which pupils are supposed to be directed to. The aims touch all skills and sub-skills fundamental for second language acquisition. They are described at the general level for all 2nd stage classes. Furthermore, each class has its own so-called education lesson content (vzdělávací obsah vyuč.předmětu) in which the outcomes, subject matter, cross-curricular syllabus and cross-curricular subjects are more specified. Due to the needs of my thesis I focused on the educational lesson content of 7th class for which I designed material for the IWB and also realised the lessons.

7.5.3 SEP – English language of 7th class and designed lessons

English language in 7th class (see appendix 2) in accordance with the school educational programme was created based upon the textbook used. It stresses the importance of grammar as well as expansion of vocabulary. After each unit pupils construct projects and thereby develop their writing skill as well as grammar and vocabulary. Pupils also learn to talk on various topics through implementing new grammatical items or vocabulary. Listening and reading skills are improved through authentic texts and listening activities. On the whole, it gives the impression that each unit is very extensive and

teachers do not have much space to use other material or implement their own intentions which one may find convenient or not.

In English lessons pupils of 7th class encounter various cross-curricular syllabuses such as geography, civics etc. There are also cross-curricular subjects projected into the programme in which pupils learn about multicultural issues as well as European and global topics.

I designed four lessons on IWB in compliance with the school educational programme of English language for 7th class of basic school.

The first lesson was aimed at revision of past simple tense since this tense crosscuts the whole year of 7th graders. Pupils tested themselves in sentence translation as well as in a text comprehension with a gap-filling exercise. Recognition of regular and irregular verbs as well as their practising was included. Pupils also built the word order in simple past tense questions (see appendix 3).

During the second lesson pupils concentrated on London's sightseeing attractions and famous British persons. Apart from the most popular British people and places in London pupils tried to complete a listening activity connected to London's sights. At the end pupils were to select a place or person and give the reason for their choice (see appendix 4).

In the third lesson pupils were introduced to new grammar. It concerned comparative and superlative adjectives and their rules of creation. The inductive approach led pupils to recognise the rules of those grammatical aspects. Pupil then had the opportunity to practise their new knowledge in various activities (see appendix 5).

The fourth and last lesson was aimed at a work place vocabulary connected to a speaking activity. The aim of the lesson was to teach pupils how simply and effectively an occupation can be described. They tried to match short labels to various jobs not only on IWB but also by listening to the teacher's description. In the last activity pupils spun the wheel of fortune and were to describe diverse occupations in basic terms (see appendix 6).

7.5.4 Research time plan

The four lessons were conducted in January according to the time scheme. The reflective diary was used after each conducted lesson.

First lesson	January 10
Second lesson	January 12
Third lesson	January 17
Fourth lesson and focus groups	January 19

7.6 Focus groups and the procedure

7.6.1 Preparatory phase

Morgan very much emphasises the preparatory phase of focus groups that has to be carried out before commencing the focus groups and considers three main factors that influence this phase: budget issues, ethical questions and time constraints (2001, p.47). I was not interested in budget issues due to the nature of the research but had to consider the ethical questions and time constraints. Therefore, I considered the topic and following subsequent questions for their relevancy as well as the constitution of groups so that everyone felt comfortable. As I knew the pupils relatively well it was not so difficult for me to select them and make up suitable groups and consequently it did not take me so much time as Morgan describes when selecting strangers (p.49). I also took the time for analyzing of the data into consideration, as Morgan claims that it is a lengthy process (ibid.) therefore I started the research well in advance. In this phase the choice of a research tool is vital and as I stated earlier a colleague of mine helped me to document both focus group discussions.

To do this research I was given permission by the leadership of the school.

7.6.2 Establishing of focus groups

It is advised to set three to six groups for research made of six to ten homogenous, unknown respondents (Morgan, 2001, p.50) but as I conducted the series of the lessons

with one class in one school therefore I separated the class into two groups. These two groups consisted of one all male and one all female, and all pupils known to each other.

English language at this basic school is divided into three levels. Although there are only two parallel classes for each grade in this subject there are three groups of pupils. After taking a placements test, at the beginning and in the middle of a school year, pupils are allocated into their groups. All three groups are very different concerning not only their knowledge of English but also their discipline.

There are three English lessons and one lesson of English conversation in a week. I had the opportunity to teach the class with the highest level of English that I had already met earlier, which also helped me in leading the focus groups discussions.

In this group of 7th graders there are sixteen pupils altogether of whom ten are girls and six boys. I decided to divide this class into two groups according to the gender as I thought it would be interesting to hear girls' opinions versus boys' considering IWB not only as an interactive teaching tool but also a technical device. Another reason for such division was the fact that these pupils are teenagers and I thought they would feel more comfortable talking about their feelings in their gender groups. Morgan says that homogenous division of groups "provides easier, more fluent and freer conversation among the participants" (2001, p.52, my translation).

Rabiee in his/her study *Focus group interview and data analysis* says that:

Participants in this type of research are, therefore, selected on the criteria that they would have something to say on the topic, are within the age-range, have similar socio-characteristics and would be comfortable talking to the interviewer and each other (Richardson & Rabiee, 2001). (p. 655)

7.6.3 Discussion and its structure

In both focus groups the same questions were introduced and asked in order to make the analyzing by comparison of various statements in each group and of individual participants as clear as possible.

Since the aim of the research was to find answers to the underlying questions I decided to opt for a structured nature of the discussions so that all questions could be

touched upon and resolved. The advantage of a structured discussion Morgan sees as the concentration of the participants on the researcher's matter of interest rather than something that does not relate to the topic at all. However, the same thing can lead to a discussion in which its participants are not interested as the questions are predetermined (2001, p. 56). I was not worried that pupils would not be interested in the topic of our discussion for IWB is a very attractive tool for them and I also felt that pupils needed to be mentored by someone otherwise a complete chaos would appear.

7.6.4 Focus groups discussions

Firstly, after conducting the series of the designed lessons all pupils present in the last lesson were acquainted with my research. I purposely presented the aim of me being there after finishing all lessons in order not to influence pupils' behaviour so that I could take notes in my diary. Pupils were introduced to the title of my thesis and the reason for choosing them as the respondents. I made them sure their names would not be mentioned in the thesis so that they felt safe enough talk freely. None of the pupils was forced to become a part of the focus groups but they were politely asked. However, from the total of sixteen pupils there were six boys and eight girls who took part in the research since the others were not present.

Both discussions took place in the classroom described above. For each of the discussions I was provided a regular forty-five minute lesson held successively. We all decided that the girls would go first and that the boys would follow..

As I was not certain how long each discussion would take I left it open but made sure that throughout the discussions we were able to debate the main questions in the time provided. The discussion with the boys took about thirty-five minutes and the girls about thirty minutes. Morgan states that "a typical discussion takes one hour to two hours" (2001, p.64, my translation) of course with respect to the content of it (ibid.). However, in our case a forty-five minute lesson was an adequate time necessary for responding to the questions set.

At the beginning of each discussion we played a short activity on miming to make the atmosphere relaxed. In each group the activity took about seven minutes. I also set a rule of only one person talking at a time which was to prevent the pupils from talking over or shouting down the others. I wrote the five main questions on the board so that everyone was familiar with the structure of the discussion.

During the discussion I tried not to force any pupil by naming him/her to answer but sometimes it was inevitable to keep the discussion in progress.

7.7 Data analysis and the procedure

7.7.1 Grounded theory

A very frequent and convenient method of data analysis of focus groups is a coding technique therefore I utilised it as well.

The coding technique is a technique of grounded theory whose inventors are Strauss and Glaser. This theory searches for “substantive” theories and concerns certain people, environment and period of time. In pedagogy it could be e.g. learning aspects or education in school environment (Hendl, 2005, p.243). Grounded theory is a qualitative method. Generally, qualitative methods (Strauss, Corbinová, 1999) are used not only to discover and understand the principle of a phenomenon but also to gain new information. These methods, too, help to acquire detailed information, which is more difficult to get with quantitative methods (p.11).

There are three types of coding techniques - Open coding
- Axial coding
- Selective coding

These three types of coding may be done either singly, together in that sequence or in a different order according to one’s own needs. Each of those three types differs in its procedure and results. I chose to do the open coding since the discussions were structured in their nature and the method was sufficient enough for the research.

The aims of the coding techniques are to:

- “Create a theory rather than to prove it”

- “Add criticism to research, which is a premise of a “good” science”
- “Help a researcher to overcome his/her prejudice and presumptions that he/she brings into the research or they could be developed during the process”
- “Assure stability and consistency and developed the sensitivity and integration necessary for rich, closely connected, explanatory theories that closely resemble reality” (p. 39, my translation)

7.7.2 *Open coding method*

“There are two analytic procedures that are the principle of coding process although they change according to the type of coding used” (Strauss, Corbinová 1999, p.43, my translation). “Comparing” is the first one and “asking questions” is the other one. In literature grounded theory is consequently called “method of constant comparison” (ibid.)

The first step of open coding technique is conceptualizing. According to Strauss, Corbin (1998) a concept is:

... a labelled phenomenon. It is an abstract representation of an event, object, or action/interaction that a researcher identifies as being significant in the data. The purpose behind naming phenomena is to enable researchers to group similar events, happening, and objects under a common heading or classification. (p.103)

Since conceptualizing produces many phenomena the next step in open coding is to create categories according to similarities, properties etc. of those phenomena and therefore to reduce the data for further analysing. Categories made of similar concepts will then be logically named. These names should be more abstract than the concepts themselves and should represent what they stand for; usually it is the researcher who names the categories (Strauss, Corbin, 1999, p.45-47). There are also so-called “in vivo” codes which are words or phrases that are in a way catchy and come from the researcher’s source of information (in my case - focus groups) and may be used as a name of a category since they are quite familiar (p.48).

After the creation of categories the following step in the open coding technique is a development of properties and dimensions of each category. While developing a category it

is advisable to begin with the development of its properties and consequently they are resolved into dimensions. "...properties are characteristics or marks of a category and dimensions represent the placement of the property in a scope" (p.48, my translation). It is important to develop properties and dimensions since they are the core of the relations between all categories (p.48). "Categories have a certain scope of concepts within which different concept groups or alias sub-categories fall in the assigned category" (p.45, my translation).

The aim of the open coding method is not only to discover but also name and classify phenomena (p.135).

7.7.3 *Data analysis*

Due to the structured nature of the discussions as well as research questions I created the categories in accordance with the research questions and therefore I modified the first step of the open coding technique. Since both discussions contained identical questions the titles of the categories are the same for both focus groups. The next step of creating sub-categories was followed as prescribed although some titles of the sub-categories represent pivotal words that were used and repeated most often in each focus group ("in vivo" codes). For each sub-group there are some examples of pupils' reports stated in quotes in order to maintain its credibility.

To avoid misleading information and to maintain research validity I also present the main questions and their sub-questions in their original version as introduced to pupils during the sessions.

To keep the reliability of the research I complement the focus groups' findings with some of my reflective diary entries.

1st question with its sub-questions introduced to pupils was:

Do you think that IWB can influence your attitude to learning English? *Do you enjoy working with IWB in English language lessons? What is it that you enjoy most on IWB? What is your opinion?*

Girl focus group:

Category: IWB and pupil attitude to learning English

<u>Properties</u>	<u>dimensions</u>
Hypothesis	very often
IWB	entertaining
Teachers	important
Operating IWB	cool

- *“It is a shame that we do not use it (IWB) so much I think if teachers used it more I would enjoy learning more. I do not know why teachers do not use it much ... “*
- *“It is really cool how the objects can be moved with a finger.”*

All participants of the girl group agreed that if they knew they would work with IWB in English language lessons they would look forward to the lessons more. They, too, enjoyed learning with IWB and wished they could work with it more often. The overwhelming majority enjoyed touching the screen and shifting objects.

Boy focus group:

Category: IWB and pupil attitude to learning English

<u>Properties</u>	<u>dimensions</u>
Hypothesis	very often
IWB	entertaining
Learning	important
Watching IWB	exciting

- *“I think that if we worked with IWB in our normal lessons I would enjoy English more even though I like English.”*
- *“I really liked the lessons with you and how we worked with IWB and I think that I could learn more if IWB implemented into lessons.”*

- *“IWB is really great for watching movies”*

The statements made by the boy group were very similar to the girls. Boys declared that they had enjoyed English lessons with IWB much more than without it. Some of the boys felt that IWB should be an integral part of modern education and then learning would be more interesting. Some boys got very enthusiastic about the idea of using IWB every lesson and pictured such school.

Apart from a physical contact with the screen boys also enjoyed IWB working like a big television screen.

Reflective diary entry:

- *“Today, when I told the pupils I would teach them a few lessons on IWB they were pretty excited, which made me happy.”*
- *“Some pupils were absolutely eager to come to the board and operate it.”*

Summary:

Both groups gave almost identical answers and I as both teacher and researcher had the same feeling throughout our lessons and both discussions. Pupils were very fond of IWB and enjoyed it very much.

2nd question with its sub-question introduced to pupils was:

Do you think that IWB has any influence on your participation during English language lesson? *Did you feel you were dragged into the lessons more or not really? What is your opinion?*

Girl focus group:

Category: IWB and pupil participation in English language lessons

<u>Properties</u>	<u>dimensions</u>
Involvement	often
Time	short

Entertainment often

- “ *The lessons sometimes went so quickly that I did not even notice that it was almost the end*”
- “*I really enjoyed when we were guessing the pictures of London’s sightseeing by uncovering the fields*”

Participants of this group agreed that the majority of them felt more involved in the English language lessons while using IWB than in their usual English language lessons. They enjoyed the lessons and liked the integration of IWB into the lessons.

Boy focus group:

Category: IWB and pupil participation in English language lessons

<u>Properties</u>	<u>dimensions</u>
IWB	suitable
Involvement	often
Entertainment	often

- “ *I think that IWB is exactly tailored for language lessons*”
- “*I really enjoyed all lessons and I think I paid more attention as well...*”
- “ *It is obvious that if I like something I also work more*”

This focus group agreed that they too were more engaged in English language lessons using IWB than without it. When I raised this question in our discussion they were all nodding in agreement.

Reflective diary entry:

- “*It was very nice watching pupils working in my lessons, their eyes were like shining and they looked really interested. I think this is a great reward for the time invested in creation of the material*”

Summary:

Both focus groups gave almost identical answers. They openly reported that they worked more since they appreciated the lessons with IWB. I, too, could see that they participated in the lessons and were active.

3rd question with its sub-question aimed at pupils was:

Do you find IWB easier to follow while note taking e.g. with a new grammar in comparison to the traditional blackboard? *Does it seem to you better-arranged or organised or the same? What is your opinion?*

Girl focus group:

Category: IWB and note taking

<u>Properties</u>	<u>dimensions</u>
Structure	organised
Notes	clear
Learning	important

- *“I liked the way the instructions were organised, it was easy to rewrite them and I also think that it can help me with learning later on”*
- *“ For me it was*

In most cases girls agreed that it was easier for them to determine the instructions while a new grammar was being introduced to them. Some of them named the aesthetic features and possibilities to use different styles of fonts and colours on IWB that help to the clarity and structure of the notes.

Boy focus group:

Category: IWB and note taking

<u>Properties</u>	<u>dimensions</u>
Structure	useful
Block writing	legible
Blackboard	worse

Image	supportive
Feedback	helpful

- “ *While we were listening I found it very helpful also to watch the screen*”
- “ *Always when I did not understand what the person was saying I could take a hint thanks to watching and then when we listened to it once again I could hear it that was really good*”
- “ *... sometimes, it is confusing when we check the results and I found it being displayed on the screen useful*”

The girl focus group stated that the listening itself was quite difficult but with help of IWB even when they got lost they usually were able to get back to it and focus again. Some of the participants also praised the results displayed on the screen beneficial.

Boy focus group:

Category: the role of IWB in listening activities

<u>Properties</u>	<u>dimensions</u>
Image	essential

- “ *Listening activities are the most difficult in English for me but I think that the connection between the picture and speaking is very close so it really helps*”

The boy focus group reported that they found listening supported by IWB easier than without it since the picture helped them in orientation and they could also understand it better.

Reflective diary entry:

- “ *When we checked the listening results it seemed that pupils were quite happy about them and many of them had very good results*”

Summary:

Both focus groups agreed that IWB helped them to follow the listening activity. They agreed that IWB is a suitable tool for such activities and supported that by their decent results.

5th question with its sub-questions aimed at pupils was:

Do you think that IWB could help to develop your speaking skills in the target language? What is your opinion?

Girl focus group:

Category: the role of IWB during speaking activities

<u>Properties</u>	<u>dimensions</u>
Activity	important
Skype	suitable
Speaking	difficult

- *“I think that the nature of an activity is very important because there could be better things for speaking activities than IWB such as various cards or activities in which you have to walk around the class etc.”*
- *“To speak English is the most difficult thing in English and with our teacher we sometimes use Skype to call our friends in Finland or Switzerland but if we connected Skype to IWB it would be perfect to see everyone because on a computer it is always one person calling...”*

The girl focus group liked the idea of IWB used for speaking activities however they did not find it as good as for the listening part. Some of them agreed that to make the use of IWB for development of speaking better would be to connect to Skype or any other communication software in which a picture is useful.

Boy focus group:

Category: the role of IWB during speaking activities

<u>Properties</u>	<u>dimensions</u>
Teacher	crucial
Speaking	little opportunity

- *“I do not know ...I think it is not better than what we do with our teacher because when we speak we often e.g. play games such as “kufr” or simulate a discussion...”*
- *“We do not have much opportunity to speak English only while skyping to our friends in conversation lessons otherwise we play some games”*
- *“I think it is good for pronunciation and listening but I am not sure whether for speaking too”*

This focus group also did not report that IWB would be an essential tool in developments of their speaking skills and marked it as “average”.

Reflective diary entry:

- *“I think pupils are not used to speaking in the target language much. It seems they find it difficult although they appeared to enjoy the activity...”*

Summary:

Reports of both focus groups were similar. Neither focus found IWB more suitable in development of speaking skills than any other teaching tool they use in their English language lessons. However, some pupils believe that IWB in connection with Skype would be effective.

7.8 Discussion of research findings

I evaluate both focus group discussions quite dynamic although I believe that it would have been different in terms of their spontaneity if I had not been the teacher/authority to whom pupils were to talk. On the whole, we established a friendly atmosphere and pupils were reasonably active.

Concerning the 1st research question “*Does the use of IWB during English language lessons motivate pupils?*” I assume that in spite of the positive evaluation of the use of IWB during our English language lessons by both focus groups the influence on pupil motivation for the given subject cannot be claimed. The reason for such conclusion is that motivation is a matter of a longer period of time therefore using IWB purposefully for my research cannot stand as a true result. Pupils themselves state that if they used IWB in English language lessons they would definitely enjoy the lessons more, which signifies the possibility of a change in their attitudes to this subject. It was also apparent from their behaviour throughout the lessons that they were pleased to work with IWB. For this reason, in future I would realise more lessons so that I was able to measure pupil motivation.

In my opinion the integration of IWB into other subjects and not only English language lessons would enrich all teachers, pupils and lessons and consequently motivate both pupils and teachers. On the other hand, I agree with Dostál who claims that a frequent use of IWB can lead to its losing its effectiveness (see chapter 4.2.3) and that an important part of pupil motivation also in lessons with IWB are mainly the teachers (see chapter 4.1.1).

However, the fact that pupils appreciate physical contact with the board is obvious and proves the statement by Smith et al. (see chapter 4.1.3). Nevertheless, this statement was not the main matter of my interest but rather a sub-question.

Since motivation is an inner feeling and passion to reach something, in education it goes hand in hand with pupil involvement. Although, the motivational aspect of IWB could not be proved in my research the report of both focus groups, which definitely felt dragged into the lessons and therefore more involved in them, and with respect to the reflective diary entries the 2nd research question “*Does the use of IWB in English language lessons increase pupil involvement?*” has been proved. I was also given a feedback by their teacher, who sat in the back of the classroom and watched all lessons, that although those pupils are quite active in normal lessons they seemed to be involved in the lessons even more.

I believe that IWB increases pupil involvement and my reason arises from the fact that those pupils use IWB in other subjects therefore I do not consider their participation temporal. Such a finding also supports the statement by Morgan, Levy etc. (see chapter 4.1.2)

The 3rd research question “*Do pupils perceive that the use of IWB for presenting new linguistic units in English language lessons is easier to follow than a traditional blackboard?*” since both focus groups agreed that they felt more comfortable while copying notes from IWB than blackboard this research question has also been proved although each of the focus group gave slightly different reasons to think so the final outcome was the same. During copying were pupils calm and focused thus I assume there were no misunderstandings. I, too, noted that ready-made notes do not let pupils begin a discussion but keep them busy.

The positive evaluation of this research question confirms the statement by Gérard and Widener (see chapter 5.2.2).

The result of the 4th research question “*What is the role of IWB used during listening activities?*” is very clear. Both focus groups agreed upon the fact that during listening IWB enabled them to establish a lost contact again by providing the image therefore the role of it is very practical as well as supportive. Pupils themselves were quite excited about the possibility to hear and watch at the same time which apparently had a great influence on their results. From my point of view it is essential to give support to pupils in their language learning and IWB seems to be ideal for listening activities although pupils may get used to it and take it for granted which consequently may lead to their laziness to make any effort to listen when they can guess from the picture but that of course depends on teacher as mentioned earlier.

The last research question “*What is the role of IWB during speaking activities?*” according to pupils IWB does not play such important role. The reason for such conclusion arises from both focus groups reports which were very similar and marked IWB in this direction as “nothing special”. The argument of pupils reports apparently come from their

experience with various speaking activities in which they spoke more or the same. The evidence that I did not introduce any new speaking activity to pupils but something that they were familiar with may also be the source of their reports. Yet, pupils believe that IWB would be beneficial for calling abroad to their friends with the advantage of seeing them on the screen which helps to read through the language as mentioned above. I, as the mediator of the language, am certain that every activity that makes a person speak in the target language actually develops the skill therefore I believe that IWB could contribute to the improvement of speaking skill if used reasonably.

Gérard and Widener state that IWB may develop pupil oral skill and demonstrate it in an example of a pupil giving presentation in target language. I think this method could be realised in higher classes with students of more advanced language level. Thus, for this reason alone I recommend it to a further examination.

Concerning the procedure of both discussions I think that the structured nature was a good choice since my feeling that pupils need to be directed and given some boundaries was right although it would be interesting to gain information from less structured discussions. In future I would employ more focus groups and make them more heterogeneous as I worked with the best English group of pupils. It would be interesting to hear pupils' opinions of the two other groups who do not achieve such good results in English and their attitudes to learning differ. I would also realise more lessons in order to measure all the research questions I set.

7.9 Conclusion of the practical part

The aim of the research was to find answers to the research questions concerning IWB in ELT that evolved from key statements of several authors in the theoretical part. There was a series of realised and designed lessons in accordance with SEP through which it was essential to discover what the role of IWB was in various aspects during English language lessons. Information gathered via focus group method and their following analysis by open coding technique foreshadowed that IWB is not only a very attractive tool for pupils but also an effective interactive tool. Although, it was not proved that IWB has a

motivation aspect on pupils due to the lack of lessons taught, the increase of pupil involvement in English language lessons was proved. IWB was found effective in terms of the ability to form and organise information to be copied since pupils claimed it was legible enough as well as well-arranged. Pupils also reported that the role of IWB in English language lessons during a listening activity was significant since it provided a visual support that helped many pupils to re-connect and finish the listening part with a satisfactory result. Concerning the role of IWB in speaking activities during English language lessons pupils did not notice any particular useful help throughout their speaking. They stated that IWB provides picture therefore connection to Skype or any other communication software would certainly ease their understanding the language. The credibility of the research was supported by pupils own reports and complemented with reflective diary entries.

Such results gathered and based on my self-designed interactive material and realisation of English language lessons only offer evidence of the essential and effective role of IWB in English language teaching.

8. CONCLUSION

There are many factors that influence the teaching learning process and IWB being an interactive teaching tool is one of them.

The aim of this thesis is to introduce IWB at the technical level and also to describe its place in education, which was dealt with in the theoretical part of the thesis. In the practical part the role of IWB in English language teaching was researched as the completion of the overall aim.

From the theoretical part it is clear that IWB with its characteristic feature of interactivity merges into many aspects of education since without it there would be no exchange of information and thus hamper the teaching learning process' progress. The importance of a teacher being the one who decides about IWB in terms of its use must not be forgotten. In the practical part with help of research methods and tools the role of IWB in various aspects of English language teaching was discovered. The whole research was

based on several key statements claimed in the theoretical part as well as my own lessons designed for IWB in compliance with SEP as well as pupils' needs and as went smoothly. The central source of information gathered via focus group discussions were the pupils themselves since the thesis focused on English language teaching rather than learning. Their reports were registered and also complemented with reflective diary entries. IWB and its use and integration into the lessons were positively evaluated by all participants of the research. The research findings led to the conclusion that motivational aspect of IWB during English language lessons could not be proved due to the lack of lessons taught although there was some effect on pupil attitude for the subject matter clearly stated. Pupils felt more involved in the lessons with IWB which revealed its stimulation of pupil interest as well as the possibility to create appealing activities for pupils and consequently make pupils actively participate in their learning process. IWB was considered a useful tool in terms of legibility and structuring of notes which helped pupils not only to follow the information easily but also understand it. During listening pupils were able to keep track of speech with the aid of the IWB image, however IWB was not evaluated the best throughout speaking tasks since it does not provide a feedback though it could serve well during Skype calling.

In accordance with the aim of English language teaching, to become communicatively competent, IWB effectively integrated into lessons evidently supports and eases pupil learning but the importance of the role of the teacher as the organiser of the teaching and learning must not be overlooked.

To summarize, the thesis was concerned with IWB and its use in English language teaching. IWB was discussed on theoretical and practical basis to draw its readers or people interested in this matter closer to the various potentials of IWB. Moreover, the thesis will hopefully serve as supportive material while integrating this interactive teaching tool into English language lessons and enrich every participant interested.

9. RESUMÉ

Učební pomůcky a didaktická technika jsou velmi častou a téměř nepostradatelnou součástí dnešní výuky. Tabule, jako didaktický prostředek, nechybí v žádné školní třídě a je centrálním bodem celé místnosti, i žakovské lavice jsou uspořádány tak, aby měl každý žák možnost na tabuli vidět. Vedle tradiční tabule popisovatelné křídami se začínáme také mnohem častěji setkávat s tabulí interaktivní. Tato elektronická tabule byla vyvinuta v 80. letech minulého století, ale v českém školství se začala objevovat o něco později vzhledem k vyšší ceně. Dnes se interaktivní tabule využívá v mnoha vyspělých zemích a je nedílnou součástí vyučovacího procesu. Technologie se stala důležitým faktorem každodenního života člověka, a proto by nemělo být výjimkou ji zařadit do vzdělávání. Navíc je dnešní mládež obklopena nejrůznějšími technickými vymoženostmi, které jsou pro ně naprosto běžné a samozřejmé a z tohoto důvodu by je měli nacházet i ve školní třídě během výuky.

Diplomová práce se zabývá využitím interaktivní tabule ve výuce anglického jazyka na druhém stupni základní školy a je rozdělena do dvou částí, teoretické a praktické. Jejím hlavním cílem je zjistit, jakou roli tato didaktická technika hraje v hodinách anglického jazyka se svými potenciálními výhodami či nevýhodami.

Po úvodní části práce následuje kapitola, která se věnuje nejen interakci jako pojmu, ale především její důležitosti v edukačním procesu. Interakce je zde popsána také v souvislosti s rozvojem komunikativní kompetence, tedy cílem výuky anglického jazyka. Poslední část této kapitoly charakterizuje tabuli jako interaktivní učební pomůcku a to jako rozmanité medium pro zprostředkovávání informací, dále pak její vhodnost ve výuce žáků, jak mentálně tak fyzicky postižených, a do třetice interaktivní tabuli jako přirozenou učební pomůcku dnešního žáka.

V následující kapitole je interaktivní tabule sledována od počátku svého vzniku a dalšího vývoje a rovněž i z hlediska technických parametrů. Jsou zde uvedeny a popsány její nejdůležitější komponenty a na jaké bázi celá tabule funguje, některé její funkce vybrané dle autorova zvážení vhodnosti využití ve výuce a vlastní zkušenosti. Deskripce

typů používaných technologií při výrobě tabule a porovnání tří interaktivních tabulí uzavírá tuto kapitolu.

Další kapitola nastiňuje některé výhody a nevýhody interaktivní tabule ve vzdělávání, v různých předmětech, a to jak z pohledu žáka, tak i učitele. Tyto informace jsou posbírány z výzkumných studií dostupných online vzhledem k nedostatku knižní literatury na toto téma. Nicméně se tyto informace opírají o poznatky zkušených pedagogických činitelů.

A protože cílem této diplomové práce je role interaktivní tabule ve výuce anglického jazyka, je této problematice věnována následující kapitola. Opět je zde výčet výhod a nevýhod této technické pomůcky, které rovněž pocházejí z výzkumných prací a odborných článků a jsou doplněny o zkušenosti autora diplomové práce z důvodu nedostatečnosti dostupné literatury. Důležitým faktorem v tomto procesu je opět žák i učitel.

Poslední kapitolou teoretické části diplomové práce je její závěr, ve kterém jsou poznatky sumarizovány.

V praktické části práce je proveden empirický výzkum, který se odehrál na základní škole za pomoci vhodných výzkumných metod a nástrojů. Cílem výzkumu je prokázat nebo vyvrátit tvrzení některých autorů odborných článků a výzkumných studií týkajících se výhod a nevýhod interaktivní tabule při výuce anglického jazyka, tedy její roli během vzdělávacího procesu.

Po krátkém úvodu do výzkumné části a zmínění jednotlivých kroků celé procedury výzkumu následuje vytyčení cíle a charakteristika výzkumných otázek založených na poznacích vycházejících z teoretické části. Výzkumné otázky jsou zaměřeny na žáka a jeho vnímání interaktivní tabule v hodinách anglického jazyka, a proto se žák stává hlavním zdrojem informací celého empirického výzkumu.

Kapitola o výzkumné metodologii nastiňuje důvod výběru kvalitativní metody ohniskových skupin a zároveň ji porovnává s metodou skupinového rozhovoru. Táž kapitola také popisuje výzkumný nástroj, jímž se stal reflektivní diář, který svými údaji doplňuje ohniskové skupiny a dodává tak výzkumu na hodnověrnosti.

Metodě ohniskových skupin je věnována celá následující kapitola z důvodu její nižší frekvence používání a zároveň jsou zde čtenáři přiblížena některá pozitiva a negativa tohoto způsobu sběru dat.

V další kapitole jsou popsány základní relevantní informace týkající se prostředí samotného výzkumu tzn. nejen základní škola jako taková, ale i třída, ve které se vyučovalo, a vedly diskuse obou ohniskových skupin. Školní vzdělávací program je nedílnou součástí vzdělávacích dokumentů, a proto je zde též charakterizován. Spolu se školním vzdělávacím programem je zde popsán obsah vyučovacího předmětu anglický jazyk pro 7. ročník. Důvodem uvedení těchto vzdělávacích dokumentů je fakt, že na jejich základě byla vytvořena a zrealizována série vyučovacích hodin anglického jazyka za použití interaktivní tabule právě v 7. ročníku základní školy. Dále se v této kapitole nachází stručný popis navržených hodin a jejich cíl ve vyučovací hodině.

Následující kapitola se zabývá postupem sběru dat. Důležitou fází výzkumu je podle Morgana její přípravná fáze, dále pak výběr respondentů do ohniskových skupin a samotná struktura i charakter diskuze. Jelikož pro realizaci série vyučovacích hodin byl vybrán 7. ročník, žáci přítomni na těchto hodinách se také stali účastníky ohniskových skupin. Byly vytvořeny dvě ohniskové skupiny, skupina chlapců a skupina dívek. Pro každou z diskuzí byla poskytnuta jedna klasická vyučovací hodina, obě diskuze byly vykonány ve stejný den a po sobě jdoucí. Na začátku každé diskuze byli žáci seznámeni s otázkami, ke kterým se mohli v průběhu sezení vyjadřovat. Strukturovaná povaha diskuze zaručila zodpovězení všech potřebných otázek. Badatelem i vyučujícím byla autorka diplomové práce.

S analýzou nasbíraných dat se vypořádává další kapitola, ve které je nastíněn její celkový postup. Nejprve je charakterizována metodologie zakotvené teorie a její princip. Poté je popsána technika otevřeného kódování, která byla vybrána pro vyhodnocení nashromážděných informací. V analytické části kapitoly jsou data utříděna, evaluována a krátce sumarizována. A jak už bylo zmíněno výše, úryvky z reflektivního diáře byly promítnuty mezi zkoumaná data, aby poskytly nejen pohled vyučujícího, ale také hodnověrnost výstupů.

Předposlední kapitola praktické části sumarizuje výsledky výzkumu a dále komentuje pravděpodobné příčiny takových závěrů. Jsou zde zmiňovány doporučení pro další výzkumné práce či nastínění nedostatků, kterých by se autorka diplomové práce příště vyvarovala.

Finální kapitola této části se věnuje jejímu shrnutí s ohledem na vzniklé výsledky empirického výzkumu.

V poslední kapitole diplomové práce se nachází její celkový závěr, který charakterizuje jak poznatky teoretické části, tak výsledky části praktické.

Diplomové práce se zabývala využitím interaktivní tabule ve výuce anglického jazyka. Z výsledků empirického výzkumu praktické části lze roli této didaktické techniky hodnotit jako velmi přínosnou, přičemž teoretická část diplomové práce se stala podkladem pro vzniklé výzkumné otázky, které se týkaly zejména pohledu žáka samotného. Získané poznatky ukazují, že interaktivní tabule začleněna do výuky může přinést pozitivní výsledky, ale je třeba ji vhodně používat, což samozřejmě nejvíce záleží na učiteli samotném. Pedagog rozhoduje o tom, jak tabuli nejen využít, ale také kdy ji do výuky zařadit. V další fázi tohoto procesu se objevuje žák, který si skrze interaktivní tabuli nabídnuté informace tříbí a osvojuje. Motivovat žáka je mnohdy velmi náročné, ale s pomocí interaktivní tabule se tato nesnadná záležitost může změnit, hodiny se dají navrhnout zábavně a široká škála výběru dostupných internetových zdrojů tomu může napomoci, což také přispívá k celkové aktivitě žáka v hodině. Jednou z dalších výzkumných otázek bylo zjistit, jak interaktivní tabule obstojí v roli pouhé tabule se zápisem. Z výpovědí je zřejmé, že žáci velmi ocení čitelnost slov a přehlednou strukturu textu s možností změny písma i barev, což napomáhá k celkové přehlednosti a důležitosti informací. Výzkum také prokázal, že interaktivní tabule plní důležitou funkci během poslechových cvičení. Žáci nejčastěji uváděli propojení obrazu se zvukem, což jim poskytlo možnost se do poslechu opět zapojit a mnohdy i dokončit. Jako poslední téma role interaktivní tabule ve výuce anglického jazyka byla její funkce během aktivit zaměřených na mluvený projev žáka. Interaktivní tabule nezaznamenala větší úspěšnost v těchto aktivitách než ostatní pomůcky, se kterými přišli žáci do styku. Důvodem takového hodnocení je fakt, že tabule nedokáže s žáky komunikovat, což je zřejmé z výpovědí respondentů.

Výzkumný proces potvrdil, že interaktivní tabule je účinná didaktická technika, která napomáhá pedagogovi vytvořit pozitivní klima pro výuku a zároveň žákovi podat

informace zajímavou formou. Technologie je zkrátka součástí dnešní doby a proto má i své místo ve vzdělávání. Diplomová práce nastiňuje některé potenciály interaktivní tabule ve výuce anglického jazyka a snad usnadní práci těm, kteří se ji pokouší integrovat do výuky nejen anglického jazyka, nebo naopak podpořit ty, kteří její integraci zvažují.

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11. APPENDIX

1. SEP – Language and communication through language, foreign language for 2nd stage of basic school
2. SEP – English language of 7th class
3. Lesson 1 – Simple past tense and the lesson plan
4. Lesson 2 - London's sightseeing and the lesson plan
5. Lesson 3 – Comparative and superlative adjectives and the lesson plan
6. Lesson 4 – Work place vocabulary and the lesson plan

APPENDIX 1: SEP – Language and communication through language, foreign language
for 2nd stage of basic school

Anglický jazyk

Charakteristika vyučovacího předmětu na 2. stupni

Časová dotace: 3. až 9. ročník 3 hodiny týdně

Ve vyučovacím předmětu **anglický jazyk** využíváme pro utváření a rozvoj klíčových kompetencí zejména strategie, které mají žákům umožnit:

Výchovné a vzdělávací strategie

Kompetence k učení

Učitel vede žáky:

- k poznávání smyslu a důležitosti získat schopnosti komunikovat anglicky pro další studium i praktický život,
- aby propojovali probraná témata a jazykové jevy,
- samostatně vyhledávali informace z různých zdrojů a kombinovali je.

Kompetence k řešení problémů

Učitel navozuje situaci, aby se žáci

- cítili uvolněně při řešení jednoduché problémové situace v cizojazyčném prostředí
- nebáli mluvit anglicky s cizím člověkem
- snažili popsat obsah myšlenky, chybí-li slovní zásoba

Kompetence komunikativní

- práce ve skupinách je založena na komunikaci mezi žáky a jednoduchém sdělení v anglickém jazyce
- učitel vede žáky k formování myšlenek v písemné i mluvené formě

Kompetence občanské

- při různých aktivitách žáci získávají představu o zvycích v anglicky mluvících zemích a porovnávají je se zvyky našimi
- respektují názory jiných

Kompetence pracovní

- učitel vede žáky k samostatné práci s dvojjazyčným slovníkem (i elektronickým) a efektivní organizaci své práce

Cíle:

- motivovat žáky k zájmu o anglický jazyk, učit se vnímat a napodobovat melodii a rytmus anglického jazyka
- vést k pochopení významu znalosti anglického jazyka pro osobní život
- poznávat a prakticky používat základní pravidla výslovnosti
- činnostní formou naučit žáky základní slovní zásoby z jim blízkých oblastí
- rozumět jednoduchým pokynům v anglickém jazyce a reagovat na ně
- vytvářet a obměňovat jednoduché rozhovory, nacvičovat konverzační celky i mezi více osobami
- vést žáky k získání schopnosti číst s porozuměním jednoduché texty, naučit hlasitému čtení textů se správnou výslovností a intonací a s textem pracovat
- cvičit orientaci ve slyšeném textu
- používat písemnou formu práce s textem
- seznamovat se základními gramatickými pravidly
- aktivní účastí ve výuce anglického jazyka vést žáka ke schopnosti jednoduše komunikovat s využitím poznaných slov a frází
- prohlubovat poznatky o anglicky mluvících zemích

APPENDIX 2: SEP – English language of 7th class

Předmět: Anglický jazyk		Vzdělávací oblast: JAZYK A JAZYKOVÁ KOMUNIKACE			Ročník: 7.
Rozpracované výstupy		Učivo	Mezipředmětové vztahy	Průřezová témata	Poznámky (možné evaluační nástroje)
Žák <ul style="list-style-type: none"> – čte nahlas a foneticky správné texty přiměřeného obsahu – sestaví rodinný rodokmen – sestaví projekt o svém dosavadním životě 	<p>Přítomný a minulý čas prostý – ago, last week, often, sometimes, always.... Vyjádření pozitivních, neutrálních a negativních emocí Vyjádření žádosti, její přijetí a zamítnutí Rozšíření slovní zásoby o rodině Užití předmětových tvarů osobních zájmen</p>	<p>Občanská výchova Rodinná výchova</p>			
<ul style="list-style-type: none"> – odvodí pravděpodobný význam nových slov – vytvoří interview se smyšlenou osobou – povídá o svých oblíbených sportech – vytvoří projekt o vlastní nebo fiktivní rodině 	<p>Přítomný čas prostý Sporty, volnočasové aktivity, like +ing Běžné konverzační otázky při seznamování Tvorbě složených sloves s have Rozdíly v používání přítomných časů, frekvenční příslovce Tvorbě souvětí, spojky Rozdílné zvyky v českých a anglických rodinách</p>	<p>OSV komunikace, poznávání lidí EGS Jsme Evropané – rozdíly v českých a anglických rodinách</p>			
<ul style="list-style-type: none"> – rozumí jednoduché, zřetelně vyslované promluvě a konverzaci – jednoduchými větami vyjádří své plány do budoucnosti – vytvoří projekt o fiktivních změnách v budoucnosti – porozumí jednoduché konverzaci o fiktivní budoucnosti 	<p>Budoucí čas will, will not Vyjádření žádosti, nabídky, okamžitého rozhodnutí a naděje. Slovní zásoba dopravních prostředků a cestování Predložky místa Reakce na žádost</p>				
<ul style="list-style-type: none"> – používá dvojjazyčný slovník, vyhledá význam slova ve vhodném výkladovém slovníku 	<p>Četba autentického materiálu</p>	<p>EGS Evropa a svět nás zajímá – četba amerického a britského tisku</p>			

Vzdělávací oblast: JAZYK A JAZYKOVÁ KOMUNIKACE
Předmět: Anglický jazyk
Ročník: 7.

Rozpracované výstupy	Učivo	Mezipředmětové vztahy	Průřezová témata	Poznámky (možné evaluační nástroje)
<ul style="list-style-type: none"> - vyjádří co se dělo v konkrétní dobu v minulosti - vytvoří jednoduchý detektivní příběh s využitím slovní zásoby o bydlení 	<p>Minulý čas průběhový Rozdíl v časových pásmech v různých částech světa Názvoslovní zemi a kontinentů Předložky času Vyjádření emocí Slovní zásoba – části domů, zařízení bytu Tvorba ustálených vazeb</p>	<p>Zeměpis, práce s mapou</p>		
<ul style="list-style-type: none"> - sestaví jednoduché (ústní i písemné) sdělení týkající se života v rodině i ve škole 	<p>Neformální dopis Přítomný, minulý i budoucí čas</p>			
<ul style="list-style-type: none"> - jednoduše popovídá o Velké Británii a popíše významná místa v Londýně - popíše cestu ve vlastním i cizím městě - vytvoří projekt o významných místech a historii Londýna 	<p>Slovní zásoba paměťtichosti Londýna Užití určitého členu the s názvy míst Pravidla používání členů Orientace ve městě, předložky, ustálená slovní spojení Přivlastňovací zájmena Stupňování přídavných jmen</p>	<p>Zeměpis</p>	<p>MKV <i>multikulturalita</i> – divadlo s rodilými mluvčími</p>	
<ul style="list-style-type: none"> - vyžádá jednoduchou informaci - stručně reprodukuje obsah přiměřeně obtížného textu a konverzace 	<p>Otázky, předložky Povolání</p>			
<ul style="list-style-type: none"> - používá jednoduché věty v předpřítomném čase - vytvoří jednoduchý rozhovor(návrh, rozhodnutí) 	<p>Předpřítomný čas, přítomné minulé nepravidelných sloves Already x not yet since x for ever x never Ustálené vazby</p>			
<ul style="list-style-type: none"> - ústně i písemně vyjádří názor na oblíbený film, herce, knihu - jednoduchým způsobem popovídá o New Yorku 	<p>Slovní zásoba týkající se filmů a knih</p>			<p>Zeměpis</p>


Vzdělávací oblast: JAZYK A JAZYKOVÁ KOMUNIKACE
Ročník: 7.


Předmět: Anglický jazyk

Rozpracované výstupy	Učivo	Mezipředmětové vztahy	Průřezová témata	Poznámky (možné evaluační nástroje)
<ul style="list-style-type: none"> - ústně i písemně vyjádří školní řád - vytvoří projekt ideálního školního řádu 	<p>Modální slovesa must – have to, can, cannot, mustn't Frázová slovesa</p>			
<ul style="list-style-type: none"> - vytvoří myšlenkovou mapu - dokáže pojmenovat a používat velká čísla - stručně reprodukuje svůj sen 	<p>Předpřítomný a minulý čas Kombinovaná slovesa Zájmena: somebody, something..... Anyone, anyone....., nobody, nothing. Opakování mluvnice</p>			
<ul style="list-style-type: none"> - vytvoří projekt o známé osobnosti 				

APPENDIX 3: Simple past tense and the lesson plan

Proč přišla tak pozdě?

A Where did she come? C Why did she come so late? 

B Why does she come so late? D Why did she came so late? 

Fill in the gaps 

Last year I my holiday in Ireland. It great. I around by car with two friends and we lots of interesting places. In the evening we usually to a pub. One evening we even, some Irish dances. We very lucky with the weather. It..... a lot. But we some beautiful rainbows. Where your last holiday?

Make questions in the past

1. go/by car/you/to London?

.....

5. hungry/you/bc/last night?

.....

3. best/his/meet/friend/he?

..... Did he meet his best friend?

4. she/at home/be/yesterday?

.....

2. you/a good weekend/have?

.....

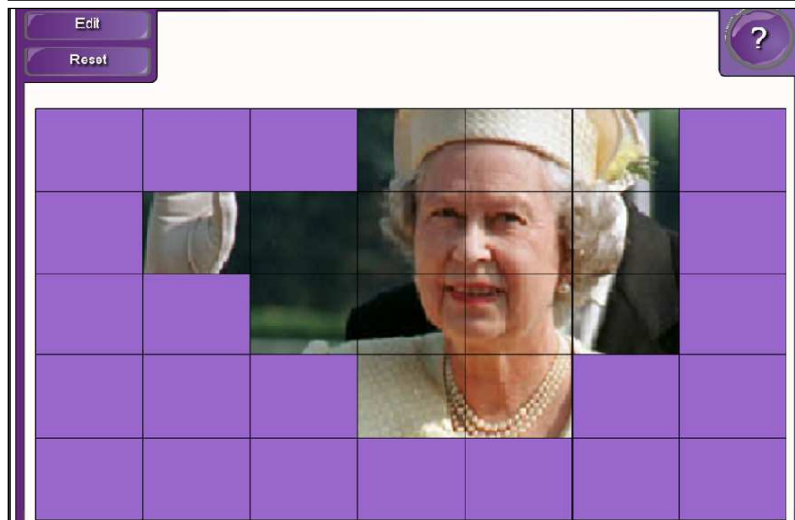
Lesson plan: Simple past tense

Class: 7th A/B Date: 10.1.

Overall aim: revision of regular and irregular verbs

Activity	Material + aids	Time required	Interaction pattern	Objectives
- <i>warm up</i> - - write down verbs in past tense in 2min	- a piece of paper	3-4min	Individual work	- recalling the forms of verbs in simple past tense
- multiple choice exercise	IWB	5min	Individual work	- practising of simple past tense by choosing a correctly translated sentence
- fill in the gaps exercise	IWB	7min	Individual work	- text comprehension with gap filling
- division on regular and irregular verbs	IWB	10min	Individual work	- recognition of regular and irregular verbs
-make questions in simple past tense	IWB	10min	Individual work	- ordering in simple past tense questions
- create past tense form for given verbs	IWB	10min	Pair work	- revision of verbs in past tense form

APPENDIX 4: London's sightseeing and the lesson plan



Listening - London's tourist attractions

1. Which of the tourist attractions have been named?

	YES	NO
The houses of parliament	✓	
Big Ben	✓	
Westminster Abbey	✓	
Tower of London		✓
Hyde park		✓
London Eye	✓	

2. West End: what is it a home of?

	YES	NO
shopping	✓	
night life	✓	
furniture		✓
fashion	✓	
reastaurants	✓	

<http://www.youtube.com/watch?v=naRTQ10rgM>

3. What is the name of the newest bridge in London?

Millenium bridge

Lesson plan: London's sightseeing

Class: 7th A/B Date: 12.1.

Overall aim: listening with IWB

Activity	Material + aids	Time required	Interaction pattern	Objectives
<ul style="list-style-type: none"> - <i>warm up</i> - brainstorming of any London sightseeing or a famous person 	-	3-4min	Individual work	<ul style="list-style-type: none"> - recalling of popular places and people in London
<ul style="list-style-type: none"> - Uncovering of picture fields with London's sightseeing and famous people (8slides) 	IWB	15-20min	Group work: girls vs. boys	<ul style="list-style-type: none"> - recognition of London's most popular people and places
<ul style="list-style-type: none"> - Listening activity 	IWB	10-12min	Individual work	<ul style="list-style-type: none"> - improve listening skill
<ul style="list-style-type: none"> - Speaking activity: pupils choose their favourite place or person and discuss it 	-	5 - 8min	Individual work	<ul style="list-style-type: none"> - develop speaking skill connected to the topic

APPENDIX 5: Comparative and superlative adjectives and the lesson plan

- identify the adjectives:

It is a beautiful day.
Prague is a popular city in Europe.
She is a wonderful person.

- find the rules:

Today it is a more beautiful day than yesterday.
The butcher is more favourite than the greengrocery.
She is even more wonderful than before.

- find the rules:

It is the most beautiful day of the week.
The butcher is the most favourite shop of my dad.
The most wonderful person is my mum.

Practice: Drag the adjectives into the proper column.

meaner humorous meanest fast calmer fastest
funniest mean funnier calmest funny calm
saddest more humorous faster prettiest
prettier pretty most humorous

Basic Adjective	Comparative	Superlative

PRAVIDLA PRO STUPEŇOVÁNÍ krátkých (1-2 slabičných) PŘÍDAVNÝCH JMEN:

1. přídavné jméno končící na **y** se změkčí na **i** a přidá se **-er** nebo **-est**

funny funnier funniest

2. zdvojit souhlásku jestliže slovo končí na samohlásku následovanou souhláskou a přidej **-er** nebo **-est**

big bigger biggest

3. přídavné jméno končící na **e** -e se odstraní a přidá **-er** nebo **-est**

pale paler palest


Lesson plan: Comparative and superlative adjectives
 Class: 7th A/B Date: 17.1.
 Overall aim: learn the rules of new grammatical aspects

Activity	Material + aids	Time required	Interaction pattern	Objectives
- <i>warm up</i> - name any adjectives you know - identification of adjectives in short sentences + the rules for comparing in English	-	3-4min	Individual work	- recalling what adjectives actually are
- exercise in which pupils classify various adjectives	IWB	10min	Pupils can work in pairs or individually	- inductive teaching: pupils identify grammatical rules
- note copying	IWB	12-15min	Individual work	- classification of adjectives according to the rules
- practising: teachers asks individual pupils by saying any adjective to be compared	IWB	7min	-	- register of new grammatical items
	-	8min	Frontal teaching	- practising of the new grammar

APPENDIX 6: Work place vocabulary and the lesson plan



READ and FILL IN



objects plane other
 enter floods wear

Firefighters **protect** people and property from fire. Firefighters must be **strong** enough to handle fire fighting equipment and to carry people who are hurt or **injured** in a fire. Sometimes they must _____ a burning building to rescue people. Firefighters _____ special clothing when they work. The clothes protect them from flames, heat, and falling _____. Firefighters help people in _____ emergencies, too. For example, they rescue people who have been in a car, train, or _____ accident. Firefighters also help people in times of _____, earthquakes, and other disasters.

Wheel of Fortune

astronaut
 doctor
 vet
 teacher
 pilot
 farmer
 firefighter
 dentist
 artist
 dancer
 carpenter
 police officer

Lesson plan: Job vocabulary

Class: 7th A/B Date: 19.1.

Overall aim: Job vocabulary – to be able to simply describe various jobs

Activity	Material + aids	Time required	Interaction pattern	Objectives
- <i>warm up</i> – - teacher describes a person on the board - pupils label the jobs	IWB	3min	Frontal teaching	- spoken word comprehension
- career cluster exercise	IWB	7min	Individual work	- pupils divide various jobs into their groups
- read and fill in exercise	IWB	10min	Pair work	- text comprehension
- Whose job is it? pupils match short job description to three main jobs	IWB	10min	Group work	- short label comprehension
- Wheel of fortune: pupils spin the wheel and describe the occupation they chose	IWB	12-15min	Individual work	- practising of short job descriptions