INTERACTIVE WHITEBOARD IN TEACHING ENGLISH TO YOUNG LEARNERS

MASTER THESIS

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I declare that I wrote this thesis by myself and used only the literature listed.
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Introduction
"A new age demands a new paradigm!"
Walter McKenzie

"With the help of technology, teachers will be leaders in the transformation of education around the world." Craig R. Barrett

New technology has been developed that many people in the past have never dreamt of. Day after day, year after year, something new appears and we think that this must be the end. How far can people go and where are the boundaries? Thank to the experts from all over the world and their cooperation our lives have become more comfortable, easier and definitely more interesting. Schools are the environments where new leaders of evolitional teams start to be formed and technology used at schools has so much to say. However, teachers are those who have to stay current with the new technology and to be able to pass the knowledge on to their students. This paper will discuss one of the newest technical equipment, the Interactive Whiteboard (IWB), which is quickly entering schools and helping teachers with their work. The aim of this paper is not only to inform but primarily create some additional interactive whiteboard materials for educators teaching English as a foreign language at Primary schools. It will also look at some possible advantages and disadvantages of using IWB, how easy or difficult it is to use, how it influences students’ learning, what effect it has on their motivation, what are the designing criteria for these materials and what actually is so fascinating about it. The first part of the practical section of the paper will compare four different products created by four different publishing houses for the Interactive Whiteboard use. The second part will be based on two questionnaires. One of them was sent to primary schools’ English teachers and informs us not only about the relationship between the teachers and Interactive Whiteboards but also about the situation at schools. The second questionnaire was sent to some publishing houses and it brings us some data about their products, the process of creating IWB materials and some other interesting information.
The last but the most important part will consist of twelve interactive learning objects which may be used for not only introducing new topics but also and primarily for revision and practising vocabulary, grammar, speaking, writing etc. They will be based on course books Chit Chat 1 and 2 which are published by Oxford University Press therefore they will be topics based mostly.
1. Theoretical part

1.1 Young learners

Young learners are usually described as learners aged between 6 to 10 or 11 years old. According to Sarah Philips, “it is not so much the age that counts in the classroom as how mature they are” (1993:5). To teach this age group means to understand them, know what their attitudes, opinions and interests are. There are some characteristics which teachers should bear in mind when preparing activities and teaching young learners. The following are characteristics of young learners presented by Scott, Ytreberg, Philips, Halliwell and Moon:

- they are very curious and active
- they have a limited attention span
- they require interaction in learning
- they are very imaginative
- they prefer physical activities
- they learn by manipulating things
- they mostly rely on speaking
- they require praise in any form

Knowing these characteristics should help teachers teach young learners more effectively. For example, young learners learn best in a playful environment through games and actions. Their short attention spans means that teachers must explain things at the level of the young learner and be prepared to answer many questions and to repeat the instructions or reinforce them through actions and repetition. The teacher must guide young learners through the learning process as the learners are not able to determine what they need to learn and how to comply and follow rules. Sarah Philips claims that the activities prepared by teachers should not be complicated in order not to discourage children at this point. We should not forget what the abilities of this age group are so children feel the sense of achievement and satisfaction with their work. Listening activities such as songs, chants, rhymes with a great amount of repetition are highly important. Philips says that:

“The kinds of activities that work well are games and songs with actions, total physical response activities, tasks that involve colouring, cutting and sticking,
simple, repetitive stories, and simple, repetitive speaking activities that have obvious communicative value”. (7)

1.2 What is expected from a language teacher?

According to the above mentioned characteristics teachers should be able to adapt their teaching and let pupils enjoy the process of learning. The following are some suggestions adapted from publications by Scott, Ytreberg, Philips, Halliwell and Moon:

1. Motivation is very important in order to attract pupils’ attention.
2. Involve movement. Total physical Response learning is typical for young learners. Movement is a natural part of them and they do not notice the learning process.
3. Use as many objects and colourful pictures as possible.
4. Play with a language – pupils need to use the language. Let pupils create their own rhymes, sing songs together, use literature – short stories, fairy tales, poems etc.
5. All four skills are important for the pupils’ understanding the language. Be patient while teaching reading and writing although they are very much time consuming and often very unpopular with learners.
6. Variety is necessary since pupils at this age are not able to concentrate for a long period of time. The variety should mean changing not only activities but also pace, organization, methods etc.
7. Be systematic and have routines to follow. It is important that pupils know what to expect. They like familiar activities; they like to repeat songs, rhymes, games etc.
9. Use the target language whenever possible so the pupils can benefit from it. The more input they get the more they may remember.
10. Find time for feedback usually after finishing an activity and/or at the end of the lesson to summarize and evaluate pupils’ progress and effort.
1.3 Motivation

Firstly, motivation can be defined in many ways, but when referring to teaching and learning it may be described as:

A person's reason for doing something, in this case, a reason for learning. Educators commonly speak of motivation as extrinsic (from an external source) or intrinsic (from internal desire). Motivation may be a personal characteristic such as curiosity, a feature of the situation such as a teacher's enthusiasm, or a goal to be achieved such as a grade or a specific skill. In general, motivation is the results of a complex interaction between intrinsic and extrinsic influence and goals and the situations or setting in which action occurs (Leah Davies).

Penny Ur says that motivation as an abstract word is not easy to define. She claims that teachers should think of the term ‘motivated learner’. This is someone who wants to put some effort in his learning in order to gain knowledge of new facts. (274) Young learners are children at primary level, usually at the age of 6 to 10. This is a heterogeneous group with different kind of motivation for learning. It mostly depends on teachers how they introduce the subject they teach and how they attract their attention. Generally speaking, these children are very curious; anxious to find out how things work and what they are for. According to Jeremy Harmer (7) this curiosity is itself motivating. Nevertheless, they are not able to concentrate for extended period of time, so it is important to change and vary the activities. The Harmer also proposes that children “need to be involved in something active and need to be appreciated by the teacher”. (7) Teachers are partly responsible for children’s motivation so knowledge of children’s needs is essential in order to be an effective teacher. Materials, approaches, forms and methods they choose influence children’s motivation and willingness to learn, to cooperate, and to come to school because they want to not because they must. Penny Ur and Leah Davies give some ideas about how to motivate children, what they expect and the implications for teachers. They suggest that in order to increase their motivation the children:

- should be aware of the aims of each activity they do
- require interesting topics and tasks which have the solution
- need to manipulate things, examine them, and work with them, which means that teachers should provide children with resources that invite exploration
- need games
- want entertainment and also have fun
- need to know that the knowledge they achieve will be useful for their future life
- should work in a sensitive and encouraging environment
- expect teachers to treat each of them fairly
- need changes
- need to know that the failure does not mean that they are bad people
- expect to be taught how to learn
- require rewards – praise them as much as possible
- want to try new techniques, machines and everything which is offered on the market

IWB may offer almost everything which is mentioned in the list above. In an interactive way pupils either individually or in groups or teams practise all the skills and their motivation for learning a language might increase.

1.4 Our memory

Many psychologists work with human memory and try to find the best solutions for people to remember as much as possible for quite a long time. One of them was Edgar Dale¹, who created “A Cone of Learning”:

¹ Edgar Dale was a U.S. educationalist
Dale’s "Cone of Learning" suggests that after two weeks people tend to remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say and 90% of what they say and do. This means that doing something and being involved actively make us remember the most important things. IWB’s materials, if created according to some rules, may also result in remembering quite a lot.

"Tell me and I'll forget. Show me and I'll remember. Involve me and I'll understand."

Confucius

1.5 Short activities in language classes

As suggested previously for young learners in order to be successful the need of changing activities is almost a must. There are many publications dealing with young learners on the market so it is only time teachers should invest to find the one which may suit their needs and search for some activities which they will be able to adapt for various topics and grammar issues. The Internet is also a great resource for those who prefer working with computers rather than books. What is
more, there are many ideas and suggestions from teachers from all over the word who have been using these activities so they may even suggest some possible problems which may appear and other teachers should be aware of. The IWB software enables teachers to adapt all those short activities and turn them into interactive ones although it is very much time consuming. On the other hand, once a teacher puts some effort into this changes s/he is able to use them over again without copying or other preparation time. Further information on short activities and many examples may be found in the practical part of this work. Penny Ur and Andrew Wright are well – known authors who have been interested in young learners learning a foreign language for a long time. One of their publications is called “Five-Minute Activities” and it contains more than a hundred ideas which needs only little or even none preparation and may be used as well as with young learners, with older students too. They explain that short activities which may enrich lessons are needed as:

- warm ups to begin the lesson and motivate the students
- vocabulary revisions
- activities which may easy the situation after a difficult or complicated part
- activities to quickly change topics
- activities just to relax or have some fun and amusement (1992:x)

It may seem that because these short activities last for only a couple of minutes they are with no learning value. The opposite is true. The authors claim that games such as hangman are not a part of this book because these games and activities in which a whole class spends time over the spelling of a single word do not have much of a learning value although pupils practise spelling they really love them. Therefore they should not be omitted. The aim of any short activities should be to extend knowledge, practisie vocabulary, grammar structures and at the same time still enjoy ourselves and the learning process. (xi)

Most skilled teachers have been using short activities in their classes in order to enrich the learning and also to easy the atmosphere and let pupils enjoy and experience the language. Most of these activities may be used with but also without IWBs. They are games such as bingo, various crosswords, Tic Tac Toe, Guess a word etc. The list is endless and it is only a teacher’s willingness to think about them and use them with their pupils.
The following practical part consists of some learning objects in which teachers may find not only some of above mentioned short activities but also many others.

1.6 What is an interactive white board?

The first interactive white board (IWB) system was created more than 18 years ago. Since then, it has been used by a large number of enthusiastic teachers in many countries all over the world. What is more, the number of people is still increasing. IWB is a technical instrument which may be either placed on the wall or on a cart with small portable wheels so that it can be placed anywhere in the classroom or even moved from one room to another. It requires a connection to a computer and data projector as well as operating software, which enables teachers to create their own teaching materials. We may say that we are able to attract students’ attention only by combining the opportunities which are offered by computers with the simplicity of the whiteboard. There are more types of IWB but two of them are widely spread in the Czech Republic. The first has a hard surface and requires special pens to write on and the second has a soft surface and pupils can easily write with their fingers on them. Currently, there are three major manufactures of IWB. They are SMART Technologies, which developed Smartboard, the second is Promethean, developer of Active Board, and Hitachi, maker of Hitachi DUO Interactive Whiteboard. Until recently, the first two boards mentioned worked on their own, using their own software, and there was not possibility to create some materials on Smartboard and use them with Active Board. Thanks to an agreement of these two companies, teachers are able to take the most from both of the boards. Interactive boards present data to the whole class and enable students to work with them. They help present new topics in a very interesting, challenging and attention attracting way (Smart Technologies ULC).
1.7 IWB and motivation

Teachers have been using computers for their teaching purposes for some time now. Since the average age of primary school teachers is 42.5, (Mladá Fronta Dnes) it means that most teachers started using computers later in their teaching careers and generally require training in order to become at least equal in ability to their students.

Taking this into account, the Czech Ministry of Education has introduced a programme which should help to spread the use of computers and interactive boards not only in school computer laboratories, but also in other classrooms. Teachers are supposed to pass a certain level of computer skills and prove that they are able to use computers at work. As mentioned above, new techniques and information technologies belong to a group of motivating factors in a highly positive way. Many teachers give feedback on using IWBs directly to the IWBs producers so here are some of their ideas:

- it encourages active student participation in a learning activity
- it lets students become teachers and educate their peers with a help of a tool they really like and seem to know a lot about
- students are occupied with learning
- It allows watching a video and playing with it. It may be paused many times, re-played and concentrate on details. There is also time to have a classroom discussion, survey or analysis before discovering correct answers.
- it offers the possibility of recording a lesson and work with the recording afterwards
- it is a great tool for visual learners because of the large screen
- it is very easy to use either with a special pen or fingers

(The Wired Classroom)

Having mentioned some positive feedback about IWB does not mean that classical methods are wrong and we should completely forget about them. We can learn about different approaches such as Total Physical Response (TPR), the grammar – translation method, direct method, audio-lingual method, task-based learning, communicative language learning, lexical approach, suggestopedia etc. All the approaches mentioned above were introduced many years ago and have
been in use since then. Each of them has some advantages and disadvantages but we are not able to say which the best of them is. Living in the 21st century allows us to acquire a language with the help of not only the old methods but also the new ones. IWB should be definitely one of them. Many teachers, especially teachers working abroad, have been using IWB for some time now. In radio programmes called Innovation in Teaching the presenter, Warrill Grindrod, says that these “series look at the technologies and methodologies that change the way we learn and the way we teach” (British Council and BBC). The introduction part talks about the innovations in general and Jeremy Harmer, ELT author and material writer presents his ideas of this phenomena. According to him, a word “innovation” means “something new, which means new ideas to change things for better”. He claims that “if we look at all the language teaching methods which are used all over the world by different teachers at different levels, we cannot say that all of them are “100% successful”. Therefore, it is very important “to keep looking and searching to find ways to make teaching and learning better”. (Jeremy Harmer) New technologies may help educators to bring the outside world to the classroom and more importantly “change the way we see things and make the relationship between teachers and their students better” (Jeremy Harmer). On the other hand, they should not change the way we do things” (Jeremy Harmer).

1.8 What do IWBs offer?

Computers came into our lives and we have been using them since then for various reasons. The majority of people use them for working purposes, to communicate with people all over the world, small children can play games, watch films, listen to songs, older children use them for learning purposes and having access to the Internet enables all of us to even greater amount of different activities. How can IWB be used at school? As previously mentioned, IWB has to be connected to the computer and data projector. Each school has access to the Internet which offers unlimited ways of using IWBs in the classroom.

According to some experts, teachers, IWB producers and my own experiences, below is a list of ideas and reasons for using IWBs:
1. They support students’ motivation by allowing them to come to the front of the class and demonstrating their knowledge to other students by completing a diagram, a sentence, a picture etc.

2. IWBs connected to the Internet should be used for showing children reality or real situations. For example when learning about animals, it is highly recommended to show children not only pictures of them, but also their lives at Zoos thanks to web cameras which are installed there.

3. Pictures belong to every language class so instead of searching magazines and cutting them or printing them from the Internet it is easier to prepare them on the IWB and use them anytime we need to. The advantage of using them through the IWB is not only their size but also possibilities of using them in different games which any well - trained teacher can think of.

4. IWBs offer teachers to incorporate video clips, films, audio files such as songs, interviews, electronic microscopes, different websites etc. to their lessons plans. When talking e.g. about The British Royal Family teachers may visit their official and also many of unofficial Internet sites showing not only pictures but also short videos, articles about their life now and the historical events etc. Other very interesting topics for young learners are e.g. schools, everyday life, going shopping, free time activities, wild animals, festivals etc.

5. Games should be a part of every English lesson. Thank to IWBs and the Internet teachers may find many online games and let pupils play either as teams competition or ask individuals to come to the front and perform their best.

6. The whole lessons can be recorded and saved for further use in the classroom, send for review by students at a later time or for those who were absent from school.

7. Students are the most important parts in a process of learning and thank to IWBs they can easily become teachers as well as students. They can prepare their own materials to present interactively to their classmates.

To go over the main points, Warril Grindrod, the presenter of a radio series called Innovations, names an endless list of the way how to use IWBs. They are e.g.:

- "digital recourses
- graphics
Nevertheless, many teachers still hesitate and do not want to change their methodology, approaches and style of teaching. To help them overcome these limitations it may be useful to ask those who are successful with IWB to help and give advice any time they need it. It is also very essential to encourage them all the time and last but not least motivation plays a very important part too. Many experts recommend not keeping materials only for one's own purposes but also share them among the staff. Headmasters should be able to find enough money for IWB to become a regular part of each classroom although it is not necessary to use it in every lesson. Teacher should be well educated in other information technologies and should feel comfortable using them.

1.9 IWB and its advantages and disadvantages

It is obvious that any technical equipment may have not only a great potential but of course they may arise some problems. According to Gareth Davis\textsuperscript{2}, Sara Walker and Richard Falvian\textsuperscript{3} and other teachers, some of advantages of using IWBs are mentioned below:

- we should agree with the fact that “IWB brings everything together at one place, at one time with the use of authentic materials” (Gareth Davis)
- learning process does not depend on books
- they support kinaesthetic approach of learning
- they help visual learners

\textsuperscript{2} Mr Gareth Davies is a teacher trainer for Oxford University Press
\textsuperscript{3} Sara Walker and Richard Falvian are British Council’s teachers teaching in Kuala Lumpur, Malaysia
they offer the of use many graphics, animations, cartoon effects etc. which not only young learners but also adults would appreciate

they support the natural desire for education, to reach active participation of children in a process of education and also to have immediate feedback

the outside world and reality can easily be moved into the classroom

they can serve as a motivational tool

there is no need to photocopy every single handout so they are friendly to the environment

they allow not only to write, erase, enlarge and/or make smaller, circle or highlight words, phrases, images etc. but more importantly to save or print out students' or teachers' work

they are easy to use and to learn to use

they are healthier as there is not any dust from using chalk

they are “trendy” and “cool” as teenagers would say

they improve the social skills by having greater chances for cooperation and participation

the materials can be shared and re-used

Among possible disadvantages of using IWBs may be problems “as simple as not having the IWB switched on or problems with pens, various technical problems or technical hic-ups” (Sara Walker and Richard Falvian) which those who have been using IWBs regularly have definitely experienced. Some of these problems may also cause older teachers' unwillingness for using them. It has to be agreed with that teachers may enjoy using IWBs and therefore the lesson becomes a teacher centred. Many students like being in the centre of teachers' attention, they feel very comfortable with their performance and IWB offers them to prove it whereas the weaker students may be discouraged for various reasons. They may be shy; they do not know much about the topic or just do not want to be seen by the others. Along with above mentioned problems with IWBs there are also those considering time. Preparation for a 45- minute lesson is so time consuming. It may take more than 2 hours for one lesson. (see the following research)
Teachers should also be trained and educate themselves to maximize the IWB potential. Lastly, the cost of the IWB for one classroom is very high (e.g. £ 3000) compared to the traditional blackboards (Wikipedia).

1.10 What does research show about the use of IWB?

There have been numerous studies carried out on the use of information and communications technologies for educational purposes. One of them was done in 2003 by The British Educational Communications and Technology Agency (Becta), which is the Government’s lead agency for information and communications technology. In addition, there are seminars and conferences dedicated to the use and affectivity of IWB. According to research, there are three key benefits:

- “encourages more varied, creative and seamless use of teaching materials
- engages students to a greater extent than conventional whole-class teaching, increasing enjoyment and motivation”
- facilitates students participation through the ability to interact with materials on the board”

The paper also quotes a teacher, who has been using IWB for a variety of students including those with learning difficulties or other disabilities. He identifies and states that “the power of images and the capacity for collaboration is very significant in whiteboards’ impact on learning.” (Becta)

It has been found out that the positive effect of IWBs does not mean only to own them but it is a combination of teachers’ skills and the variety of approaches they use. On the other hand some problems have also been indicated. These may be as follows:

- teachers should be well trained in order to use the most of what IWBs offer
- teachers’ preparation time may increase
- some prepared materials may use only limited students’ interaction
- the possibility of IWBs losing their attraction and teachers resorting to conventional methods
Derek Glover and David Miller, members of the department of Education at University of Keele in the United Kingdom, have been interested in IWB for the last couple of years and have published numerous interesting articles and other publications. According to their research and having taken the previous facts about the problems of ITW into consideration, they found that there are three types of teachers in connection to IWB. They refer to them as:

- “Missioners” - those who are really interested in new technologies, use them all the time in their teaching and try to convince others to use them too
- “Tentatives” – those who underwent some training, have access to the rooms with IWB but are somehow afraid of them
- “Luddites” – those who underwent training, but are afraid of everything new and do not want to use their time and energy

The table shows "the ranking of the importance of advantages and problems in the use of interactive whiteboards". (Derek Glover and David Miller)

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Missioners</th>
<th>Tentatives</th>
<th>Luddites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced pupil interest</td>
<td>83</td>
<td>80</td>
<td>63</td>
</tr>
<tr>
<td>Motivation</td>
<td>49</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>Use of multimedia approaches</td>
<td>45</td>
<td>33</td>
<td>18</td>
</tr>
<tr>
<td>Flexibility of teaching method</td>
<td>16</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td>Effective learning</td>
<td>29</td>
<td>46</td>
<td>0</td>
</tr>
<tr>
<td>Improved teacher presentation</td>
<td>64</td>
<td>58</td>
<td>53</td>
</tr>
<tr>
<td>Improved structure of lessons</td>
<td>58</td>
<td>27</td>
<td>23</td>
</tr>
<tr>
<td>Flexibility of teacher response to individual need</td>
<td>33</td>
<td>56</td>
<td>40</td>
</tr>
<tr>
<td>Availability of lesson print-offs</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problems</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems of access</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Siting problems in rooms</td>
<td>13</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Preparation time</td>
<td>87</td>
<td>47</td>
<td>78</td>
</tr>
<tr>
<td>Technological ineptitude</td>
<td>53</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Pedagogic problems</td>
<td>25</td>
<td>13</td>
<td>32</td>
</tr>
</tbody>
</table>

Keele University
The above table shows how these three types of teachers see and rank advantages and problems in the use of interactive whiteboards. It is necessary to stress that Luddites are very sceptical about IWBs, so they do not see any affectivity in using them although they believe that they enhance pupils’ interest and their motivation in learning. According to the Becta research, Glover and Miller also identify three levels of IWB use:

- “to increase efficiency, enabling teachers to draw upon a variety of ICT – based resources without disruption or loss of pace
- to extend learning, using more engaging materials to explain concepts
- to transform learning, creating new learning styles stimulated by interaction with the whiteboard”. (Becta)

Another research has been done in the Czech Republic by a publishing House Fraus which was the organizer of The European Educational Publishers Group (EEPG) conference. It took place in April 2008 in Prague and different publishers from 14 European countries were presenting their products and discussing the situation with IWB at their schools. The research shows that out of 60 000 schools in the Czech Republic only 4 000 schools have at least one IWB which is unfortunately a very small number. The best situation is in Great Britain where there are IWB in almost all the classrooms. (Fraus)

The following graph clearly shows the situation in the Czech Republic.

![Graph showing the situation in the Czech Republic](image)

MirandaNet Fellowship is an E-community dealing with information technologies which are offered on the market and used in teaching and learning (MirandaNet). In 2000 a research interested in IWB evaluation and its integration
in schools was done in UK. Some interesting facts were shown. All the information is based on the previously mentioned research.

1. How valuable the IWB is within a lesson? 56% respondents claim that it is very useful and 11% cannot imagine their teaching without using it. About 33% teachers see at least some use in IWB.

2. The use of IWB on regular bases. 67% use IWB in every lesson and the rest of the respondents use it occasionally.

3. IWB and motivation. Most of the teachers, 78% of all of them, also agreed on the fact that IWB played a very important role in the terms of motivation.

At this point the last research which should be presented was done by Milan Hausner and his colleagues who are interested in new information technologies at schools, especially IWB. The research was done in 2005 and although only a small number of teachers participated it still has at least an informational value. Teachers were asked to complete a questionnaire presented on the Internet, to be specific on “Portál na podporu interaktivní výuky” www.veskole.cz. We can learn that the first impression of an IWB is quite high, 74% but a general impression after using IWBS for some time the number is even higher – 80%. Possible problems might appear when it comes to the preparation time. 62% of the respondents spend about 2 hours for preparing a lesson with the use of IWB and for 12% teachers it takes even more than 2 hours. When it comes to pupils' motivation, it might be complicated to measure it, but from a research we can see that 65% of the teachers think that pupils’ motivation increased significantly and 22% cannot say or prove the changes. We can see that most of the teachers have the impression of increased motivation (“Ve škole” – a portal for the interactive education support).

### 1.11 Designing IWB materials

IWB is new technical equipment which has not been on the market long. Nonetheless, we may be able to find some guides which show us how it works, what it does, how teachers can take advantages of it etc., but we are not able to

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4 Milan Hausher is a headmaster of Základní škola Lupáčova in Prague 3
find any theoretical materials for those who create learning objects for the IWB use. Nevertheless, some of these coursebook design principles may also apply to IWB materials.

Alan Cunningsworth is a well known author of the book called “Choosing Your Coursebook” in which he discusses all the important information about the rules for a successful course book in details. In this part, the paper will focus on the most important criteria for IWB materials adapted from the previously mentioned book.

1.12 Evaluation and selection

The course books converted into IWB materials should follow all the principles and rules which are important for the printed versions. What is more, they should have as many interactive features as possible as interactivity is their primary aim. As Cunningsworth suggests it is important that when choosing a course book some suggestions are taken into consideration. The following is a list of those I find similar with creating IWB materials:

- “the aim of the course book correspond closely with aims of the teaching programme and with the needs of the learners
- it is flexible and it allows different teaching and learning styles
- it is a good resource for students and teachers
- materials for vocabulary teaching are adequate in terms of quantity and the range of vocabulary
- the course book include materials for pronunciation work
- all four skills are adequately covered, bearing in mind a course aims and syllabus
- listening material is authentic
- materials for spoken English (role-play, dialogues etc.) are well-designed to equip learners for real-life situations
- techniques are suitable for the learners
- keys to exercises are given
- is it a good value for the money
- is the book attractive in appearance”

(1998:3)

According to the publication published by Milan Hausner and a collective of teachers at Základní škola Lupáčova from Prague, all learning objects should follow the principle called “DOMINO” (in Czech). Each letter stands for one feature which is further explained in this publication. These features may be understood as follows:
1. Dynamic
2. Original
3. Motivating
4. Interactive
5. Illustrative
6. Special

They claim that if a learning object fulfils it means and it is effective, pupils may only benefit from it. (2007:18, 2005:5)

1.13 The organization of the IWB material

It is well known that for someone learning a language the best way of remembering new words and grammatical structures is to use them and meet them in different contexts. Only after that they can be stored in the long-term memory. Cunningsworth suggests that a good course book has to have clear rules for recycling and reinforcement of all the new items (1998:28). Teachers are always reminded that it is necessary to start from familiar to new and from simple to more difficult or complicated. IWB materials should be designed by following the same principles. They should start with introducing new vocabulary, practise the words in many different ways and only after practise their usage in every possible way. Especially a young learner while acquiring a language needs to have all the senses involved and if possible, movements too. They need the repetitions in different ways so rhymes, songs, chants, poems, short stories and as many colourful pictures as possible will positively influence pupils’ learning (Scott and Ytreberg 5). According to the principles for teaching young learners, teachers should bear in mind that it is necessary to change activities often and the length of them should be appropriate for the age level (Scott and Ytreberg 5-6).

1.14 Vocabulary

According to Cunningsworth “vocabulary was a neglected area of foreign language teaching but it has gained its due recognition in the last few years” (1998:38). It is obvious that knowing the grammar rules perfectly but without
having a wide range of vocabulary it will be almost impossible to communicate. It is known and interesting at the same time that young learners who are not aware of grammar rules can communicate more effectively than their older students who control themselves all the time and therefore make more mistakes while speaking. (Cunningsworth 1998:38)

While designing a coursebook it is very important to select the appropriate rage of vocabulary learners will need and use in their communication at their level. Cunningsworth explains that many coursebooks suggest the way they choose the vocabulary and that frequency and usefulness play the most important role (1998:38). The book also offers some ideas how good vocabulary development activities should be designed. Here are a few suggestions for introducing and practising vocabulary which may be similar to IWB design:
- “semantic relations – word groups according to meanings, synonyms, hyponyms, opposites
- situational relations – word sets associated with particular situation”, e.g. animals, food, clothes etc.
- vocabulary presented in a structural and purposeful way
- offers expanding vocabulary

1.15 Discourse

When talking about discourse Cunningsworth means “features of language that go beyond the domain of grammar rules and include areas such as sequencing of sentences, cohesion, paragraphing, participation in conversation etc.” (1998:45). The coursebooks should present models of conversations, dialogues, monologues either in written and/or also in audio versions for learners to see the use of language in real life situations. The same apply to coursebooks for young learners although the discourse should be modified and simplified (1998:46). IWB learning objects should also offer models of conversation and they may be presented either with the help of the Internet which is nowadays an endless resource for meeting learners and teachers' needs, of showing various topics presented in all kinds of language varieties such as English and American English, Australian, Canadian, Scottish etc. or by practising what has been previously introduced in the coursebook. What is more, the Internet offers videos showing real people speaking the language pupils are learning, children singing, saying
rhymes, poets performing their poems etc. which may have even a bigger effect on pupils.

1.16 Methodology and IWB

IWB’s learning objects as well as all the good coursebooks should be aware of the basic principles which have to be fulfilled in order to receive the expected results which in this case means not only a high-quality learning objects and/or coursebooks but also and primarily pupils enjoying the learning process and benefiting most of it. The Hausner’s publication called “Interaktivní tabuli!” mentions the following principles:

1. Motivation – with a help of IWB we can achieve pupils’ motivation easily not just because if the equipment but the range of activities it offers. It is easier for teachers to work with pupils who are highly motivated rather than those who are bored and cannot wait for a lesson to end.

2. Enough visuals – it means that learning becomes more effective if learners may use their senses. To see from different point of view, different angles, films, videos, to hear e.g. sounds of animals, musical instruments, to touch and move objects increase the effectiveness and help pupils experience subject matters.

3. Feedback – we mean the way of discovering whether pupils know the subject matters and we can take a step further on. It is advised to use some kind of worksheets to receive the feedback and of course another way is testing which is certainly not a pleasant way.

4. Activity – IWB offers, as mentioned previously, a range of activities which will not definitely leave pupils passive. Almost everybody is interested in what is happening on the screen and they want to participate and become part of it.

5. Self-activity – this feature presents the idea of subsiding pupils and letting them work individually, reinforcing the acquired knowledge.

6. Elements of fun – some activities prepared by teachers should contain at least some of these elements. Learning becomes more interesting and enjoyable.
7. Suitability – it means that it is important to consider what age group we teach, their level of language, the environment and other aspects which may affect the learning process. Finally, it may be essential to mention the basic principles for interactive teaching as suggested by Hausner:

- “Interaction is mostly a dialogue between a pupil and his/her teacher therefore the content of the lesson has to be based on that.
- The main questions of the lessons should be why, how and what for and should not be when, where and who.
- To find the right solution is possible to reach in many different ways; the teacher’s role is to show the right way.
- Own ideas, opinions are the ways to success if they meet with an appropriate feedback.
- IWB offers a team work. Let pupils create their own materials which when put together make one unit.
- Start discussions from simple to more difficult and from known to unknown facts.
- Conflicts lead to knowledge.”(2005:19)

Teachers who want to use IWB also need a lot of support and training not only in technology but also in methodology. Many teachers are afraid of necessity of changing their teaching methods and styles but it is very important to let them know that they may remain faithful to their older methods and principles only with a great help of new technology. Sara Walker, the British Council’s teacher also advises to experiment as much as possible. The most important message the trainer teachers give to the teachers of English is to remember that: “pedagogy comes first, Curriculum comes second and technology third. If this is in the right order then technology can amplify what we do”. (British Council)

1.17 Material evaluation

It is advisable to evaluate materials which teachers use for their teaching purposes. They may either get some feedback from other teachers who use them or try to evaluate them by themselves. There some important aspects which should be taken into consideration when proving whether the materials fulfil their educational aims. Pauline Rea-Dickins and Kevin Germaine suggest thinking about “the role of materials within our teaching and learning context” (1992:28). There are two possible roles:

“1. What roles are they expected to play?
2. What goals are they expected to achieve?”

The next questions a teacher should answer according to Rea-Dickens and Germaine are about the usage of those evaluated materials:

1. “Are they to be used as the sole source and resource for teaching?
2. Are they one of several available resources?” (1992:28)

Before the process of evaluation takes place it may be essential to define teaching materials. It may be a whole course book or just a set of tasks or texts. According to Moore cited by Rea-Dickens and Germaine, these are the factors we should think about:

1. “Purpose – Is the purpose clearly defined?
2. Type – Does the type of exercise effectively and economically accomplish the purpose?
3. Content – Is the ratio of language given/learner task economic? Are instructions to learners clear?
4. Interest – Is it interesting?
5. Authenticity – Is it a meaningful task? Is it challenging?

At this point it is necessary to say that the role of any teaching materials should not be exaggerated. It is teachers together with their pupils who play the main role therefore the methodology which teachers use and the way they are able to adapt the materials for the purposes of their classes are far more important. We may evaluate the materials as they stand without the knowledge of their use in the classes which means that the “theoretical value” (1992:30) is being evaluated. Teachers should be interested in evaluating materials in the way they fulfil the pupils’ learning needs. The following are the criteria suggested by Cunningworth as presented in Rea-Dickens and Germaine and adapted to vocabulary exercises:

1. Is the vocabulary related to what has been previously learned?
2. Are the activities meaningful?
3. Are the activities systematic?
4. Are they relevant to the learners’ needs and interest?
5. Is the number of the activities adequate?
6. How are they varied?
7. Are they meaningful?
8. Are the age, social background and learners’ objectives taken into account?
9. Does the material have an attractive appearance – visuals, layout, typography etc.?
10. Do the activities in the material encourage the personal involvement of the learners in the learning process (e.g. by talking about themselves or finding out about each other)?

11. Is there a competitive or problem – solving element in the learning activities?

The final point which may be important in the process of evaluation is the person who evaluates the materials. Rea-Dickens and Germaine suggest these possible evaluators (1992:32):

1. “The Learner
2. The Parent
3. The Teacher
4. The Head or College Principal
5. The Teacher Trainer
6. The Curriculum Committee Member
7. The Inspector
8. The Educational Researcher
9. The Publisher
10. The Materials Designer”

It is obvious that each of the people mentioned above will have different interests. A teacher may be interested in the affectivity of the materials when used in the classrooms, the pupils’ reactions and how they possibly affect learners’ motivation etc., a parent may be interested in the final results their child can produce after using such materials etc.

To sum it up when examining the materials it is necessary to see their use in the process of learning a language as well as the fulfilment of the aims of those materials. The results which learners perform should be analysed and the knowledge should be applied when choosing other teaching materials (1992:34).
2. Practical part

This part of my thesis will be based on a market research I have done. I have searched for some materials which may be useful for both, teachers and learners of English as a foreign language. The aim of my searching was to find interesting, playful, colourful etc. materials with an appropriate teaching value which will be designed for IWBs use. Not only that, I have send some questionnaires to other teachers in order to learn what they really would like to have and use and also some questionnaires to some publishing houses so as to see what the market offers. Unfortunately, the market has been expanding very slowly and it is mostly a year 2009 that may bring some more interesting materials for teachers. It is important to mention that this research was completed at the beginning of a school year 2008/2009. Publishing houses are trying to fill in the niche in the market but it seems quite late for those who have been using IWB for some years. Not only that, most of the publishing houses have been interested in changing their coursebooks into the electronic versions, so they will be used with any type of IWB very well. According to the questionnaires and some debates I have come to the conclusion that teachers really want additional materials rather than having an electronic version of their coursebooks. Therefore, I have decided to create some additional materials which may be called “learning objects” for our purposes. These learning objects are presented in part four of this practical part.

2.1 What does the market offer?

Publishing houses have recently started to create different materials for the use of IWB which are for different subjects. Not only that the IWBs producers enable teachers to send them their learning objects, place them on their Internet pages for other teachers to download and use them freely. IWBs are widely spread all over the world but the language which these programmes use is mostly English. Teachers may browse the Smart Technologies and find resources divided according to subjects and grades. There are also other Internet pages dedicated to IWB education. There is also one Internet page for Czech IWBs users which offers not only downloading learning objects created by Czech teachers but also interesting articles, new ideas, information and facts about IWBs. It is called “Webový portál pro interaktivní výuku” and the Internet link is www.veskole.cz.
I have searched for some materials for English teachers. Although, there are about 220 different learning objects to choose from, some of them are of a poor quality. As I am an English teacher I am primarily interested in materials which may be used as additional materials in teaching English as a foreign language. Therefore, I have sent a questionnaire to those who design course books and other additional materials for learners of English as their foreign language. The answered questionnaires came back from Oxford University Press (OUP), Fraus, Macmillan, Cambridge University Press (CUP) and Longman. I have also asked for demo versions of their interactive materials in order to compare them. As mentioned previously there is a lack of materials which may be used with young learners therefore the materials which came back to me are also for teenage and adult learners. Nevertheless, I have decided to compare them using the criteria they should all cover as being mentioned in the theoretical part of this thesis. The questionnaire may be found in appendix 6.1.

2.2 Evaluation of interactive products

Criteria of evaluation are based on the theoretical part in which coursebook design IWBs are discussed:
1. attractive appearance – visuals, layout, typography etc.
2. easy or difficult to orientate
3. clear instructions
4. possibility to add own remarks or other slides
5. audio – understanding
6. all four skills practiseing – variety of activities – e.g. gap-filling, crosswords, anagrams, scrambled sentences, choosing from some options etc.
7. listening – native speakers varieties, interviews etc.
8. assessing correct / incorrect answers

2.2.1 Way Ahead

Way Ahead is a 3–level course book for primary schools, grades 3-5, published by Macmillan. The interactive programme which was designed consists of 6 CDs which may be used by pupils at home on their computers or by educators at
schools with a help of IWBs. Unfortunately I was not given a demo CD so my notes and remarks are only based on demos presented on the Internet Macmillan’s pages. Therefore, I could not evaluate and compare this programme by my own trying but I could only judge according to what I was able to see.

The first window presents 20 units which correspond to 20 units in each course book. After choosing an appropriate number of the unit we are directly taken to the first activity of the unit. Each unit includes 2 activities. The instructions are written at the top of the page and they are easy to read and understand. Some even demonstrate the activity, e.g. fill in the gaps, where pupils can see a gap and a word dragged onto a line. There is quite a big range of activities such as spelling practise, songs, grammar exercises; vocabulary is practised by matching exercises or crosswords. Speaking can be practised first by matching and completing dialogues and afterwards it depends on teachers’ ideas how they choose to practise them. I have not found any dialogues which would be pre-recorded in order to practise pronunciation or hear different dialects. Pictures which are presented in these programmes are big enough and attention attracting for young pupils. Even the grammar exercises are supplemented by additional pictures e.g. to practise indefinite articles “a” and “an”, pupils are asked to grab a correct article and place it on a line next to a word. After doing so correctly, the picture, the word expresses, appears. Some pictures are also animated which is very attractive for pupils of this age. After each match or/and an activity children do, they get an immediate response, usually a sound accomplished with a word expression like “well done” or “No, try again”.

Undoubtedly, Way Ahead CD ROMs can be used either with a course book or as an additional programme to supplement any course books used at primary level. What I lack in these programmes is a possibility to add some teachers’ notes or other materials created by teachers themselves.

2.2.2 Cambridge University Press’ products

Cambridge University Press (CUP) has created some programmes which are mainly for the use with their course books. I was able to try three different demo versions – Face2face, English 365 and Interchange – the third edition which are
course books for teenagers and adults. CUP has not created any interactive products for primary school learners.

The demo versions show that these programmes may be used with any IWBs and they are the exact copies of their course books. The first page is a content page where there are the titles of every unit and some additional links such as videos, teacher’s notes, language summary and a lesson builder. Each unit is divided into 4 parts. After choosing the unit we are taken to the page where a teacher can choose the part of the unit s/he needs. It is very easy to switch either between exercises on a page or between the pages of a book. The “Tools menu” is placed at the bottom of the page and offers all the interactive white board tools which are necessary to make a lesson as interactive as possible. After having chosen the appropriate part of a unit, the exercises which are interactive are highlighted by a red circle. Although the programme seems to be an exact copy of a book, not every exercise is interactive but those which are interactive are further extended. Those interactive are the speaking, listening, grammar and some vocabulary practising parts. The Tool Menu offers e.g. hide a part of a screen or to show only a part for speaking practise. Recordings are clear and easy to understand, they are recorded by different people, women and men, so students have the opportunity to learn and understand different dialects. Grammar exercises are mostly to be filled in, they are very easy to have them checked and what is more they are recorded for further pronunciation practise. Unit 1 is called “Meeting People” and in part 1C numbers are taught and practised. There are three different exercises such as

a) listen and notice the stress marked above the correct syllable
b) mark the stress + listen and check
c) listen and practise the correct pronunciation

These exercises can be easily done without IWB, with just a help of CD player. IWB offers those tools which attract students’ attention, they could take turns to come to the board and mark the stress there. What is lacking here is the interactive checker. Students have to rely on teacher to check their answers. On the other hand, having seen the answers on the board makes it easier for both students and teachers to work with the exercise. Thanks to the interactive tools, the teacher is able to highlight important parts, make notes and save them, print directly from the page and more. All the instructions are in a target language.
English 365 is another course books converted into interactive programmes. It is similar to Face2Face so teachers who are familiar with CUP programmes will know what to expect and will know how to work with them. I was able to see unit 9 called “I love Chicago”, which is a unit based on social interactions, speaking about different places, reading and listening about Chicago as well as vocabulary practise. Following the listening exercise, there is True / False comprehension check. For some unknown reason, there are only four statements in this exercise, which I think is not enough for a 3 minute recording. IWB enables teachers to add their own pages, so if they want more statements it is easily accomplished. I really appreciate this idea of adding additional information to supplement and enhance the practice experiences. Vocabulary is also practised interactively with nice pictures. However, based on my own experience, what I find is missing the pronunciation practise after the matching exercise. Teachers may find it helpful to be able to save the state of the programme for the next lesson, so that they know exactly what they have been doing and at which point they finished. The opportunity to build your own lessons by choosing the activities and exercises that satisfy your needs is a great advantage. The tool is called “A lesson builder” and enables teachers to prepare their lessons in advance with either the exercises from the programme or even to add their own materials. Watching short videos, such as those that were presented in a demo version of Interchange – the third edition, are certainly attention attracting. The range of activities which may be used while watching a video is numerous. It only depends on teachers’ imaginations, skills and willingness to experiment. Unit 7 is called “We had a great time” and it is about leisure activities. The listening exercises can be listened with or without a tapescripts and there are always answers to the previously set questions. Tapescripts can be further used for practising speaking, as a gap filling exercise where a teacher deletes some words for students to fill them in, etc. Again, it depends on a teacher to decide the way s/he wants their students to practise.

Grammar is introduced as a recording, enabling students to listen and repeat. The following exercise practises the new grammar in a very interactive way. It gives students 4 options to choose from letting them know whether they are right or wrong by making a sound. The texts may be enlarged, read by individuals or whole classes and again teachers can think of other ways of using them.
All three programmes may also be used by students practising a language at their computers, although not all exercises will be effectively practised by individuals. On the other hand, grammar tasks may be practised over and over again at students’ own pace without other students shouting their answers or disrupting in other ways.

### 2.2.3 OUP Project 1

Project CD ROMs were created for the use of both, students to practise and revise at home and for teachers to use it at school to enrich their lessons and turn them into attractive and interesting ones. OUP wanted to prevent people from copying their CDs so they have decided that these CDs will be part of workbooks Project course books the third editions. I was given a copy of this CD Project 1 at the OUP conference last school year so I was able to try them with my pupils. They loved it from the first time they tried it and were excited about using them the following year. Unfortunately, the activities used there are repeated in all the units so pupils get bored easily. It is a teacher’s task not to overuse this CD. Another problem which arose is that this CD does not use the whole IWB's screen so pupils have to come close to the board to see clearly. The video in a culture section is also very small.

CD ROM is divided into grammar, vocabulary, situations and culture sections and there are also two games which are the pupils’ most favourite parts. Each section is further divided according to the units in the course book. Each unit covers the topics from the course book. Grammar section comprises of seven exercises for each unit. The range of exercises is very big but not all the exercises are suited for the classroom use. They want pupils to use the keyboard to write which is much easier to do at home. If a teacher has time and needs to practise, then they could be adapted for the classroom usage. All the instructions are given in a target language, they are easy to understand. Pupils can check their answers after they have fulfilled the task. Vocabulary part practises the key words from each unit. There is a dictionary where pupils can find a picture next to a word with a recording to listen to the correct pronunciation so they can get an immediate feedback on their pronunciation. Each unit consists of a matching exercise, a crossword and three different levels of wordsearches. Situations are mainly based
on conversation practice. Pupils have to finish a dialogue and then it is up to the teachers to decide how they will practise them. IWB offers a variety of tools which may perfectly fit into these types of activities, e.g. hiding a part of a dialogue. All the dialogues are recorded so pupils can listen and repeat them. Culture section consists of two parts one of which is always a video to watch with some additional questions to ask. People speaking on the video are mixed age groups, women and men too. The activities again cover the topics from a course book. As mentioned above, there are two games – Word Zapping and River Quest. The first mentioned can be very easily played with the whole class whereas the second one is for pupils to entertain themselves at home because it requires arrows to manipulate a hen to cross the river. The pictures are fine for computer use but they could have been bigger for the IWB use. Pupils sitting at the back of the classroom might sometimes have hard times to recognize them. I lack some animated pictures for the age group this CD ROM is intended. The range of activities is wide such as gap-filling, crosswords, anagrams, scrambled sentences, choosing from some options and others. Songs, poems or rhymes are not included and the only way how pupils get feedback for their answers are a tick for a correct answer and a cross for an incorrect answer. There is also not a possibility to add any of teachers’ materials or notes. I was said that the real IWB CD will be on a market during the school year 2008 / 2009.

2.2.4 Fraus – Way to win

Way to win is a course book which was written for pupils from grade 6 and above and it is based on the School Educational Program which requires teachers to educate pupils not only in separate subject but it claims that it is necessary to cover the topics across the curricula. The book was converted into an interactive book for the use of IWB. I was given a demo version of this book so I am able to describe unit 8 which is called “Out shopping”. The first thing everybody will notice is that although the instructions in the book are written in English all the notes on the sides of the pages are in Czech language. The tool bar menu is placed at the top of the screen and some additional interactive activities are placed on the right or left side of the actual page. The manipulation needs some practice but once teachers are acquainted with it they find it easy to orientate in the book.
Pictures are suited for older pupils and although one might think that they are small, there is the option of enlarging them as much as pupils require. Although the unit is all about clothes and shopping pupils may be connected to a history book and learn about clothes in old times, there is an Internet link to an organization helping poor and hungry people all over the world, first aid instructions, geography link to learn about towns some people are from in one of the exercises, etc. What is more, there is a song by Werich called “Šaty dělaj člověka” recorded and pupils are asked to discuss whether it is true that clothes tell us a lot about people. All these additional links and ideas are in Czech. A red question mark placed next to an exercise takes you to a Smartboard notebook where teachers can find other additional exercises. Unfortunately, the instructions are sometimes in Czech, sometimes in English and in some pages there are both, Czech and English too. There is not a possibility to add other pages or notes unless saved separately in one’s computer which is not very convenient. Every dialogue is recorded; songs and chants have their karaoke versions too, in pronunciation practise words are recorded and pupils divide them e.g. according to their vowel sound. Listening exercises are recorded by children and adults which enable pupils learn to understand different people. New words and phrases are easy to practise as they are recorded and some additional exercises are added for further practise on IWB. At the end of the unit there is a link to the activity book and vocabulary and grammar exercises are interactive there too.
The following table summarizes the most important facts about the programmes. They are arranged according to the criteria mentioned in part 2.2 and some others are added.

<table>
<thead>
<tr>
<th></th>
<th>Macmillan</th>
<th>Cambridge</th>
<th>Oxford</th>
<th>Fraus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>attractive appearance</strong></td>
<td>Yes e.g. with animated pictures</td>
<td>the same as the coursebook</td>
<td>no</td>
<td>the same as the coursebook</td>
</tr>
<tr>
<td><strong>pictures’ size</strong></td>
<td>cannot say from the Internet demo</td>
<td>fine</td>
<td>quite small</td>
<td>possible to enlarge</td>
</tr>
<tr>
<td><strong>letter fonts</strong></td>
<td>fine</td>
<td>fine</td>
<td>fine</td>
<td>possible to enlarge</td>
</tr>
<tr>
<td><strong>easy or difficult to orientate</strong></td>
<td>easy</td>
<td>easy after some practise</td>
<td>easy</td>
<td>easy after some practise</td>
</tr>
<tr>
<td><strong>language of instructions + their clarity</strong></td>
<td>English / easy to understand</td>
<td>English / easy to understand</td>
<td>English / easy to understand</td>
<td>English and Czech / easy to understand</td>
</tr>
<tr>
<td><strong>possibility to add notes and other slides</strong></td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td><strong>audio understanding</strong></td>
<td>clear</td>
<td>clear</td>
<td>clear</td>
<td>clear</td>
</tr>
<tr>
<td><strong>variety of activities</strong></td>
<td>a big variety of activities</td>
<td>limited</td>
<td>big variety but the same are repeated throughout the whole CD</td>
<td>a big variety of activities with links to other subjects (suitable for new educational programmes)</td>
</tr>
<tr>
<td><strong>listening + speaking practise</strong></td>
<td>songs / not pre-recorded dialogues/ no native speakers variety</td>
<td>native or non-native speakers varieties/ interviews</td>
<td>native or non-native speakers varieties/ interviews/ videos</td>
<td>native or non-native speakers varieties/ interviews/ videos</td>
</tr>
<tr>
<td><strong>assessment</strong></td>
<td>immediate (even with sounds)</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td><strong>link to a IWB notebook</strong></td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>
3. Questionnaires
3.1 What do questionnaires prove?

At this point I wish to present the information I have learnt from the questionnaires. Five publishing houses sent back their answers – Cambridge University Press (CUP), Fraus, Pearson Longman (PL), Oxford University Press (OUP) and Macmillan.

Cambridge University Press has published three ready to use IWB materials which accompany book-based courses to work on any type of IWBs. All of them are for adult learners, especially of business English and learners of North American English. They claim that the skills which are mostly practised are listening and speaking because audio and video activities work well with IWB, particularly since teachers can choose to highlight and play small excerpts from audio scripts. Drag and drop and multiple choice activities are also popular with learners. Unfortunately there are no games included and CUP has no firm plans for including them in the future. CUP has currently only a few of their courses with interactive elements. They explain that to create some interactive materials of approximately 300 slides takes about 9 months. They work with external software development companies which produce their whiteboard software, which they specify and test internally. The price of each disk in the UK for some of the IWB materials is £ 100 and for some £ 200. They have no intention to place them on the Internet free of charge.

Fraus has created and published interactive coursebooks for Junior Elementary Schools and have been preparing some materials for secondary schools too. They work well with all types of IWBs. All the publications practise all the skills. They declare that they have included some games into their materials such as hangman or anagrams. They also have the intention of producing interactive versions of all of their English courses. On the other hand they do not plan to create any IWB materials which will be dedicated to a certain skill or a topic. They do not specify the length of the process of creation of IW materials nor the price. None of the materials will not be able to download from the Internet free of charge Fraus is able to send demo version of all their products to every school.

Pearson Longman (PL) mostly concentrates their IWB products on older language learners although they claim that some materials for lower students may
be on the market soon. They have created one product for adults and have been working on another two of which one is for secondary students and the other one for adults. The materials they have produced are mostly coursebooks turned into interactive versions and a teacher does not need any additional books, such as teacher’s book, activity book or CDs. The skills which are practised depend on the aim of the course. PL declares that all of their IWB products go hand in hand with their coursebooks. They do not have an intention of producing any additional materials. The price of the product depends on its length of creation and demanding and is between 15 000 – 35 000 Kč / per level. PL prepares their materials for one type of a IWB which means that if a user of a different type of IWB wants to use them some of the functions may not work.

Macmillan has also produces some IWB materials but they have not been specialized in the questionnaire. All of them should be used with different IWBs. They say that they are for any learners from 6 to 99 and they mostly practise listening and reading by using mostly drag and drop and multiple choice activities due to some technical limitations of IWBs. They have planned to design some interactive courses which will accomplish the coursebooks they publish. To design a single product to its final version may last from 6 months to 2 years. They do not mention the price of their products but they say that it depends on the title, market situation and a distribution model.

Oxford University Press has created iPacks, as they call them, and they are for some of their courses for learners of 15 and older. They also have many CD-ROMs which are part of their activity books and may be used with computers and all IWBs. They are planning to publish IWB materials for all levels of Project 3rd edition which is for Junior Elementary Schools and some others for teenage and adult learners. They claim that all four skills are practised and there are also some quizzes and games. According to their research they have done, teachers prefer extra materials to be used with their coursebooks rather than a digital textbooks. They say that they do not have time to use them everyday because they use IWB once a week or even some of them once a month. One of their CDs which is part of a book may be used on IWBs to practise only vocabulary. The price for a resource IWB CD is about 1000Kč. (All of this information is based on the questionnaires which came back to me and I have them in an electronic version.

(For an examples see appendices 6.1, 6.2)
3.2 What do teachers say?

The aim of the questionnaire for teachers (see appendices 6.3, 6.4) was to learn about the situation in Junior Elementary schools. To be honest, only 22 out of about 50 came back. I would like to present at least some facts I have learnt.

The first graph shows the number of schools with IWB. It also proves the information in my theoretical part about the number of IWB in Czech schools.
The following graph presents quite a shocking fact that even if teachers have IWB in their schools some of them do not use them at all.

Those 33% who use them admit that they usually use them for some games from the Internet, fill-in exercises and very often to make their own materials for further practise. The reason for not using IWBs is in 100% cases time consuming preparation time. One of the respondents even mentions that sometimes she prepares her IWB materials a whole afternoon. If those who do not use IWB had the opportunity to use any ready made materials they would definitely use them.

IWBs are mostly used in subjects as English, Physics, Music, and sometimes in Biology, History, Geography and Czech language classes. Those who use IWBs claim that it is very attractive for pupils. The average age of teachers using IWBs is about 35 years.

To sum it up, the lack of money for buying IWBs and a long time preparation are the biggest barriers preventing teachers using this high technical tool in their lessons. I may only wish that the materials I have created for them will encourage many of English teachers to use IWBs.
4. Learning objects

The situation on the market has been slowly improving for the last couple of years and teachers may find various not only theoretical but also practical books and materials to use in the classrooms. The new technology has entered the classrooms and the publishing houses started to create some IWB materials for teachers. There are some coursebooks in interactive versions, some CD ROMs to practise partly at home and partly at school but there are not enough additional interactive materials which may be used with the coursebooks for further practise in classrooms while and after teaching a new topic. Therefore, I have decided to create some additional learning objects for primary teachers, who use Chit Chat 1 and/or Chit Chat 2 published by Oxford University Press, to teach English as a second language. I have tried to make them according to the principles suggested in the theoretical part, although they are for course books design. I have also taken into consideration a fact that these learning objects are for young learners so the basic principles were followed.

The reasons for creating these objects were obvious. There are many photocopiable books to choose from when practising new vocabulary in the classroom but they cannot be used with IWB. To avoid copying and to take the advantage of having this new equipment at school I have created twelve learning objects which follow the syllabus of a concrete coursebook and teachers would be able to use without adapting them at all. The above coursebook mentioned is topic based therefore the learning objects follow the same principle.

I have asked my colleagues to pilot the learning objects, to take notes when they think something is missing, what they like and do not like about them and to inform me about children’s opinions. I have interviewed them and their feedback is presented at the end of this section.

Only six of my learning objects are presented on the following pages and some comments are added to them. They follow the order of a coursebook. Each page of the objects was digitalized and copied from SmartBoard Software called Notebook. In order to save space there is only one example of the pages with learning objectives, teacher’s notes and lesson notes. The other learning objectives are written before each learning object is introduced. Unfortunately, I am not able
to present the interactive features on a piece of paper, therefore I have tried to
digitalized some activities after pupils’ work, so first an activity is introduced and
afterwards there is a page with results. Each page also contains hints or what to do
notes so teachers know what my intentions were with the activities presented.
Some of the notes are hidden and some are placed at the top of a page. There is of
course a possibility to adapt the activities to pupils and teachers’ needs, practise
the pronunciation etc. The following learning objects are quite large so it is only a
teacher’s decision to choose which of them s/he wants to use in a particular
lesson. These objects are not to substitute a coursebook. They were created for
further practise.

There are also small images either still or moving (gif format) in the corners of
the pages. All of them are interactive and help teachers to better orientate in the
learning objects. They take the users back to the contents pages, show them the
way to the next page or take them to answer slides where there are correct
answers to some exercises for pupils to check their answers.

Some of the objects contain direct links to interesting Internet pages where they
can either watch short movies, listen to songs, see what a British school looks
like, visit an orchestra etc.

The copyrights are an important issue nowadays. Therefore each educational
object consists of lesson notes where all the important information is presented.
The example can be seen as a part of the first learning object called “The body”.
The entire Internet links take teachers and learners directly to the pages they need
so there are not any hidden copies of any Internet pages or images.

As mentioned above, I have created twelve objects but because they are quite
large I have decided to place those for Chit Chat 1 as a part of this thesis. The
objects which cover topics from Chit Chat 2 will be placed on a CD-ROM so
anyone who is interested is welcome to have a look at them and use them freely
for his/her educational purposes.
4.1 Chit Chat 1

4.1.1 The Body - Unit 7

The first page introduces the topic

The second page contains all the teachers’ notes and a link to lesson notes.
Teachers' notes

Subject: English
Topic: The body
Title: The body
Grade(s): 3rd - 4th
Cross-curricular link(s): Science, Biology
Prior knowledge: Basic vocabulary

Intended learning outcome(s):
1) Learn and revise the body words
2) Learn a rhyme
3) Sing a body song
4) Practice speaking - describe people
5) Practice reading, understanding a text, speaking and writing
6) Play games

Lesson notes

The links to all the images retrieved from the Internet are placed behind each of them.
All the gif pictures are retrieved from the Internet page: www.gify.nou.cz
The other images used are retrieved from:
1. Smartboard gallery
2. CD - Zoner Calisto Clipart
3. CD - 320000 Clipart
The contents pages are always interactive and offer teachers to quickly find what they want to practise.

The aim of this activity is to place the words in correct places.
Pupils practise body vocabulary and try to find the mistakes which were made by replacing the words under a correct picture.

Wordsearch – pupils are supposed to find the body words in all eight directions. They practise spelling. After the pupils complete the task they click on a “Click me for the answer” button and they see the correct answers immediately.
This page shows the correct results.

In this activity pupils take turns to click on the dice and there is always a picture with a different body part shown. They are asked to name them. This activity may be adapted as two teams’ game.
Speaking practise – pupils come to the board and complete the text with words suggested below the page. Only after it is practised with the whole class pupils describe all the people on the page. This is meant to be a pair work exercise.

The aim of this slide is to learn a body rhyme. First pupils try to read it and replace the pictures with words. After the reading practice the may learn it either in groups, pairs, individually or as a whole class.
Students may practice vocabulary by playing a well known game called Tic Tac Toe. This activity is also mentioned in the theoretical part and is supposed to be a type of a short activity which may be used in any lessons either to practise the language features or just to have fun with the language. Teacher either uses flashcards or pupils translate words. For each correct answer they get either a cross or a nought and place them in a place they choose. The aim is to have three of their signs either in diagonal or vertical direction. The IWB software offers the possibility of saving objects for further use so anytime a teacher thinks that s/he has time for a Tic Tac Toe places a grid from her or his gallery into a slide and pupils can enjoy the game.
This is one of the most favourite activities. Pupils move the balls in order to spell the words correctly. The time and points effects may be added.
Memory game – pupils take turn to find a matching pair which consists of a picture and a word.

This is a very simple matching activity – pupils place words under correct pictures and after clicking on a check button they get immediate feedback.
Pupils practise correct spelling – they choose a word they think is spelled correctly, place into boxes under each picture and get an immediate feedback of their choice as shown on the next picture of a slide.
This is a direct link to the Internet page and pupils learn a body rap. Apart from learning a rap they can hear native speaker's pronunciation.

The following three pages are for practising understanding a text, revising vocabulary, creating a monster friend and enjoying the fact that they have learnt some body words.
I am a monster. My name is Boo. I’ve got an oval green face, two big eyes, 2 normal noses and a small mouth. I’ve got purple glasses. I’ve got three ears - one big on my right side and 2 small on the left. I’ve got a red hat on my head and a red bow tie round my neck. My body isn’t big but I have six small legs and two small arms. One arm is very strong but the other is not. I am very happy!
Each learning object ends with a Well Done Page. There are always some interactive elements e.g. clapping hands, saying well done, hurray etc.

4.1.2 Clothes- Unit 8

Learning objectives:
1. Learn new words
2. Practise pronunciation
3. Practise spelling
4. Learn the genitive case
5. Practise the verb “have got”
6. Play games and enjoy the language
The first page introduces the topic

CONTENTS

- Learn new words 1.
- Learn new words 2.
- Play a game
- Practise spelling
- Genitive case
- Fashion show - have got
- 4 Revision games
Match the words with the pictures

DRESS  T-SHIRT  CAP  SHIRT  SWEATER  HAT  BLOUSE  JACKET

SHORTS  COAT  SKIRT  SHOES  SOCKS  TROUSERS  JEANS  BOOTS
In this activity pupils practise spelling. They use the infinite clone and place the letters on the lines under each picture. The following picture shows one example.
This activity is for all the pupils to check their knowledge of clothes words. They come to the IWB, roll the dice and name a picture according to the numbers on them.

In the following slide pupils are asked to correct the spelling mistakes and match the words to the pictures. To find the correct answers they place the flowers into a vase (as shown on the next picture). This activity may be done as a whole class activity or pupils write their answers into their exercise books individually.
Can you please correct the mistakes? To check, put the flowers into the vase. Match the words with the pictures.

DRES
KAP
SWEATER
SHIRT
HET
TI-SHIRT
BLAUSE
JACKIT

DRES
DRESS
KAP
CAP
SWEATER
SWEATER
SHIRT
SHIRT
HET
HAT
TI-SHIRT
T-SHIRT
BLAUSE
BLOUSE
JACKIT
JACKET
It is very important to practise speaking so pupils can see the words they learn in use. In this exercise they practise the genitive case, ask and answer the questions about all the characters in the pictures. They should place the clothes item under each character first.

The following picture shows how the hints and ideas for teachers are placed on the pages. In this speaking exercise pupils practise how to describe people’s appearance and the verb “have got”.
Pupils describe children in the picture. They practise "he's got/she's got", colours and clothes words. Do one example with the whole class, then let pupils speak in pairs.

FASHION SHOW

He's got ...  She's got ...

1. 2. 3. 4. 5. 6.
Here is an example of one of the team games used in presented learning objects. The instructions may be seen in the picture.
Memory game

In this activity pupils are asked to find correct matching pairs and with a help of this interactive tool they place them together as the following slide shows.
This is a game based on a game called “hangman”. Pupils may choose from three different versions as showed later in other learning objects. This is a basketball version. Pupils choose a letter to spell the words correctly.
4.1.3 Food - Unit 9

Learning objectives:
1. Learn new words
2. Practise spelling
3. Practise speaking
4. Play games and enjoy the language

The first page introduces the topic

![Image of food-related illustrations]
This is an example of an activity in which a new vocabulary topic may be introduced. Teachers practise the pronunciation, may place the pictures in various orders, and apply all the possible ways of teaching new words as if s/he would with flashcards. Some words are known to pupils that is why there are more than it is advisable for teaching in one lesson.
Matching exercise
The aim of this activity is to practise spelling by using interactive pens.

This is an activity which revises vocabulary and practises pronunciation.
Pupils take turns, come to the IWB, choose a dice, click on it and say what they like or do not like. They may take turns in asking a question: "What do you like?"

Memory game
The aim of the following speaking activity is described below. Pupils work in pairs.
This is an activity only to have fun. Pupils are supposed to guess who or what is hidden behind the tiles. It may be done as a two team's competition.

This picture shows what is hidden behind the tiles. The pictures are always connected to the topics.
Wordsearch

|--------|--------|-----------|---------|------------|

|----------|-----------|----------|------------|--------------|

Find the words for these 10 pictures:

- Fish
- Egg
- Turkey
- Cake
- Noodles
- Apple
- Orange
- Pizza
- Sausage
- Apple Pies

Wordsearch:

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</table>
Spelling practise. I found this activity very useful especially with pupils who have special learning difficulties such as dyslexia, dysgraphia or others. They even laugh at the way the words are spelled but when it comes to writing they always make mistakes. In this exercise they feel the success when they choose the correct spelling of a word.
Text is floating and pupils should dictate to their neighbours all the food words as quickly as they are able to write. They may exchange the roles.

This is an interactive game similar to Tic Tac Toe. The aim of this game is to practise vocabulary and at the same time have fun. Pupils try to gain as many their signs (crosses or noughts) as possible by identifying the hidden objects correctly.
This is a picture of a slide which is showing some of the images which are hidden behind the tiles.

This picture is showing a slide as it may look like in the middle of the game.
Anagrams. If the balls are placed correctly pupils get some points.

Well done page.
4.1.4 Animal Safari - Unit 10

Learning objectives:
1. Learn new words
2. Learn facts about some animals
3. Practise spelling
4. Practise “there is” and “there are”
5. Practise speaking
6. Play games

Cross – curricular links: Science, Music

The introduction page:
Pupils are asked to place the words under a correct picture.
This activity presents another way of practising spelling. Words are cut into at least two parts and pupils are supposed to put them together and at the same time find the correct pictures.

Spelling practice with an example on the next page.
Can you finish the words?

GIRAFFE  S___  C________

E____  O_______  P_______

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Can you finish these words too?

___N

_______N

________T

ABCDEFGHIJKLMNOPQRSTUVWXYZ
This is one of my pupils’ favourite activities. They have to listen to the sounds the animals make and with a help of a list they write the words in the order they hear them. They always have fun even after repeating this activity.

The following two pages are examples of a check page when they are checking their answers.
This activity presents elements of surprise. Pupils roll a dice and by pulling out a number shown on the dice they name the animal hidden behind the shade.
This activity has more than one answer. Pupils learn some facts about the animals and try to match them. There is one animal which pupils do not learn anything about. The aim is to find which animal it is.
Anagrams with given clues for pupils to help them organize the balls.
Hidden pictures:
In this exercise pupils are asked to choose a correct grammar structure. After touching one of the expressions, pupils get an immediate feedback as shown:

There is / There are five books in my bag.
There is / There are a pencil in my desk.
There is / There are an umbrella on my bed.
There is / There are three monkeys here.
There is / There are an eagle under the tree.
There is / There are a crocodile in the river.
There is / There are two hippos in the pool.
There is / There are a rabbit in the basket.
There is / There are a parrot in the cage.
There is / There are six snakes in my car.

Yes, well done!
This is a speaking exercise. Pupils describe the jungle and the animals there. They should use "There is"/"There are" structures.
The previous page may be also used as a memory game. Pupils are asked to remember as much as possible and they may be given some time. After the time is up, pupils are asked the following questions. This may be a team game, a pair work or a whole class activity. To check their answers pupils come to the IWB and click the appropriate star to see whether they were right or wrong.
The link to the Internet page where The River song is sang and animated.

Well done page
4.1.5 The Alphabet

Learning objectives:
1. Learn the English alphabet
2. Practise spelling
3. Learn the Alphabet song and some new words
4. Play games

Cross – curricular links: Music, Science

The introduction page
This is a page with a direct link to the English alphabet. Pupils listen to a native speaker and repeat the letters.
Pupils are asked to place the letters of the alphabet in the correct order under the line; they listen to the sounds of the letters and repeat them.
In this activity pupils choose a dice, click on it and try to spell the word correctly.

This activity presents another possible way of practising the alphabet in a random order.
Spelling practice which can also be used as a dictation.

I wanted pupils to learn a nice song about the alphabet but also with animals which young learners love. Therefore it is advisable to pre-teach some words. The rubber tool which is offered by the IWB helps us create the element of surprise. Pupils erase the place near the stars, find some pictures, try to identify them in their mother tongue and finally they match them with English words. After that, they all practise the correct pronunciation of these new words.
This is the picture after the use of the rubber tool.
This slide presents the song and there is a direct link to the Internet page.

The following three pages show the listening activity. Pupils write the letters according to the sounds they hear. To check their answers they use the rubber tool again. Many pictures are in a gif format (moving pictures).
Listen and then write the words you hear. To check, take the rubber and add up to the numbers find the answers.

1. HOUSE
2. GIRAFFE
3. CLOCK
4. Teacher
5. MONKEY
6. LOCH NESS
7. PINOCCHIO
8. POTATO
9. FLOWER
4.1.6 Games for revision

I have created this learning object because there is always a need to revise the vocabulary after the summer holidays.

Learning objectives:
1. Revise vocabulary
2. Revise pronunciation,
3. Practise understanding simple questions
4. Practise correct spelling

Topics to be practiced and revised:
1. My bedroom (anagrams)
2. Animals (soccer game)
3. Holidays, toys and clothes (sort out the words)
4. Feelings (spelling practise)
5. Mixed topics in various games
These are the lesson notes which teachers might find useful when using this learning object.

1. Each game can be used separately to revise different topics.
2. The whole programme can be used at the end of the 3rd grade to remind the pupils what they have already learnt or at the beginning of grade 4 to revise before they start Chit Chat 2.

The links to all images retrieved from the Internet are placed behind each of them.

All the gif pictures are retrieved from the Internet page:
www.gif.nou.cz

The other images are retrieved from:
1. Smartboard gallery
Pupils are asked simple questions and they have to answer them by clicking on letters of the answer in a correct order. The understanding as well as spelling is practised.
They always get point for their answers even if they are slow and the time limit is over.

Anagrams to practise topic called "My bedroom".
A soccer game – pupils are given clues which describe the animals they have to spell correctly. They also practise the reading and understanding a short text.
In this exercise pupils are asked to sort out the words according to the topics. They may try to be as quick as possible and measure the time they need to fulfil the task.
Pupils place a word under a correct image.
The next activity needs creative thinking. Pupils have to think of words which may be created from the presented expression. They may write their ideas into their exercise books and later on, with a help of an infinite clone, write them on the IWB.
Pronunciation practice. Pupils click on a dice and then on an arrow. The word comes out and their task is to say it properly and place it in a correct column.
SORRY

OR
DOOR
WALL
HORN
BOARD

BOX
SORRY
ORANGE
DOG
DOLL
This is a picture of images which are used in the game.
This is a board game. Pupils are divided into teams. Each team chooses its own cone. Teams take turns, roll a dice and try to answer the task written on the tile they landed on. If they are correct, they may stay on the tile. If not, they have to go back where they were before throwing the dice. Answers to the questions are written on the other sides if the tiles. The winners are allowed to see the fireworks. This game may last for quite a long time and it practises understanding the text, speaking, reading etc.
Spelling practice.
This is a crossword which practises writing and spelling, revises vocabulary and the results is “I like English”.

This game practises all the topics from the coursebook Chit Chat 1. It may be played either as a game or just as a practice with a whole class.
The last revision game practises feelings and spelling at the same time.
4.2 Reflection of the learning objects in use

As mentioned previously I have asked my colleagues to pilot the learning objects in their English classes in order to have some feedback and to learn about possible mistakes and problems they may cause. After five months of using the objects we had a meeting and I interviewed all the English teachers. I was interested in pupils’ reactions, their willingness to participate, the problems they came across with, whether the instructions were clear to them and the letter fonts and pictures were big enough to see even from the back of the classroom.

Since we are quite a big school with about 700 pupils there are seven English teachers. We have five IWBs of which one is in the 1st grade class, another in the 2nd grade class; one is in the classroom for everybody who is interested in using it to take turns. The last but one is in a specialized physics’ classroom and the last one is placed in the classroom of 6th grades. If anybody wants to use IWBs there is a chart to sign in but it is often necessary to negotiate with other teachers. At this point I should say that it is mostly English teachers who take the advantages of using IWB in their classes.

The meeting took place in a classroom with IWB as I wanted my colleagues to demonstrate the possible problems and ask me any additional questions they may have. Even during those five months of using the objects they usually came to me and said that they really liked what I had created. The best for them was that they were able to use IWBs with no preparation time at all therefore when it was their turn to use the IWB they wanted to take the most of it and use all the potential it offers. At the meeting I have learnt that they are sorry there are not objects for every single unit of both coursebooks. I have promised to create the rest of the objects before the beginning of the next school year. As far as the images are concerned teachers together with pupils appreciated the fact that there were not the same images used throughout the whole objects although they had to be repeated somehow. To use different images on every single slide might mean to have an endless resource of interesting images. The teachers also mentioned that almost all the images were like a surprise for pupils especially those animated in a gif format. The difference the teachers have noticed between a classical blackboard and IWB concerns the pupils’ participations. The pupils who usually do not interact were eager to come to the IWB and partake.
Of course some problems have appeared too but to my delight they were not the problems connected to the objects but technical ones, usually with a computer. If an object should run with no problems it requires both a quick Internet connection and a computer. Sometimes it took two to three minutes for an Internet page to open so one of the teachers said that pupils started speaking and she lost those minutes of the lesson. I recommended having at least some short activities prepared as fillers if some technical hick ups appear. Another problem that has arisen was about some writing activities, especially those in which pupils write words by using an infinite clone of the letters. These activities take a lot of time and if one pupil is writing on the board others might get bored. We agreed on the suggestion that pupils will be asked to practise writing individually in their exercise books while taking turns on the board.

Many teachers said that when there was a dice game, e.g. pupils roll a dice and according to a number name the picture, pupils automatically made a queue and one by one did the activity, some of the pupils more than once. The games like anagrams, Tic Tac Toe, quizzes, matching and others were of a great success with both teachers and pupils. I know that they may appear some problems in the future but fortunately they will not be of a major importance and may be easily repaired.

If there was an IWB in each classroom teachers could use just a couple of activities from these objects together with their coursebooks. Since they have the opportunity to use IWBs only once a week or a fortnight they spend the whole lesson by using it and revising what is needed.

Our school has the policy of dividing pupils into groups according to their level and learning abilities. It means, that pupils who are quicker and better learners are in group one and those who need more time, more repetition, even have some special learning difficulties are in the last group. I have learned that learning objects as have been designed are not only for those brighter learners but they are also very helpful for those slower ones. They increase their motivation, they look forward to having English lessons in with IWB, they even stopped complaining when it came to writing because it is not “normal writing but a magic one” (a citation of one of the boys with special learning difficulties).

Some of my colleagues realized that it is possible to copy pages from Notebook software so in order to involve all the pupils they printed out some of
the pages for the use in the classroom while individuals come to the IWB and fulfill the task e.g. a crossword, test your memory questions, sort out the sentences etc.

The last thing I have learnt is that some slides from the learning objectives are very well used with even older learners. One of my colleague used The Animal Safari for pupils using a coursebook Project 2, the third edition by OUP in which Unit 2 is all about animals.

At the end of this part I would like to use the criteria which are mentioned in the theoretical part of this thesis and according to IWB materials should be made and prove that the learning objects I have designed fulfil these criteria.

<table>
<thead>
<tr>
<th><strong>Learning objects</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>attractive appearance</strong></td>
<td>Yes, e.g. with animated objects (gif format), the range of the images</td>
</tr>
<tr>
<td><strong>pictures’ size</strong></td>
<td>visible from the whole classroom</td>
</tr>
<tr>
<td><strong>letter fonts</strong></td>
<td>big enough to see by all pupils</td>
</tr>
<tr>
<td><strong>easy or difficult to orientate</strong></td>
<td>very easy</td>
</tr>
<tr>
<td><strong>language of instructions + their clarity</strong></td>
<td>English / easy to understand</td>
</tr>
<tr>
<td><strong>possibility to add notes and other slides</strong></td>
<td>yes each teacher can save their changes for their pupils’ needs</td>
</tr>
<tr>
<td><strong>audio understanding</strong></td>
<td>There are only audio recording with the direct links to the Internet, so they are clear and easy to understand for young learners.</td>
</tr>
<tr>
<td><strong>variety of activities</strong></td>
<td>a big variety of activities</td>
</tr>
<tr>
<td><strong>listening speaking practise</strong></td>
<td>songs / not pre-recorded dialogues/ no native speakers variety (only from the Internet)</td>
</tr>
<tr>
<td><strong>assessment</strong></td>
<td>immediate</td>
</tr>
</tbody>
</table>
5. Conclusion

The main aim of my thesis was to create some learning objects which will suit teachers’ needs and at the same time will be helpful when working with interactive whiteboards. I also wanted to discover advantages and even possible disadvantages of using IWB in the process of learning a foreign language, mainly English, although the results may be also applied to other subjects.

Based on the theoretical part I tried to design twelve learning objects which were created according to the course design principles and they are meant to help teachers and their learners to practise mainly vocabulary, speaking, pronunciation and writing as well as show them how a language can be use for fun while playing some games.

I have learnt that learning objects may not only increase pupils’ motivation, but also save teachers’ preparation time and positively effect pupils’ learning. It is too early to realize what will happen after the IWB boom is over and there are IWBs in each classroom and used on regular bases. It may be a question for another research but at this point we only wish for IWB in at least half of the classrooms in every school. It should be obvious that if something new enters into our lives we try to discover how helpful it can be and uncover all the possibilities if offers. I have tried to make a list of the ways IWB can be used at schools.

I have also interviewed some English teachers in order to get some feedback on the use of the learning objects I have created. The feedback proved the fact that IWB is a very interesting tool and if objects are well created and sensitively used than the process of teaching and learning becomes a pleasure for those who are involved.

The research has been done in order to learn about the situation in Czech schools and about the IWB products on the market. As seen from the graphs and questionnaires the situation is not very gratifying so something should be done in order not to stay behind with new technologies.

I would like to encourage all the teachers who have not tried to take the advantage of IWB to at least try it. In my opinion, it is worth it. Your children may only benefit from it but remember not to over use it.
Resume

The Interactive Whiteboard (IWB) is a new technical device that can be used in schools and can enhance the teaching and learning process. The paper “Interactive Whiteboard in Teaching English to Young Learners” covers various aspects of utilizing this new board in a teaching environment. The work is divided into theoretical and practical parts. The first part focuses on young learners in general and their motivation. This is followed by a summary of what is IWB, its advantages and disadvantages, criteria for designing materials and their evaluation. The results of the market research are presented in the practical part of this paper, as well as the evaluation of some interactive products along with examples of some learning objects, which I have created followed by their reflections.

Resume

Interactive Whiteboard (IWB) je nový technický nástroj, který je používaný ve školách a zlepšuje výchovno-vzdělávací proces. Tato práce “Interactive Whiteboard in Teaching English to Young Learners” se zabývá různými aspekty využití této pomůcky ve výuce. Práce je rozdělena na teoretickou a praktickou část. V první části jsem se zaměřila na mladší žáky a jejich motivaci. Další část odkrývá klady i zápory IWB, kritéria pro tvorbu materiálů a jejich následnou evaluaci. Výsledky průzkumu trhu, hodnocení některých již vytvořených materiálů a také výukové objekty, které jsem vytvořila a doplnila následnou reflexí jsou součástí praktické části.
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6. Appendix

6.1 A letter and a questionnaire for publishing houses

Dear Sir or Madam,

I am a student of Faculty of Education in Brno. I am studying English and now I have just finished my fourth year. Next year I am going to write my final thesis and the topic is “Interactive board in teaching English to young learners”. I wish to find out why and how could teachers use interactive boards in a process of learning English.

I have decided to do a research concerning this kind of equipment and ask you, the publishers, to answer my questions. I wish to learn how the programmes for these boards are made. I have made a short questionnaire and I would really appreciate if you could find some time to answer my questions. It will be a efficient help for my final thesis.

One part of my thesis will deal with comparing those made interactive programmes. Therefore, I am kindly asking you to send me at least a demo version of your programmes. I hope that it will not be a problem.

I will be glad to supply you with any further information you may need. I am looking forward to hearing from you soon.

Yours faithfully,

Bc. Jana Březinová
Questionnaire:

1. Do you have any ready to use materials for Interactive Boards?
2. If not, are you planning to design anything in the close future? Could you please answer the following questions as hypothetic ones?
3. If yes, are they as a resource for any course books?
4. What age group are they for?
5. What skills do they mainly practise?
6. What kind of activity is the most frequently used there? Is there any reason for that?
7. Do you plan to include some games there? (eg. anagrams, crosswords etc.) If yes, which ones?
8. Do you have or are you planning to design some interactive courses for each course book you publish or do you think it is enough to have neutral ones?
9. Can the interactive programmes be used with various course books?
10. Do you have or are you planning to design any interactive programmes dedicated to different topics e.g. grammar – tenses; comparatives and superlatives; articles etc.; vocabulary – e.g. shopping, travelling etc. rather than following a course book?
11. How long does it take you (or a team) to design (create) a single programme? How many slides should it have?
12. Have you got a team of specialists who are responsible only for this activity?
13. How much will an interactive course designed as a resource for a course book cost?
14. Are you planning to place them on the Internet free of charge?
15. There are different types of software for Interactive Boards on the market. Are you going to choose one and design a programme for it or will the same programmes be available for all softwares? (Active Board, Smartboard etc.)

Thank you very much for your time.
6.2 Questionnaire from CUP

1. Do you have any ready to use materials for Interactive Boards?
   Yes:
   English365
   face2face
   Interchange

2. If not, are you planning to design anything in the close future?
   Could you please answer the following questions as hypothetic ones?
   n/a

3. If yes, are they as a resource for any course books?
   Yes, each accompanies a book-based course (see the ‘View full components listing’ on each of the above webpages for further details of the course books).

4. What age group are they for?
   English 365 is aimed at learners of business English; therefore adult learners.
   Face2face is aimed at adult learners.
   Interchange is aimed at adult & young adult learners of North American English.

5. What skills do they mainly practise?
   English365 focuses on social and business communication skills.
   Face2face focuses particularly on speaking & listening in a real world social setting.
   Interchange focuses on speaking & listening skills in an international context.

6. What kind of activity is the most frequently used there? Is there any reason for that?
   Video and audio activities work very well with the interactive whiteboard, particularly since you can choose to highlight & play small excerpts from audio scripts. Drag and drop & multiple choice activities are also popular.

7. Do you plan to include some games there? (eg. anagrams, crosswords etc.)
   If yes, which ones?
   Potentially yes, but we have no firm plans at the moment.
8. Do you have or are you planning to design some interactive courses for each course book you publish or do you think it is enough to have neutral ones?
Currently only a few of our courses have interactive elements.

9. Can the interactive programmes be used with various course books?
Currently, all our whiteboard software is linked to specific course books.

10. Do you have or are you planning to design any interactive programmes dedicated to different topics e.g. grammar – tenses; comparatives and superlatives; articles etc.; vocabulary – e.g. shopping, travelling etc. rather than following a course book?
Potentially, yes, but no definite plans as yet.

11. How long does it take you (or a team) to design (create) a single programme? How many slides should it have?
To take one example, face2face elementary had 300 slides and took approximately 9 months to create.

12. Have you got a team of specialists who are responsible only for this activity?
We work with external software development companies to produce our whiteboard software, which we specify and test internally.

13. How much will an interactive course designed as a resource for a course book cost?
In the UK, each disc for face2face and English365 costs £100; Interchange discs cost £200

14. Are you planning to place them on the Internet free of charge?
No.

15. There are different types of software for Interactive Boards on the market. Are you going to choose one and design a programme for it or will the same programmes be available for all softwares? (Active Board, Smartboard etc.)
All Cambridge-Hitachi whiteboard software is designed to run on all types of interactive whiteboard.
**6.3 A letter and a questionnaire for teachers**

Dear teachers,

I am a student at Masaryk University and I am writing my final thesis about the usage and efficiency of interactive whiteboards in teaching English to young learners. I would like to ask you to answer the following questions dealing with this new technical equipment. Thank you for your time and willingness to help me.

School (name of the town, or the village): Number of pupils:

1. Have you got any interactive white board (IWB) at school?
2. If yes, how many and what kind? (SmartBoard or ActiveBoard)
3. How many of them are used for pupils at the age of 6-10 and how many for pupils at the age of 11 – 15?
4. Are they fixed in certain classrooms are they portable?
5. Can anybody who wants to use them use them anytime s/he likes? How do you share them with your colleagues?
6. What subjects are they mainly used for?
7. What is an approximate age of the teachers who use them?
8. Do you personally use them?
9. If, yes – what do you mainly use them for? (e.g. watching films, searching the Internet, making your own materials for students to work interactively etc.)
10. If not, why don’t you use them? (too difficult to use, time consuming etc.)
11. If you prepare your own materials, how much time do you spend on preparing one lesson?
12. Do you use any products made by different publishing houses? Which ones?
13. Do you prepare the lessons in order to use them over again?
14. What type of activities do you prepare the most? (Crosswords, filling gaps, matching exercises, anagrams etc.)
15. Do you use IWB as a tool for writing tests?
16. What do you personally find interesting and attention attracting about IWB?
17. Would you like to have some ready to use materials for interactive white boards which you could use as additional practice with your course books?

Please add any other comments concerning IWB.

Thank you very much for your time.
6. 4 Questionnaire from a teacher

1. Have you got any interactive white board (IWB) at school?
   We have two IWBs at our school.

2. If yes, how many and what kind? (SmartBoard or ActiveBoard)
   I don’t know the difference.

3. How many of them are used for pupils at the age of 6-10 and how many for pupils at the age of 11 – 15?
   We use IWBs for pupils at the age of 11-15.

4. Are they fixed in certain classrooms are can they be moved from one room to the other?
   IWBs are fixed, one is in the classroom for Information technology and classroom for Geography. I think that the second named SmartBoard – is used for presentations only. It is used with note-book software which is available for all teachers.

5. Can anybody who wants to use them use them anytime s/he likes? How do you share them with your colleagues?
   We must make an agreement with other teachers. But there are not many of us who use IWBs.

6. What subjects are they mainly used for?
   Information technology classes, Geography, English, Physics

7. What is an approximate age of the teachers who use them?
   30 years.

8. Do you personally use them?
   Yes, sometimes.
9. If, yes – what do you mainly use them for? (e.g. watching films, searching the Internet, making your own materials for students to work interactively etc.)

making my own material for students, searching the Internet

10. If not, why don’t you use them? (too difficult to use, time consuming etc.)


11. If you prepare your own materials, how much time do you spend on preparing one lesson?

It depends, about 2-3 hours.

12. Do you use any products made by different publishing houses? Which ones?

We do not have any. The major problem is that there are not many additional materials on the market and if there are the matter of money is a big issue!

13. Do you prepare the lessons in order to use them over again?

Yes, it saves time.

14. What type of activities do you prepare the most? (Crosswords, filling gaps, matching exercises anagrams etc.)

All of them.

15. Do you use IWB as a tool for writing tests?

No, I do not.

16. What do you personally find interesting and attention attracting about IWB?

I can use new materials, I can change lessons, get them up to date. Children like it.

17. Would you like to have some ready to use materials for interactive white boards which you could use as additional practise with your course books?

Yes, I would love that idea!

Please add any other comments concerning IWB.