

**CHARLES UNIVERSITY IN PRAGUE**

**Faculty of Education**

**Department of English Language and Literature**

**BACHELOR THESIS**

**Making Use of ICT for Teaching and Learning English  
at Lower and Upper Secondary Schools**

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## **Declaration**

I hereby declare that this B. A. thesis is a result of my individual work and that all used sources are on the Works Cited page or mentioned in the text.

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## **Abstract**

The B.A. thesis is focused on making use of ICT (computers and other electronic devices) for teaching and learning English at lower and upper secondary schools. Making use of data projectors and interactive whiteboards at English lessons is presented. It is researched how to motivate students for the self-study of English at home. Both software and hardware points of view are taken into account.

A questionnaire research was conducted to discover whether teachers use electronic devices in English lessons, how often, what devices, why and what in their opinion students think about the usage of electronic devices in English lessons. It was discovered that most of responding teachers use electronic devices at least sometimes. They believe that students enjoy this kind of lessons more and can better understand the subject matter. Audio players are still the most commonly used electronic device in English lessons, however, e.g. computers are used very often nowadays as well.

A questionnaire research for students of English at a grammar school discovered what electronic devices are used in English lessons and what the students' opinion on the usage is. It was discovered that students prefer making use of electronic devices in English lessons, they enjoy the lessons more. The majority of the students like interactive whiteboards the most in English lessons.

Thanks to electronic devices English lessons can be more effective and students have many opportunities to practice English at home by activities that they enjoy.

Key words: ICT, teaching, English

## **Abstrakt**

Bakalářská práce je zaměřena na využití ICT (počítačů a dalších elektronických zařízení) při výuce a studiu angličtiny na 2. stupni ZŠ a SŠ. Je prezentováno užití data projektorů a interaktivních tabulí při hodinách angličtiny. Je prozkoumáváno, jak motivovat studenty k samostudiu angličtiny za použití ICT doma. Pozornost je věnována jak softwarovému, tak hardwarovému hledisku.

Dotazníkovým šetřením se zjišťovalo, jestli učitelé používají elektronická zařízení při výuce angličtiny, jak často, jaká zařízení, proč a co si o používání elektronických zařízení při hodinách angličtiny, dle jejich názoru, myslí studenti. Zjistilo se, že většina dotazovaných učitelů angličtiny elektronická zařízení používá alespoň občas. Domnívají se, že studenty takové hodiny více baví a lépe rozumí probírané látce. Audio přehrávače jsou stále nejčastějším elektronickým zařízením používaným při hodinách angličtiny, ale hojně se již také používají např. počítače.

Dotazníkovým šetřením mezi studenty angličtiny na gymnáziu se zjišťovalo, jaká elektronická zařízení se používají v hodinách angličtiny a jaký na jejich používání mají studenti názor. Zjistilo se, že studenti preferují používání elektronických zařízení při hodinách angličtiny, takové hodiny je hlavně více baví. Většina studentů má nejradši interaktivní tabule v hodinách angličtiny.

Díky elektronickým zařízením může být výuka angličtiny efektivnější a studenti mají velké množství možností procvičovat si angličtinu doma pomocí aktivit, které je baví.

Klíčová slova: ICT, výuka, angličtina

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## **Introduction**

The topic of using ICT for teaching and learning English as a foreign language has been very relevant lately since the rapid development over the past several years dramatically reduced prices of necessary devices (interactive whiteboards, data projectors etc.), so many schools can now afford them and almost everyone has a computer, a cell phone or even a tablet whose popularity increases greatly. However, this was not the only reason why I chose this topic. Information technology has always been my hobby and it is also one of my majors. Additionally, I have personal experience with how useful it can be for the study of English and when I visited several English lessons for the purposes of the observation practice during my studies at Faculty of Education of Charles University in Prague I noticed that secondary school students reacted positively to lessons where devices such as interactive whiteboards or computers were used, they seemed to pay attention more even in English lessons thus it ought to be investigated whether some students or teachers share this opinion.

When I started to study at high school, not many devices were available for English lessons, there was not a single data projector or interactive whiteboard. In fact, they both seem to carry a great potential to be extremely effective tools in English lessons.

Young people spend hours at their computer, tablet, cell phone or another device everyday - very frequently they practice their English even if they are not directly trying to.

The aim of the thesis will be to present electronic devices and software useful for the study of English, how to make use of them in English lessons or at home by students and what skills or subskills can be developed with their help. A research using questionnaires will be conducted to discover what teachers and students think about the usage of such devices and software, whether they use them in English lessons and what for. The hypothesis number one is that students prefer electronic devices in the English lessons. The second hypothesis is that teachers probably do not use electronic devices very often since it takes more time to prepare than for a regular English lesson.

## Definition of key terms

This chapter explains key terms that are used in the thesis.

- ICT stands for Information and communications technology - the use of computers and other electronic equipment and systems to collect, store, use, and send data electronically (Cambridge University Press). ICT is associated with both, hardware (all the physical parts of the devices, e.g. a monitor, a keyboard) and software (for example computer programs), so it includes everything that is dealt with in this B.A. thesis.
- Tablet – a mobile device similar to cell phones in terms of their capabilities. The main differences are that a tablet has bigger screen and ordinarily does not have a telephone function.
- Android – operating system developed by Google used in many cell phones and tablets.
- iOS – operating system developed by Apple.
- iPhone – a cell phone with iOS manufactured by Apple.
- iPad – a tablet with iOS manufactured by Apple.
- iPod – a mobile device with iOS manufactured by Apple, very similar to iPhone, the main difference is that iPod does not have a telephone function.

## **Making use of ICT for teaching English**

For many years audio players had been the only devices used in English classrooms but thanks to the quick development of ICT the situation completely changed. Nowadays it is no surprise when a teacher uses, for instance, a computer in English lessons and the students search for unknown words in their cell phone or tablet. Even though basically almost any electronic device can be used effectively in English lessons, data projectors and interactive whiteboards are very likely to be the most useful thus this section is focused on these two devices.

### **Projectors**

Projectors have the highest potential for being the most helpful for English lessons since they provide a bigger image than other devices thus everyone in class can see everything properly. The main focus nowadays is obviously on data projectors since the older overhead projectors do not provide enough interactivity and options. In their case it is only possible to show static images so they can be used mainly just for presentation of English grammar or vocabulary, which can still be better in some cases than writing everything on the board. Moreover, they save some time that can be invested to other activities instead.

However, data projectors have a much broader range of usage. Since mostly a computer is the device that operates them, the variety of possibilities includes almost everything: From a simple presentation, as in the case of overhead projectors, to exercises with the help of the Internet and playing some videos to provide the students with a more enjoyable listening activity. In case of exercises data projectors even allow students to be as involved as in the case of interactive whiteboards, the only difference being the fact that instead of interacting directly with a board they have to use a computer. It is not as comfortable but if the school cannot afford an interactive whiteboard or it is not available in the specific classroom, it may still be good for the students since everything out of ordinary lesson activities is usually more interesting and some of them might pay more attention. They might even volunteer to go to fill in an exercise.

It appears that many teachers are thrilled about the idea of using the data projector in English lessons, they are not afraid to say it revolutionized the teaching of English: “The key piece of equipment in this is the digital or data-projector, now a common if not

standard piece of equipment and one which has in many schools revolutionized the teaching of English“ (Rank et al. 112).

### **Interactive whiteboards**

Interactive whiteboards can in a way be considered as an upgrade of data projectors. They can do everything data projectors can with much more convenient operating. The teacher does not have to walk between the board and the computer as in the case of regular data projectors. In English lessons they can even be used as regular blackboards if necessary – with many useful features. There exist specialized applications designed for the whiteboards that allow the teacher to change colors, draw perfect circles, ovals, basically any common shapes or three-dimensional objects – all this more quickly than it would be possible on a blackboard. If used to it, not only does the whiteboards save time, they also allow to explain the subject matter more illustratively while still keeping the qualities of regular computers allowing them to be used, for instance, as video or audio players for listening activities so it is no longer necessary to bring to the English lessons CD or cassette players, use them for running any kind of educational software or just as dictionaries in case of a student’s request for an extremely uncommon word. The only disadvantage is still the fact that creating some exercises in the electronic form mostly takes more time than using a textbook thus making it for some teachers unacceptable to use.

Nevertheless, there exist English textbooks available in an electronic form that can be very well used on interactive whiteboards. Examples include *Cambridge IGCSE English as a Second Language* (Lucantoni) or *First Certificate Masterclass*, which comes with iTools – extra materials for interactive whiteboards (Haines).

Interactive whiteboards help teachers with student-centered approach for teaching the English language. It is also useful for practicing English through some games like telling a student to draw a picture and letting others to guess what is drawn, spelling races and many more (Chhabra 4). They have become very popular lately: “The use of interactive whiteboards has grown tremendously over the past several years. According Corcoran (2009), the sales of SMART™ wall screens increased from 170,000 units in 2004 to 700,000 worldwide in 2009. Most of these sales were to schools. With an increase of sales equal to about 400 percent over the past five years, it is clear that interactive-whiteboard technology is becoming a valuable asset to teachers and students” (Kopp 8).

Additionally, according to surveys lessons with the usage of interactive whiteboards are more efficient: “Marzano (2009) reports findings from a study that involved eighty-five teachers and 170 classrooms in which the teachers used interactive whiteboards to teach a set of lessons, which they then taught to a different group of students without using the technology. The study results indicated that in general, using interactive whiteboards resulted in a sixteen-percentile-point gain in student achievement” (Kopp 13). Not only are interactive whiteboards proven to be more rewarding for the students but the fact that they provide various options for classroom activities allows English teachers many more opportunities to get the students’ attention.

## **Motivating students for studying English**

Motivation is a factor that can be essential for the study of English since there are many opportunities students can encounter outside of school that allow them to use English. However, motivating students for reading news articles in English or trying various kinds of online tests or exercises is almost impossible or at least extremely difficult. Thus teachers should primarily provide their students with at least the basic knowledge of English. If they manage to do so students will not feel the need to avoid English in their free time and that might be the most important step. At that point students can realize that English is useful whenever they browse the Internet, for example.

Thanks to ICT there are many possibilities for students to get better at English by themselves. The biggest advantage is that it does not necessarily have to be somehow boring activities like filling in exercises. Watching movies, TV series or even playing games can enforce them to try to take English seriously - students do it just because they enjoy it. There are many opportunities nowadays to watch movies before they are dubbed, even starting with Czech subtitles helps very much. Or today's games also partially force people who play them to understand English, online games do that even more, they mostly require active communication as well. This means that students voluntarily practice reading, writing, listening and speaking in English on a daily basis. Which can eventually help English teachers during their lessons as well, students now get a valid reason to pay attention, they might want to understand what people are saying in those movies and since English lessons can help them, there is a much higher chance they will concentrate during the English lessons.

## **Making use of ICT for studying English**

### **Software point of view**

There are many useful activities that students can do at home (some of them have a use at school as well) to practice their English. They do not necessarily have to be boring, in many cases students learn English extremely effectively without realizing it. Nowadays when people use various electronic devices they need to know English on many occasions in order to be able to for example understand instructions on the screen which allow them to install and run their favorite application or game etc. Even enjoying their free time with a computer or a tablet sometimes improves their English more than a lesson at school can.

The aim of this chapter is to describe universal options useful for the study of English that are common for many electronic devices. Since modern tablets and smartphones are powerful enough they are capable of performing all these tasks as well as computers can.

#### 1) E-mails

Practicing English by communicating with a native speaker or even another student of English from another country can be very good. It may improve the person's writing and reading skills, they practice grammar, vocabulary, learn the right spelling. This is a perfect option for beginner or lower intermediate students who are not yet able to communicate orally well. While writing an e-mail they have enough time to create the sentences, find the right words or check their spelling in a dictionary. However, if a student is shy, he or she can have problems with talking to someone who they do not know in person. It can certainly work for some people and is absolutely worth a try because it has a potential to be very effective but it is mostly better to try to motivate students for a more reliable free time activity that can be beneficial for all students.

E-mails can also serve as a means of communication in English for the purposes of e-Twinning. It offers students to work on various projects with another school in Europe. Since e-Twinning is focused on learning in general, students do not learn only general English, they can also learn many technical terms in English while participating in, for instance, a physics project. What teachers see as a really big advantage is the fact that students do not actually realize they are learning (Maillard).

## 2) Web sites

Finding a hobby that requires the student to read English web sites regularly is certainly one of the most profiting options. Unless it is a website created by a non-native speaker (or a native speaker with not so perfect language skills), it in fact gives a high chance of being without mistakes. That is probably the most prominent danger of self-study, you can easily learn mistakes as well, and these mistakes are very often difficult to forget. However, as long as the student reads official web sites or news websites, the danger is minimal. This of course does not concern forums. They are full of incorrect language uses, even from native speakers. It is very common to read ‘than’ confused with ‘then’ or ‘should of’ written instead of ‘should have’ or also ‘it’s’ considered as possessive. Nonetheless, most of the mistakes are in written language so if the motivation of the student is to learn to communicate, even forums become very useful. Having a hobby of this kind brings a pleasant form of practicing grammar, vocabulary or reading in general and in some cases even writing. The best is that since they like the topic, they might even be motivated enough to find unknown words in a dictionary even though they understand it from the context which mostly does not happen in case of for example compulsory reading.

Web sites are also very useful for doing more difficult homework such as presentation. There are many pages that can provide them with valuable information while it is much less difficult to find than in a book. In addition, online dictionaries such as *Cambridge Dictionaries Online* (available from [dictionary.cambridge.org](http://dictionary.cambridge.org)) allow them to quickly and conveniently check the right spelling and pronunciation of an unknown word.

## 3) Applications for learning English

Applications created to teach all the four skills as well as subskills in the English language – the best (and also the most expensive) are designed to cover everything. They explain grammar, teach vocabulary, practice reading, writing and listening and are full of, sometimes even amusing, exercises. These are extremely good and useful for everyone interested in studying English, the only problem might be how to motivate students to use them. Many of them may not want to spend their free time by these activities.

They are available in two forms – online or as applications for computers, mobile phones, tablets etc. An example is [busuu.com](http://busuu.com), the website provides online interactive language courses (some are free, others require a payment) as well as an application

designed for cell phones and tablets (iOS version – for iPhones, iPads and iPods and Android version) with no internet connection required. The online English language learning units include (information taken from busuu.com):

- Vocabulary: Learn important words and expressions with the aid of pictures and audio clips. Premium Members can also listen to key phrases.
- Dialogue: Improve your reading comprehension with a fun dialogue, followed by questions to test your understanding. Premium Members can also listen to the audio version.
- Writing exercise: Develop your written skills by writing a short text for other users to correct.
- busuu-talk: Connect with native speakers via our integrated video-chat application, which allows you to chat online or even talk to other users in the busuu.com community.
- Review: Test how much you've learnt with a short quiz and win busuu-berries!
- PDF: Print out a PDF with each of the grammar and learning units, so that you can even study offline. This tool is only available to Premium Members.
- Podcast: Listen to podcasts containing the vocabulary, example sentences and dialogues for each of the grammar and learning units. This tool is only available to Premium Members.
- Voice recording: You can practice your pronunciation, by recording a character's part in a dialogue, and posting it for native speakers to correct you. Voice recording is only available for Premium Members.

The mobile application has similar policy, part of the content is free, the other part must be purchased first. The description of the application from busuu.com:

- Extensive vocabulary - over 3,000 words and key phrases.
- From beginner to advanced intermediate levels (A1 - B2).
- Covering 150 different topics using day-to-day situations
- Comprehensive audio-visual learning material with photos and recordings by native speakers
- Sections include vocabulary, dialogues and interactive tests
- Free version includes 20 complete learning units - full content can be purchased inside the app.

Another example is Living Language online English courses. For the price of 99\$ (relevant to 14<sup>th</sup> of July 2013) the English courses have to offer (according to [www.livinglanguage.com](http://www.livinglanguage.com)):

- 46 lessons packed with vocabulary, grammar, audio conversations, and cultural notes.
- Engaging games and puzzles to aid retention and recall.
- Access to e-tutoring sessions for live practice with native speakers at no extra cost providing personal support, answers, and encouragement.
- An online community of language experts and fellow language learners.
- The ability to track your progress, so you can learn at your own pace and measure how far you've come.

Thanks to the wide availability of the applications and, in some cases, low or no cost they can be an invaluable asset for every student interested in improving his or her English. If chosen well, they can feature even some games or amusing exercises so it might be less difficult to get the students involved voluntarily thus teachers should at least try to show them some of these applications (preferably the free ones) in the English lessons.

#### 4) Video games

These days video games are very popular (at least younger generations of the male part of the population like them very much) and mostly thanks to online games they can serve practicing English much more than before. As a matter of fact, in the past most games were translated and dubbed into Czech before they were sold to customers. It was no problem because the games did not need any upgrades or they received them very rarely. However, online games are updated very often, even once a week in some cases. That is one of the reasons why they are not translated into every possible language – it would be too demanding and the companies do not have enough resources for it, updates would be delayed so it would bring more disadvantages. Mostly they are translated into a few languages only so Czech is understandably not among them. Online games offer practicing English from many possible directions - reading, writing, listening, speaking and since the required communication is mostly not some beginner sentences, the person practices grammar as well. The most important genre of the games would be MMORPG (Massively Multiplayer Online Role-Playing Game), these games actually force players to be good at English since without it they are lost. They can play the game but only to some

extent, if they want to enjoy the game and play through the most interesting content, they must know English. As an addition, due to the nature of the games, they receive regular updates which are in some cases released with a video that explains the changes made. Also the videos mostly feature a thorough look at the reasons for the balance issues which means that people encounter different vocabulary that is normally in the game and practice listening as well. Thus it does not only encourage the students to a hobby-like self-study, it can motivate them to pay more attention at school. As in the case of forums, games can also teach mistakes. Nevertheless, since it can provide daily practice of English in spoken and written form, it certainly brings many more positives. Additionally, they can boost morale in some cases. “And just 90 seconds of playing a game like World of Warcraft – where you have a powerful avatar – can boost the confidence of college students so much that for up to 24 hours later, they're more likely to be successful taking a test at school... and more outgoing in real-world social situations” (McGonigal). So games not only are a useful tool for the study of English but since students are well rested thanks to playing them it can result in paying attention more in English (and other) lessons as well.

#### 5) Movies, TV series, videos

In fact, movies and TV series in English seem to be the safest option, students should not learn any real mistakes from watching them. They can and probably will use some informal words or structures since they are used very much in the movies. However, since most of the high school students primarily want to be able to communicate with other people, it is not entirely bad. To some extent, it is more important for them than written and highly formal English. Even though movies do not directly practice active communication, it still helps. Not to mention that some students may have problems with listening so this is never a waste of time. A person can also memorize some useful phrases and broaden his or her vocabulary, which also helps with their fluency. Although it is certainly true that it affects the most only the passive knowledge of the language. Nonetheless, if the student pays attention during English lessons at school and they practice speaking regularly, the perfect passive knowledge of the English language helps him/her to improve his or her speaking very fast. Another advantage is that they are easily accessible nowadays: in fact, some TV series can be even watched online for free (with commercials) or acquired for a small fee. Then there exist online videos produced by, for example, some news channels which can also be watched for free and there is the

advantage of not having to risk the possibility of encountering speech with grammatical mistakes or bad pronunciation in most cases. Yet, this option seems to be difficult to achieve since students prefer having fun so they probably rather choose movies or TV series. A good compromise is YouTube, which provides fun as well as practice of English. “YouTube videos can be used in an ELT classroom for various aspects of English as to enhance vocabulary, accents, pronunciations, voice modulation and many more. The real advantage of using YouTube in teaching English is that it offers authentic examples of everyday English used by everyday people. The teacher can use it as a tool for improving their Listening and Speaking, Reading and Writing skills“ (Chhabra 3). If used well, it can be a great help with the study of English or even a tool for use in the English classroom.

### **Hardware point of view**

To begin with, there are aspects specific for particular devices so this section describes them and also pinpoints the most important usages.

#### 1) Computers

The majority of people in developed countries have a computer or at least access to it. Since in comparison to other smaller devices computer is the most comfortable to operate and provides a bigger screen, it is in most cases the best option for all the activities presented in the previous chapter. The term CALL stands for Computer-assisted language learning – all kinds of foreign language teaching that involve a computer. In fact, it appeared several decades ago. The first foreign language learning software was created in 1960. Its development quickly reacted on new technology. Soon after the Internet was made public, first applications that use it were created. However, not much changed since these first uses (Vyas and Patel 89).

In addition, CALL started to develop at a rapid pace when computers began to be more affordable and, what is important for the creators of CALL materials, easier to operate so the developers of the applications did not necessarily have to be skilled programmers to be able to create a good teaching material that can be used for learning a foreign language such as English. In the past, many CALL teaching materials were scratched because the necessary equipment for running the software became outdated and there was much criticism concerning the quality of materials (Levy 1).

Learner autonomy has been an important concept in CALL as well as non-CALL foreign language learning literature. It is one of the advantages of CALL, people can easily study in their free time. It is possible to speak about autonomy only if the learner does the activities because he or she decides to, not because they were told to do it by their teacher (Stockwell 9).

Nowadays a key direction is web 2.0 applications. They allow people to develop their creativity, in other words, practice their writing skills in English, in some cases even speaking - they are no longer only receptors of English. This category includes, for example, blogs (opinions or diaries posted on the Internet), social networks (Facebook, MySpace), wikis (sharing of resources, for example Wikipedia) or MMOGs (Massively Multi-player Online Games) (Vyas and Patel 91). All of these are extremely useful for improving in all aspects of English while providing fun thus students do not need to be forced to do this, they do it because they enjoy it.

Computers are also very important for data projectors and interactive whiteboards since they are in the majority of cases used as a controlling device.

## 2) E-book readers

Reading books has always been a good activity to broaden one's vocabulary and improve the general understanding of English written texts. With the growing popularity and price reduction of e-book readers, it becomes even more comfortable and rewarding. The device is lighter and more compact than a regular book, which makes it easier to read even on a subway or on a bus. Many e-book readers come with a preinstalled dictionary that includes many languages, so if a person does not know an English word, the device can provide them with possible translations. When reading an ordinary book in English, not many people look up all the unknown words, they understand them from the context so they do not necessarily need it. But since it is very easy to do on the device, people are more likely to translate the word which allows them to remember it. E-books in English are much cheaper than physical ones and some older books in English are also officially available for free.

E-book readers are already used in many schools. "Students at Clearwater High School in Florida had their textbooks replaced with eBook readers at the start of the 2010-2011 school year in an attempt to 'integrate more technology with classroom instruction'" (Kopp 8). Additionally, replacing textbooks with e-book readers can motivate students

who never had a chance to try an e-book reader to buy their own device since using it at school can very well demonstrate its advantages over regular books.

### 3) Cell phones and tablets

In recent years this category has evolved so much that cell phones and tablets are, in fact, able to substitute a computer in many aspects. They are both capable of all that is mentioned in the software point of view chapter. Even though regular cell phones mostly manage all of that also, the focus is on smartphones – mobile phones with an open operating system (nowadays mostly Android, Apple iOS and Windows Phone). In particular, they are very handy for using a dictionary at school or, as a matter of fact, anywhere without the access to a computer.

Very important terms that belong to this category are MALL (Mobile assisted language learning) and MPALL (Mobile phone-assisted language learning). They are similar to CALL – language learning with the help of mobile devices. The difference between these two terms is that MALL includes mobile phones, tablets etc. – every mobile device. MPALL, on the other hand, includes only mobile phones. They are extremely convenient because they allow the person to learn the English language anywhere. Since modern mobile devices have sufficient performance, they are capable of using majority of existing CALL resources thus making a relatively new platform full of opportunities (Vyas and Patel 94).

Besides the already mentioned uses, there exist several other uses that help with improving English specific for this category. People are very often enthusiastic about their cell phones and tablets, they want to personalize them as much possible. Thus they search for new applications and games sometimes even on a daily basis. The important part is that there are hundreds of thousands or even millions of these applications so in order to find the best and the most fitting one, people have to read many overviews and opinions of other users or even ask questions themselves. Most of the best ways to obtain this information is only in English so they voluntarily (and technically unintentionally) practice their reading and writing skills and also learn many new words.

Android based smartphones and tablets have an even broader range of personalization. There is a possibility to flash the device with a custom software which changes the device much more than a regular application can. It is important because there are so many devices on the market that almost all of the information necessary to do such a

change is available only in English. The instructions are also very often full of technical terms which the person must understand in order to be successful. Simple instructions can look like this (Extracts quoted from a forum post of this site: <http://forum.xda-developers.com>, only several more difficult steps are chosen.):

“Section: 4 How to flash any ICS 4.0.x & 4.x.x JellyBean based rom.

Step 2: Download one of the Custom ICS or JB roms below to the root of your sd card.

Step 3: Download latest GAPPS package to root of sd card.

Step 8: Click on PIT in Odin and select the atlas 2.2 pit you downloaded in step 1(make sure repartition is checked).

Step 17: Wipe Data/Factory reset, then under the "advanced" menu wipe dalvik cache.

Step 19: Reboot recovery via the power menu.

Step 22: Wipe cache and Install gapps zip from sd that you downloaded in step 3, then reboot.”

This is a great way to obtain some technical vocabulary as well as practice reading in English. There are mostly problems and unclarities so people ask questions in English and it is no exception if hundreds of posts are typed.

## Questionnaire for teachers

The research was conducted using an anonymous non-standardized questionnaire that contains six closed questions (with the possibility to add own answers). It was created on Google Documents so it took only a few minutes to fill it in – 110 of 345 teachers from various secondary schools and grammar schools in the Czech Republic participated, which means roughly 32% decided to complete the questionnaire. Before it was sent out, a pre-research had been done with the help of several English teachers in order to verify that there are no confusing questions or unclarities in general. E-mails with the details where and how to complete the questionnaire were sent on 10<sup>th</sup> of March 2013 to 345 teachers from randomly selected schools of all regions in the Czech Republic. All responses were received between 10<sup>th</sup> of March and 15<sup>th</sup> of March. The aim was to find out whether teachers use some electronic devices in their lessons, why, how often, what devices, their reasons for the usage and what they believe the students' opinion is about this matter.

Teachers received an e-mail in Czech (mainly in order to avoid being marked as spam, some e-mail accounts may be set to automatically move non-Czech written e-mails to a spam folder), this is the translation:

Dear Sir/Madam,

my name is Martin Kučera, I am a third year student at Faculty of Education of Charles University in Prague. I would like to ask you to fill in my (anonymous) questionnaire for the purposes of my B.A. thesis that deals with making use of ICT at English lessons. Completing the questionnaire will take only several minutes. In order to ask for as little of you time as possible, it was created on Google Documents. Link: [https://docs.google.com/forms/d/1nrwpcvu6u\\_1XXqRovYs1iaOzcSin3qyCXwujiNs7j5M/viewform?pli=1](https://docs.google.com/forms/d/1nrwpcvu6u_1XXqRovYs1iaOzcSin3qyCXwujiNs7j5M/viewform?pli=1).

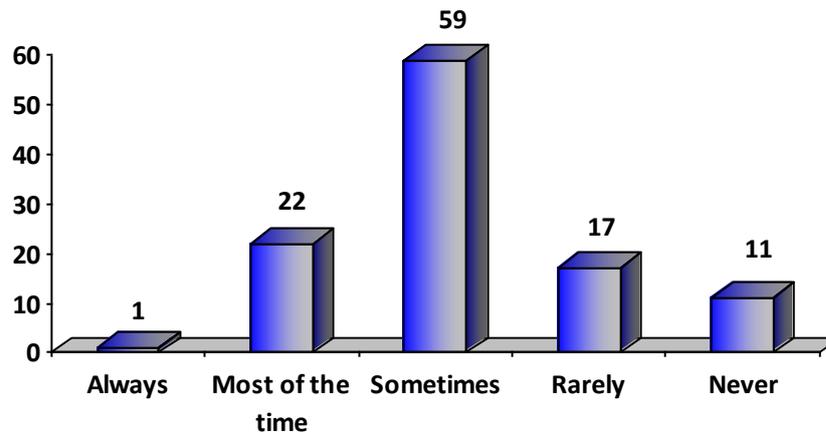
Thank you

Regards

Martin Kučera

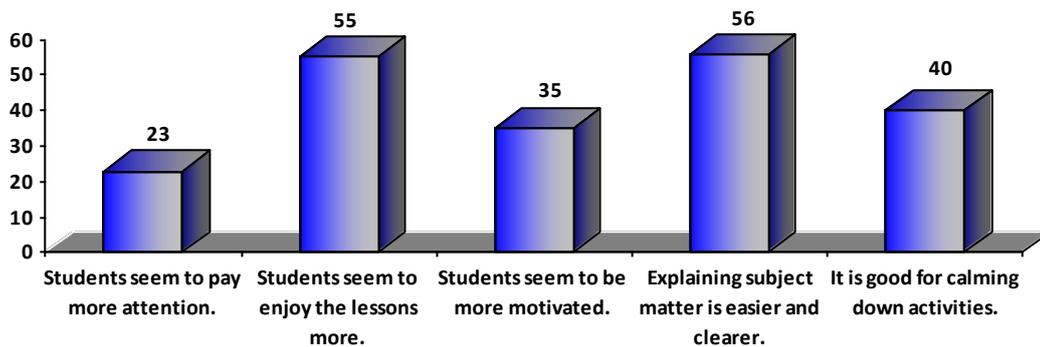
The full version of the questionnaire and the Czech version of the e-mail can be found in Appendices.

### 1) Do you use a data projector or an interactive whiteboard in English lessons?



Majority of teachers use these devices, which suggests that they become more available in the classrooms and are also at least sometimes useful for the English lessons.

### 2) If you use it/them, why?

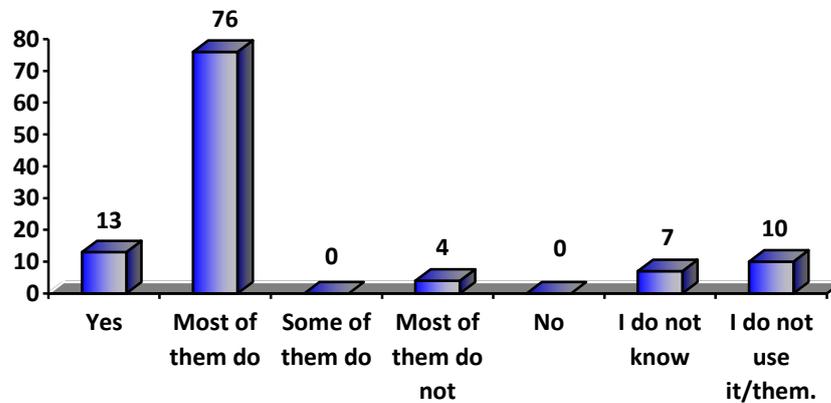


The data shows that according to teachers' opinions students enjoy lessons with a data projector and/or an interactive whiteboard (at least it appears so from the teachers' perspective) as predicted in the introduction and in many cases it is less difficult for them to understand subject matter.

### 3) If you do not use it/them, why?

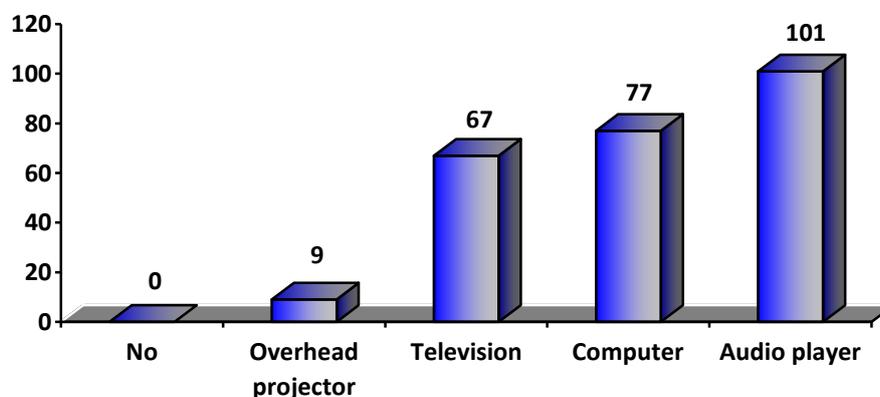
There is no need for a graph since the majority of teachers use the devices thus only a few answered this question. The main reasons for not using the devices are the unavailability of the devices (eleven teachers) and the fact that it takes too long time to prepare for the lessons (nine teachers – they occasionally use a data projector or an interactive whiteboard).

### 4) Do students enjoy lessons with a data projector or an interactive whiteboard in your English lessons?



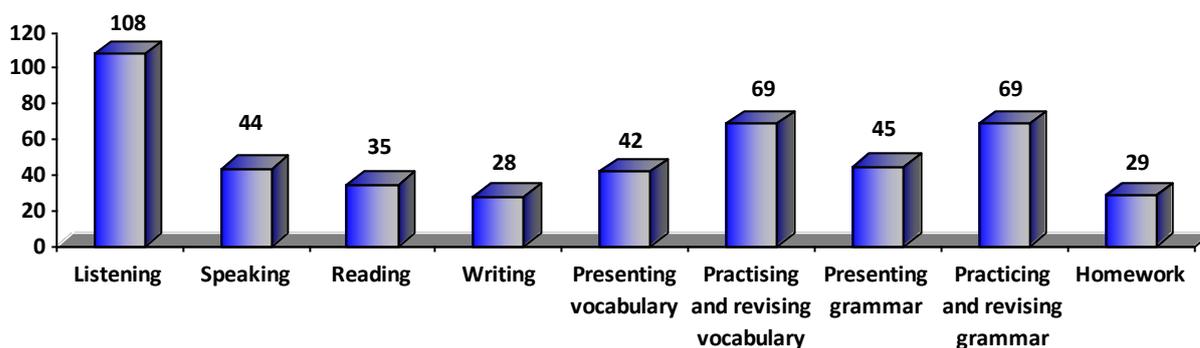
The results suggest that teachers believe that most students enjoy English lessons with the use of a data projector or an interactive whiteboard, which supports the acquired data from the second question.

### 5) Do you use any other electronic devices in English lessons?



It appears that audio players, computers, televisions and overhead projectors are the only commonly used devices since there were almost no other answers. Smartphones were mentioned twice and tablet only once. However, there was one very interesting case. At one school there is a specialized laboratory for languages where students work on computers connected to the Internet and the teacher can monitor their advances from his or her own workstation with the possibility to help the students if necessary.

## 6) What do you use electronic devices for?



Even though listening is still the most frequent use of electronic devices it is obvious from the acquired data that they start to be involved in practicing and revising vocabulary/grammar, presenting grammar, speaking, presenting vocabulary, reading, homework and writing during English lessons and are also considered to be an effective tool.

The questionnaire proves that many electronic devices are used for various purposes in English lessons and teachers consider them to be effective since students enjoy the lessons, which can only lead to paying more attention as well. The results partially confirm the hypothesis that sometimes teachers do not use electronic devices because it takes too long time to prepare for the lessons, however, the number of these teachers is surprisingly not very high. They also suggest that the hypothesis about students preferring the use of the devices in English lessons is valid but this is yet to be confirmed in the questionnaire for students.

Since the selected teachers were from all regions of the Czech Republic, it can be assumed that results might be similar at other schools. However, the number of teachers that use electronic devices in their lessons might be slightly lower in reality. Two thirds of

the contacted teachers did not answer, some of them probably decided not to participate but it is possible that some of them do not use computer very much and did not complete the questionnaire because it would take too much of their time. In case of these teachers it is not very likely that they use electronic devices in their lessons.

## Questionnaire for students

This questionnaire was filled in by 118 students between the age of eleven and nineteen at Gymnázium Václava Hraběte (a grammar school) in Hořovice on 14<sup>th</sup> of March 2013. Before the students received the questionnaires, a text containing similar information as the one that was sent to teachers via e-mail, was given to them:

Dear students,

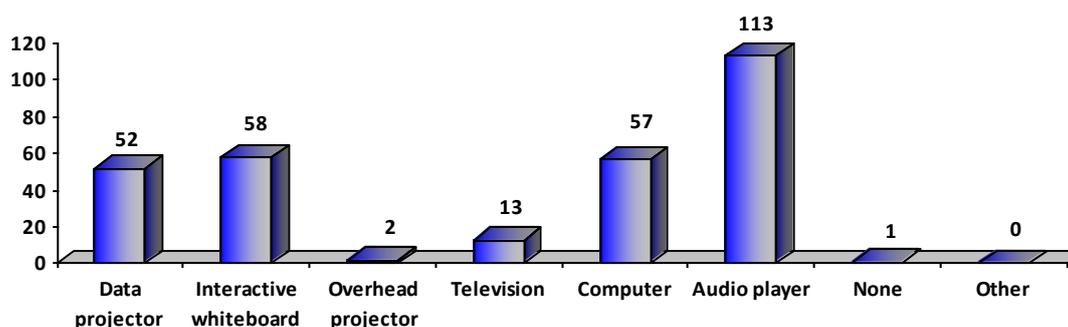
my name is Martin Kučera, I am a third year student at Faculty of Education of Charles University in Prague and a former student of this grammar school. I would like to ask you to fill in my (anonymous) questionnaire for the purposes of my B.A. thesis that deals with making use of ICT at English lessons. Completing the questionnaire will take only several minutes.

Thank you in advance.

The school has several classrooms equipped with data projectors and interactive whiteboards thus majority of the English teachers who teach these students have access to this equipment at least once a week, which means the questionnaire might be able to objectively analyze whether the devices are used and what is the opinion of the students on the lessons with those devices.

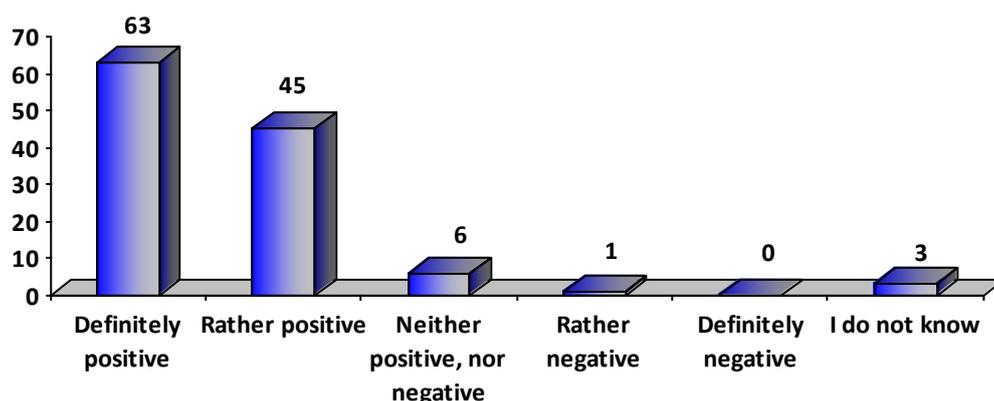
The full version of the questionnaire can be found in Appendices.

### 1) Which item(s) of the following electronic devices does your teacher use in your English lessons? (You can mark more than one answer.)



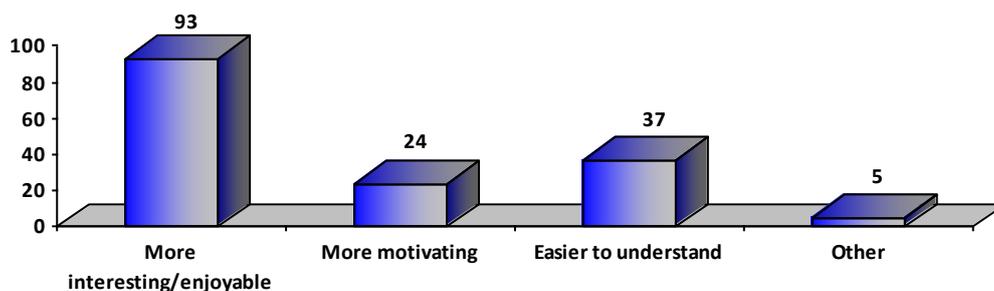
Even though audio players are understandably still the most used devices, it is obvious that data projectors, interactive whiteboards and computers start to be recognized as a very useful tool in the English lessons.

**2) What is your opinion on the usage of electronic devices in English lessons?**



The result of this question proves that students have very positive attitude to the electronic devices.

*i. If definitely or rather positive, why? (You can mark more than one answer.)*



The data shows that not many students are more motivated or that the devices help them to understand the subject matter more easily which would be the best option. However, the fact that majority of the students consider the lessons to be more interesting is also a very good outcome. If they enjoy being taught with the help of for example an interactive whiteboard there is a very high probability they will pay attention more during those lessons. In five cases there were other answers:

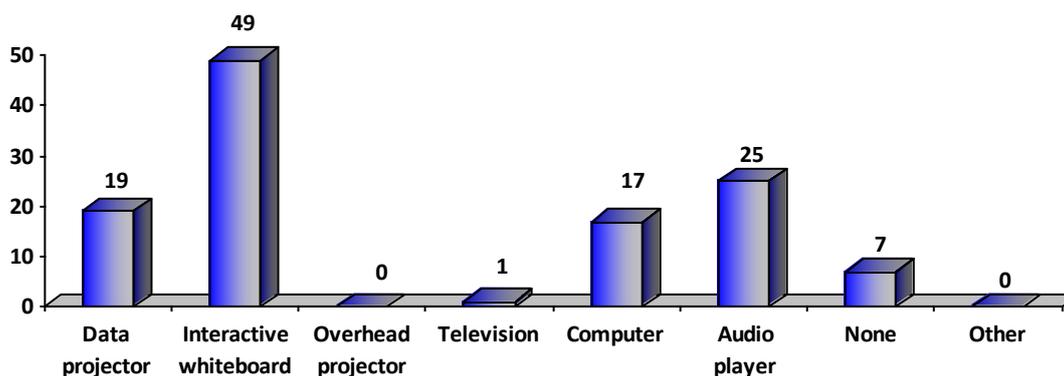
- 1) The classmates are less noisy/distracted.

- 2) It is important to listen to English speech from audio players.
- 3) It is not necessary to copy the text from the blackboard.
- 4) English movies, videos are good for improving in the language.
- 5) It is good to listen to native speakers.

*ii. If definitely or rather negative, why? (You can mark more than one answer.)*

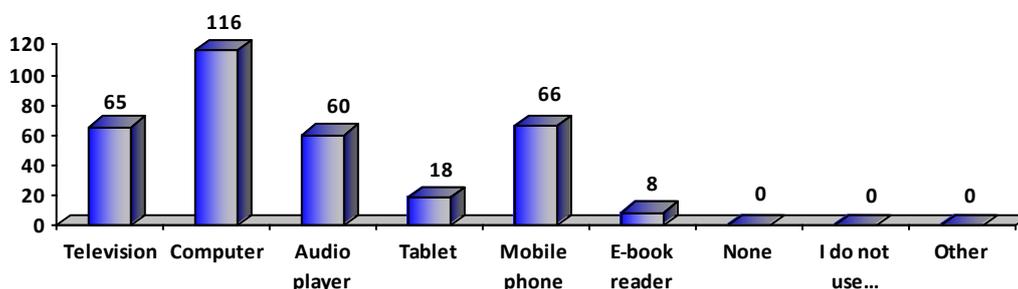
Only one of the 118 students considers the effects of those devices to be rather negative and the reason for it is that the lessons are less interesting for him or her. The number is very low, less than one percent which means teachers should not be afraid to use the devices in the English lessons, almost all students appreciate it.

### 3) What electronic devices do you prefer in English lessons?



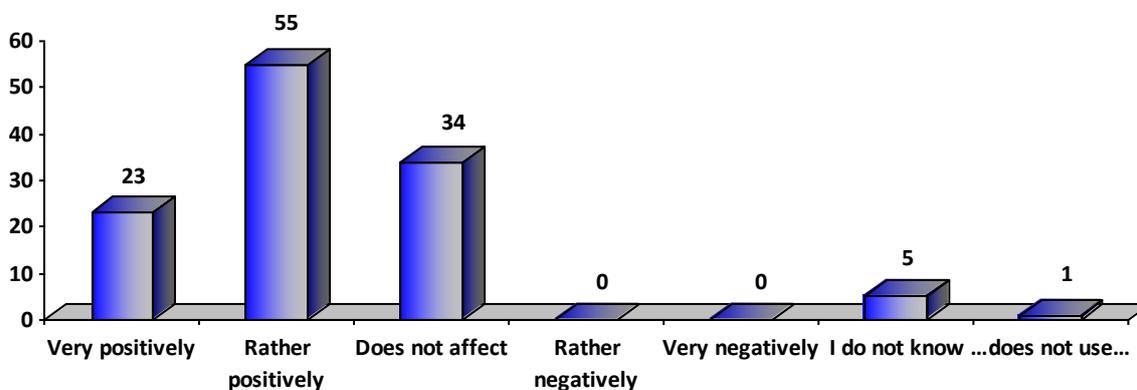
Partially expected results – many students are enthusiastic about interactive whiteboards and the number of the students might have been even higher. Not every teacher at the grammar school uses the device which is most likely the reason why it was chosen only in 49 cases because most of the students who marked that their teacher uses interactive whiteboards also have this device as their favorite. Which strongly suggests that students who have been taught with the usage of interactive whiteboards are very positively affected by the device.

4) When you use English in your free time, which of the following electronic devices do you use? (You can mark more than one answer.)



As expected, computer is the most used device because it can be a substitute for all other mentioned devices. What was interesting, however, is the fact that there are not many tablet users among students despite their current popularity and low cost (in case of less equipped ones). The reason is most likely that they only need to find a word in a dictionary and if no computer is available they rather use their mobile phone to perform the task.

5) The usage of electronic devices in English lessons affects my motivation to study:



The last question proves one more time that students prefer the usage of the devices and they even think they are positively affected by them. Even the one student whose opinion on the devices is rather negative does not consider it to be negatively affecting his or her motivation to study.

Based on all the questions answered it is safe to say that students like the devices, they enjoy lessons more, are motivated and it is easier for them to understand the subject matter. Since basically no students are demotivated because of their use, teachers should be encouraged to at least try them in their lessons.

The results can be safely applied only on grammar schools though. Opinions of students at other types of schools might differ drastically since grammar school students of English are mostly more interested in the English lessons thus they welcome any kind of special and more convenient presentations of the subject matter but students at e.g. technical schools might not be interested in English lessons at all, which means that any usage of electronic devices might bother them.

## Lesson plan

This chapter shows an example of how an English lesson, where electronic devices are used, might look like. The lesson is meant for students around 17 years old, preferably at a grammar school.

Level: Intermediate

Time: 45 minutes

Textbook: *Opportunities Intermediate*

Aims: Students will have learnt how to use ‘to have/get something done’ and will practice listening and speaking that concern TV series/shows in English.

Aids: Computer, Interactive whiteboard, textbook *Opportunities Intermediate*, handout (prepared by the author of this B.A. thesis, included in appendices).

Stage 1: Introduction of the lesson – a teacher fills in a class register and says what will be the aim of the lesson – ‘to have/get something done’ and listening/speaking practice. Students listen. 4 minutes.

Stage 2: Revision of vocabulary from last lesson – the textbook’s article *Shock Tactics* on page 52 (make sense, half-shaved, discover, solution, advert, joke, domestic violence, suffering, frightening, justify, deliberately). Chosen students explain words in English in front of the whole class. 5 minutes.

Stage 3: A teacher presents new grammar (to have/get something done) using examples on an interactive whiteboard (taken from the textbook, page 53). Students listen and make notes in their textbook. 5 minutes.

Stage 4: Practicing new grammar. Students complete exercises 6, 7, 8 in the textbook, page 53, the teacher monitors. After 5 minutes chosen students/volunteers go to write the correct answer on an interactive whiteboard. 8 minutes.

Stage 5: Speaking activity – students discuss in pairs their favorite television series/show, why they like it and how often they watch it. A teacher monitors. Then volunteers/chosen students talk in front of the whole class about their classmate’s TV series/show. 10 minutes.

Stage 6: Listening activity – a scene from *How I Met Your Mother* (season 8, episode 6) played 2 or 3 times since the text is intentionally slightly more difficult. Students fill in missing words on a handout. Correction and explanation of unknown words (cave, incentive, obsessed, arms length, latch onto, drag on, procrastinating) by other students or the teacher follow. 10 minutes.

Stage 7: Assignment of homework – students are to find a very short video (approximately 30 seconds) on the Internet (for example on YouTube) and write one or two sentences about what happens in the video. 3 minutes.

The aim of making use of various electronic devices in English lessons is most importantly to try to engage students’ attention and to save time. Since interactive whiteboards are still relatively a new piece of equipment, students might even volunteer to go to the board that is why teachers could attempt to use an interactive whiteboard whenever it is possible. Having an exercise or a short presentation prepared in an electronic form saves the time that would otherwise have to be spent by writing on a regular blackboard. It is certainly more work for the teacher but it is probable that very soon there will be much more teaching materials available for interactive whiteboards and then the situation might be completely reversed.

## **Conclusion**

Electronic devices can be used in many ways that benefit the study of English. Students interested in English have many opportunities to improve their English at home even by activities that they enjoy which might not be possible without electronic devices. Additionally, making use of electronic devices such as interactive whiteboards and data projectors for teaching English is proven to be more effective than regular English lessons (for example in Marzano's study mentioned in 'Making use of ICT for teaching English' chapter).

The results of the questionnaire researches confirm the first hypothesis that students prefer English lessons with the use of electronic devices. They believe the English lessons become more interesting, motivating and it is less difficult to understand the subject matter. Interactive whiteboards have a very positive effect since they are the most favorite electronic devices in English lessons of more than 40% respondents, which proves that interactive whiteboards are useful tools for teaching English. The results of the second questionnaire research also show that all responding students practice English in their free time with the use electronic devices, which proves their influence on the self-study of English.

The second hypothesis appears not to be valid but it is uncertain because two thirds of contacted teachers did not respond to the questionnaire and several teachers at the grammar school, where students completed the second questionnaire, mentioned that this is their reason for not using electronic devices more often thus it should be more thoroughly investigated with a larger sample size.

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## **Appendix 1**

Chapter 'Questionnaire for teachers', page 21 – Czech e-mail.

Dobrý den,

jmenuji se Martin Kučera, jsem studentem třetího ročníku Pedagogické fakulty Univerzity Karlovy v Praze. Chtěl bych Vás poprosit o vyplnění (anonymního) dotazníku pro svoji bakalářskou práci týkající se používání elektronických zařízení při výuce angličtiny.

Dotazník je krátký, jeho vyplnění zabere pouze několik minut. Aby dotazník zabral co nejméně času, vytvořil jsem jej na Google Dokumentech. Vyplnit ho můžete na této adrese:

[https://docs.google.com/forms/d/1nrwpcvu6u\\_1XXqRovYs1iaOzcSin3qyCXwujjNs7j5M/viewform](https://docs.google.com/forms/d/1nrwpcvu6u_1XXqRovYs1iaOzcSin3qyCXwujjNs7j5M/viewform).

Děkuji

S pozdravem

Martin Kučera

## Appendix 2

Chapter 'Questionnaire for teachers', page 21 – questionnaire.

**1) Do you use a data projector or an interactive whiteboard in English lessons?**

- a) Always
- b) Most of the time
- c) Sometimes
- d) Rarely
- e) Never

**2) If you use it/them, why? (You can mark more than one answer.)**

- a) Students seem to pay more attention.
- b) Students seem to enjoy the lessons more.
- c) Students seem to be more motivated.
- d) Explaining subject matter is easier and clearer.
- e) It is good for calming down activities.
- f) Other (please specify):

**3) If you do not use it/them, why? (You can mark more than one answer.)**

- a) Students seem to be more distracted.
- b) Students seem to enjoy the lessons less.
- c) Students seem to be demotivated.
- d) It takes too long time to prepare for it.
- e) I do not have access to them.
- f) Other (please specify):

**4) Do students enjoy lessons with a data projector or an interactive whiteboard in your English lessons?**

- a) Yes
- b) Most of them do
- c) Some of them do

- d) Most of them do not
- e) No
- f) I do not know
- g) I do not use it/them.

**5) Do you use any other electronic devices in English lessons? (You can mark more than one answer.)**

- a) No
- b) Overhead projector
- c) Television (broadcast, videocassette recorder, DVD player)
- d) Computer (using computer/laptop screen for explaining subject matter, exercises etc.)
- e) Audio player (CD/DVD/MP3/cassette player)
- f) Other (please specify):

**6) What do you use electronic devices for? (You can mark more than one answer.)**

- a) Listening
- b) Speaking
- c) Reading
- d) Writing
- e) Presenting vocabulary
- f) Practicing and revising vocabulary
- g) Presenting grammar
- h) Practicing and revising grammar
- i) Homework
- j) Other (please specify):

### Appendix 3

Chapter 'Questionnaire for students', page 26 – questionnaire.

**1) Which item(s) of the following electronic devices does your teacher use in your English lessons? (You can mark more than one answer.)**

- a) Data projector
- b) Interactive whiteboard
- c) Overhead projector
- d) Television (broadcast, videocassette recorder, DVD player)
- e) Computer (using computer/laptop screen for explaining subject matter, exercises etc.)
- f) Audio player (CD/DVD/MP3/cassette player)
- g) None
- h) Other (please specify):

**2) What is your opinion on the usage of electronic devices in English lessons?**

- a) Definitely positive
- b) Rather positive
- c) Neither positive, nor negative
- d) Rather negative
- e) Definitely negative
- f) I do not know

*i) If definitely or rather positive, why? (You can mark more than one answer.)*

- (1) The lessons are more interesting/enjoyable.
- (2) The lessons are more motivating.
- (3) It is easier to understand the subject matter.
- (4) Other (please specify):

*ii) If definitely or rather negative, why? (You can mark more than one answer.)*

- (1) The lessons are less interesting/enjoyable.

- (2) The lessons are less motivating.
- (3) It is more difficult to understand the subject matter.
- (4) Other (please specify):

**3) What electronic devices do you prefer in English lessons?**

- a) Data projector
- b) Interactive whiteboard
- c) Overhead projector
- d) Television (broadcast, videocassette recorder, DVD player)
- e) Computer (using computer/laptop screen for explaining subject matter, exercises etc.)
- f) Audio player (CD/DVD/MP3/cassette player)
- g) None
- h) Other (please specify):

**4) When you use English in your free time, which of the following electronic devices do you use? (You can mark more than one answer.)**

- a) Television (broadcast, videocassette recorder, DVD player)
- b) Computer
- c) Audio player (CD/DVD/MP3/cassette player)
- d) Tablet
- e) Mobile phone
- f) E-book reader
- g) None
- h) I do not use English in my free time.
- i) Other (please specify):

**5) The usage of electronic devices in English lessons affects my motivation to study:**

- a) Very positively

- b) Rather positively
- c) Does not affect
- d) Rather negatively
- e) Very negatively
- f) I do not know
- g) My teacher does not use electronic equipment.

## Appendix 4

Chapter 'Lesson plan', page 31 – handout.

*Fill in the missing words.*

I knew you'd \_\_\_\_\_. Which is why I came up with a little extra incentive to \_\_\_\_\_ up with Nick. End it by 8:00 p.m. tonight or this \_\_\_\_\_ goes live. "Robin and Patrice's BFF \_\_\_\_\_ Day?!" Kids, Patrice was a coworker of Robin's who'd become sort of \_\_\_\_\_ with her. Robin had managed, until now, to \_\_\_\_\_ Patrice at arms length. But if Patrice were invited to something called Robin and Patrice's BFF Fun Day, she'd latch onto Robin and \_\_\_\_\_ let go. Why would you do that? \_\_\_\_\_ that right now! No! If I don't give you a little \_\_\_\_\_, you'll let this drag on until Nick can have sex again, and then you'll be right back to procrastinating on all \_\_\_\_\_. I hate to admit it, but the man in the suit has a \_\_\_\_\_.