

TITLE:

Acquiring Vocabulary by Means of Smartboard

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ABSTRACT:

This PhD thesis deals with researching the efficiency of interactive whiteboards in foreign language teaching. The objective was to verify the hypothesis that the interactive whiteboard is an effective tool and means in the process of acquiring German vocabulary. Chapters I to IV draw upon available secondary literature, whilst part V is concerned with the applied research. Vocabulary uptake efficiency was tested on three teaching modules by contrasting an experimental group and a control. The experimental group was taught by means of an interactive whiteboard, whereas the control group was not. The methodology of the research is based on the above mentioned experiment, interviews with the pupils, a test of individual learning styles and observation of all lessons (based on video recordings). The results of the research suggest that interactive elements in German language teaching make the acquisition of vocabulary more successful. Moreover, the efficiency might be higher through implementation of the interactive whiteboard. Regarding the small sample of students the problem outlined in this work deserves more extensive research.

KEYWORDS:

Interactive whiteboard, acquiring vocabulary, individual characteristics of pupils, learning styles and strategies, new media and multimedia