ICT AND THE ENGLISH TEACHER

Diplomová práce

Vedoucí práce: PhDr. Světlana Obenausová, MLitt, Ph.D.

OLOMOUC 2010
Prohlašuji, že jsem tuto diplomovou práci vypracovala samostatně a použila jen uvedených zdrojů.

V Olomouci dne 30. června 2010

…………………………..
vlastnoruční podpis
Acknowledgement

I would like to thank PhDr. Světlana Obenausová, MLitt, Ph.D. for her support, guidance and valuable comments on the content and style of my diploma project.
Content

Abstract .................................................................................................................................................. 6

Introduction ......................................................................................................................................... 7

I THEORETICAL PART .......................................................................................................................... 9
1 General information about changes in the Czech school environment .............................................. 9
   1.1 Introduction ICT into lessons ........................................................................................................ 9
   1.2 School and new trends .................................................................................................................. 10
2 Computers and their usage in ELT ..................................................................................................... 13
   2.1 Why to choose computers into lessons? ...................................................................................... 13
   2.2 Ways of using ICT in the lesson .................................................................................................. 15
   2.3 Using a computer in groups in ELT ............................................................................................ 15
       2.3.1 Project work ......................................................................................................................... 16
   2.4 The own programs ...................................................................................................................... 17
       2.4.1 Hot Potatoes ....................................................................................................................... 18
   2.5 Presentation in Powerpoint ....................................................................................................... 19
   2.6 Interactive Whiteboard (IWB) .................................................................................................... 19
   2.7 Computer literacy ...................................................................................................................... 20
       2.7.1 Education of teachers ........................................................................................................ 20
   2.8 Disadvantages of using computers in ELT ................................................................................. 21
3 Using computers for communication ................................................................................................. 22
   3.1 E-mail ......................................................................................................................................... 22
       3.1.1 Pen friends ............................................................................................................................ 23
   3.2 The history of E-mail .................................................................................................................. 24
   3.3 Text – conferencing: Internet Relay Chat .................................................................................. 24
       3.3.1 Disadvantages of using text – conferencing ..................................................................... 24
4 Internet ............................................................................................................................................. 26
   4.1 What is the Internet popular for? ............................................................................................... 26
   4.2 Why to choose the Internet as a material resource? .................................................................... 27
   4.3 History of the Internet ................................................................................................................ 28
   4.4 Using the Internet by teachers .................................................................................................. 28
   4.5 World Wide Web (WWW) ........................................................................................................ 29
5 Other ways of using the Internet ....................................................................................................... 31
   5.1 Reading an authentic article ...................................................................................................... 31
   5.2 Songs ......................................................................................................................................... 32
   5.3 Dictionaries .................................................................................................................................. 32
6 Roles of a teacher and a computer in ELT ...................................................................................... 34
   6.1 A teacher and a computer .......................................................................................................... 34
   6.2 Computer as a teacher .............................................................................................................. 35
   6.3 ICT and language skills ............................................................................................................ 35
       6.3.1 CALL ..................................................................................................................................... 35
Abstract

My diploma thesis is focused on using Information and communication technology (further ICT) in English language teaching. The final project is divided into two parts – theoretical and practical.

In the first theoretical part, I focused on making a brief overview of the situation which can be seen in today’s school environment. At the very beginning of my diploma thesis, I tried to summarize the trends in last decades and presented some history aspects as far as the usage of ICT in the English lesson is concerned, as well. Additionally, advantages and disadvantages of using computers in the English lessons are mentioned. Another important point that was mentioned, is how ICT can make the English lesson more attractive for students and how teachers can use computers for their preparation. Finally, I focused on different possibilities of the Internet usage during English teaching.

The second part of my diploma thesis is practical and it is based on a research study. The main aim of this study is to analyse one questionnaire’s answers. The questionnaire was distributed and filled out by English language teachers working at different Czech schools. Moreover, the analysis of this questionnaire should answer a few questions that were asked at the beginning of the research.
Introduction

Technical inventions and innovations belong to our everyday life. Speaking about ICT, it is necessary to mention that we have to consider pros and cons of its usage as far as the English language teaching is concerned.

Generally speaking, the usage of ICT at schools has been becoming a new trend nowadays. ICT can help to improve making lessons more attractive and it symbolizes some kind of change and refreshment in stereotype for children. However, not all teachers like using computers. Nevertheless, if so, they do not use a computer very often, although conditions for the usage of this technical invention have much developed during last years.

During my teaching practices, I noticed that teachers’ approach to ICT differs and depends on each of them. Some teachers were keen on using computers, while teaching English, the others tried to avoid using technology. Therefore, in my diploma thesis, I would like to stress the importance of using ICT in the English lessons. On the other hand, I mention some disadvantages, which teachers can face to, as well. Furthermore, the main aim of my diploma project is to make an overview of different methods how to learn English more effectively thanks to a computer.

My diploma thesis includes two parts. In the theoretical part, there are six chapters, which are further divided into smaller parts.

Chapter 1 gives information about the development and introduction of ICT into schools. Chapter 2 presents the ways of using computers in English lessons. Moreover, I focused on education of teachers. In my opinion, it is important to know, who teaches our pupils. In addition, speaking about teaching foreign languages, it is necessary to develop teachers’ language and computing skills. What is more, it is up to a teacher to refresh teaching every day.

The basic aspects of communication due to a computer are mentioned in Chapter 3, whereas Chapter 4 deals with the Internet as a tool for communication and its usage in ELT. Chapter 5 informs about other possibilities of using the Internet in English lessons. This part of my final work focuses on the importance of an authentic article, using dictionaries which can be accessed online and songs which can be listened on the Internet as well. The last chapter in my diploma thesis presents the teaching role of a computer and pedagogue and provides some basic pieces of information how this role can be changed during a teaching process.
The practical part of my diploma thesis is based on the analysis of my research study. Moreover, the analysis of questionnaires should prove or disprove my hypotheses.
I THEORETICAL PART

1 General information about changes in the Czech school environment

In this chapter, I focused on some historical backgrounds which were connected to the Czech school system. I mentioned important events from history, which are relevant to the development of a new trend connected to the usage of Information and Communication Technology (further ICT) in the English lessons during last years. I wrote about the situation in the Czech school system, as well.

1.1 Introduction ICT into lessons

Although ICT technology does not represent a new phenomenon in our life, its usage in education and especially in English lesson teaching (further ELT) belongs to often discussed topics.

From 1989 to 1996 European Council supported a project focused on language teaching. It was stressed that the development of ICT in last decades was the most powerful point in the globalization, which was connected to a modern life. According to Hanzlíková (2001), the tenseness between traditional school environment and extracurricular environment, which adapts to the usage of ICT faster, became to rise. New technology tools have been calling for new approaches and knowledge.

Furthermore, Mothejžíková and Chotěra (2001) mention that globalization was one of the most important points in the development of methodology, as far as an English learning process is concerned. It came to a big increase of high-technological pieces of information.

What is more, the insistent demand of change related to information called for the need of communication. This fact brings a lot of new stimuli for language learning.

First of all, there are many possibilities how to get immediately new pieces of information. In addition, the communication can be realized with all around the world. In my opinion, this fact is one of the biggest advantages.

However, I would like to mention negative points of the usage of ICT, as well. What has to be considered is the fact that the usage of ICT can contribute to passivity and the lack of socialization, as Hanzlíková (2001) mentions.
Moreover, a traditional schooling in the class, when a teacher and pupils work face to face, enables to use teacher’s own knowledge end experience for making a lesson more attractive.

As far as an introduction of computers into ELT is concerned, computers were coming to schools in the late 1980s and there were many supporters on one side and a few strong opponents on the other side, as well. However, computers started to be an inseparable part of ELT at the end of the 1990s. In addition, Hanzlíková (2001) deals with one important question - how to use computers in the most effective way. This begs the question, whether there is a need for special methodology for teachers. According to this author, the necessary knowledge for teachers in ELT is to know basic computer English.

The most of the Czech primary schools went through a changing process related to the school equipment. Nowadays, the most of basic schools have got well-equipped computer labs or rooms, which enable more students to work on computers at the same time. We can speak about the big advantage of these specially equipped rooms, which allows a new variability in teaching. One of these advantages is the fact that a teacher can check pupils’ work very easily thanks to his/her computer situated in front of the class and connected to all pupils’ computers.

These projects belong to the most demanding as far as financial help is concerned. It is very disappointing that many teachers have to conform themselves to the conditions, which are at a particular school. It is believed that some teachers have worse conditions for ICT usage in ELT. Furthermore, they cannot decide about purchase relevant to equipment of the school. However, computer labs, computer rooms, multimedia classrooms, or one classroom with a computer and Interactive Whiteboard (further IWB) at least belong to the standard school equipment nowadays.

1.2 School and new trends

At the very beginning, I would like to mention that the development of using ICT in the learning process went through a few stages. ICT technology was introduced into school environment in the 1960s for the first time. As far as the teaching process is concerned, a traditional school lesson was connected with simple
grammatical – translation programs, which were taken as a supplementary material to the traditional way of teaching.

A feedback between teachers and their pupils was highlighted in the 1970s. However, a teacher was fully integrated to the lesson in the 1980s and it is spoken about “teacher centred instruction”. (Hanzlíková, 2001, p.182)

As same author writes, the start of the self-learning process is emphasized in the 1980s. The full development of ICT comes in the late nineties. Furthermore, pupils’ needs and their individual attitudes were highlighted. It is spoken about learner-based teaching. For Cambel and Kryszewska (2002, p.5) means learner – based teaching “that all class activities can be done using information that the learners themselves bring to the class”.

The most studies show that children use very often their computers at home, however, in limited functions. For that reason, it is a big demand put on a teacher who appears in a role of a consultant and a manager during the lesson.

In the last decades, it is spoken about an introduction of computers to all primary schools, however, the situation, as far as the financial aspect is concerned, depends on a particular school.

In addition, Zounek (2006) claims that the introduction of computers to schools is a process which is never-ending. According to him, ICT technology develops permanently and its renovation and innovation is necessary.

As far as the improvement of problematic areas at schools is concerned, there are many projects focused on improving conditions for using ICT at schools according to the websites of the Ministry of Education, youth and sports (MŠMT 1). One of these projects is a project called EU money to schools, which should make conditions better in the areas which seem to be problematic. The improvement of conditions connected to foreign languages teaching should be involved in the upgrading process. The results of this project should be progress relevant to the teaching process with the usage of ICT.

Speaking about new trends related to using ICT in ELT, it is definitely worth mentioning distance education, which brings many advantages for students, who do not have much time. However, as White (2003) states, we need to answer a question whether the technology will create a learning area which is enough qualified.

Additionally, Atkinson (1998, p. 56) points out that possibilities that are offered by new technologies can be “both frightening and exciting”. The author says that it is necessary to consider all elements, which could lead to its prosperous adoption.
In last days it came to an increase of e-learning courses, which bring another form of educating due to the computer and the Internet. As Chmelařová and Jahnová (2007) mention, a student can make his tasks with the benefit of informatics at home, at work or wherever he wants, without sitting at school. In addition, everybody, who uses e-learning, can adapt everything according to him or her as far as organisation and pace are concerned. Furthermore, the authors mention that communication is under way due to Electronic mails (further E-mails). This form of teaching enables to make the work easier and more comfortable.

I would like to summarize the first part of my diploma project focused on a situation at the Czech schools, as far as the usage of ICT is concerned. My attempt was to make a brief overview about the events connected to the introduction of ICT into ELT. In addition, I mentioned a changing process calling for a demand for new school equipment. Speaking about transformation in the language teaching, I focused on new stimuli, which were brought with changes.

Finally, I provided a few pieces of information about two different approaches, which could be seen before and after.
2 Computers and their usage in ELT

In this chapter I would like to summarize pros and cons of the usage of ICT in English lessons. I tried to make a brief overview about the situation, which can be found in the today´s schools. This part of my final project gives a short description of the ways how ICT technologies can be used during ELT. Although using a computer in ELT has many advantages, I presented a few disadvantages, too. (i.e. not good concentration and discipline of pupils). Last but not least, I focused on teacher’s education because I think it is one of the most important preconditions as far as ELT with ICT is concerned. Therefore, I provided a brief overview of teachers’ qualification and skills, which are demanding.

2.1 Why to choose computers into lessons?

We live in a modern world and we have to involve this fact in a teaching process, as well. That is why, the development in the school environment brings the new situation connected to the inclusion of ICT technology in ELT.

The using of technologies belongs to one of our main domains in our life. According to Brdička (2001, online), our society is often called “High technology society” thanks to the technological development, which can be seen during past years. This fact is connected to the situation that computers started appearing in the school teaching process. Speaking about language teaching, it is clear that a teaching process has to be full of ideas and the usage of ICT suggests many possibilities how to modify usual methods.

Nowadays, it is more convenient to study the range of materials, which can be found anywhere. The pupils have got a big chance to improve their education thanks to computers and without going to libraries, where they used to spend too much time.

Generally speaking, computers should be definitely involved in ELT, these days. The main reason is that the system calls for a refreshment and I think this can be fulfilled with the full introduction of computers into English lessons.

What is more, computers can be used for the various scale of activities in ELT. Firstly, a teacher can use this technical invention for revision of the subject matter. Secondly, ICT technologies can serve as the ground for a group work full of productive collaboration. A special role of ICT and the Internet includes making new intercultural contacts among schools, classes or individual students thanks to e-mail.
In addition, computers can be a real help as far as the self-study is concerned. In my opinion, many pupils, who need more time to understand new subject matter appreciate this possibility of teaching improvement. From Petláč’s (2000, p. 113) point of view, there are many supporters for the lessons with help of ICT. As he writes, they highlight an individual pace of pupil’s working. A learning process with using of a computer is more exact and patient, says Petlák. It is possible that a pupil can repeat a part of a program which he/she is not sure about several times. In comparison to teaching without the help of ICT, working on a computer is very positive for a pupil because his/her work is intimate.

Furthermore, a pupil does not have to be afraid of embarrassment among children in case he or she makes a mistake. In addition, the supporters mention that this type of learning process includes activity itself and allows pupil’s individual pace. However, as far as a pedagogue is concerned, the big advantage of this type of teaching process has to be mentioned, too. As Petlák (2000, p. 113) states, a teacher can pay attention to more aspects connected with methodology.

On the other hand, there are also opponents, who think that ICT should not serve as a teaching tool at all. They agree with supporters that pupils can work with their individual pace, however, according to them, a pupil can only make what is appointed in the program. Furthermore, it is spoken about a serious problem, when a teaching process misses a natural aspect of bringing up.

Nevertheless, as Petty (1993) claims, the biggest opponents are those, who have got small or even no experience. In addition, opponents are convinced that pupils are separated from a real life because they miss an interconnection due to experience, says Petlák.

Moreover, it is believed by opponents that it is not possible to regard a computer for a qualified teacher because of its incapability to examine how a pupil understands a problem and knows how to apply it.

Furthermore, as far as activities in the lessons are concerned, a teacher has to be emphatic to children and has to be aware of a fact that pupils can spend more lessons at school and they can be exhausted and bored, if previous lessons did not attract their attention much. In this case, computers are a very good choice of refreshment. For many pupils this method can be a welcome relief from boredom and pressure of usual learning process.

Finally, it is worth mentioning that unlike teachers, computers can immediately check your spelling without saying anything unpleasant. In Petty’s (1993) opinion, especially children appreciate this function.
From my point of view, even not a very favourite teacher among his/her pupils can become more popular one, when using ICT in ELT because pupils definitely appreciate something new and more interesting.

2.2 Ways of using ICT in the lesson

The usage of ICT in the English lesson enables a teacher to create many interactive, communicative, and cooperative activities, which could variously appear at any stage of the lesson plans. The possibilities how to lead the English lesson with computer are not bounded. It is only up to a particular teacher how he/she would like to lead the lesson to make children interested in English. The most common using ICT in English is connected with the Internet, overplaying presentation or doing grammatical exercises with using specific software. Using modern textbooks, which include CDs or another supplementary material, helps to create a good and effective lesson plan. A teacher has to be sure about the aims of the lesson with using ICT and he/she should be able to consider the contribution of ICT and specify aims of the lesson. Moreover, many questions should be thought over before teaching the English lesson enriched by the usage of ICT. According to Hanzlíková, M. (2001, p.170) “a good teacher should be able to put himself/herself into pupil’s shoe and be a teacher at the same time”. In addition, Hanzlíková advises that teachers should meliorate their skills of the Internet usage as the source of pieces of information. It is important to check what aims pupils reached during the lesson. Furthermore, she recommends adaptation of original aids to the ICT possibilities. Last but not least, teachers should be able to cooperate with their colleagues from different workplaces and countries, states this author.

2.3 Using a computer in groups in ELT

As Petty (1993) mentions, a group work is a perfect opportunity for children to use books, magazines, video programmes and special materials which children do not work usually with. To use a computer in a group belongs to the best idea. Children are enthusiastic and motivated by the chance that next to the English knowledge, they can show how skilled and creative they are.
However, in Byrne’s opinion (1991), some students may be lazy and as he further writes, “it can happen that one or two students force their ideas on the rest of the group.” (Byrne, 1991, p. 78)

Nevertheless, Byrne advises that if a teacher thinks that something is seriously wrong within a group, the best idea is to join the group for a while and try to solve the problem out.

When working in a group in ELT with the usage of ICT, the most common method is a project work.

### 2.3.1 Project work

As Booth (1997) presents, a project work is something what comes from pupils themselves. The author says that “the project is theirs”. She points out that the project is oriented on a student rather than a teacher. Besides the fact, they have to decide on their own, the language requirements are needed, as well.

Furthermore, at the very beginning, the project must be planned and discussed. Thereafter a teacher can evaluate it. It cannot be forgotten that the project is not designed to suit a syllabus, and the language, which is needed comes out of the nature of the project itself, writes the author.

The length of time a teacher spends on the project with his/her pupils depends on particular circumstances at a particular school. According to Booth (1997), as far as motivation is concerned, the more fully is a student involved in doing an exercise, the more likely he or she is to see the work through to the end and benefit from it. As she further points out, the motivation lies in the project itself. The opportunity of using a language is given to a student and it can be in a new situation, which is for a student challenging. The idea of projects, which can be made on a computer can be very conductive, as far as cooperation is concerned. Before starting to make a project with pupils during the English lesson, a teacher has to think over these questions.

“How do the learners behave when they are engaged in group work “

“Do they actually use the target language?”

“Do they correct one another?” (Willis, J., Willis D, 1996, p. 105)

For Feřtek (2002) it is good idea to make children form a group. Hyperactive children will learn to listen to their co-workers and children who are less skilled can observe methods of work from their more qualified classmates. However, it is definitely better for a not much
qualified pupil to take part in collective work, even though in a passive way, than sitting without perception.

“Life and school mean a good opportunity to cooperate, it is not a race who will be the first”, claims Feřtek. (2002, p. 96)

Wright (1988) suggests that learners should be involved more actively in the classroom process in order to increase their motivation. The activities should call for inter-student communication and co-operative efforts. According to him, two examples of such activities are **group work** and **simulation**.

While working on computer during ELT, especially when the lesson is connected to the production of projects, a teacher should be aware of **three stages**, which are important to know.

As Windeatt and Hardisty (1990) present, these three stages of a computer lesson are **pre-computer work**, **computer work** and **post-computer work**. The teacher’s role in pre-computer work is to explain what pupils will be doing. It is necessary to give pupils a list of new vocabulary, if needed. As far as the post computer-work is concerned, Windeatt and Hardisty speak about follow up activities, which should be included into lesson.

### 2.4 The own programs

According to Petty (1993), when creating own exercises for children, which the ELT will be based on, it is important to ask ourselves, if it is worth spending so much time and effort with making our own exercises for pupils. One reason for this can be the fact that we cannot be sure that our created exercise will help to develop pupil’s English knowledge.

As Petty further mentions, when a teacher creates his own programs, the big advantage is that he/she can think of many answers and when a pupil chooses not a correct answer, a screen shows immediately that the chosen answer was not right and explains the reasons for that. On the other hand, when the answer is correct, a pupil can be acclaimed and he/she follows the next question. As far as the results are concerned, they can be made immediately. This type of learning process contributes to safe time for both a learner and a teacher.

Another positive thing, when creating exercise on their own due to special software is the fact that created exercises and materials look more in a professional way.
In addition, exercises can be modified and diversified due to pupil’s level of English without doing another exercise. What is more, a program can be updated easily. As Petty advises, there are some rules, which should be followed up by a teacher when preparing his/her own exercises. Firstly, these exercises should be focused only on the elements, which are necessary for pupil’s knowledge. Secondly, it is important to know that exercises which are made up due to computer programs can become low tech very soon. “The learning process should not be overshadowed by high technology – the programme control should run more or less intuitively”. (Petty, 1993, p. 296)

2.4.1 Hot Potatoes

Thousands of interactive exercises can be accessed on the Web nowadays. However, if you want, you can create your own exercise for pupils thanks to the Hot Potatoes program. One important thing to be done is a registration. However, when you use the program for educational purposes it is free of charge. The program can be downloaded from http://web.uvic.ca/hrd/hotpot/indes.htm. As Chmelařová and Jahnová (2007) mention, the program offers many possibilities how to create your own exercise in HTML format, which can be started up on any computer due to internet browser. As these authors state, the program Hot Potatoes includes a few tools for making different interactive exercises, which can be useful for deepening and improving language skills. The tools are JQuiz (enables to make the questions and answers, which can be defined in advanced and pupils choose from possibilities or it is demanding to fill the correct answer). The second tool is JClose (it is possible to create an exercise connected with gap fillings). JMatch serves for creation, so called matching exercises. The tool JCross is suitable for making crosswords. The last tool is called The Masher and it enables to put all by ourselves made exercises into one complex.

What I really like, is the unending amount of possibilities offered for making an exercise. Moreover, the exercises can be modified according to pupils’ level of English or age. These types of exercises can be practised directly thanks to the computer. Another possibility how to practise language due to these exercises is to use these exercises via Interactive Whiteboard (IWB). Using IWB could make these exercises more amusing because children can compete with themselves in teams. Moreover, all children can stand at the IWB and they do not sit at the desk. It is clear that using IWB in ELT is perfect refreshment, which children will definitely appreciate.
2.5 Presentation in Powerpoint

Presentations created in Powerpoint belong to the most used activities which are done with help of ICT in ELT after practising an English grammar due to interactive exercises. As Simson (2009, online) states, “PowerPoint presentations are great for reviewing ideas which have already been taught”. Simson further claims that it is good to see a presentation after the pupils have been taught something new. In my opinion, making PPT presentation is not difficult and therefore it is very popular among teachers. The presentation can be made according to teacher´ s skill and creativity.

What is more, the presentation can be modified according to pupils´ level of English and their interest. In addition, a presentation can be full of visual aids such as pictures, photographs, illustrations and even videos. According to Simson, “such presentations can stimulate visual learners in a way that traditional materials cannot”.

2.6 Interactive Whiteboard (IWB)

Interactive Whiteboard (further IWB) becomes “an ideal resource to support whole class teaching because it acts as a focus for their attention and increases their engagement. “ (Machová, 2007, p. 87) Fortunately, IWB has been becoming a today´ s must, as far as the school equipment is concerned. At each school it should be possible to use one IWB at least. Today´s trend of publishing companies (Fraus, Oxford University Press) starts to be publishing of interactive textbooks which serve as the ground for using IWB in ELT. In these textbooks, there is a Compact Disk (further CD) included, where many interactive exercises connected to units appearing in the textbook can be found. This interactive material focuses rather on a communicative interaction, written and spoken. The using of the IWB has many positive sites. For example, IWB enables the learners to touch it. It is possible to write on the board without a chalk, manipulate with written words, turning the words or letters around etc.

As Machová (2007, p.87) writes, IWB use “becomes a mediating artefact for the interactions of teachers with their pupils, and pupils´ interactions with one another.” According to her, the interactivity can be seen in a more complex perspective. With using IWB, it comes to an interaction between a learner and material. As the second example she describes a multifaceted interaction between a teacher and a learner, between two learners, among two groups of learners, and the whole class interaction. Last but not least, Machová (2007) writes about an interaction which can be found between a teacher and material.
2.7 Computer literacy

The usage of computers is not limited as far as the pupils’ age is concerned. Its usage is suitable for all children at different age. As McCay (2010, online) claims, „computer literacy does not mean you need to know how use every single piece of software you may encounter“. It is also not necessary “to know how to write programs or network computers”, says McCay. According to him, it is important to know some basic things, such as saving and opening a file, using a word processing program, and sending and receiving emails.

In my opinion, it is connected with the right choice of courseware for the particular age group. It is necessary to focus on psychological aspect typical for specific age. It is obvious that for younger pupils it is recommended to use various multimedia courseware which motivates them by evoking the game environment. On the other hand, older pupils and adults appreciate the more interesting programs, which allow bigger choice of possibilities.

2.7.1 Education of teachers

It is nice to use ICT in the English lesson but according to a practical guide for teachers The Internet and the Language Classroom (2000), a teacher has to remember that technology could become a big disaster in the wrong hands. This proves that a teacher’s own preparation for the lessons in advance is very important. Teacher should be pretty sure about using the technology and should be prepared to explain everything and introduce computing skills to his/her pupils.

Nowadays, it is possible to visit variety of workshops or courses which can help to develop teacher’s computing skills. Basic computer courses are offered by most continuing education programs. Professional teachers should be interested in developing their potential even though they feel they do not need it. The Ministry of Education in the Czech Republic deals with the project meant for foreign language teachers according to their websites (MSMT 2). The project should help to improve and develop their teaching practise and to refresh the learning process for pupils. Teachers can visit a course they will choose on their own. Most of courses are free of charge and the only thing, which has to be made, is to sign for it and make a reservation for a particular date. According to the websites of Ministry of Education, teachers can learn in such a course how to make a lesson more efficient. Moreover, everybody will be given interesting tips how to use ICT in the lesson.
In addition, all workshops can be visited in each region it is only up to an individual where he or she enrols.

2.8 Disadvantages of using computers in ELT

When using ICT in ELT, we need to be prepared for the unexpected situations, which can occur. Moreover, pupils do not have to pay attention to the learning process. For some pupils an English lesson where a computer is used can mean rather easy-going atmosphere and they do not have to concentrate at all. A teacher has to be prepared precisely for this learning process and in case a high technology would not be working, there has to be an alternative plan.

Furthermore, pupils forget to write by hand and rely on a profile gauge. The communication takes place only due to an e-mail and pupils begin to have a problem to take part in a group. The other problem is to express ideas spontaneously.

What is more, children do not accept the other source than the Internet and they take a virtual reality as the unchallenged source. According to Hanzlíková (2001), the role of a teacher is very important in this area. He/she should be able to offer any alternatives, combine approach to materials, foment to a group work, socialization and cooperation.

Nevertheless, a teacher has to support the development of critical thinking.

In this chapter, I focused on advantages of using computers in English lessons. The ways, how ICT can be involved in the lesson, are mentioned, same as some activities which can be done. I think that computers can really bring very pleasant refreshment into a learning process on one hand. On the other hand, the lesson with the usage of ICT can become a disaster sometimes because pupils may not behave in the correct way.

I made a remark about computer literacy and teacher’s education, as well. In my opinion, it is very important for a teacher to be capable in the computer field. This ability is connected to a self-confidence and pupils should be convinced that their teachers are real professionals. The more a teacher will be creative, the more popular he will become. Children will be more enthusiastic and learn because of their motivation. At the end, I focused on some negative points related to the ICT usage in ELT.
3 Using computers for communication

The third chapter of my final project deals with the fact how the development of communicative skills is important for language learning. In this section, I focused on communication that is possible due to computers. I highlighted the advantages of using e-mails and text-conferencing which become more and more popular in these days. I mentioned a big opportunity to learn other culture and improve a language thanks to an exchange of e-mails with foreigners and its advantage of using the language spontaneously. Finally, I wrote a few words about an e-mail introduction.

3.1 E-mail

The definition of Electronic mail (further E-mail) is according to Hanzlíková (2001) the way of sending and receiving electronic messages among participants on the net and according to Warschauer (1995) it is a way how to send a message from one computer to one or more other computers around the world. Another definition of e-mail is written on Encyclopedia Wikipedia. According to this source, email is a tool which serves for “exchanging digital messages”. As Atkinson (1998) mentions, E-mail enables us to read messages sooner, later or not at all. Next to the connection to the Internet and proper software, it is necessary to have an assigned email address.

The amount of tools for communication in today’s world is not bounded. It can be spoken about the advantage, which emerges by using e-mail for communication. The positive thing is that “unlike the telephone, an e-mail allows people to retrieve their messages at any times.”(Warschauer, 1995, p. 8)

As far as the usage of e-mail in the school environment is concerned, it can be mentioned the communication via e-mail, when a pupil was absent and wants to be informed directly from a teacher. Some of teachers use e-mails also for communication with their pupils. At some schools children are allowed to do their homework or different tasks at home and thereafter to send it via e-mail to a teacher. This possibility can be used in the situation when the lesson plan was not designed well and it was not possible to manage everything during the lesson at school.

A teacher has to consider some of the aspects, when he/she choose this variant of doing homework. As Warschauer (1995) further mentions, e-mail for teacher-student communication would most likely take place in higher education but I think that it starts to be
a communication tool also at basic schools. According to him, e-mail communication can be **formal** or **informal** consultation and more pupils prefer this type of communication nowadays. The reasons can be shyness or lack of time, for example. I would like to add that I met with informal consultation via mail during my teaching praxis where children wanted to know their test results immediately and they insisted on sending their results via e-mail. Many schools introduced direct e-mail on their web pages, where pupils can write to their teachers and communicate with him/her at the real time. (I demonstrate – for instance, the school webpage of ZŠ Palackého in Prostějov  [http://www.palacka.com/](http://www.palacka.com/) accessed 20/03/10)

As far as distribution of class materials is concerned, e – mail can help teachers a lot. Pupils can print handouts or photocopies at home. Teachers can save more time and focus on more difficult things, which are needed to be explained in the lesson.

### 3.1.1 Pen friends

The most popular and one of the most common ways of using e-mail, is a **cross-cultural exchange**. This possibility of learning language is suitable for all pupils at any age or even level of language. Writing to a pen friend has got many advantages. First of all, it has to be mentioned that it is connected with using English for an authentic purpose. What is more, pupils can make new friends and learn about new cultures, as Warschauer (1995) presents. It is worth making a remark that this kind of using English is free of charge and convenient. In comparison to classical letter, it is faster, pupils do not have to wait for an answer for a long time.

Most of schools have got a possibility to choose their partner school from a foreign country. In this case, children can make the project in groups or individually about themselves, their town, or whatever they are interested in and they can send their projects via e-mail to their pen pals from a different country. In my opinion, this idea of taking part in different projects is very beneficial to further development of English knowledge in pupil´ s life. I would say, it is important that pupils try to use English with pupils from foreign countries, most of children start to look at English not as a compulsory subject at school, but they will understand that English is for them a communicative tool with foreigners.

Of course, some problems can occur. Warschauer mentions lack of response and purpose. It can happen that particular student´s partners fail to respond. As far as the lack of purpose is concerned, an initial excitement can blow over. It depends on the teacher how far he/she will be successful in pupil´ s motivation.
3.2 The history of E-mail

The history of e-mail is very interesting. Sending e-mails started in the late sixties by the U. S. military. According to Warschauer (1995), people were looking for a possibility how to communicate in the event of a large-scale nuclear war. The system which would have been reliable and decentralized was needed. As Warschauer (1995) further presents, e-mails were firstly limited to U. S. military, defence contractors and universities responsible for defence research. Ten years later, e-mails were spread within university communities and by the 1980s, e-mails started to be used by academics for professional collaboration. The same author writes that the early 1990s were something such as explosion of the usage of e-mails and it was estimated that more than twenty-five million people all over the world were beginning to use them.

3.3 Text – conferencing: Internet Relay Chat

This possibility of communication allows us to communicate in a real time. According to Windeatt, S. et al. (2000), as far as the e-mail is concerned, there is always a delay between a message which was sent out and a reply being made. The message send by text-conferencing arrives on the other’s person screen as soon as it is sent. The software which enables text-conferencing is called Internet Relay Chat (IRC). In addition, as Windeatt et al. present, this allows to have a text chat with more people at the same time. It can be compared to the most known programs, such as ICQ (I seek you), Skype or Messenger.

3.3.1 Disadvantages of using text – conferencing

In comparison to e-mail, there are some disadvantages with using text-conferencing. Windeatt et al. mention that people tend to use more abbreviations than usually and what is more, users of text-conferencing make a lot of mistakes when typing. However IRC can be useful for small number of people. In addition, it is possible to make a copy, which can be looked at more carefully later. In my opinion, this possible communication can be a real benefit for those who are not afraid to write to foreigners. Especially, this kind of communication can be natural usage of language in a very spontaneous way.
In conclusion, computers are very good tools for communication. In my opinion, nobody could imagine our life without possibility to send an e-mail or have a chat via ICQ or Skype. Advantages of using e-mails are obvious. It is fast and free of charge. Speaking about language learning, children have got an excellent possibility how to improve their English – it is not a problem to write with a foreigner via e-mail, ICQ and another above mentioned programs.
4 Internet

The Internet is exhilarating and impulsive medium. This part of my diploma thesis deals with the situations when teachers can use the Internet in ELT and what are the most favourite activities on the Internet, which can serve as a part of lesson plan. However, I mention also negative points of the Internet, such as verification of sources. Finally, I focus on ways of using the Internet by teachers and finally, I introduce the term World Wide Web.

4.1 What is the Internet popular for?

The Internet is often connected to the words such as “cyberspace, the information superhighway, the online community or the electronic library” according to Teeler and Gray (2000). The Internet starts to be the resource for a teacher and an integral part of classroom activity.

According to Atkinson (1998, p.1)” the Internet is a world wide system of interconnected computers through which information can be made available from many different sources and accessed from any computer connected to the system anywhere in the world”.

“The main ways of using the Internet are communication, cooperation, broadcasting of pieces of information and publishing”. (Hanzlíková, 2001, p. 179)

What is more, the Internet can be considered as a resource tool, where different pieces of information can be found. In the book How to Use the Internet in ELT written by Teeler and Gray (2000), it is spoken about the Internet as a network of people.

Dudeney (2000) claims that the Internet can be helpful for teachers in gaining access. This helps to give children a world knowledge they often do not have. There is also another chance – to put pupils in touch with other students of the same language. This can include taking part in collaborative projects. Moreover, according to Dudeney (2000), the Internet is a perfect medium, which provides us with authentic teaching material such as infinite resource file of texts, visual stimuli, listening, material, vocabulary, information, live TV and radio.

Another possibility is an encyclopaedic piece of information about topic you are looking for, as he points out.

What took eternity before, we can gain immediately sitting at the desk at home. How comfortable it is. The easy access to the Internet makes the feeling that it is possible to “borrow” everything what is written. However, all what is written on the Internet is under the author rights. Unlimited access to the Internet brings also the negative side. There is no
censure of published articles. The most pieces of data are without correction. It might cause negative consequences, as far as language habits are concerned.

As Hanzlíková (2001) says, the Internet is surely an edutainment medium for future. We can take it as a source for looking up information or miscellaneous opinions, on-line courses, tests or aid for creation own materials, web sites or communicative tool between pupil and teacher, as she points out. From Atkinson’s (1998) point of view, the Internet is a dynamic, authentic resource that can enrich language learning in many new and exciting ways. Generally speaking, everything can be found on the Internet and if not, it probably does not exist at all.

According to Windeatt, Hardisty and Eastment (2000), the Internet is continually developing and presents many possibilities of language learning. This approach has many advantages. The Internet offers a variety of topics to satisfy a diverse audience, it is versatile in its use, and it is motivating. Through the Internet, learners are exposed to an authentic language that is constantly updated. And finally, the Internet also enhances student autonomy by giving them the opportunity to manage their own learning.

The Internet offers an abundance of information, however, without navigating tools learners can get lost in it. Additionally, the Internet can serve as a tool for reserve activities. Underwood (1991) suggests that if a teacher finds time to spare, it is good to have one or two reserve activities. One of the activities can be playing a language game, revising something what was taught in a previous lesson or singing a song. When teaching the lesson due to ICT, it is worth saying to children to look at some interesting English websites in the rest of the time. Nevertheless, it would be wrong to allow them to do what they want to do in the last few minutes. It could happen that pupils would visit the websites which are not connected to English lesson.

While using the Internet, we have to be aware of dangers connected with using this medium. According to Atkinson (1998), anyone can put anything on the Internet, so pupils should be aware of validity of information and verification of sources.

4.2 Why to choose the Internet as a material resource?

Choice of articles on the Internet can be a great contribution to the ELT, not only for their authenticity. To use the Internet is an entertaining form of looking up pieces of information, because as Gitsaky and Taylor (2000) write “the websites are full of animation, colours,
sounds, pictures interactive forms and digital video clips”. The articles on the Internet are daily or at least weekly updated. That means that Internet introduces a variety of possible new sources and what is more, it saves our time. We do not need to buy any book or magazine, everything can be found on the Internet.

However, everything has its pros and cons. The big disadvantage is that the articles are not censored, so it is possible that articles can be full of uncleanness and the statements can be inaccurate.

In addition, the articles can be full of grammatical errors. Speaking about suitability articles in ELT, we have to remember that most of articles on the Internet are written by native speakers, whose articles can be more difficult to read because of used idiomatic expressions. This affirms the fact that not all articles are suitable for pupils. Each teacher has to consider how to rewrite or change the article and make it understandable for pupils.

4.3 History of the Internet

The development of personal computers and their network began in the seventies. The first versions were top secret one and designed for military purposes. As Atkinson (1998) writes, it was built by Department of Defence in the USA as so called ARPAnet (Advanced Research Projects Agency). Originally this network connected four computers. The network was later extended for top scientific institutions.

The system was built in the way that each workplace could cooperate immediately and were accessible although some of gates were cut off. It is mentioned that we can imagine the real spider net, in which it is possible to get to the appointed place due to alternative way in case some fibre would be torn.

4.4 Using the Internet by teachers

According to Morgan and Neil (White, 2003), the functions of the Internet can be specified as learning, assessing information, publishing and communicative. I would like to add an amusing function, too. The Internet at schools means that the teachers have better possibilities to make children more enthusiastic about language. There are many possibilities how to get to the connection with pupils from different countries. According to Teeler and Gray (2000), the teachers use the Internet for many activities, for example finding materials, keeping in touch with their colleagues or working on miscellaneous projects.
The Internet can provide access to many pieces of information. As Atkinson (1998) claims, the Internet is the largest source of information in the world. You can broaden your horizon in areas you are interested in. During our studies many of different application of the Internet can be used. As far as distance learning courses are concerned, the communication with the course – trainee can be more efficient and the questions are handled swiftly, as Teeler and Gray (2000) say.

According to Widneatt, Hardisty and Eastment (2000), there are some rules, which should be followed up by a teacher. A teacher has to be prepared for the lesson with ICT and persistent – it can happen that Web runs very slowly and it is impossible to connect to a particular Website. The authors mention a word “organisation”, as well, because it is necessary to know where the pages can be found. Furthermore, Windeatt, Hardisty and Eastment (2000) mention that the Internet is a tool that can be useful only if we (teachers) understand its strengths and weaknesses.

4.5 World Wide Web (WWW)

The term World Wide Web refers to" a hypertext-based system by which you can navigate through the Internet”. (Remacha Esteras, 2002, p. 157) As Remacha Esteras further mentions, news, pictures, electronic magazines etc. can be found on the World Wide Web (further Web) due to a special program known as a browser. Then you can click on any keyword and you would get to other pages or Web sites.


It is worth paying attention to the fact that websites are constantly changing, moving or disappearing.

It is recommended that if a teacher wants to work with some websites, it is worth checking out if the sites are still available or suitable.

However, there are some web sites, which can be definitely used in ELT. These web pages belong mostly to publishing companies that deal with language teaching and it is possible to find out exercises or game to a particular grammar element and use it in ELT. I present – for instance, web pages www.oup.com, where are many activities, such as variety of games, there. I think that these kinds of websites can be very helpful for English teachers and children will be enthusiastic by playing games.
In conclusion, in this section I discussed the Internet as a new medium, which can serve as a source for finding pieces of information. I focused on bright sides of the usage of the Internet, however, I mentioned some dangers we can come across, as well.
5 Other ways of using the Internet

As a language teacher, we have to deal with ideas how to use the Internet more effective at school. It is necessary to attract pupils’ interest and to teach them at the same time. This part of my diploma thesis presents the most effective usage of the Internet in English lessons. I mention reading authentic articles directly online, listening to songs or possibility of using dictionary on the Internet.

5.1 Reading an authentic article

“Reading for pleasure can play a valuable part in language learning and offers scope for differentiation, extension, choice and flexibility”. (Atkinson, 1998, p. 33)

As Kovařovicová (2003) points out, pupils from 6th grade should be able to read adapted and unadapted articles, such as instruction manuals, booklets, advertisement etc. including educational or artistic texts. Moreover, as Grant (1991) writes, it is important to integrate also the authentic texts into the lesson next to artificial ones. Speaking about authentic texts, according to Common European Framework of Reference for Languages, they are written or spoken texts, which are made up “in order to communicate without intention to use it during the learning process”. (Společný referenční rámec pro jazyky, 2002, p. 148).

Pupils can come across authentic material through reading newspaper or magazines directly from the English websites. In Grant’s opinion (1991), a reading of texts plays an important role in a language-learning process, as far as elementary level is concerned. The text is closely connected with other points in the language-learning process such as grammar and vocabulary. According to Grant (1991), the problem, when reading an artificial text, is that the pupils will never develop their reading skills in English. However, the reading text cannot be omitted and what Grant (2001) advises, is the real-life approach, which can be called authentic approach, as well. These texts can be found in a real life and when surfing on the Internet, it is possible to find a big amount of texts related to topic which one is interested in.

As Harmer (1991, cited in Making most of your textbook, p.73) claims, the texts should be read with not putting a stress to the meaning of each individual word. The most important thing is to get a general idea of the text as a whole. The Internet offers a wide choice of reading matter that can be printed out and used to form a classified reading scheme.
5.2 Songs

The songs belong to a very popular learning tool among all pupils. It was typical to use songs in the lesson for refreshment and for motivation of children. Nowadays, songs start to be parts of almost each unit in a textbook. With the introduction of ICT and the Internet to the school the possibility how to use songs in ELT is unlimited.

In my opinion, the easiest way how to find a suitable song for ELT is to search it on the Internet (the most favourite websites for looking up songs are www. youtube .com). What is more, the song can be played also with its clip. As Keegan (2010, online) points out, “song lyrics have got to be just about the easiest thing to find on the Internet” and according to Walton (2010, online), there are so many sites dedicated to them. It is also possible to make own worksheets as the base for the song’s listening. A song can be played to pupils with or without possibility to look at the text at the same time and other tasks, such as gap-filling (children fill in the gap with the word which they hear according to a song) can be made. I think that pupils will appreciate this and motivation to learn English will be growing up.

5.3 Dictionaries

A bigger change emerged also as far as using dictionaries is concerned. Nowadays, we do not have to take with us heavy dictionaries, it is enough to have access to computer and the Internet and we can look vocabulary up in on-line dictionaries. Same as usual dictionaries, we can distinguish monolingual and bilingual online dictionaries.

Monolingual dictionaries work best if we are looking for “a definition of an item” (Jaroščák, 2006, p.47), however, in case we need a translation of some foreign item due to its equivalent, it is necessary to use bilingual dictionary, as Jaroščák mentions.

Not only children can use dictionary on the Internet but also teachers. The Internet offers us many websites dealing with translation possibilities. Some of the websites:

www.pcwebopaedia.com
www.netlingo.com
www.dictionary.com

Teachers can use a dictionary from the Internet if they are not sure about the correct word choice. It is a good idea to look up the vocabulary on the more websites to get more examples of word usage in context. What is more, when looking for a new word in the online
dictionary, it is possible to play the way how the word is pronounced. In my opinion, this can be a real help for children who do not know phonemic symbols used for transcription.

On the whole, the possibilities of activities offered on the Web are unlimited. Printouts, on-line, offline and a range of IT application can be found and used. Moreover, all four skills - speaking, listening, writing and reading - can be practised on the Internet. In this section, I focused on using authentic articles, songs and on-line dictionaries. However, it can be said that the range of material, which is available on the Internet, is immense. For that reason, it is possible to look for activities and devise tasks suitable for any level of English and each stage of a learning process.
6 Roles of a teacher and a computer in ELT

In this chapter, I am going to introduce a teacher and a computer from two different points of view. First of all, I will summarize the functions of a teacher, which are necessary when using computers in ELT. In the second part of this chapter I will focus on a computer itself, on its advantages but also I will mention the negative points, which are connected to this topic. Finally, I will sum up the usage of ICT in ELT and I will provide a brief overview of Computer Assisted Language Learning (CALL).

6.1 A teacher and a computer

Teachers have to be sure what their role is about. They are the most important part of the environment where the language learning process is taking place. In addition, pupils often model themselves on their teacher.

Children are used to using computers and they often use English vocabulary, which is casual for them, because they know it from English terms connected with using computers. That is why, it is so important for a teacher to be in advance before his/her pupils.

ICT can be used in all stages of ELT. It can serve as a help for pupils and as a teacher’s aid as well.

When preparing for the lesson, computers should be a tool which has a crucial role in a preparatory stage. It is spoken about improvement, as far as a preparation of tests or worksheets is concerned.

The lesson with the ICT usage is taken as an interaction between a pupil and a computer, which is considered to be unfailing. The role of teacher changes a lot in this case. As Hanzlíková (2001) claims, a teacher can feel in a computer lab as downgraded because computer can manage everything. A teacher has to be able to decide whether it is possible to include computers in his/her English lesson. All these factors are important in the decision how to integrate computers in ELT. The question remains how much time should be spend by sitting at computer during a learning process. We have to think also over hygienic habits. According to Hanzlíková (2001) the teacher’s place in the classroom has not been becoming lost, it only starts a changing process.

Teacher’s role in the classroom with ICT usage in ELT:

“guiding, explaining, editing, keeping control, reassuring and encouraging, doing other class work, giving instruction, observing, correction” (Windeatt and Hardisty, 1990. p. 9)
6.2 Computer as a teacher

According to Petty (1993), there is a variety of computer’s programs, which can supply the role of the teacher. The learning programs can be chosen according to the level of English or age of pupils. However, when a teacher wants to use some of an offered programme it is necessary to be sure that it will be possible to start up the program on a computer at school. In addition, Petty (1993) writes about a few questions needed to be considered by a teacher in advance. These questions can concern the amount of pupils. According to the author, it is important to know how many students can use the program at the same time. Another important fact to be considered is if children commands will be on the level, which is needed for using the particular programme. Last but not least, it is imperative that the program is resistant to damage and if something happens, there should be a possibility to record the program again.

A teacher is somebody, who has to be able to do everything for saving data. As Reis (1995) points out, a computer cannot replace a teacher. However, he adds that teachers have to be trained to use them. Furthermore, Reis presents that it is bad, when the institution does not invest in training teachers in computer technology. However, to invest in hardware and software, it is waste of money, too.

Computer’s role in the classroom with ICT usage in ELT:
“memorizing, storing, providing a stimulus, moving and transferring informational, saving time, anonymous editing, printing” (Windeatt and Hardisty, 1990, p. 9)

6.3 ICT and language skills

In this part, I am going to provide you with full explanation of CALL (Computer Assisted Language Learning) - tools that help teachers to facilitate language learning process.

6.3.1 CALL

When speaking about ICT in ELT, Computer Assisted Language Learning (further CALL) has to be mentioned.

“Although the integration of CALL into a foreign language program can lead to great anxiety among language teachers, researchers consistently claim that CALL changes, sometimes radically, the role of the teacher but does not eliminate the need for a teacher altogether”. (Wikipedia, 2010, online)
CALL programs can be divided from many points of view. First of all, it is a language area that means grammar, vocabulary, reading comprehension, punctuation, writing and translation. As far as these methods in courseware are concerned, they can be tested with multiple choice questions, true/false questions, jumbling and cloze. To increase motivation, we can use crosswords, pictures, or word games, writes Hanzlíková (2001). If you want, it is also possible to make a quiz for pupils.

Technical possibilities of computers enable to interface these methods, which are known from traditional teaching thanks to a textbook. According to this author, graphical possibilities of computers are unachievable, when combining all these elements, as far as multimedia is concerned.

As Hanzlíková further mentions, CALL programs cover all language skills – reading, listening, writing and speaking and the amount will be rising. The Internet often serves as a source of available on-line programs, which is also possible to derive from.

Generally speaking about interactive programs, it has to be written that they react directly on a pupil. In addition, these programs are able to correct pronunciation. Furthermore, they can choose another opportunity of procedure that leads to successful solution.

Speaking about multimedia programs, many advantages have to be highlighted, mentions Hanzlíková. Firstly, it is possible to make some steps more times. Secondly, different activities can be mixed with each other - listening can be mixed with writing. What is very convenient by using multimedia programs, it is a chance to control the pace of intercommunication. At the end, CALL programs bring links to explanation at the same time and it is definitely worth mentioning.

To sum up, to use CALL programs means to practice more language skills together. What is more, its tirelessness and unending possibility of repetition of phrase, structures, vocabulary or pictures have to be mentioned. It is important to say that each pupil can choose his/her own way of working, how much time he/she spends at the computer or how long he/she will focus on a computer activity. In my opinion, to use CALL programs should become an important and necessary part of each English lesson at school.
II PRACTICAL PART

A research relevant to the topic ICT and the English teacher

Introduction

In the practical part of my final project, I decided to make a research project relevant to the topic I chose for my final work – ICT and the English teacher.

In my opinion, this topic starts to be one of the most often discussed topics nowadays because ICT technologies started to be an important element in the ELT. My research is focused more on English teachers themselves and their experience, knowledge, qualifications, attitudes towards the usage of ICT and also the whole situation at the Czech basic schools.

At the very beginning, I would like to mention that I tried to address as much teachers as possible with my questionnaire.

First of all, I wrote an email directed on headmasters of the basic schools, however, not all headmasters or deputy headmasters were able to answer. It also happened to me that one deputy manager did not allow me to bring a questionnaire to the English teachers working at this basic school. Nevertheless, I was successful to give my research questionnaire to sixty teachers from different basic schools. I would like to add that the questionnaire recoverability was 92 percent. This number means, I got fifty-five questionnaires back.

I addressed teachers from twelve basic schools, teaching at both, lower primary school and upper primary school. I chose also one basic school which is connected to grammar school (Gymnázium in Czech) simultaneously.

My effort was to address teachers working at schools in different towns, even I succeed in giving questionnaire to teachers from two schools which belong to the smaller ones and appear in a village. See Table 1 with all basic schools included in my research in Appendix 1.

Twenty-six questions in my questionnaire were focused on teachers’ experience in English Language Teaching, in general. It is important to say that the questionnaires were anonymous because I wanted to get to know sincere and real answers which reflect the current situation in the Czech school environment.

Moreover, I asked the questions related to the ways of using ICT during the lesson, if these teachers use an e-mail for communication with children and how they generally evaluate
teaching with help of ICT. I wanted to know what textbooks they prefer to use and if it is possible to use CDs created as complementary material to the textbook.

All given questions were introduced with suggested answers included also the part “other” for cases that teachers could have a problem to categorize their opinion.

Furthermore, I focused on particular conditions for ELT with the usage of ICT, which can be seen at schools, nowadays. The most important point in my research was to have a precise idea about what I would like to find out in my research. That is why, I specified five hypotheses.

Hypotheses:

1. The number of qualified English teachers is lower than the number of English teachers who did not study English as their main subject of their teaching qualification.

2. The Internet in ELT is used more for looking at recommended websites than for communication.

3. Conditions for the ELT with ICT are worse at schools situated in a village than in a town.

4. Teachers of English do not like the self-preparation for the lesson with ICT help more than for the lesson without ICT.

5. English teachers attend special courses for the usage of ICT in ELT more often nowadays than they used to do before.
Introduction to the questionnaire

At the very beginning, I would like to mention that only three respondents were male. All respondents achieved the master degree and studied at Pedagogical faculties of different Universities in the Czech Republic. In my opinion, the results of my questionnaire – how much is ICT used in ELT - were definitely influenced by the number of men and women teaching English. Figure 1 illustrates the real proportion between men and women teaching at tested primary schools. My next attempt was to find out teacher’s qualification for teaching English. The overall summary of teachers who originally studied English as a main qualification can be seen in Table 2 in Appendix 1.

Figure 1: Total number of men and women working as English teachers

The first question in my questionnaire is: How long have you been teaching at school? The most of respondents (33) have been teaching for more than ten years. This fact proves that a majority of chosen teachers are well-experienced. Only eight respondents, who present 15 percent, have been teaching for more than six years. Figure 2 shows that the rest of the respondents (9 percent) have been teaching for more than one year. (See also Table 5 in Appendix 3.)
My second question in my research is: **How often can you go to a language lab/room (with pupils)?**

I was interested in this fact because it seems to me that not all schools in the Czech Republic have a possibility to have more than one computer lab. As far as I am concerned, looking at the number of pupils learning English at one school nowadays, the amount of computer labs or rooms cannot be sufficient at all. Furthermore, computer labs or computer rooms often serve for teaching more than one subject.

I think it would be fair to say that the whole matter needs to be given careful consideration. However, I was very surprised with the result. I was astonished a lot by the fact that only six respondents (11 percent) claim that they can visit the computer room with their pupils whenever they want. In my opinion, this finding proves that the situation connected to computer equipment at school is rather disappointing and this should lead to an effort to make such an unpleasant situation better in the future.

As Figure 3 illustrates, the prevailing part of respondents (56 percent) says that it is possible to teach in a computer room after they would have booked the class on a particular date. This answer was chosen by the teachers who work at school where less than three computer rooms are available. More than one third of the teachers state that it is possible to take pupils...
into computer room after a series of negotiations with their colleagues and a potential change of classrooms. (See also Table 6 in Appendix 3.)

**Figure 3: Possibility of using computer labs**

With the help of the second question, I asked teachers about the pupils they teach and their level of English. I found out that almost all teachers teach pupils who are on the level from beginners to intermediate. It can be said that the level of pupils’ English knowledge plays an important role, as far as the ICT in the lesson is concerned. As it can be seen from the research, the most teachers prefer to use ICT technologies with pupils on upper primary school. Having a look at my questionnaire, teachers think that using ICT technology can be a contribution only for children who learn English for more than two years. On the other hand, there is one respondent teaching English at school in Uherský Brod who prefers using computers with smaller children, even beginners. This teacher noticed that the more younger children are, the more effective computer usage is. According to her, smaller children appreciate this way of teaching because they like playing and competing more than older children. As the respondent mentions, she experienced pupils from upper school who were very bored in a computer lab because they were used to playing better games on computer at home. To be honest, I would totally agree with this teacher because I can imagine that teaching English in a computer lab can be very exacting. In addition, when you know that
you teach children who will never appreciate your attempt for making the lesson more attractive, then it is something, which is not worth doing again.

The next question is connected to the number of English lessons, which are taught in each class. The number of English lessons depends on the fact if English is taught as the first or second language, however, each class has English on schedule three times a week at least. I asked this question because I wanted to learn more about teachers’ decisions - whether the usage of ICT in ELT depends on the number of English lessons they teach in one class. As I found out in my research, the number of lessons does not have any influence on the teacher’s choice whether to use ICT or not. The most crucial things are the number of children in the class, pupils’ discipline, topic and grammar which have just been taught and were not suitable for practising due to ICT.

The fourth question is related to the situation how many children are taught foreign language in the class at the same time. Unfortunately, children can be divided into smaller groups when there are more than twenty-five pupils in the ELT, as one teacher told me during my teaching praxis. This horrible fact was proved due to my questionnaire. The number of children differs a lot because it depends on the fact how many children belong to one class in general. In the Czech school system it is possible to have from 25 to 36 children belonging to one class. Speaking about foreign language’s lesson there can be up to 25 children in the class. As I wrote before, ELT classes can be divided into smaller ones when there are more than twenty five children in the class. This fact presents a big problem in ELT. So many children together in the English lesson can be a big disadvantage not only for children but also for teachers themselves. It is very difficult to teach so many children a foreign language at the same time. First of all, a teacher has to be very patient and avoid speaking to few pupils. Furthermore, it can be very negative for pupils not to have a possibility to speak English much during the lesson, which is very important, as far as a good pronunciation is concerned. In addition, it is obvious that children could not concentrate well (because of too much noise). On the whole, the big difference between teaching foreign language within a small group of pupils and within a big group (approximately 20 pupils) can be seen.

From my study, we can see that it is usual to teach English more than fifteen children in one classroom. Teachers mention that the situation is worse, when teaching English with the help of ICT in the computer lab. We cannot suppose that each pupil sit at his/her computer alone.
On the other hand, we can have a look at the situation from a different point of view. When using a computer in the ELT, there is a good opportunity to put children into groups or teams and then it depends on a teacher what he or she will decide to do. One of the suggested ideas is to play interactive English games or doing exercises on the Internet. The possibilities how to spend the time in a computer lab are unlimited.

The next question is related to the school equipment. I wanted to find out how many computer labs or rooms, if any, are available at each school. As I expected, the schools situated in the village ZŠ Nivnice and ZŠ Šumice would be in a different position. The results show that only two above mentioned schools have one computer room. Moreover, this computer room can be used for ELT after timely booking. Moreover, computer rooms can be used for all lessons taught at schools. What surprised me a lot is the fact that another nine basic schools and one grammar school in Prostějov have two computer rooms at least.

The question number 9 is related to above mentioned questions in my research. I wanted to know if each pupil has a possibility to work on his/her own computer when the English lesson takes part in a computer lab. Here, the majority of respondents replied that they could not say only “yes” or “no”. The teachers said that it depends on the number of pupils present at the teaching. The number of computers in computer rooms differs, when having a look at school equipment. On average there are from fifteen to twenty computers in a computer room. If there are less than twenty pupils in the class, each pupil can sit at his own computer and work on tasks individually. Only four teachers chose answer “no” and the reason was what I have already mentioned before – the number of pupils in the classroom.

Figure 4 shows teachers’ experience with children behaviour during the lesson in a computer room. Here, thirty one teachers (57 percent) state that it is necessary to focus on an individual pupil or class. It cannot be said that all children in the class like or dislike computer’s teaching. As Kelly (2010, online) points out that “what works with one student might not work with another”. However, twenty teachers of English (36 percent) think that children are enthusiastic if they can use the computer during ELT. As teachers mention, pupils are happy that they have a change in the learning process. Pupils like being in the English lesson, especially when they can play games on a computer. There are many suitable games for English learning.
nowadays. As some teachers add, pupils are more motivated and determined to learn English when they are not taught in a traditional way. Three teachers (5 percent) say that they do not like ICT in the lesson because of children’s passivity. They claim that pupils in their class do not mind if they have to learn with or without a computer. On the other hand, only one teacher thinks that the usage of ICT can have a negative influence on pupils. According to this teacher, her pupils behave very badly when ICT is used in ELT. She claims that pupils do not want to play English games and they start to go on ICQ and chat with their friends. For that reason, the teacher does not like computers in ELT. (See also Table 7 in Appendix 3.)

**Figure 4: Behaviour of children in ELT**

Another question, I was interested in, is: **How often do English teachers use ICT in the ELT?**

I will demonstrate the results in Figure 4. It is obvious that on overwhelming part of the respondents (38 percent) use ICT only in a case when they come across an interesting activity, which is worth spending a few minutes or more on a computer. The most of teachers use modern textbooks (for example, Project – the third edition) which come with a CD. These interactive CDs enable to practise English knowledge without a big teachers’ effort. Furthermore, these interactive CDs contain many of amusing games which can be played in groups or teams. Other textbooks including interactive CDs mentioned in my questionnaire.
are Happy House, Happy Street, Cookie and Friends, Angličtina žádná dřina and Angličtina pro malé školáky. These textbooks are used in lower primary school. As far as upper primary school is concerned, the books, such as Project or Open Doors, are used. The Headway edition is used at grammar school in Prostějov.

From Figure 5, we can see that only nine teachers (16 percent) try to do their best and include the ICT into the lesson. I appreciate these praiseworthy efforts to improve and diversify the English lesson. However, I would like to mention that using of ICT in the lesson depends on the pupils’ level of English and age according to some teachers. In addition, I found out that teachers, who think that their pupils are not very good at English, prefer a traditional lesson without the usage of ICT. Moreover, I can provide an example of one teacher who never uses a computer in the lesson.

Only six teachers represent a group of teachers who can teach their lessons with the usage of ICT regularly due to a time-schedule. Finally, I would like to add that according to Figure 5, sixteen teachers (29 percent) use a computer only under some exceptional circumstances.

It is clear from my research that the prevailing part of teachers chooses ICT when they need to tell pupils pieces of information connected to making a project. The second big group of teachers (31 percent) chooses ICT when they want to revise vocabulary or grammar that was learned. A few teachers make some comments, while filling in the questionnaire and they admit that they like using of computer activities supplementing exercises in the textbook which are meant for the general revision.

Only three teachers (19 percent) say that they take advantage of ICT before Christmas, Easter or school report when lessons can be more easy-going. As these teachers add, they do not have time to do activities with pupils due to ICT because they teach children who need more time for acquisition of language. Therefore they do not use ICT in the English lessons in order to manage their lesson plan. I disagree entirely. From my point of view, it is not a good idea to give up the usage of computer completely. In my opinion, the usage of computer could be more helpful, as far as the acquisition of language knowledge in this case.

It is worth mentioning that only two teachers are definitely for using a computer when they are absent. According to them, children will appreciate more relaxed lesson. What is more, a colleague who will be deputising for the absent teacher will not have to be stressed with the fact that he/she does not know what to do with pupils during forty-five minutes. (See also Table 8 and Table 9 in Appendix 3.)
Figure 5: How often is ICT used in lessons

How often do you teach with ICT help?

- Regularly - it is scheduled: 29%
- Everytime it is possible: 11%
- Interesting activity: 16%
- Rarely: 4%
- Once a month: 2%
- Never: 2%

Figure 6: Usage of ICT rarely

The exceptional usage of ICT in the ELT

- Before Christmas, school report etc.: 38%
- Substitute lesson: 31%
- Vocabulary revision: 19%
- Information for project: 13%
Using of the Internet in ELT

As far as the Internet is concerned, I can say that according to my research - teachers in general are keen on using it. Speaking about using the Internet in ELT, I came to some interesting findings.

As I expected, the Internet will be almost the most important element of the English teaching process. The great part of respondents (36 percent) admits that the Internet is used very often in their lessons. The second biggest group of respondents (29 percent) says that they are willing to use the Internet only when it is necessary and appropriate. I would say that it is clear why the teachers answered in this way because if we look at the lesson plan which has to be strictly kept, there is no time for more activities, even very useful and interesting ones. However, only 15 percent of teachers replied that they do not like much the Internet during the ELT.

Furthermore, one teacher admits that she/he never uses the Internet in the lesson. It seems to me that this teacher must have undergone very bad experience with this new medium. One of the teachers added a few notices into my questionnaire that children can go on the Internet in the last couple of minutes when it is obvious that it is not worth starting a new activity in the lesson. According to this teacher, pupils are allowed to look whatever they want, however, one condition is that webpage, they are looking at, has to be in English. What is more, programs such as ICQ or Skype are strictly forbidden. The same teacher wrote that she had experienced a very unpleasant situation when pupils started to write to their friends in Czech language. (See also Table 10 in Appendix 3.)
Speaking about activities connected to the usage of the Internet, it has to be mentioned that one of the biggest groups - 28 percent from respondents uses the Internet for everything. The Czech teachers find out that the Internet is very beneficial to the language teaching because as they mention, the Internet brings many opportunities how to improve the English knowledge effectively. Teachers use the Internet for audio/visual presentation or interactive exercises, which are possible to do with their pupils, in order to revise vocabulary or some specific grammar features.

However, I do not agree with the answer of some teachers that pupils can translate new vocabulary on the Internet. I do not suppose that pupils use the monolingual dictionaries such as [www.dictionary.com](http://www.dictionary.com). It is my opinion that pupils use the dictionary available on the Czech webpage [www.seznam.cz](http://www.seznam.cz). I would like to mention that I experienced this situation on my own during my teaching praxis. I deputised for one English teacher and children were supposed to work on a project. All of them translated sentences due to this approachable dictionary on the Czech webpage. In my opinion, children do not understand that this type of dictionary is not suitable for any good translation. For that reason, I was very disappointed with the fact that some teachers (11 percent) allow this “easy” translation, even though they do really know that these types of dictionaries are not trustworthy.
If we look at Figure 8 provided below, we can see that 28 percent of teachers use the Internet for looking at interesting English websites. Nowadays, many of publishing houses offer the possibility to look at their websites where the teacher and pupils, as well, can find many tips for refreshing their English knowledge. I provide an example of Oxford University Press webpage - www.oup.com. It was evident while reading filled out questionnaires that these pages are very popular among teachers. From Figure 8, we can see that at least 7 percent of teachers use interactive exercises available on this website. (See also Table 11 in Appendix 3.)

Figure 8: Ways of the Internet usage in ELT

Now, I would like to mention the conditions, which are relevant to the Internet connection. All teachers reply that the Internet connection belongs to the standard school equipment. However, the Internet cannot be used on all computers at all schools used in my research. Three teachers mention that the Internet is not available on all computers meant for children, however, to use the Internet is possible on the teacher’s computer at least. Furthermore, one teacher admits that she can use the Internet only in the classrooms meant for using a computer.

In addition, I asked about a textbook, which the English teachers use, because I think that the usage of ICT can be sometimes depended on the choice of the textbook. I was absolutely convinced that all teachers would use the textbook with supplementary material such as
interactive CD. From my research, I found out that I was right. All teachers use for ELT textbooks, which come out in new editions with possibility to use interactive supplementary material. In most cases the teachers use Project – third Edition, followed by Happy House for lower school. On the third position, there is Chit Chat. At the end, I have to mention the textbook Angličtina express written by Milena Kelly.

The next question is: **What is the lesson plan of ELT which runs in a computer lab/room?**

From Figure 9 below, we can say that a majority of these teachers (46 percent) like doing exercises suitable for practising of English grammar that has just been taught. As we can see from the research, teachers want their children to revise their language knowledge due to interesting exercises available in the Internet or CDs belonging to textbooks.

I am surprised with this finding because I supposed that the most of teachers would choose “working on a project” if they had a possibility to be in a computer room. However, the answer “working on a project” was chosen by fifteen teachers (27 percent).

Projects are often connected to pieces of information about children themselves – their hobbies, ways of living etc. The most of projects have been becoming the part of the School projects focused on cooperation with a partner school (for instance – the basic school ZŠ Palackého in Prostějov cooperates with a partner school in Poland).

Working on a project is a great opportunity for putting children into pairs or groups. According to teachers, the most pupils work better in groups than alone. Generally speaking, children like competition among themselves. What is more, working on the project in a pair or group enables to put responsibility on children. From my point of view, children are not so much put under the stress if they can cooperate with somebody else.

Except the topics connected to children themselves, there are various tips and ideas for projects written in units of modern textbooks.

The violet colour in Figure 9 represents the part of teachers (17 percent) who chose the last possible answer “other" in my questionnaire. These teachers like using computer rooms for doing English activities or games on a computer. The choice of activities depends on the pupils’ age, of course. The most favourite activities that were mentioned by the teachers are interactive games especially in the lower primary school. Wright, Betteridge and Buckby (1990, p. 1) present that “games help and encourage many learners to sustain their interest and work”. As Lewis and Bendson (1999, p. 6) say, we can use language games because
we want to “introduce new material, to practise recently learnt language items, to introduce or
practise certain themes, or to relax or energize a class.” While using ICT in the English
lesson, we can choose games such as Memory (for remembering a new vocabulary, in
Czech known as “pexeso”) or activities created by a teacher himself/herself due to the
program Hot Potatoes. (For more see TP 2.4.1).
I was surprised that teachers do not use a computer lab much for listening tasks. In my
opinion, there are many possibilities to find good interesting listening tasks according to
pupils’ level of English on the Internet. For example, we can be inspired by the listening tasks
on the websites www.cambridge.org.
What is more, these types of listening tasks can be immediately evaluated by a computer
itself. This advantage enables to save teacher`s time. (See also Table 12 in Appendix 3.)

Figure 9: Lesson plan in a computer room

What is often the lesson plan in a computer
room?

- working on project: 29%
- listening exercise: 4%  
- practising exercise: 48%
- working on given tasks: 17%
- other: 2%

The seventeenth question is: **Is IWB available in the class where you teach?**
I would like to add that I was pretty sure that IWB could be found in almost each classroom at
all Czech schools. However, the results show a different situation at the Czech schools.
Eleven percent of teachers answered that an IWB is available only in the computer
classroom. In comparison to a school situated in a village, where the IWB can be found only
in the classroom for chemistry, we can say that a situation is quite sufficient at the rest of
basic schools. The IWB is very popular among teachers and as they admit, they could not
imagine ELT without this technical invention. Unfortunately, a majority of teachers concerned in this study (45 percent) say that they do not have a possibility to use the IWB in the classroom where English is taught, however, there is no problem to change classrooms after some negotiations. 15 percent of teachers have the IWB in the classroom where they teach. (See also Table 13 in Appendix 3.)

Figure 10: IWB accessibility in ELT classrooms

I find the next question very important, as far as education and qualifications of the English teachers are concerned. Therefore, I asked whether these teachers of English have ever visited some computer course or workshop and what they think about their computer skills.

Looking at Figure 11, 36 percent of respondents have been visiting some computer courses regularly. I appreciate this attitude of teachers because I know that not all pedagogues have time for extracurricular activities.

The yellow color Figure 11 represents 35 percent of teachers who have never visited any computer courses. Although the usage of ICT makes the important part of today’s lesson plans, more than 30 percent of teachers have never visited any extra course connected to using a computer during a teaching. I feel a little bit disappointed with this finding.
Minority respondents (29 percent) represent the teachers who visited a computer course long time ago.

According to opinions expressed in TP 2.7.1, a teacher should be pretty sure about using the technology and about his/her computing skills. It is necessary for the English teachers to develop their skills and to have an overview about new trends because it has to be mentioned that especially software can become low-tech very soon, as I wrote in TP 2.4.

In my opinion, the English teachers should be also more motivated for decision to visit some workshops. It could be a good start for those, who do not like ICT very much. They might find out that thanks to the special software, creation of exercises does not have to be very difficult and time consuming. (See also Table 14 in Appendix 3.)

Figure 11: Attendance of a computer course or a workshop

Internet as a tool for communication

Today’s communication is possible due to e-mail. Each of us uses this type of a communication tool daily and I was interested in a fact if pupils are allowed to send their homework to teachers via e-mail. Therefore another question in my research is: **Is homework set to be done on a computer at home and sent via e-mail to you?**
As I expected, the most of teachers prefer traditional doing of homework. Some teachers are convinced that children cannot concentrate much on the subject matter when they are sitting at the computer. What is more, there are many spelling mistakes. According to this group of teachers, pupils do not pay attention to the words they are writing and they do not often check what they wrote. In comparison to traditional doing of homework, children can often make excuses that they have sent their homework via e-mail, however, it was impossible to be delivered. In this case it depends on a teacher if he/she trusts his/her pupil or not. Seventeen teachers (31 percent) claim that children can do their homework at home and then send it via e-mail to a teacher only under some circumstances. The first exceptional situation is when a pupil is ill and he or she wants to keep up with the English lesson. The most percentage of respondents (49 percent) answered “NO, never” to this question. Nevertheless, each of them added a different reason for his or her decision. Some teachers wrote that they did not like sitting at computer at home, the others mentioned that they were not sure if each pupil had a possibility of the Internet access at home.

In my opinion, it depends on a particular teacher and his/her own attitude to the teaching and relationship to his/her students, as well.

However, ten teachers (18 percent), who answered that they sometimes used an e–mail for communication with their pupils, mention that children send mostly their presentation in English created on their own and related to the topic they choose. (See also Table 15 in Appendix 3.)
The question number 21 is focused on a teacher’s preparation for ELT and their using of ICT. The question is: **Do you use a computer for your own preparation for English lesson at home?**

Here, the predominant part of teachers (61 percent) replied that they used a computer for their preparation “only sometimes”. Figure 13 shows that 27 percent of respondents use always a computer for their ELT preparation at home. As teachers and Petty (1993) mention, material seems to look more professionally.

Only six teachers (12 percent) said that they did not like using a computer at home. They prefer to prepare effective materials, such as handouts taken from some textbooks or suitable articles in magazines. I was surprised by this finding. I supposed that all teachers would use a computer for their preparation. I think that we live in a modern world and we should use the newest conveniences as much as possible, also in the school environment.

However, it is true that even a test assignment can be written on a blackboard and teachers do not have to prepare anything due to computers, print anything and spend time by looking into computer screen.

Finally, I have to mention that four teachers did not answer this question. I am not sure why, so both figures were created from data which were provided by fifty-one teachers. (See also Table 16 in Appendix 3.)
Furthermore, I divided my given question into another subquestion: **What do you use ICT at home for?** The teachers who use always or often their computer for their preparation should have specified how they use the computer.

As I expected, a majority of teachers (40 percent) use regularly a computer for making their own worksheets. As teachers wrote into my questionnaire, they often prepared worksheets serving for listening tasks or for practising grammar features. A large percentage of teachers use a computer for making an overview of English grammar. As they say, their pupils are more motivated and able to appreciate a teacher’s effort. One of the biggest advantages of making your own worksheets due to ICT usage is that you can set your created sheets and if needed it is enough to modify it according to circumstances. (You will teach another class, weaker pupils etc.)

If we look at the part of Figure 14 represented with the blue colour, we can see that 31 percent of respondents use the Internet for looking up pieces of information connected to ELT. Teachers try to find some interesting articles, especially about current situation in the world. As teachers mention, the variety of authentic articles on the Internet is not bounded, however, it is difficult to find an interesting article for children. Nevertheless, according to pupils’ level of English, it is possible to rewrite and adapt an article if necessary.

As we can see from Figure 14, less than one fifth of teachers use PPT presentations during their teaching. The reasons why teachers do not use presentations very often can be a fact
that it is not worth preparing it because children would never appreciate your attempt for making the lesson more interesting. As I wrote in TP 2.5, according to Simson, presentations with pictures, videos and illustrations can stimulate learner more than traditional materials. Unfortunately, Figure 14 illustrates that the teachers, who I asked, do not want to motivate their pupils more with a well-prepared presentation. At the end, the green part in Figure 14 represents seven teachers (16 percent) who use their computer for making tests. As I wrote before, you can set your created writing in the computer and if needed, you can find it and modify it. The most of the respondents answered that they do not use any special programs for making tests. All of them use MS Word. (See also Table 17 in Appendix 3.)

Figure 14: For what is ICT used by teachers at home

<table>
<thead>
<tr>
<th>What do you use ICT at home for?</th>
<th>16%</th>
<th>31%</th>
<th>40%</th>
<th>13%</th>
</tr>
</thead>
<tbody>
<tr>
<td>looking for information on the Internet</td>
<td>making presentations</td>
<td>making worksheets</td>
<td>making tests</td>
<td></td>
</tr>
</tbody>
</table>

My next question is: **How would you evaluate your computer skills?**
I wanted to know how teachers evaluate their computer skills themselves. (Figure 15)
The research shows that those teachers, who visited some computer courses, think that they can use a computer only as a basic user. Moreover, some of them admitted that improvement of their computer skills comes with practice. Contrary to all my expectations, a few teachers belonging to the group with no computer course´s visit rate themselves as
experts. It is obvious that this question is more connected with self-confidence than with computer skills. (See also Table 18 in Appendix 3.)

**Figure 15: Teachers’s self-evaluation of their computer skills**

One of the last given questions is: **Do you think that ICT can be beneficial in English Language Teaching?**

Figure 16 implies that a majority of the teachers (51 percent), represented with the pink colour, think that the usage of ICT during the language teaching can be beneficial. Nevertheless, it has to be mentioned that according to these pedagogues, it depends on the pupils’ level of English. As we can see from Figure 16, only five teachers (9 percent) are sure about the fact that using technology is beneficial for pupils. In contrast, the second biggest group of teachers - 38 percent is convinced that it depends on a particular child and how much he/she is motivated to be this type of lesson conductive. Some teachers add that it depends on the relationship among the classmates, too. If the relationship is good, it is not a problem to make a group and work on a project. In this case, the lesson with ICT can be very beneficial, speaking about cooperation and respect, as Booth and Feřtek claim in TP 2.3.1. Last but not least, I have to mention that no teacher thinks that the usage of ICT could be useless. I would consider this fact for a very positive point in my research.
The next question is: **What type of the English lesson do you prefer?**

It was focused directly on a teacher and his or her personality with characteristic features. In my opinion, for some teachers it was a quite difficult question. I suggested two answers – a) a lesson without the usage of ICT and b) a lesson with the usage of ICT. I supposed that probably not all teachers would be able to decide what to answer. Therefore I suggested the third option “other”, where teachers could wrote their answer according to themselves. My presumption showed that it was a really good idea to include one more possible answer. Only fifteen teachers (27 percent) prefer teaching without ICT. They mention these reasons for their decision. Firstly, they do not want to deal with their colleagues about changing the classroom if there is a problem with number of computers at school. The second reason is the lack of time for the lesson plans. As these teachers say, when using of ICT, you cannot be sure if everything works while a traditional way of teaching is certainty. However, a majority of questioned teachers - 44 percent are definitely for the usage of ICT. They think that children are able to learn more during the lesson. Furthermore, the lesson will never be boring for their pupils. Some of them (2 teachers) made a small comment into the questionnaire and they wrote that they would be full of enthusiasm if they could use computer programs in each teaching lesson. They praised computer software and a possibility of using
of interactive exercises for grammar revision or games, which can be included into the lesson as an opportunity for active learning process. Almost 30 percent of respondents, represented by the yellow colour in Figure 17, chose the third possible answer “other”. The replies were different from each other. Some teachers wrote that they could not say that they like or dislike using the ICT in the lesson. As they mention, everything depends on a topic or grammar taught currently, on the class etc. (See Table 20 in Appendix 3.)

Next question is: **How do you rate English lessons with the usage of ICT in all aspects of teaching?**

In my opinion, this question can be taken as a tricky one. I put this question at the end of my questionnaire because I wanted to ensure that all teachers answered truly. As you can see, a majority of addressed teachers (64 percent) rate the usage of ICT in ELT as a positive change. On the other hand, from Figure 18 below we can see that five teachers (9 percent) take the lesson with ICT rather for average one. According to this minority of respondents, computers can be good refreshment but not for a long time. That is why, they would rate a computer as a teaching tool rather for average help in lessons.
However, almost 30 percent of teachers regard the usage of ICT as a very positive element in the ELT. In my opinion, all teachers should get used to using a computer in their lesson because ICT technologies become one of the biggest challenges connected with our future. (See also Table 21 in Appendix 3.)

**Figure 18: Evaluation of using of ICT in ELT**

![Pie chart showing evaluation of the use of ICT in ELT]

Figure 19 illustrates how the representative sample of teachers is satisfied with conditions for the usage of ICT in ELT.

What is important to say, is the fact that the biggest part of teachers is rather satisfied. It is true that they mean that the conditions could be better, however, they think that according to a financial situation in the Czech school system, the conditions at their schools are sufficient. The blue part of Figure 19 represents 22 percent of respondents who say that they are fully satisfied. As I expected, the worst situation can be seen at the school situated in the village. These schools dispose of well-equipped computer labs, however, the worse situation is related to the usage of IWB, which occurs only in the lab meant for chemistry. Therefore one of the teachers answers my question that she is rather “not satisfied” with technical possibilities at school. Furthermore, another teacher is not sure about his opinion about ICT at school and its conditions for using it.
To sum up, I would say that conditions have probably been improving because nobody is strictly disappointed and as we can see from Figure 19, a majority of the teachers is contented. (See also Table 22 in Appendix 3.)

**Figure 19: Conditions for the usage of ICT in ELT**

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am very satisfied</td>
<td>2%</td>
</tr>
<tr>
<td>Probably yes</td>
<td>0%</td>
</tr>
<tr>
<td>Probably not</td>
<td>2%</td>
</tr>
<tr>
<td>Strictly not</td>
<td>22%</td>
</tr>
<tr>
<td>I am not sure</td>
<td>74%</td>
</tr>
</tbody>
</table>

**Opinions of pedagogues teaching English more than ten years**

I would like to add that I tried to focus also on opinions of pedagogues teaching English for more than ten years. In my opinion, this group of teachers can be taken as a good example because they are well experienced. (Teacher’s satisfaction at the particular basic school can be seen in Table 2 and 3 in Appendix 2.)

Generally speaking, I can say that all teachers evaluate the using of ICT rather positively. When teaching so many years at school, teachers look for new interesting methods and ideas for English lesson not only for making this subject more attractive to children, but also to make it more interesting for teachers themselves. It is clear that each of us needs to change something to be again so much enthusiastic of it as before.

Of course, the answers differ according to each individual. Some teachers say that using ICT in the English lesson is rather an average way of teaching that even no big improvements,
as far as the pupils’ approach to English is concerned. This fact is connected also to the questions if teachers prefer to teach with ICT or without. I was a little bit confused with the answers of these teachers teaching English for more than ten years. Ten teachers from twenty-nine chose the answer that if they can choose they would prefer the English lesson without using computers at all, even though they evaluate computers in lessons as “very positive” or “positive”.

Another number, which surprised me a lot, is the number of teachers (a basic school in Uherský Brod) who think that using technologies in ELT does not have a good impact on children. What is more, all teachers working there chose the answer “a” or “b” to question “How do you evaluate conditions for using ICT in the ELT at school?” in my questionnaire. These two letters represent the answers – “very positive” or “positive”. What I would like to highlight is the fact that despite more than good conditions for using computers in English lesson, they prefer not to use it. I am not sure if it is related to teachers’ experienced stereotype or if it is connected to pupils themselves. Actually, three teachers added to their answers that children taught by them did not appreciate anything new and they did not understand this purpose.
Conclusion

The outcomes of the research show that not all my hypotheses were proved.

The first hypothesis (disproved):

The number of qualified English teachers is lower than the number of English teachers who did not study English as their main subject of their teaching qualification.

As I found out, there are twenty-five teachers who studied English as their main qualification at university. Table 2 demonstrates that less than a half of these teachers studied English as the main subject matter. The rest of these respondents studied different subjects as their main qualification. However, because they started to teach English, they were forced to complete their qualification for teaching English later.

According to my research’s outcomes, it is worth mentioning that pupils are taught by qualified teachers.

The second hypothesis (proved):

The Internet in ELT is used more for looking at recommended websites than for communication.

As far as the Internet is concerned, my hypothesis that the Internet is used mainly for looking at recommended websites was proved. According to my given Question 14, when using the Internet in lessons, children are told to look through web pages related to English. A majority of the respondents (28 percent) say that they try to recommend some interesting English web pages where useful ideas for better learning can be found. However, there are some teachers who are definitely against using the Internet in the English lesson. They mention that pupils start to use a communication tool such as ICQ or Skype and what is worse, they use Czech for communication instead of the target language. For that reason, children are not allowed to use e-mails during their teaching.
The third hypothesis (disproved):

*Conditions for the ELT with ICT are worse at schools situated in a village than in a town.*

The conditions for using computers in ELT improved quite a lot during last years. In addition, according to my study, I can say that the situation connected to the usage of ICT is similar in villages and towns. I expected that there would be a big difference, as far as ICT equipment at village’s school is concerned. I am very pleased that I was not right. From my research, we can see that also schools situated in the village are well-equipped with high-technology. Both schools chosen for my research have the possibility to use a computer lab for teaching English and IWB belongs to the standard equipment.

The fourth hypothesis (disproved):

*English teachers attend special courses for the usage of ICT in ELT more often nowadays than they used to do before.*

I was convinced that each teacher would like to develop his/her skill because there are so many opportunities, nowadays. Nevertheless, I was quite disappointed with the results of my research. A few teachers admitted that they tried to attend some of the courses. However, 35 percent of the English teachers do not develop their computing skills anywhere. Moreover, almost 20 percent of these respondents mention that it is quite a long time they attended such a course.

In my opinion, it is a big pity that teachers do not use this possibility to attend special courses. Teachers should be also motivated to develop their skills and qualifications.

The fifth hypothesis (proved):

*Teachers of English do not like the self-preparation for the lesson with ICT help more than for the lesson without ICT.*

As we can see from my research, not all teachers prefer choosing ICT for everyday’s preparation for the next lesson. Moreover, the computer activities which are done by the English teachers at home are different tasks for children written in a MS Word. As they mention, children do not appreciate their effort. As teachers claim, it is not worth sitting at a computer, making PPT presentations or creating their own exercises for the lesson, at all.
On the whole, the situation which is relevant to the usage of ICT in the English lessons is not so bad because the prevailing part of teachers say that they are rather satisfied with conditions at their school. However, I was surprised that almost a half of questioned teachers are for the English lesson without the usage of ICT, even though they evaluate an ICT approach as positive. The reasons why teachers prefer lessons without ICT is mostly the fact that children behave badly in the lessons of English. As many teachers mention, pupils take lessons with the usage of ICT as more free and easy going. As teachers point out, there is the lack of discipline in the lessons and pupils often do not appreciate that a teacher uses ICT because he/she wants to make the lesson more attractive. However, decision about the using ICT in the lesson or not depends often on an individual teacher and his/her class.

To sum up, conditions for the usage of ICT which can be seen at today’s English teaching are becoming better. The last key thing, which I consider to be worth remembering at this point, is that at least one computer lab can be found at each school. I can imagine, it is sometimes difficult to teach via ICT in the class with no discipline, however, teachers should be able to involve more ICT lessons into ELT. It is obvious that making progress, as far as the technologies are concerned, belongs to modern English teaching, too.
Bibliography

ATKINSON, T.  *Www The Internet.* Centre for Information on Language Teaching and Research, 1998. ISBN 1 874016909  60s.


REIS, L. *Putting the computer in its proper place-inside the classroom. (selected articles in English Teaching Forum 1995).*


Websites


MŠMT 1


MŠMT 2


WIKIPEDIA (Encyclopedia online), E-mail. [cit. 2010-04-18]. Dostupné z WWW: < http://cs.wikipedia.org/wiki/E-mail>.
List of Figures
Figure 1: Total number of men and women working as English teachers ........................................ 39
Figure 2: Time spent in Education ............................................................................................... 40
Figure 3: Possibility of using computer labs .................................................................................. 41
Figure 4: Behaviour of children in ELT ....................................................................................... 44
Figure 5: How often is ICT used in lessons ................................................................................... 46
Figure 6: Usage of ICT rarely ......................................................................................................... 46
Figure 7: Usage of the Internet in ELT .......................................................................................... 48
Figure 8: Ways of the Internet usage in ELT ................................................................................ 49
Figure 9: Lesson plan in a computer room ..................................................................................... 51
Figure 10: IWB accessibility in ELT classrooms .......................................................................... 52
Figure 11: Attendance of a computer course or a workshop ......................................................... 53
Figure 12: Possibility to send homework via e-mail ..................................................................... 55
Figure 13: Usage of ICT for teacher’s preparation ...................................................................... 56
Figure 14: For what is ICT used by teachers at home .................................................................. 57
Figure 15: Teachers’ self-evaluation of their computer skills ....................................................... 58
Figure 16: Teacher’s opinion on the usage of ICT in ELT ............................................................. 59
Figure 17: To teach with the usage ICT or without? .................................................................... 60
Figure 18: Evaluation of using of ICT in ELT ............................................................................. 61
Figure 19: Conditions for the usage of ICT in ELT .................................................................... 62

List of Tables
Table 1: Overview of schools where my questionnaires were distributed ..................................... 72
Table 2: Teachers’ qualification ..................................................................................................... 73
Table 3: Evaluation of using ICT in ELT – is it a beneficial in ELT? ............................................ 74
Table 4: Evaluation of usage ICT in the ELT by the English Teachers .......................................... 74
Table 5: Time spent in education .................................................................................................. 75
Table 6: Possibility of using computer labs .................................................................................. 75
Table 7: Behaviour of children in ELT .......................................................................................... 75
Table 8: How often is ICT used in the English lesson .................................................................. 76
Table 9: The usage of ICT rarely ................................................................................................ 76
Table 10: The usage of the Internet in ELT .................................................................................... 76
Table 11: Ways of the usage of the Internet in ELT ..................................................................... 77
Table 12: Lesson plan in a computer room .................................................................................... 77
Table 13: IWB accessibility in ELT classrooms ............................................................................ 77
Table 14: Attendance of a computer course or a workshop .......................................................... 78
Table 15: Possibility to send homework via e-mail ....................................................................... 78
Table 16: The usage of ICT for teacher’s preparation ................................................................. 78
Table 17: For what is ICT used by teachers at home ..................................................................... 79
Table 18: Teachers’ self-evaluation of their computer skills .......................................................... 79
Table 19: Teachers’ opinions on the usage of ICT in ELT ............................................................. 79
Table 20: To teach with the usage of ICT or without? ................................................................. 80
Table 21: Evaluation of using ICT in ELT .................................................................................... 80
Table 22: Conditions for usage ICT in ELT ................................................................................ 80
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARPA</td>
<td>Advanced Research Projects Agency</td>
</tr>
<tr>
<td>CALL</td>
<td>Computer Assisted Language Learning</td>
</tr>
<tr>
<td>CD</td>
<td>Compact Disk</td>
</tr>
<tr>
<td>e.g.</td>
<td>For example</td>
</tr>
<tr>
<td>E-mail</td>
<td>Electronic Mail</td>
</tr>
<tr>
<td>ELT</td>
<td>English Language Teaching</td>
</tr>
<tr>
<td>HTML</td>
<td>HyperText Markup Language</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>ICQ</td>
<td>I seek you</td>
</tr>
<tr>
<td>IRC</td>
<td>Internet Relay Chat</td>
</tr>
<tr>
<td>IWB</td>
<td>Interactive Whiteboard</td>
</tr>
<tr>
<td>PPT</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>WWW</td>
<td>World Wide Web</td>
</tr>
</tbody>
</table>
Appendicies

Appendix 1: Schools used in my research and teachers’ qualifications

Table 1: Overview of schools where my questionnaires were distributed, number of the English teachers working there

<table>
<thead>
<tr>
<th>School:</th>
<th>Place:</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ZŠ Šumice</td>
<td>Šumice near Uh.Brod</td>
<td>1</td>
</tr>
<tr>
<td>2. ZŠ J. A Komenského</td>
<td>Nivnice near Uh.Brod</td>
<td>2</td>
</tr>
<tr>
<td>3. ZŠ Mariánské náměstí</td>
<td>Uherský Brod</td>
<td>6</td>
</tr>
<tr>
<td>4. ZŠ UB Pod Vinohrady</td>
<td>Uherský Brod</td>
<td>12</td>
</tr>
<tr>
<td>5. ZŠ PV Jana Železného</td>
<td>Prostějov</td>
<td>4</td>
</tr>
<tr>
<td>6. ZŠ PV E. Valenty</td>
<td>Prostějov</td>
<td>4</td>
</tr>
<tr>
<td>7. ZŠ PV Kollárova</td>
<td>Prostějov</td>
<td>2</td>
</tr>
<tr>
<td>8. ZŠ a RG Prostějov</td>
<td>Prostějov</td>
<td>8</td>
</tr>
<tr>
<td>9. ZŠ Palackého</td>
<td>Prostějov</td>
<td>4</td>
</tr>
<tr>
<td>10. ZŠ Zeyerova</td>
<td>Olomouc</td>
<td>5</td>
</tr>
<tr>
<td>11. ZŠ Holečkova</td>
<td>Olomouc</td>
<td>2</td>
</tr>
<tr>
<td>12. ZŠ Hálkova</td>
<td>Olomouc</td>
<td>5</td>
</tr>
</tbody>
</table>
### Table 2: Teachers’ qualification

<table>
<thead>
<tr>
<th>Combination</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English - Russian</td>
<td>1</td>
</tr>
<tr>
<td>English - Maths</td>
<td>4</td>
</tr>
<tr>
<td>English - Czech</td>
<td>9</td>
</tr>
<tr>
<td>English - Art</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>English-Geography</td>
<td>1</td>
</tr>
<tr>
<td>English-History</td>
<td>2</td>
</tr>
<tr>
<td>German-Czech-Music</td>
<td>1</td>
</tr>
<tr>
<td>Russian - Music</td>
<td>1</td>
</tr>
<tr>
<td>Russian-History</td>
<td>1</td>
</tr>
<tr>
<td>Lower school +FCE</td>
<td>1</td>
</tr>
<tr>
<td>Lower School +FT</td>
<td>1</td>
</tr>
<tr>
<td>Lower school-English</td>
<td>19</td>
</tr>
<tr>
<td>Biology-Civics</td>
<td>1</td>
</tr>
<tr>
<td>German</td>
<td>2</td>
</tr>
<tr>
<td>Czech-Music</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix 2: Overview of the schools and teachers’ answers at a particular school

Table 3: Evaluation of using ICT in ELT – is it a beneficial in ELT?
Teachers working more than 10 years at schools.

<table>
<thead>
<tr>
<th>Grammar Schools</th>
<th>No.</th>
<th>Yes, definitely</th>
<th>Rather Yes</th>
<th>Rather No</th>
<th>It depends on pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZŠ Śumice</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠaRG Prostějov</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ UB Mariánské</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ Pod Vinohrady</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ZŠ Železného</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ E. Valenty</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ Zeyerova</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ Palackého</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ Hálkova</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ Holečkova</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Table 4: Evaluation of usage ICT in the ELT by the English Teachers
Teachers working more than 10 years at schools

<table>
<thead>
<tr>
<th>Grammar Schools</th>
<th>No.</th>
<th>Very positive</th>
<th>Positive</th>
<th>Average</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZŠ Śumice</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ a RG Prostějov</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ UB Mariánské</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ Pod Vinohrady</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ZŠ Železného</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ E. Valenty</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ Zeyerova</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ Palackého</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ Hálkova</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZŠ Holečkova</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3: Questionnaire for the English teachers

Table 5: Time spent in education
(Question 1)

<table>
<thead>
<tr>
<th>How long do you teach at school?</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a the first year</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>b 2-3 years</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>c 4-5 years</td>
<td>9</td>
<td>16%</td>
</tr>
<tr>
<td>d 6-10 years</td>
<td>8</td>
<td>15%</td>
</tr>
<tr>
<td>e more than 10 years</td>
<td>33</td>
<td>60%</td>
</tr>
</tbody>
</table>

Table 6: Possibility of using computer labs
(Question 8)

<table>
<thead>
<tr>
<th>When you can go with pupils to a computer lab?</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a whenever</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>b after booking</td>
<td>31</td>
<td>56%</td>
</tr>
<tr>
<td>c deal with the colleagues</td>
<td>18</td>
<td>33%</td>
</tr>
<tr>
<td>d never</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 7: Behaviour of children in ELT
(Question 10)

<table>
<thead>
<tr>
<th>How do children behave during ELT in a computer lab?</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a horrible</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>b enthusiasm</td>
<td>20</td>
<td>36%</td>
</tr>
<tr>
<td>c neutrality</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>d it depends on individual pupil</td>
<td>31</td>
<td>56%</td>
</tr>
</tbody>
</table>
**Table 8: How often is ICT used in the English lesson**
(Question 11)

<table>
<thead>
<tr>
<th>How often do you teach with ICT help?</th>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a regularly - it is scheduled</td>
<td>6</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>b every time it is possible</td>
<td>9</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>c interesting activity</td>
<td>21</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>d rarely</td>
<td>16</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>e once a month</td>
<td>2</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>f never</td>
<td>1</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

**Table 9: The usage of ICT rarely**
(Question 11- additional question)

<table>
<thead>
<tr>
<th>The exceptional usage of ICT in the ELT</th>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>before Christmas, school report etc.</td>
<td>3</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>substitute lesson</td>
<td>2</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>vocabulary revision</td>
<td>5</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>information for project</td>
<td>6</td>
<td>38%</td>
<td></td>
</tr>
</tbody>
</table>

**Table 10: The usage of the Internet in ELT**
(Question 13)

<table>
<thead>
<tr>
<th>How often do you use the Internet in the ELT?</th>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a never</td>
<td>1</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>b not often</td>
<td>10</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>c only when necessary</td>
<td>16</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>d often</td>
<td>20</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>e each lesson</td>
<td>8</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>
Table 11: Ways of the usage of the Internet in ELT  
(Question 14)

<table>
<thead>
<tr>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a audio/visual extract</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>b pupils look for information</td>
<td>9</td>
<td>17%</td>
</tr>
<tr>
<td>c pupils translate vocabulary</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>d looking at interesting English webpages</td>
<td>15</td>
<td>28%</td>
</tr>
<tr>
<td>e interactive exercises (on English webpages)</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td>f all above mentioned activities</td>
<td>15</td>
<td>28%</td>
</tr>
</tbody>
</table>

Table 12: Lesson plan in a computer room  
(Question 16)

<table>
<thead>
<tr>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a working on project</td>
<td>15</td>
<td>29%</td>
</tr>
<tr>
<td>b listening exercise</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>c practising exercise</td>
<td>25</td>
<td>48%</td>
</tr>
<tr>
<td>d working on given tasks</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>e other</td>
<td>9</td>
<td>17%</td>
</tr>
</tbody>
</table>

Table 13: IWB accessibility in ELT classrooms  
(Question 17)

<table>
<thead>
<tr>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a yes</td>
<td>8</td>
<td>15%</td>
</tr>
<tr>
<td>b no</td>
<td>16</td>
<td>29%</td>
</tr>
<tr>
<td>c only in computer room</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>d other</td>
<td>25</td>
<td>45%</td>
</tr>
</tbody>
</table>
Table 14: Attendance of a computer course or a workshop  
(Question 18)

<table>
<thead>
<tr>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Yes, on the regular basis</td>
<td>20</td>
<td>36%</td>
</tr>
<tr>
<td>b Yes, but long time ago</td>
<td>16</td>
<td>29%</td>
</tr>
<tr>
<td>c No</td>
<td>19</td>
<td>35%</td>
</tr>
</tbody>
</table>

Table 15: Possibility to send homework via e-mail  
(Question 20)

<table>
<thead>
<tr>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a often</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>b sometimes</td>
<td>10</td>
<td>18%</td>
</tr>
<tr>
<td>c rarely</td>
<td>17</td>
<td>31%</td>
</tr>
<tr>
<td>d never</td>
<td>27</td>
<td>49%</td>
</tr>
</tbody>
</table>

Table 16: The usage of ICT for teacher’s preparation  
(Question 21)

<table>
<thead>
<tr>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a yes, always</td>
<td>14</td>
<td>27%</td>
</tr>
<tr>
<td>b yes, sometimes</td>
<td>31</td>
<td>61%</td>
</tr>
<tr>
<td>c no</td>
<td>6</td>
<td>12%</td>
</tr>
</tbody>
</table>
Table 17: For what is ICT used by teachers at home
(Question 21 – additional question)

<table>
<thead>
<tr>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>looking for information on the Internet</td>
<td>14</td>
<td>31%</td>
</tr>
<tr>
<td>making presentations</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>making worksheets</td>
<td>18</td>
<td>40%</td>
</tr>
<tr>
<td>making tests</td>
<td>7</td>
<td>16%</td>
</tr>
</tbody>
</table>

Table 18: Teachers’ self-evaluation of their computer skills
(Question 22)

<table>
<thead>
<tr>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am an expert</td>
<td>15</td>
<td>27%</td>
</tr>
<tr>
<td>I am a basic user</td>
<td>10</td>
<td>18%</td>
</tr>
<tr>
<td>I can learn necessary procedures (programs)</td>
<td>30</td>
<td>55%</td>
</tr>
<tr>
<td>I am a computer illiterate</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 19: Teachers’ opinions on the usage of ICT in ELT
(Question 23)

<table>
<thead>
<tr>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>for sure</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>yes, however, it depends how advanced the pupils are</td>
<td>28</td>
<td>51%</td>
</tr>
<tr>
<td>not sure, it depends on a particular pupil</td>
<td>21</td>
<td>38%</td>
</tr>
<tr>
<td>probably not, pupils do not understand the benefits of it</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>no</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Table 20: To teach with the usage of ICT or without?
(Question 24)

<table>
<thead>
<tr>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a with ICT</td>
<td>24</td>
<td>44%</td>
</tr>
<tr>
<td>b without ICT</td>
<td>15</td>
<td>27%</td>
</tr>
<tr>
<td>c other</td>
<td>16</td>
<td>29%</td>
</tr>
</tbody>
</table>

Table 21: Evaluation of using ICT in ELT
(Question 25)

<table>
<thead>
<tr>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a very positive</td>
<td>16</td>
<td>29%</td>
</tr>
<tr>
<td>b positive</td>
<td>34</td>
<td>62%</td>
</tr>
<tr>
<td>c average</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>d negative</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>e very negative</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 22: Conditions for usage ICT in ELT
(Question 26)

Do you think the conditions for ICT usage in the ELT are good at your school?

<table>
<thead>
<tr>
<th>Answer</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a I am very satisfied</td>
<td>12</td>
<td>22%</td>
</tr>
<tr>
<td>b Probably yes</td>
<td>40</td>
<td>74%</td>
</tr>
<tr>
<td>c Probably not</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>d Strictly not</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>e I am not sure</td>
<td>1</td>
<td>2%</td>
</tr>
</tbody>
</table>
Appendix 4a: Questionnaire for teachers (original and translated version)

Vážené paní učitelky a páni učitelé,

obracím se na Vás s laskavou prosbou o vyplnění dotazníku pro účely výzkumu, který bude součástí mé diplomové práce s názvem Výpočetní technika a učitel angličtiny.

Cílem mého snažení je podat ucelený obraz o situaci na základních školách a s Vaší pomocí zachytit reálnou situaci a především názory učitelů z praxe.

Mohu Vám zaručit, že dotazníky jsou zcela anonymní a budou použity výhradně pro účel mého výzkumu. Vaše jméno nebude nikde uvedeno.

Chtěla bych Vás poprosit o upřímné odpovědi, které odpovídají reálné situaci ve školství.

Vyplnění dotazníku je jednoduché a nezabere Vám ani příliš času. Stačí jen zakroužkovat tu odpověď, se kterou se nejvíce ztotožňujete. Pokud máte na danou otázku zcela jiný názor než je uveden v možných odpovědích, uveďte prosím Váš komentář do části odpovědí Jiné.

Pokud učíte více předmětů, dotazník vyplňte, prosím, z pohledu výuky anglického jazyka.

Předem Vám velmi děkuji za spolupráci, za ochotu a Váš čas.

Bc. Dagmar Budíková
Studentka Učitelství ang. a něm. jazyka pro 2.st.ZŠ,
Univerzita Palackého v Olomouci
1. Jak dlouho pracujete ve školství?
   a) první rok
   b) 2-3 roky
   c) 4-5 let
   d) 6-10 let
   e) více jak 10 let

2. Jaká je úroveň znalostí anglického jazyka žáků, které učíte?
   (Můžete zaškrtnout více odpovědí.)
   a) začátečníci
   b) mírně pokročilí
   c) středně pokročilí
   Zakroužkujte prosím v tabulce, o které třídy se jedná:

<table>
<thead>
<tr>
<th>1.</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>4.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>5.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>6.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>7.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>8.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>9.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

3. Kolik hodin týdně vyučujete v jedné třídě angličtinu?
   a) 1
   b) 2
   c) 3
   d) více než 3
   Uveďte prosím, zda se jedná o jazykovou třídu či nikoli: ANO / NE

4. Kolik žáků máte v hodině anglického jazyka?
   Uveďte prosím počet: ...........

5. Kolik počítačových učeben se na škole vyskytuje?
   Uveďte prosím počet: ...........

6. Je možné využít počítačovou učebnu pro výuku cizích jazyků?
   a) ano
   b) ne
   c) nevím
   Pokud ne, napište prosím, pro které předměty je učebna určena: .................

7. Pokud se na škole počítačová učebna nevyskytuje nebo nemáte možnost využít počítačové učebny, máte možnost pro výuku cizího jazyka využít třídu, kde se počítač nachází?
   a) ano
   b) ne
8. Jak často je možné počítačovou učebnu pro výuku cizích jazyků využít?
   a) kdykoliv
   b) jen když si zarezervuji místnost na daný termín
   c) po dohodě s kolegy
   d) nikdy
   e) jiné: .................................................................

   Pokud není počítačová učebna pro výuku cizích jazyků určena, jak často je možné věst výuku ve třídě, kde je počítač k dispozici?
   a) pokaždé, třída je určena pro výuku cizího jazyka (dáno v rozvrhu)
   b) po dohodě s kolegy a výměně třídy
   c) nikdy
   d) jiné: .................................................................

9. Má každý žák možnost pracovat na svém počítači (v počítačové učebně)?
   a) ano
   b) ne

10. Jak se chovají žáci při výuce angličtiny v počítačové učebně?
    a) jsou neukáznění
    b) jsou nadšení, že mají změnu ve vyučování
    c) je jim to jedno
    d) záleží na konkrétním žákově nebo třídě
    e) .................................................................

11. Jak často zařazujete výuku angličtiny s pomocí počítače do vašeho plánu?
    a) pravidelně, podle rozvrhu
    b) vždy, jak je to možné (třída s počítačem je k dispozici, dostatek času v tématickém plánu)
    c) jen když narázím na zajímavou aktivitu, která je vytvořena pro využití počítače ve výuce
    d) jen výjimečně (před Vánocí, vysvědčením..)
    e) vůbec, nepovažuji to za nutné
    f) jiné: .................................................................

12. Pokud využíváte pro výuku cizího jazyka učebnu, kde se nachází aspoň jeden počítač, máte možnost internetového připojení?
    a) ano samozřejmě, internetové připojení je možné na všech počítačích ve škole
    b) ano, internetové připojení je možné aspoň na počítači, který je určen učiteli
    c) ne, protože internetové připojení je možné jen v počítačové učebně
    d) vůbec ne, internetové připojení není možné

13. Pokud ve škole internetové připojení je, jak často internet s dětmi využíváte, když jste :
    - v počítačové učebně?
    a) nikdy
    b) málo
    c) jen za určitých podmínek (zbytek času v hodině, žáci stihli vypracovat úkoly včas)
    d) často
    e) každou hodinu (prosim uveďte i kolik minut z vyučovací hodiny: ............)

83
- ve třídě, kde je počítač k dispozici?
  a) nikdy
  b) málokdy
  c) jen za určitých podmínek (zbytek času v hodině, žáci stihli vypracovat úkoly včas)
  d) často
  e) každou hodinu (prosim uveďte i kolik minut z vyučovací hodiny: ……………..)

14. Internet ve vyučování využívám zejména:
  a) pro audiovizuální ukázku (Youtube)
  b) žáci vyhledávají informace sami, vypracují úkol
  c) žáci si mohou přeložit slovíčka pomocí slovníku na internetu
  d) žáci se mohou podívat na zajímavé www stránky, které jim doporučuji
  e) jiné: …………………………………………

15. Jakou učebnici při výuce angličtiny používáte?
  a)…………………………………….
  b)…………………………………..

Je možné využít i CD k učebnici?
ANO / NE

16. Jaká bývá náplň hodiny angličtiny, která probíhá v počítačové učebně?
  a) žáci pracují na projektu
  b) poslechové cvičení
  c) cvičení k probírané látkce
  d) žáci vypracovávají zadané úkoly, hledají odpověď na internetu
  e) …………………………………………

17. Je v učebně, kde angličtinu učíte, k dispozici interaktivní tabule?
  a) ano
  b) ne
  c) interaktivní tabule je jen v počítačové učebně
  d) jiné: …………………………………………

18. Navštěvoval jste někdy hodiny výuky počítačů pro angličtináře, popřípadě jiný seminář nebo workshop?
  a) ano, navštěvuji pravidelně kurzy, semináře atd. – napište prosím také, o jaký typ kurzu, semináře se jednalo: ……………………
  b) ano, ale je to už dávno
  c) ne
  d) jiné: …………………………………………

19. Vytváříte si pro žáky sami cvičení k vypracování na počítači?
  a) ano, připravuji si jen svá cvičení
     (napište prosím i který program pro tvorbu cvičení využíváte: …………………..)
  b) ano někdy, dávám ale přednost již hotovým cvičením
  c) čerpám z již vytvořených zdrojů nebo různých doplňkových materiálů k učebnici
  d) nepoužívám počítač ve výuce k procvičování látky
  e) jiné: …………………………………………

84
20. Zadáváte domácí úlohy tak, aby žáci vypracovali cvičení doma a poslali Vám vypracování mailem?
a) téměř vždy, myslím, že to je zábavná forma vypracování domácího úkolu
b) někdy ano, dávám ale přednost klasickému vypracování domácího úkolu
c) výjimečně (žák je nemocný)
d) ne, nevím, jestli má každý ze žáků k dispozici počítač s internetem i doma
e) jiné:.........................................................

21. Využíváte počítač k domácí přípravě na hodinu angličtiny?
a) ano, téměř vždy
b) ano, ale jen výjimečně
Pokud jste odpověděli ano, k čemu konkrétně počítač používáte?
a) hledání informací na internetu
b) tvorba prezentace
c) jiné: ......................
c) počítač k domácí přípravě nevyužívám
d) jiné: ........................................

22. Jak byste ohodnotili svou práci na počítači?
a) s počítačem toho umím hodně
b) počítač ovládám jen uživatelsky
c) časem a cvikem se vše učím
d) počítači nerozumím, je to pro mě trápení
e) ..........................................................
26. Kdybyste měl/a zhodnotit podmínky, které jsou pro výuku angličtiny s využitím výpočetní techniky na vaší škole, řekl/a byste, že jsou dobré?
   a) ano, jsem plně spokojen/a
   b) spíše ano, podmínky jsou přijatelné
   c) spíše ne, vybavení není dostačující
   d) určitě ne
   e) nevím
   f) jiné: .................................................................

Na závěr si Vás dovolím poprosit o zakroužkování následujících odpovědí, které potřebuji pro zpracování údajů.

Pohlaví:
   a) žena
   b) muž

Kolik je vám let? (Pokud nechcete, nemusíte odpovídat.)
   a) méně než 30 let
   b) 31-45 let
   c) 46-55 let
   d) 56-60 let
   e) více než 60 let

Vaše nejvýše dosažené vzdělání:
   a) střední
   b) vyšší odborné
   c) bakalářské
   d) magisterské

Pokud jste studoval/a magisterský učitelský program, napište prosím, jaká je Vaše vystudovaná aprobace: .................................................................

Děkuji Vám za spolupráci!
ICT and the English teacher (Questionnaire for teachers-translated version)

1. How long do you work in education?
   a) 1st year
   b) 2-3 years
   c) 4-5 years
   d) 6-10 years
   e) more than 10 years

2. What is the English level of your pupils (students) and which grades you teach?
   a) beginners
   b) pre-intermediate
   c) intermediate
   Mark your answers into the matrix.

3. How many hours of English language you teach in a particular grade per week?
   a) 1
   b) 2
   c) 3
   d) more than 3
   Is it a language class?: Yes/ No

4. How many pupils you teach in a single class? 

5. How many computer (rooms) classes are at the school?

6. Is it possible to use computer class/lab for teaching foreign languages?
   a) Yes
   b) No
   c) I do not know
   If your answer is No, please indicate for which subjects are theses labs used: ......

7. If there is no computer lab in your school, is it possible to use a class with computer for ELT?
   a) Yes
   b) No
8. How often can you use the computer lab for teaching foreign languages?
a) whenever
b) only when it is booked in advance
c) after agreement with my colleagues
d) never
e) other: .................................................................

If there is not a special computer room for foreign languages, how often can you teach in a room where a computer is available?
a) all the time, room is dedicated for teaching foreign languages (it is set in the schedule)
b) after my colleagues agree and we swap rooms
c) never
d) other: .................................................................

9. Does every single pupil have an access to a computer in the computer lab?
a) Yes
b) No

10. How do the pupils behave during a class in the computer lab?
a) they do not behave
b) they love the difference to „casual“ education
c) it does not matter to them
d) it is specific to a pupil or grade
e) .................................................................

11. How often do you teach English in the computer lab?
g) Regularly (it is scheduled)
h) Whenever it is possible
i) Only when the usage of computers can be beneficial
j) Only on a special occasions (Xmas, last week of school, ..)
k) Never, I do not see it necessary
l) Others: .................................................................

12. Do you have access to the Internet in the computer lab?
a) Yes, all the computers have Internet access in the lab
b) Yes, but only a teacher’s computer has the Internet access
c) No, foreign languages lab does not have the Internet access, only the computer lab does.
d) No, lab is not equipped with the Internet access

13. If there is Internet access at school, how often you use it with your pupils while teaching in the computer lab?
a) Never
b) Not Often
c) Only when necessary and appropriate
d) Often
e) Every class (please indicate how many minutes per class: ............)

88
- or in the class where a computer is available?
  a) Never
  b) Not Often
  c) Only when necessary and appropriate
  d) Often
  e) Every class (please indicate how many minutes per class: …………)

14. Internet is mainly used for:
  a) Audio/Visual presentation (Youtube)
  b) pupils are searching for pieces of information alone, working on tasks
  c) pupils are allowed to use dictionaries on Internet
  d) pupils are allowed to access sites that are given to them
  e) Other: ………………………………………

15. Which textbooks are used for English education?
  a)…………………………………
  b)…………………………………
  Does the textbook come with a CD?
  Yes/No

16. What is usually done during English class in the computer lab?
  a) pupils work on a project
  b) listening exercises
  c) tasks that practises current theme (problematics)
  d) pupils work on tasks, searching for answers on the Internet
  e)………………………………

17. Is there an Interactive Whiteboard present in the class where English is taught?
  a) Yes
  b) No
  c) IWB is only in the computer lab
  d) Other: ………………………………

18. Have you ever visited a specialized computer educational programme for English teachers or any other workshop?
  e) Yes, on a regular basis
     (which workshops, seminars: …………………)
  f) Yes, but long time ago
  g) No
  h) Other: …………………

19. Do you create computer exercises for your pupils on your own?
  a) Yes, I do
     (what software you use: …………………)
  b) Sometimes, but I prefer already created exercises
  c) I use already created exercises and other similar material
  d) I do not use a computer for exercises
  e) Other: ……………………………
20. Is homework set to be done by pupils on a computer at home and emailed to you?
   a) Almost always, I think it is fun for my pupils
   b) Sometimes, but I prefer “regular” hand-in submission
   c) Occasionally (when a pupil is sick)
   d) No, I am not sure if every pupil has the Internet access at home
   e) Other: ..........................

20. Do you use computer to prepare material for English lecture?
   a) Yes, almost always
   b) Yes but no so often

   If yes, what is the main computer usage
   a) searching for info on the Internet
   b) Presentation creation
   c) Other: ..........................
   d) I do not use computer
   e) Other: ..........................

21. How would you rate your self with computers?
   a) I can do a lot of things on pc
   b) I am a basic user
   c) I can learn necessary procedures, programs
   d) I am a computer illiterate
   e) Other: ..........................

22. Do you think that ICT is beneficial in the English lesson?
   a) For sure
   b) Probably yes, however, it depends how advanced the pupils are
   c) Not sure, it depends on a particular pupil
   d) Probably not, pupils do not understand the benefits of it
   e) No
   f) Other: ..........................

23. What type of lecture do you prefer?
   a) English lesson without the usage of ICT
   b) English lesson with the usage of ICT
   c) Other: ..........................

24. How do you rate English lectures with the usage of ICT?
   a) Very positive
   b) Positive
   c) Average
   d) Negative
   e) Very Negative

25. Please rate your school in accordance with conditions for the usage of ICT for the English lesson. Would you say they are good?
   a) Yes, I am very satisfied
   b) Probably yes, school is equipped enough
   c) Probably not, school is not very well equipped
   d) Strictly not
At the end, I would like you to mark the following answers, so I can correctly process your answers.

**Gender:**
- a) female
- b) male

**How old are you?** (Feel free not to mark any answer.)
- a) less than 30 years old
- b) 31-45 years old
- c) 46-55 years old
- d) 56-60 years old
- e) more than 60 years old

**Your highest education:**
- a) high-school (high school diploma)
- b) some university (DiS.)
- c) bachelors degree (Bc.)
- d) masters degree (Mgr.)

If you have studied masters program, what were your core hours?????
:……………………………………………………………….

Thank you for cooperation!
Appendix 4b: Example of completed questionnaire

Vážené paní učitelky a páni učitelé,

obracím se na Vás s laskavou prosbou o vyplnění dotazníku pro účely výzkumu, který bude součástí mé diplomové práce s názvem Výpočetní technika a učitel angličtiny.

Cílem mého snažení je podat ucelený obraz o situaci na základních školách a s Vaší pomocí zachytit reálnou situaci a především názory učitelů z praže.

Mohu Vám zaručit, že dotazníky jsou zcela anonymní a budou použity výhradně pro účel mého výzkumu. Vaše jméno nebude nikde uvedeno.

Chtěla bych Vás poprosit o upřímné odpovědi, které odpovídají reálné situaci ve školství.

Vyplnění dotazníku je jednoduché a nezabere Vám ani příliš času. Stačí jen zakroužkovat tu odpověď, se kterou se nejvíce ztotožňujete. Pokud máte na danou otázku zcela jiný názor než je uveden v možných odpovědích, uveďte prosím Váš komentář do části odpovědi Jiné.

Pokud učíte více předmětů, dotazník vyplňte, prosím, z pohledu výuky anglického jazyka.

Předem Vám velmi děkuji za spolupráci, za ochotu a Váš čas.

Bc. Dagmar Budíková
Studentka Učitelství ang. a něm. jazyka pro 2.st.ZŠ,
Univerzita Palackého v Olomouci
Dotazník – podklad pro diplomovou práci
Výpočetní technika a učitel angličtiny

1. Jak dlouho pracujete ve školství?
   a) první rok
   b) 2-3 roky
   c) 4-5 let
   d) 6-10 let
   e) více jak 10 let

2. Jaká je úroveň znalosti anglického jazyka žáků, které učíte?
   (Můžete zaškrtnout více odpovědí.)
   a) začátečníci
   b) mírně pokročilí
   c) středně pokročilí
   Zakroužkujte prosím v tabulce, o které třídy se jedná:

<table>
<thead>
<tr>
<th>Třída</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Kolik hodin týdně vyučujete v jedné třídě angličtinu?
   a) 1
   b) 2
   c) více než 3
   Uveďte prosím, zda se jedná o jazykovou třídu či nikoli: ANO / NE

4. Kolik žáků máte v hodině anglického jazyka?
   Uveďte prosím počet: ...

5. Kolik počítačových učeben se na škole vyskytuje?
   Uveďte prosím počet: ...

6. Je možné využít počítačovou učebnu pro výuku cizích jazyků?
   a) ano
   b) ne
   c) nevím
   Pokud ne, napište prosím, pro které předměty je učebna určena: ...............

7. Pokud se na škole počítačová učebna nevyskytuje nebo nemáte možnost využití počítačové učebny, máte možnost pro výuku cizího jazyka využít třídu, kde se počítač nachází?
   a) ano
   b) ne
8. Jak často je možné počítačovou učebnou pro výuku cizích jazyků využit?
   a) kýdkoli
   b) jen když si zarezervuji místenst na daný termín
   c) po dohodě s kolegy
   d) nikdy
   e) jiné: .................................................................

   Pokud není počítačová učebna pro výuku cizích jazyků určena, jak často je
   možné věst výuku ve třídě, kde je počítač k dispozici?
   a) pokud je v určené pro výuku cizích jazyků (dáno v rozvrhu)
   b) po dohodě s kolegy a výměně třídy
   c) nikdy
   d) jiné: .................................................................

9. Má každý žák možnost pracovat na svém počítači (v počítačové učebně)?
   a) ano
   b) ne

10. Jak se chovají žáci při výuce angličtiny v počítačové učebně?
    a) jsou neukáznění
    b) jsou nadšení, že mají změnu ve vyučování
    c) je jiná to jedno
    d) zdejší na konkrétním žákovi nebo třídě
    e) .................................................................

11. Jak často zařazujete výuku angličtiny s pomocí počítače do vašeho plánu?
    a) pravidelně, podle rozvrhu
    b) většinou, jak to je možné (třída s počítačem je k dispozici, dostatek času v tématickém
       plánu)
    c) jen když narazím na zajímavou aktivitu, která je vytvořena pro využití počítače
        ve výuce
    d) jen výjimečně (před Vánocí, vysvědčením..)
    e) vždy, nebo se jiným, co za názně
    f) jiné: .................................................................

12. Pokud využíváte počítač pro výuku cizího jazyka učebně, kde se nachází aspoň jeden
    počítač, máte možnost internetového připojení?
    a) jsem samozřejmě, internetové připojení je možné na všech počítačích ve škole
    b) jsem, internetové připojení je možné aspoň na počítači, který je určen určitě
    c) ne, protože internetové připojení je možné jen v počítačové učebně
    d) vždy ne, internetové připojení není možné

13. Pokud ve škole internetové připojení je, jak často internet s dětmi využíváte,
    když jste:
    - v počítačové učebně?
    a) nikdy
    b) málokdy
    c) jen za určitých podmínek (zbytek času v hodině, žáci stihli vypracovat úkoly včas)
    d) často
    e) každou hodinu (prosím svede i kolik minut z vyučovací hodiny: ..............)
- ve třídě, kde je počítač k dispozici?
  a) nikdy
  b) málokdy
  c) jen za určitých podmínek (zbytek času v hodině, žáci stihli vypracovat úkoly včas)
  d) často
  e) každou hodinu (prosim uvede i kolik minu z využívací hodiny: ..........................)

14. Internet ve vyučování využíváme zejména:
  a) pro audiovizuální ukázku (Youtube)
  b) žáci vyhledávají informace sami, vypracovají úkol
  c) žáci si mohou přeložit slovíčka pomocí slovníku na internetu
  d) žáci se mohou podívat na zajímavé www stránky, které jim doporučuji
  e) jiné: .................................................................

15. Jakou učebnici při výuce angličtiny používáte?
  a) .................................................................
  b) .................................................................
  Je možné využít i CD k učebnici?
  (ANO) √ (NE)

16. Jaká bývá náplň hodiny angličtiny, která probíhá v počítačové učebně?
  a) žáci pracují na projektech
  b) poslechové cvičení
  c) cvičení k problémám látce
  d) žáci vypracovávají zadání úkoly, hledají odpověď na internetu
  e) .................................................................

17. Je v učebně, kde angličtinu učíte, k dispozici interaktivní tabule?
  a) ano
  b) ne
  c) interaktivní tabule je jen v počítačové učebně
  d) jiné: .................................................................

18. Navštěvovali jste někdy hodiny výuky počítačů pro angličtináře, popřípadě jiný seminář nebo workshop?
  a) ano, navštěvoval jsem pravidelně kurz, semináře atd – napište prosím také, o jaký typ kurzu, semináře se jednalo: .................................
  b) ano, ale je to iž dávno
  c) ne
  d) jiné: .................................................................

19. Vytváříte si pro žáky sami cvičení k vypracování na počítači?
  a) ano, připravuji si jen svá cvičení
  (napište prosím i který program pro tvorbu cvičení využíváte: ..........................)
  b) ano někdy, dávám ale přednost již hotovým cvičením
  c) čerpám z již vytvořených zdrojů nebo různých doplňkových materiálů k učebnici
  d) nepoužívám počítač ve výuce k provádění lásky
  e) jiné: .................................................................
20. Zadáváte domácí úlohy tak, aby žáci vypracovali cvičení doma a poslali Vám vypracování mailem?
   a) těměř vždy, myslím, že to je zábavná forma vypracování domácího úkolu
   b) někdy ano, dávám ale přednost klasickému vypracování domácího úkolu
   c) výjimečně (žák je nemocný)
   d) ne, nevím, jestli má každý ze žáků k dispozici počítač s internetem i doma
   c) jině.................................................................

21. Využíváte počítač k domácí přípravě na hodinu angličtiny?
   a) ano, téměř vždy
   b) ano, ale jen výjimečně
      Pokud jste odpověděli ano, k čemu konkrétně počítač používáte?
      a) hledání informací na internetu
      b) tvorba prezentace
      c) jiné..........................................................
   c) počítač k domácí přípravě nevyužívám
   d) jině..........................................................

22. Jak hlbě ohodnotili svou práci na počítači?
   a) s počítačem tohoto smíšen hodně
   b) počítač ovládám jen uživatelsky
   c) časem a cvikem se vše učím
   d) počítači nerozumím, je to pro mě trápení
   e) .................................................................

23. Myslíte si, že výuka angličtiny s pomocí výpočetní techniky je pro žáky příznivá?
   a) určitě ano
   b) spíše ano, ale záleží na konkrétní třídě a úrovni žáků
   c) nevím, záleží na individuálním žákově
   d) spíše ne, žáci často nechápou smysl výuky na počítači a berou to spíše jako volnou hodinu
   e) určitě ne
   f) jiné: ...............................................................

24. Jaký typ vyučovací hodiny upřednostňujete?
   a) hodinu angličtiny bez pomocí výpočetní techniky
   b) hodinu angličtiny s pomocí výpočetní techniky
   c) jiné..........................................................

25. Jak celkově hodnotíte výuku angličtiny s využitím výpočetní techniky?
   a) velmi pozitivně
   b) pozitivně
   c) průměrně
   d) negativně
   e) velmi negativně
26. Kdybyste měl/a zhodnotit podmínky, které jsou pro výuku angličtiny s využitím výpočetní techniky na vaší škole, řekl/a byste, že jsou dobré?
   a) ano, jsem plně spokojen/a
   b) spíše ano, podmínky jsou přijatelné
   c) spíše ne, vybavení nemí dosti a či jiné:
   d) určitě ne
   e) nevím

Na závěr si Vás dovolím poprosit o zakroužkování následujících odpovědí, které potřebuji pro zpracování údajů.

Pohlaví:
   a) žena
   b) muž

Kolik je vám let? (Pokud nechcete, nemusíte odpovídat.)
   a) méně než 30 let
   b) 31-45 let
   c) 46-55 let
   d) 56-60 let
   e) více než 60 let

Vaše nejvyšší dosažené vzdělání:
   a) střední
   b) vysší odborné
   c) bakalářské
   d) magisterské

Pokud jste studoval/a magisterský učitelský program, napište prosím, jaká je Vaše vystudovaná aprobace: ..............................................

Děkuji Vám za spolupráci!
Resumé

Tato diplomová práce nazvaná Výpočetní technika a učitel angličtiny (v angličtině ICT and the English Teacher) se zabývá tím, jak výpočetní technika může ovlivnit výuku anglického jazyka na základních školách.

První část mé diplomové práce, která je teoretická, se věnuje několika důležitým bodům, které se týkají tohoto tématu.

První kapitola se zabývá trendy, které souvisí s vývojem a uvedením počítačů do výuky na základních školách, a také se zde píše o změnách přístupů k výuce, které jsou také následkem zavedení počítačů do škol.

Druhá kapitola se zabývá popisem využití výpočetní techniky ve školách a informuje nás o způsobech, jak je možné počítače ve výuce využít. Zároveň jsem se zmínila o situaci, která se týká počítačové gramotnosti.

V další kapitole jsem se soustředila na využití internetu jako prostředku pro možnou komunikaci. Dovídáme se zde o možnosti komunikace prostřednictvím e-mailu, o jeho výhodách, jako je například rychlost a možná komunikace s celým světem. Zmiňuji se zde i o možnosti „chatování“ s lidmi ze zahraničí, což mohou využít zejména žáci, kteří se učí cizí jazyk a touto formou mohou komunikovat a reagovat v situacích, které nás potkávají v reálném životě.

Kapitola s číslem 4 píše o internetu, jeho funkci ve výuce, výhodách a nevýhodách, dále zde zmiňuji i důležité body v historii, které znamenaly změnu v životě lidstva.

Pátá kapitola pojednává o dalších možnostech využití internetu ve výuce anglického jazyka, pozornost věnuji čtení autentických textů na internetu, poslouchání písniček, které jsou dostupné i s transkripcí na některých webových stránkách a v neposlední řadě musím zmínit možnost využití slovníku, který je nám k dispozici také na internetu.

Poslední šestá kapitola se věnuje roli učitele a počítače ve výuce, jak se role učitele mění během výuky za pomocí výpočetní techniky. Dále se v této kapitole zamýšlím nad tím, jestli je možné aby počítač zcela nahradil učitele ve výuce cizího jazyka.

Druhá část mé diplomové práce je teoretická a týká se mého výzkumu zabývajícího se reálnou situací na českých základních školách. Hlavním cílem bylo zjistit, jaký důraz kladou učitelé na výuku anglického jazyka za pomocí výpočetní techniky, které možnosti internetu využívají, z jakých zdrojů čerpají při přípravě na vyučování. Dále mě zajímal, jaké jsou
podmínky ve školách pro výuku s počítačem, jak jsou učitelé celkově spokojení s vybaveností škol, jaký je jejich názor na výuku s pomocí výpočetní technika a jak se osobně staví k výuce za využití počítače, jestli dávají přednost klasické výuce pomocí učebnice nebo jsou pro každé zpestření hodiny něčím novým, co by mohlo být přínosem hlavně pro žáky. Pro tento výzkum jsem zvolila metodu dotazníku. Odpovědi dotazníku jsem zpřehlednila pomocí grafů a tabulek, které slouží k lepší orientaci dané otázky, a jsou umístěny v příloze ke konci mé diplomové práce. Věřím, že má diplomová práce posloužit jako podklad, který podá ucelený obraz o reálné situaci v českých školách, týkající se využití výpočetní techniky v hodinách anglického jazyka.
### Anotace

<table>
<thead>
<tr>
<th>Jméno a příjmení:</th>
<th>Dagmar Budíková</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katedra:</td>
<td>Anglického jazyka</td>
</tr>
<tr>
<td>Vedoucí práce:</td>
<td>PhDr. Světlana Obenausová, MLitt, Ph.D.</td>
</tr>
<tr>
<td>Rok obhajoby:</td>
<td>2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Název práce:</th>
<th>Výpočetní technika a učitel angličtiny</th>
</tr>
</thead>
<tbody>
<tr>
<td>Název v angličtině:</td>
<td>ICT and the English Teacher</td>
</tr>
</tbody>
</table>

**Anotace práce:** Má diplomová práce se zabývá využitím výpočetní techniky v hodinách anglického jazyka na základních školách. V teoretické části jsou popsány současné školní trendy, možnosti využití počítače v hodinách angličtiny, využití Internetu, e-mailu, využití počítače jako nástroje pro komunikaci a role učitele a počítače ve výuce anglického jazyka. Praktická část je založena na výzkumu týkajícího se využití počítačů učiteli angličtiny v hodinách anglického jazyka. Výsledky výzkumu jsou popsány a vyhodnoceny.

**Klíčová slova:** IT, angličtina, Internet, e-mail, základní škola, počítač

**Anotace v angličtině:** My diploma thesis deals with the usage of ICT in English lessons at basic schools. In the theoretical part, current school trends, possibilities of ICT usage in English lessons, the usage of the Internet, E-mail, the usage of a computer as a tool for communication and roles of a teacher and computer in English Language Teaching are discussed. The practical part is based on the research study connected to using computers by English teachers in English lessons. The results of the research are described and analysed.

**Klíčová slova v angličtině:** ICT, English, Internet, E-mail, basic school, computer
Přílohy vázané v práci:

**Příloha č.1:**
tabulky s informacemi o počtu učitelů AJ na jednotlivých školách

**Příloha č.2:**
tabulky s informacemi o spokojenosti učitelů při využití IT v hodinách angličtiny (působících ve školství déle jak 10 let)

**Příloha č.3:**
doplňující tabulky s výsledky výzkumu

**Příloha č.4:**
a) originál dotazníku a přeložená verze dotazníku
b) vzor vyplněného dotazníku

| Rozsah práce: | 61 stran |
| Jazyk práce: | angličtina |