USING ICT IN ENGLISH CLASSES WITH THE EMPHASIS ON HOT POTATOES
Diplomová práce

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Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

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........................................
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CONTENTS

List of abbreviations
Abstract
Introduction ........................................................................................................................................ 9

THEORETICAL PART ........................................................................................................................................ 10

1 Information and Communications Technology in education .................................................................... 10
   1.1 ICT in language teaching ......................................................................................................................... 11
   1.2 ICT and Framework Educational Programme .......................................................................................... 11
   1.3 Why use ICT with learners ......................................................................................................................... 12
   1.4 Pitfalls of using ICT in classes .................................................................................................................. 13
   1.5 Blended learning ....................................................................................................................................... 14

2 Possibilities of using ICT in ELT ..................................................................................................................... 14
   2.1 Offline activities ......................................................................................................................................... 15
       2.1.1 Computer ............................................................................................................................................. 15
           2.1.1.1 Computer games in education ........................................................................................................ 16
           2.1.1.2 Pros and cons of PC and computer games ...................................................................................... 16
       2.1.2 Tutorial ................................................................................................................................................ 17
       2.1.3 CD-ROM ............................................................................................................................................ 17
       2.1.4 Electronic dictionary ............................................................................................................................ 18
       2.1.5 Interactive whiteboard .......................................................................................................................... 18
           2.1.5.1 Benefits of an IWB .......................................................................................................................... 19
           2.1.5.2 Drawbacks of an IWB ..................................................................................................................... 20
       2.1.6 Presentation software ............................................................................................................................ 20
       2.1.7 E-Portfolio ............................................................................................................................................ 21
       2.1.8 Authoring software ............................................................................................................................... 22
   2.2 Online activities ......................................................................................................................................... 23
       2.2.1 The Internet .......................................................................................................................................... 23
       2.2.2 The Internet as a tool of ELT ................................................................................................................ 24
       2.2.3 Preparing Internet-based activities ...................................................................................................... 25
       2.2.4 ELT materials from the Internet ........................................................................................................... 25
       2.2.5 Examples of Internet-based activities ................................................................................................... 26
           2.2.5.1 Grammatical tasks .......................................................................................................................... 26
           2.2.5.2 Presentation tasks .......................................................................................................................... 26
           2.2.5.3 Listening tasks .................................................................................................................................. 27
       2.2.6 Language tutorial online ..................................................................................................................... 27
       2.2.7 Email .................................................................................................................................................... 28
           2.2.7.1 Using email out of class .................................................................................................................. 28
           2.2.7.2 Using email during class ................................................................................................................ 28
       2.2.8 Chat ...................................................................................................................................................... 29
       2.2.9 E-Twinning ......................................................................................................................................... 29
       2.2.10 Social software .................................................................................................................................. 30
           2.2.10.1 Blog ................................................................................................................................................. 30
           2.2.10.2 Wiki .............................................................................................................................................. 31
           2.2.10.3 Podcast ........................................................................................................................................ 31
       2.2.11 Why spread learner’s work on the Internet ........................................................................................ 32
       2.2.12 The Internet and cross-curricular teaching ......................................................................................... 32
       2.2.13 E-Learning ....................................................................................................................................... 32

3 Hot Potatoes ................................................................................................................................................. 33
3.1 HP exercises and their methodological aspect........................................................................ 34
  3.1.1 Jumbled sentence ........................................................................................................ 35
  3.1.2 Matching .................................................................................................................... 35
  3.1.3 Gap-fill/cloze ............................................................................................................. 35
  3.1.4 Multiple-choice ........................................................................................................ 36
3.2 Advantages of Hot Potatoes............................................................................................... 36
3.3 Disadvantages of HP.......................................................................................................... 37

RESEARCH PART.................................................................................................................. 39
4 My experience with ICT in English classes........................................................................... 39
  4.1 Tutorials .......................................................................................................................... 39
  4.2 The Internet .................................................................................................................... 39
  4.3 Data projector and an IWB ............................................................................................. 40
  4.4 Hot Potatoes .................................................................................................................. 40
5 Setting the hypotheses .......................................................................................................... 41
  5.1 Hypothesis 1 .................................................................................................................. 41
  5.2 Hypothesis 2 .................................................................................................................. 41
6 The research......................................................................................................................... 42
  6.1 Conditions for my research ........................................................................................... 42
    6.1.1 Description of the school ......................................................................................... 42
    6.1.2 Description of my classes ........................................................................................ 43
    6.1.3 Computer laboratory ............................................................................................... 43
  6.2 Making ready for using HP in classes ............................................................................. 44
  6.3 The first class survey: Questionnaire before work with HP .......................................... 44
    6.3.1 Pupils’ interest in computers .................................................................................... 45
    6.3.2 Computers and work for school .............................................................................. 45
    6.3.3 Electronic dictionaries ............................................................................................. 45
    6.3.4 Pupils’ experience with PC in classes ...................................................................... 45
    6.3.5 English vs. Czech instructions ................................................................................ 46
    6.3.6 Time limitation ........................................................................................................ 46
    6.3.7 PC and the enjoyable revision ................................................................................ 46
    6.3.8 Interest in language practice with PC ...................................................................... 47
  6.4 Making exercises in Hot Potatoes .................................................................................... 47
    6.4.1 Creating various types of exercises in HP ............................................................... 48
      6.4.1.1 Flashcards ........................................................................................................ 48
      6.4.1.2 Matching ......................................................................................................... 49
      6.4.1.3 Multiple-choice ............................................................................................... 49
      6.4.1.4 Jumbled sentence ............................................................................................ 49
      6.4.1.5 Crossword .................................................................................................... 50
      6.4.1.6 Gap-fill ........................................................................................................... 50
  6.5 Hot Potatoes in my classes............................................................................................... 50
  6.6 Objectives of the lesson .................................................................................................. 51
  6.7 Running of the lesson ...................................................................................................... 51
  6.8 The second class survey: Questionnaire after work with Hot Potatoes ......................... 52
    6.8.1 Interest in my exercises in HP .................................................................................. 52
    6.8.2 Difficulty of my exercises ....................................................................................... 52
    6.8.3 Interest in the presentation of vocabulary ............................................................... 53
    6.8.4 Understanding the English instructions ................................................................. 53
    6.8.5 Time limitation in HP ........................................................................................... 53
    6.8.6 Immediate feedback and self-correction ............................................................... 54
6.8.7 Interactive vs. printed version of exercises ............................................. 54
6.8.8 Attractiveness and usefulness of my exercises ...................................... 54
6.8.9 Excitement at future work with HP .................................................. 55

6.9 The third class survey: Testing learners’ knowledge after work with HP ...... 55
6.9.1 Description of the tasks in the test ..................................................... 56
   6.9.1.1 Vocabulary tasks ................................................................. 56
   6.9.1.2 Multiple-choice ................................................................. 56
   6.9.1.3 Building the sentence ......................................................... 57
   6.9.1.4 Matching task ................................................................. 57

6.10 Proving the hypotheses ........................................................................... 58
   6.10.1 Test evaluation and proving the second hypothesis ......................... 58
   6.10.2 Learners’ motivation and proving the first hypothesis ..................... 58

6.11 HP and the role of the teacher ............................................................... 59

6.12 Possible disadvantages .......................................................................... 59
   6.12.1 Preparation and time reasons ...................................................... 59
   6.12.2 HP and four skills ....................................................................... 59
   6.12.3 Technical difficulties ..................................................................... 59

6.13 The utilization of HP in EFL ................................................................. 60
   6.13.1 Possible activities with HP ......................................................... 60
   6.13.2 Planning ...................................................................................... 61
   6.13.3 HP and ICT in EFL and School Educational Programme .............. 62

Conclusion ................................................................................................... 63
Bibliography ............................................................................................... 64
Appendices
Résumé
Annotation
LIST OF ABBREVIATIONS

ICT – Information and Communications Technology
ELT – English Language Teaching
FEP – Framework Educational Programme
TEFL - teaching English as foreign language
CALL – Computer Assisted Language Learning
PC – the personal computer
IWB – the interactive whiteboard
HP – Hot Potatoes
WWW – the World Wide Web
ABSTRACT

Diploma thesis deals with possibilities of using Information and Communications Technology in English classes at basic schools.

The theoretical part focuses on the implementation of ICT into foreign language teaching. The work with ICT is divided into offline and online activities. Furthermore, the theoretical part aims at the programme Hot Potatoes and mentions its functions, types of exercises, advantages and disadvantages.

The research part presents my own experience with using ICT in classes and describes exercises made in Hot Potatoes and their incorporation into English classes at primary school. I comment the preparation of the exercises and describe class with Hot Potatoes. I also show results of questionnaires which were given to pupils before and after the work with Hot Potatoes. In addition, hypotheses concerning the influence of Hot Potatoes on learners’ motivation and knowledge in English were proved.

Using ICT and authoring software Hot Potatoes in English classes seems to be a useful tool particularly because of learners’ motivation and because of the improvement of their knowledge in English.
INTRODUCTION

The goal of my thesis is to investigate possibilities that are offered by using Information and Communications Technology (ICT) in teaching English as a foreign language (TEFL). I am engaged in authoring tool, particularly in Hot Potatoes (HP) and its use with learners in English classes.

I became familiar with HP when I was attending courses Computers for English teachers by PhDr. Světlana Obenausová, MLitt, Ph.D. and it seemed to me to be an excellent device which supports language learning because learners are usually enthusiastic about work with computers. Therefore, I made up my mind to use HP with my basic school pupils. My intention is to show benefits that using HP and other ICT in English classes brings.

The thesis is divided into the theoretical and the research parts. The theoretical part aims at various kinds of ICT used in education, especially in language teaching. Firstly, I mention reasons for using ICT in classes. Secondly, I describe ICT tools and activities which could be used in English classes. Finally, I present authoring software, especially HP, as a teaching tool. I focus on its advantages, limitations and on the methodological aspect of exercises in HP when using them in teaching foreign languages.

The research part deals with a research conducted in the fourth class of basic school. The research is based on incorporating HP into the language classroom. Firstly, I describe my experience in teaching with various types of ICT in classes. Secondly, I set hypotheses concerning learners’ motivation and knowledge influenced by learning with HP and my aim is to prove these hypotheses. Thirdly, I use questionnaires where I focus on pupils’ experience with computers and on their opinions on work with HP. Finally, I try to verify my hypotheses by the questionnaires and by the test which probes learners’ knowledge after their work with HP.
THEORETICAL PART

1 Information and Communications Technology in education

Technology is important in our lives to a great extent nowadays. This stands particularly for young learners and to apply technology to teaching today’s learners is a need. That is why, teachers should not ignore training in the use of Information and Communications Technology (ICT) and learn to use new tools in the classroom because learners are often more informed and skilled in using current technology than teachers (Hardisty & Windeatt, 1989: 5).

Haddad (2003) claims that the use of ICT in education has big potential to make the environment suitable for learning because ICT enables the learning material to be presented and reviewed in various and authentic ways.

Camilleri et al. (2003: 9-10) confirm this opinion because they say that the best way of learning is through experiencing concrete things and real objects, through problem-solving, searching solutions and with practice. Teachers should offer a great deal of such opportunities and help learners to see the information in meaningful contexts because it leads to understanding the learning material (Camilleri et al, 2003: 9-10).

Moreover, ICT motivates learners and wakes up their interest. Especially young learners are curious about the world around us, but, unfortunately, the school education often destroys learners’ curiosity. Learners enjoy the classes when the learning materials are shown in an authentic, challenging, and multi-sensorial way. Teaching aids such as interactive whiteboards, computers, videos or televisions are great instruments to involve learners in the learning process because they stimulate the learners’ sensorial apparatus. The interactivity of ICT (images, sounds, movements, animations, and simulations) can demonstrate real situations and be a source of enjoyment for learners because they can bring movement to traditional static textbook classes (Haddad, 2003).
I completely agree with the Haddad’s opinion (2003) who says that the integration of ICT into classes is a safe and cost-effective way for bringing the world into the classroom.

1.1 ICT in language teaching

Dudeney and Hockly (2007: 7) say that using technology in language teaching is not a new phenomenon because learners have been working with tape recorders, video or language laboratories since the 1960s.

Learning languages with computers appeared in the early 1980s and already in these times, computers required learners to react on PC and to fulfil gap-filling, matching or multiple-choice or sentence building tasks. Learners can work with the same types of computer tasks nowadays, e.g. when learning with tutorials or CD-ROMs (Dudeney & Hockly, 2007: 7).

There are many kinds of ICT-based activities that can provide enough space for practising all four skills in the foreign language. Accordingly, ICT offers a chance to present the language authentically and enables practising listening, reading, writing and speaking skills through various exercises, games or simulations. What is more, many kinds of ICT support independence, self-directed learning and cooperation (Camilleri et al, 2003: 17).

1.2 ICT and Framework Educational Programme

The learner autonomy is very important for the success of language education. Furthermore, teachers should help learners realize what learners know, what they can cope with and how to improve their language skills and knowledge. Learners also should learn to take control of their own education and become familiar with various learning strategies and techniques (Camilleri et al, 2003: 17).

These ideas are connected with both using ICT in language classes and with Framework Educational Programme, particularly with its key competencies.
Teachers should be aware of learners’ needs and clarify their goals in foreign languages. These objectives are described in Framework Educational Programme (FEP) as expected outcomes for each level of learners (Framework Educational Programme for Basic Education, 2007: 24).

As for the key competencies which are embedded in FEP (Framework Educational Programme for Basic Education, 2007: 12-15), using ICT in classes contributes to the development of all seven competencies. It supports shaping the learning competencies because technology can create various methods and strategies for efficient learning and it often supports life-long learning. It is also easier for learners to search for information with the appropriate use of technology. ICT can set up positive attitudes towards learning as well. FEP also emphasizes shaping the communication competencies when using ICT in ELT (English Language Teaching). Pupils learn to understand various types of text, visual materials, and other information. In fact, many sorts of ICT are means of communication and therefore, they help to create learners’ own social contacts (Framework Educational Programme for Basic Education, 2007: 12-15).

1.3 Why use ICT with learners

There are plenty of reasons, why teachers should use ICT in ELT. As Dudeney and Hockly (2007: 7) argues, “technology is a natural part of younger learners’ lives and a way to bring the outside world into the classroom.” As well as this important reason, there is also an argument that using ICT in English classes is important because English, as an international language, is the main language of ICT (Dudeney & Hockly, 2007: 7-8).

I am exactly of the same opinion as Sharma and Barrett (2007: 10) who are convinced that using technology is motivating for learners. Learners like enjoyable and game-based tasks and a large amount of learners simply like work with computers in lessons.

Learners often like interactive exercises more than the paper-based ones since the interactive exercises are more attractive for learners. Moreover, these exercises enable learners to proceed at
their own pace. The use of interactive exercises offers teachers an opportunity to make lessons different from the usual work with textbook since the language is revised in a different way. In addition, “the type of feedback which good interactive materials provide is appreciated by learners. They can get instant feedback on what they have done.” (Sharma & Barrett, 2007: 10).

A further considerable reason is that learners are given many opportunities to practice all four language skills – speaking, listening, writing and reading when they use ICT tools in classes. Various possibilities of using ICT also give to teachers more possibilities of assessing learners (Dudeney & Hockly, 2007: 8).

The use of ICT in classes, particularly of the Internet, provides learners with the authentic language and with the language in its natural context. What is more, the Internet enables teachers to have access to a great amount of resources, and subsequently to ELT materials. ICT also gives brilliant opportunities for cooperation and communication between learners from different countries (Dudeney & Hockly, 2007: 8).

Even if teachers need some time for becoming familiar with some kinds of ICT, another benefit of using ICT in classes is that it saves time. If teachers send materials from lessons to learners per e-mail, they can save the time and money needed for photocopying. Other examples of saving time are lessons with the use of authoring software or an interactive whiteboard. These lessons may be used in next lessons or with other classes (Sharma & Barrett, 2007: 11).

1.4 Pitfalls of using ICT in classes

There are many drawbacks connected with the use of ICT in ELT. As mentioned above, Sharma and Barrett (2007: 11) write that “critics of computer-based interactive exercises argue that ‘stimulus-response’ activities such as mix-and-match, gap-fill and true/false activities are essentially boring.” Computer-based education often aims at grammar and it doesn’t offer enough opportunities for communication. Therefore, more communicative approaches should be utilized in TEFL when using technology (Sharma & Barrett, 2007: 11).
Some teachers can be afraid of technical problems because technology always doesn’t function as it should (Sharma & Barrett, 2007: 11). Sharma and Barrett (2007: 86) advise teachers to check in advance if the technology is working well because “no technology is infallible and there are times when there will be a glitch.” Especially in case of using an IWB, teachers should be ready to use an extra plan of a lesson (Sharma & Barrett, 2007: 86).

However, even if using ICT in classes might bring problems, teachers should take into consideration learners’ needs concerning the technology and decide whether the using ICT will raise the standard of teaching and learning. Teachers should not forget that teaching depends on a suitable methodology and can only be supported by the technology (Sharma & Barrett, 2007: 14).

1.5 Blended learning

The right language course should not be replaced by technology but only combine a F2F (face-to-face) teaching with the suitable use of technology. This approach is called blended learning. The concept represents incorporating various kinds of ICT, such as computers, tutorials, electronic dictionaries, the Internet, or interactive whiteboards. Various ways of social learning such as e-Twinning, blogs, or wikis may be involved too (Sharma & Barrett, 2007: 7).

2 Possibilities of using ICT in ELT

I believe that using ICT in the language classroom has become more and more popular recently. Though, it is not a usual trend at basic schools yet. Therefore, I would like to present the wide range of possibilities of using ICT in English classes and show teachers how many interesting and motivating ways exist.

Because of my big interest and a limited teaching practice, I focused on one possibility of using ICT – on the authoring software Hot Potatoes. It is presented in its own chapter and I deal with using Hot Potatoes in English classes in my research as well.
I divided the great amount of possibilities of using ICT in language teaching according to the use of the Internet – into offline and online activities.

2.1 Offline activities

2.1.1 Computer

Hardisty and Windeatt (1989: 5) deal with the abbreviation CALL which represents Computer Assisted Language Learning. This term is used to describe the use of computers as a part of language teaching, not for the preparation of a teacher for a lesson with the use of computer (Hardisty & Windeatt, 1989: 5).

At the beginning of using computers in language lessons, the CALL programs were used for “manipulating words and sentences, playing games with students, testing them, and giving them feedback on their performance.” Computers were called as “the medium of the second chance” since the exercises gave more attempts at the right answer (Windeatt et al. 2000: 5).

Computers are very helpful in lessons but that they are not very good at teaching by themselves. It depends on teachers how effective they use computers in the language classroom (Hardisty & Windeatt, 1989: 8).

Furthermore, the main aim of using computers in language lessons is to wake up learners’ motivation. Usually, it is not a big problem since learners are fond of work with computers. Using a new communication tool can also raise their interest. However, the motivation has not a long duration when learners can’t see any advantages of using computers in the classroom (Windeatt et al, 2000: 7).

The integration of computers into classes provides access to worldwide information resources. Especially using the computers with the connection to the Internet offers teachers and learners the possibility of communication with colleagues from distant places. Computers also give the opportunities for learners to practice their skills on their own pace. Another advantage of
computers is that they can store huge amounts of data, simulate real life and work with a rapid speed and a perfect accuracy (Haddat, 2003).

2.1.1.1 Computer games in education

Sharma and Barrett (2007: 45) think about computer games that they are useful especially in lessons with younger learners because they usually enjoy playing computer games. Including computer games could serve as an alternative to traditional classroom teaching (Sharma & Barrett, 2007: 45).

Most young and teenage learners simply enjoy playing computer games and therefore, it is not necessary to explain them why they will do this activity in their classes. It is a little different with older or adult learners. Teachers should explain what benefits playing games in English lessons bring. Nevertheless, it is fair to inform even young learners why they are playing the game and to test them on the learning material that was applied in the computer game (Sharma & Barrett, 2007: 45).

I agree entirely with the opinion of Sharma and Barrett and therefore, I have included computer game-based activities into my lessons and I have used this approach in my research.

Using computer games in language classes is helpful for learners because they can work at their own pace which can contribute to learners’ concentration on the material. Learners can develop their own system of going through the material and decide how many times they want to listen to an audio file or how many attempts they make when carrying out tasks (Sharma & Barrett, 2007: 45).

2.1.1.2 Pros and cons of PC and computer games

According to Gee (2003), computers and commercial computer games are enjoyable, attractive and fun. They are interactive and provide immediate and instant feedback within a virtual world which is not dangerous for children. They excite and challenge young learners
more than the usual and traditional classroom activities. Computer games can also serve educational functions because they encourage different ways of learning and allow the development of fantasy or creativity of learners (Gee, 2003).

However, Cooper and Mackie (1986) argue that characters in many games are violent and stereotyped and that they can support the shaping of socially unacceptable behaviour such as violence and aggression. Stoll (1999) also suggests that time spent with computer could instead be spent in other way, e.g. doing some sport or useful activities.

### 2.1.2 Tutorial

Wikipedia (2009) presents that tutorials are computer programmes which put learners forward in their learning. Tutorials motivate learners, present the learning material, help fix learners’ skills and knowledge, and check these skills through a given feedback. Good tutorials should be well-arranged, schematic and interactive. Learners’ task is to follow the instructions and to continue according to immediate feedback which depends on their actions (Wikipedia, 2009).

### 2.1.3 CD-ROM

Interactive materials on CD-ROMs help learners of a foreign language to develop their skills. It is possible to review reading, listening, and writing through various interactive exercises. Pronunciation and intonation could be revised with exercises on CD-ROMs to a great extent too. Speaking skills and fluency in speaking are areas which are limited because they are less offered by CD-ROM materials. Accordingly, speaking must be practised in other ways in ELT (Sharma & Barrett, 2007: 40).

For Sharma and Barrett (2007: 41), the including CD-ROMs or multi-ROMs as course book support is a very good idea because it allows learners to do the extra or the same activities as in the textbooks, but in an interactive way.
2.1.4 Electronic dictionary

Generally, using electronic dictionaries has many advantages. Learners can work with them not only at school, but also at home on their own computers because “looking up the definition of a word in a printed dictionary is a time consuming nuisance, particularly when learning a foreign language.” (Electronic Manufacturers, 2006)

CD-ROM, online and computer dictionaries become more and more popular particularly because they help learners become more autonomous and quicker. What is more, electronic dictionaries have more useful functions than the printed dictionaries. For example, they offer more example sentences, etymologies, inflections, maps, and many links which help when looking up the right expression. Moreover, electronic dictionaries help learners improve their pronunciation since learners can take advantage of the pronunciation support and listen to the sound. This is very helpful when searching for words with pronunciation of a difficult sound. I might add that learners can practise their own pronunciation with electronic dictionaries. There is a possibility to record learners’ pronunciation of a word and compare it with a native speaker’s pronunciation offered by the dictionary (Sharma & Barrett, 2007: 52-53).

Using electronic dictionaries in classes or at home is a big breakthrough for learners with dyslexia since some dictionaries are able to recognise and translate learners’ handwriting (Sharma & Barrett, 2007: 58).

Finally, electronic dictionaries are very attractive for learners because they offer many pictures, photographs and animations and it could challenge learners in English lessons. These illustrations are ordered according to topics and are usually interactive since they are linked to their definitions in the dictionary (Sharma & Barrett, 2007: 56).

2.1.5 Interactive whiteboard

Another possibility for using ICT in TEFL (teaching English as a foreign language) is an interactive whiteboard (IWB). It is necessary to have a classroom equipped with a computer, a
data projector, and the whiteboard itself if we want to use an IWB in classes. These devices are interconnected and the projector displays the computer screen on the whiteboard (Sharma and Barrett, 2007: 82).

The surface of an IWB is touch-sensitive and learners touch or tap on it with their fingers or write on them with special e-pens of different colours. The organization and the system of work on the whiteboard is the same as the work on the computer screen (Sharma & Barrett, 2007: 82).

Using an IWB in a classroom is easy and teachers only need a little practice because becoming familiar with them is very quick. There are many kinds of educational software which can be used in EFL or teachers can design special presentations and bring them to class on a CD or on an USB flash drive (Sharma & Barrett, 2007: 84).

Dudeney and Hockly (2007: 123) deal with examples of using IWBs in ELT and suggest that teachers can include playing audio files together with a transcript of the sound into the lesson with an IWB. Many functions and types of presentations of the material are possible with an IWB. Teachers can emphasise parts of the text, make them disappear and then show them again when needed (Dudeney & Hockly, 2007: 123).

2.1.5.1 Benefits of an IWB

I am convinced that lessons with the right use of IWB can be very motivating and amusing for learners because of their involvement into the lesson. This opinion is shared by Sharma and Barrett (2007: 84) who think that an IWB make presentations intriguing and effective for learners because they can move, write on and touch the board. Moreover, work with an IWB in classes contributes to group interaction and communication. Nevertheless, teachers can use an IWB frequently but not every lesson because it can lose the attractiveness for learners (Sharma & Barrett, 2007: 84).

The IWB has many possibilities of utilization as an instrument of ELT since teachers can use the IWB for presentations of new vocabulary, grammar, revising the learning material, bringing
information about the cultural background of English speaking countries or doing extra activities. We can consider using the IWB advantageous particularly because it allows multi-sensory learning which is very good for teaching in heterogeneous classes or for learners with learning disorders (Dudeney & Hockly, 2007: 123).

2.1.5.2 Drawbacks of an IWB

One of the main disadvantages and problems of an IWB is described by Sharma and Barrett (2007: 86) who say that it is the high cost. Many schools cannot afford buying an IWB because of the high cost. The use of IWBs is growing in some schools of the world, but the others have no chance to incorporate an IWB into the education. That is why; using IWBs in classes is a matter of future (Sharma & Barrett, 2007: 86).

Another problem can arise when using an IWB in classes. It can happen that a teacher or a learner standing in front of the board can cast a shadow on the IWB. In order to avoid this problem, it is good to buy an IWB where the projector is placed behind the IWB screen (Sharma & Barrett, 2007: 82).

2.1.6 Presentation software

Personally, I am fond of using presentation software, especially a data projector, in classes because as Sharma and Barrett (2007: 70) present, teachers can present the learning material in a way that it is visible for all learners in the class. Teachers can also make the presentations full of pictures, photographs, audio files, text which can be hidden, or hyperlinks to the web pages. Furthermore, it is possible to keep the presentations and use them in next lessons (Sharma & Barrett, 2007: 70).

According to Windeatt et al. (2000: 12), one of the biggest advantages is that it is not necessary to move into a computer laboratory when there is a computer and a data projector in your classroom.
Presentation software enables teachers to give presentations made up of electronic slides containing their own text, diagrams or documents. The presenter proceeds through clicking a mouse or pressing a button on a computer keyboard. The most popular presentation programme is PowerPoint from Microsoft (Sharma & Barrett, 2007: 70).

Windeatt et al. (2000: 12) suggest more possibilities of working with the presentation software in EFL. Firstly, the screen can be used as a large board for the whole class to look at the presentation. Secondly, the board can be used as a demonstration of a procedure, e.g. work with a tutorial. Finally, teachers can use a data projector as a starting point of a project work. Learners can work individually, in pairs, or in smaller or larger groups and they can do their projects within a lesson. One group might be searching for information on the Internet, in magazines, maps or encyclopaedias, another might be watching a video or listening to a CD-player and another can work with electronic or printed dictionaries (Windeatt et al, 2000: 12).

2.1.7 E-Portfolio

E-Portfolios provide, as well as paper-based portfolios, a wider range of possibilities for assessing learners than only grades or scores from tests. E-portfolios, also called digital or electronic portfolios, are collections of learner’s work, skills and achievements displayed in the electronic format (Dudeney & Hockly, 2007: 119).

The popularity of e-Portfolios has increased in education in the recent time especially because of the raising use of technology in our lives. Learners may attach their work from courses, their work on projects, or materials with regard to their own needs and interests. The main advantage of e-portfolios is that they can include documents as well as websites and electronic media such as photographs, video and audio files (Dudeney & Hockly, 2007: 119-120).
2.1.8 Authoring software

I included the authoring software to offline activities but they can also belong to online activities. The reason is that teachers don’t need the Internet when creating exercises in authoring software but, on the other hand, it is possible to upload the exercises to school web pages.

Dudeney and Hockly (2007: 126) advise teachers to use authoring software because it allows making electronic materials like “exercises and activities that you create yourself and which your students use on a computer as web page or CD-ROM content, or even in printed form.”

Teachers can choose authoring tools according to the learning material they intend to teach or according to the time they can spend on creating the material. There are many arguments for creating electronic materials in lessons. The main reason is that providing different kinds of materials and work on computers extremely motivates learners. Other reasons are that teachers can produce extra exercises for weaker learners and they can practise their problematic areas. Teachers can also design exercises where the learners revise one or more lessons, e.g. before a test. These exercises made in authoring software can be used for learners’ study at home too (Dudeney & Hockly, 2007: 126).

Teachers can find many authoring tools on the Internet. They offer a variety of exercises which teachers can use in their English classes. Examples of these pages are the Discovery School Puzzlemaker\(^1\) or Smile\(^2\). It is possible to print and copy these pages for learners or to put the link of these pages on the web sites of schools (Dudeney & Hockly, 2007: 128).

Finally, Sharma and Barrett (2007: 47) present creating electronic interactive materials as very advantageous for many ways of using in ELT particularly because teachers have an entire control over the language content, such as vocabulary or grammar, of the exercises. Teachers can, for example, create feedback exercises concerning learners’ frequent mistakes in a test.

The most common activity types of authoring exercises are multiple-choice, gap-fill, ordering and matching exercises. Teachers can create exercises for learners of each age and some

\(^{1}\) http://puzzlemaker.discoveryeducation.com

\(^{2}\) http://smile.clear.msu.edu
exercises can be aimed only at children or young adults. These exercises are in a style of game and should involve many pictures, animations and activities which provide fun and enjoyment. (Sharma & Barrett, 2007: 38).

Cazaux (2009) likes such exercises because teachers have enough space for their own creativity and can choose the content of exercises. Another advantageous issue is that games made in authoring tool support self-access and independent learning, they engage learners to a great extent, and they enable learners to develop their language skills in an amusing way (Cazaux, 2009).

Authoring software and the exercises produced by teachers can be expanded on CDs, CD-ROMs, USB flash drives, DVDs or per Internet (Dudeney & Hockly, 2007: 129).

2.2 Online activities

2.2.1 The Internet

The Internet is a widespread network to which people can connect and search for information anywhere in the world. It is the largest source of information which has ever existed. Furthermore, it is a system which enables to send electronic mail, share files, quick communication, and particularly the World Wide Web (WWW) (Atkinson, 1998: 1).

Many users use the term World Wide Web for the whole medium the Internet. Actually, the Web is only one part of this medium. The WWW consists of connected web pages which users might search for. In general, users like the work with the World Wide Web because it is appealing and easy (Dudeney, 2000: 3-5).

Dudeney (2000: 1) claims that “the Internet has often been described as the biggest communications revolution since the advent of the printed book.” Nowadays, the Internet connects a huge amount of people who are accessed to the “information superhighway” available on the Internet (Dudeney, 2000: 1).
2.2.2 The Internet as a tool of ELT

The Internet influences our lives in many ways and is likely to influence them in the future as well. It is obvious that teaching methods of foreign languages should be affected by the benefits of using the Internet (Windeatt et al, 2000: 1).

Moreover, Lewis (2007: 7) is convinced that work with the Internet is one of the first skills of today’s young learners. They can even teach and advise their teachers how to work with the Internet or other kinds of ICT (Lewis, 2007: 7).

The Internet provides plenty of opportunities for using foreign languages and bringing information from different cultures into ELT. It is a rich resource that allows teachers to make English classes interesting, enjoyable and motivating for learners (Atkinson, 1998: 1).

Firstly, the Internet can show learners the authentic language, for example the language of young people. Secondly, it offers plenty of useful advice for languages teachers. They can find much information about “teaching and learning methods, using ICT in language learning, professional development opportunities, software for language learning, guides to finding resources on the Internet, catalogues of teaching and learning materials, including some which can be freely downloaded, and much more.” (Atkinson, 1998: 6-7)

As well as information useful for teachers, there is also a large amount of resources for learners. They can find information such as news, articles, all genres of literature, video, music, and millions of pictures and photographs. What is more, learners can quickly and cheaply communicate through the Internet with individual persons or with the whole classes all over the world (Windeatt, 2000: 6).

Learners’ work with the Internet depends on the computer and other multimedia equipment, on the arrangement of the classroom or on the possibility of using a computer laboratory (Teeler & Gray, 2000: 54).
2.2.3 Preparing Internet-based activities

Teeler and Gray (2000: 62) advise language teachers to think out their objectives before preparing Internet-based tasks and activities. Teachers should consider what learners gain from these activities and how much time learners spend on them (Teeler & Gray, 2000: 62).

Appropriate timing is an important issue when planning Internet-based activities. As well as when working with an interactive whiteboard, teachers should set up the equipment in a classroom or a computer laboratory in advance. They should also estimate the time needed for single tasks because learners often become engaged in Internet-based tasks. In addition, teachers should be aware of the possibility of technical problems (Teeler & Gray, 2000: 61).

I am exactly of the same opinion as Windeatt et al. (2000: 8) who say that the Internet supports EFL in excellent and numerous ways but the successful and effective learning depends on teachers’ good methodology.

Moreover, Lewis (2007: 7) is convinced that “the Internet is not a replacement for classroom teaching” and it cannot be used instead of other language methods of language teaching because without using suitable activities offered by teachers the Internet is likely to be useless.

2.2.4 ELT materials from the Internet

Dudeney (2000: 1) believes that the Internet is an excellent tool for language teachers because it “can be an infinite resource file of texts, visual stimuli, listening material, vocabulary, information, video files, live TV and radio, newspapers from around the world.” Furthermore, the ELT materials available from the Internet are limitless and quick and easy to gain (Dudeney, 2000: 1).

Atkinson (1998: 6) suggests that the material downloaded from the Internet might be adjusted in a word processor, by various multi-medias, or be printed onto paper. For Sharma and Barrett (2007: 35), these materials are various exercises, tests, games and listening activities. According to Atkinson (1998: 28), teachers can even save many on-line activities on a local disc or network
and use them off-line. These activities might be prepared with the use of texts, pictures, audio, video or a combination of them (Atkinson, 1998: 28-30).

As mentioned above, using authentic language is one of the advantages of ELT materials available on the Internet. This material with the authentic language can be useful for conversations, discussions, or project work where learners should express themselves in a proper way. The Internet has also big potential when learners need to look up very specific vocabulary or topics which cannot be found in published materials (Sharma and Barrett, 2007: 22).

Using multimedia materials from the Internet will surely make the lessons more enjoyable, particularly for young learners. For example, various types of images can be downloaded, modified, and shown in presentations. Teachers can use them in making flashcards (see 6.4.1.1) or funny vocabulary exercises (Sharma & Barrett, 2007: 22).

2.2.5 Examples of Internet-based activities

The materials downloaded from the Internet may be applied in a great deal of various lesson activities (Atkinson, 1998: 6).

2.2.5.1 Grammatical tasks

Grammar might be taught in a completely different way than in the usual lessons. Learners can be given Internet-based tasks where the aim is grammatical or linguistic. Their task could be to find example sentences of a given grammar structure, collocation, or tense on the Internet. Learners could also look up unknown words in online dictionaries, or look for explanations of some terms (Atkinson, 1998: 28).

2.2.5.2 Presentation tasks

Learners can work with the Internet as a resource in plenty of various media. Firstly, they could search for text, pictures, photographs, audio files, or video clips with a special purpose.
The purpose is to collect information about a certain topic and learners practise mainly the skill reading. Secondly, they present this collection of information to their classmates in a written or an oral way (Atkinson, 1998: 32).

2.2.5.3 Listening tasks

Teachers can prepare activities as aural tasks. Learners can hear a recording with various questions and tasks which must be solved through searching on the Internet. For example, learners are working in a travel agency and must find information for their customers. The questions of the customers are recorded and played to learners. The questions may relate, for example, to prices, accommodation, or transport (Atkinson, 1998: 28).

2.2.6 Language tutorial online

Web-based tutorials, which are put up on the Internet, provide language lessons, learning materials as grammar, vocabulary, texts, learning tips, tests, information about target language speaking countries, monolingual or bilingual illustrated dictionary or listening tasks. Examples of Czech online tutorials are:  http://www.helpforenglish.cz/  
http://www.english-online.cz/  

Winedatt et al. (2000: 33) point out that work with tutorials is game-based and schematic but some of them might be oriented mainly on multiple-choice exercises. For Cazaux (2009), the work with activities of one type can be boring and not stimulating for the process of learning a foreign language. That is why; teachers should provide opportunities for various activities. For example, to add extra activities concerning searching for information on the Internet or prepare activities which are aimed at different types of tasks (Cazaux, 2009).
2.2.7 Email

Plenty of people around the world use email every day and therefore, it is one of the most popular communication tools. Dudeney and Hockly (2007: 62) state that “most of us probably write emails in both our personal and professional lives, and the same thing is true for many of our learners.”

Teachers can make use of emails in ELT in many ways. They can operate with this type of communication via the Internet during or out of class.

2.2.7.1 Using email out of class

First of all, email makes the communication between the teacher and the learner out of class very quick. Learners can send their homework, class work or even their project work per email. Then, teachers mark learner work and return it by email again. Learners might also send information about their problematic areas of the learning material which can help the teacher prepare lessons that aim at specific learner problems. It is also possible to email learners the abstract of work in classes and attach homework or extra tasks (Dudeney & Hockly, 2007: 64).

2.2.7.2 Using email during class

Using email during class is suitable particularly for older learners because it requires a higher level of language competencies. One way of work with emails in classes is a data collection project. This project is a kind of “a real communication” because learners collect information from various people such as individuals, corporations, concerns or organizations. The main objective is to use the target language in emails. Then, learners analyze, compare and present their information. The presentation might be in a form of a written report or a short talk about their results (Dudeney & Hockly, 2007: 65).

Warschauer (1995: 1) also suggests a possibility of using email as an international discussion among learners. Learners can email with learners from foreign countries and their
communication should be natural and frequent. I deal with this type of using email in classes in the chapter *e-Twinning* (see 2.2.9).

2.2.8 Chat

A further possibility for using the Internet in the language classroom is chatting. It is a real-time communication via the Internet and we must make a difference between written and spoken chatting and between public and private chatting. Both of these types can involve one or more users (Dudeney & Hockly, 2007: 71).

Chatting can highly challenge and engage learners. It is simply because they can communicate with learners from countries all over the world and because a current and popular communication tool is incorporated. Furthermore, a chat might bring variety to lessons. (Dudeney & Hockly, 2007: 77).

However, according to Lewis (2007: 7) teachers should take into consideration the possible problem with time because especially young learners may feel pressed when answering in a real time. In addition, teachers should be aware of the existence of many unwelcome chat rooms or discussion lists (Lewis, 2007: 7).

2.2.9 E-Twinning

E-Twinning is a way of using the Internet (e-mail or chat) in the language classroom which enables cross-cultural exchange. It connects schools or learners all around the world. E-Twinning can be divided on pen pal exchanges, learner discussions, mutual work on projects, and real-time simulations. The most popular way of e-Twinning is a pen pal exchange. As Warschauer (1995: 47) writes, “writing to pen pals electronically can have many of the same advantages that traditional pen pal writing can have: using English for an authentic purpose, making new friends, and learning about a new culture.” E-Twinning is advantageous because it
is quick, free, and cheap and it is suitable for any age or level of learners (Warschauer, 1995: 47).

In Dudeney’s opinion (2000: 128), e-Twinning should be incorporated into TEFL because it highly motivates learners. It is a kind of a real experience with English which could be realized in the classroom alone with a great difficulty (Dudeney’s opinion, 2000: 128).

2.2.10 Social software

“Blogs, wikis and podcasts are all examples of social software, computer tools which allow people to connect, to communicate and to collaborate online”, as Dudeney and Hockly (2007: 86) states. All these Internet tools might be incorporated to ELT and make it enjoyable for learners (Dudeney & Hockly, 2007: 86).

2.2.10.1 Blog

Lewis (2007: 19) says that blogs are web diaries where users can display information and can update them regularly. Blogs might be private or group-based and particularly private blogs are very motivating for learners because learners can take control over the content of the web pages (Lewis, 2007: 19).

A blog is a web page where users or learners can write their own stories, opinions, comments, thoughts, jokes and experiences of their lives, as well as various facts and information. The most common type of a blog used in education is a learner blog. Each learner has their own blog and can decide what content they will add and what they will change. Blogs may be filled with text, pictures, photographs (photoblogs) and with audio or video files (Dudeney & Hockly, 2007: 86-87).

Another type of blogs used in ELT is a class blog. It is used by the whole class and all members of the class contribute to the content and the appearance of the blog. Learners can work on their project, share their learning material and write their comments on various topics and
class work. However, the pages should relate to learning process of the target language and therefore, the rules for the class blog should be established by teachers (Dudeney & Hockly, 2007: 87).

It is very easy to create learner or class blogs. There are many web pages which offer setting up blogs. The process requires no special technical knowledge, teachers or learners only look at the homepage of the blogger\(^3\) and follow the instructions how to create a blog (Dudeney & Hockly, 2007: 92).

### 2.2.10.2. Wiki

According to Sharma and Barrett (2007: 86), a wiki is a complex of web pages that can be edited by any user.

In comparison with a blog, a wiki is public and open to everyone. Usually, one person starts with the basic information and other visitors add, change or erase some information gradually. A wiki can have a great deal of authors and that is why, it is more variable, moving and dynamic (Dudeney & Hockly, 2007: 93).

Nevertheless, Dudeney and Hockly (2007: 98) claim that when teachers want to create a wiki for only one class, they can use a password. Then, only learners who are familiar with the password can change the pages of the wiki.

### 2.2.10.3 Podcast

Sharma and Barret (2007: 86) mention that podcasts are audio or video files that are spread over the Internet. Furthermore, they “can be downloaded to a computer or mobile device such as an MP3 player for listening/viewing.”

Teachers can make use of podcasts in their English lessons in many ways. For example, learners can watch a video clip, a TV show or to do listening exercises. Learners might also

\(^3\) [https://www.blogger.com/start](https://www.blogger.com/start)
create their own podcasts and teachers can use them in classes (Dudeney & Hockly, 2007, 98-99).

2.2.11 Why spread learners’ work on the Internet

Firstly, the main reason for publishing learners’ work on the Web is that it helps them feel satisfied and proud of their own work. Secondly, they are forced to concentrate on accuracy of their thoughts or comments in the foreign language (Dudeney, 2000: 133).

In Dudeney’s opinion (2000: 133), teachers should try to prepare their learners for this type of work and be helpful to them since the audience is usually big.

2.2.12 The Internet and cross-curricular teaching

There are many arguments why the use of the Internet in the language classroom supports cross-curricular teaching. When working with the Internet in the language classroom, learners are supposed to have some skills in using this medium and other ICT tools. What is more, the information and facts which were found on the Internet in language lessons often relate to other subjects. In addition, learners are often given a task to find some information for other subjects and they can gain this information only in English. It means that they apply their knowledge and skills in English simultaneously with working for other subjects (Windeatt at al, 2000: 6-7).

2.2.13 E-Learning

E-Learning is a method where the principle of learning is digital and electronic. Personal computers are frequently used for this kind of technology-assisted learning, but other digital multimedia and devices can be utilized too. It might be conducted through the Internet, the telephone, satellite or by the help of CD-ROM (Broadbent, 2002: 9).

E-learning can help learners who can’t attend class. This kind of learning is also called distance education and the problems might be a geographic distance or troubles with health, e.g.
physical disability. Teachers deliver their learners the instructions, homework or the learning material (Warschauer, 1995: 66).

3 Hot Potatoes

As mentioned above, authoring software, and subsequently Hot Potatoes, can be included into both offline and online activities. I present Hot Potatoes in its own chapter since I conduct my research based on this programme.

I am exactly of the same opinion as Dudeney and Hockly (2007: 129) who claim that the most famous and popular authoring software is Hot Potatoes (HP). It is a programme which can produce various types of exercises. These exercises might be used in ELT or in teaching other subjects (Dudeney and Hockly, 2007: 129).

Hot Potatoes is downloadable on the Internet\(^4\) and it is free for users who use HP in educational institutions and make the exercises in HP available on the Web. Other users must pay for a license (Half-Baked Software, 2009).

As Dudeney and Hockly (2007: 129-130) states, “this program will install on your own computer and allow you to create web-based exercises of the following types:

- multiple choice
- short answer
- jumbled sentence
- crossword
- matching/ordering
- gap-fill.”

Hot Potatoes is described by Half-Baked Software Inc. (2009). It says that you can create interactive Web pages with exercises that present your choice of the learning material. Moreover, HP evaluates immediately responses of learners, shows them feedback and scoring about their

\(^4\) http://hotpot.uvic.ca/
results. Hot Potatoes is very simple for its users. As mentioned above, users can select from six features of Hot Potatoes which create various types of exercises (Half-Baked Software Inc., 2009).

Cazaux (2009) says that HP users can design gap-fill exercises (sentences or whole texts with filling words) with the feature of HP called JCloze. The feature JQuiz enables making multiple-choice questions and JCross allows users to make a crossword puzzle. It is possible to design jumbled sentences with JMix. JMatch is able to create matching exercises or flashcards which are very good for the presentation or the review of vocabulary (Cazaux, 2009). The appearance of the starting screen of the programme is shown in Figure 1.

Dudeney and Hockly (2007: 130) deal with the way of creating the exercises in HP. Users can put the title of the quiz, add the text (vocabulary or sentences), pictures or photographs. Then, users should save their text or images, and let HP create an interactive web page with exercises. Teachers who wish to create listening exercises can even upload audio files in MP3 format to HP. It is also possible to change the look of the exercises, e.g. change colours or fonts (Dudeney & Hockly, 2007: 130).

Example exercises can help to beginning users of Hot Potatoes. Beginners can find a great deal of examples on the Internet. These examples might be also very useful for lessons of English teachers who don’t want to install HP on their computers (Dudeney & Hockly, 2007: 132).

3.1 HP exercises and their methodological aspect

I am interested in the methodological aspect of the exercises which can be created in Hot Potatoes because I believe that it could help me in my research when preparing my own exercises (see 6.4) and when making a test based on Hot Potatoes activities.

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5 http://hotpot.uvic.ca/tutorials6.htm
3.1.1 Jumbled sentence

For Edutech (2008), the jumbled sentence, also called the scrambled sentence, is a type of exercise where learners select words from the list and put them in the correct order.

The main aim of this exercise type is that learners practise the word order in sentences. In order to be successful, learners must know vocabulary, phrases or collocations and have some knowledge of grammar and syntax in the target language. In addition, work with jumbled sentences supports logical thinking through the process of the reconstruction of sentences (Edutech, 2008).

3.1.2 Matching

Arizona State University - Herberger College of The Arts (2002) says that matching exercises consist of two columns. These columns are consisted of language items, e.g. vocabulary, sentences or pictures. Learners are required to match the items on the right to the items on the left according to their association. This relationship can concern translation, the name of a word on the picture etc (Arizona State University - Herberger College of The Arts, 2002).

Benefits of matching exercises are that they require short time for reading and response. They also allow teachers to cover a great amount of language content. On the other hand, learners’ task in matching exercises is usually to recall the learning material and more demanding skills as using the language in the context are missing (Arizona State University - Herberger College of The Arts, 2002).

3.1.3 Gap-fill/cloze

Wikipedia (2009) describes cloze test as an exercise which consists of sentences or of the text with missing words and where learners have to fill in these gaps. Cloze tests require the ability to understand context and know the vocabulary, grammar and correct spelling of the words (Wikipedia, 2009).
Learners’ success depends on their vocabulary, grammatical skills, their personal opinions and logical thinking. Hints may help learners. Learners may be, for example, given a list of words which should be filled in or of words that would make a sentence grammatically correct (Wikipedia, 2009).

3.1.4 Multiple-choice

FairTest – The National Center for Fair and Open Testing (2009) points out that multiple-choice exercise should test facts that have only one correct answer.

There is a danger of using this type of exercise in ELT because “it is possible to get multiple-choice items correct without knowing much or doing any real thinking.” These exercises are called “multiple-guess” sometimes because learner’s success often depends on a lucky guess. Multiple-choice questions are easier than open-ended ones because “it is harder to recall an answer than to recognize it.” Therefore, multiple-choice questions are not suitable in exercises where learners have to assess information or to solve complex problems. However, multiple-choice exercises are useful for the learning drill of language items which is very important when learning foreign languages (FairTest – The National Center for Fair and Open Testing, 2009).

3.2 Advantages of Hot Potatoes

Using HP in classes brings many advantages to English classes. Firstly, work with HP in lessons can be motivating for learners. Secondly, we can work offline and consequently we don’t need the connection to the Internet when working with HP. Thirdly, there are plenty of possibilities of applications to teaching (see 6.13.1). Teachers can use HP for the presentation or the revision of a language items. What is more, teachers can choose the language content of exercises and adjust their appearance and difficulty according to the age, language competencies or knowledge of learners (Cazaux, 2009).
According to Sharma and Barrett (2007: 11), further assets are that learners get immediate and constant feedback and can work at their own pace. Sharma and Barrett (2007: 11) suggest that “the instant feedback offered by technology or exercises is usually perceived as helpful. Learners can make choices as to how many times they redo an exercise.”

Furthermore, learners can take advantage of hints in the exercises. This certainly helps their self-autonomous learning. HP has also many technical facilities. For example, teachers can upload pictures or change exercises in the text editor and print them (Dudeney & Hockly, 2007: 127-132).

### 3.3 Disadvantages of HP

Haddad (2003) presents that HP exercises are based on technology and teachers shouldn’t think that the reliability of technology is always perfect. Problems with various kinds of ICT can arise every time and teachers must be aware of possible technical difficulties (see 6.12.3) (Haddad, 2003).

Cazaux (2009) objects to HP activities such as matching, gap-fill and true/false because they might be boring for learners. What is more, such activities don’t provide the communicative approach particularly because HP doesn’t give enough opportunities for speaking (see 6.12.2). Some types of feedback might be also seen as narrow because they don’t tell learners what they have done wrong and how they can do it better (Cazaux, 2009).

I agree entirely with the Lewis’s (2004: 7) point of view that using such exercises, the Internet and all kinds of ICT cannot replace face-to-face classroom teaching. The technology itself can do nothing and should be used by teachers appropriately. It must be only a part of teaching and should be combined with other activities and teaching methods (Lewis, 2004: 7).

Dudeney and Hockly (2007: 129) point out on a further disadvantage. Some teachers might regard the time necessary for preparation of the exercises as too long (see 6.12.1).
Finally, I am in total agreement with Cazaux (2009) who writes “Hot Potatoes is only a tool, and thus it can only reach all its potentials in the hand of the inventive teacher.”
RESEARCH PART

It is my belief that using Information and Communications Technology in language classes should be included into teaching because technology is a part of our lives and particularly of those of young learners.

I have had a very good experience with using ICT in English classes and I think that ICT have opened up purposeful opportunities for interactive and autonomous learning. In my opinion the biggest advantage is that using ICT in classes highly motivates learners.

4 My experience with ICT in English classes

4.1 Tutorials

My first opportunity to work with ICT in English classes was on my first teaching practice when I taught with the help of tutorial Terasoft. It was a very good experience for me to teach lessons where pupils learned grammar with a tutorial. I agree with the opinion that tutorials motivate learners (see 2.1.2). I could see that pupils liked learning with the tutorial very much - they tried to be the first who finishes and shows their results to the teacher. I asked them about these lessons and about this type of work with language and they told me they were fond of it and that they liked it more than the usual lessons in the classroom.

4.2 The Internet

I have taught in a computer laboratory with the connection to the Internet which enabled my learners to work with on-line tutorials. I am exactly of the same opinion that learners enjoy lessons with on-line tutorials because their learning is game-based and schematic (see 2.2.6). I am convinced that computer games engaged learners because games play a significant part within the digital culture of today’s learner.
There is no doubt that the Internet provides a wealth of resources and information which can make EFL exciting and new. I don’t want to use the Internet only for teaching with on-line tutorials but in many other ways in my future career as a teacher. It would include the use of pictures, songs or lyrics, stories, maps, puzzles, book reviews as well as facts about authors or the cultural background of English speaking countries.

As described among online activities (see 2.2), I would like to incorporate e-Twinning, e-mail, icq or skype exchange with English speakers since I think it is a very motivating factor for learning English and I suppose that it wakes up the interest in English speaking countries and helps to respect different cultures.

4.3 Data projector and an IWB

Another use of ICT during my teaching practice was presentation software – a data projector and an interactive whiteboard. In my opinion the IWB made my presentations dynamic and easily memorable for learners. I prepared a PowerPoint presentation at home and brought it into the class on a USB flash drive. I liked that learners participated in my presentation and with my using some of the IWB tools, such as masking, I elicited answers from learners. They came to the front of the class to demonstrate something on the screen. I could see that children got highly involved every time when working with this type of ICT and that is why, I intend to use it in my future lessons. I think that this type of a lesson was a splendid and welcome change from a typical classroom routine. I agree entirely with the point of view that the IWB is the future of teaching (see 2.1.5.2).

4.4 Hot Potatoes

As I see it, one of the most attractive technologies which can be used in EFL is authoring software. At university I attended the course called Computers for English teachers by PhDr. Světlana Obenausová, MLitt, Ph.D. and I became familiar with the authoring software Hot
Potatoes there. It fascinated me because I learned how to create my own interactive exercises which can be used in my English lessons and which would surely challenge my pupils.

I believe that learning to make exercises in Hot Potatoes is splendid for the reason of possibility that teachers can have control over the lexis and the grammar they want to teach. What is more, exercises available on the Internet or on CD-ROMs don’t always fit with the classes a teacher wants to teach. What I like on Hot Potatoes is that it has many options of use and they can be used by pupils for their autonomous learning.

I decided to carry out research in the fourth class of ZŠ Dačice and I was willing to find out whether using Hot Potatoes in English classes would be motivating for pupils and if the work with my exercises in HP could improve pupils’ knowledge of English.

5 Setting the hypotheses

I made up my mind to set the first hypothesis since I believe that pupils working with exercises in Hot Potatoes make progress in their knowledge and they learn and revise more. The second hypothesis was formulated because I presume that work with Hot Potatoes highly motivates pupils to learn English.

5.1 Hypothesis 1

“Learners are motivated to learn English vocabulary and grammar more after work with exercises in Hot Potatoes than before this work.”

5.2 Hypothesis 2

“Learners who practised grammar and vocabulary with exercises in Hot Potatoes are more successful in a test than learners who didn’t practise them in HP.”
I want to prove the hypotheses in a survey where I use two questionnaires, a test and experiences with pupils during the Hot Potatoes course.

6 The research

I decided to conduct my research in ZŠ Komenského in Dačice where I had my teaching practice. As I already said, I based my research on activities in the programme Hot Potatoes and my aim is to prove the hypotheses concerning the use of this programme in English classes.

6.1 Conditions for my research

6.1.1 Description of the school

ZŠ Komenského in Dačice is a school with both primary and lower secondary levels and there are all together twenty one classes. There is one computer laboratory for the whole school and English classes take place there sometimes too. In three classrooms there are data projectors and there is one interactive whiteboard. It is necessary to book these classrooms or laboratories in advance.

The school is open to new methods, is well informed about new trends in the field of ICT and tries to implement all possibilities of the use of ICT in classes. I must say that teachers were very helpful and enthusiastic about my project concerning Hot Potatoes.

I taught the fourth and the ninth grades and both of them were cooperative in my lessons. I did my research in the fourth classes and these learners had a very positive approach to the use of computers in classes.

English lessons are held always in English classrooms, three times a week. Nevertheless, we had to remove to the computer laboratory because my exercises in Hot Potatoes were based on pupils’ individual work with computers.
6.1.2 Description of my classes

The activities in Hot Potatoes were involved into English lessons of the fourth grade and as for the language level, the pupils were beginners.

One class had a lesson where they worked with Hot Potatoes and the second class hadn’t any lesson with HP. The intention was to test knowledge of these two groups of learners simultaneously and to compare possible differences in their knowledge after work with HP. There were sixteen pupils in each class, they were very active and all of them participated in my activities.

6.1.3 Computer laboratory

The school has one computer laboratory and it is frequently used in classes. There are thirty personal computers in the laboratory and they are constantly connected to the Internet. Desks with computers are divided to four lines along the walls. From my point of view this seating arrangement is very advantageous for a teacher when giving a lecture with a data projector and simultaneously taking control of learners’ work.

The laboratory is open neither at breaks nor when the classes are over. Accordingly, pupils can use it only during the classes. Apart from that, it is possible to work there by appointment, e.g. when working on a project.

Every pupil could work at his or her own computer in the laboratory. Therefore it was possible to realize my project concerning Hot Potatoes. In the case of technical problems, e.g. with the installation, pupils worked with computers in pairs.

I saved my exercises on an USB flash drive and on a CD and then I copied the exercises on the hard disc of computers.
6.2 Making ready for using HP in classes

I went through the learning material, topics, grammar and vocabulary which pupils should learn in my English classes and then I designed the exercises in Hot Potatoes according to this need.

As I said, I worked with two classes of the same age and of the same level. These two groups went through the same learning material as well. I planned lessons where learners of one group would work with Hot Potatoes and lessons in the group where learners wouldn’t work with this programme. I wanted to demonstrate improvement in knowledge and a higher motivation of the group which worked with HP.

I carried out a survey where I used questionnaires and a test. The group which worked with HP was asked to fill in a questionnaire before the work with HP and a questionnaire after this work. Both groups were supposed to take a test. It means that both of them were the target groups of my research.

Regarding the age and the language competency of this class, I have constructed the exercises in a suitable and attractive form for learners of this level, e.g. I have put many pictures and photographs into the exercises or I have changed colours into the glaring ones.

It was possible to work with a data projector but I decided to take advantage of the computer laboratory and of the possibility that every learner could work at their own computer.

6.3 The first class survey: Questionnaire before work with HP

The class which would be working with my exercises in Hot Potatoes was supposed to complete the questionnaire with twelve questions. I tried to learn information about pupils’ interest in computers, about their use of a PC at home and at school. I was also interested in ways they would like to make the lesson with computers appealing and whether they think it is possible to learn English grammar or vocabulary in an enjoyable way. This questionnaire is shown in Appendix 2.
6.3.1 Pupils’ interest in computers

In the first question I wanted to know if pupils liked working with computers and I wasn’t surprised when all pupils answered that they did. All pupils except one had a computer at home. It seems to me that this is a typical situation when the predominant majority of young families has and uses a computer at home.

6.3.2 Computers and work for school

It is compelling that more than half the class uses the computer for doing homework. On one hand it is quite common to use a PC for these activities nowadays but on the other hand these pupils were only nine or ten years old. I believe that it will be more and more natural to do homework on computers even for very young learners.

6.3.3 Electronic dictionaries

It was also quite surprising for me that almost half these young learners use electronic dictionaries. This result confirmed the statement that their usage is very quick and advantageous (see 2.1.4).

6.3.4 Pupils’ experience with PC in classes

Pupils claimed that they worked with tutorials in a computer laboratory within English classes. I spoke to English teachers and they told me they taught such classes approximately once a month.

After seeing the results of the sixth question in the questionnaire, I learned that half the pupils used tutorials which offered grammar or vocabulary practice and which evaluated learners’ results. It was important information for me because bringing my exercises in HP could be something new for my pupils. However, I believed that the pupils who had experience with tutorials or similar exercises would enjoy my Hot Potatoes project too.
6.3.5 English vs. Czech instructions

I was interested in the issue whether pupils had problems with understanding English instructions. I asked this question because my pupils worked with a textbook which used instructions in Czech. Proportion between answers among the pupils was almost equal, some pupils answered that they didn’t know and a significant part of them wrote that they were afraid of tasks set in English. With regard to these answers, to low language competencies of pupils and to the fact that this would be the first HP lesson, I came to a resolution to change the long English instructions into the Czech ones. I am convinced that it would be easier for pupils to understand what to do in the first lesson. The short instructions remained in English to see whether pupils would be able to understand them.

6.3.6 Time limitation

Hot Potatoes is a programme where the exercises can be set as time limited. That is why I wanted to know if pupils were frightened of time limitations. As I predicted, the majority of pupils get stressed when they are time limited. Only three out of sixteen pupils don’t get stressed and four of them are not sure. These results influenced the setting of my exercises so that I set only two time limitations in my exercises. Nevertheless, I am certain that time needed for the completion of the tasks is sufficient.

6.3.7 PC and the enjoyable revision

Pupils were supposed to respond to another question where I asked if it was possible to revise vocabulary with a computer in an enjoyable way. Eleven out of sixteen pupils answered that it was possible and some of them suggested their own original ideas. It was e.g. a crossword puzzle, Braille, counting, riddles, using electronic dictionaries or with bands Linkin Park and Greenday. The rest of them weren’t sure about it or had a negative approach. Now I had the
opportunity to show them that it is possible to learn or revise vocabulary with a PC in a funny way.

Another question dealt with the possible enjoyable way of the grammar revision. Pupils were quite sceptic and the majority said it was not probable that grammar could be revised with computers amusingly. They didn’t suggest any ideas and I was not astonished at it as in my opinion it was quite difficult for learners of this age.

6.3.8 Interest in language practice with PC

I focused on pupils’ interest in work with computer exercises which enable the revision of vocabulary and grammar within the English classes. All out of sixteen pupils answered they would like to do these exercises. This pleased me and the preparation and the presentation of attractive HP exercises was a big challenge for me.

In the last question I wanted to find out whether pupils would like to work with such exercises on their computers at home. The majority of pupils responded to my question that they would like to learn with them even at home.

6.4 Making exercises in Hot Potatoes

As mentioned before, I knew how to make my own exercises in Hot Potatoes from the course Computers for English teachers.

I downloaded Hot Potatoes from the Internet and started to create the exercises. I am exactly of the same opinion that Hot Potatoes are one of the best authoring software which helps you make various types of exercises (see 3).

I tried to design my exercises so that they would be enjoyable for my pupils. I have put many pictures into HP and have ordered the exercises thematically. Learners revise vocabulary, grammar and translation in different kinds of exercises. I didn’t intend to present new language items or to make the grammar tasks too difficult because it could discourage learners. I was
willing to reach the same setting of colours. After creating the exercises to the format of web
pages, I connected them together so that the set of my exercises was complete.

The preparation of the whole set of exercises took five days, particularly because of
downloading pictures from the Internet, uploading them to HP and because of changing English
instructions into the Czech ones. Despite this there is no doubt in my mind that preparation
would become quicker with practice.

6.4.1 Creating various types of exercises in HP

As mentioned above, HP is able to create six web-based exercises of the types multiple
choice, short answer, jumbled sentence, crossword, matching/ordering and gap-fill (see 3). I
made use of all of them apart form short answer and prepared various types of exercises for my
pupils.

6.4.1.1 Flashcards

I used the type of exercise called JMatch - Flashcards to make flashcards for the presentation
of vocabulary and in this case it was the topic Animals. I uploaded pictures of animals, wrote
down their English names and Hot Potatoes created an interactive web page so that on the left
there was a picture of an animal and on the right there was its name in English. The created web
page in JMatch – Flashcard is shown in Figure 2.

I changed English instructions into Czech ones because of the low language level of the
learners and since I wanted them to understand quickly the system of Hot Potatoes.

I must confess that rewriting the English instructions into the Czech ones was quite time
consuming because it was necessary to change it in all exercises.

The aim of this exercise type was to revise or increase learners´ vocabulary of the topic
Animals.
6.4.1.2 Matching

I made two interactive web pages in JMatch - Drag and drop where pupils practised vocabulary of animals as well (Figure 3).

The first task was to match the English names of animals to the Czech ones and the second matching task was to join the Czech names with the English ones. I uploaded pictures of two animals to help pupils and to make the exercise more attractive. I also designed three matching exercises where pupils revised the present continuous tense, grammar structure *good at...*, the verb *can* and commands (Figure 4).

6.4.1.3 Multiple-choice

I used JQuiz to create a vocabulary exercise where pupils chose out of thirteen options of animals in English (Figure 5). Moreover, I made a set of multiple-choice questions to go with grammar that I wanted my learners to revise. The tasks in my grammar quiz were to choose the correct sentence or the correct word which fits into the sentence (Figure 6).

As well as in other exercises, feedback was given to pupils after each question, and their score was kept.

6.4.1.4 Jumbled sentence

I used a feature of HP called JMix to design four jumbled sentences which demonstrated the grammatical structures I intended to be revised by pupils. Here it was the present continuous and the grammar structure *good at*. My example sentences were e.g. *The white cat is sleeping* or *I am not good at drawing* (Figure 7).

It was interesting that these tasks were quite difficult for pupils and they had to attempt many times to be successful. I was convinced about it in the test after the lesson with HP when pupils had major problems with the correct building of a sentence. I deal with this issue later on in the chapter *The third class survey: Testing learners’ knowledge after work with HP* (6.9).
6.4.1.5 Crossword

I designed a sample intermediate crossword puzzle focused on vocabulary of animals in JCross. I wrote both Czech and English words into the setting and HP created a web page where pupils’ task was to type letters of English equivalents into each gap and to fill in the whole crossword (Figure 8).

I must say that pupils seemed to be very enthusiastic about this exercise even if they often took advantage of clues.

6.4.1.6 Gap-fill

I prepared one exercise in a feature which is called JCloze. Pupils were given pictures and gapped sentences and had to type words to make the sentences complete according to these pictures (Figure 9). Pupils were laughing at these pictures and they told me they liked them very much. It is quite clear that pupils practised not only vocabulary but also spelling and grammar here.

6.5 Hot Potatoes in my classes

With a view to make the lesson with Hot Potatoes interesting, I asked pupils about incorporating exercises similar to computer games to English classes. They seemed to be very excited and despite negative influence of computer games on children (see 2.1.1.2). I am convinced that computer games are considerable instruments when teaching young learners. That is why I believe that pupils will enjoy using exercises in Hot Potatoes in my classes.

I could see that pupils were interested in the lessons in a computer laboratory very much. They told me they were looking forward to them many times. Furthermore, one boy drew a picture for me to show how much he enjoys the work with computers. This picture can be found in Figure 10.
6.6 Objectives of the lesson

My targets of the lesson were to familiarize pupils with my exercises in HP, to revise the already known vocabulary and grammar and to develop their reading and writing skills.

Other objectives were to set a friendly atmosphere, to give clear instructions and to help pupils if they deal with problems.

As I already pointed out, pupils’ motivation for this lesson was very high and my aim was to maintain it or even make it bigger.

Furthermore, learning with my exercises in Hot Potatoes ought to form pupils’ key competencies according to Framework Educational Programme. This lesson aimed especially at shaping pupils’ learning, problem-solving, communication and working key competencies.

6.7 Running of the lesson

Firstly, I saved my exercises on a USB flash drive and then I copied them on the hard disc of computers. The copying took some time and pupils got some extra work in their workbooks during the installation. After finishing the copying of my exercises to pupils’ computers the work with Hot Potatoes could start.

I explained them how the tutorial works but it wasn’t that necessary because all pupils learned to work with exercises very quickly and understood the system of HP immediately. It was visible that these young learners were used to work with computers and I am convinced that it was an everyday part of their lives.

I had quickly discovered that my pupils enjoyed using my exercises very much. They were very active during the lesson and really liked the tutorial. They particularly liked the pictures of animals, solving crossword puzzles and matching the items.

They did their exercises once again until they weren’t successful. The moment when pupils were doing the exercises with pictures was full of loud shouts of surprise and excitement: “Wow, what a nice animal!” “I know the name of the animal, but I cannot remember!” “Yes, that’s it!”
Therefore I had to calm them down a little because they disturbed the others. Sometimes they asked me about the right answer when they couldn’t solve the exercises after many attempts.

Doing all the exercises took the whole lesson and most pupils finished their work with the end of the lesson. Only few pupils didn’t finish them and some of them told me they would like to go through my interactive exercises once more because they were very enjoyable.

I thanked pupils for their active work, praised them at the end of the lesson and I promised them to bring the exercises later on a CD.

I think that the lesson was successful and that the objectives of the lesson were fulfilled.

6.8 The second class survey: Questionnaire after work with Hot Potatoes

I wanted to find out information about pupils’ opinions on work with HP in the second questionnaire. I focused on pupils’ interest and on what they thought of the usefulness, the difficulty or the attractiveness of my exercises. There were sixteen pupils in the questioned class. This questionnaire is shown in Appendix 3.

6.8.1 Interest in my exercises in HP

My first question was one of the most important to me. I asked pupils if they liked my exercises. I was very pleased that all sixteen pupils answered that they enjoyed the exercises. This was relevant information for me because pupils’ answers confirmed my hypothesis about motivating factors of HP for English classes.

6.8.2 Difficulty of my exercises

From my point of view it is not difficult to work with HP and it didn’t surprise me that all pupils replied that learning to work with HP is not demanding.

The next question also aimed at pupils’ familiarizing HP, in this case on the time needed to become familiar with HP. I wanted to know if a long time was necessary to learn to work with
HP. Only one pupil answered that it took a long time and what was pleasing to me, the majority didn’t need a long time to understand the system of exercises.

6.8.3 Interest in the presentation of vocabulary

I asked pupils whether they liked the presentation of vocabulary in my exercises, particularly the presentation by pictures and photographs. This question was related to my first hypothesis, since I am absolutely convinced that pupils’ interest wakes up their motivation for learning English. I was delighted at the results of the survey because the whole class enjoyed the presentation of vocabulary in my exercises.

6.8.4 Understanding the English instructions

In the first questionnaire I asked pupils if they had problem with understanding English instructions. As I mentioned, a significant part of them said that they were afraid of tasks set in English.

I took an interest in this problem after HP lesson and only one response was positive and the others were negative, it means that most pupils didn’t have problems with understanding English instructions in my exercises.

It seems to me that if pupils had experience with HP, it wouldn’t be necessary to change English instructions into the Czech ones.

6.8.5 Time limitation in HP

I know from the first questionnaire that the majority of pupils get nervous when they are time limited. That is why I set only two time limitations in my set of exercises.

I wanted to find out if these tasks with time limitation caused pupils’ nervousness. The answer is that only one pupil got nervous and the others didn’t. In my opinion the majority of pupils
wasn’t nervous because the time limitations were sufficient and because pupils could try to do the exercises again if they didn’t finish them in the given time.

6.8.6 Immediate feedback and self-correction

Hot Potatoes offers immediate feedback which helps self-autonomous learning. As I could see in the lesson, pupils were concentrated and occupied with my exercises to a great extent. It wanted to learn how pupils approached to self-correction which is a part of self-autonomous learning. As I predicted, all pupils of the class liked the immediate feedback of HP.

I asked pupils if they did the exercises again when they weren’t successful. Most pupils redid the exercises if they weren’t successful. It is quite clear that this self-correction is a very important part of learning.

Furthermore, I asked my pupils if they redid the exercises if they were successful. Pupils were divided into two halves in their answers. A half of them answered that they didn’t do the exercises again and the second half did. As I see it, pupils didn’t redo the exercises because they like variation in activities.

6.8.7 Interactive vs. printed version of exercises

I was willing to know what is easier for pupils, if it is work with the interactive or the printed version of grammatical exercises. Four pupils prefer work with the printed version and twelve prefer work with computers. It is my considered opinion that this is very individual and I firmly believe that both should be used in foreign language teaching.

6.8.8 Attractiveness and usefulness of my exercises

As I said, pupils seemed to be excited during the lesson and told me they liked my exercises very much. Pupils confirmed their interest in the questionnaire because except for one pupil all of them found my exercises in HP useful and they all considered them to be interesting. This is
one of important pieces of information for proving the hypothesis that HP motivates learners to learn English.

The whole class also shares the opinion that they revised their vocabulary and grammatical knowledge which is valuable information for proving my second hypothesis.

### 6.8.9 Excitement at future work with HP

I asked pupils not only in the questionnaire but also orally at the end of the lesson: “Would you like to work with similar exercises at home on your computer?” It was quite surprising for me that all pupils answered they wanted to work with the programme at home.

Even the English teachers liked my exercises in HP and they asked me to share them. They got a CD with this programme from me and told me they would use it in their future lessons. They also promised to spread the exercises among pupils.

### 6.9 The third class survey: Testing learners’ knowledge after work with HP

The test was given to both classes of the same age, the same level. They also went through the same topic and learning material. One class worked with my exercises in HP, the second didn’t and I tried to find out if pupils who practiced the learning material with HP were more successful in solving the same tasks. This meant that I wanted to prove the second hypothesis through the test.

The test consisted of two translation tasks testing vocabulary, two different tasks testing grammar and a matching task testing both vocabulary and grammar. I constructed the test according to my exercises in HP and used the same vocabulary and grammatical structures here. The test was given the next lesson after the work with HP, it took fifteen minutes and both classes took the test simultaneously. The test can be found in Appendix 5.
6.9.1 Description of the tasks in the test

6.9.1.1 Vocabulary tasks

The first and the second tasks checked pupils’ knowledge of vocabulary which was revised in HP exercises to a great extent. In the first task pupils had to translate the Czech names of animals into English. In the second task it was the other way round - pupils had to write the Czech equivalents of English words. Pupils got one point for every right answer and half a point for a right answer which was spelled wrongly.

When I compared results of both groups, I could see that the class which worked with HP gained more points in the task. If I compared their points on a comparative graph, pupils of the group which didn’t work with my exercises in HP reached 42% and the group which worked with HP reached 58% (Figure 11).

The second task is similar to the first one but pupils translated from English into Czech here. It is clear that this task was easier than the previous one where pupils had problems with the spelling of English words. The results on the scale are 57% for the group which revised vocabulary in HP and 43% for the group who didn’t (Figure 12).

6.9.1.2 Multiple-choice

The third task tested pupils’ knowledge of the right structure of sentences in present continuous tense. The requirement was to choose the correct sentence out of two options. Even if it seemed to me that this task was quite easy, it caused problems to pupils and they marked the wrong sentence very often. I was pleased about the situation that my exercises in HP helped pupils to reach better results in this task. The proportion of a group which worked with HP and of a group which didn’t is 56% to 44% (Figure 13).
6.9.1.3 Building the sentence

It was quite amazing that the task number four caused large difficulties to pupils. They had to put the words together and build a sentence as they did in HP exercises. The correct sentence was *The white cat is sleeping* and pupils had problems particularly with the correct placing of the word *white*. In my opinion it was the most confusing word in the sentence. They produced various kinds of sentences, e.g. *Cat is the white sleeping. Sleeping is the white cat. White is sleeping the cat. Sleeping cat is the white. Sleeping the white is cat. The cat is white sleeping. The cat is sleeping white.* The last one was the most frequent sentence. Therefore I think that it would be good to practise this item more. E.g. pupils can start with bigger parts of a sentence and after some experience these pieces can be divided into smaller parts.

I am in total agreement with the opinion that in order to be successful in this type of exercise, learners must know vocabulary, phrases or collocations and have some knowledge of grammar and syntax in the target language (see 3.1.1). I think that these pupils didn’t have sufficient knowledge of grammar and that could be the reason why they weren’t successful in this task.

There is one more factor that could confuse pupils. In HP exercises the word *The* was marked with a big letter at the beginning and there was a dot behind the word sleeping. I believe that this helped pupils with ordering words into the sentence. Although there was quite a high number of errors in this task, pupils who practised this task in HP were fairly successful. The proportion when comparing our groups is 66% for the group working with HP and 34% for the group which didn’t worked with HP (Figure 14).

6.9.1.4 Matching task

The last task was to match the Czech sentences to the English ones. These sentences aimed at the grammar structures which were revised in my exercises in HP (commands, present continuous tense and the verb *can*). To my surprise this task wasn’t that difficult for either group of pupils, they reached a high number of points. They particularly made mistakes in matching the
sentences with the confusing words *read* and *write*. The difference in the results was not big because the proportion of a group which worked with HP to a group which didn’t is 54% to 46% (Figure 15).

Although the difference between the results of the groups is not big enough according to statistics, the results are different in the absolute values. It means that the score of the group working with HP is higher than the score of the group which didn’t use HP.

### 6.10 Proving the hypotheses

#### 6.10.1 Test evaluation and proving the second hypothesis

As we can see in the graphs, the group working with HP was more successful. This proves my second hypothesis which says that pupils who practiced grammar and vocabulary with exercises in Hot Potatoes were more successful in a test than pupils who didn’t study with HP.

Even if there are not large differences in the results of each group, we need to take into consideration that the work with Hot Potatoes was placed just in one lesson. I am absolutely convinced that if pupils worked with my exercises in HP more, e.g. at home, their results would be much better.

#### 6.10.2 Learners’ motivation and proving the first hypothesis

My second hypothesis was proved especially with my experience in the HP lesson when pupils were enthusiastic about the exercises. I also take account of pupils’ answers in the second questionnaire where they said that they would like to work with my exercises in future lessons of English or at home. They also expressed their interest in presentation of vocabulary, enjoyable revision of grammar, the interactive form or the usefulness of exercises in Hot Potatoes.
6.11 HP and the role of the teacher

A teacher usually has many important roles in language teaching and it is the same situation when using HP in English classes.

The most meaningful roles are a counsellor, an observer and an organiser. I planned all activities in advance but because of technical difficulties, I had to change the plan of the lesson a little. In my case it was giving extra work to pupils during the installation HP on computers. I was ready to help or answer learners’ questions concerning HP functions.

6.12 Possible disadvantages

6.12.1 Preparation and time reasons

The preparation of the set of my exercises took five days. This time was needed mainly for the purpose of downloading and uploading pictures and for the purpose of changing English instructions into the Czech ones. Nevertheless, changing the instructions wouldn’t be necessary in the case of teaching learners of a higher language competence or when teaching learners who already have experience with HP. It is also my belief that a teacher would spend less time with creating such exercises with practice.

6.12.2 HP and four skills

As for the four skills which should be balanced in foreign language teaching, my exercises in HP were limited in listening and speaking practice. However, it is possible to put audio files in MP3 format into HP and produce listening tasks. Speaking is not the aim of HP exercises but I think that there are many possibilities how to include speaking into lessons with HP. It depends on a teacher how creative he or she is.
6.12.3 Technical difficulties

Time problems can arise with installation of the exercises in HP on computers at the beginning of the lesson. As I see it, it is good to install the exercises earlier, e.g. during the break, but in my case the problem was that pupils were supposed to be logged in on their computers. That is why a teacher must fill this time gap at the beginning of the lesson with extra work for pupils. In my lesson pupils had to fulfil tasks in their textbooks. Another problem with installation was that some pupils had to wait for the copy of the exercises while the others could work. Storing the exercises on the Internet could also help us with these problems but then the Internet connection is necessary.

In addition, some teachers can be afraid of work with new technology and can have fear form creating such exercises on a computer. The best way is to attend special courses or to have a teacher who teaches us how to make exercises in HP. Notwithstanding, it is also possible to learn it alone with a help of manual available on the Internet.  It is very helpful to see the example version which shows plenty of information about the programme and helps teachers decide if downloading HP is advantageous for their teaching.

6.13 The utilization of HP in EFL

It is my belief that it is a great idea to place sets of exercises in HP on the school website and make them available for more learners or even for other teachers who could use them in their own lessons. A teacher can give the web address of the exercises to pupils and set it as homework to be competed before the next lesson. This kind of use of Hot Potatoes is already a reality at some schools.

One of advantages of HP is that once when our exercises are created, they can be used in the future classes.

\[\text{http://hotpot.uvic.ca/}\]
\[\text{http://halfbakedsoftware.com/quandary.php}\]
But even if using HP and other technology in classes has many bright sides, I am exactly of the same opinion that technology cannot replace face-to-face teaching (see 1.5). We must find the balance between using technology and other methods in EFL.

6.13.1 Possible activities with HP

Another area for using HP in English classes is that learners can learn to make their own exercises for their classmates. From my point of view, it could be amusing for learners and it can support the development of their self-confidence.

We might also include exercises in HP into making projects or directly make projects from Hot Potatoes. Learners can be involved into work on such projects and these projects can be prepared within one topic; e.g. colours and shapes, means of transport, parts of a human body, fruit or vegetables, seasons or when bringing information about English speaking countries to learners. I believe that these activities will refresh classes.

The big advantage of Hot Potatoes is that they can be used in other subjects as well and a teacher can give interactive classes in all possible subjects. I am convinced that especially young learners will appreciate it.

6.13.2 Planning

Planning is an important phase for using HP in lessons because a teacher must exercises in HP in advance. It is good to know what pupils know, like and what they are interested in. According this knowledge we can adjust the HP activities. In my case it was a questionnaire which helped me to produce suitable tasks in HP for my pupils.

Unfortunately, many schools have only one or a limited number of computer laboratories and therefore it is necessary to book computer laboratories in advance.
6.13.3 HP and ICT in EFL and School Educational Programme

There is no doubt that using HP and other ICT in EFL contributes to the development of key competencies which are described in the Framework Educational Programme (see 1.2) and then more accurately in the School Educational Programme. That is why I propose using HP and other ICT into the School Educational Programme also by reason of the shaping of learners’ competencies.
CONCLUSION

The aim of my thesis was to show the benefits of using ICT in English classes to teachers of English or other foreign languages. In the theoretical part, I provided teachers a list of contemporary trends in using ICT tools and I suggested various possibilities and ideas how to utilize ICT into English classes.

In my opinion it is very important for teachers to be interested in the use of ICT in education because technology is a part of young learners’ lives and the suitable work with technology helps them be successful in their future lives. Learners should be able not only to search for information but also to sort it and choose the most important facts, especially when working with the Internet.

Moreover, I believe that technology enlivens lessons and helps wake up learners’ motivation. I was interested in this issue in the research part of my thesis. I focused on the use of the authoring software Hot Potatoes with learners and set hypotheses connected with using HP in English lessons. My first hypothesis about the influence of Hot Potatoes on learners’ motivation was verified. Not only by questionnaires given to my pupils, but also by learners’ great enthusiasm for the lesson with Hot Potatoes.

The results of my test have shown that Hot Potatoes are very useful for learners’ knowledge since learners revise English in an enjoyable way. This implies that my second hypothesis concerning the influence of HP on learners’ knowledge was verified as well.

However, using ICT in classes cannot replace more traditional teaching methods and teachers must find the right balance between work with technology and other teaching approaches.

Finally, I recommend using ICT in English classes also because it supports the development of key competencies as they are described in Framework Educational Programme.
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APPENDICES

Appendix 1

Figure 1

Figure 10
Appendix 2 : Questionnaire before work with Hot Potatoes

1) Baví Tě práce s počítačem?   ANO  NE
2) Máš doma počítač?   ANO  NE
3) Děláš si na něm také věci do školy?   ANO  NE
4) Pracuješ se slovníkem na počítači/internetu/CD?   ANO  NE
5) Pracuješ ve vyučování s počítačem (kromě předmětu práce s počítačem)?   ANO  NE
6) Pracoval/a jsi někdy na počítači s cvičenímí na anglickou gramatiku či slovíčka, kde se tato cvičení sama vyhodnocovala?   ANO  NE
7) Dělá Ti problémy pochopit zadání úkolů cvičení v angličtině?   ANO  NE  NEVÍM
8) Znervozňuje Tě, když jsi u nějakého cvičení v angličtině omezen/a časem?   ANO  NE  NEVÍM
9) Je možné zopakovat si slovíčka na počítači zábavnou formou?   ANO  NE  NEVÍM

Pokud ano, jak?


10) Je možné zopakovat si gramatiku na počítači zábavnou formou?   ANO  NE  NEVÍM

Pokud ano, jak?


11) Bavilo by Tě v hodinách anglicky pracovat na počítači s cvičeními, kde si procvičuješ slovní zásobu nebo gramatiku?   ANO  NE  NEVÍM
12) Bavilo by Tě učit se či opakovat si slovní zásobu nebo gramatiku s cvičeními na počítači i doma?   ANO  NE  NEVÍM
Appendix 3: Questionnaire after work with Hot Potatoes

1) Bavilo Tě pracovat s anglickými cvičenímí na počítači?
   ANO  NE

2) Zdálo se Ti náročné naučit se s nimi pracovat?
   ANO  NE

3) Trvalo Ti dlouho naučit se s nimi pracovat?
   ANO  NE

4) Líbila se Ti ukázka slovní zásoby v těchto cvičeních (obrázky/fotky)?
   ANO  NE

5) Dělalo Ti problémy pochopit zadání úkolů cvičení v angličtině?
   ANO  NE

6) Znervózňovalo Tě, když jsi byl/a při plnění cvičení omezen/a časem?
   ANO  NE

7) Dělal/a jsi cvičení znovu, když jsi nebyl/a napoprvě úspěšný/á?
   ANO  NE

8) Dělal/a jsi cvičení znovu, i když jsi byl/a úspěšný/á?
   ANO  NE

9) Byla pro Tebe práce s gramatickými cvičenímí na počítači jednodušší než v tištěné podobě?
   ANO  NE

10) Zopakoval/a sis v těchto cvičeních na počítači anglická slovíčka?
    ANO  NE

11) Zopakoval/a sis v nich anglickou gramatiku?
    ANO  NE

12) Líbilo se Ti, že každé cvičení bylo hned vyhodnoceno?
    ANO  NE

13) Zdála se Ti cvičení na počítači zajímavá?
    ANO  NE

14) Zdála se Ti cvičení na počítači užitečná?
    ANO  NE

15) Bavilo by Tě i nadále pracovat s podobnými cvičeními na PC?
    ANO  NE

16) 
   a) Bavilo by Tě učit se či opakovat si slovíčka nebo gramatiku s podobnými cvičenímí i doma na svém počítači?
      ANO  NE

   b) Pokud NE: protože nemám doma počítač protože se mi cvičení nelíbila
Appendix 4: My exercises in Hot Potatoes

Figure 2
Figure 3
Figure 4

<table>
<thead>
<tr>
<th>English</th>
<th>Czech</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm turning left.</td>
<td>Čeláčím se doprava.</td>
</tr>
<tr>
<td>Look!</td>
<td>Robot běží.</td>
</tr>
<tr>
<td>You are jumping.</td>
<td>Jsem dobrý v čtení.</td>
</tr>
<tr>
<td>I'm turning right.</td>
<td>Skáčeš.</td>
</tr>
<tr>
<td>Stop!</td>
<td>Ona stojí.</td>
</tr>
<tr>
<td>I am good at writing.</td>
<td>Nejspíš dobrý v čtení.</td>
</tr>
<tr>
<td>I am not good at reading.</td>
<td>Ona sedí.</td>
</tr>
<tr>
<td>You are watching TV.</td>
<td>Zastav.</td>
</tr>
<tr>
<td>She is sitting.</td>
<td>Čeláčím se doleve.</td>
</tr>
<tr>
<td>I am good at reading.</td>
<td>Robot jelenaří.</td>
</tr>
<tr>
<td>She is standing.</td>
<td>Jsem dobrý v psaní.</td>
</tr>
<tr>
<td>The robot is running.</td>
<td>Díváš se na televizí.</td>
</tr>
<tr>
<td>The robot is walking.</td>
<td>Podívej.</td>
</tr>
</tbody>
</table>
Figure 5
Figure 6
Figure 7
Figure 8
Figure 9
Appendix 5: Test

Test

1. Přelož do angličtiny:

1. lev - lion
2. moucha - fly
3. koza - goat
4. had - snake
5. ryba - fish
6. prase - pig
7. žába - frog

2. Přelož do češtiny:

8. a cow - kráva
9. a hamster - hríčka
10. a tiger - tygr
11. a horse - kůň
12. a mouse - myš
14. a goose - kuře

3. Označ větu, která je správně:

1. A. Grandma is cooking.
   B. Grandma cooking.
2. A. Grandma is eat.
   B. Grandma is eating.
3. A. Grandma sleep.
   B. Grandma is sleeping.

4. Utvoř větu:

white sleeping cat the is

The cat is white sleeping.
5. **Spoj výrazy:**

1. I am turning left.
2. *Walk!*
3. The robot is walking.
4. *Look!*
5. I am turning right.
6. *I can paint.*
7. The robot is running.
8. I can read.
9. She is reading.
10. I can draw.
11. She is writing.
12. I can write.

a. Umím psát.
b. Otácím se doprava.
c. *Ona píše.*
d. Umím kreslit.
e. Otácím se doleva.
f. *Robot běží.*
g. Podívej!

h. Jdi/Kráčej!
i. Umím číst.
j. Umím malovat.
k. *Robot jde.*
l. *Ona čte.*
Appendix 6: Graphs

Comparing classes:
1st exercise

Figure 11

Comparing classes:
2nd exercise

Figure 12
Comparing classes:
3rd exercise

- 56% with Hot Potatoes
- 44% without Hot Potatoes

Figure 13

Comparing classes:
4th exercise

- 66% with Hot Potatoes
- 34% without Hot Potatoes

Figure 14
Comparing classes:
5th exercise

Figure 15
RÉSUMÉ

Diplomová práce pojednává o možnostech využití informačních a komunikačních technologií ve výuce anglického jazyka na základních školách. Práce je rozdělena na teoretickou a výzkumnou část.

Teoretická část se zabývá začleněním informačních a komunikačních technologií do výuky cizích jazyků a práci s nimi dělí na offline a online aktivity. Dále se zaměřuje na program Hot Potatoes a zmiňuje jeho funkce, typy cvičení, výhody a stinné stránky spojené s jeho využitím ve výuce.

Výzkumná část nejprve prezentuje vlastní zkušenosti s výukou s informačními a komunikačními technologiemi, poté popisuje cvičení vytvořená v programu Hot Potatoes a jejich zakomponování do výuky anglického jazyka na prvním stupni ZŠ. Komentuje přípravu cvičení, vlastní výuku s Hot Potatoes a výsledky dotazníků, které byly dány žákům před a po práci s tímto programem. Dále se praktická část zabývá potvrzováním stanovených hypotéz týkajících se vlivu Hot Potatoes na motivaci žáků a jejich znalostí v anglickém jazyce. Tyto znalosti byly zjišťovány pomocí testu. Byly také poskytnuty návrhy pro další možné využití programu ve výuce.

Využívání informačních a komunikačních technologií a autorizačního softwaru Hot Potatoes ve výuce anglického jazyka se jeví jako přínosné z hlediska vzbuzení velké motivace u žáků a z pohledu zlepšování jejich znalostí v anglickém jazyce, a proto navrhují jejich využití ve výuce.
## ANNOTATION

<table>
<thead>
<tr>
<th>Jméno a příjmení:</th>
<th>Magdaléna Křenová</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katedra:</td>
<td>Katedra anglického jazyka</td>
</tr>
<tr>
<td>Vedoucí práce:</td>
<td>PhDr. Světlana Obenausová, MLitt, Ph.D.</td>
</tr>
<tr>
<td>Rok obhajoby:</td>
<td>2009</td>
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<tr>
<th>Název práce:</th>
<th>Využití informačních a komunikačních technologií ve výuce anglického jazyka s důrazem na Hot Potatoes</th>
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<tr>
<td>Název v angličtině:</td>
<td>Using ICT in English classes with the emphasis on Hot Potatoes</td>
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<table>
<thead>
<tr>
<th>Anotace práce:</th>
<th>Diplomová práce se zabývá využíváním informačních a komunikačních technologií ve výuce anglického jazyka na základních školách. Zaměřuje se na autorizační software Hot Potatoes a věnuje se mu především ve výzkumné části, kde je popisován výzkum týkající se vlivu Hot Potatoes na motivaci žáků a jejich znalosti v anglickém jazyce.</th>
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<tr>
<td>Anotace v angličtině:</td>
<td>Diploma thesis deals with using Information and Communications Technology in English classes at basic schools. It focuses on the authoring software Hot Potatoes and aims at it particularly in the research part. The research concerns the influence of Hot Potatoes on learners’ motivation and their knowledge in English.</td>
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<tr>
<th>Klíčová slova:</th>
<th>informační a komunikační technologie, výuka anglického jazyka, Hot Potatoes, autorizační software, základní škola, počítač, motivace, znalosti</th>
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<td>Klíčová slova v angličtině:</td>
<td>Information and Communications Technology, English Language Teaching, Hot Potatoes, authoring software, basic school, computer, motivation, knowledge</td>
</tr>
</tbody>
</table>

| Přílohy vázané v práci: | Appendix 1 – Figures  
Appendix 2 – Questionnaire before work with Hot Potatoes  
Appendix 3 – Questionnaire after work with Hot Potatoes  
Appendix 4 – My exercises in Hot Potatoes  
Appendix 5 – Test  
Appendix 6 – Graphs |
<table>
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<tbody>
<tr>
<td>Rozsah práce:</td>
<td>67 s.</td>
</tr>
<tr>
<td>Jazyk práce:</td>
<td>Anglický jazyk</td>
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</tbody>
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