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USING ICT CLASSROOM FOR DEVELOPING LANGUAGE
SKILLS IN ENGLISH LESSONS IN SECONDARY SCHOOL

DIPLOMA PAPER

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DATORKLASES IZMANTOŠANA VALODAS PRASMJU
ATTĪSTĪŠANĀ VIDUSSKOLAS ANĢĻU VALODAS STUNDĀS

DIPLOMDARBS

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DECLARATION OF ACADEMIC INTEGRITY

I declare that this study is my own and does not contain any unacknowledged work from any source.

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ABSTRACT

The role of computers is growing almost in every field nowadays, and they have become widely used as well as considered already a standard tool in work offering more possibilities. The issue concerning using computers in English studies is whether they are effectively used and if their offered possibilities give more benefit than drawbacks in study process. The aim of the Diploma Paper is to find out whether and how using computers and their peripheral devices in English studies at secondary school improve students' English skills, to research if teachers and students are using these technological benefits, and whether they improve their language level.

To achieve the goal of the Paper, a case study was carried out in one of Secondary Schools. The data was gathered by carrying out a questionnaire and observing students, and interviewing a teacher. An interview with a teacher working in Secondary School was conducted in order to find out the opinion and suggestions of the teacher about using ICT classrooms in English lessons. Three English lessons were designed and lead in a computer lab, and a questionnaire was carried out in Riga Secondary School № 3. The respondents of the questionnaire were 15 students from 10th class.

The received data of questionnaires from the respondents reflected the growing importance of computer technologies, how many respondents have a computer at home, purposes and effects of implementing and using them in English teaching and studying.

As the computer technologies are becoming more significant, this situation is becoming more controversial. There are many possibilities and benefits computers offer, but there are also many problems they create. It was concluded that along the possibilities of accessing information, storing large amounts of data compactly, creating great visual and audio materials and many other, a computer also causes negative aspects concerning bad influence on adolescence and economical problems. As a result, there are also frequently made discussions on attempts to find best ways and right usage of computers and reduction of unhealthy effects they produce.

ANOTĀCIJA

Datoru loma mūsdienās aizvien pieaug, un tie ir plaši izmantoti ikvienā nozarē, kā arī tiek uzskatīti par standarta instrumentu darbā, piedāvājot daudz vairāk iespēju. Problēma, kas saistās ar datoru lietošanu angļu valodas apgūvē, ir to lietderīga izmantošana un vai datoru piedāvātās iespējas dod vairāk labuma nekā kaitējumu mācību procesā. Diplomdarba mērķis ir noskaidrot, vai datoru un to papildierīču izmantošana vidusskolas angļu valodas apgūvē uzlabo skolnieku angļu valodas prasmes, izzināt, vai skolotāji un skolēni izmanto šīs tehnoloģiskās priekšrocības un vai tās uzlabo angļu valodas līmeni.

Lai sasniegtu darba mērķi, tika veikts atsevišķa gadījuma pētījums kādā no Rīgas vidusskolām. Dati tika iegūti anketējot un novērojot skolēnus, un intervējot skolotāju. Intervija ar vidusskolas angļu valodas skolotāju tika veikta, lai noskaidrotu skolotājas viedokli un ieteikumus interneta un datorklases izmantošanai angļu valodas stundās. Trīs stundas tika novadītas datorklasē, un pēc tam tika veikta anketēšana, kurā piedalījās piecpadsmit vidusskolas desmitās klases audzēkņi.

Anketēšanas dati atspoguļoja datortehnoloģiju pieaugošo nozīmi, to, cik cilvēkiem mājās ir dators, un kādas ir datortehnoloģiju ieviešanas un izmantošanas iespējas, kā arī ietekme uz angļu valodas mācīšanu un apguvi.

Tā kā datortehnoloģiju nozīme arvien palielinās, par to tiek arvien vairāk runāts. Šīs tehnoloģijas piedāvā daudz iespēju, bet arī rada daudz problēmu. Tika secināts, ka dators piedāvā ne tikai iespēju piekļūt informācijai, uzglabāt liela apjoma datus, lielisku vizuālo un audio materiālu izveidi, bet arī rada sliktu ietekmi uz pusaudžiem un ekonomiskas problēmas. Šo iemeslu dēļ tiek bieži runāts par to, kā vislabāk pielietot datorus mācību procesā un kā samazināt to nelabvēlīgo ietekmi.

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INTRODUCTION

It is obvious that the role of computers has dramatically increased since the year 1941 when the first kinds of computers appeared and still keeps increasing. The technology of computers has developed in all its ways and has become a part of life. It offers many possibilities such as communication, information, entertainment, economies of labor and education. It is clear that nowadays billions of people throughout the world use this technology in their personal and professional lives. Computers work as a tool of accessing information with the help of the World Wide Web or also called the internet. Internet and computer are together inseparable terms because they are subjected to each other. The mechanisms (computers, printers, faxes, monitors, etc.) are called hardware. Internet, all the information in it and all kinds of programs is called software. And they both offer to access large amount of information.

The digital revolution has affected also education. The technological advances are used both by teachers and students in everyday life and education. They have become like a norm in a study process. The simplest way of using a computer in English studies is writing any text. And it continues up to more difficult and advanced tasks like looking for and analyzing information, editing, correcting texts, designing tasks, academic writing, etc.

Brooks (2001) points out that the basic language in computing and web resources is English. The author of this message also explains that this fact already shows the usefulness of integrating modern technologies in English studies. As a result, teachers and learners not only enrich the media experience, but also practice and learn something new from the target language they need to work with to understand the instructions and ways how these technologies work.

The matter which appears is how efficiently students are using computer technologies for English studies nowadays and how well do they really improve their language skills by these devices.

In the Paper, the works by the methodologists and computer specialists Harmer (2004), Brooks (2001), Beach (2004), Warschauer (2000), Duncan (2001) and Evra (2004) are the most used and consulted.

The aim of the Diploma Paper is to find out the ways teachers and students use computers in English studies at secondary school, strengths and weaknesses of using computer lab in teaching students and how the usage of computers improve English language level.

The aim of the practical part is to prepare and convey three lessons in a computer lab, and carry out a questionnaire to determine whether the lessons were successful in developing student's English skills.

The objectives of the Diploma Paper are:

- To study the theoretical literature on computer technology and the possible ways of using a particular type of computers in study process.
- To find out how the computer technologies affect students by studying the literature concerning impact of media to adolescence.
- To design and carry out three English lessons in a computer lab.
- To carry out a questionnaire for students of the 10th class in order to find out whether it is effective to use computers in English lessons and whether the lessons in a computer lab improved student's English skills.
- To conduct an interview with a teacher in order to find out her opinion about using computer lab in English teaching.
- To carry out an observation in order to find out how actively the students are participating during English lessons in ICT classroom.
- To analyze the feedback and draw conclusions whether using ICT classroom in English teaching is effective.

The Research Questions of the Diploma Paper are the following:

- How computers (PC) and their periphery can be used in teaching and studying English?
- What are the costs of using PC for studies and implementing computer labs in schools?
- Which skills students can improve working and communicating with each other using computers?
- What the benefits and drawbacks of using PC technologies in education are?

Method of research:

In order to complete these tasks and find out the answers to the research questions, the author of the Diploma paper used a case study as a research method.

Methods of data collection:

To complete the practical part of Diploma Paper the author used the following data collection methods:

- Questionnaire: in order to find out how computers are used in English studies and whether the lessons in computer lab were effective.
- Interview of a teacher who has used a computer lab in English teaching.
- Observation: in order to find out whether the computers were efficiently used during the lesson.

Hypothesis of the Paper

Using ICT classrooms in English lessons motivate students to acquire English language and help to improve their English language skills if the materials of the lesson involve topicality, various set of tasks, are visually attractive, and the lessons involve clarity of instructions, monitoring, collaboration and particular skills set to be improved.

Outline of the Chapters:

Chapter 1 introduces what is understood by a computer nowadays, the usage of computers in general and in studying English, the ways of using Internet Technologies (IT) in a classroom and the costs of using PCs and their periphery in teaching English.

Chapter 2 describes whether using computers motivate students to acquire and write in English, what English language skills are improved using computers and discusses the preparation for a lesson in ICT classroom.

Chapter 3 concentrates on practical part – a case study in № 3 Riga Secondary School.

1. COMMON COMPUTER TECHNOLOGY

„The first computers were people! That is, electronic computers (and the earlier mechanical computers) were given this name because they performed the work that had previously been assigned to people. "Computer" was originally a job title: it was used to describe those human beings (predominantly women) whose job it was to perform the repetitive calculations required to compute such things as navigational tables, tide charts, and planetary positions for astronomical almanacs” states Kopplin (2002). The author explains that computing of multiplications by workers lead to mistakes and was not efficient, therefore inventors tried to invent a mechanism able to perform these tasks and develop it which led to appearing of more advanced and complicated mechanisms capable to perform more complicated tasks in a shorter period of time.

Today in general a computer is understood as a machine for manipulating data according to a list of instructions. Kopplin (2002) points out that the first gear-driven calculating machine built was the calculating clock named by its inventor, the German professor Wilhelm Schickard in 1623. The later advancement of calculating machines led to creations as steam driven calculating machines and more advanced devices. Beach (2004) adds that the first digital electronic computer was built by John Vincent Atanasoff and his assistant Clifford Berry at Iowa State University between 1937-1942 which used punched cards for input and output, vacuum tube electronics to process data in binary format, and rotating drums of capacitors to store data. According to Computer History Museum (2008), “The first general-purpose digital electronic computer, one that could be programmed to perform a variety of calculational tasks, was the ENIAC (Electronic Numerical Integrator and Calculator), designed and built in the fall of 1945 by John Mauchly and J. Presber Eckert. It was improved by 1,000 times on the speed of its contemporaries” (<http://www.computerhistory.org/>). When the first computers appeared, they were in a size of a large room and needed as much electricity as hundreds of modern computers we find now. The first compact type of computer available in public was the Nova minicomputer released by Data General Corporation (DG) in 1968. “It quickly became a popular machine in scientific and educational markets. Part of its appeal was its cycle time (300 nanoseconds) which made it the fastest minicomputer on the market for several years” (Computer History Museum (2008).. <http://www.computerhistory.org/>). Latest computers can take many forms and sizes. They can be so small to fit a pocket or to be too large to be on the desk. There are various kinds of computers and each of them has its own usage.

1.1 TYPES OF COMPUTERS

When talking about computers and their types, most common are so called *desktop computers* which are located in our homes and workplaces (Beach 2004). They are too large to be carried around and are held on the desk. The case of such computer holds in a motherboard (MB), data processor (CPU), data storage devices or Hard Drives (HDD) and various expansion cards like Video Graphics Accelerators (VGA), Random Access Memories (RAM), Sound Devices and whatever that makes PC to work better, faster and effective. These items are necessary for almost every computer to work properly. They usually have a necessary periphery items like mouse, keyboard and monitor to navigate and other devices as printer, fax, audio speakers, Over Head Projector (OHP), scanner, external hard drives, USB flash cards, digital cameras etc. They are used for office work and entertainment.

Smaller and more compact versions of desktop computers are called *portable computers* or *laptops* which are comfortable for people who have to travel or everyone else who wants to have a computer outside the house. They are the same desktop computers, less powerful, but more comfortable and can be used as desktop variant also. They are smaller, more compact and offer to work without electric power because of batteries installed. Such computer can work without electricity from 2 till 5 hours. Portable computers are meant to use mostly for office work because of being less powerful.

More powerful computers called *workstations* or servers are not supposed to be used by every person or carried anywhere. They can store enormous amount of data and are capable to perform difficult and complex calculations, and render complex graphics a simple PC can not do. They are used to supply files to other computers by using network and to deal with many users in one time which are connected through terminals or web. They can be also used at home but are very expensive and are used mostly in small companies.

Also Beach (2004) reports that there are large and more superior computers called *Mainframes* that can deal with hundreds of users, perform enormous amount of complex tasks at a time. Such powerful workstations are used in large companies and manufactures where the all the necessary data is stored in one location.

A computer is unable to do anything if it does not have appropriate software or programs. “Computers seem to perform amazing feats as they process information and display output almost instantly; but behind the scenes, they are really very simpleminded

devices. All they do is plod along executing long strings of instructions that were previously written by a clever human programmer. The thing that makes a computer's performances seem so amazing is that it executes these instructions very quickly, accurately, and tirelessly. Computers aren't smart; they are just fast" (Beach 2004).

The most essential software is called Operating System and it controls all the processes happening in the computer. It monitors the flow of data, temperature of devices, the load of system and much more. The common operating systems are Microsoft Windows (2000, XP, Vista or Linux), Macintosh OS. The additional software is called Application Software which runs on top of the operating system. There are innumerable kinds of such programs and uses of them. Having other software already depends on the taste and needs of the PC user. As the technology is developing fast, it is important to have the latest software because it goes along the development of hardware and advances along it.

Beach (2004) states, that a computer can be used in many ways. In general, the idea of creating a computer was to make the life easier. Because of the possibility of computer to calculate and do many tasks in amazing speed, it is used widely in work. There a computer processes information instead of a person. There are computers which are specially programmed to do specific tasks like calculating digits, ordering robots to perform different movements, maneuvers, for example, in auto manufacturing or systematically related processes, doing tasks according a particular schedule etc. Computers can also be used as a tool for creating pictures, videos with special software and used as a part of commercial, or to design specific graphics and templates for homepages in web designing. In total, a computer is implemented everywhere it is possible and could provide some benefit. It has become popular as a tool of communication between other devices and people with the help of networks together called the Internet, used as an aid of connection.

1.2 INTERNET

As discussed in Internet Society (2003), the Internet has revolutionized the computer and communications world like nothing before. "The invention of the telegraph, telephone, radio and computer set the stage for this unprecedented integration of capabilities" (Leiner et.al. 2003). The Internet is at once a world-wide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location.

The first type of Internet was created for military purposes in Defense Advanced Research Projects Agency (DARPA) allowing computers to communicate and to share information on research and development in scientific and military fields. The early created network model called ARPANET gradually grew into Internet consisting of multiple independent networks, beginning with the ARPANET as the pioneering packet switching network, but soon to include packet satellite networks, ground-based packet radio networks and other networks.

Beach (2004) points out that nowadays Internet is understood as a general result from digital revolution, which is formed from home, business, academic, government and many other networks which together carry information that can be accessed by computers that are connected. Forsyth (1999) comments that Internet is an electronic mail system and library access facility, because it allows the user to send mails and obtain the required data. The basic communication language on internet is English. This is because early computers were not able to recognize different characters from Latin alphabet and the origin of internet was in English speaking countries.

The internet is accessed using a network cable or wireless network. “The simple answer is that you need a computer with appropriate software, a modem and a connection to an Internet service provider” (Forsyth 1999:153). The software by which Internet is accessed is called Internet browsers. Some are included already in operating systems and some can be downloaded from the web. The quality and speed of internet depends on the provider and price. They offer Internet Protocol identities or IP addresses, connection possibilities through telephone lines or web cables.

An important piece of software is needed when internet is accessed. And this software is called Antivirus. There are lots of virus removal utilities that monitor all the processes and surfing on internet. Internet is full with unwanted and dangerous software containing codes and scripts which have appeared in the course of time since the development of World Wide Web started. Such programs do a serious harm to a computer system. And this is the reason why antivirus software working in a computer is essential.

The author of the Paper comments that all the types of computers, software and services mentioned above come with various prices, depending on the types of computers, additional devices and services.

1.3 COSTS OF HOME COMPUTER AND IMPLEMENTING COMPUTERS IN SCHOOLS

Computer technologies keep developing very fast and it means that the existing ones are aging. This has positive and also negative aspects. On the one hand, to stay in line with the fast development of technologies and to be able to master them, one needs to gather knowledge about the possibilities, manuals and operatic information of these devices non-stop. And this makes an additional workload in English studies. New inventions can cost a lot of money starting from a single part like a graphics card till the whole computer together and its periphery devices. On the other hand, the prices of less powerful computers are dropping very fast and this makes a computer available for more people. The same also concerns periphery, because it is made according to capabilities of the new IT technology and the older ones that do not support it are becoming less valuable and aged. The author of the Diploma Paper used the price list for computer items available at Internet shop (<http://pc.lv/lat>), which specializes in computers.

- *Hardware:*

Average costs for a good functional computer start from 100-300 Ls. Such computer includes a capable extended motherboard with at least one gigahertz processor installed. In general there are two kinds of motherboards that support either Intel or AMD processors. Intel motherboards support Intel processors like Pentium (I, II, III, IV), Celeron and Core Duo. AMD motherboards support AMD processors like Athlon, Duron and Sempron. One needs at least 30 gigabyte hard disk drive (HDD) for storing data and software, 512 megabytes of random access memory (RAM) and devices for recording and receiving information like CD-ROMs, floppy disc drives, various data card readers and USB ports. These are not to be worried about because of being already included as main parts in a computer completions offered in shops. Safety hardware like Uninterruptible power supply (UPS) also is advisable for the PC because it provides stable power supply and protects from electric instabilities and interruption which can lead to a data loss or even cause malfunctions and defects.

Additional hardware like powerful CD-ROM, RAM, HDD, graphics cards etc. depend on ones economical possibilities, desires and needs. Input and navigation devices: keyboards, mice, touch pads, track balls, scanners, cameras and microphones are the most common and widely used standard devices that cost starting from 20 Ls till few hundreds and more. Beach (2004) points out that after the computer has processed data, one often

needs to produce output of the results. This output could be displayed on the computer screen, hardcopy on printed pages, or even the audio playback of music that has been composed on the computer. The traditional visual output devices CRT (Cathode Ray Tube) monitors are replaced by LCD (Liquid Crystal Display) and are available from 100 Ls and higher price. Printing equipment is available starting from very simple devices with a price range from 20 till 100 Ls. More advanced printing devices capable to produce colorful images, scan and copy documents are expensive. But nowadays there is a possibility to purchase used hardware which is tested, cheaper and even more powerful than a brand new one with a higher price. Only one should be careful when choosing it because some may have been damaged or have technical malfunctions. This hardware also doesn't have a warranty.

- *Software:*

To give the hardware knowledge and ability to do various tasks, appropriate and latest operating software is needed. Common is Microsoft Windows (MSW) which costs from 50 till 400 Ls depending on potentialities applied. Basic operating software for home computers is Microsoft Windows XP which costs approximately 100 Ls or MSW Home Edition which is cheaper and costs around 60 Ls. More expensive operating systems, for example, Windows Server Standard Edition 2003 cost from 400 till 4000 Ls. These are genuine and licensed software. But there is a possibility to download free operating systems offered by manufacturers from web or to install an operating system by asking from its owner. Such way is much cheaper but does not offer any warranties and safety. Also to distribute licensed software widely is considered a license violation which is against law. Moreover, copying and distributing it is known as piracy.

When this software is installed and ready to use, many other software can be added. There are large amounts and kinds of software which have a certain purpose. In English studies common programs such as computer dictionaries, advanced translation programs, basic document writing utility programs, image, graphic creators and converter programs are used, namely, everything connected with programming that makes studying English more interesting, various, for learners easy to understand and memorize.

Besides all the application software, there also is essential software which accounts for the safety and it is called Antivirus. It protects the system from increasing numbers of viruses (dangerous software containing codes and scripts that damage system) and hacker (persons who use web for activities against the law) attacks. There are various types of antivirus software available both free and with a price. The free antivirus software, called

freeware, is available to download from the manufacturer's web sites, but more advanced software with a certain price is offered in shops. It costs starting from 20 Ls till several hundreds also depending on level of security and service possibilities the manufactures of this software offer.

It was estimated that a person needs to invest approximately 200 – 500 Ls for a well working computer, software (operating system and antivirus) and its periphery: monitor, navigating devices (mouse, keyboard), printer, audio device (headphones or speakers) depending on the needs. Maintenance of the computer also should be taken into account. The expenses are not high. Computer maintenance asks to be done once in 1-3 months. It will cost from 5 till 10 Ls unless the owner has some experience and can take care of the computer himself.

As the necessity of knowledge for mastering modern technologies grows, they are implemented in schools. The common way is creating special computer classrooms which have one server computer used by administrator who controls all the rest of subordinate computers. These classrooms are well equipped and the environment is made specially to work with modern technology. ICT classrooms are equipped from 10 till 30 computers. The general costs of such an event are in high price. Not mentioning the computers, the classroom also has to have special furniture including desks and chairs. Air conditioning is also important because the air in such a place full of warmth generating hardware gets dry, stuffy and has a specific smell. The average costs range from 6000 till 12000 Ls for a classroom depending on the necessary hardware. But there are stocks available for buying such technology in wholesale trade. It makes the inclusive price less expensive. Software is sold in one piece, so only the renewal licenses have to be bought if required and are also offered with a lower price. Computers and the installed software have to be checked, put in order, scanned for viruses and fixed time by time. Maintenance costs vary depending on the number of devices and their condition.

In conclusion, one must take into account that implementing computers, software and Internet into English teaching and learning, a certain sum of money has to be invested depending on the needs of an individual in order to make computer based education available. Greater funds are required if a person wants to broaden the possibilities of this resource concerning printing out materials in color, in a faster rate, purchasing more advanced technology as a tool able to work faster and in situations when a computer classroom is established.

2. COMPUTERS AS A RESOURCE IN TEACHING ENGLISH

The author of the Paper points out that computer can serve as a useful tool in order to make English lessons more various and interesting because of possibility to use multimedia (texts, animations, graphics, audio, video materials, simulations) in the lesson. Multimedia offers many ways of perceiving information and helps as a tool to attract student's attention.

“Computers can facilitate learning immeasurably in the classroom. They are interactive, allow students to work at their own pace, provide access to unlimited information, and allow simulation and graphic depictions of many complex concepts or events. They can also improve writing and editing skills by making rewriting and revising much easier.” (Evra 2004:184). The author explains how computers affect the learning process. They make it more diverse, richer and also more difficult creating a challenge and motivation.

As Brooks (2001) notes, thirty years ago in teaching, multimedia implied using combination of slides or TV and that today it implies using computers which deliver text, pictures, movies, animations, sounds or music, and can interact with virtually every sense except taste and smell. Judging from the author's words computers and their periphery can give a lot of benefits in teaching process. Muffoletto (2001) says that technology used to be seen as a tool of education – a help, an option. Now, more and more, if an educator does not use modern technology in a classroom, school, or district, he or she is seen as behind the times and uncaring of students. This is true even if there is no certain argument and evidence of outcomes from using modern technologies, because the use of technology turns from an opportunity to an imperative.

Many ways of using a computer appear In English lessons. The author of the Diploma Paper points out that if there is a PC in the classroom, compact data resources can be used instead of the burdening tape recorders and TVs with VCRs. A disc or USB flash card changes the spectacle in carrying materials for the lesson. Nowadays the English textbooks are provided with CDs containing more materials than audio cassettes. They also contain additional tasks, audio materials and videos related to the topics in books. A teacher is able to use the additional CD to enrich the lesson with different listening tasks. A CD can also carry more information than a tape. All these factors put a simple small computer to a certain regard. The hardware for effective multimedia presentations is improving. Portable devices capable to project image in well lighted rooms (OHP) are available. Overhead projectors can make lesson more interesting and easy to memorize

because the information is offered in attractive way. Teacher is able to make presentations based on Microsoft PowerPoint and include colorful pictures to stress the meanings of vocabulary words, texts, stress the main points of the topic covered in lesson in a clear and short way. When students have to make presentation assignment on a certain topic, this device becomes very useful. Because of the ability to project a large image, everyone can see the content of the presentation and appreciate the graphical and visual aids it offers. And the simplified way of making a slide presentation makes possible to do it for both teachers and students. Educational video materials like documentaries, specially designed video materials for learning English can be shown in lessons and tasks asking for feedback provided afterwards.

To make English teaching more varied, work in special computer classrooms also is an option. Teachers can arrange lessons for the whole class and give many tasks for learners to complete starting from using web or CD dictionaries for translations. Students can learn new vocabulary by finding new words and translating using dictionaries. The possibility of editing texts appears where students are looking for necessary information on the Internet and cutting out certain parts which are needed and putting all the gathered text into coherent material. Activities such as making projects in groups, designing tables on special word categories and writing reports in target language are also possible. In the classrooms teacher can create discussions in target language about different articles, events and topics found on the web. There are many other ways of how computers enrich the teaching process.

Teachers also use computers for designing exercises, because it saves time and energy. The result is always clean and legible. Special tests can be made using templates and they can be given to students to complete and then returned to computer. Many English course books are provided with prepared tasks and teachers are able to create their own tests based on templates offered in web sites of the course books. The computer calculates the results of the tests and reports them back saving time. By using computer periphery (printers, copy machinery) a copy of handouts and materials can be made for every student. There is a lot of information stored in web concerning experiences of other teachers, ideas, suggestions, solutions to problems, expert views, topics and designed tasks. Web has become a powerful database and tool for tutors today and the information is always kept up to date.

The computer gives an opportunity of a specific teaching method called web-teaching. Using a special computer or the one having at home, a server is created where teacher provides English courseware: data, learning materials, tasks, visual and audio

materials for students. “In *Web-teaching*, we think of teachers as controlling the servers. The teachers decide what will be made available to serve, and which recorded information will be displayed. The students run the browser software and sit at the served computers in school or home called clients” Brooks (2001:10). This is an alternative way of teaching and is good that it saves resources. Students can receive the information needed for English lessons at their homes and go without spending materials like paper.

Internet goes together with other media as shown in Table 1. “Some magazines, for instance, have adopted Web-Style type and graphics. Television is extending technology to become interactive and is combining with computers so that a hybrid television/Internet terminal can be created in your living room at home” (Duncan 2000:11). The author of the Diploma Paper agrees that all the available media are adapting to the structure of Internet becoming more flexible and widely accessible. The reasons are the characteristic features of the Internet as being frequently updated, offering a wide range of media including video, audio and reading materials, being in digital format which means more compact.

TABLE 1. How the Internet compares with other media. (Duncan, G. (2000:10) *The Internet in School.*)

| | Up to date? | Multimedia? | Interactive? | Digital? |
|------------------|-------------|-------------|--------------|----------|
| CD-ROM | N | Y | Y | Y |
| Newspapers | Y | N | N | N |
| TV/Video | Y | Y | N | N |
| Book | N | N | N | N |
| Radio/Audio Type | Y | Y | N | N |
| World Wide Web | Y | Y | Y | Y |

The author of the Diploma Paper points out that Internet offers broad possibilities. It is flexible because the data stored and found in Internet can be updated, changed whenever there is a need and also deleted. As shown in Table 1, content found in CD-ROM and book cannot be updated compared to the Internet. Newspapers can be only kept up to date but the content doesn't include any digital media and is not interactive. TV and video materials are multimedia that can be updated, but they are not interactive and digital. Audio materials including radio broadcasts can be changed and updated, but they do not offer any interactive communication. Internet clearly descends from all the items discussed above, because it possesses all the characteristics; the information found on the internet can be changed and updated, there are various types of multimedia including video, audio

materials and texts, Internet offers interaction between individuals concerning contributing ideas, sharing materials and opinion etc. The information found on the Internet is digital and can be quickly changed, edited and improved.

A very important factor is that working at home and with web materials, a student has more freedom than being present in a classroom, doing tasks controlled by a teacher. In web a student acquires distance learning. Looking for information and working, analyzing data single-handed student learns to find what he needs, creates own system of collecting data. Internet, being a main part in e-teaching and learning, has rich information about distance learning. In result, student learns to do the work on his own, becomes more self-dependent. Brooks (2001) notes that interventions aimed at improving self-regulation are one way for teachers to impact students' lives. According to Pintrich (2000), self-regulated learning (SRL) is an active, constructive process whereby students set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior; guided and constrained by their goals and the contextual features in the environment. Schraw (2007) states that teaching self regulation may be the most important thing a teacher can do for students; it may amount to empowering them to be lifelong learners. Azevedo (2007) comments that Learning about complex and challenging topics, and domains with computer-based learning environments (CBLEs) typically involves the use of numerous self-regulatory processes such as planning, knowledge activation, metacognitive monitoring and regulation, strategy deployment, and reflection.

According to Warschauer et.al. (2000), knowledge over Internet, computer technologies and media increases the power of teachers and students, and allows becoming autonomous lifelong learners. With developed browsing abilities a teacher or student can be able to find required information whenever they need it.

“Because information technologies are changing so quickly, mastery is not a onetime goal but an ongoing lifelong process. Students must not only learn but also “learn to learn”, that is, develop autonomous learning strategies needed to adapt to new technologies and new situations. This ability will aid students in achieving the types of benefits that will long outlast one particular course” (Warschauer et.al. 2000:86).

Warschauer (2000) also states that the vast amount of information on the Internet means that critical learning and literacy skills are more important than ever before. More than ever, reading now means reading between the lines. The author of the Diploma Paper agrees and suggests that students should be helped to think critically and given an opportunity of analyzing the available information. It was concluded that computers facilitate teaching English by offering various ways of presenting material of the lesson,

giving opportunity to organize tasks and activities faster, providing legible materials and proposes for students life-long learning, and self-regulated learning. The English studies are made more attractive, challenging, richer and diverse.

2.1 COMPUTERS AS A RESOURCE FOR ENGLISH STUDIES

“Imagine the huge advantage of a child working on a school assignment at home with a computer, CD-ROM, encyclopedia on disk, and access to the internet compared with another child who has the same assignment but no computer and access only to school texts, few resources at home and the public library piled with books, with a limited access to a computer in a public place like the library” (Evra 2004:178). The author of the Paper agrees that many possibilities appear for a child having a computer in studying a certain language. A student which has a computer and internet connected to it has access to information he needs to complete home assignments and a powerful tool for helping at learning. Computer saves time when it comes to a work with dictionaries. It is clear that a student having ability to write the required word in the asked field given by a computer dictionary and receiving the translation or the word analyzed will be able to work much faster than a student with a printed dictionary. Also looking up for information by the PC is much faster than in library. Knowing the locations of electronic books a student can get the ones he needs right at home and doesn't need to go to a library. Also there are many particular databases that educational facilities are offering for students as a resource of information for studies. Teachers can provide their students with learning materials that may not be so easily found or accessible. The author of the Diploma Paper notes that there are many web sites containing tips for studying given by experienced people and lots of articles giving hints how to write essays, reports, projects and all the necessary works a student needs to complete during secondary school. The web provides active and cooperative learning and it is used for research and school projects. Computers offer an opportunity to evaluate texts with various ranges of themes and topics.

Computer dictionaries, books and other media offer many ways of how one can learn. They are provided not only with simple written information, but also include voice, sound video and images which make learning more pleasurable and actually attract students.

Having computer periphery at home including printers, scanners, audio devices, fax machines, USB flashes etc. makes students life easier. These devices offer to print out a well prepared work, scan and edit already printed works, images, video and audio materials, exchange information with friends and classmates in the target language, contact

teachers, carry data to edit, show or print in different place. Also they allow preparing qualitative materials for presentations. Students can create clear tablets and charts without spending hours drawing them with own hands. They feel great pride when they print out their works and they look clean and pleasant to look at.

Consequently, a computer is a tool that provides wide range of possibilities and ways of acquiring education. Salomon (1990) in Evra (2004) stresses, that the qualities of computer use that may affect children’s cognitive functioning are interactivity, intellectual guidance and dynamic feedback or “intellectual partner”. Learning the basic computer skills also widens student’s job possibilities in this field. It helps to improve student’s academic skills like critical reading, critical thinking and note taking skills. Knowing computer and mastering its functionality is a very essential fact nowadays, because the role of it increases in job opportunities and a PC can be found already in most work places. Using computer as a resource for teaching and Learning English offers many possibilities and benefits, but also has drawbacks.

2.2 STRENGTHS AND WEAKNESSES OF USING COMPUTERS IN ENGLISH STUDIES

There are lots of benefits of using a computer for English studies, but it also has drawbacks. The summary of pluses and minuses of using a computer in English studies can be seen in Table 2. The author of the Diploma Paper discovered the following benefits and drawbacks by studying theoretical literature on computer technology and the possible ways of using a particular type of computers in study process.

TABLE 2. Benefits and drawbacks of using computers in English studies

| Benefits | Drawbacks |
|--|---|
| ○ Wide choice of any materials and literature useful for English studies | ○ Very large amount of information leads to confusion |
| ○ Makes study process easier, faster and mobile with helping technology | ○ Special knowledge and vocabulary is required |
| ○ Possibility to store huge amounts of data in a small device and avoid piles of books | ○ Expensive technologies |
| ○ Provides communication possibilities | ○ Much violent and degrading content |

| | |
|--|---|
| with friends, teachers and whole world | available on the web |
| ○ Develops many skills, basic and academic, and helps to prepare knowledge for future education | ○ Possibilities of entertainment: video games, virtual reality, media are leading astray from studies |
| ○ Ability to follow technological development and to discover new ways of improving English with PCs | ○ Working with a PC for a long time is not healthy |
| ○ Knowledge of mechanics and software, their labels in target language | ○ Potential of becoming addicted to the pleasures of entertainment this hardware offers |
| ○ Saving resources like paper and writing-materials for longer time | ○ System malfunctions, viruses and software lead to loss of data |
| ○ Life-long learning and self-regulated learning enabled | ○ Rapid development of technology leads to aging of the existing one |

As seen in Table 2, there are many benefits ICT offers, but there are also weaknesses significant enough to be discussed. The author of the Paper points out that it is important to compare the positive side of using computers in English teaching and studies with the appearing negative aspects in order to decide whether it is useful to implement computer based teaching.

Wide choice of literature is available on Internet which can be used when designing materials for English teaching. The materials can be additional texts on topic covered in lesson, additional tasks adapted from web resources such as educational forums and home pages. With the helping technologies language teaching process can be made easier, faster and mobile. A teacher can use computer as a tool in order to design various tasks in a short time and copy the prepared material in large amounts without bothering about the quality or legibility. Also the designed material is in digital format which can be easily accessed, modified and shared. Such tasks would be hard to perform with a printed material such as book. Computers provide easy and qualitative communication possibilities between individuals. Students improve their English language skills by working with texts, video and audio materials. Aware of how technologies work, a student or teacher can discover new ways of broadening their possibilities. Acquiring additional knowledge of computer technologies, various English terms such as labels and advanced programs gives opportunity to learn and discover independently. Life-long learning is enabled allowing

students to develop their learning experience to study independently constructing further knowledge.

The appearing drawbacks are the large amount of information which may lead to confusion. Having a large resource, it can be hard for one to choose or analyze the required information. The resources are also filled with violent or unsuitable content for adolescence. The wide possibilities of entertainment found on Internet (music, videos, games, easy communication between people, web sites) are very attractive and can lead astray from studies. Special knowledge is required in order to work with computers. One must be aware of how the computers are worked with and the vocabulary related to specific terminology concerning hardware, operating programs and other software. As the technological industry is developing, new types of computers appear with new possibilities and the old ones are aging. This leads to necessity for updating the existing technology in order to keep up with the technological advancement and demands money. Another drawback is malfunctions, defects and viruses that propose a threat to computers and lead to unwanted loss of data. For example, if a computer user loses data because of a computer virus or a defect and has not saved the copy of information somewhere else, the data is sure to be lost.

To conclude, computers are a great resource to facilitate English studies, but one must have additional knowledge in order to use this resource successfully. Computer based English language learning is attractive and motivating, but also challenging and demanding both from teacher and student. The main goal, respectively, developing English language skills should be concentrated on rather than explaining of how to work with the technologies.

2.3 COMPUTERS AS A FACILITATOR OF MOTIVATION IN LEARNING ENGLISH

Sewell (1990) in Collins, Hammond and Wellington (1997) explains, that the qualities given by computers and their application to schooling are related to the motivation of the child. Many of the new educational software influence the motivation with audio and visual stimuli, the presence of variables of difficulty and the use of fantasy and, user control. Audio and graphic effects, whistles and lights motivate the child. The author of the Paper agrees with this view from psychology that computer technologies raise curiosity, challenge and fantasy in students. So this interest already works as a

background for being motivated to work with computers and to find out their possible usage in studying English language.

Also the interest in modern technologies is raised by the opportunities they offer in everyday life. The basic reason for such interest is Internet. There adolescence can meet their friends and interact with the help of internet as a tool of communication, find information they need and desire, share data with other students, read materials on different topics. With the help of computer one can create art realistic and sophisticated with appropriate software, listen to almost every kind of music, watch videos, cartoons other broadcasts and countless other possibilities. Computer is used widely both as a tool of entertainment and education. The interest in additional devices like sound producers, web cameras and printers are also shown.

Since the basic language of computing and web is English, the will to work with computers and web benefits the language skills. Even reading the instruction manuals student is widening his vocabulary. A student spends lot of time reading texts in English that can be found on the web. In order to understand the information and things desired to find out, examine and view, student is pushed to learn the appropriate language which is English. And this factor increases the motivation to acquire deeper knowledge.

Along the positive wish of using PC in education, there are also negative aspects concerning motivation. Too intense urge and will to work with, use modern technologies can result in addiction or obsession which is a topical problem for adolescence nowadays. The possibilities of entertainment like virtual reality, video games, different type of media content and being absolutely free to speak and discuss in the web are seductive factors, and often tend to lead astray from using technology for educational benefits. And parents of the adolescence have to cope with this problem.

The author of the Diploma Paper states that that computer attracts and motivates students, because it enhances the possibilities, effectiveness and pleasure of work, entertainment and communication. Technologies apply flexibility to the work because students can edit their prepared materials faster and print out the prepared work. Searching the literature, browsing the Web for necessary information, editing and typing texts together make a set of tasks which together require certain abilities from a student.

2.4 DEVELOPING ENGLISH LANGUAGE SKILLS USING COMPUTERS

The non-stop advancement of computer technologies requires special and advanced knowledge to use them appropriately and effectively. And student must go through the

basic process of learning how the basic systems and software work. Since the language in this field is English, student has to use his knowledge, gain some experience and probably widen it to successfully get acquainted with modern technology. It is usually done outside the classroom by reading manuals, exchanging information with other people or looking up for solutions in the web, because there is not much or no time at all spent in explaining how to work with computers during an English lesson. Students are developing the same basic skills working with PCs as being present in the traditional English lessons. A lesson in ICT classroom also demands students to read, write, listen and speak; only difference between a regular classroom and a computer based classroom is the way the tasks are presented. The literature is available in digital format simultaneously as the other media including video and audio materials. Students are able to write using a keyboard but that does not exclude being correct in spelling. Tasks based on various types of graphical, audio and video content demand students to be attentive listeners and viewers. In general, a lesson in ICT classroom requires many skills from students and offers additional ways of learning that facilitate English lessons in a traditional classroom.

Writing skills include spelling, punctuation, knowledge of academic writing (essays that inform, argue or evaluate, research reports, documents writing explanation and analysis etc.), specific types of writing such as writing about history, writing reports and ability to use sources for writing. There are also spelling and sentence structure monitoring software available in the widely used Microsoft Word, which responds when a mistake is made and offers the correct solutions and even the better ways of writing. Although the corrections made by the programme can be faulty, it is still a useful tool giving suggestions to improve students spelling. More sophisticated software related to this is also available. Writing skills can be improved both in a traditional classroom and using ICT classroom. Tasks concerning writing works according to a certain model that has been provided (formal or informal letter, a report, academic essay), editing or correcting mistakes, gap filling tasks and filling in tables can be assigned. Scrivener (1994) suggests several ways to prepare for guided writing tasks:

- Thinking about the topic before writing;
- Brainstorming ideas and approaches;
- Discussing the topic with other students;
- Seeing the example writing that deals with similar issues;
- Doing preliminary writing exercises – making notes, ordering ideas;
- Preparing a rough draft of writing.

Everyday writing which includes typing messages and sending e-mails to friends can be a facilitator in English lessons. “This kind of correspondence transcends many course book activities by giving students a real audience for writing” (Teeler and Gray 2000:75). Writing to a friend or relative is a thing that students like. Using e-mail as a tool for sending homework to a teacher and exchanging feedback afterwards makes work more mobile and flexible. It is also easier to read through and carry home works in digital format rather than written on a notebook.

Skimming, scanning, browsing for necessary literature and intensive reading are the reading skills that are developed by reading digital literature on the web. Looking for specific information, analyzing the reading material is the integral part of reading using computer. These texts can be newspaper articles, learning materials, information useful for completion of desired works, interesting articles for the student and much more. The author of the paper points out that reading tasks in ICT classroom are based on intensive reading, because the reading tasks are given during the English lesson and demand concentration for a shorter time. Students may find it hard to read on a certain topic using a computer for a long time and it affects also health negatively. Harmer (2004) comments that computers and Internet can be used in class (or in a self-access or computer centre) to get students searching for information in an entirely realistic and enjoyable way. An example where students have to browse for information on Internet is mentioned. “Students are told that they are going to the cinema in Cambridge, England. They have to find a film that is suitable for themselves and a fourteen-year-old, and which is on the evening. They will have to check reviews to make sure the film is a good one” (Harmer 2004:221). It is suggested that teacher locates the necessary sites before the lesson and researches the topic beforehand. Harmer (2004) adds that such activities include reading sequences. Students have to extract the necessary information and identify the topic of the text before scanning it quickly to recover specific information.

It is important that teacher provides reading strategies in order to set reading purposes and prepare for the further work. Pre-reading is essential because it enables students to summarize their background knowledge on the topic and make decisions, predictions of how the reading task will be achieved. While-reading has to be applied because the readers need a certain goal for reading. Activities such as comprehension checkers with questions, summarizing main or most important ideas can be assigned during the time of reading. Post-reading is needed for students to realize whether they have achieved the goal of the reading task. The author of the Paper notes that Post-reading activities include analysis of the text, summarizing main ideas, paraphrasing the text etc.

The possibilities and variety of multimedia content offered by computers and web is enormous. Variety of broadcasts, different audio information, learning audio aids are available. Such broadcasters as BBC Worldwide offer their radio and digital media providing many resources of information about happening events in the world. There are also educational TV broadcasts offered about different themes in internet TV (I-TV). This information is perceived by students and they are training their listening, learning to find and use what they need for studies and achieving goals. Extensive and intensive listening can be developed. According to Harmer (2004), extensive listening will usually take place outside the classroom, in the student's home, car or on personal stereos as they travel from one place to other. Scrivener (1994) comments that listening to entire piece, with a review to gaining overall impression or understanding of what it is about, is sometimes termed 'extensive listening' or 'listening for gist'. Scrivener (1994) also adds that 'intensive listening' or listening for detail includes concentrating on small portions of content (a sentence or a short phrase).

Activities concerning listening to interviews, discussions, dialogues, radio broadcasts and stories can be motivating if the content arouses interest. Students can listen to audio material and complete a designed form for this activity where specific data reflected on the audio material is asked to be filled in. Gap filling tasks can be assigned in order to practice vocabulary, answering to questions works as a checker for understanding of what has been listened. Students can compare the answers in pairs or groups thus enabling collaboration. In order to make materials more attractive, videos can be included. While listening to various materials, the sound of English (intonation and sentence stress) can be improved. Teacher can ask students to listen to parts of conversations or words and ask to repeat.

Speaking skills can be improved in many ways. Harmer (2004) insists that effective speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent connected speech, develop usage of expressive devices such as pitch and stress of particular parts of utterances, to vary volume and speed of voice which contributes to the ability of conveying meanings. Various activities can be used: reading the found materials aloud in lessons or directly from web, talking to friends and acquaintances from different countries in English using communications software through PCs, discussing topics taken from the web or related to multimedia technologies, role plays etc. These activities improve pronunciation and speaking one to many. Such speaking tasks demand also social interaction from students, processing language in their own minds in order to convey meanings. "One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in

English” (Harmer 2004:271). Also the chances to practice speaking by recording it, then playing the recorded voice material back for evaluation offers many possible activities in classrooms.

More advanced skills are developed using computer technology for a long time like thinking skills (analyzing and categorizing), reasoning and problem solving. Also personal qualities like social skills through communication and working with other people, self-management and responsibility starting from mastering and keeping in order the technologies in own house. Students having worked with PC are also educated in managing information, understanding systems and working with technologies which are considered very useful skills for future education along with the mentioned above. Research skills are improved through looking for the required information in the web and analyzing it, enriching and editing.

Computers provide ways of developing and strengthening many skills needed to acquire target language successfully and to have many opportunities and knowledge for future. The author of the paper notes that to make the process of acquiring English language using computers a successful method, only specific skills should be concentrated on in one lesson. It is necessary to prepare materials and order of the activities should be well planned. Time management also must be taken into account. Overall, the lesson should be well planned and topic and materials related to it researched beforehand.

2.5 DESIGNING AN ENGLISH LESSON FOR ICT CLASSROOM

Many circumstances must be taken into account before designing an English lesson for ICT classroom. The essential factor that has to be clarified first is whether students who are going to have a lesson in the specific classroom are familiar with the technologies they are going to use.

Prensky (2001) points out that today’s students – K through knowledge – represent the first generations to grow up with this new technology and have spent their entire lives surrounded by and using computers, videogames, digital music players, video cameras, cell phones, and all the other toys or tools of the digital age. Today’s average college graduates have spent less than 5,000 hours reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives.

Prensky (2001) explains that students familiar with modern technologies are called Digital Natives. Our students of today are all “native speakers” of the digital language of

computers, video games and Internet. “Those of us who were not born into the digital world but have, at some later point in our lives, become fascinated and adopted many or more aspects of the new technology, and always be compared to them, Digital Immigrants.”

“The importance of the distinction is this: As Digital Immigrants learn – like all immigrants, some better than others – to adapt to their environment, they always retain, to some degree, their “accent”, that is, their foot in the past. The “Digital Immigrant” accent can be seen in such things as turning to the Internet for information second rather than first, or in reading a manual for the program rather than assuming that the program itself will teach us to use it” (Prensky (2001), in Digital Natives, Digital Immigrants).

The author of the Paper notes that unless the teacher wants to spend time in teaching digital immigrants until they can work with modern technologies by themselves, the content and methodology has to be reconsidered. The instructions and explanations have to be made easy to understand and quickly to follow by students.

To make a lesson in ICT classroom successful, many factors must be taken into account: tasks must be clear and appropriate to the level, student’s skills that are going to be developed during the lesson in ICT classroom must be established, a suitable topic must be chosen for the lesson and, a well designed plan for the lesson must be made and wide range of materials should be prepared and available to be found on the Internet as a additional source.

2.5.1 PREPARING MATERIALS

Before preparing materials for the English lesson in ICT classroom, the appropriate topic and sources of information should be found and edited according to the lessons needs. Various tasks developing students reading, speaking, listening and writing skills should be designed according to the appropriate language level. The tasks can include various gap filling exercises, listening tasks using digital audio materials, tasks including typing with a keyboard, creating summaries on topics using Microsoft PowerPoint software etc. The author of the Diploma Paper points out that there are a wide range of possibilities available to make the English lesson more diverse, vital and interesting.

As Warshauer et.al. (2000) explains, the vitality of the classroom plays an important part in English lesson. None of the teachers would like their students to become bored and soon stop working because of lack of motivation.

2.5.2 PLANNING A LESSON FOR ICT CLASSROOM

Warschauer (2000) points out that time should be taken into account in planning activities for lessons in computer lab. Teacher should be aware that on-line tasks take a lot of time to implement. It is better to do a few tasks well rather than to take on too much the first time. Warschauer (2000) also adds that a teacher should make sure ahead of time that students have access to school computers outside class so they can practice on their own. Helping students to get prepared before the lesson including creating their own e-mail accounts, getting acquainted with the possibilities and required information about necessary steps and tasks of using computers is suggested.

The author of the Diploma Paper points out that various learner styles should be taken into account. Willing 1998, in Warschauer 2000 explains, that there are various learner styles each having specific characteristic features:

Convergers are students who are by nature solitary; prefer to avoid groups, and who are independent and confident in their own abilities. Most importantly they are analytic and can impose their own structures of learning.

Conformists are students who prefer to emphasize learning about language over learning to use it. They tend to be dependent on those in authority and are happy to work in non-communicative classrooms, doing what they are told.

Concrete learners enjoy the social aspects of learning and like to learn from direct experience. They are interested in language use and language as communication rather than language as a system. They enjoy games and group work in class.

Communicative learners are language use orientated. They are comfortable out of class and show a degree of confidence and willingness to take risks which their colleagues may lack. They are more interested in social interaction with other speakers of the language. They prefer to operate without the guidance of a teacher.

“However we choose to categorize learner styles, an understanding that there are different individuals in our classes is vitally important if we are to plan the kinds of activity that will be appropriate to them. We need to balance the interests of individuals against what is good for the group and to be aware of certain individual traits when putting students into pairs or groups” (Skehan (1998) in Warschauer 2000: 247).

„When we make our own materials for classroom use (having taken care that our materials are legible, clear, attractive - and durable so that we can use them more than once) we can follow a simple five-stage-procedure:

- **Planning:** homegrown materials start with planning. We need to decide what our aims and objectives are, what activity we want to involve the students in, how we want them to be grouped, and what the content of our materials should be. Once this is done we can move on to producing the materials, bearing in mind the characteristics we mentioned above.
- **Trialling:** it is absolutely vital to try out our material before taking it into the lesson. Ideally we will get a colleague or colleagues to comment on what we have made and/or do the exercises we have written. If this is not possible we can get a friend or another student to go through it. In this way we can avoid problems, and hope that other eyes will spot spelling mistakes or ambiguities which we missed.
- **Evaluating:** when we have produced and trialled our material we take it into the lesson and use it. This is where we need to observe carefully in order to evaluate its appropriacy. That way we can redesign it for future use and/or come to conclusions about how or when to use it in the *future*. Evaluating material we have produced will also help us to make decisions about what material to make in the future.
- **Classifying:** when we have used material in the classroom we need to find some way of storing it and classifying it so that we can lay our hands on it quickly the next time we want to use it. We might want to do this alphabetically by topic, by vocabulary area, or by grammar point. As with any other filing system we use, the way we organize our categorization is a matter of personal preference and style.
- **Record-keeping:** we need to keep a record of what material we have used together with evaluations of how well it has worked. This will prevent us from using the same material twice with the same class, and it will help us with our long-term planning” (Harmer 2004:151).

The author of the Diploma Paper points out that learner types are highly suggested to be taken into account when planning a lesson in ICT classroom and the lesson should be carried out or trialled before the English lesson takes place. Such activities avoid possible problems and provide certainty in the English lesson in ICT classroom.

3. CASE STUDY IN RIGA SECONDARY SCHOOL № 3

The author of the Diploma Paper used a case study as a research method. The case study was carried out during the teaching practice at secondary school. The aim of the practical part was to prepare and lead three lessons in a computer lab, and carry out a questionnaire to determine whether the lessons were effective for developing students' English skills. The following data collection methods were used:

- An interview (see Appendix 1) with an English teacher, who is working in secondary school, in order to find out her attitude towards teaching English. The aim of the interview was also to find out how the teacher is preparing for the lessons, what materials she is using and what are her suggestions concerning having a lesson in a computer lab. The author of this Diploma Paper added a completed interview and in the appendix.
- Questionnaire (see Appendix 2) was carried out after leading three lessons in a computer lab of Riga Secondary School № 3 in order to find out whether it is effective to use computers in English lessons and whether the lessons carried out in a computer lab improved student's English skills. The aim of the questionnaire was also to find out more detailed information about students ways and purposes of using computers in English studies and how many of the respondents have a computer at home. The questionnaire was also made to research respondent's attitude towards implementing computers in English teaching and studies. In order to carry out this case study, the author of the questionnaire copied it in 15 examples and distributed it to participants during a lesson. After the participants had completed the questionnaires, they were gathered and the results were analyzed.
- An observation was carried out during teaching practice in order to find out how actively the students were participating during English lessons in ICT classroom.

The research was done for two months during the author's of the Diploma Paper teaching practice in secondary school in 2008. The gained information from the interview with the teacher before the teaching practice in secondary school was used as a helper for a further research. 15 students of Grade 10 and an English teacher of the secondary school were the participants of the research. All 15 pupils were from one of the class the author of the Paper taught during the practice.

3.1 INTERVIEW WITH THE TEACHER

An interview with a secondary school teacher was conducted before the teaching practice. The interview took place in a school where the interviewed person is working. The interview was carried out in an informal manner and the questions were prepared on a separate sheet of paper by the author of the Diploma Paper. At the beginning of the interview the interviewer greeted the teacher and explained that the interview will be anonymous. While the interview was carried out, the answers were recorded using notes made in computer.

The first question of the interview was whether the author of the Paper could ask some questions. The interviewed person replied positively which allowed the interview to be continued. The second question of the interview was whether the teacher has lead English lessons in a computer lab. The teacher replied that there was one English lesson per week which took place in a computer lab for the last two semesters. The teacher pointed out that the situation has changed lately and the lessons were not taking place in the computer lab anymore, but were lead in the traditional classroom setting.

Third question of the interview was about the ways the interviewed person prepared for the lessons held in computer lab and how the activities were planned. The teacher answered that the syllabus given in the course book was the most important source and only additional activities were found to extend the given topic or grammar theme offered in the course book. The teacher also used the web site supplemented by the course book that the teacher was working with. The teacher noted that ready made lesson plans were also adapted for the lessons. The teacher explained that if lessons were held in a computer classroom, it does not mean that students will use necessarily computers. Students are sometimes invited to sit in a circle in the middle of the lab and a conversational lesson is held. The author of the Diploma Paper found it interesting that not all the lessons were connected with computers and other activities took place.

The fourth question of the interview was about what kind of materials the interviewed person used for the lessons and what materials were prepared. The interviewed person replied that books and internet sites were used to prepare for the lessons in computer lab and different tasks were designed by the teacher as well. The teacher explained that all the offered technological possibilities were not used them. The interviewed person pointed out that there were no headphones and microphones in the computer lab, but that such items would be useful.

The fifth question of the interview was about what tasks the teacher assigned and whether it was easy for the students to complete these tasks. The interviewed person answered that as it was the first year of working as an English teacher, the assigning of additional tasks was not to be concerned about. The interviewed person preferred rather to focus on the syllabus although some projects like *Famous people; Country I would like to visit* was used. The teacher explained that tasks including translation work using the internet, post reading activities, grammar tasks and essay writing were prepared. The author of the Diploma paper agreed with the teacher that in schools the main source for teaching that should be focused on the syllabus.

The sixth question was concerning the skills students developed by working in a computer lab. The teacher answered that in some extent the ICT skills were developed and adapted to the use of language. The possibility of developing reading and writing skills was pointed out by the interviewed person. As to the listening skills, the teacher replied that equipment including headphones and microphone is needed if computers are used. The teacher noted that most important thing is planning.

The seventh question of the interview was whether the teacher thinks that English lessons in a computer lab are successful. The interviewed person replied that the lessons were successful, but did not provide explanation why. Teacher explained that the lessons require a serious planning and interesting, and demanding tasks should be offered. The teacher pointed out that classroom management is of high importance, otherwise students wouldn't keep to the task.

The eighth question was about the motivation of students to work with computers during English lesson. The teacher answered that students are motivated, but only if the assigned task is both challenging and interesting. No further explanation of why such activities were successful was provided.

The ninth question was about what were the strengths and weaknesses of using computer lab for teaching English and whether the teacher could mention some weaknesses. The interviewed person replied that computer served as an immerse resource for language and autonomous learning could be encouraged, but not all the students were mature enough for autonomous learning. The teacher explained that such students require monitoring and establishing contact between the student and the teacher is essential. The teacher agreed that ICT can be used as a part of teaching English but it is not the only way and people can not truly communicate in the virtual world. Real people and real meetings are the things computers are not able to offer.

The author of the Diploma Paper concludes from the interview that computers can be integrated into English lessons but the offered possibilities of these technologies only remain as an additional tool and part of the lesson. They do not offer a strong educational background established compared with the syllabus provided by the schools and only work as an extra opportunity.

3.2 ENGLISH LESSONS IN ICT CLASSROOM.

After studying the theoretical literature the author of the Diploma Paper prepared three lessons in ICT classroom during teaching practice in order to find out whether using computers is a successful method in teaching English.

The lesson plan (see Appendix 4) was designed for each lesson and the material for the lessons in ICT classroom (see Appendix 5) was prepared. Before planning the lesson, the author took into consideration such factors as aims and objectives of the lesson, how to organize the work of the class and what skills are to be developed. Time management was of a high importance because according to the studied it was concluded that without well planned activities the lesson in ICT classroom will be time consuming. The main reason is the lack of knowledge and uncertainty about ways of using computer technologies properly and efficiently. In order to avoid such uncertainty as much as possible, the author of the Paper planned the lesson before it was lead and found out the most successful steps for completing the tasks. The steps helping to achieve the goal in one lesson, which is 40 minutes time, were prepared suggestions for browsing on the internet by selecting most successful keywords from the topic of the lesson, prepared short and clear instructions of how to work with a web browser and detailed planning of time for each activity. Various keywords were tested and the best sources available on the Internet were found. The instructions for the tasks were made and edited in order to extract shorter and clearer versions. The outcome of these steps was preparatory tasks for research that do not take more time than four, five minutes to complete.

After the lesson was planned, it was trialled by using a computer in order to find out how much time did the lesson take, what possible uncertainties would arouse from students and to check for any mistakes made. A separate sheet of exercise containing a task from the lesson was prepared for students because of the lack of space in the primary material of the lesson. Afterwards the author trialled lesson one more time to evaluate the changes made. The materials of the lesson were stored in computer for later usage. After the lesson was carried out in ICT classroom, a hot reflection was made.

3.2.1 FIRST ENGLISH LESSON IN ICT CLASSROOM

15 pupils participated in the lesson. The first English lesson in ICT classroom concentrated on developing students reading skills (reading for information) and practising speaking skills (accuracy and giving information). Students had to identify and categorize facts about famous people and match them according to their occupations. Activities demanded from students to recall information and use their own knowledge. The lesson included cooperation and exchanging ideas between individuals.

The lesson was started by greeting students and explaining what will be done in the lesson. Students were asked to name some famous people they know and explain why they were famous in order to lead them into the topic. The class was divided into pairs and teacher explained that computers are going to be used for the research. Handouts (see Appendix 5) were given to students on per pair and the first task was asked to complete. The task demanded categorizing names of famous people according to occupations. Students had to use their own knowledge to complete the task. Afterwards pupils were asked to share their ideas by using a provided model of speaking in task B.

The preparation for the research was done by letting students to choose one of their nominated famous persons and fill in the sentences given in task B. Afterwards students had to exchange with information about their chosen persons in pairs using a model of a dialogue in exercise C. An example was modeled with a stronger student beforehand.

The searching on the web was started with giving instructions to students about the procedure of the following research task. Afterwards students looked for information in pairs using the Internet and filled in the tasks provided on a separate research sheet (see Appendix 6).

The lesson was concluded with speaking exercise where students, working in pairs, had to go round and interview other pairs and exchange information about their findings. The duties were changed during the speaking task by taking turns. While one student was asking questions, other classmate was writing down the information told by the opposite pair and later the roles were changed. At the end of the lesson students had to report their findings to the rest of the class.

The author monitored the lesson and helped pupils to understand the activities, answered the questions, gave suggestions and encouraged pupils to think more carefully. There were some people which did the work noticeably fast. But overall, all the pairs managed to do the activities in time. The role of the teacher as a resource, prompter and organizer was significant, because students had many questions regarding the procedure of

research. Some pupils had to be encouraged to use the Internet more than relying on ones own knowledge. Most important role of the teacher was organiser, because clear instructions had to be given. It was necessary for students to understand that they are going to be divided into pairs and interview other two people, and switch the roles.

In general, the lesson was not successful concerning time management, because it took more time for students to search for information on the web than the author had expected. Two pairs which had difficulties with looking for information had to be paid attention to, which took more time. Two students also often asked questions what to look for and other two kept silent, and were not participating actively in the class work. As a result, the author had to come up to these students and answer to questions, encourage, and give suggestions. Such problems appeared because of too broad possibilities of available literature and confusion. An improvement of narrowing the items of advertisements or sources of literature was needed. After the recommendable sources were shown students continued to work further.

3.2.2 SECOND ENGLISH LESSON IN ICT CLASSROOM

Only 10 out of 15 participants took part in this lesson, because the rest of the students were absent. However, it did not disturb the work because students were divided into pairs. The aim of the second lesson was to use computers and a resource from Internet in order to test student's knowledge and practise grammar skills. A specially designed web page of the English course book containing various tasks (see Appendix 8) was used. The tasks on the Internet were related to the course book covered in traditional English lessons. Exercises included gap filling, matching tasks and a task where students had to choose the right variant. Students had to make narrative tense forms and to do tasks concerning vocabulary covered in Unit 3 from the course book.

The lesson was started by asking questions to students in order to lead students into topic and elicit narrative tense forms. Students had to recall and tell about an article of a book that was read in previous lesson using past tense forms. Afterwards students were asked to open the homepage of the course book and find the tasks according to instructions given by teacher. The grammar section with the appropriate unit had to be opened. Students completed 2 tasks on narrative (active and passive) tense forms in pairs and afterwards checked the answers independently. The answers were provided automatically by the web page after students had completed the task.

Two tasks on vocabulary were also assigned. The first task covered expressions concerning asking questions and giving answers about reviews of books and films. Students matched parts of conversations and afterwards checked the answers. The second task included expressions of showing interest and surprise.

After completing the tasks, students continued to work independently. The author of the Paper asked students to open a link called “Test builder” located in the web page of the course book. Students revised the previous Step by step instructions of how to create a self made test using a template provided by the web site were given. Certain grammar themes (narrative tenses, questions and negatives and other tense forms) had to be selected. After selecting grammar themes and creating the test, (the web page automatically generates a test using the selected topics) students had to complete it individually. When the tests were completed, students were asked to check the results and compare them with a classmate they worked together previously. Such activities enabled peer evaluation and collaboration between pupils.

In general, the lesson was carried out successfully, because students did all the tasks and completed tests in time. The goal of using computers in order to practice grammar and vocabulary was achieved. Students were actively involved and found it interesting to do various practice tasks. The material covered in previous lessons was revised and students were able to do the test and check the results autonomously before comparing with a classmate. The author of the Paper has included the lesson plan in Appendix 7.

3.2.3 THIRD ENGLISH LESSON IN ICT CLASSROOM

12 pupils out of 15 took participation in this lesson, because 3 were not present. First half of the lesson pupils worked individually and the second half of the lesson they were divided into groups of 3-4 people. The lesson was concentrated on developing students listening skills by listening for gist and listening for specific information, and speaking skills (fluency and presenting a work in groups). Material of the lesson (see Appendix 11) was adapted from the course book and combined together with English lesson in ICT classroom. The lesson consisted of three main parts. Pre-listening stage covered warm up activities such as brainstorming on the topic where students had to mention various advertisements seen on the street and their favorite ones. Students were also asked what the adverts were meant for and why they liked them. While-listening stage included one listening material and 4 comprehension tasks. Answering to questions, filling in the chart and explaining the meaning of each advert were the types of tasks students had to

complete. Post-listening task was where the computers had to be used. Students were divided into groups. The exercise demanded students to browse the Internet for articles concerning certain brands, products etc. in order to make a short advert. The author of the Paper suggested to search for pictures and slogans that make advertisement more attractive and to include some background information of what the chosen product, brand or item is meant for, who created it etc. Some phrases according to which pupils prepared the slogan of the advert were also suggested.

Part of the second lesson had to be used, because the prepared adverts in ICT classroom had to be printed out and handed back in order to allow the groups to present their work. While the groups were presenting their adverts, other students were listening and making notes on what items were mentioned and what they were meant for. When all the groups had presented, overall feedback was asked from the class.

The author concludes that the lesson was successful because all the students participated in the lesson and the tasks were completed in time. There were no special problems concerning understanding and students were aware of what they have to do. The thing that the author of the Paper would like to improve was that students which were not sure of themselves would use more English while sharing the found information. The lessons were carried out successfully because the goals of the lessons (developing students reading, speaking and listening skills using ICT classroom in English lessons) were met by assigning various tasks requiring computers and Internet. Students took interest in the lessons and were mostly active participants. None of the pupils were unfamiliar with the usage of computer concerning browsing for literature on the web and the focus was not put on how one should work with the computers but on the learning content. This allowed the work to be done in a faster pace. The author of the Paper has included the lesson plan in Appendix 10.

To confirm that using ICT classroom worked as a good facilitator in teaching and learning English language, it was important to find out also pupils' opinion. Further, the author offers the analysis of data from questionnaires received from pupils that participated in the lessons discussed above.

3.3 DATA OF THE QUESTIONNAIRE

The aim of the designed questionnaire was to find out more detailed information about students ways and purposes of using computer technologies in English studies and when, how and why computers are being used in teaching and learning English. The

questions illustrate whether the lessons which took place in a computer lab were a success. Also the questionnaire was made to research student's attitude towards implementing computers in English studies and how many of the respondents have access to or own a computer. 15 questionnaires were distributed to students learning in Grade 10 of Riga Secondary School № 3.

Before completing the questionnaire, the respondent had to write his age and gender. The questionnaires consisted of fifteen questions where the respondents had to circle variant which suited them most or to fill in the required spaces. The questions covered issues concerning the purpose, ways, benefits and drawbacks of using computers in English studies. There were also mentioned questions concerning popularity of computer usage and samples of opinions about it. The average age of the respondents was 16.2. From all the participants of the questionnaire 60% were female and 40% were male. The results of the questionnaire were reflected in charts showing summary of collected data of each question.

The first question was whether the respondents have been using computer in English studies at home and if yes, then how often they have been using the computer.

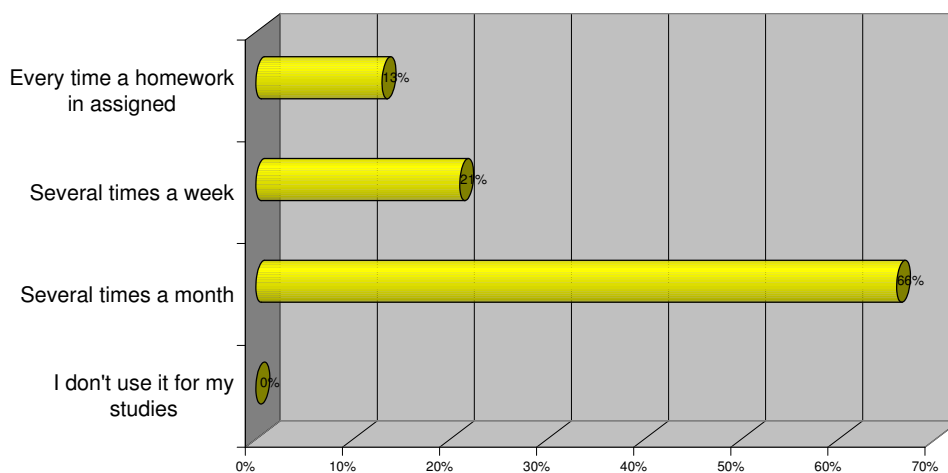


Figure 1. *Students answers on the question “Do you use computer in English studies at school?”*

The majority (66%) of the respondents answered that they have been using a computer in English studies several times a month. 21% of respondents replied that they have been using computer several times a week, but 13 % of the respondents answered that they have been using computers every time homework has been assigned. None of the respondents chose answer that they do not use computer for English studies. According to the students answers the author of the Diploma Paper concluded that the majority of

respondents have been using computers for their English studies and there were no people who haven't used a computer for studies at all. The results of the questionnaire showed that homework concerning using computers could be assigned for the chosen sample of respondents, because they had used the computers located in school with a purpose to do home tasks.

Second question was whether the participants have found computer useful for learning English.

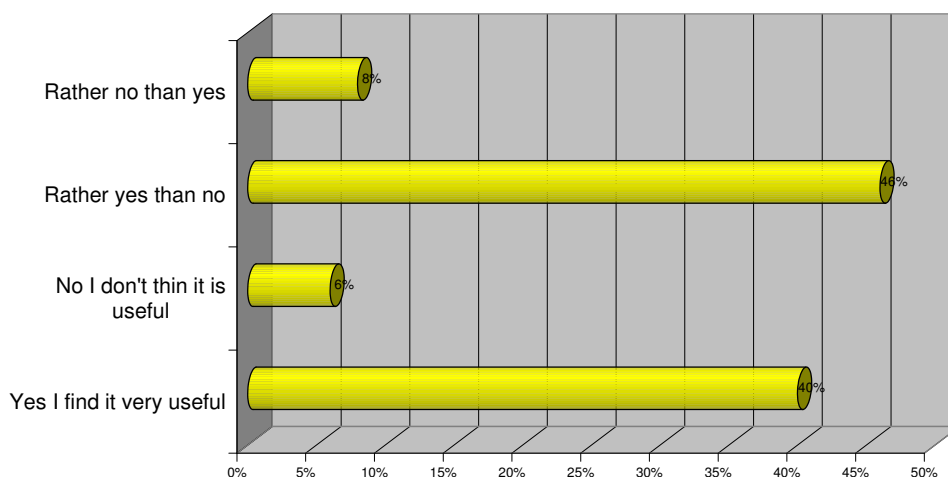


Figure 2. *Students answers to question “Do you find computer useful for your English studies?”*

Most of the participants (46%) replied that they find computers rather useful than not and 40% of the respondents considered computers very useful for English studies. 8% of participants thought that using computers is rather not useful for this purpose and 6 % of the participants thought that computers are not useful at all. Considering the answers, the author of the Diploma Paper arrived at the conclusion that 86% of the students have found computers as a useful tool in studying English and only the remaining 12% refused to admit that computers can be a facilitator for studying English. Many students have had a positive attitude towards using computers for language studies which proved that activities demanding using computers were considered a useful and important part of English lessons.

Third question was about which benefit the participants found most important from using a computer concerning teaching and learning English.

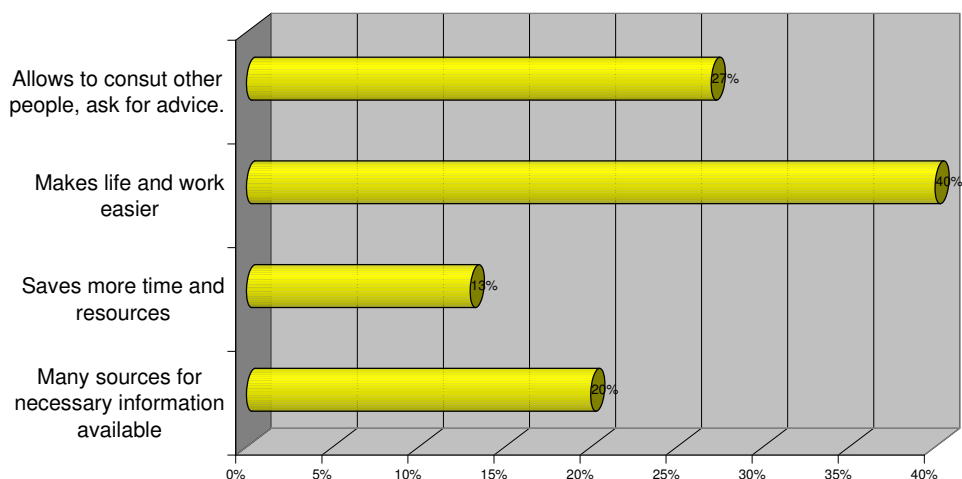


Figure 3. *Students answers to the questions “Which benefit do you find most important from using a computer in learning English?”*

40% of the respondents replied that using computers make life and work easier. 27% of the respondents found that computers allow consulting other people and asking for advice. 20% thought that with the help of computer many sources for necessary information can be accessed and 13% replied that using computers saves more time and resources. The author of the Paper concluded that the benefits of using computers in learning English which the majority of respondents agreed with most were making life and work easier, allowing to communicate with people and providing many sources of information. It showed that activities assigned during a lesson in ICT classroom were not boring and students considered searching for literature on Internet more interesting than using other sources like printed materials.

The aim of the fourth question of the questionnaire was to find out whether the participants have computers at home and if yes then how much they use their computers for English studies.

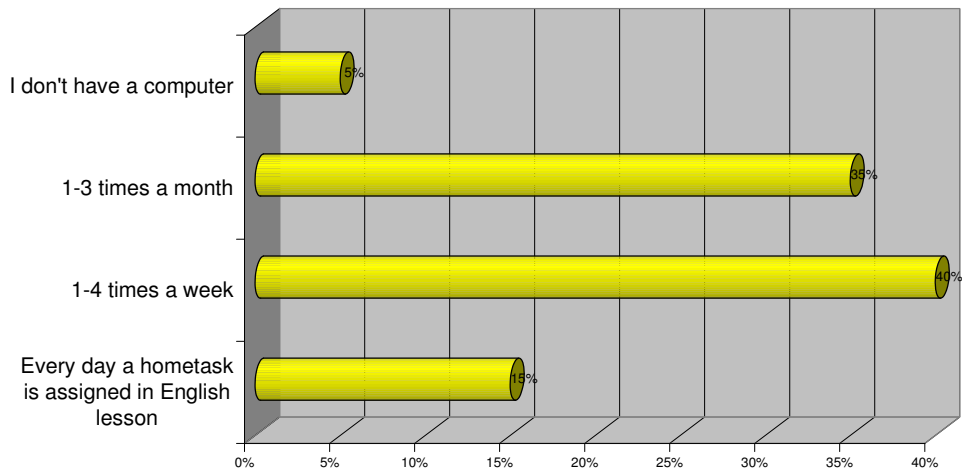


Figure 4. Students answers to question “Do you have a computer at home? If yes then how much do you use it for English studies?”

Judging by the answers, 95% of the participants had a computer at home and 40% have used it from one till four times a week for English studies. 35% of the participants answered that the computer has been used from one till three times a month for learning English and 15% of the participants replied that they have used the computer every day for this purpose which the author of the Diploma Paper found surprising. Only 5% of the respondents replied that they did not have a computer at home. The author of the Paper concludes that home tasks concerning using a computer could be assigned, because respondents either had computers at home or used them in school. The results of the questionnaire also showed that students which were having a computer at home could have a certain experience in using them. Such fact could provide a benefit having English lessons in ICT classroom. More experienced students could work as motivators and encourage other classmates by giving suggestions, explaining and helping when certain skills are needed in order to complete a task using a computer. The author of the Paper suggests that experienced students could work as leaders in group work and to help the group to complete given tasks in time. It was also proved that the majority of students had no difficulties in accessing computer whenever they had a need to use it as a tool for helping to learn English.

The sixth question was about the most common ways of computer usage in learning English the participants found most useful.

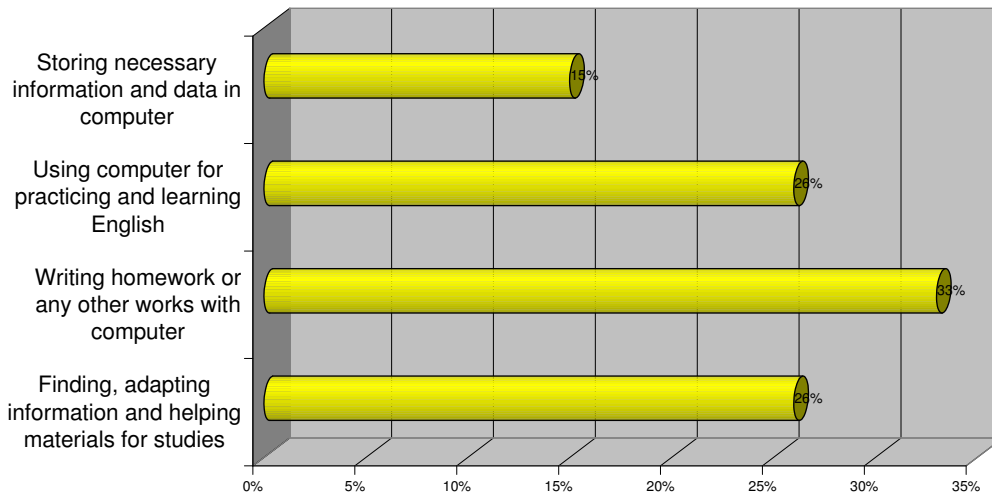


Figure 5. *Students answers to question “Which one of these most common ways of computer usage in learning English do you find most useful?”*

33% of all the students have replied that they have used a computer for writing homework or any other works. 26% of respondents answered that the computer is mostly used for finding information and helping materials for studies. Another 26% of respondents replied that computer was used for practicing and learning English, but 15% of the respondents found computer most useful for storing necessary data in computer. The author of the Diploma Paper clarified that the majority of students have used the computers for writing homework, searching for materials and practising.

The sixth question was about what kind of skills the participants thought they develop most by working with a computer.

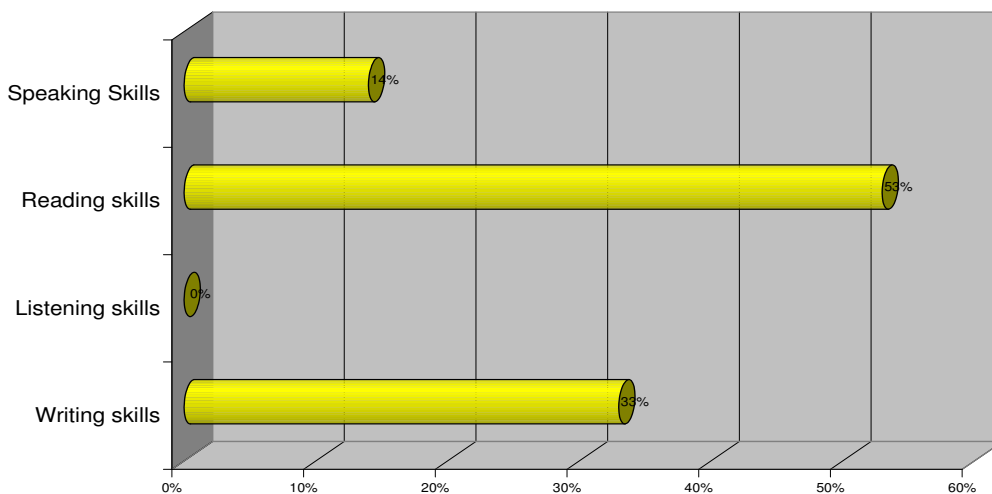


Figure 6. *Students answers to question “Which one of these language skills given you develop most by working with computer?”*

The majority of participants (53%) replied that they developed reading skills by working with computer. 33% of participants answered that they developed writing skills, 12% of participants believed they developed listening skills and none of the participants chose that listening skills are developed.

The author of the paper concludes that computers are useful in developing reading and writing skills. Assigning tasks where students have to browse and read a certain literature can develop pupil's abilities of browsing for necessary literature, looking for specific information, analyzing the reading material and extracting the required articles.

The seventh question consisted of four most common reasons of why students still rarely use computer technologies. The participants of the questionnaire had to choose the variant which they agreed most with.

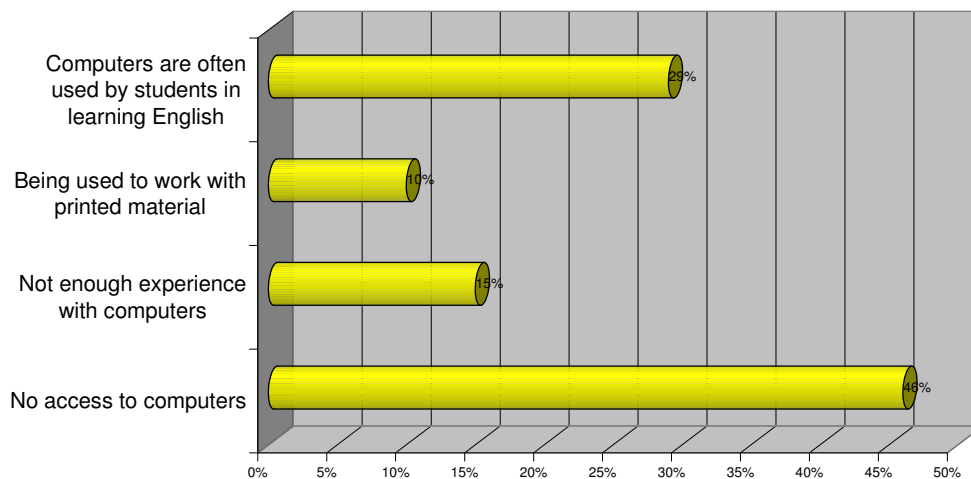


Figure 7. Students answers to the question “Are students still rarely using computer technologies?”

46% of the respondents agreed that students rarely use computers because of not having access to them. In contradiction to lack of accessing computers, 29% believed that computers were often used by students in learning English. 15% of the participants chose answer that the lack of experience is the main reason for this situation. But 10% of the respondents believed that students are being used to work more with printed materials than computers. According to the results shown in Figure 7, the author of the Diploma Paper concluded that the two most common reasons why computers were rarely used were having no access to them and the lack of experience.

The eighth question was about the biggest drawback in using computers in learning English.

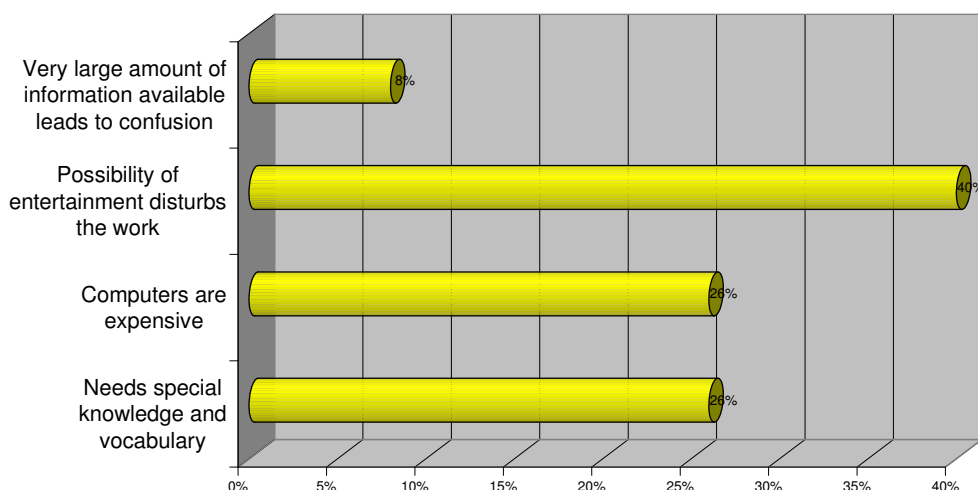


Figure 8. *Students answers to the question “Which could be the biggest drawback of including computer technologies in English teaching and learning?”*

From all the students, 40% replied that the offered possibility for entertainment by the computer disturbs the work. 26% of the participants thought that computers are expensive. Another 26% of students chose answer that the biggest drawback is a need of special knowledge and vocabulary in order to use computers successfully. But only 8% of the participants believed that very large amount of information could lead to confusion.

Judging from the answers of respondents, the author of the Diploma Paper concludes that such negative aspects as possibility of entertainment, special knowledge needed and large amount of available literature must be taken into account when preparing for English lessons in ICT classroom. Students have to be well monitored in order to make sure they are concentrated on the work and are not doing something else, for example, watching videos, logged into unnecessary web sites, playing games and other distracting activities. Clear instructions must be provided in order to avoid misunderstandings and confusion of how to complete certain tasks with a computer during the lesson. Target literature available on the web which students are going to use while browsing for information has to be pre-researched, narrowed and best sources provided.

The ninth question asked whether the respondents were taught to work with a computer in school. The received replies from students clearly showed that all the respondents (100%) were taught how to use a computer. It proved that students had enough experience in order to work with computers also during English lessons. Moreover, students who confirmed having PCs at home could be aware of many other ways of using them to make their work better and completed in a faster time, that were not taught in school.

Tenth question was whether the respondents liked English lessons in ICT classroom.

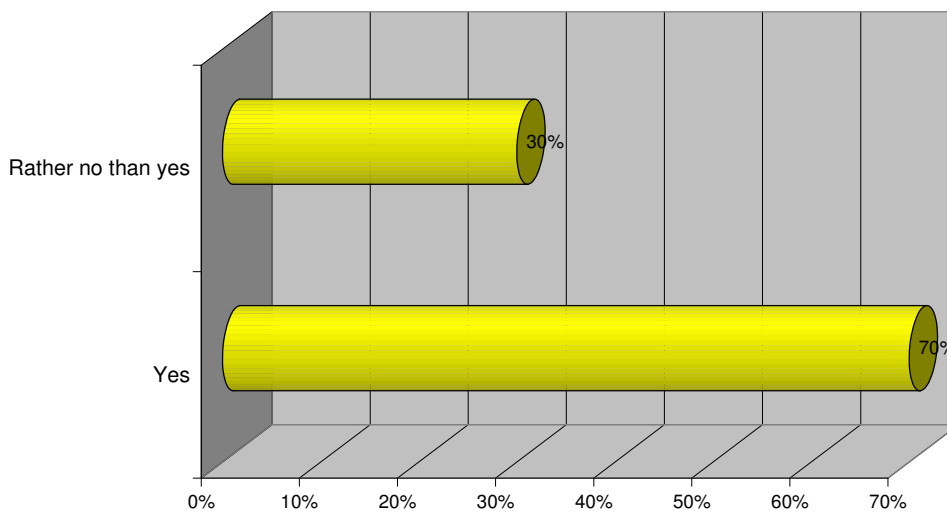


Figure 9. Students answers to the question “Do you like English lessons in ICT classroom?”

Judging by the results shown in Figure 10, the majority of students (70%) liked having English lessons in ICT classroom, but 30% of students answered that they rather disliked working in ICT classroom. The results showed that the majority of students found it interesting to work in such classroom. It proved that there are no special objections from respondents in using such way of learning English.

Eleventh question asked whether it was easy to work during the English lessons in computer lab. If the respondent had a different variant, a space for an additional comment was provided.

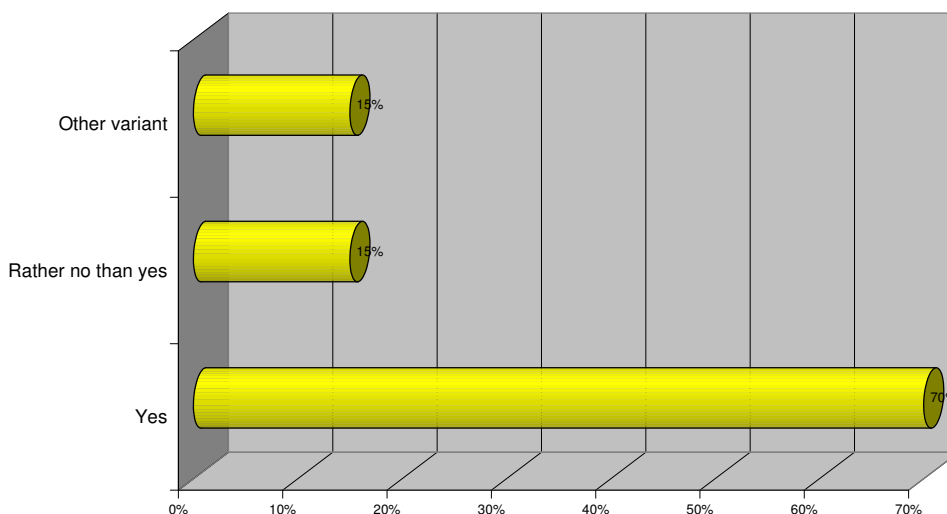


Figure 10. Students answers to question “Was it easy to work during the lessons in a computer lab”

Most of the respondents (70%) answered that it was easy to work during the lessons in ICT classroom, but 15% replied that it was rather difficult. Another 15% answered that it depended on the tasks that had to be done. Students who chose other variant replied that reading, matching, choosing the right answer and gap filling tasks were the easiest, but tasks demanding searching for information or requiring deeper knowledge in the use of computers delayed the work. This made the author of the Diploma Paper to come to a conclusion that instructions of the tasks have to be made clear and simple, and the lesson should be well planned. The tasks requiring browsing for information on the internet have to be well designed, appropriate to the level and locations for sources of information should be pre-suggested.

The twelfth question was about learning something new during the lessons in a computer lab.

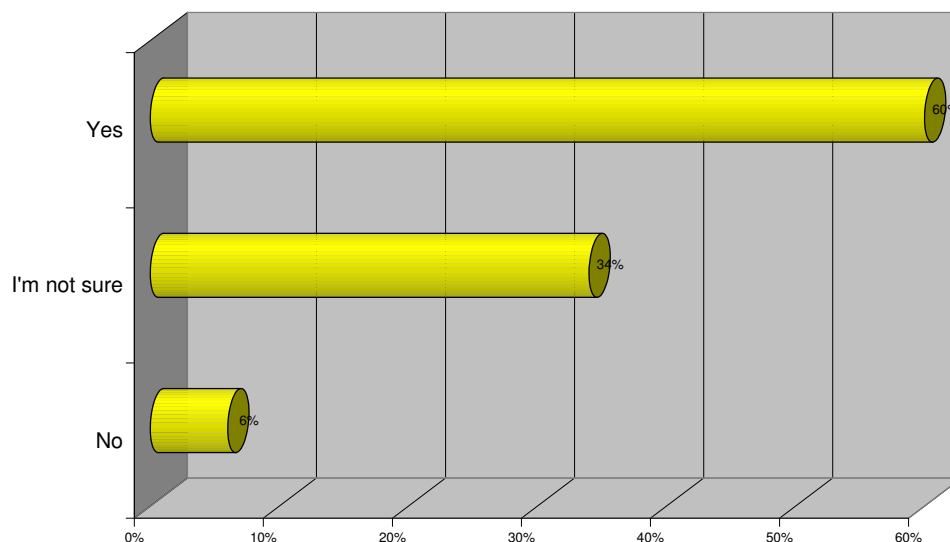


Figure 11. Students answers to question “Did you learn something new during the lessons in a computer lab? If yes then what?”

60% of the respondents answered that they learned something during lessons in ICT classroom. A space where students could mention exactly what they have learnt was provided. Students who replied that they have learnt something mentioned new ways of how to use computer in order to test their knowledge, for example, doing grammar and vocabulary tests from second lesson that was carried out in ICT classroom. Ways of how to browse for materials by using a search engine, editing texts and new information about topics covered in lesson also were mentioned by pupils. 34% of the respondents answered that they were not sure whether something new has been learnt. And 6% of the respondents believed that they learned nothing new.

The thirteenth question was whether students thought that their English was improved during lessons in ICT classrooms in general.

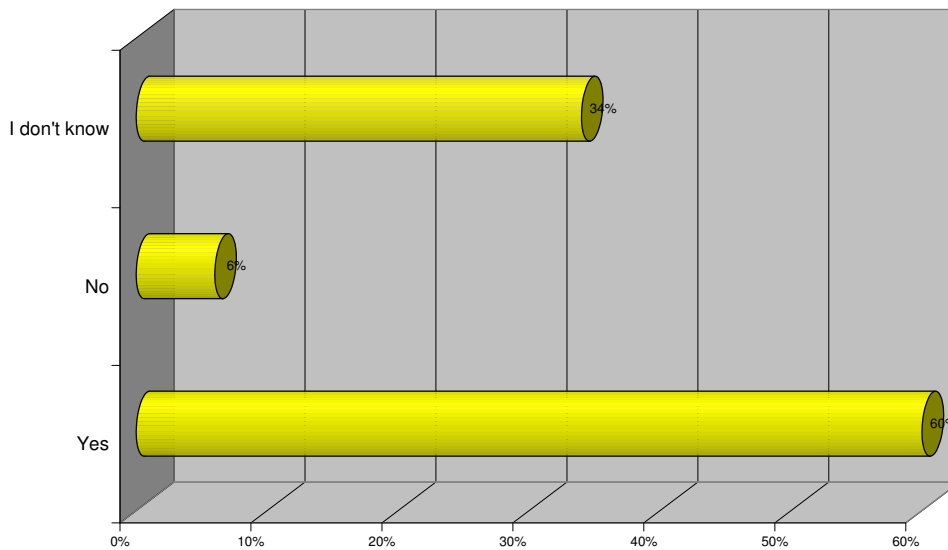


Figure 12. *Students answers to the question „Was your English improved during lessons in a computer lab”*

This question was made in order to find students own opinion about whether their English has improved or not. The majority (60%) of the students answered that their English has improved during lessons in ICT classroom. 34% of the participants were not sure whether their English has improved and 6% believed that their English was not improved. The author of the Paper observed that there was an improvement for majority of the class, because it was observed that in the last lesson that was lead in ICT classroom, students were able to remember vocabulary phrases acquired in previous two lessons and were more confident in presenting their works. The second English lesson in ICT classroom, where narrative forms had to be practiced, helped students to give some background information on the history of the item they had found while presenting their advertisements in the third lesson. Students also were more confident in working with computers during the third lesson, because it was done earlier in two previous lessons and the author of the Paper had given suggestions. Students were able to browse for information much faster than in the first lesson in computer lab.

The fourteenth question asked which of the tasks given in question the respondents found most useful in English lesson with a computer.

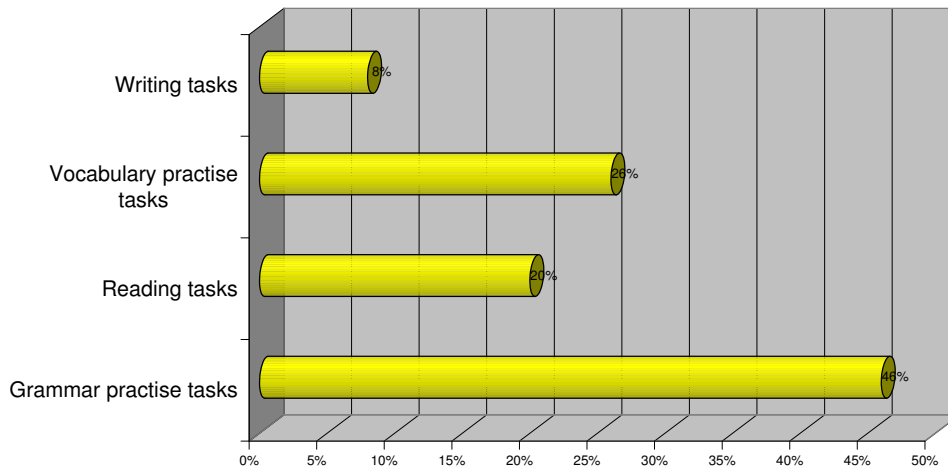


Figure 13. *Students answers to the question “Which of these tasks given in English lessons in a computer lab you find most useful?”*

46% of the participants thought that grammar practice tasks are most useful, but 26% of respondents chose vocabulary practice tasks. 20% of the respondents preferred the answer of reading tasks and 8% of students chose reading tasks. The author of the Paper concluded that respondents find computers facilitate developing grammar, vocabulary and reading more than writing.

The last question was whether students considered English lessons in ICT classrooms possible in future.

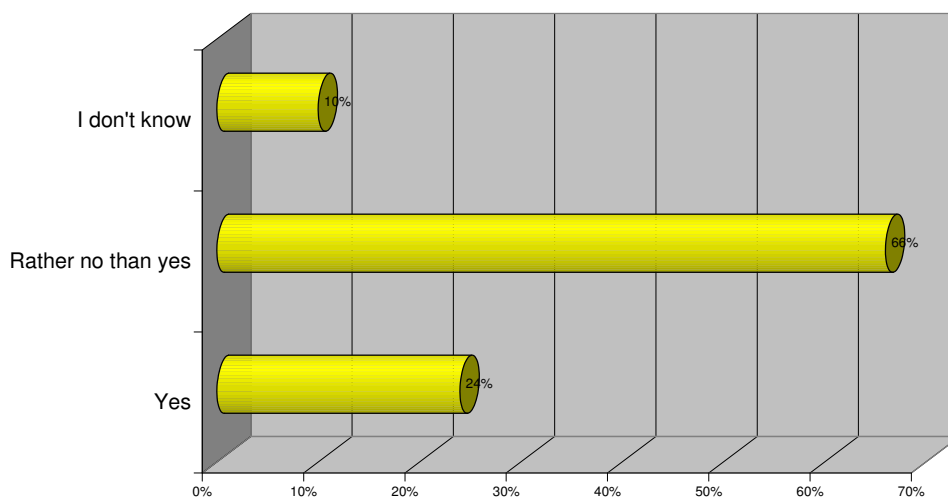


Figure 14. *Students answers to question „Do you think it is possible that in future English studies will happen in computer labs?”*

66% of the students answered that it would not be possible and the explanations were because computers can not replace a real person, changes would not happen so soon and

ICT classrooms are too hard to work in for a longer time. 24% of the respondents replied positively and explained that computer usage would become more popular and learning English with computers would be faster and more interesting. And 10% of the respondents did not know whether English lessons in ICT classrooms would be possible.

The author of the Paper concluded that majority of the students were having computers at home and were using them for English studies. This proved that students considered computers as a helpful tool providing sources of information and making work easier and faster. Benefits such as writing homework or any other works in a legible format, using computer for practicing and learning English were pointed out by respondents. Computers facilitate more in developing reading and writing skills, but require a certain experience and knowledge of vocabulary related to computer terminology. The English lessons in ICT classroom were enjoyable and easy if clear instructions and explanations were provided. Students considered computers more useful in developing grammar, vocabulary and writing. In order to be more successful, students required to be monitored and helped during the lessons.

3.4 DATA OF THE OBSERVATION

The author of the Diploma Paper used a data collection method called Observation in order to find out how actively the students were participating during English lessons in ICT classroom. The observation was done while students were working in three English lessons that were carried out in ICT classroom. An observation checklist (see Appendix 13) was used in order to make notes on the involvement and actions of pupils during the lesson. The author of the paper observed the respondents as a whole class and evaluated the involvement according to 10 point system. Students were divided into pairs during the first two lessons and in groups during the third lesson. The observation checklist reflected an overall evaluation of how involved all the students were during the lessons.

During the first lesson, not every student was involved in the lesson. Some of the students had difficulties with choosing what they are going to search and it kept them waiting until teacher came up and gave suggestions. There were no problems with cooperation, because students wanted to work in pairs and exchange ideas. The students were not active in demanding for explanations, and some pupils were unsure at the beginning about tasks they had to do which influenced their independent work rather negatively. Students were willing to explore the Internet looking for information, but there were situations when some of the pupils needed a help and suggestions. It was good that

students were active in requesting for help in such situations. No one was uncooperative or uninvolved during the lesson. The students used the materials appropriately as asked in the instructions of the tasks.

The second lesson did not demand much cooperation, helping others, leadership and exploration, but concentrated more on independent work which was done well, because students were actively listening to instructions the author of the Paper gave and were completing tasks. Some students had questions and they asked immediately for assistance. The materials of the lesson were used correctly, because the author of the paper monitored the work and came up to each student to check whether the right task is being completed.

Third lesson required cooperation, exploration, choice making and participation in the group. During the first part of the lesson, tasks involved listening and independent work. Pupils were active listeners and this was achieved because of the warm-up activities provided leading students into the topic and attracting their attention. It was interesting to observe the willingness of pupils to help each other to find the information and to suggest different sources. There were students who worked as facilitators and encouragers in the groups, because some students were not sure or needed help in finding information on adverts. The leading students suggested where to look for articles and pictures. Two groups finished the task earlier and were able to help other groups.

The cooperation in groups and browsing for materials was more successful than in the first lesson, because students had a previous experience from the first lesson and were able to perform faster and more organized.

In conclusion, the author of the Paper would like to point out the strengths and weaknesses of involvement of students during the English lessons in ICT classroom. The positive aspects from students that were observed during the lesson were:

- Active participation of students during English lessons in ICT classroom.
- Attentive listening to instructions the author of the Paper gave for the tasks and procedure of the lesson.
- Willingness to cooperate with classmates in groups and pairs.
- Asking for questions immediately whenever assistance was required.
- Urge to explore and share the findings with other pupils

The negative aspects from students that were observed during the lessons were:

- Uncertainty of individuals about what to search and how to complete the tasks
- Taking too much time for searching literature on the web.

- Lack of involvement during the first lesson because of insufficient knowledge to perform tasks on computer.
- Distraction from work because of other possibilities of entertainment found in internet.

The author of the Paper points out that in order to reduce or prevent such negative factors which disturb the work during the lesson; students have to be well monitored and encouraged. If the teacher pays attention to every student, provides explanations, works as a resource of information and gives clear instructions, students will feel safer about what they are doing and will not be afraid to ask questions. Time limit is strongly suggested to be given, because students often are taking too much time in tasks involving looking for information.

It was concluded that that majority of the students which were having computers at home used them for English studies and the remaining students used computers available in school. This proved that students considered computers as a helpful tool providing sources of information and making work easier and faster. Computers facilitate developing reading and writing skills, but require a certain experience and knowledge of vocabulary related to computer terminology. The English lessons in ICT classroom were enjoyable and easy if clear instructions and explanations were provided by the author of the Paper. Students considered computers more useful in developing grammar, vocabulary and writing. In order to be more successful, students required to be monitored and helped during the English lessons in ICT classroom.

CONCLUSION

The Diploma Paper is about the ways, purposes and effects of using computer technologies found in ICT classrooms in English studies at secondary school. In order to find out how to successfully implement an ICT classroom in English lessons, the author of the Diploma Paper studied the theoretical literature concerning computer technology and the possible ways of using a particular type of computers in study process afterwards using the gained knowledge to prepare and carry out a case study. The case study consisted of an interview with a teacher working in secondary school, 3 English lessons in ICT classroom and a questionnaire distributed to students after the lessons were conveyed.

The aim of the interview was to find out teacher's opinion about implementing ICT classrooms in English lessons and methods she used and suggested. The interview helped as a resource for the author of the diploma paper to carry out further research. The aim of the conveyed lessons in ICT classroom was to use the acquired knowledge into practice and to conduct a questionnaire. The questionnaire designed by the author of the Diploma Paper was made in order to receive student's feedback about the lessons and to find out respondents attitude towards implementing computers into English lessons.

According to the interview, the author of the Diploma Paper concluded that the interviewed person was aware of using the offered possibilities computers offer and was using them in English lessons. The advantages mentioned by the interviewed teacher were immense sources of information that computers offer, availability of various tasks to be performed and giving motivation to students. The interviewed person also pointed out some disadvantages concerning difficulties in situations when lesson is not well planned and the lack of knowledge which disturbs the work. The author of the Diploma paper found it interesting that using computers in ICT classrooms is not obligatory. Judging by the answers of the interviewed person, the ICT classroom has a lot of space for many other activities like discussions and other speaking activities. Monitoring the work in ICT classroom is of a high importance because although majority of students are used to work with computers, a lot of students face problems and are discouraged by uncertainties.

By summarizing all the data from questionnaires the author of the Diploma Paper concluded that computers are becoming more necessary and widely used in English studies at secondary schools. Schools have special computer classrooms where students can work in case they don't have their own computers at home which the majority of correspondents according to research results do have. The replies of the respondents clearly showed that these technologies are considered as a useful tool for English teachers and students because

it helps to get various kinds of required information, makes work faster, diverse and interesting, and offers to communicate, consult with work colleagues or friends. The majority of the respondents had a computer at home. English skills which are most often developed when a student works with computer in English studies are reading and writing skills, followed by listening and speaking skills. The answers of the respondents showed that students use computer as a helper for English studies in order to find information, write homework and using the offered possibilities for practicing. According to the results of questionnaire, the most important problems which occur when working with computers are lack of experience and knowledge, and the distracting content available on the web. The author of the Diploma Paper points out that these drawbacks usually are the ones to lead students to a dislike working in ICT classroom and should be dealt with by clarifying the procedure of the lesson. In conclusion, the growing significance and implementation of computers affects English teaching both as positively and negatively. Many new possibilities come with a certain price.

After leading lessons in ICT classroom of Riga Secondary School № 3 the author of the Diploma Paper concluded that such lessons require more detailed planning than usual lessons which is more time consuming. In addition to the skills developed, aims and objectives of the lesson, learning styles of individuals and the procedure of the lesson, such factor as lack of knowledge concerning usage of computers must be taken into account, which comes as a drawback in planning the lesson in ICT classroom. The lessons require conveying or trialling before the real lesson takes place. The teacher must be aware of how to work in ICT classroom and must be aware of how the technologies work in order to make the lesson more successful.

The author of the Diploma Paper states that using ICT classrooms for English studies in secondary school is a successful way of broadening the possibilities of teaching and learning English. It was concluded that students are rather motivated although facing problems and discouragement concerning lack of experience. In conclusion, students are motivated to work and their English is improving if the lesson in ICT classroom is well prepared, trialled before being carried out and meets the aims and objectives.

THESES

1. A computer is a mechanism consisting of hardware items meant for manipulating data according to a list of instructions called software and is becoming widely used in many fields where it could provide some benefit. There are various types of computers each meant for more or less advanced tasks and purposes.
2. An ICT classroom is a specially equipped classroom located in schools equipped with modern technological environment provided in order to develop student's skills and ways of using computers in different fields.
3. Internet is a system of different networks developed from digital revolution and offering broadcasting possibilities, resources of information and interaction between individuals regardless of the location
4. Computers can serve as a useful tool in order to make English lessons more various, interesting and flexible because of allowing using digital media (texts, animations, audio/video materials and graphics), offering data in more compact, legible and attractive formats and making work faster by processing certain parts of tasks independently.
5. Computers provide both benefits and drawbacks in teaching and learning English. To reduce the negative aspects and turn using computers in English lessons into a success, teacher must be aware of how to use the computers in order to make computer based English language learning attractive, challenging and motivating.
6. English lesson taking place in ICT classroom must be well planned, monitored and with clear aims, objectives, procedure and certain skills concentrated on in order to develop students English language level. Clear instructions and explanations must be provided in order to maintain active participation of students and to avoid dislike of working created by lack of experience and knowledge.
7. There are various types of learners each having specific characteristic features that have to be taken into account when planning English lesson in ICT classroom and deciding what tasks to include. One must take into account the experience of learners in order to decide the level of tasks.

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APPENDICES

Appendix 1

INTERVIEW

M: Hello!

M: Can I ask you some questions about your English lessons?

Yes, you are welcome.

M: Have you ever lead English lessons in a computer lab?

Yes I have. I have had one lesson in a computer lab for the 10th grade per week for almost two semesters. However, lately the situation has changed and the lessons are in the traditional classroom setting.

M: How did you prepare for these lessons? How did you plan the activities?

I usually keep to the syllabus given in the course book. So, this means that I just find some additional activities to extend the given topic or grammar theme offered in the course book. I also use the website that supplements the course book (I am working with *The New Headway*). I have used also ready made lesson plans and adapted them for my class.

If I have a lesson in a computer lab, it does not mean that I always use the computer. Not necessarily. As there is enough space in the lab (what cannot be said about all the classrooms), I sometimes invite the students to sit in a circle in the middle of the lab and we have a conversation lesson.

M: What kind of materials did you use for these lessons? How did you search for the materials?

As to planning the lessons, I have used some books and internet sites as well. As to the latter, I have some favorite ones. Moreover, I have designed some tasks by myself as well.

As to possibilities that the technologies offer, I do not use all of them. Unfortunately, there are no microphones, no headphones in the lab. I would be happy to use them as well.

M: What kind of tasks did you assign? Was it easy for your students to complete the tasks?

As this is my first year of my work as an English teacher, I am not so concerned about assigning additional tasks that are not included in the course book. I rather focus on following the syllabus. Still, I can mention some examples, like projects *Famous people; Country I would like to visit*. Besides, I have included some translation work (students do not have dictionaries, they use internet etc.) in the lessons as well. Some more examples could be mentioned as well as the use of post reading activities (answering to questions about the text), filling in the table (grammar), writing a short essay.

M: What kind of skills do you think students develop best in such lessons?

In some extent they have a chance to develop their ICT skills and adapt to the use of English language. I suppose writing and reading (scanning, skimming, etc.) can be developed. As to listening and speaking skills, there are brilliant opportunities offered by ICT, but the technical equipment is needed (headphones and microphones could be helpful). Nevertheless, everything depends on planning. There can be space provided for speaking and listening.

M: Do you think English lessons in the computer lab are successful? Why?

Lessons in the computer lab can be successful, but it requires serious planning, offering interesting and demanding tasks. Classroom management is of high importance, otherwise students won't keep on the task.

M: Are the students motivated to work with computers in English lesson?

Yes, I have experienced that for some students it is really motivating. If only the assigned task is both challenging and interesting.

M: What do you think are the strengths of using a computer lab for teaching English? Can you mention any weaknesses?

Computer serves as an immerse resource for language. Thus, autonomous learning can be encouraged. However, not all the students are mature enough for independent learning, they need monitoring. Establishing personal contact among the teacher and students is essential, but it is not always possible when a computer serves as a tool for language learning. I mean, that teaching English with ICT integrated in the lesson are topical nowadays, but it is not the only way how to teach English. We cannot truly communicate in the virtual world. Real persons, real meetings are needed — this is what computer cannot offer.

M: Thank You for your answers!

Questionnaire

Hello, my name is Maris Apsītis. I'm a student of the University of Latvia, Faculty of Education and Psychology. I'm questioning students for using computers in English studies at secondary school. This questionnaire was conducted in order to research when, how and why computer technologies are being used in teaching and learning English. This questionnaire is anonymous and the results of this questionnaire will be used in the Diploma Paper.

Please answer the following questions by circling the variant which suits you the most or filling in the given spaces.

| | |
|---------------------|---|
| I'm _____ years old | |
| My gender is: | <input type="radio"/> Female <input type="radio"/> Male |

1) *Do you use computer in English studies at home?*

- a) I don't use it for my studies
- b) Several times a month
- c) Several times a week
- d) Every time a homework is assigned

2) *Do you find a computer useful for your English studies or teaching?*

- a) Yes I find it very useful
- b) No I don't think it is useful
- c) Rather yes than no
- d) Rather no than yes

3) *Which benefit do you find most important from using a computer concerning learning English?*

- a) Many sources for necessary information available
- b) Saves more time and resources
- c) Makes life and work easier
- d) Allows to consult other people, ask for advice

4) *Do you have a computer at home? If yes, then how much do you use it for English studies?*

- a) Every day
- b) 2-4 times a week
- c) 1-3 times a month
- d) I don't have a computer

5) *Which one of these most common ways of computer usage in learning English do you find most useful?*

- a) Finding, adapting information and helping materials for studies
- b) Writing homework or any other works with computer
- c) Using computer for practicing and learning English
- d) Storing necessary information and data in computer

6) *Which one of these English language skills given you develop most by working with computer?*

- a) Writing skills
- b) Listening skills
- c) Reading skills
- d) Speaking Skills

7) *Are students still rarely using computer technologies? Chose the appropriate variant!*

- a) No access to computers
- b) Not enough experience with computers
- c) Being used to work with printed material
- d) Computers are often used by students in learning English

8) *Which could be the biggest drawback of including computer technologies in English teaching and learning?*

- a) Needs special knowledge and vocabulary
- b) Computers are expensive
- c) Possibility of entertainment disturbs the work
- d) Very large amount of information available leads to confusion

9) *Are you taught how to work with a computer in your school?*

- a) Yes
- b) No

10) *Did you like English lessons in ICT classroom?*

- a) Yes
- b) Rather no than yes

11) *Was it easy to work during the lessons in a computer lab?*

- a) Yes
- b) Rather no than yes
- c) Other variant _____

12) *Did you learn something new during the lessons in ICT classroom? If yes then what?*

- a) No
- b) I'm not sure
- c) Yes _____

13) *Was your English improved during lessons in a computer lab?*

- a) Yes
- b) No
- c) I don't know

14) *Which of these tasks given in English lessons in a computer lab you find most useful?*

- a) Grammar practice tasks
- b) Reading tasks
- c) Vocabulary practice tasks
- d) Writing tasks

15) *Do you think it is possible that in future English studies will happen in computer labs?*

Thank you for your answers! 😊

Questionnaire

Hello, my name is Maris Apsītis. I'm a student of the University of Latvia, Faculty of Education and Psychology. I'm questioning students for using computers in English studies at secondary school. This questionnaire was conducted in order to research when, how and why computer technologies are being used in teaching and learning English. This questionnaire is anonymous and the results of this questionnaire will be used in the Diploma Paper.

Please answer the following questions by circling the variant which suits you the most or filling in the given spaces.

| |
|--|
| I'm <u>16</u> years old |
| My gender is: <input type="radio"/> Female <input checked="" type="radio"/> Male |

- 1) *Do you use computer in English studies?*
 - a) I don't use it for my studies
 - b) Several times a month
 - c) Several times a week
 - d) Daily
- 2) *Do you find a computer useful for your English studies or teaching?*
 - a) Yes I find it very useful
 - b) No I don't think it is useful
 - c) Rather yes than no
 - d) Rather no than yes
- 3) *Which benefit do you find most important from using a computer concerning learning English?*
 - a) Many sources for necessary information available
 - b) Saves more time and resources
 - c) Makes life and work easier
 - d) Allows to consult other people, ask for advice
- 4) *Do you have a computer at home? If yes, then how much do you use it for English studies?*
 - a) Every day
 - b) 2-4 times a week
 - c) 1-3 times a month
 - d) I don't have a computer
- 5) *Which one of these most common ways of computer usage in learning English do you find most useful?*
 - a) Finding, adapting information and helping materials for studies
 - b) Writing homework or any other works with computer
 - c) Using computer for practicing and learning English
 - d) Storing necessary information and data in computer
- 6) *Which one of these English language skills given you develop most by working with computer?*
 - a) Writing skills
 - b) Listening skills
 - c) Reading skills
 - d) Speaking Skills
- 7) *Are students still rarely using computer technologies? Chose the appropriate variant!*
 - a) No access to computers
 - b) Not enough experience with computers
 - c) Being used to work with printed material
 - d) Computers are often used by students in learning English
- 8) *Which could be the biggest drawback of including computer technologies in English teaching and learning?*
 - a) Needs special knowledge and vocabulary
 - b) Computers are expensive
 - c) Possibility of entertainment disturbs the work
 - d) Very large amount of information available leads to confusion
- 9) *Are you taught how to work with a computer in your school?*
 - a) Yes
 - b) No
- 10) *Did you like English lessons in ICT classroom?*
 - a) Yes
 - b) Rather no than yes

11) *Was it easy to work during the lessons in a computer lab?*

- a) Yes
- b) Rather no than yes
- c) Other variant _____

12) *Did you learn something new during the lessons in ICT classroom? If yes then what?*

- a) No
- b) I'm not sure
- c) Yes, I learned new grammar rules _____

13) *Was your English improved during lessons in a computer lab?*

- a) Yes
- b) No
- c) I don't know

14) *Which of these tasks given in English lessons in a computer lab you find most useful?*

- a) Grammar practice tasks
- b) Reading tasks
- c) Vocabulary practice tasks
- d) Writing tasks

15) *Do you think it is possible that in future English studies will happen in computer labs?*

Yes, because it is more interesting than using books

Thank you for your answers!

Lesson Plan for ICT Classroom 1

| | Aspect | Modelling |
|---|---|--|
| 1 | Theme | Famous People <i>-Browsing-</i> |
| 2 | Form | 10 |
| 3 | Aims <ul style="list-style-type: none"> • Practical • Intellectual development • Personality enrichment • General education • Aims for the teacher | <p>To develop reading skills (reading for information.) To practice speaking skills (accuracy, giving information)</p> <p>To develop critical thinking (identifying and categorizing facts, famous people and occupations) To develop skills of knowledge (recalling information, using one's own knowledge to identify well known people and occupations)</p> <p>To develop cooperation skills (interviewing, sharing information with each other in pairs, taking turns) To exchange ideas, give one's own opinion</p> <p>Students learn about different facts and biography of famous people.</p> <p>To lead a lesson in ICT classroom, to use various speaking tasks, to use computers as a tool for browsing information, to encourage Ss to use web browsing to find required information, to monitor students work.</p> |

| Timing | Stage and Instructions | Objective |
|----------------|--|---|
| T-C 3min | <p>Introduction/Start</p> <ul style="list-style-type: none"> I greet the students, ask how they are doing. I start the lesson by explaining what Ss are going to have to do. “Today we are going to do a research on famous people. I believe that there are some famous people you know and admire. Can you mention some? ” | To start the lesson and lead Ss into the topic. To give a warm up activity. |
| T-S-S- 5min | <p>Warm-Up</p> <ul style="list-style-type: none"> I divide the class into pairs (2 people by one computer) and explain that today we are going to do a research on a famous person by using computers and looking for information on the Internet. I ask Ss to mention the jobs of famous people they just told. After receiving some answers I hand out copied material for the lesson. I give one handout per pair where different tasks about famous people and facts are given. Students have to mention famous people according to the professions given. (Ex: A) <i>While Ss are working, I go round, monitor and help. Afterwards I have a brief feedback with the class according to the answering model in Ex: B.</i> | To get Ss to work in pairs, to explain the procedure of the lesson. |
| T-C 4min | <p>Preparing For The Research</p> <ul style="list-style-type: none"> I ask Ss to choose three famous people and do Ex: A | To narrow the number of researchable persons. |
| S-S 2min | <ul style="list-style-type: none"> Next, I ask Ss to choose one name from just completed task A and fill in Ex: B. | |
| S-S 4min | <ul style="list-style-type: none"> “Now take a look at Ex: C. There are two examples given of how you can talk about a famous person. Pay attention to the words to describe people given in exercise C. Your task is to talk about your chosen person. Use the model in exercise.” <i>I model an example with a stronger student and afterwards ask others to do the same.</i> | To get students to speak about the chosen item of research. |
| T-C 10min | <p>Searching The Web</p> <ul style="list-style-type: none"> We pass to ex: 3 where students look for information about the chosen famous person. “Now when you have chosen and talked about your famous person, It is time to look for something more. Please open your web browsers and got to www.google.lv. That is the fastest solution available. If you have other sources known, you may use them. Now your task is to find two or three websites about your favourite famous person and choose the best website where more data is given about this person. When you have done it, fill in the task C and then start to fill in the missing spaces in task D!” | To get Ss to use computer and Internet in order to complete the tasks. |

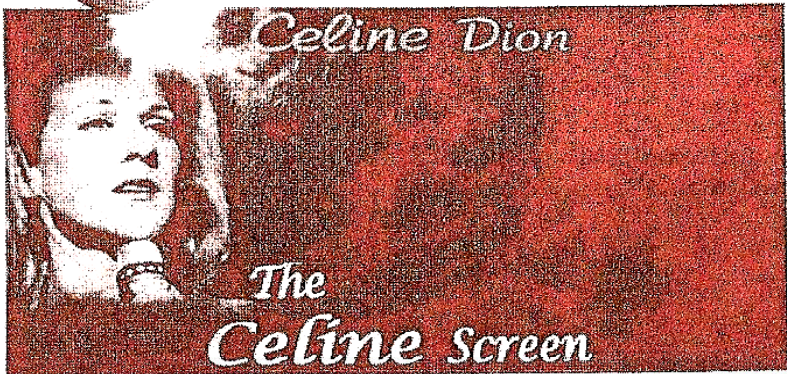
| | | |
|---------------------------|--|--|
| <p>S-S 2min</p> | <p><i>While Ss are working I go round and monitor, encourage and help Ss to find sources fast and answer to questions.</i></p> <ul style="list-style-type: none"> • After Ss have completed task D, I give each pair two minutes to check their work. | <p>To get Ss to check the task.</p> |
| <p>S-S-S-S 10 min</p> | <p>Web Talk</p> <ul style="list-style-type: none"> • <i>I ask Ss to pay attention to Ex: A. “Now that you have done your researches, you will have to find out what kind of famous person your classmates have chosen and to interview each other. Look at the given example of the interview in task A. Now as you are in pairs, your task is to find another pair and interview each other using questions as it is shown in task A. While one of you is speaking with the person from the other pair, your partner writes down information about the famous person below! When you have done speaking, change the duties and continue so that you have found out about two famous persons.” I go round and monitor Ss speaking, correcting errors and helping.</i> <p>Ending the lesson</p> <ul style="list-style-type: none"> • I ask Ss to look at task B. “Now please answer to these questions with your partner”. <i>I ask some students to answer for the whole class.</i> • I thank Ss for the lesson and ask to put the chairs back into the places. | <p>To get Ss to work in groups, speak and exchange with the acquired information.</p> <p>To sum up and end the lesson.</p> |

HOT REFLECTION: The lesson was successful because it was well planned and the tasks which I had planned were done. Students liked working in pairs and joining into groups as well as searching for information on topic that they are interested in. The only drawback was time because some students had difficulties with finding information and choosing between sources and it took time to help to get the task completed. I had to use 10 minutes from the second lesson in order to complete the lesson.

Famous People

UNIT 2

- Identify famous people
- Prepare to research a famous person
- Search the Web for biographical information
- Interview your classmates about famous people



Celine Dion

The Celine Screen

IDENTIFY

A Look at the occupations below. Write the name of a famous person for each occupation.

| Occupations | Famous People |
|---------------------|-----------------------|
| 1a. singer | b. <u>Celine Dion</u> |
| 2a. athlete | b. _____ |
| 3a. comedian | b. _____ |
| 4a. actor / actress | b. _____ |
| 5a. film director | b. _____ |
| 6a. politician | b. _____ |

B Compare your answers with a partner.

A: Can you name a famous singer?
B: Hmm, *Celine Dion*. Do you know her?
A: Yes, I do. OR No, I don't.

14

PREPARE YOUR SEARCH

A Think of three of your favorite famous people. Write their names and occupations below.

| Famous People | Occupations |
|---------------|-------------|
| 1a. _____ | b. _____ |
| 2a. _____ | b. _____ |
| 3a. _____ | b. _____ |

B Now choose one of the names above to research. Fill in the information below.

My favorite famous person is _____
(name)

He (She) is a (an) _____
(occupation)

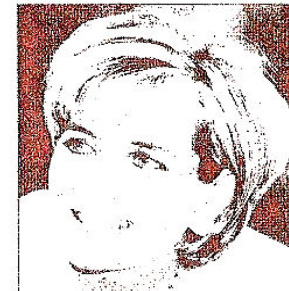
C Now talk about your choice with a classmate.

A: What famous person did you choose?
B: I chose *Celine Dion*, the famous singer.
A: Why is *she* your favorite?
B: I think *she's* really great.

A: What famous person did you choose?
B: I chose *Princess Diana*.
A: Why is *she* your favorite?
B: I think *she was* really beautiful.

Words to Describe People

- cool
- handsome
- beautiful
- knowledgeable
- great
- talented
- funny
- skillful
- wonderful
- important
- intelligent



SEARCH THE WEB

Go To:

- A** Look for information about your favorite famous person. Do a search using the person's name and *biography* as keywords for the search. Be sure to spell the name correctly.

Celine Dion Biography

Keywords

- B** Explore two or three websites you found about your favorite famous person.

Celine Dion
Official site from Sony
URL: <http://www.celineonline.com/>
Celine Dion La Voix
Biography, photos, discography, concerts, and more
URL: <http://w3.iprolink.ch/~percina/dion-hp.htm>

- C** Now choose the best website and fill in the information below.

Famous person website _____
URL _____

- D** Now use the information in the website to fill in as much information as you can in the following chart.

My Favorite Famous Person

Name _____
Occupation _____ Age _____
Date of Birth _____ Place of Birth _____
Interests _____
Family Information _____
Career History _____
Interesting Information _____
Reason for Choosing this Person _____

WEB TALK

- A** **GROUP WORK.** Interview two classmates about the famous people they researched, and write the answers in the charts. Use the language below to help you ask and answer questions.

| Questions | Answers |
|---|--|
| What's her (his) name? | Her name is Celine Dion. |
| What does she (he) do? | She's a singer. |
| How old is she (he)? | She's _____ years old. |
| What's her (his) date of birth? | It's March 30, 1968. |
| Where was she (he) born? | She was born in Charlemagne, Quebec, Canada. |
| What are her (his) interests? | Golf, shopping, and collecting shoes. |
| Tell me about her (his) family. | She has thirteen brothers and sisters. |
| Tell me about her (his) career history. | She started singing when she was five... |
| Is there any other interesting information? | She does humanitarian work. |
| Why did you choose this person? | She's a wonderful singer and... |

| Student 1 | Student 2 |
|---------------------------------------|---------------------------------------|
| Name _____ | Name _____ |
| Occupation _____ | Occupation _____ |
| Age _____ | Age _____ |
| Date of Birth _____ | Date of Birth _____ |
| Place of Birth _____ | Place of Birth _____ |
| Interests _____ | Interests _____ |
| Family Information _____ | Family Information _____ |
| Career History _____ | Career History _____ |
| _____ | _____ |
| Interesting Information _____ | Interesting Information _____ |
| _____ | _____ |
| Reason for Choosing this Person _____ | Reason for Choosing this Person _____ |
| _____ | _____ |

- B** Now look at your classmates' answers. Answer the questions.

Which of these famous people would you like to meet? _____
Why? _____

Research Sheet
YOUR FAMOUS PERSON

STUDENT 1

Name of the person _____

Occupation _____

Age _____

Date of Birth _____

Place of Birth _____

Interests _____

Family Information _____

Career History _____

Interesting Facts, Information _____

Reason for choosing this person _____

STUDENT 2

Name of the person _____

Occupation _____

Age _____

Date of Birth _____

Place of Birth _____

Interests _____

Family Information _____

Career History _____

Interesting Facts, Information _____

Reason for choosing this person _____


Lesson Plan for ICT Classroom 2


| | Aspect | Modeling |
|---|---|--|
| 1 | Theme | Making Narratives (Books and Films) - Unit 3 - |
| 2 | Form | 10 |
| 3 | Aims <ul style="list-style-type: none"> • Practical • Intellectual development • Personality enrichment • General education • Aims for the teacher | <p>To practice grammar (making narratives) To practice vocabulary (expressions of showing interest and surprise, types of books and films)</p> <p>To develop skills of knowledge (recalling information, listing examples). To develop skills of comprehension (understanding the meaning of phrases).</p> <p>To develop skills of social interaction (contributing ideas, asking for help, comparing results).</p> <p>Students read about ways of showing interest and questions of asking about films.</p> <p>To monitor Ss work, to give clear and precise instructions, To use various teaching techniques (encouraging, eliciting answers and involving).</p> |

| Timing | Stage and instructions | Objective |
|--------------|--|--|
| T-C 5min | <p>Introduction/Start</p> <ul style="list-style-type: none"> I greet the students, ask how they are doing. “Hello! How are you doing? Today we will practice on making narratives and do some grammar and vocabulary tests. Now can you remember what review of the book we read the previous lesson? Where the actions took place? What characters were mentioned? What events happened? ” | <p>To set the topic, get Ss to think about it. To get Ss to use past tense forms, to recall information.</p> |
| T-SS 5min | <p>Grammar Practise</p> <ul style="list-style-type: none"> I ask Ss to join in pairs and log into the computers and open their web browsers. “Now please open the search engine <i>www.google.lv</i> or any other search engine you prefer and type in <i>Headway</i>. Choose the first link provided on top and there you will see many books available, please choose your book!” Now click on the <i>Grammar</i> and choose the Unit we are currently working with (Unit 3). There you will see two tasks on making narrative tenses. Choose the first task above. Please click on the extra word in each sentence. If there isn't an extra word, tick the box. When you have finished, check your score.” <i>I go round and monitor Ss and answer to questions, help if there is a need.</i> | <p>To get Ss to work in pairs To get Ss to practice grammar</p> |
| T-SS 3min | <ul style="list-style-type: none"> Now please go back to Unit 3 and choose the next task called <i>Narrative tenses: Active and Passive</i>. To complete the task, please choose the correct answers. When you have completed the task, check your answers. | <p>To Get Ss to practice vocabulary</p> |
| T-SS 3min | <p>Vocabulary Practise</p> <ul style="list-style-type: none"> “Please choose the <i>Vocabulary</i> and open again the unit we are working with. Choose the link <i>Books and Films</i>. Here you have a task where you have to match the parts of expressions. Type the appropriate letter into the boxes provided.” | <p>To Get Ss to practice vocabulary</p> |
| T-SS 4min | <ul style="list-style-type: none"> “When you have completed the task, please check your answers and turn to task 2 <i>Showing interest and surprise</i>. Choose the right variant for each sentence. When you have completed the task, please check the answers.” | <p>To Get Ss to practice vocabulary</p> |
| T-S 15min | <p>Making and Completing a Grammar Test</p> <ul style="list-style-type: none"> When Ss have completed the tasks and checked the answers, I ask students to sit separately. Students open a link <i>Test Builder</i>. “Now you are going to create a test for yourselves and complete it. Here you see various themes. Select the items which I will mention in the table.” <i>I ask Ss to tick Questions and Negatives, Narrative Tenses and Tenses</i>. “After you have ticked the items I asked, press the button <i>Make my test</i>. Now you have a made test on tense forms in front of you. Your | <p>To practice grammar.</p> |

| | | |
|--|--|---|
| <p>T-SS 3min</p> <p>T-C 2min</p> | <p>task is to complete the test. Please be careful and read the instructions first before completing the test.” <i>I go round and monitor Ss working and answer to questions if there are some uncertainties.</i></p> <ul style="list-style-type: none"> • After Ss have completed the test I ask to check the results by clicking on button. If you have any mistakes, please check and read the solution provided below of what should be revised. I ask Ss to compare the results with the person which they worked in pairs. • I ask students whether the test was easy or hard to complete. | <p>get Ss to check answers and evaluate their own and classmates results.</p> <p>To get a feedback from Ss.</p> |
|--|--|---|

HOT REFLECTION: The lesson was carried out successfully. The time was enough for the tasks and I managed to do things I had planned. There were no big discipline problems and students were willing to do the tasks I offered. Students also found it interesting to create a test, fill it in and compare the results with a classmate.





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Grammar


Vocabulary

Test Builder


Games


Everyday English


Help





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→

and

→

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Help



Grammar

- **Unit 01** _____
- **Unit 02** _____
- **Unit 03** _____
- **Unit 04** _____
- **Unit 05** _____
- **Unit 06** _____
- **Unit 07** _____
- **Unit 08** _____
- **Unit 09** _____
- **Unit 10** _____
- **Unit 11** _____
- **Unit 12** _____

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→ Choose ... ▾ and Choose ... ▾ → Go

Grammar


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Narrative tenses

Click on the extra word in each sentence. If there isn't an extra word, tick the box.

1. Carmen had been partying all night and she had looked exhausted.
2. As Tina was walked into the meeting, she realized she was late.
3. Pablo was sure he had been locked the door before he left the house.
4. Tim had been thinking about leaving Mary for ages, but then she left him!
5. They didn't have children until they had been married for about ten years.
6. Toshi was watching his favourite TV programme when the TV was exploded!

Score See answers Start again

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[Students](#) > [Headway](#) > [Upper-Intermediate New Edition](#) > [Grammar](#) > [Unit 03](#) > [Narrative tenses: Active and Passive](#)

→ Choose ... ▾ and Choose ... ▾ → Go

Grammar

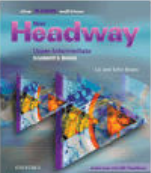
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Narrative tenses: Active and Passive

Choose the correct answers.

1. Luc found out that he was burgled when he got home.
2. Susan surprised us when she ▾ her car and bought a motorbike.
3. I was so happy when I saw that was selling
had sold
sold after all.
4. When they arrested him, they told him they ▾ him for several months.
5. A lot of things were damaged while their villa ▾ for the summer.
6. Tom woke to see that sunlight ▾ in through his bedroom window.

Score See answers Start again

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Lesson Plan for ICT Classroom 3

| | Aspect | Modeling |
|---|---|---|
| 1 | Theme | Listening and Speaking <i>-Advertisements-</i> |
| 2 | Form | 10 |
| 3 | Aims <ul style="list-style-type: none"> • Practical • Intellectual development • Personality enrichment • General education • Aims for the teacher | <p>To develop Ss listening skills (listening for gist/ specific information). To develop speaking skills (fluency, presenting prepared work in groups). To develop reading skills (intensive reading, browsing for specific information).</p> <p>To develop skills of comprehension (understanding the meanings, giving examples).</p> <p>Contributing ideas, expressing opinion.</p> <p>Ss read about various adverts.</p> <p>To use various teaching techniques (eliciting answers, prompting and involving). To monitor Ss work.</p> |

| Timing | Stage and instructions | Objective |
|--------------|---|---|
| T-C 3min | <p>Introduction/Start</p> <ul style="list-style-type: none"> I greet the students and try to find any advertisements on their bags, clothing etc. I ask some students what is written on their T-shirts, school bags and items they have with them. | To start the lesson, to lead Ss into the topic of the lesson. |
| T-C 4min | <p>Pre-Listening</p> <ul style="list-style-type: none"> I ask Ss to open books on page 57 and tell to look at the picture and explain what is seen there. "Can you guess what we are going to talk about this lesson?" I ask Ss to think about other advertisements they have seen on the streets. "Now can you mention any other adverts that are on the streets, name some places where they are displayed. Name some of your favorite adverts. What are they for? Why do you like them?" | To give a warm up activity, to have a brief discussion on the topic. |
| T-C 6min | <p>While-Listening</p> <ul style="list-style-type: none"> "Now you are going to listen to six radio adverts and while you are listening, answer the questions." <i>After Ss have completed the task, I give some time to compare with a classmate sitting next and as a class feedback.</i> "Now you are going to listen to the adverts for a second time. Work in pairs and complete the chart in exercise 4." | To get Ss to listen and complete the tasks. |
| T-SS 7min | <ul style="list-style-type: none"> "Now can you tell me what the selling point for each advert is?" I ask Ss to answer one by one. I ask Ss to pay attention to task 6. "There are questions concerning these adverts. Now you will listen to the adverts for the second time and try to answer the questions in pairs." Afterwards I ask for a class feedback. | To check the comprehension. |
| T-C 15min | <p>Post-Listening</p> <ul style="list-style-type: none"> I divide students into groups of 3-4 people and ask Ss to decide of an advert they all like most. "Now your task is to use the web browser to find information of the advert you have chosen. It can be a brand or a specific item you have chosen. Search for pictures and slogans that make your advertisement more attractive. Include some background information of what your product is meant for, who created it. <p>I give Ss some phrases according to which Ss prepare the advert: <i>By/try/get the new...it's...</i> <i>It comes with...</i> <i>It's available with...</i> <i>You won't find a better, faster, cheaper...than new...</i> <i>It's all you could want from a...</i></p> | To get Ss to work in groups, prepare a short presentation on the topic. |
| T-C | <ul style="list-style-type: none"> Afterwards I ask Ss to send their works to my e-mail | To get Ss to speak |

| | | |
|------|--|-------------------------|
| 5min | and present their findings in front of the class next lesson while others make notes on what products were advertised and what are they meant for. | and present their work. |
|------|--|-------------------------|

HOT REFLECTION: This lesson was partly successful. The pre-listening and while-listening stage was managed in time but post-listening stage took more time because some students had problems in finding information they need or deciding which source to use. The second lesson had to be used, because I wanted to print out the prepared works and give back to students to allow them to present their findings.



- 1 What's your favourite advertisement at the moment? What's it for? Does it have a story?
- 2 Talk about an advertisement from a newspaper or magazine. What's it for? Why do you like it?
- 3 **T 6.4** Listen to six radio advertisements and answer the questions. Write a number 1–6.

Which advert ...

- ... is advertising a football match?
- ... is selling a chocolate bar?
- ... is selling soap powder?
- ... is for a new car with free insurance?
- ... is for car insurance for women?
- ... is advertising a shop's opening hours?

4 Complete the chart.

| | Name of the product | Characters involved | Setting/ place |
|---|---------------------|---------------------|----------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |

- 5 What is the selling point for each advert?
- 6 Answer the questions about each advert.
 - 1 Describe Sarah's play shirt. What's special about this washing powder?
 - 2 What do the men think of the woman driver? Why and how do they change their minds?
 - 3 What has the daughter done that she's so proud of? Why is her father so horrible to her?
 - 4 How can the daughter afford a new car? In what ways does she make fun of her father?
 - 5 What does the man want to invite Sue to do? In what ways does he say the wrong thing?
 - 6 How does the vicar try to hurry up the wedding? Why is he in a hurry?

Writing an advert

Devise a radio or television advert. Choose a product or service of your own, or one of the following.

- a BMW sports car
- Bonzo dog food
- Dazzle washing-up liquid
- Blue Mountain coffee
- a bank for students
- a restaurant in town
- a computer

OBSERVATION CHECKLIST

DATE _____

OBSERVER'S NAME _____

TIME _____

| Behavior Intervals | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Attentive | | | | | | | | | | |
| Cooperating | | | | | | | | | | |
| Demanding | | | | | | | | | | |
| Dependent | | | | | | | | | | |
| Exploring | | | | | | | | | | |
| Helping Others | | | | | | | | | | |
| Independent | | | | | | | | | | |
| Initiating Activity | | | | | | | | | | |
| Leading/Demonstrating | | | | | | | | | | |
| Making Choices | | | | | | | | | | |
| Participating | | | | | | | | | | |
| Requesting Help | | | | | | | | | | |
| Uncooperative | | | | | | | | | | |
| Uninvolved/Wandering | | | | | | | | | | |
| Using Materials Appropriately | | | | | | | | | | |

