

Information and Communication Technologies:

Teachers' views on integrating ICT into the EFL classroom

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Table of Contents

I. Introduction.....	2
II. Literature review.....	4
II.1 Definition of Information and Communication Technologies (ICT).....	4
II.2 ICT in Education.....	5
II.3 Teachers' attitudes towards the implementation of ICT.....	7
II.4 Ongoing projects in Hungary with the aim of ICT integration into education....	11
II. 5 Literature review on the use of blogs, videos, IWBs and social networks.....	12
III.. Research design and methods.....	17
IV.. Results and discussion.....	19
IV.1 The use of blogs in EFL classes.....	19
IV.2 The incorporation of videos into the EFL classroom.....	22
IV.3 The use of IWB in EFL classes.....	30
IV.4 The integration of social networks into EFL classes.....	37
V. Conclusion.....	40
References.....	41
Appendix.....	46
Hungarian Summary.....	49

I. Introduction

The widespread use of information and communication technologies (ICT) indicates the importance of technologies in all walks of life. The literature draws various definitions for the notion of ICT but the first remark one needs to make in connection with technologies is that it branches out to diverse areas. According to Margaret Rouse ICT is an umbrella term thus one may talk about ICT in health care, in connection with libraries and finally ICT in education. In my paper I will be dealing with the latter usage of information and communication technologies.

In the last few years ICT became an area of research due to its various positive effects on education and learning strategies. ICT in education is now even more critically investigated and researched owing to its always renewable notion and function. According to Md. ShahadatHossain Khan Information and Communication Technology proved to be a positive change in education, however, it demands new perspectives not only on the part of the students but that of the teachers and school curriculum. Being open to technologies varies in developing and developed countries according to him but he states the ICT helps to promote a collaborative learning environment (Khan, Hasan and Clement, 2012).

As new technologies are more and more present in the students' lives it is inevitable to deal with the topic in light of learning and teaching as well. ICT helps to create more powerful learning environment, it fosters student autonomy and it activates students to become more involved in learning (Volman & Van Eck, 2001 in Khan et al p. 62).

The main aim of my research was to investigate to what extent the various ICT tools are implemented into English as Foreign Language (EFL) classrooms in Hungary and to explore the implications of my findings to see how ICT in EFL can be made more beneficial. The reason why I only explored the popularity of the tools among English teachers is that I am an English teacher-to-be and this topic is of great interest to me as I would like to develop in this area.

As Information and Communication Technology is an umbrella term it was wise to focus on a few tools, mainly those that I expected to be used to a certain extent in Hungarian EFL

education. As a result, I conducted a questionnaire survey and carried out my research with English teachers in Hungarian secondary schools.

In the next chapter, I will provide a literature review focusing mainly on the notion of ICT in education, touching upon the literature regarding the four areas I investigated: the use of videos, interactive whiteboards, blogs and social networks in EFL classes.

II. Literature review

II.1 Definition of Information and Communication Technologies (ICT)

The literature is replete with ideas for the definition of ICT. Without thriving to demonstrate the all the various definitions that are found in studies I tried to pick out some that seem to be the most interesting and useful for my paper.

One of the most important ways of approaching the definition of ICT is presented by Pelgrum and Law (2003). They state that it was around the 1980s when the word ‘computer’ was replaced by ‘information technology’ in short IT. With the appearance of e-mails the term was further developed and became Information and Communication Technology with the abbreviation ICT.

According to UNESCO's World Communication and Information Report: *New Directions in ICT-Use in Education*, written in 1999 by Prof C. Blurton from the University of Hong Kong, the definition of ICT encompasses various tools and gadgets. These are information technology equipment and services, libraries and documentation centers, network-based information services, Internet service provision and other activities that can be related to information and communication (Blurton, 1999).

In Kok: *ICT Integration into Classroom, A Literature Review* the author cites another definition for ICT deriving from the United Nations Economic Commission (ECA 1999) in Adeya, N.C. (2002), which is the following: ‘electronic means of capturing, processing, storing and disseminating information’.

Margaret Rouse, who manages WhatIs.com and TechTarget's IT encyclopedia and learning center states that the term ICT encompasses the following technologies: radio, television, computers, cell phones, satellite systems plus the applications that are associated with them (Rouse, 2005).

II.2 ICT in Education

In my paper I focus on the potential use of ICT in education. According to Pelgrum and Law (2003) ICT in education began to be of great interest when microcomputers got into schools and they offered great opportunities to motivate learning and engage students easily in various tasks. The question was how to superimpose ICT on existing practices (Kommers in UNESCO 2004).

The actual rise of ICT in real schools, and real industrial training happened when rich simulation models and multi-modal user interfaces became common for home computers. Rather than the systematic approach of instruction, the vividness of visual, acoustical and now even hectic devices makes us feel immersed in other worlds and opens our mind for the unknown (Kommers, 2004).

As far as the quote is concerned one can see that the turning point came with the appearance of multi-model user interfaces and the spread of personal computers in homes. The intriguing question is whether the implementation of ICT into the curriculum brings about positive changes or not.

Students numerous skills can be easily developed with the help of ICT such as communication skills, problem solving skills, cooperation and lifelong learning (Voogt, 2003 in Khan 2012).

In the paper of Bikas C. Sanyal: *New Functions of Higher Education and ICT to achieve education for all*, Sanyal dissects four distinct areas where ICT in education might be used. In my paper I will only focus on the first area, that is 'supporting education in schools'. Sanyal's second way of ICT supported education is 'providing non-formal education for out-of-school children and adults, the third is 'supporting pre-service distance education of teachers and their in-service professional development and finally the fourth 'enhancing the management of schools'. Under the first Sanyal means that ICT can help to disseminate information and

resources in a quick manner and it also helps to save money by avoiding the purchase of textbooks, which is a relevant issue in developing countries (Sanyal, 2001). In my paper I will examine how secondary schools and especially English teachers make use of technology in schools in Hungary.

Khan also talks about the study of Ehrmann which was carried out in 1994. It seems to be outdated as far as the year is concerned, however, it still applies to ICT in education nowadays. Ehrmann identifies four faces of quality education in his work *Responding to the Triple Challenge Facing Post-Secondary Education*. The four faces are: learning by doing, real time conversation, delayed time conversation and directed instruction.

Drent and Meelissen (2008) talk about the notion of ‘innovative ICT use’ by which they mean that such tools are used in a way that will help students get integrated into the knowledge society properly and with ease. Furthermore, it also means that ICT is implemented with the aim that it will support educational objectives such as the ability to cooperate, to communicate, to tackle various problems and to be able to search for information properly (2008).

Nhlanhla Mlitwa discusses the role of ICT in higher education in the study *Global Perspectives on Higher Education and the Role of ICT*. Nhlanhla cites various studies that discuss the importance of ICT in education. One derives from Hawkins, R.J (1998), the *World Bank Institute* in which Hawkins dissects the positive effects of ICT on students, such as motivation and energizing classes. Furthermore, he says that the usage of the tool itself does not automatically lead to success but it is how it is implemented that matters (Hawkins (1998) in Mlitwa 2012).

Another study that is mentioned comes from Bowen (2000). According to him the rise of technology brought new perspectives in researching and it helped to overcome great distances. That is why it is important in education. In Victoria L. Tinio’s work one can find the different connotations in which the notion ‘ICT in education’ can be mentioned. She mentions e-learning, blended-learning, open and distance learning. In my research I am not dealing with these forms of ICT but ICT as a tool used in an EFL class or as a support of the class. In this sense I will only touch upon blended-learning to a certain extent, regarding the implementation of blogs and social networks into the lesson.

Khan, Hasan& Clement (2012) cite Rosswalls study carried out in 1999 in which Rosswall talks about the extent to which ICT can enhance higher education. Mentioning some Rosswall says that ICT enables the storage of a large amount of information and it also offers new ways of communication. Furthermore, it can be of great help when creating new types of interactive learning media tools (Khan et al, 2012).

After the overview of the literature regarding ICT in education I would like to turn to the issue of teachers' attitudes towards ICT in general. I will examine the literature regarding this issue and review what teachers' attitudes to ICT are in Hungary.

II.3 Teachers' attitudes towards the implementation of ICT

There are many factors that play a role regarding the choices teachers need to make when it comes to the implementation of ICT into the curriculum. It is a controversial issue as in many cases it is not the fault of the teachers that they cannot make use of new technological tools but there are many external factors that hinder the use of technology such as financial difficulties, lack of staff support, lack of knowledge and time and so on.

Bridget Somekh, member of the Education and Social Research Institute of Manchester Metropolitan University, discusses the problem in her work entitled *Factors Affecting Teachers' Pedagogical Adoption of ICT*. She puts great emphasis on the fact that successful implementation of ICT into the lesson depends a great deal on the attitude of the teacher. Somekh's study differs from the conventional ones as she says: "Rather than teachers being somehow to blame for the lack of pedagogical transformation when ICT is introduced, this chapter will argue that the failure lies with both policy-makers and evaluators who have little understanding of the process of technological innovation." She argues that the implementation of technologies into the lesson is especially problematic when it comes to teachers who like to have authority over the students and who feel that ICT tools would violate this power of them. Not to mention the fact that nowadays students acquire the skills that are needed for the proper usage of the tools in an early age this would mean that teachers would need to lean on the students' knowledge. In case of an authoritative teacher it is out of question. Important to mention also Somekh's idea that "ICTs do not change pedagogic practices themselves" that means that it is still the teacher who decides about the outcome of the lesson and curriculum (Somekh, 2008).

A highly important work in this field was carried out in 2000 by ShaziaMumtaz from the University of Warwick, Coventry, USA entitled *Factors affecting teachers' use of information and communications technology: a review of the literature*. She talks about the factors that encourage teachers to use new technologies in their classes drawing on studies by Cox (1999) and Veen (1993). Here I would like to mention the 'Technology acceptance model' by Davis, Bagozzi and Warshaw (1989) which is to be found in an article written by Margaret Cox, Christina Preston and Kate Cox with the title *What Factors Support or Prevent Teachers from Using ICT in their Classrooms?.* The model of Davis, Bagozzi and Warshaw shows the various factors that influence teachers in arriving at decisions about the possibilities of implementation.

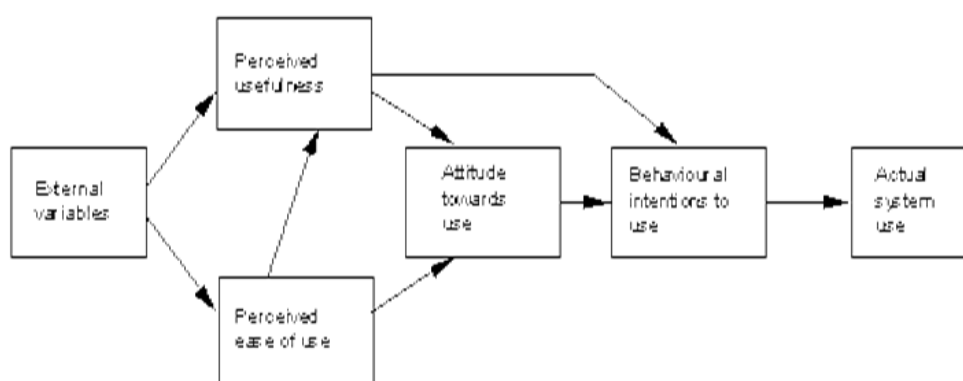


Figure 1 Technology acceptance model (Davis, Bagozzi and Warshaw, 1989 in Cox et.al 1999)

I found the external variables of the biggest interest in light of my research as it incorporates all the factors that are influencing teachers without them being able to do anything about them. It is important as it shows that in many cases the decision is not within their reach and control. Such external factors are for instance school policies, poor administrative support, pressure coming from parents and students, impact of the local education authority and as far as I am concerned I would put the lack of financial support also into this category.

The authors of the article deal with both the positive and negative factors that play along in the perception of usefulness on part of the teachers. Without thriving to list everything there are a couple of examples that seem to be useful: under negative factors Cox lists the following: ICT usage impairs students' learning, it takes up too much time, it is counter-

productive as technical resources are not present and finally ICT makes the lesson more difficult. As far as the positive factors are concerned those teachers who use ICT with more confidence think that the implementation of technology makes their lessons more fun, it gives them prestige and means better career prospects (Cox et al 1999).

Another study that is of great importance for my research was written by Goodwyn, Adams and Clarke (1997). They carried out a research project with twenty English teachers and they managed to group the respondents into three groups according to their stance on ICT. The groups are the following: 'the fearful', 'the unresolved' and 'the optimists'. Those teachers belong to the first category who are elder and have fears about innovations. The second group represent those who although open to new ways of teaching are still struggling with it and have thereby mixed feelings. And finally the last group shows those who are absolutely positive towards ICT and look at it as an opportunity for enhancement. In my research I will refer back to this study when I analyze into which category the English teachers participating in my study in Hungary might belong to (Goodwyn et al 1997).

One final thought that captured my mind derives from Mumtaz's work (2006) and she talks about Olson's study which was carried out in 1981. Mumtaz says that: "Achieving the full benefits of computers in the classroom may require the teacher under observation to tolerate more ambiguity, to increase individual attention, and to engage students in divergent thinking. All of these create risks" (Olson, 1981 in Mumtaz, 2006). I believe that this thought is significant as it can be the ground of potential reluctance on the part of many English teachers in Hungary as well.

Khan, Hasan& Clement also incorporate into their article the work of David Moseley and Steve Higgins from the University of Newcastle. They have put together a study in which they investigated and explored the possibilities of describing pedagogy that can be incorporated to teach literacy and numeracy in primary schools with the help of ICT. The one idea that is relevant regarding my research is that according to Moseley and Higgins those teachers who naturally possess a positive attitude towards the usage of ICT tend to incorporate it more often into their curriculum. Even if teachers have little knowledge in technology but are determined to develop and try out new ways will require less effort to learn the skills that are needed. Another finding of Moseley and Higgins is the five categories

into which the tendency of computer use in the lesson fall into. Important to note here is that this study concentrated mainly on primary schools. The five categories are the following:

free choice activities for pupils; extension work as well as extra support for some pupils; use as a reward, or 'filler' for those who have completed other work; word processing, information retrieval (as with CD roms) and major project work; time-consuming activities that sometimes continued into breaks; instructional use of ICT for example, demonstration to the whole class or teaching how to use spreadsheets and databases (Moseley & Higgins, 1999)

I believe that these features vary when it comes to older students but it is still important to observe how varied teachers' thoughts about computers are.

In W.J. Pelgrum's work the possible obstacles of implementation are dissected in great deal. According to Pelgrum it is the lack of knowledge on part of the teachers that is mainly the reason for failure of integration. Pelgrum writes about the SITES project (Second Information Technology in Education Study), which investigated the situation of information and communication technologies at three levels: primary, lower secondary and upper secondary education. The study was carried out in twenty-six countries including which Hungary. Data collection took place between November 1998 and February 1999. Although the data will not be accurate any more it is a good base to start out with. Below I include the table about the findings regarding the twenty-six countries.

Number of schools participating per country and educational level in SITES Module-1

Country	School level			Country	School level		
	I	II	III		I	II	III
Belgium-French	~	137	140	Italy	205	190	186
Bulgaria	~	209	225	Japan	215	204	210
Canada	1397	860	786	Latvia	~	~	122
China Hong Kong	218	317	317	Lithuania	~	239	546
Chinese Taipei	212	210	235	Luxembourg	~	18	22
Cyprus	26	33	31	New Zealand	210	259	~
Czech Republic	~	255	235	Norway	1298	809	406
Denmark	~	229	~	Russian Federation	~	106	106
Finland	185	197	~	Singapore	192	145	30
France	309	296	293	Slovenia	~	~	157
Hungary	~	257	~	Slovak Republic	132	132	120
Iceland	137	103	27	South Africa	~	109	113
Israel	144	129	133	Thailand	~	426	~

Figure 2 Number of schools per country and educational level in SITES Module-1 (Pelgrum 2001)

As we can see Hungary participated only on level two, that is lower secondary education and there were 257 schools that took part in the study. Compared to the other countries it is obvious that Hungary does not stand rank high. Current projects and plans that are going on in Hungary in 2012 to enhance the presence of ICT in education will be briefly reviewed in section II.4.

Khan mentions another variable that plays a role in the implementation of ICT, which is a lack of time. He argues that teachers are already overburdened and putting up with new technologies means simply more preparation and more effort. Teachers need time to learn how to go by with the hard and software, how to create tasks and how to cooperate with colleagues. The authors of the article draw on a plethora of other studies which cite here as problem factor the lack of trainings and lack of qualified ICT coordinators as well (Khan, Hasan& Clement 2012).

ShaziaMumtaz collected the studies about the factors that prevent teachers from implementing technology into their lessons. According to Mumtaz the following factors can contribute to the negative posture of the educators towards ICT: lack of time required to successfully integrate technology into the curriculum, lack of financial support, lack of teaching experience with ICT, lack of computer availability and so on (Mumtaz, 2000).

Mumtaz adduces Michael Fullan's idea about the problem with education reforms. Fullan states that school reforms might fail because people might not have a clear idea about the importance of the change and the know-how how to realize the plans. Furthermore, he says that it is not enough that plans are made on the educational level as it has to be in harmony with urban reform as well: "It is essential (among other strategies) to focus on school system infrastructure development provided that this includes new relationships with communities."

To sum up there are miscellaneous factors that play along when it comes to the question of incorporation of technology into the EFL class. The factors involve external issues as well that suggests that inclusion depends not only on attitudes towards technologies.

II.4 Ongoing projects in Hungary with the aim of ICT integration into education

Incorporating new technologies into curriculum is big step not only on part of the teacher but on part of school policies and government support. With the help of the sundry projects available in Hungary, schools can change their policy regarding ICT tools.

The application to one project that belongs to the so called ÚjSzéchenyiTerv(New Széchenyi Plan),was due in August. The name of the project is TÁMOP- 3.1.4-12/2 - Innovatíviskolákfejlesztése (Developing Innovative Schools). Personally I find this tender highly important in light of technology incorporation into present education. The tender offers help in many fields, the one that is of my concern from my research perspective is the support of IWB implementation and further material insured by ELT Hungary for instance IWB material for the *Traveller Course book* or the Smart Junior 1-4 Interactive Whiteboard material V.3.

Another recent application which deadline expired in November was “Megjelenés a Tempus KözalapítványDigitálisMódszertárában” (The Appearance in the Methodology Resources of the Tempus Foundation) which aimed at finding such teachers who feel the need to develop day-by-day in the world of technologies and to catch up in the net society by providing their personal material that has something to do with ICT. The best task types would receive awards of HUF 1.2 million. This initiative is tremendously important as it helps to form a community of those teachers who believe in themselves and are ready to open up to innovations. With this project teachers from different parts of the country can gather ideas and analyze each other works. Furthermore, this can serve also as reinforcement that they are not alone and that it serves a purpose what they are doing.

Important to note here the complex online gauge that is widely used in Hungary named eLEMÉR. The device explores to what extent Hungarian schools incorporate technology into their policy. According to the most recent study of the eLEMÉR project, the Hungarian education system reached 2,69 points on a scale ranging from 1 to 4. The main aim of the gauge is to reveal how much Hungarian schools support learning, teaching and the maintenance of the organization with various technological tools.

Hungarian schools were asked ninety-one questions, where they needed to indicate whether the question was relevant or not and to what extent. The items were to be assessed with the help of a scale ranging from 1 to 4, 1 meaning that the item is not true at all and 4 meaning absolutely true. In the year 2012 a total of 723 institutions completed the eLEMÉR self-assessment. The gauge put the institutions into four categories: in the first category the range of the indicator is between 1,00 and 2,49 and the category's name is " ICT appeared at the school", 218 institutions fall into this category. The second operates with a range of 2,50 and 2,99 and has the title " ICT is used", and 251 institutions belong here. The next category is in the 3,00 and 3,49 range, and the name is "ICT is integrated" with 207 institutions and finally the category that should be serve as an example for the future is entitled "those institutions which are transforming with the use of ICT" with 47 institutions in Hungary. This number indicates well that the spread of the information and communication technologies in the Hungarian public education is not that developed just yet but hopefully this quota will change in due course.

II. 5 Literature review on blogs, videos, IWBs and social networks

Di Zhang's defines Weblog or in short blog as a space where free writing might take place with the help of a browser and all the writing is immediately available on the Internet (Godwin, 2003 in Zhang, 2009). According to the Merriam-Webster Dictionary the definition of blog is the following: a Web site that contains an online personal journal with reflections, comments, and often hyperlinks provided by the writer.

Di Zhang argues that blogs within the last couple of years became quite celebrated among students in their everyday life thus educators started to see potential in blogs even in education. In his article Zhang lists many positive features of blogs in his article, such as that it enhances critical thinking as it makes students evaluate the product of their peers and their own as well when they are required to reflect on the piece. Furthermore, it enables learners to get out of the mode of 'surface learning' and get submerged in the material in a deeper level. Another positive feature of blogs depending on the type is that students receive the opportunity to interact with authentic audience. According to Graham Stanley, blogs possess the excellent feature for students to have an online portfolio over their pieces of work thus keeping a record of development.

Zhang also concludes that blogs are useful as they provide students with the feeling of ownership and it makes them pay closer attention to what they write. Not to mention the fact that if they know that their peers are reading their work they are more likely to be reread what they post and make second thoughts about it. Another important finding of Zhang derives from Campbell's (2003) work *Weblogs for Use with ESL Classes* in which he talks about three types of blogs for EFL use: 'tutor blog', 'learner blog' and 'class blog'. In my research I focused on the last type as my assumption was that it is the one most likely to occur in EFL classes in Hungary.

BurcuAkyol in her article *Blogging in and around the Language Classroom* published in *Melting Pot Extra* 2009 Autumn, praises the usage of blogs in EFL classes. Akyol provides many useful pieces of advice how to make the class blog an effective learning opportunity. She says that the teacher should start a discussion into which students are required to contribute some thoughts. Then, as an EFL teacher one should connect the students to international class blogs so to foster relations with authentic audiences. Additionally, teachers should incorporate interesting links into the blog to keep up interest and with the help of trivia students can be activated (Akyol, 2009). As teachers; however, we need to keep in mind what Patricia Galien states in her study *Using Blogs in ESL/EFL Teaching and Teacher-Training*. She says that "technology, alone, is not a panacea for effective teaching and learning" (Galien, 2010).

Using video segments in EFL classes is not that of a technical challenge as it was a few years ago with the VHS cassettes. Today a dreadful of websites exist to whet the appetite for incorporating authentic language into the EFL lesson by showing video clips or even movies depending on the time and curriculum frames of the group in hand.

Teachers now can stream web-based video clips on the internet with the help of browsers if they feel lost in this field. Problem that usually crops up when it comes to playing short video clips that are on the World Wide Web is the question of the speed of the internet. It can be a potential danger factor in the lesson if our internet connection is too slow and it takes ages to play the clip. To avoid the problem a program should be downloaded that helps to download the clip in an Mp 4 format which then can be put on a pen drive.

According to George M. Chinnery, *VoIM-Mediated Cooperative Tasks for English Language Learners*, there exist a less dicey way of going by clips, if teachers bring the clip into class on a DVD or VHS and show only parts of it. However, as Chinnery argues, streaming videos have the benefit of being available on the internet for free and with the help of programs the teacher can even alter it or edit it thus being able to prepare a fully tailor made material.

Chinnery dissects criteria that make it easier to select the proper clip for our classes. These are ‘listenability’, ‘exploitability’ and clips ‘should contain content and contexts that sufficiently interest and motivate learners’. Under ‘listenability’ level-appropriateness should be understood. As far as Chinnery the level of the clip should surpass that of the students’. Under the second piece of advice he means that the clip should contain such targeted vocabulary and grammar that fits the material at hand.

As David Graham McGill writes in his article *Ten Task-Based ESL/EFL Video Lessons* published in the Internet TESOL Journal Vol. XVI, No. 1, in January 2010:

It is also important to consider authenticity when choosing a video, and this principally means that teachers must not overuse speeches, lectures and monologues. ESL/EFL students may encounter these types of discourse in real life, but they are far more likely to spend time in informal, conversational settings. (McGill, 2010)

McGill offers ten task types that can be used when teachers make the decision to integrate it into the lesson such as giving students the role of being editorials, to make them design a travel brochure and putting together a classroom quiz show such as “Jeopardy”.

Jane Sherman (2003) immerse in her work in the possible ways of how to create task types related to video clips or even full-length movies. Highlighting just a couple of examples Sherman deals with the following task types in great deal: ‘salami tactics’ that means that you cut the movie into five or six episodes and watch them over time. Here she mentions two ways to deal with content; a recap activity and an anticipation activity.

It seems that today’s teachers simply cannot avoid the presence of the media and they need to be open about its incorporation into the teaching and learning process. As Yassaei (2012) argues “integrating videos into lessons creates enticing visuals and a special interactive environment in the EFL/ESL classroom”.

The presence and effectiveness of the Interactive Whiteboard (in my paper I will use the abbreviated form IWB) is still a controversial issue nowadays. There are some who simply look at it a board with a big screen but do not exploit all the functions and possibilities that it might offer. One reason that comes to my mind right away is the lack of training offered for English teachers. Without them it is pointless. As Andrews (2009) says: “The IWB may just look like a whiteboard, and shares 2/3 of its name with one, but it’s so much more than that and deserves to be treated like something entirely different.”

In Hungary in 2009 there were 84 public schools which possessed 331 IWBs altogether according to a case study which was carried out by the Hungarian Oktatási Hivatal (Hungarian Educational Office) with the leadership of Zsuzsanna Tar. This ratio would mean 4 IWBs per schools. However, the division is uneven among the schools that were explored. According to the findings of the study about 70% of the respondents think that IWBs are useful and 65 schools intend to equip more classrooms with IWB. Only 3 schools responded negatively about IWBs by stating that they do not see the purpose of the board.

According to Kelemen (2008) IWB is one of the most popular ICT tools in Hungary. Furthermore, Kelemen states that the gap between the lives of students’ in school and out of the walls of the school could be smaller if we introduce technology into the classrooms. She moreover argues that the board itself is not enough to have, laptops and the software is also needed in addition to the sufficient training of the teaching staff.

Orr (2008) uses Kennewell’s idea by stating that IWBs are looked upon as potential tools to enhance teaching and learning. Furthermore, it also helps to activate students and provide them with more experience. (Kennewell and Morgan, 2003 in Orr 2008)

I observed Hungarian public schools where IWBs were just hanging on the walls without ever been touched by anyone. In most cases the software is missing or simply the know-how is not available. Without training I believe it cannot be required from teachers to figure out themselves how to go by with the board.

In today’s society it is not a rare phenomenon to observe that almost each and every student of ours possess a Facebook, Twitter or other social network account. It is thus inevitable to

ponder about this circumstance and try to make the most of it even in education. One great example for the positive exploitation of Facebook comes from Csíky (2009) who says that it helped to keep in touch with students even over the summer and they used English when posting and commenting. One of her students even thanked her for that as otherwise the student would not have uttered a word in English during the summer holiday. Thinking about it in this way it is indeed useful if used wisely and properly.

According to Vela (2011) using Facebook with students can be quite rewarding but there are a couple of rules that should be kept: the first piece of advice is to have a separate educator profile besides your personal one. I share this view to the fullest as otherwise it would be simply impossible to pay attention to all the restrictions you might want to make with your photos or posts. Furthermore, teachers should also create groups so that it is easier to go by with the help of topic names. Then Vela argues that teachers should post provoking thoughts as well that would trigger students' minds and engage them in conversation. I believe this function is quite similar to that of the blogs. She says that teachers should also share YouTube links and go ahead with using games as well. I am not sure what she means under that.)

Csíky (2009) also introduces another social site that is infamous in education: NING. She says that it takes less than 1,5 minutes to create an account and then you are ready to create your virtual classroom with your students. She lists the advantages such as the ability to reach your students within a few minutes, to improve group dynamics, the site is password-protected and it makes students interactive. Csíky also gives great ideas how to handle NING and what functions to exploit: posting homework so that even those who were absent know what to do for the next lesson, adding photos about students with a description that contains a mistake, starting a discussion and adding blog posts.

Besides the many positive features, Faragó (2009) warns about the possible hardships in connection with NING. She argues that due to slow internet connections it is sometimes problematic to do homework, parents should be also involved into the project as they might not be familiar with its educational purposes and it is important that they understand the purpose. Furthermore, school management should also know about it and finally teachers need to be on the clear that it takes up time and energy to get used to the system but afterwards it is rewarding.

III. Research methods and design

The main aim of my research was to explore to what extent information and communication technology is present in EFL classes in Hungarian public schools. As ICT is an umbrella term I was forced to narrow my research area down, thus I tried to select those ICT tools that are more likely to be used within the Hungarian education framework. This is how I ended up with four tools: the presence of blogs, interactive whiteboard, videos or video segments and finally social networks in EFL classes in Hungary. Besides trying to be realistic a personal motivation also lies behind the scene of choice. Being a teacher trainee I experienced during my teaching practice practically a complete lack of ICT use at schools, which I believe is not a good trend to follow. The personal drive behind the choice of the four tools is to be able to develop in these fields by gaining closer insights into advantages and difficulties while carrying out the research.

In my research I used quantitative and qualitative survey questions in order to be able to gain a wider perspective on the topic. My choice of the mixture of quantitative and qualitative research methods comes from the fear that in case of qualitative survey questions respondents may incline to give shorter answers to open-ended questions. It would be perfectly understandable as teachers in Hungary in general and language teachers in particular are already overburdened with preparations for the next day's lessons and they might simply not have the time to elaborate on questions of this type. On the other hand it is advisable to incorporate some as there might be questions that are not suited for a multiple choice item or just aim at personal viewpoints without influencing the respondent with optional items. As Dörnyei argues in *Questionnaires in Second Language Research Construction, Administration and Processing*, questionnaires "inherently involve a somewhat superficial and relatively brief engagement with the topic on the part of the respondent. Therefore, no matter how creatively we formulate the items, they are unlikely to yield the kind of rich and sensitive description of events and participant perspectives that qualitative interpretations are grounded in" (2002, p. 14).

As I explored four distinct areas in my research, I conducted the surveys with the help of an online survey creator program (SurveyMonkey). In order to ease the administration and analysis of the results I created four distinct surveys with separate links to each. I sent out an invitation letter to about sixty English teachers and asked them to fill out only those surveys they find relevant in their teaching. The purpose of this was to avoid asking English teachers to start working on a survey which deals with a tool they never use, and in which case they would have to write zero or nothing in response to all the questions. I tried to avoid this by providing separate links. Furthermore, it would have been highly unlikely that respondents have the time and willingness to answer forty questions all together.

Each survey encompasses ten questions, the first three relate to personal matters: the sex of the respondent, the length of the period he or she has been teaching English and finally the name of the institution. The reason why I needed this piece of information is beyond importance as I wanted to find out which schools tend to support ICT and to which school I should pay a visit to conduct interviews in the next phase of my research. The following survey questions were used: open ended short answer questions, Likert scale with five items ('fully agree', 'agree to a certain extent', 'disagree to a certain extent and finally 'I do not know'). Rank order items and checklists were also used in the surveys, however, only a few rank ordering tasks were given to the teachers following Erlbaum's (2002) warning that this type of question imposes a great deal of frustration on the respondent. The surveys were validated and based on expert opinion and piloting.

The target respondents of my research were English teachers working in Hungarian public education. In the surveys I did not ask the age of the respondents but tried to gain some information about their experience by asking about the number of years they have been teaching English. The mean number of years was around 20 to 30 years depending on the given survey as the population using blogs was younger. In that case the ratio was between 5 to 30 years. Most of the responses came from high schools situated in the capital city of Hungary; however, there were some coming from a town in the countryside as well.

As my assumptions of the ratio of the incoming responses proved to be right, the incorporation of blogs into EFL classes turned out to be the least popular among respondents that means that it is the least frequently used ICT tool among the four. Therefore, I start the

discussion of the results with a description of the trends in the use of blogs in EFL classes in Hungary

IV. Results and discussion

IV.1 The use of blogs in EFL classes

There were nine respondents who contributed to my research regarding blogs. Everyone was female and the range of teaching experience varied in great deal with the least experience of five years to the most with thirty years. The respondents teach in various types of schools such as secondary grammar school, secondary vocational school, primary school and practice schools of a university.

As mentioned beforehand, I asked English teachers to fill out only those surveys that are related to a tool that they are actually using in their English classes. I assumed that the nine respondents in this case actually use blogs during the analysis I found out that among these nine teachers only two use it on a regular basis.

One of the checklist questions asked which blog sites English teachers use with their classes. I listed the following items:

Typad, Blogger, Sosblogs.com, Weebly.com and as a last item I left an opportunity for the respondents to put down their ideas. One respondent wrote that he/she uses EYON-International. Among these sites Blogger is used among teachers, which is not a surprise as this is the most popular one. According to Akyol (2009) the two biggest host sites are Blogger (www.blogger.com) and Edublogs (www.edublogs.org).

A yes or no question of the survey inquired whether students are required to add entries into the blog on a regular basis and one of the two respondents who uses it regularly gave an affirmative answer. I was particularly interested in this as Akyol states that to maintain

students' interest the teacher needs to encourage them to add ideas regularly even using "Blog Assistants".

I incorporated another yes or no question that asks whether it is the respondent who provides the topic of the blog or students have some freedom in deciding what to write about. One respondent answered positively. As far as I am concerned, a guided writing task is easier for students to cope with than giving them absolute freedom.

With the Likert scale type of question I intended to gain more information about English teachers' stance on the effectiveness of blogs regardless how often they use it. Fortunately, I managed to reach my goal as one response says: "I haven't used blogs so far but I will after this survey". Below I attach the table of this question. The survey was carried out in Hungarian so the English translation is to be found under the table. Although two respondents use blogs regularly, six teachers filled this question out.

The next question is: 'To what extent do you agree with the following statements?' I provide the English translation to the items: 'writing a blog provide students with real life situations thus it motivates them to use English', 'students and teachers become partners while using blogs', 'it is useful as students can keep track of their progress', 'it is especially useful for those students who are afraid to talk face-to-face', 'it enhances a tighter relationship among students', 'it develops cooperation among students', 'it demands a relationship that builds on trust among students and teachers', 'students reading each other's comments might learn bad grammar', 'it takes a lot of time to monitor all the comments so control might slip out of the teachers' hand', 'it is useful as students search the net with directions', 'it develops reflective thinking', 'blogs ensure learner autonomy', 'it develops writing skills', 'it is useful as we can involve the presence of students whose mother tongue is English'.

8. Mennyire ért egyet a következő állításokkal?					 Create Chart	 Download	
	teljes mértékben egyet érték	nagyrészt egyet érték	nagyrészt nem érték egyet	egyáltalán nem érték egyet	nem tudom	Rating Average	Response Count
a blogírás életszerű helyzeteket idéz elő ezért ösztönzi a diákokat az angol használatára	16.7% (1)	33.3% (2)	16.7% (1)	16.7% (1)	16.7% (1)	2.83	6
a diákok és a tanár partnerekké válnak a blogírás segítségével	16.7% (1)	33.3% (2)	16.7% (1)	16.7% (1)	16.7% (1)	2.83	6
hasznos, mert a diákok nyomon tudják követni íráskészségük fejlődését	16.7% (1)	33.3% (2)	16.7% (1)	16.7% (1)	16.7% (1)	2.83	6
előnyös olyan diákoknak, akik az órán nem mernek felszólalni de véleményük van a témához	33.3% (2)	33.3% (2)	0.0% (0)	16.7% (1)	16.7% (1)	2.50	6
a diákok között szorosabb kapcsolat jön létre	0.0% (0)	50.0% (3)	16.7% (1)	16.7% (1)	16.7% (1)	3.00	6
fejleszti a diákok közötti kooperációt	16.7% (1)	33.3% (2)	16.7% (1)	16.7% (1)	16.7% (1)	2.83	6
bizalmi viszonyt kíván meg a diák és a tanár között	33.3% (2)	16.7% (1)	16.7% (1)	16.7% (1)	16.7% (1)	2.67	6
a diákok egymás bejegyzéseit olvasva esetleg hibás nyelvtani szerkezeteket sajátíthatnak el	0.0% (0)	0.0% (0)	50.0% (3)	33.3% (2)	16.7% (1)	3.67	6
sok idő monitorolni az összes bejegyzést ezért könnyen kicsúszhat a tanár kezéből a felüqyelet	33.3% (2)	0.0% (0)	50.0% (3)	0.0% (0)	16.7% (1)	2.67	6
előnyös, mert a diákok irányítottan böngészhetnek a neten, mert lehetőség van linkek beszűrésára	33.3% (2)	16.7% (1)	16.7% (1)	16.7% (1)	16.7% (1)	2.67	6
reflektív gondolkodásra ösztönzi a diákokat	33.3% (2)	16.7% (1)	16.7% (1)	16.7% (1)	16.7% (1)	2.67	6
autonómiát biztosít a diákoknak	0.0% (0)	66.7% (4)	0.0% (0)	16.7% (1)	16.7% (1)	2.83	6
blogok írása fejleszti az íráskészséget	16.7% (1)	50.0% (3)	0.0% (0)	16.7% (1)	16.7% (1)	2.67	6
előnyös mert lehetőség van külső személyek (anyanyelvűek) bevonására is	33.3% (2)	16.7% (1)	16.7% (1)	16.7% (1)	16.7% (1)	2.67	6

From this question I would especially highlight the data that shows that 50% of the respondents think that blog writing enhances the writing competence of the students. When putting together the survey I thought that this item would receive more popularity as most of the studies in this field cope mainly with the writing competence when it comes n to blog

writing. However, it is true that L1 has a great influence on the writing style of the students and it is essential for the development to check a dictionary if they are uncertain about something. Zhang states that “to EFL learners, frequent writing may not necessarily improve writing...EFL learners’ writings will be more or less influenced by their first language.” (Zhang, 2009).

For the item: ‘it is useful as students can keep track of their progress’ I also expected a higher percentage of responses for this item, as blogs function as one of the best spaces for pupils to have their portfolios and check their development. Furthermore, 33% stated that blog writing encouraged reflective thinking which I also believe that the number should be higher here. By writing blogs students need to reflect on each other’s ideas, so it should be automatic proceeding to incorporate blogs into EFL classes. The one item that received the biggest recognition was: ‘blogs ensure learner autonomy’ with four responses.

Another checklist item asked what kind of tasks students need to complete when they use blogs. The given options were the following:

- they can continue the discussion that they started in class (1 respondent marked this item)
- they brainstorm and collect ideas to a topic area (3 respondents marked it)
- they discuss the difficulties of the homework (this item did not receive any responses)
- they can freely throw up a topic and talk about it (4 respondents marked it)

As far as the presence of blogs is concerned, the data supports the assumption that it is still new in the Hungarian educational system although it would be insufficient to draw far fetching conclusion as the data is far from being representative in this case.

IV.2 The incorporation of videos into the EFL classroom

The sex ratio of the respondents for this survey was the following: 5 male and 33 female English teachers in Hungary. The mean number of the respondents’ teaching experience was 17,24 years with respondents who have been teaching for 32 years and respondents with 4 years of teaching. From this data it can be observed that using video segments in English lessons

is not necessarily the privilege of the novice teachers although the data is not representative to draw such conclusions regarding the country.

The respondents teach in the following types of institutions: secondary grammar school, secondary vocational school, primary school and practice school of a university.

In response to the short-answer question: 'How often do you incorporate the use of videos into the lesson' I have received a greatly varied incoming data. The average of the respondents use clips every other week but according to the responses it all depends on whether they get to use the IWB classroom or not. According to another answer video is used at the end of every unit thus I assume that the person uses probably the course book DVD that is nowadays not a rare notion to encounter. Another respondent claimed that: "When I feel the need to make the material more interesting, about once or twice a month". I find this response quite insightful as one of the main purposes of clips to provide rich visual and sound input for the students not to mention the potential motivating factor that plays along when for instance we want to demonstrate a grammar area.

There were two responses that stood out of the average: the respondent uses videos in every fourth lesson which I find unusual and I am undecided whether it means that he or she uses it with the same group that often or it means that it is incorporated into most of the lessons with the various groups. Another interesting response was that the teacher makes use of clips approximately twice a year.

The next question had a checklist format:

'In what form do you store the video?'

- on DVD (76,3 % checked this item)
- on VHS cassette (26,3% checked this item)
- on DVD that is included in the course book (42,1% checked this item)
- on pen drive / memory stick (43,3 % checked this item)
- on the Internet (73,7% checked this item)

With posing this question I was curious how up-to-date English teachers are in the world of technology. As the incoming data suggests DVDs are still the most popular forms of storing

video clips or in this case my hunch is that even full length movies. This outcome can be easily explained if one takes into consideration that in most of the public schools in Hungary the presence of Interactive Whiteboards is still not self-explanatory. That means that is probably more common to have a DVD player with a TV in a classroom than an IWB or PC with Internet connection and projector.

On the other hand, it is a positive indicator that on the second place stands the Internet with 73,7%. That should suggest that English teachers are familiar with the tremendous opportunities the World Wide Web offers when it comes to video clips. Personally I was not surprised by those ten responses for the VHS cassette as it was for ages the only means to bring more or less authentic visual material into the classroom thus there are still a lot of equipment at schools that can play those cassettes. In this case we might wonder how up-to-date those materials are and to what extent they can awaken the interest of students.

The next check list question ‘Which ICT tool stands at your disposal to play the video clips?’

The items were the following:

response percent

<u>projector</u>	78.9%
<u>IWB</u>	26,3 %
<u>TV</u>	52,6 %
<u>laptop</u>	63,2 %

According to the data, most schools are equipped with projectors and laptops which is a positive fact. My predictions about the lack of IWB presence at schools proved to be true as only 26,3 % of the respondents checked this item.

Probably the richest data came in with the help of the Likert scale items. The question was: ‘To what extent do you agree with the statements?’ Scale items: ‘I completely/strongly agree.’, ‘I agree.’, ‘I don’t really agree.’, ‘I don’t agree at all.’ and ‘I don’t know.’.

7. Melyik állítással ért egyet?						Create Chart	Download
	teljes mértékben egyet értek	nagyrészt egyet értek	nagyrészt nem értek egyet	egyáltalán nem értek egyet	nem tudom	Rating Average	Response Count
fontos az autentikus videók integrálása az angol nyelvórákba Show Responses	71.1% (27)	23.7% (9)	0.0% (0)	0.0% (0)	5.3% (2)	1.45	38
nehéz olyan videót találni az interneten, ami minden szempontból megfelel a követelményeknek Show Responses	13.2% (5)	31.6% (12)	26.3% (10)	21.1% (8)	7.9% (3)	2.79	38
megfelelő kiejtés elsajátításához elengedhetetlen bizonyos videó részlet nézése Show Responses	16.2% (6)	37.8% (14)	24.3% (9)	10.8% (4)	10.8% (4)	2.62	37
havonta egyszer elég egy rövid videó mutatása Show Responses	5.6% (2)	27.8% (10)	27.8% (10)	22.2% (8)	16.7% (6)	3.17	36
nem érdemes időt szánni rá az órán, otthon is tudnak videót nézni Show Responses	2.7% (1)	8.1% (3)	16.2% (6)	64.9% (24)	8.1% (3)	3.68	37
érdeklődés felkeltésére alkalmas egy rövid videó bemutatása Show Responses	68.4% (26)	21.1% (8)	2.6% (1)	0.0% (0)	7.9% (3)	1.58	38
új témakör bevezetéseként érdemes videoklipet lejátszani Show Responses	45.9% (17)	24.3% (9)	10.8% (4)	2.7% (1)	16.2% (6)	2.19	37
hallás utáni szövegértés fejlesztésére alkalmas Show Responses	63.2% (24)	28.9% (11)	2.6% (1)	0.0% (0)	5.3% (2)	1.55	38

The statements:

‘the integration of authentic videos into the EFL classes is important’

‘it is difficult to find proper clip on the internet’

‘to acquire a proper pronunciation it is inevitable to watch video segments’

‘to watch a video once a month is enough’

‘there is no need to waste time with video clips in the lesson as students can watch them at home as well’

‘videos are for raising interest’

‘videos are good to introduce a new topic’

‘they are good to develop listening skills’

There were no responses which were concordant in views but for the first item (‘the integration of authentic videos into the EFL classes is important’) 71,1% agreed strongly which is a good ratio in this case as it indicates that teachers acknowledge the fact that authenticity is an important element in foreign language learning. Additional remarks to this item were the following:

- I would like to use it but I don't want to bother with the DVD and the students watch enough authentic movies outside the classroom anyway.
- it is not a must for a video to be authentic
- There are idle time when nothing happens due to technological failures.

The item 'it is difficult to find proper clip on the internet' split the views to a great deal.

31,6% stated that they agreed and 26,3% claimed that they rather disagreed with the statement. Elisabeth Hanson- Smith deals with the difficulties of finding proper websites in her article *What's new in video online?* published in *Essential Teacher* in volume 1. Issue 5. Winter 2004. She provides useful websites for EFL teachers, such as *Video Search* (<http://www.pbs.org/newshour/video/index.html>), the *English-Trailers.com* website (<http://www.mglishtrailers.com>), *Real Movies* (<http://movies.guide.real.com/>) and BBC's Video Nation (<http://www.bbc.co.uk/videonation/>).

One additional answer that I would like to highlight here is the following:

I do not think that it is hard as there are websites that offer clips that are suitable from a methodological perspective as well and they also offer readymade lesson plans. My favourite is film-english.com.

I thought it to be significant as it shows that there are English teachers who are highly up-to-date with the possibilities the Internet offers and the websites that contain clips suitable for EFL classes.

Another item I would highlight here is the one that states 'There is no need to waste time with video clips in the lesson as students can watch them at home as well'. The bulk of the respondents do not agree with this statement. Additional remarks for this item are the following:

- If it is about longer movie it is true but if it comes to shorter clips that support the topic of the material or is somehow related to the material than it is inevitable to incorporate it.
- If students watch it in the lesson it can be supervised by the teacher and as a supplement they can watch videos at home as well.
- it is highly unlikely that they would watch videos that support the given material at home
- what they watch does not correlate to my aims

- if it is about a full length movie I agree

The item 'videos are for raising interest' received 68,4 % for the 'I strongly agree' scale item which I believe is normal as one of the main functions of clips is to capture attention and after it can we focus on details.

The next checklist question was the following: 'What kind of tasks do you prepare for the videos?'



Task types listed in the survey:

'I play only the sound and they need to figure out the story.'

'Silent viewing: I show the video without sound.'

'Fill in the gap type of tasks focusing on vocabulary.'

'Content based tasks.'

'Jigsaw viewing (one part of the class gets only the sound, the other the picture)'

'Backwards viewing (I play the video backwards and students need to put the story into order.)'

'Freeze frame (I pause the video and students need to elaborate on it.)'

It can be observed that the most widespread type of task among the respondents is the content-based ones with 94,1% frequency. I believe that such task types are common not just because they measure understanding quite well but because it can be varied in many different ways such as short-answer questions, multiple-choice, open-ended questions and so on. The second most popular task type is freeze frame which I personally favor. According to Harmer (2007, p. 309) freeze frames are especially handy when we would like to elicit information about the story or to make students predict the outcome. It might serve even as a base for picture description. On the third place stands 'silent viewing' which is again not a surprise as it triggers creative thinking and gives space for guessing.

Respondents had the opportunity to share their own task types and I received some interesting ideas that I disclose underneath:

- When there is revision I can show students that the learnt material is useful and important, furthermore I use it to whet their appetite for a new topic or when holidays are coming I use clips to make the lesson more colorful.
- I haven't tried 'silent viewing' yet but saw it to be used by some other teacher and I liked it very much.
- Students work in pairs. One student watches the video without sound and tells the other what it is about. Afterwards they watch it together with the sound on.

As far as I am concerned, I like this way of dealing with video clips, of course it can only function properly if the students keep the rules.

- true and false statements, reconstruct the story with the help of key words, practicing the given grammar area and so on

It seems that there are teachers who are aware of the various viewing techniques and they also like to combine them and vary them with keeping class objectives in mind. On type that is mentioned in Harmer (2007, 309) and which I forgot to include is the 'fast forward' viewing:

teacher press the play button and then fast forwards the DVD or video so that the sequence shoots past silently and at a great speed, taking only a few seconds. When it is over, the teacher can ask students what the extract was all about and whether they can guess what the characters were saying. (Harmer, 2007, p. 309)

Yassaei (2012) offers a good idea for realizing the picture-less listening when you do not have a laptop and projector in your classroom but a TV. In this case you can cover the screen with

a newspaper. According to Yassaei, it grabs students' attention right away and they will get curious about the clip as well. I agree to the fullest that it captures attention although my only concern with this idea is that it might make some students frustrated thus drawing attention away from the real task. I can even imagine that students start reading what is in the newspaper and so on.

The next question aimed at exploring how well English teachers familiarize themselves with websites that make the finding of the proper video clip easier.



Besides the obvious fact that 88,2% knows BBC Video, I found one additional response quite promising. A female respondent, who has been teaching at a practice school of a university for 25 years, knows a whole range of websites that are useful. This response, although not representative in itself, signals that age not always plays a role in the reluctance of opening up to new technologies. Her response is the following: *YouTube is obvious, if I need to think of a particular topic I use wimp.com, nytimes.com, ted.com, news.sky.com, vimeo.com, BBC Learning English.* I found this responses quite astonishing and promising as well. One of my hidden aims with this question was to raise awareness and to show websites for those who might not know them at all. According to other responses I managed to reach my goal as there were teachers who wrote that they have not known *Daily Motion* or *Metacafe* before but after the survey they will check them out.

One last question inquired after the proper level from which on you can bring video into the classroom and I was glad to see that 91,2% answered that it can be used even with students on

a beginner level as everything depends on the quality of the video and the task type teachers use.

IV.3 The use of IWB in EFL classes

In my research I was curious how and to what extent English teachers live with the vast opportunities that IWB might offer in an EFL class. As far as the respondents are concerned, there were 2 males and 26 female. The mean number of the teaching experience in this case was quite astonishing as it reached the average of 18,17. I expected to have lower number here due to the relative new notion of the Interactive Whiteboard in education. There are three responses that have 32 years of teaching practice.

After inquiring whether respondents had IWB in their school the next item was a short-answer question: 'In how many of your English lessons do you use the IWB per week?'

The mean ratio in this case was 3 lessons per week which I believe is a good correlation. I include underneath some interesting and thought provoking comments for this question:

- once a week, otherwise the classroom is taken by another teacher
- only a few occasions per year
- maximum once per month as on other days I can't get into the IWB classroom
- almost never

I believe that these are the responses that one should not wish to see in the near future as the integration of IWBs into Hungarian education could be in a more developed phase by now.

In the next item I inquired whether respondents have ever participated in trainings that taught them at least the basic functions on the Interactive Whiteboard. Without proper trainings it is almost impossible to incorporate ICT tools into education especially when one takes it into account that the bulk of English teachers already have their ways of teaching. Various trainings and conferences would ensure that teachers are exposed to new ideas and dimensions how to pass on knowledge by using different methods.

Fortunately all the respondents took part in trainings in connection with the use of IWBs and in the next question they were asked to provide a short description of the length and effectiveness of the trainings. The average response was that the length of the training was about 30 hours long and not that effective.

- The central training was not that useful. The one that helped the most was held by a course book publisher company and they showed how to use the IWB material that is for the course book
- There were more occasions, at least six times. One was organized by the school and it presented the IWB from purely a technical perspective. The more useful trainings were held by various publishers and lasted about 30 to 60 seconds. After a while they couldn't show anything new but I keep an open mind.
- Only a couple of evenings, but I learned how to use it on my own. The training was not useful, however it did grabbed my attention.
- It lasted for 3 days, it was not useful as the IWB they used differs from the one we have at school.
- As I have used the board before I learned everything on my own. The training was OK but it was not particularly aimed at EFL teachers.
- It was a couple of hours delivered by the distributor of the IWB. The other one was from the Oxford publisher- about the usage of iPack, it lasted for an hour. The third training was delivered by the Arion Program in England and lasted for five days.
- About 20 hours long and it was useful but in practice can we learn the best
- 30 hours, I have the certificate but I have learned since then more on my own

The next item was a Likert scale question that asked how teachers feel when using IWB and how effective they think it is. (See Table 1 in Appendix.)

The statements:

'I enjoy using IWB.'

'I use more functions from day to day.'

'makes learning English more fun'

'ever since I use IWB the method of my lesson planning also changed'

'develops creativity'

'makes students more interactive'

'inspires teachers to have a varies lesson plan'

'speeds planning and evaluation up'

'I use IWB as a skillful user.'

'Its advantage is that you can store the task and use it later.'

'It provides flexibility in the lesson.'

'Students pay more attention when I use IWB.'

'The lesson becomes student centered when I use IWB.'
 'Students mark the material easier when I use IWB.'
 'There is a difference between interactive pedagogy and interactive technology.'
 'It is easy to get lost among the vast amount of opportunities.'
 'It happens that we focus on raising interest and forget about the aim of the lesson.'
 'We can appeal to the emotion of the students.'
 'It is easier to disseminate knowledge about countries where L1 is English.'

For the first item: 'I enjoy using IWB' the bulk of the incoming data is affirmative, 48,1 % completely agree with the statement. From the additional remarks it gets clear that the main factor that possibly ruins the fun of the use of IWB derives from technical problems. An interesting comment came in under the second item that is 'I use more functions from day to day' which was agreed by 46,2 %. The comment sounds the following way:

I use the same functions which are not even smartboard software functions but online tasks, pictures, videos and so on

By this comment we can see that IWB serves the purpose of a huge projector in most of the times and its' varied programmes are not even used. I believe that with more sufficient trainings it could be avoided that IWBs are praised only for their big screens and ability to play videos and connect to the World Wide Web.

For the item 'the usage of IWB prompt varied lesson planning' the majority put down that they agreed (59,3% for the 2. scale). I am only concerned with one comment which says: only the tools change but not the lesson plan. Is it really true that we do not need new methods or pedagogy when incorporating ICT tools into our lessons? Does it not require a new approach on the part of the teacher?

Another item to which some more attention should be devoted is the one that says that the usage of IWB provides flexibility in the lesson. Although about 70% of the teachers agree with the statement the two additional comments are thought provoking: one respondent says that it cannot make the lesson flexible because it makes it frontal as in the center stands the IWB and not the student. As Matthew J. Koehler and Punya Mishra state (2009): "...the whiteboard is usually placed at the front of the classroom and is controlled by the teacher. This location imposes a particular physical order in the classroom by determining the placement of tables and chairs..."

I was particularly interested in the views of the English teachers' on the item: 'students remark the material easier if they use IWB'.

Out of the 27 respondents, 11 marked that they agree, that is 40,7% and 7 respondents rather disagreed. I believe that to decide what answer to give to this item is quite a complex procedure. Many factors can influence the effectiveness of the board and it might not even depend on the educator. According to Türel& Johnson (2012) there are many features that IWBs possess thus making the learning procedure of the student more interactive and fun. Such feature is for instance the highlighting and coloring function which I believe is especially helpful for visual learners. Furthermore, it is worth mentioning the drag and drop function, which suits best the kinesthetic learner who can call to mind the material easier if it involves some movement. Türel (2012) mentions some further positive features such as the possibility to correct mistakes on the board, matching and hide and reveal certain items and finally the ability to save the material and go back as a revision next time. Examining learner styles and strategies with the help of Harmer's list (2007, 88.) it should be noted that the usage of IWB best suits the so called 'concrete learners' as those pupils enjoy group work, games and tasks that involve interaction not like the 'convergers'.

One last remark to the item 'I am a confident user of the IWB' is needed. My main intention with this item was to see how English teachers perceive their capabilities when it comes to IWB. Regarding the incoming data it boils down to the fact that they are confident enough when using the tool. Ten respondents, that is 38,5% rather disagree with the statement and only three respondents (11,5%) agree completely. It has many reasons but I believe that we could upgrade this ratio with the introduction of more in-service trainings or other trainings that would make teachers more confident with the equipment. I especially found two comments interesting regarding this item:

- I am not as I use it as a PC with a projector and internet connection.
- I do not take this tool as deriving from evil but I have more trust in other tools.

The next checklist question served to explore what type of tasks they use most often with the IWB:

developing vocabulary knowledge : 85,2%

projecting PPT presentations: 74,1%

listening comprehension: 66,7%

introducing a new grammatical area: 40,7%

reading comprehension: 37%

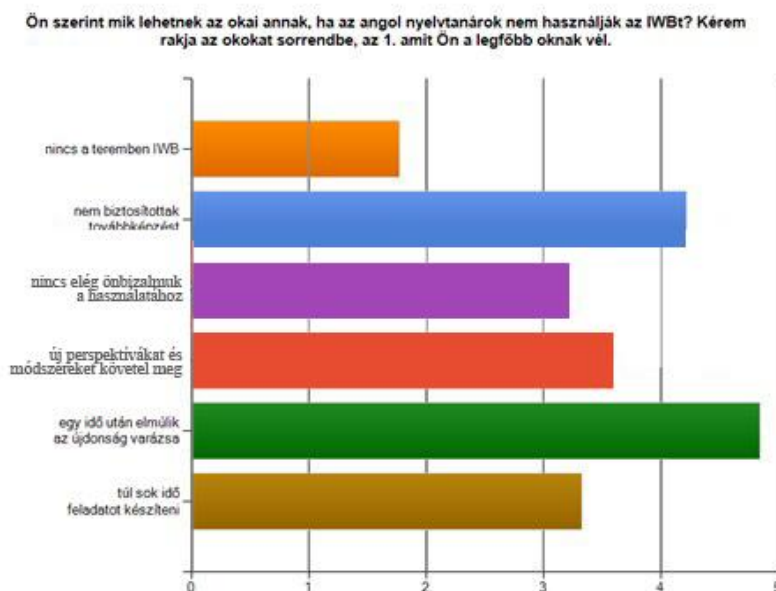
picture description: 37%

According to the data teachers use the interactive whiteboard mainly for developing students' vocabulary knowledge and using it as a projector, something that is still a problematic issue.

To close the issue I found Türel 's (2012) finding very appropriate for this context:

...Beauchamp (2004) developed a framework that classifies IWB users based on behaviors and features most often used. Beginners use IWBs as a traditional blackboard, while advanced users use IWBs to construct meaning using interactive and fluid lesson strategies. Technical competencies are examined looking at navigating an operation system, importing media from different sources, properly using hyperlinks between programs, and regularly saving lessons (Beauchamp, 2004, in Türel 2012).

Finally, the ranking question intended to explore the possible underlying obstacles that might occur in the successful use of IWBs.



I tried to explore the circumstances that teachers blame for the difficulties of integrating technology into the lesson. It is not a surprise that 18 respondents put the first item: 'due to the absence of IWB in the classroom', to the first place. It seems that the absence of IWBs in schools is still a problem in many establishments. The secondary school where I am a teacher trainee also grapples with the problem as they have one IWB classroom to which teachers

need to sign up to use once in a while. I talked about the issue with my colleagues and there were many who said that they would love to use it but it takes weeks until they get it and it is hard to plan so much in advance.

The item 'lack of self-confidence' ranked second, which I believe could be solved by providing more training sessions and better collegiality among the team. In the third place comes 'it takes up too much time to prepare the tasks' with 25,9% that is 7 respondents. On 'It demands new perspectives and methods' ranked fourth with 8 responses. I believe that it is legitimate to put it to the top of the list as the alteration of methods is usually quite demanding besides the many tasks teachers need to pay attention to. In the fifth place is 'the wow effect fades away after a while' which I expected to come earlier in the ranking. The 'lack of training' comes to the last place, which is a bit contradictory as according to this data there are enough training sessions but still respondents lack confidence.

According to the incoming data the absence of enough IWBs at Hungarian schools is still a big hindrance and the ineffectiveness or the lack of training certainly imposes further problems.

IV.4 The integration of social networks into EFL classes

My assumption about the use of social networks in Hungary was that it is still in its infancy. There were 11 respondents for this survey which also indicates this assumption to be about right. All the respondents were female which was a bit of a surprise for me as I would think that male colleagues use computers more often.

I inquired in my survey which sites respondents use with their students. The prevalence of the usage of Facebook was not a surprise for me, the responses are to be found underneath:

- gmail
- Facebook (5)
- With the younger ones I use MIXX, with the older ones I created a Facebook group. Earlier I used NING but it is not free any more.)
- Wikipedia, Google, Youtube
- Facebook but I rather use it for personal matters to keep in touch or help them out but otherwise I don't use it in class.

For a yes/no item of ‘ Did you create a separate group for the class on the network?’ five of the respondents gave an affirmative answer and one comment informed me that it is usually the class that creates the group not the teacher.

I also asked English teachers to what extent keeping touch with students on social networks can affect the teacher-student relationship.



According to the data teachers believe that they get closer to their students by keeping in touch outside the classroom as well.

To see how it would affect my relationship with my students I carried out a very short experiment. I told two students (male, female) in my class that they should write to me on Facebook when they got the results of their English language exam, thus I took the initiative to get involved on Facebook. The same afternoon they added me as a friend and I was curious how it would go from then on. Within three days 7 more friend requests arrived. During the winter break the female student wrote a couple of lines every second day and was glad that I talked to her in this way as well. She does not behave differently in my classes besides smiling more at me. Besides that I also have negative experience from this little experiment, two male students of mine from my German class behave a bit differently since I accepted the friendship. It seems they take me more as a friend and less as a teacher, and now it is harder to work with them in class.

8. Mennyire ért egyet a következő állításokkal?						Create Chart	Download
	teljes mértékben egyet érték	nagyrészt egyet érték	nagyrészt nem érték egyet	egyáltalán nem érték egyet	nem tudom	Rating Average	Response Count
manapság a diákok majdnem 100%-a használ közösségi oldalt Show Responses	81.8% (9)	18.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)	1.18	11
túl időigényes csoportok létrehozása és felügyelete Show Responses	0.0% (0)	54.5% (6)	9.1% (1)	36.4% (4)	0.0% (0)	2.82	11
előnyös, ha szülők is csatlakozhatnak ezekhez a csoportokhoz Show Responses	9.1% (1)	18.2% (2)	27.3% (3)	18.2% (2)	27.3% (3)	3.36	11
előnyös, mert lehetőség van arra, hogy összefoglaljuk mi történt az aznapi órán így a hiányzók is tudnak pótolni Show Responses	27.3% (3)	45.5% (5)	18.2% (2)	9.1% (1)	0.0% (0)	2.09	11
a diákok órán kevésbé figyelnek oda a feladatra, mert meg tudják kérdezni neten később is Show Responses	0.0% (0)	45.5% (5)	27.3% (3)	27.3% (3)	0.0% (0)	2.82	11
a diákokat arra kéne ösztönözni, hogy kevesebb időt töltsenek a gép előtt Show Responses	36.4% (4)	45.5% (5)	0.0% (0)	9.1% (1)	9.1% (1)	2.09	11

Translation: ‘To what extent do you agree with the following statements?’

‘nowadays almost 100% of the students use social networks’

‘it takes up too much time to create groups’

‘it is good if parents can be members of these groups’

‘students pay less attention to the task in the lesson as they can ask it from their peers later on’

‘we should inspire students to spend less time in front of the computer’

For the first item the responses were affirmative (81,8%) and I especially endorsed one extra comment: Not everyone is like that. If someone asks me to send the homework via email because he or she is not on FB then I do that.

Although respondents think that it takes a lot of time to create separate groups they also believe that it will pay off after all.

Finally I asked whether respondents think that in the 21st century it is inevitable for teachers to be open to innovations and the contingencies of the Internet. It was a short-answer type of question, I picked out one answer that represents probably the deepest thoughts on the issue:

Yes and not due to coercion but because these new opportunities are at hand. They do not solve problems as a magic wand but it would be a loss not to live with these opportunities. We cannot live in two separate worlds as the chasm would be too wide. Technology is part of the lives of the younger generation and I believe that as the younger teachers are already competent with ICT the discrepancy will not remain at schools.

It is a very positive attitude towards new media and perhaps it would be a good example of an innovative attitude to follow.

V. Conclusion

It is pointless to question the inevitability of Information and Communication Technologies in today's society and fortunately it is getting more and more futile to see whether it is ineluctable in education as well. With due course of time ICT will be a natural part of public education and public institutions to such an extent that now black board and chalk are.

The aim of my research was to explore how English teachers in Hungary think of ICT keeping the simple fact in mind that the data is not representative due to the small-scale nature of my survey. During the analysis of the incoming data I tried to avoid drawing far-fetched conclusions but in most of the cases a pattern emerged with which one can start to operate and ponder about future developmental plans.

Although the data is not representative, I truly believe that I can draw the conclusion that there may be need for more in-service training sessions in connection with the implementation of various ICT tools. Lack of training makes the situation worse as English teachers get reluctant to use tools if they do not feel confident and qualified to do so. In other words I would say that it is still an elusive requirement on the part of English teachers that sufficient training is offered to them, let it be initiated by a publisher or by the government. As Mumtaz (2000) writes, teachers are loaded with work inside and outside of school and that is why there remains only little time for them to retrain themselves without support. In spite of this

fact I see a positive tendency emerging both from the collected data and the experience in the school where I am in a teacher trainee position.

It seems from the years of number experience the respondents had, that the implementation of ICT tools depends not so much on the age of the teachers but on their openness and attitude towards innovations. When I started to conduct the survey I had this idea back in my mind that elder teachers would more likely be against new technological tools.

As Khan (2012) argues the integration of ICT into education requires new angles and perspectives on the part of both teachers and students not to mention school policies. In case the policy at all levels (governmental and institutional) is in harmony, it is easier to work out new initiatives.

In my research I was particularly interested in the views of English teachers in Hungary about four ICT tools: blogs, video, IWB and social networks as I assumed that these tools are likely to be incorporated into EFL lessons to a certain extent. From the survey that I have conducted, although I do not have enough data to be representative for Hungary, it can be observed that the lack of technological tools at schools is still imposing obstacles. Another problem comes with the lack of training sessions regarding the usage of the interactive whiteboard. Although all the respondents took part in such sessions, one can see from the responses that they are still unfamiliar with the various functions it can offer. Furthermore, it can be seen that respondents do not use blogs as an educational tool. It is indicated by the low number of responses I have received.

As a conclusion it has to be stated that English teachers in Hungary still need help with the incorporation of ICT tools into their lessons although the appearance of different technological tools might deter teachers to get submersed in new ways.

I plan to conduct three interviews with three teachers who participated in the survey in order to gain deeper insights into their thinking about ICT in teaching and learning EFL. I would also like to carry out surveys with improved questions and items with a larger population of EFL teachers in the future.

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Appendix

Table 1.

8. Mennyire ért egyet a következő állításokkal?							 Create Chart	 Download
	teljes mértékben egyet érték	nagyrészt egyet érték	nagyrészt nem érték egyet	egyáltalán nem érték egyet	nem tudom	Rating Average	Response Count	
élvezem használni az IWBt az óráimon Show Responses	48.1% (13)	37.0% (10)	7.4% (2)	3.7% (1)	3.7% (1)	1.78	27	
napról napra több funkciót használok Show Responses	7.7% (2)	46.2% (12)	34.6% (9)	7.7% (2)	3.8% (1)	2.54	26	
élvezetesebbé teszi az angol nyelv elsajátítását Show Responses	37.0% (10)	48.1% (13)	7.4% (2)	3.7% (1)	3.7% (1)	1.89	27	
mióta IWBt használok módszertanilag is változott az óravezetésem Show Responses	15.4% (4)	34.6% (9)	30.8% (8)	15.4% (4)	3.8% (1)	2.58	26	
IWB használata fejleszti a diákok kreativitását Show Responses	7.4% (2)	29.6% (8)	29.6% (8)	18.5% (5)	14.8% (4)	3.04	27	
növeli a gyerekek interaktivitását Show Responses	11.1% (3)	40.7% (11)	14.8% (4)	25.9% (7)	7.4% (2)	2.78	27	
a pedagógusokat változatos óratervezésre ösztönzi Show Responses	3.7% (1)	59.3% (16)	11.1% (3)	11.1% (3)	14.8% (4)	2.74	27	
az ellenőrzést és értékelést felgyorsítja Show Responses	25.9% (7)	29.6% (8)	18.5% (5)	11.1% (3)	14.8% (4)	2.59	27	
az IWB gyakorlott felhasználója vagyok Show Responses	11.5% (3)	30.8% (8)	38.5% (10)	19.2% (5)	0.0% (0)	2.65	26	
előnye, hogy az elkészített feladatok elmenthetőek és később felhasználhatóak Show Responses	55.6% (15)	33.3% (9)	7.4% (2)	0.0% (0)	3.7% (1)	1.63	27	
az IWB használata flexibilitást nyújt az órán Show Responses	11.5% (3)	69.2% (18)	7.7% (2)	3.8% (1)	7.7% (2)	2.27	26	

a diákok jobban figyelnek az órán, amikor IWBt használok Show Responses	25.9% (7)	44.4% (12)	22.2% (6)	3.7% (1)	3.7% (1)	2.15	27
tanulóközpontúvá válik az óra amikor IWBt használok Show Responses	7.4% (2)	33.3% (9)	33.3% (9)	18.5% (5)	7.4% (2)	2.85	27
a diákok könnyebben megjegyzik a tananyagot amikor az IWBt használják Show Responses	11.1% (3)	40.7% (11)	25.9% (7)	7.4% (2)	14.8% (4)	2.74	27
különbség van az interaktív pedagógia és interaktív technológia között Show Responses	51.9% (14)	37.0% (10)	0.0% (0)	3.7% (1)	7.4% (2)	1.78	27
a korlátlan lehetőségek között könnyű "elveszni" Show Responses	11.1% (3)	40.7% (11)	29.6% (8)	11.1% (3)	7.4% (2)	2.63	27
sokszor az érdeklődés felkeltésére összpontosítunk és a feladat célját nem tartjuk szem előtt Show Responses	14.8% (4)	18.5% (5)	40.7% (11)	18.5% (5)	7.4% (2)	2.85	27
a feladattípusokkal a diákok érzelmeire is tudunk hatni Show Responses	19.2% (5)	57.7% (15)	7.7% (2)	3.8% (1)	11.5% (3)	2.31	26
angol nyelvű népek kultúráját könnyebben tudjuk ismertetni IWB használatával Show Responses	44.4% (12)	25.9% (7)	18.5% (5)	7.4% (2)	3.7% (1)	2.00	27

Hungarian summary

Információs és kommunikációs technológia az angolnyelv-órán: pedagógusok véleménye az IKT-eszközök integrálásáról

Az információs-kommunikációs vagy más néven infokommunikációs technológiák (IKT) jelenléte a 21. században már egy nem elhanyagolható tény. Mivel az új média, azaz az IKT eszközök fontos szerepet játszanak a diákok életében ezért ez a terület sok figyelmet kell, hogy kapjon az oktatás színterein belül is.

Kutatásom fő célja annak feltárása, hogy a magyar közoktatásban és azon belül az angol, mint idegennyelv-órákon milyen mértékben jelenik meg a technológia és hogyan viszonyulnak az angol nyelvtanárok az IKT nyújtotta új lehetőségekhez és egyben nehézségekhez.

Az információs-kommunikációs technológiák (IKT) egy komplex jelenség emiatt az eddig megjelent szakirodalom is változó definíciókkal látta el. Margaret Rouse szerint az IKT fogalma komplex és sok mindent magában foglal, mint például rádió, televízió, mobil telefon, szatellit és s hozzá tartozó applikációk és így tovább.

Rouse ezzel jelzi, hogy az IKT fogalmi körébe nagy skálán mozgó példákat lehet említeni. Ebből kifolyólag a kutatásomhoz le kellett szűkíteni a vizsgálandó eszközök számát.

Figyelembe véve a trendeket és lehetőségeket Magyarországon, négy IKTs eszköz használatát vizsgáltam az angol nyelvoktatásban: blogok, videók, interaktív tábla és végül közösségi hálók. Az volt a feltevése, hogy jelenleg a magyar közoktatásban ezek az eszközök 'fordulhatnak elő' a legnagyobb valószínűséggel az angol nyelvórákon. Ezen belül arra számítottam, hogy az angol nyelvtanárok a videókat használják a leggyakrabban az órán és legkevésbé blogothasználják diákjaikkal. Ezek a feltevések kutatásom során beigazolódtak.

Fontos megemlíteni Somekh (2008) munkáját, amiben a pedagógusok IKT-hoz való hozzáállását kutatja. Somekh azt mondja, hogy az IKTs eszközök integrációja ugyan sok tényezőn alapszik, mégis a legfontosabb szerepet a tanárok hozzáállása nyitottsága az megújulás felé játsza.

Egy másik mű, amit érdemes megemlíteni ShaziaMumtaztól származik, amiben sorra veszi azokat a negatív tényezőket, amelyek szerepet játszhatnak abban, hogy a tanárok elutasítják

az IKT nyújtotta lehetőségeket. A legfontosabb tényezők a következők: az idő hiánya ahhoz, hogy sikeres integrálást lehessen végre hajtani; megfelelő anyagi háttér és támogatás hiánya; kevés tapasztalat a tanár részéről az IKTs eszközökkel illetve hiányos infrastruktúra az intézményekben.

Annak érdekében, hogy egy közel érvényes képet kaphassunk a magyar helyzetről először megvizsgáltam milyen pályázatok vannak most jelen Magyarországon, amik az IKTs eszközök jelenlétét erősítik és támogatják az intézményeket. Az egyik pályázat, ami augusztusig volt hatályos az Új Széchenyi Terv által kiírt TÁMOP- 3.1.4-12/2 - Innovatív iskolák fejlesztése című tender. A kutatás szempontjából ez az egyik legfontosabb pályázat mivel interaktív táblák integrálását segíti és még ezen felül az ELT Hungary (Angol nyelvtanítás, Magyarország) is segíti a projektet különböző angol kurzuskönyvekhez készített interaktív táblás anyagokkal és azok használatának bemutatásával.

A legfrissebb pályázat IKT-vel kapcsolatban novemberben járt le, ez a “Megjelenés a Tempus Közalapítvány Digitális Módszertárában” pályázat, amely olyan tanárok interaktív táblás anyagait gyűjti össze, amelyek saját fejlesztéssel készültek. Nagyon fontosnak tartom ezt a kedvezményezést, mivel segít azoknak a tanároknak, akik nem biztosak még a saját jártasságukban az interaktív táblán azzal, hogy egy közösséget formál a feladatok összegyűjtésével. A pedagógusok a gyűjtemény segítségével láthatják, hogy mások milyen ötletekkel dolgoznak az interaktív táblán és tanulhatnak egymástól.

Érdemes még megemlíteni az Oktatás Fejlesztés Hivatal által támogatott eLEMér (Informatikai eszközök az iskolafejlesztés szolgálatában) mérőeszközt. A komplex mérőeszköz azt vizsgálja, hogy az iskolák milyen mértékben támogatják az intézményben zajló oktatást és tanulást. Magyarországon az intézmények az 1-4 ig való skálán 2, 69 értéket kaptak az online kérdőív kitöltésére alapozva. A kutatás alapján a következő eredményekre jutottak:

- 218 intézményben „megjelent az IKT” (1,00 – 2,49)
- 251 iskolában „alkalmazza az IKT-t” (2,50 – 2,99)
- 207 intézményben „integrálja az IKT-t” (3,00 – 3,49)

- 47 helyen pedig már „átalakulnak az IKT használatával” (3,50 – 4,00)
(Sulinet.hu, 2012)

A kutatásom négy területre oszlott és négy külön online kérdőívvel a SurveyMonkey rendszer segítségével. Abból a megfontolásból készítettem külön kérdőívet, hogy az angol nyelvtanárok nem feltétlenül használják mind a négy eszközt, emiatt arra kértem meg a válaszadókat, hogy csak azokat a kérdőíveket töltsék ki, amelyek rájuk nézve relevánsak. Ezzel azt is megpróbáltam kikerülni, hogy olyan kérdőívek kitöltésével ne vegyek el az idejükből ahová nem tudnának mit válaszolni.

A kérdőívekben mind kvantitatív mind kvalitatív módszert alkalmazva vizsgáltam a négy területet különböző típusú kérdések segítségével törekedve arra, hogy a legmegfelelőbb kérdéstípust válasszam. Mind a négy kérdőív 10-10 kérdésből állt, az első három a nemre, intézmény nevére (későbbi interjúkhoz szükséges tudni) illetve a tanítási tapasztalatra vonatkozott. A többi pedig téma specifikusan kérdezett rá a használatra.

A blog használatára vonatkozó kérdőívet kilencen töltötték ki, amiből ketten használnak blogot rendszeresen. Ez a számérték arány korrelál az elképzeléseimmel mivel a blog mint oktatási eszköz még nem olyan elterjedt jelenség. Néhány fontos adat: a válaszadók egyetértenek azzal, hogy a bloghasználat leginkább olyan diákok számára előnyös, akik nem mernek egyébiránt felszólalni órán. Továbbá előnyös azért is, mert a diákok egymás munkáit olvasva jobban odafigyelnek a saját írásukra is. A blogírás fejleszti a kooperációt is a diákok között és a diákok nyomon tudják követni a saját fejlődésüket, hiszen minden tárolható.

A videó integrálása az angol nyelvórába több választ kapott. Öt férfi és harminchárom nő töltötte ki átlag 17,24 éves tanítási tapasztalattal. A válaszadók nagy része minden második héten visz videó részletet az angol nyelvórájára, de jöttek kirívó válaszok is, mint pl: évente 3-4-szer, majdnem minden órán. Évente 3-4-szer használni csak videót egy angol nyelvórán kevés viszont minden nap sem célravezető.

Kíváncsi voltam, hogy a válaszadók hogyan tárolják a videós anyagaikat és a következő opciók közül választva a következő adatot kaptam:

- DVD (76,3 %)
- VHS kazetta (26,3%)

- kurzuskönyvhöz kiadott videógyűjtemény (42,1%)
- pendriveon(43,3 %)
- Interneten (73,7%)

Jó tendencia, hogy 76,3 % ami 29 válaszadót jelent DVDn és 28 Interneten tárolja a video klipeket, a VHS kazetta már kevésbe van jelen, ennek ellenére 10 válaszadó jelölte meg ezt az itemet.

Összefoglalva az eredményeket a videóval kapcsolatban, a válaszadók úgy gondolják, hogy fontos az autentikus videók integrálása az angol nyelvórába. Továbbá hasznosnak tartják a rövidebb videó szegmenseket is, mivel azok érdeklődés felkeltésre alkalmasak vagy új témakör bevezetésére. Az is megállapítható, hogy nem tartják idővesztegetésnek rövidebb videók lejátszását az órán, azonban hosszabb filmeket már otthon nézetnek.

A következő kérdőív az interaktív tábla használatát kutatta. A kérdőívet 2 férfi és 26 nő töltötte ki. Egyik legfontosabb információ, amit a kérdőívvel felderítettem az a megfelelő továbbképzések által okozott probléma volt. A kérdőívet kitöltő angol nyelvtanárok ugyan részt vettek már továbbképzéseken az interaktív táblával kapcsolatban, mégsem érzik magukat magabiztos felhasználónak. A válaszok alapján a továbbképzések átlag hossza 30 óra volt, ami azonban csak az alapokra volt elég és utána maguktól tanultak meg funkciókat tanítás közben. Azt is fontosnak tartom megemlíteni, hogy a válaszadók szerint a különböző tankönyvkiadók által tartott rövidebb bemutatók hasznosabbak, mert azok tantárgy specifikusak és gyakorlatiasak.

Összefoglalva az eredményeket, a válaszadók még mindig nem érzik magabiztos felhasználónak magukat az interaktív táblával. További probléma, hogy a táblát mint nagy kivetítőt használják, vagy powerpoint diavetítésre vagy a neten található gyakorlósorok kivetítésére, viszont kevesen használják a smartprogram által biztosított feladattípusokat és a funkciókat. Érdekes észrevétel még, hogy a válaszadók nagyrésze nem gondolja, hogy a tábla használata tanulóközpontúvá tenné az órát, inkább még frontálisabbá vagy táblaközpontúvá válik. Sokan panaszkodtak a technikai nehézségekre amik általában fellépnek használat közben.

A utolsó terület a közösségi hálók integrálására fókuszált. Ezalatt leginkább a Facebook, Twitter és a NING értendő. Ahogy arra számítottam is, még ez az IKTs eszköz is

gyermekcipőben jár, bár az adatok nem reprezentatívak, a négy kérdőív arányait tekintve a közösségi hálók az utolsó előtti helyen állnak 11 válaszadóval.

Összegezve az eredményeket, azok az angol nyelvtanárok, akik közösségi hálót használnak általában Facebookot vagy NINGet használnak. Az ő véleményük, hogy ezek az oldalak ha helyesen vannak használva elősegíthetik a tanulási folyamatot és szorosabb viszonyt is generálnak a diák és tanár között. Általában vitázniuk kell a diákoknak vagy folytatni az órán elkezdett gondolatot. Sokszor a tanárok ide töltik fel a házi feladatot is abból a meggondolásból, hogy aki hiányzik is tudja pótolni a lemaradást.

A mostani kutatásban négy kérdőívet használtam, a közeljövőben még három angol nyelvtanárral szándékozom interjút felvenni, hogy jobban elmélyülhesek a témában. A távoli jövőben pedig meg szeretném ismételni a kutatást több intézmény és sokkal több angol nyelvtanár részvételével.