PROFESSIONAL BACHELOR OF EDUCATION

Bachelor thesis

Enhance the use of the target language in English classes

IT website of activities according to the Flemish curriculum.

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Preface

I'd like to thank Mrs Gillijns for being my promotor and for being an insightful and forthright mentor. I've learned many things from her during teacher training and for that I am very grateful.

I'd also like to thank Vincent Geerts and Ariadne Vandewijer for aiding me with the technological and design aspects of the database. Without them Teachingmats would never been completed so swiftly. They are two friends who I hold very dear and whom I couldn't live without.

Next I'd like to thank my father, Paul Himschoot. He's been a voice of reason, a guiding hand and a rock solid support during my higher education. He supported me in my darkest hour and now, hopefully, he can see me shining at my brightest.

Last but not least I would like to thank my fellow students and friends. They have made the past few years some of the happiest. I learned things that no book or lesson could teach me. Thank you for teaching me the lessons of life and love.

The research and hard work in this thesis has led to the creation of www.Teachingmats.be which is a database containing a variety of activating exercises from various sources. This was realized due to a demand from: fellow students, teachers and the Ministry of Education. I too longed for such a source which focuses mainly on enriching lesson plans with activating exercises. Because of this I was motivated to write a bachelor thesis on the subject and develop Teachingmats.

I have written this thesis for all teachers and student teachers who spend a lot of time preparing their lessons. I hope to be of help them with my research so that they can save some time while searching for extra activities to enrich their lessons with.
For this reason I plan to continue my work on Teachingmats after graduation.

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Introduction

First grade pupils have a maximum of two hours of English as a foreign language a week. Most of the pupils have already had experiences with the target language, such as from television and reading online. As such, most pupils in Flanders have a substantial lead when it comes to the English language. This is also because of their increased involvement with technology and higher focus on social media.
There are however a few important factors in play for Flanders. Television programmes featuring the English language are often not dubbed but have Dutch subtitles instead.
Both Dutch and English are Germanic languages and are therefore rather similar in vocabulary, structure and even spelling. Pronunciation is the dissimilar aspect between the two languages. (Shoebottom, 2015)
Therefore we can easily say Flemish pupils are "False Beginners". (Declercq, 2012)

From an educational point of view these 'false beginners' differ a lot in their individual starting point. The pupils possess only a very basic knowledge of the target language. Due to the differences in exposure, some pupils will have a bigger head start than others.
Nevertheless it remains a higher starting point than normal. This allows the teacher to use their already acquired knowledge to initiate and construct their further education in the English language. The advantage is a small one but an advantage nonetheless.

Despite their small lead, most pupils are reluctant to showcase and use their knowledge of the target language in a classroom environment. Most of the time they are shy or afraid to make mistakes, scared of their peers' reaction. Again it's the teacher's job to coach his/her pupils and motivate them through activating exercises (Trio., 2012) to bring out their latent abilities.

Easier said than done, especially for teachers in training and teachers who are just starting out. Luckily there are a lot of textbooks that can help you with spicing up your lesson plans. There are also a lot of websites with such exercises. Most of the time you'll have to register or pay a small monthly fee in order to access these websites.
During my education we were often encouraged to look for activating exercises on our own. Whether that was in the library full of textbooks or online we often had to take a few minutes to do some searching. Still, most students, got the advice to look that they should enhance their lesson plans even further. Henceforth there was a demand for an accessible tool that could provide activating exercises from various sources.

The TeachingMats website was created for this exact purpose (Onderwijs Vlaanderen, 2014) fitting in with the concept of blended learning[1] and the demand of Minister of Education Mrs Crevits for an increased development of tools that support language learning. (Crevits, 2014)
Firstly I researched the curricula of various school networks in Flanders.. Notable similarities were noted down to create the backbone of the website. The GO! Curriculum turned out to be the perfect match across all of the curriculums for English in the first grade. For this reason it was used to form the main categories of the website. (Pedagogische begeleidingsdienst GO!, 2015)
Afterwards I gathered data from various textbooks and other more original sources. These original sources include: Lectures, other theses, lessons held at PXL, etc.
It took a few months to compile all of this information in a template. In the meantime a first rough version of the website was created. This was achieved with the help of a third year student in applied computer science.

Next, all of the compiled data needed to be inserted into the database. For this reason a web domain was bought, namely www.TeachingMats.be . Our host provided us with a Linux hosting

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[1] Blended learning is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. (Wikipedia, 2015)

package that supports PHP[2]. This is important for the website to function as a database. This resulted in the first version of the website.

After completing the alpha version[3] I presented it to the third year students, who were explained the goals and usage of the website. Then they received a survey form through Google Forms where they could express their expectations of the website. The results were processed in Excel for further analysis. Their feedback was used to further improve the website.

Afterwards the pupils used the website while writing their lesson plans.
After finishing their teaching practice they received another survey in Google Forms. Here they were presented the same questions as in the first survey alongside some new questions. The repeated questions are for creating a comparison while the new questions are for extra feedback. Again the results were utilized to further improve the website.

After the website had been thoroughly tested all gathered survey data were analysed thoroughly. The purpose was to deduct whether the database had been successful in fulfilling its expectations. The results of this research were used to form a conclusion.

From this conclusion a final analysis will be made with possible adjustment and improvements as its result. These can be linked to a final conclusion of the thesis and to possible plans for further expanding upon this idea in future personal projects or in other theses. The latter one will provide the foundation for future students to expand upon in their own research.

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[2] PHP is a server-side scripting language designed for web development. It is also used as a general-purpose programming language.
[3] The alpha phase of the release life cycle is the first phase to begin software testing.

1   Preliminary inquiry

A preliminary inquiry was held to provide a sound foundation for my thesis. I started this in the second semester of 2014 and finalized it in the summer of 2015.
The process will be thoroughly described in this section by following the Flemish OVUR principle, which stands for: "Oriënteren, Voorbereiden, Uitvoeren & Reflecteren."

1.1   Orientation within the curricula

In the beginning the research question was but a rough concept, namely "How to motivate pupils in grade 1 English." This subject proved too big and too ambitious to be researched with the available time.
After a meeting with my mentor the subject was delineated into the idea of creating a database with activating exercises.

The orientation remained the same. The research would be focussed on activating exercises used in the first grade. For this reason the curricula of two education networks were consulted, namely GO! & OGO.

First the different curricula were analyzed to determine the basic knowledge, skills and attitudes in the first grade. This information will serve as a basic marker for choosing textbooks from which activating exercises will be taken.
These will be introduced into the database once enough data had been gathered.
Other sources, such as teacher oriented book and activities from lectures, will be added to compliment the textbook activities. By doing this there'll be a great variety in the types of activities on the website.

The GO! curriculum highlights the importance of stimulating the pupils to speak the target language with support of the teacher. There is a heavy focus on the copying level and descriptive level of the English language.
The main focus herein lies in reproducing the newly acquired knowledge and skills of the target language. This is done in a classroom environment with the teacher's support.
The curriculum encourages the teacher to use visual support materials and to offer key words when teaching. Furthermore there is strong prompting to integrate interdisciplinary skills such as politeness and mannerisms. (Pedagogische begeleidingsdienst GO!, 2015)

The VVKSO curriculum emphasizes roughly the same characteristics. The biggest difference is an even higher regard for the copying level while focusing much less on expressing personal opinions and experiences. (Vlaams Verbond van het Katholiek Secundair Onderwijs, 2015)

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1.2   Preparation of data gathering

The results of the research were used to select the curriculum that connected the most to the research question. The GO! curriculum proved to be the most fit for this purpose, as stated in the previous entry.
A most prominent factor that makes the GO! curriculum stand out is its focus on the descriptive expression of personal experiences and opinions. There is also a heavier focus on interdisciplinary mannerisms and conventions that are described in the VOETen[4]. Other important factors are: the clear subdivision of all goals into five main categories and the transparent link to the final attainment objectives. (Pedagogische begeleidingsdienst GO!, 2015)

The next step was to select different sources to gather activities from. 700 Classroom activities (Popova, 2005) was chosen as a benchmark because of its great use in teaching. As for text- and workbooks we chose the ones that are used the most in the province of Limburg. Contact 2 and Spark 2 were suggested by my mentor for this purpose. These were also the textbooks one used the most during teacher training.
Finally, other sources such as: lectures, PXL English course lessons, other theses, etc. were also used to add to the database.

1.3   Gathering of activating exercises

Over the course of several months all data was gathered from the aforementioned sources. Our goal was to gather around seventy different activities with the following distribution.

- Ten original activities (gather from various sources).
- 20 activities from the book: 700 classroom activities.
- 20 activities from the Contact 2 work- and textbook.
- 20 activities from the Spark 2 work- and textbook.

All the collected activities were noted down in an organized format which would be used to create Teachingmats. As a buffer, several extra activities were gathered in case some would not be utilizable for Teachingmats due to the format. A list of gathered activities can be found in the attachments.

The data was noted in a purely textual format for simplicity and the self-imposed limitations of the website. We consciously chose for a text only format.

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[4] Vakoverschrijdende Eindtermen (Onderwijs Vlaanderen, 2014)

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1.4 Reflection and plans for the design research.

As projected, the majority of the gathered data proved to be useful. There was enough variety, allowing all main categories of the database to be filled. The format in which the data was temporarily stored proved to be concise and clear. This would play an important role when creating the website. **(see later)**

In order to test this a pre-alpha[5] version of Teachingmats was created. It consisted only of the basic interface of the five main categories. Next, several activities were implemented from the temporary format into the pre-alpha website. As projected it functioned accordingly without any errors whatsoever.
Later, in September 2015, this early version was used as a benchmark for the beta version[6] of the website. More information on this version can be found here.

Because of the successful testing during the pre-alpha stage one could conclude that this basic format, namely five main categories filled with activities, was ready for further testing by actual users. It proved to be a user friendly way to present the activities in a purely textual format. Due to time restrictions certain ideas were left out. More on this can be found here.

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[5] Pre-alpha refers to all activities done on the product before the alpha release. For the database website this included: design and development of the basic structures and functionality.

[6] Beta refers to the stage after alpha. The product is then nearly complete and the basic functionalities have been developed. Further testing (Beta testing) is needed to see if additional features need to be added and to search for possible problems/bugs the product might have.

2   Design research

After the preliminary inquiry it was time to begin with the development of the website. Once the beta version was finished, it was presented to the 3rd year students of the PXL course English 3.

A survey before and after testing would measure their expectations and gauge if these expectations had been met. The results of both surveys were compared to check whether the website functioned accordingly. Additional feedback was also gathered to improve the design and functionality of Teachingmats.

Again, the process will be thoroughly described by following the Flemish OVUR principle, which stands for: "Oriënteren, Voorbereiden, Uitvoeren & Reflecteren."

2.1   Orientation phase

First we had to find a suitable webhosting service for our website. Since it would be a database we required a hosting service that provided Linux hosting[7] with PHP[8] and MySQL[9] database support for the Windows operating system. Another important factor was cost because the website would be self-funded.

Contact was made with Mrs Corry Hermans, Mr Joëlle Kalmès and Mr Wouter Hustinx. Unfortunately there was no opportunity to have the website hosted by the PXL.
As an alternative we searched for an external webhost and we chose Alfanet because it met all the set requirements we had for our website. The web domain 'Teachingmats.be' was taken as our name. Additional information can be found in the attachments.

Next the concept of the pre-alpha website was used to create an alpha version of the website.
Vincent Geerts, a 3rd year student in applied computer science of the Thomas More Kempen school, assisted greatly during the project. The alpha version was online in no time thanks to his expertise in database management and MySQL. Throughout the project his continued aid guaranteed the further improvement and general maintenance of Teachingmats.

Vincent Geerts also helped one understand the basics of database management and functionality. He provided clear instructions on how to implement all of the gathered activities into the database. The alpha version was finished in late September of 2015.

Afterwards we needed a way to test the efficiency of the database. One decided to create two separate surveys once the beta version of the website had been finalized.
One survey would be taken before the testing period and the other would be taken

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[7] Linux based hosting is the most used form of hosting. It's chosen by web designers because it has a larger variety of features. Alfanet also provided MySQL support for Linux hosting. This was the preferred choice for the project because of its cost efficiency.

[8] A server-side scripting language designed for web development. It is also used as a general-purpose programming language.

[9] An open source RDBMS (Relational Database Management System) that relies on SQL (Structured Query Language) for processing the data in the database.

afterwards. The testers would be the third year English students and the testing period would be their first weeks of teaching practice at the end of October.

2.1.1   Hypotheses

Before the preparation and execution component is executed, certain expectations must be formulated. These hypotheses will be reflected upon once the design research has been completed. The theorems regarding the Teachingmats database are as follows.

We expect:
- The testers to prefer electronic sources over paper sources.
- A positive user experience where the majority of the testers will be happy with the offered activities.
- That at least half of the testers are interested in continuing their use of Teachingmats after the testing is over.
- That Teachingmats will reflect one criterion that the testers look for the most in a source of activating exercises.

The first expectation is important because it will check whether there is a preference for electronic sources. This will more or less guarantee that the testers will take testing seriously as they will have more intrinsic motivation to participate in the research.

The second expectation is to check if the testers are happy with the activities we offer on Teachingmats. This will also check whether our selection process prior to the beta version of the website was successful. To reiterate, during this process all activities were screened for usefulness and whether they could be implemented into a purely textual database.

The third expectation gauges if the testers had a positive experience and whether the testers think of the database as a useful educational tool. The more testers that continue to use Teachingmats the better. A larger user base will increase the chance feedback will be received. This is important if we want to continue our work on Teachingmats after graduation.

The last expectation checks what the testers value the most when looking for activating exercises. Then we will check whether Teachingmats reflects that criterion.

The outcome of aforementioned expectations will be gauged by means of the two surveys.

2.2   Preparation of Teachingmats and testing materials

The next step was inserting all of the gathered activities into the database. This was done manually via the MySQL interface which came with the purchase of the webhosting. During this task all of the activities were checked for usability and if they could be inserted into the database.

Because of the self-imposed limitations we chose to only show text on the website. Activities that relied heavily on use of imagery or other materials were left out of the current version. We took into account that the use of extra information would further aid the users in enriching their lesson plans. It was decided that a section would be included in the thesis regarding possible expansion and future plans. More information regarding this subject can be found here.

Afterwards a plan was made for designing and creating the surveys. The beta testers would complete two surveys, one before testing and one after testing. The ensuing results were used to further improve and adjust the functionality of the website.
This was done by cross referencing both surveys to check whether the expectations of the users were fulfilled. This allowed us to check if the website succeeded in its intended functions and if personal expectations had been met.

The first survey gauged the expectations that the users had of the website and how they integrated and used activating exercises in their lessons. An extra question was added to inquire on how they would improve the design of the website. The former two established the starting point for the second survey.

The second survey contained all of the questions the first survey had, omitting the question regarding the design of the website. The answers would reassess the results of the previous survey. This way we could check whether the expectations of the testers remained the same. Further questions were added to inquire the experiences of the users with Teachingmats.
A presentation was held for the student testers before they took the first survey. They were presented with information regarding the website and its functions. This was done on Friday 9-10-2015 during their English class. A short introductory exercise was done afterwards. In groups, the testers had to navigate the website in order to find an activating exercise that they could use for an appointed subject. Next, they tried out the chosen exercise in their group.

The results were mainly positive. There were quite some remarks on the design of the website. These were noted by the testers in the appointed question of the first survey.
During the period of 19-10-2015 to 30-10-2015 the testers consulted Teachingmats for their teaching practice. Once completed they received the second survey for them to fill in.
Teachingmats was also beta tested by its creator during the period of 12-10-2015 to 30-10-2015.

2.3   Execution of beta testing and survey results

As aforementioned, the creator also used Teachingmats during the testing phase of this project. All set expectations had been met and the database proved itself to be a useful asset. Additional results proved to be mostly similar to the results of the second survey.

The test results of the first survey show that all testers use and integrate activating exercises in their lessons. They rely on various sources, ranging from other textbooks and 700 Classroom Activities to personal ideas and materials belonging to their colleagues.
Survey results show that they are mainly concerned with the usability of the activities. The quality of the content and reliability of the source are also deemed important to a lesser extent.

The majority of the testers commented that electronic sources, such as websites and databases, are their preferred way of collecting and searching for apt activating exercises. Their answers show that they are perfect for testing the database on the Teachingmats website.

When asked for their main expectation regarding the website, nearly all students answered that they hoped for a high variety of exercises. This, combined with their concern for

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usability, showed that the available activities should be checked before testing. This however was anticipated correctly and done as mentioned here.

Lastly the testers were asked how they would improve the design of the website. Various suggestions were made but five stood out the most. These were: an index with links to each main category, an e-mail form for suggestions & remarks, a search option, improved design and the addition of extra materials such as pictures.
These five options were used in the second survey to check which ones were deemed to have a higher priority.

The results of the second survey were mainly positive. All questions of the first survey were included to check whether there had been any changes. For the most part all answers remained roughly the same.
However an interesting shift was measured in what testers deemed most important. Now, besides usability, the quality of the activities was also judged to be a key factor. Reliability of the source remained the most prominent second value.
When asked which expectation regarding Teachingmats had been met, almost all testers answered exactly the same as in the first survey. A high variety of exercises was asked and delivered. Their affinity to electronic sources was the same as before.

The testers relied on Teachingmats mostly as a last resort yet the majority stated to be happy with the offered activities. When it comes to added features, a search function was sought after the most with an index of the website in second place. Oddly enough, only one tester remarked how they preferred more materials in comparison to a larger group during the first survey.
Finally, over half of the beta testers admitted that they would like to continue using Teachingmats later on.
Survey results and empty versions thereof can be found in the attachments.

Final adjustments were made to Teachingmats by using the received feedback. These were mainly minor fixes in the design and code.
The database had passed beta testing successfully and the final version of Teachingmats was uploaded.

2.4   Reflection on the process and results

The results of the design research were positive and all previous expectations had been met. To recapitulate, the hypotheses were as follows.

We expected:
-   The testers to prefer electronic sources over paper sources.
-   A positive user experience where the majority of the testers will be happy with the offered activities.
-   That at least half of the testers are interested in continuing their use of Teachingmats after the testing is over.
-   That Teachingmats will reflect one value the testers want the most from a source of activating exercises.

To begin with, the first expectation has been met successfully. Survey results show that more than half of the students were content with the offered activities.

The reason for this is the work that had been done during the preliminary inquiry. A large amount of exercise were gathered from a variety of sources. Afterwards, during the first phase of the design research, all activities were checked for usability. Both steps guaranteed a large variety of thoroughly inspected exercises.

These extra steps proved to be invaluable for the development of Teachingmats. Therefore these steps should continuously be implemented in future development plans.

Furthermore, the results of the second hypothesis exceeded our expectations. More than half of the testers admitted that they would continue using Teachingmats for their teaching practice. This corresponds with the positive results of the other hypotheses. Due to the work done during the preliminary inquiry and the well thought out preparation, Teachingmats was able to become a quality database.

In addition, the third expectation was also met. The first survey pinpointed that the most important value amongst the testers was usability. The second survey reiterated this and showed that quality was another important value.

In correspondence with the results of the first expectation we can conclude that we have also succeeded in testing and proving the accuracy of both.

To end, the last expectation has also been verified. In both surveys, the testers had shown a clear preference for electronic sources. Admittedly, the majority of the testers used Teachingmats as a last resort. However, because of the aforementioned preference, there is potential for the database to grow and attract more users. If done correctly this could shift the priority of usage to a higher level amongst the user base. Various expansion possibilities will be discussed here.

In conclusion, one can state that the development and testing of Teachingmats was successful. All of the expectations have been met and there were little to no problems during the development of the database.

However there are many possibilities to expand and improve Teachingmats. Due to time and self-imposed constrictions these couldn't be implemented. These will be discussed in part 2.5 'future plans'.

2.5   Future plans

As previously stated there are a lot of further expansion possibilities for Teachingmats. Many of these ideas came to fruition during the development of the database while some were suggested by the beta testers in the two surveys. In this section one will expand upon possible smaller implementations and some larger structural overhauls that could improve Teachingmats.

2.5.1   Small expansions

Most of the suggestions for smaller expansions were gathered during the pre-testing presentation that was held for the beta testers. Some of them were also gathered from the results of the first survey. Afterwards the most prominent ones were presented in the second survey in order to determine which ones were most desired by the testers.

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First, there was the search option. This would be implemented by adding a side bar to the website with various options for the users to choose from. This expansion would allow the users to quickly access information by entering a key word.

Second, there was the suggestion of and index with links to each main category. The five main categories could be placed into a sidebar, replacing the current dropdown interface. This would leave the homepage open for a short introductory text or perhaps an instruction video.

Third and last was the idea of an e-mail form. This would allow users to contact the creator of Teachingmats in order to ask questions or give suggestions regarding the Database.

Due to time constrictions in Mr Geerts' schedule it was impossible to implement these right away. We have the intention of continuing our work on Teachingmats even after one has graduated. Thus, all of the aforementioned small expansions will be implemented at a later time.

2.5.2   Larger expansions

Possibilities regarding larger expansions were mainly discussed with Mr Geerts, Mrs Gillijns and teachers from various secondary schools we had contact with during teaching practice in the past years. While there was a wide variety in ideas, we shall only list the most prominent ones.

The first idea was to implement Teachingmats as a platform for teachers in Secondary schools. This would require a login system and constant monitoring of the database. Approved users could use a form to implement new activities per category. This would allow the database to grow with the help of teachers all over Flanders. Quality control is critical to ensure that the added activities are up to standard for the modern classroom.

The second idea was to implement extra materials on the website such as imagery, sound, video and downloadable content. This would enhance the user experience by offering more materials to work with. However, this would require a large overhaul of the database's code and basic structure. This would take quite some time to do and thus we restricted ourselves to a purely textual format for the first release.

The third idea was to engage in a collaboration with a publisher of educational books. Activating exercises would be gathered from their works in order to be implemented into the Teachingmats database. Alongside the sale of a textbook a login for the database could be provided. This would allow teachers to use Teachingmats as an added enriching tool during the development of their lesson plans.
This was perhaps the most ambitious idea as it would require implementation of the previous two ideas. In its current state, one is unable to implement this without extra time, help and funding.

In short, it would be possible to implement the first two large expansions over the course of a few months if all parties involved have available time. Another roadblock is budget as all the webhosting so far has been paid for personally.
One is quite content with Teachingmat's current achievements and functionalities. However, one remains ambitious considering the future possibilities that this project has.

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Conclusion

My research on the efficiency of Teachingmats has proven to be fruitful. All objectives have been met showing that Teachingmats was a valuable asset for introducing activating exercises into an EFL lesson. The willingness of the testers to continue their use of the website is an encouraging factor to continue the work and maintenance of Teachingmats.

Next to the positive outcome of this project it is important to note that we have answered the demand for educational tools that can support and expand upon language acquisition and language policies in secondary schools. (Crevits, 2014)
More specifically, Teachingmats is an accessible tool that provides activating exercises from various sources. Such a tool can be implemented in the education program of blended learning, serving as an asset for teachers when enriching their lessons.

Teachingmats has come a long way from just a concept to a fully-fledged database. Over the course of this research all expectations were met and some were even exceeded. Nevertheless, we must look beyond our current achievements and contemplate the future. Education is a very dynamic field, constantly changing and evolving. Because of this, Teachingmats too has to change and evolve in order to remain a useful tool.
Various possibilities have been assessed, some of which will be implemented in the nearby future. Others will require more than just time and can serve as a stepping stone for further research.

During this project all four key elements of the PXL x-factor were accounted for. There was passion for research and empathy towards fellow students and teachers. This project also proved to be innovative and there was a collaboration with a student from an external school and a graphic designer. Last but not least there was disciplinary and interdisciplinary work done.

The experience gained during this project has set a new standard to strive for. A teacher's job doesn't end when leaving the classroom. Many tools have been developed in order to save time and to aid teachers. A collaboration between teachers and developers of these tools is integral to achieve success. A valuable lesson during this project was that in these times of technological advancements, teachers shouldn't be keep their expertise confined to the classroom. They should strive for aiding in the development and testing of educational tools in order to play their part in the ever changing and evolving field of education.

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Attachments

List of activities with notes and sources:

Topic (year 2 English)	Activity
Present continuous * Contact 2 p 10-11 **Listening & Watching**	Look at the pictures/drawings. What are the people doing? - *The children <u>are playing</u> in the fields.*
Functions: booking a room * Contact 2 p 34 -37 Extra info p 47 - 51 **Listening & Watching** **Verbal interactions**	Listen to the conversation and answer the questions. (difficult words and specific information) Practice the dialogue in pairs. Fill in the blanks in your part of the dialogue. (the blanks are specific information needed for the function.)
Simple Past * Contact 2 p 53 – 58 **Reading** **Speaking**	Read the comic strip and answer the questions. Read the newspaper article about the events that happened in the comic strip to check your answers. Tell the story in your own words. Use matching nouns and verbs from the list. - *They saw a balloon in the sky.* - *It crashed into the church tower.*
Simple past * Contact 2 wb p 49 **Reading** **Writing**	Find synonyms or translations of the Dutch words in the newspaper article and fill in the crossword.
Simple past (& past continuous) * Contact 2 wb p55 **Listening**	Listen to the interview and compare with the drawings. Indicate the errors in the drawings. - *Andy wasn't working at the garage he was at the pub.*
Past continuous * Contact 2 wb p 64 **Writing**	The teacher had to leave the classroom to answer a phone call. This is what her pupils were doing when she returned. Study the picture and write sentences about it. - *Paul was smoking a cigar.*
Past continuous * Contact 2 p 61 **Speaking** **Verbal interactions**	What were you doing when (the balloon hit the church tower). [Can be used as a creative speaking exercise.] - *We were rehearsing with our band.*
Function: talking about intentions, opinions and instant decisions * Grammar: Going to Contact 2 wb p 81 – 82 **Writing**	Look at the pictures and complete the sentences. - *Anne is going to take a bath.* Complete the speech bubbles. Use going to. - *Look at those clouds. I think it's going to rain.* What's the difference between the two exercises? (plans and intentions vs opinions)

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Past perfect simple Contact 2 wb p 105 **Writing** **Reading**	Search the text for four irregular past participles. Study the irregular past participles and fill in the grid. (the aligned letters form 'past participle')
Past perfect simple Contact 2 wb p 107 **Writing**	Write sentences about these cartoons. - *Sheryl went on holiday to Spain.*
Function: talking about actions in a period "up to now" (stress on duration of action) (Present perfect continuous) Contact 2 p 95 **Reading** **Verbal interactions**	Discuss for each of the following statements: who said them? (check the text of you don't remember.) - *I've been dreaming of…* [Can be used as a creative speaking exercise. Replace the cartoons and speech bubbles with pictures of famous people and quotes.]
Vocabulary: body parts & injuries * Contact 2 wb p 129 **Writing**	Write the correct English words for these parts of the body. (there's a detailed image for the pupils to look at with every body part marked. The 'before' image shows the body parts & the 'after' image shows the injuries.)
Vocabulary: body parts Contact 2 wb p 130 **Listening**	Listen to the song from the musical *hair*. Tick off the parts of the body you hear.
Reading: treating wounds * Contact 2 wb p 145 **Reading**	Read the statements and indicate if they are true or false in your opinion. Use the vocabulary list if necessary. (Statements on how to treat wounds. Exercise made before reading a text on how to treat certain common wounds.)
Modal auxiliary verbs * Contact 2 wb p 140 **Writing**	Write a response to a letter from a reader who has a problem. (teen magazines) Use modal auxiliary verbs in your advice.
Function: Expressing certainty and uncertainty about the future * Contact 2 wb p 157 **Writing**	Write a horoscope for a friend of yours or for your English teacher. Express certainty and uncertainty about the future. (Beginning of the unit introduced the pupils to the different signs + horoscopes)
Function: talking about the weather * Contact 2 wb p 159-161 **Writing** **Listening**	Complete the vocabulary grids about the weather. Listen to the weather forecast. Which map in each set is the correct one. (model + stickers = re-enact?)
Vocabulary: household chores * Contact 2 wb p 183 **Writing**	Write the names of these household chores under the drawings.
Grammar: Defining relative clauses Contact 2 wb p 202-203 **Writing** **Reading**	Look at this picture of the reception of the hotel. You can see the receptionist, the porter and 4 guests. Find out as much as you can about these 4 guests. (25 statements / riddle)

Reading + vocab: Stonehenge * Contact 2 wb p 209 Contact 2 p 178-181 **Reading** **Speaking**	(after reading the text) Study this plan. What part of the monument do the numbers refer to? What can you say about them?
Grammar: passive voice (simple tenses) Contact 2 wb p 213 Contact 2 p 187-189 **Listening** **Writing**	Listen to the interview. Explain what goes wrong at every look-out post.
Vocabulary: Spellbound * 700 Classroom Activities p 146 **Speaking** **(stipulate a part of speech)**	Take turns to say a word. The only rules are: 1) Your word must include the letter C. 2) You may not say the same word that another student has already said. The winner is the last student left. (Change rule 1 to switch things up, add more rules to make it harder.)
Vocabulary: Phrasal verbs * 700 Classroom Activities p 140 **Watching**	Guess the phrasal verb that's being mimed. (work in groups. Start by writing down as many phrasal verbs as you can remember. Then choose one and act it out for your group.)
Vocabulary: Body parts * 700 Classroom Activities p 138 **Writing**	In groups, write parts of the body on little pieces of paper. Don't write plurals. Do the same for some adjectives. Shuffle the pieces and share them out equally between groups. Draw a picture of a monster using all the body parts and adjectives you have received. Add labels to explain mutations.
Vocabulary: Tourist trail * 700 Classroom Activities p 136 **Speaking** **Listening** **Verbal interactions**	Name a country. The next person names a tourist attraction in that country and then a new country. Repeat. In small groups, discuss which of them you've seen or would like to see. Add some more things you like to look at when you travel.
Vocabulary: Languages * 700 Classroom Activities p 134 **Listening** **Writing**	Listen to the countries and write down the nationality and the language of each one. In small groups, compare and write down any words that are new to you.
Vocabulary: Remedies * 700 Classroom Activities p 135 **Speaking** **Verbal interactions**	Think of five illnesses, and make a list of the symptoms. Work in pairs. Take turns to tell your partner your symptoms. See if your partner can diagnose the illness. If your partner can then he/she must give you advise on what to do. Decide whether you trust your new doctor.
Vocabulary: food * 700 Classroom Activities p 132 **Writing** **Verbal interactions**	In small groups, write a ten-item shopping list on a piece of paper. It must include the following things (list). Swap your list with another group. You have 10 minutes to agree on a two-course meal

	using all the ingredients on the list. You can only add salt, pepper and oil.
Vocabulary: edible or inedible * 700 Classroom Activities p 132 **Verbal interactions**	In pairs, sit facing each other. Take turns throwing a ball of paper to your partner as you say a noun. When you catch the ball you must say edible or inedible depending on the noun.
Vocabulary: Sound box * 700 Classroom Activities p 129 **Writing**	Draw the box. Invite a student to add the words according to where the class thinks they should go. In groups copy the box and brainstorm more words for it. Try to get an even distribution of words for it. They can be sounds or things that make the sound.
Vocabulary: Colours * 700 Classroom Activities p 126 **Speaking** **Verbal interactions**	In small groups, agree the answer to these questions and note them down. Some questions have more than one answer. Score one point per colour.
Vocabulary: Animals * 700 Classroom Activities p 122 **Writing** **Speaking**	Work alone. Copy this diagram. Write your favourite and least favourite animal for each category. Compare your choices with your partner and tell each other why you chose them.
Grammar: Quantifiers 700 Classroom Activities p 106 **Speaking**	Take turns to repeat this sentence, but substitute I write on the board. (Is there much food in the fridge?)
Grammar: Present simple * 700 Classroom Activities p 102 **Speaking** **Verbal interactions**	Think of a film or book you really enjoyed. In small groups, tell each other all about it, but don't tell them the title. See if anyone can guess form your description.
Grammar: present perfect * 700 Classroom Activities p 100 **Speaking** **Verbal interactions**	In pairs, imagine you are going on a holiday. Make a list of ten things that need to be done. Now imagine you're about to leave and go to the airport. Take turns asking each other questions. (different tasks for different groups?)
Present continuous * 700 Classroom Activities p 98 **Writing** **Watching**	Before the next class, go to a place in town where there are usually a lot of things happening. Write a description of everything you can see and hear. In class, read out your description. Can others guess where it is?
Grammar: possessive adjectives and pronouns * 700 Classroom Activities p 95 **Speaking** **Verbal interactions**	Collect small objects from the students and put them in a cardboard box or bag. Take an object out and elicit this sequence. *T- Is this yours?* *A- No, it's not mine.* *T- Whose is it then?* *A- It's his/hers/Maria's , etc.* (write the exchange on the BB, gradually erase the model.)
Grammar: Past simple * 700 Classroom Activities p p94	Work in small groups. Take turns to tell the group what you did yesterday. The group

Speaking **Verbal interactions**	will interrupt you every 2 or 3 sentences with *I don't believe you!* Change your last sentence and continue the story.
Grammar: Past simple * 700 Classroom Activities p p93 **Speaking** **Verbal interactions**	Take turns to repeat what happened yesterday, and add something new, including a verb. If you forget the sequence you are out of the game. (restart when sequence gets too long)
Grammar: Past continuous * 700 Classroom Activities p p88 **Speaking** **Verbal interactions**	In small groups, ask each other what you were doing yesterday at these times. In your answers, tell two lies. See if the group can identify which answers are lies. (extra activity see book)
Grammar: Passive voice * 700 Classroom Activities p p87 **Writing** **Verbal interactions**	In 2 groups, write sentences in the passive for the following, then three other sentences about famous people. When you've finished, test the other group. (ex: It was discovered by Marie Curie – radioactivity)
Function: would you like * 700 Classroom Activities p p85 **Speaking**	In pairs, take turns to offer help with these problems. (ex: I'm thirsty – Would you like a drink?)
Grammar: Have got * 700 Classroom Activities p p84 **Speaking**	In pairs, ask and answer questions using 'have got' and these words. (ex: Have you got any CDs? Yes I have / No I haven't What CDs have you got? I've got…)
Grammar: Future simple * 700 Classroom Activities p p80 **Writing**	What are the signs of the zodiac? (write them on the board). Form groups per star sign. Write 2 horoscopes: a good one for your own and a bad one for the sign after yours.
Grammar: copular verbs * 700 Classroom Activities p p78 **Speaking** **Verbal interactions**	(Draw 4 faces on the board: happy, mischievous, sad, angry.) How do these people look like? Draw faces to demonstrate the following adjectives. Ask your partner to say how each face looks. In pairs, discuss how these people might look and feel. (give sentences like: He's just won a marathon.)
Grammar: conjunctions * 700 Classroom Activities p p77 **Speaking**	In pairs, take turns to continue these sentences, using and, but and because. (ex: I'm tired and I'm going to bed. I'm tired but I've got to finish this essay. I'm tired because I've been up all night studying.)
Grammar: conditionals – first * 700 Classroom Activities p p74 **Speaking**	Anxiety role-plays Work in pairs, A & B. Student A is very adventurous. Student B is very anxious. In

	your pairs, role play a discussion between two good friends about the given situation.
Grammar: conditionals –second * 700 Classroom Activities p p75 **Speaking**	In small groups, brainstorm some current world news stories and suggest improvements using the second conditional. (ex: If we all voted him out of office, the country would be a safer place.
Comparatives and superlatives * 700 Classroom Activities p p71 **Verbal interactions** **Writing**	Dictate a question to one student. Let the everyone mingle and find the answer to the given question. Make note! (ex: Who drinks the most coffee?)
Adverbs of frequency * 700 Classroom Activities p p66 **Verbal interactions**	Stand in a circle and take turns throwing a ball at each other. Shout an adverb and throw. The catcher must use it in a sentence. (time limit!)
Function: telephoning * 700 Classroom Activities p p64 **writing**	In small groups, compose an answering machine message for one of the following places. Include information about services and opening hours, plus options for further assistance. (ex: arts centre.)
Function: obligation and prohibition * 700 Classroom Activities p p60 **Verbal interactions**	Work in groups. Imagine you are in a particular place. Say on of the rules that apply, and the other students will try to guess where you are. If they can't guess, give another rule.
Function: necessity * 700 Classroom Activities p p59 **Speaking**	Work in small groups and write 5 ideas under each of these headings. What the world needs now. What things need doing to improve this town/country. What people need in order to live in harmony.
Function: job search * 700 Classroom Activities p p56 **Verbal interactions**	Work in pairs. Imagine you have a job in one of these places. Your partner will ask you yes/no questions to discover your job.
Function: instructions * 700 Classroom Activities p p55 **Verbal interactions**	In small groups, discuss the differences in how people do everyday things in your country and in the UK/US/Australia/…
Function: getting to know you * 700 Classroom Activities p p54 **Verbal interactions**	Work in groups of 3. Ask and answer questions about yourselves, but tell some lies as well. While you listen to the others, make a note of anything you think is a lie. Talk about the given subjects.
Function: describing * 700 Classroom Activities p p51 **Watching** **Speaking**	How do people use their hands and faces In different countries to indicate these ideas? (see book for list)
Function: describing * 700 Classroom Activities p p51 **Speaking** **Watching**	Whisper the name of an object to a student. He/she must show what this object is using only his/her hands. Mime shape/size/use.

	Others must try to guess what it is while describing what's going on.
Function: deduction * 700 Classroom Activities p 48 **Speaking**	I'm going to draw something on the board. After each line, try to guess what it is. (it might be.. it could be..)
Function: advice * 700 Classroom Activities p p43 **Verbal interactions**	In pairs, agree what you should do in the following emergencies. (see book)
Grammar: Write and answer questions with 'to have (got)' * Spark 2 wb p 25 **Writing**	Write five questions about the picture. Write at least 3 with 'to have (got)' and 2 with 'to have'. Answer with short answers. Give the pupils a cartoon or an interesting pictures to write questions and answers about
Function: exploring/reading a map * Spark 2 wb p 26 **Speaking**	Look at the map and match the pictures to the correct place. What activities do you think are happening in each building. Present the pupils with a map (of a school campus, famous city) and let them match pictures to the correct place on the map. (ex: match the Big Ben to the matching icon on the map.) Then ask what the pupils know about the picture.
IT-time (factual knowledge) * Spark 2 wb p 41 **Reading** **Speaking**	Present the pupil with a few questions about a country/landmark/event/person/etc. and let them look up the answers online. Discuss these answers in small groups with each other.
Function: Writing post cards and the address (+ creative exercise) * Spark 2 wb p 51 **Writing**	Imagine you're on a vacation. Write a postcard to a friend or family member. Also draw the front of the postcard. The teacher provides the holiday location. To make it more challenging the teacher can provide roleplaying cards. The pupils need to take on the identity of someone else to write a postcard.
Grammar: Gerund & vocab (hobbies) * Spark 2 wb p 67 **Speaking** **Writing**	Match the hobbies to the pictures. Choose words from the word field hobbies. Let the pupils use the gerund when they match a hobby with a picture. (ex: Her hobby is cheerleading, His hobby is playing video games.)
Grammar: Expressing likes and dislikes (gerund & third person singular) * Spark 2 wb p 68 **Speaking**	Ask your classmates about his/her likes and dislikes about hobbies/food/music/etc. Write down the answers and report to the class.

Writing	Discussion can be done in smaller groups so all pupils can practice the gerund and use 3rd person singular.
Writing a text message * Spark 2 wb p 76 **Writing**	Write a text message for a friend. Write it in text message language and in Everyday English. Before doing this the teacher can look at some fun abbreviations that are used in English text/chat language.
Role play: party talk * Spark 2 wb p 79 **Verbal interactions** **Writing**	Prepare a role play where you invite a classmate to a party at your place. Your classmate refuses, but you persuade him/her by giving 3 reasons why he or she should be there. Act your role play out in front of the classroom.
Matching adjectives with nouns * (article + adjective + noun) Spark 2 wb p 87 **Writing**	Match the adjectives in the first column to the nouns in the second column. Then write them into phrases. Afterwards use the phrases to make sentences. (ex: Handsome + man A handsome man The handsome man dates beautiful women.)
Charlie and the chocolate factory Grammar: past continuous * Spark 2 wb p 91 **Watching** **Speaking** **Writing**	Watch the clip. (you can use any clip from any film) What's the clip about? Who are the main characters? Watch again, then report on the clip. Use the past continuous. (ex: Willy Wonka was running.)
Fill in the essay (gap text) Grammar: past continuous Spark 2 wb p 93 **Writing**	Look at the essay that Sam wrote for his English class. Complete the sentences by putting the verbs in the past continuous. Good example of how an essay should look + gap text. Can be used as a step up for learning to write an essay.
Vocab: animals * Spark 2 wb p 111 **Writing** **Speaking**	Match the pictures to the animals on the Chinese horoscope signs. The first letter is given as a help. Discuss the following questions with a classmate. Which of these animals: Could live at your place? Lives on a farm? Could you find at the zoo? Could you eat?

	Will you only meet in fairy tales? Do you like best? Why? Are you afraid of? Why? Possibility to have a small discussion about zodiac signs.
Animal comparisons * Spark 2 wb p 124 **Writing** **Verbal interactions**	Match the adjective to the animal to build a comparison. (ex: as wise as an owl.) Possibility to have a small discussion about animal comparisons. Can be done in small groups. (ex: who in this classroom is as wise as an owl? Why do you think so?)
Vocab: body parts (of animals) * Spark 2 wb p 125 **Writing** **Verbal interactions**	Write these 'animal' words under the matching picture. (ex: flying bird -> wings)
Vocab: animals * Spark 2 wb p 126 **Writing**	What zoo animals can you identify? Look at the pictures and write down what animals these creatures are made of. (ex: zebraphant = zebra + elephant)
Vocab: (men &)chores * Spark 2 wb p 182 **Writing** **Speaking**	Look at the picture (man doing ironing clothes while the woman watches). What does this tell you about gender stereotypes? Look at the pictures. What chores do these represent and what are these dads doing? Combine the verbs and nouns to name the chores in the picture.
Prepositions of place * Spark 2 wb p 194 **Writing**	Look at the picture. Complete the sentences about the picture by filling in the correct preposition. (ex: Nermal is on the cushions.)
Vocab: breakfast * Spark 2 wb p 232 **Writing**	Sandra chooses a continental breakfast. There is also the possibility to have a full English breakfast. (pictures) Which is which? Name all the ingredients of both breakfasts.
Vocab: shopping Spark 2 wb p 262 - 264 **Listening** **Speaking**	Match the shopping lists to the pictures. (you could let the pupils act these out in pairs)
Function: giving instructions Spark 2 wb p 265 **Writing**	Look at the recipe. Complete the sentences by looking at the list of ingredients.

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Story cubes * Dice set (with expansions)	https://www.storycubes.com/ Can also be purchased as an app for tablet & smartphone for €1,79 (cheaper!)
Werewolf card game *	Can be bought in any toy store Maybe make a pdf with templates? Illegal?
Australia board game Charles's thesis	Ask Charles
Canterbury Tales board game By me & Charles	See project last year
Going on a vacation Notes by miss Gillijns	See notes from London (where did I put those?)

<u>5 main categories</u>: Listening & watching, reading, speaking, writing, verbal interactions
My website = intermediary between 700 CA & various (work)books (primary goal, gather materials)
Target audience = teachers (in training)
Monetisation idea = flexible database concept (website adjustments necessary, secondary goal)
Most textbooks still rely a lot on gap text and writing exercises for functions and grammar.

<u>Sources</u>:

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E-mail correspondence regarding webhosting

Mail 1
Van: Joëlle Kalmès
Verzonden: maandag 9 februari 2015 12:10
Aan: Wouter Hustinx
CC: Corry Hermans; Koen Vandenhoudt; Jochen Didden; Kris Gillijns
Onderwerp: Re: website bachelorproef

beste allen

Hosten gebeurt niet door ICT-werkgroep van het departement.

Groeten

Joëlle Kalmès

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Mail 2

Van: Corry Hermans
Verzonden: ma 9-2-2015 13:08
Aan: Laurens Himschoot;

Dag Laurens

Ik heb intussen bericht ontvangen dat er geen mogelijkheid is om je website te laten hosten door het departement of door de PXL zelf. Ik vermoed dat er te veel studenten zijn met een dergelijke vraag…

Vriendelijke groet

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PXL EDUCATION   Bachelorproef

Laurens Himschoot   Enhance the use of the target language in English classes.

Mail 3

Van: Laurens Himschoot
Verzonden :ma 9-2-2015 13:09
Aan: Corry Hermans;

Geachte

Hartelijk bedankt voor uw antwoord.
Ik zal volgend academiejaar zelf op zoek gaan naar een host voor mijn website.

Met vriendelijke groeten

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CC: Wouter Hustinx; Koen Vandenhoudt; Jochen Didden; Kris Gillijns
Onderwerp: Re: website bachelorproef

Dag Corry

Tot enkele jaren geleden gebeurde dit door PHL - opleiding IT -voor alle studenten van de verschillende departementen.

Hopelijk kan dit opnieuw ingevoerd worden, lijkt me iets dat door Wouter moet opgevolgd worden.

Joëlle Kalmès

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Van: Kris Gillijns
Aan: Wouter Hustinx; Joëlle Kalmès; Corry Hermans;

CC: Laurens Himschoot;
ma 9-2-2015 16:07

Dank je Wouter, ik geef het door aan Laurens maar ik denk niet dat het heel dringend is.
Vriendelijke groet,
Kris

Van: Wouter Hustinx
Verzonden: maandag 9 februari 2015 16:03
Aan: Joëlle Kalmès; Corry Hermans
CC: Koen Vandenhoudt; Jochen Didden; Kris Gillijns
Onderwerp: RE: website bachelorproef

Dag Joëlle en collega's

Dit zullen we moeten agenderen op de domeingroep ICTO.

De student kan misschien al verder met:
1)   Gratis hosting: https://pantheon.io/
2)   Virtuele server: vb. Wamp-server

Mvg,
Wouter

E-mail proof of webhosting

Mail 1
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Met vriendelijke groeten,
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AlfaNet bvba

Mail 2   33

Van: Alfahosting | Alfanet BVBA [mailto:admin.mijn@alfahosting.be]
Verzonden: dinsdag 29 september 2015 13:49
Aan: paul.himschoot@outlook.com
Onderwerp: 15344 : Alfahosting - Bevestiging betaling 8544 (AlfaNet bvba)

Geachte Himschoot Paul (klantnummer: 15344),

Bij deze laten we u weten dat we de betaling van factuur 8544 in goede orde
ontvangen hebben.

Met vriendelijke groeten,

Alfahosting (Alfanet BVBA)
sales@alfahosting.be

PXL EDUCATION   Bachelorproef

Laurens Himschoot   Enhance the use of the target language in English classes.

Betalingsbewijs webhosting Teachingmats   34

AlfaNet bvba
'internetdiensten'

Neerstraat 43
3980 Tessenderlo
België
BTW BE 0870.656.558
RPR Hasselt
Tel.: +32 (0) 13 - 555 387
Fax : +32 (0) 13 - 552 900
e-mail: sales@alfahosting.be

Himschoot Paul
Relindisstraat 1
3800 Sint-Truiden
België

Datum: dinsdag 29 september 2015

Klant Nr: 15344	Factuur Nr: 8544		Pagina 1
Zilver met Nieuw domein		EUR	49,00
- domeinnaam teachingmats.be			

FORTIS bank: BE49 0014 7005 1871 / BIC: GEBABEBB
KBC bank: BE76 7350 2300 9495 / BIC: KREDBEBB

Subtotaal	EUR	49,00
BTW 21%	EUR	10,29
Totaal	EUR	59,29

VOLDAAN via Bancontact of Kredietkaart

Bachelorproef

Laurens Himschoot   Enhance the use of the target language in English classes.

Survey 1 empty

<u>Use of activating exercises during English lessons.</u>
Aimed at teachers in training before their teaching practice in year 3.
* Required

Do you use activating exercises in your lessons? *
EX: games, group assignments, interactive media, etc.

- o   Yes, I use them in all my lessons.
- o   I use them in most of my lessons.
- o   I use them in a couple of my lessons.
- o   No, I don't use any in my lessons.

What's your main source for activating exercises? *
You may check off multiple boxes

- o   Other course books (PXL library)
- o   Material from colleagues (fellow students and/or teachers)
- o   700 Classroom Activities
- o   Materials from educational websites
- o   Other websites & search engines
- o   Other: [   ]

What is the most important factor for you when searching for activating exercises? *
Pick one

- o   High reliability
- o   Easily accessible (friendly user interface)
- o   Quality content
- o   Usability
- o   Appealing design
- o   Other: [   ]

Do you prefer your source to be electronic or on paper? *

- o   Electronic (websites & databases)
- o   Paper (700 CA & other course books)

What do you expect most from my website? *

- o   Corresponds to the curriculum (GO!, VVKSO, etc.)
- o   User friendly
- o   High variety of activities
- o   Continued maintenance & expansions (post-grad)

How would you improve the website design wise? *
Ex: What colour scheme? What would you like to see on the banner? Etc...

- o   [   ]

Source: http://goo.gl/forms/jtDWyG0nim

Survey 2 empty

<u>Use of activating exercises during English lessons.</u>
Aimed at teachers in training after their teaching practice in year 3.
* Required

Did you use activating exercises in your lessons? *
EX: games, group assignments, interactive media, etc.

- o Yes, I used them in all my lessons.
- o I used them in most of my lessons.
- o I used them in a couple of my lessons.
- o No, I used them in none of my lessons.

What was your main source for activating exercises?
You may check off multiple boxes

- o Other course books (PXL library)
- o Material from colleagues (fellow students and/or teachers)
- o 700 Classroom Activities
- o Materials from educational websites
- o Teachingmats.be

What was the most important factor for you when searching for activating exercises?
Pick one

- o High reliability
- o Easily accessible (friendly user interface)
- o Quality content
- o Usability
- o Appealing design

Which did you prefer the most. Electronic or paper sources?

- o Electronic (such as teachingmats.be)
- o Paper (700 CA & other course books)

Which of these expectations (about my website) was met the most?

- o Corresponds to the curriculum (GO!, VVKSO, etc.)
- o User friendly
- o High variety of activities

How frequently did you use Teachingmats.be?
Pick one.

- o Didn't use it at all.
- o Only once or twice.
- o Used it for most of my lesson plans.
- o Used it for almost all of my lesson plans.
- o Used it for all my lesson plans.

How much did you rely on Teachingmats.be?
Pick one.

- o It was the only source I used.
- o I used 1 or 2 other sources (ex: other textbooks, 700 CA)
- o I used it with a variety (3+) of other sources.
- o I only used it as a last resort.

What was your experience with the activities on Teachingmats.be?

Pick one.

- o   I'm happy with the offered activities.
- o   I'm okay with the offered activities.
- o   I'm unhappy with the offered activities.

Which of the following would you like to be added to the website?

(These have been suggested in the previous survey by all testers.) Multiple answers are allowed.

- o   Index with links to each main category.
- o   E-mail form for suggestions & remarks.
- o   A search option.
- o   Improved design.
- o   Addition of extra materials. (pictures, media, etc.)

Will you use Teachingmats.be for future lessons?

Pick one.

- o   Yes
- o   No

Source: http://goo.gl/forms/589nlNQT8r

Survey 1 results

Do you use activating exercises in your lessons?	What's your main source for activating exercises?	What is the most important factor for you when searching for activating exercises?	Do you prefer your source to be electronic or on paper?	What do you expect most from my website?	How would you improve the website design wise?
I use them in most of my lessons.	700 Classroom Activities	Easily accessible (friendly user interface)	Electronic (websites & databases)	High variety of activities	Pictures
I use them in most of my lessons.	Other coursebooks (PXL library)	High reliability	Electronic (websites & databases)	Corresponds to the curriculum (GO!, VVKSO, etc)	Simple interface
I use them in most of my lessons.	Material from colleagues (fellow students and/or teachers)	Usability	Electronic (websites & databases)	Continued maintenance & expansions (post-grad)	make it simple, but accessible. keep the design light and 'floaty'.
Yes, I use them in all my lessons.	own inspiration	Easily accessible (friendly user interface)	Paper (700 CA & other coursebooks)	User friendly	It's very boring. I would integrate some pictures and make it more attractive. It is easy.
I use them in most of my lessons.	Other websites & search engines	High reliability	Electronic (websites & databases)	Corresponds to the curriculum (GO!, VVKSO, etc)	A nice large variety of activities and a nice UI
I use them in most of my lessons.	700 Classroom Activities	Easily accessible (friendly user interface)	Electronic (websites & databases)	Continued maintenance & expansions (post-grad)	Stick to lighter colors.
Yes, I use them in all my lessons.	Materials from educational websites	Usability	Electronic (websites & databases)	High variety of activities	Maybe you could use pictures or quotes related to teaching
I use them in most of my lessons.	700 Classroom Activities	High reliability	Paper (700 CA & other coursebooks)	High variety of activities	Use more colours and pictures
I use them in most of my lessons.	Other websites & search engines	Quality content	Electronic (websites & databases)	High variety of activities	/
I use them in most of my lessons.	Materials from educational websites	Usability	Electronic (websites & databases)	High variety of activities	I don't know
Yes, I use them in all my lessons.	Myself	Quality content	Electronic (websites & databases)	Continued maintenance & expansions (post-grad)	More interesting and appealing design
Yes, I use them in all my lessons.	Materials from educational websites	Appealing design	Paper (700 CA & other coursebooks)	Corresponds to the curriculum (GO!, VVKSO, etc)	I don't know
I use them in a couple of my lessons.	Other coursebooks (PXL library)	Usability	Paper (700 CA & other coursebooks)	High variety of activities	Not too dark, keep it simple!

lts

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I use them in most of my lessons.	Materials from educational websites	Usability	Electronic (websites & databases)	Continued maintenance & expansions (post-grad)	A natural color scheme without many "flashy" colors. Having a template for each webpage and make sure you have the main topics on the side for easier access, leaving the middle for announcements about the progress on the website or information related to education
Yes, I use them in all my lessons.	My own ideas	Usability	Electronic (websites & databases)	High variety of activities	It's empty. Doesn't look appealing, specially when talking about fun activities.
I use them in most of my lessons.	Other websites & search engines	Quality content	Electronic (websites & databases)	High variety of activities	Green
I use them in a couple of my lessons.	Materials from educational websites	Usability	Electronic (websites & databases)	High variety of activities	A design that's easy to overview.
Yes, I use them in all my lessons.	Material from colleagues (fellow students and/or teachers)	Quality content	Electronic (websites & databases)	User friendly	Neutral colours, table of contents

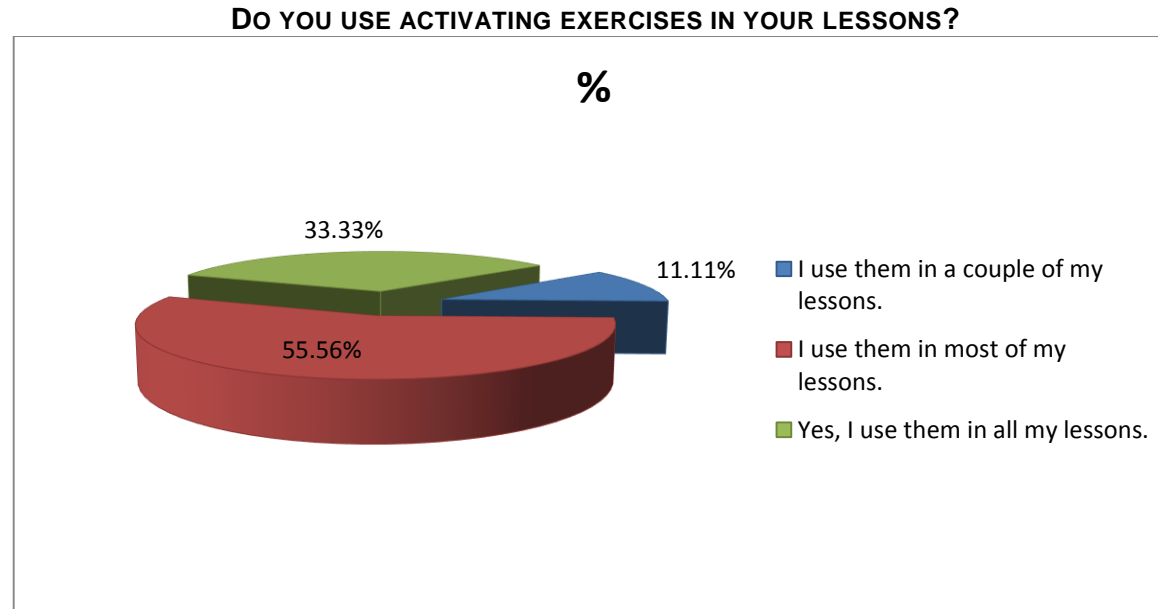Laurens Himschoot Enhance the use of the target language in English classes.

Survey 2 results

Did you use activating exercises in your lessons?	What was your main source for activating exercises?	What was the most important factor for you when searching for activating exercises?	Which did you prefer the most. Electronic or paper sources?	Which of these expectations (about my website) was met the most?
Yes, I used them in all my lessons.	Materials from educational websites	Usability	Electronic (such as teachingmats.be)	Corresponds to the curriculum (GO!, VVKSO, etc)
I used them in a couple of my lessons.	Materials from educational websites	Usability	Electronic (such as teachingmats.be)	User friendly
I used them in most of my lessons.	700 Classroom Activities	Quality content	Electronic (such as teachingmats.be)	High variety of activities
Yes, I used them in all my lessons.	Materials from educational websites	Easily accessible (friendly user interface)	Electronic (such as teachingmats.be)	High variety of activities
I used them in most of my lessons.	Material from colleagues (fellow students and/or teachers)	Usability	Electronic (such as teachingmats.be)	Corresponds to the curriculum (GO!, VVKSO, etc)
I used them in most of my lessons.	Materials from educational websites	Quality content	Paper (700 CA & other coursebooks)	User friendly
Yes, I used them in all my lessons.	Material from colleagues (fellow students and/or teachers)	Usability	Electronic (such as teachingmats.be)	High variety of activities
I used them in most of my lessons.	Materials from educational websites	High reliability	Electronic (such as teachingmats.be)	High variety of activities
I used them in most of my lessons.	Materials from educational websites	Usability	Electronic (such as teachingmats.be)	Corresponds to the curriculum (GO!, VVKSO, etc)
Yes, I used them in all my lessons.	Materials from educational websites	High reliability	Electronic (such as teachingmats.be)	High variety of activities
I used them in most of my lessons.	Materials from educational websites	Quality content	Electronic (such as teachingmats.be)	User friendly
I used them in most of my lessons.	Materials from educational websites	High reliability	Electronic (such as teachingmats.be)	
I used them in most of my lessons.	Material from colleagues (fellow students and/or teachers)	High reliability	Paper (700 CA & other coursebooks)	Corresponds to the curriculum (GO!, VVKSO, etc)
I used them in a couple of my lessons.	700 Classroom Activities	Usability	Paper (700 CA & other coursebooks)	High variety of activities
I used them in most of my lessons.	Materials from educational websites	Quality content	Electronic (such as teachingmats.be)	High variety of activities
I used them in most of my lessons.	Materials from educational websites	Quality content	Electronic (such as teachingmats.be)	User friendly

PXL EDUCATION

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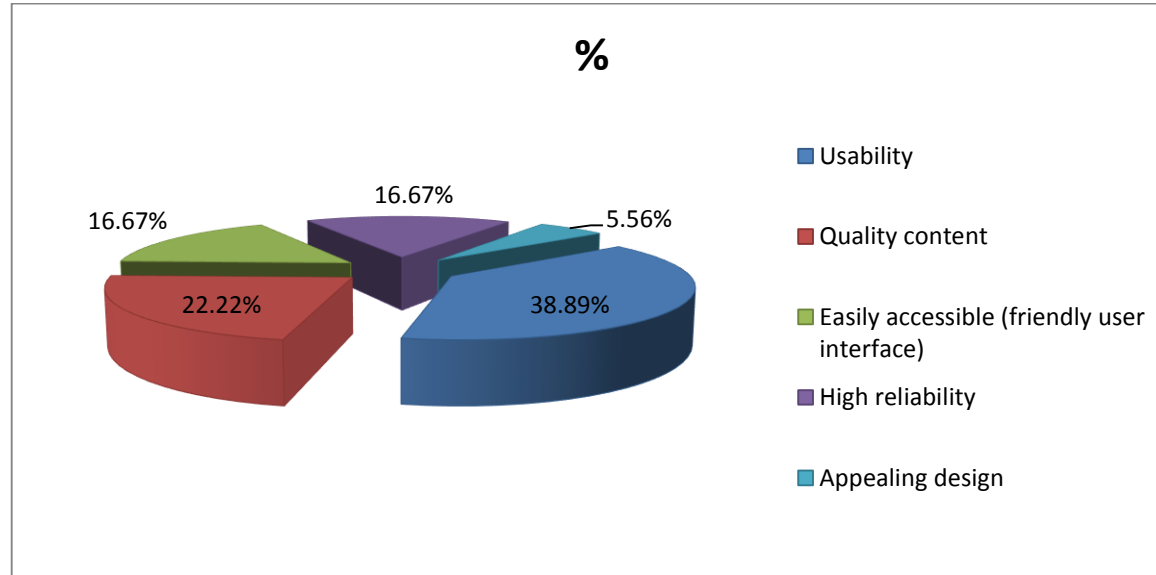| How frequently did you use Teachingmats.be?	How much did you rely on Teachingmats.be?	What was your experience with the activities on Teachingmats.be?	Which of the following would you like to be added to the website?	Will you use Teachingmats.be for future lessons?
Didn't use it at all.	I only used it as a last resort.	I'm okay with the offered activities.	Addition of extra materials. (pictures, media, etc.)	No
Didn't use it at all.	I only used it as a last resort.	I'm okay with the offered activities.	A search option.	No
Only once or twice.	I used it with a variety (3+) of other sources.	I'm okay with the offered activities.	A search option.	Yes
Only once or twice.	I only used it as a last resort.	I'm okay with the offered activities.	Improved design.	Yes
Didn't use it at all.	I only used it as a last resort.	I'm okay with the offered activities.	Index with links to each main category.	Yes
Didn't use it at all.				
Didn't use it at all.	I only used it as a last resort.	I'm okay with the offered activities.	A search option.	Yes
Didn't use it at all.	I only used it as a last resort.	I'm unhappy with the offered activities.	Index with links to each main category.	Yes
Didn't use it at all.	I only used it as a last resort.	I'm unhappy with the offered activities.	Improved design.	No
Didn't use it at all.	I used 1 or 2 other sources (ex: other textbooks, 700 CA)	I'm okay with the offered activities.	A search option.	Yes
Only once or twice.	I only used it as a last resort.	I'm okay with the offered activities.	A search option.	Yes
Didn't use it at all.		I'm okay with the offered activities.	A search option.	Yes
Didn't use it at all.	I only used it as a last resort.	I'm unhappy with the offered activities.	Addition of extra materials. (pictures, media, etc.)	No
Only once or twice.	I used it with a variety (3+) of other sources.	I'm okay with the offered activities.	Index with links to each main category.	Yes
Only once or twice.	I used it with a variety (3+) of other sources.	I'm okay with the offered activities.	Index with links to each main category.	Yes
Didn't use it at all.			A search option.	No

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Graphs of survey 1:

DO YOU USE ACTIVATING EXERCISES IN YOUR LESSONS?

%

33.33%

11.11%   ■ I use them in a couple of my lessons.

55.56%   ■ I use them in most of my lessons.

■ Yes, I use them in all my lessons.

Rijlabels	Aantal van n testers
I use them in a couple of my lessons.	11,11%
I use them in most of my lessons.	55,56%
Yes, I use them in all my lessons.	33,33%
Eindtotaal	**100,00%**

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WHAT'S YOUR MAIN SOURCE FOR ACTIVATING EXERCISES?
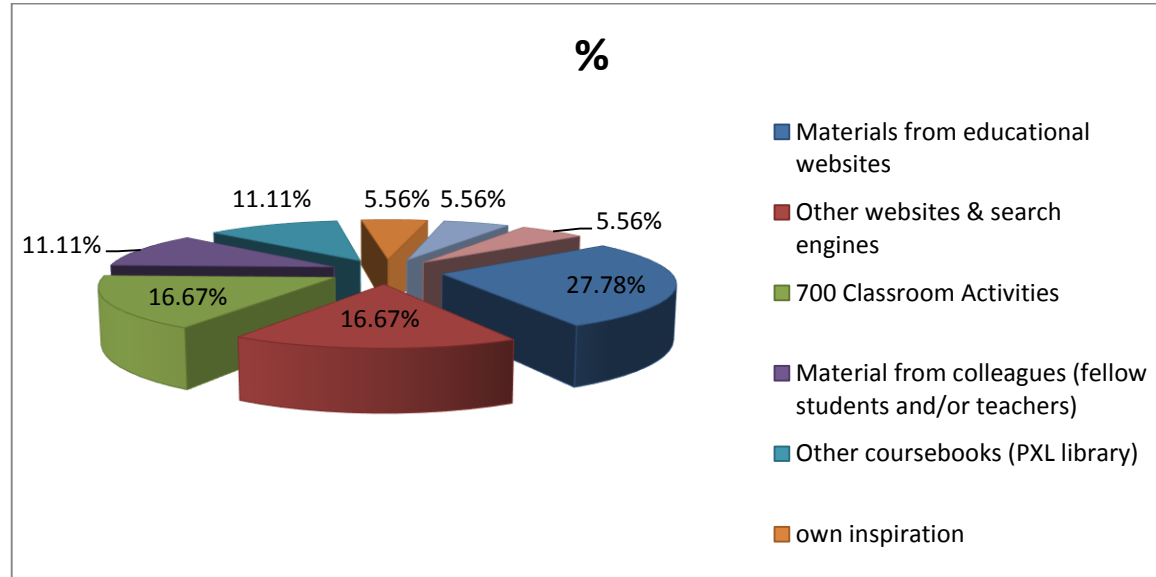
Rijlabels	Aantal van n testers
Materials from educational websites	27,78%
Other websites & search engines	16,67%
700 Classroom Activities	16,67%
Material from colleagues (fellow students and/or teachers)	11,11%
Other coursebooks (PXL library)	11,11%
own inspiration	5,56%
Myself	5,56%
My own ideas	5,56%
Eindtotaal	**100,00%**

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WHAT IS THE MOST IMPORTANT FACTOR FOR YOU WHEN SEARCHING FOR ACTIVATING EXERCISES?

Rijlabels	Aantal van n testers
Usability	38,89%
Quality content	22,22%
Easily accessible (friendly user interface)	16,67%
High reliability	16,67%
Appealing design	5,56%
Eindtotaal	**100,00%**

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WHAT IS THE MOST IMPORTANT FACTOR FOR YOU WHEN SEARCHING FOR ACTIVATING EXERCISES?

Rijlabels	Aantal van n testers
Usability	38,89%
Quality content	22,22%
Easily accessible (friendly user interface)	16,67%
High reliability	16,67%
Appealing design	5,56%
Eindtotaal	**100,00%**

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DO YOU PREFER YOUR SOURCE TO BE ELECTRONIC OR ON PAPER?

Rijlabels	Aantal van n testers
Electronic (websites & databases)	77,78%
Paper (700 CA & other coursebooks)	22,22%
Eindtotaal	**100,00%**

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WHAT DO YOU EXPECT MOST FROM MY WEBSITE?
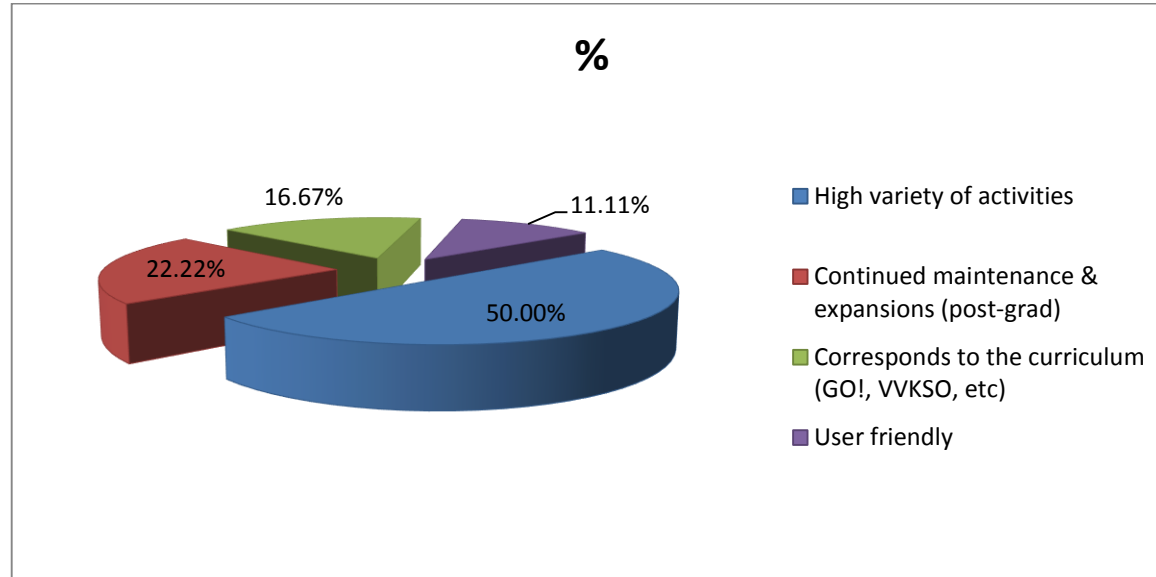
Rijlabels	Aantal van n testers
High variety of activities	50,00%
Continued maintenance & expansions (post-grad)	22,22%
Corresponds to the curriculum (GO!, VVKSO, etc)	16,67%
User friendly	11,11%
Eindtotaal	**100,00%**

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HOW WOULD YOU IMPROVE THE WEBSITE DESIGN WISE?

	n
/	1
A design that's easy to overview.	1
A natural color scheme without many "flashy" colors. Having a template for each webpage and make sure you have the main topics on the side for easier access, leaving the middle for announcements about the progress on the website or information related to education	1
A nice large variety of activities and a nice UI	1
Green	1
I don't know	2
It's empty. Doesn't look appealing, specially when talking about fun activities.	1
It's very boring. I would integrate some pictures and make it more attractive. It is easy.	1
make it simple, but accessible. keep the design light and 'floaty'.	1
Maybe you could use pictures or quotes related to teaching	1
More interesting and appealing design	1
Neutral colours, table of contents	1
Not too dark, keep it simple!	1
Pictures	1
Simple interface	1
Stick to lighter colors.	1
Use more colours and pictures	1
(leeg)	
Eindtotaal	**18**

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Graphs of survey 2

DID YOU USE ACTIVATING EXERCISES IN YOUR LESSONS?

%

- I used them in most of my lessons.
- Yes, I used them in all my lessons.
- I used them in a couple of my lessons.

12.50%
25.00%
62.50%

Rijlabels	Aantal van testers
I used them in most of my lessons.	62,50%
Yes, I used them in all my lessons.	25,00%
I used them in a couple of my lessons.	12,50%
Eindtotaal	**100,00%**

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WHAT WAS YOUR MAIN SOURCE FOR ACTIVATING EXERCISES?
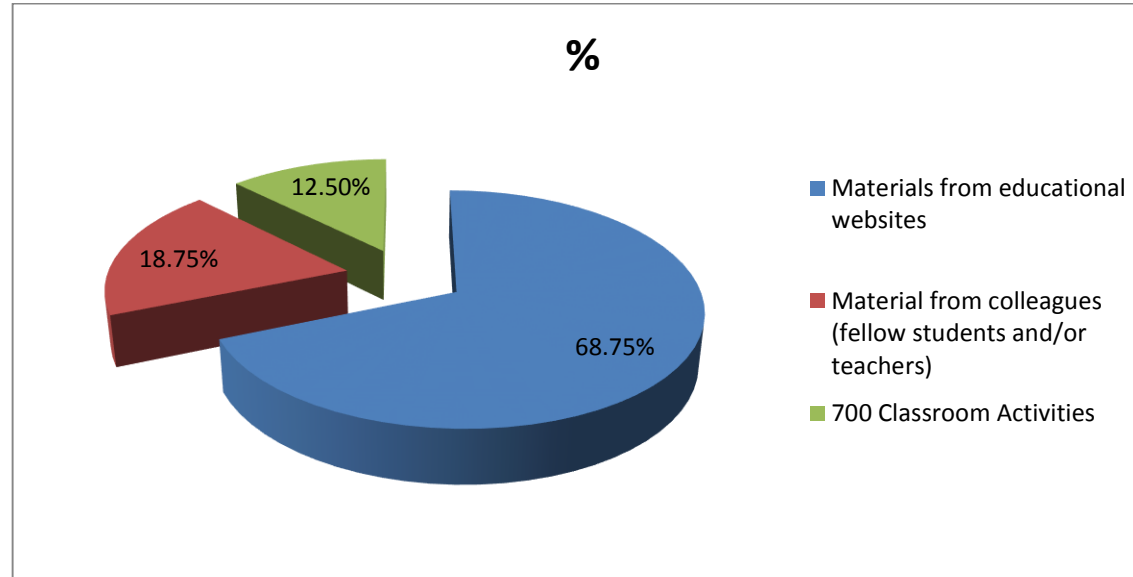
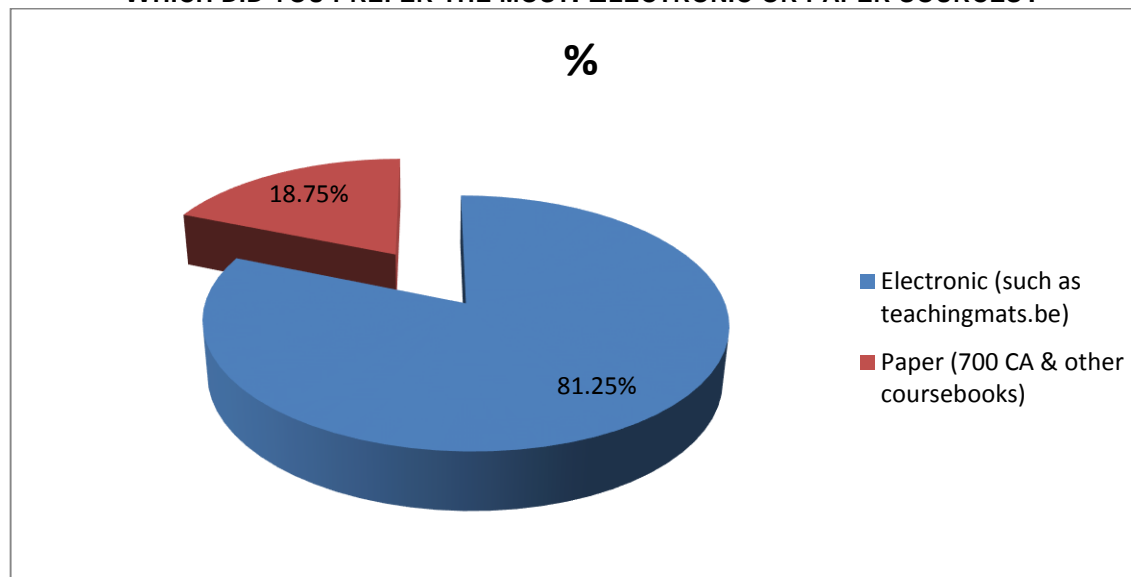| Rijlabels	Aantal van testers
Materials from educational websites	68,75%
Material from colleagues (fellow students and/or teachers)	18,75%
700 Classroom Activities	12,50%
Eindtotaal	**100,00%**

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WHAT WAS THE MOST IMPORTANT FACTOR FOR YOU WHEN SEARCHING FOR ACTIVATING EXERCISES?
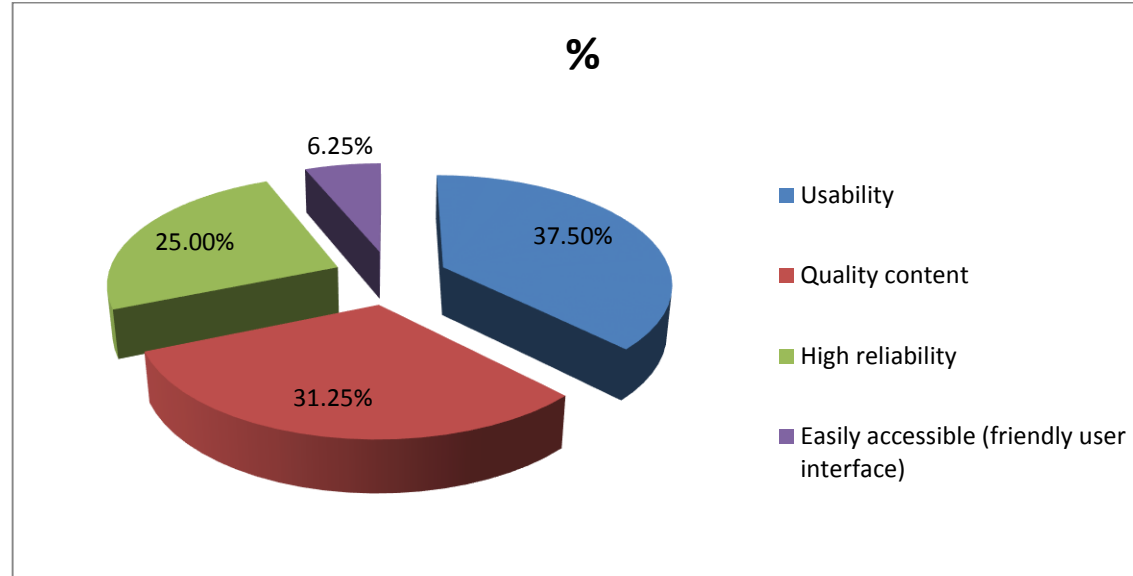
Rijlabels	Aantal van testers
Usability	37,50%
Quality content	31,25%
High reliability	25,00%
Easily accessible (friendly user interface)	6,25%
Eindtotaal	**100,00%**

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WHICH DID YOU PREFER THE MOST. ELECTRONIC OR PAPER SOURCES?

%

18.75%

81.25%

■ Electronic (such as teachingmats.be)

■ Paper (700 CA & other coursebooks)

Rijlabels	Aantal van testers
Electronic (such as teachingmats.be)	81,25%
Paper (700 CA & other coursebooks)	18,75%
Eindtotaal	**100,00%**

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WHICH OF THESE EXPECTATIONS (ABOUT MY WEBSITE) WAS MET THE MOST?
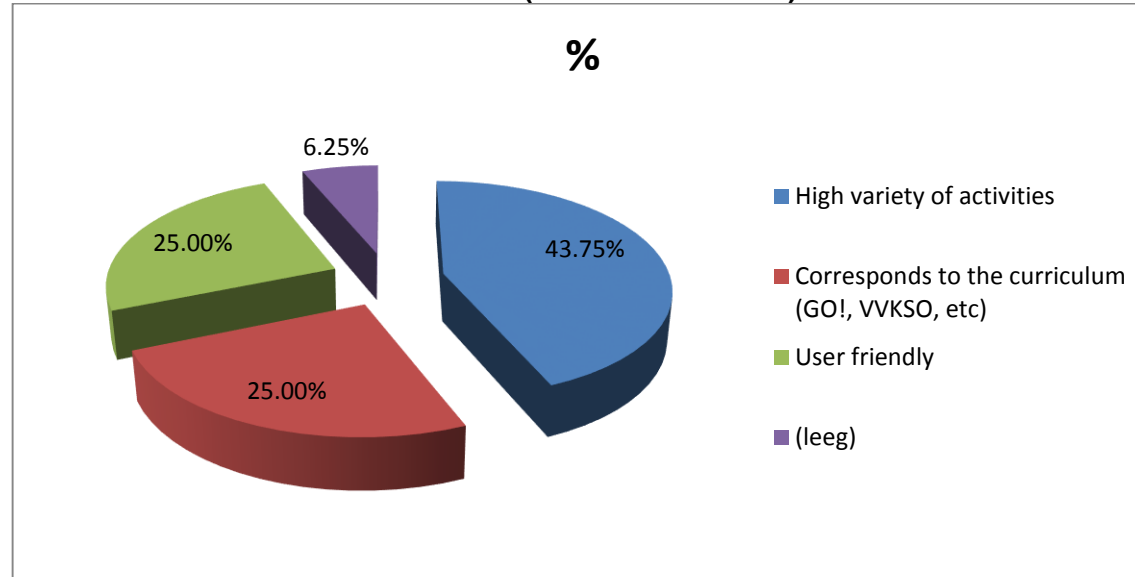
Rijlabels	Aantal van testers
High variety of activities	43,75%
Corresponds to the curriculum (GO!, VVKSO, etc)	25,00%
User friendly	25,00%
(leeg)	6,25%
Eindtotaal	**100,00%**

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WHAT WAS YOUR EXPERIENCE WITH THE ACTIVITIES ON TEACHINGMATS.BE?
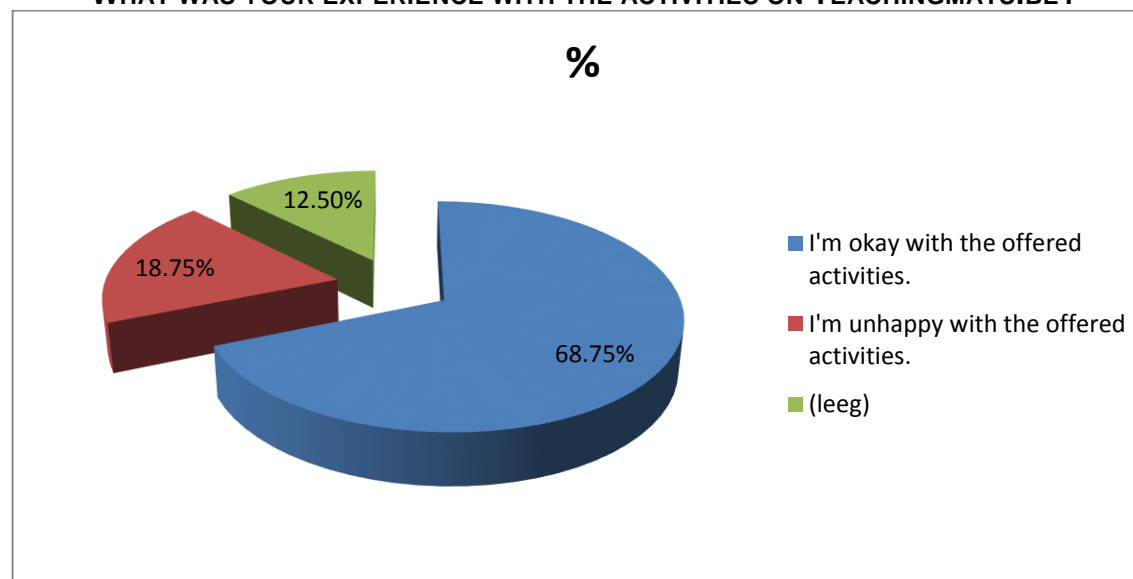
Rijlabels	Aantal van testers
I'm okay with the offered activities.	68,75%
I'm unhappy with the offered activities.	18,75%
(leeg)	12,50%
Eindtotaal	**100,00%**

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WHICH OF THE FOLLOWING WOULD YOU LIKE TO BE ADDED TO THE WEBSITE?

%
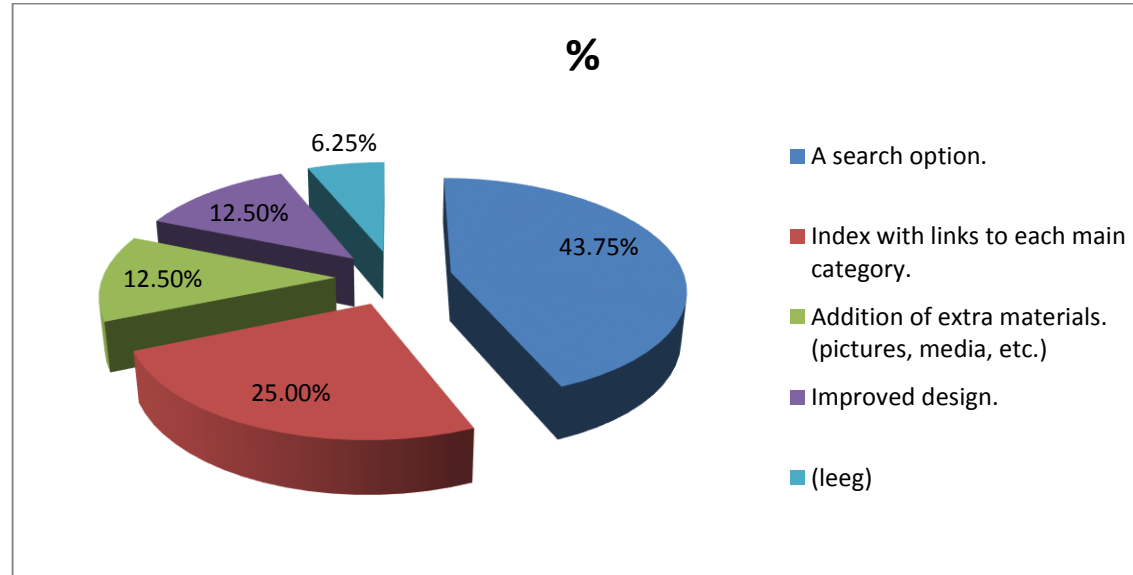
Rijlabels	Aantal van testers
A search option.	43,75%
Index with links to each main category.	25,00%
Addition of extra materials. (pictures, media, etc.)	12,50%
Improved design.	12,50%
(leeg)	6,25%
Eindtotaal	**100,00%**

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WILL YOU USE TEACHINGMATS.BE FOR FUTURE LESSONS?

%

6.25%

31.25%

62.50%

- Yes
- No
- (leeg)
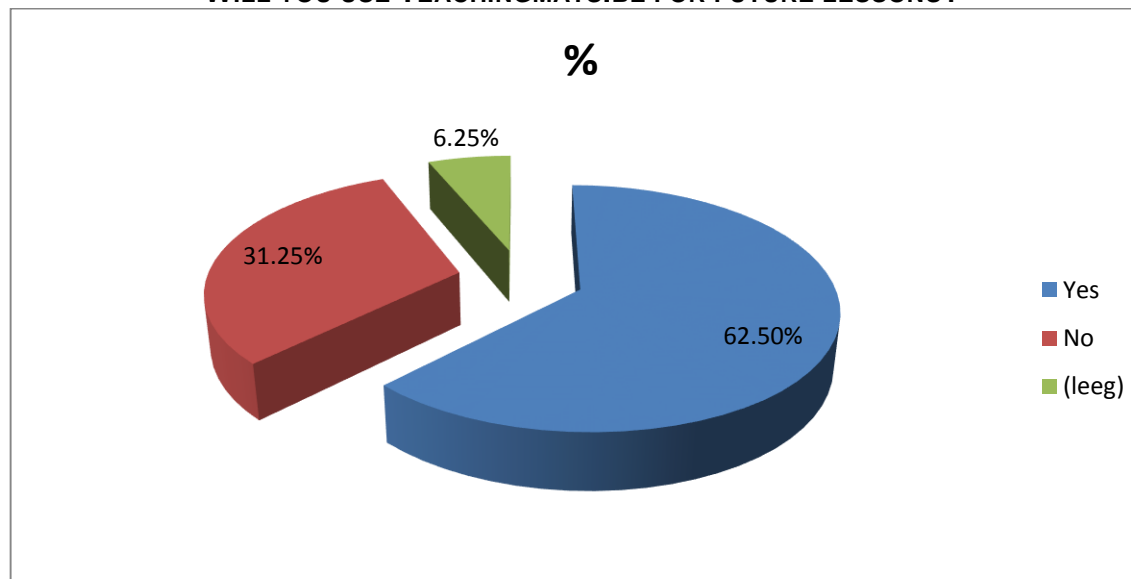
Rijlabels	Aantal van testers
Yes	62,50%
No	31,25%
(leeg)	6,25%
Eindtotaal	**100,00%**

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Screenshots of website development

Beta version 1
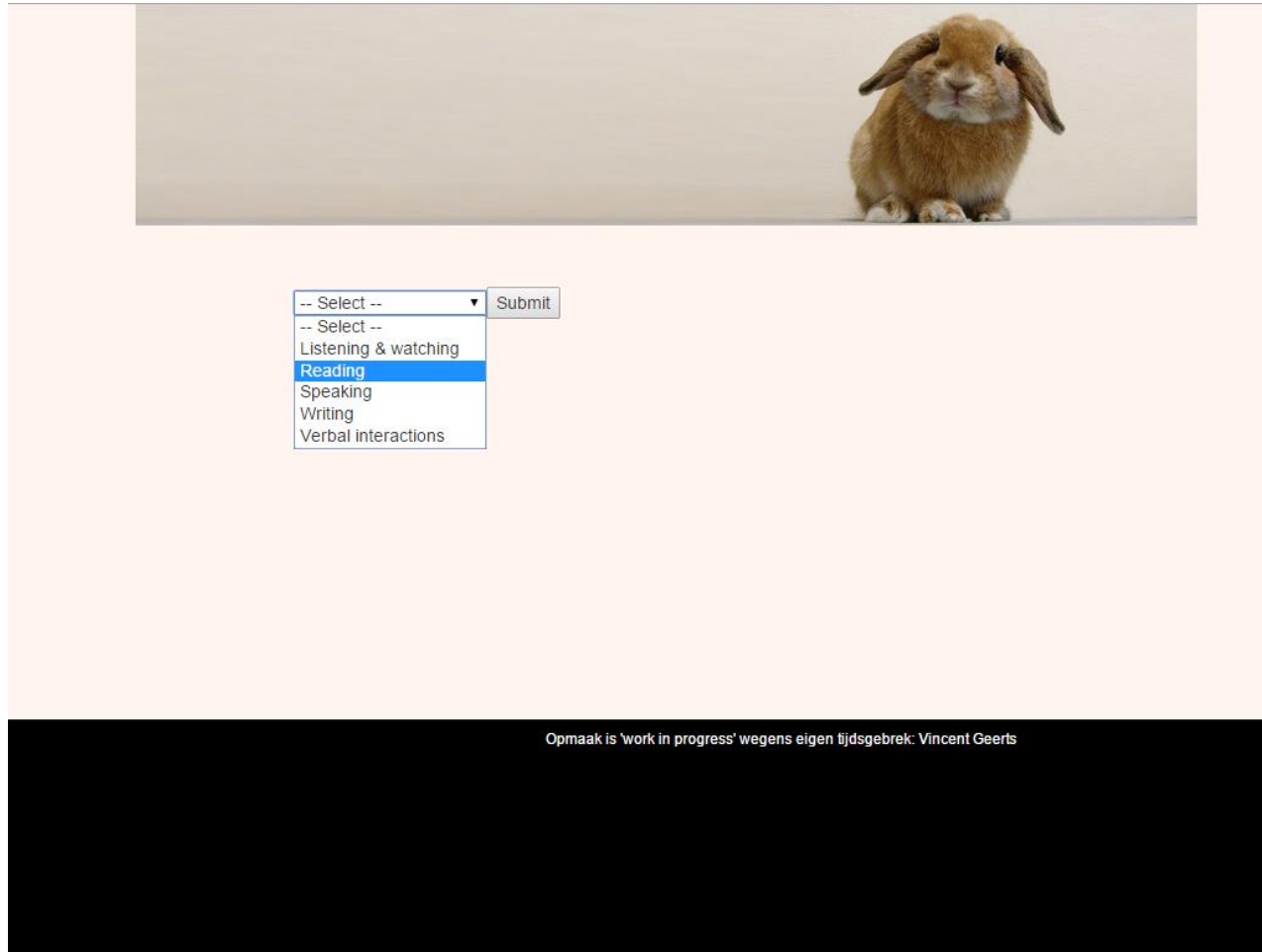
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Beta version 2

Enhance the use of the target language in English classes.

Release version 1

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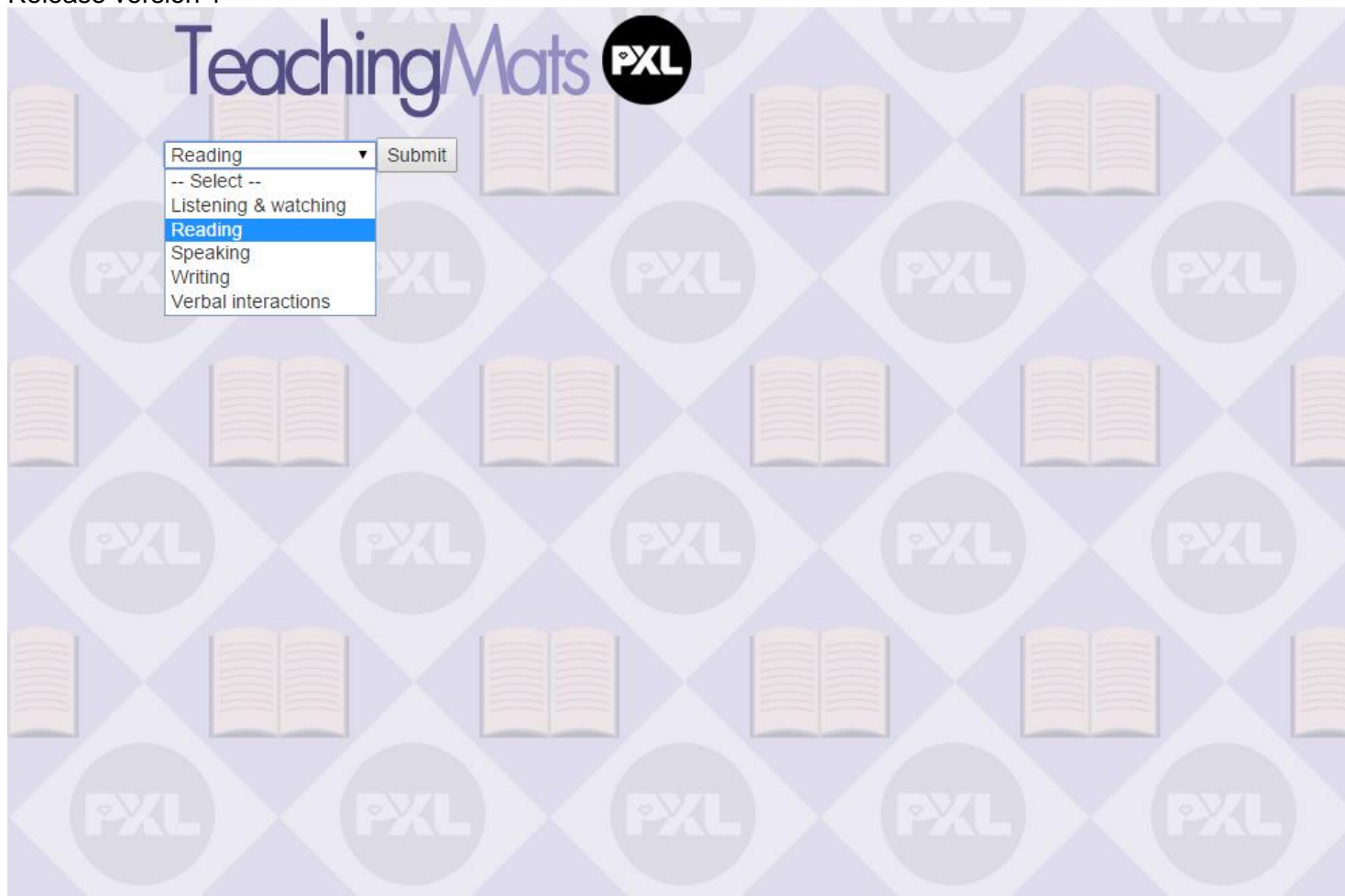
Release version 2 (final version)
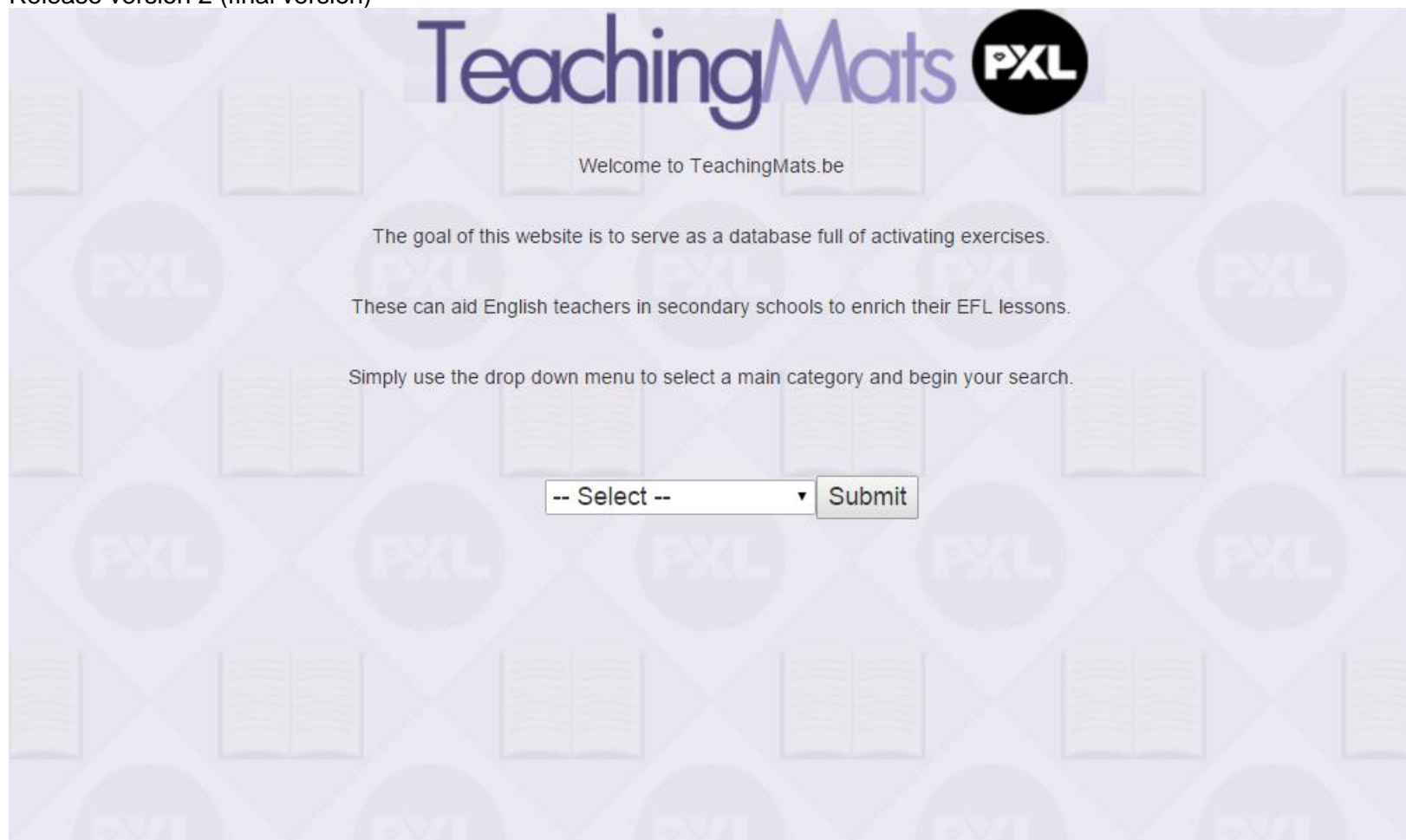
Design materials of the website