

0.2. Barriers and enablers to teachers' use of ICT

Pupil and teachers' skills vary widely and patchy levels of skill may interfere with enthusiasm in using the technology. I hope the skills described in this pack will help to boost that enthusiasm.

In 2003 Becta commissioned two literature reviews to identify the factors that hinder or promote the effective use of ICT by teachers. Their conclusions are included in the following list. Read the original at the address below:

<http://www.becta.org.uk/research/research.cfm?section=1andid=3310>

Barriers

- Confidence, time and access to quality resources are major factors in determining teachers' engagement with ICT.
- Recurring technical faults, and the expectation of faults occurring during teaching sessions, are likely to reduce teacher confidence and cause teachers to avoid using the technology in future lessons.
- Resistance to change is a factor which prevents the full integration of ICT in the classroom. In particular, teachers who do not realise the advantages of using technology in their teaching are less likely to make use of ICT.
- Writing is not always taken seriously by those who are afraid of, or negative towards, computers or those who see a computer as a games machine.
- Plagiarism. May mask development weaknesses, especially where parental help is at hand. Can encourage thoughtless copying.
- Access issues – may be restricted, limited or uneven; restriction hinders spontaneity of use. This is as true of pupils as it is of teachers.
- Imbalance of home access – parents with computers may encourage use while those without may be disenfranchised.
- Teaching of basic skills is likely to be erratic. Both pupils and teachers may need to be taught the basics methodically before a meaningful English lesson can take place using ICT.

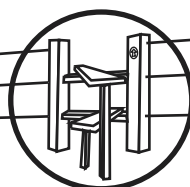
Enablers

- Leadership and planning
- Sharing of resources
- Reliable technical support
- Schools working with each other and with the local community
- Differentiated training and continuous professional development for teachers
- Participation in national ICT initiatives and projects



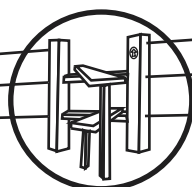
The list of barriers must not be seen as an excuse. You may be able to break down some of these barriers yourself or create some of the enablers. By using ICT yourself you can provide an example to others and demonstrate that the advantages can outweigh the problems.

For English and ICT to form a strong and creative partnership you may need to push for greater access and greater timetable flexibility. If your aims are based on sound educational arguments, right is on your side!



1. Word Skills

	English	English KS3 Programmes of Study	ICT	ICT KS3 Programmes of Study
1	Drafting and editing	En3 1d; En3 2a;	Drafting and editing	ICT 3a; ICT 3b;
2	Reordering sentences Conjunctions Macbeth's Mad Mind Poem	En3 1; En3 2a; En3 7b;	Drag and drop text	ICT 3a; ICT 3b;
3	Keeping drafts	En3 1d; En3 2;	Undo Save	ICT 3b;
4	China Quake	En3 2;	Cut and paste	ICT 3b;
5	Twelve Days of Christmas	En3 2;	Copy and paste The clipboard	ICT 3b;
6	Revising with a highlighter	En3 2;	Highlighting	ICT 3a;
7	Dulce et Decorum Est Annotated Macbeth	En3 2c; En2 1; En2 2;	Annotation/ insert comment	ICT 3a; ICT 3b;
8	Electronic portfolio Contents pages Poetry anthology	En2 1k; En2 3e;	Hyperlinks	ICT 3a;
9	Greetings cards	En2 4	Animated text...	ICT 3a;
10	The Bratislav Story	En3 2	Find and replace	ICT 3b;
11	He Hid Hoard in Santa's Grotto	En3 2; En3 4e;	Thesaurus and dictionary	ICT 3b;
12	Quotations collection	En2 4a;	Databases of quotations	ICT 3a;
13	Creating a writing scaffold Why People Find Teenagers a Problem	En3 1d;	Outline view Headings	ICT 3b;



14	Putting lists in order Writing a newspaper article Animal list History dates	En2 4;	Changing the order	ICT 3a; ICT 3b;
15	Spell Checker poem	En3 4e;	Spell check	ICT 3b;
16	Our class grammar book	En2 6; En3 7;	Grammar check	ICT 3b;
17	Gulliver's Travels	En2 4d;	Readability levels	ICT 3b;
18	Five Year Strategy for Children and Learners	En2 4;	Auto summarise	ICT 3b;
19	Man Lived in Same Room Fore Twenty Years	En2 4; En3 4;	Proofreading	ICT 3b;
20	Solving the Murder of Colonel Potter	En3 1;	Cooperative/ collaborative tools for writing	ICT 3b; ICT 3c;
21	The Flagstone Floor – changing prose into poetry	En2 1e; En2 1j; En3 1;	Track changes	ICT 3b;
22	Man Bites Dog	En2 6;	Developing tray	ICT 3a;
23	Lemonade advertising	En2 5;	Typography and presentation	ICT 3a; ICT 3b;
24	Heavy Winds Rock South Coast	En2 4a; En3 5c	Combining text sources Creating tables	ICT 3b;



1.3. Drag and drop text

Commentary

As this technique moves a selected piece of text visibly around the page, it allows for experiments in re-ordering phrases, sentences and paragraphs.

An electronic whiteboard is ideal for showing drag and drop techniques for reordering phrases in a sentence.

For a fully implemented version of drag and drop which goes beyond the word processor, visit The Virtual Fridge Magnet at http://www.englishonline.co.uk/freesite_tour/resource/fmagnet/

Instruction

Select the piece of text by double clicking or by click + drag.

With the mouse over the selected text, hold the mouse button down for a moment and keeping the mouse button held down, move the mouse until the cursor reaches your preferred insertion point. Let go of the mouse button and the text will be inserted into the new place.

Exercise 1

See text file “drag_and_drop.rtf”

Here are three similar but different sentences. Without rewriting, just by reordering, the phrases can be placed in a different order to achieve an effect.

The boat lying rocking in the harbour caught my attention and I raised my camera

Lying rocking in the harbour, the boat caught my attention and I raised my camera

I raised my camera as the boat caught my attention, lying rocking in the harbour

Using drag and drop, change one sentence into the other.

Which version do you prefer – and why?

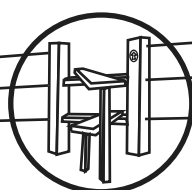
Exercise 2

Use the Word file or text file “drag_and_drop.rtf”

Use drag and drop for demonstrating conjunctions.

Using each conjunction only once, join a phrase from A to a phrase from B

A	B	Conjunction	
it was not raining	Lorna put up her umbrella	although	while
		because	after



eg Although it was not raining, Lorna put up her umbrella.

Explain any differences in meaning between different combinations of phrases. Place them into context – in a paragraph of writing – to show differences.

Here are some more conjunctions to practise, using drag and drop.



Exercise 3

Use the Word file or text file “drag_and_drop.rtf”

Make sentences by joining a phrase from list A to a phrase from list B.

When you've used all the phrases, underline or highlight the conjunction.

A

- 1 Mr Grey put up his umbrella,
- 2 You will be late,
- 3 The little girl shouted with joy,
- 4 My brother cut his finger,
- 5 We did not finish in time,
- 6 The boat drifted out to sea,
- 7 The relay team practised the change-over,
- 8 You would have been invited to go,

B

- 9 unless you hurry.
- 10 before we could stop it.
- 11 because it began to rain.
- 12 if there had been room in the car.
- 13 though we hurried as much as possible.
- 14 when she saw the wonderful present.
- 15 until it was perfect.
- 16 while he was sharpening his pencil.

Two sentences can be joined by a **conjunction** or joining word.

You can't join two sentences with just a comma!



**Exercise 4**

Use the Word file or text file “drag_and_drop.rtf”

Join the following sentences using each of the following conjunctions once only:

because

although

while

or

if

before

whenever

until

(you may have to change capital letters and delete full stops)

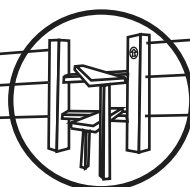


- 1 Jane washed up. Mary dried.
- 2 The match was postponed. The field was flooded.
- 3 I use an umbrella. It rains.
- 4 The child did not cry. He must have hurt himself.
- 5 You must go now. You will miss your train.
- 6 He had nearly finished. We had begun.
- 7 Wait there. I have finished.
- 8 You must ask the teacher’s permission. You want to leave early.

Exercise 5

Use the Word file or text file “drag_and_drop5.rtf”

Using drag and drop, move some of the words in the second box into the first box to create a poem about Macbeth’s tortured mind.

Drag and drop poem

a against against against air am ambition and and and and and and and angels
as as assassination babe bank be be-all bear been being besides blast
bloody blow blow borne both but but but but but cases catch chalice cherubin
clear come commends consequence could couriers damnation deed deed
deep done done done door double drown end-all even-handed every eye
faculties falls first great hath hath have have he's heaven's here here here
here his his his his his his his his his horrid horsed host I I if if in in in in
ingredients instructions intent inventor it it itself judgement jump justice
kinsman knife leaps life like like lips meek might murderer my myself naked
new-born no not of of of of of office on only or other our our over own pity
plague plead poisoned prick quickly return shall shall shoal should shut sides
sightless so so spur still striding strong subject success surcease taking-off
taught teach tears that that that that the the the the the the the the the
the the the the the the the then then these this this this this time to to to to
trammel trumpet-tongued trust up upon upon vaulting virtues we we we'd well
were were when which which who will wind with

Choose any words from the list above to make your own poem. If this is a printed page, each time you use a word cross it off the list.

