**ICT, a practical tool**
There are many ways to make what you do in the classroom worthwhile for your pupils and to make what they learn, matter. Pupils love challenges and giving their work meaning will motivate them to want more of it. This is a proven fact and it works both ways. It allows the pupils to be the focal point in the learning process and it gives you, the teacher, recognition.

You must remember that everything you do in the classroom with your pupils can go beyond. One way of making this happen is by using ICT as a tool in the learning process. However, when using the computer, it is important to be fully aware of its limitations.

Let's remember some of its drawbacks. The computer is unable to judge the mood or feel of the pupils; it lacks the human touch; the feedback is limited; it cannot evaluate the level of pupils’ knowledge and it cannot reflect back**.** However, despite its negative side, the computer is becoming one of the most widely used pedagogical tools in education.

Teachers are using ICT in their lessons because it motivates pupils to learn. There are no disciplinary problems. It gives immediate feedback and a wide access to information. It makes self-study possible. It is reliable and doesn’t have ‘off days’. As a tool it stretches the pupils’ knowledge beyond the classroom and gives it more meaning, because they can work with their peers from other institutions and countries. Teachers can make global participation
possible. They can exchange ideas about their teaching practice and improve their already existing curricula. It enables them to design new teaching methods more easily and add their own ideas to the resource sites.

Here are a few follow-up activities that can be used in language classes to boost pupils' motivation. Similar approaches can be used for any topic.

**The biggest / The highest / The tallest**Once you have exhausted the pupils with information and exercises on the adjective, you may want to make the grammatical point a bit more interesting by letting them do some research on their own.

**Step 1:**• each pupil chooses a country of interest
• using the Internet they find five superlatives about that country
 Eg: the longest river, the highest mountain, the oldest person, the most popular singer…

**Step2:**• the pupils report their findings to the rest of the class
• they can bring pictures from the internet or magazines for support

**Step 3:**• taking this one step further, they can make a webpage of their findings as a conclusion to the topic of which they will be very proud.

**Chain dictation**This simple activity gets young learners in the class really
motivated for an exercise that can otherwise be quite boring. I call it ''Chain Dictation''. I'm sure you've heard of it and maybe even tried it.

After having finished teaching a text, prepare short extracts of
the text on pieces of paper. Put the pupils in groups of five. They stand or sit one behind the other. The last pupil in the group has one of the extracts in hand. He/she whispers the text in parts to the schoolmate in front, who does the same thing to the schoolmate in front of him/her until the text gets to the first pupil in the row. That pupil very diligently writes down what he has heard. Now instead of
writing, the pupil can be sitting at a computer and typing the
sentences he hears. Most pupils type quite well, so there should be no problem working with the computer for this exercise.

You must put a time limit for the exercise, so that it doesn't
become redundant. Once the pupils have finished dictating, the whole group can go to the computer and examine how well
they worked together as a group in getting all the sentences
correct.

**The hidden animal**In almost every language course book there is a unit dedicated to animals. After finishing the unit, a great follow-up activity would be to find out some facts about yet other less known animals in the world. This may take one or two lessons to complete.
 **Step 1:**• divide the class into groups of four/five• each group gets an envelope in which there is a picture puzzle and name of an unknown animal• their first task is to put the picture puzzle together **Step2:**• two pupils from the group go to the computer (Google Search Engine) and type in the name of the animal. Eg: sea horse• they search the Internet to find out at least three different things about that animal (eg. Where it lives, how it multiplies, what is eats, whether it is becoming extinct…)
 **Step 3:**• after discussing this information in the group, the pupils
decide on three main things that they have learned about
this new animal and a pupil from the group writes them down on a
small piece of paper, which is accompanied by the picture puzzle from the envelope

**Step 4:**• all this information is then put on a big poster along with the information of animals from the other groups to form the overall class project.