**Галдецька Ірина Григорівна,** кандидат юридичних наук, доцент завідувач кафедри іноземних мов Національної академії внутрішніх справ

# INTERACTIVE WHITEBOARDS AND ENGLISH TEACHING

Technology, ever changing, has become more accessible to teachers in the last few years. Teachers need to be able to use technology to increase their professional development and to have positive contact with students on a regular basis. The Interactive WhiteBoard proved to be an exciting and fun bit of technology to integrate. It affects learning in several ways, including raising the level of student engagement in a classroom, motivating students and promoting enthusiasm for learning.

Research shows that designing lessons around interactive whiteboards helps educators streamline their preparation, be more efficient in their Information and Communication Technology (ICT) integration and increase their productivity overall.

Research also indicates that notes taken on an interactive whiteboard can play a key role in the student review process, leading to higher levels of student attendance. It is found that the Interactive WhiteBoard supports interaction and conversation in the classroom; it helps with the presentation of new cultural and linguistic elements.

It is investigated the correlation between the use of an Interactive WhiteBoard as a delivery tool for literacy instruction in a first-grade classroom and student attention to and participation in the literacy lessons. The Interactive WhiteBoard was novel and created enthusiasm for learning on the part of the students as evidenced in remarks made during the lessons presented using the Interactive WhiteBoard and during individual student interviews, such as "I like touching the Interactive WhiteBoard," "my finger is magic," "I like when the lines get different," "it's a lot more easy using the interactive whiteboard, but I don't know why," and "the board is magic." Students were engaged when they actually touched the Interactive WhiteBoard or manipulated text on it.

In social Learning most people need to reinforce their beliefs and understandings by asking others questions, thereby making learning an inherently social activity. Current education theories are grounded in the notion of the social learner and position student engagement as a key component of knowledge construction. First, whole-class teaching brings the entire class together, focuses their attention and provides structured, teacher focused group interaction. Second, constructivism relies on the learner to select and transform information, build hypotheses in order to make decisions and ultimately construct meaning. Third, active learning learners actively engage in the learning process through reading, writing, discussion, analysis, synthesis and evaluation, rather than passively absorbing instruction (e.g., lecture model of instruction). A common thread between these three learning theories is the understanding that student engagement is crucial to learning and, as a growing collection of international research proves, Interactive WhiteBoards promote student engagement.

An Interactive WhiteBoard supports the teaching process of foreign languages in three main ways: it supports interaction and conversation in the classroom; it helps with the presentation of new cultural and linguistic elements; and it promotes the oral skills.

The merit of the Interactive WhiteBoard is that it enhances conversation. When the teacher is navigating from point to point, he/she faces and interacts with the class. The teacher is able to focus on the student's language production instead of technical issues. It also supports communication when used in combination with a wireless keyboard. The teacher can sit with the students, reading a text or having a conversation. When new vocabulary is needed or appears, the teacher can enter the new word into the keyboard, and it will then appear on the board. The awkward situation of having to stand up, go to the board, and write the new word on the board does not occur. By simply typing the new word onto the board, the conversation may progress smoothly. The students do not have to write the word immediately. At the end of the activity, the teacher

can reinforce the vocabulary by underlining, highlighting or circling. If desired, it can be printed for the student and saved for the teacher.

An important use of the Interactive WhiteBoard is its aid in presentation of new linguistic and cultural elements. The teacher can prepare a lesson as usual in a Notebook file or Word Document, and is then able to use the features of the Interactive WhiteBoard to his advantage. The instructor can use the Interactive WhiteBoard to overwrite, underline, highlight or circle the elements that he wants to emphasize. Because the document is typed, it is very readable, and it – along with changes and new emphases – can be saved and displayed again at any time.

The features of the Interactive WhiteBoard can also make a big difference when presenting authentic documents such as web sites. They enable the teacher to explore the document at length rather than staying at a simple presentation level. With Interactive WhiteBoard the instructor can not only simply project a website; he/she can also overwrite it to emphasize specific linguistic and cultural elements. The Interactive WhiteBoard also facilitates navigation of the site because it is finger driven on the board. This, too, facilitates classroom activities.

It is noticed that the computer can sometimes encourage a form of 'anti-social' behavior that amounts to working in isolation from others. This is a common criticism of computer use and is especially relevant to the foreign language teacher, who is supposed to interact with the class as much as possible. The introduction of the projector associated with the Interactive WhiteBoard brings the problem into a new perspective. When presented to the whole class, a web document can enhance oral interaction within the whole class. Opinions and ideas can be exchanged. It is possible to extend this operation of the Interactive WhiteBoard in order to let the student, instead of the teacher, navigate the board. The other students may guide him by giving directions in the target language. As suggested for group activities using the computer the Interactive WhiteBoard brings people together and encourages communication.

This analysis of the Interactive WhiteBoard in the foreign language classroom has led to an impression that the Interactive WhiteBoard is a very innovative and powerful support for language acquisition. First of all, it provides a bridge that allows using the features of computers without breaking communication – it even supports it. Secondly, it may enhance new kinds of learning processes, for instance when working with two windows.

## References

1. Abraham,R. (1991). Interaction generated by three computer programs: Analysis of functions of spoken language. In: DUNKEL P. (1991). Computer-Assisted Language Learning and Testing. Research, Issues and Practice (pp. 133-154). NewYork: Newbury House/HarperCollins.

2. Allen, A. (2010). Interactive Whiteboard Evaluation. Retrieved March 23, 2011, from www.mirandanet.ac.uk/pubs/SMARTBoard.htm

3. Ball, B. (2003). Teaching and learning with an interactive whiteboard. Microthink Journal, 4–7.

4. Bacon, D. (2011). The interactive whiteboard as a force for pedagogic change. Information Technology in Education Journal,pp15-18

**Галка Юлія Михайлівна,** викладач кафедри іноземних мов Національної академії внутрішніх справ

## КОМУНІКАТИВНИЙ ПІДХІД У ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ

Сучасні вимоги до підготовки кваліфікованого спеціаліста перш за все потребують від нього бути учасником міжкультурної комунікації та мати необхідні комунікативні спроможності в сферах професійного та ситуативного спілкування в усній і письмовій формах, навички практичного володіння іноземною мовою в різних видах мовленнєвої