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INTERACTIVE WHITEBOARD (IWB) IN ENGLISH LANGUAGE CLASS

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Introduction

The education sector has been affected by the growth of technology and has taken great advantages in connecting science and technology sides by the side to reach the ultimate result. One of the emerging technology devices used in teaching and learning in the classroom is the Interactive White Board (IWB) (Becta, 2004). Many types of research have been conducted to see how the implementation of IWB in the classroom, such as the researches done by Cuthell in 2010 and by Kennewell (2006) shown that IWB adds some positive values in teaching and learning experiences. Based on that phenomenon, I decided to analyze and investigate the usage of IWB in the classroom and try to see their implications to TESOL particularly in the area of technology use in second language learning. Firstly I would like to give the IWB overview by analyzing the strengths of IWB, and provide an example of practical implications of the implementation of IWB in English classes particularly for teaching grammar and teaching young second language learners.

A review of Interactive of White Board

One of the emerging technology devices used for teaching and learning in the classroom is Interactive White Board (IWB). IWB is a modern electronic touch screen board which is connected to a computer and a projector. The strongest point of the IWB is seen from its integration to the other diverse digital resources for example videos, clips, podcast, soft wares, programs, interactive electronic text, pictures or graphics. In addition to those resources, the IWB is set to be able to be incorporated into digital cameras, printers, and scanners to get the print-out version of the particular learning recourse used in the class. As one of a modern device, IWB can also be connected to the online resources or websites through the internet connection. With its special tools feature such as a digital pen, finger, scissor and eraser the IWB users can manipulate the digital resources which are being displayed on IWB.

Some opportunities of IWB can afford

After describing the IWB features and specification, the next discussion will be about finding out some opportunities that IWB can provide and try to relate them to the second language learning theories. Based on the result from researches that have been conducted by educational institutions to investigate the effectiveness of IWB usage for the teaching and learning, have shown incredibly positive results. In the United Kingdom, the federal government has been promoting the idea of materials differentiation and teaching strategy development for the sake of supporting multiple students learning style and ability. The method that is being investigated is the implementation of IWB for teaching and learning in the classroom and from the research project result, it revealed that IWB has positive impacts to teaching and learning process, although some drawbacks have existed they are considered minor (Cuthell, 2010). The implementation of IWB has a significant effect in changing the face not only the teaching and learning, but also affect the classroom management, teacher training program, curriculum adjustment, and national education policy. Equally significant research result on investigating the implementation of IWB done by Kennewell (2006) in Schuck & Kearnet (2007) proves that IWB can add values of a learning experience and it becomes one of the students' motivation elicitors. To see how the real practical

implementation of IWB in teaching and learning will be discussed in the following paragraphs about teaching English grammar and Young second language learners.

Practical Implication for using IWB in a teaching context.

The usage of IWB in the classroom brings some pedagogical implications. In the first place, IWB encompasses and extends a broader range of students' learning styles, so it applies to be implemented toward a heterogeneous or homogeneous classroom. From the teacher' perspective, a teacher can accommodate the different learning styles of the students by preparing a variety of learning recourses to suit the particular needs of the students in the classroom (Bell, 2002). The implementation of IWB in the classroom has caused the exploration of new teaching strategies, and methods of subject delivery to incorporate the language teaching using this particular technology to meet the students' various learning styles. The next practical implication of IWB in the classroom is on how to maximize the IWB usage. Greiffenhagen (2000) in Becta (2004) emphasizes the ability of the teacher to operate the IWB in the classroom. If a teacher wants to set the IWB as a regular part of classroom practice, the teacher needs to have a confident and competence in operating IWB as a regular lesson delivery. Should the internet connection is required, the teacher should know how to link the subject materials and aware of the availability of the technical support. Thus, a teacher training in how to operate and use IWB maximally for teaching is needed to prepare the teacher to be a professional IWB user.

Moreover, since the IWB can be integrated with other multimedia recourses, a teacher has extensive access to a large number of recourses which can be prepared and presented in the classroom. However, it is equally essential to regard the students' acceptant toward those resource materials. The overexposure and overloaded multimedia used in the classroom may cause to the students' feeling overwhelmed and over spoon fed (Mayer&More, 2003) in Schmid (2008). It brings to the consequence that the teacher should allocate accurate time for the students to digest and internalize a particular subject lesson and avoid giving too much subject lesson in one meeting. In the same manner, the teacher should be able to encourage and involve the students to actively participate in choosing and preparing their learning interest before it will be presented in the class through IWB, lead the students to develop their cognitive engagement to the subject lesson so they will not feel bombarded with the resources. Students can get the most benefit from the multimedia resources given through IWB as long as they are allowed to actively process the information known in a reasonable amount given in sufficient time (Aldrich et al., 1998).

The implementation of communicative language teaching in the classroom has been encouraged to be used for English language learning in ESL/EFL contexts. The idea of communicative English learning combines the teaching of the functional aspect of language and its meaningful forms (Harmer, 2007). Experts have been promoting ideas that it is necessary to teach language function along with its significant rules rather than to grammar or structural rules (Brown, 2000; Celce-Murcia & Larsen-Freemen, 1999). As the implication for this phenomenon, it enables the teacher to change the teaching of traditional grammar rules into fun teaching of meaningful grammar used in communicative context. A Teacher can teach grammar in such a way that can boost the students' awareness to the meaningful form and usage of language by combining the learning tasks with the emerging use of technology in the classroom. One of the latest technology devices, as it is recommended by British Educational Communication and Technology Agency (Becta, 2004) to be used in the classroom, is the Interactive White Board (IWB) as it is supported by Romano (2003), saying that the uses of technology will eventually strengthening the teaching process and will give a significant result of learning. Through the IWB students will have a chance to use authentic materials to learn about how particular grammar points are used in real life. For example, students can see the correct uses of English tenses providing form the visualization of a video, by doing this the students can notice grammar form in real communicative contexts. As it is supported by Nasajji and Fotos (2004), teachers can help the students to notice grammatical forms by providing some example taken from the real communicative contexts. In addition to that Nassajji (2000) believes that grammatical forms are more natural to acquire if noticed in a context of communication. Therefore teaching meaningful grammar in the ESL/EFL classroom context definitely can be integrated with the usage of IWB to add the effectiveness of the learning.

After giving the example of practical implementation of IWB to teach English grammar, the next practical implementation is on how young second language learners can get benefits in learning English

from a wide range of materials which are integrated to the IWB. The nature of younger learners is playing. Through playing actually, they learn many things, and it is good for their cognitive, affective and psychomotor development. Piaget (1972) argues that play has many purposes and through play young second language learners can learn more effectively. Playing also facilitates language acquisition and skills competence through which language can be practiced and encouraged (Weininger, 1978).

Further, play and learning seen from the perspective of social interaction theory allows learners to undergo Zone Proximal Development (ZPD) and they can build behavioral pattern and self-awareness (Vygotsky, 1978). In ZPD children can reach the optimum level through learning Scaffolds provided by the teacher in the classroom. The implementation of IWB offers a vast opportunity for the teacher to explore and manipulate multimedia resources to be used as the learning tasks for the students. Thus the children can learn and play the language at the same time. The interactive multimedia resource presented on the IWB is more powerful and creates intensive visual, aural and physical receptions toward the younger learners. Cekaite & Aronsson (2005) in Chen (2012) divided three meditational functions of language play: to increase intrinsic motivation, to be effectively involved and the ability of the students to notice and memorize the aspect of language. Supported by Dostal (2011), the usage of IWB in teaching English for young second language learners is useful to develop their imagination and to think to build and construct learning subjects or concepts of English language in their mind while they are playing with the language.

For this purpose, using interactive materials which are integrated with Interactive White Board (IWB) can be regarded as a suitable method in teaching English for young second language learners in the classroom which allow them to play the language. IWB is a well-designed technology device that can support the teaching of English using multiple modalities (visual, aural and kinesthetic) for younger learners. Providing visual and digital materials with interactive features in teaching English for young learners is one of the best stimuli for them to build and construct ideas or concepts of English language in their mind while they are learning, such as tenses or word classes.

Through physical responses toward the digital resources for example: layering, overwriting, highlighting, hiding, revealing, dragging, cropping pictures/images/sentence/clips or playing/responding to videos/podcasts/teleconference if possible, will boost the young learners' sense of playing and competitive drive when they are supposed to accomplish a particular learning task given in the classroom. Equally important, the teacher also able to prepare some additional resources or feedbacks and let the learners review their learning which can be accessed at home from the internet or any other mobile technology through a digital network or wireless connection. The last but not least, integrated digital materials of IWB are more appealing for today's generation since they are considered as a digitally native generation (Chen, 2012). Finally, the integrated material of IWB in teaching English for young second language learners is not only will help to improve the quality of learning but also it will be more developed in the future.

Some consideration of implementing IWB in Englis Classes.

Some consideration of IWB implementation was derived from the already existed result from Lopez, O.S. (2010), The Digital Learning Classroom: improving English language learner's academic success in mathematics and reading using Interactive White Board technology. *Computers & Education Journal* 54 (2010) 901-915, and from Smith, F., Hardman, F., & Higgins, S. (2006), The impact of Interactive Whiteboard on teacher-pupil interaction in National Literacy and Numeracy Strategies. *British Educational Research Journal.* VOL 32, no. 3, June 2006.

Lopez (2010) indicated that there was no or less performance parity in the academic success of mathematics and reading between ELL students and regular students in a traditional classroom. The second finding indicated there was substantial performance parity in the academic achievement of mathematics and reading for ELL students in The Digital Learning Classroom and regular students in a traditional classroom. The third result also indicated there was a sharp increase in academic success of mathematics and reading between ELLs in the Digital Learning Classroom. The usage of IWB in the classroom could increase the academic achievement of mathematics and read for the ELL students compared to the ELL students in a traditional classroom. The results of this research give implication to the TESOL area to some extent. That usage of modern technology in the classroom such as the IWB

adds value to a learning experience and may trigger the positive influence to the learners and later at the end it could increase the academic success at school.

Significantly Smith, F., Hardman, F., & Higgins, S. (2006) supported the previous research finding that the overall agreed on the positive impact of IWB in teaching and learning. However, to some extends this research also provided some findings that oppose the previous researches. Such as that the pupil presentation in IWB classroom was a short term benefit. In addition to that, there was no different gender contribution between the IWB lessons to non-IWB lessons. Moreover, it revealed that it was not just the technology that could contribute to the pedagogical changes, but instead to the teachers' role in the classroom to activate the students' active participation. Thus those findings could give some implications for the TESOL practitioners who base the practical teaching on the theories and research findings. It is necessary to always be critical in implementing a new technology device, for instance, the IWB in the classroom upon seeing its strengths and weaknesses. As it is supported by Smith et al. (2006 p.456) "for both teachers and policymakers that interactive style of teaching encouraging more active pupils involvement can produce significant gains in learning." For the future researchers, Smith et al. suggested that it is necessary to get more extensive evidence to the efficacy of teachers' professional development along with the usage of IWB to increase more interactive teacher-pupils relationship in the classroom.

These two articles used different perspective in investigating the roles of IWB in the classroom. The contrasting view is the framework from which to lead their research and define the methodologies in collecting and analyzing the data until they come up with the research findings and conclusion. Lopez (2010) focuses on how IWB can help the ELL students increase their academic achievement in reading and mathematics compared to the accomplishment of that of ELL students in a regular non-IWB classroom for the same subjects. On the other hand, Smith et al. (2006) investigate how the IWB can promote an interactive classroom interaction between the teachers and pupils, which eventually to support the students' reading and mathematics achievement. Nevertheless, both studies are trying to see how IWB is affecting the students' literacy and numeracy.

Conclusion

To support what have been discussed above on the usage of IWB in teaching and learning English language in ESL/EFL/EYL contexts, Martinez-lange, 1997; Charney, 1994; Borne & Higgins, 1992 in O'hara & Pitchard, (2009) believe students who learn language through the exposure of multimedia resources acquired language much more comprehensive compared to those who learn the language in the conventional ones. Further, Zhao (2005) in O'hara & Pitchard, (2009) emphasizes on the integration of multimedia used in IWB can contribute to the efficiency access to the various section of instructional material and the authenticity of the subject lesson resources. Finally, it is evident that technology has been a part of our lives and play significant roles in many sectors such as in the education sector. The education sector has been affected by the growth of technology and has taken great advantages in connecting science and technology side by side to reach the ultimate result. All are intended for the sake of improving the quality of language teaching and learning in the classroom.

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