**Khamidullina Dilyara**

**English teacher**

**NURORDA SCHOOL-LYCEUM**

**Astana, Kazakhstan**

**Түйін**

Айтылмыш жұмыстың мақсаты оқушылардың ағылшын тілі сабақтарында тақтаны қолдану арқылы оқушылардың мотивацияларын күшейту және сабаққа деген қызығушылықтарын арттыру болып табылады. Білім сапасын жоғарлату үшін ақылды тақтаның қаншалықты әсері мол екені көрсетілген.

**Резюме**

В данной работе изучались возможности использования интерактивной доски на уроках английского языка. Были рассмотрены положительные и отрицательные моменты использования данного оборудования, формирование мотиваций, а также влияние на качество обучения.

**Abstract**

This work discusses one of the latest technical equipment, the Interactive Whiteboard (IWB). The main aim was to show the benefits of using the Interactive Whiteboard in the English language classroom.

It will also look at some advantages and disadvantages of using the IWB, how easy or difficult it is to use, how it influences students’ learning and how it motivates the students.

**Key words**

IWB (Interactive White Board), teachers, students, motivation, advantages, disadvantages

**The benefits of using the Interactive Whiteboard in ELT to young learners**

Nowadays technology takes important part in our education because we have digital natives - learners who have grown up with a host of relatively new technologies, including computers, cell phones and video games; they connect with friends and family through social networking, text messaging, and other technology-mediated approaches. According to Mark Prensky (2001), who coined the term digital native, repeated exposure to these technologies has resulted in enhanced thinking skills in several areas, many of which are visually-oriented: image reading and interpretation, mental mapping, mental paper folding, and so forth.

As a result, teaching methods have undergone innovative changes as well. This means that the mass development of information and communication technologies, new education software, multimedia technology and Interactive Whiteboards respectively, allow teachers to improve English language teaching making it more motivational, interesting and effective.

This work discusses one of the latest technical equipments, the Interactive Whiteboard (IWB), which is quickly entering schools (for example, Bilim Innovation lyceums and Nurorda International schools) helping teachers with their work**.** It will also look at some possible advantages and disadvantages of using IWB, how easy or difficult it is to use, how it influences students' learning, what effect it has on their motivation and what actually is so fascinating about it.

**The chosen topic appears to be topical** because teachers now have some choices in finding useful materials to suit students' needs. **The hypothesis** is how does the IWB help teachers improve their teaching methodology?

**The problem of scientific research** is the lack of teachers' usage of IWB.

IWBs are considered useful supplementary tools for education providing the opportunity to bring in different kinds of multimedia resources. However, maximum benefit from this technology, especially in language teaching and learning environment, requires further background knowledge and research. Unfortunately, we neither have enough trained people nor appropriate training seminars in Kazakhstan for this technology. That is why most of teachers have problems using IWB. Some of them use IWB like a blackboard or a projector.

**The object** of this research is to show teachers in Kazakh schools how beneficial it is to use the IWB.

**The subject** comprises advantages and disadvantages of using the IWB in class, as well as future teacher training.

**The purpose of the study** was to determine how digital technology is used in education and how it helps teachers establish a learning environment that will promote effective use of technology.

**Research Questions:**

1. How do teachers in Kazakhstan use the IWB in their teaching?

2. What are the challenges of using IWB from the teachers’ perspective?

3. How could teachers use IWB in the process of learning English?

With the incorporation of IWBs in teaching and learning settings, important changes have been observed in education, such as engaging more students in the lesson, using multimedia sources flexibly, and motivating learners easily. IWBs could be useful supplementary tools for education, providing the opportunity to bring in different kinds of multimedia resources, to access Internet sources with ease, and to increase student interest; however, maximum benefit from this technology, especially in language teaching and learning settings, requires further background knowledge and research. Although there are many descriptive reviews and reports about the use of IWBs, it is beneficial for teachers and students to be familiar with the actual potential of this technology through empirical studies, including gathering the opinions of students and teachers, exploring its actual use in the classroom, and providing pedagogical advice for effective use of this technology.

**The Interactive Whiteboard in Kazakh Schools**

**1. How do teachers in Kazakhstan use the IWB in their teaching?**

Based on the survey results, almost every school has several Interactive White Boards. But not every teacher can use it. Most of them use the IWB like a projector or just like a board. Moreover, most teachers cannot create own materials/flipcharts.

**2. What are the challenges of using IWB for teachers in Kazakh schools?**

The main problem is that we do not have enough trained people as well as trainings. That is why, most teachers cannot use it.

**3. How could teachers use the IWB in the process of teaching English in Kazakh schools?**

Teachers should learn to use the Interactive White Board in their classrooms as much as they can. For the effective use of this technology, the teachers should have access to adequate training and should be provided with technical and material-based support.

All teachers who have not tried to take the advantage of the IWB yet, should be encouraged to do so.

The students will only benefit from it because they will be more motivated and interested. They will see the teaching process as play and learn swiftly and easily.

Based on my own experience I can say that IWB helped my students to learn English easily and it improved their knowledge of English.

In English language teaching expectations of both teachers and students are great. The teachers are expected to motivate, support and praise their students. In addition, they have to make their classes interesting. As for students, they are expected to be very curious and active, they have a limited attention span, they prefer physical activities, they require interaction in learning and they require praise in any form.

The feedback from other English teachers additionally proved that IWB raises their interest as well. In addition, if flipcharts are well created and properly used, the process of teaching and learning becomes a pleasure for those who are involved.

The findings of this study revealed that students and teachers have positive attitudes towards the IWB use in English language classes respectively. Both students and teachers believe that IWB-based lessons are more interesting and enjoyable. In the IWB-based lessons, students are more motivated and participate in the activities more. These reported contributions of the IWBs may be significant for the increase of the quality of education. Although there can occur technical problems and IWBs have some drawbacks, this technology seems to be welcomed and appreciated by both students and teachers. What must be done for the effective use of this technology is that the teachers should have access to adequate training and should be provided with technical and material-based support. Since the students are already eager to use and benefit from this technology, Kazakhstan educational institutions and schools should be encouraged to try to provide at least some classrooms with this technology if we do not want to fall behind the developed countries, where education goes hand in hand with technology. Notably, both teachers and students have felt the difference and benefits of this technology and they are likely to become more enthusiastic about using it. Since technology eases our lives in many areas, education may also benefit from its potential, and in this way, teaching and learning environments is largely enhanced.

Finally, this work should serve as a useful resource not only for teachers who already work with Interactive Whiteboard but also for those who plan to welcome this technology in their classroom.

**References**

**Armstrong, V, Barnes, S, Sutherland, R, Curran,**

**S, Mills, S and Thompson, I** (2005). Collaborative research methodology for investigating teaching and learning: the use of interactive whiteboard technology. Educational Review, Vol 57, No 4, November 2005

**Becta** (2003). What the Research Says About Interactive Whiteboards. Coventry: Becta.

wtrs\_whiteboards.pdf

**Bell, MA** (2002). Why use an interactive whiteboard? A baker’s dozen reasons! Teachers.Net Gazette, 3 (1), January 2002

**Glover, D and Miller, D** (2001). Running with technology: the pedagogic impact of the large-scale introduction of interactive whiteboards in one secondary school. Journal of Information Technology for Teacher Education, 10 (3), pp257-276