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***The description of experience***

My name is Volodymyr Kobylnyak. I am a specialist of I qualifying category. My experience of a teacher of English as a second language started ten years ago after I had graduated from Ternopil national pedagogical university named after V. Gnatyuk, philological department. I’ve got a degree of master of pedagogical education and I’ve got a diploma with a distinction in teacher of Ukrainian language and literature, teacher of English language and foreign literature. First I started to work as a teacher of English in a Pidvolochysk school of degrees I-II. At the same time, I was working in Pidvolochysk professional lyceum of building also as a teacher of English language and in a Pidvolochysk local centre of Opened international university of human development “Ukraine” as a teacher of English language, Ukrainian language, stylistics of business language and editing of business documents, logic. While working I passed qualifying examinations in philosophy and English for the candidate degree in Ternopil national pedagogical university. A year later I changed my job place and started working in Pidvolochysk gymnasium named after Ivan Franko also as a teacher of English where I’ve been working till present.

During this period, I’ve been teaching students of different age groups: from the first to the eleventh forms. Now I teach the 6, 7, 8, 11-th forms pupils.

Frankly speaking I had never thought about my pedagogical credo before. But preparing for the contest I’ve remembered the first days of university when the lecturers said that at school we had been taught and we came to university to study. So I’ve remembered the words of the great Greek philosopher Socrates: “I cannot teach anybody anything, I can only make them think.” And that’s why first of all my duty is to teach my students to study, think and express their thoughts. The Socratic Method is a type of teaching where there is usually a group of students and a main question is posed. However, instead of a teacher directing the discussion and controlling it, the students do it themselves. Now, you might be thinking what is so special about this, it is just a group discussion. That is wrong though. Socratic learning helps develop ideas and theories much better than most common ways of teaching. When students have the chance to try to explain ideas and topics to each other they get multiple view points and ideas of thinking.

The theme or, so to speak, a problem I work at has been changing from year to year, but anyway it was connected with modern informational technologies and now it sounds like “The use of interactive whiteboards in ESL learning at secondary school”. In fact, it’s very actual and up-to-date as using technology in teaching languages is replacing traditional methods and approaches.

The interactive whiteboard really represents the next frontier in language teaching. Interactive whiteboards have the potential to improve teaching and learning in a variety of ways. The teaching and learning strategies I use when teaching with interactive whiteboards will not be unfamiliar. I’ve chosen such pedagogical approaches for the work with an IW:

* Whole class interaction (discussions and exercises/activities allow students to draw on prior knowledge, allows teacher to gage level of understanding, students feel strong sense of connectedness, relevance and ownership).
* Display subject related materials (display subject related images, watch educational videos).
* Questioning (introductory component of lesson or unit; viewing many sources related to topic provides a rich and engaging introduction; identifies the knowledge level of students).
* Organisational tool (storage of pre-planned lessons; save the day’s work; save/revisit; morning role).

Using IWB does not mean that classical methods are wrong and we should completely forget about them. We can learn about different approaches such as Total Physical Response (TPR), the grammar – translation method, direct method, audio-lingual method, task-based learning, communicative language learning, lexical approach, suggestopedia etc. All the approaches mentioned above were introduced many years ago and have been in use since then. Each of them has some advantages and disadvantages but I am not able to say which the best of them is. Living in the 21st century allows us to acquire a language with the help of not only the old methods but also the new ones. IWB should be definitely one of them. New technologies may help educators to bring the outside world to the classroom and more importantly “change the way we see things and make the relationship between teachers and their students better”

According to the Hausner’s publications I distinguished the following principles:

1. Motivation – with the help of IWB we can achieve pupils’ motivation easily not just because of the equipment but the range of activities it offers. It is easier for teachers to work with pupils who are highly motivated rather than those who are bored and cannot wait for a lesson to end.

2. Enough visuals – it means that learning becomes more effective if learners may use their senses. To see from different point of view, different angles, films, videos, to hear e.g. sounds of animals, musical instruments, to touch and move objects increase the effectiveness and help pupils experience subject matters.

3. Feedback – I mean the way of discovering whether pupils know the subject matters. It is advised to use some kind of worksheets to receive the feedback and of course another way is testing which is certainly not a pleasant way.

4. Activity – IWB offers a range of activities, which will not definitely leave pupils passive. Almost everybody is interested in what is happening on the screen and they want to participate and become part of it.

5. Self-activity – this feature presents the idea of subsiding pupils and letting them work individually, reinforcing the acquired knowledge.

6. Elements of fun – some activities prepared by teachers should contain at least some of these elements. Learning becomes more interesting and enjoyable.

7. Suitability – it means that it is important to consider what age group we teach, their level of language, the environment and other aspects which may affect the learning process.

The features that make for successful lessons are the same, regardless of the technology or equipment. Successful lessons are well-designed and well-structured. They have clear learning objectives and outcomes and are broken into teaching episodes. This structure helps pupils to understand the content of the lesson and to relate it to what they already know. My typical lesson includes:

* *A starter activity.* (I use the dynamic nature of interactive whiteboards in a lively and engaging way in starter activities. Pupils can be set challenges using the board and can write their ideas on it. I can also call up aspects of previous lessons to check pupils’ recall.)
* *An introduction outlining the purpose and objectives of the lesson.*
* *The introduction of new learning or the introduction of a task. Typically, this will be the main area of whole-class teaching and may be repeated at different points of the lesson.* (I use Interactive whiteboards for presentation of new information, creating simulations, stimulating discussion and explaining new ideas. Once pupils have begun to learn new ideas, it is useful if they can practise their knowledge or apply the new concepts to a different context.).
* *The development of the learning by pupils.*
* *Plenaries at the end or during the lesson, providing opportunities to review what has been learned and reflect on the learning process.* (I make Pupils use the board to present some of their ideas to the rest of the class for discussion, encouraging them to review and reflect on what they have learned. Learning can be reinforced with games and quick quizzes and I also use the interactive whiteboard to point pupils to extension activities, such as websites related to the topic.

Now I want to compare two lessons with IW and without it:

***Implementing the IWB*** (more whole class teaching; quicker pace; more closed questions; student focus; creativity; student-centered).

***Not implementing the IWB*** (slower pace; more open-ended questions; more group work; less student involvement).

**INTERACTIVE WHITEBOARD ACTIVITIES** I use in teaching English are:

1. **Using a picture as a stimulus for discussion.** Electronic whiteboard software has a rub-out-to-reveal facility. This involves placing a layer of colour over the top of a picture to hide it, and then using the eraser to reveal the picture a bit at a time. I use this technique to stimulate discussion to help pupils formulate ideas for writing. I reveal a single detail and ask the pupils to describe what they can see and to predict what else might be in the picture. I encourage pupils to invent a story to explain the image and to add annotations in the form of speech bubbles and other comments.
2. **Using written prompts.**
3. **Brainstorming.** I use the IW as a focus for a brainstorming session to find out what pupils already know. Children contribute their ideas and note them down on the board. The written words are then converted to typescript for clarity and moved around the screen to group the ideas into common themes.
4. **Text-disclosure activities.** Ipresent the class with an extract from a poem, hidden in a text-disclosure program. The screen display consists only of a star for each letter and all the punctuation. I tell the children that the bold stars represent capital letters, and ask what they can deduce about the text.
5. **Work with text.** **(Fill in the gap)** I type text, then select the virtual pen application and set the color to the same background color on the screen (typically white). Run the pen over the text, thus hiding it and giving the visual impression that nothing is there. Then select the virtual eraser and drag it over the hiding text thus revealing it. This is a very useful trick for fill in the gap activities, for instance.
6. **Work with videos.** I find a short video from a website, play it and, annotate – or have a student do it - key vocabulary to be found in that footage around the edges. Then students, in pairs, may tell each other what they just saw using the help provided by the annotations.
7. **Record students’ work.**Ipresent some grammar and have my students write sentences on the board to exemplify the grammar points covered.
8. **Work on writing.**
9. **Writing a test.** I use different grammar books with CDs where there are different tests and multiple choice of multimedia exercises. Such tests have a countdown tool so the teacher can show the students questions or task to be completed
10. **Playing games.** I take the games from the Internet or use ones from the CDs.
11. **Learning and practising vocabulary**. I write notes on the interactive whiteboard, such as vocabulary words and illustrations of specific speech patterns or use ready-made exercises in grammar CDs. Reading and writing together helps all students comprehend.
12. **Giving presentations on the interactive whiteboard.**
13. **Use the interactive whiteboard** **to go online** to a specific site that gives language instruction in English.
14. **To practice listening and reading.**

*Effect on Student Engagement:* increased enjoyment and motivation; participation, collaboration, and concentration; promoting different; learning styles; understanding and reviewing classroom material.

*Effect on Teacher Efficacy:* whole class interaction through explicit instruction; authenticity and connectedness; organization and lesson planning; varied, creative and engaging classrooms; teacher motivation and enjoyment.

*Pros and cons of using IW in teaching English*

***Pros:*** the students are engaged and involved; immediate access to internet, video, sounds, interactive website, and the list goes on; students get to learn new technology; some students become learning better; immediate formative assessment with voters; once the flip charts are made they can be used for the following year; most of all students enjoy it!

***Cons:*** cost to use! (SMART boards and Promethean Boards both run around $6000); the board will only work as well as the teacher using it; extra time for teachers to make interactive lessons; sometimes technology doesn’t work; substitutes have a difficult time using them.

In my opinion working with the interactive whiteboards is more valuable when they are used only from time to time and not in every lesson. I think that the students get used to it very quickly and the lessons can then become a bit boring to them as they know what they can expect. On the other hand, when the teacher uses the whiteboard only in some of the lessons, it means change to usual way of learning and it is more appreciated by the students.

As for practising, I’ve found the lesson with the interactive whiteboard more beneficial for the students but I also find it necessary to give the students the handouts at the same time because they can keep them for later revision. Because of the fact that the students have already known the rules, revising them and completing the exercises was much easier and they made fewer mistakes.

While working with the whiteboard, the students appreciate the possibility to work with it rather than sitting at their desks all the time. They are also pleased by the exercises with provided answers so that they can correct themselves immediately. Moreover, doing exercises on the handouts first and then writing the answers on the whiteboard is more challenging for the students as they can first verify their knowledge of the subject matter and then be corrected by the teacher, the peers or find the answers in the exercise.

To sum up, using the whiteboard is beneficial as it brings new way of learning into the lesson. Students do not sit at their desks all the time but go to the board to complete the rules or exercises. Although I still monitor the lesson, the students are given more freedom and responsibility when they complete these exercises. The students also find the peer-evaluation as a motivational factor because they can control and help each other.