Revista da Graduação

Vol. 4	No. 2	2011	22

Seção: FACULDADE DE LETRAS

Título: Incorporating Technology among Young Learners: The use of the Interactive Whiteboard in the English Classroom

Autor: Daniela Roza Martin

Este trabalho está publicado na Revista da Graduação.
ISSN 1983-1374
http://revistaseletronicas.pucrs.br/ojs/index.php/graduacao/article/view/10088/7118

PONTIFÍCIA UNIVERSIDADE CATÓLICA DO RIO GRANDE DO SUL
FACULDADE DE LETRAS

DANIELA ROZA MARTIN

INCORPORATING TECHNOLOGY AMONG YOUNG LEARNERS

THE USE OF THE INTERACTIVE WHITEBOARD IN THE ENGLISH CLASSROOM

Porto Alegre
2011

DANIELA ROZA MARTIN

INCORPORATING TECHNOLOGY AMONG YOUNG LEARNERS: THE USE OF THE INTERACTIVE WHITEBOARD IN THE ENGLISH CLASSROOM

Monografia apresentada como requisito parcial para obtenção do título de Licenciada em Letras, com habilitações em Língua Portuguesa – Língua Inglesa e respectivas Literaturas pela Pontifícia Universidade Católica do Rio Grande do Sul.

Orientadora: Profª. Me. Heloísa Orsi Koch Delgado

Porto Alegre

2011

DANIELA ROZA MARTIN

INCORPORATING TECHNOLOGY AMONG YOUNG LEARNERS:

THE USE OF THE INTERACTIVE WHITEBOARD IN THE ENGLISH CLASSROOM

Monografia apresentada como requisito parcial para obtenção do título de Licenciada em Letras, com habilitações em Língua Portuguesa – Língua Inglesa e respectivas Literaturas pela Pontifícia Universidade Católica do Rio Grande do Sul.

Aprovada em _____ de _____ de _____.

BANCA EXAMINADORA:

_____

Professora Me. Heloísa Orsi Koch Delgado – PUCRS

_____

Professora Dr. Cristina Perna – PUCRS

_____

Professora Dr. Valéria Pinheiro Raymundo – PUCRS

To my husband Cristiano.

Without him nothing would have been possible.

ACKNOWLEDGEMENTS

I would first like to thank Professor Heloísa Delgado for her careful reading on this paper, her suggestions and also all the support, attention and advice she provided me. I would also like to thank my family for their love, understanding and patience. My special thanks for my husband Cristiano, who was always by my side, giving me all the support, care and encouragement to fulfill this dream. I am also grateful to my friends and colleagues Rubia, Roberto and Thiago who were my great companions and brought me joy during this journey. I could not forget to thank Adolfo Torres, Chiso, who believed in my talent to teach and gave me my first professional opportunity that changed my life for good.

The way for us to succeed under such conditions is not to focus only on the changing technology, but rather to conceptualize learning in a new way, with adults and young people each taking on new and different roles from the past.

(Prensky, 2010, p.10)

ABSTRACT

Digital technologies have created a new way of learning and communicating in the world. Notwithstanding, even being overwhelmed by technology, having the digital advances integrated into the school curriculum is still a desire for many students. It is acknowledged that in the city of Porto Alegre (RS) some institutions have already purchased the Interactive Whiteboard (IWB), known as the most up-to-date resource available for educators today. However, even having a good tool to promote more interactive classes, there are teachers who still resist using it, and as a result, do not take advantage of all benefits this resource offers. Taking these facts into consideration, this paper aims at making a reflection on how important it is to incorporate ICT in English classes for young learners. Moreover, it aims at presenting a project proposal in order to encourage EFL teachers to take the first step toward IWB implementation in their classes. This paper also presents a list of useful IWB websites in order to help teachers who are still not familiar with this tool. Finally, it is possible to claim that it is not the technology that decides how effectively the IWB will be used in their classroom. Good-quality teaching by committed educators is the answer to more effective learning with the IWB.

Key-words: Digital Technologies. School Curriculum. IWB. ICT. Young Learners. Project Proposal. EFL Teachers. IWB Websites.

RESUMO

Tecnologias digitais criaram um jeito novo de se aprender e se comunicar no mundo. Apesar disso, mesmo estando rodeados por tecnologia, ter avanços digitais integrados ao currículo escolar ainda é apenas um desejo para muitos alunos. É sabido que na cidade de Porto Alegre (RS) algumas instituições já adquiriram a lousa interativa, recurso esse conhecido como um dos mais atuais disponíveis para educadores atualmente. Porém, mesmo tendo uma boa ferramenta para promover aulas mais interativas, ainda há professores que resistem em usá-la, e, assim, não aproveitam os benefícios que esse recurso oferece. Levando esses fatos em consideração, esse trabalho visa a fazer um caminho reflexivo sobre a importância de se incorporar Tecnologias da Informação e Comunicação (TIC) nas aulas de inglês para crianças. Além disso, esse trabalho tem como objetivo apresentar uma proposta de projeto visando a encorajar professores de inglês como língua estrangeira (ILE) a dar o primeiro passo rumo à implementação da lousa interativa nas suas aulas. Este trabalho também apresenta uma lista de sites relacionados à lousa interativa para servir de suporte para os professores que ainda não estão familiarizados com este recurso. Por fim, é possível afirmar que não é a tecnologia que decide o quão efetiva a lousa interativa será usada na sala de aula. Ensino de boa qualidade aliada a educadores comprometidos é a resposta para um ensino mais efetivo com a lousa digital.

Palavras-chave: Tecnologia Digital. Currículo Escolar. Lousa Interativa. TIC. Proposta de Projeto. Professores de ILE. Sites Lousa Digital.

PICTURES

TABLES

LIST OF ACRONYMS

IWB – Interactive Whiteboard

ICT – Information and Communications Technology

ELF – English as a Foreign Language

ELL – English Language Learning

ESL – English as a Second Language

IMM – Interactive Multimedia Material

PLN – Personal Learning Network

CONTENTS

1 INTRODUCTION

Technology has incredibly changed our lives. Mobiles, laptops, tablet computers, MP3 players, HDTV and wireless connection are just a few examples of devices and breakthroughs which have taken place in the last few years.

Technology has been incorporated in several environments such as hospitals, factories, stores and also restaurants, whereas in the traditional school curriculum it has been a slow process (MCCORMACK; LOSS, 2010). It is believed that schools have been immune to technological advances over the years mainly for their financial conditions and also for the lack of motivation of most teachers who do not want to get involved in shifts. Yet, practitioners, such as Starr (2009) states that there are professionals who fear technology and even being aware of its importance and having some resources available, resist using these tools in the classroom and, as a result, do not take advantage of all varied activities technology offers.

This reality is found in the capital of Rio Grande do Sul. According to *Censo Escolar da Educação Básica* (2010), there are one thousand schools in the city of Porto Alegre (RS), considering municipal, state and private ones. Some of these institutions have already purchased some kind of technological device for their classrooms in the last four years, but unfortunately, these resources are not being used as expected by some of these schools, or worse than that, are abandoned in a room because teachers do not know how they can benefit from them. One example of this reality is concerning the use of the Interactive Whiteboard[1] (henceforth IWB).

It is important to mention that the use of technology can lead to different ways of teaching. Silva (2009), for example, states that rethinking teaching pedagogies is an important task for English teachers seeing that the students' profile has been changing through the years. According to the author, today's students learn in a more dynamic and interactive way; however, schools still offer very little interactivity to the students, which make them feel de-motivated and unwilling to participate and interact in class (SILVA, 2009). As Tudor (1996) explains, rethinking our practicum is necessary because any changes that happen in the way students communicate and interact in the world affect the way teachers are expected to teach their students.

[1] According to a thorough research in the literature and on the web, there is not a definite number of schools in Porto Alegre (RS) which have purchased the IWB and used it in their English language classrooms.

The idea of choosing this topic to work with came from my own experience as a teacher working for private schools of English during five years in which it was observed the students' excitement while using technology. Moreover, as I mentioned before, it is acknowledged that some schools of Porto Alegre (RS) have already bought IWBs to implement technology in their teaching methodology and this fact called my attention for an effective Information and Communications Technology (ICT) incorporation.

Taking these facts into account, the present paper, which is both theoretical and applied, aims at discussing the importance of working with technology in EFL classes as well as presenting a project proposal to incorporate ICT in young learner's classes, here, groups from the 2nd to 4th grades of primary school. The project will focus on the usage of IWB, one of the most up-to-date materials available for English teachers at the moment. Also, it is important to say that this proposal focuses especially on schools that have plans to purchase an IWB soon or already have it but do not feel at ease with this tool.

This paper begins with an introduction followed by five more sections. The second section starts by offering an overview of technology in the classroom, showing the evolution of the technological resources over the time. Additionally, it presents the reasons for implementing technology in the English classes as well as the concept of partnering pedagogy introduced by Prensky (2010). The third section talks about the young learners' characteristics, their profiles and learning styles as well as presents some reflections on teaching while considering all changes technology brings. The forth section focuses on the IWB itself. Besides presenting how an IWB works, this section aims at showing the advantages and also the role of this tool in the English classroom. The fifth section aims at making teachers aware of the possibilities offered by the Internet in the English classroom and also provides teachers with some free IWB resources available online. It also presents a project proposal developed for schools of Porto Alegre (RS) which aims at incorporating ICT in young learner's English classes through the use of IWBs.

2 TECHNOLOGY AND THE ENGLISH CLASSROOM

2.1 TECHNOLOGICAL ADVANCES IN THE 19TH AND 20TH CENTURIES

Advances in technology have been affected the way of teaching and learning worldwide. Over the years, these advances have been evolving not only to become an instructional tool but also a didactic resource to the teaching-learning process.

Betcher and Lee (2009) begin the first chapter of their book *The Interactive Whiteboard Revolution* stating about the evolution of one of the first technological advances in the classroom: the blackboard. According to them, the blackboard, which was created in the late 18th and early 19th century, was the first revolutionary teaching tool that presented a profound impact on teaching over more than two hundred years.

Corroborating with Betcher and Lee (2009), in his article *History of Chalkboard* published by *articlesbased.com*, Fernley (2008) claims that since there were slates[2] involved, the earliest blackboards were called slateboards[3]. He also adds that the first recorded use of a slateboard comes from 1801 in North America at the United States Military Academy, been adopted by schools later.

Taking into account a graphic about the history of classroom technology published by Wilson, Orellana and Meek in *The New York Times* magazine (2010), it can also be affirmed that the chalkboard was introduced in the classroom in 1890, right before the pencil replaced the use of slates, in 1900. In the sequence, in 1930, it was created the overhead projector which was first used by the US military to train forces in World War II and then, in 1940, teachers started using mimeographs to make worksheet copies. In addition, it is acknowledged that, for many years, video cassette players and tape recorders were the latest technological tools available for teachers. However, this reality began to change in the 1980s, when the computer was finally created. After all technology brought by computers, many other teaching tools were modernized and improved, including the chalkboards that evolved into IWBs.

According to Betcher and Lee (2009), whereas the blackboard was the first revolutionary tool in the teaching field, the IWB has the potential to become the second one, that is, the tool of the twenty-first century classrooms.

---

[2] A type of dark grey stone.
[3] Slateboard is a small black board or flat piece of slate in wooden frame, used for writing on in the past. Longman Dictionary of Contemporary English, Pearson Education Limited (2009).

"Despite its relative newness, the IWB exhibits the same capacity to fundamentally change – and indeed revolutionise – the nature of teaching" (BETCHER; LEE, 2009, p. 1).

Moreover, they state that while schools try to implement computers in their everyday teaching for over twenty-five years, "research suggests that IWBs seem to be acting as an effective 'gateway' for many teachers to start exploring the further use of digital technologies in their classrooms" (BETCHER; LEE, 2009, p. 6). It happens because the PC is more personal and limited while the IWB seems to be the resource teachers were seeking, once it promotes a real connection between learning and teaching in the digital world. In addition, the IWB is the first electronic instructional technology designed especially for education. All the others, such as computer and television, were adapted to be used in schools later.

However, the IWB is not as recent as people might think. According to the authors, the first prototype of an interactive whiteboard, the *ActivBoard*[4], was sold to a university in the mid 1990s. Then, in 1991, the *SMART Technologies*[5] sold their first IWB to teachers also at a university. After that, many other companies started emerging and today, there are dozens of them designing even more modern IWBs and other devices in order to enhance teaching in schools throughout the world. As Bell (1998) once foresaw: "The interactive electronic whiteboard will surely grow in popularity and continue to evolve as a popular and useful mind tool for teachers, trainers, and students" (BELL, 1998, p. 13).

According to Betcher and Lee (2009), IWB seems to be the tool that finally moves the school from the traditional paper-based model towards a more integrated digital mode of operation. Then, getting the most out of the technology should be the teacher's focus in the 21st century.

2.2 REASONS FOR USING TECHNOLOGY IN THE ENGLISH CLASSROOM

The era of information technology brought innumerous changes to different areas. Even so, teachers continue counting on old resources as their main technological advances. Lee and Winzenried (2006) illustrate this fact by saying that the most common technology inside a classroom is still the pen, the paper, and the board.

---

[4] ActivBoard was the name given by Promethean for the IWBs.
[5] The name of a company that manufactures IWB.

According to Dudeney and Hockly (2007) in the book *How to teach English with Technology*, this reality must change. The use of technology in the English classroom is becoming increasingly important due to many reasons, such as: i) the availability of Internet in many locations; ii) the natural interaction young learners have with technology; iii) the use of English in technologically mediated contexts; iv) the authenticity of tasks and materials the Internet offers; v) the expectations learners have while considering the integration of technology into teaching; vi) the possibilities technology brings to education; vii) its portability; viii) and also the exposure and the practice technology offers to learners in order to develop the four main language skills: listening, speaking, reading and writing.

Corroborating with Dudeney and Hockly (2007), the authors Betcher and Lee (2009) claim that, unfortunately, it is outside the school that students have the opportunity to live in a high speed technological world and finally, be free to access any information they want. Therefore, they believe that, for many students, coming to school possibly means 'powering down' because they do not have the chance to apply the knowledge they acquire by themselves.

Prensky (2010) also talks about this issue in his book *Teaching Digital Natives – Partnering for real learning*. He states that the same young people who are bored in schools are the ones who are hard at work learning *afterschool*[6]. Then, it is in the *afterschool* world that many of our students are teaching themselves and each other useful things about their real present and future.

> […] When they learn to download, text, and tweet, they can immediately participate in profound social revolutions, such as changing the music business and influencing government policies. As they learn to post their creations online, they become aware that even as young people they can truly influence and change the world. This gives new urgency and meaning to the "Why should I learn this?"'[…] Today's students expect the same thing from their formal education as from the rest of their lives – that it be not just relevant, but *real*. (PRENSKY, 2010, p. 4)

Moreover, the author believes that even more people are now deeply and permanently technologically enhanced, connected to their peers and the world in ways no generation has been before, and this is a good reason for definitely changing the school reality.

---

[6] Term used by Prensky to encompass informal ways of learning among the students, such as learning by the Internet, television, games and other emerging opportunities.

In the article *Rethinking the teacher's role and the process of insertion of technology in the classroom*, Tognato (2001) also states that schools must follow the process of evolution while considering technology. Otherwise, it makes no difference if their members are prepared to use technology and the school does not offer conditions for that. Then, the author also affirms that it is not just a matter of buying the equipment:

> […] it is possible to conclude that the change from an industrial era to a knowledge one implies in much more than the simple insertion of computers in the teaching environment. […] the application of technology in teaching area may only be achieved if there is synchronism between the technological resources and the educational objectives […] (TOGNATO, 2001, p. 205)

Furthermore, in the article *Using Technology to Help ESL[7]/EFL Students Develop Language Skills*, the authors Ybarra and Green (2003) state that technology can be used as an effective teaching tool for English language learners and teachers. The materials offered by technology can provide English language learners with a language-rich environment in order to make them engage in language activities. Therefore, computers can play an integral part in providing English Language Learning (henceforth ELL) with valuable language experiences as they learn a new language. They also add that, concerning ICT implementation, children need to be able to interact with each other so that learning through communication can occur. Then, through studies, the authors conclude that the use of the computer can be a useful supplement to the traditional curriculum of the ELL classroom by promoting verbal communication and the acquisition of English. They still add that computers can incorporate various learning strategies into teaching as well as accommodate a variety of learning styles. Finally, they conclude that even helping to improve English language skills, computers are not a substitute for effective teaching: "Computers are a tool – they are simply one type of supplement to the regular curriculum in teaching English Language Learners as they develop their English language skills" (YBARRA; GREEN, 2003).

2.3 PARTNERING PEDAGOGY IN THE 21ST CENTURY

[7] English as a Second Language. This definition is not the focus of this paper. To see the difference between ESL and EFL, read the article *The differences between ESL and EFL, or TESOL* available at: <http://ezinearticles.com/?The-Difference-Between-ESL-and-EFL,-Or-TESOL&id=1864315>, accessed on: July 15th , 2011.

In his book *Teaching Digital Natives – Partnering for Real Learning*, Prensky (2010) presents a new concept of pedagogy for teachers from the 21st century. This pedagogy is called *partnering*.

According to the author, the term *partnering* can mean different things to different people, but in this context, it basically "means letting students focus on the part of the learning process that they can do the best, and letting teachers focus on the part of the learning process that they can do best" (PRENSKY, 2010, p. 13). In other words, through technology, both teachers and students take part in the learning process and both profit from this relation. Moreover, the teacher is no longer the one who teaches, but the one who guides the students towards learning. "In partnering pedagogy, using technology is the students' job. The teachers' job is to coach and guide the use of technology for effective learning" (PRENSKY, 2010, p. 3).

Taking this concept into account, we can affirm that partnering is opposed to a traditional way of teaching. Then, instead of lecturing and explaining, the teacher guides the students in order to make them discover new things by themselves (individually or in groups). Students are the ones who search, make hypotheses, find the answers for the questions they want to know and learn *with* their teachers and not only *from* their teachers.

Prensky (2010) adds that thousands of teachers, new and experienced, are already using the partnering pedagogy in one form or another. He also states that this concept is not new and has already received other names such as student-centered learning (VYGOTSKY, 1978), active learning (PIAGET, 1972) and many others. However, he adds that more important than the name you choose is finally moving into the partnering direction. See below how partnering pedagogy is split between the students and the teacher according to Prensky's theory.

Table 1: The role of students and teachers in partnering pedagogy

Teacher	**Student**
Doesn't tell, *asks*!	Doesn't take notes, *finds out*!
Suggests topics and tools	Researches and creates output
Learns about technology from students	Learns about quality and rigor from teacher
Evaluates students' output for rigor and quality; supplies context	Refines and improves output, adding rigor, context, and quality

Source: Prensky, 2010, p. 16

Then, it is clearly seen that technology plays an important role in this pedagogy because it supports partnering and also enables students to personalize their learning process. Additionally, Prensky (2010) says that it is through technology that students will be free to learn at their own pace as well as have the opportunity to learn more or less in whatever ways they prefer, as long as they remain in the topic proposed. Therefore, we can say that in order to work successfully with technology in the classroom, it is necessary to adopt a new pedagogy to work with. Furthermore, Prensky (2010) explains that partnering works very well with technology because it allows technology to be used to its fullest extent.

> […] partnering enables students to be engaged, from the start of every class, in discovering on their own (and sharing with each other) what the material is and how it works, in finding examples in multiple media, in creating and sharing their own examples, and in communicating with peers and writers around the globe. (PRENSKY, 2010, p. 17)

According to the author, the levels of partnering can vary to fit different types of students, situations and backgrounds. The levels of partnering are: basic, guided and advanced.

Basic partnering is the one in which the teachers provide students with guiding questions in order to make them discover the answers by themselves (individually or in groups) and subsequently, make them present the results. It means to say that instead of lecturing about some topic, the teacher will ask students about that and then, encourage them to find as well as discuss the answers. Moreover, the guiding questions have to be ordered from the most general to the most specific, as Prensky (2010) exemplifies in his book: “A lesson on the subjunctive becomes: ‘How do we talk about things that might or might not happen?’ followed by ‘How do you indicate this in English?’ and ‘Can you find five examples in literature?’” (PRENSKY, 2010, p. 39).

According to Prensky (2010), the freedom proposed by basic partnering may not work in all contexts. Some students, like children for instance, may have difficulties on researching or working independently. Then, in these cases, teachers may use the guided partnering. Guided partnering also begins with guiding questions and it is followed by the discussion of results. However, it presents activities for students to do in order to answer these questions. Then, guided partnering is a more structured version of basic partnering in which the kinds of presentations students do are more specified. It is recommended for those who are just starting out or in cases in which the students need more structure to stay on the task.

A third approach to partnering is called advanced partnering. Advanced partnering has as main objective to let students free to search topics on their own. These topics are usually based on real-life cases or problems. Moreover, the students are supposed to search these topics in order to evaluate a hypothetical situation and then, solve an overarching problem like teachers propose in business and medical schools. Prensky (2010) claims that advanced partnering is much more challenging because students are supposed to deal with more complex issues.

Prensky (2010) adds that whatever type of partnering the teacher chooses, students will use some kind of digital technology to search and find the answers for their guiding questions. Of course partnering is also possible to be done without any technological resource; however, the more technology available to students, the better partnering almost always goes (PRENSKY, 2010).

Nevertheless, Prensky (2010) states that if a teacher did the exact same version of partnering every class, it would become as boring as just telling. Therefore, he adds that designing interesting variations for partnering plays an important role. Examples of these variations are: i) virtually include other students to participate in class; ii) vary the methods and the research tools; iii) approach topics through games and other interactive activities; iv) go outside the classroom on physical or virtual visits in order to make them discover the answers for the questions.

Finally, Prensky (2010) states that there are teachers who find it difficult to incorporate partnering pedagogy into the school curricula because of the contents they are required to work with. However, he reminds us that it is not a problem seeing that those standards specify only what to teach, not how to teach. So, different from what some teachers think, the author believes partnering can and does work very well in today’s school curricula. The secret is only one: rethinking the pedagogy and changing it into a guiding question approach.

3 TECHNOLOGY AND YOUNG LEARNERS

As seen in the section before, advances in technology have brought new perspectives in regard to teaching and learning English. Considering this, it is possible to say that ICT made teachers start rethinking their practicum in order to make classes closer to the reality of today's students. However, it is important to keep in mind that we cannot ignore the relevant studies about young language learners made in the past just because ICT did not exist at that time. Actually, it is possible to say that these studies were the starting point for many new ones. In this section, we will present some traditional conceptions in regard to teaching English to young learners that are compatible with the way we teach our today's children. In the sequence, we will also present the different students learning styles and finally, talk about the new characteristics of young learners in the 21st century. It is important to add that the term "young learners" here refers to children aged between eight and ten years old, that is, children who are attending classes in the second, third or forth level of primary school.

3.1 TEACHING ENGLISH TO YOUNG LEARNERS

It is acknowledged that teaching children a foreign language is completely different from teaching adolescents and adults. This statement is supported by many practitioners all over the world, including Cameron (2001). She states that teaching young learners is different because they will have a go at an activity even when they do not quite understand why or how; however, they lose interest more quickly, especially when they find tasks difficult.

Corroborating with Camerons' idea, in her book *Teaching Children*, Holden (1980) explains that one of the reasons for children's short span of concentration is because children are bombarded with new experiences and information all the time. This constant exposure to new things is possibly what makes children learn quickly as well as forget quickly. Therefore, the author explains that, while planning lessons and activities, it is necessary to take this characteristic into account. One suggestion given by Holden (1980) is concerning English activities. According to her, it is important to divide each lesson in a large number of small activities because it will keep children motivated to face different challenges all over the lesson and as a result, keep them concentrated in the activity until the end. In addition, she advises

that if children happen to lose interest in some activity you have planned, you had better stop the activity and try something new than continue insisting in something students are not willing to do. Stopping the activity does not mean you are not going to use it later on. Actually, the author adds that it is possible to come back to the activity in another opportunity to finally do it successfully.

In their book *Teaching English to Children*, the authors Scott and Ytreberg (1991) mention the young learners' short attention span and emphasize that children come to class expecting more than words from their English teacher. Therefore, the authors claim that, in classes, children need variation in pace, voice and organization as well as they need different activities, involving senses and movement. Scott and Ytreberg (1991) also add that the resources used in class play an important role in the language learning process. They explain that besides the traditional material, it is necessary to make full use of objects, pictures as well as the school and its surroundings. Since children are dynamic and visual, they learn much more when the content is associated with concrete things. As the authors describe, "their own understanding comes through hands and eyes and ears. The physical world is dominant at all times" (SCOTT; YTREBERG, 1991, p. 2).

Moreover, the authors Scott and Ytreberg (1991) emphasize that most eight to ten year olds already bring some kind of language awareness and readiness to the foreign language classroom. This idea is also supported by Halliwell (1992) who states that young children do not come to the language classroom empty-handed. According to her, young learners bring with them an already well-established set of instincts, skills and characteristics which will help them learn another language.

Additionally, Halliwell (1992) also states about the importance of games in the language classroom. She explains that games are important not just because they are fun, but mainly because they create a desire to communicate in class. In her book *Young Learners*, Phillips (1993) also talks about the importance of games for learning. According to her, besides working very well in the language classroom, interactive activities such as games also help children to see learning English as something pleasurable and rewarding.

It is common sense that if an activity is enjoyable, it will be memorable; the language involved will 'stick', and the children will have a sense of achievement which will develop motivation for further learning (PHILLIPS, 1993).

What we understand from the author is that whenever children are taught something with pleasure, they get motivated and then, are more likely to consolidate learning, something typical concerning games in education. Additionally, it is possible to say that besides being fun, games motivate children to learn English as well as improve their social abilities. As Phillips (1993) states, teachers need to bear in mind education in all its concepts when planning their teaching programme. According to the author, primary language teachers have a much wider responsibility than the mere teaching of a language system. Every time students play games in the classroom, for instance, it is important that teachers work on the ability to co-operate, to compete without aggression as well as to teach students how to be a loser and a winner. Even when playing a game with our students, we must not forget we are teaching children for life.

Also in the book *Teaching Children*, in his article *Practising sentence structures through games and activities*, Ratter (1980) talks about the importance of group work activities in English classes. According to the author, through group work activities children have the opportunity to practice the language by themselves. Moreover, activities like these bring cooperation and socialization to the English classes. Then, it is true to say group work activities help shy students a lot. As Ratter (1980) states, shy children speak more in groups than in activities for the whole class. However, there are many teachers who try it briefly and come to the conclusion that this kind of activity in their classes is not possible. It is acknowledged that group work generates noise; however, patience and faith are necessary at the beginning.

Additionally, taking into account children's characteristics, Holden (1981) emphasizes that young learners are transparent. In other words, if teachers are tired or unprepared to teach, children will realize and react directly. Also, if they are interested or bored at something, they will tell you. Therefore, Phillips (1993) describes the work with children as something rewarding. The time spent on preparing classes that reflect their interests and needs is a time well spent because children know instinctively if you enjoy working with them and if your lessons are thoughtfully prepared. If so, the children will respond with a similar effort.

Finally, Holden (1981) talks about the importance of using the mother tongue in young learners' English classes. According to her, using the native language to talk about the reasons why one learns English or listen to students' stories and daily happenings works as a relaxation and influences positively into their performance.

Moreover, besides making the experience of learning English something real, captures their attention for futures activities and then, makes them learn more effectively.

3.1.1 Young learners and their different learning styles

It is known that nobody learns in the same way. There are those who learn best by observing, those who learn best by hearing and also those who learn best by manipulating things. These differences in the way children learn are called *Learning Styles*.

In her article *Teach to Students' Learning Styles*, Haynes (2009) states that it is always important to take into account students' different learning styles in the classroom, especially when teaching ELLs. According to her, students learn a foreign language most effectively when they are taught by the learning style they show a stronger affinity.

In the book *Learning Styles in the ESL/EFL Classroom*, Kinsella (1995) explains that there are basically four different types of learning styles: visual learning, auditory learning, tactile learning and kinesthetic learning. Visual learners are generally those who learn by seeing, looking and observing. Kinsella (1995) also divides visual learning into two groups: visual/verbal and visual/nonverbal. Visual/verbal learners are those who also learn through reading. According to the author, they like reading books, enjoy watching television and take extensive notes during classes in order to review the content later on. On the other hand, visual/ nonverbal learners are those who also learn by imagining and showing. These learners have strong visual memory, that is, they are good at remembering faces, locations and directions. They also retain best the information by looking at things like pictures, maps and diagrams. Additionally, they learn how to do things by modeling and observing others doing.

Nevertheless, Kinsella (1995) explains that auditory learners are those who learn by listening, repeating or discussing with others. They like to socialize, talk, share ideas and also work in pairs or in small groups. Furthermore, they remember things easily even after hearing them once.

The author also presents the concepts of tactile and kinesthetic learners. Tactile learners, as the name suggests, are those ones who learn by handling and touching whereas kinesthetic are those who learn by moving, doing and experiencing. According to Kinsella (1995) the characteristics these learners have

are very similar. Both of them like to explore the environment, work using the hands as well as they want to feel and touch everything. Besides that, it is possible to say that both learners enjoy working collaboratively, that is, with a partner or in small groups and expect variety in classroom activities.

Kinsella (1995) explains that most people rely on one or two of these conceptions, however, it does not mean to say that a learner cannot learn effectively through other senses. Corroborating with this idea, Kazu (2009) states that it is important to bear in mind that the classroom environment is a place full of various stimuli and our role as teachers is to maximize the stimuli as much as possible in order to benefit different kinds of learners. Then, it is believed that only by exploring different learning styles, it is possible to have all students integrated in the process of learning that can happen easily and faster.

3.2 YOUNG LEARNERS: THE DIGITAL NATIVE'S WORLD

As seen before, many concepts related to teaching young learners studied in the 20th century are still taken into consideration in the 21st century. However, we cannot deny that together with the constant changes technology brings are the changes concerning the students' characteristics and subsequently, these interfere directly in the way we teach. Prensky (2001) believes that changes in students' characteristics are a result of the ubiquitous environment they live in. "Our students have changed radically. Today's students are no longer the people our educational system was designed to teach" (PRENSKY, 2001, p. 1).

According to Prensky (2008), children from all over the world usually think classes are boring. They say things like: "I'm bored 99 percent of the time". "School is really, really boring." "If you made it more interesting, we would respond better" (PRENSKY, 2008). The author adds that there are some teachers who claim the children's complaints are normal because, in fact, they have always been bored in school. However, Prensky (2008) explains that today is different from the past. Today, children feel de-motivated mainly because some of the boredom comes from the contrast between the school reality and the inviting learning opportunities they find outside the school. Then, it is possible to say that one of the reasons for this discontentment in the classroom is because teacher and students are not in the same line. Whereas children aim at learning in an interactive and real way, teachers

keep on teaching the way it was taught in the past, in other words, lecturing to their students while they listen or copy from the board. “Clearly the way our young learners learn is changing and continues to do so. It is also clear that the way we, as educators, ‘teach’ our young learners is also changing – or should be changing as we respond to the needs of our 21st century learners” (ROBERTS, 2011).

Moreover, concerning technology, Prensky (2001) classifies people into different groups: Digital Natives and Digital Immigrants. Digital Natives refers to everybody who was born in the digital era. Digital Natives are used to receiving information very fast. They enjoy multi-tasks and work better when networked. A good example of this is the young learners. They are “all *native speakers* of the digital language of computers, video games and the Internet” (PRENSKY, 2001, p. 1). The author explains that Digital Immigrants are those who were not born into the digital world, however adapt themselves to take advantage of this world as well. Most of teachers are examples of Digital Immigrants. Usually, Digital Immigrants do not understand the new skills acquired by the Digital Natives. Teachers, for instance, do not believe their students can learn while watching TV or listening to music, because they (Immigrants) cannot. They still believe that the learners from today are the same from the past, saved the students’ attention capabilities. Prensky (2010), on the other hand, states that this assumption is no longer valid and adds that it was not the students’ attention capabilities that have changed, but rather their tolerance and needs. Therefore, he believes it is not acceptable saying that today our students have short attention spans or are unable to concentrate in one activity for a long time. How is it possible to come to this conclusion once the same student who does not concentrate in school sits for hours in front of the TV or computer to watch a movie or play video games? “What today’s kids do have a short span for are our old ways of learning” (PRENSKY, 2010, p. 2).

In addition, today, students want to follow their own interests and passions as well as learn real things by using the tools of their time. They also want to get connected with their peers to express and share their opinions in class as well as around the world. To sum up, “they want an education that is not just relevant, but real” (PRENSKY, 2010, p. 3).

Therefore, it is time to change this reality because the way our students learn today is not the same from the past. As Prensky (2010) exemplifies, many of the teaching techniques some teachers once used successfully do not seem to be working with our today’s students. Moreover, he states that the number-one

complaint among the students today is that their teachers just talk and talk during classes. He adds that this direct instruction, in which the teacher lectures and explains while students listen, read and take notes, does not work anymore either with children or adults because students are living in a more interactive world, in which listening to music, socializing, or exploring technology is much more interesting. Taking these facts into account, Prensky (2010) claims that our role as teachers is to rescue these students by working with things that must call their attention, that is, working through their passions. Teaching students through their passions is the secret to keep them motivated for learning in the 21st century and we, teachers, need to seek out and understand each student's particular passion and also guide those learners who have not discovered their passions yet. According to Betcher and Lee (2009), it is commonly known that kids love technology. Then, the first step is to start working with technology which is a common passion among young learners from the 21st century.

4 THE INTERACTIVE WHITEBOARD

4.1 GETTING TO KNOW THE IWB

Also known as digital board, smart board, electronic whiteboard and e-board, the interactive whiteboard (IWB) is the first electronic instructional technology designed especially to be operated by teachers and the only that is ready to be used in everyday teaching according to Betcher and Lee (2009). This large computer screen is usually formed by a computer, a data projector and a whiteboard. The whiteboard is run by a computer that, through the data projector, displays the screen on the wide surface of the whiteboard so that everybody can see what is being shown.

Seeing that the content provided by an IWB comes from a personal computer, everything you can do with this equipment can be certainly done with an IWB. Therefore, the number of possibilities behind this tool is almost uncountable. Besides using programs such as Power Point, Word and also the web browser that allow us to access the world, IWB contains also its specific software. One of the most common is the one similar to a Microsoft Power Point, but with many other functions such as the ability to drag things around the screen. According to Betcher and Lee (2009), this program features include virtual pens, an onscreen keyboard, highlighting tools and a variety of interactive functions that allow teachers to personalize their classes. In addition, some IWBs are operated with a stylus[8] while others are operated directly with a finger. It means that just a click with the pen or the finger on the surface makes us work freely with any computer displayed on a whiteboard directly on the screen surface.

Picture 1 – Promethean ActivInspire Software[9]

[8] Special pen used to operate the IWB and write on its surface.
[9] Available at: <http://www.whiteboardblog.co.uk/2009/07/storynory-and-smartboard-promethean-resources/>. Accessed on: June 16th, 2011.

Betcher and Lee (2009) also explain that IWBs can vary in size and shape. The most common size is the one with 72-inch and with a standard 4:3 or a wide-screen 16:9 format. Furthermore, taking into account the way the image is projected, IWBs can be classified in two different ones: front-projection boards and rear-projection boards. The difference between one type and another is basically in the projector. Front-projection board, as the name suggests, is the one in which the projector is place in front of the board, whereas in the rear-projector IWB the image is projected from behind the panel surface, like in TV sets. The authors also state that for being the cheapest board available in the market, the most common IWB used in schools nowadays is the front-projection. Front-projection works well, though the user's shadow can obscure the image on the board sometimes. In order to avoid it, most front-projection whiteboards have their projectors mounted on the top of the board.

Picture 2 – Promethean Front-projection Board[10]

Picture 3 – Microsoft Rear-projection Board[11]

[10] Available at: <http://www.procomputing.com/interactivewbs.html>. Accessed on: June 16th, 2011.
[11] Available at: <http://www.oakforduk.com/education/Systems-IWhiteboards-RearProjection.aspx>. Accessed on: June 16th, 2011.

Moreover, there are different types of IWB available in the market today. Among many other different technologies that are gradually appearing, Betcher and Lee (2009) cited in their book the name of three different IWBs technologies: softboard, hardboard and ultrasonic tracking.

Softboard is a kind of IWB that can be operated not only with the stylus but also with the finger and presents the part you write on separated from the part you display images. Moreover, in terms of appearance, it is very similar to a non-interactive whiteboard. One example of brand that adopted this technology is the Canadian-based *SMART Notebook Technologies* that created the *SMART board* products.

Picture 4 – SMART Softboard[12]

Hardboard, on the other hand, is exclusively operated with the stylus. Its surface is similar in rigidity to the surface of a regular whiteboard, then the name 'hard' board. This technology is developed by companies such as *Numonics* in the USA and *Promethean* in the UK.

[12] Available at: <http://keep3.sjfc.edu/students/bad01008/e-port/msti260/Smartboard.html>. Accessed on: June 18th, 2011.

Picture 5 – Numonics Hardboard[13]

Another example of IWB technology is the *Ultrasonic Tracking*. This technology differs from the conventional IWBs because through a simple device you are able to turn any regular whiteboard into an interactive surface. This technology is found in products like the *Mimio board* and *eBeam board*.

Picture 6 – Mimio Ultrasonic Tracking System[14]

However, Betcher and Lee (2009) claims that more important than the brand or type of IWB you choose is the teacher's creativity behind this tool. It means to say that an innovative teacher using a cheaper brand of IWB will always get better results than a

[13] Available at: <http://cheapelectronicwhiteboardforsale.blogspot.com/2011/03/numonics.html>. Accessed on: June 18th, 2011.
[14] Available at: <http://iwb4historyteachers.pbworks.com/w/page/7880149/Mimio-Resources>. Accessed on: June 18th, 2011.

conservative professional using the latest IWB from the leading manufacturer. They also state that the real magic is in the software, not in the hardware, and add that a negative point about it is with regard to its standardization. As Betcher and Lee (2009) claim:

> Interactive whiteboard software made by one company is not generally directly compatible with interactive software produced by another company, meaning that a lesson prepared in one system is not always able to be easily (or legally) used with competitor's product. (BETCHER; LEE, 2009, p. 33)

Despite the fact that manufacturers are not interested in standardization once the software is the key differentiator of their products, the authors state that this situation started to change a little. One example of these changes is related to converters. They report that the last version of *Promethean ActivInspire* software, for instance, has now built-in converters to open specific files created by *SMART Notebook*, their main competitor. Moreover, it is also possible to find many resources freely available online. These resources are usually uploaded by users of different brands who aim to share their ideas, process which facilitates the teacher's work and also instigates the exchange and production of different materials.

Furthermore, the authors believe the lifespan of an IWB as being longer than the lifespan of the projectors and computers that compose it. It happens because most updates and improvements do not involve the boards once they are generally software-based. However, do not expect your IWB will last forever. One day they will eventually become obsolete like any other technology we know.

4.2 ADVANTAGES OF WORKING WITH AN IWB IN THE CLASSROOM

It is believed that, when used properly, teachers can profit a lot from the IWB. As mentioned by Betcher and Lee (2009), one aspect of this tool that can bring many advantages to classes are their exclusive functions. Among the functions that differentiate this resource from any other used in the classroom is the capacity of dragging and moving things on the board. The authors claim that it may sound simple but the "dragability" forms the very basic of interactivity because it allows students to interact with the surface of the board in a very tactile way. Furthermore, when combined with other resources such as IWB software or even computer programs the interaction is clearly seen. This interaction is possible using the fingers or the stylus. Available to some kinds of IWBs, this virtual pen never runs out of ink and can be

used to write over other sources and highlight information in order to call the students' attention to a topic. Then, it is important to add that unlike the conventional teaching board, the IWB is not limited because it allows users to write in its screens as much as they need without erasing the information. Whenever they want to write new things, they can simply flip the page or open a new tab and start writing again.

Another function the authors talk about is layering. Layering is the capacity of covering pieces of information in order to arouse student's interest in a subject while making them guess what is under the layers. It can be used in several activities as well as with other software programs.

Moreover, they also add that unlike the traditional whiteboard, the IWB enables multiple sensory inputs in multimedia forms such as text, images, audio, video and animation. It also allows the hyperlinking of these resources. In other words, you can add pictures, sounds, videos, web links, texts and other combinations to anything you display on the board. This action is apparently simple but promotes constructivist-type learning experiences.

In his book *Activities for Interactive Whiteboards*, Martín (2009) lists a number of advantages an IWB offers. Among many others are authentic experiences and realia. It means to say that, over the Internet, your students are able to work with what is happening in the world at the moment, such as work on the breaking news, current videos and websites as well as post their own experiences in video or text format and even call someone online. Moreover, there is no need to find or physically bring to each class real-life objects. Of course you can still bring realia to your lessons, but in case you do not have it, you know that you can trust the web for that. Additionally, through the IWB, students can show the teacher and the group what is important to them and also what interests them the most. They can show pictures, places, videos or other references, and these resources turn possible that students share their own experiences. So, the usage of IWB also contributes for adding personal meaning to the classroom.

Thus, one of the explicit advantages of having an IWB inside the classroom is certainly its connection to the Internet. Online dictionaries, chat rooms, karaoke sites, online magazines and newspapers, news on video, email access, specific EFL sites, blogs, social networks and also the school webpage are just a few resources the Internet allows students to work with. So, IWB makes it possible to display the Internet to all students at the same time while opening a window to the outside world

inside the classroom. Therefore, IWB turns it possible to include media in any lesson. You can work with a video, a song, a photograph all together using just one technological resource.

Furthermore, the IWB allows you to get the most out of the digital materials you already have. In fact, all newly published English courses usually offer a combination of paper and digital format that may include textbook, workbook, audio CDs, DVDs, CD-ROMs, Internet links and digitalized text books. Moreover, some coursebook materials already present specific resources to be used with IWBs. Then, it allows teachers to add as many resources as they can in order to enrich their classes.

Among other advantages mentioned by Martín (2010) are providing ambience and motivation as well as better presentation and improved visibility. According to him, IWBs turn it possible to make the class focus onto whatever language activity the teacher wants to develop. It can be by watching a video, analyzing a picture or simply reading a text. Showing these materials in a wide screen board is a big and welcomed change for the students.

Another advantage of working with IWBs is its recycling characteristic. Then, it means to say that the data once created can be saved, used, reused as well as modified to fit different groups and interests. Moreover, teachers can plan their lessons together with their peers and students and then, share their experiences and ideas. This action will certainly enrich the work as a team and allow teachers to have a resource bank of materials generated by themselves in conjunction with their peers. This bank may also include Internet educational links, software programs and coursebook digital materials.

Martín (2010) also mentioned portable and environmentally friendly as being the characteristics of IWBs. It means to say that there is no need of carrying any electronic equipment to the classroom or lots of teaching materials such as flashcards and games. Everything can be stored in a computer or flash drive which contributes to the use of less worksheets and photocopies, avoiding paper waste.

In her book *How to Use an Interactive Whiteboard Really Effectively in your Primary Classroom*, Gage (2005) also enumerates the advantages of working with an IWB in the classroom. According to her, the pros of using this resource are basically these: i) it helps teachers to organize their lessons; ii) it makes ICT implementation more effective; iii) it helps to attract and also retain the children’s attention; iv) IWB provides children with more attractive materials; v) its software provides children with

a variety of exclusive resources; vi) it supports collaborative learning; vii) tasks can be saved and also printed out; viii) materials can be personalized according to the group's reality, an action that is not possible concerning books, for instance.

Moreover, Gage (2005) adds that the use of IWB in classes leads to more questioning and stimulating discussion as well as better explanations. As the author mentions children enjoy IWB additional tools and can benefit a lot from its functions, especially because it involves increased opportunities concerning more auditory learning, more visual learning and more kinesthetic learning.

Finally, Betcher and Lee (2009) states that the best way to become aware of the IWB advantages would be witnessing this tool being used well by teachers and students in real settings. It means to say that by watching good examples, teachers can finally get convinced and motivated to apply this tool effectively.

4.3 THE ROLE OF IWB IN THE ENGLISH CLASSROOM

As previously presented, IWB brings lots of advantages to the English classroom. Even so, more important than getting familiar with these advantages is to understand the role of this tool towards teaching and learning a foreign language.

It is claimed that by the insertion of IWBs into the everyday teaching, it becomes much easier to incorporate ICT into lessons and also demonstrate new ICT in lessons. However, Gage (2005) adds that the use of IWBs is not simply about incorporating more ICT in lessons. According to her, the role of this tool is to provide a dynamic approach to teaching and learning as well as facilitate the creation of resources in order to revolutionize our classrooms.

Just like Gage (2005), Betcher and Lee (2009) also claim that the IWB came to facilitate the creation and the usage of Interactive Multimedia Materials (IMMs). Moreover, they advise that once teachers start working with an IWB it is time to begin thinking in different activities for their classes in order to make new things that were not possible doing before with the old technologies. Of course teachers will have to start by doing simple things first, however as soon as they get adapted with this resource, it is time to change it into more sophisticated usage. Additionally, the authors explain that all the IWB materials should be designed in order to promote mental or physical interaction among learners. Then, whatever is your concept of interaction, the most important thing is to use digital resources in a way that allows

students to engage, socialize as well as manipulate keys and concepts, even if they are not always out of their seats (BETCHER; LEE, 2009).

Corroborating with Betcher and Lee (2009), in his article *Effective Teaching with Interactive Whiteboards*, Martín (2010) also talks about the interaction IWB brings and adds that this interaction means reciprocal relation among students and theirs teachers as well as interaction with the outside world. Moreover, the author says that there will be no interaction involved in the classroom if the teacher takes exclusive use of the board and all the students do is to stare at the board marveling at the new gadget. “Interactive Whiteboards should not remove student interaction; they should revitalize it” (MARTÍN, 2010, p. 18).

Moreover, Martín (2010) states that more important than working with IWB is to have a methodology in place so that we can take advantage of this technology. “IWB is a tool, not a pedagogy” (MARTÍN, 2010, p. 17). Hence, the author explains that IWBs were not created to replace the methodology teachers use in class, though enrich the EFL environment. Actually, what technology came to replace (and improve) was a number of other resources such as, projectors, DVD players, CD players, voice recorders, television screens, telephone, photo cameras and camcorders. Through this advanced resource, everything is contained in the same piece of equipment and then, it is possible to use multiple applications or technologies simultaneously.

However, Betcher and Lee (2009) say that it must not be forgotten that the IWB is only a tool like any other and simply putting it inside a classroom is no guarantee of success. In addition, Silva (2009) also claims that technology cannot be the centre of attention in an EFL classroom but a means to facilitate and enrich students’ EFL learning. Thus, teachers are not supposed to invest all their energy on learning how to operate new technologies, but mainly on how to benefit from the available resources. According to his ideas, IWB technology might foster a student-centred approach to teaching as well as enhance learning and interaction in the classroom.

Betcher and Lee (2009) also explain that if an IWB is implemented wisely, it can take the schools to a highly and more excited level. However, if implemented poorly, no big changes will be noticed and it will result in frustration to teachers and students. In order to implement it successfully, the authors state that taking some time in order to learn about the new technology as well as experiment with new tools is essential in order to become a competent user. This time saved will also help

teachers to work with colleagues in the production of new and exciting IMMs. “They need time to play in the sandpit; they need time to reflect on how to use technology better” (BETCHER; LEE, 2009, p. 133).

According to Martín (2010) there is no reason to be afraid of using the IWB because it is very similar to using a computer. Additionally, Betcher and Lee (2009) claim that having a single expert on the tool in the staff is not the ideal once it can discourage the newcomers to use it by themselves. Actually, nobody needs to be an expert to operate IWB technologies. “Training has to be good, but it also has to be real and able to be duplicated by everyone else” (BETCHER; LEE, 2009, p. 132).

Moreover, Betcher and Lee (2009) claim that once you begin using technology in your classroom, the pedagogy starts changing as well, and it changes from a content teaching into a more personal understanding approach. They also state that until getting the hang of using the IWB in the classroom, teachers usually go through three different phases: 1) doing old things in old ways; 2) doing old things but in new ways; 3) doing new things in new ways. The first phase, doing old things in old ways, is when the teacher has the technology in the classroom (here the IWB), but use it as the old conventional whiteboard. Then, in the second phase, the teacher starts to understand the advantages of using the IWB, but they realize that they can adapt their activities to be used with the new resource. Finally, doing new things in new ways, as it says, is when the teacher starts creating new activities that were not possible doing with a conventional whiteboard.

As the authors state, as soon as teachers start working with the IWB in their classes, the tendency is just converting all old activities into an equivalent IWB-based task. There is nothing wrong with this adaptation even because the most important thing is to get started. However, we have to keep in mind that an IWB has many other resources and tools that must be explored in order to make the English learning process more dynamic and interactive. Using the IWB in the way you use the data projector is not wrong. However, it is not recommendable to use an IWB just in this way, that is, to show videos, displaying images and information. Thus, if their work does not evolve and the IWB is only used as a regular whiteboard, buying the equipment will certainly be a waste of money (BETCHER; LEE, 2009). It seems that those teachers who still think of IWBs as nothing more than expensive projector screens are probably not using them correctly. While the IWB is designed to be a

student-centric technology, the data projector has as focus teaching, not the students once the main activity of these classes is simply to display information.

Then, what makes the difference is how teachers conduct the classes with the IWB in order to create engaging, interesting and interactive lessons, and, more important than the use of this tool is the quality of teaching and learning. Without quality of teaching and learning based on pedagogical principles, IWBs will simply be another piece of hardware in the classroom (BETCHER; LEE, 2009). For the authors, what is important to bear in mind is that like every other technology in a school, IWBs should stimulate thinking, encourage discussions and facilitate the learning process. For this to happen, first, teachers must be aware of its importance; second, it is necessary to get to know its functions and finally, give the first step but accept that training is required. The more you know the software, the more confident and prepared you become.

Notwithstanding, Betcher and Lee (2009) affirm that, in general, teachers are used to using computers to manage their own productivity, but not to work with their students. For them, it is more comfortable to use tools such as pen, papers and the board than using one with new things to study and discover. If we want to change this reality in our school, it is necessary to work as a team. To have the lab available once a week is just a start, but not the ideal work to embrace the use of digital technologies as a normal part of classroom teaching. The authors also claim that, the way to succeed in a long term is having an IWB permanently installed into the classroom, something that involves saving and planning. “Teacher will get the most benefit out of an interactive whiteboard if its use is seamlessly integrated into the daily routine” (BETCHER; LEE, 2009, p. 38).

Just like Betcher and Lee (2009), Gage (2005) believes that going to another room every time you want to work with the IWB can make you waste precious teaching time. Then, if you have the resource available in your own room, it becomes easy to prepare the class and the material before children come as well as to get familiar with the board. “Like so many other parts in life, getting good at using your interactive whiteboards relies on taking action and just doing it. Use them regularly and find ways to share stories about that use” (BETCHER; LEE, 2009, p. 134).

5 THE IWB AND ITS AVAILABLE RESOURCES

As presented in section four, there are many advantages behind the usage of an IWB. However, there is just a way to profit from this tool, which is, by exploring, planning and creating your own IMMs.

Gage (2005) believes that it is possible to prepare a bank of resources for our English classes with a minimum of preparation. Moreover, these materials can be saved, changed and used again, permitting them to be customized for the needs of each different class.

Considering that there are still many teachers who are not familiar with the IWB, many forums, wikis, blogs and podcasts are held online in order to support the newcomers. These networks of people all helping each other to learn is called Personal Learning Networks (PLNs). According to Betcher and Lee (2009), PLNs are reshaping the way many educators view professional development and training. Armed with online tools, these educators are creating a global learning environment and then, refusing to wait for the system to provide specific IWB training. They are mobilizing themselves to learn from their peers whenever and however they need it (BETCHER; LEE, 2009).

Thus, this section aims at providing teachers with some ideas in order to encourage them to start working with IWBs and then, possibly share their experiences and productions online, too.

5.1 THE IWB AND THE WORLD WIDE WEB

Commonly known as Internet, the World Wide Web (www) is often described as the biggest communications revolution since the advent of the printed books (DUDENEY, 2000). Today, the number of people using resources such as email, web search tools, online encyclopedias, blogs, chat rooms and social networking sites has been continuously increasing. According to statistics published by the website *internetworldstats.com*, over eighteen million people had access to the Internet in Latin America by the year 2000. Today this number is much higher. According to statistics dated from March 31st, 2011, nowadays the total number of Internet users in Latin America is over two hundred million people. It means that between 2000 and 2011, the usage of Internet grew one thousand percent. These numbers show a growing interest in the use of Internet by Latin Americans over the years.

In his book *The Internet and the Language Classroom*, Dudeney (2000) explains that the reasons why this medium interests new and experienced users every day are because of its attractive visual, facility in managing and understanding, and possibilities in using different medias in a single piece of equipment. Therefore, regard to teaching, Internet came out to work as a tool of information and visual stimuli. Moreover, the author adds that the Internet provides teachers with an infinite resource file of texts, listening material, vocabulary, video and many other multimedia materials. Another important characteristic presented by Dudeney (2000) is that, besides being a source of authentic material in English, the Internet also works as home to encyclopedic information about all sorts of topics teachers may want to engage with in the classroom as well as professional knowledge, that is, a place where they can search, share and build information.

Corroborating with Dudeney (2000), in his book *The Internet and Young Learners*, Lewis (2004) also states that the World Wide Web is a realistic and accessible place to find authentic information because it provides children with a window to the outside world. Additionally, he says that the multimedia possibilities behind this resource allow teachers to introduce contents in different ways and make classes highly motivating. Lewis (2004) explains that when used thoughtfully, Internet activities can work as a socialization tool for bringing children together. It can, therefore, be used to encourage independent learning and creative thinking skills, as children can make more decisions about how to approach information. However, the author advises that it is important not to let the technology drive the course. According to him, it is easy to get carried away by the entertainment offered by the web with its bright pictures, sound and video.

Moreover, according to Lewis (2009), one of the major impediments to work with the Internet is the lack of a sufficient number of computers in the classroom. Another point presented by Betcher and Lee (2009) is that using individual computers to teach does not promote interaction between the students, once they just sit in front of a PC and work alone. However, Gage (2005) states that, an IWB allows us to use the Internet in an interactive way. The site can be seen by the whole class at the same time and then, all the students can focus on the same thing. Moreover, according to Betcher and Lee (2009) during classes, students ask questions or make insightful comments that deserve to be explored.

“In most cases the standard answer given to the students is something like: ‘Great question. Why don’t you find that out tonight for homework and tell us tomorrow?’ […] A better response would be: ‘Great question! Let’s find out together right now!’” (BETCHER; LEE, 2009, p. 58).

This is what usually happens in our schools today. Students make interesting questions that are not explored at the moment they are interested. Then, most of times the questions are forgotten and as a result, students miss the change to consolidate important concepts suggested by them. However, if you have your IWB connected to the Internet, it is possible to discover the answers together with your students. The work with the IWB in conjunction with the Internet is different because it promotes not only interaction among students in the classroom, but also interaction with the world.

Moreover, Betcher and Lee (2009) believe that *Skype* can be used in the IWB classes in order to generate opportunities for connecting the class to the outside world, while engaging students and capturing their attention. They explain that you can use *Skype* to connect to other classrooms and so, work on projects together across the Internet.

As far as the lessons are concerned Martín (2010) states that the Internet helps a lot when teachers are planning them. It happens because through the Internet it is possible to have access to loads of pictures, videos and websites by simply typing whatever is needed for your class on the browser.

5.1.1 Useful IWB websites

According to Betcher and Lee (2009), after buying the IWB, one of the biggest challenges teachers face is definitely to include this new piece of technology into the everyday teaching. According to the authors, many teachers resist this resource because they think they will not be able to operate it by themselves and then, decide to wait until some specific training happens. Considering this reality, the authors add that since there are many resources behind the Internet, there is no need to wait for some specific training to finally start using the IWB. Of course training is necessary, especially in order to create new IMMs. However, it is true saying that “if you can use a computer, you can use an Interactive Whiteboard” (MARTÍN, in New Routes, 2010, p. 15).

Below, I will present a list of useful IWB websites containing materials and other resources that can be used online or downloaded for free. This list is divided in two

parts. The first part is “General” and refers to Personal Learning Networks (PLNs). It presents references in regard to teaching, such as hints, discussion forums and other pieces of information. The second part is “Specific” and contains a number of activities and IMMs that can be used with the IWB.

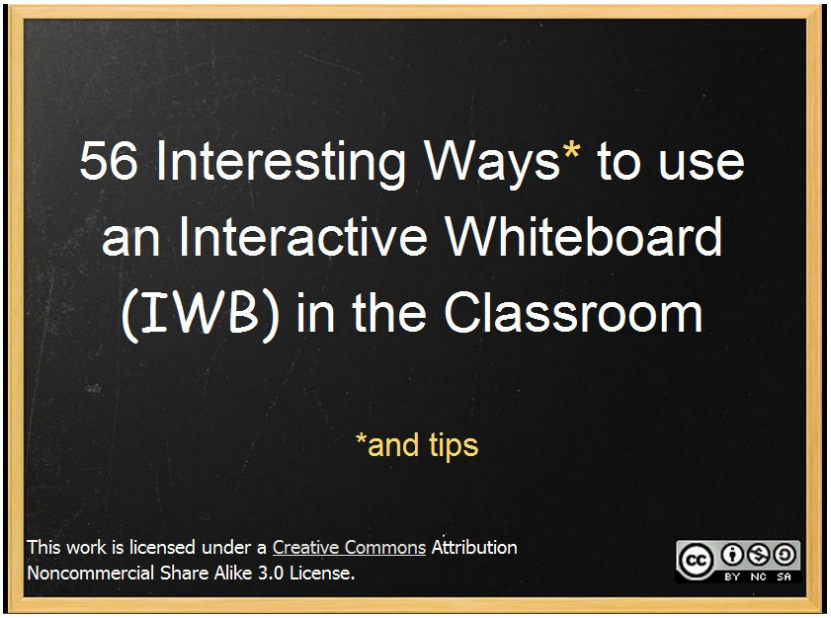
These websites, that can be found in the form of footnote, were cited after a survey in which the starting point was the following books: *The Interactive Whiteboard Revolution - Teaching with IWBs* by Betcher and Lee (2009); *Getting the most out of your Interactive Whiteboard* by Buttner (2011); And *Activities for Interactive Whiteboard* by Martín (2010).

However, it is important to add that even being developed to native English learners, many of these activities can also be used in the EFL environment. “Just as we can adjust the language level, so too can we modify many tasks to match the development level of the children” (LEWIS, 2009, p. 24). Then, it means to say that the materials from other subjects can also be adapted according to the English classroom reality.

Finally, the purpose of this survey is to provide teachers with resources to get started as well as motivate these professionals for future creations on the material.

5.1.1.1 General – PLN sites

a) Ways to use an Interactive Whiteboard in the Classroom[15]:

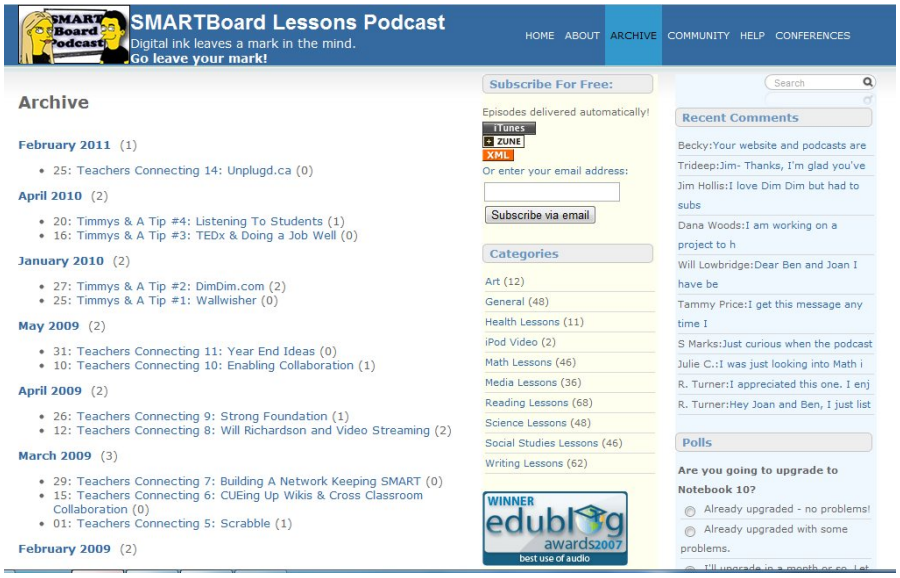


[15] Available at: <http://docs.google.com/Presentation?docid=dhn2vcv5_106c9fm8j&hl=en_GB>. Accessed on: May 29th, 2011.

The UK teacher Tom Barrett created the first few slides and threw it open to anyone who wanted to contribute to it. At the moment of this research, there were already fifty-six tips about the usage of IWBs.

b)

b) Podcasts about the use of IWB[16]:



Canadian educators Bem Hazzard and Joan Badger created this page in 2007 to share all podcasts they recorded about the use of IWBs. Although it focuses mainly on the *SMART* Boards, the ideas can be applied to any different brand of board.

c) The Interactive Whiteboard Revolution Community[17]

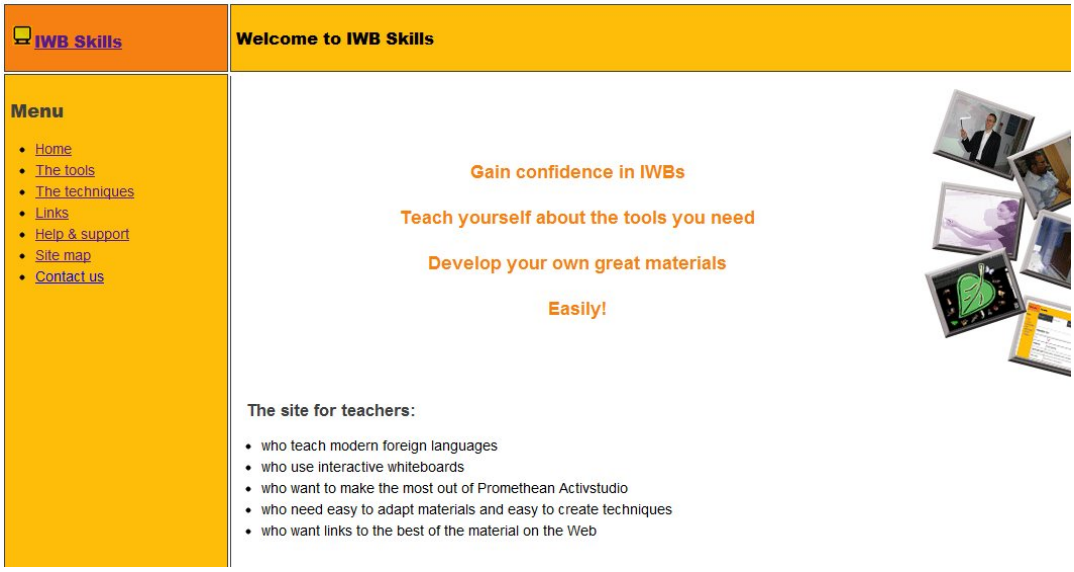
[16] Available at: <pdtogo.com/smart/>. Accessed on: May 29th, 2011.
[17] Available at: <www.iwbrevolution.com>. Accessed on: May 29th, 2011.

Betcher and Lee (2009), the authors of the book *The Interactive Whiteboard Revolution*, created an online community of global IWB users for discussion, learning and sharing ideas. There is also a space for sharing lessons.

d) SMART Classroom channel[18]

This channel on *Youtube* contains different videos in order to show the functions of a *SMART* IWB. Users can learn a lot just by watching it.

e) IWB Skills[19]

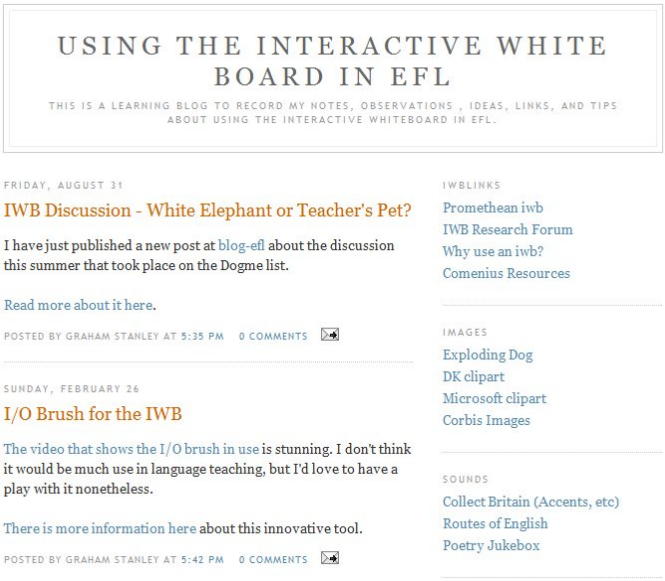


18 Available at: <http://www.youtube.com/SMARTclassrooms>. Accessed on: May 31st, 2011.

19 Available at: <http://www.iwbskills.com/the_techniques/techniques_intro.html>. Accessed on: May 29th, 2011.

IWB Skills is a website that explains the main functions of *Promethean* whiteboards. It also provides teachers with hints on how they can create their own materials.

f) Blog on IWB for EFL[20]



This blog is especially developed for EFL teachers who are interested in IWB technology. It provides teachers with notes, observations, ideas and tips about how teachers can use this resource in the English classroom.

g) The Whiteboard Blog [21]

[20] Available at: <http://www.iwb-efl.blogspot.com/>. Accessed on: May 31st, 2011.
[21] Available at: <http://www.whiteboardblog.co.uk/iwb-files/>. Accessed on: June 4th, 2011.

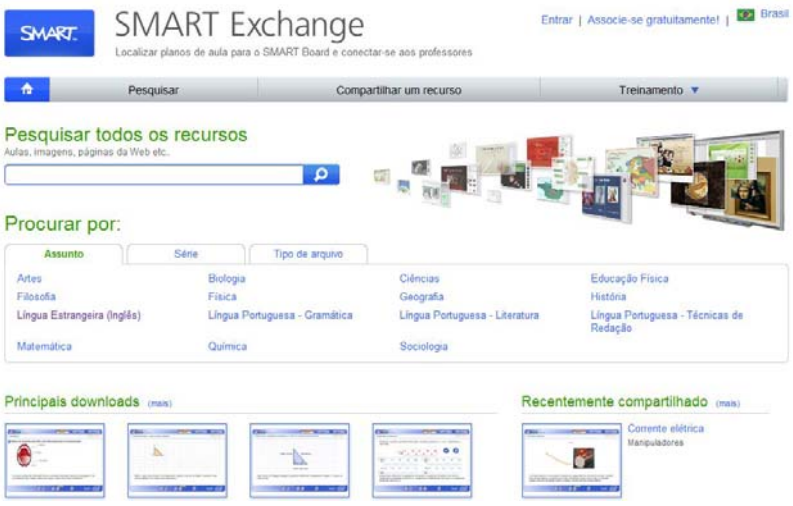
Although this blog does not focus specifically on EFL teaching, it is a very rich space to find updated information about *Promethean* and *SMART* board technologies. It also provides teachers with different kinds of support.

5.1.1.2 Specific – Materials for the IWB

a) Free Interactive Whiteboard Resources/ Literacy[22]

This website provides teachers with materials of different subjects including English. Even though the materials are developed to be used with native English students, some of the activities can be adapted to be worked in EFL classrooms.

b) SMART Exchange for SMART Boards[23]



[22] Available at: <http://www.topmarks.co.uk/Interactive.aspx?cat=40>. Accessed on: May 29th, 2011.
[23] Available at: <http://exchange.smarttech.com/#tab=0>. Accessed on: June 4th, 2011.

This community, hosted by *SMART Notebook Technologies*, was especially created for the *SMART* board users. The site aims at inviting the *SMART* boards teachers to post and share their classes and materials with others. The materials are divided by subject, level and file type. The Brazilian version is still under construction; however, it is possible to find many other materials by selecting other countries as well.

c) SMART board Tips and Resources[24]

The *SMART Tips Wiki* includes sample files for the *SMART* board for different content areas, game templates, and links to other *SMART* board files and interactive content.

d) Interactive Whiteboard.net[25]

[24] Available at: <http://smartboardtips.wikispaces.com/>. Accessed on: June 4th, 2011.
[25] Available at: <http://www.interactivewhiteboard.net.au/>. Accessed on: June 5th, 2011.

This Australian website provides lessons for the *SMART* board for a variety of content areas as well as a selection of other related resources.

e) Teachers love SMART boards[26]

This website provides teachers with hints and also lessons to be used with the *SMART* board. It also presents resources specifically developed for foreign language learners.

f) Educational Freeware[27]

This site reviews free learning games as well as websites and software for different subjects, including English.

---

[26] Available at: <http://www.smartboards.typepad.com>. Accessed on: June 5th, 2011.
[27] Available at: <http://www.educational-freeware.com>. Accessed on: June 5th, 2011.

g) Interactive Whiteboard Games[28]

PbsKids presents nice suggestions of games and activities to teach English to young learners.

h) Super Teacher Tools[29]

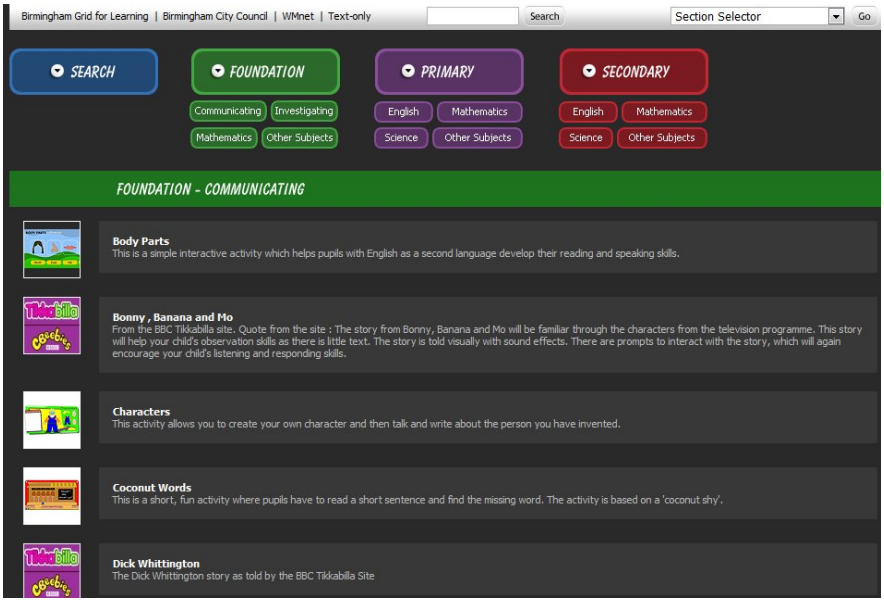
Different from others, this website provides teachers with tools in order to support teaching, such as *Random Name Generator*, *Group Generator*, *Hangman* and others.

[28] Available at: <http://pbskids.org/whiteboard/>. Accessed on: June 11th, 2011.
[29] Available at: <http://www.superteachertools.com>. Accessed on: June 11th, 2011.

i) British Council Materials[30]

The British Council web page provides English teachers with a variety of materials that can be used in young learners' classes. The only thing teachers need to do is to register for free to have access to games and other activities.

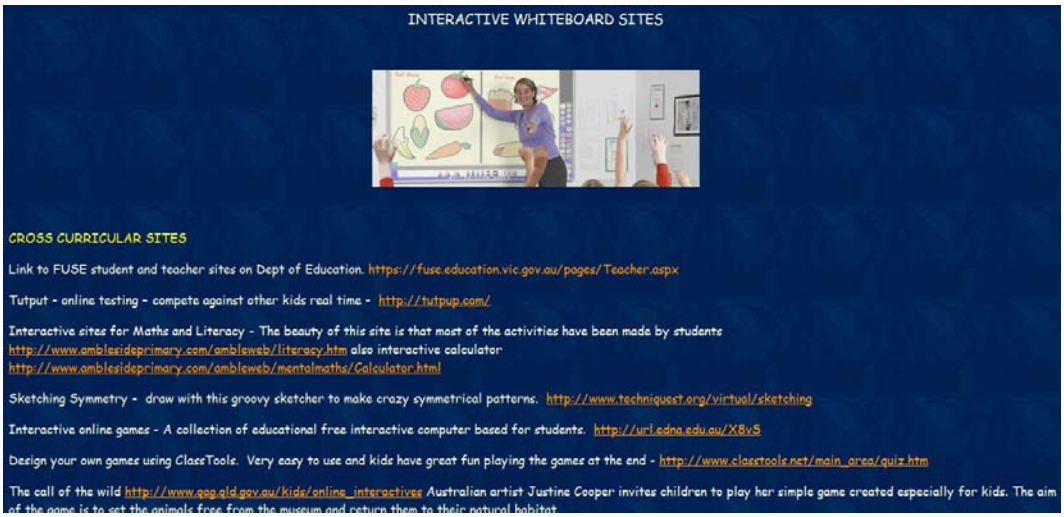
j) Birmingham Grid for Learning[31]



[30] Available at: <http://learnenglishkids.britishcouncil.org/en/language-games>. Accessed on: June 12th, 2011.
[31] Available at: <http://www.bgfl.org/bgfl/15.cfm?s=15&p=252,index>. Accessed on: June 12th, 2011.

The activities presented on this website focus on young native speakers of English, however there are some activities that can be used in EFL lessons as well, especially in the foundation level.

l) Other IWBs sites available on[32]:



On this page, there are suggestions of other websites that present a free bank of resources for teachers who teach with an IWB. Educators can also share their creations and discuss their ideas in a specific IWB forum:

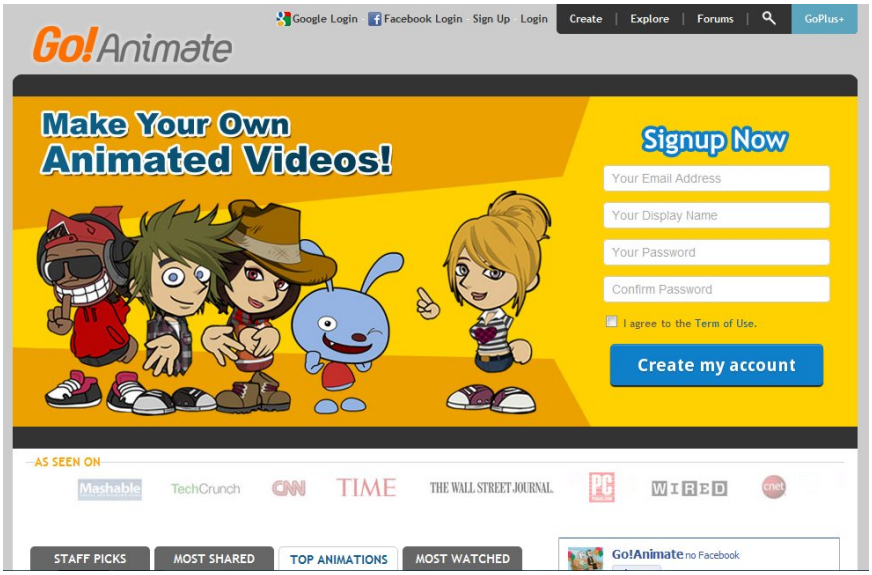
m) Interactive Whiteboard resources[33]

[32] Available at: <http://www.avenelps.vic.edu.au/interactive_whiteboard_sites.htm>. Accessed on: May 28th, 2011.
[33] Available at: <http://www.iwb.org.uk/>. Accessed on: May 28th, 2011.

n) Teachers First[34]

This site provides teachers with different IWB resources. These resources are divided by grades and subjects.

o) Go!Animate[35]



Go!Animate is a good option for teachers who want to create animations together with their students. There is no need to download or draw anything. Users simply choose the scenario, the characters, type or record the dialogues

[34] Available at: <http://legacy.teachersfirst.com/whiteboard.cfm>. Accessed on: June 12th, 2011.
[35] Available at: <http://goanimate.com/>. Accessed on: May 17th, 2011.

and that is ready. The only thing users will need to do in order to access *Go!Animate* is to create a free account online.

p) Go!Animate 4 schools[36]

Due to successful lessons with the source, *Go!Animate* team decided to launch this new website especially to support teachers. There is also a space for sharing videos and suggestions. Besides that, as soon as teachers get registered, they will receive a manual about the website by email.

5.2 A SAMPLE OF A PROJECT PROPOSAL ON IWB: A WAY TO GET STARTED

5.2.1 Definition

Concerning what has been presented in this paper, it is possible to say that IWB implementation is not just a matter of buying the tool. Actually, it depends, first, on the teacher's commitment, and second, on study and lots of planning.

According to Betcher and Lee (2009), not all teachers are willing to face the challenge to switch the old blackboards into digital and interactive ones. They also state that, with regard to technology, teachers tend to fall into three different groups. The first group is made by those teachers who usually get excited with challenges. The second is

[36] Available at: < http://goanimate4schools.com/public_index>. Accessed on: June 15th, 2011.

made by those who are interested but also a little wary. Finally, the third is the one formed by those teachers who do not want to be involved in any kind of shift. Considering this classification, the authors state that a good way to implement the IWBs in the English classrooms is starting by the first group of teachers in order to motivate the others (seeing that the ultimate goal is to have all the teachers and students using the boards as a normal part of teaching and learning).

Taking this into account, we decided to create a sample of an IWB project in order to encourage this first group of teachers to take the first step towards IWB implementation. This project proposal, which was developed in an ideal plan, focuses especially on schools of Porto Alegre (RS) that aim at incorporating ICT into English classes for young learners through the IWBs. The Project proposal is based on an e-partnership[37] strategy where two groups are supposed to work together, however physically separated. Even though this project proposal focuses on two imaginary groups of students of the third and forth levels formed by eighteen students each, it can be adapted to be applied in any of the levels of primary school, regardless of the number of students involved. Moreover, it is important to say that this project proposal is just an outline that does not show activities in detail[38]. However, it shows how the activities are going to be conducted in each class. It means to say that the teachers who are interested in running the project are supposed to develop the material and coordinate the activities according to the theme of their choice and the contents they are working with the group at the moment. Additionally, this project is not a full time project. It can be applied in the last twenty minutes of each class. Though, if the teacher wants to develop it full time by doing two tasks at the same day, it is possible, too.

In order to develop this IWB project proposal, we took into account the theoretical background presented in this paper. However, our motivation came when four practitioners were consulted in detail: Soares (2010), Prensky (2010), Carvalho (2009) and Lewis (2004).

Soares (2010) believes that IWB technology is beneficial for the development of class projects with young language learners. Then, in her article *IWB as Support for Technology – Related Projects in EFL Education in Brazil* Soares (2010) presents a project run by two twin groups of different English schools. This project, which had as objective the production of a podcast story by two groups, also aimed at

[37] Virtually include some students to participate in class.
[38] The class plans have not been described in detail due to limitation of monograph length.

evaluating the insertion of IWB technology in young language learners classrooms. Then, Soares' idea motivated us to create a new project based on hers, however, exploring *Go!Animate*, the website previously presented. Our idea also focuses on two groups and has a suggestion of a questionnaire in order to evaluate how much the students enjoyed the project.

Taking the pedagogy into consideration, to support this project, we made use of the principles of guided partnering, one of the approaches proposed by Prensky (2010). As mentioned in the second section, guided partnering is a pedagogy which starts by guided questions and ends up with the discussion of the results. However, the answers for the starting questions are not simply searched by students. Actually, the students work on some activities during the classes in order to finally find the answers for the questions. This pedagogy is appropriated for this project because children usually have difficulties on researching and working independently. It seems that they have the necessity to be guided by the teacher. Then, during the project, the students will produce the story and the video by themselves, though each step is going to be assisted by the teacher.

In addition, the framework for this project proposal was made after the article written by Carvalho (2009). Carvalho (2009) provides us with some guidance on how to develop a project focused on EFL Primary School lessons. Then, we made use of the framework proposed by her, adapted it while taking into account also Lewis's idea (2004) who provides us with some guidance on teaching young learners through the Internet. By mixing both ideas, we developed a new framework to present the IWB proposal.

Then, concerning the project, its main activity is the creation of a short animation on *Go!Animate* involving two English groups from the same school. This proposal project does not require any specific training on the use of IWBs, however, requires some familiarization with the IWB main functions and also with *Go!Animate* website. Furthermore, it can be done with any IWB brand, seeing that the first activity is up to you and the others are made through the use of free online resources. Then, the only resource required for this proposal is the IWB connected to the Internet (High speed Internet is recommended) as well as a *Go!Animate* and *Skype* accounts to work on the project. It is important to add that a webcam as well as a scanner will facilitate communication between the groups and the teachers; however they are not essential to run the project.

5.2.2 Methodology

Table 2: Project Proposal on IWB

Components	**Description**
Title	Learning English with fun through the IWB
Groups involved in the e-partnering	Group A: Eighteen third graders from school X. Group B: Eighteen forth graders from school X.
Justification	The interest young learners have in technology.
Objectives	- Incorporate ICT in the English lessons; - Make students familiar with the IWB; - Encourage students to put into practice vocabulary and structures previously learned; - Motivate students to create their own stories in English; - Motivate students to work on an e-partnership activity; - Encourage students to evaluate the results.
Pre-project Class 1	The first contact with an IWB For this class, the teachers of both groups prepare some activities on the IWB in order to present some primary functions of this tool such as layering and dragging. These initial activities are used to present the theme of each project as well as make students familiar with the new resource. Suggestion: 1. The teachers ask the guided questions; 2. They present a picture covered with some layers in order to make children discover the theme that is going to be worked in the project. 3. They draw a student at a time to go into the front and try the IWB. The resource from the website *Super Teacher Tools* (cited here) called *Random name generator* can be used for this. 4. They propose another activity on the board to work on the theme of the projects. 5. Discussion of the results.
Lead-in Activity Class 2	Teachers present a *Go!Animate* video created by them involving the project theme and also the content they have been working lately. After that, they make some activities on the board in order to explore vocabulary, structures as well as the story itself.
Developing Activities	**Description**
Class 3	The teachers show again the video from last class. After that, students from group A are presented to students from group B via *Skype*. Teacher B invites students from group A to take part in the project and presents the activity of the day to both groups. After that, teachers present a flipchart with some guidance about the activities involved in the project. Then, the students are divided into six groups of three members each. In the sequence, the teachers present a comic strip created on *Go!Animate* website and ask students to think about a possible story also related to the main theme of the project. Groups come into the front to present their ideas.

Components	Description
Class 4	Groups are given a sheet of paper with the same comic strip (Appendix A). Then, they start writing the dialogues in English with the help of their teachers.
Class 5	Students finish the dialogues and hand them in. The teachers revise the text once more. After that, teacher A scans the dialogues and sends them by email to teacher B. Teacher B does the same.
Class 6	On this day, teachers A and B present on the IWB the stories created by the groups. Then, students have to select one of the stories from the other group in order to create a short video on *Go!Animate*. Group A calls Group B in order to announce the story they selected to create a video on *Go!Animate*. Group B also announces the story they selected to work on.
Class 7	The teachers present *Go!Animate* website. They explain to the students how it works and then, draw the students to come into the front and try it. They encourage students to work on the scenario and characters. Each student is going to be responsible for one task, for example, choose characters' expression, hair, clothes, etc. The information is saved.
Class 8	As the scenario is ready, the next step is to type the dialogue. So, teachers draw the students to come into the front in order to type and then transfer the sentences from the balloons into the board. Students preview the scene.
Class 9	Students preview the scene again on this day. After that, they finish the scene, make some adjustments and send it to group B by *Skype*. Group A receives the scene of Group B as well.
Class 10	On this day, groups A and B are supposed to add something more to the other's group scene.
Class 11	Groups A and B make some adjustments in the scenes and send it back to each other.
Culminating Activity Class 12	Both groups watch the whole scene, discuss the stories and after that write some acknowledgement to the opposite group and present it via *Skype* call.
Evaluation Class 13	Students answer a Questionnaire (Appendix B). As the questionnaire is written in English it will be done together with all students step by step. It is important to add that the answers to the subjective questions should be written in Portuguese.
Assessment	Teachers reflect on the improvement of students' abilities.

As you can see, this is not a simple task for a project especially because it involves uncommon resources as well as two groups physically separated working at the same time. Even so, we can say that we believe in the success of this proposal, once it contains tasks that will motivate students not only with ICT but also toward exploring the English language. At first, this project proposal is developed to be applied by teachers from the same school. However, we understand that sometimes it is not possible to find two English teachers working at the same time, at the same school and who are willing to run the project. Then, in these cases, why not trying an e-partnership with a teacher from the other branch or so, a teacher from a different branch?

Concerning *Go!Animate*, it is possible to claim that it is not a difficult site to deal with, though it requires some familiarization with the functions before you get started. Our suggestion for those who are interested in running this project is this: first, create an account; second, play with it exploring every single detail; and then, make your first video. After that, one will see how easy and fun will be working with this tool in the young learner's English classroom.

Moreover, one will realize that there are different types of animation on *Go!Animate*, ones simpler than the others. Therefore, it would be necessary to explore them all in order to discover which one works better for your group. Additionally, the teacher has the option to record or type the voices. Even though recording is the most attractive option at first sight, you had better think twice before choosing this option. Children must get over excited at this, and it can possibly make the teacher loses control over the project. We recommend recording voices just for very small groups.

Finally, it would be interesting to post the videos online and also show them in parent-teacher conferences or an event or ceremony held at school. Additionally, the results of this project could be shown to teachers of other subjects in order to motivate them to include the IWB technology into their classes as well.

6 FINAL CONSIDERATIONS

Incorporating technology into the English classroom has not been simple as stated by the various authors mentioned in this paper and whose ideas we agree with. Today, our students are surrounded by media of different types and it is of utmost importance the inclusion of technology in the curricula of educational institutions so that learning becomes more significant and pleasurable to students. A tool that has been helping teachers in regard to ICT incorporation is the IWB. As we have discussed here, IWB was the first electronic device developed exclusively for education and came in order to replace many other resources that now can be found together in this equipment. Its use can bring a number of benefits to students, such as authentic experiences, interactivity as well as motivation to learn new things. Moreover, through this equipment it is possible to include media in lessons and, then, make our classes closer to the reality of the students from today. One of the biggest advantages of using the IWB in classes, for instance, is that it benefits all types of learners by different types of sensory stimulation. “Visual learners can enjoy the colours, graphics, pictures, graphs, mind-maps and so on; kinesthetic learners will appreciate videos and animations, and can touch and move things on the board; audio and video files can be used to supplement classroom discussion to stimulate auditory learners” (GAGE, 2005, p. 19). However, buying the equipment does not mean successful ICT incorporation. The success of the IWB will depend, at first, on teachers’ curiosity, persistence and commitment. Nevertheless, it is important to keep in mind that the IWB cannot be the centre of attention in the English classes. As it was already stated here, an IWB is just a tool like any other in which is used to facilitate learning and promote interaction between students and their teachers. Then, more important than the tool itself is the quality of teaching and learning.

Comparing to other countries, it is true saying that IWB implementation in Brazil is at a very early stage. However, it is acknowledged that it is becoming widespread and in a near future, hopefully, the number of schools working with this machine will increase. Some schools in Porto Alegre (RS) have already purchased this tool in order to incorporate ICT in the learning environment. It is acknowledged, though, that even having the tool available there are teachers who still do not use this resource. Having this in mind, this paper can be used as a motivational source for the implementation of IWB in schools, especially the ones which have already acquired the equipment and do

not have teachers trained to use it. This work, then, can serve as an inspiration, not only for schools but also for the educational settings and English teaching professionals. However, the ideas and reflections presented here will depend on the engagement of everyone involved in this context. We do believe that this interface, technology in education, is viable and we hope that our ideas are useful and interesting for the ones who want to give the first step toward the use of IWB in their classes.

REFERENCES

BELL, Mary Ann (1998). **Teacher's Perceptions Regarding the Use of the Interactive Electronic Whiteboard in Instruction**. Available at: <http://downloads01.smarttech.com/media/sitecore/en/pdf/research_library/k-12/teachers_perceptions_regarding_the_use_of_the_interactive_electronic_whiteboard_in_instruction.pdf>. Accessed on: May 2nd, 2011.

BETCHER, Chris; LEE, Mal. **The Interactive Whiteboard Revolution. Teaching with IWBs**. Australia: Acer Press, 2009.

BUTTNER, Amy (2011). **Bonus**: Useful Web Resources. Available at: <http://www.eyeoneducation.com/bookstore/client/client_pages/supp_login.cfm?sku=7169-0>. Accessed on: June 4th, 2011.

_____. Amy. **Getting the Most Out of Your Interactive Whiteboard – A Practical Guide**. New York: Eye On Education, 2011.

CAMERON, Lynne. **Teaching Languages to Young Learners**. Cambridge: Cambridge University Press, 2001.

CARVALHO, Tatiana Canto de. Project Work: A Framework for EFL Primary School Lessons. In: SARMENTO, Simone; FREITAS, Ana Luiza (Orgs.). **O Ensino de Inglês como Língua Estrangeira – Estudos e Reflexões II**. Porto Alegre: EdiPUCRS, 2009.

CENSO Escolar da Educação Básica 2010. Available at: <http://www.educacao.rs.gov.br/dados/estatisticas_2010.pdf>. Accessed on: April 11th, 2011.

DUDENEY, Gavin. HOCKLY, Nicky. **How to Teach English With Technology**. England: Pearson Education Limited, 2007.

_____. Gavin. **The Internet and the Language Classroom – A practical guide for teachers**. New York: Cambridge University Press, 2000.

FERNLEY, Wes (2008). **History of the Chalkboard**. Available at: <http://www.articlesbase.com/education-articles/history-of-the-chalkboard-660163.html#ixzz1KHMjNpmJ>. Accessed on: April 22nd, 2011.

GAGE, Jenny. **How to Use an Interactive Whiteboard Really Effectively in Your Primary Classroom**. London: David Fulton Publishers, 2005.

HAYNES, Judie (2009). **Teach to Students' Learning Styles**. Available at: <http://www.everythingesl.net/inservices/learningstyle.php>. Accessed on: June 9th, 2011.

HOLDEN, Susan. **Teaching Children**. Hong Kong: Modern English Publications LTD, 1980.

INTERNET Usage Statistics. Available at: < http://www.internetworldstats.com/stats.htm>. Accessed on: June 3rd, 2011.

KAZU, Íbrahim Y. (2009)**. The Effect of Learning Styles on Education and the Teaching Process**. Available at: **<**http://perweb.firat.edu.tr/personel/yayinlar/fua_35/35_59283.pdf>. Accessed on: June 9th, 2011

KINSELLA, Kate. Understanding and empowering diverse learners in ESL classrooms. In REID, Joy. **Learning Styles in the ESL/EFL Classroom**. Boston, MA: Heinle & Heinle, 1995.

LEE, Mal; WINZENRIED, Arthur. **Interactive Whiteboards**: Achieving total teacher usage. In The Australian Educational Leader. 28(3), 2006.

LEWIS, Gordon. **The Internet and the Young Learners**. New York: Oxford University Press, 2004.

MARTÍN, Daniel. **Activities for Interactive Whiteboards**: Educational Teachers Handbook (Resourceful teacher). Cambridge: Heblbling Languages, 2010.

_____. Daniel. Effective teaching with Interactive Whiteboards. **Revista New Routes,** São Paulo: Disal, 2010.

MCCORMACK, Stephanie; ROSS, Donna L. (2010). **Using Websites and Videos to Increase Understanding of Bacterial Transformation**. Available at: <http://tccl.rit.albany.edu/knilt/images/4/43/Teachingtechnology.pdf> Accessed on: November 2nd, 2010.

PHILLIPS, Sarah. **Young Learners**. New York: Oxford University Press, 1993.

PIAGET, Jean. **To Understand Is To Invent**. New York: The Viking Press, 1972.

PRENSKY, Marc (2001). **Digital Natives, Digital Immigrants**. Available at: <http://www.marcprensky.com/writing/prensky%20-%20digital%20natives,%20digital%20immigrants%20-%20part1.pdf>. Accessed on: April 12th, 2011.

_____. Marc (2008). **The 21st Century Digital Learner**. Available at: <http://www.edutopia.org/ikids>. Accessed on: June 10th, 2011.

_____, Marc R. **Teaching Digital Natives**: Partnering for Real Learning. California: Corwin, 2010.

RATTER, Colin. Practising sentence structures through games and activities. In: HOLDEN, Susan. **Teaching Children**. Hong Kong: Modern English Publications LTD, 1980.

ROBERTS, Clive (2011). **21st Century Learning – Assessment for Learning**. Available at: <http://digitallearningworld.com/21st-century-learning-assessment-for-learning>. Accessed on: June 8th, 2011.

SCOTT, Wendy A.; YTREBERG, Lisbeth H. **Teaching English to Children**. New York: Longman, 1991.

SILVA, Marcus F. IWB Technology and EFL Brazilian Teachers: An investigation into the role of mentoring as a gateway to professional development. In SARMENTO, Simone. FREITAS, Ana Luiza (Orgs.). **O Ensino de Inglês como Língua Estrangeira – Estudos e Reflexões II.** Porto Alegre: EdiPUCRS, 2009.

SOARES, Doris de Almeida. IWBs as Support for Technology – Related Projects in EFL Education in Brazil. In THOMAS, Michael; SCHMID, Euline C. **Interactive Whiteboards for Education – Theory Research and Practice**. Hershey: Information Science Reference, 2010.

STARR, Linda (2009). **Encourage Teacher Technology Use**. Available at: <http://www.educationworld.com/a_tech/tech159.shtml>. Accessed on: November, 17th , 2010.

TOGNATO, Maria Izabel Rodrigues. Rethinking the teacher's role and the process of insertion of technology in the class. In: FORTKAMP, Mailce Borges Mota; XAVIER, Rosely Perez. (Editors). **EFL Teaching and Learning in Brazil**: Theory & Practice. Florianópolis: Insular, 2001.

TUDOR, Ian. **Learner-centredness as Language Education**. Cambridge University Press: Cambridge, 1996.

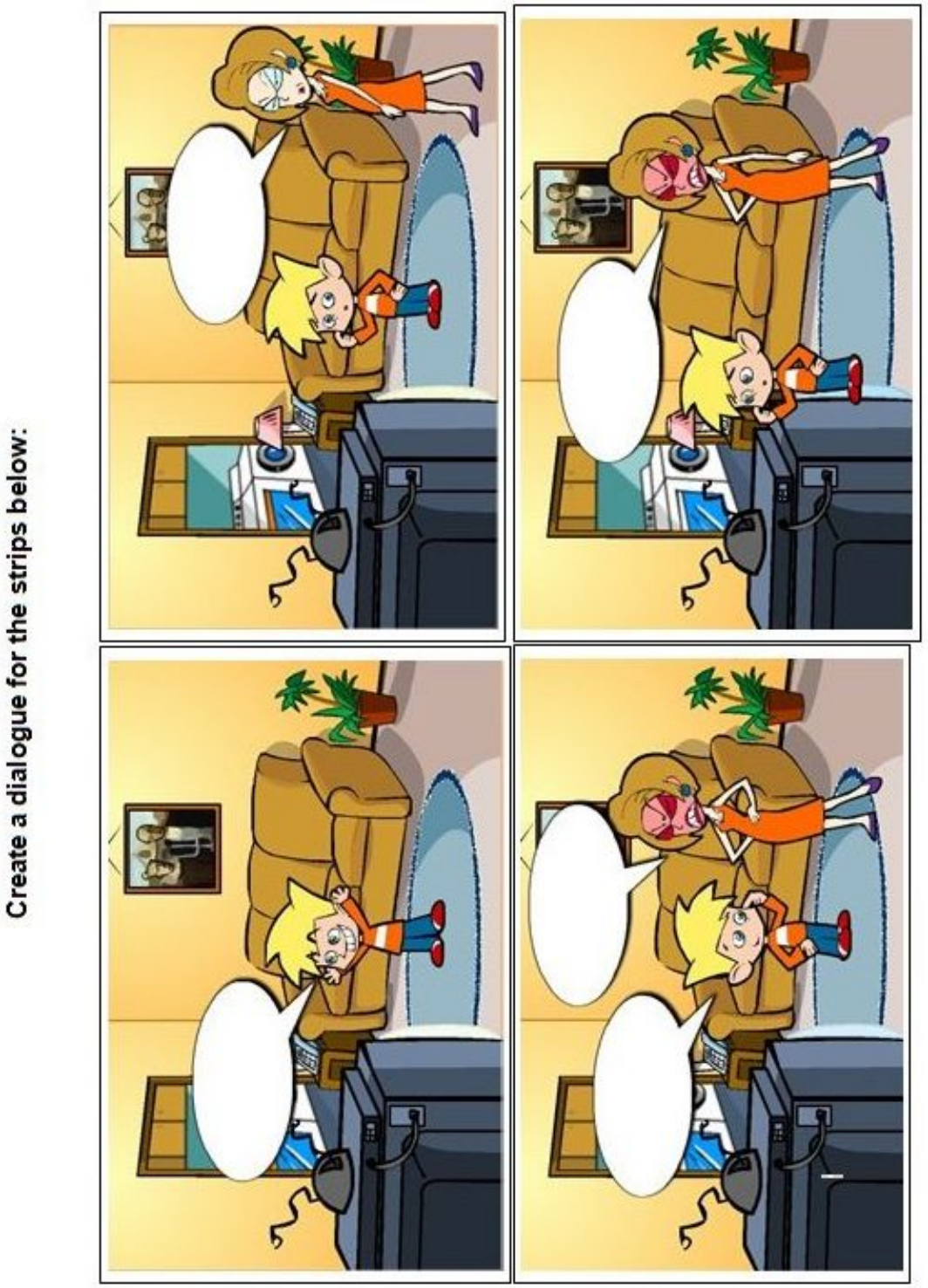
VYGOTSKY, Lev. **Mind in Society**: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press, 1978.

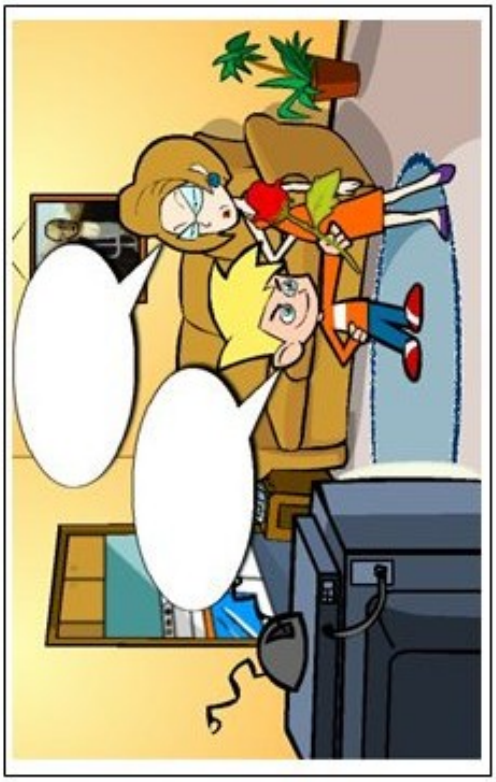
WILSON, Charles; ORELLANA, Marvin; MEEK, Miki (2010). **The Learning Machines**. Available at: <http://www.nytimes.com/interactive/2010/09/19/magazine/classroom-technology.html>. Accessed on: April 22nd, 2011.

YBARRA, Renee; GREEN, Tim. (2003). **Using Technology to Help ELS/EFL Students Develop Language Skills**. Available at: <http://iteslj.org/Articles/Ybarra-Technology.html>. Accessed on: November 12th, 2010.

APPENDICES

APPENDIX A – Example of comic strip for the project





APPENDIX B – Example of a questionnaire to end up the project

Student: _____ Group: _____ Date: ___/___/_____

QUESTIONNAIRE[39]:

Mark the appropriate answer. Answer the questions when required.

1- Did you like the project?
( ) Yes ( ) No

2- Which was different about the project?
a) The project made me learn faster
b) Made me motivated to learn
c) I didn't feel any difference
d) Other: _____

3- What activities did you enjoy the most in the project?
a) The first activity done on the board
b) Creating the dialogues on the sheet of paper
c) Talking to the other group on Skype
d) Creating a Go! Animate story
e) Creating an end to the story of the other group

4- Being called on the board was something:
a) Cool
b) Different
c) Normal
d) Boring
e) Other: _____

5- The lessons in the interactive whiteboard were:
a) Very different
b) Different
c) Not different

6- Would you like to have another project like this? Why?
( ) Yes ( ) No
_____
_____
_____
_____

7- In your opinion, what could be done with the stories that were not selected?
_____
_____
_____

[39] Adapted from Soares (2010).