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A Study on the Effective use of Interactive Whiteboards (IWBs) for Language Teaching

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Re-thinking classrooms today, learning in the 21st century cannot be limited to literacy and numeracy, but needs to be broadened to enable students to think, deliberate and address the socio-emotional problems they face individually and collectively with technological advancements. Within the field of language learning, many approaches and methodologies exist and these changes are due to influences dictated by new psychological theories of learning as well as innovative technologies. Nowadays, most ELT educators consider the use of technology is essential to improve the teaching and learning process of a new language. The recent introduction of the Interactive Whiteboard in schools in Sri Lanka has created the question about the usage of this new tool to enhance teaching and students' learning. It made the teachers deal with phenomenon of interactive whiteboards; their characteristics, installation in schools, possible ways of use and contributions to English lessons. The main aim of this paper is to examine the tool from various perspectives, to research the situation of IWBs in Sri Lanka and to provide technical as well as methodological support for teachers of English as a foreign language. The theoretical part summarizes facts about interactive whiteboards on the basis of worldwide research and publications, whereas the main body is more teacher-oriented and focuses on the practical aspects of using IWBs at schools.

Key words: IWBs, English Language, Teaching