



Interactive Technologies in Language Teaching  
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*Interactive Whiteboards in the EFL Classroom: Findings of  
the European Project iTILT*

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# Overview

## The Current Situation

- IWBs in education
- IWBs in language teaching

## iTILT – Interactive Technologies in Language Teaching

- Aim of the project, Partners, Duration

## Development of the Project

- IWB training, Data collection, Website

## Analyzing Classroom Interaction

- Theoretical introduction
- The analytical framework
- Analysis of four video clips

## Conclusions

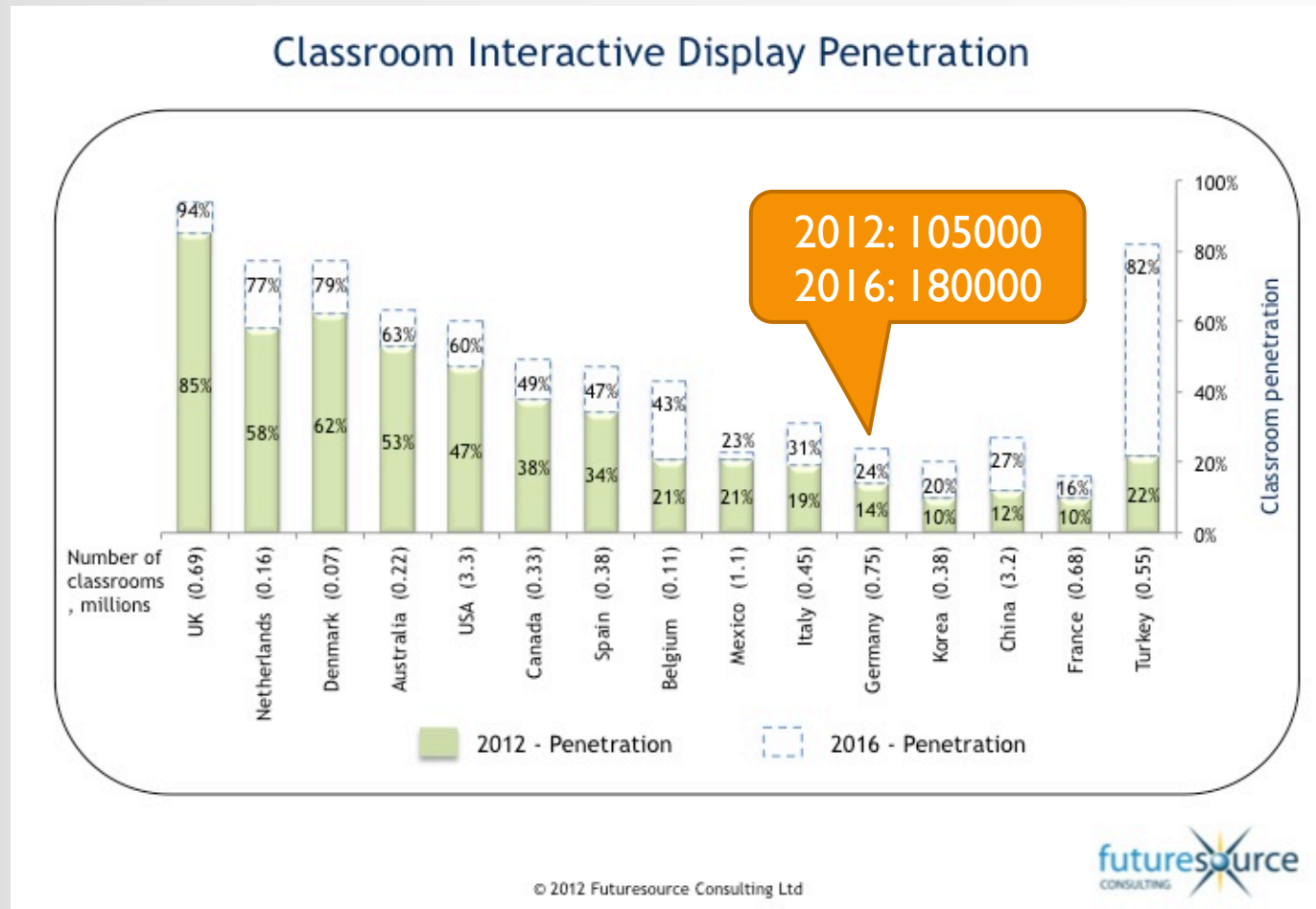
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# The Current Situation



# IWBs in Education

- ▶ General trend towards more ICT in schools across Europe



# IWBs in Language Teaching

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**Rapid increase of  
IWBs in Germany**

**Limited teacher training  
materials and support for the  
design, evaluation and  
implementation of IWB-based  
materials for the FL classroom**

# IWBs in Language Teaching

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Gray et al., 2007; Cutrim Schmid, 2010



Need

- Development of training models
- Examples of good practice



Aim

- Train language teachers to become confident users of the IWB technology and remain consistent with current models of language teaching methodology

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# Benefits and Challenges of Using the IWB in Language Teaching



# Main Pedagogical Benefits

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- ▶ Facilitating the integration of new media in language classroom (Gray et al., 2007)
- ▶ Enhancing the scope of interactivity and learner engagement (Miller & Glover, 2009)
- ▶ Supporting the development of “electronic literacies” (Cutrim Schmid, 2009)
- ▶ Meeting the needs of learners with diverse learning styles (aural, visual and kinesthetic) through the use of multiple media (Wall et al., 2004)

# Challenges of Using the IWB

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- ▶ For the teacher:
  - ▶ Insecurity and additional challenges lead to return to a teacher-centered whole-class teaching instead of a communicative task-based or project-based teaching approach (Cutrim Schmid 2009, Gray et al. 2007)
- ▶ For the students:
  - ▶ Cognitive overload (Cutrim Schmid, 2008)
  - ▶ “Spoon-feeding” with pre-designed presentation materials (Cutrim Schmid, 2008)

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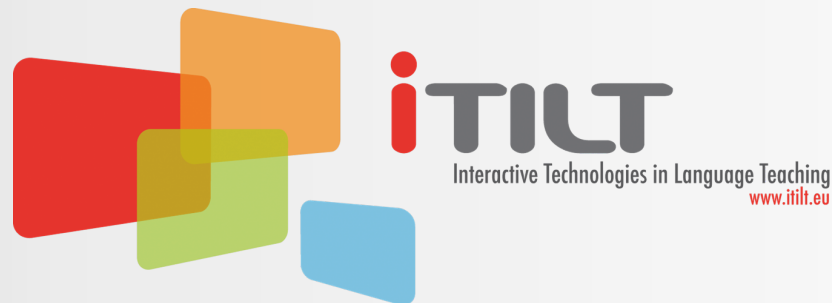


Clear need for professional training and pedagogical resources to assist teachers in exploiting IWBs in the foreign language classroom

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# The Project

## iTILT – Interactive Technologies in Language Teaching



# Aim of the iTILT Project

## Helping language teachers make the most of interactive whiteboards

- produce effective IWB training materials for language teachers
- inform teachers of IWB best practice based on research
- provide a support network for teachers and schools
- bring together teachers from all sectors of education (primary, secondary, tertiary, vocational)
- encourage the sharing of example lesson plans
- promote reflective practice with IWBs

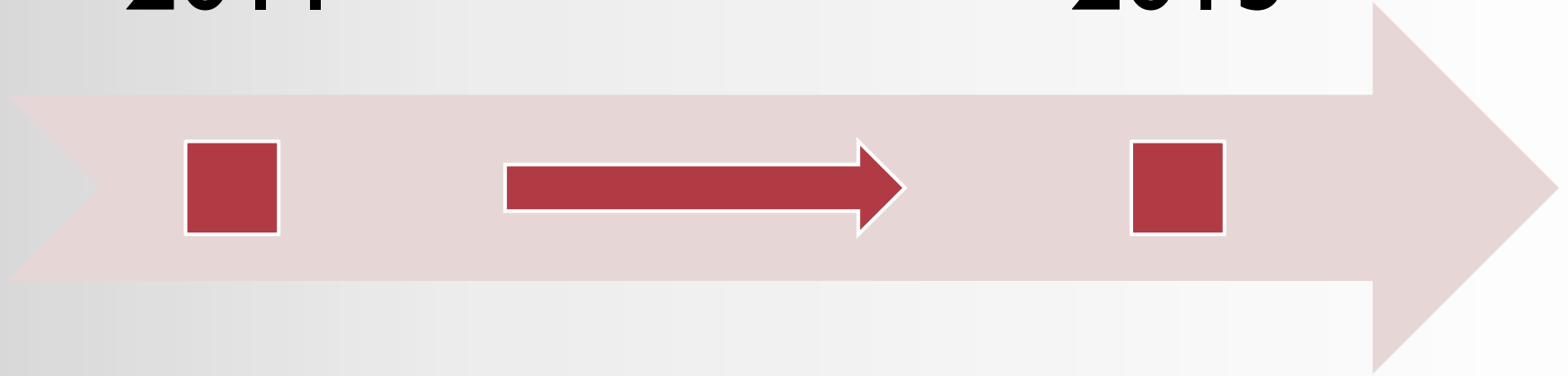


# Duration

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January  
2011

March  
2013



# Development of the Project

IWB  
Training

Data  
Collection

Website

# IWB Training

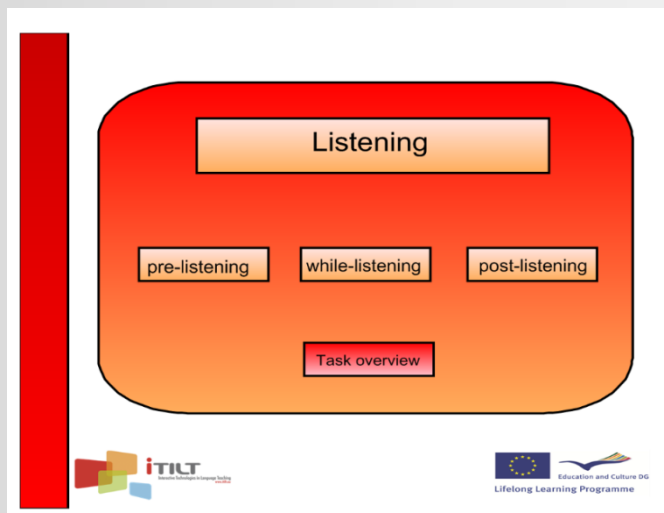
## Aimed for Language Teachers

- emphasis on communicative language teaching
- explanation of strategies and procedures for designing effective IWB materials
- opportunity to reflect on their own practice

## Training Materials

- various educational contexts (primary, secondary, vocational and higher education)
- organized around the four skills: speaking, listening, reading and writing, as well as vocabulary and grammar teaching

# Training Materials



## Activity

- description of the activity and steps to be taken by teachers and students

## Aim

- aim of the activity
- learning goals

## Design

- explains how the flipchart was designed

## Potential

- potential of the activity in comparison to former methods

The screenshot shows a news article from the Blacktown Sun website. The article is titled 'Blacktown commemorates Stolen Generation' and is dated 27 May 2011. The text describes an event where Blacktown residents of Indigenous and European heritage joined council representatives to commemorate National Sorry Day. It mentions that the annual event to promote Aboriginal rights, particularly the plight of the Stolen Generation, was held at Blacktown Village Green on Thursday. The article also mentions that Darug Tribal Aboriginal Corporation secretary Sandra Lee gave a Welcome Country address and the Thullu Dreaming Dancers performed a traditional dance. A photo of an Aboriginal performer is shown. At the bottom, there are social media sharing options for Facebook, Twitter, and Email to a friend. A red arrow points to the text 'Read the article online'. To the left of the screenshot is a vertical red bar with labels 'activity', 'aim', 'design', and 'potential'. At the bottom left is the iTILT logo, and at the bottom right is the European Union flag and the text 'Education and Culture DG Lifelong Learning Programme'.

# Data Collection

## class filming

2 visits to 6 teachers in 6 partner countries



## learner reflections

group interviews with 4-5 students

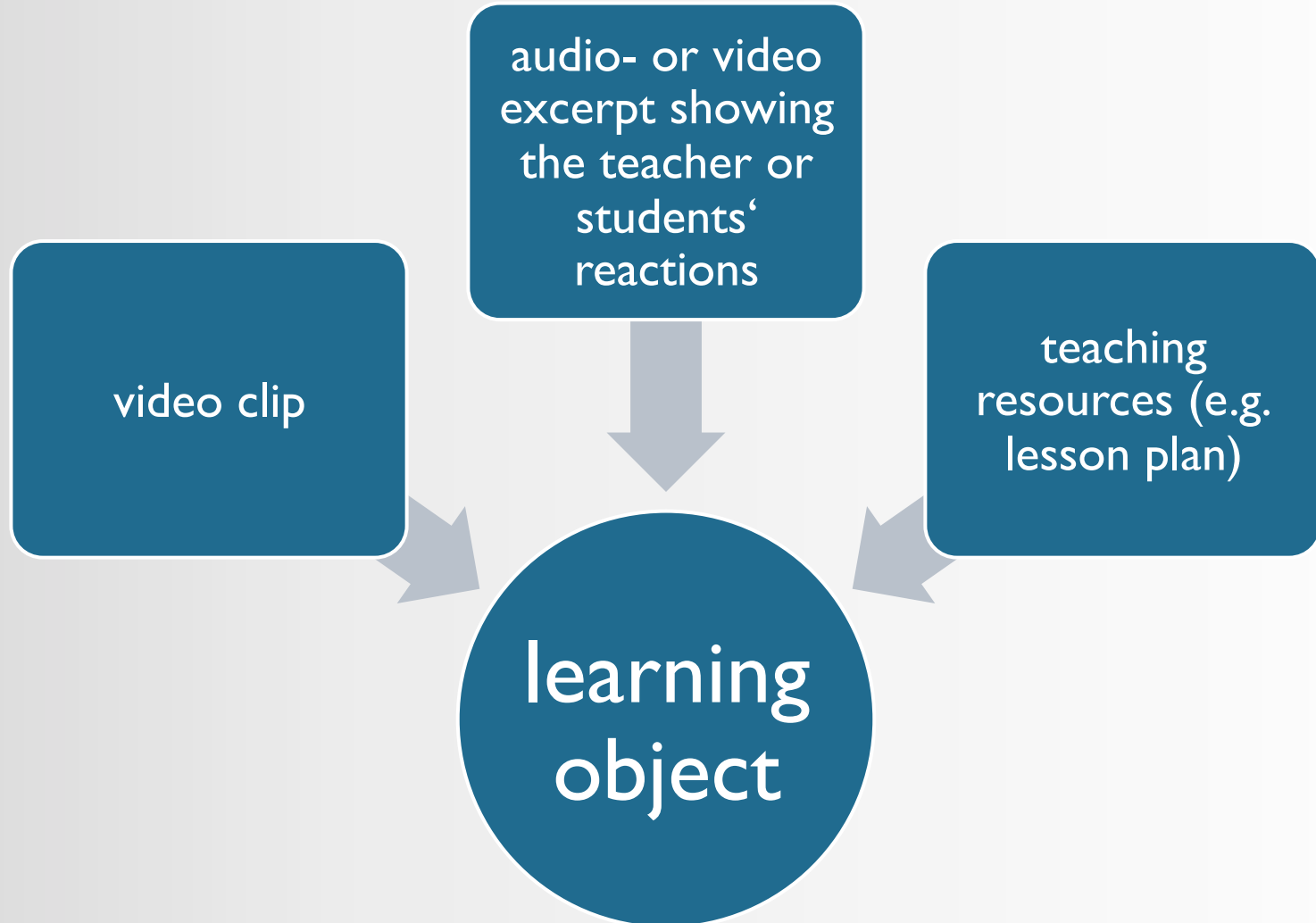


## teacher interviews

video stimulated reflection

# Website – Learning Objects

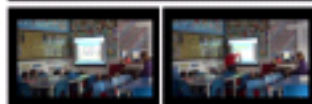
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[Tweet](#) [Facebook](#) [Be the first of your friends to recommend this.](#)

**Food: using drag and drop to move vocabulary for memory game**  
 Uploaded by [Emily Heller](#), Carroll Montessori University (UK)

[Download IWB file](#)



## Description

This activity took place in the context of a lesson on learning the vocabulary for different names of food. Prior to this clip the IWB was used to show four characters' shopping lists in Welsh, using the vocabulary the learners practiced throughout the lesson. A stopwatch was used which only gave the class one minute to try and memorise the contents of the four shopping lists. After the minute the lists automatically disappeared and the foods were randomly placed at the bottom of the IWB. In this clip the learners are seen trying to remember which item of food goes into which list by dragging and dropping the words at the bottom of the IWB into the correct list.

## Details

Target language:	Welsh	Age range:	7+
Resource language:	English	Language level:	A1 + beginner
Native language of learners:	English	Educational context:	Primary Education
IWB Features:	Drag & drop, Image, Interactive objects		
Teaching methods:	Review		
Language area:	Reading, vocabulary		
IWB used used:	SMART Board		

## Teacher comment

I think this clip because it was quite a fun activity at the end of the lesson. Sometimes at the end of the lesson it's hard to motivate the children and

## Related items

[Language - Image Recognition Formation](#)



Features: Drag & drop, Hide & Reveal

[Map Drawing - Using the IWB to choose a route through the maze to identify animals](#)



Features: Ad Hoc Annotation, Image

[SchülerInnenkompetenz - Ad Hoc Annotation und Lernfeedback zur Verbesserung der Präsentation](#)



Features: Ad Hoc Annotation, Image, Spotlight, Order

[Using IWBs in a Lesson: Matching pictures with a complete reading comprehension](#)



Features: Image, Interactive objects, Navigation (between different pages)

[Describing people: using annotation and a search function](#)



# Website

## Resources

- 108 – 144 learning objects
- 5 languages
- Different educational sectors

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# Analyzing IWB-mediated Interaction:

Can the use of an interactive whiteboard support interaction and negotiation of meaning in the foreign language classroom?



# Why should we focus on interaction?

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- ▶ Second language acquisition research has shown that:
  - ▶ language learning development depends crucially on **input** (Krashen, 1985) and **output** (Swain, 1995)
  - ▶ **input** is the term used for samples of the target language which learners see and hear, while **output** refers to the language they produce themselves
  - ▶ **interaction** involves both input and output, and when interaction involves learners in the **negotiation of meaning**, learning occurs and language proficiency develops (Long, 1996)
- ▶ Current foreign language teaching methodologies emphasize the need for:
  - ▶ focusing on **real-world, meaningful** and **authentic** language use
  - ▶ leaving space for **unplanned** and even **unpredictable** learner contribution
  - ▶ designing pedagogical materials and classroom activities that create opportunities for enhanced **interaction, collaboration** and **negotiation of meaning**

# Levels of IWB-mediated Interaction

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	Language	Context	Planning (task-as-plan)	Control (task- as-process)
Drill				
Display				
Simulation				
Communication				

# Level 1: Drill

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	Language	Context	Planning	Control
Drill	<ul style="list-style-type: none"><li>• pre-planned language</li><li>• closed questions</li><li>• repetition, choral repetition</li><li>• teacher feedback on form</li></ul>	<ul style="list-style-type: none"><li>• limited attempt to contextualize language</li><li>• focus on linguistic form</li></ul>	<ul style="list-style-type: none"><li>• opportunities for language production are entirely pre-planned by teacher</li></ul>	<ul style="list-style-type: none"><li>• entirely controlled by teacher</li><li>• language pre-selected for presentation and practice</li><li>• teacher controls access to board and turn-taking</li></ul>

# Video Clip 1

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# Level 2: Display

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	Language	Context	Planning	Control
Display	<ul style="list-style-type: none"><li>• pre-planned language elements but some learner choice in language to be produced</li><li>• input/output goes beyond minimum target items</li><li>• closed questions but also some open questions</li><li>• teacher feedback mainly on language form</li></ul>	<ul style="list-style-type: none"><li>• limited attempt to contextualize language</li><li>• effort to extend input and output</li><li>• no simulation of real-world activity</li></ul>	<ul style="list-style-type: none"><li>• opportunities for language production are mainly pre-planned by teacher</li><li>• board elements support some unplanned production from teacher and/or learners</li></ul>	<ul style="list-style-type: none"><li>• mainly controlled by teacher with some space for learner choice provided</li><li>• main objective is to practice pre-selected language elements</li></ul>

## Video Clip 2

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# Level 3: Simulation

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	Language	Context	Planning	Control
Simulation	<ul style="list-style-type: none"><li>• some focus on meaning</li><li>• teacher feedback on form but also on content</li><li>• interaction based on communication rather than language form</li></ul>	<ul style="list-style-type: none"><li>• meaningful context</li><li>• role-play: pretending to be someone in a real-life activity</li></ul>	<ul style="list-style-type: none"><li>• activity includes some space for learner choice</li><li>• teacher expands on minimal requirements of activity to allow more communication</li></ul>	<ul style="list-style-type: none"><li>• learner-oriented activity</li><li>• voluntary participation</li><li>• learner choice in how to participate</li></ul>

# Video Clip 3

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# Level 4: Communication

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	Language	Context	Planning	Control
Communication	<ul style="list-style-type: none"><li>• focus on meaning</li><li>• teacher feedback on content</li><li>• interaction based on genuine communication rather than language form</li><li>• learner choice of language forms and shaping of communicative event</li></ul>	<ul style="list-style-type: none"><li>• authentic context</li><li>• activity worth doing in LI</li><li>• interaction represents real-life activity</li><li>• exchange of participants' own opinions or reactions</li></ul>	<ul style="list-style-type: none"><li>• open activity with space for learner choice</li><li>• advance planning/preparation by learners</li></ul>	<ul style="list-style-type: none"><li>• learner-centred activity leading to learner controlled activities</li><li>• space for spontaneous interaction</li></ul>

# Video Clip 4

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# Conclusions

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- ▶ Our data reveal considerable variety, both in the ways in which the IVWB was exploited pedagogically by the teachers, and in the degree to which they changed their classroom teaching practices.
- ▶ The data analysed so far indicate that most of the participating teachers used the IVWB in ways that did not reflect clear pedagogical transformation towards communicative language teaching.
- ▶ Language teachers need ongoing professional training and pedagogical resources that can assist them in exploiting the IVWB in ways that are consistent with current theories of foreign language teaching methodology.

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