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USING INTERACTIVE WHITEBOARD
AT ENGLISH LESSONS FOR LAW STUDENTS

The paper deals with the issue of teaching a foreign language with the help of up to date interactive equipment in non-linguistic higher educational institutions. The researched topic is relevant as, on the one hand, innovative teaching technologies are considered to be effective in acquisition of knowledge, skills and abilities, which are required in the modern society, on the other hand, the role of foreign languages is rapidly growing in the global world. The study describes the pedagogical experiment, which has been held in Yaroslav Mudryi National Law University. The purpose of the article is to substantiate the technique of using an interactive whiteboard at professional foreign language classes. Empirical (diagnostic) methods such as: observation, questionnaires, discussions and pedagogical experiment were used to study the effectiveness of applying an interactive whiteboard at professional English classes for improving a foreign language proficiency of students. Statistical methods helped to assess the results of the pedagogical experiment. Comparison of the results of the tests conducted at the beginning and at the end of the experiment have made it possible to prove the effectiveness of the suggested technique of using an interactive whiteboard for teaching professional English.
Keywords: interactive whiteboard, intensification of cognitive activity, students, teaching English, non-linguistic higher educational institution.

Introduction

In today's rapidly changing world, education is a process that requires continuous improvement and updating in line with the demands and conditions of the society that requires higher educational institutions graduates to have not only the knowledge within their profession, but also communicative skills, abilities to solve non-standard situations, to conduct a dialogue with representatives of different cultures. So, in recent years the need for foreign languages has increased greatly, thus, the forms and methods of their teaching in terms of higher education also undergo significant changes. The mastering of languages as a means of communication in a global world has become a priority direction. So, the search for the most effective ways and means of teaching foreign languages is underway. Interactive approach to learning foreign languages is considered to be of today's particular relevance, because, on the one hand, it contributes to communicative-oriented students learning and, on the other hand, intensifies their cognitive activity and prepares them for the use of a foreign language in real life, for cultural, professional and personal communication with representatives of other social traditions. This is conditioned by the widespread introduction of information and communication technologies into the educational process. In the opinion of researchers and practicing teachers, such technologies can increase the efficiency

of the interaction of the communication participants, create the best conditions for mastering the skills of speaking and listening comprehension, and reinforce the communication component of teaching foreign languages. Moreover, the use of multimedia teaching tools, one of which is an interactive whiteboard, helps to implement a student-centred approach; provides individualization and differentiation of learning, taking into account the characteristics of students, their level of training, inclinations, etc; promotes the intensification of the learning process, increasing the motivation of students to learn a foreign language through interactivity, visibility and dynamism of the material, which is presented by the teacher.

The analysis of scientific literature has shown that most scholars note the positive effect that the introduction of information technology in the educational process implements. Thus, some of them emphasize the influence of modern educational information technologies on the formation of an "intellectually developed creative person, who is well-oriented in the information space, and is ready for self-development and application of the acquired knowledge in the future professional activity" [1, p. 80] but, unfortunately, they do not consider the use of these technologies while teaching foreign languages. Improving the motivation of students to master a foreign language through an interactive whiteboard is studied by L. Mykhalova and N. Teriokhina by expanding the "field

of visibility" and "a set of tools for its implementation in the educational process" [2, p. 149], due to its focus on forming skills in solving practical problems the issue is investigated by O. Karpova [3], S. Zhdanov and A. Perunova [4], by expanding the sphere of interactivity and attracting students to active cognitive activity, it is analysed by E. Schmidt and Sh. White [5], L. Richards [6]. However, these scholars do not suggest a methodology for using an interactive whiteboard in the class. D. Glover and D. Miller [7; 8], Ibrahim Mohamed Al-Faki [9] describe the technology of interactive whiteboard and the pedagogical impact of its large-scale implementation, but they have developed their own methodology for secondary school students, while the teaching of a foreign language of professional orientation has its own peculiarities.

Consequently, the problem of using an interactive whiteboard for training students of a professional foreign language has not been the subject of detailed scientific research.

Aim and Tasks

The purpose of our study is to substantiate the methodology of using an interactive whiteboard at professional foreign language classes. Main tasks: 1) to present a system of exercises for teaching professional English language, the exercises have to be suitable for use with the help of an interactive whiteboard; 2) to check the effectiveness of the use of an interactive whiteboard when teaching a foreign language (English) at a non-linguistic (legal) university.

Research Methods

In accordance with the purpose of our research and in order to resolve the tasks we have used the following theoretical – cognitive-generalizing research methods: analysis and synthesis of pedagogical experience, domestic and foreign teaching and learning kits – to develop a system of exercises used at classes with experimental groups where an interactive whiteboard was applied.

Since our research demonstrates an experiment, we have used also empirical (diagnostic) methods such as: observation, questionnaires, discussions. The pedagogical experiment aims to study the effectiveness of using an interactive whiteboard in English classes for achieving students' success in learning English.

In addition, we have applied statistical methods in order to assess the results of the pedagogical experiment.

The pedagogical experiment was focused on studying the effectiveness of using an interactive whiteboard to improve a foreign language proficiency while teaching English to law-students, namely the sample included 1089 students of Yaroslav Mudryi National Law University (Ukraine) from the Institute of Prosecutor's and Criminal Justice, the Institute for Staff Training for Bodies of Justice of Ukraine and The Institute of Staff Training for Security Service of Ukraine who were randomly divided into experimental and control groups.

It should be noted that the experiment consisted of three stages: 1) theoretical studying of the problem (the analysis of research literature and pedagogical experience

of applying interactive technologies, involving the Smart Board interactive whiteboard in secondary schools and higher educational institutions); 2) conducting the pedagogical experiment itself; 3) the analysis of the obtained results.

To start researching the current situation concerning the use of an interactive whiteboard to achieve better results in learning English by law-students, we held a questionnaire among English teachers and students (a total of 100 persons: 9 teachers and 91 students) in which we tried to find out the attitude of students to studying a foreign language.

Research Results and Discussion

The results of the survey showed a lack of motivation for a large number of law students in English classes (60% of the teachers-respondents and 58% of the students-respondents). Most of the students (93% of respondents) considered that their English lessons could be more interesting for them if their teachers applied interactive technologies. 9% of the students-respondents noted that at secondary school interactive whiteboard had been used at English lessons. Those students supposed that using the specified equipment could really make the lessons more attractive and motivating so the students would be more energetic in studying a foreign language. All of the students-respondents widely use modern technologies in everyday life but most of them (72% of respondents) did not address to innovative technologies with the purpose to learn English (only exercise electronic translations). Nevertheless, they assumed the high possibilities of an interactive whiteboard for improving the results of a foreign language. However, a lot of the teachers (60% of respondents) were sceptical about the idea. Instead, the teachers-respondents advised to use more communicative exercises and believed that the best teaching methods and techniques were traditional ones linked with business games, discussion of problem situations, and case studies. But in our opinion such a distrust of interactive whiteboard opportunities is connected, on the one hand, with some kind of "neophobia" (especially it concerns the old generation of the teachers) and, on the other hand, lack of experience of work with the equipment. Thus, the results of the survey have convinced us of the urgency of the pedagogical experiment.

The measurement of the results was done by assessing the level of English language proficiency of the experimental (482 students) and control groups (607 students), the criteria for defining of which were adapted English-language legal texts (i.e., compiled by the teachers of the department on the basis of the language phenomena studied earlier) and partly adapted English-language legal texts (containing 50% of the authentic information and 50% of the previously studied material). Absolutely authentic texts were not used in this pedagogical experiment.

The assessment was based on the following indicators:

1) the ability to read and understand partially adapted English texts (understanding was checked through the implementation of tests);

2) the ability to use lexical and grammatical material contained both in adapted and partially adapted texts;

3) the ability to write letters of different style.

So, at the beginning of the pedagogical experiment, students were offered the same test to determine the initial levels of English proficiency and to be able to compare them with the results obtained after the experiment. The proposed test contained tasks for reading and understanding of partly adapted English-language legal text, operating in English vocabulary and grammar on the basis of both adapted, and partially adapted English-language legal texts, and writing skills.

Based on the levels of English proficiency, the following world-class levels were taken as basis: Elementary, Pre-Intermediate, Intermediate, Upper Intermediate. According to the abilities that were monitored in the given test per unit of time (1 hour, 30 minutes), the indicated levels include:

1) Elementary – the student understands simple sentences or phrases of the text read (less than 50% of the information); satisfactorily uses lexical and grammar material (can make 1 to 2 sentences and 2 to 3 phrases based on partially adapted text or 2 – 4 sentences and 4 – 5 phrases based on adapted text); can write a short letter or request (less than 10 sentences), but does it with a significant number of grammatical / lexical errors;

2) Pre-Intermediate – the student comprehends the basic essence of the text well, even if he/she knows the meaning of not all the words, adequately responds to the tasks to the text (i.e., the student understands from 50% to 79% of the information); operates lexical-grammatical material, but does it with errors (can make 3 to 4 sentences and 4 to 5 phrases based on partly adapted text or 5 – 6 sentences and 6 to 7 phrases based on adapted text, makes up 1 question); can express his/her thoughts, write simple letters (10 – 14 sentences);

3) Intermediate – the student comprehends the text well, makes a small number of errors in the tasks (shows an understanding of the text from 80% to 94%); can operate in English vocabulary and grammar quite well, while making minor mistakes (can make 5 – 6 sentences and 6 – 7 phrases on the basis of partly adapted text or 7 – 8 sentences and 8 – 9 phrases on the basis of the adapted text, makes up 2 – 3 questions); can write letters on various topics (15 – 25 sentences), express his/her thoughts with a small number of grammatical and lexical mistakes that do not violate the content of the text;

4) Upper Intermediate – the student fully comprehends the text and does not make mistakes when performing tasks to the text or can independently correct them (understands 95 – 100% of the content); works well and uses lexical-grammar material creatively (can make more than 7 sentences and 8 phrases based on partly adapted text or more than 9 sentences and 10 phrases based on the adapted text, makes up questions of different types without mistakes); can write letters (more than 25 sentences) using both official and spoken English, depending on the situation, reasonably explain his/her point of view, without any or just a couple of lexical mistakes.

The generalized results of preliminary testing are shown in the Table 1.

Table 1.

English Proficiency in the Control and Experimental Groups at the First Stage of the Experiment

Levels	Experimental groups		Control groups	
	Quantity	Percentage	Quantity	Percentage
Elementary	22	4.56	30	4.94
Pre-Intermediate	200	41.49	255	42.01
Intermediate	179	37.13	215	35.43
Upper Intermediate	81	16.82	107	17.62

So, in the experimental groups, the systematic use of an interactive whiteboard was foreseen. With its help a special system of exercises was proposed. It included different kinds of conditionally communicative tasks (including the mentioned business games, problem situations, and case studies) which were offered to the students with the help of an interactive whiteboard. Other groups (control ones) performed tasks without using this technology.

Well-known methods of work with an interactive whiteboard [7; 8; 9] included: 1) tasks for the development of lexical skills, namely: identification and differentiation of lexical units; analytical and comparative exercises, aimed at analysis and comparison of lexemes of English and Ukrainian languages; tasks for word-formation and contextual guess; the expansion and reduc-tion of speech; gaming exercises; 2) formation of grammatical skills was reached with the help of tasks aimed at identifying and differentiating grammatical phenomena and their transformations, as well as analytical and comparative exercises which contributed to the same purpose; 3) the development of communicative skills was provided by such exercises as "Unfinished sentence", "Matching replicas in dialogue", "Establishing correspondences"; 4) for the development of listening comprehension skills, there were applied tasks using verbal supports (samples, keywords, plans, titles / phrases, texts, themes, situations); visual supports (images / pictures / photos, series of drawings); visual and verbal supports (maps, diagrams, drawings with signatures, photos / images and information); visual-audit support (movies, videos, TV shows).

These technologies really contributed to increasing the motivation of students to study a foreign language. They enhanced activation of students in the classroom. But the methods did not take into account that the study of a professional foreign language, especially by students of initial courses, has certain specificity. Namely students face not only new vocabulary and complex grammatical constructions, but also with little-known topics of professional (in our case, legal) texts, which add difficulties to mastering the language. So, according to the curriculum of the Foreign Language discipline we have developed a system of exercises according to the following thematic units: "Legal Systems of the World", "Legal Profession", "Judiciary", "Functions of the Prosecutor's Office", "Investigator's Activity", "Defence Lawyer's Activity", "Notarial System", "Human Rights and International Law". They were designed for using with the help of an interactive whiteboard. The features of the interactive whiteboard provided the use of a great number of visual and verbal patterns, as distinct from the predecessors, not only for the development of listening comprehension skills but for teaching students to speak at all the stages.

For improving the efficiency of teaching the foreign language, focused on communication, exercises were implemented in a complex, not isolated from one another. As an example, we provide several tasks from the "Investigator's Activity" unit on the topic "Crimes and their Investigation" that were formulated as follows (all illustrations necessary for performing all the proposed exercises, should be presented at an interactive whiteboard):

Match the names of legal terms, related to crime investigation, with their definitions.

Witness, evidence, testimony, to interview, scene of a crime

- 1. To question witnesses about circumstances of the criminal case.
- 2. An oral evidence, offered by a competent witness under oath, which is used to establish some fact or set of facts.
- 3. Any matter of fact that a party to a lawsuit or a witness offers to prove or disprove an issue in the case.
- 4. A person who has seen, heard or knows something connected with the crime or the suspect.
- 5. A place where the crime has been committed.

Choose a legal term, presented in the previous exercise, and fill the gaps.

1. An important part of an investigator's activity is to_____ both suspects and _____ of the criminal case.

2. _____ of the witnesses gives essential information for an investigator.

3. After the investigator and criminalists arrived at the _____they started to examine the victim.

4. An investigator must collect all the _____ according to the law.

Match the nouns with the verbs concerning investigative activities (some nouns can match more than one verb).

1) witness
  a) to collect
2) evidence
  b) to examine
3) testimony
  c) to question
4) crime scene
  d) to give
5) interview
  e) to prepare for

Imagine: You are an investigator. You have just come to the scene of the crime (alone or with your colleges, imagine the time and place of the events, possible persons who took part in it, certain details of the situation). What will you do?

Guide words: to look for / to collect the evidence, to interview the witnesses, to examine the scene of the crime, to fix the testimony. [10, p. 248].

Work in a group. Imagine the previous case and play it with your group mates.

Match the illustrations with the names of crimes and with investigators of certain departments (of Ministry of the Interior, Prosecutor's Office, and Security Service of Ukraine) who will investigate these crimes.

Crimes, committed by officers of law-enforcement bodies; terrorism; murder; people trafficking; crimes against electoral rights and freedoms; juvenile delinquency; smuggling; burglary; crimes against the environment; disorderly conduct; espionage.

On the screen, we placed the illustrations of the listed crimes and the named bodies which are responsible for the investigation of the crimes.

Divide into three groups and prepare small presentations of an investigator's activity (of Ministry of the Interior, Prosecutor's Office, Security Service of Ukraine). Use the illustrations on the screen.

As the completion of these series of exercises the students were invited to discuss activity of an investigator and express their ideas concerning strengths and weaknesses of the statements, placed at the interactive whiteboard screen.

Read the quotations below. What do they mean? Do you agree with them? Why?/Why not?

"An investigator needs facts, and not legends or rumours" (The Hound of the Baskervilles by Arthur Conan Doyle)

"If we have the truth, it cannot be harmed by investigation. If we have not the truth, it ought to be harmed" (J. Rueben Clark)

At this stage of work, we displayed language clichés on the interactive whiteboard screen, which helped to start discussions and keep conversation; placed photos that represent the main rights and duties of the studied legal profession, the basic factual information that students had already expressed earlier in order to remove additional difficulties and give more time for actively speaking English.

At the final stage of the pedagogical experiment, all the students (both from the experimental groups – 482 students and the control ones – 607 students) were offered the same test to assess their skills that were evaluated at the beginning of the experiment. Summarized results of the final test are reflected in the table 2.

Table 2.

The Final Levels of English Proficiency in the Control and Experimental Groups

Levels	Experimental groups		Control groups	
	Number	Percentage	Number	Percentage
Elementary	2	0.42	28	4.61
Pre-Intermediate	199	41.28	230	37.89
Intermediate	191	39.63	226	37.22
Upper Intermediate	90	18.67	111	18.28

The obtained results approved that the application of an interactive whiteboard at English lessons has improved the students' English language proficiency.

Table 3 presents the students' levels of English proficiency in the control and experimental groups.

Table 3.

***Comparison of English Language Proficiency Levels in the Control
and Experimental Groups at the Beginning and at the End of the Experiment***

Levels	Experimental groups				Control groups			
	Number		Percentage		Number		Percentage	
	Before	After	Before	After	Before	After	Before	After
Elementary	22	2	4.56	0.42	30	28	4.94	4.61
Pre-Intermediate	200	199	41.49	41.28	255	230	42.01	37.89
Intermediate	179	191	37.13	39.63	215	228	35.43	37.57
Upper Intermediate	81	90	16.82	18.67	107	111	17.62	18.29

The analysis of the table shows that, firstly, all the students demonstrated better results of the language proficiency; secondly, the number of students who had Intermediate and Upper Intermediate levels increased, while the number of students with Elementary and Pre-Intermediate levels decreased; thirdly, the students of the experimental groups improved their English on average by 7.46% while the students of the control groups – only 3.63%; fourthly, the best results were achieved by the students of the experimental groups with the Elementary level, who improved their foreign language proficiency significantly and achieved Pre-Intermediate level. In our opinion, it is due to the interactive whiteboard which motivated them to work.

Thus, the pedagogical experiment has proved that applying an interactive whiteboard at English classes really improves the students' English language proficien-

cy. So, we consider it to be useful for supplication with the stated purpose.

Conclusions

Thus, 1) a specially designed system of professional English language exercises that is suitable for use with the help of an interactive whiteboard promotes the increase of the level of proficiency in the foreign language by students of non-linguistic specialties. 2) Comparison of the results of the tests conducted at the beginning and at the end of the experiment allowed to prove the effectiveness of the suggested technique of the use of an interactive whiteboard when teaching a foreign language (English) at a non-linguistic (legal) university.

The examples of exercises, which were described in the paper, can be used by other foreign language teachers. However, their realization depends on different circumstances and learning situations.

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ІНТЕРАКТИВА ДОШКА ДЛЯ АКТИВІЗАЦІЇ ПІЗНАВАЛЬНОЇ ДІЯЛЬНОСТІ ПРИ ВИКЛАДАННІ ПРОФЕСІЙНОЇ АНГЛІЙСЬКОЇ

У роботі розглядається проблема навчання іноземної мови за допомогою сучасного інтерактивного обладнання в нелінгвістичних вищих навчальних закладах. Дослідження є актуальним, оскільки, з одного боку, інноваційні технології навчання вважаються ефективними у набутті знань, навичок та здібностей, які необхідні в сучасному суспільстві, з іншого боку, роль іноземних мов швидко зростає в глобалізованому світі. Дослідження описує педагогічний експеримент, який проводився в Національному юридичному університеті імені Ярослава Мудрого. Метою статті є обґрунтування методології використання інтерактивної дошки при вивченні іноземної мови професійного спрямування. Для вивчення ефективності застосування інтерактивної дошки при викладанні англійської мови професійного спрямування використовувалися емпіричні (діагностичні) методи, такі як спостереження, анкетування, дискусії. Статистичні методи допомогли оцінити результати педагогічного експерименту. Відповідно до робочої програми навчальної дисципліни «Іноземна мова» за такими тематичними блоками: «Правові системи світу», «Юридична професія», «Судочинство», «Функції прокуратури», «Діяльність слідчого», «Адвокатська діяльність», «Нотаріальна система» «Права людини та міжнародне право» було розроблено систему вправ, розрахованих на використання за допомогою інтерактивної дошки, які мали відносно невеликий ступінь проблемності відносно змісту висловлювань, що знімало додаткові складнощі та дозволяло студентам зосередитися саме на англійській мові. Можливості інтерактивної дошки сприяли використанню значної кількості візуальних та вербальних опор, які було застосовано не тільки для навчання аудіювання, а перш за все, для навчання мовлення на всіх його етапах. Для підвищення ефективності навчання іноземної мови, спрямованої на комунікацію, вправи виконувалися комплексно, а не ізольовано одна від одної. Порівняння результатів тестів, що проводилися на початку та наприкінці експерименту, дозволило статистично підтвердити ефективність авторської методики використання інтерактивної дошки для викладання професійної англійської мови.

Ключові слова: інтерактивна дошка, активізація пізнавальної діяльності, студенти, викладання англійської мови, нелінгвістичний вищий навчальний заклад.

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