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**INTERACTIVE WHITEBOARD FOR TEACHING ENGLISH**  
**GRAMMAR TENSES IN EVENING SCHOOL**

**DIPLOMA PAPER**

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**INTERAKTĪVĀ TĀFELE ANĢĻU VALODAS GRAMATIKAS**  
**LAIKU MĀCĪŠANAI VAKARSKOLĀ**

**DIPLOMDARBS**

**ZINĀTNISKAIS VADĪTĀJS:**

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## **DECLARATION OF ACADEMIC INTEGRITY**

I hereby declare that this study is my own and does not contain any unacknowledged material from any source.

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## **ABSTRACT**

The title of the Diploma Paper is “Interactive Whiteboard for Teaching English Grammar Tenses in Evening School”. The aim of the Diploma Paper is to find out how the Interactive Whiteboard can be used to teach grammar tenses of English in the Evening School Grade 10.

The author used a case study as a research method. Firstly, the pre-test on English grammar tenses was carried out to find out the level of students’ grammar knowledge. Interactive Whiteboard was used while presenting verb tenses in six lessons afterwards. To see the effectiveness of the Interactive Whiteboard-based presentations and activities the author designed another test to compare the results. The research consists of a pre-test, lessons specially designed for the Interactive Whiteboard, feedback from students of Grade 10, an experienced teacher’s interview who uses Interactive Whiteboard, and the post-test to find out whether the Interactive Whiteboard is an effective teaching tool to teach English grammar tenses in the English classroom.

20 students from Riga Secondary Evening (Shift) School No. 9, Grade 10 were chosen to participate in the research which was carried out in November, 2009. When the pre-test was analysed, students showed very weak knowledge of grammar tenses. The author analysed the mistakes and put more focus on problematic tenses and applied more visual activities in the grammar presentations via Interactive Whiteboard lessons.

The research data shows that Interactive Whiteboard has positive effect on teaching English grammar tenses in the Evening school in Grade 10. The results of the post-test approved that; also student feedbacks included positive reflections about the Interactive Whiteboard.

The Author of the Diploma Paper is ascertain that the Interactive Whiteboard can play a positive role in providing practice and responding to several learning styles, audio, visual and kinaesthetic students, engaging and participant led teaching over more traditional teaching styles and methods to present English grammar tenses.

## ANOTĀCIJA

Diplomdarba nosaukums ir „Interaktīvā tāfele angļu valodas gramatikas laiku mācīšanai vakarskolā.” Diplomdarba mērķis ir izpētīt, kā interaktīvo tāfeli var lietot gramatisko laiku mācīšanai angļu valodā vakarskolas 10. klasē.

Diplomdarba autore izmantoja atsevišķa gadījuma pētījumu, lai ar testu palīdzību noteiktu skolēnu zināšanu līmeni gramatikas laiku lietojumā, pēc tam, izmantojot interaktīvo tāfeli kā mācību palīg līdzekli, tika veidotas un parādītas sešas stundas par angļu valodas gramatikas laikiem. Lai novērtētu interaktīvās tāfeles lietojuma efektivitāti, autore izmantoja vēl vienu testu, kas ļāva salīdzināt rezultātus un iespējamo progresu skolēnu zināšanās.

Atsevišķa gadījuma pētījums sastāv no diagnosticējošā testa, sešām interaktīvām stundām, desmito klašu skolēnu atsauksmēm par interaktīvo tāfeli, intervijas ar pieredzējušu skolotāju, kura lieto interaktīvo tāfeli, un no summatīvā testa.

2009. gada novembrī pētījumā piedalījās 20 Rīgas 9. vakara / maiņu/ vidusskolas 10. klašu skolēni. Pēc pirmā testa rezultātu analīzes atklājās, ka skolēniem vājas gramatikas laiku zināšanas, tādēļ diplomdarba autore, analizējot kļūdas, pievērsa lielāku uzmanību tieši tiem laikiem, kuros radās problēmas, un veidoja vizuāli efektīvākas stundas ar interaktīvo tāfelei tieši par šo laiku lietojumu.

Saskaņā ar pētījuma datiem interaktīvajai tāfelei ir pozitīva ietekme – tā uzlabo skolēnu zināšanas un prasmes gramatikas laiku apgūvē angļu valodā vakarskolas 10. klasē. To apstiprina summatīvā testa rezultāti un skolēnu atsauksmes - interaktīvā tāfele pierādīja savu efektivitāti angļu valodas stundās vakarskolā.

Diplomdarba autore ir noskaidrojusi, ka interaktīvajai tāfelei ir pozitīva loma. Uzlabojot mācību procesu, atvieglojot uztveri skolēniem ar dažādiem nervu darbības tipiem; audiāļiem, vizuāļiem un kinestētiķiem; kā arī veidojot skolēnus ieinteresējošu mācību procesu - dažādojot mācīšanās veidus.

Darbs ar interaktīvo tāfeli angļu valodas stundās, mācot angļu valodas gramatiku, laikus, paver jaunas iespējas, salīdzinot ar tradicionāliem mācīšanās veidiem un metodēm.

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## INTRODUCTION

An Evening school is a regular secondary school where students upon graduation from secondary school receive a certificate on general secondary education and an achievement sheet. The assessment of a centralised exam is certified in the Certificate on general secondary education. The above documents certifying the completion of the general secondary education entitle a graduate to continue studies in any higher education programme.

Students have possibility to attend school in the mornings or in the evenings in case they work. The school welcomes students from different schools all over the country. But the problem is that some of the students have not attended school straight after they got their Primary school diplomas. As a result, there are students who even have missed some study years. This is a fact that causes difficulties for students when they get back in the learning process. For example, the level of acquired English and English grammar in particular is rather varied. Students have acquired some basic knowledge and the task for a teacher is to refresh it repeating even the very basics. One of the biggest challenges that a teacher faces in the Evening school is the variety of students with their wide range of learning needs and capacities. All students do not arrive to school with the same experience, knowledge, skills and aptitudes.

Considering all previously mentioned reasons the author has decided to use Interactive Whiteboard as a teaching tool in the English language classroom to revise English grammar tenses with the students of Grade 10 to recall and revise their knowledge and understanding of English grammar tenses, to make lessons with the Interactive Whiteboard more visualised and comprehensible with interactive activities and exercises recalling information from memory, making mental calculations and analysis, reacting to events quickly and correctly.

**Aim** – to find out how the Interactive Whiteboard can be used to teach English grammar tenses in Grade 10 of the Evening school.

## **Objectives –**

1. to analyse the methodological literature on teaching English grammar tenses in Secondary school;
2. to design pre-test to find out Grade 10 students' comprehension of English grammar tenses;
3. to design and try out six lessons on teaching English grammar tenses using the Interactive Whiteboard;
4. to design post-test on English grammar tenses to assess the students' progress and analyse whether the Interactive Whiteboard is an effective teaching tool for teaching grammar tenses in Grade 10;
5. to make conclusions on the effectiveness of Interactive Whiteboard as a teaching tool in Evening school.

## **Research questions –**

1. what approaches and methods are used in the classroom to teach English grammar tenses;
2. how to design tests on English grammar tenses;
3. how visual aids can affect teaching/learning of English grammar tenses;
4. what advantages the Interactive Whiteboard has for teaching English grammar.

**The hypothesis of the Diploma Paper** is as follows: if the teacher uses the Interactive Whiteboard to teach English grammar tenses with visual and interactive activities in the English language lessons then students have better understanding of grammar rules and have the ability to recall grammar tense structures for their further knowledge building.

**The methods of data collection** – are a pre-test to indicate students' areas of strength and areas of weaknesses on English grammar tenses; and a post-test designed to check students' progress made during the case study; students' feedbacks on effectiveness of using Interactive Whiteboard-based activities for teaching English grammar tenses in Evening school; and an experienced teacher's interview who uses Interactive Whiteboard.

## **Method of research –**

- ❖ case study

### **Research sample –**

- ❖ 20 students of Grade 10 in Evening school

### **Outline of the chapters –**

**Chapter 1** introduces the teaching and learning process of English grammar tenses, the methods and approaches used in the research as well as some principles of testing students' grammar knowledge.

**Chapter 2** characterizes different visual aids for grammar acquisition paying attention to their effectiveness in the classroom.

**Chapter 3** deals with Interactive Whiteboard as one of teaching tools to teach grammar tenses.

**Chapter 4** describes the case study, where the author analyses the effectiveness of Interactive Whiteboard in the Evening school to teach English grammar tenses.

## **1. Teaching and Learning English Grammar Tenses in Evening School**

Grammar is a general aspect to the teaching and learning of languages. Language learning is more important than language teaching. It is also general of the aspects in language learning. Grammar associates with the prestige forms of the language and grammar used in everyday conversation. There have been arguments about the best way to teach grammar. At one time explanation followed by example and practice, or another were students presented with examples and simply expected to follow the model.

The Oxford Dictionary of English (Soanes, Stevenson, 2005: 752) defines grammar as the rules by which words change their forms and are combined into sentences. There are two basic elements in this definition: the rules of grammar; and the study and practice of the rules. The rules of grammar, as the dictionary suggests, are about how words change and how they are put together into sentences. For example, knowledge of English grammar tells that the word *work* changes to *worked* in the past tense. Teaching and learning grammar focuses on the practice rather than the study of grammar. For teachers the decision as what to teach has been made for them by their course book. The course book is based on some kind of written syllabus.

A syllabus is a document which consists, essentially, of a list. This list specifies all the things that are to be taught in the course for which the syllabus was designed (Ur, 1996: 176). So as syllabus is a list of items which show what students will study and are expected to learn over a period of time which consists of grammar items, vocabulary areas, language functions or topics.

Course books used in the Evening school for intermediate level, offer new grammatical item via inductive approach, in which students can discover grammar themselves and work out the rules of form and usage before comparing them with those in the grammar summary at the end of the students' book. The main grammar areas are as follows: Present Simple, Present Continuous and Present Perfect, Present Perfect Continuous and future tense: 'will', 'going to'. Students' attention is focused on the target grammar items in the text, directed to the form of the new grammatical structure. Students have to use isolated examples of grammar and the context provided by the text to work out and formulate the rules of usage. Subsequently, students apply rules in practical activities. Initial activities get students to discriminate receptively between different usages. The secret is to find one that is stimulating for the students, and that they can use for reference and revision outside the classroom. Many students are working for exams for which the use of a course book is

essential to be sure they have covered all the grammar, structures and vocabulary they need. Course books are useful not only as a starting point, but also as a finishing point, so that students know exactly what they are supposed to be learning during the lesson of the day and what they need to revise before the next one. Each paragraph is independent in the course book that causes some difficulties. Students are given impression that they are attempting an impossible task. When students have finished one section or paragraph, or one use of verb form, they are presented with another task which is not always connected to the previous topic and does not make any progress in a learning process.

The content of the general secondary education programme of English is defined by the National Standard of General Secondary Education in Latvia. As Evening school has the same content as all secondary schools in Latvia the aim of the teacher is to prepare students to the final exams. According to this programme students of Grade 10 have to follow grammar syllabus in which teacher has to present *Verb tenses* – the present in general: the present simple; accent on the present: the present progressive (exceptions: *feel, smell, taste, see, hear*); stating a definite time in the past: the past simple; accent on the past: the past progressive; the past in relation to the present: the present perfect, emphasising the duration of a recent event: the present perfect progressive, events before a particular time in the past: the past perfect, emphasising time and duration before a particular time in the past: the past perfect progressive, describing something in the past that no longer exists or happens: used to; indicating the future with *will*; indicating intentions with *going to*, stating plans with the present progressive, talking about timetables with the present simple (ISEC, 2008).

The dominant approach in course books is Communicative Approach, where the emphasis is on getting one's message across, real life contexts. The focus is on fluency, with accuracy taking second place. Moreover, course books rarely reflect the wide range of language usage. Lack of interactive tools may prevent to teach English in a natural way, non – bookish way.

Unite activities to another or going on to a higher level is psychologically positive for students. Grammar and interactive activities can also be based on material from the Internet, but in this case the teacher should check out the difficulty and grammar content before using it, which means more lesson preparation time.

The new standard of English teaching (ISEC, 2008: 32) suggests using Interactive Whiteboards, computers with the connection with the Internet, projector, recorder, TV set and overhead projector. The technological resources, used in tandem with a course book, can be successfully the gap between accuracy and fluency.

Course books are being used in English every lesson and not only in English but also in other subjects in the Evening school. Teachers have the possibility to omit or replace the course book lesson with one of their own and not to follow only the syllabus but make some changes in it, to provide lots of supplementary exercises and more practical things to do. One of the teacher's aims is to sustain students' motivation to learn grammar and verb tenses and it can be done with the activities students take part in, involve students or excite their curiosity which provoke their participation.

The teacher's role in the Evening school is to differentiate students not because of different abilities but because of student learning in different ways. The model of differentiation is adapted of the National Curriculum. It focuses on the skill training that students need in order to be successful and independent in their learning. Differentiation is the structures of learning and assessment so that student can learn through talking as well as reading and writing. It encourages students through any media or it teaches students to help each other to set and reach targets and teach each other to improve their work through carefully structured peer tutoring.

It is essential at the start of new school year to spend time getting to know students and their needs. Focusing on grammar teacher has to build up a collection of activities which recycle the particular target language in different ways also to challenge stronger students to support weaker.

Adolescence pupils have great capacity for learning, enormous potential for creative thought and a passionate commitment to things which interest them. Adolescence is bound up with a search up with for identity a need for self esteem. This is often the result of the students' position within their peer group rather than being the consequence of teacher approval (Harmer, 2007: 15). Secondary school students are adolescence students and young adults. Students have clear understanding of why they are learning things and can sustain their motivation.

Differentiation is an ongoing process designed in a specific way to provide students of differing subject backgrounds, topic interests and skill levels with a variety of starting points, ending points, classroom tasks and testing options. The intention is for these options to provide students with the most attuned and relevant classroom environment possible. Dealing with a class of different abilities, motivations and background knowledge of the target topic or outcome, means that well differentiated class is going to be assessed before, during and after a topic or unit of teaching in this case a piece of grammar presented. Pre – test gives teacher the necessary information to set up class targets and goals. Once the teacher

analysed the data, different tasks can be assigned and starting points for the various levels in the classroom determined as needed.

Evans (2008) points out that teacher can find it challenging to work with both struggling and advanced learners, particularly when they are in the same class. For struggling learners teacher should be conscious that students can be anxious about the given task, and give extra attention to relieve potential anxiety which may interfere with classroom progress and to develop strategies for helping students tackle higher – order tasks, such as breaking the assignment into smaller parts or using visual aids as needed.

The situation is very common in the Evening school classes. There are struggling students and more advanced learners, in this case all is needed is more advanced learner and teacher and tutor serves the struggling learner as a vicarious form of consciousness until such time as the learner is able to master his own actions through his own consciousness and control. This kind of supportive learning enables the student to develop their thinking, to move on, to come to understanding the topic better with the help of classmates and visual aids.

The teaching of grammatical meaning tends to be neglected in many course books in favour of an emphasis on accuracy of form; but it is no good knowing how to perceive or construct a new tense of a verb if you do not know exactly what difference it makes to meaning when it is used (Ur, 1996: 76). Most of the students have good knowledge of English as such but when they are dealing with the tasks connected with grammar tenses they have intuitive knowledge, and students cannot explain the rules and grammatical structures. Language is not a set of habits for learners to internalise a rule and that will allow for a creative performance. Students are often encouraged to use rules to create sentences of their own.

Students of intermediate levels are more involved in communicative activities and have less grammar teaching and especially grammar tenses. Students who learn English encounter some problems, especially with the grammar of the language which can appear confusing. For example: in Latvian you can use The Present Perfect Tense talking about action which happened in particular past moment: *Vakar viņi ir izdarījuši daudz*. In English in this case it is Simple Past. It is important to explain all these contrasts and to predict the problems and this can be done partly from knowledge of the students' mother tongue and the problems this will cause. It means that the teacher should have some idea of what to do when typical mistakes occur, and have some suitable techniques to use. One of techniques for many teachers is the use of time lines, where a diagrammatic representation of tense and aspect is

given. Thus the Present Perfect Continuous in the sentence *I've been reading the book*. The grammar could be presented with discovery technique, students are given examples of language and told to find out how they work - to discover the grammar rules rather than to be told, students are exposed to the new language, students may be asked to look at some sentences and say how the meaning is expressed and what the differences are between the sentences, how grammar is used in a text and are actually acquiring a grammar rule. This approach is more students centred: it is not just the teacher telling the students what the grammar is. Another way of getting students to discover new grammar is to ask to concentrate on its use in a text.

Teacher has several possibilities how to teach grammar. There are number of techniques for presenting and practicing grammar. According to Harmer (2007), the grammatical information can be given to students in two major ways. The first one could be extremely covert and the second will be made extremely overt. Covert grammar teaching means that grammatical facts are hidden from the students even though they are learning the language. Students may be asked to do any activity where a new grammar is presented or introduced, but their attention will be drawn to this activity not to the grammar. Overt grammar teaching means that the teacher actually provides the students' grammatical rules and explanations the information is openly presented. With overt teaching grammatical rules are explicitly given to students, but with covert teaching students are simply asked to work with new language to absorb grammatical information which will help them to acquire the language as a whole. It is expected to do a lot of structures in teaching and practicing.

There are numerous techniques concerned with grammar presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If the teacher wants students to remember new grammar it needs to be learnt in the context, practiced and then revised to prevent students from forgetting. Teacher should take into account that students have understood the new piece of grammar, which will be remembered better if introduced in a "memorable way". Bearing all this in mind, teacher has to remember to employ a variety of techniques for new grammatical presentation and revision. Presenting grammatical items it is important to introduce students with the form, meaning and use of language. Presentation is the stage at which students can learn the grammar that they will need for their experience or personalisation. Personalisation is the stage when students apply it to themselves by saying what they do, where they live, where they go and so on. There are variety of ways for practicing grammatical items like drills, interaction activities, involving the personality and games. Drill is rapid practice in using

structural item. This activity often is done with the whole class, but the problem with drill is that they are not creative.

Students tend to remember things when they are feeling positive about what they are doing, drilling might become boring and unnatural way of learning grammar. Practice makes learning understandable, many types of activities may be appropriate than drilling to help students with persistent errors.

Foreign language teaching methodology can be defined as the activities, tasks and learning experiences used by teacher within the [language] teaching and learning process (Richards, 1990: 35). Ideas and techniques have been offered over the years still has impact on how languages are taught today. Teacher must try out many techniques and methods, because each method has advantages and disadvantages, which are advantages for one student, are disadvantages for other one.

## **1.1 Methods to Teach Grammar**

Methods of foreign language teaching are closely related to other sciences such as pedagogy, psychology, philosophy and linguistics. Pedagogy is the science concerned with teaching and education. Teaching methods also deal with the problems of teaching and education, it is most closely related to linguistics what deals with the problems of language and thinking, grammar and vocabulary. There are several methods to teach English language. The author of Diploma Paper choose several methods for teaching English grammar tenses such as Communicative Language Teaching method, Audio – Lingual method and Grammar Translation method. Teaching grammar with Communicative Language Teaching is to present grammar activities and monitor students while pupils are getting familiar with language and feel freer. An important method to teach grammar rules is Grammar – Translation and Audio – lingual method for drilling irregular verbs and language patterns.

Nowadays English teaching and learning is based on *Communicative Language Teaching*. This approach emphasises on the ability to communicate or interact. By this approach teacher first presents the language, then the learners practice the new language in a controlled way, and lastly learners produce the language in a freer activity that allows them to communicate, using the language and grammar they studied. The goal of Communicative Language Teaching is communicative competence; it embraces more than just grammar, and

implies a focus on meaning as well. Through making meanings, grammar is a way of tidying these meanings up.

Thornbury (1999) points out, it is important to establish the fact that grammar teaching can mean different things to different people. It may mean simply teaching to a grammar syllabus but otherwise not making any reference to grammar in the classroom. On the other hand it may mean teaching to a communicative syllabus but dealing with grammar questions that arise in the course of doing communicative activities.

Extensive use of real life situations for stimulating the student's language activity, to involve the pupils in the act of communication in the target language, and this is the way to arouse his interest in language learning and to increase student motivation. Modern teaching aids or tools, like Interactive Whiteboard, make such situations accessible, e.g., video with English language sound track can represent realistic situations and context and engage students to communicate or discuss about topic being presented.

Other theory is behaviourism which was adopted for some time by language teaching methodologists and the result was the *audio – lingual method*. This method made constant drilling of students. Students practice particular patterns of language through structured dialogue and drill until response is automatic. The audio-lingual method advised that students are taught a language directly, without using the students' native language to explain new words or grammar in the target language. This method of language learning supports kinaesthetic learning styles because students receive material through audio and visual perception, they see picture on a screen or in the course book and listen to the conversation on background. The audio-lingual method is appropriate for less gifted students; these students find it hard to cope with the abstractions of grammar and are often left behind by students of higher intelligence, if the grammar is presented inductively. The method can be presented along by the work with the group, but it requires near-native articulation and intonation of speaker, teacher lacking this area may use recorded models and videos.

According to Harmer (1987), drills are fairly mechanical ways of getting students to demonstrate and practice their ability to use specific language items in a controlled manner. Drilling is easy to do in class, especially in large classes, students simply repeat the teacher's model but teacher must introduce some visual prompt that students are paying some attention on to meaning of element or piece of a grammar. In addition, drills are still considered as useful technique to use, especially with the low-level students. The grammatical exercises usually take the form of drills in which student is asked to substitute words for other words, from past to present and so one.

Indeed, there is evidence that grammar which is taught purely through controlled exercises may not stay with the learner for long (Batstone, 1994: 46). Presenting new grammar there should be various activities and interesting ways to stimulate students.

The success of learning is that when students explain their perceptions using the words from their own preferred intelligence, and hearing other peer points of view using words or ideas from a different type of intelligence, students may come to a new understanding and insight which can lead to them developing a deep conceptual framework. The real-life use learning takes place when knowledge becomes understanding. The area of students' potential, the link between knowledge and understanding that is sure and certain and becomes sorted and classified is the aim of teacher to reach.

Mcnamara, Moreton (1997) point out that conceptual framework is deep learning and factual knowledge and remembering information is surface learning. Surface learning is characterised by a number of activities that keep students occupied but does not challenge them. The best activities are the activities where you can get feedback, if students do ask questions; when they explain their perceptions using the words from their own intelligence.

Garnett (2005) emphasises that the visual intelligence is most memory friendly. Visual intelligence relates to visual perception of the environment, the ability to create and manipulate mental images, and the orientation of the body in space. It may be developed through experiences in the graphic and plastic arts, sharpening observation skills, solving mazes and spatial tasks, exercises in imagery and active imagination.

Theories on language learning and teaching evolve from the fields of psychology and linguistics. Students should use all of their brain during learning; teacher must offer a repertoire of activities that involves among things, logic, number, language, colour, music, movement and image. Most of the Evening school students are teenagers and adults, students have good reasoning powers and may to think consciously how the language works. The grammar verb tenses in any course book starts at very beginning of language learning and it is continuing through all the levels and grades.

Another theory about how people learn is Constructivism. Students construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. Constructivism in the classroom means encouraging students to use active techniques to create more knowledge and then to reflect on and talk about what learners are doing and how their understanding is changing. Constructivism relies on the learner to select and transform information, build hypotheses in order to make decisions and ultimately construct meaning.

*Grammar – Translation method* is followed by a grammar syllabus and lessons typically began with an explicit statement of the rule, followed by exercises involving translation into and out of the mother tongue. The rules are simply presented to the learner and then learner goes on to apply rules through the study and manipulation of examples. This method is the best way to say sentence in a foreign language to start with the sentence in the mother tongue, analyse it grammatically into such components as subject, i.e., one who performs the action, predicate, that which denotes the action. If necessary students go on with the analyses, for example, they name tense, mood, etc.

Additionally, all previously mentioned methods can be used to present English grammar tenses as there is no single the best way to teach English language. Diversity of teaching methods liberate teachers to plan lessons with due attention to the objectives of their students and the needs of the district in which they are teaching. Teachers should make their own decisions that come from insight into other ways of thinking and behaving, as well as the career skills which modern students have a right to expect as a product of their years of schooling.

## **1.2 Approaches to Teach Grammar Tenses**

There are two ways to teach grammar, one is deductive and another inductive. A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. An inductive approach starts with some examples from which a rule is inferred. Grammar can be taught in many ways and there is no best way that suits all grammar points. The main point of grammar teaching or learning is that students apply grammar rules appropriately in the context. Grammar is important and it is everywhere in communication, it operates at the simplest level within the sentence but also beyond it. Grammar exercises should develop pupils' habits and skills in using the grammar items to be learnt in speaking, reading, and writing.

According to Ur (1999), in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately centre attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use. However, students when they have some speaking or writing activities, have lot of grammar errors, the benefit from alternative approaches for

teaching grammar is that students can integrate grammar or grammatical structures into language skills in a way that the goal of learning language is achieved.

The deductive approach to language teaching facilitates accuracy and fluency, accuracy focuses on correct use of a language and rules. In fluency, after learners master the rules of language, they are required to apply the rules of language in the form of language. Once the students' are familiarized with the rules they apply the rules to various examples of sentences, students are in control of a teacher during the practice and have less fear of errors.

When the rules are presented in the deductive approach, the presentation should be illustrated with examples, has to be short, involve students' comprehension and allow the possibility to personalize the rule.

The second grammar teaching approach is inductive. An inductive approach defines as approach which starts with some examples from which a rule is inferred. A teacher teach grammar starting with presenting some examples of sentences, students understand grammatical rules from the examples. Teaching grammar inductively has implication for communicative competence, which involves a selection of the right grammatical terms to that of the appropriate setting. Learners need to know language also in the context.

Whether to approach grammar inductively or deductively depends on the learners' mental orientation. Moreover, it also depends on the proficiency level as well as the age level of the learners.

Whatever pedagogic approach is taken, it is the interaction of the classroom, the assumption and assignment of different kinds of participant role, which meditates between teaching and learning (Malamah-Thomas, 1987). Teaching grammar means teaching how to put together the units of language in order to make it meaningful require more thought. The teacher has to prepare a variety of techniques to help students learn and acquire grammar. It involves teaching grammar rules and sometimes it means allowing students to discover the rules for themselves.

### **1.3 Principles for Testing Grammar**

Test is an important job that demands knowledge of skills. It shows both teacher and students how well the skills are being learnt. Many students from the Evening school may be interested in preparing for Grade 12 exams, so regular testing helps familiarise them with the different methods and conditions of assessment. At first, to check grammar items there

should be several tasks, like multiple choices, fill-in, gap filling, transformation, matching, cloze, error correction and sentence recording.

Teaching and testing are closely related, similarly as English teaching, language testing falling into three stages; grammar translation, structural, and communicative approach. Teaching and learning of formal patterns of the language and the testing of language distinguishes introduction of real language input.

However, if students have lack of motivation, in the absence of some external motivational factor, for example, an examination. Teacher needs to use tasks and materials that are involving, relevant to students needs and have achievable outcome.

Lindsay, Knight (2006: 123) point out if the teacher is going to prepare good test for our learners and help them to do well in external examinations, it is important to think about the effects which testing can have teaching and learning. Effects of using tests:

- I. In class, teachers only focus on what will be tested.
- II. Learners only pay attention to what they think they will be tested on.
- III. Tests can make some learners very nervous and they may not do as well as problems.
- IV. Learners need to practice the test that will be given. If they do not understand the test format they will not be able to demonstrate what they know.
- V. Feedback from tests can help learners see what areas they need to focus on.
- VI. If tests are too difficult, learners will become demotivated.

According to Harmer (2007), good tests are those the job they are designed to do and which convince the people taking and marking them that they work. Good tests also have a positive rather negative effect on both students and teachers. Tests are providing both teacher and learner with feedback on teaching and learning process, encouraging learners to review previously gained knowledge.

Before writing a test it is vital to think about what it is teacher want to test and what its purpose is. Teacher must make a distinction here between proficiency tests, achievement tests, diagnostic tests and prognostic tests. An achievement test is testing students' knowledge of the material that has been taught on a course.

- 1) A proficiency test is one that measures a candidate's overall ability in a language.
- 2) A diagnostic test highlights the strong and weak points that a learner may have in a particular area.
- 3) A prognostic test attempts to predict how a student will perform on a course.

The test should be regarded as a natural step in the learning process, as a guide to the students and a guide to the teacher. The test should help the students by confirming what they do know, while revealing areas of weakness which need to be improved. The students should be encouraged to look on the test as a help. Tests are another step forward, to be followed by reteaching and relearning, with variation from the original presentation to emphasize more adequately the areas of difficulty or misunderstanding which have been revealed.

The author chooses two types of tests the diagnostic test to see the strong and weak points of students' knowledge of English grammar tenses and the achievement test. Considering the needs of students tests has to be designed not only for ones who are doing well but also for weaker students. In order to test students' grammar achievements, an evaluation should reflect on real – life uses of grammar in context. To develop real-life use activities have to have types of tasks that students will actually need to do using the language.

According to Harmer (2007), the test validity is achieved when the test does what it says it will – and when it is good measure of what is testing, the test reliability is achieved when a test gives consistent results whoever is marking it, and test – teach – test where students first try out the language, are taught what they were unable to do, and are then tested.

Testing knowledge of the details of a language of irregular forms or tense forms can be done with a fill – in structure test. A fill-in test, properly constructed, may be a valid test, but would not be a valid test of ability to communicate in writing.

Testing students does help learning process though it gives a sense of progress and learners can monitor their degree of success. Teachers and learners can plan the further learning on data collected through testing. Tests motivate students to memorize, serve as prompts to encourage memorization of irregular forms, vocabulary items, meaning, and usage and for better memorization visual aids can be used to teach grammar.

## 2. Visual Aids for Grammar Acquisition

Use of visual aids has always been important elements for language learning since the gaining of knowledge begins either with sense perception or with what has been formerly perceived, that is, with the previous experience. Visual aids may be defined as specially organized demonstration of linguistic material and language behaviour characteristic of the target language. The use of visual aids makes English or any other language lesson emotionally coloured. There are a lot of things in the classroom such as pens and pencils of different size and colours, books, desks and many other articles which teacher can use in presenting English names for them and in stimulating students' activities to utilize the words denoting objects they can see, touch, point to, give, take and etc. Sometimes a picture is worth a thousand words, and this is particularly true when teaching English as a second language.

Visuals have the advantages of bringing images of reality into the unnatural world of the language classroom. Hill (1990: 1) points out those visuals:

- 1) Well – chosen visuals, imaginatively used, evoke an immediate response from learners in any class – a personal reaction which is the vital seed of all meaningful language learning;
- 2) Visuals are always fresh and different: the format is variable; the style is variable; and the subject matter is a surprise (the learner never knows exactly what is coming out);
- 3) Visual materials are highly flexible: they can be kept in discrete sets over the matching activities; they can be used for almost every aspect of language teaching, from drilling to discussion, from essay to description.

According to Celce-Murcia, Hilles (1988), some learners prefer visually – oriented grammar instruction while others respond better to auditory input. Any approach that is either primarily visual, such as grammar translation, or primarily auditory, such as the audio – lingual method, works against the natural learning preferences of some students. To prevent lack of differentiation, teachers favour an approach to teaching grammar which encourages learners to use their eyes, their ears, and as many of the other senses as possible.

Visual aids can be used to teach everything from vocabulary to prepositions and English grammar. In addition to instructional advantages, visuals keep lessons interesting for the learners. There are more visual aids used in the classroom like; books, overhead

projectors, video equipment, audio equipment, posters, pictures, computers and also Interactive whiteboards. Visual materials are often the most accessible and so provide some of the easiest ways to build understand and apply knowledge. These pertain to visual memory, which is considered especially helpful with the grammar retention. Learners remember better the material that has been presented by means of the visual aids. The visual techniques lend themselves well to presenting concrete items of grammar. They help students to associate the presented material in a meaningful way and incorporate it into their system of the language units.

Knowing how the memory works students need to develop the use of the visual intelligence much more fully learning, as well as strategies to improve the ability to recall learning for future use so that is why the author choose Grade 10 students of Evening school to work more on the visual aids and Interactive Whiteboard which can perform visuals with the sound and are interactive. For visual learners, learning is colour, shape, sharpness, contrast movement, proportion and spatial relationships all develop students understanding. Interactive activities are the ways of language practicing which are more meaningful and more enjoyable. Students exchange information in the purposeful and interesting way, and are given some visual materials and asked for some tasks when they use the grammatical item that is introduced.

When the new grammatical item is being introduced it is important give instructions which involve the matching of a structure or grammatical point with one of these aspects of language; if that match can be made in preparing the grammar lesson and it captures a natural tendency in the language, the lesson will be easier for the teacher to prepare and easier for students to understand. The techniques of illustration, explanation, and demonstration can be used to focus students' attention on the tasks or grammar presentation.

Garnett (2005) emphasises that student remember information better if teacher form an image of it. Brain has an almost limitless capacity to store visual information. This shows that once the brain sees a picture it is very hard to forget it.

According to Keddie (2008/3), the human brain processes three types of visual message: mediated, direct, and mental. A meditated image is any one that appears on screen or in print media. Direct images are those that we see in front of us with our own eyes without media intervention and mental images are the ones that emerge effortlessly inside our minds.

It follows that learning techniques which combine words with pictures will be memorable than those which involve words alone. The method also allows building a solid

basic understanding of the subject for the students, ensuring no mistakes or differences will happen while processing, which eases further understanding of more advanced subjects.

Books as the most convenient and popular method of packaging large texts and library of them is arguably the best way for learners to acquire a wide experience of foreign language learning (Ur, 1996). Students' course books have been designed for students where they are dealing with interesting and meaningful content. Thematic input provides a context of a language and communication.

Overhead projectors are useful for presenting visual or written material to classes: they are more vivid and attention – catching than the black- or whiteboards. They are also save lesson time, since you can prepare the displays in advance (Ur, 1996). Also in nowadays when Latvian schools have very limited amount of copying, overhead projectors will be useful to save schools budget.

Pictures are versatile and useful resources for teaching aspects of grammar. Pictures motivate students to respond in ways that more routine teaching aids, such as coursebook or a sentence on a board. Pictures can be used in various configurations to enhance learning and practice (Celce-Murcia, Hilles, 1988). Using pictures in the classroom allows the teacher to focus on temporal forms and sequences in the target language. The same as pictures teacher can use charts, tables, schedules, graphs and other graphic aids as resources to facilitate communicative practice of grammar. Intermediate students are the audience for graphics and all Grammar tense can be presented with the timelines to make better understanding.

Video is an excellent source of authentic spoken language material; it is also attractive and motivating (Ur, 1996). Video or a film can be used to stimulate interest and to provide an overview, to form a basis for further teaching activities. Students need to be exposed to a wide variety of resources from audio to printed material. Although this output seems to fulfill their needs and prepare them for the outside world, teachers always keep searching for more motivating sources. In the classroom video can be used to recall tense forms from the video. For example, Past Simple to recount the main events in the story from the video, or Past Perfect to refer to something this had occurred earlier in the video and Past Continuous for background description.

Computers are seen by many as an important teaching aid. These days learners need to be computer literate, and since computers use language it would seem logical to take advantage of them for language learning. They enable individual work, since learners can progress at their own pace, and many programmes include a self-check ability. Also, younger and adolescent learners in particular find use of computers attractive and motivating (Ur,

1996: 190). Teachers can prepare materials for the Interactive Whiteboard themselves, such as worksheets, tests and even lessons. Computerised versions of traditional question and answer and multiple – choice exercises provide feedback for the students. In class, this frees the teacher from the role of correct answer giver: groups of students can be working productively at the keyboard, leaving the teacher free to deal with particular problem that arise in particular groups. Computers allow visually oriented students to learn through their strengths as they interact with the technology.

Students feel their interest quicken when language learning is experienced in a lively way through television and video. The combination of moving pictures and sound can present language more comprehensively than any other teaching medium (Stempleski, Tomalin, 1990: 3). This what students are doing in every days life and bringing videos in the classroom in English and setting appropriate tasks with it would give natural outcome of language learning.

According to Keddie (2008), the teacher can use You Tube in the classroom which is international medium where teacher can find videos that are relevant to learners' backgrounds, cultures and tastes. You Tube is an enormous and important resource with huge range of possibilities for using it in the classroom. You Tube activities can be used with different topics combined with the course book to provoke students' interest and make lesson more colourful make all students interact. Teacher can add some You Tube offered lessons of English Grammar Basic Tenses designed by professional teachers of English.

Dunstan (2003) points out that visual grammar is a new area of linguistics. It centres on the analysis of the visual image, be it any type of picture, painting or graphic. The language emerges in response to the visual image and the grammar is emphasised. As the concept of text types or genres broadens in the study of English, visual grammar finds its place in the curriculum and is especially useful in teaching grammar to students with the spatial, visual learning preference.

In conclusion in teaching grammar, various visual aids and teaching materials should be extensively utilized, a simple picture can replace a long description and it is especially effective while teaching English as a second language. Visual aids are universal, because they are applied to teach or present any language aspect, starting from vocabulary and ending prepositions.



### **3. Interactive Whiteboard as a Tool to Teach English Grammar Tenses**

In modern days, English has become a great tool to improve job prospects and sustain life in a competitive world. It is the need of this hour to implement modern technologies to upgrade the level of English teaching in all respects. It would also ease students' mentality to learn more about English at its best. The English teacher has to play a vital role in bringing the students up to face the competitive world. For that modern technologies are quite useful for them.

Technology has revolutionized the way we work and is now set to transform education. Children cannot be effective in tomorrow's world if they are trained in yesterday's skills. Nor should teachers be denied the tools that other professionals take for granted (Blair, 1997). The new opportunities to teach English have begun; most of the schools have gained a new teaching tool Interactive Whiteboard.

An Interactive Whiteboard (IWB) is made 'interactive' by being linked to a computer which uses special IWB software. The three essential components needed to use an IWB are the whiteboard itself, a computer which has IWB software installed and data projector, which projects the image from the computer screen onto the whiteboard. The IWB is that the teacher uses a special pen to manipulate images on the computer screen, which the teacher can also do.

According to Dudeney, Hockly (2007), the term TELL (Technology Enhanced Language Learning) appeared in the 1990s, in response to the growing possibilities offered by the Internet and communication technology. The use of technology in the classroom is becoming increasingly important.

The main advantage of an IWB used with a computer and data projector over computer and data projector used on their own is that you can write on the interactive whiteboard with your pen or finger and interact with what is on the screen from the front of the class rather than having to look down to your computer and using the mouse to control the screen. The Interactive Whiteboard can be used in many ways in the English classroom. It has many features allow teacher to introduce and explore language and other related issues in innovative ways which provide variety and pace.

New piece of grammar can be presented and developed using a wide range of applications. Web pages can be accessed directly, presentational software can be used to design grammar and text in worksheets can be manipulated on screen. Text can be hidden and

revealed in a variety of ways. Images can be resized and hyperlinked to web sites, sound or video files.

Presentational software such as Power Point, supported by colour visuals and sound if appropriate, can be used to explore grammatical points. Grammar can be presented via text and images, using colours and animation features to show, for example, how word order can change in forming Perfect Tenses.

When using Interactive Whiteboard, any item on the board can be moved to another position. Aspects of grammar can be practised using interactive gap – filling activities in which pupils drag and drop parts of speech into correct place in a sentence.

With an Interactive Whiteboard all the materials that can be accessed through a computer can be used on the whiteboard, including Word documents, websites, sound and video. During a lesson it is possible to add comments, circle, and underline or highlight anything that is on the board. For example, different parts of speech can be highlighted in different colours by pupils and teachers. This type of activity provides greater engagement for pupils, especially kinaesthetic and visual learners. Any notes and comments that have been added, for example on a Word document, can be printed off or saved for pupils to access later.

The ability to include sound and video clips to teach modern languages can significantly enhance learning. Sections of video from DVDs, video cassettes, clips downloaded from the Internet or files from a digital movie camera can be inserted into presentations. Links can also be made to recordings made by pupils or teachers, or podcasts downloaded from the Internet (Principles of teaching, 2009).

Using Interactive Whiteboard in the classroom students and teachers have several benefits. The board can be connected with the Internet that enables teachers to integrate ICT (Information and Communication Technology) in the class, to use authentic materials from web and design lessons with interesting and contemporary topics, what is so necessary for adolescence students. If the topic is interesting students are more motivated to take part in discussions and solving problems in the tasks (See Table 1.).

Table 1. Benefits of Using Interactive Whiteboards

Benefits for the students:	Benefits for the teacher:	Benefits for Classroom interaction
<ol style="list-style-type: none"> <li>1. Gets students communicating and interacting;</li> <li>2. Suit variety of learning styles;</li> <li>3. Motivate and engage students;</li> <li>4. Increase attention span and improve focus;</li> <li>5. Facilitate knowledge retention.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reduce preparation time;</li> <li>2. Give freedom and flexibility in preparing the materials;</li> <li>3. Reinvigorate teachers who see how students are enthusiastic and motivated;</li> <li>4. The possibilities given by the new approaches and inspire them to innovate their teaching.</li> </ol>	<ol style="list-style-type: none"> <li>1. Help change classroom dynamics;</li> <li>2. Introduce the fun and games element;</li> <li>3. Move the classes towards student-centred approach.</li> </ol>

Adopted from: Benefits of using Interactive Whiteboards. – Oxford University Press, 2009.  
 Available: [http://www.oupeltpromo.com/interactive/iwbs\\_benefits.php](http://www.oupeltpromo.com/interactive/iwbs_benefits.php)

Koui (2009: 59) summarizes increased use of technology in the classroom have several advantages:

- 1) Teachers can shift from teacher-centred to a learner-centred approach;
- 2) The students' motivation is increased;
- 3) One of the challenges of computer – integrated learning is interaction with students; Interactive Whiteboard has the priority that students can come up to the board and interact with the tool at the front of the class and all students feel involved;
- 4) Both language and life skills are enhanced;
- 5) Authentic and purposeful communication is promoted;

- 6) Different learning styles are catered for;
- 7) Authentic materials are used to transfer knowledge into wider contexts;
- 8) Both individual creativity and group cooperation take place.

When interactive systems are also part of the learning process, students move from passive observers to active thinkers. Brown (2003) admits that learner centered classrooms place students at the center of classroom organization and respect their learning needs, strategies, and styles. In learner-centered classrooms, students can be observed working individually or in pairs and small groups on distinct tasks. There is a danger that Interactive Whiteboard classes can become too teacher centred, with learners becoming a passive audience. To avoid that, students can also come up and use the Interactive Whiteboard themselves; to move items around on the Interactive Whiteboard and indeed direct a part of the lesson.

Resource – based Learning (RBL) is defined as an integrated set of strategies to promote student – centred learning in a mass education context, through a combination of specially designed learning resources and interactive media and technologies (Ryan, 2000: 22). Resource – based Learning is the strategy where students construct meaning through interaction with wide range of resources. This strategy promotes teacher to be as facilitator and guide.

The advantages of Resource–based Learning are: students may work through materials at their own pace; formative feedback on progress may be provided, helping to ensure learning effective; the explicit, transparent nature of Resource – based Learning, which lends itself to thorough evaluation; the efficient use of resources, particularly for avoiding duplication of effort in the preparation of course materials (Ryan, 2000: 32).

Learner-centred approach also helps the teacher to determine the needs or problems students experience in the class with better pace and accuracy, giving a chance to adjust the lessons so it is suitable for his students exclusively. This approach encourages students to take responsibility for their own language skill development and helps them gain confidence in their ability to learn and use the language.

The technique also promotes communication between students, which enhances the verbal language skills, helps to create more relaxed atmosphere in the class. It also promotes experience sharing between students and working in a collective.

According to Dudeney and Hockly (2007), the experiences and opinions of teachers who have used Interactive Whiteboards in the classroom tend to be positive. Teachers point to increased teacher and learner motivation through the introduction of a new multimedia tool into the classroom. Teachers also appreciate having multimedia tools available in one 'place' on the Interactive Whiteboard. An excellent classroom work is being done using Interactive Whiteboards at primary, secondary and university level, as well as in the language classroom. And the impact of Interactive Whiteboards suggests that they can directly affect learners' motivation and attention levels. The interactive whiteboard can accommodate different learning styles. Tactile learners can benefit from touching and marking at the board, audio learners can have the class discussion; visual learners can see what is taking place as it develops at the Interactive Whiteboard.

The increased collective atmosphere creates a common goal for the class which is achieved together with other individuals, indirectly allowing students to learn from each other and creating a competitive environment, where knowledge is evaluated.

The fact that all class is on same exercise at all times also motivates students that are behind to put more effort into learning and to continue trying. The gap in knowledge feels manageable and individual does not feel left alone to manage it. There is a danger, that advanced students might lose motivation during this kind of course, to avoid this teacher must construct the exercises with it in mind and mix different level examples in each one.

Interactive Whiteboards appeal to both intrinsically and extrinsically motivated students. Intrinsically motivated students volunteer to demonstrate knowledge on the Interactive Whiteboard in front of their peers as a means of showcasing individual achievement. Extrinsically motivated students are enticed by the "wow factor" of the technology and are motivated learners as a result of the enjoyment they experience from using the product (Interactive Whiteboard and Learning, 2006).

Learners often enjoy the chance of competing against the computer with these kinds of discrete answer exercise type. If time is spent on feedback, you can check with language areas learners have had problems with and provide further practise materials if necessary (Dudeney, Hockly, 2007: 126).

In other words an Interactive Whiteboard has priority with video, audio, pictures, interactive exercises, access to the Internet and the use of pen to write over the images on the screen, highlighting things in different colours, using variety of fonts and styles to write in, or use the pen to hide and reveal images on the screen. Items can be moved around the screen

using the pen, and previous lessons and content can be kept and retrieved, as everything is saved on the computer, which is a huge bank of resources available at the touch of a pen.

The Internet is defined by Dudeney, Hockly (2007: 184) as global network of computers, which allow users to access websites, communicate and exchange information.

Often the problem with learning is lack of interest in the text offered as exercise. The Internet offers a chance to the teacher to be up to date with the class and create content interesting for his students. In digital age teenagers spend a lot of their free time reading news about subjects interesting for them; this involves popular music, films, popular literature, star life and the like. With Interactive Whiteboard the teacher now have a chance to use this for learning process, showing the student that most of information required in native language, can be obtained in English, promoting the student to take initiative and use the English resource. This offers a chance for student to think about information interesting for student, making the learning process more dynamic, relaxed and interesting.

The English learning book content is similar, but often the information is outdated, with Interactive Whiteboard and Internet connection the teacher can display it instantly after it has been posted.

Access to the Internet is becoming increasingly available for learners; younger learners are growing up with technology, and its natural part of their lives. The term digital native has been coined to refer to someone who grows up using technology, and confined with it.

The use of technology is a way to bring outside world into the classroom. The Internet offers and presents authentic tasks and materials, opportunity to communicate, ways of practising language. Teachers using a ICT or Interactive Whiteboards give learners exposure to and practice in all of the four main language skills – speaking, writing, and reading and also can be used for grammar in action with interactive exercises. A teacher may want to use technology, but the school may not have the facilities and access to the computers and Internet for large classes like they are now in the evening school and all students cannot be seated by the computers at the same time.

The varying students' needs and styles of learning can be addressed by the differentiated use of a rich variety of audio and visual elements that are easily integrated into English lesson. In this process teacher can plan the use of different elements and resources at different stages of the lesson. Students are as active participants thus interpret and understand

the world from their own individual perspective. Visual learning through the use of Interactive Whiteboard can range from the use of text and pictures to use the animation or video. Activities that involve auditory learning might also include listening to sounds or music. Another modality of learning is tactile which allows students to interact with the board.

Interactive Whiteboards are particularly effective for the presentation stages in a lesson as students are looking and concentrating on the screen at the same time. The teacher of English can also use authentic grammar exercises on the Internet.

The use of Internet has brought many changes in English teaching. The contemporary students are upgrading their knowledge by surfing on the net a lot. If the teacher is able to share something new and inspiring, students would pay more attention and concentration to English. Innumerable English learning videos are available through well-known search engines and websites. If one makes use of these, English teacher can make his lecture/teaching more effective and inspiring one. Instead of teaching using black board, if one uses visual aids like projectors or Interactive Whiteboards would be more useful for any teacher.

Initially there were few materials available for Interactive Whiteboards of language teaching, but publishers have responded and teachers of English can produce their own materials though, and these are typically electronic materials using tools or any material that can be displayed on a computer. Teacher may decide to use a specific activity which they have made, for remedial work on a certain grammar point with the class. For example, Oxford press now produce interactive software to be used in conjunction with course books. These are usually interactive versions of the coursebook itself, which can be displayed and manipulated on the interactive whiteboard. Training and practise for teachers in use of a complex tool such as an Interactive Whiteboard is important to ensure effective uptake.

The Interactive Whiteboard is a teaching tool where students work in co-operation and collaboration, peer tutoring, group structures that promote learning. Some students are more gifted or able and there are students who are introvert or simply shy with whom none wants to work together. Most important is to find is not to find one who will do all the task and activities, but the input of each and everyone in achieving. In some classes in the Evening school it is common situation that competition is the only motivation to learn and to do anything during lessons. Only the possibility of being first makes students try and do the best during the learning process. Students working together are editing and correcting each other's work and are developing their grammar knowledge.

The teacher can model different ways in which information might be classified using the features of the board, such as moving objects, and using color and highlighting, while bringing students into the process. Students can work in small groups away from the board at intervals so that different groups can present their thinking to the class for discussion, before continuing with the task.

Further in the Paper the case study carried out in the Evening school shows how the Interactive Whiteboard can be used to teach English grammar tenses as a tool to enhance teaching and as a tool to support learning.

#### **4. Implementation of Interactive Whiteboard in Evening School**

The aim of Diploma Paper is to find out how the Interactive Whiteboard can be used to teach English grammar tenses in English lessons of Riga Secondary Evening (Shift) School No. 9 in Grade 10. The school has Mimio IWB it is located in a class of chemistry and is connected to overhead projector but is not connected to the Internet yet, as the school had to change the place of location.

In order to see if the Interactive Whiteboard has positive impact on learning, the research has been carried out in the Evening school in Grade 10. Twenty students from Riga Secondary (Shift) School No. 9 were chosen to be the participants of this research. The case study was carried out on November, 2009 among 20 students. These students come from different schools all over the country and students do not come to school with the same experience, knowledge, skills and aptitudes. One of the biggest challenges teacher faces in the Evening school is a variety of students with their wide range of learning needs and capacities. Secondary school students are able to express their opinions and share knowledge by using the rules and constructions of English language with each other and the teacher. Some students have intuitive knowledge of the complex system of rules.

Students of Grade10 are intermediate level students and are learning English from “New Opportunities” course books. Opportunities use an inductive approach for learning grammar. Students can discover grammar themselves and work out rules of form and usage before comparing them with those in Grammar Summary at the end of a course book. The main grammar areas are as follows: Present Simple, Present Continuous and Present Perfect – Present Perfect Continuous and future tenses with will and going to.

Initially, the pre – test was designed and given out to the students to find out the comprehension of the Present Simple, Present Continuous and Present Perfect – Present Perfect Continuous, Past Simple – Past Perfect and future tenses with will and going to. The pre-test was given during the first day of the research. Thereby, the author of the research clarified the weakest points of students’ comprehension of basic tenses in English and for further teaching with Interactive Whiteboard paid more attention to these issues. Accordingly, students got back their pre-tests and together with the teacher analyzed the mistakes and put more focus on tenses which were the most difficult ones (Appendix 1).

Afterwards, the author designed six lessons teaching and presenting English grammar basic tenses and examples, and exercises in English using the Interactive Whiteboard. The

lessons consisted of the theory of English grammar tenses with the timelines, examples of affirmative, negative and questions and the form how each tense is made with the translation of rules into Latvian for better comprehension and signal words to recognize the tenses. All exercises and activities were interactive activities were designed for different learning styles; tactile students, pupils could come up to the board and write on it, for visual learners who benefit from note taking, timetables and pictures, for auditory learners who benefit by hearing the information (See Chart 1).

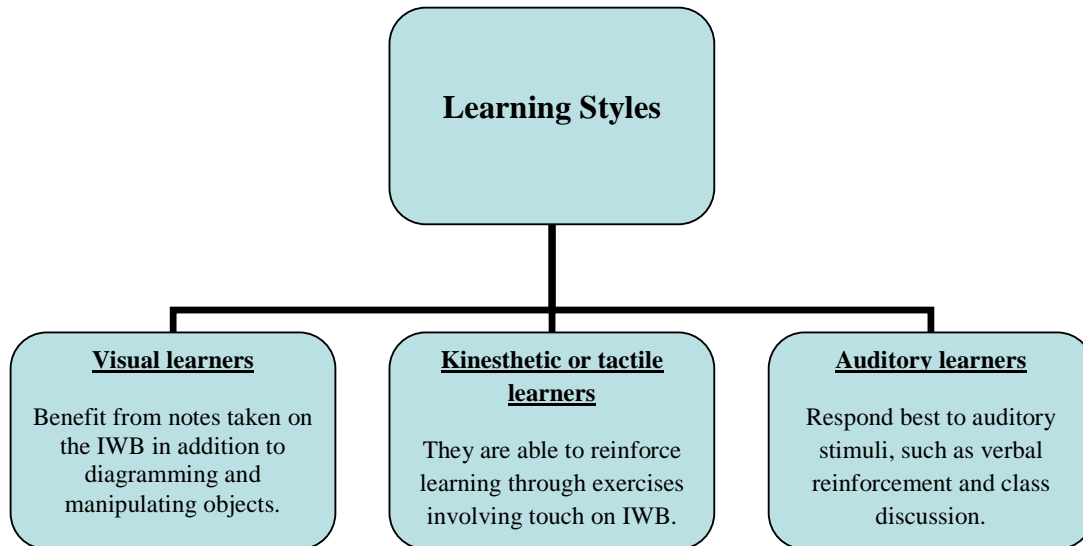


Chart 1. Learning Styles.

To make grammar teaching promoting the students to take initiative and use the English resource some YouTube videos were added. All together there were 40 interactive slides made and presented in six lessons. At the last lesson English grammar tenses were presented again on the Interactive Whiteboard to revise the rules and signal words for better understanding and recognition which tense should be used.

The grammar forms and rules were explained deductively, an important part of grammar instructions is providing them with examples. The author of Diploma Paper also handed out a list of irregular forms that students must memorize, and did substitution drill for irregular verbs. Students were asked to practice the grammar tenses in communicative drills and have students doing a communicative task that provides opportunities to use English grammar tense.

The aim of self-designed lessons via Interactive Whiteboard was to focus on recognition of tenses, to add many examples, different visuals and timelines, also videos with

native speakers to bring reality to what an unnatural way of learning a creative, living system of sound and forms all lesson plans are added (See Appendices 2 – 8).

In addition, the students' feedback was gathered on effectiveness of using Interactive Whiteboard based activities for teaching English grammar tenses in Evening school. In students' feedbacks were some open questions formed, for example:

1. What students have most enjoyed in the lessons
2. What students have least enjoyed in the lessons
3. Students feel that they had made progress at:
  - ✓ Understanding the rules of English Basic Tenses;
  - ✓ How English Basic Tenses are formed;
  - ✓ Using forms in different activities and exercises.
4. Students feel that they still need to improve
5. The most useful activity was
6. The atmosphere in the class while the teacher was using IWB was
7. What should be improved by the teacher (see Appendix 9)

In conclusion, the post – test was designed and carried out to the students of Grade 10 after the presentation of English grammar tenses via Interactive Whiteboard. The post – test was designed with the same kind of activities like they were in the pre – test, tasks included the Present Simple, Present Continuous and Present Perfect – Present Perfect Continuous, Past Simple –Past Perfect and future tenses with will and going to. All tasks were fill-in items with the verb given, pupils had to use correct form of tense or will/going to for the future tense (See Appendix 10).

Almost each school in Latvia has at least one Interactive Whiteboard. These boards are located in different classes, usually for subjects like biology, chemistry, and physics. There have been several courses made for teachers to learn how to use this tool, and how to design lessons on it. For example, for biology, chemistry and physics some lessons are designed already in Latvian language and teachers can work with them and do not have to design themselves the lessons.

The author of Diploma Paper felt the necessity to find out an experienced teacher's point of view on Interactive Whiteboard and its application in the learning process therefore one experienced teacher was interviewed (See Appendix 10.2).

#### **4.1 Analysis of the Pre-test Results**

Initially, the pre – test was designed and given out to the students to find out their comprehension of the Present Simple, Present Continuous and Present Perfect – Present Perfect Continuous, Past Simple – Past Perfect and future tenses with will and going to. The pre – test was given during the first day of the research (See Appendix 1).

Pre – test consisted of four tasks where students were asked to write the correct form of the Present Simple or the Present Continuous. Second task the correct form of Present Simple, Present Continuous or Present Perfect. Third task students had to write either Past Simple or the Past Perfect of the verbs given in the brackets. Task 4 students had to use of will or going to.

The test was designed with gap – fill tasks, where students were supposed to write correct verb form, the verb was given in brackets. Students were given 30 minutes to write correct forms of grammar tenses. Some students needed more time and some students completed the pre – test faster than other students, pupils finished the test in 20 min.

The first task was to write the correct form of the Present Simple or the Present Continuous. While the author of research was correcting mistakes there were many mistakes noticed, students were not reading the instructions or simple did not know what is Present Simple or Present Continuous, most common mistakes, the given verbs were mixed up with Past Simple or instead of use Present Simple pupils used Present Continuous or vice versa.

The second task consisted of three tenses but all of them were Present; Present Simple, Present Continuous, or Present Perfect. In this task students also had the same problems some students used for the whole task one tense, like all verbs in Present Simple were written, or another pupil had written all Present Continuous tenses. While the author checked the works there were all possible variants of verbs noticeable, instead of *is watching* – *watched*. There was one negative form to be made and 80 % of students had used Past Simple instead of Present Simple (see Appendix 1.1)

It is quite easy to think of possible causes of mistakes that students had in tasks, but it is very difficult indeed to say in any case what exactly caused a particular mistake occur. It is easy to imagine a student being affected by several things at once. Student might be in hurry, influenced by a words and structures of his or her mother language, and also applying a rule of English grammar tense which may not be correct.

The Present Perfect is made up of the auxiliary verb “have” plus the past participle. It is used to express an action which has begun in the past and continuous in present moment. Which means students had to use past participle, or regular –ed form, and irregular verbs.

The third task was made of Past Simple or the Past Perfect only two past tenses, so if students would know how they are used when the action happened, weather the action started and finished at a specific time in the past, or something occurred before another action in the past. As well as, lack of knowledge of irregular verbs for example; make – *maked*, choose – *chosed*. These were very common mistakes for 30 % of Grade 10 pupils.

The forth task was the easiest one were learners had to use forms will or going to. According to the data the best results pupils had in Task 4 (See Figure 1).

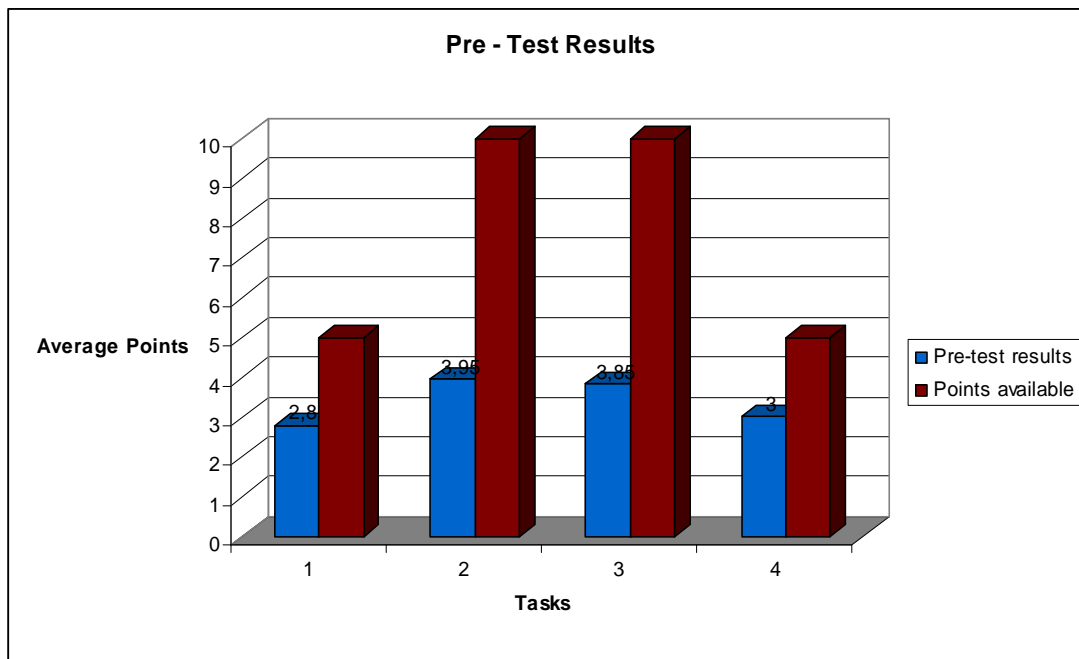


Figure 1. Student Achievements in the Pre – test.

After the pre-test results the researcher has analyzed the real situation and paid more attention to those tenses where students had some problems with the recognition of tenses, or when the action is going on. Afterwards lessons based on Interactive Whiteboard were made.

## **4.2 Analysis of Lessons Based on Interactive Whiteboard**

The problem under the study is to find whether teaching English grammar tenses based on Interactive Whiteboard can be solved by adopting and practicing the inductive and deductive approach of grammar teaching in Evening school Grade 10. Interactive activities may play a positive role in providing practice to the students in the use of language and improving the academic achievement. This study is undertaken to see whether the Mimio Interactive Whiteboard teaching and presenting English grammar tenses has positive impact in learning process. Interactive Whiteboard allows the teacher to prepare lessons carefully after the pre-test when teacher pays more attention to specific fields in teaching English grammar tenses.

While the author of the Diploma Paper presented lessons based on Interactive Whiteboard teaching English grammar tenses, students were amazed by this tool, and the atmosphere in the classroom was pleasant, all pupils were actively involved in learning process in all lessons. Introducing the Interactive Whiteboard what learners can use interactively during whole class teaching offered new opportunities for publicly expressing their grammar knowledge and sharing ideas with peers. Interactive activities allow teacher and pupils to explore grammar together and pose questions if something is unclear.

Some active students were asked to write on Interactive Whiteboard, after the student has written the missing part of sentence in a task, the researcher left a few seconds pause so that all the students could decide whether the sentence is correct or not. If the sentence is correct, researcher of the Diploma Paper asked another student volunteer to do another sentence. If student did not know what to write the researcher asked if anyone else in the class could do this example correctly.

Moreover, Edge (1998) suggests if the teacher hears lot of mistakes in important points one has been trying to teach, one needs not to think too much about correction. Teacher must realise that the class has not understood what she/he has presented and needs to think of different ways of presenting the same point again. Teacher can get this important information only if she/he gives the learners the chance to make mistakes.

While the author of Diploma Paper was presenting lessons based on Interactive Whiteboard some issues in examples with the recognition of tenses appeared. Only experimenting and working out with Interactive Whiteboard, designing lessons can show how to make them and what has to be included in a topic.

### **4.3 Students' Feedback on Interactive Whiteboard English Grammar Tense Activities**

In addition, the students' feedback was gathered on effectiveness of using Interactive Whiteboard based activities for Teaching English grammar tenses in Evening school. The feedback was gathered from 20 students at the last lesson after the grammar tenses were presented via Interactive Whiteboard. The students' feedback consisted of seven open questions where students were asked about lessons they just had with the Interactive Whiteboard and what did they gained during these lessons. To find out students' opinions the feedback was designed with open questions, so that teacher can concentrate more on students needs to make them feel free and express themselves.

The first open question was "what students have most enjoyed in the lessons?" This open question was formed to see whether students like the activities and new teaching technique or they like that information they saw was visual, interactive with the sound and videos.

There were many different answers. For example, the lesson had nice visuals, fun exercises, and chance to learn English using latest technology. This way it is much more fun to learn, so students are more likely to focus on tasks and are getting better results. Even if there were no variants given to the students to answer do they like better to see, listen or touch you can recognize what kind of learners they are.

In all aspects more student thoughts: most enjoyed, visual presentations, and see text displayed on the screen; Interactive Whiteboards attracts more attention than the regular board; the visibility of the topic, each rule was readable and teacher did not have to erase something if the teacher needed to add more information the lesson was well planned; no need to write all down as everything was visible; the presentation was visible and concrete; the change Interactive Whiteboard offers, student does not longer had to sit and read the often really boring school book, but student actually had to interact with the teacher and class to learn; see the learning process in a new perspective, the whole class was interacting;

otherwise there are students who do not do any kind of activities in the class during the lesson (see Appendix 9.1).

As well as visual learners there are auditory learners who benefit more from the information what they hear. Pupils answered that they most enjoy the activities with music on the background, and not only the music but also the sound if the answer was correct, and sound if it was wrong. If the answer was correct there was nice and pleasant sound, if not the sound was unpleasant.

Moreover, in the student answers pupils pointed out that they most enjoyed the opportunity to write on Interactive Whiteboard, so these students are more tactile learners they benefit from doing or being part of the learning process. Inviting pupils up to the board was one of important interactions among students and Interactive Whiteboard, which allows student to be involved into learning process and is more student centered.

According to Celce-Murcia, Hilles (1988), some learners prefer visually – oriented grammar instruction while others respond better to auditory input. Any approach that is either primarily visual, such as grammar translation, or primarily auditory, such as audio – lingual method, works against the natural learning preferences of some students. To prevent lack of differentiation, teachers favour an approach to teaching grammar which encourages learners to use their eyes, their ears, and as many of the other senses as possible.

An Interactive Whiteboard has this opportunity to refer to all learning styles. By knowing students what kind of learners they are, the teacher can design the lessons focusing on the learners needs. The features of an Interactive Whiteboard are delivering an effective and engaging lesson that engages students with variety of resources.

The data showed that 60 % are visual learners, 25% auditory learners and 15 % tactile learners of 20 students (See Figure 2).

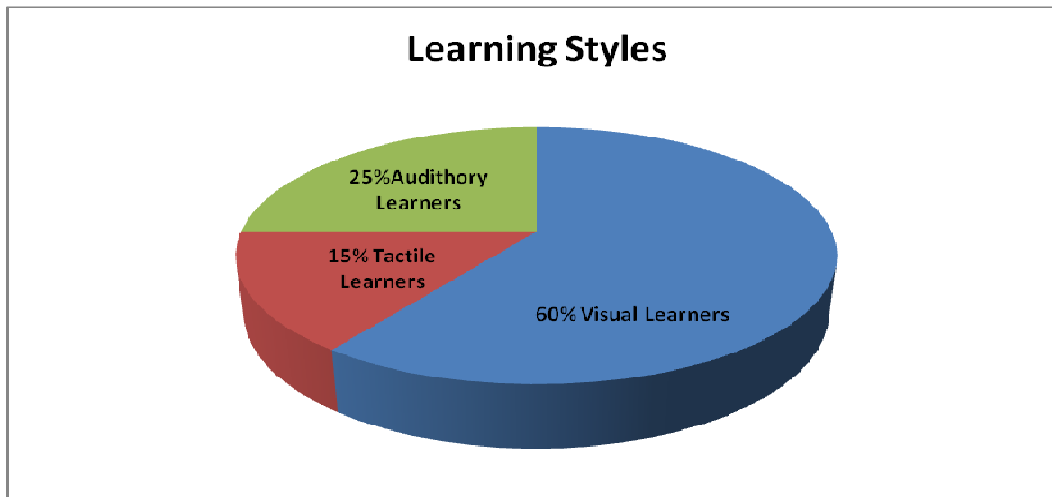


Figure 2. Learning Styles.

The second open question in the students feedback was “What students have least enjoyed in the lessons?” 30 % of students admitted that they would not enjoy everyday’s learning with the Interactive Whiteboard.

Critics of technology suggest the use of Interactive Whiteboards too often simply supports replication of traditional pedagogies. In this sense, the Interactive Whiteboard could be perceived as a ‘jet-powered stagecoach’ (Papert, 2004). There are quite many teaching tools at schools like TV sets, audio sets, overhead projectors and computers and they are not used for every day’s teaching. The coursebook is still main teaching tool for teaching.

Pupils’ thoughts about negative issues: sometimes it feels not so handy to write something down, because it was easier when student had book in front of him, but as students says it is just matter of time to get used to it. And another downside is that students often scream out the correct answers, leaving no chance for others to think; imagined this surprise effect will not last long, thus the student thinks should not be used for every lesson. A student also thinks that the board is not really suited for larger amount of information, it is really good to show the basics, but it would not be the best choice to go into more advanced techniques; looking at pictures all the time, without any work in groups; would not like Interactive Whiteboard for everyday’s learning; Interactive Whiteboard is not handy and teacher has to use lot of buttons on it.

Some students did not like that there were activities which had several tenses at a same time. If students do not know how to recognize each tense which are the signal words and when the tense is being used, it causes confusion.

The third question in students' feedback was "Students feel that they had made progress at: 1) Understanding the rules of English Basic Tenses; 2) How English Basic Tenses are formed; 3) using forms in different activities and exercises. The data showed that for 40 % students most important were the usage of activities and exercises to understand the English Grammar tenses, 30% felt progress at understanding how the rules are formed, and rest 30 % of pupils made progress at understanding the rules (See Figure 3).

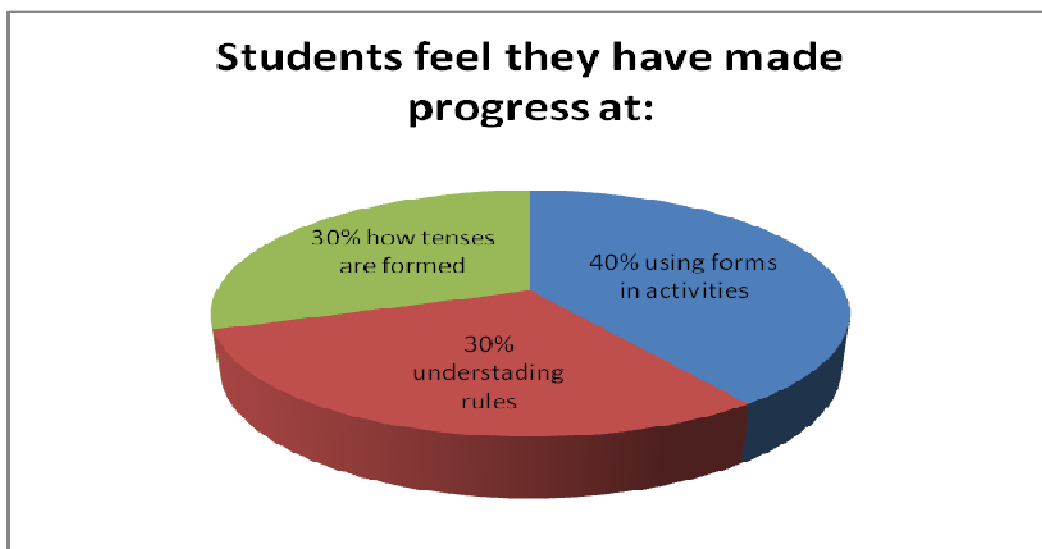


Figure 3. Students Progress at Grammar Aspects.

The fourth opened question from the feedback was "Students feel that they still need to improve." Although, the feedbacks were gathered after six visual and interactive lessons some students still would like to deepen the forms of English tenses, students were putting down the notes during the lessons of all English grammar forms; students have ability use their notes in learning process in the class. The other noticeable issue is how to decide what tense to use in some particular situations.

If the teacher provides activities that promote awareness of grammar, learning seems to be enhanced when learners' attention is directed to the features of grammatical system.

Thornbury (1999) admits that presentation is usually paired and practice, implying immediate and accurate output. Consciousness – rising, on the other hand, does not necessarily entail production, the state of remembering, having understood something.

The fifth open question was “most useful activity was.” The possibility to write on Interactive Whiteboards screen is a big plus but 80 % of 20 students liked the presentation of each tense, where pupils could see rules, form, graph or examples. The rest 20 % of students liked the ability to write on Interactive Whiteboard.

Presentational software, supported by colour visuals and sound does effected students, presenting each tense, with different activities were text was hidden and revealed in variety of ways, empty spaces left for the students to come up to the board and write. To involve all pupils visual presentations were made, exploiting the interactivity to assess and consolidate students’ knowledge, or to make some foundation for further learning.

The sixth open question was “the atmosphere in the class while teacher were using Interactive Whiteboard was.” All participants admitted that the atmosphere was calm and peaceful, relaxing but in the same time students did not have problems with concentrating on the tasks, relaxed and comfortable; everyone seemed to be excited about the new stuff that was going on; silent, everyone just sat there and listened; concentrated and interested in the lesson and the way topic was taught; all students were active participants.

From the learners perspective there was evidence for feelings and of participation in all six lessons. As class has Interactive Whiteboard, students can find things out together. Pupils cooperate to help each other out. During the lesson pupils were welcomed to come up to the board one at a time, and use the pan to fill in, or write, or move items, while peers watched.

The seventh open question was “What should be improved by teacher?” For the author this part is very important to improve teaching skills and attitudes towards. “The teacher has to be harder with those students who refused to listen, what teacher has to say, and there are no other negative issues, teacher does her job very well. Using a bit different colour scheme for the examples shown, pupil is not more of a black and white fan when it comes to school and learning the grammar, but that was just his preference, everything else was fine. The other suggestion is teacher must speak louder and to practice a little more with

Interactive Whiteboard. As well, more examples and exercises should be included to involve students more in the lessons.

80 % of pupils wrote that they enjoyed mostly everything what they saw and would like to learn English and English grammar tenses via Interactive Whiteboard presentations and interactive activities.

The main point of gathering student feedbacks was to find out what kind of activities they like, what are they needs, and what has to be done better for further teaching and presenting English language lessons.

#### **4.4 Analysis of the Post–test Results**

In conclusion, the post-test was designed and carried out to the 20 students of Grade 10 after the presentation of English grammar. The post-test was designed with the same kind of activities like they were in the pre-test, tasks included the Present Simple, Present Continuous and Present Perfect – Present Perfect Continuous, Past Simple – Past Perfect and future tenses with will and going to (See Appendix 10).

Each task was having clear instructions, adequate context that students were able to make the required form clear, students were having limited time to do the tasks, that was 30 minutes. Some advanced learners finished the task faster and weaker students a bit over the given time. Overall, the tasks were relevant and achievable for Grade 10 students.

There were four tasks made, tasks were in the same sequence as they were in the pre-test and the same score for each task. The organization of activities was done from the simplest to more complex ones. Post-test results, on the other hand, gave more satisfactory results. The classroom activities designed with the aim of enabling the students to recognise the usage of the grammar tenses. Most of the classroom activities made students realize what is required for success and what their weak points are; in other words the activities raised awareness on the students' grammar knowledge and how to achieve success in the English grammar tenses.

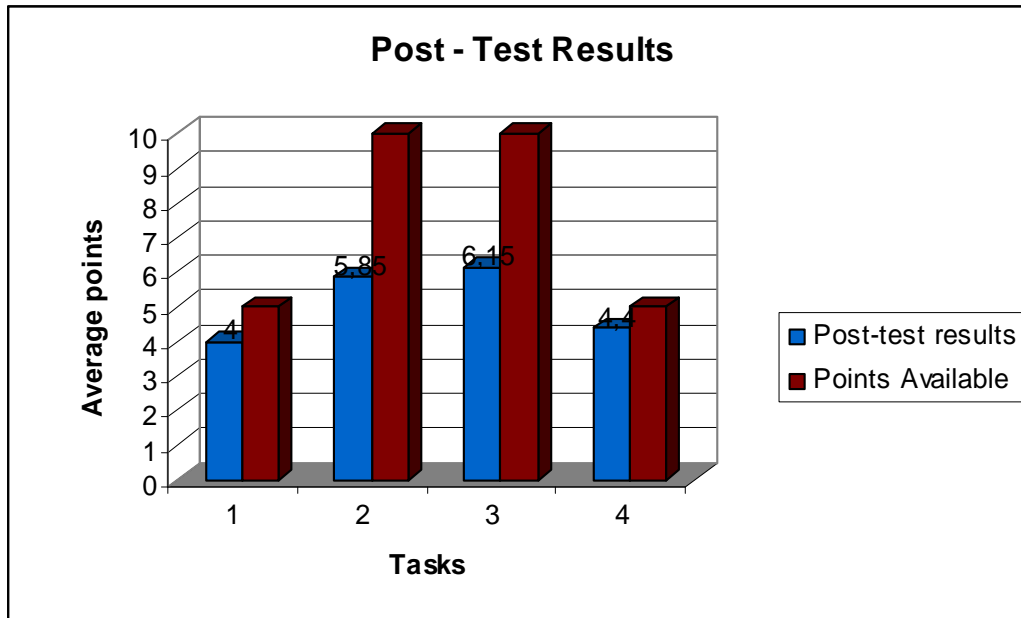


Figure 4. Student Achievements in the Post – test according to the Tasks.

The first task consisted of Present Simple and Present Continuous as it was in pre – test. Students have to recognize two tenses, Present Simple as regular, habitual or repeated action and Present Continuous as action going at the moment, now. Students showed good comprehension of these two forms. The task had five sentences where pupils could understand by the context whether it is regular action or action happening at the moment. Pupils could gain five points for correctly filling the gaps. Student average score in the first task was 4 out of 5 (See Figure 4).

Students were given sentences and were asked to find the grammatical pattern. All instructions were written in English. To the first sentence 100 % of pupils had the correct answers, is studying, as it was easily recognizable by the signal words at the moment. Second sentence was a question, 9 students answered correctly and some pupils used “will” form, instead of “what are you doing”. Third sentence was Present Continuous tense and the correct answer would be “Tom is playing”, 13 students answered correctly, and the rest 7 pupils had used Present Simple as they probably were confused of the word usually at the second sentence which continuous afterwards. Fourth sentence was a question and 17 students answered right and only 3 students used form “do you speaking” which is completely incorrect. Fifth sentence was most difficult one and 12 students filled in accurately ‘go out’

form of Present Simple, and 8 students used Present Continuous instead, which was wrong (see Appendix 10.1).

The second task was usage of Present Simple used with regular action, Present Continuous with action going at the moment or Present Perfect with the action happening at an unspecified time before now. All together there were 10 sentences and students could gain 10 points for each correctly filled-in form. Average score in task two was 5, 85 out of 10 (See Figure 4).

The first sentence has a form 'be' a state verb, students have to know varieties how this form is used in tenses, is/are, or was/were. The majority of pupils answered correctly 'is' and only 4 students used wrong 'be' form. The second sentence has a form of Present Simple that of habitual use, which represents a series of individual events which is as a whole make up a state stretching back into the past and forward into the future. Half of a students had correct tense form and the other half of pupils had whether the Present Perfect, or Present Continuous form. The third sentence in task two has Present Perfect tense form; students have recognized the form but did not pay attention that form must be used with 'has' as 'he' is 3<sup>rd</sup> person singular. 17 students had correct form in third sentence and only 3 pupils had wrong answers, like one of student just had missed that Present Perfect should be used with the past participle. The fourth sentence has Present Perfect form again and it was in plural 'snakes have bitten'. Examples of incorrect answers; have bitted, has bited, have biten. Analyzing these answers the author of Diploma Paper has to pay more attention to irregular forms and drill personal pronouns in singular and plural forms in classroom in further teaching. Similarly to fourth sentence fifth has Present Perfect form, here 12 students have answered correctly and rest 8 students chose 'has' instead of correct 'have' form. The sixth sentence has Present Continuous form, 'at the moment he is preparing', most of students have correct answers and 5 pupils had used Present Simple form. The seventh sentence has Present Simple form, 'he loves filming', which is regular action and almost all of the students had aright answers only one pupil failed in this sentence by using past form, 'loved'. The eighth sentence has regular action of Present Simple, 'Carmen lives in together', 15 participants had right answers, and 5 students had Present Continuous form, 'is living'. The ninth sentence has Present Simple tense plural from, 'Peter and Carmen work together when they can', 8 students had correct answers, and the rest 12 pupils had used Present Continuous form 'are working', if students were focusing on action, whether its regular or going at the moment

they probably did not failed in this sentence. And the last sentence has Present Perfect tense, 'they have filmed several times', 18 students and two students used 'had filmed' form.

The third task in the test was use of Simple Past/ Past Perfect tenses. There were five sentences given, each sentence had two forms, Simple or Perfect in each case. Students doing this task had to know irregular verb forms, for Simple Past and past participle for Past Perfect tense. Average score in task three was 6, 15 out of 10. In this task students had the best score in comparison with the other tasks; in some cases students had either incorrect use of irregular verbs or having wrong tense in a wrong place.

The last task consisted of Simple Future tense, will/going to form. There were 5 sentences given and students had to choose either the action is planned, or suddenly made decision. The average score in this task was 4, 4 out of 5 (See Figure 4).

The first sentence has visual evidence, 'look at that big black cloud. I think it is going to rain', 17 students have correct answer, and 3 pupils have used 'will' in this sentence. Similarly, in the second sentence 16 students had correctly filled-in form 'going to' as it was planed action, and 4 used 'will' form. In addition another planed statement was added and here 17 students had correct answers and 3 students' had wrong answers. The fourth sentence has prediction, if prediction for future is being used there should be 'will' form used and this case 13 students had correct answers and 7 used form' going to'. Lastly, instantaneous decision sentence were added and 18 students had correct answer 'will' and 2 'going to'.

In addition, the researcher corrected the mistakes and assigned with the marks. The researcher found the most common mistakes which showed what pupils have not acquired yet. A part of the next lesson should be devoted to drill exercises to help students get rid of the mistakes.

Furthermore, in comparison to pre-test/post-test results showed that lessons based on the Interactive Whiteboard have positive impact on teaching and presenting English grammar tenses (See Figure 5).

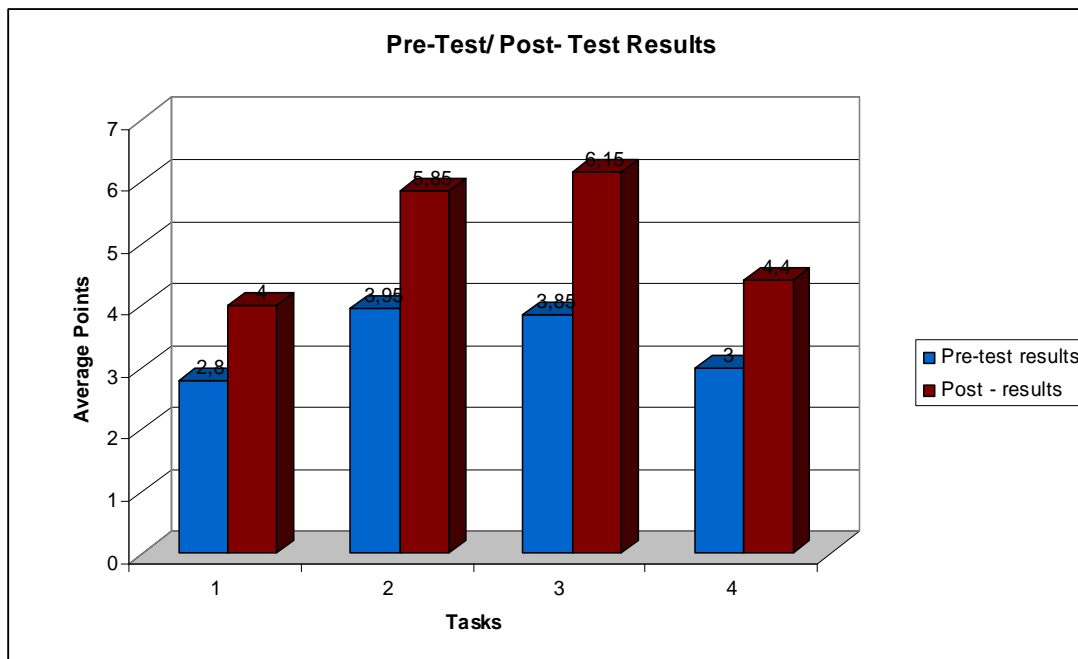


Figure 5. Student Results in Pre-test/ Post-test.

Student pre-test/post-test results shows evidence of better recognition and understanding of English grammar tenses. Also, while doing any test students have to read carefully instructions and before each task students should read the sentences carefully and concentrate on finding signal words for correct choice of form. While students were filling-in answers in pre-test students did not recognize any tense, it shows in their works, yet in post-test the evidence shows that students not only recognized the tenses but pupils were applying correct forms and had been paying attention to the signal words.

Furthermore, analyzing the student mistakes in pre-test and post-test the author of Diploma Paper noticed the influence of the first language in the English grammar tense tests of learners. When students did not know which form to use, pupils used structure from own language. A second cause of mistakes might happen when students think they know the rule, but in fact pupils did not know quite enough. Thirdly, mistakes could happen because students were in a hurry, or tired or simply thinking about something else.

Over all students did not achieve the best results, however still have made some progresses in comparison with the pre-test (See Figure 6).

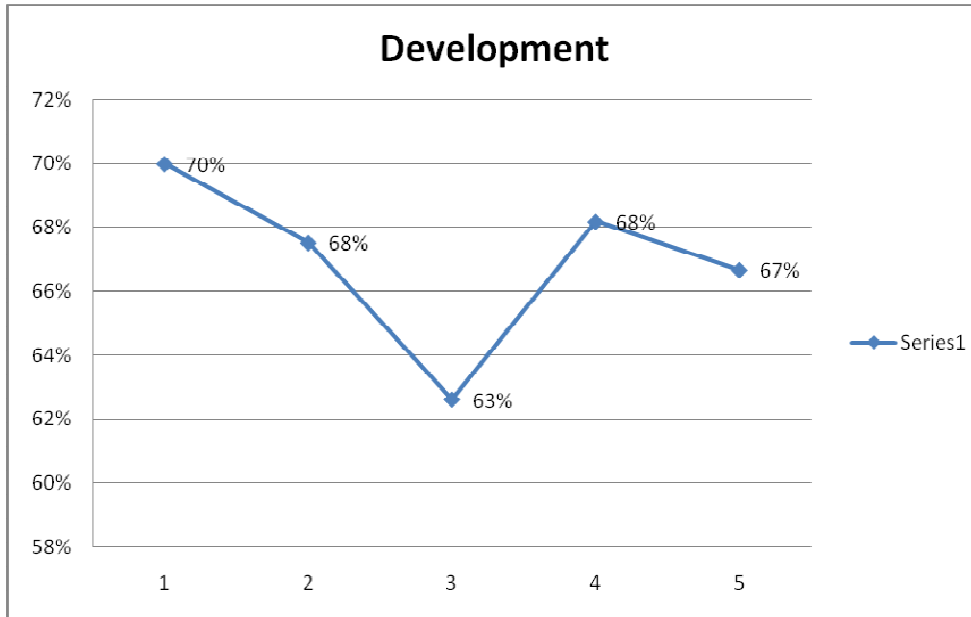


Figure 6. Student Development in the Post-test According Tasks.

The best results students had in the first task where pupils had to choose Present Simple/ Present Continuous tense. These tenses are the ones which have been taught at the very beginning of student second language learning, and only little presentation remained pupils of their usage, and students, as the post-test results show, have achieved there the highest score, i.e., 70%. A bit less - 68 %, students gained in Task 2, which was a bit more complicated as it had Present Perfect tense. And in Task 3 pupils had the lowest achievement - 63 %. The last Task 4, had future forms 'will/going to', where participants had average score 67 %. By all means the teacher has to pay more attention to those tenses where students have not achieved good results and should be recalled once again in next English classes.

It is important to use technologies nowadays when students are digitally native as the technologies have positive impact in learning and teaching English. The inventions of technology, or in this case of Interactive Whiteboard which supports all learning styles and brings reality what is unnatural way of learning into creative, living system of sounds and forms does make learning effective and students have better results in their achievements. Learning is effective when students are able to take part in the process by doing, making and finding things out themselves.

## **4.5 Analysis of the Interview with Experienced Teacher**

Interactive Whiteboards are becoming popular in each school in Latvia. They provide ways to show students any thing which can be presented on a screen in almost any subject. The aim of interview was to find out point of view from experienced teacher who uses Interactive Whiteboard in ones lessons (see Appendix 10.2)

The first question was to find out how long time the teacher has been using Interactive Whiteboard for her lessons. An English teacher said that Interactive Whiteboard has been used for two years in a school but not for each lesson and teacher admitted that other colleagues are using it too for different subjects. Teachers of different subjects found that the use of Interactive Whiteboard led them into world of ICT (Information and Communication Technologies) where there are many resources available on the Internet. Therefore, the Interactive Whiteboard acts as link ICT resources that have the potential to enhance teaching.

The other question was how often the teacher uses Interactive Whiteboard and the answer was quite often because the board does make teachers job easier once the teacher had started to use the Interactive Whiteboard it piques with wide range of possibilities to present any topic in English teaching and students are much more active in lessons. Lessons changed into a great deal and everything can be prepared and planned in advance and presented in a class.

The last question was what advantages or disadvantages Interactive Whiteboard has and the teacher pointed out several advantages for teaching such as: to present web-based activities, more opportunities for interaction and whole class discussion in the class, enables to save and print if necessary all pages, teacher also may share and re-use materials with other colleagues. And the disadvantages are that Interactive Whiteboard as any other technical instrument may be damaged or sensitive in their usage and not always teacher can rely on it.

In conclusion the experienced teacher's point of view about Interactive Whiteboard is closely related to the authors of Diploma Paper findings in a research about its usage and positive impacts in teaching English language.

## CONCLUSION

The Diploma Paper has been worked out with the aim to find out how the Interactive Whiteboard can be used to teach English grammar tenses in Evening school for Grade 10 students. The author has described theoretical features of grammar learning/teaching for Grade 10 students according to the national syllabus and also discovered how important visual aids and IWB are to improve knowledge of grammar tenses in Evening school.

The author of the Diploma Paper has made the following findings:

The teacher's role in the Evening school is to differentiate students because pupils are learning in different ways. Differentiation is the structure of learning that pupils can learn through any media or teaches students to help each other, to teach each other and to improve their knowledge of English grammar. The author of Diploma Paper has discovered that the teacher presenting a new grammar should try many techniques and methods, or approaches because each student has his own learning style.

Furthermore, testing allows the teacher to evaluate pupils' achievement in grammar, that is, how each of them has mastered the forms, meaning, and usage. The greatest problem for students appeared to recognize English grammar tenses. So it can be concluded that students need to practice tenses more often with the help of interactive exercises working as whole class and more advanced learners support the struggling students.

It was found that visual aids do affect teaching English grammar tenses and build better understanding and knowledge. The author noticed that presenting grammar rules with visuals really made better understanding while students were practising them.

Also the author of Diploma Paper was curious about whether the Interactive Whiteboard can be effective teaching tool to present English grammar tenses in school. Riga Secondary Evening (Shift) School No. 9 was chosen to carry out the research. 20 students from Grade 10 participated in the research. The data of pre – test showed that students are very weak at tenses and have no comprehension which tense to use in particular situations in the test.

The aim of the Diploma Paper is achieved - the Interactive Whiteboard is effective teaching tool to teach English grammar tenses in Evening school. The post – test had better results and understanding of grammar tenses. The author of the Diploma Paper formulated the following hypothesis - if the teacher uses the Interactive Whiteboard to teach English grammar tenses with visual and interactive activities in the English learning lessons then

students have better understanding of grammar rules and have the ability to recall English grammar tenses to be successful and independent in their learning. The data of the case study verified the hypothesis.

The students' feedbacks proved that Interactive Whiteboard has an effective influence on them with the possibility to write on it, to see visual materials and to hear music, or speech on the background of content. Pupils have understood better the rules, form and usage of English grammar tenses.

The data of post – test showed that students had better results in comparison with pre-test, but there are fields which have to be improved, such as irregular verb forms and recognition of tenses in sentences. In addition, if a teacher designs tests and analyses student common mistakes there is a positive impact in teaching/learning, teachers and learners can plan the further learning.

The author of the Diploma Paper would like to mention that during the research several additional issues appeared, which are worth researching in future. These are how the Interactive Whiteboard can be used for group work, and how to make self designed lessons more interesting, and where an English language teacher can find interactive activities to use in the lessons.

## THESES

- Teaching and learning English grammar involves choosing appropriate kind of teaching method, approach and includes differentiating the course, with focus on skill training that students need in their learning.
- Approaches to teach English grammar tenses include – deductive and inductive approach where first presents the rule and offers the examples afterwards and second approach lets the student to infer the rule from example.
- There are several ways to teach grammar: Audio-lingual method, grammar – translation, Communicative Language Teaching approach, but there is no the best one all of them are equal.
- Principles for testing grammar include – designing and developing English grammar tests are the use for which is intended, so that the most important quality of a test is its usefulness.
- Visual aids can help the students to understand the content thought in a mechanical way, memorize it better and learn faster. The use of visual aids provides – better understanding of subject thought, enhanced chance the student will remember content thought associating it with visual content.
- While teaching English grammar tenses using Interactive Whiteboard the teacher can: use the latest achievements in technology, and offers complete content which interacts with all learning styles, flexible way of presenting and interacting with content taught. Interactive Whiteboard also enhances students' motivation to learn, work in a collective, interact and share, while creating relaxed and comfortable learning atmosphere.

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