THE IMPORTANCE OF USING BOARD IN ENGLISH CLASSES

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Abstract: This article is dedicated to count importance of using board in English classes. And also aimed to give examples to English games with a board.

Key words: Teaching, method, textbook, board, instructional materials, traditional materials.

ESL? Everyone is aware of this statement. English as a second language. There are different methods and ways of teaching English language. To start with, I want to demonstrate what kind of materials do we need while teaching English language. Instructional materials are all materials used by teachers and educators to teach lessons to their students. These can include textbooks, tests, homework assignments, and other materials. Traditional materials have been used for decades to help students in learning school lessons. Furthermore, I am going to count types of instructional materials in the following sentence. The three main categories of instructional materials are: 1. Traditional resources (textbooks, anthologies, and workbooks): These resources are structured creations that are meant to provide structured, pre-approved educational experiences. Textbooks provide detailed information about a topic and may provide questions or assessments for students to improve their learning. Anthologies provide reading passages or other resources to display examples of themes, presentations of specific topics, and other educational subjects. Workbooks are mostly dedicated to providing opportunities for the demonstration of knowledge. At times, sets of textbooks, anthologies, and workbooks come together. At other times, educators must pick and choose individual resources from each type of traditional material. 2. Graphic organizers: These resources may be created by teachers, but they are usually made by students under the advice of an educator. Students are enabled to organize and present the information in a way that works best for them. This helps students to comprehend knowledge in a way that works with how they think. 3. Teacher-made resources (worksheets, handouts, projects, assessments): these are all materials created by the instructor to test the knowledge of a student or provide support for their methods of learning the information. Graphic organizers and teacher-made resources are not traditional because they are not created in a structured format. In the following sentences I want to count many purposes of using board.

1.Use the board as a worksheet. We sometimes want to provide paper or digital worksheets as supplements to course materials. An alternative is to provide the worksheet exercises on the board. This works best if the worksheet cues are relatively

short – there is only limited display space on the board. The time it takes to write out the exercise (assuming you are using a conventional white- or blackboard) doesn't matter too much, as students can start working as soon as you've written the first item. If you're using an interactive whiteboard, then of course you can display the whole exercise at a click.

2. Use the board to stick things on. It is very easy to attach cards, pictures or even objects to the board. Digital pictures projected on a screen or by means of on an interactive whiteboard are an alternative, but in some ways less effective. The advantage of real cards stuck to the board is that they can be handled, passed to students, exchanged, and used for a variety of interactive processes that you cannot do with the same material displayed as part of a digital display. And doing such activities, particularly with younger classes, that involve this kind of movement-based interaction adds variety and interest to the lesson.

3. Draw things. It's important to use drawings on the board with younger classes. Don't be discouraged from doing so if you feel you are not very good at it! Stick-men to represent people, basic rectangles, circles and triangles to represent houses, trees etc. work perfectly well. (Don't ask students too often to draw something instead of you: in this cases, teacher may be more artistic, but they are likely to be a lot slower and the class may get bored waiting!) The actual process of drawing an image, however primitive, draws students' attention, and can be used as the basis for lots of types of interaction. For example, 'picture dictations': the students describe a scene, or person, or monster, and you draw as they dictate.

4. Scatter text. If you are getting students to brainstorm ideas or words – for example 'How many adjectives can you think of that describe a road?' – or to recall and call out – the new vocabulary we learned yesterday, for example – it's a good idea to scatter the items all over the board, rather than writing them in lines or columns. In a scatter each item has its own space and is more easily perceived as a separate item. It's also easier to do follow-up activities such as joining two or more items with a line.

These are so beneficial for teacher to create advantageous lessons. Apart from this methods one useful way to make memorable lesson is to play games in a board in order to revise themes, new vocabularies or just make students energetic after maybe their uninterested subject. The first one is "SAY, TOUCH, POINT, LOOK" you have to stick this words on the board. If you enter classroom, see your students are too excited to learn anything, then use this cool down technique. For example, after saying "hello" your students have to say "hello" and another words they have to repeat after you. After this step, you should say touch something, they have to touch that item. Then after finishing this step you have to say point something, they have to point that thing. Finally, "look" step. This step also the same with above mentioned steps. This game helps to your students to calm down and pay attention their teacher. Next game is "Dictation race". Prepare by creating a list of sentences

that are related to your unit of study or use your current target vocabulary. Divide your class into teams of around five students each and ask them to line up facing the board. Dictate a sentence to the first two students and repeat for clarity. They must run and write the first word on the board, then run back to their team and pass the marker to the second student, who runs to the board and writes the next word of the sentence. Correct spelling errors on the spot. Play continues until one team has successfully written the sentence in full. Another one is "Grammar dash". You can adapt the basic structure of "word dash" to grammar. For example, if your class is studying the present perfect tense, create two groups and divide your whiteboard into two columns. Add a list of infinitive verbs to each column (use the same list in a different order to avoid copying). Students take turns to run to the board and convert the verbs to their past participle form (e.g., go -> gone, break -> broken, know -> known). Do an example, then set a timer to encourage competition.

The last one is "Hot seat". Divide your class into two teams and ask them to choose a team member. The two representatives sit in front of the whiteboard with their backs to it. Write a word from your current lexical set behind the students (say, pineapple). Now, their team members have to describe the word to their student. As soon as one team has been successful, change students and words and repeat.

In conclusion, I want to remember one more time the productive side of using board in English classes. It is the best way to create a perfect English atmosphere to your language learning students.

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