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Teachers' and Students' Views on Using Smart Boards in Teaching and Learning English as a Foreign Language

آراء المعلمين والطلبة حول استخدام الألواح الذكية في تعلم وتعليم الإنجليزية كلغة أجنبية

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Authorization

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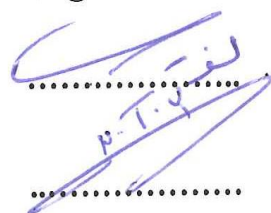**Signature:** ....

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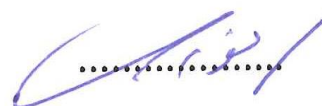
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Dedication

I dedicate my thesis to my family, who always struggle for me to be better, my father, Dr. Afif abuIssa and my mother teacher Hiam Alshareef. No words can describe how much they dedicate their time for me and my brothers. Words will never be enough to show my love. They are the most precious blessings from Allah. I also dedicate my study to my beloved brothers; Manager Osama, Engr.Ahmad, Engr.Ihsan. They have inspired me to unleash my best work. Everyone has uniquely supported me. With special thanks to my brother Ahmad who has dedicated his efforts and time for me although he is far away; in Budapest. To my beloved sister Pharm.Diana, thank you for all you have done; for being a supportive sister during my MA journey. May Allah protect and bless all of you.

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Abstract

This study investigated the perceptions of the teachers and sixth-grade students towards utilizing SmartBoards in teaching and learning English as a foreign language. Students' data were collected through an online questionnaire, while interviews were conducted with a supervisor and ten English teachers in order to explore their attitudes. Shedding light on the sample, the study sample consisted of 60 students who were at age twelve. The researcher carried out her study at Qurtoba International School, in Jordan. The findings of the current study revealed that both teachers and students have positive perceptions towards SmartBoards use inside English classes. In light of the result, some recommendations were highlighted which are:

1. SmartBoards should be available inside all schools in order to support the educational field; especially for teaching a foreign language.
2. Governments should provide training courses for teachers to become eligible for using SmartBoards professionally.
3. Students are not required to bring all books to school since the Curriculum is downloaded.
4. Teachers should come up with plan B, which means to be prepared with an alternative strategy, in case any technical problem might happen.
5. Males' attitudes towards utilizing SmartBoard should be taken into consideration.

Keywords: Smart Board (SB), Teaching a Foreign Language

آراء المعلمين والطلبة حول استخدام الألواح الذكية في تعلم وتعليم الإنجليزية كلغة أجنبية

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الملخص

بحثت هذه الدراسة عن تصورات المعلمين وطلبة الصف السادس نحو استخدام الألواح الذكية في تدريس وتعلم اللغة الإنجليزية كلغة أجنبية. تم جمع بيانات الطلبة من خلال استبيان عبر الإنترنت، في حين أقيمت مقابلات مع مشرفة وعشرة معلمين للغة الإنجليزية من أجل استبصار آرائهم. أجريت دراسة الباحثة في مدرسة قرطبة الدولية في الأردن، حيث تكونت عينة الدراسة من ستين طالباً في سن الثانية عشرة، كشفت نتائجها الحالية أن كلاً من المعلمين والطلبة لديهم تصور إيجابي تجاه استخدام الألواح الذكية داخل فصول اللغة الإنجليزية. في ضوء النتيجة، تم تسليط الضوء على بعض التوصيات وهي:

1. يجب أن تكون الألواح الذكية متاحة داخل جميع المدارس لدعم المجال التعليمي. خاصة لتعليم اللغة الأجنبية.

2. على الحكومات توفير دورات تدريبية للمعلمين فيصبحوا مؤهلين لاستخدام الألواح الذكية بشكل احترافي.

3.تنزيل المناهج إلكترونيا فلا يحتاج الطلبة إحضار جميع الكتب إلى المدرسة بهذه الحالة.

4. يجب أن يأتي المعلمون بخطة ثانوية بديلة ، في حالة حدوث أي مشكلة فنية.

5. ينصح بعين الاعتبار أخذ آراء الذكور تجاه استخدام الألواح الذكية.

الكلمات المفتاحية: الألواح الذكية (SB) ، تعليم اللغة الأجنبية

Chapter One
Introduction

1.0 Background

Nowadays, learning English as a foreign language creates innumerable opportunities for the learner since English is considered an international language and the most commonly spoken in the world. In other words, wherever you go, English encourages you to communicate easily with others without any hesitation. It increases your chances for getting a better position in your job and having a better life. It is worth noting that English plays a major role in the educational field, and it is worth noting that the number of people learning the English language has been increasing. Hence, it is definitely food for thought to teach and learn this language through effective methods.

In recent years, people have gravitated towards technology. It has become an essential part of their daily routine. Technology has inspired men, women, the elderly, and even children. It has facilitated our jobs, education, communication as well as our life. Being more specific, we have just witnessed that technology supports people to be more knowledgeable and sharpens their skills in their areas of expertise. It is worth mentioning that this new wave has powerful effects that could make radical changes in the world. Therefore, teaching processes need to be invested positively by providing modern techniques to touch the learner's life forever. From this point, the technology movement has influenced teaching and learning English as a foreign language. English learners are not interested in traditional methods since they just deal with textbooks, papers, flashcards, and blackboards; that means students do not have any type of technology inside the class.

Accordingly, the integration of technology in the educational field has increased nowadays in Jordan. As time goes on, English language learners are not heading towards traditional processes anymore.

In any country, updating the educational system is something fundamental for all generations. One of the electronic devices, which has spread since 1991, is SmartBoard. A touch screen that is connected with a projector and provided with many programs. Swaidan (2008) defined the SmartBoard as an electronic board; both students and teachers can touch and use the screen by their fingers. In addition, SmartBoards enrich English classes by presenting the material in effective ways. For Instance, visual students could learn by watching a video that is related to the lesson as well as auditory pupils could acquire the language by listening to songs. It should be noticed that many programs are available which are connected with the Internet world. That empowers users to teach and learn English as a foreign language effectively. All four skills could be fulfilled sufficiently. Ergo, this allows English teachers to deliver their messages readily and makes teaching an enjoyable experience. SmartBoards flourish teaching and learning English successfully. English teachers illustrate their lessons by mixing images, videos, audios, and programs that are connected with the internet. That cultivates teachers, students as well as teaching qualities. Because of that, Jordanian people are dedicating their efforts to provide SmartBoards inside every single class in Jordan, for the sake of unleashing best results in the pedagogical approaches and keeping up to date.

Take into consideration, utilizing SmartBoards inside classes is a double-edged sword. Many researchers have a complete agreement that SmartBoards promote students to learn with full enjoyment, assist teachers in managing their time, and facilitate dealing with the

materials. Timmerman and kruepke (2006) mentioned that Students who learn by utilizing SmartBoard get higher marks than those who study by following traditional methods. Additionally, Elaziz (2008) stated that providing technology in classes motivates learners and increases the students' attention. In other words, nowadays, technology captures students and sharpens their minds.

On the other hand, some researchers oppose using SmartBoards inside classes. They cited some common cons such as technical problems that might happen during presenting the lesson. As well as a sufficient training period must be provided for teachers, to avoid struggling in front of students. In other words, undergoing training courses should be taken into consideration. Furthermore, supplying SmartBoards inside schools costs an arm and a leg, they are overpriced. Bear in mind, automation cannot replace the role of teachers in any way since teachers open minds and take hands.

1.1   Statement of the Problem

Nowadays, teachers and students are not keen on teaching and learning English as a foreign language by using traditional methods. Since technology has become an essential part of their daily routine. English as a foreign language needs to be taught at Jordanian schools through exceptional and interactive modern approaches. The most contemporary device for teaching is SmartBoard and it is considered the best technique to achieve teaching's objectives effectively. The role of teachers and students must go hand in hand. From this point, the researcher clarifies teachers' and students' views towards using SmartBoards in teaching and Learning English as a foreign language. The researcher dedicates her efforts to investigate this issue and support the idea of using SmartBoards inside all schools in Jordan during the upcoming years. Accordingly, learning English will be more fruitful, enjoyable, as well as motivating.

1.2   Objectives of the study

The study aims at:

1. Clarifying sixth-grade students' opinions towards utilizing SmartBoards in learning English as a foreign language.

2. Illustrating English teachers' perceptions towards using SmartBoards inside English classes.

1.3   Questions of the Study

The researcher addressed the following two questions in order to accomplish the goals of this thesis:

1. What are sixth-grade students' views towards utilizing SmartBoards in learning English as a foreign language?

2. What are the perceptions of English teachers towards utilizing SmartBoards in teaching English inside classes?

1.4   Significance of the Study

The significance of this study becomes clear by utilizing technology in English classes. SmartBoard usage in English lessons creates amazing opportunities, which makes the teaching process more efficient. This study finds out the importance of SmartBoards on teaching and learning English as a foreign language; in Jordan. Therefore, that supports Jordanian students to learn English with full engagement. As well as, SmartBoards create an exceptional atmosphere for English teachers to fulfill their whole objectives. Besides, the availability of SmartBoard inside English classes inspires teachers and students to achieve the best results. The researcher reveals the attitude of the teachers and students towards Smart Board usage.

1.5 Limitations of the Study

This study is limited to the sample of sixth-grade students at Qurtoba International School, as well as to the instruments that are performed. Paying attention, the period is restricted during the second semester of 2019/2020. To be more specific, it was the period of spreading Coronavirus. Additionally, the results are limited to English teachers' and sixth-grade students' views towards SmartBoards utilization in teaching and learning English as a foreign language.

1.6 Limits of the Study

This study was carried out and conducted in Amman, Jordan during the second semester of the academic year 2019_2020.

1.7 Definition of Terms

Smart Board (SB): Theoretically, SmartBoard is an Interactive White Board (IWB) that has replaced blackboards inside several schools and universities; it supports teaching and learning processes. The users touch the board with a finger or an electronic pen (Becta, 2004).

Operationally, SmartBoard is an electronic whiteboard that users can utilize by their fingers without even using the traditional whiteboard markers. It has a touch screen that is connected with a projector and Wi-Fi. It includes many programs, websites, videos, animations, animated pictures, and electronic games.

Teaching a Foreign Language: Theoretically, we consider the language as foreign when it is not widely spoken in society. Therefore, this language is neither an official language (it is used for official purposes) nor the mother tongue (Moeller and Catalano, 2015).

Operationally, it is the second language that is not the mother tongue. A foreign language is not spoken in the native speaker country. Teaching a foreign language increases our knowledge, opportunities as well as our communication. For instance, English is considered a foreign language in Jordan.

Chapter Two
Review of Literature

2.0 Introduction

This chapter provides reviews related to the theoretical and empirical literature. The theoretical section that clarifies the definition of SmartBoard as well as the merits and demerits of using the Interactive White Board in classes. In addition, some attitudes of teachers and students towards utilizing SmartBoards in classrooms are introduced. The empirical part that deals with the results of some interviews with teachers as well as the results of questionnaires towards utilizing technology such as SmartBoards inside classes.

2.1 Review of Theoretical Literature

Meral and Ahmet cited from Taufik's (2006) article that SmartBoards were founded by Nancy Knowlton and David Martin in 1987. The first SmartBoard was introduced in 1991. He defined the SmartBoard as a touch screen board that is connected with a projector and a computer. Both teachers and students can drag images, write, save content, use the internet as well as control applications. SmartBoards have a touch feature that everything can be moved by using your finger and this is a distinguishable feature. Additionally, save and open features are provided. Teachers can save their lessons whenever they want. They can highlight similarities and differences between sentences and signs while teaching English. Students could understand certain points clearly, especially for visual learners. Highlighting certain areas supports students' attention. As well as SmartBoards have animation features in the form of images and videos. It is worth mentioning that recording characteristic is also available, that can help users to record the lesson and replay it once again.

Gray et al. (2005) stated that IWBs support sufficiently language teachers. In other terms, programs, dictionaries, multiple websites, and encyclopedias are provided and can be utilized flexibly. The teacher could immediately present the new concepts with pictures, videos, and within sentences. In this instance, the notions are understandable to the students, and they are capable to utilize these concepts in real life. On the other hand, Gray et al. emphasized the idea of training courses for teachers in order to help them realize the real value of SmartBoards in the educational field. All in all, teachers must be eligible in terms of dealing with SBs. Because adequate training will serve if any problem faces them one day.

Mastering English as a foreign language does require sufficient time for English language learners to catch up with their peers and achieve excellency. Almost two years to English language students are required for acquiring the fundamental skills. In order for being at the same academic English level as native speakers, it takes about five years journey. Thus, nowadays, the multitude of the developed technologies supports ESL students and delves sufficient English knowledge to participate inside the class effectively (Cummins, Bismilla, Cohen, Giampapa, and Leoni, 2005).

Kennewell (2001) indicated that utilizing SBs provide opportunities for teachers to determine the materials that are in line with the students' needs. Since the different characteristics of the pupils should be taken into consideration. It is worth emphasizing that realizing the students' personalities and needs will help the teacher to deliver the lesson swimmingly.

Anderson, Grant, and Speck (2007) indicated that pupils take an active role in learning English by using smart technology inside classes. The target language will be more comprehensible as well as students will get varied input. Furthermore, promoting writing, reading, and critical thinking becomes much easier by the current successful integration of technology such as SmartBoard, which are connected with computers and projectors. In other words, they stated that modern kinds of technology support teaching literacy, especially in kindergarten through eighth grade. The integration of SmartBoard provides real-life examples for students and supports teachers with the assurance that the conveyed material bases on solid researches.

Jung and Suhyun (2012) affirmed in their research *Making learning active with interactive technology in ELL classrooms,* that using SmartBoard daily, video podcasts, and creating digital storytelling enhances the language proficiency of the students and their English skills. Besides, SmartBoard supplies exceptional opportunities for learners. It inspires teachers to create a scheduled learning environment that supports pupils to practice English positively inside the class. In other words, English language learners will make progress forward in their vocabulary and speaking skills.

Preston and Mowbray (2008) asserted that over the past 5 years, SmartBoard has been utilized successfully in innovative ideas to improve the quality of teaching and learning at schools. Therefore, the importance of SmartBoard has spread widely around the world. Young pupils are highly encouraged when the material is presented on SmartBoard. Students feel enjoyable by moving objects on the screen since they interact physically and mentally. In addition, young students need to be active with the teacher because they have a short attention span and the nature of SmartBoard engages the whole class by questioning

and active discussions. Furthermore, the animated images on the SmartBoard help students to make predictions that increase their enthusiasm for learning. Bear in mind, Preston and Mowbray mentioned few limitations about SmartBoards. They saw eye to eye with other researchers and teachers that SmartBoard is overpriced. It could cost around $5000, relying on features and size. They also cited the most common problem, which is the technical issues.

Alfaki and Khamis (2018) mentioned the most common challenging thing that teachers struggle with, which is the technical problem. Technical difficulties, which might happen because of breaking the connection between SmartBoard and the projector; or it might be electricity outages. They also pointed out that some programs and files cannot be supported on SBs.

Becta (2004) stated that it is mandatory for teachers to be well-trained in using SmartBoards: they need to receive a decent amount of training time in order for managing the class effectively and without wasting time if any technical issue prompts. Providing training for all teachers is something essential. That helps them to be confident in front of students. Besides, the integration of the SmartBoard improves the pace and depth of teaching and learning. It encourages questioning such as open and closed questions, which are related to the lesson. As a result, the speaking ability will flourish more and more, and pupils will not be afraid to speak up the foreign language. Furthermore, SmartBoard aids teachers to demonstrate the lesson in efficient ways. They illustrate concepts and utilize the visual stimuli to deepen the students' understanding of the notions. Visual, auditory, and kinaesthetic learning are supported by using Interactive Whiteboards. Due to lessons are presented in more motivating ways. In addition, SmartBoard have many features such

as Wi-Fi connection, enough memory, USB ports, and touch screen. Becta also pointed out that Interactive Boards create unlimited pages. Teachers can move backwards and forwards through the pages smoothly. They can prepare the lesson before the class and all lessons can be saved.

Miller, Glover and Avris (2005) summarized teachers' attitudes towards using Smart Boards. Teachers realize that dealing with SmartBoard keeps them up to date and increases their confidence and fluency. Since they deliver lessons smoothly and in various teaching styles. Utilizing SmartBoard SB decreases the workload on teachers. Furthermore, animations, watching stories, documents, and pictures are available for users. So the educational atmosphere becomes more comfortable. Moreover, SmartBoards boost creative learning in language as the unique characteristics are attractive. They also mentioned that Interactive Whiteboards maximize the interaction between the learning materials and the pupils. Concepts are clarified smoothly and that provides opportunities to comprehend the complex notions. They concluded that SmartBoards enhance teaching quality especially in mathematics, science, and language from nursery schools to universities. As well as they have the capacity to engage all students in the class and gain their attention for a long time.

Mohammed and Bataineh (2016) summarized that Interactive Whiteboard leverages English as a Foreign Language (EFL) teachers and students. Smart Board supports teaching EFL by showing the importance of cultural interference. For instance, if the students have a lesson about Australia the teacher can illustrate the traditions of Australian people by displaying a video. As well as, showing the location of this country on the map. It is worth remembering that the target language needs teachers to be in touch with their students, so

via SmartBoard utilization that will work. When English teachers present any topic on SmartBoard, it allows them to practice the English language much easier with the students. As a result, that will create amazing interactions between both of them. Using SmartBoards deepen student's language production and their oral skills. Moreover, teachers can strategize all they want and direct themselves sufficiently without even spending lots of time in writing on the blackboard. Put it differently, teachers could organize EFL lessons effectively regardless of the classroom organization. For instance, vocabulary lessons could be presented in interactive ways by using images and showing a video. Otherwise, brainstorming in teaching EFL is entertaining by providing the SmartBoard in the class. As well as teachers could use digital games that are related to the lesson.

According to Smith (1999), SmartBoards have multiple sizes and shapes. Pay close attention, the size of the board is one of the most things that should be taken into consideration. Due to the students who sit at the back of the class. The most commonly used one is 190 centimeters in width. Over and above, visibility is a crucial point to be discussed. The class must be supported with curtains because of the sunlight. In other terms, pupils cannot see clearly if the curtains are opened. Moreover, the position of the SmartBoard should be taken into consideration. It must be in a suitable height to be comfortable for the teacher and the students. Additionally, Smith reported that SmartBoard are adequate for all grades. It should be highlighted that the students appreciate this wave of technology. They enjoy the touch screen as well as playing meaningful games.

According to Gerard (1999), schools, which are supported by tablet PCs for students, can connect the tablet with SmartBoard. In this process, every single student follows the teacher easily. Put it differently, students have multiple opportunities to participate and

work with the teacher and friends. Pupils could share their participation on SmartBoard as easy as ABC. In addition, students could circle, highlight, and underline everything that the teacher does. In order to practice the lesson, the teacher displays various productive games.

Levy (2002) emphasized that smart board contributes to making the lessons more entertaining, pleasurable, and enjoyable. All students concentrate with the teacher since the atmosphere is motivating to learn, and the teacher illustrates the lesson smoothly. All in all, students are more engaged and have a strong desire to learning by utilizing the smart board. In terms of saving time, Interactive whiteboards waste no time. Teachers have sufficient time for teaching instead of losing their energy in writing on the board. With smart boards, the teacher dedicates all efforts for the sake of the students.

Martin (2007) reported that student's comprehension gets much better since Smart Board associates with visual and audio materials. Stated differently, for instance, touchable pictures that are connected with sounds help the pupils to understand what the teacher is clarifying in the lesson. That will not make the students to be confused.

According to Lee (2000), the integration of new waves of technology with the educational scope takes time. The reasons behind that might be training period for teachers, financial issues of the government, fallacies about technology, and accessibility of new curricula at schools. These reasons create boundaries in terms of the improvement of the educational field.

Schofield (1995) stated that SmartBoards support both users and learners to communicate and chat with native speakers; they get a chance to practice the language. As

well as watching a live program encourages the students to share their ideas. This process enlarges their visions and expands knowledge. As a result, this allows the students to be involved in the learning journey.

2.2 Review of Empirical Studies

The researcher showed some empirical resources that are related to the current study.

Aytaç (2013) explored a study titled "Interactive Whiteboard factor in Education: Students' points of view and their problems". The researcher applied on 202 eighth grade students in Ankara. The researcher followed the quantitative data analysis as the research method for investigating the viewpoints of the students and the troubles they might face during the utilization of the SmartBoard. The findings showed that students had almost positive perceptions of using Interactive Boards. They gravitated towards this kind of technology. Bear in mind, students showed their negative attitudes towards technical problems as well as eyes health troubles.

Meral and Ahmet (2014) conducted a study entitled "The Effects of Using an Interactive White Board in Teaching English on the Achievement of Primary School Students". The study was conducted in Istanbul at Sehit Ali Yilmaz Primary School during the academic year 2011-2012. The sample was comprised of four classes of 4th grade. In order to achieve the goal, the sample of 146 students was divided into two groups. The first is the experimental group that was educated by utilizing SmartBoard. On the other hand, the second is the control group that was educated by using Black Board. English achievement test as a multiple-choice test was fulfilled for evaluating the results of each group. As a result, the researcher concluded that using Smart Boards increased the students' success

compared to the control group. It was worth bearing in mind that the audio, visual and interactive properties of Interactive Boards affected positively in the teaching process.

Akcay, Arslan, Guven (2015) investigated the attitudes of high school teachers towards using Interactive Whiteboards in the classroom. This study was carried out in Turkey during the 2013-2014 academic year. It consisted of 260 teachers as a sample. In order to collect data, an online questionnaire was published. The survey comprised of 20 likert type items. It is worth noting that gender, age, and the teaching experience were taken into consideration in this study. As a result, the majority indicated positive responses. According to gender, Female teachers had less positive attitudes towards utilizing Smart Boards. In addition, teachers who had more than 15 years of experience had a more positive view than others.

Shams (2015) executed a study entitled "Iranian Teachers' Attitudes towards the Use of Interactive Whiteboards in English Language Teaching Classrooms". This research aimed to discover teachers' beliefs about using IWBs in teaching English. One hundred and seventy-four English teachers participated from grades six to eleven. Via a questionnaire, the data was collected. The questionnaire consisted of 22 questions and it had four major themes: motivation effects, the usability of IWB, pedagogical effects, frequency of IWB use. The results showed that English teachers hold positive opinions towards utilizing IWBs inside classes. Almost 70% of the teachers strongly believed that using IWB helped their communication with the students. Additionally, they reported that their skills in using IWB were increased.

Alfahadi (2015) revealed the effectiveness of using SmartBoard in teaching and learning English as a foreign language at a university in Saudi Arabia. The sample of the

study included 36 male students among 18-19 years old. The participants were divided into the control and experimental groups. The control group was taught English without using Smart Board, whilst the experimental group was taught by utilizing it. Pre and post questionnaires were given to both groups after teaching them the tenses, also a test was held. The test aimed to measure the achievement of both groups. The finding of the study indicated that there were statistical differences between these two groups in their achievement test scores, favoring the experimental group. Furthermore, the finding of the questionnaire highlighted that using Smart Boards affected positively on the students' opinions towards learning English.

Buzkan, Ersoy, Cico, Ceni (2016) exposed the perceptions of teachers and 10th-grade students on Interactive Board Usage in secondary schools operating in Albania. For accomplishing this goal, the survey had considered 180 students and 24 teachers. In order to collect data, the researchers used a five-point likert scale. The questionnaire was divided into two sections. The first section measured their opinions about teaching and learning processes, whereas the second one revealed the negative side of using Interactive Boards if they had. The results of the study showed that the students were satisfied and their understanding was better as well as their motivation increased by using the interactive board. Furthermore, teachers revealed the importance of following modern education. Generally, respondents were almost satisfied.

Cakiroglu (2016) conducted a study entitled "Teachers and Students View on the use of IWBs in Secondary Schools for Enhancing Classroom Teaching and Learning". This study aimed to evaluate teachers' and students' opinions on IWB use as a helper of teaching and learning. The sample was in Istanbul, Turkey. It was about one hundred and forty-two

various 7th grade teachers from various secondary schools as well as 392 seventh grade students from multiple elementary schools. The researcher in this study collected the data by quantitative during the school year 2015-2016. To measure teachers' and students' opinions on using SmartBoards, they answered the questionnaires. Teachers and students were asked nineteen closed questions. The results were mostly positive. They were 76.63% for the students and 75.05% for the teachers. Furthermore, teachers and students were asked 23 likert type questions. Their responses were almost positive towards utilizing SmartBoards in teaching and learning processes.

Malkawi (2017) in her study aimed at investigating the effectiveness of using SmartBoard on the achievement of 10th-grade students in English classes. The study was conducted in Jordan for the academic year 2016-2017. In order for achieving the goal, 81 students had been chosen as a sample. They were separated into two groups as the experimental group that taught by utilizing SmartBoard, on the flip side, the control group was taught by traditional techniques. The researcher applied achievement tests to both groups for measuring the impact of using SmartBoard on the students' achievement in English. The researcher concluded that the experimental group accomplished better results as well as were more motivated than the pupils in the control group.

İstifçi, Keser, Serpil, Akkaya Önal, Alan, Türkyılmaz (2018) explored in their study the attitudes of English teachers and students on the impact of using SmartBoard in teaching and learning a foreign language. Six English teachers and two hundred sixty-six students were chosen as a sample during the year 2016-2017. Both qualitative and quantitative methods were used to collect the data. Likert-type questions and interviews were utilized. The teachers and 23 students underwent to interviews. The questions concentrated on the

strengths and weaknesses of Interactive Whiteboards. The results revealed the participants' responses as positive comments. The majority of English teachers and students emphasized that utilizing the SmartBoard is more enjoyable, effective, and motivating.

Bicak (2019) determined teachers' views towards using SmartBoard in the learning and teaching process. The study was conducted at public schools in Turkey by selecting 10 teachers from different branches as a sample. For collecting the data, the researcher adopted the qualitative methods by establishing a semi-structured interview form. Teachers were asked six questions that were related to the pros and cons of SmartBoard use in teaching and learning. The results revealed that teachers had positive attitudes towards SmartBoards utilization. It reduced their workload and facilitated classroom management. Although teachers were almost satisfied, they stated that they needed more sufficient time to practice and deal with SmartBoard easily.

To conclude, the reviewed literature and empirical studies support the researcher in showing several studies on Smart Boards inside English classes locally and internationally. However, the direction of the current study would help in focusing on the attitudes of English teachers and sixth grade-students towards utilizing SmartBoard in Jordan. The sample of this study would be targeting students of sixth-grade. Furthermore, although there is a significant gap in the existing academic literature related to this topic in Jordan and Smart Boards are not being widely implemented in the country yet; this thesis work would help to bring this gap closer, and shows if it is essential to provide SmartBoards at all schools during the upcoming years. This study would be distinguishable since the researcher is going to analyze the feedbacks of the results by designing unique charts.

Chapter Three

Methods and Procedures

3.0. Introduction

In this section, the researcher highlights the methodological approaches that are used in her thesis. The population, sample, and instruments are discussed in this part. Besides, the researcher describes the validity and reliability of the instruments in this part. At last, the procedures of the study are presented.

3.1 Methodology

3.1.1 Method of the study

To measure the goals of this study, the researcher adopted quantitative as well as qualitative approaches. An online questionnaire, which was delivered to sixth-grade students, was provided for collecting the quantitative data. The researcher utilized a pre-post questionnaire with 10 students who were out of the sample to measure the goals of this study. Additionally, structured interviews were carried out with an English supervisor and ten English teachers at a private school in Jordan to highlight their perceptions towards utilizing Smart Boards in English classes. These interviews had shown the qualitative data for the study.

3.2 Population and Sample of the Study

The population of this study includes all sixth-grade students currently enrolled at private schools in Amman, Jordan. A sample of 60 sixth-grade students, whose ages are between eleven and twelve from Qurtoba International School, purposively selected to

accomplish the goal of this study. Additionally, the sample contains an English supervisor and ten English teachers.

3.3 Instruments of the Study

The researcher utilizes two instruments in this study to fulfill the goals of the thesis. An online questionnaire was specified for sixth-grade students; the questions measure the objectives of the study by covering all language skills and the communication dimension. The questionnaire comprised of 25 questions likert scale. Additionally, structured interviews with a supervisor and ten teachers were done.

3.3.1 Study Questionnaire

The researcher applied an online questionnaire for sixth-grade students as the quantitative instrument. A likert scale form was designed, which had five points to allow the participants to express their agreement about particular statements. The attitudes could be measured from strongly agree to strongly disagree. A likert scale online questionnaire was radically different from others; it helped the researcher to analyze data and share feedbacks as well as display the observations in bar charts effectively. Hence, the researcher did not expect a simple yes or no answer. This questionnaire aimed to determine the students' attitudes towards utilizing SmartBoards inside English lessons as well as to measure statements of agreement. The same questionnaire was delivered as a pre-post questionnaire to 10 students who were out of the sample for measuring the reliability of the study. The researcher separated the questionnaire into three categories. The first category had statements that were related to the students' English skills and their academic performance. The second one had statements that were connected to the students'

motivation and personality. The last category was about English class atmosphere by providing SmartBoard.

Table (1)

Agreement statements rating through likert scales

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

It should be emphasized, the researcher simplified her language and the vocabularies that were used in the questionnaire in order to be understood to sixth grade-students. As well as, the researcher elucidated to the students every single step that was required; by designing a WhatsApp group.

3.3.2 Interviews

The researcher conducted interviews with an English supervisor as well as with ten teachers; as the qualitative instrument in this study. The interviews consisted of three questions that were affiliated to the English teachers' perceptions on SmartBoards utilization in teaching English as a foreign language. Additionally, Interview questions encompassed professionally the pros and cons areas of Interactive Board usage according to the interviewees teaching experiences.

3.4 Validity of the Instruments

The panel of content jurors confirmed the validity of the questionnaire and interview questions. They determined whether the questionnaire and interview questions meet the aims of the study or not. They were allowed to comment and modify on the instruments.

The researcher accepted their modifications in order to serve the purpose of the study. Jurors' names were mentioned in (Appendix E).

3.5 Reliability of the Instruments

The researcher distributed pre and post-questionnaires in order to measure the reliability of the questionnaire. Ten students who were out of the sample answered it. After two weeks, the same students answered the questions one more time. Table (2) elucidated the results of the pre and post reliability.

Table (2): Reliability of the questionnaire by using pre and post-method on the pilot sample

Statements of the questionnaire	Descriptive Statistics for Pre-questionnaire		Descriptive Statistics for Post-questionnaire		Sig (2-tailed)	Pearson Correlation
	Mean	SD	Mean	SD		
VAR00001	3.5000	.84984	3.8000	1.03280	.004	.812
VAR00002	2.9000	1.19722	3.2000	1.13529	.019	.721
VAR00003	3.3000	1.33749	3.4000	1.34990	.002	.845
VAR00004	2.8000	.91894	3.1000	1.10050	.003	.720
VAR00005	3.5000	1.35401	4.3000	1.05935	.003	.827
VAR00006	2.9000	.73786	3.3000	.94868	.01	.785
VAR00007	3.9000	1.19722	3.8000	1.13529	.000	.939
VAR00008	3.7000	1.33749	4.0000	.66667	.014	.741
VAR00009	3.9000	1.10050	3.2000	1.31656	.011	.768
VAR00010	3.6000	1.57762	3.8000	1.13529	.011	.758
VAR00011	3.5000	1.43372	3.7000	.94868	.008	.777
VAR00012	3.4000	1.17379	3.5000	.97183	.010	.762
VAR00013	2.6000	1.26491	3.1000	1.59513	.011	.749
VAR00014	3.7000	1.41814	3.9000	1.44914	.001	.866
VAR00015	2.4000	.96609	1.8000	1.03280	.01	.778
VAR00016	3.9000	1.19722	3.8000	1.22927	.000	.898
VAR00017	3.9000	1.28668	4.2000	.78881	.001	.860
VAR00018	3.4000	1.34990	4.0000	1.05409	.000	.889
VAR00019	3.7000	1.05935	3.7000	.82327	.009	.772

VAR00020	2.3000	1.33749	2.1000	1.37032	.011	.758
VAR00021	3.2000	1.31656	3.2000	1.13529	.017	.729
VAR00022	3.7000	.82327	3.9000	.73786	.005	.804
VAR00023	2.3000	1.41814	2.2000	1.39841	.000	.895
VAR00024	3.5000	1.08012	3.5000	1.08012	.025	.697
VAR00025	3.3000	1.25167	3.7000	1.05935	.006	.793
T	3.3120	.71450	3.4480	.65694	0	1

(N =10) N: Sample Size   SD: Standard Deviation   T: Total   Sig: Statistical Significance

This table sheds light on the reliability results of the 25 statements; using the pre-post method. According to the results, it was noted above that all the values of correlation coefficients were related to the statistical significance at the level of significance ($\alpha = 0.05$), and this indicated the availability of an acceptable degree of the study tool. According to the results mentioned, the reliability value was (0.920), and this value was greater than (0.70) suggesting high reliability. In other words, the study tool had a high degree of stability that can rely on the study tool to obtain accurate results.

3.5 Procedures of the Study

After determining SmartBoard Utilization as a topic for this thesis, the researcher performed the following procedures in order to accomplish the aims of the study:

1- Gathering theoretical and empirical studies that see eye to eye with the same topic in order to furnish the topic of the current research.

2- The researcher illustrated the population and the sample of the study.

3- Developing the instruments of the study: the questionnaire and the interviews.

4- The researcher highlighted the validity and reliability of the instruments.

5- The results were analyzed and clarified.

6- Summarizing the findings of the study.

7- Recommendations and suggestions were offered for future similar researches.

8- The references were listed alphabetically according to APA style.

9- Indispensable appendices were added.

Chapter Four: Findings of the Study

4.0 Introduction

The researcher aimed in this study to investigate the perceptions of both teachers and students towards utilizing SmartBoard in teaching and learning English as a foreign language. The quantitative approach was applied to collect data for the first question and the qualitative approach was conducted to analyze the results of the second question.

This thesis addressed the following questions:

1. What are sixth-grade students' views on utilizing SmartBoard in learning English as a foreign language?

2. What are the perceptions of English teachers on using SmartBoard in teaching English inside classes?

4.1 Results of the Questionnaire

In this section, the researcher elucidates the results of the first question of her thesis. In other words, the views of students towards utilizing SmartBoard in English classes are analyzed sufficiently. It is worth mentioning that the analysis is presented according to three categories. The first category, which has ten statements, aims to investigate the students' attitudes in terms of their English skills and academic performance. The second one, which has seven statements, clarifies the views of the students in terms of their motivation and personality. The third category, which has eight statements, explores students' attitudes related to the class atmosphere by using SmartBoard. These tables

below illustrate the descriptive statistics for data. It is worth noting that there are some abbreviations in the tables: F, Pre, STD, and S.

Table (3): Students' attitudes related to English skills and academic performance

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree		Mean	STD
	F	Per.	F	Per.	F	Per.	F	Per.	F	Per.		
S1. SmartBoard helps me to communicate in English with my teacher and my friends.	13	21.7	32	53.3	7	11.7	1	1.7	7	11.7	3.7167	1.18023
S2. When the Smart Board is on, it encourages me to speak in English better.	22	36.7	19	31.7	10	16.7	5	8.3	4	6.7	3.8333	1.20966
S3. Using SmartBoard improves my reading skills.	20	33.3	25	41.7	8	13.3	2	3.3	5	8.3	3.8833	1.16578
S4. Using SmartBoard helps me to get higher marks in English.	13	21.7	18	30.0	17	28.3	8	13.3	4	6.7	3.4667	1.17122
S5. By using Smart Board, we learn new vocabularies in a more fun way.	26	43.3	21	35.0	5	8.3	3	5.0	5	8.3	4.0000	1.22128

	F	Per	F	Per	F	Per	F	Per	F	Per	Mean	STD
S6. SmartBoard helps me to practice my writing more.	10	16.7	22	36.7	14	23.3	8	13.3	6	10.0	**3.3667**	**1.20685**
S7. My participation is better because I listen carefully in the class.	18	30.0	23	38.3	9	15.0	5	8.3	5	8.3	**3.7333**	**1.21943**
S8. I learn English in depth and with more knowledge.	16	26.7	25	41.7	11	18.3	3	5.0	5	8.3	**3.7333**	**1.16250**
S9. Dealing with the material is much easier.	16	26.7	27	45.0	9	15.0	4	6.7	4	6.7	**3.7833**	**1.12131**
S10. Using SmartBoard improves my English accent.(English pronunciation)	24	40.0	22	36.7	8	13.3	1	1.7	5	8.3	**3.9833**	**1.17158**

Students' Number: 60 **STD:** Standard Deviation

F: Frequency **Per:** Percent **S:** Statement

According to the students' views in this category, the table indicates the highest mean score that belongs to the fifth item. It should be highlighted that a large majority (78.3%) of the participants emphasized their agreement that by using SmartBoard; they learn new vocabularies in a more fun way, while only (13.3%) did not, and five respondents (8.3%) neither agreed nor disagreed.

The table also confirms in S1 that (75%) of the pupils shown their agreement that SmartBoard encourages them to communicate in English with the teacher and friends. On the other hand, a few respondents (13.4%) did not agree, and only seven students (11.7%)

remained neutral. Noting in S2, the data indicates (68.4%) of the participants agreed, nine respondents disagreed, and seven students were neutral. Moreover, for the third question, the majority (75%) of the students agreed that using SmartBoard improves their reading skills in learning English as a foreign language.

Table 3 also clarifies (51.7%) of the students agreed that using SmartBoard helps them to get higher marks in English, while (20%) disagreed, and it is noticed that there is a considerable number of the students (28.3%) who were neutral about this issue. Additionally, by looking at question six, fifty-three percent of the students agreed that SmartBoard supports them to practice writing skills more in the class, whereas twenty-three percent of the participants disagreed. As can be seen in Table 3, the mean scores of both questions 7 and 8 are the same (Mean=3.7333).

Statement 7 illustrates (68.3%) of the students saw eye to eye that their participation is getting better because they listen carefully in the class. However, about (16.6%) of them disagreed. Furthermore, sixty-eight percent of the students agreed that they learn English in-depth and with more knowledge by utilizing the SmartBoard, while about (18.3%) were neutral. In addition, the table also elucidates that (71.7%) of the participants agreed, and (13.4%) disagreed about statement nine which is dealing with the material is much easier by SmartBoards. It is worth noting that (15%) of the students were neutral. Lastly, by looking at S10, a sufficient number 46 (76.7%) of the students totally agreed that using SmartBoard improves their English accent and pronunciation.

Table (4): Students' attitudes related to their motivation and personality

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree		Mean	STD
	F	Per.	F	Per.	F	Per.	F	Per.	F	Per.		
S11. My Motivation to Learn English is increasing.	16	26.7	21	35.0	17	28.3	0	0	6	10.0	3.6833	1.17158
S12. Using SmartBoard helps me to speak English confidently and fluently.	18	30.0	22	36.7	11	18.3	4	6.7	5	8.3	3.7333	1.20545
S13. Using SmartBoard does not change my personality to be better.	8	13.3	6	10.0	14	23.3	23	38.3	9	15.0	2.6833	1.24181
S14. I do my presentation easily with SmartBoard.	22	36.7	24	40.0	6	10.0	4	6.7	4	6.7	3.9333	1.16250
S15. Using the White Board catches my attention more.	10	16.7	17	28.3	13	21.7	11	18.3	9	15.0	3.1333	1.32085
S16. The class is more enjoyable by using Smart Board.	33	55.0	17	28.3	4	6.7	0	0	6	10.0	4.1833	1.22808

S17. I focus with my teacher when she uses Smart Board.	28	46.7	18	30.0	5	8.3	6	10.0	3	5.0	**4.0333**	**1.19273**

The results in this table indicate that both statements 16 and 17 have the highest mean scores (M= 4.1833, M= 4.0333) in this category. For the sixteenth item, the plurality of the students (83.3%) agreed that the class is more enjoyable by using SmartBoard. It is worth highlighting that this statement has the highest percentage of agreement in the questionnaire. The next item signalizes the majority (76.7%) of the students reported that they focus more with the teacher when she uses SmartBoard.

According to the consequence of statement 11, (61,7%) of the participants felt sure that by utilizing SmartBoard, their motivation to learn English is increasing. However, over a quarter of the students (28.3%) were neutral about this issue, and (10%) of pupils did not agree. It is worth noting in item 12, the majority (66.7%) responded that utilizing SmartBoard assists them to speak English confidently and fluently. While (15%) shown their disagreement. By looking at the responses given for statement 13, the mean score is slightly different from others (M=2.6833). The majority of the students (53.3%) revealed their disagreement with the idea that using SmartBoard does not change their personality to be better. However, about twenty-three percent of the participants reported their agreement on this issue. Additionally, a considerable number of the pupils (23.3%) neither agreed nor disagreed.

The results of the 14th question reveal that the majority of the students (76.7%) agreed that they do presentations easily by using the SmartBoard in English classes. While the

minority who disagreed was (13.4%). According to question 15, the data interprets that there is indeed a mixed divergence of responses. Forty-five percent of the students agreed that using White Board catches their attention more. However, about thirty-three percent disagreed with this item, and about twenty-one percent of the participant were neutral. These responses may indicate that some students have mixed ideas and opinions.

Table (5): Students' attitudes related to Class atmosphere by using SmartBoard

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree		Mean	STD
	F	Per.	F	Per.	F	Per.	F	Per.	F	Per.		
S18. I like learning English by using Smart Board.	30	50.0	17	28.3	5	8.3	3	5.0	5	8.3	**4.0667**	**1.24692**
S19. Using SmartBoard creates a comfortable atmosphere in the class.	17	28.3	27	45.0	7	11.7	5	8.3	4	6.7	**3.8000**	**1.14685**
S20. I feel bored during the lesson when my teacher uses Smart Board.	4	6.7	7	11.7	6	10.0	22	36.7	21	35.0	**2.1833**	**1.22808**
S21. I believe that it is necessary to use Smart Board in English lessons.	28	46.7	16	26.7	11	18.3	1	1.7	4	6.7	**4.0500**	**1.15605**

S22. I suggest using Smart Boards inside all schools in Jordan.	30	50.0	16	26.7	6	10.0	3	5.0	5	8.3	**4.0500**	**1.25448**
S23. There is no need to turn SmartBoard on in English classes.	5	8.3	10	16.7	7	11.7	19	31.7	19	31.7	**2.3833**	**1.31602**
S24. Interactive Board saves time for the advantage of doing more activities in the classroom.	15	25.0	26	43.3	13	21.7	2	3.3	4	6.7	**3.7667**	**1.07934**
S25. Smart Board is a more effective method than the traditional teaching tools.	30	50.0	18	30.0	5	8.3	2	3.3	5	8.3	**4.1000**	**1.21711**
Total from (1 _ 25)											**3.6513**	**.81405**

Bear in mind, Table 5 has many high mean scores; such as S18 (M=4.0667), S21 (M=4.0500), S22 (M=4.0500), and S25 (M=4.1000). By looking at statement 25, it has the highest mean score in this category. The plurality of the participants (80%) emphasized that SmartBoard is a more effective method than the traditional teaching tools. This indicates that new generations enjoy their learning by using modern approaches. While only (11.6%) of the students disagreed and (8.3%) were neutral about this issue. It should be mentioned that statement 18 has a great percent (78.3%) of the students who confirm that they like learning English by utilizing SmartBoard. On the other hand, about (13.3%) of respondents shown disagreement.

Moving to S19, it is noticed that (73.3%) of the students totally agreed that Smart Board usage creates a comfortable atmosphere in the class. While the rest of the students (15%) shown their disagreement and (11.7%) were neutral. According to the mean score in S20 (M=2.1833), the plurality of the students (71.7%) disagreed with the idea of feeling bored during the lesson when their teacher utilizes SmartBoard. It should be emphasized, statement 20 has the highest level of disagreement in the questionnaire. In addition, also item 23 the majority of the pupils (63.4%) responded by showing their disagreement with the idea that says there is no need to turn the SmartBoard on in English classes.

These responses indicate that the majority of the students really appreciate the importance of SmartBoards in learning English. Moreover, the results of S21 point out that (73.4%) of the participants responded positively; they believe that it is necessary to use SmartBoard in English lessons. By looking at the results of S22, it is observed that (76.7%) of the students suggested using SmartBoards inside all schools in Jordan. In other words, they totally agreed with this item. Paying attention to the responses given for S24, (68.3%)

of the students reported their agreement that the Interactive Board saves time for the advantage of doing more activities in the classroom. On the other hand, a considerable number of the participant (21.7%) neither agreed nor disagreed.

After all the results mentioned above, the researcher designed a pie chart to present the total agreements of the students towards some points related to SmartBoards utilization. The pie chart highly indicates positive perceptions.

Pie Chart (6): Total agreements related to SmartBoards utilization

Total Agreement

Smart Board

- Enjoyable Class
- Vocabularies in Fun Ways
- Pronunciation Improvements
- Focus Increased
- Doing Presentations Easily
- Reading Skills Improvement
- Better Communication
- Comfortable Atmosphere
- Motivation Increased
- Turned off in English Class
- Feeling Bored

83.30%
78.30%
76.70%
76.70%
76.70%
75%
75%
73.30%
61.70%
24%
17%
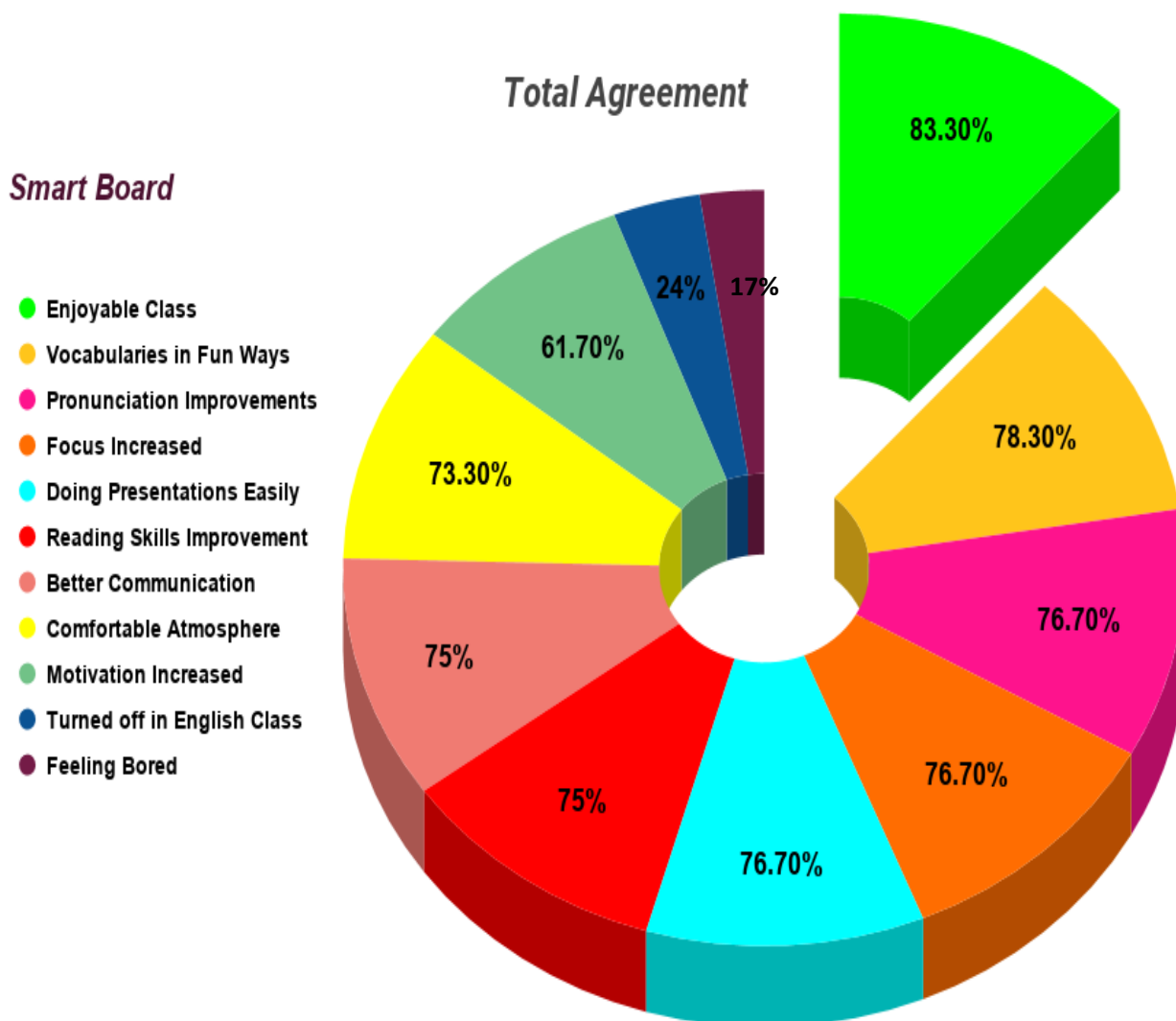
4.2 Results of the Interviews

In this part, the researcher illustrated the results of the second question of her thesis. Interviews were conducted with an English supervisor and ten teachers who clarified their perceptions towards SmartBoards utilization inside English classes. It is worth mentioning that all interviewees were asked three questions that are related to the study. Here are the questions:

1. What are the pros and cons of utilizing SmartBoards in teaching English as a foreign language? (according to your experience)

2. Describe your English teaching experience before utilizing SmartBoards and after that! (support with examples)

3. What are the expectations for the future concerning SmartBoards in teaching English?

Teacher Rana who is the supervisor at Qurtoba International School has sufficient experience in teaching English as a foreign language. According to the first question, she states the pros of utilizing the Smart Board. First, it contributes to grabbing the learner's attention since SmartBoard fits all students' types of visual, auditory, and kinesthetic. Second, it helps to structure the teachers thinking on the teaching process. In other words, this helps teachers to reinforce the brainstorming process by showing a video that belongs to the topic. Third, teacher Rana mentions that simplifying the concepts becomes much easier instead of clarifying the notions in Arabic, so there is no need to translate. On the other hand, teacher Rana emphasizes that there are also negative sides to utilizing Smart Board in teaching. The electronic problems that might happen as well as teachers are not well trained on how and when to use SmartBoard. In other words, some teachers abuse utilizing this new wave in the class; by utilizing it all the time. She also points out that not

all schools have the capability to provide SmartBoards. According to the second question, teacher Rana states that the traditional teaching process sounds to be boring, physically hard, and repetitive. However, the modern way of teaching adds new flavors inside the class; especially in the primary stages. At the end, teacher Rana confirms the importance of teachers' consciousness; how and when to use the SmartBoard. She expects that governments will provide training courses for teachers to get proficiency in utilizing Smart Board.

Teacher Niveen is another interviewee who is an English teacher for Kindergarten students at Qurtoba International School. She has possessed already two years of experience in teaching English. According to her teaching journey, she summarizes the merits of utilizing SmartBoards. Teacher Niveen states that young children have short attention; providing SmartBoard contributes to catching their focusing highly. Since it fulfills the visual, auditory, and kinesthetic kids' needs; so they run parallel to each other and match the students' nature. Which makes her English lessons more practical. On the other hand, she points out one disadvantage, which is updating the device requires nearly 15 minutes; it is unbearable if that happens during her lesson. Teacher Niveen reports in the second question, SmartBoard utilization gives her sufficient time to do whatever she wants in the class. Furthermore, English lessons become more creative for kids. When the SmartBoard is off, the class is boring and the participation is less than usual because the colorful atmosphere is not available. Teacher Niveen ends her interview by mentioning her expectations for the future concerning SmartBoards in Teaching English. In this century, it is easy enough to recognize how technology has encompassed the world; creative

education is required so the teaching process will be more effective in the Jordanian future by the SmartBoard utilization.

Teacher Amna teaches first grades at Qurtoba School, who has eight years of experience in teaching English without utilizing the new wave of technology and three years with the SmartBoard usage. SmartBoard as any technical machine has a double-edged sword, she states. Providing SmartBoard inside English classes helps her to clarify grammar lessons without even telling the children this is a grammar or a rule. Hence, first-grade students acquire the language by practicing in the class. For example, she clarifies the grammar lesson "what are they? They are cats. They are dogs." by showing animated pictures and doing the lesson as a puzzle. Furthermore, Teacher Amna reports that SmartBoard supports her reading lessons by illustrating the paragraphs since the material is downloaded; it is much easier for students to open their books and follow the teacher. All in all, the students enjoy learning English by using SmartBoard. Teacher Amna faced multiple problems during her traditional teaching methods; she complained about explaining the new vocabularies and concepts; for example, she had to translate the word "country" to Arabic to illustrate the meaning even if she used a flashcard. Teacher Amna closes her interview by emphasizing on the importance of SmartBoards in the future in terms of boosting the students' comprehension. Regardless that SmartBoard has one demerit according to her. Teachers can replace handwriting by depending on this device.

Teacher Kawthar who is a teacher for second grades at Qurtoba School teaches English as a Foreign Language for nearly 5 years. She mentions the merits of utilizing the Smart Board inside English classes. SmartBoard helps not to siphon her energy out. In other words, internet availability allows her to navigate through websites and programs easily.

Teacher Kawthar describes her struggle by the traditional methods. She is under pressure by dealing with the white board and many cards to clarify the lesson. Actually, that wastes her time and effort. The majority of the students are not excited about learning English by dealing just with the books. On the other hand, utilizing Smart Board makes her English lessons more effective in everything she does. New Vocabularies lessons can be presented and illustrated by showing animated images from Google without even translating what the word means. So the process is as easy as ABC. Additionally, Smart board supports her reading lessons by circling the sounds in attractive ways. For example, the sound of the letter c is k in the word cow; the teacher can use effects to articulate the sound. The letter c can be written in a bold style and can be moved by using animations. That encourages the students to have a passion for reading lessons. In the end, teacher Kawthar emphasizes on utilizing SmartBoards widely inside English language classes. Since it will turn both teacher's and student's language skills into tangible benefits. It is worth mentioning that teacher Kawthar has no cons towards SmartBoards utilization.

Teacher Roa'a is the fifth interviewee who is an English teacher for third Grades at Qurtoba International School. She has gained professionally two years of experience in teaching English as a foreign language; one year by delivering the lessons in the traditional way and the other year by the SmartBoard usage. Teacher Roaa reports on the first question that this new wave of SmartBoard utilization makes the teaching process interesting and she spends fabulous time with her students. She emphasizes on the idea of saving time and efforts; since she prepares English lessons at home and presents the material easily to the pupils. Hence, there is no need to write on the whiteboard and waste her time on writing. Teaching English as a foreign language requires less writing on whiteboards inside the

class. Additionally, SmartBoard contributes to explaining and clarifying the vocabularies without even using translation; by showing pictures and videos. As well as, the educational electronic games and the colorful pens capture the students' attention and make the class enjoyable. On the flip side, she indicates that technical problems that might happen suddenly are one of the most cons she faces. Furthermore, another demerit, internet connection is not available sometimes. According to teacher Roaa's experience, teaching English in the traditional approach calls for providing flash cards as much as possible and stick them on the whiteboard, which takes lots of efforts and distractions. However, by the advancement of using SmartBoard, she displays many images and videos to convey the message effectively, which makes English language near to real life. At last, teacher Roaa mentions her expectations for the future concerning SmartBoard in Teaching English. She expects to develop and support SmartBoards services inside teaching classes in Jordan.

Teacher Aya, who is the next interviewee, is an English teacher for the fourth and fifth grades at Qurtoba International School. She is a fresh teacher in the field of teaching English as a foreign language. She points out many pros that are related to employing Smart Board in English classes. In her speech, SmartBoard is one of the most contemporary kinds of technology that plays a vital rule in the teaching and learning process nowadays. Utilizing SmartBoard encourages her students to keep up to date with technology and enables them how to think outside the box; by cultivating their imagination. Teacher Aya indicates another significant aspect when it comes to teamwork; when two teams compete and challenge each other by participating the SmartBoard games; it builds the feeling of satisfaction and self-confidence while speaking English. In other words, the students speak English language without being ambivalent. In this process, her students acquire the

language energetically since SmartBoard utilization targets all different types of learning whether they are visual, auditory, or dynamic. In terms of the cons, she only mentions that hyperactive students can be distracted sometimes; they overreact and show their amazement towards what the teacher presents. Teacher Aya asserts that she encountered many challenges before the SmartBoard utilization; when she was a trainee. She faced difficulties in displaying pictures, videos, as well as listening to music. After utilizing SmartBoard, she has recognized that teaching English becomes smoother than before. Playing matching and unboxing games amaze the students to learn the language. All in all, using SmartBoard enhances her teaching environment. Eventually, Teacher Aya points out her expectations for the future concerning SmartBoard in Teaching English. More technological improvements and features will be added on SmartBoards. For instance, recording feature for students will be available to record their speech and improve their pronunciation.

Teacher Mona abu Azzam who teaches sixth grades at Qurtoba School has six years of experience in teaching English as a foreign language; three years by utilizing the Smart board and the other years by the traditional methods. She sheds light on the pros of the SmartBoard according to her teaching experience. She points out the importance of using this kind of technology in teaching; especially in teaching English language. Showing videos to her students increases their enthusiasm to learn English; she displays a video to warm up the class and she asks the students questions that are related to the video. As a result, the students interact and speak in English with the teacher. Additionally, writing skills are growing up by presenting to her students a video that illustrates how to write a paragraph proficiently. When the students have a writing lesson, she puts music that helps

to brainstorm their ideas. According to teacher Mona, teaching by traditional methods is more difficult and complicated than utilizing modern approaches. For instance, she needs to bring a laptop to show something to the students; that does not work every single time. Teacher Mona states her expectations for the future concerning the SmartBoard in Teaching English; every school will be supported with Smart Boards in Jordan at any cost. Smart Board utilization is an important aspect to be considered.

Teacher Abeer who is an English teacher for seventh grades at Qurtoba School reports the pros and cons of utilizing SmartBoard according to her teaching experience. She emphasizes on the importance of the SmartBoard in displaying the material smoothly. SmartBoard gives her more options in terms of picking a new font for writing. In other words, she can increase or decrease the font size; as well as she changes the font color or makes the text pop by highlighting it in a bright color. She also states that students who are absent can get the lesson through E-mail or WhatsApp. Teacher Abeer describes her traditional teaching journey as exhausting; since it is complicated to deliver a foreign language traditionally to new generations. On the flip side, modern devices such as Smart Board inspires students especially during exercise lessons; by touching the screen, the answer is appearing in an effective way. Teacher Abeer's expectations for the future of the SmartBoard is positive. She expects using SmartBoards inside every single class without having books since the material is downloaded on SmartBoard; since printing books cost an arm and a leg. Teacher Abeer has no disadvantages towards SmartBoard but one; which is the technical problem that occurs suddenly sometimes.

Teacher Majdal is the ninth interviewee who is an English teacher for eighth grades at Qurtoba School. According to her perceptions towards utilizing the SmartBoard, it is an

attractive way to teach English as a foreign language; since the ball is in her court to design the lesson professionally. Teacher Majdal points out the most common cons that she faces; she cannot sit on the fence if the technical problems happen. In other words, she always prepares herself to face any technical issues that might occur. Teacher Majdal describes her traditional teaching as limited and having the same routine. On the other hand, teaching by modern techniques has countless effective ways. She expects during the upcoming years that technology will replace everything in the world.

Teacher Mona Al-Saud who is a teacher for ninth and tenth grades at Qurtoba International School has 10 years of experience in teaching English as a foreign language; among them one exceptional year by utilizing SmartBoard. She reports many merits of SmartBoard usage according to her personal teaching experience. This new wave of teaching increases the student's ability to memorize the information because of the animation and the graphic design of the lesson as well as delivering the material in fun ways. In other words, that inspires students to stay mentally active. Besides, SmartBoard facilitates returning the previse lesson; that saves her time and efforts since time flies when she is illustrating the lesson. Moreover, SmartBoard utilization keeps her up to date and moving forward. Teacher Mona points out that some teachers still prefer old educational methods. But according to her traditional teaching missions, she mentions that teachers are always overloaded since the teacher controls the class. In other words, the students' role is a little bit missed. Most of the time, the students sit without any participation. On the other hand, teaching by SmartBoard motivates the students to search and look for more information at home. So, generating new ideas and thoughts becomes effective between

the students. Teacher Mona expects that the ministry of education will develop new strategies for teaching which enhances the role of the SmartBoard.

Teacher Sherihan teaches eleventh grades at Qurtoba International School Who has exceptional four years of experience in teaching English by utilizing the SmartBoard, and eight years of experience by following the traditional ways. According to her, preparing the material in a high skilled way helps her delivering the lesson on the SmartBoard successfully. That inspires both teachers and students to be in touch with the language. These are considering as pros of SmartBoard usage in English classes. On the other hand, unleashing your best work needs sufficient time at home in order to organize your lessons that are going to present to the students on the SmartBoard. Teacher Sherihan described her traditional teaching way as disgusting and she was usually under the weather. In other words, using the chalk was something unbearable and uncomfortable. As well as, creating incalculable cards for every single lesson wasted her time. On the flip side, SmartBoard provides many electronic colorful pens, and there is no need to stick flashcards or something like that. Teacher Sherihan points out at the end of the interview that through the upcoming years, SmartBoards will be essential in teaching and learning environments inside Jordanian Schools. It is worth paying attention that technology plays a major role in the educational field. We notice that with the spread of coronavirus around all over the world how many universities and schools utilize the SmartBoard and other kinds of technology to teach their students online.

In conclusion, the results elucidate that the perceptions are highly positive after analyzing the attitudes of the students and teachers towards utilizing SmartBoards in teaching and learning English as a foreign language. That indicates both teachers and students have optimistic views towards this kind of technology. Bear in mind, in chapter five, the findings are discussed sufficiently.

Chapter Five

Discussions, Conclusion, and Recommendations

5.0 Introduction

In this chapter, the researcher concluded her thesis by providing discussions and abstracts of the study questions. It is worth bearing in mind that this part summarized the results of the teachers' and students' attitudes towards utilizing the SmartBoard in English classes. Additionally, the findings were elucidated in terms of the reviewed literature. The findings were discussed under two headings:

1. Sixth-grade students' views towards SmartBoards utilization in learning English as a foreign language.

2. The perceptions of English teachers towards utilizing SmartBoards in teaching English inside classes.

In light of the conclusions, the researcher summed up the chapter by delivering some recommendations and suggestions for future studies.

5.1 Discussion of the Results of Question One

What are sixth-grade students' views towards utilizing SmartBoards in learning English as a foreign language?

In order to fulfill this goal, the researcher performed an online questionnaire to investigate the attitudes of the sixth-grade students towards providing SmartBoard in their English classes. As mentioned in the previous chapters, the questionnaire was labeled to three categories in order to simplify the analysis, the categories were: English skills and academic performance, motivation and personality, and the atmosphere of the class. Bear in mind, the outcomes confirmed magnificent impacts of the SmartBoards usage on

learning English as a foreign language. In other words, it has contributed positively on the students in learning English.

Section 1: Students' attitudes related to English skills and academic performance

In this category, the results shed light on that SmartBoard has influenced positively on the students' English skills as well as their academic performance. Going into depth, the majority of the participants expressed their agreement that SmartBoard supported them to communicate in English with the teacher and friends. Therefore, that helps to practice speaking skills as much as possible. The students acquire English language by practicing inside the class since the teacher motivates the students by presenting the material on the SmartBoard. In addition to that, the majority of the pupils reported that they learn vocabularies in more fun ways when the teacher utilizes the SmartBoard. These results are in line with Levy's finding (2002). SmartBoards enable unique opportunities for students to participate, collaborate, and dedicate their skills. Furthermore, this kind of technology inspires students to be more creative. In this current study, more than half of the students emphasized that their reading and writing skills have improved since the material is much easier as well as they have more chances to participate. These positive responses are in line with the results of Glover and Miller's study (2001). The majority of the pupils commented that clarifying English lessons are much easier to follow with the teacher when using the interactive white board and that helps those who struggle to understand the lessons. In the current study, it should be noted that the students highlighted that by turning the SmartBoard on; they learn English with more knowledge and in-depth. In other words, it enlarges their visions towards cultural interference. Furthermore, most of the students noticed their English pronunciation improvements as well as getting higher marks than

usual. That really does hearten them to achieve excellence. All these attitudes emerged due to SmartBoard growth.

Section 2: Students' attitudes related to their motivation and personality

In this section, the outcomes related to motivational matters. The majority of the students revealed their positive attitudes towards the new wave of technology, SmartBoard. It should be mentioned that statement 16 (English classes are more enjoyable by using the smart board) gained the highest mean score in this study. The students pointed out that their motivation increased towards learning English as well as their focus doubled. This kind of technology has gravitated the students and caught their attention to learn more and more. This finding is in line with the finding of Wall's study (2005). Most of the pupils reported that SmartBoard contributes positively to making them motivated as well as making the lessons pleasurable. Since the visual and audio materials catch their attention for a long period. In this current study, it should be highlighted that a great number of the students commented that by using the SmartBoard they do their presentations smoothly and speak English confidently. Hence, that helps them to make progress in the language, build their personality up, cultivate their minds, and unleash their best work.

Section 3: Students' attitudes related to the Class atmosphere by using the SmartBoard

In terms of the atmosphere of the class, the majority of the students stated that when the SmartBoard is on, the atmosphere of the class is more comfortable. In other terms, the environment is more flourished, and the students do not feel bored in the class since they have sufficient opportunists to do more activities during the lesson. The results of Elaziz (2008) are similar to this finding; the students emphasized that they have a delightful

atmosphere when SmartBoard is on. Because of the visual presentations the teacher uses. According to the findings of the current study, a quite great number of the students responded that SmartBoard plays a vital role in learning English, and it is crucial to utilize this technique in the class. They also suggested supporting SmartBoards widely in Jordan in order to keep up to date. Since the students nowadays are fond of technology.

5.2 Discussion of the Results of Question Two

What are the perceptions of English teachers towards utilizing SmartBoards in teaching English inside classes?

For accomplishing this goal, the researcher performed interviews to investigate teachers' perceptions towards SmartBoard utilization in teaching English as a foreign language. As a reminder, there were ten English teachers and a supervisor. Interview questions were classified into three items:

➢ What are the pros and cons of utilizing SmartBoards in teaching English as a foreign language? (according to your experiences)

➢ How do you describe your English teaching experience before utilizing Smart Boards and after that?

➢ What are the expectations for the future concerning SmartBoards in teaching English?

It should be highlighted that the results approved gorgeous impacts of the SmartBoards usage on teaching English as a foreign language. Put it differentially, overall, SmartBoards have contributed positively on teaching path.

Question 1: *What are the pros and cons of utilizing SmartBoards in teaching English as a foreign language? (According to your experiences)*

The majority of the teachers of the current study gave serious consideration that SmartBoards are more practical. In other terms, they reported that SmartBoard inspires both teachers and students. SmartBoard reinforces the brainstorming process by displaying a video or animated picture that belongs to the topic. Participation and teamwork are in progress due to the games that related to the lesson. Besides, that builds more satisfaction and self-confidence while speaking English without being ambivalent. About eight of eleven teachers acknowledged that SmartBoard saves time and effort. To be a little more specific, teachers stated that the curriculum is downloaded; they present the lesson comfortably. When they prepare extra subjects, they organize the topics professionally at home. Then they upload the materials as easy as ABC. This process helps not to siphon their energy out. These findings are similar to Elaziz's study (2008), teachers completely agreed that the Interactive White Board is a marvelous device for teaching in terms of showing different kinds of materials in the same lesson. According to the current study, teachers reported that SmartBoard facilitates returning the previse lesson when the teacher makes revision. Over and above, seven teachers commented that SmartBoard usage keeps them up to date, and it is attractive in teaching and learning English; it grabs the learner's attention. As well as it targets the needs of the students whether visual, auditory, or kinesthetic. These findings are in line with Glover and Miller's findings (2001), teachers commented that Interactive White Boards attract the student's attention and motivate them to learn.

On top of that, in this current finding, around five teachers mentioned the same idea that SmartBoard supports them to simplify the lesson to the students. For instance, new concepts are clarified smoothly by presenting a video or animated picture; without even translation and shifting to the Arabic language. That engages the students to speak in English. It should be highlighted that around three teachers indicated that this touchable board boosts reading and writing skills. In terms of reading skills, the paragraphs are displayed with animated pictures. Teachers could highlight any line without a hitch, and they guide their students gradually to comprehend the paragraphs. In terms of writing skills, the teachers pointed out, they play music while practicing writing; they present animated pictures with some vocabularies as a guideline that are related to the topic. This technique increases their passion for writing. In addition to the merits, teachers emphasized that internet connection is one of the most pros of SmartBoard usage. It allows navigating through websites and programs rapidly. According to Lee and Boyle (2003), SmartBoards support teachers to utilize many sources flexibly and immediately; different pedagogical methods can be used effectively in the class. In addition, teachers stated that SmartBoards have the ability to save and review the previous lessons professionally. According to some teachers in the current study, this new wave of teaching increases the student's ability to memorize the information due to delivering the material in remarkable ways.

Doughnut chart (7): clarification of SmartBoard pros according to the teachers' perceptions

Pros of Smart Boards

Teachers' Perceptions

Memorizing Information
4.1%

Internet Connection
6.1%

Supporting Writing Lessons
6.1%

Supporting Reading Skills
6.1%

Supporting Speaking Skills
10.2%

Targeting the Needs of the Students
10.2%

Simplifying the Lesson
10.2%

More Practical
16.3%

Saving Time and Efforts
16.3%

Attractive and Keeping Up to Date
14.3%

2
8
3
3
3
5
5
5
7
8
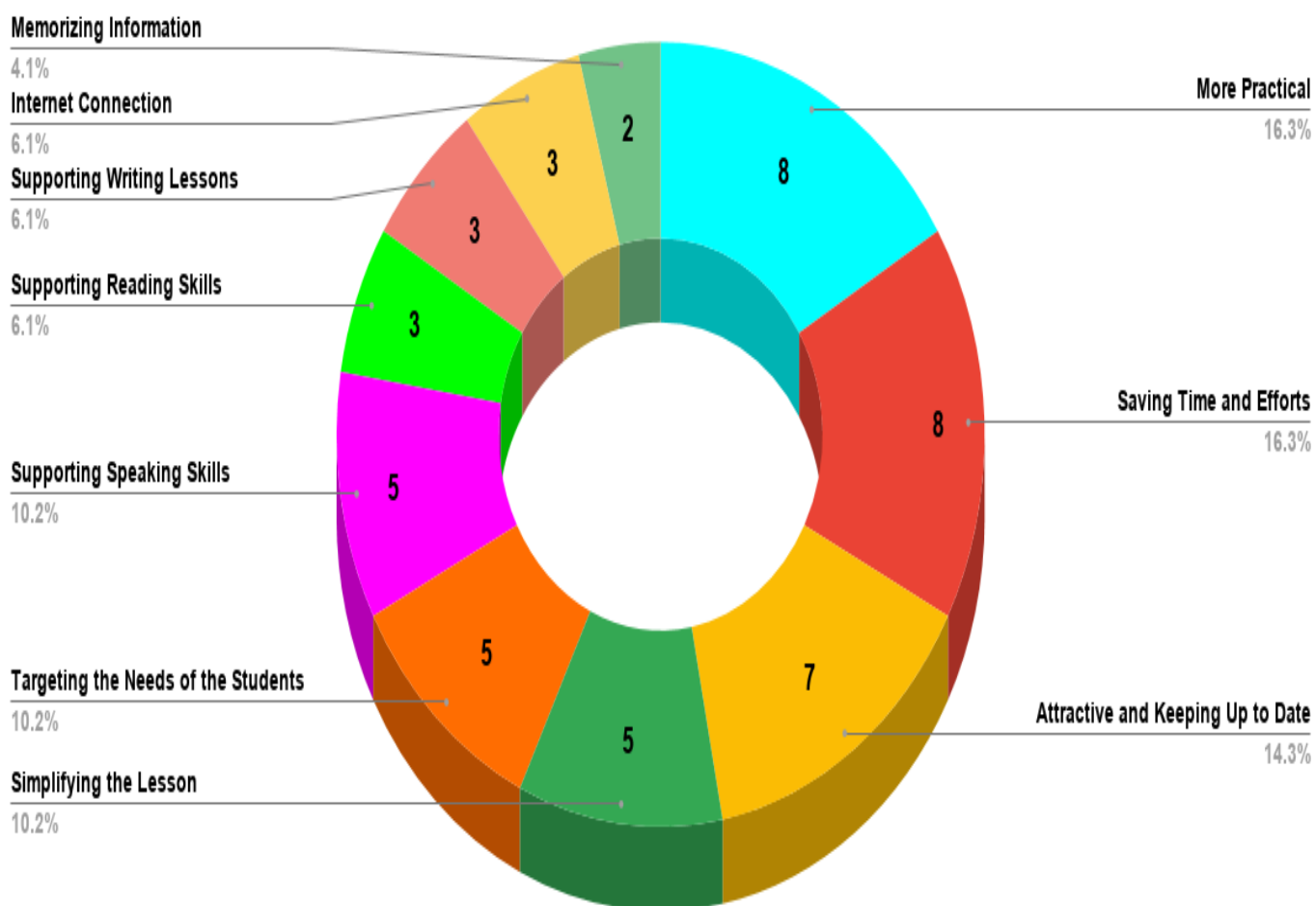
Now, shedding light on the cons that were noticed by some teachers. The main demerit that was mentioned, technical problems. This finding is in line with Levy's (2002) study that teachers should be prepared for any technical problem that might occur. In this finding, around four teachers did not mention any obstacle through utilizing the SmartBoard. It is noted, around three teachers stated that training courses are unavailable for guiding teachers in the process of dealing with SmartBoards professionally. Two teachers reported that some schools are incapable of providing SmartBoards since they cost an arm and a leg.

Bar Chart 8: Illustration of SmartBoard cons according to the teachers' perceptions
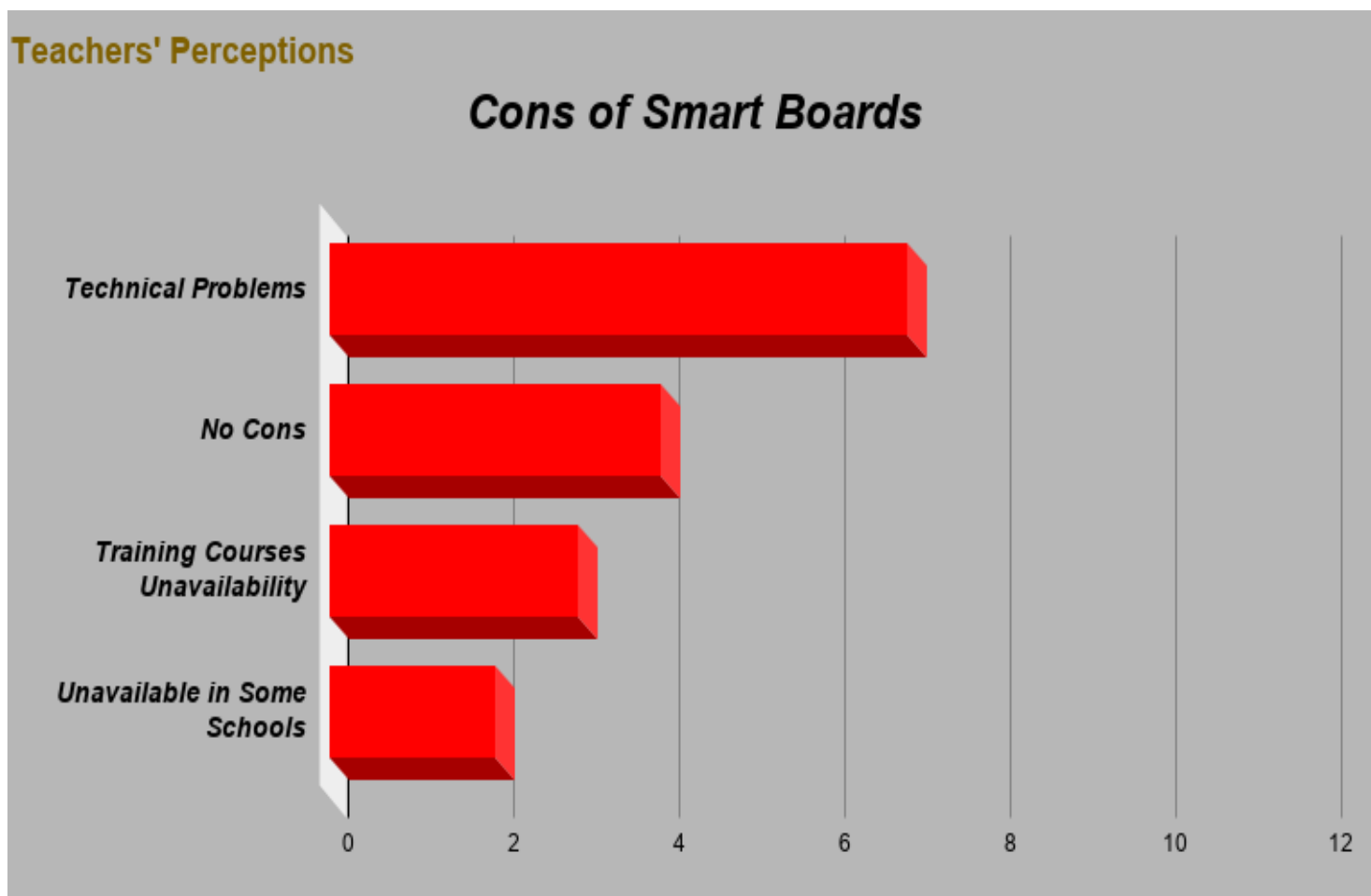
Question 2: *How do you describe your English teaching experience before utilizing SmartBoards and after that?*

In this question, teachers elucidated their modern teaching experiences versus the traditional approaches. The highest response of the teachers towards SmartBoards utilization was that there is no need for translation when SmartBoard is on. In other words, teachers do not shift to Arabic language since the lesson is sufficiently clear. In addition, it should be emphasized, more than half of the teachers highlighted that teaching English by using SmartBoard wastes no time. In other terms, teaching by SmartBoard does not rob their time and efforts. On the other hand, around seven teachers declared that they faced difficulties when delivering the lesson in the traditional methods. For instance, illustrating new concepts are a little bit confusing without using animated images or videos. Over and above, around nine teachers indicated that traditional education is boring, repetitive, and uneventful. On the flip side, they stated teaching by SmartBoard flourishes the atmosphere of the class. Since it has a touch screen as well as incalculable features. The results of Hall and Higgins (2005) revealed that the class is more enjoyable and interesting since the opportunities of playing games by SmartBoard and multi-media characteristics are available. It should be noted in the current findings; around six teachers revealed that the traditional teaching is exhausting. Put it differently, teachers are usually under the weather since they prepare infinite numbers of flashcards for lessons. In addition, some teachers pointed out that using chalk is unbearable and uncomfortable actually.

Chart 9: Traditional Teaching VS Modern Teaching
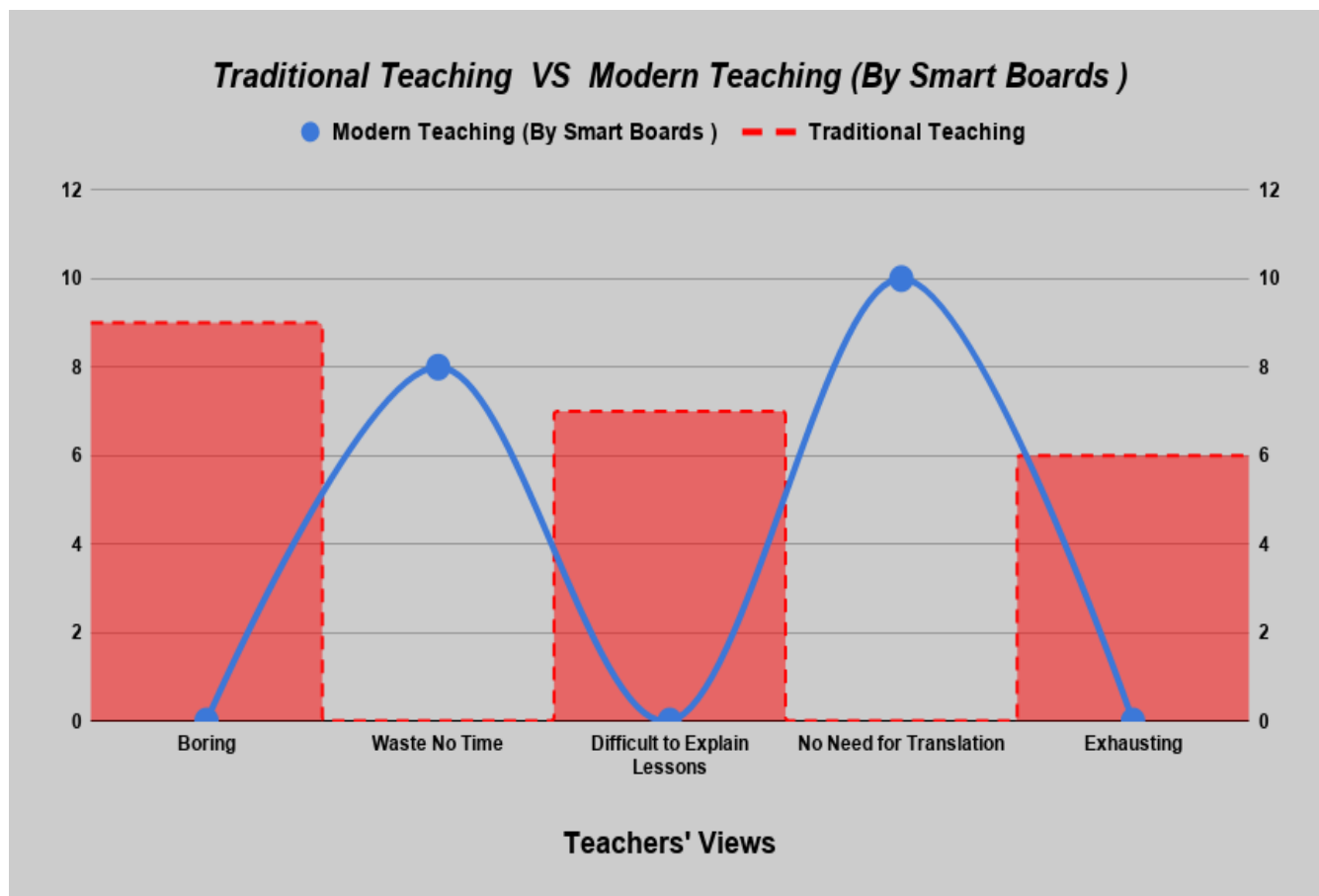
Question 3: What are the expectations for the future concerning SmartBoards in teaching English?

According to the teachers' attitudes towards this question, some teachers mentioned that in this century, it should be recognized how technology has encompassed the world; as a result, the modern teaching process will be more effective in the Jordanian future; especially by SmartBoard utilization. Besides, some teachers anticipated that the government will provide training courses to get proficiency in SmartBoard usage. According to Elaziz (2008), teachers revealed the importance of training in order to seize all of the Smart Boards' potential. On top of that, the majority of teachers underscored the

importance of SmartBoard availability in English classes since they have gained tangible changes. They expected through the upcoming years that governments will support SmartBoards inside all schools, as well as more technological improvements will be added to the SmartBoards. Since SmartBoards era will be essential in teaching and learning environments inside schools. It should be mentioned that technology plays a major role in the whole world; particularly in the educational field. It is worth noting that by spreading Coronavirus around all over the world, all governments undergo rapidly to utilize technology. By staying at home, everything will be achieved. This is the hidden message behind technology.

Conclusion

In conclusion, everything has a double-edged sword. The findings demonstrated that both teachers and students have optimistic views towards utilizing SmartBoard in teaching and learning English as a foreign language. It is worth mentioning that SmartBoard has flourished the teaching environment, and it has cultivated both teachers and students to be more Knowledgeable. Pay close attention, since the outbreak of technology around the world, new generations gravitate towards everything related to the field of technology. SmartBoard as one of the most recent technological devices, it has contributed to increasing the quality of education and unleashing the best work, especially in terms of teaching a foreign language. Additionally, SmartBoard increases the enthusiasm between students as well as participation. In other words, SmartBoard gives them chances to work brilliantly together. It should be highlighted that SmartBoard enhances students' skills in a productive and meaningful way. Furthermore, SmartBoard utilization supports teachers to deliver their lessons professionally without wasting time and effort. It encompasses the whole strategies that the teacher needs, and it helps teachers to articulate their ideas smoothly. Bear in mind, modern methods are radically different from traditional methods. SmartBoard broadens the students' scope during the lesson; by navigating from one source to another. This keeps the students mentally active. It is easy enough to anticipate that the upcoming years are going to be radically different from the past. Since might is right; the world has been encompassed by technology. Eventually, SmartBoard has been appreciated by both the teachers and pupils since it has amazed and motivated them.

Recommendations

In light of the outcomes, the researcher highly recommends the following suggestions:

1. SmartBoards should be available inside all schools in order to support the educational field; especially for teaching and learning a foreign language.

2. Governments should provide training courses for teachers to become eligible for using SmartBoards professionally.

3. Students are not required to bring all books to school since the Curricula are downloaded.

4. Teachers should come up with plan B, which means to be prepared with an alternative strategy, in case any technical problem might happen.

5. Males' attitudes towards utilizing SmartBoard should be taken into consideration.

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Appendices

Appendix (A)

The Questionnaire

Welcome to the English Language Survey

Hello students, I am teacher Ronza Afif. I am studying for a master's degree in English Language. My thesis is about teachers' and students' views on using Smart Boards in teaching and learning English as a Foreign Language. This is a questionnaire, it has 25 questions about your opinion on using Smart Board in your English lessons. Please answer all the questions. Take your time and be honest with your answers.

Thank You,

Researcher: Ronza Afif Abu Issa

Supervisor : Dr. Norma Al-Zayad

*Required

MEU جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY

Amman – Jordan

Write your information

1. Full Name *

_____

2. Choose your Grade *

   Mark only one oval.

   ◯ Sixth grade

   ◯ Seventh grade

About English Skills and academic performance

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Smart Board helps me to communicate in English with my teacher and my friends.	○	○	○	○	○
2. When the Smart Board is on, it encourages me to speak in English better.	○	○	○	○	○
3. Using Smart Board improves my reading skills.	○	○	○	○	○
4. Using Smart Board helps me to get higher marks in English.	○	○	○	○	○
5. By using Smart Board, we learn new vocabularies in a more fun way.	○	○	○	○	○
6. Smart Board helps me to practice my writing more.	○	○	○	○	○
7. My participation is better because I listen carefully in the class.	○	○	○	○	○
8. I learn English in depth and with more knowledge.	○	○	○	○	○
9. Dealing with the material is much easier.	○	○	○	○	○
10.Using Smart Board improves my English accent.(English pronunciation)	○	○	○	○	○

About Motivation and Personality

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
11. My motivation to learn English is increasing.	○	○	○	○	○
12. Using Smart Board helps me to speak English confidently and fluently.	○	○	○	○	○
13. Using Smart Board does not change my personality to be better.	○	○	○	○	○
14. I do my presentation easily with the smart board.	○	○	○	○	○
15. Using the white board catches my attention more.	○	○	○	○	○
16. The class is more enjoyable by using Smart Board.	○	○	○	○	○
17. I focus with my teacher when she uses Smart Board.	○	○	○	○	○

4 / 6

English Classes Atmosphere by Smart Board

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
18. I like learning English by using the Smart Board.	○	○	○	○	○
19. Using the Smart Board creates a comfortable atmosphere in the class.	○	○	○	○	○
20. I feel bored during the lesson when my teacher uses Smart Board.	○	○	○	○	○
21. I believe that it is necessary to use the Smart Board in English lessons.	○	○	○	○	○
22. I suggest using Smart Boards inside all schools in Jordan.	○	○	○	○	○
23. There is no need to turn the Smart Board on in English classes.	○	○	○	○	○
24. Interactive Board saves time for the advantage of doing more activities in the classroom.	○	○	○	○	○
25. Smart Board is a more effective method than the traditional teaching tools.	○	○	○	○	○

Submit Please

Thank You

Appendix (B)

Interview Questions

Interview Questions:

1. What are the pros and cons of utilizing Smart Boards in teaching English as a foreign language? (according to your experience)

2. Describe your English teaching experience before utilizing Smart Boards and after that! (support with examples)

3. What are the expectations for the future concerning Smart Boards in teaching English?
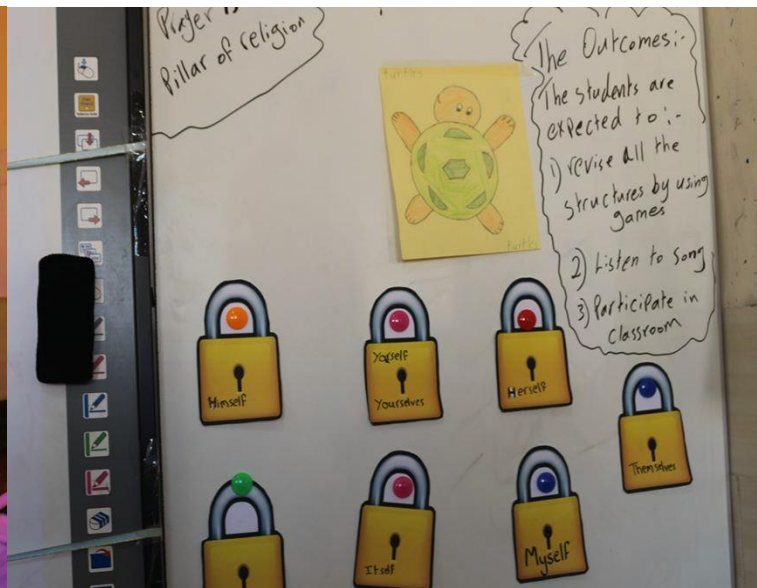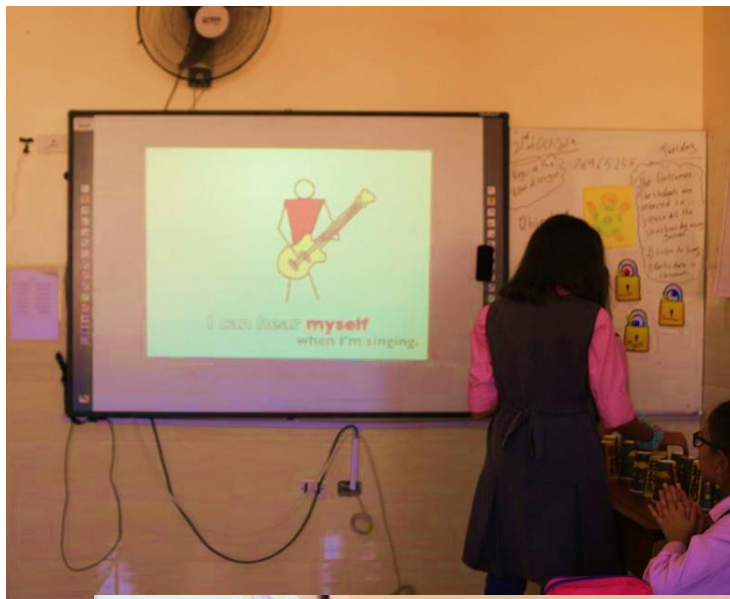
Ronza Afif Abu Issa
English Language
MEU(Middle East University)
2019/2020

Appendix (C)

Pictures illustrate teaching and learning English by SmartBoard
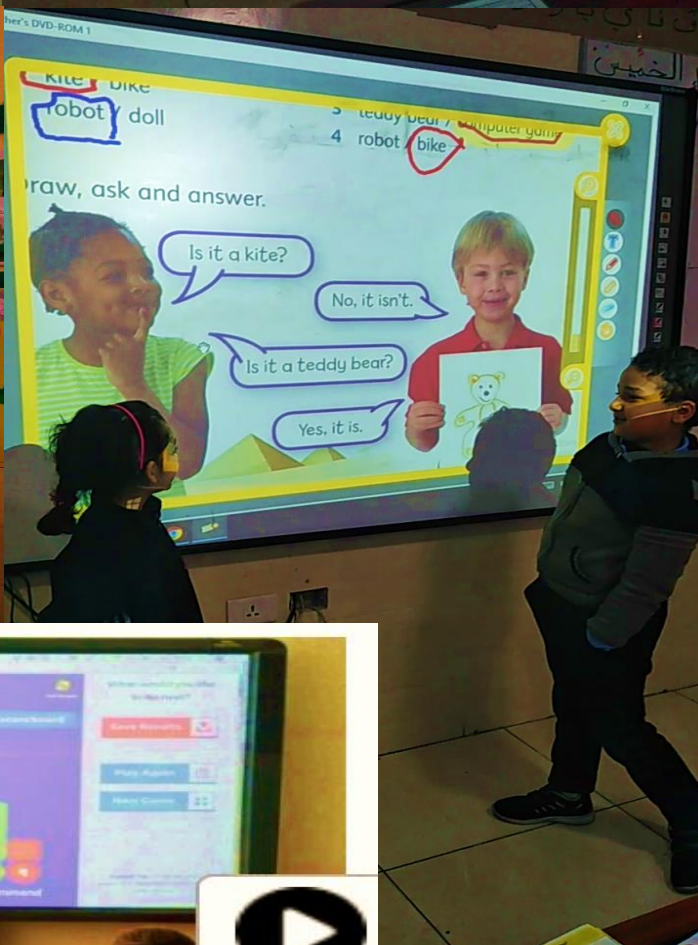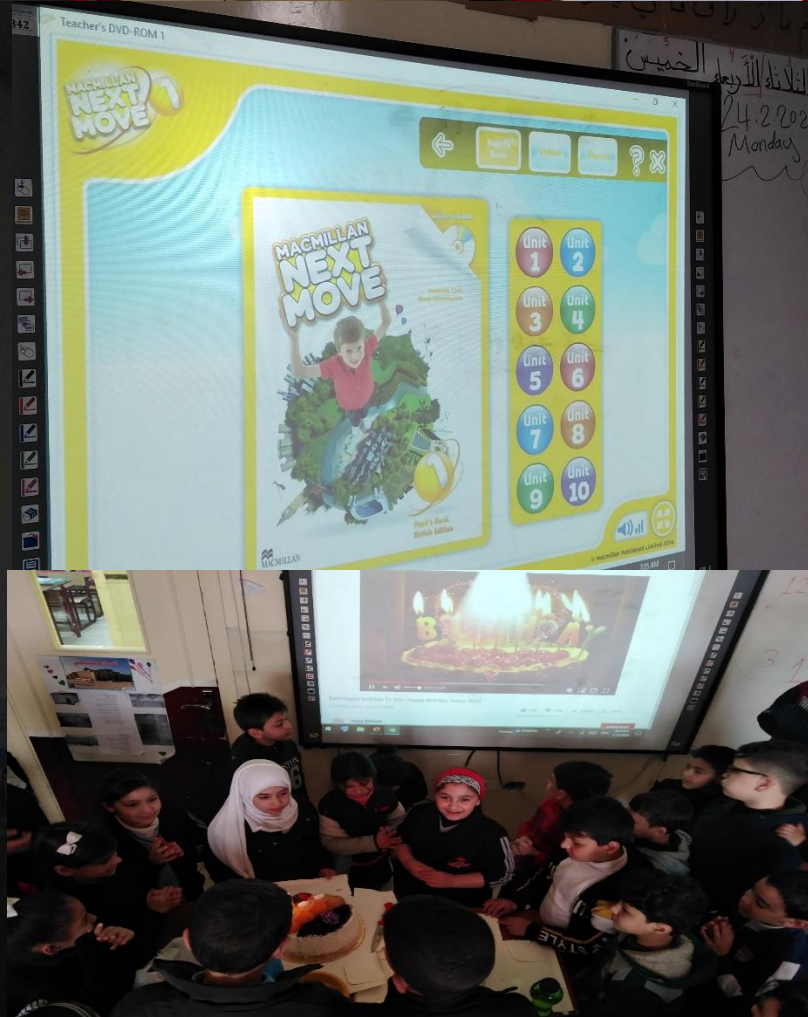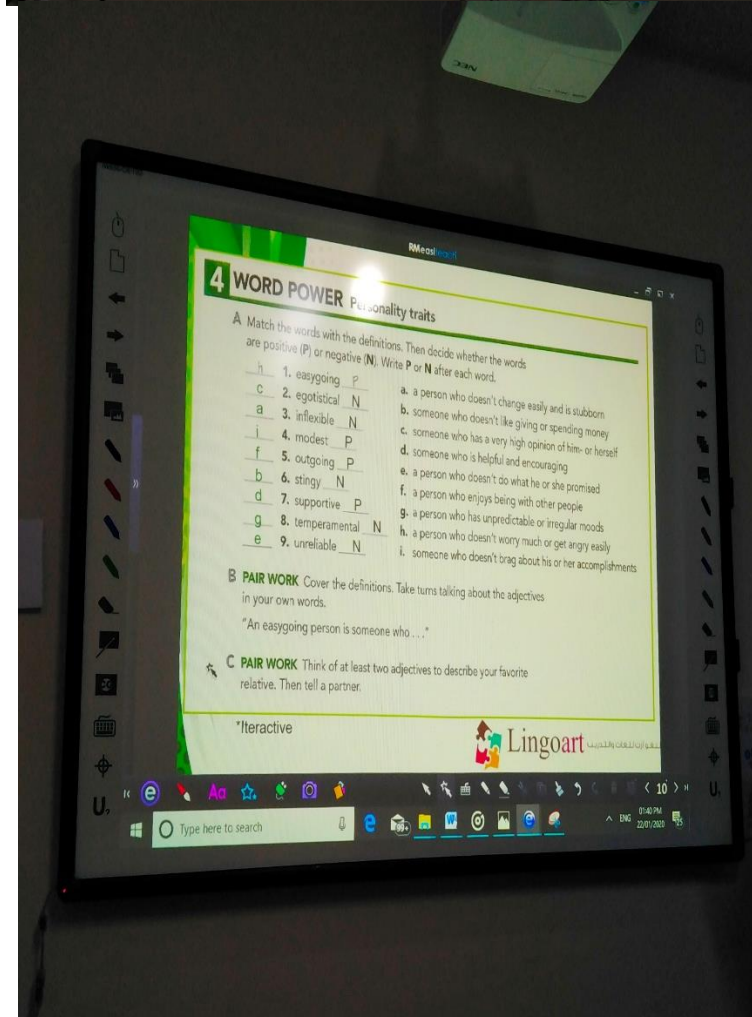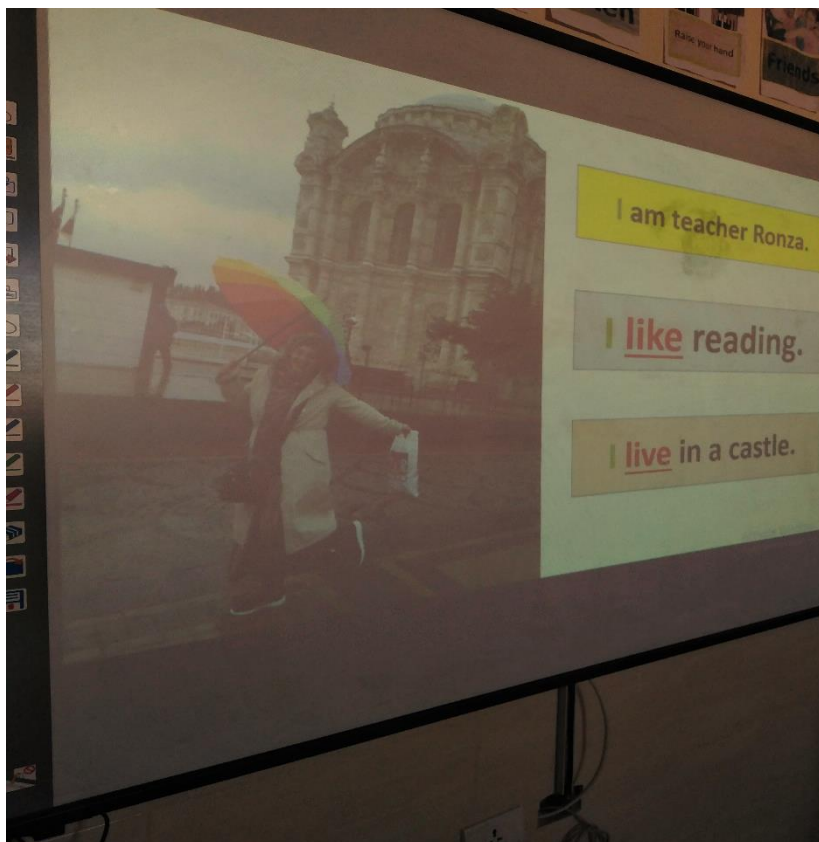
,in Jordan

He is an artist.

She is an artist.

Her name's Kady.

His name's Ali.

Listen to music

Draw, ask and answer.

Is it a kite?

No, it isn't.
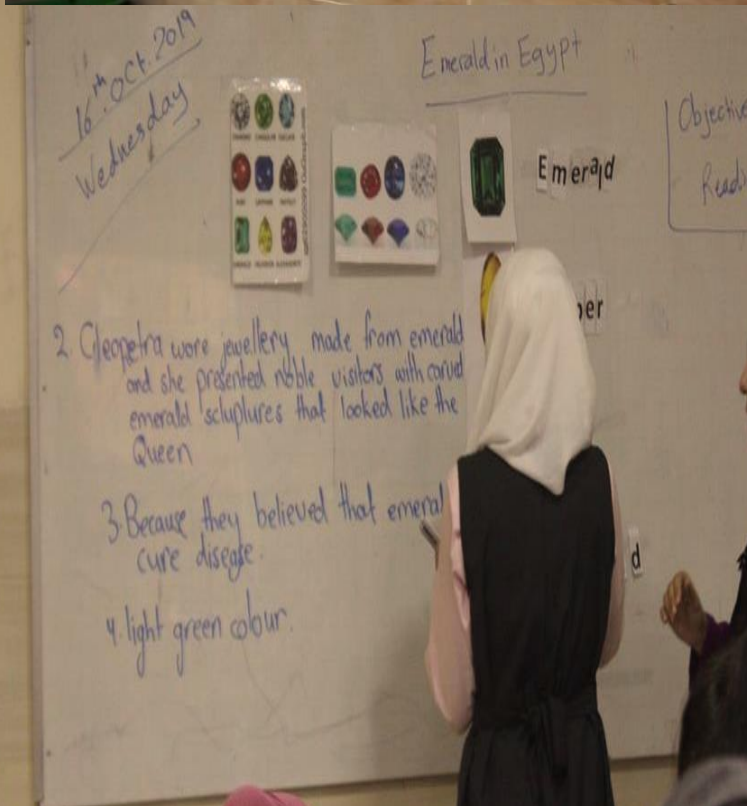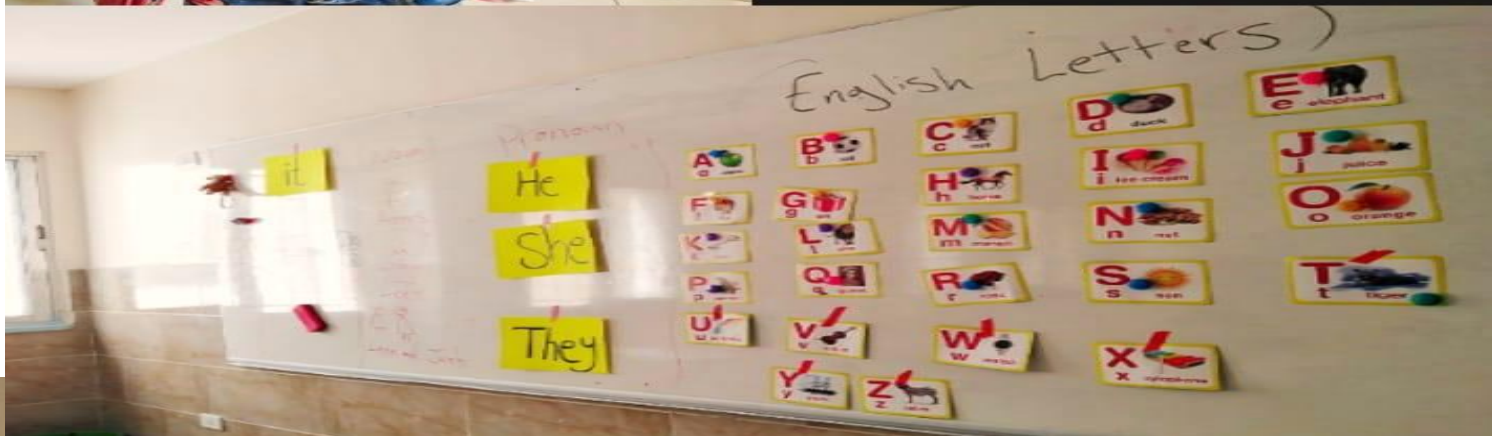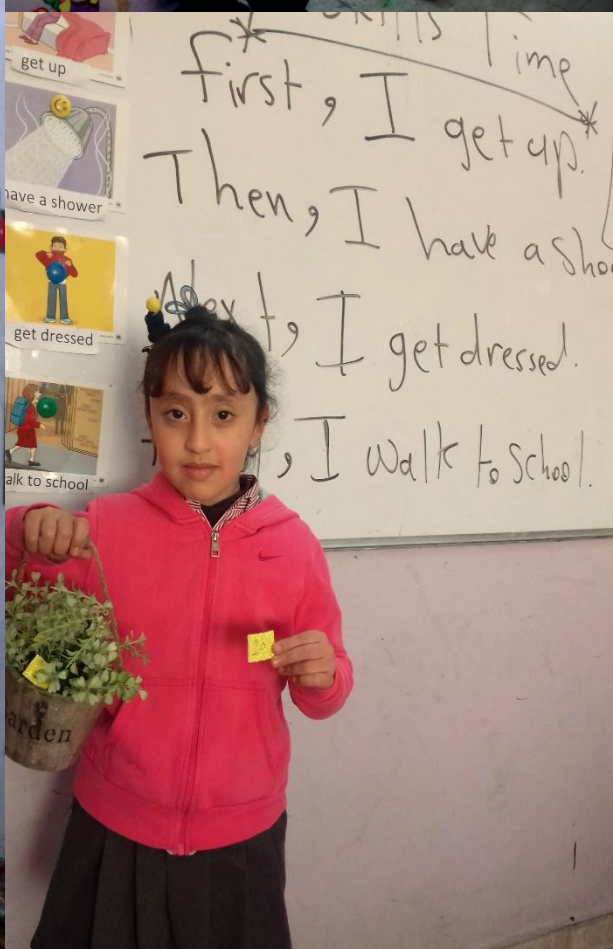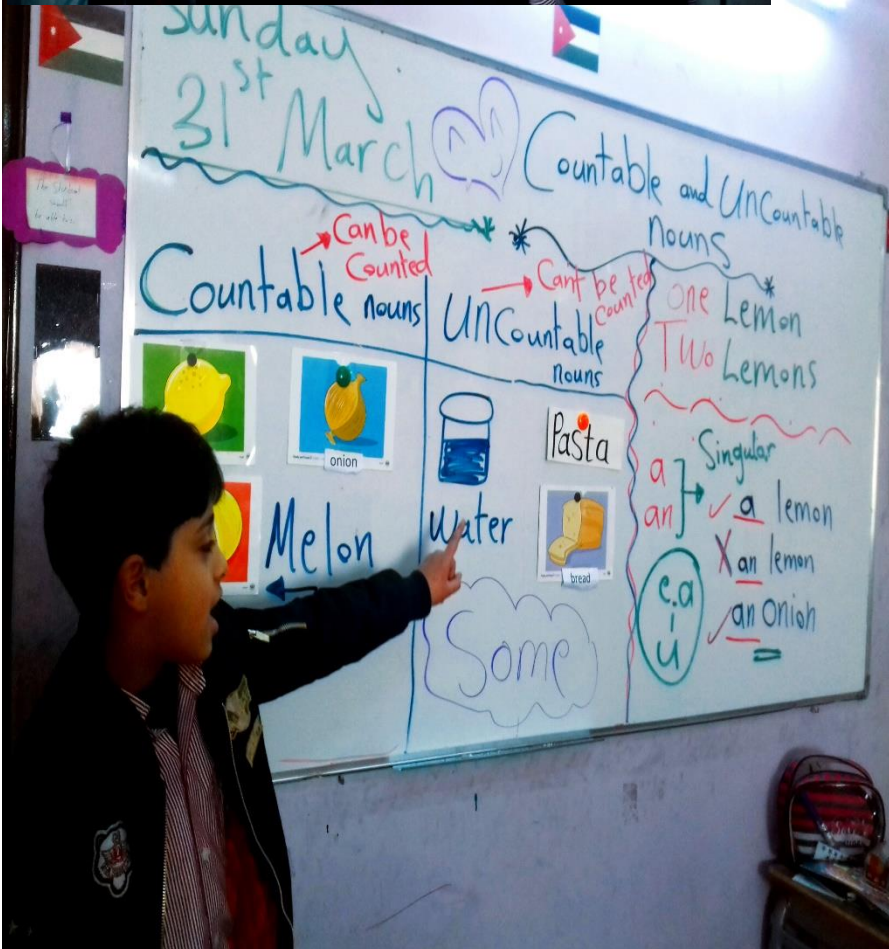
Is it a teddy bear?

Yes, it is.

Game Over

Story in Audio

Appendix (D)

Pictures illustrate teaching and learning English by the traditional ways

In Jordan

Appendix (E)

The panel of jurors and validation committee

Name	Specialization	Position	Place of work
Dr. Mohammed yahya Bani Salama	Languages and Translation	Doctor	University of Tabuk
Dr. Naji Al-Gbailat	Linguistics	Doctor	Al-Balqa Applied University
Mr. Mouafaq Al Arman	Language, Culture,and Communication	_TEFL Trainer _Director of a Language Center	Lingoart Center
Dr. Nisreen Ibrahim Yousef	English Literature	Doctor	Middle East University
Dr. Mohammad Mahameed	English Literature	Doctor	Middle East University