



## The Effect Of Using Interactive Whiteboard In Efl Context

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### Abstract

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*Technology-based innovations provide particular challenges and opportunities via the trustworthy adoption of Information and Communication Technologies (ICTs) and CALL applications whereby technology can be used to improve the learning environment for teachers and students simply because the goal is to create learning environments where students are actively engaged in the learning process. Interactive White Board (IWB) is one example of such emerging technologies. This smart board is an interactive board resembling to conventional white board but connectable electronically to laptops, personal computers, etc. This article aims to explore and analyze the effect of interactive whiteboards as instruments for teaching English as a foreign language. The results of the study provided some evidence that teachers and students have positive attitudes towards the use of IWBs for teaching EFL. The use of Interactive Whiteboard in the teaching of English can be recommended as likely to be more effective for teaching English language, in terms of the formal and lexical aspects of English language learning at EFL context.*

**Kata Kunci:** *Interactive whiteboard, English Foreign Language, Information and Communication Technologies (ICTs)*

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## INTRODUCTION

Human beings have been developing and making progress since their first appearance in the world. These developments have been in every field, just like in technology. Through penetrating into daily life, technology has provided productivity and convenience in all fields. In the wake of these developments, all sectors have felt the need to adapt themselves to these very information technologies and renovate and improve their systems and methods. Educational institutions have not been any exceptions. They tried hard to utilize these information technologies in education and the training process. As a result of this, educational technology has entered into the education field as a branch of science. Technology-enhanced education is becoming a progressively critical factor of teaching and learning languages and other subjects.

The English classroom, in most circumstances, is formed by a teacher standing before a podium and students taking notes during the lesson (Wang, X., Dostál, J., & Bucková, H, 2019). The lack of authentic language speaking environment and limited chance of communication will lead to a lack of proficiency in communicative competence of language. The development of digital technology offers us a variety of options. Technology-based innovations provide particular

challenges and opportunities via the trustworthy adoption of Information and Communication Technologies (ICTs) and CALL applications whereby technology can be used to improve the learning environment for teachers and students simply because the goal is to create learning environments where students are actively engaged in the learning process. Among the various kinds of ICT tools, the interactive whiteboard can be an ideal ICT tool for English education. Nowadays, theories of learning highlight the significance of actively engaging students in the learning process and lately a variety of technologies has been designed to support active engagement in learning. Interactive White Board (IWB) is one example of such emerging technologies. This smart board is an interactive board resembling to conventional white board but connectable electronically to laptops, personal computers, tablets, printer, touch screen panel, and relevant electronic devices. By deploying computer integrated programs, smart board allows interactivity features for teachers to write, edit, erase, move, and modify digital contents using fingers as well as projecting visuals inclusive of animations and videos on touch screen panel. This touch sensitive board lets users interact directly with applications without having access to the computer projecting the image onto the board, providing two-way interaction between the teacher or student and the medium. This level of interaction allows participation by the student leading to engagement in the learning environment. An interactive whiteboard is a modern instructional tool proved to be an effective technology facilitating teaching and learning. According to (Al-Saleem, 2013), IWB are electronic white boards that can be used for different purposes. IWBs can assist language teachers and students in improving their teaching and learning processes in different ways (Dashtestani, S. R, 2019). In the EFL context, the use of IWBs can also promote the use of authentic materials and Internet-based content and information in the classroom. This issue will help students be more engaged with their learning and discover learning items more easily. This article aims to analyze the effect of interactive whiteboards as instruments for teaching English as a foreign language.

## **LITERATURE REVIEW**

Interactive White board provides a variety of uncomplicated functions potentially play massive part to support teachers in teaching and learning. Amongst others, it provides pen tools, video and audio players, touch screen, recorder, and on-screen keyboard functionalities. Emeagwali and Naghdipour (2013) examined university instructors' and students' perspectives of using IWBs in higher education. They reported that both the instructors and students had strongly positive attitudes towards the use of IWBs in the university context. Regarding the use of IWBs in language learning and EFL contexts, Yang and Teng (2014) assessed students' and teachers' attitudes towards the use of IWBs for learning English. The results of the interview study indicated that one important factor in the effective use of IWBs in EFL contexts was teachers' adequate technical skills and professional knowledge of the teaching goals and objectives. The study showed the positive perceptions of the teachers and students regarding the use of IWBs. Ahmad Al-Saleem (2012) argued that by means of an IWB; the user can easily navigate, browse, and surf from the board with no need to repeatedly go again to the computer and, as a consequence, turn his back to the class. The teacher can reflect and

concentrate on his students' learning process the instead of the technology. This is extremely significant when employing Interactive White Boards to teach in EFL context.

Xu and Moloney (2011) investigated how teachers could improve student motivation, mainly for those who were dissatisfied with traditional ways of teaching. According to Santo (2015), stated that the use of mnemonic devices such as colors, voices, images, and a combination of these contributed much to the student involvement and led to more comprehension. Aytac (2013) believed that using Smart Board or IWB provides a cooperative learning environment and increases student's participation and involvement in the classroom. Based on Shams and Dabaghi (2014) research, showed the annotation types, auditory, pictorial, and video through Interactive White Boards (IWBs) can improve students' learning. Interactive White Boards can enrich ICT by providing different multimedia resources which promote interactions among the students, the teacher and the teaching materials. A study by (Tertemiz, 2015) indicated that both teachers and students held the view that interactive whiteboards can reduce distractions and attract student attention. Luo and Yang (2016) researched the effect of the interactive functions of whiteboards on elementary students' learning. The findings showed that teachers' use of the interactive whiteboard's basic interactive function helps to enhance students' willingness to learn and enjoyment of learning. A study by (Korkmaz and Cakil 2013), strove to find out the difficulties and challenges teachers face when using IWBs. More specifically, they tried to uncover factors or reasons which demotivated teachers from using IWBs in the class. They perceived benefits of the use of IWBs included time efficiency, the provision of visual aids, and contribution to student learning. The occurrence of technical problems during the use of IWBs and the lack of teachers' preparation for fixing these technical problems were the major limitations of the use of IWBs in educational contexts. Therefore, the use of the IWB supports what researchers coined "intrinsic motivation" as it streamlines students' inner interest to learn in an exciting environment.

## **RESULT AND DISCUSSION**

Data analysis in this study went through two stages, namely data analysis from research journal articles and concluding the results. The last step is presenting the results of data analysis because this research uses qualitative methods.

An interactive whiteboard is a large, touch sensitive board which is connected to a digital projector and a computer. The projector displays the image from the computer screen onto the board. The computer can then be controlled by touching the board, either directly or with a special pen. Among the potential applications are:

- Using web-based resources in whole-class teaching
- showing video clips to help explain concepts
- demonstrating a piece of software
- presenting students' work to the rest of the class
- creating digital flipcharts
- manipulating text and practicing handwriting
- Quick and seamless revision.

Interactive whiteboards include three main parts: the whiteboard, the projector, and the computer. The projector shoots an image onto the interactive whiteboard. From previous research journal articles showed that there is a lot of benefit that happens to learners and teachers using interactive whiteboards.

1. *Interactive whiteboards have more efficient lessons and to ensure class management.* There are some of the teachers' views on what attracts the student's attention to a smart board:

In science lessons, the course subjects are not completely understood without shapes. These courses should be supported with shapes, pictures and animations. This way, the student visualizes what is told in the course and learning gets easier and increases the curiosity towards lessons. Thus, the student listens to his/her lesson in a much more careful way.

2. *Interactive whiteboards use keeps student motivation alive for a long time.*

Attracting the student's attention, ensuring his/her motivation and not getting them bored may contribute to the in-class discipline. Smart board, when used in a controlled manner and with convenient materials for the student's long term concentration, have mostly a positive effect on the class discipline.

3. *Interactive whiteboards have a high level of satisfaction with most features of the digital board and its implementation in the classroom.*

From previous classroom observations brought into focus the IWB's ease of demonstrations presentation appeals to senses (sight, hearing, and even touch), when students interact with the Interactive Whiteboard that address diverse learning styles and the critical thinking.

4. *The use of the IWB in classroom support the interaction and participation, individual engagement and improved motivation.*

The materials are more effectively adjusted to students with varying abilities, planning a better lesson, presenting the learning material more easily, and an impression that that teachers are more up to-date. From the teachers' views, it appears that instruction using technology in general is more professional and allows for better exposure to a wide variety of resources and assures more updated instruction.

5. *IWBs are easy to use and friendly to use in classroom activities*

Students believe that the use of IWB helps them interact with the digital screen, with peers and also with the teacher, exchanging knowledge and ideas. They much more enjoyed learning when the teacher used the Interactive Whiteboard to deliver instructions and present English language lectures. This was shown of informants affirmed that they had fun and they concentrated better when the IWB was used and that they enjoyed using it in the classroom.

## **METHODOLOGY**

The method used in this research is a qualitative data collection method. Where the primary data source is collected from library sources, the majority of which are based on previous research journal articles and official websites with credibility and

justification. After that, the acquired data will be briefly, clearly, and concisely analyzed. In other words, this qualitative descriptive analysis is employed in the study.

## **DISCUSSION**

Technology-based innovations provide particular challenges and opportunities via the trustworthy adoption of Information Communication Technologies (ICTs) and Computer Assisted Language Learning (CALL) applications whereby technology can be used to improve the learning environment for teachers and students simply because the goal is to create learning environments where students are actively engaged in the learning process. Nowadays, theories of learning highlight the significance of actively engaging students in the learning process and lately a variety of technologies has been designed to support active engagement in learning. One such technology is the Interactive White Board (IWB). Interactive White Board (IWB) is one example of such emerging technologies. This smart board is an interactive board resembling to conventional white board but connectable electronically to laptops, personal computers, tablets, printer, touch screen panel, and relevant electronic devices. The overall results of the study provided some evidence that teachers and students have positive attitudes towards the use of IWBs for teaching EFL. One important perceived benefit of the use of IWBs for EFL teaching was the increase in the level of interaction. This finding was also reported by Bidaki and Mobasheri (2013) in that the use of IWBs increased the rate of student involvement in the class. The authentic features of the Smart Boards or IWBs may support students' interaction through its various learning activities including saving notes for later review, viewing websites as a group, sending e-mails and so on. Smart Boards can enrich ICT by providing different multimedia resources which promote interactions among the students, the teacher and the teaching materials. Because the IWB's ease of demonstrations presentation appeals to senses (sight, hearing, and even touch). Also, IWBs effect on learning motivation. As stated by different learning theories, motivation is affected by the environment wherein the learning takes place. In the with-Smart Board group, students showed enthusiasm with the use of Smart Board technology. They realized that they felt relaxed and motivated to attend the class because of the Smart Board, itself. The use of the IWB in classroom support the interaction and participation, and individual engagement. All teachers from previous research agreed that smart board assisted them to priorities tasks after saving time in preparing teaching materials. Others noticeable benefits were great learning experience to students, its enhanced teacher's teaching experience. Smart board made the topics easy, enjoyable and interesting, and enabled teachers and students to revisit the lessons learned in the day. . When using interactive whiteboards in teaching, the teacher can use videos, pictures, images, and animation, which are built-in or stored in interactive whiteboards, to help students understand knowledge. Sometimes knowledge and ideas are abstract and complicated so that it is not easy for students to understand without the help of these aids. In other words, these technological aids make input more comprehensible. Additionally, with the help of an interactive whiteboard, the teacher can integrate words, pictures, images, videos, audio, animations, etc. And students can also physically manipulate the texts on the

whiteboard, making learning more enjoyable, thus reducing the anxiety and enhancing students' motivation for learning. Another student referred to the role of visual aids and technology on willingness to talk and participate in classroom interactions. This student mentioned that the technology was very helpful and she clearly felt very interested and willing to do classroom activities and use English for communication. From other research showed that the use of technology created strong links between the items taught and their retention. The participants in the with Smart Board class widely confirmed that the technology created stronger associations and helped them learn the materials better.

## CONCLUSION

To conclude, the present study was developed to explore and finding the effect on the use of Smart Boards technology in the EFL context. Findings from this study indicated that by utilizing Smart Boards in English language classrooms, students were motivated and interested in the learning. Smart board is therefore confirmed very essential and should be encouraged. Students recognize the value and the effect of the use of the Smart Boards on their participation in the classroom. They also revealed that technology integration brings an increase in student interaction and facilitates the learning process. Teachers also stated that smart board use has a positive effect on classroom activities. The ease in class management allows the teacher to spare his/her time for course-related activities instead of dealing with problems in class management. This also shows that smart board use has a positive impact on managing time. The use of Interactive Whiteboard in the teaching of English can be recommended as likely to be more effective for teaching English language, in terms of the formal and lexical aspects of English language learning at EFL context.

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