
AN OVERVIEW ON INTERACTIVE WHITEBOARD

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ABSTRACT

Teaching has been one of the fields that has been neglected from the beginning the teaching English as a foreign language. Students in EFL courses are primarily taught writing using traditional methods. Students' writing was assessed, and it was discovered that they would have a variety of issues. The usage of adjectives in their texts is one of these critical issues. The goal of this study is to see how utilizing Interactive Whiteboards in teaching writing for EFL students impacts the usage of adverbs in their writing. In other terms, the study compares traditional methods of teaching adverb and their use in writing against Chat methods of teaching adverbs of their use in writing. The research team comprised of 80 EFL male students in Iranian secondary schools, ages ranging from 12 to 16. They are broken up into two groups. To collect data, a two complementary research design was used. Of begin, a traditional approach to teaching adverbs was used in a study group. Then, to teach adverbs, an Interactive Whiteboard is utilized. The works of pupils in both stages then were examined to see how often they correctly utilized adjectives in their writing. The study found that when an Active Whiteboard was utilized to educate, students used adverbs more correctly in their writing.

KEYWORDS: *Interactive Board, Information Technology (IT), Information and Communication Technology (ICT), Education.*

1. INTRODUCTION

Education, unlike almost every other area of people's lives, has undergone significant changes of technological advances. Technology has a significant effect on children's lives and schooling. Given what pervasive information technologies became in children's lives, it is obvious that information computer technology should be an integral component of learning in today's schools. Traditional chalkboards as a medium of teaching are no longer acceptable for children who have grown up with computers. Moreover, the use of laptop languages learning devices in language learning and teaching has been shown to be more engaging and effective. Email, websites, blogging, podcasts, and Integrated Whiteboards[1]. Are just a few instances of CALL applications utilized in educational systems, especially in the language acquisition area? CALL devices have been more popular in classes across the globe in recent years, but they now play a significant role in both universities and schools.

The Interactive White Board is a relatively new educational tool. An instructional model is a smidge presentation device that works with a laptop and a digital projector. The computers pictures are projected onto the board via a digital projector, and may be viewed and modified by touching the board with your finger or an artificial pen/stylus. Researchers looking into the area were mainly interested in the advantages and disadvantages of IWB. The benefits and drawbacks of using IWB in educational settings are very well documented. Many of the articles concentrate on instructors' and students' views about the usage of sophisticated technology in education.

Experts in math, physics, and other disciplines have explored the pedagogical applications of IWB. However, empirical research on the use of IWB in teaching English to pupils and assessing its effect is limited[2].

1.1. Advantages and Disadvantages:

Numerous studies have looked at the advantages and pitfalls of Interactive Whiteboard technologies from the viewpoints of teachers and students. F.Paragina, S.Paragina, and Jip, for instance, conducted research in Romania. The researchers used an open-ended survey to poll the opinions of 28 teachers. According to the study's findings, benefits outweighed disadvantages. The usage of a piece of cardboard resulted in a better training course for 93 percent. Of those who answered the questions. In a study conducted by Gurus and Tomaz.in order to get information on instructors' opinions on the advantages and pitfalls of using smart boards, 20 teachers' opinions were gathered via survey and face-to-face interview.

The findings revealed that the most important benefits of using an Active Whiteboard are capturing students' attention by increasing visually and enabling them to engage effectively. One of the most significant disadvantages of IWBs are technical problems and the time required to prepare the IWB. Turmel and Demirli.investigated the design phase of instructional content that may be used through IWB in terms of three important aspects in their study. The design project enlisted the help of 80 designers. Materials were created for a variety of disciplines, including medical and mathematics. The study's findings showed that while creating Blended learning, designers benefit from a variety of teaching approaches and strategies, alone or in combination with others[3].

1.2. Attitudes and views towards the IWBs:

Generally, the papers clarify a few of the ideas and perceptions of both students and teachers toward the use and emergence of Interactive Whiteboard new tech to learning classroom environments, such as Priska Biro's. Study, wherein he presents the viewpoints of 618 students in relation to the new gadget. Students like the new machinery because it makes the class more interesting, pleasant, fun, and easier to grasp the subject, based on the positive response. They are also much more driven since they will use the internet to seek for information, as well as the internet will help them in enjoying the process of learning. People whine about technical issues when the IWB is really not functioning correctly, and they cite teachers' lack of ability to utilize the IWB as just another issue linked to the usage of IWB technology, based on their negative reactions. MehranRahim and S. Fatimah Hosseini K. conducted a nearly identical study with Iranian high school pupils. They assess Iranian high-school students' views toward studying English as a foreign language in a CALL setting before and after participating in some computer-based activities in their study. Students had somewhat positive attitudes about CALL, according to the results. After the trial, this was generally improved under the impact of laptop teaching. Berna Tataroglu and AytonErdogan investigated the attitudes of 10th grade students in mathematic courses using Interactive Chalkboards. The respondents were 60 public school students who have used IWB to cover their lessons for 5 weeks. The research's results revealed that students' views about the usage of IWB in mathematic classrooms were good at the end of the study, with students seeing the IWB as a tool that increases their interest and learning. For example. Board innovation to a primary classroom. For data collection, they used a qualitative approach. According the study's results, introducing an IWB increased students' involvement and enthusiasm. It was also shown that the teacher's desire to control the IWB prompted her to look for methods to make her teaching more suitable to students' usage[4].

1.3. The pedagogical use of IWB in classroom:

We can see a shift in the purpose of the studies done in relation to the usage of the IWB inside the

classroom by looking at different papers and studies. As according Robyn Zevenbergen and Dave Lerma, who focused on educational spaces using Interactive Chalkboards in their study in classrooms fitted with IWB new tech, teachers used an approach in order with their use of IWBs, with IWBs being mainly used it for quick introduction to learnings and whole-class trying to teach. According the findings of the study, instructors who've already prepped for utilizing the IWB would not stray from their plans in responding to the demands of their pupils. Albany and Higgins. Look at just how IWBs affect Egyptian med students' essay writing skills in English as a second. To evaluate the module's effect both in experimental and traditional groups, a pre-post essay exam was created. The findings of this study revealed that using an IWB provided no extra advantage to the experimental group. The characteristics of using IWB supported teaching actions and offered potential for growing children's "key competence" were investigated in Harlow, Cowie, and Heazlewood's research. Children between the ages of four and five took part in the study. The study's findings show that the IWB function allows children to make sense of concepts in a variety of ways. Omer Faro Sock and Ismail Ipek established basic dimensions as well as a framework for utilizing Dynamic Whiteboards in a separate research. The most important approaches for the framework, according to the study, are instructional-pedagogical, psychological, and technological approaches. Students had a favorable view toward psychological methods, characterizing them as engaging and thrilling, while technical approaches were described as challenging to utilize IWB in. In an instructional-pedagogical approach, pupils also felt that the courses were simple and easy to understand.

1.4. IWB in realm of teaching English language:

Campbell and Global manufacturing hub. Used a smart board to teach three disabled students letter sounds. They used knowledge acquisition to assess this program's efficacy in their study. Their results revealed that the program was effective in teaching two children letter sounds. Sheena Martin examines the use of Interactive Whiteboard technology with interactive talking books in the whole writing instruction in elementary school in her research. Even when the text was given in such an interactive experience, the data indicates that although some children benefitted from the method, educating children via study of professional examples of writing in whole class lessons did not encourage the most effective learning. Also Persuasive writing improved more, although in both instances, the writing reflected the skills of the chosen group rather than the intervention's apparent impact. Sheena Martin then goes on to describe some of the benefits of IWB that the class mentioned, such as. Lessons just on whiteboard inspire pupils to pay attention. The images on the screen assist students in comprehending the lesson, and the sounds assist them in understanding the lesson. The primary aim of this article is to compare two methods of teaching adverbs to EFL students at the secondary level and to evaluate their impact on students writing using interactive whiteboards. The first approach is to utilize traditional methods, while the second approach is to use IWB[5].

Strumpetswe designed an ajar questionnaire inside the pupils' native language to find some pedagogical or external information of the participants in order to control some of the external variables in connection to a research. This main questionnaire consists of twelve questions which aim to investigate the required information from the participants so order to control external variables and enhance the study's internal validity. Item. Concerns the pupils' complete names and education background. Items. Provide some general details about the participants' prior experience with English language acquisition. We asked some questions regarding the participants' family and relatives based on items. to see whether they had any background information. Question. Are seeking information on how participants may enhance their English language skills. The week before the primary therapy, participants in both the conventional and IWB groups were given a pre-test comprising 50 manufacturing questions. The exam contained topics on frequent adverbs, method adverbs, time adverbs, and place adverbs, which pupils would be taught. The topics were a

concise summary of a Cambridge College KET exam. This has been done to obtain a good picture of pupils' existing English knowledge about these adverbs. The findings were then examined and discussed in the study's subsequent phases. The Integrated Bulletin board. Was a development of higher for the treatment group, and it was utilized to see how it impacted students' writing on adverbs? Through the combination of a computer and a video projector, the gadget is capable of transmitting both sound and images. IWB's capacity to manipulate images and text is a feature that aids in the planning and organization of the material presented[6].

The study's experiment sequence was conducted out over a five-month period. The study team comprised of 80 fourth male secondary school students. Students was taught in two ways: first, all pupils in the control group. Were educated using the traditional blackboard technique, and then, after four months, IWB has been used to teach adverbs to students in the treatment group. All participants in the CG group completed a pre-test one week before the first training session, which consisted of items intended to elicit grammar rules in emphasis in order to evaluate the learner's previous knowledge of such types or adverbs. The pupils were then instructed for four sessions using the traditional chalkboard method[7]. For instance, in one sessions, an adverb of time is used, whereas in an session, an adverb of place is used. The learners completed tasks in their books or extra exercises put on the blackboard by the instructor after the instructor explained the grammar subject. A week later, a post-test following the instructional session. It comprises of questions on English adverbs given to students over the course of four sessions. The post-test was created to see how well students understood the grammatical principles and rules. After the usual study period, four months. Had gone. One week before the start of therapy, members were provided another pre-test. The pre-test included questions intended to assess the students' knowledge of the grammatical issue in question. The students in the therapy group were next taught adverbs. PowerPoint presentations, animations, and, most significantly, IWB capabilities were used to teach adverbs. A webpage that was deemed appropriate before to the therapy was used to practice the relevant grammatical point. Then, one week following the therapy session, a post-test was performed to see how the IWB affected students' writing. The items on the post-test were related to the students' usage of English language adjectives in their writing[8].

Researchers started to look into the process of teacher development associated with both the debut of the IWB and the growth of its usage as the IWB have become more widely used in schools. This focused on both technical and pedagogical change, as well as the role of pupils in the development phase and their personal usage of technology. The literature describes a variety of models or development sequences for using the IWB. According to Davidson and Pratt. A series of changing student and teacher participation patterns inside the classroom involving teacher and pupil usage of the board based on its visual and tactile affordances. Higgins and Scrimshaw. Identified a need for a rapid movement along a continuum from the more attractive demonstration of materials, through increased pupil encouragement, to the accomplishment of sustained and engaging learning approaches by the teachers involved in designing techniques for even more effective use of the IWB in teaching mathematics. This aspect of interaction now is widely identified as vital to both education and long-term interest. Nottingham et al.identified two dimensions: first, the interaction between pupils and teachers, pupils and pupils, and teaching staff; and second, the interaction of digital data as elements in the learning process, as proved by Buckley.in the field of biology. Robison. And Jones and Tanner. Provide evidence that effective questioning and a broader range of activities are most effective ways to maintain interactivity.

1.5. Pedagogy of use:

The shift in focus from describing and exploring the technology's affordances to examination of the creation of the pedagogy of usage is a notable pattern in the early reports. Miller ET al.explain how this mirrors the broader trend of technological change. The IWB becomes a potential catalyst for further change as teachers become more fluent with their use of it and see the link to

pedagogical change. Some facets of this have been previously described in related to the impact of general and subject-specific techniques, such as the potential benefits of concept visual representation. And some prerequisites of pupils' questioning that might lead to effective use of new tech. Other evidence speaks to the potential pedagogical benefits of using an interactive whiteboard. Addresses whole-class technology use as well as some of the classroom challenges that may arise. Outlines some teaching techniques that may improve effectiveness, while Clemens ET al. report some learning advantages when an IWB was utilized with very young cheap students. All of these studies indicate how IWB technology may help to enliven presentations, boost student engagement, and reinforce learning. They examine how an interactive whiteboard. May assist pedagogy via interactivity, but few writers are explicit on how this can happen, and, as previous reviews have noted, these papers have not been participant and are often funded by the equipment makers[9].

2. DISCUSSION

What is an Interaction Dry erase board? And how will it work? Teaching aids are digital displays that link to projectors or pcs, allowing you to use your fingertips on the whiteboard as if it were a touch, write with digital pens, and save digital files of what's on the board. The majority of smart boards will cost between. Depending on the size, brand, resolution, capabilities, and accessories, among many other things. Keep in mind that buying interactive white boards in bulk usually results in a lower per-unit cost. You're PC and a projector both are linked to the SMART Board interactive board. Group members may engage with computer materials by tapping them with their finger that acts as a mouse. They may write on anything using digital ink and store their notes as a single format for easy sharing. Because of the high cost of repairs, interactive whiteboards rapidly become obsolete. Many of Calment's Interactive Whiteboards are now more than a decade old, leading them to become faulty and difficult to write on[10].

3. CONCLUSION

The findings of this study revealed because when students in 3rd grade high school were taught utilizing IWB different types of technology rather than the traditional chalkboard method, they used English adjectives more accurately. Although participants in the Control Group who were taught using the traditional blackboard method made modest progress in their use of adverbs in writing and could develop using adverbs properly, students in the Experimental Group. Made good advances in their use of adverbs in writing. In other words, the gain score of the students in the Intervention Group. Was higher than those of students in the Control Group. It showed that the benefits mentioned by students and instructors in previous studies in the Literature would've been helpful to students because they could influence their writings. We believe it'd be wrong not to utilize IWB in classes, since the results of the study indicated that using IWB in class had a positive effect. The effect of the IWB may be observed in the data collected during the pre- and post-tests. A comparable research performed on people who are willing to utilize a smart board in their classroom had different results. We suggest that IWB be utilized in future studies when examining the usage of other aspects of parts of speech in writings. In order to study the impact of IWB in teaching other abilities like reading or listening, we would also recommend using it in improving teaching and learning

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