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The effectiveness of interactive whiteboards (IWBs) in promoting interaction in the EFL classroom

TRABAJO DE TITULACIÓN

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El presente trabajo de titulación: The effectiveness of Interactive Whiteboards (IWBs) in Promoting Interaction in the EFL classroom, realizado por Jaramillo Azuero Gabriela Fernanda, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, marzo 2018

f)……………………………….

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DEDICATION

I have to thank God, my mother, my siblings Valeria and Daniel and my bridegroom Vicente, who have supported me every time. For their endless love, encouragement and support throughout my life have. And also, I have to thank all people who had been with me all this time.

Gabriela Fernanda Jaramillo Azuero

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ABSTRACT

The theme of this study is the effectiveness of Interactive Whiteboards (IWBs) in promoting interaction in the EFL classroom in a public high school. The purpose of this research is to determine the efficacy of IWBs, as well as the benefits that this one offers to foster interaction in class. The sample was taken from a public high school in Loja and it consists of ninety students and three teachers. The methods used were qualitative and quantitative. The data was collected by using questionnaires and observation sheets. The results showed that the effectiveness of Interactive Whiteboards promote a high level of interaction in an EFL class. In fact, there are many and varied activities that teachers can use through the use of IWB to promote interaction in class. One of the activities that teachers use during their classes are short readings since they allow to see vocabulary, grammatical structures in context and at the same time to participate, speak and interact.

Keywords: interaction, Interactive Whiteboard (IWB), EFL classroom, effectiveness, technology.

RESUMEN

Este estudio se refiere a la efectividad de las pizarras interactivas (PDI) para promover la interacción en una clase de lengua extrajera en un colegio público. El propósito de esta investigación es determinar la eficacia de la pizarra digital, así como también los beneficios que esta ofrece para promover la interacción en clase. La muestra fue tomada de un colegio público en Loja y está compuesta por noventa estudiantes y tres profesores. La información fue obtenida a través de un cuestionario con preguntas abiertas y hojas de observación. Los métodos empleados fueron cualitativos como cuantitativos. Los instrumentos utilizados para recopilar datos fueron cuestionarios y observaciones. Los resultados mostraron que la efectividad de las Pizarras Interactivas promueve un alto nivel de interacción en una clase de EFL. De hecho, existen muchas actividades que los maestros pueden usar a través del uso de las PDI para promover la interacción en clase. Una de las actividades que usan los maestros durante sus clases son las lecturas de párrafos cortos ya que ellas permiten ver vocabulario, estructuras gramaticales en contexto y al mismo tiempo participar, hablar e interactuar.

Palabras clave: interacción, pizarra interactiva (PDI), clase de lengua extranjera, eficacia, tecnología.

Introduction

Technology has become an integral part of the classroom in order to improve the teaching and learning process. Nowadays, EFL classrooms in Ecuador have been equipped with an Interactive Whiteboard (IWB); however, there are some factors and limitations for the implementation of this technology in classrooms, such as the cost of Interactive Whiteboards and the lack of training to teachers.

The Interactive Whiteboard is an innovative teaching tool that in recent years has gained considerable presence in classrooms in our country. It is a very versatile, flexible and adaptable tool that can been used at any time with all types of students. In fact, it is an endless source of multimedia and interactive information for all kinds of activities. The IWB contributes to the interaction between teachers and students by simplifying the way to teach and learn. In addition, this learning tool can make a big change in the teaching and students' learning process, since it can adapt to different types of students and activities. Therefore, the use of IWBs can enhance class activities, capture the attention, improve motivation of learning and encourage the participation of students in the classroom.

The present research "the effectiveness of Interactive Whiteboards (IWBs) in promoting interaction in the EFL classroom" has been carried out in order to determine how Interactive Whiteboard foster interaction. In order to accomplish it the following objectives have been set: to identify the ways to foster interaction through the use of the IWB and to identify the teacher and students' perceptions on the use of the IWB for promoting interaction.

The results of this study will provide insight for teachers to include IWBs in their EFL classrooms. Thus, students will be successfully updated with technology and prepared for the actual academic and professional fields.

To give more relevance and support to the present investigation, some scientific studies in different journals were researched. One of them was conducted by Bidaki and Mobasheri (2013), who analyzed some issues related to interactive whiteboards to verify in what ways the use of IWB affects whole-class teaching. The limitation for this study was the lack of training and the cost of IWBs.

Another study carried out by Katwibun (2014) focuses on the effects of using an interactive whiteboard (IWB) for teaching vocabulary. There was not any limitation presented in this study.

Gashan and Alshumaimeri (2015) explored the attitudes and insights of Saudi female teachers regarding the use of IWBs when teaching English as a foreign language. Certain limitations were finding, for example the technical problems for their use.

In addition, this research will be useful for teachers and institutions since it provides relevant information about interaction that the IWB allows in the teaching process in the EFL

classroom. Besides, this study will serve as a source of information in order to improve the quality of education for teaching and learning English as a foreign language, as well as the researchers could find information on the benefits of the IWB to foster interaction for future studies.

Chapter I: Literature Review

This section contains several topics and scientific studies that were investigated to provide support to the present research about the effectiveness of Interactive Whiteboards (IWBs) in promoting interaction in the EFL classroom. Within the researched topics, there are the following: interaction in EFL class, the role of interaction, types of interaction, technology in EFL classrooms, importance of using technology in EFL classrooms, classroom interaction vs. technology, types of technology used in EFL class, interactive whiteboards in EFL classrooms, importance of using IWBs, IWBs in promoting interaction, advantages and disadvantages of IWBs, and finally activities to promote interaction using IWBs. Additionally, previous studies regarding the topic have been included.

Interaction in EFL Class

Vrasidas and Mcisaac (1999) pointed out that interaction is "the process consisting of the reciprocal actions of two or more actors within a given context" (p. 25). In fact, Oliver and Philp (2014) say that interaction is collaborative and reciprocal. Also, they mention that interaction happens in a real time between two or more people in a listening and speaking way.

The Role of Interaction in the Classroom

Ellis (as cited in Piątkowska and Kościałkowska-Okońska, 2013) says that interaction in class is considered as an crucial factor for the language learning, since it creates a lot of opportunities which allows students to practice and process information. Similarly, Jenks and Seedhouse (2015) say that interaction in class is vital element in learning process for acquiring a new language.

Long (as cited in Spolsky and Hult, 2010, p.558) claims "interaction facilitates second language acquisition because it connects input, attention, and output in productive ways". Also, he (as cited in Mackey, 1999) mentions that interaction facilitates acquisition because linguistic and conversational modifications that occur in such discourse and that provided learners with the input that they need.

Likewise, Allwright (1984) claims on the importance of interaction in class saying that interaction is "inherent in the very notion of classroom pedagogy itself"(p.158). In fact, it is believed that interaction in class can provide and increase opportunities for effective communication such dialogues, discussions, and problem- solving tasks.

According to Brown (2001) nowadays "in the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about" (p.165). In other words, interaction in class is vital for communication in order to facilitate the language learning process through opportunities of communication.

Types of Classroom Interaction

Taking into account the importance of classroom interaction, it is crucial to know how many types of interaction in the classroom are. Moore (1989) claims that we can observe three types of interaction in the classroom: teacher-student, student-content and student-student. The first type of interaction is teacher-student. According to Moore (1989), teacher-student interaction is so important for many teachers and very required from learners. Likewise, Oliver and Philp (2014) claim that "teacher-students interaction can provide supporting of language production, corrective feedback as well as the comprehension of content" (p.102). In fact, the traditional student- teacher interaction occurs while students ask questions, make comments or uneasiness and teachers provide feedback, negotiation or tasks (Sheg, 2014). The second type of interaction is student-content. The interaction between the learner and the content is probably the most basic of the three types of interaction in education (Jiyou, 2012). Moore (1989) says that learner-content interaction involves student with the content that he needs for learning. Similarly, he defines this type of interaction as "the process of intellectually interacting with content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind" (p.2). Kwon, Tomal, and Agajanian (2015) state that student-content interaction happens when students connect with the content in a mindfully and profitably way where learning can take place. In fact, Moore (1989) says that without it there cannot be education, since it is the procedure of mentally cooperating with content that outcomes in changes in the student's understanding, the student's point of view, or the subjective structures of the student's brain. Finally, the third type of interaction is the one carried out between student-student. Moore (1989) states that student-student interaction occurs "between one learner and other learners, alone or in group settings, with or without the real-time presence of an instructor" (p. 3). This type of interaction enhances student's communication inside the classroom (Wood, Gupta and Widodo, 2017). Thereby, Gannon-Leary and Fontainha (as cited in Kwon, Tomal and Agajanian, 2015) say that learning through student-student interaction can increase motivation and foster learning .

Technology in EFL classrooms

 According to Cennamo, Ross and Ertmer (2014) say "technology has been part of teaching and learning for centuries" (p. 2). They mention that if technologies have changed over time, also the importance of them has changed in the process of teaching and learning. On the other hand, Negroponte, Resnick, and Cassell (1997) argue that "digital technologies can enable students become more active and independent learners" (p. 1). Beach (2013) mentions that "technology can engage students in challenging, authentic learning" (p. 68). In fact, technology applications can be used by the teacher to create real-world tasks and

environments in order for learners to accomplish different tasks by using several resources to gather data and solve problems.

Lastly, Herrel and Michael (2012) say technology can help teachers to know students' needs and support their progress in both written and oral way. For that reason, Ybarra and Green (as cited in Herrel and Michael, 2012) argue that technology is an integral part for learning English because it provides a lot of experiences in order to acquire the language.

Importance of Using Technology in EFL Classroom.

Nowadays, technology is an indispensable part of any classroom environment (Obiakor, Rieger and Rotatori, 2015). Orlich, Harder, Trevisan, Brown and Miller (2016) state that technology provide innovative and diverse ways for teaching and also students can engage and demonstrate their learning in different ways.

Likewise, Beach (2013) mentions that technology helps students to establish, acquire, use and show information. In fact, technology helps performing interesting activities in order to support students' learning, since it allows learners access endless source of activities with different types of materials (Wyse and Rogers, 2016). For this reason, David Warlick (as cited in Blankstein, Noguera and Kelly, 2016, p. 256) said "we need technology in every classroom and in every student and teacher's hand because it is the pen and paper of our time, and it is the lens through which we experience much of our world".

Shelly, Gunter and Gunter (2013) states that "technology in class is extremely beneficial in the learning process when is used properly" (p.219).They say that integrating technology in EFL classroom helps students to be motivated, to solve problems and also to create new ways in order to show their creative thinking. In effect, technology in EFL classrooms gives students new forms to learn and practice while it gives teachers innovative, effective and engaging teaching (Mercado, 2017).

Classroom Interaction vs. Technology

According to van Lier (as cited in Schneider and Barron, 2014, p. 481) "classroom interaction is the most important element in the curriculum". Wagner (as cited in Mendoza-Gonzalez, 2016, p. 73) defines interaction as:

> "Reciprocal events that require at least two objects and two actions. Interactions occur when these objects and events mutually influence one another. An instructional interaction is an event that takes place between a learner and the learner's environment. Its purpose is to respond to the learner in a way intended to change his or her behavior toward an educational goal".

Taking into account this assumption, Egbert and Hanson-Smith's (as cited in Ma, Yuen, Park, Lau, and Deng, 2014, p.124) say "the use of technology enhances interaction, provides authentic language materials and improves learner engagement".

Similarly, Luckin et al. (2013) claim that the use of technology offers several opportunities in order to know what and how students learn. Also, they mention that the use of technology varies the interactions between the different agents and resources in the context; in fact, teachers can integrate technology in an innovative way for example with new routines, process and curricula.

Erben, Ban and Castañeda (2008) state that the use of e-tools foster interaction through all macroskills in order to offer the teacher the chance of becoming a substitute virtual teacher for ELLs. In fact, the nature of the classroom and all forms of interaction between teacher, students and information resources will be impacted by technology; in other words, the learning environment can be improved with any technology that makes that classroom more interactive and engaging (Strader, 2010).

Types of Technology Used in EFL Class

Nowadays, Vogel (2015) says the use of technology has become a vital part of the 21st Century since it constitutes a pillar on our society. He mentions that in the classroom, it is an important tool with many aspects which allows students to access to the content, put on knowledge and frame skills. In fact, there are many types of technological tools in every classroom like: Wiki Website, Microsoft PowerPoint Presentations, computers, smartphones, interactive whiteboard and so on.

Moreover, these tools do not only give support to traditional ways of learning since they provide new ways of engaging students in the learning process and offers new ways to represent things (Kaye, 2016). Thus, as Pitler, Ross and Huhn (2012) deny that "technology can allow feedback, group conversations, comments, to be collected and shared in one place, and can facilitate interaction among students in a classroom or even around the world" (p. 47).

Definition of Interactive Whiteboards in EFL Classroom

IWB tool is a touch sensitive board used by teachers and students to engage with a digital presentations projected onto a screen (Turvey et al., 2014). Furthermore, Allan (2013) says "IWB consists of three pieces of equipment: a computer, a data projector and the touch-sensitive screen" (p. 68). Similarly, Shelly and Vermaat (2012) state that IWB is a touch-sensitive device that displays pictures from a connected computer. Also, they mention that this tool is used usually in classrooms as a teaching and collaboration tool.

Importance of Using IWBs in EFL Classrooms

Nowadays, Interactive Whiteboards are one of the most important didactic resources as a supportive element in education because it stimulates students' interest (Miralles, Alfageme and Rodríguez, 2014). In fact, Interactive Whiteboards affect learning and teaching since it

improves and promotes meaningful learning and also motivate students (Juanes et al., 2014).

Some researchers such as Edwards (2012) state that Interactive Whiteboard can foster collaboration, interaction and communication in learners. In fact, Buttner (2014) claims that IWBs are powerful teaching tools, however, it is important that teachers combine teaching with the didactic resources to take advantages of IWBs and improve student learning. For that reason, she mentions that the effective use of IWBs can develop student understanding of lesson material and complex concepts or ideas, increase students' interest.

Interactive Whiteboards support many different learning styles since they can be used in a variety of learning environments (Kopp and LeMoine, 2012). Indeed, the diverse aspects of interactive whiteboards allow teachers to develop the different learning styles (Younie and Leask, 2013). For instance, for visual learners, the big screen allows students' engagement; the use of sound helps audio learners; and kinesthetic learners can walk to the screen, manipulate and move objects.

IWBs in Promoting Interaction

IWBs promote collaboration and interaction and increase students' learning since it is a powerful tool that supports collaborative learning using media content in classroom (Alshahrani and Ally, 2016). Truthfully, good teaching is interactive for that reason IWBs facilitate interaction using visual, audio or kinesthetic interactions which helps students to demonstrate what they learn and thought (Jesson and Peacock, 2012).

Besides, IWBs allow diverse opportunities for students' interaction since the students can just focus on IWB during speaking and lead-in activities in order to create a more comprehensive and dynamic atmosphere in class (Hart, Puchta, Stranks, and Lewis-Jones, 2016). For instance, IWBs allow creating different, interactive and stimulating learning environment since it is considered as a tool to achieve several educational aims (Alshahrani & Ally, 2016).

According to Glover (as cited in Digregorio & Sobel-Lojeski, 2010) teachers have to take into account the three stages of interactivity for using IWBs. Thus, stage one is called the supported didactic stage, which means that the IWB is used as a visual support. The second stage is called the interactive stage which is used to illustrate, develop and evaluate concepts; in this stage IWBs become the focal point of the lesson and need attention from students. The third stage is called the enhanced interactivity stage, where the teacher incorporates the concepts learned and cognitive development in a manner that exploits the interactive capacity of the IWBs; this stage involves careful lesson preparation including verbal, visual, and kinesthetic activities. Therefore, the enhanced interactivity stage is needed for IWB use to have the greatest impact on teaching and learning.

Advantages and Disadvantages of Using IWB

While evaluating the advantages and disadvantages of technology in education, it is important to consider the criteria of people who are directly affected by this new technology, such as teachers and students.

According to Woolley (2014) one of the advantages of IWB, as a teaching and learning tool, is that teachers can incorporate different multimedia elements and sound components like sound, audio, animations and illustrations to enhance dialogic collaboration and profundity of learning engagement. Above all, IWBs can possibly enhance students' activities through different learning styles.

As well, interactive whiteboards increase students' participation, interaction and creativity (Kopp, 2012). Hillar (2016) argues that IWBs offer interactive multimedia resources such as presentations or videos for the students can interact with them. In effect, teachers and students can use the board to interact creating many activities and lessons that benefit using graphics with movements, navigation or hyperlinks (Hall, 2015).

Another advantage is that IWBs allow to use several resources like Internet, multimedia presentations, video and audio display, and so on (Fernandez, 2014). Similarly, Cutrim and Whyte (2014) say that IWB allows multimedia teaching and learning for teachers and students in order to create a creative environment. In fact, it is an endless source of multimedia and interactive information that allows teacher to manage a number of materials made by himself (Olmedo, 2014).

On the other hand, one of the disadvantages is the lack of teachers' training about how to use interactive whiteboards (Hockly, 2016). Muñoz, Jiménez, Adamuz and Rubio (2016) say that technical issues can difficult performing the class, even if the class was prepared. For that reason, it is important that teacher is trained and constant practice with the IWB in order to be skillful (Reece and Walker, 2016).

Likewise, Reece & Walker (2016) state that the cost of IWB is more expensive than conventional whiteboard because the teacher needs a computer, speakers and projector; however, nowadays there are IWBs less expensive according to the necessities of the teacher (Muñoz, Jiménez, Adamuz and Rubio, 2016).

Activities to Promote Interaction Using IWBs

There are currently many activities to improve and develop any skill in learner. However, in order to promote interaction in class using IWBs, the most common activities used are: cloze activities, games, sorting activities, storytelling activities, role play, simulations and drama activities.

At first, cloze activities are the activities based on written text in which certain words within a passage are deleted (Herrel and Michael, 2012). Close activities work very well using IWBs

because they allow students to work in groups and look at the screen and complete the tasks (Gamble, 2013). In fact, cloze activity "provides interactive learning with internal feedback for small groups by shifting from old technology to new technology" (Goodwyn, Reid and Durrant, 2013, p.109).

Next, games are powerful activities that provide fun, changing pace or helping people to concentrate (Allan, 2013). Hockly (2016) states that games are the most common activity used in the curriculum. He mentions that teachers can use games to illustrate new words or concepts and also to incorporate videos or pictures. Thus, IWB allows teacher to use digital games (Cutrim and Whyte, 2014). For instance, Mawer and Stanley "suggest a way of use screenshots taken from existing online games and displaying them on the IWB to encourage speaking" (p. 171).

On the other hand, sorting activities are the activities where the student manipulate objects and written symbols to show that they understand the concepts in order to acquire vocabulary (Herrel and Michael, 2012). Indeed, this type of activity is appropriate because they offer the facility to move pictures or items on the screen (Pachler, Evans, Redondo and Fisher, 2013).

Last, Anderson and Macleroy (2016) admit that storytelling activities had been a good teaching activity for EFL students. They mention "storytelling activities provide meaningful goals and an authentic context for learning (p.38). Thus, teacher can integrate animations, pictures, videos or sounds in order the class to be more interactive since these activities can be projected on the screen (Hall, 2015).

Finally, role play, simulation and drama activities are activities that helps to perform interpretation and observation skills for learning new cultures and at the same time to adapt and empathize with them (Huber and Reynolds, 2014). Thus, Enhancing Education cited in Kopp and LeMoine (2012) say role-playing and simulations require that students improvise using the information available to them and also develop critical thinking and cooperative learning. In fact, the use of IWBs can motivate students to practice role play or simulations using a sequence of pictures or images (Kaye, 2016). For instance, IWBs allow students can handle, experiment and learning about the objects that they see in the real world.

Having analyzed the topics which have more relevance about the present study, it is important to include the scientific studies that were researched in different journals.

The first study was carried out by Türel & Johnson (2012) who evaluated the teachers' perceptions and their use of IWBs. Regarding the methodology, data was gathered by means of questionnaire based on questions about demographics, usage, and teachers' perceptions related to IWBs; for this study, 174 teacher-participants, who have actively used IWBs for instruction.

The results show that teachers believe that IWBs can be used for different subject domains and also IWB can facilitate learning and instruction under the following conditions: collaboration with colleagues, training about effective instructional strategies using IWB, and more frequent teacher use of IWBs to improve IWB competency. Based on the results, this study confirmed that IWB teachers' skills were improved and also IWB provides good effects on the teaching and learning process.

The second study performed by Bidaki & Mobasheri (2013) who addressed this study by analyzing some issues related to interactive whiteboards to verify in what ways using IWB affects whole-class teaching. The study was based on teachers' attitudes. The data was gathered from interviews and questionnaires for teachers. Also, this study was possible with the participation of 198 pupils in seven classrooms.

The results showed that IWB enhances the pedagogical skills, increases the students' attention and saves teaching time in order to improve the student's skills, such as team working and discussion. However, this study also found some issues for using IWB, such as training the teachers for using all the abilities of IWB in teaching, reducing the expenses for buying of IWBs and providing more practical IWB software.

The third study done by Katwibun (2014) investigated the effects of using an interactive whiteboard (IWB) for teaching vocabulary. The sample for this study was a target group with 51 students of the academic year 2011. The research instruments consisted of 3 lesson plans, 3 IWB instructional media packets, post-teaching teacher's note, vocabulary knowledge test, students' participation observation form and attitude questionnaire.

The data obtained showed that implementing IWB for teaching vocabulary demonstrated success in students' academic performance not only in students' participation, but also their attitude in the classroom. For instance, students improve their vocabulary, participation and attitude. In conclusion, the findings of this study highlights the success of using IWB since it increases the students' vocabulary knowledge and interaction between them.

The fourth study carried out by Shams & Ketabi (2015) who explored the attitudes of Iranian teachers about utilizing Interactive Whiteboards in EFL classrooms. The main goal of this paper was to evaluate teachers' beliefs about IWB use and frequency of IWB usage in Iranian schools. To achieve this aim, 174 EFL teachers participated in this study collecting data through questionnaires consisting of 22 questions.

The findings of this study indicated that Iranian EFL teachers hold positive attitudes towards the effects of using IWB in their classrooms. For that reason, the conclusions were that teachers interact and communicate better with students during a lesson; also, IWB provides time efficiency and classroom management during instruction.

The fifth study researched by Mustafa (2016) claimed that the interactive whiteboards have the potential to motivate language learners for an effective learning. This current study investigated the influence of interactive whiteboard in the language classroom and found that learners showed better achievement in the language classroom when interactive whiteboard was employed. The sample for this study was first year students of English department. The results revealed that learners who has instruction with interactive whiteboard achieved better results in language tests than the students who had traditional instruction. By the same token, this study revealed that the use of IWB greatly impacts learner achievement in the language classroom.

As a conclusion, the use of visual materials facilitated the comprehension of materials and, at the same time, motivated learners towards better learning. Also, this study found that the use of IWB developed positive attitudes in students like attention, interaction and motivation towards language learning.

Finally, the sixth study researched by Gashan & Alshumaimeri (2015) who explored the attitudes and insights of Saudi female teachers regarding the use of IWBs when teaching English as a foreign language. The data was collected through questionnaires to forty three teachers for different secondary schools.

The results indicated that participants demonstrated positive attitudes toward using the IWB in the EFL classrooms. Also, the results showed that teachers consider IWBs useful devices for enhancing the teaching and learning process and for designing new instructional situations. However, teachers stated that they observed some technical obstacles in their use of IWBs.

Thus, the research recommended that EFL classes should be equipped with all supplicants of the IWBs. It also suggested that training is important for teachers to deal with the technological devices.

Chapter II: Method

Settings and Participants

This study was carried out in a public high school in the city of Loja. The population were 90 students from 1st, 2nd and 3rd senior year, whose age ranged from 15 to 17 years old. These students are in A1 and A2 English level. Additionally, three experienced teachers participated during this research who have been teaching English for about 7 years.

Procedure

To carry out this research, it was necessary look for scientific information, which was gathered from different sources, such as books and journals selectively chosen to write the literature review and provide scientific support to this research.

The methods of this study were qualitative and quantitative. The techniques applied were surveys and note-taking. The instruments for collecting data were questionnaires and observations.

The questionnaires were applied to three teachers and ninety students and consisted of close and open-ended questions. The teachers' questionnaires consisted of 14 questions and the students' questionnaires consisted of 13 questions. Additionally, observations were conducted in four classes in order to notice how classes are improved through the use of the Interactive Whiteboard.

After gathering the information from questionnaires and observations, the quantitative data was displayed into pie charts and tables; and, the qualitative data was interpreted through a descriptive analysis.

The tabulation process was made manually by counting the answers given by each student and teacher.

To carry out the analysis of the results the highest percentages were analyzed by considering students answers and data collected through the observation sheets, and it was supported with information from the literature review included in the present study.

Chapter III: Discussion

Description, analysis, and interpretation of results

This section contains the quantitative and qualitative analysis used for the interpretation of the results obtained from the questionnaires and observations applied to teachers and students.

STUDENTS' QUESTIONNAIRE

Have you used Interactive Whiteboards (IWBs) in your English class?
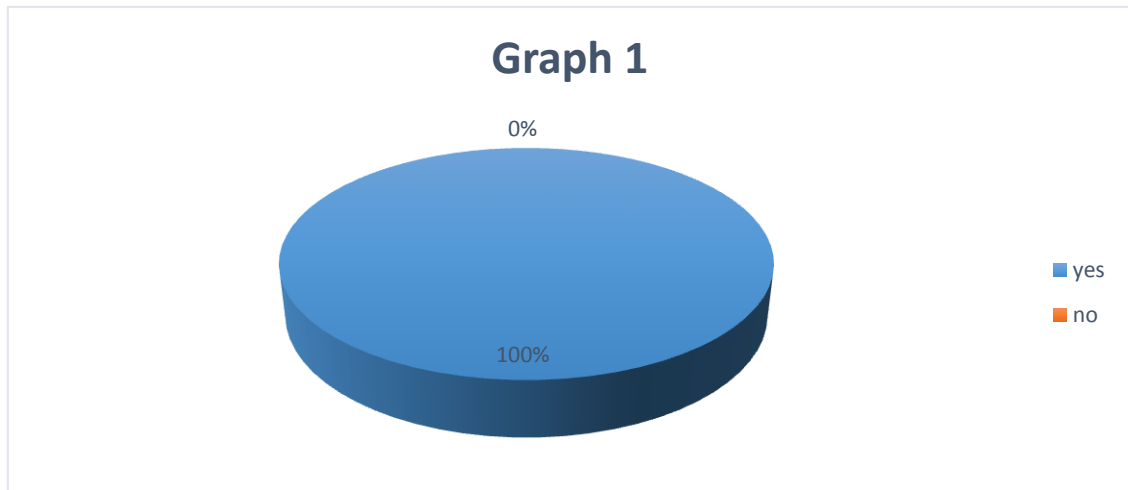
Graph 1

0%

100%

yes
no

Source: Students' questionnaire.
Author: Gabriela Jaramillo

According to the results, 100% of students said they have used this e-learning tool in their English classes. Indeed, during the observations, most of the students got involved in interactive activities by using the IWB. Concerning this, Jesson and Peacock (2012) claim that IWBs are good interactive teaching tools, which facilitates interaction through the use of different and innovative activities.

Is this learning tool new for you?

Graph 2

42%

58%

yes
no
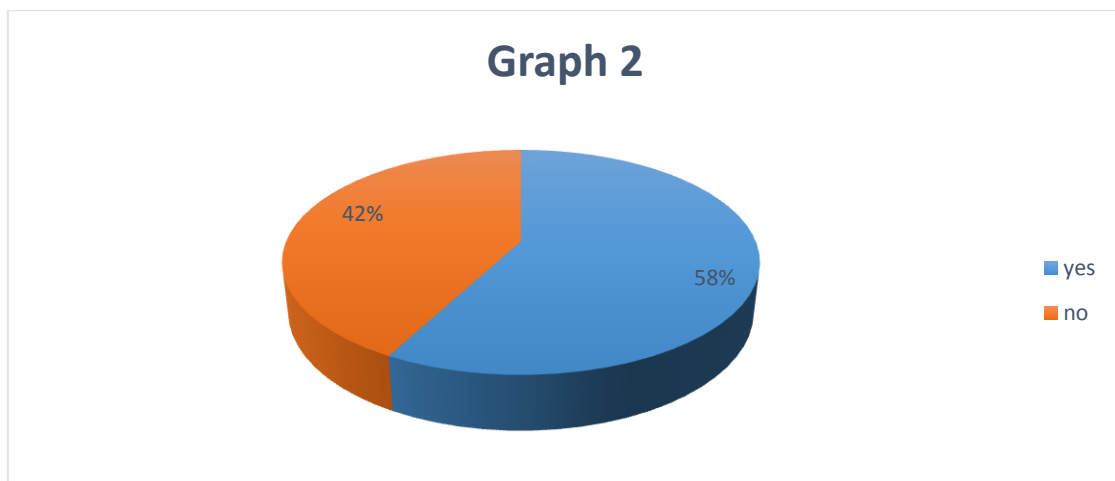
Source: Students' questionnaire.
Author: Gabriela Jaramillo

In this question, 58% of students say that IWB is new for them, whereas the 42% indicate they know this tool. During the observations, it was clearly seen that this tool is new for them since in some cases they did not know how to use or manipulate it. These results fits with Cutrim (2017) when she says that IWB is a relatively new teaching and learning e-tool in language education.

How often does your teacher use the IWB in class?

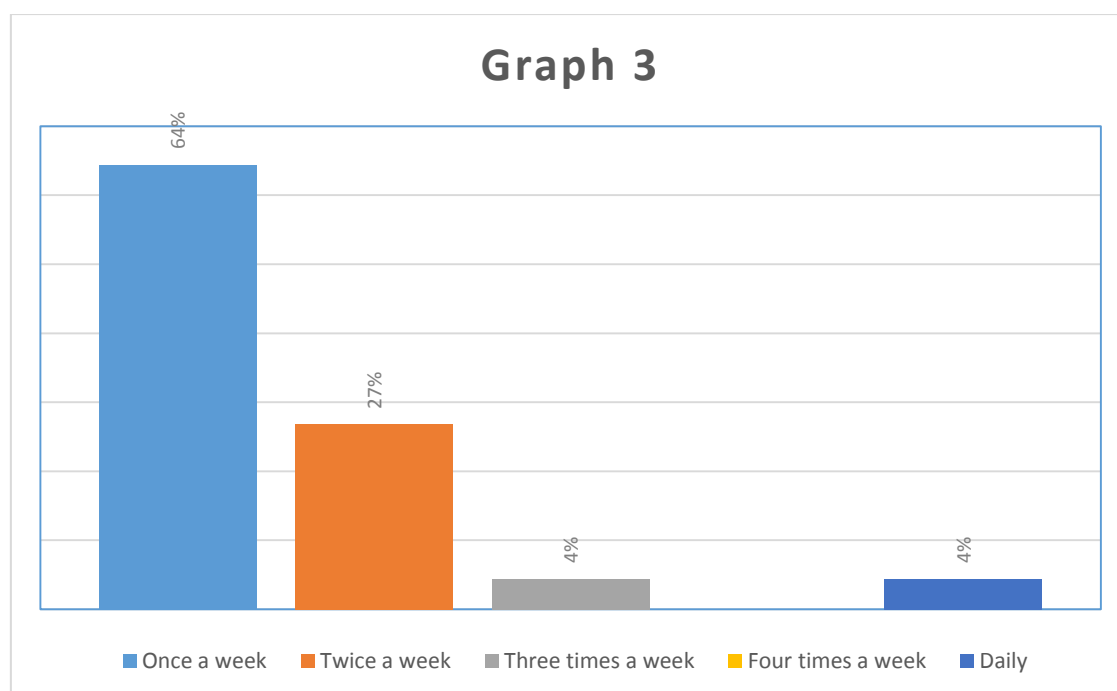
Source: Students' questionnaire.
Author: Gabriela Jaramillo

Regarding this question, 64% of students surveyed said that their teachers use IWBs once a week, 27% of students alleged that teachers use it twice a week. On the other hand, 4% expressed that the teacher uses IWB three times a week. Finally, 4% of students stated that teachers use it daily. From those results, it is perceived that most of the teachers do not use the IWB regularly in their classes.

Regarding the observations, it was seen that teachers do not use IWB habitually. Indeed, most of the teachers use them to see information like short paragraphs of readings. These results are aligned with Karsenti (2016), who mentions that it is important that students work with the IWB frequently because they can obtain a big impact on their academic achievement, school motivation, concentration in class, and complete satisfaction at school.

Do you like to use IWBs?

Graph 4

2%

98%

yes
no
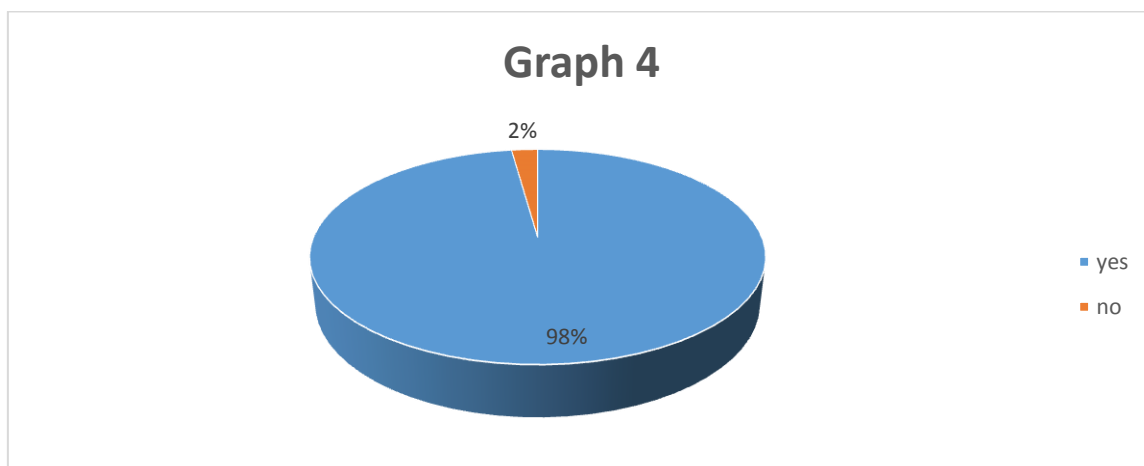
Source: Students' questionnaire.
Author: Gabriela Jaramillo

Concerning this question, 98% of students said that they like to use the IWB. On the other hand, 2% of them said that they do not. The students explained that they like to use the IWB because they like technology and think that the contents become more dynamic.

During the observation, it was seen that the IWB is really appealing to students because they participated more in class, raised their hands to participate or speak with their classmates in the activities. Regarding this fact, Murado (2012) claims that the IWB is better than the traditional board and also it allows students to learn in a dynamic and innovative way with the projections and all types of resources displayed on the screen. Similarly, Ma, Yuen, Park, Lau, and Deng (2014) state that the use of IWB in EFL classrooms enhances students' interest, motivation, engagement, and participation in learning English and practicing speaking.

Do you find the use of IWB effective in the EFL class?
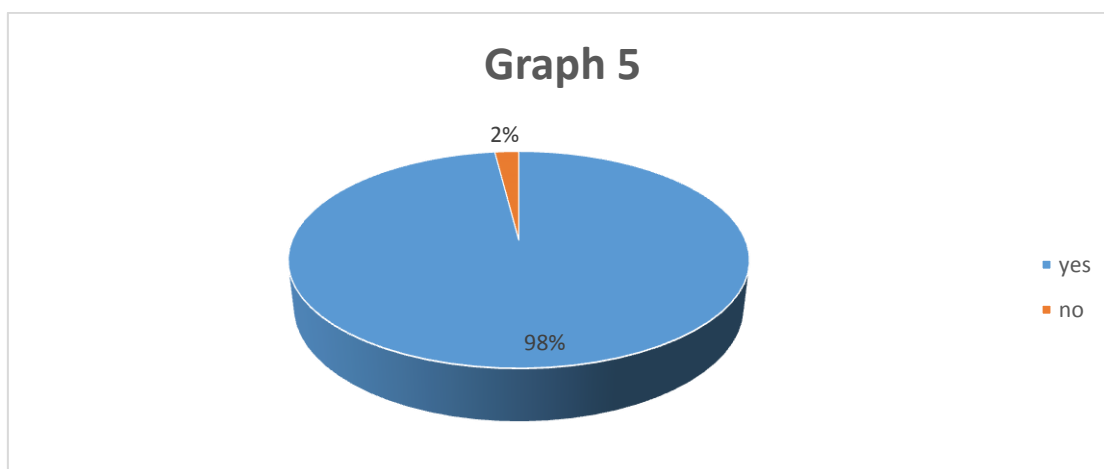

Graph 5

2%

98%

yes
no

Source: Students' questionnaire.
Author: Gabriela Jaramillo

With reference to this question, 98% of students consider that the use of the IWB is an effective tool in the EFL class; while 2% of them think that the IWB is not. The students consider that it is an effective tool because they can interact in class better and keep their attention.

It was observed that the use of the IWB was very effective because students interacted with the teacher, the classmates and the content. In fact, the pace of the environment became more dynamic because the students had fun and raised their hands; and the contents and activities were innovative than traditional methods like books, board or audiotapes. These results are supported by Alshahrani and Ally (2016) who state that IWBs promote collaboration and interaction and increase students' learning.

Do you think that the IWBs promote interaction in class?
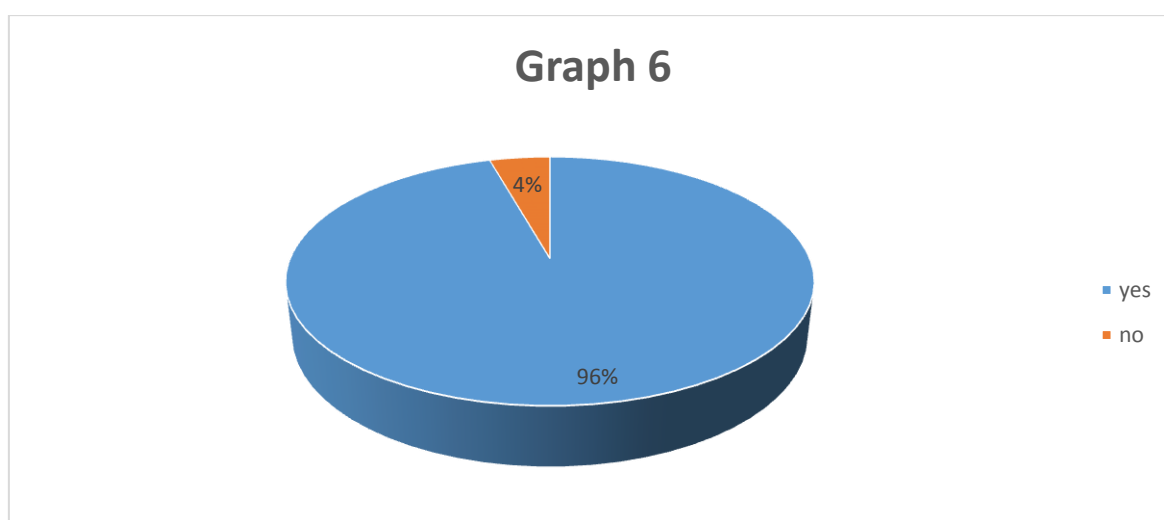
Source: Students' questionnaire.
Author: Gabriela Jaramillo

In this question, 96% of respondents said that IWBs promote interaction in class, while the rest of the students answered that IWBs do not promote interaction. The students stated that IWBs promote interaction because their participation increases when the teacher uses this tool in their classes.

During the observations, it was evident that when teachers used IWBs, the students' interaction was better because the activities were more dynamic and funny since the students participated and spoke with their classmates. Teachers encouraged students to express their ideas and thoughts through the tasks on the IWB. Alshahrani and Ally (2016) state that the use of media content in classroom allows that students' learning, collaboration and interaction increase.

Is it difficult for you to interact in class by using the IWB?

Graph 7
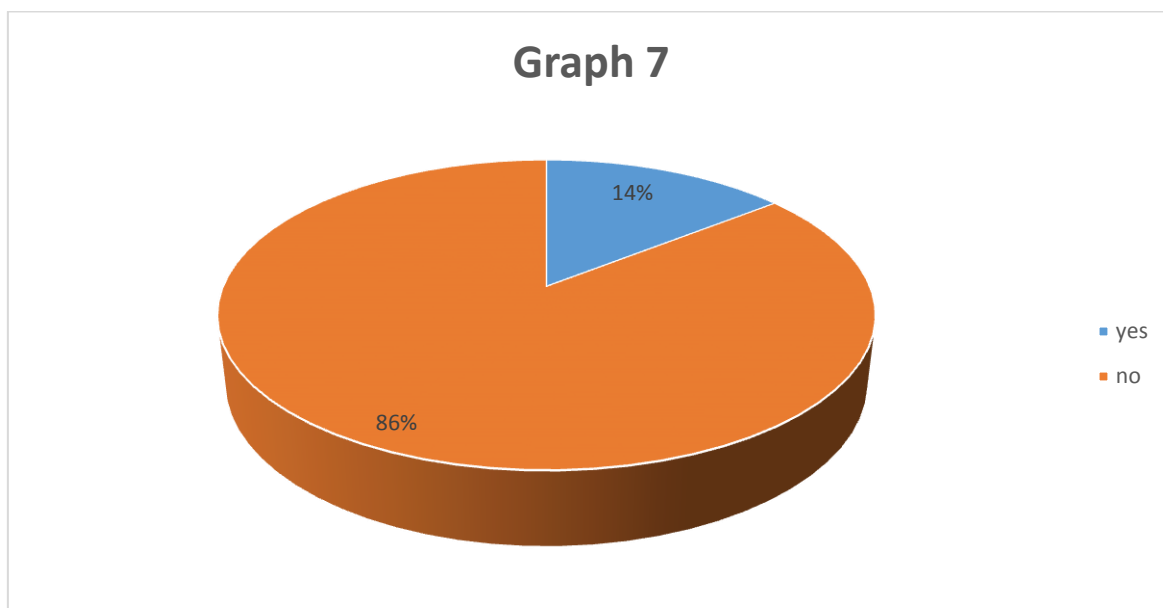
Source: Students' questionnaire.
Author: Gabriela Jaramillo

According to this question, 86% of students said that it is not difficult to interact in class by using an IWB. They pointed out that they feel more comfortable to speak and communicate with their teacher and classmates. On the other hand, 14% of the students stated that it is difficult to interact. These students indicated that they do not know how to use and manipulate the IWB, although this is not a good reason to avoid interaction in the class. However, during the observations, it was observed that it is not difficult interact by using the IWB for the students because they spoke, participated and manipulated the screen without fear.

Hart et al., (2016) state that IWBs facilitate interaction because students can use the IWB during speaking and lead-in activities in order to create a more comprehensive and dynamic atmosphere in class.

How do I feel when my teacher uses the IWB?

Graph 8
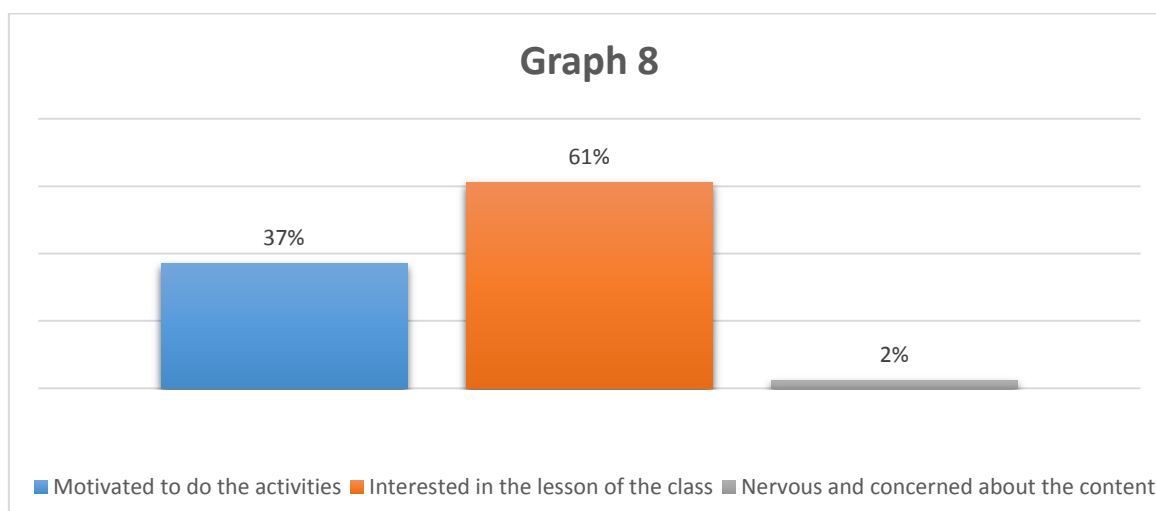
Source: Students' questionnaire.
Author: Gabriela Jaramillo

Regarding this question, 61% of students surveyed expressed that they feel interested in the lesson of the class. Besides, 37% of students explained that they feel motivated to do the activities. Finally, 2% expressed that they feel nervous and concerned about the content. During the lessons conducted, it was observed that IWBs promote the interest towards the class, for instance, the students paid attention, spoke and participated in class. To support this, Cheung, Kwok, Ma, Lee and Yang (2017) state that the IWB increases the interest in the classroom, enhancing interaction and students' motivation. Hüseyin (2014) states that when the teacher uses the IWB, students feel more comfortable and also the class environment is more enjoyable for language learning.

Do you improve your interaction by using the different options (i.e. Power Point Presentation, videos, Internet, music) that the IWB offers?

Graph 9
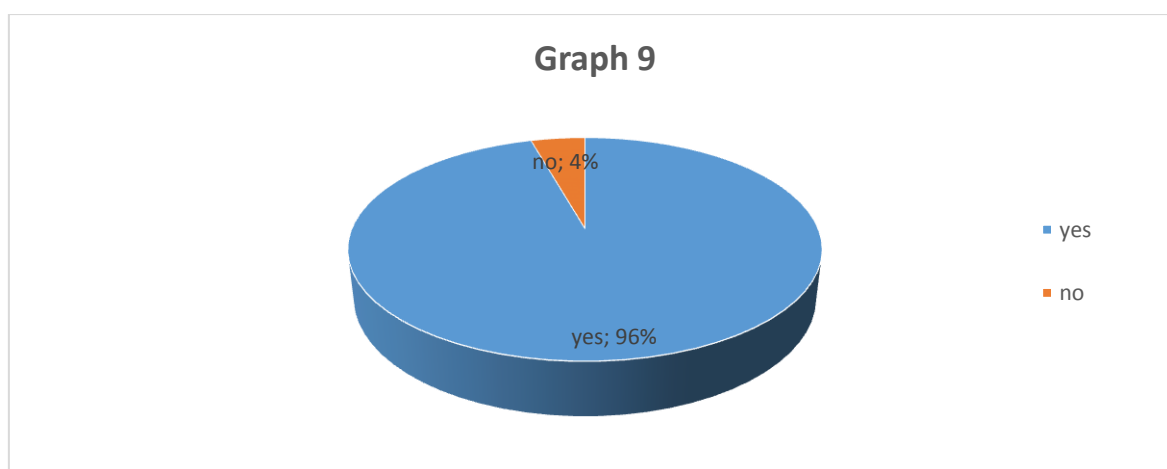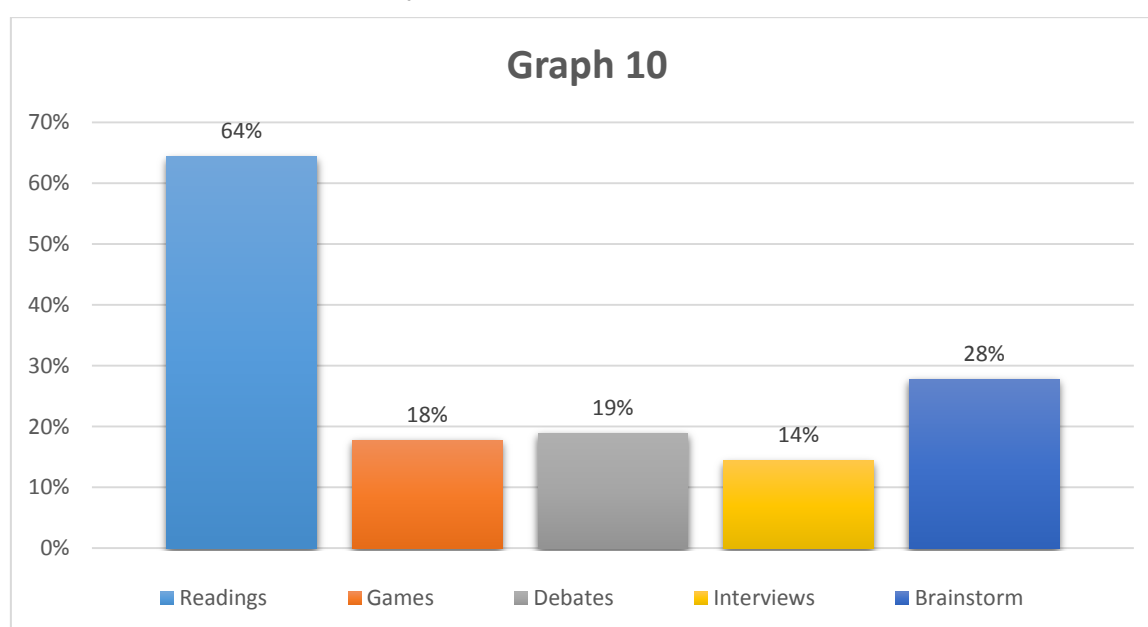
Source: Students' questionnaire.
Author: Gabriela Jaramillo

In this question, 96% of students claimed that the options like Microsoft Power Point presentations, videos, Internet, music, etc., which IWBs offer improve interaction in class, while 4% of students stated that these options do not improve interaction. The reason why the IWB improves the interaction is because the options allow to listen and visualize the audio-visual material better.

During the observations, it was seen the students' interaction improved. For example, when teacher used music or videos, students were more concentrated in the contents. On the other hand, when teacher used Internet to practice vocabulary, students participated in the different activities and spoke more for the dialogues and readings. Gage (2014) says that the different options that IWB offers improve the quality of interactions.

What kind of activities does your teacher use with the IWB?

Graph 10

Source: Students' questionnaire.
Author: Gabriela Jaramillo

Graphic 10 shows the kinds of activities that teachers use with IWBs, 64% of students answered that teachers do readings, 28% of teachers do brainstorm activities, 19% of teachers foster debates, 18% expressed that teachers use games, and finally 14% of teachers use interviews.

It could be seen during the observations that the teacher used too long readings for improving comprehension of concepts or information about the topics learned. Also, this type of activity allowed students to read and observe the activities, and at the same time participate in class. On the other hand, the teachers used games like hangman, memory game or word match to promote interaction and communication in class. According to Rasinski and Pytash (2015), IWBs allow to use readings because the texts can be projected

and students can participate in choral readings or whisper read while the teacher asks questions to the students. Indeed, they found that IWBs provide teachers support for assisting reading with the unfamiliar texts types or vocabulary that students do not understand.

What skills do you practice through the use of the IWB?

Graph 11
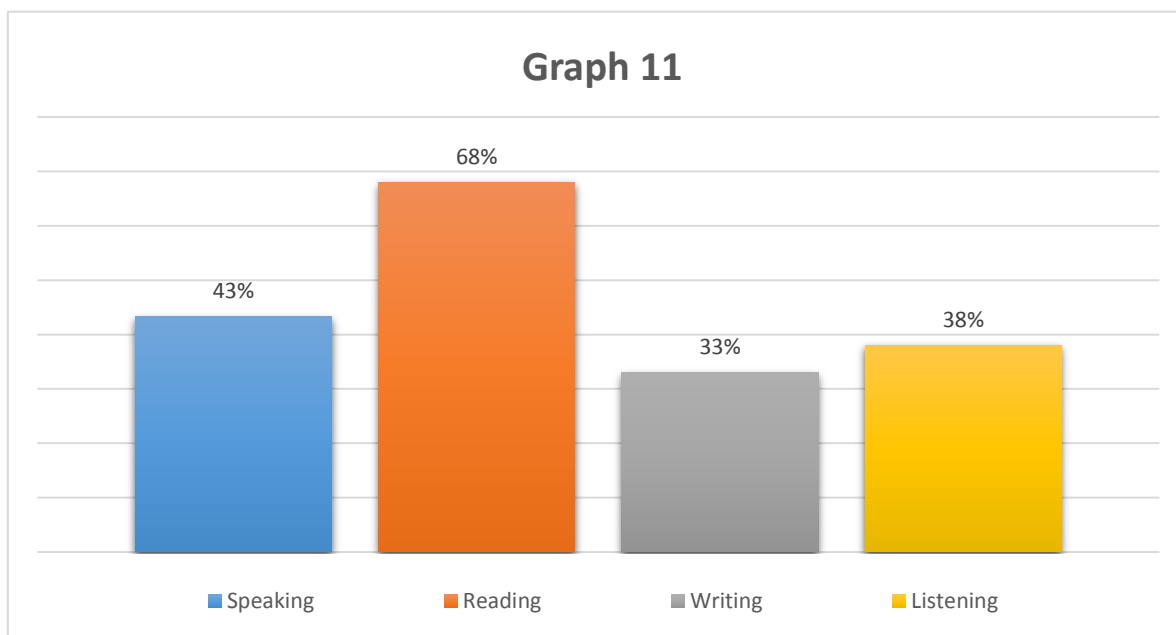
Source: Students' questionnaire.
Author: Gabriela Jaramillo

Regarding this question, 68% of students surveyed expressed that they practice reading, 43% of students practice speaking, 38% of students practice listening and 33% of students work on writing.

As it was seen, most of the teachers use the IWBs for displaying reading passages, concepts and texts. For example, most of the teachers used cloze activities where students read information and complete paragraphs. These activities helped students to improve their reading skills. Also, it was observed that teachers used videos and music which helped students to improve listening and speaking skills.

To this respect, Ghaniabadi (2016) shows that the use of multimedia texts presented on IWBs has a positive effect on improving students' reading comprehension; also, IWBs are a good educational tool for reading comprehension instruction compared to traditional methods. Similarly, Chen, Chiang and Lin (2013) found that IWBs increase the students' interest in reading and improve the literacy skills.

However, Cutrim and Whyte (2014) claim that listening and speaking skills IWB may be improved through IWB because teachers may show a part of a reading text on IWB and students read, listen and speak about what is going to happen next.

What are the advantages of using IWB?

Graph 12

- 22% — I can participate more in class
- 50% — The activities become more interesting and creative
- 10% — IWB catches my attention
- 18% — IWB allows the teacher to explain the contents better

■ I can participate more in class
■ The activities become more interesting and creative
■ IWB catches my attention
■ IWB allows the teacher to explain the contents better
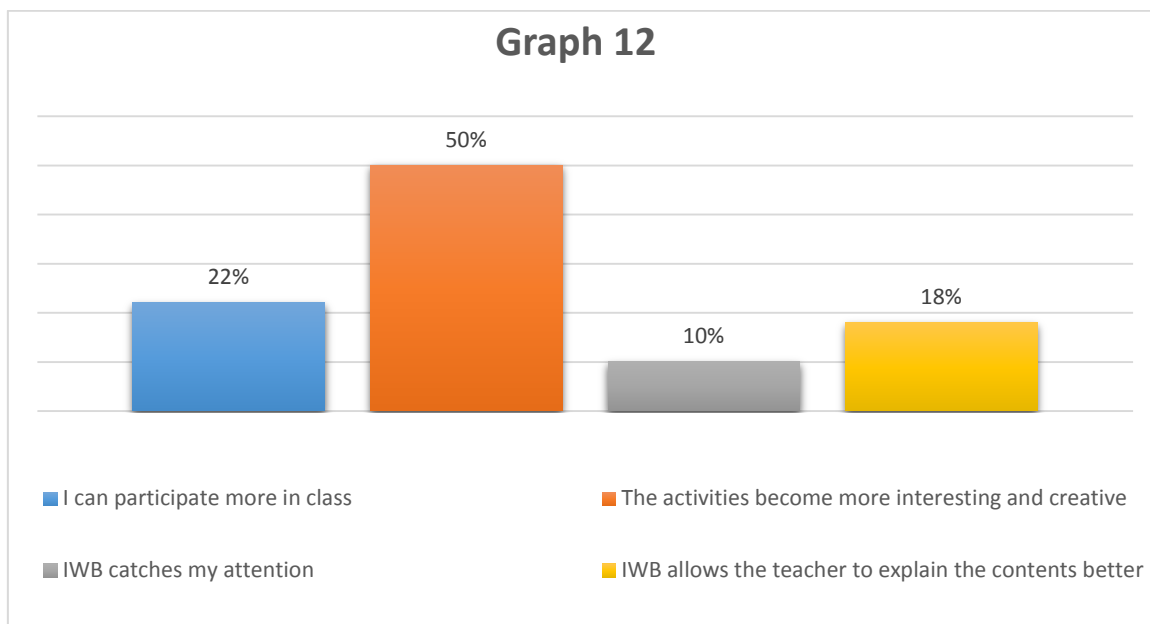
Source: Students' questionnaire.
Author: Gabriela Jaramillo

Graphic 12 shows that 50% of students agree that one of the advantages of IWB is that the activities become more interesting and creative, 22% said that they can participate more, 18% claim that the IWB allows the teacher to explain the contents better, and only 10% indicate that IWB catches their attention.

Similarly, during the observation, it was seen that students really participate and interact more in class by using the IWB since all the students got more involved in the class because they participated in the activities that the teachers used to explain the class.

Leask and Pachler (2013) claim the IWB allows students to participate in different, interesting and innovative activities. Indeed, this e-learning tool supports the full range of learning styles that permits a high level of participation in the class.

What are the disadvantages of using IWBs?
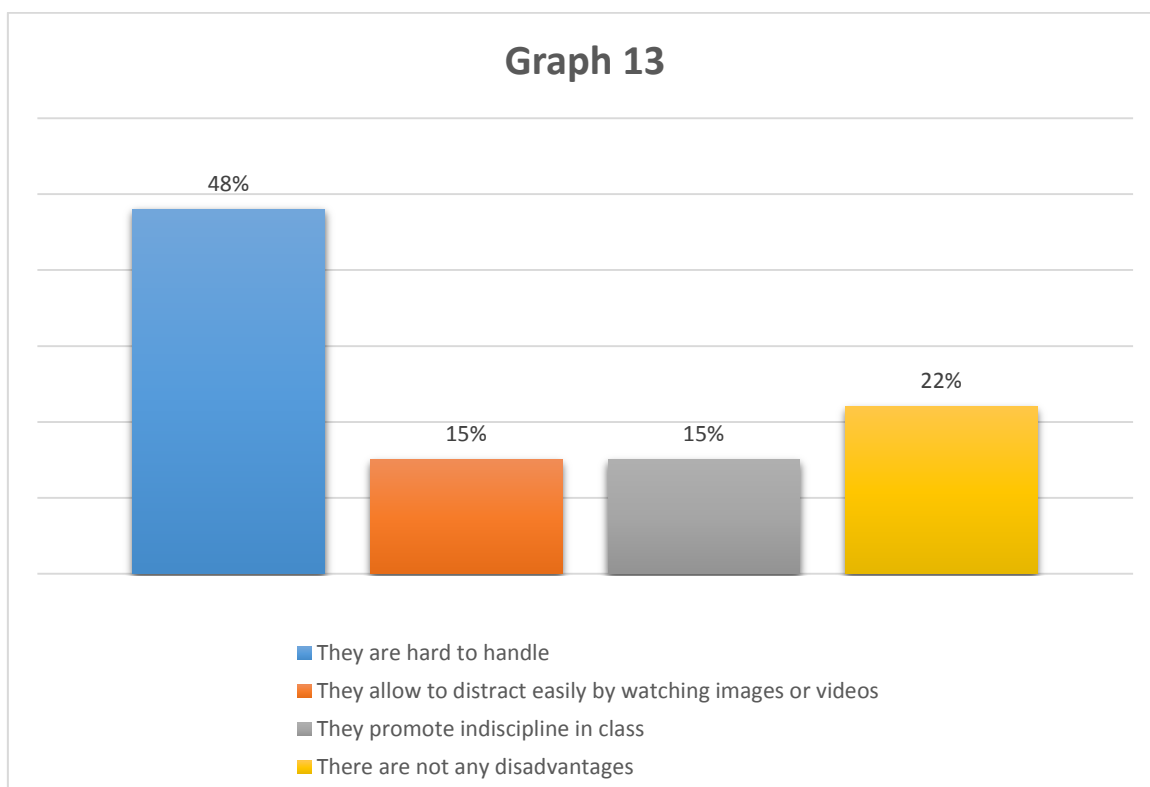
Source: Students' questionnaire.
Author: Gabriela Jaramillo

With reference to this question, 48% of students stated that one of the disadvantages of IWBs is that it is difficult to handle, 27% indicated that there are not any disadvantages, 22% of students claimed that IWB promotes indiscipline in class, 22% of students said that they get distracted by watching videos or images displayed on this tool.

The highest percentage matches with what was observed in the class, the students did not know how to manipulate or touch the options in the screen. Moreover, teachers had to help them to use it by giving instructions with some specific indications, this helped students to feel more comfortable to participate by using the IWB.

Do you use Interactive Whiteboards (IWBs) for teaching in your classes?

Graph 14

0%

100%

- No
- Yes
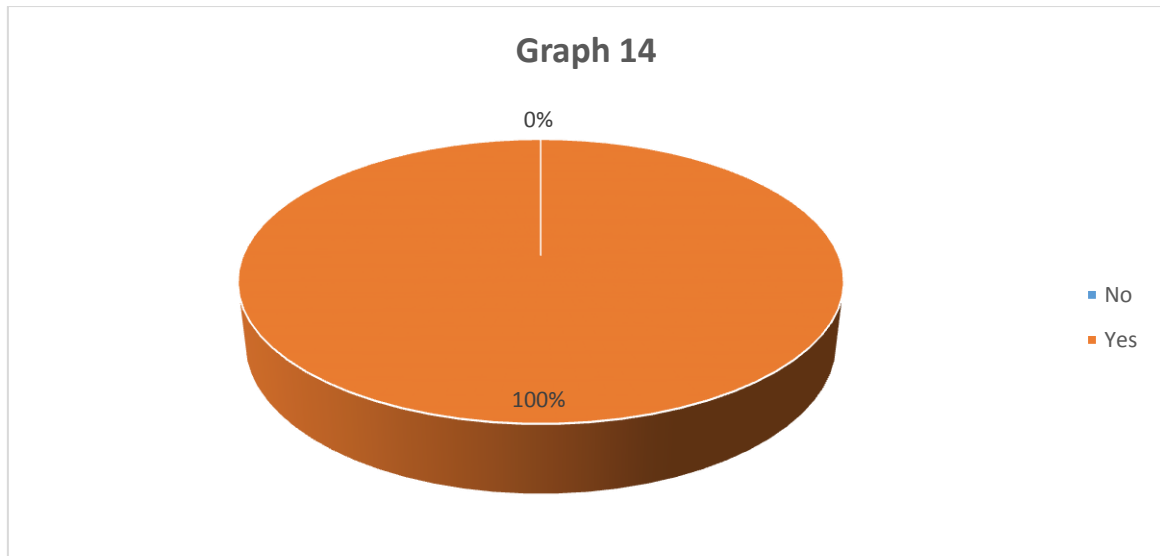
Source: Students' questionnaire.
Author: Gabriela Jaramillo

100% of teachers affirm that they use the Interactive Whiteboard in their classes. The high percentage of respondents agree with Mercado (2017), who found that teachers use IWB to improve the English teaching; in fact, the results are better when they use IWB frequently in their classes.

Do you have any previous experience about the use of IWBs as an interactive tool?
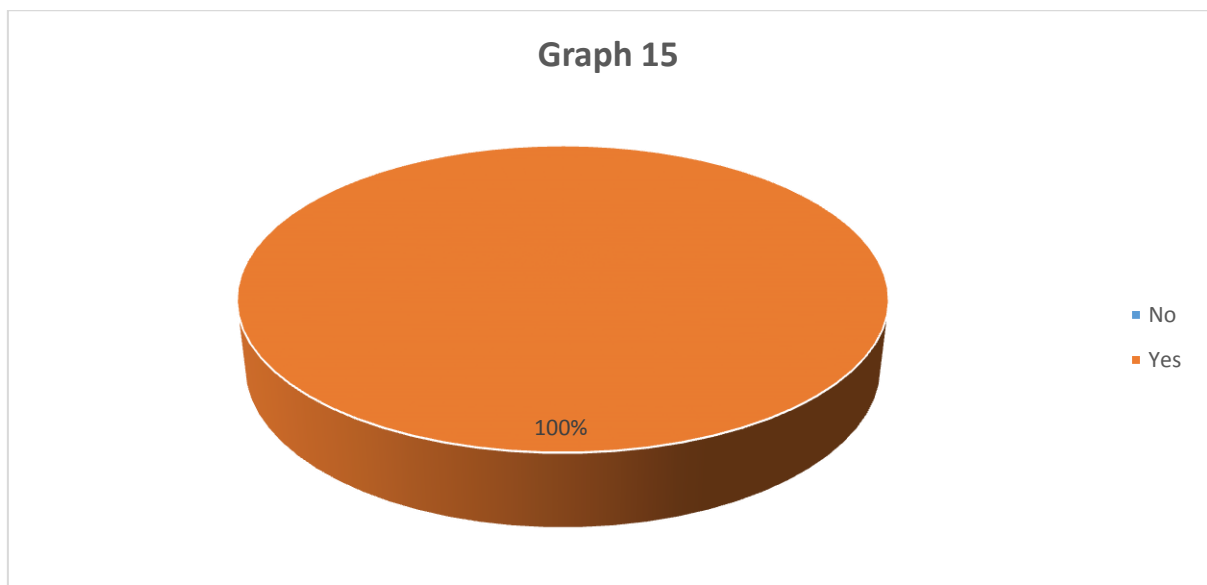
Graph 15

100%

- No
- Yes

Source: Students' questionnaire.
Author: Gabriela Jaramillo

In this question, 100% of teachers said that they have experience about the use of the IWB. One of the teachers stated that he has been using it for 4 months and the other rest of teachers declared that they have used it in other countries.

Do you think you need more pedagogical or technological training to maximize the use of the IWB in your class?

Graph 16

- Yes
- No

100%
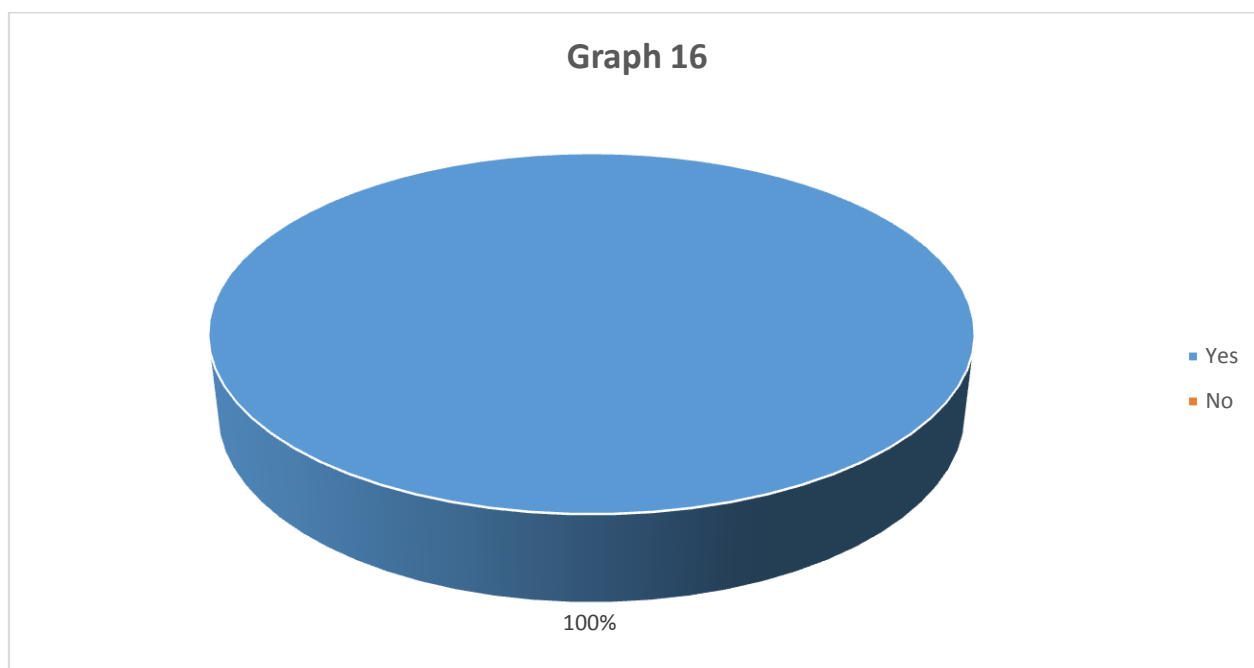
Source: Students' questionnaire.
Author: Gabriela Jaramillo

Concerning this question, 100% of teachers specified that they need more pedagogical training for using IWBs. Teachers stated that it is important to be trained in order to explore the options that the IWB has; training is a way to motivate and force teachers to explore and use this tool in their classes.

What teachers affirmed about this issue it matches with what was observed; thus, they need more training to handle all the functions' that this tool offers. In general, some of them had problems with electronic pen and they had to use other options like mouse or keyboard for the students to do the activities.

Regarding these results, Karsenti (2016) states that teachers need adequate technological and pedagogical support. Truthfully, teachers need pedagogical training in order to learn how to use all the IWB features and functions, especially the interactive aspects that promote students engagement and collaboration. Indeed, Loor, Zambrano, Intriago, Carpio, and San Lucas (2017) claim that it is important that teachers have a certain period of training in order to obtain benefits and advantages of IWBs.

Why is it important to use IWBs in English class?

Graph 17

Legend:
- It promotes interaction.
- It creates a dynamic enviroment.
- It saves time for designing material.
- It improves the student's skills.
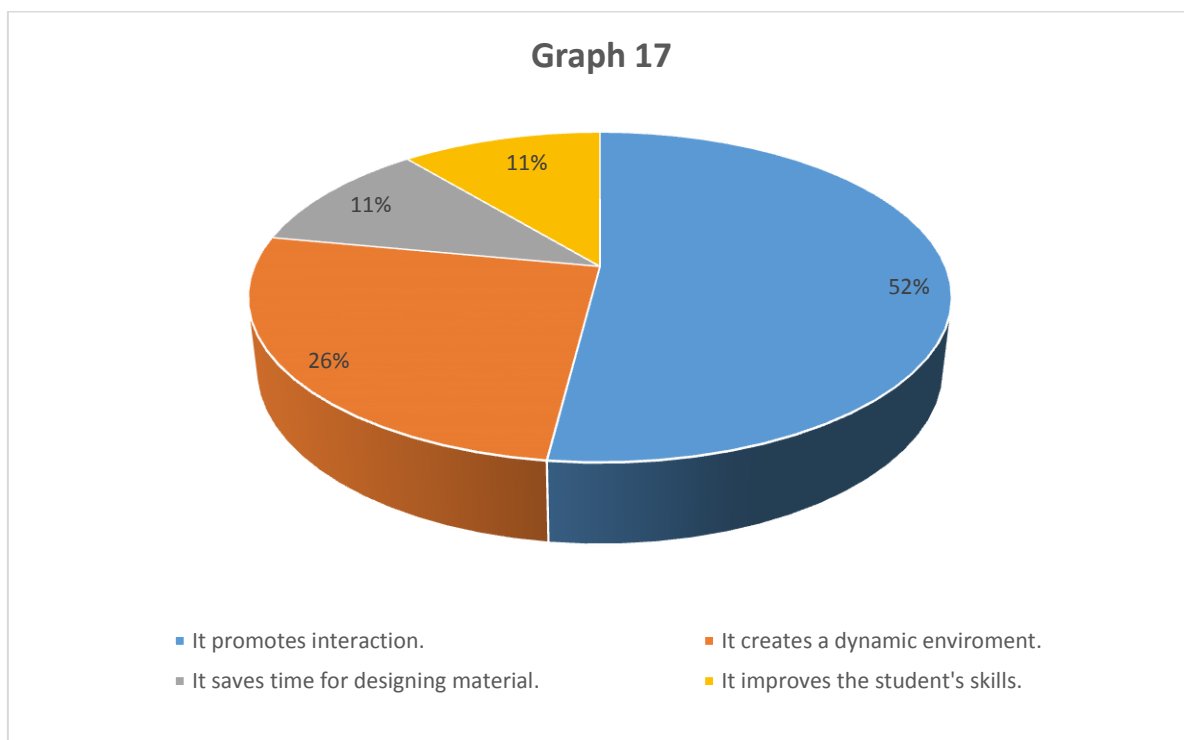
Source: Students' questionnaire.
Author: Gabriela Jaramillo

Graphic 17 shows why the use of IWBs is important in an English class. Therefore, 52% of teachers answered that IWBs promote interaction, 26% of teachers said that IWBs create a dynamic environment, 11% of teachers indicated that IWBs save time for designing materials and 11% expressed that IWBs improve the students' English skills.

During the observations, it was evident that the IWB promotes interaction in class because the students speak and participate more. Teachers motivated students to use and manipulate IWBs during the interactive activities and students felt comfortable to speak and interact in class. According to Alshahrani and Ally (2016), IWBs promote collaboration and interaction and increase students' learning since it is a powerful tool that supports collaborative learning using media content in the classroom.

Is it difficult for you to use the IWB?

Graph 18

- Yes - No
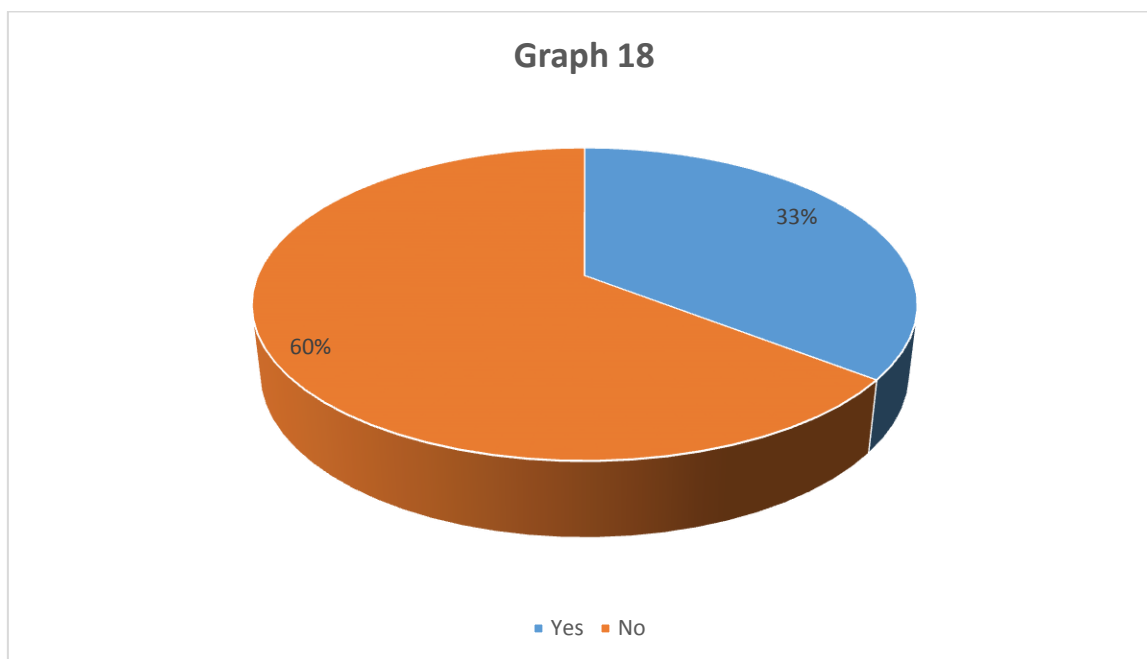
Concerning this question, 67% of teachers said that it is not difficult to use the IWB because they had used it before or they have had a training before its use. On the other hand, 33% indicated that it is difficult to use the IWB. Teachers explained that at the beginning it is difficult to use IWBs because they do not know how to manipulate; however, when teachers get trained, it becomes easier to manipulate it.

Indeed, during the observations, teachers knew how to use IWBs but they did not use all of the options that the IWB offers, they use just the most common like videos, audios and presentations.

Muñoz, Jiménez, Adamuz, and Rubio (2016) mention that one of the disadvantages of the IWBs is the difficulty to use them because some technological problems can appear in class.

If you have replaced your traditional teaching tools (books, chalkboard, tape recorder)
by the IWBs, which is the purpose of it?

Graph 19

Legend:
- To offer innovative activities
- To motivate students
- To improve student's skills
- To increase student's attention and participation
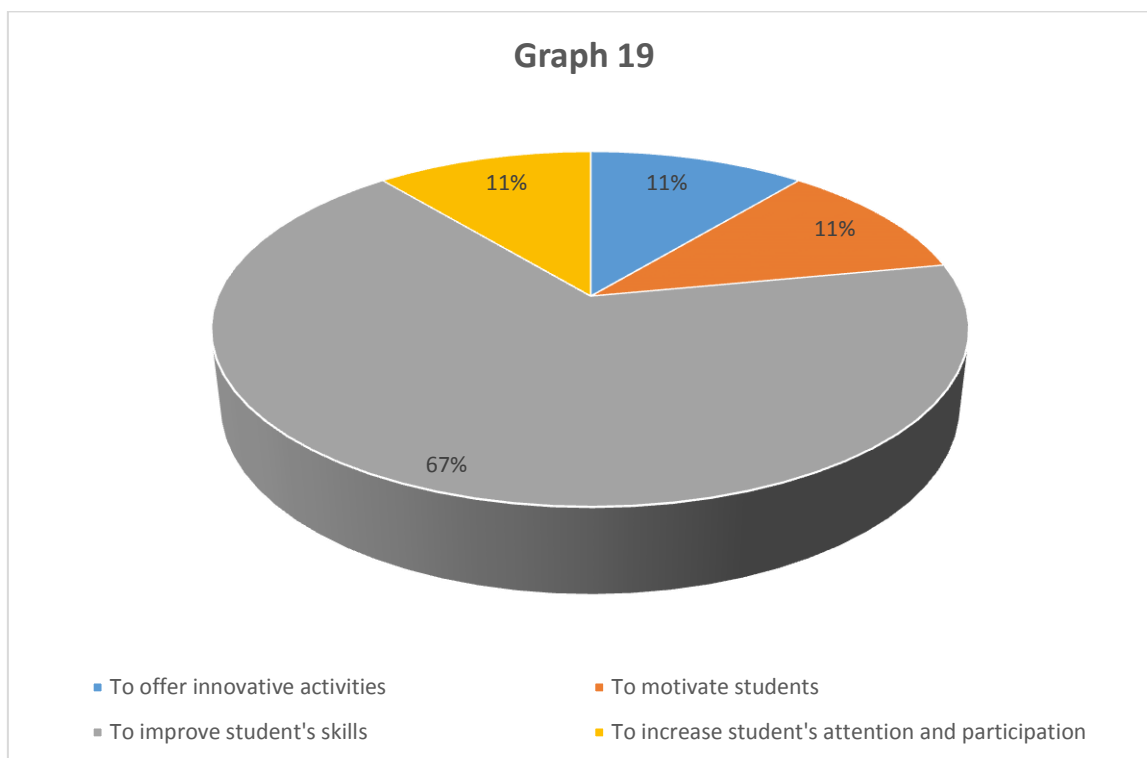
Source: Students' questionnaire.
Author: Gabriela Jaramillo

Graphic 19, shows that 67% of teachers changed their traditional tools in order to improve students' skills, 11% to motivate students, the same percentage to increase students' attention and participation, and to offer innovative activities.

During observations, it could be detected that teachers used less the board or books for their classes; for them it was easier to use the activities or games on Internet which allowed to understand the topic of the class. The teacher displayed the activities on the IWB and it improved the environment in class; students felt more comfortable and participated in all types of activities. On the other hand, teachers used innovative activities like online games, readings or interactive demonstrations which motivate students to raise their hand and participate more.

According to Hillar (2016), the IWB offers interactive and innovative activities for class demonstrations. The activities like readings or cloze activities can be projected from the computer, and the students can interact with the content by touching the screen.

Do you think that you promote interaction through the use of IWBs?

Graph 20
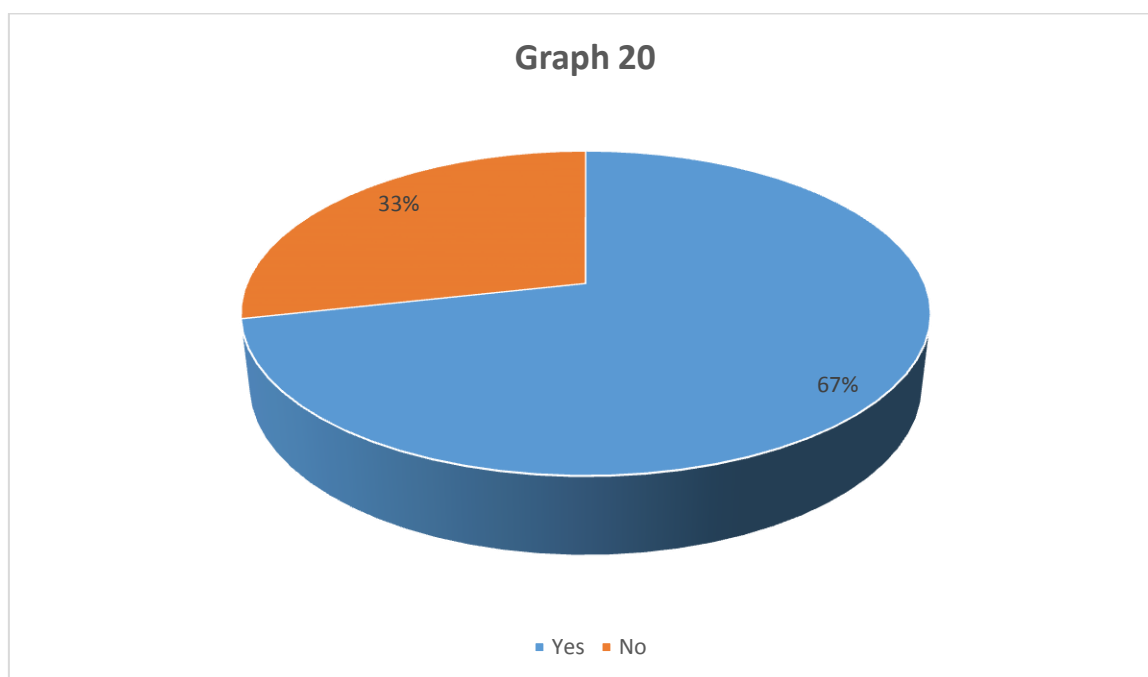
Source: Students' questionnaire.
Author: Gabriela Jaramillo

Sixty seven percent of teachers surveyed said that Interactive Whiteboards promote interaction. They explained that the IWB helps to interact with the students directly and also students participate more during the class. On the other hand, 33% of them stated that IWB do not promote interaction because even when teachers do not have the IWB to foster interaction they try to use it in all of the classes with other resources like realia or books. As it was seen, the IWB allowed students to feel more comfortable to speak and to participate in class. For instance, the activities like readings used on IWB help students to interact and participate with the teacher because while the teacher explained concepts, grammar or vocabulary, most of students were focused on the activities and at the end of the class, the teacher could note that students really understood the contents. As Edwards (2012) states that the use of Interactive Whiteboard can foster collaboration, interaction and communication in learners.

How effective is the use of IWBs to promote the students' interaction in class?

Graph 21
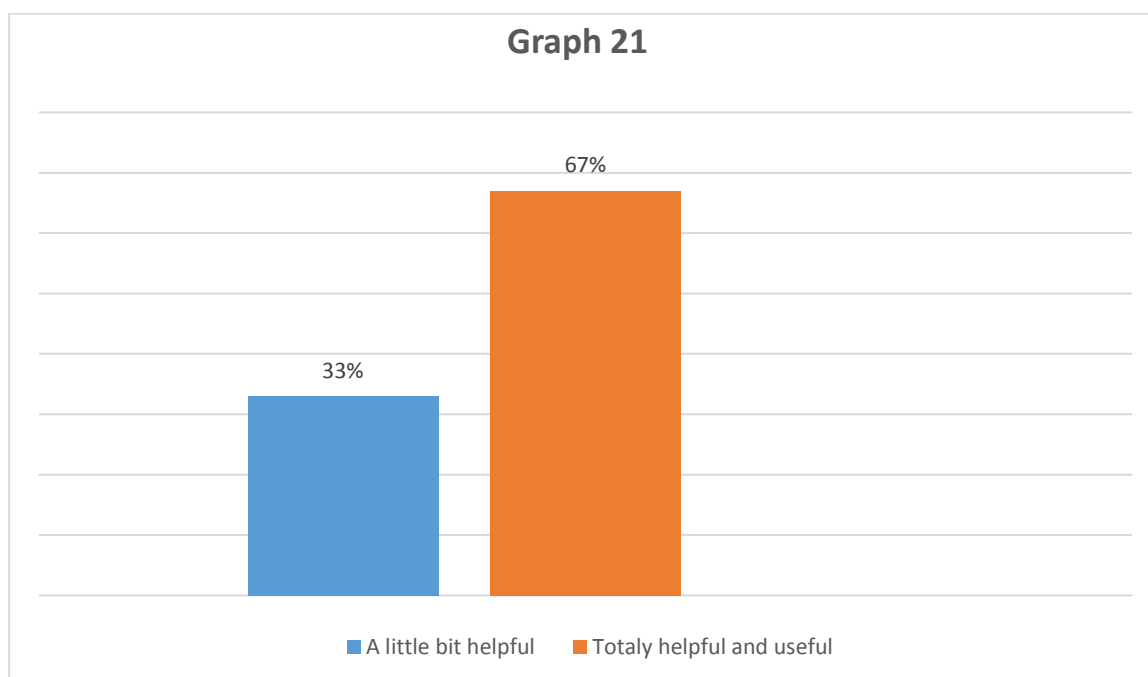
Source: Students' questionnaire.
Author: Gabriela Jaramillo

67% of teachers think that the IWB is totally helpful and useful for students and 33% indicated that IWB is a bit effective to promote interaction. Teachers mentioned that the students are engaged into the lessons without any distraction.

During the observations, it could be seen that the IWB is a useful tool because teachers used the IWB with Internet and digital media which help students to participate and interact more in class. In fact, the teacher used online games and readings which students enjoyed, and then asked questions; all were engaged and participated a lot. Regarding these results, Drigas and Papanastasiou (2014) found that the effectiveness of IWBs directly or indirectly shows a number of benefits for teaching , this includes efficiency, versatility, interactivity and motivation. In a like manner, Jesson and Peacock (2012) say that good teaching is interactive for that reason IWBs facilitate interaction through visual, audio or kinesthetic interactions, which help students to demonstrate what they learn.

Which are the advantages about the use of the IWBs?
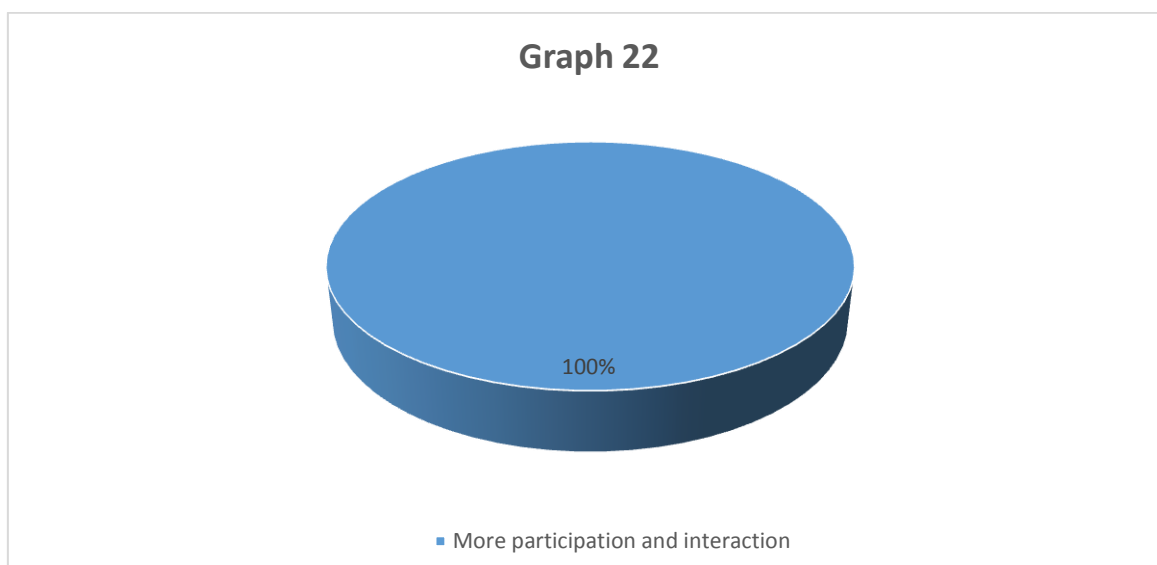
Graph 22

100%

■ More participation and interaction

Source: Students' questionnaire.
Author: Gabriela Jaramillo

Regarding this question, 100% of teachers agreed that IWBs promote and increase students' interaction in class. Teachers mentioned that IWBs allow to improve learning through the different resources that they offer.

During the lessons conducted, it was evident that the use of the IWB increases the level of participation of the class. The IWB offers a lot of options like Power Point Presentations, videos, Internet which allows students to interact, participate and speak more than a traditional class. Moreover, it could be observed that the size of the screen allows the whole class to see what was displayed; thus they could understand and participate better.

Kopp (2012) mentions that IWBs increase and promote students' participation, interaction and creativity. Likewise, Hart, Puchta, Stranks, and Lewis-Jones (2016) say that IWBs allow diverse opportunities for students' interaction since the students can just focus on IWB during speaking and lead-in activities in order to create a more creative and dynamic atmosphere in class.

Which are the disadvantages about the use of the IWBs?

Graph 23

33%

67%
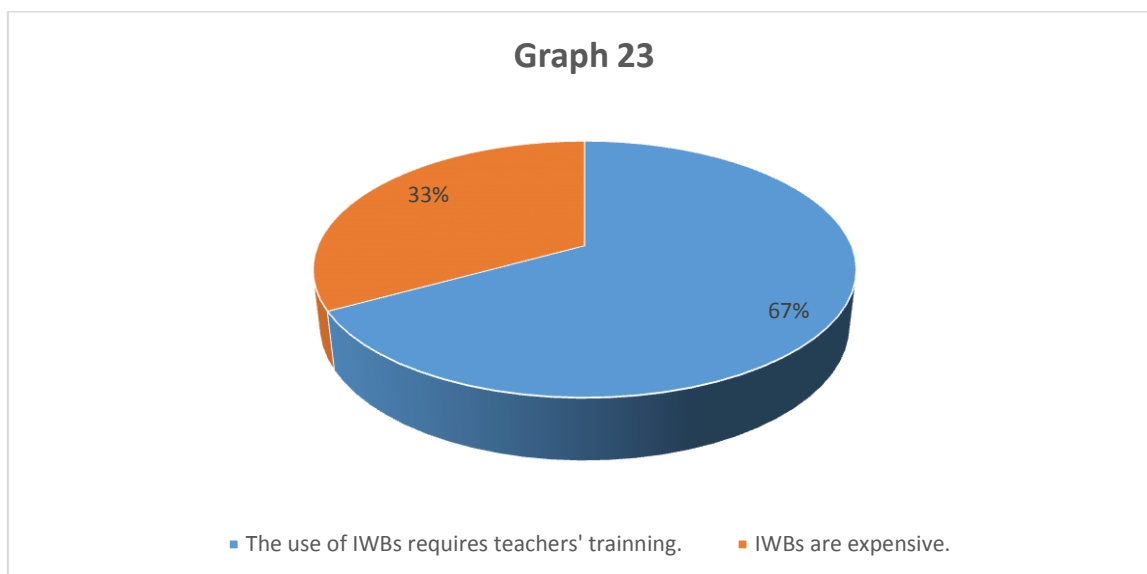
■ The use of IWBs requires teachers' trainning.   ■ IWBs are expensive.

Graphic 23 shows that 67% of teachers say that one of the main disadvantages is that the use of IWBs requires teachers' training, while 33% of teachers state that IWBs are too expensive.

As it was observed, teachers had some technical problems and they did not know how to solve them. Teachers stated that it is important that teachers know how to manipulate and operate IWBs due to these technical problems. On the other hand, it was evident that the cost of IWBs is expensive because the teacher need other extra tools to use with the IWBs, such as the computer and speakers.

These results are aligned with Muñoz, Jiménez, Adamuz and Rubio (2016), who say that one of the disadvantages is the lack of teachers' training about how to use interactive whiteboards. Since, even if the class is prepared, the technical issues make it difficult to develop the class.

Likewise, Reece and Walker (2016), state that the cost of IWBs is higher than the conventional whiteboard because the teacher needs a computer, speakers and projector; however, teachers can find an IWB cheaper since its cost depends on the brand of the tool.

What have been the results about the use of IWBs in terms of interaction?
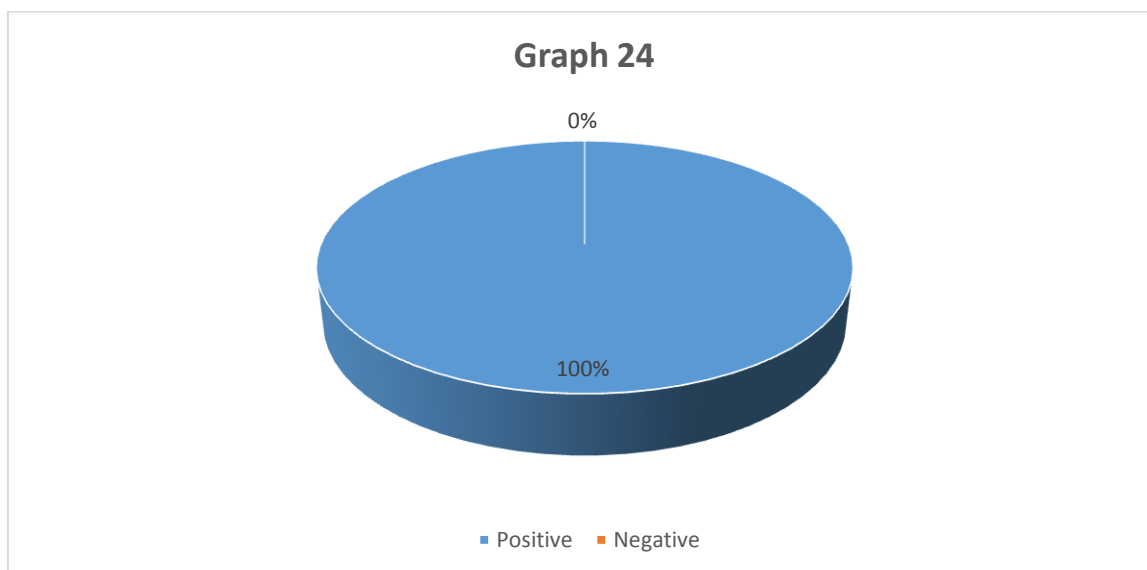
Graph 24

0%

100%

- Positive
- Negative

Source: Students' questionnaire.
Author: Gabriela Jaramillo

In this question, 100% of teachers said that the IWB has positive results in terms of interaction. Teachers stated that IWBs allow students to enhance their attention, participate in class and speak during the lesson.

During the observations, it was seen that the use of the IWB has positive results because the students spoke and participated more in the class. They felt motivated to speak and participate in the different activities that teacher showed. Short paragraphs of readings motivate students to answer the questions and participate in debates with their classmates. Bland (2015) claims that the use of IWB has positive effects on classroom interaction.

Which are the most common activities to promote interaction through the use of IWBs?

Graph 25
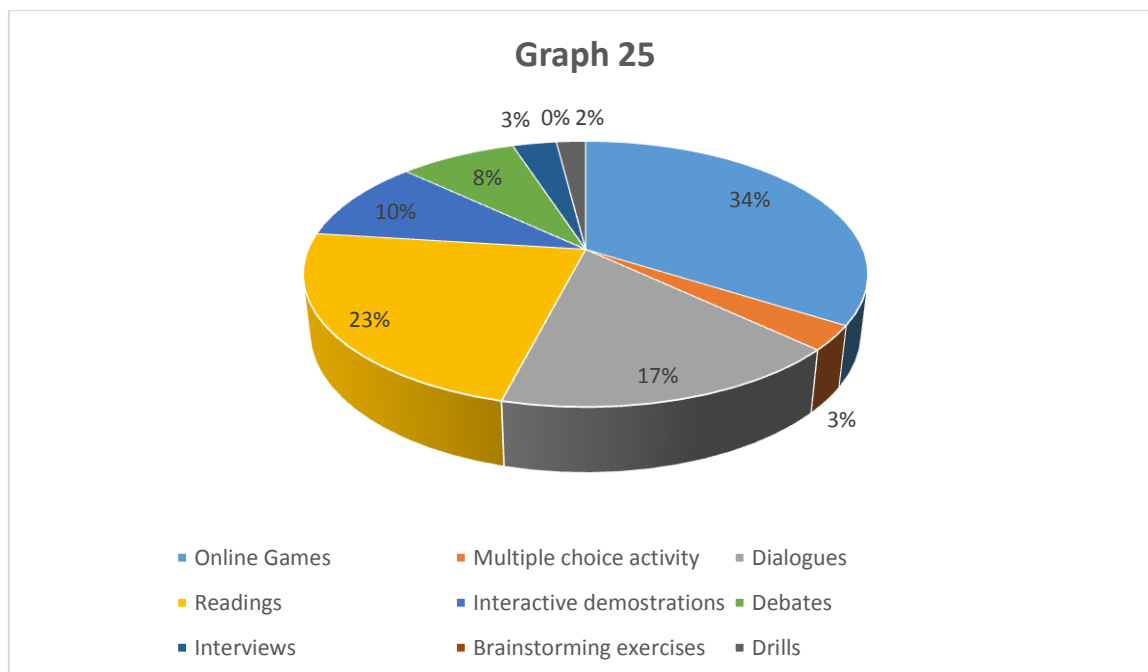
Source: Students' questionnaire.
Author: Gabriela Jaramillo

Graphic 25 shows the most common activities that the teacher uses with the IWB, 34% of teachers answered that they commonly use online games, 23% readings, 17% dialogues, 10% interactive demonstrations, 8% debates, 3% interviews, 2% drills and finally 3% expressed that they use multiple choice activities.

However, what the teachers said does not match with what was observed. During the observations, teachers commonly used the IWB for reading short paragraphs because the screen facilitates the display of information. This activity could be used with the whole class because the activity allowed students to participate in class and see the information. Contrary to those results, Allan (2013) say that games are powerful activities that teachers can incorporate by using IWB. IWBs offer fun, changing pace or helping people to concentrate. Similarly, Hockly (2016) states that on-line games are the most common activity used in the curriculum.

How do your students feel when you use IWB?
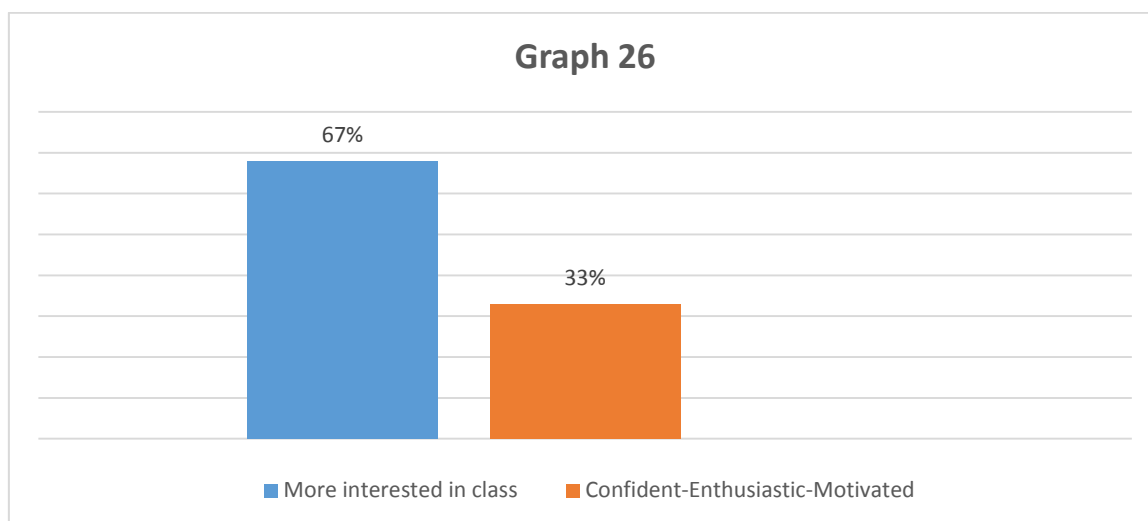
Source: Students' questionnaire.
Author: Gabriela Jaramillo

In this question, 67% of teachers stated that their students feel more interested in class. On the other hand, 33% of teachers said that their students feel confident, enthusiastic and motivated. Teachers affirm that students feel more interested in class when technology is added. During the observations, it was perceived that students were more interested, dynamic and motivated in class because they were concentrated in the contents, participated and spoke more during the time that the teacher used the IWB.

Ma, Yuen, Park, Lau, and Deng (2014) mention that the use of the IWB in class allows students became more interested and motivated in English classes. By the same token, Buttner (2014) states that IWBs are powerful teaching tools which increases the level of students' interest.

Do you recommend teachers to use the IWB as a tool to promote interaction?
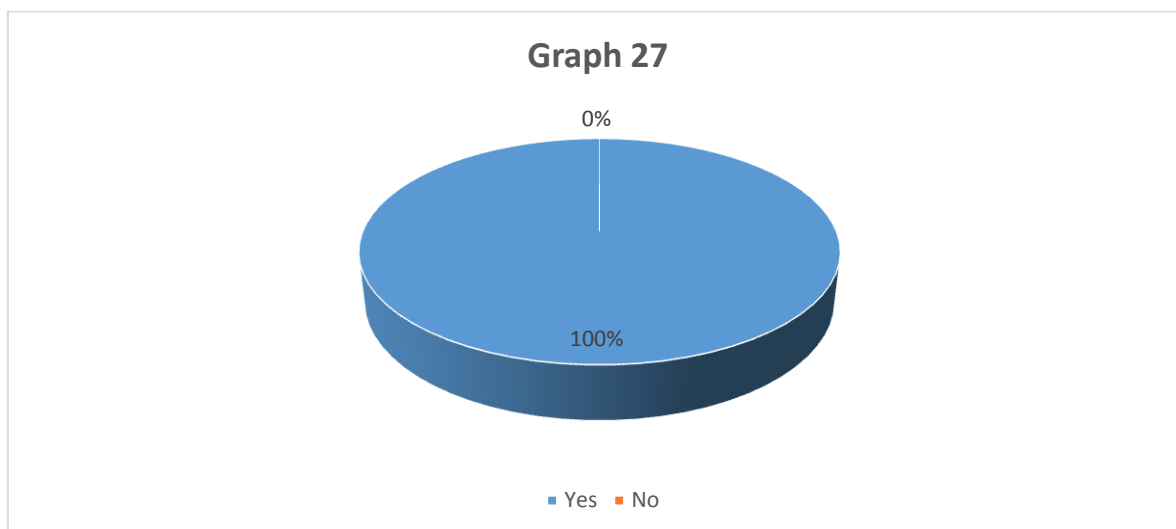
Graph 27

0%

100%

■ Yes ■ No

Source: Students' questionnaire.
Author: Gabriela Jaramillo

According to the results, 100% of teachers said that they recommend IWBs for promoting interaction in class. They mentioned that IWBs are effective learning tools which allow teachers and students to create presentations in the computer, as well as use interactive web-sites to engage students in each lesson.

Hart, Puchta, Stranks, and Lewis-Jones (2016) mention that IWBs allow diverse opportunities for students' interaction in order to create a more comprehensive and dynamic atmosphere in class. In the same way, Gage (2014) indicate that IWBs are good e-learning tools because they improve the quality of interactions and teacher assessment through innovative and different activities.

Conclusions

- The Interactive Whiteboards promote a high level of interaction in an EFL class, according to teachers, since they allow students to interact and participate more than when they do not use IWB.

- The Interactive Whiteboards offer different and innovative ways to promote interaction in class. One of the activities that teachers mostly use during their classes are reading activities because they allow the whole class to observe, raise their hands to participate, improve their skills like speaking, reading, listening and writing.

- The teachers and students have positive perceptions on the use of the IWB for promoting interaction. They find the IWB useful since it is a powerful and enjoyable e-learning tool that allows students to learn, enhance and develop their English language.

- IWBs improve the level of interaction, participation and communication in the classroom through the different options that it offers like Power Point, Internet, on-line games, videos or interactive demonstrations.

- One of the main disadvantages of IWBs is the lack of teachers' training about the use of IWBs. Teachers need more technological training in order to use them in appropriate way.

Recommendations

- Teachers should increase the use of the IWB to allow the students to learn, participate and interact more between teacher-students, student-content and student-student.
- Teachers should take into account the variety of activities that they can use through the IWB. They should include different and innovative activities like readings, cloze activities and online games in their English classes.
- Teachers should use the different options that the IWBs offer (Internet, Microsoft Power Point, videos, music, interactive demonstrations, etc.) to engage students to learn the content and feel encouraged during the English class.
- Teachers should receive more technological training on the use of the IWB, so that they can explore and use all the options that it has in an appropriate way, such as activities, resources and material that could improve the level of interaction in class.

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ANNEXES

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

MODALIDAD PRESENCIAL
TITULACIÓN DE INGLES
QUESTIONNAIRE FOR EFL TEACHERS

Dear Teacher:

This questionnaire is aimed at determining the effectiveness of Interactive Whiteboards in promoting interaction in an EFL class. The information that you provide is going to be used only for academic and research purposes.

Part I: Informative Data

Type of Institution: Public ( )   Private ( )   English Institute ( )

Gender: Male ( )   Female ( )

Years of experience in teaching English:

( ) 3-5 years   ( ) 5-10 years   ( ) more than 10 years

Grade: …………………………..   **Level: …………………………..**

Part II: Questions regarding the effectiveness of IWBs.

Carefully read the following questions and answer them.

Instructions:

Mark with an "X" according to your experience and explain your answer.

QUESTIONS:

1. Do you use Interactive Whiteboards (IWBs) for teaching in your classes?
   YES……. NO……. (Why?)
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

2. Do you think you need more pedagogical or technological training to maximize the use of the IWB in your class?
   YES…….NO……... (Why?)

……
……
……

3. Do you have any previous about the use of IWBs as an interactive tool?

   YES……. NO…….

   (If you answer is YES, how much time have you been using this tool?)

   ……
   ……
   …………………………………………………………………………………………………

4. Why is it important to use of IWBs in the English class?

   - It promotes interaction in class.

   - It creates a dynamic environment.

   - It improves the students' skills.

   - It saves time for designing material.

   - Other: ………………………………………………………..

5. Is it difficult for you to use the IWB?

   YES……. NO……. (Why?)

   ……
   ……
   ……

6. If you have replaced your traditional teaching tools (books, chalkboard, tape recorder) by the IWB, which is the purpose of it?

- To offer innovative activities.

- To motivate students

- To improve students' skills.

- To increase students' attention and participation.

- Other (Specify)………………………………………………………………………………..

7. Do you think that you promote interaction through the use of IWBs?

   YES…..NO….. (If so, why?)

   ……
   ……
   ……

8. How effective is the use of IWBs to promote the students' interaction in class?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

9. Which are the advantages about the use of the IWBs?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

10. Which are the liabilities about the use of the IWBs?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

11. What have been the results about the use of IWBs in terms of interaction?

………………………………………………………………………………………………

………………………………………………………………………………………………

……………………………………………………………………………………………

12. Do you recommend teachers to use the IWB as a tool to promote interaction?

YES……. NO……. (Why?)

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

13. Which are the most common activities to promote interaction through the use of IWBs?

- Dialogues.

- Readings.

- On-line games.

- Interactive demonstrations.

- Debates.

- Brainstorming.

- Interviews

- Drills.

- Other (Specify): …………………………………………………………………...

14. How do your students feel when you use IWB?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Thanks for your collaboration ☺

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

MODALIDAD PRESENCIAL
TITULACIÓN DE INGLES
ENCUESTA PARA LOS ESTUDIANTES

Estimado Estudiante:

Este cuestionario tiene como objetivo conocer su opinión sobre la efectividad de las pizarras interactivas como herramienta para promover la interacción en clase. La información que usted brindará a continuación, se utilizará únicamente con fines académicos e investigativos.

Datos Informativos:

Tipo de Institución: Publico ( )   Privado ( )   Instituto de Ingles ( )

Género: Mujer ( )   Hombre ( )

Edad: ( ) 12-15 años   ( ) 15-17 años

¿Cuánto tiempo va aprendiendo Inglés?

( ) 1-3 años   ( ) 3-5 años   ( ) más de 5 años

Nivel:……………………….

Parte I: Preguntas sobre la efectividad de las pizarras interactivas para promover la interacción.

Instrucciones:

Marque con una (X) según su criterio e indique la razón de su respuesta.

1. ¿Ha utilizado Ud. una pizarra interactiva en su clase de Ingles?

    SI…… NO..….

2. ¿Es esta herramienta de aprendizaje nueva para Ud.?

    SI…… NO..….

3. ¿Con que frecuencia usa su profesor la pizarra interactiva en clase?

( )   Una vez por semana.

( )   Dos veces por semana.

( )   Tres veces por semana.

( )   Cuatro veces por semana.

( )   Diariamente.

4. ¿Le gusta utilizar las pizarras interactivas?

    SI…… NO…...

    (Si la respuesta es SI, escoja una de las opciones; si es no indique el porqué)

    - Los contenidos son más dinámicos.

    - Me gusta la tecnología.

    - Atiendo en clase y comprendo mejor.

    - Mejoro y desarrollo mi imaginación.

    - Es algo nuevo y novedoso.

    - Otra (Especifique):

        …………………………………………………………………………….

    ¿Por qué?

    ……………………………………………………………………………………………

    ……………………………………………………………………………………………

    …………………………………………………………………………………………

5. ¿Encuentra Ud. efectivo el uso de las pizarras interactivas?

    SI…… NO...…

    (Si la respuesta es SI, escoja una de las opciones; si es no indique el porqué)

    - Es más fácil mantener mi atención

    - Entiendo mejor los contenidos y temas de clase.

    - Interactuó mejor con mis compañeros y profesor.

- Facilita el trabajo grupal e individual.

- Perfecciono las destrezas de aprendizaje (Reading, writing, speaking, listening)

- Otra (Especifique):

………………………………………………………………………….

¿Por qué?

……………………………………………………………………………………………

……………………………………………………………………………………………

…………………………………………………………………………………………

6. ¿Cree Ud. que las pizarras interactivas promueven la interacción en clase?

SI.….. NO……

(Si la respuesta es SI, escoja una de las opciones; si es no indique el porqué)

- Aumenta mi nivel de participación en clase.

- Desarrollo actividades colaborativas en mi clase.

- Facilita el dialogo y debate en clase.

- Otra (Especifique):

…………………………………………………………………………

¿Por qué?

……………………………………………………………………………………………

……………………………………………………………………………………………

…………………………………………………………………………………………

7. ¿Es difícil para Ud. interactuar en clase usando pizarras interactivas?

SI…… NO..….

(Si la respuesta es SI, escoja una de las opciones que indique sus razones)

- No me gusta hablar frente a mi clase.

- No entiendo los contenidos.

- Me siento aburrido con el contenido porque es similar al de los libros.

- No sé cómo utilizarla.

- No puedo concentrarme usando imágenes, audios o videos.

8. ¿Cómo me siento cuando mi profesor usa la pizarra interactiva?

- Motivado para hacer las actividades

- Interesado en la clase.

- Nervioso y preocupado por los contenidos.

- Otra (Especifique):

……………………………………………………………………..

9. ¿Las diferentes opciones que poseen las pizarras interactivas le ayudan a mejorar su interacción en clase?

SI…… NO...…

(Si la respuesta es SI, escoja una de las opciones que indique sus razones)

- Escucho y visualizo mejor el material audio-visual.

- Puedo dialogar y participar más en clase.

- Entiendo los contenidos y puedo resumirlos en ideas principales.

10. ¿Qué tipo de actividades su profesor usa con la pizarra interactiva?

- Lecturas.

- Juegos.

- Debates.

- Entrevistas.

- Lluvia de ideas.

- Otra (Especifique):

……………………………………………………………………..

11. ¿Qué destrezas desarrolla con el uso de la pizarra interactiva?

- Habla.

- Escritura.

- Lectura.

- Escucha.

12. ¿Cuáles cree Ud. que son las ventajas del uso de las pizarras interactivas?

- Participo más en clase.

- Las actividades son más interesantes y creativas.

- Capta mi atención.

- Permite que mi profesor explique mejor los contenidos.

- Otra (Especifique):

    ………………………………………………………………………….

13. ¿Cuáles cree Ud. que son las desventajas del uso de las pizarras interactivas?

- Son difíciles de manejarlos.

- Me distraigo fácilmente con el uso de imágenes o videos.

- Fomenta la indisciplina en mi clase.

- Otra (Especifique):

    ………………………………………………………………………….

Gracias por su colaboración ☺

La Universidad Católica de Loja

MODALIDAD PRESENCIAL
TITULACIÓN DE INGLES
OBSERVATION SHEET

Date _____			Grade _____		
# of Students _____			Observation Start Time _____		
Topic _____			Observation End Time _____		

				Yes	**No**
The teacher knows how to use IWBs.					
The teacher needs pedagogical or technological training.					
The teacher uses IWB in terms of classroom management (If so, how?)					
Individual Work					
Pair work					
Small groups					
Large groups					
Whole Class					
What is the use of IWB in the classroom?					
To introduce a topic					
To learn new vocabulary					
To practice skills	reading	writing	speaking	listening	
To reinforce the content learned					
To catch students' attention					
To explain difficult concepts or words					

	YES	**NO**
Teacher uses IWB to promote interaction and participation.		
Learners interact in class using IWB.		
The activities used in class to promote interaction are:		
Readings.		
Brainstorming.		

Dialogues.	
On-line games.	
Interactive demonstrations.	
Debates.	
Interviews	
Drills	
The results about the use of IWB in terms of interaction are:	
Positive	
Negative	
The advantages of using IWB are:	
It increases students' participation.	
The teacher explains the contents better.	
The teacher uses different types of activities.	
It catches students' attention.	
The teacher speaks and interacts with the whole class.	
Other:	
The disadvantages of using IWB are:	
Lack of teachers' training.	
Technical issues.	
It promote noise in class.	
Other:	