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## **Master Thesis**

“Attitudes of students and teachers towards the use of interactive whiteboards in EFL classrooms – a case study from the Language School Sidi Education in Skenderaj, Kosovo”

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## **Declaration of Authorship**

I hereby certify that this thesis has been composed by me and is based on my own work, unless stated otherwise. No other person's work has been used without due acknowledgement in this including graphs and data sets, have been specifically acknowledged.

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## **Acknowledgments**

Firstly, God deserves many extraordinary thanks for giving me the potential to study, work, and come till here.

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## **Abstract**

Interactive whiteboards are interactive tools and they can be used for various aims, featuring here, educational ones – that matters mostly to us. Thus, this master thesis is about interactive whiteboards on education, specifically, it tends to discover the attitudes of students and teachers (who study and work in a private school/course) towards the usage of the aforementioned boards in their EFL classrooms, how often they integrate them in the process of learning and teaching and what the outcomes are.

Interactive whiteboards can be considered as very facilitated and helpful in having a better performance of learning and teaching, therefore their elaboration seems to be worth exploring. Many students and teachers are already aware of the utilization, significance, and impact of interactive whiteboards since they deal with them quite often.

A lot of English Language teachers choose interactive whiteboards as convenient tools to teach English to their students and a lot of English Language students choose such tools as contributory in learning English, hence in order to capture the efficiency of interactive whiteboards and the attitudes of students/teachers towards them, qualitative and quantitative methods are used.

Three instruments were used in capturing the aim of the study, such as: questionnaire, observation, and interview. Part of this research were teachers of English Language who work in Sidi Education course, students who attend their private studies of English in the target school/course, the principal and the manager, as well. Three English Language teachers took part in the questionnaire, three others were observed, fifty students had to fill in a questionnaire meanwhile, the principal and the manager were interviewed.

The realization of this research study lasted a month and a half. The responses of the participants were entirely helpful in the completion of the research and the outcomes are expected to be profitable for current and future students/teachers of Sidi Education course in Skenderaj, Kosovo.

**Keywords:** *interactive whiteboards, attitudes, students, teachers, outcomes . . .*

## **Abstrakti**

Tabelat interaktive janë pajisje interaktive të cilat mund të përdoren për qëllime të ndryshme, duke përfshirë këtu ato educative – që më se shumti ka rëndësi për neve. Pra, kjo temë masteri është rreth tabelave interaktive në edukim, konkretisht, ajo synon që të zbuloj qëndrimet e nxënësve dhe mësimitdhënësve (të cilët studiojnë dhe punojnë në një shkollë apo kurs privat) drejt përdorimit të tabelave interaktive në orët e tyre të gjuhës së huaj angleze, sa shpesh i integrojnë ato në procesin e mësimitnxënies dhe mësimitdhënies dhe cilat janë rezultatet.

Tabelat interaktive mund të konsiderohen si shumë lehtësuese dhe ndihmuese në të pasurit një performance më të mirë të mësimitnxënies dhe mësimitdhënies, prandaj shtjellimi i tyre duket të jetë i vlefshëm për t'u sqaruar. Shumë nxënës dhe mësimitdhënës tashmë janë në dijeni të përdorimit, rëndësisë, dhe ndikimit të tabelave interaktive pasi që kanë të bëjnë më to shumë shpesh.

Shumë mësimitdhënës të Gjuhës Angleze zgjedhin tabelat interaktive si mjete të përshtatshme për t'ua mësuar Anglishten nxënësve të tyre dhe shumë nxënës të Gjuhës Angleze zgjedhin mjete të tilla si kontribuese në mësimitin e Anglishtes, prandaj për të kapur efektshmërinë e tabelave interaktive dhe qëndrimet e nxënësve/mësimitdhënësve drejt tyre, metodat cilësore dhe sasimore janë përdorur.

Tri instrumente janë përdorur në kapjen e qëllimit të hulumtimit, të tilla si: pyetësi, vëzhgimi, dhe intervista. Pjesë e këtij hulumtimi ishin mësimitdhënësit e Gjuhës Angleze të cilët punojnë në kursin Sidi Education, nxënësit të cilët ndjekin studimet e tyre private të Anglishtes në këtë shkollë/kurs, drejtori dhe menagjerja, gjithashtu. Tre mësimitdhënës të Gjuhës Angleze morën pjesë në pyetësor, tre mësimitdhënës tjerë ishin vëzhguar, pesëdhjetë nxënës kanë plotësuar një pyetësor, ndërsa drejtori dhe menagjerja ishin intervistuar.

Realizimi i këtij hulumtimi zgjati një muaj e gjysmë. Përgjigjet e pjesëmarrësve ishin plotësisht ndihmuese në përmbushjen e hulumtimit dhe rezultatet janë pritur të jenë përfituese përnxënësit/mësimitdhënësit e tanishëm dhe të ardhshëm të kursit Sidi Education në Skenderaj, Kosovë.

***Fjalët kyqe:*** tabelat interaktive, qëndrimet, nxënësit, mësimitdhënësit, rezultatet . . .

**Working title of the thesis:**

“ Attitudes of students and teachers towards the use of interactive whiteboards in EFL classrooms – a case study from the Language School Sidi Education in Skenderaj, Kosovo”

**Translation of the working title in Albanian:**

“ Qëndrimet e nxënësve dhe mësime dhënësve drejt përdorimit të tabelave interaktive në orët e Gjuhës së huaj Angleze – rast studimi nga Shkolla e Gjuhës Sidi Education në Skenderaj, Kosovë “

**Translation of the working title in Macedonian:**

Ставовите на наставниците и учениците спрема користењето на интерактивни табли при изучувањето на англискиот јазик – студија на случај од јазичното училиште Сиди Едјукаишн во Скендерај, Косово

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# CHAPTER 1

## 1.1. Introduction

Technology means investigation, design, implementation and utilization. “Technology has forever changed not only what we need to learn, but the way we learn” (International Society for Technology in Education, 2012, p.1), therefore it can be said that interactive whiteboards or shortly IWBs are a kind of technology which have been widely spread and used. IWBs have the potential to provide a better learning and teaching environment. Students and teachers’ personal stands, behaviors, viewpoints, hopes, senses as well as intellectual activities on the usage of interactive whiteboards have a pretty significant impact on the efficacy of teaching and the outcomes of learners’ learning.

Balkun in 2011 has said that teachers have always used the latest technologies to support learning and engage students learning, whether this technology was filmstrips, sound recording, television, or video (Balkun, 2011). So, Zevenbergen & Lerman (2008) suggest that IWB is “ an innovation that is gaining considerable presence in many contemporary classrooms ” (p. 107) and this amendment makes the process of learning and teaching very productive. One way or another, (Smith et al., 2006, p. 443) shares the same opinion by considering IWB as “ a pedagogic tool for promoting interactive whole-class teaching ”.

One of the reasons this new technological tool (IWB) began to be considered for use in educational settings is because it was identified as a way to integrate a wide range of multimedia resources, such as written text, sound, pictures, software packages, video clips, CD – ROMs, Internet images and websites, into classroom instruction (Ekhaml, 2002; Glover & Miller, 2002). This technological tool (interactive whiteboard) may be used with different learners of proficiency levels such as beginners, elementary, pre-intermediate, intermediate, and even advanced learners.

According to Peachey (2017), “ most teachers have accepted and are willing to engage with the process of sifting through the available resources and looking for ways that these can support and augment their students’ learning ” (Peachey, 2017, p. 2). Within a class, there are many learners

who actually have different learning styles but IWB as beneficial learning and teaching tools offer many varieties to all types of learners. In this case, IWBs into the classroom bring enthusiasm, motivation and excitement, lead to a higher level of student attendance, improve fluency, expand vocabulary, increase creativity, activate prior knowledge, develop comprehension, classes are more student-centered and learners get actively involved in classroom activities.

Additionally, the rapid development of technology had influenced teachers' way of teaching. So, interactive whiteboards have brought many new opportunities to teach English Language because in the past we really had limited sources to teach and learn. Then, teacher, book, pen, chalk and the blackboard were the only sources but nowadays, it is much more interesting due to different tools conducted in the process of education and they definitely lead to better teaching and learning.

Smith, Higgings, Wall & Miller, 2005 consider interactive whiteboards as large and touch-sensitive boards. Students can write on the board, using fingers, hands, and markers to demonstrate their understanding (Solvie, 2007). Next, Billard (2002) noted that the IWBs' large screen provides a visual framework that matches many children's preferred learning style, that using visual aids on the IWB helped guide children to place events in chronological order, and that this form of instruction also improved students' writing. Poems, songs, music, and speeches can enhance auditory learning, and the whiteboard is a good forum for encouraging such expression. Permitting students to interact with the board through movement helps meet the needs of tactile learners (Billard, 2002).

Summing it all up, interactive whiteboards (IWBs) have been comprised into the system of teaching and learning for over a decade since they are able to make teaching and learning more efficient. Therefore, the prominent impact of them on the system of education was the greatest indicator that made possible the investigation of this topic. Hence, this research study helps English language teachers find solution on the usage of interactive whiteboards.

## **1.2. The importance of the thesis**

Education is a very important phase of life. It helps people to grow and develop personally, professionally, as well as socially. Additionally, it helps humans to gain skills in order to become better and to succeed in every stage of life. Thus, education is a lifelong process of empowerment.

Teaching a second language is a process that requires a great amount of time to plan every single part of it in order to have students' profitable learning. Thus, teaching and learning are closely related to each – other. "Language teachers tend to adapt different methods to teach language more effectively and more interestingly" (Mamun, 2014, p. 12). Interactive whiteboards are considered as very powerful, attractive, motivational, and helpful approaches in teaching and learning environment, therefore the implementation of them into the class is like a priority for teachers and students.

The foremost reason why this topic is chosen is because of the benefits that interactive whiteboards offer to teachers and students. I have attended many teaching training sessions and during them, I met various teachers who shared their positive attitudes towards the usage of interactive whiteboards. Such boards help students to be more active through the class, to cooperate with peers, and to conduct interactive activities; make it possible to see and hear things in practice; make the learning process more fun; lead students to creativity; give learners better outcomes in the subject of English; increase the level of engagement between teachers and students and they also help teachers to structure lessons easier. In this case, effective communication and interaction between students and lecturers lead to the development of their own knowledge.

The outcomes of this research study were expecting to be beneficial and helpful for all English Language students and teachers, in particular for students and teachers of Sidi Education private course, a school that possesses interactive whiteboards in every class. This school is located in Skenderaj, Kosovo, near the primary school "Shaban Jashari", "Sala and Hamit Jashari" street. The school is a center of foreign languages. Except English and German language courses, it also offers Math courses. There are six English language teachers, one teacher of German language, one teacher of Maths, the principal and the manager of the school, as well. All the workers here

are qualified, well-trained and well-prepared. Happily, the target school is well-equipped. It owns good conditions for teaching and learning, and interactive whiteboards in every working class.

### **1.3. Structure of the thesis**

This master thesis consists of five chapters, such as: Introduction, literature review, methodology, the results and discussion as well as conclusion. Each chapter has its subheadings too.

The first chapter covers information about technology in general, specifying interactive whiteboards in a detailed way. Further on, the vast significance of this master thesis, the structure of it, the general aim and its objectives are incorporated throughout this chapter, too. By the end of it, a brief summary tells the content of the first chapter.

Next, the second chapter involves a general description of interactive whiteboards and various opinions of different linguists related to IWBs. The meaning and definition of interactive whiteboards, the utilization of them in EFL classes, their role and significance, the benefits they offer to English language teachers and students are indivisible parts of chapter number two. Lastly, a short summary of the target chapter is included here too.

Chapter number three elaborates and discusses the methodology of this research study, comprising the design of it, methods, research questions, research hypotheses, population, sample, data collections and the instruments used in this research study too.

Further on, chapter number four is the most impressive of all chapters since it deals with the findings taken from English language teachers' questionnaire, English language teachers' observation, English language students' questionnaire and the interview done with the principal and the manager of the private school. A comprehensive discussion about the instruments and the outcomes is present throughout this chapter. Lastly, the analysis and verification of the four hypotheses one by one is also comprehended into the chapter.

Finally, chapter number five specifically deals with the overall conclusion of this research study, also featuring recommendations for further surveys like this and limitations encountered during the realization of this study. The bibliography section and appendices are also included at the end of the master thesis.

#### **1.4. Research aim**

This master thesis tends to figure out if teachers of English Language integrate interactive whiteboards in the EFL classes, if yes, how often they practice them; next, it intends to pick out attitudes (positive or negative ones) of English Language students and teachers towards the implementation of interactive whiteboards and lastly, it leans to find out the outcomes of English Language learners by the usage of IWB.

#### **1.5. Objectives of the study**

- To find out the importance and impact of interactive whiteboards in the process of teaching and learning;
- To discover if interactive whiteboards bring enthusiasm and incitement to students and teachers of Sidi Education course;
- To define if interactive whiteboards facilitate, help and develop the work of English Language teachers in Sidi Education private course;
- To identify if interactive whiteboards improve and boost learning outcomes of students;

#### **Summary**

The introduction chapter presents data about interactive whiteboards in general. It determines the meaning and prominence of them in the teaching and learning process. Likewise, this part defines the importance of this master thesis, the structure of it and the content of every

single chapter. Additionally, the main aim of the research study and the four objectives of it are quite impressive in this chapter.

## CHAPTER 2

### 2.1. Introduction of literature review

The following chapter deals with previous studies about interactive whiteboards or IWBs, their meaning, definition, the utilization of them in the process of teaching and learning, their role and significance in English foreign language (EFL) classes, and also the benefits they offer to English language teachers and English language students. In a specific way, this chapter elaborates the usage, function, importance, and profits of interactive whiteboards to English language educators and learners of Sidi Education private school/course.

Interactive whiteboards as technical devices have become an important teaching and learning aid. Such boards are supposed to have a positive influence on English language teaching and learning due to their interactivity and unlimited opportunities they create and offer for language teaching and learning. According to Betcher and Lee, interactive whiteboards were supposed to replace the blackboard, which had had a substantial impact on teaching for the last 200 years. Interactive whiteboards support all modes of teacher interaction with learners. They can be used in whole-class-, small group- and personalized-teaching (Betcher and Lee, 2010). Additionally, they support many different learning styles, such as: kinesthetic, visual, audio, active, and verbal-social (Glover et al., 2005).

English has become a universal language and developed a necessity for people to have good English communication skills (Lundahl, 2012). Thus, English language as an international language is being used in all schools across the world, including: the USA, Canada, the UK, Australia, New Zealand, India, Singapore, Japan, China, Hong Kong, and here in Kosovo's primary and secondary schools, colleges and universities, too. In the reign of Queen Elizabeth – the first, that is, from 1558 to 1603 – the number of English speakers in the world is thought to have been between 5 and 7 million. At the beginning of the reign of the second Queen Elizabeth in 1952, the figure had increased almost fiftyfold (Quirk, 1968). In 1962, Randolph Quirk also

estimated in *The Use of English* that 250 millions had English as a mother tongue, with a further 100 million using it as a second or foreign language (Quirk, 1968).

A famous linguist, David Crystal (2003) asserts that “English is a global language because it develops a special role that is recognized in every country” (Crystal, 2003, p. 3). Anyway, “English, like all languages, is full of problems and difficulties for the foreign learner. Some of these points are easy to explain but others are more tricky” (Swan, 1995, p. xi).

Fortunately, the rapid advancement of technology has changed the whole world, especially the system of education. Technology is the mother of civilizations, arts and sciences. According to Stanley (2013), technology can be a highly engaging and interactive tool, providing a source of real language, both written and spoken, and motivating learners to produce more language than they otherwise might have done (Stanley, 2013, p. 2). So, technology is considered beneficial and effective for students since it makes lessons more effective, clear, incentive, realistic, and dynamic.

The process of teaching and learning can be regarded as a very significant one and it requires the greatest efforts to implement. Eisner (1985) says that teaching is an art because it is designed to support internal process of learning whereas “learning is defined as a change in behavior, for better or worse. Throughout his or her life, an individual acquires new patterns of inner motivations or attitudes, and of overt (external) behavior” (Shergill, 2012, p. 196).

Bastias et al. (2011) pretended that,

Throughout history, there have been many approaches for the learning of English. All of them have been used during a period of time and then have been replaced by new approaches that proposed new ways for helping foreign students to reach a better proficiency of English as second or foreign language. (p. 4)

Interactive whiteboards (IWBs) as a type of classroom technology identify the approach of teaching and learning. In this case, DiGregorio and Sobel-Lojeski (2010) identified five common themes or effects associated with IWB use: pedagogy, motivation, interaction, perception, and achievement. The extent to which such effects are realized, they note, is dependent on contextual



factors, including, available opportunities for teacher training, teacher confidence (e.g., time to develop confidence), institutional culture (e.g., supportive leadership), skilled technical support (e.g., knowledgeable, reliable), and time for lesson preparation and practice (DiGregorio & Sobel-Lojeski, 2010).

Interactive whiteboards bring into the class a variety of ways for teaching and learning. Effective use of IWBs in classrooms promises numerous advantages in terms of learning and instruction (Türel, 2010). One of the main arguments for the massive uptake of IWBs that we have seen in schools is that they can help improve whole-class teaching by adding to the lessons' visual impact and interactivity (Hennessy and London, 2013).

Similar to this, the application of interactive whiteboards (IWBs) is tightly interconnected to the acceptance of English language teachers and also their positive attitudes associated with IWBs, therefore teachers have to be well-trained about the utilization of IWBs in order to have assertive stands towards them and to increase the level of achievements.

## **2.2. What are Interactive Whiteboards?**

Interactive whiteboards (IWBs) are an impressive part of the teaching and learning system. They have been incorporated into educational environments for over a decade. Many famous linguists around the world shared various opinions regarding to IWBs. For instance, Solvie (2004) said that "interactive whiteboard proved to be an organizational tool for lesson preparation and an effective way to follow up on instruction...Everything was saved to the computer, work could be revisited, revised, printed and shared – either electronically or via hard copies – immediately and within the context of the lesson".

Cunningham, Kerr, McEune, Smith and Harris (2003) stated that “ interactive whiteboard quickens the pace of lessons and engages the whole class more. It is much more immediate “. Likewise, according to Johnson (2004) "the use of an interactive whiteboard can make learning more enjoyable, interesting, and students pay better attention". So, summing up their personal thoughts, interactive whiteboards provide engagement, preparation, entertainment, and heed, as well.

Besides this, interactive whiteboards bring great possibilities for better teaching and learning in order to capture students' attentiveness. Edwards, Hartnell and Martin (2002) support this statement by saying that "the teacher would always choose the whiteboard for its flexibility and the opportunities it allows for individual and whole class assessment as the teacher works with the class". One way or another, Reardon (2002) agrees that "Interactive whiteboards can enhance any lesson and entice students to learn. With the use of whiteboards, teachers can develop many creative ways to capture students' attention and imagination" (Reardon, 2002).

Interactive whiteboards are not so difficult to use for both teachers and learners. Such tools are essential to successfully enhance teachers' explanations and students' learning. They bring positive attitudes and behaviors to teachers and learners; they uplift teachers to adapt their lessons and to find out electronic resources or learning materials related to the current topics; and lastly, they keep lessons fresh and interactive.

### **2.3. The usage of interactive whiteboards in EFL classrooms**

Interactive whiteboards (IWBs) are an inseparable part of teachers and students in EFL classes. English language teachers intend to make English language lessons more attractive and comprehensible for their own students, therefore they choose to use interactive whiteboards. The Interactive WhiteBoard proved to be an exciting and fun bit of technology to integrate. It affects learning in several ways, including raising the level of student engagement in a classroom, motivating students and promoting enthusiasm for learning (Bacon, 2011).

Most of the English teachers and students around the world are actually familiar with the usage of interactive whiteboards because their schools possess such tools in the classes. Here in Kosovo, the utilization of interactive whiteboards is almost growing up but there is still a lack of them. On the other hand, fortunately, Sidi Education private school owns interactive whiteboards in each and every teaching/learning class. Teachers and students of the target school do not find difficult cooperating and interacting with them.

Interactive WhiteBoards support many different learning styles and are used in a variety of learning environments (Chapelle, 2003). IWBs offer students the opportunity to watch English

videos, English movies, stories, dialogues, English music, interesting pictures regarding English topics, and so forth. In this case, students have the chance to see how a word is written, to hear the correct pronunciation of it, also to complete various exercises, practice English grammar, and so on. Likewise, Gerard and Widener (1999) find that “the Interactive WhiteBoard supports interaction and conversation in the classroom; it helps with the presentation of new cultural and linguistic elements”.

Solvie (2004) reported that,

“It engaged my primary students in literacy learning. I was able to interact with the class, demonstrating, modeling and manipulating what was on the board by touch. I was not confined to, or focused on, a computer that separated me from the class.... Visual display in the form of diagrams, webs and pictures, as well as use of colors and shapes to highlight text, prompted engagement”. (p. 484)

#### **2.4. The role and significance of interactive whiteboards in EFL classrooms**

The capacity to use interactive whiteboards in English foreign language or EFL classrooms is quite helpful for teachers and students. Nowadays, the need for interactive whiteboards (IWBs) becomes obvious because of the rapid development of technology and science. One of the important uses of technology is in teaching and learning a great number of subjects, including languages (Ishtaiwa & Shana, 2011).

Hence, it can be said that interactive whiteboards are believed to be significant for the system of education because they facilitate teachers’ job and students’ understanding process. But, in accordance with Al-Saleem’s opinion in 2013, the teaching process of foreign languages can be supported via using smart boards in three main ways:

- First, they can support interaction and conversation in the classroom.
- Second, they are able to contribute to the presentation of new cultural and linguistic elements.

- Third, it can promote the oral skills (Al-Saleem, 2013).

According to Reed, interactive WhiteBoards promote interaction among the students, the learning materials and the teacher, and enrich ICT by providing a large work space for hands-on work with multimedia resources (Reed, 2001). By using interactive whiteboards, English language teachers show images and drawings of clothes, colours, numbers, fruit, vegetables, food, style, rooms, school subjects, festivals, routine activities, jobs, parts of the body, weather, seasons, and so on; they also are able to present grammar topics, provide various examples about tenses, singular and plural forms, parts of speech, reported speech, conditionals, dates, likes and dislikes, and so forth.

Likewise, IWBs make possible the integration of four English language skills. Next, they allow the manipulation with texts by underlining, highlighting or circling unfamiliar words, making and saving notes, creating lesson activities, presenting English topics, etc. So, interactive whiteboards are overwhelmingly delightful for learners, hearten students' greater focus, involvement and intercommunion, and at a go, interactive whiteboards elevate learning outcomes of students.

To sum it all up, interactive whiteboards are regarded as one of the most effective educational tools. Their role and significance stand on the support of classroom management, motivation and improvement. Thus, it can be clearly said that interactive whiteboards promote positive influence for teachers, students and the whole class.

## **2.5. Benefits of interactive whiteboards for English language teachers and students**

New technology has been developed that many people in the past have never dreamt of. With the help of technology, teachers will be leaders in the transformation of education around the world. For all that, the interactive whiteboard (IWB) as the newest technical tool is quickly entering schools and helping teachers with their tasks/assignments as well as passing the knowledge on to their schoolboys/schoolgirls.

Interactive whiteboards are an inevitable necessity for English language teachers and students because they capture the hearts of students and keep their attention, as well. In general, they are

effective tools for teaching and learning and offer many benefits to teachers and students. Hubbard (2009) mentions that the main benefit with interactive whiteboard is that it engages pupils in activities and makes them enjoy the learning process more.

In addition, the IWB supports all learning styles and this might be the reason for the IWB's positive effect on the pupils increased motivation on language learning (Glover et al, 2005). Additionally, Condie et al. (2007) claimed that the IWB makes concrete examples out of abstract concepts through images. Also, Harmer (2008) emphasized that meaning-based exercises are beneficial for language learning.

So, interactive whiteboards improve students' fluency and accuracy, extend English vocabulary, develop thinking skills, establish positive atmosphere, engross students' ideas and curiosity, enhance four English language skills (listening, reading, writing, and speaking), increase students' motivation, enthusiasm, active participation, engagement, and achievement, involve each student, and so on.

Hence, to sum it all up, interactive whiteboards are too entertaining and make lessons more interesting. They help learners how to read with right accuracy, intonation and fluency. They inspire and enrich students, too. Learners prefer different learning styles, for instance they prefer learning by talking, seeing, hearing, touching, drawing, explaining, reading, doing, writing on the board, and interacting, therefore, because of interactive whiteboards (the use of charts, graphs, picture aids, PowerPoints, flashcards, videos, articles, read-alouds, podcasts, lecture, music, verbal instructions, discussions, books, texts, dictionaries, note-taking, role-playing, patterns, statistics, collaboration, teams, body movements, tactile – touch, feel, hands – on, etc), students learn better and remember more.

## **Summary**

The second chapter, literature review, explains and describes almost everything about interactive whiteboards or shortly IWBs. It defines the meaning and definition of them. It also covers various personal thoughts of many linguists around the globe regarding the IWBs. Most importantly, it talks about the usage of them in English language classes, the role and

significance of them, as well, and lastly, it mentions some of the benefits that interactive whiteboards offer to English language teachers and students.

## CHAPTER 3

### 3.1. Research Design and Methodology

In order to capture the most accurate findings, qualitative and quantitative methods are chosen to use for this research study. The whole perception of this study was conducted via three instruments that contributed pretty much in gathering the data and in achieving this master thesis's aim.

Hereinafter, the current chapter provides specific information related to the following issues, such as: seven research questions, four hypotheses, all the partakers in this research study, the sample, and finally the instruments, including the ways how they are managed and how the data are collected.

### 3.2. Research Questions and Hypotheses

Seven research questions contributed to attaining the goal of the study. Such research questions are as following:

1. What are the attitudes of students and teachers towards the use of interactive whiteboards in EFL classrooms?
2. What is the role of interactive whiteboards in teaching and learning English Language?
3. What are the benefits of interactive whiteboards?
4. How often teachers and students of Sidi Education course use interactive whiteboards?
5. Do interactive whiteboards help teachers and students in English Language lessons?
6. Does the use of interactive whiteboards make easier students' studies, increase their motivation and confidence in learning a second language?
7. How do interactive whiteboards affect students who have different learning styles?

Meantime, the below-mentioned hypotheses were quite contributing and concessional in the complete realization of this research study. Such hypotheses are:

**First hypothesis:** English Language students and teachers have positive attitudes towards the use of interactive whiteboards in EFL classrooms.

**Second hypothesis:** Interactive whiteboards have a positive impact on the teaching and learning progress by expanding teachers and students' knowledge horizon in foreign language.

**Third hypothesis:** The use of interactive whiteboards in English Language lessons increases motivation, interest and proficiency of English Language students.

**Fourth hypothesis:** Interactive whiteboards involve all types of learners into a class.

### **3.3. Population and Sample**

This research study was conducted in the private school/course " Sidi Education " in Skenderaj, Republic of Kosovo. This school is chosen intentionally because it is the most equipped private school in the municipality of Skenderaj. The whole focus of the research study stands on the attitudes of learners and educators of the target school towards the usage of interactive whiteboards in English foreign language classes.

So, the participants of this research study were English Language teachers ( four females, two males, six in total ); English Language students ( twenty-five females, twenty-five males, totally fifty ) and their age is 10 - 18; the principal of the school ( one male ); the manager of the school ( one female ). English language teachers have from five to fifteen years of teaching experience whereas the principal and the manager started working at that school since it was open and they still work there for almost three years now. All English language teachers possess great knowledge about their profession. They are adequate, well-trained, well-prepared and well-organized for their lessons. Five out of six English language teachers hold an MA degree in English.

The marked school consists of approximately 250 students. Learners here enjoy learning a lot, do different activities, play games, do quizzes, decorate the school wall with their drawings, pictures, posters, and so on. It is worth mentioning, the indoor scenes of the private school are marvelous.



The school starts working at 08:00 in the morning and usually ends working at 06:00. It offers students all levels of English, German and Maths courses. Students have classes two or three times a week, it depends on the level they attend, and the studying hours usually last 60 to 90 minutes.

### **3.4. Data Collections and Study Instruments**

Three instruments are used in this research study, such as: questionnaire, interview and observation. The cited instruments are realized in classrooms and offices. Their aim was to measure English students, English language teachers, principal and manager's opinions and attitudes toward interactive whiteboards.

Three (3) English Language teachers completed a questionnaire (Appendix 1) and it consisted of 10 multiple-choice questions. Three (3) other teachers of English Language were observed and every single thing noticed by the observer was explained in a narrative form. The class observation lasted 60 minutes for each lesson.

Meanwhile, fifty (50) English Language students filled in a questionnaire. The questionnaire for students contained 10 multiple – choice questions and it was written in two languages (English and Albanian) in order to better capture the questions (Appendices 2 and 3). Both of the questionnaires took up to 10 minutes to fulfill. The principal and the manager were also part of this research study. They were interviewed and the interview comprised 5 questions (Appendix 4). It took over 10 minutes of participants' time. The aforementioned instruments helped in testing the four hypotheses of this research study, too.

The entire realization of this research study lasted a month and a half (March and half of April) and the participants' personal data stayed confidential. All the partakers were allowed to ask questions during the fulfillment of the instruments. It is worth mentioning that prior ethical permission was required from the principal, manager, English language teachers and students of 'Sidi Education' private school.

The responses of each participant were completely profitable in getting the aim of the study and the collected data were analyzed and discussed in a very attentive manner in order to provide secure outcomes.

## CHAPTER 4

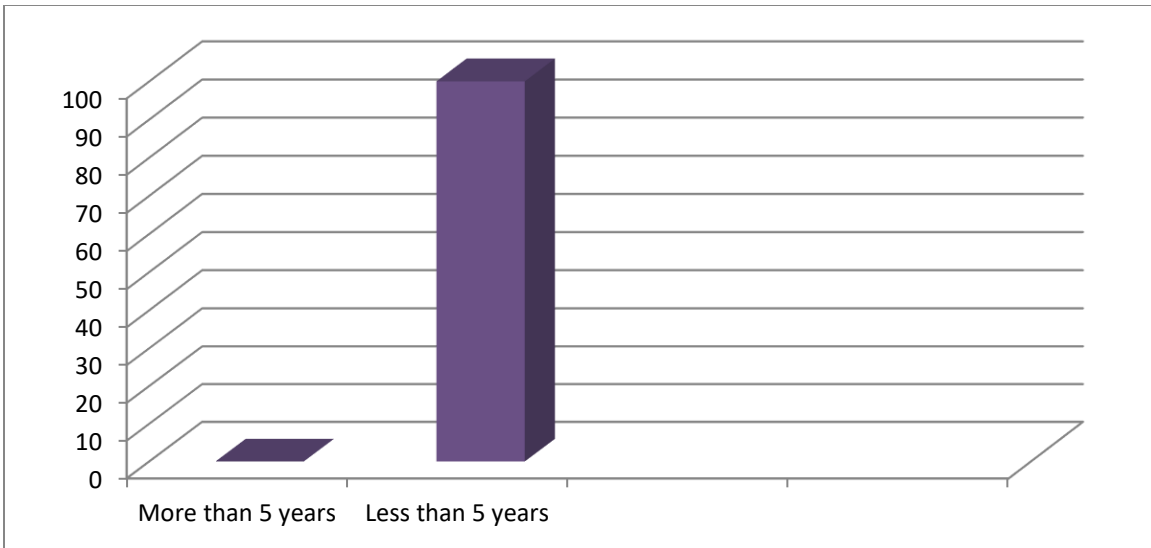
In a detailed manner, chapter number four analyzes and discusses the findings taken from the questionnaire done with English language teachers; the observation done with English language teachers, as well; next, the questionnaire done with English language students and lastly, it explains the outcomes taken from the interview realized with the principal and the manager. As it is mentioned earlier, all the partakers are part of Sidi Education, a private school in Skenderaj and all of them felt free and glad for their contribution. Except this, the current chapter treats the four hypotheses one by one and it interprets their verification.

### **4.1. English Language Teachers' questionnaire – the results and discussion**

The questionnaire for English language teachers (Appendix 1) comprised 10 questions. Such questionnaire provided multiple options. In the fulfillment of this questionnaire took part 3 English language teachers of Sidi Education course, who, one way or another, helped quite much in overtaking the purpose of the research study. The whole intention of English language teachers' questionnaire was to discover the influence of interactive whiteboards in the process of teaching English language, English teachers' attitudes in relation to IWBs usage and the perks they offered to them and their learners. Moreover, the target questionnaire had another aim too, to prove the hypothesis number one: *English Language students and teachers have positive attitudes towards the use of interactive whiteboards in EFL classrooms.*

#### **1. How long have you been working as an English language teacher at Sidi Education course?**

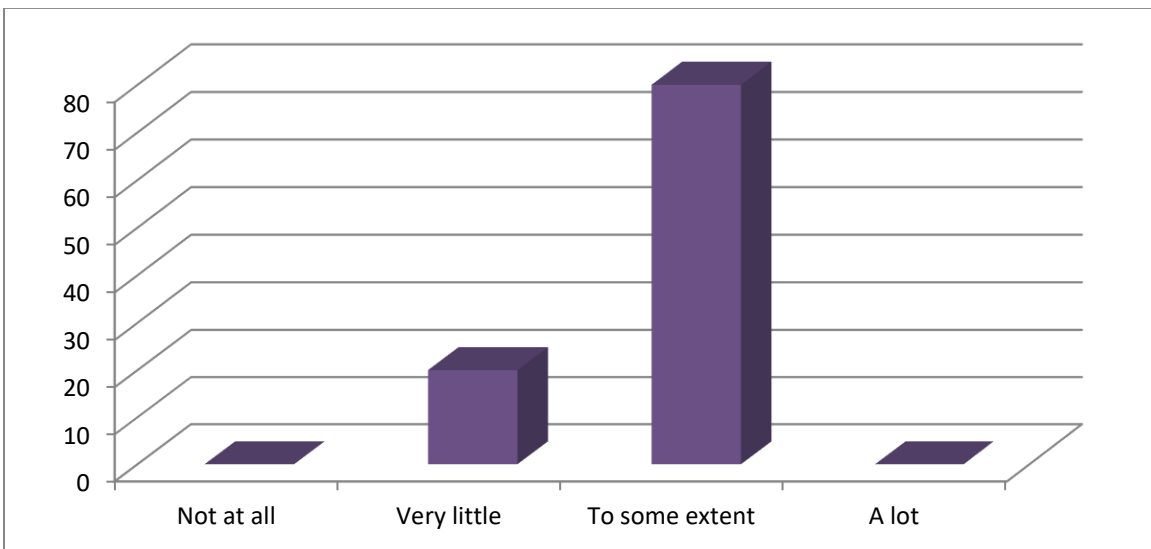
The first question intended to get the working experience of English language teachers in this school, so, according to it, 3 English language teachers work at Sidi Education course for less than 5 years.



**Chart 1:** The responses of English language teachers in accordance with the first question.

**2. Did you encounter any difficulties while using interactive whiteboards?**

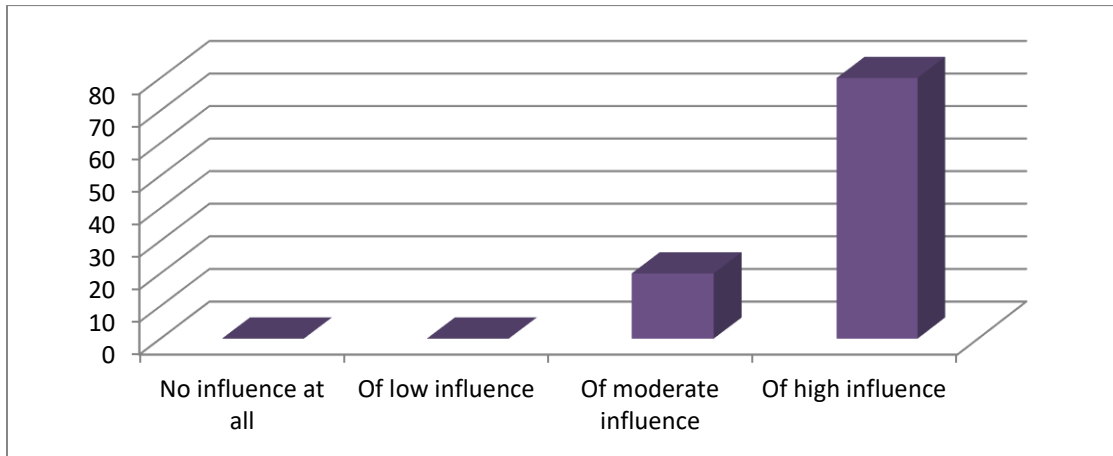
The following chart illustrates that one out of three English language teachers came across “**very little**” difficulties while applying interactive whiteboards, meanwhile two others encountered difficulties **to some extent**.



**Chart 2:** The responses of English language teachers in accordance with the second question.

### 3. What was the influence of interactive whiteboards in your English classes?

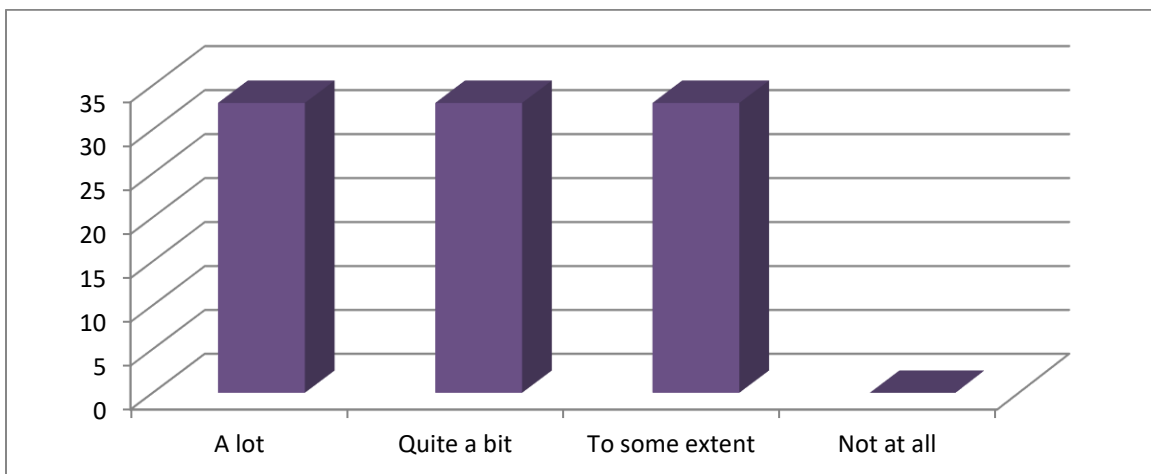
The influence of interactive whiteboards in English language classes is shown in the below chart. As it can be seen, interactive whiteboards had moderate and high influence in classes of English language.



**Chart 3:** The responses of English language teachers in accordance with the third question.

### 4. Do you think that interactive whiteboards facilitated your teaching job?

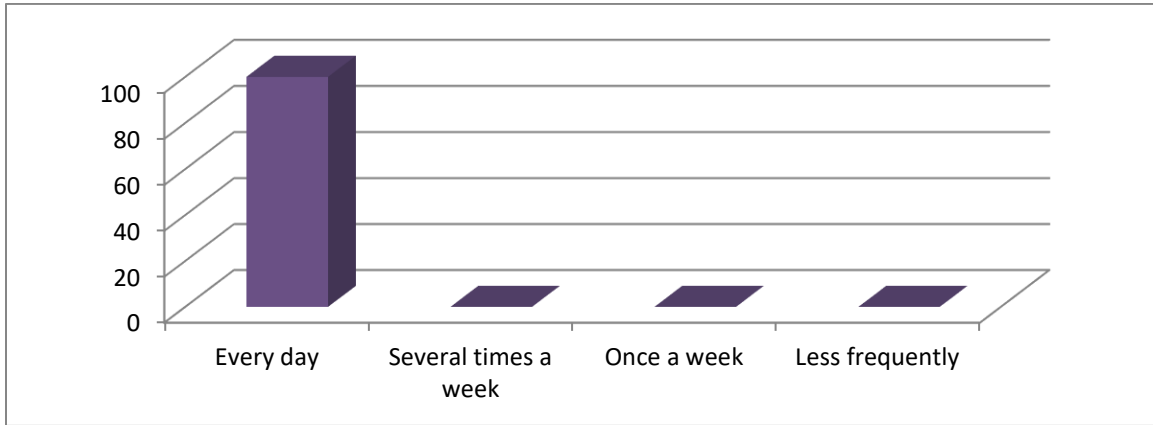
In accordance with English language teachers' opinions, interactive whiteboards, one way or another, facilitated their job as teachers.



**Chart 4:** The responses of English language teachers in accordance with the fourth question.

**5. How frequently did you apply interactive whiteboards with your students?**

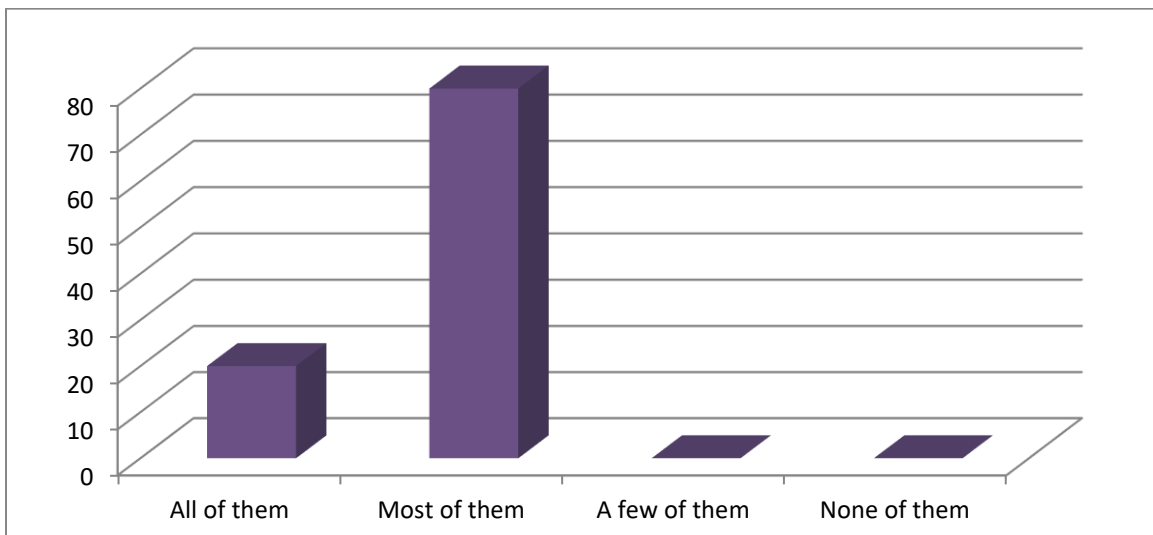
The chart below shows that English language teachers used interactive whiteboards every day, or more concretely they used them every class.



**Chart 5:** The responses of English language teachers in accordance with the fifth question.

**6. Did your students enjoy the use of interactive whiteboards in English classes?**

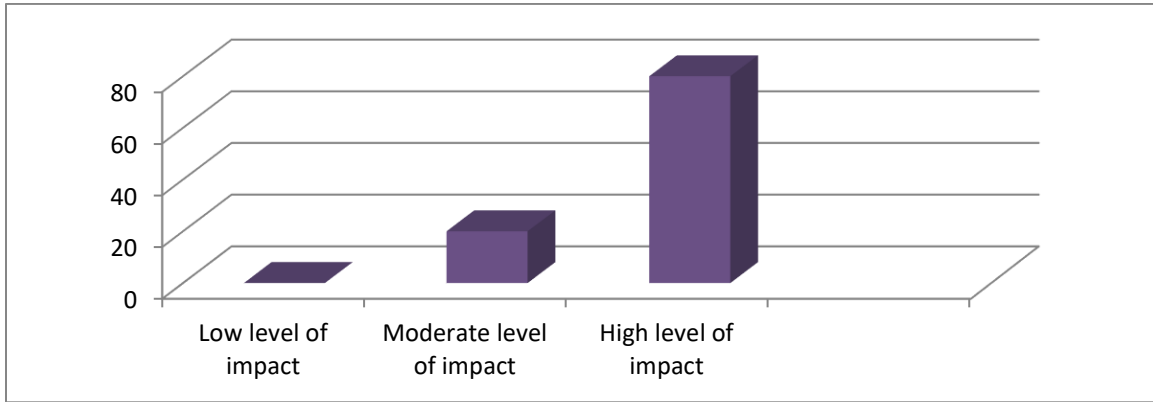
In connection with the sixth question of the questionnaire can be understood that students of Sidi Education course enjoyed the presence of interactive whiteboards in English classes.



**Chart 6:** The responses of English language teachers in accordance with the sixth question.

### 7. Did interactive whiteboards impact in enhancing students' learning?

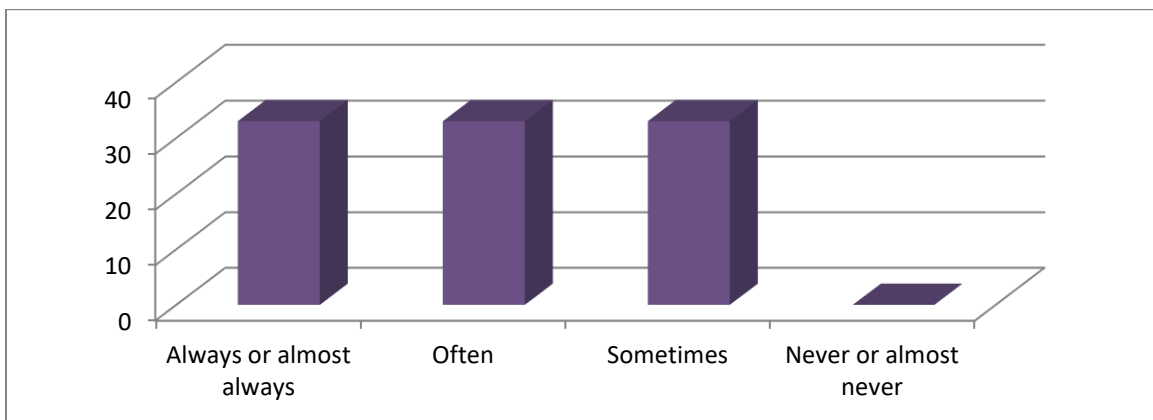
With regard to question number seven, it can be said that interactive whiteboards impacted the process of growing students' interest in learning.



**Chart 7:** The responses of English language teachers in accordance with the seventh question.

### 8. Did the utilization of interactive whiteboards increase your students' participation in course activities?

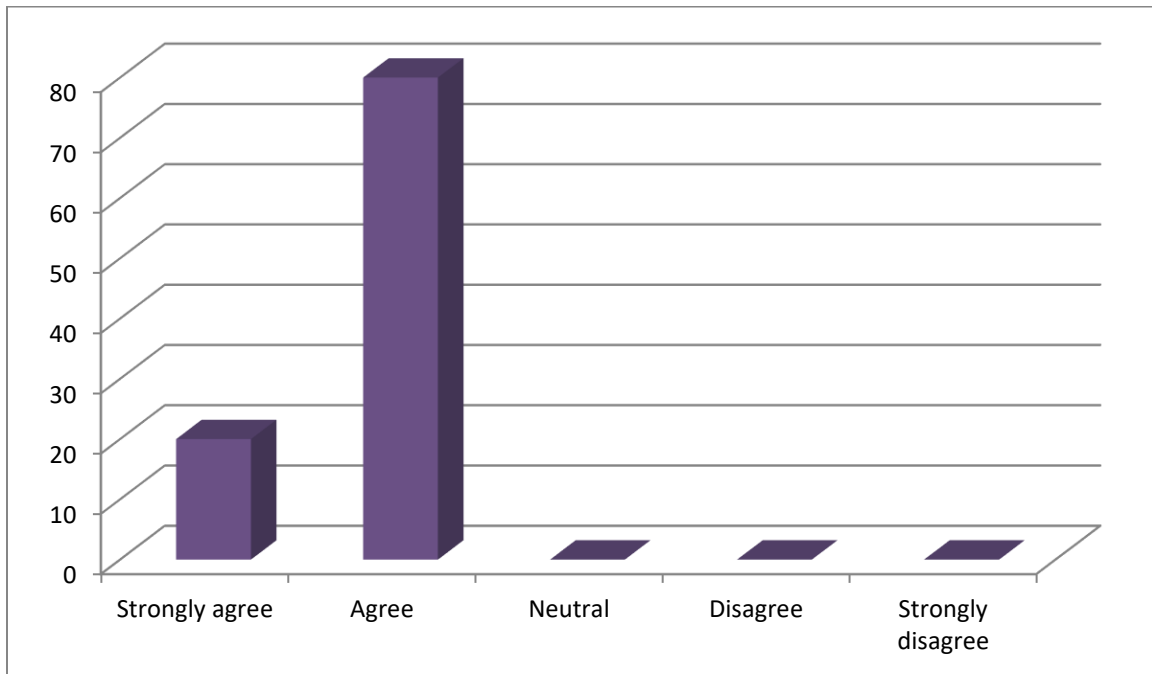
In connection with this question, three English language teachers chose three various options, but anyway, the usage of interactive whiteboards increased the participation of students in every class activity.



**Chart 8:** The responses of English language teachers in accordance with the eighth question.

**9. Do you agree that interactive whiteboards helped your learners to enhance English abilities and to have better comprehension of English content?**

Based on the outcomes taken from the question number nine of the questionnaire, all or three English language teachers agreed that interactive whiteboards or IWBs helped their English language learners to boost their English aptitude and to have a better understanding of English content.

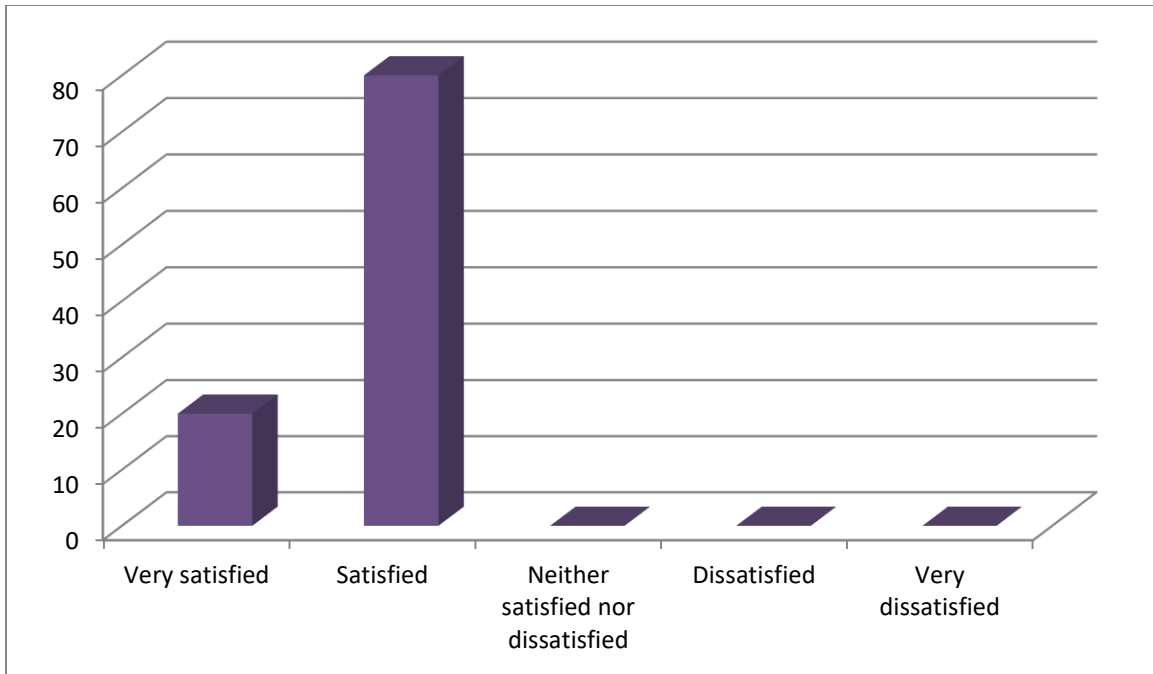


**Chart 9:** The responses of English language teachers in accordance with the ninth question.

**10. What were your students' outcomes from interactive whiteboards?**

In the very last question of this questionnaire, English language teachers had to determine the outcomes of their students from the usage of interactive whiteboards. In this case, one English language teacher selected the alternative **“very satisfied”**, whereas two others circled another option **“satisfied”**. This result makes us understood that students' outcomes from interactive whiteboards were satisfied.





**Chart 10:** The responses of English language teachers in accordance with the tenth question.

As it is mentioned above, the goal of English language teachers' questionnaire was to figure out the influence of interactive whiteboards (IWBs) in English language classes with students of Sidi Education course. Besides, it aimed to see if interactive whiteboards facilitated English language teachers' work with learners and if such learners fancy enjoyed the presence of interactive whiteboards in their English classes. In addition to this, the target questionnaire also intended to discover if interactive whiteboards augmented students' interest in learning; if they raised the involvement of schoolboys and schoolgirls in classroom activities and ultimately, its purpose was to find out the outcomes of students who attend their private English studies at the objective private school.

Based on the charts and the discussion part, it can be said that three English language teachers who currently work as part-time teachers at Sidi Education course used interactive whiteboards in every English language class and they did not meet vast difficulties in the process of applying them. According to the participants in the questionnaire (three English language teachers), interactive whiteboards were described as educational tools with considerable influence and concessional for the process of teaching. Something that mattered a lot to English language

teachers is that their students relished the presence of interactive whiteboards in the classroom environment.

Furthermore, such teaching and learning tools extended students' motivation to learn; boosted their engagement in various classroom activities; helped in gaining English language proficiency and in preferably understanding English restraint. Fortunately, based on three English language teachers' points of view, interactive whiteboards brought significant outcomes to their English learners.

#### **4.2. English Language Teachers' observation – the results and discussion**

The observation instrument was realized in three classes with three English language teachers of Sidi Education course. The focus of the observations was on the interactive whiteboards. The observation for each class lasted 60 minutes, it means since the beginning of the lesson and till its ending. The classes with lower number of students were chosen intentionally due to the recent circumstances related to Covid-19. The permission for observation was firstly required from the principal of the course and three English language teachers. The aim of English language teachers' observation was to prove the second hypothesis: *“Interactive whiteboards have a positive impact on the teaching and learning progress by expanding teachers and students' knowledge horizon in foreign language”*.

The first observation was realized with English language teacher (female) of **Fairyland 5 group**. This group had 5 students (4 girls and one boy). The class began at 09:45 and lasted till 10:45. The educator entered the room with positive vibes and greeted the students with warm smiles. After taking the attendance, she presented the topic“ **The world's got talent**”. For the realization of the topic, the head teacher used interactive whiteboard.

Number of students:	<b>5</b>
Level:	<b>Fairyland 5</b>
Date:	<b>8<sup>th</sup> of May 2021</b>

Day:	<b>Saturday</b>
Time:	<b>09: 45 – 10:45 a. m</b>

*Table 1 – Observation at ‘ ‘ Sidi Education ‘ ‘ private school*

At first, she introduced some pictures on the board and motivated her learners to look at them. In that case, she used the discussion technique since she allowed them to think and say what is amazing about the people announced on the pictures. Further on, encouraged students had to watch a video about the target young, gifted and amazing people (Akrit Jaswal-an amazing child surgeon and Alec Greven-young writer). Once they are done with watching the video, students amazed with their accomplishments, continued asking questions and feeling interested about their life. Next, in order to improve reading and translation skills, the instructor uplifted her schoolboys/schoolgirls to read and translate the two parts of the text. As a result of this, they got informed about divers English words and phrases. Hereinafter, teacher divided students in pairs, one asked questions and the other answered them. The questions were related to the article (When was Akrit born?; How old was he when he performed his first surgery?; What’s the title of Alec Greven’s first book?; What’s some of his advice?, etc). This exercise helped English learners to practice and elevate speaking skills. As the last task, students used interactive whiteboard by their own, read the sentences carefully, dragged the missing words and completed the gaps. In the end, they got homework: to prepare a portfolio about a famous person they admire. Teacher ended the class by wishing all the best to her students.

The second observation was conducted with group **Blaze 1**. The group had 8 students (5 boys and 3 girls). The class started at 15:00 and continued until 16:00 p.m. Their English language teacher (male) greeted his learners, took the attendance and announced the topic ‘ ‘**People at work**’’. Interactive whiteboard was the teaching tool used by the teacher.

Number of students:	<b>8</b>
Level:	<b>Blaze 1</b>

Date:	<b>11<sup>th</sup> of May 2021</b>
Day:	<b>Tuesday</b>
Time:	<b>15:00 – 16:00 p. m</b>

*Table 2 – Observation at ‘ ‘ Sidi Education ‘ ‘ school*

He started the lesson with a warm up activity: he stimulated his students to write down as many jobs as they know and the limited time for this task was 2 minutes. Afterwards, the student with the highest number of written words had the opportunity to share them with their classmates, but they all had the possibility to provide and receive feedback. Then, the head teacher submitted sundry jobs (nurse, actor, astronaut, actress, waitress, waiter, pilot, doctor, singer, etc) and pictures. Students’ duty was to match the pictures to the jobs, therefore they dragged the words from the box and put below the adequate pictures. After, with the help of interactive whiteboard, schoolboys/schoolgirls had the chance to listen to the suitable pronunciation of each job and to repeat it, as well. Next, the educator and his learners studied the table. He explained everything about the verb to be, including positive, negative, interrogative, full and short forms and provided a lot of examples for better comprehension. In order to see how much students understood the forms of the verb to be, they were incited to look at the pictures and to fill in the blanks with, is, isn’t and aren’t. Learners continued completing exercises related to the verb to be. This time they made true sentences for them (I \_\_\_\_\_ a student.; My teacher \_\_\_\_\_ 30 years old.; My friends \_\_\_\_\_ 12 years old.). As the very last activity, students practiced English articles (a and an). They used interactive whiteboard again. They dragged the convenient article under each profession. Meanwhile, as homework they had to write a short essay (minimum 100 words) with the topic: My future profession. The schoolteacher finished the class with a pleasant face and greeted his students happily.

The third observation was managed with level **Open Mind 1**. The number of students was 6 and all of them were girls. The class started at 16:30 and ended at 17:30. English language teacher of this group was a female who began the lesson in a very positive way. She gave cheerful smiles

and greetings to her learners. After getting the attendance, she introduced the topic “**Stages of life**”. The objective teacher used interactive whiteboard as her helpful teaching tool.

Number of students:	<b>6</b>
Level:	<b>Open Mind 1</b>
Date:	<b>10<sup>th</sup> of May 2021</b>
Day:	<b>Monday</b>
Time:	<b>16:30 – 17:30 p. m</b>

*Table 3 – Observation at ‘ ‘ Sidi Education ‘ ‘ school*

The lecturer stirred up her schoolgirls to look at the IWB and to determine stages of life, such as: infancy, childhood, adolescence and adulthood. All the girls or students belonged to the third stage of life: adolescence (12-18 yrs old). Further on, they had to work in pairs and to match various activities to the stages of life above, like: start a family, crawl, retire, go to school, graduate, learn to read and write, get a part-time or full-time job, get married, get a promotion, and so forth. The main focus stood on the activities which belong to learners’ stage of life. The next class activity was about physical characteristics. Students’ duty was to complete the table by using diverse words (hair, lips, age, build, eyes, face, height, nose, complexion, etc). For doing that, they used interactive whiteboard and dragged the words in order to put them under the correct definition. The aim of the following exercise was to enhance speaking skills. Learners had to use words from the above exercise and to describe the people in the pictures (Laura, Lucy, Peter and John). Such people belonged to different stages of life mentioned previously. The last exercise was also related to speaking skills. Students had to choose a person in the class (classmates or even their teacher) and to describe him/her. Based on the description, the partners had to guess who the person is. Before the class ended, the educator gave homework to their schoolgirls. They had to choose a person, no matter who (a family member, a celebrity, a friend or a teacher) and to depict him or her. The description had to include his/her stage of life and physical characteristics. In this case, students had the possibility to integrate pictures, too or

simply to illustrate the target person. The schoolteacher finished the class and gave lovely wishes to her learners.

The purpose of the observation instrument was to discover if interactive whiteboards help English language teachers to explain English topics through more beneficial, attractive and motivational ways, and based on the supervision and taken evidence, it can be said that interactive whiteboards are concessional, useful, appealing, and inspirational tools to teach or learn. The students from the observed classes seemed to understand English language topics since they were quite active in every task and enjoyed completing them with interactive whiteboard usage.

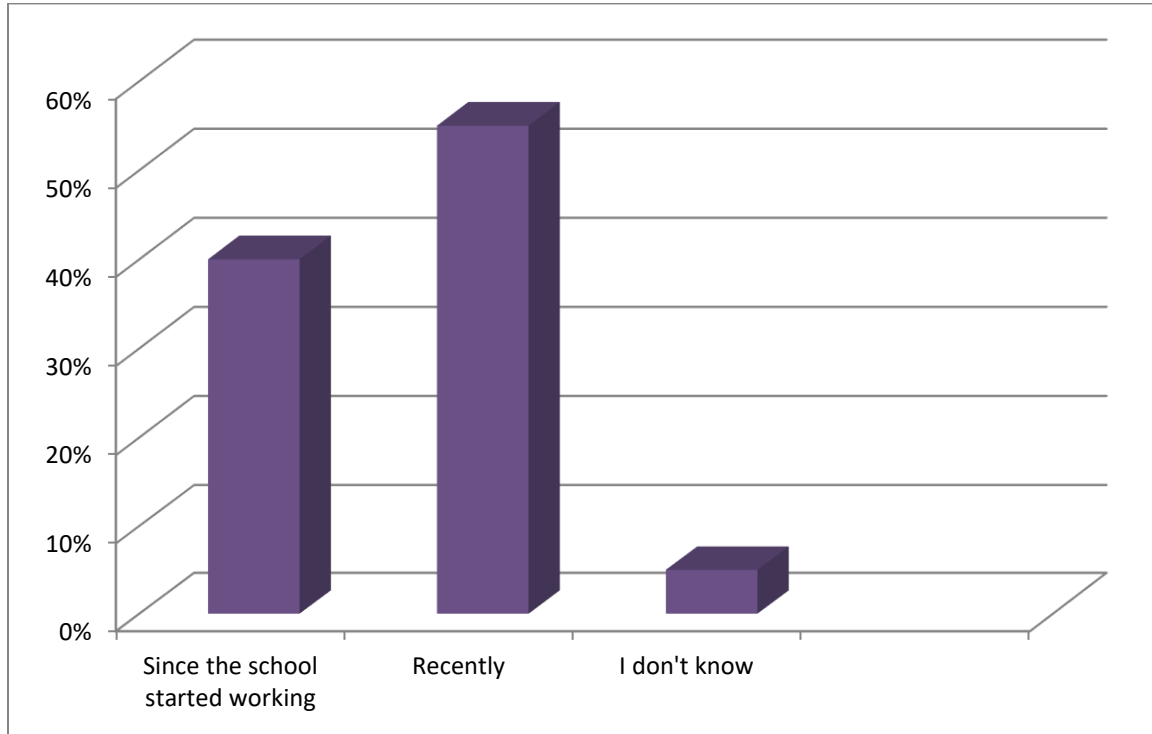
#### **4.3. English Language Students' questionnaire – the results and discussion**

The questionnaire for English language students (Appendix 2) restrained 10 questions. The questions were multiple-choice ones. Such a questionnaire was written in two languages, English and Albanian, in case to not have difficulties in understanding the given questions. In the completion of this questionnaire took part 50 English language students of Sidi education course, whose contribution was inevitable in the realization of the questionnaire and in the capturing of the questionnaire's goal. The purpose of English language students' questionnaire was to uncover the integration of interactive whiteboards in the process of learning and the impact and role of them in English language learning. Further, this questionnaire intended to verify the hypothesis number three: *The use of interactive whiteboards in English Language lessons increases motivation, interest and proficiency of English Language students.*

##### **1. How long have you been attending your English private classes at Sidi Education course?**

In the very first question of English language students' questionnaire, learners had to cite approximately the exact time when they started their English private classes at the target course.

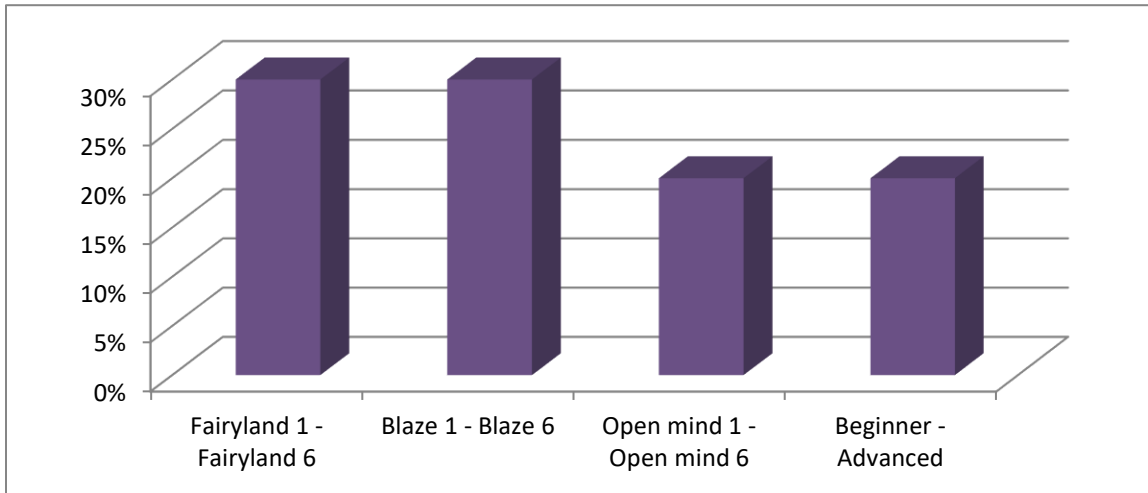
Based on the taken percentage, 40% of students started English private classes at Sidi Education course since the beginning of it; 55% of them recently began attending English private classes, meantime 5% of the participants could not clearly remember the time when they became part of the objective private school.



**Chart 1:** The responses of English language students in accordance with the first question.

## **2. What is the English language level you are currently pursuing?**

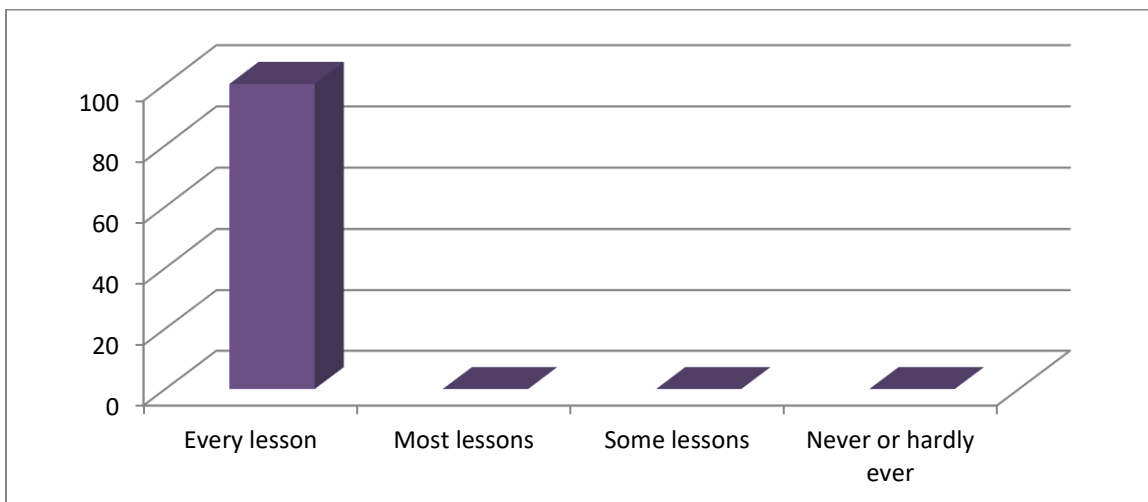
In this questionnaire took part 50 English language students and this question intended to detect the level they are presently attending. Hence, 15 students out of 50 attended Fairyland levels; 15 others attended Blaze levels; 10 students were part of Open mind levels and last 10 of them belonged to Beginner and Advanced levels.



**Chart 2:** The responses of English language students in accordance with the second question.

**3. Did your English language teacher integrate interactive whiteboards in your English lessons?**

In accordance with question number 3, all the partakers of the questionnaire chose the first option **every lesson** because interactive whiteboards were inseparable parts of their teachers' every day lessons. On the other side, no one chose the other three options: **most lessons; some lessons; never or hardly ever**.



**Chart 3:** The responses of English language students in accordance with the third question.

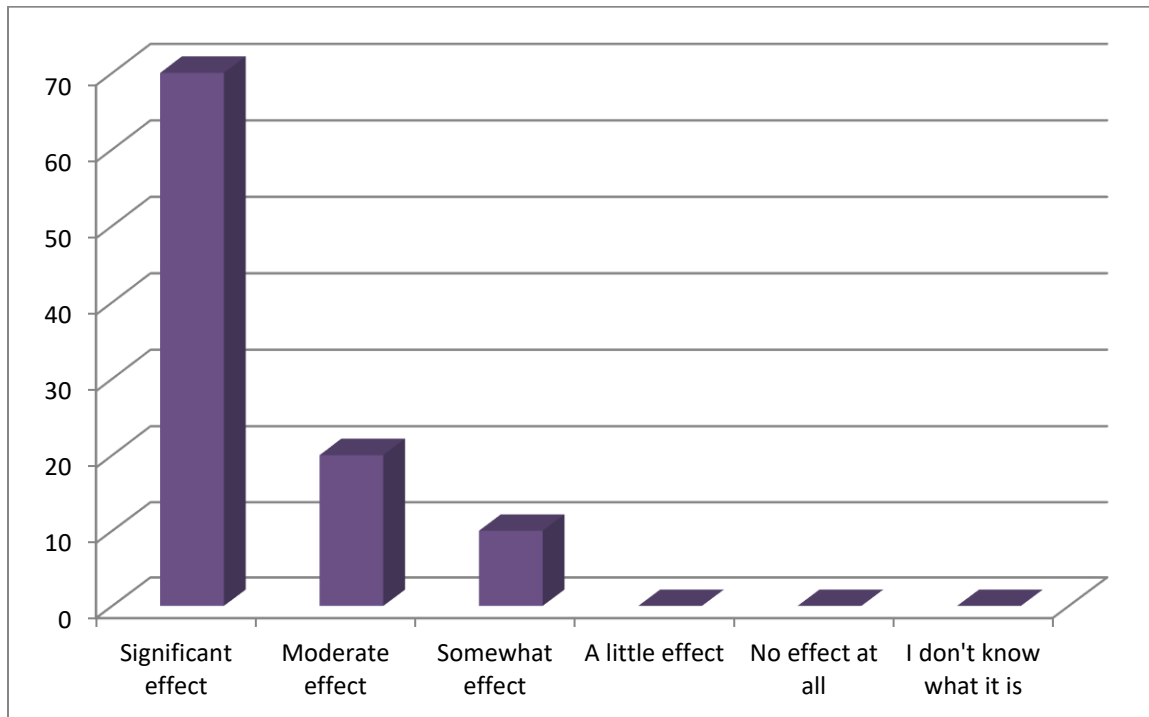


#### 4. What was the effect of interactive whiteboards in your English language learning?

The effect of interactive whiteboards in students' English language learning can be showed by the percentage below:

- a) Significant effect – 70%
- b) Moderate effect–20%
- c) Somewhat effect–10%
- d) A little effect – 0%
- e) No effect at all – 0%
- f) I don't know what it is – 0%

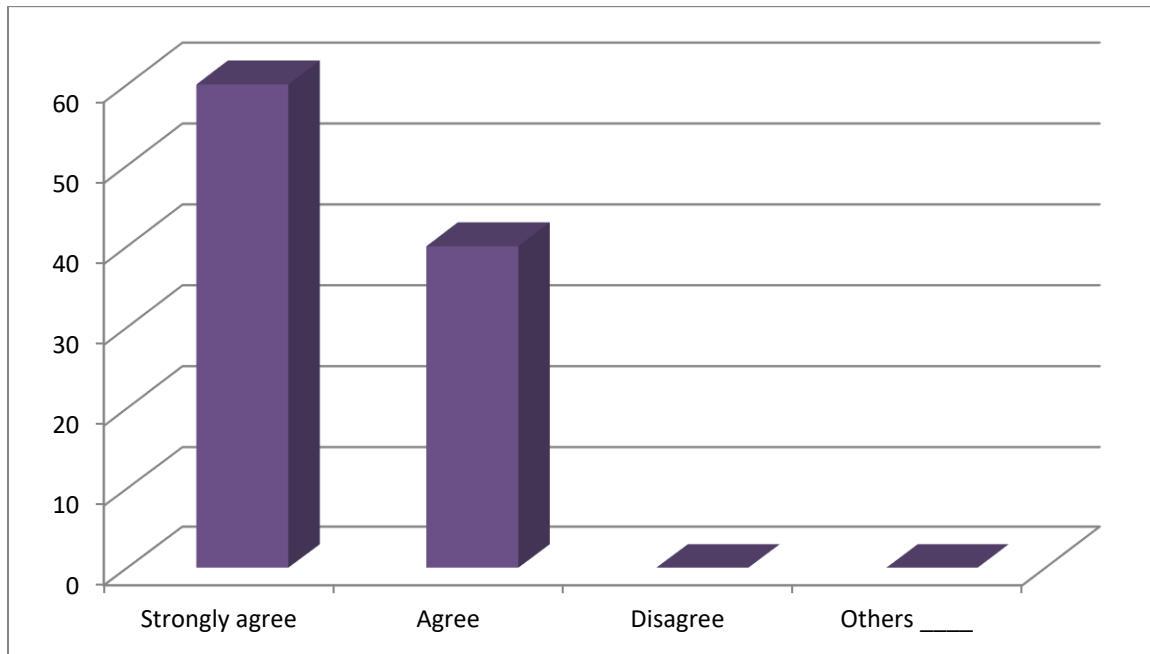
This rate made us get aware that interactive whiteboards impact English language learning of students.



**Chart 4:** The responses of English language students in accordance with the fourth question.

**5. Do you agree that interactive whiteboards supported your English content capturing?**

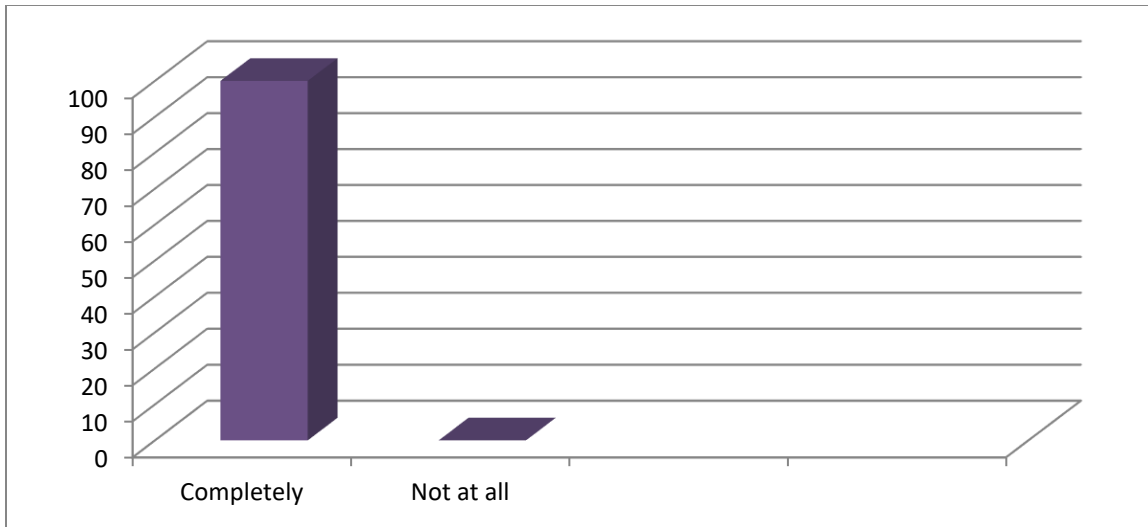
According to this question, 50 English language students agreed that interactive whiteboards promoted their English content capturing. Wherefore, 60% of them strongly agree with this question while 40% only agree with it.



**Chart 5:** The responses of English language students in accordance with the fifth question.

**6. Did interactive whiteboards improve your English language skills?**

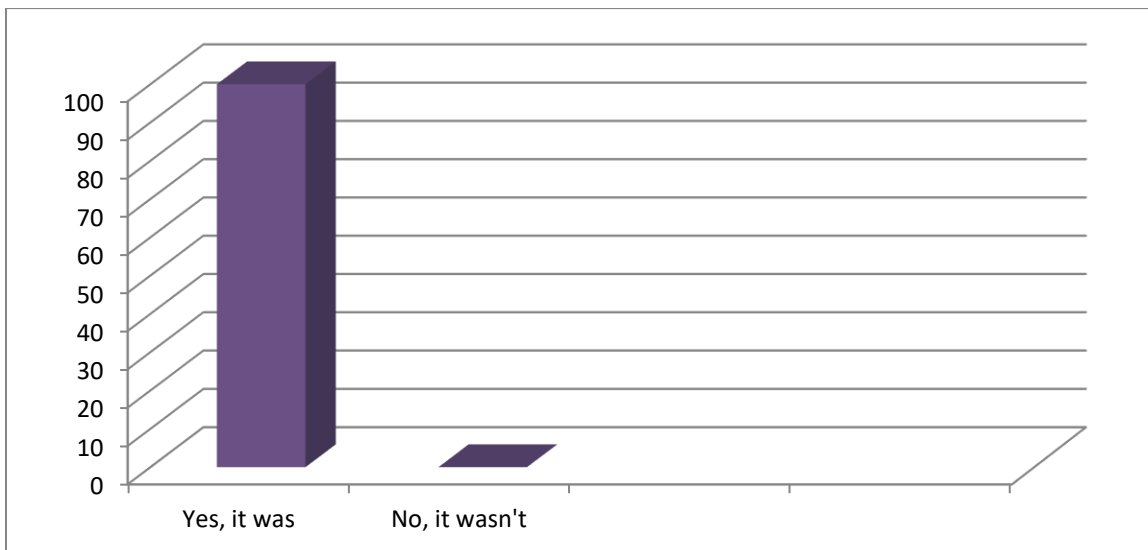
50 English language students shared totally the same opinion in relation to question number 6. They all thought that interactive whiteboards (IWBs) completely elevated their English language skills.



**Chart 6:** The responses of English language students in accordance with the sixth question.

**7. Was it easier for you to comprehend English language through interactive whiteboards?**

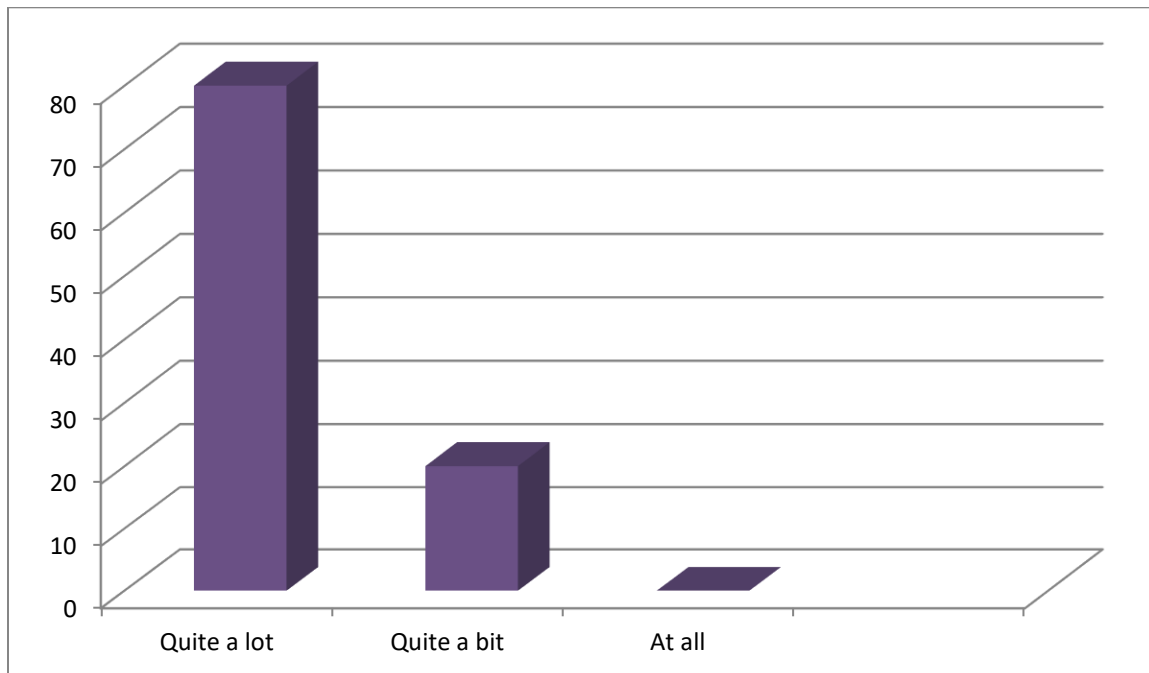
For English language students of Sidi Education course was far easier to understand English language through interactive whiteboards since all of them selected the alternative: **yes, it was** and none of them selected the other alternative: **no, it wasn't**.



**Chart 7:** The responses of English language students in accordance with the seventh question.

### 8. Did interactive whiteboards increase your learning encouragement?

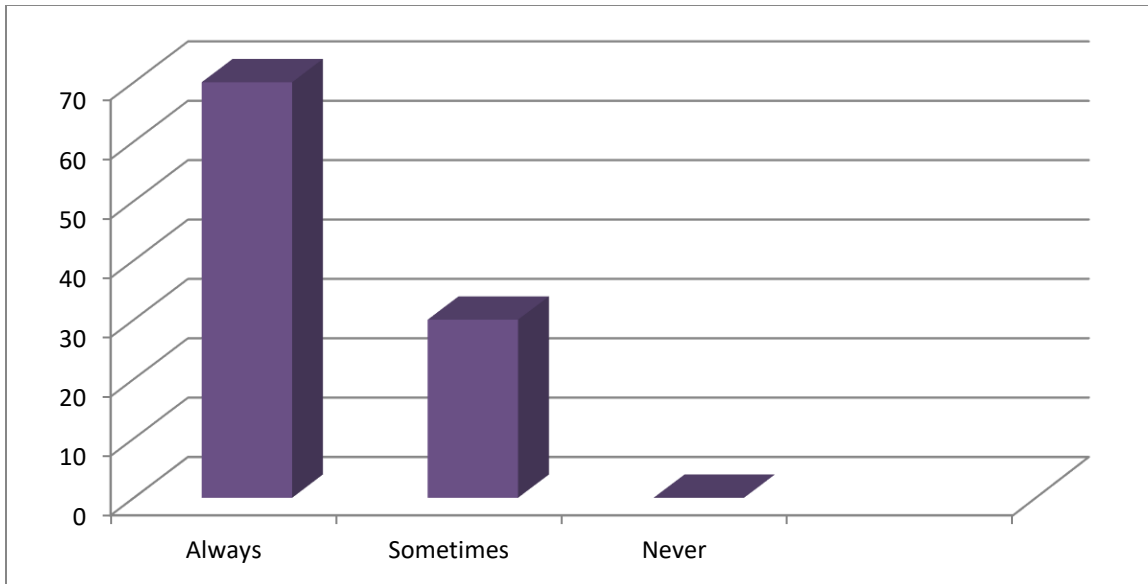
On the basis of the chart below, it can clearly be understood that interactive whiteboards boosted English language students' stimulation to learn. The percentage demonstrates this, too. So, 80% of learners picked up the first choice “quite a lot” and 20% picked up the next choice “quite a bit”, whilst no one of them picked up the last choice “at all”.



**Chart 8:** The responses of English language students in accordance with the eighth question.

### 9. Did interactive whiteboards keep you as an active participant in English language classes?

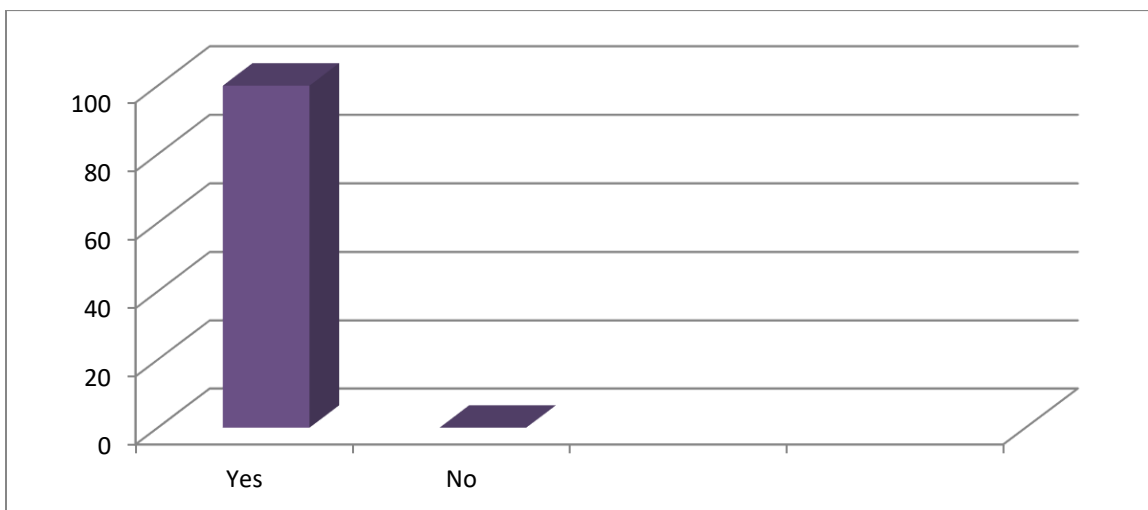
English language students of Sidi Education course who took part in this questionnaire declared that interactive whiteboards kept them active during English classes, therefore 70% of the participants circled the option “always” and 30% circled the option “sometimes”. The option “never” was not circled by anyone.



**Chart 9:** The responses of English language students in accordance with the ninth question.

**10. Based on your point of view as a student, did IWBs help your English lessons be more interactive and attractive?**

50 participants in the questionnaire (English language students) claimed that interactive whiteboards helped and made their English lessons more interactive and attractive. So, all of them decided for **yes** and none of them for **no**.



**Chart 10:** The responses of English language students in accordance with the tenth question.

As it is pointed out upward, the questionnaire for English language students tended to release the influence of interactive whiteboards in English language classes; if such learning tools promoted support in learners' English content capturing; whether they meliorated English language proficiency of schoolboys and schoolgirls. Besides, it maintained to find if it was easier for English language students to comprise English topics with the integration of interactive whiteboards in the learning setting. Another aim of this questionnaire was to fathom if interactive whiteboards raised English language students' impetus to learn the target language; if they kept students active during English classes and if they made English lessons more interactive and catchy.

On the basis of the charts and outcomes taken from the questionnaire done with English language students of Sidi Education course can be understood that interactive whiteboards were indivisible learning tools of the target population. They were integrated in every single lesson by their English language teachers. Hereto, interactive whiteboards had a very important influence on students' learning and supported the capturing of students' English language content. Additionally, IWBs strengthened English language capacity of students in a very fully way, made possible their better comprehension of English restraint, added interest to students to learn English language, kept them as active learners throughout every class activity and made English lessons quite interactive and engrossing, as well.

#### **4.4. The principal and manager's interview – the results and discussion**

The interview (Appendix 4) for the principal and the manager of Sidi education course included 5 questions. The aim of this interview was to dig up the managerial purposes that the director and manager of Sidi Education had for their private course. Withal, the interview inclined to get the positive and negative viewpoints of interactive whiteboards, the reactions of English language teachers and English language students towards the usage of them, the effectiveness and outcomes they offered, too. But, the primary intention of the interview done with the principal and manager of the objective course was to validate the hypothesis number four: *Interactive whiteboards involve all types of learners into a class.*

The analysis of the interview's questions is provided below:

**1. What were your leading goals for English language teachers and students of your school?**

One way or another, the principal and the manager shared the same responses in accordance with the first question of the interview. Some of their leading goals were: to increase the reputation of their course, to have a successful school leadership and staff (it means having adequate English teachers, well-prepared and well-trained for the teaching process), to have encouraged students, caring and motivated educators, to develop trust and create a sense of transparency with parents, learners, cooperators, and so forth. In addition, it aimed to have a comfortable, warm, colorful and glamorous place to teach and stay, and lastly to have a high number of students who attend private classes at their school.

**2. What were the positive and negative aspects of using interactive whiteboards in your school?**

Some of the positive aspects of interactive whiteboards' usage mentioned by the principal and the manager were: easier job for the teachers, students are more attentive and encouraged. It offered more interactive activities and interplay with the learning material. Likewise, interactive whiteboards made possible learning through touching, drawing or writing. They attempted to have creative lessons by the integration of photos, graphs, maps, illustrations or videos. They also allowed to read online articles and to get information for specific topics.

In accordance with the thoughts of the principal and the manager, there were no negative aspects of using interactive whiteboards in the classroom, except the fact that classes at Sidi Education course were not so big earlier.

**3. How did English language teachers and English language students of your school react toward the utilization of IWBs in the classroom environment?**

According to the personal points of view of the director and the manager of Sidi Education private school, luckily, all English language tutors and all English language schoolboys/schoolgirls had a positive attitude toward the utilization of interactive whiteboards in the classroom surroundings. They absolutely welcomed and felt pleased with their usage.

**4. Based on your personal opinion, how effective were interactive whiteboards to your employees and learners?**

Two foremost people at Sidi Education School claimed approximately the same conclusion about interactive whiteboards. They regarded IWBs as entirely effective teaching and learning tools since they facilitated English language teachers' job, increased students' motivation and engages them throughout English lessons.

**5. How did you evaluate your school success in accordance with the usage of interactive whiteboards?**

Both, the leader and the manager of Sidi Education School, evaluated their school as a successful one with various students' accomplishments. The result of all their achievements was thanks to their English language teachers and the help of interactive whiteboards, which enhanced English lessons, made learning more interactive, allowed flexibility in the classroom, and proved effectiveness.

So, the interview realized with the principal and the manager of Sidi Education School inclined to obtain the primary goals of the target population, the positive and negative aspects of interactive whiteboards, the reaction of the school staff and students toward the application of IWBs, the efficiency and the outcomes that interactive whiteboards offered to them.

Derived from the thoughts of the director and the manager of the aforesaid school, interactive whiteboards made positive changes to their school since they brought positive aspects of their



usage and positive outcomes to the school staff and learners who also showed positive reactions to them.

#### **4.5. The analysis of the first hypothesis**

“ English Language students and teachers have positive attitudes towards the use of interactive whiteboards in EFL classrooms ” was the first hypothesis of this research study and it was proved through the questionnaire done with English language teachers. The findings got from the questionnaire made us understand that English language teachers and students had positive stands in accordance with the use of interactive whiteboards in English foreign language classes.

#### **4.6. The analysis of the second hypothesis**

The second hypothesis of this research study was “ Interactive whiteboards have a positive impact on the teaching and learning progress by expanding teachers and students’ knowledge horizon in foreign language ” and it was verified through English language teachers’ observation. The observation showed that students comprehend English language better and expand their cognition through interactive classroom activities.

#### **4.7. The analysis of the third hypothesis**

“ The use of interactive whiteboards in English Language lessons increases motivation, interest and proficiency of English Language students ” was the hypothesis number three of the research study which was confirmed through the questionnaire done with English language students. The questionnaire made us aware that the presence and use of interactive whiteboards in the classroom environment brings a sense of humor, an excellent reason to learn and to gain aptitude in English subject.

#### **4.8. The analysis of the fourth hypothesis**

“ Interactive whiteboards involve all types of learners into a class “ was the hypothesis number four of the research study and the target hypothesis was certified through the interview done with the principal and the manager. The responses of the participants explained that interactive whiteboards make possible the engagement of every student, regardless his or her level of recognition.

## CHAPTER 5

### 5.1. Conclusion

As it was pointed out above, the whole focus of this master thesis was on the effectiveness and significance of Interactive Whiteboards or shortly IWBs in the process of teaching and learning English as a second language. In particular, this master thesis was focused on the attitudes of English language teachers and English language students toward the use of interactive whiteboards in English foreign language classes. Thus, the entire case study was conducted at Sidi Education course, located in Skenderaj, Republic of Kosovo.

In this research study took part six English language teachers, fifty English language students as well as the principal and the manager. All the mentioned participants were members of the marked private school who work there and attend private English language classes. Two questionnaires, observation and interview were the used instruments which helped in an overwhelmingly way to detect the purpose of the master thesis. Three English language teachers completed one questionnaire with various questions related to IWBs, three other English language teachers participated in the observation instrument, fifty English language students filled in the second questionnaire which contained different questions in accordance with the topic, meantime, the director and the manager joined in the interview.

This master thesis was parted into five essential chapters which described in details everything about the research study. The chapters had their subheadings, too. Such chapters were:

1. Introduction
2. Literature review
3. Research design and methodology
4. Study results and discussion
5. Conclusion

In the introduction part is clearly mentioned the purpose of this master thesis as well as the meaning and importance of interactive whiteboards in teaching and learning English foreign

language. In addition, the first chapter covered the entire significance of this master thesis, the way how it is structured and conducted, as well as the major objectives of it. By the end of chapter number one is also included a brief summary of the aimed chapter.

Chapter number two was all about the literature review. At first, it referred to evident definitions of interactive whiteboards and different opinions of different linguists associated with the target topic. Moreover, this chapter involved the use, function and prominence of IWBs in English foreign language classes. The benefits that IWBs bring to English language teachers and students are also comprised within the second chapter. And lastly, a very short summary of this chapter is comprehended by the end of it.

The third chapter was all about the methodology section. This chapter gave detailed information about the two methods (qualitative and quantitative ones) which were chosen to use throughout the comprehensive realization of this research study. Further, the mentioned chapter highlighted seven research questions of this research study, four main hypotheses, population (the participants who took part in this survey), sample (the aforesaid private English language school), and the three used instruments (questionnaire, observation and interview). Within the chapter number three is also incorporated the manner of this research study realization and the collection of data.

Chapter number four can be considered as the most impressive one because it discussed the findings and presented them in graphs, too. The outcomes picked up from the three used instruments (questionnaire, observation and interview) and realized with English language teachers, English language students, the principal and the manager were absolutely helpful and surely they made easier the realization of the research study and the capture of the master thesis purpose. Ultimately, the objective chapter included the analysis of four foremost hypotheses of this research study and also the verification of each of them.

The last chapter, conclusion, involved a general completion of the thorough master thesis. Likewise, chapter number five mentioned all the limitations encountered during the perception of the research study and the recommendations or suggestions for further research studies of this style.

As it was noted over this dissertation, the research study was realized through three instruments, such as:

1. Questionnaire
2. Observation
3. Interview

English language teachers' questionnaire aimed to gain information about interactive whiteboards, more concretely this questionnaire intended to figure out if English language teachers of Sidi Education course came across any difficulties while implementing IWBs in the process of teaching English. Furthermore, it tended to understand the impact of interactive whiteboards in the classes where English language is used, and to see if such tools facilitated the process of teaching and explaining. In addition, another intention of this questionnaire was to know the frequent implementation of IWBs by English language teachers, the entertainment they brought to English language students, the enhancement of learners' learning by dint of IWBs, the increment of schoolboys/schoolgirls' involvement into each class activity, and also the betterment of students' English language abilities. At last, the purpose of English language teachers' questionnaire was to reveal the outcomes that interactive whiteboards brought to their English language students. Three English language teachers who took part in this questionnaire showed a positive attitude towards interactive whiteboards by considering them as helpful and concessional teaching tools. The participants asserted that they faced some difficulties while applying interactive whiteboards for the first times, but anyway they applied them in every class since they impacted and facilitated their English teaching classes. What is important, English language students truly enjoyed the presence of IWBs in every English class because they extended their learning, enlarged the participation of students in activities, and increased English language skills of students. Based on that, English language students' outcomes in accordance with interactive whiteboards were satisfied.

The second instrument used for getting the purpose of this research study was observation. Its aim was to observe the effectiveness of interactive whiteboards in the process of teaching English language. This research study contained three observed classes and the three of them were warm classes. Observation made us become aware that interactive whiteboards help English language teachers of Sidi Education course to clarify English topics through helpful,

glamorous and motivational manners and they help English language students to comprehend better English topics through the aforementioned ways.

English language students' questionnaire inclined to get more information about the use of interactive whiteboards in English language classes. This questionnaire tended to know if English language teachers integrated IWBs in English language lessons. Likewise, it tended to find out the effectiveness and support of them. Another purpose of it was to figure out if interactive whiteboards improved English language skills of learners, if they made easier the comprehension of English language, if they increased the encouragement to learn, if they kept them as active students in the class and if they made English lessons more interactive and attractive. Fifty partakers of this questionnaire declared that their English language teachers integrated interactive whiteboards in every English lesson since they had a positive effect to learners and promoted support to their English content capturing. Furthermore, they elevated students' English language abilities in a very complete way, made far easier the apprehension of English language, boosted students' motivation to learn, maintained them as active ones in the classroom, and made English lessons more interactive and enticing.

Interview was the last instrument used for getting the goal of this research study. It was done with the principal and the manager of the objective private school. The intention of the interview was to find the leading goals of the participants, positive and negative aspects of interactive whiteboards utilization, the reaction of English language teachers and English language students in direction of IWBs usage, the effectiveness they offered to them, and the school success in accordance with the use of IWBs. Thus, in the interview took part two participants, the director and the manager, who, more or less, had the same opinions regarding the interview's questions. Both of them had outstanding viewpoints for the school they direct, such as: having prosperous leadership and staff, developing trust and transparency between the triangle (teachers, students and parents), creating cozy environments to stay, teach and learn, and so forth. Interactive whiteboards were as an advantage for their course which made teachers' job easier and kept their learners more heedful as well as stimulated by offering them interactive activities and encouraged ways to capture English language. Something that matters a lot was that all English language teachers and students of the target school welcomed teaching and learning with the help

of interactive whiteboards and regarded them as effective teaching and learning tools, which also brought significant accomplishments to teachers and students.

This master thesis had four hypotheses, such as:

1. English language students and teachers have positive attitudes towards the use of interactive whiteboards in EFL classrooms.
2. Interactive whiteboards have a positive impact on the teaching and learning progress by expanding teachers and students' knowledge horizon in foreign language.
3. The use of interactive whiteboards in English Language lessons increases motivation, interest and proficiency of English Language students.
4. Interactive whiteboards involve all types of learners into a class.

English language teachers' thoughts verified the hypothesis number one " English language students and teachers have positive attitudes towards the use of interactive whiteboards in EFL classrooms " because they committed that interactive whiteboards tend to be quite supportive and helpful for tutors and learners.

" Interactive whiteboards have a positive impact on the teaching and learning progress by expanding teachers and students' knowledge horizon in foreign language " was another hypothesis of this research study, more precisely the second hypothesis which was confirmed through the observation done with English language teachers. The observation showed that interactive whiteboards have positive influence on both educational processes, teaching and learning.

The third hypothesis was: " The use of interactive whiteboards in English Language lessons increases motivation, interest and proficiency of English Language students " and it was verified through the questionnaire done with English language students. The results received from the questionnaire showed that interactive whiteboards are entirely motivational and tempting to get remarkable proficiency in English language.

While the fourth or the last hypothesis was: " Interactive whiteboards involve all types of learners into a class " and it was confirmed through the principal and the manager's

interview who cited that interactive whiteboards have the power to integrate each student in each class activity.

According to the achieved outcomes it can be brought out that interactive whiteboards tended to be very impressive, supportive, beneficial, effective and successful for English language teachers and students since they helped them in facilitating the job of educators and in developing learners' learning style. Further on, interactive whiteboards have the power to produce new ideas, to encourage participation of students and interaction between classmates.

English language teachers' duty is to offer students suitable and accurate materials. The materials have to match learners' abilities just to have unforgettable as well as gainful capturing of English. That is why, English language educators have to be completely attentive what they serve to students, for instance, if they integrate interactive whiteboards into the class, then they can create a comfy environment for English teaching lessons.

To sum it all up, interactive whiteboards or IWBs have the power to make easier teachers' job and students' learning. In conclusion, this research study offers a convenient solution to all English language teachers in accordance with the utilization, exactness, adjustment and efficiency of interactive whiteboards.

## **5.2. Limitations of the study**

This master thesis provided impressive inquiry about the use and efficiency of interactive whiteboards. In this research study took part English language teachers, English language students, the principal and the manager of Sidi Education course, who showed the attitudes of them concerning the IWBs. Fortunately, this research study has attained its objectives and intention in a successful way, but anyhow, like in almost every survey, this dissertation had some limitations, as well:

- The first and the biggest one was, of course, COVID – 19. Due to the pandemic time I was obliged to get information about the use of interactive whiteboards before that time. Thus, English language teachers' questionnaire, English language students' questionnaire, the principal and the manager's interview contained data from the past,



meanwhile it was possible to realize only English language teachers' observation although the number of students within a class was limited.

- Lack of previous studies in this research area, very necessary for the process of education.
- It would be better if this research study took place in various branches of Sidi Education here in Kosovo, then we would get more believable results, but again the cause for not realizing that was Covid-19.
- The limited number of the participants, in our case, English language students. If the number might be broader, the outcomes would be more convinced.
- No trainings about the usage of interactive whiteboards, which are truly required for their users, in our case, English language teachers.
- Difficulties in sharing the questionnaires, arranging the meetings with English language teachers, the principal and the manager. It took time to get the right data from them since they were busy doing their working tasks.

### **5.3. Recommendation**

This master thesis ensured noteworthy information in relation to the interactive whiteboards. The outcomes taken from the used instruments in this research study pointed out that interactive whiteboards are useful and effectual for all who want to learn English or any other foreign language, especially for English language teachers and students (main participants of the research study). Anyway, listed below are some recommendations extracted from the findings of this research. Such recommendations are:

- Every private school needs to have interactive whiteboards in each teaching class since they verily assist teaching process.
- The Ministry of Education here in Kosovo needs to investigate more in public schools, too. There are many hearths of knowledge which unfortunately do not have any types of digital tools, including interactive whiteboards.
- Students need motivation about the process of learning, therefore the integration of new technologies, in our case, interactive whiteboards, increases their interest to learn.

- English language teachers who work in private or public schools need to harmonize English lessons with the use of interactive whiteboards in order to have students' preferably capturing of English topics.
- The further investigation on thesis like this one is utterly needful for current and future teachers and students of English foreign language.
- Broader comparisons between Sidi Education branches here in the Republic of Kosovo are recommended to be done in order to get more reliable findings about the effectiveness of IWBs.
- The involvement in trainings related to IWBs is really required and essential for all English language tutors.
- Teachers of English foreign language need collegial support, hence it is required from the main principals of Sidi Education course to back them up by giving possibilities to rise in their profession.

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## Appendix 1

South East European University

### English Language Teacher's Questionnaire

The intention of this questionnaire is to discover the attitudes of English language teachers about the use of interactive whiteboards in the process of teaching English language. The data from the questionnaire will be used as part of Master Thesis in the English Language Teaching Department, South East European University. Your information will remain confidential and for its fulfillment takes up to 10 minutes of your time.

Gender:      **M**      **F**      (please circle)

1. How long have you been working as an English language teacher at Sidi Education course?
  - a) More than 5 years
  - b) Less than 5 years
2. Did you encounter any difficulties while using interactive whiteboards?
  - a) Not at all
  - b) Very little
  - c) To some extent
  - d) A lot
3. What was the influence of interactive whiteboards in your English classes?
  - a) No influence at all
  - b) Of low influence
  - c) Of moderate influence
  - d) Of high influence
4. Do you think that interactive whiteboards facilitated your teaching job?



- a) A lot
  - b) Quite a bit
  - c) To some extent
  - d) Not at all
5. How frequently did you apply interactive whiteboards with your students?
- a) Every day
  - b) Several times a week
  - c) Once a week
  - d) Less frequently
6. Did your students enjoy the use of interactive whiteboards in English classes?
- a) All of them
  - b) Most of them
  - c) A few of them
  - d) None of them
7. Did interactive whiteboards impact in enhancing students' learning?
- a) Low level of impact
  - b) Moderate level of impact
  - c) High level of impact
8. Did the utilization of interactive whiteboards increase your students' participation in course activities?
- a) Always or almost always
  - b) Often
  - c) Sometimes
  - d) Never or almost never
9. Do you agree that interactive whiteboards helped your learners to enhance English abilities and to have better comprehension of English content?
- a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree

10. What were your students' outcomes from interactive whiteboards?

- a) Very satisfied
- b) Satisfied
- c) Neither satisfied nor dissatisfied
- d) Dissatisfied
- e) Very dissatisfied

## Appendix 2

### South East European University

#### English Language Students' Questionnaire

The intention of this questionnaire is to discover the attitudes of English language students about the use of interactive whiteboards in the process of learning English language. The data from the questionnaire will be used as part of Master Thesis in the English Language Teaching Department, South East European University. Your information will remain confidential and for its fulfillment takes up to 10 minutes of your time.

Gender:        **M**     **F**     (please circle)

1. How long have you been attending your English private classes at Sidi Education course?
  - a) Since the school started working
  - b) Recently
  - c) I don't know
2. What is the English language level you are currently pursuing?
  - a) Fairyland 1 – Fairyland 6
  - b) Blaze 1 – Blaze 6
  - c) Open mind 1 – Open mind 6
  - d) Beginner – Advanced
3. Did your English language teacher integrate interactive whiteboards in your English lessons?
  - a) Every lesson
  - b) Most lessons
  - c) Some lessons
  - d) Never or hardly ever

4. What was the effect of interactive whiteboards in your English language learning?
  - a) Significant effect
  - b) Moderate effect
  - c) Somewhat effect
  - d) A little effect
  - e) No effect at all
  - f) I don't know what it is
5. Do you agree that interactive whiteboards supported your English content capturing?
  - a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Others \_\_\_\_\_
6. Did interactive whiteboards improve your English language skills?
  - a) Completely
  - b) Not at all
7. Was it easier for you to comprehend English language through interactive whiteboards?
  - a) Yes, it was
  - b) No, it wasn't
8. Did interactive whiteboards increase your learning encouragement?
  - a) Quite a lot
  - b) Quite a bit
  - c) At all
9. Did interactive whiteboards keep you as an active participant in English language classes?
  - a) Always
  - b) Sometimes
  - c) Never
10. Based on your point of view as a student, did IWBs help your English lessons be more interactive and attractive?
  - a) Yes
  - b) No

### Shtojca 3

## Universiteti i Europës Juglindore

### Pyetësi i nxënësve të gjuhës angleze

Qëllimi i këtij pyetësi është të zbulojmë qëndrimet e nxënësve të gjuhës angleze rreth përdorimit të tabelave interaktive në procesin e mësimdhënies. Të dhënat prej pyetësi do të përdoren si pjesë e temës së masterit në departamentin e mesimdhënies së gjuhës angleze, universiteti i Europës Juglindore. Informacionet e juaja do të mbesin të fshehta dhe përplotësimin e tij do të iu merr deri në 10 minuta të kohës suaj.

Gjinia: **M**      **F** (ju lutem rrumbullaksoni)

1. Sa gjatë jeni duke ndjekur mësimet private të gjuhës angleze në kursin Sidi Education?
  - a) Që kur shkolla filloi punën
  - b) Kohëve të fundit
  - c) Nuk e di
2. Cili është niveli i gjuhës angleze që ju tashmë jeni duke e ndjekur?
  - a) Fairyland 1 – Fairyland 6
  - b) Blaze 1 – Blaze 6
  - c) Open mind 1 – Open mind 6
  - d) Beginner – Advanced
3. A i ka integruar tabelat interaktive mësimdhënësi juaj i gjuhës angleze në mësimet e gjuhës angleze?
  - a) Cdo orë
  - b) Shumicën e orëve
  - c) Disa orë
  - d) Kurrë ose mezi ndonjëherë

4. Cili ishte ndikimi i tabelave interaktive në mësimnxënien tuaj të gjuhës angleze?
  - a) Ndikim i rëndësishëm
  - b) Ndikim mesatar
  - c) Disi ndikim
  - d) Pak ndikim
  - e) Pa ndikim fare
  - f) Nuk e di cfare është
5. A pajtohesh që tabelat interaktive përkrahen kapjen tuaj të përmbajtjes së gjuhës angleze?
  - a) Fuqishëm pajtohem
  - b) Pajtohem
  - c) Nuk pajtohem
  - d) Të tjera \_\_\_\_\_
6. A i përmirësuan aftësitë e juaja të gjuhës angleze tabelat interaktive?
  - a) Plotësisht
  - b) Jo fare
7. A ishte e lehtë për ty që të kuptosh gjuhën angleze përmes tabelave interaktive?
  - a) Po, ishte
  - b) Jo, nuk ishte
8. A e ngriten angazhimin tuaj për mësim tabelat interaktive?
  - a) Plotësisht shumë
  - b) Mjaft
  - c) Fare
9. A të mbajten ty tabelat interaktive si pjesëmarrës aktiv në orët e gjuhës angleze?
  - a) Gjithmonë
  - b) Nganjëherë
  - c) Kurrë
10. Bazuar në pikëpamjen tuaj si një nxënëse, a ndihmuan tabelat interaktive që orët e gjuhës angleze të jenë më interaktive dhe tërheqëse?
  - a) Po
  - b) Jo

## **Appendix 1**

### **South East European University**

#### **The principal and the manager's interview**

The intention of this interview is to discover the attitudes of the principal and the manager about the use of interactive whiteboards in their English language school. The data from the interview will be used as part of Master Thesis in the English Language Teaching Department, South East European University. Your information will remain confidential and for its fulfillment takes over 10 minutes of your time.

1. What were your leading goals for English language teachers and students of your school?
2. What were the positive and negative aspects of using interactive whiteboards in your school?
3. How did English language teachers and English language students of your school react towards the utilization of IWBs in the classroom environment?
4. Based on your personal opinion, how effective were interactive whiteboards to your employees and learners?
5. How did you evaluate your school success in accordance with the usage of interactive whiteboards?