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Title

**Attitudes of Supervisors and Teachers towards the Use of
Interactive Whiteboards IWBs in EFL Classrooms in
Al Zulfi.**

**A Final Thesis
Presented to
The Academic Department Of
School of Social and Human Studies
In Partial Fulfillment of the Requirements
For the Degree of Doctorate in English as Second Language**

ATLANTIC INTERNATIONAL UNIVERSITY

November 2022

Abstract

Educational technology is playing an increasingly important role in the teaching and learning process. The main issue facing researchers is how to use educational technology effectively in the classroom. Successful integration of new technology is the goal of any educational technology. Therefore, the interactive whiteboard (IWB) may be one tool that can be used by teachers to enhance the effectiveness of their lessons. An IWB is a large, touch-sensitive board that is connected to a digital projector and computer.

This study explores the attitudes and insights of supervisors and teachers using IWBs when teaching English as a foreign language in Al Zulfi. It particularly focused on the tools suitability for the language classroom. The study also investigated possible factors affecting supervisors' and teachers' positive and negative attitudes towards IWB technology.

The study was anticipated to reveal how language teachers, supervisors and EFL students perceive IWB technology, so as to help both teachers and students maximize its benefits. Therefore, the study could help Al- zilfi schools to make informed decisions about whether to invest in this technology to assist them with language teaching.

Data was collected by distributing questionnaires to 2 supervisors and 41 teachers at different public girls' schools in Al Zulfi; including primary, intermediate and secondary schools.

Key words: Interactive whiteboard (IWB), attitude.

*To my dear parents, Salem Al-Turaiqi and Aljouharah
Al-Misnid, for
their support, patience and prayers
To my beloved kids, Abdu Allah and Liana, whose
cheerful smiles made this strenuous task not just
bearable but enjoyable
To my siblings, for their encouragement and prayers*

Acknowledgements

First and foremost, all praise is due to Allah Who gave me the ability to accomplish this work.

I would like to express my deepest gratitude and appreciation to my supervisor, for his acceptance to be my supervisor, and for providing me with insightful and valuable comments. He has always been there whenever I needed his help and support.

Finally, I would like to express my deep gratitude to all those who contributed, directly or indirectly, to this project. Particularly, I am thankful to the supervisors and teachers who participated in the study. Without them, the study would have been impossible.

Chapter One

Introduction

For a long time, the traditional learning was dominating on all learning and teaching fields where the teacher plays the most important role as the primarily active in transmitting knowledge while students are passively acquiring the knowledge being offered. Also, we can't deny the role that the traditional learning played in the educational process and its importance for both the teacher and the student. As every day there are a lot of changes, nowadays, we cannot deny the importance of technology that become in everywhere in our life. So, there is a need to change our traditional learning by using technology in our learning. As Pratton and Hales(1988) found that active participation has made a difference in the degree student learning and was said to be an effective teaching method as the students spent more time in doing activities that required thinking , responding and verifying what they know (Harkirat_S. Dhindsa& Shahrizal Haji Emran,2006). So that, the use of instructional technology began in schools through the support of The National Science Foundation in 1950s (Coley, Cradler& Engel,1997). Since then schools sought new ways to integrate technology into instruction with the goal of preparing students for the future(United States Department of Education[USDOE],2004).

- Technology Trends in Education

Nowadays Educational Technology plays an important role in teaching and learning process, the main issue is how to have an effective using of educational

technology in instructional practices in the classroom. Barbara Gruber(2011) argued that, the successful integration of new technology is the goal of any educational technology. So, the interactive whiteboard may be one of the methods that teachers can use to enhance the effectiveness of their lesson. The interactive whiteboard (IWB) is a large, touch-sensitive board that is connected to a digital projector and computer. The projector displays an image from the screen of the computer to the whiteboard. The interactive whiteboard enables teachers and students to write directly on the board that permits highlighting, labeling and erasing of content, and the active studio software consists of flipcharts that stimulates traditional chalkboard presentation, but that are embedded with storage, retrieval and integration of multimedia capabilities(Harikirat S.Dhindsa & Shahrizal Haji Emran,2006) . The use of the interactive whiteboard for instruction can serve as a catalyst for the change from traditional instructional methods to interactive and constructive methods. This technology helps teachers use instructional methods in more up to date ways, and utilize various media _ such as text, voice, picture, and movies _ that facilitates more effective learning, even in routine practice activities(ERNIST,2004).

1.1 Significance of the study

This study concerns EFL teachers and supervisors' attitudes toward using the interactive whiteboard. As the information from this study would be valuable to teacher education coordinators seeking to determine more beneficial materials for the teaching and learning of English. Also, this study cares about the

manner and the method in which the teacher used the IWB in teaching in EFL classrooms, and the effectiveness use of the IWB and its effect on the learning process, as the interactive whiteboards are ideal for presentation since the presenter can run the application from the board(Bell,2000). Moreover, IWBs allow teachers to use a variety of media without having to switch between DVDs, computer, or TVs. Also, the(British Educational and Communication Technology Agency[BECTA],2003) attempts to prove that importance of using the interactive whiteboards in EFL classroom, as a flexible and versatile method for teaching students; and, (Beeland,2002) indicated that the use of the classroom does lead to increased engagement.

On the other hand, this study attempts to explore, in particular, the practices and attitudes of a group of teachers in Al Zulfi schools in Saudi Arabia, who worked using the interactive whiteboard(IWB) technology to enhance their teaching and learning. Moreover, this study is to examine the supervisors' attitudes and evaluation to teachers on learning process using the IWB. (Beeland,2002) indicated that instructors that were delivered using the interactive whiteboard were interesting , relevant, appealing, and involving. As a result, this study may be helpful for both teachers and supervisors to improve the practices for teaching English in their schools.

1.2 Statement of the problem

Since the late 1990s, there has been an increasing use of technology in educational setting worldwide. Computer facilities such as wireless net, interactive white boards,

and multimedia devices have started to enhance teaching and learning processes. Interactive white boards (IWBs) are relatively recent technology, so there is not a

great deal of scholarly literature relating to attitudes toward their use (M.Fatih Elaziz,2008).

In Saudi Arabia, IWB technology is fairly new and there aren't many schools that use it currently for language teaching purposes. So it will be better if teachers use new teaching methods to suit the technological development in our society. Since research studies may be helpful to supervisors and teachers deciding whether or not to invest in this new technology into their teaching process. As this study attempts to discover in what ways the teachers' practices and attitudes changed when an IWB was employed in their classrooms, and if their role changed from the traditional role or not as “Many teachers are likely to use an IWB as an extension of non-digital whiteboard” (Armstrong, Barnes, Sutherland, Curran, Mills,& Thompson,2005,p.458). Thus, there is a need for evidence of the teachers' and learners' attitudes regarding the effect of the interactive whiteboard on language learning and teaching in Saudi Arabia. This research is focusing on using the interactive whiteboard as a possible solution for improving the students' and teachers' motivation and willingness in learning and teaching to provide pedagogical implication to improve the level of the educational practices in the classroom.

1.3 Purpose of the study

IWB technology is becoming more and more widespread day by day since it appears to offer teachers and students opportunities to facilitate teaching and learning. Although there are many claimed benefits of IWB technology, it is the teachers who will have to exploit the features of IWBs and integrate them with their current teaching methodologies, and students who will be expected to be ready for such changes. Effective integration can be achieved once it is understood how much training is needed, how open teachers and students are to the idea of IWB use, and how much support can be expected from administrators (M.Fatih Elaziz, 2008).

This study might show how language teachers, supervisors and EFL students perceive IWB technology, and may help both teachers and students maximize the benefits of IWB technology.

Also, this study may help Saudi schools in language teaching to make informed decisions about whether to invest in this technology into their schools.

1.4 Research questions

This study attempts to answer the following questions:

1. What are EFL Saudi teachers' and supervisors attitudes toward using the interactive whiteboard in Al Zulfi Schools?
2. What factors may influence Saudi supervisors' and teachers' attitudes towards the use of IWBs in EFL classrooms in Al Zulfi ?
3. How are IWBs used in EFL classrooms in Saudi schools?

4. What are the problems that face Saudi teachers while using the Interactive whiteboards in Al Zulfi?

5.1 Delimitations

In conducting the present investigation, a few delimitations were set , as shown below:

1. IWBs are not available in all schools in Alzulfi.
2. Teachers are not trained on using the IWB.
3. Only teachers who can use the IWB, but it is not allowed for students to use it.
4. Teachers lack competence in managing the classroom while using the IWB.

Chapter Two

Literature Review

This chapter sheds light on the use of the Interactive Whiteboard in EFL classrooms. First, it will present the definitions of the IWB(section 2.1). Also, it discusses the interactive whiteboard and pedagogy (section 2.2). Then, a discussion about the role of the Interactive Whiteboard in FL teaching and learning, arguments in favor of and against the IWB (section 2.3). The next section will be about the attitudes toward the IWB, it is divided into the supervisors attitudes and teachers attitudes (section 2.4). Section 2.5 will be about previous studies on the IWB carried out in Saudi Arabia. The last section will be a conclusion(2.6). The purpose of this chapter is to put the present study in perspective.

2.1 What is the Interactive Whiteboard?

Today, many different forms of technology have entered the classroom starting from the mid_1990s, electronic Interactive Whiteboards are good example of new technologies used in today classroom(Beeland,2001).These whiteboards based on computer technologies seem to be replacing traditional black or white boards, which were once considered indispensable. Interactive Whiteboards operate on the connection between a computer, projector and a touch screen electronic whiteboard. At the heart of the interactive whiteboard lies a touch screen smart board(Klammer et

al.,2001)which students can use the touch screen whiteboard to experiment, solve, write and erase applications such as visual experiments, visual animation and graphics.

The Interactive Whiteboard(IWB) is generally defined as a touch-sensitive display that connects to a computer and a digital projector. Through this connection, a person can control computer applications, write notes in digital ink, present lessons, and save all work to be shared later(SMART Technologies).In particular, The Interactive Whiteboard(IWB) system consists of a computer that is linked to a projector. The image from the computer screen is projected onto a surface that is known as an IWB(Hannah Slay, Ingrid Siebroger& Chery Hodkinson Williams,2007). With the "Smart" board techniques, the projection surface itself calculates the position of input, whether by using a touch sensitive surface. The "Smart" pen technique consists of two pieces of hardware: a receiver that is placed on the edge of the flat surface , and a radio-wave emitting pen. When the pen is pressed in a hard surface . it emits a radio-wave which is used to determine the pen input position with respect to the receiver. A specific benefit of "Smart" pen IWBs is the portability. Regardless of the techniques used, input on IWBs in transformed into a mouse event and sent to the Operating System to process. The research contained in this report is performed using a " Smart" pen IWB: an eBeam Interactive Whiteboard Technology (eBeam)(Liuidia Systems 2006).

There are numerous ways of the Interactive Whiteboard could be used in a school setting, such as, instructional purposes, student collaboration and professional development(Brittany L.Schenk 2007). The IWB has the ability to transform a school

district as well as a classroom. Also, IWB combines the power of a computer with the simplicity of a white board(Brittany L.Schank 2007).So, to develop new technology skills students need access to emerging technology. Thus, instructional technology promotes the learning process by providing knowledge to learners(Rogers,2000).

In addition, there are three main kinds of Interactive Whiteboards; one type is front projection, which works with an already existing computer and projector. Images from the computer are displayed on the front of the IWB. A second type is rear projection, which includes an integrated projection. Images from the computer are displayed through the back of IWB. This type of IWB can be a mobile unit or permanent installation. The last type is the flat panel display. This type of IWB fits over an existing plasma display or LCD screen (Brittany. L Schank 2007). So, IWB provide the opportunity to bring in different kinds of multimedia resources.

On the other hand, another study indicates that the soft ware for the IWBs allows arrange of activities as

1-Drag and Drop: an item on the board that can move in various directions(Edith Manny-Ikan& Onsat Dagan,2007).

2-Hide and reveal: an item located on top of others can be removed(Edith Manny-Ikan& Onsat Dagan,2007).

3-Highlighting: a clear color that can be placed on top of writing(Edith Manny-Ikan& Onsat Dagan,2007).

4-Animation: items can be spun, change size, and move in a pre-determined direction(Edith Manny-Ikan& Onsat Dagan,2007).

5-Storage and recall: unlimited storage and quick recall of material(Edith Manny-Ikan& Onsat Dagan,2007).

6-Feedback: when touching a particular item, there is visual or auditory feedback(Glover, Miller, Averis,& Door,2005).

To conclude, the IWB has the ability to transform a school district as well as a classroom. Also, the IWB combines the power of a computer with the simplicity of a white board(Brittany L.Schank 2007).So, to develop new technology skills students need access to emerging technology. Thus, instructional technology promotes the learning process by providing knowledge to learners(Rogers,2000).

2.2 Interactive Whiteboards and Pedagogy

Instructional classroom technology can lead to changes in pedagogy and instruction that are a reflection of a teacher's personal philosophy of teaching(Mahon,2008). When teachers become aware of the IWB's potential to change and enhance their practice, they may start to merge their skills as educators with the skills and knowledge of their students and create new pedagogy, but they need time to engage with the IWB(Beauchamp, 2004; Slay, Sieborger, & Hodgkinson-Williams, 2008).John and Sutherland(2005) warn of the IWB enhancing interest in the technology itself rather than persuading the teacher to create a new pedagogical approach to learning by finding uses where the technology fits their current practice and enhance the pedagogical objectives and not the other way around(Slay,et al.,2008;

Warwick and Kershner, 2008). In this instance, the technology is more important than the curriculum.

Albion and Ertmer(2002) write that some teachers with advanced technological skills and who use classroom technology have a constructive educational philosophy. John(2005) found that changes that took place in a teacher's practice were linked to a constructive philosophy with the technology guiding them to student-centered teaching enabling them to follow their students' interests and quest for knowledge.

F. Smith, Hardman, and Higgins (2006) imply that the use of IWBs can encourage this type of instruction when they describe the boards as "pedagogical tools for the advancement of interactive instruction for the entire class" (p. 443). Similarly, Wallace (2007) suggests that the IWBs allow more meaningful contact between learners and the content by simulation activities that are displayed in an accessible manner. The use of the boards adds a type of "theatrical tension" in the class and creates a more attractive learning environment. As a presentation tool, when used properly, the IWB suggests a dynamic, varied, multi-faceted, and expressive type of instruction, all while saving and retrieving information in a relatively simple manner, something that can potentially reduce the workload on teachers (Glover & Miller, 2001), and allows students varied opportunities to learn complex concepts (Bell, 2002; H. Smith, 2001). Wenglinsky (2002) also claims that meaningful learning is an outcome of the interaction between the learners and the teachers when the two sides contribute to the interaction.

Evidence from studies by Gillen, Kleine-Staarman, Littleton, Mercer, and Twiner (2007) and Gillen, Littleton, Twiner, Staarman, and Mercer (2007) indicate that the

IWB can serve as an effective tool to encourage interaction between the students and the learning material, using teaching methods that include presentation of material in various ways. Their view is that this was an option for teachers in the past, but the technology of the IWB enables teachers to vary the modes of their presentation in easier, faster, and more efficient ways. In research reports published by BECTA (2003), it is also reported that use of the IWB contributed to greater student engagement in learning and encouraged their participation in lessons.

In the study by Lewin et al.(2008), he defined the characterized stages of pedagogical change that take place with teachers after two years of working with the IWB:

1-First stage: Teachers match the new technology to existing pedagogy.

2-Second stage: Teachers are involved with discovering new opportunities offered by those technologies.

3-Third stage: Skilled teachers use the IWB in professional and intuitive manner which broaden or change their traditional pedagogy.

Wood and Ashfield(2008) concluded that while the unique characteristics offered by the IWB enable quality lessons to be conducted at a faster pace, this depends primarily on the expertise and professionalism of the teacher who is mediating the interaction, who capitalizes on the creative use and capabilities of the board for learning and instruction.

2.3 The role of the Interactive Whiteboard in FL teaching and learning

In the past fifteen years, the interactive whiteboards has been making its way into education, business, and government worlds. However, it was teachers who first saw

the significance of this amazing new technology and the implications it could have in a classroom (Brittany L. Schenk,2007). There are a lot of point of views related to the importance of using the IWB in Fl classroom. Below, a comprehensive review will be as arguments in favor of and against the IWB.

2.3.1 Arguments in favor of the IWB

IWBs were initially developed for presentations in the office settings, but over the last decade, starting from higher education, educational institutions have begun using

them to facilitate whole class learning, dialogic teaching, and effective questioning by teachers and students(Armstrong et al.,2005). So, the IWB has several features:

-In an article published in the Journal of computer Assisted Learning, Sutherland et al.(2004) commented," the interactive whiteboard has a potential role to play in conjoining the teacher's 'Personal Curriculum' to the knowledge of students in classroom settings'(p.420).

-The board can accommodate different learning styles; classrooms with one computer can make the most of limited software; they do not create chalk dust or leave behind dry erase residue; and images from the computer, video, or camera can be displayed. Also , IWB allow direct input from the user(BECTA,2003;Bell,2000).

-Kent(2006) described the teacher's use of interactive whiteboard to seamlessly navigate through charts, graphics, videos streaming or Internet sites during the lesson.

-Sharon Amolo and Elizabeth Dees indicated that IWBs made important changes in education, such as engaging more students in the lesson, using multimedia sources.

-IWBs are now being used in schools "as a pedagogical tool for promoting whole class teaching". That experts predict will be in every classroom of the future (Smith, Hardman & Higgins, 2005, p.91).

-IWBs have an advantage over both chalkboards and whiteboards in that " they have the potential to enhance demonstration and modeling"(BECTA, 2005, P.2).

-Lessons using the IWBs can cover more material than lessons where an IWB is not used (Smith, hardman& Higgins,2005).

-There are reports that learning with the IWB helps develop autonomous learning by means of developing a sense of self competence(Somekh et al. ,2006; Walker, 2003).

-Wallace(2007) suggests that the IWBs allow more meaningful contact between learners and the content by simulation activities that are displayed in an accessible manner. The use of the boards adds a type of "theoretical tension" in the class and creates a more attractive learning environment.

-The use of IWBs improves learning processes, especially where the integration between the teacher's instruction style and the IWBs' potential enables meaningful instruction(Betcher & Lee,2009). Additional studies provided evidence that the IWBs serve as significant motivational tools for students, and facilitate students' desire to remain on task(Cooper, 2003;levy, 2002).

-Interactive Whiteboards show promise in meeting the needs of the many different learning styles and learning modalities of students because teachers can incorporate a variety of media and material into a lesson (Beeland, 2002; Glover & Miller, 2001).

Melamed and Salant(2012) summarized the findings of organizations, researchers, and educational experts and created a list of the most important skills in

the literature that they examined in using the IWB in the FL classes. The five central skills were as follows:-

1-Information skills (Literacy: skills that relate to the ability to gather, edit, analyze, process and connect information).

2-Higher order thinking skills: In particular, problem solving, critical thinking, and creative and entrepreneurial thinking.

3-Communicative and cooperation skills: The ability to work in a team, and belong to various communities.

4-Skills to use technological tools, despite the feeling that young people know how to do this.

5-Learning Skills: In particular, the development of autonomous learning.

The findings of the above-mentioned studies have indicated that the IWB can be useful in many ways. It helps in presenting the material in an effective and interesting way ; in addition, it may enable the immediate collection and analysis of student work in ways not previously possible(Moss, Jewitt, Levacic, Armstrong, Cardini, & Castle,2007), and can contribute to communication skills and cooperation.

2.3.2 Arguments against the use of the IWBs

Although the benefits of IWBs in the literature outnumber the drawbacks, studies have also shown that there are some important difficulties and drawbacks which may hinder the expansion of this technology. The lack of teachers' confidence and competence in using IWBs (Glover & Miller, 2001; Hall & Higgins, 2005; Levy, 2002; Wall et al., 2005), extra time needed for the planning and preparation of the

materials (Gray et al., 2005; Levy, 2002), the need for special training (Gray et al., 2005; Hall & Higgins, 2005; Levy, 2002; Moss et al., 2007), and technical issues such as the possibility of breaking down, the need for recalibration, and position of the board (Hall & Higgins, 2005; Levy, 2002; Wall et al., 2005) are the main problems or difficulties that both students and teachers face while using this technology.

In Levy's (2002), Hall and Higgins's (2005), and Wall et al.'s (2005) studies, some pupils reported that the lack of teachers' competence in using IWBs causes

problems during the lessons. In addition to the technical problem, that is difficult to see the boards from a distance(Hall& Higgins, 2005). So, many studies indicate that there is a need for training in order to take advantage of IWB fully.

Both Gray et al. (2005) and Levy (2002) reveal that teachers need more time to prepare resources and plan IWB-based lessons. They have to plan when to display extra materials, how to design the activities so that more interaction can take place in the class with the help of the IWB, and determine what kind of activities to use to enhance the learning process.

Some students also complained about the difficulty of using the electronic pen and noted problems related to the manipulation of the images on the board. In Hall and Higgins(2005), some students reported the problem of freezing, which means the teacher has to switch the IWB off and on again. In this case, the teacher has to reload everything, which wastes time. In addition, if the IWB does not display the image and

texts properly, it needs recalibration and this process has to be repeated each time if the place of the whiteboard is changed.

According to Gray et al. (2005), use of the IWB in conjunction with PowerPoint can lead teachers to a “show and tell” style of teaching, which pushes students to be more passive. Another point about the use of IWBs is that there are different types of interactivity when IWBs are used in the lessons. The interaction can be between pupils and pupils, teachers and pupils, and IWBs and pupils (Brimingham, Davies & Greiffenhagen, 2002).

To conclude, Sutherland et al. (2004) warned of an unsuccessful technology usage when teachers somehow believed that content knowledge was embedded within the

software believing the technology itself was doing teaching. (The knowledge exists within the teacher, not technology).

2.4 Attitudes toward the use of IWBs

Attitudes play an essential role in learning, especially, language learning. So, this section will provide a review attitudes toward using the Interactive Whiteboards in the FL classroom.

2.4.1 Supervisors' attitudes

According to some supervisors experience, they found that the IWB is more effective than the traditional board. As from its name (Interactive), it gives the students the opportunity to participate in the learning practices. In addition, it makes

learning easier for both the teacher and the student. As a result, it makes the supervisor's evaluation for the learning process more easier and comprehensive. Also, the supervisors found that the IWB is more interesting because of the characteristic of hiding the sentence, adding pictures, getting information from the internet, sending and receiving information through the Bluetooth and the wireless internet. Moreover, it helps the students to arrange their ideas and participate in the learning process. On the other hand, Supervisors found that students get boring of the IWB, so there is a need to use the traditional board as a tool for clarifying their hand writing. Supervisors advise teachers to use the IWB in teaching some skills ,while the traditional board should be used more to get the full student attention.

2.4.2 The teacher's attitudes

With regard to teachers' attitudes, various studies have found positive teachers attitudes towards working with IWBs. Moss(2007) found that teachers feel that working with IWBs makes them more up to date. Also, Smith (1999), Moss et al. (2007), Glover and Miller (2001), and Lee and Boyle (2004) contributed to the literature on IWBs reporting the attitudes of teachers about IWBs. In general, the teachers had positive attitudes and were impressed by the function of IWBs.

According to the teachers' comments in these studies, IWBs are effective tools in enhancing student learning and help their lessons to be more enjoyable, interesting, and motivating.

Gray et al. (2005) has a case study of twelve English teachers in Britain. While it provides information about the language teachers' positive opinions about the

potential of IWB technology, giving some suggestions for the effective use of this technology as well, it fails to provide a broad and comprehensive understanding of language teachers' views about the use of IWBs in language teaching.

Other studies found that skilled teachers, who use the IWB, can create knowledge together with their students in a dynamic process during the lesson as they develop ideas and speculations and engage in critical thinking (Hennessy, Deaney, Ruthven, & Winterbottom, 2007).

In short, there remains a need for a larger-scale study, focusing on language instruction contexts, and including all stakeholders.

2.5 Previous studies on using Interactive Whiteboard in the Saudi Arabian Schools

There is a study conducted by Isman, Abanmy, Hussein Barakat & Al Saadany (2012), has discussed the Secondary school teachers attitudes toward using the Interactive Whiteboard in classrooms. This study uses Interactive Whiteboard Attitude Survey, observation skill card using Interactive Whiteboard in the classroom and structured interviews with students. Thus, this study asserts on the important role that the educational technology play in teaching and learning process. Also, it shows the importance of E-Learning faces in the classroom as the Interactive Whiteboard is one of many equipments of e-learning. As a result, it asserts on the match between

technology and pedagogy in the development of interactive learning supported by the interactive whiteboard in schools(Glover; Miller; Averis, & Door,2005, p.155).

On the other hand, this study discussed that the appearance of interactive whiteboards in schools has been accompanied by research that attempts to analyze their effects on teaching and learning process(Yanez& Coyle,2011,p.446). Also, this study asserted on the teacher's full understanding of interactive teaching and learning, describing the teacher's role as one of 'Orchestration', as a powerful one in characterizing the manipulation of features in the classroom setting in the classroom setting to generate activity or 'performance' which lead to learning. Moreover, this study asserted on the technology integration using Interactive Whiteboard can increase interactivity between teachers and students, enhance student engagement, support motivation and enjoyment, increase student achievement, improve their behavior in the class, and enhance their ability to retain and recall information ; in addition, it gives the teacher a) the ability to design materials which support opportunities for learner interaction with the interactive whiteboard; b) the appropriate management of interaction around interactive whiteboards in a way that ensures all learners are provided with opportunities to become actively involved; and c) the ability to find the ' right balance' of teaching use.

Finally, this study focuses on teacher's and student's attitudes towards using the interactive whiteboard while my study focuses on the teacher's and supervisor's attitudes towards using the interactive whiteboard. Also, this study focuses on secondary teachers and students, while my study cares about all educational stages; so my study will be more comprehensive. In addition, both studies assert on the

importance of interactive whiteboards and the role they play in the educational process, and how it will help both teachers and students in teaching and learning process.

2.6 Conclusion

The above review presented the relevant literature about IWBs. The use of IWBs in education dated back to the late 1990s. IWB technology offers a great many benefits for students and teachers. Students and teachers, in general, have positive attitudes and opinions and are aware of the benefits of technology in education.

The above review of the study has shown that the researchers found advantages and disadvantages of using the Interactive Whiteboard in the FI classroom. Though, there are disadvantages, Interactive Whiteboard plays an important role in the learning process. It is important for both the teacher and the learner. Though the study is about the attitudes of teachers and supervisors toward the interactive white board, there is few studies related to the supervisors attitudes. But, there are more studies related to the teachers attitudes, and the importance of IWB for the teacher. IWB changed the teachers' role, making them less involved in the teaching process because they only deliver the material for the students with the help of the IWB. There are different types of interactivity when IWBs are used in the lessons; the interaction can be between pupils and pupils, teachers and pupils and IWBs and pupils(Birmingham, Davies& Greiffenhagen,2002).

On the other hand, this review focused on the effective role of the IWB in the learning process. Also, the advantages and disadvantages of using the IWB in the

classroom. In addition, this review indicated the attitudes of supervisors and teachers toward the IWB.

A clear understanding of EFL teachers' and supervisors' attitudes toward using Interactive Whiteboard is needed to provide a basis for the pedagogical use of Interactive Whiteboard. The present study is going to discuss this.

Chapter Three

Research Methodology

The study examines the attitudes of supervisors and teachers towards the use of interactive whiteboards in teaching English as a foreign language in classrooms. The study investigates how English supervisors and teachers deal with IWBs technology and how they use and get benefits of this technology in language classes.

The present chapter describes the research design and methodological steps and procedures used to carry out this study. It describes, in detail, the participants, data collection instruments, procedures, methods of data analysis, etc. that were involved in the investigation.

3.1 Participants

This study is conducted on a sample of 43 female participants: 41 English teachers, all having the bachelor degree in teaching English, as well as 2 supervisors, both having the master degree (See Table3.1.1). In fact, it was arranged that 47 teachers would participate in the study but unfortunately seven teachers apologized and refused to take part. Male supervisors and teachers will be excluded in order to ensure uniformity of results since it is impossible, according to Saudi tradition, for a female researcher, like me, to access male educational institutions.

Table 3.1.1
Participants' Degrees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degree	39	90.7	95.1	95.1
	Master's Degree	2	4.7	4.9	100.0
	Total	41	95.3	100.0	
Missing	System	2	4.7		
Total		43	100.0		

The teachers had varying degrees of experience in teaching English, with the majority (42.9%) having more than 5 years experience and (40.5%) having between 2-5 years. Few participants (16.7%) were novice teachers (see Table3.1.2).

Table 3.1.2
Participants' Experience in Teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First year	7	16.3	16.7	16.7
	2-5 years	17	39.5	40.5	57.1
	More than 5 years	18	41.9	42.9	100.0
	Total	42	97.7	100.0	
Missing	System	1	2.3		
Total		43	100.0		

All teachers involved in the study have prior IWB experience (whether through formal or informal training) necessary to use IWBs in a classroom environment. To ensure that teachers were provided with adequate training, four 2-hour training

sessions were held. In such training sessions, teachers learned how to assemble, calibrate, and disassemble equipment; were given basic instructions on presenting lessons with the hardware; and presented a lesson they had prepared in front of the other participants. After the training, teachers were subject to a questionnaire.

3.2 Data Collection Instruments

A descriptive research will be designed incorporating a quantitative instrument to accomplish the objectives of the study: questionnaire (quantitative treatment): Teachers and supervisors attitudes towards using IWBs in language teaching and learning settings.

3.2.1 Questionnaires

While writing the questions in the questionnaire, I was inspired by Moss et al's (2007) questionnaire on teacher and student perceptions of IWBs in core subjects (e.g. math and science). Forty one English teachers and two supervisors participated in the study in total. The questionnaire included five point- Likert scale items.

The questionnaire was conducted on both teachers and supervisors to check their attitudes towards using IWB in classes. (see Table 3.2.2). It consisted of 23 questions that the participants assessed by points from 1 to 5 according to the extend they agreed: 1 meaning strongly agree; 2 meaning agree; 3 meaning neutral; 4 meaning disagree and 5 meaning strongly disagree.

Table 3.2.2**Attitudes of supervisors and teachers towards the use of interactive whiteboards****IWBs in EFL classrooms in Al zulfi.**

No	Statement	Std. Deviation	Mean	%	Rank	Level
21	Using the interactive whiteboard is very expensive.	1.544	3.74	74.8	1	High
9	Using interactive whiteboard in teaching is comfortable.	1.493	3.23	64.6	2	Average
10	Using interactive whiteboard to design new instructional situations confidently.	1.316	3.07	61.4	3	Average
16	Using the interactive whiteboard does not make me nervous.	1.424	2.86	57.2	4	Average
22	Using the interactive whiteboard Requires high experience in Teaching.	1.547	2.81	56.2	5	Average
12	Using the interactive whiteboard does not scare me.	1.528	2.63	52.6	6	Average
13	When using the interactive whiteboard I can concentrate better in teaching practices.	1.240	2.44	48.8	7	Week
4	Using technology in the classroom is exhausting.	1.202	2.28	45.6	8	Week
5	Interactive whiteboard gives me more time to interact with students.	1.157	2.26	45.2	9	Week

17	Use of the Smart Board has improved student behavior during class.	1.133	1.95	39	10	Week
19	Using the interactive whiteboard is Difficult because its need for an educational model.	1.133	1.95	39	11	Week
6	interactive whiteboard help me to teach easier	1.151	1.91	38.2	12	Week
14	Using interactive whiteboard required Hard Work Outside Class.	1.138	1.86	37.2	13	Week
18	Use of the Smart Board has improved student learning in my class.	1.081	1.79	35.8	14	Very week
7	If I know how to Use an interactive whiteboard I will be a better teacher.	1.103	1.70	34	15	Very week
15	Using interactive whiteboard allows me to share learning resources with other teachers.	.957	1.58	31.6	16	Very week
3	Using computer technologies during classes increases the scientific and technical progress.	.796	1.56	31.2	17	Very week
1	Interactive Whiteboard gives me more opportunities to teach my student new thing .	.740	1.48	29.6	18	Very week
2	Using a lot of computer technologies enriches the course	.827	1.47	29.4	19	Very week
23	Using the interactive whiteboard provides teachers many of the multimedia Resources.	.667	1.47	29.4	20	Very week
11	Teaching with interactive whiteboard makes student happy.	.846	1.37	27.4	21	Very week
8	It is important for me to be able to use technologies such as the	.591	1.28	25.6	22	Very week

	computer and the interactive whiteboard.					
20	Using the interactive whiteboard help me to deal with new technologies.	.571	1.23	24.6	23	Very week

It is Clear from the table that phrase 21 came in the first place and a high degree of importance average 3.74 as evidenced by the opinion responses the sample, and the phrases 9, 10, 16 and 22 came in the order of the second to sixth degree average and averaged calculation between (3.23 - 2.63).

The ferries, 17, 19, 6, 14 and 18 came weak order concerns the sample of responses ranking the tenth to the fifteenth, either phrases from 15 to 23 in the order came from the sixteenth to the twenty-third and a very weak grade.

A meeting was conducted with teachers to examine the obstacles they face while using IWBs in classes . The results can be seen in Table(3.2.3).

		Std. Deviation	Mean	%	Rank	level
2	The absence of the related authorities' financial support with regards to equipping classrooms with new technologies.	1.601	3.79	75.8	1	High
5	The difficulty of managing the students while applying such technologies.	1.677	3.33	66.6	2	Average
3	Non-appropriate curriculum content for Interactive whiteboards.	1.608	3.00	60	3	Average
4	The lack class time for the application of the Interactive whiteboards.	1.194	1.81	36.2	4	Week
1	The lack of sufficient training on how to use interactive whiteboards in teaching.	.889	1.55	31	5	Very week

Table 3.2.3

The obstacles faced by English teachers with regards to using IWBs

Table 4 indicates that the second statement came first prize mean = 3.79 and a high degree and ferry fifth came in second place a mean 3.33 and moderately and the phrase third came third place a mean 3.00 and moderately and ferry fourth came

ranked fourth degree weak mean = 1.18 and finally the phrase first came in Grade recent average of 1.55 and a very low degree.

3.3 Materials

All participants were given a questionnaire to respond to. Each question had a space to provide responses on that particular question. Questionnaire responses were analyzed using the SPSS program.

3.4 Procedures

Forty one English teachers and two supervisors were. I gave them an idea about the my research, its objectives and how their cooperation would help me. I also explained the procedures to them. I told them that they would be subject to a questionnaire (See above).

I administered the questionnaire and made sure every point is clear. Sometimes, I had to intervene to clarify certain points or reply to their questions. They were given 30 minutes to finish the questionnaire. I tried to ease their tension and make it warm and comfortable. After the questionnaire was conducted, I began to analyze the responses.

3.5 Data Analysis

A number of analyses were conducted on the various data gathered from the study measures: The quantitative data that were gathered from the attitude questionnaires were analyzed using the SPSS program, using various statistical procedures (such as averages, frequencies, factor analyses, and significance testing). Questionnaire items were given equal balance in a 5-point Likert scale.

Chapter Four

Results and Discussion

This study aims to determine supervisors' and teachers' attitudes toward the use of the interactive whiteboard in the EFL classrooms in Saudi Arabia, especially, in Al Zulfi. This chapter presents the results of the quantitative data analysis in addition to discussing these results. All sections in the questionnaire were analyzed statistically. The Statistical Packages for Social Sciences (SPSS) was used to compute frequencies and percentages of each Likert-scale question. All the Likert-scale items consisted of a 5-point format: strongly agree, agree, neutral, disagree, and strongly disagree. The questions were grouped according to the similar questions in each part of the questionnaire and were discussed after each statistical analysis.

4.1 Results

This section will present the quantitative data derived from the questionnaire. Finally, it will provide a summary of the findings in (section 4. 2).

4.1.1 Questionnaire results

The questionnaire results (quantitative data) are divided into three categories:

A) Teachers and supervisors attitudes toward the use of IWBs, B) teachers' and supervisors attitudes toward the technical issues, and C) the obstacles faced by English teachers during using the interactive white boards.

4.1.1.1 Teachers and supervisors questionnaire results

The questionnaire was administered to a sample of 41 female teachers, all having the bachelor degree in teaching English and having the experience of working on Al Zulfi schools in Saudi Arabia, as well as 2 supervisors both having the master degree (see Table 3.1.1 & 3.1.2). A descriptive statistical analysis of their responses to the survey items is provided in (Table 3.2.2), which address their opinions on using the IWBs in teaching English in Al Zulfi schools in Saudi Arabia, their attitudes toward the IWB, and the difficulties they face (Table 3.2.3).

A-Teachers' and supervisors' attitudes toward IWBs as teaching tools

Participants were asked to respond to four 5-point Likert-type items to measure their opinions toward using the IWB in EFL classrooms. The four questions in this section investigated teachers' attitudes towards the use of IWBs as teaching tool. In general, the proclaimed benefits on IWBs such as making teaching more comfortable and more easier, helping teachers to design new instructional situations confidently without making the teacher nervous or scared where are included in the questionnaire statements to learn the teachers' feelings and opinions about these features of IWBs.

Here the researcher wanted to learn whether the teacher feel that IWBs are more effective and better in managing their classes or not.

Table 4.1
Mean scores of teachers' and supervisors attitudes toward using IWBs in teaching

No	Statement	Std. Deviation	Mean	%	Rank	Level
9	Using interactive whiteboard in teaching is comfortable.	1.493	3.23	64.6	2	Average
10	Using interactive whiteboard to design new instructional situations confidently.	1.316	3.07	61.4	3	Average
16	Using the interactive whiteboard does not make me nervous.	1.424	2.86	57.2	4	Average
12	Using the interactive whiteboard does not scare me.	1.528	2.63	52.6	6	Average

According to the questionnaire , the highest mean score was(M= 3.23), indicating that the majority of respondents(64.6%) agree that using the interactive whiteboard is comfortable for the teachers. Also about(61.4%) that means (M= 3.07) agreed that

the interactive whiteboard is used to design new instructional situations confidently. The next percent (57.2%) with (M= 2.86) indicates that more than half of the teachers didn't feel nervous while using the interactive whiteboards. While about (52.6%) of the teachers with (M= 2.63) indicated that using the interactive whiteboards didn't scare them.

According to the statistical analysis, using IWBs, the teachers agreed average on questions 9/10/16/12. This means that IWB can be used as a good supplement for language teaching process. (See table 4.1).

The Results of this category

The four questions aimed to investigate teachers' general attitudes towards the use of IWBs. The questions can be divided into positive attitudes/feeling and negative attitudes/feelings. Q9 And Q10 may be thought of as a positive attitudes because they directly looked at whether the teachers agree and like using this technology, and if they have positive attitudes towards it as they feel comfortable while using The interactive whiteboard in the class; in addition more than two third of the teachers believe that IWBs are helpful in designing new instructional situations confidently for helping the students and develop the educational process. On the other hand, Q12 and Q16 can be considered as negative as their mean score is not high only half of the teachers who agreed while the others believe that IWBs scare them and make them nervous. In this side, the interactive whiteboard is considered helpful for the teacher and the learning process, as it makes the teacher work comfortable without nervous or stress.

B-Teachers' and supervisors' attitudes toward the technical issues

According to the teachers' and supervisors attitudes toward the technical in using the interactive whiteboard, the statistical analysis showed that there are nine domains, each domain is dealing with some technical issues. The level is between week , average and high. The results showed that the highest mean score is($M=3.88$), which indicates that nearly most of the teachers (77.68%) agreed on domain nine which indicates that they can deal with the advanced tools in the IWBs as to dice, import files, use the camera, export diagrams to files, pass-through text messaging and add an audio file to the library. Nearly(67.45%) of the teachers can maintain the interactive whiteboard as to remove and replace the projector lamp module, focus and adjust the projector image and reset the lamp. About(66.05%) of the teachers agree that they can deal with the library resources as to drag and drop, larger objects and rubber stamp. Nearly half of the teachers (55.72%) agreed on domain seven which indicate that they are able to deal with the main toolbox(store tools) as they can organize the tires, zoom tools and use instruments in writing texts. Also about(54.92%) of the teachers agreed on domain six that they can deal with the toolbar of demo planned such as jumping between pages, changing the page set up, organizing pages, and resetting the page. Also (54.10%) of the teachers agreed on domain five where they can deal with the square of the main tools which they can open and close of the planned demonstration, create a new illustration, customize the tool box and save a demonstration scheme. On the other hand , the lowest mean scores were for domains one, four and two. Domain one got only mean score of ($M=2.49$), which indicated that (52.60%) of teachers agreed on using the interactive whiteboard system so they are not able to orient the smart board and change orientation settings, erase a single

items or a group of items, use hand writing recognition features, use Excel, Word and PowerPoint with the smart board ,and create a template. In addition, (50.65%) of the teachers agreed on domain four which indicates using interactive whiteboard in teaching, so the teachers to some extent are not able to manage files, and navigate the operating system. While the lowest mean was (M=2.17) which means that only(47.04%) of the teacher who agreed on domain two that refers to integrating other devices as to connect a laptop computer, adjust video format and adjust the system, connect peripheral resources and outputs, and connect a DVD/ Blue-ray player or similar device.(see Table 4.2).

Table4.2

Mean Scores of teachers' and supervisors attitudes toward technical issues

		Std. Deviation	Mean	%	Rank	Level
1	1-Domain One: Using Interactive Whiteboard System.	1.45	2.49	52.60	Eighth	Weak
2	2-Domain Two: Integrating other devices.	1.32	2.17	47.04	Ninth	Weak
3	3-Domain Three: Maintaining interactive whiteboard.	1.34	3.37	67.47	second	Average
4	4-Domain Four: Using interactive whiteboard in Teaching.	1.46	2.53	50.65	seventh	Weak
5	5-Domain five: Dealing with the square of the main tools.	1.46	2.71	54.10	Sixth	Average
6	6-Domain six: Dealing with the toolbar of demo planned.	1.48	2.75	54.92	Fifth	Average
7	7-Domain seven: Dealing with the main toolbox : Store tools .	1.41	2.79	55.72	Fourth	Average
8	8-Domain eight: Dealing with library resources.	1.29	3.30	66.05	Third	Average

9-Domain nine: Dealing with advanced tools.	1.28	3.88	77.68	First	High
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Results of this category

In terms of the mean scores calculated the participants strongly agreed on Domain 9, whereas they agree on Domain 3,5,6,7, and 8. The remaining domains 1,2, and 4 were expressing negative opinions, so the teachers' disagreement with them is evident as teachers agreed positively on the other six domains. The results show that the majority of teachers agreed that they like using IWBs in their lessons and they have positive attitudes towards them. Teachers agreed on the importance of IWBs but they face some technical problems that affect on lesson. Not all of the teachers are able to solve the technical problems that may happen during the lesson, both in Levy's (2002) and Glover and Miller's (2001) studies, some other technical problems such as inability to manipulate certain images and symbols, and freezing of the screen are mentioned prominently. Some problems can be solved when switching off and on, or some external help to overcome these technical problems.

More than half of the teachers are not able to integrate other devices to the IWB. By disagreeing on these domains, some teachers don't see the necessity of introducing this new technology into the teaching process. By disagreeing with domains 1,2 and 4, the majority of teachers made it clear that using IWBs doesn't make them comfortable in front of their students. While the other teachers were confident that they are able to use the IWB as a teaching method better than the traditional method.

c- The obstacles faced by English teachers with regards to using Interactive Whiteboards IWBs

According to the results of the questionnaire, there are some obstacles that face the teachers and the supervisors while using the interactive white board in their classes.

Table(4.3) shows the obstacles that faces teachers and supervisors with regards to using interactive whiteboards. The table has five questions that are part of the questionnaire. The five questions had scores from high to very weak. The first (Q2) has the highest mean score (M=3.79) that indicated that (75.8%) of the participants strongly agreed on the absence of the related authorities' financial support with regards to equipping classrooms with new technologies. The second question(Q 5) had less mean score (M=3.33) that indicated that (66.6%) of participants agreed on the difficulty of managing the students while applying such technologies.

Nearly(60%) of participants agreed on the third question(Q 3) that indicated that there is no appropriate curriculum content for Interactive whiteboards. The fourth question (Q 4) had less agreement only (36.2%) of the participants agreed on the lack of class time for the application of the Interactive whiteboards. The least Mean was (M=1.55) for the fifth question (Q 1) where only(31%) of the participants agreed on the lack of sufficient training on how to use interactive whiteboards in teaching.

Table 4.3**Mean scores of the obstacles that faces teachers while using the IWBs**

		Std. Deviation	Mean	%	Rank	Level
2	The absence of the related authorities' financial support with regards to equipping classrooms with new technologies.	1.601	3.79	75.8	1	High
5	The difficulty of managing the students while applying such technologies.	1.677	3.33	66.6	2	Average
3	Non-appropriate curriculum content for Interactive whiteboards.	1.608	3.00	60	3	Average
4	The lack class time for the application of the Interactive whiteboards.	1.194	1.81	36.2	4	Week
1	The lack of sufficient training on how to use interactive whiteboards in teaching.	.889	1.55	31	5	Very week

Results of this category

The results of these questions revealed that the teachers and supervisors positively and strongly agreed on the absence of financial support to equip all the classrooms with new technologies. In addition, they positively agreed on the difficulties they faces in managing the student during using the IWB. This shows that there a need to provide these schools with the equipments they need because they couldn't use the

IWB, and if they use it they didn't feel comfortable. The most important problem that more than half of them agreed in is the lack of a suitable curriculum that can be applied by the IWB. The negative points that the participants face are the lack of the time in the class to apply the IWB; in addition to the lack of sufficient training for the teachers on how to use the interactive whiteboards in teaching. Of course, to be able to do something you should be well trained on how to use it. As the teachers didn't get enough training, this means that they are not well qualified to use IWB. As well as, their disability to manage the timing of the class is because that they didn't get periodically training to help them face the problems and solve them.

4.1.2 Summary of main findings

This chapter has focused on analyzing the data of teachers and supervisors attitudes towards the interactive whiteboard to address the research questions. Quantitative data gathered by the questionnaire addressed to 41 teachers and 2 supervisors.

- 1-The teachers and supervisors feel more comfortable toward using the interactive whiteboard.
- 2-Most of the teachers are able to use the interactive whiteboard in teaching while the others feel exhausted in dealing with the IWB so they need more training.
- 3- Most of the teachers didn't feel nervous or scared toward using the IWB.
- 4-In Alzufli, the schools are not equipped with all the instruments to help the teacher in her lesson.
- 5- There is no appropriate curriculum content to suit applying the IWB.

6-Not all the teachers can deal with the technological resources so they need more training to be able to run and use the IWB.

7-The teachers showed positive attitudes toward the interactive whiteboard as a method., as it is makes the teaching easier as the teacher can design teaching new instructional situations confidently.

8- Using the IWB in the class makes the teacher more comfortable but it didn't make the student happy nor improved his level in the class as it should be.

9-There is a lack of financial support for equipping the classrooms with new technologies.

10- Teachers need more training to be able to solve the technical problems they face during teaching in the class.

4.2 Discussion

This section addresses the study's four research questions by summarizing the key results and then providing interpretations of these results.

1-What are EFL Saudi teachers' and supervisors attitudes toward using the interactive white board in teaching English in Al zulfi schools?

The results suggested that Saudi EFL teachers have positive attitudes toward using the interactive whiteboard in their classrooms, which matches with C.C.Shan &H.M.Chuang (2010) study which assured that "An individual's attitudes and behavioral intention toward the use of the IWB tools are directly or in directly

affected by the individual perceptions about the interactivity, perceive self-efficacy, ease of use and usefulness. At the same time behavioral intention to use the IWB tools is highly related to the attitude and perceived usefulness. These results imply that the individual's acceptance of the IWT is related to motivation factors." The results are to

some degree very good as teachers didn't get scared from using the IWB nor got nervous while using it but they feel comfortable when they use the IWB. This depends on the teachers motivation and their acceptance of the idea of applying the IWB in their classes. As the IWB was a tool making conventional teaching patterns easier for the teacher(Gillen et al,2007), the study's results showed in discussing the statistical analysis that teachers didn't feel nervous or scared while using the IWB but they feel more comfortable in the teaching process .

The findings assured t that teachers who had positive attitudes toward the IWB may be because they are interested in teaching and technology as well as they have creativity in teaching this is matched with Wood and Ashfield(2008) when they support the notion claiming that such digital resources "demand creativity in teaching"(p.94). According to Grainger &Tolhurst (2005) highlight the significant impact teacher attitudes have on their use of technology in the classroom, suggesting apprehension and lack of confidence often leads to ICT taking a backseat to traditional learning method.

The teachers indicated that the IWBs helped them to design new instructional situations confidently. Teachers can put a variety of strategies and technique into

practices using IWBs by(Turel,2010). But about (60%) of teachers complain that there is no appropriate curriculum content for the IWB to apply it in the class.

2- What factors may influence Saudi supervisors' and teachers' attitudes towards the use of IWBs in EFL classrooms in Al Zulfi ?

According to the results of the study the factors that can influence on the teachers towards the use of IWBs in EFL classrooms are the training courses they attitudes have got, the last experience in dealing with technology and managing the technology system and the motivation toward using this technology. As the teachers didn't get enough training, about half of them (52.60%) had negative attitude toward using the inter active whiteboard system such as using Excel, Word and PowerPoint with the smart board, using the hand writing recognition features and creating templates. In this side, Chang(2008) indicated that if a user has already using computer in prior job or education institution, then it is believed that this experience will affect his/her perception toward using computer or any technology. Alba(1987) indicated to a solution for the problem of using the IWB technology as " The repetition task improves task performance by reducing the effort required to perform the task". This means that if teachers used to use the IWB technology, it will be easier for them to pass this difficulties. Thus, the previous experience have a relationship with the intentional behavior toward using computer(Kim et al,2009) through the perceived usefulness and perceived ease of use. So that effective use of IWBs in the classrooms promises numerous advantages in terms of learning and instruction(Turel,2010).

3. How are IWBs used in EFL classrooms in Saudi schools?

Nearly 75.8% of teachers strongly agreed on the absence of the related authorities' financial support with regards to equipping classrooms with new technologies. So the teachers face a lot of problems when using the IWB because there is no support from the ministry of education and the government to for Al Zulfi schools. In addition, 31% of the teacher had negative attitudes from using the IWB in the class room as they lack sufficient training, and 66.6% couldn't manage the class timing for the application of the interactive white board. So that they couldn't use the IWB every day in their lesson. On the other hand Hausner at el(2005) indicated that "the use of interactive whiteboard every day is not very logical and purposeful"(p.8). Only 27.4% who agreed that using IWB in teaching makes students happy. This shows that either the teachers aren't qualified enough to use the IWB or they don't know how to project the material to attract the students' attention and interest. This is may be because the curriculum content is not appropriate for the IWB. As well as, 45.6% of teachers agree that using IWB is exhausting while more than 50% of them agree that it is comfortable. So, it depends on the teachers motivation and experience. When teachers face technical problems more than 50% have difficulty in dealing with technology ,this means that they need more training. Negative results indicated that the initiatives themselves focused on hardware and software, or teachers taught about technology instead of using the technology to enhance learning experience(Schacter,1995).

4.What are the problems that face Saudi teachers while using the Interactive whiteboards in Al Zulfi?

Nearly 66.6% of teachers are not able to manage the students while applying the IWB technology. The teachers face problems in controlling the students on the class. This causes another problem that they will not be able to manage the time of the class. Also 60% of teachers assured that there is no appropriate curriculum content for Interactive whiteboards. This means that the teacher will not use the IWB every lesson because the material can't be presented by the interactive whiteboard.

There are technical problems that face the teacher related to using the IWB. Only 41% of teachers can manage files while 40% only who can navigate the operating system. The other problem is integrating other devices to the IWB. The results indicated that only 51.4% who can adjust video format, and 33.4% only can connect peripheral resources and outputs. The third technical problem is the ability to use the IWB system. There is only 47.4% of teachers who can use the hand writing recognition features. The least percent is 33.4% only who can use templates. As well as 45.2% of teachers agreed that IWB can give them more time to interact with students. This shows that IWBs needs more time for preparing the lesson and to present it to the students. All these problems don't mean that IWBs are not better than the traditional teaching method but only teachers need more training and more experience will influence on their attitudes.

Chapter Five

Conclusion

This chapter will present a summary of the study (section 5.1) , the second section will be the implications for the study(section 5.2), the third section will be suggestions for further research(section 5.3), and the last section will be a conclusion (section 5.4).

5.1 Summary

This study investigated the attitudes of EFL teachers and supervisors towards the use of IWBs in Saudi Arabia, in Al Zulfi Schools. There are factors the affected teachers and supervisors attitudes positively or negatively. The quantitative data were collected in this study using the questionnaire as the research tool. The participants of the study were 2 supervisors and 39 English teachers were selected from different schools in Al Zulfi , where there are IWBs, and they have experienced IWB technology in English classes. To elicit the teachers' and supervisors attitudes towards the use of IWBs, a questionnaire was used for that issue. Then the statistical analysis was performed using SPSS to analyze the data in an attempt to answer the four research questions.

The analysis of the results indicated that EFL Saudi teachers and supervisors in this study had positive attitudes toward the use of IWB in the teaching process as (Q9, Q10, Q16, Q21) more than two third of the participants had positive attitudes toward the IWB.

Furthermore, the analysis of the teachers' responses revealed some negative opinions toward the IWB, (Q1, Q2, Q3, Q4, Q5) are considered the problems that face the teachers. Most teachers agreed positively that the IWB doesn't scare them or scare them but it makes teaching more comfortable, while most of teachers and supervisors agreed negatively on the problems they face, as they lack sufficient training , also, they face difficulties in managing the classroom especially the timing, and the non-appropriate curriculum content for IWB. Also the results revealed other technical problems that face teachers while using the IWB especially questions on domains 1,2 and 4.

Finally, the results indicate that both supervisors and teachers think that IWBs are useful devices for enhancing teaching and learning process and for designing new instructional situations and makes teaching more easier than the traditional learning, Glover and Miller's (2001) study also supported this idea that IWB-based lessons are easier to follow and may help the students who have difficulty in understanding the lessons. Regarding the teachers' responses related to teaching, the teachers strongly agreed on that IWBs are good supplement for teaching . In Levy(2002) and Lee and Boyle(2004), the teachers reported that IWBs make it easier to draw on a greater number and wider variety of information and learning sources and these sources can be used flexibly and spontaneously in response to different pedagogical needs. On the other hand, the teachers agreed that teaching using the IWBs take more time and needs more preparation that exhausts the teacher. Also Glover and Miller's (2001) study revealed that IWBs require earlier and better preparation from teachers.

5.2 Implications of the study

Based on the participants' feedback, a better learning situation might incorporate the elements outlined below.

1- As the participants in this study demonstrate positive attitudes toward using the IWB in EFL classroom, most participants indicated the importance of IWB in the learning process as it is easier, more comfortable and enable teachers to design new instructional situations.

2- The results indicated that the training is important for teachers to deal with the technological devices. They need training to know how to solve the technical problems and to solve the system problem , also they need to know how to use all the options of the IWBs.

3- The findings indicated that the teachers need more time to manage the class while using the IWB. This is also need more training for the teachers to manage the classroom and to run the class without wasting time.

4- The participants agreed that there is a need for an appropriate curriculum content for the IWB. Not all the subjects could be presented by the IWBs, so teachers need a content that can be presented by the IWB.

5.3 Suggestions for further research

This study investigated the attitudes of teachers and supervisors towards the use of IWBs in teaching English in EFL classrooms in Al Zulfi in Saudi Arabia, and the factors affecting their attitudes, and the ways that EFL teachers use

IWBs. Based on the outcomes of the current study, the following suggestions refers to possible area for future research.

- 1-The teachers participants should be well trained and had an old experience in dealing with the technological devices.
- 2-The schools should have classes equipped with all the suppliants of the IWBs.
- 3-The number of the participants should be more than number I used(43) , it should be more than that to get a variety of opinions and results.
- 4-To get more high score results, it will be better if you do qualitative and quantitative research.
- 5- It will be a better if you give courses for the teachers before the questionnaire, also it will be helpful if you interview with some of the participants to get clear information.
- 6- Interviews with the supervisors in addition to the questionnaire will be helpful to get the right opinion

5.4 Conclusion

The findings of this study revealed that both teachers and supervisors have positive attitudes towards IWB use in teaching English in EFL classrooms in Al zulfi schools in Saudi Arabia. IWB-based lesson are perceived more comfortable for teachers to use in teaching English. IWBs may be significant for the increase of the quality of educations. As teachers and supervisors agreed that the interactive whiteboards can be used to design new educational situations confidently. Although there can occur technical problems and that annoy the teacher and waste the time of

the class, this technology seemed to be welcomed and appreciated by the teachers and supervisors. What must be done for the effective use of this technology is that the government should give more financial support for the schools and provide them with all equipment; for teachers, they should have access to adequate training and should be provided with technical and material based support. Since the teachers face problems in using the IWB and to benefit from this technology, Saudi educational institutions should be encouraged to try to provide the schools at least a few classrooms installed with this technology if we don't want to fall behind technologically developed countries, where education goes hand in hand with technology. It should also be noted that once teachers have felt the differences and benefits of this technology, they are likely to become more enthusiastic and feel more comfortable about using it. Since technology eases our lives in many areas, education may also benefit from its potential, and in this way, teaching and learning environments can be enhanced.

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Appendices

Appendix: A Supervisors and Teachers Questionnaire

Dear instructor,

The researcher is conducting a research study entitled “*Attitudes of supervisors and teachers towards the use of interactive whiteboards IWBs in EFL classrooms in Al zulfi.*” in partial fulfillment of the requirements for the degree of Master of TESOL in curriculum and instruction at King Saud University. This questionnaire is the main research instrument intended to gather your attitudes towards the use of interactive whiteboards IWBs in EFL classrooms and the challenges you have encountered in the implementation of such material. IWBs were initially developed for presentations in office settings, but over the last decade, starting from higher education, educational institutions have begun using them. According to some studies and reports based primarily on research in education, the use of IWBs makes the learning and teaching atmosphere more enjoyable, creative, and interesting. There are also numerous claims about the benefits and positive impact of IWBs on learning. With the incorporation of IWBs in teaching and learning settings, important changes have been observed in education, such as engaging more students in the lesson, using multimedia sources flexibly, and motivating learners easily. IWBs are great supplementary tools for education, especially in EFL teaching and learning .

Completing this questionnaire will take approximately 20 minutes .Please be well assured that all the information collected will be used for research purposes only. All the responses you give will be treated confidentially and anonymously.

I really appreciate your cooperation and participation in my research.

Researcher,

Maha S. Al Turaiqi

Part 1: (Demographic information)

Name (optional) _____

Highest degree earned

- Bachelor's Degree Master's Degree PhD

Experience in teaching English

- First year 2-5 years More than 5 years

Part 2: (Statements)

Please read each item carefully and check a (√) in the space that you find most suitable, using this scale:

- 1 = Strongly Agree
2 = Agree
3 = Neutral
4 = Disagree
5 = Strongly Disagree

I. Attitudes of supervisors and teachers towards the use of interactive whiteboards IWBs in EFL classrooms in Al zilfi.

No	Statement	Responses				
		1	2	3	4	5
1	Interactive Whiteboard gives me more opportunities to teach my student new thing .					
2	Using a lot of computer technologies enriches the course					
3	Using computer technologies during classes increases the scientific and technical progress.					
4	Using technology in the classroom is exhausting.					
5	Interactive whiteboard gives me more time to interact with students.					
6	interactive whiteboard help me to teach easier					
7	If I know how to Use an interactive whiteboard I will be a better teacher.					

8	It is important for me to be able to use technologies such as the computer and the interactive whiteboard.					
9	Using interactive whiteboard in teaching is comfortable.					
10	Using interactive whiteboard to design new instructional situations confidently.					
11	Teaching with interactive whiteboard makes student happy.					
12	Using the interactive whiteboard does not scare me.					
13	When using the interactive whiteboard I can concentrate better in teaching practices.					
14	Using interactive whiteboard required Hard Work Outside Class.					
15	Using interactive whiteboard allows me to share learning resources with other teachers.					
16	Using the interactive whiteboard does not make me nervous.					
17	Use of the Smart Board has improved student behavior during class.					
18	Use of the Smart Board has improved student learning in my class.					
19	Using the interactive whiteboard is Difficult because its need for an educational model.					
20	Using the interactive whiteboard help me to deal with new technologies.					
21	Using the interactive whiteboard is very expensive.					
22	Using the interactive whiteboard Requires high experience in Teaching.					
23	Using the interactive whiteboard provides teachers many of the multimedia Resources.					

1: Strongly agree; 2: Agree; 3: Neutral; 4: Disagree; 5: Strongly Disagree

Interactive Whiteboard Teachers Skills

No	Skills	To what extent The teacher has the skills				
		1	2	3	4	5
1	Domain One: Using Interactive Whiteboard System.					
1	Orienting the Smart board and change orientation settings.					
2	Using the handwriting recognition feature.					
3	Erase a single item or groups of items.					
4	Create a Template.					
5	Using EXCEL,WORD, and PowerPoint with the Smart board.					
2	Domain Tow: Integrating other devices.					
1	Adjust Video format.					
2	Adjust Video system signal.					
3	Connecting peripheral sources and outputs.					
	• Connect a laptop computer .					
	• Connect a DVD/Blu-ray player or similar device.					
3	Domain Three: Maintaining interactive whiteboard.					
	Focusing and adjusting the projector image.					
	• Removing and replacing the projector lamp module.					
	• Resetting the lamp timer.					
4	Domain Four: Using interactive whiteboard in Teaching.					
1	Navigate the operating system.					

2	Save and open files.					
3	Management Files.					
4	Click and Drag.					
5	Dealing with the square of the main tools.					
	• Create an new illustration.					
	• Opening and closing of the planned demonstration.					
	• Save a demonstration scheme.					
6	• Customize the toolbox: (size - direction - color).					
	Dealing with the toolbar of demo planned.					
	• Insert a new pages .					
	• Jump between pages.					
	• Change the page setup.					
	• Specific page.					
7	• Organizer page.					
	• Reset Page.					
	Dealing with the main toolbox : Store tools .					
	• Instrument in writing texts.					
	• Tool for keyboard floating.					
	• Revealer Tool.					
	• A tool to highlight.					
8	• Zoom tool.					
	• Organization of the tires.					
	• Undo tool - a tool-off (Cancel decline).					
8	Dealing with library resources.					
	• Drag and drop.					
	• rubber stamp.					

	• larger objects.					
	• transparency.					
9	Dealing with advanced tools.					
	• Dice.					
	• Builder fracture.					
	• Calculator.					
	• The camera.					
	• Pass-through text messaging.					
	• Indicator & Observations.					
	• Timer.					
	• Sound Recorder.					
	• Add an audio file to a library of resources.					
	• Dealing with the shortcuts bar.					
	• Video.					
	• Linking the object in the chart.					
	• Show objects and not to show the procedure.					
	• Export diagrams to a file (Word, Power point, PDF, Html, Flash).					
	• Import a file (Power point) Presented as a blueprint for a demonstration .					
• Print the chart illustration with all the options.						

The obstacles faced by English teachers with regards to using Interactive Whiteboards IWBs

No	Statement	Responses				
		1	2	3	4	5
1	The lack of sufficient training on how to use interactive whiteboards in teaching.					
2	The absence of the related authorities' financial support with regards to equipping classrooms with new technologies.					
3	Non-appropriate curriculum content for Interactive whiteboards.					
4	The lack class time for the application of the Interactive whiteboards.					
5	The difficulty of managing the students while applying such technologies.					

**Thank you very much for completing this questionnaire
Your responses are highly appreciated**

Appendix B:

The Jury Committee of the Questionnaire

1- Dr. Eid Abd El-Wahed Ali

Ph.D in Curriculum and instruction

College of Education

Taif University

2- Dr. Caroline S. Davis

Academic English Proof reader and Copy-editor

Associate Tutor, University of Edinburgh

Appendix :C

Schools involved in the Questionnaire

Primary schools	Intermediate schools	Secondary schools
17 th primary school	1 st intermediate school	3 rd secondary school
16 th primary school	2 nd intermediate school	2 nd secondary school
10 th primary school	3 rd intermediate school	4 th secondary school
4 th primary school	4 th intermediate school	7 th secondary school
8 th primary school	5 th intermediate school	5 th secondary school
11 th primary school	6 th intermediate school	Alaqa secondary school
7 th primary school	7 th intermediate school	6 th secondary school
3 rd primary school	10 th intermediate school	1 st secondary school