

The Role of the smart board in enhancing English language achievement of secondary schools students Khartoum State(2019-2020)

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Abstract

The study investigating the effectiveness of the smart board in learning English language and its role in the academic achievement of secondary school students, Khartoum State. The problem of the study The application of traditional teaching method in Secondary education schools in particular, which led to low level of educational achievement of students. So the study problem can therefore be identified in the following main question: What is the effect of the use of smart board on academic achievement in the English language vocabulary for the third level students in the Secondary education in schools at Khartoum state? Questions are divided into: What is the effect of the use of smart board on academic achievement in the English language vocabulary for the third level students in the Secondary education in schools at Khartoum state?

It aimed to study the extent Finding out to The effect of the use of smart board on academic achievement in the English language vocabulary for the third level students in the Secondary education in schools at Khartoum state .

The study tested the hypothesis. The smart board has a positive effect on academic achievement in English language vocabulary among third-level students in secondary education in Khartoum state schools.

The study used quantitative research based on inferential descriptive statistics. The research reached a number of results, the most important of which are: Brainstorming in the class room can be fun with a smart board, using Smart Board Technology in the classroom can help raises test scores,

improves students learning, enhances literacy and increases comprehension.

Students who studied in Smart classrooms claimed that there were often technical problems and that the teachers were not sufficiently proficient.

The study also recommended a number of recommendations, including: Urging the teachers to use the smart board in English Language Teaching.

Conducting studies to investigate the impact of the use of smart board in students' achievement in other classes and its relationship with some variables.

Key Words:

smart board, achievement in English, verbal interaction

المستخلص

تناولت الدراسة فاعلية السبورة الذكية في تعلم اللغة الإنجليزية ودورها في التحصيل الدراسي لطلبة المرحلة الثانوية ولاية الخرطوم. مشكلة الدراسة: تطبيق أسلوب التدريس التقليدي في مدارس التعليم الثانوي على وجه الخصوص، مما أدى إلى انخفاض مستوى التحصيل التعليمي للطلاب. لذلك يمكن تحديد مشكلة الدراسة في السؤال الرئيسي التالي: ما هو تأثير استخدام السبورة الذكية على التحصيل الدراسي في مفردات اللغة الإنجليزية لطلبة المستوى الثالث في التعليم الثانوي بمدارس ولاية الخرطوم؟ وتنقسم الأسئلة إلى: ما أثر استخدام السبورة الذكية على التحصيل الأكاديمي في مفردات اللغة الإنجليزية لطلبة المستوى الثالث بالتعليم الثانوي بمدارس ولاية الخرطوم؟ هدفت الدراسة إلى دراسة مدى معرفة تأثير استخدام السبورة الذكية على التحصيل الأكاديمي في مفردات اللغة الإنجليزية لطلاب المستوى الثالث في التعليم الثانوي بمدارس ولاية الخرطوم. اختبرت الدراسة الفرضية. للسبورة الذكية تأثير إيجابي على التحصيل الدراسي في مفردات اللغة الإنجليزية لدى طلاب المستوى الثالث في التعليم الثانوي بمدارس ولاية الخرطوم، وقد استخدمت الدراسة البحث الكمي القائم على الإحصاء الوصفي الاستدلالي. توصل البحث إلى عدد من النتائج أهمها: يمكن أن يكون العصف الذهني في غرفة الصف ممتعاً باستخدام لوحة ذكية، واستخدام تقنية Smart Board في الفصل يمكن أن يساعد في رفع درجات الاختبار، وتحسين تعلم الطلاب، وتعزيز معرفة القراءة والكتابة وزيادة الفهم. ادعى الطلاب الذين درسوا في الفصول الدراسية الذكية أنه غالباً ما كانت هناك مشكلات فنية وأن المعلمين لم يكونوا مؤهلين بدرجة كافية. كما أوصت الدراسة بعدد من التوصيات منها: حث المعلمين على استخدام السبورة الذكية في تدريس اللغة الإنجليزية. إجراء دراسات لتقصي أثر استخدام السبورة الذكية في تحصيل الطلاب في الفصول الأخرى وعلاقتها ببعض المتغيرات.

الكلمات المفتاحية: السبورة الذكية، الإنجاز باللغة الإنجليزية، التفاعل اللفظي

1.0 Introduction:

Now a days era is the age of scientific progress, which has become the main aspect of all aspects of life. Technology and technological innovations are one of the forms of scientific progress that has hit all aspects of life.

Technology is defined by scientists as the application of organized scientific knowledge, Including agriculture, industry, food, construction, and education. The use of technology in teaching and learning process has resulted in many positive effects, which have been reflected in the change of the philosophy of education, the role of the teacher and learner, in the curriculum and teaching and evaluation strategies. The technological innovations can be categorized into: innovations in educational devices such as multimedia projectors and smart phones, innovations in educational programs such as multimedia programs, and innovations in teaching methods such as E-learning, integrated education, inverted education, distance education and virtual education Among these innovations is the smart or interactive blackboard, which has caused a great technological breakthrough in education, because of the many data to replace the traditional blackboard and other display boards⁽¹⁾.

Classroom teachers should understand how technology has changed the way students learn in the classroom, Many children today are exposed to computer technology at an early age at home, Most parents have computer at home and they teach their children how to use the technology for their benefit, many young children are already playing computer games over the internet or other technology devices even before they enter the classroom on the first day of school. Hence the study to effectiveness of the smart board in learning English language and its role in the academic achievement of secondary school students.

1.1 Statement of the problem.

The problem of this study lies in several aspects, the most important:

1. the space occupied by technological innovations in general and the computer in particular is not proportional to its role and importance in this era as the key to transition from traditional teaching to effective modern teaching and meets the challenges of scientific and cultural globalization.
2. The application of traditional teaching method in Secondary education schools in particular, which led to low level of educational achievement of students. So the study problem can therefore be identified in the following main question: What is the effect of the use of smart board on academic achievement in the English language vocabulary for the third level students in the Secondary education in schools at Khartoum state.

1.2- Objectives of the Study

This study aims to fulfill the following objective:

The effect of the use of smart board on academic achievement in the English language vocabulary for the third level students in the Secondary education in schools at Khartoum state.

1.3 Questions of the Study

This study tries to answer the following question:

What is the effect of the use of smart board on academic achievement in the English language vocabulary for the third level students in the Secondary education in schools at Khartoum state?

1.4 Hypotheses of the study

The smart board has a positive effect on academic achievement in English language vocabulary among third-level students in secondary education in Khartoum state schools

1.5 The importance of the study:

The importance of this study is the importance of the subject that is addressed in the study, which is the use of smart board and its importance as a modern technology in education. The importance of the study is summarized in:

1. This study comes in response to the recommendations of many conferences that called for the importance of using the Smart board and its use in the educational process.
2. The need of the current schools at the Secondary level to develop teaching methods through the use of technological innovations and keep pace with scientific progress, and make a cultural leap through the improvement of inputs, processes and outputs of effective teaching, the smart board can help.
3. Provide a teacher with a basic theoretical framework helps them to use the smart board in teaching.
4. This study may open the door for further studies in the future in the use of smart board in public education and university education in Sudan.

.1.5 Significance of the study

This study aims to investigate the interaction and student's performance.

1.6 Delimits of the study

ELEntidad secondary school for girl Khartoum – Sudan.

1.9 Design and Methods

This chapter includes a detailed description of the research methodology that was utilized in the study. The chapter is organized into several sections that provide a framework within which to describe the research procedures, the researcher used the descriptive analytical method and (SPSS) for the analysis. This kind of research is defined by Kothari (2004:3.4) as “descriptive research includes survey and fact finding enquiries of different kinds. The major purpose of descriptive research is description of affairs as it exists at present”. In addition, he states that “the researcher has no control over the variable, he can only report what has happened or what is happening”, the researcher thinks this method is appropriate for this study.

1.9 Study population and Sample size:

1. The population for the study was – while the sample was 40-40 .

1.10Tools of data collection:

Primary data

- An achievement test (per-post delayed)
- An attitude scale per-post to determine the students attitude towards English language vocabulary .

Secondary data this data was collected from books, articles, previous studies and internet sources.

2.1 LITERATURE REVIEW

2.1.1 Enhancing EFL students' language skills and Motivation through Technology:

Technology can play a significant part in the development of the four skills: speaking, listening, reading, and writing. Moreover, technology can improve the students' motivation. Whether technology is beneficial is dependent upon the knowledge and competency level of teachers ⁽²⁾. For successful integration of technology, teachers must be enthusiastic to change their belief, philosophy and role in the classroom ⁽³⁾. Additionally, the role of students should not be neglected in the successful integration of technology.

Technology enables them to take a more active role in their own learning. In order for this to occur, technology should be used by students rather than teachers ⁽⁴⁾. By integrating technology into the classroom, new opportunities

are provided for student learning through multimedia or interactive resources. The integration of technology into the classroom can enable students to generate activities that are engaging, useful, and enlightening. Smart board is one of the technologies that can transform classroom activities and teachers' and students' role. Whereas computers are designed for individual use, smart boards can be used for whole-class. This technology is designed to develop active engagement in classes. Students combine their cognitive and physical abilities to interact with smart board technology.

2.1.2 Smart board and EFL learning instructions:

Technology assisted instruction has many faces in classrooms. The smart board is among the technology sources which proved to be effective. Yanez and Coyle (2011) described smart boards as an alternative technology source which unites all existing teaching aids including blackboard, white board, TV, projector, CD player, and computer. Torff and Tirota (2010) also asserted that smart boards add interactivity to existing technology sources. Smart board is a large touch-sensitive monitor which is connected to a computer and a projector. The touch screen can be controlled by using fingers, pens or other devices⁽⁵⁾. An image is displayed by the projector from the computer's screen onto the board. Effective use of smart boards is advantageous for both teachers and learners.

By using smart boards teachers are able to enhance involvement, interaction, and cooperation among their students⁽⁶⁾. As AL-Qirim and associates (2010) claimed, by using the software and hardware features of smart boards teachers can enrich and facilitate their teaching process. Teachers are no longer dependent on the desktop or monitor. That the touch screen feature of smart boards makes them efficient since teachers can stand up during their instruction and touch the smart board screen rather than sitting, clicking and typing. According to⁽⁷⁾ the new possibilities created by smart boards necessitate teachers to develop new pedagogic approaches to teach with technology. He further claimed that teacher roles can be transformed into constructivist ones by utilizing smart boards. In his viewpoint, constructivist teachers need to collaborate with students and guide them in discovering knowledge rather than transmitting information to them. Students can also benefit from using smart boards in many ways. Glover, Miller, cited the benefits of the smart board for scaffolding different learning styles through which many diversity issues can be dealt with. One of the benefits of the smart board is that through using the smart board, students can interact with tasks and exercises⁽⁸⁾.

2.1.3 EFL students attitudes towards technology use:

The teachers' thoughts and beliefs about how learning occurs can affect how they see themselves and their learners which in turn can affect their teaching.

characterized the interactive relationship between beliefs and actions. In other words, beliefs drive actions. Likewise, claimed that the attitude of teachers is among the most important factors that can determine the formal and informal syllabus in classes⁽⁹⁾.

The resistance of teachers to use technology is affected by many factors. In early researcher studies conducted by researchers such as Kay (1993) and Pelgrum&Plomp (1996), features such as age, prior experience and gender were believed to affect the teachers' attitudes.

With respect to the implementation of technology, Hope (1997) asserted that teachers encounter two issues: (a) the psychological aspect of change and (b) learning to use technology. Park (2003) mentioned that since teachers are hesitant about using technology, they might not allocate sufficient time and effort into it. Similarly, Allsopp et al. (2012) noted that fear of unknown is one of the factors that might affect the teachers' resistant toward technology. characterized internal and external barriers as factors which might hinder the effective incorporation of technology. Internal barriers refer to the socio-cognitive aspect such as the teachers' beliefs and perceptions towards teaching, technology use and their resistance to change⁽¹⁰⁾.

On the other hand, external barriers are concerned with the environmental limitations including lack of resources, adequate training and administrative support. further said that even when the external barriers are

completely absent, internal barriers still exist. In order to handle them, some strategies are recommended which are as follows:

1. During technology training programs, there should be an equal on pedagogical issues as well as technological issues;
2. During training, for better teaching and learning through technology a broader vision of technology should be provided;
3. During the integration process, guidance and assistance should be supplied by other coworkers;
4. And teachers should be given opportunities to discuss the technology

use with their coworkers. According to Ely (1990), since technology provides an array of opportunities for a more effective educational setting, teachers need to change their attitudes. claimed ⁽¹¹⁾ that it is possible for teachers to change their beliefs and attitudes when “presented with evidence that shows positive effects of the new teaching method on quality of learning outcomes” and “develop expertise in the new method” Another way to persuade teachers to develop positive attitudes toward technology is by providing training sessions , teachers can be convinced to use technology in their classes with sufficient time and training. With respect to the role of training, technology training is most effective when it⁽¹²⁾:

1. offers teachers ample time to practice and experiment with technology and to share ideas.
2. provides sustained support rather than a one-shot training session.
3. receives institutional commitment, thus clearly demonstrating to teachers that technology is not just another bandwagon. characterized the teachers’ perception as the most crucial factor in enhancing the teaching experience. Better learning will occur if the teacher perceives the smart board as an effective tool in promoting the teaching and learning process . more studies revealed teachers’ positive attitudes toward smart boards. Still, there are various studies in which the teachers’ attitudes negatively affected the effectiveness of smart boards. As a result, many studies have focused on teachers’ experience and expertise with smart boards ⁽¹³⁾. Teachers who are not experienced enough in using the smart board utilize it as a traditional board while experienced teachers adopt it as an interactive source to construct meaning.

In order to provide an effective instruction, it is important for teachers to acknowledge the pedagogical implications of smart boards before adopting them (Türel, 2010). Although the positive effects on smart boards have been emphasized by research studies, the excessive use of smart boards as a presentation instrument might have a negative effect on the students’ motivation and attention (Hall & Higgins, 2005). Therefore, to effectively integrate the smart board in classes, teachers should be provided with training and support. In his study,

In a similar study, Sharpe (2004) found similar results. Seventy seven percent of teachers who had prior experience with technology showed positive attitudes toward it. This number was thirty eight percent among those who didn't have prior experience with it. The results also suggested that only less than four percent of teachers were interested in using technology in their free time.

However, Smart board plays a vital role in learning process, particular when it comes to learning foreign languages. The following are some advantages of using smart board:

2.1.5 Smart boards contribution to instructional Excellence:

SB technology plays an important role in making the whole-class teaching more effective, productive. Moreover, SBs also enable the teachers to plan their lessons more effectively . Teachers can also conduct lessons in a more organized and planned way, as well as facilitating reflective practices using SBs ⁽¹⁴⁾.

2.1.5.1 Smart boards contribution to learning:

In terms of its direct contribution to instructional excellence, especially through multimedia capability and variety of sources, smart board supports students' learning indirectly ⁽¹⁵⁾. Additionally, it supports learning by enhancing motivation, student engagement and active participation to lessons, hands-on applications, interaction, attention, and taking individual differences into consideration. On the hand, studies have shown that smartboards enhance both EFL teachers and students to conduct different activities while teaching and learning English. Here are some of such activities:

2.1.5.2 Smart boards in the foreign language classes:

The impact of smart board on foreign language classes is seen from two different points of view: first, teachers' point of view, and that of the students' ones.

SMART Board supports the teaching process of foreign languages in three main ways⁽¹⁶⁾:

1. it helps the presentation of new linguistic and cultural elements.
2. it supports interaction with the class.
3. it promotes the teacher's organizational skills.
4. Smart Board facilitates the role of teachers in creating strong rapport with students. It allows the teacher to navigate from the board, he/she does

not have to go to his computer, turn his back to the class, and be more focused on the technology than on the learning process of the students. This point is very important when using SMART Board to teach and is crucial in foreign language classes. Every foreign language teacher knows how difficult it is to have a relaxed conversation with students in the target language. The projection makes it easier to start a conversation on a topic since it allows a group to watch a document at the same time and focus on the same point of the classroom. The merit of SMART Board is that it enhances conversation: when the teacher is navigating the document from the board, he faces and interacts with the class. It allows the instructor to focus on the students' language production and conversations, not on technical issues.

2.2 Previous Studies

2.2.1 Jowerya Mohammed Taha Yousif Mohammed (2017)

This study aims at enhancing EFL speaking and writing through digital storytelling, motivating EFL learners to learn English language, enabling the learners to design the storyline, helping students to express themselves with their own words and voices and exposing EFL learners to different language styles and cultures. The study adopts the descriptive analytical method. The data were collected by means of a questionnaire which was given to (50) students at the Open University of Sudan Then they were analyzed by the (SPSS) program. After analyzing the data, the study has received the following results: digital storytelling technique can assist learning process in EFL classrooms, through storytelling EFL learners able to share knowledge and gain cultural values, lack of access to computers at schools is an obstacle that hinders English language teachers from making, EFL learners are not motivated through the traditional methods of learning, storytelling is entertaining and informative across nations and cultures, computerized educational programs enable distant learners to interact, digital story telling improves EFL learners' productive skills, EFL learners can be motivated to learn English language through digital storytelling, digital story telling could not be applied in Sudanese EFL classes because it is costly and through digital storytelling, learners are enabled to become co-authors in the story writing process. The study has the following recommendations: teachers should create activities that encourages learners' participation,

teachers should reduce learning demotivators through using modern media equipment, digital story telling should be integrated in EFL setting for improving learners interaction, teachers should use different teaching techniques for improving classroom interaction, teaching materials used in the classroom should motivate learners and arouse their interests, teachers should be trained how to use modern technology in teaching process, creating good teaching environment should be stressed, teachers' role should be supported through modern technology, lesson objectives should be clearly fixed in the lesson planning and digital story telling should be applied in Sudanese EFL classes⁽¹⁷⁾.

2.2.2 Intesar AhmedAltyb (2015)

This study aims at integrating ICT in EFL classroom for improving EFL learners' speaking skills. The study also discusses the problems that face E-learning method in classroom and investigates teachers attitudes towards using computer programs for learning English language. The study adopted the descriptive analytical method. A questionnaire was used for collecting the data from EFL teachers at secondary level schools. Collected data were statistically analyzed by SPSS Program. The results show that: Integrating technology in EFL classroom teaching and learning enhances learners language skills. Computers programs are preferred by EFL learners. EFL learners need to practice in hearing, reading, speaking, and writing language in order to develop their experience and skills. Language learning is a process that must be associated with technology. Using audio visual aids guides learners to figure out information, understand ideas, and generate predictions about the topic. Using technology enables students to be familiarized with authentic materials. Educational chat through technology motivates learners toward learning English as a foreign language. Based on the findings the study has recommended the following: Teachers should provide their students with opportunities for interacting through technical aids. Teacher should select the educational programs of technology for their students. EFL teachers should give learners cultural ideas about using ICT. Technology should support teaching and learning in EFL classroom. EFL learners should be motivated through using ICT. Teachers should gain knowledge about using ICT in EFL setting⁽¹⁸⁾

2.2.3 Nalliveettil George Mathew1 & Ali OdehHammoudAlidmat (2013)

The study was conducted on the usefulness of audio-visual aids in EFL classroom at undergraduate level at Aljouf University, Saudi Arabia. Findings

of the study give insights on EFL students' approach to using technological aids. EFL textbooks with technological aids are often viewed to be an inspiration and to provide motivation in classroom instruction. However, a close examination of classroom teaching aids and resources unveil many issues in EFL teaching and learning contexts. Insights, issues and implications presented in the paper are useful to English language educators, administrators, curriculum designers and English teachers in English as a Foreign Language setting⁽¹⁹⁾.

3.1 Results of the Study

In this topic the researcher deals with a precise description of the method and procedures that I follow in carrying out this study, and this includes a description of the study community, the method of preparing the tool represented in the pretest and posttest, the procedures that were taken to ensure its effectiveness and impact, the method followed to apply it, and the statistical treatments by which the data were analyzed. And extract the results.

Table (1) comparison between the means of the pretest and the post test

Question	Pretest		Posttest		Different mean	result
	Mean	SD	Mean	SD		
Grammar	4.00	1.854	5.48	0.816	1.48	Medium
Suffixes	3.43	2.319	5.93	0.474	2.50	Very high
Prefixes	2.95	2.087	5.80	0.648	2.65	Very high
Composition	1.60	1.236	4.23	2.236	2.63	Very high
Mark	2.55	1.694	4.68	0.971	2.13	high

Source: Prepared by the researcher by SPSS, 2020

Looking at the table, we note that the results of the pretest and posttest correction in the first question of Grammar in pretest the mean (4.00) and SD (1.854), while in posttest mean (5.48) and SD (0.816) There is a difference between the means of an intermediate level, in the second question of Suffixes in pretest the mean (3.43) and SD (2.319), while in posttest mean (5.93) and SD (0.474) There is a difference between the means to a very high level , in the Third question of Prefixes in pretest the mean (2.95) and SD (2.087), while in posttest mean (5.80) and SD (0.648) There is a difference between the means to a very high level, in the fourth question of Composition in pretest the mean

(1.60) and SD (1.236), while in posttest mean (4.23) and SD (2.236) There is a difference between the means to a very high level, in the all questions of mark in pretest the mean (2.55) and SD (1.694), while in posttest mean (4.68) and SD (0.971) There is a difference between the means to a high level .

3.1.1 Pretest:

1/ Grammar:

Table (2) showing grammar scores in the pretest

Pretest Grammar	Frequency	Percent	Cumulative Percent
Less than 50%	6	15.0%	15.0%
50% to less than 60%	5	12.5%	27.5%
60% to less than 70%	3	7.5%	35.0%
70% to less than 80%	8	20.0%	55.0%
80% to less 90	5	12.5%	67.5%
90% or more	13	32.5%	100.0%
Total	40	100.0%	

Source: Prepared by the researcher by SPSS, 2020

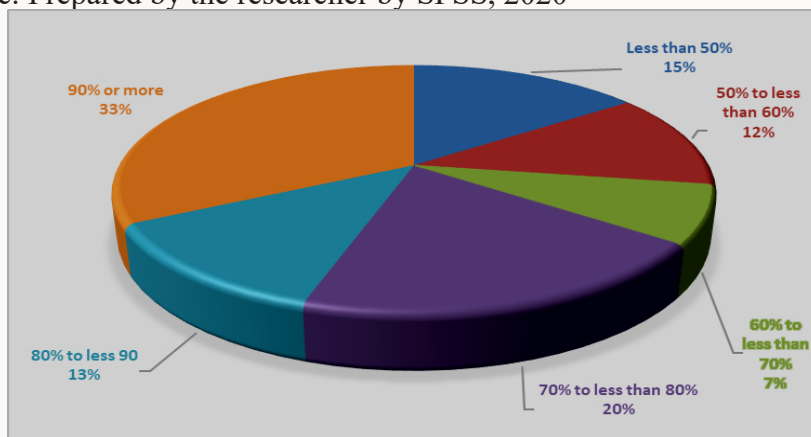


Figure (1) showing grammar scores in the pretest

Looking at the table and the figure, we note that the results of the pretest correction in the first question of Grammar 90% or more (13) a ratio 32.5% , and 70% to less than 80% (8) a ratio 20.0% ,and Less than 50% (6) a ratio 15.0% , 50% to less than 60% and 80% to less 90 equal (5) a ratio 12.5%.

Table (3) showing **Suffixes** scores in the pretest

Pretest Suffixes	Frequency	Percent	Cumulative Percent
Less than 50%	18	45.0%	45.0%
50% to less than 60%	1	2.5%	47.5%
80% to less 90	9	22.5%	70.0%
90% or more	12	30.0%	100.0%
Total	40	100.0%	

Source: Prepared by the researcher by SPSS, 2020

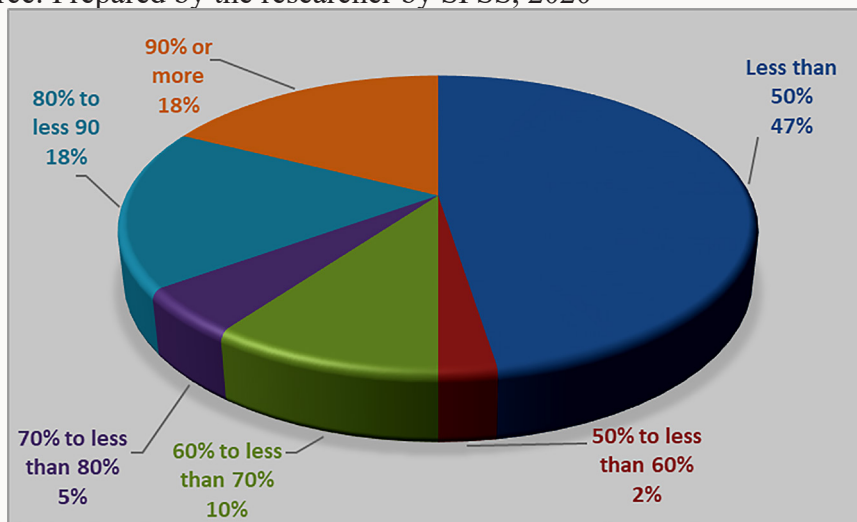


Figure (2) showing **Suffixes** scores in the pretest

Looking at the table and the figure, we note that the results of the pretest correction in the second question of Suffixes 90% or more (12) a ratio 30.0% , and 80% to less than 90% (9) a ratio 22.5% , 50% to less than 60% (1) a ratio 2.5% , ,and Less than 50% (18) a ratio 45.0%.

Table (4) showing **Prefixes** scores in the pretest

Pretest Prefixes	Frequency	Percent	Cumulative Percent
Less than 50%	19	47.5%	47.5%
50% to less than 60%	1	2.5%	50.0%
60% to less than 70%	4	10.0%	60.0%
70% to less than 80%	2	5.0%	65.0%
80% to less 90	7	17.5%	82.5%
90% or more	7	17.5%	100.0%
Total	40	100.0%	

Source: Prepared by the researcher by SPSS, 2020

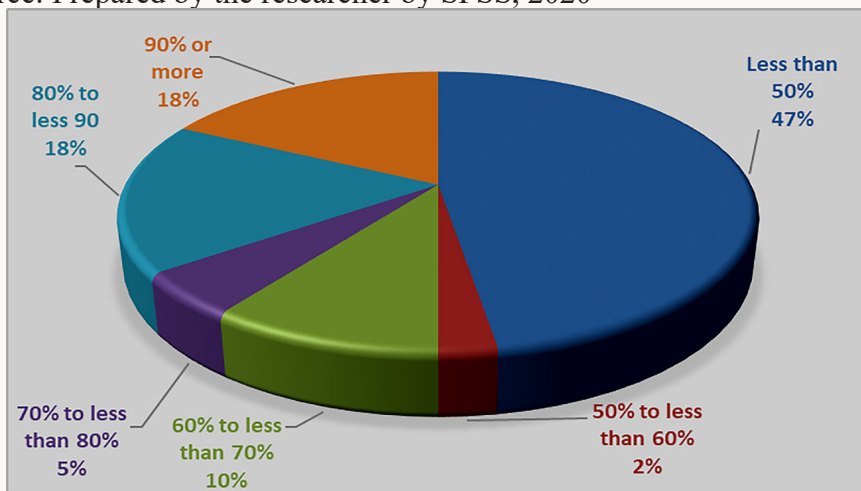


Figure (3) showing **Prefixes** scores in the pretest

Looking at the table and the figure, we note that the results of the pretest correction in the third question of Prefixes 90% or more (7) a ratio 32.5%, and 70% to less than 80% (8) a ratio 20.0%, and Less than 50% (6) a ratio 15.0%, In equal proportions 50% to less than 60% and 80% to less 90 (5) a ratio 12.5%.

Table (5) showing **Composition** scores in the pretest

Pretest Composition	Frequency	Percent	Cumulative Percent
Less than 50%	31	77.5%	77.5%
50% to less than 60%	1	2.5%	80.0%
60% to less than 70%	4	10.0%	90.0%
70% to less than 80%	1	2.5%	92.5%
80% to less 90	3	7.5%	100.0%
Total	40	100.0%	

Source: Prepared by the researcher by SPSS, 2020

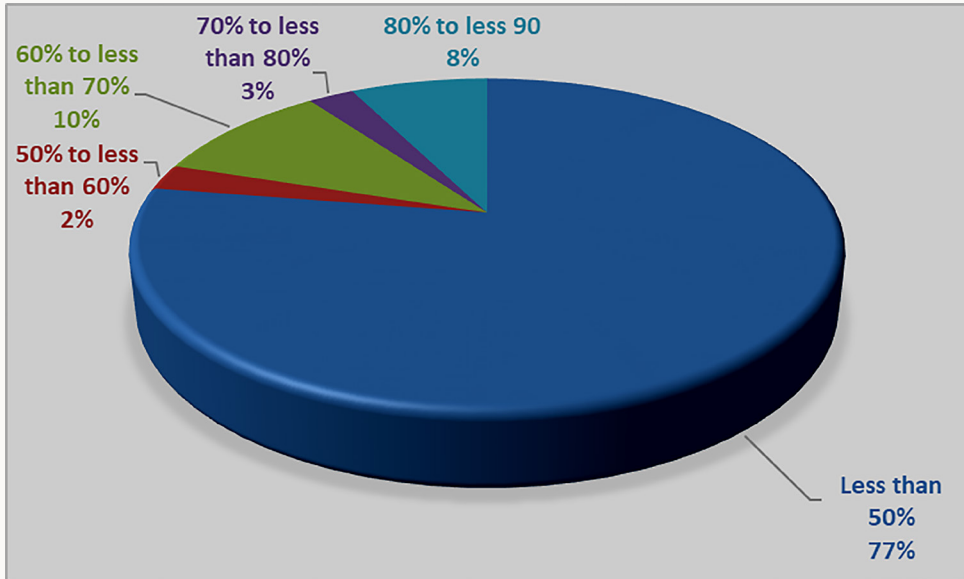


Figure (4) showing **Composition** scores in the pretest

Looking at the table and the figure, we note that the results of the pretest correction in the fourth question of Composition 80% to less 90% (3) a ratio 7.5% , 70% to less than 80% and 50% to less than 60% equal (1) a ratio 2.5% , and 60% to less than 70% (4) a ratio 10.0% ,and Less than 50% (31) a ratio 77.5% .

Table (6) showing **Mark** scores in the pretest

Pretest Mark	Frequency	Percent	Cumulative Percent
Less than 50%	17	42.5%	42.5%
50% to less than 60%	6	15.0%	57.5%
60% to less than 70%	5	12.5%	70.0%
70% to less than 80%	4	10.0%	80.0%
80% to less 90	6	15.0%	95.0%
90% or more	2	5.0%	100.0%
Total	40	100.0%	

Source: Prepared by the researcher by SPSS, 2020

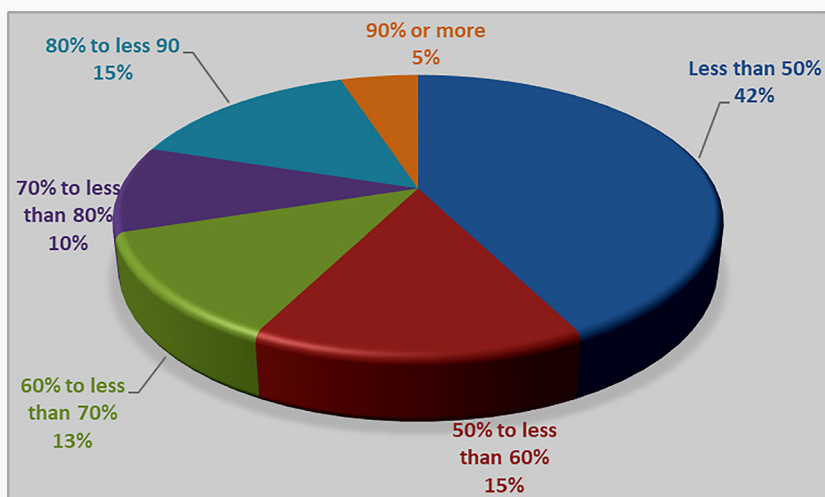


Figure (5) showing Mark scores in the pretest

Looking at the table and the figure, we note that the results of the pretest correction in the all question of Mark 90% or more (6) a ratio 5.0% , In equal proportions 80% to less 90% and 50% to less than 60% (6) a ratio 15.0% , and 70% to less than 80% (4) ratio 10.0% , and 60% to less than 70% (5) a ratio 12.5% , and Less than 50% (17) a ratio 42.5% .

3.1.2 Posttest:

1/ Grammar:

Table (7) showing grammar scores in the posttest

Pretest Grammar	Frequency	Percent	Cumulative Percent
60% to less than 70%	1	2.5%	2.5%
70% to less than 80%	5	12.5%	15.0%
80% to less 90	8	20.0%	35.0%
90% or more	26	65.0%	100.0%
Total	40	100.0%	

Source: Prepared by the researcher by SPSS, 2020

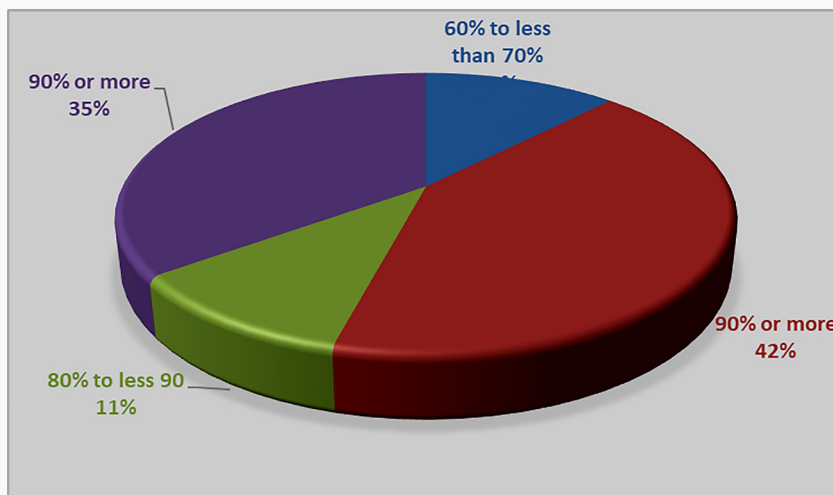


Figure (6) showing grammar scores in the posttest

Looking at the table and the figure, we note that the results of the pretest correction in the first question of Grammar 90% or more (26) a ratio 65.0%, and 70% to less than 80% (8) a ratio 20.0%, and 70% to less than 80% (5) a ratio 12.5%, and 60% to less 70% (1) a ratio 2.5%

Table (8) showing **Suffixes** scores in the posttest

Pretest Suffixes	Frequency	Percent	Cumulative Percent
60% to less than 70%	9	22.5%	22.5%
90% or more	31	77.5%	100.0%
Total	40	100.0%	

Source: Prepared by the researcher by SPSS, 2020

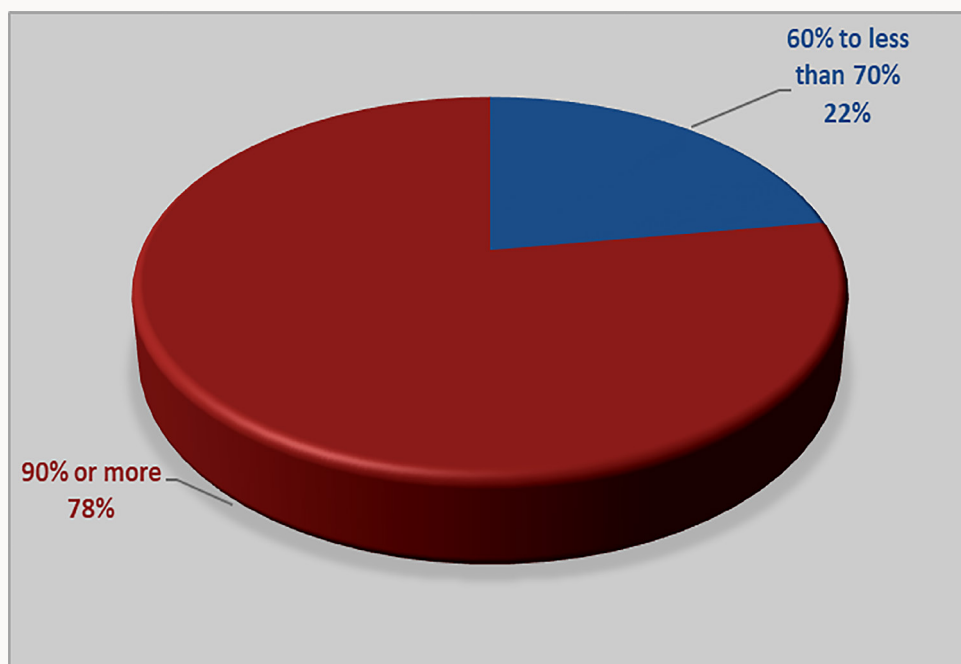


Figure (7) showing **Suffixes** scores in the posttest

Looking at the table and the figure, we note that the results of the pretest correction in the second question of Suffixes 90% or more (31) a ratio 77.5% , and 60% to less than 70% (9) a ratio 22.5%.

Table (9) showing **Prefixes** scores in the posttest

Pretest Prefixes	Frequency	Percent	Cumulative Percent
60% to less than 70%	1	2.5%	2.5%
70% to less than 80%	2	5.0%	7.5%
80% to less 90	1	2.5%	10.0%
90% or more	36	90.0%	100.0%
Total	40	100.0%	

Source: Prepared by the researcher by SPSS, 2020

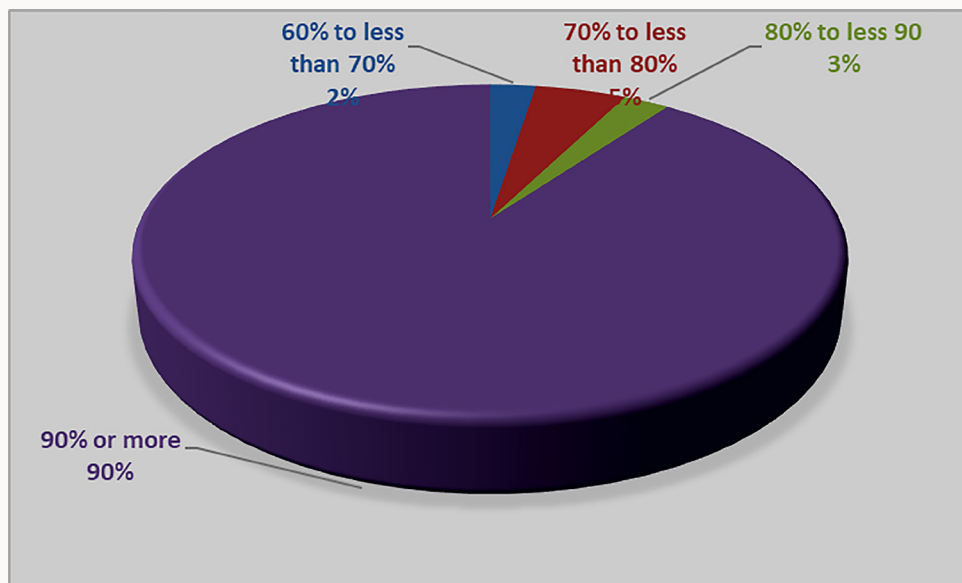


Figure (8) showing **Prefixes** scores in the posttest

Looking at the table and the figure, we note that the results of the pretest correction in the third question of Prefixes 90% or more (36) a ratio 90.0%, and 70% to less than 80% (2) a ratio 5.0%, In equal proportions 60% to less than 70% and 80% to less90% (1) a ratio 2.5%

Table (10) showing **Composition** scores in the posttest

Pretest Composition	Frequency	Percent	Cumulative Percent
Less than 50%	12	30.0%	30.0%
60% to less than 70%	1	2.5%	32.5%
70% to less than 80%	2	5.0%	37.5%
80% to less 90	4	10.0%	47.5%
90% or more	21	52.5%	100.0%
Total	40	100.0%	

Source: Prepared by the researcher by SPSS, 2020

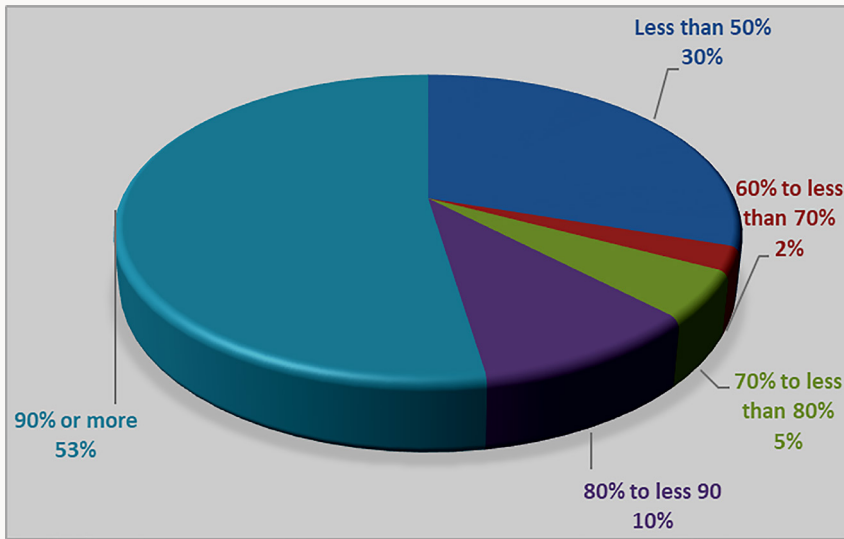


Figure (9) showing **Composition** scores in the posttest

Looking at the table and the figure, we note that the results of the pretest correction in the fourth question of Composition 90% or more (21) a ratio 52.5% , 80% to less than 90% (4) a ratio 10.0% , and 70% to less than 80% (2) a ratio 5.0% ,and 60%Less than 70% (1) a ratio 2.5% , and less than 50% (12) a ratio 30.0%.

Table (11) showing **Mark** scores in the pretest

Pretest Mark	Frequency	Percent	Cumulative Percent
60% to less than 70%	4	10.0%	10.0%
70% to less than 80%	15	37.5%	47.5%
80% to less 90	11	27.5%	75.0%
90% or more	10	25.0%	100.0%
Total	40	100.0%	

Source: Prepared by the researcher by SPSS, 2020

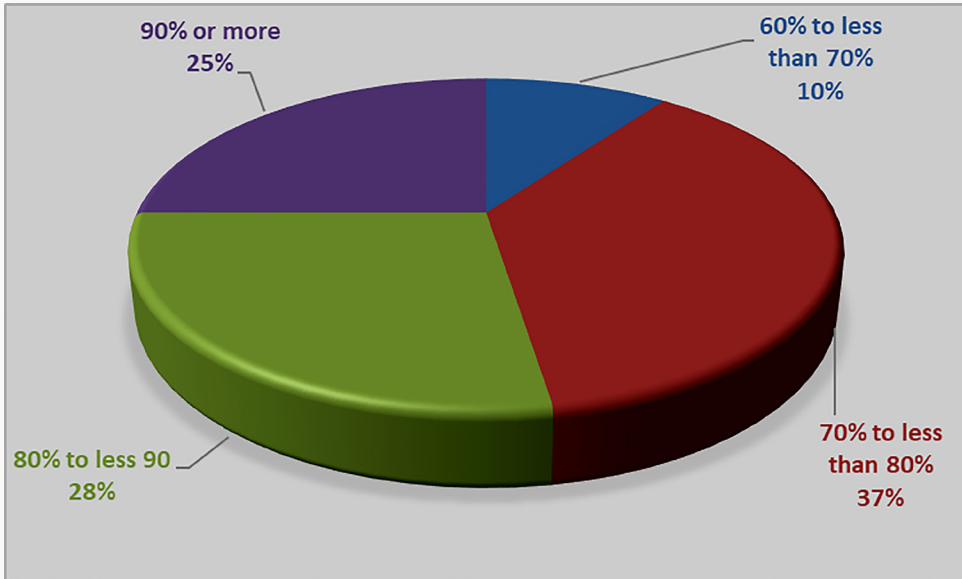


Figure (10) showing Mark scores in the posttest

Looking at the table and the figure, we note that the results of the pretest correction in the all question of Mark 90% or more (10) a ratio 25.0% , and 80% to less 90% (11) a ratio 27.5% , and 70% to less than 80% (15) a ratio 37.5% , and 60% to less than 70% (4) a ratio 10.0% .

Findings

The study comes up with the following findings: -

- Brainstorming in the class room can be fun with a smart board.
- Visual learning tools are important to get students 'attention.
- Smart Boards create interactive class due to touch screen, multiple students can use it at the same time.
- Using Smart Boards allow teachers to teach in different style to their students.
- Smart Board help teachers to turn boring lectures into an engaging session.
- Using Smart Board Technology in the classroom can help raises test scores, improves students learning, enhances literacy and increases comprehension.
- Smart Board helps the teachers save time, effort and space by making use of its video feature.
- Students who studied in Smart classrooms claimed that there were often technical problems and that the teachers were not sufficiently proficient.

Conclusion

It is evident from the results of this study and from that using technology in general helps the students to achieve better results. Smart board is an effective tool in teaching all subjects not only English language, it includes many facilities and it is suitable for all levels of students; it includes modified programs to deal with each student separately.

Recently, in Sudan the use of smart board spread greatly in The model schools more than geographical and it proved its success in the teaching and evaluation process.

Therefore, by referring to our study from the beginning, the researcher can conclude that the use of the smart board has an effective effect on learning the vocabulary of the English language among high school students and their academic achievement, as well as training teachers and giving them an adequate amount of technology use that contributes to the student's desire and motivation to learn.

Recommendations: -

In light of the results of this study the researcher recommends the following:

1. Urging the teachers to use the smart board in English Language Teaching.
2. The need to hold workshops to train teachers on how to use the smart board in teaching.
3. Conducting studies to investigate the effect of using the smart board in student achievement in other subjects and their attitudes toward it.
4. Conducting studies to investigate the impact of the use of smart board in students' achievement in other classes and its relationship with some variables.
5. The need to encourage teachers and urged them to reduce the explanation and continue to speak when you use the smart board in teaching.
6. Conducting studies on the reality of the use of smart boards in private schools.
7. Developing vocabulary learning programs is an important area of language learning. To address this problem, serious attempts should be made to make fundamental changes in teacher training. Skills have to be examined in a more straightforward manner like technology through the use of a computer:

- i. School should try to find room in their budget for Smart Boards as soon as possible.
- ii. School and other educational institutions should have begun to adopt modern teaching methods through Smart Board.
- iii. The school administrators and government should make it a matter of great priority to provide adequate personnel to train the staff and teachers on the effective use of the Smart Board.
- iv. Teachers should be reoriented on the needs to explore new ways of teaching and learning process in way that are not just possible with the traditional personal computing approach to ICT in Schools.

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