The, Effect; of Using Interactive Whiteboard Technique in Grammar Learning

Hamsa Kadhum Taha
College of Arts / Al-Mustansiriya University

ملخص البحث

يعتبر القواعد واحدا من المهارات المهمة ويحتل هدفا مهما في تدريس اللغة الانكليزية كلغة أجنبية . حيث ان تدريس اللغة كلغة أجنبية لا يعد تدريسا مهارة القراءة ؤالكتاية ؤالكلام ؤالاصغى بل ان تدريس القواعد هو تدريس اللغة ككل.

ونتيجة لما تشير إليه المعطيات التربوية من إن هناك ضعفا في قدرة متعلمي اللغة الانكليزية على استخدام القواعد , لذا فأن الدراسة الحالية تهدف إلى معرفة أثر أسلوب الصبورة التفاعلية في تدرسي القواعد على تحصيل طلاب في اللغة الانكليزية.ومن اجل تحقيق هذا الهدف تم افتراض الفرضية الصفرية الآتية :-

انه لا يوجد فروق ذات دلالة إحصائية بين درجات للطلبة للمجموعة التجريبية ذات الاختبارين القبلي والبعدي في القواعد .ولتحري صحة الفرضية اعتمدت الباحثة النوع الآتي لتصميم تجريبي : اختبار قبلي , تجربة , اختبار بعدي .

وأعطت المجموعة المكونة من (٧٠) طالب وطالبة اختبار قبلي وقامت الباحثة تدريس المجموعة التجريبية بعد اخضاعها للاختبار القبلي واخضاعهم لنفس الاختبار بعد انتهاء التجربة من اجل تقييم أداء الطلبة في مادة القواعد

بعد التأكد من الصدق للاختبار من خلال عرضه على مجموعة من المختصين في مجالات وطرائق تدريس اللغة الانكليزية. وبعد تطبيقه في دراسة استطلاعية شملت عينة من (٣٠) طالبة ؤطالب لتوضيح ملائمة فقرات الاختبار واطهرت تحاليل النتائج احصائياً بوجود فروق ذات دلالة إحصائية لتحصيل الطلبة في الاختبارين القبلي والبعدي في مادة القواعد..

Abstract

Grammar is the most useful skill and occupies an important aim to the teaching of English as a FL. It follows that teaching FL is not teaching reading, writing, speaking and listening but teaching grammar is teaching language plus

According to the educational outcomes which indicate that EFL face some difficulties in grammar, it is critical to clarify and experiment interactive white board as a new technique in TEFL to activate students' prior knowledge to facilitate grammar, this study aims at investigating the effect of using interactive white board as a teaching technique in teaching grammar.

To, achieve; the aim of the present study, the following null hypothesis has been posed: There is no a statistically significant difference between the achievement scores of the subjects in the pre-and the post test of reading comprehension.

To verify the hypothesis, the researcher has adopted one group design, pre and post test, subjects are given a pretest and it is given again at the end of the experiment in order to check if the subjects performance has improved in the same test.

To ascertain the face validity, the test is submitted to the experts in the fields of language teaching, linguistics, and language testing. Thus, a pilot test is administered to a sample of (30) students to clarify the suitability of the test item.

1.1 Statement of The Problem

Language is the heart of the human experience. The main aim beyond learning EFL is to communicate and maintain proficiency in English. Harmer (1983:35) states that learning FL is taking place most successfully when learners are put in communicative situations in the target language. Thus, for many years educators and researchers try to find new ways to motivate learners to fulfill this aim.

It should be noted that the general FL curriculum will attempt to present four skills that make learners able to perform at their level of English and be effective in this performance (Harmer, 1983:26). Grammar plays an important role in FL learning which enables learners to advance their knowledge in all areas, not just as a means of information and an enjoyable activity (Rivers 1983: 259).

Grammar is an essential step to EFL learners in which it gives all students;, it has an important role in determining whether a person will succeed in mastering a foreign language or not (Sikiotis, 1981: 300).

Iraqi EFL are failed to use grammar effectively; they fail to relate their prior knowledge, However, Iraqi students in general are not proficient in grammar. They receive low or failing grades in English because they perform poorly in the grammar. Teachers and supervisors of English often complain that their students are poor in grammar. This kind of students' weakness could be attributed to a variety of factors, one of them is that teachers do not equip EFL students with the necessary tools to improve their achievement in grammar. Iraqi teachers are still 'under the spill' of the methods they were taught with and the inadequate training they received that make them ignorant of the various methods On the other hand, the data of the problem are also acquired from teachers' answers who add another reason behind students' lack of grammar to the traditional classroom where the teacher "dominates the floor of speaking throughout the classroom session, write the rules of grammar to the class while students simply sit and listen.

This study attempts to investigate the "effect of using interactive white board technique as a new trend in teaching grammar on the achievement of college students". Minton (1980:23) believes that interactive whiteboard technique could be used as a good way to increase students' motivation. The aims of this technique is to enable students to be interest and enjoyable; to make students read with comprehension; to get students vocabulary expanded ; to be able to read for interest and to get information.

1.2 Aim of the Study

The present study aims at investigating "the effect of using interactive white in grammar learning".

1.3 Hypothesis of the Study

For the sake of experimentation, the following null hypothesis is posed: - there is no statistically significant difference between the achievement scores of the experimental group in the pre and post test in grammar

1.4 Limits of the Study

It is limited to:-

1- The use of interactive white board technique to the experimental group.
2- Second college students, library department during the academic year 2010-2019.

1.5 The Value of the Study

It can be useful in:-

1- Improving students' ability in grammar.
2- Helping EFL curricula designers to impose interactive white board in teaching grammar.
3- Making use of the results reached in this study in teaching RC in Iraqi schools.

1.6 Definitions of Basic Terms
1.6.1 Interactive Whiteboard

Aronson et al. (1978: 22) define interactive whiteboard as a "cooperative learning technique in which students work in small groups. it can be used in a variety of ways for a variety of goals, but it is primarily used for the acquisition and presentation of new material, review or informed debate".

1.6.2 Technique

Richards and Rodgers (2001:19) claim that a technique "is what actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate object".

1.6.3 Grammar

Rivers (1981:63). defines grammar as" the rules by which words change their forms and are combined into sentences".

Section Two; Review of Literature
2.0 An Introductory Note

This section presents an overview about the nature grammar and its importance. It is an attempt to provide a comprehensive account of fwhite board technique.

2.1 The Nature of Grammar

Widdowson (2004:81) argues that grammar is clearly central to the working of language. But it is equally clear that its nature cannot be accounted for by demonstrating its rule by a random use of any lexical items that come to mind…Grammar is not just a collection of sentences patterns signifying something for the learners' brain to puzzle over.

There are different views on the nature of the bases. The available literature on this indicates that many L2 students and teachers have worked under a consistent and limited concept of grammar. From the traditional viewpoint, grammar is often understood as a "set of rules" as "features of a language (sounds, words, word formation and arrangement), etc., Many people have learned "grammar rules" in school and are convinced that these rules have been in place since the schools began: they are not questioned;

They tell us what is right and wrong in what people write and say (Rivers, 1981: 63).

Moving away from the traditional view of grammar as written sentences, Ur (1988: 4) states the dimension of the usefulness of grammar and defines grammar as "out of how language treats words and groups them (or parts of words) in order to form longer units. of meaning.". Larsen-Freeman (2001:252) asserts that grammar is not a set of grammatical forms, but also includes grammatical meaning and use as well. It is not helpful to see grammar as "a discrete set of meaningless, de-contextual, static structures or prescriptive rules about linguistic form"..

2.2 Definitions of Grammar

It is important to define grammar from different perspectives. Francis (1954, cited in Hartwell, 1985:109) there are " Three Meanings of Grammar". " First, grammar can be seen as "the set of formal patterns in which the words of a language are arranged in order to convey larger meanings." Next, when the teaching of grammar becomes a subject of scientific study, grammar becomes " the branch of linguistic science which is concerned with the description, analysis, and formulization of formal language patterns." From the third and last perspective grammar has been defined as linguistic etiquette focusing on the usage. Neuleib (1977: 140, cited in Hartwell, 1985: 106) defined grammar in line with Francis's grammar, as " the internalized system that native speakers of a language share." Patterson (1999, cited in Ruppert, 2008: 3) differentiates between Descriptive and Prescriptive Grammar in the following manner: " Descriptive Grammars attempt to describe the linguistic process that a user employs. It does not judge but rather explains. Prescriptive Grammars describe rules, present labels, and offer a correct way to speak and write."

On the other hand Fernandez (2011, cited in Burgo, 2015: 219) defined grammar as

" the morphology and syntactic rules of their mother tongue." From all these definitions, it becomes clear that grammar has diverse features as seen from different perspectives by different researchers. While some researchers viewed grammar as a set of rules, others saw it as an internalized system and another group considered it as abstract knowledge. Whatever feature has been emphasized, they all agreed that grammar is necessary to convey meaning of what a speaker says to others"

2.3 The Role of Grammar in English Language

Grammar is the heart of language, and it is a tool to help learners understand the target language. Grammar rules provide systematic rules for structure and word order, and learners can create their spoken and written speech using these grammar rules. Without grammatical structures, language use can easily become messy and may not be comprehensible (Lin, 2010: 13). Nunan (1991: xi) supported grammar instruction because grammar helps learners perform better in their target languages. Also, Noonan stated that students cannot communicate well if they do not have a basic level of grammar. Moreover, Cook (2001: 19) asserts that grammar is considered by many linguists as the central region of a language around which other domains such as pronunciation and vocabulary revolve. Although other components of the language itself are important, they are related to each other through grammar. Grammar is sometimes called an "arithmetic system" that connects sound and meaning

2.3.1 How to Teach Grammar

The main goal of grammar instruction is to make students aware of how sentences are constructed and how to produce accurate oral and written sentences. The common goal of deductive and inductive approach is to teach the rules but in different ways. While the teaching process of the former is both descriptive and traditional, the latter is completely experimental. Learner-centered methods of teaching grammar are more desirable these days for the reason that students learn more effectively when they actively participate in lessons. Therefore, the inductive method is clearly more ideal.

Nevertheless, it is not always possible to use this technique in all classrooms due to some reasons:

1. In an inductive technique students work in pairs or small groups to find the grammar rules but when the number of students is high it is hard for teacher to control learners while they work on the rules.
2. Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.
3. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated (Satyanrayana, 2010:120).
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2.3.2 Grammar From Theory To Practice

Usually, practice is more important for learners than presentation. Thornbury (1999: 91) notes that practice is "Just knowing what to do and does not guarantee that you will be able to do it, or that you will be able to do it well". Scrivner (2011: 155) notes that "language training activities are arguably the most important part of a grammar lesson". Ellis (2003: 89) claims that practice is one of the keys to learning incorporated into a methodology with the following features:

1. A specific grammatical feature is isolated for focused attention.

2. The learners are required to produce sentences or statements comprising the targeted feature.
3. The learners will be provided with opportunities for repetition of the targeted feature.
4. There is expectation that the learners will perform the grammatical feature correctly, and
5. The learners receive feedback (immediate or delayed) on whether their performance of the grammatical structure is correct or incorrect .

Thornbury (1999: 92), there are two basic types of grammar practice. Exercises and activities that are concerned with their formation and teach learners how to use them to achieve accuracy, while exercises and activities that are concerned with meaning and learn to use the language easily and without hesitation aim to teach fluency.

2.3 Technology in Education

Technology has a critical impact on students' lives and education. Since telemetric penetrated into students lives, it is clear that computer technology information must be an integral part of Learning . Traditional blackboards are no longer used as educational media for students growing up with computers . Moreover, the use of Computer Aided Language Learning (CALL) devices has been determined to be more stimulating and effective in language Teaching and learning.

Interactive whiteboard (IWB) is some examples of CALL apps being used in educational systems and more Specifically in the field of language learning. In recent years, CALL devices are increasingly being used all over the world and have them An important place in the classroom of both universities and schools. Modern technology in the field of education It is an interactive whiteboard (IWB).

Schimid (2006:123) states that IWB is a touch-sensitive; display device used with a computer and digital device torch. Computer images are projected onto the board by a digital projector, where they can be seen and It is manipulated by touching the board, either with your finger or with a stylus / pen).

2,3,1 Useful Techniques of Teaching Grammar

The researcher would like to propose a new technique namely (interactive white board), which will help the language teachers to teach grammar in effective and meaningful ways. Some rules for teaching grammar

• The Rule of Context: Teach grammar in context. If you have to take an item out of context in order to draw attention to it, ensure that it is re-contextualized as soon as possible. Similarly, teach grammatical forms in association with their meanings. The choice of one grammatical form over another is always determined by the meaning the speaker or writer wishes to convey.

• The Rule of Use: Teach grammar in order to facilitate the learners' comprehension and production of real language, rather than as an end in itself. Always provide opportunities for learners to put the grammar to some communicative use ibid).

• The Rule of Economy: To fulfill the rule of use, be economical. This means economizing on presentation time in order to provide maximum practice time. With grammar, a little can go a long way.

• The Rule of Relevance: Teach only the grammar that students have problems with. This means, start off by finding out what they already know. And don't assume that the grammar of English is a wholly different system from the learner's mother tongue. Exploit the common ground.

• The Rule of Nurture: Teaching doesn't necessarily cause learning – not in any direct way. Instead of teaching grammar, therefore, try to provide the right conditions for grammar learning .

2.3.1 Interactive Whiteboard

Using technology in language teaching is not new. Technology has been used in teaching for many years. Tape

recorders, and later CD players, Videos, overhead projector and video have been used and are still used in the classroom around the world.

One of the ICT tools is the interactive whiteboard (IWB). It is indispensable. It is a technological tool that has its place in teaching. IWB is a modern tool for educators that impacts the learning process in a number of ways. It helps In the area of students 'participation in the classroom, it increases students' motivation Enthusiasm. IWB can be used with learners with different learning styles so that they can support students with different educational needs.

An interactive whiteboard (hereinafter referred to as IWB) is a device that has been presented very useful and versatile tool for teaching. In recent years a large number of semesters, In Iraq, IWBs (also commonly Known in Iraq as smart board). IWBs are entered into the classroom as a Replace the traditional whiteboard. The board is connected to a computer with the extension A projector that allows a teacher to display computer-based materials on a whiteboard. This is possible For example, it is useful for working with electronic versions of textbooks and more An online resource for language learning (Scott,, 1990:133)

2.3.2 The Role of Interactive Whiteboard in Grammar Learning

The interactive whiteboard is one of the more recent tools that are now used in many English learning classrooms. IWB work well together with the new types of course books and seem to be built to have a significant impact on English language teaching. One aspect that Dudeney et al. (2013:538) suggest in " their article is that IWB is likely to help; ICT become a normal, integrated part of English teaching. What this means is that ICT tools will be used every day in a very natural way, in exactly the way as one might expect the teaching to include a pen or a book. Having a white board that is interactive, for example allowing the teacher to use internet as a regular part of their teaching, is a step on the way of

reaching this stage of normalization. Exactly what effects IWBs have had on learning have, however, not yet been stated. Seeing as the phenomenon is still fairly new, its effects still need to be assessed in order to determine whether it really does have such a great impact".

Some research shows that the IWB is " dominantly used for presentations or as a textbook, rather than as a learning tool by itself. For the IWB to be effective, it should be used by students themselves. IWB will only be successful (in enhancing student attainment) if teachers are willing to change their approach to more interactive teaching. Miller and Glover (2010:122), state that for the interactive whiteboard to have any effect, one will need to make a change in pedagogy from a teacher-centered to a more interactive environment".

Students are great at absorbing the new language. They can get learn Language through games and activities that they find funny. Their success in learning English as FL. Students should use grammar rules very well, they can speak the language clearly by Using a specific structure. Some students can handle simple rules at the early stages. The teachers, of course, must be aware of the rules and the syntax they want to know the disciples. But they   have to teach a minimum of rules and what's important (Scott,, 1990:133)

The interactive whiteboard is a relatively new technological tool. More and more teachers use this tool in their lessons. Although interactive whiteboards are mostly present in the classroom today.

Section Three : Methodology and Procedures

This section aims at presenting all the procedural measures that are taken to achieve the aim and hypothesis of the study.

3.1 Type of Experimental Design

The experimental design followed in the present study is:

Pre-test → Experimental Treatment → Post-test

(Gostave, 1979:251)

The experimental group is given a pretest before the beginning of the experimental to assess its subjects' achievement in grammar. This test is given again at the end of the experiment in order to check whether the subjects have improved in their achievement in grammar.

3.2 Population and Sample

The population of the current study is all students in the second stage in the library department, college of Arts.

The total number of students at the second stage is (60) students grouped in two sections, A and B: Section B which includes (35) students has been chosen randomly to be the experimental group, while the other section has been excluded.

3.2.1 The Pilot Test

Miles defines a pilot test as a "pre-study" of a fuller study that help researchers work out some of the procedural bugs even though they know it is not likely to add anything new or significant to the main study but also to:

- Test hypothesis. It may change, drop some hypotheses, or develop new ones.
- Provide the researcher with ideas, approaches that may not have foreseen before conducting the pilot study.
- Check the planned statistical and analytical procedures.
- Overcome difficulties that the pilot study reveals.
- Save time and money.
- Try out a number of alternative measures.

Thus, select those that produce the clearest results for the main study. Therefore, after examining the validity of the test, it is administered to a sample of 100 pupils.

The instructions are given in Arabic to avoid any misunderstanding. The test is administered in four successive mornings. Meanwhile, a good test condition is provided for the testees. Each session takes (40) minutes.

3.2.2 Test Validity

"A test is valid when it measures what it is intended to measure" (2000: 124). It aims at providing information about several constructs (Ibid: 126).

In order to achieve face validity of the test, it has been given to a jury of (5) University instructors who are known for their long experience in the area of teaching English as a foreign language, linguistics and testing.   The experts agreed that the test is accepted of the students' knowledge except for some modification.

3.6.3 Test Reliability

Ebel (1972: 310) defines a reliable test as "a test whose scores remain relatively stable from one administration to another".

There are four methods to find out test reliability. They are the split-halves method, equivalent-form method, Kuder Richardson method, and test-retest method.

The researcher used the split-half method which requires that the test as a whole to be divided in two equal halves. The procedure followed is scoring the odd-numbered ;items and the even-numbered items separately and then the correlation between scores on the odd and even numbered items is calculated.

By using Pearson's formula below, the reliability coefficient of the test computed was (0.93). The reliability coefficient of grammar test would be acceptable if it is not less than (0.50).

3.2.4 Item Analysis

After scoring the pilot test papers, the researcher has arranged the scored test in order of scores from high to low. She has separated two groups of test papers: an upper group consisting of (50) pupils of the total group who received the highest scores on the test and a lower group consisting of an equal number of pupils from those who received the lowest scores.

Therefore, the highest computed T-test value is (0.52) and the lowest is (0.20). By comparing these two figures with the tabulated t-value (3.46) at level of significance of (0.001) and with the degree of freedom of (50), thus, we can conclude that all the test

items have a satisfactory difficulty level and a sufficient discrimination power (See table 2):

Table (2) Discrimination Power of the Test Items

No Item	Correct answer		Difficulty	Discrimination
	Upper group	Lower group		
1	47	36	0.83	0.22
2	36	11	0.47	0.50
3	25	17	0.42	0.16
4	21	6	0.27	0.30
5	14	4	0.18	0.20
6	18	7	0.25	0.22
7	33	9	0.42	0.52
8	39	17	0.56	0.44
9	36	19	0.55	0.34
10	42	23	0.65	0.38
11	42	37	0.79	0.10
12	48	41	0.89	0.14
13	47	41	0.88	0.12
14	36	27	0.63	0.18
15	18	12	0.30	0.26
16	37	28	0.65	0.18
17	26	9	0.35	0.34
18	35	13	0.48	0.44
19	7	4	0.18	0.018
20	17	14	0.31	0.016

On the basis of the findings of the pilot test and after following essential aspects of a good test: content and face validity, satisfactory discrimination power and difficulty levels and satisfactory cofficiency of reliability. Therefore, the test is ready to be applied.

3.2.5 The Final Administration of the Pre-test

The pre-test in its final form is administered on the 13th of February 2018. The study subjects totaling (70) students are seated

to take the test in a comfortable room. After distributing the test papers, the instructions of the test are explained in Arabic to avoid any ambiguity. The test is corrected by the researcher herself.

3.8 Administration of the Post-test

The post- test is the same of the Pre- test .Thus, after the end of the experiment; the post-test is administered to the experimental group. As mentioned previously, the same test is used for both the pre-test and the post-test. The test is administered in one successive morning (2nd, May, 2008). To motivate students, they informed that a good score would be taken into consideration in the assessment of their class effort. In addition, proper testing conditions are provided and full control is practiced to avoid any extraneous factor that may interfere as possible in the administration of the test. The following are the post test scores arranged in a descending order.

Section Four: Analysis of Results

4.1 Results

This section is related to the analysis of data that shows the relevance to the aim and hypothesis of the study. The aim of the current study is to investigate the effectiveness of using interactive white board as a teaching technique on the achievement of students in grammar. Furthermore, the researcher tries to investigate the null hypothesis of the present study, which reads as follows:

"There is; no statistically significant difference between the achievement scores of the experimental group in the pre-test and the post-test of grammar.".

The "t" test formulas is used to determine whether there is a significant difference between the scores of the pretest, which is found to be 2.229 and the mean scores of the posttest which is found to be 17.916 for the experimental group, see table (3). The "T" value is found to be 2.093 at the level of significant of 0.05, which indicates that there is a significant difference between the two tests' scores. This means that the experimental group did much better in the post-test. This is because of using jigsaw technique that the

pupils in the experimental group got the hypothesis of study is rejected.

Table (3)

	Mean	N	Std. Deviation	df	t-value
PRE-TEST	19.8230	20	2.60768	19	-9.904
POST-TEST	22.7230	20	2.29645		

4.2 Discussion of Results

The statistical analysis of the results indicates that the mean value of the posttest in the experimental group is found to be (21.7) which is (2.29) higher than the mean value of the control group. This means that the achievement of the students in the experimental group is significantly better/higher than their achievement in the pretest. Accordingly, for the pretest, the mean of the experimental group is (3.8) which is higher than that of the same group in the pretest which is (2.6).

Section Five : Conclusions, Recommendations

5.1 Conclusions

Theoretically and practically, the results of the current study lead to the following conclusions:

1- The findings show how superiority of the subjects in the experimental group who attended the interactive white board technique.

2- The results indicate subjects who attend this technique had more positive attitudes about learning English as a FL.

3- The results also found the relative effectiveness of the interactive white board technique on the subjects performance in their classroom.

5.2 Recommendations

The researcher has recommended the following:

1- The use of interactive white board technique in teaching other subjects such as Arabic, geography, sciences, mathematics…etc.
2- The choice of RC texts should depend on the authentic and enjoyable material...
3- A special emphasis should be laid on developing group work and cooperative learning.
4- A special attention should be paid to the necessity of developing Iraqi learners' abilities to use grammar in order to use language perfectly.

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Pretest

Q1 These words have more than one meaning. Write two sentences that show different meaning.

Words	Sentence 1	Sentence 2
book		
kind		
can		
mean		
flat		
play		
train		

Q2 Complete the sentence with *(some , any , much , many)*

1. Have you got …………….. brothers or sisters
2. We do not need ……… olive oil.
3. Here are …………… letters for you.\
4. I need ………… Money.
5. Is there …………… petrol in the car.
6. Have you got ……………. Homework.
7. We do not need ……. Eggs, gust have a dozen
8. Is there ….. traffic in your city
9. I do not know …….. student in the class.
10. How ……. People live in your home.

Posttest

Q2 In pairs, find one mistake in each sentence.

1. He;s policeman , so his job is sometimes dangerous.
2. I have the breakfast at 7 a.m
3. The love is more important than money
4. I come to the school by bus.
5. I'm reading one good book at the moment.
6. 'where's :In a Kitchen.
7. I live in center of the city, near the hospital.
8. My parents bought the lovely house in the country.
9. I do not eat tne bread because I do not like it.
10. Where exactly is a market.

Q2 Match the verb phrases. Then make sentences using both verbs in the past . join the sentences with (so, because , and , or but) .

break a cup	answer it
feel ill	mend it
make a sandwich	Wash my hair
have a shower	laugh
lose my passport	be hungry
call the police	go to bed
run out of coffee	buy some more
forget my birthday	find it
phone ring	say sorry
tell a joke	hear a strange noise