THE OBSTACLES OF USING SMART BOARD IN TEACHING ENGLISH AT TABUK SECONDARY SCHOOLS

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ABSTRACT

This study investigates the obstacles of using smart board in teaching English at Tabuk secondary schools. It also aims to find solutions for those obstacles and how they can be overcome. The study also explores the learning benefits of using smart board in teaching English. In order to achieve the objectives of this study, the researchers will develop a questionnaire for 30 EFL Saudi teachers in Tabuk City, KSA to answer it. The questionnaire will consist of three sections, namely, the obstacles of using smart board in teaching English, suggested solutions for these obstacles and some positive and negative aspects of using smart board. This will help the researchers easily find answers to the questions of the study. The questionnaire will be analyzed to find out the results that help the researchers answer the questions of the study and to introduce recommendations for teachers, and syllabus designers.

Keywords: Smart Board 'SM', obstacles Of Using Smart Board, and EFL Saudi Teachers.

INTRODUCTION

Recent advances in many different fields have significantly impacted on teaching, particularly in terms of the application and use of technology and communication. This has rendered conventional methods, which formed the basis of teaching at secondary school level, inadequate in getting students involved and engaged in their education. These methods were highly dependent on rote learning and focused basically on the theoretical aspects rather than the practical ones. This was seen as being insufficient in teaching English, particularly to beginner and elementary learners, who depended mainly on both the practical and theoretical aspects of language learning. Depending merely on computers as the only teaching method is not adequate. It should be used in relation with current teaching methods, as well as utilize computerized programs that suit the specific educational level of the student. Based on this, the need for developing state-of-the-art technological programs, that meet the demands of all disciplines in general and English in particular, have become a necessity.

In today's classrooms of the information age, it is not a surprising to see smart boards. These technologies will become a routine of the daily life. Smart boards provided a unique dynamic to classrooms by incorporating the power of computer technology with the indispensability of traditional blackboards. There are many studies in the literature demonstrating that this mixed technology contributes to academic achievement and that this contribution can be further enhanced (Levy, 2002; Geer & Barnes, 2007; Kennewell & Beauchamp 2007; Lewin, Somekh & Steadman, 2008; Wood & Ashfield 2008). These contributions come in the form of enabling student interaction, having positive motivational effects on students, diversifying instructional materials teachers can use, placing teachers to a more effective position, helping

students in reifying the topics in their minds by supporting imagination, rendering lessons more interesting and enabling saving the lessons on the board (Wall, Higgins & Smith, 2005; Geer & Barnes, 2007; Tataroglu & Erduran, 2010). Adequate utilization of these technologies by the teachers within teaching-learning processes may depend on various factors such as cost, physical conditions, students' perceptions, school management and teaching. The teachers, who undertake the tasks of thoroughly planning, implementing and reviewing processes of teaching learning and putting in effort for developing each and every phase of these (Levy, 2002), also have an important role in enabling these technologies to contribute to the process. Although smart board technologies are not considered to be brand new, the fact that their integration to the schools in Saudi Arabia is not completed yet limits the number of studies in the literature concerning particularly acute obstacles when using smart boards, the problems they may face and real solutions. In consideration of this basic premise, it is aimed to discover in this study the obstacles of using smart board in teaching English despite the fact that the necessary installations are available in the classrooms they attend to. In line with this purpose, answers to the below questions will be sought: 1. what are the obstacles of using smart board in teaching English at Tabuk secondary schools? 2. What are the learning benefits of using smart board in teaching English? And 3. What solutions can be provided to overcome these obstacles?

Statement of the Problem

Many old teachers had neither used based learning strategies as learners themselves, nor as trainees. They have no previous experiences in teaching with high technology such as (SBT). The challenge for these teachers is even more difficult. This is due to the rapid change of technological context, in which classroom activities occur. Secondary EFL teachers face difficulties while using the smart board. They experience difficulties in integrating it into teaching and learning of English language. Teachers need practical answers to the increasing challenges imposed by new technologies such as SBT to the teaching profession. They should also be familiar with the solutions that help them overcome such obstacles. Thus, It has become necessary to use modern teaching methods in order to achieve the educational objective of improving and enhancing conventional educational techniques. That is, changing the quality of education through the use of multimedia and modern teaching techniques such as smart board.

Research Questions
The questions which this study aims to answer include:

1. What are the obstacles of using smart board in teaching English at Tabuk secondary schools?
1. What solutions can be provided to overcome these obstacles?
2. What are the learning benefits of using smart board in teaching English?

Aims of the Study

- To explore the obstacles of using smart board in teaching English at Tabuk secondary schools.
- To investigate the learning benefits of using smart board in teaching English.
- To give solutions for the obstacles of using smart board.

Significance of the Study

The findings will hopefully help secondary school teachers to understand technology and the important role of SB skills for educational and teaching English language in particular. In addition, it helps the teachers to find solutions for the obstacles they face. Teachers, inspectors, syllabus designers, and policy makers will find relevant points to their decisions.

Limitation of the Study

- Population of the study: this study was limited to secondary school teachers of English.
- This study is confined to Tabuk city.
- The study will be conducted during the first term of the 2015-2016 (1436-1437 Hijri) academic years.

LITERATURE REVIEW

Theoretical Background

Smart Board Benefits

Smart boards are good replacements for traditional whiteboards or flipcharts as they provide ways to show students everything which can be presented on a computer's desktop (educational software, web sites, and others). They help teachers use a student-centered approach to teach language. EFL teachers can use smart boards to improve reading and comprehension, and teach grammar and writing. With a smart Board, teachers can combine video, audio, Web browsing and word processing to teach students interactively. EFL teacher can use smart board to enhance students' language skills in play way method. For e.g. 'Pictogram' (Draw a picture and guess the word) can be played. With younger learners spelling races are very popular. Word games are an excellent way of settling classes and revising vocabulary. Teachers can use anagrams or jumbled sentences for the learners or they can also ask the synonyms or antonyms or the lexis or collocation words. The teachers can use different colours when writing. For e.g. while teaching grammar the teacher can use the Blue colour pen for the nouns, the yellow colour for the verbs, the red colour for the adjectives and the Green colour adverbs. They can also display paragraphs with errors and ask the students to edit the paragraphs or proofread them. To teach writing skills the teacher can also use a story starter and ask the students to write a class story or chain story or peer story.

Teachers can also writes entences based on photographs as it will teach them the usage and functions of the language and can further use photographs of persons (i.e. characters from book, persons from history)and can ask the students to write in "bubble" about their thoughts. Thus, many people called it Smart Board because Smart Technologies Company was a pioneer provider to the education sector. The first smart board was introduced in 1991. It was used in business presentation. Nowadays, it is used in classrooms, lectures halls, and language labs. In 1992 Microsoft Company took interest in the idea and became a minority investor in the Interactive White Boards (IWBs) and other collaboration tools such as interactive pen display, interactive digital signage, wireless slates, multimedia cabinets and software, Schut (2007). Learning to use computer and the Internet is an easy task, but mastering SBT use as an effective tool to improve teaching and learning processes is not. SBT presents new challenges to teachers. Teachers need training not only in computer literacy but also in the pedagogical application of those skills to improve teaching and

learning. Technical support and pedagogical support are issues. They play important roles in implementing smart board in teaching and learning a second language like English.

The Impact of SBT on Teaching

According to the British Educational Communication and Technology Agency's (Becta's) analysis (2003), smart boards could have positive effects on teaching. Interactive White board, in general, as presentational tool help teachers in many ways. This assistance included increasing teaching time by allowing teachers to present more than one resource in the lesson and more efficiently, Walker (2003).SBT enables teachers to use face-to-face instructions and real environment at the same time. It enables teachers to use web-based resources in whole-class teaching; they could bring the outside world inside classroom that is the Internet. In addition, It helps linking objects which is an excellent way to make classes non-linear and to bring the Internet straight into English classes. Besides, teachers can use multimedia materials that help them to present and explain various concepts. It also enables teachers to save and print what is on the board, including notes made during the lesson, reducing duplication of efforts and facilitates revision for future use, Walker (2002).

Moreover, SBT enables teachers to provide authentic materials and information through text, pictures, sounds, video segments, and animation which seeks to enhance learners' engagement more than conventional whole-class teaching does. It also encourages more varied, creative and seamless use of teaching materials and allows teachers to share and re-use materials, reducing workloads, Glover & Miller (2001). Using SBT inspires teachers to change their pedagogy and encouraging professional development, Smith A (1999). It also inspires teachers to re-think their approach to teaching and learning. The flexibility and the scope for creative lesson planning are huge. Finally, it supports classroom management with the ability to walk around the classroom, and be near learners; this could make a difference in learner's behaviours and enables teachers and students to add amazing interactive charts to every presentation.

Previous Studies

United Kingdome ran a pilot program, 'Embedding Information and Communication Technologies 'ICT' in the Literacy and Numeracy Strategies', in the late 1990s (Higgins et al., 2005) where SBs were installed in several regions' primary schools. The evaluation of this program was based on students' attainment, teachers' opinions and students' view. The results showed positive changing in teachers' practices in the use of SBs and classroom interaction. A systematic observation confirmed the impact of SBs on teaching and learning. Nevertheless, the impact of SBs in term of students' attainment in national test was less than the desired national policy objectives. This raised two questions about the integration of the SBs into classroom. The first question concerned the SB as a tool of teaching and a tool that might improve students' learning. The second question was wider and challenging to policy level, which runs and evaluates the program. That was the government approach; how educational research was valued and used at its level. However, United Kingdome has to continue to promote the 'embedding' of such technologies in schools. Moreover, Glover & Miller (2001, p. 261) found initial training by companies and supplier successful in 'firing' teachers with initial enthusiasm. They also quoted Walker's (2003b p. 2) "if you don't catch them at the start, provide support and show them how to use learning materials, their enthusiasm quickly wanes." These two examples by Glover & Miller and Walker indicate that methodological training and lack of practice might impede and frustrate such lessons.

Levy (2002) says that 'early adopters' were able to experiment and develop their own SBs use following initial training. In other words, teachers who are already confident ICT users tend to become enthusiastic. Teacher's computer competency plays an important role in the use of SBs. However, a user who lacks computer competence is less able to be self-reliant. Teachers need technical support when some difficulties arise immediately during lessons. Such as slow log-on when they use the internet, slow or non-existent response from electronic pens if they use stylus pen, freeze or unresponsive or awkward to move images and objects on the surface of the SB, a lack of signal between individual slates and the board if they use wireless SB. In such cases, rapid troubleshooting technical support is a priority (levy, 2002). There are other types of drawbacks in term of practicalities. Such as the physical environment in which the board is located, as the height of the board at where was placed (low or high) might be an issue. Pupils found it too difficult to write on, manipulate, drag…etc.; even teachers might have some difficulties. Classroom environment such as temperature, sunlight, shadow and dust might impede the board works properly. When sunlight is shining directly on the IWB, learners found it difficult to see what is on the board. The shadow, when a teacher/a learner steps into the light produced by projector, makes it impossible to see what he is actually writing or doing. Hot weather and dust could stop the board operation. SB requires cool classroom. Nevertheless, health and safety are to be considered. Those are the light, which is shining from the projector, and the multitude of wires required for the SB and associated equipment. All these might cause problems. Therefore, teacher should stand to the side of the board or away from the shadow that cast over the screen.

In general, ICT referred to computing technology (hardware, software, the internet, network, or people who use these technologies). In Jessica & Lisa's, (2007, p. 170) study of Australian primary schools in 2007, they state that ICT referred to new methods, ways and tools (technologies) of doing what teachers have always done to communicate message or information. Research shows that many primary school teachers "continue to feel ill-quipped" using technology as learning tool in spite of the in-service training, they had received (Lisa & Jessica, 2007, p. 170). Many schools have equipped their classrooms with technologies (hardware and software) and have provided professional development for teachers; with the expectation that ICT would be put to use. However, the study will investigate the obstacles reported by a variety of teachers from different schools as they tried to use SB. Lisa & Jessica pointed out that technologies should be considered in ways that were meaningful to the needs of contemporary learners. Technology helps develop learners' reading and writing skills. Teachers need to shift from the old view of learning process; the traditional notion of classroom in which teacher's role is transmitting information or knowledge, to a new one that fosters learners to gain the knowledge. The focus should be on strategies and skills that enable learners to gain information or knowledge.

METHODOLOGY

Definition of Terms

SBs are a brand of interactive white board (IWB). Simply speaking, it can be described as a whiteboard displaying the image from the computer monitor with the surface operating as a giant touch screen. They vary in size and can be mobile or wall mounted. The set up can consist of a desk or ceiling mounted data projector and computer or can work on a totally integrated system as is the case for rear projection. The computer can then be controlled from the board itself by touching the SB screen, either directly with your finger or one of the incorporated electronic pens.

Abbreviations

- SB Smart Board
- SBT Smart Board Technology
- EFL English as a Foreign Language
- IWB Interactive Whiteboard
- ICT Information and Communication Technologies

Research Method

The main aim of this research is to investigate the obstacles of using smart board in teaching English at Tabuk secondary schools. In order to answer this question, quantitative data was collected using questionnaire instruments. This chapter will include the following topics:
a) The participants in the study
b) The instrument used in the study
c) A description of the data collection techniques used to answer the research questions.

Instrument of study

The research items are answered by analyzing the teachers responses to Likert scales (1 for SD, 2 for D , 3 for U , 4 for A , 5 for SA) for positive items on the questionnaire , and(5 for SD, 4 for D , 3 for U , 2 for A , 1 for SA) for negative items on the questionnaire. To ensure the validity and reliability of the questionnaire, the inter-rater approach was followed.

Data Analysis

This section describes the data analysis procedures that are performed on the collected data in order to answer the research questions. All qualitative data are coded by the researchers. The study adopted a descriptive survey design. The instrument used for data collection was a questionnaire titled as "the obstacles of using smart board in teaching English at Tabuk secondary schools ". The questionnaire was made up of thirty (30) items arranged on a five point likert scale. In adapting the instrument, the researchers added two other sections; the first one seeks solutions for these obstacles and the other one explores positive and negative aspects of using smart board.

RESULTS AND DISCUSSION

Research Question 1: What are the obstacles of using smart board in teaching English at Tabuk secondary schools?

No.	items	Responses										Total	
		agree		Strongly agree		undecided		disagree		Strongly disagree			
		Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	%
1	Teachers' lack of knowledge on how to use these technologies	11	36.6	8	26.6	5	16.6	1	3.3	5	16.6	30	%100
2	Technical	13	43.3	9	30	3	10	1	3.3	4	13.3	30	%100

	support blocks downloading videos and some websites in schools such as youtube.com												
3	Teachers' inability to solve the technical failures by themselves during class hours	10	33.3	12	40	4	13.3	2	6.6	2	6.6	30	%100
4	Teachers are not adequately prepared before the class	12	40	9	30	3	10	4	13.3	3	10	30	%100
5	There is no professional development program for teachers to upgrade their skills of using computers	13	43.3	10	33.3	3	10	2	6.6	2	6.6	30	%100
6	Computer programs and anti-virus protection software in classrooms are not up-to-date	14	46.6	10	33.3	3	10	1	3.3	2	6.6	30	%100
7	Teachers know some smart board's possible feature, however, they	7	23.3	7	23.3	7	23.3	5	16.6	4	13.3	30	%100

	sometimes struggle to manage it												
8	Teachers have workload schedules and don't have enough time to learn and prepare for smart board	14	46.6	8	26.6	1	3.3	4	13.3	3	10	30	%100
9	There is no in-service training on how to integrate smart boards into English language Teaching	14	46.6	9	30	3	10	3	10	3	10	30	%100
10	There is lack of interactive digital learning materials and resources to be used with the smart board	11	36.6	9	30	4	13.3	2	6.6	4	13.3	30	%100

Table 1: Teachers' responses towards the obstacles of using smart board in teaching English

It is evidenced from table 1 and according to teachers' opinions, one obstacle is due to their lack of knowledge on how to use SBs 63.2% agree to that while only 16.6% do not. The table also shows that 73.3% of the teachers respond agree that schools' *IT* department block downloading videos and some websites such as *youtube.com*. As consequence, any content related to *youtube.com* already is blocked. Most educational websites, however, and their multimedia contents link to *youtube.com*.it is seen that the prominent negativeness does not originate from the smart boards but from the teachers' lack of knowledge on using these technologies, or their lack of preparation before starting the class. In addition, it is also stated by 73.3% of the teachers that they cannot solve the technical failures by themselves during class hours. It is shown that 76.6% of respondents agree. Three respondents were neutral (10%). Only two respondents, represented 6.6%, disagreed that there was no professional development program for teachers to upgrade their skills of using computer. This reveals that there was some computer training programs. However, most of the subjects thought that it were not professional development programs. A few respondents thought that teachers received training on computer skills. It also indicates that 24 (79.9.7%) respondents agreed,

three respondents were undecided and two respondents disagreed. The highest percentage 79.9% indicates that teachers had computer literacy, which would enable them to know whether computer software was up to date or not updated. Moreover, the table shows that about 46.6% of teachers sometimes struggle to manage the Smart Board. Seven teachers are neutral and four disagree. It also illustrates that about 73.2% of teachers agree and 23.3% disagree that they have workload schedules. Only one teacher 3.3% remains undecided. So about three quarters of teachers complained about workload schedules and that 76.6% agree there was no in-service training on how to integrate Smart Board into English language teaching and 20% of the respondents disagree and 10% are undecided. Lastly, more than half of the respondents answers "Agree", four teachers are undecided and six teachers disagree about the lack of adequate educational software. This emphasizes that there is a lack of interactive digital learning resources to be used with smart whiteboard.

Research Question 2: What solutions can be provided to overcome these obstacles**?**

No.	items	Responses										Total	
		Agree		Strongly agree		undecided		disagree		Strongly disagree			
		Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	%
1	11. Provision of applied trainings from experts on using smart boards	13	43.3	9	30	3	10	2	6.6	3	10	30	%100
2	12. Ministry of Education should prepare instructional materials such as presentations, videos and visuals	19	63.3	5	16.6	3	10	3	10	0	0	30	%100
3	13. Education technologists should be employed in schools, just as guidance counselors	11	36.6	11	36.6	6	20	2	6.6	0	0	30	%100
4	14. Teachers should be constantly supported and supervised by	5	16.6	16	20	2	6.6	3	10	4	13.3	30	%100

	these experts												
5	15. Smart Board should be installed in teachers' rooms. This encourages and enhances cooperation among the Schools' staff including English language teachers	11	36.6	10	33.3	4	13.3	5	16.6	0	0	30	%100
6	16. Teachers should prepare themselves for the use of technology such as IWB in particular and ICT in general in the classroom	9	30	10	33.3	7	23.3	3	10	1	3.3	30	%100
7	17. Teachers should have a clear idea of how a traditional classroom is different from classroom equipped with Smart Board	13	43.3	8	26.6	6	20	3	10	0	0	30	%100
8	18. English language teachers should share ideas, resources and experiences to help develop other teachers	13	43.3	8	26.6	7	23.3	2	6.6	0	0	30	%100
9	19. Schools should	13	43.3	9	30	4	13.3	4	13.3	0	0	30	%100

	provide strong pedagogical support as well as technical support												
10	20. Syllabuses should be transformed into software programs	12	40	9	30	6	20	2	6.6	1	3.3	30	%100

Table 2: Teachers' responses to some solutions that can be provided to overcome these obstacles

Table 2 shows that 73.3% of the teachers go for providing Provision of applied trainings from experts on using smart boards, 10% do not and 6.6% remain undecided. In addition to this, 80.8% of the teachers respond 'agree' that Ministry of Education should prepare instructional materials such as presentations, videos and visuals while 10% disagree and 10% remain undecided and that education technologists should be employed in schools, supervising teachers' competencies and levels of using these technologies through these experts as well as providing continuous support to teachers were the other suggested solutions. Moreover, about 70% of the teachers encourage the installation of Smart Board in the teachers' room which may encourages and enhances cooperation among the schools' staff, while only 16.6% disagree. In addition, 69.9% agree that they should prepare themselves for the use of technology such as IWB in particular and ICT in general in the classroom while 13.3% do not and 23.3% remain undecided. About 70% of the teachers agree that they should have a clear idea of how a traditional classroom differs from classroom equipped with Smart Boards and share ideas, resources and experiences to help develop other teachers while three respondents (10%) state that no need for that. Schools' Administration does not provide periodical pedagogical and technical support concerning smart board; 73.3% state that while 13.3% do not. Lastly, 70% see that it is better to transform syllabuses into software programs while 9.9%, and 20.1%, respond disagree and undecided, respectively.

Research Question 3: What are the learning benefits of using smart board in teaching English?

No.	items	Responses										Total	
		agree		Strongly agree		undecided		disagree		Strongly disagree			
		Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	%
1	Smart boards provide major contribution to students' learning processes and largely help in	14	46.6	8	26.6	5	16.6	0	0	3	10	30	%100

	reification (through visually, by addressing to more sensing organs)												
2	Smart boards provide considerable amount of saving from time	14	46.6	11	36.6	1	3.3	2	6.6	2	6.6	30	%100
3	Smart boards enable the use of all kinds of visuals in computer environment as educative materials	17	56.6	8	26.6	2	6.6	1	3.3	2	6.6	30	%100
4	Smart boards help in making classes convenient, enjoyable and interesting	15	50	8	26.6	4	13.3	1	3.3	2	6.6	30	%100
5	Smart boards enable review of topics via saving them	14	46.6	8	26.6	3	10	2	6.6	3	10	30	%100
6	Instruments provided by smart boards bring in big conveniences	11	36.6	10	33.3	7	23.3	0	0	2	6.6	30	%100
7	Smart boards are waste of time for teachers that do not know how to use them or for those who are not ready to use them	8	26.6	5	16.6	8	26.6	3	10	6	20	30	%100
8	Smart boards	7	23.3	9	30	7	23.3	4	13.3	3	10	30	%100

	have no negative aspects for a teacher knowing how to use all of their functions												
9	Technical problems hinder flow of the course	5	16.6	7	23.3	13	43.3	1	3.3	4	13.3	30	%100
10	More than one student cannot use the boards at the same time	19	63.3	9	30	2	6.6	0	0	0	0	30	%100

Table 3: Teachers' responses towards the benefits of using smart board in teaching English?

It is evidenced from table 3 and according to teachers' opinions, 73.2% of the teachers find smart boards generally useful. According to them, the most prominent benefits of smart boards are that they address more sense organs and make major contribution to the process of learning. 74.2% say 'agree' that smart boards provide time saving, enable the use of all kinds of visuals in computer environment as teaching tools and make the topics easy, enjoyable and interesting. Meanwhile, 73.4% of the teachers agree that Smart boards enable review of topics via saving them, while 23.3% and 16.6%, respond undecided and disagree, respectively. In addition, 69.9% agree that instruments provided by smart boards bring in big conveniences while 6.6% do not and 23.3% remain undecided. Smart boards are waste of time for teachers that do not know how to use them or for those who are not ready to use them, 43.2% agree for that while 30% do not and 26.6% remain undecided. Moreover, 53.3% of the teacher's state smart boards have no negative aspects for a teacher knowing how to use all of their functions while 16.6% disagree and 43.3% remains undecided. However, about 40% say that technical problems hinder flow of the course while 16.6% and 13.3% disagree and undecided, respectively. Lastly, one negative point of smart boards is that only one student can use the smart board at the same time; 93.3% agree for that and only 6.6% are undecided.

DISCUSSION

Based on data analysis, Tabuk Schools' English language teachers face challenges when they use smart boards in English language classes. These challenges are due to many reasons. Those reasons are teachers' lack of computer competency, breakdown in the common understanding of the schools' goals among those who hold the decision-making power, ongoing technical support is insufficient and the learners are more familiar with technology than their teachers are. Those challenges interact to hinder SB integration into teaching and learning English language. The study discovers that teachers need continuing pedagogical support and technical support. The schools' administration should have a clear vision concerning the smart board, providing materials and resources. The number of the team of

technicians should be increased. Moreover, teachers should be aware of digital learners' needs.

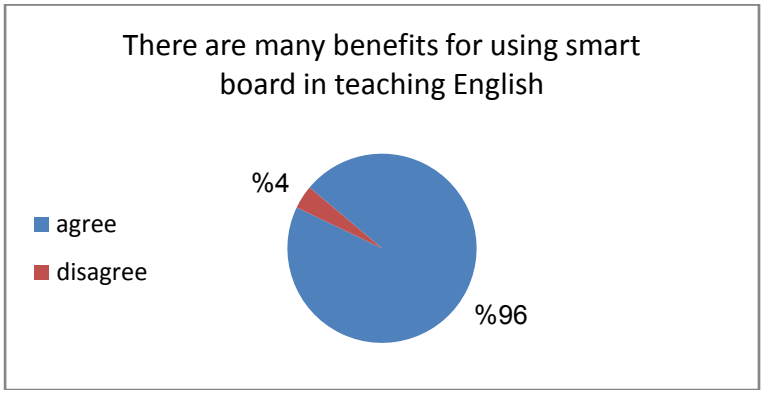

Figure 1: Teachers' responses towards the benefits of using smart board in teaching English

The findings of this study show many challenges that teachers face when using interactive whiteboard. These challenges are categorized into three categories. First, teacher factor; There is a big gap between teachers' practice and pedagogical framework of the Smart Board. They use Smart board as a presentational tool for teaching English language classes. Nearly half of the English language sample teachers face difficulties to manage Smart Board. They also lack knowledge about troubleshooting of Smart Board. More than 73 percent of teachers complain about their busy schedules. In addition, More than 35% of teachers do not use web-learning resources in English language classes and lack computer competency. The second category refers to Schools' Administration; schools' administration does not have a clear vision concerning Smart Board. It does not provide periodical pedagogical support concerning smart board. Moreover, it provides insufficient interactive learning materials (software) and professional programs to raise teachers' skills of using computer and smart board. Schools suffer from shortage of supporting materials. Third, Technical Support Factor; The majority of teachers emphasize that technicians are not available when smart board's problems occur. The number of technicians is a small to deal with all classrooms demands, too. Nearly all English language teachers complain about computer programs and anti-virus protection, which are not updated regularly, in the classroom. It is considered the biggest challenge, which impedes and affects teachers' performance inside classrooms.

CONCLUSION

In general, teachers find smart boards useful. It is also possible to find studies in the literature asserting that teachers usually have a positive attitude towards these technologies (Kennewell & Morgan, 2003). According to teachers, the most prominent benefits of smart boards are that they address more sense organs, provide visuality and make major contribution to the process of learning, provide time saving, enable the use of all kinds of visuals in computer environment as teaching tools and make the topics easy, enjoyable and interesting. According to teachers' opinions, the reason for the inadequate use of smart boards is not only due to the smart boards but also due to teachers' lack of knowledge on how to use them or not making adequate preparation before the classes. Despite the fact that teachers have these technologies available in their classes, they do not use them adequately. On the other hand, teachers usually feel the need to use these technologies when they want to share visual material with the students and when it is necessary to make drawings. Similar findings are set forth also in the study conducted by Erduran and Tataroglu (2009).The primary difficulty teachers

experience in using smart boards is their lack of knowledge on using these technologies. On the other hand, lack of suitable presentations and instructional materials, teachers' inability to fix technical failures by themselves and the lack of preparation to be made before classes are the reasons constituting other difficulties. Similarly, also in the study carried out by Erduran and Tataroğlu (2009) technical problems and the lack of training provided to teachers are emphasized, and it is stated that especially technical problems discourage teachers to use smart boards. Also in the same study it is mentioned that teachers do not find themselves competent in using smart boards and finding suitable materials, and that teachers need to receive training on some skills. In order to overcome these difficulties it is suggested that applied trainings from experts on using smart boards should be provided to teachers, Ministry of National Education should prepare teaching materials related with the courses and topics, education technologists should be employed in schools and teachers should be subjected to supervision by these experts in terms of their levels of effectively utilizing these technologies as well as being continuously supported.

RECOMMENDATIONS

In the light of these findings the researcher recommends that technology such as Smart board should be used accurately in order to facilitate teaching and provide fun opportunities for learners to learn English language. The responsibility is shared between schools' administration and teachers themselves to integrate the Smart Board into teaching and learning English language, and reduce the challenges when they occur:

1. Smart Board should be installed in teachers' rooms. This encourages and enhances cooperation among the Schools' staff including English language teachers.
3. Teachers should prepare themselves for the use of technology such as IWB in particular and ICT in general in the classroom.
4. Teachers should have a clear idea of how a traditional classroom is different from classroom equipped with Smart Board.
5. English language teachers should share ideas, resources and experiences to help develop professionally.
6. Teachers should upgrade their knowledge and skills of using computer to minimize challenges when they occur inside the classroom.
7. Teachers should be aware of learners' needs and their different learning styles. They should be accommodated in English language classes
8. Teachers should read about Smart Board pedagogy – innovation in teaching and changing in methods to meet the needs of 21st century learners.
9. Schools should provide strong pedagogical support as well as technical support.
10. The number of technicians must be increased.

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Appendix

Teacher's Name:…… (Optional)

1- **Qualification:** Bachelor **( )** Education Bachelor **( )**
Master **( )** Doctorate **( )**

2- **Experience:** Less than 5 years **( )** 5-10 years **( )**
More than 10 years **( )**

Domain A: explores the obstacles of using smart board in teaching English
Domain B: seeks solutions for these obstacles.
Domain C: explores positive and negative aspects of using smart board.

SA Strongly agree	**A** Agree	**U** Undecided	**D** Disagree	**SD** Strongly Disagree
أوافق بشدة	أوافق	غير متأكد	أعارض	أعارض بشدة

Items	**SA**	**A**	**U**	**D**	**SD**
Domain A: Some obstacles of using smart board in teaching English					
1. Teachers' lack of knowledge on how to use these technologies					
2. Technical support blocks downloading videos and some websites in schools such as youtube.com					
3. Teachers' inability to solve the technical failures by themselves during class hours					
4. Teachers are not adequately prepared before the class					
5. There is no professional development program for teachers to upgrade their skills of using computers					
6. Computer programs and anti-virus protection software in classrooms are not up-to-date					
7. Teachers know some smart board's possible feature, however, they sometimes struggle to manage it					
8. Teachers have workload schedules and don't have enough time to learn and prepare for smart board					
9. There is no in-service training on how to integrate smart boards into English language Teaching					
10. There is lack of interactive digital learning materials and resources to be used with the smart board					
Total					
Domain B: solutions for these obstacles					
11. Provision of applied trainings from experts on using smart boards					
12. Ministry of Education should prepare instructional materials such as presentations, videos and visuals					
13. Education technologists should be employed in schools, just					

as guidance counselors					
14. Teachers should be constantly supported and supervised by these experts					
15. Smart Board should be installed in teachers' rooms. This encourages and enhances cooperation among the Schools' staff including English language teachers					
16. Teachers should prepare themselves for the use of technology such as IWB in particular and ICT in general in the classroom					
17. Teachers should have a clear idea of how a traditional classroom is different from classroom equipped with Smart Board					
18. English language teachers should share ideas, resources and experiences to help develop other teachers					
19. Schools should provide strong pedagogical support as well as technical support					
20. Syllabuses should be transformed into software programs					
Total:					
Domain C: positive and negative aspects of using smart board.					
21. Smart boards provide major contribution to students' learning processes and largely help in reification (through visually, by addressing to more sensing organs)					
22. Smart boards provide considerable amount of saving from time					
23. Smart boards enable the use of all kinds of visuals in computer environment as educative materials					
24. Smart boards help in making classes convenient, enjoyable and interesting					
25. Smart boards enable review of topics via saving them					
26. Instruments provided by smart boards bring in big conveniences					
27. Smart boards are waste of time for teachers that do not know how to use them or for those who are not ready to use them					
28. Smart boards have no negative aspects for a teacher knowing how to use all of their functions					
29. Technical problems hinder flow of the course					
30. More than one student cannot use the boards at the same time					
Total					