



EFL learners' college engagement with Smart Board in communicative Strategies learning.

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Abstract

The study aimed to attract EFL teachers' attention to the true potential value of the smart board in foreign language acquisition. It also aimed to pinpoint the effects of smart board in teaching communicative strategies for EFL learners. Two questions guided the study: what are the most commonly used strategies adopted by EFL College students? What are the effects of using smart board in teaching communication Strategies? To conduct this study, ten types of communication strategies (Dornyei (1995), compensatory strategies were chosen. the experimental research method was used therefore, 55 EFL University students drawn from Red Sea University, were randomly divided into 2 groups. Moreover, both groups were exposed to strategies teaching during the course of the semester, but Smart board was incorporated only with experimental group (n=30), whereas, the control group (n=25) was taught by using the traditional lecture environment. Data was collected and assessed by using person correlation, mean and standard deviation. The findings showed better achievement by the students when compared with use of traditional method .That is, EFL learners enable to understand communicative strategies and they have strengthened the comprehension of using them. The study recommended that smart boards should be use in learning process.

Key words: smart board, communicative strategies, strategy's Frequency.

Introduction

It is clear that technology plays a central role in nearly all aspects of our lives. It is developing rapidly and expanding into everyday lives which results in changing in the way people communicate Therefore, education must adapt as fast as demand for technology is growing and evolving. In fact, technology has changed the way we socially communicate, and this is true for learning because technology determines how lessons are implemented in the class room. Therefore, class room is considered perfect environment for students to learn about technology and related devices and how they can assists students to success. It is true that, modern technology and sciences are precious products for teaching and learning foreign languages. One of the prime concerns of academic success is, being proportional to the quality of the teaching material; and the best use of technological products as teaching aids. For this reason, educators often seek to increase the quality and success rate of teaching. Consequently one of the great efforts done by the educators to provide effective learning is integrating Smart Board into learning and teaching language. This paper describes the effects of using Smart board interactive white board in foreign language class rooms. This study particularly integrates Smart Board into learning communicative strategies. Through the researchers' modest experience in the field of teaching, they observed that learners face difficulties in understanding foreign languages. In other word, EFL learners' problem is lack



of fluency and breakdowns in communication, additionally, learners fail to comprehend foreign language; they do not seem very interested in what their teachers saying or illustrating. This is may be due to ineffective technique of teaching used by teachers when teaching foreign language. Solving this problem requires EFL teachers and lecturers have to select effective techniques of teaching, which facilitate learning and enhance conversation. It would be true to say that smart Board is one of really efficient devices that makes learning process run smoothly. To this end, this study particularly integrates Smart Board into learning communicative strategies in attempt to gain the desired effects, which support interaction and communication in the classroom. Furthermore, the purpose of communication strategies is to solve communication problems that have emerged by applying some kinds of techniques. Therefore they are the immediate response to breakdowns in communication specifically, for less proficient learners. From here emerges, the importance engagement of smart board with communicative strategies learning. In the same vein, the researchers are embarking upon Smart Board; and they emphasize that interactive smart board is proportional to effective teaching and learning of foreign language. The study aims to answer the following questions : To what extent does Smart Board enhance EFL learners' acquisition of communicative strategies? What are the most common communicative strategies adopted by Sudanese EFL college students in oral communication?

Significance of the research

The importance of the study comes from the fact that it deals with one of the essential skills of language (communication) .Moreover, the study will contribute to the field of second language learning for the fact that it is expected to investigate the field of communication strategies which has been one of fertile fields of research. The study is significant for teachers to familiarize them with effective techniques in teaching language. Moreover it is significant for the researchers to carry related researches through.

Features of Smart boards

The feature of smart board interactive white board is an interactive, electronic white board which can be used for different purposes. It is connected to a computer and to a project which displays the image seen in the computer screen .first the soft ware and the hard ware must be engaged and then the board must be oriented, once this is a accomplished, you are ready to begin .once the computer screen has been projected onto the smart board interactive white board, the user can control all windows applications with the touch of finger the user need only to press the boards' surface to open and close files, explore websites on the internet. The user can take notes on smart board interactive white board; these notes can be printed or saved like any other document. (Gerurd and Widener 2015). Likewise, Skinner (2008: 25) claims that, using technology in class room allows shifting to effective representation of twenty century development which can be hard to achieve through the traditional lecture environment. This further will increase the quality and success rate of teaching. Several changes have been made for betterment of traditional ways of teaching in classrooms as a result blackboard has been passed through many stages for instance, alighted board, electronic board, whiteboard and smart board. Smart Board is a touch screen, which allows you to manipulate anything on the screen using fingers. Adill (2009:16). Advanced smart



board is known as interactive white board has been introduced in 1991 for the purpose of teaching in classrooms it is equipped with interactive tools to teach basic concepts and lessons. Abu Elaneen and Sraya (2009:89) asserted various names for smart board namely smart board, interactive board, electronic board and digital board. Aljweer (2009:106), is in a line with Adil(2009) in describing smart board as electronic board, or screen touch option which connected with computer or video project; and it allows teachers to run program with tap. The smart board interactive whiteboard, its interactivity allows students to write, draw, open files, save and print files. (Campbell 2010) ,refers to the smart board interactive whiteboard as white board that connected with computer. It is screen touch operated by fingers or special pen .Lessons can be displayed on it clearly for all of the learners .Loschert ,(2004)gives a similar description to that of Campell, (2010) and Kuder,(2010), in that, Smart board technology is so much easier to just open a file, have all of your notes saved for all of your classes, so that one does not have to erase it of the black board and start all over again for the next class.

Smart board and foreign learning

Smart Board is a touch screen, which allows you to manipulate anything on the screen using fingers. It has been introduced in 1991 for the purpose of teaching in classrooms. It is equipped with interactive tools to teach basic concepts and lessons. Interactive smart board is an extraordinary opportunity for teachers to create a class room environment where students with different styles can learn from each others. Smart board can help to encourage active participation in the class room which also is very important factor for increasing knowledge and encourage individual learning. Gerard and Widener (2015:1) states that having virtual learning enhances collaboration and knowledge sharing between teachers and learners Sessoms, (2009) cited in SEN, AGIR (2013); in their article conducted on the effects of smart board on teaching English , asserts that many emerging technological tools are used just specific subject area, whereas smart boards can be used in all subject areas and classes. Hawz (2000:13) supports Swdeen (2008:46) in that Smart board is touch screen option allows user to access to on line information where he can save various recourses, referring them or run programs with tap of finger. One of the greatest features of the smart board is interactivity .This interactivity provides learners the ability to view videos, to view charts, to draw or take notes and to write on the screen in front of others; this obviously will enhance learning foreign language in class room. Similarly, Cox (20:2) claims that interactive Smart board offers learners easy access to on line resources, so all students can view any website or video through computer application, and the teachers or user needs only to press the boards' surface to open and close files. Saraya ,alzabbi(2009:81) add the following benefits of using smart board (interactive white board) in foreign languages' class rooms: Smart board (interactive white board) encourages learners' collaboration by getting them involved in different on line activities through, sharing documents on virtual learning environment. A access to the Smart board (interactive white board) allows the learners to access broad range of resources which in turn can increase the engagement with language and develop different forms of communication. Having virtual learning environment enhances knowledge sharing, improving motivation and productivity. Smart board (interactive white board) provides



effective way of interaction, where learners will be able to get the latest information at a single click and at the same time much easier and convenient. Smart board (interactive white board) enriched learning experience by projecting visual elements and navigating through numerous programs; where students with different styles can learn from each other and Smart board (interactive white board) Permits learners to articulate their knowledge both visually and verbally this in turn enhances students learning experience that leads to deep learning.

Communication strategies and foreign language learning

Considerable attention has been given to linguistic knowledge of language rather than the ability to use the language for real communication; and this result in communication breakdowns and problem of expression among learners. Therefore, much concern has been expressed in the literature regarding lack of fluency and breakdowns in communication. Thus, one possible solution for EFL learners to overcome this problem is through using strategies which may either enhance the effectiveness of communication or, compensate for breakdowns in communication, Moreover, Smart board as efficient teaching tool, should be incorporated with EFL learners' classroom in order to facilitate learning, and to enhance understanding. According to Canle(1983) communication strategies are helpful tools for both native and foreign language learners to compensate for insufficient competence. Brown (2000:3) points out more recent approaches seem to take communication strategies as elements of an overall strategic competence According to O'Malley and Chamot (1990:43), Communication strategies are an adaptation to the failure to realize a language production goal. Dornyei and Thurreel (1991:1) sense communication strategies as the ability to get ones' meaning across successfully. Communicative patterns, especially when problems arise in communication process. Corder (1983) unlike Lillie wood he believes that successful usage of communication strategies may help language learning, but Lillie wood (1984) does not believe that communication strategies can produce learning, but they help interaction and enable conversation to continue.

Frequency and communicative strategies

Some of compensatory strategies happen in high frequency, while others may seldom occur. Dornyei (1995) cited in Brown, 2000:128) states that the "most popular compensatory is to use fillers or hesitation device to fill pauses and to gain time to think". Another common type is appeal for help. Dornyei (1995cited in brown, 2000:128) explains that people can ask for help directly and in direct, such as using arising intonation.

Some problematic aspects related to the use of smart board

Algossebi (2009:50) ;Zidan,Shoggi(2008:102) state some problematic area in using smart board First, it is crucial to make sure that, smart board interactive white board is properly oriented otherwise you will be unable to navigate. Secondly, the user should not touch the cart which holds the projector otherwise the time of the class will be wasted. Thirdly, the teacher should make sure that all pens and eraser are covering their electronic field. One may add that some teachers have a difficult time adjusting to new technology, have negative attitude about trying something new. Finally, smart board interactive white board is expensive and needs well trained teacher to deal with it.



Method: 55 homogenous EFL learners were randomly assigned to two groups, the experimental group and control group. Moreover, both groups were exposed to 10 types of communicative strategies during the course of the semester. Smart board was incorporated only with experimental group (n=30) and the control group (n=25) was taught by using the traditional lecture environment. The researchers were inclined to choose certain strategies presented by Tarone (1977) and Dorenyi (1995) current patterns of communication strategies use to be taught in (8) weeks.

Procedures: The ten types of achievement communication strategies (Approximation, circumlocution, all purpose word foreign zing, coinage word, language code, literal translation, word switch, prefabricated pattern and confirmation). Were described on a list supported with examples and given to the students at the beginning of the course followed with detail illustration lasted for eight weeks (from these lists, the learners could find the appropriate strategies that they need for interaction in specific tasks prepared mainly from Nolascos' book, 1987; in addition to a list of targeted compensatory communicative strategies, beside some registered materials. As for control group, the researchers merely adopted the traditional class environment. And the materials used in teaching are descriptions, pictures description, flash cards, riddle and real object. As for experimental group, the communication strategies were described through the smart board. In this respect, the researchers have an easy access to on line resources where all the students can view some websites determined by the researchers (riddle, real object descriptions, pictures description, flash cards, videos and role play).where learners will be able to get the latest information at a single click. Data was collected and assessed by two types of data collection: 1) the participants' test and pre-test 2) observation from learners' tasks performance during the teaching) and group discussion. In fact observation is necessary for providing evidences about students' actual strategic behavior when engaging in specific tasks moreover; it is useful in rating the most common communication strategies used by the experimental group. In the evaluation stage, a whole class discussion was carried out to deal with the appropriate strategies that might be useful for specific activities. Learners were not allowed to use dictionaries (the researchers noticed that learners began to fear of lack of understanding or being misunderstood without their dictionaries, but later learners be able to ascertain which strategies to choose, when and for what purpose.

Measuring Instruments:

To obtain accurate results, statistical package for social sciences (SPSS) was used. Frequency of use of each type of communication strategy by the participants was tabulated with frequencies, mean and stander deviation. Moreover, the answers to the test and pre test were compared and analyzed; using chi square value for the association between experimental group and comparison group. A quasi-experimental group was initially tested on communication strategies and then taught for eight weeks (during the semester course) and finally tested on what being given to measure their frequency of use, and to identify their selection of types of communication strategies. Self report technique was used to calculate the co occurrence of communication strategies produced by participants in the observation.



Results and discussion

Table (1-6) correlation coefficient

		Control group	Experimental group
Control group	Pearson Correlation	1	-.912**
	Sig. (2-tailed)		.000
	N	55	55
Experimental group	Pearson Correlation	-.912**	1
	Sig. (2-tailed)	.000	
	N	55	55

** Correlation is significant at the 0.01 level (2-tailed).

Source: Prepared by researchers (2018)

Correlations		ExpGPreTest	ExpGPostTest
Exp G Pre Test	Pearson Correlation	1	.391*
	Sig. (2-tailed)		.033
	N	30	30
Exp G Post Test	Pearson Correlation	.391*	1
	Sig. (2-tailed)	.033	
	N	30	30

Correlation is significant at the 0.05 level (2-tailed).

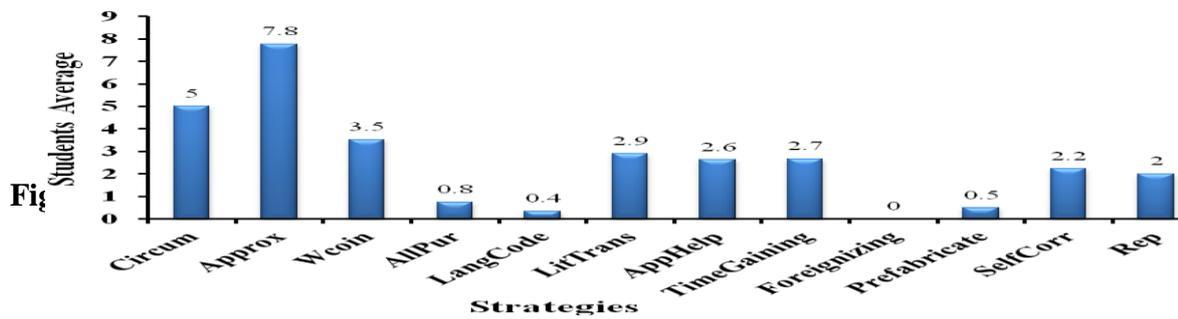
Source: Prepared by researchers (2018)

Statistical analysis using Pearson correlation coefficient for experimental group pre and post tests indicated a significant result in favour of post test. This is clearly justifiable since the students have already been taught communication strategies which enhanced their knowledge to achieve better at the second attempt. The statistical analysis using correlation coefficient (r) showed very high significant relationship in favor of the experimental group. They achieved better results than the control group. The experiment yielded the expected results. Moreover, the subjects performed various compensatory strategies after they have been taught communicative strategies by using smart board. This indicated that the experimental group has benefitted more from being taught communication strategies through smart board. This result indicates transfer of learning through smart board interactive white board this enhances teaching and keeps learners more engaged. Using smart board in teaching EFL learners seems to have contribution to improvement of students' acquisition. The result of this study comes identical to that of Saraya and alzabbi(2009) ;Gerard and Widener(2015)in sensing that access to the Smart board allows learners to access broad range of resources which in turn can increase the engagement with language and develop different forms of communication. Likewise, Sovie (2004) in a study on smart board and its effect in students learning reported that the smart board effectively engaged students in literacy learning. The result of the study is also correspond to many studies such as (cox, 2015; Hawz(2000:13) ;Swdeen(2008:46) in referring to the feature of interactivity as one of great features of smart board which provides learners the ability to view videos, to view charts, to draw or take notes and to write on the screen in front of others; this obviously will enhance learning foreign



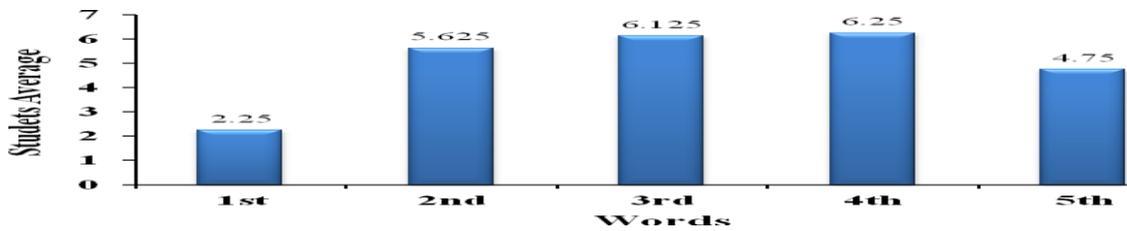
language in class room. Beeland s’ study (2002) is in agreement with Saraya ,alzabbi 2009; Widener,2015) in that smart board assists learners’ concentration because such learning environment enhances knowledge sharing, improves motivation and makes the class room happier place. In addition, Kent (2003) ,indicated that teaching with interactive smart board is more fun, enjoying, exciting and impacting on the speed and depth of learning. Further , Skinner(2008: 25) claims that, using technology in class room allows shifting to effective representation of twenty century development that enhances the success rate of teaching ,and corresponds to the finding of this study.

Figure 1. Total strategies used by learners in the observation



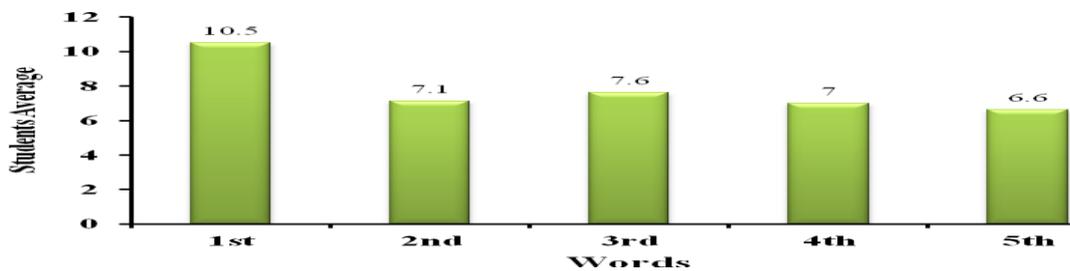
Source: Prepared by researchers

Figure. 2 Circumlocution strategy used by students



Prepared by researchers

Fig. 3 Approximation strategy used by students-Source: The researcher2018.



Prepared by researchers

Approaching towards the discussion of the second question on the paper, the frequencies of strategies in table (4-9), demonstrated that there was clearly upward trend in the use of (approximation) by experimental group (54, 78 and 81 in week 1,2and4 respectively.) The learners know it is not the exact word, but it shares enough semantic features. Circumlocution strategy was the second strategy mostly used by the subjects, it got 67, 3% in the first week,

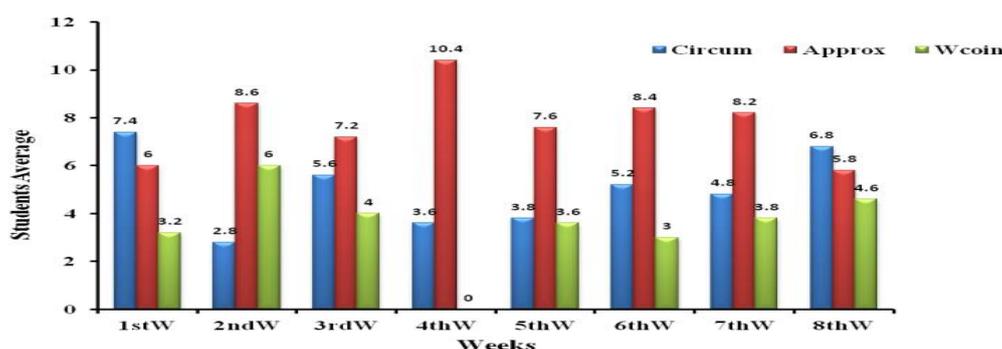


50, 9% in the third week and 61% in the eighth week) .learners described the objects' action, color, or shape rather than the target object. Word coinage strategy was the third strategy mostly used by the subjects, with percentage ranged from 29.1% in week 1, to 41,8% in week 8. Subjects tend to use L2 word based on his knowledge of morphological rules. In other words learners made up an existing new word to communicate their idea. Literal translation (code switch) was the fourth strategy used by subjects. It ranged from 23.6% in the first week to 29.1% in the eighth week. Examples of literal translation, drawn from learners' speech production (cited in learners oral production). Appeal for help strategy got 30% in the first week, 27.3% in the second week and 27.3 in the eighth week The aim of this strategy was the same as the repetition, that is to gain time to think while oral task run smoothly .At the same time the subjects used hesitations devices such as (ah..Uh). The total percentage of "all purpose strategy" used by learners is 5.5% in the first week, 14.5% in the second week and 9.1 in the fifth week. The learners tended to extend general empty item to refer to the exact word. Prefabricated pattern strategy is also used by subjects. In this strategy, learners used memorized chunks of language without internalized knowledge of their component or situation. The researchers see there is slight difference between "prefabricated pattern strategies" and "all purpose word strategy." The total percentage of prefabricated pattern strategy is 5.5% in the first week, 14.5% in the sixth week and 7.3% in the eighth week. Self correction strategy, which was additional strategy found in the present study got 12.7% in the first week, 23.6 % in the second week and 23.6% in the eighth week. In this strategy subjects corrected utterance they had made before. The subjects used communication strategies of approximation, circumlocution, word coinage, literal translation, time gaining and appeal for help more than self correction, repetition, all purposes, prefabricate and language code. No use of foreignizing and confirmation were reported. As it was clear from figures (4-1) and (4-2) approximation was the most used strategy by subjects followed by circumlocution and word coinage. Self repetition and self correction, though were not preplanned by the researchers, were discovered to be used by the learners. Therefore, the findings of the present study showed that the subjects adopted certain (common) communication strategies when they were encountered with difficulties due to insufficient knowledge of second language. Consequently, the most frequently used strategy by the learners was approximation followed by circumlocution and word coinage, whereas the least used strategies were foreignizing, prefabricated patterns and all purpose word strategies. This implies that "Sudanese EFL students are likely to manifest common communication strategies in speaking", Hence the study hypothesis has been proved. This study supports Tarone and Yule (1989) in that circumlocution and approximation occurred more often in the speech of native speakers rather than in that of non native speakers. Therefore, strategic competence is especially required for both native speakers and L2 learners to enhance their communicative competence. Ellis (1994:559) adds that Learners should be able to ascertain which strategies to choose for when and what purpose". The result of the study as well, implies that learners transfer what have being taught on their score of the test during eight week; and they have benefitted greatly from learning communicative strategies through smart board. It is clear that EFL learners enable to compensate for gaps or deficiency and to overcome limitation in



speaking when they communicate. This result comes similar to Stem (1992:265) in declaring that communication strategies such as circumlocution, paraphrase, asking for repetition are techniques used by learners so as to keep conversation going and to avoid interrupting the flow of conversation. These results as well, show very similar findings to that reported by many researchers (eg, Dhindsa ,Emran 2006; Zittle, 2004; Bickens, 2008; swan, etal2008) in finding a very high significant relationship in favour of the experimental group, this implies that experimental group achieved better results than the control group, and that the experimental group has benefitted more from being taught subjects through the smart board. Despite the variation in the subjects that have been taught through smart board in the above mentioned studies, the findings reached to remain the same. This finding further supported by Sessoms,(2009) in his claim that many emerging technological tools are used just specific subject area, whereas smart boards can be used in all subject areas and classes. Figure 4. Above shows a comparison between the three most commonly used strategies among university students. Some strategies are the most frequently used by learners than other It's clear that Approximation is mostly dominant over other strategies.

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Source: Prepared by researchers

Main Findings

Despite the limitation of this study, it examined some of the communication problems that Sudanese EFL learners encounter, and how they try to make use of (10) compensatory communication strategies to overcome limitation in speaking after having communicative strategies teaching through smart board, interactive white board .The program helped in raising students' awareness with features of communication strategies. Moreover, it gives account about the commonly Strategies adopted by EFL learners. Based on the data analysis and discussion the main findings of the study are:

1. It is very beneficial to integrate instruction on communication strategies along with the smart board in EFL classroom.
2. The least used strategies were foreignizing, prefabricated patterns and all purpose word strategy.
- 3.T most commonly used strategies are approximation, followed by circumlocution and word coinage.



4. Sudanese EFL learners performed various compensatory strategies after they have been taught communicative strategies through using smart board
- 5-Additional strategies are used by learners namely self correct and repetition.

Recommendation

- 1-Smart board interactive white board should be brought into every foreign language class because it offers interesting options for teaching and learning language.
- 2-Sudanese EFL learners were not familiar with using strategies to generate the target language functionally. Therefore, learners have to use variety of communication strategies in order to cope with difficulties that arise in oral communication.
- 3-Smart board interactive white board should be brought into classroom because it save the classroom time; and allows learners to access broad range of resources which in turn can increase the engagement in language and develop different forms of communication
- 4-Teachers should be trained in the better use of smart board, as it Permits variety of learning tools such as websites, images, videos, games and power point programs ,this in turn enhances students learning experience and leads to deep learning.

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