

# THE EFFECT OF INTERACTIVE WHITEBOARD ON MOTIVATING VAN LANG UNIVERSITY'S FRESHMEN IN LEXICAL ACQUISITION

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## ABSTRACT

Interactive White Board (IWB) or smart board has emerged recently as one of the most effective language teaching and learning tools. It utilizes a wide variety of multimedia such as videos, audios, pictures and the Internet, or inspiring activities and games designed with ActivInspire software to engage students actively and proactively in vivid as well as memorable language lessons. As opposed to the traditional approaches to vocabulary teaching and learning, the creative and innovative IWB-based activities or games both offer a unique opportunity for quick memory of English lexical items and enhance students' motivation in English words acquisition. Regardless of the inspiration from IWB, not many studies offered empirical evaluations of the efficiency of IWB on enhancing Vietnamese students' motivation in learning vocabulary in the EFL context. Therefore, this study aimed to discover how IWB could motivate freshmen at Van Lang University (VLU, Ho Chi Minh City, Vietnam) to improve their lexical repertoire. Qualitative research method was used in combination with various tools for data collection such as observation, questionnaire, video recordings and interview. The data demonstrated that IWB together with its highly creative activities sharply aroused VLU's freshmen's motivation and gave them an essential lexical items background for further English study.

*Keywords:* Interactive White Board, Students' motivation, Vocabulary teaching, lexical acquisition, SLA.

## 1 INTRODUCTION

Vietnam is integrating into the international community, so fluency in English communication is a great advantage nowadays. However, shortage of lexicons can hinder students from being understood or express themselves explicitly. In addition, former approaches to teach vocabulary such as giving concise definition, detailed description of appearance or quality, examples (hyponyms), illustration (pictures, objects), demonstration(acting, mime), context (story or sentence in which the item occurs), synonyms, opposites, antonyms, translation, or associated ideas and collocations (Ur, 1991, p.63) showed that students have gradually lost their interests in those ancient methods and did not make much progress. My students in Van Lang University (VLU) in Vietnam are in the same situation. Because not many studies have been conducted before to prove the effectiveness of IWB activities towards vocabulary improvement in Vietnam, IWB is applied into teaching vocabulary in VLU context in the hope of bettering students' lexicon knowledge as well as their motivation and exploring the merits of the IWB. One of the technologies that enhances vocabulary teaching is IWB. The IWB is a giant sensitive board that is connected to a computer and digital projector, which reflects the computer's image onto a big touchable computer screen

controlled electronic pen or finger (Vetter, 2009, as cited in Katwibun, 2013). Glover et al (2005, as cited in Katwibun, 2013) added that the ability derived from the technology enables the learner to learn more quickly and effectively. In comparison with other traditional ways of teaching vocabulary, IWB with its activities as a pedagogical tool can gain and keep students' attention (Gillen et al., 2007), boost students' ability to understand complex concepts in math and science (Hennessey et al., 2007), make learners more engaged and attentive (Higgins, Beauchamp, & Miller, 2007, as cited in Hur&Suh, 2012), improve teaching and learning as well as increase motivation (Orr, 2008, as cited in Hur&Suh, 2012), encourage learners' collaboration, communication and thinking (Kershner et. al, 2010), enhance learners' motivation and enthusiasm with visual images (Hwang et.al., 2013, as cited in Hur&Suh, 2012) or promote students' reinforcement of vocabulary (Haruethai, 2013).

Vocabulary plays a very important role in students' successful academic performance or communication.

This paper will explore the benefits of the newest technical equipment, the Interactive Whiteboard, which is useful to teachers with their work. This paper aims to investigate the effect of Interactive Whiteboard on motivating EFL students' vocabulary retention. It will also look at some possible disadvantages of using IWB and recommend IWB innovative activities to better teaching and learning vocabulary.

## **2 LITERATURE REVIEW**

### **2.1 What is an Interactive White Board (IWB)?**

According to Sharma, Barrett & Jones (2011), an Interactive White Board is a large interactive display that connects to a computer and projector. The data projector projects the image of the computer screen onto the surface of the whiteboard. Users then control the computer and software through this tactile interface using either a special e-pen, or their finger. To operate an IWB, the computer and the data projector must be turned on and the IWB should display the computer screen. There are some good existing features on an IWB such as annotation saving, zoom tool (crop any part of a picture and enlarge it), screen reveal, screen capture, on-screen keyboard, handwriting recognition, learner response systems and slates – which allows the teacher to walk around the room, behind the students, or next to the whiteboard.

What makes an IWB different from a white board is that students can manipulate on IWB as what they do on their cell phone screen. Nowadays, young people are crazy about smart phones, so a smartboard is really a plus that helps to draw their attention to lessons better.

### **2.2 What is ActivInspire and its prominence compared with PowerPoint?**

Activ Inspire ® is the software employed in teaching with the Promethean ActivBoard. ActivInspire provides you with the tools you will need to create flipcharts (think of a flipchart as being an interactive PowerPoint ®) and interact with other digital resources. Your presentation can be enhanced with hundreds of free sources coming from ActivInspire. Promethean Planet also features additional resources, including teacher-made flipcharts and lessons. (according to <http://www2.hawaii.edu/~shavonn/activclassroom/activinspire.html>).

With the assistance of ActivInspire, teachers can create millions of creative and interactive lessons. Among those features of IWB, Flipcharts allow creating interactive presentations of your own creativity while Activities offer various templates available for teachers to adapt to their own need.

As opposed to PowerPoint Presentation, Activ Inspire is more user-friendly, more convenient and time-saving in planning lessons because there are such helpful tools as page browser, resource browser, object browser, note browser, property browser and action browser. These user -friendly tools offer features available for a wide range of learning activities: crosswords, matching, sequencing, board game with dice, team group competition with the stopwatch, pictures, listening and speaking activities, categorize, flash card, labelled diagram, memory, timeline, Venn diagram, word search and so on. To design those mentioned activities, if PowerPoint is used, teachers must take many skillfully technical steps (hyperlinks, triggers, sounds, pictures, etc.) to create complicated tasks, which may be time-consuming and discourage even the most enthusiastic but low-tech teachers.

## **2.3 The benefits and challenges of using IWB**

### **2.3.1 Phases of researches on IWBs**

With the emergence of IWB in the early 2000s in the UK, one of the pioneers to employ this new educational technology as a part of the National Literacy Strategy and the National Numeracy Strategy, effective pedagogy and student's attainment are enhanced. In addition, the IWB is capable of "capture and sustain student interest and testified to increased student motivation in the classroom" (Hockly, 2013).

According to Moss & Jewitt (2010), researches on IWB can be divided into three major phases. In the first phase (2000-2003), students' motivation is the core of researchers who conducted small-scale projects with the initial appearance of IWBs. The second phase (2003-2007) continued with large-scale studies and concentrated on the effects of IWBs on classroom interactions and on teachers' practice (Hockly, 2013). The third phase of researches on IWBs dated from 2007 to the present clarified mixed findings on the efficacy of IWBs. Many factors included such as how teachers use the IWB, the classroom context, the amount of teachers' professional development, the materials used, students' motivation, expectation and attitudes may make it difficult to prove the causal relationship between IWBs and students attainment. The presence of IWB itself cannot enhance learning environment for students automatically, but the role of the teacher, their knowledge of technology and how to use it will be the most important factors which lead to successful progress. (Thomas and Cutrim Schmid, 2010)

In terms of ELT, according to Dudeney and Hockly (2012), the British Council was among the first organizations to introduce IWBs into their teaching centers all over the world, followed by many other language centres. Coupled with pressure from IWB manufacturers teaming up with ELT publishers, IWBs were considered as the latest 'must have', up-to-date, latest teaching device.

### **2.3.2 The benefits of IWB in teaching and learning**

Multimodality, pace or interaction are some in many examples of the IWBs, listed by Selwyn (2011), as cited in Hockly (2013). Multimodality is the capability of IWBs to harness a wider range of multimodal resources in order to facilitate pupil learning. Pace is to increase the pace and efficiency of classroom delivery and best use of teacher time. Interaction is its capacity to enhance interactive whole class teaching.

There are many general benefits listed in Becta ICT Advice (2004), to name a few, Versatility (Smith, A., 1999, as cited in Becta ICT Advice, 2004), increased teaching time (Walker, 2003, as cited in Becta ICT Advice, 2004), more opportunities for interaction and discussion in the classroom, especially compared to other forms of ICT (Gerard et al., 1999, as cited in Becta ICT

Advice, 2004), increased enjoyment of lessons for both students and teachers, with associated gains in motivation (Levy, 2002, as cited in Becta ICT Advice, 2004). Furthermore, Becta ICT Advice (2004) also listed advantages that IWBs bring to students and teachers in particular. Teachers can integrate ICT in lessons (Smith, H., 2001), promote spontaneity and flexibility thanks to various web-based resources (Kennewell, 2001), save and print what is on the board, share and re-use materials (Walker, 2002), reducing workloads (Glover and Miller, 2001), inspire teachers to change their pedagogy and use more ICT (Smith, H., 2001), encouraging professional development (Smith, A., 1999). Regarding to students' benefits, IWBs are confirmed to increase enjoyment and motivation, giving greater opportunities for participation and collaboration, developing students' personal and social skills (Levy, 2002), let students cope with more complex concepts as a result of clearer, more efficient and more dynamic presentation (Smith, H., 2001), accommodate students different learning learning style (Bell, 2002), make them more creative and increasing self-confidence (Levy, 2002), increasing access for younger children and students with disabilities (Goodison, 2002).

### **2.3.3 Challenges of using IWBs**

The lack of teacher training and proper materials is identified as the major challenges in the effective use of IWBs by the project Interactive Technologies in Language Teaching. One solution to this problem is that providing both a teacher handbook for classroom teachers and various IWB materials resources. The second challenge is technical problem when experiencing with IWB, which is seen as "high on the list of disadvantages". Next comes the considerable cost of some IWBs, and a general lack of support and training for teachers when starting out with IWBs (Hockly, 2013).

Yáñez and Coyle (2011), as cited in Hockly (2013), modified that although young learners in Spain were engaged by the use of the whiteboard, they expressed a 'desire to use the IWB more often [themselves]'. In this case study, the teacher tended to use and control the board in lessons, without inviting the learners to use it. Therefore, IWBs were used in this case study as a consistent teacher-centered tool. Teachers need more training to explore alternative approaches, which will transform IWB activities into learner-centred activities. To solve the problem with IWB's high cost, Hockly (2013) recommended mobile devices and a screen and projector as a money-saving replacement.

### **2.3.4 The importance of lexical acquisition (vocabulary learning)**

Lexical knowledge contributes significantly to the success of all areas of language learning.

Allen (1983) stated that, "Vocabulary learning is not a goal in itself; it is done to help learners.

Therefore, learning a language depends on learning its vocabulary, and development of vocabulary knowledge is highly necessary for both native and nonnative speakers." Reconfirming the idea of Allen (1983), Ahmed (1989), as cited in Norouzi & Mohammadi (2014) highlighted the importance of vocabulary knowledge in reading comprehension not only in first language (L1) situations but also in second language (L2). Thus, vocabulary learning is important not only in L1, but also in L2 language learning.

To clarify the inevitable significance of vocabulary, previous researches agreed that lack of vocabulary was a major reason for the performance gaps (Borgia, 2009; Carlo et al., 2004; Wallace, 2007, as cited in Hur & Suh, 2012). Blachowicz, Fisher, and Ogle (2006), as cited in Hur & Suh (2012), claimed, "Knowledge of English vocabulary is one of the strongest correlates of the

discrepancy between the reading performance of native English speakers and that of ELLs. This correlation remains despite the fact that many ELLs possess a large vocabulary in their native language” (p. 526).

Nevertheless, vocabulary acquisition is a complex process because the learning of word meaning requires more than the use of a dictionary, said Allen (1983). He modified that beside learning words ‘meaning, words’ part of speech, their grammar use in context, and their cultural meaning also need concentrating on (p.4-5).

Hur & Suh (2012) added that utilizing visual and audio aids is one way to help ELLs acquire new vocabulary and improve English skills. Gersten and Baker (2000), as cited in Hur & Suh (2012) explained, “Because the spoken word is fleeting, visual aids such as graphic organizers, concept and story maps, and word banks give students a concrete system to process, reflect on, and integrate information”. Digital technology allows teachers to create and incorporate audio and visual data easily, and studies demonstrate that using technology is beneficial to improving English proficiency (Kern, 2006; Liu, Moore, Graham, & Lee, 2003). These findings indicate the importance of using a visual and audio -based teaching tool like IWB to enhance the speed of students’ vocabulary acquisition.

### ***2.3.5 Mixed findings about the benefits of IWB in vocabulary teaching as well as in enhancing students’ motivation***

In Thailand, a mixed method research with the focus on the effects of using IWBs in vocabulary teaching was conducted with the participation of 51 students at 11<sup>th</sup> grade in 2011. After 3 lesson plans with 3 IWB instructional media, the data obtained from post-teaching teacher’s note, vocabulary knowledge test, students’ participation observation form and attitude questionnaire showed that after using the IWB, the students’ vocabulary knowledge, participation and attitude were at a very good level (Katwibun, 2011). By combining many methods of data collection, this research could increase the reliability for its conclusion on the efficiency of IWBs. Regardless of this, Katwibun (2011) did not clarify whether the vocabulary test was pre or post test as well as whether there was a comparison on students vocabulary proficiency before and after using IWBs. Nonetheless, the author suggested that IWBs should only be used as a part of the whole lesson to maintain students’ participation (2011).

In another experimental study on 30 students randomly selected from Farzanegan secondary school in Iran, Norouzi, Mohammadi & Madani (2014) used simple vocabulary pre and post-test to examine the knowledge of students on their vocabulary. They wanted to prove that smartboard would facilitate interactive and collaborative learning and the use of interactive whiteboard motivated student’s participation in the class activities. However, the data collected illustrated that interactive whiteboard isn’t effective in improving students’ vocabulary retention in experimental group, so teaching vocabulary using interactive whiteboard has no significant effect on EFL learner’s vocabulary retention. Overall, only employing pre- and post-test was not enough to indicate whether students had made any progress in enhancing interactive and collaborative learning or motivating their participation.

When it comes to motivation, Lewin et al. (2008), as cited in Manny et al. (2011) concluded that students feel greatly motivated when they have opportunities to take part in various functions of the board and the experienced teachers who identified this motivation used it to enhance student learning. Manny et al. (2011) reconfirmed this idea by conducting a project including six middle and

high school in Israel for 2 years. The result pointed out that student motivation and engagement in the learning process increased when studied with the IWB.

Hur & Suh (2012) also supported the idea that using an interactive whiteboard for (a) visual presentations, (b) interactive games, and (c) test reviews was useful for the English language learners to learn new vocabulary and engage in learning. One of the innovative points of this research is the combination of many data collections such as daily video podcasts (for lesson's revision), vocabulary tests (examined students' vocabulary understanding as related to the weekly theme), student survey, photostory project, teacher interview, classroom observations, final report cards, and informal meetings. The project was conducted with the participation of 11 students enrolled in the class. They were all Korean and had lived in the United States for less than one year and most of them had limited English proficiency.

Teaching and learning English vocabulary in Vietnam context or universities are often underestimated because teaching vocabulary in a pedagogical way is often time-consuming because teachers not only teach students the word meaning but how to use that word in context, its part of speech, collocation, and figurative meanings. Hence, Vietnamese teachers often give students lists of lesson vocabulary and force them to learn by heart, which is considered more time-saving but demotivate to students themselves. As a consequence, students may remember words, but when they need to apply those words in real communicative contexts, they cannot do that, or all words they have studied become passive words, not active (Kaufmann, 2017). To emphasize the importance of acquiring new words in context, not merely remember their meaning, Allen (1983) acknowledged that:

Students must learn grammar, which involves uses of words. It is never enough to learn only the words and their meanings. It is true that in some classrooms sentence construction has been given too little attention. It is also true that students will make mistakes if they learn meanings of many words without learning how to put words together in sentences (p. 4).

Addressing these limitations, this research contributes to the literature by investigating the efficacy of IWB in ESL, specifically, on learner motivation of vocabulary learning. Moreover, this paper hopes to fill the gap regarding to IWB activities, with the hope of making it a learner-centred tool which motivates students in vocabulary acquisition. This paper also aims to answer the research question:

Can using IWB improve freshmen's vocabulary knowledge and motivation?

### **3 METHODOLOGY**

#### **3.1 The research method**

Qualitative method was used in this project because it was appropriate for exploring students' motivation or the reasons for students' behavior, which is the focus of this study. According to Kothari (2004), "qualitative research, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. For instance, when we are interested in investigating the reasons for human behavior (i.e., why people think or do certain things), we quite often talk of 'Motivation Research', an important type of qualitative research." Its techniques may include in-depth interview, word association tests, sentence completion tests, story completion tests and similar other projective techniques. Attitude or opinion research i.e., research designed to find out how people feel or what they think about a particular subject or institution is also qualitative research. Kothari (2004) also added that qualitative research is crucial in behavioural science

whose target is to discover and analyze different factors which motivate people to behave in a particular manner or like or dislike a particular thing.

### **3.2 The sample population**

The participants were 35 freshmen coming from two business administration classes at Van Lang University in Vietnam. The students were from 18 to 19 years old, at pre-intermediate level and learn General English.

### **3.3 Data collection and data analysis techniques**

To increase the reliability and validity of the research, triangulation, or different methods combined, was used for data collection: video recordings, observation, questionnaire, semi-structured interview. What happens during the speaking periods was observed and taken notes while students were engaged in IWB activities in class. The purpose of this method was to see students' feelings and how they made progress through each vocabulary period using IWBs. In addition, students were given a questionnaire to show their attitudes towards learning vocabulary with IWBs. In order to make the results from three above methods more persuasive, a semi – structured interview in focused group was conducted to let the students share freely their opinions.

Gestures, facial expressions and participation of students were examined through each lesson's video recordings to come to the conclusion that whether students were motivated to learn vocabulary or not. Observation forms of five weeks were also compared to see if students' interest and engagement were increased. Questionnaire and interview data was synthesized into themes which help to indicate students' opinion clearer about how they feel towards learning with IWBs and what benefits for vocabulary improvement they gained.

### **3.3 The study design**

The research project was conducted in five weeks with five vocabulary lessons. Before applying IWBs into teaching vocabulary, it took about two months to prepare for technical knowledge related to IWBs., Activ Inspire, etc. After the project, data collected were analyzed in one week to draw an exact conclusion.

At the beginning of the project, the subject students were guided to use the IWBs and familiarize with the manipulations on IWBs. In addition, interactive lesson plans were designed carefully as well as tested on real IWBs by the teacher.

During the project, in each lesson theme, subject students learned vocabulary integrated in the activities with the aid of IWBs. Before each lesson, about twenty questions are asked to check whether students had known those words or not. After teaching vocabulary with IWBs, the teacher organized one interactive activity to check students' memory of new words. The whole process was observed and recorded as two forms: notes and video clips.

After the project, data from video recorder, observation checklist, questionnaires and focused group interview were analyzed to draw the conclusion whether subject students were motivated to improve their vocabulary or not.

Week number	Lesson theme	Activities with IWBs
Week 1	Food	Guessing game “what kind of food is it” Sequencing words in a sentence Conceal -reveal Matching
Week 2	Appearance and Personality	Slap the board and choose the right adj Wanted game (read the description on the board, compete and choose the correct answer)
Week 3	Parts of the body	Faceoff flash game (increase the competitiveness between 2 groups) Hang man Hot seat
Week 4	Clothes Weather	Identify names of clothes Hangman Conceal -reveal Weather game
Week 5	Sports	Word search with Activ Inspire Who is quicker? with Activ Inspire and Activ pen

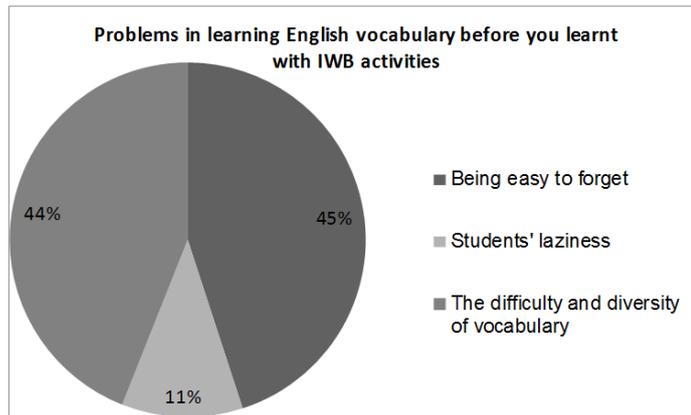
## 4 RESULTS

### 4.1 Result from the Interview

#### *a. Problems in English vocabulary learning before learning with IWBs activities*

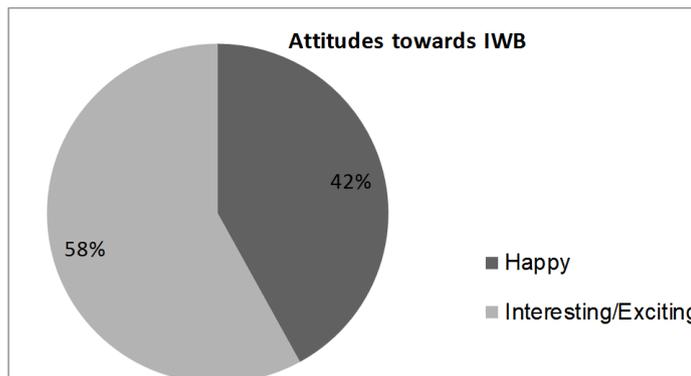
Concerning problems in vocabulary learning before IWBs were applied into interactive lessons, most of students believed that they were not good at remembering new words, lacked the knowledge of necessary vocabulary, or felt lazy to study new words. Other students stated that they could not remember all learnt word fully due to the difficulty and diversity of lexical items.

Most of students blamed these problems on lack of skill for word organization. Some students attributed their trouble to their brains.



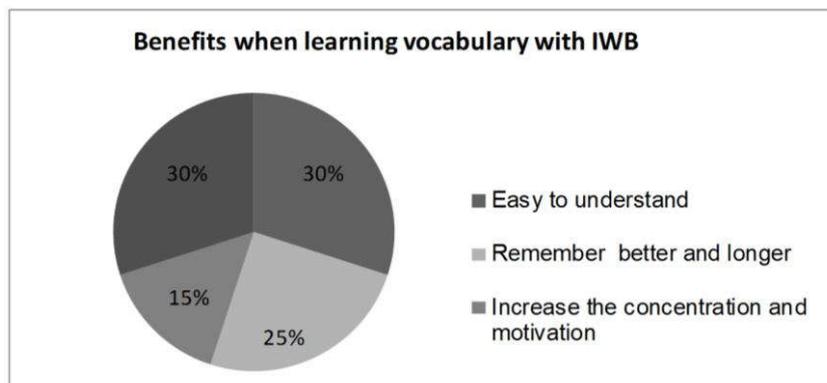
**b. Attitudes towards IWBs activities**

All participants agreed that IWBs activities were exciting, innovative, interesting, entertaining, creative, motivating, relaxing and created happy, funny, lively atmosphere during lessons. They also thought that IWBs was helpful because they could understand the lesson faster, or wanted to learn more, convenient for their study process, became more confident, pro-active, more comfortable, remembered vocabulary more quickly with visual aids. However, some students stated that images on IWBs were sometimes blurry, and eye - soring.



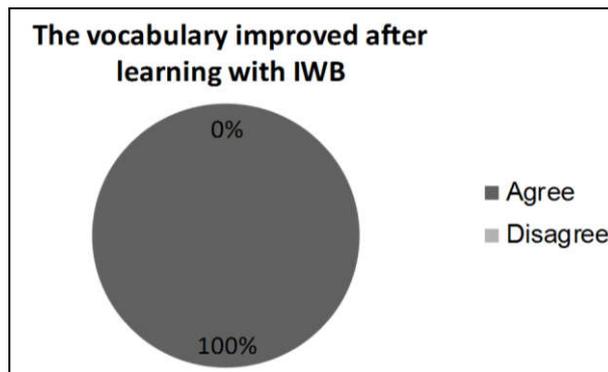
**c. Benefits of IWBS in vocabulary learning**

Participants listed a lot of benefits they could receive from learning with IWBs. Benefits mentioned by a lot of students were fun atmosphere, easy grasp of new words, long-lasting memory of words. Some students added more concentration and more motivation as other benefits of IWBs.



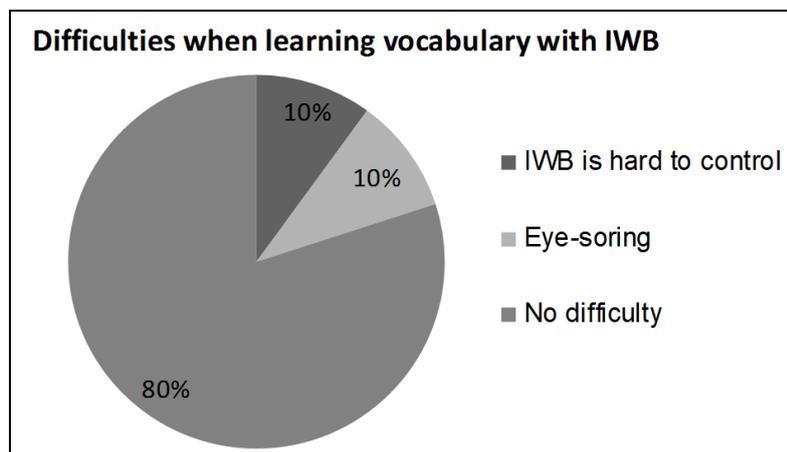
**d. Vocabulary improvement after learning with IWBs**

One hundred percentage of students stated that IWBs was helpful in improving their vocabulary significantly. After studying vocabulary with IWB, they not only could remember words faster, especially some difficult words, but they also wanted to learn more words. Besides, having vivid pictures to illustrate the meaning and real contexts really guided them to use those words in communication. All students admitted that they had made progress in learning vocabulary. In addition, IWB really drew much more attention to the lesson, encouraged them to look up new words in the dictionary, and forced them to participate in interactive activities if they wanted to have the best results. Feedback and mistake correction from their partner also contributed to students' vocabulary improvement.



**e. Difficulties when learning with IWBs**

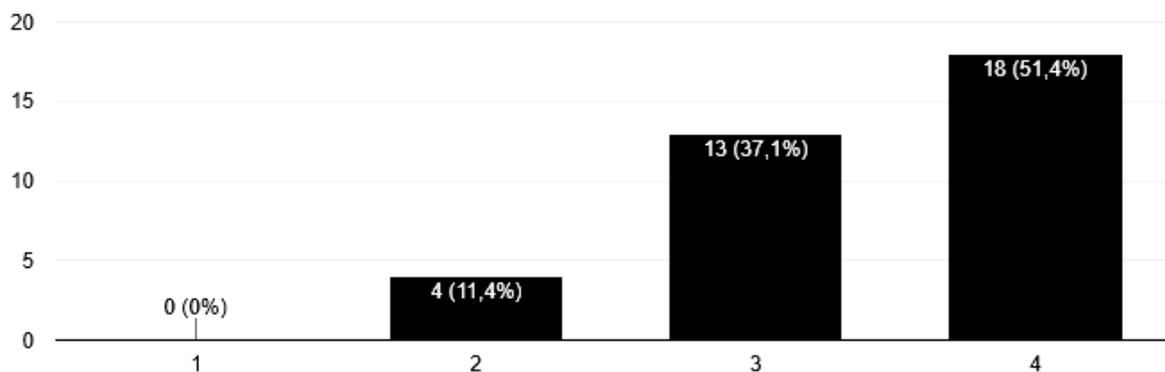
The majority of students found the biggest trouble at first was that they were not familiar with controlling the IWB. About 10% of students complained that IWB was eye-soring because they had to look at the screen all the time. The rest of the students made no complaint about IWBs learning process.



**4.2 Results from Questionnaire**

**a. Attitudes towards IWBs**

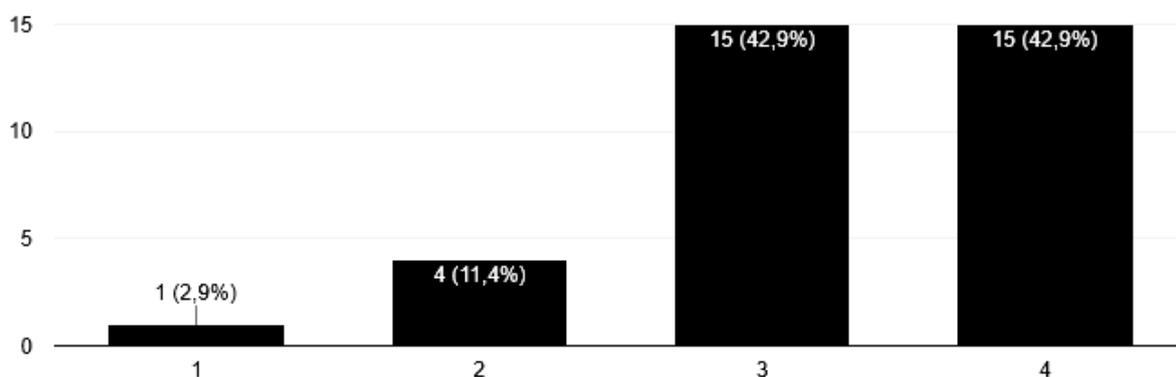
88.2% students responded that they enjoyed the classroom instruction using the IWB. Just only 11.4% students disagreed with this opinion and there was no student extremely disagreed.



**Chart 1:** I enjoy classroom instruction using the IWB

**b. The effects of IWBs on students' concentration**

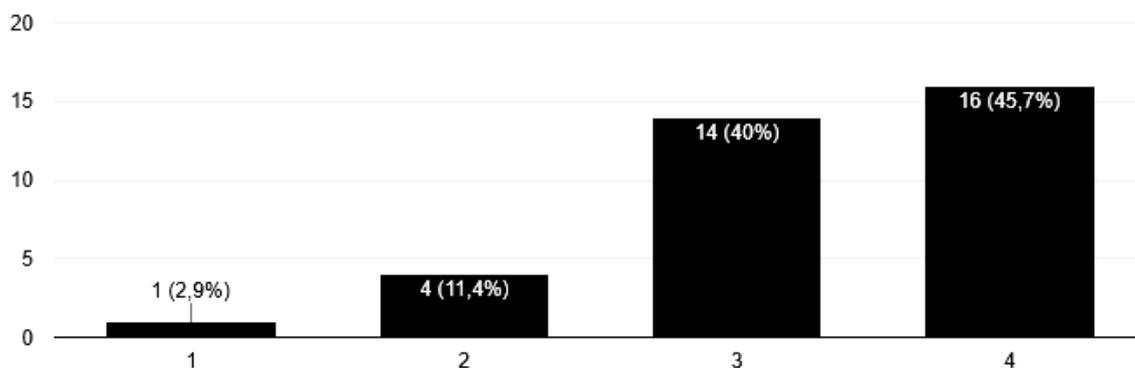
When it comes to the concentration, there was 85.8% of students have the same thought that the IWB-based lessons help them to concentrate better and partly increase the teacher's transmission of knowledge. The rest of them, 14.3%, stand on the other side.



**Chart 2:** I can concentrate better on the lesson with the IWB

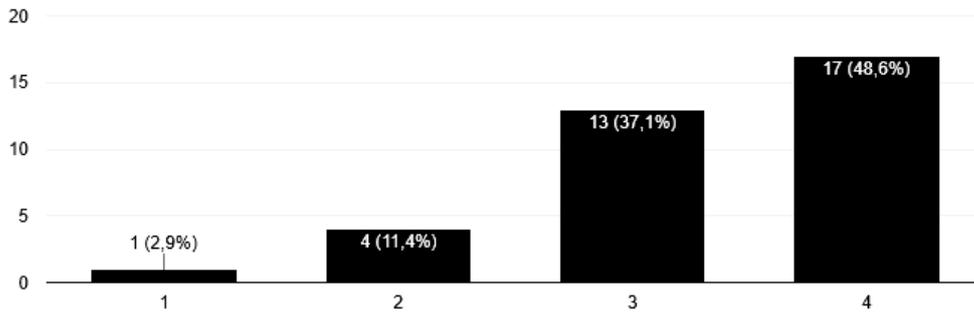
**c. Influence of IWB on students' hard work**

45.7% of students totally believe that they would work harder if the IWB were used more, 40% have the same idea. Just only 14.3% thought that IWB is not related to the hard-working.



**Chart 3:** I would work harder if the IWB was used more

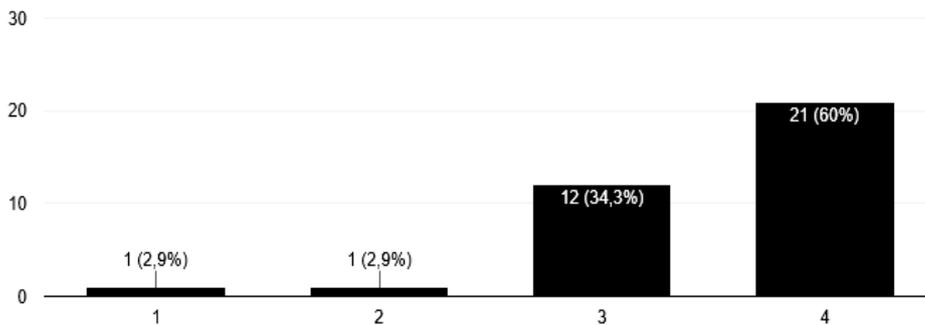
**d. More opportunities to learn new things with IWBs**



**Chart 4:** I know that the IWB gives me more opportunities to learn new things

48.6% and 37.1% have a belief that IWB gives them more opportunities to learn new things, to expand the knowledge, and to understand more about the lessons.

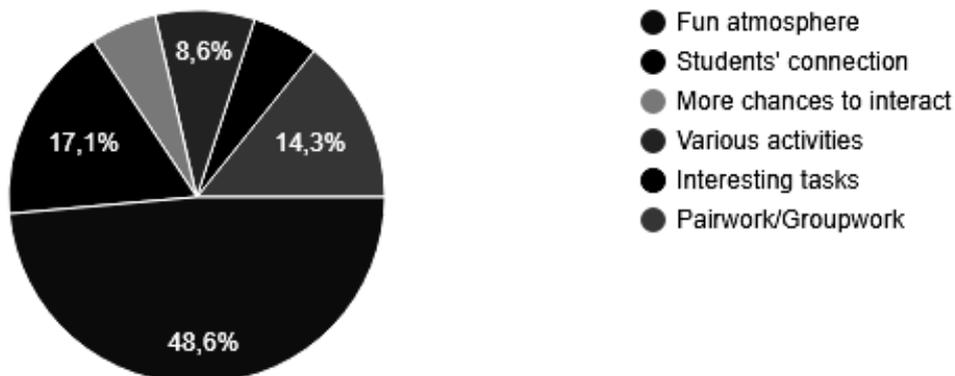
**e. The IWB and students participation**



**Chart 5:** I believe that if more teachers used the IWB, I would enjoy school more

Students also shared that, if more teachers used the IWB, every student would enjoy school more, with 94.3% voted for this aspect.

**f. Favorite elements of IWB activities**



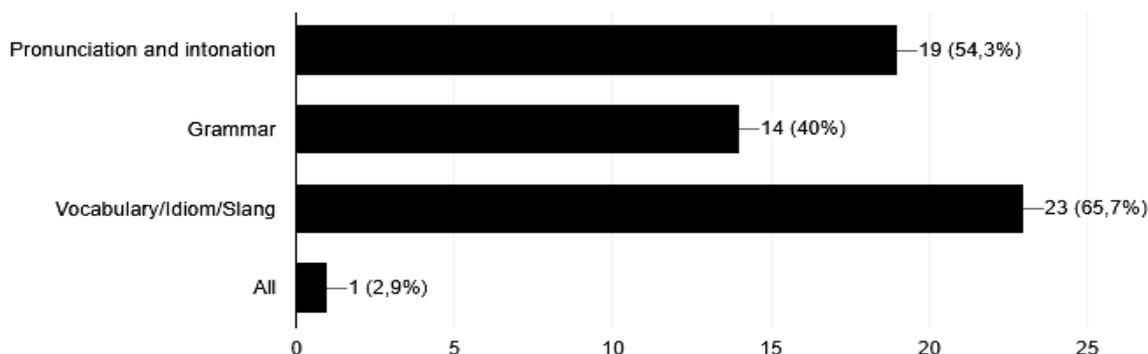
**Chart 6:** Favorite elements of IWB activities

The aspect participants liked best about IWB activities was fun atmosphere (48.6%). The next favorite factor was students 'connection (17.1%). Next comes interesting pairwork/groupwork

(14.3%). Some students also showed their interests in various activities (8.6%) or more chances to interact (5.7%). About 5.7% students preferred interesting tasks.

**g. Improvements after IWB activities**

65.7% students thought that their vocabulary/ Idiom/Slang was better. The next 54.3% believed that they had made progress in pronunciation and intonation whereas 14% students supposed that their grammatical accuracy developed. 2.9% of them stated that they gained all of the mentioned above.



**Chart 7:** Improvements after IWB activities

**4.3 Results from the observation and video recordings**

After analyzing the data from the Learners’ Engagement Scale, its results can be summarized into a table like this, which showed a positive result of IWBs on students’ attitude and motivation

**4.3.1 Positive Body Language**

POSITIVE LANGUAGE	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
a. Smile	Moderate	High	High	High	High
b. Eye contact	High	High	High	Very High	Very High
c. Body movement	Moderate	Moderate	High	Very High	Very High
d. Hand movement	Moderate	High	Moderate	High	High
e. Positive posture	Moderate	High	High	Very High	Very High

**4.3.2 Consistent Focus**

VERBAL PARTICIPATION	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
a. Respond to questions	High	High	Very High	Very High	High
b. Join in discussion	Low	Moderate	High	Very High	Very High
c. (Group) Take turns in performance	Moderate	Moderate	High	High	Very High
d. (Audience) Make positive sounds	Moderate	High	Very High	Very High	Very High

### 4.3.3 Confidence

LEARNER CONFIDENCE	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
a. Willing to participate	High	High	High	High	Very High
b. Confident voice tone	Moderate	Moderate	High	Very High	High
c. Confident expressions & gestures	Moderate	High	High	High	High

### 4.3.4 Fun and excitement

EXCITEMENT AND FUN	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
a. Positive sounds of excitement	Moderate	High	High	High	Very High
b. Happy faces	Moderate	Moderate	High	High	Very High
c. Humors in discussion/ scenes	High	High	Very High	Very High	High
d. Exciting performances	High	High	Very High	Very High	High

## 5 FINDING AND DISCUSSION

### 5.1 Findings and Limitations

The results from Interactive White Board (IWB) study show that IWB has been one of the most effective language teaching and learning tools. It supplies lots of multimedia such as audios, pictures from many sources (ActivInspire available source, or Internet sources), available designed games, inspiring templates and so on. I suppose that this new approach can help increase the vocabulary teaching and learning's effectiveness. Innovative IWB-based activities and games are both offer a unique opportunity for quick memory of English lexical items and enhance students' motivation in English words acquisition.

Through observation, interview, note-taking and questionnaire, I found that students are strongly motivated. They felt very happy and interested in the lessons and wanted to figure out more about the upcoming lesson. They also prepared well for their next coming periods/classes. One more important thing, students shared that they wish to have more IWB lessons next terms.

On the other hand, there are some limitations of study progress, the first one is about the technical issues. Students found it hard to use the IWB smoothly, and because of the lack of hi-tech skills. For example, when students could not use the IWB smoothly, they laughed at that problem or became irritated. Teachers also had the trouble with IWB connection at the beginning of the lesson. Next comes the visual effect. If there are many IWB activities, students must pay attention to the screen most of the time, which hurts their eyes. Furthermore, classroom management was also a problem when using IWBs because of fixed desks and chairs. Crowded class led to too much noise and less space for students to participate in tasks comfortably. In addition, there was heavy workload teachers must deal with from lesson plan preparation for interaction so that IWB activities involved equal participation from the students. Last but not least, the IWB preparation and application is quite a time-consuming process which the teachers have to spend his or her spare time (much time) to prepare for those tasks.

## 5.2 Suggestions for the better IWBs application into teaching vocabulary

Here are some suggestions to solve above problems. Firstly, to deal with the technical issues, teachers need to check everything carefully before coming to class as well as go to the classroom early to set up and test whether IWB works smoothly. Moreover, teachers should keep contact with a technician in the school just in case they cannot deal with the matters arising. In terms of visual effects, try to choose the pictures or text colors that are not too colorful or too bright to keep students' eyes comfortable. To cope with classroom management, teachers should prepare carefully the activities that everyone can join groups and take part in the activities. Groupwork and equal involvement will reduce students' distraction and the noise of non-participating students. To save time for lesson planning, teachers should explore the diverse IWB activities resources that are available on the Internet and adapt to their own lessons. By this way, their burden of workload also decreased significantly.

## 5.3 Implications for designing creative activities using IWB

Most of the previous researches focused mainly on the effects of IWBs on students' achievement or students' motivation, not on how to design flexible and innovative activities with IWB. After conducting this study, I myself find it quite important to design IWB activities which match with students' interest and involve their movement and boost their motivation.

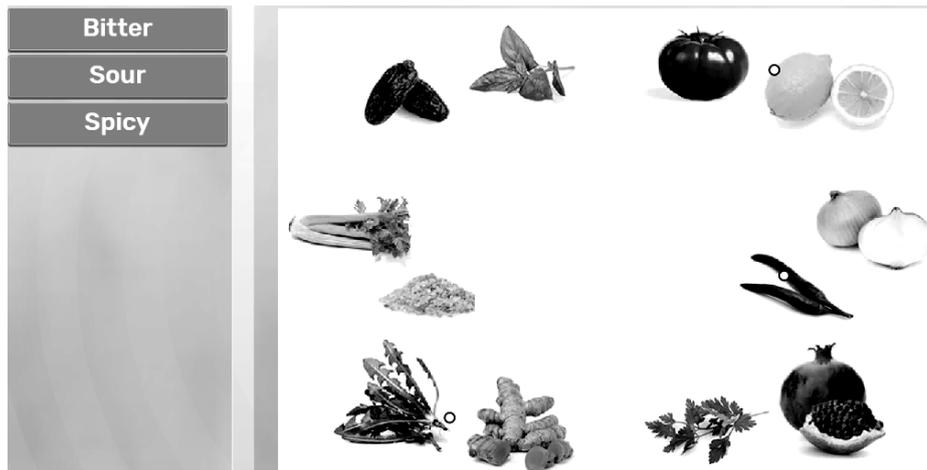
The most commonly used software with IWBs in Vietnam is ActivInspire. Teachers can take advantage of various templates of this software in Activities part to adjust to their own lesson such as Matching, Sequencing, crosswords, word search, etc. Besides, Flipchart part is for those who prefer creating their own unique lesson with many helpful tools like magnifier with magic ink, hide and show, adding media such as videos, pictures, gifs, or board games with dice, etc. Furthermore, teachers can also look for flash games using IWB on the Internet.

(<https://www.gamestolearnenglish.com/interactive-whiteboard-games/> or  
<https://www.eslgamesplus.com/food-partitives-esl-fun-game-food-quantities-game/>)

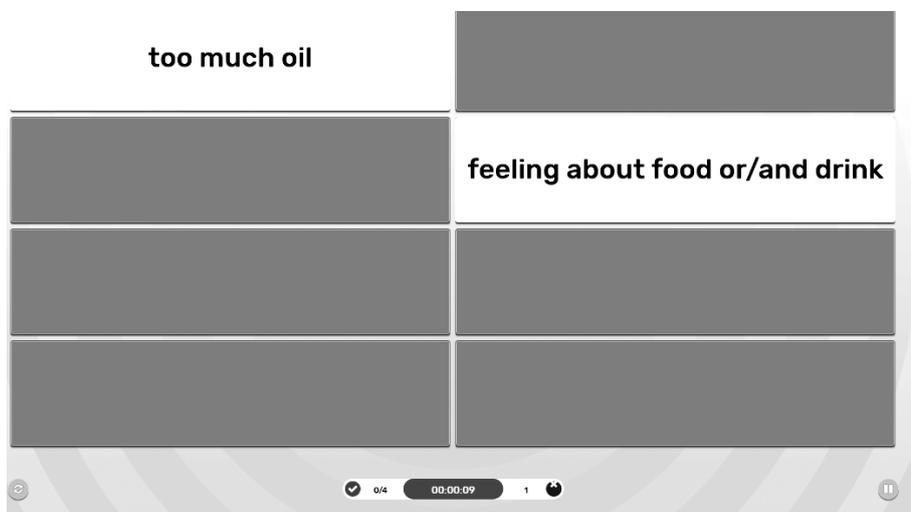
### 5.3.1 IWB activities from Activ Inspire's Activity (templates available in the software)



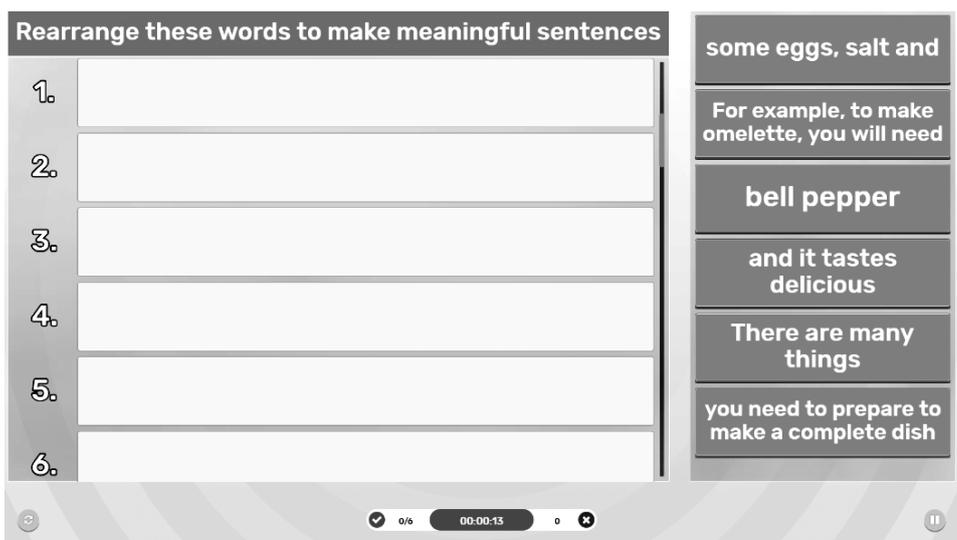
**Activity 1:** Category: Put food into the correct headings



**Activity 2:** Label-diagram: Match the taste with the correct vegetables or fruits



**Activity 3:** Memory game: Choose two panels at a time so that they are related to each other in meaning



**Activity 4:** Sequencing: Put these phrases into the correct order



**Activity 5:** Compare and contrast words into lists

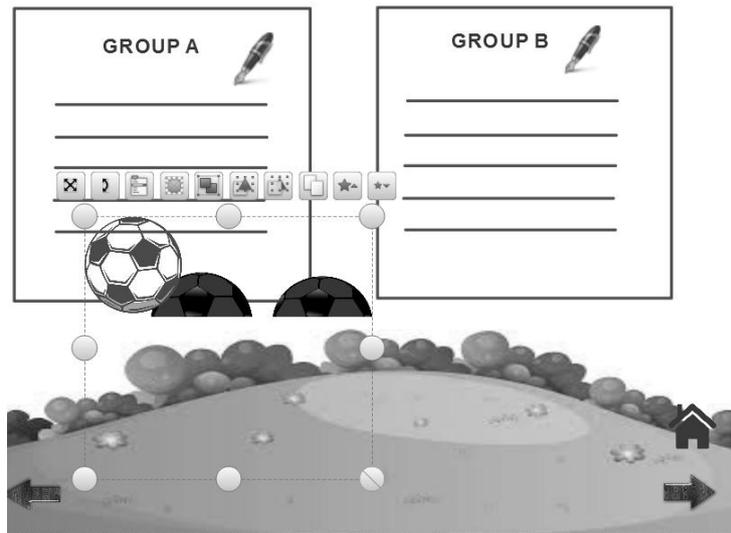


**Activity 6:** Matching

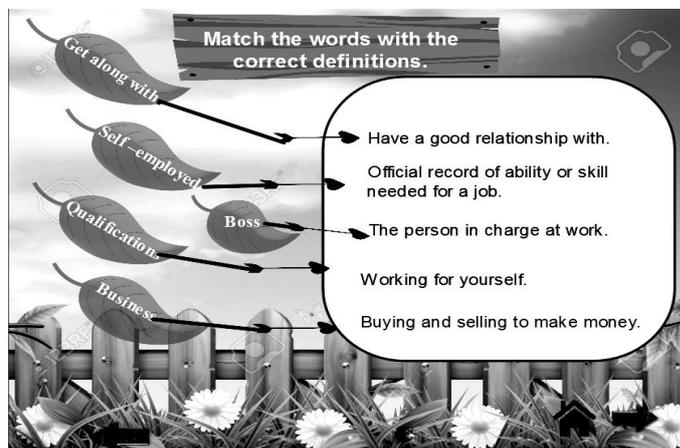
**5.3.2 IWB activities from Activ Inspire's Flipchart**



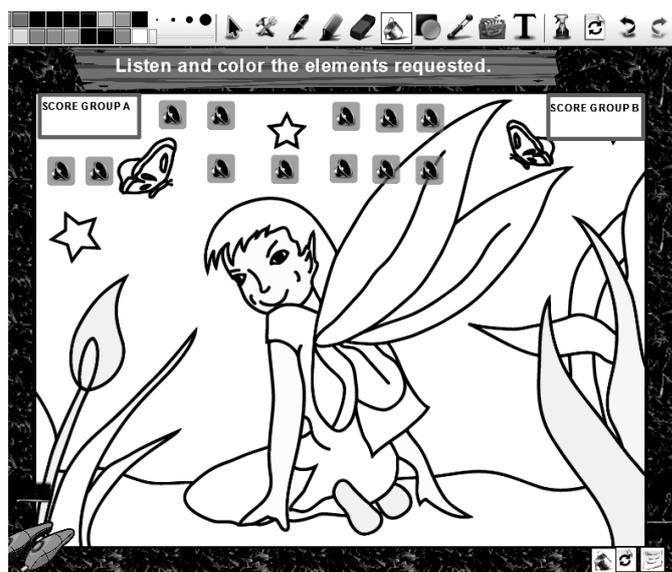
**Activity 1:** Revealing pictures to draw the attention from students



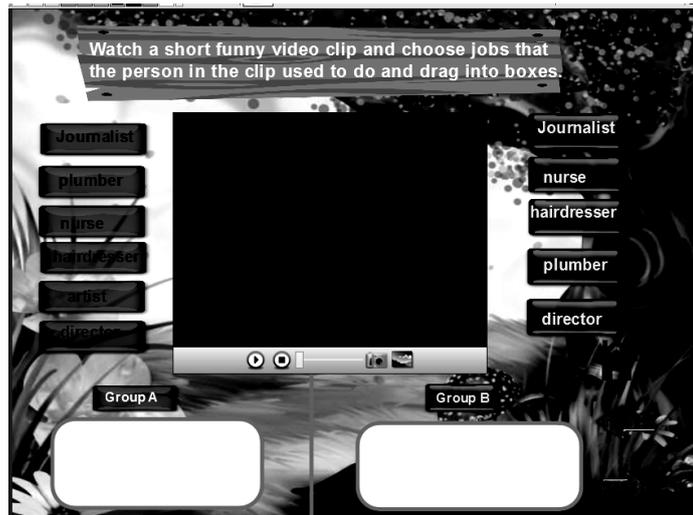
**Activity 2:** Divide students into two groups by letting students choose blue ball or red ball hidden under the meadow



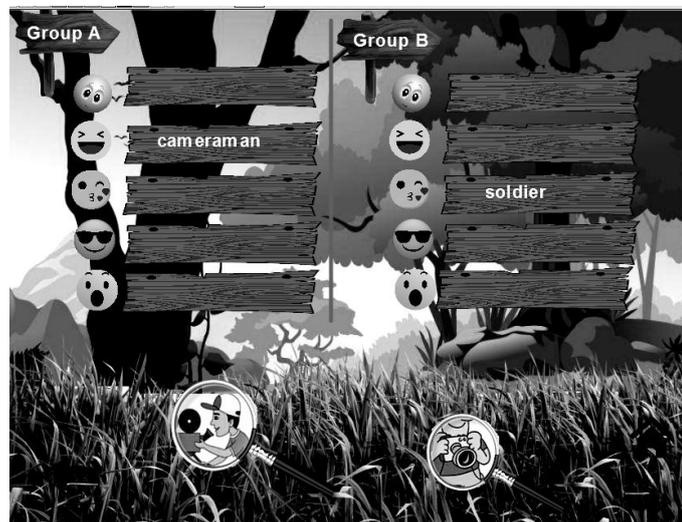
**Activity 3:** Matching task



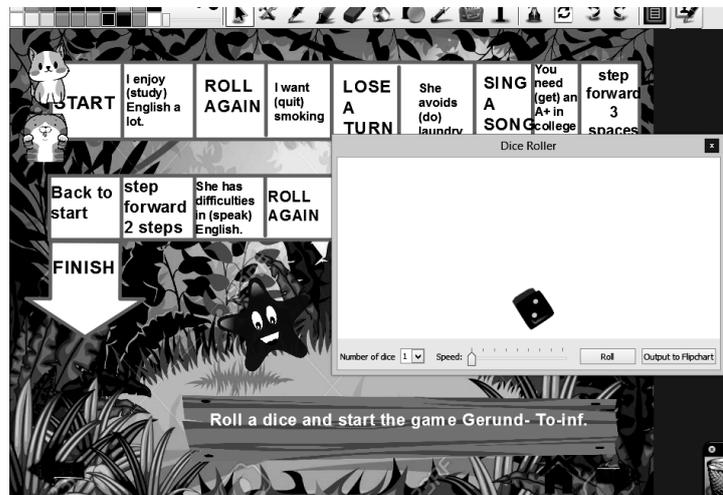
**Activity 4:** Listen and color parts of picture according to what you heard



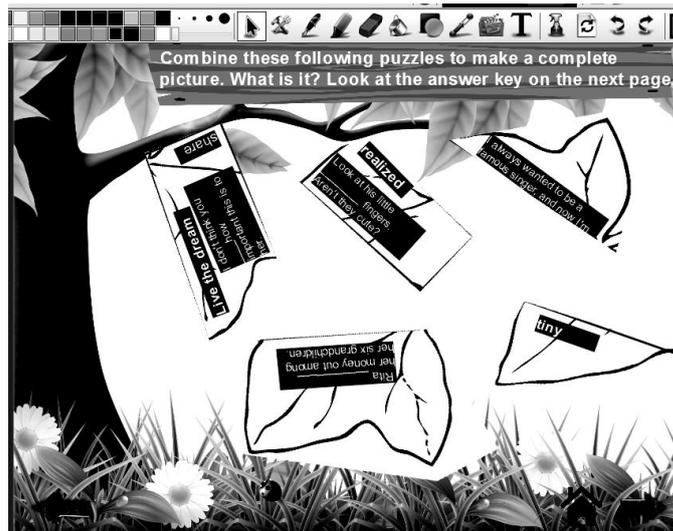
**Activity 5:** Watch a short video clip and choose the job you hear. If your choice is wrong, the answer won't be into the box



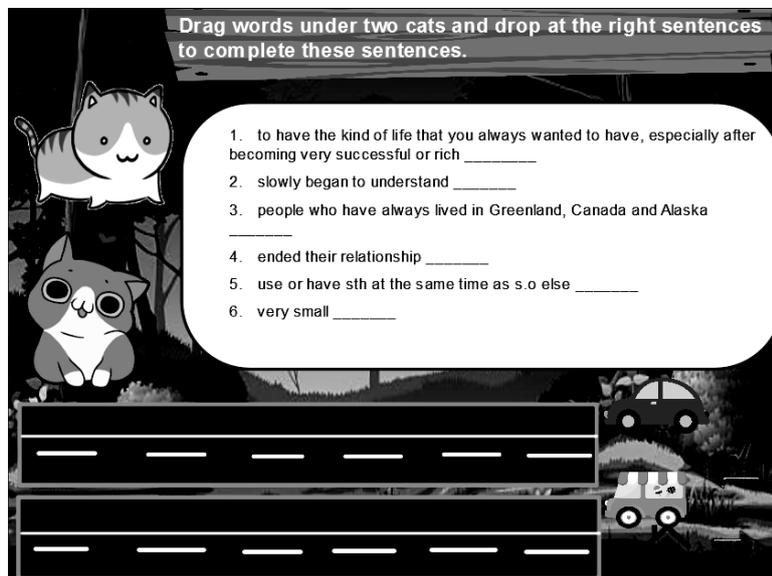
**Activity 6:** Use the magnifier to look for the person whose job matches with the words on wooden panels



**Activity 7:** Roll a dice and start the board game (click the star to throw a dice)



**Activity 8: Jigsaw puzzle**



**Activity 9: Car race activity**

### 5.3.3 IWB activities from Internet Flash resources

From <https://www.eslgamesplus.com/food-partitives-esl-fun-game-food-quantities-game/>

From <https://www.gamestolearnenglish.com/interactive-whiteboard-games/>

## 6 CONCLUSION

The evaluation of research results showed that (1) the innovating activities with Interactive White Board (IWB) technique was successful in motivating students in English vocabulary learning, making them more motivated. (2) The process of IWB activities should be facilitated for students to perform with more fluency, confidence and ease. (3) The researcher and her colleagues should apply the IWB technique into teaching vocabulary as a long-term method due to its efficiency to help VLU students enhance their English vocabulary learning as well as their overall learning. Besides, the appropriate tasks, the inputs given, the preparation time, the feedback technique

should be taken into consideration. I myself as a teacher found that I gained more experiences in teaching English effectively and vividly.

Besides those positive results, there are some limitations that influence the results negatively: the technical issue, time limit, as well as visual effects, or classroom management. Before starting the research, I attended the one-month training course in IWB at Ho Chi Minh City University of Pedagogy and after that course, I had a clear understanding of basic knowledge of how to use create IWB activities in my own way. Hopefully, this research paper can spread the innovative and novice activities to teach vocabulary, using IWB to other inspiring teachers or those who are interested in IWBs.

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