



Sudan University of Science and Technology
College of Graduate Studies



**The Impact of Using Smart Board on Teaching English
Language Vocabulary**

(A Case study of some Sudanese Secondary Schools Students and Teachers
in Khartoum locality 2020)

أثر استخدام السبورة الذكية في تدريس مفردات اللغة الانجليزية

دراسة حالة بعض معلمي وطلاب المرحلة الثانوية في محلية الخرطوم 2020

*A thesis Submitted in Fulfillment of the Requirements for
the PhD degree in Education (ELT)*

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Quranic verse
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالي :

قُلْ لَا أَمْلِكُ لِنَفْسِي نَفْعًا وَلَا ضَرًّا إِلَّا مَا شَاءَ اللَّهُ ۗ وَلَوْ كُنْتُ أَعْلَمُ الْغَيْبِ
لَاسْتَكْتَرْتُ مِنَ الْخَيْرِ وَمَا مَسَّنِيَ السُّوءُ ۗ إِنْ أَنَا إِلَّا نَذِيرٌ وَبَشِيرٌ لِّقَوْمٍ يُؤْمِنُونَ

صدق الله العظيم

سورة الأعراف الآية (188)

Quranic verse Allah Almighty said:

(Say: "I have no power over any good or harm to myself except as Allah willeth. If I had knowledge of the unseen, I should have multiplied all good, and no evil should have touched me: I am but a warner, and a bringer of glad tidings to those who have faith.")

Great truth of Allah

Surah Al-A'raf Verse No (188)

Dedication

To my parents and family and all friends.

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Abstract

This study aims at investigating the effectiveness of using smart board on teaching English language Vocabulary and its role in the academic achievement of high schools students at Elemtidad in Khartoum State 2020. This study used the descriptive analytical approach. It used the test and questionnaire as tools to collect data on the benefits of using smart board. The sample of the study consisted of (80) students and (100) teachers. The data were analyzed by using SPSS program. The most important results are that have been found smart board are used in Sudanese secondary school classes. And secondary school teachers in English as a foreign language have positive attitudes towards using the smart board. And using smart board has many advantages. This study concluded with many recommendations, some of the most important recommendations are to pay attention to teachers training in using smart board at the secondary level. Also training teachers to using modern technologies.

Abstract (Arabic Version) المستخلص

هدفت هذه الدراسة إلى تقصي فاعلية استخدام السبورة الذكية في تعلم مفردات اللغة الإنجليزية ودورها في التحصيل الأكاديمي لطلاب المرحلة الثانوية ولاية الخرطوم 2020. اتبعت الدراسة المنهج الوصفي التحليلي، واستخدمت الاختبار والاستبانة كأدوات لجمع البيانات حول فوائد استخدام السبورة الذكية في تدريس مفردات اللغة الإنجليزية كلغة أجنبية. وتكونت عينة الدراسة من (80) اختباراً موزعاً على طلاب المرحلة الثانوية ، ووزعت (100) استبانة على معلمي اللغة الإنجليزية بالمرحلة الثانوية ولاية الخرطوم. واصلت الدراسة لبعض النتائج أهمها استخدام اللوحات الذكية في فصول المدارس الثانوية السودانية كما أن معلمي المدارس الثانوية في اللغة الإنجليزية كلغة أجنبية لديهم مواقف إيجابية تجاه استخدام السبورة الذكية في تدريس مفردات اللغة الإنجليزية وأن استخدام اللوحات الذكية في فصول المدارس الثانوية للغة الإنجليزية كلغة أجنبية لديه العديد من المزايا. من أهم التوصيات الاهتمام بتدريب المعلمين في المرحلة الثانوية على استخدام السبورة الذكية في تدريس اللغة الإنجليزية واستخدام التقنيات الحديثة كأسلوب تعليمي فعال.

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CHAPTER ONE
INTRODUCTION

Chapter One

Introduction

1.0 Background

Nowadays scholars make a shift towards teaching through technology, where, trying to follow our times, we strive to prepare our students to embrace the new world that lies ahead them. As Information and Communication Technologies (ICTs) have altered the way we teach and learn, taking education to another level, where a previous teacher centered approach has today become a student centered one. It is a breakthrough by all means which has revolutionized the learning process allowing knowledge to be effortlessly distributed and be able to take place any-where.

Davies and Hewer, (2012) claim that, Computer Assisted Language Learning is today regarded as a critical element that has shifted educational goals from knowledge acquisition to aspects and ways that produce the development of attitudes and intellectual capabilities as well as of further assimilation of knowledge. It is however the responsibility of teachers to ensure that they are first and foremost familiar with the ICT use that is about to take place in their classroom for such assimilation of knowledge to take place on secure grounds. Consequently, the learners' computer skills are to be evaluated along with their web navigation skills and language level. Students who learn English as a foreign language need further language support. They need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills. For doing such tasks, they are in need of using various tools which can help them learn the language easily and effectively.

Technological tools for language teaching includes the personal computer which plays a central role in learning (Davies & Hewer, 2012). There are, however, other technological tools that can be utilized in language learning besides computers. Each technological tool has its specific benefits and application with one of the four language parts (speaking, listening, reading, and writing). However, in order to use these techniques successfully, the EFL student should be familiar with using computers and internet, and capable of interacting with these techniques.

The use of technology brings lot of advantages into the classroom. Students may have a chance to see the real world in the classrooms and they can be motivated easily. Ellis (1994) points out that creating challenging tasks and activities motivate the language learners. This research aims to highlight the role of using ICTs in teaching English as a foreign language. It discusses different approaches and techniques which can assist English language students to improve their learning skills by using technology.

1.1 Statement of the Problem.

The researcher has observed that there are some difficulties in learning English language vocabulary through the traditional methods so the researcher tends to present new techniques in teaching vocabulary. hence this study attempts to investigate the impact of using smart board .

1.2- Objectives of the Study

This study aims to fulfill the following objectives:

- 1- To identify whether the smart boards are used in Sudanese secondary school classes or not.
2. To identify secondary schools teachers have positive attitude towards teaching vocabulary through the use of smart boards.

3. To find out the advantages of using smart boards in Sudanese secondary schools.

1.3 Questions of the Study

This research tries to answer the following questions

1. To what extent are EFL teachers in Khartoum locality familiar with the use of smart boards in EFL classroom?
2. How far do EFL teachers have positive attitude towards teaching vocabulary through the using of smart boards in the EFL classroom?
3. What are the possible anticipated results of using smart boards in Sudanese secondary schools?

1.4 Hypotheses of the Study

The followings are the hypotheses of the study which will be tested on the basis of the results

1. Smart boards are not used in Sudanese secondary school classes.
2. EFL secondary school teachers have positive attitudes towards using Smart Board in teaching English vocabulary.
3. Using smart boards in EFL secondary school classes have many advantages.

1.5 Significance of the Study

The study shows the positive roles of integrating smart board in EFL classroom for teaching vocabulary. The study advices the teachers to use the computer to increase learners' motivation, interaction and vocabulary. It also encourage learners to use smart board and communicate global ideas confidently.

1.6 Research Methodology

The study will use the descriptive analytical method. The researcher will use a questionnaire and pre test – post test as a tool to collect the data about the benefits of using smart board in teaching vocabulary from the EFL teachers at secondary level.

1.7- Limits of the Study

This study will be limited to “The impact of Using Smart Board on Teaching English language Vocabulary”.

Khartoum State-Secondary Schools 2018

1.8-Study Terms

CDs: Compact Discs

ICTs: Information and Communication Technology

S B: Smart Board

Chapter Two

Literature Review and Related Studies

Chapter Two

Literature Review and Related Studies

2.0 Introduction

This chapter investigates the Impact of using smart boards technology in improving EFL learners' vocabulary. It also discusses the importance of enhancing learner's creativity and language skills through using computer and smart boards in EFL teaching and learning process. The researcher in this part also casts light on increasing learners' motivation through multimedia to learn English language. This chapter ends with previous studies.

The use of technological media in education like the computer, the Internet, and a data projector, the projector optic, smart board, are considered of the media that will help to bring about effective learning. some efforts have been made and studies have been conducted to investigate the effect of the use of certain media technology in the development of educational computer skills use in general , and among these studies Abed study (2007), which aimed to identify the effectiveness of a proposed program to develop the programming skill among teachers, and the study of the Aqel (2007), which aimed to investigate the effectiveness of the program (WebCT) in the development of the skill of designing visual computerized forms among the female students in the Faculty of Information and Technology. And Audeh (2005) held a study in order to identify a proposed program to train teachers on the production of educational techniques. While the study of Hassan (2005) was aimed to detect the effectiveness of the technical program for the development of practical skills in teaching technology among the Student/ teachers. And

Hifnauy (2005) held a study in order to identify the effectiveness of multi-media in the development of the necessary programming skills among high school computer teacher.

With so many elements of the educational situation, including educational goals and the method of teaching, methods and activities the interests vary, but the biggest concern was the widespread change of the teaching methods and the use of technological innovations. It has contributed to the scientific progress and the rapid technological explosion, which in turn is reflected in the educational process, and in particular on the use of multimedia technology in education. Recent years have seen tremendous progress in technological media, and how to employ them and their use in education, and among these technological media the smart board (Gosaibi, 2009).

2.1 Teaching Vocabulary in EFL Classes

English has become a universal language that covered all aspects of life, where people of different nationalities use it to communicate with each other and it has become the language of science, technology, politics, economy and education. This universal acknowledgment of English as the language of today and the need for good communication skill in English has created a huge demand for teaching English around the world. This has put a new and different teaching methodology for teaching English as a foreign language (Hamdona2007:1). Consequently, English as a language has proved to be an essential demand for all levels and in different fields. Keshta (2000:4) clarifies that English language has become the common language between people from different backgrounds.

Facilitating reading is far and away the most important thing a teacher can do to improve ESL students' vocabulary (Cunningham & Stanovich,

1998; Krashen, 1993; Nagy, 1988). Therefore, the best strategy teachers should utilize to enhance their students' vocabulary growth is to provide them with as much time to read for themselves as possible and to integrate reading activities into curricula so that students experience words in a variety of contexts. Although research has demonstrated that one's knowledge of vocabulary plays a critical role in students' literacy development, many teachers dedicate little of their class time to vocabulary instruction (Scott, Jamieson-Noel, & Asselin, 2003). Some students react better to flashcards, while others may have a preference for collaborative discussions. Teachers who devote time to vocabulary instruction often use strategies that fail to increase students' vocabulary and comprehension abilities (see reviews in Blachowicz & Fisher, 2002; Nagy, 1988). Basically, it seems that many EFL teachers are at a loss about what techniques to use to enhance their students' involvement in the process of learning. While traditional memorization drills continue to dominate vocabulary teaching, Graves (Graves, 2000; Graves & Watts-Taffe, 2002) advocate broader classroom vocabulary programs for students. ESL teachers who want to improve students' vocabularies realize that they have to foster classrooms that accommodate multiple learning intelligences. The goal of this article is to expand the scope of vocabulary instructional strategies discussed in previous research (Brassell, 2003; Brassell & Flood, 2004) to include some classroom-proven, time-efficient methods for teachers to use to enhance their ESL students' vocabulary knowledge. Games have always been recognized as important tools that can dramatically change the atmosphere of the class. As such, they can conceivably be used in EFL classes to make vocabulary and grammar learning more interesting. Below, we

introduce a game that we have made use of in our classes when teaching grammar and vocabulary.

2.1.1 Definition of Vocabulary

Vocabulary is the knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking Mavrides (2008). Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write

Learning vocabulary is very important for EFL learners. The knowledge of vocabulary enables them to establish and achieve successful communication which is the main goal of any foreign language teaching and learning. Vocabulary plays an important role in the language learning process and has considered as an integral part of a language. The primary aspect in learning a language is the acquisition of a vocabulary and practice in using it. According to Rivers (2006), students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success. The knowledge of vocabulary also helps students explore the language varieties. They can easily able to compare and contrast the foreign language and the mother tongue. It also helps in understanding the similarities and differences between the two languages and helps in learning language in true sense of

the term by understanding the language systems of the both languages. In that sense, words are the building blocks of language and help a foreign language learner communicate and express effectively. Learning vocabulary makes a learner an effective speaker whereas lack of vocabulary leads him/her to failure in establishing and achieving successful communication

2.1.2 Development of Vocabulary

According to Taylor (1990:142) developing the vocabulary of EFL learners is important because the development of other language skills require using vocabulary. Lack of vocabulary leads to the failure of EFL learners in classroom communication. However, knowledge of vocabulary supports EFL learners in speaking and writing whereas lack of vocabulary often results in lack of meaningful communication. Therefore, every attempt needs to be made to improve the vocabulary of EFL learners. As the general aim of any foreign language teaching and learning is to develop competence of a foreign language learners to make him/her competent in establishing successful communication and independent and autonomous learners, this study investigates the role of the use of short-stories in developing vocabulary of EFL learners so as develop their competence as well as in making them autonomous learners.

Vocabulary emphasis should be a major feature of every reading instruction program. Vocabulary can be thought of as hooks for background knowledge, concepts about the world, understanding discipline content, integration of new learning with what is known and representation of abstract understandings. Each definition is dependent upon context: I will set the glass on the table. I am all set to go. I can only play one set of tennis. Thus, the relationship between getting meaning from text and vocabulary is a shared one. Vocabulary growth is a partial outcome of comprehending what

is read and comprehension capabilities are inextricably bound with knowledge of word meaning in context .Words for which readers know the meaning in context represent the concepts and informational knowledge available to them to make sense of what they read. Enhancement and growth of vocabulary knowledge facilitates the reader's processing of text and engagement with the author's writing. Through such engagement, readers can formulate and validate concepts, meaning, and new learnings. This fabric of comprehension is a result of weaving together the shared vocabulary that forms the experiences of author and reader .However, although such resources are of minimal help in understanding the word and all its derivations, definitional knowledge of words has potential to ripen into knowing such words learned through definitional examples contribute to text cohesiveness in multiple text encounters .Competent readers construct meaning as they read and use context to grasp the meaning of unknown words as they are encountered by using their knowledge of language structure integrated with their experiences and background knowledge. Experiences with language and concepts facilitates the growth, refinement, and concrete construction of new vocabulary knowledge .The direct implication for reading instruction is that to increase learners' vocabularies they must encounter new words in both spoken and written language, facilitating their abilities to construct meaning for new words representative of their background knowledge.

2.1.3 Achievement of Vocabulary

In order to achieve a successful process of learning English, one must acquire its vocabulary, grammar, pronunciation and skills, namely listening, reading, speaking, and writing. Accurate and adequate use of vocabulary influences language comprehension more than grammatical correctness in

effective communication. Wilkins (1972:111) emphasizes that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This clarifies the importance and the essential role of vocabulary in learning a foreign language.

Oxford University press (2010: p.461) defines Vocabulary as " a list of words with their meanings, especially at the back of a book used for teaching a foreign language. Sapura (2007, p.17) defines vocabulary achievement as " students' scores which taken by measuring their abilities in the following :- students can achieve the vocabulary .- students can apply the vocabulary that have been achieved in English. "The researcher defines vocabulary achievement as the pupils' scores which are gained in the vocabulary achievement test that measures their skills in recognizing, understanding, acquiring and applying English vocabulary.

2.1.4 Significance Role of Vocabulary Knowledge

Vocabulary is now a current focus in ESL pedagogy and has been increasingly recognized as essential to language use because inadequate vocabulary can lead to the learners' difficulty in language reception and production (Wei, 2007). Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas, communicate effectively, and learn about new concept. Vocabulary is the glue that holds stories, ideas, and context together, making comprehension accessible for the readers. In addition, vocabulary knowledge is essential to reading comprehension and determines how well the readers will be able to comprehend the texts they read in middle and high school. If the readers do not know the meaning of a sufficient proportion of the words in the text, comprehension is impossible. Knowing at least 90 percent of the words enables the readers to get the main

idea from the reading and guess correctly what many of unfamiliar words mean. In other words, the students will not be able to comprehend the text that has too many unfamiliar words that exceed more than 10 percent (Sedita, 2005).

With the help of technology, teachers will be leaders in the transformation of education around the world. Vocabulary knowledge has an important role in almost all areas of language learning. According to Allen (1983) "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. Moreover, Ahmed (1989) pointed out the significant role of vocabulary knowledge in reading comprehension in first language (L1) situations, and second language (L2) settings as well. Thus, vocabulary learning is important not only in L1, but also in L2 language learning. Atkinson (1972) believe that "If one does not know the meaning of the words occurring in a text, New technology has been developed that many people in the past have never dreamt of. Day after day, year after year, something new appears and we think that this must be the end. Schools are the environments where new leaders of evolutionary teams start to be formed and technology used at schools has so much to say. However, teachers are those who have to connect to the new technology and to be able to pass the knowledge on to their students. Competent people and workers must have critical thinking skills such as information literacy, media literacy and ICT (Information, Communications and Technology) Literacy.

2.1.5 Vocabulary Learning

Is the process acquiring building block in second language acquisition Rest repo Ramos (2015). The impact of vocabulary on proficiency in second language performance "has become [...] an object of considerable interest among researchers, teachers, and materials developers" (Huckin &Coady, 1999, p. 182). From being a "neglected aspect of language learning" (Meara, 1980, as cited in Xu & Hsu, 2017) vocabulary gained recognition in the literature and reclaimed its position in teaching. Educators shifted their attention from accuracy to fluency by moving from the Grammar translation method to communicative approaches to teaching. As a result, incidental vocabulary teaching and learning became one of the two major types of teaching programs along with the deliberate approach.

2.1.5.1 Goals of Vocabulary Learning

Vocabulary learning goals help in deciding the kind of language to be learnt and taught. Nation (2000) suggests three types of information to keep in mind while deciding on the goals.

- 1) Number of words in the target language.
- 2) Number of words known by the native speakers.
- 3) The number of words required to use another language Alemi, M., &Tayebi, A. (2011)

It is very difficult to know all the words in a language as even native speakers don't know all the words. There are many specialized vocabularies that only a specific set of people know. In this context if somebody wants to count all the words in a language, it is useful to be familiar with terms such as tokens, types, lemmas, and word families. If we count the words as they

appear in language, even if they are repeated, the words are called tokens. If we count all the words but not counting the repetition of a word, the words are called types. A lemma is the head word and some of its reduced and inflected forms.

2.1.5.2 Types and Strategies of Vocabulary Learning

There are two major types of vocabulary learning: deliberate and incidental. Vocabulary learning types and low-frequency are important components in a vocabulary teaching program. The two major types of vocabulary learning are deliberate and low-frequency. It is important to treat these types as complementary -rather than mutually exclusive- by using different vocabulary learning strategies and their combinations.

Scott Thornbury (2002) describes these types by stating that "some of the words will be learned actively", while others "will be picked up incidentally" (p. 32). Dodigovic (2013) and Nation (2006) emphasize the same distinction - only using a different term for the one side of this dichotomy: deliberate vocabulary learning. Nation (2006) also adds another nuance to this concept by calling it "deliberate, decontextualized vocabulary learning" (p. 495). Elgort (2011) uses the term deliberate, while DeCarrico (2001) prefers to talk about "explicit versus implicit learning" (p. 10). Other authors, although employing various terminology are also in favor of this same distinction. For example, throughout their article, Alemi and Tayebi (2011) talk of "incidental and intentional" vocabulary learning, as does also Hulstijn (2001). Expanding the terminology even further, Gu (2003) uses the terms "explicit and implicit learning mechanisms" throughout his article in discussing the second language learning strategies. Whatever terminology is

used in the literature by different authors, the two major types of vocabulary learning are discussed: explicit and incidental. These two concepts should not be perceived as competitors but rather as mutually reinforcing (Nation, 2006).

In both types of vocabulary learning or their combination, the efficiency of learning is achieved by following one or more of the vocabulary learning strategies. Different researchers look into the nature of this concept from various perspectives. Given that vocabulary learning strategies are very diverse, Schmitt(2000) suggests a summary of major vocabulary learning strategies and classify them into five groups: determination, social, memory, cognitive and meta-cognitive. Building on this classification, Xu and Hsu (2017) suggest two major categories of vocabulary learning strategies – direct and indirect. The first category includes four types of strategies: memory, cognitive and compensation strategies; the second category contains the meta-cognitive, effective and social strategies. Based on their research, Lawson and Hogben (1996) distinguish repetition as the major strategy of vocabulary learning, while Mokhtar et al. (2009) explain that ESL students prefer vocabulary strategies such as guessing and using a dictionary.

2.1.5.3 Deliberate Vocabulary Learning

One of the major types of vocabulary learning in language acquisition is deliberate vocabulary learning. Before moving on to presenting the literature, it is important to mention that when talking about deliberate vocabulary learning, various terminologies are used by different linguists and writers. Elgort and Warren (2014), as well as Schmitt (2000), use the

term explicit (which is mostly used for grammar teaching), while Nation (2006) uses the word decontextualized vocabulary learning and contrasts the term with "learning from context" (p. 494) without explicitly using the term incidental vocabulary learning. Intentional vocabulary learning (Dodigovic, Jeaco & Wei, 2017; Hulstijn, 2001), active learning (Thornbury, 2002), and direct instruction (Lawrence et al., 2010) are also used. However, throughout this paper, the term deliberate (Elgort, 2011; Nation, 2006) will be used to refer to this concept.

The advocates of deliberate vocabulary learning paradigm -for example, Coady, 1993; Nation, 1990, 2001, as cited in Ma & Kelly, 2006- agree that context is the main source for vocabulary acquisition. However, they also believe that in order to be able to build up sufficient vocabulary and acquire the necessary strategies to handle the context when reading, learners need support. Thus, extensive reading may be sufficient for developing advanced students' vocabulary, but it has to be supplemented with deliberate vocabulary learning at lower proficiency levels (Elgort & Warren, 2014). Kennedy (2003) supports this notion and argues that deliberate learning is more appropriate for students with up to an intermediate level of proficiency, while incidental learning, which can occur outside the classroom, is more valuable with higher proficiency students. The limited classroom time should be spent on the deliberate teaching of vocabulary (Schmitt, 2000), as the main problem of vocabulary teaching is that only a few words, or a small part of what is required to know a word, can be taught at a time (Ma & Kelly, 2006). Ma and Kelly (2006) argue that learning a word requires more "deliberate mental effort" than merely being engaged in meaning-focused activities. However, according to the authors,

the advocates of deliberate approach believe that it should be combined with incidental learning to be more efficient.

Schmitt (2000) demonstrates that deliberate vocabulary learning, unlike incidental learning, is time-consuming, and too laborious. Moreover, according to Nation (2005), deliberate vocabulary learning is “one of the least efficient ways” to improve students’ vocabulary knowledge. Yet, he claims that it is a vital component in vocabulary teaching programs. However, Schmitt (2000) states that deliberate vocabulary learning gives the learners the “greatest chance” for acquiring vocabulary, as it focuses their attention directly on the target vocabulary. He presents an important concept from the field of psychology: “the more one manipulates, thinks about, and uses mental information, the more likely it is that one will retain that information” (p. 121). The deeper the processing, the more likely it is for the newly learned words to be remembered. Therefore, explicit attention should also be given to vocabulary, especially when the aim is language-focused learning (Nation, 2006b). According to Ellis (1994, as cited in Laufer&Hulstijn, 2001), while the meaning of a word requires “conscious processing” and is learned deliberately, the articulation of its form is learned incidentally because of frequent exposure. Ma and Kelly (2006) mention the necessity of establishing a link between the meaning and form of a word by various strategies, e.g., “direct memorization,” which is a strategy of deliberate vocabulary teaching.

In vocabulary teaching programs, it is also necessary to consider the frequency of the words (Nation, 2006b). Thus, high-frequency words deserve to be taught explicitly (Kennedy, 2003) and sometimes even low-frequency words can be taught and learned deliberately, for example through

word cards, word part analysis, and dictionary as recommended by Nation (2006b). However, when measuring the difficulty by the results, deliberate vocabulary learning is easier than incidental learning, yet it needs more focused effort. Therefore, directing deliberate attention to the particular aspect can lighten "the learning burden" (Nation, 2006a).

To sum up, deliberate vocabulary learning is essential to reach a threshold of the vocabulary size and it is a prerequisite to incidental learning (Schmitt, 2000).

2.1.5.4 Incidental Vocabulary Learning

Another type of vocabulary learning is called incidental vocabulary learning. By its nature, incidental vocabulary learning is one of the key aspects of language acquisition. This concept, which is also referred to as passive learning (Schmidt, 1990; as cited in Alemi&Tayebi, 2011) or implicit learning (Gu, 2003), is the process of acquiring vocabulary without placing the focus on specific words to be learned (Paribakht&Wesche, 1999). It is deemed that, this type of learning should occur with low-frequency words (Nation, 2005) as the first few thousand words are better learned through deliberate learning approach (Huckin&Coady 1999). However, this may be hampered by the fact that several encounters with a word are needed before it is committed to memory (Nation, 1990), which may not be possible with low-frequency words (Nation 1990). Alemi and Tayebi (2011) as well as Schmitt (2000) link incidental vocabulary learning with the communicative context. The formers stress that incidental vocabulary learning occurs by "picking up structures and lexicon of a language, through getting engaged in a variety of communicative activities"

(p. 82), while the latter indicates that producing language for communicational purposes results in incidental learning.

There is a number of factors which affect the occurrence of incidental vocabulary learning. Most of the scholars agree that the best way is through extensive reading (Jian-ping, 2013; Restrepo Ramos, 2015). Restrepo Ramos (2015) indicates that “there is strong evidence that supports the occurrence of incidental vocabulary learning through reading for meaning comprehension” (p. 164). However, as research shows, 95% of the words must be familiar to the reader to understand a text (Hirsh & Nation, 1992; Laufer, 1989). According to Nation (2009), this figure is even higher, i.e., 98 percent. Huckin&Coady (1999), on the other hand, argue that "extensive reading for meaning does not automatically lead to the acquisition of vocabulary. Much depends on the context surrounding each word, and the nature of the learner's attention" (p. 183). While Dodigovic (2015) finds that it is the approach that matters, i.e., the bottom-up processing of readings is better than the top-down. Thus, to develop incidental vocabulary learning, the learners should be exposed to the words in different informative contexts, following the bottom-up processing of the readings.

2.1.6 Vocabulary Acquisition

Classroom management is one area of teaching that is not always considered, but can be of great benefit to students when planned effectively. It involves the language used by the teacher when describing activities, controlling student behavior, and directing students in what they should be doing. According to Nation (2003), it is important that classroom management occurs in the target language, in order for learners to have more

consistent exposure to the language. The teacher's role then is to observe and make note of the vocabulary and structures commonly used during classroom management, and compile a list of the most frequently used words or phrases. This list can then be used to form meaningful input for the learners, thereby increasing their exposure and use of the second language.

The first language can have a role in learning a second language when used thoughtfully. If a class consists of learners who share the same first language, some class discussions can be held in that language. Learners are more likely to be engaged in the conversation, and can contribute more than they could in the second language. Often vocabulary from the second language is used during these discussions, resulting in learners retaining more vocabulary in general.

The English language contains many words that have been borrowed or are derived from other languages. Getting students to notice these borrowed words is helpful when acquiring vocabulary in English, because they may be able to make connections between their first language and their second language. Nation (2003) describes the concept of noticing borrowed words as a useful strategy for expanding learner's vocabulary.

According to Nation, although explicit vocabulary instruction is necessary for a balanced curriculum, is not favorable for expanding learners' vocabulary knowledge. Teachers should consider every aspect of a word when teaching new vocabulary, to determine which aspect needs the most focus. Nation characterizes this consideration as a "learning burden".

In terms of language testing, Nation has developed the Vocabulary Levels Test. This test aids teachers in deciding which vocabulary groups

require the most attention. It provides an alternate view towards vocabulary within any language, consisting of classifications based on word frequency. It is important to be aware of the distinction between low- and high-frequency words, as both these categories require a different course of action. Nation outlines a criterion which can be used to make the distinction between low- and high-frequency words. This involves examining "frequency of occurrence, coverage of the text, size of the high-frequency group, overlap between various word counts, and the starting point of specialized vocabularies". Nation also describes this test as being one of cost-benefit. Rather than spending time explicitly teaching low-frequency words, teachers should provide various strategies for dealing with these words, such as guessing based on the context surrounding the word, memorization techniques, and learning certain parts of each word.

2.1.7 Vocabulary Acquired:

Many different factors play a role in how language and words are acquired, especially for second language learners. According to Schmitt (2000) the learner's first language, culture, age and motivation are some examples of factors that affect second language vocabulary acquisition (p. 116). Much of the research that has contributed to the understanding of how vocabulary acquisition happens has been with first language learners, but Schmitt (2000) also maintains that much of this research can be applied to second language learning (p. 117). In other words, one could say that second language vocabulary acquisition happens according to the same principles as for first language learners, but under different circumstances. Language and vocabulary learning can be both incidental and explicit. Incidental learning happens when language is being used for communicative purposes (Schmitt,

2000, p. 120). According to Schmitt (2000) the dominant way of acquiring vocabulary in a first language is through incidental learning (p. 122). Verbal conversation and reading are examples of activities that can lead to incidental acquisition of words. The amount of exposure to the target language is essential to incidental vocabulary acquisition, but even though it is important, Schmitt (2000) highlights that the lack of exposure is still a common problem for the second language learner (p. 121).

This understanding of vocabulary acquisition is intimately related to the different aspects of word knowledge as incidental and explicit learning can target different aspects of vocabulary acquisition. As Schmitt (2007) emphasizes “[w]e can explicitly address some aspects, like meaning and grammatical characteristics, but aspects like collocation, register, and intuitions of frequency are only ever likely to be mastered. 11through extensive exposure to the target word in many different contexts” (p. 751).

As mentioned above, the amount of exposure to the target language plays a big role in how successful a learner is in acquiring vocabulary. When a learner is exposed to a new word for the first time, they are most likely to pick up a limited impression of a word’s form and meaning (Schmitt, 2000, p. 117). The learner’s understanding of this new word is also affected by the context in which the word occurs. Schmitt (2000) states that in a single exposure “it is only possible to gain the single meaning sense that was used in that context” (p. 117). According to Cameron (2001) learning words is a cyclical process (p. 74) which means that the knowledge of words is built over time. This means that students should meet words in different contexts in order to build knowledge and an understanding of how these words are used in the foreign language (Cameron, 2001, p. 74).

The understanding of vocabulary acquisition as incremental is related to the view that knowing a word entails many different kinds of knowledge and that not all of these can be learned simultaneously (Schmitt, 2000, p. 117). To understand better the incremental nature of vocabulary acquisition one could imagine the mastery of words on a scale “running from recognition of a word at one end to automatic production at the other” (Hedge, 2000, p. 116-117). Schmitt (2007) also points out that this conceptualization applies to all different aspects of knowing a word (p. 749). An example of this could be that someone could master the spelling of a word but not fully know how to pronounce it, or that someone could still use a word in a conversation without having full understanding of its meaning; “our production races ahead of our comprehension” (Cameron, 2001, p. 74). This concept of a gradual scale also affects the receptive and productive aspects of word knowledge; each aspect of word knowledge “may be receptively or productively known regardless of the degree of mastery of the others” (Schmitt, 2007, p. 749). According to Schmitt (2007), this makes vocabulary acquisition “a complicated but gradual process” (p. 749).

2.1.8 Types of Vocabulary

There are several classifications of vocabulary. It is essential to distinguish between these different types. The researcher is going to handle the types of vocabulary as discussed in different books and by researches as follows: 4.1 Receptive and productive Nation (2001) divided vocabulary according to its use into two types: receptive and productive / expressive vocabulary.

1. A. Receptive Vocabulary

Means words that learners can recognize and comprehend in the context of reading and listening material. Productive / Expressive vocabulary means words that learners can recall and use appropriately in speaking and writing to expressive themselves and to convey their messages.

2. Passive and Active

Cairns and Redman (1986) state that receptive and productive vocabulary are often called passive and active vocabulary .Most researchers nowadays construe lexical knowledge as a continuum consisting of several levels and dimensions of knowledge, starting with superficial familiarity with a word and ending with the ability to use the word correctly in free production (Laufer& Goldstein, 2004; Nation 2001).Vocabulary on the continuum may shift from passive to active vocabulary when being properly activated. Therefore, the view of a continuum appropriately expresses the dynamic complexity of vocabulary knowledge. (Zhiying; Teo,& Laohawiriyanon,2005).We understand "receptive" vocabulary to mean language items which can only be recognized and comprehended in the context of reading and listening and listening material "productive" vocabulary to be language items which the learner can recall and use appropriately in speech and writing. (Cairns & Redman,1986:64).Passive vocabulary knowledge involves receiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary knowledge, on the other hand, means to express a meaning through speaking or writing and retrieve and produce the appropriate spoken or written

word form (Nation, 2001). Thus, passive vocabulary knowledge involves a process from form to meaning and productive vocabulary knowledge involves a process from meaning to form.

3. Content Words and Function Words

Languages make an important distinction between two kinds of words—content words and function words. Nouns, verbs, adjectives, and adverbs are the content words. These words denote concepts such as objects, actions, attributes, and ideas that we can think about like children, anarchism, soar, and purple. Content words are sometimes called the open class words because we can and regularly do add new words to these classes. Other classes of words do not have clear lexical meanings or obvious concepts associated with them, including conjunctions such as and, or, and but; prepositions such as in and of; the articles the and a/an, and pronouns such as it. These kinds of words are called function words because they specify grammatical relations and have little or no semantic content. Function words are sometimes called closed class words. It is difficult to think of any conjunctions, prepositions, or pronouns that have recently entered the language. The small set of personal pronouns such as I, me, mine, he, she, and so on are part of this class. (Fromkin, Rodman, & Hyams, 2010).

2.1.9 Selection of Vocabulary

There is a problem with teaching vocabulary because there are hardly any rules for teaching vocabulary. In grammar this is quite obvious as you cannot teach students present perfect before present simple. In vocabulary there is only one rule or tool which says to teach concrete words before abstract ones (Harmer, 1991: 154). According to Scrivener (1994: 74)

students - beginners are first taught words that they can use immediately as they are let to practice these words in lessons through easy speaking activities, for example, asking about their names, ages, hobbies etc. However, the more words they learn the more difficult it is to remember them or the words are so specific that they are not easily usable. Harmer(1991:154) presents two criteria which are frequency and coverage of what vocabulary is important for our students. The first term means that we teach words according to their frequency of usage. For example, word love is more frequent than a word like innocence. The latter term means that we should prefer teaching words that stand for more things than just one, for example, the word book has broader meaning than notebook. However, he adds that we cannot follow the principle of frequency so strictly because words that are the most frequent in English are not the most useful automatically. In other words, the rule “the more frequent the more helpful”, is not valid.

2.1.10 Size of Vocabulary

Vocabulary development is a lifelong process. It begins with a child's first utterance of "da-da" or "ma-ma." By the time they enter first grade. Most children have vocabularies in excess of 10,000 words. Most well educated adults have vocabularies ranging upward from 50,000 words. The size of your vocabulary bears a close relationship to your success, not only in school, but also in your career. (The writing improvement project, 1977:1). A native speaker has a vocabulary about 20,000 words whereas a good learner who has studied English for several years knows only around 5,000 words. Thornbury(2002:20-21) mentions that a student of English would need about 18 years of studying to be able to receive the same amount of vocabulary which a native speaker absorbs only in one year. He claims that the number

of words which every student needs to make themselves understood is 2,000 words, this is called core vocabulary. This amount is used by native speakers in conversation as well as in so called defining vocabulary which occurs in monolingual dictionary.

2.1.11 Test Vocabulary

Thornbury(2002:129)explains that similarly we could ask about anything. The main reason for testing is that it gives us information about how well our students proceed in their learning of English. It gives useful feedback to both teachers and students. In addition, when the teacher announces her students that a vocabulary test is coming in a period of time, they will probably start to study the vocabulary harder than before, so it will have a positive effect .In general, testing helps to “recycle” vocabulary as well as to consolidate it. However, vocabulary testing does not have to be always marked, We can prepare a test on vocabulary which will only revise words. The ideal model is to revise vocabulary from the previous lesson at the beginning of another lesson. Testing vocabulary also occurs in placement tests or diagnostic tests to find out students’ level of knowledge or in achievement tests at the end of the school year(Thornbury,2002: 130).

test vocabulary:

2.1.11.1 Types of Testing

Testing vocabulary is a very important method to get feedback about students' understanding and achievement. In fact, it is more efficient to use different ways of testing.Kitao,&Kitao, (1996)indicate that in evaluating vocabulary, it is useful to be able to test from various points of view:

(1) Knowledge of word meanings

(2) Knowledge of word forms

(3) Knowledge of how to surmise meanings of unknown words from the context. Pavlu(2009) describes different techniques to test vocabulary, as follows:

1. Multiple Choice

This is a question which consists of a so called stem and four options from which only one is correct. The examinee has to choose the right answer. We can use it either for testing single words, words in sentences or in texts. For

Example:

He accused me of ___ lies

- a) Speaking b) Saying c) Telling. d) Talking

Single words can be tested through definitions, for example:

tangle means

- a) Type of dance b) A tropical forest c) A confused mass d) A kind of fruit

Words can be tested in sentences, for example :There is a good _____ at the Odeon tonight.

- a) Screen b) Film c) Showing d) Acting

The biggest advantage of this kind of testing is that we do not have to worry about subjectivity because only one answer should be correct. Secondly, it is very easy and quick for the examiner to correct this test because he or she just puts ticks or crosses.

2. Cloze Test

Another way how vocabulary can be tested is cloze test. This type examines active vocabulary because students are not given any options, they just have a text with gaps.11.3.Word formation Students have to

change the form of word so that it fits to a particular sentence. They have to show that they understand the context and that they know various forms of a word

2.1.12 Communication

Communication is one of the God's great gifts bestowed to human. God not only created speaking potential with diverse dialects in the human body, but also taught him how to use it through inspiration, his inner instinct, or external guidance. Among different forms of communication in human communities, education, or teaching, requires effective communication with the learner if it is to be successful. The person with a holy job as teaching should be competent in a variety of skills, one of the important of which is body language or non-verbal communication.

Communication is the process whereby information is imparted by a sender to a receiver via a medium. It requires that all parties have an area of communicative commonality. There are auditory means, such as speaking, singing and sometimes tone of voice, and nonverbal, physical means, such as body language, sign language, paralanguage, touch, eye contact, by using writing. Communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. If you use these processes it is developmental and transfers to all areas of life: home, school, community, work, and beyond. It is through communication that collaboration and cooperation occur

we have paid close attention to authors who studied conversation exchanges through ICTs. Most literature focuses on the use of chats or emails to give EFL students the chance to communicate with native speakers and thus improve their communicative skills (Lee, 2004; Tudini, 2003). These exchanges proved very positive, as they engaged students in cooperative learning and they had a positive effect on face-to-face oral production –they enhanced negotiation of meaning and corrective feedback. However, we must be aware of the superiority of audio-conferencing for such purposes. If we revise the studies of authors like Tsukamoto, Nuspliger, and Senzaki (2009), or Skinner and Austin (1999), we can see how audio-conferencing provides not only the same positive outcomes of chats, but also some other specific benefits of face-to-face communication. Finally, the use of blogs and podcasts shows once again the potential of the web 2.0 for the education of the 21st century. In what respects blogs, they are presented as a simplified model of a website with many educational possibilities: they can host all kinds of resources and they can be easily created and easily accessible for the students and the teacher. Podcasts, on the other hand, can be used by the EFL student in two main ways: a) an authentic source of input, which the teacher/student can easily edit for learning purposes (Fox, 2008; Kavaliauskiene&Anusiene, 2009), and b) a tool for students who want to record themselves and upload it on the Internet (Ducate&Lomicka, 2009). As a result, using both resources combined can provide us with a lot of ideas for designing meaningful projects where students may access different materials and create finished products (Ducate&Lomicka, 2009).

2.1.13 Visual Communication

Visual communication as the name suggests is communication through visual aid. It is the conveyance of ideas and information in forms that can be read or looked upon. Primarily associated with two dimensional images, it includes: signs, typography, drawing, graphic design, illustration, colour and electronic resources. It solely relies on vision. It is a form of communication with visual effect. It explores the idea that a visual message with text has a greater power to inform, educate or persuade a person. It is communication by presenting information through Visual form. The evaluation of a good visual design is based on measuring comprehension by the audience, not on aesthetic or artistic preference. There are no universally agreed-upon principles of beauty and ugliness. There exists a variety of ways to present information visually, like gestures, body languages, video and TV. Here, focus is on the presentation of text, pictures, diagrams, photos, et cetera, integrated on a computer display. The term visual presentation is used to refer to the actual presentation of information. Recent research in the field has focused on web design and graphically oriented usability. Graphic designers use methods of visual communication in their professional practice.

2.1.13.1 Communication Design

Communication design is a mixed discipline between design and information-development which is concerned with how intermission such as printed, crafted, electronic media or presentations communicate with people. A communication design approach is not only concerned with developing the message aside from the aesthetics in media, but also with creating new media channels to ensure the message reaches the target audience.

Communication design seeks to attract, inspire, create desires and motivate the people to respond to messages, with a view to making a favorable impact to the bottom line of the commissioning body, which can be either to build a brand, move sales, or for humanitarian purposes. Its process involves strategic business thinking, utilizing market research, creativity, and problem-solving.

2.1.13.3 The Role of Communication in Vocabulary Conveying

The appropriate choice of vocabulary plays an important role in conveying the meaning as much as grammar. Insufficient vocabulary hinders the comprehension of the meaning in a text. Vocabulary plays a more important role in interpreting a text than that of syntax or background knowledge (Läuffer, 1997). As Carter (1989) indicated, for many years vocabulary has been the victim of discrimination by researchers who claimed syntax to be a more significant issue in the language development process. As a result, vocabulary teaching and learning has not received enough attention in English language teaching contexts (Carter & McCarthy, 1988). During the course of language teaching history, before the 1970s vocabulary was not regarded as an important component of language teaching.

2.2 Using Interactive White Board (IWBs) in Teaching Vocabulary

Since the advent of 21st century, computers and technologies have significant role in the field of English language teaching and learning. Several studies have been undertaken concerning the role of different technologies in ELT and that how it affects the development of language.

It has been found by researchers that the use of technology inside or outside the EFL classroom tends to make the class more interesting. The researchers have also suggested that using a variety of technological materials has been shown to increase student interest and motivation. The Interactive Whiteboard, which is quickly entering schools and helping teachers with their work. IWBs are widely perceived to improve teaching and learning, adding value to the learner's experience in the classroom and increasing motivation (Michael Orr, 2008).

IWBs are seen as a valuable tool supporting interactive whole class teaching which is the focus of attention in recent years. One of the reasons that is seen desirable is that it provides an ICT alternative to rooms with banks of computers which came to be seen as giving individuals access to technology yet reinforcing the idea that using ICT is something apart from rather than integrated into the normal work of the class (Michael Orr, 2008) Ball (2003) appear to suggest something similar while not crediting the designers with the idea, "touching the boards seemed to be particularly important for younger children, although this point had not been recognized by the designers!" Having mentioned some positive feedback about IWB does not mean that classical methods are wrong and we should completely forget about them.

Vocabulary knowledge and conceptual knowledge are closely related – a spoken word represents our known concepts in communicating with others (Leu& Kinzer, 2003).

2.2.1 Positive academic performance

To communicate successfully and have positive academic performance, vocabulary has played an important role in students'

communicative experiences. One of the technologies that enhance 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). Tataroglu & Erduran (2010) noted that we can access any software program or Internet projected onto the whiteboard. Glover et al (2005) added that the ability derived from the technology enables the learner to learn more quickly and effectively, it also assists teachers to .

By history, any languages have words and in any subsequence a language originated from a word, and in terms of the way we learned our first (Thornbuty, 2002). The heart of the first, second or foreign language acquisition is "vocabulary learning" (Decarrico, 2001). There are two steps of studying a language for learners are (1) to understand the meaning of vocabulary (words), and (2) to know the grammar-related sentence structure. Both steps are better in combination. No matter what they are in linguistics, the construction of an accurate sentence cannot be made without knowing the meanings of the appropriate vocabulary (Kritikou, et al, 2010). As soon as a language learner reaches an advance level, they have the knowledge of the fundamental structures of the language, and they would be able to communicate with other people well. But not enough, the advanced learners are required to know more words in order that they can make clear and suitable expression in any circumstances (Moras, 2001).

2.2.2 Positive Attitude and Beliefs towards the Teachers and Students:

Generally, the literature that has been reviewed for this study tells us that both the teachers and students have positive attitude and beliefs about

the role of Interactive Whiteboard (IWB) in the process of foreign language teaching. A study by Mathews-Aydin and Elaziz (2010) determined the attitudes and beliefs of EFL learners and teachers in Turkey on the use of Interactive Whiteboard (IWB). Researchers have reported that both the students and teachers have shown positive attitudes towards the use of Interactive Whiteboard (IWB). The teachers and the students ensured strong belief about the usefulness of this technology and thus recommended the extensive use of this technology in the teaching and learning process. A similar kind of study was conducted by Durán and Cruz (2011) and they have concluded that when the teachers used the Interactive Whiteboard (IWB) during their lessons were more liked by the learners as the learners marked those lessons to be thrilling and exciting and that learners were feeling more motivated. Similarly, the results of a study by Barber, Cooper, and Meeson (2007) confirmed the results of the studies mentioned earlier. The authors stated that the Interactive Whiteboard (IWB) when utilized in the classrooms, helped to boost, motivate and encourage the learners. Several students also favoured the technology as it helped them in refining their hand writings. Correspondingly, a study by Sadeq, Akbar, Taqi, and Rajab (2016) also explored the influence of Interactive Whiteboard (IWB) on the language usage of a primary school students as perceived by teachers in Kuwait. The study also explored the obstacles that hinder the implementation of the Interactive Whiteboard (IWB). The assumptions drawn by the researchers of this study showed that although the teachers produced occasions for the children to engage in physical contact with the board by taking advantage of audio-visual aid presentations, the opportunities to take part in the dialogic interaction beyond the production of one or two-word utterances were limited.

The researchers concluded that using the Interactive Whiteboard (IWB) in the teaching and learning process is a hindering rather than an aiding tool. Similarly, a research conducted by Shams and Ketabi(2015)explored the perceptions of teachers and students of the effectiveness of the Interactive Whiteboard (IWB)in the teaching and learning process in Iran and it has been concluded that it plays a positive role and should be incorporated in the teaching and learning process in the classrooms. Instead Schmid (2016)and Millum and Warren (2014),have added that the progressive and positive role of the Interactive Whiteboard (IWB) in the language classrooms should not only be dedicated consecrated and dedicated only to the device or the technology, but the recognition and credit should be given to the teachers who were able to make an effective use of this technology.

Keeping in view, the importance of technology in our everyday life and also the standing position of the Interactive Whiteboard (IWB)in the present educational contexts, researchers emerge to validate the view that foreign language teachers need special training and skills in the effective use of Interactive Whiteboard (IWB)in the language classroom. According to Schmid and Schimmack (2010)a major impediment to the utilization of technology such as Interactive Whiteboard (IWB)in foreign language classrooms is the fact that the language teachers are not sufficiently trained to integrate the technology into their language teaching and learning activities. Most of the training sessions provided for language teachers on the integration of technology are usually one-day workshops which neither accord the teachers sufficient time to learn nor offer follow-up services to the school and classroom levels. This view is supported by Tosuntaş, Karadağ, and Orhan (2015)who investigated the

new competencies that EFL teachers need to acquire in order to be able to use Interactive Whiteboard (IWB) to develop their practice. The results of her study demonstrated that various competencies are required to integrate the technology into teaching: (a) the ability to design Interactive Whiteboard (IWB)-based materials which support opportunities for learner interaction with the Interactive Whiteboard (IWB) and with the learning content; (b) the appropriate management of interaction around Interactive Whiteboard (IWB) in a way that ensures all learners are provided with opportunities to become actively involved; and (c) the ability to find the 'right balance' of technology use. This means that investment in good-quality teacher training is essential and especially pre-service language teacher education programs play a central role in enabling teachers to use the Interactive Whiteboard (IWB) technology towards a socio-cognitive approach to technology enhanced language teaching. On these grounds, it can be argued that training for Interactive Whiteboard (IWB) use should start in pre-service foreign language teacher education programs and continue in in-service training programs.

2.3 Teaching Techniques and Activities of Vocabulary:

Decarrico (2001) suggested that new vocabulary should not be ever presented either solely alone or by simple rote memorization. They must be presented in enriched contexts that are plenary enough to give guiding clues to their meanings, whereas the learners should be given several exposures to the items they are learning. It is essential to provide exercises or activities included learning words in word association lists, emphasizing key words in texts.

The playing of vocabulary games and computer programs that include the pronunciation sounds of the vocabulary, as well as any illustrations or pictures, provide opportunity to practice in a variety of contexts, of which spoken and written are recommended.

2.4 The Requirements of Language-Focused Vocabulary Instruction

With respect to the language-focused vocabulary instruction requirements, Nation and Newton (2009) noted that the word instruction of useful items should receive more attention instead of having more frequent information about words than any other segment of the language. It is a must for learners to have good control over the relatively small number of high frequency vocabulary. Without an effective command of language effectiveness, it is hard to use the large existing key 2000 to 3000 words families - either in the spoken or written form.

1. A General Service List of English Words

(West, 1953 cited in Nation and Newton, 2009) and the Academic Word List (Coxhead, 2000 cited in Nation and Newton, 2009) have included those words. There are a total of about 6000 word families used in our simple spoken language (Nation, 2006 cited in Nation and Newton, 2009).

2. High Frequency Vocabulary Techniques

In the intensive reading requirement there are numbers of methods to implement;

- Before reading the whole passage, a select few words from the passage can be taught at an appropriate time period before the start of the real class reading. This emphasizes aspects of the vocabulary, their meaning, their senses, the technical usage restrictions, common collocations, grammar

usage, and any appropriation of their use as being colloquial, impolite, and so on.

- After reading the text, the words should be included in an exercise that includes word family tables, word matching, meanings, collocation pattern classification, or key meaning work-outs.

- During the reading, we should look into the various vocabulary characteristics of the forms, meanings, and applications. However, this can often be very time consuming. As the glossary is a guide to helping vocabulary learning, it is necessary to make a glossary prior to the text being read by the learners.

3. Low Frequency Vocabulary Techniques

- Do not pay attention to the vocabulary itself.

- Use a translation, photograph, diagram, and L2 definition demonstration to rapidly give the meaning of the vocabulary.

- Before the students work on the text, replace more useful high frequency vocabulary in the text. The text can be made easy to help the learners get into the text more easily. This method will decrease the tension of unseen vocabulary.

- In order to save time in the class, a glossary should be made available prior to the learners seeing the text to allow understanding of the low frequency vocabulary. As a result, the glossary would help in ignoring the vocabulary in class. (Nation, 2009) Observably the new word can be found in our communications, and the written input for these communicative activities can be an effective origin of a new word. However, in order to reach the outcome of a self-motivated drill in the classroom, new vocabulary can be met in activities where the individual works-out of the answers, but they could work equally as well for small groups or pairs (Nation, 1994).

2.5 Enhancing EFL Students' Language Skills and Motivation through Technology

Technology can play a significant part in the development of the four skills: speaking, listening, reading, and writing .Moreover, as Sylvester and Greenridge (2009) pointed out, technology can improve the students' motivation. Whether technology is beneficial is dependent upon the knowledge and competency level of teachers (Sinclair, 2009). For successful integration of technology, teachers must be enthusiastic to change their belief, philosophy and role in the classroom (Windschitl&Sahl, 2002). Additionally, the role of students should not be neglected in the successful integration of technology.

Technology enables them to take a more active role in their own learning. In order for this to occur, technology should be used by students rather than teachers (Herrington &Kervin, 2007). By integrating technology into the classroom, new opportunities are provided for student learning through multimedia or interactive resources. The integration of technology into the classroom can enable students to generate activities that are engaging, useful, and enlightening. Smart board is one of the technologies that can transform classroom activities and teachers' and students' role. Whereas computers are designed for individual use, smart boards can be used for whole-class. This technology is designed to develop active engagement in classes. Students combine their cognitive and physical abilities to interact with smart board technology.

2.6 Definition of Smart Board

Smart Board is an electronic board connected to a computer laptop or desktop device and Data Show and both the teacher and the learner can use

this board as a white board by writing on it by using a special pen or fingers. Smart board allows the user multiple options by opening all computer applications and World Wide Web, and work on it through touch and clicking your fingers, as well as the use of different writing and drawing tools. And it allows viewing the text, images, audio and video files with various extensions. The user of smart board can move any element on the screen with the finger of the hand, such as moving graphics, shapes, and create virtual forms with original shapes. Through the use of smart board teacher can record and replay the presentation of lessons after saving it (Saraya, 2009; Swaidan, 2008).

It began to be used in education in late 1990s (Beeland, 2002). However, it has been given several names including Interactive White Board, Electronic White Board or Smart Board. It can be described, in technical terms, as “a touch-sensitive screen that works in conjunction with a computer and a projector” (SMART, 2006).

As Austin (2003) noted, smart boards are flexible and versatile instructional tools which can be used across different ages, groups and settings. Boyle (2002) argued that the touch-sensitive nature of smart boards allows teachers to present and deliver multimedia resources more efficiently and professionally. Becta(2003) recognized interactivity as one of the main advantages of smart boards. Similarly Levy (2002) pointed out that smart boards can enhance teacher–student interaction. Moreover, as Beeland (2002) asserted, smart boards result in improved attention and behavior.

As an extension to the study of smart boards, the present study aimed to examine a new aspect. The advantages of smart boards have been mentioned by many studies. What actually matters is how it is used in actual classroom

situations by teachers and students. Thus, in this study attempts have been made to investigate the attitudes teachers and students hold toward the use of smart boards.

According to Gray (2001), the successful adoption of technology in classrooms depends on the provision of training and implementation by school administrators and curriculum developers .

In light of the practical advantages of technology for teachers and learners, it has achieved great popularity among EFL teachers. As Singhal (1997) claimed, there exists a close relationship between technology and English language education.

By offering multimedia facilities with video and sound, computer programs can familiarize students familiar with the target culture as well. The effect of computer programs on enhancing EFL learners' speaking proficiency and pronunciation goes without saying.

Cunningham (2000) and Kasper (2000) regarding the usefulness of technology resources in improving learners' writing proficiency. As Alsied and Pathan (2013) pointed out, technology also transforms the teachers' role in classes. There are also some learning packages which can assist teachers in creating lesson plans. Opportunities are provided for teachers to make possible changes in their strategies and methodologies by using different software programs. Technology also allows teachers to construct suitable classroom activities and to involve their students in the teaching process.

2.7 Smart Boards and EFL Learning Instructions

Technology assisted instruction has many faces in classrooms. The smart board is among the technology sources which proved to be effective. Yanez and Coyle (2011) described smart boards as an alternative technology source which unites all existing teaching aids including blackboard, white

board, TV, projector, CD player, and computer. Torff and Tirota (2010) also asserted that smart boards add interactivity to existing technology sources. Smart board is a large touch-sensitive monitor which is connected to a computer and a projector. The touch screen can be controlled by using fingers, pens or other devices (Gruber, 2011). An image is displayed by the projector from the computer's screen onto the board (Wallace, 2007). Effective use of smart boards is advantageous for both teachers and learners.

By using smart boards teachers are able to enhance involvement, interaction, and cooperation among their students (Smith, Higgins, Wall, & Miller, 2005). As AL-Qirim and associates (2010) claimed, by using the software and hardware features of smart boards teachers can enrich and facilitate their teaching process. Teachers are no longer dependent on the desktop or monitor. Teck (2013) concluded that the touch screen feature of smart boards makes them efficient since teachers can stand up during their instruction and touch the smart board screen rather than sitting, clicking and typing.

According to Biro (2011) the new possibilities created by smart boards necessitate teachers to develop new pedagogic approaches to teach with technology. He further claimed that teacher roles can be transformed into constructivist ones by utilizing smart boards. In his viewpoint, constructivist teachers need to collaborate with students and guide them in discovering knowledge rather than transmitting information to them. Students can also benefit from using smart boards in many ways. Glover, Miller, Averis, and Door (2007) cited the benefits of the smart board for scaffolding different learning styles through which many diversity issues can be dealt with. One

of the benefits of the smart board is that through using the smart board, students can interact with tasks and exercises (Celik, 2012).

Beeland (2002) concluded that through visual presentation, the learner engagement with the lesson was improved. Biro (2011) has also found the learners' curiosity, motivation and interest in learning materials are promoted. In order to provide a better understanding of teachers' and students' use of smart boards, several factors need to be taken into consideration including the teachers' and the students' attitudes

2.8 Using ICTs in Language Teaching

Information and Communication Technologies (ICTs) are very important in the field of education because they can change the environment of the classroom and allow the subject matter to become more accessible to the learner (Mishra & Koehler, 2006). For this reason, EFL teachers must decide how - and how not - to use technology in the classroom (Morgan, 2008). In this regard, integrating technology into classroom instruction involves more than just teaching computer skills, it demands that educators look for means of innovation in order to encourage students' engagement and build up their learning; therefore, one way to accomplish this important aim is the use of instructional technology in an effective way.

Some theoretical and empirical studies have been carried out to confirm that the use of ICTs in the teaching and learning process is crucial. It has been demonstrated that the use of technology motivates students' interest in the contents to be studied (Mayora, 2006). In this concern, Ilter (2009 p. 136) states that "technology might be one of the factors that affect students' attitude positively in the teaching-learning process". Furthermore, according to O'Dwyer, Russell, Bebell, and Tucker-Seeley (2005), technology allows

students to develop critical thinking skills, high levels of understanding and solve problems.

Technology and English language education are very closely related (Singhal, 1997). If we go back to the past, various educational institutions used to provide classes in language laboratories that enabled learners to implement technology devices where teachers monitored students' interaction. Although the use of technology was very positive in the learning process, it slowly became unattractive and boring (Singhal, 1997). Currently, the use of technology in the classroom has opened up new possibilities for language education through the web generations that positively contribute to the teaching-learning process. The first one developed was Web 1.0, which was used to send messages through a unidirectional system (Ban & Summers, 2010). Later Web 2.0 opened a platform that allowed interaction, collaboration and better communication. Nowadays, Web 3.0 offers the possibility to search for required information in an organized way; it also suggests other content related to the proposed topic (Miranda, Gualtieri & Coccia, 2010)

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Different technological tools are applied to help English language students improve their learning skills. The tools that are worth mentioning comprise English language learning websites, Computer-Assisted Language Learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, CD-players, and learning video-clips (Nomass, 2013). The positive outcomes of the tools listed above can only be possible with appropriate methodology and teachers' management applied in the classroom.

2.8.1 Advantages and Disadvantages of the Use of Technology in EFL

Nowadays, the use of technology in the classroom becomes a necessity in learning a foreign language because of the benefits that both teachers and students can obtain during the teaching and learning process. For that reason, teachers of English as a foreign language need to improve their way of teaching in order to catch students' attention. In this context, it can be said that for every advantage technology brings, it also shows some disadvantages at the same time (Riasati, Allahyar& Tan, 2012).

Through a variety of communicative and interactive activities, effective use of technology can help foreign language learners strengthen their linguistic skills and learning attitude, as well as build their self-instruction strategies and self-confidence (Lai &Kritsonis, 2006).

In this concern, Dudeney and Hockly (2008) mention that technology is significant in the EFL classroom because it provides new ways of practicing language and endorses students' performance. In addition, Barani,

Mazandarani, and Rezaie (2010) also explain that through the use of media teachers have the chance to expose students to multiple input sources and can enrich their language learning experience instead of becoming dependent on their teacher's dialect or idiolect.

On the other hand, Abunowara (2016) declares that there are some disadvantages teachers face when using technology in the EFL classroom. One of them is that it takes time and involves making a big effort to look for authentic materials since teachers need to spend time learning constantly, changing software programs and trying to find effective ways of using new technology. In addition, some students are unable to gain access to technology (Kruse, 2001b; as cited in O'Donoghue et al., 2004). For this reason, Lai and Kritsonis (2006) state that it is necessary that both teachers and students should have at least basic technological knowledge before using it in order to assist language teaching and learning. Despite the advantages and disadvantages that the use of technology may generate, EFL teachers should know that they need technology in order to serve digital natives in a more meaningful and comprehensive way (Merç, 2015)

2.9 EFL Students' Attitudes towards Technology Use

According to Gardner (1985) attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of individual beliefs or opinions about referent. In Bohner and Dickel's (2011) definition, attitude is described as the person's belief or thought toward an object, person, or event. Eagly and Chaiken (2011) asserted that feelings and emotions lead to the formation of attitudes. As they further argued, one can change his/her attitudes based on implicit and explicit processes. In explicit attitudes conscious processes are involved while implicit attitudes are unconsciously controlled. Through fast-learning systems and some degree of information

explicit attitudes can change. On the other hand, implicit attitudes change more slowly through slow-learning processes and sufficient information.

Victori and Lockhart (1995: 224) defined language attitudes as “meta-cognitive knowledge” which consists of the general presupposition of students about themselves as learners, the nature of language learning and Teaching and factors that affect their language learning. Likewise, Dittmar (1976) asserted that attitude is cognitive in nature and constitutes the individual’s belief system. Sarnoff (1970) also claimed that attitudes determine the individual's favorable or unfavorable reaction to a class of objects.

As Hosseini and Pourmandnia (2013) asserted, the most certain way to better understand what is happening on the minds of language learners is to study their beliefs. As soon as the students step in a language classroom, they bring their beliefs, attitudes, and language styles with them. In other words, what they think about the target language, the target language speakers and culture determines their success.

Attitudes play a significant role in students' language achievement and their learning outcomes. Students’ beliefs and attitudes towards language learning are formed by their culture and previous experiences. Brown (2000) pointed out that positive attitudes bring about success while negative attitudes lead to reduced motivation. As he further claimed, the negative attitudes can be transformed to positive ones by exposure to reality.

The attitudes students hold toward technology show their willingness to use it as a part of their learning process (Sanders & Morrison-Shetlar, 2001). The students' motivation can also determine their attitudes toward a task (Oxford & Shearin, 1994). Anxiety in foreign language learning situations is another factor which can change the learners' positive attitudes into negative

ones. The teachers' degree of technical and pedagogical training can influence the students' attitudes. Alghazo's (2006) characterized technical issues such as low internet speed as factors which can cause frustration in students. Therefore, the educators should be trained in using technology.

2.10 Teachers' Attitudes towards Technology Use

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

Richardson (1996) characterized the interactive relationship between beliefs and actions. In other words, beliefs drive actions. Likewise, Wenzlaff (1998) claimed that the attitude of teachers is among the most important factors that can determine the formal and informal syllabus in classes.

In Levin and Wadmany's (2006) point of view, the attitudes of teachers might support or hinder the successful implementation of technology in classes. According to Ertmer and Ottenbreit-Leftwich (2013), the teachers' attitudes toward technology can affect the students' learning positively or negatively. Zhang and Espinoza (1998) argued that the teachers' positive attitude towards technology is among the necessities which determine the effective incorporation of technology in classes.

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

With respect to the implementation of technology, Hope (1997) asserted that teachers encounter two issues: (a) the psychological aspect of change and (b) learning to use technology. Park (2003) mentioned that since teachers are hesitant about using technology, they might not allocate sufficient time and

effort into it .Similarly, Allsopp et al. (2012) noted that fear of unknown is one of the factors that might affect the teachers' resistant toward technology. Ertmer(1999) characterized internal and external barriers as factors which might hinder the effective incorporation of technology. Internal barriers refer to the socio-cognitive aspect such as the teachers' beliefs and perceptions towards teaching, technology use and their resistance to change.

On the other hand, external barriers are concerned with the environmental limitations including lack of resources, adequate training and administrative support. Ertmer (1999) further said that even when the external barriers are Completely absent, internal barriers still exist. In order to handle them, some strategies are recommended which are as follows:

1. During technology training programs, there should be an equal on pedagogical issues as well as technological issues;
2. During training, for better teaching and learning through technology a broader vision of technology should be provided;
3. During the integration process, guidance and assistance should be supplied by other coworkers;
4. And teachers should be given opportunities to discuss the technology use with their coworkers. According to Ely (1990), since technology provides an array of opportunities for a more effective educational setting, teachers need to change their attitudes. Akbaba and Kurubacak (1998) pointed out teachers who have not experienced technology-assisted teaching are more anxious toward using it. It is however possible to persuade teachers to change their attitudes towards technology use by providing opportunities for them to observe its effectiveness (Ottenbreit-Leftwich, 2007). Similarly, Lam (2000) stated that teachers need to observe the advantages of technology before utilizing it. McMeniman and Evans (1998:1) claimed that it is possible for

teachers to change their beliefs and attitudes when "presented with evidence that shows positive effects of the new teaching method on quality of learning outcomes" and "develop expertise in the new method" Another way to persuade teachers to develop positive attitudes toward technology is by providing training sessions (Clark, 2000). Similarly, Jones (2001) stated that teachers can be convinced to use technology in their classes with sufficient time and training. With respect to the role of training, Kassen and Higgins (1997) declared that:"technology training is most effective when it (1) offers teachers ample time to practice and experiment with technology and to share ideas; (2) provides sustained support rather than a one-shot training session; and (3) receives institutional commitment, thus clearly demonstrating to teachers that technology is not just another bandwagon "(p. 265).Isman, Abanmy, Hussein, and Al Saadany (2012) characterized the teachers' perception as the most crucial factor in enhancing the teaching experience. Better learning will occur if the teacher perceives the smart board as an effective tool in promoting the teaching and learning process (Essig, 2011). Slay et al. (2008) pointed out that more studies revealed teachers' positive attitudes toward smart boards. Still, there are various studies in which the teachers' attitudes negatively affected the effectiveness of smart boards. As a result, many studies have focused on teachers' experience and expertise with smart boards (Levy, 2002; Smith et al., 2005). Teachers who are not experienced enough in using the smart board utilize it as a traditional board while experienced teachers adopt it as an interactive source to construct meaning.

In order to provide an effective instruction, it is important for teachers to acknowledge the pedagogical implications of smart boards before adopting them (Türel, 2010). Although the positive effects on smart boards have been

emphasized by research studies, the excessive use of smart boards as a presentation instrument might have a negative effect on the students' motivation and attention (Hall & Higgins, 2005). Therefore, to effectively integrate the smart board in classes, teachers should be provided with training and support. In his study, Teck (2013) emphasized the importance of providing technical support for teachers. Similarly, BECTA (2004) mentioned that before integrating the smart board in classes teachers should be ensured to be provided with technical assistance when needed. BECTA (2004) also stressed the provision of pedagogical as well as operational training sessions for teachers.

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

2.11 Teacher Competence on the Integration of Smart Boards

Teacher competence on the integration of Smart Boards is critical, as teachers are the central aspect of the integration of smart boards (Hockly, 2013). The professional development provided to teachers must be sufficient and relevant in order to witness the impact of Smart Board on teaching and learning (Hockly, 2013). Teachers are likely to integrate and accept ICT in their classroom if the training they receive concentrates on their specific subject matter (Buabeng-Andoh, 2012). Teachers need to be trained well ,whether individually or in a group ,to learn all the features of the smart board in order to increase learners' engagement in the classroom (Karsenti, 2016). Alfaki and Khamis (2018) indicated that

teachers need continuous support both educationally and technologically ,but their study also revealed that teachers were not offered in-service training on the integration of smart board in English Language classrooms.

2.12 Advantages of Using Smart Board

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

Smart Boards' Contribution to Instructional Excellence

SB technology plays an important role in making the whole-class teaching more effective, productive, and creative (Lan and Hsiao, 2011). Moreover, SBs also enable the teachers to plan their lessons more effectively (Levy, 2002). Teachers can also conduct lessons in a more organized and planned way, as well as facilitating reflective practices using SBs (Schuck& Kearney, 2007).

Smart Board Integration in Education

Modern technologies have been championed into mainstream education with the objective of raising the standard of education (Hockly, 2013). Educational technologies ,such as smart boards ,make teachers' classroom and administrative work more manageable and less frustrating .With a smart board's integrated features, a teacher can record lessons and retrieve them whenever they are needed (Jwaifell&Gasaymeh, 2013). Günaydin and Karamete (2016) used a Type 2 design and development method for the study to raise awareness about smart board use for material development.

2.13 Smart Boards' Contribution to Learning

In terms of its direct contribution to instructional excellence, especially through multimedia capability and variety of sources, smart board supports students' learning indirectly (Beeland, 2002). Additionally, it supports learning by enhancing motivation, student engagement and active participation to lessons, hands-on applications, interaction, attention, and taking individual differences into consideration. On the hand, studies have shown that smart boards enhance both EFL teachers and students to conduct different activities while teaching and learning English. Here are some of such activities.

2.14 Smart Boards in the Foreign Language Classes

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

Smart Board supports the teaching process of foreign languages in three main ways:

- 1) It helps the presentation of new linguistic and cultural elements
- 2) It supports interaction with the class
- 3) It promotes the teacher's organizational skills.

Smart Board facilitates the role of teachers in creating strong rapport with students. It allows the teacher to navigate from the board, he/she does not have to go to his computer, turn his back to the class, and be more focused on the technology than on the learning process of the students. This point is very important when using Smart Board to teach and is crucial in foreign language classes. Every foreign language teacher knows how difficult it is to have a relaxed conversation with students in the target language. The

projection makes it easier to start a conversation on a topic since it allows a group to watch a document at the same time and focus on the same point of the classroom. The merit of Smart Board is that it enhances conversation: when the teacher is navigating the document from the board, he faces and interacts with the class. It allows the instructor to focus on the students' language production and conversations, not on technical issues.

2.15 Activities Supporting Teacher Organization

Regarding class room organization, smart board supports teachers to organize EFL classes effectively. For instance, keeping track of vocabulary introduced in class is a major organizational issue in foreign language teaching, especially in more advanced classes. The feature of Smart Board that allows the teacher to save the notes written on the board during the class supports this process tremendously. It helps teachers to remember those words and promotes their reinforcement: the teacher knows exactly the new elements he has introduced and is better able to work on reinforcing each of them.

Many instructors may not be mindful of the profits of utilizing a Smart Board as a part of the classroom instructing device. While the traditional whiteboard as of now has everybody's consideration, the electronic device is another innovation that is gradually picking up prominence because of its intelligent and interactive power .The digital screen permits pictures from the machine to be shown on the board. It can likewise be changed on the screen itself, utilizing a pen or a highlighting device. Its touch screen peculiarity allows educators to run programs straightforwardly from the screen just by tapping the application with her/his finger and even makes scrolling simple.

The expertise that teachers must have is as the pedagogical content knowledge (PCK) (Voogtet al,2013). Teachers can teach difficult concepts when they have this PCK (Voogtet al., 2013). The implementation of technology into the PCK is inevitable as technology plays an essential role because it presents new ways in which teachers can teach specific content in a specific subject (Voogt et al., 2013). The TPACK is viewed as a powerful prototypical that can be used to understand different knowledge bodies desired by teachers to effectively incorporate technology in the classroom (Voogt et al., 2013).

2.16 Interactive Whiteboards (Smart Boards)

many different forms of technology have entered the classroom. Starting from the mid-1990s, electronic interactive whiteboards are a good example of new technologies used in today's classrooms (Beeland, 2001). These whiteboards based on computer technologies seem to be replacing traditional black or white boards, which were once considered indispensable. Interactive white boards operate on the connection between a computer, a projector and a touch screen electronic whiteboard. At the heart of the interactive whiteboard lies a touch screen smart board (Klammer et al., 2001) which students can use the touch screen whiteboard to experiment, solve, write and erase applications such as visual experiments, visuals, animations and graphics. Electronic microscopes, multimedia materials, videos, data tables, CD ROM, or the Internet may be used depending on the software programs used by these whiteboards (Miller, Glower and Averis, 2005).

The increasing quality of hardware and software quality resulting from the recent production of interactive whiteboards by many different companies has attracted the interest of governments. Education ministries in many

countries are now encouraging the use of interactive whiteboards in classroom. In Turkey too, the Ministry of Education has started a campaign to equip certain schools with interactive whiteboards and to train teachers how to use them. Computer literate teachers have been observed to have the ability to use this technology.

2.17 Previous Studies

Study One

The researcher: Telal Mirghani Hassan Khalid(2018)

The Title : Enhancing EFL Teaching and Learning through Using ICTs, Gezira University -Sudan.

Aims :

This study aims at enhancing EFL teaching and learning through using technology, increasing EFL learners' motivation through using technology in classroom, enabling EFL students to use computers programs and help them to be familiar with the global changes that received by modern technology.

Method: The study adopted the descriptive analytical approach.

Tool: A questionnaire was the used as a tool.

The results : Integrating technology in EFL classroom enhances teaching and learning, ICTs equipments are costive so, Sudanese English language teachers are still use traditional methods of teaching, EFL teachers need to be trained on using technology in EFL teaching, using ICTs motivates EFL students to master English language, EFL learners can learn the language through computers programs, through ICT, EFL students be familiar with the global changes, through technology students develop critical thinking skills, using Social Media program enhances EFL skills, .EFL learners improve vocabulary through electronic dictionaries. Through technology EFL learners interact confidently, ICTs enable EFL learners to be distant

learners, mobile devices enhance EFL learning and ICTs can be harmful to the EFL learners if not carefully filtered.

Recommendations:

The study recommends the following:

ICTs equipment should be used in EFL classes, teachers should be train on using ICTs in EFL setting, EFL learners should be motivated through using modern in English language learning, EFL students should match the global changes through ICTs, and teaching styles in EFL classes should be motivating to the learners.

Study Two

The researcher: Jowerya Mohammed Taha Yousif Mohammed(2017)

The title:

Enhancing EFL Students' Creativity through Digital Story Telling, Gezira University-Sudan.

Aims :

This study aims at enhancing EFL speaking and writing through digital story telling, motivating EFL learners to learn English language, enabling the learners to design the storyline, helping students to express themselves with their own words and voices and exposing EFL learners to different language styles and cultures.

Method: The study adopts the descriptive analytical method.

The data were collected by means of a questionnaire which was given to (50) students at the Open University of Sudan Then they were analyzed by the (SPSS) program.

Results:

the study has received the following results: digital storytelling technique can assist learning process in EFL classrooms, through storytelling EFL learners able to share knowledge and gain cultural values, lack of access to computers at schools is an obstacle that hinders English language teachers from making, EFL learners are not motivated through the traditional methods of learning, storytelling is entertaining and informative across nations and cultures, computerized educational programs enable distant learners to interact, digital story telling improves EFL learners' productive skills, EFL learners can be motivated to learn English language through digital storytelling, digital story telling could not be applied in Sudanese EFL classes because it is costly and through digital storytelling, learners are enabled to become co-authors in the story writing process.

Recommendations:

The study has the following recommendations: teachers should create activities that encourages learners' participation, teachers should reduce learning demotivators through using modern media equipment, digital story telling should integrated in EFL setting for improving learners interaction, lesson objectives should be clearly fixed in the lesson planning and digital story telling should be applied in Sudanese EFL classes.

Study Three:

The researcher: Intesar Ahmed Altyb (2015)

The Title: Improving EFL Learners Speaking through ICT, Gezera University, Sudan.

Aims :

This study aims at integrating ICT in EFL classroom for improving EFL learners' speaking skills. The study also discusses the problems that face E-learning method in classroom and investigates teachers' attitudes towards using computer programs for learning English language.

Method: The study adopted the descriptive analytical approach.

TOOL: A questionnaire was the used for collecting the data from EFL teachers at secondary level schools .Collected data were statistically analyzed by SPSS Program.

Results : The results show that: Integrating technology in EFL classroom teaching and learning enhances learners language skills. Computers programs are preferred by EFL learners. EFL learners need to practice in hearing, reading, speaking, and writing language in order to develop their experience and skills. Language learning is a process that must be associated with technology. Using audio visual aids guides learners to figure out information, understand ideas, and generate predictions about the topic. Using technology enables students to be familiarized with authentic materials. Educational chat through technology motivates learners toward learning English as a foreign language.

Recommendations:

The study has recommended the following: Teachers should provide their students with opportunities for interacting through technical aids. Teacher should select the educational programs of technology for their students. Teachers should gain knowledge about using ICT in EFL setting.

Study Four:

The researcher: Omnia Mohammed Ebraheem (2015)

The title: The Role of Social media in Teaching and Learning English as a foreign Language, Gezira University.

Objectives:

The following objectives are Casting some light on the importance of ICT today particularly in the field of ELT. Developing problems solving strategies and words skills. Training the EFL teacher in Using ICT to benefit from it is privileges in developing the content of English language. Investigating the problems which face Sudanese EFL teachers in using ICT in classrooms at university level. Instructing the educational media into the curriculum helps in understanding it easily.

Results: ICT is not introduced adequately in to educational curricula. There are not enough trained instructors to teach ICT courses in schools. Teachers training play a great role in using ICT adequately in EFL classrooms. Using ICT in education is very important to every teacher. Using ICT in ELT increase EFL learner motivation for more and better learning. Most EFL teachers are not professional in the field of ICT. Computer can over replace the teacher. There are not enough ICTs laboratories for more practices at university. Most learners have no previous background about ICT.

Recommendations: ICT should be introducing adequately into educational curricula, because if it is introduced it will raise teachers and learners' awareness in dealing with advanced technology.

Study Five:

The researcher: Nalliveettil George Mathew¹ & Ali Odeh Hammoud Alidmat

The title: A Study on the Usefulness of Audio-Visual Aids in EFL Classroom, (2013), Aljouf University, Saudi Arabia

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

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

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Study Six:

Using Online EFL Interaction to Increase Confidence, Motivation, and Ability Wen-chi Vivian Wu^{1*}, Ling Ling Yen² and Michael Marek, 2001

,Providence University, Taichung, Taiwan 43301 // 2National Central University, Taoyuan County, Taiwan .

Teachers of English as a Foreign Language (EFL) in Taiwan often use an outdated lecture-memorization methodology resulting in low motivation, confidence, and ability on the part of students. Innovative educators are exploring use of technology, such as videoconferences with native speakers, to enrich the classroom; however few guidelines have been developed for effective videoconference instructional design.

Method: This study used a survey methodology, Exploratory Factor Analysis, and Structural Equation Modeling to examine which elements of learning via videoconferencing most beneficially affect motivation, confidence, and ability.

Results: The study found that long-term changes in ability are best predicted by enjoyment of the learning experience. The data also suggested that even a small amount of authentic interaction in English made students more comfortable in applying their skills, more confident in what they learned, and more inspired to make global, cross-cultural connections. Therefore, EFL instructors should strive to use student-centered active learning and to offer their students interactions with native speakers, including interactions via distance technology.

Study Seven:

The researcher: Almekhalafi , 2006

The title: “the effect of language learning with the assistance of computer on progress and motivation of primary school students as a foreign language in United Arab Emirates”,

Tools:

83 students were put in two groups of test and control. The control group attended English learning without the use of computer and the test group did with the use of it. The results of the study show considerable difference between the two groups leaving the advantage to test group. Besides the results showed that test group had more motivation to learn English than control group.

Objective: The objective of this study is to examine acceptance of e-learning technology carried out by English teachers and students based on technology acceptance model (TAM).

Method: descriptive-survey approach, Also questionnaire and interview are used with English students and teachers.

Results: The results of the research indicate lack of Perceived ease use and Perceived usefulness of e-learning technology in teaching English.

Study Eight:

The researcher: Zamzam Emhemmad Mari Al-Dersi (2013)

The Title: The Use of Short-Stories for Developing Vocabulary of EFL Learners. University of Sebha, Libya

Aims: The study aims at explaining the importance of vocabulary. It also shows the importance of using various methods and strategies for developing the vocabulary of EFL learners. The study used a carefully planned vocabulary instruction to overcome the most commonly faced problem of EFL learners. While designing the vocabulary instruction program, linguistic richness of the materials as well as learners' perceptions towards them need to be checked first.

Results: It is proved that the use of the short-stories has many pedagogical benefits and they are also enjoyable among the EFL learners. Studies have also proved that reading stories has the potential to greatly increase an EFL learners' vocabulary. The use of short-stories in EFL classrooms for developing vocabulary of EFL learners is a naturalistic, enjoyable, low-cost and highly effective method.

Recommendations: The study recommends using short stories for all EFL teachers and learners. However, this does not mean that stories telling should replace all other methods of vocabulary teaching; rather it should be used in addition to those methods in order to boost development further.

Study Nine:

The Researcher: HakanAydogan

The Title: Teaching Vocabulary To Intermediate Students in EFL Classes.
Ph.D. Faculty of Education, International Burch University, Sarajevo,
Bosnia and Herzegovina

Method: This study was based on a design including quantitative data analysis by using questionnaires.

The study intends to describe an experience connected to the systematic use of vocabulary learning activities connected with the learning styles to enhance students' self- esteem and thus, promote language learning. The correlations between active learning strategies, emotional states and social self-esteem have been significant and positive.

Result: The results of learning styles identification instruments showed that learning styles of students can be diagnosed quite reliably. The research proved that students can learn better when they are taught through the certain methods that reflect their specific learning styles.

Study Ten:

The Researcher: Mowada Mohammed Awad Sliman

The Title:

Utilizing Vocabulary in Developing EFL learners' Performance(2015).
University of Gezira - Sudan.

Aims: This study aims at investigating the role of vocabulary in improving EFL learners' performance and discussing the difficulties which face teaching and learning English vocabulary. The study also highlights the effect of these difficulties on students' performance and suggests some solutions to the problems.

Method: The study adopts the descriptive analytical approach .

Tool: The data were collected by the means of the questionnaire which was intended to investigate teachers' opinions about utilizing vocabulary for developing learners' performance. The questionnaire is distributed to (50) EFL teachers at the secondary level. The collected data has been statistically analyzed with (SPSS) Program.

Results : the results lead to: vocabulary learning is required for good classroom communication, using teaching aids helps learners to memorize and perform new vocabulary in contexts, using literary texts develop learners' vocabulary , practicing language activities in the classroom improve learners' performance , creating good learning atmosphere enhances learners' interaction, and group discussion develops learners' vocabulary.

Recommendations: The study recommends the following: teachers should be trained to apply CLT methodology to teach vocabulary. In EFL teaching, EFL teachers should use teaching aids to present vocabulary in

different contexts, teachers should ease vocabulary lessons by selecting relevant teaching material for learners, learners should practice group task activities for communicating new vocabulary, teachers should create a positive atmosphere for learning new vocabulary, teachers should ensure class participation, and learners work should be encouraged and evaluated.

Study Eleven:

The researcher: Nibal Abdelkarim Mousa Malkawi(2017)

The Title : The Effect of Using Smart Board on the Achievement of Tenth Grade Students in English language and on Verbal Interaction during Teaching in Public Schools - Department of English Language and Literature Al Balqa Applied University, Salt, Jordan

Aims : This study aimed to investigate the effect of using the smart board on the achievement of tenth grade students in the English language, and verbal interaction, where the study sought to answer two questions: Does the achievement of tenth grade students in English language vary due to teaching strategy? Does the ratio of verbal interaction using smart board in teaching among tenth grade students vary from the ratio of verbal interaction at Flanders?

Sample and population : (81) students from two sections chosen randomly from among (5) sections participated in the study, the experimental and control groups were chosen randomly, the experimental group were taught using smart board, and the control group were taught using the traditional way supported by computer. Achievement test in English language was applied, and Flanders' modified tool for the analysis of the verbal interaction was applied on the experimental group.

The results showed the existence of significant differences in the achievement of the students; and in favor of the experimental group. Also statistically significant difference in the ratio of speech of students who were taught using smart board. And the rate of teachers' speaking during teaching with smart board has increased, and periods of interruption verbal communication, and the percentage of questions rose by the teacher and her encouragement to her students, and the responses of the students and their initiatives.

Recommendations : the study recommends the need to urge teachers to use the smart board in the teaching of the English language, and holding workshops to train teachers on how to use the smart board in teaching, and conducting studies reveal the reality of the use of the smart board.

Study Twelve:

The researcher: Ibrahim Mohamed Alfaki, March 2014

The Title: use the smart board in teaching, and conducting studies reveal the reality of the use of the smart board. Difficulties Facing Teachers in Using Interactive Whiteboard in their Classes, Nile Valley University, North Sudan

Aims : This study investigates the difficulties that teachers experience when they use the interactive whiteboard in English language classes. Although, the interactive whiteboard is easy to use, difficulties occur when teachers use it. While ICT presents new challenges for teachers, it also offers great opportunities for teacher education. ICT's media can improve training through providing access to educational resources, breaking the traditional isolation of teachers, and enabling individualized training opportunities.

There are a few research studies, which investigate the drawbacks of IWB. This study focuses on the difficulties, which teachers face in the classrooms in the Saudi contexts. Those difficulties are categorized into four groups. These are: teachers', school administrations', technical support's and students' factors. Each factor entails a number of challenges.

Results: The Results of the study have revealed that there are many challenges that teachers face when using the interactive whiteboard. Those challenges interact together to hinder IWB integration into teaching and learning.

Study Thirteen:

The researcher: Awwad Othman Abdelaziz Ahmed

The Title : EFL Teachers' and Students' Approaches in Using Teaching Aids: A case Department of Foreign Languages, College of Arts Taif University ,Taif, Saudi Arabia, 109Arab World English Journal (AWEJ) Special Issue on CALL Number 4.July 2018Pp.109-124

Aims : this research aims to investigate teachers' and students' approaches in using teaching aids and to reinforce their importance. Also tried to verify whether teaching aids activate teaching and learning processes and more specifically if they make students interactive and effective participants. Moreover, it encourage teachers to update their methods of teaching.

Tool: A questionnaire is used as an instrument to collect the necessary data. The questionnaire content was based on items to maximize the benefits of various teaching aids use in English as a foreign language (EFL) classroom settings. Twenty teachers and fifty students took part in the questionnaire survey.

Results: Results from the teachers' and students' questionnaires demonstrated that teaching aids help teachers and students activate their teaching and learning processes. Moreover, they help in classroom setting and management. Teachers' attitudes as well as their perception toward using teaching aids to motivate students are positive since they all find the necessity of using them to improve students' English performance. Teachers should be aware that disregarding of teaching aids use impedes learners' motivation.

Recommendation: Teachers need to systematically design their own teaching aids for effective teaching and learning betterment.

Study Fourteen:

The researcher: Manal Hendawi, Mohammad Rajab Nosair,(2020)

The Title: The Efficiency of Using the Interactive Smart board in Social Studies to Increase Students' Achievement and Tendency Toward the Subject Matter in the State of Qatar

Aims: This research aims to determine the effectiveness of the use of interactive smart board techniques and applications in teaching a unit of a social studies curriculum for preparatory stage students in Qatar.

Sample: The selected sample (47 students) is distributed into two groups, the experimental group which studied a chosen unit using the interactive smart board, and the other group, the control group, which studied the same lesson plan conventionally.

Method: To **statistically** test the research hypotheses, **a quantitative** comparison between the scores of the two groups before and after the experiment is carried out.

Results: The results indicate that the differences between the two groups in average values in favor of the trial group are statistically significant.

Commenting on Previous Studies:

Through the researcher's review of previous studies, she found that there is a direct relationship with the current study, and there is agreement and difference between previous studies and the current study: The points of agreement between the previous studies and the current study:

1/ Most of the previous studies used the descriptive approach, which depends on the questionnaire as a main tool for collecting data, and this is what the researcher used in this study.

2/ Most of the previous studies agreed with the current study in the type of sample taken (simple random sampling).

The differences: Most of the previous studies focused on the use of modern techniques for learning vocabulary using ICTs as TelalMergani (2018) and Intesar Ahmed (2015), while the current study focused on the impact of the using Smart Board as Nibal Abdelkarim (2017), due to its importance in learning English vocabulary and its impact on the researcher's view.

The benefits of previous studies in the current study:

1/ Benefit from the scientific methodology used by previous studies in formulating the study problem, writing hypotheses and addressing the results.

2/ from previous studies the method of selecting the research community and its samples, and review the study are variables.

3/ See the tools that were used in the previous studies in order to take advantage of that in designing the research tools.

4/ Comparing the results of the current study with the results of previous studies related to the aspects of the study such as :

- 1- The research proved that students can learn better when they are taught through the certain methods that reflect their specific learning style .
- 2- Teachers should ease vocabulary lessons by selecting relevant teaching material for learners.

The Summary of the Chapter

The researcher has reviewed different views and Results of relevant studies in the field of teaching English Language vocabulary through various methods and techniques. This chapter illustrated various scientific activities to the current research. The previous literature and relevant studies are considered the background for the current research.

Chapter Three

Methodology

Chapter Three

Methodology

3.0 Introduction:

This chapter aims to review the preliminary procedures before data analysis (data cleaning), the response rate of the sample members, in addition to analyzing the basic data in the study sample, descriptive analysis, and reliability analysis to find the internal consistency of the data, calculate the averages, standard deviation and correlation of variables, and to reveal the nature of The relationship between the study variables and testing the hypotheses that were developed in the previous stages of the research before using the comparison analysis in the hypothesis testing process.

3.1 Research Methods

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

3.2 Research Design:

This study followed a quantitative research methods design.

3.3 Study Population:

The study population constitutes teachers at secondary schools who teach English as foreign language (E F L) in Khartoum state, in public schools, and students of English language at secondary schools.

3.4. Sample Size:

The sample size was calculated according to the following equation:

$$n = \frac{Z^2 \alpha/2 Pq}{e^2} \quad (1 - 3)$$

Where:

n: sample size.

$Z^2 \alpha/2$: Square of the tabular value of Z at 95% confidence level = (1.96)²

P: Ratio of availability of the measured characteristic (Small and medium-sized companies).

q: The percentage of the property's lack of availability.

The study participants for this study are (100) teachers at secondary schools who teach English as foreign language (EFL) in Khartoum state, in public schools.

The Pre –Test (40) students, and Post - Test will be taken by EFL (40) students at secondary schools in Khartoum State.

3.5 Tools of Data Collection:

3.5.1 Primary Data:

A Questionnaire that filled by teachers at secondary schools who teach English as foreign language (EFL) in Khartoum state, and The pre and post tests will be taken by EFL students at secondary schools in Khartoum State.

Secondary Data:

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

3.6 Data Analysis:

The data was analyzed by Statistical Package for Social Sciences (SPSS) version 25, the simple test (chi-square), mean, and standard variation.

3.7 Time Frame:

This study was carried out during the period of March, 2020 until oct , 2020.

3.8 Study Scale:

3.8.1 Questionnaire:

The degree of possible responses to the paragraphs was measured to a five-point gradient according to the Likert scale, in the distribution of the weights of the answers of the sample members, which is distributed from the highest weight for which he was given (5) scores and which represents in the answer field (strongly agree) to the lowest weight For him who was given a score of (1), which was represented in the answer field (strongly disagree), and there are three weights in between them. The purpose of this was to allow the sample members to choose the exact answer according to the discretion of the sample members. As shown in Table (3-2)

Table No. (3-1) approval Rating Scale

Degree Of Approval	Relative Weight	Percentage	Statistical Significance
Strongly agree	5	5 out of 80% or more	Very high approval rating
Agree	4	From 70% to less than 80%	high degree of agreement
Neutral	3	from 50% to less than 70%	Medium approval score
Disagree	2	20% to less than 50%	Low agreement
Strongly disagree	1	Less than 20%	Very low approval rating

Source: Prepared By The Researcher From Field Study Data 2020

Accordingly, the hypothetical mean of the study (3), and accordingly, if the mean of the statement is greater than the hypothesis mean, this indicates that the sample members agree to the statement.

3.10.2 Tests:

A number of (40) test were distributed The pre and post tests will be taken by EFL students at secondary schools in Khartoum State, the purpose of this was to allow the sample members to choose the exact answer according to the discretion of the sample members. As shown in Table (3-3)

Table No. (3-2) Approval Rating Scale

Degree Of Approval	Relative Weight	Percentage	Statistical Significance
Greater than or equal 22.5	6	6 out of 90% or more	Very high approval rating
Greater than or equal 20	5	5 out of 80% to less 90	Very high approval rating
Greater than or equal 17.5	4	From 70% to less than 80%	high degree of agreement
Greater than or equal 15	3	from 60% to less than 70%	Medium approval score
Greater than or equal 12.5	2	from 50% to less than 60%	Low agreement
than less than 12.5	1	Less than 50%	Very low approval rating

Accordingly, the hypothetical mean of the study (3), and accordingly, if the mean of the statement is greater than the hypothesis mean, this indicates that the sample members agree to the statement.

3.9Reliability and Validity:

3.9.1 Reliability of Questionnaire:

The impact of Using Smart Board on Teaching English Language Vocabulary.

Table (3-3): Shows the correlation coefficient of items on the scale of The impact of Using Smart Board on Teaching English Language Vocabulary as applied to the population of the current study.

Section (A)	Item	Cronbach's Alpha	Correlation	Section (B)	Item	Cronbach's Alpha	Correlation	Section (C)	Item	Cronbach's Alpha	Correlation
Smart boards are not used in Sudanese secondary school classes	1	0.699	0.179	teachers have positive attitudes towards using Smart Board in teaching English	1	0.922	0.567	Using smart boards in EFL classes has many advantages	1	0.801	0.566
	2	0.693	0.195		2	0.892	0.758		2	0.720	0.848
	3	0.820	0.102		3	0.989	0.678		3	0.679	0.489
	4	0.696	0.404		4	0.709	0.765		4	0.785	0.618
	5	0.649	0.252		5	0.958	0.322		5	0.834	0.834
	6	0.629	0.190		6	0.997	0.534		6	0.758	0.495
	7	0.870	0.213		7	0.909	0.246		7	0.698	0.135

Source: Prepared by the researcher by SPSS, 2020

From the above table, it can be seen that the correlation coefficients of all the items are statistically significant at the level of (0.05).

3.9.2 Validity of Questionnaire:

Identify the validity for the dimension's scores and the overall score of the scale of Identify the level of The impact of Using Smart Board on Teaching English Language Vocabulary. The researcher applied Cronbach's alpha and the spearman-brown formula to the data of the primary sample. This procedure yielded the results shown in the following table.

Table (3-4):

Scale	Validity		
	N-Item	Alpha	R-value
Smart boards are not used in Sudanese secondary school classes	7	0.659	0.812**
EFL secondary school teachers have positive attitudes towards using Smart Board in teaching English vocabulary	7	0.729	0.854**
Using smart boards in EFL classes has many advantages	7	0.695	0.834**
Total Adjustment	21	0.783	0.885**
** sig (0.01)			

Source: Prepared by the researcher by SPSS, 2020

From the above table, it can be seen that the validity coefficient on the scale of The impact of Using Smart Board on Teaching English Language Vocabulary individuals is more than (0.40), which Emphasizes the suitability of this scale in its final draft to measure the adjustment in the Identify the level The impact of Using Smart Board on Teaching English Language Vocabulary in the present.

3.10 Summary of the Chapter

This chapter presents information about the data corpus used in the research, including instruments of data collection and methods of presenting data. And the research instruments adopted for data collection. Also it's provided a detail description of all the procedures about each instrument, including population, sample, validity and reliability of the instruments.

Chapter Four

Data Analysis, Results and Discussion

Chapter Four

Data Analysis, Results and Discussion

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

4-1 Demographic Characteristics:

Table (4-1) The Distribution of the Study Sample According to the Age

	variable	Frequency	Percent	Cumulative Percent
Age	15-25	3	3.0%	3.0%
	26-35	35	35.0%	38.0%
	36-45	40	40.0%	78.0%
	46-55	19	19.0%	97.0%
	56 and above	3	3.0%	100.0%
	Total	100	100.0%	

Source: Prepared by the researcher by SPSS, 2020

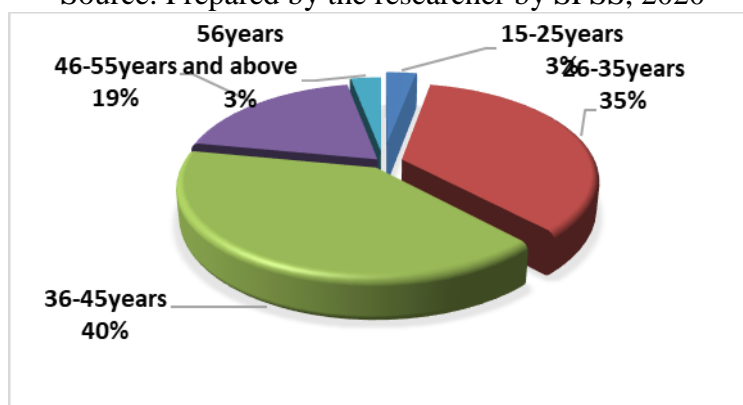


Figure (4-1) The Distribution of the Study Sample According to the Age

Looking at the table and the figure, we note for that the sample of the study is distributed according to the Age; the majority of the participants are of the age group with (36-45 years) a ratio 40.0%, the age group with(26-35years) a ratio 35.0%, , the age group with(46-55years) a ratio 19.0%, and the lowest percentage Among the participants from (15-25 years , 56 years and above) 3.0%.

2/ Gender:

Table (4-2) The Distribution of the Study Sample According to Gender

Variable		Frequency	Percent	Cumulative Percent
Gender	male	26	26.0%	26.0%
	female	74	74.0%	100.0%
Total		100	100.0%	

Source: Prepared by the researcher by SPSS, 2020

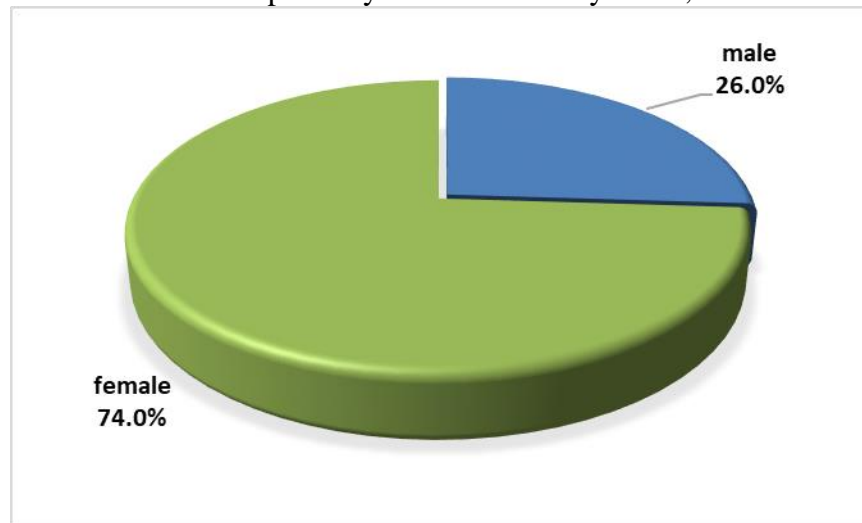


Figure (4-2) The Distribution of the Study Sample According to Gender

Looking at the table and the figure, we note for that the sample of the study is distributed according to the Gender; the majority of the participants are of the Gender group with female a ratio 74.0%, and the lowest percentage Among the participants from male 26.0%.

3/ Profession How Long Have you Being Working At This Area:

Table (4-3) The Distribution of the Study Sample According Being Working at this Area

Variable		Frequency	Percent	Cumulative Percent t
being working at this area	Less than one Years	2	2.0%	2.0%
	1-5 Years	26	26.0%	26.0%
	6 -10 Years	45	45.0%	45.0%
	11-15 Years	16	16.0%	16.0%
	16-20 Years	7	7.0%	7.0%
	above 20	4	4.0%	4.0%
Total		100	100.0%	

Source: Prepared by the researcher by SPSS, 2020

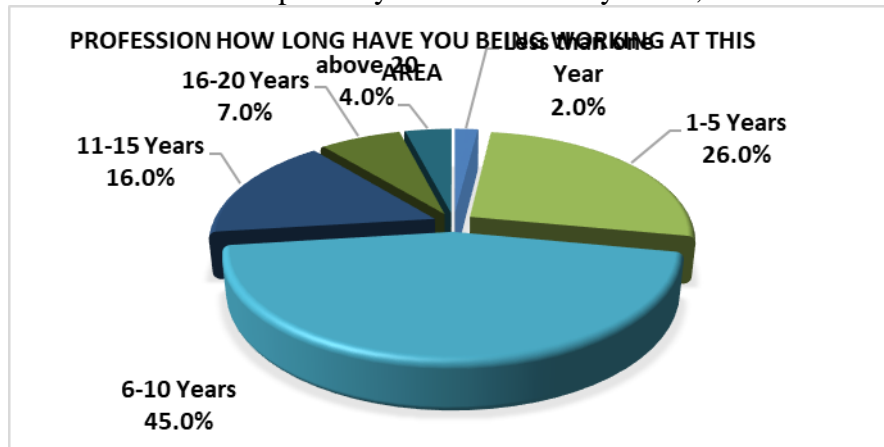


Figure (4-3) The Distribution of the Study Sample According to Being Working at this Area

Looking at the table and the figure, we note for that the sample of the study is distributed according to Profession the long have you being working at the area; the majority of the participants are of the working at the area group with(6-10 years) a ratio 45.0% , the working at the area group with(1-5 years) a ratio 26.0%, the working at the area group with(11-15 years) a ratio 16.0% , the working at the area group with(16-20 years) a ratio 7.0% , the working at the area group with(above 20 years) a ratio 4.0% , and the lowest percentage Among the participants from (less than one years) 2.0%.

Table (4-4) The Distribution of the Study Sample According to Educational Level

Variable		Frequency	Percent	Cumulative Percent
Educational level	Diploma	54	54.0	54.0
	Bachelor	20	20.0	20.0
	Masters	20	20.0	20.0
	Doctorate	6	6.0	6.0
Total		100	100.0	

Source: Prepared by the researcher by SPSS, 2020

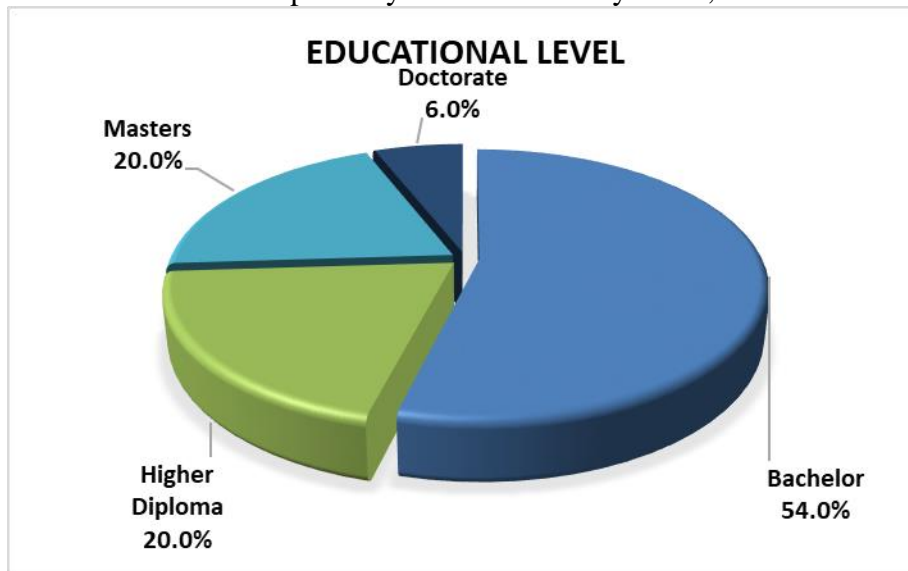


Figure (4-4) The Distribution of the Study Sample According to Educational Level

Looking at the table and the figure, we note for that the sample of the study is distributed according to the Educational level; the majority of the participants are of the Educational level group Bachelor a ratio 54.0% , the Educational level group higher Diploma and Masters between study sample both equal a ratio 20.0% , the Educational level group a ratio 10.7% , the Educational level group others and the lowest percentage Among the participants the Educational level group Doctorate a ratio 6.0%.

5/ Have you Attained any Training Related to Smart Board:

Table (4-5) The Distribution of the Study Sample According to Attained any Training Related to Smart Board

Variable		Frequency	Percent	Cumulative Percent
attained any training related to Smart Board	yes	68	68.0%	68.0%
	NO	32	32.0%	100.0%
Total		100	100.0%	

Source: Prepared by the researcher by SPSS, 2020

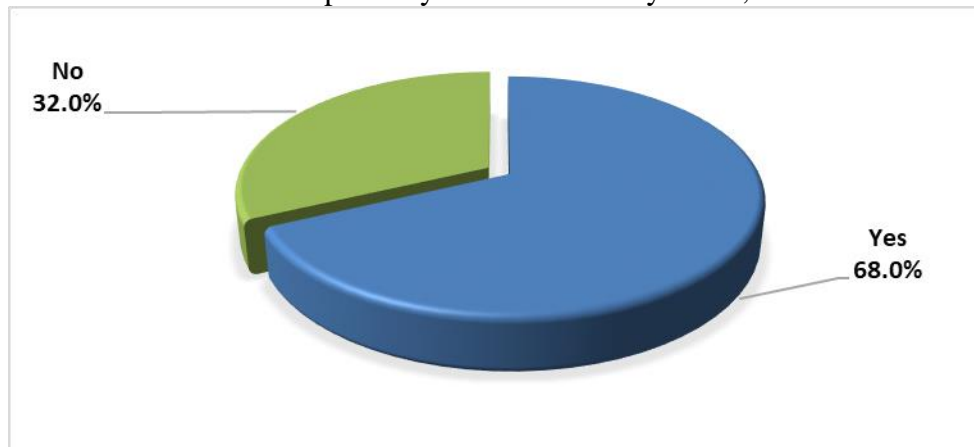


Figure (4-5) The Distribution of the Study Sample According to Attained any Training Related to Smart Board

Looking at the table and the figure, we note for that the sample of the study is distributed according to attained any training related to Smart Board; the majority of the participants are of the group not training a ratio 68.0%, and the lowest percentage Among the participants from training 32.0%.

4-2 Data Analysis:

4.2.1 Test

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

Table (4-6) Comparison between the Means of the Pre- test and the Post -test

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

Source: Prepared by the researcher by SPSS, 2020

Looking at the table, we note that the results of the pre test and post test correction in the first question of Grammar in pre test the mean (4.00) and SD (1.854), while in post test mean (5.48) and SD (0.816) There is a difference between the means of an intermediate level, in the second question of Suffixes in pre test the mean (3.43) and SD (2.319), while in post test mean (5.93) and SD (0.474) There is a difference between the means to a very high level, in the Third question of Prefixes in pre test the mean (2.95) and SD (2.087), while in post test mean (5.80) and SD (0.648) There is a difference between the means to a very high level, in the fourth question of Composition in pre test the mean (1.60) and SD (1.236), while in post test mean (4.23) and SD (2.236) There is a difference between the means to a very high level, in the all questions of mark in pre test the mean (2.55) and

SD (1.694), while in post test mean (4.68) and SD (0.971) There is a difference between the means to a high level .

4.2.1.1 Pre test:

1/ Grammar:

Table (4-7) showing grammar scores in the pre test

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

Source: Prepared by the researcher by SPSS, 2020

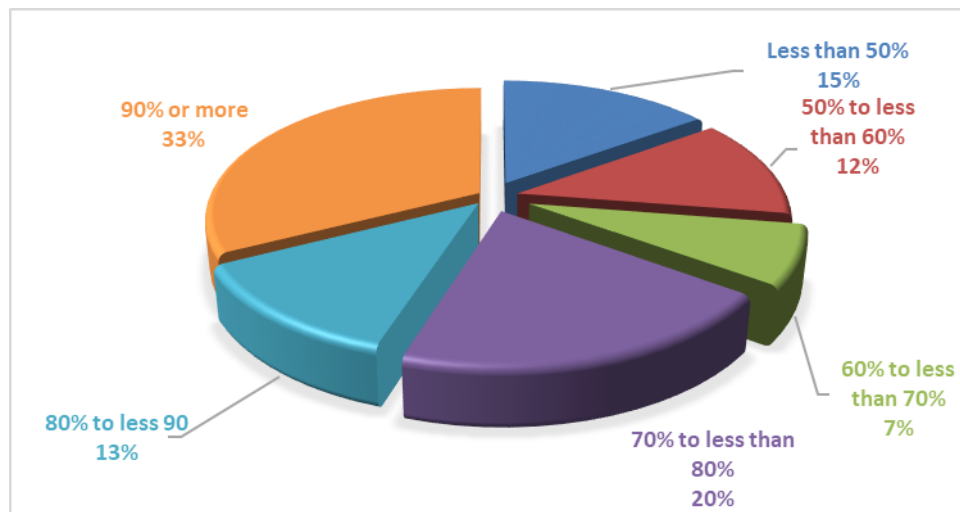


Figure (4-6) Showing Grammar Scores in the Pre test

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

Table (4-8) Showing Suffixes Scores in the Pre test

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

Source: Prepared By the Researcher by SPSS, 2020

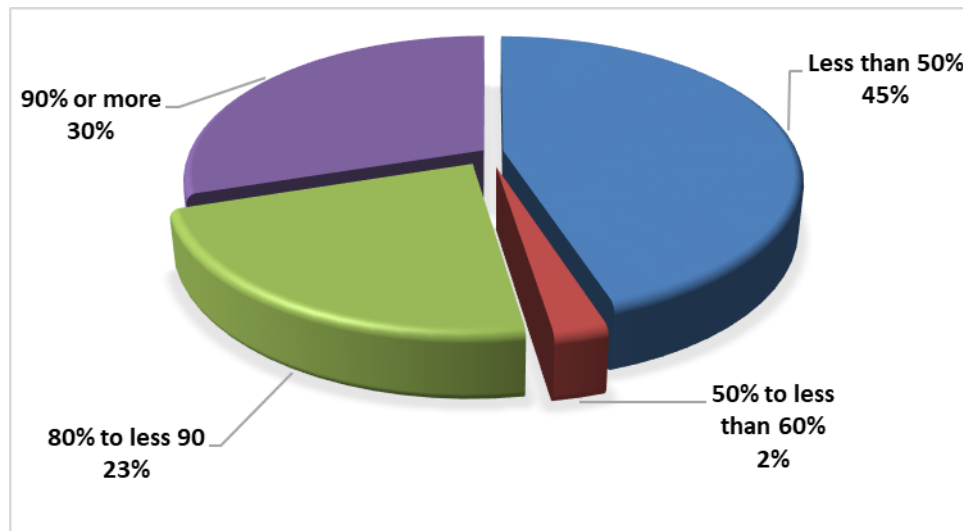


Figure (4-7) Showing Suffixes Scores in the Pre test

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

Table (4-9) Showing **Prefixes** Scores in the Pre test

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

Source: Prepared By The Researcher By SPSS, 2020

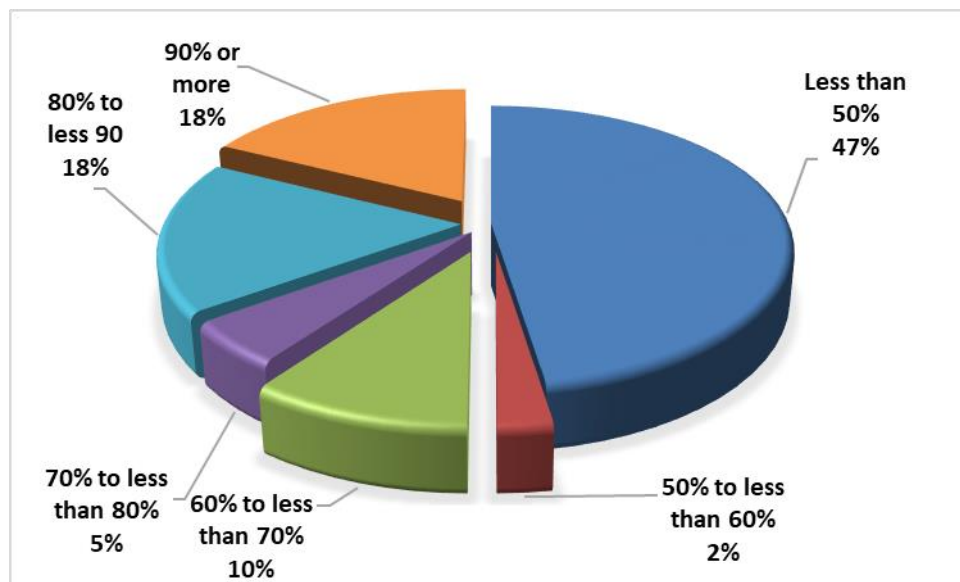


Figure (4-8) Showing **Prefixes** Scores in the Pre test

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

Table (4-10) Showing **Composition** Scores in the Pre test

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

Source: Prepared By the Researcher By SPSS, 2020

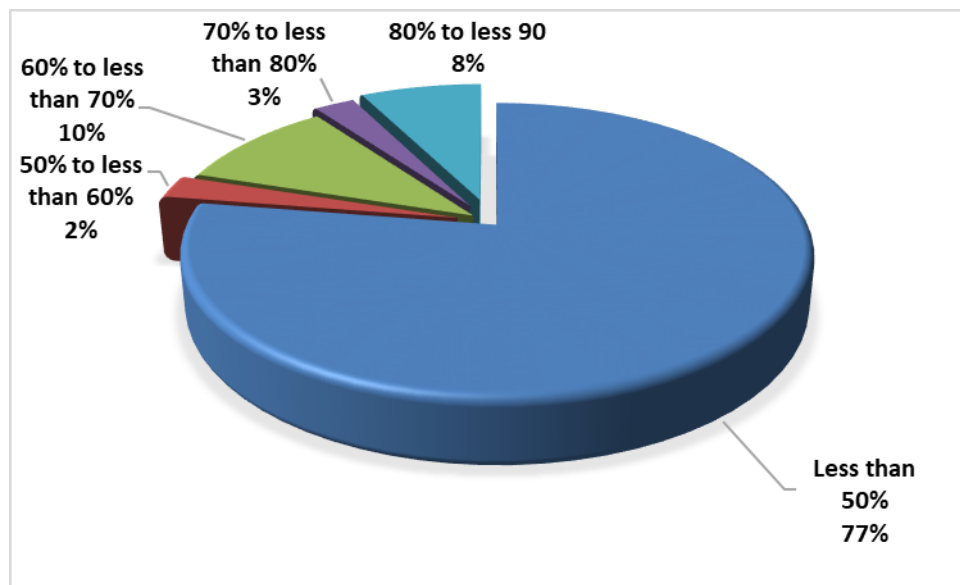


Figure (4-9) Showing **Composition** Scores in the Pre test

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

Table (4-11) Showing Mark Scores in the Pre test

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

Source: Prepared By The Researcher By SPSS, 2020

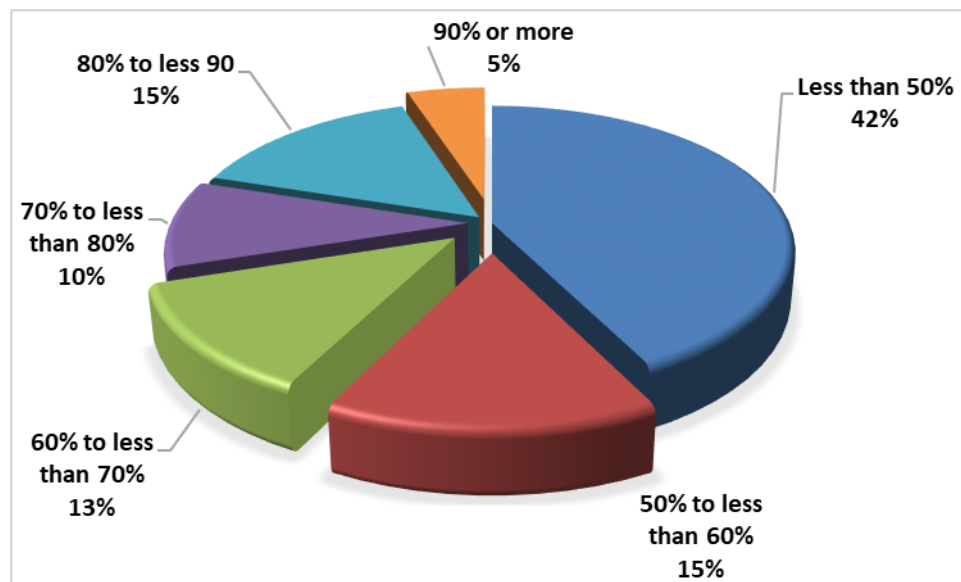


Figure (4-10) Showing Mark Scores in the Pre test

Looking at the table and the figure, we note that the results of the pre test correction in the all question of Mark 90% or more (2) a ratio 5.0% , In equal proportions 80% to less 90% and 50% to less than 60% (6) a ratio 15.0% , and 70% to less than 80% (4) ratio 10.0% , and 60% to less than 70% (5) a ratio 12.5% , and Less than 50% (17) a ratio 42.5% .

4.2.1.2 Post test:

1/ Grammar:

Table (4-12) showing grammar scores in the post test

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

Source: Prepared By the Researcher By SPSS, 2020

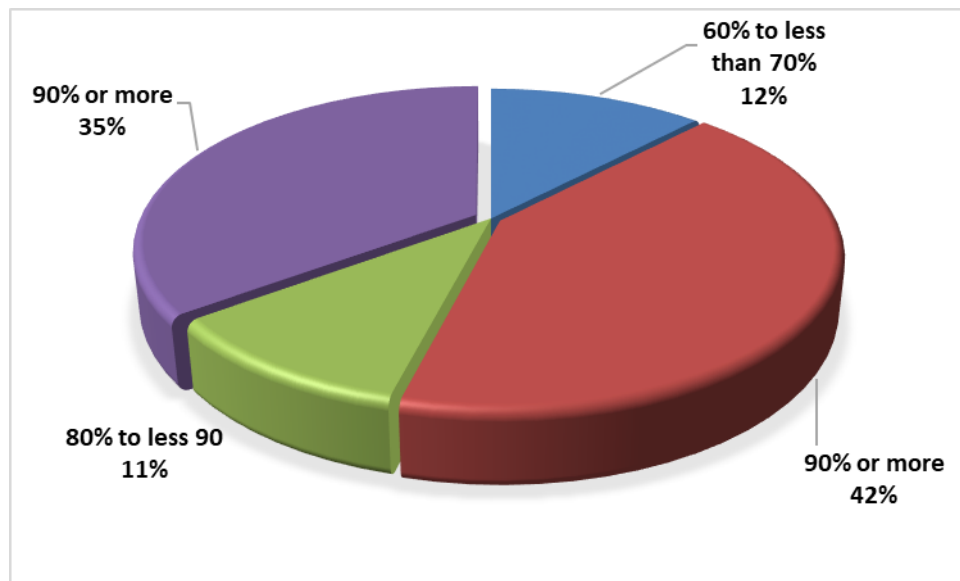


Figure (4.11) Showing Grammar Scores in the Post test

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

Table (4-13) Showing **Suffixes** Scores in the Post test

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

Source: Prepared By The Researcher By SPSS, 2020

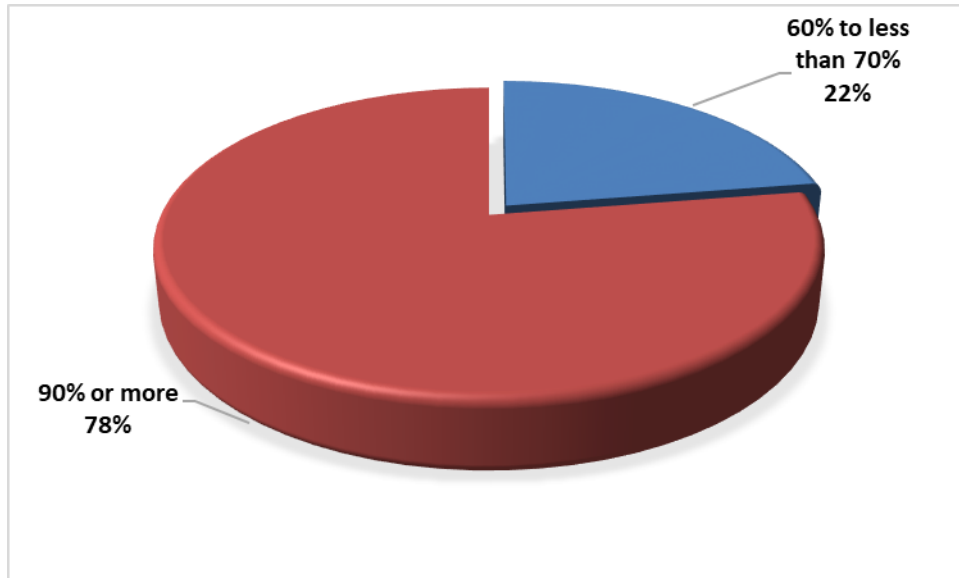


Figure (4-12) Showing **Suffixes** Scores in the Post test

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

Table (4-14) Showing **Prefixes** Scores in the Post test

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

Source: Prepared By The Researcher By SPSS, 2020

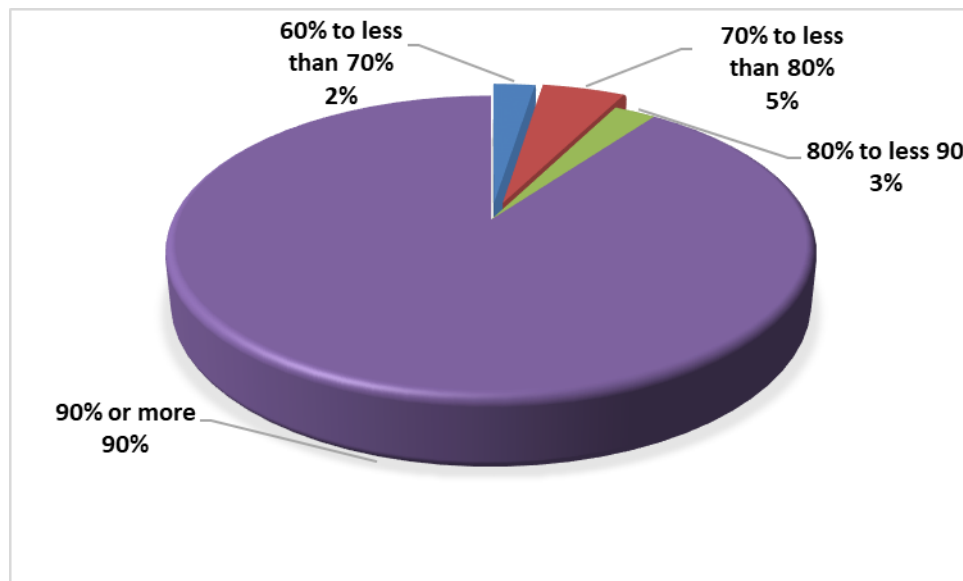


Figure (4-13) Showing **Prefixes** Scores in the Post test

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

Table (4-15) Showing **Composition** Scores in the Post test

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

Source: Prepared By the Researcher By SPSS, 2020

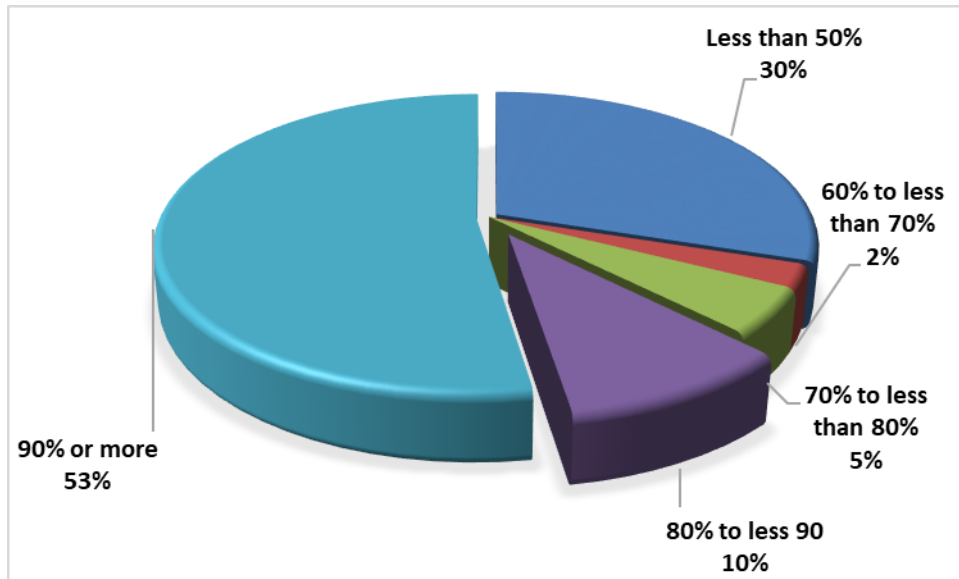


Figure (4-14) Showing **Composition** Scores in the Post test

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

Table (4-16) Showing **Mark** Scores in the Pre test

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

Source: Prepared By The Researcher By SPSS, 2020

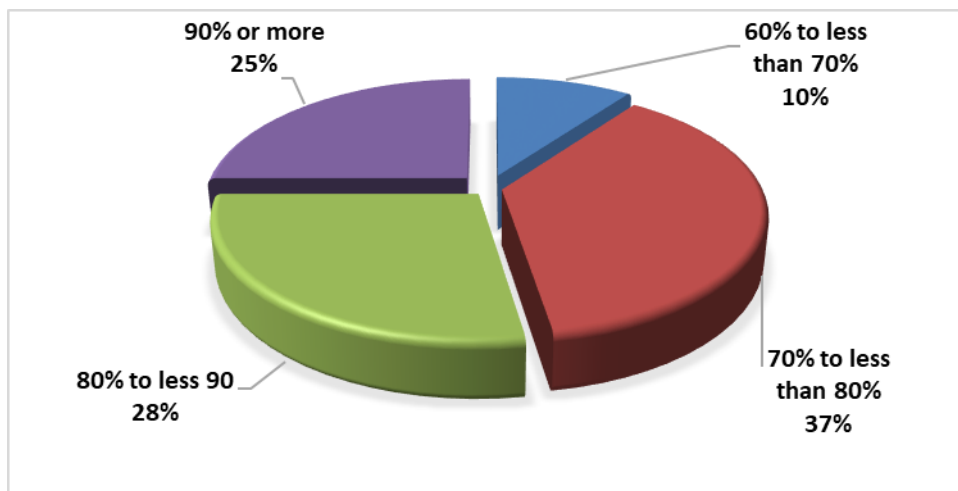


Figure (5-15) Showing **Mark** Scores in the Post test

Looking at the table and the figure, we note that the results of the pre test correction in the all question of Mark90% or more (10) a ratio 25.0% , and 80% to less 90%(11) a ratio 27.5% , and 70% to less than 80%(15) a ratio 37.5% , and 60% to less than 70% (4) a ratio 10.0% .

4.2.2 Questionnaire

4-2 Data Analysis:

Firstly: The First Dimension

Presentation and interpretation of the results of the answer to the first question of the study, and it states “Smart boards are not used in Sudanese secondary school classes?” To answer this question, the researcher calculated the arithmetic means and standard deviations of the responses of the sample members on the first dimension (Smart boards are not used in Sudanese secondary school classes), as shown in Table (4-4):

Table (4-17):The Mean, Standard Deviation, and the Items of Phrases on the First Dimension

Item	frequencies					Mean	Std. Deviation	Percent %	phrases
	Strongly disagree	Disagree	Neutral	agree	strongly agree				
Smart Board are not available in Sudanese secondary schools.	2	13	3	37	45	4.10	1.087	82.0%	2
Few Sudanese secondary schools use smart board.	1	8	5	43	43	4.19	0.929	86.0%	1
Large number of Sudanese secondary schools use smart board .	35	42	4	10	9	4.16	1.261	19.0%	7
Smart Boards are available in Sudanese secondary schools.	25	49	5	12	9	4.31	1.228	21.0%	6
Sudanese Ministry of Education doesnt encourage secondary schools to use smart board .	6	33	10	37	14	4.20	1.214	51.0%	4
Sudan Ministry of Education provide secondary schools with smart board.	23	30	15	26	6	3.62	1.262	32.0%	5
Teachers at secondary schools donot use smart boards in their classes.	2	15	10	49	24	3.78	1.040	73.0%	3

Source: Prepared By The Researcher By SPSS, 2020

The Following Table Shows:

Phrase No. (2), which states (Smart boards are not used in Sudanese secondary school classes) came first among the expressions of the first dimension (Educators find it easy to shift from traditional teaching to online teaching), mean (2.52) and a standard deviation of (1.127), that is, a degree of response (acceptable), while the statement No. (4), (Educators and have problems in managing their time) came second among the expressions of the dimension, with an arithmetic mean of (2.62) and a standard deviation of (0.993), that is, a degree of (weak), while the statement No. (1), (Educators at Sudanese universities have positive attitudes towards online education.) came third among the expressions of the dimension, with an arithmetic mean of (2.63) and a standard deviation of (1.119), that is, a degree of (weak), while the statement No. (5), (Most of educators are classified as technophobe) came fourth among the expressions of the dimension, with an arithmetic mean of (2.35) and a standard deviation of (1.117), that is, a degree of (weak), while the statement No. (3), (Learners lack confidence and capability to deal with online lesson.) came last among the expressions of the dimension, with an arithmetic mean of (2.40) and a standard deviation of (1.077), that is, a degree of (weak) response .

The results of the first dimension responses (strongly agree, agree) show that it is statistically weakly acceptable.

Table (4-18): The Mean, Standard Deviation, and the Items of Phrases on the Second Dimension

Item	frequencies					Mean	Std. Deviation	Percent %	phrases
	Strongly disagree	dis agree	undecided	agree	strongly agree				
Sudanese universities lack infrastructures for online education.	1	1	0	7	51	4.73	0.841	96.7%	1
There is unequal distribution of international computer technologies.	1	0	3	9	47	4.72	0.715	93.3%	3
Technical difficulties hinder the implementation of online teaching.	2	1	3	6	48	4.62	0.922	90.0%	5
Network at Sudan cannot help in conducting online teaching.	1	4	0	6	49	4.68	0.854	91.7%	4
Sudanese universities lack for workshops to train educators to apply online teaching.	2	1	0	6	51	4.72	0.846	95.0%	2

Source: Prepared by the researcher by SPSS, 2020

The following Table Shows:

Phrase No. (1), which states (EFL secondary school teachers have positive attitudes towards using Smart Board in teaching English vocabulary) came first among the expressions of the second dimension (Do Sudanese universities possess the basic infrastructures and facilities for coping with online education), mean (4.73) and a standard deviation of (0.841), that is, a degree of response (very high), while the statement No. (5), (Sudanese universities lack for workshops to train educators to apply online teaching) came second among the expressions of the dimension, with an arithmetic mean of (4.72) and a standard deviation of (0.846), that is, a degree of (very

high),while the statement No. (2), (There is unequal distribution of international computer technologies) came third among the expressions of the dimension, with an arithmetic mean of (4.72) and a standard deviation of (0.715), that is, a degree of (very high),while the statement No. (4), (Network at Sudan cannot help in conducting online teaching) came fourth among the expressions of the dimension, with an arithmetic mean of (4.68) and a standard deviation of (0.854), that is, a degree of (very high),,while the statement No. (3), (Technical difficulties hinder the implementation of online teaching) came last among the expressions of the dimension, with an arithmetic mean of (4.62) and a standard deviation of (0.922), that is, a degree of (very high) response .

The results of the first dimension responses (strongly agree, agree) show that it is statistically very highly acceptable.

Table (4-19): The Mean, Standard Deviation, and the Items of Phrases on the Third Dimension

Item	frequencies					Mean	Std. Deviation	Percent %	phrases
	Strongly disagree	dis agree	undecided	agree	strongly agree				
Online teaching will not provide constructive feedback on complex concepts.	1	2	3	5	49	4.65	0.860	90.0%	4
More domestic interruption while taking the lecture.	2	4	5	6	43	4.40	1.108	81.7%	5
More time constraints online quizzes and tests.	1	1	0	5	53	4.80	0.684	96.7%	1
Sudden breakdown of computer affects the follow-up during online teaching.	3	1	0	4	52	4.68	0.965	93.3%	2
High cost of technology constitute a problem for applying online teaching.	2	3	0	6	49	4.67	0.857	91.7%	3

Source: Prepared by the researcher by SPSS, 2020

The Following Table Shows:

Phrase No. (3), which states (More time constraints online quizzes and tests) came first among the expressions of the third dimension (What difficulties do Sudanese universities face in respect of implementation of online learning), mean (4.80) and a standard deviation of (0.684), that is, a degree of response (very high), while the statement No. (4), (Sudden breakdown of computer affects the follow-up during online teaching) came second among the expressions of the dimension, with an arithmetic mean of (4.68) and a standard deviation of (0.965), that is, a degree of (very high), while the statement No. (5), (High cost of technology constitute a problem for applying online teaching) came third among the expressions of the dimension, with an arithmetic mean of (4.67) and a standard deviation of

(0.857), that is, a degree of (very high),while the statement No. (1), (Educators at Sudanese universities have positive attitudes towards online education) came fourth among the expressions of the dimension, with an arithmetic mean of (4.65) and a standard deviation of (0.860), that is, a degree of (very high),while the statement No. (2), (More domestic interruption while taking the lecture) came last among the expressions of the dimension, with an arithmetic mean of (4.40) and a standard deviation of (1.108), that is, a degree of (very high) response .

The results of the first dimension responses (strongly agree, agree) show that it is statistically very highly acceptable.

Testing the Hypotheses:

To examine the hypothesis of the study, the multivariate analysis through was used to test the main and hypotheses in their null form , correlation Pearson ,Chi-Square Test in statistically significant ($\alpha = 0.05$) .

Hypothesis No (1):

Smart boards are not used in Sudanese secondary school classes.

Table (4-20) Test Hypothesis No (1)

Item	Mean	Std. Deviation	Chi-Square	df	Sig.
Smart Board are not available in Sudanese secondary schools .	4.10	1.087	78.800 ^a	4	0.230
Few Sudanese secondary schools use smart board.	4.19	0.929	89.400 ^a	4	0.000
Large number of Sudanese secondary schools use smart board .	4.16	1.261	59.300 ^a	4	0.070
Smart Boards are available in Sudanese secondary schools.	4.31	1.228	63.800 ^a	4	0.000
Sudanese Ministry of Education doesnt encourage secondary schools to use smart board .	4.20	1.214	39.500 ^a	4	0.091
Sudan Ministry of Education provide secondary schools with smart board.	3.62	1.262	18.300 ^a	4	0.001
Teachers at secondary schools donot use smart boards in their classes.	3.78	1.040	65.300 ^a	4	0.03

Source: Prepared By The Researcher By SPSS, 2020

null hypothesis: Smart boards are not used in Sudanese secondary school classes.

Alternative hypothesis: Smart boards are used in Sudanese secondary school classes.

It is clear from the above table that the values of chi-square test, all values probability, are greater than 0.05, so we reject the null hypothesis and accept the alternative hypothesis, i.e. Smart boards are used in Sudanese secondary school classes.

Hypothesis No (2):

EFL secondary school teachers have positive attitudes towards using Smart Board in teaching English vocabulary.

Table (4-21) Test Hypothesis No (2)

Item	Mean	Std. Deviation	Chi-Square	df	Sig.
EFL teachers are pleasant when they teach vocabulary through smart boards.	4.27	0.897	94.900 ^a	4	0.000
EFL teachers are attracted to teach vocabulary through Smart board technology.	4.11	0.875	53.680 ^b	3	0.000
teachers are motivated when teaching EFL through smart boards.	4.26	0.848	52.640 ^b	3	0.000
EFL teachers find enjoyment to use smart board technology in the classroom.	4.37	0.774	66.960 ^b	3	0.000
EFL teachers are enhanced when teaching vocabulary through smart boards..	3.91	0.996	74.500 ^a	4	0.000
EFL teachers communicate in classroom when technology is used in teaching .	4.03	1.058	71.800 ^a	4	0.000
Using Smart Board Enhances teaching vocabulary.	4.09	1.026	86.500 ^a	4	0.000

Source: Prepared By The Researcher By SPSS, 2020

null hypothesis: EFL secondary school teachers have positive attitudes towards using Smart Board in teaching English vocabulary.

Alternative hypothesis: EFL secondary school teachers have negative attitudes towards using Smart Board in teaching English vocabulary.

It is clear from the above table that the values of chi-square test, all values probability, are smaller than 0.05, so we accept the null hypothesis and reject the alternative hypothesis, i.e. EFL secondary school teachers have positive attitudes towards using Smart Board in teaching English vocabulary.

Hypothesis No (3):

Using smart boards in EFL secondary school classes have many advantages.

Table (4-22) Test Hypothesis No (3)

Item	Mean	Std. Deviation	Chi-Square	df	Sig.
Smart boards technology allows EFL students to practice English language more accurately.	4.36	0.759	68.240 ^a	3	0.000
The use of smart boards in EFL classes facilitates teaching and learning process.	4.21	0.701	65.520 ^a	3	0.000
EFL learners develop lexical competence through smart board technology.	4.20	0.876	90.000 ^b	4	0.000
Using smart board technology enhances EFL students' communicative competence.	4.34	0.742	60.320 ^a	3	0.000
EFL learners develop critical thinking skills through smart boards technology.	4.20	0.804	83.800 ^b	4	0.000
EFL learners develop critical thinking skills through smart boards technology.	3.98	0.964	78.300 ^b	4	0.000
EFL learners develop critical thinking skills through smart boards technology.	3.99	0.959	61.700 ^b	4	0.000

Source: Prepared by The Researcher By SPSS, 2020

Null hypothesis: Using smart boards in EFL secondary school classes have many advantages.

Alternative hypothesis: Using smart boards in EFL secondary school classes have not many advantages.

It is clear from the above table that the values of chi-square test, all values probability, are smaller than 0.05, so we accept the null hypothesis and reject the alternative hypothesis, i.e. Using smart boards in EFL secondary school classes have many advantages.

4-3 Verification of Study Hypotheses:

Hypothesis No (1): Smart boards are not used in Sudanese secondary school classes, the result rejected this hypothesis, which is agree with all the previous studies for example: (Enhancing EFL Teaching and Learning through Using ICTs Gezira University-Sudan (2018), Enhancing EFL Students' Creativity through Digital Story Telling, Gezira University-Sudan (2017), A Study on the Usefulness of Audio-Visual Aids in EFL Classroom, Aljouf University, Saudi Arabia (2013)).

Hypothesis No (2): EFL secondary school teachers have positive attitudes towards using Smart Board in teaching English vocabulary, the result accepted this hypothesis, which is agree with some of the previous studies: (Improving EFL Learners Speaking through ICT, Gezera University, Sudan (2015), EFL Teachers' and Students' Approaches in Using Teaching Aids: A case Department of Foreign Languages, College of Arts Taif University ,Taif, Saudi Arabia, 109Arab World English Journal (AWEJ) Special Issue on CALL Number 2018, Teaching Vocabulary To Intermediate Students in EFL Classes. Ph.D. Faculty of Education, International Burch University, Sarajevo, Bosnia and Herzegovina)

And disagree with: (use the smart board in teaching, and conducting studies reveal the reality of the use of the smart board. Difficulties Facing Teachers in Using Interactive Whiteboard in their Classes, Nile Valley University, North Sudan (2014)).

Hypothesis No (3): Using smart boards in EFL secondary school classes have many advantages, the result accepted this hypothesis, which is agree with all the previous studies such as: (The Effect of Using Smart Board on the Achievement of Tenth Grade Students in English language and

on Verbal Interaction during Teaching in Public Schools - Department of English Language and Literature Al Balqa Applied University, Salt, Jordan (2017), Using Online EFL Interaction to Increase Confidence, Motivation, and Ability Wen-chi Vivian Wu¹, Ling Ling Yen² and Michael Marek,2001 ,Providence University, Taichung, Taiwan 43301 // ²National Central University, Taoyuan County, Taiwan (2001)).

4-4 The Summary of the Chapter:

This chapter has presented the analysis of data and discussion gathered from the two measuring instruments: questionnaire and test. The findings show using smart board has an effect on the secondary schools students' achievement in vocabulary, it also methods of smart board improve students' motivation in learning vocabulary. The result of this analysis and discussion will be used in Chapter Five to provide answers for the research questions.

Chapter Five
Conclusion, Results, Recommendations and
Suggestion for Further Studies

Chapter Five

Conclusion, Results, Recommendations and Suggestion for Further Studies

5.0. Introduction

This chapter consists of summary of the research, it also includes the Results and results of the study and recommendations. Moreover, it ends by suggestions for further studies.

5.1. Conclusion

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

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

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

5.2 Summary of Results:

The study comes up with the following Results: -

1. Using smart board in the classroom can be fun .
2. Visual learning tools are important to get students 'attention.

3. Smart Boards create interactive class due to touch screen, multiple students can use it at the same time.
4. Using Smart Boards allow teachers to teach in different style to their students.
5. Smart Board help teachers to turn boring lectures into an engaging session.
6. Using Smart Board Technology in the classroom can help raises test scores, improves students learning, enhances literacy and increases comprehension.
7. Smart Board helps the teachers save time, effort and space by making use of its video feature.
8. Students who studied in Smart classrooms claimed that there were often technical problems and that the teachers were not sufficiently proficient in using smart board.

5.3. Recommendations: -

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

1. Urging the teachers to use the smart board in English Language Teaching.
2. The need to hold workshops to train teachers on how to use the smart board in teaching.
3. The need to encourage teachers and urged them to reduce the explanation and continue to speak when you use the smart board in teaching.
4. Developing vocabulary learning programs is an important area of language learning. To address this problem, serious attempts should be made to make fundamental changes in teacher training. Skills have to be examined in a more straightforward manner like technology through the use of a computer:

5. School should try to find room in their budget for Smart Boards as soon as possible.

6. School and other educational institutions should have begun to adopt modern teaching methods through Smart Board.

7. Also administrators and government should make it a matter of great priority to provide adequate personnel to train the staff and teachers on the effective use of the Smart Board.

8. Teachers should be reoriented on the needs to explore new ways of teaching and learning process in way that are not just possible with the traditional personal computing approach to ICT in Schools.

5.4 Suggestions for Further Studies: -

Further studies are needed to cover all aspects of language vocabulary such as investigating the syllabus, analysis of item and content of the test. More researches are also needed to carry out investigations on Vocabulary to reinforce the student's skills and the importance of using Smart Board in real.

Further studies are need on:

1. Conducting studies to investigate the effect of using the smart board in student achievement in other subjects and their attitudes toward it.

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

3. Conducting studies on the reality of the use of smart boards in private schools.

5.5 Summary of the chapter:

This chapter has presented the conclusions and recommendations of the study. In addition, recommendations were offered and suggestions for further research were proposed so as to fertilize and enrich the soil for more fruitful studies in the same field.

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1. Smart Boards are not used in Sudanese Secondary School Classes.

No	Perception	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Smart Board are not available in Sudanese secondary schools .					
2	Few Sudanese secondary schools use smart board.					
3	Large number of Sudanese secondary schools use smart board .					
4	Smart Boards are available in Sudanese secondary schools.					
5	Sudanese Ministry of Education doesn't encourage secondary schools to use smart board .					
6	Sudan Ministry of Education provide secondary schools with smart board.					
7	Teachers at secondary schools don't use smart boards in their classes.					

2. EFL Secondary School teachers have Positive Attitudes Towards Using Smart Board in Teaching English Vocabulary

No	Perception	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
8	EFL teachers are pleasant when they teach vocabulary through smart boards.					
9	EFL teachers are attracted to teach vocabulary through Smart board technology.					
10	teachers are motivated when teaching EFL through smart boards.					
11	EFL teachers find enjoyment to use smart board technology in the classroom.					
12	EFL teachers are enhanced when teaching vocabulary through smart boards.					
13	EFL teachers communicate in classroom when technology is used in teaching .					
14	Using Smart Board Enhances teaching vocabulary.					

3. Using Smart Boards in EFL Classes has Many Advantages

No	Perception	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
15	Teaching vocabulary through Smart boards develops EFL learners' language skills					
16	Through smart boards the teacher can use the internet resources and visual aids.					
17	Smart boards technology allows EFL students to practice English language more accurately.					
18	The use of smart boards in EFL classes facilitates teaching and learning process.					
19	EFL learners develop lexical competence through smart board technology.					
20	Using smart board technology enhances EFL students' communicative competence.					
21	EFL learners develop critical thinking skills through smart boards technology.					

Appendix (B)

Appendix (1) Pre - Test

Name: Class:

Question (1):-

Put the verbs between brackets in the correct form:

1. Ahmed usually(drink) coffee.
2. Kassala (be) near Port-Sudan.
3. Please, be quiet! Your father(sleep) now.
4. Yesterday, we(go) to Elagaleem and(visit) Ali.
5. Fatin likes (read), but Mona enjoys (write).
6. They (study) French next year.
7. While he(go) to school, he (meet) his friend.
8. They(not/play) tennis every day.
9. My brother let's me (drive) his car, but he made me
.....(go) on foot last Friday.
10. She (not/write) the composition yesterday.

Question (2) :- Suffixes

1. Bewhen you cross the road. (care)
2. That table can be moved. It's (move)
3. I received ancard from Ali. (invite)
4. Chinese arepeople. (product)
5.is bad for health. (smoke)

Question (3) :- prefixes

1. My teacher asked me tothe composition. (write)
2. The room is dirty and(tidy)
3. Mosques are (crowded)in Ramadan
4. What he said was (polite)
5. Hunting without permission is (legal)

Question (4):- Composition

Write a composition on the subject “Trees”

Your composition should be between (120-180) words .It should contain the following points, but you may add to them if you like.

Trees play a major role in our life .They supply us with most of the necessities of life.

1. kind of trees : many – evergreen trees – fruit trees – etc
2. Their products: provide man –wood –building houses- ships –firewood – charcoal –fruit –nuts – timber – gum Arabic.
3. Their importance: plant - trees – stop – desertification –soil –erosion – beautify –towns – village –oxygen –healthy air –hard currency from gum Arabic – shade – summer –environment – healthier.

Appendix (1) Post - Test

Put the verbs between brackets in their correct forms :

- 1- Camels never { forget }
- 2-Idown after dinner yesterday . { lie }
- 3-Shesupper when the light went out . { cook }
- 4-I wouldn't drink that tea if Iyou . { be }
- 5-Salt solutionfor washing dirty cuts . { use }
- 6-Ahmedin Algeria for six years . { live }
- 7- Children likemilk with sugar . { drink }
- 8- Germany defeated Brazil in 2014 ,they ? { do }
- 9-youEnglish at the moment ? { learn }
- 10- Heme a present tomorrow . { give }

Add the given prefixes to form new words :

im	fore	re	Un	dis
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- 1-You will lose your job if you.....with him . [agree]
- 2-It is to be a child once more . [possible]
- 3-The government decided toour town . [build]
- 4-Hisis called Abdella . [father]
- 5-You areto defeat Adel, he is strong . [able]

Add the given suffixes to form new words :

ly	ation	y	Ity	ful
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- 1-Her husband is abusiness man . [success]
- 2-He was injured in the accident . [bad]
- 3-He doesn't take part in any school [active]
- 4-The letter 'o' in OPEC stands for... [organize]
- 5-Waleed bin Talal is aman . [wealth]

