THE EFFECT OF USING SMART BOARD ON PRIMARY STAGE STUDENTS' MOTIVATION TO LEARN ENGLISH

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ABSTRACT

Purpose: The study aims to investigate the effect of using the SMART Board on primary stage students' motivation for learning the English language. Besides, it focuses on how SMART Board enhances the four skills of the English language, namely listening, speaking, reading, and writing.

Approach/Methodology/Design: The study is of a quasi-experimental design. A total number of 80 students were selected, and pre-test and post-test were administered. The results were recorded and analyzed using mean, standard deviation, t-test, and p-value. A questionnaire was also administered to measure students' motivation.

Findings: The findings of this research showed that EFL Jordanian students improved their English proficiency through SMART Board. The teachers, who have taken part in this study, agreed that English language teachers have to be trained to effectively implement SMART Board in their classrooms presenting to the students the most useful lessons on the target contents. Furthermore, it is noticed that the teachers and students found using SMART Board very beneficial as well as helpful in improving the English language.

Practical Implications: The study presents practical implications for English language teachers. The results would be of use for teachers to measure the influence of incorporating instructional technologies in teaching English.

Originality/value: The study findings indicate that the SMART Board integration in a classroom has a powerful effect on the comprehension, recognition, and retention of English.

INTRODUCTION

Learning English as a foreign language nowadays opens up a world of possibilities for the learner since English is regarded as the most widely spoken language in the world (Naser&Hamzah, 2018). It plays a significant role in the educational field, and the number of people learning the English language is on the rise. As a result, teaching and learning this language through effective techniques is surely food for thought (Issa, 2020; Naser&Hamzah, 2018).

Today's students according to Francis (2017) are surrounded by technology, and they have instant access to a great amount of data. Many experts in the field of pedagogy believe that integrating technology into a school's operations is beneficial, useful, and vital(Jones& Moreland,2005; Carr et al.,1998; Schuck, et al.,2013; Hamidi et al.,2011; Kadiyala & Crynes, 2000; Ratheeswari, 2018). Many teachers, on the other hand, are hesitant to make the switch, and many students are uninterested in giving it a shot. (Francis, 2017) According to

Hendawiand Nosair(2020), direct contact and connection between the components of teaching and learning (teacher, student, and textbook) is no longer the major resource for receiving knowledge, due to the rapid advancement of information systems and communication resources. Handler (2011) stated that the use of technology in educational classrooms has exploded in recent years, and the SMARTboard, according to him, is a modern technology that is being used in many classrooms as an interactive whiteboard allows students to control computer applications using their fingers. It is widely used in classrooms all over the world allowing teachers to increase teamwork and cooperation in the classroom. Students can participate in interactive lessons with the help of whiteboard technology.

In light of the entry of modern educational technologies into the field of education in general and language learning in particular, the main focus was regarding the role of the interactive board as one of the products of technology in the educational field. The importance of these innovations is in addressing many educational problems. It is appropriate to invest this technology to provide students with language skills and abilities in its various forms and levels (Hazaemah, 2016). Among these means, which can be called modern techniques in teaching methods, is the so-called Interactive Whiteboard or the SmartBoard, which is a white electronic screen linked to a computer designed for this purpose, and they work in concert through a data display device (Data Show) so that it is dealt with by touching the screen or writing with a special pen (Turel&Johnson, 2012). Hazaemah (2016) also explains that SMART Board is known to be an interactive whiteboard that a teacher and student can touch as a means of interaction between them. Moreover, it is an exciting and fun way that attracts the attention of the students throughout the lesson, as the teacher touches the board to control all computer applications, access the electronic information network, take notes, and draw lines and shapes using accompanying special pens, which are equipped with headphones and a microphone to transmit sound and image from the computer or the electronic network and can be saved in its memory and shared to students' computers if they want. Any student can send their notes and contributions in the lesson to be displayed on the board if they have a computer or set it up on their home computer (e.g., Hendawi, &Nosair, 2020; Higgins, Beauchamp, & Miller, 2007).

Studies conducted on this technology indicate that the importance of this interactive whiteboard lies in the fact that it increases students' motivation towards learning and attention to the lesson (Hall& Higgins, 2004; Selvaraj et al., 2021) and it also enables the teacher to move drawings and shapes and make drawings. It is virtual with the presence of original shapes, and it is also characterized by its ability to attract students' attention with its properties of color, movement, sound and other effects. It also helps in achieving a positive classroom interaction between the teacher and the learners, and it addresses the issue of bad handwriting on the chalkboard, and it is a clean method that does not cause allergies and diseases for students (Abu Faida, 2008). In addition, it increases the effectiveness of the educational situation by saving a lot of the teacher's time which drives her/him to enrich the educational material (Walker, 2003).

Motivation is the process of giving someone a reason for doing something (e.g., Chilingaryan, &Gorbatenko, 2015; Parfit, & Broome, 1997), Accordingly, the use of a SMARTboard may boost motivation, provide self-paced practice, and create a fun learning atmosphere. When used correctly, the SMARTboard has the potential to boost student engagement and participation (Handler, 2011). Furthermore, Hendawi and Nosair (2020) argued that the use of a SMARTboard in the classroom can help students become more motivated. It enhances English classes by effectively presenting the material (Issa, 2020). Students who learn using a SMART Board achieve better grades than those who learn using traditional techniques, according to Timmerman and Kruepke (2006). Furthermore,

according to Elaziz (2008), using technology in the classroom motivates students and boosts their attention.

According to Mohamed, Qoura and El Hadidy, (2019), motivating young students through traditional approaches can be tough. Teachers can employ new ideas, activities, approaches, differentiated programs, and instructions to help students become life-long writers. Visually seeing the writing and adjusting items suitably has an impact on students' writing. Students appreciate the games, applications, and internet activities because they are taught how to write writing in a fun style, with writing samples and excellent writing models. As a result, Interactive White Board could be a useful tool for teaching writing skills.

Moreover, , higher academic achievement is linked to intrinsic motivation(Rajabi & Khodabakhshzadeh, 2015). Motivation is a vital aspect in comprehension of a text, and it plays an important part in engaging people while they are executing the work. Indeed, learning strategies along with the teaching environment will be more and more acceptable to the primary stage.

Traditional techniques of teaching and learning English as a foreign language are no longer popular among teachers and students, since technology has been ingrained in their daily lives. In Jordanian schools, English as a foreign language should be taught using innovative and participatory methods. SMART Board is the most modern teaching gadget, and it is often regarded as the most effective method for achieving instructional objectives (Issa, 2020).

However, even though many teachers report success with the SMARTboard, there is little research on its effectiveness (Handler, 2011). Particularly in Jordanian primary schools' classrooms. Additionally, most of the studies discuss using this technology in the classroom, but the effect of this media on the process of learning is ignored. Accordingly, based on the discussion above, considering the importance of SMARTboard in the learning and teaching process, this study seeks to explore the impact of SMARTboard technology on the motivation of the primary stage students at Ajloun Primary School. More precisely, the current study aims to investigate the effect of SMARTboard on motivation among Jordanian primary stage students.

The study adds to the body of knowledge about the effects of technology particularly (SMARTboard) on students' motivation. The use of SMART Board technology in English classes is expected to open up a world of possibilities, making the teaching process more efficient. As a result, Jordanian students are better able to fully engage in English learning. Furthermore, the use of the SMART Board in English classrooms motivates students to attain their best outcomes. The importance of SMART Boards in motivating primary stage students in Jordan while learning English as a foreign language is investigated in this study. This study is limited to the sample of girl students of 1st grade, 2nd grade, 3rd grade, and 4th grade at Ajloun primary school. Moreover, the results are limited to English students' views towards SMART Boards utilization in learning and teaching English as a foreign language. More deeply, this study is conducted in Ajloun, Jordan during the first semester of the academic year 2020-2021.

LITERATURE REVIEW

Information technology has become commonplace in the classroom, assisting teachers in elevating and replacing outmoded pedagogical practices, as well as allowing teachers to plan curricula ahead of time in terms of differentiation. Despite the amount and use of specific technology in the classroom, and even though certain technology was not developed with

educational aims in mind, many teachers find methods to incorporate technology into the classroom (Francis, 2017).

According to Hendawi and Nosair (2020), the use of technology in education, such as SMART Boards is thought to be one of the most effective ways to improve teaching efficiency, SMART boards can be used in a variety of ways to improve student learning. SMARTboard technology uses optical elements to assist students and learners with skills knowledge, and support. It can make lessons more enjoyable since the teacher can employ a variety of teaching approaches and aids. Furthermore, it aids all types of students, each with their own set of needs, in comprehending the lesson at the same time. Students who study 'by hand' can touch the SMARTboard, while students who learn 'visually' can view it. (Nosair, 2020)

The use of a SMART board in the classroom can help students become more motivated. A study conducted in 2010-2011 found that providing an interactive whiteboard in classrooms resulted in a significant improvement in the educational system after a period of time. Some classrooms were converted to SMART classrooms, and the study discovered that the SMARTboard had a significant impact on students' achievement and knowledge (Davidovitch&Yavich, 2017). Indeed, this SMART board is one of the fruits of technical development in the information age." The design of the smartboard was started in 1987 by David Martin and Nancy Knowlton in one of the major leading companies in the field of educational technology in Canada and the United States of America, Researches on the feasibility of the smartboard began to continue, then the first actual production of the smart board was from the Smart Company in 1991" (El-Enein, 2011, p. 21).

Touch and an electronic pen are used to interact with the SMART board. It is written electronically, and it can also be used in displaying various applications on the computer screen (Suwaidan, 2008, p.46). Furthermore, it is used interactively between the teacher and students in the classroom. With a special pen by simply passing his hand over it, he/she can also erase what he/she wrote if he/she wants with an elegant electronic eraser, which is equipped to connect to computers and projectors, and once connected; it turns in seconds into a giant high-definition computer screen. Whatever the teacher writes a sentence, draws a form of illustration, or displays an image from the computer or the Internet, he/she can immediately save it in his/her memory and transfer it to the students' computers if they want, and any student can send his notes and contributions in the lesson to be displayed on the blackboard (Al-Shaibaniya, 2007, p.63).

According to Francis (2017), technology has recently been more widely integrated into daily life, allowing for easy access to vast volumes of data. Today's students have grown up with ever-increasing amounts of technology all around them. A modern teacher must consider a student's motivation to study as well as the influence of technology on inclusionary education while creating an effective 21st-century classroom that fulfills the needs of the students. To meet this growing demand, a technological solution was designed. Data analysis was used to research an urban charter school with a population of 348 students at the time of the technology intervention. Students were polled about their perceptions and motivation, and their individualized education plans were examined, as well as classroom observations. Students are motivated by the specific use of technology in the classroom, whether for pedagogical goals or for accommodations as required by an Individualized Education Plan (IEP) or 504 plan, according to the findings. More research could help with updating teaching strategies to better support inclusionary education and increasing student enthusiasm.

The educational interactive whiteboard is characterized as helping the teacher to identify and simplify the main ideas, and ease of use with other visual, kinesthetic and audio teaching aids. It combines static and kinetic images, with the ability to display without automatically darkening the room; This makes the presentation better to follow the students' reactions during the lesson. It also provides a two-way learning environment, where there is an exchange and interaction between the teacher and the learner (Suwaidan, 2008,pp. 47-48). It is also characterized by presenting the topic or idea in an integrated manner and in a logical sequence using images. Simple drawings and shapes, cutting out the monotony of situations; Which leads to more positivity for the learner, positive participation, attention and interest of learners, as it is compatible with all stages and curricula, according to the educational content of the lesson, as well as the clarity of the lines and writings used in them; Which helps to improve the learning process (Abu Elba, 2012,p. 20-21), save time and effort, help expand the learner's experiences, facilitate building concepts, arouse the learner's interest, and satisfy his need for learning because it presents the material in exciting, interesting and attractive ways, which achieves fun Diversity in learning situations for the student, and increase the interaction of all learners with the medium by presenting their participation in its use; Which helps to stay longer for the effect of learning (El-Enein, 2011,p. 24-26).

The use of SMART board requires some tools and equipment, the most important of which are electronic pens, electronic pens used for writing on the board, programs for opening and displaying various information, hard spot cleaner, fingerprints, Erase Boards Cleaner For, eraser, Wireless Mouse, USB cable, and tape The Shortcut strip (Ramoud, 2009, p. 238).

In 2020, a study conducted by Hendawi and Nosair aimed to find out how efficient interactive SMART board applications and techniques are in teaching a unit of a social studies curriculum to students in Qatar's preparatory level. A sample of 47 students was divided into two groups: the experimental group, which used the interactive SMART board to study a specific unit, and the control group, which used traditional methods to study the identical lesson plan. The two approaches used on the groups before and after the experiment are formalized through a Bloom's three-stage evaluation of cognitive performance and a structured assessment of their interest in social studies. The same unit is given to all groups, prepared by the same teacher, but with a different teaching technique. A quantitative comparison of the scores of the two groups before and after the experiment is carried out to statistically test the study hypotheses. The findings showed that the differences in average values between the two groups in favor of the experimental group were statistically significant.

Another study was conducted by Handler (2011), and it aimed to assess the usefulness of SMART board technology by looking at student involvement rates and assessing students' capacity to complete their work, with a particular focus on students with disabilities. Inattention can cause students with learning impairments to lose interest in completing assignments. Students benefit from technology like the SMART Board, which allows them to learn more effectively. Teachers can differentiate instruction for all of their students with the use of the SMART Board. The SMART board may boost motivation, provide self-paced practice, and help students study in an engaging environment. Educators should be interested in how to use this interactive whiteboard to improve student learning.

Moreover, in 2020, Issa conducted a study with the purpose of finding out how teachers and sixth-grade students felt about using SMART Boards to learn and teach English as a foreign language. An online questionnaire was used to collect data from students, and interviews with a supervisor and ten English teachers were done to learn more about their perspectives. The study sample comprised 60 students that were twelve years old at the time of the investigation. The researcher conducted her investigation at Jordan's Qurtoba International

School. The study found that both teachers and students have good attitudes on the use of SMART Boards in English classes.

In recent years, research has looked into technology advancements in a variety of sectors that quantify change (Davidovitch&Yavich, 2017). Their study focused on the SMART board, to determine its impact on the educational system. A questionnaire was completed by 130 respondents (girls and boys) in the fifth and sixth grades of two Jerusalem primary schools, Efrata and TaliGilo. In recent years, these two schools have implemented SMART boards. Based on the teaching parameters created by NiraHativa of Tel Aviv University: general level of satisfaction, level of clarity, order and organization, and interest, they hypothesized that SMART boards increase instruction. The most notable finding of the study was that the variable of clarity had improved the most with the installation of SMART boards, with a considerable difference in favor of sixth grade students. In addition, a significant difference was discovered in favor of the girls in the variable of interest. Each of the four variables appears to be interconnected, and each contributes to the student's success and learning process improvement. Through a case study of SMART boards, the research findings illustrate the contribution of technology to education in the dimension of clarity, which the study found to be a crucial criterion of successful teaching. Examining various technological tools in light of their contribution to the research-proven characteristics of excellent teaching may improve the pedagogical contribution of technological advancements to education.

Swan, Schenker, and Kratcoski (2008) conducted a study that aimed to identify the effect of using the SMART board on improving students' English and mathematics learning skills in areas where students' scores are measured in international achievement tests. The study sample consisted of third to eighth-grade students in schools. The scores of students whose teachers used SMART board were compared with their peers whose teachers did not use SMART Board, and the results showed superiority in favor of the performance of students who used the SMART board with them, especially in the fourth and fifth grades, and also showed a clear improvement in the level of high school students' learning.

Abu Gwer (2009) also conducted a study aimed at identifying the effect of using a multimedia computer program through SMART board in developing achievement and some cognitive thinking skills and the trend towards them among primary school students, in addition to determining the requirements and standards for using the SMART board in science teaching. The systems method as a basic curriculum in the design of the computer program, and prepared an achievement test and a test of thinking skills and a measure of direction, and applied it to a sample of fifth-grade students in Riyadh National Schools. The results of the study confirmed the existence of statistically significant differences in favor of the experimental group that used a multimedia computer program that employs SMART board.

Marzanu and Haystead (2010) also conducted a study aimed at recognizing the effect of using the interactive whiteboard on students' academic achievement. The study sample consisted of (46) teachers teaching the same subjects to a number of (4913) students. And the second is a control that does not use it, and the researcher used (17) relationships and two types of statistical analyzes: correlation coefficient, and (t-test), and the results showed that there were statistically significant differences in favor of the experimental group, and a strong correlation at the level (0.001) between the use of interactive whiteboard technology in Teaching and students' academic achievement, the effect size was (cohen'sd) (0.44) which is very large.

Rajabi and Khodabakhshzadeh (2015) in their study aimed to examine how smart boards affect reading comprehension and intrinsic drive to read. Fifty-two Iranian lower-

intermediate EFL students were chosen from a group of 90 EFL students using the Quick Placement Test (QPT) produced by Oxford University Press and the University of Cambridge Local Examinations Syndicate (2001). Two experimental (smart board) and one control (conventional board) groups were randomly assigned to these participants. Participants in the experimental group were taught reading materials utilising a smart board over the course of 14 sessions (three months). Traditional board provided benefits to participants in the control group. Both groups used the identical reading materials. Finally, both sets of individuals sat for a posttest. The use of a smart board enhanced participants' reading comprehension and intrinsic drive to read, according to the results of a t-test. These results have pedagogical implications for using a smart board in an EFL classroom.

Mohamed et al. (2019) also aimed in their study to examine if employing an interactive white board activities-based programme (IWB) could help primary school students improve their writing abilities and motivation. The study used a quasi-experimental design with sixty sixth-grade students who were separated into two groups: an Experimental group that received the IWB treatment and a Control group that received the standard technique. A writing skills questionnaire, a pre-post writing exam, an interactive whiteboard activities check list, and a writing motivation scale were all constructed and employed in the study. On both instruments, there were statistically significant differences in favour of the Experimental group on both measures. Furthermore, on both instruments, there were statistically significant differences between the Experimental group's pre- and post-levels in favour of the post level. These findings suggested that the IWB helped students improve their EFL writing abilities and motivation in the English language.

Based on the previous proposition, the researcher found that most of the studies focused on examining the effect of Smart Board on student's motivation during learning a specific English language skill, not all language skills. Therefore, this research fill the gap created by the reviewed studies to investigate the effect of using Smart Board on primary stage's students's motivation during the learning process of the four skills.

METHODOLOGY AND PROCEDURES

Research Population

The study is of an experimental design: A control sample and an experimental one. Each sample age range is 7-10. Both samples are girls in the primary stage and are selected randomly. The first group learns traditionally, while the second group learns in a SMARTboard lab. The program was applied to the experimental sample that includes 1st grade A, 2nd grade A, 3rd grade A, 4th grade A. The second sample includes 1st grade B, 2nd grade B, 3rd grade B, 4th grade B in Ajloun primary school. The total number is 8o students of both groups. There was a pretest for the two samples and a posttest, too. The test was designed depending on the general English guideline test, to consider the differences in capabilities, each grade two classes compared together separately.

Design

The researcher designed a pretest to compare the result of this test with the posttest after applying the program. Both samples answered the questions of the same topic. Both of them learned in a traditional way. The researcher applied the program and designed a test for control sample and experimental sample. The results were recorded and analyzed using mean and standard deviation, t-test, and p-value. Each test included four English proficiencies. The same questions and conditions for each sample were considered. The questionnaire is

designed to evaluate the program. Researchers noted that both samples were used for educational purposes only.

The Instructional Program

The researcher designed a pretest to measure students' ability before conducting the program. The same test was applied again after the program. The control sample learned traditionally with no interference while the experimental sample was trained and learned in the SMART board lab. Students were trained in using the SMART board and how to operate it, then they begin to motivate and cope in the lesson presented through SMART board technology. The researcher applied using the SMART board interactively with the experimental sample for two months using different strategies of teaching. Teachers recorded the student's motivation after each class using a checklist designed for that purpose. Students filled a survey about the program in the final stage.

RESULTS AND DISCUSSION

Comparing the Results of Pretest between both Groups Control and Experimental

In this study, the researcher carried out an independent sample t-test to identify any significant differences that could be found between the scores of pretest in the control group and the experimental group. This test aimed to identify whether the sample of control and experimental groups was similar in their English proficiency. The following table1 shows the results of the test:

Groups	N	Mean	Std. Deviation	T.	P.
Experimental	40	65.95	13.739	1.894	0.525
Control	40	59.78	15.375		

The table 1 shows that there was no significant difference ($p < 0.05$) between both pretest scores of control group (M = 59.78, SD = 15.375) and the experimental group (M = 65.95, SD = 13.739). This reflects that these two groups are at the same educational acheivement proficiency level and choosing a population is fair before starting the treatment.

Comparing the Results of Posttest between both Groups Control and Experimental

The researcher conducted an independent sample t-test comparing the scores of the posttest of the control group and the experimental group. Table 2 shows that the scores of posttest in the experimental group was (M = 84.10, SD = 6.574) in which it was significantly higher ($p > 0.05$) comparing the scores in the control group (M =64.43, SD = 10.253).
The above result indicating that the use ofSMART Board on Primary Stage's Students has an effect in the ability of students in order to understand and recognize English better.

Group	N	M	SD	T	P
Experimental	40	84.10	6.574	10.217	0.018
Control	40	64.43	10.253		

Questionnaire Analysis

Reliability Test

The reliability test attempts to ascertain the instrument's reliability. Hair, Hult, Ringle and Sarstedt (2014) state that one judges the reliability values,using Cronbach's alpha, as follows:If values are lower than .060, they are not acceptable. If values are between 0.60 to 0.70, this is acceptable, while if they are between 0.70 and 0.90,they are deemed satisfactory.

Table 3: Cronbach's Alpha of the questionnaire items

Reliability Statistics		
Questionnaire Items	Cronbach's Alpha	N of Items
	.628	12

Table 3 shows that the questionnaire is reliable as the Cronbach Alpha is more than 0.60.

The five-point Likert scale was adopted to correct the study measures. Each item is given one score out of the five degrees represented numerically (strongly agree=5, agree=4, neutral=3, disagree=2, strongly disagree=1). The following scale was adopted to analyze the results as shown by using the following equation:

$$\frac{\text{The upper limit of alternatives - the limit the minimum for alternatives}}{\text{The number of levels}} = \frac{3}{5-1}$$

follows:

A. The mean value from (1 to less than 2.33), the response is of a low degree.
B. *The mean value (2.34 to less than 3.67) the response is of moderate degree.*
C. *The mean value from (3.68 to less than 5) the response is high.*

Descriptive Statistics of the Questionnaire Items

In this section, the study presents a descriptive analysis of the mean and standard deviation to further describe teachers' motivations and views regarding the use of SMART board as a teaching method for English classes.

Questionnaire Items	N	Mean	Std. Deviation	Rank
SMART Board helps me motivated me more about English	40	4.53	.877	High
I think other institutes should have programs like SMART Board	40	4.10	1.081	High
SMART Board helps me learn more about English	40	4.00	.751	High
SMART Board fits right into the way I like to study English	40	3.95	.904	High
SMART Board is more interesting than other teaching methods I have used	40	3.93	.944	High
SMART Board is better than using other traditional way of teaching English	40	3.90	1.105	High
SMART Board offers us real advantages over the way we usually use on a daily basis in our English class	40	3.85	.893	High
The name SMART Board makes me want to use the program	40	3.85	.736	High
My English class is managed quickly and easily because of using SMART Board	40	3.80	1.091	High

Using SMART Board makes communication in my class a better experience than it would be without SMART Board	40	3.70	1.043	High
Using this program makes what I know seem more relevant to me	40	3.65	.893	Moderate
I am more mind-relieved toward learning English because of using SMART Board	40	3.60	1.215	Moderate

Source: Authors

Table 4 shows the items of the questionnaire. Indeed, it is important to see which item has the highest mean in order to highlight how respondents replied to the questionnaire. Hence, this study sorted the items from the highest mean to the lowest mean. The following item "SMART Board helps me motivated me more about English" has scored the highest mean with (M= 4.53, SD=0.877) and it was ranked as high. The lowest mean was for the following item "I am more mind-relieved toward learning English because of using SMART Board" with (M=3.60, SD= 1.215) and it is ranked as moderate. Based on the results of this study, it could be noticed that SMART Board was an effective tool to be used in teaching English language. Students were able to recognize and comprehend English better. In addition, students found using SMART Board as a teaching was useful in improving their English proficiency. The significant difference regarding pretest and posttest scores supported such findings.

The above mentioned questionnaire indicated to the motivation as a factor to use SMART Board. Indeed, students showed mostly that they agree and strongly agree in most of the items presented in the questionnaire to the impact of this technology when teaching English language. This is measured by looking at the degree of respondents' responses to the items of the questionnaire. The study attempted to see the mean and standard deviation of the students' responses to analyze the questionnaire. As for the effectiveness of the teaching strategy used which is SMART Board, the study used paired t-test and independent sample t-test to find out the significance of the study which is known as (P.Value). Accordingly, perhaps we can say that schools should be attention to the following:

- SMART Board helps motivating students during learning process of English
- Education institutes should have programs like SMART Board
- SMART Board also fits right into the way students prefer to study English
- It is also indicated that SMART Board is more interesting than other teaching methods students use
- SMART Board is seen based on the students' response better than using other traditional way of teaching English
- SMART Board offers real advantages over the way students often employ on a daily basis when they learn English
- It also indicated SMART quickly and easily manage English classes
- It is also observed that employing SMART Board makes communication in classes better.
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This finings of this study are supported by some other studies that used SMART board. Min, and Siegel (2011) stated that SMART Board positively motivated students in the whole learning process. Similarly, Akar (2020) concluded that SMART Board can enhance the academic achievement of students.

Discuss your results adequately…how your results are different from others? What gaps did your study fill?

this study can provid a deeper assessment of the SMART Board use as a teaching method. Students strongly agree that SMART Board motivated them more about English. They also suggested that other institutes should have programs like SMART Board.

CONCLUSION AND SUGGESTION

The study aimed at examining the impact of employing a SMART Board on students' motivation during the English language learning process in primary school. Furthermore, it emphasized how the SMART Board improves four English language skills: listening, speaking, reading, and writing. Based on the data analysis, it is concluded that the subject EFL Jordanian students improved their English proficiency through SMART Board. The teachers, who have taken part in this study, agreed that English language teachers have to be trained to effectively implement SMART Board in their classrooms presenting to the students the most useful lessons on the target contents. Furthermore, it is noticed that the teachers and students found using SMART Board very beneficial as well as helpful in improving the English language. The study findings also indicate that the SMART Board integration in a classroom has a powerful effect on the comprehension, recognition, and retention of English. Hence, the researcher can consider the present study as a good foundation for further research to be carried out.

CONFLICT OF INTEREST

There are no conflicts of interest with this paper.

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