

Attitude and readiness of teachers in the use of interactive whiteboard (IWB) in teaching English

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Abstract

This study examines the attitude and readiness of teachers in the use of interactive whiteboard (IWB) in teaching English in all level of English subjects.

The descriptive correlational method of research was employed in this study because descriptive research is a multifaceted research approach. It can depict qualitative sources such as the use and analysis of language among the students' respondents in their listening, speaking, reading, writing, vocabulary, identifying errors and correct usage.

The respondents of the study are the English teachers who are teaching the four elements in the General English Language and used interactive whiteboard in their teaching to determine the performance of students in their General English Language as part of their curriculum in their level of learning. The respondents are professional licensed teachers and have the expertise in teaching English Language among their students. This is conducted for the period 2016-2017.

Purposive sampling is utilized in the study which is also known as judgmental, selective or subjective sampling which relies on the judgment of the researchers when it comes to selecting the units that are to be studied. Purposive sampling is widely used in the identification and selection of information-rich cases related to the phenomenon of interest.

Result showed that there is no significant relationship between the attitude of the respondents and the extent of the aforementioned interactive whiteboard teaching in English among the respondents.

Keywords: interactive whiteboard (IWB) in teaching english, use of interactive whiteboard (IWB), attitude and readiness in using interactive whiteboard (IWB)

1. Introduction

Educational technology plays an important role in teaching and learning process, the main issue is how to have an effective teaching through educational technology in instructional practices in the classroom. The success of teaching is the integration of a new technology as the goal of any educational technology. Technology involves a tangible thing. Technology suggests knowledge about making things on educational technology. The essence of educational technology is the interactive white board learning which students explore and observe during their class learning and discussion in English. It is perhaps necessary and sufficient conditions or characteristics that many teachers used technology as objects in their skills in teaching, however; it can be applied to classroom setting and discussion in their English subjects. What seems to run through most use technology in the application of knowledge for a practical purpose in teaching (Spector, 2015) [15].

Equipment of a new technology has a chance to be involved in teaching and learning process. E-learning took a place in the classrooms as a new trend in using education technology. The E-learning is an important development taking advantage of computer technologies and software, communications and information, to be employed in the process of teaching and learning, where it has become one of the alternatives in the dissemination of education and activating the training, whether direct or indirect, overcoming the obstacles of space and time and risk and provided for the teacher's experiences effectively, enriched the learning and development teaching and has become a modern teaching method, employing modern communication mechanisms to support the educational process,

enrich and improve the quality. E-learning as an instruction delivered on a digital device that is intended to support learning. It is an instructional goal to support individual learning for students and as organizational performance and goals of a teacher to include the interactive whiteboard learning as designed to new technology in delivering learning to students. However; the benefits gained from these new technologies depend on the extent to which they are used in ways capable with cognitive learning processes on principles of instructional design (Clark and Mayer, 2016) [2].

E-learning has many faces in classrooms and interactive whiteboard (IWB) is one of many equipment of e-learning. Interactive Whiteboard is a large touch-sensitive and interactive display that connects to a computer and projector. A projector projects the computer's desktop onto the board's surface, where users control the computer using a pen, finger or other device. The Interactive Whiteboard software allows for teacher-cued animation, equations and word problems that can be retrieved, dragged and dropped, projected information that a teacher can highlight, enlarge or conceal, stored additional resources and recorded student feedback. Interactive whiteboards (IWB) are regarded as one of the most revolutionary instructional technologies for various educational levels. While the impacts of IWBs in classroom settings have been examined the actual usage and behaviors associated with promising IWB features in practical settings. Teachers believe that IWBs can be used to facilitate learning and instruction under the following conditions, 1) collaboration with colleagues, 2) training about effective instructional strategies using IWB, and 3) more

frequent teacher use of IWBs to improve IWB competency (Türel and Johnson, 2012) ^[18].

The interactive whiteboard allows for the creation of collaborative and interactive lessons by combining resources with a trained instructor's ability to move and manipulate objects. In addition, interactive whiteboard allows teachers to do many rolls and get many benefits, for example, access and present more relevant scientific content by linking to web resources and videos. Teachers can allow students to manipulate variables, test predictions and see phenomena that would otherwise be impossible to observe. There is an increasing awareness of the need to understand the match between technology and pedagogy in the development of interactive learning supported by the interactive whiteboard in schools. Interactive whiteboard is becoming increasingly popular in schools at present. This can encourage creative and critical thinking and free students to communicate clearly. While these are admirable ideals, there are fundamental questions that administrators and educators should discuss before engaging in any designing collaborative interactive whiteboard learning that can help students work together more effectively (Lippman, 2015) ^[9]. The appearance of interactive whiteboards in schools has been accompanied by research that attempts to analyze the effects on teaching and learning processes. The use of interactive whiteboards in educational settings has shown that interactive whiteboard technology that can enhance presentations and developing student motivation and performance. Therefore; the positive claims made concerning the benefits of learning through a pedagogy which makes use of an interactive whiteboard, leading to a rapid acquisition and implementation of the interactive whiteboard in schools.

Using of interactive whiteboards in the classroom and its impact on teaching and learning process and the effect of interactive whiteboards on pedagogy, motivation, interaction, perception, learning and achievement. These effects are related to contextual factors such as teacher training, teacher confidence, school culture, technical support, lesson preparation, practice time and the classroom learning environment for increases in student motivation, student learning and achievement. The technology integration using interactive whiteboard can potentially increase interactivity between teachers and students, enhance student engagement, support motivation and enjoyment and ultimately increase student achievement and the most important factor in enhancing learning experience is the perception of the teacher on their instructional methodology, perceives that interactive whiteboard enhances instruction and interaction, then the result can be a positive influence on students' learning. The most important factor in enhancing learning experience is the perception of the teacher on their instructional methodology. Therefore, if the teacher perceives that interactive whiteboard that could enhance instruction and interaction, then the result could be a positive influence on the students learning. This focuses on the effort expectancy that give positive effect on the behavioral intention regarding of interactive whiteboards, it gives social influence on the positive effect on the use of interactive whiteboards, facilitating conditions on the effect and the use of interactive whiteboards in advanced ages and behavioral intention that has an effect on the use of interactive whiteboards (Tosuntaş, Karadağ and Orhan, 2015) ^[7]. Using of interactive whiteboard requires teachers to have full understanding of interactive teaching and

technology. Only in this condition, the results can have amazing effect on student learning. Therefore, making the lessons more placement and enjoyable requires a good trainee teacher that has a strong professional development program concentrates on changing teacher discourse. When interactive whiteboards are used well they can increase student engagement and learning. This means that it is important to educate future teachers in how to use interactive whiteboards and how to incorporate them successfully into their teaching.

The impact that a district wide technology initiative involving interactive whiteboards had on teachers' attitudes, beliefs and practices and whether this impact was consistent with the overall goals of the initiative. Patterns of use and teacher attitudes and beliefs were most strongly reflected in and influenced by four factors: professional development, school-based leadership, communication channels, and peer interactions. Together, these four factors were identified as the primary influences in the initiative's successes and limitations. Making a better understanding of how classroom practices and perceptions change for teachers who participate in professional development. The evidence for the effectiveness of technology use in foreign language (FL) learning and teaching, with a focus on empirical use of newer technologies with more traditional methods or materials are impressive including classroom-based technologies, individual study tools, network-based social computing, and mobile and portable devices. The technology uses in FL learning and teaching, evidence of efficacy is limited. However, the claim of interactive whiteboard technology made a measurable impact in FL learning. It provides strong support for the use of chat in FL learning. The moderate support for claims that technology enhanced learners' output and interaction, affect and motivation, feedback and metalinguistic knowledge are in support of whiteboard learning, (Golonka, Bowles, Frank, Richardson and Freynik, 2014) ^[4].

The use of interactive whiteboards as a tool for encouraging and supporting classroom dialogue and the promotion of dialogic communication between teachers and students are widely recognized as educationally valuable. Outcomes include illustrative examples of teachers' effective strategies for using the interactive whiteboard for orchestrating dialogue. Implications for teachers' initial training and professional development are considered. A range of pedagogical models concerned with the concept of authentic pedagogies are commonly used within classrooms. Training designed for pre-service teachers dealing with the pedagogical application of interactive whiteboards is designed to guide and assess the implementation according to these pre-existing and widespread pedagogical models.

The interactive whiteboards can be used in teacher education as well as how to integrate their use across courses that pre-service teachers undertake. Teachers also emphasized that knowing practical interactive whiteboard uses were extremely important and helpful to them to integrate this promising tool meaningfully into their teaching. Exploring the attitudes of students and teachers toward the use of interactive whiteboards in a foreign language teaching and learning context. The teachers have generally positive attitudes toward using of interactive whiteboard in language instruction and are aware of the potential uses of this technology. Therefore, the use of interactive whiteboard as an instructional tool has beneficial effect on student engagement in classroom lesson and improves

student behavior. The interactive whiteboards (IWBs) in the English as a foreign language (EFL) classroom have a favorable usage of the IWB technology and its benefits in EFL classrooms and the pedagogical approaches to integrate IWBs in the EFL classroom (Hüseyin, 2014)^[6].

2. Statement of the Problem

1. What is the attitude of the teacher-respondents in the interactive whiteboard in teaching English in terms of.
 - 1.1. Experiences and exposure to IWB; and
 - 1.2. Instructions in using IWB
2. What is the level of readiness of teachers in the use of interactive whiteboard in teaching English in terms of.
 - 2.1. Pedagogy,
 - 2.2. Content
 - 2.3. Technology?
3. Is there a significant relationship between the attitude of the respondents and the level of their readiness in the use of IWB in teaching English?

3. Hypothesis

There is no significant relationship between the attitude of the respondents and the extent of the aforementioned interactive whiteboard teaching in English among the respondents.

4. Research Design

The descriptive correlational method of research was employed in this study because descriptive research is a multifaceted research approach. It can depict qualitative sources such as the use and analysis of language among the students’ respondents in their listening, speaking, reading, writing, vocabulary, identifying errors and correct usage. (Harcout, 2016)^[5] stressed that any scientific process begins with description, based on observation of an event or events from which theories may later be developed to explain the observations. This is how the process is being done on the study under investigated. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts and describes the data collection. It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution.

5. Respondents of the Study

The respondents of the study are the English teachers who are teaching the four elements in the General English Language and used interactive whiteboard in their teaching to determine the performance of students in their General English Language as part of their curriculum in their level of learning. The respondents are licensed teachers and have the expertise in teaching English Language among their students. They are from the Department of Education high school teachers that belong to a government school which offers the Basic Education Curriculum (BEC). This is conducted for the period 2016-2017.

6. Sampling Technique

Purposive sampling is utilized in the study which is also known as judgmental, selective or subjective sampling which relies on the judgment of the researchers when it comes to selecting the units that are to be studied. Purposive sampling is widely used in the identification and selection of information-rich cases related to the phenomenon of interest. Although there are several different purposeful sampling strategies, criterion sampling appears to be used most commonly in implementation

research because the study is all about to measure the attitude and readiness of students in their learning process and enhancement in the use of interactive whiteboard in their English subjects (Palinkas *et al.*, 2015)^[12]. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest which will best enable you to answer the research questions under investigated.

7. Research Instruments

Part 1 consisted of two sub-parts: 1) Experiences and 2) Instructions to measure the attitude of the teachers on interactive whiteboard. Sub-part on experiences consisted of 13 items and sub-part on instructions consisted of 15 items. This section of the questionnaire was answered by the respondents using the following scale:

Numerical Weight	Verbal Interpretation	Adjectival Rating
4.50 – 5.00	Positive	P
3.50 – 4.49	Positive	P
2.50 – 3.49	In between	I
1.50 – 2.49	Negative	N
1.00 – 1.49	Negative	N

The agreement of the statement is presumed to be positive attitude and disagreement is presumed to be negative attitude. Taking 3 as the midpoint with the verbal interpretation of in between, a mean score of above 3 is considered positive attitude and a mean score of below 3 is considered negative attitude.

Part 2 of the questionnaire consisted of three sub-parts. 1) Pedagogical knowledge 2) Content knowledge 3) Technological knowledge to measure the level of readiness of teachers in the use of interactive whiteboard. Sub-parts on pedagogical knowledge consisted of seven items; sub-parts on content knowledge consisted of six items and sub-parts on technological knowledge consisted of 11 items. This section of the questionnaire was answered by the respondents using the following scale:

Numerical Weight	Verbal Interpretation	Adjectival Rating
4.50 – 5.00	High Level of Readiness	HL
3.50 – 4.49	Moderate Level of Readiness	ML
2.50 – 3.49	Average Level of Readiness	AL
1.50 – 2.49	Fair Level of Readiness	FL
1.00 – 1.49	Low Level of Readiness	LL

The agreement to the statement is presumed READY that teachers have readiness in the use of interactive whiteboard in teaching English.

8. Statistical Treatment of Data

To analyze the findings of the study, data were subjected to statistical analysis.

1. To measure the attitude and readiness of teachers on the use of interactive whiteboard, mean scores were utilized using the formula:

$$WM = \frac{\sum fw}{N}$$

Where:

WM- weighted mean

$\sum fw$ - sum of the product of the frequency
 N - number of respondents

The researcher used the Likert Scaling Techniques or Scaled Variables using a relative weight of 1 – 5 with corresponding values and interpretation that are found below:

1.1 For the Attitude of the teacher-respondents in the interactive whiteboard in teaching English.

Numerical Weight	Verbal Interpretation	Adjectival Rating
4.50 – 5.00	Positive	P
3.50 – 4.49	Positive	P
2.50 – 3.49	In between	I
1.50 – 2.49	Negative	N
1.00 – 1.49	Negative	N

1.2. For the Level of Readiness of teachers in the use of IWB in teaching English

Numerical Weight	Verbal Interpretation	Adjectival Rating
4.50 – 5.00	High Level of Readiness	HL
3.50 – 4.49	Moderate Level of Readiness	ML
2.50 – 3.49	Average Level of Readiness	AL
1.50 – 2.49	Fair Level of Readiness	FL
1.00 – 1.49	Low Level of Readiness	LL

2. To measure the significant relationship between the attitude of the respondents and the level of their readiness in the use of

IWB in teaching English, data were subjected to inferential statistics using Pearson’s Product Moment Coefficient Correlation (Pearson, r_{xy}).

The formula is:

$$r_{xy} = \frac{N\sum xy - (\sum x) (\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2] [N\sum y^2 - (\sum y)^2]}}$$

Where:

- r = Pearson’s r
- x = score of variables x
- y = score of variables y
- N = no. of paired scores

3. **t-statistic** was used to test whether or not the relationship between independent and dependent variables is significant as basis for testing the null hypothesis at five (5) percent level of significance, t-test formula will be utilized.

t – test formula:

$$T = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

- where: t - t-test
- r - correlation
- N - number of cases

9. Results

Table 1: Teachers’ Attitude in the Interactive Whiteboard as to Experiences and Exposures

Experiences and Exposures	Mean	Verbal Interpretation
I enjoy teaching.	4.78	Positive
I need to invest a lot more work.	4.33	Positive
I can more appropriately match the learning materials to the needs of different students.	4.60	Positive
I have better access to learning materials and resources at different levels.	4.53	Positive
I can teach topics in greater depth.	4.67	Positive
I feel that my instruction is more professional.	4.63	Positive
I am open to more up-to-date materials.	4.63	Positive
I am strengthening my knowledge in the subject areas I teach.	4.73	Positive
I can more easily fulfill the learning goals.	4.63	Positive
I raise my expectations from students’ work.	4.47	Positive
I feel that the students appreciate me more.	4.67	Positive
There are fewer discipline disturbances in the class.	4.40	Positive
I am more dominant and meaningful in the school.	4.23	Positive
Over-all Mean Score	4.56	Positive

As shown in Table 1 the item “I enjoy teaching” got the highest mean score of 4.78. This is verbally interpreted as “Positive”. Likewise the item “I am more dominant and meaningful in the school” got the lowest mean score of 4.23. This is also verbally

interpreted as “Positive”. Table 1 displays the positive attitude of the teacher-respondents in the interactive whiteboard in teaching English as to experiences and exposures to IWB with the over-all mean of 4.56.

Table 2: Teachers’ Attitude in the Interactive Whiteboard as to Instructions in Using IWB

Instructions	Mean	Verbal Interpretation
I provide tools for the students that help them learn.	4.70	Positive
Students’ level of participation in the lesson increases.	4.57	Positive
During the lesson students present presentations that they have prepared.	4.50	Positive
Level of students’ concentration increases.	4.63	Positive
I can guide the students’ to reach answers to questions and assignments on their own.	4.60	Positive
The students like the subjects being learned.	4.67	Positive

I can ask the students to bring examples from their own lives that relate to the material being learned.	4.60	Positive
I use examples that the students bring during the lesson.	4.67	Positive
I conduct discussions with the students.	4.53	Positive
How much effort the students invest in learning in the class is manifested during class discussion.	4.37	Positive
The students are present during the lesson.	4.33	Positive
The investment students make in doing their homework.	4.53	Positive
The students work in groups.	4.50	Positive
The students are bored during the lesson	2.03	Negative
I provide tools for the students that help them learn.	4.63	Positive
Over-all Mean	4.39	Positive

As shown in Table 2, the first item “I provide tools for the students that help them learn” got the highest mean score of 4.70 and this is verbally interpreted as “Positive”. On the other hand, the item “the students are bored during the lesson” got the

lowest score of 2.03 and this is verbally interpreted as “Negative”. Furthermore, it shows that teachers have “Positive” attitude toward interactive whiteboard as to instructions with the over-all mean score of 4.39.

Table 3: Level of Readiness of teachers in the use of IWB in teaching English as to Pedagogical Knowledge

Pedagogical Knowledge	Mean Score	Verbal Interpretation
I know how to assess student performance in a classroom.	4.47	Moderate level of Readiness
I I can adapt my teaching based-upon what students currently understand or do not understand.	4.50	High level of readiness
I can use a wide range of teaching approaches in a classroom setting (collaborative learning, direct instruction, inquiry learning, problem/project based learning etc.).	4.64	High level of readiness
I am familiar with common student understandings and misconceptions.	4.41	Moderate level of readiness
I know how to organize and maintain classroom management.	4.53	High level of readiness
I can assess student learning in multiple ways.	4.52	High level of readiness
I can adapt my teaching style to different learners.	4.60	High level of readiness
Over-all Mean	4.52	High level of readiness

Data shows that teachers have high level of readiness since the item “I can use a wide range of teaching approaches in a classroom setting (collaborative learning, direct instruction, inquiry learning, problem/project based learning etc.)” got the highest mean score of 4.64 with the verbal interpretation of “High level of readiness” while the item “I am familiar with

common student understandings and misconceptions” got the lowest mean score of 4.41 and this is verbally interpreted as “moderate level of readiness. Moreover, as a whole, teachers manifested “high level of readiness” toward IWB as to their pedagogical knowledge with the over-all mean score of 4.52.

Table 4: Level of Readiness of teachers in the use of IWB in teaching English as to Content Knowledge

Content Knowledge	Mean Score	Verbal Interpretation
I have sufficient knowledge about (the particular content).	4.41	Moderate level of Readiness
I can use (the particular subject) as the way of thinking.	4.47	Moderate level of Readiness
I have various ways and strategies of developing my understanding of (The particular content).	4.47	Moderate level of Readiness
I have sufficient knowledge about structure of knowledge (the particular content).	4.33	Moderate level of Readiness
I know concept, facts, theories and procedure within the (the particular content)	4.41	Moderate level of Readiness
I believe in the validity and reliability of the (the particular content).	4.33	Moderate level of Readiness
Over-all Mean	4.41	Moderate level of Readiness

It is shown in table 4 that teachers are moderately ready in the use of interactive whiteboard in teaching as to content knowledge, since the two items “I can use (the particular subject) as the way of thinking” and “I have various ways and strategies of developing their understanding of (the particular content)” both got the highest mean score of 4.47. Furthermore, the teachers showed “moderate level of readiness” as these two

items “I have sufficient knowledge about (the particular content) and “I know concept, facts, theories and procedure within the (the particular content)” both got the lowest assessment with the mean score of 4.41. This particular category got an over-all mean score of 4.41 which is verbally interpreted as Moderate level of Readiness toward IWB as to teachers’ content knowledge.

Table 5: Level of Readiness of teachers in the use of IWB in teaching English as to Technology Knowledge

Technology Knowledge	Mean Score	Verbal Interpretation
I know how to solve my own technical problems	4.00	Moderate level of Readiness
I can learn technology easily	4.17	Moderate level of Readiness
I keep up with important new technologies	4.37	Moderate level of Readiness
I frequently play around the technology	3.93	Moderate level of Readiness
I know about a lot of different technologies	4.13	Moderate level of Readiness
I have the technical skills I need to use technology	4.30	Moderate level of Readiness
I have had sufficient opportunities to work with different technologies	4.23	Moderate level of Readiness
I can use technology tools to process data and report results	4.17	Moderate level of Readiness
I can use technology in the development of strategies for solving problems in the real world	4.10	Moderate level of Readiness
I have ability to design webpage and to use authoring software	3.83	Moderate level of Readiness
I understand the legal, ethical, cultural, and societal issues related to technology	4.40	Moderate level of Readiness
Over-all Mean	4.15	Moderate level of Readiness

It is shown in the table 5 that teachers are moderately ready in all the items on level of readiness of teachers in the use of interactive whiteboard in teaching English as to technological knowledge. The item “I understand the legal, ethical, cultural, and societal issues related to technology” got the highest mean score of 4.40 while the item “I have ability to design webpage

and to use authoring software” got the lowest mean score of 3.83. The result manifested that teachers’ respondents are not so confident with their technical skills in using IWB with the over-all weighted mean score of 4.15 which is verbally interpreted as Moderate level of readiness.

Table 6: Relationship between the attitude of the respondents and the level of their readiness in the use of IWB in teaching English

Variable	Pearson’s Rankr	Correlation	T		Decision	Remarks
			Comp	Tab		
Attitude of the respondents	0.807	High Correlation	1.82	1.708	Reject	Significant
Level of their readiness in the use of IWB						

As shown, there was a high correlation between the attitude of the respondents and the level of their readiness in the use of IWB in teaching English based on the result of Pearson’s product moment coefficient, *r* of 0.807. Furthermore, since the computed *t*-value of 1.82 is greater than the tabular *t*-value of 1.708, the hypothesis was rejected and concluded that there is significant relationship between the attitude of the respondents and the level of their readiness in the use of IWB in teaching English. This means that the higher the teachers attitude towards IWB the higher their readiness in the use of IWB.

10. Discussion

Interactive whiteboard in teaching is one of the traditional ways of teaching English to motivate and to enhance students in their learning process. This is one of the technologies being used in teaching. However; interactive whiteboard could have a better interaction among the students. They could react based on what is being flashed on the screen as a part of their leaning process. This could be applicable to the different techniques and different methods in teaching based on the strategies utilize during the discussion. This boosts the enthusiasm of the students in their learning process. Teachers’ beliefs and attitudes about the IWB use in teaching have instructional effects, motivational effects, usability and frequency inside the classroom. This improves the IWB competencies in teaching English among the students (Shams and Ketabi, 2015) ^[14]. However, if interactive whiteboard is given emphasis because of the technology students will learn more and advance their learning process. This has been corroborated by (DiGregorio and Sobel-Lojeski, 2010) ^[3] that many schools have made a substantial investment in interactive whiteboard technology. Interactive whiteboards (IWBs) are generally perceived by students and teachers as a positive in addition to the classroom learning environment. While there is support for links between

IWBs and increases in student motivation, questions remain about the relationship between IWBs, student learning, and achievement to better understand the lessons. Several common themes surfaced including the effect of IWBs on pedagogy, motivation, interaction, perception, learning, and achievement. In addition, the research suggests that the effect is related to contextual factors such as teacher training, teacher confidence, school culture, technical support, and lesson preparation and practice time.

Moreover, on the teachers’ attitude in the interactive whiteboard as to experiences and exposures among the respondents, it is found to be positive since teachers are enjoying teaching using interactive whiteboard in the presentation of their lesson. They are being knowledgeable on the subject areas they are teaching, especially on their presentation through interactive whiteboard. They felt, they are being appreciated by the students because of the interactions during the class discussion. Their critical thinking works and has a greater analysis on the lessons being taught to them. They are open minded and are updated on the materials being used among them. They felt that the instructional materials are updated and are based on their needs because teachers identify the needs of the students in their learning process. The interactive whiteboard learning among them is appropriate for materials in their learning process which matches to their capacity and knowledge in the learning of the language as their second language. The interactive whiteboard learning for them really assesses the learning materials and resources at the different areas and learning of the students. Hence, students raise many expectations on the interactive whiteboard process among them. This has been cited by (Tataroğlu and Erduran, 2010) ^[16] in Turkey regarding the interactive whiteboard educational technology. The government is still wishful to spread to schools of all levels. This tries to understand teachers’

and students' attitudes toward interactive whiteboard technology along with differences in attitudes among the students. It indicated that interactive whiteboards are highly rated by both teachers and students. Students mostly prefer the usage of interactive whiteboards in their subjects and courses. Their positive attitudes toward interactive whiteboard technology decrease and it has been found that there is no difference between teachers' and students' attitudes. This has been corroborated by (Özerbaş, 2012) ^[11] who determined the use of smart board affects to the academic achievement and the retention of the students as compared to interactive whiteboard in teaching the students.

Furthermore, the teachers' attitude in the IWB as to instructions usage found to be interesting in the presentation of teaching English among the students. It provides tools for the students to learn. There is a better interaction between the teacher and the students. They really interact on the lesson presented to them. The students give examples and apply the things learn during the presentation in the interactive whiteboard teaching. It has been observed that the level of concentration of the students increase to their capacity and ability in the subject matter presented to them. Likewise; also that the interaction and level of participation among students are being observed and interested to work as a group even to the extent of their homework are being done with the students. IWB for them provides and guides students to answers the questions, they have guide in expressing themselves through the things seen in the whiteboard presentation, they can give examples and relate based on what has been seen in the IWB. The IWB for pedagogic uses would give impact on the teachers and students in the process of their learning. It defines the learning teaching outcome of the learning process of the students. It also defines the dynamic association of the learning process (Liang, Huang, and Tsai, 2012) ^[8]. On the other hand, teacher beliefs that the integration of IWB in the practice of presentation of the lesson gives impact to the students. Hence; it is interesting to note that IWB is effective way of teaching (Kim *et al.*, 2013) ^[7].

Consequently, the level of readiness of teachers in the use of IWB in teaching English as to pedagogical knowledge shows high in which they can adapt their teaching style to the different learners, teachers here know the capacity of their students and give them lesson that is suited to them through the use of IWB, where students at all level can participate in the class discussion. Teacher can use a wide range of teaching approaches in the classroom setting with the help of IWB in collaborating learning, direct discussion and instructions, inquiry learning, problem/project based learning etc. Through the use of IWB learning process goes smoothly and observes students to strive in their learning output. Teachers organize well their lesson and maintain classroom management and easily assess the learning outcome of the students in a multiple ways. They can easily adapt the teaching based on the needs of the students. That is why IWB helps them a lot in their teaching process. They can be familiar on the needs of the students and knowledge, understanding and students misconceptions. Here teaching for them through IWB gives pedagogical knowledge of the teachers on how to present their lesson. The quality of teaching and learning based in the pedagogical idea and belief in IWB in the classroom understands how the level of interaction and knowledge of technology to create a better experience and learning of the students. IWB determines how well the teacher guides their students including the perceived

usefulness of technological complexity, technological self-efficacy, attitude towards computer use, and facilitating conditions, potentially influencing the acceptance of this technology for a better learning of the students. How they react on the IWB presentation based on their learning enhancement. Determine the capacity of the teachers and readiness to embrace this technology will enhance their teaching process and help students to be more active in the class participation inside the classroom. The primary usage of IWB in the classroom is more positive in the perception of the teachers in teaching the students (Saville, 2016) ^[13].

In particular, the level of readiness of teachers in the use of IWB in teaching English as to content knowledge reveals moderate in level because they can use the subject as a way of thinking to what they teach. Using IWB on the knowledge of their teaching requires them to analyze their subject matter based on the needs of the students. However; teachers have various ways and strategies of developing their lessons according to their understanding of a particular content of the lessons where they suit the lessons on the capacity and knowledge of the students. It is a two way process of teaching and learning. Hence; teachers have sufficient knowledge about a particular lesson where IWB could be a factor for better motivation of learning among the students since teachers know the content, facts, theories and procedure of the subject matter to be discussed among the students using the IWB. Additionally, the teachers have sufficient knowledge about the structure and usage of IWB that connects it from their lessons. This emphasizes the level of readiness of the teachers in using IWB in the content knowledge of the lessons play an important role on their responsibility as teachers in the General English Language. The views of teachers in the use of the Interactive Whiteboard (IWB) as an instructional tool in the classrooms determine the learning outcome of the lessons. Teachers believe that IWB constitutes an effective and convenient way to deliver the learning content and that it increases the level of classroom interaction which in turn increases the learning experience and allows for more interactive learning (Bakadam and Asiri, 2012) ^[1].

Indeed, on the level of readiness of teachers in the use of IWB in teaching English as to technology knowledge shows moderate level of readiness because some of the teachers are not familiar on the proper usage of IWB. However; the teachers understand the legal, ethical, cultural and societal issues related to technology that there is a need to learn because that is the trending at present to follow with the style of technology. They have the technical idea or skills in using technology but not as skilled as it is expected from them. The technology from them is new wherein they need to explore for its usage. They need to upgrade themselves in the proper usage of the technology and need to be familiar from it. The importance of the upgrade and learning technology would help them upgrade their students in their learning process because of the rampant technology in the educational system. Teachers can learn the technology easily because they have a bit background on the proper usage. They have been trained on the proper usage of IWB which is needed in their teaching. They can use the technology in the records and data files which is required in the schools that all reports must be done in a soft copy submitted to the data bank of the school. Actually, teachers have sufficient knowledge and opportunities to work with different technologies in all facets of their teaching process. Lots of technologies with different usage and different functions and teachers must know also on how to

solve any technical problems in the usage of IWB since this is a part of their training, strategies and development in the world of technology. The competence of teachers in technology knowledge considered to be a reflection of their skills, and knowledge to aid them in adjusting their perceptions and attitudes regarding technology throughout their professional practice. In addition, teachers are providing opportunities to improve the competence in teacher training programs (Maderick, Zhang, Hartley, and Marchand, 2016)^[10].

11. Conclusions

Based on the results and findings, the conclusions are drawn:

1. Teachers have a positive attitude towards IWB in terms of their exposures and experiences since they enjoy their teaching with the use of IWB and it strengthens their knowledge in the subject areas they teach and feel they are dominant and meaningful in their teaching and in their school.
2. Teachers have a positive attitude towards IWB in terms of instruction since it provides tools and helps for students to learn.
3. Teachers have high level of readiness in terms of pedagogy since they can use a wide range of teaching approaches in a classroom setting (collaborative learning, direct instruction, inquiry learning, problem/project based learning).
4. Teachers are moderately ready in terms of content in IWB since they can use particular subject as a way of thinking and can have various ways and strategies of developing their understanding for particular content in the presentation of their lesson.
5. Teachers are moderately ready in understanding the legal, ethical, cultural, and societal issues related to technology and in keeping up with important new technology.
6. There was a high correlation between the attitude of the respondents and the level of their readiness in the use of IWB in teaching English based on the result of Pearson's product moment coefficient, r of 0.807. Furthermore, since the computed t -value of 1.82 is greater than the tabular t -value of 1.708, the hypothesis was rejected and concludes that there is significant relationship between the attitude of the respondents and the level of their readiness in the use of IWB in teaching English.

12. Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. Teachers should explore more in IWB though their exposures and experiences are impressive. This can be done through enhancement of the proper usage of IWB to equip teachers in the upgrade of technology.
2. Proper instructions must be provided by the teachers in IWB based on the needs of the students and based on their learning process. Instructions must reach the capacity of the students on their level of understanding.
3. Teachers must have innovations on different strategies on the pedagogy of the lesson because through techniques in presenting the lesson could help the students to be innovative in their learning process.
4. Teachers must have the knowledge of the content of the subject matter that suits the needs of the students through

IWB. The more resourceful the teacher the more the students motivate in their learning enhancement.

5. Teachers must be well-equipped with the technology particularly on the usage of IWB. This can be done through upgrade training and seminars due to the advance technology at present.
6. Since there is a high correlation on the level of readiness of the respondents in terms of their attitudes and level of readiness in terms of usage in the IWB, there must be a thorough study on IWB for its usage and techniques, familiarization on the upgrade technology since this is needed in the innovations of the teaching strategy of the teachers.

13. References

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