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- 10) Leave a column on the side of the board for students to add their comments, questions, and thoughts and encourage them to add things at different stages of the lesson.
- 11) When students prepare a report or presentation, encourage them to plan board use into what they do.
- 12) Completely hand over part of teaching to the class. For example, if teacher has to teach 16 words in a word set, ask different groups to each prepare to teach the meaning of two of the words or phrases and when they are ready, invite each group in turn to do their teaching up front, using the board as appropriate.
- 13) With smaller classes, establish an environment in which everyone feels able to use the board at any point in the lesson – for working on, for putting up thoughts and so on.
- 14) Try an experiment in which make the board a place that only learners use.

The similar case is found as the previous study. This is also related with the board as media.

One may conclude from our survey study that slides are not efficient learning tool when used for textual presentation of course materials. ICT tools should be used carefully to improve the learning process by explaining and exploring the text. More specifically, it should be used when it is necessary to show mainly computer simulation, computer animation, or computer graphics. Otherwise, it will transform the class to lethargic and non-interactive environment from one

<sup>14</sup> Basmah Issa Ahmad Al-Saleem, PhD, "The interactive Whiteboard in English as a Foreign Language (EFL) Classroom)". *European Scientific Journal*. Vol. 8 No.3, February, 2012



There is a research from Martin Ebner and Walter Nagler from Graz University of Technology, Austria with the title “Has the end of chalkboard come? A survey about the limits of Interactive Pen Displays in Higher Education.” In the end it can be concluded that the first attempt to use an interactive Pen Display in a big lecture room lead to a very positive effect for the daily teaching process. Students as well as the teacher marked it as a “very useful” add-on. However from a research point of view it can be summarized that it was possible to combine new technologies with traditional teaching methods.<sup>16</sup> While the contrary with this research, according to Brian Doig and Susie Groves, Japanese observers frequently take photographs of the blackboard, as it reveals to students and teachers alike the progress of the lesson, and the students’ responses.<sup>17</sup>

<sup>17</sup> Brian Doig and Susie Groves, "Japanese Lesson Study: Teacher Professional Development through Communities of Inquiry." Deakin University. Vol. 13 No. 1, 2011