MUĞLA SITKI KOÇMAN UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

ENGLISH LANGUAGE TEACHING DEPARTMENT

THE INFLUENCE OF SMART BOARD TECHNOLOGY ON STUDENT ENGAGEMENT IN TASKS AND PERCEPTION OF ENGLISH LANGUAGE CLASSROOM ACTIVITIES

MA THESIS

AINUR AITKUZHINOVA-ARSLAN

ASSOCIATE PROF. DR. EDA ÜSTÜNEL

JUNE, 2014

MUĞLA

MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
İNGİLİZ DİLİ EĞİTİMİ ANABİLİM DALI

THE INFLUENCE OF SMART BOARD TECHNOLOGY ON STUDENT ENGAGEMENT IN TASKS AND PERCEPTION OF ENGLISH LANGUAGE CLASSROOM ACTIVITIES

AINUR AITKUZHINOVA-ARSLAN

Eğitim Bilimleri Enstitüsünce
"Yüksek Lisans"
Diploması Verilmesi İçin Kabul Edilen Tezdir.

Tezin Enstitüye Verildiği Tarih :
Tezin Sözlü Savunma Tarihi :

Tez Danışmanı: Doç.Dr. Eda ÜSTÜNEL
Jüri Üyesi : Doç. Dr. Şevki KÖMÜR
Jüri Üyesi : Doç. Dr. Turan PAKER

Ensitü Müdürü: Prof. Dr. Ahmet DUMAN

JUNE, 2014
MUĞLA

T.C.
MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
TEZ SAVUNMA SINAVI TUTANAK FORMU
Yüksek Lisans

02/06/2014

Öğrencinin
Adı Soyadı: Ainur AITKUZHINOVA-ARSLAN
Tez Başlığı: The Influence of Smart Board Technology on Student Engagement in Tasks and Perception of English Language Classroom Activities
Sınav Tarih ve Saati: 02 Hazıran, 2014 – 14:00
Sınav Yeri: Eğitim Bilimleri Enstitüsü Salon A ■ Salon B □

Adı geçen sınav belirtilen şekilde yapılmış olup tutanak aşağıdadır.

Prof. Dr. Nevide AKPINAR DELLAL

Anabilim Dalı Başkanı

SINAV TUTANAĞI

Jüri 02 Hazıran, 2014 tarih ve saat 14:00 - de toplanıp, Ainur AITKUZHINOVA-ARSLAN İsimli öğrencinin "The Influence of Smart Board Technology on Student Engagement in Tasks and Perception of English Language Classroom Activities" başlıklı yüksek lisans tez çalışmasını incelemiş ve yapılan yazılı ve/veya sözlü sınav sonunda oy birliği ile aşağıdaki karar alınmıştır.

( ) Başarılı
( ) Başarısız
( ) Ek süre verilmiştir*
*** Aday en geç …….tarihine kadar tekrar savunmaya alınacaktır.**

Sınav Jürisi	**Ünvanı, Adı Soyadı**	**İmzası**
Başkan	Doç. Dr. Turan PAKER	
Danışman	Doç. Dr. Eda ÜSTÜNEL	
Üye	Doç. Dr. Şevki KÖMÜR	

..../.../....
Enstitü Yönetim Kurulu Kararı:Tarih:..... Karar No:.....

Yukarıda adı geçen öğrenci sınav tutanağında belirtildiği üzere
..... Gereğini rica ederim.

Prof. Dr. Ahmet DUMAN
ENSTİTÜ MÜDÜRÜ

YEMİN

Yüksek Lisans tezi olarak sunduğum "The Influence of Smart Board Technology on Student Engagement in Tasks and Perception of English Language Classroom Activities" adlı çalışmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin Kaynakça'da gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

02/06/2014

AINUR AITKUZHINOVA-ARSLAN

YÜKSEKÖĞRETİM KURULU DOKÜMANTASYON MERKEZİ
TEZ VERİ GİRİŞ FORMU

YAZARIN **MERKEZİMİZCE DOLDURULACAKTIR.**

Soyadı : Ainur
Adı : AITKUZHINOVA-ARSLAN **Kayıt No:**

TEZİN ADI

Türkçe : Akıllı Tahta Teknolojisinin Öğrencilerin İngilizce Sınıf Etkinliklerine Katılımına Ve Algılarına Etkisi

Y. Dil : The Influence of Smart Board Technology on Student Engagement in Tasks and Perception of English Language Classroom Activities

TEZİN TÜRÜ: Yüksek Lisans

TEZİN KABUL EDİLDİĞİ

Üniversite : Muğla Sıtkı Koçman Üniversitesi

Fakülte :

Enstitü : Eğitim Bilimleri Enstitüsü

Diğer Kuruluşlar :

Tarih :

TEZ YAYINLANMIŞSA

Yayınlayan :

Basım Yeri :

Basım Tarihi :

ISBN :

TEZ YÖNETİCİSİNİN

Soyadı, Adı : Eda ÜSTÜNEL

Ünvanı : Doç. Dr.

TEZİN YAZILDIĞI DİL : İNGİLİZCE	**TEZİN SAYFA SAYISI:71**

TEZİN KONUSU (KONULARI) :

1. Akıllı Tahta Teknolojisinin Öğrencilerin İngilizce Sınıf Etkinliklerine Katılımına Ve Algılarına Etkisi

TÜRKÇE ANAHTAR KELİMELER:

1. Akıllı Tahta

2. İlköğretim okulu öğrencileri

3. Yabancı dil sınıfı

4. Genç öğrenciler

Başka vereceğiniz anahtar kelimeler varsa lütfen yazınız.

İNGİLİZCE ANAHTAR KELİMELER: Konunuzla ilgili yabancı indeks, abstract ve thesaurus'u kullanınız.

1. Smart Board, technology

2. Primary schools students

3. Foreign language classroom

Başka vereceğiniz anahtar kelimeler varsa lütfen yazınız.

1- Tezimden fotokopi yapılmasına izin vermiyorum **O**

2- Tezimden dipnot gösterilmek şartıyla bir bölümünün fotokopisi alınabilir **O**

3- Kaynak gösterilmek şartıyla tezimin tamamının fotokopisi alınabilir **O**

Yazarın İmzası : **Tarih : 02/06/2014**

ABSTRACT

The present thesis was conducted to investigate the influence of Smart Board technology on student engagement in tasks and perception of classroom activities. This study found out the differences between first graders' and fifth graders' on-task and off-task behaviors during 40-minute English language lessons that did and did not include the use of Smart Board. Student perceptions were measured through questionnaire, video records, and field notes. Momentary time-sampling was implemented during whole research process.40-minute English lessons were divided into 240 intervals consisted of ten-second intervals to observe on-task and off-task behaviors. The form of momentary time-sampling procedure was filled by the researcher at the end of observation period in order to determine the first and fifth graders' engagement in task. The participants of the research were composed of 38 students in Yönelt College in Muğla, Turkey. The results of questionnaire and momentary time-sampling procedure showed that Smart Boards maximize student engagement in tasks and active participation in foreign language classroom. This study revealed that the integration of Smart Board technology could further increase students' on-task behavior. Nevertheless, the first graders were more active than the fifth graders, when the teacher used Smart Board technology.

KeyWords: Smart Board, primary schools students, technology, foreign language classroom, young learners.

ÖZET

Bu çalışma, Akıllı Tahta teknolojisinin öğrencilerin sınıf etkinliklerine katılımı ve ders algıları üzerindeki etkisini araştırmak için yapılmıştır. Bu araştırma, birinci ve beşinci sınıf öğrencilerinin 40 dakikalık İngilizce dersleri boyunca, akıllı tahta kullanıldığı / kullanılmadığı zamanlarda sınıf etkinliklerindeki davranışlarındaki farklılıkları ortaya koymuştur. Öğrencilerin algıları bir anket aracılığıyla ölçülmüştür. Tüm araştırma sürecinde anlık zaman örnekleme yöntemi uygulanmıştır. Araştırma örnekleri Muğla, Yönelt Koleji'ndeki 38 öğrenci ile oluşturulmuştur. Anketin sonucu ve Anlık Zaman Örnekleme Prosedürü, Akıllı Tahtanın öğrencilerin sorumluluklarını arttırdığını ve yabancı dil derslerine aktif olarak katılımlarını sağladığını göstermiştir. Çalışma, Akıllı Tahta teknolojisi kullanılmasının öğrencilerin sınıf etkinliklerine katılımını arttırabileceğini göstermiştir. Yine de, Akıllı tahta teknolojisi kullanıldığında, birinci sınıf öğrencilerinin beşinci sınıf öğrencilerine göre daha başarılı olduğu gözlemlenmiştir.

Anahtar Kelimeler: Akıllı Tahta, ilköğretim okulu öğrencileri, teknoloji, yabancı dil sınıfı, çocuklar.

ACKNOWLEDGEMENTS

My first and sincere appreciation goes to my advisor Assoc. Prof. Dr. Eda Üstünel for the continuous support of my Master Degree study, for her patience, motivation, enthusiasm, and immense knowledge. Her useful comments, remarks and engagement through the learning process of this master thesis were very invaluable to me. Furthermore, I would like to express my deep gratitude and respect to Assoc. Prof. Dr. Şevki Kömür and Assistant Prof. Dr. Sezer Sabriye Fığlalı, for their encouragement, insightful comments, and helping me to shape my interest and ideas in all stages of this thesis.

My deepest appreciation goes to the teachers of private Yönelt College, Erçin, Özlem and Sevgi with whom I have worked during whole research process. They provided me with classes, teaching programme, and all essential tools during observation procedure. Without their great support, the present study would not have materialized. Special thanks go to the manager of Yönelt College, Orhan Boyacı, who was very friendly and gave permission for research.

I would like to thank the jury members: Assoc. Prof. Dr. Turan Paker, Assoc. Prof. Dr. Eda Üstünel, and Assoc. Prof. Dr. Şevki Kömür for their precious time reading my thesis and for their constructive comments.

I am deeply grateful to all my group mates, Fatma, Iqlima, Orçin, Pelin and Sümeyra, who were always willing to help and give their best suggestions. The constructive comments and substantial advice given by my friends made enormous contribution to completing this thesis. Their encouragement and support are much appreciated.

Finally, I would like to thank my husband, Serdar Arslan for believing in me, for his support in my decisions. He always stood by me throughout entire process and provided me with necessary technological tools.

TABLE OF CONTENTS

CHAPTER III

METHODOLOGY

CHAPTER IV

RESULTS

CHAPTER V

CONCLUSION

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

1.1. Background of the Study

John Dewey said, "if we teach today as we taught yesterday, we rob our children of tomorrow" (1916 cited in Türkmen, 2006:71). An American philosopher and educational reformer meant that teacher, keeping pace with new technological development, must follow their teaching style according to new opportunities presented by modern life. We are living in a world where technology has become an essential tool in our daily social life.

According to Warlick, "we need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time and it is the lens through which we experience much of our world" (cited in Jahara, 2012:33). Using technology in the classroom enhances children's motivation and performance in learning area. There are many studies, which point out that student learns faster by implementation of technological facilities (Fawcett, 2000 cited in Weimer, 2001).

Nowadays, it is impossible to imagine the contemporary classroom without e-learning tools such as computers, Smart Boards, i-Pads, projectors, digital cameras, the Internet, Audio equipment, Scanners, Printers, E-mails, video conferencing, etc. Each of these technological tools has significant roles in providing learners enjoyable, effective, and practical learning process and influence on students' performance considerably.

As it is mentioned above, there are many types of technological tools that can be used by teachers in the classroom in order to enhance students' learning process. However, in this study the role of Smart Board in teaching English to young learners was discussed, particularly the subject of this study focused on the primary school

students' beliefs about implementation of Smart Board technology in a foreign language classroom.

One substantial research was accomplished in primary schools by Wall, Higgins and Smith (2005) from Newcastle University in order to evaluate the implementation of the Smart Board. As a result, it was identified that Smart Board technology could be an effective tool for initiating and facilitating the learning process, especially where pupil participation and use of Smart Board were studied. According to Preston and Mowbray (2008:51), "the Smart Board provides contribution to teachers and students with a whole new interactive learning environment to share ideas, information, images, animations, audio or video". Especially, young students are highly active and enthusiastic when the subject is presented on a Smart Board. Smart Board increases students' enjoyment by being physically involved in touching and moving objects and by the size of the screen which makes images large enough for everyone to see. The engagement and knowledge building of young children is fostered when they are given the opportunity to interact in a physical and mental way in the learning environment (Harlen & Rivkin, 2000).

As one of the advantages of the use of Smart Boards in the classroom, Frankova (2011) claimed that Interactive technology such as Smart Board could bring interaction between pupil and interactive teaching aid, a different way of gathering the knowledge by pupils and it could contribute to the development of cognitive thinking of students. Interactive teaching aid had to allow student to be active in teaching process and to be active in his/her own learning process. The Interaction between pupil and interactive teaching aid consisted of the opportunity for pupil to enter the aid and thus change its process.

Gerard, Greene and Widener (1999: 3-4) analyzed the features of Smart Board from two different points of view (one of the teacher and the other one of the student):

A - "Activities which support Teaching:

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.

B - Activities supporting the Learning Process:

1) Activities Supporting Oral Skills;
2) Activities Supporting the Cognitive Process;
3) Activities Supporting Students' Motivation and Emulation".

As a result of the research, carried out by Gerard, Greene and Widener (1999), Smart Board brought people together and encouraged interaction between teacher and students effectively. These researchers found Smart Board as a very innovative and powerful support for language acquisition. It offered a very investigating option for bringing the Internet into every Foreign Language class. Smart Board gave the opportunity to provide the interactive feature into the classroom without involving the cost of having one online computer for every student in the classroom.

1.2. Statement of the Problem

There is no doubt that technology has become a common element in education systems. Therefore, the amount of studies has expanded significantly in the context of implementation of new technological tools. One of the new technological tools, which was quickly entering schools and helping teachers with their work, was Smart Board. There were some studies that covered the subjects such as the advantages and disadvantages of Smart Board, the influence of Smart Board on student motivation, and the use of Smart Board in teaching geography. Nevertheless, no specific studies were done on the subject of the utilization of Smart Boards in foreign language classrooms.

Technology has become one of the vital subjects of studies carried out by many researchers from various fields. One of the research papers, titled "Integration of SB Technology and Effective Teaching", published in "Journal on School Educational Technology" (Min & Siegel, 2011), was conducted in a second-grade general

education classroom during 30-minute math and science lessons. Another research named “Elementary school students’ views toward SB practices” (Şanlı, Sünkür, & Arabacı, 2012) consisted of 5-8 grade students in order to determine their views toward SB practices. According to suggestions for further research of these authors in these two studies it was needed to determine if the integration of SB technology enhanced the engagement of students and facilitated valuable learning process at other grade levels, of other demographic backgrounds, and in other subject areas. So, taking into account this considerable proposal, the present study was conducted to investigate the influence of Smart Board technology on young learners’ language comprehension and reception of classroom activities. Relying on the data we have explored primary school students’ views toward integration of Smart Board in foreign language classroom.

1.3. The Aim of the Study

This research paper found out the differences between first graders’ and fifth graders’ on-task and off-task behaviors during 40-minute English language lessons that did and did not include the use of Smart Board. Through this descriptive study, we have investigated the impact of Smart Board technology on students’ participation in classroom activities during the learning process.

1.4. Research Questions

Based on this goal, the following research questions were derived:

- How does the use of Smart Board in teaching English to young learners influence on student engagement in tasks?
- What is the student attitude towards classroom activities that include or exclude the Smart Board technology?

1.5. Significance of the Study

The important parts of this study were theoretical and practical. According to theoretical part, the result of the research could be used as an input English teaching learning process especially in developing of implementation of Smart Board technology. Additionally, the result of the research could be used for further research in teaching English to young learners. As for the practical part, this study could be used by the teacher to provide better techniques or methods for teaching English to young learners by using Smart Board.

1.6. Limitations of the Study

The limitation of the present study was data collection from two classrooms consisting of the first graders and the fifth graders in private primary school named Yönelt College. The participants attended English language lessons in the spring term of 2013-2014 Academic Year.

1.7. Operational Definitions

According to Frankova (2011: 223), "**Interactive Whiteboard** is a touch-sensitive electronic presentation device, it is a display panel. It controls the mouse functions of the computer and it can move the cursor around the screen".

Chhabra (2012) defines **Interactive whiteboards** are good replacements for traditional whiteboards or flipcharts as they provide ways to show students everything which can be presented on a computer's desktop (educational software, web sites, and others).

"**Smart Boards** are a brand of interactive whiteboard (IWB), which is displaying the image from the computer monitor with the surface operating as a giant touch screen. They vary in size and can be mobile or wall mounted" (SMART-Technologies, 2003 cited in Preston & Mowbray, 2008: 50).

"**Momentary time sampling** is a procedure in which one records whether or not responding is occurring at the end of an interval. As a sampling procedure, it presents both the advantage of ease and the disadvantage of imperfectly representing data collected through continuous recording. Observations using an event-recorder produced permanent records of five behaviors which are sampled five times, each time at intervals of 10, 20, 30, 60, 120 and 240 s, for each day's data with starting delays of 0, 12, 24, 36 and 48 s" (Brittle and Repp, 2011: 481).

Scott and Ytreberg (1990: 7) characterize **young learners** such as:

- "They are very curious and active;
- They have a limited attention span;
- They require interaction in learning;
- They are very imaginative;
- They prefer physical activities;
- They learn by manipulating things;
- They require praise in any form".

CHAPTER II

LITERATURE REVIEW

2.1. What is Smart Board?

Smart Board is a technology made up of a computer which is connected to projector and touch-sensitive board. This technological tool presents images and sounds at the same time, moreover, allows for changes and receives input electronically or by touching its' screen. There are a lot of software programs prepared for the implementation of the Smart Board technology in the classrooms in order to organize enjoyable, active, and practical learning process. These programs include useful assignments and a range of activities consisting of presentations, short films, and entertaining games.

Smart Board has various options such as moving and resizing objects on screen, saving documents and representing multicolor pictures and graphics. Sabo (2011: 185) points out eight functions of Smart Board technology:

- "Writing or drawing with special crayons or finger;
- Computer-access of various documents;
- Annotations, comments, additions to the material displayed or accessed;
- Processing result can be saved, printed or sent via e-mail;
- Convert hand-writing in electronic writing;
- Importing and sharing files;
- Clipart-sites import from gallery;
- Saving the made documents".

Gerard, Widener and Greene (1999: 2) mention about the features of Smart Board in their article, "by projecting the computer screen onto the Smart Board the user can control Windows applications using his finger on the board just as he would use a

desktop mouse…As with a regular white board, the user can take notes on Smart Board. These can be printed and/or saved like any another document".

Smart Board technology is a perfect way for students to interact with digital content. Viewing websites as a group, demonstrating images, manipulating text, saving notes, and using presentations are the significant reasons to engage learners in classroom activities.

According to Shaw, Giles and Hibberts (2013: 85), "the large size and touch-sensitive display allow for easy navigation and increase suitability for group activity. Interactive White Boards seem to invite collaboration through social interaction and communication". Additionally, while using Smart Board technology teachers can effectively attract students' attention and promote their motivation with a range of digital resources in order to construct knowledge of key scientific concepts and provide learners with efficient learning procedure (Murcia and Sheffield, 2010). Especially, as it was cited in Tots-n-Tech E-Newsletter (2011: 2), Smart Board is very useful technological tool in the primary classrooms, "while working on the whiteboard, children can explain what they are doing and their explanations can be saved for future use. The Smart Board can also be used to take attendance, keep a classroom schedule, and even assist with group activities". Furthermore, Preston and Mowbray (2008) claims that the use of Smart Board technology in the classrooms increases students' pleasure through physical actions such as moving objects and resizing the pictures by touching.

Smart Board is flexible equipment for the students. It allows them to learn independently and with group at the same time. It includes numerous different subjects from the basic lesson topics to the advanced programs. Moreover, as Chhabra (2012) utters, the teacher can implement Smart Board technology in the classroom in order to enhance students' language by using the play way method. For example, "pictogram (Draw a picture and guess the word) can be played. With younger learners spelling races are very popular. Word games are an excellent way of settling classes and revising vocabulary. She/he can use anagrams or jumbled sentences for the learners or she/he can also ask the synonyms or antonyms or the lexis or collocation words" (Chhabra, 2012: 5). In addition, as it is mentioned by Bell

(2000), Smart Board is an ideal tool for presentations since the presenter can use the application from the board. Students have an opportunity to learn the subject visually and response immediately.

Oigara and Wallface (2012) cite that Smart Board is used in a variety of learning environments and supportive an active, hands-on approach to learning. Oigara and Wallface (2012: 299) add that "current educational theories are grounded in the notion of social learners and consider student engagement a key component of knowledge construction".

Springer (2011) cites that Smart Board is useful equipment in the classroom and has advantage for both students and teachers. Smart Board is able to accommodate students of all learning styles especially it has the significant benefit for visual learners, it enhances the students while learning process, and it allows learners to view the information in a large format. Furthermore, Saine (2012: 79) utters that "whether teaching in an urban, rural, or international school, teachers of literacy were integrating the Smart Board in the classroom to make their instructional activities more appealing and exciting for their students".

As it is stated by Jones (2004), students are able to interact with the boards and with their classmates at the same time. Jones (2004: 5) says that "the use of the Smart Board increases student engagement, motivation and interaction. One teacher's effort to provide her students with a quality education including the infusion of technology was successful". While using Smart Board technology teachers and student can work cooperatively and the rest of the class can take part in classroom activities, because they do not need to stand up or come closer in order to see the screen. Smart Board's screen is large enough to allow students to see from any place of the classroom. According to Cox (2010), Smart Board provokes the learners' enthusiasm and increased their desire to learn. Additionally, it brings novelty to the classroom that the students are not experienced with very frequently. This innovation makes learners more excited and motivated.

Using technology in the classroom and teaching at the same time are not easy for any teacher. It requires hard work and a lot of experiences. Smart Board technology provides both teachers and students with efficient, enjoyable, and valuable learning

procedure in the classroom. The implementation of touch-sensitive board facilitates students to be more creative, independent, and active.

2.2. The History of Smart Board

Smart Board was created by SMART Technologies Company and introduced first time in 1991 since then it became one of the popular and useful technological tools in education system and business. Relying on the source of SMART Technologies ULC (2009), there were several types of Smart Board technology which was frequently used in the classrooms and sold at the markets today. SMART Technology was founded as a Canadian company by David Martin and Nancy Knowlton in 1987. The company dealt with 3M projectors in the beginning, after that they began producing the Smart Board technology. According to the SMART Technologies website, "it was the first interactive whiteboard to provide touch control of computer applications and annotation over standard Microsoft Windows applications" (http://astech.ca/awardee/2009-ict-smart-technologies-ulc).

The original Smart Board consists of front projection and rear projection. The rear projection protects students' eyesight from the projector beam and provide with new technological options. The new modern Smart Board technology began its implementation in 1997 including rear projection and mounted on the wall board. In 2001 new version of Smart Board made an impression with its novelty and quality. This new model offered recording software that allowed teachers to play and record audio and video files direct from internet, memory stick, and computer. Flat screen Smart Boards became popular in 2003. The current modern equipment is beneficial with its size and practical with its activities.

Brigham (2013: 195) notes that "the Smart Board's origins can be traced back to the early 1990s when Xerox developed and used a device called Live board. Live board is described as a large screen, pen based interactive whiteboard…The researchers continued to explore innovative technologies such as multitouch systems, augmented surfaces, and smart board plasma displays in the late 199s, while interactive displays were also making their way into classrooms mainly as replacement for the

blackboard". The author mentioned that the development of Smart Board technology did never stopped, opposite; it was always in a significant progress.

SMART Technologies Company keeps on expanding new generations of interactive technology by creating more advanced options and functions in order to provide customers with needs. The last technological improvement of Smart Board was done in 2011 when Sharp and Samsung produced flat panel LCD models. The new developed product was the cause of the big amount of customers' demands.

According to Brigham (2013: 196), "the growth in use of Smart Boards is mirrored in the growth of sales. SMART Technologies (2009) noted that more than 2.3 million SMART Board interactive whiteboards have been installed globally in education, business and government settings". Consequently, there are many companies which sell Smart Board technology around the world. They offer a variety of types and models of interactive technological equipment. As it is published on https://www.blossomlearning.com/ShowResource.aspx?rid=51, the order of release of Smart Board technology as follows:

- The Smart Board interactive whiteboard
- The Rear Projection Smart Board model 585
- The Rear Projection Smart Board model 420
- The SMART Board model 400
- The SMART Board model 720
- The Rear Projection SMART Board model 720
- The In-Wall Rear Projection SMART Board model 1810
- The SMART Board 300 series
- The Rear Projection SMART Board 1600 series
- The SMART Board 500 series
- The In-Wall Rear Projection SMART Board model 1710
- The Rear Projection SMART Board 1800 series
- The SMART Board for Plasma Displays

- The Rear Projection SMART Board model 3000i
- The SMART Board 600i series First generation (The SMART Board 660i interactive whiteboard and SMART Board 680i interactive whiteboard)
- The SMART Board 600i series Fourth generation (The SMART Board 685ix interactive whiteboard and SMART Board SBD685ix interactive whiteboard).

2.3. The Current Implementation of Smart Board Technology

Smart Board is a unique technology that has a lot of options to be handful tool for people. The current implementation of Smart Board has been expanded dramatically. It is utilized not only in education, also in business and libraries. Smart Board technology can effectively contribute to collaboration in face to face business meeting. The system consisted of interactive whiteboard, integrated projector, and a software product is very useful for business environments. The current interface allows users to share the information, record discussions, save notes, and quickly use e-mail directly from meeting rooms. Brigham (2013: 196) stated that, "Smart Board market really began to shift toward education when a though economy hit businesses in the early 2000s. Since that time, SMART Technologies reports that more than 175 Fortune 1000 organizations in North America and 125 Fortune 500 companies in over 50 countries have adopted their Smart Board technology".

The advantages of integration Smart Board in business were mentioned on http://smartboards.biz/SmartboardsDotBiz/Business.htm. People can take part in the meetings and collaboration sessions while they are out of office. As the users have an opportunity to follow the subject through large screen of interactive technology, they can easily contribute to the discussion and stated their ideas immediately. Moreover, there was written that, "Smart solutions give people the flexibility they need to communicate more clearly and effectively, increase productivity, better leverage

resources and drive results for the business" (http://smartboards.biz/SmartboardsDotBiz/Business.htm).

The most academic libraries are equipped with Smart Board technology, especially in America and Canada. Brigham states (2013) that the results of the survey conducted in the libraries in the United States and Canada show that a third of colleges sampled had purchased interactive whiteboards for library education. A publication by the Association of Research Libraries (ARL) reported that "thirty institutions (49%) reported they currently offer or plan to offer interactive whiteboards and these collaborative tools are available elsewhere at 11 institutions (18%), but 20 others (33%) reported that they do not plan to offer this tool" (cited in Brigham, 2013: 197). While working on subject of the use of Smart Board in libraries, only a few studies were founded. Shroeder (2007: 67) states that "librarians often have affective learning goals for students in library sessions, such as keeping their attention and motivating them to learn about research. Most librarians hope that students will ultimately value the research process and experience it as enjoyable and fun". In the studies cited above, using Smart Board in libraries was shown to positively impact on students' affective learning.

The use of Smart board in education is widespread in both public and private schools around the world. The new technology has been entered in the education system successfully and still keeps on developing its usefulness by producing new attributes. As it was cited by Brigham (2013), National education departments spent a serious amount of money on Smart Board technology, especially in Australia, the United Kingdom, and the United States. According to the statistics given by SMART Technologies (https://smarttech.com/us/About+SMART/About+SMARTNewsroom/Quick+facts+and+stats), over 2.3 million Smart Boards were installed in classrooms, reaching more than 40 million students and teachers.

The integration of Smart Board in higher education is not so common as in primary and secondary schools. Brigham (2013) explained that the limited size of Smart Board prevented the effective learning process in big lecture hall classes. However, there were some studies conducted on the subject of the use of Smart Board at

universities. For instance, Warnock, Boykin and Tung (2011) cited that there is still a demand to measure the effectiveness of using Smart Board.

2.4. Implementation of Smart Board in Turkish Schools

The utilization of Smart Board technology in Turkish schools has been expanded significantly in recent years. Saine (2012) informed that SMART Technologies were chosen SMART for a large scale installation of upwards of 5000 Smart Board in Turkish schools. The installation of first 3000 Smart Board technology was completed in early Fall 2012 and the rest of interactive whiteboards was mounted in spring 2013. All Smart Boards consisted of the award-winning Smart Notebook collaborative learning software program and access to SMART Exchange website, where educators could connect, share and download approximately 60 000 digital resources.

According to SMART Technologies (2009) "a private education group (FEM) owns hundreds of university preparation and English language centers in Turkey. They have been using Smart Board interactive whiteboards in educational institutions throughout the Turkish region of Marmara, with successful results, for the past year. During the tender process for this large installation, SMART demonstrated to administrators the value of a comprehensive education solution, including product implementation, intuitive software, training, services and support" (https://smarttech.com/About+SMART/About+SMART/Newsroom/Media+releases/English+US/Releases+by+year/2012+media+releases/2012/SMART+Wins+Large+Education+Tender+in+Turkey).

Turkish government aims to revolutionize the classroom environments by integrations its FATİH project, movement to increase opportunities and technology (in Turkish is firsatları arttırma ve teknolojıyı iyileştirme hareketi), and for that purpose, it planned to distribute millions of Smart Boards to learners in Turkish schools. Within FATİH project, education system has been changed and about 620 000 classrooms in Turkey were equipped with Smart Board technology. FATİH

project carried with the cooperation of Ministry of Education and Ministry of Transport, Maritime Affairs and Communications promotes the development of the integration of Smart Board technology in Turkish schools.

Implementation of Smart Board technology in classroom environment was the reason of expanding of number of studies in accordance with integration of Smart Board technology in Turkish education systems. For instance, Atasoy, Özdemir and Somyürek (2009) analyzed the emerging trend of Smart Board investment in Turkish primary and secondary schools. According to the results of online questionnaire, teacher and pupil interviews, a case study revealed that Smart Board owned all necessary needs for in-service training, digital education materials, and teacher support materials. Gürsül and Tozmaz (2010) carried out the study to investigate the advantages and disadvantages of the use of Smart Board technology. The research based on teacher opinions indicated that one of the main disadvantages of the use of Smart Board technology in the classroom was technical problems occurred during the lesson. Moreover Gürsül and Tozmaz (2010: 5736) mentioned that "the Ministry of National Education and Schools should provide digital educational materials". Another study was done by Yıldızhan (2013) to examine the effect of Smart Board to success in mathematics in primary education. According to Yıldızhan (2013), the use of Smart board technology in mathematics significantly increased student motivation in case when the teacher prepared in advance for the lesson with Smart Board technology. Teacher acknowledgment regarding the use of Smart Board technology in classroom was one of the important points identified in Yıldızhan's study.

2.5. Young Learners

Young learners' age group includes the learners aged between 6 to 11 years old. The teacher must be very careful while teaching to children. Halliwell (1992) states in her book called "Teaching English in the Primary Classroom", young children can understand everything what is being said to them without acknowledgement of the meaning of the individual words. Intonation, gesture, body language help them to

understand the main idea. According to Phillips (1993), to teach young learners means to understand their psychology, interests, and thinking. There are some characteristics of young learners, which the teacher should take into account during the preparation of lesson program and activities. The following characteristics of young learners in learning foreign language were mentioned by Halliwell (1992: 3-5):

- "Children are already very good in interpreting meaning without necessarily understanding the individual word;
- Children already have great skill in using limited language creativity;
- Children frequently learn indirectly rather than directly;
- Children take good pleasure in finding and creating fun in what they do;
- Children have a ready imagination, children words are full of imagination and fantasy, and it is more than simply matter of enjoyment".

The teacher must guide young learners during learning process, as it is quite difficult for them to understand what to learn and follow the rules. As a good guider, the teacher should be familiar with children's concerns, desires, and wishes. The teacher needs to know how to arrange the learning process regarding all of these features. Phillips (1993: 7) says that "the kinds of activities that work well are games and songs with actions, total physical response activities, tasks that involve coloring, cutting and sticking, simple repetitive stories, and simple repetitive speaking activities that have obvious communicative value".

Scott and Ytreberg (1990: 2-3) point out some general characteristics that should be taken in consideration while teaching young learners:

- "They have short attention span. So teachers should vary their techniques to break the boredom. They should give varied activities as handwriting, songs, games etc.;

- They are very active. Try to ask them to play games, role play dialogues and involve them in competitions;
- They respond well to praising. Always encourage them and praise their work;
- They differ in their experience of language. Treat them as a unit. Don't favor those who know some English at the expense of those who do not know;
- They are less shy than older learners. Ask them to repeat utterances, resort to mechanical drills".

Children usually learn foreign language because it is something new for them. They always try to investigate unknown things, they find enjoyable to learn novelty. They do not get embarrassed about what they say, they are not scared of being disgraced, and they do not have negative thinking so their reception is quite different from adults'. Children are always developing physically, cognitively, and emotionally. Arias (2013: 1) supports this idea and cites that "they need teachers who can create a classroom environment that stimulates them to work within and not beyond the range of their ability. By feeling comfortable with what they are asked to do, they will both acquire language and feel secure in their classroom and this, in turn, can enhance their confidence". Feeling comfortable is very important, especially in classroom environment. If children trust their teacher, they can share their problems with her/him. The learning process will be more effective if the teacher finds a common ground with young learners. Based on my experience as a teacher of young learners, I noticed that children come close so easy and fast in event of accepting teacher as a friend. They want to spend much more time with teacher, they require attention individually.

Four stages of cognitive development were identified by Piaget (cited in Charles, 2003: 3). The table below illustrates the characteristics of each stage:

Table 2.1. Stages of cognitive development

Stage	Characterized by
Sensory-motor (Birth-2 yrs)	Differentiates self from objects recognizes self as agent of action and begins to act intentionally: e.g. pulls a string to set mobile in motion or shakes a rattle to make a noise
Pre-operational (2-7 years)	Learns to use language and to represent objects by images and words Thinking is still egocentric: has difficulty taking the viewpoint of others
Concrete operational (7-11 years)	Can think logically about objects and events Achieves conservation of number (age 6), mass (age 7), and weight (age 9)
Formal operational (11 years and up)	Can think logically about abstract propositions and test hypotheses systematically Becomes concerned with the hypothetical, the future, and ideological problems

As it is represented on the table above, pre-operational group acquire new language visually through pictures and words. Smart Board technology provides young learners with colorful images and enjoyable music during learning process. Consequently, all these neoteric options of Smart Board increase students' engagement and perception of classroom activities. The ages of the participants were between 7 and 11 years old. This age group hasn't been chosen randomly. Piaget's theory of cognitive development suggests that children move through four different stages of mental development. His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence. According to Piaget (cited in Charles 2003: 3), "children from 7 to 11 year old begin to think logically about concrete events, and they begin to understand the concept of concept of conservation; the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass. Thinking becomes more logical and organized, but still very concrete. "Begin using inductive logic or reasoning from specific information to a general principle". This period of cognitive development of children is known as a stage of concrete operations.

2.6. Young Learners and Smart Board

The implementation of Smart Board technology has been expanded in primary schools around the world. Lam and Tong (2012) stated that the advanced functions and technological features of Smart Boards allowed increasing learning intention of young learner. Schools and teachers welcomed the idea of integration of Smart Board technology in learning process and to adopt Smart Board lessons to the teachers' lesson plan.

As all we know, children like colorful pictures, enjoyable songs, and funny games. They are all full of energy. Smart Board helps teachers to catch children's attention and contribute them to the subject they learn.

The use of Smart Board is exactly appropriate in primary schools. If the activity accomplished with Smart Board is enjoyable, the learning process will be more memorable. With representing images children can learn faster and more effectively. The use of appropriate activities can help to engage child' mind and keep them physically occupied. When the movement increases brain and blood oxygenation, it improves learning condition and language output (Frankova, 2011). The effectiveness of Smart Board is clearly shown when the teacher uses Smart Board in cooperate with learners. The students who just listen to the teacher and look at the Smart Board do not concentrate on subject completely. In this case, the teacher's mission is to try to involve all students in the classroom to the learning process.

Savio (2011: 1) claims that "there is a magical component to doing this sort of activity on a Smart Board interactive whiteboard. The act of removing a virtual apple from the group and having it disappear into the virtual trash can is far more effective than an exercise using actual apples. The Smart Board interactive whiteboard makes the experience fun, and the children appreciate that they are playing a digital game". Consequently, if children enjoy learning process, they acquire the subject much easier, meaningfully, and faster. The main aim of the teacher is to capture children's attention and arrange comfortable learning environment in the classroom.

The teacher can use the Smart Board as a supportive tool during teaching procedure in order to engage young learners. For instance, the teacher can integrate the interactive questions, quizzes or games into the lesson, the results of the assignments can be represented on Smart Board's screen. In this case, the children will become more motivated in the classroom trying to be better of their classmates and show the best results.

"Since the Smart Board is completely touch screen, children are able to lift their arms and use their fingers to work on the Smart Board. With desktop computers you have to use a mouse which is not developmentally possible for most children. When using the Smart Board, the children use their fingers which is not only beneficial but also developmentally appropriate" (Tots-n-Tech E-Newsletter, 2011: 3). While using Smart Board children act physically as well, it is really important fact in development process.

Smart Board increases the interaction between children. They can accomplish different actions at the same time. For example, if one student is drawing the shapes on the Smart Board, another one can write or paint objects. On the other hand, young learners are able to complete the same task together as a group. This activity improves the ability of sharing ideas and opinions.

Lam and Tong (2012) claim that Smart Board absolutely makes contribution to education system. The technological features of Smart Board technology include fun, easy, quick, convenient, and effective learning process. It is deserved to be used in all classrooms and replaced the typical whiteboards.

Smart Board is handful and valuable learning tool for all children of all ages and abilities. The major impact of Smart Board is the ability to hold their attention. Willms (2003) stated that Smart Board enhanced interactive learning between children, regardless of their disability. At the beginning children did not really talk to each other. However, time by time the Smart Board helped them to stay focused during the implementation of classroom activities.

During my class visits and observation, I mentioned that even children who are sitting far from others and do not talk to other students become more active and engaged while using of Smart Board technology in the classroom environment.

2.7. Student Engagement and Smart Board

Student engagement is described as an indicator of successful classroom instruction and evaluated as an outcome of school improvement activities (Kenny, Kenny and Dumont, 1995). Student engagement occurs when the students make contribution to the learning process. The aim of students must not be only to earn success grades; they must understand the material clearly and incorporate in their lives (Newmann, 1992). Student engagement involves the notions such as working hard, learning more, and being curious about the subject that is taught.

The term "student engagement" has been implemented in order to describe students' willingness to participate in routine school activities, such as attending classes, submitting necessary work assignments, and following teachers' instructions and guidance in the classroom (Chapman, 2003). According to Skinner and Belmont (1993: 572), "students who are engaged show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest".

As it was mentioned above, the concept, "student engagement", consists of psychological and behavioral components. If the student is interested in subject and involved in discussion during learning process, the engagement can be seen clearly. Schlechty (2002) defined that the students are completely engaged when they are attracted to their work, persist in tasks despite challenges and obstacles, and take visible delight in accomplishing their work. In addition, Schlechty (2002: 160) defines five levels of student engagement:

- "Authentic Engagement – students are immersed in work that has clear meaning and immediate value to them (reading a book on a topic of personal interest);

- Ritual Compliance – the work has little or no immediate meaning to students, but there are extrinsic outcomes of value that keep them engaged (earning grades necessary for college acceptance);
- Passive Compliance – students see little or no meaning in the assigned work but expanded effort merely to avoid negative consequences (not having to stay in during recess to complete work);
- Retreatism – students are disengaged from assigned work and make to attempt to comply, but are not disruptive to the learning of others;
- Rebellion – students refuse to do the assigned task, act disruptive, and attempt to substitute alternative activities".

Regarding the levels of student engagement defined by Schlechty (2002), Willms (2003) adds that student engagement is used to discuss students' attitudes toward school, while student disengagement identifies withdrawing from school in any significant way. So, the opposite meaning of engagement is disaffection. According to Skinner and Belmont (1993), disaffected students are very passive in the classroom, they do not try to pass through difficulties, and they can give up lessons and get bored easily.

Student engagement and technology are two interrelated components in the classroom environments. Cox (2010) cited that students did not make noise in the classroom while using Smart Board. As a contribution of Smart Board to the student engagement, Cox (2010) claimed that when the students were able to work in a group, especially as a whole class while integrating Smart Board, they got more engaged. Yount (cited in Cox, 2010: 8) stated that "there were great websites that we could use as a whole class to improve specific math skills such as telling time, counting money, whole numbers, addition and subtraction". Angie Yount was a primary school teacher at Eminence Elementary School; she implemented Smart Board technology to teach math, reading, and spelling. She also mentioned that her students were much more attentive while using Smart Board activities.

SMART Technologies (2009) indicated that elementary teachers and students benefited from using Smart Board interactive whiteboard in the classroom. Additionally, the Health and Education Research Group at the University of New Brunswick collaborated with Park Street School investigated how a school-wide integration of Smart Board interactive whiteboards influenced on teacher practices and student engagement. The results represented that all teachers found Smart Board interactive whiteboard useful and supportive technological tool for better practices in inclusive education. Moreover, the teachers who took part in research process strongly believed that having access to Smart Board has increased their understanding of technology as an instructional tool. The results of investigation of Smart Boards' impact on student engagement revealed that the use of Smart Board limits opportunities for distraction by focusing students' attention on lessons. Furthermore, "visual and tactile lessons led to multisensory engagement in the learning process" (SMART Technologies, www.smarttech.com).

Berque (2004) examined university students' engagement while using Smart Board. He reported that student engagement increased dramatically with Smart Board. Solvie (2001) conducted the study in order to research primary school students' engagement and motivation. The sample of this study was the first graders who were observed in the context of assessing their attention to task during learning process. Data were collected by tallying the minutes of inattention during each thirty minute lesson. The author found out only a small difference of student attention while using Smart Board and without it. Nevertheless, taking into account this fact, Solvie (2001) recommended further research on use of Smart Board to capture student attention.

The subject such as the impact of Smart Board on student engagement has been investigated by researchers before. However, the direct influence of integration of Smart Board on young learners' engagement while learning English was not studied. Taking into consideration this fact, we decided to find out the influence of Smart Board on student engagement in tasks and perception of classroom activities on English language lessons. Smart Board with its various options and functions played significant roles in classroom environment affecting both students and teachers attention and performance.

CHAPTER III

METHODOLOGY

3.1. Research Design

In this chapter, we discussed about research design, participants of the study, data collection and data analysis. This descriptive study was based on qualitative research. According to Marshall (1996), qualitative research is distinguished from the hypothetico - deductive model by its way of data collection. The qualitative study is used to answer the questions such as "why?" and "how?"

Hancock (1998: 2) points out several features of qualitative research:

- "Qualitative research is concerned with the opinions, experiences and feelings of individuals producing subjective data;
- Qualitative data are collected through direct encounters with individuals, through one to one interviews or group interviews or by observation. Data collection is time consuming;
- Qualitative sampling techniques are concerned with seeking information from specific groups and subgroups in the population;
- Data are used to develop concepts and theories that help us to understand the social world. This is an inductive approach to the development of theory".

Taking into consideration all these characteristics of qualitative research, the present study was carried out regarding qualitative research method. Data were collected by observation of concrete group of participants within the exactly time duration. Moreover, momentary time-sampling procedure was implemented during whole research process.

According to Harrop and Daniels (1986), momentary time-sampling procedure is best way to measure the behavior in concrete time duration. The results of their study represent that momentary time-sampling procedure "provides accurate average estimates of absolute duration" (Harrop and Daniels 1986: 76). Furthermore, momentary time sampling procedure is good to be used for detecting the changes in behavioral levels.

As it was mentioned above, students' task-related behavior was measured by using momentary time-sampling procedure. The 40-minute lessons were divided into 240 intervals consisting of ten-second intervals for identifying of on-task or off-task behaviors. At the beginning of each ten-second interval, the student behavior was observed and determined.

The first three weeks of observation period the students of the first and fifth grade classrooms were monitored during 40-minute English lesson that included the use of Smart Board and the other three weeks research process took place where Smart Boart was not integrated in foreign language classrooms. During whole research period, all young learners were recorded in order to identify their on-task and off-task behaviors.

According to Min and Siegel (2011: 41), "on-task behavior was defined as the student raising his/her hand, answering questions, writing when appropriate, contributing to topic discussions, following directions, asking relevant questions, making eye-contact with the teacher or a contributing student, or looking at the flip chart of smart Board. Off-task behavior was defined as the student looking around the room, at another student or down at the floor, writing or drawing when not appropriate, playing, talking to other students when not appropriate, hitting, touching, distracting other students, and getting out of his/her seat without permission".

Student perceptions were measured through a questionnaire consisting of five questions with yes, no answer options. All questions were designed to assess students' preferences, perceived level of participation and motivation, understanding and fun during learning process with Smart Board and without it. The questionnaire included the following five items:

- When the teacher uses the Smart Board, the class is more fun than when the teacher does not use it;
- When the teacher uses the Smart Board, I get to participate more that when the teacher does not use it;
- When the teacher uses the Smart Board, I understand more than when the teacher does not use it;
- When the teacher uses the Smart Board, I pay more attention than when the teacher does not use it;
- When the teacher uses the Smart Board, I learn more than when the teacher does not use it.

The questionnaire was implemented by the classroom teachers at the end of the six-week observation period. The form of questions was discussed with the first and fifth graders' classroom teachers before the implementation. Both of them read the items of questionnaire and agreed with reliability. As a result of discussion, classroom teacher of the first graders' decided to read the questions and students raised their hands if they agreed with answer yes/no. The fifth graders completed the questionnaire on their own by answering on items of questionnaire.

3.2. The Participants of the Study

The study was conducted in the first and fifth grade classrooms with and without Smart Board technology over the course of six weeks in the spring term of 2013-2014 Academic Year. The total number of participants was 38, all of which were observed by the researcher who recorded the participants during the entire research process in the context of implementation of Smart Board Technology in the foreign language classroom. The participants of the study consisted of both female and male learners attending the first and fifth grade classrooms. The distribution of the participants according to gender and grades were represented on Table 3.1.

Table 3.1. The distribution of the participants according to gender and grades

Class	Female	Male	Total
First-grade classroom	10	8	18
Fifth-grade classroom	11	9	20
Total	21	17	38
Percentage	55%	45%	100%

As it can be seen in Table 3.1 above, there were 38 participants from the first and fifth grade classrooms. The first grade classroom included 10 female and 8 male totally 18 young learners. The fifth grade classroom consisted of 11 female and 17 male totally 20 students. Female learners constituted the 55.26% while the male learners 44.74% of the sample. There was only small difference in percentage of female and male learners. In addition, the percentage of gender was not taken as a variable for the research therefore the learners were chosen regardless of gender. The ages of the participants were between 7 and 11 years old.

3.3. Instrumentation

The questionnaire, observation, video recording, field notes, and classroom activities were considered as the main instruments for the data collection. Video recording procedure lasted for six weeks. At the end of observation process, the questionnaire was applied by the observer with the help of classroom teachers. The researcher was provided with classroom activities. Field notes were taken by the observer during all English lessons with and without integration of Smart Board technology in the classroom.

3.4. Data Collection Procedures

The observation process lasted over six weeks. The students from the first and fifth grade classrooms were observed during the first three weeks without Smart Board technology. The rest of weeks of data collection procedure passed with integration of Smart Board. The Table 3.2 illustrates the timetable of research process:

Table 3.2. The timetable of research process

No	Date	Week	First grade classroom	Fifth grade classroom
1	02.04.2014/04.04.2014	1	40-minute lesson without SB	40-minute lesson without SB
2	07.04.2014/10.04.2014	2	40-minute lesson without SB	40-minute lesson without SB
3	15.04.2014/17.04.2014	3	40-minute lesson without SB	40-minute lesson without SB
4	21.04.2014/22.04.2014	4	40-minute lesson with SB	40-minute lesson with SB
5	29.04.2014/02.05.2014	5	40-minute lesson with SB	40-minute lesson with SB
6	05.05.2014/06.05.2014	6	40-minute lesson with SB	40-minute lesson with SB

The observer visited all classes personally and collected all data with the help of teachers who volunteered during all research process. They provided the researcher with classes and the list of activities they implemented in the classroom.

Three types of data collection were applied for this study such as video records of English lessons and the questionnaire in the context to implementation of Smart Board, classroom activities and field notes based on results of observation.

During six-week research period video materials were collected by researcher in order to analyze the participants' on-task and off-task behaviors during 40-minute English lesson that included and excluded the use of Smart Board technology. Once the video records process was over, a questionnaire, created for purposes of this study, was utilized to evaluate student perceptions of classroom activities with and without the Smart Board. The participants were interviewed after treatment in order to access the students' preferences, perceived level of attendance, attention, understanding and fun during both lesson formats. Response options included yes, no choices. Questionnaire was applied at the end of the six-week observation period.

As soon as video recording procedure was completed, the observer moved to analyzing process. Each video record of 40-minute English lessons was analyzed one by one. The researcher determined students' on-task and off-task behaviors with ten-second intervals by watching recorded lessons. The form of momentary time-sampling procedure was filled by the observer while analyzing the data.

Following the first two data collections researcher took notes in the context of English lesson. The field notes of the observer consisted of lesson comments, classroom activities, and the results of momentary time-sampling procedure. According to the field notes taken during observation period, the first graders were much more active when the teacher integrated Smart Board technology in the classroom than the fifth graders. The first graders learned faster through enjoyable and competitive activities. They preferred technological visual learning process to typical lesson format. The first graders became happier and more excited when the teacher used Smart Board technology in English language classroom. Especially, they were involved actively in Smart Board activities with a competition. According to the observer's field notes, the fifth graders were also positive and thrilled in the classroom when the teacher utilized Smart Board technology, moreover, the students got much more excited while watching video clips or movies. Learning new grammar subject through integration of Smart Board was a bit difficult and boring for them. They preferred using whiteboard during learning process to the implementation of interactive whiteboard in the classroom.

During data collection procedure, the English teachers of the first and fifth graders' implemented vocabulary task activities in classrooms with and without Smart Board technology. In the first graders' English teacher used Expressed Publishing book for primary school students called "Smileys 1". Units 3 and 4 were introduced to young learners during observation period. These units covered topics such as animals and colors. The teacher cut the flashcards with animals and colors and asked the first graders to repeat after her. Smart Board activities included subjects such as learning numbers and revising the colors. Once young learners matched the new words correctly the festal music was played in the classroom and they received points, consequently, the first graders were so excited and motivated. The teachers integrated Smart Board technology in order to present new words, give the assignment, and implement some activities such as singing a song and playing the games through revising new words they learnt. Students were asked to translate the words and match pictures on Smart Board. The first graders got more engaged especially when the teacher made them compete between each other while completing the assignments.

The fifth graders used Expressed Publishing Book called "Spark 1". Unit 2 was introduced to the fifth graders by the teacher during observation period. The fifth graders were taught new vocabulary including job names, adjectives, and home tools. Classroom activities such as dice games, matching pictures, and answering questions were used in teaching vocabulary to the fifth graders. English teacher introduced some vocabulary activities to the fifth graders in order to learn new vocabulary and revise previous one. Smart Board activities included the tasks such as translating and spelling new words, matching words to definitions, and composing new words from letters.

3.5. Data Analysis

Analyses of the collected data for monitoring the students' on–task and off-task behaviors were presented in this part. The data obtained during research process were clustered and categorized according to the modification of students' engagement in tasks and perception of classroom activities. Students' task-related behavior was monitored by using momentary time-sampling procedure (MTS). This procedure was designed to measure the behavior by counting the number of time-intervals in which the behavior occurred. In this study the 40-minute lessons were divided into 240, ten-second intervals for recording. At the beginning of each ten-second interval, the behavior of one student was observed and recorded as either on task or off-task.

All video records taken during research process were reviewed in order to identify the differences between first graders' and fifth graders' on-task and off-task behaviors. The data derived from the results of questionnaire was explored by researcher for the purpose of investigating the participants' perceptions.

For the purposes of this study, the percentage of on-task behavior was identified through observation during 40-minute English lessons in both first and fifth grade classrooms. Totally 12 English language lessons were monitored during research process in order to determine the influence of SB technology on student engagement in tasks and perception of classroom activities.

Students' engagement was determined by ticking the on-task behavior in the form of momentary time-sampling procedure during each ten-second interval. The total amount of on-task and off-task ticks was counted and the percentage of behaviors was identified. All results were indicated in the form of momentary time-sampling procedure filled in during data analysis procedure by the observer.

CHAPTER IV

RESULTS

4.1. The Advantages and Disadvantages of Smart Board

Nowadays, most of schools including pre-schools, elementary schools, high schools, colleges and universities around the world began implementation of Smart Board technology in the classrooms. According to the results of many studies conducted by researchers, the use of Smart Board in the classroom has positive impact on students' learning process. Nevertheless, some disadvantages of Smart Board were identified in some studies. In this chapter we are going to discuss both advantages and disadvantages of implementation Smart Board in classroom environments.

The new technology as Smart Board replaced chalk boards. Lam and Tong (2012) pointed out in their research one of the main advantages, "students and instructors no longer have to worry about the possible allergic reactions caused by the chalk dust. Unlike chalk which spread chalk dust to the air, dry – erase marker does not spread out dust, and it brings a cleaner environment to the classroom. Using whiteboards as a replacement seems to be a solution to the problem of chalk dust allergy". However, the author does not deny the negative effect of the plastic dry-erase markers, because they are not a "green" product.

Bell (2000) mentioned some advantages in the study, the Smart Board includes various learning styles; classroom with one computer can accomplish the most of limited software; images, video, and presentations can be presented from computer. In addition, interactive whiteboards are interactive and gives an opportunity to direct input from the user.

The options of Smart Board allows teachers to access students effectively and quickly, also it helps teachers to increase the lesson's pace to engage and motivate

students beneficially (Murcia and Sheffiedl, 2010). The implementation of Smart Board was recommended specially in science in order to identify children's prior knowledge (Preston and Mowbray, 2008). Once the knowledge was determined and investigated, the Smart Board is useful for summarizing instruction and assessing understanding (Giles and Shaw, 2011).

Sabo (2011: 186) cites that the use of Smart Board in the classroom has real advantages for both teachers and students. Below she presents concrete examples of her statement:

- "Making drawings by the Professor and save them in the computer. To use or improve later;
- Import and presentation of PPT files made by the teacher or students;
- Access to sites on the Internet;
- The knowledge by applying tests or interactive grid;
- Viewing of media or even some movie clips".

Sabo (2011) finalizes in her research that Smart Board can be used successfully in teaching process both by teachers and students. It does not require special knowledge, people who know how to use computer can also easily use Smart Board.

According to Blakesley (2010), one of the main advantages of Smart Board is the access to Internet. Math, Science, English, History, Art and Music activities ensure teachers with interactive activities in order to engage students during learning process. "The interaction with the computer keeps the students' attention due to the many gaming systems and computer video games available to them outside of the school setting" (Blakesley, 2010: 1).

The impact of Smart Board on teaching methods was investigated by Miller and Glover (2002), the study which involved five elementary schools show that teachers' rankings of the advantages were related with interactive whiteboard. Moreover, the student motivation was studied in the context of implementation of Smart Board. The results of research revealed that the Smart Board has a significant effect on student motivation. Miller and Glover (2002: 9) deduced that "motivation was clearly

enhanced and there were 14 references to improved behaviors". A case study carried out by Cogill (2002) with primary school learners also showed that Smart Boards help teachers to capture students' attention.

Brigham (2013) identifies some negative aspects of implementation of Smart Board technology in the classroom. For instance, the first disadvantage of having Smart Board is its' high price. The price can range from $1 000 to $10 000. In addition, like other electronic equipment, it requires special installation and after that additional technology assistant need to be hired to help with problems that appear with Smart Board and also keep the Smart Board's software updated. As for the second disadvantage which is the necessity of special trainings, Brigham (2013: 197) states that "there is a risk to underutilize the Smart Board and primarily use it as a glorified whiteboard or blackboard".

One more disadvantage of integration of Smart Board was determined by Bianca (2013), the teachers can reach their lesson plans or funny games prepared for Smart Board easily from the Internet. This prevents the planning lesson individually for each student. The teachers do not look at all ways to teach the subject before they use Smart Board. The most of teachers prefer the easiest way of preparing for the lesson by using Internet in order to download lesson plan to the way of preparing independently.

Using Smart Board as a replacement of traditional teaching methods affects what students learn and how they learn. The teachers must understand that Smart Board is just technological tool of teaching process; it can never replace the teacher.

Another disadvantage was cited by Bianca (2013), which is the concern about the amount of time students spend looking at the screen during a lesson. "If the teacher does not ask students to write down information, discuss what they see or manipulate other materials during the Smart Board activity, students may be engaged only in passive learning. If teachers want students more engaged than when they watch an educational video or TV program, they must design authentic tasks students will perform at their desks while they look at the Smart Board display" (Bianca 2013: 46). The author wants to say that, the use of Smart Board mustn't be dominant and

leave students alone while learning process, the teacher must take the situation under his/her control and conduct lesson regarding his/her needs and discretion.

4.2. Results

This descriptive study was conducted in order to investigate the influence of Smart Board technology on student engagement in tasks and perception of English language classroom activities. The first and fifth graders' on-task and off-task behaviors were determined during observation period. Students' on-task behavior was considered as an indicator of engagement in tasks during the learning process. The first and fifth graders were observed during 40-minute English language lesson and recorded during six weeks. The first three weeks of observation period past without integration of Smart Board technology and the rest of three weeks lasted with the implementation of Smart Board technology in the classroom. Data collection tools were analyzed by the researcher at the end of the observation period. Once video recording process was completed, the students' perception was identified throughout the results of questionnaire administered by the observer. The questionnaire was accomplished with the help of classroom teachers. The questions were read by classroom teachers. If the students agreed with answer "yes", they just raised their hands. At this time observer counted the students' positive answers.

In order to identify the students' engagement in English language classroom, the form of momentary time-sampling procedure was filled in by the observer. Students' on-task behavior was marked as "o" in the form of momentary time-sampling procedure. The percentage of on-task and off-task behaviors was identified through the results of observation process.

4.3. Research Question 1

How does the use of Smart Board in teaching English to young learners influence on student engagement in tasks?

As soon as the data collection procedure was over, the observer moved to data analysis process. All results of data collection both for the first and fifth grade classrooms were transferred to the graphs below in order to answer the research questions of the present study.

The Figure 4.1 below represents the number of on-task and off-task behaviors investigated during data analysis procedure:

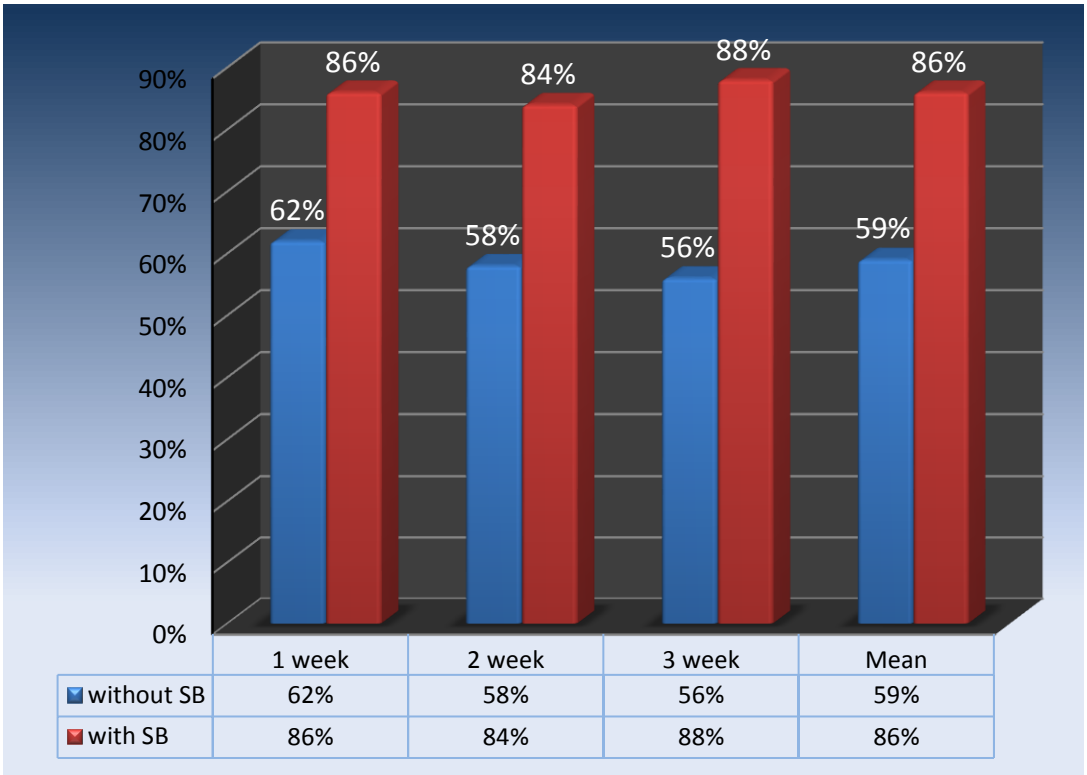


Figure 4.1. Percentage of intervals of on-task behavior for the first graders' English language classroom

The first week of observation without Smart Board technology illustrated 62% of on-task behavior while the same period of research process with Smart Board indicated 86%. 26% was designated as a difference of on-task behavior with and without Smart Board on the first week of research period. The second and third weeks of observation procedure showed 26% and 32% differences of on-task behavior with integration of Smart Board and without. As it was demonstrated on the diagram above, the average percentage of intervals of on-task behavior among first-grade students without SB was 59% and with SB was 86%. There a significant difference

in percentage of on-task behavior such as 27% was identified during data analysis process. According to results of investigation of the first graders' on-task behavior, the use of Smart Board technology in English language classroom influenced on student engagement in tasks effectively and beneficially.

The Figure 4.2 below illustrates the percentage of on-task behavior of the fifth grade classroom:

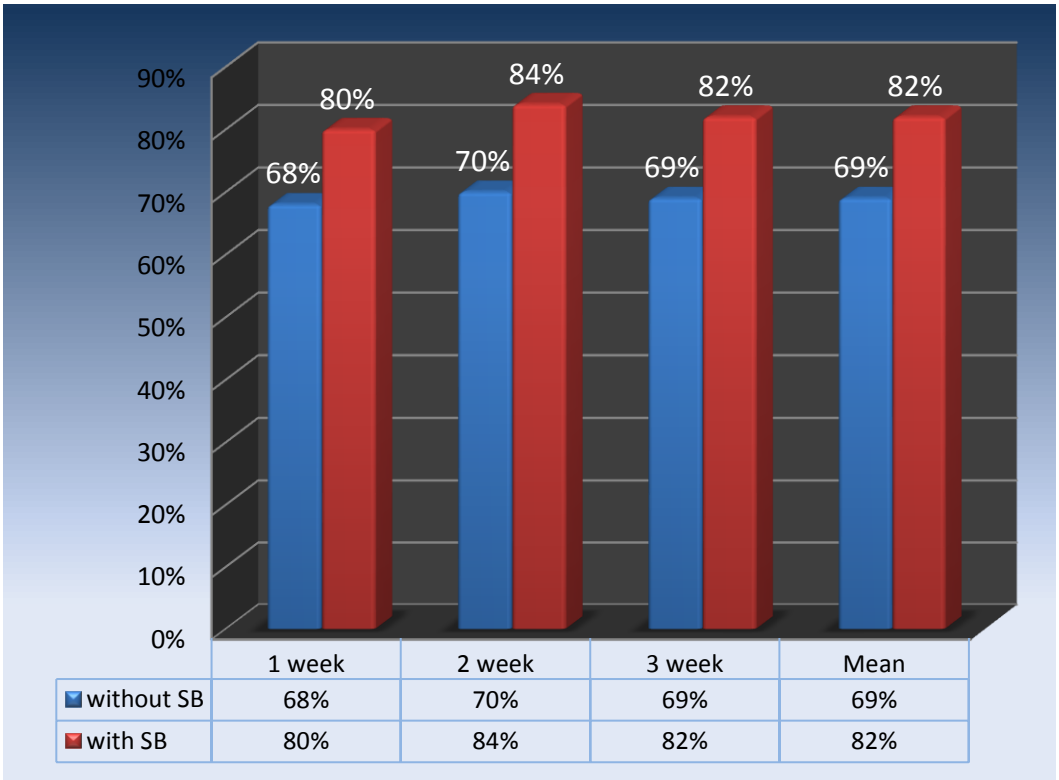
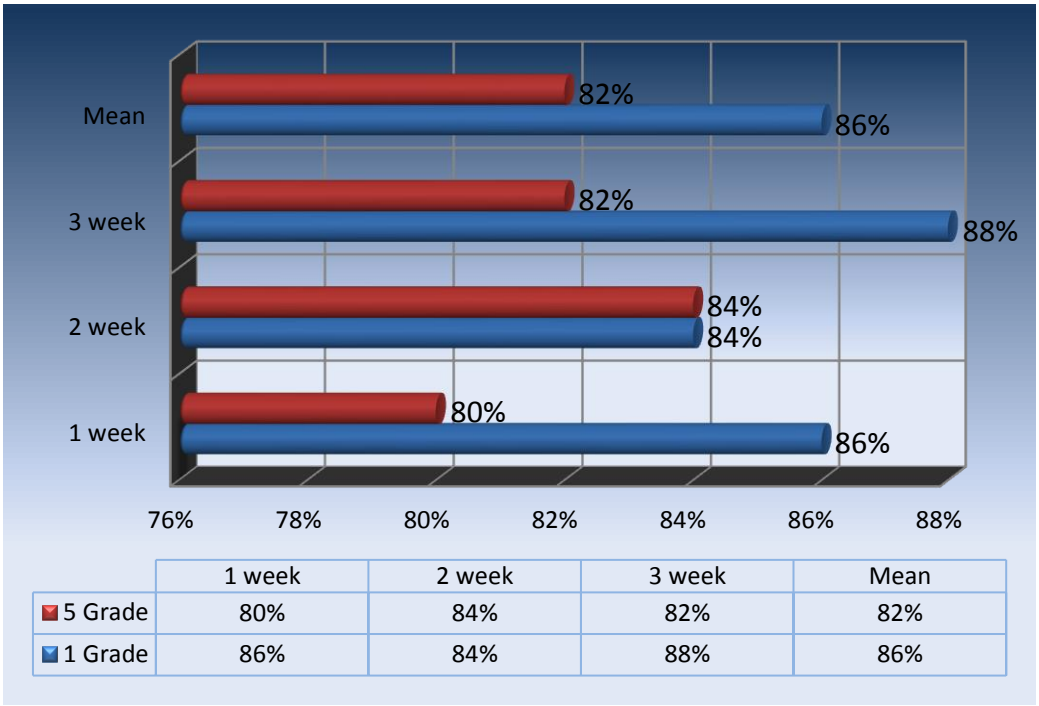


Figure 4.2. Percentage of intervals of on-task behavior for the first graders' English language classroom

The first week of observation illustrated 12% of difference between English lessons with and without integration of Smart Board technology. During the second week, the results of on task behavior increased dramatically by indicating 14% of difference between two types of lessons. As for the third week of research procedure, when the teacher implemented Smart Board in the English language classroom, 69% of on-task behavior of the fifth graders was identified. The results of observation process without integration of Smart Board in the fifth grade classroom showed 82% of on-task behavior.

The mean percentage of on-task intervals in the fifth-grade classroom without SB was 69% and with SB was 82%. According to the results of determining on-task and off-task behaviors of the fifth graders during English language classroom, 13% difference was identified by researcher between inclusion and exclusion of SB technology in the classroom. The use of Smart Board technology in the classroom did not play considerable role in increasing the fifth graders' engagement.

The Figure 4.3 below represents the results of the first and fifth graders' off-task behavior during English language lesson:



	1 week	2 week	3 week	Mean
5 Grade	80%	84%	82%	82%
1 Grade	86%	84%	88%	86%

Figure 4.3. The differences of on-task behaviors between first and fifth graders students with integration of smart board

80% of on-task behavior was identified during observation the fifth graders' on-task behaviors; meanwhile, 86% was determined for the first graders' on-task behavior. Considerable dissemblance such as 6% was found out in the context of observation of the first and fifth graders during first week of study. As it was illustrated on the graph below, the results of second week observation showed the equal percentage of students' engagement for both grades. However, the percentage of the fifth graders' on-task behavior fell by 82%, on the other hand, the results of the first graders' on-task behavior increased by 88%. There was a rise of 6% in the rate of difference

between first and the fifth graders' on-task behaviors during the third week of investigation.

The mean percentage of the first graders' on-task behavior was 86% and the fifth graders' engagement in the English language classroom was 82%. Taking into consideration all results identified during observation period with integration of Smart Board, 6% difference was determined between first and fifth graders' on-task behaviors.

The Figure 4.4 below illustrates the differences of the first and fifth graders' on-task behaviors without implementation of Smart Board technology in the English language classroom:

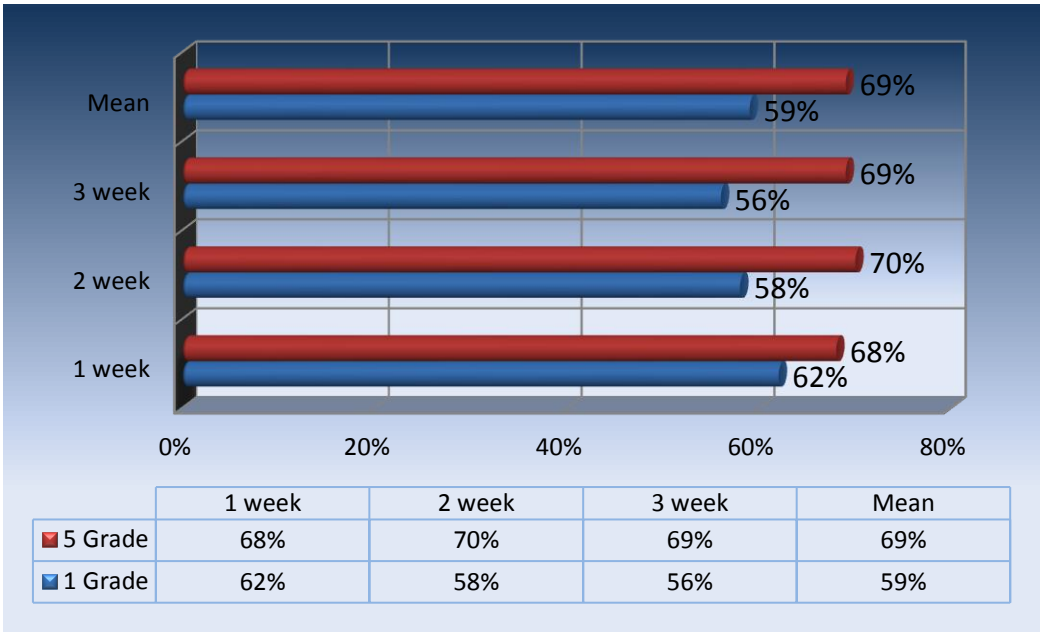


Figure 4.4. The differences of on-task behaviors between first and fifth graders students without integration of smart board

The diagram above represents the substantial dissemblance in percentage of the first and fifth graders' on-task behaviors without implementation of Smart Board technology in English language classroom. The first week of observation indicated only 4% difference; meantime, the difference of students' engagement from both grades went up by 12% during second week of investigation. The results of observation of the first graders' on-task behavior came out to 56% without integration of Smart Board technology in the classroom. Meanwhile, 69% was

designated by the observer while examining the fifth graders' on-task behavior throughout the third week of study.

The mean percentage of the fifth graders' on-task behavior dominated comparatively with the results of the first graders'. It could be because 10% of difference of on-task behavior was diagnosed between first and fifth graders' classroom engagement. The first graders were less active in English language classroom when the teacher did not utilize Smart Board technology during teaching process.

4.4. Research Question 2

What is the student attitude towards classroom activities that include or exclude the Smart Board technology?

Totally 38 students took part in questionnaire with 5 items with Yes/No choice options. As seen in Table 4.1 below showed that both the first and fifth graders had more fun when the teacher used the SB. On the other hand, the first grade learners got to participate much more with SB than the fifth graders. As it was indicated from the next responses of participants, there was a significant difference such as 48% between two groups. The second group of participants preferred the standard lesson design to the lesson with integration of Smart Board technology. According to their feedback regarding this subject, they learned and understood the subject much better when the teacher used typical whiteboard. The first graders paid more attention and learned more with SB than the fifth graders. Consequently, the implementation of SB in teaching English for the first graders was much more beneficial than the fifth graders. According to the results of questionnaire, the fifth graders perceived SB as a tool of enjoyment such as listening to music, watching videos, and etc., while the first graders showed the best results of engagement in classroom activities when the teacher used SB technology.

Table 4.1. Questionnaire illustrated students' perception of English language classroom activities

Questions	First Grade		Fifth Grade	
	Yes	No	Yes	No
1. When the teacher uses the Smart Board, the class is more fun than when the teacher does not use it.	100%	0%	100%	0%
2. When the teacher uses the Smart Board, I get to participate more than when the teacher does not use it.	88%	12%	81%	19%
3. When the teacher uses the Smart Board, I understand more than when the teacher does not use it.	100%	0%	52%	48%
4. When the teacher uses the Smart Board, I pay more attention than when the teacher does not use it.	94%	6%	24%	76%
5. When the teacher uses the Smart Board, I learn more than when the teacher does not use it.	100%	0%	33%	67%

4.5. The First Graders' Observation Results

Taking into account the previous results of studies conducted regarding integration of Smart Board technology in the classroom, the current research also demonstrated that Smart Board could enhance student engagement during learning process. When the teacher utilized Smart Board technology in English language classroom, the first graders showed high rate of on-task behavior in activities with vocabulary tasks.

The mean percentage of the first graders' on –task behavior without implementation of Smart board technology was 59% and without Smart Board was 86%. The significant difference of data analysis results was identified by the observer. The first graders enjoyed during learning new vocabulary through Smart Board activities. Colorful pictures and entertaining music attracted their attention, moreover, activities with matching and pressing assignments made them happy while learning and revising new English words.

4.6. The Fifth Graders' Observation Results

The observer did not indicate the significant difference of the fifth graders' on-task behavior results with and without Smart Board technology. Only 13% difference of on-task behavior was identified during observation period. The fifth graders also enjoyed using Smart Board technology in English classroom while watching movies or video clips in English, and listening to music. Nevertheless, Smart Board activities consisted of entertaining assignments could not provide the first graders with effective learning environment.

4.7. Comparing Observation Results of the First and Fifth Graders

Some differences in percentage of on-task behaviors were identified between first and fifth graders. The mean percentage of the first graders' engagement was 86% and the fifth graders' on-task behavior was 82%. The slight difference of on-task behavior was determined. We assumed that these results of this study were related with Piaget's theory regarding cognitive development of children from 2 to 11 year old. Young learners did not concentrate on the target of learning subject; they just enjoy their time and pick up necessary information insensibly.

The fifth graders belonged to the third group of cognitive development which involved children from 7 to 11 year old. At this level of age children begin thinking more logically and behaving as an adult in order to show his/her maturity. That's why the entertaining activities of Smart Boards which were used by the teacher during the learning process did not engage the fifth graders so effectively as the first graders. The fifth graders preferred typical standard lesson program with blackboard to enjoyable Smart Board technology. It did not mean that the fifth graders did not enjoy using Smart Board in the English classroom. They just enjoyed using it for fun such as listening to music in English, watching movie, and playing games online.

According to the results of the questionnaire implemented at the end of the observation period, both first and fifth graders thought that the class was more fun when the teacher uses Smart Board technology in the classroom. Nevertheless, the

first graders understood and learned new subject much better than the fifth graders when the teacher integrated Smart Board technology in English language classroom. Moreover, when the teacher included the use of Smart Board, the first graders paid more attention and got to participate in classroom activities much more than the fifth graders.

The index of the first graders' engagement and perception of classroom activities was higher than the fifth graders'. The results of the study could be explained with one more reason, which is the time of integration of Smart Board technology in the classrooms. The fifth graders did not have Smart Board technology in the previous grades, that's why they needed time to get used to this new technological tool. The fifth graders also had not used Smart Board during learning process before, however, it was much easier for them to get used to integration of Smart Board. They were not familiar with typical standard learning procedure. Consequently, they were open to new inventions.

4.8. Discussions

Today's students are closely familiar with technological tools from early childhood. They can easily deal with touch mobile phones, iPods and Laptops. Most students have personal web-pages and communicative blogs. They connect with their friends through social network. Additionally, the modern students like using technological equipment during learning process. For instance, they complete their homework online. Moreover, they utilize their multifunctional mobile phones for translating or checking for pronunciation of unfamiliar words. Technology enters into educational system dramatically fast and nowadays it plays a significant role in teaching process. One of these technological tools is Smart Board which becomes more popular day after day. According to Springer (2011: 4), "the Smart Board can be used in every classroom and has benefits for all students of different learning styles and levels. These benefits include the Smart Board being able to accommodate students of all learning styles especially increased support for visual learners".

CHAPTER V

CONCLUSION

5.1. Implications

There were many studies done by researchers in order to investigate the use of Smart Board technology in classrooms. However, there were a few studies regarding the influence of Smart Board technology on student engagement in English language classrooms.

The present study was carried out with the purpose of investigation the effect of implementation of Smart Board technology in teaching English to young learners on student engagement in tasks and perception of classroom activities. The first and fifth graders took part in the observation procedure. The researcher collected all data by recording the participants and integrating the questionnaire during English language lessons. Totally 12 English lessons were recorded during six weeks. English language classrooms were equipped with Smart Board technology. Nevertheless, three weeks of observation process past without integration of Smart Board technology in English language classrooms in order to explore the difference between scores of on-task behaviors with and without Smart Board technology. The first and fifth graders' engagement in tasks and perception of classroom activities were identified and compared.

This present study was conducted regarding further suggestions of Min and Siegel (2011). Their study examined differences in second grade students' on-task and off-task behaviors during 30-minute math and science lessons that included and excluded the use of Smart Board technology in the classroom. Research results revealed that Smart Board technology increased student engagement and influenced positively on learning process. Questionnaire results indicated the significant support of Smart Board technology in providing enjoyable and effective learning procedure. As for

further study subjects Min and Siegel (2011: 38) suggested "further research is needed to determine if the integration of Smart Board technology and effective teaching enhances the engagement of students at other grade levels, of other demographic backgrounds, and in other subject areas".

Another study was carried out by Springer (2011) regarding the importance of using Smart Board technology in kindergarten. The paper was based on discussion about benefits of using Smart Board in music and science classrooms. The results of his study indicated that the usage of Smart Board was beneficial for students as well as for teachers. According to Springer (2011: 5), "teachers are able to embed all kinds of media into their lessons with the Smart Board software, they are also able to get their students more engaged which means higher grades on assessment, and they are able to increase the creativity of the lessons that they are teaching their students".

Morgan (2008) investigated the influence of Smart Board technology as an instructional tool to improve student engagement and behavior in the junior high school classroom. The results of research pointed out that the use of Smart Board as an instructional tool had a beneficial effect on student engagement in tasks and improved student behavior. According to the results found out by Morgan (2008: 58), "males demonstrated fewer at-task behaviors during observations when the Smart Board was not in use that did females".

The use of Smart Board in teaching geography was examined by Sabo (2011). The study explored that Smart Board could be utilized successfully in teaching geography by teachers and students as well. The use of Smart Board in the classroom did not require special knowledge in technology. On the other hand, Sabo (2011: 5) mentioned some disadvantages of Smart Board technology in teaching process, "despite numerous advantages, the possibility of using modern technical means in education is very limited because most units do not have educational interactive electronic board, and in places where this boards exist their number is reduced. This is explained by the relatively high costs of all equipment necessary for the operation, but also from news reluctance technology".

Murcia and Sheffield (2010) carried out the study in order to investigate the role of Smart Board technology in science classroom. The research was conducted in

primary and secondary schools. It was determined that Smart Board technology was one of the effective technological tools in pedagogy. Teachers needed to improve their teaching systems involving new invention of technology.

5.2. Suggestions for Further Study

As a master student, I very much enjoyed while observing the children within the research process. Firstly, the results of this descriptive study were surprising for me. I was 90% sure that the results of research would identify the positive impact of Smart Board technology on both first and fifth graders' engagement and perception of classroom activities. However, as it was determined during the data analysis procedure, the fifth graders still liked using typical blackboard while acquiring foreign language. Secondly, I took notes while taking video of the children and there, some new research subjects appeared for further study.

This present study investigated the impact of Smart Board technology on student engagement and perception of classroom activities in the English language classroom. Further research can be carried out in order to examine the influence of Smart Board technology specifically on student input and output skills such as reading, listening, speaking, and writing. The use of Smart Board technology at other grade levels and subject areas can be designated. Additionally, the effect of Smart Board technology on students' performance at universities can be studied.

REFERENCES

Arias, Z. G. (2013). The Effectiveness of Using Songs in Teaching English to Young Learners between 3 to 6 Years. Veracruz University. *MBA Thesis*.

Atasoy, B., Özdemir, S. and Somyürek, S. (2009). Board's IQ: What Makes a Board Smart? Computers and Education, 53,2, 368-374. Retrieved on May 14, 2014 from http://www.sciencedirect.com/science/article/pii/S036013150_9000621.

Bell, M.A. (2000). Influence of Electronic Interactive Whiteboard on Student Attitudes and Achievement in Eight-Grade Writing Instruction. *Unpublished doctoral dissertation,* Baylor University, Waco, Texas.

Berque, D. (2004). Fostering Classroom Engagement with Electronic Whiteboards, Tablet Pcs, and Dyknow. Retrieved on March 28, 2014 from https://net.educause.edu/ir/library/pdf/EPS207.pdf.

Bianca, A. (2013). The Disadvantages of Smart Board. EHow Contributor. Retrieved on March 23, 2014 from http://www.ehow.com/list_5775936_disadvantagessmartboard.html.

Blakesley, K. (2010). Smart Board Use within the Classroom. Yahoo Contributor Network. Retrieved on March 23, 2014 from http://voices.yahoo.com/ smart-board-within-classroom-7293966.html.

Brigham, T.J. (2013). Smart Boards: a Reemerging Technology. *Medical Reference Services Quarterly*, 32, 2, 481-488, DOI: 10.1080/02763869. 2013.776903. British Journal of Psychology, 75/4. 481-488.

Brittle, R. and Repp, C. (2011). An Investigation of the Accuracy of Momentary Time Sampling Procedures with Time Series Data. *British Journal of Psychology*, 75, 4, 481–488.Retrieved on March 20, 2014 from http://onlinelibrary.wiley.com/doi/10.1111/j.2044-1984.tb01917.x/pdf.

Chapman, E. (2003). Alternative Approaches to Assessing Student Engagement Rates. *Practical Assessment, Research and Evaluation*, 8, 13. Retrieved on March 26, 2014 from http://pareonline.net/getvn.asp?v=8&n=13.

Charles, M. C. (2003). *Piaget İlkeleri*. Ankara.

Chhabra, P. (2012). Use of E-Learning Tools in Teaching English. *International Journal of Computing & Business Research*, ISSN (Online): 2229-6166, 2-7. Retrieved on March 14, 2014 from http://lttf.ieee.org/learn _tech/ issues/ october 000/index.html#students.

Cogill, J. (2002). How is the Interactive Whiteboard Being Used in the Primary

School and How Does This Affect Teachers and Teaching? *BECTA Research Bursary*. Retrieved on March 23, 2014 from www.becta/search.

Cox, A, (2010). Smart Boards and Student Engagement. *EdTECH* 504, 2-13. Retrieved on March 17, 2014 from http://edtech2.boisestate.edu/coxa/ Snythesis%20paper%20(504).pdf.

Frankova, E. (2011). The Use of Interactive Whiteboards in Primary English language classrooms. Practice and Theory in Systems of Education, 6, 3, 221-228. Retrieved on March 24, 2014 from http://epa.oszk.hu/01400/ 01428/00017/pdf/EPA01428_ptse_1702ErikaFrankova.pdf.

Gerard, F., Greene, M. and Widener, J. (1999). Using Smart Board in foreign language classes. *Society for Information Technology and Teacher Education International Conference*, 150, 2-7. Retrieved on March 13, 2014 from http://criticalanalysisit5533.wikispaces.com/file/view/sb+in+language+classroom.pdf.

Giles, R. M. and Shaw, E.L. (2011). Smart Boards Rock! Using Technology to Investigate Geology with Young Children. *Science and Children*, 49, 4, 36 – 37. Retrieved on March 23, 2014 from http://eds.a.ebscohost.com /ehost/pdfviewer/pdfviewer?sid=27c02155-7ec7-42b4-a899-850f878f7 94%40 sessionmgr4003&vid=1&hid=4213.

Gürsül, F. And Tozmaz, B. (2010). Which One is Smarter? Teacher or Board? *Procedia* Scial and Behavioral Sciences, 2, 5731-5737. DOI: 10.1016/j.sbpro.2010.03.936, published by Elsevier Ltd.

Halliwell, S. (1992). *Teaching English in the Primary Classroom*. New-York: Adison-Wesley Longman.

Hancock, B. (1998). An Introduction of Qualitative Research. *Trent Focus*, 1998, 2. Retrieved on March 31, 2014 from http://faculty.cbu.ca/pmacintyre/ course pages/MBA603/MBA603files/IntroQualitativeResearch.pdf.

Harlen, J. D., & Rivkin, M.S. (2000). *Science Experiences for the Early Childhood Years an Integrated Approach*. (7th ed.) New Jersey; Prentice Hall Inc.

Harrop, A. and Daniels, M. (1986). Methods of Time Sampling: a Reappraisal of Momentary Time Sampling and Partial Interval Recording. *Journal of Applied Behavioral Analysis*, 1, 19, 73-77. Retrieved on April 2, 2014 from file:///C:/Documents%20and%20Settings/admin/Belgelerim/Downloads/jaba0 0023-0075.pdf.

Jahara, S.F. (2012). Digital to Induce Language Learning. *International Academic and Industrial Research Solutions*, 33-36. Retrieved on March 11, 2014 from http://www.iairs.org/Abstracts_english/PAGE%2033%20TO%2035pdf.

Jones, K. (2004), Using Interactive Whiteboards in the Teaching and Learning of Mathematics*: a Research Bibliography*, *Micromath*, 20 (2), 5-6. Retrieved on April 15, 2014 from http://eprints.soton.ac.uk/18835/1/ Jones_ MMResBiblio_IWB_2004.pdf.

Kenny, G. Kenny, D. and Dumont, R. (1995). *Mission and Place: Strengthening Learning and Community through Campus Design.* Westport, CT: Greenwood.

Lam, P. and Tong, A. (2012). Digital Devices in Classroom-Hesitations of Teachers-to-be. The Electronic Journal of e-Learning, 10 (4), 387-395. Retrieved on March 30, 2014 from http://www.ejel.org/issue/download.html? idArticle.

Marshall, M. N. (1996). Sampling for Qualitative Research. Family Practice, 13, 6, 522-525. Retrieved on March 31, 2014 from http://spa.hust.edu.cn/ 2008/ uploadfile/2009-9/20090916221539453.pdf.

Miller, D. and Glover, D. (2002). The Interactive Whiteboard as a Force for Pedagogic Change: the Experience of Five Elementary Schools in an English education authority. *Information Technology in Childhood Education Annual*, 5-19. Retrieved on March 23, 2014from www. athena - s.com/mimio/ITCE200215.pdf.

Min, K. and Siegel, C. (2011). Integartion of Smart Board Technology and Effective Teaching. *I-Manager's Journal on School Educational Technology*, 7, 1, 38-47. Retrieved on April 2, 2014 from http://digitalcommons. fairfield. edu/cgi/viewcontent.cgi?article=1054&context=education-facultypubs.

Morgan, L. (2008). Improving Student Engagement: Use of the Interactive Whiteboard as an Instructional Tool to Improve Engagement and Behavior in the Junior High School Classroom. *A Dissertation Presented to The Faculty of the School of Education*, Liberty University. Retrieved on April 25, 2014 from http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1140&context=doctoral.

Murcia, K., and Sheffield, R. (2010). Talking about Science in Interactive Whiteboard Classrooms. *Australian Journal of Educational Technology*, 26, 4, 417 - 431. Retrieved on March 14, 2014 from http://www.ascilite. org.au/ajet/ajet26/murcia.html.

Newmann, F. (1992). Student Engagement and Achievement in American Secondary Schools. *Teachers College Press*, 243. Retrieved on March 26, 2014 from http://files.eric.ed.gov/fulltext/ED371047.pdf.

Oigara, J.N. and Wallace, N. (2012). Modelling, Training, and Monitoring Teacher Candidates to Use Smart Board Technology. *Issues in Informing Science and Information Technology*, 9, 12, 297-315. Retrieved on March 16, 2014 from

http://www.questia.com/library/journal/1G1-334276675/mod elingtraining-and-mentoring-teacher-candidates.

Phillips, S. (1993).*Young Learners*. New York: Oxford UP.

Preston, C., & Mowbray, L. (2008). Use of Smart Boards for Teaching, Learning and Assessment in Kindergarten Science. *Teaching science*, 54, 2, 50-54. Retrieved on March 12, 2014 from http://smartboardita.pbworks.com/f/smartboard+with+kindergartener.pdf.

Sabo, H.M. (2011). Use of Smart Board in Teaching Geography. *Conference proceedings of "eLearning and Software for Education,* 2, 184-188. Retrieved on March 12, 2014 from https://adlunap.ro/else_publications/papers/2011/1490_1.pdf.

Saine, P. (2012). iPods, iPads, and the Smart Board: Transforming Literacy Instruction and Student Learning. The NERA Journal, 47, 2, 74-79. Retrieved on March 17, 2014 from http://ecmp355020winter2013.files.wordpress.com/2013/01/ipods-ipads-and-the-smart-board.pdf.

Savio, C. (2011). The Magic of a Smart Board Interactive Whiteboard in Kindergarten. EDCompass Newsletter, March, 1-3. Retrieved on March 24, 2014 from http://vault.smarttech.com/EMAILS/EdCompass/2011/ D Compass -March.pdf.

Schlechty, P. (2002). *Working on the Work.* San Francisco, CA: Jossey-Bass education series, 160.

Scott, W., & Ytreberg, L. (1990). *Teaching English to Children.* New-York, Addison-Wesley Longman, Limited.

Shaw, Jr., Giles, R., and Hibberts, M. (2013). Does Technology Make a Differences? Investigating the Impact of Instructional Method on Second Graders' Knowledge Acquisition and Retention of Rock Types. *Global Education Journal*, 1, 83-92. Retrieved on March 14, 2014 from http://connection.ebscohost.com/c/articles/89332415/does-technology-make-difference-investigating-impact-instructional-method-second-graders-knowledge-acquisition-retention-rock-types.

Shroeder, R. (2007). Active Learning with Interactive Whiteboards. *Communications in Information Literacy*, 1, 2, 64-73. Retrieved on March 21, 2014 from http://comminfolit.org/index.php?journal=cil&page=article&op=viewFile&path%5B%5D=Fall2007AR2&path%5B%5D=49.

Skinner, E. A. and Belmont, M. J. (1993). Motivation in the Classroom: Reciprocal Effects of Teacher Behavior and Student Engagement across the School Year. *Journal of Educational Psychology*, 85, 4, 571-581. Retrieved on March 26, 2014 from http://www.pdx.edu/sites/www.pdx.edu.psy/files/

Assessment-11-Motivation-in-the-classroom--reciprocal-effects-of-teacher-behavior--Skinner-Belmont--1993.pdf.

SMART Technologies. Smart Board Interactive Whiteboards Improve Pedagogy and Student Engagement. Retrieved on March 28, 2014 from http://downloads01.smarttech.com/media/research/international_research/canada/interimfindings_unbresearchbrief.pdf.

SMART Technologies ULC. (n.d.). Company History. Retrieved on March 15, 2014 from http://astech.ca/awardee/2009-ict-smart-technologies-ulc.

SMART Technologies, Inc (2009). Quick Facts and Stats. Retrieved on March 21, 2014 from https://smarttech.com/us/About+SMART/About+SMART/Newsroom/Quick+facts+and+stats.

Solvie (2001). The Digital Whiteboard as a Tool in Increasing Student Attention during Early Literacy Instruction. Retrieved on March 28, 2014 from http://downloads01.smarttech.com/media/sitecore/en/pdf/research_library/k-2/the_digital_whiteboard_as_a_tool_in_increasing_student_attention_during_early_literacy_instruction.pdf.

Springer, E.B. (2011), The Importance of Using Smart Boards in the Classroom. Salisbury University.

Şanlı, Ö., Sünkür, M. and Arabacı, M. (2012). Secondary Part Of Elementary Schools Students' Views Toward Smart Board Practices (Malatya City Sample). E-*Journal of New World Sciences Academy* 7, 1, Number: 1C0496, ISSN:1306-3111.

Tate, L. (2002). Using the Interactive Whiteboard to Increase Student Retention, Attention, Participation, Interest and Success in a Required General Education College Course. Retrieved on April 5, 2014 from www.smarterkids.org/research/pdf/tate.pdf.

Tots-n-Tech E-Newsletter, (2011). Thomas Jefferson University, 8, 11, 1-11. Retrieved on March 14, 2014 from http://tnt.asu.edu/files/Smartboards_Newsletter_Aug.pdf.

Türkmen, H. (2006). What Technology plays Supporting Role in Learning Cycle Approach for Science Education. *The Turkish Online Journal of Educational Technology*, 5, 2, 71-76. Retrieved on March 11, 2014 from file:///C:/Documents%20and%20Settings/admin/Belgelerim/Downloads/5210ibre.pdf.

Yıldızhan, H. (2013). The Effect of Smart Board to Success in Mathematics in Primary Education. *Middle Eastern and African Journal of Educational Research*, 5, 110-121. Retrieved on May 15, 2014 from http://www.majersite.org/issue5/9_yildizhan.pdf.

Wall, K., Higgins, S., & Smith, H. (2005). The visual helps me understand the complicated things: pupil views of teaching and learning with interactive whiteboards. *British journal of Educational Technology*, 36, 5, 851-867. Retrieved on March 30, 2014 from http://onlinelibrary.wiley.com/ doi/ 10.1111/j.1467-535.2005.00508.x/pdf.

Warnock, S. H., Boykin, N. J. & Tung, W. C. (2011). Assessment of the Impact of Smart Board Technology System Use on Student Learning, Satiısfaction, and Performance. *Journal of Research in Education*. 21,1-20.

Weimer, M. (2001). The Influence of Technology such as a Smart Board Interactive *Whiteboard on Student Motivation in the Classroom*. Retrieved on March 13, 2014 from http://downloads01.smarttech.com/media/sitecore/en/pdf/ research_library/k-12/the_influence_of_technology_such_as_a_smart_ board_interactive_whiteboard_on_student_motivation_in_the_classroom .pdf.

Willms, J. D. (2003). Student Engagement at School: a Sense of Belonging and Participation: Results from PISA 2000. *Organization for Economic Co-operation and Development*, 4-83. Retrieved on March 26, 2014 from http://webcache.googleusercontent.com/search?q=cache:http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/33689437.pdf.

APPENDICES

APPENDIX 1

Questionnaire

Bu ankette 5 adet soru yer almaktadır. Aşağıda verilen soruları okuyarak uygun bulduğunuz cevabı seçiniz:

1. Öğretmen Akıllı Tahtayı kullandığında, İngilizce Dersi Sınıfında, kullanmadığı zamana göre daha çok eğleniyorum.
   A) Evet
   B) Hayır
2. Öğretmen Akıllı Tahtayı kullandığında, kullanmadığı zamana göre İngilizce dersine daha çok katılıyorum.
   A) Evet
   B) Hayır
3. Öğretmen Akıllı Tahtayı kullandığı zaman, kullanmadığı zamana göre İngilizce dersini daha iyi anlıyorum.
   A) Evet
   B) Hayır
4. Öğretmen Akıllı Tahtayı kullandığı zaman, kullanmadığı zaman göre İngilizce dersine daha iyi odaklanıyorum.
   A) Evet
   B) Hayır
5. Öğretmen Akıllı Tahtayı kullandığında, İngilizce Dersi Sınıfında, kullanmadığı zamana göre daha çok şeyleri öğrenebiliyorum.
   A) Evet
   B) Hayır

APPENDIX 2

The Form of Momentary Time-Sampling Procedure

Grade : __________ Teacher:

Subject/Period: Date(s):

Behavior Definition (in specific, observable, measurable terms):

On-task behavior: raising hands, answering questions, writing when appropriate, following instructions. Off-task behavior: looking around the room, disturbing the neighbor, hitting, touching, talking to other students.

Total Observation Time: 40-minute (240 intervals) Length of each interval: 10 second

Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X																					
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X																					
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X																					
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X																					
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X																					
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X																					
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X																					
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X																					
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X																					
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X																					
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X																					
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X																					

http://www.specialconnections.ku.edu/~specconn/page/assessment/ddm/pdf/Momentary_Sample_examplerevised.pdf

APPENDIX 3

Momentary Time-Sampling Procedure Form Filled In by the Observer

Momentary Time- Sampling Form

Grade : First Grade — Teacher: Özlem Kaya

Subject/Period: 40-minute English lesson — Date(s): 02.04.2014

Behavior Definition (in specific, observable, measurable terms):

On-task behavior: raising hands, answering questions, writing when appropriate, following instructions. Off-task behavior: looking around the room, disturbing the neighbor, hitting, touching, talking to other students.

Total Observation Time: 40-minute (240 intervals) — Length of each interval: 10 second

Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	X	O	O	O	O	X	O	O	O	O	O	X	O	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	O	O	O	O	O	O	O	O	O	X	X	O	O	O	O	O	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	X	O	O	O	O	O	O	O	O	O	O	O	O	X	X	O	O	O	16
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	O	O	O	X	O	X	X	O	O	O	O	X	X	O	O	X	O	O	13
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	O	X	X	O	O	O	O	O	O	O	O	X	X	X	15
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	O	O	O	O	O	O	X	X	X	O	O	X	O	O	O	X	O	X	13
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	X	O	O	O	X	X	X	O	O	X	O	X	O	O	O	X	X	O	11
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	X	X	O	X	O	O	X	X	O	O	O	X	O	O	O	O	X	X	O	11
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	O	X	X	X	X	O	X	O	X	X	X	X	X	O	O	O	9
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	X	X	X	X	O	X	X	O	O	O	X	O	X	X	X	X	8
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	X	O	O	O	O	X	X	X	O	X	X	X	X	X	O	X	9
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	X	O	X	X	O	O	O	X	X	X	O	X	O	O	X	O	O	X	X	9

240 intervals
148 - on-task = 62%

Momentary Time- Sampling Form

Grade : First Grade

Teacher: Özlem Kaya

Subject/Period: 40-minute English lesson without SB

Date(s): 07.04.2014

Behavior Definition (in specific, observable, measurable terms):

On-task behavior: raising hands, answering questions, writing when appropriate, following instructions. Off-task behavior: looking around the room, disturbing the neighbor, hitting, touching, talking to other students.

Total Observation Time: 40-minute (240 intervals)

Length of each interval: 10 second

Date	**Interval #**																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	X	O	O	O	O	O	X	O	O	O	O	O	O	X	X	O	15
Date	**Interval #**																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	O	X	X	O	O	O	X	O	O	X	O	O	O	O	O	15
Date	**Interval #**																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	O	O	X	X	X	O	O	O	O	X	O	O	O	14
Date	**Interval #**																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	O	O	O	O	O	X	O	O	O	O	X	O	X	O	O	X	O	O	15
Date	**Interval #**																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	O	O	O	X	O	O	O	O	X	O	O	O	O	O	X	O	16
Date	**Interval #**																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	O	O	O	O	O	X	X	O	O	O	O	O	O	X	O	O	O	O	16
Date	**Interval #**																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	O	O	O	O	X	O	O	O	O	X	O	O	O	O	X	X	O	O	15
Date	**Interval #**																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	X	O	O	X	X	X	X	O	O	X	X	O	O	O	O	X	O	O	O	11
Date	**Interval #**																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	X	X	X	X	O	O	O	O	X	X	X	X	O	O	X	X	X	O	O	8
Date	**Interval #**																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	X	X	X	O	X	X	X	X	O	O	X	X	X	X	X	X	X	X	4
Date	**Interval #**																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	X	X	X	X	X	X	O	O	X	X	X	X	X	X	X	X	X	X	X	2
Date	**Interval #**																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	O	O	X	X	X	X	O	X	X	X	X	O	O	X	X	X	O	O	8

240
139 - ontask 58%

Momentary Time- Sampling Form

Grade : First Grade — Teacher: Özlem Kaya

Subject/Period: 40-minute English lesson without SB — Date(s): 15.04.2014

Behavior Definition (in specific, observable, measurable terms):

On-task behavior: raising hands, answering questions, writing when appropriate, following instructions. Off-task behavior: looking around the room, disturbing the neighbor, hitting, touching, talking to other students.

Total Observation Time: 40-minute (240 intervals) — Length of each interval: 10 second

Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	O	X	X	X	O	O	O	O	O	X	X	O	O	13
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	X	X	O	O	O	O	X	X	O	O	O	X	O	O	O	O	O	X	O	13
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	X	O	O	O	O	X	X	X	X	X	O	O	O	12
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	X	X	O	O	O	O	O	O	X	X	X	X	O	O	O	X	12
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	X	X	X	O	O	O	X	O	O	O	X	X	X	O	O	O	O	X	O	11
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	X	X	O	O	O	O	O	X	X	O	O	O	O	X	X	X	12
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	X	X	X	X	X	X	O	O	O	O	O	X	X	X	O	O	O	X	9
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	X	X	O	O	O	O	O	O	X	X	O	O	O	X	X	O	O	X	O	12
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	X	X	O	O	O	X	X	X	X	O	O	O	O	X	X	O	X	X	9
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	X	X	X	O	O	O	X	X	X	O	O	X	X	O	O	X	9
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	X	X	O	O	O	X	X	O	O	X	X	X	O	11
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	O	O	O	X	O	O	O	X	X	X	X	O	O	X	X	O	O	X	11

240
134 - on-task 56%

Momentary Time- Sampling Form

Grade : First Grade

Teacher: Özlem Kaya

Subject/Period: 40-minute English lesson with SB

Date(s): 29.04.2014

Behavior Definition (in specific, observable, measurable terms):

On-task behavior: raising hands, answering questions, writing when appropriate, following instructions. Off-task behavior: looking around the room, disturbing the neighbor, hitting, touching, talking to other students.

Total Observation Time: 40-minute (240 intervals)

Length of each interval: 10 second

Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	O	X	O	O	O	O	O	O	X	O	O	O	O	O	18
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	X	O	O	O	O	O	O	X	O	O	O	O	O	O	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	O	O	O	O	X	O	O	O	O	O	O	O	X	O	O	O	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	X	O	O	O	O	O	O	O	O	X	O	O	O	O	O	O	16
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	O	O	X	X	O	O	O	O	O	O	X	O	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	X	X	O	O	O	O	O	O	O	X	O	O	O	O	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	O	O	O	X	X	O	O	O	O	O	O	O	O	O	18
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	X	O	O	O	O	O	O	O	X	O	O	O	O	O	O	18
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	O	X	O	O	O	O	O	O	O	O	X	O	X	O	O	X	X	O	14
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	19
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	O	O	O	X	O	O	O	O	X	X	O	O	O	15
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	X	O	O	O	O	O	O	X	O	O	O	O	O	O	O	O	17

240
203 -on-task 84%

Momentary Time- Sampling Form

Grade : First Grade — Teacher: Özlem Kaya

Subject/Period: 40-minute English lesson with SB — Date(s): 05.05.2014

Behavior Definition (in specific, observable, measurable terms):

On-task behavior: raising hands, answering questions, writing when appropriate, following instructions. Off-task behavior: looking around the room, disturbing the neighbor, hitting, touching, talking to other students.

Total Observation Time: 40-minute (240 intervals) — Length of each interval: 10 second

Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	X	O	O	O	O	O	O	X	X	O	O	O	O	O	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	X	X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	O	O	O	O	O	O	X	O	O	O	O	O	O	O	19
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	X	X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	18
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	O	O	O	O	O	O	X	O	O	O	O	O	X	O	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	19
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	O	O	O	X	X	O	O	O	O	O	O	O	O	O	18
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	O	X	O	O	O	18
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	18
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	O	O	O	O	O	O	X	X	O	O	O	O	O	O	18
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	X	O	O	O	O	O	O	O	O	O	O	O	O	X	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	X	X	X	O	O	O	O	O	O	X	X	O	O	O	15

240
211 - On-task 88%

Momentary Time- Sampling Form

Grade : Fifth Grade

Teacher: Sevgi Üstün

Subject/Period: 40-minute English lesson without SB

Date(s): 04.04.2014

Behavior Definition (in specific, observable, measurable terms):

On-task behavior: raising hands, answering questions, writing when appropriate, following instructions. Off-task behavior: looking around the room, disturbing the neighbor, hitting, touching, talking to other students.

Total Observation Time: 40-minute (240 intervals)

Length of each interval: 10 second

Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	O	O	X	O	O	O	O	X	O	O	O	X	O	O	X	O	15
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	X	O	O	O	X	O	X	O	X	O	O	X	O	X	O	14
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	O	X	O	O	X	O	O	O	O	X	O	O	O	X	O	O	15
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	O	O	O	X	O	O	X	O	X	O	X	O	X	O	O	O	14
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	X	O	O	O	X	O	O	O	X	O	O	O	O	X	O	O	16
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	O	X	O	O	X	X	O	O	O	X	O	O	X	O	O	O	X	O	13
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	X	O	O	O	O	X	O	O	O	O	O	O	X	O	O	O	17
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	O	O	O	O	X	O	O	O	O	O	O	O	O	O	19
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	20
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	20
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	20
Date	**Interval #**																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	20

240
163 - On-task 68%

Momentary Time- Sampling Form

Grade : Fifth Grade

Teacher: Sevgi Üstün

Subject/Period: 40-minute English lesson without SB

Date(s): 10.04.2014

Behavior Definition (in specific, observable, measurable terms):

On-task behavior: raising hands, answering questions, writing when appropriate, following instructions. Off-task behavior: looking around the room, disturbing the neighbor, hitting, touching, talking to other students.

Total Observation Time: 40-minute (240 intervals)

Length of each interval: 10 second

Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	O	O	O	X	O	X	O	O	O	O	X	O	O	O	O	X	15
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	X	O	X	O	O	X	O	O	O	X	X	O	O	O	O	O	X	O	X	12
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	O	O	O	O	O	O	X	X	O	O	O	X	X	O	X	O	O	O	14
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	O	O	X	O	O	O	X	O	O	X	O	O	O	X	O	O	O	X	14
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	X	O	O	X	X	O	O	O	X	O	O	O	O	O	X	O	14
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	X	O	X	O	O	O	O	O	X	X	O	O	O	X	O	X	O	X	O	12
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	O	O	X	O	O	O	X	O	O	O	O	X	O	O	O	16	
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	O	X	O	O	X	O	O	O	O	O	O	O	O	X	O	O	16
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	X	X	O	O	X	O	X	O	O	X	O	O	O	X	O	O	14
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	X	X	X	X	O	O	O	X	O	O	X	O	O	X	X	O	X	O	10
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	X	O	O	X	O	O	O	X	O	O	X	O	O	X	15
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	X	O	O	O	O	O	X	O	O	O	X	O	O	O	17

240
169 - on-task 70%

Momentary Time- Sampling Form

Grade : Fifth Grade

Teacher: Sevgi Üstün

Subject/Period: 40-minute English lesson without SB

Date(s): 17.04.2014

Behavior Definition (in specific, observable, measurable terms):

On-task behavior: raising hands, answering questions, writing when appropriate, following instructions. Off-task behavior: looking around the room, disturbing the neighbor, hitting, touching, talking to other students.

Total Observation Time: 40-minute (240 intervals)

Length of each interval: 10 second

Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	X	X	O	O	O	O	X	X	O	O	O	O	O	O	X	O	O	O	O	14
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	O	O	O	X	X	X	O	O	O	O	O	O	O	15
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	X	O	O	O	O	O	O	O	X	X	X	X	X	O	O	14
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	O	O	O	O	O	X	X	X	O	O	O	O	O	15
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	X	O	O	O	O	O	O	O	O	O	X	X	O	O	O	O	15
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	O	O	O	O	O	X	X	O	O	O	O	O	O	X	X	O	O	O	15
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	X	O	O	O	O	O	O	O	X	X	O	O	O	O	O	X	14
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	O	O	X	X	O	O	O	O	O	X	X	O	X	13
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	O	X	O	O	O	O	X	O	O	O	O	O	O	16
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	X	X	X	O	O	O	O	O	O	O	X	X	X	O	O	O	O	O	13
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	O	X	X	O	O	O	O	X	X	X	X	X	X	10
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	X	X	X	X	X	O	O	O	O	O	O	X	X	O	O	O	11

240

165 – on-task 69%

Momentary Time- Sampling Form

Grade : Fifth Grade

Teacher: Sevgi Üstün

Subject/Period: 40-minute English lesson with SB

Date(s): 22.04.2014

Behavior Definition (in specific, observable, measurable terms):

On-task behavior: raising hands, answering questions, writing when appropriate, following instructions. Off-task behavior: looking around the room, disturbing the neighbor, hitting, touching, talking to other students.

Total Observation Time: 40-minute (240 intervals)

Length of each interval: 10 second

Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	X	X	O	O	O	O	O	O	O	O	O	X	O	15
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	X	O	O	O	X	O	O	X	O	X	O	O	O	O	X	O	O	O	14
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	X	X	O	X	O	O	O	O	O	O	O	X	O	O	O	O	O	O	15
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	O	O	O	O	X	O	O	O	O	O	O	O	O	O	X	17	
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	O	X	X	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	16
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	X	X	O	O	O	O	O	O	O	O	X	O	O	O	O	X	16
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	X	O	O	O	O	X	X	O	O	O	O	O	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	O	O	O	X	X	O	O	O	X	O	O	O	O	15
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	O	O	O	O	X	X	O	O	O	O	O	O	X	O	O	O	16
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	O	X	X	X	O	O	O	O	O	O	O	O	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	O	O	X	O	O	O	O	O	O	O	O	O	O	X	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	O	O	O	O	O	O	O	O	O	O	O	X	O	O	O	O	O	X	17

240
192 - on task 80%

Momentary Time- Sampling Form

Grade : Fifth Grade

Teacher: Sevgi Üstün

Subject/Period: 40-minute English lesson with SB

Date(s): 22.04.2014

Behavior Definition (in specific, observable, measurable terms):

On-task behavior: raising hands, answering questions, writing when appropriate, following instructions. Off-task behavior: looking around the room, disturbing the neighbor, hitting, touching, talking to other students.

Total Observation Time: 40-minute (240 intervals)

Length of each interval: 10 second

Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	X	X	O	O	O	O	O	O	O	O	O	X	O	15
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	X	O	O	O	X	O	O	X	O	X	O	O	O	O	X	O	O	O	14
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	X	X	O	X	O	O	O	O	O	O	O	X	O	O	O	O	O	O	15
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	X	17
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	X	O	O	X	X	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	16
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	X	X	O	O	O	O	O	O	O	O	X	O	O	O	O	X	16
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	X	O	O	O	O	X	X	O	O	O	O	O	O	O	17
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	X	O	O	O	O	O	O	X	X	O	O	O	X	O	O	O	O	15
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	O	O	O	O	X	X	O	O	O	O	O	O	X	O	O	O	16
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	O	X	X	X	O	O	O	O	O	O	O	O	O	O	17
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	O	O	X	O	O	O	O	O	O	O	O	O	O	X	O	O	17
Date	Interval #																			
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	O	O	O	O	O	O	O	O	O	O	O	X	O	O	O	O	O	X	17

240
192 - on task 80%

Momentary Time- Sampling Form

Grade : Fifth Grade

Teacher: Sevgi Üstün

Subject/Period: 40-minute English lesson with SB

Date(s): 06.05.2014

Behavior Definition (in specific, observable, measurable terms):

On-task behavior: raising hands, answering questions, writing when appropriate, following instructions. Off-task behavior: looking around the room, disturbing the neighbor, hitting, touching, talking to other students.

Total Observation Time: 40-minute (240 intervals)

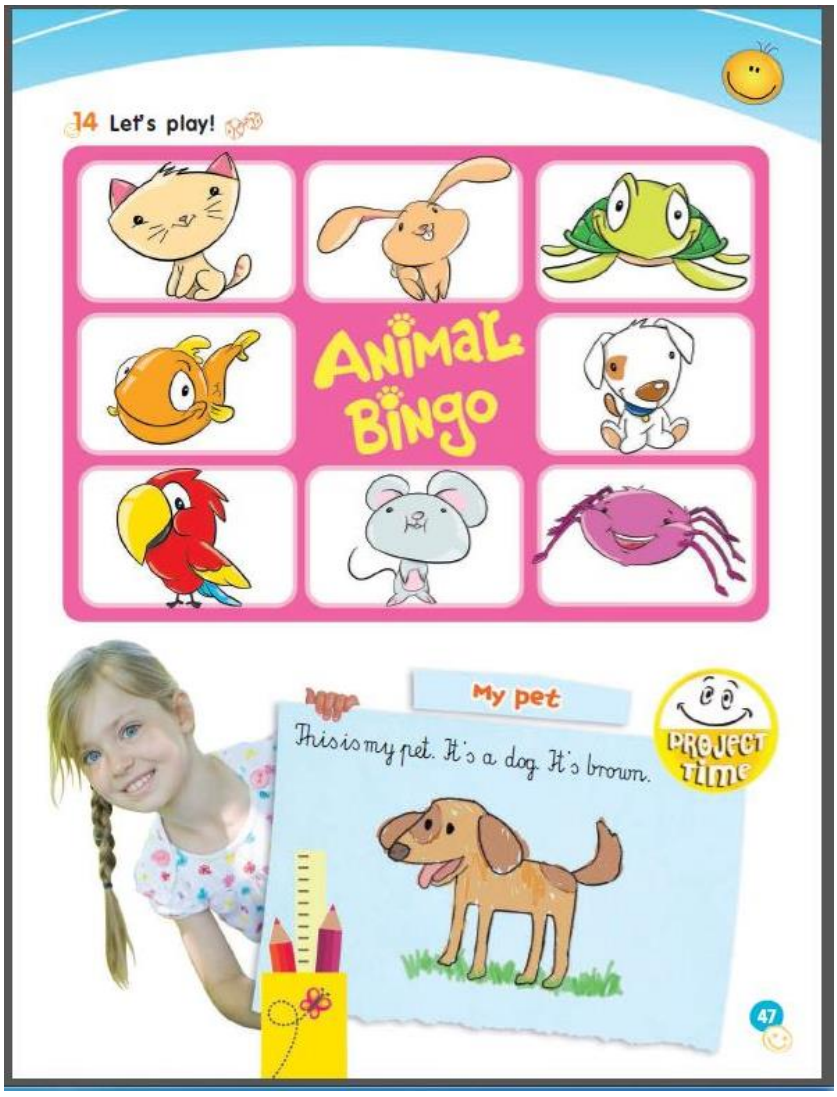
Length of each interval: 10 second

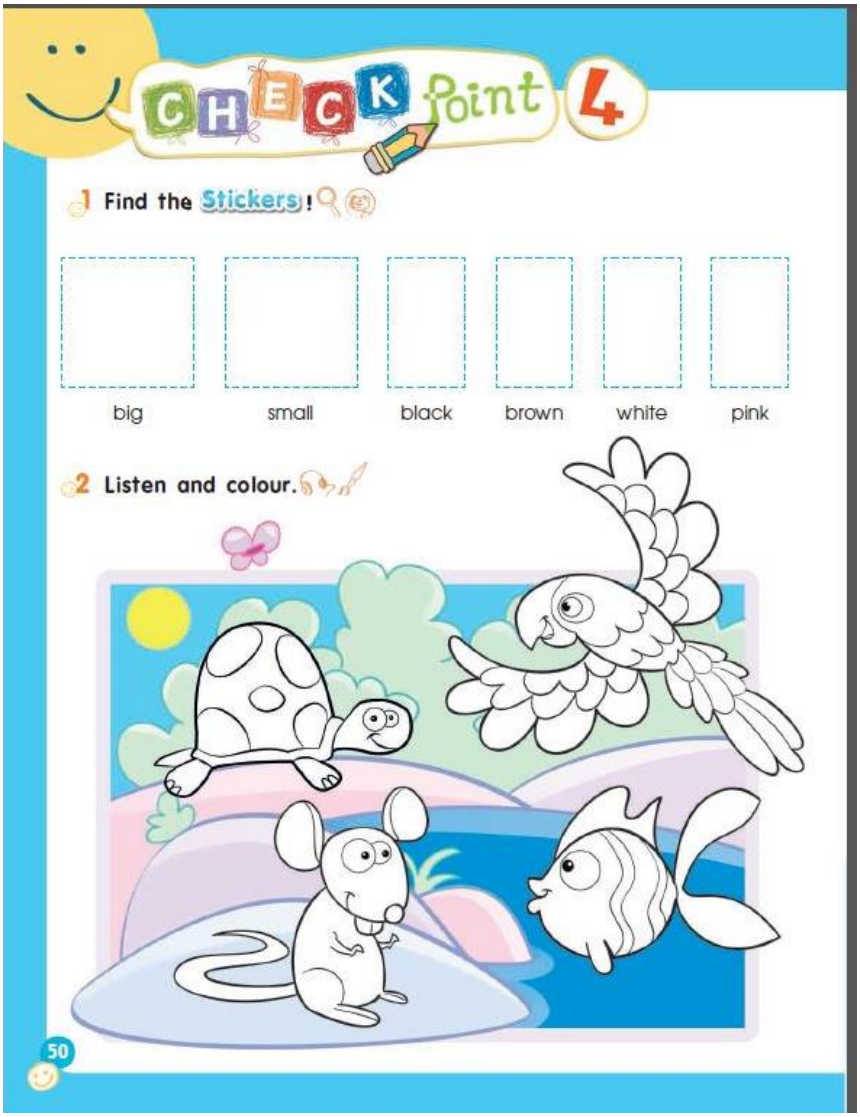
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	O	O	O	O	O	O	O	O	O	O	X	O	O	O	O	O	18
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	X	X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	19
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	X	O	O	O	O	O	O	O	O	O	O	O	X	X	O	O	O	O	16
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	O	O	O	19
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	X	X	O	O	O	O	O	O	O	O	X	X	O	O	O	O	X	O	14
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	O	X	X	X	X	X	O	O	O	O	O	O	O	O	O	15
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	X	O	O	O	O	O	O	X	O	O	O	O	O	O	X	O	O	O	17
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	X	X	X	X	O	O	O	O	O	O	O	O	O	O	O	16
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	X	O	O	O	O	O	O	X	X	O	O	O	O	X	X	X	O	O	X	13
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	O	O	X	X	X	O	O	O	O	O	O	X	X	O	O	O	O	15
Date	Interval #																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Total
O or X	O	O	O	X	O	O	O	O	X	X	O	O	O	O	O	O	O	O	O	O	17

240
196 - on-task 82%

APPENDIX 4

The First Graders' Classroom Activities




CHECK Point 4
1 Find the Stickers!
big
small
black
brown
white
pink
2 Listen and colour.
50

3 Look, read and put a tick (✓) or a cross (✗).

1 

It's a green tortoise. ☐

2 

It's a black parrot. ☐

3 

It's a pink rabbit. ☐

4 

It's a brown dog. ☐

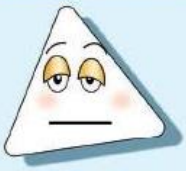
5 

It's a white cat. ☐

6 

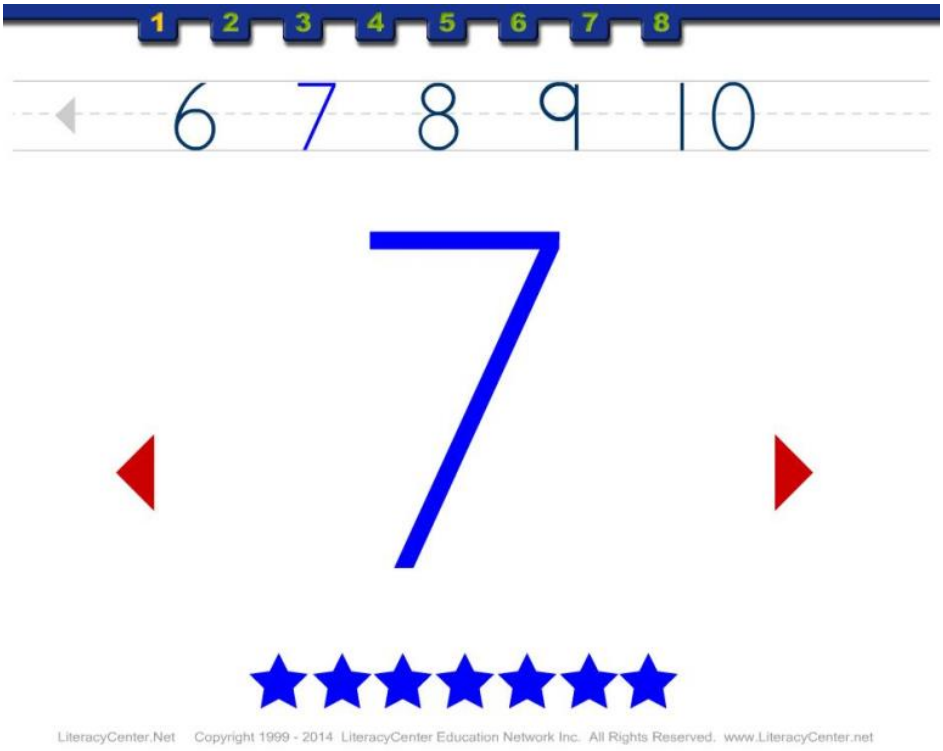
It's a red spider. ☐

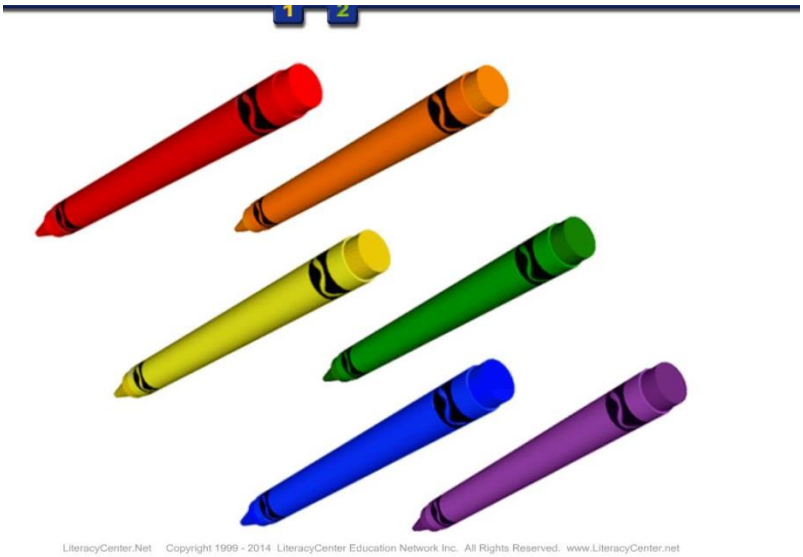
My Smileys Report

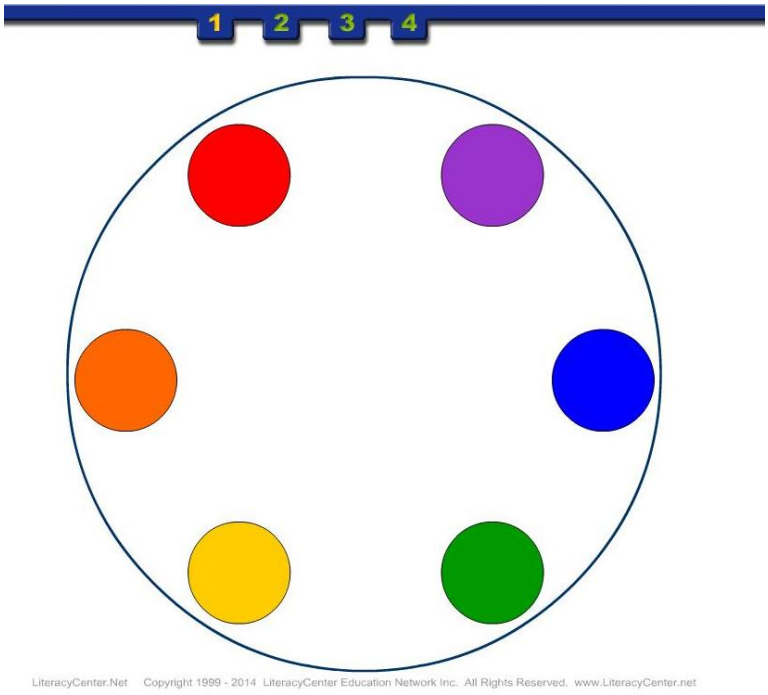




APPENDIX 5

The First Graders' Smart Board Activities

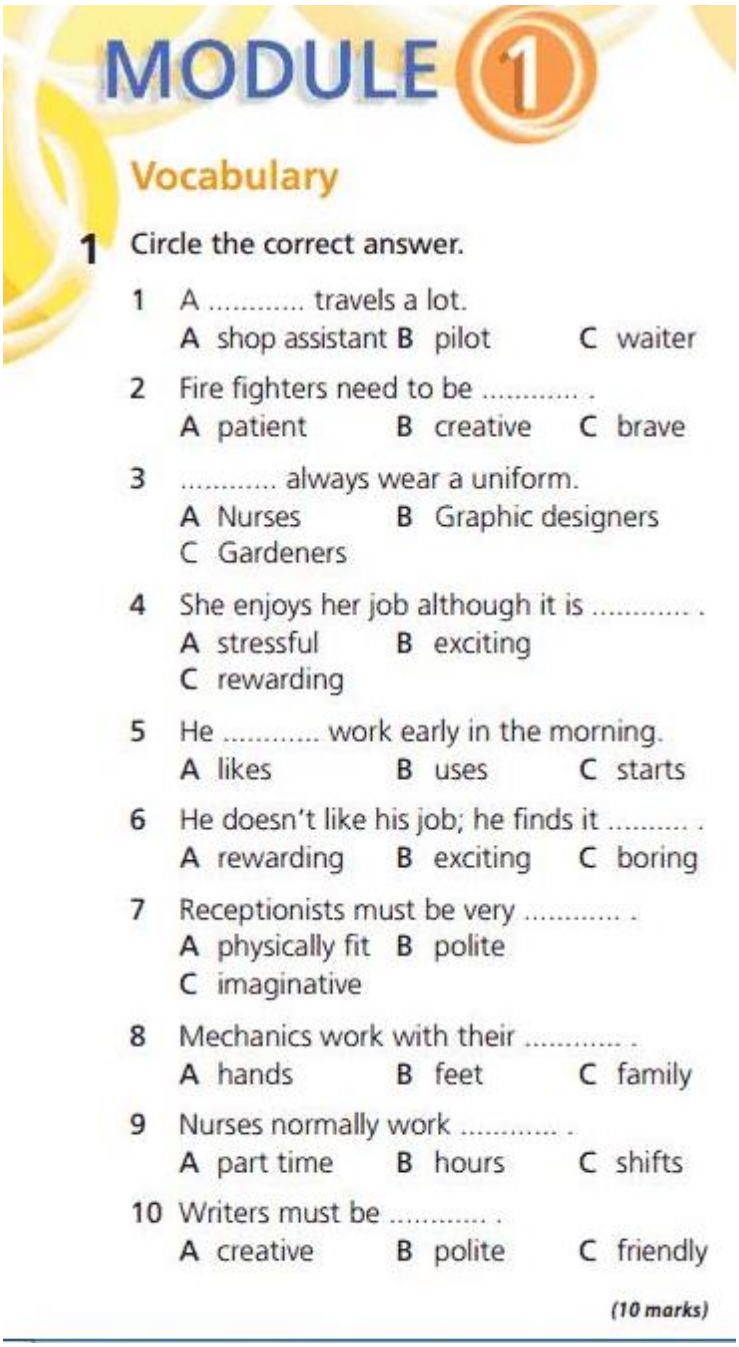



1
2
LiteracyCenter.Net Copyright 1999 - 2014 LiteracyCenter Education Network Inc. All Rights Reserved. www.LiteracyCenter.net


1
2
3
4
LiteracyCenter.Net Copyright 1999 - 2014 LiteracyCenter Education Network Inc. All Rights Reserved. www.LiteracyCenter.net

APPENDIX 6

The Fifth Graders' Classroom Activities



MODULE 1

Vocabulary

1 Circle the correct answer.

1 A ..... travels a lot.
A shop assistant B pilot C waiter

2 Fire fighters need to be ..... .
A patient B creative C brave

3 ..... always wear a uniform.
A Nurses B Graphic designers
C Gardeners

4 She enjoys her job although it is ..... .
A stressful B exciting
C rewarding

5 He ..... work early in the morning.
A likes B uses C starts

6 He doesn't like his job; he finds it ..... .
A rewarding B exciting C boring

7 Receptionists must be very ..... .
A physically fit B polite
C imaginative

8 Mechanics work with their ..... .
A hands B feet C family

9 Nurses normally work ..... .
A part time B hours C shifts

10 Writers must be ..... .
A creative B polite C friendly

(10 marks)

2 Houses

1 Play the game in pairs or teams. Place a counter on START. Take turns to throw a dice and say the word shown or described in the circle. If you can't find the word, go back two steps. The one who gets to FINISH first is the winner.

2c Homes of the past

Vocabulary

▶ *Houses*

1 Add two more words to the spidergram. What type of house do you live in?

2 Match the opposites. Which adjectives best describe your house?

1	modern	a	expensive
2	cheap	b	spacious
3	small	c	decorated
4	attractive	d	traditional
5	plain	e	ugly

3 List the words under the headings. Use them to talk about your house.

• attic • living room • kitchen
• garden • rug • floor • fence
• pillows • windows • porch
• balcony • cushions • hall
• fireplace • brick walls • lamp
• bedroom • dining room
• four-poster beds • cupboard
• chest of drawers • carpet
• wardrobe • mirror • fridge
• cooker • towels • shower
• staircase • garage • chimney

Reading

4 a. Look at the headings and the pictures. What are the texts about? Which country are these houses in?

b. In pairs, make a list of ten words related to *houses* you expect to read in the texts. Read and check.

Victorian houses

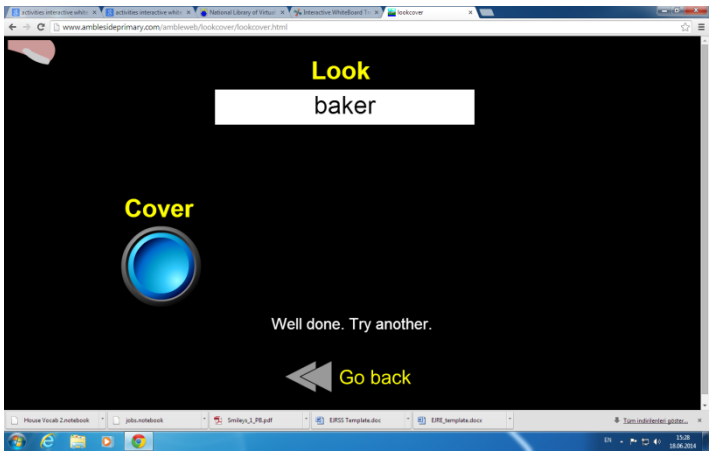
The early Victorians liked large houses with plenty of decoration. Later in the Victorian period, houses were simple **0)** and plain. Wealthy people used to live **1)** ..... large detached houses with lots of rooms and expensive furniture. Servants used to live **2)** ..... the top floor of the house or the attic. The exterior of the house **3)** ..... a work of art with a steep tiled roof, tall chimney pots and large bay windows **4)** ..... stained glass. Sometimes, they had a front porch and steps up to the front door. Working people used to live in terraced brick houses with a simple exterior. Those houses were small, with two to four rooms. **5)** ..... was no electricity, no water and no toilet.

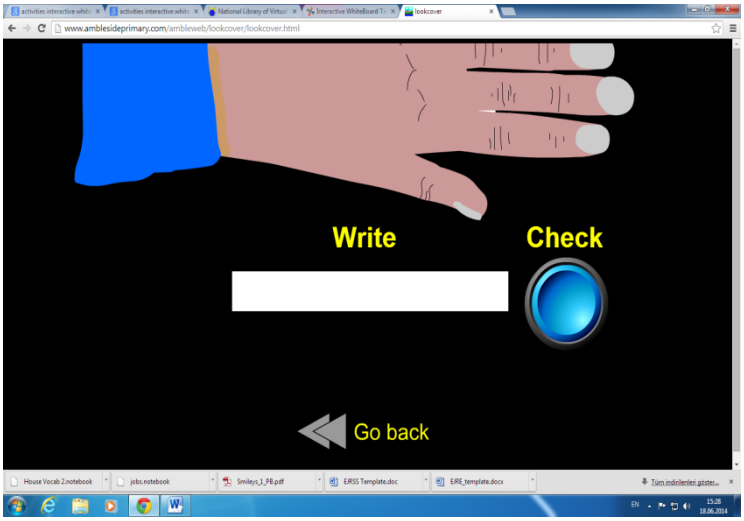
Elizabethan houses

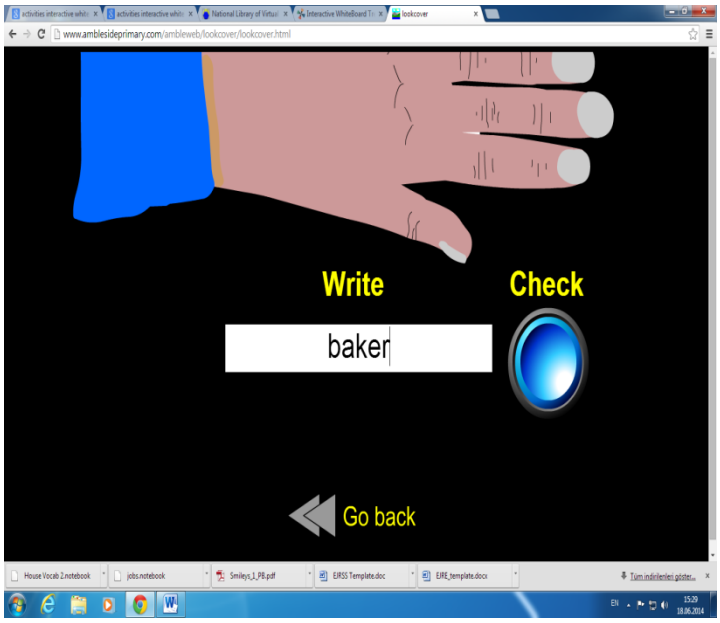
Elizabethan manor houses often had an E-shape to show respect for **6)** ..... queen. They had brick walls with strong wooden frames. The houses were spacious and comfortable with a large hall, a dining room and **7)** ..... bedrooms. The furniture was big and elaborate and four-poster beds were very popular. Many people used to have servants. **8)** ..... used to live in rooms in the attic.

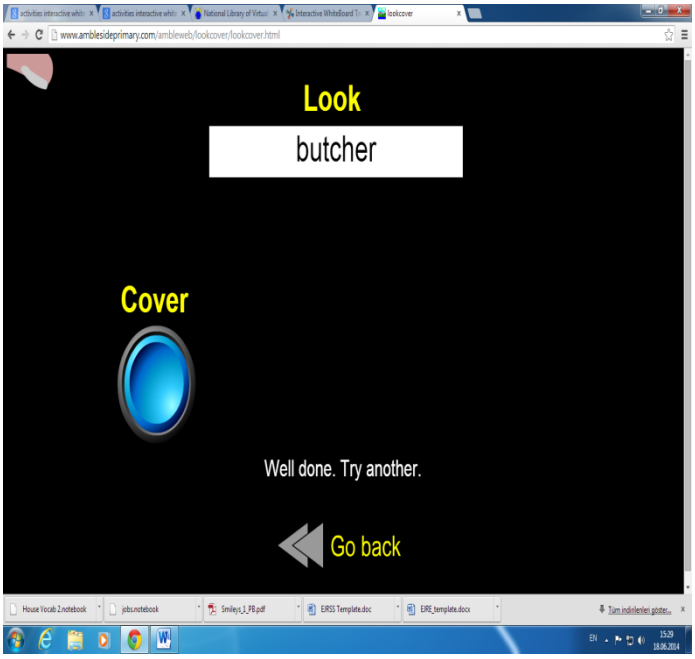
APPENDIX 7

The Fifth Graders' Smart Board Activities

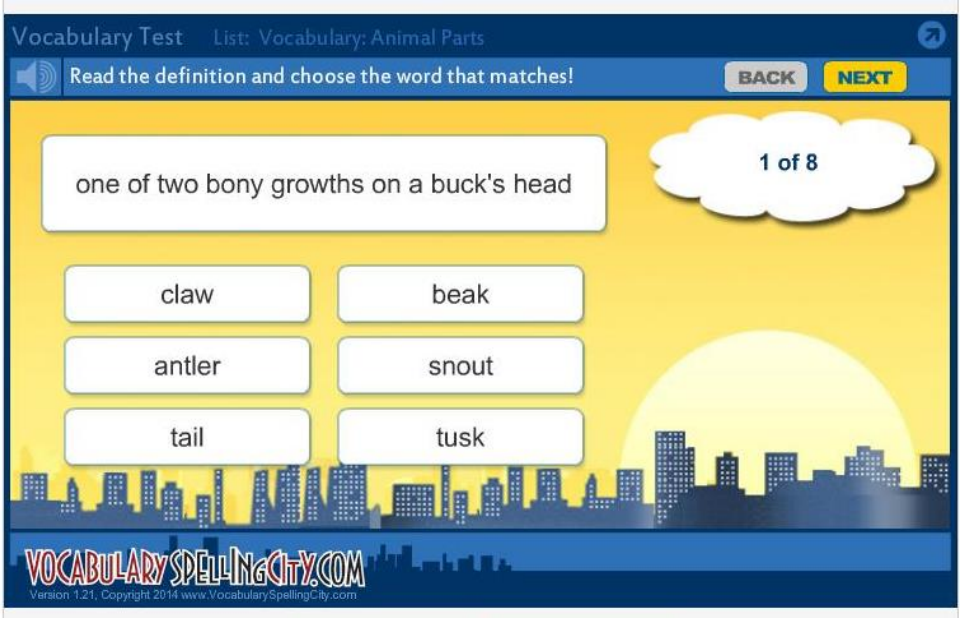


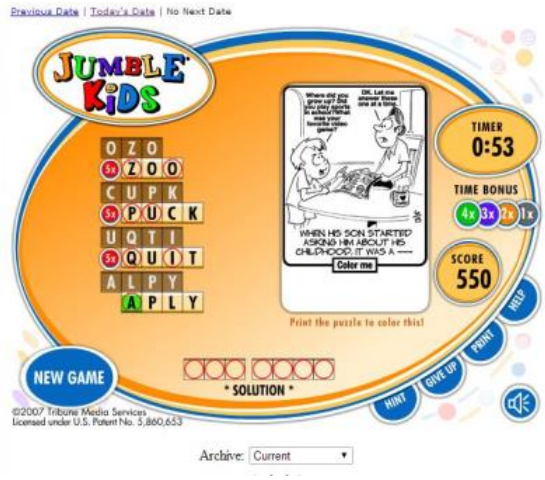



Write
Check
baker
Go back

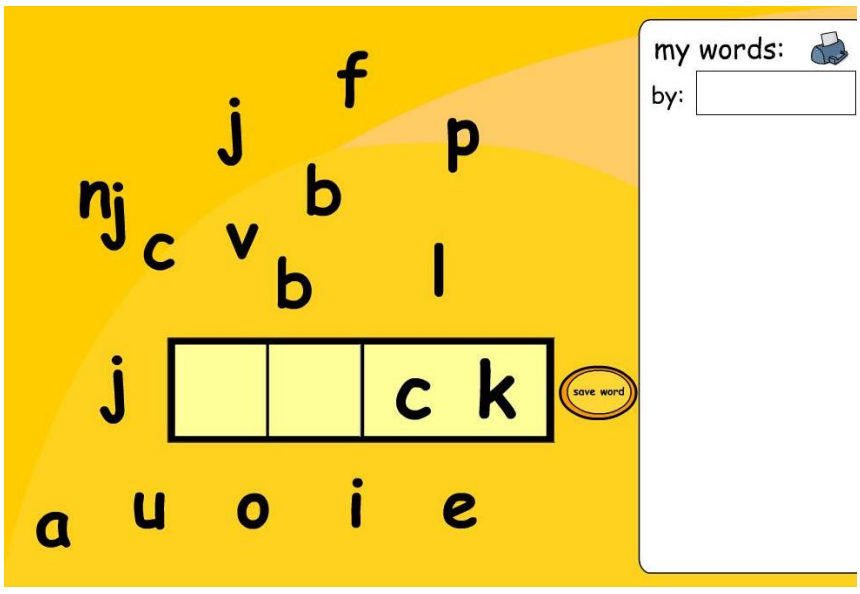

Look
butcher
Cover
Well done. Try another.
Go back


handbook
labor
newspaper
brake
mechanic
Correct! The synonym of:
manual is handbook
Turn hint dots off


Vocabulary Test
List: Vocabulary: Animal Parts
Read the definition and choose the word that matches!
BACK
NEXT
1 of 8
one of two bony growths on a buck's head
claw
beak
antler
snout
tail
tusk
VOCABULARYSPELLINGCITY.COM
Version 1.21, Copyright 2014 www.VocabularySpellingCity.com


Previous Date | Today's Date | No Next Date
JUMBLE KIDS
TIMER
0:53
TIME BONUS
SCORE
550
NEW GAME
* SOLUTION *
HINT
GIVE UP
PRINT
HELP
Archive: Current


WORD TAMER
THE AMAZING
CAPTURE A CHARACTER
APPEARANCE
CAPTURE DETAILS ABOUT YOUR CHARACTER
Short
Chubby
Dark
Fair
HOOK
HOW TO PLAY
Funfair | About the author | Buy the book | Wordtamer certificates
Now Available!


my words:
by:
f
j
p
b
c
v
l
j
c k
save word
a u o i e

ÖZGEÇMİŞ

Adı Soyadı : Ainur AITKUZHINOVA-ARSLAN

Doğum Yeri : Kazakistan

Doğum Yılı : 08.03.1987

Medeni Hali : Evli

EĞİTİM VE AKADEMİK BİLGİLER

Lise 2000-2008 : Abay Lisesi

Lisans 2004-2008 : Pavlodar Pedagoji Üniversitesi

Bildiği Yabancı Diller : İngilizce, Rusça, Türkçe

BİLDİRİLER:

06-08 February, 2014 - III. European Conference on Social and Behavioral Science

"The Influence of Smart Board Technology on Student Engagement and Perception of Classroom Activities"

16-18 April, 2014 - 8th International IDEA Conference: Studies in English

"A Case Study: The Influence of Smart Board Technology on Student Engagement and Perception of Classroom Activities"

MESLEKİ BİLGİLER

2013 - : Muğla Sıtkı Koçman Üniversitesi Uluslararası İlişkiler Koordinatörlüğü, Uzman