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## German Language Teaching Academicians' Contentment on the Usage of Smart Board

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### Abstract

The aim of this study is to uncover the contentment of the lectures, which serve on the German Language Teaching Department at Anadolu University Education Faculty and use the smart board on their courses. The participants of the study consist of 18 lectures, who work in the academic year 2013-2014. Research data was obtained with the traditional survey method which had been prepared by the researcher. A survey, which consists of 11 questions, primarily was prepared to determine to the opinions of lectures in the preparation phase of survey. The questionnaire is basically closed-ended type that consists the usage of smart-board, its features, pursuing the process of preparing lesson materials of academicians. In addition it is prepared by means of literature analyzing and expert views. In the research it is proved that using of smart-board helped classroom interaction in a positive way and it also helped learning German as a foreign language. What is more while setting up the smart-board materials we can't face any difficulties. As a result of the research it can be well approved that smart-board usage is a constructive way of learning by the Academicians.

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### 1. Introduction

Information and communication technology (ICT) is commonly used in the area of education as we used it in many aspects of our life. Information and communication technology (ICT), commonly used in the last quarter of twentieth century and today is replaced its place to smart board or in other words to interactive boards in classes. As

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in the whole world smart boards is favored in our country in the sector of education and informatics. The basic feature of the smart board is that it is a slate which is also used with computer and projection link. (Yildiz& Tufekci, 2011).

The physical features of the smart boards when compared with the personal computers differ much. Smart boards have some advantages in terms of learner – instructor relation at the classroom environment and during the time of lesson. Personal computers lead the students to learn the subject on their own. At this point the learner is apt to learn by himself/herself. However, from the point of instructor, it doesn't contribute to the instructor by improving his/her teaching abilities. When, the smart boards provide the opportunity studying and learning on their own and interacting the individuals like personal computers. What is more it also gives the chance of changing the education models to the instructors. While the education on personal computers is based on individuals, the education with the help of AT addresses more to the groups. Hence it makes the classroom activities easier. (Adiguzel, Gurbulak & Sarıcaayır, 2011).The contentment of using inter-course materials is important for the academicians. Rising students' academic successes, raising the qualified personnel that the economics need and improvements at the branch of science is closely related to the academicians' contentment in their work ( Murat &Cevik 2008).

In this research, Anadolu University Education Faculty, which is a state university, by using the technique of questionnaire it is aimed to designate the contentment of academicians of German Language Education Department using smart board.

## **2. Smart Board**

At first smart boards can be evaluated as an ordinary board. When looked closely, it is realized that it has an electronic screen and attached to the wall. (Brezieva, 2012, p.11) In general all the smart board technologies consist of computer – projection – smart board structure. The projection reflects the visions on board which is taken from computer. The smart board is placed on the stage as you can see the board surface. The surface of the board is scanned with sound and infrared waves. The smart board detects the touching on the surface hence, the surface become an interactive computer. On the board the pencil is used. The pencil is used as a mouse as well.

### *2.1. The usage of smart board*

The usage of smart board is ensured by a special Software installed into computer. Most of the smart boards come with an electronical blank page and tools planned for curricular purposes. They enable instructors preparing topics which is planned to be used in class more effectively and easier for the students. The softwares also include a lot of tools. Software tools include kind of tools; for example writing, drawing or various colourful pencils to underlining, hand-writing identification, the tool of drag and drop, hide and show tool, instant screen-capture tool, using Web-Browser tool and preparing interactive exercises tool. What's more interactive board performing as a "digital connection point" enables the teacher integrate the other Information and communication technology (ICT) to his/her lessons. Interactive board facilitates media and sound folders, pictures, animation games and web-based materials including to the lesson. As a result the technology makes new ways and support the teacher creating an authentic and stimulating learning environments (Cutrim Schmid & van Hazebrouck, 2010, in *Interactive Technologies in Language Teaching*, 2011).

### *2.2. Preparing the course materials*

As in every technology, in order to be used effectively for a smart board, efficient education and some predatory work must be done along with personal abilities (Ates, 2010). While preparing materials for the courses the folders need to be arranged systematically. The well-prepared materials prevent any kind of problems in the course of lesson. Instructors must be aware of necessary procedures and strategies to prepare smart board materials. By preparing visual-audial materials, one of the most important facts is that the activities should be prepared for the real life events and it should be a pulpit between the learner and instructor. Smart boards which is used as a communicational tools, should enable students involve in the course and getting feedback from materials. Instructors should evaluate the activities as if the activities are applied to themselves and place themselves in student's

positions. When the materials transferred to smart board pages, it should include the instructions on which purposes they are used. Like PDF and Word format, the pages should include lots of audio, media and tactual inputs rather than literary data. The pages that is prepared should be promoted by giving students the web connections not only during the course but also outside the school.

### *2.3. The smart board usage in foreign language teaching*

In recent times the physical advantages of the smart boards gain importance in teaching foreign language. It enhances the participation and the focus of students to the course. Some researches show that smart boards are very important tools for the communication in classrooms by the foreign language teachers (Cutrim Schmid, 2011). In the process of learning colloquial language, smart boards help the instructors and the students by balancing task requirements and supporting the students with visual materials. Preparing audial-visual materials and using them in courses provides significant advantages in terms of time. Instructors enable foreign language learners to get involved in the process actively. Students can change the background pictures or add character which is taught on a smart board page. They can record their sounds and make interpretations. In a smart board software there exist the gallery of maps, pictures, graphics and sound files. You can search for the files here and make a drag-drop to electronic page (Interactive Technologies in Language Teaching, 2011). From the point of foreign language instructors using smart board enables classroom communication more effectively and in a short period of time. Using smart board helps writing, speaking and listening abilities improve in a productive way. At the same time the updated versions of informations, by the help of the internet connection of smart board, can be transferred easily and effectively.

## **3. The Methodology of Research**

Under this title the instructor's purpose, nature, sample, boundedness, method and the technics used is given.

### *3.1. The Purpose of the Research*

In recent years the smart board which is an Information and communication technology (ICT) is rapidly take its place in education and lead some researches made in this area. In this research it is studied to determine the pleasure of using the smart board of the academic personnel in Anadolu University Education Faculty German Language and Teaching Department.

### *3.2. The Nature of the Research and Sample of It*

The nature of the research is the academic personnel in Anadolu University Education Faculty German Language and Teaching Department. The reason why other factors and students are excluded from this research is that the research is only for the academic personnel. The research data is gathered firstly by identifying the number of academic personnel and using the techniques of questionnaire. Within the research there are 18 academic personnel and it is enabled a full-comeback of questionnaire forms from the instructors. The comeback average is 100 percent. 18 out of 18 questionnaire forms is evaluated as valid.

### *3.3. The Method and Techniques in the Research*

This research is carried out to designate the pleasure of using smart boards of the academic personnel working in Anadolu University Education Faculty German Language and Teaching Department. The data of the research is acquired by the traditional questionnaire of the researcher. At the preparing stage, a questionnaire consists of 11 questions is made to assess the opinions of the academic personnel. The questions are closed-ended and it is prepared by the help of some informations like smart board usage, its features and the process of preparing materials for classroom environment. Accordingly, expert views are taken into account and literature examination is made.

In order to determine the quality of academic personnel, making use of the expert views, an introduction part is added which involves age, sex and the title. Three-measured scale is used in replying the questionnaire items applied

to the academic personnel. At the scale Yes ( ), No ( ) and Undetermined ( ) is symbolised. In the analyse of questionnaire the percentages of the answers is taken into account. First of all, the percentages of their total number is regarded with the qualities of the academic personnel like age, sex and the title of them. In the research, the evaluation of the questions about using smart boards by the academic personnel is designated by the researcher himself.

#### 4. The Findings of Research

Under the title of the findings of research, first of all the divisions of participators' age, sex and title is stated according to their demographical variation. Then, based on the questions that academicians' views about the usage of smart board, the effects on the pleasure of using smart board is analysed.

##### 4.1. The Distribution of Sample According to Demographical Versions

The distributions of participants by gender is given in Table 1. The questionnaire is constituted %33.33 by men, %66.66 by women.

Table 1. The Distribution of the Sample by Version of Gender

Sex	Number	%
Women	12	66,66
Man	6	33,33
Total	18	100

Thinking the age groups of the participants, the most density is seen between the age group of 51-60 by %50. However 21-30, 31-40 and 41-50 age groups are at the percentage of 16.66. These rates show an equivalence among the stated age groups. (See table2). These numbers present that Anadolu University Education Faculty German Language and Teaching Department has middle-aged academic personnel.

Table 2. The Distribution of the Sample by Version of Age

Age Groups	Number	%
21-30	3	16,66
31-40	3	16,66
41-50	3	16,66
51-60	9	50
60+	0	0
Total	18	100

At table 3, the distribution of academic personnel by version of title is formed %22.22 of Prof Doctor, %5.5 of Associate Prof, %44.44 of Assistant Associate Prof, %5.5 of Teaching Assistant, %5.5 of Research Associate and %16.66 of Lecturer.

Table 3. The Distribution of the Sample by Version of Title

Title	Number	%
Prof Doctor	4	22,22
Associate Prof	1	5,5
Assistant Associate Prof	8	44,44
Teaching Assistant	1	5,5
Research Associate	1	5,5
Lecturer	3	16,66
Total	18	100

#### 4.2. The Opinions of Academic Personnel about the Usage of Smart board

In this part of the research, the analyses about the opinions related to the usage of smart board of the academic personnel take part. The numerical data of views of German Language and Education Department academicians who participated in the questionnaire is located below at table 4. The questions that form the basis of research is specified as 1.. 2. item, ....etc. The implemented questionnaire is given as a Supplement at the end of the research. In this section, the data is analysed.

Table 4. Distribution of the Sample by Version of Using Smart board

Survey Question	Yes		No		Undetermined		Total	
	Number	%	Number	%	Number	%	Number	%
1.Entry	7	38,88	11	61,11	0	0	18	100
2.Entry	14	77,77	4	22,22	0	0	18	100
3.Entry	15	83,33	3	16,66	0	0	18	100
4.Entry	13	72,22	5	27,77	0	0	18	100
5.Entry	15	83,33	3	16,66	0	0	18	100
6.Entry	10	55,55	8	44,44	0	0	18	100
7.Entry	13	72,22	5	27,77	0	0	18	100
8.Entry	16	88,88	0	0	2	11,11	18	100
9.Entry	13	72,22	3	16,66	2	11,11	18	100
10.Entry	10	55,55	3	16,66	5	27,77	18	100
11.Entry	15	83,33	2	11,11	1	5,5	18	100

There are 6 men and 12 women took part in the questionnaire which is the data collection tool of research. The whole personnel who form the sample, use smart board in their courses. The first question of the questionnaire is to find whether the academic personnel take courses about the usage of smart boards or not. %38.88 of academic personnel took courses about using smart board, however %61.11 of them give the answer of No. The 2. Entry is about gathering information about whether they are informed of the procedures and strategies to design smart board materials or not. The answers of the academic personnel is %77.77 Yes and %22.2 No.

Visual materials with technology supported help students diminish their worries about learning. (Spezzini, 2010) Using smart board in the courses enhances the lesson with visual and auidial materials and help students focus their attention to the subject. The 3. Entry of the questionnaire is prepared considering this instruction. In the preparing of visual-auidial materials, %83.33 of academicians remarked that they didn't have any problem during the process. %16.66 of them told that they had some problems. With relation to how to use the smart board as communicative way regarding whether it has a sufficient hardware and support or not, %72.22 of them say Yes yet %27.77 say No at the 4. Entry of the questionnaire. At the 5. Entry of questionnaire, academicians is asked whether they use the

smart board effectively in their courses or not. The answers whether they have any problems during the period of preparing the visual-audial materials or not about 3. and the 5. Entry of the questionnaire is at the same rate. (See table 4). In the research, it is detected that academicians who have problems in preparing the materials for the subject don't use the smart board effectively. At Entry 6. Academicians are asked whether a smart board is a presentation tool or not. %55.55 present that a smart board is a presentation tool. %44.44 assert that it is not. It's clearly seen that the answers of Yes and No is so close to each other as rating, as shown in Table 4. The physical conditions of the class is very important for a subject to be more effective and comprehensible. For example, it is important for both instructors and the students to see the board clearly. Therefore, the smart boards should be in a place where everybody can see it easily. At the entry 7 of questionnaire the academicians is asked whether they set the smart board at the most suitable part of the class or not. %72.22 of academicians say Yes about this question. %27.77 say No and they notify in written: students have some problems to see the smart board in class.

In foreign language teaching a proper lesson planning has great importance in performing it in an effective way. Learning actually, is a combination of process both planned and casually. A learning process which is supported with visual materials is more effective and lasting (Fuller, Kuhne & Frey, 2011, p.1). It is seen that the wealth of materials during the process of teaching raises students' motivation. The physical condition of the smart board helps students focus on the subject and enables fast and effective material designing in foreign language teaching. At the 8. entry of questionnaire, %88.88 of academicians say Yes and support the view of "using smart board motivates students' attendance to lesson". %11.11 of them are indecisive about this view.

Constant changes in technology cause pacing up the change and taking precautions in educational field. These developments effect the point of view and the prestige of educational institutions. Among the Information and communication technology (ICT), the smart board gets an important place in education sector. At the 9. entry, there is the scale of "using smart board improves the institution's image". Most of academicians that is %72.22 say Yes, however %16.66 say No and %11.11 is indecisive about this view. Additively %11.11 of the sample notify in written that if the technology is used effectively by the institution and gets a certain increase in its success level that increase the image of institution.

Up to now a lot of materials have been designed and so many technics have been presented about teaching foreign language. At the 10. entry the academicians are presented an expression of whether German language is thought well with the help of smart board or not as a foreign language. %55.55 of sample has positive opinions about using smart board is effective in teaching German, %16.66 has negative and %27.77 thinks neither positive nor negative. Entry 11. the last scale of the research, academicians are asked about their attitude whether inter-course communication is more effective by using smart board compared to conventional teaching methods. A large parts of the participants like %83.33 express their opinions as using smart board makes inter-course communication easier and effective. %11.11 thinks negatively while %5.5 has neither positive nor negative opinions. Most of the academicians' state that using smart board makes intercourse communication easier and effective, what's more, it increases students 'interests to the subject.

## 5. The Conclusion

Technological developments which effects our daily life so vast, gain a seat in the sector of education. What is the most important one is the internet. Today, it is very easy to get access to information every time and everywhere by the help of internet. Most people believe that the interaction site, which is extremely important us, the web enables us a source that we can get access to any information so easy. These technological developments bring with the fact that the educators must enhance new teaching methods and they have to keep up with these developments (Fuller, Kuhne & Frey, 2011, p.13). In the education sector lately, informations and communication technology (ICT) has gained importance in the world and in our country. Among these informations and communication technology the most popular one is the smart board. The usage of the smart board has become widespread and it has been a subject of research in its effectiveness by the researchers in education.

In this research it is presented the pleasure of using smart board of the academicians of Anadolu University Education Faculty German Language and Teaching Department. The research is done via a questionnaire to the academicians. Within the research, under the title of the pleasure of using smart boards by the academicians, it results:

1. It's seen that academicians are aware of the procedures and the strategies related to smart board usage and they follow latest events about it.
2. Academicians mostly don't have any problems preparing audio-visual materials in teaching the subject by using smart board.
3. They have sufficient information about how they use the smart board in courses as a communicative tool.
4. It's seen that academic personnel use smart board in their courses effectively.
5. The view of placing the smart board accordingly to the physical conditions of the class is common.
6. Using smart board motivates students to participate in the lesson.
7. It contributes teaching German effectively as a foreign language.
8. Intercourse communication with smart board is more effective than conventional methods.

As a general, the opinions of the academicians of Anadolu University Education Faculty German Language and Teaching Department are positive. In the research, the academicians' contentment of using smart board become evident.

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