



**The Effect of Using Promethean Boards in Teaching Speaking Skills in Grade
Five in Addis Ababa, Ethiopia: A Quasi Experimental Study at Diamond
Academy**

By:

Melketsedek Gebeyehu

Addis Ababa Ethiopia

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**A thesis submitted to the Department of Foreign Languages and Literature in
Partial Fulfillment of the Master of Arts Degree in English Language
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Melketsedek Gebeyehu

Advisor: Animaw Anteneh (PhD)

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Approved by Boards of Examiners

Advisor: _____ Signature: _____ Date: _____

Internal Examiner: _____ Signature: _____ Date: _____

External Examiner: _____ Signature: _____ Date: _____

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Abstract

This study examines the impact of integrating Promethean boards technology into speaking English language skills development at Diamond Academy, focusing on fifth-grade students. Through a mixed-methods approach, quantitative analysis, including independent sample t-tests comparing experimental and control groups, and qualitative insights from classroom observations and teachers' interviews were employed. Results revealed a significant improvement in post-intervention speaking test scores for the experimental group, indicating the efficacy of Promethean boards intervention in facilitating language learning. Teachers' interviews underscored the importance of teacher training, curriculum alignment, and collaborative learning environments to maximize technology integration benefits. Recommendations include comprehensive teacher training programs, curriculum alignment efforts, and the promotion of collaborative learning communities, ensuring accessibility and equity for all students. This study highlights the potential of technology integration to transform speaking English language skills development, suggesting further research avenues to deepen understanding and applicability across diverse educational settings.

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Abbreviations and Acronyms

1. CBI - Content-Based Instruction
2. CI - Confidence Interval
3. CLT - Communicative Language Teaching
4. ESL - English as a Second Language
5. EFL - English as a Foreign Language
6. H0 - Null Hypothesis
7. H1 - Alternative Hypothesis

8. IWBs - Interactive Whiteboards
9. RCTs - Randomized Controlled Trials
10. SDT - Self-Determination Theory
11. TBLT - Task-Based Language Teaching
12. TELL - Technology-Enhanced Language Learning
13. α - Significance Level
14. D – Difference between pre and Post-test mean value
15. n – Sample size
16. N – Total population
17. t - t-test value
18. X – Post-test mean value
19. Y – Pre-test mean value

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CHAPTER ONE

Introduction

1.1 Background of the Study

The epoch of education in the 21st century is witnessing a significant metamorphosis brought about by the amalgamation of technology with traditional pedagogical approaches. The incorporation of interactive whiteboards, notably Promethean boards, has emerged as a pervasive phenomenon in educational settings worldwide, mirroring the prevailing educational ethos (Smith et al., 2017; Johnson, 2020). The exploration is situated in the wider framework of global educational progressions, with a specific emphasis on the unique socio-cultural and educational milieu of Ethiopia (Jones & Brown, 2019).

The digital epoch has instigated a revolutionary re-conceptualization of education, whereby technology acts as a dynamic driver for pedagogical transformation (Johnson, 2020). The assimilation of interactive whiteboards, celebrated for their vibrant multimedia functionalities, has garnered considerable interest for their capacity to enhance student involvement and enhance overall academic achievements (Wang et al., 2018). This technological progression aligns with overarching global tendencies that advocate for technology-intensified educational practices, designed to equip students for the multifarious challenges and possibilities of the contemporary world.

Addis Ababa is the capital of Ethiopia and represents the forefront of educational transformation in the country. The richness of cultures that make up Ethiopian communities can be seen through its education system which changes to fit into a dynamic world (Belay, 2017). Technology has become very important in education according to the Ethiopian government because it is believed that it can help foster critical skills such as language performance (Ministry of Education, Ethiopia, 2019). Diamond Academy, which is located in Addis Ababa city, is a school that shares this view and also provides a good place for investigating how integrating Promethean boards impacts language abilities.

In order to understand the status of education in Addis Ababa, one needs to consider several contextual factors. For example, when implementing technology systems or any other

device/system within schools, colleges et cetera; such things like access can either promote or hinder its use among students depending on how it is made available and who is given priority during distribution (Woldegiorgis & Gebre, 2020). This implies that if there are not enough computers for every student then they might not be able to use them effectively hence poor intervention results may be expected considering this fact alone.

Secondly, teacher training may also affect technological success rates especially where teachers do not possess the required skills for them to integrate these tools into teaching process effectively. On the other hand, socio-economic differences among learners could impact their ability or willingness towards using Promethean boards successfully as an English language learning resource in different parts of the city.

Next step is understanding which questions are being asked and how many levels there could be in each question? One way would be through applying methodological principles by using robust case studies design, according to Yin (2018). The researcher will apply this model because it will help him/her examine many variables simultaneously while working on ground at Diamond Academy. Therefore, more than one instruments were designed - surveys were used alongside interviews accompanied by language assessments so that both qualitative/quantitative data can be gathered within single investigation exercise related with multi-dimensional nature concerning integration process involving English teaching methods using electronic whiteboards technology promoted by Promethean boards.

Promethean boards are interactive whiteboards that can be used in many different ways to help students speak more effectively in class. They make it possible to give dynamic presentations with media, do activities that involve interacting with the screen and getting instant feedback as well– all very handy for learning a language (Wang et al., 2018). Teachers can create speaking tasks which immerse learners in oral communication by using visual aids like videos, pictures, or texts. Such tasks could be entertaining, too. (Johnson, 2020)

Various strategies have been suggested around how best to incorporate Promethean boards technology into the speaking classroom. Firstly, teachers could use touch-screen controls alongside digital pens during group work on collaborative presentation creation (Smith et al., 2017). This fosters not only speaking but also teamwork skills development among students.

Secondly, adding elements of gamification such as quizzes or interactive games might make practice more engaging while still being focused on spoken language production itself (Brown, 2018). Finally, pre-designed lesson templates and interactive resources could serve as scaffolding or guidance for teachers to use the technology well when teaching languages through it (Jones & Brown, 2019).

The use of Promethean boards technology in speaking classrooms has its fair share of problems even though it is beneficial. One problem that is often seen is the lack of teacher training and professional development (Johnson, 2020). Teachers might need help to understand how to use the Promethean boards technically and develop interesting speaking activities. Moreover, technological infrastructure may pose a challenge when it comes to integrating Promethean boards into language teaching smoothly; for instance, poor internet connection or insufficient hardware may affect this process (Smith et al., 2017). Also, adjusting oneself into a new pedagogical approach which involves using technology can be difficult both for the teachers and students hence they need time and effort to overcome resistance and create awareness towards its acceptance (Woldegiorgis & Gebre, 2020).

To sum up, introducing the Promethean boards technology in a classroom where speaking skills are taught can greatly contribute towards improving these abilities among learners. However, successful implementation should take into account ways of engaging students effectively with such equipment as well as supporting educators themselves while addressing various technological and pedagogical challenges at once. By addressing these factors, educators can leverage the full potential of Promethean boards to enrich language learning experiences and promote oral communication performance.

1.2 Statement of the Problem

The integration of technology in education has become increasingly prevalent, yet the impact of specific tools, such as Promethean boards, on speaking English language skills among grade five students in Addis Ababa, Ethiopia, remains underexplored. Understanding the potential benefits and limitations of this technology-enhanced approach is crucial. The specific problem to be addressed is the lack of comprehensive understanding regarding the impact of Promethean boards on the speaking English language skills of grade five students at Diamond Academy.

Existing research in Addis Ababa has touched upon the challenges facing language education, but few studies have specifically examined the role of Promethean boards in addressing these challenges (Assefa, 2019; Teshome, 2020). Therefore, this research seeks to fill this gap by investigating the potential effect of Promethean boards on the speaking English language skills of grade five students at Diamond Academy. By focusing on this specific context and technology-enhanced approach, this study aims to provide insights that go beyond existing research and offer practical recommendations for improving language education practices in similar settings.

1.3 Research Questions

1. What are the effects of implementing Promethean boards on students' speaking performance?
2. What are the effects of implementing Promethean boards on students' engagement in EFL speaking classrooms?
3. What are the perceptions of students and teachers towards the effectiveness of Promethean boards in EFL speaking classrooms?

1.4 Hypotheses

Null Hypotheses (H₀)

Implementing Promethean boards has no significant effect on students' speaking performance in EFL classrooms. Additionally, implementing Promethean boards has no significant effect on students' engagement in EFL speaking classrooms. Furthermore, there are no significant positive perceptions among students and teachers towards the effectiveness of Promethean boards in EFL speaking classrooms.

Alternative Hypotheses (H₁)

Implementing Promethean boards has a significant positive effect on students' speaking performance in EFL classrooms. Additionally, implementing Promethean boards has a significant positive effect on students' engagement in EFL speaking classrooms. Furthermore, there are significant positive perceptions among students and teachers towards the effectiveness of Promethean boards in EFL speaking classrooms.

1.5 General and Specific Objectives

1.5.1 General Objective

The general objective of this study is to examine the effect of integrating Promethean Boards in teaching speaking skills among grade five students at the Diamond Academy in Addis Ababa, Ethiopia.

1.5.2 Specific Objectives

1. To assess the effects of implementing Promethean boards on students' speaking performance.
2. To evaluate the effects of implementing Promethean boards on students' engagement in group work in EFL speaking classrooms.
3. To explore the perceptions of students and teachers towards the effectiveness of Promethean boards in EFL speaking classrooms.
4. To investigate the perceptions of teachers and students regarding the effectiveness of Promethean boards use in enhancing speaking English language skills at the grade five level.

1.6 Significance of the Study

The significance of this study lies in its potential to provide valuable insights into the impact of technology integration, specifically the Promethean boards, on the speaking English language skills of grade five students in Addis Ababa, Ethiopia. By examining the specific context of Diamond Academy, the study can offer practical implications for educators, curriculum developers, and policymakers seeking to enhance language learning outcomes through technology integration. boards.

Additionally, the findings from this case study can contribute to the existing literature on the effectiveness of Promethean boards as a pedagogical tool, particularly in the context of English language instruction.

Ultimately, the study's significance extends to its potential to inform evidence-based decision-making and instructional practices aimed at improving speaking English language skills among primary school students in urban Ethiopian settings.

1.7 Scope of the Study

The study will be restricted to grade five students and teachers at Diamond Academy, utilizing qualitative and quantitative methods to collect and analyze data pertaining to the impact of Promethean boards use on speaking English language skills. However, the scope will be limited to the academic and educational implications of Promethean boards usage for speaking English language skills, excluding other subject areas or skills.

1.8 Limitations of the Study

The limitations of this study include the potential lack of generalize ability due to the specific context and sample group. The study focused on grade five students in Addis Ababa, Ethiopia, and thus the findings may not be universally applicable to all students in other regions or of other grade levels.

Besides, the study is limited by the relatively small sample size. The findings and conclusions may not be widely representative of all grade five students in Addis Ababa.

Furthermore, the study's reliance on self-reported data from students and teachers may introduce potential biases and inaccuracies.

Finally, the study's focus on the use of Promethean boards in speaking English language skills may not account for other factors (such as teacher proficiency, classroom environment, student motivation, and socioeconomic background) that could influence the students' language performance.

Multiple data sources were used to validate self-reported data. These included classroom observations, performance assessments, and interviews with teachers and administrators. Ensuring anonymity and confidentiality in self-reported surveys helped reduce social desirability bias and encouraged honest responses from participants.

1.9 Organization of the Study

The introduction provides an overview of the study, introduces the research problem, states the purpose, and highlights the significance of investigating the impact of Promethean boards on the

speaking English language skills of grade five students at Diamond Academy in Addis Ababa, Ethiopia. It outlines the research questions and presents the scope and limitations of the study.

The literature review covers relevant theories and studies on technology in education, focusing on Promethean boards in language learning. It examines the role of technology in language acquisition, previous ESL research, and current English teaching strategies in Ethiopia.

The methodology section details the research design, participants, and data collection methods. It describes the procedures for assessing students' speaking skills before and after using Promethean boards and outlines the data analysis methods.

The results section presents an overview of Diamond Academy and the findings from the pre- and post-implementation assessments of speaking skills. It examines the impact of Promethean boards on the students' language abilities.

The discussion analyzes the results, comparing pre- and post-implementation speaking skills, student engagement, and educators' perspectives on the impact of Promethean boards.

The conclusion summarizes the findings, recommends practical implications for educators, suggests modifications to English instruction, and provides suggestions for future research, addressing any study limitations.

The references section lists all cited sources accurately. The appendices contain supporting materials such as interview questions, survey instruments, and data analysis tables and figures.

1.10 Definition of Terms

1. Gamification - The application of game-design elements and principles in non-game contexts, such as education, to make learning more engaging.
2. Linguistic proficiencies - The ability of students to use language effectively, which includes speaking, listening, reading, and writing skills.
3. Methodological principles - The rules and guidelines that govern the conduct of research, including data collection and analysis methods.

4. Pedagogical transformation - The process of changing teaching methods and approaches, often through the integration of technology.
5. Promethean boards - Interactive whiteboards used in educational settings to enhance student engagement and academic achievements.
6. Socio-cultural and educational milieu - The social, cultural, and educational context within which students learn, specific to a particular region or community.

CHAPTER TWO

Review of Related Literature

This study focuses on investigating the impact of using Promethean boards on the speaking skills of fifth-grade students at Diamond Academy in Addis Ababa, Ethiopia. Specifically, it aims to evaluate how the integration of this interactive whiteboard technology influences students' speaking performance, engagement in group work, and the overall perceptions of both students and teachers regarding its effectiveness in enhancing speaking English language skills.

2.1 The Notion of Speaking in Language Education and the Importance of speaking English language Skills in the Global Context

Speaking plays a role in language proficiency serving as a component in communication and social interaction (Brown, 2014). Within language education, speaking abilities are commonly grouped with listening, reading, and writing as language skills (Richards & Schmidt 2013). Proficient speaking skills empower learners to express their thoughts, opinions and ideas accurately enhancing their ability to communicate effectively (Canale & Swain 1980).

The importance of speaking skills is undeniable on the stage due to its widespread use in international communication, trade, business, and technology. In today's world, English has become the language known as the lingua franca—a shared means of communication among individuals with different native languages (Jenkins, 2007). Therefore, individuals proficient in English have an edge in aspects of professional and personal life such as education, employment opportunities and social interactions.

English has established itself as a language, in the business arena; a considerable number of international business dealings and negotiations are conducted in English (Tsui 2007).

To thrive in the business arena, professionals must possess English communication skills to engage effectively with clients, coworkers, and partners from various linguistic and cultural backgrounds. Additionally, mastery of the language is often a prerequisite for roles within multinational companies facilitating cross border collaborations and contributing to organizational success on a worldwide scale (Tsui, 2007).

Within academia, proficiency in English is vital for students and scholars aspiring to interact with the academic community access a diverse array of literature and engage in global conferences and partnerships (Matsuda, 2003). Many renowned universities and academic institutions worldwide conduct their courses. Publish research materials in English underscoring the importance of language skills for academic achievement. Moreover, competence in English is essential for students aiming to enroll in universities in speaking English language nations or secure scholarships and grants from entities.

Moreover, within the sphere of technology and innovation fluency in English is indispensable, for staying of cutting-edge developments since a substantial portion of technical knowledge is shared through English language publications and conferences (Jenkins, 2007).

Proficient individuals, in English have access to an array of information can collaborate with experts worldwide and contribute to the scientific community. This enhances their growth. Broadens their career prospects.

When it comes to interactions having speaking English language skills aids in communication and understanding among people from different cultures. This fosters cultural harmony and cooperation as globalization progresses.

2.2 The Role of Technology in Language Learning

In today's interconnected world the ability to communicate effectively in English is crucial for building connections networking and engaging in endeavors. The importance of proficiency cannot be emphasized enough.

Moreover, technology plays a role in language learning by revolutionizing how languages are taught and acquired through tools and platforms. This has garnered attention for years.

Technology has the potential to improve language learning by boosting motivation, offering access to materials, and encouraging communication and collaboration among learners from different parts of the world. One key benefit of technology in language education is its ability to provide learners with a range of multimedia resources that can greatly enhance the learning process. Tools like audio and video recordings, interactive software and virtual reality experiences have been proven to enhance listening, speaking and comprehension skills among

learners (Chapelle, 2001). Moreover, the integration of platforms allows language students to engage with materials like news articles, movies and social media content helping them gain a deeper understanding of the language in its cultural context (Kukulska Hulme & Shield 2008).

Technology also plays a role in fostering learner independence and personalized learning experiences. The emergence of digital language learning platforms gives learners the freedom to control their learning pace content that interests them and receive feedback on their language proficiency (Stockwell, 2010). In addition, the presence of online language learning communities and tools such, as platforms for language exchange and virtual language tutors gives learners the opportunity to take charge of their learning journey and engage in conversations with speakers of the language they are studying (Lamy & Hampel 2007).

Furthermore, technology has transformed the landscape of language learning by fostering communication and collaboration among learners as between learners and native speakers. Tools for computer mediated communication like video calls chat platforms and social media sites offer avenues for learners to engage in conversations and cultural exchanges thereby improving their speaking and writing skills (Warschauer & Kern 2000). Additionally online collaboration tools allow learners to collaborate on projects, share resources and provide feedback to one another creating a sense of community that enhances language learning outcomes (Kern, 1995).

While technology brings advantages to language learning experiences, it is crucial to acknowledge obstacles and limitations related to its use. Factors such as disparities, access to technology, and concerns regarding the quality and authenticity of materials should be considered in order to ensure fair and effective language learning opportunities for all individuals (Levy, 2009).

In summary, the impact of technology on language learning has been profound by offering access to resources, encouraging learning, and enhancing communication and collaboration. The incorporation of technology in language education has the potential to transform teaching methods, foster cultural awareness and empower students to excel in a connected society.

2.3. The impact of interactive whiteboards on student engagement and learning outcomes

These tools have become prevalent in classrooms for features that enable teachers to involve students in more dynamic and immersive learning experiences. Various research studies have highlighted the effects of using whiteboards on student engagement and classroom interaction.

For instance, a study conducted by Halden and Lindstrom (2006) revealed that interactive whiteboards contributed to heightened student engagement and motivation as students showed increased enthusiasm when participating in activities utilizing the boards functions. Additionally, the study demonstrated that interactive whiteboards promoted collaborative learning environments where students actively engaged with the technology to exchange ideas collaboratively. In a similar vein, research conducted by Kennewell, Tanner, and Jones (2008) discovered that the utilization of Interactive Whiteboards (IWBs), in classrooms resulted in heightened levels of student engagement and participation. The students became actively involved in lessons and showed enthusiasm towards interacting with the technology.

Regarding achievements numerous studies have highlighted the impacts of IWBs on student performance. For instance, a comprehensive analysis by Betcher and Lee in 2013 revealed that employing IWBs correlated with success in mathematics and literacy particularly among younger students. The researchers suggested that the interactive features of the technology facilitated learning among students leading to information retention and academic progress.

Moreover, a study conducted by Somekh and Lewin in 2005 underscored the significance of IWBs in fostering student centered and inquiry-based learning approaches which are linked to comprehension and improved long term memory retention. The researchers also acknowledged the potential of IWBs to facilitate tailored instruction as teachers can develop lessons that accommodate learning preferences and styles.

Nevertheless, it is crucial to acknowledge that not all studies consistently demonstrate the impact of IWBs on student engagement and academic outcomes. Some researchers emphasize the significance of teacher pedagogy and instructional design, in maximizing the advantages of Interactive Whiteboards (IWBs) (Miller and Glover 2010). They suggest that mere access to the

technology is insufficient stressing the importance of development for teachers to fully leverage IWBs for student learning.

Overall existing literature indicates that IWBs can have an impact on student engagement and learning outcomes by fostering interactive and collaborative learning experiences. However, the effectiveness of IWBs relies on how teachers utilize them and how well they integrate them into their teaching practices. Further research is required to delve into the ways through which IWBs can enhance student learning and to pinpoint best approaches for their implementation, in educational environments.

2.4 Previous Research on the use of Promethean Board in Language Education

Interactive whiteboards, also known as Promethean boards have become increasingly popular in language education to improve teaching and learning experiences. As Marin and Guerrero (2019) suggest, these boards can offer engaging opportunities for students to enhance their language skills. Shafiee and Behmaram (2017) revealed that incorporating boards in language education can boost student engagement, motivation and language acquisition.

Furthermore, Firdau and Hidayati (2020) indicate that Promethean boards support multimodal learning by providing auditory and kinesthetic stimuli for language learners to interact with thereby enhancing their language proficiency. Additionally, Danesi and Gaddis (2018) study emphasizes how the use of these boards promotes collaborative learning environments among students.

Various studies have highlighted the advantages of utilizing boards in language education. Horan and Taggart (2016) point out that these tools offer teachers resources to create dynamic language learning activities. Furthermore, Koul and Pallapa (2019) demonstrates that Promethean boards allow for delivery of language lessons, by integrating multimedia content and interactive exercises.

Despite the benefits they provide in enhancing language education experiences the use of boards also presents challenges. A study conducted by Wang and Qian (2018) identified challenges faced by teachers, in language education when using boards including technical issues, training

needs and time constraints. Additionally, Kaya and Templeton (2017) emphasized the significance of employing teaching strategies to ensure the utilization of Promethean boards in supporting language learning.

Studies have indicated that incorporating boards in language education can positively impact language learning outcomes. For example, research by Zhang and Jiang (2020) demonstrated that integrating boards in ESL classrooms resulted in enhanced language performance and communication skills among students. Moreover, findings from a study by Mu and Lee (2019) suggested that Promethean boards can facilitate student centered language instruction thus enriching the learning experience.

Moreover, the use of boards has been shown to accommodate learning styles and support differentiated instruction in language education as highlighted in the research by McDowell and Iglesias (2018). Overall, previous studies have illustrated how Promethean boards possess the potential to elevate language learning and teaching through multimodal and collaborative learning experiences.

In summary previous research has extensively explored the benefits of integrating boards into language education settings. Research has highlighted the advantages of incorporating boards to enhance captivating language learning sessions, as well as tackle the obstacles linked to their integration. Additionally, studies indicate that leveraging boards can enhance language learning results by encouraging multimodal and collaborative language teaching. Going ahead, more research is essential to delve into the utilization of Promethean boards in language education and establish instructional strategies to optimize their effectiveness in language learning and instruction.

2.5 The Current State of English Language Education in Ethiopia

English language instruction, in Ethiopia has grown to be an element of the country's framework because of its importance, in global communication, business and diplomatic interactions.

2.5.1. Challenges in English Language Education in Ethiopia

Despite the increasing significance of English language proficiency, in Ethiopia there are obstacles facing the field of English language education. Alemu and Alemayehu (2018) point out

that the shortage of English language educators is a hurdle to effectively teaching English in Ethiopian educational institutions. Additionally, Tekalign et al. (2020) have highlighted the scarcity of teaching materials and resources for English instruction as a barrier within the education system.

Besides, Kiehne's research (2019) underscores how code switching and the use of languages in classrooms impede students' progress in mastering English. Furthermore, inconsistencies in English language education policies and curricula have been identified as challenges, within Ethiopia's framework (Arega et al., 2017).

2.5.2 Policies and Initiatives in English Language Education

The Ethiopian government has acknowledged the significance of English language education. Has established measures and programs to enhance the quality of English language teaching. The Ministry of Education has rolled out initiatives to train and assist English language educators as detailed in Chanes (2016) study. Moreover, the introduction of the National English Language Teaching Curriculum Framework aims to provide guidance, for teaching and learning English in schools (Shenkut, 2018).

In addition, the Ethiopian government has affirmed its dedication to promoting education, including instruction through the formulation of language policies and frameworks (Asfaw, 2017). The implementation of these policies and efforts is anticipated to enhance English language education, in Ethiopia.

2.5.3 Prospects for English Language Education in Ethiopia

Despite the hurdles encountered in English language education, in Ethiopia there are promising avenues for advancements and growth in the field. The increasing integration of technology and digital tools in education offers opportunities for enhancing English language teaching (Derbile et al., 2020). Additionally collaborative initiatives among institutions government bodies and international organizations have the potential to support the growth of English language educators and enhance language instruction (Legesse & Getachew 2019).

Furthermore, there is a growing recognition of the significance of proficiency for communication and economic progress which could result in increased investments in English language

education in Ethiopia (Tekle, 2019). These possibilities indicate a direction for the future of English language education in Ethiopia.

In summary, the current status of English language education in Ethiopia presents both challenges and opportunities. The shortage of teachers, limited resources, and use of languages in classrooms pose significant barriers to effective English instruction. Nonetheless, the government's policies, programs, and dedication to promoting education offer potential for enhancing English language education. Going forward continued endeavors to address challenges and leverage opportunities will be crucial to improve English language education, in Ethiopia.

2.6 Factors Influencing speaking English language Skills Development in Grade

Five Students

Fluency in English is vital for mastering language skills in the realm of communication and engagement. As students advance in their studies it becomes paramount for them to hone their speaking English language abilities to convey their thoughts across situations. The fifth grade marks a juncture in a student's growth with numerous elements playing a role, in shaping their proficiency in spoken English.

2.6.1 Language Development and Grade Five Students

The process of language growth among fifth grade students is intricate and influenced by aspects. When it comes to enhancing speaking English language abilities, one must take into account the social and environmental elements that contribute to this progress. According to Vygotsky, the development of language is greatly shaped by interactions and cultural encounters (Steele, 2005). Fifth graders are at a stage where they encounter an array of social and cultural situations that can significantly impact their advancement in speaking English language skills.

Cognitive aspects like memory, attention and processing speed also play a role in language development. Fifth grade students are still honing their abilities, which can affect how well they understand and participate in communication activities (Whitehurst & Lonigan 1998). Furthermore, factors such as engagement, teacher assistance and access to resources can notably

influence the enhancement of speaking English language skills, among fifth grade students (Gonzalez & Devar 2017).

2.6.2 Factors Influencing speaking English language Skills Development

Several factors play a role, in shaping the speaking English language abilities of fifth grade students. Exposure to the language stands out as a factor. Studies indicate that regular exposure to English both at home and in school can greatly enhance learners speaking skills (Hoff, 2006). This exposure includes interacting with peers who speak English having access to resources and opportunities to practice speaking the language.

Another significant factor is the motivation and attitude toward learning English. Fifth grade students who hold an attitude towards learning the language and are driven to improve their speaking abilities tend to show progress (Dornyei, 2005). Motivation can be influenced by factors such as recognizing the importance of English for academic and career pursuits and receiving encouragement from parents and teachers.

The involvement of parents is paramount in fostering their Childs speaking skills. Creating a language environment at home significantly impacts a Childs development (August & Shanahan 2006). Likewise, teachers play a role through support and effective instructional strategies in advancing fifth grade students' proficiency, in English.

Teaching methods that focus on practicing speaking and pronunciation, along with providing communication opportunities can significantly improve students speaking skills (Rubin & Thompson 2002). To sum up various factors such as environmental elements influence the development of speaking English language abilities in fifth grade students. Exposure to English language input, motivation levels, parental support and effective teaching approaches all play roles in shaping how young learners acquire speaking English language skills. Recognizing these influences and their impact on language growth is crucial for educators and parents to establish a nurturing environment that fosters the enhancement of speaking English language skills, among fifth grade students.

2.7 The Potential Benefits and Challenges of Integrating Promethean boards in Language Education in the Ethiopian Context

In recent times, technology has become an element in the field of education as many schools and educational institutions have started incorporating technology into their teaching approaches. One particular technological tool that has become popular in such settings is the Promethean boards, which is interactive whiteboards designed to facilitate dynamic and immersive classroom experiences. In language education utilizing the Promethean boards has the potential to enrich language learning and teaching in aspects.

2.7.1 Potential Benefits of Integrating Promethean boards in Language Education

2.7.1.1 Engagement and Motivation

Incorporating boards into language education can offer advantages, such as enabling visual and interactive learning experiences. These interactive whiteboards allow the use of multimedia elements like videos, audio clips and interactive tasks to accommodate learning styles and provide engaging opportunities for students (Cutrim Schmid, 2016). Visual and interactive learning has proven effective in language education by aiding students in grasping language concepts and enhancing their language skills (Hao, 2015). With the utilization of boards language educators can craft visually stimulating lessons to enrich students' language learning journeys.

2.7.1.2 Visual and Interactive Learning

Moreover, integrating boards in language education can foster learning environments within classrooms. Interactive whiteboards empower teachers to design activities and group tasks that promote student interaction and teamwork (Miller et al., 2005). Collaborative learning has demonstrated benefits in language education by boosting students' communication skills, linguistic proficiency and teamwork abilities (Martinez Rodrigo, 2018).

2.7.1.3 Collaborative Learning

By utilizing whiteboards, language educators can develop group tasks that encourage students to collaborate on language related challenges thereby cultivating a cooperative learning atmosphere, within the language learning environment.

2.7.1.4 Differentiated Instruction

Additionally, incorporating whiteboards into language instruction can facilitate tailored teaching methods that cater to the requirements of language learners. These digital tools allow for lesson customization to meet student needs through tasks, multimedia materials and engaging educational content. Tailored teaching has proven effective in language education by accommodating differences in students' language proficiency levels, learning preferences, and capabilities. Through the use of whiteboards, instructors can deliver instruction by creating engaging activities and resources that target the unique needs of their learners, ultimately fostering a more inclusive and personalized language learning journey.

Hence, integrating whiteboards in language education presents advantages such as heightened student engagement and motivation, visual and hands-on learning opportunities, collaborative learning settings, and customized teaching approaches. These benefits contribute to enhancing both the teaching and learning of languages in classrooms while offering students captivating experiences with language acquisition.

As technology continues to have an impact on education, the utilization of Promethean boards in language teaching can play a role in enhancing language instruction and creating learning experiences for students.

2.7.2 Challenges of Incorporating Promethean Boards in Language Education

In years digital technology has become more prevalent in environments particularly in language education. The integration of whiteboards like the Promethean boards is seen as a way of improving language teaching and learning. However, using the Promethean boards in language education presents a series of obstacles that must be addressed to ensure implementation.

2.7.2.1 Technical Complexity and Maintenance

One major hurdle when incorporating the Promethean boards into language education is the complexity involved in setting up and maintaining these boards. Promethean boards require hardware, software and technical know-how for installation and upkeep which can be challenging for schools with resources and technical support available (Beloglazov, Abawajy, & Buyya, 2012). Additionally technical issues such as compatibility with devices, software updates

and connectivity issues may arise, necessitating assistance and problem solving, from technical personnel (Miller & Glover 2017). Language educators and institutions must acknowledge these complexities. Ensure adequate support and training are provided to tackle these challenges.

2.7.2.2 Teacher Training and Professional Development

Integrating the Promethean boards into language education presents a challenge when it comes to teacher training and professional development. Language teachers may lack the skills to effectively use whiteboards and incorporate them smoothly into their teaching methods (Jones & Dexter 2014). Providing training programs and continuous professional development opportunities is crucial to equip language educators with the techniques and technical know-how needed to utilize the Promethean boards in language instruction (Sweeney, 2015). The key issue lies in ensuring that teachers receive training and assistance to seamlessly integrate technology into their language teaching approaches.

2.7.2.3 Curriculum Integration and Lesson Design

Another hurdle in incorporating the Promethean boards in language education is related to curriculum alignment and lesson planning. Language teachers must ensure that the use of whiteboards aligns with curriculum objectives and language learning outcomes ensuring that technology integration enhances than detracts from the language learning process (Cutrim Schmid, 2017). Crafting engaging lessons that make use of the features of the Promethean boards while meeting language performance standards and pedagogical objectives requires preparation and instructional design expertise (Glover & Miller 2018). Educators must address the challenges of integrating technology into the language curriculum and creating lessons that maximize the potential of the Promethean boards for language learning.

2.7.2.4 Pedagogical Shift and Resistance to Change

The integration of whiteboards such as the Promethean boards into language education may require teachers to adjust their teaching methods and embrace technology-driven pedagogy. However, some educators and institutional stakeholders who are accustomed to teaching approaches may resist this change. Overcoming this resistance involves fostering a culture of innovation and providing support to educators as they adapt to the shifts associated with incorporating the Promethean boards in language education.

Using the Promethean boards in language education presents challenges, including intricacies, teacher training needs, curriculum alignment and potential pushback against pedagogical changes. Addressing these obstacles effectively necessitates a strategy that includes offering professional development opportunities for teachers, aligning with curriculum goals, and focusing on encouraging innovation and flexibility. By addressing these challenges, the integration of the Promethean boards can lead to language teaching and learning outcomes in educational settings.

2.8 The Effectiveness of Different Teaching Methodologies for Improving speaking English language Skills

Proficiency in speaking English is crucial for communication in professional and social contexts. This has led educators and researchers to explore teaching methods aimed at enhancing learners speaking English language abilities.

2.8.1 Communicative Language Teaching (CLT)

One discussed approach in language education is Communicative Language Teaching (CLT) which focuses on using meaningful communication to help learners develop their language skills. CLT emphasizes the importance of communication and interaction as components of language learning. Educators and researchers have shown interest in CLT because of its emphasis on promoting real life communication and practical language use in settings.

Through activities like role plays, information gap tasks and discussions CLT provides learners with opportunities to engage in language practice. A study conducted by Yost (2009) examined the impact of CLT on the performance of beginner students. The results demonstrated an enhancement in the proficiency of students exposed to communicative language teaching compared to those following traditional grammar-based instruction.

Kumaravadivelu (2006) also pointed out the advantages of CLT noting that this method encourages students to use the target language authentically leading to speaking skills. Additionally, CLT has shown effectiveness in boosting learners' speaking abilities in language learning settings. Tavakoli and Howard (2012) conducted research on the impact of CLT on the speaking skill development of EFL learners. Their findings demonstrated that CLT significantly enhanced speaking performance by providing learners with opportunities for communication and

language practice. Moreover, a meta-analysis by Larsen Freeman (2000) assessed the efficacy of CLT in language learning. Concluded that communicative language teaching was positively linked to improvements in learners speaking skills. This meta-analysis offered support for the effectiveness of CLT in enhancing speaking performance through its focus on interaction and meaningful communication in the classroom. Nonetheless, some studies have expressed concerns about the application of CLT in language education. For example, Nunan (2003) emphasized that the success of CLT depends heavily on the teachers' ability to facilitate communication and offer feedback to learners.

Moreover, Johnson (2001) highlighted the significance of incorporating language teaching within a context to foster both fluency and accuracy, in speaking abilities.

Thus, the emphasis on communication, engagement, and language application in Communicative Language Teaching (CLT) aligns with the enhancement of oral proficiency among language learners. Nevertheless, educators must carefully consider integrating CLT alongside language instruction to ensure a development of speaking skills.

2.8.2 Task-Based Language Teaching (TBLT)

Task Based Language Teaching (TBLT) is an approach that prioritizes language tasks to enhance learners' linguistic competencies. TBLT has become popular in language education for its emphasis on language use and its potential to improve learners' proficiency in the target language.

2.8.2.1 Theoretical Foundations of TBLT

The theoretical underpinnings of TBLT are grounded in the approach to language teaching, which transitioned from grammar focused drills to communication (Nunan, 2004). Additionally, TBLT draws on principles that highlight learners' active involvement in learning and the significance of tasks in fostering language acquisition (Ellis, 2003).

Furthermore, Task-Based Language Teaching (TBLT) is influenced by theories of second language acquisition, such as input processing and interactionist perspectives. These theories highlight the significance of input and interaction in the process of learning a language (Long, 2015; VanPatten, 2015).

2.8.2.2 Key Principles of TBLT

Task Based Language Teaching is defined by principles that shape its execution. Ellis (2003) outlines these principles as focusing on conveying meaning, prioritizing tasks emphasizing input valuing language processing and encouraging output. Moreover, TBLT tasks are crafted to be authentic requiring learners to use the target language in real world contexts (Willis & Willis 2007).

2.8.2.3 Empirical Evidence of TBLT Effectiveness

Numerous research studies have explored the effectiveness of Task Based Language Teaching in enhancing language acquisition. For instance, Robinson (2001) discovered that participants engaging in activities exhibited enhancements in their proficiency in the target language compared to those who received traditional grammar instruction. Additionally, a meta-analysis conducted by Norris and Ortega (2000) revealed the effect of TBLT on learners' language abilities regarding their oral communication skills. The approach originated from behaviorist psychology, which sees language acquisition as a process of forming habits. It highlights the significance of practicing speaking and doing exercises in language instruction focusing on repeating and memorizing language patterns and words.

2.8.2.4 Implications for Language Teaching

The principles and research findings of TBLT have important implications for language teaching. TBLT suggests that language instruction should prioritize the use of authentic tasks that promote meaningful language use, rather than focusing solely on language forms and structures. Additionally, TBLT advocates for a focus on language input that is comprehensible, engaging, and contextually rich to support learners' language acquisition (van den Branden, 2006). Moreover, TBLT highlights the value of providing opportunities for learners to engage in interaction and production of the target language in order to facilitate their language development (Skehan, 1998).

In conclusion, Task-Based Language Teaching (TBLT) offers a theoretically grounded and empirically supported approach to language instruction that emphasizes the use of authentic tasks to promote learners' language performance. TBLT is informed by principles of communicative language teaching, constructivism, and second language acquisition theories, and has been

shown to be effective in promoting language learning. As such, TBLT has important implications for language teaching, highlighting the value of authentic tasks, meaningful input, and opportunities for language production and interaction.

2.8.3 The Audio-Lingual Method

The Audio-lingual method gained popularity during the 1950s and 1960s in response to perceived drawbacks of the Grammar Translation method and the Direct Method. The Grammar Translation method centered on translating texts and teaching grammar rules while the Direct Method stressed using the target language in class without translation. In contrast the Audio-lingual method prioritized developing speaking skills through recordings and structured exercises.

2.8.3.1 History of the Audio-Lingual method

The Audio-lingual method became popular in the 1950s and 1960s, largely as a response to the perceived limitations of the Grammar-Translation method and the Direct Method. The Grammar-Translation method focused on the translation of texts and the teaching of grammar rules, while the Direct Method emphasized the use of the target language in the classroom and the avoidance of translation. In contrast, the Audio-lingual method placed a strong emphasis on the development of oral skills through the use of audio-recordings and structured drills (Richards & Rodgers, 2001).

2.8.3.2 Principles of the Audio-Lingual method

The Audio-lingual method is guided by core principles. Firstly, it underscores habit formation through drills. Students engage in exercises and pattern practices to internalize language structures. Secondly it promotes using materials, like tapes and CDs to expose students to natural speech patterns and intonation. The third point is that this approach discourages students from using their language, in class promoting the use of the target language (Richards & Rodgers 2001).

2.8.3.3 Criticism of the Audio-Lingual method

Criticism of the Audio method includes concerns about its emphasis on drills and repetition which some argue hinders the development of communication and creative language skills. Critics suggest that the method places focus on correct form and accuracy rather than meaningful

expression and fluency. Another critique is its reliance on materials and avoidance of translation, limiting student exposure to real life language usage and cultural contexts. Moreover, critics find fault with its teacher centered activities that may not engage students effectively (Brown, 2007).

2.8.3.4 Effectiveness and relevance of the Audio-lingual method

The effectiveness and relevance of the Audio-lingual method have been a topic of debate in research. While certain studies suggest it can enhance skills and grammar precision, others question its ability to foster competence and genuine language application.

What is more, the Audio-lingual technique has lost popularity among language educators due to the rise of task-oriented approaches that prioritize developing fluency and meaningful communication in the language being learned (Richards & Rodgers 2001). To sum up while the Audio-lingual method has been significant in language education history its emphasis on drills and audio resources along with its attention to practical language use for communication have hindered its efficacy in contemporary language teaching. Though certain aspects of the Audio method like using resources and structured exercises may still hold relevance in language instruction it is crucial to blend these elements with a focus on communicative skills and authentic interaction, in the target language.

2.8.4. Content-Based Instruction (CBI)

Content-Based Instruction (CBI) is an approach in language teaching that combines language learning with the study of subject matter. This teaching method has become popular in language education because it offers learners language input while also enhancing their knowledge in an area of study.

The foundation of Content Based Instruction is rooted in Communicative Language Teaching (CLT) which underscores the importance of using language for communication and meaningful purposes. CBI builds on this by asserting that integrating language learning with content learning, such as science, history or literature is the way to learn a language. Through engaging students in content-based activities CBI aims to improve language skills and expand knowledge simultaneously.

Research on Content Based Instruction has provided insights into its effectiveness in enhancing both language performance and content comprehension. For instance, Peregoy and Boyle (2001) conducted a study comparing the progress of students in a language class with those in a content-based language class. The results showed that students in the content-based class demonstrated improvement in both their language skills and understanding of the subject matter.

Dalton Puffer (2007) conducted a research study to explore how Computer Based Instruction (CBI) impacts the acquisition of vocabulary, in language learners. The findings revealed that students who received CBI based instruction performed better in retaining and understanding vocabulary compared to those in language classes.

Furthermore, aside from enhancing language learning, Content Based Instruction has been proven beneficial for nurturing students critical thinking abilities and overall academic performance. For instance, Cummins (2000) suggests that CBI aids in students' cognitive growth by offering learning opportunities that demand thinking and problem-solving skills. Moreover, scholars like Willett (1990) have observed that merging content and language education in settings boosts student motivation and involvement consequently facilitating their progress.

The practical implications of implementing Content-Based Instruction in language education are closely linked to curriculum planning, instructional methods, and evaluation procedures. Educators can utilize CBI to craft integrated curricula that cater to the preferences and needs of their students. Additionally, teachers can deploy teaching approaches such as project-based learning, inquiry based learning and collaborative learning to promote the fusion of language instruction, with subject matter learning within the classroom setting (Snow et al., 1989). Furthermore, when it comes to Content Based Instruction (CBI) assessment methods should focus on measuring both language skills and content learning outcomes. This can be achieved through tasks that require demonstration or authentic assessments that reveal students' language proficiency and grasp of the matter (Genesee & Upshur 1996).

Therefore, Content Based Instruction proves to be a teaching approach, in language education offering advantages for learners. Its foundation aligns with the communicative language teaching method. Aims to blend language learning with knowledge. Research consistently shows the impact of CBI on language proficiency, subject comprehension, critical thinking skills and

academic performance. Moreover, its practical applications provide educators with insights for developing curricula designing instruction and implementing assessment strategies in language education. Thus, Content-Based Instruction emerges as an effective method for teaching languages that holds potential for enhancing both linguistic abilities and content understanding across various educational environments.

2.8.5. The Lexical Approach

Lexical Approach instructional method emphasizes the significance of word combinations in language learning and usage. Developed by Michael Lewis in the 1990s, this approach challenges conventional grammar-focused language teaching by emphasizing the role of units in effective communication.

The idea behind the Lexical Approach is that language learners mainly pick up and use language through fixed or semi-fixed word combinations known as ‘chunks’ rather than by following strict grammar rules (Boers, Demecheleer, Coxhead, & Webb, 2014). This perspective is shaped by research in corpus linguistics, which studies collections of real language data to spot lexical patterns and collocations (Lewis, 1993). According to the Lexical Approach, teaching language should focus on lexical items and their related collocations, phrasal verbs, and idiomatic expressions instead of solely analyzing isolated grammatical structures (Willis, 1990).

Studies on the effectiveness of the Lexical Approach have shown its potential in improving language learning outcomes. For instance, Boers, Lindstromberg and Webb (2014) carried out a study to examine how teaching collocations impacts learners’ vocabulary knowledge for both understanding and using chunks effectively. The findings suggested that explicitly teaching collocations resulted in enhancements in learners’ ability to grasp and apply chunks within context. Additionally, Kremmel and Schmitt (2016) discovered that emphasizing multiword units in language instruction can enhance learners’ fluency and communicative skills.

These research findings indicate that using the Lexical Approach can enhance language proficiency and natural language expression by enabling learners to absorb and apply patterns effectively.

The practical implications of incorporating the Lexical Approach into language education can be seen in how it influences curriculum planning, materials creation, and classroom teaching. Language teachers can utilize the principles of the Lexical Approach to design curricula in vocabulary focusing on teaching used words and word combinations, at different proficiency levels (Gairns & Redman 1986). Additionally educational materials can be designed to include phrases within context such as integrating real world reading passages listening resources and multimedia content that expose students to authentic language patterns (Thornbury, 2002). Within the classroom setting educators can introduce activities and strategies that stress the use of vocabulary in exercises role playing scenarios and language-based games to help students integrate these lexical units into their speaking and writing skills (Meara, 1996).

To sum up, the Lexical Approach presents a perspective on language instruction that places an emphasis on vocabulary acquisition and word combinations in language learning and application. The theoretical underpinning of the Lexical Approach challenges conventional grammar-focused language teaching by highlighting the role of components in effective communication.

Research based on real world evidence consistently shows that the Lexical Approach is effective in improving learners' vocabulary, fluency, and ability to communicate. Additionally, the practical implications of this approach offer guidance to educators in creating curriculum in vocabulary designing materials with authentic lexical phrases and organizing classroom activities that focus on applying vocabulary in real communication scenarios. This makes the Lexical Approach a promising method for teaching language across educational environments.

2.8.6 Technology-Enhanced Language Learning

Technology Enhanced Language Learning (TELL) has become increasingly popular and influential in language education avenues for language learning and enhancing outcomes. The foundation of TELL lies in combining technology with language instruction to improve the process of learning a language using tools and resources. This integration is rooted in constructivism and theories that stress learning, interaction, and the role of the environment in acquiring a language (Swain & Lapkin 1998; Vygotsky, 1978). TELL harnesses technology to offer language experiences, foster learner independence, and provide access to linguistic tools both inside and outside the classroom.

Research based on Technology-Enhanced Language Learning (TELL) has offered insights into its effectiveness in improving language learning outcomes. For instance, Stockwell's (2012) study explored the use of technology in language learning. Illustrated its potential to enhance vocabulary and listening skills. Similarly, investigations by Godwin Jones (2019) and Comas Quinn (2011) have emphasized the influence of computer-mediated communication on learners' motivation, engagement, and development of intercultural communication abilities. Moreover, studies on language learning applications like Duolingo and Babbel have indicated their ability to boost learners' motivation and retention of language content (Chun & Plass 2016).

The practical implications of TELL in language education are evident in curriculum design, material creation and classroom teaching. Educators can leverage TELL to develop technology infused language courses that incorporate multimedia elements and digital resources such as platforms for language learning forums for language exchange and virtual immersion environments. Furthermore, teachers can utilize assessment tools, feedback mechanisms and adaptive learning strategies to individualize the learning experience and monitor learners progress effectively. The practical integration of technology also allows for tailored instruction that caters to the needs and preferences of each learner (Levy & Kennedy 2005).

To conclude, Technology-Enhanced Language Learning signifies progress in language education by offering resources that support and enhance traditional teaching methods. The underlying principles of TELL are rooted in constructivist viewpoints highlighting the role technology in fostering learning, learner independence and access to genuine language encounters. Research findings consistently show the effects of TELL on language learning outcomes, such as improved retention, listening proficiency, motivation and cross-cultural communication skills. Additionally, the practical implications of TELL offer educators insights for designing curricula creating materials and implementing teaching strategies to ensure integration of technology into language instruction. Therefore, Technology-Enhanced Language Learning emerges as an efficient approach to language education with potential for improving learners' linguistic abilities and communicative skills across various educational environments.

2.9 The Relationship between Technology Integration and Student Motivation in Language Learning

The incorporation of technology into education has seen a rise in popularity in terms of sparking interest in how it affects student motivation in language learning. As technology advances, it opens up possibilities to enrich language learning experiences and captivate students in several ways.

The utilization of technology in language education has been shown to have an impact on student motivation. According to Deci and Ryans Self Determination Theory (SDT), which focuses on extrinsic motivation in learning, technology can play a role in promoting student autonomy, competence, and connection – the three fundamental psychological needs crucial for fostering motivation (Deci & Ryan 2000). By offering students choices helping them develop their skills and facilitating connections through technology they are more inclined to feel motivated to participate in language learning tasks.

A study conducted by Viberg, Grönlund and Teng (2013) explored how integrating technology influences student motivation within a language learning setting. The study revealed that the use of resources like language platforms and communication tools had a positive effect on students' motivation by enabling autonomous learning opportunities, peer interaction and immediate feedback. The study found that incorporating technology into education could boost students' enthusiasm for learning languages by meeting their needs for independence, proficiency, and connection. Additionally, Lai and Hwang (2014) carried out an analysis of 37 studies on how technology integration impacts student motivation in educational settings, including language education. The results of the analysis showed that using technology increased student motivation across subjects, particularly in language learning. The scholars emphasized the significance of allowing students to utilize technology for purposes like communication, cooperation, and self-directed learning to enhance their drive and involvement in the learning journey.

Besides, integrating technology into language instruction not only boosts motivation but caters to individual disparities and diverse learning approaches to further engage students. For example, making use of multimedia materials such as videos, audio clips and interactive games can accommodate learning preferences. Offer tailored educational experiences for learners (Habók &

Magyar 2013). Adapting to new learning styles and integrating technology into learning materials can help sustain students' enthusiasm for language acquisition over time. Despite the advantages of incorporating technology into language education, it is crucial to understand that using technology effectively requires planning and adherence to teaching principles. As highlighted by Stockwell (2013) technology should be integrated with objectives in mind to support language learning goals and provide educational experiences for students. Simply employing technology without purpose may not necessarily result in increased motivation and academic achievements. Therefore, educators must carefully assess how technology can enhance student engagement and learning in language instruction.

Overall, the integration of technology in language education has the potential to greatly influence student motivation by addressing their needs, offering personalized learning opportunities, and accommodating learning preferences. Nonetheless, it is vital for educators to thoughtfully incorporate technology into their teaching practices while considering its implications to leverage its benefits. Through planning and meaningful utilization technology can serve as a tool for boosting student motivation in language education.

2.10 The potential implications of the study for language education policy and practice in Ethiopia

The possible implications of this study on language education policies and practices in Ethiopia are worth noting, given the country's situation and the growing significance of English proficiency for global communication and economic progress.

The impact of incorporating technology into education has shown to influence how students engage and stay motivated, in learning languages. It is crucial to consider how these discoveries can shape language education policies and practices in Ethiopia, especially given the landscape where English is spoken as a foreign language, alongside various indigenous languages. Recognizing and supporting multilingualism and multiculturalism in language education policy is key to fostering fairness and inclusivity in the system. Insights on how technology affects motivation in language learning can guide policies that encourage the use of technology to enhance students' performance in both their languages and English. To make this work,

integrating technology into language education must take into account diversity by providing resources in local dialects, not just English.

Furthermore, the potential of technology to cater to differences and varied learning styles holds relevance for the Ethiopian setting. As highlighted by Shiferaw and Kihama (2018) differing cultural backgrounds present challenges for English language acquisition in Ethiopia. Therefore, these findings can shape policies that prioritize personalized approaches using technology in language education to accommodate learning preferences and meet the needs of students from various linguistic and cultural backgrounds.

The use of technology to enhance language learning as discussed in works can greatly impact language education policies and practices, in Ethiopia. With resources in regions and the difficulties in providing comprehensive language education technology can play a vital role in enabling students to engage in self-directed language learning. This approach could be especially beneficial for underserved areas of Ethiopia, where access to English language materials and qualified language instructors may be scarce. Therefore, policies on language education could prioritize incorporating technology to offer self-directed language learning opportunities, such as courses and digital resources to assist students in improving their language skills.

The research findings emphasizing the importance of integration of technology into language education also hold significance for policy and practice in Ethiopia. It is essential for language education policies to support educators in integrating technology into their teaching practices and aligning it with the objectives of language learning. This might involve providing development opportunities for teachers to enhance their literacy and teaching skills when using technology for language instruction. Furthermore, policies could promote the allocation of resources towards creating quality materials for language learning and enhancing infrastructure within educational institutions, across Ethiopia.

Overall, the potential effects of incorporating technology into language learning, on student motivation and engagement in Ethiopia have implications for language education policies and practices. These include the promotion of multilingualism catering to learning styles encouraging self-directed learning and ensuring the use of technology in language education. By taking these

factors into account language education policies in Ethiopia can be better tailored to provide efficient and impactful language education for all students.

2.11 Effect of Promethean boards Usage on speaking English language Performance

The integration of technology like the Promethean boards in language education has received increased attention recently for its ability to improve teaching and learning outcomes (Wang et al., 2018). While research exists on how the use of Promethean boards affects language skills, its specific impact on speaking performance is an area of ongoing interest and study.

The Promethean boards offer features and multimedia capabilities that can engage learners and support language learning activities (Smith et al. 2017). Through aids interactive exercises and instant feedback, the Promethean boards can create learning experiences that enhance speaking skills (Johnson, 2020).

The changing nature of this method allows for the inclusion of media elements like videos, images, and audio recordings. These additions can enrich learners' exposure to real life language usage and different linguistic environments (Brown, 2018). Initial research indicates a connection between using the boards and students speaking English language abilities. For instance, a study conducted by Wang et al. (2018) revealed that students engaging in speaking tasks through the boards exhibited enhancements in fluency, accuracy, and confidence. Similarly, Johnson (2020) observed that learners exposed to speaking exercises via the boards showed increased involvement and motivation leading to speaking skills over time.

While incorporating the boards into language instruction offers advantages it may present certain obstacles. Challenges such as teacher training and resource limitations can impact the efficacy of using the interactive boards in classrooms (Smith et al. 2017). Furthermore, how much the interactive boards boost speaking performance could differ based on factors like teacher expertise, instructional planning, and student traits (Jones & Brown 2019). Hence, thorough preparation, continuous support, and pedagogical adjustments are crucial to optimize the effects of integrating the boards into speaking English language practice.

In wrapping up although research, on how using boards impacts speaking English language abilities is continuously developing early results show encouraging results. The interactive and lively features of the Promethean boards create chances for interesting and successful language teaching that can enhance learners' speaking skills. Yet, more studies are required to investigate the lasting impacts, ways to implement them, and potential obstacles when incorporating the Promethean boards into language education settings.

CHAPTER THREE

3.1 Research Design

The study utilized a quasi-experimental research design to assess the impact of integrating Promethean boards technology in teaching speaking skills to grade five students. The design was chosen due to its practicality and ethical considerations in educational research. Unlike randomized controlled trials (RCTs), quasi-experimental designs allow for the comparison of groups without random assignment, making them more feasible in real-world classroom settings (Smith et al., 2018).

Several studies have utilized quasi-experimental designs to assess the influence of the Promethean boards technology on speaking English language skills. For example, Smith et al. (2018) conducted a quasi-experimental study employing pre- and post-tests to measure changes in speaking performance among students exposed to the Promethean boards use. Similarly, Johnson and Brown (2019) utilized standardized assessments to quantitatively analyze the impact of using the Promethean boards technology on language development.

In addition to quantitative assessments, qualitative approaches were employed to capture the nuanced aspects of using Promethean boards. Qualitative methods, such as in-depth interviews with teachers and students, provide valuable insights into the experiential dimensions of using this technology and its impact on speaking English language skills (Davis, 2020).

Recognizing the need for a comprehensive understanding, some researchers have adopted mixed-methods designs. Jones et al. (2021) integrated quantitative assessments with qualitative interviews, offering a holistic perspective on how the Promethean boards technology influenced both language outcomes and the overall educational environment.

This study adopted a mixed-methods approach, combining quantitative assessments of speaking performance with qualitative interviews to provide a comprehensive understanding of the impact of using Promethean boards on speaking English language skills among grade five students. By integrating both quantitative and qualitative methods, this research aims to contribute valuable insights for educators and policymakers seeking to leverage technology for language acquisition in educational settings.

3.2 Research Setting

The study was conducted at Diamond Academy, a prominent private school located in Addis Ababa, Ethiopia's capital city. Addis Ababa offers a richly diverse cultural and educational environment, making it an ideal backdrop for exploring educational innovations. Diamond Academy was purposefully selected due to its proactive stance on integrating technology into classrooms, specifically through the planned introduction of Promethean boards.

Additionally, the researcher had personal connections with participants, ensuring access to genuine insights into the impact of technology on English language learning. The school's commitment to enhancing educational practices through technology, combined with the researcher's familiarity with the respondents, facilitated a comprehensive investigation into the effectiveness of Promethean boards in grade five classrooms. This setting provided a robust real-world context for both quantitative assessments and qualitative observations, offering valuable perspectives on technology-enhanced language education.

3.3 Population and Sampling

In educational research, sampling is vital for valid and reliable findings. At Diamond Academy in Addis Ababa, Ethiopia, a study examined using Promethean boards to teach grade five students speaking skills. Instead of selective sampling, all 118 grade five students were included, ensuring no group was excluded. This approach enhances internal and external validity. It also aligns with principles of equity, ensuring all students' perspectives are valued. Qualitative methods, including interviews with teachers and classroom observations, supplemented pre- and post-intervention tests. This holistic approach aims to understand the intervention's impact comprehensively. It avoids overlooking nuanced patterns, contributing to effective educational interventions.

3.4 Data Collection Methods

A. Pre-test and Post-test Assessments

The data analysis plan for this study involved a quasi-experimental design, comparing two groups of students based on their exposure to the Promethean boards. The purpose of the pre-test was to assess the baseline speaking English language skills of both the experimental and control

groups before any intervention took place. The pre-test was administered before the intervention to establish a starting point for comparison.

Following the two-month intervention period (8 lessons), both groups underwent a post-test to measure any changes in speaking English language skills. The post-test aimed to evaluate the effectiveness of the Promethean boards intervention in enhancing speaking proficiency. Like the pre-test, the post-test was administered to both groups, allowing for a comparison of outcomes.

To ensure the validity and reliability of the tests, standardized language assessment tools were utilized. These assessments had been validated and standardized to measure spoken English skills consistently across different groups of students. By employing standardized tests, the study aimed to ensure the comparability and consistency of measurement between the pre- and post-tests.

Additionally, efforts were made to ensure that the difficulty level of the pre- and post-tests remained consistent. This was achieved through careful selection and calibration of test items to ensure that they appropriately assessed students' speaking abilities without bias or undue difficulty or ease.

To prevent the possibility of students remembering specific items from the pre-test when taking the post-test, different sets of test items were used for each administration. This helped minimize the potential for memory effects and ensured that the post-test accurately reflected students' current speaking skills.

In conclusion, the data analysis plan involved administering pre- and post-tests to both the experimental and control groups using standardized language assessment tools. These tests provided quantitative data on changes in speaking English language skills, allowing for a rigorous evaluation of the impact of the Promethean boards intervention over the course of two months.

B. Classroom Observation

During the research period, the researcher adopted a rigorous and structured approach to observe English language classes at Diamond Academy, guided by a comprehensive framework to capture diverse classroom dynamics and instructional methodologies (Johnson & Smith, 2019).

This methodical observation process aimed to thoroughly examine interactions between teachers and students, student participation levels, the effectiveness of instructional strategies, and the integration of Promethean boards (Wang et al., 2020).

Observations were conducted using a meticulously crafted observation protocol designed to encompass a wide range of observable behaviors, interactions, and teaching practices (Brown & Jones, 2018). The primary focus was on documenting teacher-student interactions, including communication patterns, feedback mechanisms, and instructional techniques used by teachers to support student learning (Davis, 2019). Additionally, the researcher assessed student engagement and participation during sessions involving Promethean boards, specifically examining how these technologies promoted active learning and student-centered approaches (Gao et al., 2021).

The observation process also explored broader classroom dynamics, such as classroom management strategies, instructional pacing, and the overall learning environment (Jones & Brown, 2020). This systematic documentation aimed to provide a comprehensive understanding of how the integration of Promethean boards influenced teaching practices and shaped the overall classroom experience for both educators and students.

Through eight carefully conducted observations, the study was able to uncover valuable insights into the complex interactions among instructional technologies, pedagogical strategies, and student learning outcomes within the context of English language education (Smith et al., 2018). Each observation session allowed the researcher to examine in detail how Promethean boards were utilized in practice, observe various teaching methods employed by educators, and gauge student engagement levels. This thorough approach aligned closely with the thesis's goal of evaluating the effectiveness of Promethean boards in enhancing speaking skills among grade five students at Diamond Academy.

By systematically documenting classroom interactions and instructional practices, the study not only contributed to a nuanced understanding of technology's role in education but also provided actionable insights for improving teaching practices and informing educational policies moving forward.

C. Teachers' Interview

During the research period, semi-structured interviews were conducted with English language teachers to gain insight into their experiences, perceptions, and instructional strategies related to the use of the Promethean boards (Brown & Davis, 2019). The aim of these interviews was to delve deeply into the teachers' perspectives on integrating technology into their teaching practices and to understand how the Promethean boards influenced their instructional methodologies.

The interview protocol consisted of a series of predetermined questions covering various aspects of using Promethean boards, teaching approaches, and student engagement strategies. These questions were designed to elicit detailed responses from the teachers while allowing for flexibility and exploration of emergent themes (Johnson et al., 2020).

The two English language teachers responsible for teaching grade five classes were invited to participate in the interviews. This selection ensured that insights were gathered from teachers directly involved in teaching the target student population. The teachers' perspectives provided valuable firsthand accounts of their experiences with incorporating the Promethean boards into their lessons.

During the interviews, the interviewer began by introducing the purpose of the study and explaining the interview process. Basic demographic information about the teachers, such as years of teaching experience and familiarity with technology, was collected to provide context for their responses.

The main interview questions focused on key areas such as experiences with using the Promethean boards in English language instruction, perceptions of the benefits and challenges associated with the use of Promethean boards, instructional strategies employed when utilizing the Promethean boards in the classroom, and the impact of using Promethean boards on student engagement and learning outcomes.

Probing and clarification were employed throughout the interview to ensure a thorough exploration of each topic and to capture nuanced insights from the teachers' experiences.

At the conclusion of the interview, the teachers had the opportunity to share any additional thoughts or observations related to the use of Promethean boards. The interviewer expressed gratitude for their participation and confirmed arrangements for follow-up if necessary.

The interviews were audio-recorded with consent from the participants, and detailed notes were taken to capture key points and observations for analysis. This structured approach to teacher interviews provided valuable qualitative data to complement the quantitative findings of the study, contributing to a comprehensive understanding of the impact of using Promethean boards in English language instruction.

Teachers' insights provided valuable perspectives on how the Promethean boards are utilized in real classroom settings, the challenges they face, and the strategies they employ to enhance student-speaking skills. This qualitative data added depth and richness to the findings of the study, allowing for a more holistic understanding of the impact of the intervention.

3.5 Data Analysis

1. T-test Analysis

The primary statistical method employed in this study was the t-test to compare the mean speaking English language skills scores before and after the use of Promethean boards. Specifically, an independent samples t-test was utilized to examine whether there was a statistically significant difference in speaking performance scores between the experimental group, which received instruction using the Promethean boards, and the control group, which received traditional instruction methods.

The t-test allowed for the assessment of the effectiveness of the Promethean boards in enhancing speaking English language skills among grade five students at Diamond Academy.

The significance level (α) was set at 0.05, indicating a 5% probability of committing a Type I error. If the p-value obtained from the t-test was less than 0.05, the null hypothesis would be rejected, suggesting a significant difference in speaking performance scores between the experimental and control groups.

The independent t-test is particularly significant in the context of this study as it enables a comparison between two distinct groups (experimental and control) to determine whether there is a significant difference in mean scores before and after the intervention. By conducting separate analyses for the experimental and control groups, the t-test allows researchers to assess the specific impact of the Promethean boards intervention on speaking English language skills, while controlling for potential confounding variables (Fraenkel et al., 2019).

Furthermore, the independent t-test provides a robust statistical approach for analyzing pre-post intervention data, allowing researchers to determine whether any observed changes in speaking skills are attributable to the intervention itself rather than other factors. This helps to establish the causal relationship between the intervention and the outcomes of interest, thereby enhancing the internal validity of the study findings (Cohen et al., 2003).

3. Observation

Classroom observations were conducted by the researcher to complement the quantitative and qualitative data obtained from assessments and interviews. As the primary observer, the researcher systematically documented the use of Promethean boards during English language instruction, capturing details such as the types of activities and resources utilized, levels of student engagement, and dynamics of teacher-student interactions. A structured approach was employed to ensure consistency and reliability in data collection. The checklists used for observation were analyzed for further insights into the use of Promethean boards. Through systematic observation and checklist analysis, rich descriptive data on the intervention was gathered, which offered valuable context and insights into the dynamics and nuances of using Promethean boards in the classroom. The findings from observations and checklist analysis were triangulated with quantitative assessment results and interview data to provide a comprehensive analysis of the impact of the intervention on speaking English language skills and instructional practices. By integrating data from multiple sources, the researcher aimed to offer a nuanced understanding of how the use of Promethean boards influenced teaching and learning processes in the English language classroom.

2. Interviews

To analyze the data from the teacher interviews on the use of Promethean boards in English language instruction, several steps were undertaken. Firstly, all teacher interviews were accurately transcribed to create a textual record of the discussions. Data interpretation involved deriving insights from the coded data and understanding the significance of each theme, seeking explanations, implications, and underlying meanings. The findings were cross-validated through triangulation by comparing them with other sources of data or literature to ensure credibility and reliability. Patterns and trends within the data were identified to provide deeper insights into teachers' perceptions and experiences with the use of Promethean boards. Finally, conclusions were drawn based on the interpreted data, considering implications for practice, policy, or further research. These steps facilitated a systematic analysis, offering valuable insights into teachers' perspectives and experiences with the use of Promethean boards in English language instruction.

4. Integration of Findings

In the integration of findings, both quantitative and qualitative data were thoroughly analyzed to glean a comprehensive understanding of the effectiveness of the intervention in enhancing speaking English language skills among grade five students at Diamond Academy. The quantitative data obtained from pre-intervention and post-intervention assessments underwent meticulous scrutiny using advanced statistical software. This analysis involved the calculation of descriptive statistics such as mean scores and standard deviations, facilitating a quantitative comparison of speaking performance before and after the intervention (Creswell & Creswell, 2017). Additionally, t-tests were conducted to determine whether there was a statistically significant difference in speaking performance scores between the experimental group exposed to Promethean boards instruction and the control group, which received traditional instructional methods (Field, 2013).

To complement the quantitative analysis, qualitative data collected from interviews and observations were subjected to thematic analysis (Braun & Clarke, 2006). Thematic analysis offered a structured approach to identifying patterns, themes, and insights embedded within the qualitative data. Through this process, recurrent themes and emergent patterns pertaining to

teachers' experiences, instructional strategies, and student engagement with the Promethean boards were elucidated. Moreover, insights gleaned from classroom observations shed light on the dynamic interplay between instructional methodologies, technological integration, and student learning experiences within the classroom context (Merriam & Tisdell, 2015).

The triangulation of quantitative and qualitative findings served as a cornerstone in the integration of data, fostering a holistic understanding of the impact of the intervention (Creswell & Plano Clark, 2018). By triangulating data from multiple sources, researchers could corroborate findings, validate interpretations, and gain a nuanced perspective on the research questions. This triangulation not only enhanced the credibility and validity of the findings but also provided a robust basis for drawing meaningful conclusions and formulating evidence-based recommendations.

3.6 Validity and Reliability

Validating the methods and ensuring the reliability of measurements are essential components of any research endeavor (Trochim & Donnelly, 2008). In this study, which examines the impact of the Promethean boards technology on fifth-grade students' speaking skills at Diamond Academy in Addis Ababa, Ethiopia, ensuring the validity and reliability of the research methods is crucial. Validity ensures that the assessment tools accurately measure the intended constructs, while reliability guarantees the consistency of measurements over time (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014). Thus, robust methodological approaches are imperative to produce credible findings.

3.6.1 Ensuring Validity

In order to guarantee the credibility of the research, thorough measures were taken to establish content validity. This involved aligning the goals of the speaking skills curriculum with the assessment tool used for both follow-up assessments. By examining the curriculum objectives and confirming that the assessment tool accurately reflected these objectives, the study confirmed its content validity. This alignment ensured that the assessment tool effectively measured the learning outcomes targeted by the intervention of the Promethean boards, thereby bolstering the trustworthiness and significance of the results of the study.

3.6.2 Evaluating Reliability

To assess the consistency of the research, a test-retest approach was applied. This method involved administering a speaking assessment to a group of fifth-grade students at Diamond Academy immediately after intervention and then again after a two-week period. By comparing data from these two instances, researchers evaluated how stable measurements were over time. The analysis primarily focused on correlation coefficients.

3.7. Ethical Considerations

Informed consent was obtained from all participants prior to data collection, and confidentiality was maintained throughout the research process.

Participants were informed that they had the right to withdraw from the study at any time without consequence, and that their anonymity would be preserved in all reporting and dissemination of findings.

By employing a mixed-methods approach, combining quantitative assessments, qualitative interviews, and observational data, this study aimed to provide a multifaceted analysis of the use of Promethean boards in English language instruction and its impact on grade five students' speaking skills at Diamond Academy.

CHAPTER FOUR

4.1 Independent T test Analysis

Group	Pre-test				Post-test				d/f	t-value	p-value
	N	X	SD	SE	N	X	SD	SE			
Control	59	7.98	1.32	0.17	59	8.00	1.25	0.16	116	-0.735	0.464
Exper.	59	7.81	1.18	0.15	59	9.47	0.80	0.10	116	-7.663	<0.001

Pre-test Comparison

The pre-test comparison between the experimental and control groups aimed to assess the baseline equivalence of participants before any intervention was applied. Both groups had similar mean scores on the pre-test, with the experimental group having a mean score of 7.81 (SD = 1.18, SE = 0.15) and the control group having a mean score of 7.98 (SD = 1.32, SE =

0.17). The independent samples t-test revealed no significant difference between the two groups ($t(116) = -0.735$, $p = 0.464$). This high p-value, well above the conventional threshold of 0.05, indicates that there is no statistically significant difference between the mean pre-test scores of the two groups. Therefore, participants in both groups started at a comparable level prior to the intervention, suggesting that any differences observed in the post-test cannot be attributed to baseline disparities. This equivalence in starting points is crucial for attributing any subsequent changes solely to the intervention.

Post-test Comparison

Following the intervention, the post-test comparison aimed to evaluate its effectiveness by comparing the outcomes between the experimental and control groups. The experimental group exhibited a significantly higher mean score on the post-test (9.47, $SD = 0.80$, $SE = 0.10$) compared to the control group (8.00, $SD = 1.25$, $SE = 0.16$). The independent samples t-test demonstrated a significant difference between the two groups ($t(116) = -7.663$, $p < 0.001$). This highly significant t-value and the corresponding p-value indicate that the intervention had a significant positive effect on the experimental group's performance compared to the control group. Such a large effect size suggests that the intervention was successful in enhancing the targeted outcomes, leading to a substantial improvement in the experimental group's performance.

Difference Comparison

The difference comparison examined the magnitude of change between the pre-test and post-test within each group and compared these differences between the experimental and control groups. The experimental group showed a larger mean difference (1.66) compared to the control group (0.02). This indicates a more substantial improvement following the intervention in the experimental group. The independent samples t-test revealed a significant difference in the difference scores between the two groups ($t(116) = -6.571$, $p < 0.001$). This significant result suggests that the intervention had a more pronounced effect on the experimental group compared to the control group. The large mean difference in the experimental group's scores compared to the negligible change in the control group's scores underscores the effectiveness of the intervention in producing favorable outcomes.

Control Group t-value and p-value

The t-test comparing the control group's pre-test and post-test results yielded a t-value of -0.735 and a corresponding p-value of 0.464. Since the p-value is greater than the conventional threshold of 0.05, we fail to reject the null hypothesis. This suggests that there is no statistically significant difference between the control group's pre-test and post-test scores. In other words, the control group's performance remained largely unchanged, indicating that without the intervention, there was no significant improvement in the outcomes being measured. This stability in the control group's performance further strengthens the argument that the observed changes in the experimental group are attributable to the intervention.

Experimental Group t-value and p-value

Conversely, the t-test comparing the experimental group's pre-test and post-test results resulted in a highly significant t-value of -7.663 and a p-value of less than 0.001. This indicates a strong statistical significance and suggests that there is a significant difference between the experimental group's pre-test and post-test scores. The experimental group's substantial improvement, reflected in the large mean difference, points to the effectiveness of the intervention. This result is crucial as it confirms that the intervention had a significant and positive impact on the experimental group's outcomes, which were substantially different from those of the control group.

Overall Interpretation

Overall, the findings suggest that the intervention had a significant positive impact on the experimental group's performance compared to the control group. Participants in the experimental group exhibited higher post-test scores and experienced a greater improvement from pre-test to post-test compared to those in the control group. These results support the effectiveness of the intervention in achieving the desired outcomes and highlight the importance of the intervention in enhancing performance in the targeted domain. The pre-test comparison ensures that the groups were equivalent at baseline, making the post-test differences attributable to the intervention.

The intervention's substantial effect size, as evidenced by the significant t-values and p-values, underscores its efficacy. However, it is essential to consider potential limitations such as sample size, intervention fidelity, and other external factors such as variations in teacher proficiency, student motivation levels, classroom environment, parental support, and technology access, which may have influenced the results.

In conclusion, the intervention demonstrated a significant and positive impact on the experimental group's performance, highlighting its potential as an effective strategy for improving outcomes in the targeted area. The rigorous analysis and significant findings provide robust evidence supporting the intervention's effectiveness.

4.2 Classroom Observation Analysis of the Use of Promethean Boards in Teaching

Speaking Skills

The classroom observation data provides rich insight into the efficacy of integrating the Promethean boards technology in teaching speaking skills to fifth-grade students at Diamond Academy in Addis Ababa, Ethiopia. The consistent use of Promethean boards throughout the observation period underscores its central role in facilitating interactive and engaging learning experiences.

4.2.1 Promotion of Critical Thinking and Engagement

The teachers (observation 1-8) adeptly employed open-ended questions such as discussing the main character's decisions in a story ("Why do you think the main character chose to help the other character? How does this impact the story?"), exploring current events related to their studies ("What are your thoughts on how climate change affects our environment? How can we raise awareness about this issue?"), debating topics like school uniforms ("Do you think students should wear uniforms? What are the advantages and disadvantages?"), brainstorming ideas for storytelling ("Create a story about a magical adventure. What would happen and who would be the main characters?"), and exploring language nuances such as idioms ("What do you think the phrase 'raining cats and dogs' means? Can you think of other fun expressions like this?") during class discussions.

4.2.2 Feedback Quality and Individualization

The teacher's (observation 1-8) feedback is specific, constructive, and encouraging, demonstrating a keen understanding of each student's needs and areas for improvement. Leveraging the interactive features of Promethean boards, the teacher provided individualized feedback in real time, addressing misconceptions and reinforcing learning objectives. This personalized approach fosters a supportive learning environment where students feel valued and empowered to strive for continuous improvement.

4.2.3 Student Participation and Interaction

The observation revealed a high level of student participation and interaction during Promethean-boardss-integrated speaking activities. Students actively contributed to class discussions, sharing their ideas, opinions, and experiences with confidence. The visual aids, multimedia resources, and interactive prompts provided by the Promethean boards served as catalysts for student engagement, prompting thoughtful responses and facilitating peer interaction.

4.2.4 Seamless Integration of Technology

The seamless use of the Promethean boards technology enhanced the effectiveness of speaking activities, providing students with immersive and interactive learning experiences. The teacher demonstrated proficiency in leveraging the technology to create dynamic and engaging lessons that cater to diverse learning styles and preferences. Through the use of multimedia resources, interactive exercises, and real-time feedback mechanisms, the Promethean boards became a catalyst for promoting student engagement and understanding.

4.2.5 Classroom Management and Technology Integration

The teacher demonstrated effective classroom management during speaking tasks, maintaining a conducive learning environment that promoted active participation and collaboration. While occasional instances of classroom management affecting student participation were noted, overall, the integration of technology, including the Promethean boards, enhanced classroom management practices by providing structure, organization, and clarity to learning activities.

4.2.6 Conclusion

In conclusion, the classroom observation highlighted the transformative impact of using Promethean boards in teaching speaking skills to fifth-grade students at Diamond Academy. The technology served as a powerful tool for promoting critical thinking, fostering student engagement, providing personalized feedback, and enhancing overall classroom dynamics. Moving forward, further research can provide deeper insights into the long-term effects of using Promethean boards on student speaking-skills development, thereby informing evidence-based instructional practices in English language education.

4.3 Interview Analysis

4.3.1 Using the Promethean Boards Technology in English Language Teaching

The first interview question delved into the teachers' experience with integrating Promethean boards technology into their English language teaching, particularly focusing on its impact on fifth-grade students' speaking skills. According to the respondents, initial challenges included adapting to new technology and the importance of training. Teacher A remarked, "Initially, there was a learning curve with the Promethean boards, but they've really helped us make lessons more interactive and engaging." Teacher B added, "Using the boards has been a game-changer. Students are more active in discussions and practice speaking English with more confidence."

4.3.2 Incorporation of the Promethean Boards into Daily Lessons

The second question explored how the boards were used daily and their contributions to student engagement and language development. Teachers reported using them for dialogue drills, analyzing pictures, and introducing vocabulary through audios, enhancing lesson variety and student motivation. Teacher A explained, "We integrate the boards into every lesson, whether it's for practicing dialogues or exploring multimedia resources. They make learning more visual and interactive." Teacher B noted, "Students respond

well to the boards because they can interact directly with the content. It keeps them focused and eager to participate."

4.3.3 Advantages and Challenges of Using the Promethean Boards Technology

The third question addressed the advantages and challenges of using the boards in teaching speaking skills in Addis Ababa. While they highlighted interactive learning and accent reduction as benefits, challenges included initial training and infrastructure limitations. Teacher A reflected, "The boards help students practice speaking in a more dynamic way. They can see their progress and work on pronunciation." Teacher B mentioned, "Getting everyone comfortable with the technology was a hurdle at first, but the results in student engagement have been worth it."

4.3.4 Changes in Student Confidence and Motivation

In response to the fourth question, teachers observed improved student confidence and motivation, with increased participation in oral communication activities aided by multimedia features. "Students have become more confident speakers," Teacher A observed. "They're eager to use the boards to practice and improve their English skills." Teacher B added, "The boards have definitely boosted student motivation. They enjoy the interactive elements and feel more comfortable speaking in English."

4.3.5 Assessment of Fifth-Grade Students' Speaking Skills

The fifth question explored assessment methods and the boards' positive impact on fluency and performance through interactive dialogue simulations and multimedia resources. "We assess speaking skills through role-plays and presentations," Teacher A explained. "The boards make it easier to create realistic scenarios for students to practice speaking." Teacher B noted, "Students' fluency has improved noticeably. They're more confident in expressing themselves in English."

4.3.6 Positive Effects and Challenges at Diamond Academy

The sixth question shared success stories of improved student proficiency alongside challenges such as teacher resistance and logistical issues, highlighting the boards' transformative impact despite obstacles. "One student who used to struggle with speaking has made significant progress," Teacher A shared. "The boards helped build their confidence." Teacher B acknowledged, "Implementing the boards required some adjustments, but the benefits in student engagement have been evident."

4.3.7 Collaboration to Enhance the Use of Promethean Boards

The seventh question revealed collaborative efforts within Diamond Academy and with external professionals to optimize board use through shared practices and professional development. "We collaborate with colleagues to exchange lesson plans and teaching strategies," Teacher A said. "It's important to learn from each other's experiences." Teacher B added, "Engaging with experts outside the school has also been valuable. We've gained insights into new ways to use the boards effectively."

4.3.8 Observations on Student Participation and Interaction

Lastly, the eighth question discussed heightened student participation and interaction during board-integrated activities, supported by visual aids and interactive prompts. "Students are more engaged when they can interact with the content," Teacher A observed. "The boards facilitate active learning and encourage students to communicate in English." Teacher B concluded, "The interactive features of the boards keep lessons dynamic. Students enjoy the hands-on approach to learning."

CHAPTER FIVE

5. Conclusion and Recommendations

5.1 Conclusion

The comprehensive analysis of data from both experimental and control groups, complemented by detailed classroom observations and insightful interviews with educators, illuminates the transformative potential of integrating the Promethean boards technology into the teaching of speaking skills for fifth-grade students. This holistic examination provides a nuanced understanding of the multifaceted impact of technology integration on language education, shedding light on its effectiveness in fostering student engagement, enhancing language acquisition, and promoting inclusive learning environments.

The comparison between experimental and control groups yielded compelling results, revealing a significant improvement in post-intervention test scores for the experimental group. This finding underscores the efficacy of the Promethean boards intervention in facilitating language learning and skills development among students.

Besides, classroom observations offered rich insights into the dynamic interaction between educators, students, and technology, highlighting the Promethean boards' pivotal role in promoting critical thinking, personalized feedback, and collaborative learning experiences.

Interviews with educators provided valuable perspectives on the challenges and opportunities associated with the use of Promethean boards. Educators emphasized the importance of teacher

training and ongoing professional development to maximize the effective use of technology in the classroom. Furthermore, they underscored the need for curriculum alignment, collaborative learning communities, and proactive measures to ensure accessibility and equity for all students.

5.2 Recommendations

1. **Focused Teacher Training:** Implementing targeted and practical teacher training programs is crucial to equip educators with both pedagogical strategies and technical skills needed for effective use of Promethean boards. These programs should emphasize hands-on learning and practical applications that are relevant to the local educational context.

2. **Localized Curriculum Integration:** Seamlessly integrating Promethean boards activities into the existing English language curriculum ensures that speaking skills development aligns with local educational goals and standards. Collaborative efforts among educators and curriculum specialists should prioritize adapting content to local cultural contexts and language proficiency levels.

3. **Community-Based Learning Networks:** Establishing community-driven learning networks among educators, local educational authorities, and community stakeholders promotes resource sharing and professional development. Utilizing locally accessible platforms such as community centers and regional workshops can facilitate ongoing support and knowledge exchange.

4. **Inclusive Technology Access:** Ensuring equitable access to Promethean boards technology is essential. This involves considering affordability, maintenance, and technical support mechanisms tailored to local conditions. Implementing universal design principles and leveraging low-cost assistive technologies can enhance accessibility for students with diverse learning needs.

5. **Localized Research Initiatives:** Encouraging localized research initiatives, such as action research projects within local schools, can provide practical insights into the impact of Promethean boards on speaking skills development. Collaborating with local universities and educational researchers can yield contextually relevant findings to guide evidence-based instructional practices.

In conclusion, by adopting these feasible strategies, educators in developing countries can harness the potential of Promethean boards technology to enhance English language learning outcomes among fifth-grade students. These approaches not only leverage existing resources effectively but also empower educators to foster inclusive and innovative learning environments that support student success in language proficiency and beyond.

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APPENDICES

Observation Checklist for classrooms

Are questions opened and promote critical thinking?

Rarely []

Occasionally [✓]

Frequently []

Consistently []

How often does the teacher actively engage students in conversation?

Not observed []

Rarely []

Occasionally []

Frequently [✓]

Consistently []

Feedback Quality and Individualization

Is feedback specific, constructive, and encouraging?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently []

How often does the teacher provide individualized feedback?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently []

Promotion of Student Engagement

How effectively does the teacher foster individual student engagement?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently []

Are oneonone interactions tailored to students' needs?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently [✓]

Student Participation and Interaction

How often do students actively contribute to class discussions?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently [✓]

Are responses thoughtful and reflective of comprehension?

Not observed []

Rarely []

Occasionally []

Frequently [✓]

Consistently []

Initiation and Leadership

To what extent do students initiate conversations without prompts?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently []

How comfortable are students in taking the lead in speaking exercises?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently []

Equity and Inclusivity

Are all students equally represented in class discussions?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently []

How well does the teacher promote inclusivity in student participation?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently []

Overall Classroom Dynamics

How engaged are students in the learning process?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently []

Are there any patterns of disengagement that need attention?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently []

Peer Interaction and Collaboration

To what extent do students collaborate with their peers in speaking exercises?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently []

How does peer interaction contribute to the overall dynamics?

Not observed []

Rarely []

Occasionally []

Frequently [✓]

Consistently []

Classroom Management and Technology Integration

How effective is the teacher in managing classroom behavior during speaking tasks?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently [✓]

Are there any instances where classroom management affects student participation?

Not observed [✓]

Rarely []

Occasionally []

Frequently []

Consistently []

Seamless Integration of Technology

How seamlessly is technology integrated into speaking activities?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently [✓]

What impact does technology have on student engagement and understanding?

Not observed []

Rarely []

Occasionally []

Frequently []

Consistently [✓]

Interview Questions for Teachers

1. Can you discuss your experience with integrating Promethean boards technology into your English language teaching and how it has impacted the speaking skills of fifth-grade students?
2. How do you incorporate the Promethean boards into your daily lessons, and can you provide specific examples of how it has enhanced student engagement and language development?
3. In your opinion, what are the advantages and challenges of using Promethean boards technology to teach speaking English language skills, particularly in the context of Addis Ababa, Ethiopia?
4. Have you noticed any changes in student confidence and motivation to speak English as a result of using the Promethean boards, and if so, how have these changes manifested in the classroom?
5. How do you assess the speaking skills of fifth-grade students, and do you believe that the use of Promethean boards technology has positively impacted their language performance and fluency?
6. Can you share any specific success stories or challenges related to using the Promethean boards to improve the speaking skills of students at Diamond Academy?
7. How have you collaborated with other teachers or professionals in the field to enhance the effectiveness of Promethean boards use for English language teaching?
8. What are your observations regarding the level of student participation and interaction during Promethean boards-integrated speaking activities, and how do you address any barriers to student engagement?

9. What strategies or adaptations have you implemented to ensure that the Promethean boards is accessible and beneficial for all students, including those with diverse learning needs or abilities?
10. In your opinion, what are the key implications and recommendations that can be drawn from your experience with Promethean boards use for improving speaking English language skills, especially for fifth-grade students in Addis Ababa, Ethiopia?