# Libyan teachers' perspectives on employing digital boards for active learning to improve primary school pupils' vocabulary acquisition

وجهات نظر المعلمين الليبيين حول توظيف السبورات الرقمية في التعلم النشط لتحسين اكتساب تلاميذ المدارس الابتدائية للمفردات

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**Bio data**

Fatemah Ali Alamari currently works as an ESL lecturer at Azzaytuna University in Libya. She obtained her Bachelor's degree in Applied Linguistics from Azzaytuna University and recently completed a Master's program in Applied Linguistics from Tripoli University. With eight years of experience working alongside the executive team of the Department of English, her research interests focus on assessment and new teaching methods. Fatemah is known for her positive attitude and tireless energy, which she uses to motivate others to work hard and achieve success.

**Abstract**

This study employed an online survey using quantitative research method to gain insights into teachers' perspectives on employing digital boards in teaching vocabulary for primary pupils. The data collection tool was the survey, consisting of 20 items measured on a 5-point Likert scale. The survey was distributed to 45 primary school teachers from international and private schools in Tripoli, Libya, during the academic Year 2023-2024. Upon analyzing the responses, the results revealed that Libyan primary school teachers generally hold positive attitudes towards using digital boards to enhance vocabulary acquisition. Furthermore, the study found no significant statistical difference in attitudes based on gender, age, and years of experience. The results indicated that digital boards are more effective for teaching English, particularly in delivering vocabulary, than traditional methods. Finally, the findings suggested that the teachers' consistent use of digital boards may increase student responsiveness and engagement. To end, Libyan primary school teachers in international and

private classrooms were too enthusiastic about using digital boards in vocabulary lessons and even expressed a willingness to provide extra classes with their assistance.

**Key words**

**Digital boards, Active learning, Educational technology, Vocabulary acquisition**

## Introduction

Teachers and students are no longer enthusiastic about teaching and learning English using traditional techniques, as technology has become an integral part of their daily lives. An essential demand is to use innovative and participatory methods for teaching English as a foreign language in Libyan primary schools. One of the most modern teaching technologies is the digital board, which considered as the most effective way to accomplish teachers' educational objectives. The research explores the attitudes of Libyan primary school teachers towards using digital boards for active learning to enhance vocabulary acquisition.

Primary school teachers expand their students' vocabulary through different strategies and influences; one is utilizing interactive media such as visualizations, games, and songs to increase student motivation and participation in the learning process (Swan et al 2008). Also, focused and well-planned vocabulary acquisition in primary schools benefits all intended students. Still, it is essential for certain groups, including pupils who have English as an additional language, children from disadvantaged backgrounds, and pupils who are disengaged from their learning (Laufer &Vaisman, 2023). Additionally, audiovisual aids proved to heighten vocabulary learning levels in primary school (Ting, et al., 2015). Creative thinking challenges connected to new educational technologies or vocabulary learning help pupils enhance their cognitive activity and require word achievement.

In today's learning environment, learners engage in digital activities that regularly expose them to the target language rather than traditional classroom learning (Phillips, 2013). These digital activities provide valuable opportunities for students to expand their vocabulary and language skills, such as watching TV programs without dubbing, listening to songs, playing computer games, utilizing digital boards, and extensively using social media. Furthermore, digital boards empower students to learn and explore new concepts through technology, creating a

more dynamic learning environment (Hur& Suh, 2012). Students become more interested in learning when digital boards are used in the classroom. Using digital boards in teaching offers numerous benefits, including enhanced engagement, interactive learning experiences, and the ability to incorporate multimedia elements into lessons; however, these boards can provide a dynamic platform for visualizing abstract concepts, creating an immersive learning environment, and catering to diverse learning styles. Digital smart boards enable teachers to access many educational resources and interactive activities to make learning vocabulary more engaging and effective for students. Many instructors promote the usage of smart boards for teaching and learning (Dalton &Grisham, 2011). Some instructors promote the usage of smart boards for teaching and learning vocabulary as their students become more interested in learning. Conversely, a study by Laufer and Vaisman showed that many out-of-school learners do not acquire many words through digital activity, and prior vocabulary knowledge is beneficial for out-of-school vocabulary acquisition. Hence, the best guarantee is to improve out-of-school learning through findings that indicate that most outside-school learners do not acquire a significant array of words through digital activities. Additionally, having prior knowledge of vocabulary has a positive impact on learning outside the classroom. Therefore, the most effective way to enhance out-of-school learning is to strengthen vocabulary acquisition through pre-vocabulary acknowledgement (2023). However, digital boards are more effective for teaching vocabulary inside classrooms.
A study entitled "Using the Keyword Method and the Smart Board in Vocabulary Instruction for Students with Learning Disabilities" involved five students aged between 8 and 10. Initially, the students taught reading and social studies vocabulary using typical instructional methods. Subsequently, during the intervention, they received weekly instruction with a Smart Board presentation, utilizing the Keyword Method to demonstrate each vocabulary word. By comparing the student's performance after the intervention in terms of word recognition, identification, and application of multiple baseline designs with the A–B phases used in the Reading and Social Studies subject areas. In both Reading and Social Studies, all students improved their vocabulary acquisition quizzes after using digital Boards (Phillips, 2013). However, both teachers and students found the application of digital boards help to

add excitement and variety to the classroom while also improving learning outcomes (Istifci, Keser, Serpil, et al., 2018). Similarly, students have positive views towards using digital boards in English classes at all levels (Shams, 2015).

**Literature Review**

People often confuse the terms "interactive boards," "smart boards," and "digital boards," but they each refer to different concepts. In brief, interactive boards emphasize touch-based engagement, smart boards provide specialized features often geared towards education, and digital boards mainly serve to display content with limited interactivity (Siregar, 2020). Smart boards contribute to learning by enhancing motivation, promoting active student participation (Beeland, 2002), fostering attention (Francis, 2017), and considering individual differences. Digital boards play a significant role in shaping students' experiences and perspectives, affecting their behaviors and facilitating their acquisition of vocabulary knowledge and skills (Laufer& Vaisman, 2023). The use of smart boards also has limitations. Some limitations include the need for specific hardware and software for working with computer technology, which may not be available for every lesson due to the expense. Additionally, teachers may lack the necessary information and skills related to the use of SBs (Miller, 2011). In today's educational landscape, traditional teaching materials are incompatible with digital technology. Digital boards, known by various names, are increasingly used in education (Lan & Hsiao, 2011). Whether utilized in primary, secondary, or tertiary education, digital boards contribute significantly to the teaching process. Some advantages of digital boards include fostering teacher-student interaction, promoting creative thinking, ffectively utilizing visual presentation materials, providing motivation, and addressing individual differences.

The number of students significantly influences their attitudes toward digital boards; however, classrooms can be arranged with fewer students to maximize their benefits. Research findings indicate that students generally have positive attitudes toward digital smart boards, as their emotional factors, such as interest and motivation, increased after using the SBs. However, the use of digital smart boards may vary based on different educational systems worldwide. In other words, the utilization of digital boards differs depending on the location of the application

(Gurbuzturk, 2018). To put into evidence, in Turkey, a project launched to transform traditional classrooms into smart ones involved providing digital boards for each school and tablet computers for each teacher and student in primary grades. Digital board Attitude Survey surveyed 260 teachers, revealing significant differences in attitudes based on gender and content area specialization, but no age or years of experience (Akcay et al., 2015).

**Background**

The digital board is a smart board with touch sensing for user input. You can use it as a computer with your fingertips instead of a mouse to edit documents, access websites, and collaborate on projects (Hur& Suh, 2012). Research on electronic boards in educational settings is ongoing, with teachers exploring their potential benefits, but further studies are needed to fully understand the educational value of these electronic whiteboards (Wang et al., 2019).

**Primary school pupils' vocabulary acquisition**

Based on findings from several studies, they have shown that digital boards can enhance teaching effectiveness by engaging the three senses: sight, hearing, and touch (Beeland, 2002 & Gündoğdu, 2014). They offer rich visual presentation tools and enable teachers to use photos, flash animations, and videos (Ates, 2010).

**Using technology in teaching vocabulary**

Almost all schools in the United States have Internet access (Wells & Lewis, 2006) comparatively; few Libyan primary schools do. By 2024, we expect access to information and communication technologies (ICTs) to improve. The increasing availability of affordable mobile devices and the focus of the Ministry of Education on integrating technology into educational reform will contribute to this progress. The emergence of new technologies has provided effective methods for language learning, enabling learners to improve their proficiency in various language sub-skills.

Many stakeholders believe that most schools have access to digital tools and media that teachers can use to enhance vocabulary learning. These tools can capture students' interest, provide support, and create contexts for more effective word learning. Moreover, In a study by Dalton and Proctor (2007), students can benefit from developing word meaning through various activities such as reading a definition, viewing graphics,

listening to the word, writing or recording a personal connection to the word, creating a caption for an illustration, and completing an interactive word map using digital smart boards.

It can be not easy to find the resources and time needed to provide current material, cater to students' interests, and accommodate learners at different vocabulary learning levels. Including reading vocabulary on digital boards can greatly expand text options for students. Since a high percentage of students already use the Internet for homework, we can enhance their learning and exploration of words in context by having them read and view various text genres on smart boards, or by reading texts downloaded onto a class e-board or a smartphone connected directly to a digital board (Dalton & Grisham, 2011). A common concern among educators is the usability of new words and acquired terms. One powerful strategy is allowing students to listen to text with new words while providing visual exposure through digital boards. This approach provides students with access to age-appropriate content and supports the grade-level curriculum (Biemiller & Boote, 2006).

**Digital Boards' insertion in teaching vocabulary**

To minimize time and effort, English language primary school teachers used digital boards in the enormous lecture room to display items for a longer time. (Swan, et al. 2015) The electronic board alone is often not "any better than an overhead or chalkboard when used exclusively by the teacher in a lecture mode" (Abowd et al., 1996). Digital boards are undoubtedly the most effective tool for introducing new vocabulary to children. This technology facilitates learning more complex language structures (Greif Fenhagen, 2000).

A study found that participants had positive attitudes towards digital board-enhanced vocabulary instruction. It also showed that students' vocabulary knowledge significantly improved in terms of connecting word sounds with word forms and matching word forms to word meanings. The quantitative results indicated that students' language proficiency strongly influenced their preference for digital board activities (Ting, et al., 2015).

**Objectives of the study**

The study aimed to explore Libyan primary school teachers' perspectives on using digital boards to improve vocabulary acquisition. It sought to determine the potential benefits and best practices for utilizing digital

boards to enhance vocabulary acquisition among primary school students based on teachers' insights. Furthermore, it aimed to understand how modern teachers perceive active digital vocabulary learning and to create an optimal environment for learning new words. The study also investigated teachers' insights into the link between visual exposure and the ease of learning new words. Additionally, it demonstrated the influence of digital boards on word pronunciation and the correlation between remembering and recognizing vocabulary from teachers' perspectives.

**Research questions**

1. What are teachers' views on the belief that although digital tools may spark interest, they might not facilitate vocabulary acquisition as effectively as traditional methods?
2. What are primary teachers' attitudes towards using digital boards in classroom to enhance vocabulary acquisition, based on their gender, age, teaching experience, and content area?

**Significance**

Many research projects in education have focused on exploring teachers' attitudes about the capabilities of digital boards in university settings; these capabilities include presenting and capturing lectures, offering handwriting recognition, and providing resources for more interaction. However, this study is an exception as it focuses on teachers' perspectives on digital boards as currently ubiquitous tools and offers new insights for new teachers in primary classrooms to focus more on incorporating digital boards, specifically in vocabulary lessons.

**Research Methodology**

In this study, a quantitative research design was adopted to address the two research questions above. Since the research descriptive in nature; an online- close ended survey was adopted to show and interpret participants' beliefs about using digital boards in teaching vocabulary.

**Sampling**

Random sampling provides the best results because all teachers have an equal chance of being chosen, it allows researchers to make generalizations about a specific population and avoid bias. This study used a random sampling technique among primary school teachers in Tripoli.

**Instrument**

This study used a research survey which depended on collecting information about a group of people by asking questions and analyzing the results easily. The researcher randomly distributed an online survey to Tripoli primary international and private school teachers by WhatsApp and Facebook groups. The questionnaire collected data to gauge teachers' attitudes towards using digital boards for teaching new vocabulary. The questionnaire, adapted from Wozney and Abrami's (2006) Technology Attitude Questionnaire,(was designed to evaluate individuals attitudes toward technology in educational environments. It is frequently used to assess the comfort and motivation levels of teachers and students when it comes to adopting technology for learning and instruction) consisted of 20 items. Respondents rate their agreement or disagreement on a 5-point Likert scale, ranging from Strongly Agree 5 points to Strongly Disagree 1 point. Participants were requested to express their agreement or disagreement level by selecting one of the five options on the Likert Scale.

**Participants**

The sample of this study included 45 Libyan English language teachers who were belong to 3 international and 7 private primary schools in Tripoli. The questionnaire's first section contains questions related to personal demographic data. All participants were college-educated, and 40% of them were male. Most participants were under 35years, and most teachers (70%) had been teaching for less than fifteen years. Demographic questions included gender, age, years of experience, and area.

**Data Collection**

The demographic data was collected from the participated teachers in the first section of the online questionnaire. Forty-five male and female teachers from various primary schools in Tripoli took part in this study, as shown in the table below.

**Table1. Demographics related to participants**

| Variable | | N | % |
|---|---|---|---|
| Gender | Male | 20 | 40% |
| | Female | 25 | 60% |
| Type of school | Intrnational | 3 | 22.2% |

| | | | |
|---|---|---|---|
| | **Private** | **7** | **77.7%** |
| **Age** | **23- 27** | **30** | **66.6%** |
| | **27-35** | **15** | **33.3%** |

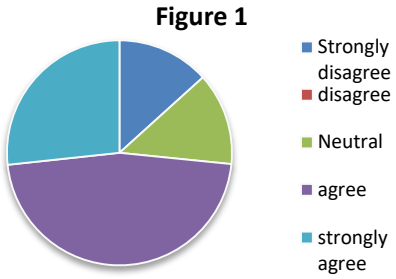
To answer the research questions, the researcher has administered a survey to get more knowledge about teachers' preferences toward using digital boards to teach English vocabulary.

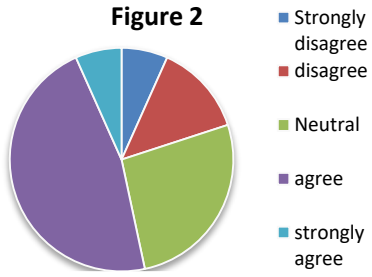
Table2. Teachers' responses in the attitude questionnaire

| | Strongly agree | Agreed | Neutral | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1.Digital board help me to teach easier | 6 | 0 | 6 | 21 | 12 |
| 2.During the course, I employ digital board software such as Star board. | 3 | 6 | 12 | 21 | 3 |
| 3.The digital board gives me more opportunities to teach my students new things. | 3 | 0 | 6 | 15 | 21 |
| 4. I am bored of using technology in the classroom. | 12 | 27 | 0 | 3 | 3 |
| 5. I believe that I must be able to use technologies such as smartphones and electronic boards | 0 | 0 | 6 | 12 | 27 |
| 6. I feel comfortable when I use the digital board in teaching | 3 | 0 | 3 | 30 | 9 |
| 7. Digital board allows me more time to interact with pupils. | 3 | 3 | 3 | 24 | 12 |
| 8. I feel confident When creating new teaching situations with digital board. | 3 | 0 | 9 | 27 | 6 |
| 9. Students are satisfied when taught with digital board. | 3 | 3 | 3 | 24 | 12 |
| 10. Using digital board in classroom does not scare me | 3 | 6 | 6 | 24 | 6 |
| 11.When I use digital board, I am able to concentrate better on my teaching techniques. | 0 | 3 | 3 | 27 | 12 |
| 12.Using digital board required hard work outside class | 3 | 18 | 12 | 9 | 3 |
| 13.I can exchange educational resources with other teachers by using digital boards | 0 | 3 | 9 | 24 | 9 |
| 14. Digital board restricts the movement of students in the classroom | 3 | 18 | 6 | 9 | 9 |
| 15. Using digital board does not make me anxious | 3 | 6 | 12 | 18 | 6 |
| 16.Teachers can access an array of multimedia resources by using digital board | 3 | 0 | 6 | 18 | 18 |
| 17. The use of digital boards has a negative effect for classroom discipline. | 15 | 12 | 9 | 6 | 3 |
| 18. | 3 | 3 | 3 | 21 | 15 |

| | | | | | |
|---|---|---|---|---|---|
| I find it easier to deal with new technology when I use digita l board. | | | | | |
| 19. Using digital board requires high experience in teaching | 3 | 12 | 9 | 12 | 9 |
| 20. In-service teacher training or professional development for the use of digital boards is sufficient. | 0 | 9 | 6 | 24 | 6 |

The attitude scale consists of two factors. Items 4, 12, 14, 17, and 19 loaded onto the first factor, representing negative attitude statements about smart board usage. Items 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 18, and 20 loaded onto the second factor, representing positive attitude statements.

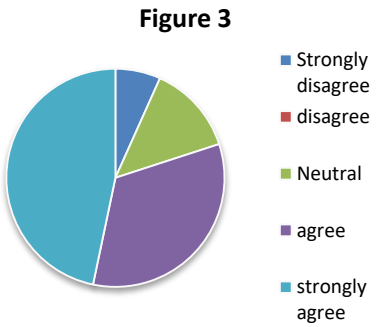



***Fi****gure 1* boards help of smart board software

*Figure 2* Employment

Participants showed a high level of agreement on the first three statements; however, teachers expressed that they used digital boards in their classes to teach easily. Also, digital boards offer multiple chances for students to learn since teachers can replay videos, search for related questions and give students a chance to see the vocabulary and listen to them.



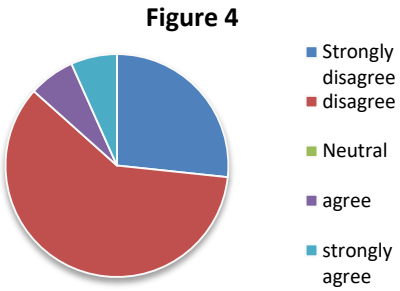
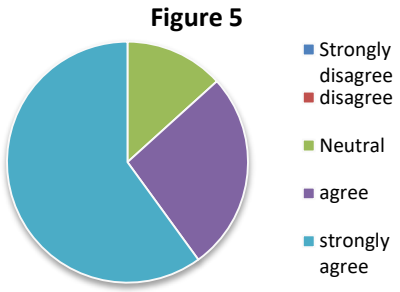




***Figure3*** **Digital boards gives opportunities to teach new things**

**Figure4 Boringness of using technology**

The survey results were altered completely in statement 4 to reflect a high level of disagreement with the idea that using technology in the classroom is boring. Oppositely, teachers cater for the use of technology as it engages students and increases their learning rate.



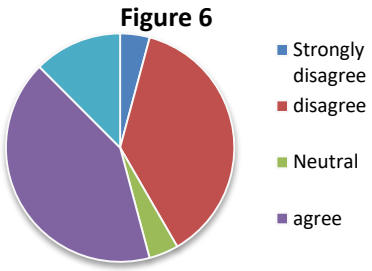
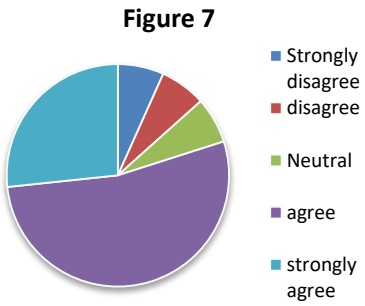




***Figure5*** **Obligatory to use technology in classrooms**

**Figure6 Comfortlessness of using digital boards**

The majority of participants (80%) strongly agreed with statements 5, 6, 7, and 8. They highlighted the importance of having technology, like interactive whiteboards, and digital boards in language classrooms. This technology enables frequent interaction with students and makes it simple to create new teaching opportunities, helping teachers feel comfortable and confident when teaching vocabulary to students.

Half of the respondents who felt uncomfortable using digital boards attributed their discomfort to a lack of advanced technological skills. Additionally, students who depend on digital devices to learn new vocabulary may miss some cognitive skills.



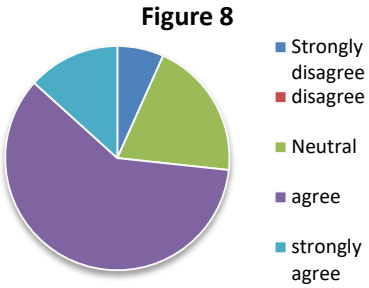
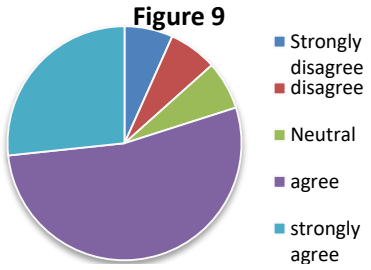




***Figure7*** **Digital boards create more time for interaction**

***Figure8*** **Creating new situations with digital boards**

The electronic board by itself is generally not “any better than an overhead or chalkboard when used exclusively by the teacher in a lecture mode” (Abowd et al., 1996, p. 194). Digital boards foster a positive learning atmosphere, encouraging students to explore new vocabulary and use it in meaningful contexts. Furthermore, teachers noted that incorporating digital boards created new opportunities in the classroom, facilitating free and direct interaction among students.



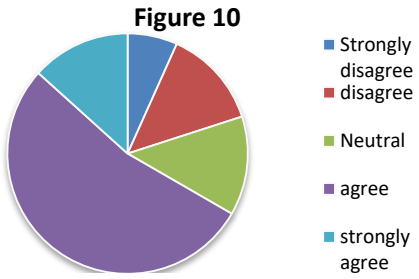
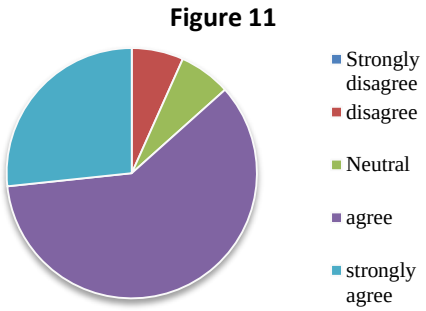




***Figure9*** **Students satisfaction of learning by digital boards**

**Figure10 Using digital boards doesn't scare**

In statement (9), teachers agreed that their students are highly satisfied when taught with digital boards. Compatibly, teachers indicated a high level of agreement with the statement (10), "I am not afraid of using the electronic board," although 20% of them remained neutral. However, teachers expressed their relaxation in using digital boards as technology inspired all life.



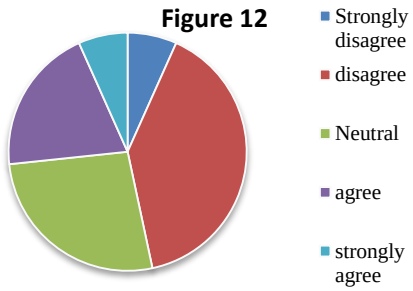




***Figure 11*** **Digital boards help focusing on varying teaching techniques**

**Figure 12 Digital boards required hard work**

The level of agreement is very high in statement 11, which aligns well with statement 16. Teachers expressed their support for the visibility of digital boards, as these provide various teaching methods and offer the flexibility to access a diverse range of global resources effortlessly and daily. On the contrary, statement 12 highlighted a disadvantage of using digital boards from the perspectives of some teachers. New technological educational device integration can cause challenges for certain teachers regarding their settings and modifications.

Few respondents opposed statements 13, 16, and 18 because the majority agreed that integrating electronic boards allows teachers to easily exchange materials and access an array of multimedia resources for teaching and ease delivering new materials. Third of teachers disagreed with statements 14 and 17 because, from their viewpoint, using digital boards does not restrict classroom movement since they are on walls.

Additionally, they believe digital boards do not hinder classroom discipline, as that is the teacher's responsibility.

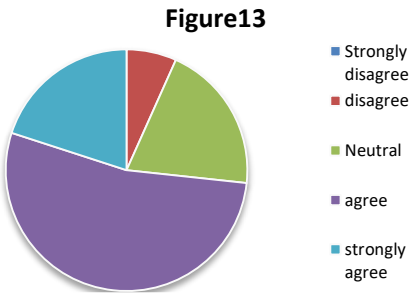



***Figure13*** **Digital boards help in teachers' exchange**

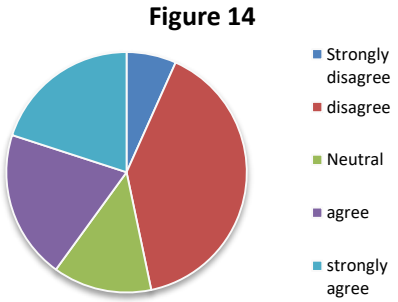



***Figure*****14 Digital boards restricts the movement of students**

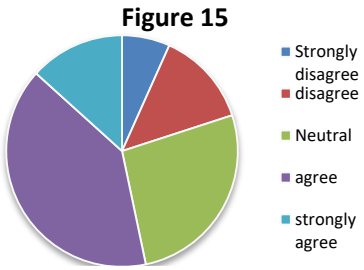



***Figure15*** **Digital boards lessen anxiety resources**

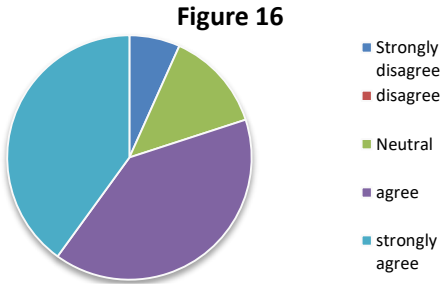
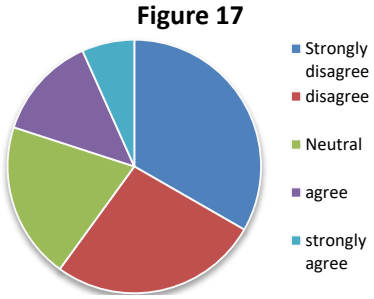



***Figure16*** **Digital boards help to access array of**

Teachers highly agreed with statement 15, which shaded light on how digital boards contribute to lessen anxiety and reduce teachers' stress in the classroom; besides creating a good bond between them and their students.



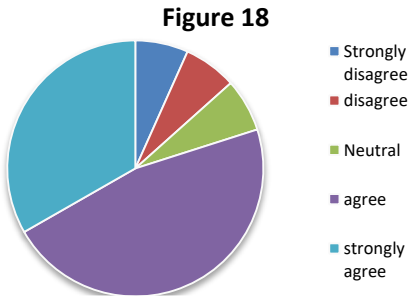




***Figure*****17 Digital board has a negative effect for classroom discipline.** ***Figure*****18 Digital boards ease new classroom delivery**

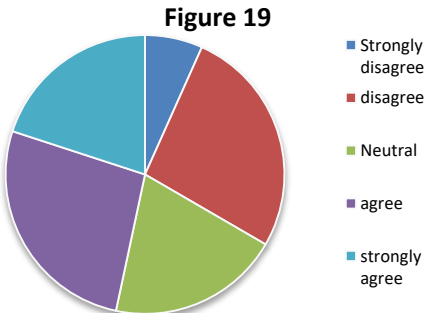



*Figure19* **Digital boards requires high experience**

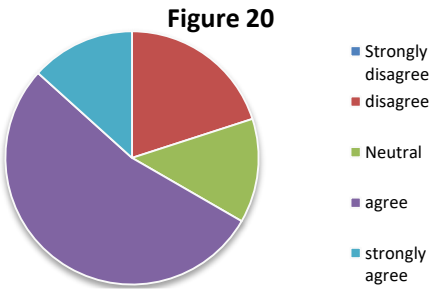



**Figure20 professional development for using digital boards is sufficient.**

Teachers' responses showed a high diversity in the last two statements. However, this created a conflict point among teachers. Hence, some teachers argue that professional development and prior teaching experience are essential for effectively using digital boards. In contrast, the rest of the teachers believed that using digital boards appropriately doesn't necessarily require experience, and even fresh teachers can use them effectively.

Briefly, According to the data gathered during this study, the combination of digital boards with primary school vocabulary lessons is a powerful device to support the theoretical material.

**Data analysis and findings**

The data analysis procedure is an important step towards finding a solution to the problem under investigation. Besides, in this study, the required information was gathered and analyzed using quantitative data analysis techniques. The responses to the questionnaire were analyzed using the Statistical Package for the Social Sciences (SPSS) program. Descriptive statistics (frequencies and percentages) were computed to analyze the data. These measures were used to describe the findings regarding teachers' attitudes towards using digital boards for vocabulary improvement.

**Mean = the total of test scores divided on the participants' number.**

$$\sigma = \sqrt{\frac{\Sigma(X-\mu)^2}{n}}$$

**Standard deviation =**

In statistics, samples mean deviates from the actual mean of a population; this deviation is referred to as the standard error of the mean.

**Sample direction = Highest mark- Lowest mark/ Highest mark**

The scale accounts for 60.457% of the total variance. The scale's reliability was assessed using Cronbach's Alpha, resulting in α = .816 for the first factor and α = .820 for the second factor. The overall internal consistency coefficient of the scale was calculated as α = .836, indicating the scale's reliability for the study.

**Table 3 sample direction indication of students' responses**

| Direction | Strongly Agree | Agree | Neutral | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| Category | 4.2-5 | 3.4-4.2 | 2.6-3.4 | 1.8- 2.6 | 1-1.8 |

| | Strongly agree | Agree | Neutral | Disagreed | Strongly disagree | Mean | Standard Deviation | Ratio | T-test | Sample direction |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | 12 | 21 | 6 | 0 | 6 | **3.73** | 1.26 | 74.6 % | 3.88 | **Agree** |
| 2. | 3 | 21 | 12 | 6 | 3 | **3.33** | 1.03 | 66.6 % | 2.15 | **Agree** |
| 3. | 21 | 15 | 6 | 0 | 3 | **4.1** | 1.22 | 82% | 6.04 | **Agree** |
| 4. | 3 | 3 | 0 | 27 | 12 | **2.16** | 0.86 | 43.2 | -6.56 | **Neutral** |
| 5. | 27 | 12 | 6 | 0 | 0 | **4.47** | 0.70 | 89.4 % | 14.1 | **Strongly Agree** |
| 6. | 9 | 30 | 3 | 0 | 3 | **3.93** | 0.94 | 78.6 % | 6.64 | **Agree** |
| 7. | 12 | 24 | 3 | 3 | 3 | **3.86** | 1.12 | 77.2 % | 5.14 | **Agree** |
| 8. | 6 | 27 | 9 | 0 | 3 | **3.73** | 0.94 | 74.6 % | 5.21 | **Agree** |
| 9. | 12 | 24 | 3 | 3 | 3 | **3.86** | 1.12 | 77.2 % | 5.14 | **Agree** |
| 10. | 6 | 24 | 6 | 6 | 3 | **3.53** | 1.10 | 70.6 % | 0.30 | **Agree** |
| 11. | 12 | 27 | 3 | 3 | 0 | **4.06** | 0.81 | 81.2 % | 8.83 | **Agree** |
| 12. | 3 | 9 | 12 | 18 | 3 | **2.8** | 1.05 | 56% | -1.28 | **Neutral** |
| 13. | 9 | 24 | 9 | 3 | 0 | **3.66** | 1.5 | 73.2 | 2.95 | **Agree** |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | % | | |
| 14. | 9 | 9 | 6 | 18 | 3 | **3.06** | 1.32 | 61.2 % | 0.30 | **Neutral** |
| 15. | 6 | 18 | 12 | 6 | 3 | **3.4** | 1.09 | 68 | 2.46 | **Agree** |
| 16. | 18 | 18 | 6 | 0 | 3 | **4.06** | 1.1 | 81.2 % | 6.46 | **Agree** |
| 17. | 3 | 6 | 9 | 12 | 15 | **2.33** | 1.26 | 46.6 % | -3.56 | **Neutral** |
| 18. | 15 | 21 | 3 | 3 | 3 | **3.93** | 1.14 | 78.6 % | 5.47 | **Agree** |
| 19. | 9 | 12 | 9 | 12 | 3 | **3.26** | 1.26 | 65.2 % | 1.39 | **Agree** |
| 20. | 6 | 24 | 6 | 9 | 0 | **3.6** | 0.95 | 72% | 4.26 | **Agree** |

**Table4 statistical analysis of the questionnaire**

## Discussion

The majority of teachers agreed that incorporating digital boards could help them improve their language input, learn more vocabulary, and actively engage in vocabulary learning. The survey demonstrated a consistent pattern in teachers' responses, indicating general improvement in students' vocabulary acquisition, especially in new terms. Furthermore, the survey findings revealed that teachers with little experience using digital boards struggle to teach new vocabulary, especially abstract words. Additionally, all teachers had the opportunity to practice identifying students' levels of comprehension. The trendy method of integrating digital boards into teaching vocabulary for primary pupils has had a significant impact on teachers' attitudes. Additionally, factors related to the educational environment, such as physical and human support, consistently influence attitudes toward integrating digital boards. Based on various research methodologies, this paper suggests new potential areas for teaching English vocabulary for future research. Responding to the first question, **what are teachers' views on the belief that although digital tools may spark interest, they might not facilitate vocabulary acquisition as effectively as traditional methods?** The results showed consistency with a study by Robin and Aziz (2022) that the use of digital tools will significantly

improve vocabulary acquisition compared to traditional methods. Digital boards facilitate interactive learning, making new terms more accessible and engaging students. The studies by Hermagustiana & Rusmawaty (2017) also highlighted important considerations for implementing digital tools in language learning. Likewise, systematic reviews show that digital tools can enhance vocabulary acquisition in language learning, and lead to improved retention and engagement. Graphics, videos, audio, and texts support learning goals (Amin, 2019). Technology-enhanced language learning and teaching will help students in the learning process. An immersive interface will assist students in simulated tasks. Virtual reality is one of the digital tools that will create immersive environments to provide a learning experience for students (Karacan & Akoglu, 2021). Teachers who lack digital literacy will impact their outcome. Moreover, while digital tools may generate interest, they may not necessarily facilitate effective vocabulary acquisition from some researchers' viewpoints. Likewise, while digital tools can engage learners and provide interactive experiences, some researchers argue that they may not promote deep vocabulary acquisition. Factors like superficial engagement, distractions, or a lack of contextual usage can hinder effective learning (Davi, 2020). It often depends on how these tools are integrated into the learning process. In contrast, traditional methods create a relaxing situation for some teachers but may still delay students' vocabulary improvement; however, the result of this study supported this notion.

In response to the second question, **what are primary teachers' attitudes towards using digital boards in classrooms to enhance vocabulary acquisition, based on their gender, age, teaching experience, and content area?** Teachers believe in the digital boards' usefulness in helping students develop their language skills to high levels. They are enthusiastic about using digital boards for vocabulary instruction. However, they have differing opinions on the types of boards to use. Overall, everyone acknowledges the importance of integrating digital boards in teaching vocabulary. A study at the School of Foreign Languages (AUSFL) at Anadolu University, Turkey, investigated the

effectiveness of using digital boards with teachers and students selected through convenience sampling at AUSFL during the 2016-2017 academic year. The study involved six volunteer teachers and 266 students. The teachers conducted at least 4 hours of their classes in classrooms equipped with smart boards. Data was collected using qualitative and quantitative methods, including surveys, questionnaires, and semi-structured interviews. The data analysis revealed that both teachers and students found that using smart boards was effective in bringing fun and variety to the class, as well as improving the learning experience (Istifci, Ilknur & Keser, Ayşe & Alan, Bülent & Akkaya Önal, Meriç & Serpil, Revan & Türkyılmaz, Sinem,2018). The survey results align with previous findings from the same field of study. Additionally, both groups of International and private school teachers held a positive view on using digital boards, regardless of their age, gender and teaching experience. To sum up, the information acquired during this research survey showed positive perspectives toward using digital boards as media for teaching vocabulary to primary school pupils.

The research survey highlights the positive perspectives toward using digital boards as an effective medium for teaching vocabulary to primary school pupils. This approach aligns with contemporary educational practices that emphasize interactive and engaging learning environments.

Digital boards provide a dynamic platform that can cater to diverse learning styles, enabling teachers to present vocabulary in visually stimulating ways. The integration of multimedia elements such as images, videos, and interactive games can enhance comprehension and retention of new words. For example, studies have shown that interactive tools can foster greater student engagement and motivation, leading to improved vocabulary acquisition (Mayer, 2014).

Moreover, using digital boards encourages collaborative learning, as students can participate in group activities, promoting peer interaction and discussion. This social aspect of learning can further reinforce vocabulary skills, as students are likely to

remember words better when they are involved in cooperative tasks.

In summary, the favorable views expressed in the survey suggest that digital boards can significantly enhance vocabulary instruction in primary education, supporting the notion that technology can play a pivotal role in modern pedagogy (Hattie, 2009).

Overall, the research underscores the positive perspectives on using digital boards for vocabulary instruction in primary education. The findings advocate for ongoing professional development to enhance teachers' digital literacy and ensure that these tools are used effectively, ultimately benefiting student vocabulary acquisition and engagement.

**Conclusion**

The results of the attitude questionnaire showed that almost 80% of the respondents had a highly agreement opinion about integrating digital boards in vocabulary learning. Approximately 60% of the respondents preferred teaching in classrooms equipped with digital boards over other technological tools. Around 60% of the respondents believed that digital boards are helpful for vocabulary acquisition and teaching other language areas, such as grammar. The participants in this study seemed to be strongly influenced by the idea that language teachers should embrace the use of digital boards due to their ease of access and use. Approximately 40% of the respondents believed that familiarity with digital boards helped them perform better in their classrooms. Furthermore, 60% of the participants claimed that the absence of technology in vocabulary teaching affected their performance and lesson delivery. According to 40% of the participants, using interactive whiteboards does not require extensive preparation outside of the classrooms, as most materials are available online. Lastly, 40% of the teachers voted negatively towards movement in the class, indicating that it is a common problem for many teachers. In this study, 70% of teachers expressed that digital boards facilitate the exchange of educational resources with other educators and provide access to teachers

from different countries. The quantitative data indicated that Libyan teachers have a positive attitude towards digital boards, viewing them as a source of flexibility that reduces stress and anxiety when delivering lessons. Participants also claimed that digital boards enhance their linguistic and communicative abilities. Overall, digital boards are an authentic and popular tool among teachers. An online survey examined teachers' perspectives on using digital boards in teaching vocabulary. The study also investigated the potential impact of gender, age, and educational background on teachers' attitudes; however, no significant relationships between them, as there was no difference in teachers' responses in terms of gender since a third of the participants were males and the rest were females.

In conclusion, the research highlights that teachers view digital smart boards as a valuable tool for fostering active learning and enhancing vocabulary acquisition among primary school pupils. By integrating technology into the classroom, educators can create interactive and engaging learning environments that not only stimulate student interest but also facilitate better retention of vocabulary. Ultimately, the positive perspectives of teachers underscore the potential of smart boards to transform traditional teaching methods, paving the way for improved educational outcomes in language development. Further exploration into specific strategies and their long-term effects on learning could provide deeper insights into this innovative approach.

In conclusion, the findings demonstrate that Libyan English language teachers have a positive attitude towards using digital boards in vocabulary teaching, and no meaningful relationships exist between their gender, age, and educational background and their attitudes towards using digital boards.

**Recommendations**

Based on the findings, the research recommended the following:

1. Digital boards can be installed in primary schools to enhance the educational environment, particularly for teaching new vocabulary.
2. Teachers do not need to bring teaching books to school as the curriculum is uploaded on digital boards.

3. Stakeholders should take into account teachers' attitudes towards using digital boards.
4. The findings of this study expect to assist teachers and researchers interested in effectively using digital boards, as well as administrators responsible for integrating educational technology and organizing English language training sessions.
5. Digital boards potentially engage students in various activities, thus supporting their learning and development. However, for students to improve their learning in the classroom, teachers need to enhance their technology skills and positive attitudes through ongoing collaborative training and practice.

**Appendices**

| | Strongly agree | Agreed | Neutral | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1.Digital board help me to teach easier | | | | | |
| 2.During the course, I employ digital board software such as Star board. | | | | | |
| 3.The digital board gives me more opportunities to teach my students new things. | | | | | |
| 4. I am bored of using technology in the classroom. | | | | | |
| 5. I believe that I must be able to use technologies such as smartphones and electronic boards | | | | | |
| 6. I feel comfortable when I use the digital board in teaching | | | | | |
| 7. Digital board allows me more time to interact with pupils. | | | | | |
| 8. I feel confident When creating new teaching situations with digital board. | | | | | |
| 9. Students are satisfied when taught with digital board. | | | | | |
| 10. Using digital board in classroom does not scare me | | | | | |
| 11.When I use digital board, I am able to concentrate better on my teaching techniques. | | | | | |
| 12.Using digital board required hard work outside class | | | | | |
| 13.I can exchange educational resources with other teachers by using digital boards | | | | | |
| 14. Digital board restricts the movement of students in the | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| classroom | | | | | |
| 15. Using digital board does not make me anxious | | | | | |
| 16.Teachers can access an array of multimedia resources by usi ng digital board | | | | | |
| 17. The use of digital boards has a negative effect for classroom discipline. | | | | | |
| 18.<br>I find it easier to deal with new technology when I use digital board. | | | | | |
| 19. Using digital board requires high experience in teaching | | | | | |
| 20. In-service teacher training or professional development for the use of digital boards is sufficient. | | | | | |

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