

## MA Education TEFL dissertation prize winner 2011

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### A teacher's perspective of integrating interactive whiteboard in a small English class in a Taiwanese primary school

'It was a little surprise for me when I was informed that I got this prize. I would like to express my appreciation to all the instructors in TEFL, especially to my supervisors as well as the course director. They have provided me not only lots of helpful suggestions but also made me more confident to come up with my own idea. Although the process of completing the dissertation is stressful, it really was a good experience for me to study on the MA Education TEFL programme in the School of Education and has increased my efficiency in my job.'

#### Abstract

The purpose of the study was to investigate the IWB integration in a small-scale class in a Taiwan rural village. The aim was to examine how the teacher employs the IWB in her English class, whether or not her pedagogy, students' motivation and engagement are influenced by the IWB integration, and what types of interaction between students-teacher and IWB take place as a result of IWB use. Interview and classroom observation were primarily used to collect data. Critical incidents were identified from the video recordings and analysed based on the teacher's perspectives and researcher's observation. The findings indicate that the IWB is generally controlled by the teacher during

the learning process, but the teacher still gives opportunities for the students to directly interact with the IWB as she found that the students become more engaged and more willing to speak English. The most frequent interaction type in this typical session is student-student interaction without the IWB. It seems to suggest that student-oriented activity still plays an important role in the teacher's beliefs despite the IWB integration into her English class. Future longitudinal studies could investigate in more depth classroom discourse patterns and students' motivation during the IWB integration as well as the teacher's pedagogy and attitudes change during the IWB pre-service training.