

**EFFECTIVENESS OF USING SMART BOARD
IN ENGLISH AS A SECOND LANGUAGE CLASSROOMS:
UNDERGRADUATES' PERSPECTIVES**

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This study investigates undergraduates' perspectives on using smart boards in English as a Second Language Classroom. Previous research proved that the smartboard supports and enhances a wide range of ESL activities: brainstorming sessions, writing, listening, reading, grammar practice and many others. Nevertheless, it was observed that little research has been conducted to identify the effectiveness of integrating smart boards in second language acquisition of undergraduates in Sri Lanka. Thus, this study is used to investigate the effectiveness of integrating smart boards in second language acquisition through undergraduates' perspectives. The Participants of this study were 40 first-year undergraduates of the Faculty of Management & Finance, University of Ruhuna. The participants follow the Business English and English Language Intensive courses, and the smartboard has often been used during lectures. Employing a qualitative research design, data for the study were collected from a questionnaire and interviews. The questionnaire and interviews aim to determine undergraduates' attitudes toward utilising smartboards in the ESL classroom. The questionnaire, comprised of 10 questions, aimed at determining undergraduates' attitudes toward using smart boards in the ESL classroom. The students were first asked to fill in the questionnaire, and structured interviews were conducted with ten students. The data derived from the interviews were analysed using thematic analysis. The findings of the study present that most students have a positive perspective on using smart boards to learn English as they contain a variety of functions compared to other teaching methods. The results show that using the smartboard enables a variety of learning experiences that enhance students' engagement, interactivity, and motivation in language learning. The present study is limited to students' perspectives on using smart boards, and teachers' perspectives are also a critical factor that needs to be examined. This study recommends teachers provide opportunities for students to use the smartboard in-class activities.

Keywords: Effectiveness, ESL classroom, Perspectives, Smart boards, Undergraduates