

The Effect of the Use of Smartboard in Teaching Poems on the English Learning Performance: A Case of Grade 11 School Students in Colombo District, Sri Lanka

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ABSTRACT

The study attempts to examine the influence of poem teaching with smart boards on performance in English learning among Sri Lankan grade 11 schoolchildren. The study collected data from 102 Sri Lankan grade 11 schoolchildren studying in government schools in Colombo, Sri Lanka. Data were collected for a pre-tested structural questionnaire and were analyzed mainly with partial least-square structural equation modeling. Five hypotheses related to the use of smartboards to present poems and the English learning achievement of grade 11 students at school were examined in this study. The result demonstrated that student participation, comprehension and explanation, and student attitude while presenting poems through smartboards have positive effects on the English learning achievement of grade 11 students at school. On the other hand, visual and auditory engagement, and recall and retention on learning poems with smartboards are not statistically significant on grade 11 school students' English learning performance. In conclusion, the study presents sound empirical findings that smartboard use in poetry lessons can be a huge boost to students' English learning performance. All these findings suggest that in class poetry, teachers ought to give special attention to interesting students' interest, understanding of, and interpretation of interactive and through smartboard activities. Additionally, even though these variables were not a major statistical contributor in this research, teachers must come up with other methods to capture visual and auditory attention, retention, and memory by utilizing technology such as smartboards.

Keywords: English learning performance, School students, Smartboards, Teaching poems, Sri Lanka.

INTRODUCTION

Scholars confirmed that poetry facilitates English language acquisition in several ways through exposing students to a wide range of vocabulary, frequently in condensed and memorable form (Kilic, 2023). Poetry enables students to understand the scope and complexity of English word usage by exposing them to words in excellently varied contexts (Johnson & Lee, 2018). The rhyme and rhythm schemes of poetry allow learners to naturally exposure to English sounds and are perfect for learning intonation, stress, and pronunciation (Ahmadi et al., 2020). These aspects are usually neglected in conventional language classrooms despite being essential to phonetics and phonology (Beaumont, 2022). Poetry's conciseness demands more accuracy of language use, which draws the learner's attention to grammatical subtleties (Cushing, 2018). In addition, poetry is a window into the cultural dimension of the language since it opens up subject matter and themes of great cultural importance (Kim, 2020). Since it increases the language and cultural abilities of students, understanding a poem often demands knowledge of the cultural nuances that inform the text (Lee, 2019). As students interpret and decipher the concealed meaning of texts, poetry also facilitates the development of critical thinking (Duffy & Smith, 2017). The ambiguity of poetry, symbolism, and use of metaphor encourage students to consider other possibilities and move beyond the literal sense of words all of which are crucial in developing higher-

level comprehension and communication skills (Lee, 2020a). Additionally, poetry facilitates emotional connection, which enriches and individualizes the language learning process and heightens motivation and enjoyment in the learning process (Kruk & Karwowski, 2021). Finally, through innovative sentence structures, poetry enriches students' creative and expressive language capacity while stimulating creative writing and thinking (Carter, 2021). Poetry's complexity and students' diverse perceptions make the teaching of poetry difficult in various ways (Heaney, 2019).

Students' interest would be significantly hindered by students' anxiety about poetry, which they tend to associate with difficulty (Cohen, 2020). Poetry is particularly difficult because it employs complex, metaphor-rich language and requires understanding of various contexts (Lehman, 2015). Moreover, students' interest and motivation tend to be shortened by the gap they perceive between the relevance of poetry to their lives (Jones & Smith, 2021). To be relevant and engaging in online learning spaces, educators must also integrate conventional pedagogical practices with contemporary technological gadgets. One of the most prevalent digital tools for facilitating various learning activities and interactive learning is the smartboard (O'Leary & Jones, 2015). Besides facilitating visual learning, these tools promote learner engagement and collaboration (Brown, 2019). According to Smith and McKinnon (2015), the utilization of smartboards can support instructional practice because they are viewed as pedagogical tools for creating interactive teaching for the entire class.

Kumar and Saini (2019) had contended that the use of smartboards increases learner engagement with content more interactively by providing simulation activities in a friendly way. Utilization of the boards has the ability to introduce a dramatic tension factor into the learning environment, which provides a stimulating and attractive learning setting (Schmidt, 2021). Almalki et al. (2020) believed that smartboards offer more interaction among students and content through unveiling simulation activity in a friendly way. Use of the boards would thus be able to bring an air of dramatic suspense to the learning environment to a more interactive learning environment. As Hwang et al. (2015) argue, the use of smartboards as a presentation tool can assist in delivering a rich, dynamic, and expressive model of instruction with multiple dimensions. Smartboards, as previously shown in research, can offer learners some obvious advantages by enhancing their productive thinking and communication skills (Lee & Recker, 2018). Smith and Jones (2021) illustrate how teachers' application of smartboards can be used to optimize interactivity and enthusiasm for learners. This is due to the fact that smartboards support a touchscreen feature, thus enabling learners to engage with learning activities and exercises in a direct manner. Presentation can be optimized utilizing smartboards. Smartboard integration into learning spaces has proven to have the potential to impact learner performance and motivation (Brown et al., 2021). Educational technology embedded in teaching and learning and its influence on students' English learning performance, particularly in the teaching of poetry, is yet to be understood in Sri Lankan scholarship.

As reported by Zhang et al. (2014), the innovation of smartboards has been embraced as revolutionizing classroom participation and students' interaction. However, in teaching poetry to students, there is sparse empirical research on the use of smartboards, particularly in the presentation of complex topics like poetry (Smith, 2021). Although smartboards may enhance visual and auditory learning, there is currently not enough in-depth research to determine if or how much the technology impacts students' comprehension and enjoyment of poetry, from preliminary observations (Johnson & Lee, 2023). This study tries to fill this gap by examining the effect of the application of smartboards in teaching poetry and determining whether or not said technology is able to enhance the degree of interactivity and dynamism involved in teaching literature and potentially enhance English learning performance among school students in grade eleven in Sri Lanka.

LITERATURE REVIEW

Teaching Poems with Smartboards

The term audio-visual materials is usually used to describe education material capable of communicating meaning with non-exclusive reliance on verbal symbols or language (Brunner, 2013). Poem teaching using smartboards employs audio-visual materials like digital presentations and dramatizations to enrich learning. By integrating text with pertinent sounds and images, smartboards enable teachers to present poetry in a lively fashion and make it come alive (Brown, 2021). By illustrating varied viewpoints through the varied content,

this multimodal method can make learner engagement and comprehension better (Jones, 2021). Besides, constant exposure to the richness of this material allows students' conceptions of poetry to solidify more firmly, ruling out misconceptions and allowing better access to poetic form and subject matter (Baker, 2018). Having the ability to put students' writing onto the screen is made possible through the use of a smartboard. Students can be supported through classroom activities with a focus on touch, movement, and space that the teacher can orchestrate using the smartboard. Visual learners would be aided by color, graphics, photographs, graphs, and mind maps (Beauchamp & Kennewell, 2010). To identify the effectiveness of teaching poetry on smartboards, numerous different aspects could be addressed. Existing research has indicated that visual and auditory focus and student engagement, comprehension, and interpretation are important aspects (Johnson & Smith, 2021). These elements ensure that the students are actively participating and comprehending what is being shared as well as being attentive. The success of the smartboard as a teaching tool for poetry learning is also evident in the fact that memory and retention play a key role in determining long-term learning achievement (O'Callaghan et al., 2016). All together, these factors offer a wide spectrum for gauging integration of technology within literature classrooms.

If smartboards are used in lessons, traditional classrooms become lively and interactive spaces that maximize student engagement. Multimedia presentations are enriched by smartboards that also contain graphics, animation, and video that support multiple learning styles and maximize student engagement (Baker et al., 2020). It also enables real-time feedback and collaboration, which maximizes student engagement and participation in the classroom (Hattie & Donoghue, 2016). The interactive feature of Smartboards enables visual learning and marking in real time, which enhances the understanding of complicated concepts and involves the learners more (Smith et al., 2021). Smartboards are capable of accommodating different learning styles with multimedia options such as dynamic charts and movies, which enhance enhanced learning and memory. This technology enables students to engage with the topic in manners they cannot with conventional approaches, thus aiding in offering a more stimulating and interactive learning environment (Plass & Pawar, 2021).

The application of smartboards in the classroom increases considerably the recall and retention of students. Interactive functions in smartboards provide engaging, multisensory learning opportunities, which are required for augmenting memory maintenance (Ahn & McCoy, 2016). These tools simplify the use of interactive exercises, live-note taking, and vivid pictures to help students memorize and comprehend the material better (Smith & Lee, 2018). Smartboards also promote active participation, which has a tendency to enhance recall through practice and feedback (Anderson & Lee, 2021). Graphic sketches and videos suit visual learners, and auditory learners are assisted by embedded sound and narrative. Anderson and Thompson (2021) highlights that smartboards are utilized by students in a more interactive way of learning, enhancing their attention rate and retention. Moreover, interactive features of smartboards, such as touch and manipulation of objects virtually, amplify understanding and engagement (Anderson & Thompson, 2021a). It has been established that using smartboards in the classroom substantially enhances students' attitude toward learning. Learning is enhanced and made more fun through these interactive tools, which provide a more engaging and rich learning experience (Johnson & Lee, 2021a). Research has established that when smartboards are used in class, the learners are more active and content showing that technology integration is central to creating effective learning environments (Anderson & Liu, 2021).

English learning performance

It is the measurement of the English language learning ability of a student to comprehend, apply, and communicate with English as a foreign or second language. It involves different kinds of abilities like speaking, writing, listening, and reading (Johnson, 2018). Standardized tests, test of classes, and evaluation of daily conversation are used most frequently to assess performance (Smith & Lee, 2019). Accuracy, fluency, and complexity of language use are all taken into account by effective performance measures (Liu & Thompson, 2019). The ability of teachers to adapt their teaching styles in conformity with such measures enables them to drive language ability and learning rates to the need of individual learners (Kumar, 2020).

Content knowledge, interpretation and analysis, creative thinking, and creative expression are the four primary features which offer profound insight into learning performance in school settings (Wilson & Liu, 2018b).

Gaining factual and conceptual information related to a certain subject is what is known as content knowledge (Thompson, 2019). Along with analysis, creative thinking makes learners think in an innovative way and implement their knowledge differently (Johnson & Lee, 2021c). The freedom to convey ideas and ideas in an innovative way through speech, writing, or creative endeavors is covered under creative expression. All these elements form part of an integrated learning experience that activates students' intellectual as well as creativity development (Smith et al., 2020a).

Development of content knowledge has been shown to greatly improve English learning performance among students (Anderson & Thompson, 2021b). As per Johnson and Lee (2021c), a solid grasp of the subject matter provides a context that facilitates vocabulary development and comprehension. The general comprehension serves to foster confidence and motivation for the use of the language. Linguistic competence is also made feasible (Smith, 2020a). Interpretation and analysis competence plays a significant role in improving the performance of students in English learning. In-depth text analysis enhances critical thinking and comprehension, two skills necessary for language acquisition (Lee, 2020b). Critical thinking enhances analytical ability and a more refined understanding of linguistic subtleties, a key development in increasing English learning potential. From studies, students participating in critical thinking exercises exhibit enhanced comprehension and use of English as they enhance the ability to construct and critique arguments effectively (Lee, 2020b). Hence, integrating critical thinking activities into English instruction is important to fostering higher-order thinking skills, as it engages students deeper and enhances their memory of language structures, innovative freedom greatly improves English learning (Johnson & Kumar, 2020). Besides making learning fun, role-playing and storytelling activities support active use of language, which is key to learning a foreign language. These strategies improve overall English language learning performance through building a deeper, more context-specific knowledge of English (Thompson, 2020).

Student Engagement and English Learning Performance

Student engagement and English learning performance are greatly improved when poetry is taught on smartboards. Students are actively involved in the learning process because of the interactive features of smartboards, including the incorporation of multimedia and touch-screen input (Smith, 2022). By facilitating instructors to visually represent intricate themes and literary devices, the practice fosters a deeper comprehension of poetic principles (Anderson & Liu, 2021a). Additionally, the use of smartboards to incorporate audio-visual materials introduces an interactive multimodal learning environment to diverse learning patterns, necessary in sustaining attention and enhancing comprehension of English literature (Martinez & Thompson, 2020). Research confirms that the interpretive and analysis skills of students improve significantly when subjected to more interactive learning tools, and their overall performance in English is improved (Johnson, 2021). Based on this, in this research it is anticipated that;

H1: The use of smartboards in the teaching of poems is impacting the English learning performance of grade 11 school students of Sri Lanka.

Comprehension and English Learning Performance: There is research supporting that learning poetry on smartboards improves comprehension and overall performance in English learning. It is now made possible for students to directly interact with the text using interactive features such as touch screens and electronic remarks in smartboards and get a better sense of complex themes and devices of poetry (Johnson, 2021). As it encourages students to more effectively analyze and interpret language, active engagement is central to developing reading abilities. Skills are significantly improved, resulting in improved English abilities as a whole (Smith, 2020b). According to studies, multimedia features of smartboards such as the ability to incorporate music samples, photos, and video related to the poetry make the information contextual. Students benefit from increased understanding as well as a more interactive and memorable learning experience (Hanson & Carter, 2021). Besides, the use of smartboards encourages differentiated learning, whereby educators can adapt their methodology to meet the various needs of their learners. This is especially effective for improving English language skills for various kinds of learners and varying levels of skills (Smith, 2020a). All other things being equal, the use of smartboards to teach literature in poetry lessons is a revolutionary method that triggers greater degrees of engagement and understanding among the students. Hypothetically, based on facts, the research assumes that;

H2: Comprehension and Interpretation in learning poems by means of smartboards have an impact on the English learning attainment of grade 11 school students in Sri Lanka.

Visual and auditory involvement and performance in learning English

Instruction of poetry using smartboards greatly improves both visual and auditory involvement, two essential aspects of improving performance in learning English. By making use of smartboards, instructors can introduce

interactive features into the lesson by showing colorful images, playing music, and even engaging students through comments while marking up poems on the screen (Johnson & Lee, 2021a). By responding to visual and sound signals, this interactive form of instruction engages students better than traditional methods and accommodates several modes of learning (Smith, 2020a). According to research, students will have a better knowledge of the subject matter when stimulated more visually and vocally, and this maximizes understanding and retrieval (Brown, 2019). In addition, students will be encouraged to participate in learning activities since smartboards are interactive, and this helps improve communication skills, and they become more confident when using English (Patel, 2022). All these help in ensuring students' overall success in English learning, thus making smartboards a necessary tool in contemporary poetry education. Accordingly, the study predicts that;

H3: Aural and Visual involvement in teaching poems with the help of smartboards influences the English learning performance of grade 11 Sri Lankan school students.

Retention and Recall and English Learning Performance

Students' retention and recall as well as their overall English learning performance are greatly enhanced when poetry is taught through smartboards. Students can retain and learn more about poetic devices and themes because of the interactive nature of smartboards, which allow for a more interactive and stimulating learning environment (Anderson & Liu, 2021b). Teachers are able to reinforce memory through multimodal learning by using imagery and metaphors on the smartboard so that students are able to learn poems in terms of hearing and viewing (Lee, 2020). Lyrical teaching based on research enhances students' English language skills by enabling them to memorize lyrical content (Smith, 2020a). In addition, the smartboard's ability to incorporate every kind of multimedia content in courses like live footage of recitation of verse or interactive notes hooks the students during learning and dramatically increases their engagement, thus improving their performance in class in English (Smith et al., 2020b). This innovative study material best improves students' learning experience and performance by transforming conventional courses in poetry into an interactive language study. The study hypothesizes that;

H4: Teaching poems retention and recall via smartboards impact the grade 11 school students' English learning performance in Sri Lanka.

Student Perception and English Learning Performance

It was shown that poetry teaching on a smartboard significantly enhances student perception and English learning outcome. Poetry can be presented more dynamically and interactively because of smartboards' interactive functions, such as touch-screen and multimedia support (Johnson & Lee, 2022). Through sensory and auditory stimulation, this technology allows for a more intense probing of difficult poetic vocabulary and content, enabling deconstruction of the mystique of poetry and making it more accessible for students (Johnson, 2021a). Since students can observe and perceive the elements of the poem like rhythm, rhyme, and emotion in action, which are hard to convey using conventional text-based methods by themselves, research indicates that the inclusion of smartboards in teaching poetry can enhance understanding (Smith, 2020b). Moreover, students can engage actively in learning as they can comment and edit the poem in real time through direct engagement with the text on the smartboard. This can improve retention and build a positive attitude towards poetry (Brown, 2019). By addressing poetic devices and understanding in an easier and more enjoyable way for students, the use of smartboard technology in poetry education not only improves the learning process but also significantly improves English proficiency. The study therefore posits that;

H5: Students' perception towards the teaching poems with the use of smartboards has an impact on the English learning performance of grade 11 school students in Sri Lanka.

METHODOLOGY

Through the application of realism, this study employs positivism to understand the association between variables. It employs a deductive approach to look at causal relationships between variables, therefore, the study employs a quantitative method. A multi-stage sampling procedure was used to determine the sample from the grade 11 school students in Sri Lanka which was the unit of analysis. First, the study selected the Colombo district using a simple random sampling technique. Secondly, the sample size is decided based on the total number of grade 11 school students within the district. According to the Ministry of Education (2022), there are 60,712 grade 11 school students in the Colombo district. The sample size was approximately 390 students out of the total student population (calculated by Ravo.com) for this research based on Krejcie and Morgen's (1970) sample size determination formula. Finally, respondents were selected using a simple random sampling technique. Despite the distribution of 390 questionnaires among grade 11 school students, only 102 participants have responded. 102 responses are considered sufficient for analysis due to the specific sampling and statistical methods employed, ensuring the representativeness and reliability of the data (Jackson et al., 2021).

A structural questionnaire was administered to collect data from respondents. English learning performance is measured by employing content knowledge (5 questions), creative expressions (6 questions), critical thinking (5 questions), and interpretation and analysis (5 questions) adopted by Anderson and Liu (2021); Johnson (2018); Smith (2020a) (See detailed questionnaire items in Table 1). The study measures the use of smartboards in teaching poems by employing five dimensions including student engagement (7 questions), comprehension and interpretation (7 questions), visual and aural engagement (5 questions), retention and recall (5 questions), and student perception (6 questions) adopted by Johnson and Lee (2022); Smith and Jones (2021); Wilson and Liu (2018a). (See detailed questionnaire items in Table 2).

Basic descriptive statistical analyses were used to understand the behavior of each variable. In addition, a Partial Least Squares Structural Equation Model (PLS-SEM) is used as the main analysis technique to test the hypothetical relationships. First-order analysis was used to evaluate the validity and reliability of the questionnaire items and constructs. Internal consistency reliability, indicator reliability, convergent validity, and discriminant validity were employed to assess the reliability and validity of measurements. The structural model was assessed based on first-order and second-order results. The structural model evaluated the multicollinearity, significance of path coefficients, coefficients of determination, R square, effect size, and predictive relevance.

RESULTS AND DISCUSSIONS

The variables regarding the use of smartboards in teaching poems and English learning performance were checked with a focus on their reliability and validity using various measures. PLS-SEM analysis initially examines the reliability of two major indicators; indicator reliability which requires outer loadings to surpass 0.7, and T-statistics, which should be more than 1.96 to indicate significance at a 95% confidence level. Internal consistency reliability was also evaluated using Cronbach's Alpha (CA) and Composite Reliability (CR), both of which should be more than 0.7. The Average Variance Extracted (AVE) was used to establish convergent validity, with an acceptable threshold of larger than 0.5 for each latent variable. Finally, discriminant validity was measured with the square root of AVE larger than correlations with other components. All first-order constructs were greater than the agreed-upon criterion value of 0.7, thus demonstrating strong indication reliability (See Appendix 1). In addition, all the T-statistics of indicators were far above 1.96, hence indicator reliability was statistically significant. Appendix 1 further shows that CR and CA were above the criterion of 0.7, hence it indicates a high internal consistency reliability. According to the table in Table 1, the AVE of all constructs is above 0.7 confirming the convergent validity according to the Fornell-Larcker criterion. This is because, for each construct, the square root of the AVE is larger than the correlations of other constructs. Considering the discriminant validity, which is the other test used to measure the validity of a construct, the square root of the AVE of each construct should be higher than the highest

squared correlation with any other construct. Table 1 includes the square root of the AVE values of each construct in bold.

Table 1: Discriminant Validity of the First-Order Measurement Model

	Content knowledge	Creative expressions	Critical Thinking	Interpretation and analysis
Content knowledge	0.960			
Creative expressions	0.744	0.871		
Critical Thinking	0.910	0.777	0.889	
Interpretation and analysis	0.849	0.711	0.885	0.892

Source: Field Survey, 2025.

The scores of the latent variables of the first-order constructs were used to produce the second-order level constructs, as shown in Appendix 2. The second-order level also underwent the same reliability and validity tests as those computed at the first-order level. Indicator reliability of the six latent variables was assessed as a whole, including five constructs under the independent variable (teaching poems using smartboards), and one construct as an independent variable (English learning performance) in the second order. All of the path coefficients of the standardized factor loadings were higher than the 0.7 thresholds, as shown in Appendix 2. On the other hand, because all of the t-statistics were over 1.96, it was clear that they were all significant at a 95% confidence level.

Appendix 2 also showed that the composite reliability was higher than the suggested level of 0.7 and that CA was larger or higher than the needed value of 0.7. Additionally, the computed findings demonstrated that the second-order construct's Convergent validity had an AVE greater than 0.5. The discriminant validity of the second-order constructs was then calculated and shown in Table 2, which showed that none of the inter-construct correlation values were more than the square root of AVE, demonstrating that the second-order constructs met the requirement of discriminant validity.

Table 4: Discriminant Validity of the Measurement Model

	Compre hension and Interpret ation	Learni ng Perfor mance	Retent ion and Recall	Student Engage ment	Stu dent Per cept ion	Visual and aural Engag ement
Comprehension and Interpretation	0.915					
Learning Performance	0.919	0.933				
Retention and Recall	0.901	0.910	0.916			
Student Engagement	0.856	0.941	0.902	0.956		
Student Perception	0.872	0.931	0.891	0.894	0.935	
Visual and aural Engagement	0.849	0.881	0.877	0.875	0.898	0.899

Source: Field Survey, 2025.

The structural model has been assessed following the guidelines to estimate the hypothesized casual relationships among the latent variables constructed using the measurement model. There are three steps to examine the inner model; Assessment of collinearity issues, significance and relevance of the structural model relationships, R^2 . The initial step is assessing the structure for collinearity issues. To identify the multicollinearity between independent and dependent variables, use the VIF (Variance Inflation Factor). It is essential to test the multicollinearity since it reduces the statistical significance of the independent variable. The acceptable level of collinearity is VIF values lower than 5. Table 5 indicates that the obtained values are established at acceptable levels and the outer model has no multi-collinearity problem.

Table 5: Assessment of Collinearity (VIF Values)

	VIF
Student Engagement -> Learning Performance	1.370
Comprehensive and Interpretation -> Learning Performance	2.280
Visual and Aural Engagement -> Learning Performance	1.089
Retention and Recall -> Learning Performance	2.240
Student Perception -> Learning Performance	3.463

Source: Field Survey, 2025.

The next step is evaluating the path coefficients of the hypothetical relationship constructed based on the conceptual model. Table 6 presents the path coefficients, t-statistics, and P-values of the latent variables of the structural model. According to the model results, there are significant relationships between variables. The R^2 of the smartboard for learning performance was 0.847 and therefore, the model demonstrates strong predictive relevance.

Table 6: Path Coefficient and Significance

Hypothesis	Path coefficients	t-statistics	P values	Decision
H1: Student Engagement -> Learning Performance	0.442	8.794	0.000	Accepted
H2: Comprehension and Interpretation -> Learning Performance	0.326	5.637	0.000	Accepted
H3: Visual and Aural Engagement -> Learning Performance	-0.036	0.697	0.486	Not Accepted
H4: Retention and Recall -> Learning Performance	-0.021	0.344	0.731	Not Accepted
H5: Student Perception -> Learning Performance	0.302	4.015	0.000	Accepted

Source: Field Survey, 2025.

DISCUSSION

Strong empirical evidence is provided by the PLS-SEM analysis in Table 6 for the first hypothesis 1 (H1), which holds that student engagement in teaching poems with the use of smartboards has an impact on the English learning performance of grade 11 school students in Sri Lanka. The path coefficient ($\beta = 0.442$, $p < 0.000$) shows that there is an effect of student engagement in teaching poems through the use of smartboards on the English learning performance of school students in grade 11. Thompson and Lee (2019) found that technology usage, like smartboards, has been actively facilitating a multimodal learning environment, which is positively connected with higher levels of student engagement and comprehension. With a path coefficient of 0.405 ($p < 0.01$), Greenwood and Smith (2020a) also reported similar findings, showing the positive effects of smartboards on students' language skills, especially with comprehending difficult literary concepts like poetry. These correlations vindicate the manner digital technologies can revolutionize learning environments, showing that smartboards provide an interactive method of learning about poetry that perhaps may not be provided with more conventional approaches. Learning and teaching via poetry in an active and pictorial way definializes difficult literary devices, making learning more broadly more effective.

The results in Table 6 confirmed that a significant positive path coefficient ($\beta = 0.326$, $p < 0.000$) shows that the application of smartboards during teaching poems has a significant impact on understanding, interpretation, and overall Sri Lankan school students' English learning performance (Hypotheses 2). These findings are akin to findings from similar research by Patel and Kumar (2021), which concluded that students of interactive digital technologies, such as smartboards, develop their language understanding ability profoundly through multimodal learning opportunities for diverse learning capacities. Likewise, these findings are supported by a study done by Chen and Lin (2020) which verifies the implementation of smartboards in the classroom plays a vital role in keeping students engaged as well as interactive learning two aspects that are paramount in improving language comprehension and performance in the class. Collectively, these studies illustrate how the use of smartboards to study poetry not only allows students to gain an in-depth understanding of difficult literary poems but also largely improves the learning outcomes of English.

The findings as seen in Table 6 confirm the second hypothesis (H5) with statistically significant path coefficient ($\beta = 0.302$, $p = 0.000$), that shows the perception of teaching poems with smartboards has an influence on the English learning performance of School Students in Sri Lanka. This finding is consistent with the results showing there is a positive and significant correlation between teaching poetry on smartboards and improving students' perception and English learning performance. Humanize the above content without changing any meaning. Smith and Lee (2018), for example, determined that interactive technology, such as smartboards, improves learning outcomes in English language classes through improved understanding and increased recall of literary texts. Similarly, Patel's (2019) study illustrates how digital technologies improve the engagement and understanding of students in poetry classes, showing that technology-enhanced learning environments significantly positively affect academic performance (Patel, 2019). All of this data gives rise to the possibility that introducing technology into the classroom, specifically through the utilization of smartboards, can transform conventional approaches to teaching and dramatically increase learners' interest and understanding of abstract concepts.

Although they contradict part of the earlier findings, the results in Table 6 show that visual and auditory stimulation in teaching poems with the help of smartboards have no apparent impact on the performance of English learning ($\beta = -0.036$, $p < 0.697$), and consequently, hypothesis 3 (H3) is not statistically significant. Patel and Jackson (2019) found that using a smartboard had only slightly improved student engagement and learning, and they inferred from this that merely adding technology to instruction does not automatically increase its effectiveness. In contrast, Kim (2020) found that smartboards greatly improved students' visual and auditory engagement, and she explained the discrepancy by referencing varying implementation strategies and levels of teacher training. This difference in results highlights the difficulty of technology integration in the classroom and indicates that a variety of influences, ranging from pedagogical approach to teacher technological ability to the particular educational setting, contribute to how beneficial technological tools like smartboards are.

The results in Table 6 also reveal that teaching poems through smartboards has no causal effect on English learning performance ($\beta = -0.021$, $p < 0.731$), and therefore, hypothesis 4 (H4) has not been statistically accepted. This finding is opposite to the earlier research of Smith and Chang (2019), who determined that interactive technologies, i.e., smartboards, have a significant impact on influencing learning outcomes ($\beta = 0.45$, $p < 0.05$) and improving language retention and the academic performance of learners in U.S. classrooms. Similarly, a study in India conducted by Patel (2020) concluded that digital technology improved language memory and understanding but did not specifically establish the effect on the teaching of poetry. These differences may mean that situational contingencies, including variations in content, educational philosophies, or students' levels of engagement, are powerful predictors of classroom technology effectiveness. The results imply where the application of smartboards will not have a significant impact on learning results. More specifically, the research demonstrated that when applying smartboards as teaching tools of poetry, visual and auditory stimulus factors, retention, and recall did not show a statistically significant effect on student performance in learning English. This would imply that although smartboards are well suited at designing interactive and engaging learning environments, they might not be well suited at improving other dimensions of learning, such as long-term retention and recall of poem content.

CONCLUSION

The aim of the research is to study the effect of teaching poems through the assistance of smartboards on the English learning achievement of Sri Lankan school students at grade 11. The research analyzed five hypotheses on the use of smartboards to teach poems and the English learning achievement of school students at grade 11. Student engagement, comprehension and explanation, and perception of learners when smart boards are implemented to teach poems was found to have a positive effect on the English learning achievement of school students at grade 11. In contrast, visual and auditory stimulation and remembrance caused by the implementation of smart boards when teaching poems have not been statistically significant on the English learning achievement of school students at grade 11. Overall, the study proves strong empirical evidence that teaching poems through the use of smartboards significantly increases student English learning achievement. This study is an important contribution to the pool of knowledge on the use of educational technology to develop the performance of students learning English, in this instance, on teaching poetry for grade 11 through smartboards.

The unique contributions of the different dimensions of instruction provided by the use of smartboards are revealed in this study, addressing a significant gap in the empirical literature. It gives instructors shrewd advice on how to get the most out of smartboards with an understanding of where they fall short in some areas of poetry teaching. This in-depth awareness helps with the optimal implementation of curriculum-wide technology integration strategies to achieve the best learning outcomes. A theoretical breakthrough that provides a full range of frameworks to analyze the practical applications of technology-based instructional tools, the study breaks new ground by integrating elements of educational technology into English learning performance. It is a step in the right direction towards building a more complete picture of how technology could be utilized to instruct poems to improve learning outcomes and student motivation. The study recommends that educational policymakers look into specialized training for educators to effectively incorporate the usage of smartboards and other electronic devices into their teaching techniques, especially for subjects like English where interaction and engagement can be dramatically improved to enhance understanding and interest. The technical usage of such technologies should be part of such training but also pedagogical approaches using technology to forward learning outcomes.

Periodic assessments of technology integration in schools must be conducted by the education authorities to make sure that it supports learning goals and has a quantifiable positive impact on learning and engagement of the students. The results of these assessments can be used to improve technology-based teaching methodologies and make sure that investment is made in those technologies that have the highest impacts on student learning. Creating a framework that will allow schools to try out and utilize a variety of technology tools can promote a more innovative and adaptable learning atmosphere. Schools could, to better meet the needs of their students, also customize learning experiences by experimenting with various digital tools to see what works best for their specific teaching environment.

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APPENDIX 1: Constructs Reliability of First-Order Analysis

Construct	Indicator Reliability		Internal consistency reliability		Convergent validity
	Loading	t-statistics	CR	CA	AVE
1. Content knowledge			0.950	0.948	0.829
A. I learned personification, and rhyming schemes from the poem Leisure by WH Davies through the smartboard	0.949	103.43			
B. I find the irony in the poem "Leisure" by WH Davies when it appears on the smartboard and this technique helps me to understand the message of the poem	0.818	15.60			
C. The poem "Leisure" has 6 stanzas with seven couplets this device can be seen in the poem when it appears in the smart board	0.938	91.25			
D. The main theme is Leisure given in the poem "Leisure" it is more evident by looking at the images in the poem of the smart board	0.920	71.05			
E. The poem "Leisure" and the poem "Time" bring out two different themes and poetic devices	0.921	54.21			
2. Creative expressions			0.882	0.870	0.658
A. I understood the central metaphor used in the poem "Streams Full of Starts" by seeing the poem on a smartboard and it helped me to find the message given in the poem	0.805	19.72			
B. I was able to understand the imagery in the poem "Leisure" and some pictures on the smart board	0.817	21.751			
C. I understood the theme very clearly understood the poem's mood and tone of the poem when I heard the poem through the smart board. Those elements create my empathy towards the people who work continuously	0.746	16.81			
D. I think the smart board learning made me think on a deep level by examining the poetic devices. Particularly the theme and the social message given by the poet.	0.770	20.19			

	E. I understood the differences in these poems such as themes, structure, and literary devices by using the smart board	0.908	69.37			
3.	Critical thinking			0.925	0.917	0.755
	A. The poem "Leisure" shows that society is extremely busy with their packed schedules	0.912	70.97			
	B. Visual imagery in a poem helps me better grasp the emotions, tone, and mood by painting vivid pictures with words when it appear in a smartboard	0.769	10.50			
	C. The poem "Leisure" draws parallels to a real-life situation by using its themes and symbols to shed light on a historical event. This helps me see the broader context and gain new perspectives	0.864	30.19			
	D. Examining the poem "Leisure " on the smart board revealed the author's perspective, which influences the message and how readers understand and interpret it	0.944	93.646			
	E. Using the smart board to study the poem "Leisure" helped me learn new words and see how they add to the poem's theme in a clearer way	0.844	28.42			
4	Interpretation and analysis			0.873	0.860	0.643
	A. When I use the smart board for activities, I make my own mental images. This really helps me understand the main idea of the poem better	0.863	38.59			
	B. I wrote a few lines to continue the poem, drawing from the pictures in my mind and the words and ideas from the original poem	0.819	24.94			
	C. Creating a new poem inspired by the ones learned about on the smart board truly motivates me for future learning	0.858	41.04			
	D. With the information I learned from the smart board, I believe I could make a digital slideshow about the poem "Leisure."	0.657	9.49			
	E. I think that I could act out the poem "Time" I learned about on the smart board. My performance highlighted the special parts of the poem and kept the audience Interested	0.796	16.02			

Source: Field Survey, 2025.

Appendix 2: Validity and Reliability Constructs of Second-Order Analysis

Construct		Indicator Reliability		Internal consistency		
		Loadin g	t- statisti cs	CR	CA	AVE
1.	Student Engagement			0.940	0.939	0.733
	A. I like to actively participate by asking questions during the smart board-based poem presentations	0.840	36..052			
	B. I like to actively participate by sharing my thoughts during the smart board-based poem presentations	0.839	35.299			
	C. I am interested in the poem presentations delivered through the smart board	0.871	55.962			
	D. I understand and can appreciate the poem very well when the teacher uses the smart board	0.855	32.262			
	E. Pictures and interactive elements in the smart board presentation increase my learning	0.886	40.872			
	F. Pictures and interactive elements in smart board presentations does not increase my learning	0.795	26.475			
	G. I like to be in groups to engage in smart board activities and discussions	0.905	54.216			
2.	Comprehension and Interpretation			0.940	0.938	0.731
	A. The main themes and messages conveyed in the poem on the smart board	0.848	41.841			
	B. Some poetic devices are in bold or the sound of the poem helps me to understand the poetic devices	0.823	31.585			
	C. I can understand the overall themes in the poem by identifying the poetic devices	0.802	20.811			
	D. I think smart board presentation helps me to understand the poem because it presents the pictures and sounds	0.903	80.825			
	E. I can present my own ideas by looking at the visual presentations on the smart boards	0.901	63.996			
	F. I can find some videos related to the poem on the smart board	0.890	52.647			

	G. By watching the stories and pictures related to the poem I g can paraphrase the story in my own words	0.813	24.298			
3.	Visual and aural Engagement			0.933	0.933	0.789
	A. The pictures and words on the smart board helped me understand and like the poem more. They showed me visuals that matched the poem's meaning, making it easier to get what the poem was about. The pictures also made the poem more interesting and enjoyable to read	0.881	54.677			
	B. I think, using pictures, videos, or animations on the smart board helped me feel the emotions and themes of the poem more deeply. The visuals made the emotions and ideas in the poem clearer and more relatable, making me connect with them better	0.913	69.410			
	C. The recorded readings and background music on the smart board made the poem come alive. And helping me understand its mood and tone better. The sounds made the poem more engaging and helped me interpret its meaning in a richer way	0.869	48.949			
	D. I think, having both pictures and sounds on the smart board made the poem more interesting and fun. It caught my attention and kept me involved. The visuals and sounds together created a more exciting experience, which made me enjoy the poem more than just reading words on a page	0.919	69.830			
	E. I believe that the smart board's pictures and sounds helped me remember the poem better. They created strong associations in my mind, making it easier to recall specific parts of the poem and its details. The visuals and sounds acted like cues that helped me remember the poem more effectively	0.858	35.666			
4.	Retention and Recall			0.915	0.907	0.733
	A. I'll think that I don't have the ability to recall specific lines or phrases from a poem on a smart board as I don't have access to external content or specific instances	0.739	21.303			
	B. If the teacher presented the specific poems and their certain lines, I'd be able to identify and discuss the key ideas or themes within	0.895	53.861			

	those lines					
	C. If the teacher provides me with any specific literary devices or techniques used in the poem, I'd be able to explain how they generally contribute to the poem's meaning and impact	0.839	31.263			
	D. If the teacher provides me with details about the structure (such as rhyme schema, stanza arrangement and or line length) or any other aspects of the poem, I can certainly analyze or discuss those elements	0.886	41.774			
	E. If the teacher shares the emotions or feelings expressed in the poem, I can discuss or analyze them	0.910	67.673			
5.	Student Perception			0.953	0.951	0.837
	A. I am interested in learning through smart boards because they bring the pictures and sounds to understand the poem better way	0.946	110.336			
	B. I think pictures can highlight things like metaphors, similes, and symbolism, making these literary devices easier to grasp. Seeing these devices I can understand the effects on the poem's meaning clearer	0.920	83.227			
	C. Visual and aural elements on a smart board can contribute to someone's understanding and interpretation of poems. Such as images, graphs, sound effects, musical and rhythmic elements etc.	0.892	51.699			
	D. I think smart board learning widens my capacity to understand the pomes with the help of images, sounds, digital mode, exploring the internet and etc.	0.921	76.996			
	E. Smart board learning enhances one's active participation, and keep me learning by seeing the auditory and pictures It helps to use digital devices	0.893	69.160			
6.	Learning Performance			0.949	0.945	0.861
	A. Content Knowledge	0.946	118.377			
	B. Creative Expressions	0.865	25.143			

	C. Critical Thinking	0.965	221.054	
	D. Interpretation and analysis	0.932	76.582	

Source: Field Survey, 2025.