

## EFL Feedback Effectiveness Using GOOGLE JAMBOARD

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### ABSTRACT

The research had the purpose of Evaluate the Google Jamboard tool in the process of active participation in English classes with high school students of the "Cinco de Mayo" school. In this sense, the general objective was to identify the technological tools used by English teachers. The investigative approach was quantitative, corresponding to the generation of statistical information related to the variables related to the use of Google Jamboard in the English learning of the students of the Fiscomisional Educational Unit "Cinco de Mayo". At the level of results, the significant learning of the students is fundamentally achieved based on the teacher / student relationship, for which reason the update of Google Jamboard is considered appropriate. This use of these elements leads to students understanding the teacher's explanations. It is worth mentioning that the use of technological tools should be the very end of education. Finally, it is proposed as conclusions that the Fiscomisional Educational Unit "Cinco de Mayo" should make Google Jamboard available to students in order to develop meaningful learning of this subject.

**Keywords:** feedback; jamboard; english

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## **Efectividad de los Comentarios de EFL utilizando GOOGLE JAMBOARD**

### **RESUMEN**

La investigación tuvo como propósito Evaluar la herramienta Google Jamboard en el proceso de participación activa en clases de inglés con alumnos de bachillerato de la escuela "Cinco de Mayo". En este sentido, el objetivo general fue identificar las herramientas tecnológicas utilizadas por los docentes de inglés. El enfoque investigativo fue cuantitativo, correspondiente a la generación de información estadística relativa a las variables relacionadas con el uso de Google Jamboard en el aprendizaje del inglés de los estudiantes de la Unidad Educativa Fiscomisional "Cinco de Mayo". A nivel de resultados, el aprendizaje significativo de los alumnos se logra fundamentalmente en base a la relación profesor/alumno, por lo que se considera adecuada la actualización de Google Jamboard. La utilización de estos elementos conduce a que los alumnos comprendan las explicaciones del profesor. Cabe mencionar que el uso de herramientas tecnológicas debe ser el fin mismo de la educación. Finalmente, se propone como conclusiones que la Unidad Educativa Fiscomisional "Cinco de Mayo" ponga a disposición de los estudiantes el Google Jamboard para desarrollar el aprendizaje significativo de esta asignatura.

**Palabras clave:** retroalimentación; jamboard; inglés

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## INTRODUCTION

The rapid and deep technological changes currently developed, especially, are transforming the forms of management, dissemination and processing of information, the systematization of educational processes. According to Pinargote (2012) "The speed with which these changes occur, together with the use of content applications in educational platforms in learning, are manifest realities that make it impossible to ignore the emergence of a new society, which is characterized by a predominance of information management". According to Alejo & Aparicio (2021) "Technological platforms in the educational field must be in accordance with the requirements of the students of this generation who are natives of the digital age"

As a consequence of the new social reality, it is imperative to point out the need to develop meaningful learning based on virtual environments. However, it is not a question, therefore, of simply introducing its use in the educational field; but in essence, to transform the teaching-learning process, developing appropriate strategies that plan, direct and evaluate the conditions in which learning occurs.

Starting from the premise that any updated learning strategy is related to a series of technological resources and procedures of a cognitive didactic nature that students put into practice when learning or assimilating certain learning. It is essential to understand that all these relationships in the educational context can be achieved when mediated by virtual environments. In this sense, it is necessary to highlight their conceptual projection, highlight the technological aspects of the educational process. According to Risco (2022) "Currently, the management carried out by the teacher is essential to optimize the educational process, so it is essential to make available alternatives that facilitate the teaching-learning process."

Taking into consideration that the use of virtual environments in learning are fundamental tools for the development of the educational process in general. For Tuñoque (2019) "In the didactics of teaching, the systemic approach is clearly necessary; since in addition to the teaching system in all areas of knowledge as a whole, the didactic systems materialized in a class must be considered; whose main subsystems are the teacher, the student and the knowledge".

Based on the aforementioned, it is considered that the research related to the use of Google Jamboard was of transcendental importance because it allowed us to reveal the importance of incorporating these

technological tools as support in the educational process in the Fiscomisional Educational Unit "Cinco de Mayo" of the Chone canton. An attempt was made to understand that the center of the teaching activity is student learning and that the responsibility as teachers is to design and execute strategies so that they build their own knowledge based on their relationship with technology.

The research had the general objective, evaluate the Google Jamboard tool in the process of active participation in English classes with high school students of the "Cinco de Mayo" school. Specifics objectives, Identify the technological tools used by English teachers and propose the use of the Google Jamboard as a tool for active participation in English classes

The methodology used was related to the Observation. Observational processes will be carried out throughout the research development, to provide depth and richness to what is investigated. It will be used in the development of the second and fourth specific objectives. Deductive – Inductive Method: The research problem that originates in the Educational Institution will be studied, know the causes and establish possible effects associated with the problem, to generalize to the national and international level, and to be able to apply mechanisms of general recognition, appropriate to the context and the educational reality.

Analytical Method: Detailing the causes, nature and effects of the research problem will be used, through specific objectives and the examination of the facts, to obtain the results of the investigation. The bibliography, the data obtained and the results found will be analyzed. Synthetic Method: It will be used to summarize and consolidate in a logical and structured way the relevant aspects, the results and the conclusions of the research. The bibliography that supports the research will be synthesized, as well as the analysis of results, conclusions and recommendations y Correlational Statistical Method: It will be used in the management, representation and analysis of the qualitative and quantitative data of the research, emphasizing, the analysis of correlation between the independent and dependent variables, to know the proportionality of influence of the variables.

## **Literature Review**

### **Jamboard. Definición**

According to Villafuerte & Alonzo (2020) "Jamboard is an application with different uses. In this case, we are interested in its meaning as the device used for the projection and display of images". According

to the criteria of Vásquez et al (2021) it is indicated that:

Jamboard is a smart display that lets you quickly pull images from a Google search, automatically save your work to the cloud, use easy-to-read handwriting and shape recognition, and draw with a stylus pen, but erase with your finger just like on a blackboard.

Jamboard is a digital whiteboard that works as a zoom complement, it is a very important element since it allows us to share, collaborate and work in real time with students. It works by giving access in the browser or through the application, once you enter you can create material according to the topic you want (González, 2021).

The Jamboard platform as a collaborative tool generates in the student the possibility of co-creating their learning, generating a history not only of their participation but of the development of the topics of all their classmates. The student can revisit its content as many times as he wants. On the theme platform, through the groups tool, students are participants in the process of evaluating and qualifying their deliverables. The tool allows classmates to classify and evaluate the process of submitting their work and presenting it based on criteria suggested by the teacher that can range from the depth and quality of the research carried out, the presentation to his companions and the example.

### **Projected capacitive touchscreens**

Jamboard is a tool that allows you to connect through a very friendly blackboard with the concerns of students and teachers, thus achieving interactivity and constant feedback. Digital whiteboards have constantly evolved, it is no longer necessary to have installed software or specific hardware to improve the teacher / student relationship. At present there are dynamic computer applications such as access from any device and place through an internet connection anywhere to a whiteboard and available resources.

Among the limitations of the Jamboard is that, being a cloud-based technology, it can only be used in connection with an internet network. On the other hand, the time dedicated to the activities must be adequate to allow the students to work synchronously and the teacher to observe the progress of each one of them in real time. In addition, given the number of students in each section, it is possible that some students would not have received feedback critical enough to improve their work, so it is plausible that these students indicated a low perception of the tool (Alanya et al., 2021).

Another of the Jamboard's limitations is that no more than six students can edit slides simultaneously, and templates must be designed simply so that subsequent markup and labels don't overlap excessively. If many structures are to be indicated on one slide, we recommend that you use the laser tool instead of the pen tool, as this leaves a permanent mark impact that does not obscure the image for further questions. Very few technical issues were experienced by the author overall, but we did find on rare occasions that images do not load for students (Sweeney et al., 2021)

The Jamboard platform as a collaborative tool generates in the student the possibility of co-creating their learning, generating a history not only of her participation but of the development of the topics of all her classmates. The student can revisit its content as many times as he wants. On the theme platform, through the tool, students participate in the process of evaluating and qualifying their deliverables. The tool allows classmates to classify and evaluate the process of submitting their work and presenting it based on criteria suggested by the teacher that can range from the depth and quality of the research carried out, the presentation to their peers and the example (De, P. A., 2022).

Google Jamboard allows students to learn in a practical way, encouraging them to develop different exercises that make them actively participate and use their four language skills at different times, thus fulfilling one of the objectives, which was understanding the topic through playful presentations and exercises. interactive. The final results of each of these activities showed that the students did learn and now have clarity in the use of regular and irregular verbs in the past simple, it is clearly evident that they need more practice and memorization of all the verbs because there are many, but in general terms it was possible to help them so that their knowledge grew and even their motivation and way of seeing the English language (Leal, 2022).

### **Google Jamboard in English learning**

Constructivism, whose main exponents are Jean Piaget, Lev Vygotsky and David Ausubel, maintains that knowledge is a construction of the human being. Hence, in the constructivist teaching and learning process, the student plays an active and leading role, the teacher being a mediator or facilitator who provides students with learning situations that allow them to build their own knowledge using their experiences. previous and interacting with the environment that surrounds them.

English, being a language, must be acquired in an integral way, linguistic skills (listening, speaking, reading and writing); they must be learned in a concatenated way and in real situations. A good command of the English language will allow the individual to effectively communicate, express themselves and understand the language in oral and written contexts; allowing you to improve your work, professional and personal relationships.

The Jamboard platform with its openminded study method has had an important contribution in the development of oral and written communication skills, has promoted synchronous and asynchronous work, has multiple digital resources to develop oral and written English language skills, promotes independent work, adjusts to learning rhythms and styles, immediate and personalized feedback (Bernedo, 2022).

### **Feedback of English as a foreign language**

Teachers are always looking for new and effective approaches and methods that contribute to the overall improvement of their students' learning and performance. One of the most effective ways to discover this is to collect student responses in the form of feedback. Such responses can provide critical and constructive information about the current course, teacher performance, difficulties or challenges students experience or have experienced during the course, and indicate steps that need to be taken to improve one's performance in the future. Feedback becomes a strategy that provides clear and precise information to determine a specific orientation when overcoming difficulties, shortcomings and limitations in favor of continuous improvement towards the appropriation of knowledge.

Consequently, feedback in educational processes becomes a tool that promotes the development of skills and performance, being a practice of accompaniment and not criticism of making mistakes. Feedback can have different characteristics depending on the way in which some of the parameters that determine it are configured. This study has focused on three of these parameters: latency, short or delayed; the specificity, generic or specific, and the affective, neutral or appetitive valence of the feedback, which occurs in the event of an error.

Bearing in mind that feedback processes can improve, expand, demotivate, or nullify student learning, it all depends on highlighting or not the progress that has been made during their processes of "apprehending" knowledge. In addition to the autonomy that arises in the student when self-monitoring

or receiving positive or negative stimuli regarding their progress, this will allow a certain result according to their performance in the classroom and in any area of knowledge (Torres, 2019)

Taking into account the aforementioned, learning through the active participation of students has become an imperative. In a computerized society such as the Ecuadorian one, the objective is to make available to students the necessary conditions in such a way that they have the appropriate tools so that they can achieve meaningful learning. Considering that significant learning is one that proposes and causes an important change in the student. The obsolescence of educational practices related to the memorization and mechanization of knowledge prevents this practice from lacking practical utility.

### **METHODOLOGICAL DESIGN**

The investigative approach was quantitative and corresponded to the generation of statistical information related to the variables related to the Feedback of English as a foreign language in the students of the Fiscomisional Educational Unit "Cinco de Mayo" of the Chone canton.

Within the research methods were used:

- Observation Method: Observational processes were carried out throughout the development of the research, to give depth and richness to what was investigated. It was used in the development of the second and fourth specific objectives.
- Deductive - Inductive Method: The research problem that originated in the Educational Institution was studied, to know the causes and establish possible effects associated with the problem, to generalize at a national and international level, and to be able to apply mechanisms of general recognition. , appropriate to the context and educational reality.
- Analytical method: The detail of the causes, nature and effects of the research problem was used, through specific objectives and the examination of the facts, to obtain the results of the investigation. The bibliography, the data obtained and the results found were analyzed.
- Synthetic Method: It was used to summarize and consolidate in a logical and structured way the relevant aspects, results and conclusions of the investigation.
- Bibliography Method: Bibliography method that supports the research was synthesized, as well as the analysis of results, conclusions and recommendations.



- Correlational Statistical Method: It was used in the management, representation and analysis of the qualitative and quantitative data of the investigation, emphasizing the correlation analysis between the independent and dependent variables, to know the proportionality of influence of the variables.

### **Population and Sample**

The investigation was carried out in the Fiscomisional Educational Unit "Cinco de Mayo" of the Chone canton. The population and sample consisted of 45 students and 7 teachers of the English area.

### **RESULTS**

The data collection instruments used for the implementation of the second specific objective were related to Identify the technological tools used by English teachers of the Fiscomisional Educational Unit "Cinco de Mayo" from which the following results were extracted: As a preliminary part of the investigation, an observation exercise was carried out on the use of the Google Jamboard tool and its impression of the effectiveness of the feedback process. According to what has been observed, a majority segment of students has not used this tool.

However, through the application in the English subject, they show interest in being able to replicate it in other subjects to improve feedback from their classes. Direct participant observation was used, this consists of direct access by the researcher to the study event, as well as witnessing it, without intervening, therefore, the information is collected directly where the researcher has access, with the fundamental objective of obtaining a detailed description of the situation.

In the observation sheet it was highlighted that the feedback provided by the teacher in the classroom does not satisfy the entire group, having a large class with many students, time is scarce, the effectiveness of group feedback can satisfy one part but the reinforcement personalized will help each student to improve their performance. In the observation during the use of the tool, the students were active in the face of doubts and concerns about the topics covered in class. Some students contributed images from the workbook or notebook to Google Jamboards, being more specific for the teacher to provide feedback with additional material is much easier.

It was possible to verify that there is a minority segment of students who have previous knowledge about Google Jamboard, as well as it was evidenced that there is a great willingness of the student to learn through the use of this application. It was also possible to observe that the student's willingness to

participate in the English class is improved, as well as feedback is considered to improve their learning, facilitating the exchange of ideas between teacher / student, which led to the formation of groups more easily of work.

On the other hand, the research developed a survey addressed to teachers in the English area on the use of the Google Jamboard tool and their impression of the effectiveness of the feedback process. Thus, in aspects related to whether the teacher is aware of the Jamboard tool, of 100% of the teachers consulted, 29% indicated Yes, while 71% indicated No. In relation to whether the teacher considers the use of Jamboard important the Google Jamboard to reinforce the knowledge acquired in the English language, for the option Yes, 43% agreed, while for the option, 57% did not agree.

In another order of things, it was asked if the teacher considers that Google Jamboard would help in the feedback of the students in this subject. Of the 100% of participants, 29% agreed with the Yes option, while 71% considered No. Regarding whether the teacher considers that feedback combined with virtual environments contributes to improving their learning of the English language, for the 86% agreed with the Yes option and 14% with the No option. Finally, it was asked if the teacher would recommend the Google Jamboard tool for its application in other subjects, 71% said Yes, while 29% said No.

## **DISCUSSION**

One of the big problems that the educational system has and continues to have is the lack of interest and motivation of many of the students for learning the English language. Over the years, various methodologies have been implemented so that students of all levels can learn this language, however, the results have not been encouraging and the objectives have not been achieved. According to Cedeño (2017) "It is important to consider that methodological strategies by themselves do not constitute a solution to the problem of poor level of English learning, there are other aspects such as motivation as a process in which technological aspects are involved".

In this sense, the research focused on inquiring about the type of platforms that the teacher uses to develop the learning of the English language of the students of the Fiscomisional Educational Unit "Cinco de Mayo". Where the information presented allows to determine two different approaches. The first of them corresponds to teachers, where not all teachers have an adequate level of preparation or training related to the use of the Google Jamboard platform, it is worth mentioning that a majority

segment of trained teachers have done it in a particular way. In this scenario, the author raises a fundamental contradiction in that, since the educational institution has computer resources, they are not used at the Google Jamboard platform level, nor are teachers trained to use it. According to Kazarián & Prida (2014). "Little motivation for learning English is evident among students, there is a need to develop strategies that facilitate learning in this language."

On the other hand, it is evident that teachers have authorization from the authorities to use various types of computer applications during the English teaching process, however, there is no consensus to determine which platforms should be implemented in the Fiscomisional Educational Unit "Cinco de Mayo". In relation to the results obtained based on the observation exercise, it was possible to show that some students have previous knowledge about Google Jamboard, as well as the student's willingness to learn about this platform. The observation also contributed to show that the student's willingness to participate in the English class was improved because this platform allowed the development of better student / speaker communication. According to Parra (2021) "Previous knowledge is based on pedagogical and didactic strategies that favor student learning based on activities such as exploration, environment, space, objects and the interaction of relationships with others"

At the same time, the observation exercise made it possible to show that through feedback the learning of English is improved and that with the help of Google Jamboard the exchange of ideas between teacher / student is facilitated and work groups are more easily formed. In the author's opinion, the use of this platform alone generates greater expectations in the student. Therefore, it is considered that there should be discretion regarding the use of this tool and a consensus should be reached between authorities. and teachers about what could be the benefits that Google Jamboard would provide for learning English in the Fiscomisional Educational Unit "Cinco de Mayo".

## **CONCLUSIONS**

The investigation allowed to demonstrate the reality related to the use of identify the technological tools used by English teachers and propose the use of the Google Jamboard as a tool for active participation in English classes of the Fiscomisional Educational Unit "Cinco de Mayo" of the Chone canton. The following conclusions are made:

There is discretion regarding the use of technological tools for the development of daily school activities by teachers, which are related to computer applications that support the teaching of English. However, there is no institutional planning that determines what type of platforms should be used to develop meaningful learning for the students of the Fiscomisional Educational Unit "Cinco de Mayo".

On the other hand, the factors that hinder the development of learning English, among which it is evident that the lack of motivation during the educational process, which leads to students not showing interest in the explanations, but also not applying strategies related to Google Jamboard platforms where all students participate.

Despite the fact that the "Cinco de Mayo" Fiscalisional Educational Unit has the appropriate technological tools, at the level of educational platforms there is no unanimity for its implementation of Google Jamboard, which constitutes an obstacle to developing meaningful learning of English.

### **Recomendations**

Regarding the discretion in the use of technological tools by teachers, the Fiscomisional Educational Unit "Cinco de Mayo", it is considered that an operational and educational feasibility analysis should be carried out regarding the practical utility of these computer applications. Although it is true, there are advantages and disadvantages in the use of Google Jamboard, it constitutes a motivating aspect for students. Hence the need to plan at an institutional level the use of Google Jamboard in the teaching of English.

The significant learning of the students is fundamentally achieved based on the teacher / student relationship, for which reason the update of Google Jamboard is considered appropriate. This use of these elements leads to students understanding the teacher's explanations. It is worth mentioning that the use of technological tools should be the very end of education.

The "Cinco de Mayo" Fiscalisional Educational Unit must make Google Jamboard available to students in order to develop meaningful learning of this subject.

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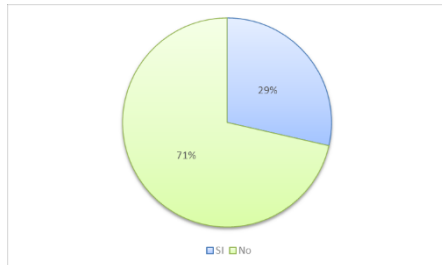
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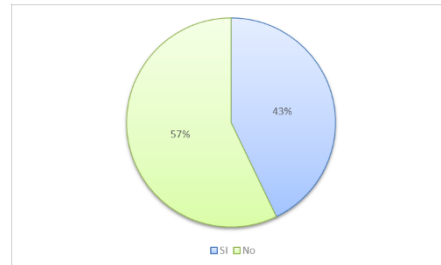
## ANNEXES

### Annex # 1 Results of the teacher survey

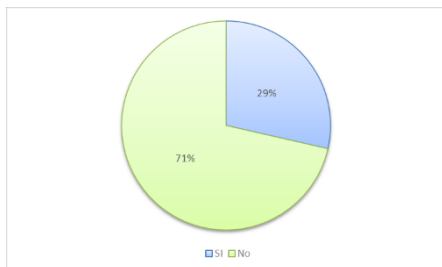
#### Question # 1



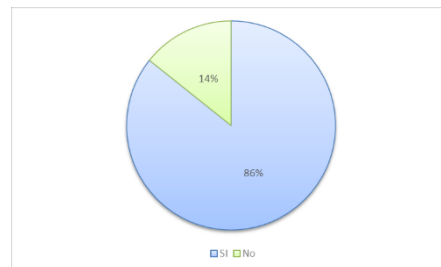
#### Question # 2



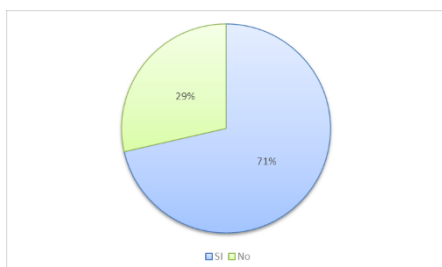
#### Question # 3



#### Question # 4



#### Question # 5



Annex # 2 Information Sheet

DESCRIPTION	Yes	No
The student has prior knowledge of Google Jamboard		
There is a student's willingness to learn about Google Jamboard		
Improves the student's willingness to participate in the English class		
Feedback is considered to improve their learning		
Google Jamboard facilitates the exchange of ideas between teacher / student		
With the use of Google Jamboard, work groups are more easily formed		