Integrating technology in ELT classrooms in UAE public schools: A Case Study

دراسة حول دمج التكنولوجيا في الفصول الدراسية في المدارس العامة
في الامارات العربية المتحدة

By

Maitha Hassan Bin Shahdoor

80093

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Dissertation Supervisor

Dr. Amanda Howard

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Abstract

This paper presents the results of a small-scale case study carried out in a U.A.E public institution. The study was conducted with a group of 6 teachers who teach English as a second to 18-20 year old female students. It examines the effects of using iPads with English learners on their motivation towards learning and classroom engagement and focuses on teachers' views of the advantages and disadvantages of using iPads in particular. The data was based on interviews and questionnaires carried out on a group of 6 teachers who teach the same level of English to similar students.

The data analysis was carried out in relation to the themes which emerged during the process of the case study. These themes are use of technology in teaching, use of technology in ESL classrooms, learners' motivation, and the different learning styles of students in relation to implementing the use of iPads and teacher beliefs. It was found that despite the use iPads in delivering and practicing English in classrooms every day, both teachers and students continue to endure many technical issues which divert their attention to solving them rather than focus on the content of lessons and creates less motivation for students. In addition, paper is still used for assessments which results in using paper during class time in order to practice tests and therefore makes the use of iPads immaterial. Furthermore, it was found that using iPads for short grammar and vocabulary practice is far more appropriate than making it the only method that should be used as an explicit means of delivery and practice. Finally, iPads Apps that are gifted to both students and teachers are in fact less interactive Apps and are mainly used in the form of presentations.

The paper concludes that iPads are an interesting form of technology to be used in English classrooms, however, not as an explicit method as the different learning styles should be taken into consideration and therefore other methods should be used in class to compliment such learning styles in order to create effective learning opportunities.

تعرض هذه الورقه نتائج دراسة حالة على نطاق صغير أجريت في مؤسسة عامة في الامارات العربية المتحدة. وقد أجريت هذه الدراسة مع مجموعة من 6 معلمين للغة الانجليزية كاللغة الثانية لطالبات في سن 18 – 20. الدراسة تفحص اثار استخدام الاي باد مع متعلمي اللغة الانجليزية على دوافعهم نحو التعلم والمشاركة الصفية, وتركز على وجهات نظر المعلمين في مزايا ومساوئ الاي باد على وجه الخصوص. واستندت البيانات على المقابلات والاستبيانات التي أجريت على مجموعة من 6 معلمين.

واجري تحليل البيانات في مايتعلق بالمواضيع التي ظهرت اثناءعملية دراسة الحالة. هذه المواضيع هي استخدام التكنولوجيا في التدريس, استخدام التكنولوجيا في الفصول الدراسية ESL, ودوافع وانماط التعلم المختلفة للطلاب فيما يتعلق بتنفيذ استخدام الاي باد ومعتقدات المعلم. فقد وجد انه على الرغم من ان استخدام الاي باد في تقديم وممارسة اللغة الانجليزية في الفصول الدراسية بشكل يومي وباستمرار, الا ان كل من المعلمين والطلاب واجهو الكثير من المسائل التقنية التي تحول انتباه الطلبه الى حلها بدلا من التركيز على محتوى الدروس وذلك يقلل من دوافع الطلاب. وبالاضافة الى ذلك مازال المعلمون يستخدمون الاوراق من اجل الاختبارات وبالتالي يجعل استخدام الاي باد غير مهم بالنسبة للدروس الصفية. وعلاوة على ذلك, فقد وجد ان استخدام الاي باد اكثر في تعليم النحو وممارسة المفردات هو اكثر بكثير من المناسب مما يجعلها الطريقه الوحيدة التي ينبغي ان تستخدم كوسيلة صريحة للتدريبات الصفية. واخيرا, تطبيقات الاي باد التي يتم اهدائها للطلاب والمعلمين على حد سواء هي في الواقع اقل تطبيقات تفاعلية وتستخدم اساسا في العرض.

تلخص الورقة ان الاي باد هو شكل من الاشكال المثيرة للاهتمام في عالم التكنولوجيا التي ستستخدم في الفصول الدراسية الانجليزية, ومع ذلك, ليس كاسلوب وحيد كما ينبغي ان توخذ اساليب التعلم المختلفة في الاعتبار, وبالتالي اساليب اخرى ينبغي ان تستخدم في التعليم لتكمل الاساليب التكنولوجيه من اجل خلق فرص التعلم الفعال.

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Chapter 1
Introduction

1.1 Background of the Study

The paper aims to present a case study of the advantages and disadvantages of using iPads in ESL classrooms in the UAE from the teachers' perspective. Therefore, the study presents the steps that were taken in order to understand both attitudes and opinions towards using iPads as a means of lesson preparation, delivery and evaluation as well as classwork and homework. In addition, the paper presents a close look at the newly initiated plan of the UAE government and Ministry of Education in relation to administering iPads in classrooms, a number of interviews and questionnaires have been employed order to understand how the participants view the concept of using Technology; iPads for learning English as a second language and some recommendations have been made based on participants feedback. The steps in which the research took place are, an analysis of participants feedback to questionnaires, semi interviews and discussions as well as understanding the Apps used by the participants and what they are used for. Such methods have been considered in order to retain both commonalities and differences within the case study.

The research was conducted in a UAE tertiary education context in Dubai, in order to retrieve accurate results of the case study among UAE nationals. In other words, the study focuses on college teachers who use iPads to teach English to second language learners who also use iPads. The study is grounded in reviewing the participants' perceptions of iPads in relation to ESL. In particular, whether or not do students seem to like using iPads is important whether they like iPads and benefit from it in their everyday class work what their reaction is towards them. From the teachers' perception, the intent is to understand their attitude towards teaching with iPads as well as their expectations of students. The research participants are teachers who teach English in the first year of college. The paper also discusses the suggested future implementations.

1.2 The Use of iPads in classrooms in the UAE

"The iClass initiative is part of Abu Dhabi Education Council's (ADEC) New School Model, launched last year with the aim of promoting critical thinking, free learning, problem solving and teamwork by using different resources and technology" (Ahmed, 2011, p.1). This means that the skills that the students are going to practice using iPads are general and therefore, would aid their learning of school subjects, e.g. Maths, English, and Science. The pilot

programme in grades three and four at eight government schools in Abu Dhabi, Al Ain and Al Garbia is expected to be extended to all schools. Dr. Mugheer Khamis Al Khaili, director general of ADEC said "we were working on a model that revolved only around the textbook and the teacher, we do not want the teacher to be restricted to only one resource and are working to include all forms of technology, the internet and games to teach" (Ahmed, 2011, p.1). Therefore, ADEC has prepared specific materials and applications for these classes. The iPads will be preloaded with several Arabic-language applications or apps and English-language applications or apps too. Dr. Khalil stated "children will also be expected to read and research more, reading at least one Arabic and one English book a week. They will then have to conduct discussions on them in class. Cameras will allow schools to connect with each other and therefore can collaborate and learn together despite being in different schools" (Ahmed, 2011, p.1). In addition, according to Leijen (2011, p.1), the development strategy used by the Ministry of Education (MOE) for the years 2010-2020, states that the MOE takes great interest in e-learning, which is in line with the directive of the UAE, and with what the UAE has accomplished in the field of information and communication technology.

1.3 Use of iPads in tertiary institutions

According to McGintly (2012, p.1), the Higher Colleges of Technology (HCT) began training teachers for the use of iPads during the summer of 2011 and staff explained that all teaching aids will be removed from classrooms in order to make explicit use of iPads. McGintly (2012, p.1) states that despite the fact that there are a lot of uncertainties from teachers on 'how it's going to work'; students would be reprimanded for continuing to use paper and pen. In addition, the HCT, Zayed University (ZU) and UAE University (UAEU) strongly believe that iPads will help the 90% of students who start university without enough English to take a degree course taught in that language. This, they claim, is due to textbooks being no longer interesting for students. Therefore, "they have to find more innovative ways of teaching in the classroom and engaging the students. The variety of applications available and the number of things students can do is really abundant on an iPad. In addition, learning with the iPad is more social and we don't want English to be seen as a chore. We want it to be part of students' lives" said Dr. Gitsaki, head of foundation programmes at HCT (McGintly, 2012, p.1). Surprisingly, Mohd Al Zarooni, dean of foundations studies at UAE University in Al Ain, stated that there had been more concern about the teachers' readiness for the change than

the students. He states that despite the fact that iPads are forcing us to change from the memorising system to more problem solving, with this access to resources, teachers would have to rebuild their teaching style and utilise information more effectively. This means that iPads are still going to be used in the HCT, ZU and UAE University for the following years (McGinley, 2012, p.1).

Similarly, Hamdan (2012, p.1) states, "everyone's on mobiles and iPads, so we thought this was the right time and place for what has now become the largest systematic deployment of any mobile in device in schools in the world", director of Abu Dhabi Women's college and Khalifa City Women's College, both of which are part of the Higher Colleges of Technology. Dr. Hargis is also a member of the iPad initiative steering committee. The launch of iPads and their everyday use in classrooms has an urgent educational need to address. Young men make up 30% of university enrolment, and teachers often struggle to dins ways to engage and motivate students who rely on the promise of public sector jobs. Therefore, education experts hope that the iPads will help raise low test scores, bridge the gap between classroom learning and practical workplace skills; and promote more diverse fields of study in a region where students are often pushed into subjects like business. Seemingly students agree as many claim that Mobile learning is more effective and attractive to second language learners. Anas Mohd, 19, is returning for his second year of foundations studies at Abu Dhabi Men's College, states iPads are "far more superior to the one dimensional style of a book and piece of paper" (McGinley, 2012, p.1). However, while Anas Mohd is a fan of the iPad, he and a few more students have expressed their opinion about using textbooks or pen and paper; "the notebook is still important because it helps to improve my grammar and without that, I will forget how to write in English". Similarly, Clair Hattle, the director of IH Dubai, who is also an English teacher believes that there are limits and technology shouldn't do the work of the teacher but should add to it (McGintly, 2012, p.1).

One of the main reasons why iPads have been used in those colleges is due to the fact that companies such British Airways, Air France, IBM, Cisco Systems, the US Air Force and General Electric and other major employers using similar systems. Therefore, colleges and universities in the UAE are catering towards preparing students for such work opportunities. In addition, on a more local level, graduates could be employed by government sectors that also use iPads in their work environment. In addition, according to Johnson (2011), iPads have both educational and technical benefits. In relation to its technical benefits, the mobility

of iPads allows students to take them everywhere including field trips. For example, an app called Field Notes LT not only allows students to take copious notes of their observations, it attaches the date, time, GPS location and photographs of what is observed. Students can attach videos, and voice recordings to their field notes. They can dictate to the iPad using the Dragon Dictation app and it will type their words. With the iPads in the same network but in different locations, using the Assemblee app, students can create a collaboration web to share findings and discuss conclusions about different perspectives of the same project. In addition, according to Moffett (2012, p.1), iPads supports a new space in your classroom; iPads do not create an issue with space in classrooms; computer labs as they can be placed on a desk and there is no need for the vast array of cables and cords associated with desktop computers. On the other hand, according to McGintly (2012, p.1), there are so many apps and as time goes on, that world of apps become richer. Even textbooks on iPads are an improvement as it weighs less but an interactive one really changes things and is the way forward. Furthermore, for English language, it is a much more advanced way of learning with the access to vocabulary and interactive resources, the ability to link to other students and the fact you can use it any time or any place. Equally for other subjects like Maths and Science, it is evident that iPads are helping students pick up concepts more quickly than usual.

1.4 The Use of iPads In Universities Around The World

The move towards using iPads is not a new phenomenon and is being implemented in many colleges around the world such as the US to Korea. According to Belew (2012, p.1), it was reported in Dec 19, 2012 on CNet that the University of West Sydney will issue 11,000 iPads to new students and faculty. This innovative move was made by the university's vice-chancellor, professor Kerri-Lee Krause who believes that 'with digital technology revolutionizing how we connect and interact with the world, university study should be no different'. Incorporating iPads into the curriculum and making it a daily requirement for university study lends itself to the philosophy of a 'blended learning model' which means that the curriculum provides students with more flexible study options both for instructors and students. For example, instructors can incorporate specific apps like TED Talks in the course structure which enables independent learning or review lectures as well as using iTunes University as a text supplement. In addition, San Diego Unified School District purchased 26,000 iPads for its 130,000 students (Belew, 2012, p.1).

1.5 Significance of the Research

Hence, the study has been conducted due to the following reasons. Firstly, research suggests that the UAE government and Ministry of Educations has been urging schools and colleges to use iPads as the only means of teaching and learning due to its numerous benefits (Hamdan, 2012, p.1). This may create issues within the teaching and learning process as resources are more beneficial when varied according to students learning styles. This is due to the fact that different resources create different experiences for the students and therefore enable them to effectively remember what they learn drawing back from their experiences in class. According to the Senior Secondary Guide (2007), the purpose for using varied learning and teaching resources is to provide a source of learning experiences for students. They should be able to facilitate interaction among students and teachers during the learning/teaching process, as well as to help students to learn, broaden students' learning experiences and meet different learning needs. If used effectively, learning and teaching resources can help students to construct knowledge for themselves and develop effective learning strategies, generic skills, values and attitudes, thus laying a solid foundation for life-long learning. Therefore, it is essential to analyse the use of iPads in the teaching and learning context as this may lead to providing more effective L2 classes. Second, within the UAE context, no comprehensive study has been conducted to date that includes an investigation on the advantages and disadvantages of integrating iPads in ESL classrooms of government schools although there are a few in progress. Third, it is essential that the research is shared with the participants; school, in order to benefit from the data retrieved in making it transparent to parents, teachers, and students and perhaps highlight the strength and work on the weakness mentioned in the research.

1.6 The Research Questions

1- What do teachers see as being the most common use for iPads in English language classrooms?

2- What are student reactions towards using individual iPads in English language teaching?

1.7 Organization Of The Research

The research includes a literature review that is based on the main theories of Teaching English As a Second Language (TESOL) which are mainly Vygotskys' theory of constructivism and Krashens' and Chomsky's theories of language acquisition and Motivation. In addition, the research is based on the use of technology; iPads in the classroom as a means of facilitating such theories. These necessitate that language acquisition is a learned set of habits of which learners unconsciously interpret and comprehend language throw a variety of situations of which some stimuli is needed; comprehensible input and motivation (Glenberg and Gallese, 2011). The research has been conducted in a public institution where English is learnt as a second language by college students. In the institution, English is a requirement to pass the first year of preparation for a Bachelor degree of which students are placed into 4 different levels according their linguistic competence. The participants involved are the teachers that teach English within the four levels all of which are 1L English speakers and all of which teach the same level; level 3. The instruments that have been used in the current study are questionnaires and semi structured interviews that compliment questions involved in the questionnaires; an elaboration of the answers answered in the questionnaires as well as some informal discussions that have occurred after findings have been retrieved.

The findings reveal that participants mainly face the same issues in understanding and assisting students' personal goals and objectives of their English courses as such issues are important to address within the classroom in order to ensure that both teachers and students are aiming towards the same goals and objectives. In addition, the findings reveal that through the use of iPads, students undergo a series of daily language exercises in order to practice language, however, not necessarily favour such exercises due to the technical problems involved in using iPads. This can be frustrating for both students and teachers and therefore, can divert the lesson language objective to solving technical issues. Moreover, study reveals that the use of paper is vital and iPads are in fact a tool that is used in the classroom but not the only tool. Teachers remain to use paper due to the fact that all exams are paper based and depriving students from the exposure of pen-and-paper based exercises may negatively affect their success when administering assessments.

The significance of the research lies in the fact that it is essential for future educational practice due to the fact the emersion of iPads is novel within the UAE; especially within classroom setting. Therefore, the research may benefit both the participants and the chosen institution to present an insight on understanding issues and preferences of teachers' while

using iPads as one of the main and most implied rules of the institute. In addition, the research is significant due to the fact that no current study of teachers' using iPads as a means for delivering lessons has been documented within a public institution in the UAE.

Chapter 2 Literature Review

2.1 Use Of Technology In Teaching.

The aim of the current study is to investigate the advantages and disadvantages of using iPads in ESL classrooms in the UAE which focuses mainly on teachers' perspectives in terms of attitudes and opinions towards using iPads for lesson preparation, delivery and evaluation as well as classwork and homework. In addition, the study presents an insight on the concept of using technology in classroom and its' effects on both teachers and students.   Therefore, the initial section and conceptual framework of the literature review discusses Chomsky theory of second language acquisition and technology as a means of motivation, Krashens' (1984) theory of language acquisition and using forms of technology for second language acquisition and Vygotskys' theory of social development that aids language acquisition and learning.

2.1.1 Vygotskys' Social Constructivism theory

According to Vygotsky (1962), optimal cognitive development occurs in a social situation. This is due to the fact that he believes that humans are social creatures and therefore, if a person is kept in social isolation, no effective learning would occur. Thus, second language acquisition and learning transpires social interaction with peers and other members of society (Rogoff, et al, 2007).   For example, students can learn by observing activities and interactions of others in a social setting as well as interact within those settings. And if students have access to a more knowledgeable person or persons with whom they communicate or interact socially, their level of language acquisition and learning would improve.   In accordance to a classroom setting, a student may benefit from being able to interact freely and socially with other students they both learn and the teacher should be less socially approachable and students learn more from group learning activities (Crouch, & Mazur, 2001). So, when students are required to explain their ideas to their peers in a dialogue, rather than recite the correct explanation that they heard from the teacher, they are more engaged because they would have to form the language, using their previous knowledge and explaining at their own and flexible pace, which highlights Vygotskys' notion of Zone of Proximal development (ZPD); "the distance between actual developmental level as determined by independent problem solving and level of potential development as

determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p86). This concludes that learning occurs more spontaneously when social communication is involved in a learners' environment. The teacher, therefore, would then act as a helper that can be referred to when students need questions to be answered, not as a lecturer; students therefore collaborate and assist each other in problem solving, which draws on Vygotkys' belief in 'assisted discovery' (Vygotsky, 1978). In relation to the current study, Vygotskys' theory is applicable in that it highlights that teachers should treat students as individuals who cannot be separated from their sociocultural context and life experiences and they tend to draw back on knowledge and language used/learned in previous communications. In addition, corresponding to Vygotskys' theory of social constructivism, inter-subjectivity occurs when shared understanding among individuals whose interaction is based on common interests and assumptions that form the ground for their communication (Rogoff, 1990). An example of implementing Vygotskys' theory of social constructivism and technology is through social networking.

2.1.2. Chomsky's Theory Of Second Learning and Acquisition

According to Chomsky, second language acquisition occurs when a person individually tries to form language structure due to accidental language and as social communication happens, which means that other rules and structures learnt previously can be ignored and newer rules and structures are formed (Chomsky, 1975). This indicates that learning occurs when students are exposed to language incidentally and therefore try to form rules and understandings independently. Therefore, it is important to provide learners of second language with situations that include some language they previously know and new language can be left for them to decipher on their own and in cognition to their own pace. This will enable learners to from rules as they proceed and improve their cognitive development simultaneously. In order to allow learners to understand language and form rules as they proceed, a stimulus is necessary otherwise learners may find no genuine reason to learn rules as well as find it challenging to understand new language. This could be achieved through creating motivating situations for students that help learn and acquire language unconsciously.

2.1.3. Krashens' Theory: i + 1

In addition to Vygotskys' theory of learning a second language; second language learners learn throw socialization and therefore acquire language at their own pace and according to the nature of interactions they have with their peers, Krashens' theory of language acquisition plays a vital role in the following section. Krashen believes that language learning occurs through the formal study of rules, patterns, and agreements (Tricomi, 1986). However, Krashen believes that language acquisition occurs differently as it develops through 'comprehensible input'. Therefore, second language learners acquire language by exposure to language that is both understandable and meaningful for them; i + 1. Students need to understand the language they are exposed to with some new language in order to make connections and acquire the new language. However, students' won't be able to acquire language if their affective filter is inhibited; if they are emotionally unperturbed and feeling positive. In addition, successful acquisition occurs when students monitor their language production; self-produced and corrected input of second language (Krashen and Terrell, 1984).

2.2 Use of technology in ESL Classrooms

2.2.1 Social Networking

This section moves from the conceptual theories to how such theories could be implemented in classrooms through the use of technology; social networking. Social networking sites include a key characteristic, which is for each user to have their own profile, which means, that users have the ability to create their online identity and connect with anyone from around the globe also profiled on the site. In relation to globalization, this is an important opportunity to connect students with other students who have similar interest as well as different experiences. This highlights the theory of social cognition, in which the emerging technologies have connected people in varied ways and as a result individuals collaborate and leverage others' abilities in new ways of operating in the 'digital' world. These new capabilities almost all involve social skills developed through collaboration and networking that are "built on the foundation of traditional literacy, research skills, technical skills and critical analysis taught in the classroom" (Jenkins et al. 2006, p.19). According to Bearison & Dorval (2002, p.1), learning is a social activity, where learners construct their understanding not just through interaction with the material, but also through collaboratively constructing new knowledge with their peers. This collaborative learning process, where

children's cognitive development is supported through the interaction and coordination of different perspectives amongst peers links to the theory of Social Constructivism. Familiar aspects of Social Constructivism include situated learning, where students engross in activities directly pertinent and applicable to the concepts and context in which the learning will be practical and where students learn through carefully scaffolding projects where expert behavior is modeled through peer collaboration (Brown, Collins and Duguid, 1989). According to Trent, Artiles, & Englert, (1998), simple learning can be accessed through a number of methods but acquiring complex skills involves social interactions in situated settings. Therefore, subjects like history are particularly well-suited for the Social Constructivist approach, where language and co-construction of concepts are dominant (McMahom, 1997). In addition, Social interaction encourages learning as conversation practice is essential when learning a new language (Lightbown & Spada, 2006). At the same time, students should be given multiple exposures of information/concepts in order to understand how to use them (Gottlieb, 2007). Such situations can be efficiently available through the use of technology.

2.2.2. Students work at their own pace

In relation to the use of technology in ESL classroom, Meskill & Mossop (1997, p.1) state, that using technologies in ESL instruction make sense practically, pedagogically and to some degree empirically. First, the practical aspect of the use of technologies is that computers are something ESL learners can do when they cannot otherwise contribute in class. The majority of typical ESL learners' time in school is spent in the regular classroom. Therefore, because of the inadequate English comprehension, they may struggle with the content of the subject matter areas as well as the communications-based dynamics of classroom life. Rather than lose a student during a language exhaustive arts lesson, for example, the teacher can put an ESL learner on a computer or iPad in order to review or practice the language delivered in class; therefore, the view then becomes that time is not being wasted. In addition, because many instructional software or Apps have tracking and record-keeping utilities, both teacher and student can have some tangible evidence of work done and progress made while the student works independently on-line. Second, pedagogically, the initiative match of software or apps and language instruction is believed to be strong. According to Meskill & Mossop (1997, p.1), simulated contact with language in a variety of modalities, text, graphics, video and audio over which learners can exercise some control and, in effect, interact can be seen as contact that is in keeping with the goals and processes of learning another language. In

addition, rich contexts made up of visual and auditory information provide environments in which learners can, in theory, become immersed and involved, and with which they can in turn make sense of and produce meaningful language. Furthermore, the fact that learners can also exercise a certain amount of control over that environment is pedagogically compelling (Meskill, 1996). Moreover, reticent students who are not prone to risk taking in regular classrooms may also benefit from multimedia language learning. For example, on iPads students can implement thinking and action that is not necessarily subject to immediate peer and teacher judgment (Chun, 1994; Meskill & Swan, 1996). Therefore, autonomous on-line experience, rather than carrying the potential for revealing lack of comprehension or errors in performance, can be viewed as a comfortable activity where students' autonomy and self-efficacy are implemented. In other words, where ESL learners may feel disempowered to participate fully in the daily stream, their on-line work is a chance for them to actually do something that is both academic and that carries a sense of achievement. On-line time also represents a reprieve for non-native speakers whose daily involvement in trying to understand and communicate in another language can prove to be exhausting. Another example is in situations where an ESL instructor works with groups of students who are at carrying levels of English-language ability; iPads represent a means of involving learners in activity that is tailored to their individual language ability and linguistic level as well as their individual learning needs and preferences. Teachers can thus distribute their attention and direct their support to individual learners as they work on skills in environments appropriate to their individual needs; therefore, allowing learners to progress at their own pace through tasks and materials that make sense as individual differences are particularly great among learners of ESL (Meskill & Mossop, 1997, p.1). Third, empirical aspect that is linked to technology and ESL learning. It is argued that recent paradigmatic shift in the study of second language learning and the use of technology in instruction, the bulk of empirical work to date is comprised of a handful of effectiveness studies that attempt to determine a direct, casual relationship between computer use and student learning of, for example, vocabulary, listening comprehension, speaking, grammar, and writing. Such investigations typically demonstrate some gains in student learning. Those investigations fall short of being able to claim medium effects directly related to the fact that instruction took place via technological material and similar learning could have occurred off-line given the amount of student contact time with materials. However, other investigations provide evidence that quick, efficient access to on-line reference and support material is instructionally supportive (Peters, Weinberg, Sarma & Frankoff, 2011, p.621-638). For example, dictionaries, visual support for lexical items and

contextual clues to meaning are helpful to second language learners (Bueno & Nelson, 1993, p.177-208). Additionally, there is some evidence that suggests that providing on-line learning guidance is of value to those students who do not possess strong language learning skills and strategies (King, 1991; Meskill, 1991; Salomon, Globerson & Guteman, 1989, p.307-317). The most consistent evidence from empirical work with Computer Assisted Language Learning (CALL) has been that student attitude toward using the computer for language learning has been consistently positive (Meskill & Mossop, 1997, p.3). There is also some anecdotal evidence that suggests that computers represent an opportunity for non-native speakers to become experts in an area where language can be a barrier and prevent participation and opportunities for self-esteem to be validated and enhanced (Meskill & Mossop, 1997, p.3-7).

2.2.3. Digital games Are Essential Skill Builders.

Krashens' theory could be implemented through the use digital games as digital games include reading language; instructions and storyline and applying understanding as the games progress. Generally, in relation to technology and teaching in general, technology is a *different* method of conveying concepts to students. According to Klopfer, Ostweil & Salen (2009), technology enables the deliverer to deliver instructions and concepts in a 'new' way that would otherwise not be possible, efficient, or effective, with other instructional methods. In other words, technology helps the teacher teach old concepts in new ways as well as help teachers teach new concepts in new ways. For example, through digital gaming students unconsciously start to practice rules, goals and objectives, outcomes and feedback, conflict/competition/challenge/opposition, interaction and representation of story. Klopfer, Ostweil & Salen (2009), state that digital gaming can be purposeful due to the fact that it's goal oriented and rule-based which most students perceive as fun. This creates a positive influence on students which is highly needed when learning as a fun learning experience enables students to drawback information that they have learnt faster than a boring and less fun experience (Klopfer, Ostweil & Salen, 2009). In addition, initial reports show that gamers have well-developed skills including enhanced visual perception. Researchers such as Patricia Marks Greenfield also argue that habitual laying of video games results in the development of new cognitive abilities that translate into the key skills for the transformed world (Facer and Kent, 2004, p.440-445). For example, the ability to process information very quickly as almost all games give instructions at the beginning and in the middle of a

game, the ability to determine what is and is not of relevance to them, which means that gamers would develop an ability to distinguish between useful information and other less useful information and a tendency to access information in the first instance through imagery and then use text to clarify, expand and explore which is crucially important for all students as this would enable them to understand other sources of text and media; newspapers (Facer and Kent, 2004, p.440-445). Similarly, many of the skills practiced indirectly in any digital game are also practiced in English language classroom; accessing, sorting, processing information, exploring possibilities to identify problem solutions, and collaborating with others in order to achieve a goal. Fortunately, many teachers see these habits of mind, or conceptual knowledge as the greatest outcome of the learning experience. Therefore, blending those skills with language creates the ideal and positive situation for language learning and acquisition. On the other hand, Klopfer, Ostweil & Salen (2009), argue that games don't teach the content of a lesson but it teachers students the conceptual knowledge and sets the environment for a teacher to teach what he/she wants which means that games are not enough to use in class but to include in class helps the teaching process.

2.3. Motivation

2.3.1. Motivation In The ELT Setting

It could be argued that one way to motivate less able students is to offer incentives. Furlong et al. (2000) states that Gardner (1991) studied the effects of both instrumental and integrative motivation among university students. Results showed that both types of motivation facilitated learning but that those who were instrumentally motivated studied longer than those who were integrativley motivated. They offered financial incentives for high performance on vocabulary tests and found that when the incentive was removed, students stopped applying more effort. In a normal classroom setting, providing incentives can be achieved through games and other forms of competition where the result could be an immediate sense of success. Furlong et al. (2000) stresses this as being the major disadvantage of such instrumental motivation, but add that if the goal is continuous, instrumental motivation would continue to be effective. Dornyei (1994, p.117-135) stresses that the question of how to motivate students is an area on which L2 motivation has not placed sufficient emphasis in the past. He points to the lack of research into extrinsic motives such as grades and praise. Access to the internet and other media such as newspapers and

magazines in schools may take advantage of the acquisition of knowledge" factor which Dornyei (1994, p.117-135) found to be important for the students in his study. Such knowledge can be seen as intrinsic motivation or motivation brought about by the stimulating or interesting presentation of the subject of study itself, an area where the teacher has the most influence and control and is therefore of paramount importance. However, as Ellis (1994) noted, there has been very little systematic research of the effects which pedagogic procedures have on motivation. Moreover, Oxford (1996) contends that intrinsic motivation in the form of the classroom experience can be a big determiner in motivating power and Okada et al (1996) maintains that it is desirable to use activities in the classroom that engage and enhance the learners' motivation.

2.4. Learning styles

The explanation and understanding of Gardner's (1983) seven Intelligences can be illustrated by looking at another classical intelligence and learning styles model, known as the Visual-Auditory-Kinesthetic learning styles model or 'inventory', usually abbreviated to VAK. In addition, the early VAK specialists recognised that people learn in different ways; for example, a child who could not easily learn words and letters by reading (visually) might for instance learn more easily by tracing letter shapes with their finger (kinesthetic). The Visual-Auditory-Kinesthetic learning styles model does not overlay Gardner's multiple intelligences; rather the VAK model provides a different perspective for understanding and explaining a person's preferred or dominant thinking and learning style, and strengths. Gardner's theory is one way of looking at thinking styles; VAK is another (Chapman, 2003-2012, p.1)

learning style	description
Visual	seeing and reading
Auditory	listening and speaking
Kinesthetic	touching and doing

Table 1 (Chapman, 2003-2012, p.1)

According to the VAK model, most people possess a dominant or preferred learning style; however some people have a mixed and evenly balanced blend of the three styles.

Therefore, a person's learning style is a reflection of their mix of intelligences. It is also a reflection of their brain type and dominance. This theory lends itself to designing learning methods and experiences that match student's preferences (Chapman, 2003-2012, p.1).

VAK visual-auditory-kinesthetic learning styles

1- **Visual** learning style involves the use of seen or observed things, including pictures, diagrams, demonstrations, displays, hand-outs, films and flip-chart.
2- **Auditory** learning style involves the transfer of information through listening: to the spoken word, of self or others, of sounds and noises.
3- **Kinesthetic** learning involves physical experience - touching, feeling, holding, doing, practical hands-on experiences; the word 'kinesthetic' describes the sense of using muscular movement - physical sense in other words.

There are many different advances of learning styles, and they propose different constructs. Keefe measures learning styles in terms of cognitive skills and instructional preferences as well as opine that value components, expectancy components, affective components, cognitive strategies, and resource management combine to form the construct of learning styles. Gardner (1983) defines intelligence as a "bio psychological potential to process information that can be activated in a cultural setting to solve problem or create products that are of value in a culture" (Gardner, 1999, pp.33-34). He defines learning styles as the way in which each person begins to concentrate on process, internalize and remember new and difficult academic content.

2.4.1 Why incorporate Learning Styles in Teaching?

First, making teaching and learning a dialogue; whether we are aware of it or not, an assumption underlying many of our current teaching practices is that students are empty vessels" and our role is to fill them with knowledge. But increasingly, research on student learning suggests that the metaphor of "dialogue" is more appropriate in that it emphasizes "the interactive, cooperative relational aspects of teaching and learning" (Tiberius, 1986, p. 148). Once faculty shift from the 'empty vessel' model to a dialogic and communicational one, old habits in teaching begin to shift. For example, a lecture class no longer entails a scripted delivery of information but it may also include a variety of active learning techniques that truly engage students in the collective dialogue. Second, responding to a more diverse

student's body. Students' bodies are increasingly diverse, not only in terms of the ethnicity and gender, but also in terms of age, nationality, cultural background, etc. This diversity can affect classroom settings in many ways, including the diversity of learning styles. For example, older students who can draw from their life experience are more likely to be independent, "self-directed" learner (Knowles, 1980). Third, communicating teachers' message. As teachers tend to be passionately committed to discipline/profession and are anxious to convey its significance and knowledge base to students. Despite their intentions, teachers may be so concerned with conveying the subject matter that they lose track of how much of that material really gets conveyed through their teaching modes. For example, in a typical 50 minute lecture class, students retain 70% of what is conveyed in the first 10 minutes but only 20% from the last 10 minutes (McKeachie, 1994, p.56). According to McKeachie (1994), if teachers really want to get their message across, they need to orchestrate "the material" in a multi-faceted way across the range of student learning styles.

2.5. Teacher and learner beliefs

Many studies have described aspects of teaching practice which are related to effective classroom learning and student outcomes to be close monitoring, adequate pacing and classroom management as well as clarity of presentation, well-structured lessons and informative and encouraging feedback – known as key aspects of "direct instruction" have generally been shown to have a positive impact on student achievement (Brophy and Good, 1986; Wang, Haertel and Walberg, 1993, p.12). However, according to Kleime et al (2006), this is not enough, while the teacher provides learning opportunities; these must be recognized and utilized by the students to be effective. Therefore, motivation, goals and outcomes have to be taken into account as well. Klieme et al. (2006) proposed three basic (second-order) dimensions of instructional quality: clear and well-structured classroom management (which includes key components of direct instruction), student orientation (including a supportive climate and individualized instruction), and cognitive activation (including the use of deep content, higher order thinking tasks and other demanding activities). These dimensions are to be understood as "latent" factors which are related to, but not identical with specific instructional practices (Lipowsky et al., 2008, 527-537). Thus, instructional practices depend on what teachers bring to the classroom and so professional competence is believed to be a crucial factor in classroom and school practices (Lipowsky et al., 2008, 527-537). However, teachers' professional knowledge and actual practices may

differ not only among countries but also among teachers within a country. For example, previous research suggests that the beliefs and practices of female and male teachers may systematically differ. From the perspective of education policy, however, it is even more relevant to look at the impact on teachers' beliefs, practices and attitudes of professional background factors such as type of training, certification and professional development, subject taught, employment status (part-time versus full-time) and length of tenure . It is important to note that any of these relationships can have different causal interpretations. For example, professional development activities may change beliefs and attitudes, but participation in such activities may itself be due to certain beliefs. In addition, good classroom instruction delivery is not determined just by the teacher's background, beliefs and attitudes; it should also be responsive to students' needs and various student, classroom and school background factors. This means that teaching practices should "adapt" to students' social and language background, grade level, achievement level, and class size. Furthermore, a modern view of teaching also includes professional activities on the school level, such as co-operating in teams, building professional learning communities, participating in school development, and evaluating and changing working conditions (Darling-Hammond et al. 2005, p.2). These activities shape the learning environment on the school level, i.e. the school climate, ethos and culture, and thus directly and indirectly (via classroom-level processes) affect student learning.

Chapter 3
The present Study

3.0 Methodology

3.1 A Qualitative Approach

The research is based on the qualitative approach as it is a case study. As a research method, according to Fidel (1984, p.273-277), case studies are appropriate for investigating phenomena when a large variety of factors and relationships are involved, no basic laws exit to determine which factors and relationships are important, and when factors and relationships can be directly observed and analysed. Therefore, a case study attempts to arrive at a comprehensive understanding of the event under study but the same time to develop more general theatrical statements about regularities in the observed event (Becker, 1970 in Fidel, 1984, p.273-277). The reason for using a qualitative approach, case study, is due to the fact that it is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of the participants. In addition, the strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. Therefore, it provides information about the "human" side of an issue – that is, the often contradictory behaviours, beliefs, opinions, emotions, and relationships of individuals (Laakso and Paunonen-Illmonen, 2001). Furthermore, a qualitative approach is used when the meaning of something needs to be found or examining the meaning of an experience or condition. In relation to the current research, a qualitative approach is necessary as the research question requires an understanding of processes, events and relationships in the context teaching using iPads. Instead of generating numerical data supporting or countering clear cut hypotheses, qualitative research aims to produce factual descriptions based on knowledge of individuals and social groups in their natural settings. Therefore, qualitative research is useful for the

current research in obtaining insight into situations and problems concerning which one may have little knowledge. This method is commonly used for providing in-depth description of procedures, beliefs and knowledge such as exploring reasons for certain behaviours including the opinions of respondents about particular issues (Oxford Journal, n.d.). Moreover, qualitative data is in the form of texts and descriptions of behaviours and actions or practices and similarly, the verbal statements and actions of the subjects are being analysed for meaningful interpretation through semi-structured interviews. The research seeks to understand the thoughts, feelings and experiences of individuals coping with their condition in a given setting. It is qualitative because of the nature of the data collected, which is usually detailed descriptions recorded by the investigator; it is field research because the investigation is carried out in the usual environment where a phenomenon occurs, rather than in controlled laboratory settings and it is disciplined because the inquiry is guided by explicit methodological principles for defining problems, collecting and analysing the evidence, and formulating theories. Nevertheless, According to Bruce (2007), it is constantly predicted that participants may not display sincere answers as they may be fearful of answering negatively or due to the misinterpretations and insecurity when answering questions, or the view perceived by the media and society may have an effect on their answers. Therefore, there is a need to retrieve evidence from different sources and compare them using different research tools (Bruce, 2007). This can be achieved through organizing why each research method was used; questionnaires that require answering 'why' and semi-structured interviews to elongate answers.

3.2 Research background and Research Participants

The research has been conducted in a public institution where second language college students are taught English in their Foundation year and placed in 4 different levels. The institute is for female students of 18+ of age; students who enter the levels are from 18 to 20 years old. The levels depend on their linguistic skills; level 1, beginner English and level 4, IELTS certification. The participants 1L English teachers of level 3; the level taught to prepare students to reach level 4 and proceed to complete their IELS qualification.

3.3 Data Collection Method

The data collection methods include questionnaires, interviews and informal discussions where elaborating is required to clarify answers on the former methods. Such methods have been considered in order to retain both commonalities and differences within the case study.

3.3.1. Questionnaires and semi structured interviews

Despite the fact that questionnaires are not among the most prominent methods in qualitative research because they commonly require participants to respond to a stimulus and thus they are not acting naturally, they can be useful, especially as a means of collecting information from a wider sample than can be reached by personal interviews (Woods, 2006). Though the information is quite limited, it can still be very useful in this context. For example, where certain clearly defined facts or opinions have been identified by more qualitative methods, a questionnaire can provides a tool for eliciting information which then can be tabulated and discussed (Taylor-Powell, 1998). Therefore, in relation to the current study, a qualitative check on a sample of questionnaire replies has been administered to see if respondents were interpreting the questions in the way intended. In addition, questionnaires have been used in the first instance, followed by qualitative techniques; semi-structured interviews and discussions, on a sample as a check and to fill out certain features of the questionnaire replies. According to Woods (2006, 8-11), interaction among techniques in this way is typical of qualitative research. In order to accord with the features of qualitative research, the researcher needs to know that all are interpreting questions and answers on the questionnaire in the same way and on the same level and that participants are giving full and truthful responses. As the purpose of the questionnaires is to help the researcher accumulate new qualitative material, the questionnaires have more open unobtrusive and unstructured questions; open ended. According to Woods (2006, 8-11), questionnaires in qualitative research often contain a mixture of the two, the need to identify the context in which replies are being given and the need for check, balances, extensions and modifications. Furthermore, the main reasons why questionnaires have been administered in the current study are the fact that they are practical and large amounts of information can be collected from a large number of people in a short period of time. This is essential for the current study as participants are full-time employees and therefore, find answering questionnaires preferable due to time limitations.

Firstly, in relation to the current study, the questionnaire (see appendix 1) includes a short introduction which entails the purpose of the study as participants need to understand that the study can be beneficial for both the participants and the researcher; "This brief questionnaire is carried out in order to gain information about the use of iPads in classrooms as a means of teaching ESL. The questionnaire also is conducted in order to adapt teaching methods,

understand teachers' expectations of students, adapt teaching materials and classroom activities to suit the local environment and the needs of the learners; highlighting TESOL (teaching English to Speakers of Other Language). Therefore; there are no right answers, so pleaser answer the questions as of your ability to help carry out the study. The results will remain anonymous as it is part of the researches' ethics" (see appendix 3). This was also highlighted in the Consents form that participants' sign prior to completing the questionnaire (see appendix 3). Secondly, the questionnaire is divided into two main parts; Teaching English, which includes 5 general questions and Teaching English using iPads, which includes 14 questions that highlight the theme of the current study (see p. 1, appendix 1). The first 5 general questions are included in order to understand the participants' interest, difficulties they are facing and improvements they would like to transpire;

1- what do you think are the biggest challenges when teaching English to second language speakers?
2- What are the main skills that you teach?
3- What do you r students enjoy learning most? Why?
4- What do you enjoy teaching most? Why?
5- What areas of English teaching would you like to improve? Why? (See p.1 appendix 1).

The second part of the questionnaire focuses on the current study as questions mainly highlight the use of iPads; e.g. "do you use iPads during class time to deliver lessons? and Do you need to develop extra exercises (paper based) to use with iPads? If so, what sort of exercises?" (See p.1 & 2, Q1 & 7, appendix 1).

3.3.2. Follow-Up interviews

In addition to questionnaires, semi structured interviews have been used in order to allow the researcher to build on important questions that 'come up' as the interview is proceeding and 'cut out' irrelevant questions (Bruce, 2007). According to Newton (2010), the decision to interview implies a value on personal language as data. Face-to-face interviewing may be appropriate where depth of meaning is important and the research is primarily focused in gaining insight and understanding (Gillham 200, p.11; Ritchie & Lewis 2003, p. 138). Therefore, interviewing was chosen for the current study for the following reasons; to provide opportunities to generate rich data and contextual and relational aspects were seen as

significant to understanding participants' perceptions. With regard to the current study, situated in one location and adopting a case study approach, the aim is to acknowledge the importance of context in understanding teachers' perceptions, therefore, the interviews purpose is to use conversation, discussion as well as questioning, when needed, of teachers to provide insight on the investigation themes and address how iPads are being used as well as its effect on teachers and their opinion of how iPads affect students. Thus questionnaires were conducted prior to interviews in order to determine whether there is a need to extend specific answers; interviews did not include a separate questions lists but mainly aimed at participants to elaborate on questionnaire answers. In addition, it is necessary to understand whether the participants like to extend their thoughts and comment on further aspects of the research prior to interviewing them. This was implemented in the research as the researcher constantly asked the participants both prior and after the interview whether or not they want to extend or explain their answers.

3.3.3. Ethical procedures

As a means of preparation for this research, a consents form (see appendix 3) has been produced which included information about the nature of the research, its' purpose, aspects of confidentiality and a proposal for mutual cooperation with the faculty, which has been evident in interviews and sincerity. These ethical issues are considered in order to clarify the research purpose and prevent social safety/security issues from arising; the questionnaire has been written in English as well as the participants being teachers that teach English in the same department, the participants will remain anonymous, no recordings have been made during discussions.

3.3.4. Validity and Reliability

Most of the above methods are practical and are easily generated yet are questionable according to validity. According to Mills (2003), valid research presents "the quality of data that it is set to present" (Mills, 2003:87). The questionnaires and extended discussions complimented each other in the sense that short answered questions were elongated and therefore clarified by the participants. This has enabled the findings to contain more valid understandings. In addition, according to Mills (2003), generalisability is a term that refers to

transferability; applying findings from one context to another. However, this could not be used in the current case study because its' goal is to understand what is happening with the participants "and to determine what might improve things in that context" (Sagor 1992 in Mills: 89).

Chapter 4
Research Findings

The aim of the study is to present the advantages and disadvantages of using technology; iPads, in ESL classrooms from the teachers' perspective. A series of questionnaires and interviews have been conducted in order to understand both attitudes and opinions towards using iPads as a means of lesson preparation, delivery and evaluation as well as classwork and homework; participants' replies are included in the current section. Part A of the questionnaire focuses on teaching English in general whereas part B of the questionnaire focuses on teaching English using iPads (see appendix 1). In addition, the interview questions are present alongside the questionnaire questions as the interview compliments the questionnaire questions in the fact that it provides further elaborations in order to retrieve more detailed answers and understand the participants opinions in depth.

4.1 Part A: Teaching English

AQ1. What do you think are the biggest challenges when teaching English to second language speakers? IQ1. Why do you think those challenges manifest themselves?

Teacher A states that helping students to retain newly learnt concepts and helping students apply concepts to their productive use are the main challenges that he faces. In relation to the interview question, teacher A claims that such challenges are present due to time

management issues as teachers are implied to teach different ongoing objectives per class and therefore find it difficult to solidate previous ones. Similarly, teacher B states that his biggest challenges when teaching English to second language learners are understanding specific goals and motivation of the learners and eradicating fossilized errors previously learnt. He believes that students come to class assuming that they can apply what they learnt at school, however, can't seem to understand that it is important to gain new skills as time progresses in order to be prepared to complete a higher degree. In addition, teacher C states that motivation of students, appropriate assessment and appropriate length of time to reach objectives are his main challenges in teaching English to second language speakers. In relation to interview question 1, teacher C believes that such challenges are evident due to the fact that students have been learning to the test; 'Washback' and not for the sake of learning. Therefore, if teachers try to explain to students that learning should be important for them as individuals and that they shouldn't stop when there are no upcoming tests, students will not be convinced to learn because their weekly tests and monthly assessments are inevitable. Interestingly, teacher D states that the challenges depend on the context; in poor countries, lack of resources and the need for students to support themselves and their family are the challenges that a teacher may face, however, in the current context, helping students to find the motivation to keep learning which essentially takes quite a long time to master and which may not ultimately matter much to them in their personal lives is his biggest challenge. Therefore, it is always difficult to find something that continuously motivates students other than assessments and therefore, students tend to find assessments the main reason why they should pay attention in class and learn. However, teacher E finds that the most challenging aspect of teaching is helping students to read and focus/concentrate when reading and elaborates as he answers question 1 of the interview; students find it difficult to read because they lack motivation as well as skills to read and they are used to reading comprehension questions which were used a lot during their school education; finding answers by finding words from a question in the text. Finally, teacher F states that learners not being of the right level at the start, so instead of help them develop, he can only help them deal with difficulties and bridge the gap which is problem because students were not tested well when entering the institute; tests should aim at the most important skills; listening, reading, writing, grammar and vocabulary rather than relying on the CEPA tests which aren't created by the institute; therefore, scores don't reflect skills targeted in the institute.

AQ2. What are the main skills that you teach (i.e. reading, writing, listening or speaking)? IQ2 Are you involved in teaching or preparing resources of other skills that you may not teach? What are they?

Teacher A states that the skills that he/she teaches are reading, vocabulary, writing, grammar, speaking and listening. In addition, teacher A states that the skills that he teaches differ from a semester to another, however, the teacher is constantly involved in preparing objectives and assessments for all skills throughout the academic year. Similarly, teacher B teaches all skills. He also states in the interview that he teaches different skills to different classes. In addition, teacher C answers that he teaches all skills and extends his answer in interview question 3 as he states that he is involved in organizing test timings and preparing online weekly quizzes for students to take during class time. On the other hand, teacher D teaches reading, writing and listening however he states that he has been involved in the past and is involved in the present in administering tests, marking tests and creating the syllabus. Interestingly, teacher E has taught all skills but is currently teaching Academic writing and speaking explicitly. He states that he is now the leader of the writing team and is involved in creating writing assessments for students and administering progress tests. Finally, teacher F teaches writing explicitly, however is involved in creating the syllabus and marking various tests.

AQ3. What do your students enjoy learning most? Why? IQ3 Do test results of skills that students enjoy most reflect a higher score in comparison to other tests that involve skills that students don't enjoy learning most?

Teacher A believes that the skills that students enjoy most are speaking because it's relaxing for most of them and no assessment is involved as well as vocabulary because of the many support materials available. However, students' scores aren't necessarily high in the skills they enjoy learning most yet students prepare for tests that involve those skills better and in a more relaxed manner. Interestingly, teacher B states that he is not sure what students enjoy learning most and students' scores don't seem to reflect a noticeable pattern; students' scores fluctuate in weekly assessments. In addition, teacher C states that students like to learn reading and grammar. He solidifies his answer as he states in question 4 of the interview that students' scores are the highest in grammar and reading. Furthermore, teacher D states that students most enjoy writing when they are working independently and all his students have passed their writing tests. Similar to teacher A, teacher E believes that speaking is the skill

students enjoy most because it's the most useful skill for them. Furthermore, teacher F states that students enjoy learning new info/techniques that help them to improve their writing and grammar and students' scores are quite high in writing in comparison to reading and vocabulary.

AQ4. What do you enjoy teaching most? Why? IQ4 Do test results of skills that you enjoy teaching most reflect a higher score in comparison to other tests that involve skills that students don't enjoy learning most?

Teacher A enjoys teaching everything except for writing because he believes that writing is time intensive when it comes to marking and students' results are the weakest in the same skill; writing.   However, he prefers teaching grammar and writing because they are prescribed, rule-based and mistakes are evident. According to interview question 4, teacher A states "I prefer teaching grammar and writing because they are prescribed and rule-based" however, teacher A believes that students' scores don't necessarily show excellent results in grammar, however, during class time, students enjoy classes and are more involved in classroom participation.   Interestingly, teacher C states that he likes teaching grammar because it is both challenging and rewarding. In addition, students' scores are quite high in grammar and their class participation shows that they enjoy learning this skill.   On the contrary, teacher D enjoys teaching both reading and writing because reading 'brings up' ideas and discussion and writing helps students develop those ideas.   He also states in interview question 4 that students may find it difficult to understand a lot of the reading that should be covered during the semester, however, he can see that many use vocabulary and style of the readings in their writing.   Likewise, teacher E believes that writing is what students enjoy most and states that writing is the easiest skill for students because they have interesting ideas and enjoy being creative. Teacher F also likes teaching writing because it's a skill that enables students to express their ideas, opinions, feelings and states that their scores are higher in writing than in other skills.

AQ5. What areas of English teaching would you like to improve? Why? IQ5 What do you suggest can be done in order to improve areas of your teaching?

Teacher A would like to understand how to help students overcome fossilized errors which could be done if more time is given for each objective to be covered and students should

undergo other assessments alongside the placement tests, in order to move them to a class closer to their linguistic level. Interestingly, teacher B is not sure what areas of English teaching he would like to improve and is therefore not sure what needs to be done in order to improve his English teaching skills. However, teacher C would like to improve the use of iPads in general and states in interview question 5 that this could be improved by facilitating peer observations as well as administering short workshops for teachers to enable them to understand how to use iPads for teaching different language skills. In addition, teacher D believes that assessment design is the area he would like to improve. Furthermore, teacher E states that classroom management is the skill he would like to improve because it's a big part of his job and he has little experience in it. He believes that workshops and peer observation may help him find new ways of improving classroom management. Finally, teacher F believes that dealing with behavioral issues and understanding students' personalities and learning difficulties are areas he would like to improve because they affect students' achievement. He believes that improvements could be made when students and teachers discuss those issues face-to-face on regular bases, however, he believes that such time is given largely to cover the syllabus.

To sum up, the most common challenges that teachers face are understanding students' goals and personal objectives and motiving students. In addition, some teachers believe that students are not placed in the right level of language competence and therefore are facing difficulties to cope with passing assessments while other teachers face challenges in helping students in improving their reading skills. All teachers teach the same skills; writing, reading, listening and speaking and they either enjoy teaching writing, as it's the skill that students like to learn and mistakes are clearly evident or speaking, as it is their strongest skill by nature. Similarly, findings reveal that the same skills are also enjoyed by students. On the other hand, the main difficulties that both teachers and students face are both dealing with goals and attitudes towards learning English in general and improving students' language skills to prepare them for the next level of their college education. In addition, teachers' express their disappoint in that there are no concerns given to students readiness and language level when placed in their classrooms; students are placed in their classroom according to placement tests, however, still endure solidified issues in the four learning skills; reading, writing, listening and speaking.

4.2 Part B: Teaching English Using iPads

In relation to part B, questions are grouped together as responses are short and no further explanation is involved; BQ1 Do you use iPads during class time to deliver lessons? BQ2 How often do you use iPads in class (Everyday, once or twice a week)? BQ3 Which apps do you use mostly to deliver lessons? and BQ4 What activities do students perform using iPads? (see p.1 & 2, appendix 1).

The table below represents the apps that teachers use most when delivering lessons and further explanations are included in a later discussion.

	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F
CBB			X		X	X
Neu Annotate			X	X	X	
Adobe Reader		X	X			X
Pages, Keynote & Numbers				X		X
Socrative	X	X		X		
BBlearn	X					
Near Pod			X			
Online Practice					X	
etextbooks	X					
Search Engines		X		X	X	

Table 2

Teacher A uses iPads nearly every day during class time to deliver lessons. He mostly uses the etextbook for reading, BBlearn; a website developed by the institute for course materials and Socrative; an app used for quizzes. In addition, students administer quizzes, writing practice, revision, reading, watching videos and listening practice on their iPads. Similarly, teacher B uses iPads several times a week to deliver lessons and uses Safari; a search engine, emails, PDF readers and Socrative. In addition, students research, compose reports and use iPads for spelling practice. However, teacher C uses iPads 3 to 4 times a week to deliver lessons and mostly uses CBB, creative book builder, Nearpod, Neu annotate and Adobe Reader and students use iPads for reading, writing, brainstorming, recording vocabulary, storing work on CBB, listening and watching videos. Interestingly, teacher D uses iPads every day to deliver lessons and uses the apps; Pages, to create documents similar to word documents, Keynote, to create presentations, Neu Annotate for marking writing, Socrative

and Safari. Students use iPads for writing, reading, listening, recording themselves; speaking practice, vocabulary review and website practice. Furthermore, teacher E uses iPads every day for delivering lessons and mostly uses online websites for grammar exercises as well as Pages, CBB and Neu-Annotate and his students use iPads for grammar exercises, in-class writing and research. Finally, teacher F uses iPads to deliver lessons 3 times a week and uses Keynote, Pages, Adobe Reader and CBB and his students use iPads to annotate on documents, type their writing using notes, keep journals, online practice, and send and receive emails.

The following questions are also grouped together as they mainly highlight the subject of homework; BQ5 Do students use iPads to complete homework and BQ6 What kind of homework is usually set on iPads? (appendix 1).

Teacher A states that sometimes students use iPads to complete homework and they usually use BBlearn, Adobe reader and videos to administer the flipped classroom approach; where a lesson would be delivered using a video and students would complete classwork after watching the video independently. Similarly, both teacher B and C states that students use iPads to complete homework for reading, composing reports and spelling city. Teacher D also states that students use iPads to complete homework and use it for vocabulary review, Anki, a vocabulary App, Pages and grammar apps. In addition, teacher E states that students use iPads for homework especially in creating writing drafts and for practicing grammar exercises. Similar to teacher A, teacher F states that students use iPads for homework and use it for CBB books, typing their writing, working on online practice, reviewing videos and creating PowerPoint's.

In accordance to question 7; BQ7 Do you need to develop extra exercises (paper based) to use with iPads? If so, what sort of exercises? Teachers' responses are as follows:

Both teacher A and B state that while students use iPads for reading text, students answer questions on paper. Similarly, teacher C states that paper has been used during the first 5 weeks of the semester as iPads and apps have not arrived. Interestingly, teacher D states that he needs to use paper in class because assessments are still paper based as well as practice tests. In relation to writing, teacher E states that paper is used in class because writing solely on iPads will diminish the hand-to-paper writing skills therefore, both writing on iPads and

writing on paper is used. Likewise, teacher F states that he uses paper because in writing students have to write 3 drafts; draft 1 and 2 are on paper, and then draft 3 can be typed on iPads. Teacher F also states that he prefers long instructions to be on a separate paper so that students can look at both their writing on iPads and instructions on paper at the same time.

Questions 8, 9 and 10 are grouped together as they address students' preferences in using iPads and their difficulties; BQ8 Do you think that students enjoy using iPads? Why? BQ9 Do you think that students find it easy to use iPads? BQ10 Do you think that students face difficulties when using iPads? What are those difficulties? (see p. 2, appendix 1)

Teacher A states that students enjoy using iPads because they have a sense of ownership as well as they take pictures of notes on the whiteboard. In addition, students find it easy to use iPads in some ways and not always; the difficulties that students might face are word processing functions as they find it less interacting when reading text. Correspondingly, teacher B states that some students enjoy using iPads and others don't; the difficulties he believes are when they first try to use iPads, however, after sometime, it becomes just another tool and nothing of particular interest. Likewise, teacher B states that some students find it easy to use iPads while others don't as it depends on how interested in (or how fearful of) technology they are. However, teacher C believes that students don't enjoy using iPads because they find it frustrating but very few like it because it's light and easy to store information. In addition, he believes that students find it easy to use iPads after a while and not at the beginning as they find it frustrating. Furthermore, the difficulties that students face are technical issues with some websites and programs, as well as in scrolling while reading and typing and editing while writing. Interestingly, teacher D states that most students prefer laptops and some may enjoy using iPads except when printing as they find it difficult to print iPad documents. Nevertheless, teacher E believes that students enjoy using iPads as they feel like they are learning in an advanced way especially when learning through games. In addition, teacher E states that students eventually find it easy to use iPads, however, a lot of iPad training is necessary. Furthermore, teacher E states that students are usually proficient in a Microsoft-based computer world and find it difficult to edit using their fingers only on an iPad; they are used to the cursor. Finally, teacher F states that some students enjoy using iPads and some don't; the reasons why students who enjoy using iPads are because iPads are easy to use, not complicated, include fun apps that are colorful and attractive. However, some students find it difficult to use iPads because it is difficult to work on multiple apps at

the same time, typing long essays and being organized and keeping track of folders could be difficult too.

Questions 11, 12 and 13 are grouped together because they complement each other in the sense that they are based on iPad Apps and how they are provided to students; BQ11 In your opinion, what are the initial apps needed for the students? Why? BQ12 Are apps gifted to students or are they bought by students? and BQ13 Did students borrow iPads from the school? Did they buy them from the school? Are iPads the students' personal iPads?

The table below represents the apps that teachers believe are most needed for students and further explanations are included in a later discussion.

	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F
CBB			X			
Neu Annotate and Notes		X	X	X		X
Adobe Reader	X	X				X
Pages, Keynote & Numbers	X			X	X	X
Socrative				X		
BBlearn	X					
Dictionary				X		
iBooks			X			
Emails		X				
Search Engines		X				

Table 3

Teacher A believes that the initial apps needed for students are Pages, Adobe Reader, and BBlearn which are needed for basic functions and are gifted to students. In addition, teacher A states that most students buy iPads and others are loaded iPads from the institute. In addition, teacher B states that the apps most needed for students are emails, to communicate with teachers, browser, for internet research and PDF viewer to read and annotate documents. Teacher B also states that most apps are gifted to students and some are bought by students. Furthermore, teacher C states that the initial apps needed for students are CBB, iBooks and Neu Annotate because these are the ones we use the most at present. Teacher C also states that the institute provides students with apps, however, the process is quite time consuming. On the other hand, students are not loaned iPads but they buy iPads. Moreover, teacher D

states that the Apps mostly needed for students are Pages, Keynote, Neu Annotate, Socrative and Dictionary which are both gifted to students and bought by some students. Teacher D also states that some students bought their iPads and some brought in their own iPads that they owned prior to joining the institute. Similarly, teacher E believes that the Apps mostly needed for students are Pages, Keynote, Numbers because they'll use these apps long after they learn English; in upcoming academic years. Teacher E also states that the institute gifts essential apps and students are loaned iPads, bought by students from the institute and some come to class with their own iPads. Finally, teacher F believes that the apps mostly needed for students are Pages, Keynote, Numbers, Notes, Adobe Reader, and Sound Notes as these enable students to view, create, and use most documents. Teacher F states that some Apps are gifted and some are free, however, his students did not buy any Apps and some students had their personal iPads, the majority of students bought iPads from the institute and few had them borrowed from the institute.

The last question on the questionnaire is BQ14; Are assessments performed on iPads? What kind of assessments? (reading, writing, listening or speaking) (see p.2, appendix…).

Both teachers A and B state that some assessments are performed on iPads like vocabulary, reading and writing. In addition, both teacher C, D and E state that grammar, writing, reading and vocabulary have been assessed using iPads and Teacher F states that all skills have been tested using iPads.

To sum up, in contrast to Part A of the questionnaire, where teacher responses differ immensely, in Part B of the questionnaire, where the focus shifts from teaching English in general to teaching English using iPads, many similar responses are evident. First, all teachers use iPads to deliver lessons every day and all teachers state that the Apps they use are similar; Pages, Keynote and numbers to produce documents similar to word, PowerPoint and excel, PDF reader and New Annotate, to produce and edit writing drafts, Socrative, to administer vocabulary and grammar quizzes, and CBB; creative book builder, to create online books where students' work could be viewed by teachers and stored. In addition, all the previously mentioned Apps are gifted to students due to the fact that they are needed for their everyday use as well as for completing homework which is assigned to students every day. Significantly, a teacher highlights the fact that students use iPads to implement the flipped

classroom approach recently established in the curriculum; where students view the lesson content on their own and later revise the content with the teacher in class. The flipped classroom approach has been discussed further during short informal discussions that have occurred after conducting the questionnaires and interviews, where teachers expressed the fact that they preferred using this method especially in introducing new vocabulary. Students are given a list of 32 words per week alongside a video that introduces them to the words and explains their meaning. In addition, the Arabic translation and example of the use of words in sentences are provided to the students in order to enable them to fully comprehend the meaning of each word. Furthermore, teachers state that some students like using iPads, however, not in the first instance and need both time and practice to enable them to use iPads sufficiently.

On the other hand, it is evident in the questionnaires and discussions that despite the fact that many students are gifted Apps and like using iPads, paper continues to be used alongside iPads due to the following reasons; students have a sense of ownership when using producing writing on paper, assessments are paper based, writing on iPads diminishes hand-to-paper writing skills and in terms of marking, detailed and longer instructions are, in the teachers point of view, better done on paper. In relation to teachers' responses, the main technical difficulty that students face when using iPads is printing as well as updating Apps, which means that students can only view documents on their iPads and can't print them; for example, if iPads were shut down, students won't be able to retrieve documents to revise.

Chapter 5 The Discussion

This section is structured into main heading; the research questions. Therefore, the findings are in fact the answers of both questions. The Literature review is also linked to the findings and other explanations are provided.

5.1 What do teachers see as being the most common use for iPads in English language classrooms?

As mentioned in 2.0, Vygotskys' (1962) theory of social constructivism could be implemented through the use of technology, however, mainly through social networking as second language learners tend to learn from each other effectively in sharing ideas and experiences. Findings reveal that both teachers and students are given a set of Apps that they should use during class time and to deliver lessons every day. Such Apps don't constitute social networking and are mainly used for presentations. Students are also asked to complete online grammar and vocabulary exercises rather than share their results with each other and

give feedback to each other in order to learn from each other. This is a clear disadvantage, yet it can be an advantage for some students. According to 2.0 Chun, (1994); Meskill & Swan, (1996), believe that some students may benefit from such implementations; as autonomous on-line experience can be viewed as a comfortable activity where students' autonomy and self-efficacy are implemented. In other words, where ESL learners may feel disempowered to participate fully in the daily instructional stream, their on-line work is an opportunity for them to actually do something that is both academic and that carries a sense of accomplishment. Findings reveal that quizzes and other forms of short tests are used a lot during class time. This indicates that some students may improve linguistically as well as in terms of their personality as they may start to feel more confident in such settings. In addition, according to 2.0, Chomsky (1975) believes that it is important to provide learners of second language with situations that include some language they previously know and new language can be left for them to decipher on their own and in cognition to their own pace which will enable learners to form rules as they proceed and improve their cognitive development simultaneously.

5.2. What are student reactions towards using individual iPads in English language teaching?

As mentioned in 2.0, it could be argued that one way to motivate less able students is to offer incentives. Gardner & McIntyre (1991) studied the effects of both instrumental and integrative motivation among university students. Results showed that both types of motivation facilitated learning but that those who were instrumentally motivated studied longer than those who were integrativley motivated. They offered financial incentives for high performance on vocabulary tests and found that when the incentive was removed, students stopped applying more effort. This is evident in the current study as students are gifted Apps which the institute believe will benefit them throughout the semester. However, as mentioned in 2.0, there are there ways in which to motivate students; Oxford (1996) contends that intrinsic motivation in the form of the classroom experience can be a big determiner in motivating power and Okada et al (1996) maintains that it is desirable to use activities in the classroom that engage and enhance the learners' motivation; games. However, games are not included as classwork activities, which eliminates such motivating experiences. Therefore, despite the fact that some form of motivation is given to students through the purchase of Apps, students need other kinds of motivation within their experience

of learning English. In addition, in relation to 2.0, according to Gardner (1983), most people possess a dominant or preferred learning style; however some people have a mixed and evenly balanced blend of the three styles.   Therefore, a person's learning style is a reflection of their mix of intelligences. It is also a reflection of their brain type and dominance. This theory lends itself to designing learning methods and experiences that match student's preferences (Gardner 1983). Therefore, it is important to cater for such differences amongst students learning styles; by using a variety of methods in order to create positive experiences for students to learn effectively. According to 2.0, a lecture class no longer entails a scripted delivery of information but it may also include a variety of active learning techniques that truly engage students in the collective dialogue. According to McKeachie (1994), if teachers really want to get their message across, they need to orchestrate "the material" in a multi-faceted way across the range of student learning styles. However, such experiences are not evident in the current study as students are implied to only one method of learning; iPads.

5.3 The difficulty of carrying out research in an educational environment

The research is carried out in a public; government institution which has led to a number of issues. First, gaining access is the most difficult aspect of carrying out a research within the current culture as many institutes consider negative findings to be personally addressed to them and may threaten their career within the institution. Such difficulty can be resolved if participants are kept anonymous which has been done within the current study. In addition, time limitation are an issue that has been experienced within the current study as participants tend to ask for extended time in order to complete a questionnaire in which some may lose the questionnaires and others may forget that they should be returned to the researcher. This issue has been resolved by asking the participants to complete the questionnaire in a given time where the researcher would collect them on the same day.

5.4 Future Recommendations

Firstly, both teachers and students should not be implied to use of method for teaching and learning. I believe that students should be given a choice in order to use other methods that they feel they are most comfortable with. Teachers also should be given a choice in which they can use a variety of methods to cater for the different learning styles of students; laptops,

tapes, videos. Secondly, students motivation is crucial and teachers, especially with weaker students. Therefore, it is important to include digital games and social networking, as technology is the current implementation within the institute, in order to create a stimulus for the students in order to complete with one another or individually. This will enable them to learn from each other on a more relaxed environment as well as learn from their peers during social networking; for example, to exchange experience. Thirdly, it is important to reconsider the use of paper and textbooks as many students face technological difficulties in retrieving etextbooks which can be very frustrating and demotivating. Nevertheless, teachers and students don't have to diminish the use of iPads, yet should aim for substitutes rather than making iPads an explicit method and no alternatives are offered. Finally, it is evident in the current study that all students and teachers are gifted Apps, however, such Apps don't necessarily meet the requirements of teachers and students. As a result, teacher look for online resources which mostly don't work on iPads; e.g. Flash based websites. Therefore, it is recommended that a new App is specifically made for the institutions' in order to suit its' requirements iPad technological limitations.

Chapter 6 The Conclusion

In conclusion, the paper presented the results of a case study carried out in a UAE public institution, in which all students are females aged 18 – 20. All participants are teachers who teach English as a second language to level 3; higher intermediate students. The paper has examined the effects of iPads in relation to what teachers see as being the most common use for iPads in English language classrooms and students reactions towards using individual iPads in English language teaching. Data has been retrieved through a qualitative approach in which questionnaires and interviews have been administered.

It was found that despite the use of iPads in delivering and practicing English in classrooms every day, both teachers and students continue to endure many technical issues which divert their attention to solving them rather than focus on the content of lessons and creates less motivation for students. In addition, paper is still used for assessments which results in using paper during class time in order to practice tests and therefore makes the use of iPads

immaterial. Furthermore, it was found that using iPads for short grammar and vocabulary practice is far more appropriate than making it the only method that should be used as an explicit means of delivery and practice. Finally, iPads Apps that are gifted to both students and teachers are in fact less interactive Apps and are mainly are used in the form of presentations.

The paper concludes that iPads are an interesting form of technology to be used in English classrooms, however, not as an explicit method as the different learning styles should be taken into consideration and therefore other methods should be used in class to compliment such learning styles in order to create effective learning opportunities. Apps could continue to be gifted to students, however, with more emphasis on students' choice of Apps; students could be given a chance to search for Apps and recommend them to their teachers. This would create a more dynamic classroom where both students and teacher are immensely involved in choosing appropriate methods, Apps and strategies for the teaching and learning process to take place.

Tables and Figures

learning style	description
Visual	seeing and reading
Auditory	listening and speaking
Kinesthetic	touching and doing

Table 1 (Chapman, 2003-2012, p.1)

	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F
CBB			X		X	X

Neu Annotate			X	X	X	
Adobe Reader		X	X			X
Pages, Keynote & Numbers				X		X
Socrative	X	X		X		
BBlearn	X					
Near Pod			X			
Online Practice					X	
etextbooks	X					
Search Engines		X		X	X	

Table 2

	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F
CBB			X			
Neu Annotate and Notes		X	X	X		X
Adobe Reader	X	X				X
Pages, Keynote & Numbers	X			X	X	X
Socrative				X		
BBlearn	X					
Dictionary				X		
iBooks			X			
Emails		X				
Search Engines		X				

Table 3

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Teachers' Questionnaire: Using iPads for Teaching ESL

This brief questionnaire is carried out in order to gain information about the use of iPads in classrooms as a means of teaching ESL. The questionnaire also is conducted in order inquire about teaching methods, understand teachers' expectations of students, adapt teaching materials and classroom activities to suit the local environment and the needs of the learners; highlighting TESOL (Teaching English to Speakers of Other Languages). Therefore; there are no right answers, so please answer the questions as of your ability to help me carry out the study. The results will remain anonymous as it is part of the research's ethics.

A. **Teaching English**
   1- What do you think is the biggest challenges when teaching English to second language speakers?

....
....

2- What are the main skills that you teach (i.e. reading, speaking…etc)?

....
....

3- What do your students enjoy learning most? Why?

....
....

4- What do you enjoy teaching most? Why?

....
....

5- What areas of English teaching would you like to improve? Why?

....
....

B. Teaching English Using iPads

1- Do you use iPads during class time to deliver lessons? Yes / No

....
....

2- How often do you use iPads in class? (Everyday, once/twice a week…etc)

....
....

3- Which apps do you use mostly to deliver lessons? (list 3 – 5 apps).

....
....

4- What activities do students perform using iPads?

....
....

5- Do students use iPads to complete homework? Yes / No

………

………

6- What kind of homework is usually set on iPads?

………

………

7- Do you need to develop extra exercises (paper based) to use with iPads? Yes / No
If so, what sort of exercises?

………

………

8- Do you think that students enjoy using iPads? Why?

………

………

9- Why do you students find it easy to use iPads?

………

………

10- Do you think that students face difficulties when suing iPads? What are those

difficulties?

………

………

11- In your opinion, what are the initial apps needed for the students? Why?

………

………

12- Are apps gifted to students or are they bought by students?

………

………

13- Did students borrow iPads from the school? Did they buy them from the school? Are

the iPads the students' personal iPads?

………

………

14- Are assessments performed on iPads? Yes / No What kind of assessments? (reading,

writing…etc)

....

....

Thank you for taking the time to complete the questionnaire. Your input is appreciated.

Appendix 1

Interview Questions

Corresponded to part A of the questionnaire

1- In relation to the questionnaire, questions 1, why do you think those challenges manifest themselves?

_____

_____

_____

2- Are you involved in teaching or preparing other skills? What are they?

_____

_____

_____

3- Do test results of skills that students enjoy most reflect a higher score in comparison to other tests that involve skills that students don't enjoy learning most?

_____

_____

_____

4- Do test results of skills that you enjoy teaching most reflect a higher score in comparison to other tests that involve skills that you don't enjoy teaching most?

_____

_____

_____

5- What do you suggest can be done in order to improve aspects of your teaching?

_____

_____

_____

Appendix 2

Consent Form

Title of the study: Integrating iPads in ESL classrooms in UAE public schools: a case study.

Maitha Hassan

English Faculty, DWC

Bin_shahdoor@yahoo.com

The study aims to investigate and understand the perceptions of ESL learners in relation to using iPads as a means for learning. It therefore includes questionnaires and short discussions that will be conducted in order to retrieve information about the apps that students use and how effective they

are for learning English, doing homework, revision…etc. The significance of the study lies in the fact that the topic has not been formally researched in the UAE and therefore both the researcher and participants may benefit from the study in terms of analysing students' responses and recommending improvement where possible.

	Please tick box
I confirm that I have read and understand the information sheet for the above study and have had opportunity to ask questions.	
I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason.	
I agree to take part in the above study.	
I agree that the data gathered in this study may be stored (after it has been anonymised) in a specialist data centre and may be used for future research.	
I agree to the carry out the data collection tools; questionnaires, short discussions and semi interviews.	
I agree to the use of anonymised quotes in publications.	

_____   _____   _____

Name of Participant   Date   Signature

_____   _____   _____

Name of Researcher

<div align="center">Appendix 3</div>