

# Pre-service EFL Teachers' Perceptions of the Role of Ipad in Language Learning

Ibrahim F.F AL-Maagb

Department of English Faculty of Arts Zarqa University P.O.Box: 132222- Zarqa 13132- Jordan

*This research is funded by the deanship of scientific research*

## Abstract

The availability of information and communication technology ICT tools in Jordanian classrooms increases, but the fact of using those tools continues to be low. The study was conducted to determine the perceptions of pre-service EFL teachers of the role of the Ipad in language learning and included 100 pre-service teachers' in AlZarqa university. The quantitative method was applied in the present study. The data was collected through a questionnaire developed to determine of perceptions of pre-service EFL teachers' of the role of Ipad in language learning. All the items in the questionnaire were analyzed using the SPSS. The results revealed that pre-service (EFL) teachers' perceptions about the role of Ipad in language learning has medium level, and there are no significant differences due to gender variability. Also, the recommendations for future studies were offered.

**Keywords:** *Pre-service Teachers', Ipad Perceptions, EFL. SPSS*

## 1. Introduction

Over the last three decades the instruction of learning the second or foreign language (L2) was one of the major subject areas of education in which technology played a central role. As more technologies integrated in L2 instruction, teachers and learners have more opportunities to get globally connected and educated (Dudeny & Hockly, 2012). With recent developments in mobile technology, mobile learning has also attracted considerable attention in the field of L2 instruction (Kukulka-Hulme, 2009; Saran & Seferoğlu, 2010; Saran, Seferoğlu, & Çağıltay, 2009, 2012; Stockwell, 2010). Mobile devices such as net books, laptops, Ipads, tablets, cellular phones, smart phones, digital cameras, mp3 players, personal digital assistants (PDAs), and e-readers have become very widespread, especially among young people (Franklin, 2011). Thus, L2 instruction via mobile devices has become a research and practice trend in technology-enhanced language learning (Godwin-Jones, 2011). Based on the idea of anywhere and anytime learning, mobile learning now provides educators with "a myriad of opportunities to support learning and performance both inside and outside the classroom" (Martin & Ertzberger, 2013, p. 26). It is also fair to suggest that mobile devices can now perform almost all the functions required in learning design (El-Hussein & Cronje, 2010; Şad & Göktaş, 2013). Despite ongoing barriers to mobile learning such as cost, technical considerations, accessibility, and attitudinal factors (Joint Information Systems Committee [JISC], 2013), the available evidence seems to suggest that m-learning is globally on the rise (Dudeny & Hockly, 2012; Hockly, 2013).

Technology mediated learning provides foreign language educators with the means to increase exposure to the target language within the classroom by providing offline as well as online resources. In addition, blended learning settings extend the learning environment to the online sphere and engage learners beyond the classroom (Conrad & Donaldson 2004). Online learning platforms such as learning management systems as well as customized learning groups on social networking sites enable learners and educators to contribute documents and links, to initiate discussions, to discuss course content and to collaborate in the target language (C. Gabarre & S. Gabarre 2010, Godwin-Jones 2005, Palloff & Pratt 2007, Pramela, Supyan Hussin & Sivapuniam 2011). Mobile learning, as defined by Sharples, Taylor and Vavoula (2010), brings this online dimension of language courses to the face-to-face dimension. With the availability of broadband access and Wi-Fi networks, learners and educators can connect to the Internet when they need to. They can search for information, read notes, contact references, share links as well as contribute to the on-going lesson (Kukulka-Hulme 2012).

Mobile learning adds technological support to the face-to-face peer and instructor modes of support. With online and offline reference tools, the learners can verify results their work. Predictive text input and automated translators provide them with an immediate feedback. Checking structures maintain the learners' engaged with the task (Godwin-Jones 2012).

Digital resources play an increasing role in second language acquisition, with more attention given to intentional instruction in English as a Foreign Language (EFL) digital literacy. Firstly, the predominant use of English by non-native speakers are increasingly in communication with other non-native speakers, rather than with native speakers as might be expected. Secondly, the emergence of English as a global language has meant that desired online resources and discourse are mainly in English, despite the rapidly growing Internet use of other languages. Thirdly, a critical and profoundly symbolic threshold is fast approaching whereby the majority of interpersonal communications worldwide will have become computer-mediated, rather than face-to-face (The

average Briton spends half their waking life using media and communications, in effect multi-tasking over nine hours a day using TV, mobile phones and surfing the net ) ( Cellan-Jones, 2010).

There is a rapidly growing literature on attitudes and perceptions about mobile learning in education. However, researches into pre-service EFL teachers' perceptions are partial and scarce (Serin, 2012; Tai & Ting, 2011; Uzunboylu & Özdamlı, 2011). There are insufficient researches into factors that may influence students' readiness, adoption and use of mobile learning. So, the study aimed to contribute in this respect by investigating pre-service English as a foreign language teacher' perceptions of mobile assisted language learning and determining whether there are any differences of perception according to gender, grade level ( Oz, 2015).

In the US, Warschauer has consistently noted the increasing notion that given to mobile computer-mediated language learning, as American schools create one-to-one classroom environments through connecting laptops wirelessly to the Internet (Warschauer, 2004). He argues that computers and the Internet are highly disruptive technologies that require extensive organizational restructuring and professional development for successful use (Warschauer, 2006). Progressive universities, notably the Abilene Christian University, have for some years provides students with free iPhones, and integrates them into their curriculum (ACU, 2010). Web apps used to turn in homework, look up campus maps, watch lecture broadcasts and check class schedules and grades (ACU, 2008); for classroom participation, polling software allows shy students to make choices without risking embarrassment.

Among these new devices, Ipad-equipped with LCDs, Internet surfing functions, e-books, and application (app) downloading capabilities - are the most popular medium of screen-based reading (Connell, Bayliss, and Famer, 2012) and can facilitate new literacy practices (Coiro, et al., 2008). Godwin-Jones (2010) pointed out that Ipad have contributed to the rise of e-books because they are portable, have off-line reading functions, and provide a huge storage capacity within a small device. Apple applications, such as games and incorporating audio functions into e-books, have also created learning opportunities (Godwin-Jones, 2011). The personal profiles archived in Ipad, including the history of browsing pages and look-up behaviors in online dictionaries, can create a personal learning history. Moreover, the Ipad's built-in camera enables users to capture pictures or videos to use in creating responses to readings (Hutchison, Beschorner, and Schmide-Crawford, 2012).

The convenience of such mobile devices as Ipad has the potential to encourage learner autonomy and combine formal and informal learning (Godwin-Jones, 2011). Ads support L1 readers in primary literacy programs (Ellis, 2011); relatively few examine how Ipad can assist L2 learners' language learning in tertiary education (Sekiguchi, 2011). One exception is Sekiguchi (2011), who experimented with the use of Ipad as a learning resource outside the classroom with 20 EFL undergraduate students in Japan. The results showed that students improved their self-regulated learning by using Ipad to tweet about their learning experiences (Sekiguchi, 2011).

Perhaps the greatest challenge of an individual's participation in a technological society is the pace at which change occurs. As advances made, devices, improved, and the speed of communications increased, the institutionalized pace of public education poses many challenges for its teachers and learners. In an information age, curricular demands expanded, requiring that more learned in the same academic year. Accountability has added much stress to a group of professionals that must work within numerous constraints - time, support, and budget. In addition, as new technologies added to classrooms across our nation, minimal-quality professional development made available to the teaching force. Such changes influence the work of the teacher, as well as that of the teacher educator (Wilson et al., 2013).

Technology use in a classroom means different things to different people. Researchers have explored how technology-based lessons (Sun et al., 2008), as well as technology supported lessons, influence student learning (Edelson, 2001).

With the release of the Ipad, a number of universities and schools in America and worldwide are distributing Ipad to students and faculty. Educators are predicting the Ipad will herald a revolution in the classroom, replacing textbooks with a mobile multimedia device to engage students in new innovative ways (Meurant, 2011).

Regardless of whether it will be the only tool or one of set integration of new technologies into the process of learning in the 21st century is very expected. The literature review focuses on research that supports the ways in which we incorporated the Ipad into the Design Project (DP), an inquiry-based project that explored forces and motion with technology as a support tool.

Apple's Ipad was released in 2010, the Ipad 2 in 2011, and the Ipad 3 and Ipad 4 in 2012. To date, most published work about Ipad in education has been descriptive, recounting the rollout of Ipad in educational institutions, with discussion of the benefits and drawbacks being largely speculative or sporadic. The benefits mentioned typically aligned with perceptions of the positive potential of mobile handheld devices in general, as discussed above. Some educators, however, question the rapid adoption of these devices without due consideration of how they affects student teaching (Mather, 2012), while others have called for Ipad developers

to capitalize on the apparent potential of the device so that it is used to "actually improve learning" (Walters & Baum, 2011). It is important to note that the Ipad 2, with the addition of cameras and the arrival of more creative apps, somewhat allayed the fears of those who saw the Ipad 1 as largely a consumption tool (e.g., Kolowich, 2010), though many educators believe it is still better suited to consumption than production (Pegrum et al., 2013).

Ipad is an iOS-based line of tablet computers designed and marketed by Apple Inc. The first Ipad released on April 3, 2010; the most recent Ipad models, the Ipad Air 2 and Ipad Mini 3, revealed on October 16, 2014 and were available for pre-order on October 17. The user interface built around the device's multi-touch screen, including a virtual keyboard. The Ipad includes built-in Wi-Fi and cellular connectivity on select models. As of June 2014, there have been over 200 million Ipads sold since its release in 2010 (Rogowsky, 2014).

### **1.1. Ipads as a Technology Learning Tool**

While much potential exists for technology use in the classroom, the introduction of Apple's Ipad provides a new Multi tool that can be used for a variety of purposes. Apple's Ipad is similar to other Apple technology devices like the iPod Touch and iPhone in that users can download for free (or at cost), applications (more commonly referred to as apps) to use on their devices. These apps are software programs that provide the user access to entertainment games, figures, simulations, communication, and data sharing. Apps can also enhance the daily and frequent uses of such applications as the timer, calculator, camera, flashlight, and an alarm clock (Wilson et al., 2013).

Currently the number of papers devoted to the importance of the application of Ipad in educational system is low, due to its relatively recent use. Meurant's (2010) study introduced the Ipad and its capabilities shortly after the initial release of the device. Saine (2012) described the practices of several different classroom teachers who used Ipads to support instruction. Approaches included using apps on the Ipad to create and animate stories, as well as using the camera function to photograph and publish pictures related to different geometry terms.

Although the use of Ipads shows promise in educational settings, some educators have expressed concerns. In a study focused on apps specifically targeted for education, Murray and Olcese (2011) reported that current apps do not match modern theories of learning, emphasizing outdated transmission models. They stated, however, that the Ipad provides some promise for teachers and students to engage in learning activities that would have been impossible in the past.

Emerging themes from Ipad learning activities. There are three themes emerged from Ipad e-book reading: language games, apps, and video-making activities (Huang, 2013):

1. Ipad with new learning tools bring fresh and unprecedented learning experiences and motivate students to learn.
2. Ipad provided extensive reading opportunities without the limitations of time and space.
3. Producing videos with Ipad helped students construct their own knowledge.

### **1.2. Statement of the problem**

The availability of information and communication technology ICT tools in Jordanian classrooms increase, but the fact of usage of these tools continues to be low. The research was conducted to determine the perceptions of pre-service EFL teachers' about the role of Ipad in language learning. This study aims to answer the following questions:

- 1) What are pre-serving (EFL) teacher' perceptions about the Role of Ipad in Language Learning?
- 2) Do pre-serving (EFL) teacher' perceptions differ on about the Role of Ipad in Language Learning according to gender?

### **1.3. Significance of the Study**

Despite the technological advances in education in recent times, however, in Jordan still use the traditional methods of education. The significance of this study is to determine the perceptions of pre-service EFL teachers' about the role of Ipad in language learning in Jordan, and explain the importance of using the Ipad in language teaching.

### **1.4. Objective of the Study**

The study objectives were to identify pre-serving (EFL) teacher' perceptions about the Role of Ipad in Language Learning, and identify if there differences in pre-serving (EFL) teacher' perceptions about the Role of Ipad in Language Learning according to gender.

### 1.5. Scope of the study

This study focuses on the perceptions of pre-service EFL teachers' about the role of Ipad in English language learning.

### 1.6. Methodology

Descriptive and quantitative methods applied in the current research. The data collected through questionnaires developed to determine the perceptions of pre-service EFL teachers' about the role of Ipad in language learning.

### 1.7. Population of the Study

Population of the study consisted of all male and female pre-service EFL teachers in Al-Zarqa University in Jordan in the academic year 2013/2014.

### 1.8. Sample of the Study

The sample of the study consisted of (100) pre-service EFL teachers studying at the Al-Zarqa University Jordan for the academic year 2013/2014, table (1) shows the distribution of the sample according to the personal variables.

**Table (1): Distribution of the sample according to the personal variables**

Variable	Categories	Frequency	Percent
Gender	Female	55.0	55.0
	Male	45.0	45.0
	<b>Total</b>	<b>100.0</b>	<b>100.0</b>
Age	Less than 22 years	74.0	74.0
	22-25 years	20.0	20.0
	more than 25 years	6.0	6.0
	<b>Total</b>	<b>100.0</b>	<b>100.0</b>
Academic Rating	Pass	17.0	17.0
	Good	55.0	55.0
	Very good	24.0	24.0
	Excellent	4.0	4.0
	<b>Total</b>	<b>100.0</b>	<b>100.0</b>
Housing	village	33.0	33.0
	City	67.0	67.0
	<b>Total</b>	<b>100.0</b>	<b>100.0</b>

Table (1) shows that:

- For gender variable, the highest frequency for "Female" category with (55) recurrence and percent of (55%), but the lowest frequency for "Male" with (45) recurrence and percent of (45%).
- For age variable, the highest frequency for "Less than 22 years" category with (74) recurrence and percent of (74%), followed by "22-25 years" category with (20) recurrence and percent of (20%), but the lowest frequency for "more than 25 years" with (6) recurrence and percent of (6%).
- For academic rating variable, the highest frequency for "good" category with (55) recurrence and percent of (55%), followed by "very good" category with (24) recurrence and percent of (24%), and "pass" category with (17) recurrence and percent of (17%), but the lowest frequency for "excellent" with (4) recurrence and percent of (4%).
- For housing variable, the highest frequency for "City" category with (67) recurrence and percent of (67%), but the lowest frequency for "village" with (33) recurrence and percent of (33%).

### 1.8. Tool of the Study

To achieve objectives of the study, the researcher constructed a questionnaire, which consisted of two parts; the first part contains demographic items, such that: gender, education level, etc; the second part contains the perceptions of pre-service EFL teachers about the role of Ipad in language learning.

The variables were operationalized using Likert-scale items measuring the perceptions of pre-service EFL teachers about the role of Ipad in language learning. Lastly, EFL teachers' responses was solicited using a Likert five-point scale coded as: (5: strongly agrees; 4: agree; 3: no opinion; 2: disagree; 1: strongly disagree).

## 2. Validity and Reliability of the Instrument

### 2.1. Validity

The questionnaire given to specialists in assessment and evaluation in Al-Zarqa University to ensure that the items are valid and check the clarity of items, and then questionnaire paragraphs edited as specialists suggested.

The construct validity was measured by applying a pilot study on (20) pre-service EFL teachers outside of the study sample. The correlation coefficient calculated among the questionnaire, Table (2) shows the coefficients:

**Table (2): Person Correlation Coefficients**

Item	Correlation coefficients	Item	Correlation coefficients
1	0.73**	11	0.65**
2	0.85**	12	0.72**
3	0.67**	13	0.67**
4	0.70**	14	0.63**
5	0.56*	15	0.66**
6	0.67**		

\* coefficients acceptable and significant at ( $\alpha \leq 0.05$ )

\*\* coefficients acceptable and significant at ( $\alpha \leq 0.01$ )

Table (2) shows that correlation coefficients between each paragraph and a whole questionnaire ranged between (0.56-0.85). All the coefficients were significant at ( $\alpha = 0.05$ ).

### 2.3. Reliability (skills)

The reliability coefficient of the questionnaire computed using cronbach' alpha coefficient which reached (0.87), and this value appropriated for conducting this study.

### 2.4. Procedures of the Study

The study followed this procedure:

1. Having the approval from Al-Zarqa University to conduct the study
2. The researcher obtained the approval of Al-Zarqa University, which provided him with the names of male and female EFL teachers in Al-Zarqa University
3. The researcher defined the sample of the study from the Al-Zarqa University, where the sample of the study consisted of (100) EFL teachers
4. Applying the tool for the study to collecting data, and analyzing these data, then the researcher inferred the answer to the questions of the study. After obtaining the results the researcher discussed them concluding with the implications of the study and recommendations for the directions of the future research

### 2.5. Variables of the Study

Drawing on the objectives of this study, there is one independent variable and one dependent variable, as follows:

**2.5.1. Dependent variable:** Pre-service EFL teachers' perceptions

**2.5.2. Independent variable:** Gender (male, female)

### 2.6. . Statistical Analysis

In order to answer the questions of the study, the researcher used SPSS software to analyze the results by extracting means and standard deviations. In addition, independent sample t-test used to detect the differences between questionnaire as a whole depending on the gender variable.

### 3. Limitation of the study

This study applied to a pre-service EFL teachers' in Al-Zarqa University in perceived ease of use of Ipad positively predicted the students' attitude towards using Ipad and their behavioral intention to use it in their language classes and other contexts."

### 4. Results and Discussion

To answer this question averages and standard deviations for each item and questioner as a whole calculated, table (3) show that:

**Table (3): Means and standard deviation for perceptions of pre-service EFL teachers' about the role of the Ipad in language learning.**

No.	Items	Mean	Std. Deviation	Rank	Degree
1	The use of (Ipad) device contributed in increasing student achievement in English.	2.66	1.60	8	Medium
2	English teachers used device (Ipad) for teaching curriculum in the future	3.42	0.55	4	Medium
3	The use of device (Ipad) increases suspense students to learn English	3.25	0.44	5	Medium
4	The use of device (Ipad) helps the teacher to provide additional information serve the process of learning English	3.42	0.55	4	Medium
5	The use of device (Ipad) develops students' abilities, skills and learning	3.70	0.72	2	High
6	The device (Ipad) makes students more understanding of the educational content	3.43	1.28	3	Medium
7	The device (Ipad) makes the student more interesting and fun to learn English	2.43	1.12	10	Medium
8	The device (Ipad) device encourages collaboration between teacher and students inside and outside the classroom	2.27	1.66	12	Low
9	The books and explanations must dispense and should replace with the device (Ipad)	3.73	1.10	1	High
10	The use of the device (Ipad) in learning language has more positive aspects than bad aspects	3.43	1.17	3	Medium
11	The device (Ipad) used by students as a source of distraction and play inside the classroom	2.74	1.69	6	Medium
12	The use of the device (Ipad) makes teacher more creative and innovativ.	2.67	1.30	7	Medium
13	The use of the device (Ipad) makes the teacher more organized	2.24	1.54	13	Low
14	The use of the device (Ipad) makes the teacher more discipline in the classroom	2.61	1.25	9	Medium
15	The use of the device (Ipad) increases cooperation between students and participation of their views	2.31	1.48	11	Low
<b>Total Means</b>		2.95	0.40		

Table (3) shows that means of items ranged between (3.73-2.24). The highest means reached (3.73) for item (9) "The books and explanations must be dispensed and should replace with (Ipad) device" with high degree, then for item (5) "The use of (Ipad) device develops students' abilities, skills and learning" by means (3.70) with high degree, then for item (6) "The (Ipad) device makes students more understanding of the educational content" and item (10) "The use of the device (Ipad) in learning language has more positive aspects than bad aspects" by means (3.43) both with medium degree, whereas the lowest means was (2.24) for item (13) "The use of (Ipad) device makes the teacher more organized" with low degree.

This is due to the Ipad is one of the modern technological tools that provide software for learning in general and learning English in particular, where Ipad provides many of the applications available to learn English and to be able ones and improve the skills of learners of all levels often cheaply or free, especially those who are considered English second language not mother tongue. However, the use of Ipad transforms traditional classroom into a place of active work and interact in the real world, and ensures continuous access to important educational resources depending on effective technical resources it offers. This result consistent with previous studies such as Culma (2011), Hargis et al., (2014), Meurant (2010), Gabarre et al., (2014), Huang (2013), Itayem (2014).

Results related to answer second question: Do pre-serving (EFL) teacher' perceptions differ on about the Role of the Ipad in Language Learning according to gender?

To answer this question, the means and standard deviations of the questionnaire as a whole depending on the gender variable was calculated, and to detect the differences between these means "Independent sample t. Test" was used, table (4) shows that.

**Table (4): Results of (Independent sample t. Test) to detect differences in the study questioner as a whole due to gender variable (Female, Male).**

Gender	N	Means	Std. Deviation	"t"	Sig.
Female	55	2.94	0.38	-0.27	0.79
Male	45	2.97	0.43		

Table (4) shows that there are no significant differences at the level of significance ( $\alpha \leq 0.05$ ) in terms of the pre-serving (EFL) teacher' perceptions about the role of the Ipad in language learning due to gender variable, as the value of "t" reached (-0.27) by statistical significant (0.82), means for male was (2.97) and for female was (2.94) out of (5), it's indicate to teacher' perceptions are medium level.

The researcher attributed that for there was no difference in the views of male and female gender on the role of (Ipad) in learning English language according to the opinion of the selected sample. This result contrasted with Oz (2015) study that indicated teachers perceptions about mobile assisted language learning differed by gender.

### 5. Conclusion and Recommendations

This study aimed to identify pre-serving (EFL) teacher' perceptions about the role of Ipad in language learning, and identify if there any differences in pre-serving (EFL) teacher' perceptions about the role of the Ipad in Language Learning according to gender. The results revealed that pre-serving (EFL) teacher' perceptions about the role of Ipad in language learning are of a medium level, and there are no significant differences in terms of the pre-serving (EFL) teacher' perceptions about due to gender variable.

Using Ipad in the teaching of the English language provides active learning opportunity for students as it provides software supported with sound, pictures and video, which will attract the attention of students to learn and help students acquire language skills more easily and learn grammar and vocabulary and the correct pronunciation of words.

Ipad contributes in facilitating communication between students and teacher by enabling them to take part in discussion and dialogue outside the school, and provides research methods and easy access to the free libraries and online dictionaries for students, which help students to learn English. In addition, students can join the learning English networks that provide them with opportunities to communicate with native speakers.

The researcher recommends activating the use of Ipad in the process of teaching English language, and the provision of infrastructure for the use of Ipad in teaching at schools, and hold training workshops for teachers on the use of modern technology tools and using them in the learning process. In addition, the researcher also recommends conducting further research on the use of various modern technological tools in learning for teaching other topics.

### References

- ACU:Mobile Learning: Our Progress (2010), <http://www.acu.edu/technology/mobilelearning/progress/index.html>
- ACU:Solutions for the 21st Century University (2008), <http://www.acu.edu/technology/mobilelearning/vision/solutions/index.html>.
- Cellan-Jones, R.: A multi-tasking moral panic. BBC News: dot.Rory (2010), [http://www.bbc.co.uk/blogs/thereporters/rorycellanjones/2010/08/a\\_multi-tasking\\_moral\\_panic.html](http://www.bbc.co.uk/blogs/thereporters/rorycellanjones/2010/08/a_multi-tasking_moral_panic.html)
- Coiro, J., Knobel, M., Lankshear, C., and Leu, D. (2008). Central issues in new literacies and new literacies research. In J. Coiro, M. Knobel, C. Lankshear, and D. Leu (Eds.), *Handbook of Research on New Literacies* (pp.1-21). New York: Erlbaum.
- Connell, C. Bayliss, L., and Farmer, W. (2012). Effect of eBook readers and tablet Computers on reading comprehension. *International Journal of Instructional Media*, 39 (2),131-140.
- Conrad, R.-M., & Donaldson, A. J. (2004). *Engaging the online learner*. San Francisco, CA: Jossey-Bass.
- Culma, L. (2011). *Exploring The Role Of Integrative And Instrumental Motivation In An English Conversation Class Of A Teaching English As A Foreign Language (Tefl) Program*. (Master Thesis), Pereira Technological University, Colombia.
- Edelson, D. C. (2001). Learning-for-use: A framework for the design of technology supported inquiry activities. *Journal of Research in Science Teaching*, 38(3), 355-385.
- Ellis, S. 2011. Teaching the future: How Ipad are being used to engage learners with special needs. *Screen Education*, 63, 61-64.
- Gabarre, C., & Gabarre, S. (2010). Raising exposure and interactions in French through computer-supported collaborative Learning. *Pertanika Journal of Social Sciences and Humanities*, 18(1), 33-44.
- Gabarre, C., Gabarre, S., Din, R., Shah, P. M., & Karim, A. A. (2014). Ipad in the foreign language classroom: A learner's perspective. *The Southeast Asian Journal of English Language Studies*, 20(1), 115-128.
- Godwin-Jones, R. (2005). Emerging technologies: Messaging, gaming, peer-to-peer sharing: Language learning

- strategies & tools for the millennial generation. *Language learning & technology*, 9(1), 17-22.
- Godwin-Jones, R. (2011). Emerging technologies: Mobile apps for language learning. *Language Learning & Technology*, 15(2), 2-11.
- Hargis, J., Cavanaugh, C., Kamali, T., & Soto, M. (2014). A federal higher education Ipad mobile learning initiative: Triangulation of data to determine early effectiveness. *Innovative Higher Education*, 39(1), 45-57.
- Heinrich, P. (2012). The Ipad as a tool for education: A study of the introduction of Ipad at Longfield Academy. *Kent. Naace*.
- Huang, H.-c. (2013). Ipad Reading: An Innovative Approach to New Literacies *PACLIC 27 Workshop on Computer-Assisted Language Learning* (pp. 520-525). Tiwan: Department of English, National Chengchi University.
- Hutchison, A., Beschoner, B., & Schmidt - Crawford, D. (2012). Exploring the use of the Ipad for literacy learning. *The Reading Teacher*, 66(1), 15-23.
- Itayem, G. (2014). *Using the Ipad in Language Learning: Perceptions of College Students*. (Master Thesis), The University of Toledo, Toledo, USA.
- Karsenti, T., & Fievez, A. (2013). *The Ipad in education: uses, benefits, and challenges – A survey of 6,057 students and 302 teachers in Quebec, Canada*. Montreal, QC: CRIFPE.
- Kolowich, S. (2010, December 22). *Apple of their eye?*. Retrieved from [http://www.insidehighered.com/news/2010/12/22/college\\_students\\_test\\_drive\\_the\\_apple\\_ipad](http://www.insidehighered.com/news/2010/12/22/college_students_test_drive_the_apple_ipad).
- Kukulka-Hulme, A. (2012). *Language learning defined by time and place: A framework for next generation designs*. In V. D'iaz & E. Javier (Eds.). *Left to my own devices: Learner autonomy and mobile assisted language learning* (Vol. 6, pp. 1-13). Bingley: United Kingdom: Emerald Group Publishing Limited.
- Larson, L. C. (2010). Digital readers: The next chapter in e - book reading and response. *The Reading Teacher*, 64(1), 15-22.
- Liu, N. (2013). Ipad Infuse Creativity In Solid Geometry Teaching. *The Turkish Online Journal of Educational Technology*, 12(2), 177-192.
- Manuguerra, M., & Petocz, P. (2011). Promoting Student Engagement by Integrating New Technology into Tertiary Education: The Role of the Ipad. *Canadian Center of Science and Education*, 7(11), 61-65.
- Mather, J. (2012, February 8). *Tablets are cool but are they smart*. *Australian Financial Review*. Retrieved from: [http://afr.com/p/national/tablets\\_are\\_cool\\_but\\_are\\_they\\_smart\\_6yTxDkqrbjYqiXYviWSVDL](http://afr.com/p/national/tablets_are_cool_but_are_they_smart_6yTxDkqrbjYqiXYviWSVDL)
- Melhuish, K., & Falloon, G. (2010). Looking to the future: M-learning with the Ipad. *Computers in New Zealand Schools*, 22(3), 1-16
- Meurant, R. (2010). Ipad Tablet Computing to Foster Korean EFL Digital Literacy. *International Journal of u - and e-Service, Science and Technology*, 3(4), 49-62.
- Meurant, R. C. (2010). EFL/ESL textbook selection in Korea and East Asia-Relevant issues and literature review. In *Ubiquitous computing and multimedia applications* (pp. 89-102). Springer Berlin Heidelberg.
- Meurant, R. C. (2010). The Ipad and EFL Digital Literacy. *Communications in Computer and Information Science*, 123(1), 224-234.
- Morgana, V. (2014). Investigating Students' Perceptions of the Use of the Ipad into the English Language Classroom. In *Conference proceedings. ICT for language learning* (p. 258) 7<sup>th</sup> ed. *libreriauniversitaria.it Edizioni*.
- Murray, O. T., & Olcese, N. R. (2011). Teaching and learning with Ipad, ready or not?. *TechTrends*, 55(6), 42-48.
- Oz, H. (2015). An Investigation of Preservice English Teachers' Perceptions of Mobile Assisted Language Learning. *Canadian Center of Science and Education*, 8(2), 22-34.
- Paloff, R. M., & Pratt, K. (2007). *Building online learning communities*. San Francisco: Jossey-Bass.
- Pegrum, M., Howitt, C., & Striepe, M. (2013). Learning to take the tablet: How pre-service teachers use Ipad to facilitate their learning. *Australasian Journal of Educational Technology*, 29(4), 464-479.
- Pegrum, M., Oakley, G., & Faulkner, R. (2013). Schools going mobile: A study of the adoption of mobile handheld technologies in Western Australian independent schools. *Australasian Journal of Educational Technology*, 29(1), 66-81.
- Rogowsky, M. (June 2, 2014). "WWDC 2014: Live! News And Much More From Apple's Keynote". Retrieved June 3, 2014 from: <http://www.forbes.com/sites/markrogowsky/2014/06/02/wwdc-2014-live-news-and-much-more-from-apples-keynote/>
- Saine, P. (2012). iPods, Ipad, and the SMART Board: Transforming literacy instruction and student learning. *New England Reading Association Journal*, 47(2), 74-79.
- Sandvik, M., Smørdal, O., & Østerud, S. (2012). Exploring Ipad in Practitioners' Repertoires for Language Learning and Literacy Practices in Kindergarten. *Nordic Journal Of Digital Literacy*, 7(3), 204-220.



- Sekiguchi, S. (2011). *Investigating Effects of the Ipad on Japanese EFL Students' Self-Regulated Study*. Paper presented at the International conference ICT for language learning, 4<sup>th</sup> edition. [http://www.pixelonline.org/ICT4LL2011/common/download/Paper\\_pdf/IBL33-246-FP-Sekiguchi-ICT4LL.pdf](http://www.pixelonline.org/ICT4LL2011/common/download/Paper_pdf/IBL33-246-FP-Sekiguchi-ICT4LL.pdf)
- Sekiguchi, S. (2011, October). Investigating effects of the Ipad on Japanese EFL students' self-regulated study. In *International conference "ICT for language learning" 4<sup>th</sup> edition*.
- Serin, O. (2012). Mobile Learning Perceptions of the Prospective Teachers (Turkish Republic of Northern Cyprus Sampling). *Turkish Online Journal of Educational Technology-TOJET*, 11(3), 222-233.
- Sun, K. T., Lin, Y. C., & Yu, C. J. (2008). A study on learning effect among different learning styles in a Web-based lab of science for elementary school students. *Computers & Education*, 50(4), 1411-1422.
- Tai, Y., & Ting, Y. L. (2011). Adoption of mobile technology for language learning: Teacher attitudes and challenges. *The JALT CALL Journal*, 7(1), 3-18.
- Uzunboylu, H., & Ozdamli, F. (2011). Teacher perception for m - learning: scale development and teachers' perceptions. *Journal of Computer Assisted Learning*, 27(6), 544-556.
- Walters, E. A., & Baum, M. (2011). Point/Counterpoint-Will the Ipad Revolutionize Education?. *Learning and Leading with Technology*, 38(7), 6-7.
- Warschauer, M.(2006). Laptops and Literacy-A Paper Presented at the Annual Meeting of the American Educational Research Association. San Francisco: AERA conference.
- Warschauer, M.: Technological change and the future of CALL. In: Fotos, S., Brown, C. (eds.) *New Perspectives on CALL for Second and Foreign Language Classrooms*, NJ: Lawrence Erlbaum Associates, 15-26.
- Wilson, R., Goodman, J., Bradbury, L., & Gross, L. (2013). Exploring the use of Ipad to investigate forces and motion in an elementary science methods course. *Contemporary Issues in Technology and Teacher Education*, 13(2), 105-126.
- Zhang, Z. (2014). Teaching ICT to Pre-Service Teachers: Experiences and Reflections. *Learning Landscapes*, 8(1), 323-337.

### Appendix Questionnaire

Greetings...

The researcher conducted a study entitled "Pre-service EFL Teachers' Perceptions about the Role of the Ipad in Language Learning". Sure to check out the answer to all the paragraphs of the questionnaire attached by placing signal (√) in front of matching alternatives placed at each paragraph, note that your responses will be used only for the purposes of scientific research, and will be informed full confidentiality.

Thankful for your kind cooperation

#### Firstly: personal information.

- **Gender:** Male Female  
- **Age:** Less than 22 22-25 years More than 26 years  
- **Academic Rating:** Pass Good Very good Excellent  
- **Housing:** Village City

**Secondly: Measuring perceptions of pre-service EFL teachers' about the role of the Ipad in language learning**

NO.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The use of the device (Ipad) contributes in increasing student achievement in English					
2	English teachers will be used the device (Ipad) in the teaching curriculum in the future					
3	The use of the device (Ipad) increases suspense students to learn English					
4	The use of the device (Ipad) helps the teacher to provide additional information serve the process of learning English					
5	The use of the device (Ipad) develops students' abilities, skills and learning					
6	The device (Ipad) makes students more understanding of the educational content					
7	The device (Ipad) makes the student more interesting and fun to learn English					
8	The device (Ipad) encourages collaboration between teacher and students inside and outside the classroom					
9	The books and explanations must dispense and should replace with the device (Ipad).					
10	The use of the device (Ipad) in learning language has more positive aspects than bad aspects					
11	The device (Ipad) used by some students as a source of distraction and play inside the classroom					
12	The use of the device (Ipad) makes teacher more creative and innovative					
13	The use of the device (Ipad) makes the teacher more organized					
14	The use of the device (Ipad) makes the teacher more discipline in the classroom					
15	The use of the device (Ipad) increases cooperation between students and participation of their views					