THE ROLE OF USING iPAD TECHNOLOGY IN ENHANCING STUDENTS' MOTIVATION TOWARD LEARNING THE ENGLISH LANGUAGE

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KEY WORDS	ABSTRACT
	This study aimed to find out the role of the iPad in enhancing students' motivation towards learning the English Language. The findings of the study showed that there were improvements in the level of student's performance during English classes. It also showed that there were positive attitudes towards using iPad in learning English from the parents' perspectives. The results also showed that the total degree of teachers' attitudes towards the use of iPad in motivating students towards learning the English language is dramatically increasing. Based on these results, the researchers recommended the Ministry of Education, and teachers of English to adopt the iPad as an educational tool in their teaching.

GLOBAL KNOWLEDGE ACADEMICS

1. Introduction

Currently, students are interfaced with various devices of technology such as mobile phones, iPads, and iPods. They use them to make phone calls, take photos, listen to songs, watch videos, or gain access to the internet for entertainment. Furthermore, they feel excited to use them all the time without complaining. In order to enhance students' learning motivation, technology is introduced and has become a high priority in education. Moreover, considering the demands placed on schools to compete globally in educational achievement, it is essential for teachers to change the way they are teaching.

> Today's generation of students is different from the previous generations; they speak the language of technology and are known as digital natives. Therefore, it would not be appropriate to imagine today's English language classroom without the use of iPads and other digital devices. Moreover, by using the iPad, students are actively engaged and highly motivated towards learning the target language. (Prensky,2011)

Recent studies indicated that students are increasingly disengaged and feel negatively towards school and what they are learning in the classroom because of the lack of the requirements of teaching and learning of the 21century students are living in (Garet et. al., 2005). Therefore, a continued challenge for teachers is to motivate and engage students in their learning and to encourage students to maintain interest throughout the school day and in different subjects (Pemberton, Berrego & Cohen, 2006).

As a solution, Schrum indicated that today's students are ready, and it is the school's responsibility to adapt technology and digital devices in the teaching and learning process; to motivate students and enrich their school experience (Schrum,2013). Therefore, it is believed that by allowing students to use iPad technology in learning; students' motivation to learn and to achieve will increase (Kunzler, 2014).

The researchers stated that motivating students is a continual problem throughout education specifically at the elementary level of learning English as a second language in Palestine. Students are also hard-pressed in EFL classrooms due to a mismatch between teaching and learning styles or lack of utilization of interactive pedagogy may be the reason for the lack of motivation, and poor achievement of the Arab EFL learners. To define the problem of the lack of student motivation towards learning English language, behaviors that were targeted included: Lack of participation, homework completion, sleeping or putting the head down in class, coming to class unprepared, engagement in personal interests, in the classrooms, they are easily being bored, inactive and the most important unmotivated to learn with traditional methods that put them far away from the demands of teaching 21st-century students. As a result, this will lead to low achievement, unsatisfactory performance, or even failure in the exams.

The researchers believed that the importance of this study stems from the fact that today's students are growing up during an era of continuous technological development, and it could be an interesting idea for students to take ownership of their learning, increasing their motivation to learn, and promoting lifelong learning. Moreover, this study provides valuable insights for teachers and school administrators about the positive effects of the iPad in promoting students' motivation towards learning the English Language. And, it provides valuable information for educational leaders to enhance learning.

2. Methodology

Qualitative and quantitative methods were conducted. Data were gathered through classroom observations, interviews, and questionnaires for suitability of the study purposes.

The major purposes for using the iPad in this research are: Enhancing students' motivation towards learning English, personalizing learning, and facilitating learning by fostering active learning.

This study also tried to give satisfactory answers for the following questions:

Q1. What is the role of the iPad in enhancing students' motivation towards learning English according to the results of the classroom observations?

Q2. Are there any statistically significant differences at (α =0.05) in the role of the iPad in enhancing students' motivation towards learning English attributed to the variable of days, weeks, and parents' gender?

Q3. What is the role of the iPad in enhancing students' motivation towards learning English from the perspectives of the teachers of English at Haifa Basic girls' school?

Q4. How do students respond towards learning English through iPad?

Q5. How do parents respond to using iPad in learning English?

2.1. Population and Sample of the Study

The population of the study consisted of all fifth graders, English teachers, and students' parents in Haifa Basic girls' school in Jenin governorate during the second semester of the scholastic year 2016-2017.

The study sample presented the experience of using iPad technology in learning the English Language with a group of (40) female students who were chosen randomly from the fifth graders, (30) students' parents, and (2) English teachers in the mentioned school. Table (1) below shows the distribution of the study sample according to the variable of respondents.

Table 1.
Distribution of the study sample

Respondents	Frequency	Percentage
Students	40	36.3%
Parents	30	27.4 %
Total	70	63.7%

2.2. Instruments of the Study

Questionnaires for collecting data were developed after surveying previous studies. The first questionnaire includes parents' attitudes towards using iPad technology in education, and it was investigated through an 11-item questionnaire which was developed by the researchers. The questionnaire was distributed amongst (30) female and male parents.

The second questionnaire includes students' attitudes towards learning the English Language through iPad technology, and it was investigated through a 16-item questionnaire which was developed by the researcher. The questionnaire was distributed amongst (40) female students from the fifth graders.

The third questionnaire includes teacher's observations about students' behaviors while using iPad technology during (40) English classes per eight weeks, and it was investigated through a17-item.

The scores of responses for each item were calculated according to the five-point Likert scale as the following:

1. Teacher's tool: Excellent =5 points, Very Good=4 points, Good = 3, Medium = 2 points and weak = 1 point.
2. Students' tool: strongly agree=5 points, agree=4 points, neutral = 3, disagree = 2 points and strongly disagree = 1 point.
3. Parents' tool: strongly agree=5 points, agree=4 points, neutral = 3, disagree = 2 points and strongly disagree = 1 point.

The second tool was the interview. The interviews were held by the researchers, and conducted after reviewing related literature. The subjects were (2) females English teachers in the mentioned school who were given the freedom to answer the question of the interview.

To ensure that the content of the questionnaire is valid, it was presented to a jury in the field of TEFL and Linguistics at An- Najah National University. For the validity of the second tool of the study; that is the interview, the researcher consulted a jury in the TEFL field to evaluate it.

To find out the reliability of the questionnaire, it was tested by using the Chronabach Alpha formula as an indicator of homogeneity to the level of the instrument as a whole. The following table shows the results.

Table 2.
Chronabach Alpha Formula Results

Tool	Items	Chronabach Alpha
Teacher's Tool	17	88.2
Students' Tool	16	82.5
Parents' Tool	11	63.0

In order to analyze the data, the researchers used the Statistical Package for Social Science (SPSS) version 17.0. Various statistical tests and procedures were used including the following:

- Means, standard deviations, and percentages to estimate the responses on each item and total score.
- Independent Sample t-test to test gender variable.
- One Way ANOVA test to test the weeks and days variables.
- Post Hoc (LSD) of Multiple Comparison test to determine the sources of differences.
- Chronabach Alpha formula.

For data analysis, the researchers used the following percentages:

- More than 80.0   Very High degrees of response.
- From 70-79.9   High degree of response.
- From 60-69.9   Medium degree of response.
- From 50-59.9   Low degree of response.
- Less than 50   Very Low degrees of response.

The researchers used the following procedures during the application of this study:

First, permission was taken from the Faculty of Graduate Studies to the Ministry of Education which gave the permission to apply the experiment and to get the needed information.

Second, the researchers played the role of a teacher and observer at the same time throughout the experiment which lasted for eight weeks and adopted BYOD (Bring Your Own Device) philosophy.

Third, the researchers held a meeting for students' parents at school; in order to clarify the objectives and the requirements of the study.

Fourth, the researchers distributed a schedule for the students and their parents about the days on which the iPad have been used. Moreover, the researchers explained the safety mechanism for students' iPad throughout the experiment. Like the following: In the morning the participants put their iPad in the administration from the first moment they entered the school, and the researchers were responsible for handing iPads over the sample of the study in English language classes, and collected them at the end of the class and put them again in the administration so that each student can take her iPad at the departure time.

Fifth, the researchers prepared and designed different activities from unit fifteen of English for Palestine (fifth graders) and entered them on the students' iPad. Besides, the researchers supplied all the participants with an electronic PDF copy for unit fifteen in order to practice reading from the iPad.

Sixth, the researchers set up a closed group on Facebook (smart learners) and create a Facebook account for participants in order to share their activities, homework, and watch videos and comment on questions or ask a question related to the topic.

Seventh, to avoid any trouble in connectivity, the researchers put all the related material of the lesson on USB and fixed it on the students' iPad before the English classes.

Eighth, during the English classes, the researchers used iPad applications such as WordPad for writing skills and dictation, Recorder and camera for speaking skills, YouTube for listening skills and grammar, and Voice Dictionary for learning vocabulary and pronunciation.

Ninth, at the end of the experiment, the researchers distributed the copies of the instrument among the students, and another meeting was held with some students' parents to provide answers to the questionnaire, where the rest provided their answers via telephone.

Finally, the researchers managed to collect almost all the copies for the three instruments, then the questionnaire data were statistically treated.

3. Analyses

Q1. What is the role of the iPad in enhancing students' motivation towards learning English according to the results of the classroom observations?

In order to answer this question, forty classroom observations have been divided into eight weeks; five observations per week have been conducted in order to notice the role of the iPad in enhancing students' motivation towards learning English. After that, the researchers calculated the means, standard deviations, percentages, and estimation level.

The analysis of data showed that the total degree of teacher's attitude towards the use of iPad technology in motivating students to learn English (First-week observation) was (78.2) which suggests a very high level of attitude. The highest percentage was given to the items "Learners participated actively, appeared to be happy and expressed excitement in classroom activities" which scored (100.0). Also, the results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (20.0). The mean was 3.91, and the standard deviation was 0.25.

Whereas the total degree of teacher's attitude towards the use of iPad technology in motivating students to learn the English language (Second-week observation) was (84.0) which suggests a very high level of attitude. The highest percentage was given to the items "Learners participate actively, learners are motivated enough to do extra work in their own, learners display enthusiasm about topics, learners stay on task and complete assignments without being bored, learners appear to be happy, learner's express excitement in classroom activities, and learners respond seriously " which scored (100.0). The results also showed that the lowest percentage was given to the item " Learners ask questions which reflect creativity " which scored (20.0). The mean scored was 4.21, and the standard deviation was 0.14.

Whereas the total degree of teacher's attitude towards the use of iPad technology in motivating students to learn English (Third-week observation) was (89.0.0) which suggests a very high level of attitude. The highest percentage was given to the items "Learners participate actively, they are motivated enough to do extra work in their own, they display enthusiasm about topics, learners stay on task and complete assignments without being bored, appear to be happy, express excitement in classroom activities, respond seriously, and they involve in active learning tasks " which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (40.0). The mean was 4.45, and the standard deviation was 0.02.

The analysis of the classroom observations' questionnaire also showed that the total degree of teacher's attitude towards the use of iPad technology in motivating students to learn English (Fourth-week observation) was (93.6.0.0) which suggests a very high level of attitude. The highest percentage was given to the items "Learners participate actively, they act differently, they are motivated enough to do extra work in their own, they display enthusiasm about topics, Learners appear to be happy, they listen attentively, express excitement in classroom activities, work independently, make use of information sources when directed by the teacher, also they reach information independently and involve in active learning tasks", which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (60.0). The mean was 4.68, and the standard deviation was 0.07. The total degree of teacher's attitude towards the use of iPad technology in motivating students to learn English (Fifth-week observation) was (96.0) which suggests a very high level of attitude. The highest percentage was given to the items "Learners participate actively, act differently, think differently, display enthusiasm about topics, appear to be happy, listen attentively, Learners express excitement in classroom activities, work independently, make use of information sources when directed by the teacher, reach information independently, and involve in active learning tasks" which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (72.0). The mean score was 4.80, and the

standard deviation was 0.06. The total degree of teacher's attitude towards the use of iPad technology in motivating students towards learning English (Sixth-week observation) was (96.6) which suggests a very high level of attitude. The highest percentage was given to the items." Learners participate actively, motivated enough to do extra work in their own, display enthusiasm about topics, stay on task and complete assignments without being bored, appear to be happy, listen attentively, express excitement in classroom activities, respond seriously, work independently, make use of information sources when directed by the teacher, reach information independently, and involve in active learning tasks" which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (72.0). The mean score was 4.83, and the standard deviation was 0.08.

The total degree of teacher's attitude towards the use of iPad technology in motivating students towards learning English (Seventh-week observation) was (98.8) which suggests a very high level of attitude. The highest percentage was given to the items "Learners participate actively, act differently, think differently, motivated enough to do extra work in their own, display enthusiasm about topics, ask questions and volunteer to answer, stay on task and complete assignments without being bored, appear to be happy, listen attentively, express excitement in classroom activities, respond seriously, work independently, and involve in active learning tasks." which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (84.0). The mean was 4.94, and the standard deviation was 0.07.

The total degree of teacher's attitude towards the use of iPad technology in motivating students towards learning English (Eighth-week observation) was (98.8) which suggests a very high level of attitude. The highest percentage was given to the items "Learners participate actively, act differently, think differently, motivated enough to do extra work in their own, display enthusiasm about topics, stay on task and complete assignments without being bored, appear to be happy, listen attentively, express excitement in classroom activities, respond

seriously, work independently, and involve in active learning tasks", which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (96.0). The mean score was 4.97, and the standard deviation was 0.05.

The overall degree of teacher's attitude towards the use of iPad technology in enhancing students' motivation towards learning English was (92.0) which suggests a very high level of attitude. The highest percentage was given to the items "Learners participate actively, Learners appear to be happy and Learners express excitement in classroom activities" which scored (100.0). The results also showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (58.0). The mean score was 4.60, and the standard deviation was 0.36.

Q2. Are there any statistically significant differences at (α = 0.05) in the role of the iPad in enhancing students' motivation toward learning English attributed to the variable of days, weeks, and parents' gender?

For days' variable, One Way ANOVA and post hoc (LSD) for multiple compression tests were used, and tables (3, and 4) below show the results.

Table 3.
Teacher's perspective towards the use of iPad attributed to the variable of days

Days	N	Mean	Std. Deviation
First	8	4.52	0.49
Second	8	4.61	0.36
Third	8	4.61	0.37
Fourth	8	4.63	0.35
Fifth	8	4.63	0.31
Total	40	4.60	0.36

Table (3) shows that there is a difference between the means of the day's observations and in order to clarify the differences, the One-Way ANOVA test has been used and table (4) below shows the results.

Table 4.
One Way ANOVA test

Teacher's perspective as attributed to the variable of days		Sum of Squares	df.	Mean Square	F	Sig. *
Total	Between Groups	0.070	4	0.017	0.116	0.976
	Within Groups	5.224	35	0.149		
Grand Total		5.294	39			

Table (4) shows that there are statistically significant differences at (α =0.05) level about the teacher's perspective (Teacher's observations) about the role of using iPad technology in enhancing students' motivation towards learning English attributed to the variable of weeks. The significant value was (0.000) which is less than (0.05).

In order to know the differences, LSD post hoc was used and the analysis shows that there are differences in the students' performances as perceived by the English teacher in favor of the last weeks of the experiment. This means as the study goes on, students show a high level of performance while using iPad in learning English.

For parents' gender variable, the t-Test for Independent Samples was used and table (5) shows the results.

Table 5.
Test Results

Parents' perspectives due to gender	Gender	N	Mean	S.D	T	Sig.*
Total	Male	10	3.94	0.21	-4.819	0.000 *
	Female	20	4.34	0.22		

Table (5) shows that there are statistically significant differences at (α =0.05) on the total degree about parents' perspectives towards using iPad in learning English attributed to parents' gender. The significant level is (0.00)

which is less than (0.05) and the differences are in favor of the Female level due to the mean which is (4.34) while the males' mean is (3.94).

Q3. How do students respond towards learning English through iPad?

In order to answer this question, forty female students answered a questionnaire about learning English through iPad after that the researchers calculated the means, standard deviations, percentages, and estimation level.

The analysis shows that the total degree of students' attitudes towards learning English through iPad was (88.8) which suggests a very high level of students' attitudes toward learning English through iPad. The highest percentage was given to the item" I get happy when I learn English through the iPad "which scored (97.4). On the other hand, the lowest percentage was given to the item "Learning English through iPad makes me nervous" which scored (33.0).

Q4. How do parents respond to using iPad in learning English?

In order to answer this question, thirty parents (10 males and 20 females) answered a questionnaire, and the researchers calculated the means, standard deviations, percentages, and estimation level.

The analysis shows that the total degree of parents' attitudes towards using iPad technology in learning English was (84.2) which suggests a very high level of attitudes. The highest percentage was given to the item "Do you think that the use of iPad will motivate your child to learn better?" which scored (97.2). On the other hand, the lowest percentage was given to the item " While your child is using the iPad at home, do you supervise his use? " Which scored (48.0).

3.1. Results

Results show that the total degree of teachers' attitudes towards the use of iPad technology in enhancing students' motivation towards learning English is increasing dramatically, starting from the first week until the end of the seventh week.

In addition, the results show that the total degree of teacher's attitude is stabilized from the fifth week until the end of the eighth week. Moreover, creativity in asking questions by students has been developed gradually from the first-week observation to the eighth one. Finally,

the results show a very high level of students' performances during English classes in terms of motivation, participation, active learning, collaboration, and independent learning which support the study's objectives. This is in harmony with the study of Wang, Teng & Chen (2015) who agreed that using an iPad could assist learners in learning English and can enhance students' motivation and their achievements.

For the days' variable, the results show that there are differences between the means of the days. Whereas, the result of the One-Way ANOVA test shows that there are no statistically significant differences at (α =0.05) level about the teacher's perspective (Teacher's observations) about the role of using iPad technology in enhancing students' motivation toward learning English attributed to the variable of days. The results go in line with Swan, Hooft, Kratcoski, and Schenker's (2007) study who found that teaching and learning in the computing classes were more student-centered, collaborative, project-oriented, constructivist, and flexible.

According to the weeks' variable, the results show that there are statistically significant differences at (α =0.05) in the teacher's observations about the role of iPad in enhancing students' motivation toward learning English attributed to the variable of weeks, and these differences are in favor of the later weeks of observations. Besides, LSD post hoc test results show that there are differences between the first week and the other weeks in favor of the other weeks, etc. This indicates the importance of long-term learning by using new technologies like the iPad than the short–term ones, and this means that the researchers can stop the experiment of using the iPad in week five because there is no significant difference noticed in the later weeks. The results of this question go in line with Gasparini & Culen (2012) who showed that while the enthusiasm for using the iPad existed at the beginning of the year, the interest in using it significantly decreased by the end of the year. In other words, when using the same teaching and learning styles by iPad in classes for a long time, students may lose their interest in this technology, and it may lose its novelty impact.

The results of parents' gender variable show that there are statistically significant differences at (α =0.05) in favor of females due to the mean which is (4.34) while the males' mean is (3.94).

The results also show a very high level of student's attitudes towards learning English through iPad which means that the majority of students agreed on the usefulness of using iPad in learning English. This is in harmony with Clark and Luckin (2013) who agreed with the usefulness of smart games in enhancing students' motivation and engagement with learning English. Similarly, Diemer et al. (2012) found that the use of iPads in the classroom increased students' perception of their engagement and motivation, and in turn left a positive effect on students' active and collaborative learning.

The results of this question, in general, indicate positive parents' attitudes toward using iPad in learning English. Besides, the results of this question support the results of the first question regarding parents' agreement on the positive effects of the integration of iPad as an interesting educational tool that could affect students' attitudes towards their learning. Moreover, the results show that the iPad facilitates the educational process, provides immediate feedback about the students' progress, motivates students to complete different tasks without complaining, and search for any information they need easily. On the other hand, the results show a very low degree of parents' supervision of their children while using iPad at home, which may affect negatively the students' achievement especially at this age at which a student needs someone to direct him towards the useful application, to check his progress regularly, and to motivate him to do more extra work on his iPad at leisure time. The results agree with Henderson and Yeow (2012) who found that iPads made education more productive and accessible, so students could easily and quickly access any information at any location outside and inside the classroom.

The results show that the teachers who participated in the interview showed positive attitudes towards the role of using iPad technology in enhancing students' motivation towards learning the English language. Even more, the researcher finds that the results of the interview support the results of the above six questions. In other words, the qualitative results correspond with the quantitative results in different aspects related to the students'

behaviors during the experiment of using the iPad as a motivational tool for learning the English language.

Additionally, teachers show agreement with the importance of the integration of the iPad in teaching the English language because of its usefulness in encouraging students to practice English skills at their own levels and needs. Finally, the results reflect that with the use of the iPad in education students can overcome any difficulty that may arise during practicing the English Language so that it facilitates learning. The results of the interview are in harmony with Rinehart (2012) who stated that mobile devices like the iPad are used in many school settings; they are used for motivational purposes, for building students' experiences with technology, and for research and other purposes.

3.2. Conclusion

Based on the results of the study, the researchers concluded the following:

First, the iPad provides second language learners with ubiquitous learning that can closely fit learners' learning styles and interests. Second, iPad technology needs to be considered as an educational tool that can support language learning inside and outside of the classroom. Third, Parents and teachers expressed that there is a need for adapting iPad in learning English. Fourth, iPad technology is perceived positively by students, parents, and teachers as an effective tool for enhancing students' motivation towards learning English. Fifth, the iPad enhances EFL learners' attitudes towards learning the English language by providing learning opportunities that the traditional methods alone can't furnish. At last, using the iPad is an effective educational tool for aiding students to improve their learning of English language skills.

3.3. Recommendation

Based on the results of the study researchers recommended the following:

First, Adapt iPad as an educational tool for teaching and learning in the 21st century; in order to help and support students in their learning. Second, curricula developers are recommended to design different interactive activities and lessons related to the English for Palestine curriculum. Third, the researchers recommend conducting studies on the obstacles, and challenges of using the iPad technology in education. Finally, the researchers also recommend conducting studies on the influence of using iPad on students' academic achievement.

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