

Kasdi Merbah University-Ouargla
Faculty of Letters and Languages
Department of Letters and English Language



Dissertation

Academic Master

Domain: Letters and Foreign Languages

Field: English Language and Literature and Civilization

Specialty: Applied Linguistics and English for Specific Purposes

Submitted by: Manel LAMNIAI

Souad BELAID

Title

The Use of iPad System in Enhancing EFL Students' Comprehension Level

The Case of the Career Centre at Kasdi Merbah University- Ouargla

Publicly defended

On:

Before the jury:

Mrs. SAYEH LEMBARE Samira

Mr. DOUFENE Madjid

Mrs. SADOUN Farida

President (KMU Ouargla)

Supervisor (KMU Ouargla)

Examiner (KMU Ouargla)

Academic Year: 2016-2017

Dedication

This work is dedicated to our parents, all members of our families and friends.

For their endless love, support and encouragement.

Acknowledgments

I would like first to thank ALLAH for giving me the strength and capacity to complete this work.

I would like to express my sincere gratitude to my supervisor Mr. Madjid DOUFENE for his guidance and precious advice.

I am also grateful to all the teachers at the Career Centre at the Department of Economics at Kasdi Merbah University -Ouargla. Especially, Mr.Solimane BOUKHALFA, the director of the centre. Soundous BENCHIKH, the counsellor. And Yahia HADJ MOHAMMED as well, Mr. Mohammed Rachid CHERFAOUI.

I would like to thank all the students who participated in this study either at the Department of Economics and the Department of Hydrocarbons.

I would like to extend my deep appreciation to all the staff members of the administration and the library of the English department at Ouargla University.

I would also like to thank all my colleagues for the nice time we spent together helping one another.

Finally, my appreciation goes to all people who helped me in one way or another to realize this work.

List of Abbreviations

Apps: Applications

CCQs: Check Comprehension Questions

CDC: Career Developing Centre

EFL: English as a Foreign Language

ICT: Information Communication Technology

ICTs: Information Communication Technologies

SRS: Simple Random Sampling

STT: Student Talking Time

TTT: Teacher Talking Time

UKMO: Kasdi Merbah University-Ouargla

List of Tables

1.Students' Gender.....	26
2.Students' Level.....	26
3.Students' average study duration of English.....	26
4.Students' description of the Use of ICT in Class.....	27
5.The Usefulness of ICT in Learning English.....	27
6.Various Use of Internet.....	27
7.Students' Assimilation of Courses via ICT.....	27
8.Students' Familiarity with the Use of iPad Applications.....	27
9.Students' Comprehension via iPad.....	28
10.Development of Students' Skills by iPad System	28
11.The Preferable Applications Used by Students on iPad.....	28
12.Enhancement of Students' Abilities through iPad System	28
13.The Use of Data Projector by Teacher in Class.....	29
14.Students' Use of PCs in Class	29
15.The use of Language Laboratories	29
16.Students Communication via Social Media with their Teachers.....	29
17.The usefulness of using iPad system on students Comprehension Level.....	30
18.Students' Motivation in Class when being Online.....	30
19.Difficulties in Using iPad System.....	30
20.The easiness of Writing via iPad.....	30
21.The Usefulness of the Available References on the Touchpad.....	31
22.The Impact of iPad System on Students' Academic Performance.....	31

List of Figures

1.Reversed Resources Pyramid.....	10
2.“Other Way Up” Resources Pyramid.....	10
3.Students Gender.....	38
4.Students Level	39
5.Students’ Study Duration of English.....	40
6.Students’ Description of ICT Use in Class.....	40
7.The Usefulness of ICT in Learning English.....	41
8.Various Uses of Internet.....	41
9.Students Assimilation of the Courses via ICT.....	42
10.Students’ Familiarity with the Use of iPad Applications.....	42
11.Students’ Comprehension via iPad.....	43
12.Development of Students’ Skills by iPad System	43
13.The Preferable Applications Used by Students on the iPad.....	44
14.Enhancement of Students’ Abilities through iPad System.....	44
15.The Use of Data Projector by Teacher in Class.....	45
16.Students’ Use of PCs in Class.....	45
17.The Use of Language Laboratories.....	46
18.Students’ Communication via Social Media with their Teachers.....	46
19.The Usefulness of iPad System on Students’ Comprehension Level.....	47
20.Technology and Teaching Problems.....	48

Table of Contents

Dedication.....	I
Acknowledgements.....	II
List of Abbreviations.....	III
List of Tables.....	IV
List of Figures.....	V
Table of Contents.....	VI
Abstract.....	VII

General Introduction

1- General Overview.....	2
2 -Objectives of the Study.....	2
3-Statement of the Problem.....	2
4 -Research Questions.....	2
5-Hypothesis.....	3
6-Research Method.....	3
7-Limitations of the Study.....	3
8-Structure of the Study.....	3

Chapter One

Literature review

Part One

Twenty First Century Teaching and Learning

Introduction.....	7
1.1 Teaching and Learning with Technology.....	8
1.2 The Effectiveness of Technology Integration in EFL Class.....	10

Part Two

IPad Integration in EFL Class

2.1 An overview on iPad.....	11
2.2 The Introduction of iPad in EFL Class.....	12
2.3 Teachers' perceptions and Attitudes towards iPad Integration in their Classroom.....	13
2.4 iPad as a Learning Aid.....	14
2.5 The Impact of Using iPad on Learners' Motivation.....	16

Chapter Two

Research Design and Methodology

Introduction.....	20
2. Method.....	20
3. Population Sample.....	20

3.1. Teachers of ESP.....	20
3.2. Students.....	21
4. Data Collection Instruments.....	21
4.1. Teachers’ Interview.....	21
4.1.2. Description of Teachers’ Interview.....	22
4.2.Students’ Questionnaire.....	22
4.2.1.Description of Students’ Questionnaire.....	22
4.3. Class Observation.....	23
4.3.1. Description of Class Observation.....	23
5. Data Analysis Method.....	23
6. Results and Findings.....	24
6.1. The Results of the Students’ Questionnaire.....	24
6.2. The Results of the Teachers’ Interview.....	29

Chapter Three

Interpretations and discussion

3.1. Analysis and Interpretation of the Questionnaire’s Results.....	35
3.1.1. Analysis of the Questionnaire’s Results.....	35
3.1.2. Interpretation of the Questionnaire Results.....	45
3.2.1. Analysis and Interpretation of the Interview’s Results.....	48
3.2.2. Analysis of the Interview Results.....	48
3.2.3. Interpretation of the Interview Results.....	53

3.3.1. Analysis and Interpretation of Classroom Observation Results..	54
3.3.2. Analysis of the Classroom Observation.....	55
3.3.3. Interpretation of the classroom Observation.....	56
Conclusion.....	57
Suggestions and Recommendations.....	61
General Conclusion.....	62
References.....	63
Appendices.....	67
Appendix one (questionnaire)	
Appendix two (teachers interview)	
Appendix three (classroom observation checklist)	
(ملخص)	
(Résumé)	

Abstract

The present study aims to examine the effectiveness of using iPad in EFL class in developing students' comprehension abilities. In this vein, we have attempted to answer the question whether the implementation of iPad system impacts learners' comprehension level. To conduct this study we have opted for both descriptive and analytical methods. We have used a teachers' interview, a students' questionnaire, and classroom observation method as instruments for collecting data. The expected results showed that students' comprehension level can be improved especially when ICT means are appropriately used in class. In addition, the use of these means may significantly their motivation in class. Students feel less bored and develop positive attitude towards learning English. They also enjoy doing homework using internet research and audiovisual materials. Though the results may contribute to the improvement of the students' level, this study has revealed some limitations because of the lack ICT materials as well the time allocated for the study. Though, this study will add to the already existing body of literature in the field of EFL learning.

Key Terms: iPad, EFL class, Learning, Technology, ICT, Integration, Comprehension, Improvement

General Introduction

1. General Overview
2. Objectives of the Study
3. Statements of the Problem
4. Research Problem
5. Hypothesis
6. Research Method
7. Dissertation Structure
8. Limitation of the Study

General Introduction

General Overview

Computer software and classroom materials united together will increase the comprehension efficiency of learners in EFL Classes, taking into consideration the learner as a central factor of the learning operation and as an interacting individual in class, too. Unlike the previous teaching methods, learners receive input by the teacher during the presentation of the course which is free of stimulating or interesting materials or most time no elements that activate the curiosity in the learners' brains. Though, humans are curious by nature, this will limit creativity and innovation in learners. In this case the student is more receptive than productive. He is more passive than participative; this makes the teacher, in this situation, the central and hegemonic element in the learning process.

In an age where science and technology have a major impact on everyday life, teachers and learners should use more technology in the classroom especially that various technological tools are available in class. This may increase students' innovation as well empower their speed to achieve the final goal of the target situation of learning English.

Objectives of the Study

The general framework of this study is determined by the following objectives:

- Using iPads to improve academic gains for students
- Demonstrating the effectiveness of iPad system in increasing and empowering the comprehension of learners in EFL class.
- Integrating iPads into the Classroom to increase students' innovation and motivation in EFL class.

Statement of the Problem

Information Technologies (IT) such as computers, machines, and tablets are the newest prospects that teachers add to class equipments during the presentation of the course. In other words, it is among the resources that teachers use to help facilitate student learning. The increasing variety and accessibility of technology has expanded the opportunities teachers have to use technology. In this view, our study focuses on software, applications and resources that support teaching and learning. Thus we attempt to investigate the effectiveness of using iPad system in EFL class and to examine whether it has an impact on students learning outcomes. It is acknowledged that the implementation of iPad in EFL class has an influence on the way learners create, share, use and develop information in class. To explore this issue, we formulate the following questions

Research Questions

– To what extent does the implementation of iPad system in EFL class promote learners' comprehension level?

Under this question, two sub-questions are formulated:

- To what extent can the iPad system be used in class as an educational tool?
- Does the use of iPad system, as an educational tool, enhance EFL students' comprehension level?

Hypothesis

Based on the research questions stated above, we set the hypothesis as follows:

-If iPad system is carefully exploited in EFL class as an educational tool, it will probably enhance the learners' comprehension level and teachers' proficiency.

Research Methodology

In this work, we will follow and apply both descriptive and analytical methods. In order to determine the relationship between the two variables of the hypothesis, which are computer software, particularly the iPad system and its effect on students' comprehension level. To achieve this goal we will submit a questionnaire to EFL learners at the CC as well interviewing teachers in the same setting, adding a classroom observation to validate the collected data in both instruments.

Limitations of the study

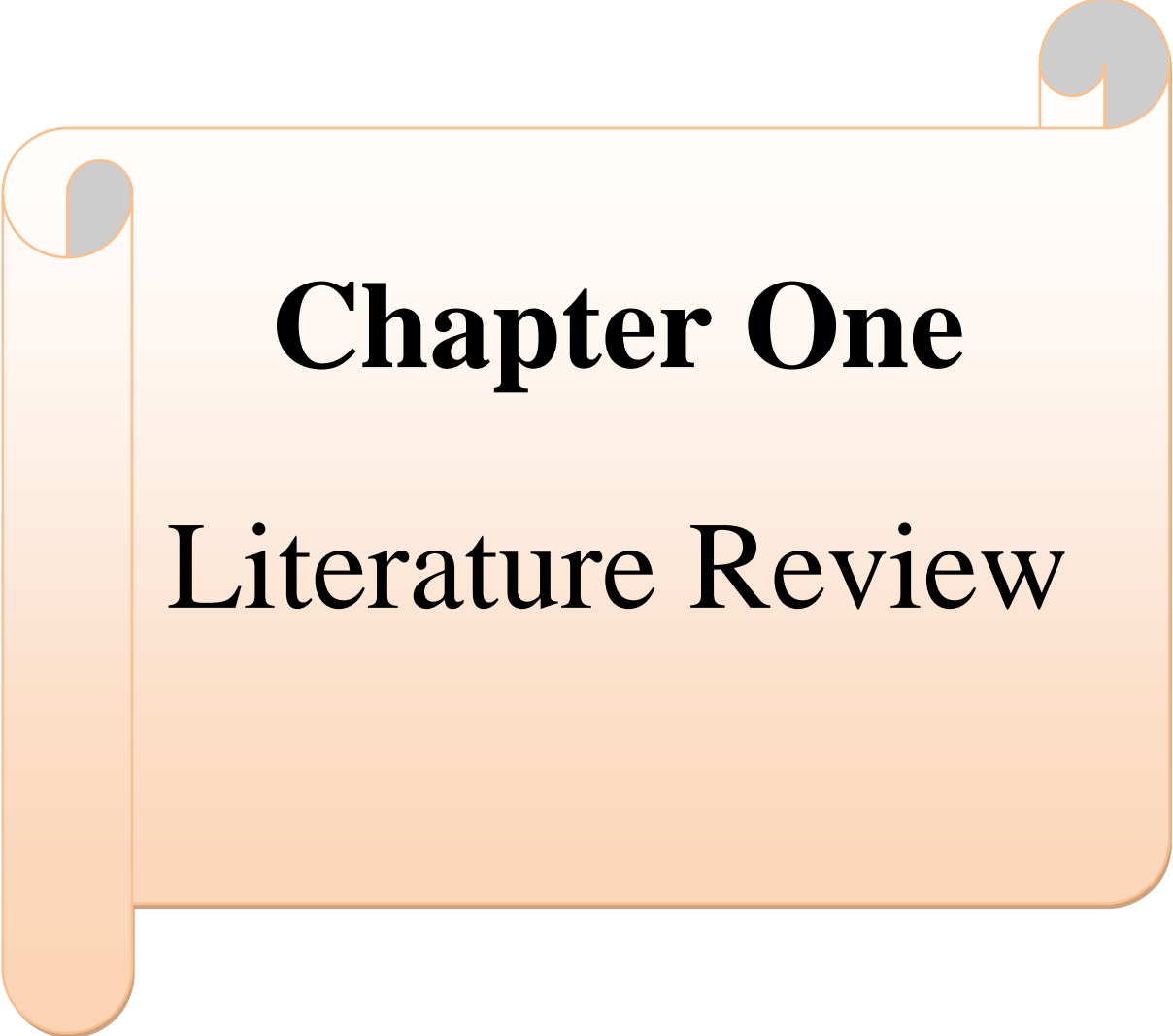
This study has been performed with some EFL students who are studying foreign language for three hours per week and their proficiency level is low in general. In addition, English as a Foreign Language is rarely used and most time it is used only in class with the teacher of English. Also the population sample selected for this study cannot represent all the EFL students in our educational institutions, thus we cannot achieve external validity. However, we should enhance the value of the results by aiming to integrate them in class practice at national level.

Dissertation Structure

This study includes three chapters. The first is devoted to the review of literature; it summarizes and evaluates the various works done in this field. The second chapter presents the method applied in this study and accounts for the research instruments, as well to the procedures

General Introduction

selected for conducting this study. For the third chapter we report and discuss the findings and suggest some proposals for EFL class improvement



Chapter One

Literature Review

Literature review

Part One

Twenty First Century Teaching and Learning

Introduction

- 1.1. Teaching and Learning with Technology
- 1.2. The effectiveness of Technology Integration in EFL Class

Part Two

IPad Integration in EFL Classes

- 2.1. An overview of iPad
- 2.2. The Introduction of iPad in EFL Class
- 2.3. Teachers' perceptions and Attitudes toward iPad Integration in the Classroom
- 2.4. IPad as a Learning Aid
- 2.5. The Impact of Using iPad on Learners' motivation

Conclusion

The integration of information and communication technologies in language class, especially in EFL discipline is not a new prospect, it started in 1970s, since the blackboard, cassettes and records to the releasement of the latest versions and the most advanced computers and mobiles ending by the touchpads; all these materials are used for the educational system development in order to empower the EFL learners' study skills.

Since 1970s technology existed in the process of teaching and learning, as an aiding tool for the teacher in his/ her role to be facilitator, monitor or prompter in class. In addition, Telecommunication Technologies (TTs) are used as stimulating equipments to have output and get response from students towards the presented input.

In day-to-day society, or as so called the information society students' live side by side with technological instruments such as personal computers and phones or mobiles especially the use of the touchpads in their daily activities and habits. From the kids in kindergarten to college, students become addicted to the newest technologies because they cannot survive without these devices; it becomes part of their life style. In schools the use of the advanced instruments is extensive in order to cope with the lifestyle of students and satisfy their needs. New technology matches the different learning styles of students, due to the fact that students become the centre of the learning process in an enjoyable way. In addition, ICT develops the modern society teacher to suit his students' abilities, in addition, to be at their level and cope with the modern world development.

Telecommunication technologies differ in size and shape also in the functions and capacities, from the ones that you type on to respond, to the ones you just touch or speak with to have response. Moreover, there is a collection of applications and programs that suit all the human ages and life positions as well their abilities.

In addition, the teacher should be updated to the newest and modern technologies to use it in class as to help him as well involve students and encourage them to interact in t class and outside it with each other. Telecommunication technologies are not used to replace or to destroy the traditional ways of teaching and learning rather its existence is for the empowerment and improvement of students' comprehension skills.

Teaching and Learning with Technology

Learning is the acquisition of attitudes and learning strategies and skills that will be applied in future learning situations and make future learning more effective as Jack. C Richards and Richard Schmidt define it in their dictionary of language teaching and applied linguistic (2000).

In addition, learning is a preparation for the learner to live in the society, to be effective, and potent civilized person to develop himself and his country.

Corder(2001)pointed out that language teaching is an activity which involves many different considerations, variables and values that cannot yet readily be assessed or quantified.

Furthermore, Wright(1976, p.65) notes that language teaching is a collective title for a variety of activities undertaken by different people in very different circumstances so there is consequently no single medium ideal for language teaching as in so often claimed. Therefore, the process of teaching and learning involves integrating and using different tools and materials in class to achieve the objective of the course taking into account the SMARTA rule.

In communicative class the blackboard and textbook are used with video and audio cassettes in addition to the latest technological devices which are integrated into the classroom to motivate students and illustrate the presented lesson in an attractive way. Moreover, they are used as instruments for the teacher to interact with his students as well between students themselves.

The notion of technology as used in EFL class is not new, its use in teaching and learning foreign language class is not wide spread in Third World countries, though it is important to corporate technologies in EFL class. In general, the use of information and communication technologies (ICT) especially mobile phones and PCs help students do their homework and accomplish final projects and also use them to prepare for exams and communicate with the teacher outside school.

In EFL class materials are varied enough to suit class teaching methods; they are used as facilitating and flexible tools. These materials encourage students' practise and produce language as well they can be used as tools to access to the internet or any website they need in a short time.

Celce(2001, P.459) stated that in second language classroom, the extent to which media has figured prominently as a force that drives the curriculum, and that is an advance for both the teacher to deal with all the programmed points in the syllabus and for the learner to comprehend better via the different techniques and learning strategies.

Celce(2001) also defined media as the technological innovation in language teaching of mechanical paraphernalia, and of glossy, polish ed-audiovisual aids. On the other hand, Gordon (2009) pointed out that technology is nothing without a teacher and a plan, because the teacher's role as a facilitator and prompter cannot be removed. In another word, cannot control the class without the source of knowledge and without clear instruction.

Moreover, Charles Hadfield (2000)presents the different realities in a 'reversed pyramid' of resources, beginning by the non-existence of resources to blackboard, paper, pen, than to

whiteboards and books, until cassette recorders, OHP, and photocopies finishing by language laboratories, videos, computers, as well power point. Jeremy Harmer (2007, p.176) says that they are truly amazing as well they offer an extraordinary variety of routes for learning and discovery.

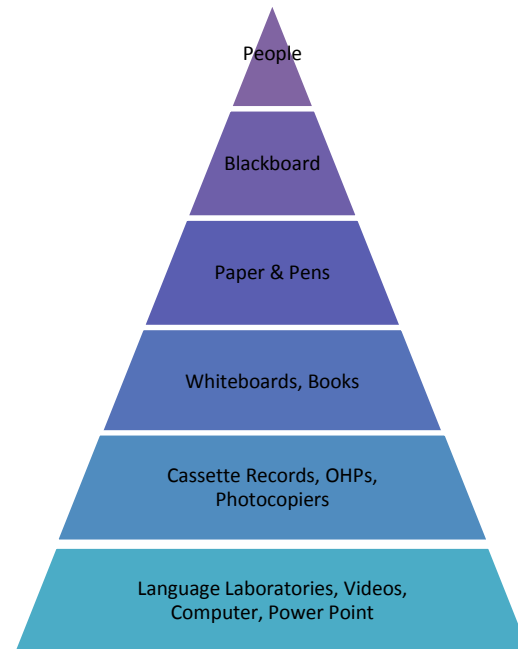
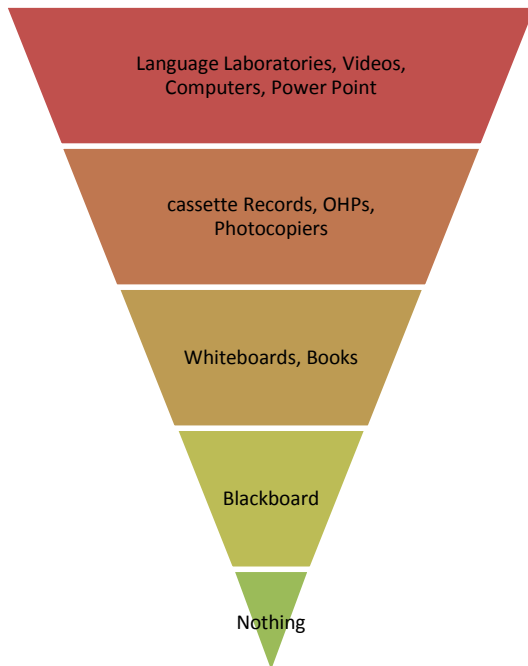


Figure1.Reversed Resources Pyramid

Figure2. “Other Way Up” Resources Pyramid

Technology used in EFL class is useful, it is a resource for teacher to enhance students’ comprehension skills and achieve efficiency; besides, these materials encourage students thinking and creativity as it activates students’ cognition sense and empower their imagination.

But the selection of communication tools should adapt class needs at the learners’ level and work at the same time with the syllabus and if needed replace textbook. ICTs must be appropriate, effective and authentic; Celce (2001) stated that media-based materials should not be viewed simply as extraneous to the lesson, or as carefully as the lesson and should form a central component of the lesson.

On the other hand, teaching with ICTs require skilful teacher and well prepared equipments to start, ICTs vary and teacher should choose the appropriate equipment and program from various available ones either it were software i.e. program or hard ware i.e. equipments.

1.1. The Effectiveness of Technology Integration in EFL Classroom

Students' differentiation and their comprehension level in addition to, the various strategies in analysing the presented input by the teacher are an overlook to few obstacles that face EFL teachers in planning and designing the course consequently he/ she should take into account students learning styles and their individual needs, all those accounts are a challenge, and most time the designed activities cannot suit all students needs, especially in large number class, as well it cannot optimize all learners aptitude and intelligence.

In this regard, the integration of technology into class is a necessity; Gordon Lewis (2001) debated, that new technologies had opened up multi avenues to communicate beyond the written word.

Moreover, Celce(2001) claimed that supplying language teachers with a range of classroom media fascinates and motivates them due to the various choices available for class use, which vary between software and hardware considering whether the used materials are commercially produced or teacher produced, and whether the selected materials are authentic or not ,and whether it is used as an aid for presentation, practising input, stimulating response or providing feedback.

Furthermore, the use of technology in EFL class empowers learners' comprehension because it provides with multi choices which enhance their language production and increase their understanding abilities.

Gordon (2009) argued that technology that there was a strong correlation between student learning styles and technology options. Since, each student is unique and acquires language in his/ her own style due to the fact that learners are different in a sense that there are learners which are logical thinkers and others are visual learners preferring to use videos and camera as well pictures. In addition, there is a kind of students who enjoy writing and creating blogs and site webs; as well there is another kind of learners who prefer amusement and entertainment when they chat and email messages to friends.

Technology opens the door to learners' productivity and creativity; it enhances the process of teaching and learning as it provides learners with effective learning and break the roles of traditional teaching methods in the communication age.

Technology integration in class is considered to be time saving because it provides learners with immediate access to certain references, and it develops research interest in learners; it encourages them to answer and interact with the teacher and more involved in the learning operation

Dudeny and Hockly in discussing how to teach English with technology (2008) said that the use of technology in class does not replace the use of traditional materials but are used to complement and enhance classroom work. In addition, they set several reasons for integrating technology in class; technology offers new ways for practising language and assessing performance. The use of ICTs give learners exposure to various and different inputs and allow them to practise main language both receptive and productive skills.

Accessibility to Internet which provides advantageous and enjoyable opportunities for collaboration and communication between learners who are geographically dispersed, as it offers published materials such as course books and other resources for teachers. Celce (2001) encourage teachers to be creative and incorporate technology in class and she reiterate guidelines for using ICTs in EFL class; she advocated to use them when variety is needed, and as helping tools to reinforce comprehension of students and expedite teaching tasks and serve as a source of input.

Part Two

IPad Integration in EFL Classroom

2.1. Overview

Computer hardware development caused an evolution in technological and electronic domain due to the available software and applications, and invention of digital and touching screens and many other possibilities that make the user adapt his attitudes to new technology requirements.

In the World there are many electronic devices brands, Apple for example is an electronic device company released a collection of varietal versions and various series of tablets and phones and touchpad that turned the world completely upside down and became essential and vital in many domains and fields.

When iPad launched and became available it included two hundred and fifty thousand 250,000 Applications with the possibility to activate and use them. Nowadays, the iPad is considered as the most advanced technological and communication system: it supports over three hundred thousand 300,000 specifically designed applications (King & Bass, 2013).

Murray and Olcese(2012) stated that Apple company has succeeded in establishing a new form and input/output factor in the personal computer area. In education Apple's company announced to offer a series of software tools to make it possible to upgrade education from textbooks to interactive digital tools. Teachers who are interested in creating learning materials can make profit by using such advanced devices in EFL class.

Education is in a transitional period, given that educators are shifting from paper-based classrooms to technology-integrated classrooms, because of the requirements of the twenty first century (Haythornthwaite & Andrews, 2011).

In the information age, the integration of new technologies is an advance for education because students are attached to new electronic devices and consider this new technology entertaining and enjoying using these phones, tablets and PCs because of their simple and easy use.

The use of touchpads in class make students feel free and independent, merely students will not rely completely on their teacher in that it facilitates the monitoring role for the teacher. In addition, iPad encourages students' participation and collaboration in class and through its use the learner is exposed directly to language as spoken by native speakers.

2.2. The introduction of iPad in EFL classroom

While much potential exists for technology use in the classroom, the introduction of Apple 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). These apps are software programs that provide the user access to entertainment games, figures, simulations, communication, and data sharing Apps, it can also enhance the daily and frequent uses of such applications as time, calculator, camera, flashlight and alarm clock (Wilson and al, 2013)

The capabilities of the iPad make it a unique educational device. An audio recording tool, GPS capabilities, and integrated speaker system make the device usable as both information gathering and a small group display device (Ostashewski, Reid, &Ostashewski, 2011). The multimedia capabilities together with the iTunes multimedia database make this device a customizable media library. Ostashewski, Reid, &Ostashewski (2011) have identified three classroom strategies for the use of the multimedia library. These strategies facilitate students' access in the classroom to take advantage of the iPad mobile library. These different teaching and learning strategies are: mobile small group demonstrations, large group demonstrations, student controlled playback and practice of activities.

These strategies make use of the large screen size, customizable iTunes playlists, and internal speakers for access to the mobile multimedia library (Gawelek, Spataro & Komarny, 2011) suggests that iPads are impacting specific educational practices. They indicate that early assessments of the institution wide use of iPads in a college may help using the devices to perform three main categories of activities.

These activities are immediate and authentic information gathering, instruction and reinforcement, and instructional and student presentations. Further findings also identify that iPads are being used by students for real time backchannel discussions during class time, as click response devices, and for using and searching e-textbooks. There are also reports revealing that students use the iPad devices for convenience, portability, communication, information gathering, note taking, reading, and interactive work (Gawelek, Spataro & Komarny, 2011).

2.3. Teachers' perceptions and attitude toward iPad integration in their classroom

In a foreign language class, teacher can develop some strategies to integrate language skills such as watching conversation video from [youtube](#), applying writing electronic letters by using

e-mail, answering questionnaire on line, and giving comments in social media. These learning activities are suggested by Dryden & Vos (1994).

Teacher can ask students to watch their favourite video in Youtube. This activity can motivate students to browse some videos which give model how to speak English naturally and pronounce words like native speakers; after watching the video, students can be instructed to practice or tell what they watch.

For students in senior high school, teacher can create writing activity by using email; students may send a letter to their teachers or their friends by emails. Before this activity is conducted, the teacher should prepare students by explaining theory and strategy how to write a letter in e-mails.

Nowadays social media are crucial. Teachers also can use social media such as Facebook and twitter to learn language .Teachers can write their messages on Facebook or twitter to get their students' comments; Best comments will be discussed again in classroom and this interaction will build nice experience for students in learning the foreign language .

2.4. iPad as a learning aid

A tablet that shows great potential for Learning is Apple's iPad. "iPads are a new type of technology tool that allows for many kinds of interactions with a connected communication device" (McCombs & Liu, 2011; Ostashewski, Reid & Ostashewski, 2011, as cited by Reid & Ostashewski, n.d). The iPad as a learning tool brings even more possibilities for teaching and learning than other mobile devices due its unique features, such as the textbook-size screen and thousands of apps developed for education (Watlington, 2011, as cited by Reid & Ostashewski, n.d.). Weighing a mere 1.44 pounds (Apple, n.d.a), the sleek and lightweight design of the iPad coupled with its large, high-resolution touch screen make it easily portable, visibly interesting and accessible, and uniquely tactile. The new iPad has a 10-hour battery life (Apple, n.d.a), making it 1:1 user-friendly throughout the school day and beyond. Amy (2015.p.46)

Connectivity and access are critical for the future-ready child to allow for collaboration and communication. The iPad comes both Wi-Fi and Bluetooth ready, giving students the ability to wirelessly retrieve any web content, send and receive email messages, and connect without cables to other devices. While laptops and other mobile devices have these same features, the unique size and weight of the iPad make it ideal for anytime/anywhere learning online. If schools are ill-equipped with wireless access and a sound infrastructure, the new iPad can still connect using a 4G data plan which requires a contract with cell phone companies, i.e., Verizon, Sprint, and AT&T. Thus iPad is ready-made for connectivity and access. Amy (2015.p.46)

The iPad was designed with accessibility for all learners based on the built-in technical features available, including a VoiceOver screen reader, support for playback of closed-captioned content, an Assistive Touch interface for adaptive accessories, full-screen zoom magnification, large fonts, white on black display, and left/right volume adjustment (Apple, n.d.a). Amy(2015 .p46)

The iPad includes a VoiceOver screen reader controlled by gestures that makes it easier to use for those who are blind or have impaired vision. VoiceOver is available in 36 different world languages and boasts an adjustable speaking rate option, allowing teachers and students to personalize the iPad to fit their needs (Apple, n.d.b). The iPad also provides easiness for its use by those who are deaf or hard of hearing by suggesting closed captioning, mono audio, and visual notifications (Apple, n.d.b).

Accessibility features of the iPad provide assisted learning for those with impaired physical or motor skills, including tactile buttons that are easy to press and Assistive Touch that functions with Multi-Touch gestures of one finger (Apple, n.d.b).

The iPad presents the capabilities of serving as an audio and video recorder, with its built-in microphone, speakers, and two high-quality cameras (front and forward facing), and high definition video recording captures up to 30 frames per second (Apple, n.d.a). There are eight built-in apps for audio and video recording, filing, and streaming, not counting the web browser app, Safari, and the multitude of audio-video apps available on the App Store (Apple, n.d.a). This is really a multimedia dream for teachers and students, given the straight-out-of-the-box capabilities to utilize these features to both create and access digital audio and video content. Amy (2015p.47)

Apple also offers a variety of media for students and teachers. Books (iBooks) and textbooks are available electronically both for creation and for download (paid and free versions). The multi-touch textbook presents interactive diagrams, 3Dobjects, videos, and photos; providing digital-rich material that can engage learners in a way that traditional textbooks cannot. Reading books in the ibooks app supply students with annotation tools, allowing them to touch words on the iPad screen, highlight,take notes (which are converted into study cards), and search for content and definitions (Apple, n.d.c). Students and teachers can create their own interactive iBooks and textbooks using iBooks Author. iBooks Author is a free app available through the Mac App Store, which can be downloaded on an Apple computer and used for developing original iBooks themselves for reading on the iPad (Apple, n.d.c). All books and textbooks can now be accessed and annotated directly on the iPad, eliminating the weighed-down student backpacks of the past decades Amy (2015, p 48)

2.5. The impact of Using iPad on Learners' Motivation

Students used the iPads for different classroom activities that involve the creation of mini projects that combine visual, aural and oral practice. The mini projects aimed at offering hands-on practice that combine speaking, listening, reading and writing skills as well as promoting collaboration and creativity. The apps that were used included the following: Edu-creations, Doodle buddy, Aviery, StoryKit, ShowMe, Screen Chomp, and Comic Life. Students could also consult internet resources for their assignments if they chose to. Oriab (2015.p.54)

Because the aim of the activities was not only to facilitate learning, but also to encourage creativity and collaboration, students were given guidelines that were flexible enough to allow them the freedom to innovate and explore different ways to conduct the projects that were assigned to them. During the first two weeks, students were given extra time to get acquainted with the devices and were handed written as well as verbal instructions for assignments. In subsequent weeks, the instructor gave students verbal instructions, explained the objectives and expected outcome of each activity, and gave instructions for project submission. Most of the activities involve group work and students have the freedom to choose any of the apps they already learnt about, except for the writing and typing practice, all the projects and activities were submitted online Oriab(2015.p.54)



Chapter Two

Research design & Methodology

Chapter Two

Research Methodology and Design

Introduction

2. Research Method

3. Population Sample

3.1. Teachers

3.2. Students

4. Data Collection Instruments

4.1. Teachers' Interview

4.1.2. Description of Teachers' Interview

4.2. Students' Questionnaire

4.2.1. Description of Students' Questionnaire

4.3. Classroom Observation

4.3.1. Description of the Classroom Observation

5. Data Analysis Method

6. Results and Findings

6.1. Results of Questionnaire

6.2. Results of Teachers' Interview

Research Methodology and Design

Introduction

In this study we have attempted to examine the effectiveness of computer programs in EFL class focusing particularly the role of iPad system applications in enhancing learners' comprehension skills.

2. Method of Research

We have chosen descriptive and analytical methods because they are the most suitable tools to achieve quantitative and qualitative data in order to test and validate our hypotheses; the use of iPad and its effect on students' comprehension skills. We also intend to achieve the aims of this study, we have used various instruments for collecting data and we have selected two target and main categories which are ESP teachers and students to answer the questionnaire, interviews, and observation.

We have used a students' questionnaire for selecting quantitative data and conducted an interview with teachers since they are key actors in the field study and experienced in teaching and learning. We have also applied observation method because it is one of the most confident instruments; it helps to determine the impact of using iPad system in EFL class on students' comprehension and analyse students' interaction with the touchpad.

3. Sample of Population

The sample population consists of teachers and students at the Career Centre at UKMO. We have opted for convenience sampling. According to Cohen, Manion and Morrisson (2007, p.102) convenience sampling involves "choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time"

2.1. ESP Teachers

We have selected six 6 teachers out of 11 from different levels and institutions, they represent 54% of the total number of teachers. We have chosen the Career Centre teachers because of the nature of our research. The six 6 teachers teach in three different faculties, Career Centre, Economics and Hydrocarbons. The teachers teach English to prepare students for work place. Most of them teach in private schools or teach at UKMO. They all use iPad in their classes.

2.2. Students

The second population selected in our research are the students of the Career Centre. Sixty 60 students represent the sample of this study population. These participants are chosen randomly. This sampling is known as simple random sample (SRS) of size number including individuals from the population chosen in such a way that every set of individuals has an equal chance to be the sample actually selected David(2007). The students' age is between 18 and 29 years old. Students at this level study English as a foreign language for work place for 3 hours per week. In addition to that the career centre syllabus suits our case study because it uses more technological equipment.

4. Instruments

In the study we have used a questionnaire in order to collect data about students conceptions and views regarding the issue object of our study. Dudley Evans and St John (1998) claimed that collection data instruments are used for quantitative information, also the questionnaire protocol is a flexible tool in collecting quantitative reliable data. The questionnaire contains close-ended questions. This type of questions is used to generate statistics in quantitative research. Questions have been set in a clear format to help students choose the appropriate answer among the proposed ones.

The questionnaire is divided into three parts, each part deals with certain features linked to one another. On the other hand, teachers' interview consists of ten 10 questions, they were constructed to add an advance to the study via communicating with teachers and collecting direct information from them, using direct interview with six 6 teachers. We sent emails and communicate with them. Moreover, the interview contains different items starting from general to more specific ones. This instrument is used in surveys to collect descriptive information and it is a standardised structured interview. The questions are asked to correspond to all participants. Basing on these instruments we will take a stab at elucidating the efficiency of using computer programs, specifically iPad system; in other words; the use of touchpad in EFL class.

4.1. Teachers' Interview

Interview is an important instrument for data collection in most types of qualitative research. Teachers' interview is composed of questions distributed to five 5 teachers. The ten 10 items in the interview are designed to get an overall view of teachers' attitude towards students level in foreign languages in general and about using computer programs and touchpads in class, as well

trying to determine clearly the role of communication technologies in EFL class, especially the touchpad.

4.1.2. Description of the Interview

The objective of the interview is to get a clear image about the technological didactic tools used by teachers in EFL class, and try to check if teachers are aware about the use of technology communication programs and then discuss some problems that decrease the efficiency of presenting a clear and reliable input, as well how the integration of touchpad in EFL class can be successful.

Furthermore, the first step was to provide a definition for ICT as used in class, then from the teachers' perspective we try to show the importance of using those equipments and how they can be used in class, also we mention the different types of ICT that can be utilized. The first step was to introduce teachers to the main topic about the use of touchpad. Then, we ask them about iPad as a system and educational tool as well, if they feel comfortable using such technology in class, ending by determining the obstacles that may face them during the presentation of course using iPad and provide us with a number of tips for using this advanced technology in EFL class to enhance students comprehension level.

4.2. Students' Questionnaire

A questionnaire is an enquiry tool which consists of a set of questions presented in a specific protocol to have a respondent to the questions. The respondents read the questions, interpret what is expected from them and then write down the answers themselves.

The survey is intended for collecting data about the conceptions and views of sixty 60 students out of 120. The selected participants are divided into beginners and intermediate groups. This sample represents 50% of the whole volunteers. This sample was selected to collect an evaluation of their proficiency level and investigate the effectiveness of using iPad system in improving students' comprehension level in EFL class. This research instrument is used to gather detailed information about students' learning habits and their attitudes towards to communication technologies.

4.2.1. Description of the Questionnaire

The questionnaire is designed to ask the Career Centre students at different times before the teacher starts the lesson, in both Departments of the Economics and Hydrocarbons. The students were asked to respond to a set of questions dealing with various criteria and different topics object of our study under the guidance and supervision of their teacher; also we were present at

the moment when the questionnaire is administrated in order to make sure that every point is clear and clarify any ambiguous point.

The questionnaire started with a salutation and introductory statement about the purpose of the research study. It also inquires about three areas:

- ✚ Personal information such age, gender, and level.
- ✚ Students' general knowledge about technology use and their preference about the use of ICT class.
- ✚ The role of touchpad, iPad system, and its impact on students' comprehension level.
- ✚ Problems with the use of iPad system in a form of Yes/ No questions.

4.3. Classroom Observation

As our population exist at the Career Centre at the UKMO, we have set the objective to assess and compare our findings induced from the answers of both teachers' interview and students' questionnaire.

4.3.1. Description of Observation

We have also attempted to validate more our research findings obtained by the instruments already mentioned above by applying another instrument, we attended several sessions with some ESP teachers who use advanced communication technologies in their class, particularly iPad system, during a period of one month with an average of two 2 sessions per week, observing the presentation of the lesson and the students' interaction. The objectives of the lessons were not the same, depending on the nature of the lesson topic and the students' needs; the six 6 sessions under our deliberate observation focused the development of the four skills implementing the new technology. We noticed that the teachers used a number of various materials among them the audio-visual ones, we established a checklist to record and assess the use of touchpad and its effect on the students' motivation and involvement. Moreover, the emphasis was on students' interaction among them and the teacher putting our attention on students' reaction towards the use of this advanced technology.

5. Data Analysis Method

In this study we have selected different instruments, various settings and different groups from different disciplines in order to collect both quantitative and qualitative data. For analysing the quantitative data we have used SPSS, version 20 software in order to reflect the students' reactions towards the issues under investigation in this study, using percentages and means.

We have reported all the details observed in the teaching sessions. We have used an observation checklist to classify and distinguish the students attitudes in class in a table designed for this purpose; this allows us to clarify and justify the findings.

To analyse and describe teachers' feedback towards the questions incorporated in the interview we have classified their answers in sub sets.

5.1 Data Collected

In this section, the results and findings are presented but not commented; the next chapter will deal with the analysis and interpretation of the results.

6.1. Results of the Questionnaire

Personal information

1- Students gender

Table 1

Students' Gender

Female	Male
40	20

Students' age

2- Students' age varies between 18 years and 29 years old.

3- Students' Proficiency Level

Table 2

Students Level

Beginners	Intermediate
25	35

4- How long have you been studying English?

Table 3

Students' Duration of Studying English

7 Years	8 Years	9 Years	10Years
20	4	20	16

Part one**Technology awareness****Q.1 How would you describe the use of ICT in your class?****Table 4**

Students' views about the use of ICTs in class

Not sufficient	Reasonable	Too much
4	50	6

Q.2 Do you consider the use of ICT useful for learning English?**Table 5**

Usefulness of ICTs in Learning English

No	Yes
00	60

Q.3 Do you use internet resources to prepare your lesson, homework, projects or any school activity?**Table 6**

The Use of the Internet as a Resource for acquiring new knowledge

No	Yes
2	58

Q.4 Do you assimilate better when your teacher uses ICT in his course?**Table 7**

Students' Assimilation while ICTs used in class

No	Yes
4	56

Part two**Impact of Communication Technologies on Students****Q.1 Are you familiar with iPad applications?****Table 8**

Students' Familiarity with iPad applications

No	Yes
2	58

Q.2 Do you understand the course better when your teacher uses iPad?**Table 9**

Students' Understanding when iPad implemented in class

No	Yes
10	50

Q.3 Which skills do you think that iPad system develops better?**Table 10**

The Skills that iPad Develops Better

Speaking	Writing	Listening	Reading	ProductiveS	ReceptiveS
12	6	14	8	10	10

Q.4 Which iPad applications do you prefer to use in class?**Table 11**

IPad Applications preferred by Students

All the above	Social media	Games	E-Book
24	14	14	12

Q.5 Which of the following abilities does the touchpad enhance more?**Table 12**

The Abilities more enhanced in class

B.K.E	I.N.S	Auto-C	All above
10	16	6	28

Q.6 Answer the following questions

- Does your teacher use data projector in class?

Table 13

Teachers' use of Data Projector in Class

No	Yes
2	58

- Do you use your PC in the class?

Table 14

Students Use of PCs in the Class

No	Yes
34	26

- Do you have a language laboratory in your departments?

Table 15

Existence of Language Laboratories in the target Departments

No	Yes
50	10

Q .7 Do you communicate and interact with your teacher using social media?

Table 16

Students' Interaction with Teacher Using Social Media

No	Yes
48	12

Q.8 Do you find that iPad system is useful for improving your comprehension level?

Table 17

The Usefulness of iPad in Improving Students Comprehension level

No	Yes
10	50

Part three

Technology and teaching problems

Respond to the following questions by yes or no

Q.1 The access to internet is functional, but do your friends on social media distract you in class?

Table 18

Students' Concentration in Class when On Line

No	Yes
10	50

Q.2 Do you encounter difficulties when you use iPad in class?**Table 19**

Difficulties faced by Students while Using iPad

No	Yes
14	46

Q.3 Do you find it easy to write using iPad?**Table 20**

Easiness for Writing while Using iPad

No	Yes
14	46

Q.4 Do all the available references on the touchpad useful?**Table 21**

Usefulness of References available on the Touchpad

No	Yes
18	42

Q.5 Do you think that iPad system affects your academic performance?**Table 22**

iPad System on Students' Academic Performance

No	Yes
10	50

6.2 Teachers' Interview Results**Question 1: For how many years have you been teaching English?****Teacher 1:** 8years.**Teacher 2:** I have been teaching English for 3 years.**Teacher 3:** I have been teaching for three years.**Teacher 4:** 2years.**Teacher 5:** I have been teaching for 2 years.**Question2: Do you use ICT in class? Why?****Teacher1:** Yes I do, using audio-visual aids is effective and motivating; thus increases the level of comprehension of learning.**Teacher 2:** Yes, because it helps me during the lesson presentation and explanation, they increase students' understanding.**Teacher 3:** Yes, I do use ICTs in my class simply because it is very helpful during the course.**Teacher 4:** Yes, it facilitates the learning process.**Teacher 5:** Yes, I usually use it as a helping tool to motivate students and attract them.

Question 3: How would you describe the use of ICT in classroom?

Teacher 1: Use ICT in the classroom would assess the learning process in terms of interaction and effective communication between the teacher and the learners and between learners themselves. In addition, visual aids have help students learn more. Furthermore, various ICT tools infuse the lesson plan and class with effective and different learning techniques.

Teacher 2: Personally I think that they are considered as the key elements that contribute to the success of the lesson.

Teacher 3: I always use ICT in my class. It helps to simplify things to the learner.

Teacher 4: It is a motivational material.

Teacher 5: ICTs changed the learning process and prompt the learner to be active, engage, and interact more as it removes ambiguity on many levels.

Question 4: In your opinion, to what extent is the use of ICT useful in EFL class?

Teacher 1: ICT tools are as fast and effective in the class as to contribute to the learning process.

Teacher 2: Since it eases the understanding they also help monitor and prepare suitable activities and get students attention.

Teacher 3: I think any EFL class should be equipped with ICT materials. It makes language acquisition easier and quicker so it is time and effort saving, most importantly effective students are comfortable with it.

Teacher 4: very important.

Teacher 5: ICT help the teacher to play his or her role more effectively, on the other hand for the students it exposes them to new learning experiences as it provides life examples and trigger different abilities and various skills.

Question 5: Which type of ICT is more suitable to be applied in language class?

Teacher 1: Audio-visual.

Teacher 2: The ones that project in larger screens.

Teacher 3: I use generally all the types, mostly Auditory and Visual are my first concern.

Teacher 4: Audio-visual.

Teacher 5: I prefer the audio-visual ones.

Question 6: What are the other types of ICT that can be used in class?

Teacher 1: Mobile phones, iPad, Tablets, personal computers.

Teacher 2: Data show, iPhone or iPad projector because they are developed enough to suit larger classrooms.

Teacher 3: I can use other materials like Interactive Whiteboard, iPad or laptops in my class.

Teacher 4: Email and Social media.

Teacher 5: Mobile phones, tablets, or laptop.

Question 7: What kind of activities do you practise in classroom in order to develop learners' comprehension level?

Teacher 1: Listening activities.

Teacher 2: Well, activities such as group work and pair work to focus on the 4 skills especially listening and speaking skills via the use of new technology.

Teacher 3: I use various activities as far as my student's interaction and communicative skills are developed (pair and group work) teacher to student and student to student.

Teacher 4: Games such as crosswords.

Teacher 5: try different ways to develop my learners' skills such as guessing activities and activities by using E-dictionary, and screen.

Question 8: In your view, what are the types of computer programs that may help EFL learners improve their comprehension?

Teacher1: Youtube, Facebook, E-book, Dictionaries, Google, email.

Teacher2: There are plenty of types but the suitable ones are those which provide guidance through the whole learning process such as dictionaries, books apps that provide videos and audio supports to listen and repeat, also those from which they can get some free lessons and grammar rules.

Teacher3: We have displayed programs such as VLC and KMP player. Text programs like Office Word, Power Point, and Adobe Reader. Audio Programs like Media Player. The use of Internet creates a network between students themselves via Google drive.

Teacher4: How to use Internet (Google), Word Office, how to start PC, or touchpad.

Teacher 5: Office Word, Emails, Youtube.

Question 9: Do you think that the use of iPad program in class may contribute to increase learners' comprehension level?

Teacher1: Yes.

Teacher2: Absolutely right, I strongly agree on that because nowadays iPad is used with both teachers and learners.

Teacher3: Yes, absolutely.

Teacher4: Of course, it is the best educational tool.

Teacher5: I do not have iPad but it is created as an educational device.

Question 10: In your view, what are the advantages of iPad applications in developing learners' comprehension skills?

Teacher1: Concentration, involvement, interaction.

Teacher2: The advantages: with the apps that are used to listen to audio and videos they can learn how to be fluent and acquire accuracy for both reading and writing (articles, stories).

Teacher3: First it is a contemporary material and learners are more familiar with technology nowadays. Second more students find themselves at ease the more they get engaged in such tasks. Third, curiosity is one of the key elements in a learner; ICT get them more involved and interested, it raises on them a sense of discovery. Last, iPad apps enable students' brain to activate visual memories which increase their ability to memorize lessons faster and improve their skills.

Teacher4: The most developed tool to use the four skills.

Question 11: Do you encounter some difficulties when using iPad in class? Please cite some.

Teacher1: Bad connection, discharged Battery

Teacher2: I don't use iPad in my class because I don't have the cables that help in using it with the screen.

Teacher3: Yes, but rarely we find students who are familiar so the teacher find himself obliged to explain things out of topic just to make the students follow.

Teacher4: When there is no WIFI connection in class to do searching.

Question 12: What tips can you suggest on how to use iPad in EFL teaching?

Teacher1:

- Provide effective net-connection.
- Control applications used in the iPad.

Teacher2: Tips such as: projection of grammar rules or stories to read also lyrics of some songs when teaching them, also videos to facilitate explanation.

Teacher3:

- I advise teachers to use ICT mainly iPad in their classes
- Technology is everywhere so why not to use it in our classes and develop the traditional ways.

- Many studies reveal that students grade increases with these materials.
- An effective method to approach learners' understanding.
- The more your class is filled and uses ICT in learning the more interactive and productive your students will be.

Teacher4: The administration should offer these devices in order to give feedback from students and language laboratories.



Chapter Three

**Analysis,
Interpretations and
Recommendation**

Chapter Three

Analysis, Interpretations and Recommendation

Introduction

3.1. Results of the Findings and Analysis

3.1.1. Analysis of Teachers Interview Results

3.1.2. Interpretation of Teachers Interview

3.2.1. Analysis of Students Questionnaire Results

3.2.2. Interpretation of Students Questionnaire

3.3.1. Analysis of Classroom Observation

3.3.2. Interpretation of Classroom Observation

Conclusion

Limitations of the Study

Suggestions and Recommendations

Introduction

In this chapter, we analyse and discuss both, Career Centre students, beginners and intermediate, and teachers' feedback about the use of iPad system in enhancing students' comprehension level in EFL classes in an attempt to test and validate our hypothesis. Relatively, this chapter includes a description and analysis of the teacher's interview, students' questionnaire and classroom observation adopting both a qualitative and quantitative approach.

3.1. Analysis of Students Questionnaire Results

With the questionnaire we Attempt to reveal students' awareness about the importance of technology in general, then, we try to determine the impact of communication technologies on students' comprehension level. Next, we discuss the difficulties related to technology in order to suggest solutions through this study.

The questionnaire starts with students' personal information

Personal Information

Cross the appropriate box

Q.1 Male Female

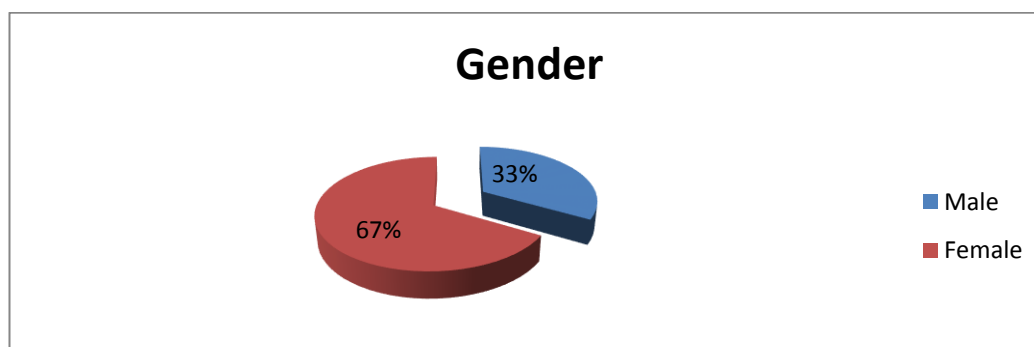


Figure 3: Students' Gender

We have selected 60 students from the CC at the UKMO using RSS. The percentage of students is not equal, as it is illustrated in **Figure 3**, because we have chosen students randomly, when asked the students to be part of this study, females were motivated than males to participate. In these circumstances, females represent 67% of our case study, however the males represent only 33% of the sample.

Q.2 Ageyears old.

- Students' age varies between **18** and **29** years old.

The aim of this question is to confirm that the participants are mature enough to express views about the various aspects of our research topic. Students at the university are more responsible than younger learners; they know what they need as they understand what they asked to do.

Q.3 Level.....

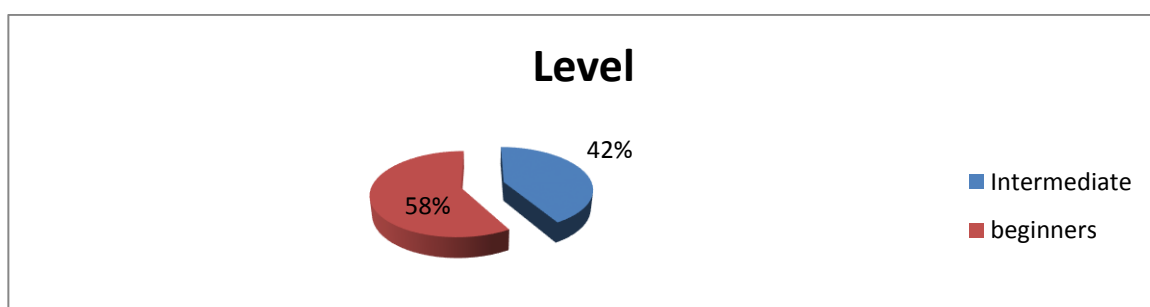


Figure 4 The students level at the CC

We have chosen students randomly in different times and in different groups, so as it is shown in **Figure 4** above, beginners at the CC represent the bigger portion of students with 58% of the total percentage, and the intermediate groups embody 42% .

Q.4 How long have you been studying English?

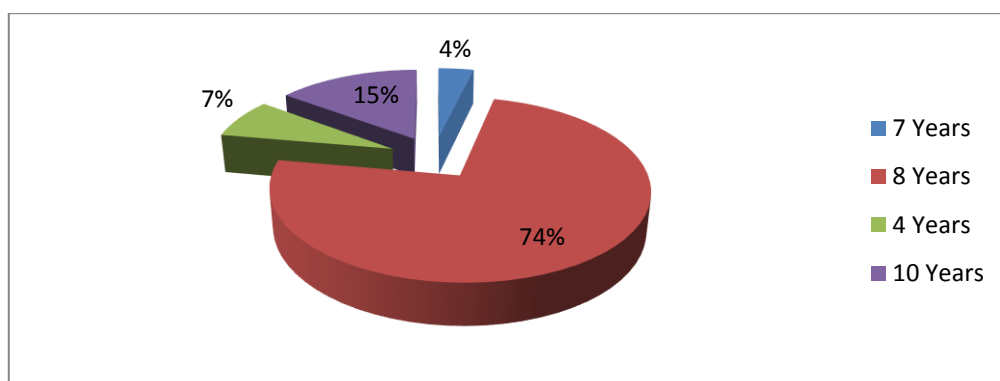


Figure 5 Students' period of Studying English

All students in the Algerian educational system start studying English at the middle school for four 4 years, then follow three 3 other years at the secondary school. At the CC most students studied English for eight 8 years and stand for 74%, the others spent ten 10

years (15%) studying English, 7% of them studied it for four4 years, and only 4% seven 7 years.

Part One: Technology Awareness

1- How would you describe the use of ICT in your class?

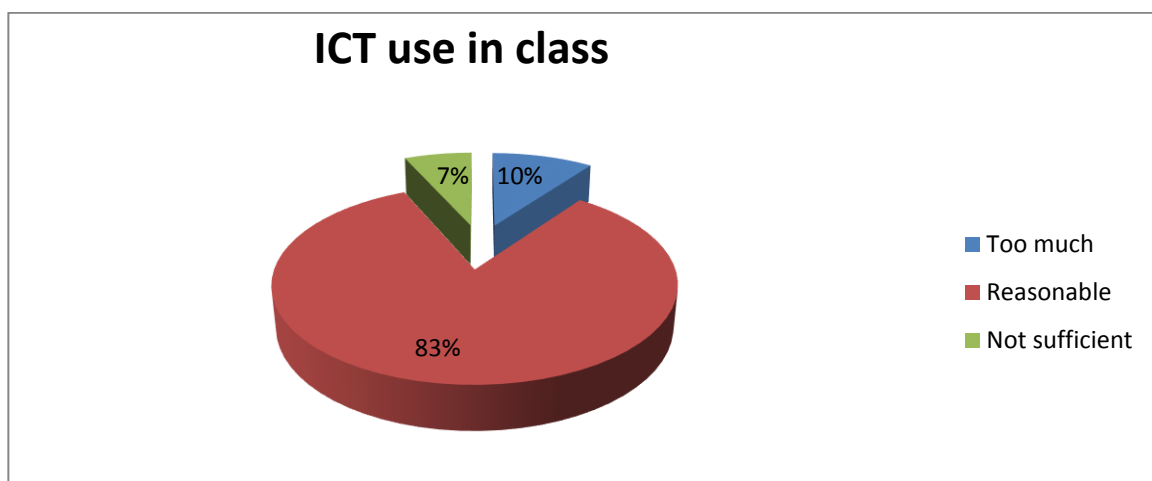


Figure 6 Students' views on ICT use in their class

As it is shown in Figure 6 the majority of students (83%) claimed that of communication Technology is reasonably used by their teachers at CC at UKMO, but very few (10%) think that technology is exaggeratedly implemented in class, and only seven 7% notified that it is not sufficient.

2- Do you consider the use of ICT useful for learning English?

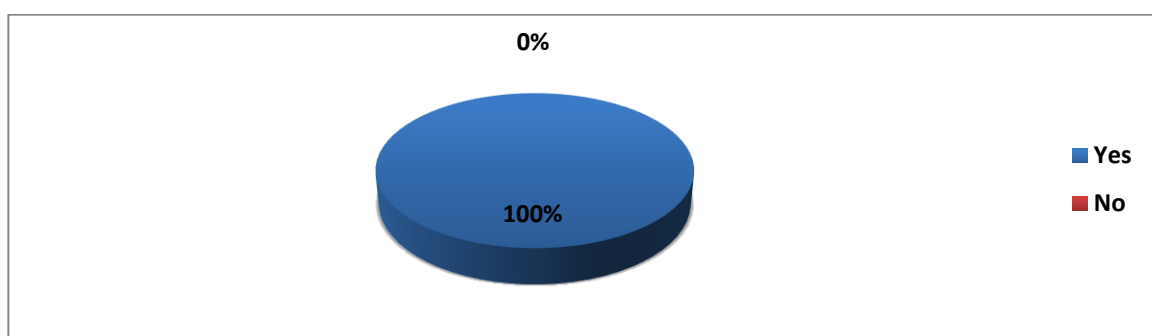


Figure 7. Students' views on the use of ICT in class

The figure shows that all the participants mentioned the usefulness of ICTs in class, they totally agree with this statement and all claim the integration of ICT in modern time class.

3- Do you use Internet resources to prepare for your lessons, homework, projects, or any school activity?

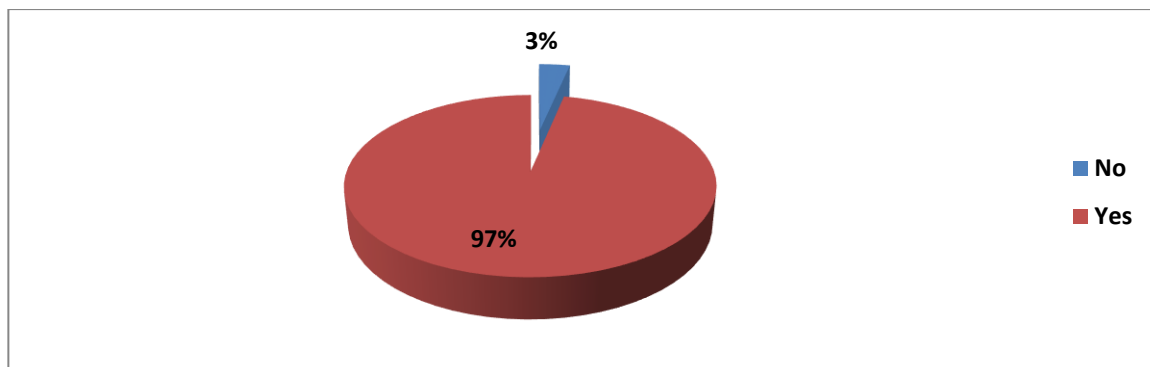


Figure 8 Students' various uses of Internet

The above figure shows that 97% of students in the CC use the Internet as a resource for collecting information needed in different areas, among them preparation of lessons and homeworks for all school activities. However, only 3% never use the Internet for seeking information.

4- Do you assimilate better when your teacher uses ICTs in his/ her course?

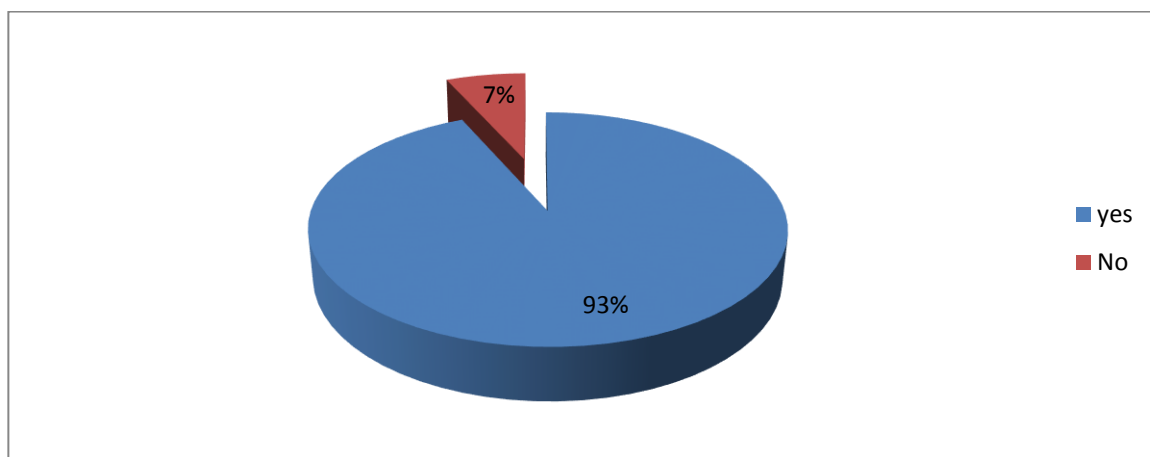


Figure 9 Students assimilation of courses when ICTs are used in class

Fifty six 56 students said yes, this means that they assimilate better when the teacher presents the course using technological means; this group of participants represent (93%). the rest of students (7%) informed that they did not understand the course when presented with ICTs.

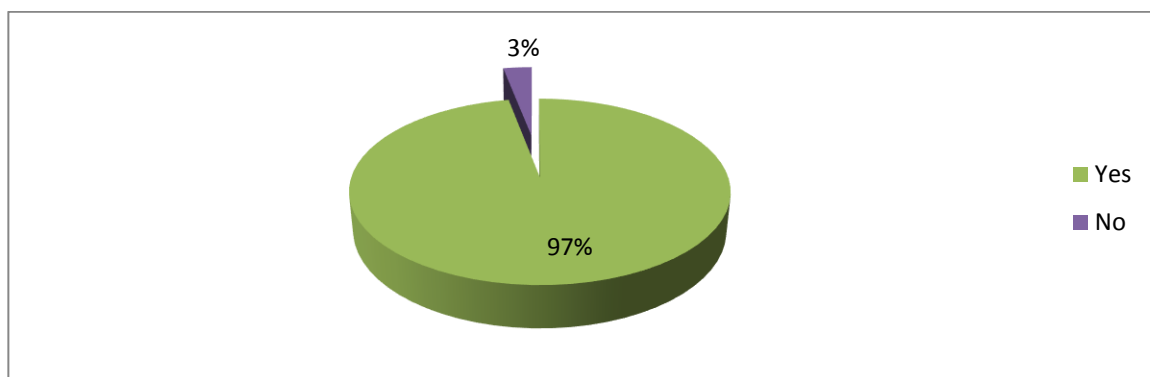
Part Two: The Impact of Communication Technologies on Students Comprehension**1- Are you familiar with iPad applications?**

Figure 10 Students' familiarity with iPad applications

The results revealed that the students who are familiar with the iPad applications are more than thirteen times (97%) of the ones who are not acquainted to such materials. The second portion includes only (3%).

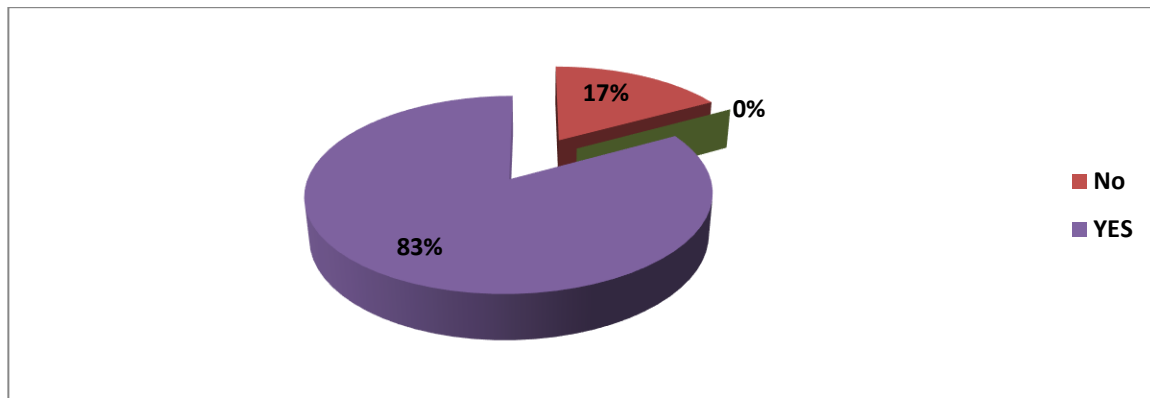
Q.2 Do you understand the course better when iPad is used in class?

Figure 11. Students' comprehension with iPad system.

As the figure displays it, 83% of students understand the course better when the teacher uses iPad during the lesson presentation. However, only 17% do not.

Q.3 Which skills do you think that iPad develops better?

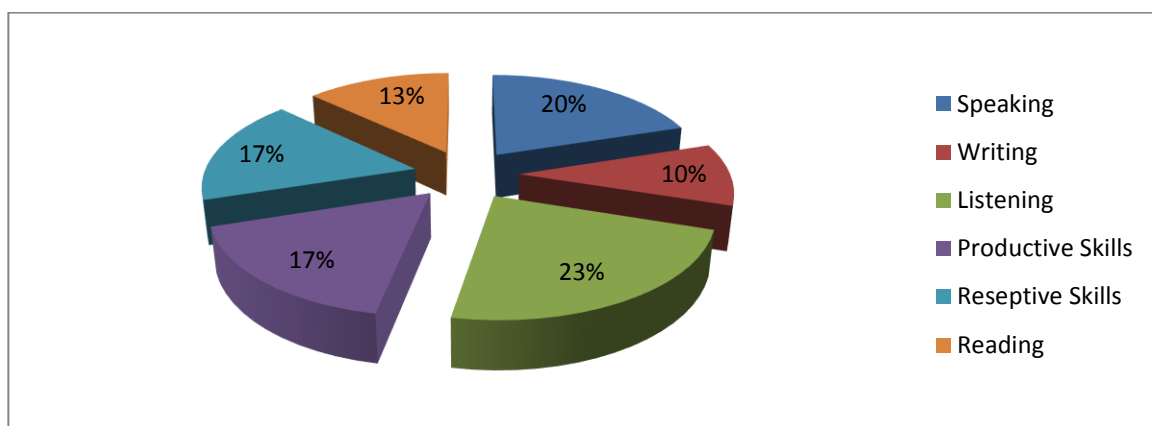


Figure12 Students' skills developed with iPad

According to the results shown in figure 12, 26% of students claimed that the use of iPad system enhances their learning abilities, for 23% it develops their speaking abilities, and for 17% of them it improves their productive skills. Other see that increase their receptive skills and 13% view it as a tool for improving their reading competencies and only 11% agree that the iPad system develops their writing abilities.

Q.4 Which of the following iPad applications do you prefer to use?

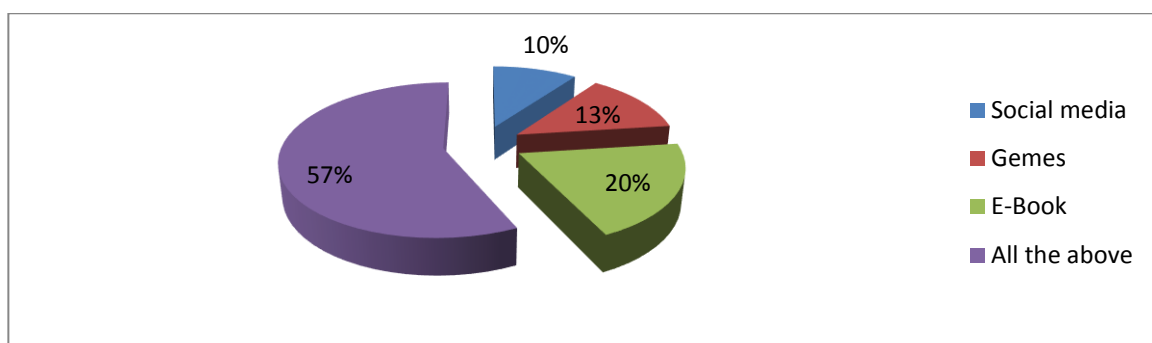


Figure13 Preferable iPad applications used by students

Figure 13 shows that more than half of students (57%) answered that they use social media, Games, and E-book on iPad; however 20% of students prefer to use the E-book and 13% like playing games and 10% argued that they use for chatting and searching information on social media.

Q.5 Which of the following abilities does the touchpad enhance more?

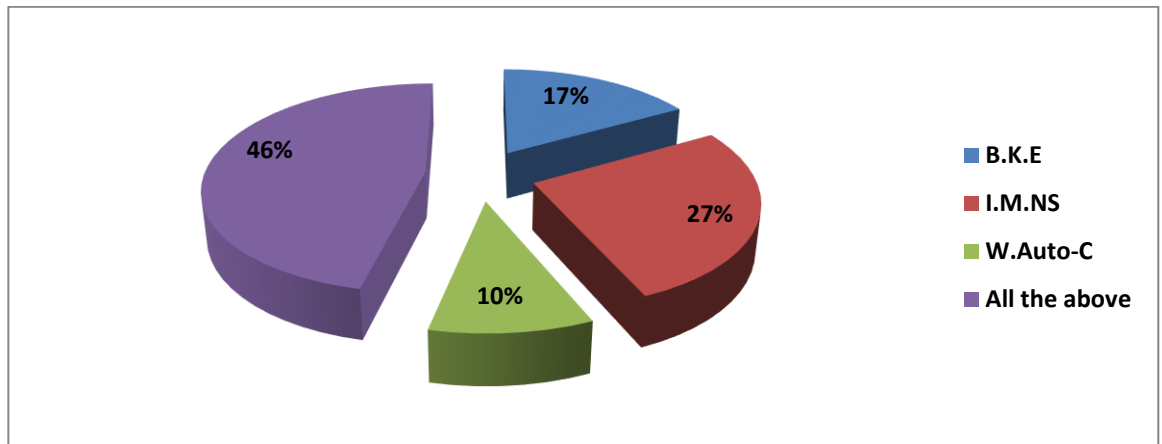


Figure14 Enhancement of Students’ Abilities by Touchpad

The figure above shows that, almost half of students (46%) agree that the touchpad develops students’ knowledge of language, imitating and modelling native speakers, as well it helps auto-correcting students’ mistakes. However, 27% argued that iPad system helps to imitate and model native speakers, 17% see it as a tool for only broadening language knowledge, and 10% think that iPad system helps improve their writing by applying the auto-correction application.

Q.6 Answer the following questions: YES/ NO

Q- Does your teacher use data projector?

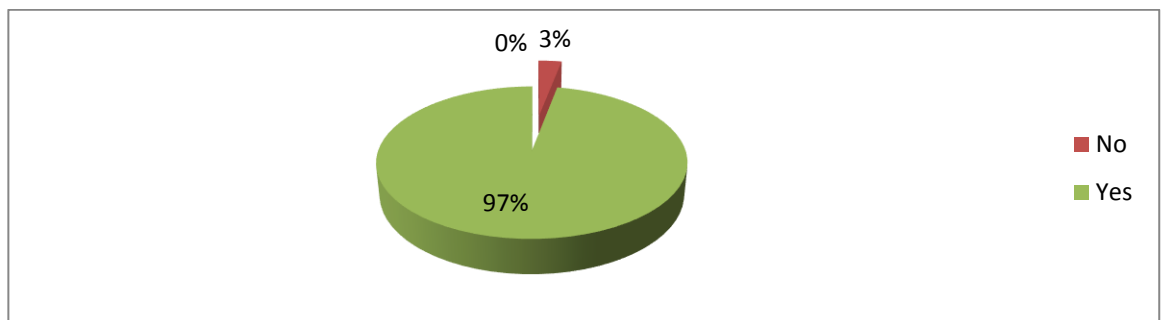


Figure15 Students’ Views towards the Use of Data Projector in Class

According to students the use of data projector in EFL class at CC is highly applied (97%), unlike fewer ones who disagree with the idea (3%).

Q - Do you use your computer in class?

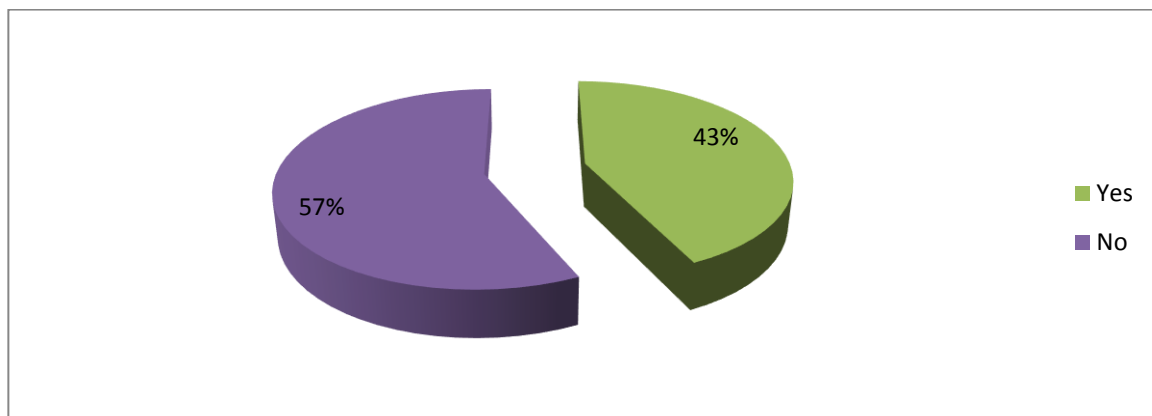


Figure 16 Students' Use of PCs in Class

The different rate between the students who use their Personal Computer in class and those who do not is 10%, fifty seven (57%) use their PCs in the class and forty three (43%) do not use it.

Q - Do you have a language laboratory in your school?

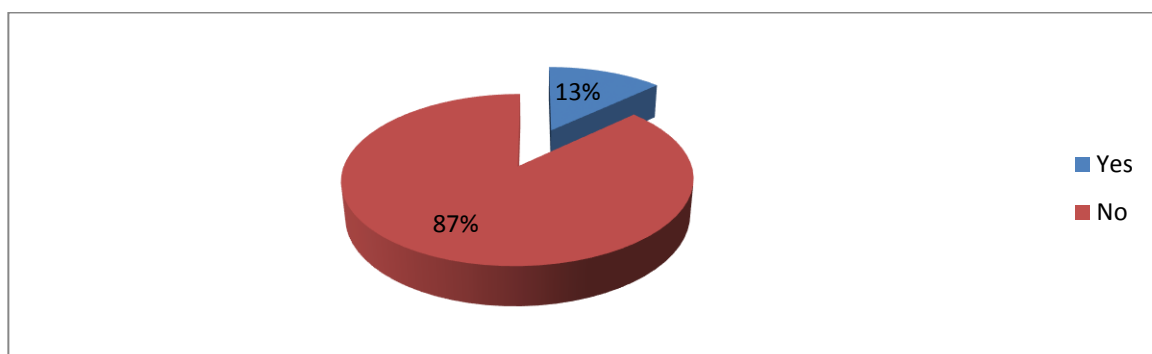


Figure 17 Existence of Language laboratory at CC

From the results stated above in figure 17, almost all students agree (87%) that they do not have a language laboratory, the rest of students 13% said that they do have one at their department.

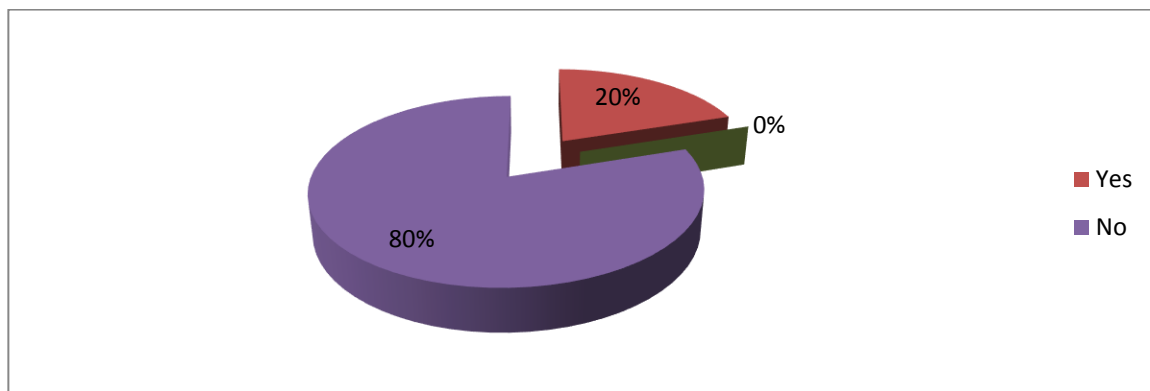
Q.7 Do you communicate and interact with your teacher using social media?

Figure 18 Students communication via social media with their teachers

As it is clearly stated in figure 18, students who do not communicate with their teachers represent 80% and only 20% of students at CC communicate with their teacher via social media

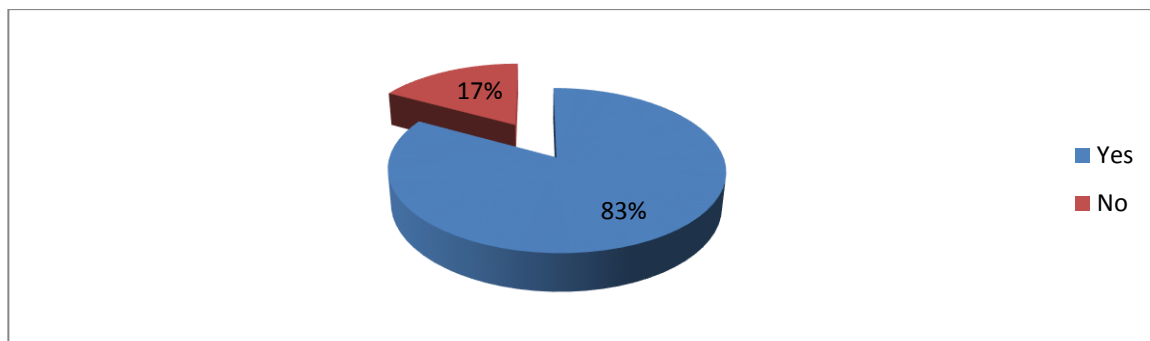
Q.8 Do you find that iPad system is useful to improve your comprehension level?

Figure 19 Students' Perspective about iPad System Usefulness for improving their Comprehension Level

The figure shows that 83% of participants confirm that the use of iPad system are useful enough to improve their comprehension level, however, 17% deny its usefulness.

Part Three: Technology and Teaching Problems

Respond to the following questions by yes or no

- 1- The access to the Internet is functional, but do your friends on social media distract you in class?
- 2- Do you encounter difficulties to use iPad for long time?
- 3- Do you find it easy to write using iPad?
- 4- Do all the available references on the touchpad useful?
5. Do you think that iPad system affects positively your academic performance?

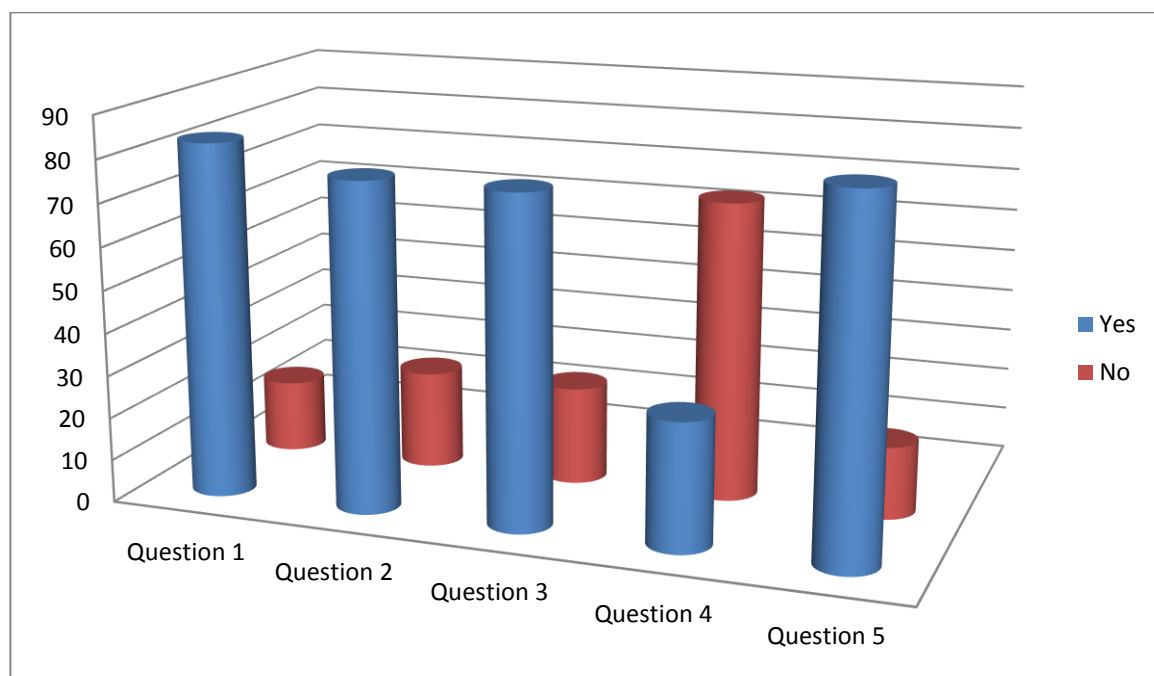


Figure 20Technology and Teaching Problems

Figure 20 shows, in Q1 that 50 students (83%) argued that access to Internet in class does distract them during the lesson presentation, while 10 students (16%) deny this idea. And in Q2 about 1/3 of students (23%) said that they do not encounter any difficulty, however 77% said that they do face a lot of problems when using iPad. For the question3, 77% find it easy to write and take notes while using iPad, but 23% face real difficulties. With the question 4, it has also been noticed that most participants (70%) claimed that the available references on the touchpad are not useful, meanwhile 30% confirmed their

usefulness. In the last question 83% answered that iPad system affects positively their academic performance, and only 17% denied its positive effect.

3.1.2. Interpretation of the Students' Questionnaire

The analysis of the questionnaire statements shows that more than half (67%) of our participants are females and 33% are males due to fact that we have used SRS. In addition to that their age varies between 18 and 29 years old; this indicates that almost all students are young adults. Concerning the students' study level the number of beginners (58%) exceeds the number of intermediate students (42%), though most of them (67%) already studied English for more than eight 8 years. All students in the Algerian educational system start studying English at the middle school during four 4 years, then they add three 3 years at the secondary school; however, CC students who accumulate ten 10 years studying English represent 15%.The remained portions, (7%) studied English for four 9 years and 4% seven 7 years.

Concerning the analysis of the first part of the questionnaire, the answer to the question 1 shows that most of CC teachers use ICTs in their classes reasonably which indicates that the integration of new technologies into EFL class is real, however 10% said that the teacher uses ICTs too much and count totally on it. On the other hand, only 6% think that the use of technology in class is not sufficiently satisfactory. Moreover, all students (100%) who participated in this study claimed that the use of technology in class is useful for learning foreign language, which means that the use of audio-visual materials in class motivate students to acquire new language; a big majority of students use Internet as a resource for picking up information to perform their class tasks and activities. Accessibility to the internet provides advantageous and enjoyable opportunities for collaboration and communication between learners who are geographically dispersed, as it offers published materials such as course books and resource for teachers. To confirm the findings, the question 4 shows that almost the same group of students assimilate better when their teacher uses new technologies as audio-visual supports while presenting the courses.

Modern technology has tremendous power to improve people's lives in the developing world. In the second part of the questionnaire we have examined the impact of communication technologies on students, particularly inside the classroom, most of the students are familiar with the newest technologies applications, and they frequently use

them, hence they understand easily the lesson when teacher presents it in different protocols and styles since each learner uses his/her proper learning techniques. Gordon Lewis(2009) argued that there is a strong correlation between student learning styles and technology options. Each student is unique, and acquires language in different styles; some learners are logical thinkers in which online surveys and Internet access for education and research purposes will be appropriate for them; Others are visual learners, they prefer to use videos and camera as well pictures. In addition, another kind of students which enjoy writing, blogs and websites are suitable for them, as well there are social ones who prefer amusement and entertainment when they are chatting and emailing. The results of the statement 3 in part two shows that the touchpad can work and help learning in the classroom, for example developing listening skills via listening to native speakers or watching videos on Youtube and that expose the learners to real life situations and activate their knowledge background, as it helps the learner to compare between their cultures and their learning techniques; this needs creativity to build coherent and cohesive linked ideas through access to the touchpad in order to find samples and techniques helping them to build correct texts.

Learning is seen as the acquisition of attitudes, learning strategies and skills that will be applied in future learning situations and make future learning more effective as explained by Jack C Richards and Richard Schmidt in their dictionary of language teaching and applied linguistics (2000).

Being communicatively competent is a fundamental element in learning a foreign language. In this respect, modern technologies aim to make people more communicative and cooperative with each other. The findings regarding question four 4 shows that more than half of students (57%) answered that they use social media (WhatsApp, Face book, Twitter, Instagram, snapchat) or they use the touchpad to play games, and practise reading or listening using E-book on the iPad. For the statement five 5 the findings show that most students see that the touchpad enable them to activate and use different abilities and enhance them, whether is that ability of broadening knowledge or improving their pronunciation. Even in writing as a results reveal, iPad satisfies their individual needs, but for the teacher, on the other hand, all these various abilities are a challenge and most time the designed activities cannot suit all students especially in large number classes and cannot suit all learners aptitudes and intelligence. In this point, integration of technology

into class is seen as a powerful aid; Gordon Lewis (2009) debated, that new technologies opened up multi avenues to communicate beyond the written word.

To defend and illustrate more the idea, the question 6 shows that educational institutions integrate technology as the teacher uses the screen or data projector to help him/ her for clarifying and illustrating the input to students.

Furthermore, emailing is a modern way to communicate; students are very interested with this idea and they would like to communicate with teachers even though the results in statement 7 shows that, teachers do not communicate with students using such official media.

Concerning the last task in part two, most students (83%) agree that iPad system improve their comprehension level. Technology used in classroom can support the role of teacher as coach, build educators' self-efficacy, and provide motivation for students in terms of risk-taking, trying more difficult tasks and fine tuning their own work. Technology combined with Student-Centred Approaches make learning environment richer and creative. It positively affects student's learning in developing 21st century competencies (National School Board Association, n. d). (2011).

All in all, we can say that students showed high awareness and interest to the value of iPad implementation in enhancing students' comprehension level. Learners are highly motivated by the use of advanced technology in EFL class and they prefer lesson presentation by iPad, they are interested in communicating via such touchpads.

3.2.1. Analysis and Interpretation of Teachers' Results

In this section, we present the analysis and interpretation of the data collected from teachers' interviews.

3.2.2. Analysis of the Interviews' Results

Question 1: For how many years have you been teaching English?

Teacher 1: 8years.

Teacher 2: I have been teaching English for 3 years.

Teacher 3: I have been teaching for three years.

Teacher 4: 2years.

Teacher 5: I have been teaching for 2 years.

Most teachers respond that they have few year teaching experience in the CC since it just opened in 2011, because they work there as volunteer teachers though they all have taken training courses such TESOL and Leadership and other training sessions that deal with classroom management. This indicates that the CC teachers are experienced, thus they know how to deal with students and manage classroom.

Question2: Do you use ICT in class? Why?

Teacher1: Yes I do, using audio-visual aids as effective and motivating as to enhance the level of comprehension of the learning materials.

Teacher 2: Yes, because it helps me during the explanation, they facilitate students' comprehension.

Teacher 3: Yes, I do use ICTs in my class simply because it is very helpful for me during the course.

Teacher 4: Yes, it facilitates the learning process.

Teacher 5: Yes, I usually use it as a helping tool to motivate students and attract their attention.

All the teachers we interviewed state that they use ICTs in their classes.

Question3: How would you describe the use of ICT in classroom?

Teacher 1: The use of ICT in the classroom would assess the learning process in terms of interaction and effective communication between the teacher and the learners and between learners themselves. In addition, visual aids have a great deal of importance in the speaking materials. Furthermore, various ICT tools infuse the lesson plan and class with effective and different ways of learning.

Teacher 2: Personally I think that they are considered as the key element to the success of the lesson beside the teacher's explanation.

Teacher 3: I always use ICT in my class. It provides you with great aid to simplify things to the learner.

Teacher 4: They are motivational materials.

Teacher 5: ICTs changed the learning process and spotted the light on the learner to be active, engaged, and interactive as it removes ambiguity at many levels.

Teachers asserted that the use of ICTs in EFL class do motivate students as they encourage them to interact and involve in the learning process, as well they are considered a key element that contribute in class success; for one teacher it removes ambiguity.

Question 4: In your opinion, to what extent is the use of ICT important in EFL class?

Teacher 1: ICT tools are as fast and effective in class as to contribute to the learning process.

Teacher 2: Since it eases the understanding they also help monitor and prepare suitable activities and get students attention.

Teacher 3: I think any EFL class should be equipped with ICT. It makes the language acquisition easier and quicker so it is time and effort saving, most importantly effective students are comfortable with it.

Teacher 4: very important.

Teacher 5: ICTs help the teacher to play his or her role more effectively, on the other hand for the students it exposes them to new learning experiences as they provide real life examples and that activate different abilities and various skills.

All teachers generally agreed that ICTs are facilitating tools as it considers to be effective and the integration of ICTs in class is very important as teacher 4 claimed and teacher 3 and 5 see that too.

Question 5: Which type of ICT is more suitable to be applied in language classes?

Teacher 1: Audio-visual.

Teacher 2: The ones that project in larger screens.

Teacher 3: I use generally all the types mostly Auditory and Visual are my first concern.

Teacher 4: Audio-visual.

Teacher 5: I prefer the audio-visual ones.

All the interviewed teachers assert that they prefer to use audio-visual materials in their classes.

Question 6: What are the other types of ICT that can be used in class?

Teacher 1: Mobile phones, iPad, Tablet, personal computers.

Teacher 2: Data show, Iphone or IPad projector because they are developed to suit the larger classrooms.

Teacher 3: I can use other materials like Interactive Whiteboard, iPad or laptops in my class.

Teacher 4: Email and Social media.

Teacher 5: Mobile phones, tablets, or laptop.

Most teachers declare that touchpad is suitable to be added to class equipment in addition to the PCs and the use of social media and emails as teacher 4 added.

Question 7: What kind of activities do you practise in classroom in order to develop learners' comprehension level?

Teacher 1: Listening activities.

Teacher 2: Well, activities such group works and pair works focus on the four 4 skills especially listening and speaking skills via the use of the new technology.

Teacher 3: I use various activities as far as my student's interaction and communicative skills are developed (pair and group work) teacher to student and student to student.

Teacher 4: Games such as cross words.

Teacher 5: Try different ways to develop my learners' skills such as guessing activities and activities by using E-dictionary, and screen.

All the interviewees agreed on using different activities to develop students' four skills, receptive and the productive ones, among them listening activities as teacher1 suggested and games such as crosswords teacher 4 proposed.

Question 8: In your view, what are the types of computer programs that may help EFL learners improve their comprehension?

Teacher1: You tube, Facebook, E-book, Dictionaries, Google, E-mail.

Teacher2: There are plenty of types but the suitable one are those which provide guidance through the whole learning process such as dictionaries, books apps that provide videos and audio to practise listening and repetition, also they can get some free lessons and grammar rules.

Teacher3: We have displayed programs such as VLC and KMP player. Text programs like Office Word, Power Point, and Adobe Reader. Audio Programs like Media Player. Access to the Internet creates a link between students via searching on Google drive.

Teacher4: How to use Internet (Google), Word Office, how to start PC, or touchpad.

Teacher 5: Office Word, Emails reply, E-book, Youtube, Dictionaries, and videos software. These software are the mostly preferred to be used by teachers we interviewed.

Question 9: Do you think that the use of iPad program in class may contribute to increase learners' comprehension level?

Teacher1: Yes.

Teacher2: Absolutely right, I strongly agree on that because nowadays iPads are used with both teachers and learners.

Teacher3: Yes, absolutely.

Teacher4: Of course, it is the best educational tool.

Teacher5: I do not have iPad but it is created as an educational device.

In this question teachers strongly agree that iPad system may contribute to increase learners' comprehension level since it is used by both teachers and learners as teacher 3 illustrated it.

Question 10: In your view, what are the advantages of iPad applications in developing learners' comprehension skills?

Teacher1: Concentration, involvement, interaction.

Teacher2: The advantages: the used apps in listening. The audios and videos through which students can learn how to acquire fluency and accuracy by the use of these apps in both reading and writing (articles, stories).

Teacher3: First, it is a contemporary material with which learners are getting more familiar with. Second, students also find themselves at ease and get engaged in such tasks. Third, curiosity is of a learner; ICT get them involved and interested, it raises in them a sense of discovery. Last, iPad apps enable students' brain to activate their visual memories which results in their ability to memorize lessons faster and improve their skills.

Teachr4: The most developed tool to practise the four skills.

The iPad system includes different and various applications that create innovation in students, especially with the learners; teachers cited a number of advantages that affect the students positively, teacher 3 stated that students the more they are at ease and the more they become involved. Moreover technology facilitates and develops as it improves students skills and raises in them the sense of discovery.

Question 11: Do you encounter some difficulties when using iPad in class? Please cite some.

Teacher1: Bad connection, Battery

Teacher2: I don't use iPad in my classes because I don't have the cables that help in using it with the screen.

Teacher3: Yes, but rarely we find students who are familiar so the teacher finds himself obliged to explain things out of topic just to make the students follow.

Teacher4: When there is no WIFI connection in class to do searching.

All teachers though they prefer to insert iPad in their classes and see it as a helping tool they encounter difficulties sometimes not with the device itself but with other connectors such WIFI or the unfamiliarity of some students with certain hardware and software applications.

Question 12: What tips can you provide for using iPad in EFL teaching?

Teacher1:

- Provide effective internet-connection.
- Control applications used in iPad.

Teacher2: Tips such as: projection of grammar rules or stories to read also lyrics of some songs when teaching them. To project also videos and facilitate the explanation with this new Technology, called iPad.

Teacher3:

- I advise teachers to use ICT mainly iPad in their classes
- Technology is everywhere so why not to use it in our classes and develop the traditional ways.
- Many studies reveal that students grade increases by these materials.
- An effective method to better learners' understanding.
- The more your class uses ICT in learning; the more interactive and productive your students will be.

Teacher4: The administration should offer these devices in order to develop feedback from students and equip classroom with language laboratories.

iPad is a very useful tool to develop students' skills and innovation in addition to their creativity due to the various applications; with iPad students are encouraged to be involved and interact in class, as it affects their comprehension level positively and facilitate the presented input to the learners.

3.2.3. Interpretation of Interviews' Results

The obtained results from the teachers' interview revealed that the use of iPad system help improve students comprehension level in EFL class at the Career Centre at Ouargla University. We also consider the integration of this advanced touchpad is helpful and important for developing students' understanding.

Teachers are aware of the importance of inserting ICTs in their class, especially in EFL class. In addition, the results revealed that teachers truly help their students to be motivated by using various applications on iPad to create a sense of innovation, weather with the teacher or among students themselves, both during the course and outside the classroom. Hence teachers generally communicate with their students outside school. The results also show that iPad system satisfy students different styles by using this device in various ways.

Using iPad applications such E-book, Dictionaries, videos, navigators, and E-mail appear to be the most used ones with which all teachers drive their students to interact. Though there are other ways as engaging them in games via group and pair works consequently skills integration are regarded as extremely important for enhancing students understanding.

Interview results show that all the teachers of ESP agree about applying iPad applications in their courses during their presentations when it is needed as authentic ones to increase the students' proficiency.

3.3.1. Analysis and Interpretation of Classroom Observation

3.3.2. Results and Discussion

After attending eight (8) sessions in CC at the Economics Department with the Beginners group, focusing mainly on the integration of ICTs in general, specifically the use of iPad in EFL class we observed that the teacher uses iPad as an authentic material to clarify input, so we established a checklist to encounter student reactions and analyse their feedback towards such advanced technology.

The results revealed that the students became really involved with the teacher when presenting a video on the screen, they watch with their eyes and react emotionally, in addition when the teacher asks questions about certain views, students totally interact with the teacher; they start giving answers and sharing their own life experiences related to the

theme of the video, therefore the teacher uses group works after listening or viewing certain elements they communicate together easily because they have something to say about it.

While students see different elements on screen whether is it on personal touchpad or on the screen we noticed that 100% of participants concentrated and focused on the theme as well they became active listeners because the teacher CCQs students comprehension. Moreover students became more interested and their attention during the lesson last longer because the teacher uses iPad as a helping tool to facilitate the presented information and aid in illustration.

The Teacher uses the iPad to give clear instructions and remove ambiguity by showing pictures, highlighting main words, using different colours to highlight important words in the lesson. This helps remove unclearness for all students and encourage the shy ones to engage with their classmates, also it gives equal chance to all students because it suits all students learning styles. In this way the learners could employ their cognitive strategies and take part actively in classroom discussion.

All in all, the classroom observation showed that as far as iPad is used, the ability to integrate the learning skills exists. We have also noticed that the teacher accomplishes the lesson and then moves to communication to guarantee that students did understand and asked for feedback. Besides, the motivating environment, where the teacher smoothly urges his/her learners to be engaged eagerly, is clearly noticed. We observed that learners are encouraged to respond to the content of the lesson not just to the language it vehicles. This can be achieved by a better use to discuss the contents after dealing with the main parts of the lesson because useful tasks that can focus the input effective are commonly dealt with.

The classroom observation shows that the teacher seem able to distinguish between testing and teaching when presenting specific input in the sense that he/ she can really exploit the presentation using iPad and consider it as a sequence not just as a tool. Finally, teaching/ learning language and technology should work hand in hand; therefore, a good teacher should reinvest materials by designing productive tasks for further activation of English language. For instance, imaginative tasks are very motivating and worthy while

and after the lesson presentation. Thus, the teacher feels at ease as they reach the production stage; this way, sufficient care or time is provided.

Conclusion

The presented study shows, after analyzing and discussing the results, that the CC students at the Department of Economics are mostly aware of the importance of integrating iPad system in class to enhance their comprehension level. Teachers' perception of the importance of using these touchpads begin to take place in the classroom and highlight the necessity of developing a clear understanding of the use of iPad system in EFL classes.

Suggestions and recommendations

The results achieved in this study confirm the positive impact and the importance of integrating iPad system in EFL class in order to enhance students' comprehension level by developing their abilities and improving their four skills: receptive and productive ones. This research has clarified how the new advanced technology, named iPad can enhance students' comprehension, for this reason we suggest the following recommendations:

- Integrating iPad system as an educational device into EFL classes.
- Encouraging training courses for using iPad system in class.
- Teachers should develop their students' awareness to use such advanced devices to improve their skills and develop their abilities.
- Educational institutions such universities should modernize their technical instruction capabilities by implementing and using new equipments and language laboratories to cope the needs of students and their interests.
- The teachers should integrate technology more in their classes and follow new methods to fit in with students learning styles.
- Classroom should be made interactive, and skills must not be studied separately and technology can offer practicing all skills at one.
- The teacher should create positive atmosphere in the classroom and the use of authentic materials such touchpad facilitates the process of learning.
- The teacher is the leader of his class so he/ she should be aware of the use of technology as a helping tool to master his/ her role in class.



General Conclusion

General Conclusion

General Conclusion

The use of technology in EFL class is a gist target to develop educational system in information technology age in order to enhance language mastery and learning process. In this descriptive study we investigate the impact of using iPad system as an educational device in EFL class and how it can develop students' comprehension skills. In addition to that, the current study aims at showing the extent to which the implementation of iPad in EFL class serves learners with best ways of promoting self-directed learning and critical thinking through researching, studying, and finding solutions to issues related to their real life. This makes them construct knowledge and develop subjects by their own via their personal choice of project topics. Thus, encouraging teachers to integrate iPad in their classrooms and prompt more students to develop autonomous learning styles.

Focussing the importance of iPad system integration into EFL class as the ultimate goal of this study, drives us to hold three main methods to highlight the effectiveness of iPad system in promoting learning; firstly, we have designed a semi- structured interview with teachers who implement the newest technologies in their classes during course presentations. We have also distributed a questionnaire to students. A questionnaire was administered to Career Centre students at Ouargla University. Moreover, a classroom observation was arranged to observe students' interaction and involvement with the teacher as well between one another.

The findings of this study have yielded important insights. The results showed that both teachers and students agree that the use of iPad in EFL class help them develop multi-abilities and enhance their cognitive thinking in addition to the empowerment of their learning skills, particularly comprehension.

In short, the results achieved in study confirm and validate our hypothesis. Furthermore, we have discovered more applications that may enhance learners' comprehension skills by manipulating intensively the iPad system. Therefore, we do confirm the benefits of iPad implementation in EFL class.

References

- Apple in Education*. Data and Privacy Overview for Schools. (pdf).
- Celce-Murcia, M.(ed). (2001). *Teaching English as a Second or Foreign Language*, 3rd Edition. Boston, MA: Heinle&Heinle.
- Clark, w&Luckin R. (2013). *iPad in the Classroom*. Institution of Education University of London.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education (6th ed.)*. USA and Canada: Routledge.
- Corder, S. Pit. *Introducing Applied Linguistics*. AP elican book, language & linguistics.
- Dewey, J. (1928). *Progressive education and the science of education*. Columbia: Columbia University Press.
- Dudly-Evans, T.& Maggie, Jost.J. (1998). *Developments in ESP*. Campridge: Campridge University Press.
- Dundy, G. & Hockly N. (2008). *How to Teach English with Technology*. Malaysia, pearson Education: Longman.
- Educational technology division*. (2006, sep). *PBL handbook (1st ed.)*. Malaysia: Ministry of education.
- Harmer Jeremy. *The Practice of English Language Teaching*. 4th Edition. Pearson Education: Longman.
- Haswanni Fahri. (2014). The Role of Technology in EFL Class.
- Gorden Lewis. (2009). *Bringing Technology into Classroom*. New York, Oxford: Oxford University Press.
- Karsenti, Th&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.
- Mango Oraib. (2015). *iPad Use and Students Engagement in the Classroom*. Volume 14. Turkish: TOJET.
- Meurant, C. Robert. (2010). *iPad Tablet Computing to Foster Korean EFL Digital Literacy*. International Journal of u- and e- Service, Science and Technology.
- Murray, T. Orrin & Olcese R. Nicole. (2011). *Teaching and Learning with iPads, Ready or not?*. Volume 55. The Pennsylvania State University.
- Neaves, Amy Marie. (2015). *The Perceived Impact of 1:1 iPad Implementation on Teaching and Learning: A bedagogical Case Study*. Education Theses, Dissertation and Projects. Paper 141.
- Ostashewski, N. & Reid, D. (2010). *iPod, iPhone, and now iPad: The evolution of multimedia access in a mobile teaching context*. In Proceedings of World Conference on Educational

Multimedia, Hypermedia and Telecommunications 2010 (pp. 2862-2864). Chesapeake, VA: AACE

Ostaszewski, N., Reid, D. & Ostaszewski, M. (2011). *The iPad as mobile teaching device: multimedia database access in a classroom context*. In Proceedings of Global TIME 2011 (pp. 49-53). AACE.

Reid, D. & Ostaszewski, N. (2011). *iPads in the Classroom – New Technologies, Old Issues: Are they worth the effort?*. In T. Bastiaens & M. Ebner (Eds.), Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2011 (pp. 1689-1694). Chesapeake, VA: AACE.

Research Methodology; FOR PRIVATE CIRCULATION ONLY.

Richards, C. Jack & Schmidt R. *Longman Dictionary of Language Teaching and Applied Linguistics*. Pearson Education, Malaysia: Longman.

Richard, J. & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. 2. ed. Cambridge: Cambridge University Press.

Types of Research Methods. (2008). The Serve Centre at the University of North Carolina at Greensboro.

Wakefield, J. & Smith D. (2012). *From Socrates Satellites: iPad Learning in an Undergraduate Course*. Department of Teaching, Learning and Culture. Texas A & M University, College Station, USA.

Webography

Apple. (n.d.a). *The new iPad technical specifications*. Retrieved April 17, 2012, from <http://www.apple.com/ipad/specs/>

Apple.(n.d.c). *iBooks textbooks for iPad*. Retrieved April 17, 2012, from <http://www.apple.com/education/ibooks-textbooks/>



Appendices

Appendix.1

Students' questionnaire

Dear students,

This questionnaire is developed as a part of our master dissertation about the impact of using iPad system in EFL class as well its influence on students' comprehension level. You are kindly invited to answer these questions. Please put a cross (X) in the appropriate box.

Personal information

Gender: Male Female

Age:years old.

Level:

How long have you been studying English?

..... years.

Part one

Technology awareness

1- How would you describe the use of ICT in your class?

Too much

Reasonable

Not sufficient

2- Do you consider the use of ICT useful for learning English?

Yes

No

3- Do you use Internet resources to prepare your lessons, homework, projects or any school activity?

Yes

No

4- Do you assimilate better when your teacher uses ICT in his course?

Yes

No

Part two

Impact of communication technologies on students

1- Are you familiar with the applications of iPad system?

Yes

No

2- Do you understand the course better when your teacher uses iPad?

Yes

No

3- Which skills do you think that iPad system develops better?

a- Speaking

b- Writing

c- Listening

d- Reading

4- Which iPad applications do you prefer to use?

Social media

Games

E-books

All the above

5- Which of the following abilities does touchpad enhance more?

a- Broadening my knowledge about English

b- Imitating and modelling native speakers

c- Writing by auto-correction

d- All the above

6- Answer the following questions:

Yes

No

Does your teacher use data projector in class?

Do you use your computer in class?

Do you have a language laboratory in your school?

7- Do you communicate and interact with your teacher using social media?

Yes

No

8- Do you find the iPad system useful to improve your comprehension level?

Yes

No

Part three

Technology and teaching problems

Respond to the following questions by **yes** or **no**

- 1- The access to internet is functional but, do your friends on social media distract you in class?
- 2- Do you encounter difficulties to use iPad for long time?
- 3- Do you find it easy to write using iPad?
- 4- Do all the available references on the touchpad useful?
- 5- Do you think that iPad system affects your academic performance?

Appendix.2

Teacher's interview

Dear teachers,

This interview is conducted to have an overview about the effectiveness of using iPad system in EFL class.

You are asked kindly to answer the following questions to facilitate the task of investigation of our case study for a master degree in Applied Linguistics and English for Specific Purpose, we will be thankful.

Question 1: For how many years have you been teaching English?

.....
.....
.....
.....

Question2: Do you use ICT in class? Why?

.....
.....
.....
.....

Question3: How would you describe the use of ICT in classroom?

.....
.....
.....
.....

Question 4: In your opinion, to what extent is the use of ICT important in EFL class?

.....
.....
.....
.....

Question 5: Which type of ICT is more suitable to be applied in language classes?

.....
.....
.....
..

Question 6: What are the other types of ICT that can be used in class?

.....
.....
.....
.....
.....

Question 7: What kind of activities do you practise in classroom in order to develop learners' comprehension level?

.....
.....
.....
.....

Question 8: In your view, what are the types of computer programs that may help EFL learners improve their comprehension?

.....
.....
.....
.

Question 9: Do you think that the use of iPad program in class may contribute to increase learners' comprehension level?

.....
.....
.....
.....

Question 10: In your view, what are the advantages of iPad applications in developing learners' comprehension skills?

.....
.....
.....
....

Question 11: Do you encounter some difficulties when using iPad in class? Please cite some.

.....
.....
.....
.....

Question 12: What tips can you provide for using iPad in EFL teaching?

.....
.....
.....
.....
....

Observation Check List

-Career Centre-

Time: 1h30m
/2017

Level: beginners

Date: /

Group:

- ✓ SS involvement with T.
- ✓ T use to the iPad applications.
- ✓ SS interaction with the teacher.
- ✓ TTT.
- ✓ STT.
- ✓ SS communicate with teacher.
- ✓ SS concentration and focus with screen.
- ✓ Active listening.
- ✓ SS reaction toward the presented input on the screen.
- ✓ iPad system eliminates ambiguity.
- ✓ iPad helps teacher to play his/ her role effectively.

الملخص

تهدف هذه الدراسة إلى فحص فعالية استعمال اليباد في أقسام اللغات الأجنبية و دورها في تطوير قدرات استيعاب المتعلم، على ضوء ما سبق و كحل لإشكالياتنا المتمثلة في: "مدى تأثير اليباد على قدرة استيعاب متعلم اللغات الأجنبية" تم تطبيق المنهج الوصفي و التحليلي و باستخدام استبيان موجه للطلبة و مقابلات أجريت مع بعض الأساتذة بالإضافة إلى الملاحظة لجمع المعطيات و النتائج المرجو حصولها ستوضح لنا إن قدرة استيعاب المتعلمين، انتباههم، و تركيزهم مع الأستاذ؛ سيدوم لفترة أطول، إضافة إلى عدم شعورهم بالملل و الميل الإيجابي لتعلم اللغات الأجنبية ووسائل السمعي البصري. رغم أن النتائج المقترحة ستؤثر على مستوى المتعلم إلا أنه تبين لنا حدوداً على مستوى التطبيق بسبب نقص في توفير هاته الوسائل. المدة الزمنية المحدودة لهذه الدراسة سببت لنا صعوبات في تطبيقها.

الكلمات المفتاحية: جهاز اليباد، قسم اللغة الأجنبية، التكنولوجيا، الوسائل السمعي البصري، ادماج. الاستيعاب، التحسين.

Résumé

Cette étude a pour but d'examiner la pertinence de l'usage de l'iPad dans les classes des langues étrangères et le rôle qu'il peut jouer dans le développement des compétences liées à la compréhension des apprenants. Pour ce faire, et comme solution au problème qui consiste en l'influence de l'iPad sur facultés de comprendre chez l'apprenant des langues étrangères, il a été proposé un plan descriptif et analytique à l'aide d'un questionnaire destiné aux étudiants en plus des entrevues avec les enseignants. L'objectif en étant de réunir tous les données mais aussi les résultats obtenus. Ceux-ci nous ont montré la qualité positive la faculté de comprendre chez les apprenants, leur intérêt et leur concentration avec le professeur. Cette capacité semble non seulement d'inscrire dans la durée mais donne aussi l'impression de non lassitude dans le processus de l'enseignement-apprentissage des langues étrangères et le matériel audio-visuel. Par ailleurs et en dépit des résultats obtenus qui influent sourient favorablement sur le niveau de l'apprenant, des obstacles ont pu être observés suite d'efférentes aux lacunes enregistrées au niveau dudit matériel. En fin le temps imparti à cette étude n'a pas été aussi favorable comme nous l'aurions souhaité.

Les mots clés : iPad, EFL classe, Technologie, ICT, Intégration, compréhension, Amélioration.