



The Role of Using iPad Technology on
Enhancing Students' Motivation towards
Learning English Language from Parents' and
Teachers' Perspectives in Jenin Governorate

Ayat Tarazi and Suzan Arafat

EasyChair preprints are intended for rapid dissemination of research results and are integrated with the rest of EasyChair.

January 31, 2020

The Role of Using iPad Technology on Enhancing Students' Motivation towards Learning English Language from Parents' and Teachers' Perspectives in Jenin Governorate

By

Ayat Hasan Tarazi

Ayat.tarazi@gmail.com

Suzan Arafat

suzanarafat@najah.edu

An-Najah National University

Abstract

This study aimed to find out the role of iPad on enhancing students' motivation towards learning English Language in Jenin governorate. In order to achieve this goal, quantitative and qualitative methods were conducted. Data were gathered through classroom observations, interviews and questionnaires. This study also presents the experience of using iPads with a group of forty students from fifth graders in Haifa Basic girls' school during the scholastic year 2016-2017.

The results showed that there was a very high degree of students' attitudes towards learning English through iPad. It also showed that there was positive attitudes towards using iPad in learning English from the parents' perspectives, and there were significant differences at ($\alpha = 0.05$) in parents' perspectives due to their gender in favor of female. Besides, classroom observations' results showed that the total degree of teacher's attitude towards the use of iPad in motivating students towards learning English language is dramatically increasing, and it showed a very high level of students' performances during English classes. It also indicated that there were statistical significant differences at ($\alpha = 0.05$) in the teacher's observations attributed to the variable of weeks, and these differences were in favor of the later weeks of the experiment.

Based on these results, the researchers recommended the Ministry of Education, and teachers to adopt iPad as an educational tool and use it in their teaching. Also, professional development for teachers should be utilized to keep abreast of changes and developments in knowledge and technology.

Key words: iPad , Motivation, and English language.

1.1 Introduction and Theoretical Background

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

In this respect, Prensky (2006) asserted that today's generation of students is different from the previous generations; they speak the language of technology and known as digital natives. Therefore, it would not be appropriate to imagine today's English language classroom without the use of iPads and other digital devices. Moreover, by using iPads, students and teachers are actively engaged and highly motivated towards learning of the target language.

Therefore, in order to fully educate students and prepare them for technological global competitiveness, schools must work to bridge the technology gap between home and school. Besides, educators need to teach students to utilize technology for educational purposes, and to enhance students' outlook on education. In doing so, students can begin to take ownership of their learning, they will become intrinsically motivated to solve problems, and succeed in school (Foote, 2012). Similarly, Christen (2009) said that "If students' learning environment mirrors the ways in which they engage with the world, they will excel in their education". (P.12)

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

As a solution, Schrum (2013) indicated that today's students are ready, and it is the school's responsibility to adapt technology and digital devices in the teaching and learning process in order to motivate students and enrich their school experience. Therefore, it is believed that by allowing students to use ipads technology in learning, students' motivation to learn and to achieve will increase(Kunzler ,2011).

As for the students, Enhancing students' learning motivation is important for the teaching and learning of new knowledge or skills because motivation would affect how teachers and students interact with learning materials. From the teachers' perspective, students' learning motivation would often affect their teaching efforts and how they plan teaching strategies for new classes in order to enhance students' learning performance. From the students' perspectives, poor learning motivations would mean higher risks that new knowledge would be built upon weak foundations. Whereas, strong learning motivation could encourage students to continue their learning after learning sessions (Hung, Chao, Lee, & Chen, 2012; Keller, 1983 ; Maher, 1976; Murphy & Alexander, 2000). In this regard, being aware of, monitoring and responding constructively to students' motivation signals during instruction is an

important teaching skill; because students' motivation is a reliable predictor of students' subsequent engagement, learning and achievement (Bandura, 2006).

1.2 Statement of the Problem:

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

1.3 Objectives of the Study:

This study aimed to achieve the following objectives:

- Enhancing students' motivation towards learning English language.
- Personalizing learning.
- Shifting to student-centered educational paradigm.
- Facilitating learning and fostering active learning.

1.4 Questions of the Study:

The following research questions were developed to guide the researchers in investigating the role of using iPad technology in enhancing students' motivation towards learning English language :

- 1- What is the role of iPad on enhancing students' motivation towards learning English according to the results of the classroom observations?
- 2- How do parents respond towards using iPad in learning English?
- 3- How do students respond towards learning English I through iPad ?
- 4- Are there any statistical significant differences at ($\alpha = 0.05$) in the role of iPad on enhancing students' motivation to learn English attributed to the variable of days, weeks, and parents' gender?
- 5- What is the role of iPad on enhancing students' motivation towards learning English from the perspectives of the teachers of English at Haifa Basic girls' school?

1.5 Significance of the Study :

This study is significant due to the following reasons:

First, because today's students are growing up during an era of continuous technological development, it could be an interesting idea for students to learn by using iPad that fosters active learning, increasing their motivation to learn, preparing students to take the ownership of their learning, and prompting lifelong learning. Second, it provides valuable insights for teachers and school administrators about the positive effects of the iPad on promoting students' motivation towards learning English language. Finally, it provides valuable information for educational leaders to enhance learning.

1.6 Limitations of the Study:

The researchers classified the limitations of the study into four: locative, temporal, human and topical limitations.

- **Locative Limitation:** The Haifa Basic girls' school in Jenin Governorate.
- **Temporal Limitation:** The researchers carried out this study in the second semester of the academic year 2016-2017.
- **Human Limitations:** The study consisted of (40) female students from fifth graders, (30) students' parents, and two English teachers in the mentioned school.
- **Topical Limitation:** The study examined the role of iPad technology on enhancing students' motivation towards learning English in Jenin Governorate.

Chapter Two

Review of Related Literature

In fact, the implementation of technologies within a social constructivist framework have been found as a shift towards students-centered learning paradigm. However, most traditional teaching methods are too strict to fully engage the students individually and collectively in authentic learning settings. On the other hand , learning with modern technology require constant access to the internet to enable students to search for information, to practice the four main language skills: listening, reading, writing and speaking. (Banister ,2010 ; Mahmud & Abd Razak, 2012)

Furthermore, students' awareness of their learning is an important indicator of students' success. According to Kuh et al. (2006) students' awareness influenced students' satisfaction and the way they approach their learning in terms of the time and effort they spend on different activities, which have positive influence on their learning and personal progress. Instead of focusing on students' awareness, Benton studied teachers' perspectives of using the iPads in education. The results showed that iPad had a positive effect on students' motivation and engagement according to the teachers' perspectives which based on the observations they noticed in students' quality of work and the time they spend on the given task (Benton, 2012).

Moreover, research shows that students are engaging in learning differently from prior generations (Peluso, 2012). Tools such as the iPad have the potential to transform literacy instruction and the way students learn in the classroom. Teachers claim that when students are engaged in digital literacy activities, they see these tools as exciting and unique, but often not as schoolwork (Saine, 2012). Digital tools and applications that the iPad offers allow students to be engaged in their learning at their own pace. iPads allow educators to promote differentiated instruction in their classrooms and encourage collaboration with other students. In addition, they allow students to feel a sense of ownership in their own learning. Using an iPad in the classroom during vocabulary instruction could help to build students' confidence in their own learning. The iPad allows students to be able to work together and share their thinking and learning to rely on others to solve problems, answer questions,

and share discoveries instead of relying solely on the teacher (Ensor, 2012).

The iPad is considered by educators as an effective educational tool that can enhance teaching and learning strategies, and increase the productive learning. The main benefit is that the iPad can provide immediate content of all levels for both teachers and students at any time and from anywhere. Also, there are many iPad applications that have multiple methods and styles for presenting information easily and in a fun and exciting manner which can attract students to study the content more. (Shepherd & Reeves, 2012). Another benefit, obtaining immediate feedback from educational applications, can assist students to learn faster and more effectively. Before using this technology, there were situations delaying feedback to students for days. This kind of feedback could negatively affect students' achievement especially when they often forget why they chose a specific answer or how they wrote the homework. However, by using the iPad they will instantly be able to know if they chose the right answer or not (Franklin & Smith, 2015).

In order to study motivation in the classroom, Autio, Hietanoro and Ruismaki (2011) conducted a qualitative case study, to discover if iPad technology impacts students' motivation. Individual theme interviews were conducted with four 15-16 year old students. The four individuals were chosen based on their gender and attitude, positive or negative, toward technology in education. All participants came from the same school in Finland. With each participant, the researchers found that students were more motivated when using iPad technology because the technology offered them a greater freedom of choice and immediate feedback. The students also commented that the iPad rich classroom environment, further enhanced their motivation because of the different stimuli used to challenge and engage them in their studies.

In the same way, Ciampa's (2014) investigated the impacts of iPad integration on learning process. The sample of the study consisted of fifth and sixth grade students, students. The results showed an improving on students' learning outcomes and high level of students' motivation in completing tasks through iPad. Also, the results showed that iPad enable teachers and students to perform at their own pace and allow teachers to provide individualized feedback and refine teaching methods based on

student progress.

In another study, Haydon, Hawkins, Denune, Kimener and McCoy (2012) conducted a comparison study about the effects of a worksheet and iPad on students' academic engagement in a high school setting. Results from this study revealed that more academic work was completed correctly in less time and higher levels of active engagement were demonstrated in the iPad condition as compared to the worksheet condition. This investigation reinforced the notion that students completed more correct work in the same amount of time using technology than students who did not use technology. Moreover, this study concludes that technology provides positive effects and promotes active student learning.

Similarly, Haydon et al. (2012) studied the impacts of worksheets and iPads on students' engagement and accuracy of math work in an urban Midwestern alternative school. Results showed that all the students received a higher number of correct responses when completing math work on an iPad. Also, it was found that technology use in the classroom has the ability to give students immediate feedback and show learners how to answer questions correctly to prevent practicing the wrong skill. The results revealed that students had noticeable increases in correctly completed problems per minute on the iPad versus on the worksheet. Furthermore, the results demonstrated that the iPad promoted active student learning by providing immediate feedback to student errors as well as each correct response, thus reinforcing the correct responses.

Additionally, the iPad was used to study whether the use of iPad writing applications could improve writing skills of students and their attitudes towards writing. The study conducted on two students in seventh grade for six-week in an English-language arts class. Students used applications both in class and at home to complete writing homework. The results showed that using writing applications enriched and improved students' writing skill (Kardell, 2013).

To conclude, most of the previous studies agreed on the benefits of iPad as an educational tool and its positives effects on student's motivation and engagement in the learning process. Moreover, these studies indicated that iPad improved students'

attitudes towards the learning environment, this because it fits most of learners' styles as digital natives and cope with the demands of teaching and learning students in the 21st century. Consequently, they agreed that iPad technology helps learners to improve their performances and achievements .

Similarly, the results of the current study show a very high level of students' attitudes towards learning English language through iPad technology. In addition, the results of the teachers' attitudes show that using iPads have the potential to afford new opportunities for learning English language through interactive, enjoyable, flexible and attractive applications.

Chapter Three

Methodology, Procedures and Results

3.1 Methodology

Qualitative and quantitative methods were conducted. Multiple data sources were used to provide descriptive information. Data were gathered through classroom observations, interviews and questionnaires for its suitability for the study purposes.

3.2 Population of the Study

The target population of the study consisted of all fifth graders, English teachers, and students' parents in Haifa Basic girls' school in Jenin governorate during the second semester of the scholastic year 2016-2017. The total number was (302) individuals.

3.3 Sample of the Study

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

Table (1): The distribution of the study sample

Responders	Frequency	Percentage%
Teacher observations	40	36.3
Students	40	36.3
Parents	30	27.4
Total	110	100.0

3.4 Variables of the Study

The study consisted of the following variables:

- **Independent Variables**
- Parents' Gender: Which is divided into two levels male and female.

- The Variable of weeks: Which is divided into eight weeks.
- The Variable of days: Which is divided into five days per week.
- The use of iPad technology in teaching English Language.
- **Dependent variable**

Students' motivation towards learning English Language (The level of students' motivation noticed while using iPad technology in English classes).

3.8 Statistical Analysis

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

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

For data analysis, the researchers used the following percentages:

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

1. Results Related to the First Question

The results of the first study question (Students' attitudes) which is:

1- What is the role of iPad on enhancing students' motivation towards learning English according to the results of the classroom observations?

In order to answer this question, forty female students answered the questionnaire questions about learning English language through iPad technology after that the

researcher calculated the means, standard deviations, percentages, and estimation level .Table (2) below shows the results.

Table(2): Means , standard deviations, percentages and estimation level for the students' attitudes towards learning English language through iPad technology in descending order according to the mean

No .	No . in the questioner	Items	Mean	standard deviations	Percentage	Estimation Level
1.	2	I get happy when I learn English through the iPad.	4.87	0.33	97.4	Very High
2.	1	iPad is an interesting tool for learning English.	4.87	0.40	97.4	Very High
3.	15	I'm happy to find my own style to learn English as I like.	4.75	0.77	95.0	Very High
4.	14	I enjoy listening to different videos through iPad.	4.75	0.70	95.0	Very High
5.	16	iPad provides me with enough space to learn at my own pace.	4.72	0.75	94.4	Very High
6.	4	English becomes my favorite subject.	4.67	0.57	93.4	Very High
7.	13	I am always excited during English class.	4.65	0.80	93.0	Very High
8.	8	I can learn difficult vocabulary through iPad.	4.65	0.80	93.0	Very High
9.	12	I can collaborate in many ways during English class.	4.62	0.92	92.4	Very High
10.	3	iPad applications help me to overcome difficulties in pronunciation.	4.57	0.67	91.4	Very High
11.	10	I am willing to do more English work than my teacher assigns me.	4.55	0.74	91.0	Very High
12.	9	I like to read through iPad.	4.55	0.98	91.0	Very High
13.	6	I am always participating during English class.	4.52	0.96	90.4	Very High
14.	7	I learn English easily through iPad.	4.45	1.01	89.0	Very High
15.	11	I find dictation more enjoyable through Word Pad application.	4.22	1.16	84.4	Very High
16.	5	Learning English through iPad makes me nervous.	1.65	1.16	33.0	Very Low
Total degree of the students' attitudes			4.44	0.41	88.8	Very High

Table (2) shows that the total degree of students' attitudes towards learning English language through iPad technology was (88.8) which suggests very high level of students' attitudes towards learning English through iPad. The highest percentage was given to the item " I get happy when i learn English through the iPad "which scored (97.4) .

Moreover, table (2) above shows, students' attitudes was very high on the items (1,2,3,4,5,6,7,8,9,10,11,12,13,14 and 15), where the percentages of response on these items where between (97.4% - 84.4%). Responses on these items indicated that the majority of students agreed on the usefulness of using iPad technology in learning English language.

On the other hand, the lowest percentage was given to the item " Learning English through iPad makes me nervous " which scored (33.0) .

2. Results Related to the Second Question

The results of the second study question (Parents' attitudes) which is:
Q2.How do parents respond towards using iPad technology in education?

In order to answer this question, thirty parents (10 males and 20 females) answered the questionnaire questions and the researcher calculated the means, standard deviations, percentages, and estimation level .Table (3) below shows the results.

Table (3): Means, standard deviations, percentages and estimation level for the parents' perspectives about the use of iPad technology in education in descending order according to the mean

No .	No . in the questioner	Items	Mean	standard deviations	Percentage	Estimation Level
1.	10	Do you think that the use of iPad will motivate your child to learn better?	4.86	0.34	97.2	Very High
2.	7	Does your child seem more willing to do their homework with the use of the iPad?	4.70	0.46	94.0	Very High
3.	3	Has being able to use the iPad changed your child's attitude towards school?	4.63	0.49	92.6	Very High

4.	2	Do you have wireless Internet access (wi fi) at home?	4.60	0.49	92.0	Very High
5.	1	Do you agree the use of iPad in schools?	4.56	0.50	91.2	Very High
6.	11	Do you think your child receives more timely and valuable feedback on assignments from teacher because of the iPad ?	4.53	0.50	90.6	Very High
7.	4	Do you think that the use of iPad facilitates the educational process?	4.43	0.56	88.6	Very High
8.	9	Do think that your child has more access to be able to research than she did before the iPad ?	4.23	0.43	84.6	Very High
9.	8	Is the work your child doing with the iPad innovative ?	3.80	0.76	76.0	High
10.	6	Do you feel your child is more organized with the use of the iPad ?	3.56	0.72	71.2	High
11.	5	While your child is using the iPad at home, do you supervise her use?	2.40	1.37	48.0	Very Low
Total degree of the parents' perspectives			4.21	0.28	84.2	Very High

Table (3) shows that the total degree of parents' attitudes towards using iPad technology in education was (84.2) which suggests very high level of attitudes. The highest percentage was given to the item " Do you think that the use of iPad will motivate your child to learn better?" which scored (97.2) .

Moreover, table (3) above shows, parents attitudes was very high on the items (1,2,3,4,5,6,7 and 8) which indicate positive attitudes towards using iPad in education , where the percentages of response on these items where between (97.2% - 84.6%).

On the other hand , the lowest percentage was given to the item " While your child is using the iPad at home, do you supervise his use? " which scored (48.0) .

3. Results Related to the Third Question

The results of the third study question (Parents' attitudes) which is:

Q3. Are there any statistical significant differences at ($\alpha = 0.05$) in the parents' perspectives towards using iPad technology in education attributed to parents' gender?

To answer the question, the t- Test for Independent Samples was used and table (4) shows the results.

Table (4): T-test for Independent Samples about parents' perspectives towards using iPad technology in education attributed to parents' gender

parents' perspectives towards using iPad technology in education attributed to parents' gender	Gender	N	Mean	S. D	T	Sig.*
Total	Male	10	3.94	0.21	-4.819	0.000*
	Female	20	4.34	0.22		

***The mean difference is significant at the 0.05 level.**

Table (4) shows statistical significant differences at ($\alpha = 0.05$) on the total degree about parents' perspectives towards using iPad technology in education attributed to parents' gender. Significant level is (0.00) which is less than (0.05) and the differences are in favor of Female level due to the mean which is (4.34) while the males' mean is (3.94).

4. Results Related to the Fourth Question

The results of the fourth study question (Teacher's observations) which is:
Q4. Does the use of iPad technology motivate students to learn English language?

In order to answer this question, forty classroom observations have divided into eight weeks; five observations per a week have been conducted in order to notice the role of using of iPad technology on enhancing students' motivation towards learning English language. After that, the researchers calculated the means, standard deviations, percentages, and estimation level. The results are shown in tables (5, 6, 7, 8, 9, 10, 11, 12 and 13).

Table (5): Means , standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology on enhancing students' motivation towards learning English language in descending order according to the mean (First week observation)

No .	No . in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
3.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
4.	11	Learners stay on task and complete assignments without being bored.	4.80	0.44	96.0	Very High
5.	9	Learners listen attentively.	4.80	0.44	96.0	Very High
6.	6	Learners respond seriously.	4.80	0.44	96.0	Very High
7.	13	Learners display enthusiasm about topics.	4.60	0.54	92.0	Very High
8.	1	Learners involve in active learning tasks.	4.60	0.54	92.0	Very High
9.	14	Learners are motivated enough to do extra work on their own.	4.20	0.44	84.0	Very High
10.	4	Learners make use of information sources when directed by teacher.	4.20	0.44	84.0	Very High
11.	16	Learners act differently.	4.00	0.00	80.0	Very High
12.	5	Learners work independently.	4.00	0.00	80.0	Very High
13.	15	Learners think differently.	3.20	0.83	64.0	Moderate
14.	12	Learners ask questions and volunteer to answer.	3.20	0.44	64.0	Moderate
15.	3	Learners reach information independently.	2.60	0.89	52.0	Low
16.	2	Learners share ideas.	1.60	0.54	32.0	Very Low
17.	7	Learners ask questions which reflect creativity.	1.00	0.00	20.0	Very Low
Total degree of teacher's perspective (First week observation)			3.91	0.25	78.2	High

Table (5) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students to learn English language (First week observation) was (78.2) which suggests very high level of attitude . The highest percentage was

given to the items "Learners participate actively, Learners appear to be happy and Learners express excitement in classroom activities" which scored (100.0) .

On the other hand, the lowest percentage was given to the item " Learners ask questions which reflect creativity " which scored (20.0) .

Table (6): Means , standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology on enhancing students' motivation towards learning English language in descending order according to the mean (Second week observation)

No .	No . in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	14	Learners are motivated enough to do extra work on their own.	5.00	0.00	100.0	Very High
3.	13	Learners display enthusiasm about topics.	5.00	0.00	100.0	Very High
4.	11	Learners stay on task and complete assignments without being bored.	5.00	0.00	100.0	Very High
5.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
6.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
7.	6	Learners respond seriously.	5.00	0.00	100.0	Very High
8.	9	Learners listen attentively.	4.80	0.44	96.0	Very High
9.	4	Learners make use of information sources when directed by teacher.	4.80	0.44	96.0	Very High
10.	1	Learners involve in active learning tasks.	4.80	0.44	96.0	Very High
11.	16	Learners act differently.	4.20	0.44	84.0	Very High
12.	5	Learners work independently.	4.20	0.44	84.0	Very High
13.	15	Learners think differently.	3.60	0.54	72.0	High
14.	3	Learners reach information independently.	3.40	0.89	68.0	Moderate
15.	12	Learners ask questions and volunteer to answer.	3.20	0.44	64.0	Moderate
16.	2	Learners share ideas.	2.60	0.54	52.0	Low
17.	7	Learners ask questions which reflect creativity.	1.00	0.00	20.0	Very Low
Total degree of teacher's perspective (Second week			4.21	0.14	84.0	Very High

observation)				
--------------	--	--	--	--

Table (6) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students to learn English language (Second week observation) was (84.0) which suggests very high level of attitude. The highest percentage was given to the items " Learners participate actively, Learners are motivated enough to do extra work in their own, Learners display enthusiasm about topics, Learners stay on task and complete assignments without being bored Learners appear to be happy , Learners express excitement in classroom activities and . Learners respond seriously " which scored (100.0) .

On the other hand , the lowest percentage was given to the item " Learners ask questions which reflect creativity " which scored (20.0) .

Table (7): Means , standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology on enhancing students' motivation towards learning English language in descending order according to the mean (Third week observation)

No .	No . in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	14	Learners are motivated enough to do extra work on their own.	5.00	0.00	100.0	Very High
3.	13	Learners display enthusiasm about topics.	5.00	0.00	100.0	Very High
4.	11	Learners stay on task and complete assignments without being bored.	5.00	0.00	100.0	Very High
5.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
6.	9	Learners listen attentively.	5.00	0.00	100.0	Very High
7.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
8.	6	Learners respond seriously.	5.00	0.00	100.0	Very High
9.	1	Learners involve in active learning tasks.	5.00	0.00	100.0	Very High
10.	5	Learners work independently.	4.80	0.44	96.0	Very High
11.	4	Learners make use of information sources when directed by teacher.	4.80	0.44	96.0	Very High

12.	3	Learners reach information independently.	4.40	0.89	88.0	Very High
13.	16	Learners act differently.	4.20	0.44	84.0	Very High
14.	15	Learners think differently.	4.20	0.44	84.0	Very High
15.	12	Learners ask questions and volunteer to answer.	3.20	0.44	64.0	Moderate
16.	2	Learners share ideas.	3.20	0.44	64.0	Moderate
17.	7	Learners ask questions which reflect creativity.	2.00	0.00	40.0	Very Low
Total degree of teacher's perspective(Third week observation)			4.45	0.02	89.0	Very High

Table (7) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students to learn English language (Third week observation) was (89.0.0) which suggests very high level of attitude . The highest percentage was given to the items " Learners participate actively, Learners are motivated enough to do extra work in their own, Learners display enthusiasm about topics, Learners stay on task and complete assignments without being bored , Learners appear to be happy , Learners express excitement in classroom activities , Learners respond seriously and Learners involve in active learning tasks " which scored (100.0) .

On the other hand , the lowest percentage was given to the item " Learners ask questions which reflect creativity " which scored (40.0) .

Table (8): Means , standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology on enhancing students' motivation towards learning English language in descending order according to the mean (Fourth week observation)

No .	No . in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	16	Learners act differently.	5.00	0.00	100.0	Very High
3.	14	Learners are motivated enough to do extra work on their own.	5.00	0.00	100.0	Very High
4.	13	Learners display enthusiasm about	5.00	0.00	100.0	Very High

		topics.				
5.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
6.	9	Learners listen attentively.	5.00	0.00	100.0	Very High
7.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
8.	5	Learners work independently.	5.00	0.00	100.0	Very High
9.	4	Learners make use of information sources when directed by teacher.	5.00	0.00	100.0	Very High
10.	3	Learners reach information independently.	5.00	0.00	100.0	Very High
11.	1	Learners involve in active learning tasks.	5.00	0.00	100.0	Very High
12.	11	Learners stay on task and complete assignments without being bored.	4.60	0.89	92.0	Very High
13.	6	Learners respond seriously.	4.60	0.89	92.0	Very High
14.	15	Learners think differently.	4.40	0.54	88.0	Very High
15.	2	Learners share ideas.	4.40	0.54	88.0	Very High
16.	12	Learners ask questions and volunteer to answer.	3.60	0.89	72.0	High
17.	7	Learners ask questions which reflect creativity.	3.00	1.22	60.0	Moderate
Total degree of teacher's perspective (Fourth week observation)			4.68	0.07	93.6	Very High

Table (8) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students to learn English language (Fourth week observation) was (93.6.0.0) which suggests very high level of attitude . The highest percentage was given to the items " Learners participate actively, Learners act differently, Learners are motivated enough to do extra work in their own, Learners display enthusiasm about topics, Learners appear to be happy , Learners listen attentively, Learners express excitement in classroom activities, Learners work independently, Learners make use of information sources when directed by teacher, Learners reach information independently and Learners involve in active learning tasks. " which scored (100.0) .

On the other hand, the lowest percentage was given to the item " Learners ask questions which reflect creativity " which scored (60.0) .

Table (9): Means , standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology on enhancing students' motivation towards learning English language in descending order according to the mean (Fifth week observation)

No .	No . in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	16	Learners act differently.	5.00	0.00	100.0	Very High
3.	15	Learners think differently.	5.00	0.00	100.0	Very High
4.	13	Learners display enthusiasm about topics.	5.00	0.00	100.0	Very High
5.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
6.	9	Learners listen attentively.	5.00	0.00	100.0	Very High
7.	8	Learners express excitement in classroom activities	5.00	0.00	100.0	Very High
8.	5	Learners work independently.	5.00	0.00	100.0	Very High
9.	4	Learners make use of information sources when directed by teacher.	5.00	0.00	100.0	Very High
10.	3	Learners reach information independently.	5.00	0.00	100.0	Very High
11.	1	Learners involve in active learning tasks.	5.00	0.00	100.0	Very High
12.	14	Learners are motivated enough to do extra work on their own.	4.80	0.44	96.0	Very High
13.	2	Learners share ideas.	4.80	0.44	96.0	Very High
14.	11	Learners stay on task and complete assignments without being bored.	4.60	0.89	92.0	Very High
15.	6	Learners respond seriously.	4.60	0.89	92.0	Very High
16.	12	Learners ask questions and volunteer to answer.	4.20	0.44	84.0	Very High
17.	7	Learners ask questions which reflect creativity.	3.60	0.89	72.0	High
Total degree of teacher's perspective (Fifth week observation)			4.80	0.06	96.0	Very High

Table (9) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students to learn English language (Fifth week observation) was (96.0) which suggests very high level of attitude . The highest percentage was

given to the items " Learners participate actively, Learners act differently, Learners think differently, Learners display enthusiasm about topics, Learners appear to be happy, Learners listen attentively, Learners express excitement in classroom activities, Learners work independently, Learners make use of information sources when directed by teacher, Learners reach information independently and Learners involve in active learning tasks" which scored (100.0).

On the other hand , the lowest percentage was given to the item " Learners ask questions which reflect creativity " which scored (72.0) .

Table (10): Means , standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology on enhancing students' motivation towards learning English language in descending order according to the mean (Sixth week observation)

No .	No.in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	14	Learners are motivated enough to do extra work on their own.	5.00	0.00	100.0	Very High
3.	13	Learners display enthusiasm about topics.	5.00	0.00	100.0	Very High
4.	11	Learners stay on task and complete assignments without being bored.	5.00	0.00	100.0	Very High
5.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
6.	9	Learners listen attentively.	5.00	0.00	100.0	Very High
7.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
8.	6	Learners respond seriously.	5.00	0.00	100.0	Very High
9.	5	Learners work independently.	5.00	0.00	100.0	Very High
10.	4	Learners make use of information sources when directed by teacher.	5.00	0.00	100.0	Very High
11.	3	Learners reach information independently.	5.00	0.00	100.0	Very High
12.	1	Learners involve in active learning tasks.	5.00	0.00	100.0	Very High
13.	16	Learners act differently.	4.80	0.44	96.0	Very High
14.	15	Learners think differently.	4.80	0.44	96.0	Very High

15.	2	Learners share ideas.	4.60	0.54	92.0	Very High
16.	12	Learners ask questions and volunteer to answer.	4.40	0.54	88.0	Very High
17.	7	Learners ask questions which reflect creativity.	3.60	0.54	72.0	High
Total degree of teacher's perspective (Sixth week observation)			4.83	0.08	96.6	Very High

Table (10) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students towards learning English language (Sixth week observation) was (96.6) which suggests very high level of attitude . The highest percentage was given to the items " Learners participate actively, Learners are motivated enough to do extra work in their own, Learners display enthusiasm about topics, Learners stay on task and complete assignments without being bored, Learners appear to be happy, Learners listen attentively, Learners express excitement in classroom activities, Learners respond seriously, Learners work independently, Learners make use of information sources when directed by teacher, Learners reach information independently and Learners involve in active learning tasks " which scored (100.0) .

On the other hand , the lowest percentage was given to the item " Learners ask questions which reflect creativity " which scored (72.0) .

Table (11): Means , standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology on enhancing students' motivation towards learning English language in descending order according to the mean (Seventh week observation)

No .	No . in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	16	Learners act differently.	5.00	0.00	100.0	Very High
3.	15	Learners think differently.	5.00	0.00	100.0	Very High
4.	14	Learners are motivated enough to do extra work on their own.	5.00	0.00	100.0	Very High
5.	13	Learners display enthusiasm about topics.	5.00	0.00	100.0	Very High

6.	12	Learners ask questions and volunteer to answer.	5.00	0.00	100.0	Very High
7.	11	Learners stay on task and complete assignments without being bored.	5.00	0.00	100.0	Very High
8.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
9.	9	Learners listen attentively.	5.00	0.00	100.0	Very High
10.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
11.	6	Learners respond seriously.	5.00	0.00	100.0	Very High
12.	5	Learners work independently.	5.00	0.00	100.0	Very High
13.	4	Learners make use of information sources when directed by teacher.	5.00	0.00	100.0	Very High
14.	3	Learners reach information independently.	5.00	0.00	100.0	Very High
15.	1	Learners involve in active learning tasks.	5.00	0.00	100.0	Very High
16.	2	Learners share ideas.	4.80	0.44	96.0	Very High
17.	7	Learners ask questions which reflect creativity.	4.20	0.83	84.0	Very High
Total degree of teacher's perspective (Seventh week observation)			4.94	0.07	98.8	Very High

Table (11) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students towards learning English language (Seventh week observation) was (98.8) which suggests very high level of attitude . The highest percentage was given to the items " Learners participate actively, Learners act differently, Learners think differently, Learners are motivated enough to do extra work in their own, Learners display enthusiasm about topics, Learners ask questions and volunteer to answer , Learners stay on task and complete assignments without being bored, Learners appear to be happy, Learners listen attentively, Learners express excitement in classroom activities, Learners respond seriously, Learners work independently and Learners involve in active learning tasks. " which scored (100.0) .

On the other hand, the lowest percentage was given to the item "Learners ask questions which reflect creativity " which scored (84.0) .

Table (12): Means , standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology on enhancing students' motivation towards learning English language in descending order according to the mean (Eighth week observation)

No.	No. in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	16	Learners act differently.	5.00	0.00	100.0	Very High
3.	15	Learners think differently.	5.00	0.00	100.0	Very High
4.	14	Learners are motivated enough to do extra work on their own.	5.00	0.00	100.0	Very High
5.	13	Learners display enthusiasm about topics.	5.00	0.00	100.0	Very High
6.	11	Learners stay on task and complete assignments without being bored.	5.00	0.00	100.0	Very High
7.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
8.	9	Learners listen attentively.	5.00	0.00	100.0	Very High
9.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
10.	6	Learners respond seriously.	5.00	0.00	100.0	Very High
11.	5	Learners work independently.	5.00	0.00	100.0	Very High
12.	4	Learners make use of information sources when directed by teacher.	5.00	0.00	100.0	Very High
13.	3	Learners reach information independently.	5.00	0.00	100.0	Very High
14.	2	Learners share ideas.	5.00	0.00	100.0	Very High
15.	1	Learners involve in active learning tasks.	5.00	0.00	100.0	Very High
16.	12	Learners ask questions and volunteer to answer.	4.80	0.44	96.0	Very High
17.	7	Learners ask questions which reflect creativity.	4.80	0.44	96.0	Very High
Total degree of teacher's perspective(Eighth week observation)			4.97	0.05	98.8	Very High

Table (12) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students towards learning English language (Eighth week observation) was (98.8) which suggests very high level of attitude. The highest percentage was given to the items " Learners participate actively, Learners act differently, Learners think differently, Learners are motivated enough to do extra work in their own, Learners display enthusiasm about topics, Learners stay on task and complete assignments without being bored, Learners appear to be happy, Learners

listen attentively, Learners express excitement in classroom activities, Learners respond seriously, Learners work independently and Learners involve in active learning tasks. " which scored (100.0) .

On the other hand , the lowest percentage was given to the item " Learners ask questions which reflect creativity " which scored (96.0) .

Table (13): Means , standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology on enhancing students' motivation towards learning English language in descending order according to the mean(Total)

No .	No . in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
3.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
4.	13	Learners display enthusiasm about topics.	4.95	0.22	99.0	Very High
5.	9	Learners listen attentively.	4.95	0.22	99.0	Very High
6.	1	Learners involve in active learning tasks.	4.92	0.26	98.4	Very High
7.	14	Learners are motivated enough to do extra work on their own.	4.87	0.33	97.4	Very High
8.	11	Learners stay on task and complete assignments without being bored.	4.87	0.46	97.4	Very High
9.	6	Learners respond seriously.	4.87	0.46	97.4	Very High
10.	4	Learners make use of information sources when directed by teacher.	4.85	0.36	97.0	Very High
11.	5	Learners work independently.	4.75	0.43	95.0	Very High
12.	16	Learners act differently.	4.65	0.48	93.0	Very High
13.	3	Learners reach information independently.	4.45	0.93	89.0	Very High
14.	15	Learners think differently.	4.40	0.77	88.0	Very High
15.	12	Learners ask questions and volunteer to answer.	3.92	0.88	78.4	High
16.	2	Learners share ideas.	3.90	1.21	78.0	High
17.	7	Learners ask questions which reflect	2.90	1.48	58.0	Low

	creativity.				
Total degree of teacher's perspective		4.60	0.36	92.0	Very High

Table (13) shows that the total degree of teacher's attitude towards the use of iPad technology on enhancing students' motivation towards learning English language was (92.0) which suggests very high level of attitude. The highest percentage was given to the items " Learners participate actively, Learners appear to be happy and Learners express excitement in classroom activities " which scored (100.0) .

On the other hand , the lowest percentage was given to the item " Learners ask questions which reflect creativity " which scored (58.0) .

5. Results Related to the Fifth Question

The results of the fifth study question which is:

Q5. Are there any statistical significant differences at ($\alpha =0.05$) in the teacher's perspective towards the role of using iPad technology on enhancing students' motivation towards learning English language attributed to the variable of weeks?

To answer the question, One Way ANOVA and post hoc (LSD) for multiple comparison tests were used, and tables (14, 15 , and 16) show the results.

Table (14):Means and standard deviations for the teacher's perspective towards the role of using iPad technology on enhancing students' motivation towards learning English language attributed to the variable of weeks

Weeks	N	Mean	Std. Deviation
First	5	3.92	.22
Second	5	4.21	.14
Third	5	4.45	.02
Fourth	5	4.68	.07
Fifth	5	4.80	.06
Sixth	5	4.83	.08
Seventh	5	4.94	.07
Eighth	5	4.97	.05
Total	40	4.60	0.36

Table (14) shows that there are differences between the means of the weeks observations , in order to clarify the differences , One Way ANOVA test has been used and table (15) below shows the results.

Table (15): One Way ANOVA test for the teacher's perspective towards the role of using iPad technology on enhancing students' motivation towards learning English language attributed to the variable of weeks

teacher's perspective towards the role of using iPad technology on enhancing students' motivation towards learning English language attributed to the variable of weeks		Sum of Squares	df	Mean Square	F	Sig.
Total	Between Groups	4.902	7	0.700	57.215	0.000*
	Within Groups	0.392	32	0.012		
	Total	5.294	39			

*The mean difference is significant at the 0.05 level.

Table (15) shows that there are statistical significant differences at ($\alpha = 0.05$) level about the teacher's perspective (Teacher's observations) about the role of using iPad technology on enhancing students' motivation towards learning English language attributed to the variable of weeks. The significant value was (0.000) which is less than (0.05).

In order to know the differences, LSD post hoc was used and the following table shows the results:

Table (16): LSD post hoc for teacher's perspective about the role of using iPad technology on enhancing students' motivation towards learning English language attributed to the variable of weeks

Weeks	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth
First		0.28235*	0.52941*	0.75294*	0.87059*	0.90588*	1.01176*	1.04706*
Second			0.24706*	0.47059*	0.58824*	0.62353*	0.72941*	0.76471*
Third				0.22353*	0.34118*	0.37647*	0.48235*	0.51765*

Fourth					0.11765	0.15294 *	0.25882 *	0.29412 *
Fifth						0.03529	0.14118	0.17647 *
Sixth							0.10588	0.14118
Seventh								0.03529

*** The mean difference is significant at the 0.05 level.**

Table (16) shows the following differences:

- There are differences between (First week) and the other weeks in favor of (the other weeks).
- There are differences between (Second week) and the other weeks in favor of (the other weeks).
- There are differences between (Third week) and the other weeks in favor of (the other weeks).
- There are differences between (Fourth week) and (Sixth, Seventh and Eighth) in favor of (Sixth, Seventh and Eighth weeks).
- There are differences between (Fifth week) and the other weeks in favor of (Eighth week).

5. Results Related to the Sixth Question

The results of the sixth study question which is:

Q6. Are there any statistically significant differences at ($\alpha = 0.05$) in the teacher's perspective towards the role of using iPad technology on enhancing students' motivation towards learning English language attributed to the variable of days?

To answer this question, One Way ANOVA and post hoc (LSD) for multiple comparison tests were used, and tables (17, and 18) below show the results.

Table (17): Means and standard deviations for the teacher's perspective towards the role of using iPad technology on enhancing students' motivation towards learning English language attributed to the variable of days

Days	N	Mean	Std. Deviation
First	8	4.52	0.49
Second	8	4.61	0.36

Third	8	4.61	0.37
Fourth	8	4.63	0.35
Fifth	8	4.63	0.31
Total	40	4.60	0.36

Table (17) shows that there are difference between the means of the days observations and in order to clarify the differences , One Way ANOVA test has been used and table (18) below shows the results.

Table (18): One Way ANOVA test for the teacher's perspective towards the role of using iPad technology on enhancing students' motivation towards learning English language attributed to the variable of days

Teacher's perspective towards the role of using iPad technology on enhancing students' motivation towards learning English language attributed to the variable of days		Sum of Squares	Df	Mean Square	F	Sig.
Total	Between Groups	0.070	4	0.017	0.116	0.976
	Within Groups	5.224	35	0.149		
	Total	5.294	39			

***The mean difference is significant at the 0.05 level.**

Table (18) shows that there are no statistical significant differences at ($\alpha = 0.05$) level about the teacher's perspective (Teacher's observations) about the role of using iPad technology on enhancing students' motivation towards learning English language attributed to the variable of days. The significant value was (0.976) which is less than (0.05).

Results Related to the Second Tool of the Study (Interview)

Q7. What is the role of iPad on enhancing students' motivation towards learning English from the perspectives of the teachers of English at Haifa Basic girls' school?

The results show that the teachers who participated in the interview showed positive attitudes towards the role of using iPad technology on enhancing students' motivation towards learning English language. Even more, the researcher finds that the results of the interview support the results of the above six questions. In other words, the qualitative results correspond with the quantitative results in different aspects related to the students' behaviors during the experiment of using iPad as motivational tool for learning English language. Additionally, teachers show agreements towards the importance of the integration of the iPad in teaching English language because of its usefulness in encouraging students to practice English skills at their own levels and needs. Finally, the results reflect that with the use of the iPad in education students can overcome any difficulty that may arise during practicing English Language so that it facilitates learning.

Conclusion:

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

- iPad provides second language learners with ubiquitous learning that can closely fit learners' learning styles and interests.
- iPad needs to be considered as an educational tool that can support language learning inside and outside of the classroom.
- iPad enhances EFL learners' attitudes towards learning English by providing learning opportunities that the traditional methods alone cannot furnish.
- iPad is perceived positively by students, parents, and teachers as an effective tool for enhancing students' motivation towards learning English.

Recommendations:

Based on the results, the researchers recommended the following:

- Considering the new pedagogical approaches that best optimize the use of iPad in education where students are at the center of their learning.
- The curricula developers are recommended to design different interactive activities and lesson related to English for Palestine curriculum.

- Further research is required to quantify the benefits of iPad on students' learning outcomes, and expand the study for other grade levels and into other subjects.

References

- Autio,O.,Hietanoro,J,& Ruismaki,H.(2011). *Taking part in technology education: Elements in students motivation. International Journal of Technology and Design Education*, 21(3),349-361.Red Sea Press.
- Bandura, A. (2006). *Toward a psychology of human agency. Perspectives on Psychological Science*, 1, 164–180. University Press of America.
- Banister, S.(2010). *Integrating the iPod touch in k-12 education: Visions and vices. Computers in the Schools*, 27(2),121-131. Sefer Press.
- Benton,B.(2012). **The iPad as an Instructional Tool: An Examination of Teacher Implementation Experiences** (Doctoral Dissertation). Retrieved from Proquest Dissertations & Theses. New Platform.
- Christen, A. (2009). *Transforming the classroom for collaborative learning in the 21st century. Techniques: Connecting Education and Careers*, 84(1), 28-31.Australian National University Press.
- Ciampa, K.(2014). *Learning in a Mobile Age: An Investigation of Student Motivation .Journal of Computer Assisted Learning* , (30)1,82-96. Pergamon Press.
- Foote,C.(2012).**The Evolution of a 1:1 iPad Program**. Retrieved from <http://www.internetatschools.com/Articles/Editorial/Features/Learning-together-The-Evolution-of-9-1:1-iPad-Program-79728.aspx>
- Franklin,R.,& Smith,J.(2015). Practical Assessment on the Run- iPads as an Effective Mobile and Paperless Tool in Physical Education and Teaching. Retrived from, <http://dx.doi.org.ezproxy.rit.edu/10.3402/rlt.v23.2798623>
- Garet,R., Means,A.,Mitchell,G.,Murphy,S.,Shkolnik,N., Song,J.& Uekawa,F.(2005). *Students' voices about Learning with Technology. Journal of Social Sciences*, 8(2),294-303. Paragon House.

Haydon,T.,Hawkins,R.,Denune,H.,Kimener,L.,&McCoy,D.(2012). *A Comparison of iPads and Worksheets on Math skills of High School Students with Emotional Disturbance* . **Behavioral Disorders**, 37(4),232-243. VUB Press.

Hung, I. C., Chao, K. J., Lee, L., & Chen, N. S. (2012). **Designing a robot teaching assistant for enhancing and sustaining learning motivation**. Interactive Learning Environments. Retrived from : <http://dx.doi.org/10.1080/10494820.2012.705855>.

Kardell,S.(2013). **Improving Writing Skills Along with Student Attitude toward Writing in a Seventh grade classroom through the use of Specific iPad apps. (Doctoral Dissertation)** Retrieved from <http://search.proquest.com.ezproxy.rit.edu/docview/1355974807?accountid=108>

Keller, J.M. (1983). *Motivational design of instruction*. **Instructional Design Theories and Models: An overview of their current status** (pp. 386–434). Hillsdale, NJ: Lawrence Erlbaum

Kuh,G.,Kinzie,J.,Buckley,J.,Bridges,B.,& Hayek,J.(2006). What Matters to Student Success: A Review of the Literature. Rtrived from http://nces.ed.gov/npec/pdf/kuh_team_report.pdf

Kunzler,G.(2011). **iPad Motivate Students to Learn, Improve the EducationExperience**.iPadNews.Retrievedfrom<http://www.mactrast.com/2011/11/ipad-motivate-students-to-learn-improve-the-education-experience>.

Maehr, M.(1976). **Continuing Motivation: An analysis of a seldom considered educational outcome**. **Journal of Educational Research**, 46(1), 443–462.Oxford University Press.

Mahmud,I., & Abd Razak,Z.(2012). *The use of Wireless Technology in UKM: Challenges Faced and its impact on English Language Learning*. **The Southeast Asian Journal of English Language Studies**,18(1),129-143. Oxford University Press.

Murphy,P., & Alexander,P.(2000). *A Motivated exploration of Motivation Terminology*.**Contemporary Educational Psychology**,25(1),3-53. Columbia University Press.

Pemberton, J., Borrego, J., & Cohen, L.(2006). *Using interactive` computer technology to enhance learning. Teaching of Psychology*, 33(2), 145-147.Oxford University Press.

Prensky, M.(2006). *Listen to the Natives. Education Leadership*,63(4),8-13. Oxford University Press.

Schrum, L. (2013). *Tech Trends.Oxford University Press*, 57(1), 38-42.

Shepherd,I.& Reeves,B.(2012). *iPad or iFad – the Mobile Classroom. Journal of Higher Education Theory and Practice*. 12(5),40-53. Oxford University Press.