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iPad in English Language Classes**

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ABSTRACT

Bc. Štefančík Juraj. University of West Bohemia. June 2015. iPad in English language classes. Supervisor: Mgr. Gabriela Klečková, Ph.D.

This thesis deals with iPad usage in English language classes. This work is divided into two main parts with the first one representing theoretical background of given topic and the second one is a research. In theoretical background there is a description of individual kinds of operating systems used in tablets, a comparison to laptops, and a description of various ways of use of iPad which describes the usage of iPad with or without media or apps from the App Store. There is also a section dedicated to description of useful apps that can be downloaded to iPad and their proposed usage for English language classes followed with a description of apps connected to various online services such as iTunes U and iBooks. One part is also dedicated to choosing the right apps for education. This thesis also focuses on effectivity of iPad usage in English language classes. The effectivity can be measured against the SAMR model of integrating technology into teaching and learning which is also described in the theoretical part. The effectiveness can also be measured compared to TPACK model which is also described in this work. The research deals with iPad usage in individual schools in Czech republic and was conducted in a form of a questionnaire which was handed out to English language teachers who use iPads in their lessons. The focus of the research was to measure to which extend are iPads used effectively according to SAMR model. The final part of a research offers useful tips for English language teachers who use or plan to use iPads in their lessons and suggestions for other research with a description of limitations of the research.

I. INTRODUCTION

This work deals with the usage of iPads in English language classes. It is a topic very close to me because I have been using iPad since it was introduced and I love it since then. Also I have been working with iPads for two years professionally. Education is typically closely connected to Apple products and iPad is no exception. Education represents a field, where iPads can be used effectively. And thousands of schools across the world prove it every day with their results. The reason why I chose this subject is not only because it is close to my heart, but also I believe, that iPad is the right tool for more effective and interesting education. There are various ways of iPad usage in English language classes and this work describes some of them. iPad is a kind of tablet, so there is also a comparison between laptops and tablets in this work. Another useful tool for teachers choosing the right tablet for education is a description of individual operating systems used in tablets. This work also deals with different activities with a use of iPad in English language classes. The research part of this work deals with effectiveness of iPad usage in various schools and offers good advice for teachers who use iPads in their lessons or for those who plan to. There is often a problem that teachers do not enhance tasks given to students according to tools used in a lesson and in our case the tool used is iPad. The whole work can help to find an effective solution to a problem that many schools face and that is integrating technology into education. This work, beside other things, shows that iPads are easy to use devices, that not only motivate students, but also offer a significant new opportunity for new tasks and activities performed in English language classes.

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II. THEORETICAL BACKGROUND

Since the beginning of education there have been best tools, means and methods to use for efficient education. In past it was a stone or clay tablet for engraving, later a papyrus, books, slate chalkboard, pictures, audio files or videos. Now our society came to times when one of the tools to enrich efficient teaching is a different kind of tablet, the electronic one. A tablet is a very efficient tool to use in a classroom, however, it must be used wisely and combined with other teaching tools.

Tablets represent a great motivation factor for today's students as well as they open way for new authentic content, media, and new kinds of tasks for students. Since the first modern tablet was introduced in 2010 it is a fresh tool that has not revealed all of its potential, but it has already proven efficient in many educational institutions all over the world (Apple, Inc., 2014). There is more types of tablets with different attributes and suitability for education with a tremendous number of ways how to use them.

Language teaching has many distinctive features compared to teaching of other subjects; it requires a lot of practical training, authentic content, and media examples. Language lessons require students to be motivated, active, and cooperative. English is the language that connects people in modern world and connecting people is what it shares with modern technology that offers great tools for communication. It is important do enhance individual tasks to use the full potential of iPads.

S.A.M.R. Model

Ament describes S.A.M.R. in her book as:

SAMR, a model designed to provide a framework for educators integrating technology into teaching and learning, developed by Dr. Ruben Puentedura. The model aims to enable teachers to design, develop, and integrate digital learning experiences that utilize technology to transform learning experiences to lead to high levels of achievement for students. (p.4)

SAMR model is based on 4 different approaches of implementing technology to lessons. S stands for substitution. A stands for augmentation. M stands for modification and R stands for redefinition.

Substitution is the easiest way of implementing technology to learning but also the the least useful. Students perform the same task using technology, but the task has not been modified.

Augmentation takes into account the use of technology but only slightly. The task has not been modified but only enhanced.

Modification is a step closer to using technology in education to its full potential. In this scenario technology brings opportunity to a significant task redesign.

Redefinition is the most effective scenario of using technology in teaching. Substitution offers area for tasks that are not possible without technology(Ament, 2015).

Teachers should consider which of these approaches they are using in their lessons since redefinition and modification are most effective way of implementing technology into learning. Substitution and augmentation are basically replacing tools while remaining or only slightly adjusting methods. It is fundamentally important to choose the right apps for individual lessons and to use them correctly.

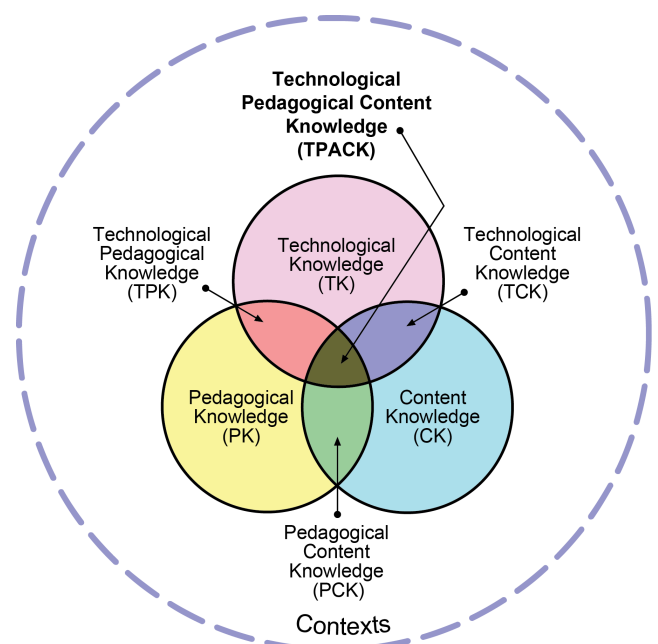
TPACK model (Hunter, Koehler)

TPACK is a framework of knowledge and skills needed for effective teaching with technology. TPACK stands for Technological Pedagogical Content Knowledge which is represented by main areas of focus regarding effective learning with technology.

As Koehler (2015) describes:

At the heart of the TPACK framework, is the complex interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK). The TPACK approach goes beyond seeing these three knowledge bases in isolation. TPACK also emphasizes the new kinds of knowledge that lie at the intersections between them, representing four more knowledge bases teachers applicable to teaching with technology: Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and the intersection of all three circles, Technological Pedagogical Content Knowledge (TPACK).

For effective use of technology in education all forms of knowledge should be acquired by the teacher. Pedagogy Knowledge basically represents classroom management techniques and answers a question How?. Content Knowledge is basically the subject matter of a lesson or class, it should answer the question What? Technological Knowledge represents a partner for achieving lesson goals. It is difficult to carry an effective lesson without a good balance between these forms.



Choosing the right device

When a school is considering an extension of an existing ICT program or a completely new one a very important question to answer is: What device should be used? In some cases the answer might seem simple, but deciding for a right platform and device represents considering every detail as no two schools are the same. Mobile devices market is very vibrant and changes quickly, it is thus advised to follow the newest sources of information to be able to decide. Apart from financial side there other things to consider that will be presented in this chapter.

Tablet vs Laptop

Choosing the right kind of device is essential. The inspiration for a right decision should consider what needs are to be fulfilled with the device. Who will use it and how will they use it. Most of the laptops used in the Czech Republic are running on Windows OS. Windows OS has a familiar interface and many teachers know how to operate it.

Tablets use multi touch control with a software keyboard in contrast with laptops' physical keyboard. Software keyboards often offers slower input pace but all tablets can be equipped with additional physical keyboards if needed. Another difference is the size of a screen. Laptops usually have a larger screen compared to tablets that are usually 7-10 inches diagonally. Tablets are thus more mobile since they are thinner and lighter. Tablets usually last longer on battery and don't make any sounds since they are not equipped with fans. More expensive laptops are also capable of a whole day computing. Tablets are also equipped with many sensors that laptops lack, such as accelerometer, gyroscope, light sensor, digital compass and some others that can be used for better experience. Tablets usually have two cameras in comparison to laptop's one and are overall cheaper (Neumajer, 2013).

The conflict of operating systems

After the decision is made for a tablet, the most important thing is choosing an operating system. Operating system is the main program all other applications run on so it is important to choose the right one for the right outcome. There are three main operating systems coined by three different companies, three different app sources and with advantages and disadvantages found in each one of them.

iOS

Android

Windows

iOS

iOS is an operating system made by Apple and runs only on Apple devices. iOS offers the strongest optimization of the OS and Apps with a close connection in creating hardware and software and all apps available to download are checked by Apple for compatibility and security. The focus of Apple devices is on the highest quality in software, hardware and services so the price of iOS devices might be higher than others. iOS offers the highest number of apps available to download (Neumajer, 2013). iOS is not as space consuming as other operating systems but does not allow storage expansion. An important advantage of iOS devices is the availability of software updates. Software updates bring both security patches and new functions to the OS. Since Apple creates both software and hardware and offers only a limited number of models updates are fast, reliable and available to majority of iOS devices. These features make iOS the most fluent and reliable of all the systems (Střelcová, 2013).

Android

Android is an operating system made by Google. Android runs on a wide range of low end to high end devices made by different manufacturers. This amount of devices brings fragmentation to the system due to different components

used in individual devices. The fragmentation of the OS brings both performance and security issues. Android also offers a wide range of apps to be downloaded but in comparison to iOS apps, Android apps are not checked for compatibility and offer more performance and security threads (Neumajer, 2013). OS updates are not a common thing with Android since it is not Google but individual manufacturers who need to modify the newest version of OS to their devices. The biggest advantage of this OS is its customizability. Users are able to change some parts of the OS with the use of apps. Android tablets also allow user to expand the storage of the device with memory cards and with a USB drive (Střelcová, 2013). Due to its fragmentation is Android very performance consuming so tablets from the cheaper side of android's spectrum of devices are slow in performance and the more expensive tablets are close the price of Apple products (Neumajer, 2014).

Windows

While iOS and Android are very close in user interface and functionality Windows is an operating system that offers different usage. Windows is an operating system made by Microsoft. Windows devices are usually not made by Microsoft and come in a wider range of quality and price. The app base is lower than with the two other operating systems and updates are reliable but since Microsoft is a software company, major software updates are unlikely to be complimentary. As Microsoft claims on their website dedicated to education¹. Windows tablets are easy to implement into working school structures and also offer connection of memory cards and USB drives. The advantage of Windows OS is the possibility of running two applications on a screen in the same time. Another advantage is the ability of different user accounts and usually ability the possibility of running apps from the PC environment. Windows tablets also offer useful means of classroom management, such as activity monitoring (Neumajer, 2013).

¹ www.vzdelavameprobudoucnost.cz

Table 1, acquired from Neumajer's article (2013), offers a good comparison of all three platforms:

Table 1: Comparison of tablet operating systems

OS	iOS	Android	Windows
In general	No other company produces devices on this platform. Two sizes: 9.7" (iPad Air) and 7.9" (iPad mini) Only 3 versions of the system	Open source OS, Many manufacturers, price range starting at 1 500 Kč(prices for tablets useful for education start at approximately 6 000). Wide range of features and versions has negative impact on compatibility and apps development.	2 different systems: Windows 8 and RT(not compatible with current school equipment). Windows 8 apps(and RT apps) can be found on Windows Store, Windows Phone app on Phone Store.
Pluses	<ul style="list-style-type: none"> • Perfectly manufactured • High compatibility: small amount of crashing apps, apps have to go through a precise control, so viruses and harmful malware is more or less not a danger for users.) • large amount of working apps, usually for a slight charge • high system integrity, everything is connected, user experience is significant and controls are simple • Out of all tablets iPads are the most used ones and offer the most experience to inspire new schools 	<ul style="list-style-type: none"> • Wide range of tablets from wide range of manufacturers • Wide expansion of Android OS • High amount of apps available free of charge • ability to connect USB and transfer files • System is Google cloud services ready 	<ul style="list-style-type: none"> • Compatibility with majority of systems and equipment found in Czech schools(Windows 8) • The usage of the same OS on both desktop and tablet(well known interface) • Ready for connection to Microsoft cloud services • the ability to use Microsoft Office software • There is high amount of quality Windows 8 tablets on Czech market(with prices starting at 8 000 Kč)
Minuses	<ul style="list-style-type: none"> • Higher price • Closed system does not allow much adjustment • Not compatible with Windows • Does not support flash, so some education object might not be working (DUM) • Does not have any USB port, for connecting to other devices needs adapters 	<ul style="list-style-type: none"> • Cheaper and no-name tablets can be unreliable and slow • The quality tablets with Android are close to the price of iPads • 95% of mobile devices viruses was created for Android (still safer than PC) • Some apps can have problems on tablets with given properties(screen resolution) • Many manufactures add their own visual extension to their tablets so even though tablets run on Android they might have different controls. 	<ul style="list-style-type: none"> • Low amount of App in the Windows Store(compared to competition) • Some settings cannot be handled through Modern UI interface and have to be adjusted through a desktop which is not easy with touch controls • The effort to connect desktop computers and tablets with unified OS has not only supporters but also opponents(Windows 8 is not completely debugged) • Czech market offers mostly tablets with 10" screen. • It is important to read a short manual before first use

Table 1 is a powerful tool for a school to decide for the right platform. It shows the overall dominance of iOS compared to other platforms. iOS surely has for the lowest amount of disadvantages compared to other platforms as well as the highest amount of advantages. iOS also recently got a full support of Microsoft Office apps and is connected to Apple cloud services as well as it offers full support from various Google apps including Google cloud solution and Windows cloud solution. The least recommended operating systems seems to be Android with the lowest amount of advantages followed by a high number of disadvantages. Despite the fact that Windows have some disadvantages it also offers a high number of advantages compared to both other competing systems. Choosing the right operating system is a key to a successful school tablet implementation and cannot be underrated.

The use of iPad in various ways

One of the most useful attributes of an iPad is that it is not just a ready device with given usage. It is just a device that opens door to a broad ecosystem of apps and content. iPad can be used in a tremendous number of ways based on what the user downloads into it (Hall, 2014).

Ways of using iPad in English language classes can be divided into these three main groups:

Just iPad

iPad with media

iPad with apps from
the App Store

Just iPad

Even though iPads are designed to work the best with applications or just apps downloaded from the App Store, there is a vast use of iPad without any additional apps installed. Of course iPad works the best with a working internet connection, but in some cases internet connection might not be an option. For

these cases there are apps installed right in the operating system, called “iOS”, that can be used without any internet connection (Apple, Inc., 2014).

One of apps installed in iPad’s operating system and capable of offline work is Camera app. Since all current iPad models house back side cameras capable of minimum of Full HD 1080p recording and 5 MP photos, they are ready to be used as an alternative to classic cameras and camera recorders for students to record a short movie. Big advantage is that iPad is not only a device to record, but also view and edit. Another such application is Calendar app. Calendar app is empty by default, but a teacher can create a series of events and share them with other iPads. Once events are created iPad can be used for discussion about those events planned for next days. Such use is suitable for present continuous or future tenses practice. The advantage of Calendar app is that events are capable of not only record name of the event and time, but also duration, place, people invited and time recommended for transfer to event location bringing variety of questions to be discussed. One other and last application useful for English language classes is Contacts app. As with Calendar it is empty by default, but contacts can be created by the teacher and shared among students. Contacts hosts not only basic information about people such as name and phone number, but can also host a photo, an address, birthday, email and additional information. Both Calendar app and Contacts app are suitable for spelling and information gap activities (Hall, 2014).

Other applications implemented into iPad’s operating system require internet connection leastwise for some part of their use in English language lessons. This fact supports the idea of spreading internet connection among schools. The first app from this group of apps is obviously the Browser, in iOS called “Safari”. Safari can be used for instance to look for further information, texts for reading activities or images for other work. The advantage of using Safari is that pages can be simply downloaded for offline use (Apple, Inc., 2014). One more application from a group of iOS online apps is Mail app. Mail app can be used not only for teacher - students and students - students interaction, but also it is an ideal environment for doing part of writing activities. Another app from this group of

apps is called Maps. Maps app downloads map data from the internet and displays it to students. iTunes store app gives student access to a library of movies that can be purchased. The actual benefit for English language classes is a plot summary found at every one of the movies. This library is an excellent supporting material for the topic of movies. The last of this group of apps is iBooks app. Students can choose from a library of books to download to their iPads a work with the text. There is a large amount of books for free available to download from iBooks store providing good support for lessons based on practicing reading skills. Students can highlight parts of text or even add comments. iBooks store again displays plot summaries for the books so teacher can also use this function in their lessons. iBooks also features many English language textbooks that can be used instead of printed textbooks (Hall, 2014).

As Apple (2015) claims on their website²:

iBooks has a massive selection of books for your class. Discover children's books, classic novels, biographies, reference guides, and textbooks from major education publishers. And many of them are free. You can find curated collections, like standards-aligned books and Common Core edition textbooks. Even custom books created by other teachers. And with the iBooks app, your students can download books you selected directly onto iPad, so they always have access to a locker's worth of textbooks — or even an entire library.

There is one more function of iOS that is not solely app but can be a useful tool for English language classes. This function is called "Siri". Siri is a virtual assistant that speaks English. Siri works only with a functional internet connection and is an ideal tool for students to practice pronunciation since it listens to commands. There is a great feedback involved in view of the fact that if Siri does not understand she tells the speaker. Siri answers to a wide range of questions. The questions useful for English language classes are new related to finding out

² www.apple.com/education

new information, contacts, calendar, weather or just practicing a conversation with Siri. A big advantage is that all dialogue is displayed on the screen so students get visual support. Overall iPad can be used in English language classes even without any additional apps installed and, to some extent, even without internet connection.

iPad with media

iPad is of course also a tool for browsing media. Media includes audio files, photos and videos that can be downloaded to iPad from any computer mostly using an application designed for this purpose. This application, made by Apple, is called "iTunes". iTunes is a free download application for any Mac or PC (Kelly, 2013). Once media are in iPad they can be used in English language classes. Audio files can be used for playing dialogues or songs. One of advantages is that songs can be accompanied with lyrics. Photos copied to an iPad can serve as an amazing supporting material for English lesson and save money wasted on photocopies. The most common usage of iPad with media is probably a scenario, where the only iPad in a classroom is in the hands of teacher and he or she uses it as replacement of a laptop. iPad can also be connected to a data projector via cable or wirelessly, but it offers many advantages compared to a typical laptop (Hall, 2014). More on this topic can be found in a section dedicated to a comparison of different ICT tools.

iPad with apps from the App store

The widest amount of usefulness comes to iPad after installing applications that can be downloaded to iPads via the App Store. According to Apple there is over 1 million apps on the App Store with over 80.000 education apps.

Applications on the App Store can be divided into these three main groups according to the usefulness in English language classes and their availability.

Apps made by Apple

Due to the fact Apple is a company that produces iPads it also offers applications they produced and that are perfected for optimal user comfort. Some of those apps are already on the device and cannot be deleted, some are available as a free download from the App Store (Apple, Inc., 2014).

The first of this group of apps that is useful in English language classes is Keynote. It is an app made by Apple that is an alternative to Microsoft's Powerpoint most people are familiar with. It is basically a presentation software that has been made for iPad's multi touch screen and is easy to operate even for younger students. Students can add text, images, audio or video to their presentations accompanied with slide transitions. The advantage of Keynote app is that it allows group collaboration across the internet and is thus ideal for cooperative homework projects. All presentations backup to iCloud, Apple's internet synchronizing service, and can be edited via an internet browser on any Mac or PC. The final presentation can be exported to a powerpoint format, images or even PDFs so it is easy to share. Keynote is a free download app for every newly purchased iPad, iPhone or iPod Touch (Hall, 2014).

Pages is also an app made by Apple but it is an alternative to Microsoft's Word most people are familiar with. Pages is a word processing software that has been improved for Apple's multi touch screen and interface and is easy to operate and master. Student's can add not only text, but also images, audio files, graphs and tables to their documents. Pages also allows collaboration over the internet making it ideal for cooperative homework projects. Documents also backup to iCloud and are available to edit via browser on any Mac or PC, so students don't

need to take their iPads home. As well as with Keynote in Pages students can start their work during a lesson and a teacher shares links via email to allow students to finish their work at home. Final documents can be exported to word or PDF formats for further sharing. Pages app is a free download app for every newly purchased iPad, iPhone or iPod Touch via the App Store (Hall, 2014).

One more productive app made by Apple is called iMovie. It is a video editing software, that is easy to use but offers some powerful tools. Giving students the ability to record and edit some video footage brings a wide opportunity for cooperative tasks. iMovie app is a free download app from the App store to any newly purchased device (Kelly, 2013).

Podcasts app provides access to Apple's library of podcast channels. Podcast is an audio or video file that is focused on a given topic and is usually a part of a longer series. It can be downloaded to any Mac, Pc, iPod and iOS devices. Podcasts are mostly suitable for higher level students since they are often discussions on more serious topics. Podcasts are a great supporting material for homework as they offer topics for in lesson discussions or lessons focused on conversation and speaking. Teachers can also prepare their own materials based on the topic from podcasts. In the view of the fact that podcasts can be downloaded, they can be used even with classes where there is no working internet connection; they only need to be downloaded in advance. Podcasts app is a free download app from the App Store (Apple, Inc., 2014).

iTunes U is a service and an application made by Apple and offers access to a library of lessons from universities across the world on various topics. iTunes U is a powerful tool for teacher since it has a broad range of usage that is described later in this work (Willcott et al., 2014).

Since the Appstore hosts over 1 million apps, there is a lot of apps designed by other software developers. These apps are called "third party apps". All third party apps available to download via the App store are verified by Apple so they don't have access to users' personal files and that they are all safe to use (Apple,

Inc, 2014). Third party apps can represent a great source for lesson plans but it is important to choose the right apps.

Lewis Hall (2014) presented a rubric for choosing an efficient app for teaching:

Domain	4	3	2	1
Curriculum Connection	Targeted skill or concept is directly taught through the app	Skill(s) reinforced are related to the targeted skill or concept	Skill(s) reinforced are prerequisite or foundation skills for the targeted skill or concept	Skill(s) are not connected to the targeted skill or concept
Authenticity	Targeted skills are practiced in an authentic format/problem-based learning environment	Some aspects of the app are presented an authentic learning environment	Skills are practiced in a contrived game/simulation format	Skills are practiced in a rote or isolated fashion (e.g., flashcards)
Feedback	Feedback is specific resulting in improved performance; Data is available electronically to student and/or teacher	Feedback is specific and results in improved student performance (may include tutorial aids)	Feedback is limited to correctness of student responses & may allow for student to try again	No feedback is provided to the student
Differentiation	App offers complete flexibility to alter settings to meet student needs	App offers more than one degree of flexibility to adjust settings to meet student needs	App offers limited flexibility (e.g., few levels such as easy, medium, hard)	App offers no flexibility (settings cannot be altered)
User Friendliness	Students can launch and navigate within the app independently	Students need to have the teacher review how to use the app	Students need to have the teacher review how to use the app on more than one occasion	Students need constant teacher supervision in order to use the app
Motivation	Students are highly motivated to use the app and select it as their first choice from a selection of related apps	Students will use the app as directed by the teacher	Students view the app as "more schoolwork" and may be off-task when directed by the teacher to use the app	Students avoid the use of the app or complain when the app is assigned by the teacher
Student Performance	Students show outstanding improvements in performance as a result of using the app	Students show satisfactory improvements in performance as a result of using the app	Students show minimal improvements in performance as a result of using the app	Students show no evidence of improved performance as a result of using the app

(p. 25)

This chart can help a lot in deciding whether to use an app in a lesson plan or not. It is also important to bare in mind that some parts of apps are not free. It has already been said that there is over 1 million apps on the App store. Even though there is so many free to use apps there is sometimes some content available only after an in app purchase. It is important to consider investing some amount of finances for apps that will be used often and are efficient for students' education. Institution that meet Apple's conditions can receive a 50% discount on higher volume app purchases through Volume Purchase Program. Higher volume purchase represents 20 or more units. An institution eligible for Volume Purchase Program must be as Apple (2014) says, any K–12 institution or district, or any accredited, degree-granting higher education institution.

Education apps vs other apps

Education apps represent a category of apps that were designed especially for education purposes and that can be found on the App store. According to Apple's website there is over 80000 education apps on the App store.

Education apps are designed for the education of users in many fields. There is a variety of apps for teaching and learning of for example geography, medical studies, math, physics, chemistry and of course language teaching. Language teaching apps usually offer not only grammar exercises, but also topics for discussion, listening and reading exercises and more. It is important for teachers not to limit their horizons only to these apps but also to think about way of connecting apps not intended for language teaching to English language lessons and use the full potential of the App store (Apple, Inc., 2014).

The use of all apps that can be downloaded and used on iPads is also enriched by extra functions that are built into iOS. The first of these functions is Assistive touch. Assistive touch offers an easy to perform option to lock iPad into one and only application. This function gives the teacher for example a way for an efficient assessment. Another feature that is built right into iOS is called Define, or Dictionary. Any word that can be selected in a text system-wise can be defined. Meaning that if any student hesitates in a meaning of a word he or she might get an English definition of a given word. Other function that are parts of iOS and can be used in English language teaching are Speech and Dictation. Speech gives students a chance to have any selected text read to them in English. Dictation is the exact opposite. There is many situations for text input on iPads, with Dictations students can dictate what they want to write and practice their pronunciation (Apple, Inc., 2014). From other iOS functions there is one that needs to be mentioned and that brings a wide new use to iPad in English language classes. This function is called Airplay and is connected with a device called Apple TV. Airplay is a way of displaying content wirelessly from iPad to any TV, display or

data projector that is connected to Apple TV. Apple TV is a small box with a size of a typical spread cheese box that can be connected to any HDMI enabled displaying device and receives content from iPad wirelessly. Airplay enables teachers to show any photos, videos, songs or even any apps on a remote display for every student to see. Also if students have their iPads and are connected to the same network they can get permission to show their work to the rest of the class without even standing up (Apple, Inc., 2014).

The use of iPad in various ways comes from the choice of the right apps for individual activities, topics and goals of the lesson and must not be underrated. Even the best device is useless and will not bring a desired outcome if it is not used in a right way and to it's maximum.

iTunes U: Introduction

iTunes U is an easy to access library for iTunes users which provides consistent studying materials from variety of sources across the globe.

As Apple (2015) claims on their website for education³:

...the world's largest catalog of free educational content. Millions of people across the globe visit iTunes U every day. iTunes U offers more than 800,000 free lectures, videos, books, and other resources on thousands of subjects from Algebra to Zoology. This extraordinary content comes from educational and cultural institutions in 70 countries; including Stanford, Yale, MIT, Oxford The Open University, MoMA, the New York Public Library, and the Library of Congress.

The main application of this library was spreading course information from teachers to their students. The data stored in iTunes U and shared with students are not only notes, but also documents, videos and recommendation for applications. The information path is not only a one way stream of documents but

³ www.apple.com/education

also a tool for further teacher-students interactions as it is a place to turn homework in and it also helps with student-student interactions since it provides a forum for students to discuss. iTunes courses could be either closed to public or disclosed. A noticeable amount of courses is disclosed resulting in thousands of lectures from all around the world available to anyone with a computer, iPad, iPhone or iPod Touch. The form of the courses varies from topic to topic. For example a lesson from Yale University on the topic of American Revolution is presented with a video from actual lectures completed with documents and links to other information, another course on the health of US politics held by Stanford university is more focused on files with text information completed with educational videos (Apple, Inc., 2014).

Courses can be browsed by category or by institution and are often used by internet universities. Majority of courses is for free with some exceptions caused mostly by copyright politics (Apple, Inc., 2014).

Usefulness of iTunes U for teaching

iTunes U offers a wide variety of usage in school environment. The usage can be divided into two main sections with the first one being active usage and the second one being passive usage.

Passive usage can be described as consuming information available from the library, but not contributing or using active features such as the forum and course management. Even though passive usage is very limited it provides a rich source of information compiled in a very professional manner. Since majority of the materials stored in iTunes U library are in English, it is a great source of background information on topics covered in English classes; for example: ecology, technology, great historical events and such. A significant amount of materials are in a form of audio recording, so it can be used with teaching listening and also many courses are focused on teaching giving the teacher the opportunity for further development and discovering new teaching techniques and activities (Kelly, 2013).

iTunes U vs others

iTunes U can be compared to some systems used in the Czech Republic and which the University of West Bohemia uses. It is basically a combination of Moodle and Courseware, but made simple and accessible. Courseware functions as a source of materials for individual lessons and classes accompanied with information from the teacher. On the contrary, Moodle is a decent way for student - student communication and teacher - students communication since it hosts forums and messaging ability yet it also carries some functions found in Courseware such as materials and task instructions. iTunes U offers these functions and also adds one important functionality and that is an offline mode. For access to Moodle and Courseware materials you need to have an internet connection. iTunes U courses can be downloaded to devices such as iPhone, iPad, iPod Touch, Mac or Pc and updates of information show a notification so students know that there is a new assignment available. One of other advantages is also a consistent look and form of iTunes U materials that offers more efficient studying (Apple, Inc., 2014).

iTunes Course Manager

iTunes Course Manager is a way for teachers to create and edit iTunes U courses through their web browsers. There is also a short tutorial for beginners and a possibility to add other course contributors. An important information about iTunes U and iTunes U Course Manager is that it is free to use and anyone who has an Apple ID can create a course or enroll into a course. All courses must be private only unless the contributor is an affiliated instructor from K-12 school districts or colleges and universities enrolled in iTunes U program. This condition brings a certain probability of high level of all public courses and credibility of information they offer (Apple, Inc., 2014).

iBooks Author

Besides uploading documents, media, and links teachers can upload to iTunes U iBooks they have created. iBooks is a kind of ebook made for iPad, iPhone or iPod Touch. Apart from a traditional ebook consisting just of a text and images iBooks are filled with multimedia used for interaction and other rich content. iBooks pages often host videos, animations, audio footage and one other powerful tool: widgets. Widgets can be active links to youtube videos, little games, documents hidden in a book or quick tests. To add such content to a book the teacher or publisher needs iBooks Author application. iBooks Author application is an application made by Apple and available to download to any Mac computer via Mac App Store for free. iBooks can be then uploaded to iTunes U Course page and distributed to students. All iBooks can be opened at any iPad, iPhone or iPod touch as well as any Mac computer. iBooks format files cannot be opened on a PC or any other platform, but iBooks Author application allows export to a PDF file that can be used on other platforms (Hall, 2014).

Even though “U” in iTunes U stands for “University” it can be used in any educational or even public system. Since many high schools in the Czech Republic use Moodle now, iTunes U is a great alternative that creates a powerful tool for teachers who want to communicate with students over the internet.

III. METHODS

This research deals with the question of iPad usage in English language classes. For gathering the data a questionnaire was used. The objective of the research is to determine whether iPads are used in teaching on selected Czech schools. This research also measures the extent to which iPad usage is effective. It also focuses on the difference between the teaching process with usage of iPads or without it. This chapter focuses on describing the individual methods used for execution of the research and it provides a detailed analysis of the questionnaire. It discusses what methods and why were chosen for the research. It also describes who the subjects were of this research and where it was executed. Another topic of this chapter is a description of how was this research carried.

The form of questionnaire was chosen after a detailed consideration. Other form possible for this research is interview, which was dismissed due to its inefficiency and minority of advantages compared to a questionnaire. A majority of questions used in the questionnaire were open questions which offers less limitations for responses and more specific answers. The questionnaire consists of nine questions and can be divided into two main parts. The first part deals with general usage of iPads in English lessons and its quantity in opposition to the second part of the questionnaire. The second part is focused on the quality of usage of iPads in English lessons. For the purpose of this this research two schools were chosen. The main properties of schools useful for this research is English language teaching, which is not so rare as the second condition being usage of iPads in English language teaching. It is very difficult to find schools in Czech republic that use tablets or specifically iPads in education. Two schools meeting these conditions in Plzen area are Gymnázium Františka Křížíka in Plzeň and ZŠ Staňkov the third one wished not to be named in this research. Gymnázium Františka Křížíka has been using iPads on daily basis for years and teachers should be able to use them efficiently. Students and teachers use iPads for majority of lessons. iPads are students' property and there is no certain type of iPad students should have but students must own one. The most used piece of accessory used with iPads is Apple TV and students can connect to it upon

teachers call. The usage of iPads in ZŠ Staňkov varies a lot from Gymnázium Františka Křižíka. iPad is used only by some teachers and students don't use them. The only piece of accessory used here is a cable for connection to a data projector. The third school has also a different approach from the previous ones. The school owns several iPads which are transferable across classes and are used by both teachers and students. All three schools use iPads in English language classes. The number of collected questionnaires with valid information is 10. 10 questionnaires means 10 English language teachers responded about their iPad usage in English language classes.

The outcome of this research should evaluate how often and more importantly how effectively are iPads used in English language classes. The most important questions for our research can be found in the second part. Other questions are used to provide a better overall image of iPad usage on selected schools. Effectiveness of iPad usage in English language classes is measured against SAMR model described in this work. SAMR defines whether tasks used in English language classes were used effectively and considering usage of iPads. Individual answers are then accompanied with suggestions of apps, services, accessories, or tasks useful for English language lessons described in theoretical part of this work. The research was carried in paper form. Questionnaires were printed and personally handed out to individual teachers with a brief explanation of main goals, purpose of the research and encouragement to be as honest and specific as possible. The questionnaire was written in English language since the respondents were English language teachers.

This chapter briefly described not only the methods used for the research but also stated main questions and reasons for given methods. It also describes the subjects and places of the research and shows the exact way of gathering the data.

IV. RESULTS AND COMMENTARIES

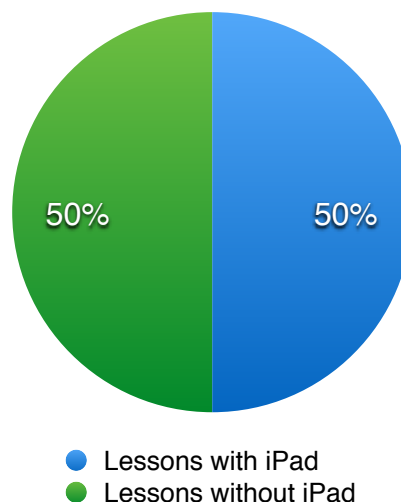
This chapter shows a detailed description of the practical part of this graduate thesis, the research. As it was mentioned before the research consists of a questionnaire executed on three schools that use iPads in English language classes. The outcome of this research is ten responses from ten different English language teachers. The responses are provided as a commented description and sometimes grouped with similar questions. The answers are then compared against SAMR model of level of effective integration of technology into English language classes. The collected data are then described, analyzed and put in contrast with the questions of this research.

Respondent number one was very expansive. All questions were answered correctly and brought useful information about the course of their lesson. Answer to the first question was expected. The teacher uses iPads in his or her lessons and the apps used in his lessons are Powerpoint, Photos and video player. These apps usually serve for purpose of presentation and could be replaced with a laptop. Answer for the second question was no. Students do not use iPads with this teacher. This model is financially less demanding, but iPads are usually not used to their full potential and usually serve as a replacement for a laptop. The third question was answered with a number five. Teacher uses iPad in 5 out of 10 lessons. Also he or she uses a cable for connection to a data projector as an accessory. The teacher thinks that students are motivated by iPad usage, but it is possible it is only due to usage of multimedia materials. Answer for question number six was for the first respondent that the most common usage of iPads in their lesson is as a tool for presenting images and videos. Students then usually discuss about the things displayed. The activity would not differ much without the use of iPad since the teacher would use either a laptop or an actual printed image. This very inefficient use of iPad. According to the SAMR model it is important to change the task for the tools used. In this scenario iPad served as a substitution of other tools and the tasks were not modified. Answer to question number eight supports this hypothesis, because the teacher expresses the advantage of using iPad to laptop only to the extent of the simplicity of its usage and the actual

physical dimensions of iPad in comparison to laptops. The teacher sees the biggest advantage of iPad in their lessons in the simplicity of showing media to students and its ease of use.

The level of integration of technology into teaching according to SAMR model	
Substitution	X
Augmentation	
Modification	
Redefinition	

Quantity of usage of iPad in English lessons

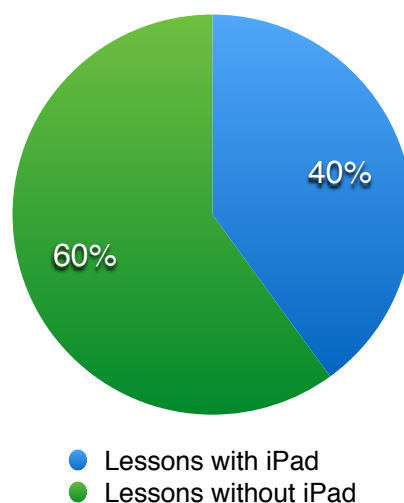


The usage of iPad in English lessons of the second respondent was noticeably more effective. The second teacher uses iPads in his lessons and also uses many apps. Apart from keynote and Photos they also use iMovie, Puppet Pals, Phoster and Comic Life. These apps show a very different approach showing a development of creativity and real language situations. iPads are also used by students in second respondents classes however iPads are not used that often. Out of 10 lessons iPads are used only in 4. When asked about additional accessories it was discovered, that a cable for connection to a data projector and an actual data projector is used as well as a charging case for a larger quantity of iPads. A very interesting answer was acquired in a question number five. When asked about the level of motivation that iPad offers the teacher is very excited about its effect. Students are excited to use iPads in English lessons and highly motivated. The most common usage of iPads in this case is a group project. Using apps from question number one students can creatively work on their own movie, poster, or a comic book. These activities would be very difficult to perform without the usage of iPad and possibly impossible in English language lesson. The eighth question was also answered very clearly. Comparison of iPads and laptops is clear in this scenario. The teacher expresses that laptops do not offer so much possibilities for students, there is less apps and the level of interactivity is lower.

The teacher also claims that iPads bring a huge difference in teaching English. It is obvious from these answers that in this lesson the usage of iPads is highly effective and enjoyed by the students. Comparing these lessons against SAMR model it is clear that tasks were modified to work with technology. iPad was here full integrated and came to the point of Redefinition. These activities are clearly not possible to perform so easily without the use of iPad.

The level of integration of technology into teaching according to SAMR model	
Substitution	
Augmentation	
Modification	
Redefinition	X

Quantity of usage of iPad in English lessons

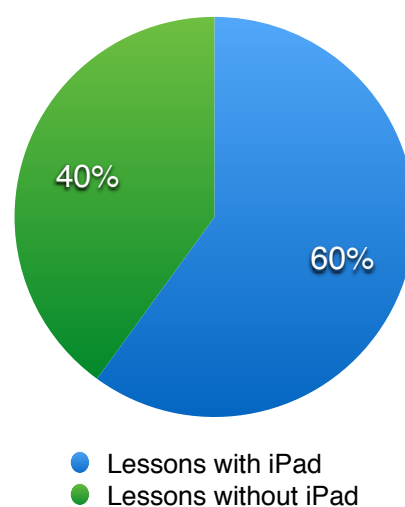


The answers of respondent number three were very similar to those of respondent number one. These two respondents are probably teachers from the same school. From first two answers it is obvious that only the teacher uses iPad, but not students. The teacher claims to use Powerpoint app, Photos and Podcasts app. All these three apps are used for displaying content rather than further interaction, but Podcasts app stands out. It brings variety of topics to discuss in English language classes. This respondent is noticeably more active in their iPad usage with a usage of iPad in 6 out of 10 English language lessons using additional accessory of a data projector and connecting cable. The teacher number three believes that iPad motivates students since it is a new technology. The most common usage of the iPad in the lessons of respondent number three is displaying content through a data projector. The content displayed is according to

answers mostly slideshows, photos and podcasts. The activity would differ only slightly without the iPad because it is only used as a tool for displaying content. This could be easily replaced by a laptop. The teacher compares iPad with laptop as a step forward to ease of use and portability. For the last question the respondent focused on portability of the iPad and availability of useful apps. If compared against the SAMR model this teacher unfortunately also uses iPad as a substitution of other tools and does not modify the lesson and tasks accordingly.

The level of integration of technology into teaching according to SAMR model	
Substitution	X
Augmentation	
Modification	
Redefinition	

Quantity of usage of iPad in English lessons

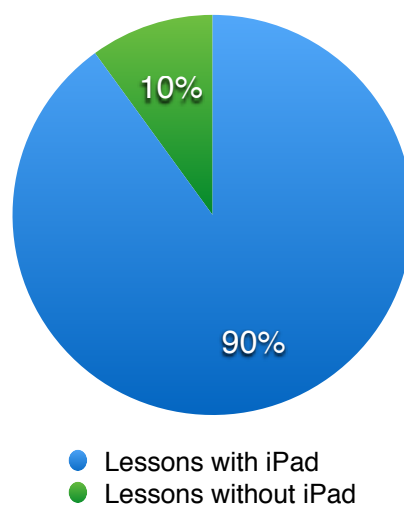


Respondent number four represents another group of iPad usage in English language classes. This teacher claims that iPad is used by both him or her and by students in their lessons and adds some apps used in the lessons. Among these were these apps: flashcards, keynote, pages, podcasts, translate, canva and safari. iPads are used in 9 out of 10 lessons which is a very high share. The accessories used in these lessons are Apple TV and a data projector. The teacher thinks, that iPads motivate students. The most common usage of iPads in English language lessons of the respondent number four is doing tasks that engage creativity and real language usage. Students often use iPad to create an invitation for an event or a CV and other documents. These tasks would partly differ without

the use of iPads since they offer a variety of apps with templates. When comparing iPads and laptops the teacher claims that iPads offer more apps to be used in their lessons and that they are more user friendly and easy to download. For the last question the answer of the respondent number four was similar to previous question. iPad are easy to use piece of technology. Compared to SAMR model tasks in this lesson often the same tasks as with a laptop or other tool but there is also visible modification of the task for a new tool.

The level of integration of technology into teaching according to SAMR model	
Substitution	X
Augmentation	X
Modification	
Redefinition	

Quantity of usage of iPad in English lessons

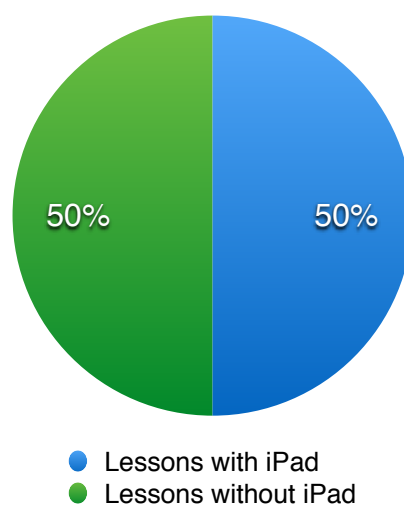


Respondent number five uses iPads in their lessons, but students do not use them. The most popular apps with this respondent are powerpoint, photos and vlc player. This respondent estimated his or her iPad usage to 5 out of 10 lessons. The accessory used by this teacher was really expected. It was a cable for connection to a data projector and a data projector. Interesting answer was for question number five. This teacher does not think of iPad as a tool that motivates student. It is evident, that this teacher uses iPad mostly as a replacement of a laptop for simple presentation purposes. Another fact that supports this idea is the answer for question number six. Respondent number five uses iPad as a tool for displaying multimedia to a class. The activity would differ without iPad only in terms of practicality for the teacher and ease of use. The tasks would be very

similar and iPad could be easily replaced by a laptop in this scenario. For question number nine a short answer was given saying that iPad do not bring much difference. It is obvious that for this teacher an iPad is just a tool that brings the same opportunities as a laptop but in a different form. This scenario is typical for older teachers and those who are not willing to learn new ways of teaching. However iPad used in this way is still better in many ways than a laptop. This respondent is a typical example of integration of new technology only on a level of substitution.

The level of integration of technology into teaching according to SAMR model	
Substitution	X
Augmentation	
Modification	
Redefinition	

Quantity of usage of iPad in English lessons

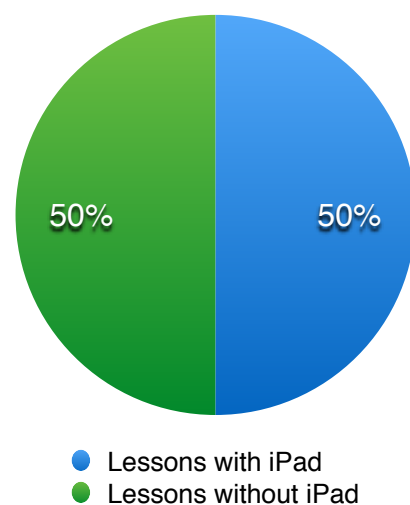


The answers from respondent number six were very different from those of respondent number five. This respondent uses iPads in his lesson and uses apps keynote, photos, videos, iMovie, Comic Life, Phoster and Safari. Students also use iPads in his lessons and according to answers they use the same apps. This teacher estimates the usage of iPad in their lesson to 5 out of 10 lessons. Accessory used in this teacher's lessons is a cable for connection to a data projector and a data projector. This teacher believes, that iPad is a strong motivation for students, because it brings new ways of doing things. The most common usage of iPads in this teacher's lessons is doing a creative tasks using some of apps mentioned in answer to question number one. According to the teacher these tasks would be really hard to perform without an iPad. For question

number eight the respondent stated that iPads are hard to compare with laptops because they offer a different kind of tasks and work, but are more useful for English language classes. For the last question this respondent stated that iPads bring more genuine tasks to students. It is not certain from these responses but very likely, that the achieved level of integration of iPads to English language teaching is very high and came to the level of Redefinition. The tasks used in these lessons were designed for the lessons with the use of iPad and are using its full potential.

The level of integration of technology into teaching according to SAMR model	
Substitution	
Augmentation	
Modification	
Redefinition	X

Quantity of usage of iPad in English lessons

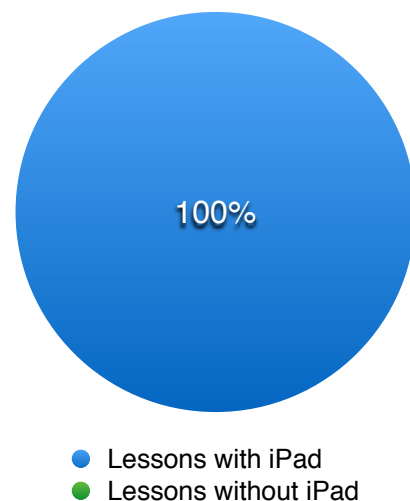


The respondent number seven was more active in his or her usage of iPads in English language classes. Both the teacher and students use iPads in English classes. The apps that are used by this teacher are keynote, iMovie, Pages, Flashcards, Safari and iBooks. The usage of iPads in this teacher's lessons is also very high. The teacher claims he and his students use iPads in 10 out of 10 lessons. It is possible there are some exceptions, but iPads are highly used in these lessons. The accessories used in this example are Apple TV and a data projector. Respondent number seven thinks, that students are highly motivated by the use of iPads. The most common usage of iPads in this respondent's class is a cooperative task that needs to be completed with use of iPads. The respondent specifies apps usually used in such tasks as Safari, iBooks, Pages and iMovie.

The respondent also claims, that such tasks would be much more difficult to perform without iPads in English lessons however it would be possible with a computer but not so efficient. Comparing iPads with laptops was very similar to previous question, because the teacher claims that iPads are easier to use and manage and offer more apps. For this teacher the biggest difference iPads make in teaching is the ability to do creative tasks using English. The level of integration of iPad in structure of lesson in this case is very high. Students do task that would be very difficult to perform without iPads and were designed specially for English language classes accompanied with iPads. According to SAMR model this teacher achieved Redefinition of the tasks.

The level of integration of technology into teaching according to SAMR model	
Substitution	
Augmentation	
Modification	
Redefinition	X

Quantity of usage of iPad in English lessons

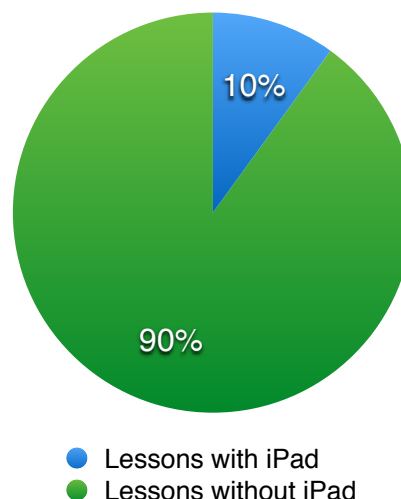


The respondent number eight was a very different case compared to the previous one. On the other hand the extent of use of iPads is also dependent on the scenario of iPad usage across the school. According to answers of teacher number eight he barely uses iPads in his or her lessons. The teacher did not provide any apps in the responses to questions number one and two and claimed their students do not use iPads at all. For question number three the teacher stated that he or she uses iPad in 1 out of 10 lessons and uses additional accessory of a connecting cable and a data projector. This teacher thinks that iPad do not motivate students and for the most common usage is displaying

pictures on a data projector. This teacher thinks that lessons would not differ much without iPad. When comparing iPads and laptops respondent number eight claims that iPad is easier to carry and use. The last question was about the difference iPads make in teaching, this respondent claimed that iPad makes it easier to use technology in teaching. When compared to SAMR model, according to the answers, this teacher did not differ task for the lesson to be efficient with the use of iPad. This teacher used Substitution of another tool. Even though the iPad is not used to its full potential this teacher found a way of using it and found some of its advantages.

The level of integration of technology into teaching according to SAMR model	
Substitution	X
Augmentation	
Modification	
Redefinition	

Quantity of usage of iPad in English lessons

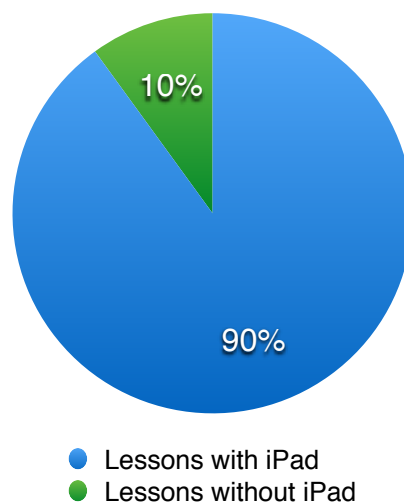


The respondent number nine was very different from the previous one. The usage of iPads in their lessons was on a very high level. According to the answers iPads are used by both teacher and students. The apps they use are photos, keynote, youtube, safari, video player, pages and quizlet. This teacher claims that they use iPads in 9 out of 10 lessons. Question number four deals with iPad accessories used in English language classes and the answer of respondent number nine shows usage of Apple TV and a data projector. The most common usage of iPads in English language lesson of this respondent is displaying content on a data projector via Apple TV by both teacher and students. The lesson would not differ much according to the teacher if iPads were not use, the biggest difference would be for students because they take note to their iPads and take

pictures of what is on the whiteboard. This teacher compared iPad and laptop usage in English language classes as similar in some parts but differ vastly in ease of use and speed of use. The answer to question number nine was short but to the point: the respondent claims that iPad makes it easier to use technology in class. Even though there is a broad usage of iPads in this respondents lessons, the task were only slightly modified for effective usage of iPads. This teacher uses iPad as a replacement of other tools but students use their iPads for displaying content also. Compared to SAMR model this respondent came to Augmentation.

The level of integration of technology into teaching according to SAMR model	
Substitution	X
Augmentation	
Modification	X
Redefinition	

Quantity of usage of iPad in English lessons

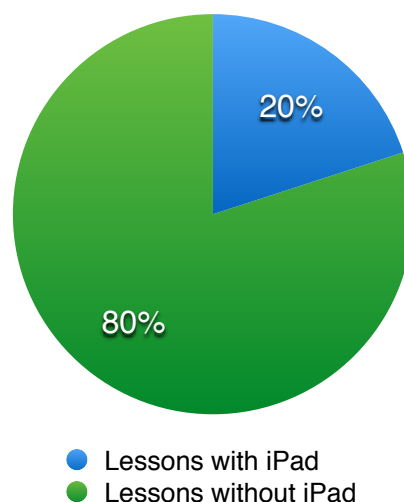


The last respondent answers were similar to some of previous respondents. Both the teacher and students use iPads in their lessons. Apps they use are Pages, Keynote and Cambridge vocabulary in use. This teacher uses iPads in only 2 out of 10 lessons. The accessory used in their lessons is a data projector and a cable for connection to a data projector. This respondent believes that iPads can motivate students. The most common usage of iPads in this respondents lessons is according to the answer to question number six filling English grammar exercises on iPad. According to answer to question number seven the task would not differ much without the use of iPad. The comparison of iPads and laptops in English language classes the teacher expresses that some tasks are not efficient to perform on a laptop. The biggest difference iPads make in teaching is, for this

teacher, the excitement for students. When compared to SAMR model this teacher does not improve tasks for a usage with iPads. Completing grammar exercises on iPad is very similar to exercises in English workbooks and textbooks. iPad is in this case, according to answers, a substitution for other tool.

The level of integration of technology into teaching according to SAMR model	
Substitution	X
Augmentation	
Modification	
Redefinition	

Quantity of usage of iPad in English lessons



After analyzing the questionnaires the respondents can be divided into some natural groups into which they qualified according to answers. The first division is based on who uses iPads in English language lesson. There are two main groups according to this division. The first group is a scenario of a lesson where the iPad is used only by a teacher and not by students. This group was represented by three respondents in this research. The second group represents a scenario where iPads are used by both teacher and students in English language lessons. This group was represented by seven respondents. It is important to realize that being in this group does not mean iPads are used in all English language lessons but when iPads are used it is according to scenario described. This group division is also supported by apps used in these lessons. There is a clear division in apps usage that is almost identical to the first division. There are again two groups of apps used in English language classes. The first group consists of basically presenting apps such as photos, videos, youtube, keynote, powerpoint. The purpose of such apps is to display content on a data projector. This group of apps is, according to this survey, used in the classes where students do not use iPads. There is a slight exception when such apps are used by

students who are to create a presentation in English language classes. The other group of apps is represented by mostly creative apps such as canva, pages, iMovie, Comic life, Puppet Palls, Phoster and others. These apps are mostly used by students in a scenario where also students use iPads. These apps support creative thinking and solving real life problems. This group division into two groups and two main scenarios of iPad usage in English language classes is also supported by a division according to SAMR model of effective technology integration to English language classes. There are again two main groups of respondents with the first one represented by substitution. These teachers usually, according to the survey, do not improve or edit tasks to better use the potential of technology in their classes. This means that tasks performed by students are the same as without the use of iPads and thus iPads serve as a replacement of other tools. This group was represented by six respondents. The second group is a usage of iPads in more effective manner. The main idea is redefining a task to use the full potential of iPads. This group of teachers used redefinition according to SAMR model and is represented by three teachers. There were also few cases of mixed usage of iPad, where teachers for some tasks redefined the task but in others not. The survey also showed two examples of other level of integration according to SAMR model than substitution and redefinition. These two other levels are called augmentation and modification and show some attempt on effective iPad integration to English language classes but are not 100%. The two group division was also partly supported by the usage of iPads in English language classes. The first group of respondents use iPads for presentation purposes and the second group uses iPads for practical tasks for students. There is also an exception when there is a mixed usage. This was mainly in lessons where iPads are used most of times. There are no certain groups according to the frequency of iPad usage. The responses vary from one out of ten lessons to ten out of ten lessons. The interesting part is that there is a visible tendency of practical usage of iPads in less frequent iPad usage lessons.

There were also other questions in this research whose purpose was to discover other aspects of iPad usage in English language classes and its advantages compared to laptops. When asked about accessories used in lessons

with iPads all respondents claimed usage of a data projector and some accessory to connect iPads to it. This accessory was represented by two individual pieces of accessory: Apple TV and a cable for connecting iPad to a data projector. The biggest advantage of Apple TV is the ease of use and the possibility of usage by both the teacher and students without the need to connect it with a cable. When asked about the motivation aspect of iPads nine out of ten respondents see iPads as a tool that motivates students. This is not surprising since it brings variety of new activities to English language lessons and it is still new technology that is exciting to students. The respondents were also asked to comment on the difference of iPad and laptop usage in English language classes in question number eight. All respondents agreed that iPads are more efficient for usage in English language classes. The responses were divided into two main groups. The first group of teachers sees the biggest difference in the ease of use, light weight and speed of use. The other group of teacher appreciates the new possibilities iPads offer represented by interesting creative apps and cooperative tasks.

This chapter provided a clear description of the research performed in three schools that use iPads in English language classes resulting in ten respondents who gave information on their iPad usage. The answers were then commented and compared to SAMR model of technology integration into English language classes. The results were also divided into main scenarios and groups of iPads usage in English language classes and their shared properties. The most important properties The results of the research confirmed expectations and showed the difference between usage of iPad just by a teacher and by both students and teacher. The research also showed the importance of redefinition of the tasks students perform with the use of iPads. The next chapter provides implications of the research for teachers of English language classes that use or plan to use iPads. It also provides a description of limitations of the research and suggestions for further research.

V. IMPLICATIONS

This chapter provides advice for teachers who use iPads in English language lessons or who are planning to. These pieces of advice come from the results of the research. The second part of this chapter is called Limitation of the Research and describes reasons for this research not to be generalized and weaknesses of the research. The last part of this chapter describes ideas for further research divided into two parts. The first part about how this research could have been improved and the second part about suggestions for other topics for research with a connection to a given topic.

The implications of this research can be used for both teachers that are using iPads in English language classes and teachers who are thinking about implementing iPads into education. The first group of teachers should consider whether the tasks they give to students use the full potential of iPads. Tasks should be improved to be used with new tools whether it is an iPad or any other. The usage of iPads also varies according to the scenario in which iPads are used. When the teacher is the only one who uses iPads it is sometimes difficult to use it to its full potential. But the research also shows that even in these scenarios teachers find big difference in using iPad compared to a laptop. Respondents claimed that iPad is easy and fast to use device that is lightweight and easy to move. The second group of teachers, the ones that are thinking about implementing iPads into their English language classes can find even more information in this research. It is important for them to consider the right scenario they want to use. This research showed three different scenarios in which iPads are used in English language classes. The first one is the most affordable one and represents iPads used only by a teacher, who uses for preparation and displaying content on a data projector. The only investment in this example is a purchase of iPad for the teacher, a cable for connecting iPad to a data projector and possibly some apps that are not expensive. It is anticipated that there is a data projector already in many classes. The usage could be also enhanced by a use of Apple TV which allows content to display wirelessly to a data projector. It is very difficult to

use this scenario to a full potential of iPads because students do not perform any creative and practical tasks on the device. This scenario is still useful because of the way iPad is operated. In comparison to laptops or a computer iPads are faster, easier to use and often cheaper. iPad is an instant-on device that does not require time to boot and apps are swift and easy to use. Battery easily lasts all day of usage and another advantage is it's longer time of working state. When purchased wisely an iPad still runs smoothly after years after purchase. The scenario number two is financially most difficult but usually offers the best possibility of efficient usage of iPads. Both teachers and students have their own iPad and use them on daily basis in English language classes. Students can participate in creative tasks and activities involving iPads and can possibly use to also as a replacement of a textbook, workbook and notepad. Students can also participate on a shared document for homework. As the device is usually owned by students in this scenario students can have their personal content on their iPads. Teachers need to realize that it is not only about the scenario chosen right but also about enhancement of tasks for students as was shown in the research. The third scenario is very similar to the previous one in usage but different in iPad management. The main idea is that school purchases a number of iPad depending on a budget.. Usually it can be about twenty of fourty iPads, but it is possible to purchase less. With these iPads it is recommended to purchase a carrying and charging case and these iPads are used in variety of classes with given set of apps. Teachers can have their own iPads in this scenario or use any of school iPads. Recommended accessory is a cable for connection to a data projector or Apple TV, data projector is also anticipated. The biggest advantage is that school owns all iPads and can manage them easily and share among more classes and lessons. Student do not have any personal content on given devices and use it only for the length of a lesson where iPads are used. This scenario encourages the excitement of new technology since iPads are usually not used in all the lessons so student find is as a ggood change when they can use iPads for their lesson work.

Limitation of the research

Even though this research brings a lot of information for both teachers considering using iPads or to those who already use them in English language classes and other classes it still has some limitations. It was carried in Czech environment so it is possible it is not suitable for foreign usage. Also the research involved ten respondents which is enough for a good insight to a situation but not enough for generalizing of results. There is possibly other usage of iPads and apps in Czech schools and the usage is often influenced by the personality of given teacher. Some of the questions could have been phrased more efficiently, more openly for teachers to describe more about their lessons. For some questions it would have been better to use an interview instead of a questionnaire.

Suggestions for further research

After the analysis of data, this research could have been improved with follow up questions. Either in a form of other questionnaire or rather an interview. For further research this work could be easily spread to other schools, other teachers and other English lessons. It also asks for further investigation of tasks students perform and its efficiency compared class to class with the usage of iPads and without the use of iPads. There is also a huge opportunity for a research based not on teachers but also on students in these classes.

This chapter provides actual usability of the results of this research. It describes scenarios of iPad usage for new to iPads teachers and advice for teachers who already use iPads in English language classes. There is also a comment of limitations of this research and ideas for further research as well as possible improvements of this research. The next chapter provides an overview of the whole work and the main ideas of this thesis.

VI. CONCLUSION

This thesis provides a theoretical background to usage of iPads in English language classes. It also carries a description of iPad usage without apps, with apps made by Apple and with other apps as well as a description of individual apps and services used on iPads followed by a basic division of kinds of tablets with their advantages and disadvantages. There is also a part dedicated to differences of individual operating systems. One part is also dedicated to comparison of tablet and laptop and its suitability for English language classes. Theoretical part also present SAMR model and TPACK model that evaluate the level of integration of technology to education. The research consists of a questionnaire carried on individual schools in Czech republic. The main question of this questionnaire is whether the usage of iPads is effective in English language classes in Czech republic, how often are iPads used and what is the difference in tasks with the use of iPads compared to SAMR model. There is also a part dedicated to a description of main methods used in this research, its commented results and implications for English language teachers. The main outcome of the research is the importance of task redefinition for the purpose of effective iPad usage in English language lessons.

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APPENDIX

Interview

1/ Do you use iPads in your lessons? What apps do you use?

2/ Do your students use iPads in your lessons? What apps do they use?

3/ Out of ten lessons, in how many would you or your students use iPads?

4/ Do you use Apple TV or any additional accessories?

5/ Do you think that using iPads motivate students?

6/ What is the most common usage of iPads in your lessons?

7/ In connection to the previous question, how would the activity differ without iPads?

8/ Can you compare using iPads and laptops in connection with your lesson?

9/ What do you think is the biggest difference iPads make in teaching?

SHRNUTÍ

Tato práce se zabývá použitím iPadů v hodinách Anglického jazyka a je rozdělena do dvou hlavních částí. První část představuje teoretický popis daného tématu a druhou částí je průzkum. V teoretické části nalezneme popis jednotlivých operačních systémů, které jsou použity v tabletech, porovnání s notebooky, a popis jednotlivých způsobů jakými může být iPad použit v hodinách Anglického jazyka ať už s použitím médií a aplikací, či bez nich. Součástí práce je také popis užitečných aplikací, které mohou být staženy do iPadu a popis jejich využití v hodinách Anglického jazyka. Tato sekce je doplněna i o popis online služeb navázaných na určité aplikace jako iTunes U a iBooks. Část této práce je také věnována výběru správných aplikací pro hodiny Anglického jazyka. Teoretická část se také zabývá efektivitou použití iPadu v hodinách Anglického jazyka. Efektivita je popsána vzhledem k SAMR a TPACK modelu měření efektivity a integrace iPadu v hodinách Anglického jazyka. Praktická část se zabývá použitím iPadu na jednotlivých školách v České republice. Způsobem provedení praktické části byl dotazník, který byl rozdělán mezi učitele Anglického jazyka, kteří používají iPad ve svých hodinách. Hlavním účelem výzkumu bylo zjistit do jaké úrovně se iPad užívá v porovnání k SAMR modelu. Poslední část praktické části popisuje užitečné tipy pro učitele, kteří iPady používají nebo jejich použití zvažují. Tato poslední část je také doplněna o návrh pro další výzkum a popis omezení tohoto výzkumu.