

Evaluating the Use of Tablet in EFL Teaching in Secondary Schools in the light of Teachers' Points of View (An Analytical Study)

تقويم استخدام التابلت فى تدريس اللغة الإنجليزية بالمدارس الثانوية كلغة أجنبية فى ضوء آراء المدرسين . (دراسة تحليلية)

Dr. Mukhtar Abd El-Fattah Abd El-Maksoud

An Assistant Professor of Curriculum and Methods of Teaching English

أ.م.د/ مختار عبد الفتاح عبد المقصود

كلية التربية - جامعة بني سويف

مستخلص البحث

تناول هذا البحث : تقويم استخدام التابلت فى تدريس اللغة الإنجليزية كلغة أجنبية بالمدارس الثانوية فى ضوء آراء المدرسين . (دراسة تحليلية) وقد تم اختيار عينة البحث عشوائيا من المدرسين بالمرحلة الثانوية بمحافظة بني سويف ومن خلال مراجعة الأدبيات والملاحظة والمقابلات، حدد الباحث مشكلة الدراسة..وقد تم جمع بنود الاستبانة من مصادر حديثة ترتبط ارتباطا وثيقا بالاتجاهات الحديثة فى طرق التدريس والبحث العلمى

إجراءات الدراسة: تم جمع بنود الاستبانة وتتحكيمها لقياس الصدق وتم تحديد الثبات، فى جدول (١) ثم جاء التطبيق للاستبانة فى عدة مدارس ثانوية والتي تستخدم التابلت. وكان اختيار الأساتذة الذين يقومون بتدريس اللغة الإنجليزية عشوائيا وتم التطبيق فى ظروف مناسبة .

نتائج الدراسة: فى جدول (٢) تم ترتيب البنود فى هذا البعد تنازليا طبقا لأهميتها أو توافرها فى ضوء الوزن النسبي أو (المتوسط) كالاتى: ٤،٥،١،٢،٣ وفى جدول (٣) تم ترتيب البنود فى هذا البعد تنازليا طبقا لأهميتها أو توافرها فى ضوء الوزن النسبي أو (المتوسط) كالاتى: ٤،٥،٧،١، ٤،٣،٢، (٤) لقد تم كذلك ترتيب البنود كالاتى ٥،٤،٦،١،٣،٢ وفى جدول (٥) تم ترتيب البنود أيضا كالاتى ٤،١،٢،٦،٣،٥،٩،٨،٧ وقد تم عرض آراء المعلمين بالثانوى العام .

الكلمات المفتاحية: تقويم - التابلت - المدارس الثانوية

Evaluating the Use of Tablet in EFL Teaching in Secondary Schools in the light of Teachers' Points of View (An Analytical Study)

Abstract

This research investigated Evaluating the Use of Tablet in EFL Teaching in Secondary Schools in the light of Teachers' Points of View (An Analytical Study) Sample of the research was selected randomly from teachers at Beni-Suef Governorate who went to schools at Beni-Suef. Through the review of literature, observation, interviews, the researcher stated the problem of the study. Regarding the items of the questionnaire, they were collected from modern resources related to modern trends in Methods of Teaching English and scientific research

Procedures of the Study: Items of the questionnaire were collected. The questionnaire was submitted to Jury members to measure validity, then reliability was determined as in table (1). The questionnaire was administered in several secondary schools in which the tablets were used. The English teachers in secondary schools were randomly chosen. Administering the questionnaire was in suitable circumstances.

Results of the Study: In table (2) , the items of the questionnaire could be descendently rearranged according to their importance or existence in the light of relative weight or (mean) as follows : 1,2,3,4,5 In table (3), the items of the questionnaire could be descendently rearranged according to their importance or existence in the light of relative weight or (mean) as follows: 6,5,7,1,4,3,2 In table (4), the items could be descendently rearranged as 5,4,6,1,3,2 In table (5), the items could be descendently rearranged as 4,1,2,6,3,5,9,8,7 . The teachers' points of view were shown .

Key words: Evaluation –Tablet –Secondary Schools .

Introduction

It is well known that using tablets is considered to be important in secondary education. It is a culminating experience in teacher preparation. Using tablets in secondary schools provides some basis for predicting the future success of the educational process.

In ESL classes provide a great opportunity for students to teach their classmates about their cultures, and learning about cultural diversity provides students with knowledge and skills for more effective communication in intercultural situations. A practical experience and methodology are often very important " Krieger,(2005:1)

Egypt hopes that a new generation of students with much-needed skills should be prepare for the future. Egypt's education system was not well during a time when education innovations were utilised in other Arab countries. The idea of using tablets is based on preventing cheating and private lessons.

The Benefits of Using Tablets in Teaching.

The tablets are ready for education as they are the best way to show textbooks. The teachers can find a unique teaching approach by the tablets, visual quality of teaching material, The teachers can evaluate the students by using IT skills,

The tablets are becoming available with low prices especially for the students in the colleges and the universities. Using the tablets today in learning is a more integrated learning experience, and more engaging for the students, Using the tablets is easy, they will change teaching organization. They offer different kinds of knowledge and resources.

The tablets are a new incentive for learning scientific skills, The tablets The tablets are thin, lightweight, they are easier to use in class than a laptop or notebook. The tablets have longer battery life. The students can tap the lecture and reply it in just seconds.

"The tablets are faster and accurate. The tablets have the software to be competitive as some of the most innovative software is developed especially for the tablets. The tablets are fully compatible with online teaching and learning platforms such as Blackboard. The students can use the tablets and cloud-based systems to work anywhere on the campus. The students can save their work in a central location ." Soffar, H. (2019:1-3)

The number of studies done to investigate the effectiveness of Tablet PCs in education is scarce. The number of studies done to investigate the effectiveness of Tablet PCs in relation to EFL by

taking prospective teachers' perceptions into account is almost non-existent. Even though there has been a growing interest in MALL (Mobile Assisted Language Learning) as defined by Wang and Heffernan (2009), the number of studies done in this area is not increasing as fast as the technological developments. To keep up and even surpass and shape the technological developments, educators and researchers need to do more research to understand the nature of the coexistence of technology and pedagogy. SAVAS,(2014:217)

Context of the Problem

Having a look at teaching in Beni-Suef secondary schools, it became obvious that teachers should keep up with modern technology after it has become a must in this contemporary century. Teaching should be changed according to situations and persons that should be observed. There were good reasons that led the researcher to think of development of teaching in secondary schools. The researcher visited many schools as Alsayeda A'asha Secondary School, Alnil Secondary School at Beni-Suef, and Secondary School for Girls at Beni-Suef. Meetings were held with student teachers and they were not sure of the new trend of using tablets. There were also interviews with teachers. Through interviews, it was shown that there is a gap between theory and practice in using tablets in secondary schools. It was the beginning of thinking of the idea of the present study. The researcher started thinking of investigating the use of tablets in secondary schools, In scientific research, it is permitted to do researches and studies after a year of using tablets.

Review of literature

The studies are chronologically rearranged

Southwest Educational Development Lab., Austin,. (1981). showed an exploratory case study examined the distribution patterns and subsequent use of "Research within Reach: A Research Guided Response to Concerns of Reading Educators" in three states during the period October 1978 to February 1980. Copies of the book were distributed at regional conferences, state workshops, inservice workshops, and via direct mail. Techniques for choosing the purposive sample differed for each state, reflecting the rationale of describing the use of the book rather than evaluating the extent of its use. A total of 68 administrators, supervisors of reading programs, reading specialists, contact persons for statewide information services, school superintendents, principals, and faculty members of

schools of education were interviewed. Tentative results indicated that (1) the primary users of the publication were persons with inservice responsibilities;(2)characteristics that positively influenced the use of the publication included its content, a sound research base, its question-and-answer format, and the fact that teachers were used as a source of questions to be answered by research; (3) the publication was perceived to be particularly helpful when the individual or the organization placed top priority on reading; (4) effective dissemination strategies included presentation at workshops whose recipients have inservice responsibilities, and introduction of the book by someone or some institution which the recipient values or trusts; and (5) non-interactive strategies (direct mail of unsolicited single copies) were the least productive. Future research should continue to focus on the relationship between dissemination strategies and use.

ERIC Clearinghouse on Reading and Communication Skills (1982). This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following:(1)subordinates' perceptions of the androgynous communication style of supervisors as an index of job satisfaction; (2) comprehension and perception variables related to the effectiveness of newsletter communication between the elementary school principal and the parent constituency; (3) leadership style and the perceived need satisfaction of administrative subordinates; (4) the effects of the use of different types of rhetorical questions on students' perceptions of college teachers; (5) the effects of proximity as determined by seating arrangement on student participation, interaction, academic performance, and attitude in a senior high school English class; (6) television commercials aired during Louis Lambert's 1979 gubernatorial campaign in Louisiana; (7) the effects of interpersonal skills training upon the quality of parent-teacher conferences; (8) patient preferences for physician communication behavior; (9) the relationship between counselor self-congruence, sensitivity, and facilitative communication and performance in three different work settings; and (10) the structure and strength of argument in the court-martial of William Calley.

Bonfadini, John E.(1982)showed a survey was taken of industrial arts students, parents, teachers, and administrators in Virginia to determine how they perceived secondary industrial arts programs

and objectives. Researchers administered a questionnaire to a sample of 32 middle schools and 25 senior high schools over a spectrum of urban, suburban, and rural areas. A total of 883 parents, 1,662 industrial arts students, 275 industrial arts teachers, and a majority of industrial arts supervisors and teacher educators in the state completed and returned the questionnaires. Results showed that students, parents, and teachers ranked the objectives of the industrial arts program almost identically. Those elements associated with tools and machines ranked first in importance. Occupational information ranked second. Rankings representing technical culture and consumer information fell near the middle, while elements associated with use of leisure time and problem-solving skills were ranked of least importance by all groups of respondents. From these data it was concluded that although numerous efforts have been expended to promote technology as a part of industrial arts, it appears that traditional industrial arts values still remain dominant. Emphasizing technology may be of importance at some level of instruction, but it does not presently appear to have overwhelming support or understanding at the public secondary school level.

Scholl ; And Others (1983) showed a summary of a conference session addresses issues involved in determining and evaluating competencies in teachers of visually handicapped children. Four papers are presented on the implications of a project initiated in 1978 at the University of Michigan that established 70 teacher competency statements in 10 goal areas. The first paper, "Competencies of Teachers as Perceived by Administrators," by I. Holman, examined the views of four groups of administrators: primary administrators of residential schools, state education consultants, supervisors of large programs, and leadership personnel of the instructional resource centers for the visually handicapped. It is reported that the administrators generally agreed on the relevance and need for the competencies. In "Issues and Problems in the Assessment of Competencies," G. Scholl focuses on project efforts to deal with three main assessment problems: the degree of specificity required, need for objective and reliable measures, and identification and assessment of the affective component. Two concluding papers ("Use of Competencies to Improve Pre-service Education" by M. Ward and "Use of Competencies to Plan In-service Programs" by J. Stager) consider applications of the teacher competencies and provide reactions to the first two papers.

Sistrunk ; And Others (1983) .showed two data-gathering instruments, the Supervisory Behavior Description Questionnaire (SBDQ) and the derivative Supervising Teacher Behavior Description Questionnaire (STBDQ), are described in one paper and employed in three others in this symposium series. Both forms are useful in evaluating perceived behaviors of supervisory educational personnel, for the forms measure whether respondents prefer supervisors to behave in a directive, collaborative, or nondirective manner in relation to specific supervisory tasks. The first paper, "Investigations of Supervisory Behavior," by Walter E. Sistrunk, described the theoretical basis, development, characteristics, and reliability of the SBDQ, Forms 1 and 2, and the STBDQ (a modification of SBDQ, Form 2, designed specifically for supervising teachers). Form 2 yields additional data about the relationship of supervisory behaviors to teacher satisfaction and/or motivation. In the second paper, Patricia D. Sistrunk used the SBDQ, Form 1, to investigate "The Relationship between Mississippi Public Junior College Instructors' Perceptions of Supervisory Behaviors and Their Perceived Levels of Job Satisfaction." The third paper, "The Supervisory Behaviors of Secondary Vocational-Technical Center Directors," by Rebecca Love, shows a discrepancy between secondary vocational center directors' self-perception and the views of their teachers with respect to the directors' supervisory behavior. The fourth paper, "Supervising and Student Teachers' Perceptions of Supervisory Behavior," by Walter Sistrunk and James Thomson, uses the STBDQ to investigate the behaviors of supervising teachers as self-perceived and as perceived by their student teachers.

Rosenqvist ; Vallberg, (1989) . In this study, the newsletter issue presents the results of a project that examined: (1) teaching at the senior level of schools for the mentally retarded in Sweden; (2) teachers' and supervisors' views of the pupils; and (3) the reality of the open labor market. The project analyzed mechanisms in and outside teaching that prevent or impede access to the labor market by former pupils of schools for the mentally retarded. The study involved 103 students in grades 7 through 10, 12 class teachers, 11 vocational guidance teachers, 10 representatives of working life, and 2 parents. The study found that the schools' written curriculum was a well-intentioned document with many practical instructions for the planning of teaching. However, teachers in some quarters made very

little use of it in lesson planning. Teachers and representatives of working life regarded pupils as conscientious in terms of punctuality, careful and sustained work, and attendance, with shortcomings in the areas of flexibility and initiative. Most of the class teachers taught their pupils with enthusiasm and pleasure, but there were some who adopted a fairly repressive attitude. Vocational guidance teachers adopted a more dynamic approach in their professional practice than regular class teachers. Among numerous recommendations are the following: (1) early introduction to and instruction on conditions of working life; (2) recurrent in-service training especially for classroom teachers; (3) identify-supportive instruction for pupils and teacher training in such instruction, including ways to "stretch" pupils' capacities; (4) joint meetings of teachers and working life representatives at supervised work training places; and (5) active commitment by school management to staff welfare.

Mundt, (1992) showed that among 53 conference papers, are the following: "Perceptions of Administrators, Guidance Counselors, and Science Teachers Concerning Pilot Agriscience Courses"(Johnson, Newman); "Relationship of Supervised Agricultural Experience Program Participation and Student Achievement in Agricultural Education (AE)"(Cheek et al.); "Student Achievement, Attitudes, and Thinking Skill Attainment in an Integrated Science/Agriculture Course" (Enderlin, Osborne); "The Relationship of School Location and Student Achievement in Ohio Public Schools" (Peasley, McCracken); "Affect of Learning Style on Academic Achievement and Perceptions of Two Methods of Instruction" (Marrison, Frick); "Achievement of Students Entering the College of Agriculture at the University of Idaho--1985 to 1989" (Rush, Riesenber); "Experiences Related to the Leadership Skills of College of Agriculture Students" (McKinley, Birkenholz, Stewart); "Analysis of 4-H Participation and Leadership Life Skill Development in Texas 4-H Club Members" (Boyd, Herring, Briers); "Drug Use by AE Students" (Raven); "Comparison of Deterrents to Nontraditional Male and Female Enrollment in Secondary AE Programs in Nebraska"(Bell, Fritz); "Teacher Perceptions of Agriscience and Natural Resources Curriculum" (Connors, Elliot); "Community Educational Advisory Councils and Agricultural Education Program Status in Illinois" (Legacy, Apantaku); "Analysis of Agricultural Mechanics Safety Practices in

Texas Agricultural Science Programs" (Lawver); "How Safe Are Vocational Education Laboratories?" (Gliem, Miller); "Entry Year AE Teachers' and Entry Year Assistance Committee Members' Perceptions of the Oklahoma Entry Year Assistance Program" (Barrera, Finley); "Extent of Use of the Problem-Solving Approach by First-Year Teachers of Agriculture" (McKee, Warmbrod); "Three-Year National Study of Teacher Educator, Supervising Teacher, and Student Teacher Perceptions Concerning the Selection of Student Teaching Centers and Supervising (Cooperating) Teachers in Agriculture" (Larke, Norris, Briers); "Nationwide Examination of Middle School Enrollment in AE and Membership in the National Future Farmers of American Organization" (Rossetti, McCaslin); "Agricultural Instruction in the Middle School" (Brown, Stewart); "Core Curriculum for a National Middle School AE Program" (Frick); "Benefits and Problems of Part-time Agricultural Employment of Secondary Agriculture Teachers on Their Programs as Perceived by Head Teacher Educators and Head State Supervisors" (Harper et al.); "Comparison of Computer Multimedia Instruction Versus Traditional Instruction in Postsecondary AE" (Marrison, Frick); and "Analysis of Agriscience Teacher Inservice Needs" (Neason). (MN)

Clewell ; Villegas, (2001) stated that the Pathways to Teaching Careers Program was evaluated over the course of 6 years. The program worked with colleges and universities to develop effective strategies for recruiting and preparing teachers to complete all requirements for teacher certification leading to full-time jobs. Partnerships between the universities and local school districts ensured that the new teachers were being prepared for assignments that the schools really needed. In turn, the districts agreed to help place graduates in high-need schools. This evaluation of Pathways surveyed participants, program staff, teaching supervisors, and principals to examine whether it met its recruitment goals, retained participants in the program through certification, graduated good teachers, and helped retain teachers. Results indicated that Pathways surpassed its numeric recruitment goals, showing that a significant pool of qualified non-traditional candidates exists. The completion rate for Pathways participants was higher than the national rate for students in traditional pre-service programs. Pathways graduates taught in the targeted school districts or schools at very high rates. Graduates were perceived by their supervisors, principals, and an

independent assessor to be more effective as teachers than typical beginning teachers. Pathways graduates were more likely to remain in teaching for at least 3 years than typical beginning teachers.

French, (2002). This final report discusses the activities and outcomes of a project that provided training on the Paraeducator Supervision Academy (PSA) Model (curriculum, instructional materials, and supervision of paraprofessionals) to faculty who will prepare future school professionals. Training was provided to faculty and preservice students in schools and colleges of education, faculty in related services programs, staff developers and in-service school professionals, and parents in 32 replication sites in 21 states and in the Department of Defense schools. Each demonstration consisted of two full days of training of potential trainers, as well as teachers and related services personnel. It addressed coordination among service providers by demonstrating the use of the package to multi-disciplinary teams. A total of 1,137 people participated in the training. Pre- and post-test self-perceived skills change data show significant differences in skill level. Interviews with 22 participants found that 77% of participants were using the concepts, activities, or materials presented in the demonstrations in some way. A 20-minute videotape was also developed during the course of the study discussing building better working relationships with paraprofessional school personnel and focusing on the work of three teachers at different grade levels and the students and paraeducators associated with them.

McAllister, (2012). Stated co-teaching, the collaboration between a general education teacher and a special education teacher, is an option that is being perceived by many educators as the means to ensure that special education students have access to the same curriculum as their non-disabled peers as well as the specialized instructional strategies necessary to nurture their learning. An investigation of the supervisory roles and practices used among administrators, principals and special education supervisors when evaluating the performance of the special education and general education teachers who co-teach was relevant and timely. A survey entitled Co-Teaching Supervision Protocol Instrument was used to determine the methods administrators, principals and special education supervisors used, when evaluating the performance of the special education and general education teachers who co-teach. The study specifically addressed what supervisors of special education

or the highest ranking administrator responsible for special education from the southeast region of the Commonwealth of Pennsylvania said were their administrative responsibilities for supervising co-teaching situations. Results were based upon data from 51 participants from the targeted population and analyzed using descriptive statistics. About one in four participants used collaboration throughout the process for supervising and evaluating co-teaching, while most did not. Significant discrepancies were found in the importance of tasks associated with the collaborative supervision of co-teachers. Most participants rated the tasks as very important/important, but they did not always include these tasks in the observation process. Two tasks displayed significant disparities in terms of perceived importance and execution of supervisory tasks: the pre-conference and the post-conference meetings with the co-teachers being evaluated. Participants also recognized the supervisory model of the general education administrator supervising both the GET and SET as the most frequently mentioned positive influence on co-teaching evaluation as well as the most frequently mentioned negative reason. Additionally, administrative collaboration, differentiated supervision, and evaluation criteria all were identified skills needing attention for improvement. The results suggested that while an increase in collaborative supervisory arrangements may ensure co-teachers receive more specific and evaluative feedback, school districts must make a commitment to providing policies and structure for conducting co-teaching supervision as well as professional development experiences to support administrators who may use collaborative supervisory arrangements.

Macfarlane, (2014)'' showed that the definition of clear goals is essential to the effectiveness of training intended for the advancement of professional development. Properly articulated instructional goals also facilitate the evaluation of the intended outcomes of the learning event. Although outcomes-based instruction is prevalent in K-12 settings as well as in post-secondary education, and its use is also commonplace in workforce development initiatives, little evidence exists of this fundamental pedagogical practice in the design and evaluation of training intended for the development of faculty performance. One of the problems that stems from defining vague learning outcomes is the increased difficulty of establishing and executing an effective

evaluation strategy for ascertaining the degree of achievement of training goals. Through a qualitative case study method, research was conducted that explored how the intended learning outcomes of instructor training are communicated before training, and then how the achievement of these outcomes is later evaluated. Data for the research were gleaned primarily through 10 in-depth interviews conducted with a purposive sample of instructors teaching at a multi-campus career college based in California. The findings suggested that the participating instructors were generally satisfied with the structure of their professional development at the career college and were receptive to having their own training configured according to the premises of outcomes-based training. Given the narrow scope of the study, further qualitative as well as quantitative research with regard to all aspects of the learning outcomes of instructor development is encouraged.

Roofe ; Cook, (2017) indicated that it is widely understood by teacher educators and administrators responsible for the practicum of student teachers that co-operating teachers play a critical role in student teacher development. This research sought to examine student teachers perception of their co-operating teachers during practicum and ascertain the extent to which subject specialization, gender and school placement influenced their perception. Through the use of a questionnaire, data were collected from 195 student teachers during the final week of their practicum. The results indicated that student teachers had a positive perception of their co-operating teachers and perceived their co-operating teachers to be providing developmental and instructional supervision. Additionally a significant finding was that student teachers perception of their co-operating teachers was based on the type of school at which they were placed. In light of these findings, attention needs to be given to the establishment of policies regarding student teacher placement and training of cooperating teachers as means of positively influencing quality teaching practicum experience.

Commentary on the Reviewed Literature

It is clear that there are differences as the present study is entitled Evaluating the Use of Tablet in EFL Secondary School Teaching in the light of Senior Teachers' Points of View (An Analytical Study). Tablets have been used in Egypt far a year. It is the first time to be used. As such it is to be evaluated to know merits and demerits of the use of tabletd.

Statement of the Problem

The problem lies in the fact that there is a bad need for investigating the use of tablets to keep up with the modern trends of teaching all over the world. Teaching in secondary schools should consider technology to be of tremendous importance

Questions of the Research

They are as the following:

- (1) How far does dimension A. (**Perceived achievement of curriculum goals**) exist in using tablets in secondary school teaching?
- (2) How far does dimension B. (**Perceived teaching of content**) exist in using tablets in secondary school teaching?
- (3) How far does dimension C. (**Perceived usefulness of the tablet computer-based teaching methods**) exist in using tablets in secondary school teaching?
- (4) How far does dimension D. (**Perceived satisfaction with tablets in presenting and learning EFL curriculum materials and activities**) exist in using tablets in secondary school teaching?

Objectives of the Research

- (1) The present study investigates using tablets in teaching in secondary schools through the teachers' points of view .
- (2) The present study investigates the reality of using tablets in secondary schools at Beni-Suef .
- (3) Results and points of view of teachers may be useful to develop the teaching process through using tablets in secondary schools

Significance of the Research

- (1) This study may give insights into the reality of using tablets in secondary schools at Beni-Suef Governorate.
- (2) This study may help know more about learning and teaching through tablets in secondary schools .
- (3) This study may provide with knowledge about teachers' points of view about the use of tablets in secondary schools.
- (4) The results may help in deciding strengths and weaknesses of the teaching process in Beni-Suef.
- (5) The reality of teaching using tablets can be shown, the results may be helpful in focusing on the relationship between theory and practice.

Terms of the Research

Definition of Tablet

-A **tablet** is a wireless touch screen personal computer (PC) that is smaller than a notebook but larger than a smartphone. Modern tablets are built with wireless Internet or local area networks (LAN)

and a variety of software applications, including business applications, Web browsers and games. Techopedia.com (2019:1).

- A tablet is a small portable computer that accepts input directly on to its screen rather than via a keyboard or mouse. Lexico.com. (2019:2).

The operational definition in this study will be the definition of Lexico.com. (2019:2).

Definition of a Secondary School Teacher

A secondary school teacher is a person who teaches at a secondary school Collinsdictionary.com(2019:1).

A secondary school teacher is a secondary education teacher instructs students in secondary public or private schools in one or more subjects at the secondary level, such as English, mathematics, or social studies. www.123test.com .(2019:1)

The operational definition **in this study will be the definition of** www.123test.com .(2019:1)

Methods of the Research

It is hypothesized that methods of the analytical study will be descriptive based on a survey

Participants of the study

-The teachers were (31) selected randomly from secondary schools at Beni-Suef Governorate . The schools were Ali ibn Abu Taleb Secondary School at Beni-Suef, Darot Secondary School, Elkadima Secondary School for Girls at Beni-Suef, Elgadida Secondary School for Girls at Beni-Suef, Elneil Secondary School at Beni-Suef, Elsayeda Khadiga Secondary School for Girls at Beni-Suef .

Tools of the Research

- (1) A questionnaire to measure the four dimensions of using tablets in secondary schools
- (2) Interviews.

Reliability

Table (1) Reliability of the questionnaire

skills	Alpha reliability	Correlate with total score
skill 1	.81	.76**
skill 2	.86	.74**
skill 3	.84	.69**
skill 4	.88	.71**
total	.92	-

** sig. at 0.01

7 Great Benefits of Using Computer Tablets in Schools

1. Portability

Lightweight, easy to carry, and durable if they have screen protectors and cases, the tablets can be picked up and taken on field trips, used in group projects,

2. Easy To Use

. Elderly people who may have had trouble figuring out the mouse or who had to two-finger hunt-and-peck on keyboards have much less trouble learning to use voice commands or use their fingers to scroll through Instagram.

3. Great Apps Abound!

You can build different “shelves” of apps that fit under a certain category. For instance, you could create a shelf where you save adaptability apps that are specifically designed for children. Many other apps may not be specifically meant for differentiated instruction, but have options that make it easier to reach every student.

4. Digital Libraries At Your Fingertips!

With tablets (and other computers) students can use digital textbooks

5. Good Training For Real Life

. Tablets are the only computing devices right now (apart from smartphones) that offer the user interface and experience that prepares students for the type of digital experiences they will have into their adulthood. They allow teachers an opportunity to demonstrate for students how to live in a digital age

6. Versatility

With the proper accessories, tablets can be used as , worksheet, journal,

7. Nearly Instant Assessment

! Students can take quizzes and tests, run lab simulators, and turn in homework online. No more messy papers, through stacks of grading.

The Final Grade?

. improving literacy skills when tablets are included in their lessons. Tablets will never replace real human interaction, nor should they, but used thoughtfully, they are a great tool.. **Networks of florida.com (2019:1-3).**

What are the disadvantages of a tablet?

- No keyboard and mouse. One of the major drawbacks of a tablet over a PC is the lack of a physical keyboard and mouse...
- Low processor speeds for work. ...
- Less portable than a mobile phone. ...
- Tablets tend to lack ports. ...
- They can be fragile. ...

- They can cause ergonomic discomfort .
[https://www.google\(2019:2\)](https://www.google(2019:2))

Results of the Research

To answer the first question which is : “ How far does dimension A. (Perceived achievement of curriculum goals) exist in using tablets in secondary school teaching? “, the following results are shown.

Dimension A. **Perceived achievement of curriculum goals)**

Sample Indicators

1	I think using tablets will help me achieve my teaching goals as well as the learning goals of the students.
2	I can teach actively in engaging students in tablet computer-based teaching in the secondary school English curriculum.
3	I intend to use tablet computer-based teaching in the secondary school English to help in teaching.
4	I intend to use the Internet over tablets to help in teaching.
5	I have more opportunities to demonstrate my own teaching styles in the e-learning environment via tablet computer-based teaching in the secondary English better than before.

Table(2) Mean, standard deviation, Frequencies , percentage, Chi² values of items , and significance in the first dimension.

N.	Mean	St.D.	Frequencies						Chi ²	Sig.
			Agree	Percent	Not sure	Percent	Disagree	Percent		
1.	2.84	.523	2	6.5	1	3.2	28	90.3	45.355 ^a	.000
2.	2.71	.588	2	6.5	5	16.1	24	77.4	27.548 ^a	.000
3.	2.71	.529	1	3.2	7	22.6	23	74.2	25.032 ^a	.000
4.	2.58	.672	3	9.7	7	22.6	21	67.7	17.290 ^a	.000
5.	2.52	.570	1	3.2	13	41.9	17	54.8	13.419 ^a	.001

In the previous table, the items of the questionnaire could be descendently rearranged according to their importance or existence in the light of relative weight or (mean) as follows :Number 1 at first. Number 2 and Number3 are at the same level. Number 4 is in the third level. Then number 5 is at the last level. So the arrangement can be as the following(1,2,3,4and 5)

To answer the second question which is : “How far does dimension B. (Perceived teaching of content) exist in using tablets in secondary school teaching?”, the following results are shown
Dimension B (Perceived teaching of content)

Sample Indicators

1	I can use tablet computer-based teaching in the secondary school English as a teaching tool in effective presentation of content.
2	I can use tablet computer-based teaching methods in teaching grammar, listening, speaking, and writing.
3	I can use tablet computer-based teaching methods for assigning reading tasks in class and at home, synchronously and asynchronously.
4	I can design and present learning videos in online instruction through tablet computer-based teaching in class and at home.
5	I like to engage my students in using tablets for learning before, during and after my English classes in pre-learning, learning and post-learning activities.
6	I like instant messaging, emailing, and discussion boards, and the virtual classroom of tablet computer-based teaching Sessions.
7	I like the animated online instruction through the virtual classroom of tablet computer-based teaching sessions.

Table(3) Mean, standard deviation, Frequencies , percentage, Chi² values of items , and significance in the second dimension.

N.	Mean	St.D.	Frequencies						Chi ²	Sig.
			Agree	Percent	Not sure	Percent	Disagree	Percent		
1.	2.39	.667	3	9.7	13	41.9	15	48.4	8.000 ^a	.018
2.	2.29	.739	5	16.1	12	38.7	14	45.2	4.323 ^a	.115
3.	2.32	.748	5	16.1	11	35.5	15	48.4	4.903 ^a	.086
4.	2.39	.715	4	12.9	11	35.5	16	51.6	7.032 ^a	.030
5.	2.65	.709	4	12.9	3	9.7	24	77.4	27.161 ^a	.000
6.	2.68	.599	2	6.5	6	19.4	23	74.2	24.065 ^a	.000
7.	2.45	.768	5	16.1	7	22.6	19	61.3	11.097 ^a	.004

In the previous table, the items of the questionnaire could be descendently rearranged according to their importance or existence in the light of relative weight or (mean) as follows :Number 6 was at first. Number 5 was at the second level. Number7 was at the third level. At the fourth level , there were Numbers 1 and 4 Then number 3 was at the fifth level. Number 2 came at the last level So the arrangement could be as the following(6,5,7,1,4,3,2)

To answer the third question which is : “How far does dimension C.(Perceived usefulness of the tablet computer-based teaching methods) exist in using tablets in secondary school teaching?” ,the following results are shown:

Dimension C.(Perceived usefulness of the tablet computer-based teaching methods)

Sample Indicators

1	I believe using tablet computer-based teaching methods is helpful for learning English.
2	I believe using the virtual classroom of tablet computer-based teaching methods is useful for teaching English language skills and knowledge more effectively than traditional methods.
3	The e-learning environment of tablet learning improves my students' thinking skills.
4	A tablet would increase my students' interaction with the tutor in the classroom.
5	A tablet would increase my students' participation in the classroom.
6	The e-learning environment of tablet apps provides various aspects for students to solve problems in class and at home.

Table (4) Mean, standard deviation, Frequencies, percentage, Chi² values of items, and significance in the third dimension.

N.	Mean	St.D.	Frequencies						Chi ²	Sig.
			Agree	Percent	Not sure	Percent	Disagree	Percent		
1.	2.48	.769	5	16.1	6	19.4	20	64.5	13.613 ^a	.001
2.	2.39	.715	4	12.9	11	35.5	16	51.6	7.032 ^a	.030
3.	2.39	.715	4	12.9	11	35.5	16	51.6	7.032 ^a	.030
4.	2.65	.608	2	6.5	7	22.6	22	71.0	20.968 ^a	.000
5.	2.68	.541	1	3.2	8	25.8	22	71.0	22.129 ^a	.000
6.	2.58	.564	1	3.2	11	35.5	19	61.3	15.742 ^a	.000

In the previous table, the items of the questionnaire could be descendently rearranged according to their importance or existence in the light of relative weight or (mean) as follows :Number 5 was at first. Number 4 was at the second level . Number6 was at the third level. Number 1 was at the fourth level. Then numbers 3 and 2 were at the last level. So the arrangement could be as the following(5,4,6,1,3 and 2)

To answer the fourth question which is: “How far does dimension D. (Perceived satisfaction with tablets in presenting and learning EFL curriculum materials and activities) exist in using tablets in secondary school teaching?”, the following results are shown:
Dimension D. (Perceived satisfaction with tablets in presenting and learning EFL curriculum materials and activities)

Sample Indicators

1	My students would feel comfortable when using a tablet for study purposes.
2	A tablet would provide functions not possible with a textbook.
3	Tablet use would be a challenge for my students when focusing on studying.
4	A tablet would increase my students' motivation to learn the material.
5	A tablet would make my students able to engage in multi-tasks easily
6	Tablets should not replace other study tools.
7	I do not think using tablets would add a lot to my students' study needs
8	A tablet would contribute to developing a student to be more creative
9	I would use a tablet for doing my students' homework at home.

Table(5) Mean, standard deviation, Frequencies , percentage, Chi² values of items , and significance in the fourth dimension.

N.	Mean	St.D.	Frequencies						Chi ²	Sig.
			Agree	Percent	Not sure	Percent	Disagree	Percent		
1.	2.61	.615	2	6.5	8	25.8	21	67.7	18.258 ^a	.000
2.	2.58	.620	2	6.5	9	29.0	20	64.5	15.935 ^a	.000
3.	2.55	.675	3	9.7	8	25.8	20	64.5	14.774 ^a	.001
4.	2.74	.514	1	3.2	6	19.4	24	77.4	28.323 ^a	.000
5.	2.55	.675	3	9.7	8	25.8	20	64.5	14.774 ^a	.001
6.	2.58	.672	3	9.7	7	22.6	21	67.7	17.290 ^a	.000
7.	2.42	.848	7	22.6	4	12.9	20	64.5	14.000 ^a	.001
8.	2.52	.769	5	16.1	5	16.1	21	67.7	16.516 ^a	.000
9.	2.55	.768	5	16.1	4	12.9	22	71.0	19.806 ^a	.000

As shown in the previous table, The items of the questionnaire could be descendently rearranged according to their importance or existence in the light of relative weight or (mean) as follows : Number 4 was at first. Number 1 was at the second level . Numbers 2 and 6 were at the third level. Then number 3,5 and 9 were at the fourth level. Number 8 was at the fifth level. Number 7 was at last. So the arrangement could be as the following(4,1,2,6,3,5, 9, 8 and 7)

Opinions of Teachers

The teachers were requested to write their opinions. They were dealt in a friendly way. They were in a suitable atmosphere. They were free to express what they wanted to write as for developing teaching using tablets. Some of the teachers were busy doing their duties in schools and they were helpful and some were not . The researcher left those who were busy. The researcher gave the chance to the teachers who were helpful to write their opinions after applying the questionnaires of using tablets in secondary schools .

The questions are as the following:

1. Do you feel self-satisfied when using tablet technology in your teaching? Do you feel you are doing something significant to enhance teaching and learning in your classes?
2. Are you competent enough to use adaptable methods of teaching using tablets in your teaching? Have you received adequate skill training to better use this system?
3. Do you have self-determination to learn about and apply tablet facilities to deliver your coursework?
4. Are there any available incentives and benefits using tablets in your teaching?
5. Do head teachers assign items in their evaluation reports on using tablet e-learning tools?
6. Do the working conditions and facilities in your school enable you to be actively involved in e-learning and e-testing using tablets?
7. -If there are any other additional points of view related to using tablets, add them, please

The teachers opinions in the present study were written down as the following:

- N.1. The answer of question 1. Was “Yes”, but question 2, the answer was “To some extent”, while question 3 was “Yes”. The answer of question 4 was “To some extent”. The answers of questions 5,6, and 7 were “No”
- N.2. The answer of question 1. Was “Sure”. Questions 2,3 and 4 were “Yes”, whereas 5,6 and 7 were “No”
- N.3. The answer of question 1 was “Really, I feel satisfied”. The answers of questions 2 and 3 were “No”. The teacher’s opinions in questions 4,5 and 6 were “No”. In the last question, the answer was “Thank you”
- N.4. In question 1, the answer was “Yes”. In the second one, the answer was “No”. In the third question, the answer was “Yes”; whereas, the answers of questions 4,5 and 6, the responses were “No”. In question 7, the answer was “Yes, the students are interested and comfortable.”
- N.5. The reply to question 1 was “May be. Yes, I do”. In the second one, the answer was “Yes”. The teacher’s opinions in questions 3, 4,5,6 and 7 were “No”
- N.6. In question 1, the answer was “I feel terrified”. In the second question, the answer was “Not at all”. In the third question, the reply was “I try”. The teacher’s replies in questions 4,5

- and6 were “No”. In the last question, the answer was”Thanks”.
- N.7. The answer of question 1 was “Sure, I do feel so”. In the second question, the answer was “Greatly competent”. In the third question, the reply was” Yes, I do”. In the fourth question, the answer was” Helping students is my end”. The teacher’s opinions in questions 5,6 and7 were “No”
- N.8. In question 1, the answer was “Yes, I do feel so”, but in question 2, the opinion was “Not enough”. In the third question, the opinion was” I hope so”. The teachers’ opinions in questions3, 4,5,6 and7 were “No”.
- N.9. The teacher’s opinions in questions1,2,3, 4,5,6 and7 were “No”.
- N.10. The replies of questions 1,2,3,4,5and 6 were “Sure”. There was no answer for question 7
- N.11. The answers of questions 1,2,3 and 4 were “Yes”; whereas, the answers of questions 5, 6 and 7 were “No”
- N.12. The answers of questions 1,2,3 and 4 were “Yes”, whereas The answers of questions 5, 6 were “No”. In the last question, the reply was”Thanks”.
- N.13. The answers of questions 1,2,3 and 4 were “Yes”, whereas The answers of questions 5, 6 were “No”. In the last question, the reply was”There are not”.
- N.14. The answers of questions 1,2,3 were” Of course”. The answer of question4 was “I think so”, but the answers of questions 5 and 6 were ”No”. In the last question, the reply was “We hope”.to find positive effects of using tablets in EFL teaching in the future.
- N.15. The answer of question 1 was “Sure”. In questions 2 and 3, the answers were “Yes”. In question 4, the answer was “Slightly”, while in question 5, the response was “No”. The answers of questions 6 and 7 were ”No”.
- N.16. The answers of questions 1 and 2 were “Yes”, In question 3, the answer was “I hope so”; whereas, the answers of questions 4,5,6 and 7 were”No”
- N.17. The answer of question 1 was”Really, I am interested in using tablets, but in question 2, the answer was “No”. In questions 3 and 4, the answers were”Yes”. In question 5, the answer was “No”. In question 6, the answer was “Yes”. The reply of question 7 was “No”
- N.18. The answer of question 1 was “ I like using technology”. In the second question, the answer was”I am interested”. The

- answer was “Yes” in question 3. In question 4, the reply was” Making teaching easier and more interesting”. In question 5, the answer was “No”, but in question 6, the answer was “Slightly”. ”, In question 7, the answer was “I hope so”.
- N.19. In question 1, the answer was “Yes”. In question 2, the answer was “Greatly”. The answer of question 3 was “Sure”, ”; whereas, the answers of questions 4,5 and 6 were”No”. The answer of question 7 was” There should be training on using tablet. There should be interest in learning management
- N.20. The answers of questions 1,2 and 3 were “Yes”, whereas The answers of questions 4, 5, 6 and 7 were “No”.
- N.21. The answers of questions 1,2 and 3 were “Yes”, but the answers of questions 4, 5, 6 and 7 were “No”.
- N.22. The teacher did not give any response to the questions
- N.23. The teacher did not give any response to the questions
- N.24. In question 1, the answer was “It is a great step to use technology. ”. In question 2, the answer was “I am really interested”. The answer of question 3 was “Yes, I am looking forward to that”. In question 4, the reply was” Making students more motivated”. In question 5, the answer was “Slightly”. ”. In question 6, the answer was “I think facilities still need to be reformed and used”. There was no answer for question 7
- N.25. In question 1, the answer was “Yes. ”. In question 2, the answer was “Sure”. The answer of question 3 was “Certain” In question 4, the reply was” There are not”. In question 5, the answer was “Regretfully, they do not”. ”. In question 6, the answer was “Unfortunately”. In the last question, the reply was”Thank you”.
- N.26. The answers of questions 1,2 and 3 were “Yes”; whereas, the answers of questions 4, 5 and 6 were “No”. In the last question, the reply was”Thank you”.
- N.27. The answers of question 1 was “Yes”, In question 2, the answer was “Greatly competent”. The answer of question 3 was “Yes” The answers of questions 4, 5 and 6 were “No”. In question 7, the reply was”Thank you”.
- N.28. In question 1, the answer was “Yes. ”. In question 2, the answer was “No”. The answer of question 3 was “I think so”. The answers of questions 4, 5, 6 and 7 were “No”.
- N.29. In question 1, the answer was “I feel satisfied ”. In question 2, the answer was “To some extent”. The answer of question

3 was “Yes”. The answers of questions 4, 5 and 6 were “No”. In question 7, the reply was “I hope so”.

N.30. In question 1, the answer was “Sure ”. In question 2, the answer was “I feel that”. The answer of question 3 was “Sure”. The answers of questions 4, 5, 6 and 7 were “No”.

N.31. In question 1, the answer was “I wish that”. In question 2, the answer was “To some extent”. The answer of question 3 was “Yes”. The answers of questions 4, 5, 6 and 7 were “No”.

Discussion of Results:

Dealing with the results of the first part of the questionnaire, it is obvious that the items are descendently organized. According to such results , the items that came last should be given more care in developing the use of tablets in secondary education. The results were previously shown in tables 2,3,4 and 5

As for the second part that involves questions, it is clear that some teachers accepted the idea of using tablets and some did not. So, using tablets as it is a new trend of teaching in secondary schools, should be considered in scientific research to develop this new process in schools. Teachers must know merits and demerits to come to the reality of using tablets in secondary schools

Some teachers mentioned their opinions considering that it is a must to train teachers and students to know how to use tablets. Students should be abstained from things that are forbidden according to cultures. Private lessons should be controlled to help students develop their skills in using tablets in secondary education.

Recommendations of the Research

- Training on the use of tablets should be given more due care.
- There should be pair work activities and team work using tablets as practice without theory is fatal and theory without practice is futile.
- Motivation, mutual respect , understanding and listening to each other may develop teaching and solve many problems about the use of tablet
- Methodologists , supervisors and teachers should co-operate together to develop the use of tablets in secondary schools.
- Seeds of development of teaching should be put by FoEs, then watered by MoEs

-Standard needs standard to develop teaching all the time in secondary education

-In teaching, the role of teacher is of tremendous importance as he is able to control the teaching process with his students.

Suggestions for Further Studies

-The effect of reward and punishment on teaching through tablets

-The effectiveness of a tablet program in developing students' learning skills in secondary education education

- The effectiveness of collaborative work, and discussion to reach consensus on developing some learning skills of students through using tablets

- The effect of incentives and feedback on developing the use of tablets in secondary education

-The effect of using tablets on developing a project-based learning skills

-The role of supervision and activities on developing teaching through tablets.

-The effect of using co-curricular activities on developing the use of tablets in secondary education.

References

- Bonfadini, John E.(1982) “TEStudy to Determine the Benefits of Industrial Arts Instruction on Secondary Students in Virginia. Final Report“; Retrieved from: <https://eric.ed.gov/?q=Evaluating+Tablet+Use+in+EFL+Secondary+School+Teaching+in+Egypt+as+Perceived+by+Senior+Teachers+and+Supervisors&id=ED226214>
- Clewell, Beatriz Chu; Villegas, Ana Maria .(2001) . “Absence Unexcused: Ending Teacher Shortages in High-Need Areas. Evaluating the Pathways to Teaching Careers Program.”, Retrieved from: <https://eric.ed.gov/?q=Evaluating+Tablet+Use+in+EFL+Secondary+School+Teaching+in+Egypt+as+Perceived+by+Senior+Teachers+and+Supervisors&id=ED460235>
- Collinsdictionary.com(2019:1).”Definition of 'secondary school teacher', Available at: <https://www.collinsdictionary.com/dictionary/english/secondary-school-teacher>
- ERIC Clearinghouse on Reading and Communication Skills .(1982).“Applied Communication, Argumentation, and Debate: Abstracts of Doctoral Dissertations Retrieved from: *Dissertation Abstracts International*," Urbana, IL. (Vol. 43 Nos. 1-6).
- French, Nancy K. (2002) “Paraeducator Supervision Academy (PSA) Outreach Project. Final Performance Report.”,Retrieved from: <https://eric.ed.gov/?q=Evaluating+Tablet+Use+in+EFL+Secondary+School+Teaching+in+Egypt+as+Perceived+by+Senior+Teachers+and+Supervisors&id=ED481023>
- Gökmen, Ö. F.; Duman , İ. ; , Akgün , Ö. E. (2018). “Teachers' Views About The Use Of Tablet Computers Distributed In Schools As Part Of The Fatih Project “*Malaysian Online Journal of Educational Technology (Volume 6 - Issue 2)*
- https://www.google(2019) “What are the disadvantages of a tablet?”m Retrieved from: https://www.google.com.eg/search?source=hp&ei=cYEHXZ-2MLKelwS71YrwaAQ&q=advantages+and+disadvantages+of+using+tablets+in+schools&oq=importance+of+using+tablets+in+schools&gs_l=psyab.1.1.0i22i3014.9937.36019..46020...0.0..1.564.7632.0j32j2j1j2j1.....0....1..gswswiz.....0..0i131j0i10i1j0j0i3j0i19j33i22i29i30.1AdAT2gVRXA
- Kocak,U.(2015:102).”Student Engagement with 1:1 Tablet Computer –Based Teaching in Secondary School English History and Mathematics ClassroomMulyple Case Studies of a Program Implementation. Unpublished Doctoral Dissertation. College of Professional Studies, Boston, Proquest, No. 3132227
- Koyapiner, U. (2019:187). “ The Effect of Tablet Use on Students’ Success in English as a Foreign Language(Efl) Grammar Classroom.”, *Journal of Educational Research and Reviews*, 14(6), 178-189
- Krieger, D. (2005) "Teaching ESL Versus EFL- Principles and Practices", *Taiwan Kaohsiung* Retrieved from: <http://samitolin.whereareyou.net/Message/?Taiwan/Teaching+ESL+Versus+EFL+Principles+and+Practices/&subdomain=samitolin&module=site&page=message&id=25228>,

- Lexico.com. (2019:2). "Definition of *Tablet*", Available at: <https://www.lexico.com/en/definition/tablet>
- Macfarlane, Jack P.(2014)"Exploring the Articulation and Evaluation of the Learning Outcomes of Instructor Development: A Case Study", in *ProQuest LLC, Ed.D. Dissertation, Northcentral University.*
- Maryland State Dept. of Education, Baltimore. Office of Project Basic.(1984)."Project Basic Instructional Guide, Writing Supplement". Retrieved from: <https://eric.ed.gov/?q=Evaluating+Tablet+Use+in+EFL+Secondary+School+Teaching+in+Egypt+as+Perceived+by+Senior+Teachers+and+Supervisors&id=ED254862>
- McAllister, Felicia E.(2012). "The Complexities of Supervisory Arrangements: Evaluating the Performance of General Education and Special Education Co-Teachers", in *ProQuest LLC, Ed.D.Dissertation, Lehigh University*
- Mundt, John P., Comp.(1992)." Adding Value through Research in Agricultural Education. Proceedings of the Annual National Agricultural Education Research Meeting", Retrieved from: <https://eric.ed.gov/?q=Evaluating+Tablet+Use+in+EFL+Secondary+School+Teaching+in+Egypt+as+Perceived+by+Senior+Teachers+and+Supervisors&pg=2&id=ED380563>
- Networks of florida.com (2019). " 7 Great Benefits of Using Computer Tablets in Schools", Available at <https://www.nof.com/7-great-benefits-of-using-computer-tablets-in-schools>
- SAVAS, P.(2014) "TABLET PCS AS INSTRUCTIONAL TOOLS IN ENGLISH AS A FOREIGN LANGUAGE EDUCATION", *The Turkish Online Journal of Educational Technology*, volume 13 issue 12017-222
- Roofe, Carmel G.; Cook, Loraine D.(2017)." student teachers perception of their co-operating teachers during practicum", in *Australian Journal of Teacher Education*, V. 42 N. 6 PP.35-50
- Rosenqvist, Jerry; Vallberg, Ann-Christine(1989) . "The Function of Schools for the Mentally Retarded in a Labour Market Perspective. Project Number 6371.", in *School Research Newsletter*, N.9
- Scholl, Geraldine T.; And Others 1983 "Competencies of Teachers of the Visually Handicapped: Progress Report.", Retrieved from: <https://eric.ed.gov/?q=Evaluating+Tablet+Use+in+EFL+Secondary+School+Teaching+in+Egypt+as+Perceived+by+Senior+Teachers+and+Supervisors&id=ED236871>
- Sistrunk, Walter E.; And Others (1983) . "Investigations of Supervisory Behavior: A Symposium.", Retrieved from: <https://eric.ed.gov/?q=Evaluating+Tablet+Use+in+EFL+Secondary+School+Teaching+in+Egypt+as+Perceived+by+Senior+Teachers+and+Supervisors&id=ED238203>
- Soffar, H. .(2019:1-3) " The benefits of using tablets in teaching", Retrieved from: <https://www.online-sciences.com/technology/the-importance-and-uses-of-tablets-in-education/>
- Southwest Educational Development Lab., Austin, TX. (1981) A Case Study of Three States' Dissemination of "Research within Reach: A Research Guided Response to Concerns of Reading Educators.", Available at:

<https://eric.ed.gov/?q=Evaluating+Tablet+Use+in+EFL+Secondary+School+Teaching+in+Egypt+as+Perceived+by+Senior+Teachers+and+Supervisors&id=ED367945>

- Soykan, E. (2015). "Views of students', teachers' and parents' on the tablet computer usage in education", in *Cypriot Journal of Educational Sciences* Volume 10, Issue 3, PP. 228-244

-Techopedia.com (2019). "What does Tablet mean?", Retrieved from:

<https://www.techopedia.com/definition/2353/tablet>

-Wang, S., & Heffernan, N. (2009). Mobile 2.0 and mobile language learning. In Thomas, M. (Ed.), *Handbook of research on Web 2.0 and second language learning*. (pp. 472-490). Hershey, NY: Information Science Reference.

-www.123test.com .(2019)."Profession secondary school teacher", Retrieved from: <https://www.123test.com/professions/profession-secondary-school-teacher/>