Enhancing English Language Teaching and Learning through Ipadagogy

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Abstract
English Language Teaching and Learning has evolved in contemporary times, and shifts in society have partly influenced this evolution. This descriptive study examined the instructional and learning practices in English Language classes of a school which has adopted and implemented since 2016 the 1:1 Learning with iPad initiative in all learning areas. To assess the extent of the technology integration in the English Language classes, the researcher used the SAMR (Substitution, Augmentation, Modification, and Redefinition) conceptual model of technology integration. Moreover, classroom experiences from English Language Teachers and Learners were classified into relevant themes which objectively reflect the realities of technology-aided classrooms. Data were gathered through surveys, classroom observations, and in-depth interviews with ELLs and ELTs. The results indicate that the ELLs and ELTs utilize the iPad for many educational purposes, and they find it useful despite constantly facing personal and instructional challenges. Furthermore, the iPads were frequently used as augmentation tools, but the teachers have found ways to modify the classroom tasks to maximize technology integration. Finally, the teachers and the learners in this study claim that their experiences are generally positive because they have a digital tool which has extended learning beyond the classroom. On another important note, the researcher suggests that the school clarify fundamental principles and concepts of the teaching approach which could be used in the context of integrating iPad's technology in a 1:1 Teaching and Learning Initiative. This study has added new knowledge into the regularly updating fields of English Language Teaching and Learning and Educational Technology.

Keywords: language learning, educational technology, iPads, trends, technology

Introduction

English Language Teaching and Learning has evolved in contemporary times, and shifts in society have influenced classroom practices. As a result of these societal shifts, "schools are attempting to utilize technology to help provide the best learning experience for children" (Henderson & Yeow, 2012, p.78). One particular educational-technological trend which has gained significant ground in classroom instruction is the use of iPads for language teaching and learning (Auquilla & Urgiles, 2017).

With several software developers' creation of verified computer applications, researchers have realized that the iPad can be used as a teaching-learning tool (Choto-Alvarado, Ortega-Palma, & Sibrian-Ramirez, 2014). Research on the use of iPads in English language teaching and learning (e.g., Beauchamp & Hillier, 2014; Beschorner & Hutchison, 2013; Dhir, Gawaji, & Nyman, 2013) have emerged as attempts into understanding the complex processes of teaching and learning a language with the aid of technology.

The researcher's decision to examine this phenomenon is primarily compelled by the emerging trends of enhancing language classroom activities through technology integration, specifically those influenced by iPadagogy. Claimed to be first coined by Cochrane, Narayan, and Oldfield (2011), iPadagogy is the pedagogical employment of iPad devices which aims to enhance classroom practices through appropriate combinations of "content, pedagogy, and technical knowledge" (Reichert, 2016) in teaching. Despite the emergence of the term 'iPadagogy,' there remains inadequate knowledge on its pedagogical implications aside from the insights offered from 'The Padagogy Wheel' framework presented by Carrington (2016).

In some instances, iPadagogy has been adopted in 1:1 Learning with the iPad initiative, a teaching approach of having each student immersed in one computing device while a teacher closely supervises (Males, 2015; Bebell & Kay, 2009). The fact that many schools still resist the adoption of mobile devices in teaching and learning (Tay, 2016) gives more reason for researchers to give empirical proof on the scant literature of iPad integration in education, especially in English Language Teaching and Learning. Technology integration hitherto remains "a divisive issue" (Motamedi, 2010) in the classroom, and that may not change unless the majority of educational stakeholders all over the world acknowledges this issue. Seen in the light of contributing more insights to the growing literature of the evolution of English Language Teaching and Learning, hand-in-hand with the growth of the English Language (Shyamlee, 2012), this research closely examined instructional and learning practices in connection with emerging educational trends, theories, and framework.

Specifically, this study explored the English Language Learners' and Teachers perspectives on the uses, challenges, and usefulness of the iPad in the English Language classes. Moreover, the researcher examined in which level of technology integration English Language Teachers apply iPadagogy in Language Teaching. All these explorations were then merged into emerging themes which reflect the experiences of ELLs and ELTs in the use of iPadagogy in English Language Teaching and Learning.

Literature Review

TPACK Model and SAMR Model

Despite the apparent confusions of integrating technology in English Language Teaching (Dearden, 2005), practitioners may take advantage of teaching-learning models which integrate the effective use of technology in pedagogical processes. The researcher highlights two teaching-learning models which have achieved notable recognition in the educational landscape: the TPACK Model (Mishra & Koehler, 2006) and the SAMR Model (Puentedura, 2013). Both of these models have helped establish a theoretical framework for the study.

In a Venn Diagram of three connected circles, Mishra and Koehler (2006), who drew inspiration from Shulman (1987)), presents the three bodies of knowledge which teachers must utilize to "produce effective teaching with technology" (Mishra & Koehler, 2006, p.6). These bodies of knowledge are referred to as *Technological Knowledge, Pedagogical Knowledge,* and *Content Knowledge.* This framework compels teachers to be more equipped not only with one area of content but in all forms of knowledge. What the TPACK Framework suggests to educators is to note and to use the essential components of teaching with technology: content, pedagogy, and technology. Often, the absence or inadequacy of a particular body of knowledge in the TPACK framework may lead to teacher inefficiency because these bodies of knowledge are necessities.

Researchers and educators may use Puentedura's (2013) SAMR (Substitution, Augmentation, Modification, Redefinition) Model as a framework for assessing the outcomes after what teaching through technology integration has accomplished. Puentedura (2013) patterns the hierarchy of the model after Anderson's and Krathwohl's (2001) Revision of Bloom's Taxonomy. The SAMR Model concretizes possible outcomes of a technology-aided pedagogy. Through the SAMR Model, teachers could purposefully design and manipulate technology-aided learning tasks that are assessed through an increasing complexity of learning objectives and the corresponding extent of technology integration (Hockly, 2013).

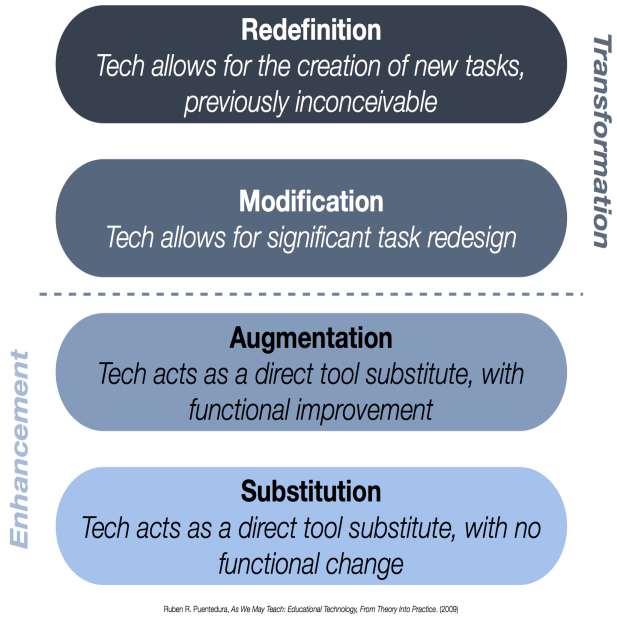

Figure 1: The SAMR Model. by IUSD, 2014. Retrieved from www.iusd.org. Copyright 2014 by IUSD.

Understanding the principles behind the SAMR Model is critical, for the extent of technology integration in classroom instruction would play its effects on the enhancement of classroom experiences and on how students perceive the usefulness of technology in learning as demonstrated in the longitudinal studies of Karsenti and Fievez (2013) and Tay (2016). The researcher asserts the view that the SAMR Model was "not designed to be viewed as hierarchical" (Kirkland, 2014) or "a ladder to be climbed" (Floris & Renandya, 2017) like how it has often been presented in other literature. The problem with having such thinking may, as Floris and Renandya (2017) point out, create an illusion that the ultimate goal of technology integration is Redefinition but may not have to require doing such act necessarily. There would be instances that technology integration would merely require the Substitution mode, but it shall not immediately mean that the learner has not performed any proof of learning, nor has the teacher attempted to initiate learning. What makes the SAMR appear hierarchical is because of its attachment to the lesson objectives, which are based on Bloom's Taxonomy of Learning. Hence, it should be made clear that it is still the lesson objectives which determine the complexity and level of learning and not the SAMR's mode of technology integration (Humes, 2017).

iPadagogy and 1:1 Learning Initiatives

Of great interest in this review of literature is the emergence of the term, iPadagogy. As previously discussed, iPadagogy resulted from the blending of the words, 'iPad' and 'pedagogy,' to indicate and to refer to the use of the iPad by the teachers and learners inside the classroom (Cochrane, Narayan, & Oldfield, 2011). Aside from the definition of Reichert (2016), no other literature seems to offer an explicit definition of iPadagogy. Despite the apparent pedagogical potential of the use of iPad, "there still exists little information on how such potential is utilized" (Valstad, 2010).

Language Teachers who are aided by iPads have often been led to refer to other pedagogical models and framework like Mishra and Koehler's (2006) TPACK framework and Puentedura's (2013) SAMR model to emulate. Carrington (2016) has created the iPadagogy wheel to show which mobile applications could be used for particular tasks. The wheel illustrates instructional tasks which teachers can use for learning activities with the aid of educational and mobile applications to enhance instruction. With the planning of the lessons, a teacher can purposefully and systematically integrate iPad's technology into the language lessons through various mobile educational applications (Kent, 2015).

Despite the concept's obscurity, the researcher believes that English Language Teachers can still find ways to effectively integrate iPadagogy in English Language Teaching so that they could achieve desired results to the English Language Learners (Auquila & Urguilles, 2017). Another critical point of emphasis to be clarified is that the iPad alone may not be sufficient to assure that teaching and learning could occur. The iPad's hardware features allow people to accomplish basic and functional tasks, but iPadagogy cannot fully be utilized without the use of appropriate apps (Neaves, 2015; Kent, 2015). With the tested frameworks such as TPACK, SAMR, and Bloom's Taxonomy plus the available mobile applications, researchers may hopefully arrive at a concrete definition of iPadagogy. Nonetheless, it would be helpful to borrow a statement from Chou, Block, and Jesness (2015), to give insights on iPad technology integration, when they stated: "iPad integration refers to the design, development, and implementation of sound instructional planning to maximize the use of iPad for learning" (p.86).

Other researchers have also provided valuable insights into understanding how English Language Teaching and Learning can be enhanced through the integration of iPad's technology in the classroom. Many research appeared to have studied the pedagogical use of iPads in smaller scopes by focusing on Language Learners' perceptions on the use of iPads for language learning (e.g., Diemer, Fernandez, and Streepey, 2012; Mango, 2015) or by conducting case studies on ELLs across all ages (e.g. Gabarre et.al., 2015; Prince, 2017; Sandvik, Smordal & Osterud, 2012). These studies and those which show similar framework on the integration of iPad in English Education all seem to signify characteristics of Mobile-Assisted Language Learning (MALL) in '1:1 Teaching-Learning with iPad Initiative.'

Bebell and Kay (2009) noted that one of the reasons why schools chose to adopt the 1:1 Computing as an instructional method is for "improved teaching and learning, greater efficiency, and the development of important skills in students" (p.11). Classes are tailored to meet students need and at the same time to incorporate the use of the available computer technology (Males, 2015). However, Schrader (2016) believes that for schools' 1:1 Learning with the iPad Initiatives to succeed, a school must have articulated "a complete vision" which must also be reflected in the lessons of the teachers. Furthermore, a 1:1 Teaching-Learning Initiative's implementation can be improved through giving focus on the following:" a) professional development, b) school culture and environment, c) technology support, and d) time" (Christensen, 2015). As educators endeavor to implement the initiative, they have to meet 'pedagogical adaptations' as these may help determine not only teacher effectiveness but, most importantly, student achievement. Studies on the integration of iPad's technology seem to have compelled researchers to focus on the results, but, as

Andrade (2014) stressed, it is equally important to examine the teaching-learning process while integrating both the hardware and software features that the iPad's technology offers (Auquilla & Urgilles, 2017). Researchers remark the importance of explaining the phenomena of how technology shapes teaching and learning because these have become standards in 21st Century Education (Jansen & van der Merwe, 2015).

Methods

This descriptive study sought to primarily examine the teaching-learning practices and experiences of English Language Teachers and Learners who utilize iPad's technology in teaching and learning English in a 1:1 Learning Initiative context. Data were collected through surveys, classroom observations, and in-depth interviews.

Survey

The researcher surveyed 966 English Language Learners and eight (8) English Language Teachers. Patterned after, Karsenti and Fievez's (2013) evaluation study on the use of iPads in classrooms, the researcher designed specific sets of questionnaires for the English Language Learners and the English Language Teachers (ELLs).

Classroom Observations

The researcher conducted conduct Open Observation during the selected classes of the English Language Teachers (ELTs). During these classroom observations, the researcher identified and noted the ELTs' instructional activities which specifically have purposefully allowed them and the English Language Learners (ELLs) to use iPad's technology to accomplish language tasks as designed in the lesson plan. However, the researcher had anticipated that, as in many language classes, there would be other instances which may require the teachers to adjust their strategies during classes. Thus, these types of strategies were also considered for inclusion as they contribute to the teaching-learning process. These instructional strategies which were executed by the teacher added to the identification and classification of classroom activities which integrated technology based on the SAMR Model.

All classroom activities, most notably those activities which demonstrated technology integration, were recorded in the researcher's narrative field notes. The data that were collected from the ELLs included the learning strategies which fulfill the following criteria: a) use of iPad's technology and b) iPad's use for a language classroom activity. During the classroom observation, the researcher observed the ELLs and the ELTs whenever the indicated direction for the technology integration was demonstrated either by the teacher or the learner, as shown in the lesson plan. The researcher also acknowledged that there would be instances when the ELLs would most likely deviate from the presented teaching-learning activity (McCoy, 2016) because of the presence of digital and mobile devices in the form of the iPad.

Interview

Interviews were conducted with selected English Language Learners and with English Language Teachers who had been subjected to the recorded classroom observations.

The researcher prepared a Semi-Structured interview to further investigate the perceptions and experiences of the participants. For the teacher-participants, the questions primarily revolved around the English Language Teacher's instructional practices and experiences on the implementation of this teaching approach. For the student-participants, the researcher focused on their learning experiences in English Language classes which integrate iPad's technology. The researcher elicited responses from the student-participants on their uses of the iPad in their English Language classes, their challenges in using the iPad in the teaching-learning process, and their strategies in adapting to emerging challenges of integrating mobile technology in formal classroom instruction.

Data Analyses

To objectively analyze the data, the researcher triangulated the data to verify and to corroborate data "by incorporating several viewpoints and methods" (Rahman & Yeasmin, 2012, p.156). As answers to the research questions, the data needed to be verified with the findings from other sources of data collection to establish more reliability and validity. Thus, the researcher draws inspiration from the works of Vaismoradi et al. (2016) and Falk and Blumenreich (2005). These authors suggest a framework for analyzing and organizing qualitative data into relevant and emergent themes (Creswell, 2007). Furthermore, the researcher utilized the following key strategies: finding and identifying similar responses, constructs, and concepts from the participants' answers, assigning appropriate codes, and merging responses into emerging themes.

Results and Discussions

The use of technology in English Language classes paves the way for many classroom activities which can be used for teaching and learning the English language. In this investigation, the researcher had identified similar uses of iPads in the classroom, as shown in Karsenti and Fievez's (2013) research. Undocumented uses of iPads for language classroom activities hitherto have emerged upon the researcher's data collection. The results of the data collection procedures have yielded results which resemble results in previous studies which have also investigated the use of iPads in formal classroom instruction. Few 'official' and specific guidelines on how to successfully integrate iPads exist because this is still considered an emerging trend in educational technology (Huber, 2012).

Teaching and Learning as Augmented by Technology

The results of the data collection yielded inter-related themes of the integration of iPadagogy in English Language Teaching and Learning processes. Research participants have remarked the different uses and usefulness of iPads and the challenges in using these devices. Apparent in the results of the survey, interviews, and observation is the practice of how English Language Learners and Teachers use the iPad for several reasons, as displayed in *Table 1*.

Table 1.
Main Uses of iPad in English Language Classes

Uses of iPad	*f*
Writing Uses	
Writing Text for Written Requirements	847
Creating Essays/e-Books/Research Works	748
Writing Notes for Lessons	741
Answering of Quizzes	581
Internet Uses	
Researching Sources from the Internet	813
Browsing the Web	800
Accessing Language Subjects' Materials and Files through Learning Management System	781
Utilize the Learning Management System's features	762
Checking of Grammar	722
Multimedia Uses	
Presenting Multimedia (Keynote, PowerPoint, Video) Presentations	768
Watching and Recording Video Materials for Class	659
Creating a digital portfolio	423

The English Language Teachers and Learners have given positive feedback on the integration of the iPad in the English Language classes. The respondents say that having iPad devices as educational tools has 'enhanced' and 'improved' in terms of how they learn and on how they get engaged in different classroom tasks. The learners seem to benefit the most out of this initiative in teaching and learning. They now have a digital tool which is mobile and accessible, gives them the capacity to gather relevant information, allows them to augment necessary skills and convert these to more sophisticated skills, and lastly, empowers them to create new knowledge and new products which were formerly unthinkable.

It is also equally critical to highlight that the idea of using technology does not guarantee usefulness for the people using the technology, especially in a complex environment like the classroom. The findings of the study, fortunately, generally present a strong agreement among the participants on the usefulness of iPads in the classroom. In terms of usefulness, themes on the usefulness of iPadagogy emerged in forms like "*Helpful in utilizing the iPad's technology to apply the English Language into meaningful tasks,"* "*Useful in utilizing iPad's technology to learn the English Language,"* and "*Purposeful opportunities for students' use of iPad by teachers lets students learn the English Language*."

Despite the many potential advantages on the use of iPads for teaching and learning as presented by literature, both ELLs and ELTs have expressed challenges in the use of iPads in their classes as presented in *Table 2*. The most frequently mentioned challenge in the course of the study is the participants' dependence on the internet for their iPad. The researcher has noted in the classroom observations that there seems to be an instinctive need to have the iPad connected to the internet as soon as the device is switched on. The main reason can be credited to the fact that living in the digital age means that "work, education, entertainment, and social connectivity are all experienced on the web (BrckaLorenz et al., 2013).

Another challenge in the use of the iPad, which deserves to be highlighted is the participants' claims that the use of the device has become a source of distraction. The English Language Learners in this study acknowledge that despite purchasing the device for educational purposes, they can easily get distracted from the primary intention of having the iPads in the classrooms. This study's results echo the report of Karsenti and Fievez (2013) in which the most frequently mentioned challenge is that the iPad is a source of distraction in their classes.

Table 2.
English Language Learners' Challenges in the Use of iPads in English Language Classes

Challenges of iPad Use	*f*
Technical Difficulties on iPad Use	
Limitation of iPads and its apps' Functions	457
Appropriateness of iPad Use to Language Tasks	421
User's Personal Challenges	
Dependence on the internet	602
Source of Distraction	598
Got Used to Pen and Paper Methods	398
Difficulty in Organizing Lesson Materials and Files	337
Disregard of language textbooks	255
Unfamiliarity with iPad	254

The researcher has identified some of the common technology integration practices which the English Language Teachers (ELTs) use which, as it has been revealed, highly prompt what the learners do inside the classroom. Based on the SAMR conceptual model of technology integration (Puentedura, 2013), the English Language Teachers mostly agree and demonstrated that they use and let the students use the iPad as 'augmentation' tools. Thus, the extent of iPad technology integration could be classified as 'Augmentation,' which means the iPad device act as a direct tool substitute but with functional improvements. This claim is further solidified upon the observation of ELLs who have manifested such "augmentation" instances during the classroom observations, and their statements in the interviews also seem to suggest augmentation activities.

To cite an example of Augmentation, Teacher E, the researcher noted, in her class asked the students to compose business letters. At an initial analysis, this task could be classified in the 'Substitution' mode for instead of writing on paper; the students encoded on a digital device using the Pages application. Based on the SAMR Model, however, using the Pages app seems to equate to 'Augmentation' of the task because aside from mere writing, the learners also used other features like auto-correct keyboard, the 'define' option, and even the annotation features without necessarily having to 'redefining' the entire task. As soon as the English Language Learners were busy in writing their application letters, Teacher E asked the students to work in pairs and have their partners peer-review their work. This instance has presented some of the various strategies which ELTs use to integrate technology while getting the chance to let students use other language macro-skills.

There remain contentious points on Puentedura's conceptual model, but it is worthy of emulation for technology integration practices. Guided or not guided by the SAMR

Model, teacher-participants in this study have also shared that there were many instances too when they have used the SAMR modes of 'Modification' and 'Redefinition.' The main reason why teachers opted to use or not to be in a specific mode of the SAMR Model highly anchors on the teaching-learning principles of appropriacy and objectivity as suggested by Floris and Renandya (2017).

Teaching and Learning in the Hands of the Learner, at the Command of the Teacher

The abundant uses of the English Language Teachers and Learners indicate that they find the iPad useful for educational purposes. In the context of the 1:1 Learning with the iPad in formal classroom instruction, each student is empowered to use the iPad for the accomplishment of tasks under the supervision of the teacher (Males, 2015). Upon closer examination of the obtained information from the participants, the 1:1 computing initiative has different contexts and objectives, but this concept may have been hastily accepted as the only approach for delivering classroom instruction for a school which has just started operations. Other teacher-participants, for instance, seem to feel that they have inadequate preparations for this classroom setup as mandated by their higher authorities.

The 1:1 computing learning setup seems to work best in classrooms with fewer students, as reviewed in the study of Neaves (2015). Each student had the iPad device at their disposal, but there are 30-45 of them in each class, a contextual disparity of the learning environment displayed from those who advocate the 1:1 computing for technology-aided classes. Consequentially, this adoption of this model, as seen in the classroom observations, did not turn out to be the ideal setup. The students had the iPad in their possession, but the students, most of the time still had to wait for the teacher's directions on what to do with the iPad.

What appeared to be actualizing the 1:1 computing model turned out to be a hybrid and concoction of different teaching and learning approaches as seen in this study. As a result of this uncertainty in the teaching approach, the English Language Teachers most often resorted to teacher-directed instruction whereby they use the device themselves and let the students use the iPad as an augmenting-modifying tool. The responses of the informants corroborated the finding in the interview that the iPad is a digital tool which aids them in the teaching and learning processes respectively. Furthermore, the researcher's observation of the ELTs' Present-Practice-Perform/Produce lesson structure manifests a divergence from the supposedly desired teaching and learning initiative. That deviation, however, did not necessarily equate to inferior educational practices. What this might instead suggest are the ELTs abilities to adapt to meet the needs of the learners and to achieve the learning outcomes. With this concept of using the iPad device as an integral tool in language learning came the inevitable challenges of teachers having inadequate technological, content, and pedagogical knowledge and of the learners facing constant digital distraction, dealing with the iPad's hardware and software limitations, and translating the use of the device into meaningful tasks.

Most literature and the findings of this study suggest the need to adjust classroom instruction for students as they are the primary beneficiaries of these changes. However, the central figure in technology integration in language teaching is still the

English Language Teacher. If teachers deliberately choose not to use information and communications technology, then indeed, no integration of technology would ever happen (Ghavifekr & Rosdy, 2016). In this study's classroom context, the researcher has witnessed the crucial concept of empowering students to learn the language through the aid of technology. This will only happen if the teacher allows the enabling power of technology to be used in the classroom. Accurate enough to the previous statement, the researcher has witnessed the positive results of having the iPad's technology be integrated into the teaching-learning process upon the teacher's intention and decision.

Conclusion

This study was primarily conducted to examine instructional and learning practices in English Language classes wherein iPads are integrated into the English teaching and learning process. Supported by literature which tackled relevant and emerging issues on English Language Learning and Educational Technology, the researcher primarily drew inspiration from the contemporary works of Karsenti and Fievez (2013), Itayem (2014), Andrade (2014) and Reichert (2016) to develop the framework of this research paper. In sum, this study has contributed invaluable insights into the ever-evolving fields of English Language Teaching and Educational Technology. More importantly, the findings of this study add more understanding to the scant literature of empirical studies which examine authentic teaching and learning practices of technology integration in English Language Teaching. Additionally, iPadagogy seemed to have emerged among interested scholars as a term which signifies the use of iPads' technology in pedagogy. However, using iPad's technology or even the device itself does not guarantee technology integration or signify TPACK skills. Given that this teaching 'approach' is relatively emerging, it is notable how English Language Teachers have critically assessed their teaching practices and the learning behaviors of the English Language Learners.

Of remarkable concerns in this study could be summed up into the challenges of instruction and implementation. Having a digital tool for the students' education does not guarantee that the teaching-learning process will be free of problems (Karsenti & Fievez, 2013). Many valid and noteworthy challenges have emerged out of the research findings. English Language Learners deal with challenges on unfamiliarity, digital distractions, and even financial capacity in owning an iPad. As the primary figures in technology integration, the English Language Teachers face personal, pedagogical, and administrative functions which they have to manage to deliver quality instruction. The researcher considers the experiences of the ELTs as invaluable information, for these have also opened more polemic and reasonable justification to continue exploring the many dimensions of English Language Teaching and Learning when aided by technology. As the field of English Language Teaching and Educational Technology brings regular updates, so must the people involved in this field be more updated with these educational trends.

One of the criticisms often hurled at schools which integrate technology is on how schools could measure the academic achievements and progress of the learners (Shittu et al., 2014). Moreover, there are cases when schools may have emphasized so much on the use of technology over more essential school matters (Davie, 2015) and this may have negative impacts to all the educational stakeholders as reported by OECD.

It is, perhaps, from these not initially addressed issues that other challenges have also surfaced. Hence, this is also where the researcher would like to illuminate more insights for the improvement of the education being offered by schools which thrust the use of technology in learning and teaching.

The most challenging task lies in clarifying the teaching and learning model of the 1:1 Learning with iPad. As stated earlier, the 1:1 Learning with iPad was designed for many objectives, primarily that of providing a computing device to each learner which can help transform the traditional methods of learning. In the context of 1:1 computing, the teacher closely supervises the learner who works on the device, the iPad for example (Neaves, 2015). What happened, however, in this school's program, the classes transformed into a hybrid of several teaching approaches and methods which to some extent have scapegoated the goals 1:1 Learning with iPad. These teaching activities have been results of teachers experimenting with whatever procedures there are available, with their teaching style, and with the needs of the learners.

Clarifying and presenting a clear-cut teaching approach and methodology may remove the confusions on how teachers could approach the teaching and learning process which integrate iPad's technology. There are many teaching models which the school leaders could use to guide the teachers in their classroom instruction. These emerging teaching models include Flipped Classroom, Blended Learning, Gamification, or combination of these to form a distinct teaching model which is ready to adapt to the demands of the 21st Century classroom.

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