



UNIVERSITAT
D'ANDORRA

Perceptions, Practices, and Attitudes on the Use of iPads in EFL Classrooms. Evidence from the Andorran School System

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OBJECTIVES

- Present key findings on iPad use in EFL.
- Share Andorran case insights.
- Highlight benefits, risks, and implications.

REFORM

- 2013 PERMSEA: digital competence focus
- Universal iPad distribution in schools
- Multilingual context (Catalan, Spanish, French)

RESEARCH QUESTIONS

- How do teachers and students perceive iPads?
- What classroom practices emerge?
- What attitudes accompany iPad integration?

FROM CALL TO MALL

- CALL: computer-assisted learning evolution
- MALL: mobility and autonomy focus
- Integration depends on pedagogy, not devices

BENEFITS & OPPORTUNITIES

- Increased engagement and motivation.
- Enhanced autonomy and flexibility
- Inclusivity and accessibility improvements

RISKS & DRAWBACKS

- Distraction from non-academic apps.
- Teacher training gaps
- Overreliance on devices

METHODOLOGY OVERVIEW

- Interpretive-constructivist paradigm
- Ethnographic mixed-methods design
- Triangulation of qualitative and quantitative data

PARTICIPANTS & DATA COLLECTION

- 25 teachers and 300+ students (ages 13–16)
- Interviews, questionnaires, observations
- Schools from Encamp, Ordino, Andorra la Vella

DATA ANALYSIS APPROACH

- Convergent parallel mixed-methods
- Cross-validation of qualitative and quantitative data
- Themes: perceptions, practices, attitudes

FINDINGS: PERCEPTIONS

- 93% daily use of iPads in EFL
- High motivation and engagement
- Teachers value flexibility, need more training

FINDINGS: PRACTICES

- In-class: projects, reading, assessments
- Out-of-class: apps, media, online tasks
- Teachers: planning, communication, monitoring

FINDINGS: ATTITUDES

- Students: autonomy, inclusivity, creativity
- Teachers: cautious optimism
- Drawbacks: distraction, workload

DISCUSSION

- Universal provision ensured equity
- Multilingual context shaped perceptions
- Technology ≠ transformation without pedagogy

IMPLICATIONS FOR PEDAGOGY & POLICY

- Integrate iPads for authentic collaboration
- Align tasks with competence-based curriculum
- Support ongoing teacher development

RECOMMENDATIONS

- Provide continuous digital-pedagogical training
- Foster hybrid teaching to balance screen time
- Monitor and evaluate implementation regularly

CONCLUSIONS

- Positive perceptions and attitudes overall
- Need for improved teacher training
- Sustainable integration requires evaluation

LIMITATIONS & FUTURE RESEARCH

- Ethnographic scope limits generalization
- Further studies on long-term impacts
- Explore cross-subject digital learning

SUMMARY

- iPads boost motivation and inclusion
- Teacher readiness is key
- Balanced use fosters effective learning

Thank you & Q&A

- Contact: fcosta@uda.ad
- Questions welcome!