

## Investigating Effects of the iPad on Japanese EFL Students' Self-Regulated Study

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### Abstract

In the current information society, regardless of their chosen fields, Japanese university graduates are facing rapidly growing demands to have reasonable practical English communication skills, in addition to specialisation in their majors, before entering the workforce. However, as shown in a Koike's study (2010) many have difficulty satisfying their needs within the limited class hours during their undergraduate years. Other shortcomings are also observed within the current language curriculum structure in non-English major discipline areas. With an aim to meet these needs, many educators suggest implementing mobile technologies in their English language courses as well as in other discipline areas. This is due to mobile technologies' mobility, utility, flexibility and their facility of allowing access to authentic materials.

The aim of the research outlined in this paper is to investigate in what ways integration of tablet technology changes learning outcomes and attitudes toward Japanese students' English language learning. In the present study, the participants are 20 Japanese undergraduate students who are taking part in general English language classes as a part of their degree requirements. Over one semester, the students are provided with one iPad each for their self-regulated study within and outside the university. In this preliminary qualitative case study, the students' learning is examined using data including proficiency test scores, reflective journals, online surveys, observation, and interviews with participants. The results will be presented at the conference.

The paper concludes with some critical reflections on the improvement of pedagogical practice for EFL using tablet technology. The findings contribute to both the ESL and the EFL teaching communities.