

Introduction

Since the iPad was launched by Apple in 2010, the revolutionary post-PC device has been passionately and widely embraced and, along with similar mobile devices, is becoming increasingly prominent in education. Tablet computers are bringing forth new opportunities to shape educational practices and interest in conducting research on its potential to revolutionize English as a foreign language (EFL) teaching and learning has significantly increased (Kukulka-Hulme, 2009). As use of the tablet in education is still very much at an experimental stage, little is known about how it can be integrated into foreign language teaching and learning (Ozturk, 2013). With no models to work from, foreign language teachers are left to explore, practice, and discover the tablet's possibilities on their own (Gawelek, Spataro, & Komarny, 2011) and it remains an open question as to whether the tablet will prove to be an effective aid.

However, in order to effectively use the tablet in foreign language classrooms, teachers will need to develop the technological, pedagogical, and content knowledge known collectively as TPACK (Balanyk, 2013), a conceptual framework proposed by Mishra and Koehler (2006) to understand and explain how teachers integrate technology into their practice. As Koehler and Mishra (2008) noted, technology integration is a “wicked problem,” which requires teachers to “flexibly navigate the space defined by the three elements of content, pedagogy, and technology and the complex interactions among these elements in specific contexts” (Koehler & Mishra, 2008, p. 18). Thus, there is a clear need to explore teachers' ingenuity and creativity in incorporating the tablet into EFL teaching and learning. Research on teachers' TPACK concerning the integration of the tablet in EFL classrooms is still in its infancy. To address this, the researcher conducted a case study to unravel the TPACK of an elementary teacher who taught EFL with the tablet. It is hoped that this research contributes to the literature on TPACK by illustrating how the emerging technology was used by the teacher to enhance her practice.

Technology integration is not only determined by technology's affordances and constraints, but also by the context in which it is used (Koehler & Mishra, 2008; Porras-Hernández & Salinas-Amescua, 2013). And for particular pedagogical purposes this is usually further complicated by classroom, institutional, and social contexts. That is, TPACK development is bound in particular contexts, such as teacher knowledge

of particular students, administrative support, and parental concern. Under such circumstances, teachers view technology integration as a complicated form of problem-seeking and problem-solving (Koehler & Mishra, 2008), suggesting that if teachers can't identify a problem technology can solve, they probably shouldn't be using it. In this sense, the present study focused on using the tablet to improve L2 learner engagement, special attention being paid to engaging unmotivated, uninterested, and even ill-behaved students. Since little research has been devoted to TPACK with regard to how the context affects EFL teachers' TPACK, the present study seeks to address this gap in the hope of providing new insights into how EFL teachers find appropriate technological solutions to contextual problems.

Research on students' perceptions of technology-enhanced teaching is one way to examine the impact of technology on teaching and learning, such perceptions being an indicator of satisfaction with how teachers integrate technology into classroom activities (Brown, 2009; Snyder & Alperer-Tath, 2007). However, few studies have been conducted on students' perceptions of their teachers' teaching with the tablet and the present student seeks to bridge this gap with regard to improving L2 learner engagement.

Literature Review

TPACK

In response to the fact that technology is increasingly being integrated into teaching, Mishra and Koehler (2006) have developed a framework of TPACK based on Shulman's (1987) pedagogical content knowledge (PCK). This theoretical framework is used to illustrate the complexity involved in the interactions among three domains of teacher knowledge—technology, pedagogy, and content. See the TPACK framework in Figure 1. The theoretical model is composed of technological knowledge (TK), pedagogical knowledge (PK), content knowledge (CK), technological pedagogical knowledge (TPK), technological content knowledge (TCK), pedagogical content knowledge (PCK), and TPACK. Specifically, CK refers to a teacher's knowledge of the subject matter they teach in class, while PK is described as knowledge of employing strategies or methods in lesson presentation, student evaluation, and / or classroom management. TK is characterized as understanding and skills regarding computer hardware and software, and PCK is the ability to represent the content via the use of proper instructional strategies. TPK is