The Importance of the Availability of the Requirements of using Portable Devices in Teaching English Language of the Higher Basic Stage Students in Amman Private Schools of Jordan

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Abstract

This study aimed at investigating the importance of the availability of the requirements of using portable devices in teaching English language, from the teachers' point of view of the Higher Basic Stage Students in Amman Private Schools. To achieve the objective of the study a stratified random sample of (205) male and female English teachers in Amman Private Schools was chosen of two educational directorates (University and Amman Branches).The researcher developed a (35) item questionnaire about the importance of the availability of the requirements of using portable devices in teaching English Language, and was assured of its validity and reliability. It consisted of three major fields: concrete requirements, sentimental requirements, and professional requirements. The study showed the following results: The extent of importance of using portable devices in teaching English Language of the Higher Basic Stage Students and paragraphs of every field came at a high degree of importance. There were no statistical differences in the degree of importance of the availability of requirements of using portable devices in teaching English Language for the Higher Basic Stage Students, ascribed to the teacher's years of experience. And there are differences with statistical indication among male and female teachers in both fields of the sentimental requirements, and the professional requirements to use portable devices in teaching English Language and in the whole degree for the interest of female teachers. In addition to non-existence of differences with statistical indication between male and female teachers in the field of concrete requirements to use portable devices in teaching English Language for the Higher Basic Stage Students. Also non-existence of differences with statistical indication in both fields of concrete and sentimental requirements and in the whole degree ascribed to the educational level. Moreover, there are differences with statistical indication between male and female teachers in the field of professional requirements to use portable devices ascribed to the educational level, and for the interest of the Tenth Grade at comparing it with both grades the Seventh and Eighth and for the interest of the Ninth Grade at comparing it with the Eighth Grade.

Introduction

The teacher's role is not confined to instructing and filling information in students' minds, but his role became concentrating in defeating difficulties that may face students in understanding facts and information that are difficult to be understood, or grasped. And in light of developed technicalities, the student became able to get the information he needs hastily and in little effort.

Since decades of time, education depended on the classical methods in getting information to students, and the prevailing belief was that this type of education is what leads to development of communities and rising in students' academic level, but this thing did not last long as a result of the great progress in the field of technology (Abood & Al-Aani, 2009). And since education is the effective element in the individual's life and community, it has to prepare the individual who is able to confront the hasting changes, keeping his particular identity and choosing the technique of technology, that corresponds with curriculums and authorized texts at his country. And in order that education objectives are realized, the instructor and learner should apply the education technology, which is considered a method in thinking and a curriculum of work.

Therefore, the teacher's role, in light of this technology, depends on his being an instructor and easy-maker of the teaching learning operation, and secured at the learner both concepts of learning by work, and self-learning, the thing that increased his motivation towards his school as whole (Hamdi Al-Khateeb & Al-Qudah, 2008).

Concern with the portable devices has increased, the thing that made the producing corporations of them compete conspicuously in producing what is suitable for the needs of the developed world, especially what concerns the education field to motivate the student in particular on learning and improving his performance and attainment in his studying subjects, and changing his trends positively towards the school. And the appearance of this new type of learning and education led to securing the individual education concept and self-learning; for learner continues his learning due to his energy, capacity and haste of his learning, and in accordance with what he has of experiences and previous skills. And education by the portable mobile is considered one of the developed types, which may become lately one of the techniques which cannot be managed without them, either by the teacher or the learner. And the movable education is considered a new form of learning systems from a remote distance (Remote Learning), which is performed on time and place separation of the lecturer from students, and historically started since more than a hundred years and took the form of paper correspondences, then the (Electronic Learning) appeared making new methods available for remote learning depending on technicalities of computer nets; for the technicalities of wireless and movable nets can make important education opportunities available the individuals whose territories have no infrastructure, necessary for achieving electronic learning opportunities such as the country areas, or the individuals, who are always wandering, because of the type of their work and wishing to learn (Hamami, 2006).

And from the modern educational means, that proved their existence at a short period of time, and became an important reference for the parties of the educational learning operation, the portable mobile which achieved a radical change in the look at the learning operation and making it more advantages, interesting and easy than it was previously, for it saves of services and applications that make the student attain what he wants of beneficial information wherever he was. That assisted in changing the prevailing negative look at this technicality, which was believed that it was confined to what harms students as a result of misusing and irresponsible using by some persons. And after the advent of the movable devices into the system of education, learning became available at all times and places for the instructor and the learner, and it was acknowledged as the (Movable Learning), that is, the learner can contact and communicate with his instructors and friends, even if time and place differed.

Technology had shared in education and in modernizing means of communication, such as nets of internet, computer devices, and smart phones. And it also shared in developing the techniques of classical education, where the student became the soul of the educational learning operation from part of participation, interaction, dialogue, analysis and deduction. And achieving this communication became possible either it was direct, or indirect at the availability of the wireless net of internet, which is considered one of the basic means of education; for it shortened distances between the learner and the bit of information, and made the sources of knowledge needed b individuals in general and students in particular, available (Salem, 2007). And the portable mobile is considered one of the developed and modern technological means, which support the educational learning operation, and transform it from the dictating stage to the innovation, interaction and developing skills, and also perform easy reaching to information at all times and places (Ad-Dahshan & Younis, 2009).

The examiner of the nature of education and learning by devices indicates to taking and applying it at a correct form in education and training demands the availability of a group of basic things, represented in the availability of the necessary infrastructure for learning by the movable mobile, and conviction of schools, students and people in charge of using its applications, choosing ad specifying the type of learning by it for the instructional stand and so forth. And these benefits can be concised as follows (Ad-Dahshan, 2010): Transmitting lectures and discussions directly to students and trainees through the portable devices, whatever was their presence, and students' reception, especially those who live from their places of learning, the administrative decisions, urgent advertisements and marks and else. And showing duties and students' work, results of teachers' evaluation of them, achieving a type of direct communication among parties of the educational learning operation, guaranteeing participation of the greatest number of students in learning through the devices they use, and achieving the element of updating in the habitual technique of teaching, especially schools which do not own the enough amount of technical developments in their equipment's. And plenty of studies and researches assure that the movable technology submits new opportunities of classical education in class rooms, and at all life learning type outside these rooms.

This study will attempt to scrutinize the requirements of using the movable devices in teaching English for students of the Higher Basic Stage at Amman Private Schools – Jordan. Therefore, this study will answer the following main question: What is the degree of significance of availability of portable devices using requirements in teaching English Language for the Higher Basic Stage Students from the point of view of instructors in Amman Private Schools?

Problem of Study

At the time in which schools concentrate on using the portable phones for administrative purposes, represented in contact with people in charge and submit information about presence of students and their absence, and sending cautioning indications for security purposes, in addition to matters concern learning of students, such as doing a surveying procedure of their numbers, exams, and audible and visible records, but there is a weak concern in developing teachers professionally by using the available portable devices in the teachers' life at every time and place. And inspite of the availability of portable devises amongst teachers, yet that does not mean that they wish and are ready to merge this technicality in the class stand, and the educational system does not suppose that teachers are able and wishing to become proficient in using the portable devices as it is the stage amongst their students (Ferry, 2008).

Both (Bennet; Maton & Kervin, 2008) assure that there is a need to merge the suitable technicalities in the present educational systems, and education which will be done through the portable phones is totally considered a translation of education philosophy from distance (Remote – Education), which is performed on enlarging the basis of the educational opportunities in front of individuals, and decreasing its cost compared with the system of classical education.

And (Couch, 2012), Vice – chair person of the worldly education in "Apple" Company viewed that board – computers are portable devices, possess the computer power and capacity to show at an unbelievable extent and easy to use, the thing that candidates them to compete the desk top devices. They assist in developing education as any digital innovation never did before.

And as the electronic education was a remote concept to be achieved in the education sector, the movable education will take its role against challenges that face it as a natural development in the electronic education sector to open the education horizons for big categories from the community, may be it is necessary for the educational system to reach them.

But what the researcher noticed during her visit to some distinguished private schools that such technicality did not receive acceptance when attempted to do an experimental study, that is because of fears of those administrations that teachers may fail at using that technicality, un ability to planning, laying objectives of lessons, and procedures incorrect form, the thing that leads to retreat the academic level of their students, and so affecting the fame of that school among its counterparts. And these schools showed noticed fear of students' misusing of the portable devices during classes for outside purposes, and un ability of the teacher to control his students in that case.

The researcher did not stop at that limit. And the study to be integrated, the researcher contacted one of the well known companies of telecommunications in the Hashemite Kingdom of Jordan to assist her in connecting the teacher's portable device with his students' devices through a certain application, but she found that the materialistic cost, to get that application, was very high. This reason alone was a justification for those schools to reject that experimental study at their schools.

This study attempted to scrutinize the requirements of using the portable devices in teaching English Language for the Higher Basic Stage Students at Amman private schools.

Objective of the Study and Questions

The present study aimed at investigating the extent of the significance of requirements availability of using the portable devices in teaching English Language for the Higher Basic Stage Students from the point of view of teachers at Amman private schools in light of a number of variables through answering the following questions:

1. What is the degree of importance of requirements availability for using the portable devices in teaching English Language for the Higher Basic Stage Students from the point of view of teachers at Amman Private schools?
2. Are there differences with statistical indication at ($\alpha \leq 0.05$) in the degree of requirements availability significance of using the portable devices in teaching the English Language for the Higher Basic Stage Students from the teachers' point of view at Amman private schools ascribed to years of experiences?
3. Are there differences with statistical indication at ($\alpha \leq 0.05$) in the degree of requirements availability significance of using the portable devices in teaching the English Language for the Higher Basic Stage Students from the teachers' point of view at Amman private schools ascribed to the sex of teachers?
4. Does the degree of importance of requirements availability differ in using the movable devices in teaching the English Language for the Higher Basic Stage Students from the teachers' point of view at Amman private schools due to the difference of the educational level (Seventh, Eighth, Ninth, and tenth)?

Significance of Study

Significance of the present study refers to that it may form an addition to the few studies that tackled the study of portable devices, because most of studies was either theoretical or qualitative, but this study was investigational. And it is hoped that this study result in benefit to all elements of the educational learning operation, for what it may add of notice able development on the employed techniques in teaching, and it may make teachers in a permanent seeking to escort every new thing in this field, and it is possible to increase the motivation of pupils to learning, the thing that may make it more interesting and beneficial than it was in the past.

Limits of Study

Limits of this study are represented in the following:

- **Human limit:** this study was implemented on teachers of English; males and females for the Higher Basic Stage at Amman private school, following both Directorates of Education of Amman Town and the University District/ Governorate of the Capital.
- **Time limit:** this study was applied during the first studying semester 2012/2013.
- **Place limit:** this study was confined to Amman private schools following both Directorates of Education at Amman Town and the University District/ Governorate of the Capital.

Determinants of Study

Generalization of this study results is determined by the following:

1. Indications of validity and reliability questionnaire of the significance of requirements availability of using the portable devices in teaching the English Language for the Higher Basic Stage Students from the teachers' point of view at Amman private schools, designed by the researcher for this study purposes.
2. Sample of study and the community from which it is extracted and from similar communities.
3. Validity and seriousness of responsive to the study questionnaire.

Study Terminology

Some terms were provided in this study and were procedurally defined as follows:

Portable devices: elastic developed technological means, allow wireless communication among users, and can be beard at any place and time for their little size to facilitate the educational learning operation for both the teacher and the learner, such as the (iPad), (Smart Phone) and the (Mini Laptop).

The (iPad): a computer with (touch screen) and gathers between the laptop and the mobile phone. And through which can be taught by laying educational applications that facilitate reaching information for both the teacher and the learner at any place and time.

(Smart Phone): a mobile works by touch and assists learners on quick reaching to their studying subjects and curriculums, for the possibility of bearing it at all places and times and for its enjoying with the trait of continuously communicating with the network of Internet.

(Mini Laptop): an instrument or personal computer works through a (Keyboard), and does not work by touch and pliable to be folded. It assists teachers in teaching and learners in learning easily and efficiently, for what it submits of direct and continuous feedback for what had been learnt.

Requirements of using portable devices in teaching the English Language: sentimental, concrete and professional requirements, and they are measured by the degree, the responsive obtains on paragraphs of the questionnaire developed by the researcher.

Concrete requirements: the need to save the financial possibilities and suitable budgets to establish the infrastructure to use the portable devices in learning and education.

Sentimental requirements: the needs that evoke the people in charge of the educational learning operation to be of awareness through concluding courses and training workshops to employ the portable devices in learning and education.

Professional requirements: saving the suitable technical support for the teacher through escorting everything new in the field of technology in education, especially the portable devices.

Educational level: the studying stage which the teacher (male or female) teaches is divided into three stages: the Lower Basic Stage (first, second, third, fourth, fifth, and sixth), Higher Basic Stage (seventh, eighth, ninth, and tenth), and the Secondary Stage (eleventh, and twelfth).

Higher Basic Stage: it is the stage that follows the Lower Basic Stage and represents grades from the seventh to the tenth.

Firstly: the theoretical framework

The theoretical framework discussed the following subjects in some detail: remote – education, the concept of the electronic learning, the concept of learning by employing the portable devices, requirements of employing the portable devices, difficulties of employing the portable devices, and significance of this employment and its benefits. Hereby we find the detail of these subjects:

All this had been achieved through what is called the syst of (Distance Learning) or (Remote Learning), and this made it a must to establish schools and universities to apply this type of education. And that indicates to its significance for the community and the contemporary man at all developing and developed states in the world, because this system escorts development happening at several fields of cognition and suits circumstances of the age in which we live (Al-Aali, 2005). And (Distance learning) can be defined as a means leans on the learner and makes him the core of the educational operation, and by him he over leaps all distances and can receive his education without transferring to the place where the teacher is available (Al-Heelah, 2001).

Distance learning has numerous characteristics, for learner in it is considered the basic support, because of his dependence on himself at a great deal and not on his teacher, for he supports the concept of self-learning, and its financial cost is relatively considered lesser if compared with other types of education. Thus, it allows learning for a big category of the community without discrimination. And appearance of technology in education assisted in making 'Distance Learning' easy, for what it made available of modern and developed means of communication, worked on connecting learners with teachers; for it shortened distances among them and made them in continuous communication (Al-Heelah, 2001).

The individual in these day did not depend only on following the classical techniques in learning and education, but depended basically on what is called the Electronic Learning, which as Garrison and Anderson (2006) view that it is not a pure new technicality completely adopted or rejected, but it represents a new and different type of communication. From this point we can say that electronic learning had formed an important turning point, not only in the field of learning and education, but also in the numerous fields of life. And Tsasheel (2002) defined the electronic learning that "it is a group of operations connected with education through the 'Internet', such as obtaining information related to the studying subject". But Garrison and Anderson (2006) defined the electronic learning that it is "learning through the network of the 'Internet', done formally by employing technicalities with numerous settings". And Beets (2007) employed the term of electronic learning to mean: "texts that include a thing starting from a relatively small constituent to a studying text, or a programme leaning on the World Wide Web, even the programmes completely submitted by the network of the Internet".

And also both (Naber & Kohlen, 2006) defined it as: "that network which invaded individuals' life at all its fields and facilitated the operation of communication and education, and simultaneously it is complicated in its structure, its world wide webs, its programmes, and its programming". And they add that the Web had changed that all by merging; for education occurs at every time, and the learner can save it to refer to it at any time, and it may be aimed at one individual, or at numerous individuals simultaneously.

The electronic learning had not been confined to one type of devices, because of the consecutive technological revolutions, which led to appearance of variety of forms of those means; for that learning was depending basically on immovable computer only, but a modern type of learning appeared performed on using portable devices during the teaching operation. And that qualitative transference in teaching had raised a tremendous uproar between supporting and opposing. And the portable devices had facilitated both operations of teaching and learning due to parties of the teaching learning operation; for it worked to facilitate interaction and communication outside the classroom, because of the existence of complete studying texts inside their portable devices, through a certain applying connecting them with each other at different stands, the thing that achieved enjoyment and benefit to them, and established a teaching learning environment within a new framework.

And from Goad's (2012) point of view, the portable phone is considered an educational instrument connects teachers with their students at all times and different places. She adds that the mobile enjoys numerous functions represented in escorting every new information by a pure button pressure. A great number of researchers agreed in this field upon the concept of learning by using the portable devices. For all (Naismith; Lonsdale; Vavoula & Sharples, 2005) defined it: "as an impartible part of the *Distance Learning) system, and through which can be taught at any time and place, through digital mobiles, such as the portable mobile, the personal digital assistant, and disks operator (MP3)".

And according to (Salem, 2006) the movable learning is using the small wireless devices, manual and movable, such as Mobile Phones, Personal Digital Assistants (PDAs), Smart Phones, and Tablet PCs (Personal Computers), to achieve elasticity and interaction in both operations of teaching and learning at any time and place.

Requirements of Using Portable Devices

To achieve the main objective of learning by using the portable devices, the supporters of this idea had to save a number requirements that facilitate the operation of application on the teacher and learner. And all of: (Ad-Dahshan & Younis 2009; Aarafat 2010; Ad-Dahshan 2010, Rida 2010; Ali 2011; Al-Harithi 2008; Hamami 2006; Ramoos 2011) indicated to the most important of these requirements to apply the system of movable learning at a correct form, for that demands availability of the infrastructure, necessary for movable learning by saving modern devices with high quality from part of picture, storing capacity, and communication services by wireless internet, to be done anywhere without commitment to presence to specified places by employing these devices. And in their opinion it is a must to choose and specify the type of the movable learning, suitable for the educational stand, through which we can mechanically interact with students, and transform the educational and training subjects concerning associations and trainers into a form suits the movable education. All that is achieved through laying plans and necessary policies to apply learning by the portable devices. It is clear from the previous talk, that requirements of using portable devices in teaching are divided into three fields:

Firstly: concrete requirements, and from their important items:

1. Every student should possess a portable device like the (iPad), or (Smart Phone), or the (Mini Laptop).

In the following a concise show of all previous portable devices:

a. **(iPad):** a disc computer produced by (Apple) company in it gathered between the (Laptop) and the (Mobile Phone), it is a light boad weighs only half inch, for its screen works by touch and lets all categories of the community able to use it, because it is simple and easy to reach its applications. Who possesses this computer can page through the Internet and witness sections of the video and pictures perfectly clear, and the parties, concerned with the educational learning operation can use it at schools and universities as an instrument of learning and education. So through it reading any book can be possible from the library available on its disc. As if the learner was reading the ordinary paper books. Thereby, it is considered a tiny window for the digital World (www.ibda3world.com).

b. **Smart Phone:** it is a portable mobile sends and receives calls and messages, but it is distinguished from ordinary phones that through it can connect with the network of the Internet by numerous means 3G, 4G & Edge and as any modern device it works by touch. And the Smart Phone enjoys many characteristic traits, such as the great storing capacity, and the actual age of the battery, that is its power to work ten hours long and continuous a day and capacity to save suitable operating systems for this type of Smart Phones in teaching. These phones also meet the pupils' needs, inclinations and concerns, because they live in the age of technology in education.

But firstly it is a must to change the mistaken concepts performed on that these phones were founded only for playing, amusement and recreation, but they can be employed at an effective way and get benefit of its numerous traits in teaching and learning by an exciting technique if they used it properly (www.misryaa.com/t444_topic).

c. **(Mini Laptop):** a device similar to the ordinary portable computer (Laptop), but it is weighing lighter and smaller size and can be used and moved from one place to another. The fields of using the small portable computer (Mini Laptop) are numerous. The most important of which is the field of teaching and learning, where it became an urgent need for both the teacher and learner, because it assists the teacher in teaching, for it saves elasticity in supporting the important activities in learning and assists to raise efficiency of learners and increase their obtainment, in addition to stabilizing the concept of self-learning amongst them and observing the individual differences among them. That is never done except by laying a clear strategy to use it in teaching (www.bytocom.com/vb/showthread.php).

1. Saving suitable operating system for the portable devices in teaching.
2. Saving records concerning students and teachers including data and necessary information.

Secondly: Sentimental requirements, from their most important items:

1. Enlighting individuals of the community from administrations, teachers, people in charge and students with learning by using the portable devices.
2. Stabilizing the concept of self-learning.
3. Amending views about incorrect usages of the portable devices and employing them a correct employment.

Thirdly: professional requirements, from their most important items:

1. Saving human efficiencies in private schools from teachers and supervisors with capacity to apply learning by the portable devices.
2. Escorting the new developments in the world of modern technicalities in the field of portable devices.
3. Being able to treat with technicalities of electronic publisher (Mobile Learning Author).

These spheres have been depended in preparing the study questionnaire. And due to what the researcher had deduced, studies concerning the requirements were very rare.

Difficulties of using portable devices: Salem (16:2006) indicated to the most distinguished difficulties, which were represented in the small size of the screen and the limitness of storing capacity, the thing that makes the amount of information being shown little, he also viewed that the work of batteries last a short period, so it demands charging continuously, and data can be lost if a defect happened at charging the battery, and demanded changing or amending views and mistaken usages of the movable devices and employing them correctly. And Hamami (2006) showed in his study the difficulty of inserting information into the digital assistants, especially with smallness of keyboards size, and assured that the personal computers programming's themselves, cannot be invested on the portable devices.

And Saleem (2012) mentioned that using devices of movable learning may create a type of feeling with seclusion amongst some students, the thing that will negatively affect their academic attainment in the different subjects, therefore it was important to find a clear strategy to this usage. And Younis (2011) assured the significance of establishing an infrastructure, including wire and wireless networks, and saving an interactive environment between teachers and learners and also among learners themselves. And cleared that prices of devices are high - especially the modern ones – in order no tall categories of people can possess them. And according to his view, there are also technical and security difficulties represented in weak efficiency of transmission for the abundance of numbers of users of the wireless networks, and these networks may be exposed to penetration, the thing that facilitates operations of loss and robbery.

Significance and Benefits of Using Portable Devices

Both Aabood & Al-Aani (2009) mentioned that the portable mobile will be the most successful communication system from distance (Distance Communication) in the field of wireless communications, for what it submits of abundant services for the teacher and learner alike, in addition to using it at any time and place, that means it will be a movable teaching with high elasticity.

And at a symposium of the vice-president of the Worldly education sector in (Apple Company), (Couch, 2012) he informed the audience that the (iPad) device is a mental bicycle can increase the student's capacity to learning, and adds that the objective of developing the movable learning is changing the behavior of the studying semester by assistance of students to create fascination in learning. And As-Shayei (2009) considered the movable devices effective as an aid for research and instruments for teaching and learning, and also through imitation learners can do dangerous experiments and have training on some complicated skills inside their studying classes by using movable devices, and as teachers have the opportunity to get benefit from this technicality inside and outside the classroom, and considering it an effective communication instrument, and a source of learning completing to an acting educational system, and integrated as the electronic learning.

And the significance of movable learning conceals in what may form integration in the educational episode consisted of the student, the school, and the family, for it will be the direct connecting link among these parties, and this direct communication with the school has an exaggerated significance at the family, especially if both parents were employees; this gives an opportunity to correct any studying or behavioural failure for these sons (Hamami, 2: 2006).

After talking about the importance of using the portable devices, existence of some benefits that may benefit the educational learning in different studying subjects was pin-pointed. And from the point of view of Salem (2006) most of the movable devices will be beneficial in education and facilitate teachers' duties, for it empowers students of interaction with each other and with the teacher. For teachers may use them in distribution of work among students easily and naturally. And they are also important being used as a technicality assisting learners who face learning difficulties.

And (Adida, 2007) views that movable learning devices are beneficial devices in communication with the Internet network, and since the movable learning devices became including network investigators. So there is an opportunity to find an original and simple technicality to employ the movable learning through the network, and this technicality can be employed to enter to the disk top through the movable devices. And it was provided in Saleem's study (2012) that movable learning supports the centered learning about the learner and fulfills his needs, because it empowers him from reaching the educational content at any time and place, and the movable learning works on decreasing the cultural barriers between students and teachers by using the different communication canals, because it takes the learner's environment as the actual environment of the learning.

And Ad-Dahshan (2010) mentioned in his study that the movable devices - from which are the portable devices achieve the renewal element in the classical teaching technique, especially in the ancient schools, for what they raise of incentive amongst students of what is called the calm change (coolness), and they also increase motivation and personal commitment to learning and bearing responsibility.

Secondly: Previous Studies

Portable devices are considered one of the movable learning means, which empower individual to learn and reach information easily even at the absence of the teacher from his students at time and place, but this technicality needs a number of requirements, and some difficulties may face them at using in the teaching field. The researcher had been familiar of a number of studies, which discussed the requirements and difficulties that face teachers at using the portable devices in teaching. And due to that the previous studies concerning this subject were divided into two basic axes; they are:

Firstly: requirements of using portable devices in teaching: And from the first studies was the study made by (Brown, 2008) for it aimed at reconnoitering the effect of using the portable mobile during the learning operation, and getting acquainted with using the portable mobile during the learning operation, whether it improve the operation of comprehending the vocabulary at suitable form, and produced a clear difference among pupils who used the portable mobile devices and those who followed the habitual method in learning. And this study had raised an increase in inventiveness amongst the pupils who use the portable mobile, and also used a descriptive technique to specify to what extent the usage of portable mobiles, if existed, had achieved improvement in reading the vocabulary at the group exposed to experiment, and how much that the quantitative discovering technique employed to specify whether the usage of the portable mobile had achieved an incentive concern to continue studying. And the results of study had uncovered an increase in the vocabulary of comprehension when a sample of pupils of the Ninth Grade used a pioneer technicality in specified vocabulary produced through the portable mobile.

And at the end, the researcher deduced that there was no clear difference among pupils who used the portable mobile in their learning and among pupils who were taught by the habitual method, yet the incentive amongst pupils in learning increased when they used the portable mobile to study the vocabulary.

And Al-Harithi prepared a study (2008) entitled: "Applying the Movable Education by Using the Mobile", where he viewed that concern with movable learning increased after the revolution of electronic learning and many people still view that movable learning is a type of electronic education, because it is done at any time and place by the assistance of a movable communication device (portable mobile, or a portable computer). And numerous groups did experiment using the movable learning, and every group attempted to define it according to its experiment, usages, and its backgrounds, the thing that led to numeration of views and vision about movable learning and the difficulty of specifying its characteristic traits accurately. And some researchers view that the movable learning was not defined accurately till now, for the official definition by the formal European parties connect it with the electronic education, meanwhile the technicians concentrate on learning by using movable devices (such as portable mobiles, (PDA) the personal digital assistants) and what they bear of inventions and functions. Many researchers concentrate on the learners moving and submitting education to them during their non availability at static places and not on the movable devices.

And in (Al-Karadsheh, 2009) study she uncovered through it that the movable mobiles technology submits many possible solutions to apply technology in education in the developing countries, because they save unique solutions to registrations of the basic structure of the developing countries. And due to the spread of the portable mobiles among the students, they can be exploited in developing systems assist them in teaching operations. And in her opinion, teaching through the moving mobiles like (Smart Phones) and the personal digital assistants (PDAs) worked on supporting the environment of learning and teaching, and can be used as an instrument of learning instruments and an organizer to submit complete studying courses on the network of the Internet for university students. And she adds that the technology of mobiles can support the learning operation, where the numerous possible settings can be exploited to show the provisions of education through the portable mobiles.

Herington, Herington; Manti; Oleny and Fairy Study (J.; A.; J.; I. & B., 2009) entitled: "New Technology, and New Teaching Technique: Movable Learning in Higher Education" aimed at researching by using the movable devices in the Higher Education and giving examples of that, and providing teachers with guide that assists them in using the movable devices in teaching the studying subjects they teach at innovative and effective methods. And the study had shown positive results in giving examples of using the portable devices in the Higher Education, and also resulted from it a guide for teachers assisting them in using the portable devices in teaching and learning.

And the objective of Ad-Dahshan study (2010) was to use the portable mobile in teaching and training, Why? In What? And How? As a qualitative study indicated to that the portable mobiles can be used and employed in operations of teaching and training, in addition to using them in sending and receiving phone calls, and also deduced that the portable mobiles – through what they include of technicalities or what they submit of services – can submit many benefits for the teaching and training operation, and give new opportunities for the classical education in the studying semesters, and also in the type of learning out of these semesters all life, for their technicalities had been merged in education in light of the new trend by merging the technicality of information and communications in education. And due to his opinion too, the portable mobile in teaching and training is considered a new form of education systems from distance (Distance Learning), which became spread all over the world today and serves dozens of millions of students, due to what it achieved of an important basic role in reaching individuals at any time and place, to open horizons of education for great categories of the community, may it is necessary that the educational system reach them. And he added that using the portable mobile in teaching and training and applying it correctly demands the necessity of many things to be available, and these things are not confined to financial matters – such as availability of infrastructure – and saving the financial support and the suitable budgets, and else – but also extends – at the same degree of importance – to the human matters within which the enlightment of the educational operation parties with the role that these devices may do in the service of both operations of teaching and learning, and training them on using them.

Issa; Hussian & Al-Bahadili (2011) both prepared a study aimed at finding a united and effective model for teaching by the portable mobile to assist in enlarging and spreading education in the Arab World, and due to them this model uses a communication technology depends on the artificial moons, which empower it specify an effective canal, that specifies communications canals covering special areas.

And this suggested model can be indicated to that it is the Arab educational artificial moon. And this artificial moon covers and in an effective form the whole areas of the Arab World, and can reach to a great number of the portable mobile users at immense territories, were never to be reached before. And this model achieves effective elements, supporting the educational operation and matches worldly levels in education.

Saleem (2012) did a study, aimed at establishing a cognitive system, in which features of movable learning technology picture is clear, and also its environment, characteristics, traits, and its benefits, where studies unanimously agreed on that movable learning is a learning teaching system, similar elements gather it with the electronic learning and others different, it is basically performed on telecommunications, where the learner can have the freedom of reaching the educational subjects, lectures and symposiums at any time and place outside the studying semesters, and this in turn, works on finding a new learning environment in the framework of educational stands, performed on the participating and effective learning, and easiness of exchanging information among the learners themselves from one part and the lecturer from the other. The technicalities of the movable learning had been pin pointed consist of (iPad louche), (Personal Digital Assistant), (Drive USB), (E-Book Reader), (Smart Phone), (Cellular Phone), (Ultra Mobile), (General Packet Radio Services) (GPRS) and communications, Plotouth, Why Fy and (Laptop Tablet), Light Wiping Pens Storing Settings, and (Learning Mobile Author). And he also showed, in his study, that the challenges which object tracks of applying movable learning in education concentrate in between security and protection technicalities of the educational content and save devices, their storing and vibrating capacity and extent of their endurance, educational challenges concerning preparation of educational curriculums, individual differences among students, decrease of the level of culture, experience and skill amongst some teachers and students in strictly treating with technology of the age, rise of materialistic cost to entrances of this type of learning, and absence of integrated educational strategies, which guarantee movement in the steps of movable learning. And the study was terminated by assuring the importance of reviewing the entrances of the educational operation and procedures of carrying them out to accommodate the concepts of the cognitive, electronic and technological revolution and societal mobilization, to achieve requirements of the present stage and move in the procession of modernism, development, and change.

And in (Singaravadivelu, 2012) study entitled: "The (iPad) as an Instrument of Imitation and Perception", he proved through it that the (Laptop) occupied a famous rank among people at their different scientific and social conditions, and assisted students and teachers mostly in facilitating the operation of learning and education, and developed the profession of education to a great extent. And with advancement of time, there were many devices that imitate the (iPad) like the movable mobile, which was used, in the beginning, for talk and voice calls only, and with science advancement the movable mobile had many other objectives more than calls and ordinary talk. The concised messages became commonly spread in the community, and all who are concerned about education and learning in particular, and the movable mobile connected the Internet, which assisted the operation of learning and added very much to it, for there happened real interaction between students and teachers not only at schools, but in the higher education as well, until the movable mobile became employed instead of the (iPad). By this the educational operation became developed and developed education.

And (Derakhshan, 2012) assured the importance of the manual portable devices, for being connected with the Internet permanently, the thing that assists people to accomplish plenty of their daily duties, and both pupils and teachers use (Smart Phones) small counting machines, or (Tablet PCs) and (Electronic Net books) for communication, cooperation, innovation and participation in the ordinary and unordinary media, and social communication through the social networks. And in his opinion, this new generation is able to treat with these portable devices, for these smart and accurate devices, which work by touch became abundantly used, and this alone was enough for the industry of the accurate educational devices, including devices that assist in the system of education management, and due to plenty of individuals, the basic objective from using the movable devices had been changed from being used to voice calls into other applications more larger like e-mail, social communication, and learning.

Secondly: Difficulties of Using the Portable Devices in Teaching

And from these studies the qualitative study done by (Jones, 2009) and aimed at choosing the relationship between the natural annoyance, objective excessive burden, and the physiological response, and between the effect on the pupil's performance during employment of the portable mobile technology to discuss the studying subjects. And the theory of activity was used as a theoretical basis for the study recommendation.

And he made his study on eighty – four participants in the study of those who surpassed the twenty – fifth of age, where they did read a text including two subjects of the (Distance Learning) they are: the (Desktop computer), or the (Portable Mobile), and during the reading of the text, one level of difficult duties was shown on the participants, where every participant waded into three exams, repeating the same duty for each exam. And after each experiment the participants had completed an exam of investigation and evaluation to NASA – TLX. And from the results of this study that it saved the necessary clearance concerning technology of learning by using the portable mobile, and burdened with duties of difficult levels, submitted physical disorder, and affected the concepts with mental burdens, and also affected the reading and learning amongst the participants. And from the important results of that study, it increased the capacities of students during using the portable mobile and assisted them to learning, and the limits which had been defined need more investigation during establishing learning environment by the portable mobile, leaving the objective of using it and observing not to affect the pupils' performance.

And (Williams, 2009) had written a study, and aimed at evaluating the effectiveness of learning by the portable mobile compared to learning face to face, and determining the limit that pupils can use the curriculum of learning by using the portable mobile. And he added in his study that the participants in groups consisted of two persons facing each other, had surpassed those participants, who use the portable mobile in learning through the two exams submitted during the study. And it was cleared that the participants in the first party had performed better than the participants in the second party at submitting the first exam, and alike the participants in the controlling group (face to face) had surpassed the users of the portable mobile in learning at the second exam. And the average of increase in performance at both exams with the rate of 8%, in addition to the two previous elements, the elements that affected accepting and using the portable mobile in learning were not specified. And he also indicated that the united theory for accepting and using technology (UTAUT) is ready in a detailed form to measure accepting and using learning by the portable mobile.

And Ferjoun study (2010) aimed at deducing a basis of information and recommendations to the possibility of employing the movable learning at colleges of the General Assembly for the Applied Learning in the State of Kuwait in accordance with the concept of repeating the engineering of operations, that is through investigating the views of the teaching and training staffs and students towards the positive nesses of movable learning and its negative nesses as a technicality, and a modern type of learning within the educational framework, before melting it into one method with the classical education to achieve the objectives of the community and labour market. Results brought about differences there between the teaching staff and the training staff, and also between them and the students from other part. And these differences were connected with the difference of the type of college and occupational degree of the teaching and training staffs, or the number of studying semesters for the students. And also the difference of experience on using the Internet, and generally, individuals of the sample through their responses, do not mind of entering this type of education within the applied education, but the opinion of the teaching and training staff in matters of preparing methods and technical problems made them more alert from students in their responses to negative nesses of movable learning, meanwhile students responses were more preferring to positive nesses of movable learning, and its negative nesses in most of its items do not represent importance to them compared to positive nesses, and so, it is clear that this type is appropriate to be entered to colleges of Applied Education in accordance with the concept of repeating the educational operations engineering.

And it was provided in (Messinger, 2011) study that in spite of hasty growth and using the portable mobiles connected with the Internet, there had remained many schools that resist adopting such those devices. And causes of enthusiasm of schools to that idea are represented in the worldly cost of devices, and perplexity happening in the educational environment towards them, in addition to matters of security and specialty that accompanied using those devices, and though studies cleared that the incentive of pupils for learning increased as a result of allowing them to use them.

And to be sure of the validity of this study, usage of the portable movile was applied on one of the secondary schools, and in order to understand better, and close a puncture in this field, teachers and students were submitted to a direct exam, and then joined a special group, and the result was the possibility of using those devices in the secondary schools in education as instruments will be used at present or in the future. The results of study indicated that pupils and teachers at those schools were utterly ready to adopt learning by the portable mobile.

And assured that pupils feel that their teachers need more training in what concerns the subject of using the portable mobile for learning, and teachers feel danger from pupils' usage of these devices, because of their social needs, but they are not alert from pupils' repeated usage of these devices for the educational purposes. And finally, teachers and students agreed on using the portable mobile at schools, and if that was a transferrable condition, it would have assisted in increasing motivation, and improved levels of public accomplishment and found a positive scholastic culture. And Messenger also deduced that there exists a basic and wholly motivation for using the portable mobile devices outside the school, though teachers are still opposing acceptance of these devices as instruments for teaching, because of their feeling with need to support and training additionally before they accept the idea of pupils usage of these devices. He also deduced that teachers are not fearing the daily dependence of pupils on those device for communications and cooperation, in addition to learning; so they did not do the necessary effort to merging these devices within the school curriculum. And at the end, both teachers and students agreed on the possibility of using the portable mobile to activate innovation amongst learners, and finding a positive teaching class environment, and increasing motivation at them. He added that pupils will need understanding characters of good usage of the portable mobile inside school, meanwhile teachers need more training for the necessary effectiveness for conducting a suitable teaching environment to use the portable mobile.

And (Goad, 2012) made a study, aimed at measuring to understand teachers to use the technicality of portable mobiles as a teaching instrument to participate students in the teaching learning operation. And these portable mobiles are considered the most comprehensive technological technicality in the world, for their doubled functions can bring the most modern information in front of the user. And due to this study, schools were slow and did not accept using portable mobiles for fear, and non-existence of good acquaintance of how to get benefit of them. And the study of them concentrated on that subject, especially those information got from the portable mobiles makers and concern providers of related service, that the opportunity to discover this technological instrument as an assistant educational one to provide trainers with information to support using the portable mobile in the classroom, was present and suitable. And her study had done reconnoitering views of (500) teachers at public schools in the (Midwest) of the United States of America about their professionality in the field of technology, and about their understanding of the importance of using that technology, and their views of using them in the classroom, and the essence of their integrated information about the portable mobiles during classes. It was shows that (28.5%) of responsers had the experience of using the portable mobiles in class, compared to what national statistics had shown that (75%) of students had daily interaction with the mobile.

And found by using (Mann Whitney) U test that there are no clear differences among teachers of science, information systems, geometry, mathematics and teachers of the other subjects curriculums through their conceptions of using the technology in class importance, but he also found at doing (t-test) with the same two groups of teachers, that there was a clear difference in their capacity of designing and giving lessons by using technology. And (Goad) in her study showed that teachers of science, information systems, geometry and mathematics had classified themselves within a higher skill than those teachers of other branches of cognition, and the relationship between the ordinary level of the teacher and his capacity of designing and delivering lessons, by using technology through Pearson's connection coefficient, was tested, and found a distinguished positive relationship, when the technology level showed increase of the teachers capacity to designing, and was pin-pointed that the capacity to get reach lessons to pupils' minds had increased. And the raised question was: "Are the levels of merging amongst pupils different if we considered those depending on integration of technology?". And showed through using the (One Way Variance ANOVA) that using light instruments of production, and specifying necessary teaching opportunities to submit technological skills were assured negative predictors, and cleverly in raising problems happening at using technology was a positive predictor to merging pupils in the class. And through the summary of experience responses for (44) teachers, where included in the questionnaire, merging of pupils was done through it, the thing that led to deepening in the study, especially at investigating concepts of merging pupils at using the portable mobile as a teaching instrument.

What distinguishes the present study from the previous studies:

After investigating previous studies, the researcher found that there is what characterizes her study and makes it different from the other previous studies:

1. The first study may exist in the Jordanian environment due to the researcher's limit of knowledge which will be done about the significance of requirements availability to use the portable devices in teaching at a general form, and at the field of English Language in particular from one part, and in both environments the Arabic and the foreign from the other part.
2. It may be one of the first studies – at the limit of the researcher's knowledge – which was done about its topic for the High Basic Stage at a particular form and at the different educational stages in general.

Method and Procedures

Curriculum of Study

The researcher followed the descriptive method, suitable for purposes of this study, aiming at collecting data about points of view and estimations of the sample of study for the requirements of using the portable devices in teaching the English Language for students of the Higher Basic Stage at Amman Private Schools.

Community of Study and its Sample

Community of study consisted of all teachers of English (males & females) at the private schools for the Higher Basic Stage in Amman City. And the number of teachers of English at both directorates of education, following The District of Amman Town and the District of the University. The Governorate of the Capital amounted to (1206) male & female teachers, due to statistics of both Directorates of Education following The District of Amman Town and The District of the University/ The Governorate of the Capital, for the scholastic year 2012/2013, of them (397) teachers at the Directorate of Education for The District of Amman Town, and (809) teachers at the Directorate of Education for the District of the University / The Governorate of the Capital.

And the sample of study consisted of (205) teachers of English for the Higher Basic Stage at Amman city, and were chosen as a proportional randomly class sample due to the directorate at a rate of (17%) of the whole community of the study, and so the number of individuals of the sample of study at the Directorate of Education for the District of Amman Town amounted to (67) teachers, and the number of individuals of the sample of study at the Directorate of Education at the District of the University / Governorate of the Capital amounted to (138) teachers. The following table indicates to the distribution of the sample of study due to variables of study.

Table 1: Distribution of Sample of Study due to Variables of Study

Variable	Levels of Variable	No.	Rate
Directorate	Directorate of Education/ District of Amman Town	67	32.8%
	Directorate of Education/ District of University/ G. of the Capital	138	67.2%
Total		**205**	**100%**
Experience	Below 5 years	67	32.7%
	5 years less than 10 years	84	41.0%
	10 years & more	54	26.3%
Total		**205**	**100%**
Sex of teachers	Male	70	34.1%
	Female	135	65.9%
Total		**205**	**100%**
Educational level	Seventh	51	24.9%
	Eighth	51	24.9%
	Ninth	50	24.9%
	Tenth	53	25.9%
Total		**205**	**100%**

It is noticed from table (1) that the sample of study amounted at Directorate of Amman Town (67) teachers at a rate of (32.8%) and at Directorate of district of the University/ Governorate of the Capital (138) teachers at a rate of (67.2%). But experience amounted to (67) teachers and rate (32.7%) for class less than 5 years. And class 5 years – less than 10 years amounted (84) teachers at a rate of (41.0%) and class 10 years and more (54) teachers at a rate of (26.3%) and the variable of sex distributed to (70) teachers at a rate (34.1%) and (135) teachers at a rate of (65.9%).

And from part of the educational level, the 7th grade teachers were (51) at a rate of (24.9%), and 8th grade (51) teachers at a rate of (24.9%) and 9th grade (5) teachers at a rate of (24.4%) and the 10th grade (53) teachers at a rate of (25.9%).

Instrument of Study

To achieve objectives of study, the researcher prepared a questionnaire to uncover the requirements of using portable devices in teaching English Language and was directed to teachers of English for the Higher Basic Stage at Amman private schools, and that was done after reviewing the theoretical literature and previous studies (Ad-Dahshan, 2010). The researcher followed the steps and the following procedures:

- Specifying the paragraphs that should be included in the questionnaire, and can be used to uncover the degree of importance of availability of portable devices using requirements in teaching English.
- Showing the main fields of the questionnaire through reviewing the theoretical literature and previous studies, and inquiring teachers at private schools, the teaching staff members at the Jordanian Universities in general, and in the Middle East University in particular.
- Designing the questionnaire at its beginning form, and it consisted of (35) paragraphs, distributed on three fields: materialistic, sentimental and vocational requirements due to its paragraphs and fields before arbitration. And Likert Fivefold scale was followed as follows: very important, important, medium importance, few importance and weak importance.

Validity Study Instrument

For the purpose of investigation, the validity of the questionnaire, it was shown in its initial form to a group of arbitrators, with efficiency, experience and specialization in the field of curriculums, teaching methods and technology of education at some Jordanian universities to show their opinions in performance, from part of paragraphs belonging to the questionnaire and its fields, and the extent of clarity of the statement and good formation and any amendments seen appropriate. And in light of their views and amendments the questionnaire was layed in its final form.

Reliability of Study Instrument

Investigation of the reliability of study instrument was done in two ways:

Firstly: the method in internal consistency by employing the equation of Cronbach Alpha, where the questionnaire was applied on an investigational sample from the community of study and from outside its sample their number amounted to (15) teachers (males & females). Results of reliability coefficients were shown by this method in table No. (2).

Secondly: (test re-test) method, where the questionnaire was applied on an investigational sample from the community of study and from outside its sample their number amounted to (15) teachers. Then the questionnaire was applied on the same sample after two weeks, and due to Pierson's connection coefficient between the two applications. And results of reliability coefficients were shown by this method in the following table No. (2).

Table No. 2: Reliability Coefficients of Study Instrument and its fields by Employing Pierson's Connection Coefficient and Question of Cronbach Alpha

No.	Field	Pierson's Coefficient Value	Cronbach Alpha Value
1.	Concrete Requirements	0.72	0.86
2.	Sentimental Requirements	0.78	0.92
3.	Professional Requirements	0.81	0.86
The Whole Degree		**0.83**	**0.89**

It is noticed from the table (2) that reliable coefficients at the internal consistency due to Cronbach Alpha Equation amounted (0.86-0.92), meanwhile reliable coefficient at the test method and retest, between (0.72-0.83), and these values are considered acceptable for this study purposes.

Scale of Correcting the Instrument of Study

The instrument was shown to the arbitrators and depended on Likert's Scale, the Fivefold for correcting the instrument, amounted between (5) very important, (4) important, (3) medium important, (2) little important and (1) weak important. And performance of study individuals was divided on the paragraphs of the questionnaire into three levels due to the extent of class, which ranges between (1-5) as follows:

- (1-2.33) corresponding the level of estimation at a degree of weak importance.
- (2.34-3.67) corresponding the level of estimation at a degree of medium importance.
- (3.68-5) corresponding the level of estimation at a high degree of importance.

Results of Study

Hereby a show of results deduced by the study through answering its questions as follows:

Firstly: results related to answer of the first question wording: "What is the degree of importance of the availability of requirements to use the portable devices in teaching the English Language for the Higher Basic Stage from the point of view of teachers at Amman private schools?".

To answer this question, the arithmetic means and standard deviations were counted, and the rank and degree of importance of requirements availability to employ the portable devices in teaching English Language for the Higher Basic Stage Students, from the point of view of teachers at Amman Private Schools for every field of the study, and table No. (3) shows that.

Table No. 3: Arithmetic means, standard deviations and the rank for the study fields and degree of importance of requirements availability to employ the portable devices in teaching the English Language for the Higher Basic Stage Students, from the point of view of teachers at Amman Private Schools for the fields of study decreasingly arranged

No.	Field	Arithmetic Mean	Standard Deviation	Rank	Degree of Importance of Requirements – availability
3	Professional Requirements	4.49	0.57	1	High
2	Sentimental Requirements	4.25	0.54	2	High
1	Concrete Requirements	4.08	0.56	3	High
The Whole Degree		**4.29**	**0.46**		

It is noticed from table No. (3) that the degree of importance of requirements availability to employ the portable devices in teaching the English Language for the Higher Basic Stage Students from the point of view of teachers at Amman private schools was a high degree of importance, for the arithmetic mean amounted (4.29) and standard deviation (0.46), and all fields came at the high degree, for the arithmetic means amounted between (4.49-4.8), and the field of professional requirements came in the first rank at an arithmetic mean of (4.49) and standard deviation of (0.57) and at a degree of high importance, and in the second rank the sentimental requirements came at an arithmetic mean of (4.25) and a standard deviation (0.54) and at a degree high importance, and the field of concrete requirement came in the last rank at an arithmetic mean of (4.08) and a standard deviation of (0.56) and at a high degree of importance, but for the paragraphs of every field were as follows:

1. The field of Professional Requirements

The arithmetic means and standard deviations were counted, and the rank and degree of importance of requirements availability of using the portable devices in teaching English for the Higher Basic Stage Students, from the point of view of teachers at Amman private schools, for the paragraphs of this field, table (4) shows that.

Table No. 4: Arithmetic means, standard deviations, rank, and degree of importance of requirements availability of using the portable devices in teaching English for the Higher Basic Stage from the point of view of teachers at Amman private schools for the paragraphs of the field of professional requirements decreasingly arranged

Paragraph No.	Paragraph	Arith. Mean	Stand. Deviation	Rank	D. Imp. Req. Availability
25	Escorting new developments in modern world of technicalities in the field of portable devices.	4.71	0.68	1	High
27	Saving suitable administrative support at schools to employ the portable devices.	4.62	0.77	2	High
35	Integration of educational content between theoretical & applied sides	4.59	0.78	3	High
26	Modernizing the educational computer programs at a continuous form.	4.57	0.80	4	High
24	Saving human efficiencies at private schools from teachers & supervisors having capacity to apply learning through portable devices.	4.54	1.06	5	High
33	Preparing programs & interactive studying subjects can be used through portable devices.	4.52	0.81	6	High
31	Training the administrative cadre to motivate the learning technique by using portable devices.	4.51	0.81	7	High
30	Training students how to treat correctly with portable devices.	4.48	0.67	8	High
34	Saving indicative evidences for learning through the portable devices.	4.48	0.88	8	High
32	Ability to treat with the Learning Mobile Author.	4.44	0.86	10	High
28	Saving suitable technical support at private schools.	4.32	0.59	11	High
29	Training teachers to apply learning by using portable devices.	4.12	0.61	12	High
The Whole Degree		**4.49**	**0.57**		**High**

It is clear from table No. (4) that the degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the point of view of teachers at Amman private schools for paragraphs of the professional requirements field was at high degree of importance, for the arithmetic mean amounted (4.49) and the standard deviation (0.57), and all paragraphs came at a high degree of importance, for the arithmetic means amounted between (4.12-4.71), and the paragraph (25) came in the first rank, that words: "escorting new developments in the world of modern technicalities" at an arithmetic mean of (4.71) and standard deviation (0.68) and a high degree of importance, and in the second rank the paragraph (27) that words: "saving suitable administrative support at schools to employ portable devices" at an arithmetic mean (4.62) and standard deviation (0.77) and a high degree of importance. And the paragraph (28) came in the rank before the last wording: "saving suitable technical support at private schools", at an arithmetic mean (4.32) and standard deviation (0.59) and at a high degree of importance. And the paragraph (29) came in the last rank and words: "Training teachers to apply learning by using portable devices" and at an arithmetic mean (4.12) and standard deviation (0.61) and a high degree of importance.

2. Field of Sentimental Requirements

The arithmetic means and standard deviations were counted, the rank and degree of importance of requirements availability to use portable devices in teaching English for the Higher stage students, from the point of view of teachers at Amman private schools for the paragraphs of this field, table (5) shows that.

Table No. 5: Arithmetic means, standard deviations, rank, and degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage from the point of view of teachers' point of view at Amman private schools for the paragraphs of sentimental requirements field, decreasingly arranged

Paragraph No.	Paragraph	Arith. Mean	Stand. Deviation	Rank	D. Imp. Req. Availability
12	Making teachers aware of benefits of employing portable devices in teaching.	4.87	0.89	1	High
11	Making educational directorate aware of learning through portable devices.	4.68	0.61	2	High
13	Saving training needs in the field of employing portable devices in teaching.	4.66	0.72	3	High
22	Amending views about incorrect usages of the portable devices and employing them correctly.	4.39	1.20	4	High
23	Laying a clear strategy apply learning by portable devices.	4.28	1.19	5	High
21	Developing programs and services to interact with students automatically.	4.24	1.18	6	High
10	Awarding individuals of the community by using portable devices in teaching.	4.15	0.61	7	High
16	Stabilizing the concept of the continuous self learning.	4.13	0.61	8	High
14	Encouraging students on interaction with teacher in teaching through portable devices.	4.11	0.63	9	High
15	Encouraging students on interaction among each other to exchange experiences through portable devices.	4.06	0.64	10	High
19	Proclaiming culture of electronic learning & applications among education ists.	4.05	0.62	11	High
17	Saving elasticity in supporting important activities in learning through portable devices.	3.96	0.77	12	High
18	Awarding persons in charge of educational operation with the importance of learning through portable devices.	3.94	0.75	13	High
20	Supporting learning programs by portable devices at schools and adopting them.	3.94	0.75	13	High
The Whole Degree		**4.25**	**0.54**		**High**

It is clear from table (5) that importance degree of requirements availability to use portable devices in teaching English for the Higher Basic stage students, from teachers' point of view at Amman private schools, for the paragraphs of sentimental requirements field, was at high degree of importance. The arithmetic means amounted between (3.94-4.87), and paragraph (12) came in the first rank which words: "Awarding teachers of benefits of employing portable devices in learning" at an arithmetic mean of (4.87) and standard deviation of (0.89) and a high degree of importance. And in the second rank paragraph (11) came wording: "Awarding Educational Directorates of learning through portable devices" at an arithmetic mean (4.68) and standard deviation (0.61) and a high degree of importance. And paragraph (17) came in the rank before the last that words: "Saving elasticity in supporting the important activities in learning through portable devices", at an arithmetic mean (3.96) and standard deviation (0.77) and at a high degree of importance, and in the last rank came both paragraphs (18) and (20); (18) words: "Awarding people in charge of the educational operation with the importance of learning through portable devices" and paragraph (20) that words: "Supporting programs of learning by portable devices at schools and adopting them" at an arithmetic mean (3.94) and standard deviation (0.75) for both paragraphs, and at a high degree of importance.

B. Concrete Requirements Field

The arithmetic means and standard deviations were counted, and the rank and the degree of importance of requirements availability touse portable devices in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools for the paragraphs of this field. Table (6) shows that.

Table No. 6: Arithmetic means, standard deviations, the rank and degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools for the paragraphs of concrete requirements field decreasingly arranged

Paragraph No.	Paragraph	Arith. Mean	Stand. Deviation	Rank	D. Imp. Req. Availability
6	Saving the Internet Service at a continuous form.	4.74	0.62	1	High
7	Saving Network Database available on the Internet.	4.47	0.77	2	High
5	Saving devices with high quality from part of picture, storing capacity and memory.	4.45	0.88	3	High
8	Saving records concerning students and teachers including data and necessary information.	4.13	0.62	4	High
9	Observing learning cost for teachers & students through portable devices.	4.02	0.65	5	High
4	Saving suitable operating devices systems for portable devices in education.	3.94	0.86	6	High
3	Establishing the infrastructure necessary for learning through portable devices.	3.78	0.86	7	High
2	Specifying suitable budget at schools to save portable devices.	3.61	0.85	8	Medium
1	Every student possession of a portable device such as (iPad, Galaxy Tab), (Smart Phone) and (Mini Laptop).	3.58	0.90	9	Medium
The Whole Degree		**4.08**	**0.56**		**High**

It is clear from table (6) that the importance degree of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools for the paragraphs of concrete requirements field were at a high degree of importance, for the arithmetic means between (3.58-4.74), and paragraph (6) came in the first rank, that words: "Saving the Internet at a continuous form", at an arithmetic mean (4.74) and standard deviation (0.62) and a high degree of importance. And in the second rank paragraph (7) that words: "Saving the available Network Database came in it at an arithmetic mean (4.47) and standard deviation (0.77) and at a high degree of importance. And paragraph (2) came in the rank before the last and words: "Specifying a suitable budget at schools to save portable devices" at an arithmetic mean (3.61) and a standard deviation (0.85) and at a medium degree of importance. And paragraph (1) came at the last rank and word: "Every student should possess a portable device such as (iPad Galaxy Tab), (Smart Phone), and the (Mini Laptop)" at an arithmetic mean (3.58) and standard deviation (0.90) and at a medium degree of importance.

Secondly: The results related to the answer of second question, that words "Are there differences with statistical indication at the level (α ≤ 0.05) in a degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools ascribed to the variable of experience years?

To answer this question, the arithmetic means and standard deviations to the degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman Private Schools, due to the variable of years of experience. And table (7) shows that

Table No. 7: The arithmetic means and standard deviations for the degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the teacher's point of view at Amman Private schools, due to the variable of years of experience

The Field	Experience	No.	Arithmetic Mean	Standard Deviation
Concrete Requirements	Lesser than 5 years	67	4.05	0.70
	5 less than 10 years	84	4.05	0.52
	10 years & more	54	4.16	0.39
Total		**205**	**4.08**	**0.56**
Sentimental Requirements	Lesser than 5 years	67	4.20	0.77
	5 less than 10 years	84	4.26	0.35
	10 years & more	54	4.29	0.44
Total		**205**	**4.25**	**0.54**
Professional Requirements	Lesser than 5 years	67	4.42	0.75
	5 less than 10 years	84	4.47	0.47
	10 years & more	54	4.61	0.43
Total		**205**	**4.49**	**0.57**
The Whole Degree	Lesser than 5 years	67	4.24	0.65
	5 less than 10 years	84	4.28	0.31
	10 years & more	54	4.37	0.33
Total		**205**	**4.29**	**0.46**

It is noticed from the table No. (7) the existence of external differences between the arithmetic means to the degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman Private Schools, due to the variable of years of experience, for the group of less (10 years & more) got the whole degree at the higher arithmetic mean (4.37), follows them owners of rank from class (5 lesser than 10 years), for the arithmetic mean amounted to (4.28). and finally the arithmetic mean of class (lesser than 5 years) came amounting (4.24), and to specify if differences among means were with statistical indication at the level ($\alpha \leq 0.05$) the (One Way ANOVA) variation was applied and results of variance analysis came as illustrated in the following table.

Table No. 8: Analysis of (One Way ANOVA variation of differences at the degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students at Amman private schools due to the variable of years of experience

Field	Source of variation	Total of squares	Degrees of freedom	Squares mean	F. value	Level of Indication
Concrete Requirements	Among Groups	0.974	2	0.249	0.804	0.449
	Inside Groups	62.46	202	0.309		
	Total	**62.95**	**204**			
Sentimental Requirements	Among Groups	0.233	2	0.116	0.391	0.677
	Inside Groups	60.05	202	0.297		
	Total	**60.28**	**204**			
Professional Requirements	Among Groups	1.167	2	0.583	1.811	0.166
	Inside Groups	65.05	202	0.322		
	Total	**66.22**	**204**			
The Whole Degree	Among Groups	0.514	2	0.257	1.23	0.294
	Inside Groups	42.21	202	0.209		
	Total	**42.72**	**204**			

Results in table (8) indicates to non-existence of differences with statistical indication at the level (α ≤ 0.05) at the degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools, due to the variable of years of experience, depending on the count F. value, for it amounted to (1.23), and with a level of indication (0.294) for the Whole degree, and (0.804) with a level of indication (0.449) for the concrete requirements field, (0.391) with the level of indication (0.677) for the sentimental requirements, and (1.811) with a level of indication (0.166) for the professional requirements. And all these values are not indicative at the level of (α ≤ 0.05).

Thirdly: results related to answering the third question, that words: "are there difference with statistical indication the level (α ≤ 0.05) at the degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools ascribed to the sex of teachers?".

To answer this question, arithmetic means and standard deviations were counted to the degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools, due to the variable of sex of a teacher. Table No. (9) shows that.

Table No. 9: Arithmetic means, standard deviations and t-test of the independent samples of the differences in the degree of importance of requirements availability to use portable devices in teaching the English Language for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools, due to the variable of sex of teachers

Field	Teacher's Sex	No.	Arithmetic mean	Standard Deviation	F. value	Level of Indication
Concrete Requirements	Male	70	4.05	0.55	0.545	0.586
	Female	135	4.10	0.56		
Sentimental Requirements	Male	70	4.07	0.53		
	Female	135	4.34	0.53		
Professional Requirements	Male	70	4.37	0.63	2.207*	0.028
	Female	135	4.55	0.53		
The Whole Degree	Male	70	4.17	0.47	2.703*	0.007
	Female	135	4.35	0.44		

Results in table No. (9) indicate to existence of differences with statistical indication at level of (α ≤ 0.05) in degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students from the teachers' point of view at Amman private schools, due to the variable of teachers' sex, depending on the counted (t) value for the whole degree. It amounted to (2.703) at a level of indication (0.028) for the professional requirements field. And the differences were the interest of females at the evidence of their arithmetic means rise on the whole degree, and these arithmetic means over the like with males, meanwhile there are no differences in the field of concrete requirements depending on (t) value, that amounted (0.545) at an indication level (0.586).

Fourthly: results related with answering the fourth question, that words: "Does the degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools with the difference of the educational level (seventh eight, ninth and tenth). Table (10) shows that.

Table No. 10: Arithmetic means and standard deviation to the degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students from the teachers' point of view at Amman private schools, due to the variable of the educational level

The Field	Educational level	No.	Arithmetic Mean	Standard Deviation
Concrete Requirements	Seventh	51	4.09	0.59
	Eighth	51	3.93	0.73
	Ninth	50	4.14	0.42
	Tenth	53	4.15	0.41
Total		**205**	**4.08**	**0.56**
Sentimental Requirements	Seventh	51	4.33	0.62
	Eighth	51	4.29	0.68
	Ninth	50	4.24	0.40
	Tenth	53	4.13	0.41
Total		**205**	**4.25**	**0.54**
Professional Requirements	Seventh	51	4.35	0.73
	Eighth	51	4.30	0.67
	Ninth	50	4.61	0.41
	Tenth	53	4.70	0.24
Total		**205**	**4.49**	**0.57**
The Whole Degree	Seventh	51	4.28	0.58
	Eighth	51	4.20	0.60
	Ninth	50	4.34	0.29
	Tenth	53	4.33	0.26
Total		**205**	**4.29**	**0.46**

It is noticed from table No. (10) existence of external differences among the arithmetic means for the degree of importance of the requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools, due to the variable of educational level, for the colleagues of class teachers (Ninth) got the whole degree and at the higher arithmetic mean (4.34), class teachers (Tenth) follow them, for their arithmetic mean amounted to (4.33), and then class teachers (Seventh) their arithmetic mean amounted (4.28). And finally the arithmetic mean of class teachers (Eight), for it amounted (4.20). And to specify if differences among means with statistical indication at the level of indication ($\alpha \leq 0.05$) the (One Way ANOVA) variation analysis was applied. And results of the variation analysis came as illustrated in the following table.

Table No. 11: Analysis of (One Way ANOVA) variation of the differences in the degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools, due to the variable of the educational level

Field	Source of variation	Total of squares	Degrees of Freedom	Squares Mean	F. value	Level of Indication
Concrete Requirements	Among Groups	1.531	3	0.51	1.67	0.175
	Inside Groups	61.422	201	0.306		
	Total	**62.952**	**204**			
Sentimental Requirements	Among Groups	1.237	3	0.412	1.404	0.243
	Inside Groups	59.043	201	0.294		
	Total	**60.28**	**204**			
Professional Requirements	Among Groups	3.013	3	2.004	6.692	0.000
	Inside Groups	60.207	201	0.300		
	Total	**66.22**	**204**			
The Whole Degree	Among Groups	0.614	3	0.205	0.976	0.405
	Inside Groups	42.109	201	0.209		
	Total	**42.722**	**204**			

- Difference is statistically indicative.

Results in table No. (11) indicate to non-existence of differences with statistical indication at level of ($\alpha \leq 0.05$) at the degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools, due to the variable of educational level, depending on the counted (F.) value, for it amounted (0.976), and at a level of indication (0.405) and (1.67), at a level of indication (0.175) for the concrete requirements field, and (1.404) at a level of indication (0.243) for the sentimental requirements field. All these values are non-indicative at the level of ($\alpha \leq 0.05$), meanwhile a difference was found in the professional requirements field, for the counted (F.) value amounted to (6.692), with a level of indication (0.000), and Shafe' test was applied to know the return of differences in this field. The table No. (12) clears that.

Table No. 12: Results of Shafe' Test for Dimensional Comparisons in the Field of Professional Requirements, Due To the Variable of the Educational Level

Educational Level	Arithmetic	Tenth	Ninth	Seventh	Eighth
Tenth	4.70	4.70	4.61	4.35	4.30
Ninth	4.61		0.09	*0.35	*0.40
Seventh	4.35			0.26	*0.31
Eight	4.30				0.05

- Differences with statistical Indication.

It is noticed from table No. (12) that the difference was for the interest of the Tenth class at comparing it with the Seventh class, Eight, and for the interest of the Ninth at comparison with Eighth in the field of professional requirements.

Discussion of the Results

In the following a show of discussing the results deduced by the study, in accordance with their questions:

Firstly: discussion of results related with the first question, which words: "what is the degree of importance of requirements availability to use portable devices in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools?"

The results of statistical analysis indicated to that the importance of requirements availability to use portable devises in teaching English for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools was at a high degree of importance. And came in the first rank the field of "professional requirements" and at a high degree of importance, and in the second rank came the field of "sentimental requirements" and at a high degree of importance, and came in the last rank, the field of "concrete requirements" and at a high degree of importance. That is because of the professional, sentimental and concrete sides, connected with easing portable devices in teaching English at Amman private schools need numerous efforts until they are saved for education at a suitable form for this stage. And in spite of some private schools, that used high technicalities in teaching: such as "Interactive Board and using the computer and describing them in the operation of teaching English Language, but the portable devices usage is still limited in the field of teaching in the Arab World and Jordan, so it can be said that requirements needed in using portable devices in teaching are extremely variant and costing from the materialistic side, and needs professional experience from teachers, from part of training and qualification to use them properly, in addition to their needs to sentimental requirements performed on awareness of responsible for the educational operation with the importance of using portable devices. And this result agrees with Ad-Dahshan (2010) study, which showed that using the portable mobile in teaching, training and applying it at a correct form demands the necessity of availability of numerous things, but due to paragraphs of each field they were as follows:

Field of Professional Requirements

The results of study indicated that the level of the paragraphs of the professional requirements field in using portable devices in teaching English for the Higher Basic stage students at Amman private schools were at a high degree of importance, and these results may be ascribed to that escorting the modern developments in the field of the concerned technicalities with the educational operation in the field of portable devices is still in need of plenty of suitable professional and technical support, where the educational administrations at private schools can be convinced with using portable devices in teaching their students the English Language, for the new developments on the technical sphere are abundant and numerous and renewing and new productions of them continuously appear, and can be used in teaching, the thing that forms a challenge to private schools administration in how to absorb all those new developments, that may be a heavy burden on the private schools from the professional and technical side before the financial side. And this result agrees with Ferjoun study (2010), which indicated that the type of movable learning is suitable to let it enter the applied education accordance with the concept of re engineering the educational operations, and (Messinger, 2011) study, which indicated to that pupils feel that their teachers need more training in what concerns the subject of using the portable mobile for learning.

Field of Sentimental Requirements

The results of study indicated that the level of sentimental requirements paragraphs to use portable devices in teaching English for the Higher Basic Stage students, from the teachers' point of view at Amman private schools was high, and this result may be ascribed that the awareness operation of teachers, masters, and those in charge of the teaching operation in teaching English Language at private schools needs great efforts for the sake of completing this awareness amongst them in how to use portable devices in teaching. And this awareness needs to hold workshops and training workshops, that illustrate for all how to use portable devices correctly and effectively during teaching English Language, that means there are exertion efforts the school needs in the operation of preparing, training and qualifying all cadres that are related to teaching at private schools, and how ti invest these devices to achieve the desired objectives of their usage. And this demands abundant activities and programs, bridging the gap between the present education at school and education that uses portable devices, so the result came to paragraphs of the sentimental requirements field with a high degree of importance. And this result agrees with Saleem's study (2012), which indicated to the decrease of culture level, experience, and skill amongst some teachers and students at treatment with seriousness with the technology of the age.

Field of Concrete Requirements

Results of statistical analysis indicated that level of paragraphs of concrete requirements field to use portable devices in teaching English Language for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools was at a high degree of importance. And this result may be ascribed to that saving the infrastructure to use the portable devices in teaching the English Language at private schools costs very much from the materialistic part, for using portable devices in teaching needs to connect with the Internet network at a continuous form, the thing that increases the materialistic cost on the school, especially if connection was continuous, through which paging curriculum and activities trans milled on the Internet are done. And these financial burdens are not considered of the priorities of the school, and also the database need time and effort and money to enable the school build those bases on which teaching English Language is built. In addition to that no possibilities are available amongst all students to possess a portable device identical with education plan. And this result agrees with Saleem's study (2012), which indicated to the rise of materialistic cost to entrances of this type of learning.

Secondly: Discussion of Results Related to the Second Question

Which words: "are there differences with statistical indication at the level of ($\alpha \leq 0.05$) in the degree of importance of the requirements availability to use portable devices in teaching English Language for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools, due to years of experience?"

The results of study indicated to non-existence of differences with statistical indication at all fields and at the whole degree at the level of ($\alpha \leq 0.05$) in the degree of importance of the requirements availability to use portable devices in teaching the English Language for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools, due to the variable of years of experience. And this result may be ascribed to that all teachers with different experiences had received training on the electronic education, available now at private schools.

There upon their estimations due to using portable devices came equal at their different experience, depending on the reality in which they live now at school, for the possibility of motivating the portable devices in education is still in need of technical, professional, concrete, and sentimental requirements, and from here their point of view agreed and approximately at the same degree, and also the usage of portable devices in education being still a modern thing at the Jordanian schools, and the teachers' look at them is still obscure. And there are many sides in suing portable devices, the thing that many teachers do not know them and limited their estimations to use portable devices in teaching. And this result differs with Ferjoun's study (2010), which indicated to existence of differences ascribed to experience.

Thirdly: Results Related to the Third Question

That words: "Are there differences with statistical indication at the level of ($\alpha \leq 0.05$) at the degree of importance of requirements availability to use portable devices in teaching English Language for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools, ascribed to the teachers' sex?".

The results of the statistical analysis indicated to the existence of differences with statistical indication at the level of ($\alpha \leq 0.05$) at the degree of importance of requirements availability to use portable devices in teaching the English Language for the Higher Basic Stage Students from the teachers' point of view at Amman private schools, due to the variable of teachers' sex, at the whole degree, and the sentimental requirements field, and field of professional requirements, and the differences were for the interest of females at the evidence of their arithmetic means rise, over the males' on the whole degree and the fields previously mentioned. And these differences may be ascribed to the interest females, being appeared in the degree of importance of requirements availability to use portable devices in teaching the English Language at private schools, for the females are more sticking to use education technology than the males, at the evidence that female teachers at schools are developing programs and educational classes by using education technology and its variant programs, that may had made female teachers nearer to determine the degree of importance of the requirements availability to use portable devices in teaching, or that females are more fond of using technology and what newly comes out of it in the field of education. So, their estimation in using devices was more accurate than males at these fields, meanwhile there are no differences in the concrete requirements field. That may be ascribed to that both parties of teachers are aware of using portable devices in education and they are costful in the materialistic side, especially the prices of these devices are high at markets, so points of view of both males and females are alike in this field.

Fourthly: Results Related to Question Number Four:

That words: "does the degree of importance of requirements availability of using portable devices in teaching the English Language for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools by difference of the educational level (Seventh, Eighth, Ninth, and Tenth)?

The results of study indicated to non-existence of differences with statistical indication at the level of ($\alpha \leq 0.05$) at the degree of importance of requirements availability of using portable devices in teaching the English Language for the Higher Basic Stage Students, from the teachers' point of view at Amman private schools, due to the variable of educational level, at the whole degree, field of concrete requirements, and field of sentimental requirements, and this result may be ascribed to that male and female teachers at the private schools are exposed to the same training and direction connected with using technology in education. So their experiences were united in this field, and this was reflected on their estimations of requirements to using portable devices in teaching the English Language in both fields of concrete and sentimental requirements.

Meanwhile a difference existed in the professional field requirements, and that the difference was for the interest of teachers of the Ninth Grade at comparing them with teachers of the Eighth Grade in this field. And this result may be ascribed to male and female teachers' perception of truth that students at the Tenth Grade reached a stage of maturity in treatment with technology of education and using portable devices, for their curiosity pushes them to research, investigate, and discover all what is new in the technology in general and education in particular, the thing that forms a challenge for teachers in the field of professional requirements, for the teacher of the Tenth Grade needs a plenty of professional support until he is able to treat with students of the Tenth Grade in using what comes out new of technology, connected with the operation of teaching the English Language. And this result agrees with the result of (Jones', 2002) study, which pin-pointed that nature learners who use the technical instruments and devices in their works, had become the most enlightened and movable from the number side.

But owing to the excellence of teachers of the Seventh Grade over the teachers of the Eighth Grade by using portable devices in teaching the English Language for the Higher Basic Stage Students at Amman private schools, but they were with most perception of the importance of requirements availability to use portable devices in the field of professional requirements. And their excellence may be also ascribed to being submitted to a group of intensified training courses, connected with the field of technology in education and for their extreme wish in changing the classical educational techniques with what suits the inclinations and needs of their students.

Recommendations

In light of deduced results, the study recommends the following:

1. Necessity of performance of the private schools administrations to subdue obstacles that object using portable devices in teaching English for the Higher Basic Stage Students at Amman private schools.
2. Necessity of work by private schools administrations to prepare male and female teachers to use the portable devices in teaching English for the Higher Basic Stage Students at Amman private schools through holding the training workshops that illustrate the how of using them in teaching for achieving the professional requirements to employ them.
3. The private schools have to push teachers in the educational field to escort the new developments in the world of modern technicalities in the field of the portable devices and motivate their usage practically in the classrooms.
4. The private schools have to save the suitable portable devices as far as they can, in order to save the concrete requirements, and the sentimental requirements to use the portable devices in teaching the English Language.
5. Preparing a similar scientific study to this study discussing other sectors, not private schools and leap up to managers of directorates and chair persons of departments at schools and Education Directorates, and also discusses the variables.
6. Doing a practical scientific study tackles effectiveness of using the portable devices in students' attainment in English Language and other studying subjects.

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