

significant difference was found between the high and low groups. For example, how students' motivational constructs, such as attainment value, intrinsic value and utility value towards the eSchoolbag develop during the use of the eSchoolbag. Specifically, Li & Zheng [8] raised a motivational model of using eSchoolbag to learn English [8], in which attainment value is defined as students' perceived importance of using eSchoolbag to learn English courses. Intrinsic value refers to the students' enjoyment or interest of using eSchoolbag in English learning. Utility value is students' perceived usefulness of taking eSchoolbag as a mean to learn English, while cost refers to the extent of students' cognitive load during the use of the eSchoolbag. A closer examination of students' motivational constructs would provide teachers more information about students' inner ideas, thus making an effective intervention to promote students' motivation be possible.

In addition, future work will focus on how students' technology acceptance, motivation and self-efficacy account for their learning performances, and to what extent does each component justify students' learning outcomes.

7. References

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