Attitudes of ELT Students towards the Usefulness of Mobile-Assisted Language Learning (MALL) for Learning English

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Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of

Master of Arts
in
English Language Teaching

Eastern Mediterranean University
August 2016
Gazimağusa, North Cyprus

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ABSTRACT

This study explored the attitudes of ELT students towards the integration and implementation of Mobile-Assisted Language Learning (MALL) devices and their applications in and out of the EFL classroom. The aim of this study was to explore the usefulness of mobile devices and applications as supplementary learning materials and also it explored the attitudes of participants towards current limitations in mobile learning and the strategies that should be adopted in order to remove limitations. The participants in this study were B.A students of ELT department at Eastern Mediterranean University. The perceptions of participants were collected through filling out questionnaires and conducting interviews. The findings of the study revealed that ELT students perceived the integration of mobile devices in the ELT context as positive. Participants generally agreed that MALL devices and applications provide learners with ubiquitous learning opportunities. They also assist them in keeping in touch with their peers and instructors. The data obtained in this study showed that a great number of students own and use mobile devices for language learning purposes. Furthermore, some participants reported that there were few limitations such as insufficient provision of wireless Internet connection at the Department and that they had insufficient digital literacy. Several strategies and solutions were also proposed by some participants in this study in order to have a better integration and implementation of mobile devices in EFL context.

Keywords: Mobile Assisted Language Learning (MALL), ubiquitous learning, digital literacy

ÖZ

Bu çalışmada İngilizce Öğretmenliği Bölümü'ndeki öğrencilerin (ELT) Mobil-Destekli Dil Öğrenimi'nin (MALL) sınıf içi ve sınıf dışı eğitimle bütünleştirilmesi ve uygulanması hakkındaki tutumları incelmiştir. Bu çalışmanın amacı ek öğrenme materyali olarak mobil araçların ve uygulamalarının etkinliğini saptamak ve katılımcıların çağdaş mobil öğrenme deneyimlerini, ve birtakım sınırlamaları ortadan kaldıracak stratejilere yönelik tutumlarını incelemektir. Bu çalışmadaki katılımcılar Doğu Akdeniz Üniversitesi'ndeki İngilizce Öğretmenliği Bölümü lisans öğrencileridir. Katılımcıların algıları anket ve mülakat yoluyla elde edilmiştir. Çalışmanın sonuçları ELT öğrencilerinin mobil araçların İngilizce öğrenme bağlamıyla bütünleştirilmesinin olumlu bir biçimde algılandığını göstermiştir. Katılımcılar genel olarak mobil araçların ve uygulamalarının öğrencilere yaygın öğrenme olanakları sağladığı konusunda hem fikirdirler. Ayrıca, bu araçlar sınıf arkadaşları ve öğretmenleriyle iletişim bakımından kolaylık sağlamaktadır. Bu çalışmada toplanan veriler taşınabilir araçların dil öğrenimi amacıyla kullanımı açısından yüksek bir yüzde oraya koymuştur. Buna ek olarak, bazı katılımcılar Bölüm'deki kablosuz internet erişiminin yetersizliğini ve kendi dijital okur-yazarlıklarının eksikliğini bildirmiştir. Ayrıca, bazı katılımcılar mobil araçların yabancı dil olarak İngilizce öğrenimi bağlamında eğitimle daha etkin olarak bütünleştirilmesi ve uygulanması konusunda birtakım stratejiler ve çözümler sunmuşlardır.

Anahtar kelimeler: Mobil-Destekli Dil Öğrenimi (MALL), yaygın öğrnme, dijital okur-yazarlık

ACKNOWLEDGMENT

I would like to extend my sincere gratitude to Asst. Prof. Dr. İlkay Gilanlıoğlu for his supervision and support. He provided me with constant motivation and support from the early stage of the current thesis and also he shared his beneficial ideas and experiences with me. I owe special thanks to him since he helped me in each step of conducting this study with great patience.

I would like to offer my genuine thanks to the members of my graduate committee Assoc. Prof. Dr. Naciye Kunt and Assoc. Prof. Dr. Javanshir Shibliyev for their advice and guidance and also I owe special thanks to Assoc. Prof. Dr. Javanshir Shibliyev as the chair of ELT department for giving permission to conduct this study in ELT department and also I want to express my gratitude to all of my instructors who cooperated with me during the study.

I want to thank my family members. Without their support, I would never imagine being here and doing my master program at this university.

Finally, I am especially grateful to my lovely friend and housemate Kian Jafari for everything he has done for me. I really appreciate his help.

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INTRODUCTION

1.1 Introduction

Technology has become a significant tool for societies in the current era and it is increasingly affecting our daily lives and even educational system in most countries. The majority of people are dependent on technology based on their needs and this dependency on technology is increasing rapidly in our daily lives. In this era of technological advancement, the rapid developments are the main reason for constant changes in many environments. Technology has become a part of our daily lives and it is affecting our modern society from all aspects (Harwood & Asal, 2007; Saldana, 2012).. Technological advances offer people a more efficient way to do things and help them in increasing capabilities for accomplishing tasks. From this point of view, education is not an exception and it is clear that technology will affect education.

The structure and the system of education in many societies have been changed by the recent advances in technology (Gönen, Kocakaya, & Inan, 2006). Education has greatly advanced by the help of technological developments in computers, which provide the opportunities for students to have ubiquitous learning. Several studies indicate that the use of technology in education will have a positive effect on student achievement. Dwyer (1996) reported that the use of technology improves "mastery of basic skills, test scores, writing, and engagement in school" (p. 24).

1.2 Technology Types Used in Education

There are three basic types of technology that are used in higher education. The technologies that are currently used are information and communications technology (ICT), instructional technology (IT) or educational technology (EDTC), and social communication technology or social networking communication technology (SWC). Information and communication technology (ICT), which we are going to focus on includes personal computers, and mobile devices like smartphones and tablets.

The mobile devices not only provide comprehensive source of information, but also they are the fastest means of communication and entertainment. In a study conducted in California, Rideout, Vandewater, and Wartella (2003), reported that almost 50% of their participants who were 0-6 year old children, had a game console. In addition, according to another study conducted in United States, 48% of very young kids had computer and 30% owned games consoles. Parents reported that their kids dedicate two hours in a day for playing games. Findings showed that this amount of time was more than the amount of time kids dedicate for studying or doing homework (Yelland, L, O'Rourke, & Harrison, 2008).

Kanuka (2006) states that there is general agreement among English instructors and learners that mobile learning enhances and supports learning activities in and out of learning environment and students make use of their devices to boost their knowledge by having access to online references and databases. Therefore, the mobile learning has become a part of education and so many portable devices are designed for educational purposes.

Technology is an ongoing and dynamic process and the expression of modern technology is just an advancement of old technology. What we call modern technology is not so new in most cases. For instance, tablets are just advanced forms of smartphones and smartphones are advanced forms of simple mobile phones. Advances in mobile devices technology in recent decade have led to the integration of portable devices technology in language learning and teaching. The use of recent technology for educational purposes, especially portable devices has been the landmark in recent years and its history goes back to 1968, a computer scientist named Alan Kay proposed that with the advances in flat screen technology, it is better to develop a versatile computing device. He proposed later that such a device would be beneficial as an instructional tool for school children. Most people think of smartphones and tablet computers as being a recent invention; actually they are the result of many years of development and evolution. Therefore, there is an enriched background behind this type of technology.

Due to the fact that technology is growing rapidly, language instructors and students have discovered tablet computers, smartphones and personal digital assistants (PDAs) as powerful portable devices which can be used for education. Although many studies mention its rapid growth, few deal with the aspects and skills of language that can be strengthened by using mobile devices. It is of great importance to understand how college students use mobile devices and how these devices can be useful in students' performance in class. Educational institutions have begun to adopt and implement portable devices as instructional tools that personalize learning for all students. Nowadays, by using mobile devices, learners can browse the Internet, create and share presentations, video conference with their instructors and classmates, stay connected with their emails, read and download e-books and even

instructional applications. Furthermore, the outside classroom activities can be watching and listening to online videos, reviewing lectures online, blogging, researching education topics, viewing podcasts, and reading commentaries.

Computer-Assisted Language Learning (CALL) was the earliest approach in e-learning and provided learners with many opportunities to learn independently. Kern (1995) best sums up the inexplicit goal of CALL by stating that second language (L2) CALL programs support individualized instruction by "offering the student the freedom to choose topics, to repeat input, to increase or decrease task difficulty, and to get help whenever it is needed" (p. 457). Nowadays, mobile devices have become tools for language learning and learners are getting used to them. This generation seems to be addicted to electronic devices and they cannot even do their daily activities without their electronic device. According to some reported cases, college students manifest some reactions similar to those of drug abusers when they have not access to their electronic devices (Education Database Online, 2011a). Furthermore, the significant point is that by utilizing technology and the current mobile devices, education will not be restricted to classrooms and there will be an opportunity for teaching and learning outside the schools and campus.

Learners also have been given the chance to have a student-centered education and become independent learners (Oberg and Daniels, 2012). In addition, Ahearn (1991) reports that using technology in the classroom has had satisfactory effects on student perceptions towards school and learning, because students can learn on their own pace and are not supposed to wait for other students.

The Education Center for Applied Research (ECAR) conducted a survey in 100 four-year institutions in United States and 27 two-year institutions in United States and Canada. It is reported that 98.6% of the students owned at least one desktop, laptop, or notebook computer and more than one-third owned more than one of these types of computers (Smith & Caruso, 2010). The constant decrease in price of computer hardware has changed desktop computers, laptops, and portable devices from luxury objects to affordable and necessary objects of everyday use. Students, who are proficient in using these tools for communication, entertainment, and social networking, are eager to use the same tools for language learning too.

1.3 Statement of the Problem

Some problems exist for instructors who try to integrate mobile devices technology and instructional applications as a new approach in language teaching. Unfortunately in underdeveloped countries pre-service teachers are not trained for using mobile devices in classrooms and have some serious problems with their implementation. The main reason is the rapid growth of technology; therefore, language instructors, including both in-service and pre-service teachers, should be trained how to integrate mobile devices technology into their classrooms and help students to make use of these device for educational purposes. To make the best use of mobile devices as supplementary learning materials, both instructors and learners should be trained how to use them for educational purposes. Most instructors agree upon integrating this technology into their classrooms as an approach of teaching but they are not familiar with different types of activities which can be done by using these devices inside and outside of EFL classroom. They are interested in helping their learners to be autonomous learners but the question is how. If an instructor implements mobile

devices successfully in his or her classroom, this type of technology will affect students' willingness to learn a second or foreign language.

1.4 Purpose of the Study

The purpose of this study is to explore EFL learners' perceptions about using mobile devices as supplementary learning materials in learning English language and how portable devices such as laptops, tablets and smartphones can be used by second or foreign language learners for enhancing classroom performance and having a better communication among themselves. This study aims to shed some light on several significant issues: the attitudes of students towards mobile learning, the usefulness of mobile devices and the difficulties foreign language learners encounter in using these devices as supplementary materials. This study focuses on B.A students of ELT department at EMU University and tries to figure out to what extent EFL learners believe in this integration and are they open enough to technological advancements.

1.5 Significance of the Study

The current study is significant because of some reasons. The data acquired from students of ELT department will prove the fact that the integration of mobile devices technology as supplementary learning materials can affect learners' willingness to learn a second or foreign language. Using mobile devices can motivate learners to go beyond the surface level of learning in the classroom and become autonomous learners in class or even outside of the classroom. Students' attitudes toward using portable devices in and out of the classrooms are of great importance and teacher training programs have to take some points into account. Most of teacher training courses do not provide adequate trainings for pre-service teachers regarding the integrating of mobile devices technology in real classrooms. Some of pre-service teachers are not satisfied with their teacher training programs and courses and also

declared that they were not beneficial enough regarding the technological advancements and provided little or no guidance in technology integration. Many studies have explored the opinions of students about using portable devices in English learning but there are insufficient studies that deal with attitudes of students about MALL applications as supplementary learning materials that can be used inside and outside of learning environment. Furthermore, this study investigates also the strategies that should be developed in order to implement MALL inside the learning environment.

1.6 Research Questions

The rapid extension of technology is modifying the way in which learners learn. Portable devices such as laptops, smartphones and tablets (PCs) can be implemented to the classroom context as supplementary materials to increase learning opportunities for learners. The following research questions are going to be proposed about groups of language learners who are using mobile devices or those who are interested in using portable devices technology in EFL environment.

1. Do students of English Language Teaching (ELT) department use portable devices for learning English?

2. How often do students of ELT department use portable devices for English learning?

3. What are the attitudes of ELT students towards integration of portable devices into the EFL environment?

4. What are the attitudes of ELT students towards the current limitations in mobile learning?

5. What are the attitudes of ELT students towards the strategies that should be developed to implement portable devices into the EFL environment?

1.7 Definitions of key Terms and Concepts

Mobile-Assisted Language Learning (MALL): MALL in the current study refers to an "anytime and anywhere" approach to language learning that provides opportunities for language learning through the use of mobile devices such as PDAs, tablet computers, Smartphones and laptop computers (Kukulska-Hulme, 2005; Samuels, 2003; Traxler, 2007).

Ubiquitous learning: Ubiquitous learning in this study refers to anywhere and anytime learning; that is, a type of learning that can happen anywhere especially out of home and campus.

Digital literacy: The term digital literacy can be defined as the knowledge and skills used in a broad range of digital devices such as smartphones, tablets, laptops and desktop PCs (Eshet and Chajut, 2009).

Computer-Assisted Language Learning (CALL): According to Levy (1997), Computer-Assisted Language Learning (CALL) may be defined as "the search for and study of applications of the computer in language teaching and learning" (p. 1).

1.8 Summary

This chapter presented the statement of the problem, purpose of the study, significance of the study and research questions. In the next chapter, the literature will be reviewed under several headings. Furthermore, the main reasons of conducting this study and the gap in literature will be discussed in more detail.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

The first section in this chapter deals with the history of Computer-Assisted Language Learning (CALL) and the second section explains different phases of CALL. The third section highlights the current role of computers in EFL contexts and the next section encompasses the advantages and disadvantages of CALL. The literature review in this chapter indicates a movement from CALL to MALL which is a move from an ancient approach to a more recent one and also a brief explanation will provide background information about MALL. Different types of MALL devices and their current use will be discussed in this chapter and then the significant studies that have been conducted so far to explore the attitudes of EFL learners' towards MALL, will be investigated. Finally, the advantages and disadvantages of MALL will be explained as well.

2.2 The History of Computer-Assisted Language Learning (CALL)

The area of CALL is increasingly becoming important and plays a key role in the field of second and foreign language learning. CALL includes incorporating computer technology into the area of language learning and teaching and is often perceived as an approach to language teaching and learning, in which the computer and computer-based resources such as the Internet are used to present, reinforce and assess material to be learned.

The acronym CALL can be traced back to the 1960s. CALL projects were limited mainly to universities, computer programs were developed on large mainframe computers and the University of Illinois in 1960 was an important landmark in the early developments of CALL (Marty, 1981). In the late 1970, the arrival of the personal computers (PCs) led to an amazing advance in the development of CALL programs. Personal computers started a new age in CALL and became useful tools in language teaching.

The acronym Computer-Assisted Language Instruction (CALI), which developed in the USA, was in use before CALL and was concerned with the use of computers in language teaching. It was popular until the early 1980s, when CALL became a pervasive and common term. The term CALI was a subset of the common word CAI (Computer-Assisted Instruction). CALI lost its popularity among language teachers, since it appeared to imply a teacher-centered approach, whereas language teachers are more inclined to prefer a student-centered approach, focusing on learning rather than instruction. As a result, CALL began to replace CALI in the early 1980s (Davies & Higgins, 1982). The current nature of CALL emphasizes on student-centered materials that provide students the chance to work independently and as a result it assists students in becoming independent learners. CALL functions as an educational tool for instructors to make the language learning process easy for learners. It is beneficial for supporting the content that has been taught in the classroom and also it can function as a useful tool to assist those who need further training.

In the early 1990s, the advent of Internet technology was considered as a milestone in computer technology and became a comprehensive source for all people around

the world and especially for instructors and students. The evolution of the Internet network influenced language instruction from various aspects and language learning through computers was not confined to computer laboratories at universities. Internet network provided people with the chance to have access to huge amount of data from different databases and sources wherever and whenever they want (Levy, 1997). Language instructors utilized sources of information on the Internet and they had the chance to have an access to lots of published books, different sources, instructional materials for language teaching and learning, and many other multimedia applications.

2.3 Different Phases of CALL

CALL entered different phases during its evolution and developments. Warschauer (1996) and Warschauer & Healey (1998) identified three historical phases of CALL and classified them according to their underlying pedagogical and methodological approaches: behaviouristic CALL, communicative CALL, and integrative CALL.

The first phase of CALL has been identified as behavioristic CALL (Kern & warschauer, 2000). It dominated 1960's and 1970's and the first "traditional" form of CALL was based on the behaviorist learning model. It focused on repetitive language drills and habit formation (Richards & Rodgers, 2001). Most of CALL programs in Warschauer & Healey's behavioristic phase consisted of drill-and-practice materials in which the computer presented a stimulus and the learner provided a response. The stimulus was in the form of text presented on screen, and the only way in which the learner could respond was by entering an answer at the keyboard. Then, the computer would analyze students' input and give feedback. Generally, Drill-and-practice programs were a prominent feature of this phase (Taylor, 1980). While such programs and their underlying pedagogy still exist today, behavioristic approaches to

language learning are not popular among most language teachers, and the increasing sophistication of computer technology has led CALL to other possibilities.

Communicative CALL emerged in the 1970s and 1980s as a reaction to the behaviorist approach to language learning. Proponents of communicative CALL rejected behaviorist approaches at both the theoretical and pedagogical level. In this phase the computer continued to be used as a tool for practicing different skills of language in a different format and help students to become active learners (Levy, 1997; Taylor, 1980). Unlike behavioristic CALL, non-drill format was employed which provided students with more choices, control and interaction. This phase started to use the computer to trigger discussion, writing and critical thinking (Underwood 1984). In this approach the main goal was using the language itself and there was no analysis of language. Furthermore, the grammatical points were taught in an implicit way. The arrival of the personal computer (PC) happened in communicative approach, which resulted in a major advance in the extension of applications for learning language.

The third phase which is integrative CALL, started from the 1990s and began to represent drawbacks of communicative approach by amalgamating teaching of language skills into assignments and activities (Warschauer & Healey, 1998). The extension of mixed media technology (text, image, audio and animation) and Computer-Mediated Communication (CMC) happened coincidentally in this phase. In this phase CALL experiences a total change from the use of the computer for drill and tutorial purposes to a medium for extending education beyond the classroom. Teachers moved away from a cognitive view of communicative language teaching to

a socio-cognitive view that emphasized authentic language use in a meaningful, real context (Wertsch, 1985).

2.4 The Current Role of the Computers in EFL

In the current era, CALL has got more popularity among foreign language teachers and learners and the expansion of technology increases the effectiveness of CALL. The concept that course books may be replaced by tablets supports the positive aspects of CALL. It is an instrument that assists instructors in facilitating language learning process. It can be used to support what has been taught in the classroom and helps learners who require additional support.

CALL includes any use of computer technology in the area of language learning and teaching and is often perceived as an approach to language teaching and learning. Although the amount of access and support to technology integration has significantly increased, there is a reduction in amount of technology that is integrated into the many classrooms across the United States (Cuban, 2001; Green & Eastman, 1994). Language instructors, including both in-service and pre-service teachers, should be trained how to integrate mobile devices technology into their classrooms and help students to make use of these device for educational purposes. According to Prensky (2009), teachers who are not inclined to use and implement the most current available technology into their classrooms or relate the information with the best available technology, will significantly decrease students' learning and comprehension regarding a particular subject matter.

2.5 Benefits of CALL

Stake holders believe that the computer can offer collaborative learning which refers to the use of computer to support an instructional method where students can work in groups to accomplish learning tasks (Pea, 1993).

Ravichandran (2000) argued that one of the main benefits of CALL is receiving immediate and appropriate feedback and this is done by computer by checking the student's subsequent responses to the questions, giving positive and negative scores to correct and wrong answers and finally correcting the errors made by the students. Students can also receive immediate feedback from their classmates and instructors by getting in touch with them.

Distance learning is considered as another advantage of CALL and is a type of blended learning. Distance learning or sometime referred to as 'web-enhanced learning' is a term which refers to the phenomenon of learning online. Lamy (2014) has reviewed more recent research studies in online and blended language learning and refers to this type of learning as 'DCALL' which stands for Distance Computer-Assisted Language Learning.

Some learners may lose their motivation and interest in learning English if the English language classroom environment becomes monotonous and boring (Ravichandran, 2000). Flexibility and accessibility of CALL enables students to have ubiquitous learning outside the traditional classroom setting by connecting to the Internet, which can be done at home, in a library, or at a coffee shop.

CALL specialists can provide students with different ways to learn English through games, animation, and problem-solving approaches which can make activities funnier. Furthermore, time flexibility of utilizing computers provides students with the chance to decide on the time for learning English. Winter (1997) emphasized on the importance of flexible and ubiquitous learning and mentioned that learning anywhere, anytime, anyhow, and anything you want, is the exact thing you expect from web-based instruction and CALL (cited in Kiliçkaya, 2007). Students are provided with an opportunity to study and review the course materials so many times without any time limitation. Another major benefit to CALL is that it can be confined to a particular skill or task based on students' needs or interests (Kumaresan, 2012).

2.6 Drawbacks of CALL

The very first problem with CALL was size and weight of the personal computers. CALL programs are not efficient enough because they cannot be carried. The big size of screen monitors and the CPU, made them less portable. Personal computers are also less handy and portable in comparison with books. According to Ansel et al (1992), in Hartoyo (2006), the CALL program varies from bonded books. Learners can carry their books and study them wherever and whenever they want. Furthermore, computers available in school or language laboratory can only be used in limited hours; therefore, CALL program is advantageous for those people who have personal computers at home or own a laptop.

Another drawback of CALL would be the lack of face-to-face and direct interaction. Receiving feedback and support from a teacher or classmates is a key issue in language learning. According to Kanoksilapatham (2009), limited exposure to the target language input produced by peers and instructors can be considered as a

disadvantage for CALL. An EFL program without authentic opportunities for interacting with others could be viewed as unfavorable and student would miss cooperative learning which has been proven to be necessary in the learning process.

The other disadvantage can be the costs you have to consider with CALL implementation. Lai (2006) argued that CALL will increase educational cost due to the fact that computers will be a primary need for learners to prepare, and some of governmental schools and needful students cannot prepare computers due to their financial problems.

As mentioned above CALL has particular benefits and drawbacks. Students and teachers should be aware of the positive and negative aspects in implementing CALL into EFL environment. Technological advancement and development paved the way for CALL programs to be implemented in language teaching and learning, and it is known as a new approach recently. Shield L. & Kukulska-Hulme A. (2008) argued that CALL also is an umbrella term for the use of corpora, smartboards, language learning in virtual worlds, Computer-Mediated Communication (CMC) and MALL.

2.7 Mobile-Assisted Language Learning (MALL)

For a long time the formal instruction was based on sitting in traditional classrooms and the instruction was limited to specific time and place. There was an interest among learners and instructors to be free from the limitations of time and place. MALL can be described as a viewpoint in language learning that provides a chance to learn anytime and anywhere by using mobile devices such as Personal Digital Assistants (PDAs), tablet PCs, Smartphones and laptop computers.

So many new portable devices are coming into the campuses every year and they are of different capabilities regarding speed and wireless connection. By looking in a student's schoolbag, you will find several portable devices such as tablet, laptop and smartphone. Armstrong Atlantic State University made a complete list of devices in 2012, and found out that the ownership rate will be multiplied by the next year. This rapid extension of portable devices manifests learners' desire to be online constantly (Straumsheim, 2013). In 20th century by advent of laptops, notebooks, and web-based applications, this dream turned to reality and they facilitated flexible access to language learning materials. Laptops and notebooks which are being used even now are of great advantages such as high capabilities regarding input and output, big size of screen and portability. Their shortcomings are their size and weight which are bigger and more in comparison with the latest mobile devices and also their battery life is low. The arrival of portable computer-based devices made MALL popular as we know it today. The recent five mobile technologies are pocket electronic dictionaries, personal digital assistants (PDAs), mobile phones, MP3 players, and most recently ultra-portable tablet PCs.

Mobile devices are becoming ultra-ubiquitous and some studies are exploring the ways in which college students are using these devices. Due to the fact that portable devices are becoming more welcomed among learners, it is predicted that this technology have to be integrated more into the educational system (Merchant, 2012). MALL has got more popularity among EFL learners in comparison with CALL programs. This popularity has originated from its significant characteristics which make it more appropriate and beneficial for EFL learning. Mobile devices such as laptops, tablets and smartphones are obviously more portable than personal computers and they are considered as a landmark in online learning. In fact, mobile

learning can be considered as the next generation of e-learning (Sharples, 2000). MALL provides ubiquitous learning which helps EFL learners make the best use of their free times anywhere. In contrast to traditional classroom learning or CALL programs, in MALL there is no need for EFL learners to sit in a classroom or at a computer to get learning materials. It is clear that language learning through mobile devices can be accepted as a perfect solution to language learning restrictions regarding time and place. So the claim that mobile devices can provide ubiquitous language learning is really true and provable. The technology of hand-held devices is growing rapidly and Wireless communication technology is the recent one. Academic instruction through portable devices is feasible and possible at the moment and also is supported in current educational context (Bell, 2011). The speed and comfort of access to online databases and resources has changed the environment of higher education. Learning is not restricted to real classroom and a teacher. Mobile devices with high capabilities of receiving input and sending output have been used in different fields and English language learning is not an exception.

There are some significant factors which are the main reasons of using portable devices in language learning. Physical features of portable devices such as size and weight, input and output capabilities and the screen size have made them more versatile and beneficial for language learning (Koole, 2009). In addition, the learner's prior digital literacy and primary skills and experience with portable devices for language learning, as well as the learner's opinions about language learning through portable devices play a key role in quality of learning.

2.8 Types of MALL Devices

Mobile learning technology is changing constantly and a wide range of mobile devices are coming to the hands of instructors and learners. As mentioned above, the recent mobile devices are in form of PDAs, Smartphones, laptop computers and tablet PCs. Each of these devices has their own capabilities and they are used for different purposes. They are also different in physical features such as size, weight, screen size, and internal capabilities such as different storage capacity and CPU types.

2.8.1 Personal Digital Assistants

Personal digital assistant (PDA), also known as a handheld PC is a mobile device that functions as a personal information manager. PDAs may also be referred to as a palmtop or pocket computer too. It is a versatile device that can function as a mobile phone, fax machine and a web browser (Viken, 2009). Unlike portable computers, most PDAs are used with a pen-based stylus rather than a keyboard for input. This means that they also incorporated handwriting recognition features. Some PDAs can also react to voice input by using voice recognition technologies. PDAs are available in either a stylus or keyboard version. PDAs are included in the list of portable devices that have been used for learning purposes. In a study conducted by Song and Fox (2008) they concentrated on utilizing PDAs for lexicon instruction. Their research suggested that their participants used PDAs in different ways to improve and extend their lexicon. Participants used PDAs as portable virtual dictionary and sometimes for connecting to the Internet.

PDAs are still in use but in different shape and type. The new and recent types of PDAs are available on the market now and they are known as Symbian OS PDAs,

Tablet PCs, Blackberry devices, "smart" watches, "smart" pagers, and cellular phones with PDA functions.

2.8.2 Smartphones

PDAs lost their popularity in the early 2010s after the widespread ownership of smartphones specially those which were based on iOS and Android operating system (Smith, 2010). As technology changed the world of mobile devices, the PDA has become obsolete and devices such as touch-screen smartphones and tablets got an impressive popularity among language instructors and learners.

A smartphone is a cell phone that allows you to do more than just make phone calls and send text messages. Smartphones can browse the Internet and run basic software programs like a computer and the user often interacts with the smartphone by using their finger on the touch screen. In other words, smartphones are a handheld device that integrates mobile phone capabilities with the more common features of a handheld computer or PDA. Smartphones are compact in size and often only slightly bigger than standard mobile telephones. In PBS Frontline's (2011) study of young teens aged between 12-17 and their use of portable devices, findings showed that 37% of participants had smartphones in 2012 and approximately all of them (95%) use the Internet (Wexler, 2014). Due to its portability and higher capabilities, its widespread ownership is increasing and the ownership percentage will be certainly high in the recent year. To make the mentioned definitions more tangible and clear, the Apple iPhone is one of the most popular smartphones available today.

2.8.3 Laptop Computers

The laptop, often called a notebook, is a portable personal computer and as its name suggests, it is light and small enough to sit on a person's lap. It can be easily carried and used in a variety of locations. Many laptops are designed to have all of the

functionality of a desktop computer, which means they can generally run the same software and open the same types of files. However, some laptops, such as notebooks, sacrifice some functionality in order to be even more portable and a bit lighter. Because laptops are designed for portability, there are some important differences between them and desktop computers. A laptop has an all-in-one design, with a built-in monitor, keyboard, touchpad (which replaces the mouse), and speakers. This means it is fully functional, even when there are no peripherals attached to it. A laptop is quicker to set up, and there are fewer cables to get in the way. Some newer laptops even have touchscreens, so you may not even need to use a keyboard or mouse. According to Thornton & Houser (2005), the significant logic behind laptop computers' superiority is their higher accessibility and their extensive ownership. Like the other portable devices they can be connected to the wireless Internet network in anytime and anywhere.

2.8.4 Tablet PCs

The evolution of the personal computer led to the creation of the notebook computer and eventually, after years of searching, experimenting and tinkering, educators have encountered a device that many feel will change the educational landscape. This device, generically known as tablet computing devices, or tablets for short, have been introduced by a number of manufacturers in many differing sizes and capabilities. It is evident that tablet computers are more portable, easier to use and convenient devices over laptop computers. Tablet, often referred to as a tablet computer and tablet PC, is a small wireless mobile computing device that is typically the size of a book and resemble a large smartphone. Tablets let you do many of the same things a computer can. They are most often used to browse the Internet, read e-mail, browse social network sites, and watch videos, which is why most people consider them

consumption devices. Early tablet devices used light pens or a stylus as their input device. However, today all tablets are equipped with touchscreen and virtual keyboards for typing. They are also equipped with the option to connect external devices such as a keyboard. With the recent tablet technology and by considering its benefits, students have found a more popular alternative for their personal computers (Li et al., 2010). It is should be emphasized that this rapid expansion in use and ownership of tablets is due to the ubiquitous Internet network. The reason for current extension occurring in the use and ownership of tablet in the United States is the fast axpansion of Internet usage. The use of tablet is increasing rapidly in America to the extent that one in five Americans has a tablet device (Johnson, 2013).

In 2010, tablet PCs exploded into the market with the introduction of the Apple iPad, which is lightweight, allows finger input and is more affordable than its tablet PC predecessors. Today, the most common type of tablet is the Apple's iPad.

2.9 Previous Studies on Mobile Devices and English Learning

Many researchers were interested in Mobile-Assisted Language Learning (MALL) approaches that they attempt to provide some strong supports to conduct further studies on this discipline. Today, mobile learning is easily possible by delivery of various learning materials or content to learners through the mobile devices. So many different activities related to language learning are supported by almost all mobile devices and Short Message Service (SMS), Internet browsing, audio-visual recording, and Multimedia Messaging Service (MMS) are some of them (Kukulska-Hulme and Jones, 2011).

The following studies are some of those exploratory studies that have been conducted so far to investigate the effectiveness of MALL as supplementary materials. The study on students' attitudes about language learning through mobile phones in Australia by Fujimoto (2012) revealed that the majority of EFL students indicated positive perceptions about the use of mobile phones and tablet technology for language learning. A similar study to the previous one conducted in Japan by White and Mills (2011). It was a study on Japanese college students' opinions about the use of smartphones for language learning. The findings showed that the participants had positive opinions about smartphone technology.

Some years earlier, Cavus and Ibrahim (2009) conducted a study about the advantages of smartphones in language learning. The findings of their study manifested that smartphones provided learners with some benefits. Smartphone technology provided the participants with flexibility, being able to have access to instructional materials and online data bases at anytime from anywhere. This is exactly what we mean by ubiquitous learning. Second, smartphones assisted them in learning more new words.

The technology changed the way learners are and an important movement happened and it assisted learners in becoming active learners. The mentioned studies indicated students' positive attitudes towards utilizing portable devices for language learning. However, the negative opinions were also reported in some studies. Motiwalla's (2007) research showed learners' disappointment with the smartphones because of their tiny screen size, difficult typing and unsatisfiable quality of visual materials. The other study conducted by Stockwell (2010) was about new vocab learning through smartphones and laptops. By studying the results, he found out that the most

of the participants were inclined to use the laptops instead of smartphones for vocab learning and 60% of participants are not using the smartphones for the vocab learning activities. On the other hand, Connaway and Dickey's (2010) survey findings showed that their participants were inclined to use their smartphones instead of their notebook computers for learning language. Comfort and internal speed of smartphones considered as the significant reasons for this comparison (Barnhart & Pierce, 2011).

Finally a more recent study conducted by Sung and Mayer (2013) about learning with desktop computers and portable devices. Finfings indicated that participants reported more satisfaction with learning through portable devices. The results manifested that two features of portability and accessibility were the main reasons. In addition, it was reported by most of the participants that portable devices provided them with casual learning context. Nowadays students are busy and are always commuting for long time and distances. By utilizing portable devices technology, students will not miss the seconds of their lives. Their studying and learning will happen anytime and anywhere.

They also contrasted opinions of American and South Korean learners about language learning through smartphones and desktop computers. Their findings showed that the American participants care about their learning tools more than the Korean participants. American participants agreed that learning through smartphones is totally different than learning through computers. They mentioned that the portability and accessibility of smartphones free them from any restriction. On the other hand, South Koreans participants found learning through both laptops and smartphones as the same.

2.10 Benefits and Drawbacks of MALL

So far certain benefits and drawbaks have been underlined in the releavant literature. Knowing these will help to put MALL in the right place in the learning environment.

2.10.1 Benefits of Using MALL as Supplementary Material

Mobile devices such as laptops, tablets and smartphones have become beneficial instruments for education and language learning and they have provided ubiquitous learning for all students in anytime and anywhere. The ubiquity of students' mobile devices is concerned with language learning that happens in anytime and anyplace (Barnhart & Pierce, 2011). According to Pachler, Bachmair and Cook (2010), learners are not confined to study a second language in a classroom. They may have the chance to learn it through using portable devices when they desire to learn regardless of the place they are. Moreover, the arrival of the Internet made distance learning a medium for receiving instruction from every corner of the world. In a short time, the desirability of distance learning shed the light on the fact that most of portable devices can provide useful resources for learning. It is clear that mobile devices have become helpful tools especially for distance learning since they are more portable than personal computers and also they have got higher input and output capabilities.

Mobile devices can be considered as supplementary materials for language learning by utilizing MALL applications. MALL applications and portability help language learners to increase their motivation for language learning outside of the campus. Kennedy and Levy (2008) declared that students found languages instruction funnier

and motivating by MALL applications. Learners feel more encouraged to learn when they find themselves independent to decide when and where they learn.

The other significant rationale that makes MALL devices beneficial is that they are very accessible and there is a very extensive ownership of particular portable devices like smartphone, laptops, and media players (Thornton & Houser, 2005). In 2005, a study in the UK revealed that 95% of young adults aged between 15 and 16 owned mobile phones. In addition, a similar study conducted in Malaysia revealed that 100 per cent of higher education learners aged between 18 and 21 owned mobile phones (Abd Rahman *et al.*, 2009). These studies further indicate that learners are equipped with devices that enable them to learn anytime and anywhere. According to a recent study by Evan Wexler (2014), about young teens aged between 12-17, it was revealed that (95%) of the participants use the Internet.

Mobile devices also support the notion of collaborative learning. Mobile devices prepare the chance for people to exchange and share information, communicate, and learn in cooperative and collaborative ways. Ally (2009) conducted a survey with 150 participants about how smartphone owners use them for academic purposes. This study was conducted through the virtual networks to acquire a huge number of participants. The majority of users mentioned that the most important factors were portability, accessibility and comfort. 100 percent of participants used them for communication, and 21% of PDA users and 19% smartphone users used their devices for collaborative learning.

The other issue which makes mobile devices advantageous is the proper communication. EFL learners can be in touch with their peers and instructors in

anytime and anywhere. Portable devices have changed real context into the virtual context of interaction and give the students and teachers a chance to keep in touch with each other all the time. Furthermore, in terms of connectivity, portable devices provide better connections than traditional computers (Traxler, 2010). By using portable devices, learners are not required to stay in the library to study or conduct study. In fact, libraries will be available for learners' needs and students will build their own virtual library on the go. Portable devices have changed the way students learn and communicate because a collection of communication choices can be provided by a single device (Barnhart & Pierce, 2011).

2.10.2 Drawbacks of Using MALL as Supplementary Material

Although there are countless benefits to language learning through portable devices, there are also some drawbacks reported by several studies. Most of the surveys that have been conducted, have reported positive results and attitudes which support the efficacy of MALL as a supplementary learning material, but some have revealed contrary findings which suggest that MALL is not as beneficial as it has been thought to be.

Smartphones as one the pervasive MALL devices, have some drawbacks. Smartphones have small screen size and also have difficulties with keyboard in entering input. According to Thornton and Houser (2002), mobile phones are not that much useful for learning purposes but they can function as beneficial tools for reviewing and practicing. In addition, mobile devices are not effective tools for improving writing skill due to their small screen sizes and the typing difficulties (Chinnery, 2006).

Among all mobile devices, PDAs and Laptops which are the most modern products of current technology have particular pitfalls as well as their many advantages in language learning. The first problem is the inadequate wireless Internet connection outside the campus (Wishart, 2008). Furthermore, Laptops compared to other MALL devices like tablets and smartphones, are heavier in weight and bigger in size which make them less portable.

The other disadvantage of using MALL is the obstacles which exist in adoption of mobile devices as supplementary materials. There are several reasons why instructors cannot integrate portable devices technology into language classrooms. Firstly, there are numerous different types of software, hardware, and applications that all require different knowledge to use. This problem requires instructors to become technology learners for their whole life. Educators have to get along with the fact that the technology is dynamic and they are required to increase their digital literacy according the latest changes (Koehler & Mishra, 2008).

Secondly, a great number of English instructors may not have sufficient basic technological knowledge to integrate mobile devices technology in their classrooms. An instructor can be very knowledgeable in his or her field but may lack basic technological knowledge to integrate mobile devices into classrooms. Most of the expert language instructors and professors have entered to the college and higher education prior to modern technologies was used in the classrooms. The lack of use and insufficient technological knowledge can be the main reasons to why some instructors are not inclined to integrate and use mobile devices technologies in their classrooms (Koehler & Mishra 2008).

Finally, pre-service teachers have to gain sufficient knowledge and experience in integrating computer technology into their classrooms during their teacher training courses. According to Brown (2003), computer technology integrations into classrooms will not be beneficial if educational system has performed an inadequate job of "empowering teachers to appropriately and effectively use computer-related technology in the classroom" (p. 3).

Many studies in different contexts have been carried out about Mobile-Assisted Language Learning (MALL) and most of them have reflected different results about advantages and disadvantages of MALL and the usefulness of mobile devices in learning English. In other words, majority of previous studies have focused on the relationship between the use of mobile devices and improvements in specific language skills such as listening and writing. Although several relevant studies and their findings were discussed in this chapter, there is a lack of research on students' attitudes towards MALL devices and applications that can be used inside and outside of academic context. MALL devices and the applications installed on these devices can be considered as supplementary learning materials for learning English and there is still a need for further studies in order to investigate the attitudes of language learners towards the usefulness of MALL devices and applications as supplementary learning materials. Therefore, the current study aimed to fill the mentioned gap in the literature by delving into the perceptions of ELT students about the usefulness of these devices and applications.

2.11 Summary

The literature review in this chapter was presented with an explanation about the history of CALL and different phases of CALL were discussed. Then current role of

computers in EFL context was investigated and afterwards advantages and disadvantages of CALL were discussed. The literature review had a shift from CALL to MALL and a brief introduction explained background information about MALL. Different types of MALL devices and their current use were analyzed and then this chapter investigated the significant studies that have been conducted to explore the perceptions of EFL learners' about MALL. The findings of previous studies shed the light on the fact that EFL instructors and learners manifested positive attitudes towards the integration of mobile devices and application in language teaching and learning field. Finally, the advantages and disadvantages of MALL were investigated as well.

Chapter 3

METHODOLOGY

3.1 Introduction

The first section in this chapter deals with the setting of the study and the next section is concerned with the participants. Some information about their age, gender and nationalities is provided in this section to give comprehensive information about the participants of this study. In addition, instruments of data collection are explained in this chapter and also a brief explanation is provided about data collection procedure which includes all the measures taken for data collection. Finally, in data analysis section, some information is provided to explain how the researcher analyzes the obtained data.

3.2 Study Setting

This study was conducted at Eastern Mediterranean University (EMU), in the ELT department in the spring semester of the 2015-2016 academic years. Eastern Mediterranean University, located in North Cyprus, is an international university in which there are so many students from different countries with different language background. EMU is the biggest among all universities in North Cyprus and also higher in rank in comparison with the others. The medium of instruction is English and regardless of native speakers of English, most of the students have to pass English proficiency test at the beginning and take one or two deficiency courses if needed to become proficient enough to enter to the ELT department. ELT department encompasses all three levels of higher education (B.A, M.A and Ph.D.) and has a

noticeable number of students from each level. This university has provided a real multi-lingual and multi-cultural context in which students are exposed to different languages spoken around the world.

3.3 Participants

The participants in this exploratory study were 102 B.A ELT students at Eastern Mediterranean University (EMU) who used mobile devices as supplementary materials for learning English a foreign language. Almost all B.A students from 1st year students till 4th year students were the participants of this exploratory study. The students' age was between 17–34 years old and the majority of them were between 17-22. The number of males and females was almost equal. Male (n= 46) and female (n= 56). The data were collected on a representative sample. The technique used in this study was availability sampling which is one of the methods of selecting a non-random sample. In availability sampling, the researcher selects whoever is available and is willing to participate in the study (Farhady, 1995). Due to the nature of my study, all B.A students could be participants in this research. In this study those members who use mobile devices for educational purposes are the participants. As shown in Table 3.3.1, the male/female ratio was almost equal (45.1% & 54.9%, respectively).

Table 3.3.1: Demographic information of the participants

	Frequency	Percentage
Gender		
Male	46	45.1
female	56	54.9
Nationality		
Turkish	41	40.2
Turkish Cypriot	27	26.5
British	11	10.8

Others	23	22.5
Age		
17-22	61	59.8
23-28	40	39.2
29-34	1	1.0

The participants were also divided according to their age into three categories with a five-year interval. Most of the participants were between 17-22 (59.8%), and 23-28 (39.2%) years of age, with the last group, 29-34, being the smallest in number (1.0%). The nationalities of participants were also divided into four categories. Most of the participants were Turkish (40.2%), Turkish Cypriot (26.5%), British (10.8%) and others (22.5%) which encompasses several nationalities such as Iranian (4%), Kazakh (5%), Pakistanian (2%), Russian (2%), German (1%), African (3%) and Arabs (6%).

3.4 Research Design

Methodology parts of many studies about learner' perceptions towards English language learning through mobile devices were reviewed and analyzed and also according to the aims of the current exploratory study, employing a mixed methods design was considered suitable. According to Creswell (2003), mixed method research is a method which involves collecting, analyzing and integrating both quantitative and qualitative data in a study. Both qualitative and quantitative data were collected in the current study in order to acquire the attitudes and insights of the participants. By employing questionnaire and interview both numerical and descriptive data were obtained to complement and support each other. In the present study, a questionnaire which included 26 questions was used.

3.5 Instruments

Two data collection tools were used in this study for acquiring both quantitative and qualitative data. The questionnaire and interview were two main tools in this regard.

3.5.1 The Questionnaire

In the present study, a questionnaire designed by Dr. Reza Dashtestani (2016), who is an English instructor at University of Tehran, was used (see Appendix B). The questionnaire which includes 26 questions was used to explore the perceptions of ELT students about the use of portable devices and applications as supplementary materials in English language learning. The questionnaire used in this study was used in a similar study in Tehran, the capital of Iran. The questionnaire was used once before to explore the Iranian students' perception towards utilizing mobile devices for English learning in Tehran's English language institutions. Dashtestani (2016) argued that before piloting the questionnaire, five senior university professors of applied linguistics had checked and evaluated questionnaire items in terms of appropriateness. Then the questionnaire was administered to 25 EFL students to explore their understanding of each item in the questionnaire. These steps were necessary to be sure about content validity and face validity of the questionnaire.

In addition, the Cronbach's alpha coefficient which shows the internal consistency of the items was calculated separately for different sections of the questionnaire and all sections were based on five-point Likert scale items from strongly disagree to strongly agree. The first part (Crobnach's alpha = 0.90) investigated participants' attitudes towards use of portable devices, the second part of the questionnaire (Crobnach's alpha = 0.92) was concerned with participants' attitudes towards

integration of portable devices, the third part (Crobnach's alpha = 0.88) was about participants' attitudes towards the current limitations in mobile learning and the final part of the questionnaire (Crobnach's alpha = 0.87) was concerned with the strategies that should be developed. Cronbach's alpha coefficient which is higher than 0.6 can be regarded as acceptable (Murphy & Davidshofer, 1991).

3.5.2 The Interview

In order to prepare qualitative data, a semi-structured interview was also employed. The interview questions as well as the questionnaire were taken from the same study which mentioned above. The interview questions concentrated on similar subjects based on which the questionnaire was developed and also they were tested with 20 participants in a similar study in Iran. In addition, in the current study the interview questions were checked by the supervisor prior to conduct of the current study. Each of interviewee participated voluntarily in the interview and each interview lasted about 20 minutes. The interview questions and transcriptions are included in Appendix C and Appendix D respectively.

3.6 Data Collection Procedure

The ethical issues regarding the distribution of the questionnaire were considered carefully. Therefore, an informed consent form (see Appendix A) was administered. As mentioned above, the participants in this study were all B.A students of ELT department and in order to conduct this study in ELT department, the researcher had to receive formal permission from the Head of the Department. A formal written request with the necessary forms attached was prepared and was submitted to the Head of the Department. After getting formal permission from the head of the department, the researcher kept all the instructors in ELT department informed about his study and asked if they wished to cooperate in data collection. The researcher

received their help and cooperation and they were really supportive in this regard. Instructors informed the researcher about their timetable and allowed him to visit their all classes. At the moment of data collection, the ethical issues about study were explained to the participants before they started to fill out the questionnaires and they were told that all the data would be confidential in this study and that they had the right to withdraw. All of the participants signed the written consent forms before their participations. In addition, in each class, the researcher's email address was written on the whiteboard so that those participants who volunteered could contact the researcher to set an appointment for conducting an interview.

3.7 Data Analysis

In the present exploratory study, the perceptions of the participants about use of all mobile devices as supplementary English language learning materials were evaluated by analyses of the data acquired from the questionnaires. Finally, the Likert scale questionnaires were descriptively analyzed via SPSS (Statistical Package for the Social Sciences) 16.0 version to explore the attitudes of participants' towards the use of mobile devices in and outside of EFL context. The questionnaire data were analyzed and shown in terms of mean and standard deviation. Furthermore, the researcher transcribed the interviews of ten people who participated in interviews. Then, based on the interview questions, main themes were identified and reported.

3.8 Summary

This chapter presented the methodology and its sub-sections. The study setting, participants, design, instruments, data collection procedure and data analysis were explained in more detail. In addition, the rationale for selecting and using particular design and instruments was provided in this chapter. The data analysis and the results of the study will be provided in the next chapter.

Chapter 4

RESULTS

4.1 Introduction

In this chapter the results of the study are provided and are totally classified into two sections. The first section which is Demographics, gives general information about participants' profile such as age, gender and nationality. The second section which is quantitative and qualitative data analysis has provided comprehensive results from both questionnaire and interview. This section is divided into five sections based on the research questions of this study. In other words, each section provides quantitative and qualitative answers for each research question.

This study investigated the usefulness of mobile devices and applications as supplementary learning materials for English language learning. The attitudes of students towards the integration of portable devices in the EFL setting and the limitations of using portable devices in English language learning were explored. In addition, students were asked about the activities that they do with their portable devices in order to learn English in and out of EFL context and also they were asked about the instructional MALL applications that they use on their smartphones or tablets for English learning. The use of a combined methods design was considered to be suitable for this study and both qualitative and quantitative data were collected in the current study in order to acquire the attitudes and insights of the participants. By employing questionnaire and interview both numerical and descriptive data were

collected to complement and support each other. In the present study, a questionnaire which included 26 questions was used.

4.2 Results

4.2.1 Demographics

Of the 102 participants a reasonable range of gender, nationality and age were represented. Tables 4.2.1.1, 4.2.1.2 and 4.2.1.3 represent the demographics of the participants.

Table 4.2.1.1: Gender Frequencies

	Frequency	Percentage
Male	46	45.1
Female	56	54.9
Total	102	100.0

As shown in Table 4.2.1.1, the male/female ratio was almost equal (45.1% & 54.9%, respectively).

Table 4.2.1.2: Nationality Frequencies

	Frequency	Percentage
Turkish	41	40.2
Turkish Cypriot	27	26.5
British	11	10.8
Others	23	22.5
Total	102	100.0

As shown in Table 4.2.1.2, the nationalities of participants were also divided into four categories. Most of the participants were Turkish (40.2%), Turkish Cypriot

(26.5%), British (10.8%) and others (22.5%) which encompasses several nationalities such as Iranian (4%), Kazakh (5%), Pakistanian (2%), Russian (2%), German (1%), African (3%) and Arabs (6%).

Table 4.2.1.3: Age Frequencies

	Frequency	Percentage
17-22	61	59.8
23-28	40	39.2
29-34	1	1.0
Total	102	100.0

As shown in Table 4.2.1.3, the participants were also divided according to their age into three categories with a five-year interval. Most of the participants were between 17-22 (59.8%), and 23-28 (39.2%) years of age, with the last group, 29-34, being the smallest in number (1.0%).

4.3 Quantitative and Qualitative Data Analysis:

As mentioned in previous chapters, the questionnaire and the interview were two instruments in data collection procedure and both quantitative and qualitative data were obtained in this exploratory study. The questionnaire results were analyzed by SPSS 16.0 (Statistical Package for Social Sciences) software and numerical data were obtained. In addition, interviews were conducted with 10 students in order to triangulate the data collection process and confirm the findings of the questionnaires. In general, the findings of this study can be classified into five categories in which quantitative results will be accompanied with qualitative results:

    A) Participants' use of portable devices for English learning

    B) Frequency of using portable devices for English learning

C) Participants' attitudes towards integration of portable devices in EFL context

D) Participants' attitudes towards the current limitations in mobile learning

E) Participants' attitudes towards the strategies that should be developed

4.3.1 Participants' Use of Portable Devices for English Learning

This section provides the answer to the first research question (RQ1) as follows:

RQ1: Do students of English Language Teaching (ELT) department use portable devices for English learning?

As shown in Table 4.3.1.1, a reasonable number of students are using portable devices for English learning. Students were asked about the purposes for which they use their portable devices.

Table 4.3.1.1: Questionnaire findings about participants' use of portable devices for English learning

	Mean	**SD**
I use mobile devices for academic ppurposes.	3.65	1.02
I use mobile devices for non-academic purposes.	3.53	1.16
I use mobile devices for EFL purposes.	3.67	0.97

The term mean is one of the principal measures of central tendency and standard deviation (SD) is the most commonly used measure of the variability of distribution. Standard deviation refers to the degree to which scores and data vary from the mean. In other words, standard deviation shows the variability of results obtained from participants.

As the SD value for any questionnaire item goes high, it shows more heterogeneity. It means that the obtained results are heterogeneous. On the other hand, if the SD value for any questionnaire item goes down, it shows homogeneity. It means that the obtained results are homogeneous.

For instance, the SD value for the third questionnaire item is 0.97 and shows that result of participants are homogeneous and the majority of participants use their mobile devices for English learning purposes.

Table 4.3.1.2: The percentages of the participants that use portable devices for English learning

	Response	Frequency	Percentage
Q20.I use mobile	SD	2.9	2.9
devices for EFL	D	5.9	5.9
purposes.	N	33.3	33.3
	A	36.3	36.3
	SA	21.6	21.6
	Total	102	100.0

The obtained statistical data revealed that 57.9% of students utilize mobile devices for learning English. Furthermore, most of the students in their interviews mentioned that in 21st century they use their mobile devices as supplementary materials in language learning.

Table 4.3.1.3: Interview findings about participants' use of portable devices for English learning

Students' use of mobile devices for English learning	Students' quotes
Supplementary learning materials (n=8)	"Mobile devices can be used as supplementary learning materials and they can facilitate language learning by providing more sources for practicing English." (participant 7)
Supporting different educational Applications (n= 5)	"They support different educational applications which help us learn and improve our English knowledge. I use applications such as 'Duo lingo'." (participant 3)
Supporting funny games (n=3)	"I believe that educational funny games can be beneficial especially for younger EFL learners. Nowadays there are lots of different games such as puzzles and crosswords which assist us in learning English in an easy way". (participant 9)
Creating educational groups with classmates on Facebook or in other Social medias (n=7)	"We can create lots of educational groups with our classmates on 'Facebook' or other social medias such as 'Telegram' application. By being a member in these groups we can receive and share so many beneficial learning materials and also we can be in touch with our classmates and teachers." (participant 9)
Possibility to access instructional materials and reading them online (n= 4)	"I read so many PDFs and journals and e-books on my mobile devices. So mobile devices make it easier to access instructional materials". (participant 8)
Receiving immediate feedback (n=6)	"Receiving immediate feedback is very significant. Receiving immediate feedback and comments from teachers is very important and mobile devices help us to receive them wherever we are. They help us to be informed about results and we can be in touch with peers and teachers constantly." (participant 4)

As shown in Table 4.3.1.3, most of EFL students in their interviews mentioned that

they use their portable devices for learning English language. They mentioned

different educational applications installed on their smartphones such as "Duo lingo",

"sentence builder", "Real English" and "Elevate". Most of the interviewees declared that they have and use "Duo lingo" application for English learning more than the other applications. According to the interviewees and the results obtained from surfing on the net, it was understood that EFL learners have positive attitudes towards using MALL applications and currently "duo lingo" is the most popular application for learning English that can be installed on tablets and smartphones. "Duo lingo is not only beneficial for English learning, but also it is used to learn other language such as Spanish, French, German, Portuguese, Italian, Irish and Dutch. Some of interviewees mentioned that they are trying to learn other languages besides English as well. Furthermore, Interviewees strongly confirmed that MALL applications can play a significant role in practicing and improving their English and English learning will not be limited to classrooms and campus. "In my opinion, nowadays all students have mobile devices which enable them to learn English language and the important fact is that English learning is not limited to only EFL classrooms and campus." (Student 5)

In addition, majority of interviewees declared that creating groups with classmates on Facebook can be considered as a useful act and as interviewees mentioned they have a separate group for each course on Facebook. The group members are their classmates and they share many materials in the group and receive many comments and feedbacks. They also mentioned to the "Moodle" system which belongs to education faculty at Eastern Mediterranean University. Through this system, EFL instructors can provide EFL learners with more learning opportunities. Instructors can create a group for each of the courses they teach and then EFL learners can join the group by creating an account in the Moodle system. By being a member in this system learner can participate online and receive beneficial feedbacks about the

course. So many materials related to the courses will be share there and EFL learners have the chance to learn them online.

4.3.2 Frequency of Using Portable Devices for English Learning

This section provides the answer to the second research question (RQ2) as follows:

RQ2: How often do students of ELT department use portable devices for learning English?

The questionnaire data regarding frequency of using mobile devices showed that EFL learners are constantly using portable devices for English learning. Students were asked about the frequency of using and the following quantitative data were obtained.

Table 4.3.2.1: Questionnaire findings about frequency of using portable devices for English learning

	Frequency	Percentage
Sometimes	8	7.8
Almost Always	19	18.6
Always	75	73.5
Total	102	100.0

As shown in Table 4.3.2.1, it is clear that a great number of students (73.5%) are using portable devices for English language learning on a daily basis.

Table 4.3.2.2: Interview findings about frequency of using portable devices for English learning

Frequency of using mobile devices	Students' quotes
Using on a daily basis (n=6)	"I use them every day, especially my smartphone and laptop and sometimes my tablet." (participant 3)
	"I think almost every day and they are always with me". (participant 10)

The interview results confirmed the statistical findings regarding the frequency of using portable devices in English learning. Interviewees mentioned that they use these devices every day for English learning. Interviewees declared that two features of portability and accessibility were the main reasons for their constant use.

Questionnaire results revealed that the majority of participants (73.5%) are using portable devices for English language learning "on a daily basis". In addition, the interview results confirmed the statistical findings regarding the frequency of using mobile devices in English learning. Interviewees mentioned that they use mobile devices every day for English learning. Participants in the current study emphasized on the portability feature as the reason for their constant use.

4.3.3 Participants' Attitudes towards Integration of Portable Devices in EFL Context

This section provides the answer to the third research question (RQ3) as follows:

RQ 3: What are the attitudes of ELT students towards integration of portable devices into the EFL environment?

According to the obtained results from analyzing questionnaires, students agreed that MALL can play a key role in academic learning. Ubiquitous use of current modern devices has paved the way for EFL learners to have ubiquitous learning regardless of any time and place barriers. Most of the participants had a common belief that this ubiquitous access to the Internet enables them to have access to different databases and resources and surf on the net for finding solutions and answers to their questions regarding English language learning.

Table 4.3.3.1: Questionnaire findings about participants' attitudes towards integration of portable devices in EFL context

	Mean	SD
Using mobile devices enables students to have ubiquitous learning.	3.84	0.92
Learning via mobile devices facilitates EFL learning.	4.13	0.75
Using mobile devices provides ubiquitous access to the Internet.	4.08	0.88
The use of mobile devices enables EFL students to use multimedia in class.	3.92	0.85
Mobile devices are easily portable.	4.39	0.81
Compared to printed materials, mobile devices are environment-friendly.	3.70	1.00
A variety of EFL software tools for mobile devices can be accessed.	3.70	0.92
Buying mobile devices is less costly than buying books and pens.	2.75	1.26

As mentioned before, standard deviation refers to the degree to which scores and data vary from the mean. In other words, standard deviation shows the homogeneity and heterogeneity of results. As you see in the table above, the SD value for the second item is 0.75 which is a less amount even in comparison with the others. This value shows that the majority of participants believe that mobile devices can

facilitate language learning. Therefore, the results regarding the second item are homogeneous.

On the other hand, as you see in the table above, the SD value for the last item is 1.26 which is a high amount. It shows that results for this item are heterogeneous and there is a diversity among participants' provided answers for this item.

Table 4.3.3.2: Interview findings about participants' attitudes towards integration of portable devices in EFL context

Students' perceptions about integration of mobile devices in EFL context.	Students' quotes
Opportunities for learning in anywhere and anytime (n=7)	"In my opinion, nowadays all students have mobile devices which enable students to learn English language and the important fact is that English learning is not limited to only EFL classrooms and campus." (participant 5)
Physical features and portability (n=8)	"Mobile devices are easy to handle, light and also we can carry them to everywhere. Portability is an important aspect of mobile devices because nowadays EFL learners try to free themselves from any limitations and are interested in learning English outside of school and campus." (participant 9)
Providing access to the Internet anywhere and anytime (n=9)	"By using mobile devices especially laptops and smartphones we have access to Internet and as a result we have access to lots of databases and resources". (participant 7)
Checking emails constantly and being in touch with peers and teachers. (n=6)	"You can use them anywhere you want and you won't miss any new emails from peers and teachers and also you will be always in touch with peers and teachers." (participant 8)
Using electronic dictionaries inside the EFL classrooms. (n=7)	"I usually prefer to use my dictionary installed on my smartphone inside the classrooms in order to check the meanings of the new words. I usually use English- Turkish dictionary to check them." (participant 6)

Mobile devices decrease the cost of printing. (n=6)	"I believe that digital devices especially mobile devices lessen the need for printing and using books and this is also more environment-friendly. I mean less trees will cut down and we will help the nature to recover itself." (participant 4)

By assessing the findings of questionnaires and interviews, it is obvious that EFL learners believe that the possibility of learning English in anywhere and also having constant access to the Internet are two significant aspects of mobile devices and portability and possibility of using multimedia in class, add to their popularity among EFL learners. The mentioned properties were the most considerable and significant merits of MALL from perspectives of students. On the other hand, as interview results indicates, buying a mobile device like tablet can reduce the cost of buying books and papers and it is very convenient for students to download the e-books or read them online. Some of them had opposite attitudes towards buying mobile devices and mentioned we prefer to buy books instead of paying for costly mobile devices.

The other common point which mentioned by the most of the interviewees was using different MALL applications and different types of electronic dictionaries inside the EFL classrooms. Electronic dictionaries such as "Oxford dictionary" or "Macmillan dictionary" assist EFL learners in learning the meaning of new words they encounter in and out of EFL context. Most of the interviewees mentioned that we come up with many new words especially inside classrooms when instructors are explaining something in English. We have to check them and it is not possible for us to carry our heavy dictionary books to everywhere we go. So we need an electronic one to fulfill our needs.

Students' perceptions towards integration of mobile devices in the EFL context, was the third research question in this study which was answered through obtained data from questionnaires and interviews. Participants agreed upon the facts that being able to learn anywhere and anytime and also having access to the Internet in everywhere are the significant reasons which makes integration of mobile devices in EFL context more essential. Participants emphasized that integration of MALL can facilitate English language learning and also interviewees mentioned that the physical features of mobile devices make them more beneficial for English learning inside and outside of EFL context. Interviewees agreed that different MALL applications can be used inside the EFL classrooms. Majority of the interviewees mentioned that using electronic dictionary on the smartphones for checking new words, is a common act among EFL learners inside the classrooms.

4.3.4 Participants' Attitudes towards the Current Limitations in mobile learning

This section provides the answer to the fourth research question (RQ4) as follows:

RQ 4: What are the attitudes of ELT students towards the current limitations in mobile learning?

Students' current mobile learning is accompanied by some advantages and disadvantages and important usefulness of MALL depends on strengthening positive aspects and eliminating limitations and drawbacks which lessens its efficiency. Some weaknesses were mentioned and reported in interviews and also in questionnaires.

Table 4.3.4.1: Questionnaire findings about participants' attitudes towards the current limitations in mobile learning

	Mean	SD
Suitable mobile devices are too costly to be purchased.	3.48	0.93
Software tools related to mobile learning are not easily accessible.	3.08	1.03
Wireless Internet connections are not available at educational institutions.	3.38	1.16
I lack digital literacy to use mobile device for English learning.	3.30	1.25
We do not know which mobile devices can be useful for English learning.	2.90	1.11
We do not know how to use mobile devices to learn English.	2.37	1.12
Using mobile devices in the classroom may cause distraction.	3.04	1.15
The screen size of most mobile devices is small for English learning.	2.91	1.07
Using mobile devices is not suitable for learning English.	2.38	1.19

As it is clear in table above, the SD value for the first item is 0.93 which is the smallest amount among all of the items. It shows that participants had similar answers regarding this item and the results are homogeneous. They agreed that some of mobile devices are really expensive and low-budget students cannot afford them.

Some mobile devices such as iPad or MacBook which are kinds of tablet and laptop respectively were reported as the most expensive portable devices among all mobile devices. Most of interviewees mentioned that these devices are products of Apple Company and have higher prices in comparison with other devices and brands. The solution to this problem was mentioned by some students and it was thinking about brands and devices with reasonable prices that exist in market. The other problem was downloading applications. Some of them are not free and you have to pay for them and without paying it is impossible to download them. The limitation to access

these software tools caused dissatisfaction among EFL learners. The other main limitation or problem with current mobile use of learners was the lack of wireless Internet connections at university and campus.

One of the significant limitations regarding students' current mobile learning is that a considerable number of EFL learners (52%) mentioned that they have insufficient technological knowledge to use portable devices for learning language. Internet provides comprehensive and rich databases and resources. Therefore, interviewees have to know how to use them. Interviewees mentioned that they expect their instructors to guide them in using mobile devices and help them integrate the technology of portable devices inside the EFL classrooms.

It is also important to note that although majority of EFL learners believe that MALL applications should be used inside the classrooms, only (30.4%) of student agreed that the use of mobile devices in the classrooms may cause distraction. This is exactly what teachers agree with it because teachers think that by using mobile devices inside the classrooms, students will use their devices for non-educational purposes and as a result they will not concentrate on what is taught.

Table 4.3.4.2: Interview findings about participants' attitudes towards the current limitations in mobile learning

Students' perceptions towards the current limitations	Students' quotes
Lack of wireless Internet connection At campus and ELT department. (n= 7)	"In my opinion, one of the biggest problems with mobile devices is that the Internet is not available in each parts of the campus and even it is not available in each floors of ELT department. So without access to Internet, these devices will not be so beneficial for English learning." (participant 6)

The screen size of mobile devices. (n=4)	"The screen size of the mobile devices is a significant factor. Most of the portable devices such as laptops and tablets have bigger screen and this big size make them more beneficial for English learning." (participant 8)

As shown in Table 4.3.4.2., the data obtained from the interviews confirmed the findings of the questionnaires and some major perceptions were revealed. One of the biggest limitations with using mobile devices is the lack of wireless Internet network at different parts of the campus especially in ELT department and as it is obvious, without Internet mobile devices will not be that much beneficial for English learning. Interviewees mentioned that in ELT department they have wireless Internet network in only first floor and buffet.

The last limitation that has been expressed by almost half of the participants in this study is the screen size of mobile devices. Almost (50%) of participants and interviewees mentioned that unfortunately screen size of some smartphones is not big enough and is not appropriate for reading PDFs, journals and passages. In contrary, laptops and tablets computers have bigger screen and are really beneficial for learning and practicing English language.

4.3.5 Participants' Attitudes towards the Strategies that should be developed

This section provides the answer to the fifth research question (RQ5) as follows:

RQ 5: What are the attitudes of ELT students towards the strategies that have to be developed to implement portable devices into the EFL environment?

EFL learners and instructors have to adopt certain strategies in order to integrate MALL into their EFL classrooms. Participants of this study were asked about these strategies and the final items of the questionnaire focused on these strategies. The following table shows the students' attitudes towards these strategies.

Table 4.3.5.1: Questionnaire findings about participants' attitudes towards the strategies that have to be adopted

	Mean	SD
Students should be guided how to choose a suitable mobile device for English learning.	3.82	1.05
Students should be trained how to use mobile devices for English learning.	3.86	1.02
Language teaching institutions should be equipped with mobile devices for students use.	3.80	0.89
Teachers should encourage students to use mobile devices in the class.	3.65	1.18
New mobile software tools should be introduced to students by teachers.	3.49	0.98
Mobile learning EFL activities should be presented in the classroom by EFL teachers	3.57	1.15

As shown in Table 4.3.5.1, the SD value for the third item is 0.89 which is the least amount among all items. It shows that participants had similar answers regarding this item and their results were homogeneous. They agreed that language teaching departments and institutions should be equipped with mobile devices for students use. To integrate mobile devices in EFL context successfully, instructors and head of language institutions are responsible for preparing necessary equipment and facilities such as wireless Internet network and some portable devices such as laptops and tablets to be used in language institutions.

On the other hand, the SD value for the fourth item is 1.18 which the highest amount among all of the items. It shows that results for this item are heterogeneous and there

is a diversity among participants' provided answers for this item. Participants had different opinions about using their mobile devices inside the classrooms.

Table 4.3.5.2: Interview findings about participants' attitudes towards the strategies that should be adopted

Students' attitudes towards the strategies that should be developed	Students' quotes
Being allowed to use mobile devices inside the EFL classrooms (n=7)	"Sometimes we are not allowed to use mobile devices inside the EFL classrooms even for educational purposes. For example, when we are checking a meaning of a word, teachers think that we are chatting with our friends and they also think that mobile devices cause distraction." (participant 8)
Instructors can motivate EFL learners By introducing new MALL applications (n=6)	"EFL teachers can motivate their learners for learning English by introducing new MALL applications and software tools. Teachers can change the boring traditional methods of language teaching into more modernized and interesting methods." (participant 4)
Developing students' digital literacy by training them (n=5)	"EFL teachers should train their student and make them familiar with mobile learning by inviting those people who are expert in this field to share their experiences". (participant 4)

The obtained data from interviews revealed that the majority of interviewees agreed that they are not allowed to use their mobile devices inside the EFL classrooms even for educational purposes. Interviewees mentioned that when we are checking the meaning of a new word on our smartphone and tablet or when we are searching on the Internet for finding answer to a question, teachers think that we are chatting with our friends and we do not concentrate on what is being taught in the class. Furthermore, some of them expressed useful strategies about developing digital literacy. They agreed upon a fact that EFL teachers can play significant roles in

developing student's digital literacy and it's encouraging them to use mobile devices in and out of EFL context. They can train their learners and keep them informed with the latest advances and also introduce to them new applications and online sources which can improve and elevate students' English knowledge. EFL teachers can provide the chance for EFL learners to attend educational workshops and they can invite those people who are expert in the field to train students how to make best use of mobile devices and share with them his or her knowledge and experiences.

4.4 Summary

In this chapter the findings of the current study were provided. Demographics as well as quantitative and qualitative data were explained in detail. Numerical data from questionnaire as well as participants' quotes from interview were presented in this chapter, which prepared a clear picture of findings. Findings were divided into five sections based on the research questions of this study. In other words, each section provided quantitative and qualitative answers for each research question.

Chapter 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter as the last chapter in this study provides a general overview of the study, summary of the findings, discussion of findings, pedagogical implications of the study, limitations of the study and recommendations for further research. The first section deals with the general framework of the study and presents a brief explanation about it. In the next section, the findings of the current study are listed briefly to represent a general picture of findings. In addition, findings of this study are going to be compared with the findings of previous studies mentioned in literature review in the next section. Limitations of this study will be discussed as well and in the last section the researcher has several recommendations for the other researchers and studies. The recommendations provided in this study can help the further researchers to investigate MALL from different aspects and perspectives.

5.2 Overview of the Study

This study explored the attitudes towards the usefulness of MALL devices and applications as supplementary learning materials for English language learning. This exploratory study also explored the attitudes of ELT students towards integration and implementation of MALL applications in learning context, their perceptions towards their current limitations and the strategies that should be developed in order to implement portable devices in learning environment. The participants in this study were 102 Bachelor students of ELT department at Eastern Mediterranean University

(EMU). Almost all B.A students from 1st year students till 4th year students were the participants of this exploratory study. The students' age was among 17–34 years old and the number of males and females was almost equal; male (n= 46) and female (n= 56). According to the aims of the current exploratory study, employing of a mixed methods design was considered suitable. Both qualitative and quantitative data were collected in the current study in order to acquire the attitudes and insights of the participants. By employing questionnaire and interview both numerical and descriptive data were obtained to complement and support each other. In the present study, a questionnaire which included 26 questions was used in order to explore the perceptions of ELT students towards the usefulness of MALL devices and applications as supplementary materials in English language learning.

In order to prepare qualitative data, a semi-structured interview was also employed. The interview questions concentrated on similar subjects based on which the questionnaire was developed and also they were tested with 20 participants in a similar study in Iran. In addition, in the current study the interview questions were checked by the supervisor prior to conduct of the current study. Each of interviewee participated voluntarily in the interview and each interview lasted about 20 minutes.

5.3 Summary of Findings

The current study investigated the attitudes of ELT students towards the usefulness of mobile learning from different perspectives. The data obtained in this study explained:

(a) Participants' profile information: gender, age and nationality

(b) Frequency of using mobile devices for EFL purposes

(c) Reasons for device usage

(d) Features of their devices

(e) Advantages and disadvantages of these devices regarding EFL learning

(f) Categories of applications they use for English learning

(g) The devices used in EFL context

(h) The devices used out of EFL context

(i) Frequency of using these devices in and outside of classroom

(j) Applications used in and outside of class

(k) The devices used for completing assignments and examples

(l) Devices and applications to be used in class

(m) Students' digital literacy

(n) Limitations that exist in integration of mobile devices in EFL context and

(o) The solutions and strategies that can be developed in order to implement portable devices in EFL context

As mentioned in chapter 4, both quantitative and qualitative data were obtained in this study and also were compared in order to make sure whether they confirm and support each other or not. Finally, the comparison of the data obtained from questionnaires and interviews revealed that there is consistency between these two types of data and lots of common attitudes were extracted from both. In addition, the overall findings of this study should be compared with the findings of previous studies about MALL to see to what extent the results are consistent.

5.4 Discussion of Findings

The statement of "using mobile devices for English language learning" which refers to the first research question is supported by the results obtained in this study. In the current study, more than the half of EFL students (57.9%) mentioned that they use

mobile devices for English language learning in and out of EFL context and also the majority of students in their interviews mentioned that in 21st century they use their mobile devices as supplementary materials in English language learning. The findings of this this study for the first research question is consistent with the results of two other studies (Fujimoto, 2012; Whire & Miller, 2012) suggesting that there is a positive attitude towards using mobile devices for English language learning. The study conducted in Japan by White and Mills (2012), was a survey on Japanese university students' attitudes towards the use of smartphones for language learning and the study conducted in Australia by Fujimoto (2012), showed that EFL learners, in general, expressed positive attitude towards the use of mobile phones and tablet computers for language learning. Furthermore, the findings of this study for the first research question are consistent with the results of another study which was conducted a few years earlier by Cavus and Ibrahim (2009). They conducted a study about the advantages of smartphones in language learning. They mentioned in their study that smart phones brought several advantages to the students. First, the technology provided them with flexibility, being able to have access to learning materials and online databases at anytime from anywhere. This is exactly ubiquitous learning which was mentioned and emphasized in current study. Second, smartphones helped them to learn more new words. The interviewees in the current study confirmed the findings of the previous study and confirmed that using electronic dictionary installed on smartphones was another advantage of mobile devices in language learning and it is clear that the technology made a shift to learners, from "passive learners to active learners."

The second research question in the current study was concerned with the "the frequency of using mobile devices for English learning". Questionnaire results revealed that the majority of participants (73.5%) use portable devices for English language learning "on a daily basis". In addition, the interview results confirmed the statistical findings regarding the frequency of using mobile devices in English learning. Interviewees mentioned that they *always* use mobile devices for English learning. Participants in the current study emphasized on the portability feature as the reason for their constant use. Based on the results of other study (Abd Rahman et al., 2009), two features of portability and accessibility are the main reasons for students' constant use. EFL learners can use them anywhere and anytime and due to their physical characteristics such as size and weight, EFL learners can carry them to everywhere and use them constantly.

Students' attitudes towards the integration of mobile devices in the EFL context, was the third research question in this study which was answered through obtained data from questionnaires and interviews. Participants agreed upon the facts that being able to learn anywhere and anytime and also having access to the Internet everywhere are the significant reasons which make integration of mobile devices in EFL context more essential. Participants emphasized that integration of MALL can facilitate English language learning and also interviewees mentioned that the physical features of mobile devices make them more beneficial for English learning inside and outside of EFL context. Interviewees agreed that different MALL applications can be used inside the EFL classrooms. Majority of the interviewees mentioned that using electronic dictionary on the smartphones for checking new words is a common act among EFL learners inside the classrooms. The findings of this study for the third research question are consistent with the results of an earlier study by Connaway and

Dickey's (2010). Their findings revealed that the majority of students use mobile devices for their speed and convenience. They also mentioned that physical features such as size and weight beside the speed and convenience were the main attractions of these devices (Barnhart & Pierce, 2011).

Furthermore, a more recent study was conducted by Sung and Mayer (2013) and it was an experimental, comparative study on learning with desktop computers and handheld devices. The results showed that students reported more satisfaction with learning on mobile devices than the desktop users. This finding was attributed to the portability and capability of the informal learning environments afforded by mobile devices. Many of today's students are constantly on the go, running from class to class, job, and home; additionally, many have long commutes. With mobile technologies, students no longer need to feel strapped for time to study. Their studying can take place anytime, anywhere. By comparing the results of the study conducted by Sung and Mayer (2013) and the current study, it is clear that the ability to learn English anywhere and anytime and also not being confined to special time and place for learning, are two significant advantages.

The forth research question in the current study was concerned with students' perceptions about the current limitations in mobile learning. According to the results of the current study, the main limitation or problem with current mobile use of learners was the lack of wireless Internet connections at university and campus and as it is obvious, without Internet mobile devices will not be that much beneficial for English learning. The findings of this study about the limitations of mobile learning were consistent with the finding of another study (Wishart, 2008) suggesting that one of the main limitations is with wireless Internet connection inside of campuses and

educational settings (Wishart, 2008). In addition, the other limitation that has been expressed by almost half of the participants in the current study is the screen size of mobile devices. Almost (50%) of participants and interviewees mentioned that unfortunately screen size of some smartphones is not big enough and is not appropriate for reading PDFs, journals and passages. In contrary, laptops and tablets computers have bigger screen and are really beneficial for learning and practicing English language. This finding is also consistent with the findings of another study (Thornton and Houser 2002, cited in Korkmaz, 2010). Mobile phones as one the widespread MALL devices, have been criticized in some studies for their small screen size and difficulties with keyboard in entering input. According to Thornton and Houser (2002, cited in Korkmaz, 2010) mobile phones are not suitable devices to learn new content but they may serve as effective tools for reviewing and practicing. The findings of another study conducted by Chinnery (2006), revealed that mobile phones are not appropriate tools for improving writing skill due to their tiny screen sizes and keyboarding problem due to one-finger data entry function.

The last research question in this study focused on the strategies that should be adopted to integrate mobile devices in EFL context. EFL learners and instructors have to adopt certain strategies in order to integrate MALL into their EFL classrooms. Participants of this study were asked about these strategies and beneficial strategies were proposed by interviewees of the current study. The majority of participants complained about the obstacles that exist for integration of mobile devices in EFL context. First of all, they complained about not being allowed to use mobile devices inside the EFL classrooms because instructors believe that mobile devices cause distraction and learners will not concentrate on what is taught. Participants also complained about their insufficient digital literacy in using mobile

devices properly for EFL purposes. In addition, they had also some expectations such as providing English departments or language institutions with necessary equipment and wireless Internet network to enable students to use their devices. Participants expected their EFL instructors to train and guide them in using mobile devices for English learning and encourage them to bring and use their devices inside the classrooms.

The finding for the last research question in this study is consistent with the findings of a study mentioned in literature review section. According to Prensky (2009), teachers who do not use the most current technology available or relate the information with the best available technology, can significantly reduce student learning and comprehension of specific subject matter. Therefore as it is clear, EFL instructors have to be open to technological advances and keep themselves informed about the latest advances. Unfortunately in underdeveloped countries pre-service teachers are not trained about using mobile devices in classrooms and have some serious problems with its implementation. Both in-service and pre-service teachers need training in how to best utilize the mobile devices technology and to create the digital environments in classrooms and help students to make use of this device for educational purposes. To make the best use of mobile devices as supplementary learning materials, both instructors and learners should be trained how to use them for educational purposes. Most instructors agree upon integrating this technology into their classrooms as an approach of teaching but unfortunately they have insufficient digital literacy or maybe they are not familiar with different types of activities which can be done by using these devices inside and outside of EFL classroom. The interviewees in the current study suggested that if an EFL teacher integrates mobile device successfully in his or her classroom, this type of technology

will affect students' willingness and motivation to learn English. This obtained result is consistent with the results of Ravichandran's (2000) study. English language classroom environment can be monotonous, boring, and even frustrating; some students may lose their interest and motivation in learning (Ravichandran, 2000).

5.5 Pedagogical Implications of the Study

The results of this study suggest that Mobile Assisted Language Learning (MALL) can function as a new approach in English language teaching and learning. As a recent approach, MALL will be beneficial and effective for language learning if it is used and implemented in academic context properly (Abdous et. al., 2009). Mobile devices and MALL applications can provide language learners with opportunities to make best use of their portable devices in Language learning. Findings indicate that MALL can be considered as a beneficial approach in English learning and supplementary applications like Duo lingo and other popular applications mentioned in chapter 4 can play a major role in English learning inside and outside of EFL context. The current study revealed that EFL learners should be trained and guided regarding mobile-learning and certain measures have to be taken by head of English language institutions and departments in order to implement this approach successfully. EFL learners claimed that they have insufficient digital literacy for using their devices for EFL purposes; therefore, they expect their instructors to assist and also encourage them to use them.

Some beneficial strategies were proposed by the participants in this study in order to integrate MALL into the learning context and especially into ELT department of EMU University. participants of this study suggested that if EFL instructors are very busy with their classes and official duties, it will be really beneficial to run a

workshop at least twice during a semester and invite an expert who is professional in this field. The expert can train the EFL learners and attending such workshops will help learners to expand and develop their digital literacy. The expert can share his or her knowledge and experiences regarding mobile-learning; therefore learners are going to be informed about the latest advances in mobile-learning and many learning opportunities will be provided for them inside and outside of EFL context.

5.6 Limitations of the Study

This current study was limited because it was done on a small scale at EMU University. Due to the researcher's time constraints, it was not feasible to conduct a larger scale study at this time. The researcher had to conduct his study in ELT department and only B.A students of ELT department were the participants of this study. Due to the time limitations, it was not possible for the researcher to include M.A and Ph.D. students of the department as the participants in this study.

More comprehensive and extendable findings could be obtained if the study was conducted with more participants in several contexts. Data collection took place in the spring semester and this semester may not be ideal due to the time constraints. Data collection took place few weeks before the final exams and students were busy with their courses and exams; therefore some of them refused to have an interview with the researcher.

Another limitation of this study was that the researcher could not examine the instructors' use of or attitudes towards integration of mobile devices and technology in EFL context. To sum up, the results are generalizable only to the population of

ELT students and no data was obtained regarding EFL instructors' use of or attitudes toward mobile-learning and teaching.

5.7 Recommendations for Further Research

By focusing on the limitations of the current study, it is evident that MALL is a recent approach in English language learning and deserves more studies. A similar study on a bigger scale can be conducted. A similar study can be carried out in more than one university and with more participants in order to obtain more generalizable results.

As mentioned earlier, a mixed method design was employed in this study to obtain quantitative and qualitative data regarding MALL devices and applications. It will be really beneficial to include observation in data collection instruments in order to observe the EFL learners' real use of the MALL applications inside the class. Participants in their interviews mentioned that they use several applications such as 'Duo lingo' and 'sentence builder' a lot for EFL purposes. Therefore, another similar study can observe EFL learners' actual use of their portable devices and MALL applications inside the classroom in order to get a deeper understanding.

Some other variables such as gender and age differences can be investigated in a similar study and comparing the levels of portable device usage may also be fascinating. It can be investigated to see if age and gender have any effect on the level of mobile device usage or not. For instance, maybe females prefer to use specific MALL devices or applications regarding EFL learning or maybe there is a positive or negative relationship between two factors of age and mobile device usage level. For example, maybe younger EFL learners prefer to use their portable devices

for English learning and older learners prefer to stick to traditional and paper-based methods of learning.

Lastly, a similar study can be conducted based on the students' financial status. Students' financial status can be compared with the number of devices individuals use and possess. Financial status can be related to possessing or using several portable devices and students' preferences in using them for English language learning.

5.8 Conclusion

This study explored attitudes of ELT students towards the usefulness of MALL devices and applications as supplementary learning materials in English language learning at EMU University. In addition, it investigated the perceptions of the ELT students about the integration and implementation of portable devices in the ELT setting. Furthermore, this exploratory survey examined the students' perceptions about their current limitations in mobile learning and also examined their suggested strategies to be adopted.

The findings of this study especially the interview results, revealed that ELT students have positive attitudes towards MALL devices and applications and indicated that these devices and applications provide them with opportunities to learn and practice English anytime and anywhere. According to the findings of this study, widespread ownership of mobile devices and their specific features such as portability and accessibility were the main reasons of their usage for language learning purposes. ELT students in this study agreed that by using MALL devices and applications they

are no longer limited to restricted time and place for English learning; therefore, mobile devices and applications assist them in becoming independent learners.

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APPENDICES

Appendix A: Participant Consent Form

Dear colleagues and students,

I am currently enrolled in the MA TEFL Program at Eastern Mediterranean University. The aim of my survey is to investigate the effectiveness of Mobile devices as supplementary learning materials for English language learning. I am also exploring the attitudes of students towards the integration and implementation of mobile devices in the EFL context. Furthermore, this survey investigates the students' perceptions and experiences about their current mobile learning practices. All the contacts, questionnaire findings, and personal information in this study will be kept strictly confidential in my reports.

If you have any questions, please do not hesitate to contact me or my thesis supervisor, Assist. Prof. Dr. Ilkay Gilanlioglu.

Thank you in advance for your help and cooperation.
Alireza Farshbaf, M.A student of TEFL
Eastern Mediterranean University, Famagusta, North Cyprus
alireza_znu_farshbaf@yahoo.com

I have read the above information. I hereby give my consent for the data acquired to be used by Alireza Farshbaf in this survey.

Date:
Signature:

Appendix B: Mobile Device Usage for English Learning Attitude Survey

Participant Background Survey

1. Gender: □ Male   □ Female

2. Nationality:

3. Age :

   □ 17 - 22

   □ 23 - 28

   □ 29 - 34

   □ Greater than 34

4. Do you have mobile devices?   □ Yes   □ No

5. How often do you use them?

   □ 1   □ 2   □ 3   □ 4   □ 5   (1= not very often, 5= on a daily basis)

Mobile device Usage for English Learning Attitude Survey

Thank you for participating in this survey. The questions in this questionnaire concern your perceptions about the usability and efficacy of mobile devices in foreign language learning.
There are not "right" or "wrong" answers to these questions, so please be honest about your experience and feelings.

Instructions: Think about how you feel about each of the following statements and choose the choices that best describe your attitude.

(SD = strongly disagree, D = disagree, N = neutral, A = agree, SA = strongly agree)

	SD	D	N	A	SA
1. Using mobile devices enables students to have ubiquitous learning.					
2. Learning via mobile devices facilitates EFL learning.					
3. Using mobile devices provides ubiquitous access to the Internet.					
4. The use of mobile devices enables EFL students to use multimedia in class.					
5. Mobile devices are easily portable.					
6. Compared to printed materials, mobile devices are environment-friendly.					
7. A variety of EFL software tools for mobile devices can be accessed.					
8. Buying mobile devices is less costly than buying books and pens.					
9. Suitable mobile devices are too costly to be purchased.					
10. Software tools related to mobile learning are not easily accessible.					
11. Wireless Internet connections are not available at educational institutions.					
12. I lack digital literacy to use mobile devices for educational purposes effectively.					
13. We do not know which mobile devices can be most useful for language learning.					

14. We (students) do not know how to use mobile devices to learn English.					
15. Using mobile devices in the classroom may cause distraction.					
16. The screen size of most mobile devices is small for language learning.					
17. Using mobile devices is not suitable for learning English.					
18. I use mobile device for academic purposes.					
19. I use mobile device for non-academic purposes.					
20. I use mobile device for EFL purposes.					
21. Students should be guided how to choose a suitable mobile device for language learning.					
22. Students should be trained how to use mobile devices for learning EFL.					
23. Language teaching institutions should be equipped with mobile devices for student use.					
24. Teachers should encourage students to use mobile devices in the class.					
25. New mobile software tools should be introduced to students by teachers periodically.					
26. Mobile learning EFL activities should be presented in the classroom by EFL teachers.					

Appendix C: Interview Questions

The following questions were used as interview questions in this study:

1. What do you think about the use of mobile devices in English language learning?

2. What are the advantages of using mobile devices in English language learning?

3. What are the disadvantages of using mobile devices in English language learning?

4. What do you think about the possible limitations and challenges of using mobile devices in English language learning?

5. How do you usually use your mobile devices in and out of the EFL context? Can you name some activities you do by your mobile devices?

6. Do you consider your mobile device as an important supplementary tool in English learning?

7. Can we consider mobile device as an effective tool in communicating with our professors and peers?

Appendix D: Interview Transcriptions

Interview 1:

Interviewer:

Hello. Good morning. Thank you so much for accepting my invitation for having an interview with you. My name is Alireza Farshbaf. I'm M.A student of TEFL and I am doing my thesis and this sound record is just for recording our interview for my thesis which is about Mobile Assisted Language Learning which is exactly topic of my thesis. Thank you so much for accepting my invitation.

Interviewee:

You're welcome

Interviewer:

Which grade are you in? I mean what is your faculty major and introduce yourself please. Thank you so much.

Interviewee:

This is my second semester in ELT department.

Interviewer:

We are going to talk about the effectiveness of mobile devices as supplementary learning materials in English language learning. We are going to explore your attitudes about integration and implementation of mobile devices in EFL context. Ok, I'm going to add some questions about the topic and you are going to give a brief explanation about the each one. Our sound is going to be recorded and be sure that all given data will be confidential and will not be reported anywhere. Ok we are going to the question number 1. What do you think about the use of mobile devices in English language learning? I mean are mobile devices effective in English language learning or not?

Interviewee:

Yes definitely it is, because it helps us a lot and it's really helpful.

Interviewer:

Do you think it can be possible to learn English wherever you are and whenever you want?

Does it provide a chance for you to learn anywhere or not?

Interviewee:

Yes definitely.

Interviewer:

Do you have any mobile devices?

Interviewee:

Yes, I'm carrying with me iPhone 5s.

Interviewer:

Did you find it effective in English language learning?

Interviewee:

Yes, I mean it helps me a lot during doing a lot of activities and everything.so it's really helpful.

Interviewer:

Ok, can you name some advantages of your device? For example, you said that you have iPhone 5 and you use it in English language learning. can you name some advantages of this device?

Interviewee:

Well actually there are a lot of things. You can listen to podcasts in English language teaching and you can also listen to English songs when you eating and it can even show the lyrics of songs and learn new words every day.

Interviewer:

You mean for example, you can just use it while eating your dinner or while eating your lunch.

Interviewee:

It doesn't really matter. You can use it anytime.

Interviewer:

What about the other advantages?

Interviewee:

It is portable. I mean you carry it to everywhere and it is also not that heavy and it depends on the size of the phone.

Interviewer:

Can you name other advantages?

Interviewee:

It is light, portable and easy to handle and I can access to the internet anytime and anywhere I want.

Interviewer:

Good, you mean that you have ubiquitous learning in anywhere and anytime based on the portability and accessibility of these devices. Good, and what about the disadvantages? Can you name some disadvantages about these portable devices?

Interviewee:

Yes sure, why not. Sometimes I have no access to the Internet outside of the campus and I think this is a big problem. I think we should find Wi-Fi in everywhere because sometimes we need it. For example, if we have something urgent to do on the phone or anything we need Wi-Fi and it is really hard to get the Internet service from the phone because it's really expensive.

Interviewer:

So you mentioned to the lack of wireless network system and lack of wireless network availability at the campus. Yep it can be a disadvantage to these mobile devices and what about the activities that you can do with all these mobile devices? Can you name some activities?

Interviewee:

I receive and check the emails.

Interviewer:

You mean communication?

Interviewee:

Yes, communicating with peers and my instructors in school. It is important to communicate with them and talk outside even between classes and if we need them, we can communicate with them.

Interviewer:

So you mean that communication is one of the advantages of mobile devices in English language learning. You are right. We can communicate with instructors wherever we are. You talked about receiving and sending email. Good. Are you in touch with your instructors constantly? Do you receive their email regularly?

Interviewee:

I mean not that much, like sometimes because most of them are really busy so I just try to let's say for example, when I have problem or when I couldn't understand anything I just send them email and sometimes it takes two days and sometimes several hours. I mean it depends on the situation and if the instructor is busy or not. Because they have lots of students and I am not the only one in the university.

Interviewer:

So you find them effective. Do have access to the Internet at the campus or not? Do you have Wi-Fi Internet or such a thing in your department?

Interviewee:

Yep there is. It is hard sometimes to connect to the Internet because most of the phones are connected are you have to keep trying and trying and it sometimes lasts about several minutes.

Interviewer:

Ok, thank you so much for accepting my invitation and I really got precious information and data about your perception and attitudes about mobile devices. Thank you so much. Have a good day.

Interview 2:

Interviewer:

Hi, good morning. My name is alireza farshbaf. I'm doing my M.A thesis at our own department ELT and my thesis is about the effectiveness of mobile devices in English language teaching and learning. thank you so much for accepting my invitation to this interview and I appreciate the time you are giving to me and to this interview. Thank you so much. We are going to start it. As I said this interview is about using mobile devices in English teaching and learning. the first question is this. Do you have mobile devices or not?

Interviewee:

Of course I have laptops and smartphone and I use it very often in language learning.

Interviewer:

Good, you said laptop and smartphone. Do you use them more? How often do you use them?

Interviewee:

I use my smartphone more often because it is easy to carry and it is always with me and I use my laptop at home and in library generally.

Interviewer:

So you use laptops at home and you use your smartphone at the campus.

Interviewee:

Yes when I am out of the dormitory or library.

Interviewer:

Can you name some advantages of using all mobile devices?

Interviewee:

Of course, in 21st century you cannot teach education without technology especially laptop computers and also in recent years smartphones. For example, when we consider smartphones, we can use them anywhere or anytime because it is easy to carry. It can be always with us.

Interviewer:

So you mean they are portable, easy to carry and easy to handle.

Interviewee:

Yes they are light, small and they can be in our pocket and we can check anything whenever we want. They provide an access to the Internet, databases and resources.

Interviewer:

You mean accessibility to different database can be an advantage.

Interviewee:

Yes access to different database and we can compare the knowledge and we can make analysis. They support different applications which help us to communicate and also there are so many helpful applications for English language teaching. For example, very simply the dictionary and for example, phonetic alphabet transcriber.

Interviewer:

Good, do you have dictionary in your smartphone?

Interviewee:

Yes

Interviewer:

How often do you use it?

Interviewee:

I think I all lessons I use my dictionary because in many situation we don't know the academic words and we can check it all the time and whenever we need and also by my smartphone I can check my emails, I can get feedback from my teachers. I always can be in touch with my friends. I can take photos from different source and notes and home works. It's easier than taking copy and it is good to the environment because we don't use papers and we don't harm the trees.

Interviewer:

You mean that you are going to save trees and environment by using mobile devices. Good idea!

Interviewee:

It is also cheaper. For example, I can read one hundred books online, one thousand maybe. I can read them online. I can create my own online library but I can't buy thousand books. I mean they decrease the costs of education.

Interviewer:

Ok, can you name some disadvantages? Do you think these mobile devices can have any disadvantages?

Interviewee:

All good things have bad sides of course and for example, we cannot access Internet everywhere in campus and our mobile Internet is limited and little bit expensive. For example, in industrial engineering, our current building for ELT, we have Internet in first floor but not upstairs. Mobile phones can distract our attentions in the classrooms. There are so many researches for that. Also using mobile devices in classrooms especially smartphones in the classroom can distract students' attention also it can bother the teacher, for example if the teacher see us using mobile phones, he or she maybe don't like it.

Interviewer:

So you prefer to use them out of the campus, at least out of the classrooms. But do you agree with using them generally?

Interviewee:

Yep in general we should use it.

Interviewer:

So we talked about disadvantages. Can I add more questions for example, how do you use your mobile devices in and out of the EFL context? For example, can you name some activities that you do at home and some activities that you do outside through mobile devices? I mean which activities do you do at home?

Interviewee:

Actually at home with my computer with my laptop or smartphone I can do a lot of things, watching films, reading books. It's very general.

Interviewer:

Do you use laptop for preparing your presentations?

Interviewee:

Yes presentations, my assignments, for example, I use mostly office programs or power point and excel. I use them to prepare my lectures and assignments.

Interviewer:

Good, what about smartphones?

Interviewee:

Smartphones I usually use smartphone for general.

Interviewer:

Ok, let's continue with question number 6. We talked about mobile devices specially smartphones. You said that I use smartphone for checking words, I use dictionary for checking words and what else? Can you add some other activities that you do with your smartphones?

Interviewee:

By smartphone I always keep in touch with my professors. For example, sometimes classroom exams changes and by mobile phones and email we can know new place and not miss the exam. That was what happened in literature exam. I can get feedback from our professors and for example, sometimes we go to our country and we need to keep in touch with our professors and we use email and it is very effective to communicate.

Interviewer:

So being in touch and keeping in touch with your peers and your instructors is the thing that you find it most useful in using mobile phones. Ok, so in general, what is your general perception about using them?

Interviewee:

Generally, I find them very useful, my laptop and smartphone. It provides access to the Internet and without Internet we cannot live in 21st century and smartphone and laptops and especially smartphones is easy to handle and carry. They are light and portable and support different applications. For example, dictionary as I said before and I can check my emails and by checking emails I don't miss anything. I send the assignments teacher wants.

Interviewer:

So in general you have positive perceptions towards using mobile devices.

Interviewee:

Yes

Interviewer:

Good, thank you so much for conducting this interview. I really appreciate your kindness in accepting my interview. I received so many precious information about my own topic.

Interviewee:

You're welcome

Interviewer:

See you, bye

Interview 3:

Interviewer:

Hello, good morning. My name is Alireza farshbaf. I'm doing my thesis about the effectiveness of implementation of mobile devices in language learning and teaching. I'm so thankful to accept my invitation for this interview. Thank you so much for your cooperation.

Interviewee:

You're welcome. It's my pleasure.

Interviewer:

Thank you so much. Be sure this sound record and every data that I'm going to receive in this interview will be confidential and will not be reported anywhere. Thank you so much for this invitation. So let's start the interview. My first question in this interview is this:

Do you have mobile devices or not?

Interviewee:

Yes, I do have mobile devices.

Interviewer:

Can you name those mobile devices that you use?

Interviewee:

Sure, I have mobile phone that I use it mostly and I have a laptop and a tablet.

Interviewer:

So you have all mobile devices, good! You said you have tablet, laptop and smartphone. Good, how often do you use them?

Interviewee:

I use them every day, especially my smartphone and laptop and sometimes my tablet.

Interviewer:

So you use tablet less than the others and laptop and smartphone more. Good! What about the place? I mean do you use them more at home or when you are at the campus?

Interviewee:

Well, I use my laptop at home and I use my smartphone wherever I am.

Interviewer:

Good, what is the reason that you use your smartphone or tablet everywhere? What is the main reason?

Interviewee:

You ask me this question regarding the language learning?

Interviewer:

Yes

Interviewee:

I use my laptop to prepare my presentations, my projects, my assignments or to search on the Internet about something, to search in more details because sometimes smartphone is limited in terms of searching and laptop is better in this regard. So I use my laptop for searching and I use my smartphone especially when I'm in classroom or in school, I check words, meaning of words, definitions, phrases especially in class because I don't use a dictionary like a handy book. Instead i use my smartphone.

Interviewer:

Good, good. Can you name some advantages of using mobile devices? I mean all mobile devices, I mean not cellphone. Can you name some advantages of using all mobile devices for English language purposes?

Interviewee:

Well, advantages, you know mobile devices are easy to carry, I mean it's portable, you can use them everywhere.

Interviewer:

You mentioned to the portability

Interviewee:

Yes so this is the most advantages part of it and also they make the opportunity to search for every kind of information. However, there are also disadvantages of using devices:

 information mess, I mean whose info is correct, we may not now and other disadvantages, I use my mobile phone, I use my laptop, I want to use them everywhere but unfortunately I don't have sufficient Internet access everywhere. So this limits me.

Interviewer:

What about the lack of Internet in your department? Do you have internet in our own department? I mean ELT. do we have internet anywhere? In each floor?

Interviewee:

In our former building which is now under reconstruction we used to have Internet access and as well as interactive whiteboards but now we don't have any Internet access.

Interviewer:

Yes, I remember we had also smart boards and they were really beneficial I think. But unfortunately as you said because of the reconstruction we miss that building and now we have to use this building and as you mentioned …

Interviewee:

So bad we have no Internet and lack of resources, still we are doing fine.

Interviewer:

Good, good. Can you think of the other advantages?

Interviewee:

They support different applications and they help us to communicate better.

Interviewer:

Which one do you mean? Laptop or smartphone? Which one?

Interviewee:

Well, It depends. Sometimes smartphones sometimes laptops. For example, you cannot well you can use but not all the devices are suitable for using the power point program, well in laptops by power point program you prepare some presentations. So it depends. By in terms of easyness you know reacheable, smartphones' applications are better.

Interviewer:

You mean in terms of accessibility and effectiveness and portability, you prefer smartphones.

Interviewee:

Yes and it helps us to communicate better with our classmates. It is important to communicate with teachers. We always communicate by using our smartphones our

laptops through of course Internet by our Facebook account or education blocks, groups and etc.

Interviewer:

Good, can you name other advantages?

Interviewee:

And also I can say that there is no need to take copy or print of so many materials. So what does this imply? This is an advantage to you that you decrease the costs of printing.

Interviewer:

So you say that the other advantage is decreasing the cost of printing and copying.

Interviewee:

Yes, correct

Interviewer:

Good, so I think they are more environment friendly, we are going to save the trees because you know by using electronic devices this is my personal belief I'm sure it is also yours.

Interviewee:

I agree with you to some extent but I think also mobile devices in general they are advantageous help condition, they may become harmful because of the electronic field of you know radiations.

Interviewer:

You are talking about the negative waves I mean negative electronic waves that are harmful to our body, harmful to our health. Really, I haven't thought about this one because you know me myself thought about advantages and disadvantages but this

one was mentioned with you and really was new to me. Yep you are right the electronic waves can be the other disadvantages for them and you also talked about the lack of Internet in the campus. What about the other disadvantages for example, are you allowed to use mobile devices in classrooms?

Interviewee:

Well to some extent yes but not all the time because some teachers may misunderstand your use of mobile phone because they may think that you are surfing on the net or chatting with friends but I usually prefer to use my mobile phone in classrooms in order to check the meanings of the words or in order to correct myself in terms of phrasal English. Therefore, I refer to my mobile phone usually.

Interviewer:

Good, and also are you trained enough to use these mobile devices for English learning?

Interviewee:

No I don't think so. You know I also think that we do not know how we exactly use them for English language learning properly. Only some of people who are qualified and professional they know however sometimes and somehow I know I think for myself I can use it effectively.

Interviewer:

I think this problem is for all the students for example, most of the students in our department do not know how to use mobile devices.

Interviewee:

Teachers do not encourage using it because they usually ban our mobile phones even when you started, all mobile phones should be switched off. These kinds of limitations create an image in students' mind that using mobile phones should be prohibited.

Interviewer:

It refers to the bad imagination of instructors that as you said they think that you are surfing on the Internet or you are just chatting with our friends. That's why I think.

Interviewee:

And that's what I said. I told you before that not all of the knowledge and not all the resources you find on the Internet are trustworthy.

Interviewer:

You are talking about the validity of the information you receive from the Internet.

Interviewee:

Yep, validity as well as reliability. They may be valid but they also should be reliable as another criterion.

Interviewer:

Ok, thank you so much and the last question. The last question is going to ask about the use of mobile devices in and out of the EFL context. Can you name some activities you do with your mobile devices at home and can you name some activities that you do with your more portable devices at campus?

Interviewee:

Yes as I have mentioned at the very beginning of the interview, I said I use my laptop at home in order to prepare my presentations, in order to prepare my assignments by using word program because I don't have it in my smartphone, however in classroom I use my smartphone oftenly not very intensively, I use it for dictionary purposes to check some meaning, to go see whether I am correct or not in terms of uttering a phrase in English. So these kinds of activities I use and I usually use my laptop at home and my smartphone in class.

Interviewer:

Can you name some applications that you use most in your smartphone?

Interviewee:

Yes, I use English- Turkish dictionary on my smartphone and also Oxford dictionary and Macmillan dictionary. I purchased some of them. At home…no you just about my smartphone…also I use Duolingo application which is the most famous one. I do not use it for English language learning but also I use it to learn other languages.

Interviewer:

Duolingo??

Interviewee:

Yep, duolingo. It's an application.

Interviewer:

It's somehow new to me. Can you spell the name?

Interviewee:

Yes, d u o lingo…

Interviewer:

Good, good. That's it. We are done. Thank you so much. Do you want to add something?

Interviewee:

Yes, well. We have talked about the mobile devices in English language learning. right?

Interviewer:

Yes, sure

Interviewee:

So I think these are very important supplementary materials in English language learning and we should be encouraged by our teachers or by the English professionals. And also it is an effective tool for communication with our teachers, colleagues, peers and friends.

Interviewer:

Thank you, your last comment was really beneficial for me, you mentioned to the using of these devices as supplementary materials. They can assist students beside their course books.

Interviewee:

When you consider the 21st century and the learners' needs in 21st century, you need to integrate the mobile devices as supplementary tools in both language teaching and language learning.

Interviewer:

Good, good. I really liked your last comment and it was beneficial for me. Thank you. Bye.

Interview 4:

Interviewer:

Hello, good evening. I am Alireza farshbaf. I'm doing my thesis interview about the effectiveness of all mobile devices in English learning. Thank you so much for accepting my invitation to this interview and you are kindly appreciated for your cooperation and help. Thank you so much. Let's start the interview with first question. Do you have mobile devices? And can you name all mobile devices that you use for English language learning?

Interviewee:

I actually consider myself a technophile and I do have different mobile devices such as laptop, tablet and smartphone and I use them on a daily basis and I think they are very very useful for entertainment and education.

Interviewer:

Ok so you mean that you have all mobile devices which are used currently in our field English language teaching and learning.

Interviewee:

That's right.

Interviewer:

You said you have laptop, tablet and also smartphone. How often do you use them?

Interviewee:

I use my laptop almost on a daily basis, every time I need to prepare a presentation or do some research, I use my laptop. I also use my tablet when I don't want to use my laptop actually instead of my laptop I take my tablet and I use my tablet also for researching, for surfing the net, especially if I want to search for special article I use my tablet and of course my smartphone is used every day from dawn to dusk actually. And nowadays you can't see anyone without smartphone.

Interviewer:

Ok so mentioned to a minor difference between laptop and tablet .I think that was portability I think. You said I use laptop a lot but when I'm out or I'm out of the campus I use tablet because you mentioned to the portability.

Interviewee:

Yes

Interviewer:

Can you name some advantages of these mobile devise?

Interviewee:

Well we can use them anywhere unlike the traditional personal computers. We can use mobile devices almost anywhere nowadays, in the car, on the bus, on the campus of the university and anywhere. So they are so available anywhere we go and that's why they are getting more attention than any other source of digital media.

Interviewer:

So you mean they are easy to handle and also they are more portable.

Interviewee:

Exactly, much more portable than traditional digital devices.

Interviewer:

Good

Interviewee:

And another thing that I can mention is that through these mobile devices we can access internet which is also mostly available everywhere, in coffeshops, in cinema and in most places that we have access to internet as well.

Interviewer:

Ok, what can be the benefit of having access to the internet? So you mean that you can connect to different data bases.

Interviewee:

That's right. We can surf on the internet, we can search for different things on the spot. Imagine you come across something new or you want to look up new words or anything on the internet, if you have a mobile device specially smartphone and connectivity to the internet, you can do it right on the spot and don't need to wait for check it later. So they are very available everywhere you go.

Interviewer:

Good, what about the applications you use in your smartphones or tablet? Can we consider them as an advantage for mobile devices?

Interviewee:

Yes of course, actually I'm kind of addicted to my smartphone and I use many different applications on it and I use it for both entertainment and also for education. I use some applications such as "elevate" or "duolingo" for learning language. Right now I'm trying to learn Turkish language in addition to practicing more on my English and there are more applications which are more focused on critical thinking and problem solving. They are generally based on English language but you can use them for other languages as well. I use some other applications for entertainment and games and using social media as well.

Interviewer:

To be in touch with peers and instructors?

Interviewee:

That's right.

Interviewer:

Good, do you want to add something about these advantages?

Interviewee:

Yes actually by using mobile devices nowadays we are switching from traditional and somehow analogue entities to more digital things which means nowadays the things we use through digital devices and specially mobile devices lessen the need for using books, papers and this is more environmentally friend of course which means less trees are cut down and this way will help the nature to recover.

Interviewer:

You mean by using these mobile devices we are going to save the nature and trees. I like it. What about the advantages? Can you name some disadvantages of using mobile devices? Do you think does it have any major shortcomings or drawbacks regarding using mobile devices?

Interviewee:

Well actually I cannot think of any major disadvantages but like any other devices they can be used in a very purposeful ways or by way it is used is not clear and so they become tools for wasting times. I think for some people when they cannot manage their time and priorities and activities, they can become a source of distraction when nowadays many people are using different social Medias. The time that you spend on checking all of them will takes a long time. Instead if you can manage to use one or two of them you can save a lot of time and also be in contact with your friends and with your peers and even with your professors at universities. Maybe the other disadvantage I can add is, of course this is not a disadvantage but maybe a shortcoming rather. Not being able to connect to the internet anywhere and going to special places to connect to the internet and have an access.

Interviewer:

You mean you have not access to the internet anywhere and anytime. Can I ask you about our own department? Do we have wireless internet network in the department?

Interviewee:

Well we have it on the campus but I think because of distractions that they make, wireless internet is not allowed inside the building specially in the classrooms and also using mobile devices is somehow is forbidden because most of the professors believe that they make distractions and are more harmful than being useful inside the classrooms.

Interviewer:

so you mean that you are not allowed to use mobile devices when you are in class because some instructors will object and will not happy about this and maybe our students are not allowed enough to utilize these devices in class. I'm going to ask about the special kind of knowledge which we call it digital literacy. Do you think you have digital literacy to use these mobile devices as supplementary materials for language learning?

Interviewee:

Well, I try to. I think I can use the cutting edge technology to my benefit and by using digital devices I can facilitate my learning, I can reach the resources faster than before, I can do research easier nowadays by using internet and I think people get to know new technology and digital media and it can provide themselves with this literacy, they can have the benefits of the mobile devices, digital devices and I think the pace at which they can acquire knowledge is expertised a lot using the new technology.

Interviewer:

The next question investigates the use of mobile devices in and out of the EFL context. Do you use them more in or out of the campus? Which one? I'm sure that you use all of them both in and outside of the EFL context, but I want you name some activities you do through them at home and out of the home on the campus. Can you name some?

Interviewee:

Sure, actually our lives nowadays have become more digitalized so it doesn't make much difference where you are both in campus or at home these technologies can be used. But I can name some of the thing I do as I said before. I can surf the net to get more information, I use them a lot to find some articles. My university provides us some free articles which cannot be accessed from outside the university so for those

special articles I have come to the campus to be able to access them and there is something else that I really appreciate it and is about my department which is having access to the feedbacks is made available by the university on the portal. I can get to know about my results, about feedbacks, almost all the information I need to know about. So this is another factor which I really appreciate.

Interviewer:

As you said getting immediate feedback is one of the benefits of technology and fortunately we have this technology on our campus. As you said you use laptops a lot at home and tablet and smartphone on the campus. So generally you accept that mobile devices can play a significant role as a supplementary material in language learning. ok, I'm going to the last question which considers these devices as tools to be in touch and communicate with peers and professors. Can you consider mobile devices as effective tools in communication?

Interviewee:

Yes I could agree more on this topic because right now I am in contact constant contact with three of my professors. We are in contact through Moodle which is a kind of portal and also on Facebook we have group about our class. We can ask questions from our professors and classmates almost anytime we want and the question will be answered shortly usually takes less than an hour to get our answers. We need assistance. The professor or our classmates will provide the guidance. I think they really supplementing the traditional way of instruction in our society.

Interviewer:

Good, so you consider it as an effective tool in education.

Interviewee:

Definitely

Interviewer:

You mentioned to the Moodle. I remember it exactly. We had Moodle too in some courses. We used Moodle which is specialized for this university especially for education faculty. We used it in several courses and it was really beneficial. I remember the instructor added something and we students came and just leave some comments. We had a real communication and we were in touch with each other.

Interviewee:

Yes exactly. The good thing about Moodle is that the feedback can be both ways. From students to students and students to teachers and teachers to students.

Interviewer:

So you are talking about bilateral feedback.

Interviewee:

Yes exactly.

Interviewer:

Thank you so much for accepting my invitation for conducting this interview and your cooperation is appreciated.

Interviewer:

Hello. Good morning.

Interviewee:

Hi. Good morning.

Interviewer:

Thank you so much for accepting my invitation to conduct this interview.

Interviewee:

You're welcome.

Interviewer:

My name is Alireza farshbaf. I am M.A student of ELT department and I' doing my Master Thesis about the effectiveness of all mobile devices in English language learning and teaching. Thank you so much for your cooperation and conducting this interview. Your acceptance is really appreciated. I am going to ask some questions about the effectiveness of all mobile devices and I start with the first question:

Do you have mobile devices?

Interviewee:

Yes

Interviewer:

Can you name some devices that you use them in English language learning and teaching?

Interviewee:

I have laptop, smartphone and iPad also.

Interviewer:

What do you mean by iPad? Do you mean Tablet?

Interviewee:

Yes, it is for Apple Company.

Interviewer:

So it's a kind of Tablet assembled by Apple Company. That's nice. So how often do you use them?

Interviewee:

Most of the time. I mean every hour I don't know, actually you know because I check everything with my devices so I need to at least check it I don't know two times or three times in an hour.

Interviewer:

So you use it daily.

Interviewee:

Yes

Interviewer:

You use it daily and so it is part of your life.

Interviewee:

Yes exactly.

Interviewer:

Can you name some advantages of using these devices in English language learning?

Interviewee:

Actually in my opinion when you have these devices you can search whatever you want and you can solve all the problems with your English by searching on the websites, checking dictionaries and in my opinion it's really good to learn language different language by these kind of devices.

Interviewer:

Good, can you name other advantages with these devices? For example are they ubiquitous enough?

Interviewee:

Yes actually. You know because nowadays all students have mobile phone and mobile devices. They enable students to have ubiquitous learning.

Interviewer:

Good, and what bout I mean are they easy enough to carry and portable?

Interviewee:

Yes of course. Because you know when you go out you always have your phone I mane at least your smartphone and it's easy to take to everywhere you want so I think it's good and helps in this way.

Interviewer:

So you believe that these devices are portable enough and easy to handle.

Interviewee:

Yes exactly. They are easy to take even in comparison with books. They are lighter about the weight.

Interviewer:

Which one is more lighter? You have three mobile devices.

Interviewee:

I have all of them and I think smartphone is more lighter.

Interviewer:

So you mentioned to some advantages. Do you want to add some?

Interviewee:

Yes you know these days because of the environment and because of the nature I think even again when we come to mobile devices, is helping and we hope to help environment. With these kinds of activities we don't go to cut the trees and harm to the nature. So I think in these kinds of ideas again we should support mobile devices to have and learn something.

Interviewer:

So you mean by using mobile devices we are going to save the nature.

Interviewee:

Exactly.

Interviewer:

Yes it can be the other advantage. What about the connections? Do you have internet wireless connection in each part of the campus?

Interviewee:

Not every part of the campus but maybe I should say most of the areas yes. Although If I don't use the internet in areas I have my 3G in my phone.

Interviewer:

Good, so you have your own internet on your phone. Can you name some disadvantages about these devices?

Interviewee:

About the disadvantages actually about the smartphone you know because its screen is too small sometimes you don't have enough space to do something in your smartphone. So in my idea one of the disadvantages of learning through some mobile devices is the screen size.

Interviewer:

As I remember this disadvantage was mentioned by so many students especially with smartphones. But what do you think about tablets and laptops? You know their screen size is a bit bigger.

Interviewee:

Of course but you know as much as you need space for your mobile phone you need more that I mean iPad and laptop. And also they are heavier and not easy to take everywhere and you have always your mobile phone everywhere but you have your laptop or tablet with yourself. And the other disadvantages is this, in my opinion as you said we don't have the internet in all the campus. For example, in some departments your 3G I mean your mobile internet is not working as well. So this is the other disadvantage.

Interviewer:

Yes you are right. We have wireless internet network in most part of campus but unfortunately we don't have it in each floor and classes of our department.

Interviewee:

Yes we don't.

Interviewer:

Good, can you name some activities you do with your mobile devices in and out of the EFL context? I mean what do you do at home with your laptops and tablets and what do you do with them out of home and especially in the campus?

Interviewee:

My activities at home or out of home are the same most of the times. Because I have to check my emails every day I mean because I have contact with the teachers and my students and classmates. About learning English language most of the time I'm surfing on the internet to find the meaning of the words I don't know, I'm checking the websites for essays or doing something. Actually with my smartphone outside, most of the time I'm searching for the meaning of the words. I'm undergraduate student now so I need more.

Interviewer:

Yes you need your dictionary in your pocket in anywhere and anytime because you are going to search the meanings of so many words.

Interviewee;

Yes exactly.

Interviewer:

As you mentioned you use your dictionary in your smartphone in anywhere and anytime. You mentioned that I use laptops at home for doing and preparing my presentations and writing your assignmnets. So generally what do you think about these devices as supplementary materials? do you agree with this?

Interviewee:

Of course. Nowadays we need such things to improve our English and second language. They are useful and we need it.

Interviewer:

So you agree with the idea that we have to use them as supplementary tools.

Interviewee:

But most of the students do not know how to use it. We need someone to teach and to say that this is the way these applications or these mobile devices can improve your English.

Interviewee:

Yes you mentioned to a good disadvantage. Are you allowed to use your mobile devices in the classrooms?

Interviewee:

Not in the most of the lessons. I mean some of the teachers they don't want it. They are right but they should give this right to the students because most of us maybe we don't know the meaning of some words and phrases and we have to check it in internet by dictionary. And teachers are right because the students do not concentrate and use their mobile phones and they will miss the subject, lesson. So I don't know both of us are right and we should do something about that.

Interviewer:

And the last question. Are you still in touch with your professors and peers?

Interviewee:

Of course. As I told you most of the times I'm checking my emails because I am in contact with my professors and my teachers and even we have facebook group with my classmates. We have activities out of the campus. We hang out something about the lessons there.

Interviewer:

Do you share something on the facebook?

Interviewee:

Yes. I like a page. It says English is fun. It's really nice because in short ways they teach some keys about the English. I recommend you to check this.

Interviewer:

Thank you so much. You mentioned lots of precious comments and ideas about the effectiveness of these devices. Thank you so much again. Have a good day. Bye

Interviewee:

You're welcome. Have a good day .bye

<center>**Interview: 6**</center>

Interviewer:

Hello, good morning.

Interviewee:

Hello good morning.

Interviewer:

Thank you so much for accepting my invitation for conducting this interview. Our interview is about investigating the effectiveness of mobile devices as supplementary learning materials in English language learning and teaching. I'm going to ask some questions about my topic and you are going to ask them. Do you have mobile devices?

Interviewee:

Yes I do.

Interviewer:

Can you name some devices that you always carry with yourself?

Interviewee:

I have my mobile phone, my laptop and my tablet.

Interviewer:

So you have all of them. That's good. How often do you use them?

Interviewee:

A lot, most of times.

Interviewer:

Which one most?

Interviewee:

Mostly it depends. I use my mobile phone out of home and when I' at home, I use my laptop more.

Interviewer:

You mentioned laptop at home and smartphone out of home. Which one do you prefer more? I mean in terms of portability, in terms of accessibility? Which one do you prefer more?

Interviewee:

My mobile phone.

Interviewer:

You mean smartphone? Because there is a difference between mobile phone and smartphone.

Interviewee:

Yes smartphone.

Interviewer:

Good, can you name some advantages of using these mobile devices in English language learning?

Interviewee:

First of all, they are easy to carry and portable. We carry them to everywhere we go. We can use them anywhere and anytime. We can use them anywhere internet is available and it's environment friendly.

Interviewer:

Can you name some other advantages? Do you believe that they can be used in and out of the campus?

Interviewee:

Yes I use them anywhere internet is accessible. Most people prefer to use mobile phones more where they have access to the internet.

Interviewer:

Do you have wireless internet network everywhere in your campus? Do you have such a thing?

Interviewee:

No no, for example the department we are in now, we have access to the internet in its first floor. On the second floor when we do our lectures we find that there is no signal and access regarding the internet.

Interviewer:

So it can be a disadvantage you know. You do not have wireless internet network in the campus and also in our own department. Can you name some disadvantages about using these devices?

Interviewee:

First thing is I don't think all students use them for educational reasons and the second thing could be the lack of internet.

Interviewer:

Yes you mentioned it in the advantages. You mentioned that you have not access to the internet everywhere.

Interviewee:

And also the signal as well. The signal is not strong. For example, you may want to use internet in one point, then you find that the signal is not good and you cannot access to the internet. Like the time the teacher say to look up for a word and we try to do it by phone but due to internet signal we are unable to do that.

Interviewer:

What about… do you think you have enough knowledge to use these devices?

Interviewee:

Definitely.

Interviewer:

And are you allowed to use these devices in classrooms? I mean do your professors accept this issue and are they ok with using devices in class?

Interviewee:

Not really. I think it's due to the fact that we students use them for non-educational purposes but sometime they ask to search the internet for words and we use our phones to look up for the words.

Interviewer:

So we talked about advantages and disadvantages. How do you usually use these devices in and out of the EFL context? For example, can you name some activities that you do with these devices at home and also the activities you do out of home?

Interviewee:

I'm starting with activities inside home. I use it for doing assignments and I use them for social reasons such as Facebook, social media and like that but mostly for doing assignments and reports.

Interviewer:

And which one do you use more? I mean you said that I use them at home for doing my assignments. Do you mean by smartphone or laptops or tablets?

Interviewee:

At home I use laptop more and for school I use my mobile phone.

Interviewer:

Good, can you name some applications that you use on your smartphones for learning English?

Interviewee:

I use translator, Wikipedia account and dictionary.

Interviewer:

I have heard that there is a new application named Duo lingo. Do you use it or not?

Interviewee:

I have heard about it but I do not use it.

Interviewer:

Because you know that application is popular among students and as I had interview with your classmates, they mentioned to some applications. And the last question: do you consider these devices as effective tools in communicating with professors and peers?

Interviewee:

Definitely, for example if we used to be in touch with our teachers, then there are more ways to contact them. If we can't find them in the office we always contact them through mobile phones or social media such as Facebook.

Interviewer;

Do you any special group on the Facebook?

Interviewee:

Yes

Interviewer:

Are they your classmates?

Interviewee:

Yes, they are all classmates and we share home works, exam time tables and important dates and deadlines.

Interviewer:

Do you share something in this group? Are you active enough in this group?

Interviewee:

Not really, but I share some piece of information from my classmates and I shared one slide last week.

Interviewer:

So you are a bit active but I have to ask this question from your friends and group members to know you are active or not. So generally you agreed that these devices are supplementary learning materials.

Interviewee:

Definitely.

Interviewer:

Thank you so much for accepting and I appreciate it so much. Do you want to add something?

Interviewee:

No thank you.

Interviewer:

See you then, take care , bye

Interviewer:

Hello, good evening.

Interviewee:

Hello, good evening.

Interviewer:

Thank you so much for accepting my invitation for conducting this interview.

Interviewee:

You're welcome.

Interviewer:

As you filled out my questionnaire few days ago, this interview is about the effectiveness of all mobile devices in English language and teaching. As you filled out the questionnaire you are familiar with my thesis and all the questions that I'm going to ask in the interview. The first question is this:

Do you have mobile devices?

Interviewee:

Yes of course.

Interviewer:

Can you name some of them?

Interviewee:

I have just mobile cell phone and laptop.

Interviewer: what about tablet?

Interviewee:

I have never had it.

Interviewer:

Ok, can you name some advantages about them? especially regarding English language teaching and learning?

Interviewee:

Yes of course. You know I personally learn English few years ago and at that time mobile devices and internet was not popular but now thanks to technological advances. We have mobile devices and other portable devices and laptop and specially by the use of internet you can have access to lots of English sources and textbooks. Firstly, it is economical. It is very economical to use soft wares. You don't have to buy all the book and when they are in the format of the soft copy, you just save them on the computer but if you want to buy them, you have to carry the and carrying lots of books can be heavy. You know sometimes you have to look for a particular book english book a lot but on the internet it is easy to find it and you do not need to go to any physical place to buy it, you can order it through internet. It's very convenient and time consuming. These are some of the advantages that I can mention.

Interviewer:

You mentioned to the accessibility.

Interviewee:

Accessibility and economical. It saves your time to use them and apart from accessibility, you can have access to the variety and thousands of these books and read about it. And one more thing is that there are also online tests also English tests, English games, not necessarily books and other programs that can help you learn English. One of things that I use a lot and frequently is that in the past it was very difficult for me carry large dictionary and to find the pronunciation because I was not

familiar with phonological system and rules. I could not pronounce words well but one of the things that I frequently use is checking the pronunciation whether is it British or American in some online websites for example one of them that I use is "how jay say" and it's very good.

Interviewer:

So you believe in these advantages and you believe that such technology is going to make English language learning easier.

Interviewee:

 Actually it facilitates English language learning more than before and it exposes you to more natural authentic English for example, in the past you just go to English classes and the teacher played some CDs but now even you yourself can go to different websites and practice listening and speaking differently.

Interviewer:

You mean online databases.

Interviewee:

Yes of course. Also you can find some English friends in different social groups and talk to them and learn vocabulary and different things from them which help you to improve your English.

Interviewer:

As you mentioned being in touch with…

Interviewee:

Other people and native speakers and even teacher will help you to learn English language better.

Interviewer:

Can you name some disadvantages about using these devices in English language learning?

Interviewee:

You know in the past we tried hard to learn English for example when you didn't know the meaning of the vocabulary you looked for it in different dictionaries or ask your teachers, try to understand and guess the meaning from context and all these efforts help you to understand that word better and memorize it later better but now everything have become very easy. When you search on the internet quickly find a word, sometimes you think you have learnt it but because without any effort all the meanings are available to you, you may forget it. And if there is no internet, you cannot use these online resources, dictionaries. You know technology has its negative sides as well. You know sometimes students do not know for example in the past lots of sources were available for me but I didn't know how to use computers well, how to search or what sources are good? Sometimes you can find thousands books but you don't know which one is better. There are lots of things and you cannot choose one.

Interviewer:

So you believe that most of the students are not knowledgeable enough to use these devices.

Interviewee:

Sometimes we do not know well and sometimes we do not know which one is reliable. There are lots of choices on the internet you don't know which is one is better and reliable. It is one of the disadvantages and sometimes laptops are very difficult to carry. For some courses for example professors ask for bringing laptop and it's heavy.

Interviewer:

Among all devices laptops are heavier. What about the tablets and smartphones? I think they are light.

Interviewee:

of course I don't have tablet but in some classes I see it.

Interviewer:

Good, what about the activities you do with these devices in and out of EFL context? For example, I mean by phrase in EFL context, I mean the campus and by out of the EFL context I mean home or all other places out of campus.

Interviewee:

You know sometimes in the EFL context at the university, for example in class when you are studying in the class we don't know the meaning of some words. For example, our teacher is explaining something and we don't know the meaning of the words and we quickly check it with our mobile and it's a very useful strategy or for example we ask about something and we have not enough information about it and we can check it on the internet and get information easily and quickly exactly at the real time.

Interviewer:

Are you allowed to use these mobile devices in the class? Are your professors happy with this issue?

Interviewee:

Not all of them. Sometimes the teachers themselves allow us to use it even in the class. But out of the campus I use these devices to communicate with my friends and because most of them are international students and through laptops and smartphone I can communicate with them in English. You know the purpose is not learning English but when you communicate with them for example some of them are English and some of them are Australian we naturally can learn different things from them.

Interviewer:

Absolutely it's clear that communicating with international friends you are going to learn so many things.

Interviewee:

And you know I read usually read news, watch different TV programs and all of the indirectly can help me improve my English language.

Interviewer:

In my all previous interviews, all the students mentioned that we use laptops at home and we do some activities by laptop. Can you name some activities that you do with your laptops at home?

Interviewee:

I usually do my assignments only by laptops and read both from the laptops. I mean e-books. They can be either my textbooks at school or the other kind of books. For example, I have particular soft wares installed in my laptop. For example, if I use statistics for a project. Or for example I had a company in the past and through some soft wares I issued in voice for my customers.

Interviewer:

What about the applications? Do you have special English learning applications on your laptop or your smartphone?

Interviewee:

Actually I do not have any particular sort of application but only one. It is called Narcis dictionary. It gives you both English to Persian and Persian to English definition and lots of examples, lots of proverbs, lots of famous quotations from different well-known people and some sorts of games that help you learn English as well. For example some cross words puzzles in English.

Interviewer:

We have so many developments specially applications especially for younger learners. Applications with games, with colorful puzzles or stories or like this. The next question is about your general perception about these obile devices as supplementary learning materials. I mean do you agree that these devices can be used as supplementary tools?

Interviewee:

Of course. but I believe that we cannot substitute them with traditional ways of language learning. traditional ways are attending class, when you communicate face to face with your peers and teachers are very effective and they force you to authentic language as well. You cannot put the aside but technological advances like these devices can be used as supplementary materials and can facilitate learning. give you more sources to practice.

Interviewer:

And the last question:

Do you find these devices as an effective tool in communicating with peers and professors?

Interviewee;

Of course. For most of the classes we make a group in viber to communicate with each other and for example sometimes the professor want to cancel a class or change the time or date. They send us an email to inform us but in the past time it was difficult to inform students one by one and them to keep them informed about date changes.

Interviewer:

So you mean that all these devices keep you informed about different things that happen in EFL context and about the latest changes.

Interviewee:

Yes definitely, for example if there is a kind of celebration or party at the university, they inform all the students through Facebook and we use our mobile devices or laptops and internet in general and become informed about these events.

Interviewer:

Good, that's it. At the beginning of this interview you mentioned that you have a group in Facebook. I mean by using these devices you are always in touch with your friends.

Interviewee:

But when we are in touch with friends, the purpose is not to learn English you know. Because you said we should use these devices for learning English but sometimes indirectly you learn different things from them because in this international context you have to speak in English with your classmates which are from different nationalities.

Interviewer:

Yes sure. Ok, thank you so much

Interviewee:

You're welcome.

Interviewer:

See you, bye

<center>**Interview: 8**</center>

Interviewer:

Hello

Interviewee:

Hello sir

Interviewer:

Thank you so much for accepting my invitation for conducting this interview. I appreciate your cooperation.

Interviewee:

You're welcome

Interviewer:

As you know, as you filled out my questionnaire this interview is again about the effectiveness of mobile devices in English language learning. the first question is this. Do you have mobile devices?

Interviewee:

Exactly I have three piece of devices, Smartphone, iPad, iPhone and of course tablet.

Interviewer:

Which one do you use more?

Interviewee:

More frequently my iPhone and less frequently iPad and between them the laptop or tablet.

Interviewer:

Can you name some advantages about using these devices in English language learning?

Interviewee:

You know mobile devices have too many advantages: as it is obvious, first of all this smartphone can be used in anywhere and anytime. So we can have them in different places so it can be a very advantage point. Secondly, I think they provide an access to the internet so you will have online databases and resources. This is a good point also. You know easily handling things is very important thing in nowadays and learners want something to carry easily. So it's portable and iPad and smartphones are portable. More often, we are using iphone for different applications which help us to communicate better with our classmates and teachers. For example, you can use a dictionary, because we have not English as our mother language.

Interviewer:

Can you name some other applications for English language learning?

Interviewee:

Many applications can be used like sentence builder, duo lingo and dictionary are the applications I use.

Interviewer:

I heard a lot about these applications in my previous interviews so they have to be beneficial applications. What about the other applications?

Interviewee:

Other advantages you know, you can use them anywhere you want and you won't miss any new email from peers and teachers and you will always in touch with peers and teachers. The other issue is printing and it is a big point is universities for students either in school, high schools. Nowadays by using smartphones printing everything will be of higher cost.

Interviewer:

You are talking about the cost of printing? You mean that it decreases the cost of printing.

Interviewee:

Yes exactly. It's an advantage point.

Interviewer:

Can we use them inside of the class?

Interviewee:

It has both its own advantages and disadvantages. You know we are able to use them inside the classes. We can check online all the PDFs we need and within the professors' explaining you can have the dictionary, and notes that are important to learn online. We can also create lots of educational groups. You know there are too many programs giving us the ability to create groups to learn English and to have more educational things. I can give examples like whatsapp, telegram. So these mobile devices can give us the ability to learn anywhere and anytime.

Interviewer:

What about receiving feedback?

Interviewee:

You know sometimes you have homework and you need your professor to discuss something about it and long time ago we had to go to professors' office and discuss with them feedbacks about something. But nowadays with the internet, emails and applications such as Telegram or Whatsapp you can have immediate feedback. You can send data and receive feedback immediately and this is a significant improvement.

Interviewer:

Good

Interviewee:

Also I believe that different English learning applications and even games can be useful for English learning. you know different funny games such as puzzles and crosswords help younger EFL learners to learn English.

Interviewer:

Do you want to add something?

Interviewee:

Let me tell you something. These smartphones, they have small screen. I have an iPad and it's a kind of tablet and is 14 or 16 inches. So this helps me in reading my PDFs a lot and also journals and e-books. So it is an easy way to access international or instructional materials.

Interviewer:

Yes you are right. As you mentioned screen size of tablets and laptops are bigger than smartphones and its better for English learning

Interviewee:

Exactly. Let me tell you something and I think it's a very good point. Mobile devices help me to complete my homework and assignments easily because they increase my motivation in doing them.

Interviewer:

Yes you mentioned to a good comment. So you believe that they increase your motivation for learning English. Good, can you mention some disadvantages?

Interviewee:

Yes of course. On the other hand, there are some disadvantages. One of the biggest problem i think with the mobile devices is that Internet especially in our own campus, EMU campus, internet is not available in anywhere easily. You know that

mobile phones without the internet are nothing. So we need the internet everywhere to communicate.

Interviewee:

So you believe that they are not that much beneficial without internet.

Interviewee:

Yes especially when you have not internet it's a big problem. You know for my department as a student of ELT, I think wireless internet is not available in each floor. This is a big problem for us as students of ELT. The other problem we can add to the disadvantages is that we are not allowed to use these mobile devices inside the classrooms. Professors and teachers maybe are right and they think when we bring our mobile phones and use it inside the class, we are playing or chatting with friends and we have no attention to the class but on the other hand some students use their smartphones to learn something. I think it's a problem that should be resolved between teachers and students to use our mobile devices inside the class. Also unfortunately I think students do not know how to use portable devices for English learning. It's obvious that there are too many benefits that these mobile phones provide but most of us nowadays we do not know how to benefit from them to lean English. Many learners believe that using mobile devices is a beneficial way to learn English in and outside of the classroom but I think that they cause distraction as I mentioned at the beginning of my speech.

Interviewer:

So you believe that they cause distraction inside the class but can be beneficial if we use it just for educational purposes and learning English inside the class, it will be beneficial and you also mentioned that if we use them for other purposes they will distract us.

Interviewee:

Yes exactly. As I told you I have three devices. Three different types of devices: smartphone, tablet and laptop. Portable devices such as laptops and tablets have bigger screen and this makes them more beneficial for English learning and unfortunately smartphones have smaller screen.

Interviewer:

The next question is about using these devices in and out of EFL context. Can you name some activities that you do with your mobile devices at home and outside of the home, I mean campus?

Interviewee:

Usually inside the home, I'm using always my laptop and even in library I frequently use my laptop because laptops can easily be used for reading PDFs and e-books and doing my assignments much easier. Outside of home and especially I campus I use more my smartphone and tablet because they are more portable.

Interviewer:

The last question: so in general you believe that these devices can be used as supplementary learning materials in English learning.

Interviewee:

Exactly they are supplementary material for learning English and as I told you in the beginning, we can use them anywhere and anytime we want.

Interviewer: Thank you so much for your cooperation. It is appreciated. see you, bye.

Interview: 9

Interviewer:

Hi, thank you so much for accepting my invitation for conducting this interview. This interview is about investigating the effectiveness of all mobile devices in English language learning and teaching. Can you name those devices that you use?

Interviewee:

I use smartphone, tablet and laptop.

Interviewer:

Can you name some advantages about using these devices in English learning?

Interviewee:

Yes of course. I can use them anywhere and anytime. They provide access to the internet so we have access online to databases and resources. Also they are easy to handle and portable because they are light and we can carry them to everywhere. In my opinion they are very important because by using them learning is not limited to campus and classrooms. Nowadays EFL learners try to free themselves from any limitation and prefer to learn English outside of school and campus. The other advantages can be that they support different educational applications and they help us communicate better with classmates and teachers. For example, I use dictionary to check the meaning of the new words and also I use some other applications to learn and improve my English.

Interviewer:

Can you name some applications that you use in English language learning?

Interviewee:

Yes, I use sentence builder and duo lingo.

Interviewer:

We can also check our emails whenever we want so we will not miss any new email from teachers and we keep in touch with classmates and it makes me feel good.

Interviewer:

So you believe that it increases your communication with peers?

Interviewee:

Of course, I receive some feedbacks from my teachers and friends as well. Also I believe that using portable devices decreases the cost of printing. There is no need to print or make lots of copies from materials because we can read many articles and books online and generally it facilitates English learning and we can practice learning English anywhere and anytime.

Interviewer:

Can you add other advantages? For example are you a member of a group in Facebook or in any social media?

Interviewee:

We can create lots of educational groups with classmates on Facebook or in other social media such as Telegram or Whatsapp. By being a member in such groups we can receive and share so many beneficial learning materials and we can be in touch with classmates and teachers. Let me think about the other advantages…I believe that English language learning applications and even games can be useful for English learning. There are different funny games such as puzzles for younger EFL learners to learn English fast and in easy way. I read so many PDFs, journals and e-books also.

Interviewer:

Do you mean you read them online?

Interviewee:

Yes of course, in my mobile phone and tablet. So mobile devices make it easier to access instructional materials and help me a lot in completing my home works and increase my motivation for completing them.

Interviewee:

So you believe that it increases your motivation for learning.

Interviewee:

Of course.

Interviewer:

We talked about the advantages of using these devices. Can you name some disadvantages about using these devices in English language learning?

Interviewee:

Yes of course, in my opinion one of the biggest problem with using mobile devices is that the internet is not available in everywhere especially in different parts of the campus. We do not have wireless internet network and without internet these devices will not be beneficial for English learning. Wireless connection is not available in each floor of the ELT department. The other problem is sometimes that we are not allowed to use these devices inside the classrooms.

Interviewer:

Really?

Interviewee:

Yes, some teachers say don't bring them inside.

Interviewer:

Can you mention the reason?

Interviewee:

When we are checking the meaning of words on the smartphones or tablets, teachers think that we are chatting with our friends and this makes teachers upset. But sometimes teachers themselves allow us to use these devices for searching something on the internet or to check a word and its pronunciation. I think it's better to allow all students to use their devices in class to learn English. It's important to mention that unfortunately most of the students do not know how to use these devices for English learning. I think teachers should be open enough to technological advances and let their students to integrate technology into classrooms.

Interviewer:

You mentioned to good disadvantages. Can I ask you about the comparison of the devices you have? For example the screen size of your devices? You know tablets and laptops have bigger screen than smartphones. Can you mention this comparison?

Interviewee:

The screen size of mobile devices is a significant factor. For portable devices such as laptop and tablet, there is big screen and their big size of screen make them more beneficial for English learning but unfortunately the screen size of smartphones is too small for learning English.

Interviewer:

So generally you believe that these devices can be used as supplementary materials in English learning.

Interviewee:

Yes I believe that.

Interviewer:

Let me ask another question from you. You said that I use all of my devices and by this question I am going to ask about the activities you do with them in and out of

EFL context. Can you name some activities that you do with your mobile devices at home and out of home, I mean the campus or other places?

Interviewee:

Of course, for example, at home I use my laptop to do my home works, watching films and also preparing my presentations. I comparing the inside and outside of my home, for outside I use my smartphone phone and tablet more. Because they are easy to carry. I check my emails and I send messages to my friends with these devices.

Interviewer:

So you generally believe that these devices can provide a better chance to learn English and you mentioned many advantages about them.

Interviewee:

Yes of course, absolutely technology can be beneficial for learning.

Interviewer:

Ok, thank you so much for your cooperation in this interview. Your cooperation is appreciated.

Interviewee:

You're welcome

Interview: 10

Interviewer:

Hello

Interviewee:

Hi, how are you?

Interviewer:

Fine, good evening and thank you so much for accepting my invitation for conducting this interview. As you filled out my questionnaire, this interview is about the effectiveness all mobile devices in English language teaching and learning. The first question is this:

Do you have mobile devices? Do you use mobile devices in English language learning?

Interviewee:

Yes I have. I have my laptop and my smartphone. I always use them for English language learning.

Interviewer:

What about Tablet?

Interviewee:

No I don't have.

Interviewer:

Ok, how often do you use them?

Interviewee:

I think approximately every day. For example I use my mobile phone more than laptop because I use my smartphone for connecting to friends and my teachers.

Interviewer:

What do you mean by mobile phone? Do you mean smartphone?

Interviewee:

Yes smartphone.

Interviewer:

So can you name some advantages of using these devices in English language learning?

Interviewee:

My laptop is always connected to the internet and I use my laptop for checking materials online and I check my Face book. I use it for searching materials and I use my smartphone for checking dictionary. I use it for checking new words.

Interviewer:

Can you add some other advantages? Can you mention some advantages about their physical appearances and features?

Interviewee:

They are easy to handle and because they are light, we can carry them to everywhere and in my opinion, the very important thing is that learning is not limited not only to the campus and in the classrooms and nowadays learners want to be free any limitations and prefer to learn English outside of the classrooms and campus.

Interviewer:

You mentioned to some activities you do with your smartphone such as using dictionary. Can you name other applications that you use for English language learning?

Interviewee:

One is called "Real English" and the other one is "Duo lingo" and they are for English learning.

Interviewer:

Do you find them beneficial?

Interviewee:

Yes definitely.

Interviewer:

So, you mentioned the activities that you do with your smartphone and laptop. I'm going to ask about the activities that you do at home with your devices. Can name them?

Interviewee:

First of all, I use my laptop for preparing presentations and the slides and I use it for doing my papers. Also we have groups in Facebook and we usually upload our materials in the group and we share learning materials.

Interviewer:

Are you active enough in these groups?

Interviewer:

Yep, always. I always try my best to share my materials on the Facebook and the other advantage is that I can get immediate feedback from sharing materials or when

I send an email to the professors, there is no need to go to the university and I receive the feedback not more than one hour.

Interviewer:

So you believe that receiving immediate feedback is very important in English learning.

Interviewee:

Yes it is.

Interviewer:

What about social media? I mean do you have any group in social medias such as Telegram or Viber?

Interviewee:

Yes we have a chat group in Whatsapp and I have international friends there and we chat in English.

Interviewer;

Do you want to add something to the advantages?

Interviewee:

On my laptop I read many PDFs and e-books and also I read my textbooks on laptop instead of copying them and I read them easily. I don't want to waste my money and time for copying or printing and I read many materials online.

Interviewer:

Do you think that application and games can be beneficial for younger EFL learners?

Interviewee:

Yes, I believe that games can be beneficial for younger EFL learners and they get motivation for learning English more than adults.

Interviewer:

I think you mentioned enough advantages. What about the disadvantages? Do you believe that such devices can have any disadvantages or not?

Interviewee:

Yes always like a coin, they can have both advantages and disadvantages. Using mobile devices can have advantage and on the other hand disadvantages. It can be somehow wasting time to check everything online and the biggest problem is that the internet is not connected with devices inside the university in everywhere. For example, in our ELT department, the internet is available in first floor and in upper floors there is no internet. Also the internet is not available in whole campus even inside the library the internet does not work good.

Interviewer:

What about the other disadvantages?

Interviewee:

The other one is that students do not know more technical things about laptop and they do not know how to use them in English learning and that's the problem. If you do not know use to use them, you will not get benefit. Also the size of the screen can be a disadvantage. Most of the students are using two devices, laptops and smartphones. Smartphone have small screen and they are not that much good for reading any material on them.

Interviewer:

As you mentioned in my previous interviews most of the students said that they have more both of them I mean laptops and smartphone and just some of them have tablet device. I think having two of them is enough. So in general do you believe that these devices can be as supplementary learning materials?

Interviewee:

Yes definitely they are. I cannot even consider myself without my laptop and smartphone. I cannot learn English anymore because they are the most important tools for learning and they can be considered supplementary learning materials.

Interviewer;

The last question is this. Can we consider mobile devices as effective tools in communicating with peers and professors?

Interviewee:

Yes definitely. For example on smartphones we have Facebook and applications like whatsapp and Viber. Through them I communicate with teachers and classmates and I share my ideas. In the Facebook, I share my materials and I can benefit from group members.

Interviewer:

So you are in touch with them constantly. Thank you. You mentioned to good advantages and disadvantages and also you mentioned good comments about using these devices. Your cooperation is appreciated.

Interviewee:

Thank you. Bye