İngilizce Öğretim Elemanları Tarafından Oluşturulan ve Akıllı Telefonlarla Yapılan Yeni Etkinlikler

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Öz

Bu çalışmanın amacı, İngilizce öğretim elemanlarının sınıflarında akıllı telefonları nasıl kullandıklarını araştırmaktır. Araştırmanın ana odak noktası, İngilizce öğretim elemanlarının akıllı telefonlarla oluşturduğu faaliyetlerin ayrıntılarıyla ilgilidir. Bu amaçla, Türkiye'nin güneydoğusundaki bir üniversitedeki bir yabancı dil okulundan derslerinde akıllı telefon kullandığını bildiren on öğretim elemanı çalışmaya dahil edildi. Veri toplamak için, yabancı dil olarak İngilizce öğretirken akıllı telefon kullanmanın ayrıntılarına ilişkin yarı yapılandırılmış sorularla eğitmenlerle görüşme yapıldı. Transkripsiyon yapılan görüşmeler içerik analizi ile analiz edilmiştir. Her eğitmen, sınıfta en faydalı bulduğu etkinliği ayrıntılarıyla açıkladı.Dil etkinliklerinin yorumlanması, öğretim elemanların akıllı telefonlarla kendi etkinliklerini başarıyla oluşturduklarını göstermiştir. Öğretim elemanları, buz kırma, yeni bir telaffuz konusu tanıtma, konuşma becerisini geliştirme, önceki konuyu gözden geçirme ve yabancı dili sınıf dışı etkinliklerle pratik etme gibi bir dili öğretiminin her adımında akıllı telefon kullanmıştır. Dil hocaları akıllı telefonları, telefonlarından bir parça şarkıyla sınıfın havasını değiştirmek, ertesi gün tekrar edilmek üzere tahtanın fotoğraflarını çekmek, öğrencinin sesini geçerli bir değerlendirme için kaydetmek veya öğrenciyi konuşma konusunda pratiğini artırmak için video paylaşımı için motive etmek gibi farklı ve yaratıcı bir şekilde kullanmıştır. Çalışmanın sonuçları göz önünde bulundurularak, öğretim elemanlarının akıllı telefonlarla yarattıkları dil etkinliklerini interaktif materyalle başka eğitimcilerle paylaşmaları önerilmektedir.

Anahtar kelimeler: Akıllı telefon kullanımı, dil öğretme, öğretim elemanlarının deneyimi.

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Recent Language Teaching Activities Created by English Language Instructors Using Smartphones

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Abstract

This study attempts to investigate how English language instructors use smart phones in their classes. The major focus of investigation consists in the details of the activities English instructors create with smartphones. For this purpose, the study involves ten instructors from a school of foreign languages at a university in the southeast of Turkey who reported to have used smartphones in their classes. To collect data, the instructors have been interviewed with semi-structured questions on the details of using smartphones while teaching English as a foreign language. Upon transcription, the interviews have been put to content analysis. Each instructor described an activity that he or she created and found the most useful one while teaching a foreign language. The interpretation of the language activities shows that language teachers create their own activities successfully with smartphones. The interviewed instructors have been found to use smartphones in every step of teaching a foreign language, including ice-breaking, introducing a new pronunciation topic, assisting speaking skills, revising previous topics, and practicing out of classroom. They have further attained creativity in tailoring the use of smartphones for their specific needs, such as changing the mood of the class with a piece of song on their phones, taking photos of the board for revision the next day, recording the voice of students for a valid assessment or for motiving them to share their videos of practicing a topic taught in class. In line with the findings of the study, instructors are recommended to share the language teaching materials they create with others on an interactive platform.

Keywords: Smartphones, language learning, instructors' experience.

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Introduction

Aljohani (2017) summarizes the principles of constructivism in foreign language teaching and goes on to list some of the characteristics of a constructivist language teacher as a) offering many resources, b) engaging learner with life experience, c) communicating information with interactive physical sources and d) sharing classroom control with students. Thanks to technological tools such as computers, smart phones, and other similar mobile devises, language teachers can construct their language classes in interactive, communicative, and engaging way. Connectivism is also a theory that encourages teachers to connect their students with the world out of the class with the emerging tools. Siemens (2005) mentions that when learning with connectivisim, learners have the chance to collaborate with others and relate what they are learning with the external. He also mentions how people work is altered when emerging tools are used. He puts emphasis on the emerging tools that affect the way we learn.

With the advents of new technologies and the digital generation, it has become difficult to establish a static learning environment that would suit everybody equally at the same time, place, and speed. For this reason, portable devices, which include electronic machines that could be carried such as e-books, tablet devices, smart phones, cellphones, audio players, video players, mini-laptops, netbooks, or handheld computers are becoming a part of language education. Mehdipour and Zerehkafi (2013) list several characteristics of mobile technology like portability, individuality, availability, adaptability, and usability The summary of these characteristics reveals various functions of the smartphones that can work out for teaching a language.

Thanks to integrating portable devises into learning, learning takes place in different contexts in addition to classrooms. Students can learn anytime and at any place with mobile devices. Mehta (2012) also lists the advantages of mobile devises as a) enhancing student motivation through the use of familiar technology, b) increasing student use of four skills-reading, writing, speaking and listening in English, c) enabling students to become more competent in English language, d) fostering the use of English language for communication, and e) facilitating the learning process as students have the possibility to explore. Learning a new language in the modern world have become more exciting and challenging for teachers. For instance, they can instantly connect the class with the world outside, increase practicing time, or create mini projects with the available rich online resources.

There is an overwhelming number of mobile devices and applications that make use of the portable devices for second language teaching around the world. Smartphones have been recently used in second language teaching since they are easy and

practical. Three studies are revealed below in detail to demonstrate how portable devices could be used practically in language classes.

The first study (Saran, 2006) was conducted with 32 students at an English Language Preparatory School in Turkey in the fall 2006 semester. A questionnaire delivered before the experience revealed that the all of the students had got a mobile phone and 16 of the student were at the elementary level while the other 16 students were at pre-elementary level. The questionnaires revealed information about the students' demographics in addition to their use of mobile phones in daily life. The experiment took 10 weeks and aimed to help the students acquire 120 words that the students learnt in the course. For this purpose, every day, each student was sent 3 text messages that gave the definition of the words, pronunciation, an example sentence, along with an image. Following that, the students were sent vocabulary questions to reply on their phones. After the experience, 6 of the students from the experiment were chosen for an interview. The students replied that they liked learning vocabulary by means of smart phones and in particular that they liked the visual images that came with each word. What's more, they reported to have liked having the control on listening to the pronunciation of each word and looking at the images repeatedly. Finally, they mentioned that the application was very easy, so they did not have any problems related to the technological application.

The second study (Hwang, Chang & Chang, 2013) was conducted in an elementary school in Taiwan with 27 fifth grade students for two months. Two experimental and one control group were chosen. All groups were shown videos related to what they learnt at the course. The control group watched the videos with no captions on their personal digital devices, which includede smartphones, e-books and other mobile devices. The students in one of the experimental group watched the videos with full captions while the other experimental group watched the videos with some of the important vocabulary written on the screen. The results showed that the students who watched the video with partial captions scored higher. Furthermore, they reported that they would like to play games or watch videos with the content they learnt at the school on their personal devices. They added that they benefited from the experience.

The third study (Chen, 2008) was conducted in a primary school with 40 primary students in Singapore for a 2-month period in the year of 2008. The project in that study, called seamless, was based on the study of Brown and Colins (1992) who suggested that mobile technology learning would foster sustainable seamless learning. On the other hand, the lesson was called mobilized lesson since the students would move out of the class with their mobile phones for taking pictures related to the vocabulary they learnt. The phones they used were MS Windows Mobile 2003

with features of digital camera, Wi-Fi access, internet browser and text input. In this study, the teacher firstly introduced the target vocabulary which was propositions.

After that, the students were asked to go out on the campus to take pictures of what illustrate the propositions. In addition to that, the students wrote sentences on a worksheet that described the pictures that they had taken. After they returned into the class, the students shared their pictures and worksheets with other students. Finally, the students filled in the blanks in a story related to prepositions on their mobile phone. At the end of the experiment, the students reported that they felt excited doing the activity. They liked the portable devises because they were light and east to handle. What they liked most about the activity was that they studied with their friends. Finally, the instructors noted that their students could use the prepositions appropriately after the experiment.

The results of the studies show that mobile devises such as smartphones could enhance language learning at every level like higher school and elementary. Using mobile devises for teaching was observed to increase the academic achievement of students. Furthermore, the participating students also expressed their satisfaction for the use of mobile devises. Lastly, the activities that were done with mobile devices are creative and various. In short, the studies have confirmed that mobile devices could be used in language learning for enhancing academic achievement.

Educators and researchers in Turkey have recently conducted extensive studies on the use of technology in class. Some of them have specifically focused on the use of smartphones. Yardımcıel (2019) found that the teacher that participated in the study believed smartphones influenced their teaching in a positive way and improved them professionally. Another study (Yardımcıel & Taşdan, 2020) conducted with the educators showed that teachers believed that using their smartphones, and following social media improved them informally. Also, they could enrich their class with the online materials they encountered on their smartphones, such as the videos, information, and documents. Similarly, Yıldırım, Yaşar and Duru (2016) found that while teachers in high schools had positive opinions, those in secondary school had negative opinions related to smartphones use in class. The researcher suggested that training teachers and students about how to use smartphones in learning is a need. It can be concluded from the results of the studies that educators see smartphones as a learning devise and they are willing to integrate them in the class time. However, there are few studies that inform educators on how exactly they can use smartphones in class in engaging ways.

 What is called as "the latest technology" would be old in a very short time. Moreover, the students want to be challenged by exciting and new technology. For this reason,

collaboration among language teachers could be enhanced in Turkey for following the upcoming technology, and planning courses with it. This study aims to focus on the use of smartphones for connecting the students with each other, with their instructors and with the rest of the world in the second language learning and to review the literature regarding activities carried out with portable devices. This study thus aims to enrich the literature with detailed explanations of activities that have been done with portable devices. As a result, the study illustrates some examples of activities which educators could implement in a way that suits their students' needs and preferences. Another aim of the study is to make suggestions for authorities to improve the second language learning environment. The current study aims to find answers to the following question:

1. What recent activities have English language instructor created with smartphones?

Method

The Setting of the Study
The setting of the study is the School of Foreign Languages at a university. Compared to other schools in Turkey, it is an old one and some of the instructors have been teaching for more than 20 years. The school has got approximately 100 English instructors and more than 1500 students. The number of the students and instructors is increasing each year.

The engineering students that are accepted to that university for the first time are required to learn English at B2 level to be able to start their program. To test their knowledge at this level, the students must take an exemption exam at the beginning of the year. If they fail the exam, they are placed in a course according to their level in the school of foreign languages. During one year, the students learn English through reading, speaking, writing and main courses. The reason to choose this setting is the intense language learning program. Both teachers and students interact with each other to cover a certain amount of content on daily basis. Also, instructors come from different backgrounds, are at ages, and have varying levels of experience.

The Participants
There are 80 English language instructors in the school of foreign languages. The current research aims to find out what language activities are conducted in these class. To find that, the instructors who actually use smartphones and create their own activities are supposed to get contacted and included in the study. There have been a few steps to find the right participants who would be both voluntary and appropriate for the aim of the study.

Step 1: Voluntary participation was a necessity, so all participants granted their written consent prior to data collection. They were also informed that their identities would be kept confidential and used only for the purposes of the current study. Instructors from the school of foreign languages were informed on the aim and methodology of the current study.

Step 2: The instructors are handed a form that includes shorts questions intended to find the right participants. The questions on the form is as follows:

- Do you use smartphones to teach English? Answer with yes / no.
- Do you create your own activities with smartphones for any reasons? Answer with yes / no.
- Have you created an activity and conduct it in or outside of the class in the last two weeks? Answer with yes / no.
- Do you remember the details of the activities, and the response of the students to it? Answer with yes / no. Could you elaborate on the details of the activities?

Step 3: Subsequently, the instructors who answer yes to all of the questions are contacted on the same day and asked to participate in the study. 10 instructors answered yes and accepted to answer the questions related to the activities. Nine of the participants were female and only one was male. Their experience of teaching English ranged from 3 to 20 years. The age of participants ranged from 25 to 55 years. The participants had graduated from English language teaching department. 5 of the participants had a master's degree.

Table 1: Background participants

Number	Age	Gender	Year of Experience	Level of Education
1	36	female	13	Master Degree
2	25	female	3	Master Degree
3	30	male	8	License
4	40	female	17	Master Degree
5	36	female	13	Master Degree
6	36	female	13	Master Degree
7	55	female	25	License
8	43	female	20	License
9	36	female	13	License
10	42	female	17	License

Qualitative data was collected via semi-structured interviews. The interviews were conducted on one occasion. The interviews commenced with structured questions

such as "Do you use smartphones?", "What activities do you do with smartphones?" Then, they proceeded with less structured questions aimed to learn additional details related to the use of smartphones. Each interview session lasted for at least twenty minutes and was conducted in the office of the researcher. Throughout each interview component, participants' responses were recorded and subsequently transcribed by the researcher. Data analysis was content-based and focused on the activities done with smartphones.

Collecting and Analyzing the Data

Semi-structured interview questions were used to gather data. The instructors answered them in the office of the researcher. 6 of the instructors answered the interviews questions on the same day the form was given while the remaining 4 answered them the following day. The whole interview was recorded and transcribed.

Structured questions for the Instructor were:
- Could you elaborate on an activity with smartphones you have created?
- In what skill do you use this activity?
- Do you use it in class time or outside?
- What do you aim to accomplish with this activity?
- What is the reaction of the students to the activity?

Findings

Our findings showed that instructors could successfully create an activity with smartphones when they noticed a gap or a need in their class .The instructors explained the activity they created in detail. They stated the purpose of the activity, how long it took, what they accomplished with the it and ways of adapting it to different situations.

Some of the instructors used the capabilities of smartphones in every possible way. They recorded the speech of the students, took photos of the board, and motivated the students to take video of themselves. Some used the applications of smartphones as well. To illustrate, they encouraged their students to share the pictures they took on WhatsApp groups, or share their paragraphs on Facebook. Lastly, the internet on smartphones itself was enough for one of the instructor to include in the class.

Another aim of the study is to review the literature and to provide other instructors with further for using portable devices in class. For this, reason, all of the activities that were described by the instructor have been numbered and explained in detail.

Activity 1

The Aim of Using Smartphones: Students practice their listening and speaking skill with authentic material.

The instructor generally uses this activity to break the ice in the morning. Students tend to feel sleepy in the morning, so this activity aims to wake them up. The instructor puts the students in pairs. Then, the students get connected to the internet and access BBC One Minute News. Each student is supposed to pick apiece of news that they are interested in and listen to it on their headphones. They have 3 minutes to understand the news. They can listen to it as much as they can in the given time. When the time is up, each student shares the news with a partner. This activity takes 10 minutes and could be conducted with many students. It integrates listening and speaking skill.

Activity 2

The Aim of Using Smartphones: Students study pronunciation of new words with native accent.

The instructor believes that she does not have native-like pronunciation, so she does not want to teach herself the pronunciation of a new word to her students. She believes that some of her students are very talented with pronunciation so she wants them to benefit from the opportunities smartphones offer. She writes the new vocabulary on the board first and set the time for the students to look up the words and study the pronunciation in groups of three to four. She is careful not to group the students who do not have smartphones together. When the time is up, she points to a student in the class and asks her or him to pronounce one of the words on the board. The other students should listen and tell if the pronunciation is right. The instructor says it is a very beneficial activity that enhances autonomous learning. Her role as a conductor is to make sure the students work in an organized and efficient way. In addition, the activity creates a situation where the students discuss whether the particular pronunciation is British, American or Australian.

Activity 3

The Aim of Using Smartphones: Students revise a subject of grammar with pictures of the board from the previous class time.

The instructor says she uses this activity when she teaches grammar. She sometimes writes clear and informative examples on the board. She is reluctant to clean the whole board to move to the next topic because she loses the content. In these cases, she takes a picture of example sentences on the board for later use on her smartphone. The next day, she looks at the pictures of the board for revision. She reads one sentence from the board leaving the target part missing. She asks the students to listen and fill in the sentence. The instructor says that she likes having the

picture of the board because she does not have a good memory of what she taught the previous day. The students find it easier to revise the new grammar unit with sentences they are familiar with from the previous day. At the end of revision, the instructor shares the photos of the board with her students on her smartphone.

Activity 4

The Aim of Using Smartphones: The instructor uses the music list on her smartphone to indicate the time, to enhance concentration or change the mood in the class.

The instructor has got a repertoire of music that includes pop, jazz, classical or hip-hop on her smartphone. Her phone can easily be connected to the loud speakers in the class. She uses this list to liven up her lessons, change the mood in the class, or help the students concentrate. For instance, the instructor picks deep concentration music for reading long complicated reading passages. On the other hand, she chooses pop music for short vocabulary exercises. Moreover, she uses interesting punk music to indicate when the time is up for a particular activity. She teaches the same class for four hours during one day. As a result, her students see her for 20 hours a week. She says that the music on her smartphone is like her assistant to lead the students to a particular goal in the class. She says she does not prefer using her computer for this purpose because it would take much more time to turn the music on. The smartphone is easier and faster to use.

Activity 5

The Aim of Using Smartphones: The instructor motivates online publication of the well-developed paragraphs among the students during the class time.

The instructor uses her smartphone mostly for writing. She writes several topics on the board and asks the students to pick one topic to write a paragraph about. During the feedback session, the instructor writes the names of the students who have written a well-developed paragraph on the board. The students can go and take the picture of these students' paragraphs. Consequently, they have the chance to read several good paragraphs and understand the construction of them. The instructor says the students like it when their names are written on the board and their paragraphs are referred to as examples of good work. However, some students are reluctant to go to their friends and ask to take a picture of their paragraphs. For this reason, the instructor takes photos of the good paragraphs and share them online. Sometimes, she uses social media and encourage the students to read the paragraphs and likes, or to comment on the ones they prefer. The students try to write better paragraphs when they are published alive and liked by their friends.

Activity 6

The Aim of Using Smartphones: Students take photos of English words they see outside of the class for learning vocabulary.

The instructor sets up a WhatsApp group. She asks the students to take a picture of English words they see in their daily life. To illustrate, the students take a picture of the bottle of their perfume which says "emotion", the name of café which has got an English name or the label of their shirt which says "large". The instructor stresses that students really get engaged with this activity and take many pictures. Consequently, they learn many new words in an authentic way.

Activity 7

The Aim of Using Smartphones: The instructor gives detailed feedback online one to one.

The instructor uses the features of smartphones to give the feedback individually and personally. Since students could be self-conscious about the corrections they receive in front of their peers, she prefers to give the feedback one to one without exposing the weakness of a particular student in the class. One efficient way to that could be to write a detailed feedback on any kind of chat applications whenever the feedback is needed. For instance, a student can make grammatical or vocabulary mistakes during a presentation in the class. In that case, the teacher can continue listening to the presentation and correct the mistakes of that student on the chat box. The student can read the feedback when they are done with the presentation and improve their speaking skill without feeling anxious in front of her or his classmates.

Activity 8

The Aim of Using Smartphones: The instructor assesses the students in a valid and objective way thanks to features of the smartphones.

The instructor uses the camera and voice recording features of the smartphones for assessment. Sometimes, both conducting an exam and doing a valid assessment at the same time could be a challenge for a language instructor. The features of the smartphones could assist the instructor with some of these several roles to play at the same time. The instructor can record a play, a game, a presentation or a discussion going on in class time to be evaluated later with the consent of the students. For a valid and objective assessment, the instructor can watch or listen to the recording later. Sometimes, the instructor and the students watch the recordings together and discuss them in term of grammar, vocabulary or speaking skill.

Activity 9

The Aim of Using Smartphones: The students search fo a topic they are supposed to read, talk or write about on their smartphones.

The instructor uses the smartphones to encourage students to be researchers and critical digital users. The instructor writes some questions on the boards and gives a limited time for the students to search the answer on their smartphones. When they are ready, they present what they have found and share the resources they have used. This activity could develop the habits of using smartphones for searching. For instance, the students search for dolphins before reading a passage related to the topic. Alternatively, they search for Japanese food culture before writing comparing and contrasting paragraphs.

Activity 10

The Aim of Using Smartphones: Students collaborate online out of class time to practice their speaking skill.

The students prepare creative drama at home and record it on their smartphones. They are given a few words such as "potatoes", ""flower" or ""cat". The students make short videos when they have the chance to be around these things. They may describe the cats they see, or prepare a short speech giving a rose to a beloved one or just speak with the potatoes about the weather. The instructor mentioned that these videos are prepared like TikTok and shared on social media platforms of their choise. The students enjoyed preparing, sharing, and watching these videos. They enhance their English speaking abilities with short dialogues without feeling under pressure to say smart things.

Discussion

The results of the current study demonstrate that teachers of the relevant school of foreign languages use smartphones in many unique ways possible. They have become creative into tailoring the use of smartphones for their own need. For example, they can use it to change the mood with music, to give a detailed feedback privately during a performance, or to connect the classroom with the world outside. The findings of this study are consistent with those who claim that the capabilities of smartphones can assist teaching a language in spontaneous, opportunistic, and informal way (Beetham & Sharpe, 2007) and can thus enhance language learning anytime, and anywhere (Kukulska-Hulme & Shield, 2008). The results also shows that smartphones are used both in and outside of class. For studying new words, students can log into an online dictionary in class or take a photo of an English word they came across in the street. The findings of this work are consistent with studies which claim that

phones could increase the time spent for learning outside of the class (Byrne & Diem, 2014.)

Instructors benefit from smartphones at different stages of teaching like presenting, practicing, or evaluating content of a course. To give an example, smartphones are used to teach new words, to revise the content of the course with photos from the previous days, and to assess learners one-to-one on a chat box. Smartphones are also suitable to teach and integrate different skills. As an instance, students record their voice on a voice recorder, listen to the news for sharing it with classmates, or read on the internet for searching.

Furthermore, smartphones are used for small scaled task-based activities. To illustrate, the students may choose their own news to present to their friends, and examine the objects that have English words on. Lastly, smartphones are used to connect learners with their teachers, peers, and the rest of the world. Students can chat about their performance in an exam or participate in a group project. These activities done with smartphones could motivate learners to learn language in a social environment (Chang, and Shih (2016) and take responsibility for their learning (Laurillard, 2007).

Suggestion and Limitation

This study finds that smartphones are being used extensively in all skills. The capabilities of the smartphones will continue to develop, bringing more opportunities for classroom use. Similarly, language teachers will continue to integrate the smartphones in innovative and interesting ways. Educator are thus recommended to prepare an activity book with the use of smartphones and revise it every year. The activities could be grouped into skill-based or task-based activities sections. Consequently, teachers can pick an activity from the book to use in their class. Course books could be prepared on electronic platforms such as websites, where teachers log into and add new activities as they come up with new ideas in the class. Further studies need to be done to explore the efficient use of smartphones in language teaching. The current study has been done with ten teachers, which makes it difficult to generalize the findings.

Makalenin Araştırma ve Etik Beyanı Bilgileri

Yazarın Çıkar Çatışması Beyanı	Araştırmaya konu olan durum, olgu veya kurum ile yazarlar arasında herhangi bir çıkar çatışması bulunmamaktadır.
Yazar(lar) Katkı Oranı Beyanı	Çalışmanın tamamı yazar tarafından hazırlanmış olup, yazarın katkı oranı %100'dür.
Etik Kurul Onay Belgesi	Araştırmanın etik kurul onayı 11/11/2021 tarihinde Osmaniye Korkut Ata Üniversitesi Rektörlüğü Fen Bilimleri Bilimsel Araştırma ve Yayın Etiği Kurulu'nun E-59754796-050.99-40841 No'lu kararı ile elde edilmiştir.

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İngilizce Öğretim Elemanları Tarafından Oluşturulan ve Akıllı Telefonlarla Yapılan Yeni Etkinlikler

Geniştirilmiş Özet

Yeni teknoloji ve dijital nesille birlikte, herkese aynı anda, aynı yerde ve aynı hızda eşit şekilde uyacak statik bir öğrenme ortamı oluşturmak zorlaştı. Bu nedenle e-kitap, tablet, akıllı telefon, cep telefonu, mini dizüstü bilgisayar, el bilgisayarı veya dizüstü bilgisayarları gibi taşınabilecek her türlü elektronik araçlar, dil eğitiminde içinde olduğu birçok alanda kullanılmaktadır. Mehdipour ve Zerehkafi (2013), mobil teknolojinin taşınabilirlik, bireysellik ve uyarlanabilirlik, kalıcılık ve kullanılabilirlik gibi çeşitli özelliklerini listeler.

Taşınabilir cihazların öğrenmeye entegrasyonu sayesinde öğrenme, sınıflara ek olarak farklı bağlamlarda da gerçekleşir. Öğrenciler mobil cihazlarla istedikleri zaman ve istedikleri yerde öğrenebilirler. Mehta (2012) ise mobil aygıtların avantajlarını şu şekilde özetler; öğrencilerin keşfetme imkânıyla öğrenme sürecini kolaylaştırır, iletişim yollarıyla birlikte İngilizce dilinde daha yetkin olmayı sağlarlar, İngilizcede dil beceriyi geliştirir ve öğrencilerin motivasyonunu sağlar.

Amaç

Dünya genelinde eğitimcilerin ikinci dil öğretimi için kullandıkları çok sayıda mobil cihazlar ve uygulamalar bulunmaktadır. Bunlardan biri olan akıllı telefonlar, kolay ve pratik oldukları için son zamanlarda ikinci dil öğretiminde kullanılmaktadır. Aslında, yeni nesil öğrenciler teknolojiyi eğitmenlerine kıyasla çok daha iyi takip etmekte. Bu nedenle, Türkiye'de dil öğretmenleri teknolojiyi takip etmesi ve onunla dersler planlamak için güdülmelidir. Mevcut çalışma, ikinci dil eğitiminde akıllı telefonların kullanımına odaklanmayı ve literatürle akıllı telefonlarıyla yapılan etkinlikleri paylaşmayı seçmiştir. Sonuç olarak, mevcut çalışma, eğitimcilerin öğrencilerinin ihtiyaç ve tercihlerine uygun bir şekilde yaratıkları bazı etkinliklere ayrıntılı bir şekilde ışık tutmayı amaçlamaktadır.

Bu çalışma aşağıdaki soruya cevap bulmayı amaçlamaktadır: İngilizce dersi veren öğretim elemanları akıllı telefonlarla son zamanlarda hangi etkinlikleri oluşturdu?

Yöntem

Çalışma, Türkiye'nin güneydoğusunda bulunan ve yoğun bir şekilde ileri seviye İngilizce derslerinin verildiği bir yabancı diller yüksekokulunda yürütülmüştür. Bu okuldaki öğrenciler hafta içi her gün en az 4 saat, konuşma, yazma, dinleme ve okuma gibi becerilerden oluşan yoğun bir ders programı görmektedir. Öğretim elemanları, yoğun ders programını yetiştirip, öğrencileri haftalık değerlendirip ve aynı zamanda öğrencilere dil öğretirken rehber olmakla sorumlu olup onları sene sonunda ileri seviye İngilizce seviyesine taşımayı hedefler.

Çalışmanın amacı için uygun olacak doğru ve gönüllü katılımcıları bulmak için birkaç adım atılmıştır. Akıllı telefonlarla, kendi etkinliklerini yaratan öğretim elemanları bulmak için sorular içeren form kâğıtları 80 öğretim elemanına dağıtılmıştır. Formlar üzerinde verilen cevaplar, katılımcıların sadece 10'u bir önceki ay içinde akıllı telefonlarla etkinlikler yaratıklarını rapor etmiştir. Bu on öğretmen, kendi hazırladıkları etkinlikleri paylaşmayı kabul edip yarı yapılandırılmış görüşmelerde yer almıştır.

Çalışma nitel bir çalışma olup, veriler yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Görüşmeler bir oturumda, ses kaydı alınarak yapılmıştır. Öğretim görevlilerine ilk önce, "Akıllı telefon kullanıyor musunuz?", "Akıllı telefonlarla hangi etkinlikleri yapıyorsunuz?" gibi sorular sorulmuştur. Daha sonra, akıllı telefonların kullanımıyla ilgili ek ayrıntıları öğrenmeyi amaçlayan daha az yapılandırılmış sorular sorulmuştur görüşme boyunca. Her görüşme oturumu en az on beş dakika sürmüştür ve araştırmacının ofisinde yapılmıştır. Kaydedilen görüşmelerin analizi neticesinde, her öğretim görevlisinin en etkili bulduğu bir etkinliğin üzerinde ayrıntılar paylaştığı görülmüştür. Bu etkinlikler birden ona kadar rakam verilerek sonuçlar kısmında paylaşılmıştır.

Bulgular

Bu çalışmanın sonuçları, yabancı diller yüksekokulundaki İngilizce öğretim görevlilerinin akıllı telefonlarını derslerinde yaratıcı ve etkili bir şekilde kullandıklarını göstermiştir. Akıllı telefonların kullanımını kendi ihtiyaçları için uyarlamak için yaratıcı hale getirebilmişlerdir. Örneğin, akıllı telefonlarda indirilen müzikle ruh halini değiştirmek, video çekimi sayesinde bir performans sırasında birebir, ayrıntılı bir geri bildirim vermek veya sınıfı dışarıdaki dünyayla bağlamak için başarılı bir şekilde kullanabilmişler. Bu çalışmanın bulguları, akıllı telefonların özelliklerinin bir dili başarılı bir şekilde öğretmek için kullanılabileceğini (Beetham & Sharpe, 2007) ve dil öğrenimini her zaman ve her yerde geliştirmek için faydalanılabileceğini (Kukulska-Hulme & Shield, 2008) gösteren çalışmalarla tutarlıdır. Ayrıca, sonuçlar akıllı telefonların hem sınıfta hem de sınıf dışında kullanıldığını gösteriyor. Örneğin, etkinliklerin analizinin de gösterdiği gibi yeni kelimeler öğrenmek için, öğrenciler

sınıfta çevrimiçi bir sözlüğe giriş yapabilir veya sokakta karşılaştıkları İngilizce bir kelimenin fotoğrafını çekebilirler. Buna ek olarak, bu çalışmanın bulguları, telefonların sınıf dışında öğrenme için harcanan zamanı arttırabileceğini ortaya çıkaran diğer çalışmalarla tutarlıdır (Byrne & Diem, 2014.)

Öğretim elemanları, bir dersin içeriğini sunma, uygulama veya değerlendirme gibi farklı eğitim aşamalarında akıllı telefonlardan yararlanmıştır. Örnek vermek gerekirse, akıllı telefonları yeni kelimeler öğretmek, dersin içeriğini önceki günlere ait fotoğraflarla gözden geçirmek ve öğrencileri bir sohbet kutusunda bire bir değerlendirmek için kullanmıştır. Akıllı telefonların ayrıca farklı becerileri öğretmek ve entegre etmek için de uygun olduğu ortaya çıkmıştır. Örnek olarak, akıllı telefonlarla yapılan etkinlikler sayesinde öğrenciler seslerini bir ses kaydediciye kaydetmiştir, haberleri sınıf arkadaşlarıyla paylaşmıştır veya internette araştırma yapmak için okumalar yapmıştır.

Ayrıca, akıllı telefonlar mini projeler yapmak için de öğretim elemanları tarafından kullanılmıştır. Yine etkinliklerden örnek vermek gerekirse, öğrenciler arkadaşlarına sunmak için kendi haberlerini seçmiştir ve üzerinde İngilizce kelimeler bulunan nesnelerin fotoğrafını çekip gündelik hayata geçen İngilizce kelimeleri sınıf arkadaşlarıyla paylaşmıştır. Son olarak, akıllı telefonlar öğrencileri öğretmenleri, akranları ve sınıfın dışındaki hayatı sınıf içiyle bağlamak için kullanılmıştır. Mesela, bir etkinlikte, öğrenciler bir sınavdaki performansları hakkında ayrıntılı bir şekilde akıllı telefonlar üzerinden sohbet etmiştir. Akıllı telefonlarla yapılan bu etkinlikler, öğrencileri sosyal ortamda dil öğrenmeye motive edebilir (Chang ve Shih (2016) ve öğretmenlerin sorumluluğunu paylaşabilir (Laurillard, 2007).

Sonuç

Bu etkinlikler, öğretim elemanları kendi etkinliklerini yaratıcı ve etkili bir şekilde akıllı telefonlarıyla kullanabildiklerini göstermiştir. Bu yaratıcı ve etkili etkinlikler, ders kaynağı oluşturmak amacıyla kayıt altına alınabilir. Örneğin, öğretim elemanları akıllarına geldikçe ya da sınıf içinde denedikçe elektronik tabanlı bir platformda ya da yıllık hazırlanacak bir kitapçıkla yaratıkları etkinlikleri paylaşabilir.