Mobile Assisted Language Teaching From Preparatory Program Efl Teachers' Perspectives[1]

Murat Hişmanoğlu
Doç. Dr.
Uşak University, Faculty of Science and Letters, Department of Western Languages and Literatures
ORCID: 0000-0001-3391-2015
murat.hismanoglu@usak.edu.tr

Yüksel Ersan
Yrd. Doç. Dr.
Uşak University, Faculty of Science and Letters, Department of Western Languages and Literatures
ORCID: 0000-0003-2273-6556
yuksel.ersan@ usak.edu.tr

Raşit Çolak
Arş. Gör. Dr
Uşak University, Faculty of Science and Letters, Department of Western Languages and Literatures
ORCID: 0000-0001-5119-1634
rasid.colak@ usak.edu.tr

Abstract

The aim of this study is to investigate preparatory program EFL teachers' (n=50) perspectives on mobile assisted language teaching. To achieve this aim, a questionnaire consisting of five parts - the first part on demographic data, the second part on teachers' use of mobile phones in teaching English as a foreign language, the third part on teachers' use of common social media and instant messaging tools in teaching English as a foreign language, the fourth part on teachers' acceptance of mobile phones and the last part on five open ended questions - was administered to the participants. The results of the study revealed that while most of the preparatory program EFL teachers' views on mobile assisted language teaching were positive, some of the EFL teachers' views were negative related to mobile assisted language teaching.

Key words: language teaching, mobile assisted teaching, mobile assisted language teaching, educational technology, English preparatory program

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Hazirlik Programi Öğretmenlerinin Perspektifinden CepTelefonu Destekli Dil Öğretim

Öz

Bu çalışmanın amacı hazırlık programında İngilizceyi Yabancı Dil olarak öğreten öğretmenlerin (50) cep telefonu destekli dil öğretimine olan bakış açılarını değerlendirmektir. Bunun için birinci bölümde demografik, ikinci bölümde öğretmenlerin İngilizcenin yabancı dil olarak öğretiminde cep telefonu kullanımları, üçüncü bölümde İngilizcenin yabancı dil olarak öğretiminde yaygın sosyal medya ve anlık mesaj araçlarını kullanımı, dördüncü bölümde öğretmenlerin cep telefonunu kabullenmeleri ile ilgili bilgilerin ve son bölümünde beş açık uçlu sorunun sorulduğu bir anket yöneltilmiştir. Çalışmanın sonuçları göstermiştir ki İngilizceyi yabancı dil olarak öğreten öğretmenlerin çoğunun cep telefonu destekli dil öğretimi ile ilgili görüşleri olumlu iken, bazı öğretmenlerin cep telefonu destekli dil öğretimi ile ilgili görüşleri olumsuzdur.

Anahtar Kelimeler: dil öğretimi, cep telefonu destekli öğretim, cep telefonu destekli yabancı dil öğretimi, eğitim teknolojisi, İngilizce hazırlık programı

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INTRODUCTION

In recent years, the use of smart mobile phones for educational purposes has gained popularity (Chinnery, 2006). Researchers, EFL teachers, foreign language education policy makers, ELT curriculum developers, ELT materials designers, educational technologists and computer programmers have commenced to explore the effectiveness of mobile devices as beneficial supports for L2 learning and teaching. Researchers have begun to investigate the positive effects of using mobile phones on teaching language skills such as listening (Kukulska-Hulme, 2013; Pegrum, 2014), speaking (Salamat & Pourgharib, 2013), reading (Huang, 2011; Shimane & Shimane, 2013), writing (Oyinloye, 2009) as well as language components such as vocabulary (Abbasi & Hashemi, 2013; Cavus & Ibrahim, 2009; Zhang, Song, Burston, 2011), grammar (Baleghizadeh & Oladrostam, 2010) and pronunciation (Saran, Seferoglu, Cagıltay, 2009).

Mobile teaching is a kind of teaching model that helps teachers to do teaching via mobile technologies regardless of location and time. Mobile assisted language teaching is the facilitation of L2 teaching by using mobile devices through a wireless medium. Today, mobile technologies, such as mobile phones, pocket electronic dictionaries, personal digital assistants (PDAs), MP3 players, and tablet PCs are utilized for educational purposes (Suwantarathip & Orawiwatnakul, 2015) since they have a high potential for developing EFL teaching by creating a new learning context for learners. However, there is very little research on mobile assisted language teaching from preparatory program EFL teachers' perspectives. Hence, there is no doubt that such research can be highly beneficial for EFL teachers who are willing to do mobile assisted language teaching in their English preparatory program.

LITERATURE REVIEW

Over the last decade, many EFL teachers have begun to infuse the technology into their teaching in that technology has become an integral part of education in a variety of ways. Researchers (e.g. Cuing & Wang, 2008; Reinders, 2010; Sad, 2008) have tried to focus on how to use mobile phones in teaching English as a foreign language. In most of the currently available mobile phones, mobile features such as SMS, GPS, camera, downloading, Bluetooth, Wi-Fi, etc. can be utilized for a variety of educational purposes. Cuing and Wang (2008) indicates that SMS system can be used to help students to learn foreign languages and teachers can use SMS to communicate with one student or even one group of students. Reinders (2010) stresses that mobile phones can be used in the classroom to do a variety of activities such as using the camera feature to take pictures of a text, using the voice memo recorder feature to record conversations outside the classroom, using the mobile phone for social networking, using the mobile phone to check student comprehension and get feedback. Sad (2008) listed four ideas (e.g., a short film, a

documentary, an instructional video and a commercial) so that students can produce a drama project with their mobile phones.

A majority of L2 researchers (e.g. Mehta, 2012; Sharples, Taylor, Vavoula, 2007; Wagner & Kosma, 2005) have examined the benefits of using mobile phones for teaching English as a foreign language. For instance, Mehta (2012) listed the benefits of mobile phones as personalizing learners' environment, offering learning experience beyond the classroom context, making language learning process entertaining by recording, contributing to develop the morale of the learners, not being forced to utilize PC as the only object to have access to materials.

Researchers (e.g. Atwell, 2012; Kukulska-Hulme & Traxler, 2005) have investigated the drawbacks of using mobile phones for teaching English as a foreign language. To illustrate, Atwell (2012) indicates that using mobile phones was a loss and theft and potential bullying, distracting. Among the weaknesses of utilizing mobile phones in the classroom were taking photos of tests and passing them on to others, texting responses of texts to other students, etc.

Researchers (e.g. Cakir & Atmaca, 2015; Riyonto, 2013; Yunus, Salehi & Chenzi, 2012) have also attempted to investigate the positive effects of EFL teachers' use of common social media and instant messaging tools (e.g. WhatsApp, Viber, Tango, Facebook, SMS) on improving students' learning English as a foreign language. For example, the study conducted by Yunus et al. (2012) indicated that incorporating social networking services into ESL writing classroom could aid students in widening their knowledge, maximizing their motivation and building confidence in learning L2 writing.

In the literature, a number of studies have been done to investigate a) how to use mobile phones in teaching English as a foreign language, (b) the benefits and drawbacks of using mobile phones, (c) the positive effects of EFL teachers' use of common social media and instant messaging tools (d) the positive effects of using mobile mobile phones on teaching language skills as well as language components. However, very little research has been done on mobile assisted language teaching from preparatory program EFL teachers' perspectives. Hence, there is no doubt that such research can be highly beneficial for EFL teachers who are willing to do mobile assisted language teaching in their English preparatory program.

METHODOLOGY

Sample Characteristics

The study was conducted with the participation of 50 EFL teachers working in the Basic English Department of three state universities in Turkey. The age of the teachers ranged from 21 to 41. Nine were males and forty-one were females. Regarding teaching experience, twenty-seven teachers had 1-5 years of teaching

experience, ten teachers had 11-15 years of teaching experience, seven teachers had 6-10 years of teaching experience, 4 teachers had 16-20 years of teaching experience and two had 21-21+ years of teaching experience. With respect to graduated department, twenty-nine teachers graduated from English Language Teaching Department, nine teachers graduated from English Language and Literature Department, nine teachers graduated from English Translation and Interpretation Department and three teachers graduated from American Culture and Literature Department. All of the teachers had access to the Internet. While thirty-eight teachers had 3G type of mobile service, twelve teachers had 4G type of mobile service. Regarding talk time per day, fifteen teachers had talk time more than 20 minutes, twelve teachers for 11-15 minutes, eleven teachers 10 minutes, six teachers 6-20 minutes and six teachers less han 6 minutes. With respect to the number of SMS received and sent per day, while twenty-one teachers received less than 5 SMS, eighteen teachers received 6-10 SMS, eight teachers received 11-15 SMS and three teachers received more than 20 SMS, thirty-three teacher sent less than 5 SMS, eight teachers sent 11-15 SMS, six teachers sent 6-10 SMS and three teachers sent more than 20 SMS. The demographic features of the participants are presented in Table 1.

Table 1: Demographic Properties of the Participants

		Frequency	Percentage (%)
Age	21-25	9	18
	26-30	17	34
	31-35	15	30
	36-40	6	12
	41-41+	3	6
Gender	Male	9	18
	Female	41	82
Teaching	1-5 Years	27	54
Experience	6-10 Years	7	14
	11-15 Years	10	20
	16-20 Years	4	8
	21-21+ Years	2	4
Graduated	English Language Teaching	29	58
Department	English Language and Literature	9	18
	American Culture and Literature	3	6
	English Translation and Interpretation	9	18
Internet	Yes	50	100
Access	No	-	-

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Mobile	2/2.5 G	-	-
Service	3G	38	76
	4G	12	24
	4.5G	-	-
Talk time	Less than 5 minutes	6	12
per day	6-10 minutes	11	22
	11-15 minutes	12	24
	16-20 minutes	6	12
	More than 20 minutes	15	30
Number of	Less than 5 SMS	21	42
SMS received	6-10 SMS	18	36
per day	11-15 SMS	8	16
	16-20 SMS	-	-
	More than 20 SMS	3	6
Number of	Less than 5 SMS	33	66
SMS sent	6-10 SMS	6	12
per day	11-15 SMS	8	16
	16-20 SMS	-	-
	More than 20 SMS	3	6
Total		50	100

Instrument and Data Collection

A questionnaire adapted by (Hismanoglu, Yuksel & Colak, 2015) was administered to English preparatory program EFL teachers to collect data on their use and acceptance of mobile phones for different language teaching purposes. The questionnaire consisted of five parts. In the first part, teachers were asked to complete demographic data such as age, gender, teaching experience and graduated department. In the second part, there were nineteen items on teachers' use of mobile phones in teaching English as a foreign language based on a 5-point Likert scale (from 1=never to 5=always). In the third part, five items on teachers' use of common social media and instant messaging tools in teaching English as a foreign language based on a 5-point Likert scale (from 1=never to 5=always) were included. In the fourth part, eleven items on teachers' acceptance of mobile phones based on a 5-point Likert scale (from 1=strongly disagree to 5=strongly agree) were incorporated. In the last part of the questionnaire, five open ended questions were asked to teachers to reveal their individual responses with respect to the related subject.

Two native EFL teachers and three non-native EFL teachers evaluated the adapted questionnaire for content and face validity and they indicated that the questionnaire was suitable and comprehensive for the context of the study. To check reliability, the questionnaire was analysed via the Cronbach's Alpha Coefficient α= 0.95,

which showed a high level of reliability. The questionnaires were administered to 114 English preparatory program EFL teachers at four state universities located in a rural area in Turkey through the Internet during October 2015. However, the return rate from these EFL teachers was 43.9 % (N=50).

RESULTS

Students' Scores on Questionnaire

Table 2: Distribution of Mean Scores on English Preparatory Program EFL Teachers' Use of Mobile Phones for Teaching English as a Foreign Language

Items	M	SD
1. In my lessons, I use my mobile phone to play English songs for my students.	1.84	1.00
2. In my lessons, I use my mobile phone to play basic English conversations for my students.	1.42	0.61
3. In my lessons, I use my mobile phone to play basic audio stories for my students	.1.36	0.48
4. I talk with my students in English on my mobile phone.	2.26	1.07
5. I talk with my peers in English on my mobile phone.	2.74	1.27
6. In my lessons, I encourage my students to read basic level English reading passages on the Internet on their mobile phones.	2.90	1.34
7. In my lessons, I encourage my students to read basic level English stories on the Internet on their mobile phones.	2.80	1.26
8. I write basic mobile messages to my students from my mobile phone.	2.88	1.30
9. I write basic mobile messages to my peers from my mobile phone.	3.16	1.45
10. I use the Internet function of my mobile phone to teach basic grammatical structures in English.	2.26	1.12
11. I use the Internet function of my mobile phone to teach the meanings of basic grammatical structures in English.	2.44	1.43
12. I use the Internet function of my mobile phone to teach the uses of basic grammatical structures in English.	1.90	0.97
13. I use the Internet function of mobile phone to have access to the examples with respect to the basic grammatical structures in English.	2.32	1.13
14. I use the Internet function of my mobile phone to teach the meanings of unknown words from the electronic dictionaries on the Internet.	3.80	1.44
15. I use the Internet function of my mobile phone to teach the meanings of unknown idioms from the electronic dictionaries on the Internet.	3.64	1.35
16. I use the Internet function of my mobile phone to teach the present, past and past participle forms of English irregular verbs from the electronic dictionaries on the Internet.	2.62	1.24
17. I encourage my students to use the Internet function of their mobile phones to listen to how native speakers pronounce English words and they try to pronounce these words just like native speakers do.	3.82	1.41
18. I encourage my students to use the video camera of their mobile phones to videotape my pronunciation of English words and to try to pronounce these English words just like I do.	2.98	1.44
19. I encourage my students to use the video camera of their mobile phones to videotape their peers' pronunciation of English words and try to find out their peers' articulation mistakes.	2.08	1.12
Overall score	**2.59**	**1.18**

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As seen in table 2, the results of the questionnaire indicate that English preparatory program EFL teachers *sometimes* (a) write basic mobile messages to their peers from their mobile phones (item 9, M=3.16; SD=1.45). They (b) use Internet function of mobile phone to teach the meanings of unknown (i) words (item 14; M=3.80; SD=1.44) and (ii) idioms (item 15; M=3.64; SD=1.35) from electronic dictionaries on Internet. They (c) encourage their students to use Internet function of their mobile phones to listen to how native speakers pronounce English words and they try to pronounce these words just like native speakers do (item 17; M=3.82; SD=1.41). They *rarely* (a) talk with their students (item 4, M=2.26; SD=1.07) and their peers (item 5, M=2.74; SD=1.27) in English on their mobile phones. They (b) encouraged their students to read basic level (i) English reading passages (item 6, M=2.90; SD=1.34) and (ii) English stories (item 7, M=2.80; SD=1.26) via internet on their mobile phones, they also (c) write basic mobile messages to their students from their mobile phones (item 8, M=2.88; SD=1.30). They (d) used the Internet function of their mobile phone to teach (i) the basic grammatical structures in English (item 10, M=2.26; SD=1.12) and (ii) the meanings of basic grammatical structures in English (item 11, M=2.44, SD=1.43). They (e) use the Internet function of mobile phone (i) to have access to the examples with respect to the basic grammatical structures in English (item 13, M=2.32; SD=1.13) and (ii) to teach the present, past and past participle forms of English irregular verbs from electronic dictionaries on Internet (item 16, M=2.62; SD=1.24). They (f) encourage their students to use the video camera of their mobile phones to videotape (i) their teacher's pronunciation of English words and to try to pronounce these English words just like their teacher does (item 18, M=2.98; SD=1.44) and (ii) their peers' pronunciation of English words and try to find out their peers' articulation mistakes (item 19; M=2.08; SD=1.12). The results of the questionnaire also reveal that teachers *never* (a) use their mobile phones to play (i) English songs for their students (item 1, M=1.84; SD=1.00), (ii) basic English conversations for their students (item 2, M=1.42; SD=0.61) and (iii) basic audio stories for their students (item 3, M=1.36; SD=0.48) and (b) use the Internet function of their mobile phones to teach the uses of basic grammatical structures in English (item 12, M=1.90; SD=0.97). In general, English preparatory program EFL teachers deploy mobile phones very fairly when teaching English as a foreign language.

Table 3: Distribution of Mean Scores on English Preparatory Program EFL Teachers' Use of Common Social Media and Instant Messaging Tools in Teaching English as a Foreign Language
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Items	M	SD
20. I use WhatsApp to communicate with my students beyond the classroom context.	3.64	1.48
21. I use Viber to communicate with my students beyond the classroom context.	1.18	0.52
22. I use Tango to communicate with my students beyond the classroom context.	1.12	0.33
23. I use Facebook to communicate with my students beyond the classroom context	.3.58	1.36

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24. I use SMS to communicate with my students beyond the classroom context.	2.72	1.29
Overall score	**2.45**	**1.00**

As seen in table 3, the results of the questionnaire indicated that although English preparatory program EFL teachers *sometimes* used (a) WhatsApp (item 20, M=3.64; SD=1.48) and (b) Facebook (item 23, M=3.58; SD=1.36), they *rarely* used SMS to communicate with their students beyond the classroom context. As for the use of Viber and Tango, the results of the questionnaire showed that they *never* used (a) Viber (item 21, M=1.18; SD=0.52) and (b) Tango (item 22, M=1.12; SD=0.33).

Table 4: Distribution of Mean Scores on English Preparatory Program EFL Teachers' Acceptance of Mobile Phones for Teaching English as a Foreign Language

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Items SD		M
25. Mobile phones increase the quality of English education and instruction.	3.30	1.20
26. I am interested in using mobile phones as English language teaching tools.	3.30	1.30
27. Mobile phones help me to develop my students' listening skills.	3.24	1.33
28. Mobile phones help me to develop my students' speaking skills.	3.18	1.41
29. Mobile phones help me to develop my students' reading skills.	3.26	1.32
30. Mobile phones help me to develop my students' writing skills.	2.84	1.40
31. Mobile phones help me to develop my students' grammatical skills.	2.90	1.20
32. Mobile phones help me to develop my students' vocabulary skills.	4.04	1.28
33. Mobile phones help me to develop my students' pronunciation skills.	3.64	1.31
34. Mobile phones are useful tools for teaching English as a foreign language in the classroom.	3.04	1.41
35. Mobile phones are useful tools for teaching English as a foreign language outside the classroom.	3.98	1.10
Overall score	**3.34**	**1.30**

As seen in table 4, the results of the questionnaire indicated that although English preparatory program EFL teachers agreed that mobile phones helped them to develop their students' vocabulary skills (item 32, M=4.04; SD=1.28), most of these English preparatory program EFL teachers were undecided about whether or not (a) mobile phones increased the quality of English education and instruction (item 25, M=3.30; SD=1.20), (b) they were interested in using mobile phones as English language teaching tools (item 26, M=3.30; SD=1.30), (c) mobile phones

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helped them to develop their students' (i) listening skills (item 27, M=3.24; SD=1.33), (ii) speaking skills (item 28, M=3.18; SD=1.41), (iii) reading skills (item 29, M=3.26; SD=1.32) and (iv) pronunciation skills (item 33, M=3.64; SD=1.31), (d) mobile phones were useful tools for teaching English as a foreign language in the classroom (item 34, M=3.04; SD=1.41) and (e) mobile phones were useful tools for teaching English as a foreign language outside the classroom (item 35, M=3.98; SD=1.10). As for developing students' writing and grammatical skills, the results of the questionnaire showed that English preparatory program EFL teachers disagreed that mobile phones helped them to develop their students' (i) writing skills (item 30, M=2.84; SD=1.40) and (ii) grammatical skills (item 31, M=2.90; SD=1.20). Overall, English preparatory program teachers were mostly undecided about accepting mobile phones for teaching English as a foreign language by scoring between 3.04 and 3.98 on eight items out of eleven items on the five point scale.

Responses to open-ended questions

 1. Should mobile phones be used as language teaching tools at English preparatory programs?

In response to the first question concerning whether mobile phones should be used as language teaching tools at English preparatory programs or not, forty-two EFL teachers (84 %) indicated that mobile phones be used as language teaching tools at English preparatory programs, whereas eight EFL teachers (16 %) stated that mobile phones should not be used as language teaching tools at English preparatory programs.

2. Should mobile phones be integrated into English preparatory programs?

In response to the second question regarding whether mobile phones should be infused into English preparatory programs or not, while forty-two EFL teachers (84 %) stated that mobile phones should be infused into English preparatory programs, eight EFL teachers (16 %) expressed the view that mobile phones should not be infused into English preparatory programs.

3. How should we use mobile phones in teaching English as a foreign language?

In response to the third question with respect to how to use mobile phones in teaching English as a foreign language, the participants emphasized the importance of (a) using mobile phones as dictionaries, (b) using mobile phones to make short video clips, bring them into the classroom and talk about them, (c) using mobile phones to encourage students to speak/write in English through instant messages/WhatsApp/social networks outside the classroom, (d) using mobile phones to develop students' listening and reading skills by encouraging them to search on the Internet or play English games, (e) using mobile phones outside the

classroom to download listening posts, videos, pronunciation software, free online dictionaries, (f) using mobile phones for games, competitions and the activities in which the students can both enjoy and learn, (g) having the books on the mobiles and creating some communicative activities with them, (h) giving interactive tasks through mobile phones like sending an e-mail or text message, making online quizzes and competitions in which students join via their mobile phones and making use of video cameras to create dialogues and film them. The quotations below exemplify the participants' views on how to use mobile phones in teaching English as a foreign language:

'They could be used as dictionaries, they are great timesavers with dictionary apps.' (Participant 8)

'We can ask students to make short video clips and bring them into the classroom and talk about these.' (Participant 15)

'They could be used to encourage students to speak/write in English through instant messages/WhatsApp/social networks outside the classroom of course.' (Participant 40)

'We can use mobile phones to develop the students' listening and reading skills by encouraging them to search on the Internet or play English games.' (Participant 23)

'Mobile phones should be used outside of the class. Students may be provided with the links where they can download listening posts, videos, pronunciation software, and free online dictionaries.' (Participant 11)

'We can use mobile phones for games, competitions and the activities in which the students can both enjoy and learn.' (Participant 33)

'We can have the books on the mobiles and maybe create some communicative activities with them.' (Participant 20)

'We can give interactive tasks through mobile phones like sending an e-mail or text message. Or we can make online quizzes and competitions in which students join via their mobiles. They can make use of their video cameras to create dialogues and film them.' (Participant 45)

4. What are the benefits of using mobiles for teaching English as a foreign language?

In response to the fourth question related to what the benefits of using mobile phones for teaching English as a foreign language are, the participants indicated five basic benefits which were (a) learning better how to pronounce the words in English via online dictionaries, (b) having quick access to the dictionary, (c) studying or doing homework anywhere like a bus stop or café, (d) gaining time

because it is easier to write, to read, to listen and to speak, (e) having fun and learning/practicing their knowledge. The following quotations show the participants' views on how to use mobile phones in teaching English as a foreign language:

'They can learn better how to pronounce the words in English via online dictionaries.' (Participant 17)

'In the lesson, quick access to the dictionary, which fastens their finishing the given activities.' (Participant 25)

'They never forget them at home! They can study or do homework anywhere like a bus stop or café.' (Participant 38)

'Gaining time because it is easier to write, to read, to listen and to speak.' (Participant 19)

'Students can have fun and learn/practice their knowledge. Since the students' life is mostly based on technological devices, they feel good when they see that they can use it and integrate into their learning process.' (Participant 13)

5. What are the weaknesses of using mobile phones for teaching English as a foreign language?

Related to weaknesses of using mobile phones for teaching English as a foreign language, the participants stressed two weaknesses which were (a) difficulty of monitoring and controlling students' usage of mobiles during in-class activities, (b) social media applications' interrupting students' attention, (c) students' getting lazier and lazier because of having mobile phones and (d) using smart phones for social networking. The quotations below show the views expressed by the participants:

'Monitoring and controlling students' usage of mobiles is really difficult for teachers during in-class activities.' (Participant 3)

'Students attention can be interrupted with social media applications.' (Participant 12)

'In my point of view, mobiles phones are nothing but distractions. Student are getting lazier and lazier because they have mobile phones. They get used to the vivid and quick nature of mobiles and then they become patientless to learn, or read or write (with a pencil) in a language. I am totally against using mobile phones.' (Participant 34)

'In my opinion, most Turkish students do not know how to use smart phones for good purposes. They just use them for social networking and when it comes to research they directly take the first information they can find. When i assign them a writing task, the students write the topic on google and copy what they find first.

They even do not check whether it is related or not. When I let them use mobiles for a writing task in the class they do the same. Sometimes, a top student writes the task and takes a picture of it and sends it to his/her friends. They always use google translate and are not willing to take notes because they have smart phones and the internet and whenever they need they can access the information so learning does not happen. They do not bother to keep something in mind because their phones do it. In short, the thing they learn by a mobile flies away and is never put into practice.' (Participant 16)

CONCLUSION

The results of the study show that English preparatory program EFL teachers use mobile phones very fairly when teaching English as a foreign language. Related to teachers' use of common social media and instant messaging tools in teaching English as a foreign language, this research reveals that teachers sometimes use Whatsapp and Facebook despite rarely using SMS and not using Viber and Tango. Relevant to teachers' acceptance of mobile phones for teaching English as a foreign language, this research indicates that although teachers agreed that mobile phones help them to develop their students' vocabulary skills, they are mostly undecided about accepting mobile phones for teaching English as a foreign language. Results of the questionnaire may change when number of the participants increases by including them from state run and private universities.

With respect to whether or not mobile phones should be used as language teaching tools at English preparatory programs and whether or not they should be integrated into English preparatory programs, most of the students state that mobile phones should be used as language teaching tools and they should be infused into English preparatory programs. Considering that technological and financial opportunities of the students and teachers in different parts of Türkiye are not equal, mobile assisted language teaching is not possible in language teaching classrooms. Even today, in the eastern regions of Türkiye internet is not available let aside smart phones.

Relevant to how to use mobile phones in teaching English as a foreign language, this research reveal that mobile phones can be used for a variety of purposes ranging from making short video clips to downloading listening posts, videos, pronunciation software, free online dictionaries, having the books on the mobiles and creating some communicative activities with them, giving interactive tasks through mobile phones like sending an e-mail or text message, making online quizzes and competitions in which students join via their mobile phones, etc.

Related to benefits and weaknesses of using mobile phones for teaching English as a foreign language, this research unearths five basic benefits which are (a) learning better how to pronounce the words in English via online dictionaries, (b) having

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quick access to the dictionary, (c) studying or doing homework anywhere like a bus stop or café, (d) gaining time because it is easier to write, to read, to listen and to speak, (e) having fun and learning/practicing their knowledge and four weaknesses which are (a) difficulty of monitoring and controlling students' usage of mobiles during in-class activities, (b) social media applications' interrupting students' attention, (c) students' getting lazier and lazier because of having mobile phones and (d) using smart phones for social networking.

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