LEARNERS' PERCEPTIONS TOWARD USING SOCIAL MEDIA AND TECHNOLOGICAL APPLICATIONS IN EFL LEARNING IN TURKEY

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Sibel ÖZHAN titled "LEARNERS' PERCEPTIONS TOWARD USING SOCIAL MEDIA AND TECHNOLOGICAL APPLICATIONS IN EFL LEARNING IN TURKEY" is fully adequate in scope and in quality as a thesis for the degree of Master of Science.

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The examining committee accepts this thesis a unanimous vote in the Department of English language and literature as a Master thesis. On Jan26, 2022.

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DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

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FOREWORD

I would like to express my sincere gratitude to Assoc. Dr. Özkan KIRMIZI, for his continuous support of my MA study and related research, for his patience, motivation, and immense knowledge. There is not enough space here to thank his great efforts and wise comments. His guidance helped me at every stage of the research and writing of this thesis

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DEDICATION

This thesis is dedicated to my family, for their endless love, support, and encouragement. Besides I would like to dedicate this thesis to the polyglots that search for learning opportunities for language learners.

ABSTRACT

The way we learn has changed thanks to advances in technology, limited time, and other constraints. The way of learning a foreign language changes on a daily basis, year after year, based on demands and assessments. Additionally, the modern era is a period of rapid progress, a period in which anybody may access any information they choose. Each of these demands represents a distinct strategy for resolving the issue of acquiring information. In a society where these concerns are prevalent, the need of studying EFL grows daily. Every individual in the world has to be able to communicate in English as a foreign language for a variety of reasons, including education, internet communication, technology and media. This study will investigate the history of English learning emerging ways of EFL learning. The MALL (Mobile Assisted Language Learning) will be scrutinized as method to contribute English learning. There are several types of smartphone applications available for studying EFL and other languages. The Pimsleur method and LINQ are two paid mobile applications and free applications that will be examined. Their features, the effect of using mobile technology, the method of these applications and the applications' language learning theory will all be examined. The impact of social media in learning English will be examined. This study made use of two questionnaires. Two electronic questionnaires were used in this study. To complete the assignment, Google Forms was utilized. There were 364 students in attendance, including those from public and private schools from İstanbul to examine the students' interests in using technology, social media and traditional education in learning EFL. According to the results of these questionnaires, students prefer to learn EFL using technology and social media rather than traditional methods. The purpose of this research is to show English learning opportunities both within and outside of the classroom.

Key Words: EFL, MALL, Mobile Applications in Language Learning, mobile applications, social media in EFL learning

ÖZ

Öğrenme kavramı gelişen teknoloji, kısıtlı zaman ve son zamanlarda meydana gelen olaylarla değişim göstermektedir. Yabancı dil öğrenimindeki evreler günden güne, yıldan yıla talepler ve analizler doğrultusunda değişmektedir. Ayrıca modern çağ herkesin istediği bilgiye erişebildiği ve hızlıca erişebildiği bir dönemdir. Bu talepler bilgiye ulaşmada farklı istekler için farklı çözümler oluşturmuştur. Bu ve benzeri talepler İngilizce öğrenimini her geçen gün daha önemli hale gelmiştir. İngilizce günümüz koşullarında tüm dünyada gezi, internet ,iletişim, medya, eğitim, teknolojik gelişmeler ve hatta İngilizce harici dil öğrenenler için dahi araç olarak gerekliliktir. Bu çalışmada İngilizce öğretimi, günümüzde İngilizce öğrenme yolları ve yeni gelişmeler incelenecektir. Özellikle mobil destekli dil öğrenme uygulamaları incelenecektir. İngilizce veya diğer yabancı dilleri öğrenmek için mobil destekli dil öğrenme uygulamaları çok çeşitlidir. Bu çalışmada Pimsleur ve LINQ uygulamaları gibi ücretli ve ücretsiz dil öğrenme uygulamaları incelenecektir. Sınıf ortamında İngilizce öğrenmeye mobil uygulamaların dahil edildiği çalışmalarla İngilizce öğrenmenin artıları eksileri incelenecektir. Bu uygulamaların kullanıldığı çalışmalarda gramer ve kelime öğreniminin sınıf ortamındaki öğrenmeye katkısı incelenecektir. Bu çalışmada Google Doc ile hazırlanan iki elektronik anket kullanılmıştır. İstanbul'da devlet okulları ve özel okullardan olmak üzere toplam 364 öğrenci, sosyal medya ve geleneksel İngilizce öğrenimine eğilimini saptamak için ankete katılmıştır. Bu anketlerin sonuçlarına göre öğrenciler geleneksel öğrenme yöntemlerinden ziyade teknoloji ve sosyal medyayı kullanarak EFL öğrenmeyi tercih etmektedirler

Anahtar kelimeler: Yabancı dil olarak İngilizce, Mobil destekli dil öğrenme uygulamaları, Sosyal medya aracılığıyla İngilizce öğrenme

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SUBJECT OF THE RESEARCH

The purpose of this study is to analyze the assessment of English language learning, English learning techniques and in light of the Covid 19 issue the usefulness of mobile applications in English learning. EFL instruction through the use of mobile-assisted language learning applications, and the circumstances that influenced the development of these techniques. Numerous schools and teachers were forced to create online programs, equip students with devices, and train educational personnel in online communication, emphasizing online safety, as a result of the rapid introduction of COVID19. This thesis intends to demonstrate beneficial opportunities for usage of mobile applications with students, to provide guidance for individuals in learning a foreign language on their own, and to demonstrate certain linguists' and polyglots' perspectives on acquiring a second language.

PURPOSE AND IMPORTANCE OF THE RESEARCH

This study focuses on the different strategies used to acquire a foreign language, such as English. While students are studying English as a foreign language, the community reflects their success, particularly in their use of English in everyday life. Despite years of effort, educational systems do not provide adequate opportunities for English acquisition. In recent years, technological improvements in mobile devices have increased. The idea that mobile devices can help with teaching and learning is becoming more commonly acknowledged (Khaddage& Flintoff, 2016). Indeed, Kim and Kwon (2012) found that the majority of language learning mobile apps focus on mental abilities (awareness, recall and understanding) and responsive language abilities (Kim&Kwon, 2012). Since its beginning, mobile technologies have grown rapidly and show no signs of slowing down as a means of transferring information and communicating with one another. As the internet has grown in popularity, people's daily routines, work habits, and social standards have all evolved to accommodate it (Rosi Sole et al. 2010). The Covid 19 issue gave birth to the usage of online courses and mobile applications and opened up a new path for learning. It eventually demonstrated the advantages of rapidly and readily obtaining information. This study aims to show the learning opportunities of English in and outside the classroom.

METHOD OF THE RESEARCH

The techniques for learning EFL were thoroughly researched and evaluated using several different books, databases, papers, and online studies; some approaches were

tried in a classroom setting; some mobile applications were explored with; and additional languages were also experimented with. Two questionnaires were administered to measure students' attitudes about technology in English instruction. Two questionnaires were distributed to students from various grades, ages, and school kinds such as private and public schools. There were two electronic surveys. Google Forms were used to complete the task. Including students from both public and private schools, there were 364 people in attendance. Students are selected from elementary school, high school, and university. Students are between the ages of 13 and 18. Their English proficiency ranges from elementary to intermediate. This study demonstrates a technology preference across schools and ages. This study analyzes how the participants' opinions were influenced by the lack of the internet and technological devices.

THE RESEARCH PROBLEM

The strategy for learning English through mobile applications is flexible and the teaching methods have been in use throughout the history of language acquisition. Several options are suitable depending on the learners' preferences. This study aims to look at two of these methods: studying in a classroom setting, which method is chosen by the students' preferences, and learning English using social media. Also the mobile applications and the teaching methods of applications will be examined . While learning in a classroom context is largely dependent on grammatical approach, MALL is focused on teaching in listening, reading, writing, and grammar. Mobile devices are quickly becoming the critical component in making information universally accessible (Wellman, 2007). The diversity of mobile applications forces the student to experiment with several of them to determine his or her preferred mode of instruction; moreover, studying EFL in a classroom environment does not provide as many alternatives as the new techniques do. While the sources and interests are determined by a community, the mobile applications are determined by the individual preferences of language learners.

CHAPTER I

1.1.Introduction

Proficiency in English is required in all areas of life, especially in this global era. The importance of studying English has increased and changed, particularly in an educational system. Education progressed as a result of technical advancements, leading to the development of personalized instruction. Aside from the mobility of the material in mobile-assisted language learning, learners have a number of alternatives while using mobile applications that extends the learning process. However, classroom-based education imposes some time limits. Learning in a classroom context, including the use of mobile applications has a number of advantages and disadvantages that are related to motivation, age and time limits. Learning opportunities that include mobile apps make the learning process more mobile. Mobility may be classified into three phases: technological mobility, educational mobility, and user mobility. The idea of mobility divided into three phases: technology mobility, learning mobility, and learner mobility (El Hussein& Cronje, 2010). In addition to linguistic considerations, such as age or motivation, mobility of the learner improves motivation in EFL instruction, the learning process is not influenced by the learners' circumstances in the same way that it is in a classroom. Because the capacity to study from any location using mobile devices increases the probability of acquiring knowledge at any time. Teachers will also benefit from an innovation that boosts students' motivation and encourages them to study the topic voluntarily. Mobile devices that are portable, such as smartphones and tablets, can be utilized to learn through mobile applications. Because smart phones can be brought everywhere and at any time, they are the most convenient device for various applications.

The traditional learning approaches and the learning opportunuties on internet meausured in this study with two questionnaires. The students are chosen from the schools in İstanbul. 364 students attended. They were between 13-18 years old. The students attended to this study are Turkish students and their English level was intermediate. The students were from different school types and from different classes. The schools that attended to this study were from primary school, high school and university. The schools attended from private and state schools. The statements in one questionnaire were about the traditional method and the constructivist method. The other questionnaire was regarding social media and technology use. In the first questionnaire,

the majority of students chose the constructivist method over the traditional method. The results of the second questionnaire revealed that the majority of students agree on the usage of additional sources in the English learning process, particularly opportunities on the internet. According to the results, the students were willing to actively participate in English learning rather than passively acquiring the material. The methods of mobile applications are reviewed in this study in order to determine how these applications can be used in the classroom, either by the teacher or by the students. This study is done to demonstrate the benefits of different sources by adding in learning process via technological improvements.

1.2. Problem statement

A growing number of people are turning to mobile apps for language study since they are so convenient to use. English learning in a classroom setting has a number of advantages, including the ability to engage with other students. However, students who lack the necessary vocabulary may find it difficult to participate. Using mobile apps to study may help the learner prepare for interaction with other students, and it is also possible to learn English in their own time without attending a class. Many studies have been conducted on mobile technology, mobile applications, and the impact of technology on teaching, but this study aims to show the benefits of additional resources in teaching English, including mobile applications, social media, to increase students' motivation in the classroom and outside the classroom. As shown in this study, learning a foreign language is feasible in this modern era due to the abundance of resources. In this study two questionnaires were done to measure students' interest to learn English on internet. For this study it was not able to check the mobile applications in all schools that given the questionnaires. For that reason the traditional learning approaches and the learning opportunuties on internet meausured in these questionnaires.

1.3. Research Objective of the Study

The aims of the current study are

1. To investigate mobile applications
2. To measure the students' interest towards technological innovations in English learning
3. To find out the perceptions of EFL Learners in terms of teaching approaches

1.4. Research Questions

This study aims to show the learning opportunities of English inside and outside the classroom. In that regard , the present study addresses the following questions:

1. What are the perceptions of Turkish EFL Learners in terms of the role of social media and technological applications in language learning?
2. What are the perceptions of Turkish EFL Learners in terms of teaching approaches?
3. What are the self-perceptions of the participants in terms of technological proficiency?
4. Do male and female students differ in terms of their perceptions about their proficiency in technology?
5. Do participants differ in terms of the use of social media and technological applications in language learning?

1.5. Limitations of The Study

In this study there was no possibility to examine the mobile applications in learning EFL in classroom. There was not a possibility to check the students' answers that are oppose to technological innovations in learning EFL. For that reason the statements' of the first questionnaire consist of the measurement of constructivist approach and traditional learning belief and the statements' of second questionnaire consist of the students' inclination towards learning EFL by social media and the usage of internet. Both questionnaires were filled out by students from Istanbul.

1.6. Significance of The Study

Questionnaires indicated that students were eager to participate in English learning rather than passively absorbing information. It is hoped that this study would reveal the benefits of incorporating technology into the learning process, as well as the students' preference for the internet and social media.It is the goal of this study to identify how mobile applications, social media and other sources that requires technology can be used in the classroom, either by the teacher or the students that enables EFL learning

inside and outside the classroom. This study is being conducted to highlight the benefits of incorporating several sources into the learning process via technological advancements.

CHAPTER II

THE IMPACT OF FOREIGN LANGUAGE ON CONTEMPORARY ERA

Globalization brings people together and allows them to participate in a variety of activities such as economics, sport, fashion, sciences, and the press as a whole in a more efficient way . Worldwide economic, technological, sociological, and political forces are all entangled under the influence of globalization. As a result of the world's advancement, English has become a global language that can be learned in any place that allows for the ease of communication. Additionally, English is used extensively in the context of language instruction and learning. Individuals who achieve a high level of proficiency in English have the possibility to participate in international communication. It is from this perspective that EFL provides motivation for students and individuals.

Crystal (2019) claims that English is the language that is most widely taught as a foreign language in over 100 countries, including China, Russia, Germany, Spain, Egypt, and Brazil. In most of these countries, English is the most important foreign language to be instructed in schools, and it frequently takes the place of a different language, as Crystal (2019) demonstrates (Crystal, 2019:3-4). The majority of people want to learn English because of the numerous career and educational options it opens up for them around the world. History, culture, politics, business, and cultural dialogue are just a few of the reasons people choose to learn a foreign language.

Economics, cultural, digital innovations, and political developments all play a role in today's language learning process, which include disagreements about which language to learn and which language to avoid studying. According to Crystal (2019), globalization has resulted in significant progress, which explains the benefits of learning a foreign language, the variables that affect the choice of a certain language as a popular foreign language and the consequences of these choices. Political issues and a desire for economic, cultural, or technical connection with other cultures are all factors that must be considered while designing an investment plan (Crystal, 2019: 4). When it comes to choose which languages to study further, a person's desire to learn a language is influenced by the language's prominence. The way institutions (both local and national in scale, as well as public and private) distribute resources for language teaching is also influenced by this factor in certain ways (Block, 2010: 5).

The creation of the term "globalization", as Graddol (2006) points out, resulted in English becoming a truly universal language, rather than a regional language (Graddol, 2006:95). English preserves its status as a "universal ability" that may be utilized in conjunction with other languages to improve one's total talents, despite the changing environment in which it is taught. Those who are fluent in English as a first language are able to acquire their targets more quickly because of their extensive understanding of the global commercial environment (Graddol, 2006: 118). The reality is that the world language system is today undergoing transitions that are both substantially greater and more intricate than those that have occurred previously. Because of the efforts of multilingual speakers, English is no longer only the world's "primary" language; it has now reached the status of a universal language (Graddol, 2006:57).

One possible explanation for not learning another language is the concern of being unable to cope with the requirements of language acquisition. When it comes to the problems associated with language acquisition, this is the most common kind of explanation (Crystal, 2019:15). This remark demonstrates the shortcomings in educational techniques, which include, in addition to a lack of enthusiasm in studying a language, a lack of internal reason to continue learning a language after graduation.

The economic consequences of industrialization, for example, have facilitated the rise of language as a source in the industrial sector. Languages like English can be seen to have higher cultural relevance in Japan, as shown by the frequent use of words like "foreign language" or "language education" that are intended to refer to English (Block, 2010:7).

2.1. A UNIVERSAL LANGUAGE AROUND THE WORLD

Language is a critical tool for communicating with others and for bringing cultures together. Numerous attempts to create a universal language have been tried in the past (Kachru 2008: 127).

As a consequence of World War II, a new era of modernization started. National boundaries were less clear as a consequence of World War II, leading to an increase in intentional planned modifications and the emergence of a new worldview. Some of the world's most economically powerful nations introduced free trade, financial market liberalization, and other measures (McMahon, 2011). Cultural interaction, as well as language's ability to be understood by anybody throughout the world, started to alter as

a result of economic products' development. The relevance of English has grown as a result of these kinds of advancements.

2.1.1. English as a Lingua Franca

Britain and the US have utilized their economic and political strength to make English the dominant foreign language today. Barber also emphasizes why English should be a global language: As a world wide and world language, English is widely used in fields such as publishing, science and technology, marketing, international relations, modern music, and popular entertainment (Barber,2009: 58). Three historical periods define the importance of English. The first era was probably defined by European imperial expansion, which helped spread English, as well as other language groups like Spanish, French, and Portuguese, globally. The second era may be defined as the technical revolution, which began with the industrial revolution and was dominated by the English-speaking countries of Britain and the United States (Leech& Startvik, 2003: 227).

Many linguists believe that a huge expansion of English has historically resulted in the extinction of various indigenous languages, especially in Australia and North America. A single language does not ensure harmonious relationships or mutual understanding in a society. This was shown in the American Revolution, the Spanish Civil War, and the War of Independence (Crystal, 2019: 13).

The nature of global trade, development, communication, and diplomacy necessitates English study and instruction. English as a Foreign Language (EFL) is vital today more than ever. Documents show that teaching English as a second or foreign language began in the 15th century and has continued to this day (Braine, 2005). It has been flourishing for about six centuries and is now practically a lingua franca (universal language).

The English language is currently in a strong situation for two reasons. In the twentieth century, the United States became the world's main economic power, a development McMahon attributes to two factors (McMahon , 2011: 53). The rise of colonial authority and the strengthening of economic conditions helped English expand globally. To the point when the earliest English samples are utterly foreign to us and we have no understanding how they communicated, we study successive generations of English samples. The English language has evolved over a thousand years, according to

April McMahon (McMahon, 2011). Throughout history, older and more traditional speakers of the language have opposed to changes in the language. These attitudes remain now, but rarely have a significant impact on language development.

There are three types of English learners in the globe. It refers to locations where English is the dominant language, rather than other languages: North and South American countries, as well as the EU, are included. The outer circle contains non-native regions, institutions, and other settings where English is used as a "second language," which is crucial in a multilingual environment: Singapore, India, Malawi, and over fifty more nations. The widening circle contains countries that value English as an international language, while having no history of colonization by the inner circle or any regional growth position for English. China, Japan, Greece, and Poland are among the countries that are increasingly interested. English as a foreign language is taught here (Crystal, 2019). Continuing from the preceding paragraph, there are three sorts of English speakers: native speakers, second language speakers, and those learning English as a foreign language. English retains its status as the language of choice for those learning it as a foreign language (Crystal, 2019:140).

Nobody can doubt the critical nature of English learning in the modern day. Every individual who comes into contact with this culture, whether as a student, an employee, or even someone who does not need to learn English, benefits in some manner. Due to the fact that English is the world's most widely spoken language, even the most common person would profit from knowing it in order to read the contents of a prescription. In this perspective, it is easy to see why English is as important in education as mathematics and science. It is obvious that the capacity of the student to write to a foreign pen friend, calculate his or her income tax, or grasp his or her home's fuse box is not the sole practical consequence of the learning process, though these are all valuable by-products. The critical areas of the school curriculum serve as the vehicles through which an individual develops into a more secure, productive, and full member of society as a whole, according to Broughton (Broughton,2002:10).

English has always been important, particularly in global organizations, and it continues to be so today. There were forty-two members of the League of Nations, and it was the first community with a large number of modern international alliances to give a prominent place to the English language in its deliberations. English was one of the two official languages, with French being the other (Crystal, 2019:78). The citizens of

such countries interact in English, necessitating the capacity to converse, comprehend, and write in the English language. Certain institutions, such as the United Nations, employ English for political and economic purposes. These organizations include the World Health Organization (WHO), the United Nations (UN), the World Bank, and the International Monetary Fund (IMF) (Crystal, 2019: 80). English became a necessity for a variety of reasons, including those mentioned above, and it remains so in today's world of education. One of the key reasons for this is because it has a broad variety of applications in the management business.

As a result of globalization, the invention of the computer enabled individuals to connect quickly via e-mail across the globe, which was one of the elements that contributed to the world becoming a global village. English became both the general language of communication and the language of communication. In some ways, the relationship between English and computers grew parallel to one another. For decades, it appeared as though English and computers were born at the same time. Computers, as well as the programs that make them useable, were mostly developed in nations with an English-speaking population (Blake, 2016: 305).

2.1.2. English Teaching

The goal of education is to prepare distinct groups of people to fulfill their socially daily responsibilities, and the preference for a particular language for teaching stems from the necessity for a particular language in order to accomplish the roles that have been assigned to individuals (Lin& Martin, 2005: 29). Learning a foreign language at the age of four and five, that is, in primary school, allows the rules of the mother language to be more easily adapted, such as reading and writing. Learning a foreign language at an early age, such as in musical education, also contributes to the development of individual intelligence. It is possible that the majority of English and bilingual schools (at both the primary and secondary levels) will be able to acquire students from the highest levels of the socioeconomic hierarchy. According to Lin and Martin (2005), students from working-class or other disadvantaged groups may not be able to obtain an equal educational opportunity when compared to students from other groups at their age when it comes to educational opportunities (Lin& Martin, 2005). Learning and teaching a foreign language does not just entail learning the rules of speaking, writing, and grammar; it also entails developing an understanding of the

culture of the second language, as well as the philosophy of the language being taught. According to this perspective, there is a significant market for learning and teaching English, including language courses, course books, dictionaries, computer-based instruction, mobile applications, and podcasts that may be accessed through applications and other internet services. The importance of international communication raises the degree of proficiency in learning English as a second language, which causes the variety of learning methods to change and modernize at every stage.

COVID-19 has had an impact on practically every aspect of life, including education. Prior to the pandemic, there was a traditional method of teaching students, known to as face-to-face teaching. Students used to go to their different educational institutions, such as schools, colleges, and universities. They were physically present in the classroom with their teacher and were taught with active participation. Then COVID-19 began to spread and the WHO (World Health Organization) recommended 'social distance' as the main preventative action, in addition to other precautions such as mask use. Almost every institution took the precaution of social distance. Almost all countries went into 'lockdown' and stopped activities (Gandolfi, 2020). The most of them utilized digital platform of their workforce, the WHO took the children very seriously and advised countries to close their educational facilities. UNESCO (United Nations Educational, Scientific, and Cultural Organization) proposed online learning programs and the use of various educational applications and places so that teachers may present their lessons to their different students remotely (Bansal, 2020). Countries realized the role of online education. In online classroom, teachers and students are not physically present in the same room but connect via the internet. Teachers, students, and their families were all impacted by the schools' decision to close.

2.2. TECHNOLOGY and THE STUDY OF LANGUAGES

Technology is an essential tool in the teaching and learning environment, and its use has increased significantly in recent years. The importance of technology has received even more significance as a result of the Covid-19 issue, which is currently affecting people all over the world. Teachers and students are both affected by the rapid advancements in technology. The use of modern equipment in the classroom, such as computers and television, allows teachers to make language learning more convenient for their students. The pronunciation of a native speaker is heard, and students have the

option of repeating it with their instructor and correcting any errors they make with their teacher. The utilization of a variety of teaching approaches in English classes will keep students engaged in their studies. In order to integrate technology into the classroom successfully, there are three essential components. As a first step, to present a broad variety of fascinating and practical exercises, as well as a demonstration of how technology may be used by any instructor and to offer which activities are suitable for all levels (Stanley& Thornbury, 2015: 6).

To teach English properly to students, four primary competencies are required: pronunciation, grammar, vocabulary, and listening skills, to mention a few. It is not always obvious that integrating technology into the pedogogical aim is the best approach to go (Stanley& Thornbury, 2015: 9). Stanley and Thornbury (2015) encourages instructors to spend more time in classrooms utilizing technology, allowing students to acquire greater control over their learning activities as a result. The pronunciation of foreign language learning activities is not given much consideration in the teaching of a foreign language education all across the world, including the United States. Sound, varied dialects, and intonation are sometimes disregarded (Stanley& Thornbury 2015:171). Pronunciation concerns are no longer a significant barrier for learners of the language as a result of technical improvements.

Because of technological advances, people of all walks of life now have more accessible tools for learning, studying, and researching. As a result, mobile learning has emerged as an important component of language teaching practises. Afterwards, the issue arises as to whether these advancements will cause instructors to lose their significance in an era where technology is completely dominant. Teachers' teaching methods may vary, necessitating a change in the teaching element. In such scenario, learners would require much greater self-autonomy and self-discipline in their learning activities. These mobile learning options give rise to a new field known as mobile aided language learning, abbreviated as MALL in the short term. It focuses on the mobility of the learning practice and stresses the connection between the learner and learning content, classmates, or instructors, all of which can increase the efficacy, flexibility, and convenience of learning for all participants in the process. Finally, it may be stated that mobile learning enables learning to become mobile rather of relying solely on traditional immobile teaching resources, therefore increasing the variety of language exposure for the learners in a given language (Li, 2008).

The increased use of mobile devices expands the range of options available in the educational area as well. Because of the extensive usage of mobile devices with functionality among the younger generation, mobile learning, a popular trend in learning activities today, has risen to prominence in the educational area (Kukulska-Hulme, 2005). The advancements in the field of mobile devices are causing these products to become increasingly popular. The fact that these technologies are portable and transportable are the most advantageous aspects of them. These are the specifications for portable electronic devices, according to Klopfer (2002) : 1. Due to their compact size and light weight, such devices may be carried to a variety of locations. 2. Mobile devices enable students to collaborate and share information with one other in a social setting. 3. It is possible to acquire and respond to information on mobile devices based on the actual location and time. 4. In order to connect to other devices or a common network, a common network can be established between mobile devices. 5. Activities may be designed to meet the needs of each student on the system (Klopfer et al., 2002)

The mobility of technology, the mobility of learning, and the mobility of the learner are all important aspects of the idea of mobility. The mobility of technology is dependent on the learners who have the chance to get access to these devices, as well as the technology that these devices make available to the learners. These technologies allow students to learn at any time and from any location. Learners' motivation and enthusiasm may be increased through the use of mobile learning methods, as opposed to the traditional learning methods (El Husein& Cronje, 2010).

Mobile learning also leads to the development of new modes of teaching methods, such as personalization and learning that is focused on the learner. Other modes of teaching methods include situational and collaborative learning as well as widespread and lifelong learning (Sharples et. al., 2005). When the learners are mobile, they may easily communicate with one another without being restricted by time or location limitations. Or, to put it another way, the unique learning system that is being activated allows for learning to be flexible without the usual limitations.

There are several benefits of implementing Mobile Assisted Language Learning into language learning programs, both for teachers and students. One of these advantages is connected to the mobility and ease of access of mobile learning; learners may have

access to materials at their convenience, i.e., at any time and from any location (BenMoussa, 2003).

The fact that mobile learning may be extremely motivating for both conventional and non-traditional learners is another potential advantage of the technology. This can result in a greater understanding of the subject being taught (Nikana, 2000). As a result of mobile learning's collaborative nature, it promotes group discussions and provides immediate feedback, which reinforces learning and improves memory retention.

People are more motivated to learn when they are using their personal mobile devices rather than when they are performing the task at hand (Goodison, 2010). On the other hand, technological advancements in mobile learning have been rapid, moving from a text-based approach to a multimedia supporting technology in the near future. In addition, podcast lectures and digital audio communications made online engagement between professors and students more comfortable, as there were no time or space limitations on the interaction (Oxford & Oxford, 2009).

Some methods for easing the learning process using mobile devices and improving language learning with the help of mobile assisted language learning have been developed, and these methods are described below (MALL). These are, 1. Students should be placed in groups in order to facilitate communication and foster collaborative practice. 2. For online distribution and development, mobile devices provide a more rapid exchange of educational materials and possibilities. 3. Personalization and social interaction may be used to increase personal involvement. 4. Teaching method occurs when students utilize mobile devices as part of a wider activity, such as data collecting, mobility, collaboration, or to improve recall or understanding of certain learning elements (Kukulska-Hulme, 2006).

The assistive devices used may differ depending on the learning objectives that are being followed. There are various types of mobile devices that may be used for a variety of purposes, from simple single-purpose devices such as music players to multi-purpose high technology devices such as mobile phones and personal computers, according to the research. Mobile phones, smartphones, laptop computers, MP3 or MP4 players, multi-media players, electronic gaming tools , e-organizers, electronic books and other mobile learning devices are among the products . All of the devices may be

utilized to aid in the development and advantages of language learning for both students and teachers (Trinder, 2005).

Technological advancements in mobile devices have accelerated in recent years. Increasingly, the idea that mobile devices can support the teaching and learning process is becoming more widely accepted (Khaddage& Flintoff, 2016). New settings for learning are being opened up by the fast expansion of mobile technologies, which provide numerous resources, including interactive apps, appropriate for autonomous language learning (Pachler et al., 2010). As a result, teachers started to incorporate the usage of mobile devices into their lesson plans.

Mobile devices with designed wireless internet connection and network capabilities may help both teachers and students. Increased student engagement in the learning process, enabling instructors to watch student learning, supporting collaborative learning activities, and integrating technology into the learning process are just a few ways technology may help students learn better (Liu et al., 2003: 371).

2.2.1.Review of previous studies on technology based devices in EFL Classes

Earlier research on the use of mobile apps in English teaching and learning is examined in this section. There have been a number of studies completed that demonstrate how mobile applications can be beneficial in language acquisition. In certain situations, investigations will reveal that students are more motivated by mobile applications than they are by traditional learning methods focused on teachers.

A study on vocabulary acquisition in English as a foreign language is being conducted using mobile phones to send multimedia messages to participants. Two people were chosen from the group at two distinct stages. There was a difference between their elementary and pre-intermediate levels. The findings of this study indicated that participants were inclined to use the educational materials contained in their mobile phones (Saran et al. 2008).

In a study that was quite identical to this one, with just minor differences, the outcome was likewise positive that was almost identical to the one described above, aside for the purposes, the internet is used for learning (Nah et al. 2008). After completing this study, students reported increased motivation to learn and favorable views about their mobile devices as a learning tool.

The results of another study conducted with 33 EFL university students showed that they were making improvement in their studying. In this study, the students engaged

in foreign language learning activities through the use of Facebook. It has been demonstrated that children receive rich learner-generated and summarized language learning opportunities outside of classroom (Al-Shehri, 2011).

Li and Zou (2015) examined how mobile technology affected the EFL activities of college students. The findings revealed that students enjoyed studying English on their mobile phones and that they were able to find a variety of learning activities while using their phones. These studies demonstrate the utility of mobile devices in the context of learning activities (Zou & Li, 2015).

Alakurt and Bardakçı (2017) conducted a perception questionnaire that demonstrated that students in EFL learning were motivated and their English learning process was improved by utilizing Google Apps and Docs, according to their findings. In a similar manner , Lin and Jou (2013) developed a motivation questionnaire that yielded the same results in the EFL learning procedure. It is obvious that the possibility of integrating technological devices inside an educational program increases students' motivation, and all instructors would be pleased to see that type of engagement (Alakurt & Bardakçı, 2017).

Despite the fact that mobile technologies provide several benefits such as portability, cheap cost, compact size, and user-friendliness, academics are investigating how mobile technology may be used to aid in the learning of foreign languages (Huang, 2012). Their disadvantages include a small screen size and the presentation of visuals that is restricted (Albers& Kim, 2001). Researchers have pointed out the limitations of mobile devices in terms of English learning progress in several studies.

Shudong and Higgins (2005) discovered in their research, mobile devices have several disadvantages. A study of 32 university students was conducted and the findings were not as favorable as those of the previous research. According to the study, mobile learning requires a longer time to acquire widespread acceptance. They came to the conclusion that mobile devices will not be employed as a teaching resource in the long run (Shudong& Higgins, 2005). Similarly, Ugur and Koç (2015) performed research among college students and discovered that the students exclusively utilize the devices for personal reasons rather than as a learning tool. There appear to be both affirmative and negative research on mobile phones among the positive studies. In this perspective, the idea in learning activities could be carefully considered (Uğur&Koç, 2015).

Despite the well-documented disadvantages of utilizing mobile devices in language learning, Viber and Grönlund (2013) observed the interest of their students in utilizing mobile technology in the process of learning a second language, and they concluded that this was the case (Viber & Grönlund, 2013). Similarly, Van De Bogart (2011) and Fujimoto (2012) found that students who participated in surveys learned vocabulary progressively using mobile devices, and that their writing and reading abilities improved as a consequence of their research (Fujimato, 2012).

According to the findings of a study conducted by Kennedy and Levy (2008), learners were given the opportunity to receive messages covering familiar terms in new situations through SMS to their mobile phones, with an average of nine or ten messages each week. Based on the results, it was determined that the messages were extremely beneficial for acquiring vocabulary (Kevin&Levy, 2008). Similarly, Thornton and Houser(2005), the researchers, quick mini-lessons for vocabulary acquisition were given to the students' mobile phones three times each day through e-mail. Thornton and Houser introduced new terms in a variety of settings to allow the students to deduce their meaning. The results revealed an improvement in the range of scores on post-tests, which was extremely promising (Thornton&Houser, 2005). Showing students highlighted photos from their mobile phones might make it easier for them to acquire language. In a study conducted by Chen (2008), students were supplied with verbal as well as visual annotations to help them in the learning of English vocabulary. Students with lesser verbal and greater visual ability retained more vocabulary after a post exam, according to the results (Chen et al., 2008).

There has been a study carried out in the field of "listening comprehension" on this topic. Huang and Sun (2010) built a system that was made up of two elements). It was a multimedia resources webpage that featured video materials and a series of multimedia English listening activities for the mobile phone, allowing learners to practice English listening quick and easy. Based on mobile technology capabilities, they aimed to build a multimedia listening practice system for English that allowed learners to download multimedia audio components in order to take advantage of mobile learning courses, It must be registered on the website and the subscription must be activated. A dynamic auditory activity program for English during the day can improve how well the student listens to and understand English. The speaking component, which is comprised of mobile devices, is essential because it allows learners to record their voices

and listen to themselves again (Huang&Sun, 2010). They are able to compare their own pronunciation to that of an ideal one and work to improve it. (Yannick, 2007).

Reading habits assist students in improving their vocabulary, and vocabulary knowledge, in turn, assists students in improving reading comprehension (Chen et al., 2008). A personalized intelligent mobile learning system (PIM) was developed by Chen and Hsu in order to supply learners with updated English articles depending on their reading abilities as determined by flexible item response theory in order to provide a flexible and effective learning environment. To help students improve their reading abilities, the PIM system would automatically discover and recover unfamiliar vocabulary from individual learners as they were reading English news, articles. In the experimental investigation, it was shown that learning English news reading skills in combination with learning novel vocabulary skills and providing self-assessment feedback response are extremely beneficial in improving reading comprehension and reading abilities in students (Chen& Hsu, 2008). The conversational skills of learners were taught by Dickey through teleconferencing (Dickey, 2001). Standford Acquisition Labs investigated the influence of mobile technology on language learning and came to the conclusion that it improves the whole teaching and learning experience (Brown, 2015) .

Thornton and Houser (2005) also utilized mobile phones to teach English at a Japanese institution, where they received positive feedback (Thornton and Houser, 2005). Houser used a cell phone to keep eyes on his students (Houser, 2003). When it came to task-based learning, Kiernan and Aizawa looked at how mobile devices may be used (Kiernan and Aizawa, 2004).

Mobile learning technology is more useful for activities that occur outside of the classroom. Through the use of such activities, it is possible to learn more directly connected to real-world experiments. Furthermore, outside of the course, utilizing a mobile phone gives the benefit of increased communication. Even students who are always on the rush may benefit from spending their free time to boost their cognitive ability (Kukulska-Hulme, 2009). According to the results of the questionnaire in this study, students learnt about helpful social media sites from their classmates rather than their instructors; this also demonstrates the critical nature of constant contact among students.

Students can take advantage of their teacher's mobile technology studies by getting desired text messages as part of text messaging learning, another new innovation in education's usage of wireless technologies. When students get text messages that are relevant to their studies, they are able to study outside the classroom and profit from their teachers' efforts with digital technology (Kukulska& Hulme, 2006: 43).

Another notion for mobile learning is play learning, in which learning materials are connected to real-world aspects. When learning activities are carried out in such contexts, mobile technology may be used to aid them by acting between the real world of knowledge and the game's aesthetic universe. TimeLab, for example, is a game that explores climate change and its consequences. When a player is able to gain knowledge on the possible discovery of modern ecological rules using their portable devices in various locations, they are given additional incentives. After the play, they will meet in the classroom to discuss the outcomes of the game (Kukulska-Hulme, 2009).

Scholars' perspectives are expressed in this area through a review of specific research, as well as an examination of various mobile learning devices and mobile learning activities in general. Because of the screen size, the internet connection, and the personal usage of mobile devices, several research have concluded that mobile devices are not beneficial. These studies have concluded that some of the scholars and instructors utilize mobile devices and some of the apps in the EFL learning and teaching process, and they have recognized the usefulness of these devices, particularly the ability to work from anywhere at any time on these devices. The use of mobile devices has been shown to increase the motivation and excitement of certain students for learning activities. It is likely that the simplicity with which knowledge can be accessed anywhere and at any time without limitation, with no requirement to consult an expert, and with no grade expectation makes mobile devices useful and learning activities pleasurable for both students and individuals.

2.3. REVIEW OF MOBILE APPLICATIONS IN LANGUAGE LEARNING

The advancement of technology resulted in the advancement of devices, with PCs began to give way to mobile devices. The ease with which these devices might be used increased the learning cycle for those who used them. The accessibility of mobility at any time and from any location has opened up a new market, particularly in the field of foreign language acquisition. In today's world, learning a second language, especially for those with a multilingual mindset like polyglots, has never been easier with so many

options available for free or for a little cost. Mobile learning offers an innovative method of motivating students by emphasizing engagement and novelty, as well as customization and autonomy. The flexibility to continuously experiment with different applications and methods of usage keeps the gadget fresh and fascinating for students (McQuiggan, 2015).

An enormous number of applications are developed. Using these mobile devices as instructional tools has opened the door to the development of mobile programs that can be run on these devices. As a result, developers create new and widespread applications that allow them to squeeze in extra studying and learning in order to aid learners in enhancing their foreign language abilities. These programs are used by millions of people worldwide. Thus, mobile applications are becoming increasingly popular, and they may be used for a range of various purposes as a result of this trend. In order to be used in classrooms, a great variety of educational applications have been developed. In contrast, all of the programs that have been developed for educational purposes are unsuitable for use in a classroom context, regardless of their purpose (Demuynck and Laureys, 2002).

A need for the usage of an application in the classroom, as well as for modifying an application in the language acquisition process, according to Collins (2005) , is that the application must suit the demands of learners and possess particular characteristics. These characteristics include the following: a. Capability to include a broader range of material, including animations and short movies. b.Capability of evaluating pronunciation and speaking via the use of sound files, including automated assessment. c. Formation of learner groups to facilitate interactive learning via the use of shared tools and material. d. Capability to get location-based content using GPS technology. e. Increased interaction with the information, with the possibility for students to contribute replies. f. Access to instructors, libraries, and other learners. g. Capability to communicate with other learners, especially using the phone's camera, microphone, and text input capabilities (Collins, 2005: 403).

These mobile programs for learning may be downloaded to the latest mobile devices, which have improved capabilities for the purpose of learning. There are new devices that can be used with these programs, including Android, iPhones, iPods, and iPads. Apps are the abbreviated version of the word "application software, this may be purchased through "app stores such as the App Store, Google Play, among other places.

A mobile app is a kind of software program designed to operate on iPhones, tablets, and other mobile devices. Some of the applications are free to download, while others need payment. Gaming, entertainment, and education are some of the mobile app categories (Godwin-Jones, 2011).

Apps for Mobile Learning are divided into several categories :

Every year, a large number of applications are produced and downloaded. This creates a great lot of debate among users of these applications regarding which of these apps is most beneficial for the learner's current level of proficiency. This section will look at the classification of mobile apps for English learning, which will include both desktop and mobile applications.

When it comes to the learner's side, the most essential thing to remember is that the most important thing is not to decide which applications may be downloaded according to the learner's level. It would be beneficial for learners if these apps could be classified as beginner,intermediate and advanced levels before downloading. Mobile apps are divided into three categories based on the age and demands of the user. 1. Apps for primary school students 2. Apps for secondary school students 3. Apps for Students at the Thirth Level

1.Apps for primary school students

The primary learners of mobile applications are children between the ages of three and ten. The mobile applications are meant to enhance children's learning abilities. Children learn alphabets, recall letters, hear the sounds of letters, and eventually learn to write with the assistance of these programs from a young age. Children learn through seeing the colors of various items, their forms, and the names of various animals. These applications help children learn about fruits and vegetables, as well as enhance their vocabularies. As mobile devices become more common, they are making their way into the hands of early learners. Young children who use mobile devices to connect and play games are considered early learners. Reviewers and teachers have tried employing mobile gadgets with children in order to improve their learning (Ramya & Madhumathi, 2016). It was via the integration of technology into learning that a favorable outcome was achieved, resulting in effective learning, says Liu. The usage of applications can increase a child's interest in the learning process. There are several advantages of using these applications to the educational process (Liu, 2014). These are:

- Increased social interaction

- Having a good time
- The Rotating Schedule Access
- Appropriate Use of Free Time
- Learning in a different way
- Inviting and casual

The adoption of smartphones by children under the age of five has grown considerably according to latest research of Kim and Smith (2017). Chidren become motivated when they utilize these devices since it provides them with a great deal of pleasure. Preschool children lack the capacity to distinguish between what is good for them and what is dangerous for them, which is especially true when it comes to using mobile devices. When it comes to selecting appropriate material for children, it is the responsibility of both instructors and families to serve as the ultimate deciders in determining the right option for them the appropriate information that does not hurt children but rather continues to support the causes in which they are active. It would be explicit and understandable to inform both children and parents about the topics that the children work on. Kim and Smith developed an app for pre-schoolers to help them learn English. They have been observed twice or three times during the course of two weeks. This app was used for an hour by each of the children. Children interacted with the robot as if it were a friend, and they learned the language while they believed they were playing (Kim and Smith, 2017).

Children not only play with conventional, traditional toys and materials such as blocks, dolls, balls, puzzles, and sand, but they also engage with technology on a daily basis, such as digital media and smartphones. In the United States, Lee (2015) conducted a research with early childhood, who were given iPads to use. He employed this digital gadget to assist pupils in their learning process. He noted that the use of iPads keeps kids engaged all of the time and that their interest increases as a result of their use of iPads. In one research, the youngsters were more motivated (Lee, 2015).

Listed below are some applications for primary learners, which include the following titles (Lee, 2015).

Table 1 Apps for Primary School students:

1.Paid Apps System	**Skill**
Pogg-Spelling&Verbs iOS	To Learn Spelling,Vocabulary
Speech with Milo Apps iOS	Enhance speaking skill
Phonetics Focus iOS	İnteractive activities,speaking skill
MindSnacks iOS	fun games to learn new English words
Spell&Listen cards iOS	The talking flashcards for spelling support
Super WHY iOS	Rhyming,spelling,writing and reading
2. Free Apps Device	**Skill**
Starfall ABCs İos	Letter Recognition,Phonics and Listening
Kids Learn to Read	Practising Pronunciation skill Android
123s ABCs iOS	Preschool Learn Writing,Reading
Hooked on Phonics İos	enhance child's reading skill

2.Apps for secondary school students

Students between the ages of 12 and 17 are classified as elementary school and high school students. Learners' familiarity with mobile devices makes it easier to reach them. Tan and Liu's experiment, in which they used portable systems to enhance students' engagement and enthusiasm in education, was successful. They created a mobile teaching approach and portable educational resources for elementary school students to use in and out of the school to manage all learning activities. The latest results of this experiment were inspiring for the participants. Due to their familiarity with these devices and their participation in the experimental mobile teaching strategy, students' interest in the learning process has increased (Tan&Liu, 2004). The primary education paves the way for students' future achievement in the areas of the curriculum. From fiction to math fact memorization, app developers include an interesting and dynamic learning environment (Bonnstette & VanOverbeke, 2012). It empowers people to take responsibility of their own education (Redd, 2011).

Liu (2009) conducted a research in order to improve the listening and speaking skills of students in high school. He designed and built a sensor that he named HELLO. At the conclusion of the experiment, he examined the positive outcomes among the students, determining that their interest and enthusiasm to study a foreign language had increased.

The usage of learning applications in traditional classrooms can alter the learning environment, and students' willingness to study can increase as a result. While primary learners acquire the fundamentals of a language's structure, secondary learners would go to the next level of EFL learning through the use of a mobile application. These applications will also help them to acquire grammar, vocabulary, pronunciation, spelling, and reading skills

Table 2 Apps for secondary school students

1.Paid Apps System	**Skill**
FluentU iOS, Android	Speaking,Vocabulary Acquisition
MindSnacks iOS	Vocabulary Acquisition
Memrise iOS,Android	Vocabulary
Open Language iOS,Android	Speaking
Subiki English Speaking	Speaking
Rosetta Stone ,Android	Vocabulary Acquisition

Free Apps	
Duolingo Android, iOS	Vocabulary
Busuu Android, iOS	Speaking
Magoosh English Video Lessons iOS	Grammar

3.Apps for Students at the Third Level

The third category of learners consists of adults and college students. Because of the widespread use of mobile devices and the creation of applications, there is a big market for selecting an application and implementing it, whether alone or in a group setting. Recent studies on mobile applications have revealed that these apps help students study more effectively while also increasing their drive to do so. In addition to improving English proficiency, Mobile-Assisted Language Learning (MALL) has the potential to boost student desire for language study. (Liu& He, 2014). The rapid development of Mobile Apps, it has become possible to incorporate a variety of media, including as text, image, animation, music, and video, in order to increase the interest of students in their studies. For college students who have easy access to these resources and information, there are a variety of applications that allude to studying English as a second language. However, the fact is that the App industry is similar to a jungle in terms of complexity.

There are a variety of applications available for college students to choose from and put to use. Without a doubt, there is a severe deficiency in both ideas for useful apps and instruction on the most efficient methods of employing them to develop one's English language talents (Liu& He, 2014). For the purpose of keeping up with the technological change, Zou and Li (2015) conducted a research in China among college students. They installed the English learning software on the students' smartphones in order to monitor their reactions to the innovation and to see how the four abilities improve as a result of using the app. They conducted their research in two stages. Both

stages confirmed that students like learning using mobile applications and had a good attitude toward mobile devices (Zou&Li, 2015).

MALL (Mobile-assisted language learning) helps learners enhance their listening comprehension. Kim conducted a research in which he discovered that utilizing these applications helped learners enhance their listening skills. He selected 44 university students from a variety of disciplines and divided them into two groups. Control group participants included 24 people, while the experimental group consisted of 20 people (see Figure 1). Following this trial, the listening materials in applications were enhanced, resulting in an improvement in competence (Kim, 2013).

Suwantarathip and Orawiwatnakul (2015) conducted a research study. They selected 80 college students to demonstrate their knowledge of terminology. There were two groups of 40 kids apiece, so they divided the group in half. They distributed varied workouts to the experimental group through SMS, and they distributed paper-based exercises to the control group at the same time every day for one year. The experimental group's core was different from the control group's core. This result also proved the mobile learning system’s success against the paper-based exercises (Suwantarathip & Orawiwatnakul, 2015).

Exercises in listening comprehension are the first stage in learning the English language (Huang&Sun, 2010). According to Huang and Sun (2010), they concentrated on improving their listening skills by completing repeated listening activities on mobile devices. Huang and Sun conducted an experiment with 15 college students from China in order to determine the impact of mobile devices on students' ability to learn independently without the assistance of a teacher. Because of the widespread usage of mobile devices and the advancement of mobile applications, Chinese college students can benefit from the use of mobile applications to improve their English communication skills. The findings of the experiment show that undergraduates are willing to utilize apps to study EFL with a self-regulated learning strategy rather than the traditional leaning approach, based on the outcomes of the experiment. They also looked at which app is the most beneficial for learners in terms of assisting them in improving their speaking, reading, and listening abilities (Huang&Sun, 2010). With the introduction of mobile learning, educators will face several pedagogical and technological problems. It goes much beyond the mere providing of material (documents, PDFs, movies, and so on) or the provision of exercises, both of which have already been provided for some

time via virtual classrooms for a variety of purposes. College students and those who are already familiar with mobile applications constitute the third group of learners of mobile applications. They are familiar with how to utilize these applications and have included them into their everyday routine. The use of these programs does not provide any difficulties for them. According on the findings of the study, mobile apps are also effective among third graders (Ortiz et al., 2015).

PAYMENT MOBILE APPS REVIEW: PIMSLEUR AND LINQ

In this section, two paid applications, Pimsleur and Linq, will be examined for their suitability for third learners. Pimsleur was created by linguist Dr. Paul Pimsleur, while Linq was produced by polyglot Steve Kaufmann. These applications were developed over a long period of time via observation and experimentation, as well as through personal experience.

2.3.1. Using the Pimsleur App

In contrast to other audio-based systems, the Pimsleur Learning method delivers expressions in the chosen language should be studied first, followed by phrases in the native language, which are then translated into the target language. Four fundamental concepts underlying the system: anticipation, graded interval recall, core vocabulary, and organic learning. Anticipation is the first concept (Pimsleur, 2013). Created as a result of reseach conducted by Paul Pimsleur, an applied linguist. The Pimsleur language curriculum is unusual in the use of "spaced repetition (Godwin-Jones, 2011). "Space repetition" refers to the process of having students first pay great attention to a foreign language sentence after which you'll be required to do it all again. Following that, recalling it and saying things aloud at periodically was encouraged by the teachers. Later numerous repetitions, listener is expected to recite a prior sentence while also incorporating language from the new phrase into his or her speech. A greater number of new phrases are offered, in contrast to the disorganized presentation of old expressions. To achieve spontaneous remembering, the aim is to establish associations between expressions and their etymology . The progressive interval calls are another major component of the application (Pimsleur, 2013: 25).

Pimsleur is one of the most widely used self-study language systems on the market right now. Pimsleur offers a large number of evaluations from bloggers and learners who have stated the advantages and disadvantages of using this application. Oral

enhancement strategies like as repetition, intonation, and emphasis can improve the likelihood of learners noticing, whereas metalinguistic information can increase learners' awareness from a linguistic perspective (Lyster, 2007).

As a result, Pimsleur utilizes a method that emphasizes pronunciation in addition to memory and training of important vocabulary. In other words, Pimsleur helps students in acquiring the target language by getting them comfortable with it. Speaking problems in target languages may be easily handled when studying for an extended period of time with Pimsleur. In comparison to conventional techniques of language acquisition, Paul Pimsleur believes that organic learning is preferable due to its emphasis on grammatical accuracy.

2.3.2. Dr.Paul Pimsleur approach

Paul Pimsleur was a pioneer in the field of applied linguistics. Dr. Pimsleur was a past member of the American Association of French Teachers (AATF), the American Educational Research Association (MLA), and the American Council on the Teaching of Foreign Languages (ACTFL). Dr. Paul Pimsleur developed an auditory teaching strategy in the 1960s, based on his research in psychology and adult foreign language learning. Dr. Pimsleur developed an unique method of self-instruction based on two principles: the Concept of Anticipation and the Graduated Interval Recall theory of memory science. Graduated interval recall is a technique in which the educator recalls a linguistic element in decreasing order during consecutive lessons. Every time a memory is "boosted," it keeps its power for a longer period of time than it did before (Pimsleur, 2013:75).

Pimsleur's approach to language acquisition also featured "organic learning," which entails learning a foreign language via conversation rather than by following rules. Pimsleur, as a language teacher, placed a premium on good pronunciation. He argues that, contrary to popular belief, pronunciation is not the most difficult aspect of a language to learn since humans are restricted in the sounds they can make. (Pimsleur, 2013)

The Pimsleur method may be deduced from these arguments that vocabulary and grammar are naturally acquired via use of the language rather than by memorization of its rules. Certain academics, notably Pimsleur, advocate for the Pimsleur method of language acquisition. Long-term memory is often greater when there are several, spaced

sessions rather than a single study session, even if the total time dedicated to learning is the same (Lightbown, 2008: 31).

Enhances the ability to remember Mixed-media practices are part of Pimsleur's learning strategy. Research in the realm of working memory supports Pimsleur's emphasis on pronunciation. Baddeley and Hitch (2017) developed a technique for recovering short term memory called "slave systems. The mechanism in question is known as a "phonological loop," and it is responsible for temporarily storing speech-based information (e.g., speech patterns or phone digits) via repeats. (Baddeley&Hitch, 2017) Earlier research has established a relationship between phonological memory and adult foreign language learning. All of these studies gave indirect support for Pimsleur's assertion that pronunciation can aid in foreign language acquisition.

The Pimsleur approach has been shown to significantly improve attention, awareness, and memory spans. Numerous experimental studies supported his notion that pronunciation should be the primary aspect in L2 learning.

2.3.3. LINQ APPLICATION

Steve Kaufmann, a polyglot, invented Linq, a website for learning languages. Linq has a ton of textual and audio information available. To put it another way, Linq bills itself as a "online learning community." In addition to English, Spanish, German, French, and a variety of other languages are accessible in Linq. Using Linq, a student's reading, writing, listening, speaking, and vocabulary-building abilities will increase significantly.

2.3.4. Steve Kaufmann method as a polygot

Steve Kaufmann is a polyglot born in 1945. He founded Linq, claiming that the difficulties he had studying languages motivated him to seek solutions. He speaks ten languages despite his age. He claims he battled with language acquisition for years until discovering a fun way that worked. He was a diplomat and a businessman in global trade. Steve Kaufmann's books, YouTube channel, blog, and social media presence continuously broaden his language boundaries. Steve Kaufmann asserts that everyone can learn a foreign language. All you need is motivation, the willingness to put in the time, and the proper approach (Kaufmann, 2005 :15).

Linq supports his language learning argument with student success stories. The most effective technique to learn a language is to hear and read it often. Listening and reading work well. You know the language if you can read the literature. To properly

learn a language, one needs spend a lot of time alone with it. he thinks it's better to concentrate on comprehension and vocabulary than on memorization (by speaking) (Kaufmann, 2003). Steve Kaufmann has said in interviews that learning languages before Linq was challenging for him. He created Linq so that students don't have to acquire books, periodicals, or dictionary entries, and they don't have to look for videos about the language they want to study.

2.4. A REVIEW OF LEARNING EFL IN CLASS ENVIRONMENT AND USING MOBILE ASSISTED LANGUAGE LEARNING (MALL)

Teachers cannot disregard the current trend of adopting mobile devices, particularly mobile phones, for language study. Nowadays, mobile devices are fashionable, and this fact encourages instructors and tutors to take advantage of technology to the greatest extent possible, whether in the classroom or outside of it. When it comes to communication, listening is really essential (Godwin-Jones, 2011). Listening is seen as the first talent that should be mastered prior to the acquisition of other abilities, particularly in children who are excellent listeners and absorb the language even before they begin to talk (Ghaderpanahi, 2012).

With youngsters, it is difficult to maintain them in the receptive position without simultaneously providing them with content and language details. By exposing students to English topics, we hope to prepare them for practical use in the actual life. Students of English as a foreign language who want to be able to follow a genuine conversation in English should work on their communication skills (Rost, 2002).

Researchers have devised a method of hearing to language on portable devices.. They established a website and incorporated learning tools such as films and a few listening exercises to help learning. It was observed that mobile technology has the potential to help students improve their phonological awareness in English, and they concluded that mobile English listening activities helped learners increase their ability to pay attention to and comprehend English. Podcasting is becoming increasingly popular as a means of consuming audio content (Huang&Sun, 2010).

O'brien and Hegelheimer (2007) studied students' ability to listen to material delivered to them using podcasts in combination with CALL in an English classroom. The study included a total undergraduate students who listened to about fourteen podcasts over a fifteen-week period. The findings of this study were favorable for both teachers and students. According to these studies' conclusions, "listening skills" are more

easily developed than the other competencies examined. The reason these studies focus on listening abilities is since listening abilities are currently underestimated in language schools.

Reading and writing skills become increasingly focused on grammatical rules and speaking skills after a short time. Incorporating real-world information such as live streaming, English music and radio shows, English news and movies into mobile devices and apps can assist students and learners enhance their listening abilities. Learn how to use apps in a school environment to help students learn a language on their own. Learners decide what and how they study, and how these apps assist their learning process. They choose what and how they learn.

2.4.1. The mobile apps and classroom in learning EFL

It is commonly accepted that using a mobile device for educational purposes modifies both the teacher's and students' roles. The student should be directed rather than instructed, as they may find the necessary information on the Internet and may use the app in any way that meets their needs. Students who are absorbed on their phones have previously exhibited a lack of attention for their teachers. This requires the teacher to be more adaptable in terms of session organization, while simultaneously offering additional time for students to explore (Nagel, 2017).

Students can benefit from language learning mobile applications, but it is the teacher's responsibility to ensure that students understand what is learnt in school. In this setting, the teacher takes on the role of facilitator and companion for the students, rather than the class leader. Identifying different functions for technology, on the other hand, does not adequately address the classroom dynamic. Additionally, the teacher and the learner have critical responsibilities to play (Healy, 2016). The teachers coordinate and plan the students' work. Teachers have an obligation to support their students in every manner possible. Mobile applications help teachers in transmitting information to students, but they are most successful when used in combination with other technological advancements.

EFL classes can benefit from the usage of mobile apps, which allow students to study whenever and wherever they choose, enhance student motivation, and allow students to learn with their friends across long distances. Administration and parents are the most difficult to convince to adopt mobile applications for education. In addition,

teachers must be trained and have internet access. Mobile apps and devices may be used in the classroom in a number of ways. Mobile learning resources may be supplied to students by their teachers. Texts, movies, and audio may be sent to students at any time by teachers. If the teacher allows it, students can use their devices during lectures as long as the teacher is using his or hers. Podcasts and books can help the instructor get students excited about hearing each other speak and to encourage them to do the same in class.

2.4.2. Examining students' motivation

According to the definition, "motivation" refers to any element that stimulates, leads, or maintains activity toward a certain goal. Motivated people take action and behave in a certain way. A person who is interested in a subject and tries to obtain a certain level of competency in that subject area is a motivated individual. Motivation is viewed as vital in terms of language acquisition since it motivates students, increases their efforts, and facilitates student-centered learning, among other things. The distinction between intrinsic and extrinsic motivation is clear. As a general rule, intrinsic motivation is considered to be the most important driving force. As an alternative for intrinsic motivators, extrinsic motivators might be used. Extrinsic motivations include excitement, praise, and rewards. Extrinsic motivation is a force that comes from outside of the individual (Gunby&Schutz, 2016: 7).

Students' goals have a role in their motivation to learn a language. Some students, for example, may be more motivated to study the speech if they can do it while having fun playing games. Extrinsic and internal motivation go synonymously while learning a language. Students' motivation is increasingly being increased through mobile applications used by teachers. By providing a high level of involvement and creativity, as well as individualization and autonomy through mobile learning platforms, this new approach to student motivation is possible. Because it keeps things interesting and new for them, students gain from the opportunity to try new programs and explore new techniques of using their devices (McQuiggan, 2015). Student motivation may be increased by using mobile devices (cell phones, smart phones, and tablets) to enhance the learning experience (Schunk& Pintrich, 2013).

Improved motivation for language learners may be achieved via the use of mobile technologies. Learning a new language while traveling has the potential to be a more meaningful experience for students. Because of its versatility, flexibility, and capacity

to be used in a variety of situations, it looks unique of the field (Blake, 2016). Premium mobile applications can result in the improvement that students receive from the free ones in addition to giving more functionality. In addition to allowing students to continue their education outside of the classroom, mobile technology also gives teachers the chance to create new pedagogies. (Kukulska-Hulme, 2012; Richards, 2014). With the usage of mobile apps, students' attention and satisfaction levels are significantly higher than they would have been without the use of mobile applications (Huang & Su, 2016).

It has been observed that the use of imagery visualization, namely 3D animation or an avatar, can aid learners in developing a realistic image of their L2 competency. Despite its inexperience, the author was certain that digital representations of one's L2 self had the potential to increase learners' motivation (Adolphs et al. , 2018). There are two types of motivation for using mobile technology to learn English, according to Stockwell (2013): first, learners' interest in technology itself, which leads them to use technology as a means of learning, and second, learners' interest in learning English, which leads them to believe technology aids their process of learning (Stockwell, 2013). The importance of choice and autonomy in the use of mobile technology for language learners, as well as the consideration of the problem of meaningful personal casual learning, are all crucial considerations when trying to increase language learner motivation (Ushioda, 2011).

CHAPTER III

THE QUESTIONNAIRE AND DATA ANALYSIS

Methodology

3.1.The Procedure

Two questionnaires were chosen for this study. To complete this study, an electronic version of two questionnaires were used. It was done with the use of Google Docs Forms. The first questionnaire has four subdimensions and twenty questions regarding instructional techniques and technology use. The second questionnaire is composed of six subdimensions and twenty-one items. The questionnaires were distrubuted to the schools in İstanbul. One questionnaire is chosen from a study of Rahman and Kim and the other questionnaire is chosen from Boyurlar essay (Rahman et. al, 2021). One questionnaire contained statements about the traditional method and the constructivist method. The other questionnaire dealt with social media and technology usage. The constructivist method was chosen by the majority of students in the first questionnaire over the traditional method. According to the findings of the second questionnaire, the majority of students agree on the use of additional sources in the English learning process, notably opportunities on the internet. According to the findings, students preferred to actively participate in English learning rather than passively absorbing the material.

3.2.Participants

The participants comprised 364 students. Female students make up 76% of participants, while male students make up 24%. When the distribution of participants according to school type was analyzed, it was discovered that about 5,5 percent attended elementary school, 82% attended high school, and 12.5 percent attended university. Additionally, it has been shown that the great majority of participants comprise 97.5% of state school enrollment and only 2.5 percent of public school enrollment.

Participants include students from elementary school, high school, and university from İstanbul. Some of the students attend state schools, while others attend private schools. They are between the ages of 13 and 18. There is a gap in English learning between state and private schools. Students in private schools benefit more from technological devices than students in public schools. Their English proficiency varies from beginning to intermediate.

Table 1 summarizes the frequency distribution of participants according to their demographic characteristics:

Table 3.3 The distribution of participants according to the "demographic features"

		n	%
Gender	Female	275	76.2
	Male	86	23.8
School Type	Private	9	2.5
	State	349	97.5
Level of Education	Elementary school	20	5.5
	High School	296	82,0
	University	45	12.5

When the conditions of computer, tablet, and smartphone usage are investigated, 96 percent of participants report using at least one of these tools, with an average of 3,76 ± 2,71 hours spent on social media.

Data Collection Tools

The students completed two questionnaires titled social media-based learning questionnaires in this study. In these questionnaires 364 participants attended. They were from elementary school, high school, university. Also the state school and private school students attended this questionnaire. There were two questionnaires utilized in electronical form. The students filled questionnaire via Google Doc Forms. Four sub-dimensions and twenty statements are included in the first questionnaire, which focuses on instructional methods and technology. In the first sub-dimension of the first questionnaire there are seven statements about constructivist learning belief. In the second sub-dimension about traditional learning beliefs, there are seven statements. In the third subdimension of first questionnaire there are three statements about user intention. In the fourth subdimension of first questionnaire there are three statements about perceived behaviral use. In the second questionnaire, there are six subdimensions and twenty-one items. The first subdimension there are four statements about performance expectancy. In the second subdimension there are four statements about effort expectancy. In the third subdimension there are three statements about social influence. In the fourth subdimension there are four statements about facilitating

conditions. In the fifth subdimension there are three statements about trust. In the sixth subdimension there are three statements about behavioral intention to use the system. Students from elementary school, high school, and university are among those taking part. Some of the students go to public schools, while others go to private schools. They range in age from 13 to 18. There is a difference in English learning between public and private schools. The schools were in İstanbul.

Data Analysis

By generating descriptive statistics on the level of participation of ratio distributions and the level of participation points average and standard errors, the questions in the questionnaire used in the research are interpreted. For participation levels classified as Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, and Strongly Agree=5.

In research, the degree of involvement in statements is also compared to the average scores of demographic characteristic levels to see whether or not there is a difference. The Kolmogorov-Smirnov good-fit test revealed that participation score distributions are not normally distributed, as seen by the results of the study. Thus, in terms of participation level score averages by gender, school type (public/private), and social media usage levels (use, don't use), the nonparametric Mann-Whitney U test is used for comparison; in terms of level of education (primary school, elementary school, high school, and university), the nonparametric Kruskal Wallis test is used for comparison. Multiple comparison tests were used as a consequence of the Kruskal-Wallis test for significant differences. The IBM-SPSS 23 package application is used for statistical analysis, and the significance threshold of tests is set at 0.05.

Cronbach Alpha coefficient was used to determine the survey's reliability. Cronbach Alpha reliability coefficient was determined to be 0.923, indicating that the questionnaire's internal consistency is fairly good.

CHAPTER IV

4.1. RESULTS

In this section ,the results of study are presented.

Table 4.2 Descriptive findings about "Constructivist Learning Belief"

Item	Mean	Standard Error	Standard Deviation
Good teachers always encourage their students to think for answers themselves	4.2000	0.03870	0.73435
Learning means the teacher aims at inferring the student's learning experience rather than presenting ready-made information to the student	3.9613	0.04706	0.89545
Different learning materials should be applied to different students.	4.3472	0.04306	0.81695
Good teachers always make their students feel important	4.1330	0.04753	0.90311
Teaching should be flexible ,taking into account the students' differences	4.3889	0.03949	0.74929
It is important that a teacher understands the feelings of the students	4.6089	0.02870	0.54297
Learning means students have ample opportunities to explore, discuss and express their ideas	4.5531	0.03220	0.60920

As we can understand from Table 1 half of the participants agree that a good teacher would constantly inspire students to think for themselves about the solutions to the items, 35.5% of the participants strongly agree with the statement. only 0,8% of the participants disagreed with the statement. The general mean score for this item is 4.2000 indicating that most of the participants.

Forty-five point nine percent of the participants agree that learning means that the teacher tries to figure out what the student has learned rather than giving the student ready-made information. , 29% of the participants strongly agree with the statement ,only 1.4% of the participants disagreed with the statement. The general mean score for this item is 3,.9613 indicating that most of the participants.

Thirty-six point four percent of the participants agree that individual goals and expectations should be set for different students when it comes to learning. 51.4% of the participants strongly agree with the statement ,only 0.8% of the participants disagreed with the statement .The general mean score for this item is 4.3472 indicating the most of the participants.

Forty-two point seven percent of the participants agree that a good teacher constantly makes his or her students feel supported.. 39,1% of the participants strongly agree with the statement,only 1.7% of the participants disagreed with the statement. The general mean score for this item is 4.1330 indicating the most of the participants.

Thirty-eight point three percent of the participants agree that teaching has to be adaptable, taking into consideration the unique characteristics of each pupil , 51.7% of the participants strongly agree with the statement , only 0.6% of the participants disagreed with the statement. The general mean score for this item is 4.3889 indicating the most of the participants.

Thirty-four point four of the participants agree that it is essential for a teacher to be able to empathize with the students' emotions, 63.4% of the participants strongly agree with the statement ,only 0.3% of the participants disagreed with the statement. The general mean score for this item is 4.6089 indicating the most of the participants.

Thirty-seven point two percent of the participants agree that students should be able to investigate, debate, and express their views freely as part of their education, 59.8% of the participants strongly agree with the statement ,only 0.8% of the participants disagreed with the statement. The general mean score for this item is 4.5531 indicating the most of the participants. As a consequence of this finding, it can be argued that students desire to participate actively in educational activities. They wish to express their views on the content they have studied.

Table 4.3 Descriptive findings about "traditional learning beliefs"

Item	Mean	Standard Error	Standard Deviation
1. Learning English requires teachers to give students with correct and comprehensive knowledge rather than allowing students to find it for themselves,	2.2765	0.05319	1.00645
2. The primary method of language learning is drill and practice	3.8855	0.04750	0.89865
3. Learning English means remembering what the teacher or textbook has taught	2.3501	0.05985	1.13082
4. Good students maintain silence in class and follow to teacher guidance in class	2.4438	0.06377	1.20314
5. It is best if teachers exercise as much authority as possible in the classroom	3.4181	0.05413	1.01842
6. Teachers have to check their students all time	2.9413	0.05772	1.09208
7. A teacher's task is to correct learning misconception/mistakes of students right away instead of letting students verify themselves	1.9298	0.05089	0.96011

Nine point five percent of the participants agree that, instead of allowing students to discover things on their own, instructors who are dedicated to helping them improve their English must give them with correct and comprehensive information, 3.9% of the participants strongly agree with the statement,only 19.3% of the participants disagreed

with this statement. The general mean score for this item is 2.2765 indicating the most of the participants.

Fifty-four point seven percent of the participants agree that there is no better way to learn a new language than via repetition and extensive practice, 22.3% of the participants strongly agree with the statement , only 2% of the participants disagreed with this statement. The general mean score for this item is 3.8855 indicating the most of the participants.

Fourteen percent of the participants agree that recalling what the instructor or textbook have taught is an important part of learning English , 4.2% of the participants strongly agree with the statement , only 25.8% of the participants disagreed with this statement. The general mean score for this item is 2.3501 indicating the most of the participants.

Fifteen point two of the participants agree that in the classroom, good pupils remain calm and obey their teacher's directions, 5.9 % of the participants strongly agree with the statement, only 28.7% of the participants disagreed with this statement. The general mean score for this item is 2.4438 indicating the most of the participants.

Thirty nine point eight of the participants agree that teachers should take as much control over their students as possible in the classroom, 12.4 % of the participants strongly agree with the statement, only 4.2% of the participants disagreed with this statement. The general mean score for this item is 3.4181 indicating the most of the participants

Thirty point four of the participants agree that teachers should have complete control over their students' behavior at all times, 5.6 % of the participants strongly agree with the statement, only 9.5% of the participants disagreed with this statement. The general mean score for this item is 2.9413 indicating the most of the participants

Seven point three percent of the participants agree that a teacher's job is to correct pupils' misunderstandings and errors in learning immediately away, rather than allowing them to check their own understanding , 1.45 % of the participants strongly agree with the statement, only 38.2% of the participants disagreed with this statement. The general mean score for this item is 1.9298 indicating the most of the participants.

Table 4.4 User Intention

Item	Mean	Standard Error	Standard Deviation
1. I intend to continue to use internet in the future	4.3079	0.04074	0.76658
2. I expect that I would use technology in the future	4.2213	0.04229	0.78890
3. I plan to use technology in the future	4.2147	0.04174	0.78528

Forty-four point four percent of the participants agree that internet usage is something they hope to continue in the future , 44.9% of the participants strongly agree with the statement, only 1.1% of the participants disagreed with this statement. The general mean score for this item is 4.3079 indicating the most of the participants.

Forty-six point eight percent of the participants agree that they anticipate using technology in the future, 39.7% of the participants strongly agree with the statement, only 0.9% of the participants disagreed with this statement. The general mean score for this item is 4.2213 indicating the most of the participants.

Forty-five point eight of the participants agree that in the future, they intend to employ technology, 39.5% of the participants strongly agree with the statement, only 1.7% of the participants disagreed with this statement. The general mean score for this item is 4. 2147 indicating the most of the participants.

Table 4.5 Descriptive findings about "Perceived Behavioral Use"

Item	Mean	Standard Error	Standard Deviation
1.I have control over technology	3.9205	0.04909	0.92106

2. I have the necessary resources to use technology	4.0397	0.04552	0.85521
3. I have the knowledge necessary to use technology	3.9127	0.04445	0.83749

Forty-three point two of the participants agree that technology is within their control, 28.7% of the participants strongly agree with the statement, only 1.4% of the participants disagreed with this statement. The general mean score for this item is 3.9205 indicating the most of the participants.

Fifty-four point one percent of the participants agree that they possess the resources required to use technology, 28.9% of the participants strongly agree with the statement, only 1.7% of the participants disagreed with this statement. The general mean score for this item is 4.0397 indicating the most of the participants.

Fifty-one point eight percent of the participants agree that they have the ability to utilize technology effectively because of their education and experience., 23.1% of the participants strongly agree with the statement, only 1.1% of the participants disagreed with this statement. The general mean score for this item is 3.9127 indicating the most of the participants.

Table 4.6 Descriptive findings about "Performance Expectancy"

Item	**Mean**	**Standard Error**	**Standard Deviation**
1. I find social media-based learning useful for my study	3.5254	0.05716	1.07544
2. I can accomplish my tasks more quickly by using social media-based learning	3.7301	0.05527	1.03687
3. I can increase my learning productivity by using social media-based learning	3.3785	0.06308	1.18689

4. I will increase my chances of getting more competence by using social media-based learning	2.9403	0.06322	1.18604

Forty-two point one percent of the participants agree that in terms of their education, they find social media-based learning valuable, 6.5 % of the participants strongly agree with the statement, only 1.7% of the participants disagreed with this statement. The general mean score for this item is 3.5254 indicating the most of the participants.
Forty-three point eight percent of the participants agree that social media-based learning allows them to complete their work more rapidly, 23 % of the participants strongly agree with the statement, only 4% of the participants disagreed with this statement. The general mean score for this item is 3.7301 indicating the most of the participants.
Thirty-seven percent of the participants agree that the use of social media-based learning may help them to boost my learning productivity, 16.7% of the participants strongly agree with the statement, only 9.3% of the participants disagreed with this statement. The general mean score for this item is 3.3785 indicating the most of the participants.
Twwnty-five point six percent of the participations agree that the use of social media-based learning will boost their chances of becoming more competent., 9.4% of the participants strongly agree with the statement, only 13.6% of the participants disagreed with this statement. The general mean score for this item is 2.9403 indicating the most of the participants.

Table 4.7 Descriptive findings about "Effort Expectancy"

Item	Mean	Standard Error	Standard Deviation
1. I think my interaction with social media-based English learning is clear and understandable	2.8810	0.06091	1.14441
2. I consider social media-based learning as an easy medium to become a skillful person	2.9831	0.05930	1.11727

3.	I would prefer to use social media compared to other modes (emails, phone calls) as a communication medium with peers and/or academics as it is simple and easy to use	3.4704	0.06105	1.15034
4.	I perceive that operating social media-based English learning will be easy for me	2.9403	0.06140	1.15192

Twenty-four point four percent of the participants agree that in their opinion, their interactions with social media-based English learning are straightforward and comprehensible, 7.4% of the participants strongly agree with the statement, only 13.6% of the participants disagreed with this statement. The general mean score for this item is 2.8810 indicating the most of the participants.

Twenty-nine point three percent of the participants agree that they see social media-based learning as a simple and effective way to become a more knowledgeable person, 6.8% of the participants strongly agree with the statement, only 11.8% of the participants disagreed with this statement. The general mean score for this item is 2.9831 indicating the most of the participants.

Forty-one point one percent of the participants agree that they would prefer to utilize social media as a communication medium with classmates and/or academics over traditional modes (emails, phone conversations) since it is straightforward and easy to use, only 17.5% of the participants strongly agree with the statement,only 7% of the participants disagreed with this statement. The general mean score for this item is 3.4704 indicating the most of the participants.

Twent-three point nine percent of the participants agree that they believe it will be simple for them to use social media to learn English , 9.1% of the participants strongly agree with the statement, only 12.2% of the participants disagreed with this statement. The general mean score for this item is 2.9403 indicating the most of the participants.

Table 4.8 Descriptive findings about "Social Influence"

Item	Mean	Standard Error	Standard Deviation
1. My usage of social media for learning is influenced by my friends and family.	3.1193	0.05683	1.06617
2. I am infuenced by faculty teaching courses in the way I use social media in learning	2.2720	0.05729	1.07647
3.I learned from friends about how to access learning materials through social media sites	2.5171	0.06066	1.13476

Thirty-eight point one of the participants agree that friends and family members have influenced their approach to using social media as a learning tool, 6% of the participants strongly agree with the statement, only 7.4% of the participants disagreed with this statement. The general mean score for this item is 3.1193 indicating the most of the participants.

Fourteen point two percent of the participants agree that they are influenced by teachers who teach courses in the way they utilize social media in their learning years, 3.1% of the participants strongly agree with the statement, only 24.4% of the participants disagreed with this statement. The general mean score for this item is 2.2720 indicating the most of the participants

Twenty-four point nine percent of the participants agree that they learnt about how to find educational content on social networking platforms from their friends, 2.6% of the participants strongly agree with the statement, only 24.4% of the participants disagreed with this statement. .The general mean score for this item is 2.5171 indicating the most of the participants

Tablo 4.9 Descriptive findings about "Facilitating Conditions"

Item	Mean	Standard Error	Standard Deviation

1. I have the resources necessary to use social media-based learning	3.8247	0.04661	0.86944
2. I have the knowledge necessary to use social media-based learning	3.8103	0.04742	0.88452
2. I also use other resources compatible with social media-based learning	3.7644	0.04957	0.92465
3. I get assistance from experts when I face difculties with social-media based learning.	2.8506	0.05857	1.09259

Fifty-seven point five percent of the participants agree that they have the resources to take advantage of distance education through social media, 17.5% of the participants strongly agree with the statement, only 2.9% of the participants disagreed with this statement. The general mean score for this item is 3.8247 indicating the most of the participants.

Fifty-eight point nine of the participants agree that, they have the necessary skills to take advantage of online courses delivered via social media, 16.7% of the participants strongly agree with the statement, only 3.4% of the participants disagreed with this statement. The general mean score for this item is 3.8103 indicating the most of the participants.

Fifty-six point six percent of the participants agree that , social media-based learning requires the usage of additional systems that are compatible, 16.7% of the participants strongly agree with the statement, only 3.4% of the participants disagreed with this statement. The general mean score for this item is 3.7644 indicating the most of the participants.

Twenty-eight point seven percent of the participants agree that when they run into problems with social media learning, they seek help from professionals, 3.7% of the participants strongly agree with the statement, only 13.2% of the participants disagreed with this statement. The general mean score for this item is 2.8506 indicating the most of the participants.

Tablo 4.10 Descriptive findings about "Trust"

Item	Mean	Standard Error	Standard Deviation
1. I trust social media-based learning	2.9539	0.05694	1.06068
2. I am certain about what to expect from social media-based learning	3.3873	0.05492	1.02166
3. Social media-based learning is trustworthy	2.9563	0.05258	0.97385

Twenty-seven point one of the participants agree that they have interest in social media-based education, 5.2% of the participants strongly agree with the statement, only 11.2% of the participants disagreed with this statement. The general mean score for this item is 2.9539 indicating the most of the participants.

Forty-one point nine percent of the participants agree that using social media as a learning tool, they know what to anticipate, 10.4% of the participants strongly agree with the statement, only 5.8% of the participants disagreed with this statement. The general mean score for this item is 3.3873 indicating the most of the participants.

Twenty-two point seven percent of the participants agree that social media-based education is reputable., 4.4% of the participants strongly agree with the statement, only 9.3% of the participants disagreed with this statement. The general mean score for this item is 2.9563 indicating the most of the participants.

Table 4.11 Descriptive findings about "Behavirol intention to use the system"

Item	Mean	Standard Error	Standard Deviation
1. I intend to continue using social media-based learning in the future	3.4642	0.05956	1.11263
2. I predict that I will continue using social media-based learning in the future	3.6034	0.05678	1.05917

3. I have the plan to continue using social media-based learning in the future	3.4387	0.06135	1.14945

Forty-one point eight percent of the participants agree that it is their desire to continue utilizing social media-based learning in the future , 15.2% of the participants strongly agree with the statement, only 8.3% of the participants disagreed with this statement. The general mean score for this item is 3.4642 indicating the most of the participants.

Forty-nine point one percent of the participants agree that they anticipate that they will continue to use social media-based learning in the future, 15.8% of the participants strongly agree with the statement, only 7.8% of the participants disagreed with this statement. The general mean score for this item is 3.6034 indicating the most of the participants.

Thirty-seven point nine percent of the participants agree that future plans include continuing to use social media-based learning, 16.8% of the participants strongly agree with the statement, only 9.1% of the participants disagreed with this statement. The general mean score for this item is 3.4387 indicating the most of the participants.

Table 4.12 Descriptive findings about "EFL Skills and Social Media"

Item	Mean	Standard Error	Standard Deviation
1. Social media has a big role in language learning	3.6615	0.14424	1.16293
2. I use social media for learning vocabulary while learning English	4.3077	0.10266	0.82771
3. In my English learning process social media helped me very much	3.7846	0.12689	1.02305
4. In sense of learning English social media increases my motivation	3.6615	0.14754	1.18950

5. I use social media to enhance my English reading skill	3.4769	0.14562	1.17404
6. I use social media to enhance my writing skill in English	3.1231	0.15583	1.25633
7. I use social media to enhance my English speaking skill	3.4923	0.14399	1.16086
8. I use social media to enhance my English speaking skill	3.4308	0.14035	1.13150
9. I use social media to enhance my English listening skill	3.8308	0.12704	1.02423

Twenty-nine point two percent of the participants agree that social media has a significant impact in language acquisition. 29.2% of the participants strongly agree with the statement, only 4.6% of the participants disagreed with this statement. The general mean score for this item is 3.6615 indicating the most of the participants.

Forty-seven point seven percent of the participants agree that they utilize social media to expand their vocabulary while they study English, 44,6% of the participants strongly agree with the statement, only 3.1% of the participants disagreed with this statement. The general mean score for this item is 4.3077 indicating the most of the participants.

Forty percent of the participants agree that they benefited much from using social media while studying English, 26.2% of the participants strongly agree with the statement, only 3.1% of the participants disagreed with this statement. The general mean score for this item is 3.7846 indicating the most of the participants.

Forty percent of the participants agree that social media has increased their motivation to study the English language, 26.2% of the participants strongly agree with the statement, only 6.2% of the participants disagreed with this statement. The general mean score for this item is 3.6615 indicating the most of the participants.

Fort-four point six percent of the participants agree that they utilize social media to improve their reading ability in English, 16.9% of the participants strongly agree with the statement, only 7.7% of the participants disagreed with this statement. The general mean score for this item is 3.4769 indicating the most of the participants.

Twenty-seven point seven percent of the participants agree that they utilize social media to improve their English writing ability , 15,4% of the participants strongly agree with the statement, only 10.8% of the participants disagreed with this statement. The general mean score for this item is 3.1231 indicating the most of the participants.

Forty-four point six percent of the participants agree that they utilize social media to improve their English speaking ability, 16,9% of the participants strongly agree with the statement, only 7.7% of the participants disagreed with this statement. The general mean score for this item is 3.4923 indicating the most of the participants.

Forty-four point six percent of the participants agree that they utilize social media to improve their English speaking ability, 13.8% of the participants strongly agree with the statement, only 77% of the participants disagreed with this statement. The general mean score for this item is 3.4308 indicating the most of the participants.

Fifty-three point eight percent of the participants agree that they utilize social media to improve their ability to hear and understand English, 23,1% of the participants strongly agree with the statement, only 4.6% of the participants disagreed with this statement. The general mean score for this item is 3.8308 indicating the most of the participants.

Table 4.13 Descriptive findings about "Gender Comparisons"

	Gender	**Mean**	**Standard Deviation**	**Standard Error**	**p-value**
S.1.5. Instruction should be flexible enough to accommodate students'	Female	3.3582	0.9784	0.0597	0.022
	Male	3.6118	1.1243	0.1219	
S.4.1. I have control over technology	Female	3.8550	0.9005	0.0549	0.004
	Male	4.1341	0.9656	0.1066	

The mean involvement level of male participants in the statements is higher than that of female participants.. For instance, in the statement, it is preferable if instructors maintain the greatest amount of power feasible in the classroom, the average level of involvement

for female participants is "neutral," whereas the average level of participation for male participants is "agree." In a similar manner, the statement, technology is within their control corresponds to the average degree of engagement among male participants. (m= 3.6118), (m= 3.3582)

Table 4.14 Descriptive findings about "School Type Comparison

Item	School Type	Mean	Standard Deviation	Standard Error	p-value
S.2.1 Learning English requires teachers to give students with correct and comprehensive knowledge rather than allowing students to find it for themselves, .	Private	1.5556	0.5270	0.1756	0.019
	State	2.2928	1.0107	0.0544	
S.2.2 The primary method of language learning is drill and practice	Private	3.2222	0.9718	0.3239	0.032
	State	3.9014	0.8870	0.0477	
S.2.4 Good students maintain silence in class and follow to teacher guidance in class	Private	1.4444	1.0137	0.3379	0.006
	State	2.4694	1.2011	0.0648	
	Private	4.5556	0.5270	0.1756	0.047

S.4.2 I have the resources necessary to use technology	State	4.0265	0.8600	0.0466	
S.6.1 I think my interaction with social media-based English learning is clear and understandable	Private	3.6712	1.4140	0.4716	0.044
	State	2.8523	1.1310	0.0619	
S.7.1 . My usage of social media for learning is influenced by my friends and family.	Private	2.4455	0.8820	0.2942	0.048
	State	3.1267	1.0640	0.0581	

The significant differences between the test results for the statements and descriptive statistics. The Mann-Whitney U test is used to determine the difference in school type's degree of involvement in the statements.

According to the test results, in these statements, English language learning needs instructors to provide students with accurate and complete information rather than relying on students to discover it on their own and drill and practice are the basic means of learning a new language, the best students keep silent in class and adhere to the teacher's instructions, they have the required resources to employ technology, they believe their engagement with social media-based learning is obvious and straightforward, their friends and family have an impact on how they use social media for learning. There was a statistically significant difference in the average scores for these statements' involvement level ($p<0.05$).

The statements about English language learning needs instructors to provide students with accurate and complete information rather than relying on students to discover it on their own, drill and practice are the basic means of learning a new language, the best students keep silent in class and adhere to the teacher's instructions and with the

statement their friends and family affect their use of social media as a learning tool. In private schools, the median points for involvement in these statements are higher. For example, the statement explains that teachers must provide students with accurate and thorough information rather of relying on students to obtain it for themselves while they are learning English. The median point of participation in private schools is 1.5555, while the median point of participation in public schools is 2.2928.

Similarly to the statement drill and practice is the most common approach of language acquisition, the participation rate of this statement in private schools were indecisive, but the participation rate in public schools shows they were agreed. The statement about students that are well-behaved in class adhere to the teacher's instructions and refrain from talking in class, had a significant disagreement among private school participants (1.4444), while state school participants just disagreed (2.4694). In the statement about their friends and family affect their use of social media as a learning tool, the amount of involvement in private schools indicates a significant disagreement (2.4455), while the level of participation in public schools indicates indecision (3.1267) . Exactly the reverse of these statements, the statement that they have the required resources to employ technology reveals that private schools highly agree (4.5556), while public schools only agree (4.0265). In another sample that shows their thought about the connection with social media-based English learning is comprehensible and clear private schools' involvement suggests agreement, whereas state schools' participation indicates indecision.

The Mann-Whitney U Test is used to compare the use of technological devices such as computers, iPads, and smartphones against non-users.

Table 4.15 Computer, tablet, and smartphone use case comparison

Item	Using Status	Median	Standard Deviation	Standard Error	p-value
S.1.3 Different learning materials should be applied to different students.”	Yes	4.3931	0.7624	0.0409	0.000
	No	3.2143	1.2513	0.3344	
S.1.4 Good teachers always make their students feel important	Yes	4.1671	0.8740	0.0469	0.002
	No	3.2857	1.2043	0.3218	
S.1.5 Teaching should be flexible ,taking into account the students’ differences ’	Yes	4.4046	0.7447	0.0400	0.029
	No	4.0000	0.7844	0.2096	
S.2.3 Learning English means remembering what the teacher or textbook has taught	Yes	2.3207	1.1222	0.0606	0.014
	No	3.0714	1.1411	0.3049	
S.2.4 Good students maintain silence in class and follow to teacher guidance in class	Yes	2.4035	1.1868	0.0641	0.003
	No	3.4286	1.2225	0.3267	
S.3.1 I intend to continue to use technology(internet) in the future	Yes	4.3353	0.7482	0.0405	0.001
	No	3.6429	0.9287	0.2482	
S.3.2 I expect that I would use technology in the future	Yes	4.2425	0.7776	0.0425	0.016
	No	3.7143	0.9138	0.2442	
	Yes	4,2471	0.7589	0.0411	0.001

S.3.3 I plan to use internet in the future	No	3,4286	1.0163	0.2716	
S.4.1 I have control over technology	Yes	3.9822	0.8542	0.0464	0.000
	No	2.4286	1.2225	0.3267	
S.4.2 I have the resources necessary to use technology	Yes	4.1062	0.7540	0.0409	0.000
	No	2.4286	1.4525	0.3882	
S.4.3 . I have the knowledge necessary to use technology	Yes	3.9413	0.8022	0.0434	0.028
	No	3.2143	1.3114	0.3504	
S.5.2 I can accomplish my tasks more quickly by using social media-based learning	Yes	3.7612	1.0264	0.0562	0.003
	No	2.9345	0.9971	0.2674	
S.8.3 I get assistance from experts when I face difficulties with social-media based learning.	Yes	3.8166	0.8672	0.0470	0.000
	No	2.5774	1.3993	0.3742	
S.11.2 I use social media for learning vocabulary while learning English	Yes	4.4391	0.5931	0.0773	0.007
	No	2.8008	1.6433	0.7354	
S.11.4 In sense of learning English social media increases my motivation	Yes	3.7712	1.1107	0.1437	0.039
	No	2.4062	1.5175	0.6788	

The Mann-Whitney U Test is used to compare the use of technological devices such as computers, iPads, and smartphones with non-users. According to the outcome of the test, the statements that answered by students about individual goals and expectations should be set for different students when it comes to learning, good teachers would constantly instill a sense of importance in their students,the statement about instruction should be

adaptable to the needs of students, about the data they have in classroom, recalling what a teacher or textbook has taught the students is an important part of improving their English, about the position in class, good students keep silent and adhere to instructor instructions, about the situation in the future, they plan to continue using technology, technology is within their control, technology is within their control, they have the ability to utilize technology effectively, by using social media-based learning, they are able to complete their work more rapidly, when they run into difficulties with social media-based learning, they seek advice from professionals, they utilize social media to expand their vocabulary while they study English, in terms of English study, social media boosts their drive. In terms of average involvement levels, a statistically significant difference was discovered between these statements. ($p<0,05$) The statements that have substantial discrepancies are shown in Table 4.

The amount of involvement in these statements becomes clear that shows the tendency towards social media such as: They can complete their responsibilities faster by using social media-based learning, provide more accurate results for PC, smartphone, and tablet users , however, in these statements English learning entails recalling what the instructor or textbook has taught the average level of participation is higher, particularly among non-computer, tablet, and smart phone users. For example, PC, smartphone, and tablet users agreed with these statements that individual goals and expectations should be set for different students when it comes to learning and a good teacher would constantly instill a sense of importance in their learners Students who do not utilize electronic devices, on the other hand, did not agree with these claims. In the future, they plan to continue using the internet, this statement receive a higher level of participation from both technological device users and non-users, with a little advantage for technological device users. They intend to use the internet in the future, Users of technical devices agreed with this assertion, but non-users remain undecided. The statement that they are in charge of technology, while users of technological devices highly agreed with these statements, non-users of technological devices did not. Another sample tells that they can accomplish their English tasks faster by using social media-based learning and they utilize use social media for learning vocabulary while learning English, while users of computers, tablets, and smart phones agreed with these statements, non-users of technological devices remain undecided. The statement in terms of learning English social media increases their motivation, the users of

technogical devices agreed with this statement but non users of the technological devices do not agree. Learning English entails recalling the information provided by the instructor or textbook , while non-users of technical devices agreed with these statementsü, technological device users do not. According to the findings, although users of technological devices are more likely to integrate new technologies into their learning activities, traditional learners are less likely to do so.

Table 4.16 Descriptive findings about "Comparison of educational levels"

Item	Level of Education	Median	Standard Deviation	Standard Error	p-value
S.1.1 Good teachers always encourage their students to think for answers themselves	Elementary school	4.1500	0.6708	0.1500	0.008
	High School	4.1565	0.7545	0.0440	
	Univercity	4.5111	0.5486	0.0817	
S.1.2 Learning means the teacher aims at inferring the student's learning experience rather than presenting ready-made information to the student	Elementary school	3.9500	0.8255	0.1846	0.003
	High School	3.9020	0.9060	0.0526	
	Univercity	4.3556	0.7732	0.1152	
S.1.3 Different learning materials should be applied to different students."	Elementary school	3.4211	1.1213	0.2572	0.000
	High School	4.3898	0.7652	0.0445	
	Univercity	4.4444	0.7849	0.1170	
S.1.5 Teaching should be flexible ,taking into account the students' differences	Elementary school	3.8500	0.8127	0.1817	0.000
	High school	4.4524	0.7222	0.0421	
	Univercity	4.2000	0.7862	0.1172	

S.2.1 Learning English is the teacher's full and complete transfer of information, the student is the receiver of the information ,does not contribute.	Elementary School	2.5000	1.2354	0.2762	0.008
	High school	2.3253	1.0155	0.0594	
	Univercity	1.8667	0.7261	0.1082	
S.2.3 Learning English means remembering what the teacher or textbook has taught	Elementary school	3.1500	1.3869	0.3101	0.006
	High School	2.3402	1.1069	0.0648	
	Univercity	2.0667	1.0313	0.1537	
S.2.4 Good students maintain silence in class and follow to teacher guidance in class	Elementary school	3.4500	1.2343	0.2760	0.000
	High School	2.4586	1.2026	0.0706	
	Univercity	1.8889	0.8587	0.1280	
S.2.6 Teachers have to check their students all time	Elementary school	3.8500	0.9333	0.2086	0.000
	High school	2.8288	1.0736	0.0628	
	Univercity	3.2444	1.0478	0.1562	
S.3.1 I intend to continue to use technology in the future	Elementary school	3.9000	0.7181	0.1605	0.019
	High school	4.3368	0.7427	0.0437	
	Univercity	4.2889	0.8949	0.1334	
S.3.3 I plan to use technology in the future	Elementary school	3.8500	0.7451	0.1666	0.050
	High School	4.2465	0.7593	0.0447	
	Univercity	4.1556	0.9282	0.1383	
S.4.1 I have control over technology	Elementary school	2.9000	1.0711	0.2395	0.000
	High School	3.9720	0.8781	0.0519	
	Univercity	4.0222	0.8657	0.1290	
S.4.2 I have the necessary resources to use technology	Elementary school	3.1500	1.2258	0.2741	0.000
	High school	4.0592	0.8235	0.0486	

	univercity	4.3111	0.5962	0.0888	
S.5.2 I can accomplish my tasks more quickly by using social media-based learning	Elementary School	3.1512	1.0894	0.2447	0.039
	High school	3.7509	1.0445	0.0629	
	Univercity	3.8290	0.8966	0.1354	
S.8.2 I also use other resources compatible with social media-based learning	Elementary school	2.9513	1.3172	0.2943	0.000
	High School	3.7645	0.9050	0.0542	
	Univercity	4.1687	0.5318	0.0811	

The Kruskal-Wallis test was performed to see if there was a difference in mean scores for level of participation between education levels. According to the test results the statements about teaching methods that promote independent thinking are characteristics of effective educators, rather than just providing information, instructors are expected to provide correct and full information to students, various teaching methods should be used for various students, teaching should be adaptable, taking into account the peculiarities of the pupils, learning English requires instructors to give students with correct and comprehensive information rather than allowing them to acquire it on their own, learning English entails recalling what one has learned from a teacher or textbook, silence in the classroom and adherence to instructor instructions are characteristics of good students, teachers should be able to observe their students' activities at all times, technology will be a part of their life in the future, they want to make future use of technology, technology is within their control, to utilize technology, they have the tools available to themselves, by using social media-based learning, they are able to complete their work more rapidly, they use additional methods that are suitable with social media-based education; a statistically significant difference in mean scores for the amount of participation in these statements was discovered ($p<0,05$). Table 5 contains the test results and extra information for the statements with significant differences.

When the results in Table 5 are compared to the results of multiple comparison tests, the degree of agreement with the statements increases significantly with these statements about good instructors usually encourage their students to come up with their own solutions, learning implies that the instructor tries to infer the student's learning experience rather than delivering the learner with ready-made material and individual

goals and expectations should be set for different kids when it comes to learning, is higher among university students. It is the job of a good teacher to continuously inspire their pupils to come up with their own solutions. While students in elementary and high school agree with the statement, university students strongly agree.

Learning implies that the instructor seeks to infer the student's learning experience rather than delivering the learner with ready-made material. While students at all three levels of study agree with the statement, the average level of involvement for secondary school students is 3.9500, high school students average is 3.9020, and university students average is 4.3556.

Different learning resources should be used for various pupils. The average number of elementary school students who are unsure is 3.4211, but the average number of high school and university students who are in agreement with the statement is 4.3898 and 4.444.

Teaching should be flexible ,taking into account the students differences, high school and university students have the same mean score for their level of participation in this statement (which is 4.4524 and 4.2000 respectively), while for secondary school students, the level of participation is lower (an average of 3.8500).

Similarly the statement about technology will be a part of their life in the future and in the future, they want to make use of technology. In terms of the amount of participation in the statements, there is no difference between high school and university students; nevertheless, the mean score for secondary school students is lower.

The statement in the process of learning English, the instructor is the exclusive source of knowledge; the student is just the receiver and makes no contributions. While the average level of involvement in the statement is 2.500 for secondary school students and 2.3253 for high school students, it is lower than the average level of participation in the statement for the other two education levels, which is 1.8867 for university students.

The statement about recalling what a teacher or textbook has taught them is an important part of improving their English and silence in the classroom and adherence to instructor instructions are hallmarks of good pupils, as one progresses from secondary school to university, the typical score for the amount of engagement in the statements decreases. While students in elementary school are undecided about these statements, “Learning English means remembering what the teacher or textbook has taught” and “Good students keep quiet and follow to teacher guidance in class” , students in high school

and university do not agree. Particularly, with 1.8889 responses, the average level of involvement in the statement. The statement that is about good students' hallmark is to be quiet and follow to teacher guidance in class,average level is quite low.

The statement about the teachers that they have to monitor their students progress constantly, elementary school students have the highest degree of involvement in this statement, with an average of 3.8500, while high school students have the lowest amount of participation, with an average of 2.8288. Despite the fact that students in elementary school agree with this statement, those in university and those in elementary school are undecided.

Social media-based learning allows the students to complete their work more rapidly and they also use other resources compatible with social media-based learning. As one advances from secondary school to university, the mean score for level of engagement in these statements improves. About the statement that they can accomplish their tasks more quickly by using social media-based learning, there were 3.1512 secondary school students who were undecided and 3.7509 high school students and 3.8290 university students who indicated that they had agreed to participate, with university students reporting lower levels of participation. Similarly the statement that tells the students' usage of other resources compatible with social media-based learning, a combined total of 2.9513 high school and university students responded to the questionnaires, with a further 3.7645 high school and 4.1687 univercity students agreed with this statement.

Similary, the statement that technology is within their control and resources allow them to use technology, additionally, when one advances from elementary school to university, the mean score for the amount of participation in these statements grows. The statement about they have control over technology, elementary school students were undecided, and university students agreed with this statement, even though the average participation level was 2.900, 3.9720, and 4.022 correspondingly. The statement about the necessary resources allow them to use technology, elementary school students said they were undecided about completing the questionnaire, whereas high school students and university students agreed with this statement, with average participation levels of 3.1500, 4.0592, and 4.3111, respectively.

CHAPTER V
DISCUSSION

The results of the questionnaire and other research on the use of mobile applications in EFL learning will be discussed in this section. For this investigation, researchers used two different types of questionnaires. It was necessary to use an e-version of two surveys in order to finish this research. Forms in Google Docs were utilized to complete the task. Twenty questions are asked on instructional methodologies and technology use in the first questionnaire, which is divided into four subdimensions. The second questionnaire consists of twenty-one items divided into six subdimensions. There were 364 students in attendance. Students from public and private schools, as well as elementary school, high school, and universities.

The current thesis discovered that students had a greater preference for constructivist learning beliefs and a favorable attitude toward constructivist learning, showing that the majority of students desire to engage in the learning process and contribute to class discussions. Additionally, this demonstrates to researchers that students are receptive to a variety of educational strategies. According to the present thesis, the majority of students concur with the assertion that good teachers constantly encourage students to think for themselves; just a few students disagree. It was agreed upon by the majority of students that different learning objectives and requirements should be applied to different student groups; a minority of students disagreed with the majority of students. In addition, it shows that students are open to working with different methods of teaching and learning. For instance by sending multimedia messages to participants via their mobile phones, Saran, Altay, and Seferolu (2008) conducted a research on vocabulary acquisition in English as a foreign language (EFL). They selected two people from the group on two separate occasions. Their elementary and pre-intermediate levels differed. Researchers found that participants had a strong desire to use their mobile phones as learning tools. The current thesis demonstrates that successful teachers make their students feel valued, and the majority of students agreed with this assertion, which also represents their opinions on how a teacher should behave during a learning session. By sending text messages to each student's phone, Saran, Altay, and Seferoglu (2008) support the claim that additional time offered by their professors makes the students feel appreciated.

The current thesis demonstrates that the majority of students are reluctant to participate in conventional educational activities. There is widespread disagreement among students over whether or not a teacher is required to deliver complete information. The majority of students, on the other hand, agree with the idea that drill and practice are the most important methods of language acquisition. The result is that there is always at least one or two topics in each method on which students are totally in agreement. The process of becoming familiar with a foreign language requires considerable time and interaction with it—and a significant amount of that time must be spent on your own. According to Steve Kaufmann, the inventor of Linq, it is preferable to focus on understanding and vocabulary development rather than being under pressure to imitate the language (by speaking). This illustrates that there is always a traditional learning approach even in a new method (Kaufmann, 2003) The majority of students disagree with the assertion that learning English means memorizing what the teacher and textbook have taught, implying that learners prefer to create their own phrases. On the other hand, all learners overlook the fact that learning a language is mostly about memorizing, which is also used as a way of learning in traditional teaching methods.

The current thesis demonstrates that the vast majority of students are now utilizing technology and the internet, and that they want to continue to do so in the near future. The vast majority of students strongly agreed with the assertion that they anticipate to use the internet in the future, with only a tiny number of students disagreeing with the statement.

The current thesis discusses the findings about students' attitudes toward technology. They assert that they have control over technology and that they own the resources necessary to utilize it, which demonstrates that they possess a high degree of internet knowledge. Another study (Al-Shehri, 2011) found that 33 EFL university students were more successful at studying. Students utilized Facebook to participate in foreign language activities throughout this research. According to studies, children's learning opportunities outside of the classroom are numerous and diverse. Li and Zou (2015) examined the influence of mobile devices on the English language learning activities of college students. Students expressed appreciation for the ability to study English using their mobile phones and for having access to a diverse selection of learning activities (Li and Zou, 2015). This demonstrates students' passion and understanding as they use technology into their studies.

The majority of students are successful in using social media for educational reasons, according to the current thesis. Including a majority of students, social media-based learning is advantageous to their education. Additionally, these findings highlight the importance of online and social media-based learning activities in terms of inspiring students to study that using social media-based learning enables them to accomplish work more quickly. According to Alakurt and Bardakçı (2017), who conducted an opinion questionnaire, Google Apps and Docs were found to motivate students and accelerate their English learning process . Lin and Jou found that a questionnaire designed for the EFL learning process yielded the same results as this study (Lin& Jou, 2013).

The current thesis demonstrates students' attitudes about effort expectations. The majority of students engaged in the assertion that their relationship to social media-based English learning is apparent and understandable. Additionally, the majority of students indicated that they would prefer to communicate via social media over more traditional methods such as e-mail or phone conversations. Additionally, some students responded that they feel they would be capable of operating a social media-based English learning system. Numerous research studies have been conducted on the usage of apps to aid with language learning. According to Yıldız (2012), using apps with young English language learners benefits vocabulary development, phonological awareness, and listening comprehension abilities. Students used apps often and for brief periods of time, primarily informally rather than during structured study sessions.

This thesis discusses the findings about social impact. The majority of students say that their usage of social media is impacted by their friends and family, indicating the environment's influence on learning activities. However, when it came to their instructors, they were less affected by them in terms of utilizing social media for academic purposes. This suggests that students are mostly influenced by their peers, which may also be a sign of successful learning stories. Saran, Altay, and Seferolu (2008) did study in which they employed mobile phones to deliver multimedia messages to participants in order to assist them in acquiring vocabulary in English as a foreign language (EFL). They chose two members of the group for each stage. Their elementary and pre-intermediate levels of proficiency were distinct. Participants in the study expressed an interest in utilizing instructional information on their mobile phones.

Additionally, this demonstrates how the independent study motivates students (Saran et. al., 2008).

In the findings of enabling conditions in this thesis, more than half of students agree with the assertion that they have the resources necessary to use social media-based learning. The other assertion about social media knowledge is that more than half of students feel that they have the knowledge necessary to deal with social media-based learning. Students also strongly agreed that they employ a number of strategies that are compatible with social media-based learning. As a result of the findings, we may assume that students prefer internet-based education. In a study performed in 2012, Steel interviewed 134 interlanguage students. According to students, flexibility, portability and the opportunity to customize their learning were among the features they found most appealing. They also appreciated that they could utilize applications to complement their outside of class learning. Students benefited most from vocabulary, reading and writing, grammar, and translation practice. Many of Steel's students were using a variety of applications, and they loved the opportunity to learn languages outside the classroom. This current thesis and a study done by Steel shows us how the students' knowledge is about using internet and apps (Steel, 2012).

This current thesis demonstrates the confidence that students have in the internet when studying English. Fewer than half of students think that they trust social media-based learning, and additionally, half of students say that they are certain about what to expect from social media-based learning. It is apparent from the data that students do not trust online education. Perhaps this is a new trend, or perhaps certain houses in Turkey lack internet access, yet almost half of pupils understand what to study and how to learn via the internet. According to Shudong and Higgins (2005), mobile devices have a variety of drawbacks, which they describe in their study. A study of 32 university students was done, and the findings were not as encouraging as those from other studies. According to the research, mobile learning gained general adoption over a longer period of time. They determined that in the long run, mobile devices will not be employed as a teaching tool (Shudong& Higgins, 2005).

This thesis demonstrates how behavioral intention to use the system reflects students' current and future views about social media-based learning. More than half of students agree with the assertion that they will continue to use social media-based learning in the future, and another half anticipate doing so for English.

According to the outcome displayed, more than half of students believe that social media plays a significant role in language acquisition, according to this thesis concerning skills and social media. The majority of students believe that they use social media to study vocabulary while learning English, and again, the majority of students agree that social media is beneficial for English learning. Kim (2013) observed that a sample of Korean students improved their listening comprehension and also had good attitudes toward the use of mobile applications (Kim, 2013).

When male and female students' engagement levels are examined, it appears that male students participate more than female students, notably in remarks about technology and internet use. Male students are more involved than female students in the statement about the teacher's authority in language instruction; male students are more interested than female students.

The comparison of "school types" in this thesis also differs according on the outcomes. For instance, in the line, Drill and practice are the basic methods of language learning. The data reveal that students in public schools agreed substantially more than students in private schools with this statement. This is another indicator of how deficient language instruction is in public schools in contrast to private institutions. Again, despite the fact that public school students have the tools necessary to use technology, they participate at a lesser rate than private school students, another sign of economic conditions affecting education.

The current thesis demonstrates the findings of a study of students who use computers, tablets, and smartphones, as well as the fact that utilizing these devices and not using them in the educational system either keeps students away from these devices or they choose to study via these devices. Students who utilize these gadgets demonstrate a high degree of control over technology. When asked if they agreed or disagreed with the statement that they use social media to increase their vocabulary while learning English, users of tablets and smartphones agreed, but non-users remained unclear. Additionally, learning English means recalling what was taught by the instructor or the textbook. While those who do not use technological devices agreed with this notion, those who do disagreed. It may be stated that when engaged in learning and teaching activities, being unfamiliar with a system changes one's perspective on new systems.

This thesis presents the findings of a study on "educational level comparison". For instance, in the phrase, best instructors constantly encourage students to think for

themselves, While most students in elementary and high school agree with this assertion, university students have a considerably stronger attitude. In another statement, different teaching materials should be used with different students. While elementary school students were hesitant to agree with this assertion, high school and university students did. Analyzing this thesis reveals that high school and university students have a similar viewpoint on education and learning. Educational outcomes may vary according to students' various ages and ability levels. When it comes to learning, one could argue that experience and age may teach you how to learn.

Another feature of this study appears to be the participants' degree of motivation. Most participants found this approach exciting and interesting when answering questions because social media is a way they are comfortable with using alone, but the monotonous classroom setting may be alleviated if they begin to utilize the methods they prefer in the classroom. This conclusion is supported by Viberg and Grönlund (2013), who examined students' perspectives of mobile technology use in and for second and foreign language acquisition in higher education and discovered that participants had extremely positive attitudes about mobile learning (Viberg&Grönlund, 2013).

In terms of disadvantages, it can be noted that the most common ones are related to the technological aspects of the devices and the internet necessity. In several cases, participants complained that this technique was too time-consuming and boring. Several participants said they were satisfied with the current educational system. Finding a method of teaching and practicing English that all participants would like is not simple. The fact that people come from various places, have different interests, and learn in different ways is obvious. It is possible that some of these students prefer to learn in a more traditional classroom setting. Negative views were less than positive ones, which implies that learning via the internet and social media had a beneficial impact on the participants' perspective and motivation levels.

As a result of the questionnaire , we can deduce that there are several crucial elements in the perspectives of participants who use social media to study English. First and probably most important, the highest mean scores indicate that students believe social media helps them receive accurate information and complete their English assignments. It may also be concluded from the high mean scores that students enjoy utilizing social media and technology, and that they would suggest them to their friends.

This study examined in this section reveals a variety of conclusions about students' and teachers' usage of mobile applications and social media-based English learning. As can be observed, the system's involvement in social media-based English learning is new, and students who did not have the opportunity to get involved remained skeptical about the use of apps or devices in educational activities. Students from Turkey and other countries who are accustomed with mobile applications and the use of technology in language study, on the other hand, found the process enjoyable.

CONCLUSION

The global Covid-19 dilemma has compelled everyone to experiment with alternative educational systems and methodologies. Many students throughout the world are eager to learn English, but educational methods have not kept pace with the changing demands of students, and English is still typically taught as a conventional class topic. Creative educators are looking for ways to boost student learning while also inspiring them to succeed. In the wake of the Covid-19 issue, the relevance of mobile apps and social media learning increased. One of the most essential aspects of these applications is that they allow for self-education. Many schools and teachers were driven to develop online classrooms, provide students and teachers with devices, and immediately train both academic and non-academic personnel in digital citizenship, including online safety, as a result of COVID19's sudden appearance. Despite greater preparation time, several teachers found the change to teaching online for the whole day to be easy. Due to a lack of administrative leadership, training, and resources, it was and still is a nightmare for others (Kim, 2021).

Benefit of using mobile devices in the classroom is that it encourages students to become more self-reliant and dynamic. Mobile devices have a multimodal characteristic that has an impact on students' engagement and autonomy. English language learners can use mobile applications to study English in a variety of ways, including through a variety of mediums such as ortographic (graphic), audio (aural), audiovisual (video), and visual (visual) texts (Murray, 2008).

Teachers also reacted favourably to the usefulness of mobile technology in helping language teaching. While learning may take place anywhere and at any time, Geddes (2004) asserts that mobile learning can significantly improve good interactions between students and learners (Geddes, 2004). Teachers and students were united in their agreement, Kukulska-Hulme, and Shield's (2009) claim that mobile learning may help teachers get feedback more quickly (Kukulska-Hulme, 2009).

In terms of language learning activities for mobile applications,social media or technology, English teachers should consider using creative and motivating activities that target learners' language learning abilities. Additionally, teachers should focus on developing students' language abilities in order to meet the different needs and learning styles of their students.

Teachers should advise their students on how to select acceptable English-language study materials since the learning process cannot be completed without the advice of a teacher. Teachers should support and promote students' self-determination, allowing them to integrate formal and non-formal education. When it comes to employing technology in the classroom, fear of change may be a problem. Mobile learning is thought to increase the workload of English teachers by requiring additional preparations. As a result, teachers must attend specialized training in order to meet the obstacles of integrating mobile technology.

Both technology usage and social media use are studied in this study using a questionnaire, and the efficacy of mobile applications in the classroom is analyzed by various literary sources. This study concluded that while a lack of internet and lack of devices keeps a minority of students away from new techniques, the majority of students are ready to learn how to incorporate new methods into their learning activities. According to Hipkins (2020) , while personal device ownership, insurance, and family internet access may have appeared to be outside the responsibility of schools, they are now directly related to equality and inclusion. The epidemic has demonstrated that schools and governments must intervene actively to assist families in accessing learning opportunities (Hipkins, 2020).

The new ways that arrive as a result of technology advancements enhance learning chances every day. Learning a foreign language is becoming easier for everyone, thanks to the internet, smart devices, and mobile app developers. Using mobile apps and the internet frees people from having to adhere to a classroom-based learning activity at all times, making it possible to study at any time and from any location.

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CURRICULUM VITAE

RESEARCH INTERESTS

Linguistic, Learning and Teaching Languages via Mobile Apps

EDUCATIONAL BACKGROUND

M.A. in English Language and Literature- January 2022- Karabük Univercity

B.A. in English Language and Literature- July 2016- Karabük Univercity

B.A. Faculty of Management- July 2005- Adnan menderes Univercity-Anadolu univercity

A.D. Tourist Guide Department- September 2020- Kapadokya Univercity (DE)- Current

TEACHING EXPERIENCES

Gümüşlük Karakaya Secondary School- English Teacher -2002

Gündoğan Nafiz Ilıcak Secondary School- English Teacher- 2003

Kavram Private Teaching Institution- English Teacher- 2006

Sultanbeyli Ertuğrul Gazi Secondary School- English Teacher- 2019

TOURISM AGENCY

Setur Tourism Travel Agency- 1999

Salmakis Yachting- 2003

Mobile Apps and social media platforms that are used

Pimsleur Application- Arabic- 6 months, Italian- 12 months

Linq Application- Italian and Spanish- Current

Busuu- Italian and Spanish- Current

Memrise- Italian and Spanish- Current

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RESUME

Sibel ÖZHAN graduated from the English Language Department in Karabük University.

Then, she moved to start her Master's education at Karabuk University.