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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**UNIVERSITY STUDENTS' PERCEPTIONS OF MOBILE ASSISTED  
LANGUAGE LEARNING**

**THESIS BY  
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**MASTER THESIS**

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# APPROVAL

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Uğur HARBELİOĞLU

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**ABSTRACT****UNIVERSITY STUDENTS' PERCEPTIONS OF MOBILE ASSISTED  
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In the realm of foreign language education there have been numerous methods and trendy techniques intended to better teach a foreign language. Not only the attitude of teachers, but also technology have changed the way students learn a foreign language. Recently, second or foreign language learning has benefited a great deal from technology via usage of media sources. After the Computer Assisted Language Learning (CALL) approach, Mobile Assisted Language Learning (MALL) was introduced to students and teachers. This study was carried out to reveal the perceptions of English as Specific Purpose (ESP) students towards MALL in their foreign language learning. The data was collected through a 5-point Likert scale survey and a semi-structured interview conducted with some of the volunteering participants. 195 university students studying in the majors of engineering, logistics, economics, and psychology at a private university in Mersin participated in the current study. The results obtained through analysis of the survey and the interviews revealed that most of the (ESP) learners strongly believe that using mobile devices is highly effective in their foreign language learning as these tools provide instantly accessible input in the target language. Moreover, the female participants have displayed even much more increased interest in utilizing mobile phones in learning English as a foreign language than their male counterparts. To conclude, the participants' common media usage habits, types of media preferences and the usage frequency of mobile phones clearly indicated high positive attitudes towards the contribution of mobile phones in their foreign language development.

**Keywords:** MALL (Mobile Assisted Language Learning), Media Content, Learner Perspectives

## ÖZET

### ÜNİVERSİTE ÖĞRENCİLERİNİN MOBİL DESTEKLİ DİL ÖĞRENİMİNE BAKİŞ AÇILARI

Uğur HARBELİOĞLU

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Bölümü

Tez Danışmanı: Dr. Meryem MİRİOĞLU

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Yabancı dil eğitimi alanında, bir yabancı dili daha iyi öğretmek için birçok yöntem ve trend teknikler geliştirilmiştir. Sadece öğretmenlerin tutumu değil, teknoloji de öğrencilerin yabancı bir dil öğrenme biçimini değiştirmiştir. Son zamanlarda, ikinci veya yabancı dil öğrenimi, medya kaynakları aracılığıyla teknolojiden oldukça fayda sağlamıştır. Bilgisayar destekli dil öğreniminden sonra, mobil destekli dil öğrenimi öğrenciler ve öğretmenlere tanıtıldı. Bu çalışma özel amaçlı İngilizce dersi alan öğrencilerin yabancı dil öğrenimlerinde mobil destekli dil öğrenimine yönelik bakış açılarını ortaya koymak amacıyla yapılmıştır. Veriler, 5 puanlık Likert ölçeğinde bir anket ve bazı gönüllü öğrenciler ile yapılan yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Bu çalışma Mersin'deki özel bir üniversitede mühendislik, lojistik, ekonomi ve psikoloji bölümlerinde okuyan 195 katılımcıdan oluşmaktadır. Anket analizi ve görüşmeler, özel amaçlı İngilizce dersi alan öğrencilerin çoğunun mobil cihazların hedef dilde anında ulaşılabilir girdiyi sağladığı için dil öğrenimlerinde oldukça etkili olduğuna inandıklarını ortaya koymuştur. Bununla birlikte, kadın katılımcıların İngilizce öğrenmede cep telefonlarına yabancı dil öğrenme amacıyla erkek katılımcılara göre daha fazla ilgili olduğu görülmüştür. Sonuç olarak, katılımcıların ortak medya kullanım alışkanlıkları, medya tercih türleri ve cep telefonlarının kullanım sıklığı, cep telefonlarının yabancı dil gelişimine katkısına yönelik olumlu tutumları olduğunu açıkça ortaya koymuştur.

**Anahtar kelimeler:** Telefon Destekli Dil Öğrenimi, Medya İçeriği, Öğrenici Bakış Açısı

## TABLE OF CONTENTS

|                                 |             |
|---------------------------------|-------------|
| <b>COVER.....</b>               | <b>i</b>    |
| <b>APPROVAL .....</b>           | <b>ii</b>   |
| <b>ETHICS DECLARATION .....</b> | <b>iii</b>  |
| <b>ACKNOWLEDGEMENTS .....</b>   | <b>iv</b>   |
| <b>ABSTRACT.....</b>            | <b>v</b>    |
| <b>ÖZET .....</b>               | <b>vi</b>   |
| <b>TABLE OF CONTENTS .....</b>  | <b>vii</b>  |
| <b>ABBREVIATIONS.....</b>       | <b>x</b>    |
| <b>LIST OF TABLES.....</b>      | <b>xi</b>   |
| <b>LIST OF APPENDICES .....</b> | <b>xiii</b> |

## CHAPTER I

|                                              |          |
|----------------------------------------------|----------|
| <b>1. INTRODUCTION .....</b>                 | <b>1</b> |
| 1.1. Introduction .....                      | 1        |
| 1.2. Background of the Study .....           | 1        |
| 1.3. Research Problem and Justification..... | 4        |
| 1.4. Significance of the Study.....          | 4        |
| 1.5. Research Questions.....                 | 5        |
| 1.6. Limitations.....                        | 5        |

## CHAPTER II

|                                                                      |          |
|----------------------------------------------------------------------|----------|
| <b>2. LITERATURE REVIEW .....</b>                                    | <b>6</b> |
| 2.1. Introduction.....                                               | 6        |
| 2.2. Foreign Language Learning.....                                  | 6        |
| 2.2.1. The Importance of Learning English as a Foreign Language..... | 9        |
| 2.2.2. English as Lingua Franca (ELF) .....                          | 10       |
| 2.2.3 English in Daily Life.....                                     | 12       |
| 2.3. Technology and Language Learning .....                          | 14       |
| 2.3.1. The History of Technology Language Learning.....              | 15       |
| 2.3.2. Computer-Assisted Language Learning (CALL) .....              | 16       |

|                                                       |    |
|-------------------------------------------------------|----|
| 2.3.3. Mobile-Assisted Language Learning (MALL) ..... | 18 |
| 2.4. Media and Foreign Language Learning.....         | 19 |
| 2.4.1. Types of Media .....                           | 21 |
| 2.4.2. Social Media .....                             | 23 |
| 2.5. Students' Learning Strategies .....              | 24 |
| 2.5.1. Learner's Autonomy .....                       | 26 |
| 2.5.2. Self-Directedness .....                        | 27 |
| 2.5.3. Unconscious Learning.....                      | 28 |

### CHAPTER III

|                                |           |
|--------------------------------|-----------|
| <b>3. METHODOLOGY .....</b>    | <b>30</b> |
| 3.1. Introduction .....        | 30        |
| 3.2. Context of the Study..... | 30        |
| 3.3. Research Design .....     | 31        |
| 3.4. Participants .....        | 31        |
| 3.5. Procedure.....            | 32        |
| 3.6. Instruments .....         | 32        |
| 3.7. Data Analysis .....       | 33        |
| 3.8. Trustworthiness .....     | 34        |

### CHAPTER IV

|                                                                   |           |
|-------------------------------------------------------------------|-----------|
| <b>4. DATA ANALYSIS AND FINDINGS.....</b>                         | <b>35</b> |
| 4.1. Introduction .....                                           | 35        |
| 4.2. Descriptive Statistics .....                                 | 35        |
| 4.2.1. The Effect of Gender on Subscales.....                     | 37        |
| 4.2.2. The Effect of Major on Subscales.....                      | 38        |
| 4.2.3. Descriptive Statistics of Each Question in the Survey..... | 39        |
| 4.3. Findings of the Semi-structured Interview Questions .....    | 48        |

## CHAPTER V

|                                                         |           |
|---------------------------------------------------------|-----------|
| <b>5. DISCUSSION AND CONCLUSIONS.....</b>               | <b>56</b> |
| 5.1. Summary of the Study .....                         | 56        |
| 5.2. Discussion on the Quantitative Data .....          | 56        |
| 5.2.1. Discussions Related to Research Question 1 ..... | 57        |
| 5.2.2. Discussions Related to Research Question 2 ..... | 57        |
| 5.2.3. Discussions Related to Research Question 3 ..... | 58        |
| 5.2.4. Discussions Related to Research Question 4 ..... | 59        |
| 5.2.5. Discussions Related to Research Question 5 ..... | 59        |
| 5.3. Discussions on the Qualitative Data .....          | 60        |
| 5.4. Conclusion .....                                   | 63        |
| 5.5. Implications .....                                 | 63        |
| 5.6. Suggestions for Further Studies.....               | 64        |
| <b>6. REFERENCES .....</b>                              | <b>65</b> |
| <b>7. APPENDICES.....</b>                               | <b>74</b> |
| <b>8. CURRICULUM VITAE .....</b>                        | <b>88</b> |

## ABBREVIATIONS

|                  |                                           |
|------------------|-------------------------------------------|
| <b>MALL</b>      | : Mobile Assisted Language Learning       |
| <b>ESP</b>       | : English for Specific Purposes           |
| <b>EFL</b>       | : English as a Foreign Language           |
| <b>SPSS</b>      | : Statistical Package for Social Sciences |
| <b>MA</b>        | : Master of Arts                          |
| <b>CALL</b>      | : Computer Assisted Language Learning     |
| <b>ISI</b>       | : International Scientific Indexing       |
| <b>SSCI</b>      | : Social Sciences Citation Index          |
| <b>SCI</b>       | : Science Citation Index                  |
| <b>A&amp;HCI</b> | : Arts and Humanities Citation Index      |
| <b>COVID-19</b>  | : Corona Virus Disease                    |

## LIST OF TABLES

|                                                                                                                                   |    |
|-----------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Table 1.</b> Descriptive statistics of gender, majors and subscales .....                                                      | 36 |
| <b>Table 2.</b> The effect of gender on subscales .....                                                                           | 37 |
| <b>Table 3.</b> The effect of major on subscales.....                                                                             | 38 |
| <b>Table 4.</b> “I use my mobile very often during the day” .....                                                                 | 39 |
| <b>Table 5.</b> “I prefer using my mobile in English” .....                                                                       | 39 |
| <b>Table 6.</b> “I use my mobile for homework and research” .....                                                                 | 39 |
| <b>Table 7.</b> “I use my mobile easier than other electronic tools” .....                                                        | 40 |
| <b>Table 8.</b> “I like combining my mobile usage habits with learning” .....                                                     | 40 |
| <b>Table 9.</b> “I think a mobile phone can affect students’ learning motivation” .....                                           | 40 |
| <b>Table 10.</b> “I think a mobile phone can affect students’ learning habits” .....                                              | 41 |
| <b>Table 11.</b> “I come across English content while using my mobile” .....                                                      | 41 |
| <b>Table 12.</b> “I use my mobile for watching TV series and movies such as (Netflix)” .....                                      | 41 |
| <b>Table 13.</b> “I use my mobile for reading books and blogs such as (Kindle, Pinterest)” .....                                  | 42 |
| <b>Table 14.</b> “I use my mobile for watching videos such as (YouTube, Vimeo)” .....                                             | 42 |
| <b>Table 15.</b> “I use my mobile for searching information about courses such as (Wikipedia,<br>Google Scholar, Academia)” ..... | 42 |
| <b>Table 16.</b> “I use my phone for sharing photos such as (Instagram, Flickr, Others)” .....                                    | 43 |
| <b>Table 17.</b> “I use my mobile for using the dictionary (Google Translate, Tureng,Zargan)” .....                               | 43 |
| <b>Table 18.</b> “I use my mobile for playing games such as (Racing, PUBG, Clash of Clans)” .....                                 | 43 |
| <b>Table 19.</b> “I use my mobile for social media (Facebook, Twitter)” .....                                                     | 44 |
| <b>Table 20.</b> “I try to understand the English content without translating the page into<br>Turkish” .....                     | 44 |
| <b>Table 21.</b> “I learn English words from my mobile media usage” .....                                                         | 44 |
| <b>Table 22.</b> “I remember English words from my mobile media usage” .....                                                      | 45 |
| <b>Table 23.</b> “I learn how to pronounce the words from my mobile media usage” .....                                            | 45 |
| <b>Table 24.</b> “I remember English verbs from my mobile media usage” .....                                                      | 45 |
| <b>Table 25.</b> “I learn English verbs from my mobile media usage” .....                                                         | 46 |
| <b>Table 26.</b> “I learn some English phrases from my mobile media usage” .....                                                  | 46 |
| <b>Table 27.</b> “I feel that I can learn something in English whenever I want” .....                                             | 46 |

|                                                                                                                                               |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Table 28.</b> “Being exposed to too much English media leads me to learn English more”                                                     | 47 |
| <b>Table 29.</b> “Coming across the English content from my mobile in lessons motivates me to learn more”                                     | 47 |
| <b>Table 30.</b> “Seeing a lot of English content in my mobile reminds me of the importance of knowing English”                               | 47 |
| <b>Table 31.</b> “It is more memorable when I learn from my mobile”                                                                           | 48 |
| <b>Table 32.</b> “I would like to use my mobile for formal learning in the future”                                                            | 48 |
| <b>Table 33.</b> Responses to Interview Question 1 “What kinds of applications do you use on your phone?”                                     | 49 |
| <b>Table 34.</b> Responses to Interview Question 2 “Do you see any English content on your phone?”                                            | 50 |
| <b>Table 35.</b> Responses to Interview Question 3 “Do you give your attention to the English content when you see it?”                       | 51 |
| <b>Table 36.</b> Responses to Interview Question 3 “Does seeing English content in media applications motivate you to learn English?”         | 52 |
| <b>Table 37.</b> Responses to Interview Question 4 “What kind of dictionaries do you use?”                                                    | 53 |
| <b>Table 38.</b> Responses to Interview Question 5 “Do mobile phones help you learn English? Which skill can you learn most from your phone?” | 55 |

## LIST OF APPENDICES

|                                                                |    |
|----------------------------------------------------------------|----|
| <b>Appendix 1.</b> Ethics Committee Approval Document .....    | 74 |
| <b>Appendix 2.</b> Survey in Turkish and English.....          | 79 |
| <b>Appendix 3.</b> Interview Questions .....                   | 84 |
| <b>Appendix 4.</b> Permission Letter from Çağ University ..... | 85 |
| <b>Appendix 5.</b> Toros University Permit Document .....      | 86 |
| <b>Appendix 6.</b> Institutional Consent Form.....             | 87 |



## **CHAPTER I**

### **1. INTRODUCTION**

#### **1.1. Introduction**

Mobile Assisted Language Learning (MALL) and media usage habits are very crucial variables in language learning in modern life. The aim of this study is to explore students' perceptions towards MALL and media use and its possible contribution into their foreign language with a special reference to English as a Specific Purposes (ESP) learning. The additional results of this study are expected to reveal how the students make use of their phones both during the classroom and out of the classroom to access relevant English input to help them with their English.

Firstly, in this chapter, the background information is presented. The background of the study clarifies the necessity of this study and the connections between technology and foreign language learning. The research problem and justification are followed by the significance of the study. Later on, research questions are presented. The chapter ends with limitations and assumptions.

#### **1.2. Background of the Study**

Historically, language learning has always been a popular activity among people because there will always be more people to communicate due to several reasons. These reasons can mainly be categorized as economic, social, and educational reasons. As economic reasons, people have been trading to different countries and continents for a long time. In the situation that there is no common language to interact with, individuals communicate using a language which has more authority because of economic and political powers. This is how the term, English as a Lingua Franca (ELF) emerged. Today, global economic facilities are not physically restrained because professional online sales systems have increased which has led to the popularity and the necessity of learning the English language. In addition to economic reasons, social factors also have a big incentive on language learning. Formerly, it could have been possible to stay local in one's circle, but in present day, since everything in the world interacts with each other at so rapidly, it is nearly impossible not to be affected by

unprecedented changes globally. Especially via cinema, TV series, and social media applications, what is trending is actually popular everywhere at a global scale. These technological applications are commonly available on our mobile phones. Hence, people desire to communicate with many people in many parts of the world through the English language. These reasons had been the case until the 20<sup>th</sup> century.

Media and technology integration began in the 1950s when small language centers began to use movies and tape recorders as tools for facilitating input to help teach English more effectively. Audio and video courses were developed in the '70s and '80s by the increased use of multimedia projectors and slide shows. However, by the mid '90s, many multimedia language programs became available for teachers on the Internet (Ahmad, 2012). Since the late 20<sup>th</sup> century and 21<sup>st</sup> century, learning a foreign language has changed not only the reasons of learning, but also the way of doing it. The biggest factor of this change is certainly the media and its availability on mobile phones. At one time, the radio was the only non-written media source, but now it varies a lot with the development of technological advances. Presently, media sources include TV, radio, social media networks, online games, cinema, and lastly mobile phones which include them all. These sources and the internet have different functions on learners' foreign language comprehension and production enabling them to access information at their own pace whenever and wherever they wished.

For example, although some social media applications like Instagram have finite functions, they can be beneficial in language classrooms because Instagram provides a lot of contextualized visual data that might supply aid in language classrooms. These aids are particularly rewarding as they provide visual items which enhance visual learning (Al-Ali, 2014). Similarly, Kennedy (2018) stated in her study that the learners' approach mobile phones as individual helpmeets- allowing them to make a much more specific choice of applications available for language learning use specifically in their foreign language education. As the Internet can be nominated as one of the newest methods of teaching languages, vocabulary knowledge in particular, it is associated with conducting better developments in the area of foreign language learning. Involvement and reliance on game-oriented activities were also affirmatively linked with lexical learning performance (Chen et al, 2019). The Internet and computers provide a lot because becoming proficient in a language infers more than just lexical items, statements, and grammar rules. (Monica -

Ariana, Anamaria – Mirabela, 2014). Nowadays, there is almost nobody who doesn't make use of mobile media sources for daily activities. However, there is an insufficient number of studies conducted about how these sources are really being applied to back up teaching and learning, along with few explanations of the way mobile computing tools and social media are utilized by college students (Gikas, Grant, 2013). Since English is used as a common terminology of many genres, it is very ordinary to be exposed to an extensive English vocabulary in media texts. Large amounts of computing power and portability, combined with the wireless communication and context sensitivity tools, makes one-to-one computing a learning tool of great potential in both traditional classrooms and informal learning settings (Sung, Chang and Liu, 2016). Students who often use mobile media tools are expected to use the gained input in their utterances. Moreover, through exposure to TV news and radio programs, students acquire the knowledge, structures, strategies, and vocabularies they use in everyday situations (CaoBahrani, 2011) in natural exposures.

Students who are more willing to try new tools and applications are exposed to a variety of media information by simply clicking on their mobile phones, but there have not been many studies trying to detect a learner's point of view on the use of these applications to promote foreign language learning. For this reason, the purpose of this study is to find out students' use of media as a contribution to their foreign language learning process. Cepon's (2013) study reveals the impact of unassisted video exposure on foreign language (FL) lexis and grammar acquisition, reading-based general comprehension, and writing skill.

77 university students from the faculty of economics participated in her study. However, the current study focuses on young adults who study in various faculties at a private foundation university. Private university students can most often afford to purchase mobile devices adorned with the latest language learning educational technologies. Obviously, technology helps students become independent and proficient researchers (Al-Hariri and Al-Hattami, 2017). Besides being independent, being collaborative develops learners' foreign language skills. Although media is not something individuals need to spend money on, it is a well-known fact that new and expensive mobile devices affect students' usage frequency because the internet is not anymore a service accessible by rich people only. Nowadays, almost all homes have internet connection and smartphones. On the other hand, technological tools like smartphones can vary from each other; some of them really enable students to use

interesting applications leading them to come across and engage in more input in English being the target language of many learners in the world.

### **1.3. Research Problem and Justification**

Use of smartphones and other mobile devices in language learning has recently gathered intense attention. Obviously, the popularity of mobile assisted language learning (MALL) has gained immense interest in foreign language education classrooms in the 21st century. This is because mobile devices have already had an important role in the everyday lives of students and teachers. Additionally, learning English on mobile phones is no longer a novelty for English as a foreign language (EFL) learners (Hsu, 2013). For this reason, research about mobile assisted language learning attracts many scholars' interests. However, there is also a lack of cumulative research; most theories and concepts are used only in one or few papers. This raises the issue of the reliability of findings over time, across changing technologies, and in terms of scalability (Viber and Grönlung, 2012). For this reason, this study intends to explore the perceptions of university ESP learners of mobile assisted language learning in their English language development. This mixed-method research is expected to provide MALL related findings and contributions to the English Language Teaching (ELT) literature.

### **1.4. Significance of the Study**

There have been many studies that describe the relationship between technology and language learning. However, MALL is a recent approach used in language learning and student learning habits have been transforming rapidly. Many teachers in today's classrooms have been facing excessive mobile phone usage by their learners both in and out of the classroom environment. Since students are unlikely to be prevented from using mobile phones, we as teachers have come to the point that we need to learn how to utilize mobile phones in and outside classroom settings to create novel opportunities of language learning. In this respect, students' attitudes need to be detected and analyzed. For this reason, this study may potentially shed light on university students' ideas and perceptions towards MALL and its use in foreign language learning specifically, in their related ESP courses.

### **1.5. Research Questions**

1. What kind of media applications are ESP students likely to use on their mobile devices?
2. For what purposes do ESP students use their mobile phones?
3. Do students' gender and majors affect their attitude towards MALL?
4. Which skills of English language can ESP students learn using their mobile devices?
5. Do ESP students think they benefit the input from the media sources in their foreign language learning process?

### **1.6. Limitations**

This study was carried out with students taking ESP courses pertaining to their majors at Toros University in Mersin. The participants are from the majors of psychology, logistics, civil engineering, computer and software engineering, industrial engineering, and economics. Although, the surveys were initially thought to be applied equally in terms of the participants' number each major, due to the varying population of departments like civil engineering, some participants in some majors may outnumber the others. In addition to these, the student profile of private universities resembles the means of learning habits, capacity, and lifestyle. For this reason, the conclusion of this study may reflect similar student profiles to those of students studying in other private universities in Turkey.

## **CHAPTER II**

### **2. LITERATURE REVIEW**

#### **2.1. Introduction**

In this chapter, previous studies are unfolded to clarify related areas such as the use of technology in foreign language learning and theoretical backgrounds of today's current language learning environment. Starting from general language learning aspects, the importance of the English language and its dominance on media sources are discussed. A close look into learning strategies and technological learning facilities are also mentioned.

#### **2.2. Foreign Language Learning**

Foreign language learning has always been a popular practice, especially since the 20<sup>th</sup> century. For this reason, foreign language learning has attracted many scholars to carry out various studies in learning foreign language-related areas. Language learning has been commonly associated with many disciplines and fields of work. Such disciplines and study areas include psychology, social environment, motivation, native language proficiency, job opportunities, teacher factors, teaching methods, and current global affairs.

There are studies which state that there is a connection between first language proficiency and foreign language proficiency success. Lightbown and Spada (2013) claimed that proficiency in the native language has an impact on foreign language learning. Learning a new language after one's language acquisition process is called foreign language learning. Although language learning is a natural human process, there are supposed to be certain strategies and principles. These strategies and principles are developed by adopting the first language learning patterns and processes. So, Chomsky's "innate" theory and Bloomfield's "social phenomena" theory have brought about new perspectives on how to teach and learn a foreign language in the education field. They mainly differ from one another with utilizing how the language is acquired. In both situations, the language learning process of a human being shows some similarities in foreign language learning.

Secondly, the social environment affects foreign language learning activity to some extent. People acquire the actively used language around them. If that is so, and people are

exposed to a foreign language even in part, they tend to learn it faster than people who have no or limited access to it. The education level of the social environment, ethnic background, and economic situation of individuals can show a large impact on their foreign language learning opportunities. It is also necessary to consider the sociocultural context of learning a second language. Learning not only occurs within a social environment, but the reason for learning a language is also social: one learns a second language to communicate with others (Santana, Garcia-Santillan and Escalera-Chavez, 2017).

Motivation comes into action when the subject is foreign language learning. When we look at the reasons for foreign language learning, multiple reasons can be given. Some of them can be classified as extrinsic and intrinsic motivation. In other words, these terms can be stated as inner motivation and outer motivation. Inner motivation can be supported by the individual's willingness and goals to learn a foreign language. In the study of Norris (2011), the results of the study revealed that the most common motivation to learn a foreign language was to foster understanding between people and that it expands people's worldview. On the other hand, outer motivation is backed up by environmental factors. Inner motivation is related to the language learner, and each language learner may have different traits. Generalizations regarding the 'language learner' might mislead instructors; hence, it is important to recognize the complexity of students' identities, histories, goals, and motives. In the language classroom, students enrich their identities through learning the language. Learners become who they are by what they learn (Little, 2004). The goals can be exemplified as willing to communicate with more people from various places of the world, traveling to other countries, improving one's hobbies, and understanding global and identity issues. Similarly, outer motivation could be better job offers, higher salary opportunities, education requirements, family pressure, migration, and assimilation. Both motivation types can occur simultaneously. Learners with an autonomous orientation tend to be aware and internalize their self-interests and goals; however, they also associate them with a basic integrative need to connect with activities valued by others (Ryan and Deci in La Guardia, 2009).

Teachers also have a big impact on students learning. Especially when the learners have introduced something unfamiliar and new, the role of the teacher is shifted from important to vital; the unknown input of the language is associated with the language

presenter either consciously or unconsciously. The attitude of a teacher can easily encourage or discourage learners to learn a foreign language. Additionally, the occupational proficiency and pedagogical perspective of teachers can play a major role in learner's foreign language learning process and progress.

English has become a world language in the 21<sup>st</sup> century. This is the result of English-speaking countries' economic and political leadership positions they occupy in the world. Crystal (2003) stated that English is a global language. Therefore, thanks to its business and political activities worldwide, the United States' effect on the English language has made it highly desirable to many people on the planet (Norris, 2011). To integrate and be able to catch up with the superpower countries' latest patterns, the citizens of other countries have started to shift their attention from French to English. Besides economic and political leadership, the advances in many areas have been studied and carried out in English. Medical discoveries, technological inventions, and the correspondences of international companies are performed in English. Even the most popular TV series and film industry is located in an English-speaking country, thus resulting in the willingness of the rest of the world to learn the language. The United Kingdom and the United States of America have had many colonies in many places in the world. The countries that are under influence of the English-speaking countries are obliged to learn the language for political and global issues.

However, since the 19<sup>th</sup> century, people tended not to move to other places to live, to study or to work. Hopes of a better living standard, more desirable working conditions, and a safer living environment encouraged people to move to other countries. Especially after the Second World War and economic crises in recent decades, people who are in developing and underdeveloped countries started to look for job opportunities in the English-speaking superpower countries. Currency differences and gaining vocational experience created a migration intention among a large group of people in the world. Thus, the need for foreign language learning has significantly increased in the last century.

The process of foreign language learning can differ among individuals. The factors can be stated as; age, gender, education, social background, native language proficiency, the similarity or contrast between the native language and the foreign language, teachers, and teaching mediums. The process of foreign language learning is a commonly studied area due

to its challenging and long process. There are many methods and teaching practices which accelerate or improve the process of foreign language learning.

### **2.2.1. The Importance of Learning English as a Foreign Language**

In the modern era, being able to speak languages other than one's first language has become more crucial than just being "important." Multilingualism has evolved to be exclusively fruitful in aspects such as economic and social aspects. A better understanding of an individual's language and having a genuine connection with people can also be achieved by communication in a foreign language. There are many reasons why people need to understand the importance of learning English as a foreign language such as job opportunities, improving mental skills, traveling and socializing, and scientific research,

Learning a foreign language opens up employment opportunities. English language proficiency has an important impact on the opportunities of new graduates for employment (Abdul Kadir, 2015). For businesses, it is essential to develop and sustain a strong footing in the global economy. It is better achieved if they can understand the psychology and the language of their foreign clients (D'Astoli, 2016). Nowadays, companies and businesses search for employees who speak foreign languages. Employees who know a foreign language may receive special promotions and recognition from colleagues and managers in institutionalized companies.

Analytical and cognitive skills can also be enhanced with knowledge of a foreign language. A project carried out in The British Academy by Professor Bencie Woll FBA and Professor Wei (2019) presented the academic base proof for academic, cognitive, and age-related benefits of learning a language to any level of proficiency. Learning a new language appears to develop functions like attention and mental alertness. Moreover, there is strong evidence for the positive effect of learning a language on creativity in language use. Fluency, originality, and creative flexibility are improved in one's first language when learning a second language. This may be due to the cognitive practices involved in learning a new language, such as the willingness and adaptability to change for language switching or the rigorous practice and study involved in language learning.

Apart from what mentioned above, being able to speak English as a foreign language can offer a unique experience to travelers. People who like to travel certainly appreciate the

easiness of communication thanks to their English proficiency. Individuals can easily interact with other people, ask directions, find places, order food, and live local experiences without relying on any tour services or translators.

Within the second half of the century, English grew into the effective language of science, with more than 90% of the indexed scientific articles in the natural sciences published in the English language (Hamel 2007, 2013; Ammon 2010, 2012).

### **2.2.2. English as Lingua Franca (ELF)**

The outbreak of a lingua franca in various parts of the world has resulted in various definitions of it. For example, Merriam-Webster (2020) defines the lingua franca as “any of various languages used as common or commercial tongues among peoples of diverse speech.” Similarly, Collins dictionary (2020) states the term as "A lingua franca is a language or way of communicating which is used between people who do not speak one another's the native language.”

The Britannica (2020) explains it as “Lingua Franca, (Italian: “Frankish language”) language used as a means of interaction between populations speaking vernaculars that are not mutually intelligible.” The three definitions by the most reliable and famous dictionaries of the world have shown that it is the shared language for communication among people from different parts of the world. As its name suggests, the lingua franca has not always been English.

The term was first used during the middle ages to explain a French- and Italian-based jargon, or pidgin that was promoted by Crusaders and traders in the eastern Mediterranean and modified by the invariant forms of its nouns, verbs, and adjectives (Mufwene, 2016). For ages, the changes in the world's power relations in the political and financial aspects have brought about language shifts from one to another. Crystal (2003) explained that the growth of the U.S. was unmatched in the twentieth century, leading English towards the status of a global language. Undoubtedly, military finance and politics have been effective factors in English becoming a lingua franca in the 21<sup>st</sup> century.

Currently, there are seventy-five areas where English is uttered either as a native language or as a formal second language in politics, education, and law fields (Jenkins, 2003). In the first case, since geographical discoveries and recent ages, England settled or conquered

some places and the English language formed differently in the spoken environment. In some cases, new native English varieties occurred in North America, Canada, Ireland, Scotland, New Zealand, The Caribbean, Wales, and Australia; the situation of this new English variety is called "inner circle" or "core varieties" (Mauranen, and Ranta, 2009).

The second case refers to the existence of territories like Africa, India, Pakistan, Sri Lanka, and South-east Asia where English is used commonly in many main areas of work for various reasons. In his book, Hartford (1987) states that due to extensive activity of English authority, English is not seen as a foreign language, nor a native language. In this respect, such countries are named as the outer circle. Kachru (1965) proposed the term first in his studies as "World Englishes" referring that there are many English varieties formed by non-native English speakers. World Englishes and outer circle language learning and teaching have still been a controversial topic in Applied Linguistics. The changing World power relations and economic activities have been directing both foreign language learning and the existence of a common language for global communication.

English as a lingua franca has shown its superiority in many disciplines such as scientific publications, media sectors, and the business world. To reach as many readers as possible, publications are preferably published in English. ISI, SSCI, A&HCI, and SCI are top scientific studies databases in the world. The number of citations or reviews evaluates the success of the publication. However, first, a paper must be accepted by a scientific database. Databases like Thomson Science requires papers in English. Testa (2006) presented the criteria as "English is the universal language of science at this time in history. It is for this reason that Thomson Scientific focuses on journals that publish the full text in English or at very least, their bibliographic information in English". Similarly, in the paper of Sarafoglu and Sandelin (2003), they supported this situation with ISI criteria. It is explicitly stated, "ISI seeks to cover the best regional journals as well." However, even in those circumstances, "English language bibliographic elements remain essential." Journals that are not written in English are omitted. Those cases, without a doubt, lead to the hypothesis that the ISI indices highlight English-language studies.

The advertisement and technological power of British and American media lead English as a dominant language in global communication. The worldwide film industry "Hollywood" encourages English to the whole world. Cultural products that include English

media and film have gained massive dominance, thus making English a popular language (Xue and Zou, 2013). Nowadays, it is new technologies such as mobile phones and computers that are common social and linguistic fabrics. These fabrics are carried out in English. In other words, mobile phones and computers have media sources that present English items that can be used by learners of English as foreign language (Thurlow and Mroczek, 2011). Media literacy helps students become associated with the basic skills of language learning; the use of media enables students to think in English. The use of commercial media may induce critical thinking in ESL students, which is a crucial component of learning (Cooper, 2002). Thanks to the various types of media including television, film, music, the Internet, and print, students are integrating their studies with daily interaction with a form of English language media (Tourtellotte, 2012) by easy access to language input.

Some scholars showed much interest in cross-border mergers and acquisitions (M and As) because many international companies (MNCs) apply mergers in order to enlarge their market value and become powerful competitors (Haleblian, 2009). These mergers have brought about a shared language need necessity among employees and managers. There have been some studies carried out on how English as a business lingua franca can affect such financial activities. Kroon, Cornelissen, and Vaara (2015) conducted a study in a multinational company. In their study, they studied the effect of language fluency in a lingua franca on people's reactions to the merger in the context of a Dutch firm being acquired by a French company where English became the lingua franca. Forms of language such as national corporates, technical or electronic, its functions in terms of defining hierarchies, exercising power, and facilitating integration are emerging as important phenomena for global businesses (Brannen, Piekkari, and Tietze, 2014).

### **2.2.3 English in Daily Life**

The major technological advances, the phenomenon of globalization, and the major socio-cultural changes that have occurred within this period cleared the path for the insertion of English into daily life outside of the English as a Second Language (ESL) classroom (Correa, 2019). This path also resulted from sociolinguistics, the internet environment, and the advertisement industry in recent decades.

Technology has been developed by superpower countries in the world. Therefore, the products are introduced, named, and described in their languages. However, language items of the products are translated in the languages of the target communities; instructions and basic terms still remain in the manufacturing country's language, but of course, this language is often English. Puntoni et al (2009) state that no territory of media production illustrates the improving importance of the English language clearer than advertising. Regardless of their cultural heritage and native language, buyers are consistently targeted by many marketing messages in English. People all around the world use common brands and products, and when they consume them, they need to pronounce and get familiar with at least a few terms in English. Capitalism brought about selling a product from one place to the whole world. In this respect, the powerful countries, which are mostly English-speaking countries, can reach more and more people by advertising. A combination of widely sold goods and their advertisements lead English content to be an inevitable part of our modern lives. The globalization of advertising implies that marketing messages are increasingly delivered in a language that is different from consumers' native tongue (Puntoni et al, 2009). The fashion industry has also a big effect on people's English exposure in daily life. The writing on clothes stays in their minds unconsciously. The slogans of popular brands are exposed to many young and interested groups of people.

From international trade to the Internet, and from science to music, English as a language is an important aspect of the social life of consumers around the world (Cristal 1997). Many people who don't even speak English listen and sing English songs. Cafes and shopping malls that sell foreign goods prefer broadcasting music in the English language to target the potential customers.

The Internet has also been an inevitable part of our society since the term *internet* was created. With the developments of the internet usage in smart televisions and mobile phones, people have become more and more addicted to TV series, mobile applications, and computer games such as Instagram, Facebook, Letgo, online dictionaries, virus programs, and some online computer games. Peters (2018) indicated a positive relationship between learners' vocabulary knowledge and exposure to non-subtitled TV programs and movies, the Internet, and written print (books, magazines). Finally, both lengths of instruction and current out-of-class exposure to English language media affected learners' vocabulary knowledge,

but out-of-class exposure had a larger effect than the length of the instruction. Even though people use these applications and games in their first language, the English content remains available. Because the internet, music, and shopping have a major role in our lives, the position of the English language seems to be gaining dominance accordingly.

### **2.3. Technology and Language Learning**

The merging of education and technology has improved rapidly in recent decades. This idea comes from the fact that English teachers have not changed their methods and attitudes since then. Thus, the credit must be given to technological advances. There is no place in the education area where audio materials and technological items are not used. The most preferred book publishing companies include online teaching aids, online workbooks, listening materials, and visual affordances in their book packs. Appropriate use of resources has been effective in upgrading language instruction and learning.

There have been programs such as Computer-Assisted Instruction (CAI), Computer Assisted Language Learning (CALL), and Mobile Assisted Language Learning (MALL). These programs require user skills to perform the learning process. There are advantages and disadvantages of technological learning. The former is that it is individualized, thus enabling students to study according to their level. It also focuses on personal needs, and in addition to this, computer-assisted learning eliminates environmental distractions. Shish (2017) emphasizes the importance of classroom technological tools as

*The constantly changing environment in the classroom with the use of mobile technologies has allowed students and teachers to acquire language with flexibility and convenience. To provide a variety of tools needed to confront the intensive nature of the learning process, it is necessary to keep current with technology. This researcher believes that ever-changing technology is a challenge for language teachers and students, but meeting this challenge will ensure their success in attaining a more productive future in the mobile age (Shih, 2017).*

### **2.3.1. The History of Technology Language Learning**

Many people around the world use technology to learn languages. Recent technology has enabled language students to lead their language learning process autonomously. Modern students expand their communication skills and pursue personal enrichment. However, language learning technology has not always been carried out just by televisions and mobile phones.

Although books are now as commonplace and every day as any object you can imagine, there once was a point when they were considered the height of technology. The Gutenberg printing press (16<sup>th</sup> century) in many ways represents a radical shift unprecedented until the arrival of computers today (Glass, 2019). Because Gutenberg's printing press technology enabled mass production of books, people had the opportunity learn and access the Latin language. The invention of printing press was accepted as an important milestone to start studying another foreign language.

The Magic Lantern and Sandbox was a teaching instrument that illustrates images in the classroom environment. It was used to provide visual teaching materials for students to speak about an image shown. The importance of this instrument comes from its being the earliest form of technological reflective material such as projections, televisions, or smart boards.

The modern understanding of technology is considered, to begin with, televisions. Since television presents a full-audio-visual stimulation, is dynamic and obtains much authenticity, it looks specifically appropriate to the presentation of culture and at the same time to transmit the way language is buried in a general communication act, combined with body language, mimics, and physical illustrations.

The combination of technology and media started in the 1950s. In the '70s and '80s, audio and video courses were developed through the added use of video projectors and slide shows. Costly language centers throughout the world started to include language labs by the late '80s and early '90s. Although, it wasn't until the mid-'90s that many multimedia language programs were obtainable for educators on the Internet (Ahmad, 2012).

The birth of CALL can be dated back to the 1960s. The main usage areas of CALL were universities, where there were large early computers that were used to develop computing programs. The pilot project was started at the University of Illinois in 1960 and

is a milestone in the improvement of CALL (Marty, 1981). In the 1970s, personal computers began to attract many teachers and learners. This enabled many learners to start learning foreign languages with programmed instruction, which explains the name of Computer Assisted Language Instruction which was created in the USA. Later, CALL became a common term due to increased usage. As the technology was developed, updated forms of CALL were introduced such as Multimedia CALL and Web-based CALL.

Even though computers have evolved a lot in the recent decade, developments in mobile technologies have outreached the usage of computers. From their beginning, the size of mobile phones has decreased as much as their abilities have improved. These devices have shared attributes including Internet access, voice-messaging, SMS text-messaging, cameras, and video-recording. In language learning, all of these properties allow communicative language practice, reach to authentic content, and task completion (Chinnery, 2006). Study programs with mobile phones were created, making use of both voice and email.

Excessive mobile phone usage has made MALL in daily life possible and also the most popular learning method in the last few years. This portable and situated learning offers many advantages. A proper MALL application can provide learners in reading, speaking, listening, and writing content in the target language. English is the most desired and preferred target language in the MALL area. MALL is the latest technological learning method in language learning.

### **2.3.2. Computer-Assisted Language Learning (CALL)**

As it found its place in many areas of work and daily life, technology entered the education field in the 20<sup>th</sup> century. Since then, learning and teaching a foreign language has been formed by many different methods all around the world. The place and responsibilities have changed due to one the most effective teaching methods; computers. Utilizing the benefits of computers has created a learning system called Computer Assisted Language Learning (CALL). Personal computers and interest of educators who are keen on making use of new technological advances started to use the computer to help in both classrooms and outside the classrooms.

There are many definitions made by scholars. Egbert (2005) defines CALL as

“learners learning language in any context with, though, and around computer technologies.” Similarly, Levy (1997) states CALL as “the search for and study of applications of the computer in language teaching and learning.” Therefore, Beatty (2003) identifies CALL as “any process in which a learner uses a computer and, as a result, improves his or her language.”

Computers perform the task given by a human. Thus, CALL can only provide various tasks and instructions given by teachers for learners. Some of these tasks and instructions are checking translations, grammar items, pronunciation, spelling, dictation, close tests, sentence order exercises, and more. Using a software program to benefit from the computer by CALL is endorsed by the statement of Warschauer & Healey (1998) in that CALL will provide authentic, native-speaker models of language in different types of media, offer a language learning curriculum, evaluate the tests, record the process of learning, and is available at any time.

CALL is useful in helping the four language skills. For reading, it presents incidental reading, reading comprehension, and text manipulation. For writing, it offers error correction, automatic word-processor, and organizing text in a tidy form. Oral communication and presenting ideas on a given topic are speaking skills. These skills include simulations, role-plays, and discussion. Computer simulations offer a stimulus for such work, as they provide both a focus for oral activity and an ongoing changing scenario for students to talk about. Computers have a beneficial contribution to the improvement of oral skills (Hammersmith, 1998). Listening skills are more complex than other skills.

There are advantages and disadvantages of CALL. Advantages of CALL are mainly for the benefit of learners rather than teachers. Initially, learners have the opportunity to interact and negotiate. Then, learners communicate in the target language in real environments. Therefore, learners are involved in real-life based tasks. In this way, learners are subjected to the target language and tempted to use the language. They are given enough time and feedback. Learners are encouraged to join in the learning process. Learners' autonomy is supported (Egbert and Hanson-Smith, 1999). Another advantage of CALL is that it allows privacy, which means learners should not hesitate to make mistakes. Besides, because it enables students to study alone and at their own pace, it allows students who have fallen behind to catch up with their peers (Alparda, 2010).

The disadvantages are mostly about learners' autonomous attributes and their skills in technology. Because, no matter how simple computers and software programs are, the learners need to be acquainted with them. Computers are not proper for all language practices and they cannot manage the unexpected situations of the learners. It is crucial to remember the fact that learning is also an emotional and social process. Moreover, computers cannot carry out open-ended dialogues and conversations (Gündüz, 2005). The learners need to be relaxed and feel comfortable to achieve effective filters. For some learners, being in a real learning environment rather than learning through a set of preformed practices creates more long-lasting results.

### **2.3.3. Mobile-Assisted Language Learning (MALL)**

Being individualistic, sudden, casual, and widespread are some of the main characteristics of mobile learning (m-learning). However; studying with mobile phones can take longer when compared to computers, but MALL provides freedom by means of place and time. (Miangah, and Nezarat, 2012). Mobile assisted language learning (MALL) utilizes mobile technology in language learning. Unlike computer-assisted language learning (CALL), MALL provides an opportunity of freedom in and out of the classroom environment, which encourages learning at any time. In this regard, MALL can be thought of as a way out to language learning constraints in the aspects of time and place.

However, mobile learning technology has a rapid speed of growth from a text-based teacher-learner approach to future multimedia technology help. Also, Podcast lectures and digitized audio feedback make it more accessible for teachers and learners to communicate digitally without any time and space constraints (Oxford and Oxford, 2009).

One of the benefits of mobile learning is that group learning through this form of learning is greatly promoted. That is, through interaction, different learners will share their knowledge, skills, and attitudes. Collaborative learning allows the learners to encourage, inspire, and assess each other in order to accomplish significant quantities of success, a property that is almost lacking in other success forms. A good collaborative approach can be achieved simply by using a mobile device as the learning environment (Yang Soon, 2005).

MALL includes devices that range from MP3/MP4 players, smartphones, and e-book readers to laptops and tablets. In the last two decades, a remarkably vast volume of work has been published that has seen the field grow along with the tremendous advancements made in mobile technology (Burston, 2013).

The Stanford Learning Lab created one of the first projects using cell phones which explored their use in language learning (Brown, 2001). Specifically, they established Spanish research programs using cell phone voice and e-mail. Such services included vocabulary practice, quizzes, translations of terms and phrases, and access to tutors who speak live. Their findings indicated that when presented in small chunks, cell phones were successful for quiz delivery; they also indicated that automatic speech vocabulary lessons and quizzes had great potential (Thornton and Houser, 2002).

Levy and Kennedy (2005) have developed a similar system for Italian learners in Australia, sending vocabulary terms and idioms, meanings, and sample sentences via SMS in a spaced and planned distribution format, and asking for input in the form of quizzes and follow-up questions. Kiernan and Aizawa (2004) set out to research whether or not cell phones were useful resources for studying languages and to investigate their use in task-based learning. They argued that learning of the second language is better encouraged by the use of assignments.

With mobile technologies promising many advantages: simplicity, low cost, compact size, and user-friendliness, researchers are investigating how mobile technology can be used to promote language learning (Huang et al., 2012). However, there are also apparent drawbacks, such as low screen size, a minimal graphics appearance (Albers & Kim, 2001), and dependency on networks that do not necessarily have very high transmitting efficiency and can be subject to other kinds of disruptions. Though MALL contains several portable devices from pods to tablets, the latest studies of smartphone-assisted language learning mainly applies to cell phones.

## **2.4. Media and Foreign Language Learning**

The word media, which is the medium plural, refers to the channels of communication through which we disseminate news, music, films, education, promotional messages, and other details. It includes electronic and physical newspapers and magazines, TV, radio,

billboards, mobile, Twitter, and fax machines (Market Business News, 2020). According to Collins Dictionary (2020), “The means of communication that reach large numbers of people, such as television, newspapers, and radio.” Similarly, Dictionary.com (2020) defines “(usually used with a plural verb) the means of communication, as radio and television, newspapers, magazines, and the Internet, that reach or influence people widely”. The media describes the various ways such as written and spoken forms through which we communicate in society. The relationship between media and foreign language learning starts here because communication is mostly performed in the English language.

Despite geographical barriers, individuals, objects, and a target language, popular culture is also easily accessible to language learners and teachers. Naturally this openness is possible through mass media and online contact methods. The screens of televisions, laptops, billboard ads and mobile apps in particular saturate our lives with text and photographs that tell us stories about individuals, locations, and activities around the globe (Chamberlin-Quinlisk, 2012). Many language learners are exposed to these media-related practices which make it possible them to try to catch up what is going on in the world constantly. The key activity here is the trend in media and its various applications, and the latest trends have emerged from English-speaking countries. So, language learners should be acquainted with English content to reach their learning goals. The foreign language learning process is intricate, and with the motivation of media addiction and being able to follow the changing circle of the world, language learners need English as a foreign language more than ever.

The different types of media have different contributions to students’ language development. Besides verbal conversations between individuals that can be heard or followed by the learner, the media is a potential source of vocabulary acquisition (Koolstra, and Beentjes, 1999). Koolstra and Beentjes also note that children’s acquisition of a foreign language is stimulated through watching subtitled television programs, and by incorporating mobile technologies and effective learning techniques, educators aim to promote learning. Nowadays, mobile devices such as smartphones are equipped with location information receivers, cameras, Radio-frequency identification (RFID) readers, and other environment awareness sensors. For educational purposes, they may include rich and immersive digital learning materials. (Yu-Lin et al, 2010).

In Blattner and Fiori's study (2009), they state that Facebook has unique features that offer constructive educational experiences while maintaining privacy and safety. The potential of this social website grows every day with new applications, and their article provides starting points for the engagement of further investigations in the abundantly promising field of Facebook pedagogical and linguistic research. Similarly, Harmandaoglu (2012) pointed out Twitter's contribution to language learning as, "Twitter, and social media in general, can make a surprisingly useful educational tool, giving students and teachers an easy way to communicate that goes beyond office hours and classrooms." Mobile games are also helpful for learners in language learning or development. It is doubtful that either gaming or engaging in online chats would cause users to improve their awareness of grammatical codes, but these practices are likely to result in an improvement in sociolinguistic skills (choosing the correct registers while code switching, etc.) that are scarce in language classrooms (Godwin-Jones 2014).

Mobile phones not only provide social media applications, they also present video programs like Youtube and Netflix. In this study, students are also expected to provide evidence of the usage of these programs in their mobile phones. Dizon conducted a study on Netflix and its effect on language learning. Dizon (2018) found that subscription VOD services such as Netflix offer a variety of benefits for L2 learners. Therefore, YouTube has been used in language classrooms in a variety of ways ranging from watching video clips to supplementing instructional content to a student's entire class (Brook, 2011).

#### **2.4.1. Types of Media**

Media refers to a tool for a message delivery system to carry an advertisement message to a target group of people. Traditionally, media is classified into four parts. They are print, broadcast, outdoor, and the internet. The oldest one is print media. It includes newspapers, magazines, and brochures. They are perceived as old-fashioned in the modern technology era, but they are alternatively available in online platforms. For a large number of readers print media is a major source of information. Between all print media, the newspapers occupy the largest position. It could be a daily or weekly newspaper, either national or local. It allows the readers to quickly deliver detailed news coverage and other related information. It is available to the general public at a very low cost. Print media has

benefits such as versatility, regional and language selectivity, broad advertising and reader participation. On the other hand, print media has a short life span; you can keep print media, while you cannot do this with online media. It presents limited selectivity concerning lifestyle. It is hard to reach different groups of people.

The second type of media is broadcast media. It includes television and radio. Formerly, TV is the primary source of information and entertainment for individuals subjected to mass media. There is not a single household in a world where television is not available. Televisions provide a whole perspective with the combination of visual, sound, color, and motion. TVs hold the attention of the media users thanks to its powerful audio-visual attribute, wide-coverage, low cost, and mobility. The latter is the radio which presents audio transmitted information. Its availability in all places keeps its popularity in the world. Its advantage is mobility everywhere; nonetheless, it has a lack of visual elements and limited research data.

The third media is traditionally referred to as outdoor media. The most commonly known one is the billboard. However, there are three types of outdoor media such as billboards, street furniture, and transit. The last media type is the biggest; internet. The internet is also seen as a new medium. It is marked under many categories with different titles like social media or interactive media.

Although media is mainly classified under 5 titles, the development of technology and the role of the media brought about new perspectives on how to categorize media in a new form. This created a term called new media. TV is the primary source of information and entertainment for individuals who are exposed to news media. The internet itself has changed dramatically; it has resulted in various forms like digital media, Web 2.0, or new media. The first three types of media; print media, broadcast media, and outdoor media have lost their power and appeal, making way for internet technologies, and the so-called new media. The word 'modern media' emerged to convey a perception that the field of advertising and communications started to appear very different very rapidly from the late 1980s, and this change was not limited to any industry or aspect of the country. In reality, the unifying word 'digital media' applies to a broad variety of shifts in media output, delivery, and usage. We consider these here as some of the main terms in discourses about new media, and these are: digital, interactive, hyper-textual, virtual, networked, and simulated (Lister et al, 2009).

There are five combinations of new media: community, creativity, convergence, communication, and collaboration. There must be a community to connect them to one another. Moreover, to attract the continuous appeal of media users, there must be creative elements. Therefore, old media has changed its practice, but new media is convergent with the new type. Newspapers are online along with online blogs, and additionally, magazines are published online. New media finds a way to update the old style. The new media is fast and it communicates with the users in an interactive way. In this way, interaction is succeeded by collaboration of users through digital applications.

The new media is associated with many applications of technologies: advertising, relationship marketing, niche marketing, public relations, human resources management, politics and journalism, medicine, socializing and dating, management, education, and entertainment. In another name, Web 2.0 provides endless applications and technological advances in online platforms to cater the needs of learners.

#### **2.4.2. Social Media**

Social media is a very broad term. There are many definitions made for social media. "Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing, and collaboration. Websites and applications dedicated to forums, microblogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media" (Rouse, 2019, p.1). Mathew Hudson (2019) defined social media as websites and applications that are created to enable people to share content fast, in real-time and efficiently.

Social media applications include Instagram, Facebook, Swarm, Snapchat, TikTok, Pinterest, Twitter, WhatsApp, and many more. The users of these applications are acquainted with some terms and situations. These are personal user accounts, profile pages, friends, followers, hashtags, groups, personalization, notifications, information updates, sharing, reviewing, liking, commenting, and blocking. Users perform and talk about these terms and set of practices while using the applications. So, the general chat topic in the modern world has happened to be formed according to these terms.

The evolution of social media has occurred in a few decades since the internet was created. Esteban-Ortiz Osbina (2019) stated that there are 2.4 billion users on Facebook,

therefore, there are a million more users who have YouTube and WhatsApp. These numbers are massive. There are 7.7 billion people in the world, and 3.5 billion of us are online. This reality shows the power of social media in our society. The internet started to be active around the 1960s and 1970s when private and public organizations were trying to find ways to get computers to interact with each other. However, until the 1980s and 1990s, what is known today as social media had not become a daily activity routine.

Social Media is commonly used as a boon and bane at the same time. It fastens global communication in a short amount of time, connects remote areas with civilization, and plays a vital role in e-commerce and above all, in the participation and democratization process (Zeitel-Bank, 2014). Social media has seven characteristics; first, there must be a web space in which users can upload content on websites; second, there must be a web address which users possess to log in and perform social media practices; third, social media users should build profiles that present them; fourth, personal media accounts must be connected with other users; fifth, users must upload authentic content to get attention or to be visible. This content can be sounds, visuals, videos, or a symbolic “like” or “dislike.” Sixth, social media applications must enable conversations or small chats. This checks the interaction attribute of social media. Seventh, and most importantly, the contents must have a time stamp. The posts are recorded in their posted time.

## **2.5. Students’ Learning Strategies**

Learning strategy definitions have been formed according to many scholars in the education world. Tarone (1983) proposed that language-learning strategy is an attempt to improve sociolinguistic and linguistic competence in the target language. Similarly, Bialystok (1978, p.71) defined the term as an optimal means for exploring available information to improve competence in a second language. Therefore, Stern (1992, p.261) identified learning strategies as "broadly conceived intentional directions and learning techniques". However, while there are similarities between these terms, there is also a lack of consistency and clarity within means, tools, approaches, steps, actions, operations, and techniques (Huang, 2004).

There are classified and unclassified learner strategies. They are sometimes grouped according to learners’ characteristics or socio-lingual perspectives. Even though individuals

aim to acquire the first language at a similar level, their second or foreign language proficiency considerably differs from one another. Many variables affect the learners' learning process such as power relations in the classroom, ethnic background, genes, teacher interest, the person of interest, affection, motivation, and physical environment. "The fundamental premise is that the application of language acquisition approaches relies entirely on the semantic experience or personality characteristics of the individual learners. This interpretation has been called the "encapsulated view" (Donato and McCormick, 1994). The cultural history of L2 learners can also influence how their goals and expectations are influenced and how this affects their behaviors and activities. Typically, many scholars researching coping approaches prefer to identify them as intentional and deliberate activities to overcome particular difficulties. In the meantime, O'Malley and Chamot (1990) proposed that the use of techniques can hit a stage where learners use the learning strategies implicitly. The scholars have come up with a variety of taxonomies of language learning strategies. Rubin's classification (1987) includes three direct or indirect types. The first one is a learning strategy which covers cognitive and metacognitive strategies. Cognitive strategies are clarification, verification, deduction, practice, memorization, and monitoring. Then, there are metacognitive strategies which include overseeing, planning, setting goals, and self-management. The second type of Rubin's classification is communication strategies that are part of a conversation, and the third type is social strategies, which is the exposure and being able to communicate in the target language.

Oxford (1990) has a wider taxonomy of strategies. She distinguishes them in direct and indirect strategies. Indirect ones include memory, cognitive, and compensation strategies. On the other hand, indirect ones contain metacognitive, affective, and social strategies. According to Oxford (1990), they are problem-oriented, agile, and always knowledgeable. They are not always observable. Strategies both directly and implicitly promote instruction, which include several facets of the learner.

Tarone (1980) takes a different perspective. She proposes that communication strategies can help develop a learner's performance by assisting them to produce what they wish to speak. Even though their communication may not be grammatically correct, in syntactic or lexical terms, as time goes on, learners will produce the language for

communication. This is because the learner will be exposed to language input and this might be perceived as a learning strategy.

Ghani (2003) has conducted extensive studies on learning strategies. She identified them as: behaviors, specific actions, steps, or techniques that learners utilize to develop their foreign language improvement. For her, these strategies may activate internalization, storage, retrieval, or use of the new language.

### **2.5.1. Learner's Autonomy**

There have been a lot of teaching and learning trends that facilitate the learning process. These trends have changed the position of learners and teachers employing the responsibilities and procedures of the learning process. The common failures or challenges in the learning processes of learners and the success of some students who are closely engaged with their learning process have drawn the attention of scholars. Scholars started to define the term "autonomy" since the 19<sup>th</sup> century. The first definition came from Henri Holec (1981) as "Autonomy is the ability to take charge of one's learning." Similarly, Dickinson (1994) stated that "autonomy is a situation in which the learner is responsible for all the decisions concerned with his [or her] learning and the implementation of those decisions." According to Benson (2001, p.1) "autonomy is a precondition for effective learning: when learners succeed in developing autonomy, they not only become better language learners but also develop into more responsible and critical members of the communities in which they live." Being autonomous is commonly associated with learners taking action in the lifelong learning process. Cotterall (1995) identified this action as using tactics for taking control of their learning.

Hardy-Gould (2013) explained the autonomy. At the center of autonomous learning is the student's role as a learner. Classroom talks and one-to-one conversations with the instructor will help students appreciate the significant part of their English performance. One must establish that autonomous, dynamic students can learn more creatively and actively. Self-reliant students can address their individual needs and make continuous progress.

Most scholars would agree on the idea that teachers are the ones who are supposed to activate and manage the learning process. However, in the post-method era, it is not just the teacher who is merely responsible for learning, it is also the learner who is to decide how to

learn, what to learn, the place of learning, and self-evaluation. Higgs (1988) notes that during the learning process, the teacher assumes the role of a mentor who provides a positive and encouraging learning environment, is available as a training individual to help the student learn individually and efficiently, and is one who encourages learners to understand their potential and makes learners become aware of the academic criteria and standards of the discipline they are learning in. Benson (2001) proposed that autonomous learners see their interaction with what to know, how to know, and the opportunities available as something they are in possession of or in control of. They are in an intimate friendship with the language they know, and they have a deep urge to learn the language. We will step back from what they're doing and talk about it and make decisions about what they need to do next and learn next.

### **2.5.2. Self-Directedness**

In every level of education, students are expected to know how to know and how to study on their own. But when it is time to evaluate their homework and exams, it can be observed that learners need to be seriously directed to become better students. Zimmerman (1989, 1990) associated self-directed learning with multiple abilities. First, these are deciding what knowledge and skills to learn and seeking his/her learning needs into learning objectives in a form that makes it possible for the accomplishments to be assessed. Therefore, translating her/his peers learning collaboratively, to see them as resources for learning; and identifying human and material resources appropriate to different learning objectives, are helpful. Besides these, selecting effective strategies skillfully and with initiative, gaining knowledge or skill from the resources used, evaluating his/her work and getting feedback from others about progress, can show a great effect on learners' development.

Self-directedness is a characteristic attribute. It includes a psychological feature that is improved as the individual interacts with his or her environment, and it shows the effects of personality, intention, and the social environment. Personal characteristics can change in time and can relate to the environment or personal issues. Self-directedness is a long-term process. By self-directing the process, the learner adapts himself/herself to changing conditions. The learner tries to find a solution according to the problem or challenge. That self-directedness is explained in learning also as a socio-cultural reflection. In societies in

which learning is predominantly viewed as following expert-developed programs and pursuing knowledge from professionally certified teachers, self-direction in learning is very often discouraged. However, we argue that distance education and open learning programs should develop more sophisticated and advanced instructional designs to incorporate autonomy and self-direction and to focus on interactive learning designs for their adult learners (Kasworm, 1992).

Lowry (1989) summarized some points of several writers (Ash 1985; Bauer 1985; Brockett and Hiemstra 1985; Brookfield 1985; Cross 1978; Hiemstra 1982, 1985; and Reisser 1973) to present the teachers' responsibilities for implementing learner self-direction in different ways. Teachers empower adult learners to see knowledge and reality as concrete, to see meaning structures as cultural artifacts, and to enjoy being able to function independently or collectively in their environment to transform it. Teachers teach investigation skills, decision-making, professional development, and job self-evaluation, as well as learners develop optimistic attitudes and emotions towards gaining freedom. They can use strategies such as field knowledge and problem solving that take advantage of the vast expertise base of adults and encourage critical thinking skills by integrating events such as workshops [into class].

### **2.5.3. Unconscious Learning**

Learning processes apply primarily to the interconnections between vision, memory, vocabulary, visualization, emotion, and motivation that enable students to mentally create links between verbal and pictorial patterns of information or between recent and previous memories and align them with specific knowledge systems in long-term memory (Mayer and Moreno, 2003). The human brain has a complex procedure that includes psychological, cognitive, and emotional processes. The mechanisms and results of learning may be conscious and unconscious. (Kowalski and Westen, 2005). Without careful and controlled attention, the unconscious may contribute to the creation, exposure, and application of information (Ashby and Maddox 2005; Dienes and Perner 1999; Evans 2008). Oppositely, a mindful thinking process starts by actively paying attention to educational content, identifying correlations and variations between words and their specific meanings using appropriate previous experience,

while consciously creating consistent relations between them and arranging them into new systems of information (Boshuizen and Schmidt 1992; Schmidt 1990).

The common understanding of how human memory absorbs information is that a small quantity of sensory information (visual, auditory, olfactory, tactile, kinesthetic, or gustatory) is temporarily retained in short-term memory, sorted through working memory, and partly preserved indefinitely in long-term memory (Baddeley 1992). Fisher (2010) identified four-stage model of learning. These stages are as following: first, unconscious incompetence which is unawareness of the existence of skill area; second, conscious competence in which the individual becomes aware of the presence of the skill; third, conscious competence, meaning if they can do it consistently at will, the individual achieves 'conscious competence' as an ability; and fourth, 'unconscious talent' which is when talent is so refined that it reaches the unconscious areas of the brain and becomes 'second nature.'

## CHAPTER III

### 3. METHODOLOGY

#### 3.1. Introduction

This chapter includes information about the context of the study, the research design, the participants, the procedure of the study, data collection instruments, and data analysis and trustworthiness. In the first part, details are presented about the context of the study. Second, the research design followed throughout the research is described in detail. In the third part, information is provided about the participants alongside the description of the procedure of the study. Next is the part where data collection instruments including the survey and semi-structured student and teacher interviews are explained. Lastly, data analysis procedures are brought forth and information is given about the reliability of the research.

#### 3.2. Context of the Study

Media has taken its part in many areas of our modern lives in the last century. And this is also the same case in modern education systems. Not only with the application of media and technology in classroom environments, but also outside of the classroom, media is commonly used as information and entertainment source in the education field. For this reason, this study is carried out to explore students' perceptions towards MALL and media use and its possible contribution into their foreign language processes. The study is conducted at Toros University. This institution is accredited by Pearson. In Toros University, students who are in psychology, engineering, economics and logistics majors take English preparatory education. Moreover, the students' English proficiency classification is in line with the levels set by the Common European Framework of Reference for Languages (CEFR). The target in English courses in faculty is to develop academic writing skills, to teach necessary terminology for different majors, and to introduce international concepts of majors. The pass or fail evaluation consists of one midterm exam, one final exam, and a presentation homework. The students are encouraged to follow some informative and entertaining online sources outside the classroom. Therefore, students are encouraged to do some sportive and social activities in order to develop their social skills.

### **3.3. Research Design**

Taking into consideration the student profile and their English proficiency, the study adopts a mixed method where both quantitative and qualitative data is collected and analyzed. The quantitative data is gathered with a Likert- 5-Scale survey. The main purpose of the researcher is to identify and define the characteristics of facts, objects, people, groups, or organizations. With the help of descriptive research such as who, what, when, where, and how, case details are revealed (Zikmund, et al., 2009). The intended result of the study is predicted to show the perceptions of students towards the contribution of media usage, specifically mobile phones, in a private university in Mersin.

This mixed-method research design is expected to shed light onto students' media usage habits. The reasons of students' excessive media tool usage both during and outside the classroom have created a need for a case study to understand students' perceptions. For this reason, this study gives the possibility to students to express their ideas about using media in their foreign language learning process.

There have been many researchers who have studied the contribution of media on general learning. Nevertheless, their studies differ from this study in two ways. First, this study does not focus on a specific type of media like Facebook or Twitter. Rather, this study generally has a wider perspective on media in terms of games, websites, software programs, and informative online portals related to engineering studies. Second, this study does not aim to prove the effects on foreign language learning through an experimental approach. Rather, this study focuses on the perception of students.

### **3.4. Participants**

The study aims to explore Toros University students' general perceptions with regard to their media usage habits and its possible help that it might have to enhance their foreign language learning. The number of the participating students is 195 and they pursue their studies in the majors of engineering, economics, psychology and logistics. Moreover, 92 of the participants are male, 103 of them are female. Their age ranges between 19 and 22. All the participants have studied English for one year in the preparatory class. The mother tongue of all the students is Turkish.

### 3.5. Procedure

This mixed method study with 195 students was carried out at a private university in Mersin. The data collection process took four weeks. The data collection consisted of two stages. The first stage was the quantitative data collection. It consisted of applying a 5-Scale Likert survey aimed to explore the participants' perceptions on media usages. The students were given the survey in their ESP lessons in the first two weeks of February. The survey took approximately 10 minutes to complete by each of the participants studying in various majors.

The second stage was the qualitative data collection. Semi-structured interviews with 15 participants were conducted and it took a period of the other two weeks of February to complete. The interviews were done in the researcher's office on the main campus. For interviews, the university management authority signed an institutional consent form (see Appendix III). The interviews were recorded and transcribed. The duration of the interviews was expected to last approximately five minutes. The interview questions (see Appendix II) included the types of media the participants use, the frequency of internet usage, and the application choice. After the interview stage was completed, the data analyses processes began.

### 3.6. Instruments

In order to study a perception, an application of a 5-point Likert-type scale is convenient. The survey was taken from the study under the title of University Students' Perceptions of Social Media as a Learning Tool. The scale was created by Laila Al-Sharqi, Khairuddin Hashim (2016). Minor changes in the survey items such as some popular social media applications were revised and an expert point of view was taken from some scholars at English Language Teaching Department, Education Faculty at Çukurova University. Laila and Khairuddin (2016) focused on learning as a general subject, while this study specifically investigates perceptions of media usage on participants' foreign language learning development.

A pilot study was performed in order to assess whether the desirable data can be gathered or not. The pilot study for the survey was conducted in the ESP classroom environments of the students in January. It was tested by 45 students from different majors.

The data was collected from the students who attended the class that week. At the end of the pilot study, it was determined that the students clearly understood the survey items and completed the survey on time. Another pilot study for the interviews was carried out on the same week with one student from each major. 4 students were interviewed in researcher's office on main campus. In the end of the interviews, it was concluded that the students were able to answer the interview questions easily and in the given time. Moreover, the answers of the students revealed expected amount of information. Upon the completion of the pilot study, the main study was started.

The 5-point Likert scale can be considered as one of the most important and commonly considered psychometric instruments for study in education and social sciences. At the same time, with regards to the study and placement of the points on the scale, it is often subject to a lot of debates and controversies. With this in mind, the available literature was reviewed and the obtained knowledge was clubbed with clear logical thought. (Joshi, et al., 2015). The survey was applied in Turkish to avoid any mistranslation or misunderstandings. The Turkish translation of the survey items was also revised by some co-workers of researchers in the School of Foreign Languages in Toros University.

### **3.7. Data Analysis**

The data was collected from 195 participants was analyzed quantitatively. In order to examine all given answers in the surveys conducted on the participants, the quantitative research software program SPSS was used.

This software program enables the researcher not only to measure the values, but also to analyze a large amount of data in a more systematically and proper way. The 5point- has 29 items. The items between 1-8 reveal general attitudes and habits of mobile media usage. The items between 9–16 show the most common types of media that students use. Moreover, the items between 17–23 indicate the effects of mobile media usage according to students' point of view. Lastly, the items between 24-29 illustrate the motivation and feelings of students towards mobile assisted learning.

In order to examine all given answers on the semi-structured interviews, the obtained qualitative data was analyzed through content analysis. Content analysis provides a practical technique to organize and classify the unstructured data in a convenient way.

### **3.8. Trustworthiness**

This study includes qualitative and quantitative data. The quantitative data was collected by a paper based 5-point Likert scale from the 195 participants. Created by Laila Al-Sharqi and Khairuddin Hashim (2016), the reliability of this instrument was measured by these researchers. In their study, Cronbach's alpha test was used to calculate the reliability or the internal consistency of the scale and the Cronbach's alpha value was found higher than 90 percent.

As for the qualitative data, 15 participants were interviewed in their native language to gather data reflecting their multiple perspectives. Applied with faculty students, the interviews were audio-recorded and then transcribed verbatim vigilantly to ensure that the answers of the participants could be accurately put down on paper.

## **CHAPTER IV**

### **4. DATA ANALYSIS AND FINDINGS**

#### **4.1. Introduction**

In this chapter, the collected data and its analyses are given. Chapter IV consists of two parts. In the first part, the survey results are provided. Descriptive statistics of gender, major, and subscales are showed in tables. Then the answers of each item in the Likert survey are analyzed and demonstrated in tables. The standard deviation and mean values are calculated and the explanations are provided under the tables. In the second part of the chapter, the answers of the semi-structured interviews are displayed in tables.

#### **4.2. Descriptive Statistics**

In this part, the tables of the survey items are displayed. First, the variables and subscales are given, then tables for each item of the survey are presented to show mean, standard deviation, variance and range. In this way, the agreement level of the participants on the survey items is shown one by one. Providing each survey item separately intensifies the findings in that each item can be investigated and later linked to related subscales.

Table 1.

*Descriptive statistics of gender, majors and subscales*

| <b>Variables</b>                                |                         | <b>N</b> | <b>%</b> | <b>M</b> | <b>S.D</b> | <b>V</b> | <b>R</b> |
|-------------------------------------------------|-------------------------|----------|----------|----------|------------|----------|----------|
| Gender                                          | Female                  | 103      | 52.8     | -        | -          | -        | -        |
|                                                 | Male                    | 92       | 47.2     |          |            |          |          |
|                                                 | Total                   | 195      | 100      |          |            |          |          |
| Majors                                          | Engineering             | 77       | 39.5     | -        | -          | -        | -        |
|                                                 | Psychology              | 57       | 29.2     |          |            |          |          |
|                                                 | Economics and Logistics | 61       | 31.3     |          |            |          |          |
|                                                 | Total                   | 195      | 100      |          |            |          |          |
| General attitude and habits of mobile Phone.use |                         | 195      | 100      | 3.92     | .61        | .38      | 3.38     |
| Media usage in mobile phones                    |                         | 195      | 100      | 3.8      | .73        | .54      | 3.38     |
| The effect of mobile media usage                |                         | 195      | 100      | 3.9      | .79        | .63      | 4        |
| Motivation and feelings towards MALL            |                         | 195      | 100      | 3.5      | .88        | .78      | 4        |

*Notes N = Number, M = Mean, S-D = Standard Deviation, V = Variance, R=Range*

According to Table 1, the study which has 92 males (%47.2) and 103 females (%52.8) includes 77 engineering (%39.5), 57 psychology (29.2) and 61 economics and administrative science (%31.3) students. The participants show positive attitudes and habits towards mobile phone usage,  $M = 3.92$ ;  $SD = .61$ . There is high media usage in mobile phones among students,  $M = 3.8$ ;  $SD = .73$ . The students highly agree with the positive effect of mobile usage on English learning,  $M = 3.9$ ;  $SD = .79$ . Lastly, moderate level of motivation and

feelings are observed towards mobile-assisted learning among participants,  $M = 3.5$ ;  $SD = .88$ .

#### 4.2.1. The Effect of Gender on Subscales

Table 2.

*The effect of gender on subscales*

| Subscale                     | Gender | N   | M    | SD  | DF    | F    | P    |
|------------------------------|--------|-----|------|-----|-------|------|------|
| Media usage in mobile phones | female | 103 | 4.01 | .68 | 4,190 | .905 | .001 |
|                              | male   | 92  | 3.57 | .73 |       |      |      |
| Effect of mobile phone usage | female | 103 | 4.06 | .73 | 4,190 | .905 | .001 |
|                              | male   | 92  | 3.71 | .83 |       |      |      |

*Notes N = Number, M = Mean, S-D = Standard Deviation, V = Variance*

Table 2 shows that Manova test was applied to analyze the effect of gender on all four subscales. The skewness and kurtosis values were between the -1.00 and 1.00 which validated normal distribution of variables. The Box's test's p value was .006 which shows inequality of covariance matrices and new p value (.01) was determined to handle this violation. On the report of Wilks' Lambda, there is a significant effect of gender on "media usage in mobile phones" and "effects of mobile phone usage on English learning" subscales,  $F(4,190) = .905$ ;  $p = .001$ . In both subscales, it is clearly observed that female students have higher mean values than male students which means that female participants show more media usage in mobile phones and more agree with the positive effect of mobile phone usage on English learning.

#### 4.2.2. The Effect of Major on Subscales

Table 3.

*The effect of major on subscales*

| Subscales                                     | Major     | N  | M    | SD   | DF    | F   | P   |
|-----------------------------------------------|-----------|----|------|------|-------|-----|-----|
| General attitude & habits of mobile phone.use | Eng.      | 77 | 3.89 | .64  | 8,378 | .95 | .31 |
|                                               | Psy.      | 57 | 3.93 | .5   |       |     |     |
|                                               | Eco.&Log. | 61 | 3.96 | .67  |       |     |     |
| Media usage in mobile phones                  | Eng.      | 77 | 3.65 | .78  | 8,378 | .95 | .31 |
|                                               | Psy.      | 57 | 3.9  | .65  |       |     |     |
|                                               | Eco.&Log. | 61 | 3.8  | .73  |       |     |     |
| The effect of mobile media usage              | Eng.      | 77 | 3.91 | .75  | 8,378 | .95 | .31 |
|                                               | Psy.      | 57 | 3.88 | .77  |       |     |     |
|                                               | Eco.&Log. | 61 | 3.88 | .88  |       |     |     |
| Motivation and feelings towards MALL          | Eng.      | 77 | 3.58 | .84  | 8,378 | .95 | .31 |
|                                               | Psy.      | 57 | 3.5  | .8   |       |     |     |
|                                               | Eco.&Log. | 61 | 3.54 | 1.01 |       |     |     |

*Notes N = Number, M = Mean, S-D = Standard Deviation, V = Variance, Eco= Economy, Log= Logistics*

As stated in Table 3, Manova test was conducted to analyze the effect of major on all four subscales. The skewness and kurtosis values were between -1.00 and 1.00 which validated normal distribution of variables. The Box's test's p value was .179 which shows equality of covariance matrices. Wilks' Lambda test reveals that there is no significant effect of major on all four subscales,  $F(8,378) = .95$ ;  $p = .31$ .

#### 4.2.3. Descriptive Statistics of Each Question in the Survey

Table 4.

*“I use my mobile very often during the day”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 4.31        | .98        | .97         | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

The mean of the first question is presented in Table 4 as 4.31. This item measures the usage of mobile phone. The statistics show high mobile phone use among participants. The standard deviation is calculated less than 0.1.

Table 5.

*“I prefer using my mobile in English.”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 2.8         | 1.4        | 1.92        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

It can be concluded from Table 5 that the mean of the second question is 2.8. the least mean score is available in this item, which is still considered as a moderate agreement by the participants in the survey. This item measures the preference of English in mobile phones' language.

Table 6.

*“I use my mobile for homework and research”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.88        | 1.05       | 1.12        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

Table 6 illustrates students' use of mobile for homework and research. The mean of the third question is provided as 3.88. The survey item asks participants in which degree they use their mobile phone for research and completing homework. Statistics show a high degree among participants.

Table 7.

*“I use my mobile easier than other electronic tools”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 4.4         | 1.01       | 1.03        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

In line with Table 7, the mean of the fourth question is 4.4. This survey item has the highest score among the other survey item. The preference of other electronical tools or mobile phones are evaluated in this survey item from which it can be inferred that participants use mobile phones more easily than other devices.

Table 8.

*“I like combining my mobile usage habits with learning”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.8         | 1.05       | 1.12        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

In keeping with the statistics shown in Table 8, the mean of the fifth question is 3.8. This survey item shows high integration between mobile phone habits and learning among participants.

Table 9.

*“I think a mobile phone can affect students’ learning motivation”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.95        | 1.03       | 1.06        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

In Table 9 above students’ learning motivation is presented. The mean of the sixth question on the survey was found as 3.95. This survey item measures the effect of mobile phones on students’ learning motivation. Statistics show high effect of mobile phones on their learning motivation.

Table 10.

*“I think a mobile phone can affect students’ learning habits”*

| <b>N</b> | <b>Mean</b> | <b>S. D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|-------------|-------------|--------------|
| 195      | 3.95        | .97         | .94         | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

The findings from the descriptive analysis on students’ learning habit related item are presented in Table 10. Therefore, the mean of the seventh question is attained as 3.95. This survey item seeks to find the effect of mobile phones on students’ learning habit. Statistics show a high effect of mobile phones on their learning habits.

Table 11.

*“I come across English content while using my mobile”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 4.28        | .96        | .92         | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

As seen Table 11, the mean of the eighth question is 4.28. This survey item shows high encounters with English contents while using mobile phones.

Table 12.

*“I use my mobile for watching TV series and movies such as (Netflix)”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.78        | 1.39       | 1.93        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

The responses to survey item concerning students’ video type preferences are indicated in Table 12. Consequently, 3.78 seems to be the mean score of the ninth survey item. It is possible to claim that students show high use of mobile phones for watching movies and TV series.

Table 13.

*“I use my mobile for reading books and blogs such as (Kindle, Pinterest)”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.09        | 1.51       | 2.28        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

A careful analysis of survey item relating to students written media sources is depicted in Table 13. The mean of the tenth question is 3.09. This survey item demonstrates high use of mobile phones for reading blogs and writings.

Table 14.

*“I use my mobile for watching videos such as (YouTube, Vimeo)”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 4.34        | .97        | .94         | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

The mean of the eleventh question about watching videos is given as 4.34. This item survey suggests frequent use of mobile phones for watching videos on YouTube or Vimeo. Conforming to Table 14, a high agreement on video applications such as YouTube and Vimeo is pointed out.

Table 15.

*“I use my mobile for searching information about courses such as (Wikipedia, Google Scholar, Academia)”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 4.2         | 1.03       | 1.06        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

In accordance with Table 15, the mean of the twelfth question focusing on looking for academic information is 4.2. High use of mobile phones for researching from the websites such as Wikipedia, Google Scholar and Academia was detected.

Table 16.

*“I use my phone for sharing photos such as (Instagram, Flickr, Others)”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 4           | 1.26       | 1.59        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

As explained by Table 16, 4 is the value of the mean of the thirteenth question. This survey item views high use of mobile phones for sharing photos via the applications such as Instagram and Flickr.

Table 17.

*“I use my mobile for using the dictionary (Google Translate, Tureng, Zargan)”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 4.25        | .96        | .93         | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

Based on the statistics in Table 17, the mean of the fourteenth question is 4.25. This survey item exhibits high use of mobile phones for using the dictionaries such as Google Translate, Tureng and Zargan.

Table 18.

*“I use my mobile for playing games such as (Racing, PUBG, Clash of Clans)”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 2.9         | 1.62       | 2.64        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

It is highlighted in Table 18 that the mean of the fifteenth question is 2.9. It can be inferred that students come up with a moderate use of mobile phones for playing mobile games.

Table 19.

*“I use my mobile for social media (Facebook, Twitter)”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.88        | 1.33       | 1.79        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

Table 19 shows, the mean of the sixteenth question is 3.88. This survey item charts high use of mobile phones for social media.

Table 20.

*“I try to understand the English content without translating the page into Turkish”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.77        | 1.11       | 1.23        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

As illustrated Table 20, the mean of the seventeenth question is 3.77. This survey item manifests that most participants try to understand the English content on mobile phones without using a dictionary. In other words, they try to understand the English content without translating the page into Turkish.

Table 21.

*“I learn English words from my mobile media usage”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.89        | 1.07       | 1.15        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

Table 21 presents the mean of the eighteenth question as 3.89. It can be understood that participants think that social media helps them learn new English words through incidental and intentional vocabulary learning.

Table 22.

*“I remember English words from my mobile media usage”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 4.01        | .97        | 1.15        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

The mean of question number nineteen is indicated in Table 22 as 4.01. This survey item reveals participants’ thoughts that social media helps them remember new English lexical items. It is highly likely that learners may increase their retention of newly learned lexical items when audio visual exposure is instantly available via mobile devices.

Table 23.

*“I learn how to pronounce the words from my mobile media usage”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.92        | 1.03       | 1.06        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

The mean of question twenty-three in Table 23 is 3.92. This survey item reveals the participants’ ideas about how helpful media is to them about learning the pronunciation of the English vocabulary by making use of online dictionaries that exemplifies not only British pronunciation, but also American.

Table 24.

*“I remember English verbs from my mobile media usage”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.92        | 1          | 1.01        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

The mean of the twenty-first question regarding Table 24 is 3.92. This survey item proves that mobile media is of great help to remember English words as learners because of the availability and accessibility of the material provided online.

Table 25.

*“I learn English verbs from my mobile media usage”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.93        | .99        | .99         | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

As can be noticed in Table 25, the mean of the twenty-second question is 3.93. This survey item notes that participants think that mobile media helps them learn new English verbs as well as their different forms, such as the present, the past, the past and present participles.

Table 26.

*“I learn some English phrases from my mobile media usage”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.67        | 1.08       | 1.17        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

From Table 26, it can be inferred that the mean of the twenty-third question is 3.67. This survey item states participants' views about mobile media that helps them learn new English phrases by being exposed to numerous examples used in meaningful contexts pragmatically.

Table 27.

*“I feel that I can learn something in English whenever I want”*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 4.09        | 1.07       | 1.14        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

Table 27 summarizes how students feel about their ability to learn something in English whenever they want. The mean is 4.09 which suggests the freedom to learn anytime

anywhere. It also indicates there is a high agreement among participant on time flexibility of foreign language learning.

Table 28.

*‘‘Being exposed to too much English media leads me to learn English more’’*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.86        | 1.15       | 1.33        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

In Table 28 the mean of the twenty-fifth question is shown as 3.86. This survey item points out that the high amount of exposure to English contents allows participants to learn English.

Table 29.

*‘‘Coming across the English content from my mobile in lessons motivates me to learn more’’*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.49        | 1.18       | 1.39        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

The mean of the twenty-sixth question is indicated as 3.49 in Table 29. This item seeks for motivational aspect of learning via mobile tools. In this respect, it shows that participants have relatively moderate levels of agreement on the question.

Table 30.

*‘‘Seeing a lot of English content in my mobile reminds me of the importance of knowing English’’*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.99        | 1.1        | 1.23        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

In the table above, the mean of the twenty-seventh question is presented as 3.99. This survey item clarifies the participants' high levels of agreement with the importance of being exposed to large amount of English content in their mobile phones.

Table 31.

*"It is more memorable when I learn from my mobile"*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.4         | 1.08       | 1.18        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

As can be noted from Table 31, the mean of the twenty- eighth question is calculated as 3.4. This survey item unfolds participants' moderate levels of agreement on that question.

Table 32.

*"I would like to use my mobile for formal learning in the future"*

| <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>Var.</b> | <b>Range</b> |
|----------|-------------|------------|-------------|--------------|
| 195      | 3.25        | 1.27       | 1.62        | 4            |

*Notes N = Number, S-D = Standard Deviation, V = Variance*

This survey item concerning use of mobiles in formal learning is given in Table 32 whose mean is 3.25. The item concludes that the participants express moderate levels of opinions on that question.

#### **4.3. Findings of the Semi-structured Interview Questions**

The collected qualitative data from the semi-structured interviews are shown in the tables below by analyzing the given responses to the interview questions by one by one in order to illustrate and interpret the data clearly.

Table 33.

*Responses to Interview Question 1 “What kinds of applications do you use on your phone?”*

| <b>Participants</b> | <b>Majors</b>          | <b>Answer</b>                                                                                     |
|---------------------|------------------------|---------------------------------------------------------------------------------------------------|
| Participant 1       | Economy                | Twitter, Instagram, Facebook, 9GAG                                                                |
| Participant 2       | Industrial Engineering | Twitter, Instagram, Facebook, Arena                                                               |
| Participant 3       | Logistics              | Sözcü, Habertürk, Instagram, Netflix                                                              |
| Participant 4       | Economy                | Netflix, Spotify, Tureng, Instagram                                                               |
| Participant 5       | Civil Engineering      | Facebook, Instagram, Twitter, TikTok, Tinder, Letgo, Banking App.                                 |
| Participant 6       | Psychology             | Facebook, Instagram, Twitter, Netflix, Google Drive, Concert, Excel, Instagram, Facebook, Twitter |
| Participant 7       | Civil Engineering      | Facebook, Instagram, Twitter, Netflix, Cambly, PubG                                               |
| Participant 8       | Psychology             | BluTV, Youtube, Banking App. Photo App. Instagram                                                 |
| Participant 9       | Civil Engineering      | Whatsapp, Facebook, Tureng, Banking App. EKAP,                                                    |
| Participant 10      | Psychology             | Pinterest, YouTube                                                                                |
| Participant 11      | Industrial Engineering | Trendyol, Amazon, Netflix, Instagram                                                              |
| Participant 12      | Industrial Engineering | Instagram, WhatsApp, Baking Apps, Spotify, YouTube, Nike Training                                 |
| Participant 13      | Logistics              | Instagram, WhatsApp, Facebook, Sahibinden, BeConnect, CandyCrash                                  |
| Participant 14      | Computer and S. Eng.   | Facebook, Instagram, Twitter, Netflix,                                                            |
| Participant 15      | Computer and S. Eng.   | Facebook, Instagram, Twitter, Netflix, Spotify                                                    |

Table 33 displays the applications that students use in their cell phones. Students' answers show great similarity concerning the applications they utilize more or less in that they mostly use social media applications. It is clearly seen that a small majority of them use

related applications for any hobby or education. Students mostly use Facebook, Instagram, and Twitter. Many students watch movies and TV series on Netflix. Just one participant stated that he used a dating application. Only one student expressed that she/he used trading and banking applications. This table does not illustrate the integrated applications in mobile phones. They were supposed to reply with the applications which they downloaded.

Table 34.

*Responses to Interview Question 2 “Do you see any English content on your phone?”*

| <b>Participants</b> | <b>Majors</b>          | <b>Answer</b>                      |
|---------------------|------------------------|------------------------------------|
| Participant 1       | Economy                | Yes                                |
| Participant 2       | Industrial Engineering | Yes, twitter, Instagram, games     |
| Participant 3       | Logistics              | Yes, social media                  |
| Participant 4       | Economy                | Yes, sometimes                     |
| Participant 5       | Civil Engineering      | Yes, sometimes, in advertisements. |
| Participant 6       | Psychology             | Yes                                |
| Participant 7       | Civil Engineering      | Yes                                |
| Participant 8       | Psychology             | Yes, internet banking, Instagram   |
| Participant 9       | Civil Engineering      | Yes, Instagram, Facebook, Twitter  |
| Participant 10      | Psychology             | Yes                                |
| Participant 11      | Industrial Engineering | Yes                                |
| Participant 12      | Industrial Engineering | Yes,                               |
| Participant 13      | Logistics              | Yes                                |
| Participant 14      | Computer and S. Eng.   | Yes                                |
| Participant 15      | Computer and S. Eng.   | Yes                                |

Table 34 illustrates whether or not the students see any English content in their mobile phones. The content was meant to be any kind of written words or spoken data. All the

applications, regardless of the language of the application, provide English language items such as sign in and out buttons. For this reason, with the awareness that they are certainly exposed to English content, participants are expected to realize their content selection behavior.

Table 35.

*Responses to Interview Question 3 “Do you give your attention to the English content when you see it?”*

| <b>Participants</b> | <b>Majors</b>          | <b>Answer</b>                              |
|---------------------|------------------------|--------------------------------------------|
| Participant 1       | Economy                | Yes                                        |
| Participant 2       | Industrial Engineering | Yes                                        |
| Participant 3       | Logistics              | Yes, I use it in daily life                |
| Participant 4       | Economy                | Yes                                        |
| Participant 5       | Civil Engineering      | Yes, if I am interested in content         |
| Participant 6       | Psychology             | Yes, I am curious in new data              |
| Participant 7       | Civil Engineering      | Yes                                        |
| Participant 8       | Psychology             | No, I feel nervous                         |
| Participant 9       | Civil Engineering      | Yes                                        |
| Participant 10      | Psychology             | Yes, if I am interested in the content.    |
| Participant 11      | Industrial Engineering | Yes                                        |
| Participant 12      | Industrial Engineering | No                                         |
| Participant 13      | Logistics              | Yes, it depends on my intention in content |
| Participant 14      | Computer and S. Eng.   | Yes                                        |
| Participant 15      | Computer and S. Eng.   | Yes, in games                              |

Table 35 attempts to illustrate the conscious attention habits of students while using mobile phones. Here, psychological and educational factors play a role. As can be concluded from the table, nearly all participants gave their attention to English content when they came across it. Some students gave attention only when they were interested in the genre of the content. Being curious was given as an example of learners’ characteristics. Games and interesting genres were also given a substantial amount of attention. One participant focused

on the frequency of English items in daily conversation. Moreover, participants also stated that they were exposed to a large amount of English content in keywords and they had to give attention to them on social media.

Table 36.

*Responses to Interview Question 3 “Does seeing English content in media applications motivate you to learn English?”*

| <b>Participants</b> | <b>Majors</b>          | <b>Answer</b>                                                           |
|---------------------|------------------------|-------------------------------------------------------------------------|
| Participant 1       | Economy                | Yes, it reminds me the importance of English                            |
| Participant 2       | Industrial Engineering | Yes, it provides practice                                               |
| Participant 3       | Logistics              | Yes, I don't want translation, I want to understand the news by myself. |
| Participant 4       | Economy                | Yes, for travelling                                                     |
| Participant 5       | Civil Engineering      | Yes,                                                                    |
| Participant 6       | Psychology             | Yes, he wants to motivate more                                          |
| Participant 7       | Civil Engineering      | Yes, definitely, I notice the importance of learning English            |
| Participant 8       | Psychology             | Yes                                                                     |
| Participant 9       | Civil Engineering      | Yes, I use it as a secret tool. It makes me happy.                      |
| Participant 10      | Psychology             | Yes                                                                     |
| Participant 11      | Industrial Engineering | Yes                                                                     |
| Participant 12      | Industrial Engineering | Yes                                                                     |
| Participant 13      | Logistics              | Yes, for movies it motivates                                            |
| Participant 14      | Computer and S. Eng.   | Yes                                                                     |
| Participant 15      | Computer and S. Eng.   | Yes, it gives me a new vocabulary.                                      |

In the previous interview questions, participants were asked if they noticed English content on their phones. In Table 36, there is a follow-up question seeking their opinions if they felt motivated to learn English. This semi-structured question is expected to reveal a negative or positive answer. The following statements of the question show the reactions of students in motivation. Some of the students get motivated to interact without any help of a dictionary, while others motivate themselves to understand more sources in the English language. Entertainment and private conversation purposes are also among the reasons for motivation.

Table 37.

*Responses to Interview Question 4 “What kind of dictionaries do you use?”*

| <b>Participants</b> | <b>Majors</b>          | <b>Answer</b>                                                       |
|---------------------|------------------------|---------------------------------------------------------------------|
| Participant 1       | Economy                | Tureng                                                              |
| Participant 2       | Industrial Engineering | Tureng, Google Translate                                            |
| Participant 3       | Logistics              | Google translate, it gives wrong translation sometimes.             |
| Participant 4       | Economy                | For long texts Google translate                                     |
| Participant 5       | Civil Engineering      | Google translate                                                    |
| Participant 6       | Psychology             | Google translate                                                    |
| Participant 7       | Civil Engineering      | Tureng                                                              |
| Participant 8       | Psychology             | Tureng                                                              |
| Participant 9       | Civil Engineering      | Tureng is extended, Google translate is limited but quick           |
| Participant 10      | Psychology             | Cambridge, Oxford, Google translate                                 |
| Participant 11      | Industrial Engineering | Google translate is easy, Tureng technical                          |
| Participant 12      | Industrial Engineering | Google translate, fast                                              |
| Participant 13      | Logistics              | Google translate                                                    |
| Participant 14      | Computer and S. Eng.   | First google translate then I check with Tureng for specific words. |
| Participant 15      | Computer and S. Eng.   | Tureng                                                              |

Table 37 unfolds the dictionary usage habits of the learners. It was understood that all the participants used at least one type of dictionary. Their dictionary usage habits differ from one another in two ways: Those who use dictionaries in online platforms, and the those other who depend on the word extent of the dictionary. The Google Translate dictionary provides learners with a fast and sentence-based result. Thus, some learners do not even question the reliability of the translation in the target language. They stated that they only needed the Turkish equivalent as soon as possible while they were in the middle of a chat, watching a video, or listening to a song. On the other hand, Tureng online dictionary presents a word based equivalent. Tureng takes more time in that a user is supposed to deal with each word one by one. For this reason, and for terminological purposes, Tureng constitutes a more important position rather than Google Translate. The fact that students came up with just the Tureng dictionary resulted from a specific reason. At Toros University, instructors mainly suggest that students make use of the Tureng dictionary. Otherwise, the participants in interviews would have revealed different dictionaries other than Google Translate.

Table 38.

*Responses to Interview Question 5 “Do mobile phones help you learn English? Which skill can you learn most from your phone?”*

| <b>Participants</b> | <b>Majors</b>          | <b>Answer</b>                                                                        |
|---------------------|------------------------|--------------------------------------------------------------------------------------|
| Participant 1       | Economy                | Yes, reading                                                                         |
| Participant 2       | Industrial Engineering | Yes, speaking, vocabulary, listening.                                                |
| Participant 3       | Logistics              | Yes, listening                                                                       |
| Participant 4       | Economy                | No, maybe listening                                                                  |
| Participant 5       | Civil Engineering      | Yes, vocabulary                                                                      |
| Participant 6       | Psychology             | Yes, grammar                                                                         |
| Participant 7       | Civil Engineering      | No, there has to be a background in English                                          |
| Participant 8       | Psychology             | Partially, games and shopping websites can be beneficial. Vocabulary can be improved |
| Participant 9       | Civil Engineering      | Yes, vocabulary                                                                      |
| Participant 10      | Psychology             | Yes, with social media, writing and sentence production.                             |
| Participant 11      | Industrial Engineering | Yes, syntax and vocabulary                                                           |
| Participant 12      | Industrial Engineering | Yes, pronunciation and vocabulary                                                    |
| Participant 13      | Logistics              | Yes, movies develop vocabulary                                                       |
| Participant 14      | Computer and S. Eng.   | Yes, syntax, vocabulary can be learned by repetition.                                |
| Participant 15      | Computer and S. Eng.   | Yes, reading and writing by Duolingo                                                 |

Table 38 sorts out the most important question of the interview. The first question tried to find out if learners could learn the English language using mobile phone applications. The negative replies were followed by asking if their English knowledge could be developed by mobile phones. The last question revealed the skills that can be improved by various applications on mobile phones. Many participants stated that vocabulary could be enhanced more so than writing and reading.

## CHAPTER V

### 5. DISCUSSION AND CONCLUSIONS

Chapter five is the last part of the study. It covers the summary of the study, discussion of the findings, pedagogical implications and suggestions for further research.

#### 5.1. Summary of the Study

The aim of this study was to understand the perceptions of students towards Mobile Assisted Language Learning and media use. The additional results of this study were expected to reveal how the students made use of their phones both during the classroom and out of the classroom. The background of the study clarified the evolution of the necessity of this study and connections between technology and foreign language learning. For this reason, this study shed light to students' ideas and perceptions towards MALL and its use for language learning. The study had five research questions. The responses of these questions were inferred from a 5-point Likert scale with 29 items. The items mainly addressed the students' general attitudes and habits of mobile media usage, common types of media they use, effects of media usage via mobile phones, and motivation and feelings of students towards MALL. The study aimed to observe Toros University students studying at the faculty of engineering, the faculty administrative sciences, and the faculty of social sciences. While 195 students were given a survey whose results would make up for the quantitative data 15 students volunteered to take part in the semi-structured interviews aimed to collect the qualitative data. In order to examine all given answers in the survey, the quantitative research software program SPSS was used. On the other hand, in order to analyze all given answers in the semi-structured interviews, the qualitative research was examined through content analysis.

#### 5.2. Discussion on the Quantitative Data

The quantitative data was obtained by applying a 5-point Likert type survey in the participants' native language. The survey was filled out by 195 participants studying in

various departments. The data gathered from this instrument provides answers in relation to the research questions one by one below.

### **5.2.1. Discussions Related to Research Question 1**

The first question tried to reveal the kinds of media that ESP students use with their mobile phones. According to the items between nine and sixteen, this shows that most students highly agree on using popular media applications. They watch TV series and movies on their mobile phones. It is possible to say that they follow websites to read blogs or books. Moreover, in regard to items eleven and twelve, most of the students watch videos on platforms with foreign language content such as YouTube and Vimeo, and search for information about courses using Wikipedia, Google Scholar, and Academia. High agreements on the survey items suggest that most students use their mobile phones for sharing photos, using the dictionary, playing games, and interacting via social media networks. By means of social aspect, Bidin and Ziden (2013, p.724) claimed that "The secret to shared learning is social integration. The learners work together for a common goal. Because of their usability, mobile devices promote inclusion and allow more opportunities for participation, resulting in more effective learning."

### **5.2.2. Discussions Related to Research Question 2**

The second research question focuses on the students' general attitudes and purposes of using mobile phones. In line with the obtained data, it can be clearly seen that most students use their mobile phones for passing time, having fun, and searching for various information including homework help. They highly agree on the effectiveness of mobile phones on their learning processes and habits. This outcome has been found by also Oz's study (2014, p.1035) with the statement "The results of data analysis also indicated that most student-teachers were more frequently engaged in instant messaging, sending texts by a mobile phone, making phone calls, taking photographs, searching on the Internet, installing and using applications, and voice recording". On the other hand, the fruitfulness of the video games was included in some items of the survey. The motivation of learning English and the contribution to vocabulary enhancement from media sources are also amongst the interpretations from the results. It was concluded that students had a general tendency to use

their phones in their native language, which is Turkish. Nonetheless, it is understood due to high agreement that they most often use their mobile phones instead of other electronic tools, most probably for their practicality reasons.

### **5.2.3. Discussions Related to Research Question 3**

Gender and major (fields of study) differences are two main variables of this study. The third research question seeks to ask if these variables affect students' attitudes and mobile phone usages. According to the SPSS analysis, there is a significant effect of gender on "media usage in mobile phones" and "effects of mobile phone usage on English learning" subscales. In both subscales, female students have a higher mean than male students which means that female participants show more media usage in mobile phones and more of them agree with the positive effects of mobile phone usage on English learning. This may result from female students giving more attention to what they see and what genres of English content they are exposed to. In regard of gender difference matter, the study of Salahshour, F., Sharifi, and Salahshour, N. (2013, p. 641) also reveals the same result with this study in that "Cognitive strategies were used significantly more often by female than male learners. This may be due to female learners' high degree of awareness of their needs and due to this possible explanation that female learners look for more opportunities". However, Fatemeh's study (2020) stated that gender did not play an important role in students' perceptions towards use of mobile devices.

On the other hand, the major differences subscale results came up considerably differently than anticipated. Because some engineering majors' student profiles reflect peculiar learning habits. For example, civil engineering students are less interested in learning English and less motivated to participate in classroom environment. However, computer engineering students are exclusively into the language learning thanks to the common language of computing technologies globally. Computer engineering students also deal with online computer games and their English courses are more than any other majors regarding with the hours of English instruction they receive. For this reason, some majors were expected to reveal unwillingness or low agreement on positive attitudes towards MALL. Consequently, it can be understood that participants in all the majors have similar

perspectives towards utilizing mobile phones for learning or developing their English knowledge.

#### **5.2.4. Discussions Related to Research Question 4**

The fourth research question is to do with speech and language skills. The items between seventeen and twenty-three on the 5 point Likert scale provide information about learning and/or remembering English items. Learning vocabulary is a certain conclusion with a very high agreement amongst the participants. With the highest score of agreement, nearly all students think that they can learn something in English whenever they want. In this respect, it can be said that mobile phones can be very beneficial and supportive learning tools. Similarly, Zheng, Chen, and Kong (2017, p.1745) deduced that “Mobile technology shows positive effects on assisting context-awareness learning that it could assist learners in proceeding interactive learning in authentic contexts and the learning content is more nature than learning in a situated classroom”. They also mentioned that a different learning style can be provided by mobile technology assisted context-awareness instruction in that students may select the learning content to motivate themselves for applying various learning strategies. Besides, students are believed to learn new phrases and words from their media usage via their mobile phones. Most of the students in the study think that they are led to learn English more as they are exposed to a great deal of English content. On the other hand, the frequency of verb and noun input seems very close according to the results revealed by the statistical analysis. All in all, it could be said that regardless the syntactical categories such as verbs or nouns, students learn and remember words in general thanks to their mobile phone usage. Additionally, learning pronunciation words is an extra contribution of this positive language learning outcome.

#### **5.2.5. Discussions Related to Research Question 5**

The final research question holds the motivational aspect of English learning. The last six items characterize the overall manner of the students. The participants are aware of the fact that they are interested in English in accordance with the technology. Some participants in the interviews shared the motivational usage of English while texting with the intent of interaction in English. Korkmaz’s findings (Korkmaz, 2010, p.71) illustrates similar

results in that “Responses demonstrated that the students had more positive attitudes towards MMS messages in terms of their contribution to the students’ motivation. Colorful explanations of target contents accompanied by visuals and audio content were found more motivating by the participants”. It can obviously be emphasized that teachers and educational authorities should make the most of combining technology with language learning not only inside the classroom, but also outside of the classroom, which in return is highly probable to boost students’ language development. The statistics illustrates that students tend to learn English when they are exposed to it and when they are aware of their inadequacy. The students need to be aware of the importance of English. For this reason, the result of the twenty-seventh item in the survey indicates the positive agreement of noticing the necessity of learning English. Besides these, it can be concluded that learning through mobile phones is more memorable, easily accessible and entertaining, so students they are willing to learn English via MALL in the future.

### **5.3. Discussions on the Qualitative Data**

Findings from the qualitative data were collected by a semi-structured interview. The participants consisted of 15 students majoring different study fields. There were 6 main questions and some answers were backed up by related supporting questions. The first question holds a position that double checks with 5-point Likert survey. It revealed the types of applications that students downloaded. They uttered the most popular and simple social media applications such as, Facebook, Twitter and WhatsApp which are used globally. By means of the benefits of application, in Hao and his colleagues’ study (2019, p.213), they came to a conclusion that “Students' attitude showed that students had a positive attitude toward using mobile phone applications. The students reported that learning English via MALL was helpful and that learning English is important. The students indicated that they will use mobile phone applications to learn English vocabulary”. In the present study, the natural environment of language learning in social media interactions was mentioned. The results of the question that seeks to find out the applications that students use were anticipated due to the insufficient number of applications given such as Facebook, WhatsApp and Instagram. More applications related to hobbies, education, and photo editing were expected to be shared. This may be due to the fact that student profiles in general may not have

provided social environments and active lifestyles. Otherwise, there are a wide range of applications that the young adult age group can use and enjoy.

The first question on the semi-structured interview is followed by the language choice on their phones. Most of the students replied that they use their phones in Turkish, and only two participants said that they use it in English to improve English vocabulary. When taking other questions into consideration with this one, it can be concluded that the students who are generally interested in learning, particularly in language learning, opt to use their mobile phones and applications in the English language. The instructor's answers were consistent with the student's answers.

The second question reveals if participants see any English content on their phones. The answers consist of positive and negative standpoints. Most of the participants expressed that they came across the English content mostly in social media applications while others expressed the frequency of the exposure such as, "*sometimes*" or "*always*." Even though they use their mobile phones in Turkish, the situation of seeing English items can conclude that this interview question shows a parallelism with the quantitative survey. In other words, some students keep seeing English content and in time they are led to look up the Turkish meaning or become acquainted with its part of speech, pronunciation, or spelling. All instructors replied as affirmative statements to this question.

The third interview question is also expected to be answered as *yes* or *no*. This question is closely linked with the previous question in that even though it was certain that they happened to see English contents, students were expected to approve it. Here, an important aspect of language learning was revealed. It can be clearly understood that most students are into the language learning process mostly if they are interested in the genre of the content. That's why most of the students seem to be more motivated or attentive than the ones in the preparatory classes.

The fourth interview question illustrates the motivation of the students. This qualitative part of the study also points out the motivation sources of the learners. The motivation of learning English can be exemplified as travelling purposes, private communication and entertainment purposes. As a matter of entertainment, playing video games was among frequent answers revealed by the students. Barr (2017, p. 96) pointed out the correlative findings as "This work demonstrates that playing commercial video games

can have a positive effect on communication ability, adaptability and resourcefulness in adult learners, suggesting that video games may have a role to play in higher education". The other results can be categorized as avoiding dictionaries while studying and self-efficacy. All the students answered this question positively. For that reason, it can be said that students are motivated to learn English on their mobile phones.

The fifth question seeks for the dictionary preferences of the participants. According to the interviews, the preference of dictionary application is selected mostly by the length of the English content. For this reason, it can be concluded that if the content is short enough, most students prefer to use Tureng, and if it is sentence based, in order to avoid wasting time, nearly all students make use of Google Translate. A short number of students surprisingly stated that they were aware that most of sentence-based dictionaries such as Google Translate provide incorrect or incomplete meanings and structures for language learners. It was noted that some students explained that they pushed themselves to produce or comprehend the English statements word by word to enrich their learning process.

The last interview question deduces the most crucial conclusion of the interview. According to the spoken data, most of the students agreed that English proficiency can be developed by MALL. In other words, it can be inferred that learners cannot start learning English solely on their mobile phones. Students can utilize their mobile phones for improving vocabulary. Similarly, they can develop their pronunciation and syntax via media exposure. Besides, most students support the idea of MALL thanks to its easy accessibility, and some students recommended learning applications for English. Therefore, it is also understood that receptive skills, rather than productive skills, are more likely to be enhanced via MALL.

This study was carried out with students at Toros University in Mersin. The data was collected at this private university from students in different majors. These majors are psychology, logistics, civil engineering, computer and software engineering, industrial engineering, and economics. Although, the surveys were thought to be applied equally for each major, due to the population of the departments like civil engineering, some majors may outnumber the others.

## 5.4. Conclusion

This study explored the perceptions of students towards MALL, which is meant to utilize any kinds of media tools in mobile phones, rather than teaching or providing education using mobile phones. The study was carried out with 195 ESP students from different faculties. The outcomes of the study revealed that the participants showed high agreement with the survey items. This means that most of the students think that mobile phones can be effective in language learning. Moreover, they are also interested in using mobile applications in Turkish, however; they do give their attention when they come across English with content. As pointed out from descriptive statistics, majoring in various field of studies was not a significant variable, which was an unexpected result of the study, while the effect of gender variables was not denied. In other words, female students show a higher interest in using, utilizing, and taking advantage of mobile phones for language learning.

The findings of the study might raise awareness about both contributions of mobile technologies and pedagogical formation. The necessities of modern education must be incorporated in both inside and outside of the classroom environments. According to the qualitative and quantitative data, one of the findings of this study includes that learners are more connected to language learning, mostly when they are attracted to the topic or the content.

## 5.5. Implications

Mobile internet-connected devices such as smartphones and tablets have become the medium of choice for millennial generation engaged in various internet activities. Advances in technology have resulted in increased use of mobile technology in the education sector, especially at university level. From online advertisements and news, it can be concluded that several universities around the world have started experimenting with new learning approaches and incorporating the use of cell phones to promote learning for the students. The higher education market has become ever more technologically focused. New innovations in educational technology and instructional design are being used in more developed countries. Technological developments will continue to disrupt the higher education frameworks. Within the age of technology and digital transformation, educational policy makers will have to constantly reconsider their pedagogies and models. From the 5-point Likert Scale results,

it can be inferred that students are more open to using mobile phones as well as learning methods that promote connectivity, teamwork and learning experiences sharing. Mobile technology requires a network of learning styles that are more highly customized and adapted to learners' needs. Training is gradually taking place outside the traditional learning system, and so organizations will have to adapt to a current change in delivery methods.

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus in 2019 (World Health Organization, 2020). This disease has caused some important changes both in education field and the other fields like economy and health practices. Since COVID-19 has been proved to be a pandemic disease, governments in all around the world have shifted the education setting from classroom environments to some online education platforms. These changes have created novel challenges and responsibilities for students and teachers. COVID-19 training provides an incentive to put pressure on social barriers and for teachers to express their experiences openly in a collaborative attempt to plan for a better future, using the best available methods. This training would allow schools to understand the importance of emotional well-being in learning more deeply than ever before. Students need to be able to prepare themselves for emerging technology from the viewpoint of students. In addition, students will pursue their language learning in order to personalize this process.

## **5.6. Suggestions for Further Studies**

For future suggestions, this study can be carried out with accordance to other private universities. In this way, both different student profiles can be involved and so studies will be enhanced by more participants. As an alternative study, a comparative study with private and public universities can be conducted. This may demonstrate the similarities and/or contrasts between private and public universities students' perceptions. The former and the latter potential further studies may reveal a wider perspective in regard with an investigation on university students' perceptions of mobile assisted language learning.

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## 7. APPENDICES

### Appendix 1. Ethics Committee Approval Document

|                                                                                                     |                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>T.C</b>                                                                                          |                                                                                                                                     |
| <b>ÇAĞ ÜNİVERSİTESİ</b>                                                                             |                                                                                                                                     |
| <b>SOSYAL BİLİMLER ENSTİTÜSÜ</b>                                                                    |                                                                                                                                     |
| <b>TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU</b> |                                                                                                                                     |
| <b>ÖĞRENCİ BİLGİLERİ</b>                                                                            |                                                                                                                                     |
| <b>T.C. NOSU</b>                                                                                    | 25153862800                                                                                                                         |
| <b>ADI VE SOYADI</b>                                                                                | Uğur HARBELİOĞLU                                                                                                                    |
| <b>ÖĞRENCİ NO</b>                                                                                   | 20188011                                                                                                                            |
| <b>TEL. NO.</b>                                                                                     | 5422301788                                                                                                                          |
| <b>E - MAİL ADRESLERİ</b>                                                                           | ugur.harbelioglu@toros.edu.tr                                                                                                       |
| <b>ANA BİLİM DALI</b>                                                                               | İNGİLİZ DİLİ EĞİTİMİ                                                                                                                |
| <b>HANGİ AŞAMADA OLDUĞU (DERS / TEZ)</b>                                                            | TEZ                                                                                                                                 |
| <b>İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI</b>                           | 2019 / 2020 – GÜZ DÖNEMİ KAYDINI YENİLEDİM.                                                                                         |
| <b>ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER</b>                                           |                                                                                                                                     |
| <b>TEZİN KONUSU</b>                                                                                 | Mobil destekli dil öğrenme                                                                                                          |
| <b>TEZİN AMACI</b>                                                                                  | Bu tez, öğrencilerin mobil destekli dil öğrenimi hakkındaki tutumlarını öğrenmeyi amaçlamaktadır.                                   |
| <b>TEZİN TÜRKÇE ÖZETİ</b>                                                                           | Eğitim tarihinde, daha iyi öğretmek için oluşturulan birçok teknik ve metod olmuştur. Sadece öğretmenlerin yaklaşımları değil, aynı |

|                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                       | <p>zamanda teknoloji de öğrencilerin ikinci dili öğrenme şekillerini değiştirmiştir. İkinci dil öğrenme teknolojiden, medya kaynakları yoluyla oldukça faydalanmıştır. Bilgisayar destekli dil öğrenme yaklaşımından sonra, mobil destekli dil öğrenme öğrencilere sunulmuştur. Bu çalışma öğrencilerin dil gelişimlerinde mobil destekli dil öğrenimine yönelik bakış açılarını ortaya çıkarmayı amaçlamaktadır. Veriler 5 dereceli bir Likert ölçeği ile ve bazı öğrenciler ve İngilizce öğretmenleri ile yarı yapılandırılmış röportajlar ile toplanacaktır. Katılımcılar Mersin'deki özel bir üniversitede okuyan öğrencilerden oluşmaktadır. Öğrencilerin bölümleri çeşitli mühendislik, iktisat, lojistik ve psikoloji bölümlerini içermektedir. Elde edilen yazılı veriler SPSS programı ile analiz edilecek ve röportajlar içerik analiziyle çözümlenecektir. Anket maddeleri öğrencilerin yaygın medya alışkanlıklarını, hangi medya türlerini kullandıklarını, mobil telefonların kullanım sıklığı ve kullanım amacını içermektedir. Anketin bazı maddeleri aynı zamanda öğrencilerin ikinci dil gelişiminde mobil telefonların katkısına yönelik yaklaşımlarını ortaya çıkarmayı hedeflemektedir.</p> |
| <b>ARAŞTIRMA<br/>YAPILACAK OLAN<br/>SEKTÖRLER/<br/>KURUMLARIN<br/>ADLARI</b>                                          | Toros Üniversitesi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>İZİN ALINACAK<br/>OLAN KURUMA AİT<br/>BİLGİLER<br/>(KURUMUN ADI-<br/>ŞUBESİ/<br/>MÜDÜRLÜĞÜ - İLİ –<br/>İLÇESİ)</b> | Toros Üniversitesi- 45 Evler Kampüsü Mersin- Yenişehir                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>YAPILMAK İSTENEN<br/>ÇALIŞMANIN İZİN<br/>ALINMAK İSTENEN<br/>KURUMUN HANGİ<br/>İLÇELERİNE/ HANGİ<br/>KURUMUNA/<br/>HANGİ<br/>BÖLÜMÜNDE/<br/>HANGİ ALANINA/<br/>HANGİ<br/>KONULARDA/<br/>HANGİ GRUBA/<br/>KİMLERE/ NE<br/>UYGULANACAĞI<br/>GİBİ AYRINTILI<br/>BİLGİLER</b> | <p>Bu çalışma, Toros Üniversitesi 45 Evler Kampüsü'nde mühendislik, psikoloji, iktisat, lojistik bölümlerini okuyan fakülte öğrencilerle yapılacaktır. Öğrencilerin tümüne yazılı bir anket ve 15 öğrenciyle ve İngilizce derslerine giren 5 öğretim görevlisiyle yarı yapılandırılmış mülakat yapılacaktır. Anket ve mülakat soruları İngilizce öğrenme alışkanlıkları, İngilizce öğrenme üzerine motivasyon ve isteklilik gibi maddeleri içermektedir.</p> |
| <b>UYGULANACAK<br/>OLAN ÇALIŞMAYA<br/>AİT ANKETLERİN/<br/>ÖLÇEKLERİN<br/>BAŞLIKLARI/ HANGİ<br/>ANKETLERİN -<br/>ÖLÇELERİN<br/>UYGULANACAĞI</b>                                                                                                                               | <p>Anket soruları 29 maddelik bir 5 dereceli Likert ölçeğinden oluşmaktadır. Anket tek başlık altında derlenmiştir.</p>                                                                                                                                                                                                                                                                                                                                      |
| <b>EKLER (ANKETLER,<br/>ÖLÇEKLER,<br/>FORMLAR, V.B.<br/>GİBİ EVRAKLARIN<br/>İSİMLERİYLE<br/>BİRLİKTE KAÇ<br/>ADET/SAYFA<br/>OLDUKLARINA AİT<br/>BİLGİLER İLE<br/>AYRINTILI<br/>YAZILACAKTIR)</b>                                                                             | <p>1)..... (1) Sayfa Likert Ölçeği.<br/>2) ..... (1) Sayfa Mülakat Soruları.<br/>3) ..... (.....) Sayfa ..... Formları.<br/>4) ..... (.....) Sayfa .....</p>                                                                                                                                                                                                                                                                                                 |

|                                                                                  |                                         |                                                                                                                |                                                            |                                    |
|----------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------|
| <b>ÖĞRENCİNİN ADI - SOYADI:</b> Uğur Harbelioğlu                                 |                                         | <b>ÖĞRENCİNİN İMZASI:</b> Enstitü<br>Müdürlüğünde Kalan Asıl Sureti İmzalıdır.<br><b>TARİH:</b> 20 / 11 / 2019 |                                                            |                                    |
| <b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>       |                                         |                                                                                                                |                                                            |                                    |
| <b>1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.</b>            |                                         |                                                                                                                |                                                            |                                    |
| <b>2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.</b> |                                         |                                                                                                                |                                                            |                                    |
| <b>1.TEZ DANIŞMANININ ONAYI</b>                                                  | <b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b> | <b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>                                                               | <b>A.B.D. BAŞKANININ ONAYI</b>                             |                                    |
| Adı-Soyadı: Meryem Mirioğlu                                                      | Adı - Soyadı: .....                     | Adı - Soyadı: Murat Koç                                                                                        | Adı - Soyadı: Şehnaz Şahinkarakaş                          |                                    |
| Unvanı : Dr. Öğr. Üyesi                                                          | Unvanı: .....                           | Unvanı : Doç.Dr                                                                                                | Unvanı: Prof. Dr.                                          |                                    |
| İmzası : Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.                       | İmzası : .....                          | İmzası : Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.                                                     | İmzası : Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır. |                                    |
| 20 / 11 / 2019                                                                   |                                         | 20 / 11 / 2019                                                                                                 | 20 / 11 / 2019                                             |                                    |
| <b>ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER</b>                                   |                                         |                                                                                                                |                                                            |                                    |
| Adı - Soyadı: Mustafa BAŞARAN                                                    | Adı - Soyadı: Yücel ERTEKİN             | Adı - Soyadı: Deniz Aynur GÜLER (Y.) Dr. Belde AKA                                                             | Adı - Soyadı: Ali Engin OBA                                | Adı - Soyadı: Mustafa Tefvik ODMAN |
| Unvanı : Prof.Dr.                                                                | Unvanı : Prof. Dr.                      | Unvanı: Prof. Dr.                                                                                              | Unvanı : Prof. Dr.                                         | Unvanı: Prof.Dr.                   |
| 20 / 11 / 2019                                                                   | 20 / 11 / 2019                          | 20/11/2019                                                                                                     |                                                            |                                    |

|                                                                                                                                                                                                                                        |                                                                                   |                                                                                                                                                                                                                                                                                |                                    |                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------|
| <b>Etik Kurulu Jüri Başkanı - Asıl Üye</b>                                                                                                                                                                                             | <b>Etik Kurulu Jüri Asıl Üyesi</b>                                                | <b>Etik Kurulu Jüri Asıl Üyesi</b>                                                                                                                                                                                                                                             | <b>Etik Kurulu Jüri Asıl Üyesi</b> | <b>Etik Kurulu Jüri Asıl Üyesi</b> |
| Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.                                                                                                                                                                                      | Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.                                 | Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.                                                                                                                                                                                                                              |                                    |                                    |
| <b>OY BİRLİĞİ İLE</b>                                                                                                                                                                                                                  |  | <b>Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince incelenmiş olup, 29 / 11 / 2019 - 10 / 01 / 2020 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.</b> |                                    |                                    |
| <b>OY ÇOKLUĞU İLE</b>                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                |                                    |                                    |
|                                                                                                                                                                                                                                        |                                                                                   |                                                                                                                                                                                                                                                                                |                                    |                                    |
| <b>AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.</b> |                                                                                   |                                                                                                                                                                                                                                                                                |                                    |                                    |

## Appendix 2. Survey in Turkish and English

### Sevgili öğrenciler;

Elinizdeki anket, öğrencilerin cep telefon destekli öğrenmenin dil gelişimine yönelik bakış açılarını tespit etmek amacıyla hazırlanmıştır. Elde edilen veriler kesinlikle gizli tutulacaktır. Anketi doldurmak yaklaşık 8 dakikanızı alacaktır. Sizden kimliğinizi ortaya çıkaracak bilgiler istenmemektedir. Bu nedenle, sorulara doğru cevapları vermeniz önemlidir.

İşbirliğiniz ve katkılarınızdan dolayı teşekkür eder, saygılar sunarız.

**Uğur Harbelioğlu** Toros University [ugur.harbelioglu@toros.edu.tr](mailto:ugur.harbelioglu@toros.edu.tr)

**Cinsiyetiniz:** Kadın ( ) Erkek ( )

**Bölümünüz:** Endüstri müh. ( ) İnşaat müh.( ) Bilgisayar ve Yazılım müh ( )

Psikoloji ( ) Lojistik ( ) İktisat ( )

**Sözlük kullanımı ilgili aşağıdaki hususlara, katılma derecenizi belirtiniz.**

**Kesinlikle katılmıyorum (1) Katılmıyorum (2) Kararsızım (3) Katılıyorum**  
**(4)Kesinlikle katılıyorum (5)**

| Maddeler                                                                                               | Katılma Derecesi |     |     |     |     |
|--------------------------------------------------------------------------------------------------------|------------------|-----|-----|-----|-----|
| 1. Telefonumu gün içinde sık sık kullanırım.                                                           | (1)              | (2) | (3) | (4) | (5) |
| 2. Telefonumu İngilizce dilinde kullanmayı tercih ederim.                                              | (1)              | (2) | (3) | (4) | (5) |
| 3. Telefonumu ödev ve araştırma için kullanırım.                                                       | (1)              | (2) | (3) | (4) | (5) |
| 4. Telefonumu diğer elektronik aletlerden daha kolay kullanırım.                                       | (1)              | (2) | (3) | (4) | (5) |
| 5. Telefon kullanım alışkanlıklarımı, öğrenme ile birleştiririm.                                       | (1)              | (2) | (3) | (4) | (5) |
| 6.Telefon, öğrencilerin öğrenme motivasyonunu etkileyebilir.                                           | (1)              | (2) | (3) | (4) | (5) |
| 7.Telefon, öğrencilerin öğrenme alışkanlıklarını değiştirebilir.                                       | (1)              | (2) | (3) | (4) | (5) |
| 8. Telefonumu kullanırken İngilizce içeriğe rastlıyorum.                                               | (1)              | (2) | (3) | (4) | (5) |
| 9. Telefonumu Netflix gibi uygulamalarla dizi ve film izlemek için kullanırım.                         | (1)              | (2) | (3) | (4) | (5) |
| 10. Telefonumu Kindle, Pinterest gibi bolgları ve yazıları okumak için kullanırım.                     | (1)              | (2) | (3) | (4) | (5) |
| 11. Telefonumu YouTube, Vimeo gibi yerlerden video izlemek için kullanırım.                            | (1)              | (2) | (3) | (4) | (5) |
| 12.Telefonumu dersler hakkında araştırma yapmak için kullanırım (Wikipedia, Google Scholar, Academia). | (1)              | (2) | (3) | (4) | (5) |
| 13. Telefonumu fotoğraf paylaşmak için kullanırım (Instagram, Flickr, Others).                         | (1)              | (2) | (3) | (4) | (5) |
| 14. Telefonumu sözlüğe bakmak için kullanırım (Google Translate, Tureng, Zargan).                      | (1)              | (2) | (3) | (4) | (5) |
| 15.Telefonumu (Racing,PUBG, Clash of Clans) oyun oynamak için kullanırım.                              | (1)              | (2) | (3) | (4) | (5) |
| 16. Telefonumu (Facebook,Twitter) sosyal medya için kullanırım.                                        | (1)              | (2) | (3) | (4) | (5) |
| 17. Telefonumdaki İngilizce içeriği sözlüğe bakmadan anlamaya çalışırım.                               | (1)              | (2) | (3) | (4) | (5) |
| 18. Sosyal medya kullanımından İngilizce kelime öğrenirim.                                             | (1)              | (2) | (3) | (4) | (5) |

|                                                                                            |     |     |     |     |     |
|--------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| 19. Sosyal medya kullanımından İngilizce kelimeler hatırlarım.                             | (1) | (2) | (3) | (4) | (5) |
| 20.Telefonumla medya kullanımından sözcüklerin İngilizce telaffuzunu öğrenirim.            | (1) | (2) | (3) | (4) | (5) |
| 21. Mobil medya kullanımından İngilizce kelimeler hatırlarım.                              | (1) | (2) | (3) | (4) | (5) |
| 22. Mobil medya kullanımından İngilizce kelimeler öğrenirim.                               | (1) | (2) | (3) | (4) | (5) |
| 23. Mobil medya kullanımından İngilizce öbekler öğrenirim.                                 | (1) | (2) | (3) | (4) | (5) |
| 24. İstedğim zaman telefonla İngilizce bir şey öğrenebileceğimi hissediyorum.              | (1) | (2) | (3) | (4) | (5) |
| 25. İngilizce içeriğe çok maruz kalmak, beni daha fazla İngilizce öğrenmeye teşvik ediyor. | (1) | (2) | (3) | (4) | (5) |
| 26. Telefondaki İngilizce içeriğe derste maruz kalmak, beni derse motive ediyor.           | (1) | (2) | (3) | (4) | (5) |
| 27. İngilizce içeriğe çok maruz kalmak, beni İngilizcenin önemini hatırlatıyor.            | (1) | (2) | (3) | (4) | (5) |
| 28. Telefondan öğrendiğimde akılda daha kalıcı oluyor.                                     | (1) | (2) | (3) | (4) | (5) |
| 29. Gelecekte resmi öğrenimimi telefon destekli öğrenme ile yapmak isterim.                | (1) | (2) | (3) | (4) | (5) |

***Katkılarınız için çok teşekkür ederiz.***

| Items                                                                                                      | Level of Agreement |     |     |     |     |
|------------------------------------------------------------------------------------------------------------|--------------------|-----|-----|-----|-----|
| 1. I use my mobile very often during the day.                                                              | (1)                | (2) | (3) | (4) | (5) |
| 2. I prefer using my mobile in English.                                                                    | (1)                | (2) | (3) | (4) | (5) |
| 3. I use my mobile for homework and research.                                                              | (1)                | (2) | (3) | (4) | (5) |
| 4. I use my mobile easier than other electronic tools.                                                     | (1)                | (2) | (3) | (4) | (5) |
| 5. I like combining my mobile usage habits with learning.                                                  | (1)                | (2) | (3) | (4) | (5) |
| 6. I think a mobile phone can affect students' learning motivation.                                        | (1)                | (2) | (3) | (4) | (5) |
| 7. I think a mobile phone can affect students' learning habits.                                            | (1)                | (2) | (3) | (4) | (5) |
| 8. I come across English content while using my mobile.                                                    | (1)                | (2) | (3) | (4) | (5) |
| 9. I use my mobile for watching TV series and movies such (Netflix)                                        | (1)                | (2) | (3) | (4) | (5) |
| 10. I use my mobile for reading books and blogs such as (Kindle, Pinterest)                                | (1)                | (2) | (3) | (4) | (5) |
| 11. I use my mobile for watching videos such as (YouTube, Vimeo).                                          | (1)                | (2) | (3) | (4) | (5) |
| 12. I use my mobile for searching information about courses such as (Wikipedia, Google Scholar, Academia). | (1)                | (2) | (3) | (4) | (5) |
| 13. I use my phone for sharing photos such as (Instagram, Flickr Others).                                  | (1)                | (2) | (3) | (4) | (5) |
| 14. I use my mobile for using the dictionary (Google Translate, Tureng, Zargan).                           | (1)                | (2) | (3) | (4) | (5) |
| 15. I use my mobile for playing games such as (Racing, PUBG, Clash of Clans)                               | (1)                | (2) | (3) | (4) | (5) |
| 16. I use my mobile for social media (Facebook, Twitter)                                                   | (1)                | (2) | (3) | (4) | (5) |
| 17. I try to understand the English content without translating the page into Turkish.                     | (1)                | (2) | (3) | (4) | (5) |
| 18. I learn English words from my mobile media usage.                                                      | (1)                | (2) | (3) | (4) | (5) |
| 19. I remember English words from my mobile media usage.                                                   | (1)                | (2) | (3) | (4) | (5) |

|                                                                                                   |     |     |     |     |     |
|---------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| 20. I learn how to pronounce the words from my mobile media usage.                                | (1) | (2) | (3) | (4) | (5) |
| 21. I remember English verbs from my mobile media usage.                                          | (1) | (2) | (3) | (4) | (5) |
| 22. I learn English verbs from my mobile media usage.                                             | (1) | (2) | (3) | (4) | (5) |
| 23. I learn some English phrases from my mobile media usage.                                      | (1) | (2) | (3) | (4) | (5) |
| 24. I feel that I can learn something in English whenever I want.                                 | (1) | (2) | (3) | (4) | (5) |
| 25. Being exposed to too much English media leads me to learn English more.                       | (1) | (2) | (3) | (4) | (5) |
| 26. Coming across the English content from my mobile in lessons motivates me to learn more.       | (1) | (2) | (3) | (4) | (5) |
| 27. Seeing a lot of English content in my mobile reminds me of the importance of knowing English. | (1) | (2) | (3) | (4) | (5) |
| 28. It is more memorable when I learn from my mobile.                                             | (1) | (2) | (3) | (4) | (5) |
| 29. I would like to use my mobile for formal learning in the future.                              | (1) | (2) | (3) | (4) | (5) |

### **Appendix 3. Interview Questions**

1. What kind of media sources do you use on your phones?
2. Do you learn any English item from your phone?
3. Do you give attention to the English language while using your phone?
4. Do mobile media applications motivate you for learning English? Why and How?
5. Do you use an online dictionary or translation applications on your phone?
6. Do you think you can learn English with mobile applications?



#### Appendix 4. Permission Letter from Çağ University



**T.C.**  
**ÇAĞ ÜNİVERSİTESİ**  
**ÇAĞ UNIVERSITY**

SAYI : 23867972/ **1284-890**  
KONU: Tez Anket İzni Hakkında

02.12.2019

**TOROS ÜNİVERSİTESİ REKTÖRLÜĞÜNE**

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188011 numaralı) **Uğur HARBELİOĞLU**, “**Özel Amaçlı İngilizce Dersi Alan Öğrenciler Üzerinde Yabancı Dil Gelişiminde Mobil Destekli Öğrenmenin Katkısına Yönelik Bir Araştırma**” konulu tez çalışmasını Çukurova Üniversitesi öğretim elemanı Dr. Öğr. Üyesi Meryem MİRİOĞLU danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Toros Üniversitesine bağlı İktisadi, İdari ve Sosyal Bilimler Fakültesi ile Mühendislik Fakültelerinde eğitim görmekte olan öğrencileri kapsamak üzere** kopyası Ek’lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesi hususunu bilgilerinize sunarım.

(Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır)  
Prof. Dr. Ünal Ay  
Rektör

**EKLERİ:** Dört Sayfa tez anket formları ile Üç sayfa tez etik kurul izin formunun fotokopileri.

A.Yaşar Bayboğan Kampüsü, Adana-Mersin Karayolu 33800 Yenice-Mersin / TÜRKİYE T. +90 (0324) 651 48 00 F. +90 (0324) 651 48 11  
[www.cag.edu.tr](http://www.cag.edu.tr)

## Appendix 5. Toros University Permit Document



**T.C.**  
**TOROS ÜNİVERSİTESİ REKTÖRLÜĞÜ**  
**Yazı İşleri Müdürlüğü**

**Sayı** : 95996538-600/61  
**Konu** : Tez Çalışma İzin Talebi

11/02/2020

### ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

**İlgi** : 02/12/2019 tarihli ve 23867972-1284-890 sayılı yazısı.

İlgi yazınız ile; Üniversitemiz Yabancı Diller Yüksekokulu öğretim elemanlarından Uğur HARBELİOĞLU' nun üniversitenizde devam eden lisansüstü eğitimi kapsamında üniversitemiz İktisadi, İdari ve Sosyal Bilimler Fakültesi ile Mühendislik Fakültesi öğrencilerine anket formu kullanmak suretiyle tez çalışması yapma isteği iletilmiştir.

Bahse konu tez çalışması; ilgili akademik birimizden alınan görüş uyarınca ve ekte iletilen onaylı uygulama dokümanlarının kullanması suretiyle uygun görülmüştür.

Bİlgilerinizi ve gereği rica ederim.

Prof. Dr. Haluk KORKMAZYÜREK  
Rektör V.

Ek: Onaylı Tez Anket Formları (3 Sayfa )

|                                  |           |
|----------------------------------|-----------|
| T.C. Çağ Üniversitesi Rektörlüğü |           |
| Yenice / MERSİN                  |           |
| GELEN EVRAK                      |           |
| Kayıt Tarihi :                   | 17.2.2020 |
| Kayıt No :                       | 964       |
| Gideceği Birim :                 |           |

## Appendix 6. Institutional Consent Form

TOROS ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU  
MÜDÜRLÜĞÜ'NE,

MERSİN

14.01.2020

Çağ Üniversitesi İngiliz Dili Eğitimi yüksek lisans öğrencisiyim. Tez çalışması sürecinde olduğum bu dönem içerisinde *Özel Amaçlı İngilizce Dersi Alan Öğrenciler Üzerinde Yabancı Dil Öğretiminde Mobil Destekli Öğrenmenin Katkısına Yönelik Bir Araştırma* başlıklı tez araştırmamda uygulanacak olan anket ve yarı yapılandırılmış görüşmeleri Mühendislik ve İdari Bilimler Fakülteleri'nde İngilizce dersi alan öğrencilere uygulamayı planlamaktayım. Anket çalışması ve görüşme soruları öğrencilerin onayına sunulup elde edilen bilgiler yalnızca akademik amaçla kullanılmak üzere gizli tutulacaktır.

Yüksek lisans tez çalışmamda kullanacağım anket ve görüşme sorularını halen çalışmakta olduğum kurumunuzda öğrenim görmekte olan öğrencilere uygulamam hususunda izinlerinize arz ederim.

Not: Çağ Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğünün 02.12.2019 tarih ve 23867972 sayılı Tez Anket İzni konulu Yazısı, uygulanması planlanan anket ve öğrenci görüşme formu EK'tedir.

Saygılarımla,  
Uğur Harbelioğlu

(Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır)

İletişim  
Tel: 542 230 1788  
E-mail: ugur.harbelioglu@toros.edu.tr  
Adres: Toros Üniversitesi 45 Evler Kampüsü  
Yabancı Diller Yüksekokulu Bahçelievler Mahallesi  
16. Cadde No:77 33140 Yenişehir/Mersin

## **8. CURRICULUM VITAE**

### **PERSONAL INFORMATION**

**Name & Surname** : Uğur Harbelioğlu

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**Address** : Toros University, School of Foreign Languages

### **EDUCATIONAL BACKGROUND**

**2004-2008** İskenderun Ibn-i Sina High School

**2008-2013** Hacettepe University, Faculty of Letters, Department of English Linguistics

**2014-2016** Zirve University, Institute of Social Sciences, Media and Communication Master's Degree

### **WORK EXPERIENCE**

**2013-2016** Zirve University, School of Foreign Languages

**2016-** Toros University, School of Foreign Languages