

A STUDY ON ENGLISH PREPARATORY PROGRAM STUDENTS' USE AND ACCEPTANCE OF MOBILE PHONES

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ABSTRACT

This study aims to investigate how 125 students enrolled in an English Preparatory Program at a state university use and view mobile phones for different language learning purposes. To achieve this aim, the researchers utilized a questionnaire made up of three parts, namely, the demographic section, mobile phone usage and practice related section, and a section on the acceptance of mobile phones for language learning. They also interviewed with 10 students to obtain further information on their responses and transcribed students' responses to the questions as they heard from students' utterances. Results revealed that most of the students used mobile phones for voice communication and sending/receiving SMS messages. Furthermore, results showed that students generally accepted the use of mobile phones for language learning despite having some concerns about the quality that mobile phones can bring to learning English as a foreign language within/beyond the classroom context.

Key Words: Language learning, mobile learning, mobile language learning, educational technology, English preparatory program.

INTRODUCTION

In recent years, many researchers and EFL teachers have integrated the technology into their L2 learning and teaching contexts in that mobile devices are becoming strikingly ubiquitous (Park, 2011). Mobile learning is any service or facility that supplies a learner with general electronic information and educational content that aids in acquisition of knowledge regardless of location and time (Lehner & Nosekabel, 2002). Mobile devices such as mobile phones, smart phones, palmtops, personal digital assistants (PDA), and tablet PCs are typically utilized in mobile learning (Kukulkska-Hulme & Traxler, 2005).

Mobile assisted language learning (MALL) is another variety of m-learning that is applied exclusively for L2 learning. In the early 2000s, there was some vagueness with respect to the acceptance of mobile devices due to L2 teachers' having insufficient knowledge of the best way to utilize them in a variety of learning environments (Kukulkska-Hulme & Shield, 2008). However, since the 2000s, the use of mobile devices has gained popularity in the field of L2 learning and more research studies have been done to widen EFL teachers' knowledge of mobile language learning (Kukulkska-Hulme, 2009; Kukulkska-Hulme & Bull, 2009). As Dudeney & Hockly (2012) indicate, the leading English language teaching (ELT) publishers producing standalone or coursebook-related applications have enhanced the development of MALL globally over the last decade.

Mobile learning provides many advantages for EFL learners: flexibility, low cost, small size and user-friendliness (Huang, Huang, Huang & Lin, 2012). It also establishes a learning context where students can access notifications, weekly activities, feedbacks, assignments and grading reports (Kristoffersen & Ljungberg, 1998). However, mobile learning is not without some disadvantages for EFL learners: small screen size, limited presentation of graphics, limited battery lives (Albers & Kim, 2001; Şad & Göktaş, 2013).

In our time, mobile phones emerge as a powerful L2 learning device as many people have mobile phones equipped with services such as Wireless Internet (Wi-Fi), multimedia message (MMS), Bluetooth, General Packet Radio System (GPRS) and Global Systems for Mobile (GSM). It is via these highly technological services that EFL learners can have direct access to the information that they need with ease. A plethora of mobile phone applications (e.g. British Council apps, Duolingo, Two min English, Game to learn English powowbox, Real English) are available on the Internet for EFL learners.

In the related literature, research into preparatory program EFL learners' use and acceptance of mobile phones is partial and scarce (Saran, Seferoglu & Cagiltay, 2008; Saran, Seferoglu & Cagiltay, 2009; Saran, Seferoglu & Cagiltay, 2012). Hence, the purpose of the present study is to contribute to the related literature by investigating preparatory program EFL learners' use and acceptance of mobile phones.

LITERATURE REVIEW

Mobile assisted language learning (MALL) has remarkably altered how EFL students communicate and access information. The impact of such a powerful L2 learning environment has permeated all fields of English language learning in today's ELT world. Since mobile L2 learning technologies have the power to change traditional practices within/beyond EFL classroom contexts, they have attracted the attention of researchers, practitioners, ELT curriculum developers, educational technologists and computer programmers. Researchers have investigated the potentials and effectiveness of utilizing MALL in a variety of fields of L2 learning such as listening (Edirisingha, Rizzi, Nie & Rothwell, 2007), speaking (Rueckert, Kiser, & Cho, 2012), reading (Huang & Lin, 2011), writing (Morita, 2003), vocabulary (Chen & Chung, 2008), pronunciation (Ducate & Lomicka, 2009; Saran et al., 2009), and grammar (Baleghizadeh & Oladrostam, 2010; Begum, 2011; Rueckert et al., 2012).

Over the last decade, researchers have also attempted to investigate L2 learning by utilizing various mobile technologies such as mobile phones (e.g. Levy & Kennedy, 2005), Apple iPhones (e.g. de Jong, Specht & Koper, 2010) and pocket PCs (e.g. Wong & Looi, 2010). However, what is evident is that the possibility of L2 teachers' deploying technology powerfully and successfully is closely linked with their attitudes towards the technology (Luan, Fung, Nawawi and Hong, 2010). To put it differently, it can be stressed that the degree of technology implementation is, undoubtedly, based on L2 teachers' positive attitudes toward the technology (Huang & Liaw). In this vein, today's research studies focus on learners'/teachers' attitudes towards technology, their intention to use it, and the various actual uses of mobile technology embedded in their L2 learning/teaching experiences (Chang & Hsu, 2011; Cheng, Hwang, Wu, Shadiev & Xie, 2010 etc.). Most of these research studies reveal that learners/teachers have a positive attitude towards the use of mobile technologies for L2 learning and teaching (Viberg & Grönlund, 2012).

A majority of L2 researchers have examined the strengths of using a) short message service (SMS) (e.g. Lu, 2008; Motallebzadeh & Ganjali, 2011), b) microblogging (mobile blogging) (e.g. Borau, Ullrich, Feng & Shen, 2009; Shao, 2010), c) ambient intelligence systems (e.g. Leonidis et al, 2012) and augmented Reality (AR) (e.g. Specht, Ternier & Greller, 2011; Liu, Tan & Chu, 2010) and d) global positioning system (GPS) (e.g. Ogata et al., 2008) in L2 learning. Most of these researchers reported that mobile technology users outperformed more than non-mobile technology users with regard to L2 learning.

Despite the focus on investigating a) the use of MALL in learning L2 skills and components, b) the use of mobile technologies such as mobile phones, Apple iPhones and pocket PCS, c) L2 learners' and teachers' attitudes and perceptions about the technology and d) the strengths of using SMS, mobileblogging, ambient intelligence

systems and AR and GPS, there is insufficient research into individuals' EFL learners' language learning strategies and learning styles when utilizing mobile devices for their language learning. Such research can have a remarkable impact on curriculum developers who aim to design L2 learning activities including mobile technologies (Viberg & Grönlund, 2012).

METHODOLOGY

Sample Characteristics

The study was conducted with the participation of 125 EFL students in English preparatory education at a state university in Turkey. The subjects were randomly selected. The age of the students ranged from 18 to 23, with a mean of 20. Sixty-four were males and sixty-one were females. One hundred and thirteen students had access to the Internet, whereas twelve students did not have access to the Internet. While one hundred and thirteen students had 3G type of mobile service, twelve students had 2/2.5 G type of mobile service. Regarding handset brands, fifty-one students had Samsung, thirteen students had Nokia, eight students had Sony and fifty-three students had other handset brands. With respect to talk time per day, fifty-six students had talk time more than 20 minutes, twenty-three students had talk time 6-10 minutes, twenty-one students had talk time 11-15 minutes, fourteen students had talk time 16-20 minutes per day and eleven students had talk time less than 5 minutes. Regarding the number of SMS received and sent per day, while ninety-three students received more than 20 SMS, eleven students received less than 5 SMS, nine students received 6-10 SMS, seven students received 11-15 SMS and five students received 16-20 SMS, eighty-seven students sent more than 20 SMS, fifteen students sent less than 5 SMS, ten students sent 11-15 SMS, eight students sent 16-20 SMS and five students sent 6-10 SMS. Each participant was assigned a number during the data analysis procedure due to ethical considerations and they were reminded that this research would not be utilized for any assessment purposes and that personal details would be kept confidential. The demographic properties of the participants are presented in Table 1.

Table 1: Demographic Properties of the Participants

		Frequency	Percentage (%)
Age	18-20	105	84
	21-23	20	16
	24-24+		
Gender	Male	64	51
	Female	61	49
Internet Access	Yes	113	90
	No	12	10
Mobile Service	2/2.5 G	12	10
	3G	113	90
Handset brands	4G		
	Nokia	13	11
	Samsung	51	41
	Sony	8	6
Talk time per day	Others	53	42
	Less than 5 minutes	11	9
	6-10 minutes	23	18
	11-15 minutes	21	17
	16-20 minutes	14	11
	More than 20 minutes	56	45

Number of SMS received per day	Less than 5 SMS	11	9
	6-10 SMS	9	7
	11-15SMS	7	6
	16-20 SMS	5	4
	More than 20SMS	93	74
Number of SMS sent per day	Less than 5 SMS	15	12
	6-10 SMS	5	4
	11-15 SMS	10	8
	16-20 SMS	8	6
	More than 20 SMS	87	70
Total		125	100

Instrument and Data Collection

A questionnaire was designed by the researchers to gather data about English preparatory program students' use and acceptance of mobile phones for different language learning purposes. The questionnaire was made up of three parts. The first part asked about personal information such as age, gender and access to the Internet. The second part of the questionnaire contained twenty-three items with respect to English preparatory program students' use of mobile phones in learning English as a foreign language based on a 5-point Likert scale (from 1= never to 5= always). The final part of the questionnaire included eleven items regarding English preparatory program students' acceptance of mobile phones in learning English as a foreign language based on a 5-point Likert scale (from 1= strongly disagree to 5= strongly agree).

The development of the instrument was guided by five colleagues working in the same higher education context. This panel of experts, two native experts and three non-native EFL teachers, evaluated the instrument for content and face validity and contended that the questionnaire was appropriate and comprehensive for the context of the study. To check the reliability, the instrument was analyzed through the Cronbach's Alpha Coefficient $\alpha = 0.92$, which showed a high level of reliability.

The questionnaires were administered to the English preparatory program students at a state university located in a rural area in Turkey (N=125) during March 2015. The return rate from these English preparatory school students was 100 % (N=125). After analyzing the collected data, 10 of these English preparatory school students were contacted again to have an interview. The purpose of the interview was to reveal students' specific ideas on using and accepting mobile phones in learning English as a foreign language. Interview questions contained five items. These questions were posed to ten students and students' responses to the questions were transcribed by the researchers when being heard from students' utterances. The questions posed by the researchers in the interview were as follows:

1. Do you think that mobile phones should be used as language learning tools at English preparatory programs?
2. Do you think that mobile phones should be integrated into English preparatory programs?
3. How should mobile phones be utilized in learning English as a foreign language?
4. Do you think that using mobile phones is beneficial for learning English as a foreign language?
What are the benefits of using mobile phones for learning English as a foreign language?
5. Are there any weaknesses of using mobile phones for learning English as a foreign language?

RESULTS

Students' Scores on Questionnaire

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

Items	M	SD
1. I listen to English songs on my mobile phone.	3.75	1.09
2. I watch English movies/soap operas on my mobile.	2.86	1.41
3. I watch English news on my mobile phone.	1.84	1.08
4. I talk with my classmates in English on my mobile phone.	1.88	0.97
5. I talk with my English teacher in English on my mobile phone.	1.84	1.12
6. I talk with my international friends at our university in English on my mobile phone.	1.84	1.12
7. I read basic level English reading passages on the Internet on my mobile phone.	2.91	1.19
8. I read basic level English stories on the Internet on my mobile phone.	2.64	1.15
9. I read basic level English SMS sent by my classmates to me on my mobile phone.	3.08	1.42
10. I read basic level English SMS sent by my English teacher to me on my mobile phone.	3.20	1.47
11. I read basic level English SMS sent by my international friends at our university to me on my mobile phone.	2.66	1.45
12. I send my classmates basic level English SMS on my mobile phone.	2.53	1.32
13. I send my English teacher basic level English SMS on my mobile phone.	2.28	1.27
14. I send my international friends at our university basic level English SMS on my mobile phone.	2.04	1.29
15. It is due to the Internet function of my mobile phone that I learn the structural properties of basic grammatical structures in English.	3.47	1.36
16. It is due to the Internet function of my mobile phone that I learn the meanings of basic grammatical structures in English.	3.64	1.33
17. It is due to the Internet function of my mobile phone that I learn the uses of basic grammatical structures in English.	3.60	1.30
18. It is due to the Internet function of my mobile phone that I have access to the examples with respect to the basic grammatical structures in English.	3.68	1.32
19. It is due to the Internet function of my mobile phone that I learn the meanings of unknown English words from the electronic dictionaries on the Internet.	4.78	0.59
20. It is due to the Internet function of my mobile phone that I learn the meanings of unknown English idioms from the electronic dictionaries on the Internet.	4.49	0.99
21. It is due to the Internet function of my mobile phone that I learn the present, past and past participle forms of English irregular verbs from the electronic dictionaries on the Internet.	4.42	0.90
22. I listen to how native speakers pronounce English words from pronunciation sites on the Internet due to the Internet function of my mobile phone and I try to pronounce these English words just like native speakers do.	4.07	1.07
23. I listen to how my English teacher pronounces English words, videotape his/her pronunciation of these English words and try to pronounce these English words just like my English teacher does.	2.64	1.55
Overall score	3.04	1.20

As seen in table 2, the results of the questionnaire indicated that although English preparatory program students *always/generally* learned (a) the meanings of unknown English words (item 19, M= 4.78; SD= 0.59), (b) the meanings of unknown English idioms (item 20, M= 4.49; SD= 0.99), (c) the present, past and past participle

forms of English irregular verbs (item 21, M= 4.42; SD= 0.90) from the electronic dictionaries on the Internet, (d) how native speakers pronounced English words from pronunciation sites on the Internet due to the Internet function of their mobile phone, most of these English preparatory program students *rarely* (a) watched English news (item 3, M= 1.84; SD= 1.08), (b) talked with their classmates in English on their mobile phones (item 4, M= 1.88; SD= 0.97), (c) talked with their English teacher in English on their mobile phones (item 5, M= 1.84; SD= 1.12), (d) talked with their international friends at their university in English on their mobile phone (item 6, M= 1.84; SD= 1.12), (e) sent their English teacher basic level English SMS on their mobile phones (item 13, M= 2.28; SD= 1.27) and (f) sent their international friends at their university basic level English SMS on their mobile phones (item 14, M= 2.04; SD= 1.29). Overall, English preparatory program students utilized mobile phones very fairly when learning English as a foreign language by scoring lower than 4 on nineteen items on the five point scale.

Table 3: Distribution of Mean Scores on English Preparatory Program Students' Acceptance of Mobile Phones for Learning English as a Foreign Language

Items	M	SD
24. Mobile phones increase the quality of English education and instruction.	4.24	0.89
25. I am interested in using mobile phones as English language learning tools.	4.04	0.93
26. Mobile phones help students to develop their listening skills when learning English as a foreign language.	4.04	1.03
27. Mobile phones help students to develop their speaking skills when learning English as a foreign language.	4.08	0.94
28. Mobile phones help students to develop their reading skills when learning English as a foreign language.	4.10	0.87
29. Mobile phones help students to develop their writing skills when learning English as a foreign language.	3.96	0.99
30. Mobile phones help students to develop their grammatical skills when learning English as a foreign language.	3.97	1.00
31. Mobile phones help students to develop their vocabulary skills when learning English as a foreign language.	4.39	0.80
32. Mobile phones help students to develop their pronunciation skills when learning English as a foreign language.	4.10	0.94
33. Mobile phones are useful devices for learning English as a foreign language in the classroom.	4.22	0.97
34. Mobile phones are useful devices for learning English as a foreign language beyond the classroom	3.95	1.15
Overall score	4.09	0.95

As seen in table 3, English preparatory program students agreed that (a) mobile phones increased the quality of English education and instruction (item 24, M= 4.24; SD= 0.89), (b) they were interested in using mobile phones as English language learning tools (item 25; M= 4.04; SD= 0.93), (c) mobile phones could be used to help students to develop their listening skills when learning English as a foreign language (item 26; M= 4.04; SD= 1.03), (d) mobile phones could be used to help students to develop their speaking skills when learning English as a foreign language (item 27; M= 4.08; SD= 0.94), (d) mobile phones could be used to help students to develop their reading skills when learning English as a foreign language (item 28; M= 4.10; SD= 0.87), (e) mobile phones could be used to help students to develop their writing skills when learning English as a foreign language (item 29; M= 3.96; SD= 0.99), (f) mobile phones could be used to help students to develop their grammatical skills when learning English as a foreign language (item 30; M= 3.97; SD= 1.00), (g) mobile phones could be used to help students to develop their vocabulary skills when learning English as a foreign language (item 31; M= 4.39; SD= 0.80), (h) mobile phones could be used to help students to develop their pronunciation skills when learning English as a foreign language (item 32; M= 4.10; SD= 0.94), (i) mobile phones could be

useful devices for learning English as a foreign language in the classroom (item 33, $M= 4.22$; $SD= 0.97$), (j) mobile phones could be useful devices for learning English beyond the classroom (item 34, $M= 3.95$; $SD= 1.15$).

Interviews

Using mobile phones as language learning tools at English preparatory programs?

In response to the first question regarding whether mobile phones should be used as language learning tools at English preparatory programs or not, while nine participants (90 %) expressed the view that mobile phones should be used as language learning tools at English preparatory programs, one participant (10 %) expressed that mobile phones should not be used as language learning tools at English preparatory programs.

Integrating mobile phones into English preparatory programs?

The students were asked whether mobile phones should be integrated into English preparatory programs or not, nine participants (90 %) responded positively, whereas one participant responded negatively (10 %).

How to use mobile phones in learning English as a foreign language?

In response to the third question related to how to use mobile phones in learning English as a foreign language, the participants emphasized the significance of (a) creating a social group (e.g. whats up group) for each group to send written/spoken SMS to the students, (b) watching downloaded video clips of English songs, (c) reading downloaded English stories, (d) watching BBC or VOA news, (e) watching English movies and soap operas to develop L2 speaking skills, (d) using mobile phones to learn new English words from electronic dictionaries, (f) doing writing assignments on mobile phones, (g) presenting topics on mobile phones. The following quotations illustrate the participants views on how to use mobile phones in learning English as a foreign language:

"In my view, mobile phones should be used in teaching listening, writing, and reading to students. For instance, every EFL teacher should create a social group (e.g. whats up group) for each group to send written/spoken SMS to the students." (Participant 46)

"We can use mobile phones only for dictionary purposes within the classroom. However, beyond the classroom context, we can use mobile phones for a variety of purposes. We can either watch the downloaded video clips of English songs or read downloaded English stories." (Participant 21)

"We should watch BBC or VOA news on mobile phones." (Participant 107)

"We can use mobile phones to learn new English words from electronic dictionaries. On mobile phones, we can watch English movies and soap operas to develop our L2 speaking skills" (Participant 98)

"On mobile phones, students can have access to the English presentations of the topics covered in their coursebooks. They can do vocabulary studies. They can do their writing assignments." (Participant 27)

Benefits of using mobile phones for learning English as a foreign language

In response to the fourth question related to whether using mobile phones is beneficial for learning English as a foreign language or not, all of the ten participants agreed that using mobile phones is beneficial for learning English as a foreign language. From the interviews with the participating English preparatory program students, some of the benefits of using mobile phones for learning as a foreign language are:

"When we use what we have learned in our lesson by making translation from English into Turkish or vice versa on our mobile phones, we can better understand our mistakes and we can be more successful in correcting our mistakes." (Participant 15)

"We use our time more economically because mobile phones are more practical by their nature. We can forget to bring our dictionaries with us but we never forget to bring our mobile phones with us. Mobile phones are very important in all the aspects." (Participant 70)

"It is by the help of the mobile phones that we learn the meanings of unknown words, sentences and idioms. We also learn the pronunciation of unknown words." (Participant 25)

"Mobile phones help me to learn how to pronounce English words. They are beneficial for my watching short English videos and my reading English short stories." (Participant 21)

Any weaknesses of using mobile phones for learning English as a foreign language?

The participants were asked whether there were any weaknesses of using mobile phones for learning English as a foreign language. They indicated basically two weaknesses which were (a) giving rise to mental laziness and (b) morphological, syntactic, and semantic deviations in electronic translations. The quotations below illustrate the views expressed by the participants:

"The only weakness of using mobile phones for learning English as a foreign language is that students do not try to think but they cope with the challenges that they face by the help of their mobile phones without thinking." (Participant 23)

"Sometimes, we do not notice that electronic translations made from English into Turkish or vice versa are wrong. We accept morphological, syntac, and semantic deviations in electronic translations as grammatical. This situation can give rise to problems if we do not learn the correct translations." (Participant 16)

CONCLUSION

The results of the study showed that English preparatory program students did not utilize mobile phones very frequently when learning English as a foreign language despite accepting that mobile phones should be used as language learning tools at English preparatory programs and that they should be integrated into English preparatory programs. Relevant to English preparatory program students' use of mobile phones, this research unearthed that mobile phones can be used for a variety of purposes ranging from creating social groups (e.g. whats up group) so as to send written/spoken SMS to the students to watching English movies and soap operas to develop L2 speaking skills.

With respect to benefits of using mobile phones, this research revealed that mobile phones were beneficial for using time more economically, learning the meanings and pronunciation of unknown words, sentences and idioms, watching short English videos and reading English short stories. Related to weaknesses of using mobile phones in learning English as a foreign language, two striking weaknesses were found, which were (a) giving rise to mental laziness and (b) exhibiting morphological, syntactic, and semantic deviations in electronic translations.

Related to English preparatory program students' acceptance of mobile phones, this research also revealed (a) that mobile phones increased the quality of English education and instruction, (c) that mobile phones helped students to develop their listening, speaking, reading, writing, grammatical, lexical, and pronunciation skills and (d) that mobile phones were useful devices for learning English as a foreign language within/beyond the classroom. Based on the results of the present study, it can be stressed that English preparatory program students should be stimulated to use mobile phones within/beyond classroom context with respect to learning English as a foreign language to develop their linguistic, pragmatic and intercultural communicative competence. In this vein, all English preparatory program EFL teachers should attribute prominence to doing mobile phone related activities effectively within the classroom and they should recommend their students to integrate mobile phones into their learning as a foreign language beyond the classroom. Finally, As Kukulska-

Hulme (2009) state, mobile technology can be perceived as a threat in that it takes learning out of the classroom, often beyond the reach of the teacher. However, at this juncture, the challenge is to create designs which clearly describe what is best learned in the classroom, what should be learned beyond the classroom, and the ways in which ties between these contexts will be made.

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APPENDIX. A Questionnaire on English Preparatory Program Students' Use and Acceptance of Mobile Phones as a Language Learning Tool

This questionnaire has been designed to gather data on how students enrolled in English Preparatory Program use and accept mobile phones in learning English as a foreign language. In the first part of the questionnaire, students are asked to complete demographic data. In the second part of the questionnaire, twenty-three items on students' use of mobile phones in learning English as a foreign language are included. In the last part of the questionnaire, eleven items on students' acceptance of mobile phones in learning English as a foreign language are incorporated.

I. Demographics

A. Age :	<input type="radio"/> 18-20	<input type="radio"/> 21-23	<input type="radio"/> 24-24+
B. Gender:	<input type="radio"/> Male	<input type="radio"/> Female	
C. Internet access	<input type="radio"/> Yes	<input type="radio"/> No	
D. Mobile service:	<input type="radio"/> 2/2.5 G	<input type="radio"/> 3G	<input type="radio"/> 4G
E. Handset brands:	<input type="radio"/> Nokia	<input type="radio"/> Samsung	<input type="radio"/> Sony <input type="radio"/> Others
F. Talk time on mobile phone per day	<input type="radio"/> Less than 5 minutes <input type="radio"/> 6-10 minutes <input type="radio"/> 11-15 minutes <input type="radio"/> 16-20 minutes <input type="radio"/> More than 20 minutes		
G. Number of SMS received per day	<input type="radio"/> Less than 5 SMS <input type="radio"/> 6-10 SMS <input type="radio"/> 11-15 SMS <input type="radio"/> 16-20 SMS <input type="radio"/> More than 20 SMS		
H. Number of SMS sent per day	<input type="radio"/> Less than 5 SMS <input type="radio"/> 6-10 SMS <input type="radio"/> 11-15 SMS <input type="radio"/> 16-20 SMS <input type="radio"/> More than 20 SMS		

II. English Preparatory Program Students' Use of Mobile Phones in Learning English as a Foreign Language (1= Never, 2= Rarely, 3= Sometimes, 4=Generally, 5= Always)

A. Listening	1	2	3	4	5
1. I listen to English songs on my mobile phone.					
2. I watch English movies/soap operas on my mobile.					
3. I watch English news on my mobile phones.					
B. Speaking					
4. I talk with my classmates in English on my mobile phone.					
5. I talk with my English teacher in English on my mobile phone.					
6. I talk with my international friends at our university in English on my mobile phone.					
C. Reading					
7. I read basic level English reading passages on the Internet on my mobile phone.					
8. I read basic level English stories on the Internet on my mobile phone.					
9. I read basic level English SMS sent by my classmates to me on my mobile phone.					
10. I read basic level English SMS sent by my English teacher to me on my mobile phone.					
D. Writing					
11. I read basic level English SMS sent by my international friends at our university to me on my mobile phone.					
12. I send my classmates basic level English SMS on my mobile phone.					
13. I send my English teacher basic level English SMS on my mobile phone.					
14. I send my international friends at our university basic level English SMS on my mobile phone.					
E. Grammar					
15. It is due to the Internet function of my mobile phone that I learn the structural properties of basic grammatical structures in English.					
16. It is due to the Internet function of my mobile phone that I learn the meanings of basic					

14. I send my international friends at our university basic level English SMS on my mobile phone.					
E. Grammar					
15. It is due to the Internet function of my mobile phone that I learn the structural properties of basic grammatical structures in English.					
16. It is due to the Internet function of my mobile phone that I learn the meanings of basic grammatical structures in English.					
17. It is due to the Internet function of my mobile phone that I learn the uses of basic grammatical structures in English.					
18. It is due to the Internet function of my mobile phone that I have access to the examples with respect to the basic grammatical structures in English.					
F. Vocabulary					
19. It is due to the Internet function of my mobile phone that I learn the meanings of English words from the electronic dictionaries on the Internet.					
20. It is due to the Internet function of my mobile phone that I learn the meanings of English idioms from the electronic dictionaries on the Internet.					
21. It is due to the Internet function of my mobile phone that I learn the present, past and past participle forms of English irregular verbs from the electronic dictionaries on the Internet.					
G. Pronunciation					
22. I listen to how native speakers pronounce English words from pronunciation sites on the Internet due to the Internet facility of my mobile phone and I try to pronounce these English words just like native speakers do.					
23. I listen to how my English teacher pronounces English words, videotape his/her pronunciation of these English words and try to pronounce these English words just like my English teacher does.					

III. English Preparatory Program Students' Acceptance of Mobile Phones in Learning English as Foreign Language (1= Totally disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= Totally agree)

	1	2	3	4	5
24. Mobile phones increase the quality of English education and instruction.					
25. I am interested in using mobile phones as English language learning tools.					
26. Mobile phones help students to develop their listening skills when learning English as a foreign language.					
27. Mobile phones help students to develop their speaking skills when learning English as a foreign language.					
28. Mobile phones help students to develop their reading skills when learning English as a foreign language.					
29. Mobile phones help students to develop their writing skills when learning English as a foreign language.					
30. Mobile phones help students to develop their grammatical skills when learning English as a foreign language.					
31. Mobile phones help students to develop their vocabulary skills when learning English as a foreign language.					
32. Mobile phones help students to develop their pronunciation skills when learning English as a foreign language.					
33. Mobile phones are useful devices for learning English as a foreign language in the classroom.					
34. Mobile phones are useful devices for learning English as a foreign language outside the classroom.					

Thank you very much for your collaboration.

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