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STUDENTS' PERCEPTIONS OF EDUCATIONAL VALUE AND EFFECTIVENESS
OF INTEGRATING ELECTRONIC GADGETS (MOBILE PHONES/TABLETS)
WITH TEACHING-LEARNING ACTIVITIES
IN AN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM

MA thesis

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Dedication

This work is dedicated to my family who has constantly encouraged and always supported me in my pursuits. To my parents who always believe in me; my children who inspire me, and especially to my husband. I am so blessed not only to have you as my husband but also as my best friend. I know at times you became frustrated due to the amount of time I spent on this research in order to seek my life passion. You stood by me when I did not seem appreciative enough and pushed when I needed motivation during the completion of the degree. It is over now and my time and attention are yours again! I love you!

Abstract

Students' Perceptions of Educational Value and Effectiveness of Integrating Electronic Gadgets (Mobile Phones/Tablets) with Teaching-Learning Activities in an English as a Foreign Language Classroom

To truly understand undergraduate students' perceptions towards mobile assisted tasks in a language classroom, a thorough investigation must be done. Current mobile applications and emerging mobile pedagogy for English language teaching make portable devices a potentially beneficial tool for learning a foreign language. However, to date, there has been relatively little research on learning the relationships between Mobile-Assisted Language Learning at the tertiary level of education and university students' attitudes, experiences and perceptions of this innovative teaching approach. In this MA thesis, some of the existing research on the topic of mobile learning will be reviewed to connect language learning, educational technology, and perceptions of learners studying English at the German Philology Department (Translation Studies) regarding the use of mobile technology to support language learning. 1st-year students of Sumy State University, Ukraine, were first exposed to a mobile assisted language learning experience, and then asked to express their thoughts on the incorporation of mobile devices into the language classroom. The tasks involved an array of activities to develop four foundational language skills: reading, listening, writing, and speaking; as well as some key soft skills. The software and mobile applications were chosen not only for linguistic purposes but rather to exploit opportunities for collaboration and communication. Qualitative and quantitative data were collected by means of two student self-report questionnaires in Google Forms. They gave a deeper understanding of learners' current acceptance of mobile technology in both academic and non-academic settings, perceived contribution to their own learning when using mobile devices in the EFL classroom, and overall satisfaction associated with mobile learning. Research findings revealed overall positive attitudes and perceptions amongst the students surveyed. However, some technical and digital literacy challenges emerged during the intervention. Despite some constraints, the university students majoring in English indicated their readiness for mobile assisted learning. The learning/teaching materials elaborated for the study might be useful for practitioners and researchers in the field of mobile pedagogy for English language teaching.

Keywords: students' perceptions, m-learning, mobile assisted language learning, mobile pedagogy, higher education.

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Introduction

The background of the research problem. Mobile devices are transforming the way we live, work, and learn. They are gradually becoming a useful tool for English language teaching and learning. The availability of free language learning mobile and software programs, portability, speed, audio output and visual features in the latest mobile phones makes it an important device for English as a foreign language (EFL henceforth) student to master English. Besides, a mobile gadget is a common instrument that can be seen in every hand especially in the hands of modern students, who might be called citizens of the technology age. As they are inquisitive in nature, they become tech-savvy experts in operating various functions of the mobile. Regarding today's mobile gadgets, it is important to mention that they are more advanced and sophisticated than most of the 1990's personal computers. In this light, it has been proved by an array of EFL practitioners to be a very useful and convenient tool for teaching and learning anywhere anytime (Chinnery, 2009; Martin & Ertzberger, 2013; Burston, 2014; Kukulska-Hulme et al, 2015; Moeller & Catalano, 2015; Calabrich, 2016). As a result of this, there is a rapidly growing body of theoretical research on Mobile-Assisted Language Learning (MALL henceforth) attempting to prove its educational value and effectiveness (Stockwell & Hubbard, 2013; Crompton, 2013b; Nalliveetil & Alenazi, 2016; Fauzi, 2018).

The aim of this MA thesis project is to contribute to research in the field by investigating Ukrainian undergraduate students' perceptions toward educational value and effectiveness of using mobile devices with teaching-learning activities in an EFL classroom.

The research objectives are to understand:

- ✓ Students' perceived value of mobile technology in assisting EFL learning activities.
- ✓ Students' view of MALL tasks appropriateness to develop four foundational language skills: reading, listening, writing, and speaking; as well as some key soft skills.
- ✓ Students' perceived contribution to their own learning when using mobile devices in the EFL classroom.
- ✓ Students' overall satisfaction associated with mobile learning.

Therefore, the focus of this project is to explore university students' perceptions and to describe their experiences in detail in order to recommend appropriate ways as to how mobile learning can be used to improve the EFL instruction. *To achieve this aim:*

(1) Based on the literature review, teaching-learning materials and MALL tasks will be designed for the 1st-year university students (Translation Studies Department);

(2) Qualitative and quantitative data will be gathered via two self-report questionnaires;

(3) Collected data will be analyzed via SPSS and qualitative content analysis.

A brief overview of the MA thesis structure. The MA research consists of the following parts:

Chapter 1 provides an introduction to the thesis and outlines the aims of the study.

Chapter 2 gives an extensive literature review. It is divided into three sub-chapters. The first sub-chapter presents the concept of mobile learning and gives an overview of learning theories and paradigms of m-learning. Sub-chapter 2 highlights advantages and challenges of MALL, outlines some aspects of mobile pedagogy for English language teaching (ELT henceforth), and argues about the essential role of soft skills development while learning a foreign language. In regard to sub-chapter 3, it is devoted to the analysis of previous research on students' perceptions toward usage of mobile devices for learning in the EFL classroom to develop four foundational language skills such as listening, speaking, reading, and writing.

Chapter 3 outlines the methodology of the study, describes the research design and justifies data collection and analysis.

Chapter 4 details the results of the study.

Chapter 5 gives a summary of the study and its findings, suggests discussion, outlines limitations, and directions for future research.

Chapter 6 provides conclusion.

Chapter 7 expresses acknowledgments.

Chapter 8 presents author's declaration.

Chapter 9 gives a list of references.

Chapter 10 presents appendices.

Theoretical Background

1. The concept and theories of mobile learning, and basic paradigms of foreign language learning

The chapter below consists of three parts. The first part focuses on the concept of mobile learning and gives an overview of existing learning theories and paradigms in relation to mobile learning as well as foreign language learning. The second part discusses peculiarities, major technical and pedagogical challenges of Mobile-Assisted Language Learning, key concepts of contemporary mobile pedagogy for English language teaching, as well as describes a wider perspective on an integral unity of language skills and soft skills. Finally, some current research findings on students' perceptions towards use of mobile devices for learning in an English as a foreign language classroom are reviewed in the third part.

The section below describes different definitions of mobile learning. Historically, the term '*mobile*' has been used to describe anything 'capable of moving or being moved; changeable in appearance, mood, or purpose; adaptable, versatile; characterized by the mixing of social groups; having the opportunity for or undergoing a shift in status within the levels of a society' (Merriam-Webster online dictionary). It is a widely held view that the world is getting mobile at an unprecedented rate. Therefore, foreign language education should be well aligned with mobile technologies development characteristic of the 21st century. There is some evidence to suggest that innovative handheld devices undergo rapid evolution, as a result of this, the meaning of the term '*mobile*' has been extended to refer to technology. According to Naismith *et al* (2004), '*mobile*' embodies 'personal and portable'.

Consequently, the concept of '*mobile learning*' or '*m-learning*' is being changed too. In this MA dissertation, both terms are used interchangeably. It is a commonly-used notion and yet it is a concept difficult to define precisely (Kukulka-Hulme, 2009; Kim & Kwon, 2012). Since the definition of mobile learning varies among researchers, this shows a need to be explicit about exactly what is meant by this term. It is worth mentioning, that many researchers emphasize the '*mobility*' of mobile learning (Kukulka-Hulme, 2009; Hockly, 2012; Kim & Kwon, 2012). Recent studies highlight the wider context of mobile learning as a constituent of a mobile lifestyle rather than only focusing on technological aspect. This is exemplified in the work undertaken by Kukulka-Hulme *et al* (2008, 2009), where *mobile learning* means either formal or informal personalized, situated, authentic, and spontaneous learning *mediated via* handheld gadgets and potentially *available anytime anywhere*. This definition is close to those of El-Hussein *et al* (2010) and Sharples *et al* (2010) who define *m-*

learning as personalized, learner-centered, situated, collaborative, ubiquitous, lifelong learning process. According to these researchers the term '*m-learning*' encompasses a) *mobility of technology*, i.e. WAP and Wi-Fi capacity for social interactions; b) *mobility of learners*, i.e. engagement in flexible, accessible and personalized learning practices; development of sense of individuality and community, freedom and independence; raise of motivation to participate in social, collaborative and cooperative practices; and c) *mobility of learning*, i.e. enhances dynamism of the learning process and the information flow. In 2011, Crescente *et al* define *m-learning* as a form of distance education, where m-learners use mobile device educational technology at their time convenience. Crompton (2013) writes that *mobile learning* is learning across multiple contexts, through social and content interactions, using personal electronic devices. While a variety of definitions of the term '*mobile learning*' have been suggested, this paper will use the following definition that was coined by the author of the MA paper based on the literature review: "*Mobile learning is personalized, authentic, ubiquitous, dynamic, social and collaborative self-regulated lifelong learning mediated via handheld gadgets and potentially available anytime anywhere*". Taking into account the aim of the study and regarding its research question, this cumulative definition is the most relevant for several reasons. Firstly, it embodies a multitude of theoretical concepts which underpin language education. Secondly, it encompasses the key ideas used to devise mobile assisted tasks that aim at social interaction of students in language classroom, supporting dynamic collaboration with peers, using authentic learning material, meeting students' personal learning styles, developing self-regulation skills that enhance autonomous life-long learning in future. Having defined what is meant by *mobile learning*, the next section of this chapter addresses learning theories and paradigms of mobile learning.

Use of portable wireless devices has been dramatically changing our lifestyle as well as educational goals such as: supporting differentiation of learning needs and learning styles, extending learning opportunities, improving learner achievements, delivering authentic portable learning materials (Kukulka-Hulme, 2009). As a result of growing interest in mobile learning, a number of mobile applications has been created. But the majority of the existing mobile software has not yet been very pedagogically useful, due to the knowledge gap between the applications developers and language teachers (Sweeney & Moor, 2012; Zou & Li, 2015; Mindog, 2016). Therefore, it is worth investigating how mobile learning is underpinned by learning theories and paradigms in order to have a wider pedagogical perspective. Proposing a theory of m-learning is not an easy task, according to Crompton (2013b). To solve the problem of the lack of theory of mobile learning Naismith *et al* (2004)

relate m-learning to more than one theory. Their literature review indicates six existing learning theories in relation to mobile learning: *behaviourism, constructivism, situated, collaborative, informal, lifelong, and learning and teaching support*. Traxler (2009) argues that “the communities cohering around mobile learning may still feel the need for a theory of mobile learning as well as a definition” (p. 8). The attempts to relate mobile learning to multiple theories were also made by Keskin and Metcalf (2011). As cited in Crompton, (2013b), these researchers suggest fifteen different theories related to m-learning, which are: *behaviorism, cognitivism, constructivism, situated learning, problem-based learning, context-awareness learning, sociocultural theory, collaborative learning, conversational learning, lifelong learning, informal learning, activity theory, connectivism, navigationalism, and location-based learning*. A historical overview and interpretations of the main learning theories and paradigms, their founder(s), characteristics and perspectives are provided in Table 1 below.

Table 1. Categorization of Mobile Learning Theories

Theory	Theorists/ Founders	Characteristics and Perspective
Behaviorist Learning (Transmission Model)	Ivan Pavlov, B. F. Skinner, Albert Bandura, Edward Thorndike, John B. Watson	Focuses on objectively observable behaviours and discounts any independent activities of the mind. Learning is nothing more than the acquisition of new behaviour based on environmental conditions. A change in external behaviour achieved through using reinforcement and repetition (rote learning) to shape behaviour of learners. Evaluation of learning comes from the teacher who decides what is right or wrong.
Cognitivist Learning	Robert Mills Gagné, Jerome Bruner	The function is based on how a person processes and reasons information. It revolves around many factors, including problem-solving skills, memory retention, thinking skills and the perception of learned material.
Constructivist Learning	Jean Piaget, John Dewey, Maria Montessori, Lev Vygotsky, Jerome Bruner	Based on observation and scientific study about how people learn. People construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. The paradigm focuses on context and content dependent m-learning, e.g. questions for exploration (Keskin & Metcalf, 2011).
Situated Learning	Jean Lave & Étienne Wenger (1991) (owes much to the work of John Dewey & Lev Vygotsky)	Individuals acquire professional skills in an authentic context and culture. Situated learning takes as its focus the relationship between learning and the social situation in which it occurs. It is relevant to context-aware learning (Naismith <i>et al</i> , 2004).

Context Awareness Learning	Anind K. Dey & Gregory D. Abowd	Focuses on design and implementation of a mobile learning system. It allows each user to build a personalized learning experience that fits his constraints in terms of preferences, speed of learning, consumed time, and background information.
Problem-Based Learning	Howard S. Barrows	A student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material.
Collaborative Learning	Rooted in L. Vygotsky's concept of learning called 'zone of proximal development'	An educational approach that involves groups of learners working together to solve a problem, complete a task, or create a product. It is based on the idea that learning is a naturally social act. It is relevant to <i>conversation theory</i> (Sharples, 2002).
Lifelong Learning	Leslie Watkins & Clint Taylor	The ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. It enhances social inclusion, active citizenship, personal development, self-sustainability, competitiveness, and employability. It is blended with everyday life.
Informal Learning	John Dewey (at an early stage), Malcolm Knowles (later on)	Any learning that is not formal learning or non-formal learning, such as self-directed learning or learning from experience.
Navigationism /Navigationist Learning	Tom H. Brown	Education should move away from providing content <i>per se</i> to learners. It is necessary to focus on how to enable learners to find, identify, manipulate and evaluate information and knowledge, to integrate this knowledge in their world of work and life, to solve problems and to communicate this knowledge to others. Teachers and trainers should become coaches and mentors within the knowledge era – the source of how to navigate in the ocean of available information and knowledge – and learners should acquire navigating skills for a navigationist learning paradigm.
UTAUT (the Unified Theory of Acceptance and Use of Technology)	Viswanath Venkatesh	This theory assesses whether the user will be able to accept the new technology, and user's attitude and ability to deal with it. It consists of four main concepts, Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Conditions (FC). (Venkatesh <i>et al</i> , 2003).

The table above reviewed the main learning theories applied in mobile learning. The present study is based on the concepts of UTAUT, cognitivism, and constructivism, as well as collaborative and life-long learning. The definition used in this paper to describe the phenomenon of mobile learning includes the underlying principles of these theories.

The following is a brief description of main foreign language learning theories. Since profound knowledge and understanding of both areas can provide a theoretical foundation for

mobile applications developers and help language practitioners analyze and evaluate the ways of effective use of mobile devices in EFL teaching/learning activities.

Traditionally, learning a foreign language was thought to be a 'mimetic' activity, a process that involved students repeating or imitating new information: the teacher provides new language stimuli, learners respond by imitation, and the teacher offers feedback which reinforces appropriate responses. Grounded in behaviorist theory of learning and structural linguistics, the quality and quantity of language and feedback were regarded as the major determinants of language learning success. A popular method of teaching in the 1950s, called the audio-lingual method (ALM), promoted an imitation and practice approach to language development. The major figure in the ALM classroom was the instructor who was cast into the role of drill sergeant, expert, or authority figure. In 1959, Noam Chomsky's review of B. F. Skinner's (1957) *Verbal Behavior* dramatically changed the way of looking at language by arguing that language was a rule-governed activity, not a set of habits. Chomsky argued that stimulus-response psychology could not adequately account for creativity involved in generating utterances using internalized rules. The creative aspect of language behavior implies that the human mind is involved in a deep processing of meaning rather than in memorized responses to environmental stimuli. Chomsky's ideas led to the demise of structural linguistics, behaviorist psychology, and the ALM approach to language learning. Thus, cognitive learning theory views language acquisition as information processing: the learner acquires language by understanding and producing messages, with the teacher providing both input and feedback to activate subconscious learning mechanisms.

The founder of constructivism, a major theory of cognitive development, Jean Piaget and Professor Emeritus in learning and instruction, at the University of Southern California, Stephen Krashen are major figures in orienting towards active, creative models of learning and the development of second/foreign language teaching. Stephen Krashen's work (1988) on the Natural Approach and development of the Monitor Model, later known as the Input Hypothesis, underpinned Communicative Language Teaching approaches which are still used today. Stephen Krashen's Monitor Model, in fact, consists of several distinct hypotheses which make up what is probably the most cited theory in second language acquisition. So, constructivism is a specific form of cognitivism which emphasizes the active and individual nature of language learning: the teacher is concerned with the process of acquisition rather than its product.

The most prevalent and most widely held language learning theory, the Sociocultural Theory (SCT) proposed by Vygotsky (1962, 1978), views cognition as a social interaction.

According to this theory, participation in culturally organized activities is essential for learning to occur. Active engagement in social dialogue is important. Learning is regarded as intentional, goal-directed, and meaningful and is not a passive or incidental process but is always conscious. According to Ellis and Larsen-Freeman (2006) learning from exposure comes about “as part of a communicatively rich human social environment” (p. 577). Thus, socio-constructivism looks beyond the individual learner’s construction of linguistic knowledge to examine the whole social process of participation in linguistic activity: the teacher fosters collaborative learning as a pre-requisite for an individual process in the foreign language.

More recently, researchers have identified nine contemporary language learning theories. They are as follows:

- | | |
|---------------------------------|------------------------------------|
| 1. Universal Grammar, | 6. Processability, |
| 2. Autonomous Induction, | 7. Concept- Oriented Approach, |
| 3. Associative-Cognitive CREED, | 8. Interaction Framework, |
| 4. Skill Acquisition, | 9. Vygotskian Sociocultural Theory |
| 5. Input Processing, | |

Some of these theories share a linguistic view of language cognition, others view it from a psychological point of view and in the case of Sociocultural Theory, a social approach is taken. The Universal Grammar (UG) and Autonomous Induction theory share the linguistic view that learners have the innate knowledge of grammatical structures that are not learnt through mere exposure to input. They consider that linguistic knowledge is predetermined and is independent of experience. Learning is believed to occur incidentally by deduction from innate abstract knowledge. The psychological view of language cognition is represented by the following theories: Associative-Cognitive CREED, Skill Acquisition theory, Input Process theory, Processability theory, Concept-Oriented Approach, and the Interaction Framework. While these approaches share a psychological view of cognition, there are some distinct differences. The Associative-Cognitive CREED, Input Processing, Processability, and Concept-Oriented theories view language acquisition as implicit and language learning is presented as an incidental and a subconscious learning process. However, according to the Skill Acquisition theory, there is a conscious processing in language acquisition that requires explicit instruction in order for deliberate learning to occur.

Last but not least, recent trends in foreign language research have increasingly focused on multilingualism and the interplay of multiple linguistic systems in the language learner. One area of multilingualism that has been much examined is cross-linguistic influence (also

known as language transfer, linguistic interference, the role of the mother tongue, native language influence, and language mixing) (Odlin, 2003). Studies point to the complexity and dynamic nature of the multilingual system and have identified a number of factors involved in cross-linguistic influence in the acquisition of a foreign language.

As EFL classroom tasks become more focused on real-world issues, texts, or events, and problem-solving based tasks, mobile technology introduces a new dimension to the teaching and learning process that incorporates the use of social media, mobile and software applications. Digital media allows students to manipulate learning materials and language at their own pace and according to individual needs. Students examine reports, authentic documents, and web pages to find information that can be synthesized and discussed later and can collaborate electronically with youth from around the world. In such a learning environment the role of the teacher changes from one of authority figure or expert who delivers knowledge to one who facilitates, guides and supports student learning. The teacher assumes greater responsibilities in designing and supporting individual and personalized learning tasks. This has tremendous implications for teachers to act as agents of change as they foster language learning through the use of public pedagogy, critical media literacy, and technology.

The review of the m-learning and foreign language learning theories described above created a solid foundation for the study done in terms of this MA research. Firstly, learning a foreign language is perceived as a self-regulated lifelong process. Secondly, employing mobile technologies, tailoring Mobile-Assisted Language Learning tasks, applying collaborative activities using online educational platforms and software applications helps to implement multiple constructivist conditions for learning, and create a meaningful intervention where effective pedagogy remains at the center of education.

2. Mobile-Assisted Language Learning (MALL): advantages and challenges

Mobile-Assisted Language Learning (MALL) has existed since the 2000s (Burston, 2014), so it is a relatively new branch of the growing field of mobile learning (Viberg & Grönlund, 2012). The term 'MALL' has come to be used to refer to *language learning that is assisted or enhanced through the use of a handheld mobile device* (Chinnery, 2006; Shield & Kukulska-Hulme, 2008). A further definition of MALL is given by Kukulska-Hulme (2013a) who considers that "MALL differs from Computer-Assisted Language Learning (CALL) in its use of personal, portable devices that enable new ways of learning emphasizing continuity or spontaneity of access and interaction across different contexts of use" (p. 3701). According to

Chaka (2009b), the future of language learning lies more with MALL than CALL. This conclusion is based on the main features he presents as the distinctive characteristics and, therefore, advantages of MALL, such as: *mobility, ubiquity, connectivity, portability, access, handheldibility, convergence, multifunctionality, cross-platform blending, optionality, convenience; accessibility, availability, affordability, context-awareness, personalization, and flexibility*. Chaka (2009b) believes that these factors give MALL both a competitive and utilitarian edge over CALL. Although, Stockwell and Hubbard (2013) claim that MALL is not totally independent but overlaps with CALL.

Further of note, Martin and Ertzberger (2013) write that mobile devices can provide language learners with a wide range of opportunities to scaffold learning both inside and outside the classroom whenever needed. Kukulska-Hulme (2009) believes that if students are encouraged to use their personal devices in class, they are likely to engage in follow-up learning spontaneously, particularly when their motivation is high (Petersen *et al*, 2009), taking learning out of the realms of the classroom, which, as noted by Miangah and Nezarat (2012), makes education as ubiquitous as possible. Chinnery (2009) highlights that one of the conveniences of the widespread ownership of mobile devices is that activities supported by technology can be easily integrated into the class without having to move students to computer labs, which in some schools are either limited or non-existent.

At the beginning of MALL development, mobile learning projects were created by software specialists and educators using technologies that were not easily accessible to the general public (Kukulska-Hulme & Shield, 2008). Nowadays students can “take the lead and engage in activities that are motivated by their personal needs and circumstances of use” developing their language skills (Kukulska-Hulme, Traxler, & Pettit, 2007, p. 53). Kumaravadivelu (2003) asserts that language learning traditionally is divided into mastering four skills: reading, writing, listening, and speaking. In everyday practice, these skills are integrated, and so their teaching should be. Thus, this integration of language skills reflects our daily use of mobile technologies: we often listen and speak, while making phone calls; and write and read while sending or receiving text messages or making our own notes. Though MALL has the potential to support collaborative task-based learning (A. Herrington & J. Herrington, 2007; Kukulska-Hulme & Shield, 2007), the emphasis given in MALL has been mainly on content delivery, within an implicit behaviourist transmission-model framework, and following a teacher-centered language pedagogy (A. Herrington & J. Herrington, 2007; Burston, 2011). The above-mentioned researchers regard such educational use of mobile devices as “limited and pedagogically regressive. To them,

educators seem to follow a typical pattern of reverting to old pedagogies when using new technologies and propose instead that more recent theories of language learning be adopted when devising MALL materials and tasks” (Calabrich, 2016). They recommend to “refocus the energy for learning on the student” who then becomes the “generator of knowledge” (A. Herrington & J. Herrington, 2007). A teacher’s role has transformed from the one of a domain expert to the consultant, facilitator, and moderator of the content in the Internet era. In m-learning teachers have to adopt new teaching skills, learn with their students, advise them, increase their motivation, organize activities which support interaction between students and organize activities for evaluation of the process. The use of m-learning is also incorporated into UNESCO ICT Competency Framework for Teachers updated in 2011. Thus, MALL includes both technical and pedagogical challenges that are multidisciplinary.

Another significant aspect of MALL is mobile pedagogy for English language teaching (Kukulka-Hulme, Norris, & Donohue, 2015). It is a new term since it is more common to talk about mobile learning. Its basic principle is the crucial role of a teacher in the process of self-directed learning and language learner autonomy in terms of MALL. Mobile pedagogy for ELT aims to enhance the mobile experience for learners and their teachers, to share knowledge with educators and elaborate some appropriate pedagogical strategies to make m-learning more efficient in teaching English as a foreign language. It is worth noting that “language education, teacher training policies, examinations curriculum documents, and materials have yet to catch up with and reflect the range of digital media that has become so much part of many of our learners’ lives, and that we are in a stage of transition (Walsh, 2010: 212, cited in Kukulka-Hulme, Norris, & Donohue, 2015). Thus, the “Mobile pedagogy for English language teaching: a guide for teachers” provides EFL teachers with practical classroom and home learning ideas that can be applied in teaching English, gives recommendations on successful ways to implement mobile pedagogy, raises some important questions to consider with colleagues and learners about the use of mobile devices in language classes and beyond. To sum up, this pedagogical framework has guided thinking around the design of useful and rewarding English language learning experience during the intervention described in the present MA thesis.

Before proceeding to examine students’ perceptions towards mobile learning in the EFL classroom, it is important to point out that to be successful in language learning and life, in general, adult learners need to be proficient not only in hard (technical) skills but also in soft (transversal) skills. Analysing theoretical sources related to the issue of transversal or soft skill concept, it becomes evident that a generally accepted definition of ‘soft skills’ is lacking,

because this term covers a wide spectrum of skills as diverse as interpersonal and organizational skills, problem-solving and time-management skills, troubleshooting and developing positive mindset, teamwork and presentation skills, etc. But there is consensus among researchers (Matteson *et al*, 2016; Macianskiene, 2016) that soft skills are an essential part of successful language learning that should be directly transferable to university graduate's professional life. The techniques used in the English classroom often involve the activities that develop some soft skills. They may, for example, include working in pairs or groups (collaboration and negotiations), active listening techniques (emotional intelligence), tasks to be completed within a certain time limit (time management), creative writing and discussions (critical thinking and supporting the opinion), solution to a context-based issue (problem solving skills), etc. Thus far, this section of the chapter has shown that MALL tasks should not only be aimed at the EFL proficiency but also provide opportunities for the acquisition of soft skills in an integrated way at the level of higher education.

The section that follows moves on to describe a theoretical background to student's perceptions towards the effectiveness of mobile gadgets in a foreign language instruction.

3. Students' perceptions regarding the usage of mobile devices for learning in the EFL classroom

To date, what can be clearly observed is that sophisticated technology has the continual impact on learning EFL. However, as discussed above "technology can only be as good as the pedagogy behind it" (Burston, 2011, p. 4). Furthermore, according to Yelland (2006, cited in Montrieux *et al*, 2015) "learning with technology needs more than making learning activities digital", it is also about creating "contexts for authentic learning that use new technologies in integrated and meaningful ways to enhance the production of knowledge and the communication and dissemination of ideas". However, there is evidence that university teachers integrate mobile technology "in order to provide content in a digital way, instead of using them to enhance learner-centered approaches" (Montrieux *et al*, 2015). In this light, the didactical use of mobile devices is crucial for the EFL learning process to enhance positive experiences and perceptions of learners. Consequently, Montrieux *et al* (2015) suggests that teachers need to acquire new technological and pedagogical skills "to be able to transform the learning content, the so-called Technological Pedagogical Content Knowledge (TPACK)" (Koehler & Mishra, 2009), instead of "adding 21st century technologies to 20th century teaching practices" (Montrieux *et al*, 2015). According to Dang (2013), 84% of students had the experience of using their mobile phones for learning English. Additionally, the research

findings (Kim, 2011; Twining, 2005) indicate that the use of mobile devices in class instruction has an impact on students' intrinsic motivation and facilitates meaningful learning experiences. Therefore, there is a growing tendency among undergraduates to make good use of mobile phones for learning activities.

However, more research is needed to deeper understand students' perceptions toward m-learning in a university educational context (El-Gayar *et al*, 2011). For example, Rossing, Miller, Cecil, & Stamper (2012) confirm that mobile devices used in higher education are generally seen as a factor strongly related to support of various learning styles, which, in turn, increases students' positive attitude to studies. In accordance with Clark & Luckin's guidelines, m-learning may be very resourceful, engaging undergraduates in learning, developing their collaboration skills and enhancing their communication with peers and teachers. Overall, research, focusing on students' perceptions of the use of mobile devices, shows that the nature of learning is getting more attractive, engaging, enthusiastic, and creative. At this point, it is worth mentioning that some studies on mobile technology in higher education have used the concepts of 'perception' and 'attitude' interchangeably. In this MA paper, the meaning of perception is regarded as "a cognitive component of attitude" (Kim, 2000: p. 8). Thus, the term 'perception', defined by Kim J. S., refers to "an awareness of a given object depending on insight and intuition gained through a student's senses, experience, and knowledge" (Kim, 2000: p. 8).

Even though there is little available research, most current published findings, exploring perceptions of students studying English with the use of mobile technology, reveal overall positive attitudes and perceptions among the adult learners who participated in them. In terms of this MA study the findings of five recent case studies were analyzed (Zou & Li, 2015; Calabrich, 2016; Nalliveettil & Alenazi, 2016; AlHajri, Al-Sharhan, Al-Hunaiyyan, 2017; Fauzi, 2018). All in all, these cases support the view that:

- Although research findings are related to the local context (China, Canada, Saudi Arabia, Kuwait, Indonesia), they may be transferrable to the learning environments in other countries, as EFL teachers all over the globe are keenly interested in the educational value of mobile devices for the teaching-learning of English.
- It is observed that the incorporation of a MALL task can improve communications between students and instructors as a whole.
- Research on how to design educational content for mobile learning that can integrate learners' culture and traditions is valuable.

- The results of descriptive analyses reveal that though students' perceptions are overall positive, a significant amount of scepticism towards MALL emerges.
- The existing English learning applications lack pedagogical perspective and do not take into account principles of basic learning theories and paradigms.
- Some language teachers feel self-conscious and assume they are not technologically prepared to devise MALL tasks.
- Students perceived contribution to their learning when using mobile technology in the EFL classroom.

As previously stated, the theoretical review provided relevant literature in the field of m-learning, specified the main features, benefits and challenges of MALL, gave a detailed overview of the foundational language learning theories, and analyzed the key findings in regard to students' perceptions on usage of mobile technology for learning in the EFL classroom.

Upon literature review that has been done in terms of this chapter, it is evident that there is no research on the related topic in Ukrainian tertiary language education. This is where there is a niche for the present study. Therefore, in order to expand existing research, a current study was conducted. Its aim is to investigate the perceptions of students on educational value and effectiveness of integrating electronic gadgets (mobile phones/tablets) with teaching-learning activities in the EFL classroom in the Ukrainian context of higher education after a 10-month intervention period.

The measurable hypothesis of the research is the following: *University undergraduates have positive perceptions using relevant mobile and software applications to support their learning activities in the EFL classroom.*

The research question to guide this investigation is as follows:

What are the students' perceptions of integrating mobile technology to support EFL learning experience?

In order to avoid a broad focus on the research question, 4 subthemes are specified as:

- Students' perceived value of mobile technology in assisting EFL learning activities;
- Students' view of MALL tasks appropriateness to develop four foundational language skills: reading, listening, writing and speaking; as well as some key soft skills;
- Students' perceived contribution to their own learning when using mobile devices in the EFL classroom;
- Students' overall satisfaction associated with mobile learning.

As evidenced in the literature review and demonstrated by the research question, exploration of students' perceptions towards the use of mobile technology to support language learning is on agenda today. Consequently, arguments in favour of as well as against the incorporation of mobile technology in the language classroom will be studied and analyzed during the intervention in order to answer the research question and address its subthemes.

Methods

The following part of this paper moves on to describe in greater detail the research methods and approaches to the intervention: sampling, research design, data collection, and analysis.

1. Sample

The research is conducted in 2017/2018 academic year as a part of a graduate MA research on the usage of MALL in terms of the EFL course at the German Philology Department, Faculty of Foreign Philology and Social Communications at Sumy State University, Ukraine. The study participants are a group of thirteen 1st year BA students (12 women, 1 man) with the average age 17.6 y.o. At this point, it is important to highlight that five academic groups of 1st-year students (N=73 undergraduates) enrolled in Translation Studies learn English according to the Department Unified EFL Curriculum. According to the Common European Framework of Reference (CEFR) their level of English is B1. Since it is not obligatory to include all the population in the study, only one academic group is chosen as a sample.

The following is a brief description of the research design.

2. Research Design

In order to avoid collecting undergraduate student's abstract subjective opinions about the use of mobile technology, they were provided with the first-hand experience with mobile-assisted tasks before gathering their perceptions. To achieve this objective, there were designed teaching materials and MALL tasks in line with the topics of the Translation Studies Department Unified EFL Curriculum. It aims at honing four foundational language skills (reading, writing, listening, and speaking), as well as some key soft (transversal) skills.

Firstly, in support of teacher- students' out-of-class communication and collaboration, Trello board was chosen to respond to that need (see Appendix 4). Even though Trello is a web-based project management application, it has a variety of professional and personal uses including lesson planning. Therefore, homework and extra learning materials, as well as links

to external resources for writing, speaking, listening, and reading skills development were posted on Trello during the whole academic year.

Secondly, a number of mobile and software applications, as well as a social media platform Graasp were used to support EFL teaching and learning activities along the way.

The applications used during the intervention can be listed as follows:

1. Trello <https://trello.com/> (an organizational tools for inside and outside classroom work)
2. Graasp <http://graasp.eu/> (an Inquiry Learning Space (ILS) for university students collaborative work)
3. Google Docs <https://www.google.com/docs/about/> (the suite allows students to create and edit files online while collaborating with other users in real-time)
4. Merriam-Webster Dictionary <https://www.merriam-webster.com/> (online dictionary for English word definitions, meanings, and pronunciation)
5. Urban Dictionary <https://www.urbandictionary.com/> (online dictionary for slang words and phrases)
6. LearnEnglish Podcasts <https://learnenglish.britishcouncil.org/en/learnenglish-podcasts> (a series of English learning podcasts to practice English on the go)
7. iMovie <https://www.apple.com/lae/imovie/> (a video editing software application)
8. VoiceThread <https://voicethread.com/myvoice/> (a collaborative space that enables teachers and students to upload images, video, or documents, record audio, video, or text comments)
9. Jing TechSmith <https://www.techsmith.com/jing-tool.html> (screen recording software)
10. Camtasia <https://www.techsmith.com/video-editor.html> (all-in-one screen recorder and video editing software)
11. Speak English Pro: American Pronunciation APK <https://apkpure.com/speak-english-pro-american-pronunciation/mng.com.pronunciation> (an innovative English speaking application to develop accent and speak more naturally)
12. English Pronunciation Practice for Beginner APK <https://apkpure.com/english-pronunciation-practice-for-beginner/com.scdgroup.englishpronunciation> (an application for beginners to learn and practice English words)

Thirdly, in terms of four academic modules during two semesters the 1st-year students were required to present 4 thematic projects, created with the help of the applications mentioned above. The project topics were as follows:

- Module 1. “My Family Tree”
- Module 2. “My Dream House”

- Module 3. “My Alma Mater. My Typical Working Day and Day off. My Study Habits and Strategies”
- Module 4. “My Most Memorable Trip”

Finally, it is important to emphasize that the research was elaborated for the purpose of both receptive (reading and listening) and productive (writing and speaking) language skills development, as well as some soft skills. Table 2 below gives a detailed overview of the procedure of MALL tasks design for EFL activities and explains the implemented ideas using the mobile and software applications during the intervention.

Table 2. MALL tasks for EFL activities

Language Skill	Procedure Description	Educational Technology
Reading (receptive skill)	According to the syllabus, 1 st -year students read a 200-page book per semester. To keep track of new words, they have their own dictionary, keep a vocabulary list and learn 100 collocations and idioms by heart, read and translate a paragraph randomly chosen by a teacher, and make a book review. Besides, such techniques as online texts skimming (reading rapidly in order to get a general overview of the material) and scanning (reading rapidly in order to find specific facts) are regularly used in class.	e-books, online dictionaries (Merriam-Webster Dictionary, Urban Dictionary)
Listening (receptive skill)	On the foundations of a constructivist approach to teaching, an Inquiry Learning Space (ILS) was created on Graasp. Audio podcasts, links to related videos and quizzes were posted there (see Appendices 5, 6). Students were assigned to English listening tasks using their mobile devices during a 21-day challenge to develop one of the most important skills for interpreters who work with spoken communication. Every day they had to do one listening task suitable to their skill level. All students of the group participated in the assignments as a requirement of their EFL class in terms of self-paced study.	Graasp, LearnEnglish Podcasts, audio books, Youtube videos
Writing (productive skill)	It is a crucial skill for translators who work with written communication. In terms of the 21-day challenge mentioned above, 1 st -year students had to do one piece of creative writing on a definite topic every day. To support collaboration they were supposed to read each other's essays, comment on them and ask questions. Their essays were checked on a daily basis, students were given feedback on their creative writing. Besides, to increase the challenge some gamification techniques were used, such as graphic symbols for assessment (see Appendices 7, 8): ★ - excellent, ■ - good, ▲ - fair, ☹ - haven't done. Over a four-week period, the undergraduates were working	Graasp, Google Docs

	<p>collaboratively on a thematic group project “My Alma Mater. My Typical Working Day and Day off. My Study Habits and Strategies” that had the following steps:</p> <ol style="list-style-type: none"> 1. Watching videos and reading articles about how to give the best speech or presentation in English. It was accompanied with practical activities. Students worked on presentation skills that covered a variety of areas such as the structure of the presentation, the design of slides, the tone of voice and the body language, etc. Thus, they got some experience in delivering effective and engaging presentations to a variety of audiences. Besides, they watched and analyzed some of the greatest speeches, e.g. “I have a dream” by Martin Luther King, Jr., “Commencement Address” by Steve Job, etc. 2. Later on, a Google Doc was shared among the students, and they started writing short essays to answer 6 guiding questions using all the built-in tools and features of the suite; 3. Once the essays were written, it was time to shoot a video using students’ mobile devices and Camtasia and/or Windows Movie Maker software to make a short group movie. You can watch it via the link https://goo.gl/MhLSsz <p>This project was a favourable active method applied to students for their writing and speaking skills formation.</p>	
<p>Speaking (productive skill)</p>	<p>In order to develop pronunciation skills, 1st-year students used 2 mobile applications (see on the right). The undergraduates were assigned to practice 44 English language sounds: do exercises to improve their articulation and enunciation. Besides, as was pointed out earlier, they presented three out of four thematic projects: “My Family Tree”, “My Dream House”, “My Most Memorable Trip” using VoiceThread that helped them create digital stories by narrating over images, videos, and slides. Not only they honed their writing and speaking skills in English but also developed their digital and soft skills. Last but not least, students recorded their recitations of poems and stories using their smartphones during the academic year. It is an effective learning strategy to hear your own speech and make further improvements.</p>	<p>Speak English Pro: American Pronunciation APK, English Pronunciation Practice for Beginner APK, VoiceThread, Jing TechSmith</p>

This section of the chapter described the procedure and methods used during the intervention. In the next section, data collection of the current investigation will be presented.

3. Data Collection

To obtain informed testimonials and answer the research question, including its 4 subthemes, the empirical study uses two self-report questionnaires, which are originally devised for this study and based on a thorough theoretical review done in the first part of this MA thesis. These questionnaires are designed to collect both qualitative (with open-ended questions) and quantitative data (with closed-ended questions), “enjoying the rewards of both numbers and

words" (Glesne & Peshkin, 1992 p. 8, cited in Golafshani, 2003). Embodied in this citation is the idea of combining both quantitative and qualitative approaches that strengthen a study. As a result of it, the research reliability and validity can be maximized.

The first questionnaire '*Students' Acceptance and Use of Mobile Technology before the MALL Course*' consists of 20 questions (Qs) (19 multiple choice Qs, 1 open-ended Q). It provides demographic data about students' gender and age, identifies students' mobile phone usage habits, gives a deeper understanding of students' current acceptance of mobile devices in both academic and non-academic settings, as well as addresses their readiness for m-learning (see Appendix 2). The theoretical background of this questionnaire is the Unified Theory of Acceptance and Use of Technology (UTAUT) formulated by Viswanath Venkatesh *et al.* (2003, 2016).

The second questionnaire '*Students' Perceptions of Integrating Mobile Technology to Support EFL Learning Experience Inside and Outside the Classroom*' is aimed at analyzing if integrating self-paced MALL into language instruction has educational value in the EFL classroom (see Appendix 3). Student's perceptions toward the effectiveness of using electronic gadgets (mobile phones/tablets) with teaching-learning activities will help better understand this issue in Ukrainian context. The theoretical foundation for this questionnaire serves Constructivist Theory and Vygotskian Sociocultural Theory. This questionnaire consists of four sections to respond to the subthemes of the research question.

The second questionnaire sections are as follows:

Subtheme 1 Students' perceived value of mobile technology in assisting EFL learning activities (5 multiple choice Qs, 1 open-ended Q).

Subtheme 2 Students' view of MALL tasks appropriateness to develop four foundational language skills: reading, listening, writing and speaking; and soft skills (2 groups of closed-ended Qs based on linear scale, 3 multiple choice Qs, 4 open-ended Qs).

Subtheme 3 Students' perceived contribution to their own learning when using mobile devices in the EFL classroom (5 closed-ended Qs, 4 open-ended Qs).

Subtheme 4 Students' overall satisfaction associated with mobile learning (14 multiple choice Qs).

Therefore, upon defining the types of questions that should be asked in the questionnaires, the links to the Google Form were shared with the students via their emails. The web surveys were accessible for a week. All research participants gave their permission to be part of the study, by signing consent for participation in educational research (see Appendix 1).

In this section, it has been explained that this study depends on the questionnaires as its main data gathering tool. Having discussed how the questionnaires were devised, the final section of this chapter addresses ways of the data analysis and interpretation.

4. Data Analysis

Online questionnaires were developed based on the literature review in the research field, and in accordance with the design of the intervention. Therefore, questions used in these two surveys are appropriate to the present study. Consequently, they will help achieve the aim of this MA thesis, i.e. to contribute to research in the field of MALL by investigating university students' perceptions toward educational value and effectiveness of using mobile devices with teaching-learning activities in the EFL classroom.

Data are quantitatively analyzed using SPSS to calculate percentages, means, and standard deviations (SD). This type of analysis will focus on detailed numeric data that will help us classify students' responses, and eventually construct a holistic picture of what is observed. Whereas students' answers to the open-ended questions are analyzed by qualitative content analysis. It will provide insights into the problem of mobile learning in higher education; help to develop ideas for future mobile assisted tasks based on the students' attitudes, experiences and perceptions towards the integration of mobile devices in EFL classroom. Finally, it will help to uncover trends in students' thoughts and opinions about their MALL experience and dive deeper into the research problem.

Results

This section presents an overview of the collected data and the analysis of the answers to the questionnaires: (1) *'Students' Acceptance and Use of Mobile Technology before the MALL Course'*, and (2) *'Students' Perceptions of Integrating Mobile Technology to Support EFL Learning Experience Inside and Outside the Classroom'*.

Feedback from the 1st questionnaire expanded our understanding of students' current use of mobile devices, and their readiness for mobile learning. The outputs of the first seven questions indicate that 100% of students (N=13) have already owned a handheld mobile device with either a Wi-Fi or a cellular connection to the Internet for more than one year. At least 8/13 (61.5%) students *Almost Always* keep their mobile phones on hand, whereas, just over a third, 38.5% or 5 of the respondents *Always* use them. More often than not they use their mobile devices: at home 9 (69.2%), at university 4 (30.8%), in transit 2 (15.4%), all

variants are reported by 1 learner (7.7%). The majority of them, 5/13 (38.5%), feel *Very Self-Conscious* using mobile phones in public, 4/13 (30.8%) are *Somewhat Self-Conscious*, an equal number of answers (2 students (15.4%) per each) belong to those who are *Not Sure* and *Not Very Self-Conscious*.

Questions 8-10 examine students' personal activities, language learning and information resources they can currently access or would be interested in accessing on a handheld mobile device. They were supposed to select all that apply. To begin with, Table 3 gives a summary of chosen options which emerged in participants' answers to the question 8, i.e. about personal activities students engage in on their portable devices at the present time.

Table 3. Number of occurrences of each option identified in answers given to Q8

Emerging options	Number of occurrences
Make phone calls	13 (100%)
Send and receive text messages, Social networking, Watch videos, Translate (use it as online dictionary), Listen to music	12 (92.3%)
Set an alarm clock	11 (84.6%)
Take notes	10 (76.9%)
Schedule appointments or tasks, Send and receive emails, Read and/or edit documents (PDF, Word, Excel)	9 (62.9%)
Pay bills /Banking	5 (38.5%)
Create my personal audio/video content	4 (30.8%)
Play non-academic interactive games	3 (23.1%)
I do not engage in personal activities on a mobile device	0 (0%)

In regard to the learning resources (Q9) that students would be interested in accessing on a handheld mobile device, the numbers are as follows: 6 (46.2%) indicated that they would appreciate having lecture PPT slides, print content, eBooks, flashcards and other interactive educational games. Hyperlinks to course-related reference material would be useful for 7/13 (53.8%) of undergraduates. 9/13 (69.2%) adult learners would like to have access to Blackboard. Specifically, 10/13 (76.9%) and 12/13 (92.3%) agreed that audios and videos (e.g., course-related tutorials, recordings of lectures, university information, etc.) would be of great value to them.

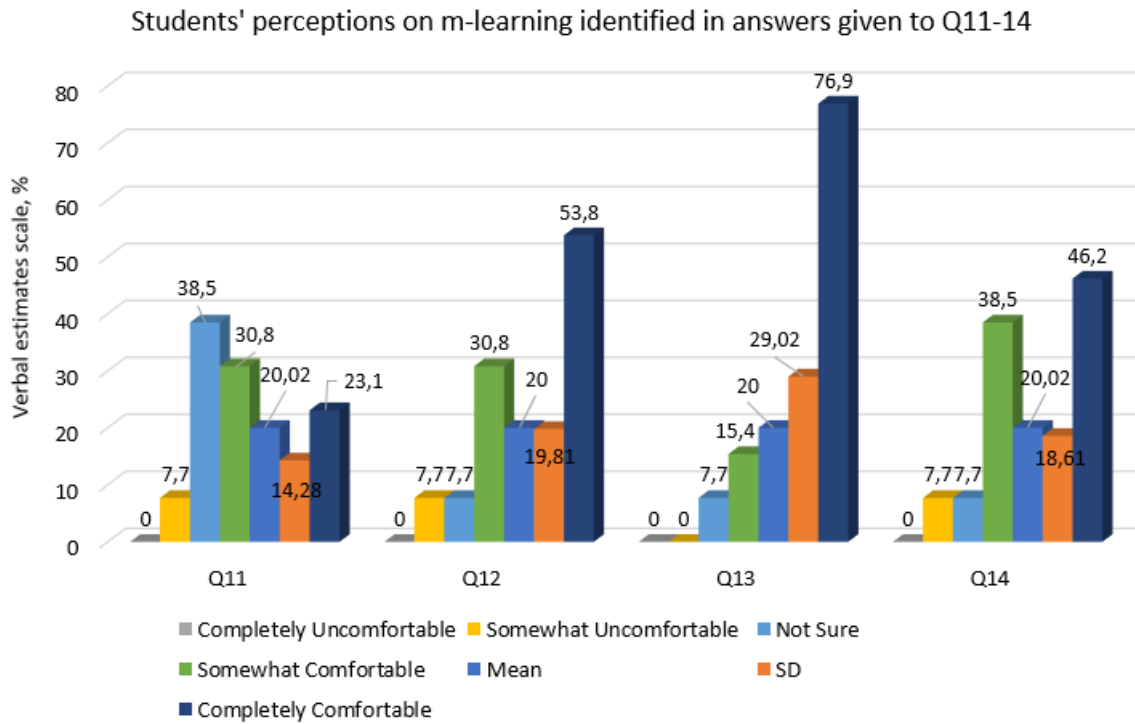
The following Table 4 illustrates what kind of information resources 1st-year students currently access on their handheld mobile devices. They were also supposed to choose all options that apply. The answers to Q10 are put in the top-down number of occurrences order.

Table 4. Number of occurrences of each option identified in answers given to Q10

Emerging options	Number of occurrences
Internet, Social Networks (such as Facebook, LinkedIn, Instagram, Telegram, Twitter); English language learning applications	13 (100%)
Movies	12 (92.3%)
Weather	11 (84.6%)
Online Maps, News	10 (76.9%)
Audio clips, Video	9 (69.2%)
Other mobile information gathering applications	7 (53.8%)
Shopping	6 (46.2%)
Restaurant information, Library	5 (38.5%)
eBooks or print content, Trivia information	2 (15.4%)

As indicated in the table above, it is clear that 13 (100%) undergraduate students, who participated in the study, are focused on interactive learning materials and ubiquitous online communication via their mobile gadgets rather than on reading eBooks or getting access to print materials that was reported only by 2 (15.4%) respondents.

Students' attitudes and perceptions toward some elements of mobile learning are presented in Figure 1. Surprisingly, none of the students commented on being completely uncomfortable installing and operating third-party software. Although, 5/13 (38.5%) express their uncertainty about this issue. Assumably, they do not have extensive experience using various language learning mobile and software applications. One more point to be mentioned is that allowing university instructors to contact them through their mobile phones and giving grades to them through text messaging is also reported to be completely acceptable for 10/13 (76.9%) students. Besides, having course materials on students' personal mobile devices is considered to be useful by almost half of the respondents, 6/13 (46.2%). The vast majority, 7/13 (53.8%), responded that they would welcome contacts with their university lecturers via mobile gadgets. A more detailed percentage can be found in Figure 1 below, indicating the frequency of responses. In order to calculate the means and standard deviations (SD) of the responses, the scale with verbal estimates was encoded into numeric where *Completely Uncomfortable* is 1, *Somewhat Uncomfortable* is 2, *Not Sure* is 3, *Somewhat Comfortable* is 4, and *Completely Comfortable* is 5. In addition, mean is used to provide the general average of students' responses, while the standard deviation is used to indicate how far students' answers to the Q11-14 deviate from the mean. The data presented in Figure 1 show that the value of SD is approximately 2.65. It proves that the responses are close to average 2.6.



Q11: Do you feel comfortable installing and operating third party software on a mobile phone?
 Q12: Would you be comfortable allowing your professors to contact you through your mobile phone?
 Q13: Would you feel comfortable receiving grades through text messaging?
 Q14: Would you agree that having course materials such as slides, lecture notes, and practice tasks and quizzes available on your mobile phone would be beneficial to your study process?

Figure 1. Students' perceptions on m-learning identified in answers given to Q11-14

Turning now to Q15, responses to which indicate that 1/3rd of students would invest their personal time in learning how to install and use software that could make the previously mentioned resources available on a mobile phone. Almost the same quantity, 5/13 (38.5%), would probably do it, while another third of undergraduates are not sure about it. Less than half of students, 5/13 (38.5%), feel that the use of some kind of mobile learning software would improve overall success in their English language course (Q16). The remainder, 6 (46.2%) and 2 (15.4%), respectively indicate such probability and low certainty.

All 13 students of the group or 100% of the participants use plenty of the English language learning applications outside the classroom (Q17). Responses to the open-ended question (Q18) provided by them show that these EFL learning resources are as follows: Easy Ten, Mondly, BBC Learning English, engvid.com, bbc.co.uk/radio; online dictionaries, such as Multitran, Urban Dictionary, Merriam Webster Dictionary, EN-RU and EN-UA Dictionaries, Google Translator, ABBYY lingvo; YouTube, Instagram, Telegram Channels, Tandem Language Exchange, Lenny Bot, DuoLingo, Lingualeo, LingoDeer.

Even though almost half of students (46.2%) generically indicated that they have never been exposed to any structured MALL tasks before this EFL course (Q19), the same number of students, i.e. 6, believe they are ready for mobile-learning and would like to use their own mobile devices for learning purposes (Q20). Just under a third, (30.8%) or 4 out of 13, learners responded that they *Strongly Agree* on integrating mobile learning into the EFL class. Well under a quarter, 2 students or 15.4%, are neutral in their decisions, while 1 out of 13 highlighted that it is discouraging for her to use mobile gadgets due to continuous technical issues (slow Wi-Fi or poor 3G connection).

Thus far, this section of the MA thesis has argued whether the 1st-year students of the Translation Studies at Sumy State University have an appropriate level of acceptance and use of mobile technology in terms of the EFL MALL course. It was particularly important to gather this data before the intervention.

Feedback from the 2nd questionnaire highlighted '*Students' Perceptions of Integrating Mobile Technology to Support EFL Learning Experience Inside and Outside the Classroom*'. It is aimed at evaluating the instructional design and student reactions to the learning experiences, encouraging undergraduates to self-assess and reflect on the core components of MALL.

As explained earlier in the data collection section, the 2nd questionnaire consists of 4 subthemes. Therefore the results of the data analysis will be presented accordingly.

5 multiple choice questions of Subtheme 1 'Students' perceived value of mobile technology in assisting EFL learning activities' have 5 scales: *Strongly Disagree*, *Disagree*, *Neutral*, *Agree*, *Strongly Agree*. The Figure 2 below shows the distribution of students' answers to the questions. It indicates that all 13 (100%) students are absolutely pro-mobile learning, considering it to be useful. The overwhelming majority of them, 11 (84.6%), agreed that mobile gadgets can help develop collaborative skills. Further of note, there is only a slight difference in the percentage to those who prefer electronic materials to printed ones. It can be seen that the majority of the respondents, 8 (61.5%), mentioned that m-learning is more convenient than e-learning. Surprisingly, only 1 student strongly agrees that a smartphone can sap attention and its presence is a distraction to the brain, while more than half are neutral to this issue.

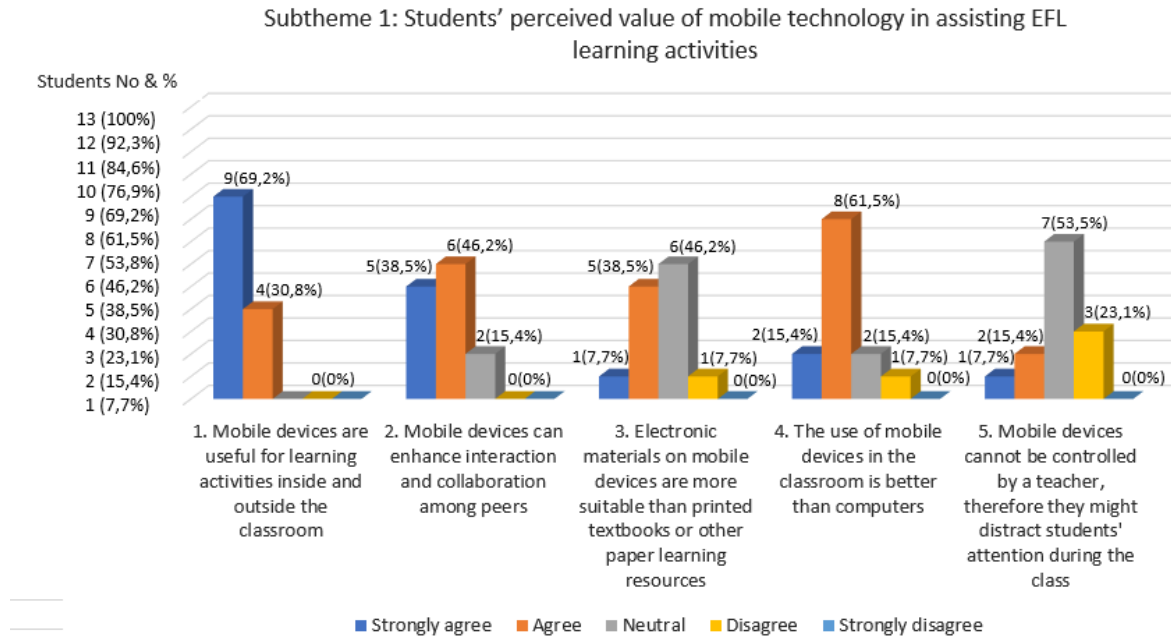


Figure 2. Students' perceived value of mobile technology in assisting EFL learning activities

The last open-ended question of the Subtheme 1 reads as follows:

‘What is your opinion about using mobile gadgets for EFL learning purposes inside and outside the classroom?’ Students' comments can be seen below.

- ✓ ‘Frankly speaking, using mobile technologies during the classes, and what’s more receiving and posting our homework on Trello, was something totally strange for me and had nothing in common with classes at school. I can surely say that it’s a valuable experience due to which I am deeply thankful to my favourite English teacher’.
- ✓ ‘Truth be told, I would also like to do research on mobile technology in future as it is cutting-edge and involves students in the process of studying English’.
- ✓ ‘Mobile devices are an important part of our life. It’s cool that you can use your phone or other portable devices for studying, reading, and other activities inside and outside the classroom’.
- ✓ ‘Using mobile gadgets helps us stay in touch with a teacher, be involved in a studying process and find everything on the Internet within a few minutes’.
- ✓ ‘It allows students to collaborate both inside and outside the classroom’.
- ✓ ‘I like to have the freedom to choose whether I want to use my mobile phone during the class or not’.
- ✓ ‘I think that using mobile gadgets is useful, because personally I can do homework while walking, travelling somewhere, etc’.

- ✓ 'I think it is a good idea to use smartphones to learn English'.
- ✓ 'I like it and want to do it next academic year. I think it is very interesting and useful for students'.
- ✓ 'Neutral. Sometimes it might glitch and this is a problem'.
- ✓ 'It helps us be more flexible during the classes'.
- ✓ 'Nowadays students use mobile gadgets and the Internet more often than books or printed handouts. It is very convenient to have loads of various resources in a mobile phone or PC which could be accessible almost everywhere and at any time'.
- ✓ 'I like it. It's helpful'.

Thus students' feedback is a good illustration of their overall attitudes to m-learning.

Moving on now to consider Subtheme 2 'Students' view of MALL tasks appropriateness to develop four foundational language skills: reading, listening, writing and speaking; and soft skills'. In order to analyze the responses to two groups of closed-ended questions based on linear scale, they are put together in one graph (see Figure 3).

In terms of language skills improvement, almost half of the undergraduates 5 (38.5%) - 6 (46.2%) indicated that MALL tasks tailored for the course developed their receptive and productive language skills (Qs1-4). As a result of this, they graded themselves at a 'very good' level. Whereas only one student assessed her progress in listening skill development as 'below average' (Q2). Assumably, it is due to the fact that she did not participate in the 21-Day Listening Challenge. Regarding self-assessment of students' speaking skills, the grades are more or less similar amongst the other half of the respondents. This case demonstrates the need for better mobile learning strategy for developing the speaking ability, as well as higher quality of software and mobile applications.

Responses to Qs 5-10 vary from 'average' to 'excellent', but the overall tendency shows that there are no grades below average. As many as 11 students agreed that the MALL course helped them become more cooperative, collaborative and supportive, while 2 out of 13 rated their capacity for teamwork below average (Q11), even after the intervention. In particular, socializing and interacting with peers in the virtual world and real time turned out to be an issue for both of them. It is worth mentioning that responses to Q12 were not highly varied. Students' overall experience in this EFL course is revealed in the responses to Q13. The vast majority, 12/13 students (92.3%), evaluated the effects of the MALL course and their experiences in it as being 'very good' and 'excellent'.

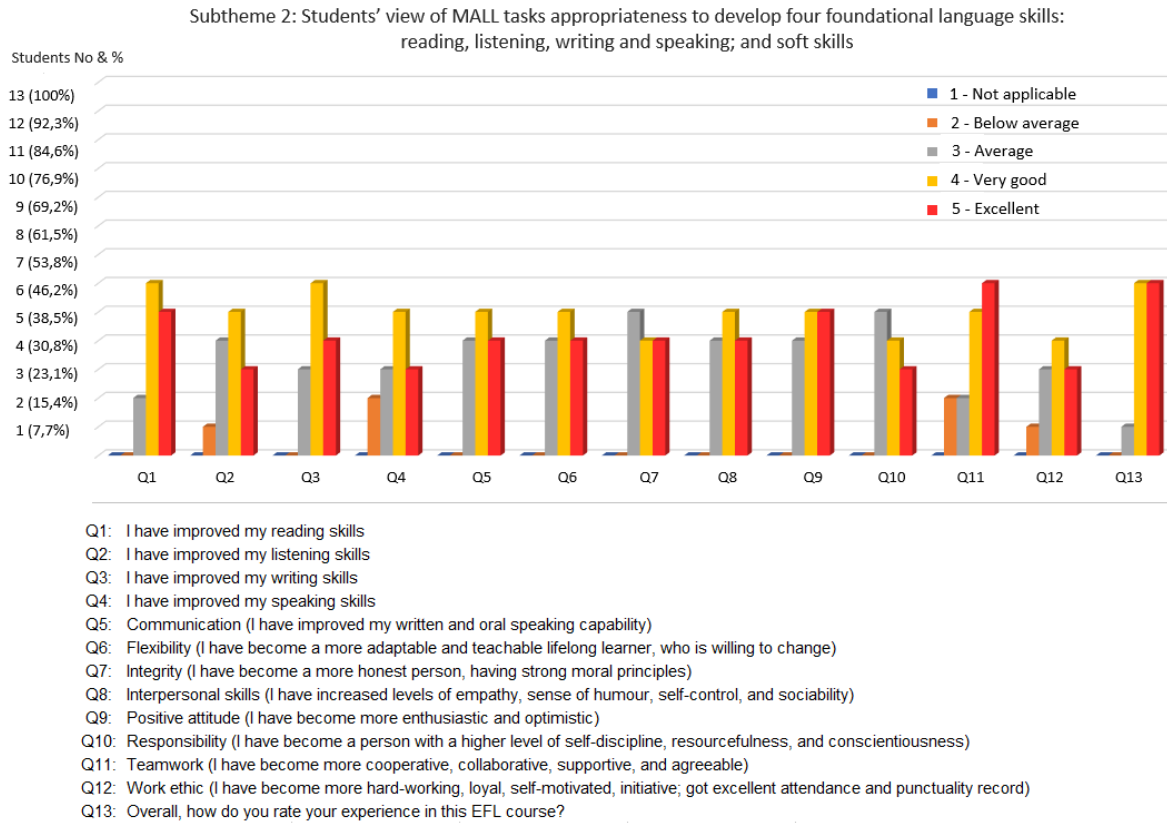


Figure 3. Students' view of MALL tasks appropriateness to develop four foundational language skills: reading, listening, writing and speaking; and soft skills

As regards four open-ended questions, the responses were evaluated by means of the qualitative analysis. Students' answers to Q6 'What changes would you recommend to improve this course?' and suggestions to Q9 'Any further, constructive comments on strengths and ways of improvement MALL English course' are generalized and presented in the paragraph below.

Firstly, more than half of students, 7/13 (53.8%), expressed their willingness to have more speaking practice in class. They would appreciate having interactive activities with foreigners, in particular, native speakers of the target language, via mobile phones. Such teaching/learning technique might help them learn real-life vocabulary, develop their pronunciation and enunciation, help them use different grammatical structures correctly, and eventually, improve their spoken English. Secondly, 2/13 (15.4%) undergraduates consider they should have more classes per week than it is offered by the current curriculum. Thirdly, one recommendation was to use mobile devices to take tests, mid-term or final exams in English, as it would be easier for a teacher to check them and share the results with students

ubiquitously. Finally, one respondent suggested that the MALL course should be continued during summer break.

The following is a brief description of data collected from 3 multiple choice questions of Section 2 (see Figure 4 below). If to add up the percentages of *Strongly Agree and Agree* and present them as a cumulative figure, it becomes evident that according to the many more than a half of the EFL course participants (i.e. 6 and 4, 3 and 7, 5 and 5, thus 10 (76.9%) total in each of three graphs) MALL tasks offered during the EFL course were up-to-date and authentic. Besides, they mirrored real-life language and had real-life applicability. Only one student indicated the opposite opinion.

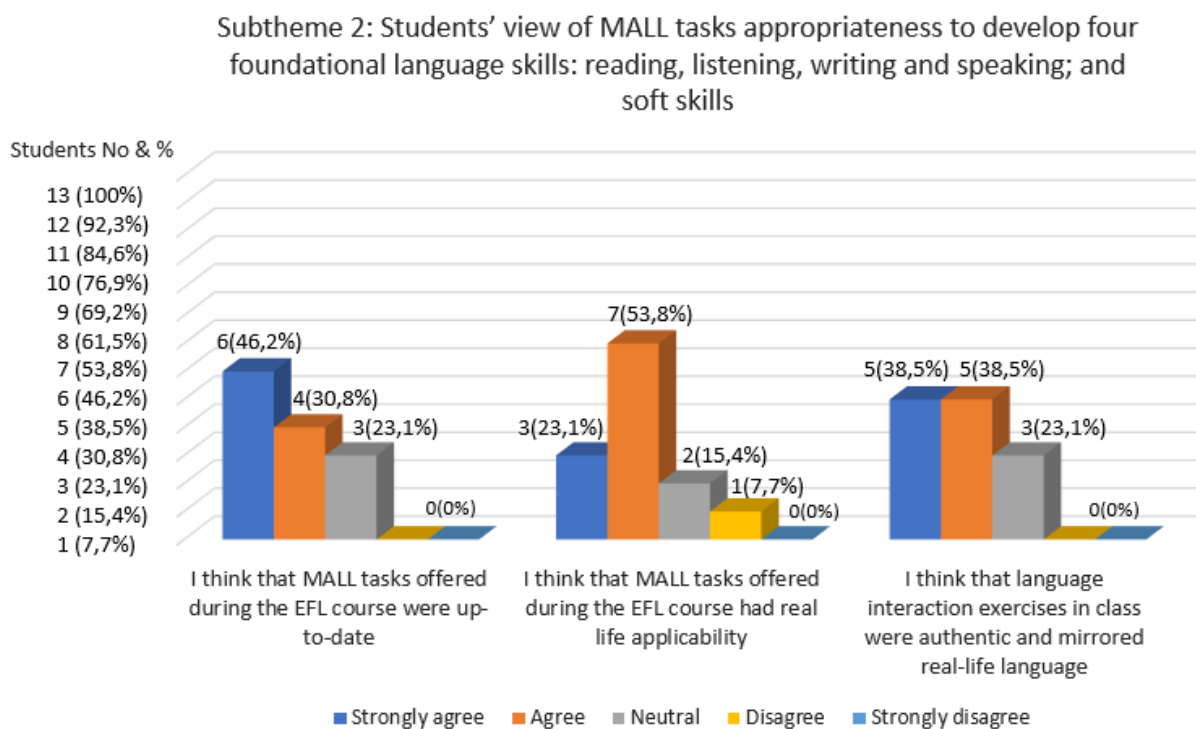


Figure 4. Students' view of MALL tasks appropriateness to develop four foundational language skills: reading, listening, writing and speaking; and soft skills

In order to be able to evaluate the teaching style of the instructor during the MALL course intervention, two questions are included in the student survey. They are as follows: Q7 ‘What did you like *best* about your instructors teaching?’ and Q8 ‘What did you like *least* about your instructor’s teaching?’ Even though it might seem that these questions are not closely linked to m-learning, but as explained in the theoretical review, it is clear that EFL educators should elaborate some appropriate pedagogical strategies to make mobile learning more efficient. Therefore, the mobile experience for both learners and their teachers should be enhanced by mobile pedagogy. So in terms of this research, it is crucial to analyze teacher-

student interaction. Feedback to these questions is particularly beneficial. The key comments can be listed as follows:

- ✓ 'I suppose that apart from wisdom our instructor is a very kind-hearted person. It brings me joy and even happiness to attend her classes. It's a big deal to me, taking into account that I have experienced a horrible September this year, when I was scared to attend classes, trembling like a leaf and being unable to calm down even at home'.
- ✓ 'Most of all, I like a friendly and dynamic atmosphere in class. We have become more open-minded students, who can be like a good team'.
- ✓ 'You can use your mobile phone anywhere to complete some tasks, so you don't have to have either your notebook or a paper on hand'.
- ✓ 'I like her using modern technologies'.
- ✓ 'The way of teaching and speaking with students, using different apps'.
- ✓ 'I am really into our phonetics tasks (learning fables and poems by heart, practicing tongue-twisters)'.
- ✓ 'Her communication style appeals to me'.
- ✓ 'Having a wide range of activities and not just doing exercises from a textbook'.

In regard to the drawbacks of the instructor's teaching style, it was valuable to get to know that as many as 2/13 students expected a more detailed feedback on their writing assignments. The same number of learners reported on having too many reading tasks as well as excessive self-paced study. Around 70% (9/13) of the undergraduates indicated their regret about a very short-term collaboration of the group with the instructor and expressed their willingness to continue mutual cooperation next year.

Turning now to the experimental evidence on students' perceived contribution to their own learning when using mobile devices in the EFL classroom, i.e. Section 3. As indicated in the responses, the participants did not have negative experiences in EFL learning process during the intervention. Almost 80% (10/13) of those who responded agreed to have made progress in learning English using mobile gadgets.

Meanwhile, it is important to highlight that almost 70% of the respondents (Q2) faced some challenges during the MALL course. There are various answers to Q3 'If yes, what were they?' that can be categorized under two themes (1) technical and (2) digital literacy constraints. Describing the 1st ones, students reported on connectivity challenges and integration issues between the hardware and the software of the gadget, as well as small screen sizes with poor resolution, limited memory storage, and short battery life of a mobile device. The 2nd category of challenges comprises such issues as lack of digital skills to use

Trello, Graasp, VoiceThread, Google Docs, and an array of mobile applications while taking part in the 21-Day Writing and Listening Challenges, making voice presentations and creating video projects.

The qualitative analysis is based on an open-ended question (Q4). In order to deeper understand which tasks contributed more to student's language learning, they were asked to describe their experience in any activity for reading, listening, speaking, or writing. Below you can find some most detailed comments:

- ✓ 'For sure, the 21-Day Challenge was a very time and effort consuming process. But I remember the day when our instructor accidentally forgot to post a theme for writing an essay on time. I would check the Graasp webpage hundreds of times because it really became a habit for me to practice listening and writing on a daily basis'.
- ✓ 'In my opinion, I improve my listening, speaking and writing skills using technologies every day'.
- ✓ 'When you write something, you enlarge your vocabulary and use different grammar'.
- ✓ 'Creating a story in English helps me think in English. I think of what I am going to write about, choose some words and collocations, and it's the way I learn to think'.
- ✓ 'I contributed to my language learning doing speaking tasks. Sometimes it was too difficult'.
- ✓ 'The vocabulary in the movies we watched in class was great, and I really enjoyed the films as well'.
- ✓ 'I enjoyed doing thematic projects. I improved my speaking, writing and design skills'.
- ✓ 'I think I contributed more in writing because I had to write a lot and use new vocabulary'.

As far as Q5 is concerned, i.e. 'Which MALL task did you enjoy the most? Why did it resonate with you?', it was aimed at supporting learners' reasoning about their MALL experiences. Among the responses common alternatives were '21-Day Writing and Listening Challenges' 5/13 (38.5%); 'group projects' 3/13 (23.1%); 'watching movies and videos' 3/13 (23.1%); 'reading' 1/13 (7.7%); 1/13 (7.7%) did not choose any activity.

All in all, 13 (100%) 1st-year students indicated it was a worthwhile class (Q6) and 2/3^{rds} of them stated that they contributed constructively during in-class activities, whereas, 1/3rd reported to stay neutral in their perceptions.

The last section of Subtheme 3 encouraged students to share their experiences, attitudes, and perceptions towards the EFL course with elements of mobile learning during their 1st academic year at the university. The examples reported here illustrate it to the fullest:

- ✓ 'Studying at university, especially taking English classes, is much more interesting than at school just because of the mobile technology. Modern life flow is impossible without new inventions, so I am grateful to God that we have such a wonderful English teacher'.
- ✓ 'This year I have become a different person. Thanks to this course, I have realized how to improve my English skills. I have also become a more enthusiastic and open-minded person. Teamwork has become something usual and normal for me'.
- ✓ 'I have learned a lot and found out about modern technologies'.
- ✓ 'I discovered many new programs, and now I know how to use them in real life'.
- ✓ 'It was a good experience. I hope that in future our English lessons at the university will be held in the same way'.
- ✓ 'I think it's super up-to-date and it's definitely something we need in order to keep track of the newest vocabulary and to participate in a variety of activities'.
- ✓ 'I love my English classes so much! But I would like to have more classes per week devoted to speaking and translation practice'.
- ✓ 'It was something absolutely new to me!'

Having described students' perceived contribution to their own learning when using mobile devices in the EFL classroom, the final section of this chapter addresses students' overall satisfaction associated with mobile learning. As indicated previously, Section 4 consists of 14 multiple choice questions. The self-report questionnaire has 5 scales: *Strongly Disagree*, *Disagree*, *Neutral*, *Agree*, and *Strongly Agree*. To have a clearer and more concise presentation of the research results, it is worthwhile to study Figure 5 below.

An analysis of the data presented in the graph below indicates the most important tendencies in students' attitudes and perceptions towards mobile learning. What stands out in this graph is the high rate of students 9/13 (69.2%) who believe that using mobile devices in class makes it feel more realistic (Q9). What can be clearly seen is that 8/13 (61.5%) undergraduates consider m-learning to be an effective educational technology (Q1). The same number of learners would definitely like to integrate mobile technology in EFL classroom to enhance their language learning throughout their studies at the university (Q14). As it is indicated by more than half of students, 7/13 (53/3%), appropriate software and mobile applications support language learning (Q2).

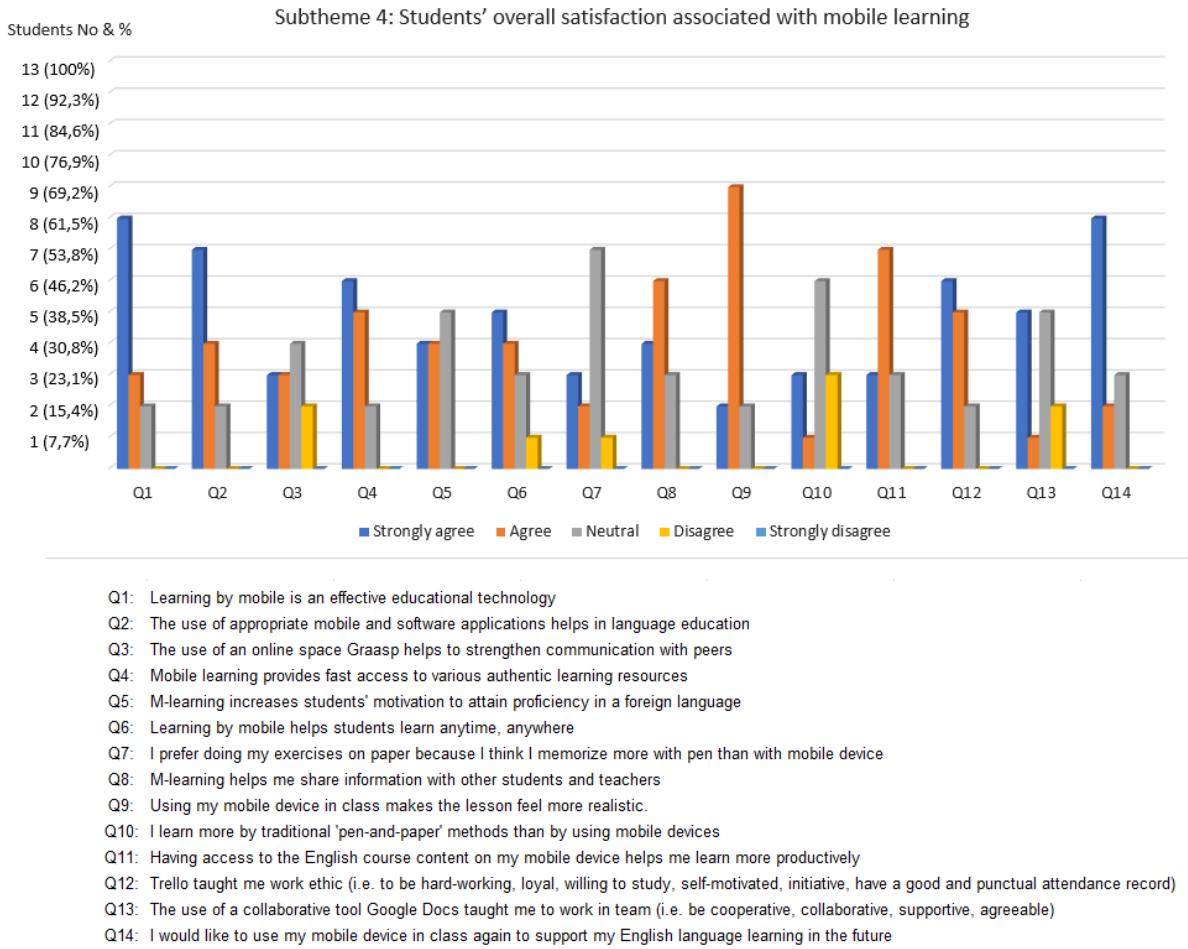


Figure 5. Students' overall satisfaction associated with mobile learning

What is evident in this graph is the general pattern of students' responses describing their experience of using online spaces and collaborative tools, such as Graasp, Trello, and Google Docs. The rate of as many as 6 (46.2%) students who *Strongly Agree* and 5 (38.5%) ones who *Agree* proves that using Trello board taught them some work ethic (Q12). Whereas there is an equal number of students, 5/13 *Strongly Agree* and 5/13 *Neutral*, who benefited from using Google Docs (Q13), particularly, while creating group thematic projects. What is striking in the data obtained is the difference between the students' feedback about the most engaging MALL task (Section 3) and their responses to Q3 in Section 4. On the one hand, the majority of them enjoyed the 21-Day Writing and Listening Challenges, on the other hand, they do not really believe that using online space Graasp enhances communication with their fellow students. Assumably, those learners who did not report on facing any technical constraints gave more affirmative responses to Q4, Q6, and Q8.

Analysing students' attitudes to traditional teaching methods and mobile learning, it is evident from the data above that almost half of the surveyed undergraduates in the group, 6 (46.2%), are *Neutral* to this issue, while almost a quarter of students, 3 (23.1%), would prefer to learn English using a 'pen-and-paper' technique (Q7, Q10). At the same time, just over half of those who responded, 7/13 (53.8%) *Agree* on having access to the English course content on their mobile device. They believe it might help them learn more productively (Q11). The rate of responses to Q5 is relatively levelled off: 4 (30.8%) *Strongly Agree*; 4 (30.8%) *Agree*; 5 (38.5%) are *Neutral*. Therefore, the students suppose that mobile learning increases their motivation to attain proficiency in a foreign language.

Thus far, this section has presented an overview of the collected data and major research results, including those that are controversial. The chapter that follows moves on to interpret the findings in the light of the research question and hypothesis, as well as to connect them to the standpoints brought out in the introduction of the thesis. Also, the strengths and limitations of the study will be discussed, and recommendations for implications of the results will be given for further research.

Discussion

The present study sought to investigate the students' perceptions toward educational value and effectiveness of using mobile devices with teaching-learning activities in the EFL classroom. Undergraduates were first exposed to MALL experience and then asked to express their thoughts, attitudes, and perceptions on the incorporation of mobile devices into the language classroom. The mobile assisted tasks involved students doing classroom tasks and activities, homework, and self-paced study.

The results of qualitative and quantitative analyses revealed that even though students' reported on several technical constraints and digital literacy challenges that influenced their use of mobile devices for educational purposes, their perceptions were overall positive. Most of the students indicated that they felt that they had contributed to their language learning during the study. Therefore, the hypothesis of the research, i.e. *University undergraduates have positive perceptions using relevant mobile and software applications to support their learning activities in the EFL classroom*, is confirmed.

However, the conclusions will be much more persuasive, if all *four subthemes of the research question* are addressed. In this context, it is important to highlight that, firstly, according to the research findings presented in the previous chapter, students have an appropriate level of acceptance and perceived value of mobile technology in assisting EFL learning activities. These results are in line with the concept of UTAUT proposed by V. Venkatesh (2003, 2016).

Secondly, most of the students recognized that having used mobile devices to perform MALL tasks inside and outside of the language classroom made the learning process more realistic, and as a result of this, more motivating and engaging. It is worth mentioning that the overwhelming majority of students, 10 (76.9%), indicated that mobile assisted tasks were authentic and up-to-date. Thanks to this they not only developed four foundational language skills: reading, listening, writing and speaking; but also some key soft or transversal skills, such as positive attitude, interpersonal skills, and teamwork. Assumably, it has become possible due to the design of enriching language learning experiences during the intervention in terms of this MA research. This is consistent with A. Kukulska-Hulme *et al* (2015) approach to mobile pedagogy for English language teaching.

Thirdly, even though students favoured the use of mobile devices in class, it is important to bear in mind that using mobile technology in the language classroom is not the only factor that influenced students' perceived contribution to their own learning. There is no

doubt that being multifunctional gadgets they are seen as potentially beneficial for EFL teaching and learning, but mobile applications for language learning should be developed based on the foundational concepts of pedagogy and psychology. As pointed out by J. Burston (2011, cited in Calabrich, 2016), “technology can only be as good as the pedagogy behind it” (p 4). This finding suggests that thoroughly devised mobile learning projects in terms of this EFL course, rather than the mobile applications *per se*, seemed to constitute a motivational factor that played a psychologically significant role to some of the 1st-year students, and as a result, contributed to the increase in their positive attitude and perception.

Finally, it was observed that the incorporation of creative and challenging MALL tasks raised students overall satisfaction associated with mobile learning. Currently, mobile applications are mostly used for reading, grammar, vocabulary, spelling, and pronunciation activities. The basic principles of their creation are in line with the behaviorist learning theory or transmission model, which supports memorization by repetition and drills (Bahrani, 2011). In contrast to behaviorism, mobile assisted activities elaborated during the intervention were aimed at fostering student social interaction in linguistic activities. Consequently, the teaching approach used in this investigation is based on the foundations of constructivism and Vygotskian sociocultural theory.

Limitations. The present study is limited to thirteen 1st-year undergraduate students enrolled in Translation Studies at the German Philology Department, Faculty of Foreign Philology and Social Communications at Sumy State University, Ukraine. The research findings are limited to the analysis of two sets of student self-report questionnaires. Therefore, the process of generalizing these results to other university student groups is limited. With regard to this thesis, a more detailed research into the areas of MALL and its effectiveness should be covered in future in order to have foundations to extrapolate findings to similar situations and contexts, as well as generalize them to wider groups and circumstances. Technical limitations could be overcome with the development of technology, and continuous honing of digital literacy skills for both learners and teachers.

Possible Implications of the Results. Compared with some studies, this research is a work in progress. Even though it is related to the local context, the findings gave some insights into the improvement of the EFL course syllabus at the Department for the next academic year. Further of note, the number of research on MALL in Ukrainian higher education is rather limited. Therefore, this study might give a deeper understanding of mobile-learning theories and offer some hands-on teaching ideas to Ukrainian EFL practitioners interested in this field.

Directions for Future Research. In conclusion, learning to connect educational technology, foreign language learning/teaching, and student-teacher perceptions raises a number of interesting challenges that require integrating ideas and method from various fields of science.

In light of the research results presented in this paper, as well as the advantages and challenges reported while using mobile devices in the EFL classroom, it would also be interesting to perform a study that focuses on the integration of new educational technology in interpreter training and practice to enhance spoken English. The concept of anytime-anywhere learning supports the acquisition of complex cognitive skills, such as interpreting. It would also be beneficial to do research on new pedagogical approaches to interpreter teaching and learning in the digital age, digital tools for interpreters, new technologies improving interpreters' working conditions, and interpreters' perceptions toward new technology.

Conclusion

MALL offers new ways to support a foreign language acquisition via mobile devices. Despite the availability of portable gadgets, researchers are more interested in their pedagogical value and efficacy for the teaching/learning of EFL. "Although learning by portable devices has tremendous potential, developing new teaching and learning methods could still be a barrier for educators to put this into practice" (Kim *et al*, 2013). Therefore, they should develop the ability to integrate mobile technology with teaching-learning activities in the EFL classroom. The literature review suggests that MALL has gained a wide acceptance as studies result in positive attitudes and perceptions of students. Currently, language learning with mobiles is becoming more authentic, ubiquitous, situated, personalized, learner-centered, collaborative, and life-learning. The present research aimed at investigating undergraduate students' perceptions regarding educational value and effectiveness of using mobile devices with teaching-learning activities in the EFL classroom. The study was conducted on thirteen 1st-year students majoring in Translation Studies (English) at Sumy State University, Ukraine. The methodology of data collection included two sets of student self-report questionnaires in Google Forms. The survey results indicated the readiness of the students to undertake mobile assisted learning, in spite of some challenges along the way. The course materials devised for the study and the main findings of the research might be significant for practitioners and researchers in the field of mobile pedagogy, as well as EFL teachers and university instructors for introducing innovative teaching methods and elaborating resourceful and fruitful materials for the language classroom.

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Author's Declaration

I hereby declare that I have written this thesis independently and that all contributions of other authors and supporters have been referenced. The thesis has been written in accordance with the requirements for graduation theses of the Institute of Education of the University of Tartu and is in compliance with good academic practices.

Date 06/06/2018

Alla Krasulia
(Signature)

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Appendices

Appendix 1. Consent for Participation in Educational Research

I volunteer to participate in a MA research project conducted by Mrs. Alla Krasulia from the University of Tartu in Estonia, Faculty of Social Sciences, Institute of Education, Curriculum: Educational Technology (162737).

1. I understand that the project is designed to gather information about students' perceptions of educational value and effectiveness of integrating electronic gadgets (mobile phones/tablets) with teaching-learning activities in the EFL classroom.
2. I am aware that participation involves being surveyed about the experience of using mobile technology in Mobile-Assisted Language Learning tasks during the academic year 2017-2018.
3. I will be one of 13 students being surveyed for this research.
4. I understand that the researcher will not identify me by name in any reports using information obtained from this survey, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of data will be subject to standard use policies which protect the anonymity of individual and institutions.
5. I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.
6. I have read and understood the explanations provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
7. I, along with the Researcher, agree to sign and date this informed consent form.

Participant:

Name of Participant Signature Date

Researcher:

Name of Researcher Signature Date

Appendix 2. Students' Acceptance and Use of Mobile Technology before the MALL Course

These questions expand our understanding of students' current use of mobile devices, and their readiness for mobile learning.

Gender: Male/Female

Age: _____

1. Do you own a handheld mobile device with the Internet access?
 - Yes
 - No
2. How long have you been using a handheld mobile device to access the Internet?
 - Less than one year
 - More than one year
 - Never
3. How often do you have your mobile phone with you?
 - Almost Never
 - Infrequently
 - Sometimes
 - Almost Always
 - Always
4. Where do you most often use your mobile phone?
 - Home
 - University
 - In Transit
 - Other
5. Do you feel self-conscious using mobile phones in public?
 - Very Self-Conscious
 - Somewhat Self-Conscious
 - Not Sure
 - Not Very Self-Conscious
 - Not Self-Conscious At All
 - Other
6. Do you have the Internet access through a Wi-Fi connection on your mobile phone?
 - Yes
 - No
7. Do you have the Internet access through a cellular network on your mobile phone?
 - Yes
 - No
8. Which of the following personal activities do you currently engage in on your handheld mobile device? Select all that apply.
 - Make phone calls
 - Send and receive emails
 - Send and receive text messages
 - Schedule appointments or tasks
 - Social networking
 - Play non-academic interactive games
 - Read and/or edit documents (PDF, Word, Excel)

- Create my personal audio/video content
- Take notes
- Watch videos
- Translate (use it as online dictionary)
- Pay bills /Banking
- Listen to music
- Set an alarm clock
- I do not engage in personal activities on a mobile device
- Other

9. Which of the following learning resources would you be interested in accessing on a handheld mobile device?

- Lecture PPT slides
- Audio recordings (e.g., recordings of lectures, university information)
- Videos (e.g., course related, recordings of lectures, university information)
- Print content
- Ebooks
- Flashcards and other interactive educational games
- Hyperlinks to course related reference material
- Blackboard
- Other

10. Which of the following information resources do you currently access in on your handheld mobile device? Select all that apply.

- Audio clips
- Ebooks or print content
- Internet
- Library
- Movies
- Online Maps
- Restaurant information
- News
- Shopping
- Social Networks (such as Facebook, LinkedIn, Instagram, Telegram, Twitter)
- Trivia information
- Video
- Weather
- English language learning apps
- Other mobile information gathering applications
- Other

11. Do you feel comfortable installing and operating third party software on a mobile phone?

- Completely Uncomfortable
- Somewhat Uncomfortable
- Not Sure
- Somewhat Comfortable

➤ Completely Comfortable

12. Would you be comfortable allowing your professors to contact you through your mobile phone?

➤ Completely Uncomfortable

➤ Somewhat Comfortable

➤ Somewhat Uncomfortable

➤ Completely Comfortable

➤ Not Sure

13. Would you feel comfortable receiving grades through text messaging?

➤ Completely Uncomfortable

➤ Somewhat Comfortable

➤ Somewhat Uncomfortable

➤ Completely Comfortable

➤ Not Sure

14. Would you agree that having course materials such as slides, lecture notes, and practice tasks and quizzes available on your mobile phone would be beneficial to your study process?

➤ Completely Disagree

➤ Somewhat Agree

➤ Somewhat Disagree

➤ Completely Agree

➤ Not Sure

15. Would you invest personal time learning to use and install software that could make these resources available on a mobile phone?

➤ No

➤ Probably

➤ Probably not

➤ Yes

➤ Not Sure

16. Do you feel that the use of some kind of mobile learning software would improve overall success in your English language course?

➤ No

➤ Probably

➤ Probably not

➤ Yes

➤ Not Sure

17. Do you use any English language learning applications outside the classroom?

➤ Yes

➤ No

18. Could you share what mobile applications you use for learning English outside the classroom, please?

➤ _____

19. Have you ever been exposed to any structured Mobile-Assisted Language Learning tasks before this EFL course?

➤ Yes

➤ No

20. Do you think you are ready for mobile-learning and want to use your own mobile devices for learning purposes?

➤ Strongly agree

➤ Agree

➤ Neutral

➤ Disagree

➤ Strongly disagree

Appendix 3. Students' Perceptions of Integrating Mobile Technology to Support EFL Learning Experience Inside and Outside the Classroom

Dear Students! This survey is aimed at analysing if integrating self-paced Mobile-Assisted Language Learning (MALL) into language instruction has educational value in the EFL classroom. Your perceptions on effectiveness of using electronic gadgets (mobile phones / tablets) with teaching-learning activities will help me better understand this issue in Ukrainian context (namely, for the 1st-year Translation Studies Students at Sumy State University).

I am genuinely interested in your comments. What I am going to learn from your feedback is essential to ensure that you put a good effort into the evaluation process. Even a few sentences can give me valuable information.

NB: Write to me rather than about me, please. I hereby request you kindly to answer sincerely, because your answers will determine the success of this investigation.

Thank you!

Subtheme 1 Students' perceived value of mobile technology in assisting EFL learning activities (5 multiple choice Qs, 1 open-ended Q).

I think that...

1. Mobile devices are useful for learning activities inside and outside the classroom
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
2. Mobile devices can enhance interaction and collaboration among peers
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
3. Electronic materials on mobile devices are more suitable than printed textbooks or other paper learning resources
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
4. The use of mobile devices in the classroom is better than computers
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree

5. Mobile devices cannot be controlled by a teacher, therefore they might distract students' attention during the class
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
6. What is your opinion about using mobile gadgets for EFL learning purposes inside and outside the classroom? Comments/Feedback/Assessment
 - _____

Subtheme 2 Students' view of MALL tasks appropriateness to develop four foundational language skills: reading, listening, writing and speaking; and soft skills

(2 groups of closed-ended Qs based on linear scale, 3 multiple choice Qs, 4 open-ended Qs).

1. I think that MALL tasks tailored for the course have developed my language skills
 - 1 stands for "not applicable"
 - 2 stands for "below average"
 - 3 stands for "average"
 - 4 stands for "very good"
 - 5 stands for "excellent"

I have improved my reading skills 1 2 3 4 5

I have improved my listening skills 1 2 3 4 5

I have improved my writing skills 1 2 3 4 5

I have improved my speaking skills 1 2 3 4 5
2. I think that MALL tasks offered during the EFL course were up-to-date

➤ Strongly disagree	➤ Agree
➤ Disagree	➤ Strongly agree
➤ Neutral	
3. I think that MALL tasks offered during the EFL course had real life applicability

➤ Strongly disagree	➤ Agree
➤ Disagree	➤ Strongly agree
➤ Neutral	

4. I think that language interaction exercises in class were authentic and mirrored real-life language
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
5. I think that MALL activities designed for the course have taught me some soft skills
- 1 stands for “not applicable”
 2 stands for “below average”
 3 stands for “average”
 4 stands for “very good”
 5 stands for “excellent”
- ✓ Communication (I have improved my written and oral speaking capability) 1 2 3 4 5
 - ✓ Flexibility (I have become a more adaptable and teachable lifelong learner, who is willing to change) 1 2 3 4 5
 - ✓ Integrity (I have become a more honest person, having strong moral principles) 1 2 3 4 5
 - ✓ Interpersonal skills (I have increased levels of empathy, sense of humour, self-control, and sociability) 1 2 3 4 5
 - ✓ Positive attitude (I have become more enthusiastic and optimistic) 1 2 3 4 5
 - ✓ Responsibility (I have become a person with a higher level of self-discipline, resourcefulness, and conscientiousness) 1 2 3 4 5
 - ✓ Teamwork (I have become more cooperative, collaborative, supportive, and agreeable) 1 2 3 4 5
 - ✓ Work ethic (I have become more hard-working, loyal, self-motivated, initiative; got excellent attendance and punctuality record) 1 2 3 4 5
6. What changes would you recommend to improve this course?
- _____
7. What did you like best about your instructors teaching?
- _____
8. What did you like least about your instructor’s teaching?
- _____
9. Any further, constructive comments on strengths and ways of improvement MALL English course
- _____

Subtheme 3 Students' perceived contribution to their own learning when using mobile devices in the EFL classroom (5 closed-ended Qs, 4 open-ended Qs).

1. How do you think the use of mobile devices contributed to your EFL learning process?
 - Positively
 - Negatively
 - Neither positively nor negatively
2. Did you face any challenges while doing MALL tasks?
 - Yes
 - No
3. 3. If yes, what were they?
 - _____
4. In which task did you feel you contributed more to your language learning? Describe your experience in any activity for reading, listening, speaking, or writing.
 - _____
5. Which MALL task did you enjoy the most? Why did it resonate with you?
 - _____
6. This was a worthwhile class
 - Yes
 - No
7. I contributed constructively during in-class activities
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
8. Overall, how do you rate your experience in this EFL course? 1 2 3 4 5
9. Comments (Overall Experience)
 - _____

Subtheme 4 Students' overall satisfaction associated with mobile learning (14 multiple choice Qs). I think that...

1. Learning by mobile is an effective educational technology
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
2. The use of appropriate mobile and software applications helps in language education
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree

3. The use of an online space Graasp helps to strengthen communication with peers
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
4. Mobile learning provides fast access to various authentic learning resources
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
5. M-learning increases students' motivation to attain proficiency in a foreign language
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
6. Learning by mobile helps students learn anytime, anywhere
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
7. I prefer doing my exercises on paper because I think I memorize more with pen than with mobile device
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
8. M-learning helps me share information with other students and teachers
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
9. Using my mobile device in class makes the lesson feel more realistic.
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
10. I learn more by traditional 'pen-and-paper' methods than by using mobile devices
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree

11. Having access to the English course content on my mobile device helps me learn more productively

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

12. Trello taught me work ethic (i.e. to be hard-working, loyal, willing to study, self-motivated, initiative, have a good and punctual attendance record)

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

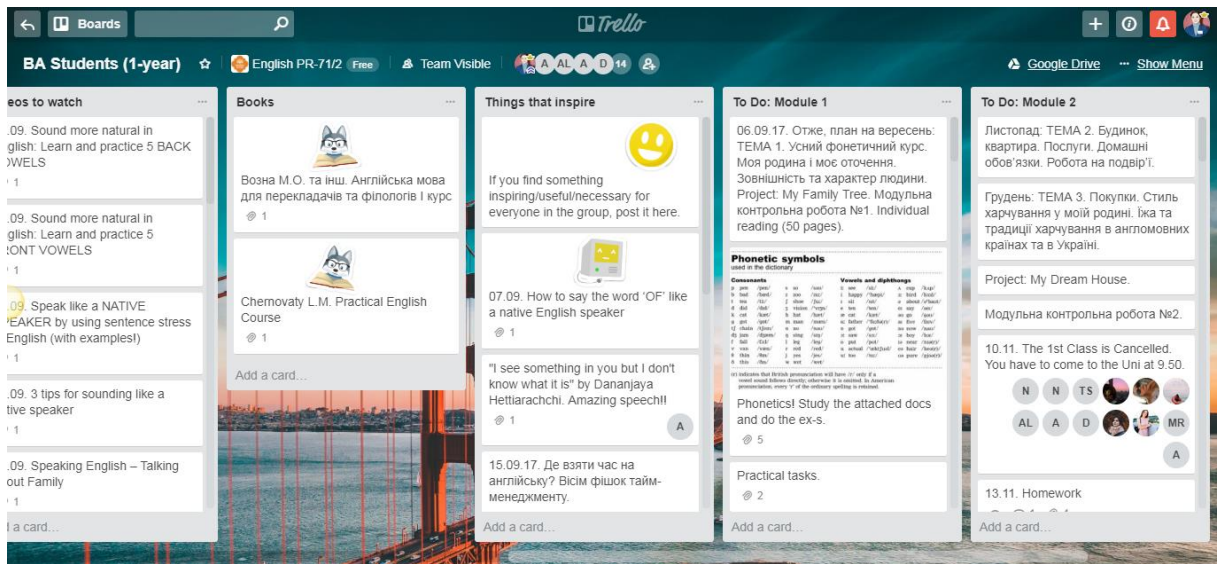
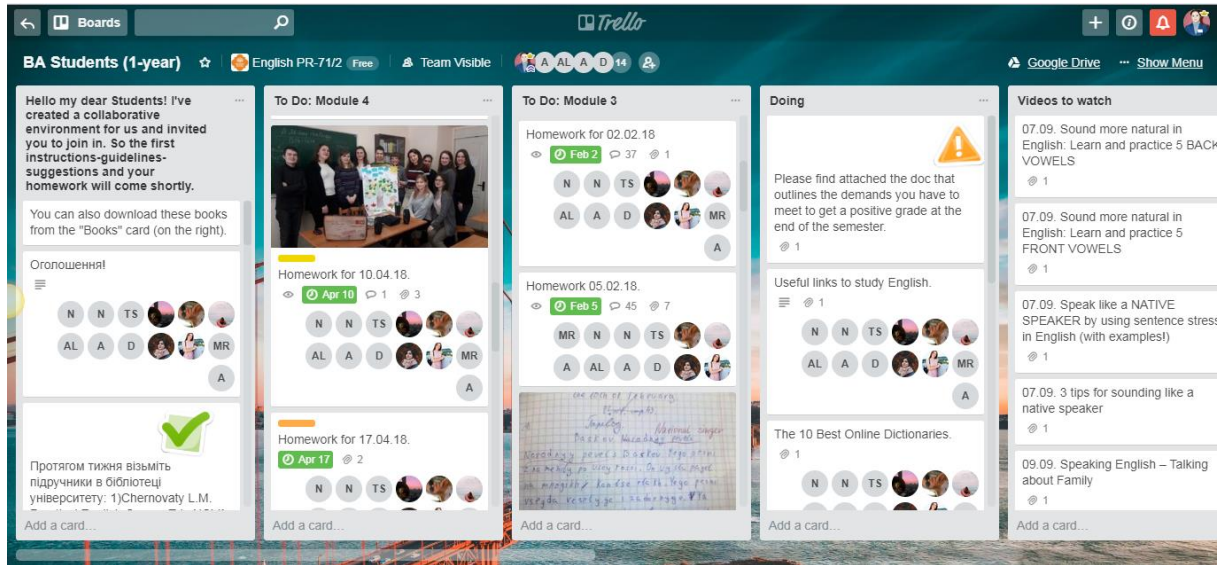
13. The use of a collaborative tool Google Docs taught me to work in team (i.e. be cooperative, collaborative, supportive, agreeable)

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

14. I would like to use my mobile device in class again to support my English language learning in the future

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Appendix 4. Screenshots of the 1st-year BA Students' Trello Board



Appendix 5. Audio Podcasts for the 21-Day Listening Challenge

Day	Links to Podcasts	Post-Listening Tasks
1.	https://learnenglish.britishcouncil.org/en/transport-and-travel/transport-and-travel-scene-1	Choose the best answer
2.	https://learnenglish.britishcouncil.org/en/transport-and-travel/transport-and-travel-scene-2	True or False
3.	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/british-weather	True or False; Matching types of weather
4.	https://learnenglish.britishcouncil.org/en/file/4440	Test
5.	https://www.esolcourses.com/content/topics/weather/winter/winter-weather-video-quiz.html#collapseOne-alt1 https://www.esolcourses.com/vocabulary/word-of-the-day/weather/hurricane.html	Test Fill the gaps
6.	https://learnenglish.britishcouncil.org/ar/file/1673	Fill the gaps
7.	https://www.examenglish.com/B2/b2_listening_traffic_report.htm	Test
8.	https://www.examenglish.com/B2/b2_listening_traffic_report.htm	Fill the gaps
9.	http://linkengpark.com/6-minute-english-commute/	Answer the questions
10.	http://www.ivoox.com/trv-b2-unit-1-audios-mp3_rf_8801648_1.html	Test
11.	http://drewseslfluencylessons.com/2-advanced/tourism/listening-travel/	Answer the questions
12.	http://www.elllo.org/Audio/A0851/893-JN-Backpacker64.mp3	Test
13.	http://www.elllo.org/Audio/A1201/1249-Todd-Life.ogg	Test
14.	https://soundcloud.com/user1924930/140508-6-min-dark-tourism-for	True or False
15.	http://www.m-prestige.net/eprestige/cc/cpe/cpelist/12.htm	Choose the best answer
16.	http://linkengpark.com/6-minute-english-tourists-go-antarctica/	Answer the questions
17.	http://www.englishpracticeonline.com/level-b2-listening-practice-1/	Fill the gaps
18.	http://learnenglishteens.britishcouncil.org/study-break/video-zone/time-out-london-routemaster	True or False
19.	http://www.elllo.org/english/Mixer101/T124-Transport.htm	Test
20.	https://www.youtube.com/watch?v=1VCtDMpy10s	Answer the questions
21.	https://www.youtube.com/watch?v=YY1mN_ibteU	Answer the questions

Appendix 7. Creative Writing Prompts for the 21-Day Challenge

1. What do you think? What has been your experience in developing habits? How long has it taken, and what tricks have you found to help yourself acquire or kick a habit?
2. How the weather affects your mood? Can rainy days really get you down? What the video attached and give an example.
3. Total recall: how you experienced extreme weather conditions such as strong wind, heavy rain or snow, severe cold, long-lasting drought, heat hurricanes, tornadoes, etc. Share an example.
4. Taking Chances: Everyone takes a risk at some point in their life. Write about a time when you took a chance and what the result was.
5. Farewell, my sweet home! Write about leaving home.
6. Write about a ship or other vehicle that can take you somewhere different from where you are now.
7. You wake up with a key gripped tightly in your hand. How did you get this key? What do you do with it?
8. Flying: Write about having wings and what you would do.
9. Detail the adventures of a day where you say “Yes” to everything.
10. Write about a rocket-ship on its way to the moon or a distant galaxy far, far, away.
You are on board!
11. .Closed Doors: What’s behind the door? Why is it closed?
12. Share the most incredible thing you’ve ever seen in the most boring tone possible.
13. What if you mirror started talking to you? What might the mirror say?
14. Suitcase: Write about packing for a trip or unpacking from when you arrive home.
15. Write about learning to skate, to ride a bike, to climb a tree, or to turn a cartwheel.
16. Describe being a pollen grain on a flying bee. Flowers are ahead but a plastic bag suddenly intercepts your flight.
17. Time Travel: If there was a time period you could visit for a day, where would you go? Write about traveling back in time to that day.
18. You have just met an alien from another planet. He wishes to take a student back to his planet. Convince him you would be the perfect specimen for him to take.
19. If you had three wishes, what would they be? (Do not ask for three more wishes).
20. Describe one possession that means the most to you.
21. Write a letter to your future self.

Appendix 8. Screenshots of the 21-Day Writing Challenge Tasks and Grades on Graasp

Writing Challenge: 1st-year Students

21 steps to building a writing habit. Fact is, habits are hard to alter, and that's why developing a good habit is really worth the struggle! But the first days seem to make the biggest difference, so it's worth trying to be particularly diligent at the beginning of the attempted-habit-acquisition process. But before you get started, read the article 'How Long Does it Actually Take to Form a New Habit?'. Then proceed to Day 1.

How Long Does it Actually Take to Form a New Habit? - Science

Day 1-13.03.18 Day 2-14.03.18 Day 3-15.03.18 Day 4-16.03.18

Day 5-17.03.18 Day 6-18.03.18 Day 7-19.03.18 Day 8-20.03.18 Day 9-21.03.18

Members

Private: Only members can view this space

Add member using name or email

Owners

- Alla Krasulia (owner)

Viewers

- alexandrakuksenko@gmail.com (viewer)
- Alyona (viewer)
- Anastasia (viewer)
- Daniella N. (viewer)

Participation Rate & Assessment.graasp

Writing Challenge: 1st-year Students

Write a description here

View Edit

Марія																					
8. Сургуч Анастасія	★	★	★	■	■	■	★	★	★	■	★	■	■	■	★	★	★	★	★	★	★
9. Таценко Діана	■	★	★	■	★	★	■	★	■	■	★	■	■	★	★	★	★	★	■	★	★
10. Цегельник Олена	★	★	★	★	★	★	★	★	■	★	★	▲	■	★	★	★	★	★	★	★	★
11. Часовських	■	★	★	■	★	■	■	★	★	★	★	★	★	★	★	★	★	★	★	★	★

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I. Alla Krasulia (date of birth: June 12, 1977),

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