TEACHERS' PERSPECTIVE TOWARDS THE USE OF MOBILE PHONES IN ENGLISH CLASSROOMS

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ABSTRACT

Mobile learning may play a paramount role in the development of teaching and learning methods, particularly for senior high schools. Nevertheless, the successful implementation of m-learning in senior high school will be dependent on users' acceptance of the technology. Therefore, the purpose of this study is to better understand teachers' attitudes towards using mobile phones in learning English by exploring factors that influence teachers' use and acceptance of mobile phones in teaching. This study explores English teachers preferred ways of teaching when using mobile phones. 50 English teachers of the senior high school participated in filling out a self-report questionnaire of this current study. The results revealed that most of the teachers agreed that using mobile phones in English classrooms is effective and can improve the learning output. However, they also faced some challenges in its implementation such as limited mobile data and poor internet connection. The research contributes to the body of knowledge in the educational technology field theoretically, methodologically, and practically.

Keywords: *Teachers' perspective, mobile phones, English classroom*

1. INTRODUCTION

Over the past decade, education systems in general and Senior high schools (SMA) have seen transformations because of the development of information and communication technology (ICT). The conventional 'chalk and talk' method of teaching in schools in Indonesia has gradually been augmented by technology-enhanced teaching/learning processes (Davies et al., 2017; Sagar et al., 2021). This includes multimedia and web-based systems such as smart boards, smart classrooms, virtual learning environments, and online assessments. They have been evaluated on several courses throughout academic programs with promising outcomes. Several senior high schools in Indonesia have devised software and hardware technological facilities to enhance the teaching and learning processes.

Many studies have investigated technology-enhanced learning (Patel & Patel) both qualitatively and quantitatively. One of the forms of technology-enhanced learning is mobile learning (m-learning). Williams and Pence (2011) in their study of the role of technology in chemistry teaching, found that smartphones can enhance learning. However, overall, it is evident that a clear picture of m-learning affordance and effectiveness has yet to be obtained. However, the successful implementation of m-learning in senior high school is reliant on users' acceptance of this kind of technology.

Amongst mobile devices and other technologies, researchers agree that a mobile phone is a useful tool for educational purposes and that it can be used very effectively to enhance student learning and interaction and to increase student motivation and engagement (Barhoumi, 2015). One of the reasons is the current excessive and wasteful use of paper resources and another is the need for students to buy books, which, as well as being expensive, are also heavy to carry around daily (Mang & Wardley, 2012). Since textbooks are also often heavy to carry around to class, the introduction of mobile phones would make it cheaper and easier for students to have access to many books, without the expense and inconvenience of buying and carrying hard copies (Page, 2014). Therefore, using mobile phones might provide a simple solution to these problems.

It is claimed that student preferences have changed along with cultural and technological advances, and they may no longer be the same students that the educational system was designed to teach. This may create a cultural gap between students and their teachers (Bennett et al., 2008). The rise of the digital age facilitates information exchange, and this is changing the world in that new apps may offer us new ways of doing things. Students are now of the first generation to grow up with digital technologies as commonplace and today's students may spend their whole lives surrounded by computers, video games, digital music players, video cameras and mobile phones. However, age is not the only reason for being a digital native but also, experience, self-efficacy and education are considered the characteristics of digital natives. Besides, Prensky claimed later that "the world is now waking up to the fact that technology alone — although it is a foundation of education in the future — does not solve all, or even most, of our educational problems" (Prensky, 2012). The call to be future-ready is intended to prompt educational systems to prepare their students for success in future learning, work, and life.

The focus of this study is on mobile phones as, while many studies exist on mobile technologies in Indonesia (Bell, 2005; Cahyono et al., 2023; Sulisworo & Toifur, 2016), none of these deal with mobile phones. Secondary higher education in Indonesia acknowledges the use of mobile applications but has not yet considered the range of possibilities offered by mobile phones. Neither do they feature in the secondary education system (Puspitasari & Ishii, 2016). Before studying the impact of the use of mobile phones for teaching and learning, it is better to understand the teachers' perspective towards the use of mobile phones in English classrooms. It is important to understand the

factors that influence teachers' perceptions, beliefs, and understanding that indicate their intentions and what leads them to engage with mobile teaching and learning tools. It is interesting to research this with specific regard to mobile phones in the dynamic and competitive industry of high school. These factors are not only considered to be important to the learning process but also, such understanding helps high school policymakers to develop better learning tools and platforms (Tambouris et al., 2011).

This study aims to understand teachers' interpretation and perspective of mobile phone use in their teaching and intends to seek the challenges faced by the teachers in employing mobile phones at the class level. This research also explores the preferred ways of teaching with mobile phones. The findings of this study will draw implications for Indonesian policymakers after acquiring a better understanding of the situation. Furthermore, the aim of this research is to bring a better understanding of teachers' use and attitudes towards using mobile phones for learning by identifying the teachers' perception of using tablets as well as the barriers to the use of mobile phones.

2. LITERATURE REVIEW
2.1 Mobile Phones for Language Learning
The use of mobile phones in language learning falls under the MALL (Mobile Assisted Language Learning) study; the implementation of technologies such as mobile phones, MP3/MP4 players, laptops and computers for language learning (Kukulska-Hulme & Shield, 2008). The learning mode that implements mobile devices to encourage learning is referred to as mobile learning (m-learning). Mobile learning provides much assistance, which is continuous, ongoing, flexible learning; allows time for reflection; assists informal and formal learning, encourages personalization; it is readily available; omnipresent; easy to access, and promotes user-generated media (Sullivan et al., 2019; Zhang & Cristol, 2015). Accordingly, the learning process could be more interesting and convenient for the learners, which is likely to increase the learning outcomes.

Mobile phones are the most used mobile devices in language learning compared to other devices, such as wireless laptops, portable MP3 players, personal digital assistants (PDAs), and electronic dictionaries. This is because mobile phones are comparatively cheaper than other devices that nearly everyone could afford the devices. Further, people currently perceive mobile phones as important personal devices that everyone has the devices. With numerous internet browsers available on mobile phones along with easy and wide-ranging internet access; therefore, the possibility of using mobile phones in language learning is likely to increase.

2.2 The Opportunities and Challenges in Using Mobile Phones in English Classrooms
The use of mobile phones in EFL classrooms provides advantages for teachers and learners due to their low costs, portability, easy access, interactivity, and learners' friendliness (Kukulska-Hulme & Shield, 2008; Stockwell, 2010). Mobile phones are cheaper than other devices (PC, laptop, iPad) and are smaller in size; they are easy to carry and currently become people's essential devices; accordingly, learners are more familiar with mobile phones compared to other mobile devices. Learners could interact and

communicate more easily and conveniently with their teachers. However, the use of mobile phones in English classrooms also provides its challenges. Students' unwillingness to use mobile phones for educational purposes is a crucial issue for teachers (Stockwell, 2008). Students tend to use the devices for entertainment purposes; they are reluctant to use the internet quota for educational purposes. As stated by Stockwell (2008), the high cost of mobile phone credit discourages learners to use the device for educational purposes. The small size of the mobile phone screen is another issue (Thornton & Houser, 2002), avoiding learners to use the devices for doing English tasks, such as reading tasks. Further, staring at the small screen for hours could bring some eye issues for learners, such as blurred vision, headaches, sore eyes, etc. Likewise, internet connectivity and the high cost of mobile phone use are also serious constraints, discouraging teachers and learners to implement mobile phones in classrooms. Such a condition is inclined to occur in rural schools, which have limited internet connections along with unstable financial conditions that are common in rural communities. Thus, teachers could download and use MALL (Mobile-Assisted Language Learning) software programs along with activities requiring limited internet connectivity. Alternatively, teachers could provide wireless systems in language classrooms so that both teachers and students can use the internet for mobile phone use in the classrooms (Bozorgian, 2018). In the same way, smartphones/mobile phones are perceived as distracters instead of learning aids in the classroom (Anshari et al., 2017). Students are inclined to access unintended resources or apps when using mobile phones in class; as a result, they are distracted by irrelevant information. This leads to disrespectful behaviour, which also leads to class disruption. In other words, teachers feel challenged in controlling students using mobile phones in the classroom.

2.3 Teachers' Perspectives Towards The Use Of Mobile Phones in English Classrooms
Teachers have various perspectives toward the use of mobile phones in English classrooms: some argue that it is positive as it may increase learning, while some argue that it is negative as it may discourage learning.

Teachers perceived that the use of mobile phones in the classroom could enhance students' active involvement or motivation, lead to interactive-enjoyable lessons, easy access to information, and students' familiarity with technology. When students are motivated and enjoy the learning process, it will influence the learning outcomes and progress, which is likely to be positive (Nikolopoulou, 2020). Tai and Ting (2011) explored teachers' attitudes regarding mobile-assisted language learning and its challenges. They discovered that teachers perceive that mobile phones could enhance the language teaching process. However, the challenges were "the changing role of the mobile device, technical difficulties, pedagogical potential, and workload (p.15). Zulkafly et al. (2011) examined teachers' perceptions of mobile learning uses and found that the teachers adopted positive perspectives on the use of mobile phones. They welcome the implementation of new approaches to teaching and learning. Thomas and Bolton (2012), investigating teachers' attitudes regarding the use of mobile phones in class, indicated that teachers encourage the use of mobile phones in class as it could enhance the students' motivation and participation in the class. However, some teachers perceived that

mobile phones are disruptive to the learning process (Ashfaq & Mirza, 2018). Similarly, Serin (2012), investigating teachers' acceptance of mobile learning, indicated that teachers have limited knowledge and information regarding mobile learning. Some of the teachers viewed that the use of mobile learning in language classrooms could decrease the quality of communication in the class.

Teachers having positive attitudes toward the implementation of technology in language classrooms could accordingly support their students the technology in their learning practices (Dashtestani, 2012). Thus, teachers' positive attitudes are significant towards the successful implementation of mobile learning in language classrooms. Further, teachers could advance context-based mobile-assisted tasks and activities that support learners to use mobile phones in language learning and teachers should make the students aware of the advantages of the use of mobile phones in language learning (Bozorgian, 2018).

3. METHODS
3.1 Research Design
This study aims to investigate teachers' perspectives towards the use of mobile phones in English classrooms. It is expected that the findings of the study can give general information regarding the topic being studied, thus, a quantitative research design was employed in addressing the research problem of this present study. Particularly, the authors used descriptive statistics in analysing and describing the obtained data in detail and systematically (Creswell, 2012; Kaushik & Mathur, 2014).

3.2 Data Collection
In collecting the data, the authors distributed an online self-report questionnaire. The questionnaire itself consists of 20 items questions which are divided into three main parts; the first part conveyed the participants' demographic information, the second part revealed the teachers' view of the usage of mobile phones in English classrooms, and the last part covered the challenges faced by the teachers in using mobile phones in English classrooms.

In determining the participant of the study, the authors used a probability sampling technique since there is no specific characteristic required (Etikan & Bala, 2017), which means that every English teachers have an equal chance to be selected in this study. A number of 50 English teachers participated in filling out a self-report questionnaire.

3.3 Data Analysis
All the obtained data were analysed using simple descriptive statistics formula. The authors used some steps in analysing the data, first data were grouped based on the themes in the questionnaire including demographic information, the use of mobile phones in English classrooms, and the challenges in its implementation.

4. RESULTS & DISCUSSION
4.1 Results
From the results of the study, it is understood that most of the teachers agreed that using mobile phones in English classrooms. The following figure illustrates the teachers' perspective towards the effectiveness of using mobile phones in English classrooms.
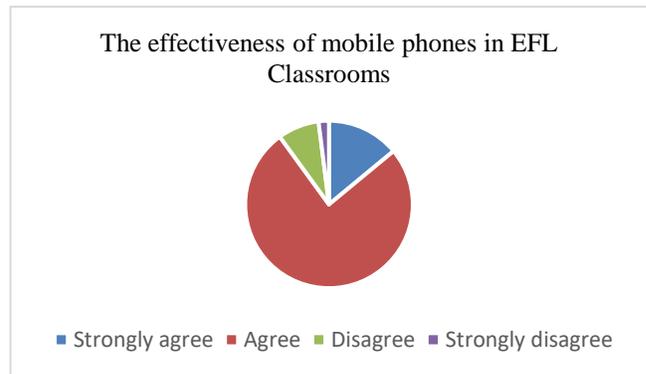

Figure 1. The effectiveness of mobile phones in English classrooms

The figure shows that 76% of English teachers agree that mobile phones are effective to be used in English classrooms. Then 14% of them believed that the use of mobile phones in English classrooms is very effective. However, only 2% of the participant argued that mobile phone usage in English classrooms was not effective.

In the following figure, it can be inferred that most English teachers agreed that the use of mobile phones can improve the quality of learning.
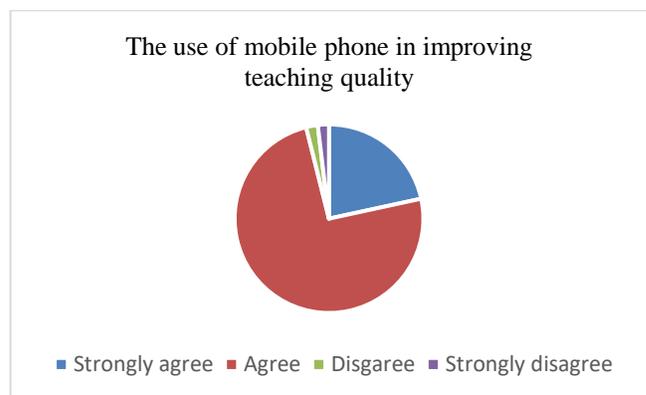

Figure 2. The quality of learning

In addition, they also revealed that the use of mobile phones in English classrooms can improve students' understanding of the subject matter, and it can improve the interaction between teachers and students as well as among students themselves. More importantly, most of the students feel happy when teachers use mobile phones in the teaching and learning process.

However, the teachers also faced some challenges in using mobile phones in their classrooms. Limited mobile data and internet connection become two major challenges experienced by teachers. Besides, lack of the devices is another problem that is usually faced by teachers.
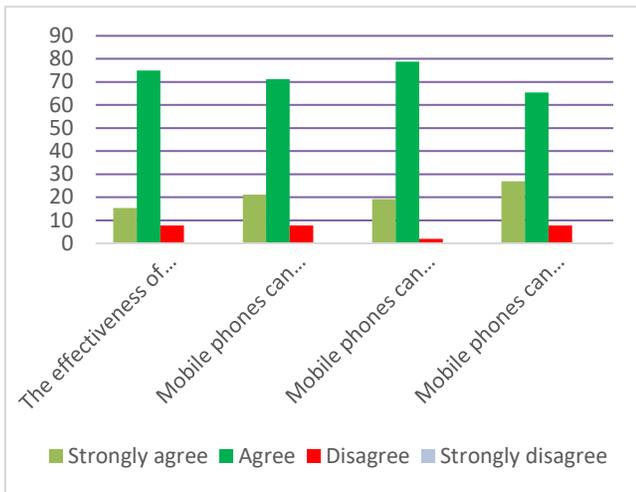
Figure 3. Teachers' responses

In overcoming the challenges, teachers usually use their mobile data tethering and look for a free Wi-Fi access area around the schools such as a computer laboratory since the internet connection is not provided in each classroom.

4.2 Discussion

The findings show that most of the teachers agree that using mobile phones in the teaching and learning process, particularly in secondary high school is beneficial since it can enhance the learning outcomes. It is in line with the findings of the study by Williams and Pence (2011). They claim that mobile phones can improve learning quality since it is seen as powerful and portable computer. Furthermore, they also argue that students feel more motivated and engaged in classroom activities by using mobile phones as the medium for learning. However, some challenges also found while using mobile phones in English classrooms, poor internet connection and limited mobile data are two major problems commonly faced by teachers. Besides, in some classes, the teacher sees mobile phones as a distractor in the classroom because it can attract students' attention to only focusing on mobile phones and ignoring their teachers. Anshari et al. (2017) agree that sometimes, it is difficult to control the classroom when teachers utilise mobile phones in the teaching and learning process.

Overall, it can be said that the use of mobile in the teaching and learning process, especially in English classrooms is worthwhile. Thus, the stakeholders should have a strategic plan for overcoming these challenges to make the integration of technology at schools can be implemented effectively.

5. CONCLUSION

During the 21st century, ICT has seen the rapid and unprecedented development of a variety of mobile devices. The development and widespread use of mobile technology has led to its integration to varying degrees into the education system, resulting in the concept of mobile learning (m-learning). M-learning is defined as personalized learning with wireless technology handheld devices at the learner's own pace, which can be done anywhere, at any time and on any subject, and with a degree of privacy. One of the most popular mobile devices is the mobile phone, whose key features for

m-learning are one-to-one interaction, place and time independence, capability for personalization, and extended reach. Although using tablets in learning can enhance interaction and collaboration between students, it could lead to more isolation and distraction. Therefore, there is a need to determine factors that influence teachers' perception and implementation of phones as mobile learning tools in high school to facilitate their adoption and use. This study has explored the factors influencing high school teachers' perception of mobile phone mobile phones use for teaching. The study was based on quantitative methodology using an online questionnaire as the instrument and a total of 50 teachers responded. The data were analyzed using descriptive statistics in analysing and describe the obtained data in detail and systematically.

5.1 Suggestion

Although we can find useful overviews of learning using mobile phones, we still need a better representation of the educational potential of mobile phone teaching with which to approach educational policymakers. Mobile technologies have improved dramatically in recent years, attracting considerable interest from the education sector. It is important that educational institutions provide full support to the teachers and school members who use mobile learning.

Furthermore, designers and developers of ICT should begin to consider the implications of mobile technology on modern teaching and learning environments. Designers can deliver successful high school products to the present generation of teachers by means of mobile technologies. This can make mobile technology a particularly effective tool for the delivery and reinforcement of content that is specific to the high school context. Thus, mobile phone learning designers need to design mobile learning applications that are easy to use and improve teachers' and students' performance.

The ease of use and value of a mobile learning system can add value to existing teaching management systems by improving teachers' teaching experiences and increasing their competence in mobile phone learning. High schools should not only focus on delivering content to students, but they should also motivate teachers to find, identify, and implement.

6. ACKNOWLEDGMENTS

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