EXPLORING THAI EFL LEARNERS' ATTITUDES TOWARD THE USE OF MOBILE APPLICATIONS FOR LANGUAGE LEARNING

BY

MR. AEKKAPHON THEDPITAK

AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2019

EXPLORING THAI EFL LEARNERS' ATTITUDES TOWARD THE USE OF MOBILE APPLICATIONS FOR LANGUAGE LEARNING

BY

MR. AEKKAPHON THEDPITAK

AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING

LANGUAGE INSTITUTE

THAMMASAT UNIVERSITY

ACADEMIC YEAR 2019

THAMMASAT UNIVERSITY

LANGUAGE INSTITUTE

INDEPENDENT STUDY PAPER

BY

MR. AEKKAPHON THEDPITAK

ENTITLED

EXPLORING THAI EFL LEARNERS' ATTITUDES TOWARD
THE USE OF MOBILE APPLICATIONS FOR LANGUAGE LEARNING

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in English Language Teaching

on May 28, 2020

Chairman _____
(Assistant Professor Vimolchaya Yanasugondha, Ph.D)

Member and Advisor _____
(Assistant Professor Monnipha Somphong, Ph.D.)

Director _____
(Associate Professor Supong Tangkiengsirisin, Ph.D.)

Independent Study Paper Title	EXPLORING THAI EFL LEARNERS' ATTITUDES TOWARD THE USE OF MOBILE APPLICATIONS FOR LANGUAGE LEARNING
Author	Mr. Aekkaphon Thedpitak
Degree	Master of Arts
Major Field/Faculty/University	English Language Teaching Language Institute Thammasat University
Independent Study Paper Advisor	Assistant Professor Monnipha Somphong, Ph.D.
Academic Year	2019

ABSTRACT

EFL learners have been using their smartphones to support and develop their language learning due to the great availability of numerous mobile applications. Therefore, this study aims to explore Thai EFL learners' attitudes toward their use of mobile applications for language learning. The participants were 175 first-year university students, and they were asked to complete a questionnaire to examine their attitudes regarding Aim-Mobile Technologies Fit (A-MTF), Appropriateness of Branch (AB), and Forms of M-learning Application and Tools' Sufficient Adequacy of Communication (FMA & TSAC). The data obtained from the questionnaire was analyzed using quantitative methods. The results show that they have overall positive attitudes towards mobile applications in terms of language support and development. This study also found that the majority of participants want to develop listening skill with the use of mobile applications. Suggestions for the pedagogical benefits are also discussed following the findings of this study.

Keywords: Mobile-learning, Mobile Assisted Language Learning (MALL), EFL learners, Attitude, Language learning

ACKNOWLEDGEMENTS

This study would not have been possible without the guidance and support of the following people at Thammasat University, who are kind and empathetic to me.

First of all, I wish to express my special thanks to Assistant Professor Dr. Monnipha Somphong for helpful comments and insightful ideas about this study. I am also grateful to all lecturers of the Language Institute, who broadened my perspectives and understanding on the field of English Language Teaching. I would also like to thank all staff members of the master's degree program for their support and services throughout the years I studied at this university.

Special thanks should be likewise given to my fellow postgraduates from the previous batches for helping me find participants for this study and having them fill out the questionnaires. Moreover, I would like to thank my classmates in all courses for sharing meaningful and memorable moments with me. Hopefully, our friendship continues to last after graduating from this prestigious university.

Lastly, I would like to acknowledge with gratitude the unconditional support of my family, which helped me achieve another milestone of my life.

Mr. Aekkaphon Thedpitak

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Over the past decade, an increasing number of people owning smartphones and tablets have shown the popularity of how important these mobile devices are to their lives. Particularly in Thailand, Statista, a world leading research company, estimates that the population using smartphones could reach 28.29 millions in 2020 (Statista, 2019). Google and Temasek also revealed that in 2019 Thais have the longest hours of using smartphones in Southeast Asia, which is 4.2 hours per day (Khidhir, 2019). Besides communication technology, the fact that daily activities ranging from personal management to learning enhancement are greatly facilitated by applications equivalent to computer software in a personal computer, is another factor contributing to their popularity (Quinn, 2011). Undoubtedly, mobile devices have been commonly used and have become an integral part of people's lives.

With respect to the context of educational settings, mobile applications in smartphones also encourage students to personalise their own learning by accessing the internet sources and downloading applications as they wish. The mobile devices even allow students to interact with one another to broaden their views and perspectives on social media platforms (Pegrum, 2014). Another distinctive feature of learning with mobile technologies, according to Kukulska-Hulme (2006), is that learning and teaching can take place outside the classroom. In other words, learners can choose when and where they want to learn. Even teachers at school can take advantage of mobile devices and seize this opportunity to improve their teaching for students for better engagement in the classroom.

When mobile devices are utilized to enhance language learning, it is called Mobile Assisted Language Learning (MALL) (Kukulska-Hulme and Shield, 2008). Trinder (2017) further explained that with the affordability of mobile technologies such as 4 G network and wireless services, students are able to expose themselves to informal ways of education by accessing English movies and television series available online. Additionally, learning language with mobile applications has tremendously gained popularity and acceptance among students in both formal and informal settings (Silva

et al., 2019). Simply speaking, mobile technologies have completely changed the way education was defined in the past in which teaching normally took place in the classroom (Rosell-Aguilar, 2017).Teachers may find themselves lagging behind in pedagogical settings considering the present advancement of mobile applications (Godwin-Jones, 2017).

1.2 STATEMENT OF THE PROBLEM

Pegrum (2014) points out that more research concerning M-learning as well as MALL should be conducted to illustrate how mobile technologies have made an impact on learning in the real-world situations. For the previous studies, they have only involved students' perceptions and attitudes towards the general use of portable devices such as smartphones and tablets as a tool for language learning (Chen, 2013; Khlaisang et al., 2019; Hsu 2013; Wechsumangkalo, 2018). However, little attention has been paid to mobile applications which are currently used by English as a Foreign Language (EFL) learners in Thai educational settings, especially in terms of their attitudes toward the use of mobile applications utilized to support language learning.

Therefore, this study aims at filling a gap in the literature by exploring Thai EFL learners' attitudes and investigating to what extent do Thai EFL learners use mobile applications for language learning, including what language skills they want to develop when using those applications.

1.3 RESEARCH QUESTIONS

The study is aimed at answering the following questions:

1.3.1 To what extent do Thai EFL learners use mobile applications for language learning?

1.3.2 What language skills do Thai EFL learners want to develop when using mobile applications?

1.3.3 What are Thai EFL learners attitudes towards the use of mobile applications for language learning?

1.4 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1.4.1 To examine to what extent Thai EFL learners use mobile applications for language learning.

1.4.2 To investigate language skills Thai EFL learners want to develop when using mobile applications.

1.4.3 To explore Thai EFL learners' attitudes toward the use of mobile applications for language learning.

1.5 DEFINITIONS OF THE TERMS

1.5.1 Attitude means the way a person behaves towards someone, a group of people or objects. (Crano & Prislin, 2011).

1.5.2 Thai EFL learners refers to Thai university students who are required to enrol in foundation English courses at a vocational university.

1.5.3 Mobile applications are software programs for smartphones such as Facebook and Twitter, which are run on the world's most used mobile operating systems: IOS (I-Operating System) from apple and Android from Google, (Pegrum, 2019).

1.5.4 Language skills in this study refer to language abilities which are listening, speaking, reading, writing, vocabulary, pronunciation and grammar.

1.6 SCOPE OF THE STUDY

This study focuses on the attitudes of Thai university students towards their use of mobile applications for their language learning such as EDO Mobile (an interactive language learning application), Facebook and YouTube. The Mobile Learning Perception Scale (MLPS) developed by Uzunboylu and Özdamlı (2011), which consists of three attitude measuring factors–Aim-Mobile Technologies Fit, Appropriateness of Branch, Forms of M-learning Application and Tools' Sufficient Adequacy of Communication–is employed in this study to measure Thai EFL learners' attitudes. This study also aims to investigate what language skill Thai university students want to develop when they utilize mobile applications by using the questionnaire.

1.7 SIGNIFICANCE OF THE STUDY

Even though the number of research studies in the field of mobile learning have been evidently increasing over the past decade, the facts about how learners use mobile devices to enhance their learning remains unclear. The findings from this study should make an important contribution to the field of mobile assisted language learning (MALL). In addition, the results and analyses of this study may shed new light on how teachers can incorporate mobile applications into classroom pedagogy to better engage students in their learning in and outside the classroom.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews related literature to construct a theoretical framework used in this study. Section 2.1 explores the definition and related topics of mobile learning. Section 2.2 discusses definition and characteristics of Mobile Assisted Language Learning (MALL) and its related topics such as how MALL is implemented in EFL teaching and learning, advantages and disadvantages of MALL and its effects on EFL learners. In section 2.3, how mobile applications are used to support language learning is discussed. Section 2.4 provides previous research studies related to learners attitudes towards the use of mobile applications for language learning.

2.1 MOBILE LEARNING

Kukulska-Hulme et al.(2007) defines the term 'mobile learning' (M-learning) as "learning with portable devices such as mobile phones, PDAs, ultra-mobile PCs and personal media players" (p.52). The early days of using mobile devices as a learning tool can be traced back when first-year students at Duke University in the USA were supplemented with iPods for enhancing their learning performance in 2004, and Korean students used an MP3 player called iRiver to listen to lectures intended for university entrance (Chinnery, 2006). Since then, with these mobile devices, learners have been able to experience enjoyment, personalized and spontaneous ways of learning (Kukulska-Hulme & Traxler, 2005). For example, they can choose their own information resources responding to their individual needs by downloading applications from application stores or accessing the Internet. In addition, they can even generate ideas, customize contents and put them into practice in the physical world to achieve their learning goals (Pegrum, 2014). However, to understand more about the concept of m-learning, the following three sub-topics need to be discussed.

2.1.1 MOBILITY OF TECHNOLOGIES

Networking technologies such as Internet connectivity, which are featured in mobile devices, are the foundation of mobile learning because they allow smartphones to connect to the world leading to great learning opportunities (Quinn, 2011). In

addition, this distinguished functionality automatically provides learners experience regarding social networking services (Facebook, Instagram or Twitter), online multimedia platforms (YouTube or Vimeo) or communication tools ((Pegrum, 2019).

Mobile technologies have also been used in the classroom to attract students' attention, enhance their learning abilities and foster collaborative learning experience among them (Kukulska-Hulme, 2006). For example, with the capabilities of mobile technologies, students unsurprisingly enjoy their learning opportunities through gamified mobile applications and meaningful and authentic resources provided by social networking platforms (Steel, 2017).

Another mobile technology employed to support mobile learning is WiFi technology , allowing users with mobile devices to connect to the Internet or local area networks of places like libraries or universities. Nowadays, most universities provide WiFi services to students in order to access online resources or digital libraries (Jacob & Issac, 2008).

2.1.2 MOBILITY OF LEARNERS

The central idea of mobility of learners, as suggested by Pegrum (2014), is that regardless of places in which learners are, they are able to maintain their learning sessions because of mobile technologies. In other words, learning takes place beyond the classroom. Students can learn anywhere and anytime without worrying about changing locations. In the context of in-class situations, with mobile devices in their hands, they can physically move around the room exchanging ideas, initiating discussion with their classmates to reinforce their learning. Regarding daily routine, they can use mobile devices to learn what interests them alongside their ongoing activities (Hockly, 2013; Pegrum, 2014).

To highlight how mobility of learners support language learning, Liu et al. (2016) conducted a study regarding students and teachers perceptions toward promoting learners autonomy in terms of language learning. The result showed that both teachers and students all agreed that learning a language in the classroom is not sufficient for them because of the limited time in the classroom. In order to break through the constraints of conventional education, they utilize mobile technologies to

provide opportunities for themselves to develop language skills in real situations outside the classroom.

2.1.3 MOBILITY OF LEARNING EXPERIENCE

Sharples and Spikol (2017) argue that learning experience in mobile learning is tremendously involved with exploration in different learning contexts. To illustrate, this kind of learning encourages students to experience things by going to places and interacting with people in order to meaningfully construct knowledge by themselves. One obvious example of mobile learning experiences was illustrated by a project called MyArtSpace in which mobile technology had been used to facilitate and support students learning about art history at the museum. For example, they were required to take photos of art pieces and had their opinions recorded while walking through the museums before returning to their class for further discussion.

Another example of mobile learning experiences is illustrated by a research study carried out by Anderson et al. (2008). They created a mobile learning system to enhance Chinese language learning. University students used GPS(Global Positioning System)-enabled PDAs (Personal Device Assistance) to retrieve information and audio recordings, which were provided by an online database server, from the places they passed by.

2.2 MOBILE ASSISTED LANGUAGE LEARNING (MALL)

Mobile assisted language learning (MALL) is primarily concerned with how mobile technology is utilized to support language learning. In terms of English language learning, learners may use mobile devices such as smartphones or tablets to serve their different learning styles (Miangah & Nezarat, 2012). This learning approach also encourages learners autonomy regardless of time and place, and liberates themselves from the intense atmosphere in the classroom due to connectivity and mobility (Silva et al, 2019). Additionally with the distinguished characteristics of MALL to be discussed, numerous research studies in the past decade have been dedicated to investigating its concepts and effects on students' language learning abilities

2.2.1 CHARACTERISTICS OF MALL

Personalized learning

One of the distinctive characteristics of MALL is personalization because students are able to choose their own language learning styles by engaging themselves in various kinds of informal learning environments. For example, they may play English mobile games, download applications or watch a video on YouTube (Godwin-Jones, 2017). In 2011, the study conducted by Steel also demonstrated how mobile technologies were used by students to support their personalized language learning in Australia. Based on the findings, it was concluded that students develop autonomous learning through mobile applications such as YouTube or vocabulary applications (as cited in Silva et al, 2019 , p. 454).

Collaborative learning

Using mobile devices for language learning allows students to collaborate and communicate with each other in classroom tasks (Kukulska-hulme & Shield, 2008; Godwin-Jones, 2017). To examine how MALL enhances language abilities through collaborative learning, Grami (2012) conducted a study by having students collaboratively work on an online writing platform to enhance their English writing skill. It was found that they develop critical thinking through peer review. Challob et al. (2013) also investigated how collaborative learning affected students' writing performance. Twelve students used an online class blog and an online discussion forum for collaborative writing assignments for thirteen weeks. The researchers found that they clearly improved their writing abilities and had less writing apprehension. Conclusively, MALL has been considered a very useful approach for fostering collaborative learning.

Chen Hsieh et al. (2017) also demonstrated how the notion of mobility of learners works by conducting a research study on how students perceived the use of LINE (a multimedia enabled communication application) in terms of English oral training. In their study, students were asked to form LINE groups and watch uploaded videos presenting English idioms. After that, they wrote their own stories in which idioms were included and recorded video clips of themselves reading those stories aloud before sending them to LINE groups. Their classmates then provided feedback towards the oral training in the video clips. The findings revealed students' positive

perceptions and active engagement in this mobile learning based instructional activity.

Situated and authentic learning

According to Lave and Wenger (1991), situated learning is the way learners construct knowledge by engaging themselves in social or community activities (as cited in Pegrum, 2014, p.26). In the context of MALL, Kukulska-Hulme, Traxler and Pettit (2007) further described how mobile technologies facilitate learners' access to the outside world in a variety of situations and allow authentic learning to happen because they let learners be informed about real world problems related to their interests. Obvious examples of how MALL assists learners in situated and authentic learning have been done through online social networking platforms such as Facebook and Twitter. Jin (2015) conducted a study by using Facebook to develop intercultural competence between Koreans and Americans, in which Korean EFL learners were the participants . Based on the findings, it was found that Facebook is an effective social networking platform to promote intercultural competence. Importantly, Solé et al. (2010) concluded that learning a language is not only concerned with acquiring language knowledge but also building relationships with people from different backgrounds.

2.2.2 IMPLEMENTATION of MALL IN ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHING AND LEARNING

Mobile technologies may facilitate learning objectives but the question of how they can be used to fully benefit students performance in terms of their studies should not be ignored. Puentedura (2010) proposed the SAMR (substitution, augmentation, modification and redefinition) model to help teachers and students to utilize mobile devices in terms of learning enhancement and transformation . The model comprises four main points as follows:

1. Substitution: the use of technology for replacing conventional learning materials. For example, students may be asked to read an e-book instead of a hard copy one.

2. Augmentation: the use of technology in which its functions can improve tasks. For example, students are to send e-book annotations in an electronic file, and return with feedback from their teachers, resulting in learning enhancement.
3. Modification: the use of technology for redesigning tasks. To illustrate, it could be when students are assigned with collaborative writing in which they have to comply with notes from individuals' online blogging space and incorporate them into an essay on a web-blog.
4. Redefinition: the use of technology for creating new tasks. For instance, students create a digital video and receive feedback before uploading it on an online video sharing platform (Pegrum, 2014; Puentedura, 2010).

2.2.3 ADVANTAGES AND DISADVANTAGES OF MALL

The advantages of MALL are essentially centered around mobile technologies, such as portability and connectivity, which allow learners to control their own learning process without constraints related to time and places. The growing affordability of mobile devices caused by continually reduced price allows instructors and learners to access online resources for learning enhancement, while personal computers or laptops are evidently more expensive choices in terms of online information access (Miangah & Nezarat, 2012). In other words, smartphones and tablets are commonly used to perform daily functionalities once made possible only by personal computers. Numerous free applications for language learning in the online applications markets are also available for students to download to develop their language skills. The game-based applications are also found enjoyable and motivational to their learning because of the interactive functions (Gafni et al., 2017).

Despite the advantages of MALL mentioned earlier, its disadvantages have been notably recognised . For example, learners have difficulty reading information on small sized screens, and limitation on data storage is also regarded as another challenge (Miangah & Nezarat, 2012). Economically, not every student can afford data plan services except for free internet connection provided by schools or public places. Additionally, other applications on smartphones can distract learners' attention during their studying sessions. Another negative effect of the use of mobile applications is that

students sometimes use online dictionaries during the tests even if they are not allowed to do so (Trinder, 2017).

2.2.4 EFFECTS OF MALL ON EFL STUDENTS

This learning approach 'MALL', combined with the fact that mobile technologies have continued to influence the way students independently engage themselves in the learning process, is an emerging field which increasingly draws researchers' attention (Kukulska-Hulme, 2009; Viberg & Grönlund, 2012). Consequently, numerous research studies have been dedicated to investigating the effects of MALL on EFL learners. Most of them revealed that students have better learning performance and show positive attitudes towards the experimental studies in which MALL approach was applied (Amer, 2010; Başoğlu & Akdemir, 2010; Challob et al., 2016; Jin, 2015; Kondo et al., 2012; Moreno & Vermeulen, 2015; Suthiwartnarueput & Wasanasomsithi, 2012).

2.3 MOBILE APPLICATIONS AND THEIR USE FOR LANGUAGE LEARNING

Mobile applications , equivalent to softwares, run on different platforms such as iOS and Android. These applications provide personal management and entertainment in the form of media viewers or captures. Web browsing and communication are also main functionalities. To use these applications , users have to download them from online markets such as App Store (iOS) and Google Play (Android) (Quinn, 2011).

Numerous applications for language learning are also available for learners to download to support their personalized learning. Some of them are specially designed to develop one particular area of language such as vocabulary, grammar or listening. While some of them like Duolingo offer self-directed learning and gamification in which learners can personalize their own learning. Instructors also have gradually accepted these applications as part of their teaching methods (Pegrum, 2019). To illustrate the use of mobile applications in the context of EFL learning, the related studies on mobile applications intentionally designed for language learning and the use

of social networking applications as well as multimedia enabled communication applications for language learning are to be discussed.

2.3.1 MOBILE APPLICATIONS SPECIALLY DESIGNED FOR LANGUAGE LEARNING

For the applications intentionally designed for language learning such as Duolingo, iKnowl, and Busuu, the adaptive learning approach is used to improve learners by identifying which language content they need to work on. For instance, if a student has difficulty in recalling some grammar points or vocabulary, the applications will provide more exercises related to those problematic language content areas (Hockly, 2015). Another kind of application for language learning is the silent application which contains simple functionality. For example, if an application is for speaking practice, users just touch on a pronunciation icon of that particular word, and the sound is given for them to follow the example. The application may allow you to record your pronunciation to see how much progress you have made. The silent application can often be seen in applications for English vocabulary and listening as well (Steel, 2017).

Impressed by distinguishing features of mobile applications for language learning, researchers decided to conduct studies concerning how they had an effect on students' performance in language learning. Amer (2010) conducted an experimental study to investigate if learners significantly improved English idioms and collocations by using an application called Idiomobile. The result showed that they had higher scores when using the application and had positive attitudes towards it. Başoğlu and Akdemir (2010) also found that a flashcard application(ECTAGO) was more effective than the printed card in terms of vocabulary learning. The finding was confirmed by better learning performance of 30 university students who used it, compared with another group of the same size who used printed cards.

However, not all mobile applications have turned out to be successful ones for language learning. Moreno and Vermeulen (2015), conducted a study to investigate how a mobile application called VISP (Videos for SPeaking) had an effect on students English speaking skill. It was found that the result was unsatisfactory because the use of this application failed to meet learning objectives set by the researchers despite the

fact that students showed positive attitudes and motivation towards the application. Likewise, Duolingo, a self -directed MALL application featuring adaptive learning and gamification, was also used as an instrument in the study conducted by Loewen et al. (2019). The aim of the study was to examine the effect of using the applications on Turkish language learning. The result demonstrated that nine participants showed statistical progress after using the application but found themselves frustrated and confused with learning materials in the application.

2.3.2 GENERAL MOBILE APPLICATIONS USED TO SUPPORT LANGUAGE LEARNING

Web browser applications can also be used to support language learning because numerous websites provide services like dictionary and grammar in different languages. Some applications even offer language supporting features such as auto-correction and free spelling check to assist learners in creating well-written works in foreign languages. In addition, dictionaries applications, in which pronunciation guides are included, are installed in some electronic readers to facilitate learners reading. Another kind of mobile application widely used by language learners is translation. However, learners sometimes need to be aware of some inaccurate and confusing translations possibly made by those mobile applications (Rosell-Aguilar, 2017).

2.3.3 SOCIAL NETWORKING APPLICATIONS AND MULTIMEDIA ENABLED COMMUNICATION APPLICATIONS USED FOR LANGUAGE LEARNING

Smartphone owners have increasingly used multimedia enabled communication applications such as WhatsApp and social networking applications such as Facebook or Twitter on their devices for communicating with people instead of traditional phone calls. The fact these kinds of mobile applications have rapidly gained popularity is because users can exchange texts, photos and videos with one another and create their own community sharing the same interest (Godwin, 2017). This emerging trend of interactive communication immensely interests researchers who want to investigate how the functionality of these applications has an impact on language learning.

Borau et al. (2009) conducted a study using Twitter as an instrument for enhancing university students' English language abilities.. Participants received and sent messages related to communicative and cultural competence through texting for seven weeks . The findings revealed they increased the level of understanding towards communicative and cultural language. The study concerning the effect of using Facebook on English language development to L2 learners was also carried out by Al-Shehri, (2011b). The research investigated collaborative learning of an English language community on Facebook. It was found that participants showed motivation, enjoyment and active engagement in online communities. Suthiwartnarueput and Wasanasomsithi (2012) also investigated how supportive a Facebook group was to EFL students when they discussed grammar and writing. The result showed that they actively participated in discussion and had positive perceptions toward the Facebook group as well.

2.4 PREVIOUS RELATED STUDIES

Wechsumangkalo (2018) conducted a research study on Thai university students' perceptions towards the effect of using smartphones on English language learning. 122 participants in an English major answered online five Likert scales items and open-ended questions. The findings showed students' positive perceptions toward the use of smartphones, and mobile applications were used to improve their language learning, especially vocabulary, reading and listening on a regular basis. It was also found that grammar was the least favorite language area students wanted to improve.

Lai and Zheng (2018) also investigated university students' autonomy with the use of mobile devices outside the classroom. This exploratory study asked 256 participants to complete the questionnaire. Some of them were also selected to be interviewed for in-depth analysis regarding their mobile language engagement outside the classroom. The results demonstrated that learners used mobile devices for their personalized learning rather than social connection or authentic language learning beyond the classroom. From the findings, students reported they tended to mostly use mobile devices to enhance their vocabulary learning . Listening and reading were also the skills they often practiced with mobile devices.

Luís (2018) explored M.A. students' perceptions toward the benefits of mobile devices in terms of language teaching and learning. The students from the Initial Teacher Education programs were selected to participate in this survey study. The semi-structured questionnaire consisted of three main factors concerning the use of mobile : level of comfort, users learning experience and future teaching perspectives. Based on the results, pre-service teachers, who used mobile devices as students, had positive perceptions and continued to use them in their teaching career. On the contrary, those who never had experience using the devices disregarded mobile technologies. The findings also revealed a significant lack of correlation between students' level of comfort and their familiarity with the use of mobile devices in educational settings. As a result, it was suggested that they needed supplementary training on the use of mobile devices for their future teaching.

Oz (2015) conducted a research study investigating EFL pre-service teachers' perceptions about Mobile Assisted Language Learning (MALL). This study also examined if there was statistically perceptual differences regarding gender and academic performances. 201 students from an education department participated in this quantitative research in which the interviews were also included. The findings showed participants' positive perceptions from both questionnaire and interview. Additionally, no significant difference was found with respect to gender and academic performance when it involved perceptions toward MALL.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter consists of five sections: 1) participants, 2) research instruments employed in this study , 3) the pilot study , 4) the procedure used in data collection and 5) the data analysis procedure.

3.1 PARTICIPANTS

The participants were 175 first-year university students from the faculty of business administration at a private university, Thailand, with convenient sampling applied in this study. They were enrolled in English Foundation courses and required to use laptops or mobile devices such as smartphones and tablets to access online learning materials on an online course management system (CMS) such as Moodle, provided by instructors. For example, in a speaking practice unit, students use their smartphones or tablets to open a webpage link displaying information on how to make an effective oral presentation. With these learning requirements, mobile devices are regularly used in the context of their learning. Additionally, the university also has the students take an English proficiency test at the beginning of semester, so the participant in this study were well aware of what levels they were according to the Common European Framework of Reference for Languages (CEFR).

3.2 RESEARCH INSTRUMENTS

The research instruments employed in this study was a five point Likert scale questionnaire ranging from strongly disagreeing to strongly agreeing. To measure Thai EFL learners' attitudes toward the use of mobile applications for language learning, the questionnaire was based on the Mobile Learning Perception Scale (MLPS) developed by Uzunboylu and Özdamlı (2011). MLPS also comprises three indicators which are Aim-Mobile Technologies Fit, Appropriateness of Branch, and Forms of M-learning Application and Tools' Sufficient Adequacy of Communication. Some items in the MLPS were deleted or adjusted to suit this study in which students' attitudes toward use of mobile applications for language learning is mainly focused.

The questionnaire consists of three sections. Section 1 requires participants' personal informations , which are gender, language proficiency according to Common European Framework of Reference for Languages (CEFR) levels and the general experience of using mobile applications. Section 2 provides the questionnaires to find out the students' general use of mobile applications as well as what language skills participants want to develop when using mobile applications.

For section 3, it consisted of the five point Likert scale questionnaires containing 21 statements to investigate students attitudes according to the three indicators in MLPS. The draft questionnaire was checked by an expert in the field of English language teaching for its validity.

3.3 PILOT STUDY

The pilot study was conducted to examine reliability and validity of items in the questionnaire which was to be used in this study. Regarding the validity of the questionnaire, an expert in the field of English Language Teaching (ELT) was asked to check items containing statements which were aimed at measuring students' attitudes in this study, and the Thai translation of this questionnaire. Later, the questionnaire was administered to 25 first year university students before it was investigated for reliability of its items using Cronbach's alpha. The result shows that the reliability of coefficient value was 0.993, which demonstrates the internal consistency of items in the questionnaire.

3.4 DATA COLLECTION

The online questionnaires distributed to 175 participants were in Thai version to ensure that repondents clearly understand the statements intended to elicit valid and reliable data in this study. The online questionnaires were given to participants taking English foundation course of the second semester of the academic year 2019 by sending the Google Forms link to their smartphones. The participants completed the questionnaires and their results were then sent to the researchers' online data server for further analyses in March of the same academic year.

3.5 DATA ANALYSIS

The descriptive data analysis using Statistical Package for Social Science software (SPSS) was employed in this present study. The questionnaires used a five point Likert scale demonstrating participants' levels of agreement to the statements, which were as follows: (1) strongly disagree, (2) disagree, (3) unsure, (4) agree and (5) strongly agree. To measure students attitude in this study, the ranges of mean scores used to interpret the data were displayed below:

A mean score of 4.21 - 5.00 demonstrates the highest level of agreement.

A mean score of 3.41 - 4.20 demonstrates a high level of agreement.

A mean score of 2.61 - 3.40 demonstrates a moderate level of agreement.

A mean score of 1.81 - 2.60 demonstrates a low level of agreement.

A mean score of 1.00 – 1.80 demonstrates the lowest level of agreement.

The percentages calculated from the number of responses from the questionnaires were used to find out respondents' general use of mobile applications including what language skills they want to practice when using mobile applications.

CHAPTER 4

RESULTS AND DISCUSSION

This current chapter presents descriptive statistics such as mean, percentage and standard deviation to interpret results obtained from the questionnaires which were completed by 175 participants. The findings of this study are divided into four parts as follows;

4.1 Participants' personal information

4.2 General use of mobile applications for language learning

4.3 Language skills students want to develop when using mobile applications

4.4 Attitudes toward the use of mobile applications for language learning

4.1 PERSONAL INFORMATION

Section 1 of the questionnaire demonstrates 175 participants' personal information, which shows genders and language proficiency levels according to the Common European Framework of Reference for Language (CEFR).

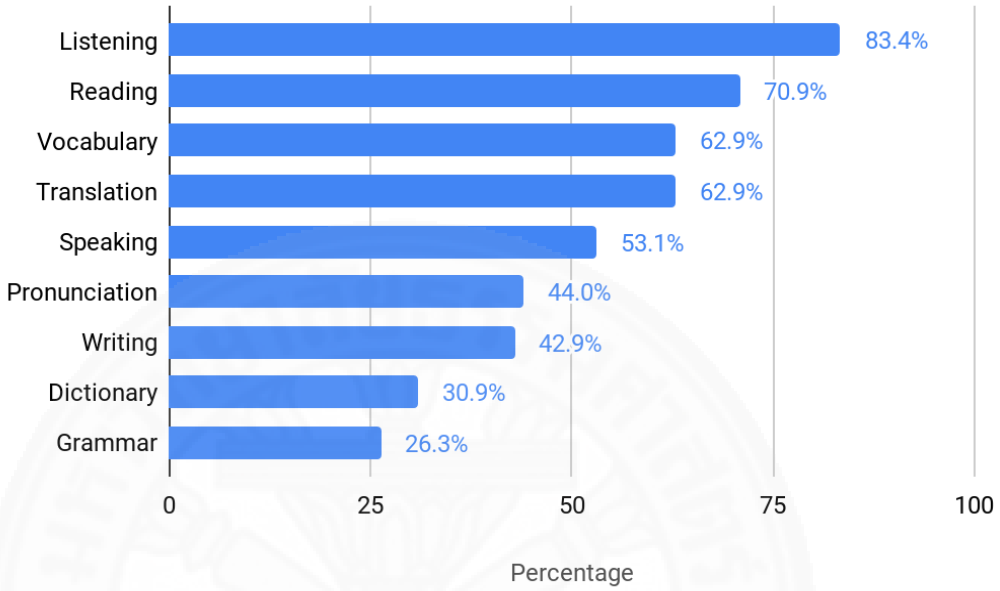
Table 4.1 Participants' personal information (N=175)

Category		Number	Percentage
Gender	Male	50	28.6 %
	Female	125	71.4 %
Language proficiency level	A1	45	25.7 %
	A2	63	36.0 %
	B1	40	22.9 %
	B2	24	13.7 %
	C1	3	1.7 %

The table 4.1 clearly shows that the majority of participants in this study are 125 female university students (71.4%), while the rest are 50 male university students (28.6%). According to the Official translation of the CEFR Global Scale (Council of European, 2020), more than half of participants (61.7%) are basic users which are A1 and A2 CEFR levels. Addtionnaly, 36.6 % of them are considered independent users (B1 and B2). Only 1.7% of them were rated as C1 or proficient users.

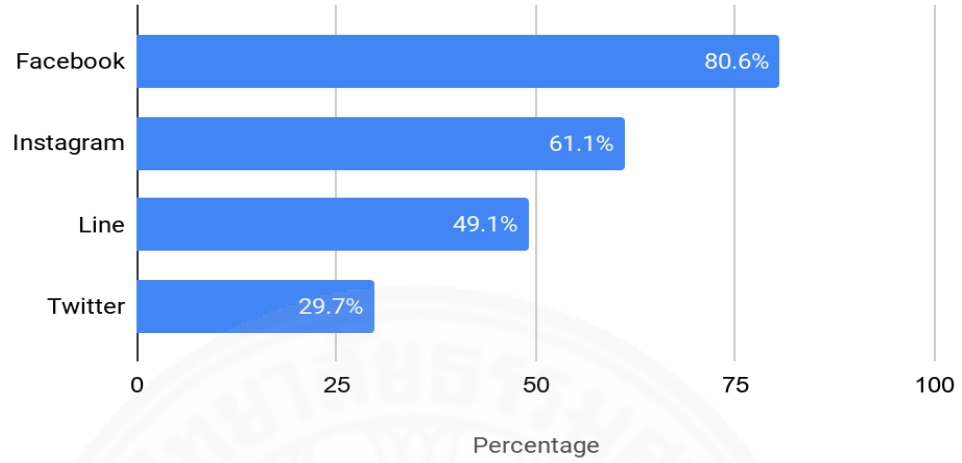
4.2 GENERAL USE OF MOBILE APPLICATIONS FOR LANGUAGE LEARNING

Figure 4.1 The purposes of the use of mobile applications for language learning of Thai university students



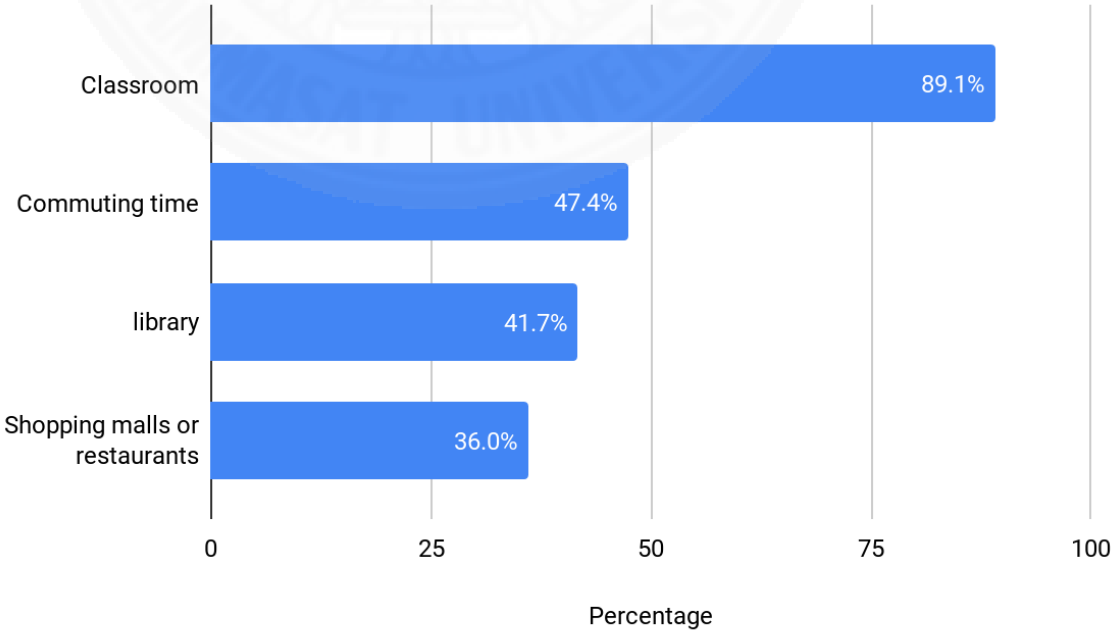
As shown in Figure 4.1, the majority of students (83.4%) use mobile applications for practicing English listening, while reading comes second with 70.9% of students. Vocabulary and translation both share the same amount of percentage which is 62.9%. Approximately half of the students (53.1%) reported using mobile applications for developing their speaking skills , followed by pronunciation (44%) and writing (42.9%). The two least favorite use of mobile applications addressed by the students were dictionary (30.9%) and grammar (26.3%) respectively.

Figure 4.2 Social networking mobile applications used for language learning (N=175)



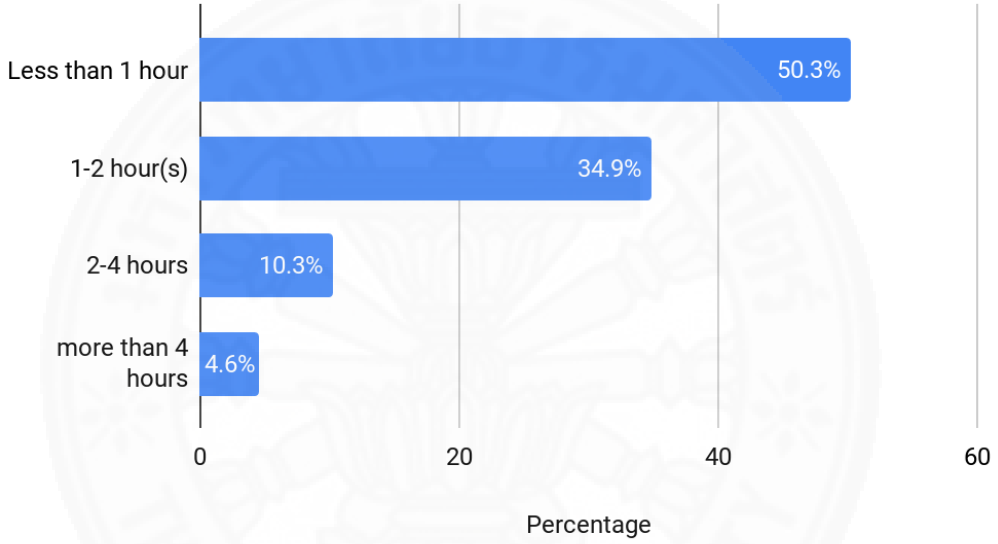
According to Figure 4.2, the majority of students (80.6%) choose Facebook as their most favourite resource for learning English. The second most popular social media platform among students (61.1%) was Instagram, followed by Line (49.1%). A small number of students (29.7%) used Twitter for their learning resource.

Figure 4.3 The places where students use mobile applications for language learning(N=175)



Following Figure 4.3, the majority of those (89.1%) who responded to this question reported that the classroom is the most favorite place where they use mobile applications to support their language learning. Almost half of the students (47.4%) generally preferred to practice English while being in the car or on the bus, followed by the use in the library (41.7%). The least favorite places to spend time practicing language skills among students are shopping malls and restaurants (36%).

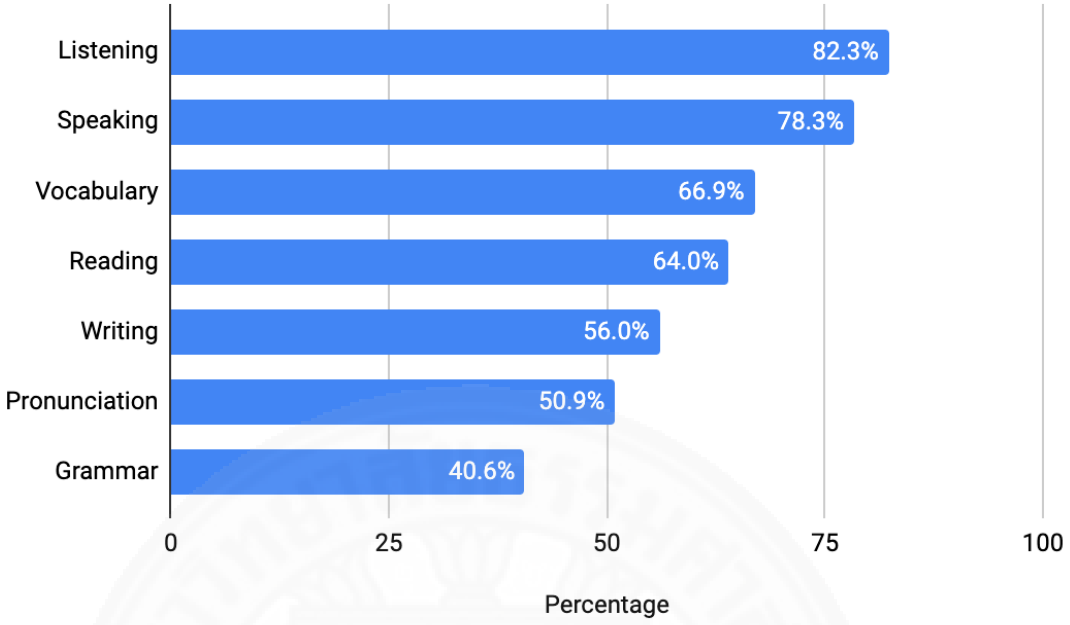
Figure 4.4 the length of time per day using mobile applications language learning



As shown in Figure 4.3, half of the students (50.3%) spend less than one hour on language learning , while almost 35% of them regularly use applications for their English learning for around 1-2 hours. Only 10.3% of them reported that their daily use was approximately 2-4 hours. As for more than 4 hours, the tiny number of students (4.6%) reveal they use mobile applications for that long period of time.

4.3 LANGUAGE SKILLS STUDENTS WANT TO DEVELOP WHEN USING MOBILE APPLICATIONS

Figure 4.5 language skills students want to develop with the use of mobile applications



When asked what language skills they want to practice with the use of mobile applications, 82.3% of the respondents reported that listening is the top priority, followed by speaking (78.3%). For almost two-thirds of them, vocabulary (66.9%) and reading (64%) were the skills they were desperate to develop with the help of mobile applications. And approximately half of the students choose writing (56%) and pronunciation (50.9%) as the skills they want to practice. Grammar obtains the lowest number (40.6%) among all other language skills.

4.4 STUDENTS' ATTITUDES TOWARD THE USE OF MOBILE APPLICATIONS FOR LANGUAGE LEARNING

To examine students' attitudes in this study, the following indicators developed by Uzunboylu and Özdamlı (2011) were employed:

1. Mobile Technologies Fit (A-MTF) is primarily concerned with how appropriate mobile applications are in terms of teaching and learning enhancement.

2. Another indicator used to examine students' attitudes is Appropriateness of Branch (AB),which is concerned with how mobile applications are suitable for language learning according to students' perspectives.

3. Forms of M-learning Application & Tools' Sufficient Adequacy of Communication ((FMA & TSAC) focus on how acceptable mobile applications are when utilized to support communication in a learning environment.

Table 4.2 Aim-Mobile Technologies Fit (A-MTF)

Aim-Mobile Technologies Fit (A-MTF)	Mean	SD	Level of agreement
1. Mobile applications remove the limitation of time and space.	3.98	.90	High
2. Mobile applications create effective learning-teaching environments.	3.84	.87	High
3. Mobile applications such as YouTube, Facebook and Line provide opportunities to use authentic language without the limitation of time and space.	3.89	.91	High
4. Utilization of mobile applications increases students' motivation towards language learning.	3.93	.69	High
5. Mobile applications increase the quality of lessons.	3.78	.80	High
6. An effective learning environment could be provided by sending lecture notes such as vocabulary and English video clips via Line, Facebook and Twitter.	3.80	.80	High

As can be seen in Table 4.2, students' overall levels of agreement related to the sub-topic A-MTF are high. In other words, they show a positive attitude toward this type of mobile application usage. Especially, item 1 (mobile applications remove the limitation of time and space) receives the highest mean score (M = 3.98, SD = 0.90),, which resembles the findings of study by Oz (2015). On the contrary, item 5 (mobile applications increase the quality of lessons) obtained the lowest mean score (M = 3.78, SD = 0.80).

Table 4.3 Appropriateness of Branch (AB)

AB–Appropriateness of Branch	Mean	SD	Level of agreement
1. I use mobile applications in order to get motivated to participate in language learning activities.	3.90	.69	High
2. Mobile applications facilitate language learning and teaching.	4.02	.69	High

3. Thanks to mobile applications , I can have prompt access to the language learning materials that I need.	3.95	.70	High
4. English language learning contents in mobile applications such as Facebook, Youtube are reliable for students.	3.89	.74	High
5. Learning through mobile applications encourages students to converse with each other in English, which is necessary in language learning.	3.84	.75	High
6. Mobile applications are convenient to share some useful language learning techniques among your classmates.	3.94	.68	High
7. I would like to supplement my English language learning more with the use of mobile applications.	3.97	.71	High
8. Line, Facebook and Twitter are effective communication mediums for discussions about language learning topics among students.	3.90	.70	High

Following Table 4.3, students also showed a positive attitude due to the high level of agreement in all statements related to Appropriateness of Branch (AB). The highest mean score score (M = 4.02, SD = 0.96), in which the maximum number of students show positive agreement with the statement in an item, goes to item 2 (Mobile applications facilitate language learning and teaching). Conversely, item 5 displaying the statement " Learning through mobile applications encourages students to converse with each other in English, which is necessary in language learning" obtains the lowest mean score (M = 3.84, SD = 0.75).

Table 4.4 Forms of M-learning Application & Tools' Sufficient Adequacy of Communication (FMA and TSAC)

Forms of M-learning Application & Tools' Sufficient Adequacy of Communication (FMA and TSAC)	Mean	SD	Level of agreement
1. Mobile applications should be used to support English language learning inside and outside the classroom.	3.94	.72	High
2. The use of mobile applications for language learning provides students an opportunity to experience real-world English communication.	3.91	.74	High
3. The use of mobile applications leads to a better English learning outcome such as scores in English subjects and higher levels of language proficiency.	3.94	.66	High

4. Teacher-student communication is enhanced by means of social networking mobile applications such as Line and Facebook.	3.98	.69	High
5. Sending course materials to students via mobile applications such as Line and Facebook is more effective than any other means.	3.88	.72	High
6. Student-student communication is facilitated by means of mobile applications such as Line and Facebook.	3.92	.72	High
7. Access to instructional content of English language is facilitated by the use of mobile applications such as Line, Facebook and YouTube.	3.92	.74	High

Regarding FMA and TSAC as shown in Table 4.4, students' overall level of agreement are high with the highest mean score (M = 3.98, SD = 0.69) found in item 4 displaying the statement "Teacher-student communication is enhanced by means of social networking mobile applications such as Line and Facebook". On the other hand, the statement in item 5 saying " Sending course materials to students via mobile applications such as Line and Facebook is more effective than any other means" receives the lowest mean score (M = 3.88, SD = 0.72).

4.5 DISCUSSION

This part aims at answering the research questions and providing discussion according to the findings presented in this study as follows:

4.5.1 To what extent do Thai EFL learners use mobile applications for language learning?

In response to the research question 1, first-year university students (N=175) were asked to complete part 1 of the questionnaire related to their experience in using mobile applications to support their English learning. With regard to what Thai EFL university students currently use mobile applications for, the result shows that the majority of them (83.4%) prioritize listening when it comes to language skill development, which is in line with the findings of Yaman et al (2015).

A possible reason for this result of this study may be that the course syllabus of foundation English requires students to do oral presentation in a variety of business contexts such as negotiations and product reviews, and they have to listen to sample video clips on those topics to prepare themselves. However this result contradicts the

one of the previous studies conducted by Ahn (2018), in which dictionaries gain the highest percentage (74.4%) in terms of the use of applications.

Other significant uses of mobile applications are vocabulary (62.9% and translation (62.9%), demonstrating the fact that students tend to use applications to enhance their vocabulary learning, which is in line with the finding of the study carried out by Yaman et al (2015). Regarding translation applications, they are employed to facilitate students' reading assignments. Kim and Kwon (2012) also pointed out that mobile applications are often used as the reference of language use to supplement learners' knowledge such as vocabulary.

Additionally, the result showing that a minority of the students (26.3%) use applications to reinforce their grammar knowledge is in agreement with the previous studies (Ahn, 2018; Wechsumangkalo, 2018). This finding could be explained by the fact that they may use auto correction features in word processing applications like Google Doc to correct their grammar.

With respect to social networking applications, Facebook is ranked number one among students in terms of resources for language learning. The result is unsurprising because, according to Moore (2020), around half of Internet users in Thailand regularly use Facebook to socialize with their friends and keep themselves up-to-date with news and information related to their interests, coupled with the fact that numerous English teaching Facebook pages and groups are available for them to support their personalized learning.

Regarding the places where students use mobile applications, a large majority of them (89.1%) choosed classroom. This result can be possibly explained by the fact that they regularly use applications on their smartphones or tablets to help them finish their in-class tasks such as looking up words in dictionary applications or translating some difficult- to -read sentences. This is unlike the study carried out by Ahn (2018), where the results showed the use of smartphone applications of Korean university students took place outside the classroom the most. This may also suggest different learning styles between Thai and Korean students.

When participants were asked how much time per day they used applications on their smartphones, around half of them (50.3%) spend less than one hour, whereas the other 34.9% of them reported they spend their time for no more than 2 hours on the

issue. The possible explanation for this finding could be that they use applications just for a quick reference such as looking up words in dictionaries or translating some English short sentences to facilitate their reading. In addition, staring at smartphone screens for a long period of time may cause eye soreness or dizziness during their learning sessions for some students. Another reason from the literature review could be that students often find themselves getting distracted by some other media applications such as music and videos (Trinder, 2017).

4.5.2. What language skills do Thai EFL learners want to develop when using mobile applications?

In response to this research question, a large majority of students (82.3%) have chosen listening as the skill they want to develop with the use of applications. Similarly, previous studies conducted by Yaman et al. (2015) and Wechsumangkalo (2018) also indicates that listening is one of the skills most EFL university students desire to improve when using applications on their smartphones. These findings could be explained by the fact that numerous applications offer English listening practice in a variety of different learning contexts such as general English, business English and standardized test preparations.

According to Kim and Kwon (2012), most mobile applications are dedicated to developing receptive skills such as listening and reading as well. This has resulted in ample availability of these applications for students to choose from. Another possible explanation for these findings could be that generally, young learners like university students often enjoy listening to songs and watching TV-series and movies. Practicing listening would definitely help them understand those media contents without depending on translation applications.

4.5.3 What are Thai EFL learners' attitudes toward the use of mobile applications for language learning?

With respect to the findings of this research study, Thai EFL university students show positive attitudes toward their use of mobile applications in all areas of factors measuring learners attitudes: Aim-Mobile Technologies Fit, Appropriateness of Branch, and Forms of M-learning Application and Tools' Sufficient Adequacy of

Communication. The present findings are also in agreement with previous studies carried out by Oz (2015) and Abou Shosha et al. (2019) in which participants show positive perceptions and attitudes towards mobile learning. However, some elements of the findings are to be discussed further to elaborate the reasons behind these positive attitudes of students.

Regarding the Aim-Mobile Technologies Fit (A-MTF), the statement which says " Mobile applications remove the limitation of time and space " has the highest mean score (*M*=3.98, *SD* = 0.90), which is consistent with the result of the study conducted by Oz (2015). From this could be inferred that, in general, students fully recognize the concept of mobile learning, which allows them to study what interests them regardless of time and place. Pegrum (2014) also points out that m-learning breaks through the boundaries of classroom and teachers' involvement to achieve ' independent learning' in which students are able to customize their own learning styles and sustain life-long learning experience.

Another interesting point concerning A-MTF is the fact that questionnaire item 5 obtains the least mean score (*M*=3.78, *SD* = 0.80), which indicates some students believed that mobile applications do not necessarily enhance the quality of lessons. According to Hockly (2013), it should be noted that learning content in applications does not always encourage students to use the language. What matters is how they are used to support their learning.

With respect to Appropriateness of Branch (AB), which is concerned with how suitable mobile applications are for learning according to students' perspectives, the result shows the majority of them agree that applications in smartphones are the right tool to enhance their language learning abilities. Item 7 displaying the statement ' I would like to supplement my English language learning more with the use of mobile applications ' is worth being discussed after obtaining one of the top mean scores (*M* = 3.97, *SD* = 0.71)in this category. The result shows how enthusiastic students are in terms of using applications to support their learning, coupled with the fact that numerous language learning applications are available to download. Gamification such as quizzes and badge earning for top scorers in applications, is another factor contributing to this result because of its enjoyable features. Similarly, Gafni et al.

(2017) claimed that if learners are to do language exercises without gamification , they will soon lose interest and stop using those applications.

However, following this indicator (AB) the lowest mean score (*M* = 3.84, *SD* = 0.75) belongs to the statement in item 5 in which students were asked if mobile applications encourage them to speak English with each other. In other words,it can be said that a certain number of them do not feel motivated to speak the language just because they use the applications. Lai and Zheng (2018) similarly found that Hong Kong university students in their study relatively show a relatively lower degree of agreement regarding this issue. This result could be possibly explained as demonstrating that anxiety and lack of confidence may discourage them from using the language with their classmates. According to Horwitz et al. (1986), Anxiety has been found to be one of the prominent difficulties in terms of second language acquisition, and speaking is the skill causing anxiety to most students. Akkakoson (2016) also found that more than half of the Thai university students in her study showed anxiety and lack of confidence when they speak English.

With respect to the Forms of M-learning Application & Tools' Sufficient Adequacy of Communication (FMA & TSAC), which focuses on how well mobile applications are utilized to support communication in a learning environment, students also show overall positive attitude. The results of this current study is consistent with previous studies conducted by Abou Shosha et al. (2019) ,Baek et al.(2017) and Oz (2015), especially as the highest mean score (3.98) belongs to item 4 displaying the statement "Teacher-student communication is enhanced by means of social networking mobile applications such as Line and Facebook".

Regarding this statement, Godwin (2017) also argues that multimedia enabled communication applications such as Facebook and Twitter have already become indispensable tools in classroom settings because they can send images, videos and texts to support students' learning. While item 5 in FMA & TSAC asking whether or not it is more effective to send course materials via Line and Facebook than any other means receives the lowest mean score. A possible explanation for this result might be that paper-based materials are much more friendly to students' eyes than the small screens of smartphones or tablets, especially when they have to use those materials for a long period of time.

CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

This final chapter provides summaries of the study and research findings. Conclusions, pedagogical implications and recommendations of further studies are also presented in this chapter.

5.1 SUMMARY OF THE STUDY

This present study was designed to investigate Thai EFL learners' attitudes towards the use of mobile applications for language learning. This study also sought to examine to what extent learners use mobile applications to support their language learning and what language skills they want to develop with the use of mobile applications.

The participants in this study were 175 first-year university students from the faculty of business administration at a private university, Thailand. They were asked to complete the online questionnaire to obtain the results, which were later used for further analyses.

5.2 SUMMARY OF THE FINDINGS

The findings of this study are summarized as follows:

5.2.1 The result regarding to what extent Thai EFL learners use mobile applications to support their language learning

In this study, participants were from the faculty of business administration, which comprise 125 female first-year university students and 50 male first-year university students. With respect to their current use of mobile applications for their language learning, the majority of them (83.4%) use mobile applications for practicing English listening, while the least percentage (26.3%) was recorded for grammar. Regarding social networking applications, Facebook was the most favorite English learning source among the students (80.6%) with only 29.7% of them preferably choosing Twitter.

In terms of the place where mobile applications are used, the majority of students (89.1%) chose the classroom. Almost half of the students (47.4%) preferred using applications during their commute. The least favorite place among them (36%) was

shopping malls and restaurants. As regards the length of time they spend on using applications on a daily basis, around half of the responding students (50.3%) reported that they use the applications for less than one hour, while almost 35% regularly use them for around 1-2 hours.

5.2.2 The result regarding language skills Thai EFL learners want to develop when using mobile applications

In response to this research question, the majority of university students (82.3%) chose listening skills, followed by speaking (78.3%). Contrarily, grammar obtains the lowest number (40.6%) among all other language skills.

5.2.3 The result regarding Thai EFL learners' attitudes toward the use of mobile applications for language learning

Thai university students participating in this study showed positive attitudes towards the use of mobile applications in all aspects used to investigate their attitudes, which are Aim-Mobile Technologies Fit (A-MTF), Appropriateness of Branch (AB), and Forms of M-learning Application and Tools' Sufficient Adequacy of Communication (FMA & TSAC). More specifically, A-MTF receiveed the lowest mean score (M=3.87), while AB and FMA & TSAC obtain exactly the same mean scores (M=3.93).

The results could be explained as illustrating that some statements in A-MTF are concerned with the concepts regarding the use of mobile applications for language learning. As a result, some students may find themselves unsure about how those applications in smartphones help them in terms of language skills development. On the contrary, the other two indicators (AB and FMA & TSAC), which receive higher mean scores, contain statements involving practical implementation of how mobile applications are used to support English language teaching and learning.

5.3 CONCLUSIONS

Mobile applications for language learning in smartphones allow learners to learn a language regardless of time and places and also allows them to customize their own learning styles according to different learning contexts. However, too little attention has been paid to Thai EFL learners' attitudes towards the use of mobile applications for language learning and how they use applications to improve their

language skills. Ignoring mobile technologies used in educational settings may lead to lost opportunities for instructors and learners to use them for the benefit of English language teaching.

Therefore, this present study sought to examine students' attitudes toward the use of mobile applications for language learning by having 175 first-year university students complete the online questionnaire. The findings of this study leads to the following conclusions:

1. Students have positive attitudes toward the use of mobile applications because it supports their language learning and enhances the effectiveness of communication between teachers and students.
2. The majority of students use mobile applications to improve their speaking skills as the English course in which they enroll requires them to do oral presentations on services and products. On the contrary, the fact is listening is the skill most of them want to develop, indicating that they want to understand various forms of English content such as news and movies.
3. The more popular social networking applications are, the more likely students tend to use them as learning resources. Unsurprisingly, Facebook is the most used application in this regard.
4. Most of the students use mobile applications in the classroom and spend no more than 2 hours on them on a daily basis.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

Since some noticeable limitations are present in this study , suggestions for future studies would be of great help to researchers interested in EFL learners use of mobile applications for language learning or related topics.

Firstly, interviews should be included in future investigation since one of the major limitations in this study is lack of data triangulation. This resulted in failing to yield more valid results and analyses. In addition, in-class observation should have been employed in this study because, in general, most university students use mobile applications to facilitate their language learning in the classroom, and observation would provide more insightful analyses to this study. Further studies may need to

include students of other faculties to examine any significant difference in terms of their attitudes towards the use of mobile applications, since another limitation is that all participants are from the faculty of business administration.

Additionally, an issue that was not addressed in this current study is the disadvantages related to the use of mobile applications even though they are mentioned in the literature review. Further research in this field may also involve teachers in interviews to provide more comprehensive views for the study. Lastly, a recommendation for future research would be to examine students' use of mobile applications outside the classroom to find out how they autonomously develop their English language skills.

5.5 PEDAGOGICAL IMPLICATIONS

Since this research study was directly involved with Thai learners in terms of their English language learning, its findings could unarguably be beneficial to related pedagogical settings. Firstly, the result indicates that listening is the skill most students want to develop with the use of mobile applications. However, they still need some guidance from teachers considering the fact that they have different levels of English proficiency. Teachers may suggest audio files or video clips according to learner levels of language abilities.

Based on the findings, most participants in this study also want to improve their speaking ability. To enhance this kind of language skill, teachers may send video clips concerning intonations or pronunciation to help them build a solid foundation of English speaking. Additionally, Sun et al. (2017) argued that mobile applications can be used to support speaking skill as required in the syllabus of an English course because they encourage students to practice speaking with each other.

Another finding in this current study which may assist in English language teaching is that Facebook, as the most used application among students, should be used to support their learning. For example, teachers may create an online learning community with a Facebook page so that they can share a video or webpage link to help students understand more about what they have been taught in the class. Teachers can even promote writing activities by having students write their comments in English on the Facebook page.

Regarding the use of mobile applications for language learning on a daily basis, most university students use mobile applications for at least half an hour per day. Teachers may suggest applications to students for a better learning outcome and promoting their autonomous learning outside the classroom. Another finding needing to be taken into account is that more than half of students (62.9%) relied on applications for English translation because those applications save them a great amount of time to understand the sentences or paragraphs written in foreign languages. However, they cannot always produce accurate translation, and teachers may need to warn students about this issue, especially for those with lower levels of language abilities.

REFERENCES

Abou Shosha, A. A. E. F., Mohamed, H. E., & Abd Elhamid Fayed, S. (2019). Effect of mobile based learning program on postgraduate nursing students' satisfaction and attitudes in faculty of nursing, Damanhour University. *American Journal of Nursing Research,* 8(1), 114–121.

Ahn, S. K. (2018). *Korean EFL college students' acceptance and use of smartphone applications for English language learning*. Retrieved from https://www.proquest.com

Akkakoson, S. (2016). Speaking anxiety in English conversation classrooms among Thai Students. *Malaysian Journal of Learning and Instruction,* 13(1), 63–82.

Al-Shehri, S. (2011). Mobile social networking in language learning: A transformational tool. *International Journal of Mobile Learning and Organisation,* 5(3–4), 345–359.

Amer, M. (2010). *Idiomobile for learners of English: A study of learners' usage of a mobile learning application for learning idioms and collocations* (Unpublished doctoral dissertation). Indiana University of Pennsylvania, Pennsylvania.

Anderson, T., Hwang, W-Y., & Hsieh C-H. (2008). A study of a mobile collaborative learning system for Chinese language learning. *Proceedings of international conference on computers in education* (pp. 217–222). Chungli, Taiwan: Asia-Pacific Society for computers in Education.

Başoğlu, E., & Akdemir, O. (2010). A comparison of undergraduate students' English vocabulary learning: Using mobile phones and flash cards. *Turkish Online Journal of Educational Technology,* 9(3), 1–7.

Baek, Y., Zhang, H., & Yun, S. (2017). Teachers' attitudes toward mobile learning in Korea. *TOJET: The Turkish Online Journal of Educational Technology,* 16(1), 154–163. Retrieved February 5, 2020 from https://scholarworks.boisestate.edu

Borau, K., Ullrich, C., Feng, J., & Shen, R. (2009). Microblogging for language learning: Using Twitter to train communicative and cultural competence. In M. Spaniol, Q. Li, R. Klamma, & R. W. H. Lau (Eds.), *Advances in web based learning – ICWL 2009* (pp. 78–87). Berlin, Germany: Springer.

Challob, A. A. I., Bakar, N. A., & Latif, H. (2016). Collaborative blended learning writing environment: Effects on EFL students' writing apprehension and writing performance. *English Language Teaching*, 9(6), 229–241.

Chen, X. B. (2013). Tablets for informal language learning: Student usage and attitudes. *Language Learning & Technology*, 17(1), 20–36.

Chen, B., Sivo, S., Seilhamer, R., Sugar, A., & Mao, J. (2013). User acceptance of mobile technology: A campus-wide implementation of blackboard's mobile™ learn application. *Journal of Educational Computing Research,* 49(3), 327–343.

Chen Hsieh, J. S., Wu, W. C. V., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 30(1-2), 1–21.

Chinnery, G. M. (2006). Going to the MALL: Mobile assisted language learning (emerging technology). *Language Learning & Technology*, 10(1), 9–16.

Crano, W. D., & Prislin, R. (2011). *Attitudes and attitude change*. East Sussex: Psychology Press.

Gafni, R., Achituv, D. B., & Rahmani, G. (2017). Learning foreign languages using mobile applications. *Journal of Information Technology Education: Research,* 16(1), 301–317.

Global scale - Table 1 (CEFR 3.3): Common reference levels. (2020). Retrieved March 25, 2020 from https://www.coe.int/en/web /common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale

Godwin-Jones, R. (2017). Smartphones and language learning. *Language Learning & Technology*, 21(2), 3–17. Retrieved January 15, 2020 from http://llt.msu.edu /issues/june2017/emerging.pdf

Grami, G. M. A. (2012). Online collaborative writing for ESL learners using blogs and feedback checklists. *English Language Teaching, 5*(10), 43–48.

Hockly, N. (2013). Mobile learning. *ELT Journal,* 67(1), 80–84.

Hockly, N. (2015). Developments in online language learning. *ELT Journal*, 69(3), 308–313.

Horwitz, E., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal,* 70(2), 125–132. http://doi:10.2307/327317

Hsu, L. (2013). English as a foreign language learners' perception of mobile assisted language learning: A cross-national study. *Computer Assisted Language Learning,* 26(3), 197–213. http://doi:10.1080/09588221.2011.649485

Jacob, S. M., & Issac, B. (2008). Mobile technologies and its impact-an analysis in higher education context. *International Journal of Interactive Mobile Technologies,* 2(1), 10–18.

Jin, S. (2015). Using Facebook to promote Korean EFL learners' intercultural competence. *Language Learning & Technology,* 19(3), 38–51.

Khidhir, S. (2019). *Smartphones causing Thai youths pain.* Retrieved February 8, 2020, from https://theaseanpost.com/article/smartphones-causing-thai-youths-pain

Khlaisang, J., Teo, T., & Huang, F. (2019). Acceptance of a flipped smart application for learning: A study among Thai university students. *Interactive Learning Environments*, 1–18. https://doi.org/10.1080/10494820.2019.1612447

Kim, H., & Kwon, Y. (2012). Exploring smartphone applications for effective mobile-assisted language learning. *Multimedia-Assisted Language Learning*, 15(1), 31–57.

Kondo, M., Ishikawa, Y., Smith, C., Sakamoto, K., Shimomura, H., & Wada, N. (2012). Mobile assisted language learning in university EFL courses in Japan: Developing attitudes and skills for self-regulated learning. *ReCALL,* 24(2), 169–187.

Kukulska-Hulme, A. (2006). Mobile language learning now and in the future. In S.Patrik (Ed.). *Från vision till praktik: Språkutbildning och Informationsteknik (from vision to practice: Language learning and IT)* (pp. 295–310). Härnösand, Sweden: Swedish Net University Agency.

Kukulska-Hulme, A. (2009). Will mobile learning change language learning?. *ReCALL*, 21(2), 157–165.

Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271–289.

Kukulska-Hulme, A., & Traxler, J. (2005). *Mobile learning: A handbook for educators and trainers.* Oxon, England: Routledge.

Kukulska-Hulme, A., Traxler, J. & Pettit, J. (2007). Designed and user-generated activity in the mobile age. *Journal of Learning Design,* 2(1), 52–65.

Lai, C., & Zheng, D. (2018). Self-directed use of mobile devices for language learning beyond the classroom. *ReCALL,* 30(3), 299–318. https://doi: 10.1017/S0958344017000258

Liu, G. Z., Lu, H. C., & Lai, C. T. (2016). Towards the construction of a field: The developments and implications of mobile assisted language learning (MALL). *Digital Scholarship in the Humanities,* 31(1), 164–180.

Loewen, S., Crowther, D., Isbell, D., Kim, K., Maloney, J., Miller, Z., & Rawal, H. (2019). Mobile-assisted language learning: A Duolingo case study. *ReCALL,* 31(3), 293–311. https://doi:10.1017/S0958344019000065

Luís, A. R. (2018, March). Perceptions of the educational benefits of mobile devices in language teaching and learning. *World conference on information systems and technologies* (pp. 1406–1415). Cham, Switzerland: Springer.

Miangah, T. M., & Nezarat, A. (2012). Mobile-assisted language learning. *International Journal of Distributed and Parallel Systems,* 3(1), 309–319.

Moore, M. (2020). *Number of Facebook users in Thailand from 2017 to 2013*. Retrieved April 19, 2020, from https://www.statista.com/statistics/490467/number-of-thailand-facebook-users/

Moreno, A. I., & Vermeulen, A. (2015). Using VISP (videos for speaking), a mobile application based on audio description, to promote English language learning

among Spanish students: A case study. *Procedia-Social and Behavioral Sciences,* 178, 132–138. https://doi.org/10.1016/j.sbspro. 2015.03.169

Number of smartphone users in Thailand from 2013 to 2022 (in millions).* (2019). Retrieved February 11, 2020, from https://www.statista.com /statistics/467191/forecast-of-smartphone-users-in-thailand/

Oz, H. (2015). An investigation of preservice English teachers' perceptions of mobile assisted language learning. *English Language Teaching,* 8(2), 22–34.

Pegrum, M. (2014). *Mobile learning: Languages, literacies and cultures*. Hampshire, England: Palgrave Macmilian.

Pegrum, M. (2019). *Mobile lenses on learning: Languages and literacies on the move*. Singapore: Springer.

Puented ura, R. (2010). *SAMR and TPCK: Intro to advanced practice*. Retrieved from http://hippasus.com/resources/sweden2010/ /SAMR_TPCK_IntroToAdvancedPractice.pdf/

Quinn, C. N. (2011). *The mobile academy: m-learning for higher education*. New Jersey: John Wiley & Sons.

Rosell-Aguilar, F. (2017). State of the application: A taxonomy and framework for evaluating language learning mobile applications. *CALICO Journal*, 34(2), 243–258.

Sharples, M., & Spikol, D. (2017). Mobile learning. In Duval, E., Sharples, M. & Sutherland, R. (Eds.), *Technology enhanced learning: Research themes* (pp.89–96). Cham, Switzerland: Springer.

Silva, C., Melo, D., Barros, F., Conceição, J., Gonçalves, R., & Au-Yong-Oliveira, M. (2019). Mobile applications and their use in language learning. In Rocha Á., Adeli H., Reis L., & Costanzo S. (Eds) *New Knowledge in Information Systems and Technologies WorldCIST'19 2019 Advances in Intelligent Systems and Computing,* 932, 452–462. https://doi-org./10.1007/978-3-030-16187-3_44

Solé, C. R., Calic, J., & Neijmann, D. (2010). A social and self-reflective approach to MALL. *ReCALL*, 22(1), 39–52.

Steel C.H. (2017) Enabling effective mobile language learning: students' perspectives, wants and needs. In Murphy A., Farley H., Dyson L., & Jones, H. (Eds*), Mobile learning in higher education in the Asia-Pacific region* (pp. 523–539). Singapore: Springer.

Sun, Z., Lin, C. H., You, J., Shen, H. J., Qi, S., & Luo, L. (2017). Improving the English-speaking skills of young learners through mobile social networking. *Computer Assisted Language Learning,* 30(3-4), 304–324.

Suthiwartnarueput, T., & Wasanasomsithi, P. (2012). Effects of using Facebook as a medium for discussions of English grammar and writing of low-Intermediate EFL students. *Electronic Journal of Foreign Language Teaching*, 9(2), 194–214.

Trinder, R. (2017). Informal and deliberate learning with new technologies. *ELT Journal*, 71(4), 401–412.

Uzunboylu, H., & Ozdamli, F. (2011). Teacher perception for m-learning: Scale development and teachers' perceptions. *Journal of Computer Assisted Learning,* 27(6), 544–556.

Viberg, O., & Grönlund, Å. (2012). *Mobile assisted language learning: A literature review*. Retrieved from http://du.diva- portal.org/smash/get/diva2:549644 /REFERENCES01.pdf

Wechsumangkalo, S. (2018). *Thai university students' perceptions and practices of smartphone use for English language learning*. Retrieved from https://arts.dpu.ac.th/media/research/

Yaman, İ., Şenel, M., & Yeşilel, D. B. A. (2015). Exploring the extent to which ELT students utilise smartphones for language learning purposes. *South African Journal of Education,* 35(4), 1–9.

APPENDICES

APPENDIX A
QUESTIONNAIRE

This questionnaire aims at collecting data for or an independent study (IS) which is in partial fulfillment of the requirement for Master of Arts in English Language Teaching (ELT), Language Institute, Thammasat University. The purpose of this questionnaire is to explore Thai EFL learners' attitudes toward the use of mobile applications (apps) for language learning such as vocabulary, grammar, translation, listening, speaking, reading and writing.

Your personal information and answers will be strictly kept confidential and used for academic purposes only. The questionnaire is divided into three parts. Part 1 consists of students' personal information and general experience of using mobile applications in terms of language learning. Part 2 displays questions concerned with students' general use of mobile applications and what language skills they want to develop with the use of mobile applications. Part 3 deals with statements exploring students' attitudes toward the use of mobile apps for language learning.

Please note that mobile applications mean software such as Facebook, Line and Twitter you have installed on your smartphone or tablet. This also includes an educational application like EDO-Mobile you use in order to do exercises intended for examining English language proficiency levels.

PART I: Personal information and general experience of using mobile apps for language learning

Please mark (x) in the brackets

1. Gender

   ( ) Male ( ) Female

2. Language proficiency.

   ( ) A1 ( ) A2 ( ) B1 ( ) B2 ( ) C1

PART I: general experience of using mobile applications for language learning and language skills students want to develop with the applications.

1. What kinds of mobile apps have you used to support your language learning ? (Please mark all that apply)

( ) Vocabulary ( ) Dictionary ( )Translation

( ) Reading ( ) Listening ( ) Grammar

( ) Writing ( ) Speaking ( ) Pronunciation

2. Which social media networking apps do you use to support language learning? (Please mark all that apply)

( ) Facebook ( ) Instagram ( ) Twitter ( ) Line

3. Where do you use mobile apps for language learning?

( ) In class ( ) Shopping malls or restaurants

( ) Library ( ) During your commute

4. How much time per day do you use applications for language learning?

( ) less than 1 hour ( ) 1-2 hour(s) ( ) 2-4 hours ( ) 4-6 hours

5. What language skills do you want to develop with the use of mobile apps ? (Please mark all that apply)

( ) Listening ( ) Reading ( ) Writing ( ) Speaking

( ) Vocabulary ( ) Grammar ( ) Pronunciation

PART II : 21 statements below is to measure Thai EFL learners' attitude

Please mark (x) in the bracket that corresponds to your level of agreement with each statement.

A-MTF–Aim-Mobile Technologies Fit	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1. Mobile applications remove the limitation of time and space.					
2. Mobile applications create effective learning-teaching environments.					
3. Mobile applications such as YouTube, Facebook and					

Line provide opportunities to use authentic language without the limitation of time and space.					
4. Utilization of mobile applications increases students' motivation towards language learning.					
5. Mobile applications increase the quality of lessons.					
6. An effective learning environment could be provided by sending lecture notes such as vocabulary and English video clips via LIne, Facebook and Twitter.					

AB–Appropriateness of Branch	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1. I use mobile applications in order to get motivated to participate in language learning activities.					
2. Mobile applications facilitate language learning and teaching.					
3. Thanks to mobile applications , I can have prompt access to the language learning materials that I need.					
4. English language learning contents in mobile applications such as Facebook, Youtube are reliable for students.					
5. Learning through mobile applications encourages students to converse with each other in English, which is necessary in language learning.					
6. Mobile applications are convenient to share some useful language learning					

techniques among your classmates.					
7. I would like to supplement my English language learning more with the use of mobile applications.					
8. Line, Facebook and Twitter are effective communication mediums for discussions about language learning topics among students.					

FMA and TSAC–Forms of M-learning Application & Tools' Sufficient Adequacy of Communication	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1. Mobile applications should be used to support English language learning inside and outside the classroom.					
2. The use of mobile applications for language learning provides students an opportunity to experience real-world English communication.					
3. The use of mobile applications leads to a better English learning outcome such as scores in English subjects and higher levels of language proficiency.					
4. Teacher-student communication is enhanced by means of social networking mobile applications such as Line and Facebook.					
5. Sending course materials to students via mobile applications such as Line and Facebook is more effective than any other means.					
6. Student-student communication is facilitated by means of mobile					

applications such as Line and Facebook.					
7. Access to instructional content of English language is facilitated by the use of mobile applications such as Line, Facebook and YouTube.					

APPENDIX B

แบบสอบถามเพื่อสำรวจทัศคตินักศึกษาเรื่องการใช้โมไบล์แอปพลิเคชันเพื่อการเรียนรู้ภาษาอังกฤษ

<u>คำชี้แจง</u>

แบบสำรวจทัศนคตินี้จัดทำขึ้นมาเพื่อเก็บข้อมูลเพื่องานค้นคว้าอิสระซึ่งเป็นส่วนหนึ่งของหลักสูตรบัณฑิตศึกษาของสาขาวิชาการสอนภาษาอังกฤษ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ วัตถุประสงค์ของแบบสอบถามนี้คือการสำรวจทัศนคติของผู้เรียนภาษาอังกฤษในประเทศไทยเกี่ยวกับการใช้โมไบล์แอปพลิเคชันเพื่อการเรียนรู้และใช้งานด้านภาษาอังกฤษในด้านต่าง ๆ เช่น ทักษะการฟัง การอ่าน การพูด การเขียน รวมไปถึงความรู้ด้านไวยากรณ์ คำศัพท์ และการแปล ข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถามนี้จะถูกเก็บเป็นความลับและจะใช้ไปเพื่อวัตถุประสงค์ด้านวิชาการเท่านั้น

แบบสอบถามนี้แบ่งออกเป็น 3 ส่วนหลักๆ คือ ส่วนที่ 1 จะเกี่ยวกับข้อมูลส่วนบุคคล ส่วนที่ 2 ประสบการณ์ในการใช้โมไบล์แอปพลิเคชันเพื่อการเรียนรู้และทักษะที่นักศึกษาต้องการพัฒนาเมื่อใช้โมไบล์แอปพลิเคชัน และส่วนที่ 3 จะเกี่ยวกับแบบสำรวจทัศนคติของนักศึกษาเกี่ยวกับการใช้โมไบล์แอปพลิเคชั่นในการเรียนและการสอน

<u>หมายเหตุ</u> โมไบล์แอปพลิเคชั่นหมายถึง โปรแกรมที่ลงในโทรศัพท์มือถือหรือแท็บเล็ตของนักศึกษาเพื่อการใช้งานด้านต่างๆ เช่น เฟซบุค ไลน์ ทวิตเตอร์ รวมไปถึงโปรแกรมที่ใช้งานด้านภาษาเช่น คำศัพท์ ไวยากรณ์ พจนานุกรม หรือ แอปพลิเคชัน EDO Mobile ที่นักศึกษาต้องใช้ในการทำแบบฝึกหัดเพื่อวัดระดับความสามารถทางภาษา

ส่วนที่ 1 ข้อมูลส่วนบุคคลและประสบการณ์เกี่ยวกับการใช้โมไบล์แอปพลิเคชันเพื่อการเรียนรู้ภาษาอังกฤษ
ให้นักศึกษากากบาท x ในวงเล็บ ( ) ในแต่ละหัวข้อ

1. เพศ

( ) ชาย ( ) หญิง

2. ระดับความสามารถในการใช้ภาษาอังกฤษตามมาตรฐาน CEFR (Common European Framework of Reference for Languages)

( ) A1 ( ) A2 ( ) B1 ( ) B2 ( ) C1

ส่วนที่ 2 ประสบการณ์เกี่ยวกับการใช้โมไบล์แอปพลิเคชันเพื่อการเรียนรู้ภาษาอังกฤษและทักษะภาษาที่นักศึกษาต้องการพัฒนาเมื่อใช้โมไบล์แอปพลิเคชัน

1. นักศึกษาได้เคยใช้โมไบล์แอปพลิเคชันเพื่อเสริมทักษะหรือช่วยในการเรียนรู้ภาษาด้านใดบ้าง (เลือกตอบได้มากกว่า 1 ข้อ)

( ) ฟัง ( ) พูด ( ) อ่าน

( ) เขียน ( ) ดิกชันนารี ( ) ไวยากรณ์

( ) คำศัพท์ ( ) แปลภาษา ( ) การออกเสียง

2. นักศึกษาใช้แอปพลิเคชั่นโซเชียลเน็ตเวิร์คอะไรในการเสริมการเรียนรู้ภาษาอังกฤษ (เลือกได้มากกว่า 1 คำตอบ)

( ) Facebook ( ) Instagram ( ) Twitter ( ) Line

3. นักศึกษาใช้โมไบล์แอปพลิเคชันภาษาอังกฤษในสถานที่ใดบ้าง (เลือกได้มากกว่า 1 ข้อ)

( ) ห้องเรียน ( ) ห้างสรรพสินค้าหรือร้านอาหารต่าง ๆ

( ) ห้องสมุด ( ) ในระหว่างเดินทาง (บนรถโดยสารหรือป้ายรถประจำทาง)

4. ในแต่ละวันนักศึกษาใช้โมไบล์แอปพลิเคชันเพื่อการเรียนรู้ภาษาอังกฤษเป็นเวลานานโดยเฉลี่ยเท่าไหร่

( ) น้อยกว่า 1 ชั่วโมง ( ) 1-2 ชั่วโมง ( ) 2-4 ชั่วโมง ( ) 4-6 ชั่วโมง

5. นักศึกษาต้องการใช้โมไบล์แอปพลิเคชันเพื่อเสริมทักษะการเรียนรู้ภาษาอังกฤษในด้านใดบ้าง (เลือกได้มากกว่า 1 ข้อ)

( ) ฟัง ( ) อ่าน ( ) เขียน ( ) พูด

( ) คำศัพท์ ( ) ไวยากรณ์ ( ) การออกเสียง

ส่วนที่ 2 แบบสอบถามเพื่อสำรวจทัศนคติการใช้โมไบล์แอปพลิเคชันเพื่อการเรียนภาษา

คำชี้แจง โปรดทำเครื่องหมาย X ลงในช่องที่แสดงระดับความคิดเห็นเกี่ยวกับทัศนคติการใช้โมไบล์แอปพลิเคชันเพื่อการเรียนภาษาให้ตรงกับความคิดเห็นของนักศึกษามากที่สุดเพียงช่องเดียว

	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1. โมไบล์แอปพลิเคชันช่วยให้การเรียนรู้ไม่มีขีดจำกัดด้านเวลาและสถานที่					
2. โมไบล์แอปพลิเคชันช่วยสร้างสิ่งแวดล้อมทางด้านการสอนและการเรียนรู้ที่มีประสิทธิภาพ					
3. โมไบล์แอปพลิเคชัน เช่น ยูทูป เฟซบุค และไลน์ช่วยเปิดโอกาสให้เราได้เรียนรู้ภาษาอังกฤษที่เจ้าของภาษาได้ทุกที่ทุกเวลา					
4. การใช้โมไบล์แอปพลิเคชันช่วยให้นักศึกษาเกิดแรงบันดาลใจในการเรียนภาษามากขึ้น					
5. โมไบล์แอปพลิเคชันช่วยให้เนื้อหาบทเรียนมีคุณภาพดีขึ้น					
6. การส่งเนื้อหาบทเรียน เช่น คำศัพท์และวีดีโอคลิปเกี่ยวกับภาษาอังกฤษผ่านทางเฟซบุค ไลน์ และทวิตเตอร์ช่วยสร้างสภาพแวดล้อมทางการเรียนที่มีประสิทธิภาพ					

	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1 นักศึกษาใช้โมไบล์แอปพลิเคชันเพื่อสร้างแรงบันดาลใจในการมีส่วนร่วมในการกิจกรรมการเรียนรู้ภาษาอังกฤษ					
2. โมไบล์แอปพลิเคชันช่วยให้มีความสะดวกสบายในการเรียนและการสอนภาษา					
3. โมไบล์แอปพลิเคชันช่วยให้เราเข้าถึงข้อมูลและเอกสารประกอบการเรียนภาษาที่ต้องการได้อย่างทันท่วงที					
4. เนื้อหาการเรียนรู้ภาษาอังกฤษในโมไบล์แอปพลิเคลชันเช่น เฟซบุคและยูทูป เป็นที่น่าเชื่อถือสำหรับนักศึกษา					
5. การเรียนรู้ผ่านทางโมไบล์แอปพลิเคชันช่วยกระตุ้นให้นักศึกษาอยากสนทนาโต้ตอบกันเป็นภาษาอังกฤษซึ่งถือเป็นสิ่งจำเป็นในการเรียนภาษา					
6. โมไบล์แอปพลิเคชันช่วยให้การแชร์เทคนิคการเรียนภาษาอังกฤษระหว่างนักศึกษาด้วยกันเองทำได้สะดวกขึ้น					

7. นักศึกษาอยากจะเสริมการเรียนรู้ภาษาอังกฤษด้วยการใช้โมไบล์แอปพลิเคชั่นมากขึ้น					
8. ไลน์ เฟซบุค และทวิตเตอร์ คือช่องทางการสื่อสารที่มีประสิทธิภาพในการพูดคุยเกี่ยวกับหัวข้อต่างๆ ในการเรียนภาษาอังกฤษกับเพื่อนนักศึกษา					

	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1. ควรใช้โมไบล์แอปพลิเคชันในการส่งเสริมการเรียนรู้ภาษาอังกฤษทั้งในและนอกห้องเรียน					
2. การใช้โมไบล์แอปพลิเคชันเพื่อการเรียนรู้ภาษาอังกฤษช่วยให้เปิดโอกาสให้นักศึกษาได้มีประสบการณ์เกี่ยวกับภาษาอังกฤษที่ใช้ในชีวิตจริง					
3. การใช้โมไบล์แอปพลิเคชันช่วยให้ผลการเรียนภาษาอังกฤษดีขึ้น เช่น คะแนนในวิชาภาษาอังกฤษและความสามารถทางภาษาอังกฤษดีขึ้น					
4. การใช้เครือข่ายสังคมออนไลน์ เช่นไลน์และเฟซบุคช่วยให้การสื่อสารระหว่างครูและนักศึกษามีประสิทธิภาพมากขึ้น					
5. การส่งเอกสารประกอบการสอนในรายวิชาต่างๆ ไปให้นักศึกษาโดยผ่านทางโมไบล์แอปพลิเคชัน เช่น ไลน์และเฟซบุคมีประสิทธิภาพมากกว่าช่องทางอย่างอื่น					
6. การพูดคุยและสื่อสารระหว่างนักศึกษาด้วยกันเองทำได้สะดวกมากขึ้นโดยผ่านทางโมไบล์แอปพลิเคชั่นเช่น ไลน์ และเฟซบุค					
7. การใช้แอปพลิเคชั่นอย่างไลน์ เฟซบุค และ ยูทูปช่วยให้นักศึกษาเข้าถึงเนื้อหาการสอนภาษาอังกฤษได้ง่ายขึ้น					

BIOGRAPHY

Name	Mr. Aekkaphon Thedpitak
Date of Birth	September 3, 1978
Educational Attainment	Bachelor of Arts majoring in German, Ramkhamhaeng University
Work Position	Freelance translator and tutor
Work Experience	Teacher assistant in English courses at Panyapiwat Institute of Management