

Teachers' Usage and Attitudes Towards Smartphone Assisted Language Learning (SALL): A Global Study

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Abstract

The fusion of mobility, computing, and ubiquity has turned smartphones into a powerful and affordable educational technology and has made them the selected technology in almost all Mobile Assisted Language Learning (MALL) studies in the current decade. There is still, however, an important gap in the research field in terms of examining the possibility of implementation of SALL from teachers' attitudinal perspectives as a determinant of their intention. As a response to this gap, a mixed-methods study was designed and conducted to investigate worldwide English as an additional language or dialect (EALD) teachers' (N = 85) current smartphone usage and attitudes toward the use of the device for teaching English. It also looked at the possible impacts on such attitudes of the differences in teachers' age, gender, type of mobile phone, qualification, teaching experience, and previous SALL experiences. The study model was influenced by user acceptance models and the theory of interpersonal behaviour investigating perceived usefulness, perceived ease of use, perceived playfulness, affect towards use, relative advantage, and facilitating conditions as the most significant determinants of attitudes and intentions towards the use of technology. This study is significant in terms of giving a broad and clear picture of the possibility of the implementation of SALL in English language classroom settings based on the teachers' attitudes and intentions to SALL and has implications for language institutions' stakeholders.

Keywords: Mobile assisted language learning (MALL), Smartphone assisted language learning, (SALL), English language teaching and learning, teachers' attitudes, user acceptance