



JÖNKÖPING UNIVERSITY

*School of Education and
Communication*

Is it Smart to Use Smartphones in School?

**A Quantitative study on Using Smartphones as English-Teaching
& Learning Tools in Lower & Upper Secondary School**

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Abstract

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A Quantitative Research on Using Smartphones as English-Teaching & Learning Tools in Lower & Upper Secondary School.

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This study aims to examine how the smartphone, when used as a tool in the Swedish EFL classroom, is viewed and used by educators in both upper and lower secondary schools.

Through a survey, 23 teachers were asked questions regarding how they view the smartphone as a teaching & learning (T&L) tool. This survey was sent to four different schools. The survey consists of ten questions.

The results show that most teachers are positive towards the use of smartphones as teaching & learning tools, with some reservations. They find it hazardous to use the device too often.

Through this, the smartphone is not used as much as some teachers would like. The device is also used twice as much in lower secondary school compared to upper secondary school. The results of the present study corroborate with previous findings that indicate that the smartphone is used as a supplement rather than an active tool in the classroom. Even though teachers may find the tool risky to use, they also consider it an effective tool since it can be used in several ways.

Length of study: 24 pages.

Keywords: Smartphone, English as a foreign/second language, second language acquisition, Information and communication technology, Mobile-Assisted Language Teaching & Learning.

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1. Introduction

This study will take into consideration and analyze the different aspects of having smartphones in the English as a foreign language (EFL) classroom, by examining their presence in classrooms and how educators use them.

If one were to embrace the smartphone, which students are intimately familiar with, it is possible that the device could be used to inspire learning. This is argued by Darrell West (2012), who claims that having access to digital content whenever and wherever is a reason why learners are fond of this kind of technology and use it daily (pp.1-2). The effective implementation of smartphones in the English classroom might bring a positive change, such as having the students become more engaged in assignments because they enjoy working with the device, but it also gives teachers options to connect with students through the device. However, it could also prove hazardous because of students' fondness for the tool, thus possibly causing distractions in the classroom. If educators make use of smartphones through the correct means, such as with applications and programs, it could make for an engaging language teaching and learning tool. This text examines what relevance the smartphone has in the EFL classrooms along with how educators use the device and their opinions of the tool.

The study is organized in the following manner: To begin with, the background and previous research will be accounted for. After this, the aim will be presented along with the method. This is then followed by a presentation of the survey's results along with an analysis. Lastly, there is a conclusion that will tie the study together. References and appendixes will follow and end the study.

2. Background

2.1 The National Agency for Education, international documents & ICT

The National Agency for Education in Sweden (Skolverket, 2017, p.1) states that all students should understand how to use different media, which includes digital tools. Schools often provide students with Information and Communication technology (ICT) in the form of laptops and possibly tablets. Smartphones, however, are not handed out to students, since students often own the devices themselves. Because the smartphone is near the student at most times, it could constitute an accessible educational tool. This is especially apparent in English language education, since the English language educational applications market is large compared to other school subjects' application markets, along with the fact that most information on the internet is accessible in English. Furthermore, The National Agency for Education states in the syllabus for upper secondary school English that students should be able to “produce spoken language and texts of different kinds [...] using different aids and media” (Skolverket, 2017, p.1). Because of the availability and importance of the smartphone in contemporary society, it is possible that it could become a part of the learning environment.

When it comes to how widespread ICT and working with technology is in Swedish schools, the European Schoolnet (2012, p.6) conducted a survey which showed that there are two students to every computer in the Swedish school system. Specifically, in upper secondary school, there is one computer for each student. However, in the grades below upper secondary school there are fewer computers per students. Their research also indicated that there are more computers per school in Sweden compared to the number of computers per school internationally. This may correlate with the use of smartphones as teaching and learning tools, since the device is a common student belonging, which may indicate that it is present in the classroom as well. This is further indicated by Bllaca, who showed that 52% of high school students in the US had access to smartphones (Bllaca, 2013, p.306). Since the US and Sweden have similar economies, this may indicate that every other Swedish student also has a smartphone. If anything, this number is possibly higher today. A reason for this is the widespread use of ICT and its high degree of acceptance in Swedish schools.

In Sweden there is an ongoing debate about whether teaching English should be regarded as English as a foreign language (EFL) or English as a second language (ESL). This text regards English teaching in Sweden as EFL since English is not regarded as a second language.

2.2 Mobile-Assisted Language Learning

Mobile learning is not a new phenomenon, but new devices with enhanced capabilities have increased the teachers' interests in all fields of teaching, one of these being language (Godwin-Jones, 2011, p.2). Mobile-Assisted Language Learning (MALL) is a prominent term within research regarding smartphone learning, with the teaching methods' biggest advantage being mobility availability (Mosavi Miangah & Nezarat, 2012, p.309). When utilizing MALL, the learners do not need to sit in a classroom or work on a stationary computer to learn or to access learning materials (Mosavi Miangah & Nezarat, 2012, p.309). MALL encompasses all mobile technology which can be used as learning materials, which in broad terms includes communication tools such as laptops, smartphones and tablets. Through MALL, one can learn several aspects of the English language, with the most common skill in language learning being vocabulary. In the early 2010s, learning was mostly conducted through integrated phone functions such as Email and text messages (Mosavi Miangah & Nezarat, 2012, p.313). As the technology evolved, so did language learning with the use of mobile devices. Today one can use diverse applications such as Kahoot!, Dropbox, FluentU and Grammar Up. Applications such as these have in turn improved the learning prospects when using mobile devices. A positive effect of the mentioned applications is that they are effective at providing personal and learner-centered learning opportunities with accessible and flexible resources and activities, which could encourage learners to develop a sense of individuality while also developing life-long learning habits (Kim, H & Kwon, Y, 2012, p.53). An adverse effect of this is that applications facilitate personal learning but do not effectively assist personalized learning, which is education that is tailored for the different needs of the student (Kim, H & Kwon, Y, 2012, p.53). Furthermore, it is necessary to use applications if one wants to use the smartphone to its full potential. The smartphone has several integrated features which further enable its effectivity in the classroom. These features include the camera and the voice recorder. The camera can be used to take pictures of assignments and instructions. The voice recorder can be used to practice pair presentations, or for the students to practice by themselves (Barrs, K, 2011, p,231)

2.3 Properties of the smartphone

All mobile technology, smartphones included, has some integrated characteristics. Mehdipour and Zerehfaki (2013, p.98) state that these traits include smartphones being:

- **Portable:** *The technology is available whenever the user needs to learn.*
- **Individual:** *The technology can be personalized to suit the individual learner's abilities, knowledge and learning style, and is designed to support personal learning rather than general office work.*
- **Unobtrusive:** *The learner can capture situations and retrieve knowledge without the technology becoming overly noticeable or imposing on the situation.*
- **Available:** *The learner can use the technology anywhere, to enable communication with teachers, experts and peers.*
- **Adaptable:** *The technology can be adapted to the context for learning and the learner's evolving skills and knowledge.*
- **Persistent:** *The learner can use the technology to manage learning throughout a lifetime, so that the learner's personal accumulation of resources and knowledge will be immediately accessible despite changes in technology.*
- **Useful:** *The technology is suited to everyday communication, reference, work and learning.*
- **Easy to use:** *The technology is easily comprehended and navigated by people with no previous experience using it.*

Some of these characteristics are comparable to other portable technology such as computers. Some may regard the smartphone as an interference in the classroom. However, this argument depends entirely on who is using the smartphone (Awaludin & Shumaimi 2018, p.98). Due to the smartphone's flexibility and capacity to have the students engage in multiple activities at once, it can become obtrusive if used by students with the intention to interfere fellow classmates (Awaludin & Shumaimi 2018, p.102). If the teacher can direct the use of the device to educational purposes, one could apply it in the classroom environment.

2.4 Effects of using the smartphone in teaching and learning

Bllaca (2016) conducted a quantitative study where it was found that one can employ smartphones in the classroom. However, the device should only be used for certain tasks and for a limited time because of health reasons, since the smartphone may be harmful for the eyes (light exposure) and spine (posture) when used for long durations (Bllaca, 2016, p.312). It may also have a negative effect on student learning if not used in controlled environments

(Bllaca, 2016, p.312). The author claims that students can benefit from using the smartphone for certain skills such as vocabulary, spelling, pronunciation, grammar, listening and reading (Bllaca, 2016, p.312). In the survey where Bllaca (2016) asked students questions regarding their use of smartphones, it was concluded that the students found that they could easily learn English through their use of smartphones (p.308). Even though the earlier statement may hold true, Stockwell and Hubbard (2013, p.3). state that the smartphone may be less effective than computers because of the device's size, build and functions. In his conclusion Bllaca (2016, p.308) claims that smartphones may have a positive impact on English language learning.

Furthermore, Binti Awaludin & Binti Shumaimi (2018) state that teachers should “steer from the negative perception of these devices and seek to design and implement lessons that utilize a tool which students are seeking to use appropriately” (p.102). The authors state this because they think students are ready to use smartphones as educational tools. Instead of being distracted by the devices, they use them for their assignments (Awaludin & Shuhaimi, 2018, p.102). Regarding educators' opinions of the smartphone as a teaching tool, Cakir (2015) claims that “utilizing mobile phones for prospective English teachers seems necessary in order to make the foreign language teaching environment more attractive and motivating” (p.251).

2.5 Gaining learner autonomy with smartphones

Authors such as Ramamurthy & Rao (2015, p.2), Holec (1981, p.3) and Yu Jung Han (2015, pp.105-106) claim that using smartphones encourages learner autonomy for students. Holec for one, states that learner autonomy “refers to the ability to take charge of one's own learning and a potential capacity to act in the learning situation” (Holec, 1981 p.3). Learner autonomy is claimed to be improved by students when they use smartphones in conjunction with critical thinking, creative thinking, communication and collaboration skills. (Viji Ramamurthy & Srinivasa Rao 2015, p.11). It is also stated that students move towards learner autonomy through their use of the smartphone. They are however, reliant on their teacher to a certain extent to achieve the set goals (2015, p.2), which correlates with an earlier statement made by Kim & Kwon (2012, p.53). Han (2015 pp.105-106), argues something similar through a flipped classroom test that employed smartphones. He claims that via co-operative activities in class and the use of technology, smartphones have a positive impact on learner autonomy. However, Han states that learner autonomy would not last more than a semester without the students receiving assistance from the educator continuously (Han, 2015, p.105). The core idea of the flipped classroom is to reverse the common instructional approach with the use of

technology (Tucker, 2012, p. 82). If one were to look at learner autonomy achieved through smartphones, where students who use their devices in the classroom are introduced to an application that is used to promote learner autonomy in the classroom, the use of smartphones could have a positive effect on language learning.

2.6 Attention issues and skill learning

With the increased use of smartphones, students are becoming increasingly distracted due to using their phones during class time (Kuznekoff & Titsworth, 2013, p.251). Kuznekoff & Titsworth's study focuses on the smartphone as an influence in the classroom without using it as a tool for learning language. This information may cause educators to be cautious towards using smartphones in the classroom, since use of the smartphone may cause distraction, even if the students use it for assignments. Kuznekoff's and Titsworth's statement connects to smartphones that are used in EFL teaching, since even though the device is used as part of an assignment, it may still be used by students for tasks other than the given assignment. Even though Kuznekoff and Titsworth concludes that the smartphone can be counter-productive in EFL teaching, other authors have come to different conclusions. Awaludin & Shumaimi (2018, p.102) argue that "smartphones carry the potential to significantly impact and revolutionize the way students learn and experience within a classroom". This claim was made because of how varied the use of the smartphone can be, depending on the student. Leis, Tohei & Cooke (2015, p.2) state that the smartphone is so widely accepted throughout all streams of learning because it can create a classroom environment that provides added opportunities for learning, no matter what opinions teachers have regarding using smartphones in the classroom.

3. Aim

The aim of this study is to determine how the Smartphone device is viewed and used by educators in the Swedish EFL classroom, in both upper and lower secondary schools. The first question that will be addressed is how one could use the smartphone as a language teaching and learning tool in the EFL classroom. The second question will address how often the smartphone is used as a teaching and learning tool in the EFL classroom. Furthermore, the essay is going to examine what possible benefits and risks the smartphone has as a teaching and learning device in the EFL classroom. The final research question will address whether EFL teachers differ in their opinions regarding their use of the smartphone as a teaching tool in upper secondary schools compared to lower secondary schools.

4. Method and material

The essay is made up of a survey, which contains questions regarding the use of smartphones in EFL teaching and learning. Every question provided to the respondents will also give them a chance to elaborate their answer in detail. 23 English teachers from four schools in Jönköping county, Sweden, participated in the survey. Eleven of the teachers work at upper secondary school, nine are employed at lower secondary schools and three teachers work at both upper and lower secondary school. Some respondents chose to answer the written questions in more detail, while others kept their answers brief or opted not to answer in text unless told specifically to do so by the author. The respondents remain anonymous both in name and in gender, since gender will not be focused on in this study. Anonymity was vital when providing the survey to the respondents, since the respondents only provided what school level they worked at. Because of that, the participants will be called respondent 1 through 23 or will be referred to as they.

Through comparing the answers obtained from the survey with previous research, results and conclusions were arrived at in relation to how the smartphone is viewed by EFL teachers and how viable the implementation of the device as an English teaching and learning tool is. When examining the responses, the answers 'strongly agree', 'agree' and 'slightly agree' were placed in a positively responding group, while 'disagree' and 'slightly disagree' were placed in a negatively responding group.

The tool SurveyMonkey (www.Surveymonkey.com, 2018-11-16) was used to gather results via a survey comprised of nine questions. The tool made gathering, comparison and presentation of the results effective.

5. Results, Discussion and Analysis

In this section, the results of the survey are shown, and the responses are analyzed. After that, the results will be compared with prior research in the discussion which will be used to answer the research questions. The answers to question 9: What municipality do you work in? (Appendix 9) are shown first to provide understanding regarding the final research question.

5.1 Results of the survey

5.1.1 What municipality do you work in?

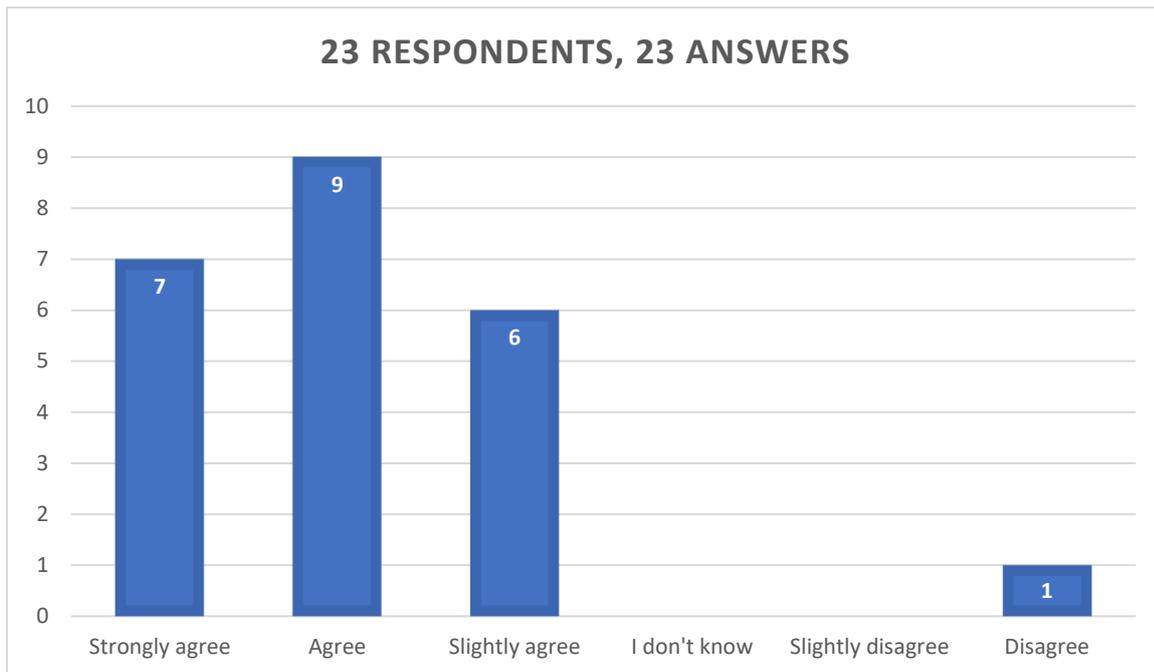
The answer from each respondent can be found in Appendix 9.

With the survey having 23 respondents who all teach at different levels, the opinions may differ depending on what grade they teach in. Through the survey's results, one can notice that lower secondary school teachers are often more open towards working with smartphones in the classroom, while when upper secondary school teachers use them, they do not do it as often and with some exceptions.

5.1.2 Question 1: Have you considered using smartphones as teaching and learning devices?

In the figure below the answers to question 1 are shown. The answers from each respondent can also be found in Appendix 1 (Figure 1).

In response to the question how many teachers in both upper secondary and lower secondary school have considered using smartphones, most of the respondents are positive, with 39% answering that they "agree". Furthermore, 30 % claimed they "strongly agree", while 6% "slightly agree". Lastly, 4% of the teachers answered "disagree", while the answers "slightly disagree", and "I don't know" were left empty by the respondents. The results show that most respondents have considered using smartphones as a part of their language teaching.

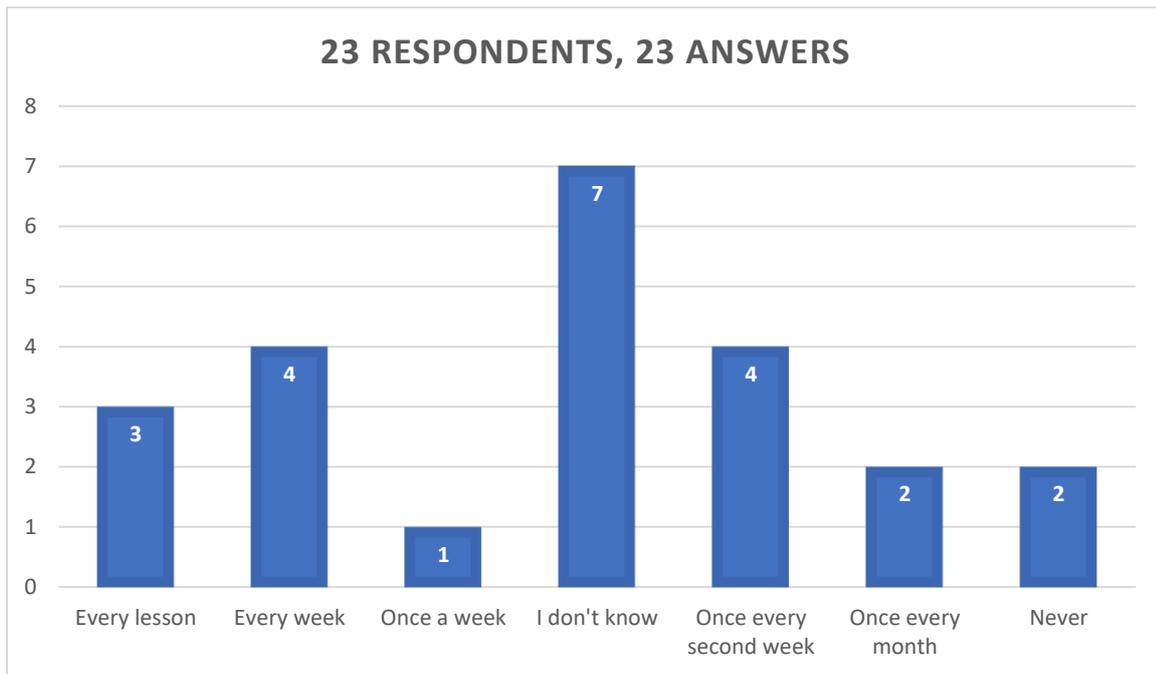


All nine of the lower secondary school respondents agree to different degrees. This is also true for the three teachers who teach at both levels. In upper secondary school, however, one out of the thirteen respondents had not considered using smartphones, while the other twelve had.

5.1.3 Question 2: How often do you use the smartphone as a language teaching and learning device in your classes?

In the figure below, the answers to questions 2 are shown. The answers from each respondent can also be found in Appendix 2 (Figure 2).

It is evident that the answer “I don’t know” has the highest percentage, with 31% of the respondents choosing this option. Furthermore, 17% of respondents in the study claimed that they use the smartphones “every week”, while “once every second week” has the same number of respondents choosing that option. 13% answered that they use the smartphone “every lesson”, while 4% use it “once a week”. Thus, most respondents leaned towards using the smartphones more than not. Lastly, 9% claimed they use smartphones “once every month”, with the same percentage claiming they never use the device. Through the answers one can also see that most of the respondents use the smartphone to some extent in their English classrooms. 60% of the teachers who use the device, do so from once a month to every lesson, while 40% do not know or do not use it.



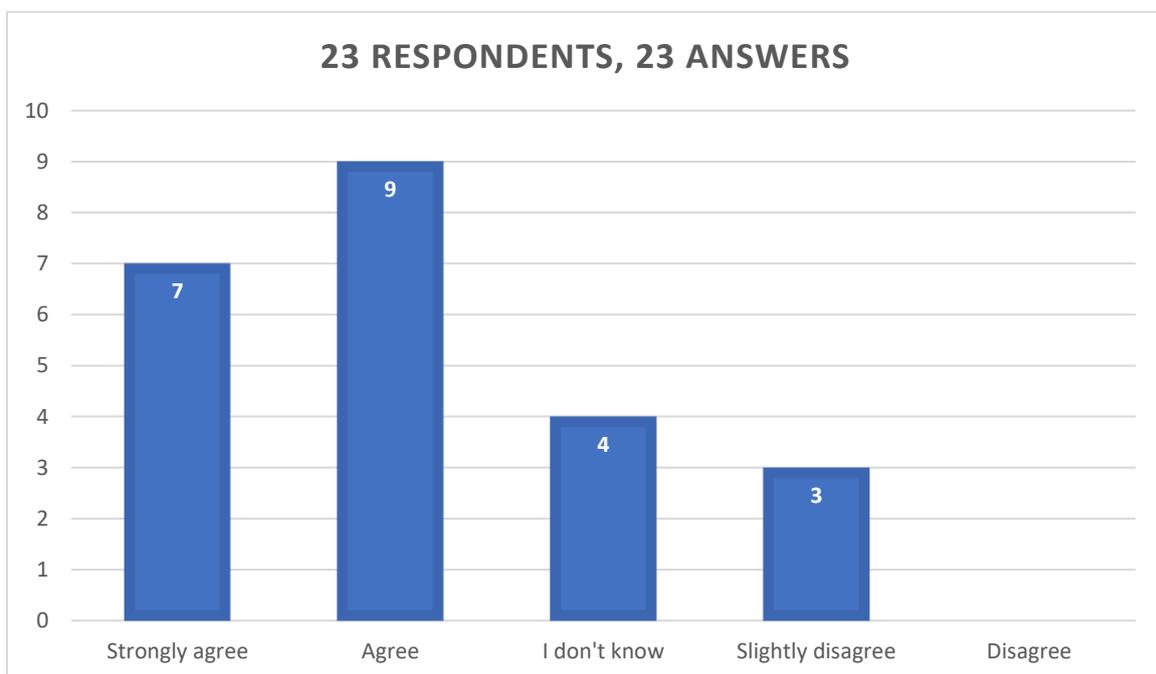
When looking at how often the different levels use the smartphone, six out of eleven upper secondary school teachers never use smartphones or do not know how often they implement them. The remaining five teachers who do use smartphones as a teaching and learning tool in the classroom, do so no more than once every second week. Figure 2 shows that the respondents who teach at both levels have similar answers, which shows that two of the teachers do not know, while one uses the device every second week. Lower secondary school teachers, however, have more positive responses towards the question, which show that three respondents use the device every lesson, one uses it once a week, and four respondents use it every week. The final respondent stated they do not know how often they use smartphones for teaching, since they use it as a substitute when computers are unavailable.

When looking at what some of the respondents said regarding the question, respondent 23, who chose “every lesson”, claimed to do so “because it is necessary” (Appendix 2), while respondent 8, who chose “never”, claimed it was because they had other devices and therefore had no need for the smartphone.

5.1.4 Question 3: If you have used smartphones as a language teaching and learning tool earlier, do you think it went well?

In the figure below, the answers to question 3 are shown. The answers from each respondent can also be found in Appendix 3 (Figure 3).

In Figure 3, one can see that most respondents find that when using the smartphone as a language tool, they think it went well. 70% of the teachers answered positively and the chart shows that 39% “agree” and 31% “strongly agree” with the question. None of the respondents seemed to fully disagree with the question, but 13% “slightly disagree”. Lastly, 17% of the respondents claimed they did not know how it went. This shows to a certain extent that most of the respondents have used smartphones as teaching devices and may indicate that they are likely to continue using the devices in their classrooms. All nine respondents from lower secondary school agreed, while the three multilevel teachers were split between “agree”, “I don’t know” and “slightly disagree”. The upper secondary school teachers, however, had their opinions more spread out. Three out of eleven claimed they did not know, three respondents “slightly disagree” with the claim, while the other five agreed that they thought it went well to different degrees.

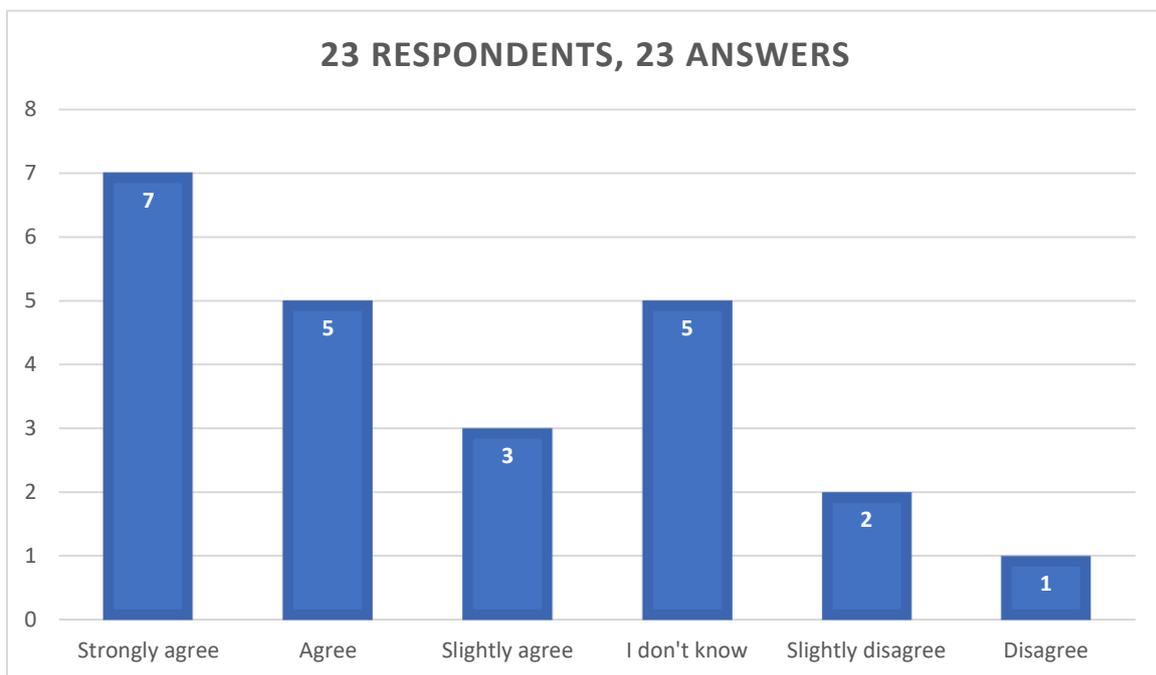


Respondent 14, who chose “disagree”, claimed that it was because they could do the same tasks with a computer and a dictionary, while respondent 23, who chose “strongly agree”, said that using the device saved time and effort for both students and teacher while also making the tasks more enjoyable (Appendix 3).

5.1.5 Question 4: If given professional development or training on how you could use the smartphone effectively in a language learning classroom, would you consider using it more often?

In the figure below, the answers to question 4 are shown. The answers from each respondent can also be found in Appendix 4 (Figure 4).

The answers from figure 4 show that 13% of the respondents would not wish to use the smartphone further if they received further training. The figure shows that 9% “slightly agree” and 4% “disagree” with the question. Furthermore, 22% said “I don’t know”. The individuals who chose 22% may have done so because they have not thought about using the smartphone as a teaching tool. However, 9 % chose “slightly agree”, which indicates that they may be willing to learn more about their teaching using smartphones, while 22% claimed they “agree” and 30 % “strongly agree” with the question. The chart shows that 35% are uncertain or unwilling to learn more about teaching with smartphones, and thus do not use the device as often. 65% of the respondents, however, are willing to explore the possibilities to further use the device as a teaching tool.



From this chart it is evident that the opinions differ to some extent. Most of the upper secondary school teachers “agree” to varying degrees, indicating that they would use the device more often with proper training, with six out of eleven choosing that option. Four claimed “I do not know”, without stating a reason, while the final individual stated they “disagree”, claiming that they would only attend training if the municipality were to provide

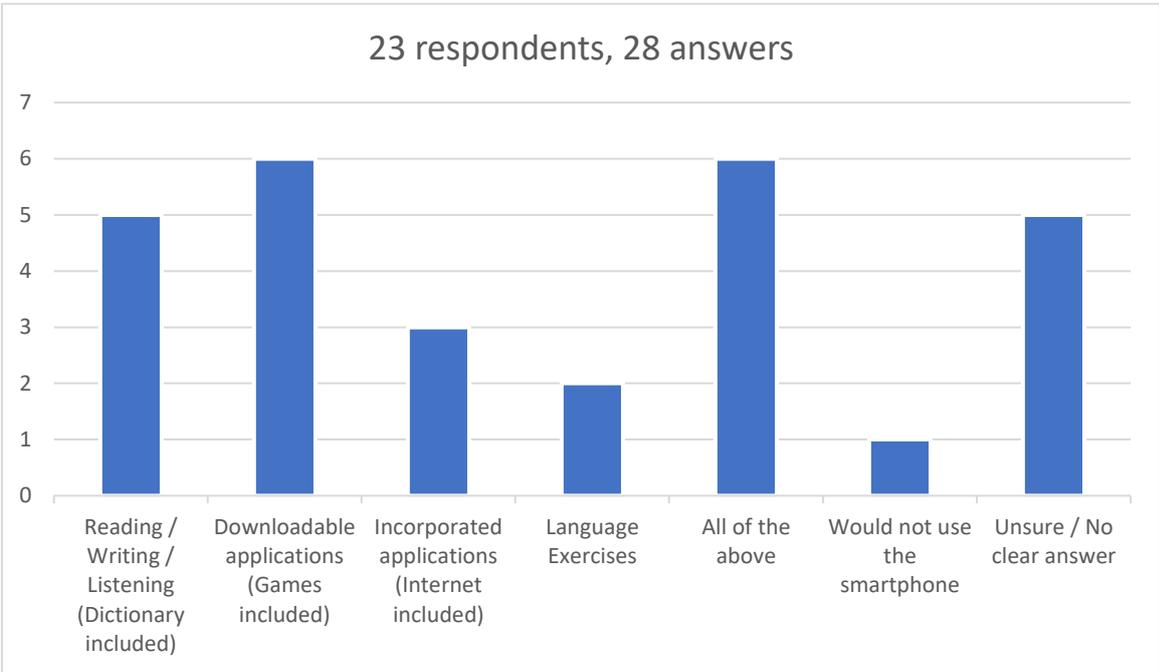
devices to students. Out of the three respondents who work at both school levels, two agreed to varying degrees, while the third one slightly disagreed. Two out of the three respondents stated that they chose that option because they would rather not use the device in the classroom. Lastly, out of the lower secondary school teachers, seven were positive towards the question, while one “slightly disagreed” and one claimed they “do not know”, further explaining that students should be taught how to use smartphones properly.

Respondent 16 claimed that they do not need education since they would rather use the computer and avoid the smartphone because of it being disruptive. Respondent 7, however, said that they have trouble finding good use for the smartphone and would need to be taught about this to improve further (Appendix 4).

5.1.6 Question 5: How would you go about implementing the smartphone in your classroom?

In the figure below, the answers to question 5 are shown. The answers from each respondent can also be found in Appendix 5 (Figure 5).

The written answers from each respondent can be found in Appendix 5. In this paragraph, the respondents provided free form textual answers. Since this paragraph uses a figure, the written answers provided by the respondents can be put in several categories in the diagram, depending on the answer.

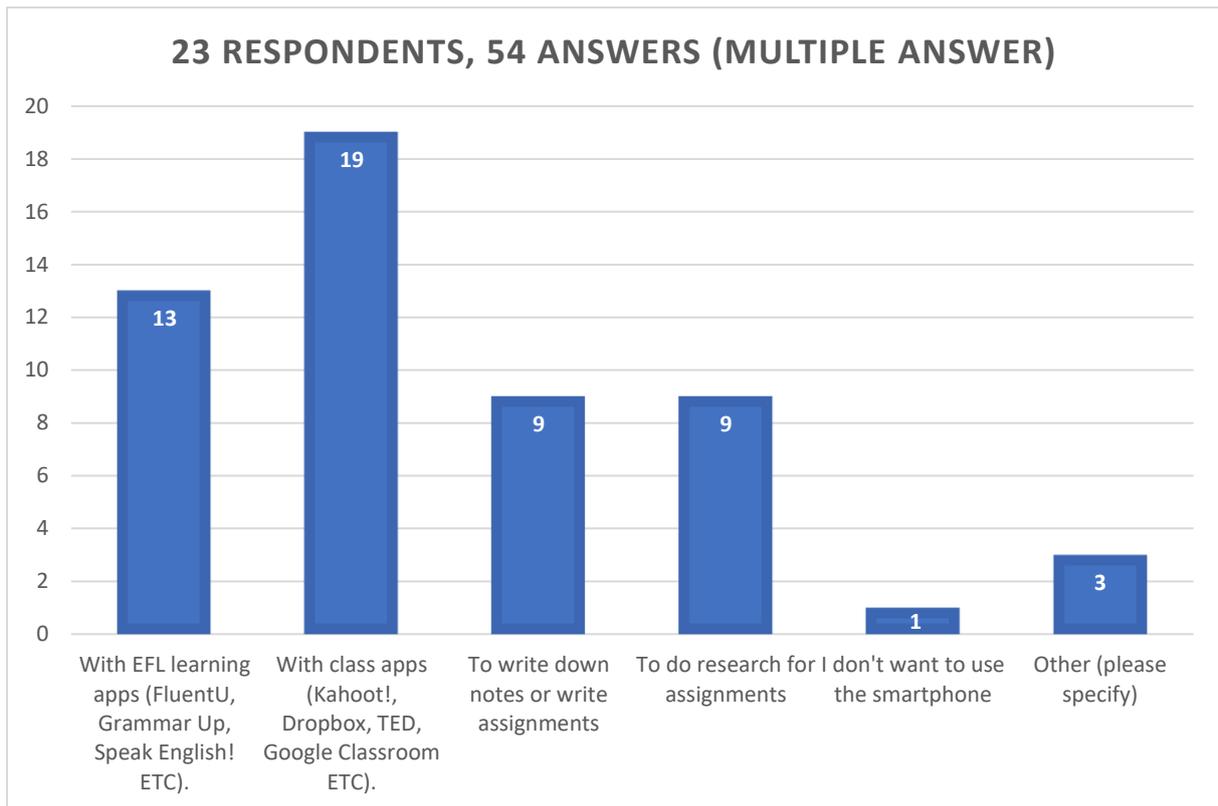


Question 5 shows that almost all teachers would want to or already have implemented the smartphone in their classes. 20 out of 23 claim they already use it or wish to use it in different ways, while two out of the other three respondents do not know how they would implement it (Appendix 5, respondents 15 & 22). Furthermore, respondent 8 claimed “I wouldn’t”. Out of the 20 respondents who would want to implement the smartphone almost every one of them wish to use the smartphone in correlation with the internet, mostly as a tool for assistance and to enhance the learning experience. Respondent 2 claimed that using the smartphone should not be the goal, but that it should be used as help in assignments where it could work (Appendix 5).

5.1.7 Question 6: How do you or would you like to use the smartphone as a teaching and learning device in your classroom?

In the figure below, the answers to question 6 are shown. The answers from each respondent can also be found in Appendix 6 (Figure 6).

Since the question in figure 6 allowed the respondents to pick multiple options in the survey, there are 54 answers given by the 23 respondents. The chart shows that all respondents except one want to use or do use the smartphone to a certain extent regarding the teaching of EFL, with one respondent choosing they “do not want to use the smartphone”. Most respondents leaned towards using the devices with applications that are designed for classroom use and language learning, with the chart showing that 35% use the device for “class apps” and 24% utilize the smartphone for “EFL learning apps”. Furthermore, two options in the survey had 17% of the votes, with teachers agreeing that they use the smartphone for “research” and for “writing”. Lastly, 5% of the teachers also chose “other” and one teacher claimed they use it for already built-in apps (respondent 18, question 5). Respondent 14 uses smartphones to utilize helpful internet sites and apps, such as helping the students translate and for vocabulary improvement, while respondent 16 would rather not have used the smartphone in some situations (respondent 16, question 5).

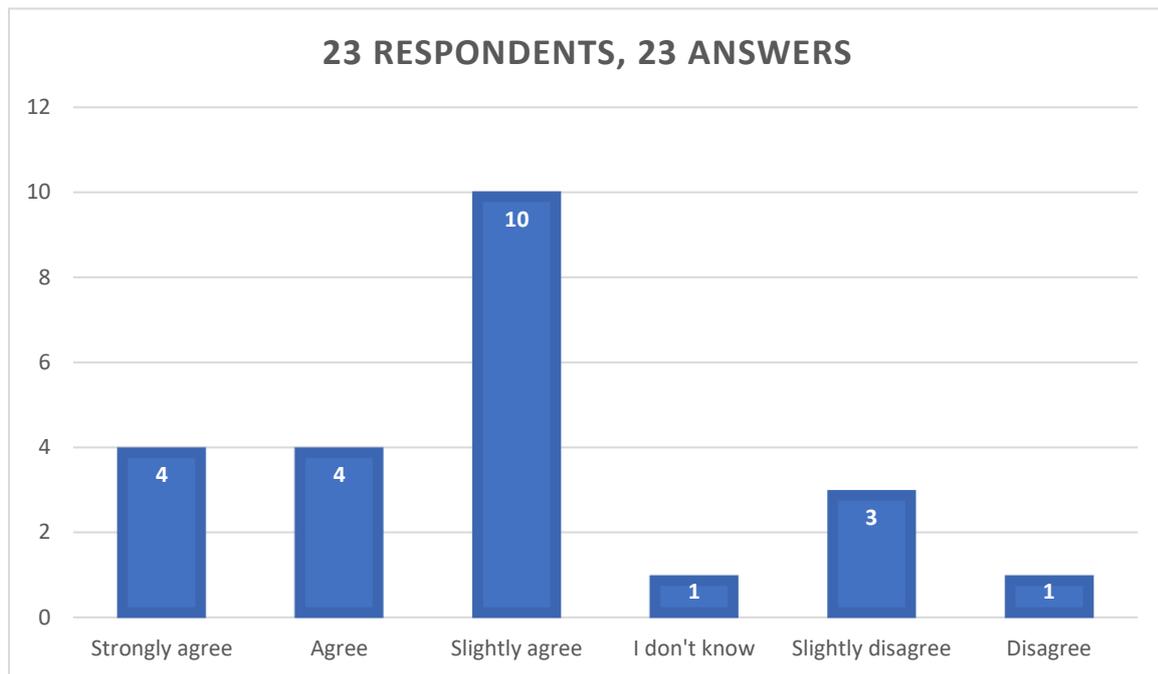


The lower secondary school respondents' answers indicate that most teachers either use or wish to use the smartphone for the same tasks, with six out of nine using the device for all four specified answers. Furthermore, one teacher uses it for "class applications", another uses it for "EFL apps", and the last respondent uses smartphones for all specified points except "EFL apps". Among the multilevel teachers, however, one of the teachers stated that they use the devices for "class apps", to write down notes and to do research, while the other stated that they use "class apps" and "write down notes". The final teacher chose "other" and specified that they mostly had the students leave the smartphones in the locker (respondent 16). The upper secondary school teachers show that five out of eleven chose both "EFL" and "class apps", while another three only use the device with "class apps". One teacher also uses the smartphone "to do research" along with using "class" and "EFL apps", while respondent 14 uses it for "translation" and "vocabulary exercises". Lastly, one respondent claimed they did not want to use the smartphone.

5.1.8 Question 7: Do you consider the smartphone to be an effective language learning tool in the classroom?

In the figure below, the answers to question 7 are shown. The answers from each respondent can also be found in Appendix 7 (Figure 7).

In Figure 7, 44% respondents “slightly agree” with the question, while 18% “strongly agree” with it and 17% “agree”. On the negative side, 13% of the teachers “slightly disagree” and 4% “disagree” that smartphones are effective language tools. Lastly, 4% claimed “I do not know”, which possibly indicates that they had not used the device prior to the survey.



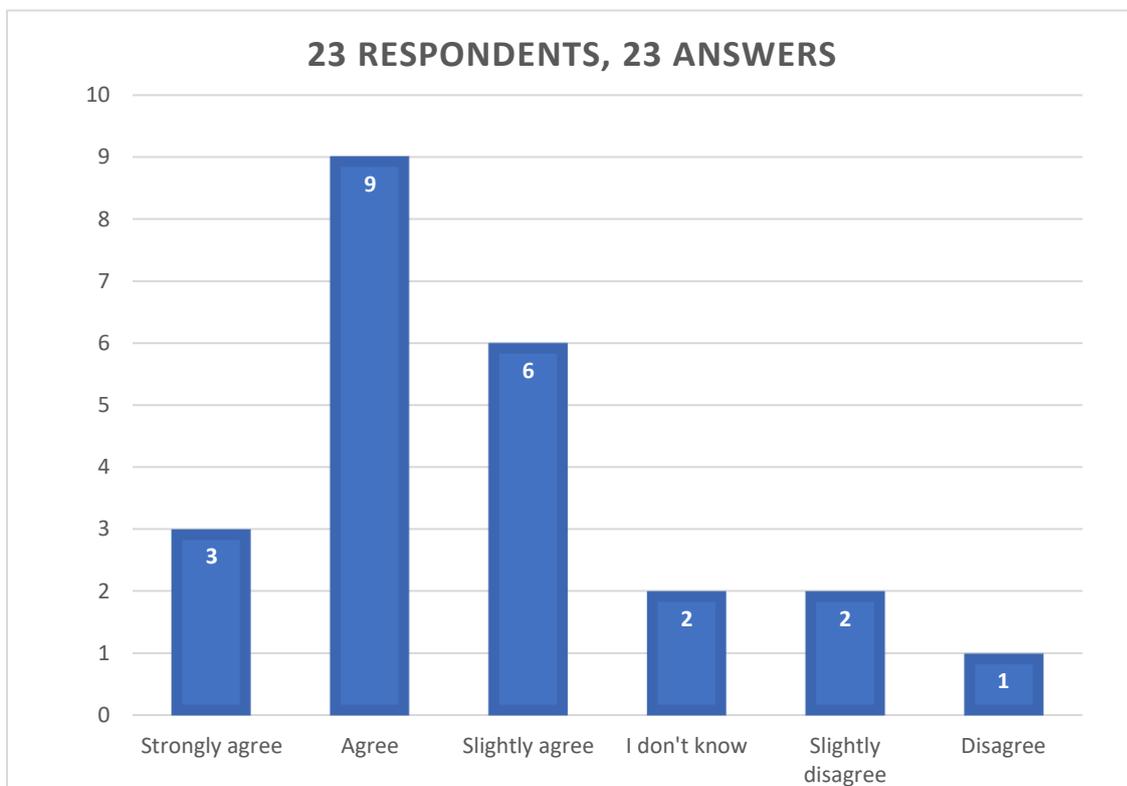
Regarding how teachers who work at different school levels regard the smartphone, in upper secondary school, eight out of eleven believe that the device could prove effective, while three are negative towards its effectiveness. To continue, out of the three that taught at both levels, the respondents were split between the positive, negative and not knowing options. Lastly, out of the lower secondary school teachers, all individuals claimed that the smartphone could prove effective to varying degrees.

When looking at the different respondents' answers, respondent 23, who chose “strongly agree”, said that they find the tool effective because the students “find it more fun to use rather than books” (Appendix 7), while respondent 2 claimed that they would rather use computers but that the smartphone is effective to use for practice (Appendix 7).

5.1.9 Question 8: Do you think it is risky to use the smartphone as a learning tool in the classroom?

In the figure below, the answers to question 8 are shown. The answers from each respondent can also be found in Appendix 8 (Figure 8).

Figure 8 shows that most respondents think it is risky to use the smartphone as a learning tool, with 39% agreeing with the question, 26% slightly agreeing and 13% strongly agreeing, indicating that 78% of the respondents “agree” to varying extents. Furthermore, 9% of the teachers claimed that they “do not know” if they find the tool risky, while another 9% “slightly disagree” with the claim. Lastly, 4% answered that they “disagree” and stated that smartphones are not a risky device in the classroom.



As illustrated in Appendix 8, ten out of the eleven upper secondary school teachers find the smartphone risky, while one claimed not to know. Furthermore, two out of three teachers who teach at both levels also thought that it may be risky while one “did not know”. Lastly, two out of seven lower secondary school teachers “disagree” with the claim to certain extents, while the other five “agree” to certain degrees.

5.2 Discussion and analysis

When considering the individual answers of the respondents, it is noticeable that the teachers are consistent in their attitudes towards the use of the smartphone as a teaching and learning tool throughout the survey. Respondent 8, for one, is the individual who is most negative towards using smartphones and is hence against implementing the device. On the opposite end is respondent 13, who is positive towards all questions regarding the use of smartphones in the classroom. It is evident that the lower secondary teachers tend to have similar opinions regarding the smartphone as a language learning device, while upper secondary school teachers often differ in their opinions. The same can be said about the respondents who teach at both upper secondary and lower secondary schools, who often provide three different answers to the questions. Of course, the opinions may differ because of the individuals' personal preferences, since some may view working with smartphones in a negative way, while others may view it positively.

The fact that almost all the respondents have at least considered using smartphones as a teaching and learning tool correlates with claims that the relevance of smartphones in classrooms is becoming more substantial, as reported by Bllaca (2013, p. 306). In the article he states that half of U.S. high school students have access to smartphones or similar devices (Bllaca, 2013, p.306), which may correspond with other countries with similar economic circumstances, such as Sweden. As reported above, according to the European Schoolnet (2012, p.6), there are two students to every computer in the Swedish school system. The chart in the European Schoolnets article shows that Sweden has the greatest number of computers to each student, with most students in upper secondary school having access to one, while lower secondary schools have one computer to every two students. The study shows that the number of computers in use in each school is higher compared to the rest of the European Union. This fact is consistent with the wider acceptance of smartphones by teachers, since increased interaction with technologies will in turn have teachers interact with other technologies, such as smartphones, regardless of their attitudes towards such devices, since they create classroom environments that provide further opportunities for learning (Leis, Tohei & Cooke 2015, p.2). In accordance with these facts, Cakir (2015, p.251), claims that many teachers are becoming more positive about using the smartphone in foreign language teaching because their students find it useful for their education. Taking these claims into account, it is evident that the smartphone as a teaching and learning tool is becoming more accepted in the EFL classroom, because of its different uses. However, based on the results of

the present study, it is noticeable that the smartphone is more common in lower secondary school than in upper secondary school. A reason for this could be because computers are not as readily available for students in lower secondary schools compared to upper secondary schools. When comparing the results of this texts' survey with those of Cakir (2015, p.244), it is evident that the results match to certain extents. It is shown that almost half of the respondents' state that they use smartphones from "once every second week" up to several times each week (Figure 2) while half of Cakir's respondents use it a few times a week. Furthermore, it is shown that approximately one out of four of Cakir's respondents use the device every day while one out of six use the smartphone "a few times a day". This correlates with Figure 2, where it is shown that almost one sixth stated they use smartphones every lesson. Lastly, one can see that the two surveys have similar results in how many respondents that rarely or never use the smartphone. In Cakir's survey, the option "hardly ever use the smartphone" corresponds with this study's option "once every month" or "never", since both had similar results. These statistics might indicate that the opinions might be similar around the educational world where ICT is available for students. Thus, this indicates that smartphones are used at least several times a month in the general classroom. Taking this into account, a deduction can be made that the smartphone as an English teaching tool might have a recurring presence in the EFL classroom throughout schools where it is allowed.

It has been presented that most respondents experienced positive results when using smartphones in their English teaching. This correlates with facts previously stated by Bllaca (2015, p.306) and Ramamurthy & Rao (2015, p.11), who argue that students respond positively when they use smartphones in language learning, both through results and through how the students acted in class. This might relate to teachers responding positively to the device, since positive student performance could also indicate teacher satisfaction.

Even though positive results have been shown by respondents when using the smartphones in their teaching, the respondents are divided in their opinions on receiving more training and knowledge about working with the smartphone as a language teaching tool. From figure 4, it is noticeable that a substantial number of respondents are willing to learn more about the smartphone to use it in language teaching, but there are still individuals who are cautious about learning about the device. This correlates with Cakir's (2015, p.250) study, which shows that more than half of all respondents preferred to use smartphones for educational purposes. These statistics are close to the ones shown in Figure 4, where a similar number were positive towards using smartphones for educational purposes. Since both these surveys

have similar results, it could indicate that teachers want to further explore the smartphone as an educational device. However, fewer than half of the respondents could not decide or responded negatively, indicating that they do not want to receive further training or use the smartphone in the classroom if they were to be offered training. Furthermore, when examining this information along with earlier research, it is indicated that teachers are mostly positive towards using smartphones for teaching. There are still doubts regarding the device because of the smartphones' ability to distract students from assignments. However, according to respondent 18 (Appendix 4), this could be prevented through teaching students how to use smartphones correctly in a classroom context, which could be made possible under the right circumstances, as evidenced by Awaludin & Shuhaimi's earlier statements (2018, p.100).

Through examining how smartphones are used as a language teaching tool in the survey, it is noticeable that applications are the most common smartphone accessories used by the respondents, with "educational EFL apps" being used by more than half of the respondents, while "class apps" are used by almost all respondents (Figure 6). This could indicate that using applications to enhance student learning is common for teachers. The choices correlate with a claim by Klímová (2017, p.1098), who stated that a benefit of using smartphones is "personalized language learning [,] interactivity of language apps [,] collaboration and autonomy of learning [English]" (Klímová, 2017, p. 1098). When comparing the earlier statements with the nine respondents who chose "to do research for assignments" and "to write down notes or write assignments", it is noticeable that most teachers implement smartphones into their teaching style, which indicates that the device plays a role in many EFL teachers' styles. However, if the responses from question six (How do you or would you like to use the smartphone as a teaching and learning device in your classroom?) are compared to the written answers to question five (How would you go about implementing the smartphone in your classroom?), it is noticeable that before being given clear directions about how the respondents can use smartphones in EFL class, they were not sure of the device's potential. Only five respondents mentioned that they would implement the smartphone in the classroom through using applications, but when given the option, they did show that they would use applications. This indicates that many teachers would like to implement education applications in their teaching but have yet to do so (Appendix 5,6). It is furthermore seen throughout the study that several of the teachers prefer to use computers to teach but implement smartphones when they find it necessary. This is shown when respondents provide

their own thoughts. It is indicated that the respondents tend to use the device as a supplement along with other strategies to facilitate their lesson plans (Appendix 5), which indicates that the smartphone is recurring in the EFL classroom, thus showing its relevance. This is upheld by Ramamurthy & Rao, who emphasize that teachers should use the device as a supplement by claiming that “the process of learning gets easier when the learner gets quick access to additional resources” (2015, p.11). A similar statement is given by respondent 2 in Appendix 5, who said that using the phone should not be the goal, but that it should instead be used with tasks that can implement the device well.

Figure 7 indicates that most teachers consider the smartphone to be an effective English teaching and learning device. The figure shows that almost half the respondents “slightly agree”. Furthermore, there are fewer who “disagree” with the question than who “agree” (Appendix 7). From the results, it is evident that all the lower secondary school teachers find the smartphone to be effective to varying degrees, while more than two thirds of the upper secondary school teachers are positive towards the question. This indicates that there are many teachers in upper secondary school that hold animosity towards the smartphone as an English teaching and learning device in the study. That might, however, not be the case outside of this study, since the results were different enough to determine that opinions are varied regarding this question. One of the responses to why smartphones would not be effective in the classroom is because of functions such as social media and distractions. This can be seen from several answers in the appendix, such as respondent 1 (Appendix 8) and respondent 18 (Appendix 8). This fact is backed up by Kuznekoff & Titsworth (2013, pp.250-251), who claim that students who do not have their mobile phones with them generally perform marginally better than their peers who use smartphones during class time. However, their paper focuses on the aspect of having the device present in the classroom, without employing it as a teaching and learning device. This might mean that the smartphone is less effective in the EFL classroom if the device is not used by the students as the teacher intends them to. That claim, however, is challenged by the statement that smartphones are becoming more attractive for use by teachers through smartphones being ubiquitous along with the fact that they are “relevant to interactive learning, increase potential for distributed practice and are suitable for encouraging classroom interactivity” (Cakir, 2015, p.251). One example of this is Kahoot!, which might encourage both interactive learning and classroom interactivity. Otherwise, there are several applications that teachers use that are available for smartphones, such as Vklass, which makes distributing tasks easily accessible for students who use the tool

in class. Furthermore, through comparing the answers from Appendix 7 with earlier stated arguments, one can deduce that smartphones can prove ineffective without proper classroom control. If one were to use the device in a controlled manner while doing interesting assignments, it is possible to use the smartphone as an effective ICT tool. Bllaca indicates this in his recommendations for using smartphones, where he states that you should use the device in a controlled way, so that the students do not waste time procrastinating. He argues that the students should use it for short periods of time and focus on using applications to practice language skills (Bllaca, 2018, p.313).

While smartphones can be used effectively by teachers, Figure 8 (Appendix 8) shows that most teachers in the survey find the smartphones to be a risk when used as a teaching and learning tool in the EFL classroom. One fifth of the respondents disagree or do not know, which indicates that most agree that the use of smartphones can be hazardous when used in the EFL classroom. This correlates with Kuznekoff's & Titsworth's claim (2013, pp.250-251), i.e. that students who do not use their smartphones during class "recalled 87% more minimally sufficient answers" than those that do. This means that the risk is greater if the use of smartphones is left unchecked and if the teachers do not give correct instructions to the students. The claim that this may happen is backed by 9 respondents in Appendix 8 (1, 2, 6, 11, 12, 16, 17, 18 & 23). Nuhi Bllaca (2018, p.314) summarizes the effectivity and risk of using the smartphones by claiming that "Smartphones [...] offer language learning opportunities everywhere [...] due to their portal and connectivity ability. However, if [smartphones] are used out of control or outside the standards and not in compliance with learning objectives they can do more harm than good to our educational purpose". This indicates that while the smartphone may prove hazardous to use in the classroom, it may still be a useful tool if implemented in a controlled setting.

6. Conclusion

This study's aim has been to examine how smartphones are viewed as a language teaching and learning device by educators in the Swedish EFL classroom, comparing lower and upper secondary schools. To examine this, the study has looked at what relevance the smartphone has in the classroom, along with if and how it is used by teachers. Lastly, research was done to see what kind of effect the device has as a teaching and learning tool in the classroom, meaning if it is considered hazardous or effective as a language teaching and learning tool.

Through comparing earlier research with this study's results, it was evident that the smartphone is relevant in the Swedish EFL classroom but not vital for students' education. Instead the device is used as a supplement to make the students' education more engaging. However, the device is not always used or allowed by teachers. Furthermore, it is not used as often in upper secondary school as in lower secondary school in the Jönköping region. It is shown in the study that smartphones as a tool are used up to 100% more often by lower secondary school teachers compared to upper secondary school teachers, with lower secondary school teachers using them a few times a week on an average, while upper secondary school teachers use them every month. This further shows that the smartphone is recurring when it is allowed as a teaching device by the teacher. This is, however, less so for upper secondary school students. To summarize, the smartphone is recurring, which means it is used more as a supplement than a primary tool.

Regarding the use of smartphones by teachers in the EFL classroom, they occur as replacements for computers by some teachers, especially when students do not bring their computers provided by the school. Others use the device more often, especially with applications, but also for translation, research, writing and vocabulary learning. Furthermore, the smartphone is not always a welcome addition in the classroom, because it is a device which makes unnecessary communication with peers more accessible, thus making the students less focused during class. It can be seen in the study that teachers may not be exactly sure how they use the device, since the respondents gave different answers when they were given directed options in question six in the survey, which they did not provide when answering question five. However, an explanation to this could be that the teachers chose those options, because they would like to work with such applications, but have not done so yet. Furthermore, smartphones are often used as a tool for helping students, which makes them an appealing device when it comes to conducting research and writing assignments.

There are a minority who do not want to employ smartphones as a language teaching and learning tool, which indicates that smartphones are not widely accepted yet.

Furthermore, regarding the effectivity and risk of the smartphone in the classroom, it is indicated that the smartphone is effective when implemented with proper instructions in a controlled environment, thus having the students focus on their assignments. Therefore, the smartphone is an effective device when used under the right circumstances with the possibility that it can be used effectively with most English assignments, depending on instructions. Even though it may be an effective tool, the smartphone is also considered to be a risk if it is not used as specified in the previous paragraph, since the tool can be used to engage in activities other than schoolwork, which could negatively affect students, teachers and the assignments. Therefore, it is for the best to use the smartphone cautiously and when it can positively affect student performance. In conclusion, it is possible that the smartphone can be used effectively as a supplement in the classroom. However, using the device too often or using it as a primary focus in assignments should be avoided.

Looking back at how this study was carried out, an improvement that could have been made is that question 6 could have been broader, and that both question 5 and 6 could have been asked as the same question, which would have made the survey more concise. The use of www.surveymonkey.com made collecting answers more effective and saved time through removing the need of visiting the respondents' schools. However, by not visiting the respondents, an adverse effect could be that the teachers did not understand the questions, which they would probably have done if the survey questions had been answered with the creator of the survey present. Regarding further research, one could look at how the smartphone as a language teaching device could be further improved for use in the EFL classroom, by researching it through other means. Further studies could also be made regarding learning experiences taking place in English classes with and without use of smartphones. This could be done by researching two classes, where one employs the smartphone for assignments while the other does not. The results of this study could help teachers decide if and how they can use the smartphone in their EFL classrooms. There are several different uses of the smartphone in the English as a foreign language classroom. This study shows that the device has a place in the EFL classroom and that there are several different ways to use it. It is then up to the teachers to decide how to implement the device if they wish to do so.

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8. Appendices

Upper secondary school = (U)

Lower secondary school = (L)

Upper and lower secondary school = (B) 'both'

Appendix 1: Question 1

Chart 1: Have you considered using the smartphone as a teaching and learning device?

Specify why or why not?

(U) Respondent 1: (Slightly agree) - Available and useful but source of distraction.

(U) Respondent 2: (Slightly agree) - My students sometimes use it if they have forgotten their computer or to look up certain links or translate words. Occasionally we do Kahoot as well.

(U) Respondent 3: (Agree) - Make the enemy your ally.

(U) Respondent 4: (Strongly agree)

(U) Respondent 5: (Agree)

(U) Respondent 6: (Slightly agree) -Fun.

(U) Respondent 7: (Agree) - Because there are fun apps to use when learning a language.

(U) Respondent 8: (Disagree) - It is an old question, we spoke about things like that 5 years ago.

(U) Respondent 9: (Agree)

(B) Respondent 10: (Slightly agree)

(U) Respondent 11: (Agree)

(B) Respondent 12: (Agree) - When doing projects like movie, and book-trailers and some oral presentations.

(L) Respondent 13: (Strongly agree) - I use iPad since all the students have their own device.

(U) Respondent 14: (Slightly agree)

(L) Respondent 15: (Agree)

(B) Respondent 16: (Agree) - I use it when It really serves a purpose, like finding info words or reading something. Or when I use the app Read Theory, sometimes Kahoot.

(L) Respondent 17: (Agree)

(L) Respondent 18: (Strongly agree) - It is an excellent tool, especially if the apps provided are useful.

(L) Respondent 19: (Strongly agree)

(L) Respondent 20: (Strongly agree)

(L) Respondent 21: (Strongly agree)

(L) Respondent 22: (Strongly agree)

(L) Respondent 23: (Strongly agree) - Because it is more accessible for students to: make some research, USA online dictionaries etc.

Appendix 2: Question 2

Chart 2: How often do you use the smartphone as a language teaching and learning device in your classes?

(U) Respondent 1: (Never) - They have computers. I don't plan lessons taking the phone into account.

(U) Respondent 2: (I don't know) - I seldom use my phone myself but I have students using it every week.

(U) Respondent 3: (Once every month)

(U) Respondent 4: (Once every second week)

(U) Respondent 5: (Once every second week)

(U) Respondent 6: (I don't know)

(U) Respondent 7: (I don't know) - Now and again depending on activity and class.

(U) Respondent 8: (Never) - Because we have PCs and iPads, what would we need another device for?

(U) Respondent 9: (Once every second week)

(B) Respondent 10: (Once every second week)

(U) Respondent 11: (Once every month)

(B) Respondent 12: (I don't know)

(L) Respondent 13: (Every lesson)

(U) Respondent 14: (I don't know)

(L) Respondent 15: (Every week)

(B) Respondent 16: (I don't know) - When it is needed- students can also opt to use their computer. I strongly believe that students work better without a smartphone.

(L) Respondent 17: (Once a week)

(L) Respondent 18: (I don't know) - My students have computers, so mobiles are only used when computers have been forgotten or run out of charge.

(L) Respondent 19: (Every week)

(L) Respondent 20: (Every week)

(L) Respondent 21: (Every lesson)

(L) Respondent 22: (Every week)

(L) Respondent 23: (Every lesson) - Because it is necessary.

Appendix 3: Question 3

Chart 3: If you have used smartphones as a language teaching and learning tool earlier, did you think it went well?

(U) Respondent 1: (I don't know) – I'm split, convenient but can't really choose effectively when to use it and when not. To set limits constantly is exhausting.

(U) Respondent 2: (I don't know) – Both, if the students use it according to instruction it is useful, but they tend to do other things as well which distracts them.

(U) Respondent 3: (I don't know)

(U) Respondent 4: (Agree)

(U) Respondent 5: (Slightly disagree)

(U) Respondent 6: (Strongly agree)

(U) Respondent 7: (Agree) – Pupils enjoy playing games

(U) Respondent 8: (Slightly disagree) – The screen is tiny and pupils have different devices, and then again – are you planning on forcing it on your pupils, I mean using their personal phone? Not everyone can afford a good smartphone, please do not do this. Gee...

(U) Respondent 9: (Agree)

(B) Respondent 10: (Agree)

(U) Respondent 11: (Agree)

(B) Respondent 12: (I don't know) – It's difficult to know who has done what.

(L) Respondent 13: (Strongly agree)

(U) Respondent 14: (Slightly disagree) – It does not do much more than a computer and a dictionary.

(L) Respondent 15: (Agree)

(B) Respondent 16: (Agree) – When you monitor them and then make sure it is turned off when not being used...

(L) Respondent 17: (Agree)

(L) Respondent 18: (Strongly agree)

(L) Respondent 19: (Strongly agree)

(L) Respondent 20: (Strongly agree)

(L) Respondent 21: (Strongly agree)

(L) Respondent 22: (Agree)

(L) Respondent 23: (Strongly agree) – I think it had saved time and effort both for me and for my students and most of all it would have been much funnier.

Appendix 4: Question 4

Chart 4: If given professional development or training on how you could use the smartphone effectively in a language learning classroom, would you consider using it more often?

(U) Respondent 1: (Strongly agree)

- (U) Respondent 2: (Slightly agree) – Depends a lot on how and what for.
- (U) Respondent 3: (Strongly agree)
- (U) Respondent 4: (Slightly agree)
- (U) Respondent 5: (Agree)
- (U) Respondent 6: (I don't know)
- (U) Respondent 7: (Agree) – It's always a problem finding the best ones so to get a lecture on different options is interesting.
- (U) Respondent 8: (Disagree) – Absolutely not, unless long as the municipality buys the phones for the pupils, I am not using it.
- (U) Respondent 9: (I don't know)
- (B) Respondent 10: (Agree)
- (U) Respondent 11: (I don't know)
- (B) Respondent 12: (Slightly agree) – I still think, most times, that the smartphones are better left out of the classroom and just brought in at times when needed.
- (L) Respondent 13: (Strongly agree)
- (U) Respondent 14: (I don't know)
- (L) Respondent 15: (Slightly disagree)
- (B) Respondent 16: (Slightly disagree) – The computer can do what the phone can do. Students do not need to be disrupted by all the social media on their smartphones.
- (L) Respondent 17: (Agree)
- (L) Respondent 18: (I don't know) – Possibly since I'm pro use in general. Students should however be taught how to use them and not misuse them.
- (L) Respondent 19: (Strongly agree) – I already use the smartphones a lot in class...
- (L) Respondent 20: (Strongly agree)
- (L) Respondent 21: (Strongly agree)
- (L) Respondent 22: (Agree)

(L) Respondent 23: (Strongly agree)

Appendix 5: Question 5

Chart 5: How would you go about implementing the smartphone into your EFL classroom?

Textual answers:

(U) Respondent 1: I can implement it as a dictionary, a recording device or to play games, for example, that is not an issue.

(U) Respondent 2: I think using the phone in itself shouldn't be the goal, but if there are tasks that would be best fulfilled by using the phones I would let them use it. Very often devices are discussed as if they are the goal but it is the learning in itself that should be put in focus, according to me.

(U) Respondent 3: As close to any "real world" situation as possible.

(U) Respondent 4: Especially in vocabulary excersises

(U) Respondent 5: For listening and concentration

(U) Respondent 6: Mostly used it for games

(U) Respondent 7: I don't understand the question. As part of the learning process or part of the examination maybe.

(U) Respondent 8: I wouldn't

(U) Respondent 9: I need more education on how to use the phone without having to think about distracting apps.

(B) Respondent 10: Interesting to see if there would be any improvements.

(U) Respondent 11: Using it for apps or as a tool to look up words/as a dictionary, listen to radio programmes, record things.

(B) Respondent 12: I don't know, might be able to use it during some of the reading parts as a device for those who have difficulties reading and need to listen as well.

(L) Respondent 13: Since all the students have their own device it is well implemented.

(U) Respondent 14: On an individual level, a learner can use it as a learning tool.

(L) Respondent 15: I don't know

(B) Respondent 16: I use it for read Theory and for dictionary use – that is enough and this can also be done on the computer

(L) Respondent 17: Using apps, to answer exit tickets.

(L) Respondent 18: Download appropriate apps to myself to be able to teach my students. Use the microphone to record book chats or conversations for assessments. Having said that I am pro of the use of mobile phones in the classroom, I do prefer computers. Screen is bigger, easier to use for example.

(L) Respondent 19: As I said before, I already use smartphones a lot in class so I see no need to implement smartphones, digital tools are a very important tool of mine.

(L) Respondent 20: I already have iPads in the classroom so we use it often for example with different apps like Quizlet, where students can learn and work with vocabulary in different ways.

(L) Respondent 21: We have worked with the iPad during a long time so both us teachers and the students are used to working with the iPad

(L) Respondent 22: Don't really know!

(L) Respondent 23: I am already using it.

Appendix 6: Question 6

Chart 6: How do you or would you like to use the smartphone as a learning device in your classroom.

(U) Respondent 1: (With class apps)

(U) Respondent 2: (With EFL learning apps & with class apps)

(U) Respondent 3: (With EFL learning apps & with class apps)

(U) Respondent 4: (With class apps)

(U) Respondent 5: (With EFL learning apps & with class apps)

(U) Respondent 6: (With class apps)

(U) Respondent 7: (With EFL learning apps & with class apps)

(U) Respondent 8: (I don't want to use the smartphone)

- (U) Respondent 9: (With EFL learning apps & with class apps)
- (B) Respondent 10: (With class apps & to write down notes & To do research)
- (U) Respondent 11: (With EFL learning apps & with class apps & to do research for assignments)
- (B) Respondent 12: (With class apps & to write down notes)
- (L) Respondent 13: (With EFL learning apps & with class apps & to write down notes & to do research for assignments)
- (U) Respondent 14: (Other) – for translation and vocabulary
- (L) Respondent 15: (With EFL learning apps)
- (B) Respondent 16: (Other) – I use it and sometimes I see good use of it but if I could decide, phones would be left in the lockers.
- (L) Respondent 17: (With class apps)
- (L) Respondent 18: (With EFL learning apps & with class apps & to write down notes & to do research for assignments & other) – Please see previous comments.
- (L) Respondent 19: (With EFL learning apps & with class apps & to write down notes & to do research for assignments)
- (L) Respondent 20: (With EFL learning apps & with class apps & to write down notes & to do research for assignments)
- (L) Respondent 21: (With EFL learning apps & with class apps & to write down notes & to do research for assignments)
- (L) Respondent 22: (With class apps & to write down notes & to do research for assignments)
- (L) Respondent 23: (With EFL learning apps & with class apps & to write down notes & to do research for assignments)

Appendix 7: Question 7

Chart 7: Do you consider the smartphone to be an effective language teaching and learning tool in the classroom?

- (U) Respondent 1: (Slightly disagree) – Only if we could limit other functions.

(U) Respondent 2: (Slightly agree) – The computer are normally better in the classroom, but for students to practice with it is good and handy.

(U) Respondent 3: (Slightly agree) – potentially.

(U) Respondent 4: (Slightly agree)

(U) Respondent 5: (Slightly agree)

(U) Respondent 6: (Agree)

(U) Respondent 7: (Slightly agree) – In the classroom it is best to do activities the pupils can't do on their own, using the teacher as a resource. The phone could be used once in a while to introduce the app but then the pupils can play by themselves.

(U) Respondent 8: (Disagree) - Because it isn't, we have PCs, we have iPads, we have teachers. We fight against smartphones every day.

(U) Respondent 9: (Slightly agree)

(B) Respondent 10: (Slightly agree)

(U) Respondent 11: (Slightly agree)

(B) Respondent 12: (I don't know)

(L) Respondent 13: (strongly agree)

(U) Respondent 14: (Slightly disagree)

(L) Respondent 15: (Agree)

(B) Respondent 16: (Slightly disagree)

(L) Respondent 17: (Slightly agree)

(L) Respondent 18: (Agree)

(L) Respondent 19: (Agree)

(L) Respondent 20: (Strongly agree)

(L) Respondent 21: (Strongly agree)

(L) Respondent 22: (Slightly agree)

(L) Respondent 23: (Strongly agree) – Because most students find it more fun to use rather than books.

Appendix 8: Question 8

Chart 8: Do you think it is risky to use the smartphone as a teaching and learning tool in the classroom?

(U) Respondent 1: (Strongly agree) – You can't monitor what they're actually doing, often other stuff.

(U) Respondent 2: (Slightly agree) – see above. Very easy to use it for other purposes.

(U) Respondent 3: (Agree)

(U) Respondent 4: (Agree)

(U) Respondent 5: (Slightly agree)

(U) Respondent 6: (Strongly agree) – Social media is too tempting

(U) Respondent 7: (Slightly agree) – Pupils need interaction, they use phones enough on their own so I prefer doing activities in real life.

(U) Respondent 8: (Agree)

(U) Respondent 9: (Agree)

(B) Respondent 10: (I don't know)

(U) Respondent 11: (Slightly agree) – Students can easily be distracted from doing what they are supposed to do (disturbed by snapchat, Instagram etc.)

(B) Respondent 12: (Strongly agree) – Cheating and doing things that are not classroom related.

(L) Respondent 13: (Disagree)

(U) Respondent 14: (I don't know)

(L) Respondent 15: (Slightly agree)

(B) Respondent 16: (Agree) – Students get too distracted by snaps, text messages etc.

(L) Respondent 17: (Agree) – It's so easy to lose concentration of what is in focus during class if something has happened in social media during class.

(L) Respondent 18: (Slightly disagree) – Yes there's a risk of misuse by the student. The usage should always be discussed with

(L) Respondent 19: (Slightly disagree)

(L) Respondent 20: (Agree)

(L) Respondent 21: (Slightly agree)

(L) Respondent 22: (Agree)

(L) Respondent 23: (Agree) – Because students tend to do other things than they should.

Appendix 9: Question 9

Chart 9: What grade and/or level do you teach in?

(U) Respondent 1: Upper secondary school

(U) Respondent 2: Upper secondary school

(U) Respondent 3: Upper secondary school

(U) Respondent 4: Upper secondary school

(U) Respondent 5: Upper secondary school

(U) Respondent 6: Upper secondary school

(U) Respondent 7: Upper secondary school

(U) Respondent 8: Upper secondary school

(U) Respondent 9: Upper secondary school

(B) Respondent 10: Lower & upper secondary school

(U) Respondent 11: Upper secondary school

(B) Respondent 12: Lower & upper secondary school

(L) Respondent 13: Lower secondary school

(U) Respondent 14: Upper secondary school

(L) Respondent 15: Lower secondary school

(B) Respondent 16: Lower & upper secondary school

(L) Respondent 17: Lower secondary school

(L) Respondent 18: Lower secondary school

(L) Respondent 19: Lower secondary school

(L) Respondent 20: Lower secondary school

(L) Respondent 21: Lower secondary school

(L) Respondent 22: Lower secondary school

(L) Respondent 23: Lower secondary school

Appendix 10: Survey regarding smartphones by Ludvig Björk

Question 1: Have you considered using the smartphone as a teaching and learning device?

Strongly agree

Agree

Slightly agree

I don't know

Slightly disagree

Disagree

Specify why or why not?

Question 2: How often do you use the smartphone as a language teaching and learning device in your classes?

Strongly agree

Agree

Slightly agree

I don't know

Slightly disagree

Disagree

Specify why or why not?

Question 3: If you have used smartphones as a language teaching and learning tool earlier, did you think it went well?

Strongly agree

Agree

Slightly agree

I don't know

Slightly disagree

Disagree

Please elaborate your answer.

Question 4: If given professional development or training on how you could use the smartphone effectively in a language learning classroom, would you consider using it more often?

Strongly agree

Agree

Slightly agree

I don't know

Slightly disagree

Disagree

Why/ why not?

Question 5: How would you go about implementing the smartphone into your EFL classroom?

Question 6: How do you or would you like to use the smartphone as a teaching and learning device in your classroom.

With EFL learning apps (FluentU, Grammar Up, Speak English! ETC).

With class apps (Kahoot!, Dropbox, TED, Google Classroom ETC).

To write down notes or write assignments

To do research for assignments

I don't want to use the smartphone

Other (please specify)

Question 7: Do you consider the smartphone to be an effective teaching and language learning tool in the classroom?

Strongly agree

Agree

Slightly agree

I don't know

Slightly disagree

Disagree

Why/ why not?

Question 8: Do you think it is risky to use the smartphone as a teaching and learning tool in the classroom?

Strongly agree

Agree

Slightly agree

I don't know

Slightly disagree

Disagree

Why/ why not?

Question 9: What grade and/or level do you teach in?
