TEACHERS' CONCERNS WHEN USING MOBILE PHONES TO SUPPORT LEARNING IN THE CLASSROOM

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Abstract

As we can see every day, mobile devices have become an integral part of our students' lives, putting truly authentic and cultural materials at their fingertips. These mobile devices offer many tools for formal or informal language learning. However, neither students nor teachers are fully realizing the educational potential of mobile devices. Students need guidance on where to find resources, while teachers must closely collaborate with faculty, IT experts, and educational technologists to take full advantage of the educational potential of mobile devices. Our country is connected to information and communication, at a large extent, by the increasing expansion of mobile use. Despite of being a least developed country, it has created a booming mobile market. Moreover, students are frequent users of mobile phone and familiar with the mobile devices; this is true for the students of both urban and rural places. Accordingly, it will be plausible to use mobile phone as a tool for learning especially for language learning. The aim of this study was to investigate the potentiality of mobile phone use in the EFL classroom, as an instructional tool. We sought to discover whether or not students and teachers use these resources and, if they do, what kind of tools they use and for what purposes, which were the most common teachers complaints when using them in the classroom. The researchers conducted a case study in "Ismail Qemali" University of Vlora. We collected data through students' questionnaires, teachers' interview records and classroom observation reports. The research results demonstrated, that mobile phones have great potential as instructional tools, despite some challenges that can be resolved by the sincere attempts of the school authorities, teachers and by changing the ethical point of view that consider mobiles, as a disturbing factor in the classroom. Mobile technologies should be integrated into lessons to promote further development in teaching and learning EFL. Therefore, educational institutions need an instructional model that will help faculty implementers to create and maintain content for all learning activities that will be delivered to the students. Whether the present pedagogical condition of Albania supports mobile phone or smart phone as a language learning tool or not, is really a considerable matter.

Keywords: EFL, classroom teaching, mobile phone, e-learning, instructional tools, concerns.

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