LEARNING A LANGUAGE THROUGH MOBILE APPS IN BANGLADESHI CONTEXT

By

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A thesis submitted to the Department of Masters in partial fulfilment of the requirements for the degree of
MA in TESOL

Brac Institute of Language (BIL)
Brac University
February, 2021

DECLARATION

It is hereby declared that

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2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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APPROVAL

The thesis/project titled "LEARNING A LANGUAGE THROUGH MOBILE APPS IN BANGLADESHI CONTEXT" submitted by

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ABSTRACT

The integration of technology, especially mobile apps in teaching and learning language has grown exceptionally due to its effectiveness in both formal and informal contexts. In Bangladesh, though the use of mobile apps is popular in individual learning, no initiative has taken to engage mobile apps in academic and formal language teaching and learning arrangements. Adoption of new technology requires research to understand the applicability and effectiveness of the technology. Therefore, this study endeavours to explore learners' perception and behaviour intention towards using mobile apps for learning the English language from the perspective of Bangladesh. The findings of the study revealed that language learners of Bangladesh hold positive perception towards using mobile apps for learning language and showed that perceived usefulness, perceived easy to use and perceived enjoyment of the mobile apps have significant influences on the behaviour intention of the language learner to use mobile apps for learning English.

Keywords: Foreign language learning; Mobile phone apps; Smartphone apps; TAM, MALL, English in Bangladesh; Mobile apps.

ACKNOWLEDGEMENT

I am using this opportunity to express my gratitude to everyone who supported me throughout the Thesis. I am thankful for their aspiring guidance, invaluably constructive criticism and friendly advice during the thesis work. I am sincerely grateful to them for sharing their honest and helpful views on a number of issues related to the thesis.

First and foremost, I present my gratitude to the Almighty for making everything possible and then I would also like to thank my family and friends who have supported me throughout the MA program and also this thesis.

I would also like to thank my direct supervisor Mr. Abdul Karim, Lecturer, Brac University, for his brilliant and excellent guidance, support and assistance to complete this report. I really appreciate the way he has guided me through this research.

Finally, I would like to give my special thanks and inexpressible greets to my inmates, both seniors and fellow MA students and others for giving me good advice, suggestions, inspiration and support.

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List of Acronyms

Apps	Mobile Application
BTRC	Bangladesh Telecommunication Regulatory Commission
EFL	English as a foreign language
ESL	English as the second language
IMS	InformationManagementSystem(IMS)
IS	InformationSystem
IT	Information Technology
MALL	Mobile-assisted language learning
ODI	One day International
SPSS	StatisticalPackageforSocialScience
TAM	Teacher-Student Centre
TPB	TheoryofPlannedBehaviour
TRA	TheoryofReasonedAction
TSC	Statistical Package for the Social Sciences
UNESCO	UnitedNationsEducational,Scientific andCulturalOrganization
UTAUT	UnifiedTheoryofAcceptanceandUseofTechnology
WAP	WirelessApplicationProtocol

CHAPTER ONE
INTRODUCTION

1.1 OVERVIEW OF THE CHAPTER

Language is an essential tool for human interaction and an important condition to join in social activities. In this era of rapid development of global social and economic activities, mastering in foreign languages has become one of the basic necessities for social acceptance and professional success. Learning a language through mobile apps is a new conceptattained mass popularity mostly among the youths of developing countries. This study endeavour to provide different insights regarding learning a language through mobile apps from the perspective of Bangladesh. The introductory chapter outlines the study with a brief discussion onthe background of the study, research problem, research objectives, research questions, and significance of the study.

1.2 BACKGROUND OF THE STUDY

The integration of information and technology has brought a tremendous paradigm shift in teaching and learning methods (Mugenda, 2013).With the easy access of different technological devices, especially mobilephones have opened new doors of advance learning through smartphone applications (Lugo &Schurmann, 2012). Mobile learning presents unique educational benefits that initiate a kind of highly situated, personal, and collaborative learner-centredenvironment (Kukulska-Hulme, 2013). It has changed the traditional ways of content access as well as revolutionized how learners interact with one another and with the facilitators (Cavus& Ibrahim, 2009).To date, learning a language on one of the key discipline that benefitted from mobile learning (Abdous, Camarena, & Facer, 2009). The engagement of mobile learning, especially mobile applications (apps) have changed foreign language teaching methods and learning strategies with today's students. The use of mobile apps for

language learning has long been represented through the documentation of languages and material development (Hinton, 2001; Penfield et al., 2006). Most of the prior studies on learning language through mobile technology are focused on the learning of English, Spanish and French languages (Kim et al., 2008; Martinez et al., 2010; Thornton & Houser, 2005).

English is considered as a global language and around one-sixth of the world's population speaks or uses English for daily communication (Broughton, Brumfit, Flavell, Hill, &Pincas, 2003). This language is not only used as a means of communication but also used as official languages of the United Nation, NATO, and other multi-national organization. This language is also used as an unofficial first language of sports, radio, technology, scientific research, internet supported jobs, international news and popular culture (Broughton et. al. 2003). In addition to that the language is used at the educational institutions especially schools and universities and most importantly it is considered an essential component of the commercial and industrial organizations. Around the globe English is taught in three different settings; English as the first language or mother tongue (L1), English as the second language (ESL), and English as a foreign language (EFL) (Spicer et al., 2014). English is used as the first language in the U.K., USA, Canada, Australia, and New Zealand etc. Countries such as Bangladesh, India, Nigeria, Malaysia, Tanzania and much more use English as a second language. English is taught and used as a foreign language in many countries like China, Russia, Spain, Saudi Arabia and many others where English is considered fundamental for communication and business (Savignon, 2002; Spicer et al. 2014).

Bangladesh is a lower-middle-income country of south Asia with the consistent economy and social development in the last few decades (Rahman & Pandian, 2018). The role of English is undeniable in maintaining this growth and developing skilled workforces, who are globally compatible (Hamid, 2010). In Bangladesh, good knowledge ofEnglish is not only desirable

but also a prerequisite for social acceptance and professional success. Therefore, bearing the economic interest in mind, improvement in English language teaching and learning has become the prior concern. However, due to numerous hitches, the outcomes of academic learning and teaching of English is not satisfactory (Ali & Walker, 2014; Hamid &Baldauf, 2008). With the backdrops, the trend of learning English has gained momentum since the last few years due to the widespread use of smartphones with language facilitating applications (apps).

The number of mobile and internet user drastically increasing in Bangladesh, the number of mobile phone user reached 147 million in the year 2018, which is expected to cross 160 million in 2019 (BTRC, 2019). Majority of themobile user of the country uses smartphones of which the lion's share is the youth generation who are very apt in applying technology in learning, speciality learning language, due to the myriad advantages of smartphone applications for learning language (Walsh et al. 2013).

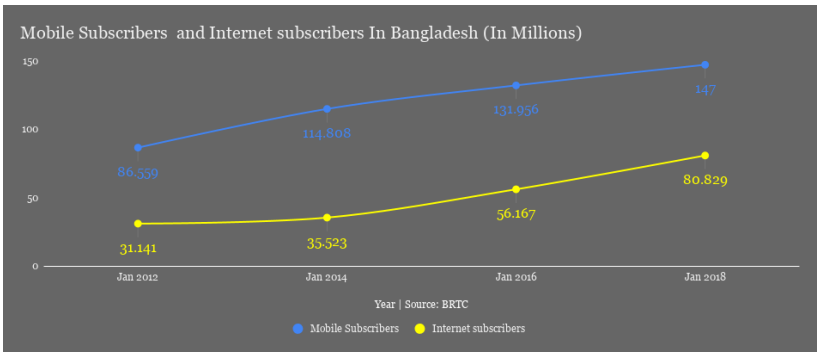

FIGURE 1.1: NUMBER OF MOBILE AND INTERNET USERS OF BANGLADESH

Bangladesh is moving towards digitization, which has allowed the country huge potential of developing learning language through mobile applications affordably, effectively and efficiently. However, despite huge potentially adoption of mobile apps for learning language still not widespread (Mtebe and Raisamo, 2014; Vosloo, 2012). Therefore,this study endeavours to explore the deadlocks behind the adoption of mobile apps for learning the English language in the individual and institutional context.

1.3 RESEARCH PROBLEM

The integration of technology, especially mobile apps in teaching and learning language has grown exceptionally as educators continue to establish ways of expanding opportunities for the learners (Collins, & Halverson, 2010). Mobile apps allow to learn languages independently and as a supplement to language class.Previous studies have proven the effectiveness of language learning through mobile apps (Kukulska-Hulme, 2009; Kim & Kwon, 2012). Several studiesstated that mobile apps as a supplement to language classes are most effective for learning a language (Godwin-Jones, 2008;Nooriafshar, 2012; Kim & Kwon, 2012), therefore educators, language teachers and language institutions of all over the world are trying to involve mobile apps in the language learning process. From the perspective of Bangladesh, it is found that though mobile apps are popular in individual learning, no initiative has taken to engage mobile apps in the academic and formal language teaching and learning arrangements. However, the adoption of new technology requires research to understand the applicability and effectiveness of technology (Venkatesh et al. 2003; Peter, 2007). According to Zhao &Cziko (2011), adoption and outcome of new technology vastly depend upon the perception of the learners towards the technology (Venkatesh et al. 2003; Zhao &Cziko, 201; Peter, 2007). Pincas (2003) in his study states that intendto use the mobile apps for learning is a psychological state of the user arising right before the actual adoption of an innovation. Therefore, as no study from the perspective of Bangladesh was conducted to understand the learners' perception towards learning language through mobile apps and their behaviour intention in adopting and using mobile apps for learning language, this study endeavours to explore learners' perception and their behaviour intention towards using mobile apps for learning English.

Different scholars have used different measures to investigate the learners' behaviour intention to adopt and use mobile apps for learning English. Ayoade (2015) found out that

perceived usefulness and perceived ease of use positively and significantly influence learners' behavioural intentions to use mobile apps for language learning. In addition to that several variables such as performance expectancy (Chiu and Wang, 2008), effort expectancy (Venkatesh et al., 2003; Alharbi and Drew, 2014), social influence (Alharbi and Drew, 2014), perceived digital literacy (Hasan & Ahmed, 2010) are frequently used to understand the learners' behaviour intention to adopt and use mobile apps for language learning (Markauskaite, 2007). This study uses perceived usefulness, perceived ease of use and perceived enjoyment of mobile apps to explore how those measures influence the behaviour intention of the EFL learners of Bangladesh.

1.4 RESEARCH OBJECTIVES

The general objective of the study is to explore the perceptions of EFL learners towards learning language through mobile apps and gain insight on factors affecting the behaviour intention of language learners to use and adopt mobile apps for learning language. The specific objectives of the study are;

1. To explore the perception of EFL learners towards learning language through mobile apps.
2. To examine the influence of perceived usefulness towards behaviour intention of using mobile apps for learning language.
3. To examine the influence of perceived ease of use towards behaviour intention of using mobile apps for learning language.
4. To examine the influence of perceived enjoyment usefulness towards behaviour intention of using mobile apps for learning language.

1.5 RESEARCH QUESTIONS

The research will endeavour to address the following questions;

1. How do EFL learners perceive using mobile applications for learning language?
2. Does perceived usefulness has a significant influence on the behaviour intention of using mobile apps for learning language?
3. Does perceived ease of use has a significant influence on the behaviour intention of using mobile apps for learning language?
4. Does perceived enjoyment has a significant influence on the behaviour intention of using mobile apps for learning language?

1.6 SIGNIFICANCE OF STUDY

It is envisaged that this study will be significant from the academic, theoretical, and organizational viewpoint. From the academic perspective, we see that despite huge potentiality, the huge of mobile apps for learning language especially in institutional level still not widespread in the developing countries. The findings of the study are expected to expand the existing body of knowledge on learning language through the mobile apps by providing empirical evidence on the learners' perception towards learning language through a mobile application and exploding behaviour intention of using mobile apps for learning language from the perspective of developing countries. Therefore, it is expected that research will more interest to conduct further research in this area. From a theoretical perspective, this study will help many present and future studies in terms of the validity of theories, information for the researchers and recommendations for future researchers. From an organizational viewpoint, this study will be significantly helpful to the educators, learners, app develops, content creators to understand the perspective and behaviour intention of the

learners, that will allow them to initiate the mobile learning in formal education with appropriate strategies.

1.7 SUMMARY OF THE CHAPTER

This introductory chapter provided a discussion on the background of the study, research problem, research objective, research question and also the significance of the study. Chapter two will provide an extensive literature review on the present study based on previous studies.

CHAPTER TWO
REVIEW OF LITERATURE

2.1 OVERVIEW OF THE CHAPTER

The second chapter of the paper provides an extensive literature review of the study based on the prior studies to fulfil the research objectives, provided in chapter one. This chapter further provides the theoretical underpinning of the study and purposes hypothesis for testing the research findings

2.2 CONCEPTUAL OVERVIEW

The widespread ownership of mobile phones has become a phenomenal source for extending learning opportunities as it has the huge potentiality for improving student achievement by supporting differentiation of learning needs, goals and learning styles, and deliver authentic learning materials to students who would otherwise have no access to them (Kukulska-Hulme, 2009). Although it seems to be ubiquitous, there is yet no agreed definition of mobile learning (Kim & Kwon, 2012). Naismith et al. (2004) defined mobile learning as personal and portable learning. A study conducted by Sharples et al. (2010) to understand the affectivity of mobile learning concludes that mobile learning enhances the mobility and dynamism of the learning processes and promotes personalised, learner-centred, situated, collaborative, ubiquitous, and lifelong learning. Cavus and Ibrahim, (2009) and Fahad, (2009) on similar studies contend that using mobile devices for learning is convenient and flexible allows learning due to the movability and convenience linked to mobile apps.

2.2.1 MOBILE-ASSISTED LANGUAGE LEARNING

The ubiquitous availability of mobiles phones has brought enormous changesin foreign language teaching and learning strategies (Facer, 2009). The term Mobile-assisted language learning (MALL) is a subdivision of mobile learning (Chinnery, 2006), that allows learning language using mobile devices. Alike to mobile learning MALL can be defined as the formal or informal learning of a foreign language with the assistance of mobile devices (Kim & Kwon, 2012). MALL offers mobility and affordability and independent learning opportunities (Kukulska-Hulme, 2009). Though different devices are can be used for MALL, smartphones are considered as the most efficient MALL device, as it offers integration of technological hardware into language learning (Kim & Kwon, 2012).

2.2.2 MOBILE APPS FOR LANGUAGE LEARNING

Mobile apps are little computer programs that are designed to run on smartphones devices, that are technologically more strong to standard mobile phones, running on advanced operating systems such as iOS, Android and windows (Godwin-Jones, 2008). There are thousands of abundance of powerful, useful and effective language learning apps smartphone apps that are designed for leaning language. Kim & Kwon (2012) conducted an in-depth review of eighty-seven mobile apps, where they found that ESL apps are effective as it provides a personal and learner-centred learning opportunity with ubiquitously accessible and flexible practices. Though integration of mobile apps in learning is a relatively new wonder, there has already been a lot of studies focusing on the combination of mobile phones and language learning (Stockwell, 2007; Thornton and Houser, 2005; Basoglu and Akdemir, 2010). Many of these reports show a very positive effect of involving mobile devices in language learning. Basoglu and Akdemir (2010), in their study compared traditional and digital flashcards on mobiles, the finding showed that learners who used mobile application

had reached better results than the ones who used traditional methods. Many studies and projects have been conducted related to this area, from the use of mobile phones for quiz delivery and vocabulary practice to the use of smartphones and language applications that incorporate flashcards and phrasebooks (Martinez et al., 2010; Godwin-Jones, 2011).

2.3 LEARNERS PERCEPTION TOWARD LEARNING LANGUAGE THROUGH MOBILE APPS

A large number of prior studies confirmed that the adoption and outcome of new technology vastly depend upon the perception of the users towards the technology (Peter, 2007; Venkatesh et al., 2003; Zhao & Cziko, 2011). Peters (2007) in his study stated that the psychological perspective in mobile learning is generally concerned with people' s perceptions, expectations and attitudes. In other cases, users' attitudes have been shown to have a major influence on the acceptance of new technology (Venkatesh et al., 2003; Zhao &Cziko, 2011). Similarly, the finding of Rovai (2009) also states that the difference in a student's perception of involvement in the learning experience and can ultimately impact the learning achievement outcome and satisfaction of students taking a particular course online (Rovai, 2009). According to wing and Lin (2006),theintentionsand perceptions of user have significant control overtheirbehaviour,whileintentionsare influenced byattitudes toward thebehaviour,subjectivenorms,andperceptionsofbehaviourcontrol. Similarly, Chang&Tung (2008) in their study stated that perception hasa direct effect on the behaviour intention of adoption and outcome from new technology.

Fahad (2009) conducted a study to understand and measure learners' perceptions and attitudes towards the effectiveness of mobile learning, the finding of the study states that the majority of learners supported the use of wireless networks for learning as it increases their flexibility in accessing resources necessary for independent learning in any place and

time. Baya'a and Daher (2009) in their study examined the perception of the students regarding the learning of mathematics concepts using mobile phones. The study revealed that the use of the cell phone enhanced positive appreciation of the process of teaching and learning mathematics concepts. Li and Zou (2015) examined the effect of mobile technologies on college students' English learning activities. The results showed that most of the students have positive perceptions towards mobile learning and many of the participants practised various learning activities on their mobile devices. In addition, student perceptions towards the use of mobile applications were also reported positive indicators of adoption (Wang 2009; Fahad 2009; Cavus&Uzunboylu, 2009). Hence, understanding of the perception of EFL learners of Bangladesh is significant to adopt mobile apps for learning language. Therefore,based on the literature review the following hypothesis can be proposed.

NULL HYPOTHESIS: Language learners don't have positive perception toward learning English through mobile apps.

HYPOTHESIS ONE: Language learners have positive perception toward learning English through mobile apps.

2.4 BEHAVIOURAL INTENTION AND MOBILE APPS FOR LEARNINGLANGUAGE

Squire &Dikkers (2012) in their study found that the use of mobile phones in learning allows students to learn subjects better and create a perception that mobile phones can be considered as useful language learning tools. Which is also proved by many other scholars, though very few of them tried to understand the behavioural intention of language learners to use mobile apps for learning a language (Daher, 2009; Li and Zou 2015). Intention to adopt is a psychological state of the user arising right before the actual adoption of an innovation.Markauskaite (2007) in his study stated that if a user believes new technology will be of benefit to them, they will more likely adopt this new technology. Ayoade (2015) in his study found that perceived usefulness and perceived ease of use are positively and significantly associated with the learners' behaviour intentions to use mobile apps for language learning.Similarly, Chang & Tung (2008) showed the positive influence of perceived ease of use, performanceexpectancyand perceived enjoyment on the behaviour intention and perceived the usefulness of the new technology. In addition, different scholars have used different measures to understand their impact on the behaviour intention of mobile apps for learning English. AlharbiandDrew(2014)showed that direct positive relationship of performanceexpectancy,effortexpectancyandsocialinfluence with the behaviouralintention.

Other external variables frequently used on TAM model that found to influence the behaviour intention, include, perceived digital literacy, communication tools, networks to access, manage, and integrate digital resources (Venkatesh et al., 2003; Markauskaite, 2007; Hasan & Ahmed, 2010). For this study perceived usefulness, perceived ease of use and perceived

enjoyment are selected to explore their influence on the behavioural intention of using mobile apps for learning the English language from the perspective of Bangladesh.

2.4.1 PERCEIVED USEFULNESS

Perceived usefulness is can be defined as "the degree to which a person believes that using a particular system would enhance his or her job performance" (Davis, 1989). Perceived usefulness explains the user's recognition that the interactive mobile apps for learning language innovation will enhance their task performance in conveniently finding locations (Davis, 1989).Many researchers including Markauskaite (2007), Ayoade, (2015), Chang & Tung (2008) used perceived usefulness as a measure of behaviour intention to adopt mobile apps for learning. Therefore,the following hypothesis can be proposed:

NULL HYPOTHESIS: Perceived usefulness has no significant influence on behaviour intention of language learners to use mobile applications for learning English.

HYPOTHESIS TWO: Perceived usefulness has a significant influence on behaviour intention of language learners to use mobile applications for learning English.

2.4.2 PERCEIVED EASE OF USE

Davis (Davis, 1989) describes perceived ease of use as "the degree to which a person believes that using a particular system would be free of effort", that is, utilizing a specific technology (like mobile apps for learning language) would be free of physical and mental exertion. The user may accept that a given innovation (such as mobile apps for learning language) if it is helpful, but while using the mobile, the user may find out that the innovation may be difficult to use. For instance, the object on the mobile screen may be difficult to see. Many researchers including Zhu et al. (1989),Ayoade, (2015) Chang & Tung (2008) as a

measure of behaviour intention to adopt mobile apps for learning. Therefore,the following hypothesis can be proposed:

NULL HYPOTHESIS: Perceived ease of use has no significant influence on behaviour intention of language learners to use mobile applications for learning English.

HYPOTHESIS THREE: Perceived ease of use has a significant influence on behaviour intention of language learners to use mobile applications for learning English.

2.4.3 PERCEIVED ENJOYMENT

Perceived enjoyment alludes to the degree to which the use of a technology (like mobile apps for learning language) is seen to be enjoyable. Hedonic factors have been found to influence directly the acceptance and usage of information technology (Hirschman and Holbrook, 1982). It is the user's perception of the fun and pleasure derived from using the application (Nguyen, 2013). It refers to the hedonic attractiveness, aesthetic beauty, perceived pleasure, playfulness or fun derived from using a system or an interface. It is a motivation for users to use the innovation as it gives them the joy to use it. Various studies on perceived enjoyment (Iberia, 1995) have shown that users' happiness while using an application hasahuge effect on their intention to use the application. Igbaria (1995) found that pleasure or perceived enjoyment is related to the time of use. User derived entertainment and fun from the use of an application imparts on their acceptance of the application. Hence the following hypothesis is proposed:

NULL HYPOTHESIS: Perceived enjoyment has no significant influence on behaviour intention of language learners to use mobile applications for learning English.

HYPOTHESIS FOUR: Perceived enjoyment has a significant influence on behaviour intention of language learners to use mobile applications for learning English.

2.5 THEORETICAL UNDERPINNING

To explain the link between beliefs, attitudes, and intention of usage of new technology, business scholars and researchers have used different theories, models and frameworks. Some of these theories were drawn from the social-psychological domains, for example, the theory of Reasoned Action (TRA) by the Fishbein and Ajzen's (1975), the Theory of Planned Behaviour (TPB), by Ajzen's (1991). Several theories also have originated predominantly in the information systems (IS) field, among them the Technology Acceptance Model (TAM), developed by Davis, (1986), Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh et al.'s (2003). Among all TAM is mostly supported by the researcher of all over the world, therefore TAM is selected as the theoretical framework of the study.

2.5.1 TECHNOLOGY ACCEPTANCE MODEL

Technology acceptance model (TAM) was first developed by Davis (1989); to explain technology acceptance in Business. This model was originally formulated from the Theory Reasoned Action (TRA) developed by Fishbein and Ajzen in 1975. TAM has been used frequently to explain many researchers in explaining user behaviour in connection with e-commerce (Pavlou, 2003; Gefen et al., 2003); uses of online websites (Sa´nchez and Rolda´n, 2005); mobile learning system (Saad and Balhi, 2005), uses of online banking services (Chau and Lai, 2003), to predict intention to use information technology (Lee and Chen, 2010; Ortega et al., 2008).

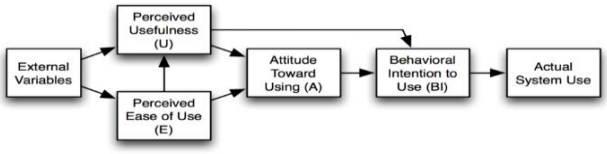

FIGURE 2.1: TECHNOLOGY ACCEPTANCE MODEL (DAVIS, 1986)

TAM assumes that human behavioural intention is a result of a cognitive process by which a decision is made (Gefe, 2003; Venkatesh et al., 2003). TAM imagines that perceived beliefs work as the major source to control users' attitudes towards the use of a particular system or a particular information technology. Several prior studies have also used the TAM model to explain the user behaviour in relation to use mobile apps for learning, however, no such study was conducted from the perspective of Bangladesh.

2.6 SUMMARY OF THE CHAPTER

This chapter paper provided an extensive literature review of the study based on the prior studies to fulfil the research objectives. Therefore, the definition of related terms and variable of the study were provided. This chapter further provided the theoretical underpinning of the study and the purposed hypothesis for testing the research findings. The next chapter will discuss the research methodology of this study.

CHAPTER THREE
METHODOLOGY

3.1 OVERVIEW OF THE CHAPTER

This chapter presents the methodological overview of the study, to fulfil the research objectives as mentioned in chapter one. This chapter discusses the research design, selection of population, sampling techniques, data collection procedures, research instruments and method of data analysis. This chapter also provides reliability analysis of the research variables.

3.2 RESEARCH DESIGN

This study is based on survey method for data collection, therefore the quantitative research method is the best fit for this research. In addition to that, the quantitative research method is highly preferred when knowledge on the research subject is not high, hence due to the limited knowledge on research subject quantitative research method is selected for the study. Quantitative research methodology suggests using mathematical and statistical techniques to identify facts and causal relationships (Fitzgerald and Howcroft, 1998), hence several mathematical and statistical techniques are used in this study. According to Glass and Hopkins (1984) for organizing, tabulating, depicting, and describing data, the descriptive research method should be used. Flowingly the researcher has also used descriptive research method for collection of data, data organizing, tabulating, depicting, and describing. To help the reader to maintain a deep understanding of the data distribution, the study also contains visual aids such as charts and graphs. Required data was collected through survey questionnaires, using closed-end survey questionnaires maintaining 5 points Likert scale. The questionnaires were prepared based on prior studies.

3.3 SELECTION OF POPULATION

According to Trochim (2006), the first step in deciding how to analyse the data is to define a unit of analysis or select a target group of the population for the research. Deciding the targeted population for the research is one of the most fundamental and important decisions (Weber, 1990). To select the targeted population of for research, the expressions of research idea must be analyzed primarily (Minichiello et al., 1990).Therefore, considering the expressed research idea, the English learners of Bangladesh, who are using mobile langue learning apps for learningEnglish, are selected as the population for the study.

The sample size of the study was selected based on the formula given by Tabachnick and Fidell (2001); according to the them, for calculating sample size requirements for a study, first the independent variables of a study need to be taken in consideration and using that formula "N > 50 + 8m" (where m = number of independent variables); the required sample size of the study can be calculated. Therefore, as the present study has two independent variables, the study must have more than needing more than seventy-four responses. The presents study consists of one hundred twenty responses; hence it can be stated that the study has anadequate number of respondents to conduct the study.

3.4 SAMPLING PROCEDURE

Sampling means selecting a particular group or sample for a study. Researchers from around the world, widely use two major sampling methods; probability and non-probability sampling. In this study non-probability convenient sampling method is used. This is because, among all the types of nonprobability method, non-probability convenient sampling saves time and money as a selection of the most readily available people or objects are possible. The data were collected through offline survey questionnaires, among the language learners

of Bangladesh selected randomly on some selected places of Dhaka, the capital of Bangladesh.

3.5 RESEARCH INSTRUMENT

Survey questionnaires are used as the research instruments for this study, the questionnaires for the research are prepared in line with the order of Dornyei (2003) with a presentation of the title in order to identify the area of investigation. The questions are mostly in the form of 5-point Likert scales statements so that respondent can indicate to what extent they agree or disagree with the statement, thus making it suited for quantitative analysis (Dornyei, 2003).

The questionnaires were divided into three sections, “Section A” provided a total of five questions to determine the demographic profile of the respondents. “Section B” of the questionnaires was prepared to know the learners’ perception toward learning language through mobile applications. “Section B” consist of a total of eleven questions. “Section C” investigate the factors affecting the behaviour intention of the learners towards using mobile apps for learning English. In “Section C”, there are total four variables of the present study, of which, perceived usefulness, perceived ease of use, perceived enjoyment are the independent variables and behaviour intention is the dependent variable.

3.6 DATA COLLECTION PROCEDURE

To fulfil the research objectives, the required data were collected through survey on some selected areas of Dhaka City, the capital of Bangladesh. The data were collected from four spots of Dhaka City, which are considered as the most common places for young peoples. Those places are Teacher-Student Center (TSC), Dhaka University, Lalbagh Fort, Dhaka, Hatirjheel and BRAC University premises.

Before distributing the survey questionnaire, an initial conversation was conducted to ensure whether the participant owns a smartphone and used mobile applications for learning English. The complete survey questionnaires can be found in "**Appendix A**". Questionnaires were distributed to one hundred fifty respondents but one hundred twenty-three responses were received, yielding a response rate of 82%. According to Mugenda (2003), a response rate of 70% and over is excellent. However, due to some missing values, three responses were deleted. Therefore, a final sample size of the study become one hundred twenty-two.

3.7METHOD OF ANALYSIS

After the data collection, data were extracted and put it in a system for analysis. Statistical software SPSS (Statistical Package for the Social Sciences) and Microsoft Excel system were used for the analysis of collected data. The statistical procedures deployed will include: descriptive statistics using frequency distributions, percentages mean value of the finding the perception of learners' towards learning language through mobile applications. Meanwhile, for the interval scale, it used to determine the relationship between perceived usefulness, perceived ease to use, perceived enjoyment of mobile apps for learning English with the behaviour intention of English language learners from the perspective of Bangladesh. The relationship between variables is assessed and analysed and results are presented in the form tables and graphs. Besides, regression and correlation analysis was applied to see the relationship between the variables.

3.8 RELIABILITY ANALYSIS

To test the reliability of the data model, the internal consistency (reliability) was conducted. Table 3.1 shows the reliability of each of the variables. According to Nunnally (1978), it is acceptable if the Cronbach Alpha is more than 0.7. Meanwhile according to (Hair, Black,

Babin and Anderson, 2010), and Cronbach Alpha greater than 0.6 is acceptable. According to George and Mallery (2003), Cronbach alpha value below 0.5 is unacceptable.

TABLE 3.1 RELIABILITY ANALYSIS

	Cronbach's Alpha (α)	**No. of Items**
PERCEIVED USEFULNESS	0.861	6
PERCEIVED EASE OF USE	0.777	6
PERCEIVED ENJOYMENT	0.724	5
BEHAVIOUR INTENTION	0.6.98	5

The above Table 3.1 shows that all of the Cronbach alpha value is acceptable. For perceived usefulness, perceived ease of use and perceived enjoyment the Cronbach's Alpha value are found 0.861, 0.777 and 0.72 respectively. However, for the behaviour intention the reported Cronbach's Alpha value is 0.698, though it is less than 0.7, it is also acceptable (Hair, Black, Babin and Anderson, 2010). Hence it can be said that as all the dependent and independent variables can be considered as reliable.

3.9SUMMARY OF THE CHAPTER

This chapter discussed the research methodology of the study and also provided reliability analysis of the research variables. The next chapter will focus on data analysis and interpretation of finings.

CHAPTER 4
DATA ANALYSIS AND INTERPRETATION

4.1 OVERVIEW OF THE CHAPTER

This chapter presents the research findings in tables, graphs and charts with the explanation thereafter. This chapter is divided into three main sections. The first section provides the descriptive analysis of the study on the demographic characteristics of the respondents; the second section focuses on the findings of the survey in relation to the learners' perception towards learning English through mobile apps. The third section focuses on the behaviour intention of learners' towards using mobile apps for learning English, from the perspective of Bangladesh.

4.2 DEMOGRAPHIC ANALYSIS

Based on "Section A" of the questionnaire, the democratic information of the respondents is provided in table 4.1. The table indicates that; among 120 respondents 62 were male (51.7%) and 58 were female (48.7%). The targeted respondent for the study were youth group, hence it is found 59 respondents (49.2%) were aged in between 19 to 25 years, following by 31 respondents (25.8%) were in between 25 years or above, 23 were 16 to 1 19 years (16.5%) and 7 respondents (5.8.0%) were below 16 years old. According to the finding, 16 respondents (13.3%) out of 120 holds Higher Secondary Certificate, 26 respondents (21.7%) holds a Diploma degree, 59 respondents (49.2%) holds a Bachelor degree, 17 respondents (14.2%) completed their Post Graduates degree. In addition, it is found that the highest number of respondents are using Android. Among the 120 respondents, 70 which is 58.3% of the total respondents of the study uses android, following by 43 respondents (35.8%) are using Apple iOS. 6 respondents (5.0%) reported that they are using windows operating system and only one respondent stated to use other operating systems.

TABLE 4.1 - DESCRIPTIVE ANALYSIS			
ITEM	**DESCRIPTION**	**FREQUENCY**	**PERCENTAGE (%)**
GENDER	*Male*	62	51.7%
	Female	58	48.3%
AGE	*16 or less*	7	5.8%
	16 to 19	23	19.2%
	19 to 25	59	49.2%
	25 or above	31	25.8%
ACADEMIC QUALIFICATION	*High school*	16	13.3%
	Diploma	26	21.7%
	Bachelor	59	49.2%
	Master	17	14.2%
	Others	2	1.7%
OPERATING SYSTEM	*Apple iOS*	43	35.8%
	Android	70	58.3%
	Windows phone	6	5.0%
	Others	1	.8%
USING FREQUENCY	*Very frequently*	51	42.5%
	Frequently	58	48.3%
	Occasionally	8	6.7%
	Rarely	3	2.5%

The demographic profile also exposes the frequency of using mobile apps for learning language by the user. It is found that 51 respondents (42.5%) use mobile apps for learning language very frequently, where 58 respondents (48.3%) states that they use mobile apps for learning language frequently, 8 respondents (6.7%) reported to use mobile apps for learning language occasionally and 3 respondents (2.5%) rarely use mobile apps for learning language.

4.3 LEARNERS' PERCEPTION TOWARD LEARNING LANGUAGE THROUGH MOBILE APPLICATIONS

Based on "Section B" of the questionnaire, the learners' perception toward learning language through mobile apps are collected. The findings are provided in table 4.2.

TABLE 4.2 LEARNERS PERCEPTION TOWARD LEARNING LANGUAGE THROUGH MOBILE APPLICATIONS

Items	1		2		3		4		5		Total		Mean
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	
Using Mobile applications for learning English is a good idea.	0	0	6	5	15	13	42	35	57	48	120	100	4.25
Mobile applications promote independent learning.	0	0	8	7	19	16	65	54	28	23	120	100	3.94
Mobile applications enable fast access to information.	1	8	11	9	23	19	58	48	27	23	120	100	3.84
Mobile applications enhance the process of learning English anytime and anywhere.	0	0	5	4	22	18	69	58	24	20	120	100	3.93
Mobile applications help to actively engage with language learning.	0	0	5	4	19	16	80	67	16	13	120	100	3.89
Mobile applications are helpful for learning new vocabulary.	0	0	8	7	21	18	70	58	21	18	120	100	3.87
Mobile learning applications help me to pronounce English words and phrases easily.	13	11	7	6	11	9.2	72	60	17	14	120	100	3.61
Mobile applications help me to correct my grammatical mistakes when a mistake occurs.	9	7.5	11	9	18	15	55	46	27	23	30	100	3.67
Mobile applications help to enhance my communication skills in English.	6	5	5	4	10	8.3	70	58	29	24	120	100	3.93
Mobile applications can be used as a supplement to language learning and teaching at all levels of education.	5	4.2	11	9	15	13	70	58	19	16	120	100	3.73
In general, Mobile applications help me to improve my English and make me productive.	1	0.8	9	8	9	7.5	32	27	69	58	120	100	4.33
Grand Mean													3.91

The above Table 4.2 shows the survey findings on the questionnaires concerning learners' perception toward learning language through mobile apps from the perspective of Bangladesh. From the Table, it can be seen that under item no. one, 47.5% strongly agreed that using Mobile applications for learning English is a good idea, which is also agreed by 35% if the responded. On the other hand, 12.5% of respondents stated that they don't have any decision and only 5% of respondents forwarded disagreement to the statement. As to item no. 2, most of the respondents, 54% agreed on the statement that mobile applications promote independent learning. Which as strongly agreed by 28% of the respondents. 15.8% of the respondent did not have any decision and only 6.7% of respondents forwarded disagreement to the statement.

Under item no. three it is seen that 48.3% agreed and 22.5% strongly agreed that using mobile applications enable fast access to information. 19.2% of the respondents did not have any decision and 9.2% of respondents forwarded disagreement and .8% forwarded strong disagreement to the statement. As to item no. four, 57.5% agreed and 20% strongly agreed that mobile applications enhance the process of learning English anytime and anywhere. However, 18.3% of the respondents did not have any decision and only 4.2% of respondents forwarded disagreement to the statement. Under item no. five it is seen that 66.7% agreed and 13.3% strongly agreed that mobile applications help to actively engage with language learning. 15.8% of the respondents did not have any decision and only 4.2% of respondents forwarded disagreement to the statement.

In relation to item no. six, it is found that 58.3% agreed and 17.5% strongly agreed that mobile applications are helpful for learning new vocabulary. However, 17.5% of the respondents did not have any decision and only 6.7% of respondents forwarded disagreement to the statement. Under item no. seven it is seen that 60% agreed and 14.2% strongly agreed

that using mobile learning applications help me to pronounce English words and phrases easily. However, 9.2% of the respondents did not have any decision and 5.8% of respondents forwarded disagreement, whereas, 10.8% forwarded strong disagreement to the statement. As to item no. eight, 45.8% agreed and 22.5% strongly agreed that mobile applications help me to correct my grammatical mistakes when a mistake occurs. However, 15% of the respondents did not have any decision. However, 15% of the respondents did not have any decision and 9.2% of respondents forwarded disagreement, whereas, 7.5% forwarded strong disagreement to the statement.

Under item no. nine it is seen that 58.3% agreed and 24.2% strongly agreed that mobile applications help to enhance my communication skills in English. 8.3% of the respondents did not have any decision however, 4.2% of respondents forwarded disagreement and 5% forwarded strong disagreement to the statement.Furthermore, under item no. ten, it is found that 58.3% agreed and 5.8% strongly agreed that mobile applications help to enhance my communication skills in English. However, 12.5% of the respondents did not have any decision and 9.2% of respondents forwarded disagreement and .8% forwarded strong disagreement to the statement. Under item no. eleven it is seen that 26.7% agreed and 57.5% strongly agreed that in general, mobile applications help me to improve my English and make me productive. However, 7.5% of the respondents did not have any decision and 7.5% of respondents forwarded disagreement and .8% forwarded strong disagreement to the statement.

Considering all the eleven survey item to understand the learners' perception towards learning language through mobile applications, it is evident that a great majority of the respondents have a positive perspective toward learning language through mobile applications. Table 4.1 further demonstrate the mean value of each survey item along with the

grand mean. Now based on the mean value of all the item a grand mean value is calculated. The grand mean value is 3.91, which statistically suggest that the English learners of Bangladesh have positive perception towards learning language through mobile applications.

4.4 LEARNERS' BEHAVIOUR INTENTION TOWARDS USING MOBILE APPLICATIONS FOR LEARNING LANGUAGE.

In this section, the paper will look forward to the learners' behaviour intention towards using mobile applications for learning language from the perspective of Bangladesh. For this study, based on the literature review three independent variables perceive ease of use and perceive enjoyment of the mobile application are selected to investigate their impact on the behaviour intention towards using mobile applications for learning the English language.

4.4.1 NORMALITY ASSESSMENT

The purpose of normality assessment is to compare the shape of sample distribution with the shape of the normal curve. There are numbers of the method available for normality test, however, Shapiro – Wilk test is most commonly used to understand the normality of the data. If Shapiro – Wilk value is more than 0.05, it shows data is normally distributed and if Shapiro – Wilk value is less than 0.05 then data is considered as not normally distributed.

TABLE 4.3 TESTS OF NORMALITY

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
BEHAVIOUR_INTENTION	0.198	120	0	0.887	120	0

a. Lilliefors Significance Correction

The above table 4.3 shows that the Shapiro – Wilk value of the survey data is less than 0.05 so it suggests that the data used in this research is not normally distributed, which is however

quite common in the descriptive analysis as it can be caused by many reasons. Clason and Doemody (2010), in their study, states that data collected by Likert scale can never be normally distributed, hence to analyze such data set non-pragmatic test is preferred. To deal with non-normally distributed data researcher often prefer to use Pearson's correlation and Spearman's correlation analysis to identify the relationship between the variables. Pearson's correlation measures the linear relationship between two continuous random variables and Spearman's correlation applies to ranks and so provides a measure of a monotonic relationship between two continuous random variables. Unlike Pearson's correlation, Spearman's correlation is useful with ordinal data and is robust to outliers. In this study to find the correlation between the variables, Spearman's correlation method will be used.

4.4.2 CORRELATION ANALYSIS

For this study, the Spearman correlation test was chosen because data were collected through 5-point Likert scale questionnaires and for these types of data non-pragmatic test is more perfect. The Spearman correlation is used for measuring the relationship between two ordinal variables or measuring the relationship between two variables that are related but not linearly. The Spearman correlation is widely used to test the hypothesis, whereas the data is not normally distributed. By Spearman, the correlation relationship between the two variables can be identified. As the data used in the study is not normally distributed, the researcher will try to show whether there is a relationship with independent variables of the study (perceive usefulness, perceive ease to use and perceived enjoyment) and the dependent variable of the study which is behaviour intention. Spearman correlation value less than 0.05, represents the relationship between the variables and if the signature is higher than 0.05 then it will be considered as there is no relationship between the variables.

Table 4.3 shows the Spearman correlation analysis of independent variables and dependent variables of the study. Form table 4.3 it is found that the associate significant between the independent variable perceive usefulness and behaviour intention of language learners through mobile applications is .000 which is lower than (.05). This means there is a significant correlation of the perceived usefulness with the behaviour intention of language learners through mobile applications.

TABLE 4.4 CORRELATIONS ANALISIS

Correlations					
		PERCEIVED_USEFULLNESS	PERCEIVED_EASYOFUSE	PERCEIVED_ENJOYMENT	BEHAVIOUR_INTENTION
PERCEIVED_USEFULLNESS	Correlation Coefficient	1			
	Sig. (2-tailed)	.			
	N	120			
PERCEIVED_EASYOFUSE	Correlation Coefficient	.767**	1		
	Sig. (2-tailed)	0	.		
	N	120	120		
PERCEIVED_ENJOYMENT	Correlation Coefficient	.391**	.725**	1	
	Sig. (2-tailed)	0	0	.	
	N	120	120	120	
BEHAVIOUR_INTENTION	Correlation Coefficient	.535**	.597**	.810**	1
	Sig. (2-tailed)	0	0	0	.
	N	120	120	120	120
**. Correlation is significant at the 0.01 level (2-tailed).					
Spearman correlation					

Similarly, table 4.3 it is also found that the associate significant between the independent variable perceive ease of use and behaviour intention of language learners through mobile applications is .000 which is also lower than (.05). This means there is a significant correlation of the perceived ease of use with the behaviour intention of language learners through mobile applications. In relation to correlation between perceived enjoyment and behaviour intention of language learners through mobile applications, it is seen that the correlation coefficient is .810, which is higher than .70, in addition to that the associate

significant between the two variable is .000 which is lower than (.05). Therefore, it can be said that there is a significant correlation of the perceived enjoyment with the behaviour intention of language learners through mobile applications.

4.4 SUMMARY OF THE CHAPTER

This chapter presented the finding from the data analysis in the form of graphs, charts, and table. The chapter discuss provided a demographic analysis of the respondents and findings on the learners' perception and behaviour intention of learners' towards using mobile apps for learning English, from the perspective of Bangladesh. The next chapter provides discussion on the findings and tests the hypothesis.

CHAPTER 5
CONCLUSION AND RECOMMENDATION

5.1 OVERVIEW OF THE CHAPTER

This chapter discusses the findings of the research based on hypotheses testing. This chapter further provides the limitations of the study and suggestion for future research and concludes the paper with concluding remarks.

5.2 DISCUSSION ON RESEARCH FINDINGS

The study was conducted to explore the learners' perception towards using mobile applications for learning the language and to identify the factors affecting the behaviour intention of language learners to use mobile applications for learning the English language. Based on the research objectives four hypotheses were prepared. The hypotheses were tested based on the data analysis leading to the appropriate interpretation of the conclusions.

HYPOTHESIS 1

H0: Language learners don't have positive perception towards learning language through mobile apps.

H1: Language learners have positive perception towards learning language through mobile apps.

To identify learners' perception toward using mobile applications for learning language, eleven questionnaires covering different aspects of using mobile apps for learning language were prepared for the survey. Table 4.2 demonstrates the mean value of each questionary' of

the survey and also grand mean combining means of all the questions. Table 4.2 shows that the great mean is 3.91, which indicates a significant positive perception of learners towards using mobile apps for learning language. The findingsare similar to the finding of Chen, Hsieh, &Kinshuk (2008); Chu (2011); Al-Fahad (2009) and Baya and Daher (2009). Consequently, it can be stated that language learners of Bangladesh have positive perception towards learning English through mobile apps. Hence, the Null Hypothesis is rejected and Hypothesis one is accepted.

HYPOTHESIS 2

H0: Perceived usefulness has no significant influence on behaviour intention of language learners to use mobile applications for learning English.

H2: Perceived usefulness has a significant influence on behaviour intention of language learners to use mobile applications for learning English.

From the Spearman correlation test, provided in table 4.3, between perceived usefulness and the behaviour intention of language learners to use mobile apps for learning English, it is found that the correlation coefficient is .535 and associate significant value is .000. which is below ".05" and suggest a positive correlation between the variables. Consequently, it can be stated that Perceived usefulness has a significant influence on behaviour intention of English language learners of Bangladesh to use mobile apps for learning English. Hence, the Null Hypothesis is rejected and Hypothesis two is accepted.

HYPOTHESIS 3

H0: Perceived ease of use has no significant influence on behaviour intention of language learners to use mobile applications for learning English.

H3: Perceived ease of use has a significant influence on behaviour intention of language learners to use mobile applications for learning English.

From the Spearman correlation test, provided in table 4.3, between perceived ease of use and the behaviour intention of language learners to use mobile applications for learning English, it is found that the correlation coefficient is .597 and associate significant value is .000. which is below ".05" and suggest a positive correlation between the variables. In addition to that, from table 4.6, the 'coefficients' of the perceived usefulness is statically significant (.000 < .05) with a positive sign on 'B' value. Consequently, it can be stated that perceived ease of use has a significant influence on behaviour intention of English language learners of Bangladesh to use mobile applications for learning English. Hence, the Null Hypothesis is rejected and Hypothesis three is accepted.

HYPOTHESIS 4

H0: Perceived enjoyment has no significant influence on behaviour intention of language learners to use mobile applications for learning English.

H4: Perceived enjoyment has a significant influence on behaviour intention of language learners to use mobile applications for learning English.

From the Spearman correlation test, provided in table 4.3, between perceived enjoyment and the behaviour intention of language learners to use mobile applications for learning English, it is found that the correlation coefficient is .810 andassociate significant value is .000. which

is below ".05" and suggest a positive correlation between the variables. In addition to that, from table 4.6, the 'coefficients' of the perceived enjoyment is statically significant (.000 < .05) with a positive sign on 'B' value. Consequently, it can be stated that Perceived enjoyment has a significant influence on behaviour intention of language learners to use mobile applications for learning English. Hence, the Null Hypothesis is rejected and Hypothesis four is accepted.

5.3 LIMITATION OF STUDY

There are several limitations of the study that should consider before the generalization of the findings. The main limitation of the study is its sample size and study area. Due to the constrained time frame, the study was conducted on 120 respondents and all of them belongs to the metropolitan area, hence the result may vary depending on the study area. Another limitation of the study is that it only used three independent variables that are perceived usefulness, perceived ease of use, and perceived enjoyment to determine the behaviour intention, which means there are further scopes of including more factors that influence the behaviour intention of language learners to use mobile applications for learning language.

5.4 SUGGESTIONS FOR FUTURE RESEARCH

Learning a language through mobile apps are found significantly effective from the perspective of different countries. Alike to that, in Bangladesh, the popularity of learning language through mobile apps is growing. This study focused only on the perception and behaviour intention of English language learners towards using mobiles apps for learning a language. In addition to the study, it is expected that more research will be conducted with large sample size and including more variables such as user satisfaction, content richness, perceived playfulness and influences of social media to investigate their impact on the behaviour intention of using mobile apps for learning a language. Furthermore, it is also

suggested that in addition to learners' future study must consider the perception of language teachers toward using mobiles apps for learning language, as mobile apps are found more effective when learners use it as a supplement to their language classes (Squire &Dikkers, 2012; Li and Zou, 2015).

5.5 CONCLUSION

In Bangladesh, good knowledge of English is not only desirable but also a prerequisite for social acceptance and professional success. However, despite lots of measures taken by the educators and government the present status of teaching and learning English in Bangladesh is not satisfactory. Learning a language through mobile applications allows learning a language independently and as a supplement to language class. Previous studies from the perspective of different countries have proven the effectiveness of language learning through mobile applications. This study, therefore, was conducted to explore the perception of language learners' perception towards using mobile applications for learning English as a second language, the findings of the study suggest that learners hold positive perception towards learning English through mobile apps. The study further investigated the effect of perceived usefulness, perceived easy to use and perceived enjoyment on the behaviour intention of language learners to use mobile apps for learning the language, based on the Technology Acceptance Model, developed by Davis (1989). The finding of the study shows that all the independent variables have a significant influence on the behaviour intention of the language learner to use mobile apps for learning English.

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APPENDIX A

QUESTIONNAIRES

BRAC UNIVERSITY

BRAC INSTITUTE OF LANGUAGE

MA IN TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGE)

Dear Sir/Madam,

I am currently pursuing my MA in TESOL, under BRAC Institute of Language, BRAC University. I am conducting a research on "Learning a language thought mobile apps in the Bangladesh perspective" under the supervision of Golam Korim sir. For your information, this is a fulfilment of the MA program that I am currently undertaking.

In relation to the above, I seek your kind assistance to be part of this study by completing the attached questionnaire and returning the completed questionnaire to the same person who has distributed it. This survey requires 10 to 15 minutes of your time. Your participation is voluntary and you may discontinue at any time if you feel to do so. However, your full participation is highly appreciated.

Your responses will be kept strictly confidential and will be used only for the academic purpose.

Thank you for your time and cooperation.

Yours Sincerely

Fatema Tuj Zohora
ID 18221005
Email: zohora142@gmail.com

SECTION A

DEMOGRAPHIC INFORMATION

THIS SECTION INTENDS TO CAPTURE YOUR DEMOGRAPHIC PROFILE. PLEASE TICK '√' YOUR ANSWER IN THE APPROPRIATE BOX. YOUR RESPONSE WILL REMAIN ANONYMOUS.

1. **GENDER**
   - □ MALE
   - □ FEMALE
2. **AGE**
   - □ 16 OR LESS
   - □ 16 TO 19
   - □ 19 TO 25
   - □ 25 OR ABOVE
3. **ACADEMIC QUALIFICATION**
   - □ HIGH SCHOOL
   - □ DIPLOMA
   - □ BACHELOR
   - □ MASTER
   - □ OTHERS: _____
4. **MOBILE OPERATING SYSTEM**
   - □ APPLE IOS
   - □ ANDROID
   - □ WINDOWS PHONE
   - □ OTHERS
5. **FREQUENCY OF USING MOBILE APPS FOR LEANING A LANGUAGE?**
   - □ VERY FREQUENTLY
   - □ FREQUENTLY
   - □ OCCASIONALLY
   - □ RARELY

SECTION B

LEARNERS' PERCEPTION TOWARDS LEARNING LANGUAGE THROUGH MOBILE APPS

This section is prepared to identify the learners' perception of learning language through mobile apps. Please put a tick '√' each of the following questions that best describe your agreement based on the scale provided.

1	**2**	**3**	**4**	**5**
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

No.	**ITEM STATEMENT**	**1**	**2**	**3**	**4**	**5**
1.	Using Mobile applications for learning English is a good idea.					
2.	Mobile applications promote independent learning.					
3.	Mobile applications enable fast access to information.					
4.	Mobile applications enhance the process of learning English anytime and anywhere.					
5.	Mobile applications help to actively engage with language learning.					
6.	Mobile applications are helpful for learning new vocabulary.					
7.	Mobile learning applications help me to pronounce English words and phrases easily.					
8.	Mobile applications help me to correct my grammatical mistakes when a mistake occurs.					
9.	Mobile applications help to enhance my communication skills in English.					
10.	Mobile applications can be used as a supplement to language learning and teaching at all levels of education.					
11.	In general, Mobile applications help me to improve my English and make me productive.					

SECTION C

STUDENTS' BEHAVIOURAL INTENTION TO USE MOBILE APPS IN LEARNING ENGLISH LANGUAGE

This section is prepared to identify the learners' behavioural intention to use mobile apps in learning the English language. Please put a tick '√' each of the following questions that best describe your agreement based on the scale provided.

1	**2**	**3**	**4**	**5**
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

IN MY POINT OF VIEW…		**1**	**2**	**3**	**4**	**5**
PERCEIVED USEFULNESS						
1.	Mobile applications are useful to learn English more quickly.					
2.	Mobile applications are useful for learning new vocabulary.					
3.	Mobile applications are useful to improve my writing skills.					
4.	Mobile applications are useful to improve my listening skills.					
5.	Mobile applications are useful to improve my reading skills.					
6.	Mobile applications are useful to learn to communicate more fluently in English.					
PERCEIVED EASE OF USE						
1.	Mobile applications for learning language make it easier to become more skilful in English.					
2.	Learning to operate Mobile applications for learning language is easy for me.					
3.	Mobile applications make it easy to access contents, quizzes and other resources to learn English.					

4.	It is easy for me to remember how to perform my task using the Mobile applications					
5.	My interaction with the Mobile applications are clear and understandable					
6.	Overall, Mobile applications for learning English are easy to use					
PERCEIVED ENJOYMENT						
1.	Learning through mobile applications is fun for its own sake.					
2.	Learning through mobile applications make me feel good.					
3.	Learning through mobile applications are exciting.					
4.	Learning through mobile applications are enjoyable.					
5.	Learning through mobile applications are interesting.					
BEHAVIOUR INTENTION						
1.	I prefer to use online mobile applications for learning English.					
2.	I intend to use mobile applications more often to improve my proficiency in English.					
3.	I am willing to use mobile applications as a supplement to English learning classes.					
4.	If I had to decide, I will select mobile applications for learning English.					
5.	I will recommend mobile applications for learning English to others.					

***** THANK YOU FOR YOUR TIME AND COOPERATION *****