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EFL Instructors' Perceptions and Implementation of Mobile Assisted Language Learning: The Case of Three Universities in Amhara Region, Ethiopia

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Abstract
This study aimed to assess EFL instructors' perceptions and implementation of mobile assisted language learning, focusing on three government universities in the Amhara region of Ethiopia. The study employed a descriptive survey design in which data were gathered from 73 EFL instructors currently teaching different English language skills courses in the three universities: Debre Markos, Injibara, and Bahir Dar universities. A questionnaire of 34 items (29 closed-ended and five open-ended items) was employed for collecting the data. Both descriptive and inferential statistics were employed to analyze the data. The quantitative data from the close-ended questionnaire items were analyzed through descriptive statistics (frequency, mean, and percentage), one sample t-test, and Pearson correlation coefficient, whereas the qualitative data from the five open-ended questionnaire items were analyzed and categorized into already determined themes that are aligned to perception, practice, and challenges of using mobile assisted language learning. The results revealed that EFL instructors have a positive perception (understanding) of the significance of mobile phones for assisting language teaching and learning. The one sample t-test result showed the grand mean of participants' perception was significantly higher than the population mean ($t(.53) = 6.948$, $p < .05$). However, the result also revealed that instructors' practice of using mobile phones to assist English language instruction was very low ($t(-.61) = -4.74$, $p < .05$). The relationship between the instructors' perception and practice of mobile assisted language learning was also calculated via Pearson's correlation analysis, which showed a low relationship, $r(71) = 0.029$, $p > 0.05$. In addition, the qualitative data analysis confirmed the quantitative finding and pinpointed different challenges attributing to the low level use of mobile phones to support conventional English language teaching and learning, such as lack of information communication knowledge technology knowledge, interest, training, and the unaffordability of smartphones among students as well as instructors. Based on the findings, recommendations were forwarded to different bodies.

Keywords
Instructors' Perception, Mobile Assisted Language Learning, Instructors' Practice

1. Introduction
Due to their ubiquitous nature, mobile phone use is rapidly growing. This has greatly changed how individuals communicate, work and study in the 21st century (Kılıç and Ozer, 2018). The escalation in the use of mobile phones has brought significant advantages to people in terms of easy communication, information sharing, data storage, and features like audio and video recording, along with cameras, to name a few. These benefits have made life more convenient and comfortable than ever before. Furthermore, mobile phones play a crucial role in education, especially in language learning and teaching. Research shows the effectiveness of integrating mobile assisted language learning (MALL)-the integration of mobile devices into language learning process (Bezircilioğlu, 2016), for diverse aspects of language learning: vocabulary, listening, speaking, grammar, phonetics, reading comprehension, etc. (Miangah and Nezarat, 2012). Due to these benefits, today's teachers and students need to adapt their thinking and actions compared to a few decades ago. The current educational landscape demands different schools, educators, students, and environments to align with the realities of technological advancements. Supporting this view, Khan et al. (2018) note that mobile phones are extensively used in various contexts and can be especially beneficial for learners and educators in educational settings. Emphasizing this,

Rahimi and Pourshahbaz (2019) argue that contemporary teachers should not only enhance their pedagogical skills but also advance their technological capabilities to meet the demands of modern teaching.

In other words, technology is advancing rapidly, and at this rate, teachers must update knowledge of their subjects, teaching methods, and relevant technological tools like mobile phones to effectively use them in language instruction. The swift development and accessibility of new technologies require both teachers and students to adopt high-tech tools, such as mobile phones, which play a vital role in enhancing effective language instruction. With these devices, language teachers can make the learning process more engaging and enjoyable (Aygül, 2019). Mobile phones are accessible and versatile technological tools, leading to the rise of mobile-assisted language learning (MALL), a growing technology that has shown a significant impact on English as a Foreign Language (EFL) learning overall (Taj et al., 2016), and specifically in promoting learner autonomy (Khan et al., 2018), independent learning, and motivation (Alrefaai, 2019). MALL is a subset of computer-assisted language learning (CALL) and involves the integration of various technological devices, such as mobile phones, tablets, PCs, MP3/MP4 players, PDAs, and palmtop computers into language learning (Bezircilioğlu, 2016; Kukulska-Hulme & Shield, 2008; Khan et al., 2018).

The effectiveness of using mobile phones to support language learning stems from their ability to facilitate educational activities for both teachers and students, combined with their portability, user-friendliness, accessibility, and affordability (Kalati, 2013). Research indicates that mobile phones enable EFL learners to interact more easily and effectively with classmates and teachers. The convenience of communication with instructors and peers has led to an increased use of mobile phones for educational purposes. These advantages have prompted EFL researchers to advocate for the use of mobile phones as a means of enhancing the processes and quality of language instruction (Khan, 2018).

In recent years, advanced mobile phones have become prevalent across all aspects of life and are increasingly accessible in both urban and rural areas of many countries (Miangah and Nezarat, 2012). Mobile devices contain common features which include internet access, voice-messaging, SMS text-messaging, cameras, and even video-recording. In the language learning situation, all of these features enable communicative language practice, access to authentic content, and task completion (Chinnery, 2006). As a result, current language research is focusing more on the practical application and integration of mobile-assisted language learning (MALL) within traditional EFL classrooms, due to the wide range of learning opportunities and applications that mobile phones offer for improving EFL learning proficiency. However, despite the varied uses of mobile phones in language teaching and learning, there is limited knowledge about instructors' perceptions, actual implementation, and the potential challenges associated with applying MALL.

In the Ethiopian education context, the use of accessible technological products, such as mobile phones, is rarely seen as a tool to support teaching and learning in general, and English language instruction in particular. Instead, they are often perceived as obstacles rather than assistive devices as they are associated with issues such as academic cheating, plagiarism and academic dishonesty (Mebratu, 2015). Informal observations by researchers indicate that university students frequently use mobile phones for cheating during exams, engaging on social media platforms like Facebook, watching movies, and listening to music for entertainment. This non-academic use of mobile phones inside and around the classroom negatively impacts the teaching and learning process, prompting instructors to frequently instruct students to turn off their phones before classes or exams begin, rather than encouraging their use for educational purposes. To the best of the researcher’s knowledge, no efforts have been made in Ethiopia to investigate the challenges of integrating mobile phones into English language teaching and learning.

Globally, however, there has been extensive research on the use and acceptance of mobile-assisted language learning (MALL) in language education, though numerous EFL researchers have highlighted significant challenges in using mobile phones for this purpose. Key concerns include learners' reluctance to use mobile phones for academic purposes, the small screen size of mobile devices, and teachers' lack of technical skills to utilize these devices for instructional purposes. Another frequently reported barrier is the difficulty of simultaneously using a mobile phone and a textbook, which complicates the integration of MALL into English language instruction (Khan et al, 2018).

Several global studies have explored aspects related to MALL. For instance, Ismail et al. (2010) investigated EFL teachers’ attitudes towards using technology in language classes and found that instructors generally have a positive view of MALL in enhancing language teaching and learning, and are willing to integrate technology into their classrooms. Similarly, Saidouni and Saidouni (2016) found that both teachers and students hold positive attitudes towards the effectiveness of MALL, recognizing its potential as a promising approach for teaching and learning foreign languages. On the other hand, Dashtestani (2013) found that teachers in various language teaching institutions in Iran have a moderately positive attitude towards using mobile phones for language learning and teaching. Both Dashtestani (2013) and Khan et al. (2018) noted that while mobile phones significantly enhance learner motivation, promote independent learning, and support student-centred teaching, EFL teachers have moderately positive attitudes regarding the use of mobile phones for language learning and teaching activities, and their actual use of mobile phones in MALL activities remains low, for they lack skills to develop and implement MALL activities.

In the local Ethiopian context, Berhane, Deepanjali, and Ataklti (2019) examined the attitudes and beliefs of EFL students and their teachers at Axum University regarding technology-assisted language teaching (TALT) and its role in reducing foreign language anxiety. The quantitative data from this study indicated that both teachers and students had strong beliefs in and positive attitudes towards the role of TALT in minimizing language anxiety. However, qualitative data revealed that their actual use of TALT was very low and discouraging.

In summary, the limited international studies conducted in this area have primarily focused on examining students' and teachers' attitudes towards the use of mobile phones for language teaching and learning, without specifically assessing their perceptions of using mobile-assisted language learning (MALL). The findings related to the actual practice of MALL are generally not encouraging, although they may not reflect the specific context of the present study. Therefore, to address this gap, the current research aims to explore the perceptions and usage levels of MALL among EFL instructors and students, focusing on three universities in the Amhara region.

The following research questions have been formulated to guide this study:

1. What are EFL instructors' perceptions of using mobile phones for language teaching and learning?
2. To what extent do EFL instructors utilize mobile phones to support language teaching and learning?
3. What is the relationship between instructors' perceptions and their actual practice of using mobile phones in language teaching and learning?

2. Research Methodology

2.1 Design

This study used a survey research design. The design utilized survey to gather data about the subjects' perceptions, practices and challenges on the implementation of mobile phones to assist English language teaching and learning. It was appropriate to gather data from EFL instructors teaching at three government universities in Amhara region, Ethiopia because the number of subjects was large and they were from different locations which would make using other designs more challenging.

2.2 Samples and Sampling Techniques

For collecting the data, all the available instructors' currently teaching English language skills courses were selected using comprehensive sampling technique. A total of 73 participants taken from Debre Markos, Injibara and Bahir Dar universities filled in the questionnaire which comprised twenty-nine close-ended and five open-ended items.

2.3 Data Collection Instruments

For this study, both quantitative and qualitative data were gathered. A questionnaire consisting of 29 close-ended and 5 open-ended items was applied to gather the data. While the close-ended questionnaire served as the main data gathering tool, the open-ended one played supplementary role to dig out more data and triangulate the data obtained from the close-ended one.

The questionnaire aimed to collect data concerning EFL instructors' perception, practice and challenges of using mobile phones for assisting English language teaching and learning. It consisted of 29 close-ended items 15 of which were related to the participants' perception and the other 14 related to their practice on mobile assisted language teaching and learning. The five open ended items were concerned with the participants' perception, practice and challenges of mobile assisted language learning and teaching. For the close-ended questionnaire, related to perception a five point Likert scale ranging from 1(strongly disagree) to 5(strongly agree) were used whereas for the practice questionnaire, a five point frequency scale ranging from 1 (rarely) to 5(always) was applied.

2.4 Data Analysis Techniques

In this study, quantitative data was gathered through close-ended questionnaire items whereas qualitative data were collected through open-ended questionnaire items. To analyze the data, both descriptive statistics and inferential statistics such as one-sample t-test and Pearson correlation coefficient analysis techniques were applied using SPSS version 23. Whereas the quantitative data from the close-ended questionnaire were analyzed through description (mean, percentage and standard deviation), one sample t-test and Pearson correlation coefficient, the qualitative data from the open-ended questionnaire items were analyzed in terms of thematic categorization and narration.

2.5 Validity and Reliability Issues

To enhance the validity of this study, the data gathering instrument, questionnaire, was given to colleagues for evaluation and revisions were made in response to the comments and feedback. Another technique of maximizing validity was pilot testing the questionnaire with a small number of individuals to uncover problems connected with comprehension and ambiguity. In this study, therefore, the questionnaire items were piloted on a small sample of respondents having similar characteristics with the main study respondents and who were not included in the main study. After the piloting, the responses were statistically analyzed through Cronbach's alpha to check the internal consistency. The reliability level of the instrument was found to be 0.86 which is considered as a very good level according to the conventions.

3. Results and Discussion

3.1 EFL Instructors' Perception on the Use of Mobile Phones

In this sub-section, data on the study participants' perception on the use of mobile phones for English language teaching/learning has been presented and analysed.

Table 1 Instructors' Perception on mobile assisted language learning

No.	Items: Using mobile phones for teaching English language	Responses										N	Mean
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
1	Creates exposure for student	5	6.8	6	8.2	8	11	30	41.1	24	32.9	73	3.85
2	Gives students easy access to authentic materials	1	1.4	4	5.5	20	27.4	21	28.8	27	37	73	3.95
3	Allows students to learn the language any time and place	3	4.1	0	0	6	8.2	31	42.5	33	45.2	73	4.25
4	Motivates students to learn	3	4.1	2	2.7	21	28.8	32	43.8	15	20.5	73	3.74
5	Increases students' self confidence	2	2.7	13	17.8	30	41.1	22	30.1	6	8.2	73	3.23
6	Is encouraging for students	5	6.8	6	8.2	20	27.4	35	47.9	7	9.6	73	3.45
7	Makes Students autonomous in learning	5	6.8	6	8.2	16	21.9	39	53.4	7	9.6	73	3.51
8	Addresses individual learner differences	7	9.6	5	6.8	28	38.4	22	30.1	11	15.1	73	3.34
9	Will facilitate language learning/teaching	3	4.1	6	8.2	14	19.2	42	57.5	8	11	73	3.63
10	Can create interactive learning environment	8	11	11	15.1	24	32.9	24	32.9	6	8.2	73	3.12
11	Can be used to teach/learn different language skills	7	9.6	0	0	9	12.3	44	60.3	13	17.8	73	3.77
12	Can help to scaffold each learner	6	8.2	7	9.6	12	16.4	40	54.8	8	11	73	3.51
13	Distracts students	3	4.1	15	20.5	21	28.8	20	27.4	14	19.2	73	2.63
14	Negatively affects the teaching/ learning process	12	16.4	19	26	18	24.7	19	26	5	6.8	73	3.19
15	Not economical	13	17.8	24	32.9	12	16.4	21	32.9	3	4.1	73	3.32
Grand mean													3.53

All the statements in the above table seek EFL instructors' views on the importance of implementing mobile assisted language learning for teaching English language skills. The statements require respondents to express their level of agreement on the stated ideas. For convenience, the agreement scale from strongly disagree (1) to strongly agree (5) has been regrouped into three levels: strongly disagree (1) and disagree (2) added together represent *disagreement* (negative perception), *undecided (3)* represents being neutral (undecided agreement), on the other hand, agree (4) and strongly agree (5) added together represent *agreement* with statements related to the benefits of mobile assisted language learning and teaching.

Thus, the above data demonstrates the majority of respondents agreed with the positive statements (see the descriptive statistics for items 1-12 in Table 1 above) and they disagreed with the negative statements (see descriptive statistics for items 13, 14 and 15 in Table 1 above) about the importance of mobile assisted language learning. Additionally, the grand mean of instructors' perception (3.53) reveals positive perception of the participants, which is greater than the population mean (3.0) by .53. The descriptive statistics above generally shows EFL instructors have positive perception on the importance of mobile assisted language learning. This result was also confirmed through the use of one sample t-test inferential statistics as shown in the table below.

Table 2 One-sample t-test for instructors' perception of mobile assisted language learning

One-Sample Test						
Test Value = 3						
Perception	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
	6.948	72	.000	.528	.38	.68

As can be observed in Table 2 above, a one –sample *t*-test compared the mean perception of the sample to a population value of 3.00. Accordingly, a significant difference was found (t (.53) =6.948, p<.05). The sample mean of 3.53 (SD=.65) was significantly greater than the population mean.

3.2 EFL Instructors' Practice of Mobile Assisted Language Learning

Table 3 Instructors' practice of mobile assisted language learning

No.	Items: I	Responses										N	Mean
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
1	design and create activities that students can do with their mobile phones	40	58.8	21	28.8	6	8.2	2	2.7	4	5.5	73	1.75
2	adapt my teaching styles so that can work with their mobile phones	41	56.2	14	19.2	12	16.4	4	5.5	2	2.7	73	1.79
3	use my ICT knowledge to use mobile phones for teaching English language	37	50.7	14	19.2	11	15.1	9	12.3	2	2.7	73	1.97
4	use smartphones in class to support teaching English	40	54.8	16	21.9	9	12.3	4	5.5	4	5.5	73	1.85
5	advise students to use mobile devices to facilitate learning	20	27.4	13	17.8	14	19.2	20	27.4	6	8.2	73	2.71
6	Encourage students to use mobile device for learning vocabulary	18	24.7	16	21.9	11	15.1	22	30.1	6	8.2	73	2.75
7	Encourage students to use mobile devices learn English grammar	23	31.5	8	11	19	26	15	20.5	8	11	73	2.68
8	Encourage students to use mobile phones develop listening skill listening skill	17	23.3	18	24.7	13	17.8	15	20.5	10	13.7	73	2.77
9	Encourage students to use mobile devices to develop reading skills	31	42.5	11	15.1	8	11	17	23	6	8.2	73	2.40
10	Support students to use mobile phones to develop writing skills	43	58.9	12	16.4	8	11	8	11	2	2.7	73	1.82
11	Motivate students to use mobile devices to develop their speaking skills	22	30.1	13	17.8	13	17.8	17	23.3	8	11	73	2.67
12	Encourage students to use mobile devices for reading different texts in English	21	28.8	15	20.5	10	13.7	19	26	8	11	73	2.70
13	Advise students to use mobile devices to access the internet to improve their English skills	19	26	10	13.7	12	16.4	25	34.2	7	9.6	73	2.88
14	Encourage students to use mobile devices to download and watch videos in English	19	26	12	16.4	20	27.4	11	15.1	11	15.1	73	2.77
Grand mean													2.39

Table 3 presents statements that call for respondents to express the frequency of practicing mobile assisted language learning and teaching in different ways. The mean response for all the items in the table is lower than the population mean (3.0). Moreover, the grand mean (2.39) is lower than the population mean (3.0) by .6l. For easier analysis, the frequency scale from never (1) to always (5) has been regrouped into three levels: never(1) and rarely (2) added together represent *rarely* (low level of practice), *sometimes (3)* represents moderate level of practice, and usually (4) and always (5) added together represent *frequent* (high) level of practicing mobile assisted language learning and teaching. Subsequently, the grand mean of practice (2.39) reveals the respondents' low level of MALL practice as it is less than the population mean (3.0) by .61 mean differences. This result of the descriptive analysis was triangulated with one sample t-test inferential statistics as presented below.

Table 4 One-sample t-test for instructors' practice of mobile assisted language learning

One-Sample Test						
Test Value = 3						
Practice	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
	-4.737	72	.000	-.60568	-.8605	-.3508

A single sample *t*-test compared the mean practice of the sample (-4.74) to a population value of 3.00. A significant difference was found (*t* (-.61) =-4.74, *p*< .05). The sample mean of 2.39 (SD=1.1) was significantly lower than the population mean (3.00).

After examining the respondents' level of perception and practice on mobile assisted language learning, the correlation between the two variables was calculated as below.

Table 5 Correlation of Instructors' Perception and Practice of mobile assisted language learning

Correlations			
		Perception	**Practice**
Perception	Pearson Correlation	1	.029
	Sig.(2-tailed)		.807
	N	73	73
Practice	Pearson Correlation	.029	1
	Sig. (2-tailed)	.807	
	N	73	73

As both variables (perception and practice) were measured on interval scales, Likert scale and frequency scales, respectively, and they were normally distributed**,** the Pearson correlation coefficient was calculated to determine the relationship between the participants' perception and practice of mobile assisted language learning. Thus, a weak correlation that was not significant was found (r (71) = .029, p>0.05); the participants' perception was not related to their practice of mobile assisted language learning.

3.3 Results of the Qualitative Data

Qualitative data were collected from the participants' responses to the five open-ended questionnaire items. The questions were concerned with the respondents' perception, implementation, and challenges of the use of mobile assisted language learning (MALL).

Most responses highlighted that using mobile phones to teach English has paramount importance to facilitate English language teaching and learning. The participants believe that mobile phones can be used for a wide range of purposes in the language classroom. It was indicated that mobile phones can be applied to teach different language skills, like teaching words, reading different materials, and showing students some real conversations and referring to some unfamiliar words, but they also hesitate that the smart phones and internet are not easily accessible and affordable. A participant, in this regard, expressed his belief that "using mobiles can help the teacher facilitate English language learning. However, economically, it is difficult for students to access such expensive devices." It is understandable from this excerpt that mobile phones can be used for language teaching, but the accessibility of the internet and affordability of smart phones are questionable. Another instructor also mentioned that mobile phones can be used in the language classroom because "they have rich potential in addressing new vocabularies, grammatical concepts, model conversations, etc. to support the actual sessions." Still other respondents stressed that it is possible to use mobile phones in class, but all the students may not have equal access to smart phones for economic reasons.

On the other hand, a significant number of instructors believe that mobile phones cannot be used to teach English. The most common reason the respondents mention is that mobile phones are too costly and students may not afford them, and internet access is very difficult to implement. Nevertheless, based on the researcher's informal observations made while teaching different common and major courses, nearly all students have smart mobile phones. I observed six randomly selected classes and took statistics of how many students possess mobile phones and how many of which are smart. Accordingly, in a class of about 50 students, 48 of them have smart phones, and the other 2 have basic phones. Thus, this statistic reveals that instructors' fear of the unaffordability of mobile phones for students is not acceptable. Regarding the inaccessibility of the internet again, in the universities this study was undertaken, the internet is highly accessible both for students and instructors, and maybe the respondents fear emanates from some inconveniences due to electricity power fluctuations and internet interruptions due to political instabilities.

Moreover, all language teaching/learning activities may not require the use of the internet. Instructors can prepare different teaching activities and share them with their students using a variety of offline document sharing platforms, such as Facebook, Telegram, WhatsApp, etc.

Participants were asked to express to what extent they practice mobile assisted language learning in their English classrooms. The majority of them asserted that they rarely use and encourage their students to use mobile phones for language teaching. Some of them explained that their practice of MALL is not as it should be, which may be due to poor background knowledge of using mobile phones for facilitating teaching. That is, they have technical deficiencies to effectively use mobile phones for instructional purposes. Other participants reported that they do not apply MALL in their teaching as students have no access to organized platforms, but they have the intention to use it if situations are conducive. Very few of them said that they apply MALL when they use an electronic dictionary to check the pronunciation, spelling, and meanings of words, and by encouraging learners to use mobile phones to read modules.

The participants listed a number of challenges that affected their practice of mobile assisted language learning. The most frequently listed challenges include lack of ICT knowledge and having no interest in using their mobiles for instruction. Some others associate their poor practice with students' low motive to make use of the technology, accessibility to smart phones, and internet. Instructors' low income to afford smartphones and lack of training were also mentioned as challenges to implementing mobile assisted language learning.

4. Discussion of Results

Analysis of the close-ended questionnaire data showed that EFL instructors have positive perception on the importance of using mobile phones to assist language learning and teaching (t (.53) =6.948, p<.05). This result aligns with participants' responses for open-ended questions which indicated that using mobile phones to teach English language has paramount importance to facilitate English language teaching and learning. The participants expressed their belief that mobile phones can serve a wide range of functions in the language classroom: to teach different language skills, teach words, read different materials and to access real conversations from the native speakers' tongue. On the other hand, the qualitative data showed that, though participants have positive perception concerning the benefit of mobile phones for teaching English, they expresses their fear of challenges, such as internet accessibility and affordability of smart phones. The finding is generally consistent with Ismail et al. (2010) and Saidouni and Bahloul (2016) who found that instructors have a positive attitude towards the importance and effectiveness of mobile assisted language learning in fostering language teaching and learning. However, it is in different to Dashtestani (2013) and Khan et al (2018) who reported that EFL teachers had moderately positive attitude towards the use of mobile phones to facilitate mobile assisted language learning activities.

This current study's result on the practice of MALL revealed that EFL instructors' implementation of mobile assisted language learning is very low and this was confirmed with the one sample t-test result (t (-.61) =-4.74, p< .05). In this regard, the qualitative finding showed that most participants asserted they rarely use and encourage their students to use mobile phones for instructional purposes due to lack of technical knowhow, background knowledge on MALL, interest, training and access to plat forms that assist practicing MALL. This finding is also in line with Dashtestani' (2013) and Khan' et al (2018). They pointed out that despite the significant role of mobile phones in enhancing learners' motivation, encouraging independent learning and facilitating student-centered approach of teaching/learning, EFL teachers' actual practice of MALL was very low due to lack of the required skills to use and develop MALL activities. It is also in congruent with Berhane, Deepanjali and Ataklti (2019) who found that teachers' actual practice of technology assisted language teaching (TALT) was very low and discouraging.

In this study the correlation between instructors' perception and actual practice of mobile assisted language was calculated through Pearson's correlation analysis. Accordingly, a weak correlation was found (r(71)=0.029, p>0.05). The rationale for the mismatch between participants' positive perception and poor practice of MALL was vividly disclosed in the qualitative finding. The practice was highly impacted by lack of background, technical knowhow and internet access to list a few.

5. Conclusions

It can be drawn from both the quantitative and qualitative findings of this study that EFL instructors have a positive perception regarding the importance of mobile assisted language teaching and learning, but their level of practice was found to be low. The low level of MALL implementation resulted from a range of setbacks listed in the preceding section. Additionally, the inferential statistics clearly showed there is a mismatch between instructors' perception and practice of mobile assisted language learning. Therefore, for better future practice of MALL, colleges and departments in universities should organize MALL awareness raising and skill development trainings for instructors, encourage instructors to adapt themselves to the demands of the technology era, and consider creating good internet access.

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The author declares that he has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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