

LANGUAGE TEACHERS' PERCEPTIONS OF USING GOOGLE KEYBOARD IN L2 WRITING

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Despite the growth of research on mobile technologies in educational contexts, research on teachers' perceptions of mobile technologies still demands further attention. The present study investigated teachers' perceptions of using Google keyboard (Gboard) in L2 writing. The participants were two teachers who taught 47 intermediate and upper-intermediate Turkish English as a foreign language (EFL) learners. Data were collected from the teachers in which they were asked to keep a teaching journal and report their perceptions of Gboard implementation as well as the most distinctive lexical errors they deemed to emerge in the learners' writing. Data analyses indicated that the teachers perceived the integration of Gboard into instruction as an effective intervention that assisted with enhancing the spelling accuracy of the learners. The implications of the study have been discussed.

Keywords: Mobile Assisted Language Learning, lexical errors, EFL writing, educational technology, Google keyboard (Gboard), teacher perceptions.