The Use of Smartphones in Learning English Language Skills: A Study of University Students' Perspectives

Mohammad Abd Alhafeez Ali Ta'amneh*

Taibah University, Saudi Arabia

Corresponding Author: Mohammad Abd Alhafeez Ali Ta'amneh, E-mail: Taamnehmohammad@yahoo.com

ABSTRACT

This study investigated students' perspectives about the use of smartphones in learning English language skills. It discussed the benefits and difficulties of using smartphones in the process of learning. The sample consisted of one hundred and fifty-one students enrolled in the first semester of the academic year 2019/2020 in different English courses taught at Taibah University (Badr Branch). The researcher designed a questionnaire depending on the previous studies investigated the role of smartphones in the process of teaching and learning. The participants were asked to decide at which level they agreed with each statement. The researcher analyzed data through Statistical Package for Social Sciences by applying mean scores and standard deviations. The results according to the students' answers were positive with moderate usage of their smartphones in their attempt to learn English. Moreover, the results showed that there were no difficulties faced by students during the process of learning through smartphones.

Key words: Smartphone, Smartphone Technology, Educational Technology, English Language Learning, Learning

INTRODUCTION

Technology is important in learning and teaching nowadays. It plays important roles in shaping and transforming the way people communicate, learn, teach, and socialize with others. Technological tools make the world as a small village and help people as well as learners to give and receive data all over the world without depending on the traditional ways used in the past. One new technological tool that learners may use in their learning is smartphones. Smartphones have become one of the instruments that may be used in education since most students use them in their daily life. Using smartphones in learning and exchanging ideas through the World Wide Web is a new trend in the twenty-one century. This trend enables educators to learn and obtain what they want through innovative ways. Young learners are enthusiastic toward using their mobiles in everyday events since most of them have new and up to date smartphones. They use them to make calls, play games, buy and sell things, and chat with others through social media applications such as Twitter, Facebook, Instagram, and Snapchat. They think that mobile technologies like many other technological tools have a lot of advantages that make them up to date with hot topics all over the world. One of the advantages of smartphones for learners is to use them in learning foreign languages. Studies point out that using technology may improve the process of teaching and learning English (Kessler, 2007; Machmud & Abdulah 2017). According to Alrefaai

(2019), learning through smartphones makes language learning more attractive process. It builds their awareness through interaction with other students. Many researchers mention some advantages of using smartphones in learning such as flexibility, portability, and easy access to the learning materials (Alrefaai, 2019; Kukulska-Hulme and Pettit, 2009 & Kukulska-Hulme & Shield, 2008). According to Papadakies (2018), smartphones' characteristics can make the learning process more meaningful and comfortable. Language learning is a continuous learning process that needs some new instruments to make it easy and successful such as integrating some technological tools to "motivate students as well as teachers to do their traditional jobs in different and attractive ways"(Ta'amneh, 2017: 143).Using smartphones and their applications in learning may help students and teachers to develop and improve educational procedures needed for learning and teaching, and give helpful ideas that encourage students to study and learn better (Cui and Wang , 2008; Kizito, 2012; Wang ,2017). They can use them in listening, speaking, reading, and writing. Besides, they can share information with their peers and others all over the world without looking for traditional ways to check their learning.

STATEMENT OF THE PROBLEM

EFL teachers face many problems while teaching English language skills to the students from different departments.

Students do not have enough information about the English Language to deal with university subjects, so they sometimes look for new strategies and techniques to learn English language skills effectively. Using technological tools in the process of learning is still under-research to explore the effectiveness of such tools in improving learners' educational levels. Although several studies consider the use of smartphones as effective and useful tools in learning, some educational institutions and teachers recognize them as tools of interruption and distraction for learners and therefore they either prohibit students to use them or show their reluctance for using them as learning tools (Robb& Shellenbarger ,2012). Based on the researcher's experiences and previous researches in the field of English language learning, integrating smartphones can be useful in learning English language courses. The researcher observed that students faced some problems in learning the English language. They lack the fundamental skills needed to interact with others. However, the researcher aims to explore the effectiveness of smartphones in facilitating the process of learning and improving students' English language skills.

PURPOSE OF THE STUDY

The present study aimed at investigating the role of smartphones in English language learning among university students. It also aimed to illustrate whether this strategy can provide a motivating way of improving the learners' levels.

QUESTIONS OF THE STUDY

This study aimed to answer the following questions:
1. What are the students' perspectives about the role of smartphones in developing English language skills ?
2. What are the difficulties of using smartphones in learning English language skills regarding students' opinions?

SIGNIFICANCE OF THE STUDY

This study explores the role of using smartphones in learning English language skills among university students. It is hoped that the results will help teachers and researchers while using smartphones at universities. The researcher also hopes that these results may help EFL instructors to modify their traditional strategies and techniques which may, in turn, improve their teaching practices and their students' performance in learning English language skills and consequently developing and improving students' growth in EFL learning.

LIMITATIONS OF THE STUDY

The results of this study are limited by these factors:
1. The study was confined to the students at Taibah University in the first semester of the academic year 2019/2020, and thus, the results obtained cannot be generalized to other universities or other students in different regions. A study with other levels could have different results.

2. The study was conducted during the first semester of the academic year 2019/2020. A longer duration might have different outcomes.

LITERATURE REVIEW

Using smartphones in learning English provided learners with new opportunities and various learning techniques; including the relationship between instructors, students and learning items (Babiker, 2015). The use of smartphone technology in learning motivated learners and supported their own learning process (Alqahtani and Mohammad, 2015; Tal and Gross, 2014). Some researchers found that integrating technology in learning created new learning strategies, supported students' achievements and reduced students' anxiety (Babiker, 2015; Thinley, Reye and Geva, 2014; Luo, Lin,Chen & Fang, 2015; Ebrahim, Ezzadeen and A.K, 2015). English language skills "can be learned more effectively using technological tools" (Ta'amneh, 2014, p:188). Smartphone technology played important roles in facilitating the process of learning and teaching English. Pulla (2020) believed that learning activities and actions could be contextualized through smartphone technology. "The EFL teachers almost have good behavior in learning English through mobile devices. Besides, they believe that M-learning can support learning English effectively through a high percentage of scales" (Vo and Vo, 2020:12). Students might face some educational problems or difficulties while learning a foreign language. "One of the most important roles of the instructors is to help students understand their materials and achieve their objectives successfully. Sometimes the instructors need extra information and more time to achieve the objectives of the course" (Ta'amneh, 2020:83). Using smartphones in learning English provided opportunities for teachers and students to enhance learning and change the ways of learning (West, 2012). They could be helpful and beneficial for students in different ways (Wail and Omaid, 2020). The characteristics of smartphone learning, which depended on collaboration with peers and instructors inside and outside the classroom, made this kind of learning efficient and well-organized (Gangaiamaran and Pasupathi, 2017; Klimova, 2019). Some researchers like Chen (2016) considered mobile learning as an important strategy for learning language skills. He asserted that "Mobile learning apps provide multiple channels and modalities for adult learners to practice language skills" (2016, p. 40). The following is a number of studies investigating the role of smartphones in learning English language skills.

Aamri (2011) examined the effectiveness of using mobile phones in English learning. One hundred male and female students from different academic colleges at Sultan Qaboos University participated in this study. The researcher concentrated on the students' behavior, attitudes and problems in using their mobiles in learning English. The results showed that students prefer using their smartphones in the classroom but they were not given permission by teachers to use them. The results also revealed that mobile phones were considered as good learning tools if the students used them appropriately. The researcher ,at the end of the study, advised

educationists, practitioners, teachers and decision-makers to look positively at this kind of learning.

Abbasi and Hashemi (2013) examined the effect of using cell phones on the learners' vocabulary retention and the role of gender in vocabulary retention when using mobiles. The results showed that vocabulary retention was affected by using mobiles. The results also revealed that the participants' vocabulary retention was not affected by gender.

In the same vein, Kanchana and Saha (2015) explored the role of smartphones in learning English in India. They found that integrating mobile phones in learning and teaching made teaching more successful. They advised EFL instructors to change their styles and techniques in teaching a foreign language depending on internet connectivity and educational applications in smartphones. Besides, the researchers asserted that using smartphones made learners eager to learn as independent learners.

Leis and Tohei (2015) investigated the merits of using smartphones in an English classroom. The participants were divided into two groups. The first one was prohibited from using their mobiles in the classroom while the second was supported to utilize them for learning purposes. The results revealed that the second group had a desire to learn more outside the classroom and were more independent learners than those who were prohibited from using smartphones inside classrooms. The researcher advised instructors to encourage students to use their smartphones inside the classroom while learning the English language.

In their study, Nalliveettil and Alenazi (2016) investigated students' perceptions about using mobile phones in learning the English language at Aljouf University. The participants consisted of Fifty- two undergraduate EFL students. A self-report and questionnaire were used to know the participants' perspectives about the effectiveness of this kind of learning. The researchers ,depending on their findings, suggested instructors and practitioners to introduce new techniques and imaginative materials for the English class. They found that teachers were positive and students were supportive towards using their smartphones in learning the English language.

Using a sample of Najran University students, Elfeky and Masadeh (2016) examined the effect of mobile learning on the progress of educational success and conversational skills. The researchers divided the participants into control and experimental groups. Fifty students participated in this study. The results showed that the achievements and skills of the participants were affected positively as a result of using their mobiles in English learning. Depending on the results, the researchers suggested using mobile phones inside classrooms.

Basal, Tanriverdi and Sari (2016) explored the effectiveness of mobile applications in teaching vocabulary. They examined the efficiency of mobile applications on teaching forty figurative idioms compared to traditional ways for four weeks. They used pretest and posttest to discover the differences between the two groups. The results indicated that the experimental group achieved better in their learning than the control group. In addition, the researchers recommended using smartphones and their applications in the process of vocabulary teaching.

Similarly, Alkhezzi and Al-Dousary (2016) conducted a study to explore the role of using mobile phones and their applications in the process of teaching and learning English in an ESP context. The results revealed that using mobile phone applications affected students' comprehension of vocabulary and grammar. They also indicated that teaching and learning vocabulary could be done outside the classroom through using mobile phones in many different ways, whereas teaching grammatical rules and writing skills needed certain plans because of certain limitations.

Ababneh (2017) conducted a study to explore students' perspectives about using their mobiles in English learning. The researcher aimed to know the importance of utilizing cell phones in learning English and the effect of academic major and gender on students' perspectives towards using their phones in the process of learning. 101 students responded to the questionnaire. The results showed a high usage of mobile phones in their learning. They also revealed that the participants had positive feelings while using their mobiles in English learning. The students' gender and the academic major had no significant effect on participants' attitudes towards utilizing mobiles in their learning.

Al Fawareh and Jusoh (2017) did a study to discover the effects of smartphones on academic staff at Northern Border University. They did a survey study using questionnaires distributed to sixty-six academic staff having smartphones. The results showed that smartphones had used instead of computers. The academic staff used smartphones for knowledge sharing, teaching , and learning through social media applications. The results also revealed that smartphones had negative effects on the academic staff. They had feelings of uncomfortably when smartphones were not with them.

Machmud and Abdulah (2017) investigated the effects of using smartphones in teaching and learning English. Sixty-three students participated in this study. The researchers categorized students into two groups depending on a questionnaire of foreign language anxiety classroom scale. The results showed that both groups of students (high and low anxiety groups) used smartphones got higher score comparing with their scores while using traditional model of teaching. The study concluded that using smartphones in teaching reduces the students' anxiety in learning speaking skills.

Farrah and Abu-Dawood (2018) investigated the usage of mobile phone applications in educational processes to identify the advantages, disadvantages, and difficulties of using smartphones. They used a questionnaire to know the general students' perspectives about the effects of using mobiles inside the classroom. Besides, they used interviews to show the participants' attitudes towards the troubles and the explanations. The results revealed that the majority of students responded positively to utilize mobile phone applications in their learning. Additionally, the results showed that learners study better through using their mobiles and mobile phone applications.

Alshabeb and Almaqrn (2018) explored the use of social media applications in language learning among university students. They focused on the use of mobile devices in students' learning. One hundred and two students responded to a questionnaire and five participants were interviewed to know their responses about the use of social media in facilitating the process of learning. The results showed that students had positive attitudes attitudes towards using and integrating technological tools to their English courses. The researchers advised decision-makers to use this kind of learning which depended on educational technology to help students in their learning.

Ozer and Kılıc (2018) investigated the effects of mobile learning environment on educational achievement, acceptance of mobile learning devices and cognitive load of learners. The researchers used data in this study to recognize the effects of mobile learning. Seventy-one students participated in this study. The results showed that the experimental group was better than the control group in academic achievements. The study also revealed that the students in the control group were cognitively overloaded comparing with students in the experimental group. Depending on the qualitative data, The themes pointed to the good and bad sides of the mobile-assisted learning environment.

Alrefaai (2019) conducted a study to discover the attitudes of students towards using mobile phones in English language learning and to find their problems and obstacles while using them in the educational setting. Seventy students at King Khalid University responded to a questionnaire. The results showed that students had positive attitudes towards such learning. They also showed that the majority of participants encountered many problems " such as technical problems, the small size of the screen, distraction, the accuracy and authenticity of the information, health problems, becoming less patient, and getting tired" (p.82).

Alshamsi, Al-Mekhlafi, Albusaidi, & Hilal (2020) carried out a study to discover the effect of using mobile learning on improving students' listening skills in Oman, to explore their attitudes, and to find difficulties faced them while implementing this kind of learning. The participants of this study consisted of thirty-one students. They were divided into two groups (experimental and control). The results showed that the participants in the experimental group were better than others in the control group in their learning as a result of the mobile learning strategy. They also revealed that the students had positive attitudes towards using this kind of learning in dealing with listening materials. Using mobile learning, according to the researchers, increased students' motivation and simplify the learning process. On the other hand, the results showed some difficulties related to mobile learning such as screen sizes of mobile phones, connections, and the suitability of the listening content.

METHODOLOGY

Participants of the Study

The participants of the study were chosen purposefully from the students enrolled in the first semester of the academic year 2019/2020 in different English courses taught at Taibah University\Badr Branch in the Kingdom of Saudi Arabia. The sample consisted of 151 students who taught different English courses during the semester.

Instrument of the Study

The researcher designed a five-point Likert-type questionnaire depending on studies conducted to discover the role of smartphones in the process of teaching and learning. It consisted of thirty statements that the participants were asked to decide at which level they agreed with each statement. It was used to explore the role of smartphones in learning English from the perspectives of the students at Taibah University.

Validity and Reliability of the Instrument

Six experts were asked to look at the questionnaire and give their suggestions. The researcher selected ten students to answer the questionnaire twice with a two-week interval between them. The reliability coefficient was calculated using Cronbach Alpha. The calculated value was .85 which is enough to conduct this study.

DATA COLLECTION

This study was conducted at Taibah University\Badr Branch in the Kingdom of Saudi Arabia at the end of the first semester of the academic year 2019/2020. The researcher obtained the permission of the participants to conduct this study. A thirty item questionnaire was used to explore the students' opinions about the role of smartphones in learning the English language. The researcher explained the objectives of the study to the students to ensure that they give true responses and asked them to answer the items of the questionnaire. 151 students responded to the questionnaire.

DATA ANALYSIS

This study is mainly quantitative research. The responses of the participants were analyzed statistically. The mean and standard deviation of each item in the questionnaire were analyzed using Statistical Package for Social Studies (SPSS).

RESULTS

The purpose of this research is to explore the students' perspectives about the role of using smartphones in learning English language skills at Taibah University. To answer the first question " What are the students' perspectives about the role of smartphones in learning English language skills ?", means and standard deviations of the students' responses were calculated and analyzed using SPSS program. The results are presented in Table 1.

Data presented in Table (1) shows that the participants have moderate attitudes towards using their smartphones in learning English language skills. Their overall mean on the above items was (3.40) out of (5). This result is considered

Table 1. Means and standard deviations of students' perspectives about the role of smartphones in developing English language skills

No.	Item	Mean	Std. Deviation	Significance
1.	Using the smartphone motivates me to learn.	3.58	1.272	Moderate
2.	I use the smartphone to attain and save new information .	3.71	1.304	Moderate
3.	I enjoy learning when I use the smartphone applications.	3.68	1.422	Moderate
4.	I like to respond to my peers' discussions via smartphones.	3.32	1.388	Moderate
5.	I like to use smartphones to post questions and talk about reading materials with my peers.	3.33	1.450	Moderate
6.	Smartphones are necessary for me to learn English language.	3.53	1.473	Moderate
7.	I like to share what I learn via my smartphone with my peers to improve my English language skills.	3.29	1.504	Moderate
8.	I use my smartphone to learn new English vocabulary items.	3.56	1.374	Moderate
9.	I use my smartphone to learn the correct pronunciation of English vocabulary items.	3.45	1.535	Moderate
10.	I use my smartphone to learn the correct spelling of new English vocabulary items.	3.55	1.408	Moderate
11.	I use my mobile phone in knowledge retention.	3.43	1.329	Moderate
12.	Using smartphones motivates me to study hard.	3.40	1.357	Moderate
13.	I use my smartphone to check the material I learn.	3.48	1.423	Moderate
14.	I use educational smartphone applications to share documents and files with my peers.	3.26	1.467	Moderate
15.	I use my smartphone to reduce my misconceptions in English learning.	3.38	1.446	Moderate
16.	Smartphones are necessary for me to learn English language.	3.53	1.473	Moderate
17.	I use my smartphone to listen to English native speakers.	3.28	1.421	Moderate
18.	I use my smartphone to take online English tests.	2.88	1.419	Moderate
19.	I visit different English learning websites via my smartphone to learn English language skills.	3.13	1.355	Moderate
20.	I use my smartphone to share useful English educational applications with my peers and friends.	3.21	1.486	Moderate
	Total	3.40	1.415	Moderate

moderate as it is in the moderate rank (2.8- 3.9). The high rank is (4.00-5) and the weak rank is (1.00- 2.7).

The previous Table shows that students, according to their opinions, think that smartphones are important and useful in simplifying the process of learning English. They think that using smartphones could make the learning process easier through downloading their educational applications and help them in breaking the routine of traditional learning. Depending on the fact that the majority of students have smartphones (mean= 4.57), students responded to the items of the questionnaire that focused on learning via smartphones positively. For example, they used them in learning the correct pronunciation and spelling of English vocabulary items (the mean for this item was 3.45), checking the material they learn (the mean for this item was 3.48), reducing their misconceptions in English learning (the mean for this item was 3.38), posting questions and making discussions about topics covered inside the classrooms (the mean for this item was 3.33), and listening to native English speakers (the mean for this item was 3.28). Besides, the participants were motivated through using their smartphones in attaining and saving educational data (the mean for this item was 3.68). They, according to their responses, helped them in saving educational information and in knowledge retention (the mean for this item was 3.71).

Learning through smartphones according to the students could make them independent learners. They help them in changing their thinking when dealing with new topics by depending on different sources to understand the target topics. They can share information and applications to understand the topics discussed with their teachers and classmates in the classrooms.

To answer the second question " What are the difficulties of using smartphones in learning English language skills regarding students' opinions?", means and standard deviations of the students' opinions were calculated and analyzed through SPSS program. The results are presented in Table 2.

Data presented in Table (2) shows that the participants have low attitudes towards the second question which was about the difficulties faced by students while using their smartphones in learning English language skills. Their overall mean was (2.69) out of (5). This result is considered low as it is in the low rank (1.00- 2.7). The moderate rank is (2.8- 3.9) and the high rank is (4.00-5).

The above Table shows that students do not have difficulties in using their smartphones in learning English. They

Table 2. Mean scores and standard deviations of students' attitudes towards difficulties of smartphone learning

No.	Item	Mean	Std. Deviation	Significance
1.	I have a smartphone.	4.57	1.152	High
2.	I use my smartphone only for making calls.	2.16	1.479	Low
3.	Using the smartphone makes me feel nervous.	2.27	1.243	Low
4.	Using the smartphone makes me feel bored.	2.29	1.236	Low
5.	I need some help to use the smartphone.	2.05	1.467	Low
6.	I use the smartphone only for entertainment.	3.09	1.503	Moderate
7.	I do not have time to use mobile phone in learning.	2.50	1.264	Low
8.	I do not like to do assignments via smartphones.	2.60	1.400	Low
9.	I do not think that the smartphones are ideal for learning English.	2.79	1.590	Moderate
10.	I do not know how to use the smartphone applications.	2.57	1.486	Low
	Total	2.69	1.382	Low

think that smartphones are easy to be used and do not face problems or difficulties while using them. Their responses indicate that they may need some instructions to deal with these technological tools. For example, the item that mentioned that students need some help while using smartphones had the lowest mean (2.05). This means that students do not need help to use their smartphones. They could need some instructions to utilize their smartphones in the educational environment. Besides, They feel happy and enjoyable when using their mobiles. For example, using their smartphones do not make them nervous (the mean for this item was 2.27) or bored (the mean for this item was 2.29) since they use them in their daily life for different purposes such as entertainment (the mean for this item was 3.09), making calls (the mean for this item was 2.16) and contacting others via social media applications. In addition, the students feel that they do not have any problems regarding the time when using their smartphones. the mean for the item " I do not have time to use mobile phone in learning" was 2.5 out of 5 which means that they have time to use them in learning the English language skills. Using smartphones in learning according to the students' answers do not make any problems for the learners. They use them in their daily life events easily. They enjoy using them without any problems. Depending on this fact, they are welcome to do their assignments, supplementary exercises needed to enhance their understanding, and homework via their smartphones.

DISCUSSION

The first question of the study explored the students' perspectives about the role of smartphones in developing English language skills. The results according to the students' answers were positive with moderate usage of their smartphones in their attempt to learn English. This result might be an indicator to decision makers and curriculum designers to make use of smartphones and their applications while developing and improving the English curriculum. They should "shift from traditional curricula to include new technology in the teaching process" (Ababneh ,2017: 127). They might include them to be as supplementary tools to help students in their learning since the majority of them have up to date smartphones

nowadays. This step may help students to be independent learners and motivate them to think, search and find enough data needed to understand topics discussed inside the classroom. This result is consistent with the results of Ababneh (2017). It is clear from these findings that the using smartphones in learning English has a positive effect on learners. This conclusion is supported by a number of past studies, including works by Abbasi and Hashemi (2013) Kanchana and Saha (2015), Nalliveettil and Alenazi (2016), Elfeky and Masadeh (2016), Alkhezzi and Al-Dousary (2016), Machmud and Abdulah (2017), Farrah and Abu-Dawood (2018) Alshabeb and Almaqrn (2018), Alrefaai (2019, and Alshamsi, Al-Mekhlafi, Albusaidi, & Hilal (2020).

The second question of this study investigated the difficulties of using smartphones in learning English. Depending on the students' opinions and perspectives, there were no difficulties faced them during their learning via smartphones. They were motivated towards using their smartphones. The students might need some instructions to use their smartphones appropriately to attain information about the target topics. It is an expected result since all generations of smartphones have smarter features that could be used anywhere and for everything without any difficulties. "Such technological devices may make the educational environment differ from the traditional way that concentrates completely on the classroom in giving information to learners to a new way of learning outside the classroom" (Ta'amneh, 2017: 143).This result corresponded with results of past studies which found that smartphones could be used to motivate students and enhance English language learning (2013) Kanchana and Saha (2015), Nalliveettil and Alenazi (2016), Elfeky and Masadeh (2016), Alkhezzi and Al-Dousary (2016), Machmud and Abdulah (2017), and Farrah and Abu-Dawood (2018). On the other hand, this result did not match with the result of Al Fawareh and Jusoh (2017) who found that smartphones had negative effects on the academic staff who had the feelings of uncomfortably when smartphones were not with them.

CONCLUSION

The limited-time allocation for English subject is considered as one of the obstacles faced English learners while learning

English language skills. Sometimes, EFL teachers do not have enough time to cover all the required topics inside the classroom. Students may need extra time to study and understand the discussed topics through available technological tools. This research investigated the students' perspectives about the role of smartphones in learning English language skills. The participants had positive attitudes towards using smartphones in their learning. Their responses confirmed that using their smartphones may facilitate the learning process and motivate them to be positive in the classroom. The researcher suggested other researchers to conduct similar studies by using a larger sample in other regions to have more comprehensive results.

IMPLICATIONS OF THE STUDY

This research may lead other researchers to conduct more comprehensive studies about the effects of using smartphones on students' learning. A similar research with a larger number of students may give more new results. Students' attitudes towards such learning are positive. Depending on this result, teachers have to encourage students to utilize their smartphones and other educational technological tools in classrooms since they facilitate their overall learning and make the EFL setting more attractive. Moreover, the use of smartphones and their educational applications is helpful in the process of teaching and learning. Accordingly, it is required to make more additional researches in this field. Several implications may enhance and develop students' EFL learning outcomes:

1. Encourage students to use their smartphones purposefully to improve their English skills rather than the traditional educational techniques founded on conventional classrooms.
2. Help the students to use their smartphones applications correctly and purposefully, and help them in solving any educational future problems.

REFERENCES

Aamri, A., & Suleiman, K. (2011). The Use of Mobile Phones in Learning English Language by Sultan Qaboos University Students: Practices, Attitudes and Challenges. *Canadian Journal on Scientific & Industrial Research.* 2(3), 143-152

Ababneh, S. (2017). Using Mobile Phones in Learning English: The Case of Jordan. *Journal of Education and Human Development*, 6(4), 120-128.

Abbasi, M., & Hashemi, M. (2013). The Impact/s of Using Mobile Phone on English Language Vocabulary Retention. *International Research Journal of Applied and Basic Sciences,* 4(3), 541-547.

Al Fawareh, H., & Jusoh,S. (2017) The Use and Effects of Smartphones in Higher Education. *International Journal of Interactive Mobile Technologies,*11(6), 103-111.

Alkhezzi, F., Al-Dousari, W. (2016). The Impact of Mobile Learning on ESP Learners' Performance. *The Journal of Educators Online,* 13(2), 73-101.

Alqahtani, M., & Mohammad, H. (2015). Mobile Applications' Impact on Student Performance and Satisfaction. *TOJET: The Turkish Online Journal of Educational Technology*, 14 (4), 102-112.

Alrefaai, I. (2019). Exploring EFL Graduate Students' Attitudes toward, and Use of, Mobile Phones in Language Learning. *Arab World English Journal, Special Issue: The Dynamics of EFL in Saudi Arabia.* 70-84.

Alshabeb, A., & Almaqrn, K. (2018). A Study of EFL Saudi Students' Use of Mobile Social Media Applications for Learning. *Arab World English Journal (AWEJ) Special Issue on CALL.* (4), 214-226.

Alshamsi, A., Al-Mekhlafi, A., ALbusaidi, S.A., & Hilal, M. (2020). The Effects of Mobile Learning on Listening Comprehension Skills and Attitudes of Omani EFL Adult Learners. *International Journal of Learning, Teaching and Educational Research,* 19 (8).16-39.

Babiker, M. (2015). For Effective Use of Multimedia in Education, Teachers Must Develop their Own Educational Multimedia Applications. *TOJET: The Turkish Online Journal of Educational Technology*, 14 (4), 62-68.

Basal, A., Yilmaz, S., Tanriverdi, A., & Sari, L. (2016). Effectiveness of Mobile Applications in Vocabulary Teaching. *Contemporary Educational Technology*, 7(1), 47-59.

Chen, X. (2016). Evaluating Language-Learning Mobile Apps for Second-Language Learners. *Journal of Educational Technology Development and Exchange*, 9(2), 39-51.

Cui, G., & Wang, S. (2008). Adopting Cell Phones in EFL Teaching and Learning. The University of Southern Mississippi, 1(1), 69-80.

Ebrahim, S., Ezzadeen, K., & Alhazmi, A. (2015). Acquiring Knowledge Through Mobile Applications. *International Journal of Interactive Mobile Technology*, 9(3), 71 - 74.

Elfeky, A., & Masadeh, T. (2016). The Effect of Mobile Learning on Students' Achievement and Conversational Skills. *International Journal of Higher Education*, 5(3), 20-31.

Farrah, A., Abu-Dawood, A. (2018). Using Mobile Phone Applications in Teaching and Learning Processes. *International Journal of Research in English Education*. 3(2), 48-68.

Gangaiamaran, R. & Pasupathi, M. (2017). Review on Use of Mobile Apps for Language Learning. *International Journal of Applied Engineering Research*,12 (21), 11242-11251.

Kanchana, & Saha, P. R. (2015). Integrating Smart Phones in Teaching Listening, Speaking, Reading and Writing Skills. *International Journal of English Language, Literature and Translation Studies (IJELR)*, 2(1), 8– 11.

Kessler, G. (2007). Formal and Informal CALL Preparation and Teacher Attitude Toward Technology. *Computer Assisted Language Learning*, 20(2), 173–188.

Kizito, N. (2012). Pre Testing Mathematical Concepts with the Mobile Phone: Implications for Curriculum Design. *The International Review of Research in Open and Distributed Learning*, 13(1), 38-55.

Klimova, Blanka. (2019). Impact of Mobile Learning on Students' Achievement Results. *Education Sciences*, 9 (2), 1-8.

Kukulska-Hulme, A. & Shield, L. (2008). An Overview of Mobile Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction. *ReCALL,* 20(3), 271- 289.

Kukulska-Hulme, A. (2009). Will Mobile Learning Change Language Learning? *ReCALL,* 21(2), 157-165.

Kukulska-Hulme, A., & Pettit, J. (2009). Practitioners as Innovators: Emergent Practice in Personal Mobile Teaching, Learning, Work and Leisure. *Mobile learning: Transforming the delivery of education and training,* 135-155.

Leis, A., Tohei, A. & Cooke, S. (2015). Smartphone Assisted Language Learning and Autonomy. *International Journal of Computer-Assisted Language Learning and Teaching*, 5(3), 75-88.

Luo, B., Lin, Y., Chen N. and Fang W.(2015). Using Smartphone to Facilitate English Communication and Willingness to Communicate in a Communicative Language Teaching Classroom. *2015 IEEE 15th International Conference on Advanced Learning Technologies,* 320-322.

Machmud ,K., & Abdulah, R. (2017). Using Smartphone-Integrated Model of Teaching to Overcome Students' Speaking Anxiety in Learning English as a Foreign Language. *Journal of Arts & Humanities*, 6(9), 1-11.

Nalliveettil, G., & Alenazi, T. (2016). The Impact of Mobile Phones on English Language Learning: Perceptions of EFL Undergraduates. *Journal of Language Teaching and Research*, 7(2), 264-272.

Ozer, O., and Kılıç, F. (2018). The Effect of Mobile-Assisted Language Learning Environment on EFL Students' Academic Achievement, Cognitive Load and Acceptance of Mobile Learning Tools. *EURASIA Journal of Mathematics, Science and Technology Education*,14(7), 2915-2928.

Papadakis, S. (2018). Evaluating Pre-service Teachers' Acceptance of Mobile Devices with Regards to their Age and Gender: A Case Study in Greece. *International Journal of Mobile Learning and Organisation*, 12(4), 336-352.

Robb, M., & Shellenbarger, T. (2012). Using Technology to Promote Mobile Learning: Engaging Students with Cell Phones in the Classroom. *Nurse Educator*, 37(6), 258-261.

Ta'amneh, M. (2014). The Effect of Using Educational Websites on First Year Students' Achievement in English Grammar in Badr Community college . *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*. 5(2), 184-189.

Ta'amneh, M. (2017). The Effect of Using WhatsApp Messenger in Learning English Language among University Students. *International Research in Education*, 5(1), 143-151.

Ta'amneh, M. (2020). The Effect of Blackboard Learning on the Development of English Writing Skills among University Students. *Journal of Education and Practice*,11(19), 83-91.

Tal, H. M., & Gross, M. (2014). Teaching Sustainability via Smartphone-Enhanced Experiential Learning in a Botanical Garden. *International Journal of Interactive Mobile Technology*, 8(1), 10-15.

Thinley, P., Reye, J., & Geva, S. (2014). Tablets (iPad) for M Learning in the Context of Social Constructivism to Institute an Effective Learning Environment. *International Journal of Interactive Mobile Technology*, 8(1), 16-20.

Vo, L. V., & Vo, L. T. (2020). EFL Teachers' Attitudes towards the Use of Mobile Devices in Learning English at A University in Vietnam. *Arab World English Journal,* 11(1) 114-123.

Wali, A. and Omaid, M. (2020).The Use of Smartphones as an Educational Tool in the Classroom: Lecturers' Perceptions. *International Journal of Emerging Technologies in Learning (IJET)* . 15(16), 238-247.

Wang, B.T. (2017). Designing Mobile Apps for English Vocabulary Learning. *International Journal of Information and Education Technology*, 7(4), 279-283.

West, D. (2012). Digital Schools: How Technology Can Transform Education. *Brookings Institution Press*. Online Available: http://www.jstor.org/stable/10.7864/j.ctt6wpdm6 (November 5, 2020).