



Effectiveness of Using smart phones Technology in Teaching and Learning English Language at University Level

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Abstract

The study aimed to investigate the role of smart phones in teaching and learning English in Gezira University. Smart phone learning now days particularly in the field of English language teaching and learning. Moreover, investigation the problems which face Sudanese EFL learners in using mobile phone in learning English language at university level. The study followed the descriptive analytical method. The data for the study was collected by means of questionnaire. The sample of the study consisted of (50) EFL teachers and students. The study used (SPSS) package for analyzing the data. The study reached many important results: Most EFL learners find difficulty in using smart phones for learning English language at university level. Also many factors impeding adoption and implementations of M. learning in Sudanese education at university level. Based on these findings the study recommended the following: Sudanese learners should have enough training on using mobile phone for learning English at university level. Moreover, educators and authorities should facilitate the obstacles and hinders of using M. phone learning in Sudan.

Keywords: Smart Phone, Teaching Teconology, Learning English, University Level.

Introduction

Modern technology has considerably influenced all human activity, including education. Technological advances raise possibilities of improving education and enhancing the teaching and learning process (Rovithes, etal, 2009) mobile technology along with mobile apps (applications) and becoming an inseparable part of learning an m. learning (mobile learning) appears to offer more in some aspects when compared to call (Computer – Assisted Language Learning), employing personal, portable devices that offer new ways of learning (Shark, 2008). It seems that it is the smart phones which has become the center of attention due to the several reasons, for example being superior to standard cells or phones, having computer like functionality, or because of its increasing popularity and availability (Lies, etal 2015) even proposed a new acronym - SPALL for smart phones assisted language learning as smart phone can suit different language learning skill requirements: grammar, vocabulary, reading, listening, writing or speaking, other benefits language learners can enjoy involve possibility to practice language items anytime and anywhere portability, taking tests and different language skills, sharing learners proficiency with their peers practicing the four skills on the same device, having lessons and tips on their apps and different skills, chance to have fun and knowledge.

Statement of the Problem

It has been noticed there are many problems face Sudanese EFL learners when using m-phone in learning. One of these main problems encountered in the use of mobile devices as a learning platform is the presence of an impermanent work environment or link failure in wireless communication. Another problem of mobile technology is relatively small screen size of many mobile devices, also short battery life, in addition, the high costs associated with developing infrastructure for learning. Besides worse performance content. Heterogeneity and content delivery to the user.



Objectives of the Study

1. Deterring the possible uses of mobile learning in supporting teaching and learning English language.
2. Enhancing the interactivity in distance education using mobile phones.
3. Investigating the different ways of using mobile devices for students learning.
4. Understanding of EFL learners' readiness for using smart phones for developing communication skills.
5. Highlighting the importance of using mobile phone in learning and teaching English.

Questions of the Study

1. To what extent does using mobile learning support teaching and learning English language?
 2. Does mobile learning enhance the interactivity in distance education?
 3. How can students use mobile devices for learning?
 4. Are learners ready for using smart phones for developing communication skill?
- Is using mobile phone in teaching and learning English language important now days?

Hypotheses of the Study:

1. Using mobile phones supports learning and teaching English language.
 2. Using mobile phone enhances interactivity in distance education.
 3. Students use mobile devices in different ways.
 4. Learners are ready for using smart phones for developing communicative skills.
- Using mobile phone is very important in teaching and learning English now days.

The Significance of the Study

The study will help EFL students to get what they need of information in learning and acquisition of English language skills at any time and any place. Moreover, it benefits teachers, curriculum planners and developers in the ministry of education and ministry of higher education to adopt a project for mobile education, supports the teaching and learning of English language.

Methodology of the Study

Descriptive analytical method is method used for this study, a questionnaire for (50) teachers and students is used as a tool for collecting data. The data will be analyzed by using (SPSS) statistical package for Social Science Program.

Limits of the Study

The study is limited Using smart phones Technology in Teaching and Learning English Language at University Level. EFL learners of Gezira university – faculty of Education – Department of English language _ 2022.

Definitions of Terms

EFL: English as a foreign language.

SPALL: Smart Phone Assisted Language Learning.

M. Phone: Mobile Phone.

Definition of Mobile Learning

Definition of mobile learning diffred and varied and in this regard (Kukulks Hulme, 2009) stated that: there is no agreed definition for mobile teaching and learning for two reasons: First, this field is rapidly evolving, and the second reason: the ambiguity of the term mobile and whether is it associated with mobile technologies or is it linked to the most comprehensive theory which says that the learner himself mobile (Quinn, 2000) defines mobile learning as "e-learning through mobile computer devices such as palms, windows CE machines, and even digital cell phone, and can be called



information tools". While (Gedes, 2004) defines it as it is the acquisition of any knowledge and skill through using mobile technologies at any time on any place and that result in changes in behavior. Mobile learning should be limited to learning devices that any woman carry in her bag or that man can carry in his pocket. Mobile phones can achieve the flexibility and interaction in the process of teaching and learning at any time and any place.

Challengers of Learning through Apps

However, adopting new technology for the language learning purposes also presents formidable challenges for both learners and teachers. Lack of attention and concentration, which can be also caused multitasking, poses a serious problem (Rilmova, 2019). In connection with this, (Chen and Yan, 2016) explain that multitasking can be regarded as a major source of distraction in the realms of academic performance. 'Among the downsides are also problems with internet access and connection' small screen size, or a lack of face to face contact'. Other issues surround English language apps (Metruk, 2020) explains that because apps developers are working 24/7, the number of apps on the market is overwhelming and it may be rather difficult to choose the appropriate apps. It is also both learners and teachers who might not be fully prepared to effectively and appropriately utilized English language learning through smart phone. Implementing smart phones into the teaching and learning process represents the challenge that need to be addressed and discussed in years to come.

Problem Behavior

A specific benefits of utilizing mobile phones for a video project and its effect on students behavior. It has been found that an education use for mobile phones negates problems behavior from undisciplined students who abuse the video recording capability of their phones. Video recordings taken at school appear on websites enthusiastically making fun of students and teachers. In more distributing cases, students use their mobile phones to infringe on others' privacy and even to harass them. Whether a behavior problem is malign or benign depends on how it is handed by the school system, curriculum, and teachers. Teachers and parents should follow their students and teach them to use the technology for positive social and educational benefits.

Additional Activities for Mobile Phone Features

There are many other activities for mobile phone according to (Humer, 2004), from these are:

Texts messaging

An activity to teach patterns of paragraph organization is the chain reaction, which can be done with text messaging function of a mobile phone. The teacher starts the session by texting the first part of an "if clause" sentence (for example, if I have money ...) on his or her phone and sending it to one of the students. That students has to complete the sentence for example (if I have money, I will buy a new car) and forward to another students who use the second clause to continue the chain reaction ("If I buy new car"). Usually the activity finishes with a funny statement such as if I get lower markets, parent's will be angry with me. This technique can also be used to



compose a chain story, where each students adds a new segment of story to the one he or she receives by text message. Another idea is a simple vocabulary task, when students create a new word that begins with the last letter of a word the receive as a text message .

Reminder Function

An out of class activity that will help students learn new vocabulary utilizes the reminder function of their mobile phones. Students place short, meaningful sentences that contain new vocabulary into the reminder function to their phones, which will prompt them from time to time during the week to practice the word in context using mobile phone in EFL class.

Teachers motivate their students to use mobile phone technology

Teachers of English as a foreign language (EFL) who want to develop successful lessons face numerous challenges, including large class sizes and inadequate instructional materials and technological support. Another problem is unmotivated students who refuse to participate in class activities. According to (Humer, 2004) uncooperative and unmotivated students are a serious problem and can easily disrupt the instructional process. Often routine activities structured around whole class lectures and drills can contributed to the lack of motivation, especially when the students are children or adolescents. As many teachers know, project based task alleviate this problem by allowing students to use their imagination and creativity and actively express themselves in a variety interesting and enjoyable tasks. A project based tasks focused on students interesting also helps transfer the limited facilities of the classroom setting to the real world, when students are free to use individual learning styles and make personal choices.

Sample of the Study

The sample of this study is (50) EFL Sudanese students and teachers from Gezira university – Faculty of Education, Hassaeesa Locality, Gezira state , Sudan.

Tools of data Collection

The procedure which is followed in collecting the data for this study is a questionnaire for (50) EFL students and teachers, the department of English language, Gezira university. The information was collected through a self administrated questionnaire distributed personally to the subject of this study.

Validity and Reliability of the Questionnaire

Reliability is a term that used when the assessment tool has the ability to perform accurately its intended purpose when it is applied again over time. The basic idea of reliability as stated by Huck and Cornier (1996:76) is summed up by the world consistency. The same thought on reliability has also granted before by Black and Champion (1976: 232) as "ability to measure consistently". The consistency here, is simply used to mean that the same questionnaire gives same outcome when it is repeated again, so it is a consistency of the results. A number of methods have been adopted in measuring the reliability, the researcher uses the "Split-half reliability" method. First, the common measure of correlation "Pearson's Correlation Coefficient" is applied with its following formula:

$$R_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

Where

r = correlation

R= Reliability of the test

N: number of all items in the test



X: odd scores

Y: even scores

Σ : sum

$R = 2 \cdot r / 1 + r$

Val = $\sqrt{\text{reliability}}$

Correlation = 0.75

$$R = \frac{2 \cdot r}{1 + r} = \frac{2(0.75)}{1 + 0.75} = \frac{1.5}{1.75}$$

Reliability = 0.86

Based on this statistical result, it is clear that the questionnaire has adequate reliability.

ii Validity

The implementation of validity based on the presence of reliability; that is, if a questionnaire is unreliable, it is not possible to proof its validity. "Reliability analysis is often viewed as a first-step in the test validation process" (Wells and Wollack, 2003: . "Spearman-Brown" constitute a formula which is applied (based on the calculation of reliability) to calculate the validity (v), it is simply:

$$v = \sqrt{r}$$

$$v = \sqrt{0.86} = 0.88$$

This statistical result reflects an ideal questionnaire validity.

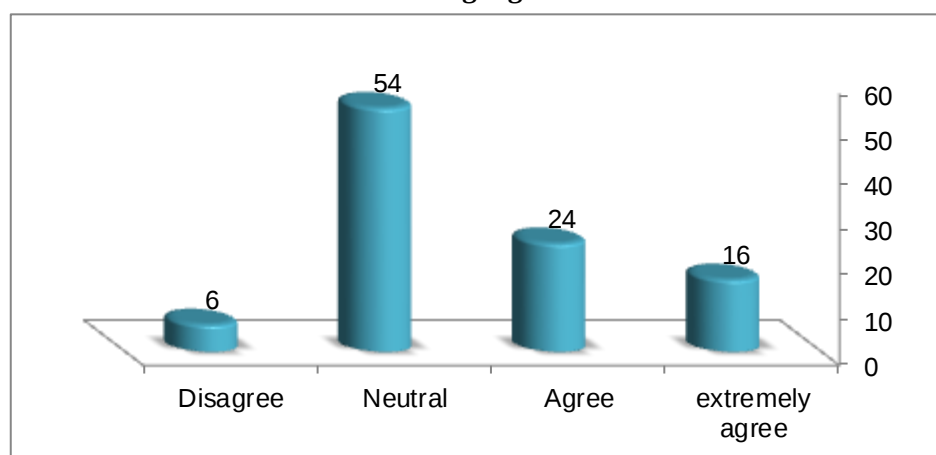
Data Analysis and Discussion

Table (1) Using mobile phone is very effective in learning and teaching English language.

Statement	Frequency	Percent
extremely agree	8	16
Agree	12	24
Neutral	27	54
Disagree	3	6
Total	50	100.0

Source: Prepared by researcher using the outputs of the spss package, 2022.

Chart (1) Using mobile phone is very effective in learning and teaching English language



Source: Prepared by the researcher using data of Table (1) and excel package outputs.

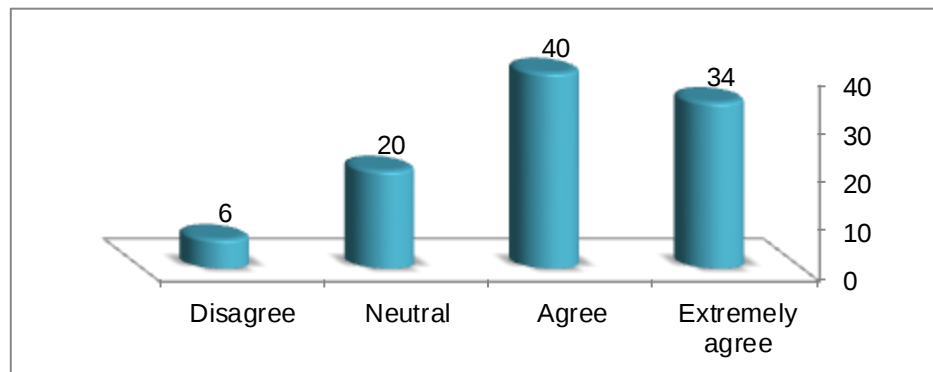
From table (1) and chart (1) it is noticed that (6%) of the respondents disagree that mobile phone is very effective in learning and teaching English, whereas (24%) of them agree and 16% extremely agree. This means that the majority of the respondents agree that using mobile is very effective in learning and teaching English language.

Table (2) The use of smart phones in educational purpose is still weak despite its wide spread.

Statement	Frequency	Percent
Extremely agree	17	34
Agree	20	40
Neutral	10	20
Disagree	3	6
Total	50	100

Source: Prepared by researcher using the outputs of the spss package, 2022.

Chart (2) The use of smart phones in educational purpose is still weak despite its wide spread.



Source: Prepared by the researcher using data of Table (2) and excel package outputs.

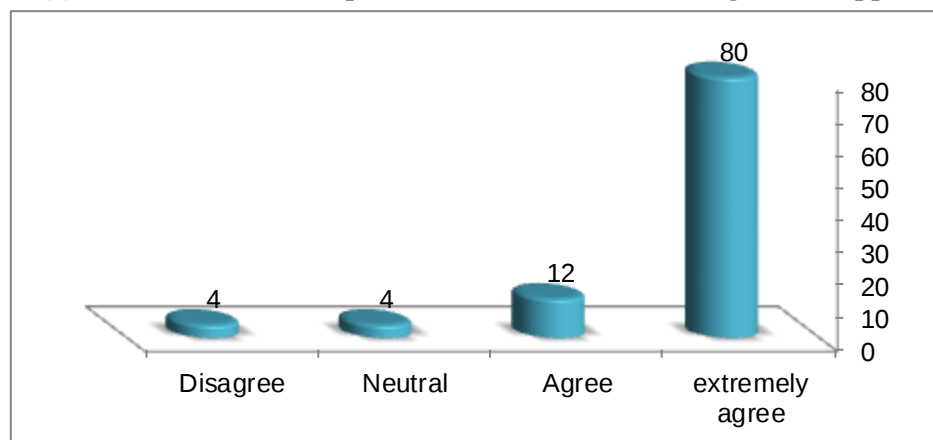
Table (2) and chart (2) It is clear that (6%) of the respondents disagree, where as, (40%) agree and 34% Extremely agree. This means the highest number of the respondents agree that the use of smart phones in educational purposes is still weak despite its wide spread.

Table (3) Few students showed positive attitudes towards using mobile applications.

Statement	Frequency	Percent
extremely agree	40	80
Agree	6	12
Neutral	2	4
Disagree	2	4
Total	50	100

Source: Prepared by researcher using the outputs of the spss package, 2022.

Chart (3) few students showed positive attitudes towards using mobile applications.



Source: Prepared by the researcher using data of Table (3) and excel package outputs.

Table (3) and chart (3) it clear that (12%) of the respondents agree that few students showed positive attitudes towards using mobile phone applications, where as (80%)



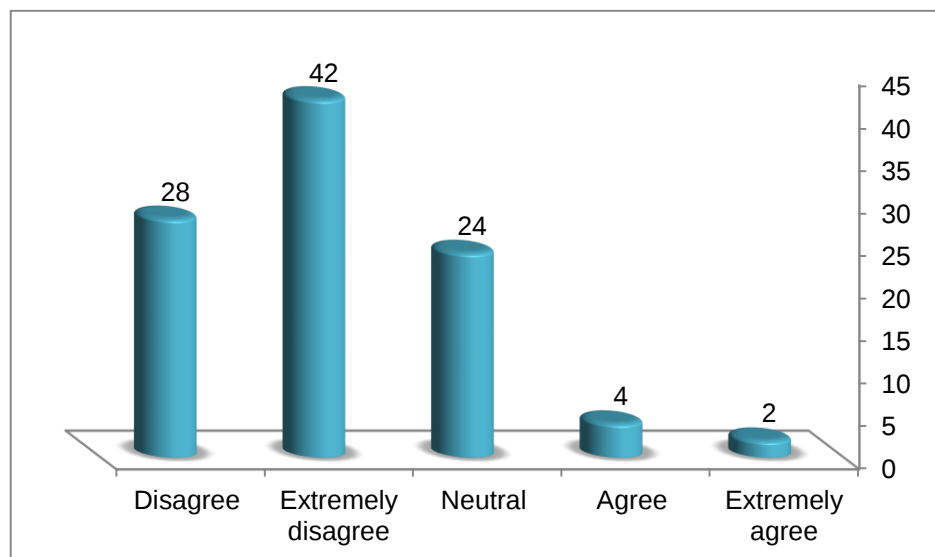
extremely agree and 4% disagree. this means that a few students showed positive attitudes towards using mobile applications. Therefore, this statement is accepted.

Table (4) Mobile phones represent a powerful tool for learning that can effectively influence education.

Statement	Frequency	Percent
Extremely agree	1	2
Agree	2	4
Neutral	12	24
Extremely disagree	21	42
Disagree	14	28
Total	50	100

Source: Prepared by researcher using the outputs of the spss package, 2022.

Chart (4) Mobile phones represent a powerful tool for learning that can effectively influence education.



Source: Prepared by the researcher using data of Table (4) and excel package outputs.

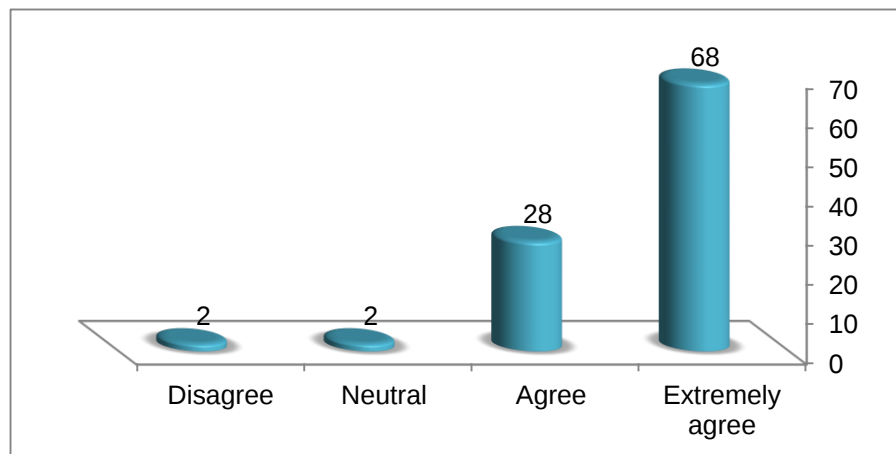
Table (4) and chart (4) it clear that (4%) only agree and 2% extremely agree with the statement, where as (42%) Extremely disagree and 28% disagree. Tht is the highest number of the respondents disagree that mobile phone represents a powerful tool for learning that can effectively influence education. So, this statement is not accepted.

Table (5) many factors impeding adoption and implementation of M-learning in Sudanese education at university level.

Statement	Frequency	Percent
Extremely agree	34	68
Agree	14	28
Neutral	1	2
Disagree	1	2
Total	50	100

Source: Prepared by researcher using the outputs of the spss package, 2022.

Chart (5) many factors impeding adoption and implementation of M-learning in Sudanese education at university level.



Source: Prepared by the researcher using data of Table (5) and excel package outputs.

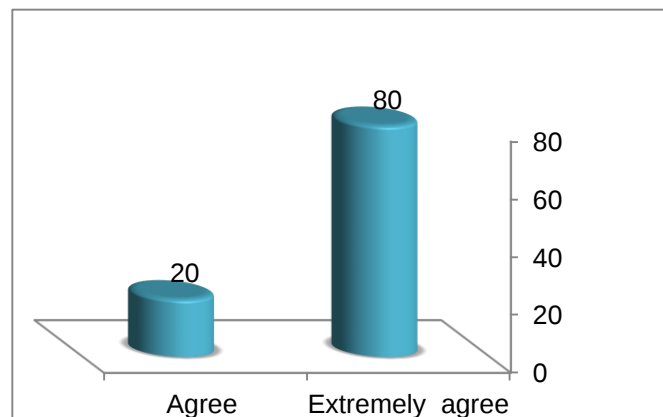
Table (5) and chart (5) it is clear that (2%) only of the respondents disagree with statement, while (96%) of them agree. This means the majority of the respondents agree that many factors impede adoption and implementation of mobile learning in Sudanese education at university level.

Table (6) the use of mobile phones in ELT is still in its infant stage in Sudan.

Statement	Frequency	Percent
Extremely agree	40	80
Agree	10	20
Total	50	100

Source: Prepared by researcher using the outputs of the spss package, 2022.

Chart (6) the use of mobile phones in ELT is still in its infant stage in Sudan.



Source: Prepared by the researcher using data of Table (6) and excel package outputs.

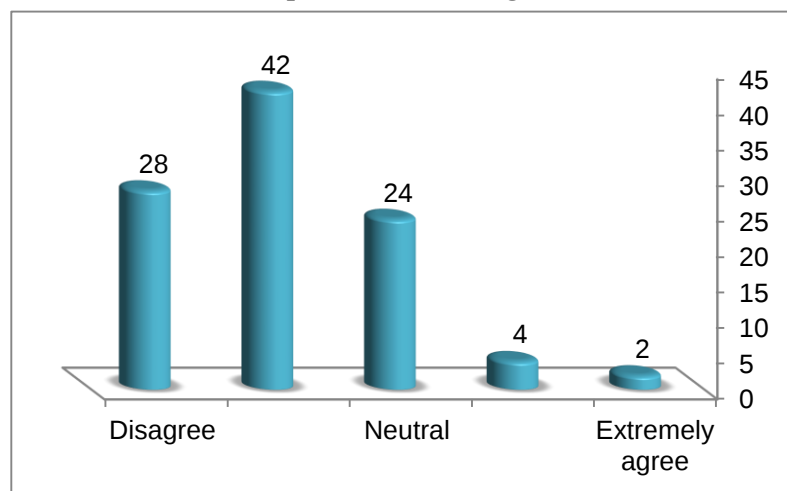
Table (6) and chart (6) it is clear that (20%) only of the respondents agree with statement, while (80%) of them agree. This means the use of mobile phones in ELT is still in its infant stage in Sudan.

Table (7) A large number of Sudanese students may not be able to obtain good mobile phone for learning.

Statement	Frequency	Percent
Extremely agree	1	2
Agree	2	4
Neutral	12	24
Extremely disagree	21	42
Disagree	14	28
Total	50	100

Source: Prepared by researcher using the outputs of the spss package, 2022.

Chart (7) a large number of Sudanese students may not be able to obtain good mobile phone for learning.



Source: Prepared by the researcher using data of Table (7) and excel package outputs.

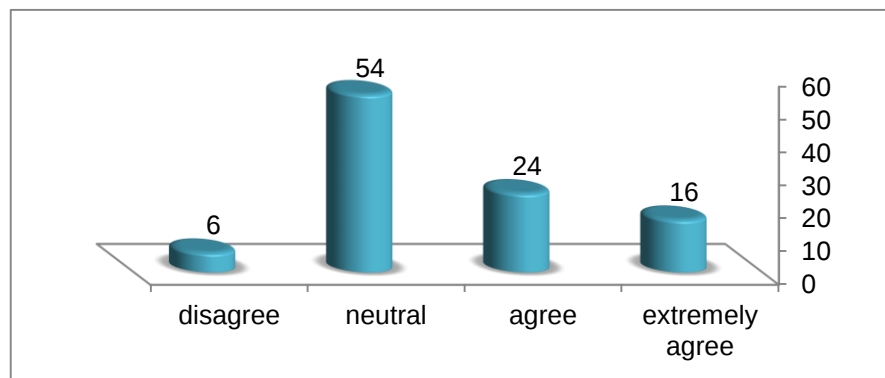
Table (7) and chart (7) it is noticed that (28%) only of the respondents disagree with the statement, whereas, (4%) of them agree and (42%) extremely disagree. This emphasizes that a large number of Sudanese students may not be able to obtain good mobile phone for learning.

Table (8) Most Sudanese learners find difficulty in using smart phone for learning.

Statement	Frequency	Percent
extremely agree	8	16
agree	12	24
neutral	27	54
disagree	3	6
Total	50	100.0

Source: Prepared by researcher using the outputs of the spss package, 2022.

Table (8) Most Sudanese learners find difficulty in using smart phone for learning.



Source: Prepared by the researcher using data of Table (8) and excel package outputs.

Table (8) and chart (8) It is noticed that (6%) only of the responds disagree tewith the statement, while (24%) of them agree. This means that the majority of the respondents agree that most Sudanese learners find difficulty in using smart phones for learning.

Conclusion

Undoubtedly, modern technologies offer a new ways of improving the learning process of ELT learners, and with new generation of pupils and students language practitioners need to be aware of technology mediated instruction in order to facilitate the language learning process. However, careful planning and adequate preparation is necessary so that, smart phone are used wisely, effectively and appropriately in order to faster and enhanced students language learning. There is a great number of challenges need to be addressed by teachers when modern technologies are implemented into the teaching and learning process, placing heavy demands on both pre-service and in-service teachers. Finally, in order to use smart phones in English language learning numours factors must be examined, discussed and addressed by practitioners and researchers in this modern era, with constantly emerging new technologies.

Findings

- 1.Despite the great development of smart phone programs and applications, and the wide spread of the devices among students their use for the educational purpose remains weak.
- 2.The majority of the respondents showed positive attitude regarding the effectiveness of mobile learning.
3. The use of mobile phones in ELT is still in its infant stage in Sudan.
4. Most sudanese learners find difficulty in using smart phone for learning English language.
- 5.Most Sudanese learners are not aware of technology mediate instruction.
- 6.Many factors impeding adoption and implementation of M. learning in Sudanese education at university level.

Recommendations

- 1.Students should use smart phones and their applications for educational purposes.
- 2.Teachers should encourage their students to use mobile phone in learning for its great effectiveness.
- 3.Educators and syllabus designers should devote their efforts to use mobile phone in ELT because it is still in its infant stage in Sudan.
- 4.Sudanese learners should have enough training on using mobile phone for learning.



5. Educators and authorities should facilitate the obstacles and hinders of using M. learning in sudanese education at university level.

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