



Understanding students and teachers' attitude towards the use of Mobile-assisted Language Learning

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Abstract

The study aims to investigate teachers and students' attitude towards the use of Mobile Assisted Language Learning in teaching English language. The aim of the study is to gain insight into the awareness of the students and teachers to the importance of implementing mobile technology in learning English language. A questionnaire containing both quantitative and qualitative questions was employed. For the purpose of collecting the data, a total number of '32' students and '10' teachers from English language major of the college of education at Dongola University have been surveyed. The tenth semester ELT students were targeted. Then, the data were analyzed quantitatively using the Statistical Package for the Social Sciences (SPSS program) While open-ended questions are descriptively discussed. The findings reveal that the overall mean score for the students' attitude toward the use of mobile technology for language learning is (M = 2.85) and for the teachers (M = 2.86) out of (3.00) which means, both teachers and students have positive attitudes towards the use of MALL in learning English language. The study recommends that teachers should not ban the use of mobile phones in their classrooms, but they should use them wisely and under control and to be open minded and try to change their traditional ways in teaching by directing their students to use all means that lead them to success and to draw their attention to the importance of using mobile technology in learning English. .

Keywords : Mobile assisted - learning process –attitudes

المستخلص

هدفت هذه الدراسة لمعرفة موقف الأساتذة والطلاب تجاه استخدام الموبايل في تعلم اللغة الإنجليزية. الهدف من الدراسة هو معرفة مدى وعي الطلاب والأساتذة بأهمية استخدام تكنولوجيا الهاتف المحمول في تعلم اللغة الإنجليزية. تم استخدام استبيان يحتوي على أسئلة كمية ونوعية. لغرض جمع البيانات تم مسح إجمالي عدد "32" طالبو "5" أساتذة من تخصص اللغة الإنجليزية بكلية التربية بجامعة دنقلا. تم استهداف طلاب الفصل العاشر من تخصص تدريس اللغة الإنجليزية. بعد ذلك، تم تحليل البيانات كميًا باستخدام الحزمة الإحصائية للعلوم الاجتماعية (برنامج SPSS 22) بينما تمت مناقشة الأسئلة المفتوحة بشكل وصفي. تكشف النتائج أن الوسط الحسابي لموقف الطلاب تجاه استخدام تكنولوجيا الهاتف المحمول لتعلم اللغة هو (M = 2.85) وبالنسبة للأساتذة هو (M = 2.86) من (3.00) مما يعني، كل من الأساتذة والطلاب لديهم مواقف إيجابية تجاه استخدام الموبايل في تعليم اللغة الإنجليزية. واصلت الدراسة أنه ينبغي على الأساتذة عدم منع استخدام الموبايل داخل حجر الدراسة ولكن يجب أن يستخدم بصورة مفيدة تنعكس على العملية التعليمية تحت مراقبة الأساتذة الذين يجب أن يكونوا منفتحين لكي يغيروا الطرق التقليدية في التدريس وأن يوجهوا الطلاب



الى شتي الوسائل لتحقيق النجاح كما يجب لفت انتباه الطلاب الى اهمية استخدام تقنية الموبايل في تعلم اللغة الانجليزية.

1.Introduction

Nowadays, mobile technology is changing the landscape of language learning and is seen as the next frontier being researched for its potential in enhancing the teaching and learning of English language (Hashim et al., 2017). Mobile learning technologies become a valuable addition to traditional learning techniques, as students have the opportunity to participate in educational activities at any time and place (Kuimova et al., 2018). In addition, the limited class time makes it impossible for the students to get immersed in the language. In that case, the teacher will have to seek ways to engage students in learning the language as much as possible outside the classroom (Yang, 2020).

According to statistics, 5 out of the 7.5 billion people worldwide use mobile devices (Krystalli & Mavropoulou, 2020). This widespread use of mobile devices can benefit both, teachers and students in teaching and learning English language especially that the use of mobile phones can extend far beyond the classroom where it can help the students to be independent learners rather than receiving knowledge merely from teachers in traditional way. In addition, the students' easy access to the Internet through their phones enables them to make use of learning resources which had not been within reach in the past (Krystalli & Mavropoulou, 2020).

The use of mobile devices in teaching and learning is called mobile learning. According to (Kukulka -Hulme & Shield, 2008), mobile learning is learning which can be done anywhere and anytime through the use of handheld device. Mobile learning is further developed into the term Mobile-Assisted Language Learning (MALL). (MALL) is a promising technology for learning a language. It is the latest learning way in the language education where applications or websites are used to facilitate students learning activities (Nuraeni et al., 2020). Numerous apps are available for language learners to download through easy access to the internet (Gangaiamaran & Pasupathi, 2017). These apps are designed to help learners improve their English language skills.

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2.The statement of the problem

Teachers of English language encounter with any challenges while teaching English language courses. New technology can help teachers to solve some problems of teaching process , so mobile can be useful device if used properly by students and teachers inside and outside the classroom . Mobile is easy to be used by all learners and under different situations .This study endeavors to identify how teachers can benefit from using mobile on teaching and how they feel about doing so.

3.The significance of the study

This study tries to understand teachers and students' attitude toward using MALL in learning English language. It hopes the results will help the students to understand the importance of using MALL to improve English language learning. It also hopes that these results may help EFL teachers 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.

4.The questions of the study

This study aimed to answer the following questions

1. What are the teachers and students' attitude towards the use of MALL in learning English language?
2. What are the difficulties of using MALL in learning English language regarding students' opinions?
3. Do teachers of English at Dongola University encourage students to use mobile to improve their English
4. To what extend is using mobile in learning English beneficial and useful?
5. Is students 'attitude positive toward Mobile Assisted Language Learning?.

5.The objectives of the study

The study aims to find out answers to the following questions



- 1- To encourage English teachers at Dongola University to allow students use mobile to improve their English
- 2- To convince teachers to use mobile, in teaching English because it is beneficial and useful
- 3- To assess students 'attitude toward MALL

6. limits of the study

This study conducted upon the third semester students at Faculty of Education/English major/ University of Dongle of the academic year 2022/ 2023,so this findings of the study will be limited to the students of Faculty of Education and can be generalized in similar areas

2.1.1 literature Review

The ever-increasing use of multimedia, portable and wireless devices such as smart phones, laptops and tablets, Wi-Fi, Bluetooth, GPS, 3G-5G and satellite systems, has changed the idea of traditional education totally and enable today's user to access any type of educational material from anywhere and at any time. From the first mobile phone (Motorola Dyna TAC 8000X), built in 1973 to the present day, both the cost and shape of mobile devices have been reduced while their power, speed, memory and functionality have been increased(Panagiotis & Krystalli, 2021).Thanks to these features, mobile devices offer unique possibilities for student-centered approaches and allow for the implementation of innovative teaching practices which cannot be done with other learning tools.

2.1.2 Mobile Learning

Mobile learning, or m-Learning, is simply learning anywhere and anytime with the aid of mobile devices which learners can use to access educational resources, share with others, or produce content, both inside and outside classrooms .Devices which could be carried on pockets and backpacks: smart phones and tablets. Generally all of these devices are connected with the internet and thus enable the user to use it anywhere.

2.1.3 Mobile Assisted-language learning (MALL)

Mobile Assisted Language Learning is the method where people use their handheld mobiles to learn language by means of wireless technology and wireless communication, because of this method the user can get content or information

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from all over the world which is very useful for enhancing one's own skills(D. Kim et al., 2018).

2.1.3.1 Educational benefits of using(MALL)

The main advantages of MALL that have been recorded in the literature can be summarized in some point, MALL enables students to create their own learning framework in terms of time, place and how they will use online information and learning material with the consequence that their education is independent, self-directed and autonomous(Burston et al., 2013).It has also been found that the use of mobile devices in foreign language teaching / learning enhances the motivation for learning as it facilitates alternative non-traditional teaching methods(Kukulskahulme, 2014)). According to (D. Kim et al., 2018)Below are some advantages of using mobile phones in learning languages:-

- Over all other devices, Mobile phones are the easiest medium to communicate and learn any language, with this type of learning device in hands,so any learner can control his/her progress according to their state of mind.
- Portability, Connectivity, Individuality are some important properties of mobile phones. Because of the widespread network of the market of mobiles the mobiles became popular, compared to other wireless devices such as laptops, mobiles are inexpensive and have some similar features like Internet browsers for sending and receiving information for mobiles which made this as a tool between instructors and learners.
- Mobiles can easily connect to the internet to access information which is very important for the learning process of learners.
- Mobiles are fundamentally based on wireless communication technology which gives mobiles superiority over wired communication technology devices; with this type of technology the learner can acquire knowledge of language within classroom or outside it. But the former one has nothing to do with the property of mobility, it is static, it is only useful in close interactions and conversations. Mobile learning technology can be more useful for the outside learning activities because it enables a learner to exploit the practical



use of the learnt language and enables the learners to improve their learning skills on the go.

Researchers also found that teaching and learning vocabulary have benefited much from mobile phone existence that supported language learners .Reading skill has too, gained advantage when students used their mobile phone to support their learning process.

2.1.2.3 Areas of(MALL)

Areas of mobile-based language learning are diverse, among which the most common ones are vocabulary, listening, grammar, phonetics, reading comprehension, etc.

2.1.3.3.1MALL and Vocabulary

Vocabulary is an important element of any language and proficiency in any language depends on it. Vocabulary mastery is needed to express our ideas and to be able to understand other people's Saying (Susanto, 2017).Most of the students these days lack adequate vocabulary to communicate properly. Teaching vocabulary through MALL breaks the traditional model of teaching and doesn't limit to the classroom alone (Sherine & Supriya, 2020). And help increase your vocabulary.

2.1.3.3.2Listening Comprehension

Regarding language learning, researches in the literature have shown that listening comprehension is crucial for second language acquisition. (Feyten, 1991; Richards, 2005)stated that “The development of good listening skills is seen not only as something valuable for its own sake but as something that supports the growth of other aspects of language use, such as speaking and reading”.

(Al-Handhali, 2009) claimed that content issues, lack of exposure, lack of encouragement, and teachers' methodological decisions in classrooms all contributed to listening comprehension difficulties. (Al Harrasi, 2014) recommended that a less-stressful environment is necessary for the classroom, and learners need more interactive listening activities. (Al-Balushy, 1999) urged teachers to encourage students' autonomy and independence in their learning process and to give opportunities for individual students to listen to what interests them and to listen in their own time and place. Therefore, new approaches in



teaching are needed to be adopted, and modern technologies are required to be exploited and utilized. Thus, a shift towards integrating educational technologies is required to give learners some opportunities to practice listening comprehension skills outside the classroom independently. Therefore, to improve the learners' listening skills, it is recommended to increase time exposure to the language by providing different listening materials for students to listen to in their free time outside the classroom.

Concerning utilizing advanced technologies, several studies have reported the potential use of mobile-based technology in enhancing language learning and accordingly have required EFL teachers to use mobile learning to perform language learning activities (Aamri & Suleiman, 2011; Al Yafei & Osman, 2016; Y.-L. Chen et al., 2016; H.-S. Kim, 2013). (Crompton & Burke, 2018) urged higher education teachers to use mobile technologies to increase learning opportunities outside classrooms. Mobile devices can allow language learners to overcome many problems such as anxiety of language learning, inadequate language practices, and deficiency of language exposure (Rahimi & Soleymani, 2015). Furthermore, Mobile learning can enhance the learners' self-regulated learning experiences and increase language exposure outside the classroom.

2.1.3.3 Pronunciation

In the past, teachers and students were relying on dictionaries to know the actual pronunciation of a word, which demands the knowledge of IPA symbols. Smartphone can be very effective and helpful tool in learning English pronunciation. It can be used to understand the pronunciation of the words in isolation or in a connected speech. With the help of Smartphone, the exact pronunciation of a word can be seen and heard.

YouTube channels have plenty of videos which definitely help in improving the pronunciations, such as "BBC Learning English", "British Council Teaching English" speak English with Vanessa", "English with Lucy", "Rachael's English" "Jennifer ESL". This gives an opportunity to learners who want to learn correct pronunciations by listening to the native speakers of English.



2.1.3.3.4 Learning Grammar

Aside from vocabulary and pronunciation, grammar is an important part of any language. Without understanding grammar, students would struggle to convey and comprehend the meaning of English (HASTUTI, 2021). Despite grammar is part of the curriculum in basic and higher schools, university students' grammar skills are still lacking, which effect their writing and speaking skills as well. So they require a good strategy to assist them to improve their grammar skills. There are many kinds of grammar teaching strategies that teachers can use by utilizing mobile application media. (Miangah, 2012) explained that grammatical points can be learnt through a specifically designed program installed on mobile devices, in which grammatical rules are taught, followed by multiple-choice activities where learners select the correct answer from the given alternatives. Grammatical exercises can be in the form of 'true-false' or 'fill-in the blanks' which are to be responded by the learners. Grammatical explanations may also be presented to learners via vocal service or short message service.

2.1.3.3.5 The impact of (MALL) on reading comprehension:

In this era, reading is considered to be the most needed skill worldwide for it's the best way to remain well informed and up-to-date. Reading practices help learners to enhance their vocabulary, and vocabulary knowledge, in turn, helps them to promote reading comprehension (Miangah, 2012). Mobile learning programs in which reading function accompanied by text announcer pronunciation will be more helpful to promote at the same time both reading comprehension and listening comprehension (Miangah, 2012).

One of the current challenges is how the development of technological advancements impacts the process by which students read (Blanka Klimova & Zamborova, 2020). Students are faced with hypertexts, informal texts accompanied by a video or pictures, and/or formats like e-books and audio books; therefore, teachers need to help students apply different reading strategies to be well-equipped for twenty-first century technological changes in reading (Arifani, 2018; Budiharso, 2014; Munzur, 2017).



2.1.3.4. Applications for Mobile Assisted Language Learning

Research on the use of mobile phones and mobile applications (apps) used in English language teaching indicates that the implementation of mobile apps contributes to the development of all four language skills (reading, listening, speaking, and writing)(B. Klimova, 2019). Research also reveals that mobile apps primarily affect retaining new words and phrases particularly for students in the institutions of higher learning. For instance, (Wu, 2014, 2015) reports in his studies that these students using a mobile app can retain 89 words more than the learners who do not use such an app. He attributes it to the fact that students are exposed to a mixture of different media that are available through this app. The acquisition of new vocabulary via a mobile app was also researched by (Rezaei et al., 2014), who in their study claim that using the apps helped increase learning of vocabulary, confidence, class participation and that students had a positive tendency towards the use of multimedia in education. Moreover, (Teodorescu, 2015) states that the use of mobile language apps can offer different content material adjusted to the student's level of the target language, evaluate his/her progress and provide feedback on it. The students using a mobile app also seem to be more stimulated to learn both in formal and informal settings(Balula et al., 2015; Tayan, 2017; Teodorescu, 2015), especially if timely feedback on students' activity is provided (Kukulka-Hulme & Viberg, 2018). Furthermore, students also exhibit less anxiety (Luo et al., 2015).

There are also evident pitfalls of using Smartphone apps in foreign language learning. The most common negative effects are a lack of attention and concentration (Deniz et al., 2017), which might be also caused by mobile phone multi-tasking, switching between different activities on a mobile device or several devices. Mobile phone multitasking is widely considered to be a major source of distraction in academic performance (Q. Chen & Yan, 2016). Attention deficits and distractions during the process of learning may lead to memory problems such as encoding, storing and retrieving information, which is then manifested in students' inability to recall needed information at exams (Thomas & Thorne, 2009). Although there are ample mobile apps for learning English on the market, they are not suitable for specific foreign English language classes; they do not simply meet specific students' needs at the moment. The content of mobile apps must be



adjusted to meet students' immediate needs as far as English learning is concerned (Zou & Li, 2015). For example, students who study specific field want to practice vocabulary connected to this field of study and to their level of English, which should reflect their knowledge of English at the start of the course. Students whose English is at B2 level (upper-intermediate level of English) do not want to study basic vocabulary or phrases. Only if students' needs are met, can the mobile apps serve as appropriate and reliable tools for learning. In fact, developers of such apps try to meet students' needs and they try to tailor the content and technical specifications to meet these needs (B. Klimova, 2019)

3.0 Methodology

This study is aimed at finding out the attitude of teachers and students toward the use of mobile technology, particularly smart phones and tablets or iPads, in language learning. The method used in this study is the descriptive method, using a questionnaire as a tool for data collection. The questionnaire consists of five parts. The first part is concerned with the participants' demographic information in terms of age, gender and position. Part two goes into the use of mobile technology in Daily Tasks. The third part includes four questions about the use of hand-held devices inside the classroom. Part four of the questionnaire is looking into the attitude of both teachers and student toward the use of mobile technology in language learning. The participants rated the statements on a 3-point Likert scale (Agree - Neutral - Disagree). Part five explores the difficulties encountered by teachers and student while using mobile technology in language learning. It also rated the statements on a 3-point Likert scale (Agree - Neutral - Disagree). This study adopted the descriptive analytical method. A questionnaire was used as a tool for data collection and was analyzed by using SPSS programme. Statistical package for social sciences studies.

3.1 Population of the study

The third semester students at Faculty of Education/English major/ University of Dongle of the academic year 2022/ 2023 as well as teachers at the English department.



4.1 Data analysis and Discussions

In order to identify the attitudes of the participants toward the use of mobile technology in learning English language, the data obtained through the questionnaire was analyzed quantitatively using the Statistical Package for the Social Sciences (SPSS 22 program). While the open-ended questions are descriptively discussed. It can be seen clearly that the students have given their replies after clear understanding of the questions ,as a high percentage of neutral students cannot be seen, which might occur because of lack of understanding of the question.

4.1 Section one: Students and Teachers' General Information

The participants of this study consisted of both teachers and students of English language department at college of Education at Dongola University. The general information of participants involved their age, gender and position .As far as gender is concerned, females predominantly outnumber the males, female students who were reported in this study are “31” (96.9%) and there is only one male student (3.1%). This is not surprising as the population of EFL learners are occupied by females. The teachers who participate in this study are five teachers, “4” males (80%) and “1” female (20%).

Gender	Female	Male	Total
Participants	1	4	5
Percentage	20%	80%	100%

4.2Section Two: The use of mobile technology:

This part is intended to collect data about the general usage of mobile devices in the students and teachers' daily life. The data collected can be divided into three areas:



Mobile devices ownership, the different functions and activities accessed through mobile devices, and finally the relation between mobile devices usage and developing language skills.

Table 3: Kinds of Mobile Devices Used by Students:

Response	Smart phone	Smart phone + Tablet/ Ipad	Total
Participants	31	1	32
Percentage	96.90%	3.1%	100%

As shown in table 3, the 32 students state that they own mobile devices. Those who own just a smart phone are “31” students (96.9%). Only one student (3.1%) own both Smart phone and Tablet.

Table 4: Kinds of Mobile Devices Used by Teachers:

Response	Smart phone	Tablet/ Ipad	Total
Participants	5	0	5
Percentage	100%	0%	100%

As shown in table 4, the “5” teachers state that they own only smart phones. No other mobile devices are mentioned.



Table 5: Students' Use of Mobile Technologies in Daily Tasks

Response	Participants	Percentage
Make calls and send messages	32	100%
Read (PDFs, notes, ...)	32	100%
Record audio of me or other people speaking in English	15	46.9%
Take notes and pictures of information on the board	30	93.8%
Access the internet (use Google search and Google translator)	32	100%
Listen to songs in English	25	78.1%
Use dictionary app (looking up meaning or pronunciation)	31	96.9%
Watch and download videos in English	23	71.9%
Chat with natives	9	28.1%
Interact with English speaking foreigners to improve linguistic knowledge	6	18.8%

Table (5) above discusses students' use of mobile technology in daily tasks. It's obvious that the majority of responses illustrate participants' uses of mobile devices for educational purposes. All the participants (100%) indicate that they are using their mobile devices to make calls and send messages, to read PDFs and to access the internet using Google search and Google translator. A significant number of respondents (96.9%) said they are using dictionary apps to check for meanings or listen to the right pronunciation through their mobile devices. About (93.8%) of the respondents use their mobile devices to take notes and picture of information on the board, (78.1%) to listen to songs in English, (71.9%) to watch and download videos in English. Students who are recording themselves or other people speaking in English are about (46.9%). A small proportion of respondents (28.1%) use their mobile devices to chat with natives. There is also (18.8%) of the participants use their mobile devices to interact with English speaking foreigners to improve their linguistic knowledge. In addition to the daily tasks mentioned in table (5) above, some of the students said they use some apps which they think might enhance their English language skills such as: the American English, Dict Box, Duo lingo,



YouTube, English phonetic symbols. They also use the browsers to subscribe to some pages and channels.

Table 6: Teachers' Use of Mobile Technologies in Daily Tasks

Response	Participants	Percentage
Make calls and send messages	5	100%
Read (PDFs, notes, ...)	3	60%
Record audio of me or other people speaking in English	3	60%
Take notes and pictures of information on the board	3	60%
Access the internet (use Google search and Google translator)	4	80%
Listen to songs in English	4	80%
Use dictionary app (looking up meaning or pronunciation)	4	80%
Watch and download videos in English	4	80%
Chat with natives	3	60%
Interact with English speaking foreigners to improve linguistic knowledge	4	80%

Table (6) above indicates that the teachers, too, are using their mobile devices to make calls and send messages (100%). About (80%) of them are using their mobile devices to access internet using Google search and Google translator, to listen to songs in English, to watch and download videos in English and also to interact with English speaking foreigners to improve linguistic knowledge. About (60%) of them are using their phones to read PDFs, to record audio of themselves or other people speaking in English, to take notes, and to chat with natives for cultural exchange purposes.



Table 7: Students' Perspective towards MALL and its effect on language skills

Response	Reading	Listening	Writing	Speaking	Pronunciation
Participants	26	27	18	25	31
Percentage	81.3%	84.4%	56.3%	78.1%	96.9%

As illustrated by table (7), the majority of respondents (96.9%) believe that mobile devices can be used to enhance pronunciation skill, (84.4%) consider mobile devices to be used to practice listening activities. (81.3%) of participants believe that mobile devices are suitable for practicing a certain reading activities, (78.1%) consider the mobile device as a material for teaching certain speaking activities. But fewer respondents compare to above (56.3%) believe that using mobile devices can enhance writing skill.

From this table above, it's obvious that most of the participants find mobile devices very effective in enhancing English language skills.

Table 8: Teachers' Perspective towards MALL and its effect on language skills

Response	Reading	Listening	Writing	Speaking	Pronunciation
Participants	4	5	3	3	4
Percentage	80%	100%	60%	60%	80%

As illustrated by table (8), there is a consensus among teachers,(100%) of them believe that using mobile devices can enhance listening skill, (80%) agree on the possibility of using mobile devices for reading and pronunciation practices. Likewise, (60%) of the participants agreed about the possibility of enhancing speaking and writing skills through the use of mobile technology.

4.4SectionThree: Students/Teachers' Attitude toward the Use of Mobile Devices Inside Classroom:

This section aims to find out both students and teachers' views toward the benefits of mobile assisted language learning, as a material inside classroom.



Table 9: Students' Use of Mobile Devices inside the Classroom

Response	Participants	Percentage
Dictionaries	28	87.5%
Voice Recorder	2	6.3%
Camera	6	18.8%
Memo	4	12.5%
Facebook	0	0%
Calendar	1	3.1%
Google (translator, Searching)	10	31.3%
calculator	0	0%

Table (9) shows the students' attitude toward the potential usages of mobile devices inside the classroom. Most of the participants(87.5%)confirmed that they use dictionary appsto check for meaning and pronunciation of words.(31.3%) are those who access to the internet inside the classroom mainly Google. The above table also reveals that (18.8%) of participants use their camera for recording videos or taking pictures from the board. The rate of students who used memos(12.5%). Small portion of participants use voice recorder (6.3%) Likewise,(3.1%) are those who use calendar and no one ever use Face book or calculator inside the classroom.



Table 10 Teachers' Use of Mobile Devices inside the Classroom

Response	Participants	Percentage
Dictionaries	4	80%
Voice Recorder	3	60%
Camera	2	40%
Memo	0	0%
Facebook	1	20%
Calendar	1	20%
Google (translator, Searching)	2	40%
calculator	1	20%

Table (10) shows that the majority of teachers (80%) affirmed that they use dictionary apps to check for meaning and pronunciation. Some teachers indicate that they use voice recorder (60%). They also use them to access the internet like Google (40%), camera (40%). In addition, some teachers indicate that they use Face book (20%), Calendar (20%) and calculator (20%).



Table 11: Students opinion about teachers' attitude toward the use of mobile devices inside the classroom:

Item	Yes	No	Total
Do your teachers allow you to use these apps inside the classroom	4 12.5%	28 87.5%	32 100%

As table (11) illustrates, (87.5%) of the students asserted that their teachers banned them from using mobile devices inside the classroom because it causes distraction .Just (12.5%) of the student who said that their teachers permit the use of mobile phone inside the classroom.

Most of the students considered the use of mobile devices inside the classroom very helpful in learning English language but, on the other hand, there is small proportion of them considered it as a source of distraction.

Table 12: Teachers' attitude toward the use of mobile devices inside the classroom:

Item	Never	Rarely	Sometimes	Frequently	Always	Total
How often do you use mobile phones for your teaching practices?	0 0%	0 0%	5 100%	0 0%	0 0%	5 100%
How often do students use mobile phones for their learning in your classes?	0 0%	1 20%	3 60%	1 20%	0 0%	5 100%

Table (12) illustrates teachers' attitude toward the use of mobile devices inside the classroom. Firstly for item 1, it's obvious that teachers tend to use mobile phone for their teaching practices inside the classroom not always, not frequently but 'sometimes'. As for item 2 which stated "How often do students use mobile phones for their learning in your classes?" it can be seen that teachers reactions are different, most of the teachers (60%) sometimes allow the use of mobile devices



inside the classroom, (20%) of them, rarely allow that and (20%) of the teachers frequently use it with their students inside the classroom. Which means, teachers' attitude toward the use of MALL in general, is not positive. And that will absolutely reflect on their students.

Table 13: Frequency distribution of students' attitude toward the use of mobile technology for language learning:

Item	Agree	Neutral	Disagree	Total
1. The use of mobile phones will facilitate the process of language learning	31 96.9%	1 3.1%	0 0%	32 100%
2. The use of mobile phones can create interactive learning environments	32 100%	0 0%	0 0%	32 100%
3. Mobile phones can be used to teach/learn different language skills	31 96.9%	1 3.1%	0 0%	32 100%
4. The use of mobile phones for language teaching/ leaning is time-efficient	30 93.8%	2 6.3%	0 0%	32 100%
5. Mobile phones can be connected to the Internet at any time	13 40.6%	15 46.9%	4 12.5%	32 100%
6. Mobile phones provide learners with ubiquitous language learning opportunities	31 96.9%	1 3.1%	0 0%	32 100%

Table (13) above shows the frequency distribution of students' attitude toward the use of mobile technology for language learning. Firstly for Item 1, the majority of the respondents (96.9%) agreed that "the use of mobile phones will facilitate the process of language learning". No one disagree, however, only (3.1%) of the students were neutral. Moreover for Item 2, all the respondents (100%) agreed that "The use of mobile phones can create interactive learning environments". In addition to that, the responses for Item 3 show (96.9%) of the participants agreed that "Mobile phones can be used to teach/learn different language skills". Additionally, for Item 4, (93.8%) of the respondents agreed that "The use of mobile phones for language teaching/ leaning is time-efficient". Furthermore, for item 5, (40.6%) of the respondents agreed that "Mobile phones can be connected to the

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Internet at any time”, (46.9%) were neutral and (12.5%) were disagreeing with that. lastly for Item 6, the majority (96.9%) agreed that “Mobile phones provide learners with ubiquitous language learning opportunities”.

Table 14: Descriptive statistical analysis of students’ attitude toward the use of mobile technology for language learning:

Item	Mean	Std. Deviation	N
1. The use of mobile phones will facilitate the process of language learning	2.97	0.177	32
2. The use of mobile phones can create interactive learning environments	3.00	0.000	32
3. Mobile phones can be used to teach/learn different language skills	2.97	0.177	32
4. The use of mobile phones for language teaching/ leaning is time-efficient	2.94	0.246	32
5. Mobile phones can be connected to the Internet at any time	2.28	0.683	32
6. Mobile phones provide learners with ubiquitous language learning opportunities	2.97	0.177	32

Table (14) displays the mean scores for students’ attitude toward the use of mobile technology for language learning. It shows that the respondents perceived using mobile phones as useful for learning English. The highest mean score ($M = 3$) out of ‘3’ on the likert scale, was for “The use of mobile phones can create interactive learning environments”. Next, the second highest mean score was ($M = 2.97$) which stated “The use of mobile phones will facilitate the process of language learning”, “Mobile phones can be used to teach/learn different language skills”, “The use of mobile phones for language teaching/ leaning is time- efficient” and “Mobile phones provide learners with ubiquitous language learning opportunities”. The lowest mean score ($M = 2.28$) was for “Mobile phones can be connected to the



Internet at any time”. The overall mean score for the students’ attitude toward the use of mobile technology for language learning is (M = 2.85).

Based on the findings, it was clearly shown that the respondents have a positive attitude towards the use of mobile technology in language learning.

Table 15: Frequency distribution of teachers’ attitude toward the use of mobile phone for language learning:

Item	Agree	Neutral	Disagree	Total
1. The use of mobile phones will facilitate the process of language learning	5 100%	0 0%	0 0%	5 100%
2. The use of mobile phones can create interactive learning environments	4 80%	1 20%	0 0%	5 100%
3. Mobile phones can be used to teach/learn different language skills	5 100%	0 0%	0 0%	5 100%
4. The use of mobile phones for language teaching/ leaning is time-efficient	4 80%	1 20%	0 0%	5 100%
5. Mobile phones can be connected to the Internet at any time	3 60%	2 40%	0 0%	5 100%
6. Mobile phones provide learners with ubiquitous language learning opportunities	5 100%	0 0%	0 0%	5 100%

Table (15) above shows the frequency distribution of teachers’ attitude toward the use of mobile phone for language learning .As for item 1, item 3 and item 6 respectively, all the respondents (100%) agreed that “the use of mobile phones will facilitate the process of language learning”, “Mobile phones can be used to teach/learn different language skills” and “Mobile phones provide learners with ubiquitous language learning opportunities”. For Item 2 and item 4, (80%) of the respondents agreed that “The use of mobile phones can create interactive learning environments” and “The use of mobile phones for language teaching/ leaning is time-efficient”. For item 5, (60%) agree that “Mobile phones can be connected to the Internet at any time”.

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Table 16: Descriptive statistical analysis of teachers' attitude toward the use of mobile technology for language learning:

Item	Mean	Std. Deviation	N
1. The use of mobile phones will facilitate the process of language learning	3	0	5
2. The use of mobile phones can create interactive learning environments	2.80	0.447	5
3. Mobile phones can be used to teach/learn different language skills	3	0	5
4. The use of mobile phones for language teaching/ leaning is time-efficient	2.80	0.447	5
5. Mobile phones can be connected to the Internet at any time	2.60	0.548	5
6. Mobile phones provide learners with ubiquitous language learning opportunities	3	0	5

Table (16) displays the mean scores for teachers' attitude toward the use of mobile technology for language learning. It showed that teachers believe using mobile phones can enhance learning English. The highest mean score ($M = 3.00$) was for "The use of mobile phones will facilitate the process of language learning", "Mobile phones can be used to teach/learn different language skills" and "Mobile phones provide learners with ubiquitous language learning opportunities". The second highest mean score was ($M = 2.80$) which stated "The use of mobile phones can create interactive learning environments", and "The use of mobile phones for language teaching/ leaning is time-efficient". The lowest mean score ($M = 2.60$) was for "Mobile phones can be connected to the Internet at any time". The overall mean score for the teachers' attitude toward the use of mobile technology for language learning is ($M = 2.86$).

Based on the findings, it was clearly shown that the respondents have a positive attitude towards the use of mobile technology in language learning.



Table 17: Frequency distribution of the challenges faces students in the use of mobile technology for language learning/teaching:

Item	Agree	Neutral	Disagree	Total
1. The small screen size of mobile phones	10 31.3%	5 15.6%	17 53.1%	32 100%
2. Slow Internet speed	23 71.9%	8 25%	1 3.1%	32 100%
3. Internet connectivity problems	25 78.1%	4 12.5%	3 9.4%	32 100%
4. High costs of mobile phones	20 62.5%	7 21.9%	5 15.6%	32 100%
5. High cost of connectivity to the Internet	26 81.3%	3 9.4%	3 9.4%	32 100%
6. Students' lack of skill/knowledge to use mobile phones for academic purposes	19 59.4%	7 21.9%	6 18.8%	32 100%

Table (17) demonstrates the frequency distribution of the challenges faces students in the use of mobile technology for language learning/teaching. Firstly, for item 1, more than half the students (53.1%) disagree that the small screen size of mobile phones is a problem with language learning. However, for item 2, most of the respondents (71.9%) agree that the slow speed of the internet is a real problem when learning English. Concerning item 3, (78.1%) of the respondents agree that they face internet connectivity problem. As for item 4, (62.5%) of the respondents agree that one of the problem of learning via mobile devices is its high cost on the market. Furthermore, for Item 5, a high proportion of the respondents (81.3%) agreed that it's costly to connect to the internet. About item 6, (59.4%) of the respondents agree with the statement that says "Students' lack of skill/knowledge to use mobile phones for academic purposes".

Table 18: Descriptive statistical analysis of the challenges faces the students in the use of mobile technology for language learning:



Item	Mean	Std. Deviation	N
1. The small screen size of mobile phones	1.78	0.906	32
2. Slow Internet speed	2.69	0.535	32
3. Internet connectivity problems	2.69	0.644	32
4. High costs of mobile phones	2.47	0.761	32
5. High cost of connectivity to the Internet	2.72	0.634	32
6. Students' lack of skill/knowledge to use mobile phones for academic purposes	2.41	0.798	32

Table (18) shows the mean scores for the challenges face the students in the use of mobile technology for language learning. The highest mean score ($M = 2.72$) was for “High cost of connectivity to the Internet”. The second highest mean score was ($M = 2.69$) which stated “Slow Internet speed” and “Internet connectivity problems”. The third mean score was ($M = 2.47$) for the statement “High costs of mobile phones”. The fourth mean score was ($M = 2.41$) for “Students’ lack of skill/knowledge to use mobile phones for academic purposes”. The lowest mean score ($M = 1.78$) was for “The small screen size of mobile phones” it’s clearly that the small screen size of mobile phone is a problem for some student. The overall mean score for the challenges face the students in the use of mobile technology for language learning is ($M = 2.45$).

Based on the findings, it was clearly shown that there is no many the problems face the students in the use of mobile technology for language learning.



Table 19: Frequency distribution of the challenges faces the teachers in the use of mobile technology for language learning/teaching:

Item	Agree	Neutral	Disagree	Total
1. The small screen size of mobile phones	3 60%	1 20%	1 20%	5 100%
2. Slow Internet speed	5 100%	0 0%	0 0%	5 100%
3. Internet connectivity problems	5 100%	0 0%	0 0%	5 100%
4. High costs of mobile phones	3 60%	2 40%	0 0%	5 100%
5. High cost of connectivity to the Internet	3 60%	1 20%	1 20%	5 100%
6. Students' lack of skill/knowledge to use mobile phones for academic purposes	2 40%	2 40%	1 20%	5 100%

Table (19) demonstrates the frequency distribution of the challenges face teachers in the use of mobile technology for language learning/teaching. Firstly, for item 1, (60%) of the respondents agree that the small screen size of mobile phones is a problem with language learning/teaching. However, for item 2, all the respondents (100%) agree that the slow speed of the internet is a real problem with learning English. It's the same for item 3 that (100%) of the respondents agrees that they face internet connectivity problem. As for item 4, (60%) of the respondents agree that the high cost of mobile devices considered being one of the problem of learning via mobile technology .In addition, the findings for Item 5 show that (60%) of the respondents agreed that it's very costly to connect to the internet. Finally, for Item 6, only (40%) of the respondents agree with the statement "Students' lack of skill/knowledge to use mobile phones for academic purposes".



Table 20: Descriptive statistical analysis of the challenges faces the teachers in the use of mobile technology for language learning/teaching:

Item	Mean	Std. Deviation	N
1. The small screen size of mobile phones	2.40	0.894	5
2. Slow Internet speed	3	0%	5
3. Internet connectivity problems	3	0%	5
4. High costs of mobile phones	2.60	0.548	5
5. High cost of connectivity to the Internet	2.40	0.894	5
6. Students' lack of skill/knowledge to use mobile phones for academic purposes	2.20	0.837	5

Table (20) shows the mean scores for the challenges faces the teachers in the use of mobile technology for language learning .The highest mean score ($M = 3$) was for the statements “Slow internet speed” and “ High cost of connectivity to the Internet” .The second mean score was ($M = 2.60$) which stated “High costs of mobile phones”. The third mean score was ($M = 2.40$) for the statement “The small screen size of mobile phones” and “High cost of connectivity to the Internet”. The lowest mean score ($M = 2.20$) was for “Students' lack of skill/knowledge to use mobile phones for academic purposes ”.The overall mean score for the challenges face the teachers in the use of mobile technology for language learning is ($M = 2.6$).

Based on the findings, it was clearly shown that there are no many problems faces the teachers in the use of mobile technology for language learning/teaching.

5.0 Conclusion

The main objective of this study is to investigate teachers and students' attitude towards the use of Mobile Assisted Language Learning in teaching English language. The aim of the study is to gain insight into the awareness of the students

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and teachers to the importance of mobile technology in learning and English language .The findings of the study emphasized the positive attitudes of using mobile in teaching process.

5.1 Findings

1-Most of the students use smart phones , and show positive attitude toward it.

2-Most of students use mobile technology in their daily tasks for educational purpose.

3-Most of the students consider mobile devices effective in enhancing English language skills (reading, listening, writing, speaking and pronunciation).

4-Most of the participants (87.5%) uses Dictionary Apps inside the classroom to check for meanings and pronunciation compare to small proportion of them uses the other Applications (Voice Recorder, Camera, Memo, Facebook, Calendar, Google and Calculator).

5-Most of the students (87.5%) agree that most of the teachers ban the use of mobile phone inside the classroom.

6- Both students and teachers have a positive attitude toward the use of MALL, but when it comes to the implementation of MALL, the students showed willingness and readiness to adopt mobile learning, whereas teachers showed some reservations towards it.

5.2 Recommendations

Based on the findings of the study recommended the following

1-Teachers should draw students' attention to the importance of using their mobile devices wisely in learning English

2-Mobie devices should be used as source of information since it easy to gain and access

3- Teachers should be open-minded and try to change their traditional ways in teaching by directing their students to use all means that lead them to success even if they are their mobile phones.

4- Teachers should not ban the use of mobile phones in their classrooms, but they should use them wisely and under control.



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