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Department of English Language & Literature



**English Department Students and Faculty Members' Attitudes
towards the Use of Mobile Phones in English Language
Acquisition**

**A Thesis Submitted to the Department of English Language and
Literature in Partial Fulfillment of the Requirements for the Award of
Master Degree in Applied Linguistics**

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DECLARATION

I declare that the work entitled *English Department Students and Faculty Members' Attitudes towards the Use of Mobile Phones in English Language Acquisition* submitted by me for the award of the degree of Master, is the record of work carried out by me under the supervision and direction of Professor **Yehia Al-Sohbani** and has not formed the basis for award of any degree, diploma, associateship, fellowship, titles in this or any other university or institution.

I further declare that the material obtained from other sources has been duly acknowledged in this work.

Date: May 2018

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DEDICATION

Dedicated

To

My dearest parents

My supportive brothers and sisters

My adorable friends

&

To all the broken hearts and destroyed houses

To the divine souls and soil

In my wounded home

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ABSTRACT

The use of technology in the current age has been a part and parcel of every individual's life; teachers and students are no exception. Mobile phones are considered to be the most widespread technological tools. They are almost used everywhere and by everyone. Therefore, these devices' implementation in the process of acquiring and teaching English is still either limited or unsystematic. It is the researcher's aim in this study to investigate the kind of attitudes both English department students and faculty members have towards the use of mobile phones in ELA. The questions of the study are: (a) what kind of attitudes do English department students have towards the use of mobile phones in ELA?, (b) what kind of attitudes do faculty members have towards the use of mobile phones in ELA?, (c) are there any statistically significant differences between students and faculty members' attitudes towards the use of mobile phones in ELA?, (d) are there any statistically significant differences in students' attitudes towards the use of mobile phones in ELA in terms of level? and (e) are there any statistically significant differences in students' attitudes towards the use of mobile phones in ELA in terms of gender? The participants in this study are (256) students and (13) faculty members. The main instruments used to elicit the data of the study were two written questionnaires. The results of the study revealed that students and faculty members have *neutral* attitudes towards the use of mobile phones in ELA. There are clear indications that students and faculty members are aware that mobile phones' implementation in learning and teaching English is very useful but such kind of devices are not well utilized and this is due to some constrains such as the big number of students in the class, the *negative* attitudes some faculty members still have towards using mobile phone devices in ELA and the types of subjects being taught.

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LIST OF ABBREVIATIONS

App/s	Application/s
EFL	English as a Foreign Language
ELA	English Language Acquisition
ELL	English Language Learning
ELLs	English Language Learners
ELT	English Language Teaching
M	Mean
MALL	Mobile Assisted Language Learning
M-learning	Mobile Learning
M-Phone learning	Mobile Phone Learning
PDA's	Personal Digital Assistants
SD	Standard Deviation
SLA	Second Language Acquisition
SPSS	Statistical Package of Social Science

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.1. Introduction

The 21st century, the age of science and technology, has changed the concepts and the ways of viewing almost everything in this life. All the different fields of life, science, medicine, education, etc. have experienced great and radical changes because of technology. "Using technology is an inevitable part of almost every aspect of life and educational environments are no exception" (Keskin & Han, 2016, p. 31). Education is one of the most important cornerstones of any society. It is among the first fields to be affected by the different changes technology causes. With this rapid growth of information technology, teaching and learning process is experiencing tremendous changes (Rifai, 2010).

Dalogue, Baturay and Vildirim (2008) pointed out that the use of technology in the field of education emerged nearly thirty years ago; since then, technology has revolutionized the teaching and learning areas and played a main role that led to large changes. Fageeh (2013) stated that "technology has revolutionized the teaching and learning milieus via scaffolding, assisting and supplementing traditional classroom learning materials and activities" (p. 421). Therefore, teachers and parents need to seriously think of different ways of implementing technology in the process of teaching and learning and take its potential advantages. They should also think to change the teaching paradigm and remember that students of the generation are born after the emergence of information technology. That is universities in general and English language teachers in particular need to reconceptualize the process of learning and teaching English in order to suit the modern age of technology. Fageeh (2013) added that teachers and

universities must be aware that technology implementation in ELA/ELL is very important and that the traditional teaching does not satisfy the needs of generation of students used to handle mobile technologies since their birth.

Despite the direct effect of technology in all the other fields of life, the researcher believes that education is the most strongly affected field. Every era of technology has to some extent, formed education in its own image; and following the history of technology, it is found that the 1960s was the age of the mainframe computers; the 1980s was the age of the PCs; the 1990s was the age of the internet and the 21st century is the age of mobile devices (Beatty, 2010; Sharples, Taylor, & Vavoula, 2007).

E-learning, the natural evolution of technology advancement(Stevens & Kitchenham, 2011), is the exploration of new approaches of learning supported by technology. It has been one of the very remarkable issues in the field of education. It is remarkable due to its effects on the teachers and students' life in general and on the process of teaching and learning languages mainly English in particular.

Mobile learning (M-learning) is the natural evolution of E-learning and it has become a part and parcel of teaching and learning requirements (Stevens & Kitchenham, 2011). For this reason, it has gained a widespread popularity among university teachers and students regardless of their level, gender, age or even specialization. In fact, M-learning has marked the shift from tutoring materials to tool materials and provided us with ways of looking at the language and seeing things which cannot be seen with the naked eye (Viana & Zyngier, 2008).

According to AbuSaaleek (2014), the rapid use of mobile technology has attracted the attention of researchers and paved the way for the appearing of the field mobile

assisted language learning (MALL) and M-learning to support the process of language learning and teaching.

Among all mobile devices available, mobile phones are the most widespread devices. They have an important place particularly in young people's lives. In relation to education, it is mobile phones that have led to the evolution of a new paradigm known as M-learning, which more recently has been associated with mobile phones (Muyinda et al. 2007 as cited in Mtega, Bernard, Msungu, & Sanare, 2012). Since the majority of teachers and students are mobile phone subscribers, they must know how to utilize and devote such kind of devices in ELA. For AbuSaaleek (2014), mobile phones have become important components in the world especially in the field of education; therefore, there is a dire need to seriously think of using these technologies in language learning. AbuSaaleek (2014) added that although it is very challenging to cover learning tasks via mobile phones, mobile devices including mobile phones have rapidly developed to become tools for learning languages.

Whether to implement such kind of devices in the process of teaching and learning of English or not depends on the kind of attitudes the universities in general and the faculty members and students in particular have towards these devices. El-Boukheri (2015) defined attitudes as the psychological gate of any human being through which any decision has to be made. Therefore, it was the researcher's aim to explore the kind of attitudes students and faculty members of English department, Ibb University have towards the use of mobile phones in ELA/ELL.

Yemeni Universities, especially English department students and faculty members should try to keep track on the latest language learning and teaching methods. They should change their attitudes to suit the modern age of technology. Mobile phones are no longer

only means of communication and entertainment; they are among the tools which have changed the concept of traditional learning and took it outside the physical boundaries of classrooms.

1.2. Aims of the Study

This study aims at exploring English department students and faculty members' attitudes towards the use of mobile phones in ELA.

1.3. Statement of the Problem

Recently, technologies in general and mobile phones in particular have revolutionized the field of teaching and learning. Tracing back the history of education and technology, we find that in every period of time technology has played an important role in education.

Undoubtedly, the present time is the age of mobile devices such as taps, tablets, personal digital assistants (PDAs), mobile phones, etc. Mobile phones are among the most common of these mobile devices. They are almost within the reach of every ones' hands including students and faculty members. In spite of this, the use of mobile phones for English language teaching and learning purposes is still very limited and not utilized. Most of the faculty members still doubt the usefulness of these mobile phones; they do not encourage their students to take the advantage of these devices either inside or outside the classroom. Some faculty members may prevent their students from using mobile phones inside the classroom; they believe that such devices have nothing to do with ELA. Similarly, there are students who still use their mobile phones only for entertainment and communication purposes.

It is true that some of the students and faculty members use their mobile phones in one way or another in ELA purposes but they are still not aware of their potential advantages. In other words, the use of these mobile phone devices either inside or outside the classroom is still random, and not systematic. This made the researcher think to investigate the kind of attitudes both students and faculty members have towards using mobile phones in ELA, especially when the majority of people own the highest tech mobile phone models. This indicates that these people are very keen to keep up with the latest types of mobile phones.

In the light of the statement of the study problem, the researcher states the questions of the current study.

1.4. Questions of the Study

1. What kind of attitudes do English department students have towards the use of mobile phones in ELA?
2. What kind of attitudes do faculty members have towards the use of mobile phones in ELA?
3. Are there any statistically significant differences between English department students and faculty members' attitudes towards the use of mobile phones in ELA?
4. Are there any statistically significant differences in students' attitudes towards the use of mobile phones in ELA in terms of level?
5. Are there any statistically significant differences in students' attitudes towards the use of mobile phones in ELA in terms of gender?

1.5. Significance of the Study

The significance of this study comes from the fact that we are in the 21st century where technology became a part and parcel of the different fields of life especially the field of education. Many recent studies report that the majority of people are mobile phone subscribers, students and faculty members are no exception. However, neither of them is fully aware of the potentials of this device in ELA, the device they almost carry with them everywhere.

What is specific about the current study, and to the best of the researchers' knowledge, it is the first study of its kind on investigating the Yemeni students and faculty members' attitudes towards the use of mobile phones in ELA. No one has covered this area before although it is very crucial and effectively contributes to the development of ELA pedagogy in the Yemeni Universities. This indicates the lack of awareness of the importance of technology in general and mobile phone devices in particular in the process of teaching and learning English.

Findings of the current study are going to be helpful at different levels. First of all, they may contribute to motivate English department faculty members to encourage the students to use their mobile phones for the purpose of learning English inside and outside the classroom. Second, findings of the study are very important in the sense that they may lead students and faculty members to change their attitudes towards using mobile phone devices as they are more useful and effective than merely communication or entertainment tools. In addition to that, findings of the study are going to pave the way in front of many researchers including the researcher of the current study to conduct many other studies based on the kind of attitudes students and faculty members have.

1.6. Scope and Delimitations of the Study

The current study is confined to the following boundaries:

- This study is limited to address the topic *English department students and faculty members' attitudes towards the use of mobile phones in ELA*, with view of identifying their attitudes towards some mobile phone applications (apps), the most commonly used ones among students and faculty members. These apps are the *dictionary* mobile phone app, the social networking apps namely *whatsApp* and *facebook*, the *recording* mobile phone app and the *camera* mobile phone app.
- The study is limited to English department students, levels (two, three and four) and faculty members of Faculty of Arts, Ibb University.
- The instruments used in the study are two questionnaires one addressed to the students and the other one addressed to the faculty members. The study instruments were distributed to the samples in the academic year (2016 – 2017), second semester.

1.7. Definition of Terms

1.7.1. Faculty member

- According to Al-Mekhlafi (2002), a faculty member is any Ph. D. holder who practices the teaching profession at university whether he/she is an assistant professor, an associate professor, or a professor (p. 122).
- Procedurally, here, in this study, the faculty members are the Ph. D. and MA holders who teach at the English department, Ibb University.

1.7.2. Attitudes

- According to El-Boukhari (2015) an attitude is the psychological gate of any human being, through which any decision has to be made (p. 2).
- Attitudes are "the opinions and feelings that you usually have about something, especially when this is shown in your behavior" (Longman Dictionary of Contemporary English, 2009, p. 94).

1.7.3. Mobile Phone

- Guha, Halder, and Halder (2015) defined mobile phone (also known as cellular, cell phone and/or hand phone), as "a phone that can make and receive telephone calls, over a radio link while moving around a wide geographic area" (p. 83). With the improvement of the technological tools including mobile phones, they became more than merely tools for receiving and sending calls, they have a big number of services such as calling, texting, storing information, surfing the internet etc.
- Procedurally, the researcher defines mobile phone as a small pocket sized device that is supported with different apps that can be used in ELA, such as dictionaries, whatsApp, facebook, recording and camera, etc. In the current study, the two terms mobile phones and cell phone are used changeably and refer to the same kind of device.

1.7.4. Acquisition

- Acquisition is defined as "the process by which you learn knowledge or gain a skill" (Longman Dictionary of Contemporary English, 2009, p. 13). According to language acquisition in particular, Ellis (1997) and Savill-Troike (2006)

emphasize that language is acquired and this can be in both formal and informal setting without any difference between learning and acquisition; therefore, in the current study, the two terms ELL and ELA are used changeably to refer to the process of acquiring/learning English.

1.7.5. Second Language Acquisition (SLA)

- "It is the way in which people learn a language other than their mother tongue, inside or outside of a classroom" (Ellis, 1997, p. 3).
- According to Ortega (2009) and Saville-Troike (2006), SLA is a scholarly field of inquiry that is concerned with investigating the human capacity to learn languages other than the first language during late childhood, adolescence or adulthood, and once the first language or languages have been acquired.

1.8. Organization of the Study

The current study is divided into five chapters. Chapter one includes an introduction to the study, its problem and questions, aims and significance, scope and delimitations, and definitions of the related terms. It also spells out the outlines of the subsequent chapters.

Chapter two includes the theoretical part of the study and highlights some of the most important previous studies related to the current study.

In chapter three, the study deals with the methodology used and the procedures followed to conduct the study. It describes the population and samples of the study, the instruments used to collect data and the ways of measuring the instruments' validity and reliability. It also describes the statistical tools used to analyze the data and answer the questions of the study.

Chapter four deals with the results and discussion of the data collected via the study instruments in order to come up with facts about students and faculty members' attitudes towards using mobile phones in ELA.

Chapter five presents a brief summary of the study, including some conclusions and recommendations related to how the targeted apps can be useful in ELA, in addition to suggestions for further research.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

In this chapter, the researcher reviews the literature related to the current study dividing it into two sections. The first section includes the theoretical foundation which presents a general overlook of students and faculty members' attitudes towards E-learning, M-learning, M-phone learning, mobile phone apps, all the definitions, features, advantages and disadvantages of all the different related terms. In the second section, the researcher reports some previous studies related to the current study.

2.2. Theoretical Foundation

This chapter deals with the theoretical concepts related to the study. It tries to provide a theoretical background about attitudes, E-learning, M-learning, M-phone learning, mobile phone devices and apps used in ELA.

2.2.1. Attitudes' definitions and components

Language is an identity and learning a language be it first or second is the cornerstone of human existence says (Abidin, Mohammadi, & Alzwari, 2012). Talking about language learning, its success, its failure and even the degree of both differs from one individual to another and from one environment to another. This can be attributed to many factors. The most important of these factors and based on many studies conducted is what is referred to as attitudes.

Attitudes are " the opinions and feelings that you usually have about something, especially when this is shown in your behavior" (Longman Dictionary of

Contemporary English, 2009, p. 94). Another important definition of attitudes is what is given by El-Boukheri (2015) who stated that "attitude is the psychological gate of any human being, through which any decision has to be made" (p. 2).

After listing some definitions of attitudes, the researcher finds it very necessary to spot light on the important components associated with them. There are three different attitudinal aspects: behavioral, cognitive, and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism, and humanism, respectively. The behavioural component refers to how the individual tends to act or is expected to act towards something or someone. The cognitive component of attitude refers to what one thinks about people, situations or objects. The cognitive component also reflects the beliefs or ideas that one has about a particular thing. The affective component of attitudes refers to the feelings and emotions one has about a given object or situation (Abidin et al., 2012; Eshghinejad, 2016; Michael, 2010).

2.2.1.1. The importance of attitudes in ELA

In the context of ELA, there are certain essential factors that determine its success. Some of these factors are attitudes, motivations, feelings, aptitude, intelligence, anxiety, age, personality and achievements (Hashwani, 2008). Similarly, Eshghineja (2016) stated that students' attitudes, feelings, beliefs, needs, likes and dislikes should be considered while learning another language. Gardner and Lambert (1972) emphasized that successful language learning is multifaceted where all these variables have a complex relationship.

In fact, there are various studies which have been devoted to enhancing the importance of attitudes in acquiring any language in general and English language in particular. Savignon (1976), as cited in Al-Sohbani (2015), considers attitude as "the single most important factor in second language learning" (p. 34). Besides, (Abidin et al., 2012;

Alhmali, 2007; Fakeye, 2010; Eshghinejad, 2016) stated that attitudes are the key predominant factors for success in learning a language and that attitudes not only influence ELA but they are also considered to be the most important features that determine ELA success. According to Gardner (1985a), learners' attitudes towards learning another language play a key role in enhancing and motivating them to learn that language. Gardner (1985a) added that attitudes are considered to be essential factors influencing language performance. Language teachers, researchers, and students should acknowledge that high motivation and positive attitudes of students facilitate as well as enhance ELA (Abidin et al., 2012; Gardner & Lambert, 1972).

In contrast, negative attitudes can have completely opposite effects, "attitude as a fundamental component can improve language learning or on the other side obstacle it" (Eshghineja, 2016, p. 9). That is, if a learner does not have the interest and tendency for acquiring the target language and using it with others, this learner may have negative attitudes and is not motivated and enthusiastic enough to learn the language. That is, positive attitudes play a main role in successful language learning whereas negative attitudes play a main role in unsuccessful language learning.

It is worth noting here that attitudes are very important to the extent that they cannot be excluded from any study in general and from the study of a language in particular. Eshghineja (2016) indicated that students' achievement in a target language depends not only on the intellectual capacities of the learners but also on their attitudes toward learning this language. Eshghineja (2016) added that learning a language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one and that the ability of the learners to master an L2 is not only influenced by the mental competence or language skills, but also by their attitudes and perceptions towards the target language.

In brief, the learners' inner feelings towards the language being learned be it English or any other language play a main role in its success.

2.2.1.2. Attitudes towards M-learning

Attitudes, a tendency to act towards or against something, differ from one person to another, from one time to another and they also differ from one issue to another. In fact, tracing back the history of M-learning, the researcher came across many different studies tackling this issue.

El-Emran, El-sherif, and Shaalan (2016) stated that attitudes towards M-learning technology are important factors that help in determining whether learners and educators are ready to use M-learning or not. El-Emran et al. (2016) also emphasized that "M-learning can be one of the promising pedagogical technologies to be employed in the higher educational environments" (p. 93).

Brown (2003) argued that both mature and adult learners have very positive attitudes towards M-learning because they want to be freed from the limits of time and place of learning. Sahu (2014) is another study which emphasized the idea that students' awareness about the use of such technology is one of the most important aspects for successful adoption of M-learning.

In brief, one can conclude that whether to implement M-learning as English language learning/teaching method or not, depends much on the attitudes of the students and teachers towards this method, regardless of whether it is effective or not.

2.2.1.3. Attitudes towards the use of mobile phones in learning

In fact, attitudes towards any kind of person, place, object, etc. play a major role for or against them. Similarly, attitudes towards the use of mobile phones in general and

using them in learning vary from person to person and also from time to time. For Khrisat and Mahmoud (2014), positive attitudes towards using mobile phones in the classroom is a very important factor for getting the benefits of this widespread device. Khrisat and Mahmoud (2014) added that teachers and students should acknowledge that mobile phones can be important tools in revolutionizing the teaching and learning process through adding fun and life to the classroom. In relation to learning, mobile phones have a great preference among people in general and students and teachers in particular. Similarly, Cakir (2015) emphasized that teachers and students have a great tendency towards the use of technological devices including mobile phones in the classroom because they are very helpful in the process of learning. Most of the people around the world wish to access learning materials through their mobile phones rather than through any other technological device (Ally, 2009).

2.2.1.4. Attitudes towards the use of mobile phones in ELA

Attitudes towards the use of mobile phones in ELA are very important factors in determining whether such devices can be successfully implemented and utilized in ELA or not. Reviewing some related articles, Pollara and Broussard (2011) suggested that the most widespread form of M-learning technology is the mobile phone and this widespread use of mobile phones in language learning has consequently led to changing the methods in which learners learn, and consequently student's attitudes towards using these devices changed.

Cakir (2015) argued that English language learners (FLLs) benefit from using technology, in particular mobile phones more than any other device. Similarly, Nalliveetil and Alenazi (2016) stated that in spite of the availability of the latest electronic gadgets

like iPods, tablets, and smart watches, researchers are more interested in the educational value of the mobile phones in teaching and learning English.

In brief, and based on what have been mentioned before, the attitudes of English language teachers and students towards the use of mobile phones in ELA is taking a more positive trends.

2.2.2. E-learning

Every era of technology has, to some extent, formed education in its own image; and following the history of technology, it is found that the 1960s was the age of the mainframe computers; the 1980s was the age of the PCs; the 1990s was the age of the internet and the 21st century is the age of mobile devices (Beatty, 2010; Sharples, Taylor, & Vavoula, 2007). E-learning emerged as an educational concept during the 1990s and has grown into a globally accepted and necessary mode of delivery in most educational institutions. Since then, it has been a very general phenomenon that has revolutionized the field of education and let it out of the traditional framework of class or face to face instruction (Brown, 2003).

In fact, there are different definitions that show the real meaning of E-learning as well as the characteristics that make it different from the other modes of learning. For Juhary (2008), E-learning refers to computer-enhanced learning that promotes learning anywhere, anytime, and at students' own paces using the Internet, CD-ROM and Web-based materials. Similarly, Santos, Woungang, and Nyongwa (2008) mentioned that E-learning is the use of network technology to design, deliver, select, administer and adapt learning activities.

("E-learning concepts, trends, applications," 2014) stated that "E-learning is a computer based educational tool or system that enables you to learn anywhere and at any time". (p. 5). Besides, ("E-learning concepts, trends, applications," 2014) listed some of the most common advantages of E-learning such as providing the learners with the ability to fit learning around their lifestyles and effectively allowing even the busiest person to further a career and gain new qualifications. E-learning also offers an alternative that is faster, cheaper and potentially better.

2.2.3. Mobility

The distinctive aspect of M-learning is its mobility (Kukulka-Hulme, 2006). In fact, the researcher finds it very necessary to highlight the exact meaning of the term *mobile* itself, one of the most important key terms in the current study.

To start with, there is a considerable number of studies that attribute *mobility*, the feature indicated by the term, to the learner as he/she can undertake the process of learning anytime and anywhere. Among these studies are Kukulka-Hulme (2006) and Korkmaz (2010). Both studies emphasized that it is the learner that is *mobile* and the focus should be on the mobility of the learner who accesses the information in different places and at different times. The same studies emphasized that the feature of mobility can also refer to the mobility of the device itself as the learner can carry it with him/her anywhere and anytime. That is, mobile devices may be used for learning at home, in a classroom, in a social space, on field trips, in museums and art galleries, in work contexts or as part of everyday learning. Similarly, (Kukulka-Hulme, 2009; O'Malley, Vavoula, Glew, Taylor, & Sharples, 2005) extended the definition of M-learning to include both the mobility of the learner and the mobility of technology. El-Hussein and Cronje (2010) emphasized that the concept of mobility can be used to refer to three significant areas: mobility of technology,

mobility of learner and mobility of learning. Mobility of technology refers to the mobile devices which can be carried and used anytime and anywhere. Mobility of learners which means that learners are no longer physically attached to one or more learning sites; they can be mobile and learn at the same time as long as the mobile devices are around. Mobility of learning which is the result of mobility of both the technology and the learners. Figure 1 shows the three key components of M-learning (El-Hussein & Cronje, 2010, p. 17).

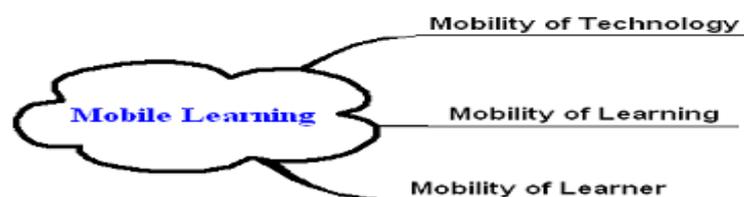


Figure 1. The three components of mobile learning.

In short, these different signifiers of the term mobility may be the reason behind the fact that there is no agreed on definition of M-learning "partly because the field is experiencing rapid evolution, and partly because of the ambiguity of the word mobile itself" (Kukulka-Hulme, 2009, p. 158).

2.2.4. M-learning

M-learning is an *umbrella* term and one of the major developing areas in the field of education in the recent years. It has different meanings to different communities. It is also known by different names such as ubiquitous learning (U-learning), personalized learning, learning while mobile, anytime/anywhere learning, and handheld learning (Kukulka-Hulme, 2006).

Just like the different names it is known by, M-learning also has many different definitions. Mehdipour and Zerehkafi (2013) used the term M-learning to refer to a subset

of E-learning, educational technology and distance education that focuses on learning across contexts and learning with mobile devices. O'Malley et al. (2005) defined M-learning as "any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies" (p. 7). Similarly, El-Hussein and Cronje (2010) stated, "M-learning is any type of learning that takes place in the learning environments and spaces that take account of the mobility of technology, mobility of learners and mobility of learning" (p. 20). Simply speaking, M-learning is a kind of learning that takes place with the help of small pocket-sized high tech devices that are supported with different apps such as dictionaries, electronic books, cameras, etc. Some of the most common mobile devices are mobile phones, taps, tablets and PDAs.

The characteristics of M-learning play a major role in its widespread and implementation in the processes of learning and teaching. Miangah and Nezarat (2012) pointed out that M-learning is characterized by its potentials for learning to be spontaneous, informal, personalized and ubiquitous. Additionally, Böhm and Constantine (2015) emphasized that nowadays mobile learning is seen from a learner-centric perspective, which emphasizes the focus on the mobility of the learner as well as the mobility of the learning process itself. Chinnery (2006) claimed that, just as other technologies, mobile technologies can be used in language teaching; this is not to say they are instructors by themselves, but rather they are instructional tools. Muyinda et al. (2007), as cited in Mtega et al. (2011) emphasized that having a mobile phone for M-learning does not necessarily guarantee that learning will take place but how the learning process is conducted will determine the effectiveness of learning. This rapid use of mobile technology has attracted the attention of researchers and paved the way for the emergence

of the field mobile assisted language learning (MALL) and M-Learning to support the process of language learning (AbuSa'aleek, 2014).

2.2.5. Mobile assisted language learning (MALL)

Mobile Assisted Language Learning (MALL) is a new approach to language learning that enhances anytime and anywhere learning through the use of mobile devices such as mobile phones, PDAs, tablets, laptop computers, and personal media players (Kukulska-Hulme, 2005).

With regard to the relation between MALL and M-learning, (Hismanoglu, Ersan, & Colak 2015; Nalliveettil & Alenazi, 2016) indicated that MALL is another variety of M-learning that is applied exclusively for L2 Learning. O'Malley et al. (2005) pointed out that the term MALL is also used to refer to M-Learning. Similarly, Korkmaz (2010) stated that studies exploring the attitudes towards using M-learning devices in acquiring and teaching any language have mostly been integrated with the studies about the effectiveness of MALL. In most of the studies related to this field, the two terms, M-learning and MALL are used changeably. It is the rapid use of mobile technology which has attracted the attention of the researchers and paved the way of the emergence of the fields MALL and M-Learning to support the process of language learning (AbuSa'aleek, 2014) .According to El-Boukheri (2015), MALL takes its foundation from SLA.

In brief, different studies have tackled the issue of the relation between M-learning and MALL. Both methods came as a natural result of the rapid improvement of technology but M-learning is more general than MALL and it is only concerned with language learning.

2.2.6. The relation between E-learning and M-learning

In fact, there are many studies that have been devoted to the fields E-learning and M-learning. Some of these studies differentiate between these two types of learning while some other studies argue that both of them refer to the same field of study; therefore, they use both terms changeably. El-Bukheri (2015) pointed out that this confusing relation between E-learning and M-learning can be attributed to the overlapping elements between the two forms of learning, "Maybe it is easy to differentiate between M-learning and traditional learning, but there is a difficulty to differentiate between M-learning and E-learning, two forms of learning their main tool of material delivery is technology" (p. 7).

M-learning is considered to be "a subset or a natural evolution of E-learning, with a new set of terminology to go with" (Stevens & Kitchenham 2011, p. 3). M-learning can also be defined as an extension of E-learning (AbuSa'aleek, 2014; Mehdipour, & Zerehkafi, 2013). Brown (2003) stated that M-learning is the natural evolution of E-learning which completes a missing component such as the wireless feature, or as a new stage of distance and E-learning. According to El-Emran, et al. (2016), M-learning has added a value to the meaning of E-learning by incorporating the latter with personal computing devices that enable access to learning information without any time or place restriction. For Alzaza and Yaakub (2011), "M-learning is the next generation of E-learning that uses mobile technology" (p. 95). Similarly, Moghaddam and Mousavi (n.d) emphasized that M-learning is the immediate descendant of E-learning and that both E-learning and M-learning offer new opportunities that decrease the limitations of traditional learning. That is, E-learning is the macro concept that includes online and M-learning environments.

There are many differences between both E-learning and M-learning. These differences are best summarized by Vyas and Nirban (2014) who stated that while E-learning took learning away from the classroom or campus, M-learning is taking learning away from a fixed point. E-learning can be an alternative and/or a complementary to classroom learning but M-learning is a complementary activity to both E-learning and traditional learning as it supports the user to interact with educational resources when they are away from their normal place of learning be it classroom or computer. These similarities and differences between these two modes of learning led Mehdipour and Zerehkafi (2013) to emphasize that M-learning with its history and development has to be understood as both a continuation of and a reaction to conventional E-Learning.

In brief, and regarding the similarities and differences between M-learning and E-learning, the researcher concludes that both types refer to the kind of learning which can occur anytime and anywhere through devices that can take the process of learning in general and the process of ELA in particular outside the physical boundaries of the classroom.

2.2.7. Advantages of M-learning

Like all the other electronic devices, M-learning provides us with ways of looking at the language and seeing things which cannot be seen with the naked eye (Viana & Zyngier, 2008). Böhm and Constantine (2015) indicated that M-learning offers new educational opportunities that encourage autonomous and personalized learning. El-Emran et al. (2016) summarized most of the advantages of M-learning saying that ,M-learning helps students and educators to perform their daily tasks in a short time using small technological devices such as tablets and mobile phones anytime and anywhere, using mobile technology has become crucial especially for higher educational institutions and

that is attributed to its unlimited benefits. For example, when M-learning is integrated with the university systems, it provides learning in anytime anywhere settings, it helps students find answers to their questions, facilitate team collaboration, allow knowledge sharing, and strengthen their learning outcomes. In particular, M-learning helps students and motivates them to attend classes remotely, it also enhances the collaboration and interaction among the learners and their educators in a more flexible and comfortable way.

2.2.8. Mobile phones

Mobile phones are among the most commonly used of all mobile devices. Taki and Khazaei (2011) stated, the United Nations (2010) reported that about (4.6) billion people are now mobile phone subscribers, indicating that (67%) of all the people in the world are affected by these devices. Mobile phones are part and parcel of everyone's life, males or females, adults or even children. They use them in their study, in their work, in their relations and everything in their life. In other words, nowadays mobile phones are not used only for the purposes they were made for, that is communication and entertainment, they are used in every field of people's life mainly learning and teaching languages.

2.2.8.1. The importance of mobile phones in learning

Mobile phones are considered to be of the most commonly used electronic devices among both students and teachers regardless of the different levels, majors, etc. although they were not actually manufactured for learning purposes. In fact, mobile phones have recorded tremendous growth since Chickering and Ehrmann (1996) coined the term MALL and recently, mobile phones have received much attention in the context of learning EFL/ESL, stated (Taj, Sulan, Sipra, & Ahmed, 2016). Taj et al. (2016) also emphasized that among all mobile devices available, mobile phones are the most

widespread devices and they have an important place particularly in young people's lives. For Muyinda et al. (2007), as cited in Mtega et al. (2011), and in relation to education, it is mobile phones that have led to the evolution of a new paradigm known as M-learning, which more recently has been associated with mobile phones. Moghaddam and Mousavi (n.d) indicated that nowadays, education is taking more advantage of technology and mobile phones are the most attractive technological devices for all society members, specially teachers and students.

Despite the importance of mobile phone devices in the field of learning, it is worth mentioning that the focus should be on the idea of learning rather than on the device. The major focus of M-learning is the learning itself rather than the technology represented by the mobile phones (Hussin, Manap, Amir, & Krish 2012).

2.2.8.2. The importance of mobile phones in ELA

With the rapid evolution of mobile technology, mobile phones have become the most commonly utilized devices in the different fields of learning mainly ELL. Nalliveettil and Alenazi (2016) stated that in spite of the availability of the latest electronic gadgets like iPods, tablets, and smart watches, researchers are more interested in the educational values of using mobile phones in ELA. Nalliveettil and Alenazi (2016) added that it has become a common trend among undergraduates to carry their mobile phones to the classroom. Similarly, AbuSa'aleek (2014) pointed out that although it is a challenging affair to cover learning tasks by a mobile phone, they have rapidly developed to become tools for learning languages in general and English language in particular.

According to Al-Aamri (2011), "mobile phone language learning refers to the use and practices of mobile phones in the process of ELL" (p. 2). More importantly, mobile phone-based learning as an instructional approach, has assumed an increasing attention in

the field of learning EFL (Khrisat & Mahmoud, 2014). According to Cakir (2015), since mobile phones make it possible to access any English language materials and resources anywhere and anytime, it is very easy for FLLs to be exposed to the foreign language environment and its "comprehensible input" as called by Krashen (1985), and this might not always be possible in many foreign language contexts.

Despite this undeniable importance of mobile phones in ELA, it is very important to emphasize that mobile phones are not useful by themselves. Their usefulness in ELA depends on many other aspects such as the type of mobile phone, the kind of apps and programmes it supports and the ways such apps and programmes are utilized by students and teachers. According to Chinnery (2006), the use of mobile phones in English language learning depends on the sound and thoughtful apps of second language pedagogy. Besides, Mehta (2012) stated that although mobile phones are considered the most powerful, popular and fast medium of communication, teachers of English can take advantage of all the great features and capabilities of mobile phones. Similarly, students can learn English in an easier and more effective way.

In short, this access to technology is important especially in teaching and learning ESL/EFL because it enables the learners to constantly practice the language (Ogunduyile, 2013).

2.2.8.3. The advantages of using mobile phones in learning

Just like any electronic devices, mobile phones are weapons with two edges. They have numerous advantages and disadvantages, most of which depend on the users themselves, how they use such devices and to what extent they know how useful/useless are these devices.

In his study, Park (2011) talked about many advantages of using mobile phones as learning tools. For example, mobile phones can deliver interesting, engaging and motivating learning activities and the teachers can use them to engage the learners into a learning environment where they provide initial scaffolding and then gradually withdraw the support to allow learners take charge of their learning.

Kafyulilo (2012), as cited in AbuSa'aleek (2014), stated that using mobile phones' downloading feature helps students and teachers to download various kinds of materials easily and share them with each other. By doing so, both of them can save time and effort; from the researchers' own perspective, this is the ultimate advantage of mobile phones. Cui and Wang (2008) pointed out that developed countries all over the world have seriously tried to implement the use of such devices in the field of education and take their potential benefits. For example, the United Kingdom adapted the use of mobile phones for many purposes such as storing and retrieving information like electronic books and any instructional materials, reviewing students' marks, etc. and therefore teaching and learning practices have become more effective and practical.

Using mobile phones for learning is very useful and effective even inside the classroom. Muhannaand Abu-Al-Sha'r (2009) stated "using cell phone in the classroom will inevitably promote critical thinking and satisfy the needs" (p.1).

Besides, mobile phones are useful learning tools outside the classroom. Moghaddam and Mousavi (n.d) emphasized that using mobile phones in education provides students and teachers with some good learning opportunities; encourages anywhere, anytime learning and allows students to gather, access, and process information outside the classroom. It can encourage learning in a real-world context and helps bridge school, after school, and home environments. Moghaddam and Mousavi (n.d) added that

using mobile phones outside the classroom for learning purposes has the advantage of better exploiting the learners' free time. Mobile phones also enable personalized learning experience that can encourage independent learning. Just because language learning is learner-centered, and it can be managed by the learners themselves, learners can identify areas where they need assistance and develop a personalized learning strategy. As an informal learning tool, mobile phones help to break some of the limitations and formalities of the language teaching classrooms and help reluctant learners to remain more focused for longer periods. It is worth saying here that "the traditional classroom, blackboard, and textbooks can no longer satisfy the needs of generations of students used to handle technological tools since their childhood" (Moghaddam & Mousavi, n.d, p. 5). Mobile phones provide both students and teachers with a kind of bridging of the physical space, such as home, school, and work, through the creation of a mobile social space by filling the space in between (Kalz, Bayyurt, & Specht,2014).

In brief, one can conclude that despite the fact that devices such as mobile phones were originally manufactured for learning purposes, their advantages as learning tools are undeniable.

2.2.8.4. The disadvantage of using mobile phones in learning

It has been mentioned that, just like any electronic device, mobile phones are weapons with two blades. If well used, they will be very effective learning tools, but if not, they will have completely negative effects on the process of learning.

Atwell (2012), as cited in Khrisat and Mahmoud (2013), emphasized that mobile phones, like any new invention, are not free of disadvantages. Some of these disadvantages are like taking photos of tests and answers and passing them on to others and spreading rumors and private issues in the classroom. Khrisat and Mahmoud (2014) argued that the

size of the mobile phone devices is a disadvantage for two reasons; first, because they are small, these devices are easily lost or stolen. Second, the screen size is quite small and can result in eye-strain for people using them for a long time, the amount of information that can be shown on the screen at one time is small, the battery life of these devices is time-limited and the buttons on the keypad are small and can be tricky for some people to manipulate. It is true that there are attachable keyboards available for some devices but these are also small, expensive and difficult to use. Besides, Warawudhi (2016) stated "many researchers reported the relationship between time wasted on mobile phones and knowledge and found that they correlate negatively" (p. 935).

Distractions and forgetting are among the most serious disadvantages of using mobile phones as learning tools (Han & Keskin, 2016). In fact, the idea that these devices were purposefully designed for communication and entertainment is still dominant and rooted in the minds of both teachers and learners. According to Chimney (2006), the reduced screen size, limited audiovisual quality, virtual keyboarding, and one-finger data are some of the serious limitations of mobile phones.

Over-dependence on mobile phones is also a serious disadvantage because they may hinder students from activating cognitive skills like brainstorming and recalling which are necessary for creativity. Additionally, students can have quick access to information on their mobile devices; they may not find it necessary to store the information in their minds and the information which have to be kept in the students' memories are rather stored in the memory cards of their mobile phones (Nalliveetil & Alenazi, 2016).

2.2.8.5. Characteristics of mobile phones

The characteristic features of mobile phones play a main role in their implementation in the process of learning, especially in the present time where

technological devices witness tremendous changes and rapid development. These devices are within the reach hands of most people including teachers and students. In their study, Khrisat and Mahmoud (2014) indicated that many mobile phones are supported with different functionalities, such as dictionaries, bluetooth, text messaging, internet access, MP3 and MP4 players, downloading features, digital camera, voice and video recorder, etc., each of these features if well utilized and managed can be very effective in improving English language. Moghaddam and Mousavi (n.d.) stated that flexibility, accessibility, portability, affordability, small size and user-friendliness are among the most important features of mobile devices that help in utilizing them for learning in general and learning English in particular. Accessibility is an important feature of mobile phone devices as they can be accessed anywhere and anytime making the whole world a classroom. Portability is another important feature of mobile phones as they are small, light and easy to be carried around and fit with learning environments. They help the learners to overcome many of the challenges associated with larger technologies like computers. Affordability is also a very important feature of mobile phones. In fact, their being cheap compared to computers, mobile phones can be purchased by almost everyone and this helps language learning equity.

2.2.8.6. Mobile phone applications (apps)

In fact, the researcher argues that the most important reasons that people in general and students and teachers in particular are attracted to any technological device including mobile phones are the kind of services these devices support. Böhm and Constantine (2015) pointed out that nowadays mobile phone apps are among the main drivers of the ongoing proliferation of M-learning. Undoubtedly, these apps specially the ones students are familiar with like dictionaries, whatsApp and facebook can facilitate students' learning and interaction with others collaboratively anytime and anywhere. Similarly,

Faqe (2015) emphasized that with the development of mobile devices, students can easily integrate their learning activities through mobile apps whenever and wherever they like regardless of time and space boundaries. Moreover, and from the researcher's perspective, the use of such apps in the process of learning provides students with a kind of psychological support as they reduce the anxiety of the learners which is a very serious problem for SL/FL learners, "anxiety is a mental block against learning a foreign language" (Horwitz, Horwitz, & Cope, 1986, p.125).

2.2.8.6.1. Mobile phone dictionaries

Mobile phone dictionaries are the most commonly used apps among students (Rahimi & Miri, 2014). Using mobile phone as a dictionary is the most used function of mobile devices as far as language learning is concerned (El-Boukheri, 2015). In the results of his study, El-Boukheri (2015) also concluded that about (56) teachers' respondents emphasized that they use their mobile phones as electronic dictionaries. Comparing the use of both paper dictionaries and electronic dictionaries such as mobile phone dictionaries, Wang (2009) found that paper dictionaries cannot effectively help students as they are time consuming and that it is difficult for some students to use a paper dictionary to tackle authentic materials that are not yet within their reach.

2.2.8.6.2. Social networking apps

Social networking apps are considered of the most commonly accessed mobile phone apps among all people in general, students and teachers in particular. According to AbuSa'aleek (2015), social networking apps are platforms that provide an easy and accessible way to connect and interact with others, share ideas and opinions and gather feedback. AbuSa'aleek (2015) added that although the status of these social networking

apps among college students is undeniable, their potentials to positively affect students' learning remain in question.

Nowadays, social networking apps such as facebook, whatsApp, etc. are highly used by students as valuable resources to support their educational communications and collaborations. These online social apps have captured the attention of students, teachers, and educators as educational tools for language teaching and learning. Low and Warawudhi (2016) stated that through the process of teaching and learning languages, mainly English, students and teachers come across many difficulties and limitations which influence learning and teaching of English. To cope with these difficulties and try to reduce them as much as possible, teachers sometimes introduce out-of-class activities and exercises to provide opportunities for students to practice English language skills. Tayebinik and Puteh (2012) argued that despite the fact that mobile phones in general and social networking apps in particular are implemented and utilized by business people, educationists, scientists, etc., it is language teachers who were the first to acknowledge the benefits of these apps in SLA.

Mobile technology and social networking apps have the potentials to establish learning practices that are not only based on learners' needs and experiences, but they can also involve learners in the overall learning process that sometimes goes beyond the classroom, in addition to creating authentic learning opportunities (Al-Shehri, 2011). Some of the most popular social networking apps among both students and teachers are whatsApp and facebook mobile phone apps respectively.

WhatsApp, one of the most widespread apps among students and teachers, is a mobile phone app that is available on the new generation of mobile phones like I-Phone, Android, Blackberry that allow users to send messages for free, through an internet data

connection. WhatsApp supports many different message types, from simple texts to pictures, audio and video files. (Alsalem, 2014). Besides, WhatsApp is "a cross-platform mobile messaging app which allows its users to communicate by sending text messages, voice messages, videos, and pictures. More importantly, WhatsApp experiences significantly affect students' language acquisition by lowering ESL speaking anxiety (Han & Keskin, 2016).

Facebook is also one of the most popular social networking apps since its foundation in February, 2004 by Mark Zuckerberg. Facebook, as social networking app, is considered to be the most popular platform for online apps among L2 students. It is also considered to be the most modern model of communication technologies that has been generally adopted by L2 students (AbuSa'aleek, 2015).

Mtega et al. (2012) listed some of the most important features of Facebook such as uploading and downloading files, using Facebook as an online classroom where students can be engaged for ELA purposes. Moreover, teachers can communicate and provide students with out-of-class activities; students also can communicate with their teachers when they have questions. Similarly, AbuSa'aleek (2015) stated, Facebook can be used to improve students' performance, increase their motivation and trigger authentic language interaction. It also enhances students' L2 skills such as reading and writing, improves their communication skills and minimizes their apprehension when they use the language among their peers. Low and Warawudhi (2016) also argued that Facebook is easy and convenient to do exercises, quizzes, send and get feedback, encourage students' motivation and attitudes towards learning English and increase teachers and students' interaction. It might also be possible to use Facebook as a learning tool in large classes with mixed-ability students. In addition, joining the study groups motivates students to study by themselves, improve their learning of English and correct their mistakes. For Wang and Chen (2012),

facebook provides learners with three types of educational functions: communication, collaboration and resource/material sharing. Of course, and from the researchers' own perspective when this is done via a mobile phone, it will be much more practical, economical and easier than if it is done via any other device be it mainframe computer, laptop, etc.

In contrast, there are some disadvantages of facebook mobile phone app such as distraction and losing time in doing things which are very far away from learning English.

2.2.8.6.3. Recording

Recording is another very important mobile phone app that has recently been used by students and teachers in the context of learning. In his study, El-Boukheri (2015) emphasized that there is approximately around (56%) of teachers participants who affirm their use of mobile phones for recording purposes, and only one teacher who said he never uses such activity on his mobile device. Similarly, Mehta (2012) emphasized that voice recording and listening is a key to attain success in this highly competitive world; through the recording app, learners can record their communication and later on listen and improve their weak areas. Mehta (2012) added that MP3 and MP4 are also very helpful in recording and playing audios and videos related to ELA. Students and teachers can play these materials and programmes in class for feedback and discussion or even outside the class for self-study or home activities.

2.2.8.6.4. Camera

Using camera mobile phone app is a very common phenomenon among students and teachers. They use them almost every day for ELT/ELL purposes. Kukulska-Hulme (2009) argued that students can greatly benefit from having a camera on their mobile

phones. Besides, Cui and Wang (2008) indicated that mobile phone camera is used for many learning purposes such as documenting visual materials and collecting scientific data. Finally, like most of the other mobile phone apps, camera is not free of disadvantages the most important is that over-dependence on camera mobile phone increases students' laziness and dependency.

2.2.9. Traditional learning vs. M-learning

Nowadays, there are two modes of education and training: conventional education and distance education, M-learning is the most recent and common mode of distance education, it offers modern ways to support the learning process through mobile devices, such as handheld and tablet computers, MP3 players and mobile phones (Mehdipour & Zerehkafi, 2013).

M-learning has gradually penetrated the traditional teaching and learning by integrating the mobile technology apps which could be the *new-breath* in almost all of the classrooms whether directly or indirectly. With the advent of such mobile technology apps, higher education has extended the conventional educational platforms by encouraging the distance learning or what is called *out-of-class* settings (El-Emran et al., 2016; Ferry, 2009).

Despite the fact that M-learning, the subset of E-learning has rapidly made its way to the field of learning in general and ELA/ELL in particular, it can never replace traditional education or the role of teachers (Ogunduyile, 2013). From the researchers' perspective, mobile technology helps the teacher to play the role of a facilitator of knowledge rather than being the sole giver of knowledge as it is common in the case of traditional learning.

In brief, it is worth noting here that despite the fact that mobile phones are becoming very essential tools in acquiring English both inside and outside the classroom, the process of learning must not be *mobile oriented* and that doing so may undermine the teacher's authority who is the real provider of input and inspiration in class (Jalilifar & Mashhadi, 2014). "Teachers autonomy is not to be ignored at the price of mere technology use" (Jalilifar & Mashhadi, 2014, p. 120).

2.3. Previous Studies

A certain number of studies have been conducted with the aim of investigating teachers and students' attitudes towards the use of mobile phones in ELA. In the current study, the researcher has devoted this section to include the most important related studies. Generally speaking, the researcher classified the previous studies into five groups: previous studies related to students and faculty members' attitudes towards M-learning, previous studies related to students and faculty members' attitudes towards M-phone learning, previous studies related to students and faculty members' attitudes towards the use of mobile phones in ELA, previous studies related to students and faculty members' attitudes towards the use of the targeted apps in ELA and finally, previous studies related to students and faculty members' attitudes towards the use of mobile phones in every individual skill and task. These studies are presented according to their chronological order and alphabetically for those studies conducted in the same year.

2.3.1. Previous studies related to attitudes towards M-learning

2.3.1.1. Al-Fahad (2009): Students' attitudes and perceptions towards the effectiveness of mobile learning in King Saud University, Saudi Arabia

This study aimed at better understanding and measuring students' attitudes and perceptions towards the effectiveness of M-learning practices in university learning and teaching environments. More specifically, the researcher aimed at investigating how this technology can be optimally used to improve students' retention at Bachelor of Arts and Medicine programmes. The sample of the study consisted of (186) undergraduate female students. To collect data, the researcher used a questionnaire composed of some closed item questions. Results of the study clearly showed that the majority of the participants have positive attitudes towards M-learning and that offering mobile learning could be the method for improving retention of students, by enhancing their teaching/learning.

2.3.1.2. Korkmaz (2010): The effectiveness of mobile assisted language learning as a supplementary material for English language teaching course books

This master thesis aimed at investigating the attitudes of students towards MALL. The study sample consisted of (100) students selected randomly from four pre-intermediate level preparatory classes at Aydın Adnan Menderes University, School of Foreign Languages, Ankara. The main data collection instrument used was a questionnaire. The results of the study showed that students have positive attitudes towards this new language learning app as a supplementary material for ELT course books. The results also revealed that MALL supplementation have positive effects on students' achievement scores.

**2.3.1.3. (Norbayah Suki, and Norazah Suki, 2011): Using mobile device for learning:
*From students' perspective***

This study aimed to examine students' acceptance of mobile technology used for learning. The instrument used was a questionnaire. It was distributed to (20) students from the Faculty of Industrial Arts and Design Technology of Unisel, Malaysia. Results showed that students were not keen on M-learning as they did not rely greatly on the mobile phone in assessing their learning materials such as lectures and lab sessions. The results also showed that students are more familiar with face-to-face learning approach instead of M-learning and are not familiar with this new idea of learning using mobile technology, even though they always use the features of mobile device.

2.3.1.4. Vyas and Nirban (2014): Students' perception on the effectiveness of mobile learning in an institutional context

The main purpose of this study was to understand and measure students' attitudes and perceptions towards the effectiveness of mobile learning in university learning and teaching environments. The study sample consisted of (100) students from first degree and higher degree programme at an academic institution in India. The results of the study indicated that the majority of the respondents consider mobile technology as a significant medium for educational purposes and most of the respondents explained their readiness to accept the new learning means despite the limitations.

2.3.1.5. El-Boukhari (2015): Teachers' and students' attitudes towards the use of mobile assisted language learning, a case study of master on EFL students and EFL teachers at university of Mohamed Kheider of Biskra

This study was conducted with the aim of investigating the attitudes of English language teachers and learners at the University of Mohamed Kheider-Biskra towards the effectiveness of MALL. The instrument used was a questionnaire that was randomly distributed to (90) master students and (7) teachers. The Results of the study revealed that both students and teachers have positive attitudes towards the effectiveness of MALL. The results also showed a general agreement on the potentials of MALL as a promising approach to learning foreign languages. Students showed both their willingness and motivation to adapt their mobile devices for language learning whereas teachers showed that mainstreaming mobile education is still early and needs more time, pedagogical infrastructure, and training are required. Regarding their attitudes towards using mobile phones inside the classroom in particular, the majority of the respondents said that mobile devices can be used for language learning inside the classroom as they enhance collaboration and interaction among students. However, teachers seem to have negative attitudes towards the potentials of mobile learning to enhance classroom interaction.

2.3.1.6. El-Emran et al. (2016): Investigating attitudes towards the use of mobile learning in higher education

This study aimed at exploring students and faculty members' attitudes towards using M-learning in higher educational universities within Oman and UAE. The study aimed at testing whether there is a significant difference among students and faculty members' attitudes towards the use of M-learning or not. To serve this purpose, (2) survey questionnaires were used. The sample of the study consisted of (383) students and (54)

faculty members from five universities. Different factors such as age, level, smart phone ownership, major in terms of students; age, academic rank, and smart phone ownership in terms of faculty members have been examined. The results of the study indicated that both students (males and females) and faculty members have positive attitudes towards M-learning with no significant differences concluding that M-learning can be adopted by both genders without any additional special features, regardless of their level, major and mobile phone ownership and any additional special features. The results also revealed that almost all the faculty members have positive attitudes with regard to their academic ranks, academic experience and smart phone ownership towards M-learning with no significant differences in these factors. Furthermore, results indicated that M-learning can be one of the promising pedagogical technologies to be employed in the higher educational environments within the Arab Gulf countries.

2.3.2. Previous studies related to attitudes towards M-phone learning

2.3.2.1. Muhanna and Abu-Al-Sha'r (2009): University students' attitudes towards cell phone learning environment

This study aimed at investigating Jordanian University undergraduate and graduate students' attitudes towards the learning environment where cell phones are used as learning tools in the classroom. The data collection instruments used were (2) questionnaires, one questionnaire was distributed to (30) undergraduate students, (12) males and (18) females, the other questionnaire was distributed to (20) graduates, (7) males and (13) females. The study sample was chosen from the Faculty of Educational Sciences. The study focused mainly on (2) independent variables, level and gender. The results revealed that the undergraduate students have more positive attitudes towards the learning environment of

the cell phone more than the graduate students. The results also revealed that cell phone has more influence on male students than on female students.

2.3.2.2. Mtega et al. (2012): Using mobile phones for teaching and learning purposes in higher learning institutions: The case of Sokoine University of Agriculture in Tanzania

The aim of this study was to investigate how mobile phones are used for teaching and learning purposes in higher learning institutions in Tanzania. The sample of the study included (30) teachers and (40) students randomly selected from faculties and institutes hosting academic programmes. Data were collected through in-depth interviews, observations and a questionnaire. Results of the study showed that the majority of the respondents use their mobile phones for teaching and learning process. About (76%) of the faculty members said that they download scholarly materials through their mobile phones, (54%) stated that they use mobile phone learning apps to support the process of teaching and learning.

2.3.2.3. Dashti and Aldashti (2015): EFL college students' attitudes towards mobile learning.

This study aimed to investigate EFL college students' attitudes towards M-phone learning. For the sake of achieving the study objectives, a questionnaire was designed and randomly distributed to (300) female undergraduate students at the department of English and French, in the College of Basic Education, Kuwait University. The questionnaire consisted of (39) items and was divided into (3) sections. The first section investigated students' attitudes towards the usefulness of mobile learning, the second section investigated students' opinions towards the reasons where and why they and their instructors use cell phones and the third section included an open-ended question, asking

students if they have any comments on the importance of cell phones. The results indicated that the majority of students, (80.3%) prefer the use of mobile devices in the learning and teaching process and find them important and beneficial. They also believe that these devices enhance their knowledge of language in terms of vocabulary and grammar. Yet, they hope that their instructors devote more time to using mobile devices in teaching.

2.3.2.4. Hadler et al. (2015): Undergraduate students' use of mobile phones: Exploring use of advanced technological aids for educational purposes

This study aimed at investigating students' attitudes towards using mobile phones for educational purposes and whether there is any significant difference in students' attitude with respect to gender, medium of instruction, academic disciplines and residence. The study sample included (55) students (27) males and (28) females selected from different colleges at the University of Calcutta, India. The instruments used were general information schedules and an attitude scale. The results revealed that there were significant differences in student's attitude with regard to gender, medium of education and residence but these differences in the students' attitudes were insignificant with respect to the academic discipline.

2.3.3. Previous studies related to attitudes towards the use of mobile phones in ELA

2.3.3.1. Al-Aamri (2011): The use of mobile phones in learning English language by Sultan Qaboos University students: Practices, attitudes and challenges

The main aim of this study was to investigate the current use and practices of cell phones in the process of learning English language by Sultan Qaboos University freshmen. The study described the actual practice of mobile phones by students, their behavior and attitudes and the problems they face in using their

mobile phones in the educational and instructional settings. A questionnaire was administered to a sample of (100) students on the Intensive English for Science Programme. The results of the survey indicated that the use of mobile phones in the classroom is still limited. Students like to use them but teachers do not encourage them to do so fearing that this digital device will be a big distraction for both teachers and students. In other words, the results of the study showed that students have very positive attitudes towards using mobile phones in ELA whereas teachers do not have the same positive attitude.

2.3.3.2. Khrisat and Mahmoud (2013): Integrating mobile phones into the EFL foundation year classroom in King Abdulaziz University/KSA: Effects on achievement in general English and students' attitudes

One of the aims of this study was to explore students' attitudes towards using mobile phones in English language classroom. The study used an experimental design where the control group is taught through the strategies used in ELA and the experimental group is taught through the same strategies in addition to using the mobile phones. The participants were (40) male students of the foundation year at level two, King Abdulaziz University. One of the tools of the study was a questionnaire to investigate students' attitudes towards using mobile phones in learning EFL/ESL. The analysis of the questionnaire showed that students have positive attitudes towards using mobile phones in the classroom.

2.3.3.3. Cakir (2015): Opinions and attitudes of prospective teachers for the use of mobile phones in foreign language learning

The main purpose of this study was to investigate the current use of mobile phones in a foreign language teaching context where English is used as the medium of

instruction by prospective teachers. The study aimed at finding out the views of prospective English teachers on utilizing the mobile phone as an instructional tool for foreign language learning purposes. A questionnaire was developed and administered to a sample of (193) prospective teacher in an English language teaching department. Results indicated that most of the study samples have positive attitudes towards using mobile phones and that they prefer to use mobile phones as instructional tools in foreign language learning. The results also suggested that the study sample would like to make use of mobile phones for educational purposes when they become teachers of English.

2.3.4. Previous studies related to attitudes towards the use of the targeted mobile phone apps in ELA

2.3.4.1. Gamble and Wilkins (2014): Student attitudes and perceptions of using Facebook for language learning

This study was conducted with the aim of investigating Japanese students' attitudes and perception towards the use of facebook activities for language learning. The participants consisted of (97) students from three Japanese private universities. The data were gathered through a 26-item quantitative questionnaire and an open-ended qualitative questionnaire. The results showed a small increase in positive attitudes towards most activities for language learning following the completion of the study compared to prior perceptions, but there were mixed attitudes towards using facebook in an educational environment.

2.3.4.2. Srirat (2014): *Using facebook group to facilitate teaching English for everyday communication*

This study investigated the effects of using facebook groups to facilitate teaching the course English for Everyday Communication, at Chiang Mai Rajahat University, Thailand. The sample consisted of (50) students enrolling in the course. The data were collected through the students' activities in the class and their participation in the facebook group. The findings showed that using facebook groups to facilitate teaching English course can assist students to learn more effectively. Furthermore, students felt more confident to perform activities using English *facebook* groups. This enhances students' interest and language learning motivation.

2.3.4.3. AbuSa'aleek (2015): *Students' perceptions of English language learning in the facebook context*

This study was conducted with the aim of exploring the students' perceptions towards learning English in the facebook context following four treatments, language improvement, confidence, motivation and attitude. The sample consisted of (65) students selected from Department of English Language and Translation at Qassim University in Kingdom of Saudi Arabia. The data were collected through a questionnaire. The findings of the study with respect to attitudes showed that students have positive attitudes towards the use of facebook for learning EFL and the majority of the students agree that facebook could be an online environment for enhancing students' motivation and confidence in general.

2.3.4.4. Tartari (2015): The use of social media for academic purposes in student' learning process.

The main purpose of this study was to investigate students' attitudes toward the use of social media in general and social networking sites in particular as a study source for foreign language learning. The data were collected through a questionnaire administered to a sample of (75%) females and (25%) males of the undergraduate students in the first year of study. The findings of the study revealed that students have positive attitudes towards the use of social media as a source of teaching.

2.3.4.5. Low and Warawudhi (2016): Undergraduates' attitudes toward the use of facebook in fundamental English course

This study attempted to investigate the use of facebook as a learning tool outside the classroom for English classes. The sample of the study consisted of (158) undergraduate students studying Foundation English (I) at Kasetsart University, Thailand. The subjects were divided into two groups. The experiment started after formative test and it lasted (7) weeks. Teachers posted questions twice a week and students were given two weeks to do exercises. At the end of the courses, close-ended and open-ended questionnaires were distributed to students. The results showed that facebook may be used as a learning tool outside English classroom. It could help promote motivation and attitudes to learn English as well as it can encourage the interaction between teachers and students.

2.3.4.6. Sanad (2016): *EFL students' perceptions and attitudes towards facebook as an educational learning tool*

This study was conducted with the purpose of examining EFL students' perceptions and attitudes towards facebook as an educational learning tool. The data collection instruments were face-to-face interviews and facebook perception and attitudes questionnaire. The instruments were administered to a sample of (28) undergraduate female students at Alghat college of Sciences and Humanities ,Majmaah University. The selected sample experienced teaching and learning through facebook and some classroom and face-to-face sessions. The findings of the study revealed that students have high and positive perceptions of facebook and its activities as a learning environment. The study also revealed that students have good and favourable attitudes towards using facebook on teaching and learning.

2.3.5. Previous studies related to the attitudes towards the use of mobile phones in developing English language skills and tasks

2.3.5.1. Abbas and Hashmi (2013): *The impact/s of using mobile phone on English language vocabulary retention*

This study aimed to answer these two main questions: Does using mobile phones by intermediate EFL learners have a significant effect on the learners' vocabulary retention? And is there a significant difference between male and female intermediate EFL learners in vocabulary retention while using mobile phones? The study sample consisted of (111) students (55) males and (56) females. All the students were studying in grade three of Iranian high school. They were divided into four groups: two experimental groups (one male and one female) and two control groups (one male and one female). Results of the study revealed that using mobile phones by intermediate EFL learners

have a significant effect on the learners' vocabulary retention and there is no significant difference between male and female intermediate EFL learners in vocabulary retention while using mobile phones.

2.3.5.2. Dang (2013): Towards the use of mobile phones for learning English as a foreign language: Hesitation or welcome

This study aimed at investigating learners' previous experience and attitudes towards the use of mobile phones in ELA in the future. The study sample consisted of (76) Vietnamese students studying English at HoaSen University. The data gathering instrument was a questionnaire. The findings revealed that participants showed their clear positive attitudes towards the use of mobile phones to study English in the future. (84%) of the students sample use their mobile phones for ELA. Undoubtedly, this high percentage indicates that the majority of the students have positive attitudes towards M-phone learning; otherwise they would not use it as intensively as they are doing. It was also found that vocabulary, listening and reading were the three areas most learners would like to acquire via their mobile phones as the study indicated.

2.3.5.3. Jalalifarahani and Iran (2014): Learning vocabulary via mobile phone

The purpose of this study was to examine the effectiveness of SMS vocabulary learning. The study sample consisted of (55) university students (males and females) chosen from the Islamic Azad University. They were all between (20) and (30) years old, freshmen in the elementary level. They were divided into (2) groups. One group received vocabulary via mobile phones and the other group received vocabulary on papers. The data gathering instrument was a questionnaire. Results of the study showed that students in general have positive attitudes towards learning vocabulary via mobile phone.

2.3.5.4. El-Boukhari (2015): Teachers' and students' attitudes towards the use of mobile assisted language learning, a case study of master on EFL students and EFL teachers at University of Mohamed Kheider of Biskra.

The results of this study, which have been indicated to in section (2.35) in the current study, showed a general agreement on the potentials of MALL as a promising approach to learning foreign languages. Strictly speaking listening, speaking, reading, and vocabulary were identified to be the most appropriate language skills that can be taught through mobile devices such as mobile phones. In contrast, students and teachers participants were uncertain about the potentials of MALL to enhance academic writings.

2.3.5.5. Habbash (2015): Learning English vocabulary using mobile phones: Saudi Arabian EFL teachers in focus

The main aim of this study was to investigate the effectiveness of using mobile phones in teaching vocabulary in EFL classes in Saudi Arabia. The study revolved around two objectives. One of these objectives was to find out the possibility of enhancing the students' understanding of English vocabulary through mobile phone interface and to help them in using vocabulary items more precisely. The second objective was to determine whether the students and teachers find it comfortable and convenient to use mobile phones for educational purposes inside and outside the classrooms. The study sample consisted of the EFL undergraduate students at the University of Tabuk. The required data were gathered via a questionnaire administered to all teachers engaged in EFL classes. The results showed that about (82%) of the teachers are in favor of using mobile phones in classrooms for learning vocabulary.

2.4. Previous Studies Discussion

In this part, the researcher discusses the previous studies reported in this study in terms of their objectives, samples, tools used to collect data, and results with a view to highlighting the differences and similarities between these studies and the current study in addition to the benefits that the researcher derived from reviewing the previous studies.

2.4.1. Objectives

The previous studies concerning students and faculty members' attitudes varied to some extent in their objectives. Some of these studies aimed at investigating students and faculty members' attitudes towards M-learning. Some other studies aimed at investigating students and faculty members' attitudes towards M-phone learning. The current study also reviewed some studies aimed at investigating students and faculty members' attitudes towards the use of mobile phones in ELA. Other studies aimed at investigating students and faculty members' attitudes towards the use of the targeted apps in ELA. The last group of the studies aimed at finding out students and faculty members' attitudes towards the use of mobile phones in developing English language skills and tasks.

In contrast, the current study aims to investigate English department students and faculty members' attitudes towards the use of mobile phones in ELA. To the best of the researcher's knowledge, there is no previous study that has investigated this factor in the whole Yemeni context. The current study is confined to investigating only the attitudes of students and faculty members at the faculty of Arts, English department.

2.4.2. Samples

In fact, the sample size is determined by the size of the target population of a study or a research, the samples of the previous studies varied in their size due to differences in the size of their population. As reviewed in section (2.3), the samples of these studies ranged between small and large samples and varied to include only students, only teachers, students and teachers.

Therefore, and to make the results of the current study more effective, the researcher used a sample of the two types, students and faculty members of Ibb University, English department, to investigate their attitudes towards using mobile phones in ELA. The sample of the current study included all the faculty members of English department who are only (13) in addition to (256) of the total number of the students. This can create a clear picture of the kind of attitudes those students and faculty members have. In this regard, the current study is quite similar to El-Boukheri (2015), El-Emran et al. (2016) and Mtega (2015), the only three studies that included both students and faculty members as study sample.

2.4.3. Tools used to collect data

The instrument used for collecting data in the current study is the questionnaire, the most commonly used instrument in the descriptive studies. In this point, the current study is like most previous studies reported in section (2.3). Other reviewed studies used more than one type of instruments such as in-depth interviews, observations and a questionnaire. There are also some studies that used general information schedule and attitude scales, class activities and students participation in facebook groups for data collection.

Despite the fact that some studies used ready-made instrument/s to collect data, the researcher of the current study, developed her own instrument, two questionnaires, based on reviewing some previous studies and related books and articles and gave it to a group of (7) experts to referee it and verify its content validity.

2.4.4. Results

The results of the previous studies varied according to their objectives. The first group of the previous studies, studies related to students and faculty members' attitudes towards M-learning, came up with the result that students and faculty members have positive attitudes towards M-learning in general. El-Boukhari (2005) is the only study which showed that students have positive attitudes towards M-learning inside and outside the classroom whereas teachers showed their negative attitudes and unwillingness to adapt such devices in ELA. Similarly, Norbayah Suki, and Norazah Suki, (2011) revealed that students are not keen on M-learning.

The results of the second group of the previous studies, studies related to students and faculty members' attitudes towards the use of mobile phones in learning, showed that the majority of the participants have positive attitudes towards M-phone learning.

The results of the third group of the previous studies, studies related to students and faculty members' attitudes towards the use of mobile phones in ELA, also showed that both students and faculty members have positive attitudes. Only three studies in this section showed that students have positive attitudes whereas faculty members have negative attitudes. These studies are Khrisat and Mahmoud (2013), Cakir (2015) and Alamri (2011).

The fourth group of the studies, studies related to students and faculty members' attitudes towards using the targeted apps in ELA, can be summarized as follows: Camble and Wilkins (2014) showed that the samples have mixed attitudes towards the use of facebook in an educational environment, Tartari (2015) showed that students have positive attitudes towards the use of social media in general and social networking sites in particular.

The last group of the studies includes some studies related to students and faculty members' attitudes towards the use of mobile phones in every individual task and skill. These studies reported that mobile phones are very helpful in developing students 'skills and tasks like listening, reading and vocabulary.

In contrast, the current study was conducted to investigate English department students and faculty members' attitudes towards the use of mobile phones in ELA. The study came up with the result that both students and faculty members have *neutral* attitudes towards the use of mobile phones in ELA. What is surprising is that no one of the previous studies has come up with the sample's *neutral* attitudes towards using mobile phones in ELA like the current study. In fact, and from the researchers' own perspective this could be attributed to the different circumstances in which the current study was held.

2.4.5. Benefits of the previous studies

The previous studies helped the researcher, to some extent, in the following aspects:

- Determining the aims of the current study.
- Preparing and developing the theoretical background for the current study regarding students and faculty members' attitudes towards the use of mobile phones in ELA.
- Identifying the types of the research methods used in the previous studies and this helped the researcher to select the appropriate research method for the current study.
- Constructing the study instrument and wording its items.
- Determining the variables of the current study.
- Defining the study population and selecting its sample.
- Selecting the statistical tools and tests.
- Analyzing, discussing, and interpreting the results.
- Making the recommendations and the suggestions for further studies.

CHAPTER THREE
METHODOLOGY AND PROCEDURES

CHAPTER THREE

METHODOLOGY AND PROCEDURES

3.1. Introduction

This chapter describes the procedures that the researcher followed to conduct the current study. It describes the research design, the population and the sample of the study, the procedures followed to construct the study instruments and measure their validity and reliability, the procedures followed to investigate English department students and faculty members' attitudes towards the use of mobile phones in ELA.

3.2. Research Design

In the current study, the researcher employed quantitative and qualitative approaches to achieve the research objectives. The adoption of such approaches is very helpful to gain an in-depth understanding of everything related to the study. That is, the combination of the qualitative data gathered by means of words, and narrative with the quantitative, numerical data from a larger-scale study on the same issue allows the research results to be generalized for future studies and examinations and it also adds meaning to numbers (Biber, 2010). Additionally, utilizing both qualitative and quantitative methods would be the appropriate way to identify and understand the attitudes of both English department students and faculty members towards the use of mobile phones in ELA. Johnson (2007) pointed out that a mixed method approach not only moves the research from the polarization of quantitative verses qualitative, but also allows the researcher to draw on the strengths of each approach and minimize the weaknesses arising from the adaption of a single methodological approach.

The researcher used the quantitative approach which involved collecting numerical data from the field, generating them in quantitative form, and subjecting them to precise analysis as pointed out by (Kothari, 2004). Doing so helps the researcher to reach some generalizations of findings about the phenomenon under investigation. The data collected through the questionnaire were analyzed quantitatively through the use of descriptive statistics i.e. the means and standard deviations and also qualitatively.

3.3. Study Population and Sample

The term *population* refers to "the total of items about which information is desired" (Kothari, 2004, p.135). It is very important to define the population of any research or study to indicate to what extent the results will be generalized (Al-Samawi, 2001). Since the study aims at measuring English department students and faculty members' attitudes towards the use of mobile phones in ELA, the population of the study will be the English department students and faculty members at Faculty of Arts, Ibb University.

It is usually impossible for researchers to collect data from the whole population due to factors, such as money, time, accessibility, and energy, (Cohen, Manion, & Morrison, 2005). Hence, researchers usually collect data from a manageable subset of the whole population, taking into account that the selected subset is representative of the whole population under investigation (Cohen et al., 2005; Dawson, 2007; Kothari, 2004).

Kothari (2004) argued that a research sample is the respondents selected to represent a research population. There are several methods for selecting a sample. This process is known as sampling technique (Al-Samawi, 2001; Kothari, 2004). The actual sample of the current study comprises two types of respondents: students and faculty

members. The learner is the centre of the educational process in the learner-centered approach; therefore, in the current study, students are an important source for the researcher to gather information about their attitudes towards the use of such phenomenal device. The second type of respondents is the faculty members whose role in the learning process is undeniable.

3.3.1. Students

The participants of the current study were selected from levels: (two, three and four) of English department students, Faculty of Arts, Ibb University. Level one students were excluded from the study for many reasons. The most important one of these reasons is that they still lack the experience in English Language in general and in the utilization of the mobile phone devices in ELA in particular. Since the enrolled students in the English department are of different variables/stratifies such as gender (male - female) and educational level (two – three - four), Stratified Random Sample was utilized. Table 1 shows the (256) participants according to their level and gender.

Table 1

Enrolled English Department Students (Population & Sample)

Population				Sample (62) %		
Level	Male	Female	Total	Male	Female	Total
Two	60	100	160	38	62	100
Three	40	90	130	25	56	81
Four	50	70	120	31	44	75
Total	150	260	410	94	162	256

3.3.2. Faculty members

The second type of the participants in the current study is all the faculty members of English department at Ibb University. The researcher was very careful to include all the faculty members of the English department regardless of their different majors, academic ranks and years of experience; and since they are only (13), (11 males and 2 females), the researcher finds it very necessary to include them all.

Table 2

Faculty Members (Population & Sample)

Population		Samples (100) %
Male	11	11
Female	2	2
Total	13	13

3.4. Data Collection Instruments

The instrument of any research is usually determined by the nature of the research and its objectives. Therefore, it is very important to use an appropriate tool in order to achieve the intended objectives. As the current study aims at investigating English department students and faculty members' attitudes towards the use of mobile phones in ELA, the researcher finds that an instrument in a form of a questionnaire would be appropriate to collect the data required to achieve the objectives of the current study. (See Appendices II and III).

3.4.1. The Instruments

Questionnaires are "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (Brown, 2001, p.6). For Griffiee (2012),

questionnaires are appropriate instruments for collecting data on what students think and believe about a certain issue; that is, respondents report information, opinions, and actions based on what they think, believe and remember from previous experience. They allow participants to express their attitudes freely under the production of being anonymous. Additionally, and from the researchers own perspective, questionnaires are very convenient instruments because they allow the researcher to collect a large amount of information in a short period of time.

In the current study, the researcher developed two questionnaires one for students and one for faculty members. The questionnaires are based mainly on information gained from the literature review about the related topics such as E-learning, M-learning and M-phone learning, in addition to some informal interviews with the targeted samples.

The study instruments were administered to the samples in the second semester of the academic year (2016-2017).

3.4.1.1. Students' questionnaire

Students' questionnaire consists of (4) sections. The first section was designed to elicit the participants' demographic information such as gender, level and type of mobile. The second section includes only (1) question that elicits how often students use their mobile phone in ELA. The third section consists of (39) close ended statements that focus on students' attitudes towards the use of mobile phones in ELA with reference to the targeted mobile phone apps. The items are rated in a 5-point Likert scale, *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*. The fourth section of the questionnaire includes (2) open ended questions aim at gathering qualitative data from the participants. The questionnaire has been designed in English, and then translated into Arabic.

The questionnaire was translated into Arabic in order to avoid any misunderstanding from the side of the students' participants. Additionally, their responses to the last section of the questionnaire were accepted whether they were in Arabic or English for the purpose of giving the students participants much freedom to express their attitudes as easily and freely as possible.

3.4.1.2. Faculty members' questionnaire

Faculty members' questionnaire consists of (4) sections. The first section elicits the participants' demographic information such as gender, academic rank, years of experience and specialization. The second section includes (1) question about the extent to which faculty members encourage their students to use their mobile phones in ELA. The third section includes (50) close ended statements that focus on the faculty members' attitudes towards the use of mobile phones in ELA with reference to the apps suggested. The items are rated in a 5-point Likert scale, *strongly agree, agree, neutral, disagree and strongly disagree*. The fourth section of the questionnaire includes (2) open ended questions aim at gathering qualitative data from the participants. The faculty members' questionnaire was designed and responded to in English.

3.5. Research Instruments' Validity and Reliability

To make the study instruments ready for administration, the researcher first verified their validity and reliability.

3.5.1. Validity of the study instruments

Validity is considered to be a very important point in designing a research instrument. It is very important to verify the validity of a research instrument to ensure that it will measure what it is supposed to measure.

3.5.1.1. Content validity

Content validity refers to "the extent to which a measuring instrument provides an adequate coverage of the topic under study"(Kothari, 2004, p. 74). In other words, to demonstrate content validity, the instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover (Cohen et al., 2005). This type of validity is usually determined by using a panel of experts to judge whether an instrument meets the standards or not (Kothari, 2004).

To demonstrate the content validity of the instruments of the present study, the instruments were given to a panel of judges chosen to referee them according to their experience and regarding the nature of the study. Most of the referees are specialists in English Language Teaching (ELT). (See appendix I). The referees were requested to judge the questionnaires' items against many factors such as ambiguity, vagueness, relevancy, and validity. In the light of the feedback received from the referees, final versions of the questionnaires were produced.

3.5.1.2. Construct validity

Construct validity is "the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory" (Kothari, 2004, p. 74). To establish the construct validity of the questionnaires, the researcher used Pearson's Product Moment Correlation to find the Correlation Coefficient through measuring the Correlation between domain's degree and whole instrument's degree in both questionnaires. Table 3 shows the Correlation Coefficient of the domains' degree with the whole instrument's degree of the faculty members' questionnaire.

Table 3

Correlation Coefficient of the Domains' Degrees with the Whole Instrument's Degree of the Faculty Members' Questionnaire

Domain	Correlation Coefficient	Sig
1	0.971**	0.000
2	0.580*	0.038
3	0.746**	0.003
4	0.583*	0.037
5	0.951**	0.000
6	0.863**	0.000

** Correlation is significant at the (0.01) level

* Correlation is significant at the (0.05) level

From Table 3 it is concluded that there is a significant and positive relationship between domains' degree and whole instrument's degree indicated by the Correlation Coefficient values which are significant at (0.01) and (0.05) levels.

Similarly, the construct validity of the students' questionnaire was established by piloting it. That is, the questionnaire was administered to (20) students who were given particular directions to respond and enough time to complete responding to the questionnaire. Pearson's Product Moment Correlation was used to find the Correlation Coefficient through measuring the Correlation between domains' degree and whole instrument's degree.

Table 4

Correlation Coefficient of the Domains' Degrees with the Whole Instrument's Degree of the Students' Questionnaire

Domain	Correlation Coefficient	Sig
1	0.788**	0.000
2	0.467**	0.000
3	0.534**	0.000
4	0.411**	0.000
5	0.494**	0.000
6	0.512**	0.000

** Correlation is significant at the (0.01) level

Table 4 shows that there is a significant and positive relationship between domains' degree and whole instrument's degree indicated by the Correlation Coefficient values which are significant at (0.01) level.

3.5.2. Reliability of the study instruments

A measuring instrument is reliable if it "provides consistent results" (Kathori, 2004, p.74). For measuring the reliability of the questionnaires, Cronbach's alpha method was used.

Regarding the faculty members' questionnaire, the calculated reliability was found to be (0.95) which indicates that the instrument was highly reliable according to DeVallis (1991).

The reliability of the students' questionnaire was also measured by piloting it on (20) students. Cronbach's alpha method was used to find out the reliability. The calculated reliability was found to be (0.80), indicating that the instrument was respectable according to DeVallis (1991).

3.6. Administration of the Study Instruments

Regarding the students' questionnaire, the researcher, after taking the permission of the faculty members, administered it to the students sample and collected it on the same days (May 2nd, and 3rd, 2017).

Table 5

Students' Questionnaire Distribution

Questionnaire	Distributed	Received	Lost	Rejected	Used
Number	270	256	14	0	256
Percentage	100%	94%	6%	0%	94%

As for the faculty members' questionnaire, it was also administered to them by the researcher at their offices on (May 23rd, 2017), of course after their cooperation was requested. The questionnaire was then collected by the researcher.

Table 6

Faculty Members' Questionnaire Distribution

Questionnaire	Distributed	Received	Lost	Rejected	Used
Number	13	13	0	0	13
Percentage	100%	100%	0%	0%	100%

3.7. Data Analysis and Statistical Techniques

Statistical Package of Social Science (SPSS) version (21) was used to analyze the data. The following statistical techniques in particular were used to analyze the collected data:

3.7.1. Descriptive statistics

Descriptive statistics were used to provide the information about the measures of central tendency of the variables: Mean and SD. The negatively worded statements were reverse-scored and therefore they were treated as if they had been positively worded.

3.7.2. Inferential statistics

The researcher used the independent samples *t*-test to find if students attitudes' towards the use of mobile phones in ELA are significant or not and to find the significant differences in students' responses in terms of gender. One way analysis of variance (ANOVA) was used to find the significant differences in students' responses in terms of level. Mann-Whitney test was used to find if there are any significant differences between students and faculty members' responses and Pearson's Product Moment Correlation was used to find out the construct validity of the study instruments.

The second part of the data, the open ended questions included in both the students and the faculty members' questionnaires were analyzed qualitatively.

It is worth noting here that the mobile phone apps which are the focus of the study were selected as being the most commonly used ones among English department students and faculty members in accordance with a survey that was conducted to ask them about the most common apps they use in ELA. (See appendix IV).

CHAPTER FOUR
RESULTS AND DISCUSSION

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Introduction

The current study was conducted to investigate English department students and faculty members' attitudes towards the use of mobile phones in ELA. Therefore, the focus of the study was English department students and faculty members from whom the data of the study were collected. The study aim is achieved through answering the research questions set in the first chapter.

In this chapter, the data collected via the questionnaires were analyzed and the findings reached were presented and then discussed with a view to achieving the study aim. This process was done systematically through answering the questions of the study according to their order in the first chapter. The process of answering the questions of the study results in achieving the study objectives in terms of the following points:

- Identifying the kind of attitudes English department students have towards the use of mobile phones in ELA.
- Identifying the kind of attitudes faculty members have towards the use of mobile phones in ELA.
- Determining whether there are any significant differences between students and faculty members' attitudes towards the use of mobile phones in ELA in general.
- Identifying whether there are any significant differences in students' attitudes towards the use of mobile phones in ELA in terms of level.

- Finding out whether there are any significant differences in students' attitudes towards the use of mobile phones in ELA in terms of gender.

4.2. Results and Discussion

4.2.1. The first question

What kind of attitudes do English department students have towards the use of mobile phones in ELA?

To answer this question, descriptive statistics are used to provide the information about the measures of central tendency of the variables: means and standard deviations of English department students' responses at the level of each item, domain and the instrument as a whole.

First, it is very important to specify the criterion that was used to present and discuss the results of this question. Table 1 shows the details of this criterion.

Table 1

The Criterion Used to Present and Discuss the Results of the First Questions

No	Range	Attitude
1	4.50 – 5.00	highly positive
2	3.50 – 4.49	positive
3	2.50 – 3.49	neutral
4	1 – 2.49	negative

The details that the researcher used for calculating the mean scores and the standard deviations for each domain of the study instrument and for the study instrument as a whole are shown in the following Tables.

4.2.1.1. First domain: students' attitudes towards using mobile phone apps in general in ELA

To identify English department students' attitudes towards using mobile phone apps in general in ELA, mean scores and standard deviations are calculated at the level of each statement of this domain and at the level of the domain as a whole as shown in Table 2.

Table 2

Students' Attitudes towards Using Mobile Phone Applications in General in ELA

Rank	No	Statement	Mean	SD	Attitude
1	6	Using mobile phones for learning purposes saves time and effort.	4.50	0.65	highly positive
2	1	Mobile phones are effective tools in English language acquisition.	4.49	0.76	highly positive
3	11	Mobile phones are very useful in improving English vocabulary.	4.39	0.79	positive
4	16	Mobile phones are very useless in improving English Listening skill.	4.24	1.11	positive
5	12	Using mobile phones for learning purposes helps students improve their communicative abilities.	4.17	0.99	positive
6	8	Students can do their tasks better when using their mobile phones than without them.	4.05	0.95	positive
7	15	Mobile phones are very useful tools in improving English speaking skill.	4.05	1.05	positive
8	13	Mobile phones are not useful tools in improving English reading skill.	3.90	1.03	positive
9	9	Acquiring English via mobile phones is very boring.	3.87	1.00	positive
10	3	Nowadays mobile phones are more accessible and useful than textbooks.	3.79	1.05	positive
11	2	Mobile phones should not be used as learning tools inside and outside the classrooms.	3.77	1.14	positive
12	5	Mobile phones are merely distracters and waste students' time.	3.62	1.06	positive
13	4	Nowadays students cannot study English without using their mobile phones.	3.58	1.09	positive
14	14	Mobile phones are useful tools in improving English writing skill.	3.48	1.21	neutral
15	10	Mobile phone materials cannot be encouraged over printed learning sources.	2.84	1.02	neutral
16	7	If allowed inside the classrooms, students open and use useless applications instead of useful ones.	2.62	1.12	neutral
Total average of the first domain			3.83	0.46	positive

It is clear from Table 2 that the means of the statements of the domain *using mobile phone apps in general in ELA* ranged from (4.50) to (2.62) and that the total average of the domain is (3.83) indicating students' positive attitudes towards the use of mobile phone apps in general in ELA.

At the level of each statement of this domain, Table 2 reveals the following results:

- Students' attitudes are positive in (13) statements and neutral in (3) statements.
- The highest rank goes to the statement *using mobile phones for learning purposes saves time and effort*, with a mean of (4.50).
- The lowest rank goes to the statement *if allowed inside the classrooms, students open and use useless applications instead of useful ones*, with a mean of (2.62).

4.2.1.2. Second domain: students' attitudes towards using dictionary mobile phone app in ELA

To identify English department students' attitudes towards the use of dictionary mobile phone app, mean scores and standard deviations are calculated at the level of each statement of this domain and at the level of the domain as a whole as shown in Table 3.

Table 3

Students' Attitudes towards Using Dictionary Mobile Phone Application in ELA

Rank	No	Statement	Mean	SD	Attitude
1	17	The use of mobile phone dictionaries is more helpful than paper dictionaries for acquiring English.	4.16	1.13	positive
2	18	Mobile phone dictionaries have negative effects on students' acquisition of English.	3.64	1.03	positive
3	19	Some mobile phone dictionaries cause misunderstanding due to their limitations.	2.41	0.98	negative
Total average of the second domain			3.40	0.69	neutral

It is clear from Table 3 that the means of the statements of the domain *using dictionary mobile phone app in ELA* ranged from (4.16) to (2.41) and that the total average of the domain is (3.40), indicating students' neutral attitudes towards using dictionary mobile phone app in ELA.

At the level of each statement of this domain, Table 2 reveals the following results:

- Students' attitudes are positive in (2) statements and negative in (1) statement.
- The highest rank goes to the statement *the use of mobile phone dictionaries is more helpful than paper dictionaries for acquiring English*, with a mean of (4.16).
- The lowest rank goes to the statement *some mobile phone dictionaries cause misunderstanding due to their limitations*, with a mean of (2.41).

4.2.1.3. Third domain: students' attitudes towards using whatsApp mobile phone app in ELA

To identify English department students' attitudes towards the use of whatsApp mobile phone app, mean scores and standard deviations are calculated at the level of each statement of this domain and at the level of the domain as a whole. Table 4 shows the details.

Table 4

Students' Attitudes towards Using WhatsApp Mobile Phone Application in ELA

Rank	No	Statement	Mean	SD	Attitude
1	22	Using whatsapp mobile phone application enhances students' collaborative learning.	3.66	1.07	positive
2	20	WhatsApp mobile phone application is helpful in acquiring English.	3.05	1.06	neutral
3	23	Students' use of whatsapp mobile phone application is merely a distracter and a waste of time.	3.00	1.01	neutral
4	24	The use of chatting language <i>abbreviations</i> among students while communicating via whatsapp negatively affects students' spelling.	2.65	1.11	neutral
5	21	WhatsApp is the most useful mobile phone application in English language acquisition.	2.53	0.96	neutral
Total average of third domain			2.97	0.65	neutral

It is clear from Table 4 that the means of the statements of the domain *using whatsapp mobile phone app in ELA* ranged from (3.66) to (2.53) and that the total average of the domain is (2.97) indicating students' neutral attitudes towards the use of whatsapp mobile phone app in ELA.

At the level of each statement of this domain, Table 4 reveals the following results:

- Students' attitudes are positive in (1) statement and neutral in (4) statements.
- The highest rank goes to the statement *using whatsapp mobile phone application enhances students' collaborative learning*, with a mean of (3.66).
- The lowest rank goes to the statement *whatsapp is the most useful mobile phone application in English language acquisition*, with a mean of (2.53).

4.2.1.4. Fourth domain: students' attitudes towards using facebook mobile phone app in ELA

To identify English department students' attitudes towards the use of facebook mobile phone app, mean scores and standard deviations are calculated at the level of each statement of this domain and at the level of the domain as a whole. Table 5 shows the details.

Table 5

Students' Attitudes towards Using Facebook Mobile Phone Application in ELA

Rank	No	Statement	Mean	SD	Attitude
1	25	Facebook mobile phone application is helpful in acquiring English	3.44	0.92	neutral
2	27	Students' use of facebook mobile phone application is merely a distracter and a waste of time.	2.94	1.01	neutral
3	26	Facebook is the most useful mobile phone application in acquiring English.	2.80	1.04	neutral
4	28	The use of chatting language <i>abbreviations</i> among students while communicating through facebook negatively affects students' spelling.	2.73	1.11	neutral
Total average of the fourth domain			2.97	0.65	neutral

It is clear from Table 5 that the means of the statements of the domain *using facebook mobile phone app in ELA* ranged from (3.44) to (2.73) and that the total average of the domain is (2.97) indicating students' neutral attitudes towards the use of facebook mobile phone app in ELA.

At the level of each statement of this domain, Table 5 reveals the following results:

- Students' attitudes are neutral in the (4) statements of the domain.
- The highest rank goes to the statement *facebook mobile phone application is helpful in acquiring English*, with a mean of (3.44).

- The lowest rank goes to the statement *the use of chatting language 'abbreviations' among students while communicating through facebook negatively affects students' spelling*, with a mean of (2.73).

4.2.1.5. Fifth domain: students' attitudes towards using recording mobile phone app in ELA

To identify English department students' attitudes towards the use of recording mobile phone app, mean scores and standard deviations are calculated at the level of each statement of this domain and at the level of the domain as a whole. Table 6 shows the details.

Table 6

Students' Attitudes towards Using Recording Mobile Phone Application in ELA

Rank	No	Statement	Mean	SD	Attitude
1	29	Using recording mobile phone application is very useful in English language acquisition.	3.95	0.90	positive
2	30	Using mobile phones for recording lectures and listening to them later is a useful way in English language acquisition.	3.92	1.03	positive
3	32	Using mobile phones for recording lectures and listening to them later is merely a waste of time.	3.69	1.11	positive
4	34	Using mobile phones for recording lectures and listening to them later has nothing to do with students' acquisition of English.	3.60	1.00	positive
5	31	Teachers should encourage the students to record the lectures and listen to them later.	3.54	1.18	positive
6	33	Using mobile phones for recording lectures and listening to them later increases students' laziness.	2.95	1.17	neutral
Total average of the fifth domain			3.60	0.73	positive

It is clear from Table 6 that the means of the statements of the domain *using recording mobile phone app in ELA* ranged from (3.95) to (2.95) and that the total average of the domain is (3.60) indicating students' positive attitudes towards the use of recording mobile phone app in ELA.

At the level of each statement of this domain, Table 6 reveals the following results:

- Students' attitudes are positive in (5) statements and neutral in (1) statement.
- The highest rank goes to the statement *using recording mobile phone application is very useful in English language acquisition*, with a mean of (3.95).
- The lowest rank goes to the statement *using mobile phones for recording lectures and listening to them later increases students' laziness*, with a mean of (2.95).

4.2.1.6. Sixth domain: students' attitudes towards using camera mobile phone app in ELA

To identify English department students' attitudes towards the use of camera mobile phone app, mean scores and standard deviations are calculated at the level of each statement of this domain and at the level of the domain as a whole. Table 7 shows the details.

Table 7

Students' Attitudes towards Using Camera Mobile Phone Application in ELA

Rank	No	Statement	Mean	SD	Attitude
1	39	Using mobile phone camera has nothing to do with English language acquisition	3.34	1.11	neutral
2	36	Teachers should encourage students' use of mobile phone camera to take and send photos and share them for English learning purposes.	3.24	1.05	neutral
3	35	Using camera mobile phone application is very useful in English language acquisition.	3.10	1.07	neutral
4	38	Mobile phone camera is an essential requirement in acquiring English.	2.72	1.06	neutral
5	37	Students' use of mobile phone camera increases their laziness.	2.67	1.11	neutral
Total average of the sixth domain			3.01	0.73	neutral
Total average of the whole instrument			3.46	0.35	neutral

It is clear from Table 7 that the means of the statements of the domain *using camera mobile phone app in ELA* ranged from (3.34) to (2.67) and that the total average of the domain is (3.01) indicating students' neutral attitudes towards the use of camera mobile phone app in ELA.

At the level of each statement of this domain, Table 7 reveals the following results:

- Students' attitudes are neutral in the (5) statements of the domain.
- The highest rank goes to the statement *using mobile phone camera has nothing to do with English language acquisition*, with a mean of (3.34).
- The lowest rank goes to the statement *students' use of mobile phone camera increases their laziness*, with a mean of (2.67).

With reference to the questionnaire as a whole, it is found that students of English department at Ibb University have *positive* attitudes towards (21) statements out of (39), (53.8% of the total number of the statements of the whole instrument): (13) statements in the first domain, (2) statements in the second domain, (1) statement in the third domain and (5) statements in the fifth domain. The numbers of these statements are (6), (1), (11), (16), (12), (8), (15), (13), (9), (3), (2), (5), (4), (17), (18), (22), (29), (30), (32), (34) and (31). The means these statements received are (4.50), (4.49), (4.39), (4.24), (4.17), (4.05), (4.05), (3.90), (3.87), (3.79), (3.77), (3.62), (3.58), (4.16), (3.64), (3.66), (3.95), (3.92), (3.69), (3.60) and (3.54) respectively.

Means of (17) statements out of (39), (43.6% of the total number of the statements of the whole instrument), are *neutral*: (3) statements in the first domain, (4) statements in the third domain, (4) statements in the fourth domain, (1) statement in the fifth domain and (5) statements in the sixth domain. These statements are (14), (10), (7), (20), (23), (24), (21), (25), (27), (26), (28), (33), (39), (36), (35), (38) and (37). These statements received

the means (3.48), (2.84), (2.62), (3.05), (3.00), (3.65), (2.53), (3.44), (2.94), (2.80), (2.73), (2.95), (3.34), (3.24), (3.10), (2.72) and (2.67) respectively.

Mean of only (1) statement out of (39), (2.6% of the total number of the statements of the whole instrument) is *negative*. This statement is number (19) in the second domain, it received the mean of (2.41).

Given the results above, it is found that the highest rating goes to the statement *using mobile phones for learning purposes saves time and effort*, which received the mean of (4.50) whereas the lowest rating goes to the statement *some mobile phone dictionaries cause misunderstanding due to their limitations*, which received the mean of (2.41). These results emphasize that the majority of the students use their mobile phones in ELA as these devices provide them with instance help like the mobile dictionaries. On the other hand, there are some mobile phone dictionaries that are common among students but these dictionaries do not satisfy the needs of students.

Mean scores and standard deviations of students' responses on the domains and the instrument as a whole are also calculated as shown in Table 8.

Table 8

Mean Scores and Standard Deviations of Students' Responses for Each Domain

Rank	No	Domain	Mean	SD	Attitude
1	1	Students' attitudes towards using mobile phone applications in general in English language acquisition	3.83	0.46	positive
2	5	Students' attitudes towards using recording mobile phone application in English language acquisition	3.60	0.73	positive
3	2	Students' attitudes towards using dictionary mobile phone applications in English language acquisition	3.40	0.69	neutral
4	6	Students' attitudes towards using camera mobile phone application in English language acquisition	3.01	0.73	neutral
5	3	Students' attitudes towards using whatsapp mobile phone application in English language acquisition	2.97	0.65	neutral
6	4	Students' attitudes towards using facebook mobile phone application in English Language acquisition	2.97	0.65	neutral
Whole instrument			3.46	0.35	neutral

Table 8 shows that the mean of students' attitudes towards using mobile phone apps in general ranged from (3.83) to (2.97) and that the total average of the whole instrument is (3.46), indicating that faculty members have *neutral* attitudes towards using mobile phone apps in ELA.

With reference to each one of the targeted domains, students' attitudes are *positive* towards two domains and *neutral* towards four domains. Their attitudes towards using mobile phone apps in general in ELA are *positive* ($M = 3.83$, $SD = 0.46$) and their attitudes towards using recording mobile phone app in ELA are also *positive* ($M = 3.60$, $SD = 0.73$). Students' attitudes towards using dictionary mobile phone app in ELA are *neutral* ($M = 3.40$, $SD = 0.69$), their attitudes towards using camera mobile phone app in ELA are also *neutral* ($M = 3.01$, $SD = 0.73$), students' attitudes towards using whatsapp mobile phone app in ELA are *neutral* ($M = 2.97$, $SD = 0.65$) and their attitudes towards using facebook mobile phone app in ELA are *neutral* ($M = 2.97$, $SD = 0.65$). In general, Table 8 shows

that the average of students' attitudes towards using mobile phones in ELA are *neutral* ($M = 3.46$, $SD = 0.35$).

The results obtained in this part show that the highest mean goes to students' attitudes towards using mobile phone apps in general in ELA which received the mean of ($M = 3.83$) indicating positive attitudes whereas the lowest mean goes to students' attitudes towards using facebook mobile phone app in ELA which received the mean of ($M = 2.97$) indicating neutral attitudes. These results show that the majority of students agree that mobile phones are useful ELA tools but the degree of the usefulness of these apps differs from one app to another. For example, as shown in the results, not so many students approve using facebook app in ELA. On the other hand, there are some other apps which are more encouraged by them than facebook mobile phone app; these apps are like recording and dictionary.

To find if students' attitudes towards using mobile phones in ELA at the level of the domains and the whole instrument are significant or not, the researcher used one sample *t*-test; it is used to find out the significant difference between the mean of students' responses and the mean of the test value (instrument's mean = 3). The results of the *t*-test are given in Table 9.

Table 9

One Sample T-Test Results for the Significant Differences between the Mean of Students' Responses and the Mean of Test Value

#	D	N	Mean	SD	Test Value	DF	t-value	Sig
1	Mobile phone Applications	256	3.83	0.46	3	255	28.99	0.000
2	Dictionary	256	3.40	0.69	3	255	9.31	0.000
3	WhatsApp	256	2.97	0.65	3	255	0.55	0.578
4	Facebook	256	2.97	0.65	3	255	0.54	0.584
5	Recording	256	3.60	0.73	3	255	13.18	0.000
6	Camera	256	3.01	0.73	3	255	0.33	0.735
Sum of domains		256	3.46	0.35	3	255	21.15	0.000

Table 9 shows that for the first domain, *using mobile phone apps in general in ELA*, the obtained *t*-value (28.99) is significant at the (0.05) level; since the significant value (0.000) is smaller than the (0.05) level. It means that there is a significant difference between the mean of students' responses ($M = 3.83$) and the mean of test value (instrument's mean = 3) in favour of the mean of students' responses. This indicates that students' attitudes towards using mobile phone apps in ELA are *positive*.

Similarly, in the second domain, *using dictionary mobile phone app in ELA*, the obtained *t*-value (9.31) is significant at the (0.05) level; since the significant value (0.000) is smaller than the (0.05) level. It means there is a significant difference between the mean of students' responses ($M = 3.40$) and the mean of test value (instrument's mean = 3) in favour of the mean of students' responses. This indicates that students' attitudes towards using dictionary mobile phone app in ELA are *neutral*.

In the third domain, *using whatsapp mobile phone app in ELA*, the obtained *t*-value (0.55) is not significant at the (0.05) level; since the significant value (0.578) is higher than the (0.05) level. It means there is no significant difference between the mean of students' responses ($M = 2.97$) and the mean of test value (instrument's mean = 3). This indicates that students' attitudes towards using whatsapp mobile phone app in ELA are *neutral*.

As for the fourth domain, *using facebook mobile phone app in ELA*, the obtained *t*-value (0.54) is also not significant at the (0.05) level; since the significant value (0.584) is higher than the (0.05) level. It means there is no significant difference between the mean of students' responses ($M = 2.97$) and the mean of test value (instrument's mean = 3). This indicates that students' attitudes towards using facebook mobile phone app in ELA are *neutral*.

Regarding the fifth domain, *using recording mobile phone app in ELA*, the obtained *t*-value (13.18) is significant at the (0.05) level; since the significant value (0.000) is smaller than the (0.05) level. It means there is a significant difference between the mean of students' responses ($M = 3.60$) and the mean of test value (instrument's mean = 3) in favour of the mean of students' responses. This indicates that students' attitudes towards using recording mobile phone app in ELA are *positive*.

The sixth domain, *using camera mobile phone app in ELA*, shows that the obtained *t*-value (0.33) is not significant at the (0.05) level; since the significant value (0.735) is higher than the (0.05) level. It means there is no significant difference between the mean of students' responses ($M = 3.01$) and the mean of test value (instrument's mean = 3). This indicates that students' attitudes towards using mobile phone camera app in ELA are *neutral*.

To sum up, regarding the whole sum of the domains, the obtained t -value (21.15) is significant at the (0.05) level; since the significant value (0.000) is smaller than the (0.05) level. It means there is a significant difference between the mean of students' responses ($M = 3.46$) and the mean of test value (instrument's mean = 3) in favour of the mean of students' responses. This indicates that students' attitudes towards using mobile phones in ELA on the instrument as a whole are *neutral*.

It is revealed from the analysis above that students' responses are *positive* in the first and fifth domains whereas their responses are *neutral* in the second, third, fourth, sixth domains and in the instrument as a whole. These results are in agreement with the results obtained from Dashti and Aldashti (2015) who emphasized that the majority of the students, (80.3%) favour the use of mobile devices in the learning and teaching process and find it important and beneficial.

The second domain, *using dictionary mobile phone app in ELA*, received the third highest mean that is (3.40). This result is in agreement with Cakir (2015) who demonstrated that almost half of the participants, (47.5%) of the male participants, often use their mobile phone dictionaries for learning and that nowadays only very few foreign language learners carry paper dictionaries with them while most of the learners prefer to use digital dictionaries on their phones. El-Boukheri (2015) is another study which emphasized that using mobile phone as a dictionary is the most used function of mobile devices as far as language learning is concerned.

4.2.2. The second question

What kind of attitudes do faculty members have towards the use of mobile phones in ELA?

To answer this question, descriptive statistics are used to provide the information about the measures of central tendency of the variables: means and standard deviations of English department faculty members' responses at the level of each item, domain and the instrument as a whole.

It should be noted here that the same criterion used in presenting and discussing the results of the first question is also used in presenting and discussing the results of the second question.

4.2.2.1. First domain: faculty members' attitudes towards using mobile phone apps in general in ELA

To identify faculty members' attitudes towards the use of mobile phone apps in general in ELA, mean scores and standard deviations are calculated at the level of each statement of this domain and at the level of the domain as a whole as shown in Table 10.

Table 10

Faculty Members' Attitudes towards Using Mobile Phone Applications in General in ELA

Rank	No	Statement	Mean	SD	Attitude
1	23	Mobile phones can be used to improve English vocabulary.	4.00	0.913	positive
2	14	Acquiring English via mobile phones is very boring.	3.85	0.899	positive
3	24	Mobile phones can be used to improve English reading skill.	3.77	0.832	positive
4	2	Using mobile phones is not practical in acquiring English.	3.69	0.855	positive
5	9	Teachers must forbid the use of mobile phones inside the classroom.	3.69	2.016	positive
6	15	Mobile phone learning materials can only be used as supplementary to printed materials.	3.69	0.751	positive
7	5	Nowadays, mobile phones are more accessible than textbooks.	3.62	1.044	positive
8	8	Using mobile phones for acquiring English outside the classroom is merely a distracter.	3.62	0.870	positive
9	3	Mobile phones should not be used as acquiring tools inside and outside the classrooms.	3.54	1.266	positive
10	1	Mobile phones are effective tools in English language acquisition.	3.46	1.050	neutral
11	26	Mobile phones can be used to improve English oral skills.	3.46	1.050	neutral
12	21	Students can do their tasks better and faster when using their mobile phones than without them.	3.38	0.870	neutral
13	12	Using mobile phones in acquiring English can enhance collaborative learning inside the classroom.	3.31	1.032	neutral
14	17	Mobile phones are more helpful than laptops or computers due to their portability and widespread among the majority of students and teachers.	3.31	1.377	neutral
15	6	Using mobile phones in acquiring English must be encouraged by all teachers.	3.23	1.092	neutral
16	10	Teachers must encourage the use of mobile phones in acquiring English only outside the classroom.	3.23	1.013	neutral
17	19	Using mobile phones in the classroom can save time and effort.	3.23	1.013	neutral
18	22	Mobile phones have nothing to do with students' learning of grammar	3.23	1.235	neutral
19	25	Mobile phones can be used to improve English writing skill.	3.15	1.068	neutral
20	16	Mobile phones should be an important part of students' English learning requirements.	3.08	1.115	neutral
21	7	Using mobile phones in acquiring English inside the classroom is merely a distracter and creates a chaotic atmosphere.	2.92	1.188	neutral

22	11	If allowed inside the classrooms, students open and use useless applications instead of useful ones.	2.92	1.320	neutral
23	20	English language teachers should encourage students to send and receive their assignments and activities via mobile phones.	2.92	1.441	neutral
24	18	Using mobile phones in the classroom can hinder students from interacting effectively.	2.85	0.899	neutral
25	4	Nowadays, students cannot study English without using their mobile phones.	2.77	1.013	neutral
26	25	Mobile phone learning materials should be encouraged over printed materials.	2.38	1.044	negative
Total average of the first domain			3.32	0.665	neutral

It is clear from Table 10 that the means of the statements of the domain *using mobile phone apps in general in ELA* ranged from (4.00) to (2.38) and that the total average of the domain is (3.32), indicating that faculty members have neutral attitudes towards the use of mobile phone apps in general in ELA.

At the level of each statement of this domain, Table 10 shows the following results:

- Faculty members' attitudes are positive in (9) statements, neutral in (16) statements and negative in (1) statement.
- The highest rank goes to the statement *mobile phones can be used to improve English vocabulary*, with a mean of (4.00).
- The lowest rank goes to the statement *mobile phone learning materials should be encouraged over printed materials*, with a mean of (2.38).

4.2.2.2. Second domain: faculty members' attitudes towards using dictionary mobile phone app in ELA

To identify faculty members' attitudes towards the use of dictionary mobile phone app, mean scores and standard deviations are calculated at the level of each statement of this domain and at the level of the domain as a whole as shown in Table 11.

Table 11

Faculty Members' Attitudes towards Using Dictionary Mobile Phone Application in ELA

Rank	No	Statement	Mean	SD	Attitude
1	27	The use of mobile phone dictionaries is more helpful and useful than paper dictionaries in acquiring English.	3.54	1.391	positive
2	28	Mobile phone dictionaries have negative effects on students' acquisition of English.	3.38	1.121	neutral
3	29	Mobile phone dictionaries are more useful in learning words' pronunciation than spelling or meaning.	3.31	1.032	neutral
4	30	Some mobile phone dictionaries cause misunderstanding due to their limitations.	2.15	0.555	negative
Total average of the second domain			3.10	0.573	neutral

It is clear from Table 11 that the means of the statements of the domain *using dictionary mobile phone app in ELA* ranged from (3.54) to (2.15) and that the total average of the domain is (3.10) indicating faculty members' neutral attitudes towards using dictionary mobile phone app in ELA.

At the level of each statement of this domain, Table 11 reveals the following results:

- Faculty members' attitudes are positive in (1) statement, neutral in (2) statements and negative in (1) statement.
- The highest rank goes to the statement *the use of mobile phone dictionaries is more helpful than paper dictionaries for acquiring English*, with a mean of (3.54).
- The lowest rank goes to the statement *some mobile phone dictionaries cause misunderstanding due to their limitation*, with a mean of (2.15).

4.2.2.3. Third domain: faculty members' attitudes towards using whatsApp mobile phone app in ELA

To identify faculty members' attitudes towards the use of whatsApp mobile phone app, mean scores and standard deviations are calculated at the level of each statement of this domain and at the level of the domain as a whole as shown in Table 12.

Table 12

Faculty Members' Attitudes towards Using WhatsApp Mobile Phone Application in ELA

Rank	No	Statement	Mean	SD	Attitude
1	31	WhatsApp mobile phone application can be helpful in acquiring English.	3.46	1.198	neutral
2	32	Using whatsApp mobile phone application can enhance students' collaborative learning.	3.38	0.961	neutral
3	35	WhatsApp mobile phone application has nothing to do with acquiring English.	3.38	1.261	neutral
4	33	Students' use of whatsApp mobile phone application is merely a distracter and a waste of time.	3.08	1.038	neutral
5	34	The use of chatting language <i>abbreviations</i> among students while communicating through whatsApp negatively affects students' spelling.	2.31	1.109	negative
Total average of the third domain			3.12	0.878	neutral

It is clear from Table 12 that the means of the statements of the domain *using whatsApp mobile phone app in ELA* ranged from (3.46) to (2.31) and that the total average of the domain is (3.12) indicating faculty members' neutral attitudes towards using whatsApp mobile phone app in ELA.

At the level of each statement of this domain, Table 12 reveals the following results:

- Faculty members' attitudes are neutral in (4) statements and negative in (1) statement.
- The highest rank goes to the statement *whatsApp mobile phone application can be helpful in acquiring English*, with a mean of (3.46).

- The lowest rank goes to the statement *the use of chatting language 'abbreviations' among students while communicating through whatsApp negatively affects students' spelling*, with a mean of (2.31).

4.2.2.4. Fourth domain: faculty members' attitudes towards using facebook mobile phone app in ELA

To identify faculty members' attitudes towards using facebook mobile phone app, mean scores and standard deviations are calculated at the level of each statement of this domain and at the level of the domain as a whole as shown in Table 13.

Table 13

Faculty Members Attitudes towards Using Facebook Mobile Phone Application in ELA

Rank	No	Statement	Mean	SD	Attitude
1	36	Facebook mobile phone application can be used in acquiring English	3.54	1.198	positive
2	37	Using facebook mobile phone application can enhance students' collaborative learning.	3.54	1.050	positive
3	38	Students' use of facebook mobile phone application is merely a distracter and a waste of time.	3.46	1.050	neutral
4	39	Facebook mobile phone application has nothing to do with acquiring English.	3.38	1.121	neutral
5	40	The use of chatting language <i>abbreviations</i> among students while communicating through facebook negatively affects students' spelling.	2.46	0.877	negative
Total average of the fourth domain			3.28	0.724	neutral

It is clear from Table 13 that the means of the statements of the domain *using facebook mobile phone app in ELA* ranged from (3.54) to (2.46) and that the total average of the domain is (3.28) indicating faculty members' neutral attitudes towards using facebook mobile phone app in ELA.

At the level of each statement of this domain, Table 13 reveals the following results:

- Faculty members' attitudes are positive in (2) statements, neutral in (2) statements and negative in (1) statement.
- The highest rank goes to the two statements *facebook mobile phone application can be used in acquiring English* and *using facebook mobile phone application can enhance students' collaborative learning*, with a mean of (3.54).
- The lowest rank goes to the statement *the use of chatting language 'abbreviations' among students while communicating through facebook negatively affects students' spelling*, with a mean of (2.46).

4.2.2.5. Fifth domain: faculty members' attitudes towards using recording mobile phone app in ELA

To identify faculty members' attitudes towards using recording mobile phone app, mean scores and standard deviations are calculated at the level of each statement of this domain and at the level of the domain as a whole as shown in Table 14.

Table 14

Faculty Members' Attitudes towards Using Recording Mobile Phone Application in ELA

Rank	No	Statement	Mean	SD	Attitude
1	41	Mobile phone recording application can be useful in English language Acquisition.	3.69	1.109	positive
2	45	Mobile phone recording application has nothing to do with English language acquisition.	3.54	0.877	positive
3	43	Using mobile phones for recording lectures and listening to them later is merely a waste of time.	3.23	1.092	neutral
4	42	Teachers should encourage their students to record the classroom lectures and listen to them later.	3.15	1.405	neutral
5	44	Using mobile phones for recording lectures and listening to them later increases students' laziness.	2.62	1.325	neutral
Sum of the fifth domain			3.25	1.017	neutral

It is clear from Table 14 that the means of the statements of the domain *using recording mobile phone app in ELA* ranged from (3.69) to (2.62) and that the total average of the domain is (3.25) indicating faculty members' neutral attitudes towards using recording mobile phone app in ELA.

At the level of each statement of this domain, Table 14 reveals the following results:

- Faculty members' attitudes are positive in (2) statements and neutral in (3) statements.
- The highest rank goes to the statement *mobile phone recording application can be useful in English language acquisition*, with a mean of (3.69).
- The lowest rank goes to the statement *using mobile phones for recording lectures and listening to them later increases students' laziness*, with a mean of (2.62).

4.2.2.6. Sixth domain: faculty members' attitudes towards using camera mobile phone app in ELA

To identify faculty members' attitudes towards using camera mobile phone app, mean scores and standard deviations are calculated at the level of each statement of this domain and at the level of the domain as a whole as shown in Table 15.

Table 15

Faculty Members' Attitudes towards Using Mobile Phone Camera Application in ELA

Rank	No	Statement	Mean	SD	Attitude
1	46	Mobile phone camera application can be used in English language acquisition.	3.23	1.013	neutral
2	47	Teachers should encourage their students to use the mobile phone camera to take and share photos related to acquiring English.	3.15	1.144	neutral
3	50	Using mobile phone camera has nothing to do with English language acquisition.	2.92	1.115	neutral
4	48	Students' use of mobile phone camera increases their laziness.	2.85	1.144	neutral
5	49	Mobile phone camera is an essential requirement for acquiring English.	2.54	0.877	neutral
Total average of the sixth domain			2.94	0.797	neutral
Total average of the whole instrument			3.23	0.635	neutral

It is clear from Table 15 that the means of the statements of the domain *using camera mobile phone app in ELA* ranged from (3.23) to (2.54) and that the total average of the domain is (2.94) indicating faculty members' neutral attitudes towards using camera mobile phone app in ELA.

At the level of each statement of this domain, Table 15 reveals the following results:

- Faculty members' attitudes are neutral in the (5) statements of the domain.
- The highest rank goes to the statement *mobile phone camera application can be used in English language acquisition* with a mean of (3.23).
- The lowest rank goes to the statement *mobile phone camera is an essential requirement for learning English* with a mean of (2.54).

At the level of the whole instrument, it is found that faculty members have *positive* attitudes towards (14) statements out of (50), (28% of the total number of the statements of the whole instrument): (9) statements in the first domain, (1) statement in the second domain, (2) statements in the fourth domain and (2) statements in the fifth domain. The

numbers of the statements are (23), (14), (24), (2), (9), (15), (5), (8), (3), (27), (36), (37), (41) and (45). The means that these statements received are (4.00), (3.85), (3.77), (3.69), (3.69), (3.69), (3.62), (3.62), (3.54), (3.54), (3.54), (3.54), (3.69) and (3.54) respectively.

Faculty members have *neutral* attitudes towards (32) statements out of (50), (64% of the total number of the statements of the whole instrument): (16) statements in the first domain, (2) statements in the second domain, (4) statements in the third domain, (2) statements in the fourth domain, (3) statements in the fifth domain and (5) statements in the sixth domain. The number of the statements are (1), (26), (21), (12), (17), (6), (10), (19), (22), (25), (16), (7), (11), (20), (18), (4), (28), (29), (31), (32), (35), (33), (38), (39), (43), (42), (44), (46), (47), (50), (48) and (49). The means that these statements received are (3.46), (3.46), (3.38), (3.31), (3.31), (3.23), (3.23), (3.23), (3.23), (3.15), (3.08), (2.92), (2.92), (2.92), (2.85), (2.77), (3.38), (3.31), (3.46), (3.38), (3.38), (3.08), (3.46), (3.38), (3.23), (3.15), (2.62), (3.23), (3.15), (3.92), (2.85) and (2.54) respectively.

Faculty members have *negative* attitudes towards (4) statements out of (50), (8% of the total number of the statements of the whole instrument): (1) statement in the first domain, (1) statement in the second domain, (1) statement in the third domain and (1) statement in the fourth domain. The numbers of these statements are (25), (30), (34) and (40). The means these statements received are (2.38), (2.15), (2.31) and (2.46) respectively.

The highest rating in the whole instrument goes to the statement *mobile phones can be used to improve English vocabulary* with a mean of (4.00) indicating positive attitudes whereas the lowest rating goes to the statement *some mobile phone dictionaries cause misunderstanding due to their limitations* with a mean of (2.15) indicating negative attitudes. Such kind of results emphasize that the most useful function of mobile phones

are the dictionaries because of the different kinds of services they provide the learners with such as translation, checking words spelling, pronunciation, etc. and as far as these apps are helpful and satisfy the needs of the learners, faculty members and students' attitudes become more and more positive towards them and vice versa.

The fact that the highest rating goes to the mean of faculty members' responses to the items is *neutral*, indicates that faculty members are aware of the fact that such devices can be utilized in ELA purposes, but they have not yet given it much attention or importance due to certain factors such as the classroom circumstances and the kind of subjects being taught to the students. In addition to that, the results that the means of only (14) statements are *positive* and (2) statements are *negative* support this fact.

Table 16

Mean Scores and Standard Deviations of Faculty Members' Responses to Each Domain

Rank	No	Domain	M	SD	Attitude
1	1	Faculty members' attitudes towards using mobile phone applications in general in English language acquisition	3.32	0.665	neutral
2	4	Faculty members' attitudes towards using facebook mobile phone application in English language acquisition	3.28	0.724	neutral
3	5	Faculty members' attitudes towards using recording mobile phone application in English language acquisition	3.25	1.017	neutral
4	3	Faculty members' attitudes towards using whatsapp mobile phone application in English language acquisition	3.12	0.878	neutral
5	2	Faculty members' attitudes towards using dictionary mobile phone applications in English language acquisition	3.10	0.573	neutral
6	6	Faculty members' attitudes towards using camera mobile phone application in English language acquisition	2.94	0.797	neutral
Total average of the whole instrument			3.23	0.635	neutral

Table 16 shows that the mean of faculty members' attitudes towards using mobile phone apps in general ranged from (3.32) to (2.94) and that the total average of the whole

instrument is (3.23), indicating that faculty members have *neutral* attitudes towards using mobile phone apps in ELA.

With reference to each one of the targeted domains, faculty members' attitudes are *neutral* towards all the domains. Their attitudes towards using mobile phone apps in general in ELA are *neutral* ($M = 3.32$, $SD = 0.665$), their attitudes towards using facebook mobile phone app in ELA are *neutral* ($M = 3.28$, $SD = 0.724$), their attitudes towards using recording mobile phone app in ELA are *neutral* ($M = 3.25$, $SD = 1.017$), their attitudes towards using whatsApp mobile phone app in ELA are also *neutral* ($M = 3.12$, $SD = 0.878$), their attitudes towards using dictionary mobile phone app in ELA are *neutral* ($M = 3.10$, $SD = 0.573$) and their attitudes towards using camera mobile phone app in ELA are *neutral* ($M = 2.94$, $SD = 0.797$). Finally, it is concluded that faculty members' attitudes towards using mobile phones in ELA in general, at the level of each domain and the instrument as a whole are *neutral* ($M = 3.23$, $SD = 0.635$).

The results obtained in this part show that the highest mean goes to faculty members' attitudes towards using mobile phone apps in general in ELA which received the mean of ($M = 3.32$) indicating neutral attitudes whereas the lowest mean goes to their attitudes towards using camera mobile phone app which received the mean of ($M = 2.94$) indicating neutral attitudes. These results show that faculty members are of the idea that mobile phones can be useful ELA tools but the degree of the usefulness of these apps differs from one app to another. For example, as shown in the results, the majority of the faculty members do not approve using camera mobile phone app in ELA. On the other hand, there are some other mobile phone apps which are more encouraged by them than camera; some of these apps are like dictionary and whatsApp.

4.2.3. The third question

Are there any statistically significant differences between students and faculty members' attitudes towards the use of mobile phones in ELA in general?

In order to answer the third question, the researcher used Mann-Whitney test at (0.05) level to test the significant difference between the mean ranks of the students and the faculty members' responses regarding their attitudes towards the use of mobile phones in ELA. The results of Mann-Whitney test are shown in Table 17.

Table 17

Mann-Whitney Test Results for the Significant Differences between the Mean of Faculty Members and Students' Responses

#	Domain	Sample	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig
1	Mobile phone Applications	FM	13	72.35	940.50	849.500	0.003
		S	256	138.18	35374.5		
2	Dictionary	FM	13	96.85	1259.0	1168.00	0.066
		S	256	136.94	35056.0		
3	WhatsApp	FM	13	160.38	2085.0	1334.00	0.225
		S	256	133.71	34230.0		
4	Facebook	FM	13	168.81	2194.5	1224.500	0.106
		S	256	133.28	34120.5		
5	Recording	FM	13	105.92	1377.0	1286.00	0.166
		S	256	136.48	34938.0		
6	Camera	FM	13	139.08	1808.0	1611.00	0.846
		S	256	134.79	34507.0		
Sum of domains		FM	13	110.00	1430.0	1339.00	0.235
		S	256	136.27	34885.0		

Table 17 shows that there are statistically significant differences between the means of the faculty members and the students' responses in the domain *using mobile phone apps in general in ELA*. The obtained U-value is (849,500) and it is significant at $\alpha = 0.05$, since the p -value < 0.05 ($p = 0.003$).

Table 17 also shows that there are no statistically significant differences between the means of the faculty members and the students' responses in the five domains

dictionary, whatsApp, facebook, recording and camera. The U -value of these five domains are (1168.00), (1334.00), (1224.500), (1286.00) and (1611.00) respectively indicating no significant difference at $\alpha = 0.05$, since the p -value > 0.05 . The p -values of the five domains are (0.066), (0.225), (0.106), (0.166) and (0.846) respectively.

Regarding the whole sum of the six domains, the obtained U -value (1339.00) is not significant at (0.05) level, since the significant value (0.235) is higher than (0.05) level.

Given the results above, the mean rank of students' responses ($MR = 138.18$) is found to be significantly higher than the faculty members' responses ($MR = 72.35$) in the first domain, *using mobile phone apps in general in ELA*. Al-Aamri (2011) indicated that students have *positive* attitudes towards using mobile phones in ELA unlike their teachers. The reason behind this, just as what has been mentioned before, is attributed to the fact that the younger generation including students is more attached to the modern gadgets like mobile phones than the older generation. Similarly, Cakir (2015) pointed out that students are generally more skillful in using technological devices than their teachers. Those "digital natives" as Prensky (2001) calls them are surrounded by different kinds of technological gadgets like mobile phones which keep on changing at a very fast rate.

Furthermore, it is revealed from the analysis that there are no statistically significant differences between the responses of both students and faculty members with respect to their attitudes towards the use of the mobile phone apps dictionary, whatsApp, facebook, recording and camera in ELA. This result, and from the researchers' point of view, is due to the fact that teachers, to some extent, play a role in forming students' attitudes either by enhancing or reducing them. Dashti and Aldashti (2015) indicated that teachers could encourage their students to learn, and might cause intimidation by neglecting the use of social media and technological devices in the class. Similarly, Mehta

(2012) emphasized that the role of the teachers is very imperative in integrating and implementing technology such as adopting mobile phones in ELT.

The results obtained from analyzing the students and faculty members' responses to all the questionnaires' items also emphasized the idea that both students and faculty members have the same *neutral* attitudes towards using mobile phones in ELA. It is true that students' attitudes are still *neutral* but these attitudes are more likely to be *positive* attitudes. In other words, students' attitudes towards using mobile phones in ELA are *neutral* and come with a mean of (3,46) as shown in Table 8 and faculty members' attitudes towards using mobile phones in ELA are also *neutral* but they come with a mean of (3.23), as shown in Table 16. Such kind of results indicate that the young generation represented by the students are more attached to these modern devices such as mobile phones and their usefulness in ELA than the older generation represented by the teachers. The results also point out that there are some indications that with the passage of time mobile phones will probably make their ways to English language classrooms.

To provide a complete and detailed picture of the responses of the students and the faculty members, the researcher presented their responses to all the statements of the study instruments along with the percentages of their responses to the three different attitudes (*positive, neutral and negative*) in Table 18.

Table 18

The Numbers and Percentages of Students and Faculty Members' Responses to the Questionnaires' Items

#	Attitudes	Students		Faculty Members		Total	
		Items No	Percentage	Items No	Percentage	Items No	Percentage
1	Positive	21	53.8%	14	28%	35	39.33%
2	Neutral	17	43.6%	32	64%	49	58.43%
3	Negative	1	2.6%	4	8%	5	2.25%
Total		39	100%	50	100%	89	100%

At the level of the questionnaires' items, Table 18 shows that the highest rating in the students' responses is (53.8%) and goes to the first response that is *positive* and the highest rating in the faculty members' responses is (64%) and goes to the second response that is *neutral*. Table 18 also shows that the lowest rating in both students and faculty members' responses goes to the third response that is *negative*. This is a clear indication that both students and faculty members are aware of the importance and usefulness of these devices in ELA. In general, and with reference to the total sum of the two questionnaires, the results show that both students and faculty members have neutral attitudes towards using mobile phones in ELA. This may be attributed to the idea that these devices are not well-oriented and the study sample are not fully aware of the importance of these devices in ELL/ELT.

2.2.4. The fourth question

Are there any statistically significant differences in students' attitudes towards the use of mobile phones in ELA in terms of level?

To answer this question, the researcher used the statistical technique one-way analysis of variance (one-way ANOVA) to identify whether there are any statistically

significant differences at the (0.05) level in the means of students' responses that is attributed to the variable of level or not. Table 19 shows the results of one way ANOVA.

Table 19

Results of One-Way ANOVA for the Variable of 'Level'

#	Domain	Variance source	Sum of Squares	DF	Mean Square	F-Value	Sig
1	Mobile Phone Applications	Between Groups	0.518	2	0.259	1.23	0.294
		Within Groups	53.329	253	0.211		
		Total	53.847	255			
2	Dictionary	Between Groups	1.858	2	0.929	1.94	0.145
		Within Groups	120.654	253	0.477		
		Total	122.512	255			
3	WhatsApp	Between Groups	2.809	2	1.404	3.37	0.036
		Within Groups	105.180	253	0.416		
		Total	107.989	255			
4	Facebook	Between Groups	3.042	2	1.521	3.61	0.028
		Within Groups	106.391	253	0.421		
		Total	109.433	255			
5	Recording	Between Groups	25.689	2	12.844	29.35	0.000
		Within Groups	110.713	253	0.438		
		Total	136.402	255			
6	Camera	Between Groups	3.574	2	1.787	3.34	0.037
		Within Groups	135.244	253	0.535		
		Total	138.818	255			
Sum of domains		Between Groups	0.323	2	0.161	1.32	0.268
		Within Groups	30.832	253	0.122		
		Total	31.155	255			

It is clear from Table 19 that there are no statistically significant differences in the responses of the students in the two domains *using mobile phone apps in general in ELA* and *using dictionary mobile phone app in ELA* according to the variable of level. The *f*-

values of the two domains are (1.23) and (1.94) respectively, indicating no significant differences at $\alpha = 0.05$ since the p -values > 0.05 , the p -values of these two domains are (0.294) and (0.145) respectively.

Given this result, it is indicated that students of the three levels (two, three and four) have the same degree of agreement and disagreement towards using mobile phone apps in general and mobile phone dictionary app in particular in ELA. In addition, such kind of attitudes emphasize that students of the three targeted levels are equally aware of how useful and helpful is the implementation of these mobile phones' apps in the process of ELA. As for the mobile phone dictionary app, they are very helpful and provide students with many services. They are helpful to all students regardless of their own level and regardless of the subjects they study.

In contrast, Table 19 shows that there are statistically significant differences in the responses of the students in the other four domains WhatsApp, facebook, recording and camera according to the variable of level. The f -values of these four domains are (3.37), (3.61), (29.35) and (3.34) respectively, indicating significant difference at $\alpha = 0.05$, since the p -values < 0.05 . The p -values of these four domains are (0.036), (0.028), (0.000) and (0.037) respectively.

To identify the source of differences in these four domains, the researcher used Scheffé test. The results of Scheffé test are shown in Table 20.

Table 20

Results of Scheffé Test for the Significant Differences in the Means According to the Variable of 'level'

#	Domain	level (I)	level (J)	Mean	Mean Difference (I-J)	Std. Error	Sig.
1	WhatsApp	Level two	Three	3.10	.20800	.09606	.046
			Four		.22151	.09887	.038
		Level three	Two	2.90	-.20800-	.09606	.046
			Four		.01351	.10338	.991
		Level four	Two	2.88	-.22151-	.09887	.038
			Three		-.01351-	.10338	.991
2	Facebook	Level two	Three	3.11	.20396	.09661	.040
			Four		.24088	.09944	.032
		Level three	Two	2.90	-.20396-	.09661	.040
			Four		.03691	.10398	.939
		Level four	Two	2.87	-.24088-	.09944	.032
			Three		-.03691-	.10398	.939
3	Recording	Level two	Three	3.22	-.73675*	.09855	.000
			Four		-.48505*	.10144	.000
		Level three	Two	3.96	.73675*	.09855	.000
			Four		.25170	.10607	.062
		Level four	Two	3.71	.48505*	.10144	.000
			Three		-.25170-	.10607	.062
4	Camera	Level two	Three	2.92	-.02810-	.10892	.967
			Four		-.27200-	.11211	.041
		Level three	Two	2.95	.02810	.10892	.967
			Four		-.24390-	.11723	.039
		Level four	Two	3.20	.27200	.11211	.041
			Three		.24390	.11723	.039

* The mean difference is significant at the (0.05) level.

In the domain *students' attitudes towards using whatsapp mobile phone app in ELA*, Table 20 shows that the mean score of level two students ($M = 3.10$) is found to be significantly higher than that of level three students ($M = 2.90$) and significantly higher than that of level four students ($M = 2.88$).

The results of Scheffé test show that the statistically significant difference is in favour of level two students. The reason may be attributed to the fact that whatsapp mobile phone app provides the students with different services such as sending photos and attaching documents in a very short time and with fewer expenses. Comparing it with the

other apps, it is found that WhatsApp mobile phone app is among the cheapest and the fastest of all the other apps and therefore it becomes one of the most commonly used apps among English language students. Because of the fact that using WhatsApp app is cheap, it becomes affordable and common among the majority of the students. It is also worth mentioning here that, and from the researcher's own perspective, the significant difference in using this app is in favour of level two students in particular may be attributed to the kind of subjects students of this level are studying such as vocabulary, spoken English, Grammar, etc. These subjects and tasks include exercises and information that are easily shared and exchanged among students via WhatsApp app unlike the subjects of levels three and four which are somehow challenging and in the core of the specialization, though this does not mean that WhatsApp mobile phone app has nothing to do for level three and four students.

In the domain *students' attitudes towards using facebook mobile phone app in ELA*, Table 20 shows that the mean score of level two students ($M = 3.11$) is found to be significantly higher than that of level three students ($M = 2.90$) and significantly higher than that of level four students ($M = 2.87$).

The results of Scheffé test show that the statistically significant difference is also in favour of level two students. This may be due to the fact that facebook is just like WhatsApp in the sense that both apps provide students with the same services and facilities and they are more suited to the subjects and tasks of level two students.

In the domain *using recording mobile phone app in ELA*, Table 20 shows that the mean score of level three students ($M = 3.96$) is found to be significantly higher than that of level two students ($M = 3.22$) and significantly higher than that of level four students ($M = 3.71$).

The results of Scheffé test show that the statistically significant difference is in favour of level three students. The reason behind this may be justified by the fact that students of level three start to study some subjects which are very demanding and in the core of the specialization; therefore, students find it very necessary and helpful for them to use the recording app to record the lectures and listen to them later and share them with their classmates. Undoubtedly, using this app saves students' time and effort and assures that they follow all the details and never miss any single information.

In the domain *students' attitudes towards using camera mobile phone app* in ELA, Table 20 shows that the mean score of level four students ($M = 3.20$) is found to be significantly higher than that of level two students ($M = 2.92$) and significantly higher than that of level three students ($M = 2.95$).

The results of Scheffé test show that the statistically significant difference in students' attitudes towards using camera mobile phone app is in favour of level four students. The reason behind this result, and from the researcher's own perspective, is attributed to the fact that level four students are very much loaded with heavy subjects, many tasks, and in-class and out-of-class activities. Therefore, camera app helps them in documenting, copying and sending these tasks and activities in the shortest time as camera is the fastest and the most practical and economical of all the other apps.

To sum up, and given the results in Table 20 regarding all the domains, the obtained f -value (1.32) is not statistically significant at the (0.05) level, the significant value (0.268) is higher than (0.05). Hence, there are no statistically significant differences in students' attitudes towards using mobile phones in ELA attributed to the variable of level (two, three and four). This emphasizes that students of the three levels (two, three, and four) have similar attitudes towards using mobile phones in ELA with reference to these apps. It is true that these attitudes vary from one level to another and from one app to

another but these differences are not statistically significant. In fact, and from the researchers' own perspective, such kind of result is very expected since students study the same or similar subjects, with the same teachers and in the same circumstances.

4.2.5. The fifth question

Are there any statistically significant differences in students' attitudes towards the use of mobile phones in ELA in terms of gender?

In order to answer the fifth question, independent sample *t*-test is used to find the significant difference between the means of students' responses that is attributed to the variable of gender. The results of *t*-test are shown in Table 21.

Table 21

The Results of T-Test for the Variable of 'Gender'

#	Domain	Gender	N	Mean	S.D	t-value	Sig
1	Mobile Phone Applications	Male	93	3.83	0.43	0.141	0.888
		Female	163	3.82	0.47		
2	Dictionary	Male	93	3.33	0.63	1.22	0.221
		Female	163	3.44	0.72		
3	WhatsApp	Male	93	2.89	0.68	1.62	0.106
		Female	163	3.02	0.62		
4	Facebook	Male	93	2.98	0.60	0.117	0.907
		Female	163	2.97	0.68		
5	Recording	Male	93	3.61	0.66	0.225	0.822
		Female	163	3.59	0.77		
6	Camera	Male	93	3.03	0.78	0.272	0.786
		Female	163	3.00	0.71		
Sum of Domains		Male	93	3.45	0.30	0.327	0.744
		Female	163	3.46	0.37		

It is clear from Table 21 that for each and every domain and at the level of the whole instrument, there are no statistically significant differences in the means of the responses of the students attributed to the variable of gender at the (0.05) level of significance. The *t*-value for the six domains are (0.141), (1.22), (1.62), (0.117), (0.225) and (0.272) respectively, indicating no significant differences $\alpha = 0.05$, since for all the six

domains the p -value > 0.05 . The p -values of these domains are (0.888), (0.221), (0.106), (0.907), (0.822) and (0.786) respectively. At the level of the whole instrument, the p -value is (0.327), and it is not significant $\alpha = 0.05$, since the p -value > 0.05 ($p = 0.744$).

The analysis shown in Table 21 indicates that there are no statistically significant differences between males and females students' responses regarding their attitudes towards using mobile phone apps in general in ELA and using the mobile phone apps dictionary, WhatsApp, Facebook, recording and camera. The reason behind this and from the researcher's own perspective is that mobile phones have become the common sensation of all young people, males and females. Both genders use these devices in one way or another in ELA. Additionally, the similarities in the learning conditions in which the teaching and learning process takes place also play a main role in forming the males and females' attitudes to be the same. In other words, those students, males and females are studying similar subjects, in the same environment and with the same teachers. Therefore, it is very expected that they have the same attitudes. In this regard, findings of this section of the current study contradicts some other studies such as Guha et al. (2015) who concluded that in the third world countries, the gender gap in the technological aspects like using mobile phones is much prominent.

4.3. Qualitative Analysis of the Results

Analyzing the qualitative data of any study is a very personal process with only few rigid rules and procedures which means that the researcher has much freedom in discussing and presenting the results. The analysis just needs the researcher to go through the sample's responses to the open-ended items, analyze them and elicit the main ideas given by the respondents and present them.

In the current study, the qualitative results are elicited from the qualitative part of the study instruments, that is, the students and the faculty members' answers to the open ended questions.

In fact, students have different attitudes towards using mobile phones as ELA tools inside and outside the classroom. Most of the students agree that mobile phones are very useful tools in ELA both inside and outside the classroom. Some students believe that mobile phones are useful learning tools only outside the classroom. Only very few students argue that mobile phones are useless and have nothing to do with ELA either inside or outside the classroom. Students who are in favour of using mobile phones in ELA use them for various purposes such as translation, surfing the internet, recording lectures, etc.

Similarly, faculty members' attitudes towards using mobile phones in ELA vary a lot. Some faculty members have *positive* attitudes towards using such devices; those faculty members emphasize that they encourage their students to use their mobile phones for different learning purposes such as checking words' meanings or spellings, surfing the internet for the necessary information, listening and watching educational programmes, etc. However, the majority of the faculty members argue that mobile phones are useful ELA tools but only outside the classroom. Those faculty members emphasize that students should never be allowed to use their mobile phones inside the classroom. Very few faculty members believe that mobile phones are not useful at all in ELA neither inside nor outside the classroom.

The details of both students and faculty members' responses to the qualitative part are analyzed as follows:

4.3.1. Students' responses

4.3.1.1. Students' opinions about the use of mobile phones as ELA tools inside and outside the classroom

In fact, students' responses regarding the use of mobile phones as ELA tools inside and outside the classroom vary a lot especially when such tools are of many types and are used by the students for different purposes. The majority of the students respondents have *positive* attitudes towards using mobile phones in ELA both inside and outside the classroom. On the contrary, there are students who are of the idea that mobile phones are useful tools but only outside the classroom and they should be banned inside the classroom. Only very few students have *negative* attitudes towards using mobile phones in ELA and believe that such kind of devices have nothing to do with ELA. Students' responses to the first question can be summarized as follows:

- Sixty one percent (61%) of the students agree that mobile phones are useful learning tools inside and outside the classroom. Those students believe that the process of learning is not limited to the classroom boundaries and with the help of these mobile phone devices the whole world can be changed into a classroom. AbuSa'aleek (2014) stated, "learning will move more and more outside the classroom and into the learner's environments, both real and virtual" (p. 472). Some of the respondents in the current study indicated that using mobile phones either inside or outside the classroom is very useful in ELA/ELL. Those students emphasized that mobile phones help them to find out words' meanings and pronunciation, record lectures, use whatsApp and facebook groups to communicate and exchange information with their classmates. Some other students emphasized that they can never study English without the help of their mobile phones and that

their mobile phones are integral parts that can never be separated from their study of English.

In this regard, the current study is similar to Nalliveettil and Alenazi (2016) who indicated that only (2%) of the students consider that using mobile phones in the classroom is inappropriate whereas the majority of English teachers and undergraduates who participated in the survey emphasized that mobile phones can accelerate students' ELA abilities.

- Thirty eight percent (38%) of the students agree that mobile phones are useful learning tools only outside the classroom. Some of the students pointed out that if allowed inside the classroom, mobile phones will only distract them and waste their time without any benefit. Students will only open some entertaining programmes and maybe chat with others.

In this regard, the findings of the current study are in consistent with that of Kukulska-Hulme (2009) who pointed out that M-learning technology including mobile phone devices is more useful for doing activities outside the classroom. Kukulska-Hulme (2009) added that using mobile phones outside the classroom for ELA purposes has the advantage of better exploiting the learners' free time; even the students on the move can improve their learning skills. That is to say, there are students who are of the opinion that using mobile phones must be banned inside the classroom. For them, if allowed inside the classroom, mobile phones will be merely distracters; they distract students from listening to the teacher, taking notes and being engaged in all the classroom activities. Those students added that mobile phones waste their time, create disturbance and chaotic atmosphere and increase their laziness and dependency. Besides, students will use these devices only for communication, entertainment and doing things which are very far away from learning. What is worse than this is that, instead of storing the information in their

own minds, students just store them in their mobile phone devices. Similarly, Nalliveettil and Alenazi (2016) pointed out that since students can have quick access to information on their mobile devices, they may not find it necessary to store the information in their minds rather, they only store them in the memory cards of their mobile phones. The fact that the lowest mean in faculty members responses ($M = 2.94$) goes to their attitudes towards using the mobile phone app camera in ELA and the second highest mean in students' responses (3.60) goes to their attitudes towards using recording mobile phone app in ELA supports this idea.

- One percent (1%) of the students argue that mobile phones are useless and they have nothing to do for them in ELA.

Students' opinions about the use of mobile phones as ELA inside and outside the classroom can be summarized in Table 22.

Table 22

Students' Opinions about the Use of Mobile Phones as ELA Tools

No	Student's Opinions	Percentage
1	Mobile phones are useful ELA tools inside and outside the classroom.	61%
2	Mobile phones are useful ELA tools only outside the classroom.	38%
3	Mobile phones are useless ELA tools both inside and outside the classroom.	1%

4.3.1.2. The use of mobile phones as ELA tools in general

In fact, the responses to this question vary from one student to another. The majority of the respondents believe that mobile phones are very useful learning tools. They list many tasks, skills and activities that indicate how mobile phones are not only useful but also crucial in their ELA.

Students' responses revealed that the highest frequency was given to using mobile phone dictionary apps in ELA. Seventy five percent (75%) of the students' respondents stated that they use their mobile phone dictionaries for many learning purposes such as looking up the meanings of the new words, checking words' spelling and pronunciation,

etc. To cite some examples, one of the students stated, "I can never imagine my study English without using my dictionary mobile phone, for me it is important in all the subjects I study". Another student mentioned, "the most important function of mobile phones is the dictionary app, it is necessary and helpful for all students with no exception".

In fact, the results obtained from this part are in consistent with the results obtained from the quantitative part where the third highest rating goes to students' attitudes towards using dictionary mobile phone app in ELA with a mean of (3.40). This high rating may be due to the fact that dictionary mobile phone apps include many services that help students a lot in the process of their ELA. Some of these services are like translation, pronunciation, grammatical features, etc. In addition to this, using the dictionary mobile phone apps is easier, more economical and practical than paper dictionaries. Nalliveettil and Alenazi (2016) stated, "electronic dictionaries have made it easier for students to search for the meaning of difficult words quickly and with less effort" (p. 264). Nalliveettil and Alenazi (2016) added that in the regular classroom sessions, there are some language teachers who allow the students to use their mobile phone dictionaries and that considering the educational value, most of the EFL undergraduates depend too much on the mobile phone devices for electronic dictionaries and they rarely use hard copies of standard English dictionaries.

The second highest percentage, thirty two percent (32%), goes to using mobile phones for internet access and downloading or even surfing the necessary materials. Students, or the "net generation" as named in Oblinger and Oblinger (2005), regardless of their different levels and through the process of their study, are required to do many tasks and activities such as writing researches and reports. Undoubtedly, mobile phones are very helpful for them in this regard. They are helpful as they are portable and accessible anytime and anywhere. Besides, they are easy to be charged than other tools like

computers or laptops. To cite some examples, one student mentioned, "mobile phone is very important for me. I can use it to access the internet and find the answer of any question". Another student stated, "I need my mobile phone very much especially to find and download books about any topic and this is very helpful for all students because we do not have a library where we can find the books we need for our study".

Twenty eight percent (28%) of the students argue that their mobile phones help them save time and effort of their study. In the contrary, twenty two percent (22%) of the students participants complain that mobile phones waste their time. In fact, it is very easy to conclude that the reason behind this diversity is the students themselves who decide when, where and how to use their mobile phones for learning purposes. To make the idea very clear, mobile phones, just like any other electronic device, are double-edged weapons, and whether they are useful or useless depends on the users themselves and no one else. Additionally, the same devices include within them useful apps such as dictionaries and books, and they also include useless and entertaining apps such as video games, songs, as well as different social networking apps such as whatsApp and facebook where friends and relatives are available all the time and may spend the time chatting or doing things other than learning.

Twenty one percent (21%) of the students respondents argue that their mobile phones help them to improve their listening skill. Those students state that they always exchange, download and store many listening materials in their mobile phones such as audios, videos, songs, dictionaries and many other materials, and they listen and watch them regularly. In fact, such activities are very effective and play a main role in improving students' language skills. Mehta (2012) pointed out that, through recording facility, learners can be asked to record their lectures and later on they may be asked to listen and improve their weak areas.

Thirteen percent (13%) of the students report that they use their mobile phones for recording the lectures and taking photos for the lessons and assignments. One student stated, "I use my mobile phone to record the lectures especially if I am tired or if the lesson is difficult and listen to them at home, I record the lectures to be sure that I will not miss any information". Mehta (2012) pointed out that students greatly benefit from having a camera on their mobile phones; they use their mobile phones for collecting data, documenting information, and storing visual materials related to their study. Similar to the current study, Mtega, (2012) came up with the finding that some students, (10.3%) of the respondents, use their mobile phones for taking photos during their study activities and only few students, (5.1%) use their mobile phones for recording academic activities. This may be related to the teachers themselves who do not allow doing such a thing and want the students to work hard, pay attention in the class, listen carefully to the teacher, and take notes. To cite an example, one student stated that "mobile phone camera and recording are the most useful apps in learning English but unfortunately some teachers do not let us use them inside the class".

The majority of the students emphasize that mobile phones are not only useful but also crucial in ELA. Students say that they use their mobile phones for different ELA purposes. Tale 23 shows the details.

Table 23

The ELA Purposes Students Use Their Mobile Phones for

No	The ELA Purposes Students Use Their Mobile Phones for	Percentage
1	Using mobile phone dictionaries	75%
2	Surfing the internet	32%
3	Saving time and effort	28%
4	Improving their listening skill	21%
5	Recording and taking photos of lectures	13%

4.3.2. Faculty members' responses

4.3.2.1. The use of mobile phones for learning purposes inside the classroom

Analyzing the responses of the faculty members regarding this question, the results indicated that forty six percent (46%) of the faculty members emphasize that they allow their students to use their mobile phones inside the classroom for learning purposes as they are very helpful devices. For them, mobile phones help students save time and effort and encourage collaborative learning among students inside the classroom. Those faculty members pointed out that they encourage their students to use their mobile phones inside the classroom for different learning purposes such as checking words' meanings and spellings. To cite an example, one of the faculty members stated, "I do allow my students to use their mobile phones inside the classroom for many things such as checking the meaning, spelling and pronunciation of the new words and surfing the internet for the necessary information". Using mobile phones inside the classroom is very helpful for students as they inevitably promote critical thinking and satisfy students' needs (Muhanna & Abu-Al-Sha'r, 2009).

In contrast, fifty three percent (53%) of the faculty members emphasize that they do not allow their students to use their mobile phones inside the classroom. For them, such devices must not be allowed inside the classrooms because they only distract students and create chaotic atmosphere specially with the very big number of students in the same class which makes it very difficult for them to control, and also when the same devices include within them many entertaining apps and programs such as games, songs, movies, etc. To cite an example, one of the faculty members said, "honestly, I do not allow my students to use their mobile phones for ELA inside the classroom because they may not use them properly and mobile phones may create chaotic atmosphere". Another faculty member

stated, "using mobile phones inside the classroom increases students' spelling mistakes and also makes their memory inactive".

In this regard, the current study is in consistent with some other previous studies. For example, Habbash (2015) pointed out that (80%) of the faculty members do not use or allow their students to use their mobile phones in the classrooms because using them causes great disturbance to the process of teaching. Besides, it is very difficult for the teacher to monitor the students and control them from using undesirable websites, especially in larger classes where the number of students is more than (30). The current study is also similar to Nalliveettil and Alenazi (2016) who argued that there are teachers and parents who do not encourage their children or students to use mobile phones in the classroom. Nalliveettil and Alenazi (2016) emphasized that there are many educational institutions across the world which have imposed a ban on using mobile phones during regular college and class hours. Kukulska-Hulme (2009) is another study similar to the current one especially regarding the idea that mobile learning technology is more useful for doing activities outside the classroom and not inside the classroom. Similarly, Dang, (2013) stated that teachers fear that their students use their mobile phone devices to perform non-learning activities which can cause distraction to them, and even worse which is cheating in examinations so that those teachers do not allow the use of these devices inside the classrooms.

Only one percent (1%) of the faculty members do not allow their students to use their mobile phones either inside or outside the class.

Table 24 shows the details of faculty members' opinions about using mobile phones for ELA purposes inside the classroom.

Table 24

Faculty Members' Responses about Using Mobile Phones for ELA Purposes Inside the Classroom

NO	Faculty Members' Responses	Percentage
1	Faculty members allow their students to use their mobile phones for learning purposes inside the classroom.	46%
2	Faculty members do not allow their students to use their mobile phones for learning purposes inside the classroom.	53%
3	Faculty members do not encourage their students to use their mobile phones for learning purposes either inside or outside the classroom.	1%

4.3.2.2. The use of mobile phones as ELA tools in general

Despite the fact that a large percentage of the faculty members agree that mobile phones must not be allowed inside the classroom, the majority of the faculty members argue that the benefits of mobile phones in ELA in general are undeniable. In other words, faculty members agree that mobile phones can be useful devices in ELA. The details are given below:

- Forty six point two percent (46.2%) of the faculty members say that they encourage their students to use their mobile phones in ELA.
- Thirty point eight percent (30.8%) of the faculty members have *neutral* attitudes towards using mobile phones in ELA.
- Twenty three percent (23%) of the faculty members have completely *negative* attitudes and they argue that such devices are useless and have nothing to do with ELA.

This diversity of the faculty members' responses is attributed to many factors such as the subjects they are teaching and the classroom circumstances. In fact, thirty eight percent (38%) of the faculty members teach literature and they argue that using mobile phones is not useful in teaching and learning literature. To cite an example, one of the faculty members stated, "mobile phones are useless in teaching literature ".In contrast,

twenty three percent (23%) of the faculty members teach linguistics and they encourage their students to use their mobile phones in learning English. They argue that such devices are useful and help students to improve the different language skills. They state that mobile phones help students in numerous things such as looking for words' meanings, pronunciation, transcription and grammatical features, etc., watching some useful language programmes, storing information and surfing the internet for the necessary information. Some of the faculty members emphasize that the classroom circumstances such as the big number of students stand as a very serious obstacle in front of implementing mobile phone devices for learning purposes inside the classrooms.

Table 25 shows the faculty members' opinions about the use of mobile phone for ELA purposes in general.

Table 25

Faculty Members' Opinions about the Use of Mobile Phone for ELA Purposes in General

NO	Faculty Members' Opinions	Percentage
1	They encourage their students to use their mobile phones for ELA purposes in general.	46.2%
2	They have neutral attitudes towards the use of mobile phones for ELA purposes in general.	30.8%
3	They have completely negative attitudes towards the use of mobile phones for ELA purposes in general.	23%

In short, and regarding the attitudes of both students and faculty members towards the use of mobile phones in ELA in general, it is concluded that these attitudes vary a lot.

The majority of the students are of the idea that mobile phones are useful tools in ELA. Some students emphasize that mobile phones are useful learning tools only outside the classroom.

Similarly, faculty members' have different attitudes. Some of them argue that they allow their students to use their mobile phones for different learning purposes both inside and outside the classroom. In contrast, the majority of the faculty members argue that

mobile phones can be useful ELA tools only outside the classroom, students must not be allowed to use their mobile phones inside the classroom. Very few faculty members emphasize that mobile phones have nothing to do with ELA neither inside nor outside the classroom.

To sum up, the results obtained in this part are very much in consistent with the results obtained from the quantitative part. The results obtained in this part vary a lot between approving and disapproving the use of mobile phones as ELA tools. Similarly, the results of students' and faculty members' responses to the questionnaires' items showed that both of them have *neutral* attitudes towards using mobile phones in ELA.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presented a final comment on the study objectives stated in chapter one. It also provides a summary of the whole study. On the basis of the data analysis and the interpretation in chapter four, conclusions are drawn in this chapter. Moreover, recommendations are provided for the sake of encouraging the faculty members and students to change their attitudes towards using mobile phones in ELA and to have more *positive* attitudes so that they use such tools in teaching and learning English. Suggestions for future research are also made.

5.2. Summary of the Study

This study aimed at investigating the kind of attitudes English department students and faculty members have towards the use of mobile phones in ELA with a view of identifying the significant difference between students and faculty members' attitudes. It also aimed at finding out whether there are any significant differences in students' attitudes in terms of level and gender.

The study provided a theoretical background of students and faculty members' attitudes towards the use of mobile phones in ELA. It also highlighted some previous studies related to the field of the current study. These studies were presented chronologically. Studies conducted in the same year were presented alphabetically.

To achieve the objectives of this study, the researcher used the descriptive design to find out the means and standard deviations of both students and faculty members'

attitudes towards the use of mobile phones in ELA. Drawing upon the related literature, the researcher developed two questionnaires to measure the study samples' attitudes.

After making sure of the validity and reliability of the study instruments, the researcher administered them to the target samples, the students and the faculty members of English department. Then, the collected data were analyzed using some statistical tools to come up with the findings of the study regarding students and faculty members' attitudes towards the use of mobile phones in ELA. These findings can be summarized in the following points:

- English department students' attitudes towards the use of mobile phones in ELA are *neutral* and come with a mean of (3.46); though their attitudes towards the use of mobile phone apps in general are *positive* and come with a mean of (3.83) and their attitudes towards the use of recording mobile phone app is also *positive* and come with a mean of (3.60). Students' attitudes towards the use of dictionary, camera, whatsApp and facebook mobile phone apps in ELA are *neutral* and come with the means (3.40), (3.01), (2.97) and (2.97) respectively as shown in Table 8.
- Faculty members' attitudes towards the use of mobile phones in ELA are *neutral* and come with a mean of (3.23). Their attitudes towards the six targeted domains are also *neutral* and come with the means (3.32), (3.28), (3.25), (3.12), (3.10), and (2.94) respectively as shown in Table 16.
- There are no statistically significant differences between students and faculty members' attitudes towards using mobile phones in ELA.
- There are statistically significant differences in the means of students' attitudes in terms of levels (two, three and four) at $\alpha = 0.05$. These significant differences were found in the means of students' responses to the third, fourth, fifth and sixth domains. In the third domain, using whatsApp mobile phone app in ELA, and the

fourth domain, using facebook mobile phone app in ELA, the significant difference was in favour of level two students, in the fifth domain, using recording mobile phone app in ELA, the significant difference was in favour of level three students whereas the significant difference in the sixth domain, using camera mobile phone app in ELA, was in favour of level four students. In spite of these differences, the total average of the domains showed no statistically significant difference in students' attitudes towards using mobile phones in ELA attributed to the variable of level.

- There are no statistically significant differences in students' attitudes towards the use of mobile phones in ELA attributed to the variable of gender.

5.3. Conclusions

By looking at the findings of the study presented and discussed in chapter four, the researcher drew the following conclusions:

- Students and faculty members' attitudes towards the use of mobile phones in ELA are *neutral*. This surprising result, especially when we are in the 21st century, the age of science and technology, indicates two very important points. The first one is that both students and faculty members are not fully aware of the potentials of the devices they almost carry with them everywhere. The second point is that both students and faculty members need training on utilizing such devices for ELA purposes and enhancing the belief of how important are these devices for both of them.
- The majority of the students and the faculty members agree that the potentials of using mobile phone devices in ELA are undeniable but both of them argue that such devices should be banned inside the classroom. This may be attributed to the

nature of the classrooms' environment in Ibb University where the number of the students in the class is very big and difficult to be managed in addition to the type of the subjects being taught. The *negative* attitudes of some faculty members play a main role in not implementing these devices in the classroom. Therefore, those students and faculty members support the use of mobile phone devices for ELA only outside the classroom.

- Some of the students and faculty members are using their mobile phones only for the purposes they were originally designed for such as communication and entertainment. This means that they are in need of training so that they will change their beliefs and implement this very crucial function of mobile phones in ELA.
- Although both students and faculty members have *neutral* attitudes towards the use of mobile phones in ELA, the rating of students' attitudes is nearer than that of the faculty members towards being *positive*. In other words, although both students and faculty members have *neutral* attitudes, students' attitudes are more likely to be *positive*. This means that young people represented by students are more attached to these modern technologies and they are more aware of their potentials in ELA more than their teachers.

5.4. Limitations of the Study

Although the current study was carefully prepared and achieved its aim, there are some important limitations that need to be acknowledged and referred to here:

- First, because of the time limit, the researcher administered the study instruments only to English department students and faculty members at Ibb University. It was better if the researcher could administer the instruments to more than one

university in order to ensure the generalization of the results, but the study instruments were administered to the study samples in the academic year (2016-2017) during exceptional circumstances at all levels – educational, social, economical and political.

- Second, the study was administrated in Ibb University which experienced frequent strikes and suspensions during the academic year (2016 – 2017). All those circumstances might have affected the responses of the samples to the items of the study instruments.

5.5. Recommendations

Based on the findings reached and the conclusions drawn, the researcher made the following recommendations for English department students and faculty members at Ibb University and all the other Yemeni Universities which have similar circumstances. These recommendations aim at improving the attitudes of both the faculty members and the students to be more *positive* and utilize the mobile phone devices for ELA purposes as much as possible.

- Both faculty members and students should change their traditional belief about mobile phone devices. They should know that the mobile phones they carry with them almost everywhere and every time are not only used for communication and entertaining purposes. They should also know that these devices are supported with different types of apps that are very helpful in ELA. In this context, English teachers need to find creative ways to integrate mobile phones with the course materials for enhancing the language skills of their students.

- Ibb University in general and faculty members and students in particular should be aware of the fact that we are in the 21st century, the time where almost everything is done via technology. Mobile phones are among the most modern technological gadgets, preventing them or trying to over control their use would be an illogical policy to be done.
- Faculty members should take the responsibility of guiding their students to properly use these devices and get the most benefit from them. Faculty members should also instill the importance of time and the value of education in students' minds so that they will not waste their time surfing or browsing useless sites or playing games.
- Faculty members argue that mobile phones may be useful in ELA but they must be banned inside the classroom because of the disturbance and chaotic atmosphere they cause. In fact, it is the way of using these devices and not the devices themselves which are to be blamed. Therefore, faculty members should systemize the way these mobile phones are used inside the classroom usefully. For example, they should train the students on how to use these devices inside the classrooms. They should also specify the time and the tasks or activities where mobile phones are very helpful. Faculty members may also design and classify their classroom activities so that some of these activities may be mobile phones on and others may be mobile phones off.
- It is also recommended that English department conducts workshops and seminars at the beginning of every academic year. These workshops and seminars should be managed by experts and targeted to provide information for both students and faculty members on the potentials of mobile phone devices

and how useful and helpful they are in the process of learning and teaching English.

- Some evaluating sessions should be conducted from time to time and all the faculty members and students should participate in these sessions in order to find out the best ways of utilizing these devices and implementing them in the process of teaching and learning English.
- Communicative language teaching (CLT) is the most modern English language teaching method and the implementation of mobile phone devices in ELA is very much in consistent with this method. Both methods, CLT and M-phone learning, are learner-centered where the learner is the centre and the process of learning cannot be done without him/her. In addition to that, both methods emphasize that the teacher is merely a facilitator of knowledge rather than the sole giver of knowledge. Undoubtedly, using mobile phone devices enhances students learning autonomy and prepares them to continue learning in the real contexts of life. Therefore, the researcher highly recommends the implementation of mobile devices in ELA.
- The usefulness of mobile phones in ELA is undeniable. Therefore, there is a need to re-conceptualize learning to suit the age of mobile devices and mobile phones in particular. Ibb University and English department in particular should be provided with classrooms that are equipped with the necessary facilities that make them suitable for using mobile phone devices in ELA.

5.6. Further Research

The following studies are recommended

- Experimental study/ies to identify the effectiveness of using mobile phones in ELA focusing on certain skill/s.
- A study to propose a framework for implementing mobile phones in English language classrooms.
- Replicating further research by having participants from a number of Yemeni Universities and by using more data collection tools such as interviews, and think aloud with a questionnaire.

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List of Appendices

Appendix I: The List of Referees

Appendix II: The Final Version of the Students' Questionnaire

Appendix III: The Final Version of the Faculty Members' Questionnaire

Appendix IV: The Criterion of Selecting the Targeted Applications

Appendix V: Arabic Abstract

Appendix (I)

List of the Questionnaires' Referees

Republic of Yemen
Ministry of Higher Education
& Scientific Research
Al-Andalus University for Science &
Technology



الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
جامعة الأندلس للعلوم والتقنية
عمادة الدراسات العليا

No	Name	Specialization	Academic Rank	Place of Work
1	Yehia Al- Sohmani	Applied Linguistics	Professor	Ibb University
2	Mohammed Shormani	Linguistics	Assoc. Professor	Ibb University
3	Ahmed Al-Haboob	General Administration	Assoc. Professor	Ibb University
4	Marwan Al- Tayar	ELT	Asst. Professor	Ibb University
5	Abdullah Al-Rahabi	Curriculum and Teaching Methods	Asst. Professor	Ibb University
6	Rashad Fayrouz	Discourse Analysis	MA Degree	Ibb University
7	Majid Nasher	Literature	MA Degree	Ibb University

Appendix (II)

The Final Version of Students' Questionnaire

Republic of Yemen
Ministry of Higher Education
& Scientific Research
Al-Andalus University for Science &
Technology



الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
جامعة الأندلس للعلوم والتقنية
عمادة الدراسات العليا

Dear Students,

I am Tahany Ashah, an MA scholar in the Department of English, Al-Andalus University. I am currently doing a research to complete my MA degree in Applied Linguistics. I am doing a study entitled *English Department Students and Faculty Members' Attitudes towards the Use of Mobile Phones in English Language Acquisition* under the supervision of Professor **Yehia Al-Sohbani**, Ibb University, English Department, which requires field responses from English department students and faculty members.

In this questionnaire, you are kindly requested to answer all the questions below because your answer will determine the success of this investigation.

Kindly, note that the participation in this questionnaire is VOLUNTARY. Only the researcher (myself) and my Thesis Supervisor Professor **Yehia Al-Sohbani** will have access to all your data. I assure you that your identity will remain anonymous and all data will be destroyed after the study is completed.

Thank you in advance for your cooperation

Students' Attitudes towards the Use of Mobile Phones in English Language Acquisition

Section (1): Complete the table with your demographic information:

1	Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>	
2	Level	two <input type="checkbox"/>	three <input type="checkbox"/>	four <input type="checkbox"/>
3	Type of mobile		

Section (2): Circle the appropriate answer:

I use my mobile phone in English language acquisition (ELA)

1- Always 2- Often 3- Sometimes 4- Seldom 5- Never

Section (3):

3.1. Using Mobile Phone Applications in General in English Language Acquisition

To what extent do you agree with the following items? Read them very carefully and answer by choosing one of the options:

No	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Mobile phones are effective tools in English language acquisition. يعد الهاتف المحمول أداة فعالة لتعلم اللغة الإنجليزية					
2	Mobile phones should not be used as learning tools inside and outside the classrooms. ينبغي ألا تستخدم الهواتف المحمولة كأدوات تعليمية داخل وخارج الصف.					
3	Nowadays mobile phones are more accessible and useful than textbooks. يعد الهاتف المحمول في وقتنا الحاضر متاح بشكل أكبر وأكثر إفادة من الكتب الدراسية.					
4	Nowadays students cannot study English without using their mobile phones. لا يستطيع الطلبة في وقتنا الحاضر دراسة اللغة الانجليزية دون استخدام الهواتف المحمولة.					
5	Mobile phones are merely distracters and waste students' time. تعد الهواتف المحمولة مجرد أدوات إلهاء وتضيع وقت الطلبة.					
6	Using mobile phones for learning purposes saves time and effort. استخدام الهواتف المحمولة لأغراض تعليمية يوفر الوقت والجهد.					
7	If allowed inside the classrooms, students open and use useless apps instead of useful ones. إذا سُمح باستخدام الهواتف المحمولة داخل الصف فإن الطلبة عادة ما يقومون بفتح واستخدام تطبيقات ليس لها أهمية بدلاً من تطبيقات مهمة					
8	Students can do their tasks better when using their mobile phones than without them. يستطيع الطلبة انجاز مهامهم على نحو أفضل عندما يستخدمون هواتفهم المحمولة أكثر من لو لم يستخدموها.					
9	Acquiring English via mobile phones is very boring. يعتبر تعلم اللغة الإنجليزية بواسطة الهواتف المحمولة ممل جداً					
10	Mobile phone materials cannot be encouraged over printed learning sources. لا يمكن تشجيع استخدام المادة التي توفرها الهواتف المحمولة على حساب المصادر التعليمية المطبوعة.					

11	Mobile phones are very useful in improving English vocabulary. تعتبر الهواتف المحمولة مفيدة جداً في تحسين المفردات الانجليزية.					
12	Using mobile phones for learning purposes helps students improve their communicative abilities. استخدام الهواتف المحمولة لأغراض تعليمية يساعد الطلبة على تحسين قدراتهم التواصلية.					
13	Mobile phones are not useful tools in improving English reading skill. لا تعتبر الهواتف المحمولة أدوات مفيدة في تحسين مهارة القراءة للغة الانجليزية.					
14	Mobile phones are useful tools in improving English writing skill. تعتبر الهواتف المحمولة أدوات مفيدة في تحسين مهارة الكتابة للغة الانجليزية.					
15	Mobile phones are very useful tools in improving English speaking skill. تعتبر الهواتف المحمولة أدوات مفيدة في تحسين مهارة التحدث للغة الانجليزية.					
16	Mobile phones are very useless in improving English listening skill. الهواتف المحمولة ليست مفيدة إطلاقاً في تحسين مهارة الاستماع للغة الانجليزية.					

3.2. Using Dictionary Mobile Phone Application in English Language Acquisition

No	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
17	The use of mobile phone dictionaries is more helpful than paper dictionaries in acquiring English. استخدام قواميس الهواتف المحمولة يساعد في تعلم اللغة الانجليزية أكثر من القواميس الورقية.					
18	Mobile phone dictionaries have negative effects on students' acquisition of English. للهواتف المحمولة تأثيرات سلبية على تعلم الطلبة للغة الانجليزية.					
19	Some mobile phone dictionaries cause misunderstanding due to their limitations. تتسبب بعض قواميس الهاتف المحمول بسوء الفهم وذلك بسبب محدودية القاموس.					

3.3. Using WhatsApp Mobile Phone Application in English Language Acquisition

No	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
20	WhatsApp mobile phone application is helpful in acquiring English. يُعد تطبيق الهاتف المحمول واتساب مساعداً في تعلم اللغة الانجليزية.					
21	WhatsApp is the most useful mobile phone application for English language acquisition. يُعد الواتساب أكثر تطبيقات الهاتف المحمول إفادة في تعلم اللغة الانجليزية.					
22	Using whatsapp mobile phone application enhances students' collaborative learning. يعزز استخدام تطبيق الهاتف المحمول واتساب التعليم التعاوني بين الطلبة.					
23	Students' use of whatsapp mobile phone application is merely a distracter and a waste of time. استخدام الطلبة لتطبيق الواتساب مجرد أداة الهاء ومضيعة للوقت.					
24	The use of chatting language <i>abbreviations</i> among students while communicating via whatsapp negatively affects students' spelling. استخدام لغة الدردشة (الاختصارات) بين الطلبة أثناء التواصل مع بعضهم عن طريق تطبيق الواتساب يؤثر سلباً على تهجنتهم للكلمات بشكل صحيح.					

3.4. Using Facebook Mobile Phone Application in English Language Acquisition

No	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
25	Facebook mobile phone application is helpful in English language acquisition يُعتبر تطبيق الهاتف المحمول فيسبوك مساعداً في تعلم اللغة الانجليزية.					
26	Facebook is the most useful mobile phone application in acquiring English. يُعتبر الفيسبوك أكثر تطبيقات الهاتف مساعدة في تعلم اللغة الانجليزية.					
27	Students' use of facebook mobile phone application is merely a distracter and a waste of time. يُعتبر استخدام الطلبة لتطبيق الفيسبوك مجرد أداة الهاء ومضيعة للوقت.					

28	The use of chatting language <i>abbreviations</i> among students while communicating through facebook negatively affects students' spelling. استخدام لغة الدردشة (الاختصارات) بين الطلبة أثناء التواصل مع بعضهم عن طريق تطبيق الفيسبوك يؤثر سلباً على تهجئتهم للكلمات بشكل صحيح.					
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3.5. Using Recording Mobile Phone Application in English Language Acquisition

No	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
29	Using mobile phone recording application is very useful in English language acquisition. استخدام تطبيق (التسجيل) في الهاتف المحمول مفيد جداً في تعلم اللغة الانجليزية.					
30	Using mobile phones for recording lectures and listening to them later is a useful way in English language acquisition. يعتبر استخدام تطبيق (التسجيل) في الهاتف المحمول لتسجيل المحاضرات والاستماع إليها لاحقاً مفيد جداً في تعلم اللغة الانجليزية.					
31	Teachers should encourage the students to record the lectures and listen to them later. ينبغي أن يقوم المدرسين بتشجيع الطلبة لتسجيل المحاضرات والاستماع إليها لاحقاً.					
32	Using mobile phones for recording lectures and listening to them later is merely a waste of time. يعتبر استخدام الهواتف المحمولة لتسجيل المحاضرات والاستماع إليها لاحقاً مجرد أداة الهاء ومضيعة للوقت.					
33	Using mobile phones for recording lectures and listening to them later increases students' laziness. استخدام تطبيق الهاتف المحمول (التسجيل) لتسجيل المحاضرات والاستماع إليها لاحقاً يزيد من نسبة الكسل لدى الطلبة.					
34	Using mobile phones for recording lectures and listening to them later has nothing to do with students' acquisition of English. ليس لاستخدام الهواتف المحمولة لتسجيل المحاضرات والاستماع إليها لاحقاً أدنى علاقة بتعلم الطلبة للغة الانجليزية.					

3.6. Using Camera Mobile Phone Application in English Language Acquisition

No	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
35	Using mobile phone camera application is very useful in English language acquisition. يعد استخدام تطبيق الهاتف المحمول (الكاميرا) مفيد جداً في تعلم اللغة الانجليزية.					
36	Teachers should encourage students' use of mobile phone camera to take and send photos and share them for English learning purposes. ينبغي أن يقوم المدرسين بتشجيع استخدام الطلبة لكاميرا الهاتف لالتقاط الصور ومشاركتها مع بعضهم لأغراض تعلم اللغة الانجليزية.					
37	Students' use of mobile phone camera increases their laziness. استخدام الطلبة لتطبيق الكاميرا يجعلهم أكثر كسلاً.					
38	Mobile phone camera is an essential requirement in acquiring English. يعتبر تطبيق الهاتف المحمول (الكاميرا) متطلب أساسي في تعلم اللغة الانجليزية.					
40	Using mobile phone camera has nothing to do with English language acquisition ليس لتطبيق الهاتف المحمول (الكاميرا) أدنى علاقة بتعلم اللغة الانجليزية.					

Section (4):

4.1. What is your opinion about the use of mobile phones as English language acquisition tools inside and outside the classroom?

ما هي وجهة نظرك باستخدام الهاتف المحمول كأداة لتعلم اللغة الانجليزية داخل وخارج الصف الدراسي؟

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4.2. How is your mobile phone helpful in your English language acquisition?

كيف يساعدك هاتفك المحمول في تعلم اللغة الانجليزية؟

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Appendix (III)

The Final Version of Faculty Members' Questionnaire

Republic of Yemen
Ministry of Higher Education
& Scientific Research
Al-Andalus University for Science &
Technology



الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
جامعة الأندلس للعلوم والتقنية
عمادة الدراسات العليا

Dear Professors,

I am Tahany Ashah, an MA scholar in the Department of English, Al-Andalus University. I am currently doing a research to complete my MA degree in Applied Linguistics. I am doing a study entitled *English Department Students and Faculty Members' Attitudes towards the Use of Mobile Phones in English Language Acquisition* under the supervision of Professor **Yehia Al-Sohbani**, Ibb University, English Department, which requires field responses from English Department students and Faculty members.

In this questionnaire, you are kindly requested to answer all the questions below because your answer will determine the success of this investigation.

I, the researcher, have prepared the items of the questionnaire, which, then, have been agreed upon by the Thesis Supervisor. Kindly, note that the participation in this questionnaire is VOLUNTARY. Only the researcher (myself) and my Thesis Supervisor Professor **Yehia Al-Sohbani** will have access to all your data. I assure you that your identity will remain anonymous and all data will be destroyed after the study is completed.

For additional information, you can contact me, the researcher at my e-mail Tahanyashah2015@yahoo.com, or my Supervisor at Alsohbani2013@yahoo.com

Thank you in advance for your cooperation

I. Faculty Members' Attitudes towards the Use of Mobile Phones in English Language Acquisition (ELA)

Section (1): Complete the table with your demographic information:

1	Name (optional)
2	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
3	Specialization	Ling. <input type="checkbox"/> Lit. <input type="checkbox"/> Trans. <input type="checkbox"/> App. Ling. <input type="checkbox"/>
4	Academic rank	MA <input type="checkbox"/> Asst. Prof. <input type="checkbox"/> Assoc. Prof. <input type="checkbox"/> Prof. <input type="checkbox"/>
5	Years of experience

Section (2): Circle the appropriate choice:

I encourage my students to use their mobile phones in English language acquisition

1- Always 2- Often 3- Sometimes 4- Seldom 5- Never

Section (3): To what extent do you agree with the following items? Please read them very carefully and answer by choosing one of the options:

3.1. Using Mobile Phone Applications in General in English Language Acquisition

No	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Mobile phones are effective tools in English language acquisition.					
2	Using mobile phones is not practical in acquiring English.					
3	Mobile phones should not be used as learning tools inside and outside the classrooms.					
4	Nowadays students cannot study English without using their mobile phones.					
5	Nowadays mobile phones are more accessible than textbooks.					
6	Using mobile phones in acquiring English must be encouraged by all teachers.					
7	Using mobile phones in acquiring English inside the classroom is merely a distracter and creates a chaotic atmosphere.					
8	Using mobile phones for acquiring English outside the classroom is merely a distracter.					
9	Teachers must forbid the use of mobile phones inside the classroom.					
10	Teachers must encourage the use of mobile phones in acquiring English only outside the classroom.					

11	If allowed inside the classrooms, students open and use useless applications instead of useful ones.					
12	Using mobile phones in acquiring English can enhance collaborative learning inside the classroom.					
13	Mobile phone learning materials should be encouraged over printed materials.					
14	Acquiring English via mobile phones is very boring.					
15	Mobile phone learning materials can only be used as supplementary to printed materials.					
16	Mobile phones should be an important part of students' English learning requirements.					
17	Mobile phones are more helpful than laptops or computers due to their portability and widespread among the majority of students and teachers.					
18	Using mobile phones in the classroom can hinder students from interacting effectively.					
19	Using mobile phones in the classroom can save time and effort.					
20	English language teachers should encourage students to send and receive their assignments and activities via mobile phones.					
21	Students can do their tasks better and faster when using their mobile phones than without them.					
22	Mobile phones have nothing to do with students' learning of Grammar.					
23	Mobile phones can be used to improve English vocabulary.					
24	Mobile phones can be used to improve English reading skill.					
25	Mobile phones can be used to improve English writing skill.					
26	Mobile phones can be used to improve English oral skills.					

3.2. Using Dictionary Mobile Phone Application in English Language Acquisition

No	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
27	The use of mobile phone dictionaries is more helpful and useful than paper dictionaries for acquiring English.					
28	Mobile phone dictionaries have negative effects on students' acquisition of English.					

29	Mobile phone dictionaries are more useful in learning words' pronunciation than spelling or meaning.					
30	Some mobile phone dictionaries cause misunderstanding due to their limitations.					

3.3. Using WhatsApp Mobile Phone Application in English Language Acquisition

No	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
31	WhatsApp mobile phone application can be helpful in acquiring English.					
32	Using whatsapp mobile phone application can enhance students' collaborative learning.					
33	Students' use of whatsapp mobile phone application is merely a distracter and a waste of time.					
34	The use of chatting language <i>abbreviations</i> among students while communicating through whatsapp negatively affects students' spelling.					
35	WhatsApp mobile phone application has nothing to do with acquiring English.					

3.4. Using Facebook Mobile Phone Application in English Language Acquisition

No	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
36	Facebook mobile phone application can be used in acquiring English					
37	Using facebook mobile phone application can enhance students' collaborative learning.					
38	Students' use of facebook mobile phone application is merely a distracter and a waste of time.					
39	The use of chatting language <i>abbreviations</i> among students while communicating through facebook negatively affects students' spelling.					
40	Facebook mobile phone application has nothing to do with acquiring English.					

3.5. Using Recording Mobile Phone Application in English Language Acquisition

No	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
41	Mobile phone recording application can be useful in English language acquisition.					
42	Teachers should encourage their students to record the classroom lectures					

	and listen to them later.					
43	Using mobile phones for recording lectures and listening to them later is merely a waste of time.					
44	Using mobile phones for recording lectures and listening to them later increases students' laziness.					
45	Mobile phone recording application has nothing to do with English language acquisition.					

3.6. Using Camera Mobile Phone Application in English Language Acquisition

No	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
46	Mobile phone camera application can be used in English language acquisition.					
47	Teachers should encourage their students to use the mobile phone camera to take and share photos related to acquiring English.					
48	Students' use of mobile phone camera increases their laziness.					
49	Mobile phone camera is an essential requirement for acquiring English.					
50	Using mobile phone camera has nothing to do with English language acquisition.					

Section (4):

4. 1. Do you allow your students to use their mobile phones for ELA purposes inside the classroom?

Yes () No (). In either case do please say why?

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4.2. What is your opinion about students' use of mobile phones in ELA in general?

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Appendix (IV)

The Criterion of Selecting the Suggested Applications for the Study

Republic of Yemen
Ministry of Higher Education
& Scientific Research
Al-Andalus University for Science
& Technology



الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
جامعة الأندلس للعلوم والتقنية
عمادة الدراسات العليا

Dear participant,

I am Tahany Ashah, an MA scholar at the Department of English Al-andalus University. I am currently doing a research to complete my MA. degree in Applied Linguistics. I am doing a study entitled *English Department Students and Faculty Members' Attitude towards the Use of Mobile Phones in English Language Acquisition* which requires field responses from Ibb university students and faculty members.

In this survey, you are kindly requested just to answer the following question:

Which one/s of the following mobile phone applications (تطبيقات الهاتف المحمول) do you use the most **for English Language Acquisition Purposes**? Do please number the applications in order, number (1) is the application you use the most and (18) the one you use the least or do not use at all.

Mobile phone applications that students use for the purpose of English language Acquisition

No	Application	No	Application
	Facebook		MP4
	WhatsApp		Mobile Dictionary
	Messenger		E-mail
	SMSs		Instgram
	Recordings		PDF
	Twitter		Viber
	Camera		Imo
	WeChat		Line
	Snap Chat		Telegram

For the top six applications do please say why you use them very often and how helpful are they in your English language acquisition.

No	Application	The reasons
1
2
3
4
5
6

Thank you very much for your cooperation

Appendix (V)

ملخص الدراسة

يعد استخدام التكنولوجيا في العصر الحالي جزء لا يتجزأ من حياة أي شخص بما في ذلك المدرسين والطلاب. تعتبر الهواتف المحمولة أكثر وسائل التكنولوجيا انتشاراً، فهي تستخدم في كل مكان ويستخدمها كل فرد، لذا فإن استخدام هذه الوسائل في عملية اكتساب وتدريب اللغة الانجليزية مازال إما محدود أو غير ممنهج.

هدفت الباحثة في هذه الدراسة إلى معرفة اتجاهات طلاب قسم اللغة الانجليزية وأعضاء هيئة التدريس نحو استخدام الهواتف المحمولة في اكتساب اللغة الانجليزية. كما هدفت الباحثة من خلال هذه الدراسة إلى الإجابة على أسئلة الدراسة والتي هي كالتالي:

- ما هي اتجاهات طلاب قسم اللغة الانجليزية نحو استخدام الهواتف المحمولة في اكتساب اللغة الانجليزية؟
- ما هي اتجاهات أعضاء هيئة التدريس نحو استخدام الهواتف المحمولة في اكتساب اللغة الانجليزية؟
- هل توجد أي فروق دالة إحصائياً بين اتجاهات الطلاب وأعضاء هيئة التدريس نحو استخدام الهواتف المحمولة في اكتساب اللغة الانجليزية؟
- هل توجد أي فروق دالة إحصائياً في اتجاهات الطلاب وأعضاء هيئة التدريس نحو استخدام الهواتف المحمولة في اكتساب اللغة الانجليزية بما يتعلق بالمستوى الدراسي؟
- هل توجد أي فروق دالة إحصائياً في اتجاهات الطلاب نحو استخدام الهواتف المحمولة في اكتساب اللغة الانجليزية بما يتعلق بالجنس؟

ولتحديد تلك الاتجاهات استخدمت الباحثة استبيانين مكتوبين ورزعت على كلاً من الطلاب وأعضاء هيئة التدريس.

خلصت الدراسة إلى أن كلاً من الطلاب والمدرسين لديهم اتجاهات محايدة نحو استخدام الهواتف المحمولة في اكتساب اللغة الانجليزية وتعتبر هذه النتيجة إشارة واضحة بأن كلاً من الطلاب والمدرسين مدركين تماماً أن استخدام الهواتف المحمولة في اكتساب وتدريب اللغة الانجليزية مفيد جداً إلا أن هذه الأدوات غير مُوظفة بالشكل المطلوب وهذا قد يُعزى لسبب وجود بعض العوائق كالعديد الكبير للطلاب في الصف ، الاتجاهات السلبية لبعض المدرسين نحو استخدام الهواتف المحمولة في اكتساب اللغة الانجليزية وكذا نوع المواد التي تُدرّس.



المركز القومي للدراسات والبحوث

وزارة التعليم العالي والبحث العلمي

جامعة الأندلس للعلوم والتقنية

عمادة الدراسات العليا

كلية الآداب والعلوم الإنسانية

قسم اللغة الإنجليزية والأدب

اتجاهات طلاب وأعضاء هيئة تدريس قسم اللغة الإنجليزية نحو استخدام الهواتف المحمولة في اكتساب اللغة الإنجليزية

رسالة مقدمة إلى قسم اللغة الإنجليزية والأدب لاستكمال متطلبات الحصول على درجة الماجستير
في اللغويات التطبيقية

الباحثة

تهاني علي عبد القوي عشه

إشراف

أ.د. يحيى أحمد الصهباني

(أستاذ اللغويات التطبيقية – جامعة إب)

مايو - ٢٠١٨م