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The Impact of Using Mobile Phone Technology in Learning English

A B S T R A C T

This study is concerned with the impact of using mobile phone technology in learning English language.

This study has been divided into five sections. Section one includes statement of the problem, that the use of mobile phone is not applied up now and the methods of teaching English depend highly on teachers presenting the information and giving lectures.

So there is a real need to apply new ways of teaching, the study aims to investigate EFL Iraqi students' attitudes towards the use of their mobile phones in Learning English, Limits of the present study is to the fourth EFL Iraqi students college of education for humanities University of Tikrit in the academic year (2017-2018), then hypotheses, value and definitions. Section two includes advantages and disadvantages of mobile phone technology.

Section three includes the procedures of the study which indicate the sample of study that consisted of (101) EFL Iraqi students at Tikrit University.

The researcher used a questionnaire and the statistical tools. Section four is dealing with an analysis of data and discussion of the results.

The result that the research come up with. Section five undertakes the conclusions depending on the results of the study.

Also, there are some recommendations and suggestions for further studies

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Section One: Introduction:

1.1. Statement of the Problem:

The use of mobile phone is not applied up now and the methods of teaching English depend highly on teachers presenting and explaining information and giving lectures. So, there is a real need to apply new ways of teaching. Mobile phones have become part of daily life and the most necessary medium of communication not only for adolescents but for all people in general.

Harmer (2007:30) explains that teachers of English at schools face many problems in teaching lessons of English language such as a large class size, the technological support and instructional materials are inadequate.

So that a major problem is the uncooperative and un motivated students who refuse to participate in class activities and can easily disrupt processes.

Moreover, routine activities and drills is a real problem for the lack of motivation especially when the students are children or adolescents. The bad classroom management, motivation and discipline skills, teachers cannot implement their lesson plans effectively. When teachers want to be effective, they must know how to apply modern technology to improve the instruction (Henson, 1988: 53).

Moreover, Ling and Helmersen (2000:77) state that students at schools are supposed to participate roles as students with full attention on their studies and free from contact with the outside world. However, the mobile phone weakens student's participation about lessens as well as affects their level of academic performances and disturbed students' attention thus distracting the students' academic work, from this point the researcher wants to get benefit from mobile phone as a teaching process. (ibid)

1.2. Aims of the Study:

The study aims at investigating the following:

- 1- EFL Iraqi students' attitudes towards the use of their mobile phones in Learning English according to the types of study (morning& evening) and encourage collaboration between students through using mobile phone.
- 2- Increase student's' attitudes towards the use of mobile phone according to major (English & Translation) to develop the four skills of English language lessons.
- 3- Prepare students to use technologies that would be important in their learning and even business lives after graduation.

1.2. The Limits of the Study:

This study is limited to fourth year students at college of Education for Humanities University of Tikrit in the academic year (2017-2018).

1.3. The Hypotheses:

In order to achieve the aims of this study, these null hypotheses are put forward:

- 1- There are no statistically significant differences between students' use of their mobile phones due to the difference in their type of study (morning& evening).
- 2- There are no statistically significant differences between students major (English & Translation).
- 3- Neither types of study of the participants nor their major has any significant effect on their use of mobile phones in learning English.

1.4. The Value of the Study:

The use of mobile phone gives the opportunity to experience the pleasure of being able to communicate by talking in English language. Also, there is a strong need of educated English teachers on the importance of using mobile phone technology in their classroom setting for the purpose of learning new English words.

1.5. Definitions of the Basic Terms:

1.5.1. Impact:

It refers to the force of impression of one thing on another, a significant or major effect of something on another thing.

(www.merriam-webster.com/dictionary/impact)

1.5.2. Mobile Phone

A mobile phone is a device that allows users to make and receive important calls and to send messages between them. So, at the beginning, mobile phones can only make and receive calls.

These days mobile phone includes many additional features, such as web browsers, games, cameras for taking pictures, video players and even navigational systems.

(<https://www.techopedia.com/definition/2955/mobile-phone>)

Trifonora and Ronchetti (2003:65) state that mobile technology means digital cell phones and iPod that include personal Digital Assistance.

Mobile devices. are wireless handheld devices that are small, autonomous and unobtrusive enough to a company us in our every-day life and that can be used them for learning.

1.5.3. Technology

It is the application of scientific knowledge It refers to methods, systems, and devices which are the result being used for practical purposes. especially in industry advances in computer technology.

Technology deals with the use of technical means and their interrelation with life, society, and the environment.

(<https://en.oxforddictionary.com/.definition/technology>)

Section Two: Theoretical Background:

2.0. Introduction:

Mobile phone was especially made for adults for business use. It is similar to that telephone in the early 20th century, that engineers invented the telephone for the business world and not for social conversation.

It also become the part of culture and a dire need of the day and everyone has a special one. (Yi- sheng Yu, etal,2013:65).

Language is the thing that we used to communicate with other people and understand each other, so we all know that English has become the dominant international language. It is a means of communication with foreigners from different counties. A person who knows English language can use it for the purposes of different fields such as business, trade, diplomacy, science and education. (Ibid)

Our world is changing and technology is affecting everything around us. In 1973 mobile phone was invented no one thought that mobile phone will become an important part of routine life and necessary for using them in language learning task in our daily live now.

So, in this digital day's technology change various ways that people communicate.

They communicate by using the face book, through computer, iPods, or cell phones etc. (Ibid)

2.1. Advantages of Mobile Phone Technology:

There are numerous advantages of cell phones and this includes keeping contact with friends, members of the family, conducting business and so on.

El Hariry (2015:301) explains the following advantages:

- 1- Mobile phone can increase students' use of the four skills, interaction and collaboration.
- 2- The new generation especially kids like mobile devices such as PDAs, phones and games devices that enable them to become more competent in English language.
- 3- It assists learners with some disabilities and facilitate the learning process as students have the possibility to explore, analyze, discover, choose activities which are real and meaningful.
- 4- It promotes self-learning, learning, learning by fun and learner center approach.

2.2. Disadvantages of Mobile Phone Technology:

Jaya (2017:103) states that there are some disadvantages explained as follows:

- 1- Mobile phone has a small screen and limited storage capacities.
- 2- It has a battery life /charge and a lack of common operating system.
- 3- Some activities cost money such as browsing internet, sending-messages and making calls.
- 4- It effects and make noisy and disruption in the classroom because it harm the classroom atmosphere.

Every technology has its own good and bad effects.

2.3. Impact of Mobile Phone on Education:

Collaboration and motivation are the two main factors in students, parents and teachers' education system.

Mobile phone easily increases types of learning through their wireless connection to the internet.

In the classroom mobile phones motivate students to be more engaged to the lesson promoting learner-centered participation.

Collaboration Social networks such as Face book and Twitter accessed on students' mobile phones allow students to form groups to share their knowledge and information and this could result in a more successful collaborative learning.

Mobile phones in education increase students' will to learn.

(https://www.researchgate.net/publication/308412938_Analysis_of_Mobile_Phone_Impact_on_Student_Academic_Performance_in_Tertiary_Institution [accessed Nov 05 20182018]).

2.4. Mobile Assisted Language Learning (MALL):

There is no need to sit in a classroom to get learning materials because MALL deals with the use of mobile technology that increasing powerful in language learning and it can be considered an ideal solution to language learning difficulties in time and place.

Mobile phones are cheap and so learners use them to support the learning process. Learners prefer to use mobile phones for many activities, from emailing to reading books and any other materials.

Students enjoy their phones because of easy translating materials and the ability to practice anytime and anywhere. (Forum,2010:20-24). There are some activities of mobile phone:

- 1- **A short film:** the students make a short film; they will base it on fact or fiction. After assigning roles and rehearsing their parts, they record the performance.

The students find interest about their options for genre, such as drama, action, horror, and comedy. (Forum,2008:36-38).

- 2- **A documentary:** It offers many topic choices that is suitable to different ages.

Students can plan out how they are going to narrate and record details about real- life interest, such as their school, or neighborhood, and their friends(ibid)

- 3- **An instructional video:** It is a challenge role, it needs providing a description of how to accomplish a task, such as cooking or building something etc.
- 4- **A commercial:** It means students adapting an idea from an existing commercial or by making up one of their own, for example, they persuade the audience to buy something. (ibid:37)

5- **Phone auction:** a student presents features of a mobile phone to the class and it is necessary for the teacher to use the activity with an inexpensive mobile phones in order not to hurt the feelings of poor students who have expensive phones. (ibid:38)

6- **Text messaging:** In this technique the teacher gives a sentence (I like my students) on her phone and sending it to one of the students. Then the student has to complete the sentence (I like my students, me too) and send it to another student who uses the second clause to continue the chain reaction (me too...).

Usually the activity finishes with a funny statement. This technique can also be used to form a chain story and vocabulary task, where students choose a new word that begins with the last letters of a word they receive as a text message. (ibid:38).

7- **Reminder function:** Some activities are practiced out of classroom activity.

This will help students learn new vocabularies use the reminder function of their mobile phones.

Students learn meaningful short sentences that include new vocabularies into the reminder function of their phones, which will increase their vocabularies during the week practice the word in context. (Forum,2008:36-38)

2.5. Some Problems When Using Mobile Phone in the Class:

1- Lack of access to mobile phone:

Most of the students in all classes do not have mobile phones, some students do not have enough money to buy this device. Mobile phones are that most wide spread that is why it is safe of all the technologies available to teachers. (Forum,2010:25).

2-Coast of Mobile Phones and Wireless Services:

It is important for everyone to realize that not all students have mobile phone and some activities such as texting, going on line, and making calls coast money in the United State, for instance, pay even for receiving messages. (ibid)

3-Noise and Disruption in Class:

The benefit of using mobile phone is that helping students to be cooperate and motivation with each other and increase their opportunity for learning but in the same time allowing noisy phones into a classroom may seem difficulty especially if one has little experience in using them as a teaching tool.

For example, music, movies, and computers, their usefulness depends on having clear tasks the students have to work with.

Phones can be disruptive if they rang in class in the middle of a silent.

4-Privacy considerations

Before using mobile phones in class, it is important to consider issues of privacy, for example if the teacher teach younger learners, you may need to get parents' agreement to use mobile phones in school.

It is important for teachers to explain to the students what their intentions and interests. Using mobile phone for learning activities need rules about when and how phones can be used so that students do not use them for in appropriate purposes. (ibid)

5-Increased teacher workload

The use of any technology in teaching, it increased student motivation and engagement and at the same time increase the workload on the part of the teacher. (ibid)

2.6. Previous studies:

2.5.1. Muhanna & Abu-Alshar (2009):

The main aim of this study is to investigate Jordian University students' attitudes towards cell phone learning environment.

It also investigates whether there are any differences in university students' attitudes based on gender and level (undergraduate and graduate) The procedures of this study are as follows:

The population of this study consists of two groups of two different levels of university students (undergraduates and graduates) at the Faculty of Educational Sciences at Al-al-Bayt University.

The population of the first group consists of 97 students majoring classroom Teacher enrolled Course 1101242 (Designing and producing instructional media) during the second semester 2008-2009.

The population of the second group consists of 27 master students. The samples of the two groups were randomly chosen as follows:

group 1 includes 30 undergraduate students, 12 male and 18 female and group 2 includes 20 graduate students 7 male and 13 females.

The limited of this study is that two questionnaires were distributed among the two groups. Each group has its own questionnaire with five degrees of expressing agreement to choose, so as to measure university students' attitude towards the cell phone environment learning.

The results indicate that undergraduates are more favorable to cell phone environment than graduate students. The study also reveals that cell phone has more influence on male students than on female students.

2.6.2. Suleiman (2011):

This study aims at finding out how students at SQU: Sultan Qaboos University use their mobile phone in the learning process and explore their perceptions, attitudes and problems about the use of mobile phones the L2 classrooms.

The procedures of this study are as follows:

The study is carried out during the academic summer school of 2010-2011 in the language center at Sultan Qaboos University.

The population of this study is 100 participates freshmen doing their summer school in the language center level 6 Sciences which is higher intermediate level. Ninety-three individuals participated in this study 84(90.3%) were male and 9(9.7%) were female.

These students came from a variety of academic discipline and colleges mainly science 41(44%), Agriculture and marine Sciences 20(21.5%), Engineering 18(19.4%) and science Education 14(15%). The selection of these students was random.

The limits of this study are that the questionnaire was not safe administrated. The format of the survey was based on a mixed method of seeking statistical and verbal responses.

It consisted of four main parts. Most of the questionnaire were close ended with an additional section for open ended questions and respondents' comments.

The result from an analysis of the questionnaire survey indicate that the use of mobile phones in the classroom is still limited.

2.6.3. Discussion of the previous studies:

The two previous studies deal with the impact of using mobile phone technology in learning English in the classroom. Though they differ in one way or another.

The aims of the present study is similar to that Muhanna & Abu-Al-Shar' (2009) investigate Jordanian university students' attitudes towards cell phone learning environment. It is also similar to that Sulieman (2011) to find out how students at SQU: Sultan Qaboos University use their mobile phone in the learning process.

Concerning the kind of samples, each of the previous studies includes a certain kind of subjects. Muhanna & Abu-Al-Shar' (2009) includes two groups 97 student's majority classrooms as one group the second group is 27 master students.

While Suleiman (2011) includes 100 participates freshmen in higher intermediate level.

Finally, in the present study the researcher has taken (101) EFL Iraqi students at university level as a sample of the study.

According to Muhanna & Abu-Al-Shar' (2009) it is at the Faculty of Educational Sciences at Al-Bayt University includes the population of this study consists of two groups of two different levels of university students (un graduates and graduates male and female).

Were randomly chosen. While Suleiman (2011) it is carried out during the academic semester of 2007 in the language Center at Sultan Qaboos University.

Finally, in the present study is similar to the previous studies that the questionnaire includes two dimensions, usability of mobile phones and attitudes towards using them in learning English. The previous studies have showed different findings:

Muhanna & Abu-Shar' (2009) concludes that undergraduates are more favorable to cell phone environment than graduate students.

Also, cell phone has more influence of male than on female students. While Suleiman (2011) the results from an analysis of the questionnaire survey indicate that the use of mobile phones in the classroom is still limited. The findings that the researchers have come up with that neither the gender of the participants nor their major has any significant effect on their use of mobile phone in learning English, and students demonstrated high positive attitudes towards using their mobile phone in learning English.

Section Three: Methodology

3.0. Introductory Note:

The purpose of this section is to describe the methodology and procedures which used to conduct the present study which designed to help learners develop the to communicate meaning, attitudes and feelings that can only pre specified in a very sample designed data collection procedures, the instrumentation, validity and reliability.

3.1. The Sample of the Study:

The word sample refers to" any small group or population of individuals which is selected to present a population". (Best and Kahhn, 2008:13).

The sample of this study consists of (101) EFL Iraqi students randomly chosen from the fourth-year students of the department of English college of education for humanities at Tikrit University, both morning and evening studies, whose major was either English or Translation in the academic year 2017-2018. Table (1) shows the details of the sample.

Table (1) The Population and Sample of the Study

Variables		Number	Percentage%
Types of study	Morning	23	22.8
	Evening	78	77.2
Major	English	62	61.4
	Translation	39	38.6

3.2. Instrument of the Study:

In this study a questionnaire is the main method that is used: It includes two dimensions: usability of mobile phones and attitudes towards using them in learning English.

It consists of sixteen statements that the students were asked to decide at which level they agree with each statement (ranging from strongly disagree to ... strongly agree).

Siniscalco and Auriat (2005:4) state that a questionnaire is used to collect information about various aspects of educational instruction systems.

The types of data that can be collected by means of a questionnaire are facts, activities, level of knowledge, opinions, membership of various groups, and attitudes and perceptions.

3.3. Questionnaire Validity:

Validity refers to the "degree to which a survey instrument actually measures the concept it is supposed to measure" (Slavein,1992:104). Mackey and Gass (2005:369) state that "validity is the extent one can make correct generalization based on the results from a particular measure". Validity can be divided into three subdivisions; content, construct, face and empirical validity (Bachman & Palmer,1996:38).

For achieving both the content and face validity of the questionnaire and to guarantee that the items are satisfactory in assessing the way of learning English for the students as an ongoing language learning and how to encourage collaboration between students.

The questionnaire has been presented to a jury member in methodology and linguistics at college of education for humanities at Tikrit university. According to these jury members judgments, all the items are valid and acceptable.

- Assis Prof. Manal O. Mosa. (Ph.D) College of Education for Humanities. Tikrit University.
- Assit prof . Madiha Saifaddin (Ph.D) College of Education for Women.Tikrit University.
- Assist Prof. Naghm . Q. Yahiya (Ph.D)College of Education for Humanities . Tikrit University.
- Asist Prof. Shaima.A. Jassim(MA) College of Education for Humanities . Tikrit University.
- Najwa.Yassen.(Ph.D) Instructor college of education for humanities. University of Tikrit.
- Sammara.M. Ahmed (MA) Instructor college of education for humanities. University of Tikrit.

3.4. Questionnaire Reliability:

Harris (1969:14) stats that reliability is the stability of test scores. It indicates that the same respondents respond to the questionnaire twice, the researcher would get the same answer each time, the notion is the same respondents to complete the survey items of the questionnaire at different time.

If the correlation between the first set of answer and the second is greater than (0.75), one can assume that the test retest reliability is good (Schuman and Presser, 19996:46).

To assess the reliability of the instrument, Cronbach's Alpha correlation coefficient was computed.

Results obtained from test indicate the reliability of the instrument since Cronbach's Alpha value was more than (0.60). Table (2) shows the reliability of the questionnaire.

Table (2) Reliability of the Questionnaire

Variables	Cronbach Alpha value
-Students' use their mobile phones in learning English	0.69
-Students' attitudes towards using their mobile phones in learning English	0.65
Total	0.70

According to jury members judgments of all the items are valid acceptable.

To ensure the content validity of the instrument of the study, Person Correlation Coefficient between total instrument value and each item in the instrument was computed. Table (3) below shows that the relevant statistics.

Table (3) Person's Correlation Test of the Questionnaire of the study

N	Questionnaire test	Person correlation
1	Mobile phone can be very helpful and useful for student's in many different ways.	215
2	Student's use mobile phone all time to find meaning of words.	295
3	Their vocabulary acquisition has increased because of mobile phone dictionary.	599
4	Student's motivation have been enhanced by the use of mobile phone in and outside the classroom.	600
5	Using mobile phone in learning English is very effective and makes the students more productive.	566
6	Students play video or music in classroom and that makes the classroom noisy and out of control.	442
7	Students can record any useful lecture	484
8	Mobile phone is harmful because it causes a lot of health problems	230
9	Students don't have features for learning English because many students use it for fun.	528
10	Students need someone teach them how can take benefits of mobile phone.	472
11	University must make programs for learning English by using mobile phone.	560
12	Mobile phone is good for learning but there are many things better than mobile for example computers.	245

13	Mobile phone is good for some students only because it is very expensive and the cost of internet in mobile phone is expensive too.	446
14	The teacher allows students to communicate via mobile phone among them in class.	451
15	Learning by mobile phone encourages students to watch famous English speaking movies	278
16	Mobil phone has assisted student's overall learning process.	221

3.5. Data Collection:

The tool that is constructed in this study is a questionnaire to achieve the aims of the study. The researcher is divided the participants into majors (English and translation).

In order to investigate the differences between the two groups according to their attitudes and use of mobile phone in learning English, the researcher has used the same questionnaire for the two groups. The participants were requested to state their true responses.

Moreover, the researcher answered all the participants ' inquiries about the questionnaire to ensure that they give true responses.

3.6. Final Administration of the Questionnaire:

After achieving the validity and reliability of the questionnaire, it has been administrated in academic year 2017-2018. The researcher has explained the aim behind the instruments for the participants and tests. While the allocated time for answering the questionnaire is 60 minutes. The participants have responded to the items of, the questionnaire answered, then the sheets are collected by the researcher score and tabulated them to find the final results.

3.7. Statistical Methods:

The following statistical methods are used:

- 1- The percentage is used to find the agreement of the jury members on the face validity of the instrument.
- 2- Person Correlation Coefficient, it is used to calculate the reliability of the two sets of scores by the researcher and his/her colleagues twice (Downie & Robert, 1983:99).

The following formula is used: The Person Correlation Coefficient vale.

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

Where

N= represents the number of pairs of data.

\sum = denotes the summation of the items indicated.

$\sum x$ = denotes the sum of all scores.

$\sum x^2$ = indicates that each x scores should be squared and those squares summed.

$(\sum x)^2$ = indicates that the x scores should be summed and the total squared.

$\sum y$ = denotes the sum of all y-scores.

$\sum y^2$ = indicates that each y scores should be squared and then those squares summed.

$(\sum y)^2$ = indicates that the y scores should be summed and the total squared.

$\sum xy$ = indicates that each x score should be first multiplied by its corresponding y score and the product (xy) summed.

Section Four: Analysis of Data and of the Discussion Results:

4.0. Introductory Note:

This section is specified to display and discuss the results obtained by applying the questionnaire tool of measurement and to achieve the aim of this study.

4.1. The Results of the Questionnaire:

This study aimed to investigate Iraqi EFL students in their using mobile phones in learning English, so to answer the question, mean scores, standard deviations were computed and the expected value of each statistics (weak- moderate- or high) according to their responses was determined based on their responses. If their response is strongly agreeing, it gets 5 points; agree 4 points; neutral 3 points; disagree 2 points; and strongly disagree 1 point.

Table (4) shows that students tend to use their mobile phones in learning English quite frequently since their overall mean score of using their mobile phones in learning English was (3.85) a score that represents a high use.

Statistics also show that the highest mean score goes to encourage my colleagues to use their mobiles to improve their English while the lowest goes to use English more than Arabic in writing messages.

Table (4) shows students' responses on the questionnaire items according to their use of mobile phones in learning English

N	Statement	Mean scores	SD	Significance
1	Student's use mobile phone all time to find meaning of words.	3.90	0.96	High
2	Their vocabulary acquisition has increased because of mobile phone dictionary.	4.28	0.84	High
3	Student's motivation has been enhanced by the use of mobile phone in and outside the classroom.	4.01	1.02	High
4	Using mobile phone in learning English is very effective and makes the students more productive.	3.55	1.05	Moderate

5	Students play video or music in classroom and that makes the classroom noisy and out of control.	4.24	0.80	High
6	Students need someone teach them how can take benefits of mobile phone.	3.42	1.08	Moderate
7	University must make programs for learning English by using mobile phone.	4.15	0.92	High
8	Mobile phone is good for learning but there are many things better than mobile for example computers.	3.99	0.99	High
9	Mobile phone is good for some students only because it is very expensive and the cost of internet in mobile phone is expensive too.	4.06	0.99	High
10	The teacher allows students to communicate via mobile phone among them in class.	3.97	0.98	High
11	Learning by mobile phone encourages students to watch famous English-speaking movies	3.35	1.12	Moderate
12	Mobil phone has assisted student's overall learning process.	3.30	1.04	Moderate
	Total	3.85	0.42	High

The second question aimed to examine the effect of types of study on the use of mobile phones in Learning English.

The researcher computed the t-test to compare between students' responses on the questionnaire items to see if the type of the study affects their use. Table (5) shows the results.

Table (5) shows students' responses on the questionnaire according to their types of study

Types of study	N	Mean scores	SD	T	P-value
Morning	23	3.7536	0.34677	-1.269	.207
Evening	78	3.8793	0.43533		

Table (5) shows that the independent sample t-test to compare between students' use of their mobile phones due to the differences in their types of study, the results show that there are no significant difference between students' use of their mobile phones due to the difference in their

types of study because the T- values (-1.269) and the P-value is (0.207) which is more than (0.05).

The third question which aimed at investigating the effect of students' major (English vs. Translation) on the tendency of using their mobile phones in learning English, the researcher did a T- test to compare between students' mean scores regarding their major to see if it affects their use of their mobile phones to learn English.

Table (6) shows that mean scores and T-test of students' responses on the questionnaire items according to their major (English vs. Translation).

Table (6) shows students responses on the questionnaire items according to their major (English vs. Translation)

Major	N	Mean scores	SD	T	P-value
English	62	3.7997	0.3467	-1.553	0.124
Translation	39	3.9316	0.4353		

Data obtained from table (6) shows that students' major has no effect on their use of mobile phone s in learning English as the T-value was (-1.553) and P-value was (0.124) which is more than (0.05).

The fourth question is related to the attitudes of the students towards using their mobile phones in learning English.

To answer this question, the researcher computed the mean scores and the standard deviations for each item of the questionnaire to investigate the attitudes.

Table (7) shows students' attitudes towards using their mobile phones in learning English.

N	Statements	Mean scores	SD	Significance
1	Student's use mobile phone all time to find meaning of words.	4.56	0.62	High
2	University must make programs for learning English by using mobile phone.	2.69	1.00	moderate
3	Mobile phone is good for learning but there are many things better than mobile for example computers.	3.40	0.85	Moderate
4	Mobile phone is good for some students only because it is very expensive and the cost of internet in mobile phone is expensive too.	3.47	1.06	Moderate

Total	3.53	51	Moderate
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Table (7) shows that the participants of this study have moderate attitudes towards using their mobile phones in learning English. Their overall scores on the statements that reflect their attitudes was (3.53) out of (5).

This score is considered moderate rank (2.5-4). The high rank is (4.1-5) and the weak rank is (1.00-2.4). Table (7) also shows that the higher mean score goes to that having mobile phone is essential to my study at university, while the least score goes to those literary works available on the internet.

The researcher did one sample T-test of equality to the means of students' responses to determine their attitudes towards using their mobile phones in learning because their overall mean score was (3.53) and it is bigger than (3) the value of the mean of the test.

Table (8) shows one sample T-test about students' attitudes towards using their mobile phones in learning

Test mean=3				
N	Mean	SD	T	Significant
101	3.53	0.51	10.433	0.000

The fifth question aimed to investigate the effect of types of study on the attitudes of the students towards using their mobile phone in learning, the researcher answered this question by computed a T-test to compare students' attitudes due to the difference in their types of study.

Table (9) shows students' attitudes towards using their mobile phone according to their types of study

Types of study	N	mean	SD	T	P-value
Morning	23	3.6087	0.52671	0.844	0.401
Evening	78	3.5064	0.50641		

Table (9) shows that there are no significance differences between students' attitudes' towards using their mobile phone in learning English that could be attributed to the difference in their types of study as the T-value was (0.844) and the P-value was (0.401) more than (0.05). The sixth question aimed to examine the effect of students major on their attitudes towards using their mobile phone.

The researcher did a T-test equality to the means of students' responses on the questionnaire items regarding this suspect. Table (10) shows the statistics.

Table (10) shows students' attitudes towards using mobile phone according to their major.

Major	N	Mean	SD	T	P-value
English	62	3.5121	0.53452	-435	0.664

Translation	39	3.5577	0.47455		
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Table (10) shows that students' major has no significant effect on their attitudes towards using their mobile phones in learning English as the T-value was (-0.435) and P-value was (0.664). Which is more than (0.05).

Section Five: Conclusions, Recommendation and Suggestions:

Conclusions:

It is concluded that mobile phone is one the most important technology of our daily life. It has its positive effect as well as negative effects on own society.

Mobile learning could be a main factor in increasing students' motivation in learning, so it is the most useful tool in the world. Mobile technology takes learning out of the classroom routine. Today many people in the world have mobile phone, they use them to make phone calls, take photos, listen to songs, watch videos, or gain access to the internet for entertainment.

This research presents how to change mobile phone device from communication device to an educational tool, and how the students use their mobile phones to improve the way of learning English.

Finally, this study discovered that the use of mobile phone is uncontrollable among students which are the leading cause of poor academic performance among students.

Recommendation

- In teaching foreign language a priority should be given to modern ways and approaches, there should be a transition from traditional approaches to modern one.
- The teacher should encourage his/her students to practice the language to interact with each other and this will help them to analyze and participate, this will help the learning process.

Suggestions

- A study can be educated to find out the effect of using computer-based edutainment program on developing English language
- teacher can apply this strategy by using another technique or activity and also use the media to arouse the students' interest and also to avoid boredom.

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