

## Investigating the Contribution of Using Smartphones in Enhancing Sudanese EFL Learners Performance (A case Study of White Nile State Kosti Municipality)

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### Abstract:

This paper aims to investigate the importance of using mobile phones in enhancing Sudanese EFL students' performance. It focuses on the importance of using mobile devices work for language study. The researchers adopted the descriptive analytical method to conduct the study. The data was collected from EFL Sudanese university students. The data was received from students of varying levels of English proficiency using a focus group discussion. The purpose of this is to collect data relevant to this paper's research topics. Both Statistical Packages for Social Science (SPSS) as well as textual analysis techniques were used as a technique to analyze data obtained from students and instructors. The use of mobile devices is predicted to significantly affect second language acquisition in this. Everyone in the study benefited from using their cellphones as a mobile aid for language study. Participants engaged with the English language via the use of a number of smartphone apps related to linguistic abilities and system and international exams. Smartphones have been hailed as a useful portable tool for studying the English language.

**Keywords:** smartphones, language learning, modern device, technology

### Introduction

Technology is important for enhancing students achievement, engagement, and overall participation in language learning. Furthermore, technology also provides students unlimited access to different resources and tools that facilitate language learning, ( Cobb et al , 2010 ).

At present time, mobile phones are the most widespread revolution, and they have signification mainly in young people - life. All over the world , mobile phones are more than personal computers, Its extensive use and feature characteristic and function such as mobility, reachability, localization and personalization mobile phone technology offers a great perspective in language learning atmosphere in particular ( Ahmed , 2022 ) .

Many previous researchers related to technology supported Mobile phone as modern positive learning tool. It gives opportunity to both teachers and students to explore new knowledge, share the information, think critically, improve skills, and change perspective on teaching and learning concept. Mobile phone influences learning environment among teachers and their students, The implications go to pedagogical effect teaching and learning design, and technology mastery (Alsaid, 2020). The use of mobile devices can activated students' participation, contextual material, learning situation , creating learning community, effective interaction, and communication although outside the classroom ( Ahmed, Lee, 2016)

It is well known fact that Modern technology is important tool to help teachers and learners to learn English language. It also facilitates language learning for their learners and term of outcomes. This study focuses on the role of using new technologies in learning. English as a second/foreign language. Rarely any younger person can now picture life without mobile devices. The aim of this review study is to examine whether mobile applications used as a foreign language for learning English are beneficial. The results reveal that mobile learning is becoming a salient feature of education as it is a great opportunity for foreign language learning. Its key advantages are: improving the learner's cognitive ability, Motivation of learners to study in both formal and informal settings, autonomy of the learner and Confidence, and the promotion of customized learning to support low-

income students Attain the aims of their study. Although mobile learning appears to be eligible in general, it is desirable Plan, schedule and execute it with care, according to the needs of the students and include multiple Language competencies in realistic learning environments.

### Statement of the Problem

Clearly there is a difficulty concerning the ability of Sudanese students to express themselves in English language. Teachers try hardly to improve student standards in spoken English, but in most cases they fail to do so. Fortunately, the wide spread of using mobile phone in communication all through the world, can highly support the attempts of English teachers to perform activities through mobile devices to encourage students speaking English language, so the major problem is to investigate the effect of using mobile devices to improve the standard of students in elementary schools to speak English language fluently.

The main and ultimate goal of current study is to investigate the use of smartphones by Sudanese EFL learners in learning English Language and literature at Sudanese universities. It aims also to realize how students use now days their smart phones during their learning, inside and outside classroom and the additional activities concerning learning and teaching English language and literature. Moreover, it aims to probe the opportunity of utilizing the learning tools that are provided by Sudanese universities with an emphasis to educational technologies at general. The problem of this paper is that some Sudanese EFL learners at Sudanese universities don't utilize the services that are provided by the smartphones and the activities that are provided by their universities. Although smartphones and modern technologies provide greater opportunities for English language learners at all levels but the usage is considered to be very weak due to the observation of the researchers as instructors at Sudanese universities. Students use their smartphones to satisfy other need rather than the educational one specially learning English language. They don't use it frequently usability, it is not reliable to be used as a tool of learning English although it has been encouraged by a lot of experts in the domain. According to Srinivas rao (2019) cited in Shahryar Banan (2020,P:1876) said that smartphones are widely used for several purposes in the field of education. They are used by educationalists, researchers, teachers and learners differently depending on their purpose. Educationalists and researchers use them to retrieve information about the ongoing trends in education and they even give some valuable suggestions to the whole educational field. They do research on their fields and also try to set new trends in education. Teachers use mobile phones to get the information instantly in the classroom and also to visualize the learners some videos related to the topic. Therefore, mobile devices play a vital role in education, especially, in learning a language.

### The Questions of the Study

This study aims to answer the following questions

1. To what extend do you use smartphones in learning English language?
2. To what extent do you think that smart phones help you to learn English?
3. What are obstacles that hinder you to study English language using smartphones technology?
4. What English skills and sub-skills would students like to learn on mobile phones?

### The Hypotheses of the Study

This study aims to verify the following hypotheses

1. A lot of Sudanese EFL students don't use smartphones in learning English language.
2. Smart phones help in learning English language.
3. There many obstacles that hinder when studying English language using smartphones technology.
4. Students can obtain some skills and sub-skills on mobile phones.

### The Objectives of the Study

This study aims to achieve the following objectives

1. To probe whether Sudanese EFL students use smartphones in learning English language or not.
2. To recognize the role of Smart phones in learning English language.
3. To reveal the obstacles that hinder studying English language using smartphones technology.
4. To recognize the skills and sub-skills that students intend to learn on mobile phones.

## Methodology

The researchers adopted the descriptive analytical approach to conduct the study. The Population of the study is Sudanese EFL students. The sample of the research was composed of 50 students from three universities at white Nile State, Sudan. White Nile University, El Imam El Mahadi University of Medical Sciences. Students and instructors volunteered to participate in the research. The procedures of conducting the research are as follows: Students were delivered a questionnaire which was composed of 15 questions related to Smartphone use in language learning. Then they filled the questionnaire themselves and handed over to the researchers. The data gathered from the questionnaires were analyzed using the SPSS program, and the findings of the research were interpreted in order to have a detailed understanding of them. Also the data gathered from instructors' interview were analyzed using content analysis technique. The result was compared with the hypotheses of the study so as to verify them.

## The Effectiveness of Smartphones:

Given this background, more investigation into the topic at hand is warranted. The majority of the focus group attendees (19 out of 20) were interested in the usefulness of mobiles (smartphones) for learning English, as seen in the bar chart below. The remaining student thought the smartphones were helpful, at least in a limited way. That is to say, no one doubted the usefulness of cell phones as a tool for learning English. That suggests that almost all of the targeted pupils (99%) benefit greatly from using mobile devices. This may seem like a bold statement, but evidence from worldwide assessments and discussions of the effects of different relevant apps on language abilities and systems suggests that cellphones may be useful for EFL students. Discussion: As stated before, this article intends to assess the usefulness of mobiles for EFL college students' language acquisition. During the focus group, participants discussed the impact of smartphones on ESL classes in order to delve further into this subject and uncover potential solutions. It's no surprise that every one of the 20 people we polled had some kind of mobile device. Surprisingly, though, the smartphone was the favored mobile device of all of the targeted pupils. There are two explanations for this, as they hypothesized. First, most of the apps they utilized to supplement their language learning experience were only available in English. Second, the smartphone is adaptable and easy to carry about, which was especially important since the intended audience was English majors. This allowed it to be used anywhere, whether within or outside of a traditional English Language Teaching (ELT) classroom (Prenski, 2005, as referenced by Taleb and Sohrabi, 2012). Since it is probable that the smartphone apps enhance the users' English language output, they may serve to motivate and encourage them. (Hockly, 2012). Students at the selected universities overwhelmingly utilized smartphones as their primary mobile device for studying English. This means that virtually all of the 106 people surveyed utilized their mobile devices to study English. Procedia - Social and Behavioral Sciences 136 (2014), p. 104-108; Azad Ali Muhammed. To demonstrate this, it is important to identify the specific English language learning apps they used. This might help establish whether the apps are useful for It's probable that mobiles have a significant impact on the learning experience of ESL students, especially if the apps they use are related to the field of ESL and demonstrate that the participants engaged with these applications. As a result, numerous participants brought forward uses for the technology in the contexts of language learning, language systems, and international assessments. Speaking English as foreign language remains the most difficult skill to master, related to many factors ( Zhanh, 2009 )

- Inhibition, students are worried about making mistake, fearful of criticism, or simply shy

-Nothing to say, students have no motive to express themselves.

-Low or uneven participation, only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

## A. advantage of using mobile phone in learning English

Advantages of using mobile phone in learning English Language. Generally, mobile phone provides portable personal learning which can be done anytime , anywhere, inside and outside classroom practice and brings many advantages to support student such as ( Mohammed, ( 2019) :

-Accessing information quickly.

- Variety of ways to learn or doing task.
- Variety of ways to practice speaking English
- Flexibility in time and place, in case one wants to develop his spoken ability of a language in or out classroom.
- One can improve his speaking skill by talking on the phone to other schoolmates so as to practice his language ability.
- Integrating listening and speaking skill together by watching an audio or a video material and talk about it.
- Teachers can write some questions on paper and ask their students to answer them orally and record their voice.
- Debating can be organized in pairs or small groups, while long distant separate most of them from each other.
- Facilitating personal learning.

### **B. Disadvantage of using mobile phone in learning English**

Some difficulties facing deployment of mobile phone in students learning process, such as, mobile devices need to be charged infrequently, the impact of the device on the health of user, need of sustainable stability of the Internet connection (Glanli, 2022).

Speaking skill can be developed by talking on the phone, work in pairs or small groups debating on a topic and record the event, teachers can write some questions on paper and ask their students to answer them orally and record their voice.

### **Previous Studies;**

Ahmed (2022) in his thesis to have PHD in Applied Linguistic which is titled "Use of mobile phone dictionary among basic level students in schools. He used quasi – experimental method that the experimental group adopted offline dictionary installed on their mobile phones, on the other side, the control group worked with paper dictionary. The teacher used a pre – posttest as an achievement test. The results showed that the experimental group performed better than the control group in the posttest. The findings revealed that mobile phone dictionary is playing a vital role in enhancing students English language vocabulary, moreover, mobile phone dictionaries are useful stimulus, and encourage learners to work collaboratively. The researcher recommended that the teachers should help learner to download the mobile phone dictionary apps on their devices to improve learning vocabulary.

Creswell, (2014) Mobile Game – Based Learning Application was designed to enhance students listening and speaking skills. Client platform was run on Android and sever run on windows 2003. Evaluation based on three weeks study, Four classes of 30 minutes were conducted, two groups of 20 female students were made and named as control- group and experimental group , Results showed that students who learned from mobile- system have more improvement than who have learnt through traditional method, Gofran Asaid (2020 ), in her thesis to have MA in English Language aimed at investigating students attitudes towards using mobile learning applications to develop speaking skill . The researcher has adopted the descriptive analytical method. One instrument has been used as primary tool for collecting data relevant to of mobile the study, namely questionnaire to fourth year students of English at SUST College of Languages. The results have shown that the use of mobile learning applications can encourage student's oral participation. Moreover, the use of mobile applications as learning assistance which can help students improve their speaking skill. Mobile learning applications which can use inside the classrooms make students to develop their speaking skill. Limyaa in her study (2019) stated that her paper seeks to examine the use of mobile phone in the field of English Language teaching and learning .What makes this possible is the wide use of the mobile phones in the poorest regions of the world. Accessing the internet is significant feature of mobile devices today, with mobile phones no longer being just a phone but a portable multimedia device. Social media, internet service, multimedia and other applications are in constant demand by users which has therefore leg the rapid improvement of mobile phones and tablets. For example, in 2013 the average download rate nearly 1,4 MBPs which had evices 520 Kbps .

Mahdi (2018 ) in his study about Effectiveness of mobile devices on vocabulary learning , found that mobile learning has good results and that adults learners benefit more from learning English using mobile learning than young learners . Abdel Latif ( 2024 ) in his reach titled Using Mobile – assisted Language Learning to Enhance EFL Oral Language skills of Faculty of Education English Majors , aimed at measuring the effect of mobile- assisted language in enhancing English majors EFL oral language skills .a quasi- experimental approach was contacted among selected group of university students . The study results revealed that the using of mobile phones led to increased thinking , self – confidence , improving communication skills , and team work . Students indicated that using their mobiles phones for learning made the tasks more accessible and engaging.

Qlanli (2022) stated that the rapid development of technology and the need to acquire English listening and speaking skills in China have brought opportunities and challenges to Chinese university students. This study thus used explanatory sequential mixed methods to investigate opportunities and challenges in mobile learning in English listening and speaking skills. The results indicated that the mobile learning was deemed more supported than rejected by the students who found it easy to use, useful, resourceful and manageable in self – learning, therefore, it brought them more opportunities to learn those two English skills actively and independently at anytime and anywhere easily rather than challenges, demotivating them to learn the language.

### Data analysis

#### Society and Study Sample:

The study population consists of White Nile University – Faculty of Arts , and the sample of the study. Some students were selected in Faculty using simple random sampling method.

#### Data collection method:

Study tool: After reviewing the literature of research and previous studies, the researcher designed a questionnaire to suit the subject of the study and its objectives, in order to collect data from the sample members. It was considered that the questionnaire is comprehensive to measure Investigating the Contribution of Using Smartphones in Enhancing Sudanese EFL Learners Performance, for the subject, related to students and teachers, on this basis, the questionnaire was designed in two parts: Questionnaire includes 15 items spread across fifth Likertian hypotheses ranging from (strongly agree, agree, Neutral, disagree, strongly disagree) I strongly agree (5), agree (4), Neutral (3), disagree (2), strongly disagree (1) where I strongly agree and agree with the positive side, Negative, while neutral means the frequency of the answer in the sense of uncertainty and thus are excluded in the provision and the table below shows the distribution of weights on the approval levels.

**Table (1) Distribution of approval grades :**

| Weight | Degree of approval |
|--------|--------------------|
| 5      | Strongly agree     |
| 4      | Agree              |
| 3      | Neutral            |
| 2      | Disagree           |
| 1      | Strongly disagree  |

**Source: Preparation of the researcher, based on the questionnaire data, 2025.**

**Table (2) Distribution of questionnaire statements**

| Number | Hypotheses  | Items |
|--------|---|-------|
| 1      | A lot of Sudanese EFL students don't use smartphones in learning English language.                | 5     |
| 2      | Smart phones help in learning English language.   | 5     |
| 3      | There many are obstacles that hinder when studying English language using smartphones technology. | 5     |
| Total  |   | 15    |

**Source: Preparation of the researcher, based on the questionnaire data, 2025.**

Test the validity of the questionnaire:

Prior to the final formulation and publication of the questionnaire, the researchers tested the validity of the questionnaire to ensure that the questions were formulated in a clear manner, away from any ambiguity, and the comprehensiveness and integrity of the questionnaire. It was presented to three professors who specialize in English language literature. These referees reviewed the questionnaire and presented their observations and recommendations which were taken into account by the researchers in preparing the questionnaire in its final form, as shown in Annex 1.

Stability Test:

For the purpose of testing the internal consistency of the search variables, and for the questionnaire in general, the researchers used the Alpha Cronbach coefficient, which theoretically values between 0 and 1, and the closer one approximates high stability, The study was conducted according to the rule of "all fixed stable test" and is considered the statistically acceptable value of Alpha Kornbach (60%) The test of the credibility of the responses of the respondents was conducted and the results of the test as shown:

**Table (3) Stability test**

| Number          | Hypotheses  | Stability Factor |
|-----------------|---|------------------|
| 1               | A lot of Sudanese EFL students don't use smartphones in learning English language.                | .69              |
| 2               | Smart phones help in learning English language.   | .77              |
| 3               | There many are obstacles that hinder when studying English language using smartphones technology. | .73              |
| Total indicator |   | .70              |

**Source: Preparation of the researcher, based on the questionnaire data, 2025.**

Note from the above table that the results of the stability test for research hypotheses are greater than 60%. These values mean that there is a high degree of internal stability for all axes The first hypothesis (69%), the second hypothesis (77%), the third hypothesis (73%), The overall stability of the hypotheses (70%) is explained by the fact that the level of stability is high for all hypotheses and that the parameters used by the researchers to measure hypotheses have the internal stability of their terms. This enables the researcher to rely on these answers in achieving the research objectives.

**Table (4) Hypotheses one analysis: A lot of Sudanese EFL students don't use smartphones in learning English language.**

| The Statement   | The options |                   |          |         |       |                |
|---|-------------|-------------------|----------|---------|-------|----------------|
|   |             | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| I have no smart phone   | Frequencies | 12                | 20       | 3       | 5     | -              |
|   | Percentages | %30               | %50      | %7      | %13   | -              |
| Smart phones are not important in learning English                        | Frequencies | 10                | 18       | 5       | 7     | -              |
|   | Percentages | %25               | %45      | %13     | %17   | -              |
| I don't know how to use smartphones                                       | Frequencies | 18                | 10       | 2       | 10    | -              |
|   | Percentages | %45               | %25      | %5      | %25   | -              |
| We don't need smartphones in studying English at university               | Frequencies | 10                | 20       | 5       | 5     | -              |
|   | Percentages | %25               | %50      | 13%     | %13   | -              |
| When I use smartphones in learning , other attractive programs attract me | Frequencies | 15                | 14       | 4       | 7     | -              |
|   | Percentages | %38               | %35      | %10     | %17   | -              |

**Source: preparing by researcher from questionnaire data, 2025.**

- (80%) of member sample are agree to item (I have no smart phone) and (7%) are Neutral and (13%) are disagree.
- (70%) of member sample are agree to item (Smart phones are not important in learning English) and (13%) are Neutral and (17%) are disagree.

- (70%) of member sample are agree to item (I don't know how to use smartphones) and (5%) are Neutral and (25%) are disagree.
- (75%) of member sample are agree to item (We don't need smartphones in studying English at university) and (13%) are Neutral and (13%) are disagree.
- (73%) of member sample are agree to item (When I use smartphones in learning, other attractive programs attract me) and (10%) are Neutral and (17%) are disagree.

**Table (5) Hypotheses two analysis: Smart phones help in learning English language.**

| The Statement   | The options |                   |          |         |       |                |
|---|-------------|-------------------|----------|---------|-------|----------------|
|   |             | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| Smartphones are important in learning English                       | Frequencies | 16                | 13       | 2       | 5     | 4              |
|   | Percentages | %40               | 32%      | 5%      | 13%   | 10%            |
| Smartphones are better than traditional devices in learning English | Frequencies | 13                | 15       | 4       | 5     | 3              |
|   | Percentages | %32               | 38%      | %10     | %13   | %7             |
| Smartphones provide me with up-to-date methods in learning English  | Frequencies | 15                | 12       | 3       | 10    | -              |
|   | Percentages | %38               | %30      | %7      | %25   | -              |
| Smartphone more economic than other methods in learning English     | Frequencies | 15                | 15       | 4       | 6     | -              |
|   | Percentages | %38               | %38      | %10     | %15   | -              |
| smartphones helps in learning in anywhere and any time              | Frequencies | 15                | 10       | 5       | 10    | -              |
|   | Percentages | %38               | %25      | %13     | %25   | -              |

**Source: preparing by researcher from questionnaire data, 2025.**

- (72%) of member sample agree to item (Smartphones are important in learning English) and (5%) are Neutral and (23%) are disagree.
- (70%) of member sample agree to item (Smartphones are better than traditional devices in learning English) and (10%) are Neutral and (20%) are disagree.
- (68%) of member sample agree to item (Smartphones provide me with up-to-date methods in learning English) and (7%) are Neutral and (25%) are disagree.
- (76%) of member sample agree to item (Smartphone more economic than other methods in learning English) and (10%) are Neutral and (15%) are disagree.
- (63%) of member sample agree to item (smartphones helps in learning in anywhere and anytime) and (13%) are Neutral and (25%) are disagree.

**Table (6) Hypotheses three analysis: There are many obstacles that hinder when studying English language using smartphones technology.**

| The Statement  | The options |                   |          |         |       |                |
|--|-------------|-------------------|----------|---------|-------|----------------|
|  |             | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| Smartphones are expensive to by  | Frequencies | 17                | 13       | 4       | 6     | -              |
|  | Percentages | %42               | 33%      | %10     | 15%   | -              |
| We are not trained to use smartphones in learning English                          | Frequencies | 15                | 17       | 4       | 4     | -              |
|  | Percentages | %38               | 42%      | 10%     | 10%   | -              |
| Instructors don't agree using smartphones in learning English inside the classroom | Frequencies | 20                | 9        | 5       | 6     | -              |
|  | Percentages | %50               | %22      | %13     | %15   | -              |
| I enjoy other programs more than English programs in my smartphone                 | Frequencies | 15                | 14       | 4       | 5     | 2              |
|  | Percentages | %38               | %35      | 10%     | %13   | 5%             |
| Using smartphones has health drawbacks   | Frequencies | 10                | 20       | 4       | 6     | -              |
|  | Percentages | %25               | %50      | %10     | 15%   | -              |

**Source: preparing by researcher from questionnaire data, 2025.**

- (75%) of member sample agree to item (Smartphones are expensive to by) and (10%) are Neutral and (15%) are disagree .

2. (80%) of member sample agree to item (We are not trained to use smartphones in learning English) and (10%) are Neutral and (10%) are disagree.
3. (72%) of member sample agree to item (Instructors don't agree using smartphones in learning English inside the classroom) and (13%) are Neutral and (15%) are disagree.
4. (73%) of member sample agree to item (I enjoy other programs more than English programs in my smartphone) and (10%) are Neutral and (18%) are disagree.
5. (75%) of member sample agree to item (Using smartphones has health drawbacks) and (10%) are Neutral and (15%) are disagree.

Tasting of Hypothesis:

**Table (1) test of Hypothesis (1): A lot of Sudanese EFL students don't use smartphones in learning English language.**

| Items  | Accounted value | p-value | DF | Result   |
|--|-----------------|---------|----|----------|
| I have no smart phone .  | 1029.           | 0.00    | 4  | Accepted |
| Smart phones are not important in learning English .                       | 42.30           | 0.00    | 4  | Accepted |
| I don't know how to use smartphones  | 18.26           | 0.00    | 4  | Accepted |
| We don't need smartphones in studying English at university.               | 2432.           | 0.00    | 4  | Accepted |
| When I use smartphones in learning , other attractive programs attract me. | 1029.           | 0.00    | 4  | Accepted |
| General indicator  | 25.30           | 0.00    | 5  | Accepted |

**Source: Preparation of the researcher, based on the questionnaire data, 2025.**

We note from table (1):

1. The probability value of the first term (0.00) is less than (0.05) so the phrase " I have no smart phone " is correct and acceptable.
2. The probability value of the second phrase (0.00) is less than (0.05) so the phrase "Smart phones are not important in learning English "is correct and acceptable.
3. The probability value of the third phrase (0.00) is less than (0.05) so the phrase "I don't know how to use smartphones "is correct and acceptable.
4. The probability value of the four phrase (0.00) is less than (0.05) so the phrase "We don't need smartphones in studying English at university "is correct and acceptable.
5. The probability value of the five phrase (0.00) is less than (0.05) so the phrase "When I use smartphones in learning, other attractive programs attract me" is correct and acceptable.

**Table (2) test of Hypothesis (2) : Smart phones help in learning English language.**

| Items  | Accounted value | p-value | DF | Result   |
|--|-----------------|---------|----|----------|
| Smartphones are important in learning English.                       | 20.13           | 0.00    | 4  | Accepted |
| Smartphones are better than traditional devices in learning English. | 53.17           | 0.00    | 4  | Accepted |
| Smartphones provide me with up-to-date methods in learning English . | 15.26           | 0.00    | 4  | Accepted |
| Smartphone more economic than other methods in leaning English.      | 18.26           | 0.00    | 4  | Accepted |
| smartphones helps in learning in anywhere and anytime.               | 20.13           | 0.00    | 4  | Accepted |
| General indicator  | 12.8            | 0.00    | 4  | Accepted |

**Source: Preparation of the researcher, based on the questionnaire data, 2025.**

We note from table (2) :

- 1 The probability value of the first term (0.00) is less than (0.05) so the phrase "Smartphones are important in learning English" is correct and acceptable.

2 The probability value of the second phrase (0.00) is less than (0.05) so the phrase "Smartphones are better than traditional devices in learning English" is correct and acceptable.

3 The probability value of the third phrase (0.00) is less than (0.05) so the phrase "Smartphones provide me with up-to-date methods in learning English" is correct and acceptable.

4 The probability value of the four phrase (0.00) is less than (0.05) so the phrase "Smartphone more economic than other methods in learning English" is correct and acceptable.

5 The probability value of the five phrase (0.00) is less than (0.05) so the phrase "smartphones helps in learning in anywhere and anytime" is correct and acceptable.

**Table (3) test of Hypothesis (3): There many are obstacles that hinder when studying English language using smartphones technology.**

| Items  | Accounted value | p-value | DF | Result   |
|--|-----------------|---------|----|----------|
| Smartphones are expensive to by.   | 12.11           | 0.00    | 4  | Accepted |
| We are not trained to use smartphones learning English.                          | 32.21           | 0.00    | 4  | Accepted |
| Instructors don't agree using smartphones learning English inside the classroom. | 15.20           | 0.00    | 4  | Accepted |
| I enjoy other programs more than English programs in my smartphone               | 32.21           | 0.00    | 4  | Accepted |
| Using smartphones has health drawback  | 15.20           | 0.00    | 4  | Accepted |
| General indicator  | 29.34           | 0.00    | 4  | Accepted |

**Source: Preparation of the researcher, based on the questionnaire data, 2025.**

We note from table (3) :

1 The probability value of the first term (0.00) is less than (0.05) so the phrase " Smartphones are expensive to by " is correct and acceptable.

2 The probability value of the second phrase (0.00) is less than (0.05) so the phrase "We are not trained to use smartphones in learning English " is correct and acceptable.

3 The probability value of the third phrase (0.00) is less than (0.05) so the phrase "Instructors don't agree using smartphones in learning English inside the classroom " is correct and acceptable.

4 The probability value of the four phrase (0.00) is less than (0.05) so the phrase "I enjoy other programs more than English programs in my smartphone" is correct and acceptable.

5 The probability value of the five phrase (0.00) is less than (0.05) so the phrase "Using smartphones has health drawbacks" is correct and acceptable.

### Discussions and Recommendations

Grounded on the findings of the students' questionnaire and instructors interview, it clear that Smartphones that are used at EFL learning at universities can have positive impact on learning outcomes. But, if they are not used properly and in a controlled way they can have negative impact in education because it steals students time. Thus, according to the findings of the questionnaire 70 percent of all participants in the research think that the use of Smartphone can help them in their attempts to learn English language. These findings are also supported by other researchers such as Chi-Yen Chiu (2015) who claimed, that Smartphone use in language learning can be of great benefits especially in vocabulary acquisition, spelling and pronunciation, grammar, listening and reading skills. In addition, findings of the research showed that 55 percent of all participants use Smartphone for translation of words or text, 26 percent of them use Smartphone for vocabulary and around 11 percent of them use it for grammar. These findings are supported also by a study conducted by Kennedy and Levy (2008) which gave students the ability to get text messages with known words in different relations through SMS to their mobile phones. They were able to get around ten messages every week. The findings of the study showed that receiving text messages with English words, turned out to be a useful way to acquire English vocabulary. 312 International Conference on Linguistics, Literature and Culture Furthermore, based on the findings of the research it was revealed that 82 percent of all participants used Smartphone at home. However, as stated above, Smartphone use in education can have negative effect either on learning or in health related issues. Thus, based on the

findings of the research it was found that 46 percent of all participants think that the uncontrolled way, and longtime of use of Smartphone can lead to negative effects on learning, that is, if used inadequately or the irrelevant use of it can rather take your time than help you in learning. The findings find support also by other educators, such as Town (2013) who suggests the negative impact of using Smartphones in education is related to learners' achievement, as learners may become addicted to playing games, chatting or talking to their peers, and this in fact might be considered as a waste of time rather than learning. And finally, findings of the research also suggest that Smartphone use can also have harmful effect in health related issues, thus 79 percent of all participants think that the inadequate use of Smartphone or either the uncontrolled and longtime use of Smartphone can have harmful effects on eyes. Similar research studies suggest the same, so according to Britt, (2013), using Smartphone for a long period of time and at a close distance may also cause symptoms of eye strain or eye fatigue. Wilson (2012) also suggests that using Smartphone in a bad position such as keeping your arms bent, head looking forward in a bent position can cause pain in the neck and spine, as cited in the literature review.

### Conclusions:

The findings of the research propose that the use of using Smartphone and other mobile learning technologies and applications has a lot of advantages because they provide language learning opportunities the world over, and anytime due to their portal and connectivity ability. However, if they are used out of control or outside of standards and not in compliance with learning objectives they can do more damage than good to our educational purpose.

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