

**INVESTIGATING THE FACTORS AFFECTING EFL LEARNERS' ATTITUDES
TOWARDS MALL ADOPTION AND INTEGRATION IN ENGLISH CLASSES**

**Imran Khan^{1§}, Ehtsham Afzal², Arif Widaa Ali Mohamed¹
and Hafsa Riaz¹**

¹ English Department, College of Education, Majmaah University
Al Majmaah, Kingdom of Saudi Arabia
Email: i.khan@mu.edu.sa / imkk2010@gmail.com
arifwidaa070@gmail.com

hafsa_riaz@yahoo.com / h.abuzar@mu.edu.sa

² Qassim University, Buraydah, Kingdom of Saudi Arabia
Email: Ehtsham.qassim@gmail.com

[§] Corresponding author

ABSTRACT

The purpose of this study was to investigate how EFL students used smartphones as a mobile-assisted language learning (MALL) tool, as well as their attitudes and perceptions about it in terms of learning English. Furthermore, this research aims to uncover the underlying elements that influence learners' views on using smartphones as a supportive learning tool for improving their language abilities. An online comprehensive survey with five sections was used to collect quantitative data for this investigation. This research involved ninety EFL undergraduates from Majmaah University. To evaluate the quantitative data, descriptive statistics in SPSS 24 were employed. The findings revealed that utilizing smartphones can assist EFL learners enhance their overall language skills in general, as well as their vocabulary and listening skills in particular. The findings also revealed several factors that influence students' attitudes regarding using smartphones in learning English. Interface design, perceived ease of use, perceived accessibility, sense of mobility, and others are some of the most important considerations. Based on the results of this study, it is envisaged that the findings of this study would assist instructors in EFL context in preparing course materials and, as a result, revising their curricula in the context of mobile learning to facilitate English pedagogy and learning process. More research is needed, however, to analyze additional elements of MALL from the perspective of teachers in order to fully grasp the concept of MALL as a supportive learning tool in both EFL and ESL contexts.

KEYWORDS

EFL, MALL, Perceptions, Smartphones, TAM.

1. INTRODUCTION

1.1 Background

The emerging new trends in ICT have immensely influenced English language teaching and practices across the globe (Bai et al., 2016). ICT is an important part of the teaching

and learning process, and it has transformed education in many ways. Technology-integrated teaching has facilitated language teachers and learners to achieve their academic goals and objectives effectively (Cheon et al., 2012). There are several aspects of ICT that can be further explored and applied in education. One of such fast emerging technology which has dominated every sphere of life in general and education in particular is mobile phone. Mobile technology plays a pivotal role in development of education at tertiary level (Tan et al., 2012). However, mobile phone is generally used for its basic purpose that is communication but it can also be used as a learning tool to enhance the process of language learning (Heil et al., 2016). Students utilize mobile technology as a tool to enhance their learning and achieve academic success due to several reasons (Khan, Ali, et al., 2021; Khan, Mustafa, et al., 2020; Khan, Radzuan, et al., 2021; Kukulska-Hulme et al., 2018). It is evident from the findings that students' familiarity with mobile technology will have a favorable impact on their motivation, and that this will also have a positive impact on their academic success rates in mobile learning (Fryer et al., 2016). Mobile-assisted learning has different features including ease of access to different materials and learning resources (Jung, 2015). Another reason is the notion of mobility that language learning can take place anytime and anywhere. The notion of mobility gives encouragement and motivation to the learners to pursue language learning at their own pace and learning style independently (Khan et al., 2018; Khan, Shahbaz, et al., 2020; Leis et al., 2015).

Mobile-assisted language learning (MALL) is very effective to improve language skills. There are several mobile apps for learning vocabulary and studying grammar. As MALL is an 'in-class activity' in which students can improve vocabulary by creating their own multimedia vocabulary glosses (Kukulska-Hulme, 2016). Similarly, various apps of mobile assist learners to enhance their grammar knowledge through variety of integrated activities. Students engage with social media (facebook, twitter, wiki, and blogs) through their smart phones which develops their reading and writing skills effectively (Klimova, 2018). Moreover, their listening and speaking skills are enhanced by watching podcast videos and various features of mobiles like text-to-speak in the native voice. In addition, the availability of vast numbers of audio contents in multiple languages can positively affect their listening skills (Zou et al., 2015). Additionally, the ability to utilize smartphones to learn foreign languages is one of the benefits of smartphones for students. Using smartphones and associated apps in the classroom can assist students and teachers build and improve prevailing pedagogical procedures, as well as provide useful ideas that motivate students to study and learn more effectively (Chai et al., 2016).

There are several factors affecting the learners' attitudes towards the efficacy of MALL in enhancing language learning. The review of previous literatures revealed the following factors that affect the implementation of MALL as a learning tool in the classroom setting: ease of use, perceived usefulness, easy access to internet, mobility and portability, effectiveness, the recording and playing audios/videos, learner friendliness, and interactivity (Park et al., 2012). The findings of various studies demonstrated that students had positive attitudes towards MALL in relation to learn a foreign language. Many studies also revealed that students motivation was boosted and learning process was simplified by using smartphones (Kim et al., 2013). So, Mobile learning has become a major area in the developing of ELT/ELL. It is considered as a significant tool in teaching and learning English language offering different practical ways (Yamamoto, 2014). The current study

is an attempt to explore the factors affecting the adoption of MALL in relation to EFL learners' perception at Majmaah University.

1.2 Purpose of the Study

The main motivation behind this study was to find out how smartphones affect college level EFL learners' perceptions in learning language skills and the factors that could lead to adoption and integration of smartphones. It also attempted to see if the effective integration of smartphones could result in motivating students to improve their grades.

1.3 Significance of the Study

The recent evolution of new trends in the field of technology has shifted the researchers' attention from the application of traditional technologies of computer-assisted languages (CALL) to the innovative technology of mobile-assisted language learning (MAAL) in teaching and learning a language (Kétyi, 2013). Mobile technologies have facilitated teachers and learners to meet their objectives successfully across the world (Yaman et al., 2015). There are several factors why students prefer mobile as tool to enhance their learning process. Mobile phones are easily portable, interactive, ease to use, easy access to internet, flexible and highly adaptive for all learning situations (Davie et al., 2015).

The uses of mobile phones are also widespread in Saudi Arabia. Saudi EFL learners at tertiary level are tech-savvy (Alzubi et al., 2017). They own smart phones and capable of using them for engaging in social media; whats app, facebook, twitter, social blogs very effectively. Their engagement with the social media positively influences their language skills. Research findings report that Saudi students use their smart phones for doing their home works. The use of mobile or smart phones enhances their creativity, critical thinking and their learning style and behaviors (Nalliveettil et al., 2016a).

Therefore, the current study explores the factors affecting MALL adoption and implementation and the learners' perceptions among undergraduates in Majmaah University. Students at Majmaah University create whats app groups for interaction with the peers as well the language instructors. They also use mobile phones for responding on the university portal (Black Board). The current study will explore the underline factors for adoption and implementations of smartphones in EFL context. The finding of the study will suggest useful pedagogical implications for language teachers using MALL in enhancing language teaching and learning.

1.4 Research Objectives

The current study sets the following research objectives to answer the research questions of the study:

- To investigate the factors affecting EFL learners' perceptions towards Smartphones as a helpful learning tool

1.5 Research Questions

- What factors influence EFL learners' perceptions of smartphones as a helpful learning tool for developing their language skills?

2. LITERATURE REVIEW

Mobile-assisted language learning (MALL) is a fast-emerging research field that underwent rapid growth. Previous research studies indicated that MALL is a learning tool which provides learners with opportunities to develop and practice their language in a flexible, collaborative adaptive, real-life experience and anxiety-free environment both inside and outside the classroom (Duman et al., 2015). The current study reviewed literature of the previous relevant studies in the field of MALL.

Students' perception of mobile devices is that they are primarily used for entertainment and communication. Ta'amneh (2021) examined the role of smartphones in improving learners' language proficiency in Saudi Arabia. The study employed 150 EFL learners using a questionnaire to get participants' responses regarding the benefits and challenges of using smartphones in learning language skills. The data collected through the attitude questionnaire was analyzed with the help of SPSS. The results of the study showed significant positive effects on learners' perceptions about the use of smartphones to enhance language skills.

Assessing students' acceptance of mobile devices as part of their learning is a critical component of successful mobile learning deployment (Botero et al., 2018). With so many language apps accessible, mobile devices appear to be great language learning aids. Surprisingly little research has documented on students' adoption of mobile-assisted language learning (MALL). Blanka (2018) explored the efficacy of using smartphones in enhancing language skills. The results showed that the use of smartphones and their apps had a positive effect on learners' perception of learning English as a foreign language, especially in improving learners' vocabulary and pronunciation.

Klímová (2018) explored the effectiveness of using mobile phones and their apps for improving English language at University of Hradec Kralove, Czech Republic. In this quantitative study, the benefits and limitations of MALL in EFL teaching context were also highlighted. The findings of the study revealed positive effects of MALL on learning of English language and learners' attitudes towards it. Among the factors that affected learners' attitudes towards MALL, perceived ease to use and access to internet received the highest mean score in the analysis.

Rosell-Aguilar (2017) investigated the potentials of mobile apps in enhancing EFL learning. The study adopted a qualitative approach to find the factors affecting the perceptions of the students towards MALL in learning basic skills of a language. The study also suggested a framework for evaluating the efficacy of mobile apps in improving learners' language proficiency. Findings of the study also presented taxonomy for the availability of potentials mobile apps. In addition, the results showed that the students did not face any difficulty in the process of learning through smartphones.

Personalizing learning is one of the essential features of MALL. Students can maintain and organize their own learning by using mobile-enhanced tools in learning process. Kukulska-Hulme (2016) conducted a study to examine the efficacies of MALL in improving language teaching and learning in terms of personalized learning from research and practice. Findings of the study revealed that aspect of personalized learning of mobile phones had positive effects on learning and attitudes of the learners.

Nalliveettil et al. (2016b) carried out quantitative study to explore the effectiveness of mobile phones on learning English in Saudi Arabia. The study utilized a survey questionnaire to collect data from the teachers and students. Findings of the study revealed a significantly positive effect of mobile phones on learners' English language. The study also recommended an innovative methods and useful materials for English teachers and learners in EFL classroom setting. However, while their study used a questionnaire with a small size of data, the current survey is quantitative, collecting data from a relatively large sample size to better understand the relevant concepts of MALL.

2.1 Theoretical Model

The current study is based on Davis' (1989) Technology Acceptance Model (TAM), which is often utilized in empirical research studies seeking to examine and explore the factors that influence learners' perceptions of educational technology acceptance and adoption in the learning process (Kamal et al., 2020). TAM is primarily concerned with the elements that motivate people to adopt and use a certain technology to aid in their learning (Ibrahim et al., 2017). According to this approach, various elements that influence individuals' behavior determine whether or not a new technology is accepted or rejected. Perceived ease of use and perceived utility are the two most important aspects that influence individuals' perceptions and behavior when it comes to accepting new technology. The degree to which a person sees the system's use as effortless is referred to as perceived ease of use. While the general perceptions of individuals about how the use of technology might help them perform better at work are deemed as perceived usefulness (PU). A modified version of TAM is used in many empirical research to investigate the elements that influence learners' perceptions of and actual use of technological tools (Scherer et al., 2019). Therefore, the current study utilized the TAM model to look into the factors that influence students' perceptions of smartphones as helpful learning tools when learning English as a second language.

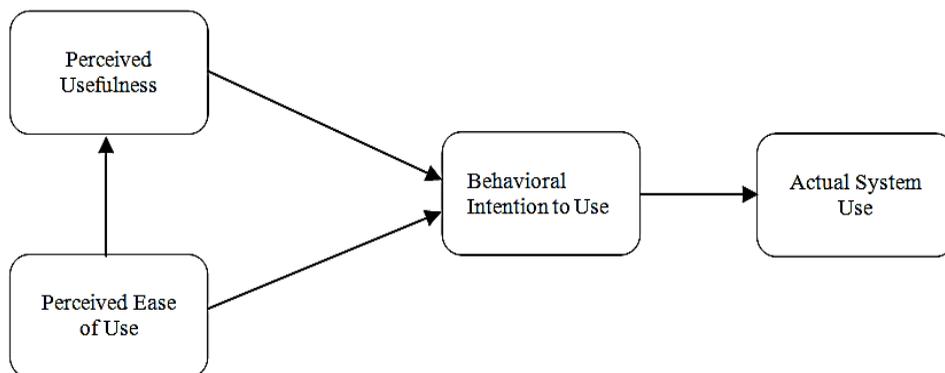


Figure 1: Technology Acceptance Model (TAM) as the Theoretical Framework (Davis, 1992)

3. METHODOLOGY

3.1 Research Design

The current study employed an exploratory design with quantitative analysis to investigate the factors that influence participants' perceptions of smartphones as a supplement to traditional learning methods in English language learning. To collect data for the research, the current study used a quantitative method. The researcher collected quantitative data for this investigation using an online comprehensive survey with eight sections as the primary data collecting tool. The survey was developed using the surveygizmo.com online survey tool, and data was extracted into an Excel data sheet before being turned into an SPSS 24 data file. For validity, six researchers at Majmaah University were requested to review the content of the questionnaire. The final version with the modifications suggested by the group was used for the study. Moreover, the reliability ratio was calculated using Cronbach Alpha. The computed value was 0.82, which indicates that it is highly reliable for the purposes of this study. In addition, the survey questionnaire, as the primary qualitative data collection instrument, was based on TAM principles to determine the elements impacting learners' perceptions of smartphones.

3.2 Population and Sampling

The current study enlisted the participation of 90 Saudi EFL male undergraduates. The participants were all enrolled in B.A English program at Majmaah University. The study's participants were 17 to 19 years old and came from the same cultural and religious background. Furthermore, they were given a consent form to participate in the study, thus their involvement was entirely voluntary. Students majoring in English at Majmaah University are divided into sections or groups based on their college placement test results. The participants in this study, however, did not all have the same level of English ability because they came from different levels of the B.A program.

4. DATA ANALYSIS

This study was primarily a quantitative research. The quantitative data were collected using a survey questionnaire. Participants' responses were statistically analyzed using descriptive statistics in SPSS. The mean and standard deviation of each item on the questionnaire were analyzed. Means and standard deviations were also used to statistically describe students' perceptions. Independent samples t-test was used to find significant factors affecting students' perceptions about the adoption and integration of MALL.

4.1 Results

The motivation behind this research is to investigate Majmaah University undergraduates' point of views about the role of utilizing smartphones in acquiring English language skills and exploring the factors affecting their perceptions of adopting smartphones in learning language skills. This study seeks to address the main research question. "What factors influence EFL learners' perceptions of smartphones as a helpful learning tool for developing their language skills?". Means and standard deviations of participants' perceptions were statistically analyzed. Students were asked about the factors that could affect the use of smartphones in their learning language skills, they provided the information shown in Figure 2. Based on the result, the most affecting factor from students'

perspective was perceived ease of use (61%), easy access to internet (56%), and perceived usefulness (50%). The other factors that could positively influence students to use smartphones in improving their language proficiency include enhanced interactivity (39%), learner friendliness (28%), mobility and portability (22%), effectiveness (17%) and flexibility (6%).

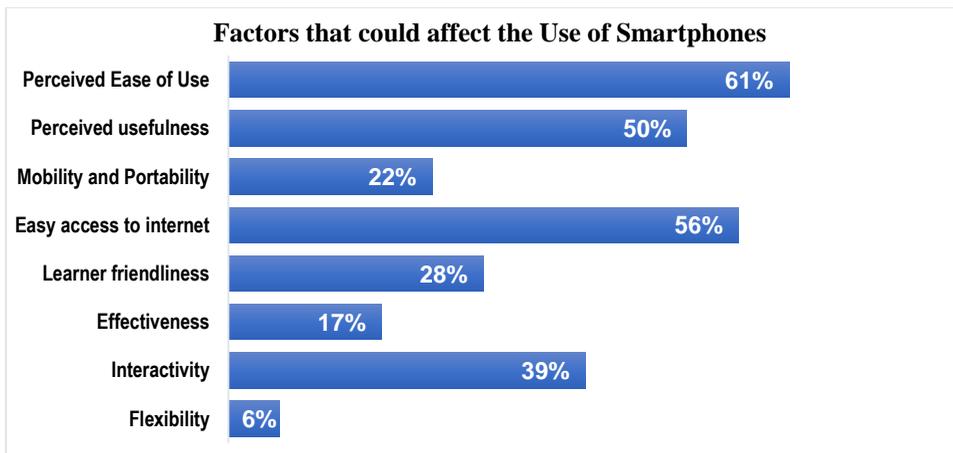


Figure 2: Factors that could affect the use of Smartphones from the Students' Point of View

Overall, students' perceptions were positive; that is, the majority of students were more likely to agree with the statements measuring each dimension of the questionnaire. On average, 68.6% of students either agree or strongly agree with the questionnaire statements measuring their perceptions and attitudes towards the adoption and integration of MALL. Frequencies and percentages summarizing the scale scores given by students are reported in *Table 1*. Means and standard deviations are also reported. As plotted in *Figure 2*, the highest mean score was for Perceived Ease of use ($M = 4.14$, $SD = 0.597$), with 78.9% of students agree or strongly disagree with the dimension statements and no students disagreeing with any of the statements. Flexibility as a subscale of the questionnaire received the least mean score ($M = 3.51$, $SD = 0.612$), with 59.3% of students agree or strongly agree with the statements and 10.6% on the disagree scale.

Table 1
Descriptive Summary of Questionnaire Dimensions and
Items of Students' Perceptions about Smartphones

Questionnaire Dimensions and Items	Scale (N and %)					Statistics	
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	M	SD
<u>Overall Questionnaire</u>	10 1.9%	45 8.6%	109 20.9%	224 42.9%	134 25.7%	3.83	.604
<u>Perceived Ease of Use</u>	2 1.9%	12 11.1%	26 24.1%	35 32.4%	33 30.6%	3.79	.794
1. I think mobile phones are easier than any other technology for learning.	1 5.6%	0 .0%	6 33.3%	4 22.2%	7 38.9%	3.89	1.132
2. I think mobile phones can be easily used to prepare teaching materials.	0 .0%	4 22.2%	2 11.1%	5 27.8%	7 38.9%	3.83	1.200
3. I think teaching materials can be easily downloaded from mobile phones.	0 .0%	3 16.7%	3 16.7%	10 55.6%	2 11.1%	3.61	.916
4. Mobile phones give me a lot of support in teaching.	0 .0%	1 5.6%	6 33.3%	6 33.3%	5 27.8%	3.83	.924
5. I think it is easier through mobile phones to send learning activities to students.	1 5.6%	1 5.6%	4 22.2%	5 27.8%	7 38.9%	3.89	1.183
<u>Perceived Usefulness</u>	1 .9%	7 6.5%	23 21.3%	54 50.0%	23 21.3%	3.84	.692
6. Smartphones are usually very useful in learning language skills.	0 .0%	0 .0%	4 22.2%	7 38.9%	7 38.9%	4.17	.786
7. I like Smartphones because they assist me in learning language skills.	1 5.6%	1 5.6%	4 22.2%	11 61.1%	1 5.6%	3.56	.922
8. Smartphones help me understand the reading content more easily.	0 .0%	1 5.6%	4 22.2%	10 55.6%	3 16.7%	3.83	.786
9. Smartphones help me understand the meaning of new words easily	0 .0%	2 11.1%	2 11.1%	11 61.1%	3 16.7%	3.83	.857
10. I think using smartphones gives more flexibility to language learning.	0 .0%	3 16.7%	2 11.1%	9 50.0%	4 22.2%	3.78	1.003

Questionnaire Dimensions and Items	Scale (N and %)					Statistics	
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	M	SD
<u>Perceived Accessibility</u>	3 2.8%	7 6.5%	20 18.5%	50 46.3%	28 25.9%	3.86	.765
11. I prefer MALL devices for their easy accessibility.	0 .0%	0 .0%	4 22.2%	8 44.4%	6 33.3%	4.11	.758
12. I prefer MALL devices to computer devices because they are portable and can be used anywhere any time.	1 5.6%	1 5.6%	3 16.7%	9 50.0%	4 22.2%	3.78	1.060
13. I can easily connect mobile phones to internet.	1 5.6%	1 5.6%	1 5.6%	8 44.4%	7 38.9%	4.06	1.110
14. It can be easy to check students' assignments using MALL devices; smartphones or tablets.	1 5.6%	2 11.1%	6 33.3%	5 27.8%	4 22.2%	3.50	1.150
15. I usually use my mobile phone to upload learning materials for students because it is more accessible.	0 .0%	1 5.6%	4 22.2%	9 50.0%	4 22.2%	3.89	.832
<u>Perceived Effectiveness</u>	0 0.0%	0 0.0%	19 21.1%	39 43.3%	32 35.6%	4.14	.597
16. I think MALL is more effective in enhancing language learning.	0 .0%	0 .0%	3 16.7%	9 50.0%	6 33.3%	4.17	.707
17. I think MALL is effective in developing learners' vocabulary.	0 .0%	0 .0%	3 16.7%	8 44.4%	7 38.9%	4.22	.732
18. I think MALL is effective in improving reading and writing skills of the learners.	0 .0%	0 .0%	4 22.2%	8 44.4%	6 33.3%	4.11	.758
19. I think MALL is effective for enhancing listening and speaking skills of the learners.	0 .0%	0 .0%	4 22.2%	5 27.8%	9 50.0%	4.28	.826
20. I think MALL is effective in building up overall language proficiency of the learners.	0 .0%	0 .0%	5 27.8%	9 50.0%	4 22.2%	3.94	.725

Questionnaire Dimensions and Items	Scale (N and %)					Statistics	
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	M	SD
<u>Learner Friendliness</u>	4 3.7%	19 17.6%	21 19.4%	46 42.6%	18 16.7%	3.51	.612
21. I feel more comfortable using smartphones for learning language skills.	0 .0%	3 16.7%	3 16.7%	6 33.3%	6 33.3%	3.83	1.098
22. I can use smartphone anywhere and anytime to assist my learning.	0 .0%	0 .0%	7 38.9%	9 50.0%	2 11.1%	3.72	.669
23. Using smartphone helps me getting answers quickly.	4 22.2%	5 27.8%	1 5.6%	5 27.8%	3 16.7%	2.89	1.491
24. With the use of smartphone, I can learn in shorter segments.	0 .0%	3 16.7%	6 33.3%	8 44.4%	1 5.6%	3.39	.850
25. Smartphones help me to plan my learning tasks quickly.	0 .0%	2 11.1%	1 5.6%	12 66.7%	3 16.7%	3.89	.832
<u>Mobility and Portability</u>	4 3.6%	18 17.6%	20 18.4%	43 43.6%	18 16.7%	3.51	.512
26. I feel more comfortable using smartphones anywhere.	0 .0%	4 13.4%	3 16.7%	5 33.3%	5 33.3%	3.03	1.008
27. I have an easy access to internet while using smartphone for learning.	0 .0%	0 .0%	6 36.9%	8 51.0%	4 11.1%	3.52	.670
28. I like using smartphones for learning because I can carry and use it anywhere.	4 22.2%	4 23.8%	1 5.6%	5 25.8%	3 14.7%	2.89	1.591
29. I use my smartphone both at home and the class for learning.	0 .0%	3 16.7%	6 33.3%	8 44.4%	1 5.6%	3.39	.850
30. I like smartphones because they are easily portable to do my learning tasks quickly.	0 .0%	2 11.1%	1 5.6%	10 66.7%	3 16.7%	3.19	.811

Questionnaire Dimensions and Items	Scale (N and %)					Statistics	
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	M	SD
<u>User Interactivity</u>	4 2.1%	15 10.6%	12 14.4%	39 43.6%	13 12.7%	3.01	.492
31. I prefer smartphone because its attractive interface designs.	0 .0%	4 13.4%	3 16.7%	5 33.3%	5 33.3%	3.03	.078
32. Smartphones are highly compatible with internet usage as compared to other devices.	0 .0%	0 .0%	6 36.9%	8 41.0%	4 11.1%	3.52	.610
33. I like using smartphones for learning because of its interactive features and functions.	4 22.2%	4 23.8%	1 5.6%	5 25.8%	3 16.7%	2.89	1.392
34. I use my smartphone both at home and the class for learning.	0 .0%	3 16.7%	6 33.3%	8 44.4%	1 6.6%	3.30	.822
35. I like smartphones because they can provide fast browsing to get some information.	0 .0%	3 11.1%	1 5.6%	9 60.7%	3 12.7%	2.14	.715
<u>User Flexibility</u>	3 3.6%	12 17.6%	11 18.4%	23 43.6%	13 16.7%	2.52	.432
36. I like smartphones because they have flexible display to interact with the content.	0 .0%	4 13.4%	4 16.7%	5 33.3%	6 33.3%	2.03	.078
37. I prefer Smartphone for learning because they provide accurate access to virtual data.	0 .0%	0 .0%	6 36.9%	8 51.0%	4 11.1%	3.52	.611
38. Smartphones are flexible to perform different actions like playing videos and taking notes.	4 19.2%	4 23.2%	1 5.4%	5 21.8%	3 17.7%	2.89	1.13
39. Smartphone are flexible to synchronize with other wireless devices like laptop and computers.	0 .0%	4 14.7%	6 30.3%	5 34.4%	1 5.6%	3.26	.640

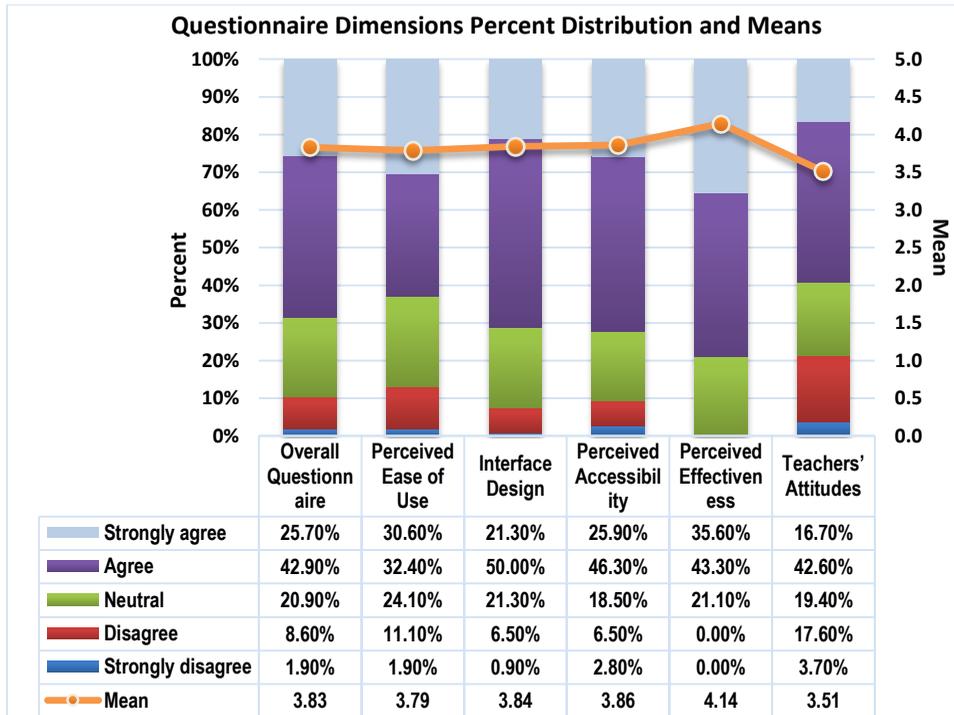


Figure 3. Descriptive Statistics of Questionnaire Dimensions

4.2 Reliability Analysis

Internal consistency of questionnaire items is measured based on the correlations between different items on the same test (dimension). It measures whether several items that propose to measure the same general construct produce similar scores. In the current study, internal consistency is measured with Cronbach's alpha, a statistic calculated from the pairwise correlations between items. Cronbach's alpha values range between zero and one. A commonly-accepted rule of thumb is that an α of 0.6-0.7 indicates acceptable reliability, and 0.8 or higher indicates good reliability (Internal Consistency, 2020). An alpha score above 0.75 is generally taken to indicate a scale of high reliability, 0.5 to 0.75 is generally accepted as indicating a moderate reliable scale, while a figure below this generally indicates a scale of low reliability (Hinton, Brownlow, & Cozens, 2004).

For the present study, Cronbach's alpha values for the five dimensions indicate moderate to high reliability, from 0.681 to 0.885 with Cronbach's alpha of 0.954 for all questionnaire items; see *Table 3*. The dimension "Learner friendliness" is measured by a set of six items. The item "Q29. Using smartphones help me compile my learning resources easily." was found to be a bad item as removing it from the dimension increases the Cronbach's alpha from 0.613 to 0.681. The corrected item-total correlation of this item with the dimension was 0.071, which is very weak, and with the overall questionnaire was -0.123, which is a negative value indicating a bad item. Therefore, this item was removed from the analysis.

Table 3
Reliability Statistics

Dimension	Before Removing Bad Items		Bad Items (to be removed)	After Removing Bad Items	
	No. of Items	Cronbach's alpha		No. of Items	Cronbach's alpha
Overall Questionnaire	40	.947	Q.39	39	.954
Perceived Ease of Use	5	.830	-	5	.830
Perceived Usefulness	5	.885	-	5	.885
Mobility and Portability	5	.877	-	5	.877
Easy Access to Internet	5	.855	-	5	.855
Learner Friendliness	5	.613	-	4	.681
Effectiveness	5	.734	-	5	.734
Flexibility	5	.801	Q.39	5	.801

4.3 Exploring Factors

In this study, there are eight dependent variables, which are Perceived Ease of Use, Perceived Usefulness, Perceived Accessibility, Perceived Effectiveness, Mobility and Portability, Learner and User Flexibility; i.e. measuring students' perceptions about the adoption and integration of smartphones in learning language skills. Independent samples t test and one-way ANOVA tests were used to find significant differences between pairs of categories of responses based on the students' information. Thus, based on the findings, the following factors mentioned earlier were found significantly affecting students' perceptions of using smartphones as helpful learning tool for improving language skills.

5. IMPLICATIONS AND CONCLUSION

The current study has essentials implications. It offers pedagogical implications for the EFL teachers in Saudi Arabia, that MALL is a fast emerging technology having significant positive influence on education. Mobile technology is used across the world by teachers and students to improve their language teaching and learning practices and achieve academic success in a short and easiest way. Instead of using traditional teaching strategies based on traditional classrooms, this study encourage learners to utilize their smartphones to enhance their English skills. It is adopted as effective learning tool due its peculiar features; ease to use, easy access, portability, mobility, adaptability and personalized learning. The research could lead to further in-depth research into the effects of smartphone use on student learning language skills. Similar research involving both male and female students may lead to more new results. It has many amazing features that are open to explore, apply, and put into research for the future researchers.

In conclusion, MALL has become integral to teaching and learning across the world in general and Saudi Arabia in particular. The findings indicated that the participants' perspectives towards smartphones as learning tool in developing language proficiency are

positive. Contingent upon this outcome, instructors need to urge students to use their smartphones and other instructive innovative devices in learning process since they support their learning and transform the EFL environment into a more attractive one. The study also reported that the restricted time assignment for English subject is envisaged as one of the obstructions confronted by students while seeking language skills. Based on this conclusion, language instructors should encourage students to use their smartphones and other educational technological tools in the classroom because it helps them learn more effectively and improves the EFL context. Moreover, the study suggested that smartphones have new significant apps which students and teachers could apply to boost up their level of teaching and learning at EFL and ESL contexts. EFL learners at Majmaah University are tech-savvy and could utilize MALL effectively in pursuing their objectives and high targets in academic field. Therefore, the current study is an attempt to find ways to adopt and implement MALL effectively in EFL context.

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