English Language Teachers' Perceptions of the Mobile Assisted Language Learning at a Saudi Arabian University: Opportunities and Challenges

Pir Suhail Ahmed Sarhandi[1]
Victor N Teise[2]
Firdous Bugti[3]

Abstract

Accessibility of mobile phones has offered prospects for researchers to discover their influence on education. English language teaching is not exclusive in this matter. This research was conducted to understand how English language teachers at Saudi Arabian university were adopting mobile learning in classrooms. The aim of this concurrent embedded mixed methods design study was to recognize the perceptions of 120 male teachers when using mobile phones in teaching. Such comprehension could facilitate the employability of m-learning at higher education classrooms in Higher Education productively in future. A combined data set survey questionnaire was designed to collect the data. The findings of the study highlight the general view that the mobile phone is one of the most appropriate tools for effective teaching; the study asserts that mobile phones have not been harnessed to their potential to meet the technological demands of the generation of techno-savvy learners.

Keywords: *Mobile Learning; Mobile Assisted Language Learning; English Language Teaching; Technology integration; Technology integrated pedagogy*

[1] Registrar, Aror University of Arts, Architecture, Design & Heritage Sukkur, Sindh, Pakistan. Email: sarhandi@aroruniversitysindh.edu.pk

[2] Professor, Sol Plaatje University, South Africa. Email: victor.teise@spu.ac.za

[3] Assistant Professor, DTE, Shah Abdul Latif University Khairpur. Email: firdous.bugti@salu.edu.pk

Introduction

The growing functionality of mobile devices and their reducing prices make them more affordable than any other digital tool. These devices have become popular even in developing countries (Iqbal et. al., 2017). The accessibility of mobile phones has offered prospects for researchers to discover their influence on education. English language teaching is not excluded in this matter. This study explores the field of mobile-assisted language learning (MALL), which is relatively a new realm in the field of education and in English language teaching (Balliammanda, 2021). Most of the research on m-learning in English language teaching is at its initial stages around the globe. And there is no consensus on its definition so far, as different researchers employ different settings to describe the notion of mobile learning.

The term m-learning (mobile learning) cannot be characterized in a commonly established approach due to its fast progression as a domain and its inextricable functionality with other areas, such as e-learning and distance learning (Ahmed et. al., 2013). Behera (2013) defines mobile learning as the use of mobile or wireless gadgets for the delivery of learning while on the move. While defining e-learning, Clark and Mayer (2003) assert that e-learning is a type of teaching that is provided on a computer (including CD-ROM, internet, or intranet) and the aim of this practice is to attain individual learning or organizational performance goals. We endorse the views of Shepherd (2001, p.5) that "m-learning is not just electronic, it is mobile" and the views of Pinkwert, et. al., (2003) that describe m-learning as a kind of e-learning that utilizes mobile devices and wireless technology. Traxler (2012) asserts that mobile learning cannot be précised comprehensively globally in any one potential manner and there is not any one amalgamating mobile learning theory. Therefore, based on the above, we define mobile learning as a learning mode where a portable gadget is used to expedite face-to-face and distance learning without time and space limitation.

Recent investigations regarding the use of mobile phones in teaching and learning have progressively focused on the significance of supporting the relationship between pedagogy and technology (Baharom, 2013; Palalas, 2011). Many teachers have been complaining about the widespread use of mobile phones and criticize insistently that our students have become addicted to their digital gadgets and that they must not be permitted to use these devices in our classes (Ahmed, 2012). Using a phone is not valued in our teaching culture (Ahmed, 2012; Sharples, 2006). Mobile learning can enhance

authentic and contextual learning practices have been highlighted by many studies (Kukulska-Hulme, 2009; Kukulska-Hulme, Traxler and Pettit, 2007). The findings of Kukulska-Hulme (2009) reveal that mobile technology covers learning beyond the classroom and provides more learning means than any teacher can offer at a given time in the classroom. In their research, (Kukulska-hulme et. al; 2007) determined that the usage of wireless and technology (mobile) encourages the method of user-generated activity and supports sharing new user-created content in learning.

Unfortunately, very little thoughtfulness has been given to the point that a lot of learning can be attained using mobile devices and that they can be utilized as valuable teaching tools. Al-Shehri (2011, p.2) asserts that "concepts of student-centered learning as well as mobile social-networking and collaborative learning have not yet been adequately investigated by mobile language learning research".

The significance of teachers' beliefs for technology integration is emphasized in various studies (Balliammanda, 2021, Ertmer, et.al. 2012; Kim, et.al. 2013; Kopcha, 2012; Georgina and Hosford, 2009), whereas teachers' attitudes were explored in the studies such as Buabeng-Andoh, 2012; Alharbi, 2013. Lived experiences of teachers were examined by Tuttle, 2012 and the findings revealed that teachers' beliefs, perceptions, attitudes and lived experiences are all significant aspects for technology integration in pedagogy.

Therefore, a research study was needed to know about the perceptions of teachers, their beliefs, and views about the utilization of mobile phones in formal classroom setting as a teaching and learning aid. The main purpose of this study was to understand that how EFL teachers at ELI in Saudi Arabian university were using mobile phones in teaching and learning process in classroom; such understanding can promote employing mobile learning in higher education classroom in Saudi Arabian university in near future.

So far, many facilitators never prefer consent mobile phones in classes because of previously mentioned obstacles. Besides, there are many sorts of mobile phones which are capable of supporting effective classroom activities regardless of these concerns (Geist, 2011; Milrad & Spikol, 2007; Bar et al., 2005). Due to scrutiny of available literature, this study plans via this concurrent embedded mixed methods design, a non-probability convenient sampling technique of teachers from one of the HEIs of Saudi Arabia to establish how EFL teachers can incorporate and utilize mobile phones in their

classroom settings. It is expected that the results of this research will provide the valuable understanding of teachers to promote mobile learning by using mobile phones as a teaching and learning aid, it also helps facilitators and administration in planning suitable approaches for better implementation, specifically in the context of middle east and around the world in general.

Literature Review

Many research studies on mobile learning in education reflect that this domain has advanced globally, including Saudi Arabia. Many Saudi Arabian universities have already taken steps to adopt distance as well as remote teaching and learning practices to meet the global educational change from instructor-centered approaches to more learner-centered approaches (Al-Fahad, 2009; Altameem, 2011; Ahmad, 2013; Aljuaid et al., 2014). Availability, ubiquity, and the usage of mobile phones among Saudi Arabian youth have encouraged the Suadi Ministry of Higher Education to focus on mobile learning in the country. Several leading projects as JUSUR (a learning management system), the National Center for E-learning and Distance Education, Saudi Electronic University and Saudi Digital library have been valued by Government of Saudi Arabia Government to promote mobile and distance learning (Al-Shehri, 2011). Various studies such as (Al-Fahad, 2009; Altameem, 2011; Ahmad, 2013; Aljuaid et al., 2014) have been conducted in Saudi Arabia in field of mobile learning in education as well as in EFL. The majority of these studies are dedicated to the attitudes and perceptions of learners and instructors regarding the use of mobile devices in education. Al-Fahad (2009) explored the perceptions and attitudes of female learners, studying at the Arts and Medicine in a university in Saudi Arabia, towards the use of mobile technology in their university learning experience. The study concluded that mobile learning would play an important role in the Saudi Arabian educational system due to the fact that almost every learner owns an internet enabled mobile phone. On the other hand, in research at Najran University Saudi Arabia, which investigated the willingness and acceptance of learners for m-learning, Chanchary and Islam (2011) concluded that the majority of the learners were not prepared for mobile learning. They, however, proposed the blending of mobile learning with conventional classroom practices. The study also determined that some of the learners were confused and could

not comprehend the concept of adopting mobile phones to facilitate their education.

The studies by Nassuora (2013); Seliaman and Al-Turki (2012) were also conducted relating to the acceptance and perceptions of Saudi university learners by adopting the Unified Theory of Acceptance and Use of Technology (UTAUT) model and the results of both these studies established that, though learners found the usage of Mobile phones interesting, they were not well prepared for it.

To explore the effectiveness of using mobile devices for language teaching purposes, Al-Mubireek (2020) conducted a mixed methods study using a combined data set survey questionnaire at a Saudi university. The results of this study recommend that, despite the pronounced possible advantages of mobile devices for language learning, teachers have varied feelings when it comes to the use of these devices for pedagogical purposes.

After reviewing the literature, it is evident that most of the studies around mobile learning in EFL settings have explored learners' perceptions concerning the use of mobile devices, but they have overlooked the pedagogical use of these digital gadgets and their utility to facilitate educational process.

While considering the above discussion, it is evident that mobile technology is about to be used more widely, teachers' attitudes toward mobile devices could be a driving factor to facilitate their use in universities. Hence the future studies need to focus on the effective application of such systems. As per the given limitation, the purpose of using concurrent mixed method design in this research is to assess the willingness and acceptance of m-learning by faculty members. By keeping in view, the increasing ubiquity technologies, this research analyses insight of teachers in Saudi Arabia's Higher Education sector. The main objective of this research is to identify the perspectives and perceptions of teachers while utilizing mobile phones in teaching English language at Saudi Arabian university. To this end, following questions were addressed:

a. What are the perspectives and views of teachers at ELI regarding usage of mobile phones in classroom settings at a Saudi Arabian university?

b. How do English language teachers use mobile phones in their classroom settings?

c. What are the perceived opportunities and challenges mobile phones offer in English language teaching and learning process?

Methodology

In the current study, a concurrent embedded mixed methods design (See Figure 1 below) was adopted to assess mobile learning acceptance among faculty members at a Saudi Arabian university. Mixed methods approach provides various perspectives from quantitative and qualitative data and explains quantitative or qualitative results with follow-up data collection and analyses (Mertler, 2016). The common justification for using a mixed-method design in this study was that quantitative and/or qualitative designs cannot alone tackle the issue under study.

Since the objective of the study was to analyze the views of the teachers regarding the use of mobile phones in the classroom settings at the ELI, both methods (quantitative and qualitative) are embedded in combination throughout the entire process of data collection and analyses using a combined data set questionnaire containing ten questions. Creswell and Plano Clark (2007) claim that combining quantitative and qualitative methods can expedite the collection of more reliable and valid data as compared to a single method.

Participants. Population is a group of participants that a researcher uses for a research study. According to Bryman (2012, p.187) the population is "… the universe of unit from which the sample is to be selected". Sampling procedure involves choosing the locale for the research, the participants who furnish data for the study, the method of sampling, the number of participants required to answer the research questions, and the recruitment process for the participants (Creswell and Plano Clark, 2011).

This study was conducted at the English Language Institute (ELI), at a Saudi Arabian university. The study was restricted to male participants due to the separation of the different genders in the Kingdom of Saudi Arabia. The society in the Kingdom of Saudi Arabia is harmonised in terms of religion, culture and even in education (Meijer, 2010). A non-probability convenient sampling technique was preferred to select participants because of their availability and accessibility.

The male teachers at the ELI vary in terms of qualification (ranging from 1st degree to PhD), teaching experience and teaching background. There were around 120 male teachers at the ELI main Men's campus. To collect

the data related to the perceptions of EFL teachers at the ELI regarding the use of mobile phones in the classroom, the researcher conducted a survey to get a deeper and overall understanding of the use of mobile phones; all the ELI teachers were included. The following table (1) describes the population and the reason for choosing these participants in this study.

Table 1
Population and the reason for choosing these participants for the study

Population	Size	Reason
ELI male teachers Responsible for teaching all levels (CEFR A1- B1) inside the classrooms.	120	To get an overall understanding of the perceptions regarding the use of mobile phones at the ELI, KAU.

Data collection tools. A combined data set survey questionnaire was designed using a combination of quantitative and qualitative questions (quan+qual). The questionnaire containing eleven questions was distributed among 120 teaching staff during the fourth module at the English Language Institute via email during the first day of module 4. The questionnaire was designed, presented, and analyzed by means of Google Forms (www.google.com/forms). Google Forms was exploited in the teachers' survey questionnaire. A self-report inventory was developed for this purpose by referring previous studies (Begum, 2011; Alsadoon, 2012; Goad, 2012; Ismail et.al., 2013; Offorma, 2014; AlTameemy, 2017) on the teachers' perceptions on the usefulness, readiness, affordances, and pedagogical uses of mobile devices.

To increase the reliability of the questionnaire used in this study, relevant items were carefully selected to ensure they measure the desired constructs. The questionnaire had internal reliability of $\square$.883. According to George and Mallery (2009, p.231), a value of "alpha $\square$ .8 indicates good internal consistency".

The questionnaire was divided into two main categories: i) attitudinal questions pertaining to the use of mobile phones (questions 1-5), ii) preferences regarding the use of mobile phones in an EFL classroom setting (questions 6-10). Respondents were also requested to submit their responses within a week. Respondents were informed that participation was voluntary and were also assured of confidentiality and anonymity.

Since the study sought to cognize the EFL teachers' views regarding the utility of the mobile devices in the classroom settings, the suitable technique of data collection was to offer the opportunity to gain understandings openly from the participants. Of the 120-teaching staff, 55 respondents completed the questionnaire, which is a satisfactory response rate of 45.83%. Teachers were informed that participation was voluntary. To assure them of the confidentiality and anonymity of the exercise, the questions regarding their biographical information were not included. Close-ended and open-ended questions were included in the questionnaire to gather data regarding the use, preferences and perceptions of the teachers about the use of mobile phones in the classroom at the ELI. The open-ended questions were added to provide an opportunity for respondents to give candid responses which would divulge their opinions regarding the use of mobile phones in the EFL teaching and learning process at the ELI, KAU.

At the interpretation stage of this study, the researcher discussed the findings of by triangulating the results from both quantitative and qualitative analyses to determine if there were either corroboration or discrepancies in the findings. Triangulation of the findings encompassed studying how the quantitative and qualitative segments of the findings are connected to each other in terms of their overall meaning.

Out of a total of questions, nine (9) questions were open-ended that required a rationale behind the response. Only question number five (5) included close-ended questions with three options (Yes, No, Maybe).

Question 1 was asked to find out if students were allowed to use mobile phones in the classrooms and an explanation was required. To enquire about the perceived use and effectiveness of mobile phones in EFL classroom learning and the teaching process at the ELI, questions 2, 3 and 4 were included. Questions 5-8 aimed to collect information about teachers' preferences for the pedagogical use of mobile phones inside and outside of the classroom and its impact on students' engagement and motivation. To gain teachers' insight about the expertise that could be required to incorporate mobile phones in the teaching and learning process, question 9 was asked. The last question (10) was asked to inquire if teachers would support the use of mobile phones as learning and teaching devices at the ELI.

Data Analysis. Data analysis is the stage where the researcher considers all data relevant for the study and disregards all irrelevant data. Defining the data analysis stage, Bryman (2012, p.13) states that this stage is profoundly about "data reduction" and it is concerned with lessening the large amount of data gathered by the researcher to make sense of it. Mixing

of the data is the most important component of analysis in mixed methods designs. McMillan (2012, p.317) defines mixing data as "how qualitative and quantitative data are combined and the types of data that are mixed". The descriptive data was presented in visual form that included graphs and charts and the qualitative data was analyzed and real verbatim of the respondents were presented.

Results and Discussion

The combined dataset questionnaire sought to answer the attitudinal questions from the ELI teaching staff pertaining to the use of mobile phones in the classroom.

Question 1. Are your students allowed to use mobile phones in the classroom?

The first question of the survey was asked to determine if the students were allowed to use mobile phones in the classroom at the ELI. According to the survey, 34 out of 55 (62%) teachers allowed their students to use mobile phones in the classrooms. On the other hand, 38% (21 out of 55) teachers did not permit the use of mobile phones in their classes. The results are shown in Figure 01.
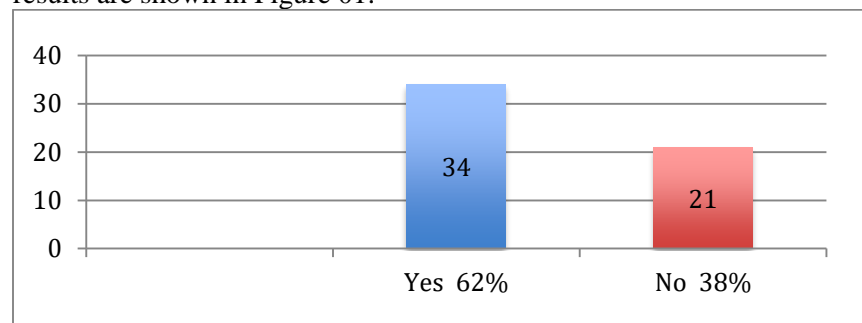

Figure 01. *Permission to use mobile phones in the classroom*

Most of the teachers allowed their students to use their mobile phones for academic purposes that included surfing the Internet, using YouTube, using educational applications such as grammar exercises and finding difficult words in an e-dictionary and translation. Only one respondent mentioned that he allowed the students to use their mobile phones as a way of drawing their attention.

The respondents who did not allow the use of mobile phones in their classrooms gave mainly two reasons while the other reasons were researcher's interpretation: ELI policy, management issues and teachers'

personal beliefs. Some of the respondents believed that using mobile phones in the classroom was against either ELI rules or university policy. Most of the participants were concerned about the management issues if they allowed the use of mobile phones in their classrooms. They believed that controlling the devices inside the classroom was difficult as students played games, chatted with their friends and shared content that created a lot of distraction. Some of the respondents even considered these mobile phones as distractors and detrimental to the overall learning process.

The overall results of this question showed that most of the respondents allowed the use of mobile phones in their classrooms for mostly academic purposes, while one third of the respondents did not approve the use of mobile phones mainly due to their assumptions about the ELI policy and their concerns pertaining to classroom management issues.

Question 2 Do you think the use of mobile phones in the classroom is disturbing?

Most of the respondents, 46 out of 55(83.36%), believed that mobile phones were disturbing in the classroom, while only 9 out of 55 (16.74 %) thought otherwise (see Figure below). The problems these respondents had reported were mostly about classroom management skills, including the control over students' personal use of mobile phones and they reported that teachers as well as students needed training in order to incorporate these devices in their education system (see the verbatim responses below).

Only 9 out of 55 respondents (16.36%) thought that mobile phones were not disturbing if the teacher managed his classes well and knew when to let the students used their phones (see figure 3 below). One of the respondents even believed that using mobile phones in the classroom was beneficial and students felt more excited.

Question 3. Do you ever use your mobile phone as learning or teaching tool?

More than half of the respondents 31 out of 55 (56.36%) affirmed the use of mobile phones as a teaching and learning tool. The respondents believed that apart from the dictionary application, they used mobile phones as learning or teaching tools mainly because of the two reasons: to stay connected with students and for educational applications. Twenty four out of 55 (43.63%) respondents answered in negation. And the similar reasons were given as in question 1 and 2 for not using mobile phones. The results are shown in Figure 02 below.

Question 4. Do you think the use of mobile phones in EFL classroom can facilitate teaching and learning process at the ELI?

Responses to the question show that almost all the respondents 51 out of 55 (92.72%) believed that mobile phones could facilitate teaching and learning process. Their responses were supported by the following suggestions: a) teachers should be given proper training, b) material should be adapted to meet the needs, and c) objective-oriented activities using mobile phones should be introduced. A very few (4) respondents (7.27%) disagreed that mobile phones could facilitate the teaching and learning process. Out of 4 respondents, only 1 respondent found the use of mobile phones a distraction.

Question 5. Do you think integrating mobile phones in the classroom will have any impact on students' engagement?

Unlike the previous questions, three options were given to the respondents here: Yes, No or Maybe. The majority of the respondents (85.45%) indicated that mobile phones have an impact on students' engagement; while only a few (9.09%) respondents were doubtful about it and the rest of them (4.45%) thought otherwise.
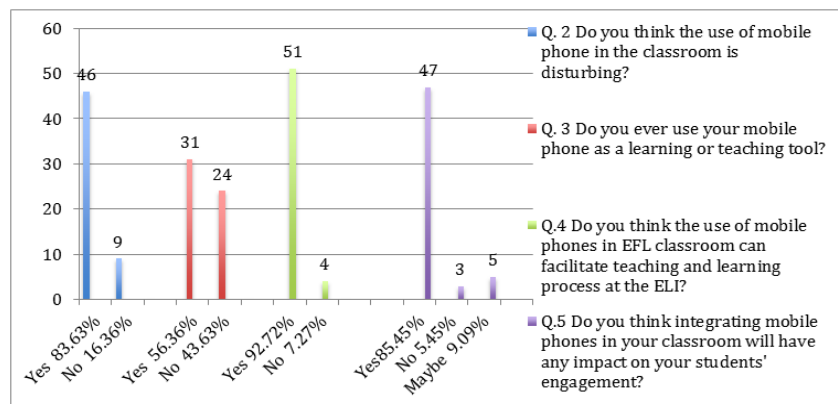

Figure 2 Teachers' perceptions pertaining to the use of mobile phones in the classroom

According to the verbatim responses as given below, respondents were negative and positive about the impact of integrating mobile phones with students' learning engagement. For most of the respondents the positive impact of integrating mobile phones were progress in students'

participation, students being more excited and motivated, as well as access to more material.

Lines 115-116 "*For sure, using mobile phones in teaching is helpful and can facilitate teaching as well as learning. Students feel more engaged, responsible, excited, and committed to learn.*"
Line 134 "*It [use of mobile phone] can allow for students to access important information that can help them learn.*"
Line 232 "*...it [using mobile phone) is useful and students feel more excited.*"
Line 539 "*… [using mobile phones in the classroom] students feel more engaged and excited when using mobile phones.*"
Lines 551-552 "*It [mobile phone] will help engage students. They can use for translation, check the meaning of words and access additional information.*"

The negative impact of integrating mobile phones had the factors such as disturbance and a lack of concentration (see verbatim responses below).

Line 202 "*Absolutely, because it [use of mobile phone] also allows students to be distracted*".
Line 211 "*Yes, most of the time the students play with different apps. and the teacher doesn't have central control*".
Line 218 "*Yes, most of the time it [use of mobile phone] is disturbing because students don't use them for the sake of studying English*".

In summarizing the responses of questions 2 to 5, it could be concluded that respondents had mixed feeling regarding the use of mobile phones in the classroom. Though most of the respondents believed that mobile phones were disturbing and distracting, most of them used these devices in their classes for various reasons and the dictionary use was the most prominent. A large number of respondents (85.45%) firmly believed that the use of mobile phones inside the classroom could facilitate the teaching and learning process at the ELI. Most of the respondents also believed that the integration of mobile phones in the classroom could have a positive as well as a negative impact on students' engagement. However, the positive impact outweighs the negative one.

The second section of the questionnaire had 5 questions (6 to 9) including quantitative and qualitative responses, except question no 6 that had three options and question10 that required open-ended answers. These

questions were asked to find out about teachers' preferences regarding the use of mobile phones in an EFL classroom setting.

Question 6. Would you like to use a mobile phone as a pedagogical device?
The results showed that 24 out of 55 (43.6%) of the respondents prefer using mobile phones as a pedagogical tool while the same number of respondents (43.6%) was not sure whether mobile phones should be used as pedagogical tools. Only 7 (12.7%) respondents did not consider using mobile phone as a pedagogical tool. The results are shown in the following figure 3.
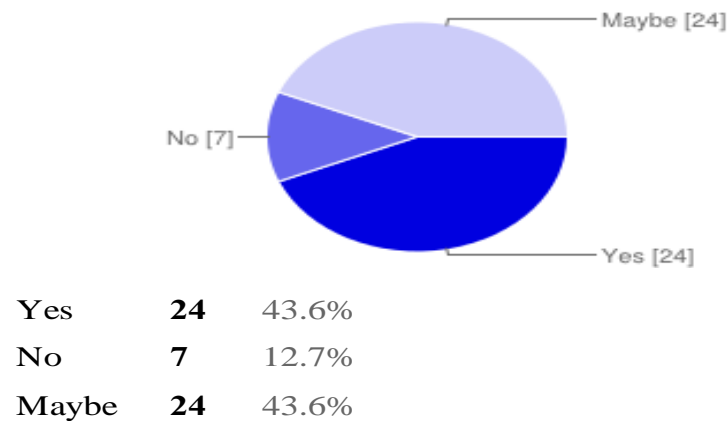

Yes	**24**	43.6%
No	**7**	12.7%
Maybe	**24**	43.6%

Figure 03. *Using mobile phones as a pedagogical device*

Question 7. Would you like your students to use mobile phones for English learning activities inside the classroom?
Forty-one out of 55 (74.54%) respondents preferred the use of mobile phones for English learning activities inside the classroom. Respondents preferred to use mobile phones inside the classroom because they thought this device could make classes more interesting, motivate students and enhance learning (see Figure 4 below).

Question 8. Would you like your students to use mobile phones for English learning activities outside the classroom?
Forty-six (46) out of 55 (83.63%) of the respondents preferred to use mobile phones for English learning activities outside the classroom. The

respondents were convinced that students would have more learning opportunities, more access to resources and they would be more attracted to doing homework in their own pace and space.

For questions (7 and 8), the same number of respondents, 3 out of 55 (5.45%), were undecided. Eleven out of 55 (20%) respondents did not like the idea of using mobile phones for English learning activities inside the class while only 10% (6 out of 55) objected to its use outside the classroom due to the same concern that mobile phones caused disturbance and lack of concentration.

Question 9. Would you support the use of mobile phones as learning and teaching devices at the ELI?
Through question 9, the respondents were asked if they would support the use of mobile phones as learning and teaching devices at the ELI. Forty (44) out of 55 (80%) of the respondents preferred to support mobile phones as learning and teaching devices at the ELI. Their suggestions were similar to the ones for question 4.

Seven (7) out of 55 (12.72%) respondents were not willing to support the usage of mobile phone, as they believed them to be distracting. One of the respondents mentioned that their students were not ready for this integration yet.
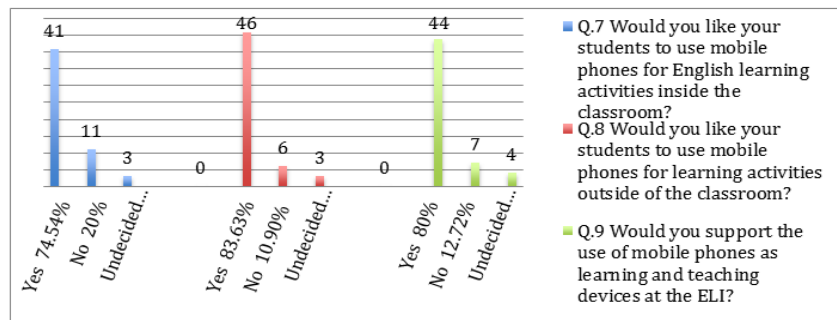

Figure 4 Teachers' preferences regarding the use of mobile phones in an EFL classroom setting

Question 10. What kind of expertise would you require to incorporate mobile phones in teaching and learning material?
Most of respondents reported that they needed proper and comprehensive training in pedagogical and technological skills so that they could effectively integrate mobile phones in their teaching and learning material. Some of the respondents showed their concern about the availability of resources in the classroom especially the Internet. The

availability of the compatible material was also the concern of many respondents.
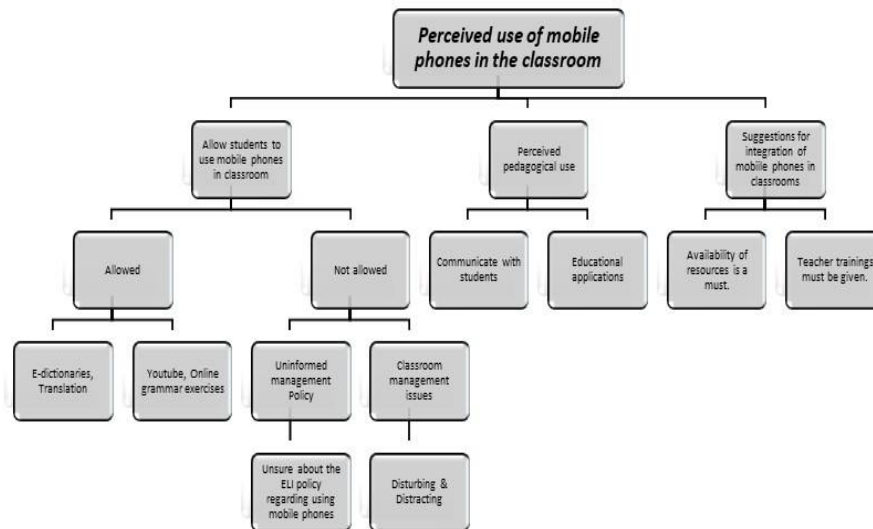

Figure 05. *Thematic Analysis of the Questionnaire*

The overall analysis of this questionnaire survey reflects that most of the respondents used mobile phones and allowed its use in their classrooms mainly for finding difficult words online or on dictionary applications. Most of the facilitators also believed that the usage of mobile phones in their classrooms can be effective to enhance students' motivation and interest.

Discussion

The purpose of this study was to address a question that is related to the perceptions of teachers on the use of mobile phones in the classroom settings at the ELI at a Saudi Arabian university. The overall analysis of this questionnaire survey reflects that most of the respondents used mobile phones and allowed its use in their classrooms mainly for finding difficult words online or on dictionary applications. This result is in line with the findings of the study Ahmad (2013) conducted at Jeddah Community College, Saudi Arabia. Most of the respondents also believed that the usage of mobile phones in their classrooms can be an effective to enhance students' motivation and interest. This is very much aligned with the findings of Balliammanda (2021) study conducted in Oman and Goad (2012) in the USA.

Many of the respondents believed that using mobile phones was not allowed at the ELI so they did not allow their students to use these devices. The respondents who were reluctant or unsure of the use of mobile phones as a pedagogical device commented that they experienced mobile phones as a distractor in the classroom. The similar results were found in the study conducted by Begum (2011) in Bangladeshi context where teachers perceived mobile phones as distraction in learning in the classrooms. Responses showed that their major worry was classroom management both in Saudi Arabia and in Bangladesh. They believed that controlling the usage of mobile phones was very difficult in the classes as learners switched to the personal use of these devices and lost concentration.

Apart from their concerns and worries, almost all the respondents wanted to use mobile phones as pedagogical devices inside and outside of their classes. Some of the suggestions they gave for the integration of mobile phones in learning and teaching material were proper training, technical support, and compatible material. The ubiquity of mobile phones in the Saudi Arabian context suggested that these devices could be used to facilitate learning and also to engage learners inside the classrooms by integrating communicative (social networks), entertainment (music, photos, videos) and educational (e-dictionaries, e-books, online material) features.

Conclusion

The findings of the previous studies (Rahimi & Miri, 2014; Din, 2019) also validate the outcomes of this research in Pakistan that the usage of mobile phones in an EFL classroom can have a positive effect on students' language leaning. The findings of this study conclude that the usage f mobile phone in classrooms could be effective to boost learners' motivation and interest.

Considering the general view that the mobile phone is one of the most appropriate tools for effective learning, the study asserts that mobile phones have not been harnessed to their potential to meet the technological and pedagogical demands of the generation of techno-savvy learners. Therefore, the new pedagogical perspectives regarding the use of mobile phones in the teaching and learning process are needed in Saudi Arabia and other similar contexts.

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