Effectiveness of using mobile phones in teaching the English language at Jazan University

Dr.Sameiha Alhussain N. Khawaji *

Abstract

Technology is highly changing the globe in various sectors including education. Universities are advancing and adopting technology in imparting knowledge and skills in learners. Mobile phones have been evolving and since the invention of smartphones, much is being developed within the education sector as far as teaching is concerned. The research aims to assess the effectiveness of using smartphones in teaching the English language at Jazan University. It further evaluates if the application of smartphones would be more effective when compared to the adoption of the lecture method in teaching English in Saudi Arabia. The research was conducted using a survey that was done on 134 participants from Jazan University. The responses from the lectures were used to make descriptive analysis, correlation, and regression, and finally conclusions alongside recommendations. It was found that smartphone use has a significant impact on the mode of teaching English. Smartphones do enable lecture to create video clips for their learners while learners can record themselves and share the clip with their lecture for assessment and guidance. There is also massive use of social sites that can easily be accessed by the use of smartphones. The results indicate that instructors use smartphones to send emails to students. They still engage them on matters concerning English course content and other important issues on learning English which makes the process of learning interactive and engaging. The findings indicate that lecturers are encouraging the use of smartphones in the learning process meaning that students will adapt and cope with its use because it makes teaching more effective.

Keywords: Smart phones, Teaching English, Language, Jazan.

فاعلية استخدام الهاتف الذكي في تدريس اللغة الإنجليزية في جامعة جازان

د . سميحة الحسين ناصر خواجي

المستخلص

تعمـل التكنولوجيـا علـى تغيـير العـالم بشـكل كبـير في مختلـف القطاعـات بمـا في ذلـك التعليم. تتقـدم الجامعـات وتعتمـد التكنولوجيـا في نقـل المعرفـة والمهـارات إلى المـتعلمين. لقـد تطـورت الهواتـف المحمولـة ومنـذ اخـتراع الهواتـف الذكيـة ، يـتم تطوير الكثـير في قطـاع التعليـم فيمـا يتعلق بالتعليم. يهدف البحـث إلى تقييم فاعليـة اسـتخدام الهواتـف الذكيـة في تدريس اللغـة الإنجليزيـة بجامعـة جـازان. كمـا يقيم أيضًـا مـا إذا كـان تطبيق الهواتـف الذكيـة سـيكون أكثر فعاليـة عنـد مقارنتـه باعتمـاد أسـلوب المحاضرة في تدريـس اللغـة الإنجليزيـة في المملكـة العربيـة السـعودية. تم إجراء البحـث باسـتخدام مسـح تم إجـراؤه على 134 مشـاركًا مـن جامعـة جـازان. تم اسـتخدام الـردود مـن المحاضرات لإجراء التحليـل الوصفـي والارتبـاط والانحدار ، وأخـيرا الاسـتنتاجات جنبًـا إلى جنب مـع التوصيات. وجـد أن اسـتخدام الهاتـف الذكـي لـه تأثـير كبـير على طريقـة تدريـس اللغـة الإنجليزيـة. تمكـن الهواتـف الذكيـة المحاضرة مـن إنشـاء مقـاطع فيـديو للمـتعلمين بينمـا يمكـن للمـتعلمين تسـجيل أنفسـهم ومشـاركة المقطـع مـع محاضرتهم للتقييـم والإرشـاد. هنـاك أيضًـا اسـتخدام مكثف للمواقع الاجتماعيـة التـي يمكـن الوصـول إليهـا بسـهولة عن طريق اسـتخدام الهواتـف الذكيـة. تشـير النتـائج إلى أن المدرسـين يسـتخدمون الهواتـف الذكيـة لإرسـال رسـائل البريـد الإلكتروني إلى الطلاب. لا يزالـون يشـاركونهم في الأمور المتعلقـة بمحتوى دورة اللغـة الإنجليزيـة وغيرهـا من القضايا المهمـة المتعلقـة بتعلم اللغـة الإنجليزيـة ممـا يجعل عمليـة التعلم تفاعليـة وجذابـة. تشـير النتـائج إلى أن المحـاضرين يشـجعون اسـتخدام الهواتـف الذكيـة في عمليـة الـتعلم ممـا يعـني أن الطـلاب سـوف يتـأقلمون ويتعـاملون مـع اسـتخدامها لأنـه يجعـل التدريـس أكثر فعاليـة.

الكلمات المفتاحية : هاتف ذكي، تدريس اللغة الإنجليزية، اللغة، جازان.

*Assistant Professor – Curriculum and Instruction Department – College of Education - Jazan University .

1. Introduction

Teaching is a continuous process which has been described as being the action that does facilitate the learning. The process is said to be facilitated in various strategies. The many established strategies have been incorporated with other associated methods to promote and enhance the process of acquiring and retaining knowledge. Teaching models have been developed denoting the prescriptive strategies of teaching that have been designed to facilitate the accomplishment of respective instructional goals. The two primary teaching strategies defined earlier before are the teacher-centered instruction and learner-centered instruction (Al-Zu'be, 2013). In the approach of teacher-centered instruction, the teacher presents the key concepts of the given subject matter or material, adopting the form of a lecture. It involves learners asking questions while seeking any elaboration. On the other hand, learner-centered instruction allows the teacher to organize learners to interact with the resource material (Warnich & Meyer, 2013).

In the Kingdom of Saudi Arabia, English is considered an international or foreign language, and this makes it to be taught primarily as an ordinary subject but not as the mode of communication. The approach cuts across both the public and private institutions, making the language or subject lessons become teacher-centered while making the students or learners the passive receivers of the content. It indicates that teaching of English in Saudi Arabia is achieved through the lectures as stipulated among other approaches that can get applied in the classroom or teaching halls. According to Alharbi (2015), it was identified that Saudi Arabia's teachers are less trained, and this has forced going in the direction of teaching by lectures and rote. In connection to the argument, it is further denoted that teaching approaches such as the adoption of the national language of Arabic as the

instruction language and grammar- transition are still being used in public institutions even at higher levels.

Technology has been transformative, given that it has changed our mode of communicating, socializing, playing, shopping, learning and even conducting our businesses. The interesting fact about the social networking revolution is that it has made the world to become a small village that can be navigated within the limited time. Through the perspective, persons have acquired the opportunities of becoming independent learners and moving away from the behavior of gaining

knowledge from their teachers as portrayed in the traditional approaches or manner (Erickson et al., 2014).

These being the recently reflective changes experienced, pressure has been put on the previous models of teaching and learning languages, for instance, the setting of the formal classroom. Though it can be denoted that this pressure has strengthened the initial lecture method of teaching languages, however, according to (Tosun, 2015), it can be then considered that technology will improve and empower other approaches such as mobile phones among other multimedia to supplement the lecture method or generally the traditional models of teaching languages in this context, English language in Saudi Arabia.

It is then ideal for adjusting to the challenges created by technology by re-designing the manner of teaching and learning English. The common new facet being adopted in the current life that is widespread is the adoption of mobile phones. The prevalent adoption of mobile phones has made it ideal for the educationists to discover suitable means of making use of these emerging trends in teaching. Mobile phones extend their use far beyond the classrooms giving learners the freedom, time and flexibility of learning. Therefore, technology is worthy of changing by empowering the traditional models of teaching (Gillie, Dahli, Saunders & Gibson, 2017).

The research does aim at investigating and thereof comparing the use of lecture method and mobile phones in teaching English is among the university students in Saudi Arabia using the case study of Jazan University. In this context, the research shall explore the principles and effectiveness of these teaching methods in teaching the English language. The research will be attempting to find answers to the questions of:

- To what extent are university instructors using mobile phones to teach the English language?
- To what extent the mobile phone is an effective tool to teach the English language?

2. LITERATURE REVIEW

Mobile phones use in teaching English

Technology has pushed many institutions and scholars to explore much on its effects, and it is without any immediate concern that technology has much influence on human life. Taking many reviews, most have considered technology in terms of enhancing communication. It is through communication that persons develop their knowledge base in various fields. Conclusively, language's primary goal is to enable people to communicate; and this can get achieved either through the written or oral modes. The most engaged mechanism is the face-to-face mode of communication, and this approach normally creates a sense of inclusivity and improving communication competence. Mobile phones have emerged courtesy of technological growth, and its application in Saudi Arabia has become massive and currently being applied differently by students (Salameh, 2017).

According to the investigation done by Salameh about the attitudes of the students of Saudi in respect to the knowledge and skills as far as the Facebook web page is concerned, much about mobile phones got retrieved given that the devices are commonly used to access the Facebook platform either through the web page or app. The researcher found out that, indeed, Facebook has an extended ability to supplement and enhancing the education of students with the provision of secondary sources that enhance the skills and knowledge among the learners by targeting to improve on their achievement. It is identical that mobile phones have a role to play in teaching English in higher institutions because the research has indicated that the study participants did pose high and positive attitudes towards the adoption of Facebook for the goal of gaining knowledge (Liliia & Gulnara, 2016).

Mobile phones are described as the innovation that changed human mode, developing and improving on their skills and knowledge. It provides a procedural manner of learning new concepts that play a vital role. According to the study

conducted by Darmi and Albion (2014) about the adoption of mobile phones in the context of learning language, it was identified that indeed, mobile phones had an impact on the learner's knowledge base. They conducted their study by reviewing the previous studies that highlighted the usage of mobile phones in learning the language. They thereof asserted that the introduction or inclusion of mobile phones in teaching foreign languages like English for Saudi students is acceptable to the students for the reason that it has quite a significant role in

enhancing the language skills and the other segments associated with the language under study.

Impact of mobile phones in learning languages

Appreciating the observation, Abbasi and Hashemi (2013) focuses on the specific effect created by mobile phone usage within the context of retaining vocabularies amongst the intermediate EFL learners. The scholars further investigated the effect learner's gender effect on vocabulary retention using mobile phones. The approach was to confirm the outcomes in a practical manner concurrently. It was concluded that using mobile phones to learn by the intermediate EFL learners did have a consequential impact on their state of vocabulary retention. It was further identified by the study that learner's gender has no influence on the learners' state of vocabulary retention as further supported by Alharbi (2019). It is then confirmed that the impact of mobile phones in learning languages is worthy as it improves the state of developing and maintaininga vocabularies of the language under study. By using mobile phones in teaching English at Jazan University, the case study of Saudi Arabia is likely to enable students develop and manage the English vocabularies based on other arguments from Al-Harbi and Alshumaimeri, (2016).

However, as the above study indicates the positivity in using mobile phones in learning English, a study by Aamri and Suleiman (2011) was conducted, and it tried to investigate the success of using mobile phones in learning and teaching English using the case study of Sultan Qaboos University. The study provided some details about the behavior of students, their attitudes and the possible challenges that the students of the Omani University faced while using mobile phones to learn English. The study's results indicate that usage of mobile phones in the university classrooms was limited in the sense that teachers tended discouraging the students from using mobile phones while, on the other hand, students preferred to do so.

Lecture method in learning English

The lecture has been defined variably as an approach to teaching by which the teacher/ trainer/ instructor give the learner some oral presentations containing necessary facts and principles about the respective topic under study. The class normally has the responsibility of taking notes, which indicates that participation of the learners is minimal given that discussion while attending the lecture is minimal (Wolff et al., 2015). The approach of lecturing can be applied in teaching English

whereby the learners are lectured on the basic principles of the language, for instance, nouns, verbs and adjectives, among others. The mechanism is commonly defined as presenting the knowledge to the learners. It is necessary to appreciate the various forms of lectures that can be applied while teaching English at Jazan University.

Forms of Lectures have been identified in various categories. Each approach provides a sense of imparting knowledge to students. In a formal oral essay, the teacher does present some information with the primary goal of supporting the conclusion made. The model is considered a highly polished form of a lecture. In this context, the content is written and read to the learners, and it has been associated with creating of emotions and thus giving intellectual experience. The expository lecture varies a little bit only that the teacher or instructor will do a lot of talking with allowing questions occasionally (Zakrajsek, 2018). There is an interaction between the instructor and the trainers.

In the provocative lectures as the name suggests there intents of provoking thoughts by getting the teacher to challenge the existing knowledge amongst the students and thus helping the students to develop a comprehensive and integrated perspective towards the given concepts. Further, the lecture-discussion form is characterized by the fact that the instructor prompts the learners to interact by commenting and expressing concerns about the subject instead of just posting questions (Wheelen et al., 2017). Lecture laboratory methods can be achieved by allowing learners to follow the lecture and, at the same time making individual observations and performing some experiments or practical part of it. These forms illustrate how the logical lecture method is worthy of teaching English because they describe how knowledge can be acquired and enhanced.

Effectiveness of lecture methods

For a very time, the lecture approach of teaching has been criticized often only that it is a fact for the survival of the model regardless of the massive technological advancements. It is within this context, as highlighted by Marmah (2014), that the lecture method has got its benefits that can't get controlled or achieved by the other prospected teaching approaches. Lectures have been frequently used in teaching organized groups or bodies of varying knowledge; the practice is so important as far as school curriculum is concerned. It is through this approach that trainers gain much of their content; there is full control of the learning body with the fact that the teacher can access and understand the attention and even project

234

the level of understanding of the students. It is, therefore, confirmatory that the lecture method has been applied at various school stages and thus creating a sense of understanding.

According to the study conducted by Danaei, Zarshenas, Oshagh and Khoda (2011), it is only through the lecture method that for every lesson to succeed, the teacher must present the information uniquely by developing ideas one after another. The teacher will typically introduce the topic or subject to provide a summary of the major points as per the learning activity. In the process, he/she will stimulate students to learn further on the respective subject. The lecture method will remain to be adopted because it is an efficient approach which entails planning for the time available, and the attention is directed to content but not rather the teaching approach.

According to the reviews of Gholami et al. (2016), the lecture method has been identified for being flexible because they are more easy adapted to as many subjects as possible. Taking a case of laboratory sessions, the teacher can lecture about the technical aspects to consider, and it means that there will be much clarification and attention is focused on what is being executed by the moment. It is unlike the other approach, which may require attention to a screen to understand while under the lecture method, one requires sharp listening skills only. Furthermore, the method has a long-lasting impact on knowledge development because it makes learners learn and understand concepts more easy than the instructional strategies. It indicates that the lecture method will remain popular because of the role it plays in students' knowledgebase development.

3.   Research Conceptual Model and Hypotheses

The proposed study aims at examining the effectiveness of using smartphones in mobile teaching over the teaching method of lecture approach in teaching English at Jazan University, the case study of Saudi Arabia. It then investigates the appropriateness of teaching English using mobile phones.

The projected hypothesis for the study shall be

H1: There is a positive impact of using mobile phones in teaching the English Language and the effectiveness of the teaching.

H2: Using mobile phones in teaching the English Language is more effective than using the lecture method.

Lecturers' perceptions towards the usefulness of smartphones in learning the English language

The teaching of English as a foreign language has been challenging in Saudi Arabia, given that the teachers have limited skills in the field. Nevertheless, the lecture method has been adopted to make sure that the message at hand is projected to the learners. The lecture method is no longer obsolete, the fact that it is still being applied to critical fields of sciences, medicine and engineering and that it is the common approach of teaching adopted in universities across the globe, then it is worthy for achieving goals of teaching English (Mortensen & Nicholson, 2015). It is within this context that smartphones have been integrated and proved to be effective in teaching English in Saudi Arabia. Both the students and lecturers have acknowledged the role played by the mobile phone teaching approach in understanding English as a foreign language. While students appreciate the friendliness of smartphones, the lecturers acknowledge the role played by smartphones of inspiring enthusiasm and even capture the learners' imagination when used appropriately, and this will sharpen the students' English language skills. It is therefore appropriate to state that both the students' and lecturers' perceptions denote the usefulness on smartphones in learning English as a foreign language.

The usage of mobile phones in the learning of languages has been evaluated by many scholars to get the point that mobile phones have been highly accepted and being used by language learners, especially as a foreign language (Darmi & Albion, 2014). Lecturers have argued that mobile phone integration in language learning has improved the learners' language skills and related languages. According to their note about the role of smartphones, they identified that the

236

devices had been designed and integrated with certain features that make it a suitable tool for learning a foreign language and understanding the language learning based acquisition theories. According to trainers, it is substantiated that mobile phone teaching approach adopted in learning a foreign language for instance in the case of Jazan University does improve the necessary language skills

4.   Research Methodperson

The study about comparing the adoption of lecture method and mobile phones in teaching English in Saudi Arabia using the case of Jazan University will adopt the quantitative approach. The reason for the design approach is that the researcher will attempt to assess and measure the proposed hypothesis and to evaluate the mobile phone teaching approach by analyzing its effectiveness, benefits and then making an evaluation based on the available literature. The quantitative design remains the suitable approach of engaging lecturers of Jazan University to identify their opinion about the teaching methods. Much attention will be directed to this approach. The survey amongst the Jazan University lecturers will adopt the 5-point Likert scale represented as (1) for "Strongly Disagree"; (2) for "Disagree"; (3) for "Not sure/informed", (4) for "Agree" and (5) for "Strongly Agree") (Joshi, Kale, Chandel & Pal, 2015).

The initial section of the study development method will entail data mining from the available databases such as IEEE, Springer, and Google Schooler, among others. The practice will provide details about the methods. The questionnaire for the quantitative approach will aim at collecting lecturers' opinions about the mobile phone teaching approach to confirm their appropriateness and effect in teaching English in Saudi Arabia using the case study of Jazan University students. The participants will be targeting 134 trainers or lecturers of Jazan University. The determination of the participants will be based on the convenience sampling technique, which will aid in acquiring the needed information for the study.

The identified variables within the study will be tested towards creating and intended relationship and further responding to the developed hypotheses. Data collected will be described after that performs the descriptive statistics, which will not be limited to frequency distribution and central pattern. The content extracted will further get analyzed with the help of the SPSS program.

5.   RESULTS AND ANALYSIS

The present research sought to investigate if smartphones improve the effectiveness of teaching English language at Jazan University. In addition, is also assessed if the use of smartphones would be more effective when compared to the use of lecture method. To achieve the desired objectives, the research used descriptive statistical analysis, correlation and regression using a survey done on 134 participants. The results of the analysis were projected in terms of tables. SPSS software was used to aid in the analysis.

Demographic data

Table 1: Demographic data of the Respondents

Gender		Education Level		Age Category	
	Frequency (Percent)		Frequency (Percent)		Frequency (Percent)
Male	66 (49.3%)	Bachelors	4 (3%)	<35 Years	29 (21.6%)
Female	68 (50.7%)	Masters level	88 (65.7%)	36-45 years	73 (54.5%)
		PHD level	42 (31.3%)	46-55 years	27 (20.1%)
				>55 years	5 (3.7%)

Table 1 above shows the demographic data analysis of the respondents engaged in the research. It is evident that 66 (49.3%) of the respondents are males while 68 (50.7%) are females. Respondents aged less than 35 years are 29 representing 21.6% of the total participants, those between 36-45 years are 73 (54.5%), and 46-55 years are 27 (20.1%) while those above 55 years are 5 (3.7%). Respondents were also asked about their education level. Three percent (4 respondents) stated that they had reached their Bachelors level, 88 (65.7%) were in their masters level while 42 (31.3%) had reached their PHD level. Therefore, majority of the respondents are in the masters and PHD levels, a factor that increases the chances of a greater experience or levels where individuals can be relied to give pertinent information for a study.

Comparing University's promotion for the use of mobile phones and lecture methods of teaching

Table 2: Comparison between promoting use of mobile phones and lecture method in teaching English language at Jazan University

	To what extent does the University promote the use of the mobile phone as a method of teaching English?		To what extent does the University promote the use of the lecture as a method of teaching English?	
	Frequency	Percent	Frequency	Percent
Never	21	15.7	3	2.2
Rarely	40	29.9	10	7.5
Occasionally	46	34.3	13	9.7
Frequently	22	16.4	47	35.1
Very frequently	5	3.7	61	45.5

The table 2 above shows the comparison between the promotion in the use of lectures and utilization of smartphones at Jazan University. It is evident that 46 (34.3%), 22 (16.4%), and 5 (3.7%) feel that the university 'occasionally', 'frequently' and 'rarely' promotes the use of smartphones in teaching of English language. In comparison, 13 (9.7%), 47 (35.1%) and 61 (45.5%) feel that the university 'occasionally', 'frequently' and 'rarely' promotes the use of lecture method while teaching English. The data shows that the university promotes more the use of lecture method than the use of smartphones. However, lack of promotion does not ultimately mean that the use of smartphones does not make the teaching of English language more effective. Lack of empirical evidence and low levels of adoption of technology could explain the limitations in the adoption or promotion in the use of smartphones.

How smartphones are used to support teaching

Table 3: How smartphones are used to support teaching English language in Jazan University

No.	items	Never	Rarely	Occasionally	Frequently	Very Frequently
1.	I send emails to my English students to discuss subject content and attach course outline and other important information from my phone.	17 (12.7%)	26 (19.4%)	37 (27.6%)	38 (28.4%)	16 (11.9%)
2.	I access and download textual materials, audio and video clips for my class directly from my phone.	13 (9.7%)	22 (16.4%)	49 (36.6%)	28 (20.9%)	22 (16.4%)
3.	I use my smartphone to contact my students for important information.	6 (4.5%)	12 (9.0%)	27 (20.1%)	43 (32.1%)	46 (34.3%)
4.	I use text messages to send notifications (class cancellations, change of lecture venue, change in time of lectures and other administrative duties).	10 (7.5%)	18 (13.4%)	21 (15.7%)	34 (25.4%)	51 (38.1%)
5.	I encourage students to submit their assignments online from their smartphones.	18 (13.4%)	27 (20.1%)	35 (26.1%)	34 (25.4%)	20 (14.9%)
6.	I have course materials such as slides, lecture notes and practice quizzes available on my smartphone.	21 (15.7%)	16 (11.9%)	45 (33.6%)	31 (23.1%)	21 (15.7%)
7.	I download materials onto my smartphone to store up-to-date information for my class.	15 (11.2%)	23 (17.2%)	33 (24.6%)	38 (28.4%)	25 (18.7%)
8.	I read news, books and articles online directly from my smartphone to gather more information on topics treated in class.	9 (6.7%)	18 (13.4%)	34 (25.4%)	33 (24.6%)	40 (29.9%)
9.	I use online English dictionaries on my smartphone to get definitions for my class.	9 (6.7%)	14 (10.4%)	28 (20.9%)	38 (28.4%)	44 (32.8%)
10.	I use Bluetooth from my smartphone to share materials with my students since it is a quicker way to send information to my students.	34 (25.4%)	37 (27.6%)	33 (24.6%)	13 (9.7%)	17 (12.7%)

From table 3 above, 38 (28.4%) of the lecturers send emails to their students to discuss course content, course outline and other important information on 'frequent' basis using their phones, 37 (27.6%) use the phone 'occasionally', 26 (19.4%) rarely use the phone to send emails, 17 (12.7%) stated that they 'never' use the phone to send emails to students while 16 (11.9%) asserted that they 'very

frequently' use their mobile phones to send emails to students to discuss English content. The overall picture created by the analysis of these responses is that a significant number of instructors use smartphones to send emails to students to engage them on matters concerning English course content and other important issues on learning English. On the statement, "I access and download textual materials, audio and video clips for my class directly from my phone", 49 (36.6%) use occasionally, 28 (20.9%) use frequently, 22 (16.4%) very frequently, 22 (16.4%) rarely while 13 (9.7%) stated that they never download or access textual materials, audio and video clips for use in the classroom.

Furthermore, 43 (32.1%) 'Frequently' use smartphones to contact their students for important information, 46 (34.3%) use it 'very frequently', 27 (20.1%) use it 'occasionally', 12 (9.0%) rarely use it while 6 (4.5%) never use it. Additionally, on the statement, "I use text messages to send notifications (class cancellations, change of lecture venue, change in time of lectures and other administrative duties)", 51 (38.1%) stated they use the smartphone 'very frequently', 34 (25.4%) utilize the smartphones 'frequently', 21 (15.7%) use it 'occasionally', 18 (13.4%) 'Rarely' while 10 (7.5%) 'Never' use the smartphone. From the table also, 35 (26.1%) occasionally and 34 (25.4%) frequently encourage students to submit their assignments through the use of their smartphones. From the same table 3, 45 (33.6%) occasionally, 31 (23.1%) frequently and 21 (15.7%) very frequently have notes, slides and practice quizzes on their smartphones. It is also evident that 38 (28.4%) Frequently and 25 (18.7%) very frequently download materials on their smartphones to keep teaching materials up-to-date. Out of the 134 respondents, 33 (24.6%) frequently and 40 (29.9%) very frequently use smartphones to read online resources to gather more information on the content they teach in classroom. It has also been shown that 38 (28.4%) frequently and 44 (32.8%) very frequently use smartphones to access online English dictionaries to get various meanings they need for their class teachings.

From the foregoing findings, it can be inferred that lecturers at Jazan University use their smartphones to make their teaching of English language effective. The use of smartphones can be used to access content, download video clips, send important information to students, receive assignments from students, use of online dictionaries, discussing content with students among other activities. The fact that the lecturers encourage the use of smartphones in the learning process

means that students will adopt and cope with its use, which tends to make teaching of the English language more effective.

Cronbach's Alpha

Cronbach's alpha measures the level of reliability of the constructs or items used to measure a certain variable. The measure shows how homogenous or interrelated the items are when used to measure a variable. The value shows the extent to which a group of items can be used to measure a variable. George and Mallery (2003) came up with a rule to interpret the results of the Cronbach's Alpha; (>0.9 (Excellent), >0.8 (Good), >0.7 (Acceptable), >0.6 (Questionable), > 0.5 (Poor), and < 0.5 (Unacceptable).

Table 4: Cronbach's Alpha for the various variables

Variables	Number of items	Cronbach's Alpha
Use of smartphones in teaching English language	11	0.913
Use of lecture method in teaching English language	8	0.903
Teaching Effectiveness	10	0.915

Table 4 above shows the Cronbach's alpha for the various items. A value greater than 0.7 shows a high level of reliability. From the analysis above, all the values have a coefficient > 0.7. This means that there is a higher reliability. The items can consequently be used for further analysis.

Correlation Analysis

Use of smartphones and teaching effectiveness

H1: *There is a positive correlation between the use of smartphones and teaching effectiveness while teaching English language*

Table 5: Correlation analysis; Use of smartphones in Teaching English language

Correlations

		TOTAL TEACHING EFFECTIVENESS	TOTAL SMARTPHONE USE
TOTAL TEACHING EFFECTIVENESS	Pearson Correlation	1	.735**
	Sig. (2-tailed)		.000
	N	134	134
TOTAL SMARTPHONE USE	Pearson Correlation	.735**	1
	Sig. (2-tailed)	.000	
	N	134	134

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 above shows that there is a strong positive correlation (r=0.735; p<0.05) between use of smartphone and teaching effectiveness while teaching English language. Therefore, the null hypothesis, in this case, is rejected.

Use of Lecture method and Teaching effectiveness

H2: There is a positive correlation between the use of lecture method and teaching effectiveness while teaching English language

Table 6: Correlation Analysis; Use of lecture method in teaching English language

Correlations

		TOTAL TEACHING EFFECTIVENESS	TOTAL LECTURE USE
TOTAL TEACHING EFFECTIVENESS	Pearson Correlation	1	.285**
	Sig. (2-tailed)		.001
	N	134	132
TOTAL LECTURE USE	Pearson Correlation	.285**	1
	Sig. (2-tailed)	.001	
	N	132	132

**. Correlation is significant at the 0.01 level (2-tailed).

_____

Correlation results between use of lecture method and teaching effectiveness shows a weak positive correlation (r=0.285; p<0.05). Therefore, the null hypothesis in this case is not rejected.

Regression Analysis

Use of smartphone and teaching effectiveness

Summary of the regression model

Table 7: Regression analysis; use of smartphones and teaching effectiveness

R value	R square	d.f	F	coefficients	Beta	Significant value
0.735	0.541	1,132	155.342	Constant: 0.548 Smartphone use: 0.782	0.735	0.000

The analysis shown above shows a strong positive correlation between smartphone use and teaching effectiveness when teaching English language (R-value= 0.735; p <0.05); F (1,132) = 155.342. The β-value is 0.735, P=0.000, which shows a significant value. The R-squared value (0.541) shows that smartphone use in teaching English accounts for 54.1% of the variation in teaching effectiveness when teaching English language in Jazan University. Apart from smartphone use, other factors would account for 45.9% of the variation in the dependent variable; teaching effectiveness. A prediction model can be represented by the equation shown below;

Teaching effectiveness= Smartphone Use (0.782) + 0.548

Use of lecture method and teaching effectiveness

Table 8: Regression analysis; use of lecture method and teaching effectiveness

R value	R square	d.f	F	coefficients	Beta	Significant value
0.285	0.081	1,130	11.450	Constant: 2.018 Smartphone use: 0.273	0.285	0.000

From the analysis in table 8 above, The R-value is 0.285; p< 0.05; F (1,130) =11.450. The β-value is 0.285, P=0.000, which shows a significant value. The R-squared value (0.081), shows that lecture method accounts for 8.1% of variation in the changes in effectiveness in teaching English language. Other factors account for 91.9% of the variation. The impacts of lecture method towards teaching effectiveness can be described as minimal.

Teaching effectiveness= Lecture Method (0.273) + 2.018

244

6. Discussion

The study results reveal that the use of smartphones has a significant impact on teaching English language at Jazan University. Through the use of smartphones, students can get video clips of lectures and topics that are being taught and learn from their gadgets. Creation of a platform for the class can assist lecturers to take videos and upload in those sites. They can also upload contents, course outlines among other resources in those learning sites. The use of social sites such as Facebook, WhatsApp among others, facilitates students to have a discussion and is likely to contribute positively towards their academic performance.

The use of smartphones creates an environment where lecturers can interact with their students both in the formal and informal learning contexts. For example, an instructor can request students to create a personal virtual story regarding their daily routine activities over the mobile phone. This kind of an exercise may prompt the students to take several snapshots of their daily activities. They can therefore be able to describe the same to the instructor. The use of camera from the smartphone can be a very useful tool for students. For example, learners may be asked to notice grammar use around them. They can take the photos of posts or signs around them, or even any type of English writings around them. Once write statements, the instructor can be able to notice wrong or correct usage of English language and correct or commend them accordingly.

From another point of view, learners may record themselves while using English language. They can then share with their fellow students and anticipate to get feedback or response from them. The platform offers an opportunity for the students to practice pronunciation. In addition, they can also record conversations with those using English as their first or native language. The activities can be broken down into various topics which can later be integrated as projects. Through the use of smartphones, the learners can use microphone to creatively record and edit short videos. For example, students can share short videos of the activities they have previously undertaken. The use of smartphones create a personalized as well as an inclusive learning environment. A topic can be raised in a social media for instance and students are needed to comment, react or have a conversation on the same. This creates a platform for them to understand various concepts. Smartphones are more useful to distance learning students as they can be able to receive notes, ask questions virtually, download materials and submit assignments among other things.

7- Conclusion and Recommendations

Advancement in technology has transformed the way individuals communicate, relate and learn. These changes have had a tremendous impact on the society and resulted in creating pressure on the traditional approaches to doing various activities. One of the areas where technology has benefited is in teaching sector. It has revolutionized the way lecturers and students handle their teaching and learning processes respectively. The use of smartphones places users at an advantage because it can assist them to set great opportunities as well as re-design the mechanisms that they use to teach and learn the English language.

The study sought to investigate whether smartphones could be potentially used to enhance learning English language at Jazan University. It has been shown that with the proliferation of ICT and internet services coupled by the development of smartphones, learning has been catapulted to greater heights. These processes tend to affect almost every facet of learning and teaching. One of the sectors that benefits most is the distance learning processes. As compared to laptops and other computerized gadgets, smartphones are portable and can be carried to any point where the user needs to use them.

The study makes several recommendations. First, there is a need for instructors to engage extensively with smartphone technology and identify those concepts that can benefit the learning processes. Second, there is a need to set out clear learning objectives to ensure that students do not get distracted by use of social media while in classroom setup. Third, students and instructors would need an English class learning policy for use of smartphones, just in case the same is not provided by their respective institutions. There is a need to look for relevant applications that can benefit the learning of the English language.

The distance learning unit of Jazan University should endeavor to incorporate the use of smartphones in their learning program as an effective technique or tool that can be used to aid in the learning process.

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247

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248

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Appendix: Questionnaire
Biographic Data

1.   **What is your gender**
Male   [ ]
Female   [ ]
2.   **Education level**
Diploma   [ ]
Bachelor   [ ]
Masters Level   [ ]
PHD Level   [ ]
3.   **Age category**
< 35 years   [ ]
36-45 years   [ ]
46-55 years   [ ]
> 55 years   [ ]
4. **To what extent does the University promote the use of mobile phone method of teaching?**
Never   [ ]
Rarely (monthly basis)   [ ]
Regularly (weekly basis)   [ ]
A lot (daily basis)   [ ]
Continuous (24/7)   [ ]
5. **To what extent does the University promote the use of lecture method of teaching?**
Never   [ ]
Rarely (monthly basis)   [ ]
Regularly (weekly basis)   [ ]
A lot (daily basis)   [ ]
Continuous (24/7)   [ ]

6. Does the university plan to use more or less smartphone in 2 years from now in teaching English as a foreign language?

Equal to now   [ ]
Most probably less   [ ]
Probably less   [ ]
Probably more   [ ]
Most probably more   [ ]

7. Where is the University active?

Locally   [ ]
Regionally   [ ]
Nationally   [ ]
Internationally   [ ]

The use of smartphones in teaching English

8.   How do smartphones support learning of English (Darko-Adjei, 2019).

How do smartphones support learning of English					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The smartphone helps students with assignments for their English courses					
The smartphone helps students prepare for English quizzes.					
Smartphones fostered interaction and teamwork among coursemates					
Smartphones increases my interaction with the English learning content.					
Smartphones make it easier for students to communicate with coursemates and course lecturers.					
Smartphones have specific scientific mobile applications, such as scientific games, that aid in critical thinking and learning.					
Smartphones with scientific, educational software have increased students' test scores in the University.					
Smartphones increase students motivation to learn course units					
Smartphones helps students increase access to learning materials and educational resources					
Smartphones have been beneficial to students study process.					
Smartphones provides enhancement materials to supplement the textbook					
Smartphones enable students to accomplish learning tasks more quickly.					
Smartphones increase students' creativity.					

Use of lecture method in teaching English

9.   How do lecture method support learning English language (Darko-Adjei, 2019).

How do lecture method support learning of English					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The lecture method helps students with assignments for my English courses					
The lecture method helps students prepare for English quizzes.					
The lecture method fostered interaction and teamwork among coursemates					
The lecture method increases my interaction with the English learning content.					
The lecture method increase students motivation to learn course units					
The lecture method has been beneficial to students study process.					
The lecture method enables students to accomplish learning tasks more quickly.					
The lecture method increases students' creativity.					

Lecturers' perception on the effectiveness of their teaching outcomes

10.   What is your perceived ease of use of smartphones in learning English language (Darko-Adjei, 2019).

Lecturer's perception of *smartphones in teaching*					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Smartphone is useful as a supplementary to teaching					
Smartphone is better than traditional instruction since it allows teaching suited to the students' learning style.					
Smartphones help me organize my work better.					
Smartphones enhances easier access to information anywhere and anytime					
Text messaging is useful as an instructional tool in class					
Text messaging increases understanding of difficult concepts, by putting information in bits for easier assimilation.					

Smartphones can increase participation in class.					
Smartphones increase collaboration between students					
Smartphones increases communication between the lecturer and the student					
Smartphones can help students be more prepared for class by easily accessing information before class.					
Smartphones provides students with the opportunity to work at their own pace.					
Smartphones allow students to get access to up-to date information through the Web					
Smartphones can increase motivation in class.					

11. How do you use smartphones to support your teaching (Darko-Adjei, 2019)?

How lecturers use smartphones to support their teaching					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I send emails to my science students to discuss subject content and attach course outline and other important information from my phone.					
I access and download textual materials, audio and video clips for my class directly from my phone.					
I use my smartphone to contact my students for important information.					
I use text messages to send notifications (class cancellations, change of lecture venue, change in time of lectures and other administrative duties).					
I encourage students submit their assignments online from their smartphone.					
I have course materials such as slides, lecture notes and practice quizzes available on my smartphone.					
I download materials onto my smartphone to store up-to-date information for my class.					
I read news, books and articles online directly from my smartphone in order to gather more information on topics treated in class.					
I use online science dictionaries on my smartphone to get definitions for my class.					
I use Bluetooth from my smartphone to share materials with my students, since it is a quicker way to send information to my students.					