Convergence or Divergence in EFL Teachers' and Learners' Beliefs on Using Smartphones in Learning English: The case of Master1 Students - University of Tlemcen (Algeria)

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Abstract. The present study attempts to investigate Algerian EFL teachers and learners' outlooks vis-à-vis the use of smartphones in learning English. The aim from undertaking this study is partially to gain insights into the awareness of Algerian EFL teachers and learners on the importance of integrating smartphones in EFL classroom and partially to find out how much convergent and divergent Algerian teachers and students' beliefs are in terms of using smartphones in learning English. The study sample consisted of 10 teachers and 30 students of the Department of English in Master 1 level who were enrolled in the academic year of 2019-2020. Data were collected using a questionnaire to examine the students' beliefs on their use of smartphones in learning English while semi-structured interviews were conducted with teachers. Using the descriptive quantitative design, the findings reveal convergence in teachers' and students' responses in that they both show positive attitudes towards using smartphones in learning English. This is because learning English with smartphones results in more motivated students, increased exposure to English, extended vocabulary and easier access to information regardless time and place. Even though, a number of challenges were raised from the part of both teachers and students including the small screen size of their smartphones and slow network connections. On the basis of these results, some pedagogical implications and directions were recommended in the end.

Keywords: EFL; teachers; students, beliefs; smartphones

1. Introduction

Over the last few years a lot of research has been conducted on the way Information and Communication Technologies (ICTs) can be used to support the process of English language teaching for learners at different levels, and particularly at the university level. Indeed, many educational practitioners are

trying to develop innovative English teaching methods that can be employed to satisfy the needs and demands of the new generation of students who are living in a progressively globalized world as a result of the rapid spread of technologies.

Today, it is an established fact that technology is widely employed for English language teaching and learning throughout the world at all stages of education. Typically the use of mobile technology for English language teaching and learning does not appear to be restricted to any particular age group or any particular educational program. Accordingly, educational practitioners and learners are increasingly using ICT innovatively throughout the entire world. In many contexts, learners are being exposed to a range of technologies, such as computers, tablets, smartphones and so on in English Language teaching, and Teaching English as a Foreign Language (TEFL) is not an exception.

The present study aims to raise awareness on some potential uses of smartphones in the EFL classroom and the roles it can play in aiding the processes of teaching and learning among Master 1 students at the University of Tlemcen, in Algeria. In particular, the researcher's purpose from undertaking this study is to find out how much convergent or divergent are teachers' and students' attitudes towards the use of smartphones in the EFL classroom. Therefore, this study addresses the following research questions:
1. What attitudes do Master 1 students hold about smartphones use in EFL learning?
2. What attitudes do teachers hold about the use of smartphones by Master 1 students in their EFL learning?
3. Is there convergence or divergence in Master 1 teachers' and students' beliefs vis-à-vis the use of smartphone in learning English?

Based on the above-mentioned questions, the following research hypotheses are formulated:
1. Master 1 students may hold positive attitudes towards the use of smartphones, in EFL courses.
2. Teachers may possibly hold negative attitudes towards their Master 1 students' use of smartphones in EFL learning.
3. There might be divergence in teachers' and students' beliefs apropos the use of smartphones in learning English.

In view of that, the study will basically try to investigate the extent to which each of these hypotheses is valid or not based on the descriptive quantitative analysis of both the students' questionnaire and teachers' interview. Yet, the article continues with a literature review defining a smartphone and the benefits of its integration in the field of Teaching English as a Foreign Language (TEFL) according to earlier research, followed by the roles and challenges faced by teachers and students and lastly, discussion including didactic implications and concluding remarks.

2. Literature Review

In the following sections, literature review about the definition of smartphones, advantages and disadvantages of using smartphones in the EFL context, and the roles and challenges faced by teachers and students while using smartphones in learning English are talked over.

2.1. Definition of Smartphones

A smartphone is generally defined as a sophisticated cellular telephone with an integrated computer and other advanced and developed features that go beyond making simple phone calls, or sending and receiving messages not originally associated with ordinary mobile telephones. It is a small handheld device with an operating system that allows the user to browse the Internet, to download and run software applications as well. It also gives the capacity to display photos, play videos, check and send e-mails (Merriam-Webster Dictionary – Last Edition, 2019).

Furthermore, the smartphone is in essence a mobile phone that can be used as a small sophisticated computer that gives the user the ability to connect to the internet and use social media, to get live news updates, to play music and video, and much more.

2.2. Advantages of Using Smartphones in the EFL Context

Today mobile phones provided with Internet capabilities are everywhere, a fact that has enhanced their usage. Huge amounts of knowledge can be browsed on the Internet, and smartphones are valuable means for acquiring that knowledge. Smartphone technology is improving day after day, and smartphones are becoming increasingly popular among all classes of society, and specifically among people involved in education. Accordingly, Kevin Kimberlin stated that "*No other technology has impacted us like mobile phones; it is the fastest growing manmade phenomenon ever, from zero to 7.2 billion in three decades*" K. Kimberlin, Chairman of Spencer Trask & Co, 2014, (cited in, Boren, 2014).

It is widely admitted today that these small handheld communication devices are favoured by students and teachers as well. These have always exhibited positive attitudes toward using smartphones as learning or teaching tools. This is because, this device is seen as one of the best tools that can be used by educational institutions as they present several advantages. For Muir-Herzig (2004), smartphones enable their users to: find instantaneous answers to their questions, have access to supported *audio and video* file formats which can be used in the classroom; enlarge their learning environment as they allow them to immediately connect with people from all over the world; make social learning easy; provide students with the possibility to work in groups on projects and therefore move together towards a common goal; record lessons in detail and support or supply them with references, pictures and videos to enhance retention; install amazing applications and hence make their lesson *interactive*, visual and *fun; take* down *notes* and *even* to *record reminders*; share *annotations* and *reminders* faster and easier as they can be used as paper and pencil. Besides those benefits; smartphones have unique features that might not be found in other

mobile devices in that they can supplement, but not replace, desktop and laptop computers, tablets, and other learning tools because they are within the reach of users any time they need them and can use them without any time-limit. In the same line of thought, El Hariry (2015, p.299) acknowledges that 'with the mobility, availability and flexibility of these devices, students can learn at any time and any place without the need for computer access and availability of learning material'.

No one, however, can deny that smartphones have some disadvantages just like the advantages mentioned above.

2.3. Disadvantages of Using Smartphones in the EFL Context

Smartphones can also have many disadvantages. To start with, Chartrand, (n.d.) claims that smartphones may be extremely distracting for students as they may not pay attention to what is being done in the classroom because smartphone users are generally tempted to interact on social networks, such as Facebook, checking their email boxes, or even playing games online. In this vein, Bllaca (2016) confesses that 'the use of mobile learning can be of any kind, but when it comes to language learning, mobile learning technologies such as mobile phones or smart phone is being used for various purposes' (p. 305).Moreover, smartphones may also be used for cheating in exams, like checking answers with classmates or using the Internet to find solutions to exercises. In addition, teacher and student's privacy may be invaded at any time because anything that happens in the classroom can be video-recorded and uploaded to any website where video sharing is permitted. It is widely admitted by a large number of practitioners of education (Sundari, 2015; Paulins, Balina & Arhipora, 2015) that smartphones, when used inappropriately, can cause a substantial disturbance to studying within the classroom. However, if the teachers use them suitably, smartphones may turn into powerful instruments and resources in the teaching/learning process.

Today, if used wisely, 'mobile phones with internet connectivity can search thousands of web pages and provide details of a high degree of accuracy to the reader. They almost replace reference books and avoid the physical labor of visiting the university library' (Nalliveettil & Alenazi 2016, p. 264). In view of that, students do not have to go to libraries and search for books in order to get the information they need in any case because with smartphones, the information students need can be gained with just some clicks on the screen of their smartphones.

2.4. EFL Teacher's and Learners' Roles and Challenges in Implementing Smartphones in EFL Learning

It is widely accepted that the great development of smartphone functions and features nowadays have partially paved the way for English language educators achieve results that were impossible some years ago and have partially helped create greater opportunities for student engagement in learning. With the help of this educational tool, teachers and students can together make the learning experience more interesting and involving. Several researchers (Anshari, et al., 2017; Norris, et al., 2011; Twum, 2017) have investigated the effectiveness of

using smartphones in the teaching/learning process and found out that the use of such instructional tools helped to increase the learners' listening comprehension and their motivation in the EFL situation, and hence boosting their capacity to learn more and grasp knowledge easily. Similarly, Kukulska (2015) conducted a research work on the use of smartphone applications with English language learners and indicated that this instruction tool has the capacity to significantly improve the listening comprehension ability of learners and also enhance their motivation.

It is worth noting that through the use of smartphones, enthusiastic and creative teachers can instigate a personalized learning environment, therefore encouraging the students to be more active, independent and more autonomous in their studies or research. In fact, these teachers consider that smartphones have significant impact on English language learning because they offer EFL learners the ability to learn anytime and anywhere (Zhang, Song & Burston, 2011). Teachers assert that mobile phones, particularly smartphones, help learners to learn independently, and enable them to use varied sources at their own pace. They also think that this device can be used for a variety of purposes such as storing useful information, looking words up in dictionaries, having access to websites on the Internet. Many of them believe that smartphones, if used properly, will certainly improve the students' English language skills, because they are within the student's reach at any time and can use them without any time limit. Learners can use them for checking pronunciation and using English words. In addition, materials related to grammar can easily be accessed. Smartphones help students to record and memorize lists of words; applications like WhatsApp helps students to form groups and contribute to improving their writing, reading, and speaking skills. Moreover, these smart devices provide easy, fast and efficient access to thousands of useful sources. Most of them agreed to conclude that using smartphones appropriately for language learning can contribute effectively to students' English learning processes.

For ensuring successful implementation of smartphone learning in the ELT situation a number of factors should be considered. First, smartphones are due to be used to support the pedagogical objectives of the classroom and curriculum. In other words, these mobile phones must be subordinated to the learning objectives and that teachers should not use the smartphone simply for its own sake. Second, teachers should make smartphones accessible to all language learners. To say it differently, smartphones must be used to meet the learners' educational needs and be applied in a variety of instructional activities. Third, their use should be limited to educational purposes. In fact, a great number of educational practitioners view smartphones as playing at least three roles in the classroom: private instructor, teacher, and tool. The smartphone as a private instructor presents exercises with some explanatory rules. Note that the smartphone cannot actually replace the teacher because it is not intelligent and is not capable of personalized or creative feedback. Therefore, the smartphone should be looked at as a tool that supports teaching and learning in a wide variety of manners. Last but not least, smartphones should be used efficiently.

Indeed, language learners may acquire knowledge better and faster if they use their smartphones in suitable ways.

All things considered make of smartphones possible means for individuals to participate in developing, using or enjoying something jointly with others and even interact with a potentially global audience in a highly organized manner. Moreover, these mobile tools offer the possibility for autonomous language learning by using some online spaces, like YouTube for example, through which it is possible to share and discuss a whole range of facts (Benson & Chick, 2010).All in all, smartphones are recognized to offer the opportunity to greatly enhance the teaching and learning processes in ELT in general and in TEFL in particular.

3. Research Methodology
This section begins with a short description of the research method and subjects, within which the study was conducted, followed by the data collection procedure and analysis of data and lastly, discussion of main findings and didactic implications and concluding remarks are put forward.

3.1. Method
To collect the needed data and gather useful results, the researcher analyzed a number of surveys that appeared to be most research-based in the literature (Kim, 2013; Yafei & Osman, 2016; Al-Hunaiyyan, Alhajri & Al-Sharhan, 2018; Al Aamri, 2011) in order to design a questionnaire and a semi-structured interview that deal with questions related to the use of smartphones in EFL learning. Accordingly, the adopted method provides both quantitative and qualitative data. In view of that, this method guarantees that this research study will be more logical and reliable as the data will be supported by both quantitative and qualitative data analysis.

In so doing, dada collected from the teachers' interview together with those of students' questionnaire are going to be analysed per-dimension, namely 'perceived usefulness', 'motivation', 'self-management of learning', and 'intension to use using' by means of the descriptive quantitative method.

3.2. Research subjects
The present research was conducted with Master 1 teachers and students of the Department of English at the University of Tlemcen. The two samples were selected so as to detect how much convergent or divergent are the beliefs of Master 1 teachers and students towards the use of smartphones in studying English. For the purpose of carrying out the investigation, it was decided to select a sample of thirty (30) Master 1 students (see Table 1), regardless their specialty, and ten (10) Master 1 teachers (see Table 2).

Table 1: Students' gender and age

Gender	Frequency	Percent
Male	9	30%
Female	21	70%

Total	30	100%
Age	**Frequency**	**Percentage**
21 – 24	14	46.67%
25 – 28	8	26.67%
Over 29	2	6.67%
Total	30	100%

Table 2: Teachers' gender and qualifications

Gender	Frequency	Percent
Male	6	20%
Female	4	46.67%
Total	10	100%
Qualifications	**Frequency**	**Percentage**
Doctorat	7	70%
Professorat	3	30%
Total	10	100%

3.3. Research tools

The investigator applied a couple of research tools, namely a questionnaire intended for students and an interview for teachers, for the purpose of gathering both quantitative and qualitative data.

The students' questionnaire. It comprises two main parts. In the first part, there were 14 items scored on a four-item Likert-style scale consisting of "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" (see Appendix 1). The choice not to include a "Neutral" or "No Opinion" option was on purpose, as it was deemed important to have a clearer measure of teachers' and students' perceptions on each item presented in the instrument. In this section, the research subjects point to the level of their agreement and disagreement with the statements regarding their attitudes towards using smartphones in improving their English learning as far as perceived usefulness, motivation, self-management of learning, and intention to use are concerned. The second part of the questionnaire consists of three open-ended questions, including what difficulties the research participants face when using smartphones in learning English, some suggestions to improve their implementation and other comments about the situation in question if any. It is worth mentioning at the end if this section that the validity of the questionnaire in terms of its relevance, clarity, and suitability was examined and checked by two experts in the EFL and instructional technology field before being administered to students. In view of the experts' recommendations, the researcher made some revisions and modifications accordingly.

The teachers' interview. The interview is generally regarded as one of the main research instruments that may be quite helpful in assembling data instantly from the interviewee. The interview items and questions were the same of the students' questionnaire with the exception of using the expression 'students' English learning' wherever and whenever the words 'I, my, or me' are used in the students' questionnaire (See Appendix 2). This was done for the purpose of checking divergence and convergence between teachers and students' beliefs. In

view of that, the structured interview type was used as the interview includes a standard and pre-planned set of questions that the respondents were asked to answer in a systematic way. The researcher sees it important to use the interview with teachers instead of asking them to answer the questions in a questionnaire form for teachers' unavailability and time constraints.

4. Results

In this section, results of teachers' interview together with those of students' questionnaire are going to be analysed using the descriptive quantitative design for the analysis of the quantitative data obtained from each dimension in the first part of the teachers' structured interview and students' questionnaire. The dimensions are perceived usefulness, motivation, self-management of learning, and intension to use. Each dimension result is presented in a table.

A glance at the results obtained in the first dimension (Table 3) shows that students and teachers perceived the usefulness of smartphones in learning English. This is because, they believe that smartphones have the potentials to increase students' exposure to English learning and improve their vocabulary knowledge.

Table 3: Perceived usefulness results

Teachers' responses					Students' responses			
S D	D	A	S A	Items	S D	D	A	S A
_	_	70%	30%	1. Learning through smartphone improved my English learning	10%	6.66%	73.33%	10%
_	10%	60%	30%	2.Smartphone helped me to practice English learning anytime and anywhere.	_	3.33%	6.66%	90%
_	_	80%	10%	3. I use my smartphone more than once when learning something in English.	_	3.33%	86.66	10%

On the whole, the results gained from the items that tackled the motivation dimension (Table 4) towards smartphones indicate that both teachers and students think that smartphone have a good deal in raising students motivation to English learning. In fact, the research informants believe that smarphones have a propensity to increase students' motivation when in learning English or doing classroom assignments better than the conventional way.

Table 4: Motivation results

Teachers' responses					Students' responses			
S D	D	A	S A	Items	S D	D	A	S A
_	10%	70%	20%	4. Smartphone use can motivate me to learn English.	_	10%	66.66%	23.33%
_	40%	30%	30%	5. Smartphone can reduce my anxiety in learning English.	20%	20%	46.66	13.33%
_	10%	60%	30%	6. I enjoy the exercises through my smartphone than the traditional way.	6.66%	10%	50%	33.33%

By and large, the results presented in the third dimension (Table 5), namely self-management of learning, indicate that students and teachers have positive perception on smartphones efficacy in providing feedback and engaging students to learn English even outside the classroom. This important finding is consistent with the findings of the previous studies (Klímová, 2018; Han & Gürlüyer, 2017). Yet, divergence between students' and teachers was apparent when it comes to evaluating students and using smartphones without the help of their teachers. Similar findings are also found out by Elammari and Cavus (2019) when investigating the factors affecting the students' smartphone purchasing behaviours when in mobile learning. Hence, success towards shifting to a more self-management of learning should depend on teachers' supervision and the learners' willingness and intention to seek their self-directed style of learning outside the classroom.

Table 5: Self-management of learning results

Teachers' responses					Students' responses			
S D	D	A	S A	Items	S D	D	A	S A
20%	60%	20%	_	7. Smartphone can provide immediate feedback while learning.	36.66%	13.33%	26.66%	23.33%
10%	10%	60%	20%	8. Smartphone can help me manage my English learning outside the classroom.	_	13.33%	30%	56.66
10%	20%	70%	_	9. Smartphone can help me evaluate my English language skills outside the classroom.	13.33	16.66	10%	60%
_	_	80%	20%	10. Smartphone can help me learn a variety of English vocabulary.	_	10%	26.66	63.33
60%	40%	_	_	11. I believe I can improve my English language skills alone through my smartphone without the teacher's help.	43.33	26.66	20%	10%

Generally, the results outlined in table 6 about the last dimension (intension to use) emphasize the students' willingness to carry on their use of smartphones in their English learning further. The highest scores are on items 12 (I would like to practice other English skills using my smartphone) and 13 (I encourage others to use Smartphone for English language learning).

Table 6: Intension to use results

Teachers' responses				Items	Students' responses			
S D	D	A	S A		S D	D	A	S A
20%	_	50%	30%	12. I would like to practice other English skills using my smartphone.	3.33%	10%	70%	16.66
10%	20%	60%	10%	13. I encourage others to use Smartphone for English language learning.	_	10%	66.66	23.33
20%	50%	30%	_	14. I am satisfied with using the Smartphone for English learning .	10%	33.33	46.66	10%

The thematic analysis method was used for the analysis of the open-ended questions of the second part of both research tools. The qualitative analysis of those data resulted in three themes, the latter are: issues in smartphone features, technical issues, and distraction issues.

As to the area of smartphone features-related issues, both participants confessed complains about the screen size of their smartphone. They explained that the small size of the screen distract them while reading or looking for a specific information in texts and essays. Others added that even typing is difficult seeing that small size of their smartphone keyboard resulted in many typing mistakes in the queries they write or the answers they give, a fact that make them retype their queries and answers more than twice.

As far as technical issues are concerned, the research informants stated that they met many problems when accessing the internet partly for the poor wireless network services and partly for the lack of internet coverage. In addition to that they complained about the loss of time when waiting for web pages to appear or a docx. downloading to finish, otherwise they use their own internet subscriptions to do so in order to gain some time.

In respect of the distraction-related issues, it was teachers who took the lion's part in arguing this issue. Teachers explained that the use of smartphones in the classroom can impair the teaching/learning process during a lecture in that it reduces students' attention and concentration on course material. Furthermore, they mentioned that they were generally frustrated when students use their smartphones in the classroom as texting, tweeting, and snap chatting in class is likely to happen and this can deeply distract students and therefore create a

difficult teaching environment. Teachers also persisted that students might use them to access information while taking a test, therefore encouraging cheating. From their part, students mentioned that their use of smartphones in the classroom can be very upsetting especially when the phone rings in the class. For them, this would be very disturbing since it can cause interruptions in the teaching/learning process and sometimes a stop in the lecture. Some students mentioned even that smartphones are at times responsible for extra stress and frustration within the classroom especially when the task is unclear for them or when they experienced a lack of internet access.

5. Discussion

The above results are important to help check whether the two hypotheses proposed at the beginning of this research are valid or not. Regarding the first hypothesis which specifies that Master 1 students may hold positive attitudes towards the use of smartphones in EFL courses, the data collected from the students' questionnaire prove the validity of this hypothesis. The main research findings indicate that students hold positive attitudes towards the usefulness of smartphones in enhancing English learning in that they have agreed with all the items involving the dimensions of 'Perceived usefulness'; 'Motivation'; and 'Intention of use'. Similar results are found by Fernandez's (2018); Yafei and Osman (2016); Chen (2016); Chen, Hsu and Doong, (2016); Liu and He (2015); Rahimi and Soleymani (2015); Read and Kukulska-Hulme (2015). The only items they disagreed with are two items in the dimension of 'Self-management of learning' in which they consider smartphone use helpless in providing feedback and improving their English language skills without the teacher's help.

A propos the second hypothesis, which suggests that teachers may possibly hold negative attitudes towards their Master 1 students' use of smartphones in EFL learning, the data collected from the teachers' interview, likewise, indicate that teachers are in favour of smartphone-based learning, a fact that confirms the invalidity of the second research hypothesis. In reality, the interview main findings demonstrate that teachers repeatedly showed agreement with the items involving all the four dimensions in the first part of the interview while they indicated disagreement only with four items: two in the dimension of 'Self-management of learning'; they are the same items students disagreed with, one in the dimension of 'Motivation', it is n° 5 'Smartphone reduced students' anxiety in learning English' and another in the dimension of 'Intension to use'; it is n° 14 'I am satisfied with using the Smartphone for English learning .

With reference to the teachers and students' answers to the open-ended questions in the second part of the teachers' interview and students' questionnaire mutual responses were noticed between both research subjects not only with smartphone features-related issues and technical issues but also with the area of distraction-related issues. In fact, both of them admitted the fact that smartphone can result in difficult teaching/learning environment in that smartphones prevent teachers and students perform well enough in the class due to lack of concentration and distraction caused by ring tones, stress, lack of internet connectivity.

As regards the third hypothesis which reads "there might be divergence in teachers' and students' beliefs apropos the use of smartphones in learning English", it is safe to say that the results of the above two hypothesis are enough to decide about the invalidity of the third hypothesis seeing that there exists a statistically significant convergence between teachers' and students' beliefs vis-à-vis the effectiveness of smartphones in learning English.

6. Pedagogical implications

Some recommendations on using smartphones in EFL classes deserve to be put forward:

- First, it is highly advocated to provide teachers and learners with special counseling on the way to use smartphones appropriately in the classroom for efficient learning. Indeed, it is worth noting that using smartphones in the classroom does not necessarily mean that teachers lose control of the class as long as they can control and monitor each and every student's usage and activities on their mobile devices.

-Second, for smartphone use to be academically effective in EFL classrooms, it is strongly recommended for teachers to create a personalized learning environment, thus transforming the students into active and more autonomous researchers.

-Third, with regard to the findings of the students' questionnaire and teachers' interview, it is suggested to better understand the mechanisms underlying the teaching-learning process using mobile wireless devices such as smartphones through a dynamic and interactive format.

7. Conclusion

All of these facts considered, it must be concluded that smartphones can be beneficial and detrimental at the same time, depending on how to use them. The findings of the present study suggest that smartphones are perceived positive tools for learning English in the eyes of students and teachers alike; a fact that indicates that the presence of smartphones in educational institutions, particularly universities, should not be ignored. However, these findings do not dismiss the hypothesis that smartphones could have negative impacts on teaching/learning efficiency due to distraction. Yet, if used properly, teachers and students together can easily create a convenient teaching/learning environment seeing that smartphones are tremendously useful tools, with incredible potential for communication, information and research; quick access to educational applications; more exposure to learning English; and more interaction, participation and cooperation among teachers and learners. It is undeniable that no research involving human participants is ever without limitations. The limitations that characterize the current study are related to the random collection in Master 1 students in that the researcher did not decide on one specialty in Master 1 level, but in any student in Master 1 level for the particular circumstances caused by the breakout of Covid19 pandemic in the end of the first semester of the last academic year. Another limitation of the study is related to the data collection and analysis procedures and the relatively small number of participants which limited the transferability to other educational

contexts. Future studies should focus on other research tools and methods as well as ways to facilitate learners' intentional behaviour toward using smartphones so that they can develop the capacity to use them to increase their learning effectiveness with the help of their teachers.

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Appendix 1:

Students' outlooks towards using smartphones in learning English

Part 1:

Please read the items below and point to the level of your agreement and disagreement with each one.

Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Learning through smartphone can improve my English learning ability				
2. Smartphone can help me to practice English learning anytime and anywhere.				
3. I use my smartphone more than once when in need of learning something in English.				
4. Smartphone use can motivate me to learn English.				
5. Smartphone can reduce my anxiety in learning English.				
6. I enjoy the exercises through my smartphone than the traditional way.				
7. Smartphone can provide immediate feedback while learning.				
8. Smartphone can help me manage my English learning outside the classroom.				
9. Smartphone can help me evaluate my English language skills outside the classroom.				
10. Smartphone can help me learn a variety of English vocabulary.				
11. I believe I can improve my English language skills alone through my smartphone without the teacher's help.				
12. I would like to practice other English skills using my smartphone.				
13. I encourage others to use Smartphone for English language learning.				
14. I am satisfied with using the Smartphone for English learning .				

Part 2:
Please read the questions below and provide a full answer to each.
1. What difficulties did you face when using smartphones for learning English?
   …………………………………………………………………………………
2. What do you suggest to improve the use of smartphones in learning English?
   …………………………………………………………………………………
2. Any further comments? Please add them here
   ………………………………………………………………………………

Thank you for your time and collaboration

Appendix 2:

Teachers' outlooks towards Using Smartphones in learning English

<u>**Part 1:**</u>
Please listen to each item and give the level of your agreement and disagreement with each one.

Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Learning through smartphones can improve students' English learning ability				
2. Smartphones can help students practice English learning anytime and anywhere.				
3. Students use smartphone more than once when in need of learning something in English.				
4. Smartphone use can motivate students to learn English.				
5. Smartphones can reduce students' anxiety in learning English.				
6. Students enjoy the exercises through their smartphones than the traditional way.				
7. Smartphones can provide students immediate feedback while learning.				
8. Smartphones can help students manage their English learning outside the classroom.				
9. Smartphones can help students evaluate their English language skills outside the classroom.				
10. Smartphones can help students learn a variety of English vocabulary.				
11. I believe students can improve their English language skills alone through their smartphones without your help.				
12. Students would like to practice other English skills using their smartphones.				
13. I encourage students to use Smartphone for English language learning.				
14. I am satisfied with students' use of smartphones for English learning .				

Part 2:
Answering open-ended questions:

1. What difficulties did you face when using smartphones for learning English?
2. What do you suggest to improve the use of smartphones in learning English?
3. Any further comments?