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THE EFFECTIVENESS OF USING MOBILE PHONE TO IMPROVE LEARNING COMPREHENSION SKILLS DURING EFL CLASSROOMS AT UNIVERSITY OF BISHA IN SAUDI ARABIA

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ABSTRACT

The aim of this study is to explore the reality of using "m-learning" technology techniques and MALL in foreign languages teaching, in the learning process and how it is used to develop the comprehension skill of students of learning the English language, as well as to reveal the importance of its use in the foreign language learning classroom and how it is activated in the life of the student who aims to learn and master the English language in the most modern and enjoyable way. This study aimed to reveal the effectiveness of using modern technology such as mobile phone, and how to benefit from it from the viewpoint of students and teachers who learn and teach English as a second language. The study sample consisted of all members of the study community including students and teachers in the English Language Department in the second semester of 2021.The"qualitative"methodologies have been used. The reason for choosing this methodology from the researcher's point of view is that it is the appropriate methodology for this type of research. Also, the "questionnaire" have been used as a study tool, and have been distributed to all members of the study how use Mobile assisted learning. To achieve this goal, the researcher designed a (50), or more, statement of questionnaire that includes the effect of using the mobile phone in developing students' comprehension skills. Among the results that the researches have done is: Explaining the importance of the impact of using the mobile phone, and how to achieve the "learner autonomy" in the future, and the most prominent difficulties facing teachers and students as well as in using the mobile phone during the classroom. In this research, we have been explain the most important advantages and disadvantages of using the mobile phone and how making use of its educational advantages and benefits.

KEYWORDS: Foreign Language Learning; Learner Autonomy; M-Learning; Mobile Assisted Learning; MALL In Foreign Languages Teaching.

INTRODUCTION

This era is characterized by rapid changes resulting from scientific and technological progress and information technology, so it has become necessary for the educational system to keep pace with these changes to face the problems that may result from them such as the large number of information, the increase in the number of learners, the shortage of teachers and the distance, These changes have led to the emergence of many styles and methods of teaching and learning, especially with the advent of the technological revolution in information technology, which made the world a small village, which led to

an increase in the need to exchange experiences with others, and the learner's need for rich multi-resource environments. Hence, this study aims to educate students on how to benefit from the educational mobile and technology in general. Because many may be ignorant of how to benefit from it and how to use it in the process of language learning Everything became available to the student, which led to indulgence and non-benefit from these Technology.

Contemporary societies are witnessing many challenges that have imposed themselves on the nature of life in them, their mode of work and the work of their various organizations, among the most prominent of these challenges is the great progress the world is witnessing today in the fields of education, the most important of which is the field of employing technology in the educational process. Modern technology has imposed itself on various areas of life, including the educational field, and has become an essential element for the success of any educational institution to achieve competitive advantage and the ability to demonstrate survival and continuity in a rapidly developing knowledge and scientific environment. The modern era is characterized by great knowledge and technology progress as a result of the rapid and continuous development of means of communication and information technology.

E-learning is considered one of the most important modern learning methods, because it helps solve the problem of the great explosion of knowledge that occurred with the emergence of the communication revolution, and the increasing demand for education, and because it is used in the environment of interactive multimedia technology to achieve educational goals, And the delivery of educational content to learners with sound, image and movement, without regard to temporal and spatial barriers. The great development in communication and information technologies and the spread of electronic knowledge among school and university students have led to the emergence of new forms of education systems. In the past decade, education and training tools that depend mainly on computers and on different interaction methods have appeared. During the current century, the concept of e-learning has developed and its tools have been distinguished by the use of the Internet, but these days, wireless communication technologies are being invested in general and mobile in particular, to emerge a new concept, which is mobile learning systems. The increase in infrastructure capabilities of high-bandwidth networks, advances in wireless technology, and the increase in the popularity of mobile phones, have had the greatest impact on the rapid growth in technology of these devices in recent years, which led to their widespread spread at the level of the world, where it entered almost every home, and was owned by every member of the community, regardless of his cultural, economic or social level. The rate of mobile phone use has increased in the current year to 142%, and the Jordanian government expects the mobile penetration rate to rise to about 150% in 2014 and about 175% in 2016. Many sectors of society have benefited from these devices, because of the great services they provide in every area of life, such as security, health, economics, communications and politics. One of the most important of these devices is the mobile phone. The education sector is no less in need of public services than other sectors, Communication and information technologies make it possible to develop new forms of learning. And since most students have full knowledge of how to deal with mobile devices, this helped to start using them in most educational sectors, and in many countries of the developed and developing world alike. The great development in information technologies and the increase in the use of electronic devices has led to the emergence of a new term in the field of education called Mobile Learning or m-Learning, or mobile learning, mobile learning, or mobile learning. And the word mobile means - mobile, meaning that it can move or move or a moving body, and from here the term mobile-learning can be translated into mobile learning, mobile learning, mobile learning, or mobile learning, or learning through mobile devices (mobile) or hand-held devices, such as personal digital assistants and others, and not only limited to mobile phones.

Mobile learning is also defined as' a form of distance learning that takes place through the use of small and hand-held wireless devices such as mobile phones, personal digital assistants (PDAs), Smart phones, and tablet PCs, to achieve flexibility and interaction in the teaching and learning processes anytime and anywhere. And mobile learning is also the use of mobile devices in the education and training processes and in support of career work. Supervisors, lecturers and teachers are allowed to present their educational, training and professional materials on various cell phones and Pocket PC devices, The Palm also allows students to follow training exercises, self-learning and career guidance on the job through mobile phones. As for (Keskin and Metcalf (2011), they define mobile learning as a form of e-learning, which can take place at anytime, anywhere, via a mobile communication device such as a mobile phone or personal digital assistant (PDA).), Or (iPod), or laptop, tablet, or any small portable device.

- Among the features of mobile learning that helped the necessity of using it in the teaching and learning process

- Improved communication and organization between the learner and the teacher.

- Increase the motivation of the learner.

- The learner's feeling of independence.

- Freedom from the constraints of time.

- Freedom from the restrictions of the place.

- The ability to customize the content to suit the learner.

- In view of the multiple services provided by mobile devices and their advanced technologies in the educational and learning process, many educational institutions around the world have tended to use these technologies in the field of education. Among the services provided by this technology:

- Short Message Service (SMS- Short Message Serves): It is a service that allows users of mobile devices to exchange short text messages with each other. The letters of a single message do not exceed 160 characters.

- WAP service (Wireless Application Protocol), which is a global standard that includes specific communication specifications and rules agreed upon by a group of companies so that it helps users to access the Internet wirelessly.

- General packet messaging service (GPRS- General Packet radio service), a technology that allows mobile devices to access the Internet at high speed and the ability to receive, store and retrieve data and files.

- Bluetooth service is a wireless communication technology based on linking a group of mobile communication devices with each other by short-range wireless links.

- Multimedia Service (MMS- Multi Media Service) A technology that enables the user to exchange messages with video clips, animations, color pictures, or audio.

OBJECTIVE OF THE STUDY

Based on the Foregoing, This Study Aimed At

- Know the attitudes of English teachers as a second language towards using the educational mobile in teaching at the universities.

- Knowing the difficulties that face female teachers in Bisha faculty in English department, of English as a second language towards using the educational mobile device in teaching.

- Knowing the main incentive to make the students use their mobile in how they can increase their comprehension skills during EFL classroom.

- Detecting the degree of utilization of mobile learning devices by undergraduate students at the University of Bisha in the educational process.

- Detecting the average of utilization of mobile learning devices by undergraduate students at the University of Bisha in the educational process.

- Identifying constraints of utilization of mobile learning devices by undergraduate students at the University of Bisha.

- Knowing the differences that exist between undergraduate students at the University of Bisha in the use of mobile learning applications due to variables (specialization, age, academic level, gender, and average of utilization).

HYPOTHESIS OF THE STUDY

- When teachers use e-learning, their perceived degree of autonomy has a positive impact on their perceived usefulness.

- When teachers use e-learning, their perceived degree of autonomy has a positive impact on their intrinsic motivation.

- The perceived level of e-learning competence among teachers has a positive impact on their perceived usefulness.

- The confirmation level of teachers is positively influenced by their perceived level of e-learning competence.

- The perceived level of e-learning competence of teachers has a positive impact on their intrinsic motivation.

- Teachers' perceived usefulness is influenced by their perceived level of relatedness.

- The perceived degree of relatedness among teachers has a positive impact on their intrinsic motivation.

- The degree to which teachers' initial e-learning aspirations have been validated has a positive impact on their perceived usefulness.

- The degree to which teachers' initial expectations are verified has a positive impact on their intrinsic motivation.

- Teachers' satisfaction with e-learning usage is positively influenced by their level of confirmed initial e-learning expectations.

- Teachers' satisfaction with e-learning use is positively influenced by their perception of its utility.

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- Teachers' perceptions of the value of using e-learning technology have a positive impact on their intention to continue using it.

- The level of satisfaction teachers have with their use of e-learning technology has a positive impact on their decision to continue using it.

- Teachers' intrinsic motivation for e-learning has a positive impact on their satisfaction with their use of technology.

- The level of intrinsic e-learning motivation among teachers has a positive impact on their intention to continue using e-learning technology.

THE STATEMENT OF THE PROBLEM AND THE QUESTIONS OF THE STUDY

Despite the widespread use of mobile phones, its cheap price, and its availability among learners, it is not widely used for educational purposes. Rather, learners use it for traditional purposes such as making calls and sending messages. There is also a failure of teachers in directing students to use it as a tool to obtain information, as the student does not know how to benefit from his potential in education despite his high potential that can be used as a source of information that has many advantages and capabilities that the student in our university is not accustomed to using to overcome obstacles that hinders learning process. Through the researcher's experience in observing the professor's teaching to students at the university, he noticed that these learners are eager to use mobile communication devices and are busy using them for hours sometimes, even while they are attending lectures, Which led the researcher to the question, 'Does what the learners use of these devices serve the teaching and learning process?' Or is it just a use of fun and wasting time?

- Can't these wasted times and devices available to all learners at all, especially undergraduate and postgraduate students, be used to serve the educational process?

- Since the world today is busy developing and harnessing mobile devices to serve people, is it possible that these devices serve the teaching and learning process? Is this technology being used correctly and beneficial in the University of Bisha?

- From here the researcher found that it is necessary to study this phenomenon and arrive at answers, by answering the following study questions

- What is the effect of Mobile on English Language Learning of Saudi female students during EFL classroom?

- How can mobile Phones as a Tool to Improvement or obstruction Students English Language Learning Skills in EFL students ?

- What is the Degree to Which Undergraduates EFL students Depend on Mobile Phones for English Communication?

- Are there differences in the degree of utilization of use of mobile devices by Bisha University students ?

THE SIGNIFICANCE OF THE STUDY

The importance of this study stems from the novelty of the topic it is researching, because the topic of 'the use of mobile learning applications and the obstacles to its use' is one of the modern topics, as there are very few Arab studies that have researched this topic, and they

Are mostly articles and topics presented through some blogs and websites, where the writers and authors of these articles and blogs issue arbitrary judgments, decisions and recommendations, without a scientific or research basis, so the researcher found it important to conduct research and studies related to this topic in order for the founder to benefit from it. The researcher also directs the importance of this study to enhance the skill of comprehension through technological devices, especially the phone, in some points, the most important of which are:

- Directs the attention of researchers, mentors and faculty members in the field of teaching English to non-native speakers towards designing programs based on educational mobile.

- It opens the way for conducting educational studies and research based on educational mobile in other majors.

- Educational devices help in increasing the efficiency of student absorption and the speed of the educational process.

LITERATURE REVIEW

Many countries, and through their educational institutions, have conducted experiments and published research and field studies, in an attempt to develop the educational system by employing mobile learning service and making use of its applications, to serve the educational programs that they provide to learners in a general way. Many studies have been conducted that dealt with the variables of the mobile phone study towards teaching with it, and among these studies. In the study of (Afifa Bano & Sadaf, 2020) they explores the use of social media in accelerating the teaching and learning process of English language. In their study they tried to motivate the students to enhance their capabilities to utilize social media network in boosting their English language skills. At the same time, they have tried to make the English language as an interesting subject to facilitate the teaching and learning process, and how effective use of Social Networking Sites in the process of teaching and learning English as a second language, in the college of Sciences and Arts for Girls, Alnamas, University of Bisha, Kingdom of Saudi Arabia.

In the same (Azamat Sattarov, 2020), his study conducted on the basis of experience of using mobile devices as a learning tool described in the scientific, pedagogical, methodological and technical literature. The possibilities of mobile technologies to support the traditional educational process in educational institutions to improve the quality of education are discussed.

The study (Lai, 2018) aimed to explore the self-directed use of language learners from mobile devices in and outside the classroom environment by conducting a survey and interviewing foreign language learners at the University of Hong Kong. The survey included a group of 256 learners, and personal interviews were conducted with 18 learners to understand the nature of language learning experiences through the use of cell phones, in which these learners participated independently outside the classroom.

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Also it was conducted by (Kadir & Ercan, 2018), the effect of mobile learning applications on undergraduate students' academic achievement, attitudes toward mobile learning and animation development levels. The findings suggest that mobile learning may promote students' academic achievement.

In the study by BW O'Bannon, S Waters, J Lubke, J Cady, K Rearden,(2017) examined the perceptions of 15 teachers and 103 middle school students at a progressive private school.The majority of teachers (86%) and students (92%) endorsed the use of cell phones in the classroom, while the rest expressed reservations. Many of the participants thought cell phone features were useful in the classroom, but teachers and students had very different opinions. The majority of the recorded obstacles elicited little concern from participants.

In study conducted of by (Quresh, 2015), which in turn aimed to show the importance of using smartphones in teaching English as a second language, in addition to explaining the effectiveness and efficiency of this method as a strong motivator For the learners, the external environment brings the learner to the inside of the classroom educational environment, and as each learner confirms the uniqueness, while preserving the concept of social work. In addition, this research focuses on the importance of considering the use of smart applications as a cornerstone in learning the English language, due to the availability of these applications and the size of their impact.

Ashour and others (Ashour, et al, 2012) conducted a study entitled 'Mobile phone applications in university classrooms perceptions of undergraduate students in Jordan', and the aim of the study was to determine the level of mobile phone applications in university classrooms in Jordan.it's got high grades from the study participants, and that holding discussions with colleagues about the lectures they attended, storing data, inquiring about exam dates and homework, obtaining exam results, viewing the course schedule, I got average grades,And that recording lectures, enrolling in courses, and communicating with professors, the grades were low, and there was no statistically significant difference in the students 'perceptions of the gender variable.

In a study conducted by (Al-Enezi, 2012) entitled 'The degree of use of mobile phone applications among students of Taibah University in the Kingdom of Saudi Arabia and the obstacles to its use'. The aim of the study was to reveal the degree of use of the mobile phone in the teaching and learning process of university students. And the obstacles to its use. The sample of the study consisted of (302) male and female undergraduate students in different faculties of the university, and they were chosen randomly. The study concluded that the students' use of mobile applications was of a moderate degree. And that the obstacles to its use were of a high degree, the most important of which is that the rules and regulations applied in the university prohibit the use of mobile phones, and that many members of the university faculty are not convinced of the feasibility of employing mobile phones in the educational process, and the conviction of many faculty members that mobile phones are a communication and entertainment tool that is useless in the education process. The physical drawbacks include the fast battery depletion and the small size of the data display screen. The results of the study also showed that there were statistically significant differences in each of the sex variable in favor of male students, the college variable and in favor of the College of Computer Engineering, and there were no statistically significant differences on the academic year variable.

The Zaydis and others (Alzaidiyeen et al, 2011) conducted a study entitled 'The Information Age Study of University Students 'Attitudes Toward the Use of Personal Digital Assistants (PDAs) based on gender, age, and specialization variables. The aim of the study was to find out the effect of these variables on student attitudes at the University of Science - Malaysia. The researchers distributed a questionnaire to the study sample of (250) male and female

students, to collect data about personal digital assistants and their attitudes towards it. The results of the study concluded that most of the participants have positive trends towards the use of personal digital assistants, and it was found that there is a statistically significant difference in the sex positive on the trends towards personal digital assistants and for the benefit of male students, and there is no statistically significant effect for.

Is a study of (Suki, 2011) entitled 'Using the mobile device to learn from the learners' point of view, the aim of the study was to find out the extent to which learners accept the idea of using mobile technology in education. The researcher designed a questionnaire consisting of five open questions,And it was distributed to a sample of (20) students at the Vocational University in Selangor in Malaysia, and the results of the study showed that the learners were not interested in using mobile learning technology, and that they were more familiar with learning using picture lectures or face-to-face learning.

And Chi and others (Che, et al, 2009) conducted a study entitled 'Learning English using mobile learning applications at Taiwan's Chenxi National University' in order to find out the effect of using mobile learning devices on the effectiveness of implementing an English language learning program. The sample of the study consisted of (18) male and female students in an experimental study, and (37) male and female students in a consecutive study. The study concluded that it is imperative for faculty members and all disciplines to integrate the concept of mobile learning with the concept of the Internet to take advantage of this technology. The study also found that there is an improvement in learners 'achievement and responses in learning English.

In a qualitative study conducted by (Shuler, 2009) entitled 'Using mobile learning techniques to improve children's learning', he concluded that there are many challenges facing the use of mobile devices in education: The first aspect is the negative aspect of mobile devices, as the researcher identified them with the large time the learner spends in front of the screen, and the difficulty of observing the learners while learning, The possibility of distracting learners' ideas and diminishing focus, focusing on learning the vernacular language and abbreviations by receiving slang text messages, using these devices to cheat in exams, entering Internet entertainment sites and neglecting the learning process, and fear for the health of learners from these devices, and fear for the privacy of data sent from the school to the learners. The second aspect is the cultural norms and trends, as many members of society, including parents, believe that these devices have the ability to shift their attention. The third aspect of these aspects is that there is no theory for this type of learning. The fourth aspect is the difficulty of tracking the rapid development of wireless communication technologies for mobile devices by teachers and parents. And the fifth aspect was represented in the variation in the design of the programs that were mainly designed for desktop computers and then were reduced to fit mobile communication devices.

As for (Idrus & Ismail, 2008), they conducted a study to reveal the effect of using SMS technology through mobile learning on students who learn physics through distance learning at the University of Science in Malaysia. The study sample consisted of (17) from the tabla who study physics, where one of the researchers taught the course and then sent a group of short messages to the students as groups. Then, a questionnaire was sent to the students via short messages, to be filled out and returned via e-mail and via a mobile phone. The results of the study showed that students have widely accepted this method of education, and they also showed that students were able to focus their efforts on important topics. Which text messages focused on, and the study showed that the method of using short messages is an effective method in distance learning, and in motivating students and encouraging them to learn.

Kennedy and others (Kennedy et al. 2006) also conducted a study entitled First-year students' experiences with technology Are they digital citizens ?, the study sample consisted of (2120) first-year students at the University of Melbourne in Australia, Data were collected from the sample individuals about their perceptions about the necessity of using mobile devices to assist them in their studies at the university. The results of the study indicated that (84.2%) of the study participants agreed on the necessity of using mobile devices to send and receive messages, and (45.5) of them acknowledged the necessity of using mobile devices to access information on the Internet.

In addition, both (Thornton & Houser, 2005) conducted a study entitled 'The use of the mobile phone in teaching English in Japan', and the two researchers applied the study to a sample of (333) students in Japanese universities. The results of the study indicated that all students participating in the study own mobile devices, and that (99) of these students use their mobile devices to send and receive short text messages (SMS). To and from the classmates related to the subjects of their university studies, with an average of (200) letters per week.

(Chen & Lever, 2004) conducted a study entitled 'The relationship between mobile phone and social network, and academic achievement, a comparative study between college students in the United States of America, and college students in Taiwan. The sample of the study consisted of (685) male and female students studying at the bachelor's level, of whom (518) students were in the United States of America, and (167) students are in Taiwan. The results of the study indicated that there is a positive relationship between the frequent use of the mobile phone and the academic achievement of the study sample.

In light of related previous studies, it can be said that most of these studies focused on one part of the topic, such as the effect of using mobile learning devices on improving the learning process a study such as (Chen & Lever, 2004). The study of (Idrus& Ismail (2008), the study of Che et al. (Che, et al, 2009), and the (Suki, 2011). While other studies dealt with learners' attitudes towards the use of mobile learning devices in the educational learning process (Kennedy et al. 2006) ‹The study of (Idrus& Ismail, 2008), the study of (Suki,2011), and the study of the Zaydis and others (Alzaidiyeen et al, 2011). Other studies dealt with the fields of using mobile learning devices in the teaching and learning process (Thornton & Houser, 2005), and (Al-Anzi, 2012). Other studies focused on the extent of use and the availability of mobile learning devices for learners, (Ashour et al, 2012) and other studies focused on the extent of use and the availability of mobile learning devices among learners (Thornton & Houser, 2005). And (Al-Enezi, 2012) study, which was applied to bachelor's level students, and it was about the use of mobile phones only from different mobile learning devices). There are studies that have focused on the obstacles and negatives facing the use of mobile learning in education, such as (Schuler's, 2009).

It is noticed here that the current study carried out by the researcher is consistent with some previous studies in terms of their approach to mobile learning, but it differs from it in terms of dealing with the fields, the extent of use and its obstacles, and what are the mobile learning devices used in the teaching and learning process.

TERMINOLOGY OF THE STUDY

Mobile learning: is learning that takes place through the use of one of the small portable communication devices such as smart and regular mobile phones, digital assistants, tablet computers, and laptop computers, Which is used by undergraduate students at Bisha University to receive, store, save, retrieve and exchange data on the subjects they study wirelessly.

Degree of utilization : is the educational applications that a student in a field of learning needs and is looking for through the use of one of the portable wireless communication devices.

The average of utilization: is the time span that is measured with the estimate that the learner places for himself on the survey paragraphs prepared for this purpose.

Constraints of utilization: are the factors, difficulties and challenges facing undergraduate students at the University of Bishop in using mobile learning applications.

THEORETICAL BACKGROUND

The study dealt with the theoretical framework, which included two axes, namely, smart phone applications in teaching the English language, and teaching English to non-native speakers.

The first axis is: smart phone applications.

In this topic, the study dealt with smart phone applications in terms of their concept, types, and educational benefits, requirements for employing smart phone applications in the educational process, justifications for calling for the use of smart phone applications in the educational process, and the difficulties faced by employing them in the educational process.

The second axis is: teaching the English language to non-native speakers.

In this axis, the study dealt with teaching the English language in terms of the concept of teaching the English language to speakers of other languages, the levels of teaching the English language to speakers of other languages, the language skills of speakers of other languages.

The first axis is: smart phone applications.

The concept of smart phone

(Al-Shamrani, 2018) defined smart phone applications as 'those mobile phones that combine the characteristics of mobile phones with the features of wireless computers, and they can download applications and browse the Internet.

(Al-Ahmadi, 2019)defined smart phones as' modern, sophisticated devices based on advanced operating systems such as (IOS) and (Android), through which they can accomplish multiple tasks such as sending text messages and multimedia, surfing the Internet, producing and operating audio files.

(Al-Mutairi, Aisha Al-Qahtani, 2019) defined smart phones as 'phones that send and receive audio and video calls, help open and navigate files, provide Internet browsing features and services, email synchronization, and social media services.

The concept of smart phone applications

(Salma Ismail, Iman Muhammad, and ViviTawfiq, 2019) defined smart phone applications as' the set of applications on phones that contain technical services with an advanced and multitasking operating system and support imaging, sharing and video applications, It also provides features and services for surfing the Internet, synchronizing e-mail, opening office files, and social media services, and providing the full functionality of current laptops.

The most important applications of teaching English to non-native speakers can be identified.

As the application of learning management systems to smart phones (Blackboard): The application of learning management systems on smart phones (Blackboard) is used to provide English language courses to speakers of other languages, and the application of learning management systems on smart phones (Blackboard) is used in managing the educational process.

Social networking applications (Facebook, Twitter): Facebook is considered one of the most widespread electronic websites on the Internet, and one of the most important and greatest results of the phenomenon of websites printed by the technological revolution, and in terms of its methods of interaction and capabilities, as it provides chat services, audio and visual messages. Twitter is also considered one of the competitive websites for Facebook, and it has the advantage of accepting various files, as it allows micro-blogging. And other applications that can be used in teaching the English language to speakers of other languages, whether in the learners 'acquisition of language skills or when teaching English sounds, or providing learners with new vocabulary, or when teaching grammar rules and acquiring skills.

Video applications (YouTube): The (YouTube) application is considered one of the social networking sites for its participation in many of the characteristics of social networks. It is characterized by the possibility of social interaction in addition to ease of use, and the formation of an interactive community on the Internet. Video applications, including the YouTube application, are also used to upload video lessons and display specialized educational materials, to teach English language courses to speakers of other languages.

SMS applications: Text chatting applications, including (WhatsApp, Viber, Tango) are used in conducting oral tests for English language learners speaking other languages, and in developing the conversation skills of English language learners speaking other languages, and in exchange files and various experiences with English language learners speaking other languages, answering their inquiries, as well as using the Tango application, to improve the pronunciation of English letters, and to address phonemic errors among English language learners speaking other languages. Likewise, whatsapp is considered one of the important applications due to its many advantages, which are its ease of use, its wide spread, the possibility of exchanging written and voice conversations, and sending and receiving multimedia files with ease and ease. Which makes it one of the most important application. It is also considered one of the most popular text chat applications, which is a chat through which a large number of students communicate through advanced mobile phones, and allows communication through free messages, as well as the possibility of sending students text and voice messages, pictures and video clips, not the Correspondence, which is what has made the application widespread.

Email applications: Email applications (Yahoo, Hotmail, and Gmail) are used to provide English language learners speaking in other languages with new vocabulary, as well as in communicating with English language learners speaking in other languages, to provide information related to lecture dates. And homework assignments, examination schedules, and others, as well as sending various files to learners that help to teach the English language (documents, photos, audio clips, and videos).

Doulingo application: The application provides courses to learn English for non-native speakers, allowing users to hold conversations in the English language, in addition to providing distinct lessons on teaching grammatical differences and phonics lessons to present English pronunciation in a correct manner, with many dialects included within the application, Duolingo application is useful in teaching language construction in a correct manner, and developing phonological skills of learners, and Duolingo application deepens the teaching of differences and grammar rules in an easy way.

METHODOLOGY

This research have been be conduct in the college of Bisha in Al-namas, Kingdom of Saudi Arabia. Qualitative methodology have been used because it is appropriate for the current study. Was distributed an electronic questionnaire to 50, or more students from difference levels of the age of 20 to 23 years, in English department at the college. The study sample individuals were distributed according to the variables of specialization, age, educational qualification, gender, and rate of utilization. In order to achieve the objectives of the study

RESULTS

The findings of this research as follows

A. Percentages of Degree Utilization of Mobile to Improve Comprehension Skills to EFL Students

Table 1

Q No	Question Statements	Agree	Disagree
1	I need a mobile phone to understand English words and sentences, and help me with summarizing passages.	82%	18%
2	Mobile phones are necessary for me to translate English words into Arabic.	51,7%	48,3
3	I can understand English words in videos 80% without using a mobile phone.	68,3%	31,7%
4	I mainly use English as a medium of communication while chatting on WhatsApp or another communication app.	23%	77%
5	I use Arabic as a medium of communication while chatting on WhatsApp or other communication apps.	67,2%	32,8%
6	The software I use on my mobile phone can translate English words correctly 100% into Arabic.	50%	50%
7	During free time, I watch English videos on my phone to learn more vocabulary in English language.	67,2%	32,8%
8	During free time, I watch English with subtitles videos on my phone.	68,9%	31,1%
9	Mobile phones can help me to improve my English speaking skills.	75,4%	24,6%
10	Mobile phones can help me to improve my English writing skills.	75,4%	24,6%
11	My teachers of English allow me to use a mobile phone to learn English words in the classroom.	40%	60%
12	I can improve my English spelling by using a mobile phone.	77%	23%
13	I do not need to learn English spelling because I can always use a mobile phone.	42,6%	57,4%
14	I do not need not to learn English language because I can always use a mobile phone.	37,7%	62,3%
15	Mobile phones are the main cause of my poor performance in the exams, especially, in the meantime during online exams.	52,5%	47,2%
16	If you need to search for a word from a book (hard copy), sometimes you need to turn many pages, but in the mobile phone, it is easy to search and find a word.	77%	23%
17	Mobile phones are bad for people who use them most of the time for things that are useless, and who do not care about their studies.	63,3%	36,7%
18	Inside the classroom, I sometimes use it for translation and outside the classroom, I use it to chat in English, and increase my vocabulary to improve my summarizing and speaking skills.	78%	22%
19	Mobile phones help learners to learn independently.	75%	25%
20	I think using a mobile phone in the classroom is very bad, because it's cause a Lack of concentration, and Lack of effective thinking.	52,5%	44,1%

An analysis of the data presented in the above table indicates that 82% of the students use mobile phones to understand English words and sentences, and help them with summarizing passages, while 18 of them disagree. And 51,7% of the students agree that they Mobile phones are necessary for me to translate English words into Arabic because they can use it to learn English, while 48,3% of them disagree. while 68,3% of students possibly can understand English

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words in videos 80% without using a mobile phone, While 31,7% of them disagree. Also, the above data indicate that 77% of the students mainly use English as a medium of communication while chatting on WhatsApp or another communication apps, while 23% of them disagree. And only 67,2% of the students use Arabic as a medium of communication while chatting on WhatsApp or other communication apps, while 32,8% of them disagree, And 50% from students think the software They use on there mobile phone can translate English words correctly 100% into Arabic. 67,2% of the students use mobile during free time, they've watch English videos on their phone to learn more vocabulary in English language. While 68,9% of students using mobile during free time, They've watch English with subtitles videos on their phone. Also the above data presented 78% of students Inside the classroom, They sometimes use it for translation in and outside the classroom, and they use it to chat in English, and to increase their vocabulary to improve their summarizing and speaking skills. While 52,5% Of students think using a mobile phone in the classroom is very bad, because it's cause a Lack of concentration, and Lack of effective thinking. 47,5% of students think Mobile phones are the main cause of my poor performance in the exams, especially, in the meantime during online exams. And 45,9% of students said that their teachers of English allow them to use a mobile phone to learn English words in the classroom, while 54,1% they disagree. 75% from the students believe that Mobile phones help learners to learn independently, while 25% of them disagree.

Percentages of average utilization of social media and other apps to learn and improve their skills for learning English as a second language:
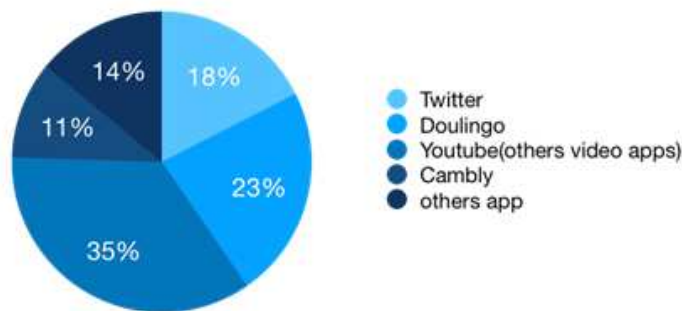

Figure 1

The data presented in the above pie chart indicate that there are 35% of students use YouTube to help them learn, while 23% of them use Doulingo apps to learn English, and 18% of the using Twitter to help them learn, 11% of them using Camply apps to learn English, while 14% of them using other apps to learn.

Percentages of mostly using apps to learn English as a second language
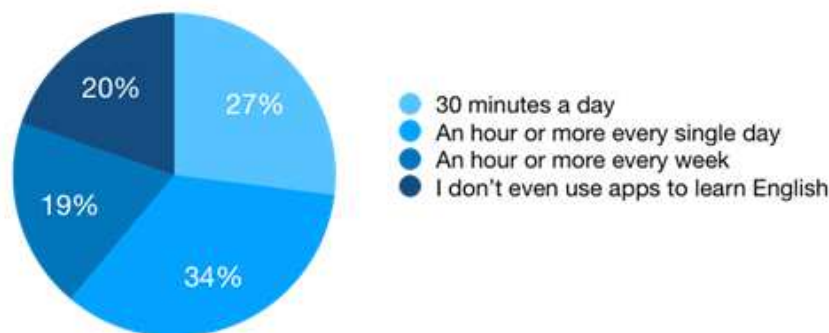

Figure 2

The data presented in the above pie chart indicate that there are 27% of students who spend 30 minutes in a day on their mobile phone to learn, while the majority 34% of students spend almost one hour every day on their mobile phones to learn, while 19% of them spend on hour or more every week to learn, while 20% of students they don't even use their phones to learn English.

FINDING OF THE STUDY

This study's results are based on qualitative data gathered from EFL students responses to a electronic questionnaire. The main results from the electronic questionnaire will be discussed also, the most important questions of this research will be answered in this section in relation to the research questions posed in this study.

The effect of Mobile on English Language Learning of Saudi female students during EFL classroom

According to the results of this study , 82% of students possess mobile phones. An analysis to the results of this study , mobile phones have a greater effect on students daily lives than other electronic devices. The results of the study suggest that many students use mobile phones that have English software such as electronic dictionaries, to look up unfamiliar words. Students can use the mobile phones keyboard to write and edit short written messages for the purpose of communication, which English teachers can implement as writing skills assignments. This finding shows that the majority of students who use mobile phones have only a rudimentary understanding of the functionality of mobile technology. Students at all levels and divisions of undergraduate education should take the initiative to learn the fundamentals of mobile technology and how can they increase their skills, and to make their comprehension skills good during learning the English language. The knowledge of navigational problems, file formats, file sizes, types of files, memory cards, and the effectiveness of operating systems among English teachers and undergraduates can lead to successful outcomes.

Mobile Phones as a Tool to Improvement or obstruction Students' English Language Learning Skills?

According to the finding of this study, the majority of English students who took part in the survey believe that mobile phones will help students if they use it in the right way to learn English and will help them to improve their English language learning comprehension skills. Despite the benefits of using cell phones in the teaching-learning process, English teachers strictly adhere to the standard course materials recommended for classroom use. Regarding the survey 60% of the students say that teachers do not allow them to use mobile phones in the classroom to find new words or to translate words, while 40% of the students say that teachers allow them to use mobile phones to help them learn.

The Degree to Which Undergraduates English students Depend on Mobile Phones for English Communication.

The findings of the study suggest that 67,2% of the students use Arabic while only 23% of the students use English when communicating via their mobile phones. In addition, 50% of students use mobile phone based translation tools to understand English terms and sentences, according to the survey results. However, the inability of various language translation software to correctly translate various English sentences will impede students' comprehension of the exact meaning. Students are increasingly turning to their cellphones to translate the meanings of English words into their native tongue. Mobile phones, on the other hand, may be useful for connecting and communicating with people in other countries. When machine translation shows incorrect definitions of a given English word, one downside of mobile phones is that students language learning abilities can be hampered. Due to a lack of guidance when using these translation software programs, students can understand incorrect meanings, resulting in a breakdown in the communication process.

Difficulties facing female students of English as a foreign language using mobile phones in education

We must admit that the role of mobile applications for public education may only be an aid, trainer, and catalyst for study and preparation, and it is not relied upon as basic education, as there are many difficulties facing the use of mobile phones in the educational process. While 52,5% of students think using a mobile phone in the classroom is very bad, because it's cause a Lack of concentration, and Lack of effective thinking, 52,5% of students agree that Mobile phones are the main cause of my poor performance in the exams, especially, in the meantime during online exams. The lack of awareness of some parties to the educational process of the role that these devices can play in the service of the education process. While 63,3% of students agree that Mobile phones are bad for people who use them most of the time for things that are useless, and who do not care about their studies. Learning is one of the most important difficulties facing the use of phones in education, and their belief that calling for this is a kind of obsession with technology, or it is an innovative new method aimed at promoting technology. Also, the need to establish an infrastructure, including wireless networks, modern equipment and the production of educational software, design of electronic curricula that are published over the Internet, electronic curricula that are not accredited on the Internet, and the design and preparation of appropriate curricula, Providing an interactive environment between teachers and assistants on the one hand and learners on the other hand, as well as between the learners among themselves, which requires a high cost, especially at the beginning of its application, in order to equip it.

Students in EFL classrooms are often dissatisfied with conventional teaching methods, so it's time for English teachers to try out mobile technology-integrated activities to help students cultivate a positive attitude toward language learning. Using mobile phone or other technology in the classroom, English teachers should allow students to work productively and cooperatively on language learning activities. Increase student engagement and create a supportive language learning atmosphere in the classroom by incorporating classroom activities that guide students to take charge of their own learning while using a mobile phone.

In this sense, English teachers must devise novel ways to incorporate mobile technology into course materials in order to improve their students' English language learning abilities. It's also worth noting that using a mobile phones for an extended period of time can be harmful to one's wellbeing and raise the risk of stress and insomnia. The use of cell phones can lead to poor performance in academic exams if these issues are not resolved early in a student's academic life. According to the results of the report, 52, 5% of students claim that their cell phones are the primary cause of bad performance on university exams. While 52, 5% of students think using a mobile phone in the classroom is very bad, because it's cause a Lack of concentration, and Lack of effective thinking.

RECOMMENDATION

- This study review revealed a number of critical recommendations for those who plan to investigate the advantages of mobile learning for learning in the EFL classrooms and integrating these technologies into teacher education contexts.

- In light of the results reached, the following recommendations can be proposed

- Conducting more studies that are concerned with mobile learning and the attitudes of faculty and students towards it.

- Conducting studies concerned with developing theories specific to this type of learning.

- Conducting studies concerned with developing and designing special educational programs for mobile learning devices instead of programs that were designed primarily for library computers and were reduced to fit with mobile learning devices.

- Developing a special course to teach and awareness the students of wired communication technologies for mobile devices so that he can the learner would benefit from the maximum benefit allowed by these devices.

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