THE USE OF SMART PHONES APPLICATIONS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE AMONG SHEBA UNIVERSITY STUDENTS

By

Waad wanis
Mlak hajjar

A final project submitted in partial fulfillment of the requirements for the degree of bachelor in the English language with a focus on linguistics

SABHA UNIVERSITY
Department of English

MARCH 2020

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To the Faculty of Sebha University:
The members of the Committee appointed to examine the B.A. final project of finding it satisfactory and recommend that it to be accepted.

The advisor name

______________________________
Ebrayek Deen

The examiner’s name
ACKNOWLEDGMENT

We are writing with a great pleasure to introduce my research. We express our thanks to Allah for helping us and guiding us in this research and besides. We would like to thank the head of English Department Dr. Abdalrahman Hamza for giving me this opportunity to introduce our research and for giving his positive feedback, suggestion and advices.

Finally, we want to thank all our teachers for helping us in this research.
Abstract

This research talk about the use of smart phone application in learning English among sfl learners at sabha university. This traditional method and techniques instead of using smartphones apps in teaching languages caused students to have difficulties in their learning process. This study aimed to investigate the effect of using smartphone apps in learning. In this research, quantitative method was used because we have a large number of participants and used questionnaires to collect the data. It was found that Libyan EFL learners at the department of English at sabha university use different kinds of smartphones apps in learning, which made it easy and exiting to study and learn the language.
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Dedication

We dedicate this project to our parents who have encouraged us all the way, and made sure that we give it all it takes to finish that which we have started.
CHAPTER ONE

INTRODUCTION

Many studies in the field of mobile assisted language learning has examined the effect of mobile devices on language learning and how mobile devices can be used in and outside the classroom to build up learning in which learners interact with phone applications for English language learning. In addition, how learners view these apps in the context of their language learning.

In this study, we will provide an overview of mobile phone application and their use in learning English as a foreign language.

1.1. Research problem

Many of students look for an easy and helpful way to learn English language away from using traditional methods. However, they do not usually use apps to learn English language.

1.2. Aims of the study

This study aims to investigate Libyan students’ attitude towards the use of smart phone apps to learn English language and to check whether it is effective to use mobile phone apps to learn English as it is an easy way for learning.

1.3. Research questions

This study tries to find answers to the following questions:

- What are the college students' attitudes towards using smartphone apps to learn?
1.4. Research plan

This research is divided into four chapters. The first chapter of research is an introduction to research, the second chapter is the literature review, which include previous studies about the research; the third chapter describes research methodology the fourth is about the data analysis and the fifth chapter is about the conclusion.
CHAPTER 2
REVIEW OF LITERATURE

2.1 Introduction

This chapter, depends on previous studies about the use of smart phone application in learning English as a second language. We will present in this chapter an overview of a literature related to the topic of the research.

This literature review will be about defining Technology, Smartphones, and Apps

According to oxford dictionary technology is "The application of scientific knowledge for practical purpose, while according to, Arthur 2009, technology is a mean to fulfill a human purpose. Technology may be a method, a process, or a device. Technology was also defined as the organization of knowledge for the achievement of practical purpose.

2.2 Technology and L2 learning

Technology provides learners with new and varied options for language learning through interactive tasks delivered through web pages, communication software on internet. The modern language journal offers valuable insights into how technology advance have affected language teaching and learning at various points in history. "Arthur 2009"

2.3 Applications [Apps]

An app is computer software, or program, most commonly a small , specific one used for mobile devices. The term app originally referred to any mobile or desktop application , the term has evolved to refer to small programs that can be downloaded and installed all at once
2.4 Applications and L2 learning

There have been numerous studies in recent years on the impact of mobile learning and mobile assisted language learning [MALL]. Given the powerful features of the smart phone and multimedia supports, growing ubiquity, and communication ability is one of the difficulties in being able to measure the efficacy of MALL projects that typical student will have access to, and by using daily variety of online tools and services, some may be in the target language or designed for language study.

According to study was done by Hulin Ren, 2017, there is increasing trend to use online techniques to address central questions in the filed of L2 learning, online apps technology may have advantages in exploring the learning process, and increasing the ability of students understanding, and get additional information about any material they have out of traditional methods.

2.5 Interactive learning

Interactive learning is an approach that includes social networking and technology. The use of technology in education process has led to an increase and reliance on interactive learning. Teachers and students rely on each other to reach the knowledge and share information they have. The role changed for students from a keeper of knowledge to a vacillator of learning. The boundaries between teachers and students have less meaning with interactive learning. According to Maria Astriani, Satrio Paradono, Jurike Monigaga, and in order to be effective, learning process must see technology as an essential part of the students’ education. They are no longer expected to sit at desk and take notes; they have the way to find their knowledge by
using technology which become natural for them. With technology creating, an interactive classroom is becoming easier. It gives the teacher the ability to switch between a variety of familiar apps with the content so they combine old and new resource of lessons.

CHAPTER THREE
METHODOLOGY

In this chapter, we will talk about the research methodology used in this research. In addition, some details of the participant who are going to be the sample of the study, the tools and techniques for collecting data.

3.1. Participants

Students from Sabah University, department of English were chosen as a sample of the study. A total of 20 students, both males and females, from first to eight semester, aging from 18 to 26.

The table below is provided with basic information about the participants

<table>
<thead>
<tr>
<th>Semester</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Second</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Third</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Fourth</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Fifth</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Sixth</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Seventh</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
3.2. Instruments

The data collection instrument used in this study is a questionnaire, it includes a section about information of a participant such as gender, age, and semester of study.

3.3. Research methodology

This is a quantitive study; in this study, we will use a questionnaire to collect data from a member of participant.
CHAPTER FOUR
FINDINGS, DISCUSSIONS, CONCLUSION

In this chapter, we will cover the details of the way data was analyzed, we will describe the steps taken in the data analysis process. The collected and selected 20 questionnaires were organized and analyzed. The data analysis focused on the use of smartphone apps in learning different skills of a second language among Sabah EFL learners.

4.1. Data analysis
The data from questionnaire was analyzed to check the amount of using smartphone apps in learning a second language among Sabah university students, the general analysis is presented in the following table.

4.3. Findings of the analysis
From the analysis of the data, the following findings were presented in the following table

The analysis of questionnaire

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use smartphone apps for educational purpose</td>
<td>95%</td>
<td>5%</td>
<td>100%</td>
</tr>
</tbody>
</table>
We can see in the table above, 95% of students use their phone apps in learning a second language, while 5% of them do not.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>no</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use smartphone apps for study and research activities rather than library</td>
<td>80%</td>
<td>20%</td>
<td>100%</td>
</tr>
</tbody>
</table>

In the analysis of the second question, we found that 80% of students use smartphone apps instead of library for study and searching information, while 20% of them said no.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>no</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smartphone apps help me to study independently</td>
<td>85%</td>
<td>15%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table above shows that 85% of students think that smartphone apps can help them studying independently, in the other side 15% of them do not.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>no</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using smartphone apps help me access additional information outside of using textbooks</td>
<td>75%</td>
<td>27%</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the analysis of this question, we can see that 75% of students agree that they can get additional information about subjects outside of using textbooks and handouts.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>no</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use mobile apps to</td>
<td>75%</td>
<td>25%</td>
<td>100%</td>
</tr>
</tbody>
</table>
translate complicated words

The table above shows that 75% of students use at least one kind of dictionaries application to translate words more than using books, while 25% do not.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use mobile technology to develop my language learning skills as speaking</td>
<td>85%</td>
<td>15%</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the analysis of this question, we found that 85% of students agree that using smartphone apps can develop their different learning skills, while 15% of them do not agree.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile apps can help me doing homework\assignment</td>
<td>85%</td>
<td>15%</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we can see that 85% of students depend on the help of mobile apps in doing assignment, while 15% think that it is useless in doing homework's.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use mobile apps to watch lectures and interactional videos</td>
<td>75%</td>
<td>25%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The analysis of the question above shows that 75% of students watch lectures and educational videos through their smartphones apps, while 25% of them do not.
We can see from the table above that 95% of students agree that it is effective to use smartphone apps in learning, while only 5% of them do not agree.

After the analysis of this question, we found that 85% of students see that smartphone apps build their vocabulary, and using those help students to get more vocabs, while 15% said no.

The analysis of this question shows that 80% of students are developing their listening and speaking skills by listening to English conversation through their smartphones, while 20% of students do not.

<table>
<thead>
<tr>
<th>Question</th>
<th>yes</th>
<th>No</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find it effective to use smartphone apps in learning</td>
<td>95%</td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>Smartphone applications build up my vocabulary</td>
<td>85%</td>
<td>15%</td>
<td>100%</td>
</tr>
<tr>
<td>I listen to English conversations on mobile which build my listening and speaking skills</td>
<td>80%</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>Using mobile phone applications is easier than using books</td>
<td>80%</td>
<td>20%</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the table above we can see that 80% of students find it easier to use smartphone apps for studying and get more explanations of materials than using books, while 20% of them do not.

CHAPTER FOUR

CONCLUSION

From the results of the present study and the previous studies in the literature review, it is clear that there is a huge need for the smartphone apps in both learning and teaching process. There are many studies done in different contexts everywhere around the world, but also we still need a present research for such developing topic in Libya in which there is new apps every single day.
REFERENCES

Azedeh Rezaei, Neo Mai and Ahmad Pesaranhader, *Journal Teknologi [Series and Engineering]*, 2014


Megha Upland, Gongotri Rokade, Effectiveness of Interactive Teaching Strategies based On Learners Style on Science Achievement.

APPENDIX
QUESTIONNAIRE

1\ i use smartphone apps for educational purpose .
2\ I use smartphone apps for study and research activities rather than library .
3\ smartphone apps help me to study independently .
4\ using apps help me access additional information outside of using my textbooks .
5\ I use smartphone apps to translate complicated words .
6\ using mobile apps is easier than using books .
7\ mobile apps build up my vocabulary .
8\ I find it effective to use mobile apps in learning .
9\ mobile apps help me doing assignment/ homework .
10\ I use mobile technology to develop my language learning skills .
11\ I use mobile apps to watch lectures and interactional videos .
12\ I use mobile apps to get more explanations for material rather than using books .
13\ I listen to English conversations on mobile which build my skills .