

دور الهواتف الذكية وأجهزة الحاسوب في تعلّم وتعليم اللغة الإنجليزية لدى طلبة المرحلة الثانوية
دراسة ميدانية على بعض طلبة وطالبات ومعلمي اللغة الإنجليزية في المرحلة الثانوية في منطقة
العاصمة التعليمية في دولة الكويت

إعداد

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نبذة مختصرة

تهدف هذه الدراسة إلى الكشف عن مدى النجاح المحتمل للهواتف الذكية وأجهزة الكمبيوتر في دعم تعلم وتعليم اللغة الإنجليزية لطلاب المرحلة الثانوية في منطقة العاصمة التعليمية بدولة الكويت . ولتحقيق هذا الهدف طور الباحث استبانة مكونة من عدة فقرات وزعت على عينة الدراسة بعد التحقق من مصداقيتها ومطابقتها لأهداف الدراسة . يحتوي الاستبيان على خمسة مستويات حسب المعيار الدولي "مقياس ليكرت" ، ثم استخدام النظام الإحصائي SPSS لتحليل البيانات الواردة من الاستبيانات . من خلال الإجابة على أسئلة الدراسة (الاستبيانات) تم استخلاص المتوسطات الحسابية والانحرافات المعيارية وتحليل التباين الأحادي وبعض الاختبارات التي يراها الباحث مفيدة في تحقيق درجة عالية من جودة النتائج . استخدم الباحث المنهج الوصفي التحليلي لتحقيق أهداف هذه الدراسة . تم اختيار (4) مدارس ثانوية بمنطقة العاصمة التعليمية بدولة الكويت بشكل عشوائي ، وتم توزيع (80) استبانة على المعلمين والمعلمات ، وتم استرجاع (77) استبانة أي بنسبة (96%) مما وزع . كما وزع (60) استبانة على طلاب وطالبات المدارس موقع تطبيق الدراسة ، وتم استرجاع (57) استبانة أي بنسبة (93%) مما وزع .

وفي نهاية النتائج تم تحديد مجموعة من التوصيات التي من شأنها زيادة فرص التعلم للطلاب والطالبات لتعلم اللغة الإنجليزية من خلال استخدام الهواتف الذكية وأجهزة الكمبيوتر لجميع الطلاب .

الكلمات المفتاحية : اللغة الإنجليزية ، الهواتف الذكية ، أجهزة الكمبيوتر ، المدرسة الثانوية

The Role of Smartphones and Computers in Learning and Teaching the English
Language among Secondary School Students
A field study on some High school students and English teachers in the Capital
Education District in the State of Kuwait

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Abstract

This study aims to reveal the extent of the possible success of smart phones and computers in supporting the learning and teaching of English language for high school students in the educational Capital region in the State of Kuwait. To achieve this goal the researcher developed a questionnaire consisting a number of paragraphs that were distributed to the study sample after verification from its credibility and conformity with the aims of the study. The questionnaire contains five levels according to the international standard "Likert Scale", then using the SPSS statistical system to analyze the data received from the questionnaires. Through answering the study questions (questionnaires), arithmetic averages, standard deviations, mono-variance analysis, and some tests that the researcher deems to be helpful to achieve a high degree of quality of the results were extracted. The researcher used the descriptive analytical method in order to achieve the objectives of this study. (4) High schools in the Educational Capital region in the State of Kuwait were randomly selected, (80) questionnaires were distributed for male and female teachers, (77) questionnaires were retrieved (96%) of what was distributed. Also (60) questionnaires were distributed to male and female students, and (57) were retrieved (93%) of what was distributed.

At the end of the results, a set of recommendations was identified that would increase the learning opportunities of male and female students to learn English language through the use of smart phones and computers of all students.

Key words: English Language, Smartphones, Computers, High school

Research Introduction

The current era is characterized by many tremendous developments in all fields of life, especially the fields of technology, knowledge and scientific facts that change and develop rapidly as a result of modern and advanced discoveries of technology systems, which have a great impact on all aspects of life, the most important of which is education.

The methods of using technology in education are considered among the modern educational methods that have proven their worth in a short period of time and achieved good results and benefits that have clearly contributed to facilitating the task of learning and changing the negative perception of this technology. Interest in this technology increased upon the introduction of mobile devices, as learning became available without restrictions of space and time, and the learner could communicate with his teachers and colleagues even if there was a difference between them in distance and time.

Technology has contributed to the development of educational methods, and countries are racing to employ this technology of all kinds in improving and developing the educational process for the benefit of both teachers and learners alike.

The problem of study and its questions

The phenomenon of weakness in English language proficiency is one of the most important phenomena that requires more focus and attention. The researcher has noticed, through the nature of her work as a member of a training body, the low understanding, knowledge and level of educational attainment of high school students despite their knowledge of the importance and role of the English language course, both at the level of study and achievement; Scientific or employment requirements, especially in the private sector. The researcher also noticed that male and female students are bored with traditional educational methods in learning the English language, noting that the majority of male and female students own smart phones of various kinds. Accordingly, the problem of the study revolves around the following questions:

The first question: What is the importance and role of smartphones and computers in supporting the teaching of English to high school students?

The second question: Is there a trend to use this technology in teaching the English language course from the viewpoint of male and female students and teachers ?

The questions are divided into a group of following questions that are as follow:

- 1- What is the degree of evaluation of the benefits of using smartphones and computers in support of teaching the English language course from the teachers' point of view ?

- 2- What is the degree of evaluating the benefits of using smart phones and computers in teaching the English language course from the students' point of view ?
- 3- Are there statistically significant differences in the averages of the benefits of using phones and computers in supporting the English language between teachers and students?
- 4- Are there statistically significant differences in the averages of English language learning support from the point of view of male and female teachers due to the variables of sex, age, academic degree, and practical experience?
- 5- Are there statistically significant differences in the means of supporting English language learning from the students' point of view due to the variables of gender, level of achievement?

Objectives of the study

The researcher aims, through this study, to find out a group of important matters as follows:

- 1- Knowing the possibility of employing smart phone and computer technology in learning and teaching English for the secondary stage students.
- 2- Determining the uses for smartphones and computers through which good support can be achieved for teaching and learning English at the secondary student level.
- 3- Knowing whether there are statistically significant differences in the response averages of high school students due to the variables of sex and age group.
- 4- Knowing whether there are statistically significant differences in the response averages of secondary school teachers due to the variables of gender, academic qualification, years of experience, and training courses.

The importance of the study

The importance of this study can be illustrated by the following points :

- 1- Knowing the actual reality of the availability and possibility of employing smart phone and computer technology and its applications to support the learning and teaching of the English language.
- 2- Providing teachers, male and female students with good knowledge of the importance and role of smartphones and computers to achieve a high degree in learning and teaching the English language.
- 3- Providing a database that helps decision-makers in developing curricula for adopting modern educational methods through the application of learning and teaching the English language by using smart phones and computers.
- 4- Directing decision-makers in education to switch to mobile e-learning instead of traditional education, which helps learners to access the required information at any time and in any location.

- 5- The researcher has confident about the importance and role of modern technology tools in the educational process in general, and in teaching the English language in particular.

The Limits of the Study

The researcher limits this study to the following aspects:

- 1- Spatial boundaries: the secondary school stage in the educational capital district in the State of Kuwait.
- 2- Time limits: the academic year of 2019/2020.
- 3- Human limits: students, teachers, and supervisors of English at the secondary level.
- 4- Objective boundaries: The role and importance of smart phones and computers in support of learning and teaching the English language.

Study Approach

The researcher used the descriptive and analytical approach to achieve the research objectives through scientific methods in collecting, classifying, analyzing and interpreting data.

Population and Study Sample

The study population consisted of students, teachers, and supervisors of English at the secondary stage during the academic year 2019/2020, and the study sample was (140) individuals, who were randomly selected. (80) Staff and (60) Students.

Methods of data collection and analysis

- 1- Primary data: by designing a questionnaire that was distributed to the sample of the study population, then unpacking and analyzing it using the SPSS statistical program.
- 2- Secondary data: through reviewing data, scientific books, courses and scientific journals published in relation to the subject of study.

Terminology of study

- **Modern technology tools:** It is a group of audiovisual devices that can be used in teaching to facilitate the learning and teaching process.¹
- **Educational technology:** It is the means that have been harnessed for the sake of serving the educational process, whether found in a simple or complex

¹ Al-Hababbeh, Hanan Atef (2018) The extent of using technology tools in teaching English language subject to the higher elementary stage in Shobak schools from the students' point of view, Deanship of Scientific Research and Postgraduate Studies, Al-Hussein Bin Talal University Journal for Research, Volume (4) Issue (1) 2018 p. . 72-93.

way, manual or machine-made, and used individually or collectively, and this includes the types of devices, machines and equipment needed by the educational process². It is also defined as an integrated process based on the application of a structure of science and knowledge and the use of human and non-human learning resources with a systematic methodology and method that contributes to achieving educational goals and communicating for more effective learning.³

- **Smartphones and computers:** are phones and computers that include advanced functions beyond calls or sending SMS messages, which can be carried by hand and moved easily, which are touched or with a pen of their own, and can be connected to Wi-Fi networks (Wifi) through various networks (G3, G4) , G5) and can download applications and browse the Internet.⁴
- **English Language:** It is the Germanic language that originated in England and it is the third most widespread language in the world and is considered the first common language in the world as it is the dominant language internationally in communications, science and commerce. The Ministry of Education in the State of Kuwait prepares the scientific content for each stage of education that contains concepts and vocabulary for this language to develop the literacy and conversation skills of learners.
- **Secondary education stage:** It means (in the State of Kuwait) students from the tenth to twelfth grades, i.e. the age group from 16 to 18 years.

² Zimam, Noureddine, Slimani, Sabah (2013) The evolution of the concept of technology and its uses in the educational process, first edition, Mohamed Khaider University, Soukra, Algeria, p. 165- 166.

³ Al-Harbi, Haifa (2019) Education Technology Concept, New Education Magazine (Education Technology News and Ideas) at: www.new-edu.com/author/swccshcooledtech.

⁴ Al-Sheikhi, Ali bin Abdullah (2018) The Importance of Using Smartphones and Tablets in Support of English Language Learning among High School Students, Journal of the College of Education, Port Said University, Issue Twenty-Four, June 2018, p. 114-147.

Previous studies and theoretical framework

Previous studies

- 1- Abu-Ayfah, Zahra (2020) ⁵ study titled Telegram App in Learning English: EFL Students' Perceptions, this study showed that, due to the rapid growth of mobile technology and the emergence of modern mobile phone applications such as the Telegram system, this created new opportunities for teaching English EFL as a foreign language from the viewpoint of college students at Taibah University in Madinah in the Kingdom of Saudi Arabia. The study also confirmed that this technology is an integral part of students' lives and that the majority of English language students prefer to use these applications to improve their English language learning skill. The study also demonstrated the efficiency of advanced technology in the educational process to facilitate access to what is required and the learner's ability to share his peers and exchange personal ideas and notes, which increases his ability to learn English.
- 2- Shaida Naz, Memona, Rasheed and Tahir, Rasheed (2019) ⁶, titled The Role of Smartphones in Learning English: A Study of Learners' Perspective. The study concluded that learning the English language is essential in our time as it is an official approved language, and it is the language of science and social interaction. It has been shown that smartphones help in learning English according to the comfort and ease of learners. They have shown a positive response towards learning the English language through their smart devices due to the internet connection and quick access to educational materials, applications, programs and websites. The main purpose of this study was to explore the role of smartphones in learning English, from the learners' point of view. Based on the results from this study, which proved that smartphones play a vital role in helping students learn English in formal and informal environments as an effective educational tool, they practice communication skills independently, and it was also found that learners use their smartphones to meet their educational needs. Individualism, and learners enjoy learning through their smartphones due to its portability and ease of use compared to other traditional methods.

⁵ Abu-Ayfah, Zahra (2020) Telegram App in Learning English: EFL Students' Perceptions, Canadian Center of Science and Education; English Language Teaching, Vol. 13, No. 1, pp. 51- 62 .

⁶ Shaida Naz, Memona, Rasheed and Tahir, Rasheed (2019) The Role of Smartphones in Learning English: A Study of Learners' Perspective, International Conference on Research in Humanities, March 2019, London, UK, pp. 17-28, WWW.ICRHCONF.ORG.

- 3- The study of Alzubi, Ali, Singh, Manjet and Hazaea, Abduljalil (2019)⁷ entitled Investigating Reading Learning Strategies through Smartphones on Saudi Learners' Psychological Autonomy in Reading Context. This study investigated the effect of reading and learning strategies (RLS) and the extent to which the features of smart phones and their applications are utilized on the psychological independence of learners of English as a foreign language (EFL). A total of 70 male students participated in two classes, and a questionnaire was used to collect quantitative data from the participants before and after the program . The results of the study revealed that employing RLS by means of smart phone features and applications enhances the features that learners can obtain through motivation, self-efficacy, and the desire to access information, and that the use of smart phone technology receives great attention and is recommended by curriculum design and teaching methods. And learning and training. The study used the reading and learning strategy to help learners (for English for non-native speakers of EFL) to address all learning processes such as reading skills related to information, storage, retrieval, perception, production, gaps, and evaluation. And that the features of smart phones and their applications facilitated the use of (reading and learning strategy (RLS) inside and outside the classroom, and that the levels of improvement of learners through the use of RLS through smartphones regardless of place and time were positively correlated with the learning features and psychological independence of the learner. This study serves as a strong base for further action to change EFL learning styles by allowing smartphone features and applications to be used as important pillars in the EFL learning process inside and outside the classroom.
- 4- Alsied, Safia (2019)⁸ study entitled The Role of Mobile Phones as Effective Tools for Language Learning By Libyan EFL Learners. Based on the results from this study, it is clearly shown that the use of cell phones has a positive and effective effect on learning for English language learners. Learners fully agreed that cell phones are indispensable tools that must be integrated into the learning environment to make learning faster, easier and interesting. Therefore, from the perspectives of English language learners, cell phones are an integral part of university study as they can be invested in carrying out a variety of academic activities inside and outside the semester. The study suggests future research to explore the impact of gender as a key variable on the use of mobile phone technology in the EFL classroom should be based,

⁷ Alzubi, Ali , Singh, Manjet and Hazaea, Abduljalil (2019) Investigating Reading Learning Strategies through Smartphones on Saudi Learners' Psychological Autonomy in Reading Context, International Journal of Instruction, April 2019, Vol.12, No.2, pp. 99-114.

⁸ Alsied, Safia (2019) The Role of Mobile Phones as Effective Tools for Language Learning By Libyan EFL Learners, JEELS (Journal of English Education and Linguistics Studies) , 6(2), pp. 135 – 163 .

which is worth investigating. In order to achieve comprehensive results in the future, it is more appropriate to conduct interviews with teachers of English as a foreign language to gain a clear insight into their perceptions of the use of cell phones in learning English.

- 5- Karsenti, Thierry (2019) ⁹ Study Tablets in School: What are the Impacts on Student with a Learning Disability? The aim of this study was to demonstrate the benefits and challenges that may be encountered from the use of computers in the school environment. The study was conducted over a period of three years and showed that the use of the computer (iPad) may result in many benefits explained by teachers and students alike, including the interest of students and strengthen their relationship with the school as well as increase their learning and the development of social and professional skills. The study also revealed some of the challenges that teachers and learners may face as a result of using this technology, such as financial or technical problems that must be taken into account. At the conclusion of this study, I explained that students and teachers are enthusiastic to use and experiment with this technology, in order to be certain that it will support the increase of their knowledge because of its many benefits on the educational process.
- 6- The study of Al-Habahbeh, Hanan Atef (2018) ¹⁰ which was titled “The extent of using technology tools in teaching English language subject to the higher basic stage in Shobak schools from the students’ point of view”. The study aimed to reveal the extent of using technology tools in teaching English language subject The results showed that the students were rated according to importance and role, in descending order, starting from the school environment, the family, the teacher, the student. The study recommended the necessity of providing the material capabilities that students need to implement the strategy of benefiting from modern technology. The study also recommended some recommendations, including providing reinforcement and material rewards to students when using technology tools, and the need to conduct more studies to find out the factors that reduce the use of technology tools in teaching English language subjects.
- 7- The study of Al-Sheikhi, Ali bin Abdullah (2018) ¹¹ entitled "The importance of using smartphones and tablets in supporting English language learning

⁹ Karsenti, Thierry (2019) Tablets in School: What are the Impacts on Student with a Learning Disability ?, ICETT, Association for Computing Machinery, May 27-29, 2019, Seoul, Republic of Korea, pp. 68-72 .

¹⁰ Al-Habahbeh, Hanan Atef (2018) The extent of using technology tools in teaching English language subject to the higher basic stage in Shobak schools from the students' point of view, Deanship of Scientific Research and Postgraduate Studies, Al-Hussein Bin Talal University Journal for Research, Volume (4) Issue (1) 2018 p. . 72-93.

¹¹ Al-Sheikhi, Ali bin Abdullah (2018) The Importance of Using Smartphones and Tablets in Support of English Language Learning among High School Students, Journal of the College of Education, Port Said University, Issue Twenty-Four, June 2018, p. 114-147.

among secondary school students." The study aimed to identify the importance of using smartphones and tablets and the roles that this technology plays in supporting English language learning. The study emphasized through its findings the importance of using smartphones and tablets and employing them in support of learning the English language. The study recommended the necessity of activating the use of smart phones and tablets and urged students to take advantage of them with the need to hold scientific seminars and training courses for English language supervisors and teachers that clarify the important role of this technology in Support to learn English. The study concluded its recommendations by urging the conduct of other studies for different stages of study, whether for boys or girls.

- 8- Jati, A. Gumawang (2018) ¹² study entitled The Use of Smartphone Applications in the English Language Teaching and Learning. The study has shown that due to the rapid change in technology, especially smartphones, this has led to the necessity of change in the educational process, and devices (mobile phones, smart phones, tablets) have become an integral part of students' daily life and cannot be dispensed with due to their usefulness and effectiveness in learning the English language. . The study discussed the necessity of informing English language teachers and lecturers about some useful and useful applications of this technology and thus the extent to which it is utilized, as well as how smart phone applications contribute to supporting English language learning. The study indicated that technology will develop the modern educational process and truly improve students' proficiency in the English language by interacting with colleagues and professors without the restrictions of time and place.
- 9- Lekawael, Rosina F. (2017) ¹³ study entitled The Impact of Smartphone and Internet Usage on English Language Learning. The study focused on knowing the effect of using smartphones and the Internet on learning the English language, and the study warned that learning the English language should be based on the use of available technological resources such as smartphones and the Internet that are close and available to learners, and that through the use of these technologies students are expected to become more active. And creativity and increase their knowledge. The study concluded that smartphones and the Internet are a good way to help teachers and learners to obtain a lot of the scientific materials required to enrich the educational process. The results of this study came that the majority of students spend a lot of time accessing the social network (social media),

¹² Jati, A. Gumawang (2018) The use of Smartphone Applications in the English Language Teaching and Learning , Jurnal Socioteknologi (Institut Teknologi Bandung) Vol. 17, No. 1, pp. 144 – 153.

¹³ Lekawael, Rosina F. (2017) The Impact of Smartphone and Internet Usage on English Language Learning, English Review, Journal of English Education, Volume 5, Issue 2, June 2017, pp. 255 – 261.

while some students use the Internet to access language dictionaries and games, and that few students use the Internet for educational purposes. Therefore, the study believes that there is an urgent need to employ smart phone technology and the Internet in teaching the English language in order to build a technological awareness that helps support learning and teaching the English language with modern technological methods to benefit from it.

- 10- A study of Dias, Lina & Victor, Angelin (2017) ¹⁴ entitled Teaching and Learning with Mobile Devices in the 21st. Century Digital World: Benefits and Challenges, which dealt with demonstrating the benefits and challenges of mobile devices in learning and education, and the study showed that teachers and students are optimistic about the use and impact of these devices on motivating students through communication and cooperation and increasing their ability to research, and in the event of increased support and training, it will have an impact. Great in overcoming challenges that can be faced. From the results obtained, the benefits that can be obtained from these technologies far outweigh the obstacles that can be faced, and that training teachers, supervising students, and increasing their awareness of mobile learning will help educational entities to move towards employing these technologies, and teachers will overcome obstacles through good training for them. As this type of technology helps in learning opportunities outside the boundaries of the classroom, which increases the innovation of unique and distinct ways of learning. In the conclusion of the study, it was stated that the curriculum developers should enhance the curriculum objectives through the correct and safe employment of educational technology and support students with new, innovative and safe methods of employing phones in the curriculum.

Commentary on previous studies

Previous studies have provided evidence of the importance of smart phones in learning and education and in the ability of these technologies to access information, whether this information is general, social, or educational and scientific, as is evident in these studies, which have taken the scientific method as a way for them to reach the desired results. Most of the previous studies showed the importance of teachers' use of modern technology tools in the educational process, and some of them showed the need to urge teachers to use smartphones and computers in the teaching process. Some of these studies

¹⁴ Dias, Lina & Victor, Angelin (2017) Teaching and Learning with Mobile Devices in the 21st. Century Digital World: Benefits and Challenges, European Journal of Multidisciplinary Studies, Volume 2, Issue 5, pp. 339-344.

confirmed that there is a close correlation between learning the English language and knowing its vocabulary with the help of these techniques.

However, all these studies were carried out outside the State of Kuwait, and this study "according to the researcher's knowledge" is considered the first of its kind in a specific educational level, which deals with the possibility of employing smart phones and computers in increasing the learning of English for secondary level students in the educational capital district in the State of Kuwait.

Theoretical framework

Advantages of employing smartphones and computers in education

Our world today is witnessing an accelerated technological growth that affects all sectors of life, and education is the main pillar for the growth and development of countries, so it is affected more than other sectors of life. Some countries have begun researching the possibility of employing advanced technology such as smartphones and computers in the educational process as an alternative tool for textbooks and a basic pillar of interaction between teacher, student and curricula.

Smart phones and some computers are characterized by their light weight and small size, which makes it easier to carry and take advantage of what it can provide to learners of the enormous potential in accessing the required information in a short period of time without restrictions of place and time. This technology can contain many educational applications that help in the transfer of scientific contents and build complete foundations for learning and education to achieve all educational goals to develop and enhance the skills of learners through the use of smart device technology. Many scientific studies have confirmed positive results in the use of smartphones and computers in the educational process. From what some researchers have mentioned, the benefits and challenges can be derived from the use of smart device technology in the educational process, which are as follows: ^{15/ 16 / 17 / 18 / 19}

Benefits, including:

- 1- Ease of use, management and exchange of information without restrictions of place and time.
- 2- Developing creativity, stimulating thinking and increasing students' learning motivation.
- 3- Helping in interactive and cooperative learning between teachers and learners.
- 4- Increasing communication between the parties to the educational process (students and teachers / students and students).

¹⁵ Clarke, B. and Svanaes, Sir (2014) One – to - one Tablets in Secondary Schools: An Evaluation Study, Stage 2: January – April 2014, pp. 1- 18.

¹⁶ Karsenti, Thierry, Fievez, Aurelien, Collin, Simon, and Simard, Stephanie (2013) The iPad in Education: uses, benefits, and Challenges: A Survey of 6057 Students and 302 Teachers in Quebec, Research Chair in Technologies in Education, Montreal, QC, CRIFPE, pp. 1 – 51.

¹⁷ Karsenti, Thierry (2019) previous reference.

¹⁸ Dhir, Amandeep, Gahwaji, Nahla and Nyman, Gote (2013) The Role of the iPad in the Hand of the Learner, Journal of Universal Computer Science (J. ucs), Volume 19, Issue 5.

¹⁹ Ramadan, Tasami and Abdo, Anwar (2017-2018) The extent to which students use smartphones to obtain information, College of Economics and Social Sciences - Department of Written and Electronic Journalism, An-Najah National University, Nablus: Palestine.

- 5- Support and encourage students, especially those with learning difficulties, to develop reading and writing skills, especially when using them in learning the English language.
- 6- Enabling the application of a large number of learning strategies and taking notes.
- 7- Encouraging individual learning.
- 8- Reducing the workload of teachers by saving time and effort in testing, monitoring grades and collecting student data.
- 9- Helps in improving computer learning skills and developing IT skills for students and teachers.
- 10- It helps in organizing school work and homework.
- 11- Helping to raise the efficiency of the educational system, in terms of quantity and quality (quantity of information, academic courses).
- 12- Improving memory through the use of interesting means.
- 13- Saving and shortening the time in the learning processes compared to the traditional educational style.
- 14- It helps in adding more activities and lessons and increases the attractiveness of scientific materials, which makes this technology an important pillar to help teachers and learners.

Challenges including:

- 1- Difficulty writing long texts on it, which may lead to difficulty writing skill.
- 2- Difficulty using them in some academic courses unless the Internet is available and well.
- 3- The small number of students who have the desire to read from this technique.
- 4- It may be a reason to dismiss teachers from their academic work.
- 5- Learners become distracted and distracted from the validity of learning and direct it in other uses such as browsing some links or games.
- 6- The limited availability of learning resources on this technology.
- 7 - Resisting change from some holders of the traditional view of education for fear of failure or lack of proficiency.
- 8- Unavailability of materials (financial resources) to purchase appropriate educational technologies that contribute to a modern educational environment (failure to allocate budgets).
- 9- The need for training programs and workshops to prepare the appropriate teaching staff.
- 10- The large number of models and their differences may distort the learners' familiarity with these devices.
- 11- The limited storage capacity of many of these devices, which requires cards to increase the memory capacity, and this means additional financial disbursement.

12- The small size of display screens for mobile devices, which hinders and reduces the amount of information that is reviewed.

Practical framework

Sample:

The study sample consisted of two groups:

The first group is a sample of (77) teachers of different ages, years of experience and levels of education.

And the second group of high school students, who are (55) students from grades 10, eleventh and twelfth in the scientific and literary specializations, and with different levels in the English language, and Table (1) presents a description of the sample of teachers, and Table (2) a description of the sample of students.

Table (1) teachers sample descriptive

| | | Frequency | Percent |
|------------------|---------------|-----------|---------|
| gender | male | 47 | 61.0 |
| | female | 30 | 39.0 |
| age | 21-30 | 23 | 29.9 |
| | 31- 40 | 31 | 40.3 |
| | 41- 50 | 10 | 13.0 |
| | 50+ | 13 | 16.9 |
| Education | diploma | 1 | 1.3 |
| | bachelor | 64 | 83.1 |
| | master | 8 | 10.4 |
| | PhD | 4 | 5.2 |
| Experience | 1-3 | 6 | 7.8 |
| | 3 - 5 | 21 | 27.3 |
| | 6- 10 | 11 | 14.3 |
| | 10+ | 39 | 50.6 |
| job | teacher | 67 | 87.0 |
| | prime teacher | 7 | 9.1 |
| | manger | 3 | 3.9 |
| Training courses | 1-3 | 26 | 33.8 |
| | 4- 6 | 24 | 31.2 |
| | 7-10 | 24 | 31.2 |
| | 10+ | 3 | 3.9 |
| total | | 77 | 100.0 |

Table (2) students sample descriptive

| | | Frequency | Percent |
|---------------|-----------|-----------|---------|
| gender | male | 27 | 49.1 |
| | female | 28 | 50.9 |
| Class | 10 | 18 | 32.7 |
| | 11 | 9 | 16.4 |
| | 12 | 28 | 50.9 |
| specification | science | 32 | 58.2 |
| | arts | 23 | 41.8 |
| English level | low | 20 | 36.4 |
| | average | 24 | 43.6 |
| | high | 10 | 18.2 |
| | very high | 1 | 1.8 |
| total | | 55 | 100.0 |

Tools

Correlation between items and total degree

The relationship between the items with total score was calculated by using Pearson correlation coefficient .

Table (3) Pearson correlation between items and total degrees

| N | correlation | N | correlation | N | correlation |
|----|-------------|----|-------------|----|-------------|
| 1 | .490** | 11 | .433** | 21 | .417** |
| 2 | .543** | 12 | .377** | 22 | .575** |
| 3 | .288** | 13 | .513** | 23 | .430** |
| 4 | .359** | 14 | .573** | 24 | .538** |
| 5 | .559** | 15 | .629** | 25 | .329** |
| 6 | .463** | 16 | .402** | 26 | .531** |
| 7 | .700** | 17 | .419** | 27 | .404** |
| 8 | .563** | 18 | .252* | 28 | .585** |
| 9 | .534** | 19 | .565** | 29 | .216* |
| 10 | .332** | 20 | .665** | 30 | .260* |

** Significant at 0.01 level

The correlation coefficients between the paragraphs and the overall score of the questionnaire were positive and statistically significant at the level of significance (0.01) and ranged between (0.216 - 0.700), which is the mother indicating the availability of internal consistency in the questionnaire .

Reliability Test:

The reliability for questionnaire was test using Cronbach's Alpha, ans spilt – half ; table (3)

Table (4) Cronbach's Alpha scores

| | Cronbach's Alpha | Spilt half |
|---------------------|------------------|------------|
| Total questionnaire | .934 | .938 |

The stability value was measured by the Cronbach alpha coefficient (0.938) and by the half segmentation factor (0.938), which are high values indicating the availability of reliability in the questionnaire used.

The results:

The first question: What is the degree of evaluation of the benefits of using smartphones and computers in support of teaching the English language course from the teachers' point of view ?

- Table (5) displays the arithmetic averages and standard deviations of the averages and the order of the paragraphs of the benefits of smartphones and computers in supporting English language teaching from the teachers' point of view.
- The level of response on the paragraphs and the total score was determined according to the following levels according to the average value:
 - From 1 – 1.8 very low
 - From 1.81 – 2.6 low
 - From 2.61 – 3.40 average
 - From 3.41- 4.20 high
 - From 4.21 – 5 very high

Table (5) The means and STD of teacher responses on questionnaire

| n | Options | Mean | Std. Deviation | level | rank |
|----|-------------|------|----------------|-----------|------|
| 1 | | 4.31 | .591 | Very high | 23 |
| 2 | | 4.49 | .503 | Very high | 11 |
| 3 | | 4.42 | .496 | Very high | 15 |
| 4 | | 4.57 | .524 | Very high | 3 |
| 5 | | 4.55 | .501 | Very high | 7 |
| 6 | | 4.26 | .733 | Very high | 26 |
| 7 | | 4.08 | .644 | high | 30 |
| 8 | | 4.55 | .699 | Very high | 8 |
| 9 | | 4.39 | .746 | Very high | 19 |
| 10 | | 4.48 | .576 | Very high | 13 |
| 11 | | 4.36 | .605 | Very high | 21 |
| 12 | | 4.25 | .517 | Very high | 28 |
| 13 | | 4.51 | .529 | Very high | 10 |
| 14 | | 4.31 | .654 | Very high | 24 |
| 15 | | 4.57 | .715 | Very high | 4 |
| 16 | | 4.39 | .491 | Very high | 20 |
| 17 | | 4.57 | .548 | Very high | 5 |
| 18 | | 4.55 | .501 | Very high | 9 |
| 19 | | 4.40 | .520 | Very high | 17 |
| 20 | | 4.14 | .622 | high | 29 |
| 21 | | 4.45 | .551 | Very high | 14 |
| 22 | | 4.27 | .577 | Very high | 25 |
| 23 | | 4.26 | .470 | Very high | 27 |
| 24 | | 4.49 | .503 | Very high | 12 |
| 25 | | 4.62 | .488 | Very high | 2 |
| 26 | | 4.36 | .484 | Very high | 22 |
| 27 | | 4.56 | .500 | Very high | 6 |
| 28 | | 4.40 | .494 | Very high | 18 |
| 29 | | 4.64 | .484 | Very high | 1 |
| 30 | | 4.42 | .636 | Very high | 16 |
| | Total score | 4.46 | .334 | Very high | |

Table (5) values show that teachers evaluate the benefits of using both smartphones and computers in learning the English language course at a very high degree, where the value of the arithmetic mean was (4.46), and the response values on the questionnaire items ranged between (4.64 to 4.08) at levels between very high To the high level. And (28) paragraphs at the very high level came in the forefront of them are Paragraph No. (29), then (25), then (4), and only two paragraphs came at the high level, namely (20), and (7) .

The second question: What is the degree of evaluation of the benefits of using smartphones and computers to support the teaching of the English language course from the students' point of view ?

- Table (5) displays the arithmetic averages and standard deviations of the averages and the order of the paragraphs of the benefits of smartphones and computers in supporting English language teaching from the teachers' point of view.
- The level of response on the paragraphs and the total score was determined according to the following levels according to the average value:
 - From 1 – 1.8 very low
 - From 1.81 – 2.6 low
 - From 2.61 – 3.40 average
 - From 3.41- 4.20 high
 - From 4.21 – 5 very high

Table (6) The means and STD of student responses on questionnaire

| n | Options | Mean | Std. Deviation | level | rank |
|----|-------------|------|----------------|-----------|------|
| 1 | | 4.18 | .389 | high | 24 |
| 2 | | 4.29 | .458 | Very high | 12 |
| 3 | | 4.11 | .315 | high | 27 |
| 4 | | 4.22 | .417 | Very high | 20 |
| 5 | | 4.20 | .404 | high | 22 |
| 6 | | 4.35 | .480 | Very high | 9 |
| 7 | | 4.24 | .429 | high | 17 |
| 8 | | 4.51 | .605 | Very high | 3 |
| 9 | | 4.15 | .591 | high | 25 |
| 10 | | 4.31 | .466 | Very high | 11 |
| 11 | | 4.33 | .474 | Very high | 10 |
| 12 | | 4.40 | .531 | Very high | 6 |
| 13 | | 4.15 | .405 | high | 26 |
| 14 | | 4.11 | .685 | high | 28 |
| 15 | | 4.22 | .534 | Very high | 21 |
| 16 | | 4.38 | .490 | Very high | 7 |
| 17 | | 4.38 | .490 | Very high | 8 |
| 18 | | 4.49 | .505 | Very high | 5 |
| 19 | | 4.02 | .135 | high | 29 |
| 20 | | 4.58 | .498 | Very high | 2 |
| 21 | | 3.93 | .262 | high | 30 |
| 22 | | 4.20 | .404 | high | 23 |
| 23 | | 4.24 | .429 | Very high | 18 |
| 24 | | 4.24 | .429 | Very high | 19 |
| 25 | | 4.25 | .440 | Very high | 15 |
| 26 | | 4.27 | .449 | Very high | 13 |
| 27 | | 4.25 | .440 | Very high | 16 |
| 28 | | 4.51 | .505 | Very high | 4 |
| 29 | | 4.27 | .560 | Very high | 14 |
| 30 | | 4.65 | .480 | Very high | 1 |
| | Total score | 4.28 | .117 | Very high | |

Table (6) values show that students evaluate the benefits of using both smartphones and sensors in learning the English language course at a very high degree, where the value of the arithmetic mean (4.28), and the response values on the questionnaire items ranged between (4.65 to 3.93) at levels between very high to the high level. (21) paragraphs came in the very high level, in the forefront of them paragraph No. (30), then (20), then (8), and (9) paragraphs only came at the high level, they are (5, 22, 1, 9, 13, 3 , 14, 19, 21) .

The third question : Are there statistically significant differences in the averages of the benefits of using the phone and computers in supporting the English language between teachers and students ?

The deference in questionnaire mean between teacher and student , were calculated with independent samples t-test .

Table (7) - the deference in questionnaire mean according to group

| | group | N | Mean | Std. Deviation | t | sig |
|-------------|----------|----|------|----------------|-------|------|
| Total score | teachers | 76 | 4.46 | .334 | 4.086 | .001 |
| | students | 55 | 4.26 | .144 | | |

The results of Table (7) show that there are statistically significant differences at the level of significance (0.01) between teachers and students in the total score of the benefits of using smartphones and computers in teaching the English language course for the benefit of teachers.

This indicates that teachers evaluate the benefits of smartphones and computers in teaching the English language course more than students evaluate it.

The fourth question: Are there statistically significant differences in the averages of English language learning support from the point of view of male and female teachers due to the variables of sex, age, academic degree, and work experience ?

The deference in teacher score mean according to gender:

The deference according to gender were calculated with independent samples t-test

Table (8) - the deference in teacher score according to gender

| domains | gender | N | Mean | Std. Deviation | t | sig |
|-------------|--------|----|------|----------------|------|------|
| Total score | male | 47 | 4.44 | .347 | .491 | .625 |
| | female | 30 | 4.48 | .315 | | |

The results of Table (8) show that there are no statistically significant differences at a significant level (0.01) between male and female teachers in the total score of the questionnaire. This shows the convergence of male and female teachers 'appreciation of the role of smartphones and computers in teaching the English language.

The deference according to age:

The deference according to age were calculated with one way anova

Table (9) - the deference in teacher score according to age

| | | Sum of Squares | df | Mean Square | F | sig |
|-------------|----------------|----------------|----|-------------|-------|------|
| Total score | Between Groups | .805 | 3 | .268 | 2.560 | .061 |
| | Within Groups | 7.652 | 73 | .105 | | |
| | Total | 8.457 | 76 | | | |

The results of Table (9) show that there are no statistically significant differences at a significant level (0.01) according to age between teachers in the total score of the questionnaire. This shows the convergence of appreciation of teachers of all ages for the role of smartphones and computers in teaching the English language.

The deference according to education level :

The deference according to **education level** were calculated with one way anova.

Table (10) - the deference in teacher score according to education level

| | | Sum of Squares | df | Mean Square | F | sig |
|-------------|----------------|----------------|----|-------------|-------|------|
| Total score | Between Groups | .411 | 3 | .137 | 1.243 | .300 |
| | Within Groups | 8.046 | 73 | .110 | | |
| | Total | 8.457 | 76 | | | |

The results of Table (10) show that there are no statistically significant differences at a significant level (0.01) according to the educational level between teachers in the total score of the questionnaire. This shows the convergence of teachers' appreciation of the role of smartphones and computers in teaching the English language .

The deference according to job level :

The deference according to **job level** were calculated with one way anova

Table (11) - the deference in teacher score according to job level

| | | Sum of Squares | df | Mean Square | F | sig |
|-------------|----------------|----------------|----|-------------|------|------|
| Total score | Between Groups | .044 | 2 | .022 | .191 | .826 |
| | Within Groups | 8.413 | 74 | .114 | | |
| | Total | 8.457 | 76 | | | |

The results of Table (11) show that there are no statistically significant differences at the level of significance (0.01) according to the job level among teachers in the total score of the questionnaire. This shows the convergence of appreciation of teachers at different functional levels of the role of smartphones and computers in teaching English .

The deference according to experience :

The deference according to **experience** were calculated with one way anova

Table (12) - the deference in teacher score according to experience

| | | Sum of Squares | df | Mean Square | F | sig |
|-------------|----------------|----------------|----|-------------|-------|------|
| Total score | Between Groups | .665 | 3 | .222 | 2.078 | .111 |
| | Within Groups | 7.792 | 73 | .107 | | |
| | Total | 8.457 | 76 | | | |

The results of Table (12) show that there are no statistically significant differences at a significant level (0.01) according to the experience between teachers in the total score of the questionnaire. This shows the convergence of appreciation of teachers from various years of experience of the role of smartphones and computers in teaching English .

The deference according to training courses :

The deference according to **training courses** calculated with one-way anova

Table (13) - the deference in teacher score according to **training courses**

| | | Sum of Squares | df | Mean Square | F | sig |
|-------------|----------------|----------------|----|-------------|------|------|
| Total score | Between Groups | .287 | 3 | .096 | .855 | .469 |
| | Within Groups | 8.170 | 73 | .112 | | |
| | Total | 8.457 | 76 | | | |

The results of Table (13) show that there are no statistically significant differences at a significant level (0.01) according to the training courses between teachers in the total score of the questionnaire. This shows the convergence of teachers' appreciation of the various years of experience of the role of smartphones and computers in teaching English.

The fifth question: Are there statistically significant differences in the averages of English language learning support from the students' point of view due to the variables of sex, specialization, achievement level and grade?

The deference in student score mean according to gender:

The deference according to gender were calculated with independent samples t-test

Table (14) - the deference in student score according to gender

| domains | gender | N | Mean | Std. Deviation | t | sig |
|-------------|--------|----|------|----------------|-------|------|
| Total score | male | 27 | 4.23 | .046 | 3.691 | .001 |
| | female | 28 | 4.33 | .141 | | |

The results of Table (14) show that there are statistically significant differences at the level of significance (0.01) between male and female students in the total score of the questionnaire in favor of female students, which shows the high esteem of female students for the role of smartphones and computers in teaching English compared to male students.

The deference in student score mean according to specification :

The deference according to **specification** were calculated with independent samples t-test.

Table (15) - the deference in student score according to **specification**

| domains | gender | N | Mean | Std. Deviation | t | sig |
|-------------|---------|----|------|----------------|-------|------|
| Total score | science | 32 | 4.26 | .106 | 1.721 | .091 |
| | arts | 23 | 4.31 | .127 | | |

The results of Table (15) show that there are no statistically significant differences at the level of significance (0.01) between students according to the

scientific or literary major in the total score of the questionnaire. This shows the convergence of students' appreciation of the scientific and literary major of the role of smartphones and computers in teaching the English language .

The deference according to class :

The deference according to class were calculated with one way anova

Table (16) - the deference in student score according to class

| | | Sum of Squares | df | Mean Square | F | sig |
|-------------|----------------|----------------|----|-------------|-------|------|
| Total score | Between Groups | .041 | 2 | .021 | 1.531 | .226 |
| | Within Groups | .699 | 52 | .013 | | |
| | Total | .740 | 54 | | | |

The results of Table (16) show that there are no statistically significant differences at the level of significance (0.01) according to grade between students in the total score of the questionnaire. This shows the convergence of students' appreciation of the role of smartphones and computers in teaching English in all secondary school grades .

The deference according to English level :

The deference according to **English level** were calculated with one way anova

Table (17) - the deference in student score according to English level

| | | Sum of Squares | df | Mean Square | F | sig |
|-------------|----------------|----------------|----|-------------|------|------|
| Total score | Between Groups | .010 | 3 | .003 | .238 | .870 |
| | Within Groups | .730 | 51 | .014 | | |
| | Total | .740 | 54 | | | |

The results of Table (17) show that there are no statistically significant differences at a significant level (0.01) according to the level in the English language among students in the total score of the questionnaire. This shows the convergence of students from all levels of English for the role of smartphones and computers in teaching English .

Summary of results:

- That teachers evaluate the benefits of using both smartphones and computers in learning the English language course very high.
- That students evaluate the benefits of using both smartphones and computers in learning the English language course very high.
- There are statistically significant differences at a significant level (0.01) between teachers and students in the total score of the benefits of using smartphones and computers in teaching the English language course for the benefit of teachers.
- There are no statistically significant differences at a significant level (0.01) between male and female teachers in the total score of the questionnaire.
- There were no statistically significant differences at a significant level (0.01) according to age between teachers in the total score of the questionnaire.
- There are no statistically significant differences at a significant level (0.01) according to the educational level between teachers in the total score of the questionnaire.
- There are no statistically significant differences at a significant level (0.01) according to the job level between teachers in the total score of the questionnaire.
- There were no statistically significant differences at a significant level (0.01) according to experience between teachers in the total score of the questionnaire.
- There were no statistically significant differences at a significant level (0.01) according to the training courses between teachers in the total score of the questionnaire.
- There were statistically significant differences at a significant level (0.01) between male and female students in the total score of the questionnaire in favor of female students.
- There are no statistically significant differences at a significant level (0.01) between students according to the scientific or literary major in the total score of the questionnaire.
- There were no statistically significant differences at a significant level (0.01) according to grade between students in the total score of the questionnaire.

- There were no statistically significant differences at a significant level (0.01) according to the level in the English language among students in the total score of the questionnaire.

Conclusion and Recommendations

- Smart phones and computers can be used in the processes of teaching and learning the English language, which will increase the effectiveness of enabling students to increase learning and mastery of education subjects in general and the English language in particular. Therefore, it is better to take advantage of the programs and learning methods contained in these technologies and to employ them in increasing the opportunities for developing the educational process.
- The use of smartphones and computers in education through distance learning education has become widespread all over the world as it helps in opening up educational chances for a large number of society segments. Therefore, it will be very beneficiary to keep up with this global development to prepare a generation able to benefit from these technologies and programs in the right way that serve the educational process and learners.
- In order to use smartphones and computers in the educational process and apply them in the correct manner, this requires the availability of important pillars such as infrastructure, providing financial support, and providing appropriate budgets in addition to equipping and training human cadres with an appropriate training programs, to develop their skills and knowledge to use these technologies in the educational process.
- The need to work on employing smart phone and computer technology in the educational system in a gradual manner by encouraging learners to use smartphones and computers more in the learning process so that students can adapt to it so that they can use it properly.
- Holding many workshops, courses and awareness seminars to demonstrate the importance of using smart phone and computer technology in obtaining information and in the educational process.
- Determine and publish applications that are useful for the educational process and that can be used through the use of Smart phones and computers.

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