

Smartphones as One of Smart University Factors and its Effectiveness in Learning English Case study: Applied College, King Khalid University

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Abstract

This study aimed to exfoliate light on the effectiveness of smartphones and their part in developing English language literacy for womanish scholars. The study used the descriptive approach. The study was conducted on a arbitrary sample of (120) womanish scholars from king Khalid university, applied council, Khamis Mushait branch. This exploration tried to give answers to some important questions related to the effective use of smartphones in learning English language at king Khalid university, Applied council. It handed answers to the following questions What's the scholars ' perception over the respectable use of smartphones in learning English language? How do different Smartphone apps ameliorate scholars ' vocabulary and pronunciation? What are the factors that affect the use of smartphones in learning English language regarding scholars ' opinions? The findings of the questionnaire show that the scholars ' answers were positive with moderate operation of their smartphones in their attempt to learn English. It also illustrates that the maturity of scholars approved it's applicable to learn English vocabulary through mobile apps since it's available at any place and at any time. also, the results showed that scholars agreed that smartphones are veritably useful tools to be used in their literacy process.

Keywords: Smartphones, scholars, English vocabulary.

Introduction

In current times, the term smart(intelligence) has woven itself into our everyday conditioning using different types of technology in ways we may not indeed be conscious of, it becomes popular with everybody in every area. Smart literacy which is grounded completely on technology is an expansive term for tutoring in moment's digital age. It reflects how progressive technologies are allowing learners to digest knowledge and chops more successfully, professionally, and effectively. Although the everlasting global movement to smart literacy marks a significant paradigm changes in ultramodern literacy, numerous people still find the conception unclear. The experimenters assume that technology strategies similar as using smartphone and smartphone operations are more effective strategies in learning English Language. therefore, utmost scholars find it's easier to develop their English language through using the technological ways as smartphone and smartphone operations.

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These strategies are more useful because scholars have time- learning outside classroom and in rapid-fire time, they learn the language. also, the smartphone terrain told the schoolteacher- pupil relationship, changing the nature of the schoolteacher's as well as the pupil's part in academic classes.

No mistrustfulness learning English language needs hard tasks from scholars further than preceptors, so technology strategies similar as using smartphone terrain like restatement operations and learning vids enable them to learn language fleetly, also scholars feel more independent outside classroom when they use technology strategies in learning English.

Technology is the branch of knowledge that caters to creating specialized means and their relation to the terrain, the changes that technology has brought in our lives are saving time, enabling instant communication and commerce, a better quality of life, easy access to information, and icing safety Prasanna(2021). It also unconsciously has led the world to the road of success so, technologists have expanded the idea of the term intelligent or smart with new fancies of mileage systems, islands, or structures. One of these structures is the smart university which has introductory factors similar as; smart classrooms, faculty, pedagogy, software and tackle, class, and completely depends on smart technology. Smart lot is “ Smart lot is an ineluctable trend in the development of digital lot construction. It’s a new development stage of educational information, and a long- term methodical process ”.(Torres, etal. 2015, p1956). Tikhomirov & Dneprovskaya(2015) presented their vision of smart education that Smart University is a conception that involves a comprehensive modernization of all educational processes. The smart university uses technological development within its association to achieve its strategic purposes, to make the life of scholars and the university operation cooler, to give scholars with easy- to- access information, accelerated literacy, and delightful openings to exercise what they learn, and to enable scholars to discover new subjects and spread their understanding of delicate generalities.

The conception of Smartness in education area entails the emergence of technologies similar as smart boards, smart defenses and wireless Internet access from far and wide. It's clear that scholars are mobile- phone subscribers, they dependent more on smartphone bias for colorful conditioning which play a significant part supporting smart literacy, now scholars can communicate with their musketeers, family, and preceptors incontinently through smartphones. According to Harvey Singh(2020) mobile literacy is a broad term that refers to the process of learning via the internet or network using particular mobile bias similar as smartphones, tablets, laptops, and digital scrapbooks. Mobile literacy has been around in one form or the other since the early 2000s but soared in fashionability a many times ago because it allows scholars access to education anywhere and anytime, handed they've a mobile device. Naveen Neelakandan 2019 defined Mobile literacy is the process of penetrating literacy content using mobiles. With the general, cheaper rate of data connection, everybody can have easy access to your literacy via their mobile anytime, at any particular place. Mobile literacy doesn't inescapably mean only smartphones. moment, eLearning can be penetrated through numerous bias, like an iPad or eBook. Make sure you consider this while creating your mobile literacy strategy. likewise, Motteram claimed that the druggies similar as preceptors and scholars could pierce the Internet to seek colorful information and debate with their classmates about what they've just set up out in the world. Thank you for technology, especially the Internet, learners can pierce to studying fluently.

Learners can broaden their study extent when they have classes supported by technology (Larsen- Freeman and Anderson, 2011).

Since utmost scholars are complete at using smartphones' ever- growing range of functions, it's obvious that smartphone technology supports learning English. There are also numerous ways to use smartphones to support foreign language learning both outdoors and outside of the classroom, and the maturity of these exertion are compatible

with utmost smartphones and don't call for specialised chops or fresh software. There are several pedagogical reasons to consider using smartphones in learning English language classroom; most importantly smartphones are social tools that grease authentic and applicable communication and collaboration among learners. This make them ideal tools to support situated knowledge proposition, which states that knowledge is more likely to take place when information is contextually applicable and can be put immediate use(Lave and Winger 1991), for illustration alternate language learner can use mobile technology to pierce applicable vocabulary and expression while at a bank appearing an account to look up movie review at the theatre or bandy weekends everyday routines. They help to minimize the separation between the classroom and the outside world.

Some instructors agreed that mobile knowledge technology, including smartphones, can offer chances for scholars to learn interactively through a variety of platforms as well as a variety of ways and tools for scholars to learn independently and educate themselves in their own.

Trifonova and Ronchetti(n.d) states that(M- knowledge) mobile knowledge is “e-learning through mobile computational bias. By mobile technology we mean all mobile bias that include Personal Digital Assistance digital cell phones and IPOD. These bias are “ small, independent and inconspicuous enough to accompany us in every moment in our every- day life, and that can be used for some form of knowledge. According to Jacobs(2013) mobile knowledge technologies enable access to digital content and online communities at days and nights, which make learning different from classroom setting, and help preceptors and scholars, organize their time and use it more successfully. Further, he claims that when scholars get access to analogous digital content, they take advantage of their knowledge as they can adjust to their pace, fashion and style.

Smartphones can be truly helpful and useful for scholars to develop listening skill, MP3- MP4 is also truly helpful in playing audio and video clips pertaining to English instructions; pupil can record interviews and exchanges they engaged in outside the classroom.

The maturity of smartphones have a large capacity that allows scholars to download language samples from the Internet, television, or radio. These samples give them the chance to assess the language that has been mooted and has entered commentary. For illustration, they allow commerce with people, via voice and through the exchange of written dispatches, still and moving images. Further to this, they are good tools for assessing content, which can be stored locally on the device or can be reached through connection(Trifonova and Ronchetti(n.d)). Also smartphones are useful to meliorate listening and speaking skills .There are multitudinous useful tools regarding recording function on mobile bias. Here are three examples:

1- Learners can record themselves speaking English and partake it with buddies, who can offer feedback.

2- Learners can record exchanges with native speakers on a range of motifs and integrate them into systems.

3- Learners can use the microphone creatively and incorporate voice recordings into edited vids Joanna Norton 2014.

Still, Smartphones won't replace devoted instructors, of course, but scholars learning English as a alternate language can get enough practise using them to support their sweats to acquire the language, anyhow of where they are from. likewise, smartphones are portable bias that can be used anywhere, are simple to operate, and are ideal for exercising speaking and listening chops. also, one can pierce a variety of operations for language practise, whether it be for vocabulary, pronunciation, ABC, or other language chops.

Mobile learning is salutary when it comes to pool training, but to ensure we get the most out of it.

Matthew Brew mentioned some tips to succeed with mobile knowledge also are our top tips for creating an effective and poignant mobile training strategy.

1. Make it easy to get started Learners will decide in 4- 5 clicks whether the mobile knowledge platform is worth the trouble. Reduce disunion in all stages of the onboarding trip and make it easy to renew literacy formerly logged in- we do this with indefectible knowledge, which gives learners direct access to knowledge content without the need to log in.

2. Design your mobile knowledge for mobile

Mobile knowledge is not simply shrinking being desktop- literacy to fit a smartphone screen. suppose about how you and your learners use a mobile phone and also make on that to produce an interactive and engaging mLearning experience. Replicating familiar conduct from their most accustomed apps will help you to produce an easy to use, intuitive interface.

3. Use video content

There's a reason why we calculate on YouTube tutorials rather than textbooks these days we're 95 more likely to retain information presented in video format, as it's simply easier for our brainpower to understand. Try incorporating video into your mobile knowledge content with a particular welcome from the company's CEO, a safety demonstration or a ' day in the life ' style lift on, replicating the bitesize video content we're used to consuming via social media.

4. trial with gamification

Applying game mechanisms analogous as points, leaderboards and openings to ' level up ' makes for a further enjoyable experience for end stoners and encourages duplication operation- it's why we get addicted to game apps on our phones, and it's what's going to boost completion rates for your training. In fact, companies who apply gamification rudiments in their training see a 60 increase in engagement and a 50 improvement in productivity.

5. Use a light- hearted, conversational tone

The words ' commercial training ' set off alarm bells for utmost people. Make sure to challenge this perception by using a light- hearted, conversational tone in your mobile literacy program- it's more engaging, it makes training feel like lower of a ' task ' and it's a better fit for a further informal platform.

6. Encourage nonstop literacy

The beauty of m- literacy is that it provides 24/7 access to training which end druggies can complete at a time and place that suits them, and it does n't have to stop at onboarding. Encourage nonstop literacy by suggesting new ways for them to upskill and boost performance this can be done by setting up touched off and contextual announcements which shoot them straight to the applicable training course.

The Significance of the study

The significance of the study lies in how smartphones can be used effectively in learning English language among university scholars. There are Some mobile operations that can be used in classrooms. scholars can use educational apps similar as Elsa, Duolingo,etc., to ameliorate their vocabulary and pronunciation.

objects of the study

This study aims to identify the part of the effectiveness of using smartphone and smartphone apps in English literacy development according to the Applied College womanish scholars ' point of view and the factors that affect their use.

Questions of the study

This study is designed to answer the following questions :

1. What's the scholars ' perception over the respectable use of smartphones in learning English language?
2. How do different Smartphone apps ameliorate scholars ' vocabulary and pronunciation?
3. What are the factors that affect the use of smartphones in learning English language regarding scholars ' opinions?

Variables of the study Smartphones- Smart University- Learning English Language

Research Methodology:

The population of the Study:

The original community of study is represented by the womanish scholars of the Applied College, King Khalid University. The exploration sample comported of a group of 120 womanish scholars from the Applied College.

The exploration tools

For data gathering and to probe the study questions, a questionnaire was designed and distributed to a sample of 120 scholars in three different sections in position 1. The questionnaire consists of 18 expressions that measure three confines. The expressions were distributed as follows:

1. Students' perception over the use of smartphones (1,2,3,4,6,8,9).
2. Smartphone apps ameliorate scholars' vocabulary and pronunciation (5,7,10,11,12).
3. Factors that affect the use of smartphones in learning English language (13,14,15,16,17).

Q1- 1. What's the scholars ' perception over the respectable use of smartphones in learning English language?

Grounded on the findings of this exploration, the maturity of the scholars prefer to use smartphones in their English language literacy, they delight using them, and they're comfortable to do their schoolwork, exercises demanded to learn English language, and assignments via their smartphone. Figure 1 shows that 89.1 percent of all actors agreed that the smartphone is a useful tool which helps them to learn English language and to unite with their schoolteacher in the class. According to the experimenters this result is reasonable as smartphones are used wisely, effectively, and meetly.

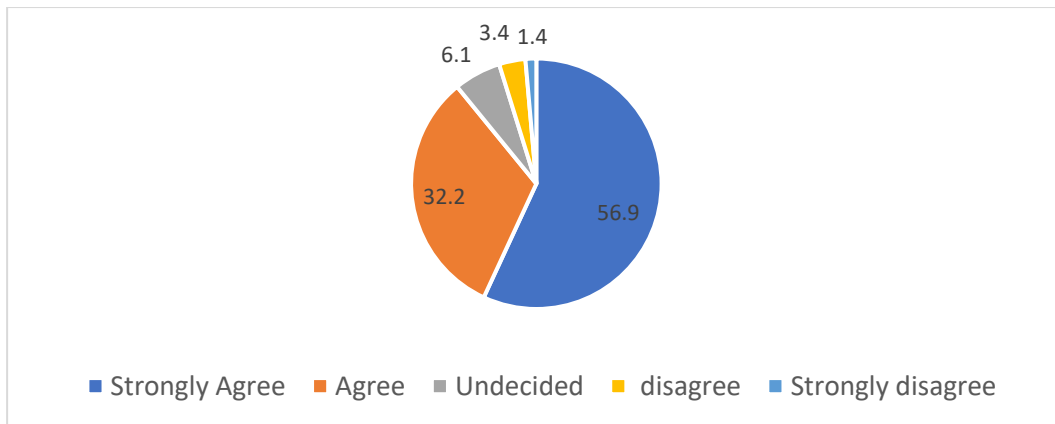


Figure 1: scholars’ perception over the respectable use of smartphones in learning English language

Q2- How do different smartphone apps ameliorate scholars ’ vocabulary and pronunciation?

Findings of the questionnaire also suggests that the maturity of scholars approved that it's applicable to learn vocabulary through mobile apps since it's available any place and at any time. Figure 2 illustrates that 90.6 percent of all actors use smartphone apps, they used them in learning the correct spelling and fluent pronunciation of English vocabulary. This finding is in line with another study by Farhana Diana Deris(2019) which also reported positive responses towards mobile technology as accessible and practical to be used.

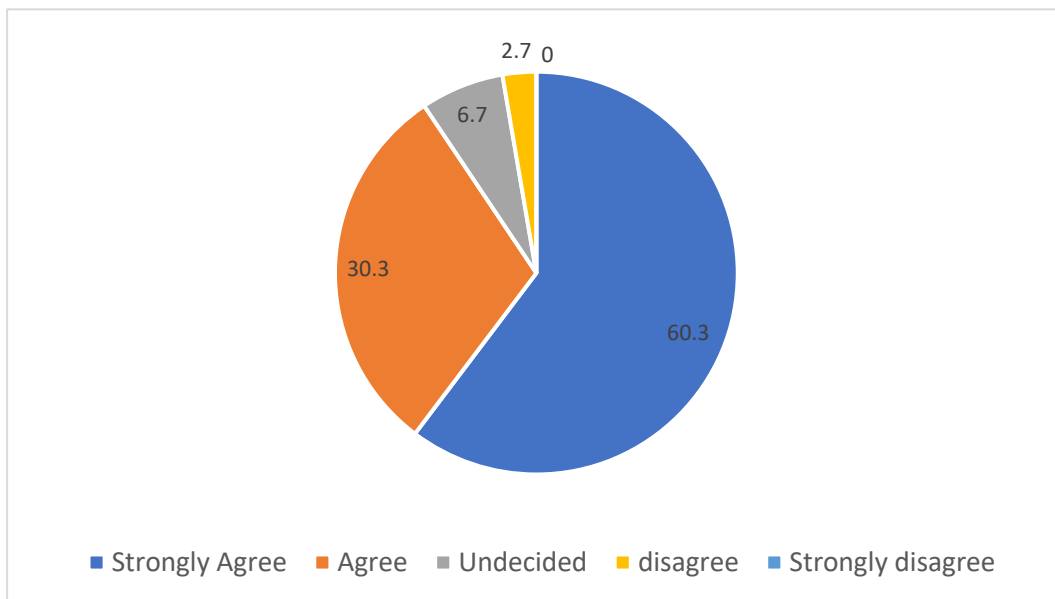


Figure 2: smartphone apps ameliorate scholars’ vocabulary and pronunciation

Q3- What are the factors that affect the use of smartphones in learning English language regarding scholars ’ opinions?

Figure 3 illustrates that the maturity of the scholars 57.6 agreed that there are no factors affect the use of smartphone in learning English. scholars don't have problems in using their smartphones in learning English. The smartphones, according to their responses, helped them in saving time and plutocrat. This result corresponded with results of George Mathew Nalliveettil and Talal Hail Khaled Alenazi which also reported positive responses towards helpful use of smartphones and set up that 75 of the scholars retain smartphones while the remaining 25 of them retain other electronic widgets like iPods, Tablets and

smartwatch. Findings of the questionnaire suggests that the impact of mobile phones in scholars ' everyday lives is more dominant than that of other electronic widgets.

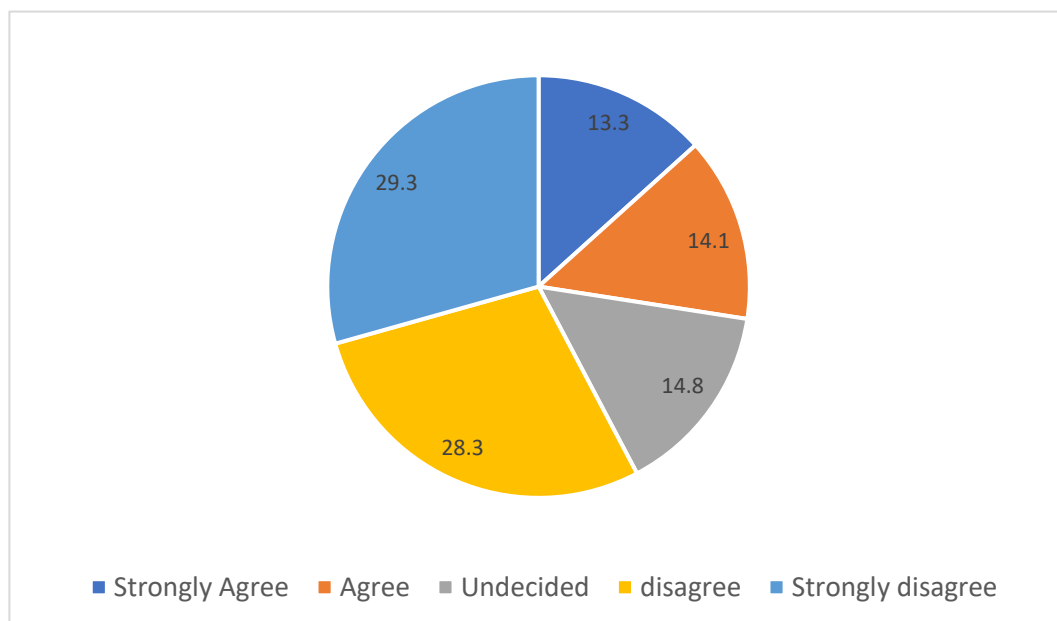


Figure 3: The factors that affect the use of smartphones in learning English language

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