Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6, 2862-2886
2024
Publisher: Learning Gate
DOI: 10.55214/25768484.v8i6.2574

The use of MALL EFL students at school level perceptions and challenges

Thamer Alharthi[1*], Mohammad Altarjami[2]
[1]King Abdulaziz University, Saudi Arabia; kulaib_rw@hotmail.com (T.A.).
[2]Ministry of Education, Saudi Arabia.

Abstract: With the ubiquity of technology, the demand to utilize technological tools in education has increased, particularly in learning and teaching English as a foreign language. This study aimed to explore the attitudes and difficulties associated with mobile-assisted language learning (MALL) among English as a foreign language (EFL) students in Saudi Arabian schools. The research follows the quantitative method and employs the technology acceptance model with suggested external factors as the framework of the study. The questionnaire, comprising 29 items in the Likert scale style, serves as the study's main tool. 31 third-grade high school students, from Al Madinah Al Munawwarah educational directorate, recruited in the study. For analysis, the proposal model is analyzed using the structural equation modeling (SEM) method. As a result, the study found largely positive attitudes toward using MALL for learning English. Moreover, the mean score analysis revealed a high percentage of mobile device ownership, potentially leading to significant time spent on these devices. However, the study found some challenges for the students that prevent them from using MALL effectively, such as the lack of school support and the high cost of some EFL learning applications. Future studies should expand the sample size and consider additional variables that could influence students' MALL utilization.

Keywords: *Attitudes, Language, Learning, Mobile assisted, Technology.*

1. Introduction

The English language represents the most prevalent language in the world these days, which is considered a global lingua franca. In fact, English is fast becoming a key instrument and serves as a bridge to bring the world together by simplifying different life aspects such as communication, trade, medicine, and education (Al-Asmari & Khan, 2014). English is the most widely used foreign language in more than 100 countries worldwide, confirming its status as an international language and as a fundamental property in various fields like business, diplomacy, computers, and science (Crystal, 2003; Sabti et al., 2014). Learning languages is a controversial field among educationalists and linguists due to the widespread methods and techniques used to master a language. Academically, there is an omnipresent growth in the field of learning English since many people demonstrate their interests in learning English and a primary concern of students. Learning English clearly is an increasingly important area in education which can boosts success in, especially at the tertiary level, and business. It also increases job opportunities and facilitates bridging across different cultures and nations. Contemporarily, technology is ubiquitous, attributing to the rapid proliferation of internet usage and the widespread adoption of smart devices. Recent developments in the field of technology have led to a renewed interest in learning English. So, this new generation of technology is characterized by its remarkable advancements, which have led to a profound explosion of knowledge acquisition methods. It is affirmed that technology can boost students' performance, engagement, and involvement in learning (Cobb et al., 2010; Hashim et al., 2016). As a result, several attempts have been made extensively to

* Correspondence: kulaib_rw@hotmail.com

explore and develop valuable tools within the realm of technology (Alshareef, 2018). In essence, technology has significantly advanced the field of English language education by familiarizing teachers with the latest methods to utilize within the classroom setting (Alsied & Pathan, 2013; Richards, 2014; YÜKSELİR, 2017). YÜKSELİR added that technology contributes to the activities because it encourages and engages learners in the language learning process. Sabti & Chaichan (2014a) mentioned that technology has gradually developed methods for teaching and learning English, both EFL and ESL, in the classroom. In the stream of technology development, some disciplines related to applied linguistics have emerged to be utilized in learning English. The most considerable aspect is computer-assisted language learning (CALL), which has roots in the mid-20th century and recent evidence suggests that it is difficult to pinpoint the beginning of this field to an individual or specific time because it has evolved progressively. This field considers the start point of mobile learning, or mobile-assisted language learning (MALL), a new trend in the field of learning English methods among school-age students. The rapid change in the domain of MALL and the uncertainty of the term mobile have led to varied definitions of MALL (Kukulsks-Hulme, 2009 as cited in Alshareef, 2018). The use of portable devices to facilitate learning, whether in a classroom setting or outside, is known as mobile learning (Kukulska-Hulme & Shield, 2008). In fact, mobile or, in general, smart devices, with the merits of portability and ease of use, lead to massive change, not just in education but also in our way of living, communicating, and learning. As a result, this interaction increases the authenticity, flexibility, and multi-dimensional setting for learning language (Kukulska-Hulme, 2018; as cited in Zhou et al., 2023). MALL's most important feature is its mobility, which is considered the main difference between CALL and MALL (Alnujaidi, 2021; Kukulska-Hulme & Shield, 2008). Mobility can also lead to more interesting experiences and new chances of learning (Mccarty et al., 2017). The gist is that the learner in MALL can be self-guided, self-motivated, and engage in learning by pursuing his personal needs for knowledge (Kukulska-Hulme & Shield, 2008). People are allegedly transitioning from the PC age to the mobilization age, which means they are adopting a novel approach to education: we learn rather than I teach (Norris & Soloway, 2011; Alnujaidi, 2021). The previous COVID-19 pandemic, which invaded the world, has locked people in their homes. Consequently, all the educational institutions and schools were required to run online education. This pandemic has changed the way we teach and learn, which means detecting the necessity of technological tools in education such as tablets and mobile phones for a higher degree. As a repercussion of the COVID-19 pandemic, the considerable shift in education led to a high demand for e-learning, particularly on virtual and digital platforms (Oraif & Elyas, 2021). It is noticeable that the ownership of mobile devices by high school students has boomed, which is compatible with the fast-paced involvement with technology in mobile devices (Nikolopoulou, 2018a). In Saudi Arabia, However, research has consistently shown that students as EFL learners are suffering from various issues that affect them during their learning journey. As it pointed out by (Alrabai, 2019) the low proficiency among Saudi EFL learners stems from the teacher-centered method, a lack of real stances to practice English, using the mother tongue mostly, the low level of autonomy, etc. Alrabai added that there is notably insufficient use of technological tools in the Saudi educational system, despite the fact that they have substantial benefits in delivering the language. The Saudi 2030 vision clearly aligns with the goal of transitioning to a more digital education system that supports both teacher performance and student advancement (Albiladi, 2022). There aren't many studies in Saudi Arabia measuring school-level students' perceptions of learning English (Alalwi, 2021). Research on high school students' attitudes towards using mobile devices for English learning appears to be lacking (Dashtestani & Hojatpanah, 2021). Burston & Giannakou (2022), in which his study aimed to collect studies and data about using MALL in different environments, affirmed that most studies in the field of MALL have mainly focused on higher education students, about 25% of the studies, or 21 out of 85, were conducted at preschool and primary school, and 14%, or 14 out of 85, were conducted at high school, indicating that this category is still under investigation. Little is known about high school

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

students' attitudes, and it is not clear what factor imped using Mobile devices in learning English. Thus, the current study aims to examine the perceptions and challenges of Saudi high school students regarding the use of mobile devices as an assisted tool for English learning.

The widespread use of English as the medium of instruction in various university majors and courses, such as medicine, engineering, sciences, and computers, underscores the demand for high school students to master English before commencing their university studies. Therefore, this trend places a growing demand on high school students to attain proficiency in English at an early stage. The current study will provide an important opportunity to advance our understanding of the impact of incorporating technology into learning English using MALL, both in formal classroom settings and informal learning environments. Additionally, the study endeavors to elucidate the significance of integrating mobile devices into formal education settings, which means enabling students to leverage smart devices to enhance the learning process within the confines of classrooms. With the high demand for English in line with the prevalence of technology, it is important to inspect students' attitudes towards using mobile device resources for learning English, guide them to comprehend, and enhance positive usage (Lu & Xiong, 2023). Nikolopoulou (2018) pointed out that educational policymakers, researchers, and teachers are using the findings of attitudes and perceptions studies to their advantage. He added that the crucial point is the correlation between adults' acceptance and the implementation of mobile learning in its different contexts.

1.1. The origin of MALL

The origin of mobile-assisted language learning in EFL stems from its wider scope, which is mobile learning (Zhou et al., 2023). YÜKSELİR (2017) also defined MALL as a branch that diverged from the mobile learning scope. He further elaborated that mobile-assisted language learning (MALL) could be effectively integrated with blended learning (BL), so that combination enhances the learning setting to be more sustainable and conducive to lifelong learning. Prandi et al. (2023) suggested that another use for mobile-assisted language learning could be in line with the idea of mobile learning objects (MLOs), which are "digital, interactive, adaptable, and reusable in different contexts, designed to support an educational objective through a mobile device". Kukulska-Hulme (2018) mentioned that Achilleos (2013) developed a novel concept of MALL, which is Mobile-Assisted Language Use MALU, seeing that regular interactions and engagements in daily life via devices in a social or academic context are key to language learning.

There is a large volume of published studies describing the role of mobile device in learning English. One of the most common characteristics of a mobile device is its portability, which has led to its widespread use in daily life (Pachler et al.2010; Mccarty et al., 2017). Furthermore, they emphasized that mobility is a virtue that can potentially extend learning beyond the classroom. There are numerous resources available for learning English on mobile devices, which can be found in the store as applications or by browsing websites on the internet. These resources offer a series of English lessons covering all English language skills (Alshareef, 2018). Other merits are stated by Kukulska-Hulme (2018) that the immediate delivery of various resources, assistance during emergencies, and access to social networks. Furthermore, the flexibility of using the mobile device whenever and wherever allows for fulfilling one's needs and selections, as well as easily sharing visuals and audios with others. The mobility feature could potentially distract learners by tempting them with activities that don't align with the learning context. Another disadvantage is the context, which may be insecure and penetrate personal privacy. Excessive use of mobile devices leads to health issues such as headaches, which turn the timeless and placeless benefits into negatives (Naismith et al., 2004; Çakmak, 2019b). Moreover, the difficulty of texting through mobile devices arises from the small screen size of the devices, which can be a drawback in others' opinions. Mobile-assisted language learning contributes to a variety of positive aspects of the learning process. Mccarty et al. (2017) presented several positives linked to MALL.

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

Collaboration with peers is considered one of these virtues. Based on their experiences, learners can enrich each other with resources. In the same vein, learners have the ability to customize their learning style, utilize a vast array of online learning resources, and progress at their own pace. Lu & Xiong (2023) found that mobile learning can enhance the learner's motivation for second or foreign language acquisition. Luís (2018) stated that trusted organizations and companies in the learning English domain, such as the British Council, Collins ELT, Cambridge University Press, and Macmillan, have developed and provided a vast number of applications for specialists in learning English in the stores of the most popular device brands, like Google Play and iTunes. The students' voices also confirmed the benefits of using MALL in the study environment to contact instructors, get feedback on their exams or assignments, and run exams online because they can easily cope with the devices (Al Mukhallafi, 2018).

1.2. MALL in English Leaning and Instruction

A considerable amount of literature has been published on the impact of mobile-assisted language learning among English language learners. The iPad is considered a one-handled device in the field of MALL. The study of (Al-Bogami & Elyas, 2020) investigated the effectiveness of using the iPad for learning and its activities in increasing students' engagement in the classroom. In a mixed-method study involving recruiting 20 female middle school students in a private school, the researchers utilized five apps to conduct their study: Quizlet®, iBook®, PoppletLite®, Polleverywhere®, and Pixton Comic Maker®. They found that motivation and participation were boosting and guiding the students in their activities. Additionally, the iPad confirmed its contribution to the group work and the learners' enjoyment.

Indeed, another crucial aspect is that MALL actively participates in collaborative efforts (Hu et al., 2023). In their study, a quantitative study among Chinese college students explored the students' experiences with using collaborative MALL and how they could increase and adopt the situation of collaborative MALL among them. The study found that this method is dominant among Chinese students in their educational journey. The data revealed that 73% of the students experienced the collaborative MALL. Furthermore, students had a positive attitude towards the importance of using MALL in their learning journey, leading to more adoption of this method.

YouTube, as one of the most popular social media apps, has mainly made considerable contributions to learning and teaching English. Binmahboob (2020a) examined the impact of using Youtube to improve speaking skill by EFL instructors on high school students. 30 female English teachers participated in a mixed-method study. The study found that YouTube made significant contributions to the students' speaking performance. Notably, teachers' perceptions revealed that one aspect involves prompting students to recall specific details from the videos they've watched. Additionally, the study showed that YouTube can reduce students' anxiety, leading to increased focus in the classroom.

WhatsApp is one of the most substantial apps nowadays. It had been used as a tool for learning languages by (Alamer et al, 2023). The researchers explored the potential impact of WhatsApp's features on students' autonomous motivation and learning achievement. The study followed a quasi-experimental approach in two groups: experimental and control. The experimental group completed tasks via WhatsApp, whereas the control group engaged in traditional teaching methods. The study confirmed its hypothesis that using WhatsApp improves students' motivation and achievement, resulting in a significant reduction in language anxiety.

WhatsApp has the potential to enhance grammar. Khan et al. (2022) examined the effectiveness of teacher feedback on the students's grammar performance. The study utilized the most common social media app, What's App. The study employed a quantitative methodology, recruiting 60 students into two groups: experimental and controlled. After watching grammar-related videos, the experimental group engaged in a WhatsApp group discussion, while the control group used Blackboard to provide

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

feedback on their performance. As a result, the data analysis from the study revealed that the experimental group using WhatsApp performed significantly better than the control group.

Telegram is another competitive app compared to WhatsApp. One study found the impact of Telegram on students' achievement, anxiety, and resilience in an academic setting. The results clearly demonstrate Telegram's influence on the previously mentioned characteristics. The academic achievement reaches a high level, whereas the anxiety reaches a low level (Zheng et al., 2023).

Another study for Telegram by Almansour (2022), investigated high school female students to reveal their perceptions, advantages, and disadvantages of learning EFL through Telegram and the possible skills to be improved through learning on Telegram. The study's findings showed that Telegram significantly enhances a majority of English language skills, particularly in writing, reading, and vocabulary. Distraction from other social media apps could be a remarkable drawback for learning English through Telegram and the internet connections issues as well. The application's ease of access and unpaid feature were the most significant advantages that resulted in the study.

Twitter (currently so-called X) is a common social media app that can be utilized in learning English. Allam et al. (2017) conducted a study to investigate the efficacy of using Twitter as a tool for learning English among EFL learners. The study found that factors contribute to adopting Twitter as a learning tool, such as English proficiency. However, students found Twitter to be a social platform for fun rather than academic purposes.

An experimental study was conducted by (Keezhatta & Omar, 2019) in which 120 high school students were chosen to apply the study. The study explored the influence of using MALL on reading skill specifically to increase their motivation and interactivity. Generally, researchers were aiming to improve students' reading through MALL. The study yielded positive results, exposing students to a variety of resources through MALL applications and enhancing their vocabulary.

MALL is not just for learning, but also for preparing for exams. Al Fraidan & Al-Harazi (2023a) conducted a study on university students' perceptions of using common social media applications such as WhatsApp, YouTube, Telegram, Twitter, Instagram, Snapchat, and Facebook for exam preparation. The study came to the conclusion that WhatsApp and YouTube are the most frequently used among students to prepare for their exams, proceeding to exploit them not just during the COVID-19 pandemic.

Does MALL contribute to EFL learners' listening skill? This question is examined by (Azar & Nasiri, 2014). In the range of six weeks, the researcher used audiobooks for various exercises on listening skills after examining the students' level through a placement test, the so-called Oxford placement test. The final step is for the students to respond to a questionnaire to capture their attitudes toward MALL. The findings demonstrated a considerable positive influence on the students' performance in their listening tasks, besides their bright perception of using MALL to boost their learning.

Students, particularly those at the school level, primarily use mobile devices to utilize electronic dictionaries for searching unknown words or verifying correct pronunciation. Alharbi (2022) examined the real ways that high school students use electronic dictionaries. In a mixed-method study, 145 students participated in the study by filling out the questionnaire and answering interview questions. The study showed that whatever the students' objectives in the electronic dictionaries, they confirmed the efficacy of this method in improving their vocabulary learning. However, the study revealed some difficulties encountered by students when using electronic dictionaries, such as choosing the appropriate meaning among various meanings and identifying the word's linguistic intricacies.

Govindasamy et al. (2019) studied the impact of using mobile as an assisted technology tool to enhance vocabulary. His quantitative study recruited 50 male and female students to perform pre- and post-tests of multiple-choice questions of synonyms. In comparison to using dictionaries on mobile devices, the researcher provided the students with a printed dictionary. Researchers found that students

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

who used the mobile device marked their grades better than those who used the printed dictionary. Researchers concluded that mobile device features could accelerate language learning more than traditional ones.

In terms of vocabulary, Alzahrani (2016) studied the effectiveness of MALL in developing vocabulary and its limitations. Based on the scanning study, the author found that regardless of the negatives related to the mobile features, such as the age-short battery and unsteady data, mobile learning is a powerful instrument in vocabulary growth.

In terms of paid apps on mobile devices' stores, Duolingo is one of the most famous apps, providing more than 30 languages for learning. The study by (Loewen et al., 2019) investigated the Turkish language as a second language for different non-native speakers. Most of the nine participants' first language was English; others were Korean, Nepali, and Chinese. It's important to note that the student's proficiency in Turkish is at a beginner's level. The low score tests conducted after each phase of the study indicated low effectiveness. However, the student's level of Turkish was better than before the study.

Another paid app is Cambly, which is most used commonlly among EFL learners. Alshammary (2020a) studies the effectiveness of Cambly to improve students' speaking. Initially, the study assessed the students' English-speaking skills using pre- and post-tests. During a month, participants were exposed to video calls through Cambly, with mentoring by the researcher. The result showed that the quantitative data manifested a limited influence on students speaking proficiency, in line with the qualitative one. One reason beyond that is the short time to practice a total of just 3 hours within a month. According to the study, the high cost of subscribing in comparison to class time is a deterrent to using this app.

Games are deemed to be the most effective stimulus tool in learning in general and in English language learning, particularly. Gamlo (2019) examined the effect of mobile games on FEL learners' motivation. According to Gamlo's study results, learners, based on the pre-survey, exhibit a level of motivation that is attributed to the importance of English as a job requirement or a mandatory course. The post-questionnaire found that the enjoyable way of learning English significantly boosted their motivation after exposing them to various apps and games.

A study from China (Lu & Xiong, 2023) investigated the attitudes of both students and teachers towards the use of mobile apps for English learning. The study employed a mixed method to broaden the perspectives, recruiting 30 students and 14 teachers from a high school. Both groups in the study made a significant contribution to the factor of learning outcome-oriented, accounting for 37% and 43% of the variation in the respective groups. Another confirmation from the study pertains to the motivation enhancement in using MALL for learning English, and the result revealed the contribution of this factor in particular among students.

The study seeks to answer the following research questions:

Q1: What are the perceptions of English language students at the school level about using MALL?

Q2: Are English language students aware of the challenges of using MALL? If so, what are the challenges that prevent them from using MALL at the school level?

2. Methodology

2.1. Participants

The population is the entire group subject to acquiring information by the researcher, while the sample is a portion of the population studied by the researcher (Stockemer, 2018). The study participants are high school students in particular who belong to Al Madinah Al Munawwarah educational directorate. The current study recruited a sample of 31 students from this population to participate and respond to the questionnaire. The participants are studying in the third grade at Dar al-Abrar High School, where they are placed in the health and life track. The Ministry of Education

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

implemented these tracks to prepare students for their academic orientations as they neared graduation. For research ethics, the contest and acceptance from the target community should elicit the sage of providing a high-quality chance for the researcher's credential as a real researcher (Cohen et al., 2007). The school administration has granted in-person permission for the research ethics, allowing us to distribute the questionnaire and collect data from the students.

2.2. The Framework of the Study

The study employed a quantitative method to investigate the perceptions and challenges of using MALL among EFL Saudi learners. The quantitative method can provide us with wide perspectives based on sample attitudes toward a specific topic (Oraif & Elyas, 2021). An additional advantage of using the quantitative method this method can be represented in the word "deductive," which means assuming a hypothesis based on theories or models and trying to confirm it or not through investigation (Litosseliti, 2010). The study adapted the technology acceptance model (TAM) as a framework for this research. This model is one of the most common theories to use for investigating perceptions and attitudes toward using a specific type of technology. Mobile-assisted language learning (MALL) has a wide correlation with this model. It is postulated by (Davis, 1989) that technology can be accepted and used by people based on two components, as follows: perceived of usefulness and perceived ease of use. Davis defined the perceived of usefulness as "the degree to which a person believes that using a particular system would enhance his or her job performance", whereas, the other component is the perceived ease of use, defined as "the degree to which a person believes that using a particular system would be free of effort". This model is considered crucial in understanding human behavior towards the potential acceptance or rejection of technology (Marangunić & Granić, 2015). In figure 1, the model shows the two main components, and the interaction between the two leads to an attitude to use the technology intentionally, which is finalized by actual use of the technology.

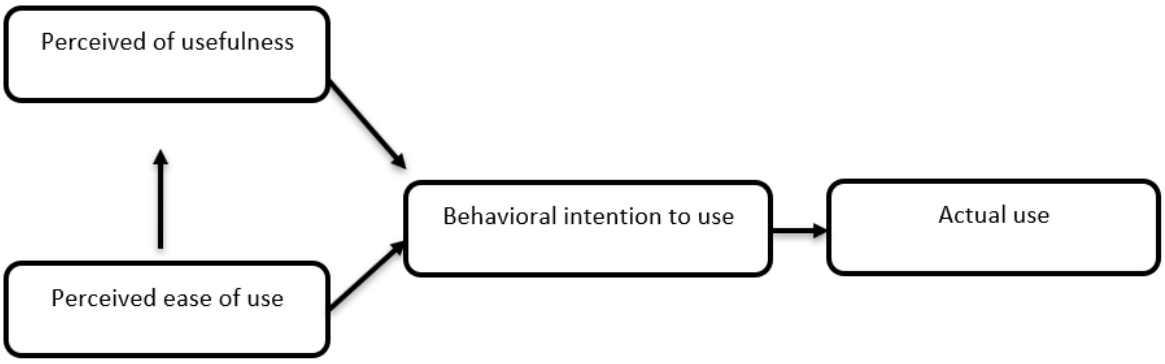

Figure 1.
Technology acceptance model (TAM).

This study utilizes the technology acceptance model to explore the perceptions and challenges of school-level students regarding the use of mobile-assisted language learning in EFL. The study suggests an expanded model of technology acceptance that fits the study setting by adding four factors: social influence, school support, financial cost, and self-efficacy. These factors may have an effect on the two main factors of TAM, which are perceived usefulness and perceived ease of use. See Figure 2.

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

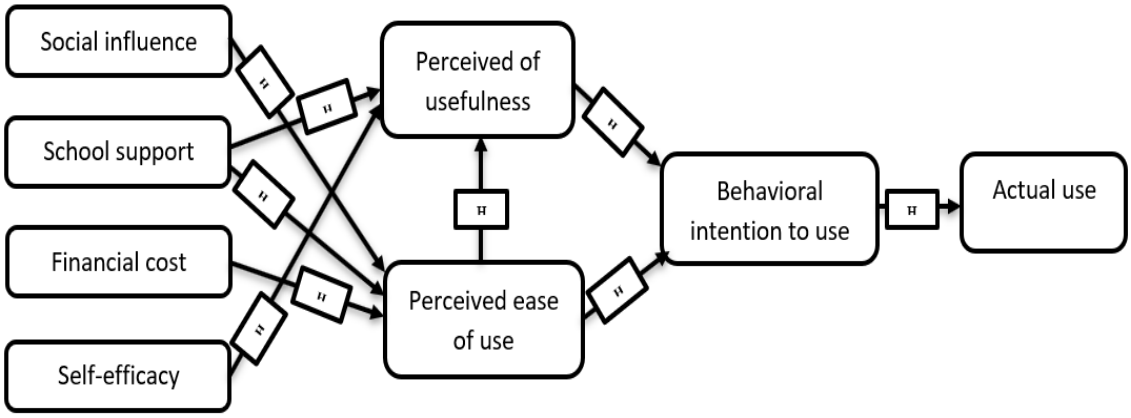

Figure 2.
The proposal model of the study.

2.3. Self-Reported Survey

The questionnaire is one of the most used tools in the quantitative approach. The respondents can fill out a list of questions with choices of answers (Kumar, 2011; Mukhallafi, 2018). The questionnaire was adopted from (Lin et al., 2023), (Moca & Badulescu, 2023c) and (Mutambik, 2018), which has been modified to suit the current study environment. The tool comprises nine sections, as illustrated in Table 1 The first section was to collect data about the participants demographics data; age, English level proficiency, time spend in using mobile, their goals in learning English via mobile. This section takes into consideration the right to privacy, as it is called by (Cohen et al., 2007), avoiding revealing any sensitive information. The second section contains six items based on the component perceived of usefulness; the third is perceived ease of use, which comprises six items. The fourth section has four items pertaining to the behavioral intention to use technology. The fifth section includes four items that relate to the actual use component. The other additional components were added as internal factors, as the social influence section contains two items, the school support section contains three items, the financial cost includes two items, and the last section, self-efficacy, comprises one item. To increase the reliability of the measures, the questionnaire formulated with English and Arabic items in order to avoid any misunderstanding.

Table 1.
Questions structures of the questionnaire.

Section	Describtion	No. of questions
1	Demograpic data	6
2	Percieved of usefulness	5
3	Perceived ease of use	5
4	Behavioral intention to use	2
5	Actual use	3
6	Social influence	2
7	School support	2
8	Financial cost	3
9	Self-efficacy	1

The questionnaire was piloted by hand to be examined before distribution and conducting the main study (See Appendix A). It is a critical procedure in which enhances the success of the study result (Van

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

Teijlingen et al. 2001; Mutambik, 2018b). Two items in Section 9, which examined the variable of self-efficacy, were deleted due to their vagueness based on students' performance in the questionnaire pilot. After that, an electronic questionnaire was formed via Microsoft Forms, and revised to send it to the vice principal of the school who then distributed it through a WhatsApp group for the students.

2.4. Procedure

The data were analysed with the Statistical Package for Social Sciences (SPSS 22.0). Inferential analyses, namely paired-sample *t*-tests, were conducted to detect any difference between the learners' knowledge of receptive versus productive vocabulary knowledge. Subsequently a one-way ANOVA was performed to arrive at the contribution of the two independent variables (receptive and productive modes of vocabulary knowledge, word classes) to the dependent variable (participants' tests scores).

3. Results

In table 2, the data in this section reveals several key insights about the surveyed population. Most respondents (93.50%) aged in the range 17-18 years old, signifying a youthful sample. Regarding English proficiency, most respondents position themselves intermediate level (58.10%), followed by beginner level (25.80%), with a smaller portion claiming advanced proficiency (16.10%), variety in the English proficiency is noticed in this item. In terms of devices ownership, respondents emerge that 83.90% have mobile device. Interestingly, (67.70%) of the students spends four or more hours daily on their mobile devices, while 32.30% spends 2 hours or more, indicating a high level of engagement with digital technology. However, the portion of learning English from daily on devices is little, a majority (58.10%) spend one hour or less daily on their devices for learning English, potentially highlighting a disparity between general purpose and specific ones to use mobile device among the respondents. Among the participants' MALL targets, listening to English audios, practicing speaking, and learning vocabulary accounted for the largest portion, with 26.1%, 23.9%, and 20.7%, respectively. Reading English contents is slightly lower (18.5%), followed by practice writing (8.7%).

Table 2.
Demographic section statistics.

Items	Frequency	Percent
How old are you?		
17 - 18	29	93.50%
19 - 20	2	6.50%
What is your English level?		
Beginner	8	25.80%
Intermediate	18	58.10%
Advanced	5	16.10%
What is your own mobile device?		
Mobile Phone	26	83.90%
Tablet	1	3.20%
iPad	2	6.50%
I don't have device	1	3.20%
Other	1	3.20%
How many hours do you spend daily on your mobile device?		
2 hours or more	10	32.30%
4 hours or more	21	67.70%
How many hours do you spend to use the mobile device for learning English?		

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

1 hour or less daily	18	58.10%
2 to 3 hours daily	5	16.10%
Other	8	25.80%
What is your goal of using MALL for learning english?		
Learn vocabualry	19	20.7%
Practice speaking	22	23.9%
Listen to audios	24	26.1%
Read english text	17	18.5%
Pracitse writing	8	8.7%
Other	2	2.2%

3.1. Perceived of Usefulness Descriptive Analysis

In table 3, the descriptive analysis of the perceived of usefulness which provides perceptions of respondents regarding the use of mobile devices for learning English. After analyzing the mean scores, it appears that participants consider the mobile device useful for learning English. The highest mean score of 4.65 is attributed to the statement that gives a general overview of the usefulness, which is "I find using the mobile device is useful for learning English," while the lowest is the statement of increasing productivity (mean = 4.06) also receive high mean scores, indicating that respondents believe mobile devices contribute positively to their academic endeavors and help enhance their learning outcomes. Overall, the analysis suggests that respondents perceive mobile devices as an important instrument for English language learning, providing benefits in terms of efficiency, productivity, study performance enhancement, and convenient access to learning resources instantly. In Table 4, there are more details about the frequency and percent of the perceived usefulness component.

Table 3.
Perceived of usefulness statistics.

Perceived of usefulness	**Mean**	**SD**
I use the mobile device for learning English to accomplish learning tasks more quickly.	4.35	1.05
I use the mobile device for learning English to improve my study performance.	4.1	0.944
I use the mobile device for learning English to increase my productivity.	4.06	0.772
I find using the mobile device is useful for learning English.	4.65	0.839
I use the mobile device for learning English to access instantly on learning tasks regardless of my location.	4.03	0.836

Table 4.
Perceived of usefulness frequency & percents.

Perceived of usefulness	**Frequency**	**Percent**
I use the mobile device for learning English to accomplish learning tasks more quickly.		
Strongly disagree	1	3.20%
Disagree	1	3.20%
Neutral	4	12.90%
Agree	5	16.10%
Strongly agree	20	64.50%
I use the mobile device for learning English to improve my study performance.		
Strongly disagree	1	3.20%
Neutral	6	19.40%

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

Agree	12	38.70%
Strongly agree	12	38.70%
I use the mobile device for learning English to increase my productivity.		
Disagree	1	3.20%
Neutral	5	16.10%
Agree	16	51.60%
Strongly agree	9	29.00%
I find using the mobile device is useful for learning English.		
Strongly disagree	1	3.20%
Neutral	1	3.20%
Agree	5	16.10%
Strongly agree	24	77.40%
I use the mobile device for learning English to access instantly on learning tasks regardless of my location.		
Disagree	1	3.20%
Neutral	7	22.60%
Agree	13	41.90%
Strongly agree	10	32.30%

3.2. Perceived Ease of Use

Table 5 presents additional statistics on the perceived ease of use, along with a descriptive analysis of respondents' perceptions regarding the usability of mobile devices for English learning. Firstly, examining the mean scores clearly indicates that respondents generally perceive mobile devices as a flexible tool to use for English learning tasks. The highest mean score of 4.48 is attributed to the statement, "I find the mobile device for learning English is easy to use." This attitude is affirmed by the lower score of 2.06 in the statement that using mobile devices causes fatigue. Overall, the analysis suggests that respondents perceive mobile devices as user-friendly tools for learning English and convenient access to learning resources. In Table 6, there are more details about the frequency and percentages of the perceived ease of use component.

Table 5.
Perceived ease of use statistics.

Perceived Ease of Use	Mean	SD
I find using the mobile device for learning English is cumbersome.	2.06	0.854
I find the mobile device for learning English is easy to use.	4.48	0.769
I feel it is easy to become skillful in using the mobile device for learning English.	4.16	0.86
I find it is flexible to use the mobile device for learning English.	4.39	0.761
I can easily access to resources for learning English through the mobile device.	4.39	0.844

Table 6.
Perceived ease of use frequency & percents.

Perceived Ease of Use	Frequency	Percent
I find using the mobile device for learning English is cumbersome.		
Strongly Disagree	9	29.00%
Disagree	12	38.70%

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

Neutral	9	29.00%
Agree	1	3.20%
I find the mobile device for learning English is easy to use.		
Disagree	1	3.20%
Neutral	2	6.50%
Agree	9	29.00%
Strongly agree	19	61.30%
I feel it is easy to become skilful in using the mobile device for learning English.		
Disagree	2	6.50%
Neutral	3	9.70%
Agree	14	45.20%
Strongly agree	12	38.70%
I find it is flexible to use the mobile device for learning English.		
Disagree	1	3.20%
Neutral	2	6.50%
Agree	12	38.70%
Strongly agree	16	51.60%
I can easily access to resources for learning English through the mobile device.		
Strongly disagree	1	3.20%
Neutral	1	3.20%
Agree	13	41.90%
Strongly agree	16	51.60%

3.3. Behavioural Intentions to Use

This part demonstrates the analysis of behavioral intentions to use mobile devices for learning English based on respondents' attitudes. We tested the mean score in Table 7 and found that respondents generally have positive behavioral intentions toward using mobile devices for English learning. The statement "Using mobile devices for English learning is a good idea" received the highest mean score of 4.71. The other statement creates consistency with the previous one, as it scored a mean (4.19), an indication that participants find enjoyment in using MALL. In Table 8, there are more details about the frequency and percentages of the behavioral intention to use component.

Table 7.
Behavioral intention to use statistics.

Behavioural intentions to use	**Mean**	**SD**
I believe it is a good idea to use the mobile device for learning English.	4.71	0.461
I believe that I will enjoy using the mobile device for learning English.	4.19	0.946

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

Table 8.
Behavioral intention to use frequency & percents.

Behavioural intentions to use	Frequency	Percent
I believe it is a good idea to use the mobile device for learning English.		
Agree	9	29.00%
Strongly Agree	22	71.00%
I believe that I will enjoy using the mobile device for learning English.		
Strongly Disagree	1	3.20%
Neutral	5	16.10%
Agree	11	35.50%
Strongly Agree	14	45.20%

3.4. Actual Use

In Table 9, the data present the score mean, which is examined to analyze the actual use of respondents' behaviors and intentions regarding the utilization of mobile devices for learning English. The mean score of 3.87 for the statement "I prefer using the mobile device for learning English over other learning tools" results in a moderate level of agreement among respondents regarding their preference for mobile devices as a learning tool. The other items have a higher mean score of 4.16 for both, indicating strong agreement among respondents regarding their intention to recommend and continue using mobile devices for English learning. Table 10 gives more details about the frequency and percentages of the actual use component.

Table 9.
Actual use statistics.

Actual Use	Mean	SD
I prefer using the mobile device for learning English over other learning tools.	3.87	0.885
I will recommend the mobile device for learning English to my classmates.	4.16	0.82
I plan to use the mobile device for learning English in the future.	4.16	0.735

Table 10.
Actual use frequency & percents.

Actual Use	Frequency	Percent
I prefer using the mobile device for learning English over other learning tools.		
Disagree	1	3.20%
Neutral	11	35.50%
Agree	10	32.30%
Strongly Agree	9	29.00%
I will recommend the mobile device for learning English to my classmates.		
Disagree	1	3.20%
Neutral	5	16.10%
Agree	13	41.90%
Strongly Agree	12	38.70%
I plan to use the mobile device for learning English in the future.		
Neutral	6	19.40%
Agree	14	45.20%
Strongly Agree	11	35.50%

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

3.5. Social Influence

Table 11 shows statistics related to the additional factor of social influence. In an analytical description, the data provides insights into the impact of family and peer support on respondents' usage of mobile devices for learning English. Examining the mean scores, it's clear that respondents perceive both family and peer influence positively in relation to their use of MALL. The family influence has a mean score of 3.77, while the friend influence has a mean score of 3.74. In Table 12, there are more details about the frequency and percentages of the social influence component.

Table 11.
Social influence statistics.

Social Influence	**Mean**	**SD**
My family support me to use the mobile device for learning English.	3.77	1.087
My friends' recommendation influences me to use the mobile device for learning English.	3.74	0.965

Table 12.
Social influence frequency & percents.

Social Influence	**Frequency**	**Percent**
My family support me to use the mobile device for learning English.		
Strongly Disagree	1	3.20%
Disagree	2	6.50%
Neutral	10	32.30%
Agree	8	25.80%
Strongly Agree	10	32.30%
My friends' recommendation influences me to use the mobile device for learning English.		
Disagree	3	9.70%
Neutral	10	32.30%
Agree	10	32.30%
Strongly Agree	8	25.80%

3.6. School Support

As shown in Table 13, school support statistics are based on students' responses to perceived assistance and guidance from educational institutions and teachers in utilizing MALL. The mean score test reveals that there are varying levels of support from their schools and teachers regarding the use of mobile devices for English learning. The mean score of 2.81 for school support represents a moderate level to somewhat of agreement on the supportiveness of their schools. The mean score for teacher assistance is 3.58, indicating a higher level of agreement regarding teachers' role in providing guidance and support. Table 14 gives more details about the frequency and percentages of the school support component.

Table 13.
School support statistics.

School Support	**Mean**	**SD**
My school support me to use the mobile device for learning English.	2.81	1.4
My teacher guides and supports me on how to use the mobile device for learning English.	3.58	1.385

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

Table 14.
School support frequency & percents.

School Support	Frequency	Percent
My school support me to use the mobile device for learning English.		
Strongly Disagree	6	19.40%
Disagree	10	32.30%
Neutral	4	12.90%
Agree	6	19.40%
Strongly Agree	5	16.10%
My teacher guides and supports me on how to use the mobile device for learning English.		
Strongly Disagree	4	12.90%
Disagree	3	9.70%
Neutral	5	16.10%
Agree	9	29.00%
Strongly Agree	10	32.30%

3.7. Financial Cost Descriptive Analysis

In Table 15, the data analysis of the financial cost factor provides insights into respondents' perceptions and behaviors regarding the accessibility and affordability of utilizing MALL, particularly in relation to internet access and the use of paid and free apps. Apparently, the mean scores suggest that respondents generally perceive internet access as easily accessible for utilizing mobile devices for English learning. 4.61, the mean score for ease of access to the internet, such as Wi-Fi, 5G, or 4G, indicates a high level of agreement on this notion. Furthermore, participants expressed positive attitudes toward using free apps for learning English on mobile devices, with a mean score of 4.45. However, respondents' perception of using paid applications for MALL is less positive, as evidenced by a lower mean score of 2.26 for the corresponding statement, suggesting that participants may find paid applications less appealing due to potential financial barriers. Table 16 provides more statistics about the frequency and percentages of the financial cost component.

Table 15.
Financial cost statistics.

Financial Cost	Mean	SD
I can easily access on the internet as Wi-Fi, 5G, or 4G to use the mobile device for learning English.	4.61	0.844
I use the mobile device for learning English through paid apps.	2.26	1.064
I use the mobile device for learning English through free apps.	4.45	0.925

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

Table 16.
Financial cost frequency & percents.

Financial Cost	Frequency	Percent
I can easily access on the internet as Wi-Fi, 5G, or 4G to use the mobile device for learning English.		
Strongly disagree	1	3.20%
Neutral	1	3.20%
Agree	6	19.40%
Strongly agree	23	74.20%
I use the mobile device for learning English through paid apps.		
Strongly disagree	8	25.80%
Disagree	13	41.90%
Neutral	4	12.90%
Agree	6	19.40%
I use the mobile device for learning English through free apps.		
Strongly disagree	1	3.20%
Neutral	3	9.70%
Agree	7	22.60%
Strongly agree	20	64.50%

3.8. Self-Efficacy

Table 17 shows a 4.45 score mean for the sole statement of the self-efficacy factor, indicating a strong agreement among respondents regarding their perceived competency in utilizing MALL. Notably, respondents generally have a high level of confidence in their skills to efficiently use mobile devices for English learning. In Table 18, there are more details about the frequency and percentages of the self-efficacy component.

Table 17.
Self-efficacy statistics.

Self-efficacy	Mean	SD
I have enough skills on how to use efficiently the mobile device for learning English.	4.45	0.888

Table 18.
Self-efficacy frequency & percents.

Self Efficacy	Frequency	Percent
I have enough skills on how to use efficiently the mobile device for learning English		
Disagree	2	6.50%
Neutral	2	6.50%
Agree	7	22.60%
Strongly Agree	20	64.50%

Table 19 presents the comprehensive outcomes of the mean score and standard deviation for all factors. The data indicates that the behavioral intention to use and self-efficacy received the highest marks, with a mean score of 4.45. In contrast, school support and social impact received the lowest marks, with mean values of 3.29 and 3.75, respectively.

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

Table 19.
The overall mean and standard derivation of the variables.

Variables	Mean	SD
Actual use	4.06	0.64
Behavioral intention to use	4.45	0.58
Perceived of usefulness	4.23	0.54
Perceived ease of use	3.89	0.45
Social influence	3.75	0.80
School support	3.19	1.19
Financial cost	3.77	0.62
Self-efficacy	4.45	0.88

4. Discussion

In general, the study found that EFL learners at the high school level have positive attitudes towards using mobile devices for learning English. This emphasized the importance of using mobile devices in EFL in a school setting to enhance teaching and learning English (Alshareef, 2018). Looking profoundly at the demographic section, based on the findings from the first item, students are characterized by a youthful age. The majority of the students self-identified as having an intermediate level of English proficiency. The findings further support the idea that the ubiquity of technology increased the rate of ownership of mobile devices even among high school students, as shown in Table 2, where the whole students have their own devices except one student, and 83% have mobile phones, and this is consistent with (Nikolopoulou, 2021). The most interesting finding in the demographic section is that more than 67% of the students are spending 4 hours or more on their mobile device for general purposes; this claim was also affirmed in the study by (Al-Qarni, 2014). According to the fifth item in the demographic section, students undoubtedly use mobile devices for learning English. Regardless of the amount of time, 58.10% of the participants spend one hour or less using the mobile device to learn English, followed by the other option (25.8%), representing a different time plan or likely having an unfixed time. Various studies cited in the literature review provide numerous indicators of the use of mobile devices for English learning, such as WhatsApp (Alamer et al., 2023) Telegram (Almansour, 2022b) Youtube (Binmahboob, 2020b), electornic dictionaries (Alharbi, 2022), Cambly (Alshammary, 2020b), Dolingue (Loewen et al., 2019), Twitter (Allam et al., 2017), social media apps (Al Fraidan & Al-Harazi, 2023b).

In terms of the students' learning objectives, they primarily use their mobile devices to listen to audios, practice speaking, and acquire vocabulary. There are several possible explanations for this result: the students are self-aware of their goals for learning English and the ways they should use their mobile devices. It appears that by using MALL, learners may expose themselves to authentic materials that are more accessible, such as talking with and listening to native speakers. The previous potential assumptions are in agreement with the studies of (Alshammary, 2020b; Azar & Nasiri, 2014) It is evident that MALL played a significant role in the learner center method, as it addressed students' concerns about using mobile devices to master the English language. Additionally, the considerable resources on mobile devices, besides the websites available on the internet, are easy to access, which means students can expose themselves to authentic materials by speaking with native speakers online.

The findings demonstrated to a large extent positive perceptions toward using mobile-assisted language learning, as it was mentioned in Table 2 that the majority of the students owned mobile devices, and they are spending one hour or less to pursue their targets to learn English. According to the original theory of TAM, perceived of usefulness and perceived ease of use have an effect on the behavioral intention to use the technology.

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

In the current study, the two variables resulted in a positive influence on the behavioral intention to use and further the actual use of MALL. Thus, the high mean score of the four components shown in Table 19 supports hypotheses 7, 8, and 9 in table 4.3. These findings mirror the previous studies (Alharbi, 2024; Darsih & Asikin, 2020; Naveed et al., 2020; Qashou, 2021). The perceived of usefulness is unaffected positively by the influence variable, so the first hypothesis is unsupported, which may possibly mean the students feel trust in their abilities and, to some extent, self-directed and self-efficacy. This outcome is consistent with (Shen et al., 2023). However, the data in Table 12, which presents the frequency and percentages of social influence, reveals that the students' responses largely align with and are in agreement with the statements, which means that they may be influenced by their social circle's ideas in terms of using MALL. Illustrations in Table 16 show that 74% of students can easily access the internet, regardless of its type, leading to acceptance of hypothesis 4, which suggests that financial cost positively influences perceived ease of use. As shown in Table 17, single-item measurement of the variable fails to yield a comprehensive understanding of perception. Therefore, the mean score of the self-efficacy variable indicates that learners have a significant capability to use MALL in English language learning. This is indeed compatible with the result of (Qashou, 2021). The students recognized a challenge in Table 13, as the mean score for items describing the school's support, administration, and equipment was 2.81. This finding is consistent with (Alhassan, 2016; Mutambik, 2018a) as schools are not ready to support students within schools' boundaries, and similarly (Alqarni, 2023) there is an absence of technology in high schools in Saudi Arabia. In Table 15, another challenge appeared: the mean score of the second item of the financial cost variable revealed an obstacle to exploiting MALL. The problem is that some applications that provide English content are expensive. This challenge is in line with (Alshammary, 2020b) study.

5. Conclusion

The purpose of the current study was to evaluate the impact of mobile-assisted language learning on EFL students at the school level in Saudi Arabia. This study found that students generally perceived positive attitudes. Nevertheless, some challenges were revealed in the study that may hinder the student's ability to exploit mobile devices properly for learning English. This research broadens our understanding of how to effectively utilize technology, particularly mobile devices, to achieve our goals, including English learning. Therefore, in education, we are moving from a teacher-centered approach to a learner-centered approach. Number of important limitations need to be considered that the sample size in the study can't allow for generalizing the findings, which means there needs to be an increase in further studies. Another limitation is that the questionnaire items should be more than three or four to elicit clear perceptions from participants. Further research on external variables, such as time and its impact on perceived usefulness, would be beneficial, as would the consideration of additional mediators, such as the user experience.

References

[1] Al Fraidan, A., & Al-Harazi, E. M. (2023). Using social media platforms to prepare for examinations post Covid-19: The case of saudi university EFL learners. *Heliyon, 9*(11). https://doi.org/10.1016/j.heliyon.2023.e21320

[2] Almansour, S. M. (2022). The Effectiveness of Using Telegram App in Learning English as a Foreign Language among Secondary School Students: فاعلية استخدام تطبيق التيليجرام في تعلم اللغة الإنجليزية كلغة أجنبية لدى طالبات المرحلة الثانوية. *مجلة العلوم التربوية و النفسية, 6*(9), 162–175. https://doi.org/10.26389/ajsrp.c100821

[3] Al Mukhallafi, T. R. (2014). *Computer assisted language learning for learning English in Saudi Arabia* (Doctoral dissertation).

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

[4] Alalwi, F. (2021). Attitudes of Saudi Common First Year Students Towards English as a Foreign Language. *The Asian ESP Journal* , *17*(1).

[5] Alamer, A., Al Khateeb, A., & Jeno, L. M. (2023). Using WhatsApp increases language students' self-motivation and achievement, and decreases learning anxiety: A self-determination theory approach. *Journal of Computer Assisted Learning*, *39*(2), 417–431. https://doi.org/10.1111/jcal.12753

[6] Albiladi, W. S. (2022). English teaching and learning in Saudi Arabia: Emerging practices and strategies for achieving the educational objectives of the Saudi Vision 2030. *Journal of Language Teaching and Research*, *13*(4), 781-789.

[7] Al-Asmari, A., & Khan, S. (2014). World Englishes in the EFL Teaching in Saudi Arabia. *AWEJ*, *1*(1), 316–325. www.awej.org

[8] Al-Bogami, B., & Elyas, T. (2020). Promoting Middle School Students' Engagement Through Incorporating iPad Apps in EFL/ESL Classes. *SAGE Open*, *10*(2). https://doi.org/10.1177/2158244020926570

[9] Alharbi, B. (2022). Investigating the Adaptation of Saudi High School Students to Electronic Dictionaries as Language Learning Tools. *World Journal of English Language*, *12*(7), 98–105. https://doi.org/10.5430/wjel.v12n7p98

[10] Alharbi, J. M. (2024). MALL as a Language Learning Tool for Saudi EFL University Learners: An Empirical Study With Reference to TAM. *Journal of Language Teaching and Research*, *15*(1), 271–280. https://doi.org/10.17507/jltr.1501.30

[11] Alhassan, R. (2016). Mobile Learning as a Method of Ubiquitous Learning: Students' Attitudes, Readiness, and Possible Barriers to Implementation in Higher Education. *Journal of Education and Learning*, *5*(1), 176. https://doi.org/10.5539/jel.v5n1p176

[12] Allam, M., Elyas, T., Bajnaid, A., & Rajab, H. (2017). Using Twitter as an ELT Tool in the Saudi EFL Context. *International Journal of Linguistics*, *9*(5), 41. https://doi.org/10.5296/ijl.v9i5.11813

[13] Alnujaidi, S. (2021). Adoption of mobile assisted language learning (Mall) in saudi arabian efl classrooms. *Journal of Language Teaching and Research*, *12*(2), 312–323. https://doi.org/10.17507/jltr.1202.13

[14] Al-Qarni, A. (2014). *The Attitudes of Arabic Learners of English to Mobile Assisted Language Learning*.

[15] Alqarni, A. M. (2023). *The Level of Technology use in the Saudi Arabian Secondary School English Language Classroom*. *S2*, 753–767. www.migrationletters.com

[16] Alrabai, F. (2019). Learning English in Saudi Arabia. In Christo Moskovsky & Michelle Picard (Eds.), *English as a Foreign Language in Saudi Arabia New Insights into Teaching and Learning English* (pp. 102–119). Routledge.

[17] Alshammary, M. S. (2020). The Impact of Using Cambly on EFL University Students' Speaking Proficiency. *English Language Teaching*, *13*(8), 12. https://doi.org/10.5539/elt.v13n8p12

[18] Alshareef, F. (2018). *The importance of Using Mobile Learning in Supporting Teaching and Learning of English language in the secondary stage*. *9*(15). www.iiste.org

[19] Alzahrani, H. (2016). Examining the effectiveness of utilizing mobile technology in vocabulary development for language learners. *Arab World English Journal (AWEJ) Vol*, *6*.

[20] Azar, A. S., & Nasiri, H. (2014). Learners' Attitudes toward the Effectiveness of Mobile Assisted Language Learning (MALL) in L2 Listening Comprehension. *Procedia - Social and Behavioral Sciences*, *98*, 1836–1843. https://doi.org/10.1016/j.sbspro.2014.03.613

[21] Binmahboob, T. (2020). YouTube as a Learning Tool to Improve Students' Speaking Skills as Perceived by EFL Teachers in Secondary School. *International Journal of Applied Linguistics and English Literature*, *9*(6), 13. https://doi.org/10.7575/aiac.ijalel.v.9n.6p.13

[22] Burston, J., & Giannakou, K. (2022). MALL language learning outcomes: A comprehensive meta-analysis 1994-2019. *ReCALL*, *34*(2), 147–168. https://doi.org/10.1017/S0958344021000240

[23] Cakmak, F. (2019). Mobile learning and mobile assisted language learning in focus. *Language and Technology*, *1*(1), 30-48.

[24] Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education (Sixth Editionth ed.). *Abingdon, Oxon OX14 4RN: Routledge-Taylor and Francis e-Library. ISBN*, *13*, 978-0.

[25] Darsih, E., & Asikin, N. A. (2020). Mobile Assisted Language Learning: EFL Learners' Perceptions Toward the Use of Mobile Applications in Learning English. *English Review: Journal of English Education*, *8*(2), 183-194.

[26] Dashtestani, R., & Hojatpanah, S. (2021). Mobile-Assisted Language Learning in a Secondary School in Iran: Discrepancy Between the Stakeholders' Needs and the Status Quo. In *Handbook for Online Learning Contexts: Digital, Mobile and Open: Policy and Practice* (pp. 1–366). Springer International Publishing. https://doi.org/10.1007/978-3-030-67349-9

[27] Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly: Management Information Systems*, *13*(3), 319–339. https://doi.org/10.2307/249008

[28] Gamlo, N. (2019). The Impact of Mobile Game-Based Language Learning Apps on EFL Learners' Motivation. *English Language Teaching*, *12*(4), 49. https://doi.org/10.5539/elt.v12n4p49

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

[29] Govindasamy, P., Yunus, M. M., & Hashim, H. (2019). Mobile assisted vocabulary learning: Examining the effects on students' vocabulary enhancement. *Universal Journal of Educational Research*, *7*(12 A), 85–92. https://doi.org/10.13189/ujer.2019.071911

[30] Hashim, H., Yunus, M. Md., & Embi, M. A. (2016). Pre-University English as Second Language (ESL) Learners' Attitude towards Mobile Learning. *Creative Education*, *07*(08), 1147–1153. https://doi.org/10.4236/ce.2016.78119

[31] Hu, L., Hei, D., Wang, H., & Dai, X. (2023). Chinese college students collaborative mobile-assisted language learning experience and flow as a key factor for further adoption. *Frontiers in Psychology*, *14*. https://doi.org/10.3389/fpsyg.2023.1165332

[32] Keezhatta, M. S., & Omar, A. (2019). Enhancing Reading Skills for Saudi Secondary School Students through Mobile Assisted Language Learning (MALL): An Experimental Study. *International Journal of English Linguistics*, *9*(1), 437. https://doi.org/10.5539/ijel.v9n1p437

[33] Khan, R. M. I., Ali, A., & Alouraini, A. (2022). Mobile Learning in Education: Inevitable Substitute during COVID-19 Era. *SAGE Open*, *12*(4). https://doi.org/10.1177/21582440221132503

[34] Kukulska-Hulme, A. (2018). Mobile-assisted language learning [Revised and updated version in online]. *The Concise Encyclopedia of Applied Linguistics. Wiley.*

[35] Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, *20*(3), 271-289.

[36] Lin, E. Y. C., Hsu, H. T., & Chen, K. T. C. (2023). Factors that influence students' acceptance of mobile learning for EFL in higher education. *Eurasia Journal of Mathematics, Science and Technology Education*, *19*(6). https://doi.org/10.29333/EJMSTE/13219

[37] Litosseliti, L. (Ed.). (2018). *Research methods in linguistics*. Bloomsbury Publishing.

[38] Loewen, S., Crowther, D., Isbell, D. R., Kim, K. M., Maloney, J., Miller, Z. F., & Rawal, H. (2019). Mobile-assisted language learning: A Duolingo case study. *ReCALL*, *31*(3), 293–311. https://doi.org/10.1017/S0958344019000065

[39] Lu, Y., & Xiong, T. (2023). The attitudes of high school students and teachers toward mobile apps for learning English: A Q methodology study. *Social Sciences and Humanities Open*, *8*(1). https://doi.org/10.1016/j.ssaho.2023.100555

[40] Luís, A. R. (2018). Perceptions of the educational benefits of mobile devices in language teaching and learning. *Advances in Intelligent Systems and Computing*, *746*, 1406–1415. https://doi.org/10.1007/978-3-319-77712-2_135

[41] Marangunić, N., & Granić, A. (2015). Technology acceptance model: a literature review from 1986 to 2013. *Universal Access in the Information Society*, *14*(1), 81–95. https://doi.org/10.1007/s10209-014-0348-1

[42] Mccarty, S., Sato, T., & Obari, H. (2017). *Implementing Mobile Language Learning Technologies in Japan*. http://www.springer.com/series/8914

[43] Moca, M., & Badulescu, A. (2023). Determinants of Economical High School Students' Attitudes toward Mobile Devices Use. *Sustainability (Switzerland)*, *15*(12). https://doi.org/10.3390/su15129331

[44] Mukhallafi, T. R. Al. (2018). Attitudes and Usage of MALL Among Saudi University EFL Students. *International Journal of English Linguistics*, *9*(1), 407. https://doi.org/10.5539/ijel.v9n1p407

[45] Mutambik, I. M. O. (2018). Exploring the readiness of students and English teachers to use e-learning for English as a foreign language in Saudi Arabia (Doctoral dissertation).

[46] Naveed, Q. N., Alam, M. M., & Tairan, N. (2020). Structural equation modeling for mobile learning acceptance by university students: An empirical study. *Sustainability (Switzerland)*, *12*(20), 1–20. https://doi.org/10.3390/su12208618

[47] Nikolopoulou, K. (2018). Mobile learning usage and acceptance: perceptions of secondary school students. *Journal of Computers in Education*, *5*(4), 499–519. https://doi.org/10.1007/s40692-018-0127-8

[48] Nikolopoulou, K. (2021). Mobile devices and mobile learning in Greek Secondary Education: Policy, empirical findings and implications. In *Handbook for Online Learning Contexts: Digital, Mobile and Open: Policy and Practice* (pp. 67–80). Springer International Publishing. https://doi.org/10.1007/978-3-030-67349-9_6

[49] Oraif, I., & Elyas, T. (2021). The impact of COVID-19 on learning: Investigating EFL learners' engagement in online courses in Saudi Arabia. *Education Sciences*, *11*(3), 1–19. https://doi.org/10.3390/educsci11030099

[50] Prandi, C., Valva, A., Salomoni, P., Roccetti, M., & Mirri, S. (2023). Incidental language and culture learning through mobile technologies: a multi-case study. *Multimedia Tools and Applications*, *82*(29), 46039–46063. https://doi.org/10.1007/s11042-023-16095-1

[51] Qashou, A. (2021). Influencing factors in M-learning adoption in higher education. *Education and Information Technologies*, *26*(2), 1755–1785. https://doi.org/10.1007/s10639-020-10323-z

[52] Sabti, A. A., & Chaichan, R. S. (2014). Saudi high school students' attitudes and barriers toward the use of computer technologies in learning English. *SpringerPlus*, *3*(1). https://doi.org/10.1186/2193-1801-3-460

[53] Shen, F., Liang, L., & Feng, Y. (2023). A study on factors influencing Chinese undergraduate EFL learners' self-directed use of mobile English learning resources. *Frontiers in Psychology*, *14*. https://doi.org/10.3389/fpsyg.2023.1189055

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

[54] Stockemer, D. (2018). Quantitative Methods for the Social Sciences: A Practical Introduction with Examples in SPSS and Stata. In *Quantitative Methods for the Social Sciences: A Practical Introduction with Examples in SPSS and Stata*. Springer International Publishing. https://doi.org/10.1007/978-3-319-99118-4

[55] YÜKSELİR, C. (2017). A Meta-synthesis of Qualitative Research about Mobile Assisted Language Learning (MALL) in Foreign Language Teaching. *Arab World English Journal*, *8*(3), 302-318–318. https://doi.org/10.24093/awej/vol8no3.20

[56] Zheng, X., Ismail, S. M., & Heydarnejad, T. (2023). Social media and psychology of language learning: The role of telegram-based instruction on academic buoyancy, academic emotion regulation, foreign language anxiety, and English achievement. *Heliyon*, *9*(5). https://doi.org/10.1016/j.heliyon.2023.e15830

[57] Zhou, Q., Hashim, H., & Sulaiman, N. A. (2023). A Systemic Review (2014–2023) on the Mobile-Assisted Blended Learning for English as a Foreign Language Education with a Focus on Empirical Studies. *International Journal of Interactive Mobile Technologies*, *17*(24), 153–172. https://doi.org/10.3991/IJIM.V17I24.42019

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

Appendix A

1- The following general questions about your personal information and your English level and learning:

الأسئلة العامة التالية حول معلوماتك الشخصية وعن تعلمك ومستواك في اللغة الانجليزية

How old are you? كم عمرك؟		
15-16	17-18	19-20
What is your English level ? ما هو مستواك في للغة الإنجليزية؟		
Beginner مبتدئ	Intermediate متوسط	Advanced متقدم

What is your own mobile device? ما هو جهازك المحمول؟			
Phone جوال	Tablet جهاز لوحي	Ipad آيباد	I don't have device لا أمتلك جهاز
Other اخرى			

How many hours do you spend daily on your mobile device? كم عدد الساعات التي تقضي على الجهاز المحمول يومياً؟		
1 hour or less ساعة أو أقل	2 hours or more ساعتين أو أكثر	4 hours or more أربع ساعات أو أكثر

How many hours do you spend to use the mobile device for learning English ? كم عدد الساعات التي تقضي على الجهاز المحمول لتعلم اللغة الإنجليزية؟		
1 hour or less daily ساعة أو أقل يوميا	2-3 hours daily ساعتين الى ثلاث ساعات يومياً	3-4 hours weekly ثلاث الى أربع ساعات اسبوعياً
Other اخرى		

What is your goal to use the mobile device for learning English? ما هو هدفك من استخدام الجهاز المحمول لتعلم اللغة الإنجليزية؟				
Learn vocabbulary لتعلم المفردات	Practice speaking لممارسة المحادثة	Listen to audios للاستماع للمقاطع الصوتية	Practice writing لممارسة الكتابة	Read english text انجليزية لقراءة نصوص
Other اخرى				

2- The following items to measure the perceived of usefulness towards using MALL in learning English:

العبارات التالية لقياس إدراك فائدة استخدام الجهاز المحمول كمساعد في تعلم اللغة الإنجليزية

I use the mobile device for learning English to accomplish learning tasks more quickly. استخدم الجهاز المحمول لتعلم اللغة الإنجليزية لإنجاز مهام التعلم بسرعة				
Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

I use the mobile device for learning English to improve my study performance. أستخدم الجهاز المحمول لتعلم اللغة الإنجليزية لتحسين ادائي الدراسي				
Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

I use the mobile device for learning English to increase my productivity. استخدم الجهاز المحمول في تعلم اللغة الإنجليزية لزيادة انتاجيتي				
Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

- I find using the mobile device is useful for learning English.

أجد أن الجهاز المحمول مفيد لتعلم اللغة الانجليزية

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة

- I use the mobile device for learning English to access instantly on learning tasks regardless of my location.

استخدم الجهاز المحمول لتعلم اللغة الإنجليزية للوصول الفوري لمهام التعلم بغض النظر عن موقعي

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

3- The following items to measure the <u>perceived ease of use</u> towards using MALL in learning English:

العبارات التالية لقياس إدراك سهولة استخدام الجهاز المحمول كمساعد في تعلم اللغة الإنجليزية

- I find using the mobile device for learning English is cumbersome.

أجد أن استخدام الجهاز المحمول لتعلم اللغة الإنجليزية مرهق

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

- I find the mobile device for learning English is easy to use.

أجد أن الجهاز المحمول في تعلم اللغة الإنجليزية سهل الاستخدام

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

- I feel it is easy to become skillful in using the mobile device for learning English.

أشعر انه من السهل ان أصبح ماهر في استخدام الجهاز المحمول لتعلم اللغة الإنجليزية

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

- I find it is flexible to use the mobile device for learning English.

أجد أن استخدام الجهاز المحمول مرن في الاستخدام لتعلم اللغة الانجليزية

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

- I can easily access to resources for learning English through the mobile device.

أستطيع الدخول بسهولة على مصادر لتعلم اللغة الإنجليزية من خلال الجهاز المحمول

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

4- The following items to measure the <u>behavioral intention to use</u> MALL in learning English:

العبارات التالية لقياس القصد السلوكي في استخدام الجهاز المحمول كمساعد في تعلم اللغة الإنجليزية

- I believe it is a good idea to use the mobile device for learning English.

اعتقد ان استخدام الجهاز المحمول لتعلم اللغة الإنجليزية فكرة جيدة

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

- I believe that I will enjoy using the mobile device for learning English.

أعتقد أني سأستمتع باستخدام الجهاز المحمول لتعلم اللغة الانجليزية

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

5- The following items measure the <u>actual use</u> towards using MALL in learning English:

العبارات التالية لقياس الاستخدام الفعلي للجهاز المحمول كمساعد في تعلم اللغة الإنجليزية

- I prefer using the mobile device for learning English over other learning tools.

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

أفضل استخدام الجهاز المحمول لتعلم اللغة الإنجليزية عن أي أدوات تعليم اخرى

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

- I will recommend the mobile device for learning English to my classmates.
سأوصي باستخدام الجهاز المحمول لتعلم اللغة الإنجليزية لزملائي في الصف

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

- I plan to use the mobile device for learning English in the future.
أخطط لاستخدام الجهاز المحمول في تعلم اللغة الإنجليزية في المستقبل

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

6- The following items measure the social influence towards using MALL in learning English:
العبارات التالية لقياس التأثير الاجتماعي في استخدام الجهاز المحمول كمساعد في تعلم اللغة الإنجليزية

- My family support me to use the mobile device for learning English.
عائلتي تدعمني في استخدام الجهاز المحمول لتعلم اللغة الانجليزية

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

- My friends'recommendation influences me to use the mobile device for learning English.
أتأثر بتوصيات أصدقائي في استخدام الجهاز المحمول لتعلم اللغة الإنجليزية

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

7- The following items to measure the school support towards using MALL in learning English:
العبارات التالية لقياس الدعم المدرسي في استخدام الجهاز المحمول كمساعد في تعلم اللغة الإنجليزية

- My school support me to use the mobile device for learning English.
مدرستي تدعمني لاستخدام الجهاز المحمول لتعلم اللغة الانجليزية

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

- My teacher guides and supports me on how to use the mobile device for learning English.
استاذي يرشدني لكيفية استخدام الجهاز المحمول لتعلم اللغة الانجليزية

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

8- The following items to measure the financial cost towards using MALL in learning English:
العبارات التالية لقياس التكلفة المادية في استخدام الجهاز المحمول كمساعد في تعلم اللغة الإنجليزية

I can easily access on the internet as Wi-Fi, 5G, or 4G to use the mobile device for learning English.
أستطيع الدخول على الانترنت بسهولة من خلال الانترنت اللاسلكي أو بيانات الجيل الخامس والرابع

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

10- I use the mobile device for learning English through paid apps.
استخدم الجهاز المحمول لتعلم اللغة الإنجليزية من خلال التطبيقات المدفوعة

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

11- I use the mobile device for learning English through free apps.
استخدم الجهاز المحمول لتعلم اللغة الإنجليزية من خلال التطبيقات المجانية

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

9- The following items to measure the <u>self-efficacy</u> towards using MALL in learning English:

- I know how to use the mobile device for learning English even if no one has taught me.
أعرف كيف استخدم الجهاز المحمول لتعلم اللغة الإنجليزية حتى ان لم يعلمني أحد

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

- I have enough skills on how to use efficiently the mobile device for learning English.
أمتلك المهارات الكافية لكيفية استخدام الجهاز المحمول لتعلم اللغة الانجليزية

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

- I can use the mobile device for learning English even if there's no one to help me.
أستطيع استخدام الجهاز المحمول لتعلم اللغة الإنجليزية حتى إن لم يساعدني أحد

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 2862-2886, 2024
DOI: 10.55214/25768484.v8i6.2574