THE IMPACT OF USING SMARTPHONES IN THE ENGLISH LEARNING PROCESS FOR BEGINNERS IN THE UNITED KINGDOM.

A dissertation submitted in partial fulfilment of the requirements for the degree of Bachelor of Science (Honors) in Business Information Systems

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Declaration

I hereby declare that the thesis submitted is my own work and is not copied or taken from any source except for those which have been properly cited and acknowledged. The work has not been presented to any other institution for the seeking any degree or qualification.

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Date: 16/April/2018

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Signature:
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ABSTRACT

A technological revolution has been witnessed in the past two decades. This has also impacted on the way people communicate and interact in work, study and within their societies. During language learning and teaching, many options can be considered from the world of technology to help in teaching and learning a new language, such as radio, CD ROM, TV, computers, C.A.L.L, electronic dictionaries, email, blogs, smartphones, cassettes, videos, DVDs, and VCDs. The significant growth of information technology has offered a better means for exploring new teaching techniques and models. As a result, technology can affect the English learning process for beginner learners. Creating multimedia to enhance and develop context for learners has its own advantages and disadvantages. This research analyses the use of smartphones during classes and examines how their use might improve the learning process.

**Purpose** – The purpose of this paper is to understand how students use their smartphones during the English learning process.

**Design/methodology/approach** – The primary research methods are questionnaires and interviews, which were combined with secondary research to obtain meaningful results.

**Research limitations/implications** – Sample group targeting and being accepted to work in English academies to apply the primary research methods.

**Keywords** – Smartphones, E-learning, English, Learning process.
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1 CHAPTER ONE: INTRODUCTION

1.1 Introduction

Learning a new language requires different strategies for the learner to follow in order to develop new skills and knowledge. Teaching a new language also necessitates a variety of methods and strategies. Learning English as a second language has become necessary in many sectors in our lives, e.g., in education, anthropology, media, and linguistics (Chuang & Yang, 2010; Rautrao, 2010). Public study has shown that there are more than 400,000 international students studying in higher education in the United Kingdom (UK) (UK Council for International Student Affairs (UKCISA, 2017). Some international students come to the UK before their university courses start to join English academies to enhance their English learning process, so they can join their desired universities, experiencing new environments and a new culture. With the unprecedented growth of smartphone users over the last ten years (Gautami, 2015), this study investigates how international students studying in the United Kingdom use their smartphone devices to learn English. The majority of people use smartphones to communicate, for social networking, taking photos, listening to music and other activities, but do people use smartphones in their education? Or, to be more specific, would people use their smartphone devices to help them gain new English vocabulary and improve their skills? This is what we will find out through this investigation. The reasons for choosing this topic are now set out. Firstly, the integration of smartphones in the language learning process is gaining in interest from researchers. Secondly, this topic is directly related to the degree that this research is conducted within: Business Information Systems. This research was limited to only covering international students studying in Cardiff for two reasons. Firstly, the university this research was conducted at is based in Cardiff. Secondly, the target population can be easily accessed.

1.2 Research Questions and Aim

This research aims to answer the following questions:

I. To what extent do the English learning academy students depend on mobile phones for communicating in English?

II. How could smartphones advantage beginner learners to improve their English?

III. Are the apps downloaded for student work as expected?

IV. What are teachers’ perceptions about the use of smartphones in English language learning?
V. Does the use of smartphones affect students’ engagement and motivation in learning?

This question aims to elucidate the research general focus:
“How students studying English in the United Kingdom use their smartphones in their learning process.”

1.3 Purpose of The Study

The objectives of the research are to identify how smartphones are used by students to improve their English, especially for beginner learners, as we can imagine that they are more likely to be using smartphones during their classes to translate or search for word definitions. This research will discuss whether smartphones improve or hinder the English learning process and the ways that students are currently using their smartphones to enhance their reading, writing, speaking and listening skills. Lastly, the purpose of this paper is twofold, the first is to understand and discuss student opinions on their right to use smartphones during their classes, followed by the second, which is to consider, from the other side, the English teachers’ perspectives on the students’ use of smartphones in class during teaching.

To sum up, these are the project objectives:

- To critically review the literature to achieve a good understanding of the scope and limitations of mobile learning technology and its applications for mobile learning.
- To examine the capabilities and limitations of using smartphones for English learning in Cardiff-based English academies.
- To design a suitable methodology for primary data collection, including the design of the questionnaires and the interviews.
- To evaluate accessibility, ethics and other relevant issues that may occur during the data collection process.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

There are three essential purposes of a literature review. Firstly, to identify the scope and the focus of a research project. Secondly, to provide questions for the research leading to the framing of the research study. Thirdly, the literature review increases the accuracy and conciseness of study questions (Saunders et al., 2012). In this chapter a critical review is provided of relevant literature in the field of the smartphone industry and how smartphones have been used in learning contexts. It consists of three major sections:

The first section is about:

- Smartphone industry and growth:
  - The establishment of smartphones.
  - Distinguishing smartphones from other ICTs.

The second section will consider:

- The theoretical background of the impact of mobile phones in teaching-learning contexts:
  - Short descriptions of different studies carried out on the effectiveness of mobile phones in classroom instruction.
  - The views of different researchers about the impact of mobile phones in teaching-learning contexts.
  - Information about which apps are downloaded frequently in which context, and so on.

Lastly, the third section is about:

- An overview of English education in the United Kingdom:
  - What methods English academies use to teach English.

2.2 Search Strategies

With the growth in the smartphone industry, there has been a significant increase in the amount of literature related to this topic. Therefore, this research employed two methods to cover the overall context and explore in-depth the topic of involving smartphones in education. The first method was using MetSearch, which is Cardiff Metropolitan University’s library discovery service. This method includes all the books, journals, articles and research stored in the databases linked to Cardiff Metropolitan University. The second method involved searching in
two other databases dependently. The first database is called ProQuest Central and it is one of the largest multidisciplinary databases on the market. It includes all major topics from a variety of subjects, is easy to use and the results can be defined in a simple manner. The second database is called the ACM Digital Library. The reason for choosing this database is because it offers full-text articles for the subject areas of computing and information technology. Searching in a specific database means that it contains key information about the research topic, and this helped exploring facts and figures in greater detail.

The databases were searched using the following keywords: ‘smartphones’, ‘English learning process’, ‘mobile learning’, and ‘English learning apps’. Then the word ‘beginner’ was entered to limit the results, and the search parameters were changed to only return articles published in the last twelve years to ensure recency and relevancy of information.

2.3 Inclusion and Exclusion Criteria

Inclusion criteria determines what kind of research papers to be included when searching for literature review, and exclusion criteria decides the research papers that will not be included in the literature review.

In Figure 1 below are the criteria chosen to refine the database results:

<table>
<thead>
<tr>
<th>Inclusion criteria</th>
<th>Exclusion criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>English reference</td>
<td>Other language referenced</td>
</tr>
<tr>
<td>Literature review</td>
<td></td>
</tr>
<tr>
<td>Reports and figures</td>
<td>Study used an observational design only</td>
</tr>
<tr>
<td>Technology-related</td>
<td></td>
</tr>
<tr>
<td>Must be published in the last twelve years.</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 1 Presenting the criteria used for the literature review.*

2.4 Smartphone Industry and Distinguishing Smartphones from Other ICTs

Smartphones such as the iPhone, Samsung and Nokia emerged into our world as hybrids of PDAs (Personal Digital Assistants) in the early 1990s, bringing with them a diverse collection of hardware-based and software-based functionalities. The smartphone revolution has
developed considerably since that time. The release of the iPhone device in 2007 by Apple moved the use of smartphones from only calling and texting to running software with much more functionality. The iPhone also introduced so-called “apps”, which could be downloaded to the iPhone for different purposes. Some apps are pre-installed on the smartphone, but most apps are freely and cheaply available for installation. Statista website recently estimated that there are over more than two million apps available in the Appstore (Statista, 2018).

Thanks to apps, devices could be highly customized and personalized for the first time, and offered communication, information production, organization and content management under one umbrella. Although smartphone devices are only pocket-sized, they can be more functional than computers and can run complex software and store large amounts of data (Goundar, 2011). Their functionality includes a camera, keyboard, web browser, audio recording, and very high standard resolution screens. All smartphones include the ability to connect with the internet through protocols such as WIFI, 3G or Bluetooth, in some cases. Thanks to this connectivity, data flows in a timely way through many devices around the world (Woodcock, Middleton, and Nortcliffe, 2012). With all the functions and versatilities that smartphones offer, the nature of communication is affected and, therefore, by extension, the nature of education could be affected in the future. This research is intended to shed light on how students and teachers use such functions and features as mentioned above, and their opinions on involving smartphones in language education.

2.5 Theoretical Background of The Impact of Mobile Phones in Teaching-Learning Contexts

A smartphone device is defined as a small handheld computer with a touchscreen display including a keyboard for text input. Smartphones, mobile phones, tablets, computers, PDAs, eBook readers and all other similar devices are considered as mobile devices (Kukulska et al., 2009). The power of using portable computing in the form of a smartphone device is available to everyone, and the use of smartphones should now be considered for use in education (Goundar, 2011). Everyone has their own way of learning new skills, experiences, languages, and so on. The results of a survey conducted by Pearsoned (2018) illustrate that 87% of students used their laptop for university work, followed by 64% of students using their smartphone, and 40% using tablets for learning purposes during university. In terms of the English learning process, an investigation of an Australian provincial university was carried out by Farley et al.
They uncovered that students effectively used technologies such as smartphones and tablets more than the use of computers to assist their English learning. This research led to the second question that English teachers were asked in the interviews regarding whether or not they thought technology actually enhanced English skills development.

Thornton et al. (2005) produced three studies on e-learning. The studies took place at a Japanese University. They showed that students felt that using smartphones in learning is “a valuable teaching method” p217. The work also suggests that many students hold class information in their phones, and mobile phones have an important potential for them. Furthermore, the authors claim that multimedia is widely used by teachers to interact with students (Thornton et al., 2005). This leads to questions that were asked of teachers in this study regarding whether or not they allow students to use smartphones during their English classes, and whether or not they are used for communication. ICT offers students in higher education the possibility of creating a flexible learning environment. It also offers the potential to offer creative, interactive experiences without time and space barriers, which promote independent learning and collaborative learning (Cabero Almenara, 2005: 80). The concept of “cloud computing” includes services running in a web browser, such as emails, social networks and websites. Cloud computing allows the flow of data in collaboration and in addition to safe data storage. According to Ernst & Young Global (2011) “cloud computing, technically, is a computing paradigm in which tasks are assigned to a combination of connections, software and services accessible through a network. This network of servers and connections is collectively known as the cloud. Users can access the cloud resources from anywhere at any time in order to share information, to build educative projects in cooperative dynamics which promote the interaction”. In addition, ICT helps build capacity for experiences of collective and collaborative learning. In general, according to Thomas (2011), teachers use cloud computing:

1. As tool in the teaching-learning process
2. As a learning environment with the ability to customise preferences and study needs.
3. As a safe place to store data with the ability to access it and use it anywhere and anytime.
4. As a solution to the need to copy all information from one computer to another when purchasing a new device.
2.6 The Apps That Are Used to Learn English and How They Work

This research will analyse some of the Mobile applications available to help self-study to improve speaking, listening, reading and writing when learning English. A research was done by Rajib, 2016 was conducted to support the apps selection for this research. The downside is that the research in question only focused on android apps. The research was done in 2016, however, and so not much has changed. Therefore, that work is still relevant in helping the study to uncover apps used by students both in the past and currently. The research showed that there are more than twenty-five apps which could be installed on android software. Android software is compatible with more than 100 types of mobile phones including Nokia, Samsung, and Google phones. Below are the most used apps and their features according to Android’s Google Play store:

- **English Level Checker**: this app was designed for people who have learned English but need to develop their skills. The app contains multiple question tests to evaluate participants’ skills in speaking and written English skills. The tests include grammar, idiomatic expressions, and common errors in using English.

- **Google Translate**: This is a simple and very common app used to translate 103 languages. The app includes the pronunciation of words and a copy and paste feature. People can also use the microphone to pronounce words and the app will pick up what is said and translate it. The app has 5-star reviews from more than 3 million users (Apple, 2018).

- **ESL Daily English**: this app was created for people who are always on the go. It helps learners to learn English through podcasts. The use of the app is very simple. The user can download any episode from a variety of podcasts available in the app and listen to them anywhere and anytime. No matter if the learner is a beginner or advanced, the app contains podcast episodes for all levels. For beginners, the app translates episode descriptions to preferred languages.

- **Busuu**: This app offers a wide range of vocabulary. Learners who are looking to expand their vocabulary either for academic use or for daily use can use this app. The app contains words definitions in English if needed.

- **LearnEnglishGrammar**: This app was developed by the British Council as an interactive app to improve learners’ grammar, especially their grammatical accuracy. The app also offers four levels of questions, from beginner level to advanced level. Each level covers
twelve grammar topics with twenty activates per topic. The apps offer a 24-hour help centre so that students do not get stuck trying to solve the interactive tasks.

- MyWordBook2: This app was developed by the British Council and Cambridge university to create a set of interactive interfaces for students to learn new words and additional vocabulary which can be downloaded from the Cambridge dictionary to the app directly (Rajib, 2016).

For iOS users, research was done in 2016 during the designing of a new app for English learners called “English Grammar Learn&Test” to enhance learners’ vocabulary and grammar practice, it was done by Anca-Georgiana, & Bogdan, (2016). According to the research, students had three reactions towards grammar-focused lessons. One group of students found grammar very appealing, the second group found grammar incredibly boring, while the last group of students simply had difficulty understanding and using it in everyday life. Some of these reactions may clearly hold back students from learning and developing their language. Therefore, the aim of the research discussed was to create interaction, and a simple, enjoyable and useful app for learning English and its grammar for android and IOS devices. The researchers stated “the concept is designed to create a daily 5 minute education window wherever the student is: in the school-bus (sic), waiting for the tube, in the park, etc., since the smartphone is their pocket-ready educational tool. As content, the “English Grammar Test & Learning” app offers 120 short grammar and vocabulary lessons, more than 1000 grammar questions, 20 tests for practice (each containing 30 random questions), Evolution Table and the wrong answers list (sic) after each test. The app is free, ready to be used and available at Google Play store and Appstore” (Anca-Georgiana & Bogdan ,2016) p.10. This app was downloaded 350,000 times. There were 170,000 sessions per month and it was rated as 4.4 out of 5, with the genre average being 4.1/5, according to Google statistics. One conclusion that could be drawn is as follows: the numbers of available English learning applications and the number of sessions undertaken per month could indicate that students are using e-learning materials to replace traditional English teaching-and-learning methods and to support self-study. Van Ullen and Kessler (2016) noted “while mobile technology has many benefits for users, librarians should keep in mind that apps may not always perform as expected” p.58, after testing and evaluating the functionality and the accuracy of a number of basic Android and IOS apps that could be downloaded to mobile devices. However, the authors continued, saying that “students seem to accept apps at face value and possibly with good reason” (Van Ullen and Kessler, 2016) p.59. This finding underpins the research question about whether apps work as expected. To obtain further details,
the questionnaire participants will be asked if they are satisfied with the apps they use to learn English.

2.7 Learning Languages for Beginners with Smartphones

Smartphones can be a positive, beneficial tool to be used in vocabulary acquisition, pronunciation, spelling, listening and reading. These essential skills can be enhanced and developed in different ways by using smartphones. However, a point that people have raised is that English students in many academies (Chi-Yen Chiu, 2015) are not allowed to use their smartphones during classes, whatever the purpose. Is it right to ban the use of smartphones during classes, or is their use beneficial for the students, especially new learners? A study was undertaken at Aljouf University located in Saudi Arabia stated that “…feelings of anxiety become more threatening when the language instructors’ manner of error correction is rigid and humiliating and when they consider language class a performance rather than a learning place” (Naliveettil & Alenazi, 2016). This point raises the question of whether students find that the best way of learning a new language is by using a smartphone to translate, hear the pronunciation of the word, search for definitions, as well as a range of other reasons. Could the banning of smartphones during classes negatively affect student performance? These are some of the questions that are asked of English teachers during collecting data.

From another perspective, the results of a study carried out at Griffith University in Australia drew on data from 232 students to investigate how they are advantaged by using smartphones daily to improve their English. The results indicated that even though technology has not yet been included in the curriculum, students use smartphones and social media for their education (Rung, Warnke & Mattheos, 2014). This finding might suggest an opportunity for teachers to create new educational methods, materials and activities that are suitable for including smartphone technology. Therefore, during the interviews to collect data for this research, teachers are asked about their suggestions for including smartphones in the education process in an effective manner.

2.8 English Academies: Studying Criteria and Evaluation

English academies do offer English language courses for all levels, such as beginner, intermediate, pre-intermediate and advanced, with other courses to support certain skills such as IELTS or academic skills. International students join academies to help them achieve the
required score on IELTS or TOEFL tests in order to study in United Kingdom universities. IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language) are two of the most common and widely accepted tests to certify a student’s English proficiency before starting their higher education. English academies help beginners to learn general English before starting academic English classes. For advanced learners, academies help students strengthen their academic English. The method used to teach is the Direct Method, which is often used in teaching foreign languages. This means that a student must not use his/her native language during the learning process. This method relies on real-life objects, pantomiming and visual materials to teach concepts and vocabulary. Furthermore, grammar is taught by using an inductive approach and focusing on question-answer patterns. The aim of this method is to create direct relations between word and ideas, experiences and language, thoughts and expressions. Students are not allowed to use their smartphones in their classes as they are not allowed to translate, and they need to focus during classes to understand and interact with the teacher and other class members. Each Friday, students are given a short test to decide whether or not to upgrade them a level (Flood, 2005).

2.9 Summary of Chapter:

Chapter one provided an overview of the research aims and objectives. This chapter reviewed past and present literature about the research topic, which concerns the use of smartphones in the learning context for better understanding, as well as introducing other research findings about the number of students using smartphones in universities. This section also highlighted various apps that were developed to benefit international students when learning English. It also provided an overview of English academies in Cardiff which students join before university to enhance their English language, and their studying criteria and evaluation.
3 CHAPTER 3: METHODOLOGY

3.1 Introduction:

The term “methods” refers to the techniques and procedures used to obtain data and carry out analysis such as questionnaires, observation and interviews, including both quantitative data which are statistical, and qualitative data which are non-statistical (Saunders et al., 2012). However, the term “methodology” refers to “the theory of how research should be undertaken” (Saunders et al., 2012). Questionnaires and interviews methods were combined to collect the data for this research.

3.2 Methods

Below are set out types of methods used for collecting data:

3.2.1 Observation

Observation is a means of conducting primary research. It is a means of watching, listening and analysing reactions and interactions. There are situations in which using an observation method is the most suitable method, for example, when the research concerns investigating human interactions while discussing a specific topic (Saunders et al., 2012). In addition, there are two types of observation: participant observation, which involves the researcher participating in the group that been selected for observation, and non-participant observation, which does not involve the participation of the researcher (Saunders et al., 2012). These observational methods were not employed in this research because, firstly, when people know that they are being observed, their behavior might be affected either positively or negatively. Secondly, there is always a possibility of incomplete observation or/and recording details (Saunders et al., 2012). Lastly and most importantly, most academic schools will not allow non-student individuals to participate in student classes (Kumar, 2010).

3.2.2 Interviews

There are many ways in which a researcher can conduct primary research. One of the ways may be through interviews, and an interview can be formal or informal depending on the research topic. The advantage of conducting formal interviews is that the person or persons being interviewed will feel comfortable leading to a feeling of freedom where respondents are more likely to open up to the interviewer. Informal interviews can be linked to unstructured interviews, where there are no specific questions that need to be asked, and, rather, topics are
merely “touched upon”. Structured interviews are likely to be formal interviews, where the researchers ask a predetermined set of questions which use the same wording and order of questions, and which are specified in the interview schedule. An interview schedule is a written list of questions, which can be open-ended or closed, and an interview may be conducted face-to-face, by telephone, or by other electronic media (Saunders et al., 2012). An advantage of a structured interview is that it provides uniform information, which will assure comparability of data. Structured interviewing would require fewer interviewing skills than an unstructured interview (Saunders et al., 2012). This research will include formal interviews with English teachers to discuss their opinions about using smartphones in English classes and to discuss feedback in questionnaires from their students. All the interviewees will be asked open-ended questions. The reason for choosing interviewing is to collect primary data to obtain in-depth details and opinions which can directly support the research outcomes.

3.2.3 Questionnaires

A questionnaire is defined as a written list of questions, where the answers are recorded by the respondents. Within the questionnaire, the respondents read the questions and interpret what is expected and write down the answers. One of the downsides to questionnaires is that not every person will be willing to fill out an entire questionnaire, and, furthermore, some people may not provide serious answers as their anonymity allows them to conduct themselves however they wish. On the other hand, questionnaires are inexpensive and convenient in teasing out the answers to specific questions. Surveys are reasonably easy when it comes to creating them, as they offer a myriad of question types such as multiple choice, ranking, Likert-scales, open-ended questions and essay questions. Plonsky et al. (2014) would also agree, stating that surveys are relatively easy, and they can be entered into specific software for both qualitative or quantitative analysis. Questionnaires can be disseminated through social media via social platforms such as Facebook, email, Twitter and list serves. While questionnaires have the ability to reach a wide participant base, there is a great risk that participants will interpret questions differently, especially if the instrument was not piloted. The questionnaire method was adopted in this study to collect data from students to find out how they are currently using their smartphones in the learning process. More details about questionnaire design are provided in the next section of this chapter (Saunders et al., 2012).
3.2.4 **MetSearch Database**

MetSearch was the third method used to collect data. MetSearch is the main Cardiff Metropolitan University library discovery service. This method helped in collecting secondary research from books, articles and journals.

3.2.5 **Summary**

Data was collected from two sources: secondary data collected through the internet (mostly MetSearch and Google Scholar), books, journals and articles, and primary resources which were obtained through survey forms and interviews. The surveys will be distributed to the international students studying in selected English academies in the Cardiff area. The students’ teachers will be interviewed based on the survey outcomes. Both the survey and the interview questions meet the aims and the objectives of the research.

3.3 **Methodology**

3.3.1 **Methodology Used**

Research methodology is defined as a strategy of enquiry which moves the study from underlying assumptions to designing the research and collecting data. There are different research methodologies, but the most common are quantitative and qualitative approaches (Saunders *et al.*, 2012). On one level, these terms both refer to the understanding of knowledge. According to Domegan and Fleming (2007: 24) “[q]ualitative research aims to explore and to discover issues about the problem on hand, because very little is known about the problem. There is usually uncertainty about dimensions and characteristics of problem. It uses ‘soft’ data and gets ‘rich’ data”. Qualitative approaches are about natural settings and human responses. The methodology used for this topic is a quantitative approach as it will allow the data to be collected from questionnaires and interviews to be characterised by statistical analysis.

3.4 **Study Process**

3.4.1 **Target Group**

The target group will be the international students studying in international academies in Cardiff. The reason for choosing English academies is because they are generally the first choice for international students for improving their English. The questionnaire will be given to students studying in beginner and intermediate classes as they are thought to be more likely to use their smartphones during their classes. There is not a specific number of questionnaires
or interviews included in this study, but estimates are that the amounts will be between 50-100 students and 5-10 interviews. However, this depends on how many students and teachers accept participating. The way to access the target group is by asking the two academic schools’ offices if it is possible to give the questionnaires to the students in their break time. Another alternative option is when there is a Saudi, Qatar and Oman student club event, where permission can easily be sought.

3.4.2 Access, Sampling and Recruitment

Sampling concerns deciding who to collect the primary data from and why they are the preferable choice of participant. The sample size of this project was composed from two English academies in Cardiff. The way to access the target group is by asking the two academic schools’ offices if it possible to give the questionnaire to students at break time. Another way to reach international students is when there are Saudi, Qatar and Oman student club events where permission can easily be obtained. According to Google Maps, there are eleven English academies in Cardiff and only two will be selected.

3.4.3 Questionnaire Design

Once the indicators, variables and the components of the research had been identified, the second step was to design the questionnaire. The structure of the questions and the type of response for each question are the two-important aspects of any questionnaire. There are three structures of survey questions: closed questions, open-ended questions and contingency questions. Closed questions (multi-choice) ask the respondent to choose between multiple answers which match their opinion most closely (Saunders et al., 2012). The question could offer simple alternatives such as ‘Yes’ or ‘No’, for example, or offer a choice between different frequency scales such as importance scales or agreement scales. Closed questions were the main structure used during collecting data for this research. The reason for choosing this structure was because the target group of the research is beginner learners of English. The questions need to be understandable and straight-forward to answer. Closed questions are easy and quick to answer. These questions do not allow the respondent to be more creative or to develop ideas, and the research adjectives are very narrow so as another source of information, an interview method was adopted to gain wider understanding and explanation of some aspects of the questionnaire results.
Open-ended questions are those questions where respondents have the freedom to write his/her opinion without any pre-determined choices being offered. The respondent normally supplies their response in a gap or box under the question. This structure was not used in this research since the target group will not have enough English ability to write full answers. Some participants may try, but this would make it harder and people may just prefer not to attempt an answer at all.

The questionnaire survey is divided into two sections. The first section is the demographics and social characteristics section to know more about the participants and their general backgrounds, the devices they are using and whether or not they use them for learning English. The second section is divided into two parts. The first part is to be answered by the people who do not use smartphones and the second part is to be answered by the people who do for learning English. The questionnaire was carried out using Qualtrics, which is an online questionnaire software provided by Cardiff Metropolitan University. Online surveys are more effective in terms of flexibility and time (Saunders et al., 2012). No pen and paper are needed either, offering greater ease of completion.

3.4.4 Interview Design

A semi-structured interview was designed for English teachers to gain in-depth details about the research topic. After gathering the questionnaire findings, English teachers will be interviewed to discuss the findings of the questionnaire. The teachers will be asked directed questions, but they are welcome to add their own opinions, as they are linguistically capable of elaborating.

3.4.5 Pilot Test of The Research Questionnaire Methodology

It is important to test the questionnaire before collecting data. Testing the questionnaire comes after the design. Testing helps with planning the sample size besides developing the questionnaire itself and facilitating its evolution. This process also provides greater understanding concerning whether the survey outcomes meet with the purpose of the project or not. Piloting the questionnaire also helps simplify the questions to ensure a good response rate. The questionnaire for this project was tested on a sample from the target group. As a result, the feedback helped improving the questions by changing as follows:

- The English that was provided was too complex for the target group. As such, it was simplified for the audience to be able to understand it. As an example, one
question’s wording was changed from “during classes” to “in the classes”, as learners were not sure what “during” meant.

- Some questions were not clear for the audience. For example, in one of the questions people were asked about the type of smartphone they are using. The second choice was “iOS based”, which was confusing, so it was instead changed to “iPhone” for ease of understanding.

- Some questions started with “I use” while others started with “Are you” and it was felt that this could potentially confuse participants. Therefore, all questions were changed to start with “I”.

3.5  Approach to Data Analysis

3.5.1  Approach to the Analysis of the Questionnaire

The questionnaire was conducted using an online platform called Qualtrics. Qualtrics is a simple online tool used to gather data from questionnaires and transform them into charts. The reason for choosing this software was because it was provided by the university, and so was convenient as well as reliable. After gathering all student responses, the data will be presented in charts. Analysing data will create information which will help readers understand an overview of the students’ responses.

3.5.2  Approach to the Analysis of Teachers’ Interviews

The approach used to analyse the English teachers’ interviews is thematic analysis. Nowell, Norris, White, & Moules (2017) argued that “thematic analysis is a qualitative research method that can be widely used across a range of epistemologies and research questions. It is a method for identifying, analyzing, organizing, describing, and reporting themes found within a data set”. The main advantages of using thematic analysis are that it is a useful method for highlighting similarities and differences in answers, supporting unanticipated insights, and summarising the key points for a large amount of data (Braun & Clarke, 2006). King (2004) suggests that using this well-structured approach will improve the research outcomes and make the research clearer and more organised. After gathering the English teachers’ interview data for this research, the Braun and Clark thematic analysis steps were taken to analyse the data:

- Step 1: Reading the transcript, making notes about all first impressions.
- Step 2: Labelling relevant elements, such as words, sentences and sections. Labelling could be grouped into actions, concepts, opinions or certain activities.
• Step 3: Grouping important codes into different categories, thereby bringing several codes together. There can be two or more codes.
• Step 4: Trying to connect several categories if they share similarities.
• Step 5: Ordering the categories by importance and summarising the figures.
• Step 6: Writing up the final results, describing how the categories are linked, and discussing the results (Clarke, and Braun, 2014)

3.6 Ethical Considerations
This research was approved by Cardiff Metropolitan University. Furthermore, careful steps were taken to ensure that all precautions were in place to keep interview participants’ information private and secure, since it had their personal data within it. This did not apply to questionnaire participants, as their data was anonymous. All participants were provided with information about the study and gave informed consent and were told that all the collected data will be kept in a safe place and deleted when no longer needed. All data were saved on secured Cardiff Metropolitan University computers. Individuals had the right to withdraw at any time, and were told that they were free to do this without any negative consequences.
CHAPTER FOUR: EVALUATION/DISCUSSION

4.1 Introduction
The main goal of this study was to investigate how students use smartphones in their English learning process. The study also explores whether teachers allow the use of smartphones while learning and how to best incorporate smartphones into the English learning process. In this section of the report, the findings from the student questionnaires and teacher interviews are presented.

4.2 Findings
4.2.1 Questionnaire

Participants’ details:
Through the questionnaire which was given to English learners, 97 students participated: 53% males and 47% females, as shown in Figure 2.

![Figure 2 showing the gender of the participants.]

Figure 3 below shows the age groups of the participants. They were mainly aged between 26 and 36. A sizeable group were aged between 22 and 25.
53% of the students who took the questionnaire study English as full-time students, 21% study English part-time, and 26% of the students did not study English and so were withdrawn from the questionnaire as they are not the target group, as figure 4 below shows.

92% of the students who study English either part-time or full-time use smartphones in their English learning process, as Figure 5 below shows.
The students who use their smartphone use it for the following reasons:

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speaking</td>
<td>18.95%</td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>Writing</td>
<td>27.45%</td>
<td>42</td>
</tr>
<tr>
<td>3</td>
<td>Listening</td>
<td>26.80%</td>
<td>41</td>
</tr>
<tr>
<td>4</td>
<td>Reading</td>
<td>25.49%</td>
<td>39</td>
</tr>
<tr>
<td>5</td>
<td>Other</td>
<td>1.31%</td>
<td>2</td>
</tr>
</tbody>
</table>

Other people said that smartphones improved their communication skills in general.

On the other hand, of the 8% of students who don’t use their smartphones in their English learning process, 44% of them said that they do not use them because smartphones destroy their focus while learning, 33% said that they do not use them because their English teacher does not allow the use of smartphones in class, and 11% of the students selected the option “I don’t find using smartphones for English useful”. One of the students said, “I use my
smartphone to improve my language, not as part of my learning process”, which indicate that student do use their smartphones even if they are not allowed to use it in English classes. Also they see a difference between better communication in English and the classroom-based learning of English.

The apps students use for their English learning process:

Students were asked about what apps they use for their learning process. 68% use Google Translate. 17% use the Oxford English Dictionary app and 9% of the students use the Cambridge School Dictionary app, as table 6 shows. Some students mentioned other apps which are Learn English Teens app, the Medical translator app, and the Mani app.

![Graph showing app usage](image)

Figure 8: showing the apps students use during their English learning process.

A striking 88% of the students expressed their satisfaction with the apps they use during the learning process, while the remaining 12% were not satisfied with the apps they use.
The use of smartphones in English classes:
When students were asked “Are you allowed to use your smartphone in your classes?”, 53% of the students answered “yes” and 47% answered “no”. In addition to this, 47% of the students who use their smartphones in their learning process felt that it is their right to do so, while 53% of students took the opposite view.

How students use smartphones to benefit their English learning process:
Students were asked about how they use smartphones in their learning process. The table below shows the results:

<table>
<thead>
<tr>
<th>The question</th>
<th>Agreed</th>
<th>Disagreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smartphones are necessary for me to translate English words into my language:</td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>I use smartphones to define English words and show synonyms:</td>
<td>84%</td>
<td>16%</td>
</tr>
<tr>
<td>Smartphones have supported my overall learning process:</td>
<td>79%</td>
<td>21%</td>
</tr>
<tr>
<td>Smartphones destroy my attention when I use them in class / lecture:</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>I use my smartphone to help me improve my English, but I would prefer not to:</td>
<td>49%</td>
<td>51%</td>
</tr>
</tbody>
</table>
During free time, I watch English content on my smartphone to help me improve my English:  
<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>76%</td>
</tr>
<tr>
<td>24%</td>
</tr>
</tbody>
</table>

I use smartphones in order to communicate, to help me improve my English:  
<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>77%</td>
</tr>
<tr>
<td>23%</td>
</tr>
</tbody>
</table>

*Figure 10: the questionnaire results.*

### 4.2.2 Semi-Structured Interviews

The interviews were carried out to support and supplement the questionnaire results. Here are the main categories mentioned during the teachers’ interviews:

#### The use of smartphones in English classes

The first question asked of the teachers was “Are smartphones allowed to be used during classes for learning purposes such as searching for word definitions or translation?” The main findings included:

- Students are allowed to use smartphones in classes but with restrictions to keep students focused in the class.
- Normally, students will not use their phones unless the teacher has stated that it is acceptable to do so.

The teachers generally showed positive opinions about the use of smartphones within classes if it is for study-related reasons. However, students are offered dictionaries to understand any new vocabulary they need to learn, and this particularly applies to beginner students. Teachers demonstrated their teaching method which will help students learn English without the use of translation. However, students have the freedom to use smartphones in their studies if it is felt necessary.

#### The advantages and disadvantages of using smartphones while learning

The second question that teachers were asked is “From the questionnaire which was given to the English learners, the results showed that 92% of the students use their smartphones, what are the advantages and disadvantages of using smartphones in the English learning process?” Teacher A answered “Advantages: firstly, nearly all students have one now and are comfortable using them. Secondly, fast access to huge amounts of information at your fingertips…students may feel a sense of familiarity with their phones when living in a foreign country, a sort of 'comfort blanket’”. Teacher C continued “the disadvantages are firstly, this access to information can be distracting, leading students to lose focus from the task at hand. Secondly,
face-to-face communication in class can be disrupted by smartphones - this is an issue in our Academy where the methodology is a communicative one”.

The use of smartphones in English teaching-and-learning contexts
In addition, teachers were asked about how smartphones can be used effectively in teaching-and-learning contexts. Teacher A said “I think course books and English teaching materials could/should incorporate tasks and ideas for using smartphones more intuitively”. Teacher B mentioned that “The smartphone needs to be seen as a tool to aid learning rather than a separate device for entertainment only in order for it to be used effectively”. He continued “This may depend on the age of the learner. Digital natives, for example, may find it more difficult to focus solely on their phone as a tool”. This suggests that involving smartphones in the teaching-and-learning context can support both students and teachers for more effective experiences. Teachers also were asked about their suggestion of including smartphones in the education process in an effective manner. Teacher C mentioned that, in a few weeks, they will use a gaming app which students can download and use in the classes to play competitive games with their teacher. The teacher will say words and students need to choose the correct definition and collect points and rewards. Moreover, this activity will include multi-media material to interact with students. Lastly, teachers were asked whether they think using technology enhances English skills development or not. Teacher C answered “I think there is potential there which is not always developed. A good teacher will be able to utilise smartphones as a tool to help students, yes. A student can practice reading, listening, speaking and writing while using a smartphone, so there is no reason why not”.

The use of smartphones for education reasons outside English academies
Lastly, teachers were asked “Outside the academy, how can students use their smartphones to improve their English?”. The main findings showed that teachers advise students to use large, free amounts of material available online to help students supplement their learning process. Teacher D said, “We recommend our students to listen to podcasts on topics they are interested in, or the radio, as well as BBC 6-minute English, for example, to help with their listening skills.” Teacher C mentioned that “They can use WhatsApp messaging groups with their classmates to practice writing and reading skills.” Teacher A suggested “students can record themselves speaking and listen back to hear their pronunciation and intonation”
4.3 Discussion

Most of the questionnaire and interview participants agreed that smartphones positively impact English education in direct and indirect ways. However, some students agreed that using smartphones does negatively impact them while learning. Nevertheless, overall, students do find using smartphones supports their English learning process in a positive way. Teachers are seen as more engaged and interested in the involvement of smartphones in the English teaching-learning context by creating ideas where it can benefit students and help them improve their English skills. As mentioned in the interview findings, one of the teachers mentioned they will use an app to improve their teaching methodologies by using multi-media material to interact with students, which supported claims of the research carried out by Thornton et al. (2005), which claims that multimedia is widely used by teachers to interact with students. Teachers mentioned that one of the advantages of using smartphones is “everyone is comfortable using them” which supported the research done by Goundar (2011), who claimed that the power of using portable computing in the form of smartphone devices is available to everyone and should be considered for use in education (Goundar, 2011). Students showed their satisfaction with the apps they are using in their learning process which was one of the considerations mentioned in the literature review. The questionnaire findings revealed that 84% of the students use smartphones to define English words and show synonyms. Similar findings were suggested by Chi-Yen Chiu (2015) who stated that smartphones can be a beneficial tool to be used in vocabulary acquisition, pronunciation, spelling, listening and reading.

4.4 Evaluation

VI. To what extent do the English learning academy students depend on mobile phones for communicating in English?

This research question was answered by the questionnaire. The findings clearly demonstrated that smartphones play a huge role in the students’ learning process.

VII. How could smartphones advantage beginner learners to improve their English?

Teachers suggested that students can use the free materials offered online such as the BBC 6-minute English podcast to improve their listening skills or communicate with their friends using WhatsApp to improve their writing.

VIII. Are the apps downloaded for student work as expected?

The questionnaire findings showed that 88% of students were satisfied with the apps they are using in their learning process, which means most apps are working as expected.
IX. What are teachers’ perceptions about the use of smartphones in English language learning?

From the teachers’ interview findings, teachers showed positive opinions on incorporating smartphones into the English learning process in general. Furthermore, however, it should be noted that teachers are strict about using smartphones in the classes, so students do not get distracted.

X. Does the use of smartphones affect students’ engagement and motivation in learning?

The questionnaire results showed that 43% of the students agreed that smartphones do negatively impact them when they use them while they are learning, while 57% of students disagreed. Responses are fairly evenly split, and may depend on students’ individual preferences.
5 CHAPTER FIVE: CONCLUSION

5.1 Research Objectives

In this section, there is a list of each objective and how it was targeted:

- To critically review literature to achieve a good understanding of the scope and limitations of mobile learning technologies and their applications for mobile learning.
  
  This objective was targeted by searching in MetSearch databases for books, journals and articles related to the research topic. All data were gathered and analysed in order to create the research questionnaire.

- To examine the capabilities and limitations of using smartphones for English learning in Cardiff English academies.
  
  This objective was achieved by targeting the academies’ students with a questionnaire to explore their use of smartphones in the learning process. English academy teachers were interviewed to explore in-depth information about the use of smartphones in English academies.

- To design a suitable methodology for primary data collection, including the design of the questionnaire and the interview.
  
  After conducting the literature review for this research, the online questionnaire form was designed to gain further information about the topic. Then, the interview questions were designed to gather information from teachers.

- To evaluate accessibility, ethics and other relevant issues that may occur during the data collection process.
  
  This objective was targeted by taking numerous steps to consider all the issues that may face the project. At the end, it can be said that the project was largely carried out successfully and certainly without any ethical issues or problems for participants.

5.2 Research Limitations

Throughout the course of the study, several limitations faced the research. The first was time constraints. Collecting data from the questionnaire and designing the interview afterwards and then analysing that data was extremely time consuming. Moreover, the small size of participants was another limitation. The number of students that answered the questionnaire
totalled 97 and only 5 teachers were interviewed. Therefore, the results of this research may not necessarily be generalised to the wider population. Lastly, there were three teacher interviews which had very similar answers. These were all positive opinions. It would have been more beneficial if there a wider variety of opinions, perhaps some negative, regarding the use of smartphones in English teaching-and-learning contexts.

5.3 **Recommendations**

Although using smartphones in the studying process is seen as beneficial with results of 92%, there were a significant amount of students (43%) who agreed that using smartphones for studying purposes can distract their attention from learning because they start using other social apps. This study therefore recommends that students delete or block social apps, or disable the internet, where appropriate, so as to diminish disruptions to attention when learning. In addition, this study recommends inventing new devices specialised for learning English listening, writing, reading and speaking skills so students and teachers can enjoy activities while studying without becoming distracted. To extend the present research, some future work could be undertaken. Firstly, a more comprehensive literature review could be conducted to explore possible theories related to the use of smartphones in educational contexts. Secondly, the target group could be expanded to reach more students and teachers for more in-depth, robust, generalisable information. Lastly, the research could be more wide-ranging to include possible further suggestions for the future development of English learning apps in order to benefit teachers and learners by scaffolding an easy and enjoyable learning experience.
REFERENCES


**BIBLIOGRAPHY**


APPENDIX:
Appendix 1: The Research Ethical Form

<table>
<thead>
<tr>
<th>Name of applicant:</th>
<th>Rawan Alghamdi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor (if student project):</td>
<td>Dr. Taslima begum</td>
</tr>
<tr>
<td>School / Unit:</td>
<td>Cardiff School of Management</td>
</tr>
<tr>
<td>Student number (if applicable):</td>
<td>St20072461</td>
</tr>
<tr>
<td>Programme enrolled on (if applicable):</td>
<td>BSc (Hons) Business Information Systems</td>
</tr>
<tr>
<td>Project Title:</td>
<td>The impact of using smartphones in English learning process in the United Kingdom.</td>
</tr>
<tr>
<td>Expected start date of data collection:</td>
<td>20/09/2017</td>
</tr>
<tr>
<td>Approximate duration of data collection:</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Funding Body (if applicable):</td>
<td>N/A</td>
</tr>
<tr>
<td>Other researcher(s) working on the project:</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Will the study involve NHS patients or staff?
No

### Will the study involve human samples and/or human cell lines?
No

### Does your project fall entirely within one of the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper based, involving only documents in the public domain</td>
<td>No</td>
</tr>
<tr>
<td>Laboratory based, not involving human participants or human samples</td>
<td>No</td>
</tr>
<tr>
<td>Practice based not involving human participants (e.g., curatorial, practice audit)</td>
<td>No</td>
</tr>
<tr>
<td>Compulsory projects in professional practice (e.g., Initial Teacher Education)</td>
<td>No</td>
</tr>
<tr>
<td>A project for which external approval has been obtained (e.g., NHS)</td>
<td>No</td>
</tr>
</tbody>
</table>

If you have answered YES to any of these questions, expand on your answer in the non-technical summary. No further information regarding your project is required.

If you have answered NO to all of these questions, you must complete Part 2 of this form.

In no more than 150 words, give a non-technical summary of the project:

This project will be undertaking research to evaluate a statement. The research will involve a number of primary and secondary research methods. The primary methods will involve a hand survey and interviews. The aim of the research is to discover whether the smartphones are used to improve English learning process in the United Kingdom or not and how students currently use them. The project at the end will provide detailed research about the topic mentioned side by side with the figures carried out of the survey and the interviews.

### DECLARATION:

I confirm that this project conforms with the Cardiff Met Research Governance Framework.

I confirm that I will abide by the Cardiff Met requirements regarding confidentiality and anonymity when conducting this project.

STUDENTS: I confirm that I will not disclose any information about this project without the prior approval of my supervisor.

Signature of the applicant: Rawan Alghamdi
Date: 20/11/2017

**FOR STUDENT PROJECTS ONLY**

Name of supervisor: 
Date: 

Signature of supervisor: 

**Research Ethics Committee use only**

Decision reached: 
- Project approved
- Project approved in principle
- Decision deferred
<table>
<thead>
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<th>A RESEARCH DESIGN</th>
<th></th>
<th></th>
</tr>
</thead>
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<td>A1</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td></td>
<td></td>
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<tr>
<td>A4</td>
<td>No</td>
<td></td>
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<td>A5</td>
<td>N/A</td>
<td></td>
</tr>
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<td>A6</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>A7</td>
<td>N/A</td>
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</table>

<table>
<thead>
<tr>
<th>B PREVIOUS EXPERIENCE</th>
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</thead>
<tbody>
<tr>
<td>B1</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>Student project only</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What previous experience of research involving human participants relevant to this project does your supervisor have?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 years of experience</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>C POTENTIAL RISKS</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>C1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Not meeting the deadline.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. All data should be kept secure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Present the university</td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Start as soon as possible</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Keep the files in safe place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Behave appropriately</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2: The Interview Questions

<table>
<thead>
<tr>
<th>Order of semi structured Interview</th>
<th>Discusses</th>
</tr>
</thead>
</table>
| 1) **Ask respondent approval to use recording systems**  
**Ask respondent to sign and acknowledge consent form** |           |
| 2) **Ask Background questions**  
Confirm information about;  
• name of the organization working for  
• years working as English teacher  
• years working for the organization  
• Level of study |           |
| 3) **discuss learning English methodology currently**  
• What methodologies does English academic is using to teach English?  
• Do student use their smartphones to translate or search for words definitions during classes?  
• Are smartphones allowed to be used during classes?  
• How does students get to learn the meaning of new vocabulary?  
• In which cases student are allowed or not allowed to use their smartphones during classes? |           |
| 4) **discussions about involving technology into learning process**  
• How can we cooperate technology in English learning process effectively?  
• Does using technology enhance English skills development? |           |
| 5) **technologies and learning / teacher’s personal opinions**  
• What is the advantages and disadvantages of using smartphones while learning English in classes?  
• through your career of teaching English, what do you think is the best way of learning new vocabulary?  
  For example: Translation, communication or reading definitions.  
• Do you think that each student has their own way of learning new vocabulary?  
• Can the frequent use of smartphones improve or entrap student learning process?  
• Outside the academy, how can student use their smartphones to improve their English? |           |

Appendix 3: The Student Questionnaire:
The project summary
The purpose of this research project is to gain an understanding of how international student use their smartphones in their English learning process. Why have you been asked to participate?
You have been asked to participate because you fit the description of the population being studied as an international student studying in the United Kingdom. Your participation is entirely voluntary, and you may withdraw at any time. This study should take around 2 to 3 minutes to complete. If you require any further information about this project or have any questions, then please contact; Rawan Alghamdi st20072461@outlook.cardiffmet.ac.uk
By accepting both boxes bellow you are agreeing to take part in this study, you are agreeing
that you are over 18 years of age, this study is voluntary and that you are able to choose to terminate your participation in this study at any time.

☐ I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily (1)

☐ I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason (2)

Q1 What is your age group?
   o 18-21 (1)
   o 22-25 (2)
   o 26 and 36 (3)
   o 37 and above (4)

Q2 What is your gender?
   o Male (1)
   o Female (2)

Q3 Do you study English?
   o No (3)
   o Yes, Part-time (1)
   o Yes, Full-time (2)

Q4 What type of smartphone do you use?
   ☐ Android based (1)
   ☐ iPhone (2)
   ☐ Windows based (3)
   ☐ Blackberry (4)
   ☐ other types: (5) ___________________
Q5 Do you use your smartphone in your English learning process?
  o Yes (1)
  o No (2)

Q6 If you don't use your smartphone through your learning process, which of the following best describe you:
  □ My smartphone destroys my focus while learning (1)
  □ I haven’t thought about using my smartphone to improve my English (2)
  □ My teacher won’t allow the use of smartphone while studying (3)
  □ I don’t find using smartphone for English useful (4)
  □ other (5) ______________________

Q7 What do you use the smartphone for? Choose one of the followings:
  □ Translation (1)
  □ To explore new vocabulary (2)
  □ To learn English skills (3)
  □ To find words definitions (4)
  □ other (5) ______________________

Q8 Do you use your smartphone to improve any of these skills?
  □ Speaking (1)
  □ Writing (2)
  □ Listening (3)
  □ Reading (4)
  □ Other (5) ______________________

Q9 What apps do you use for learning English purposes?
  □ Google Translate (1)
  □ Oxford English Dictionary (2)
  □ Cambridge School Dictionary (3)
  □ other apps? (4) ______________________

Q10 Are you satisfied with the apps you are using to learn English?
  o Yes (1)
  o No (2)

Q11 Are you allowed to use your smartphone in your classes?
  o Yes (1)
  o No (2)
Q12 Do you feel it’s your right to use smartphone in the classroom?
   o Definitely yes (1)
   o Probably yes (2)
   o Might or might not (3)
   o Probably not (4)
   o Definitely not (5)

Q13 Smartphones are necessary for me to translate English words into my language:
   o Strongly agree (1)
   o Somewhat agree (2)
   o Neither agree nor disagree (3)
   o Somewhat disagree (4)
   o Strongly disagree (5)

Q14 I use smartphones to define English words and show synonyms:
   o Strongly agree (1)
   o Somewhat agree (2)
   o Neither agree nor disagree (3)
   o Somewhat disagree (4)
   o Strongly disagree (5)

Q15 Smartphones have supported my overall learning process:
   o Strongly agree (1)
   o Somewhat agree (2)
   o Neither agree nor disagree (3)
   o Somewhat disagree (4)
   o Strongly disagree (5)

Q16 Smartphone destroy my attention when I use them in class / lecture:
   o Strongly agree (1)
   o Somewhat agree (2)
   o Neither agree nor disagree (3)
   o Somewhat disagree (4)
   o Strongly disagree (5)

Q17 I use my smartphone to help me improve my English, but I prefer not to:
   o Strongly agree (1)
   o Somewhat agree (2)
   o Neither agree nor disagree (3)
   o Somewhat disagree (4)
   o Strongly disagree (5)
Q18 During free time, I watch English content on my smartphones to help me improve my English:
   - Strongly agree (1)
   - Somewhat agree (2)
   - Neither agree nor disagree (3)
   - Somewhat disagree (4)
   - Strongly disagree (5)

Q20 I use smartphone in order to communicate, to help me improve my English:
   - Strongly agree (1)
   - Somewhat agree (2)
   - Neither agree nor disagree (3)
   - Somewhat disagree (4)
   - Strongly disagree (5)