

## **Dedication**

This thesis is dedicated to the memory of my father, Ibrahim Mohammad,

who enlightens me and paves my way.

May Allah rest his soul in Paradise

## **Acknowledgements**

First of all, I thank ALLAH the Almighty from the core of my heart for guiding and inspiring me. All good and nice things that I have had in my life are due to His Help, Love, and Mercy.

It is a pleasure to thank many people who made this thesis possible.

My sincere thanks go to my supervisor, Dr. Ishraga Bashier, for her support and constructive guidance that she always gave to me whenever I needed. Really I never forget Dr. Ishraga support.

I would like to express my special thanks to colleagues at Sudan University of Science and Technology, Muhammad, Mohammed, Abdurrahman who gave me so many kind suggestions on my research and provide an exciting and comfortable research environment.

I would like to thank Mr. Yassir Gassim and Mr. Nyron Gonzales for their great help during the journey of the Ph.D. I am extremely thankful to you "Nyron" for all your help.

I would thank all the participants for their willing participation in this research,

## **Abstract**

The purpose of this study is to investigate factors affecting the use of mobile Devices in the English Language learning in Sudanese context from the perception of learners and teachers in the Departments of English within the Colleges of Education of three Sudanese Government Universities. It also aims to demonstrate the benefits of using mobiles in English language learning and identify the barriers that hinder learners from mobile learning adoption. Mixed methods approach was applied to collect both quantitative and qualitative data; questionnaire and interview were used to gain the participants responds. The questionnaire was conducted with 90 English language learners and nine English teachers were interviewed. The Statistical Package for the Social Science (SPSS) was used to analysis the acquired data. The results of the analysis revealed the important findings such as: 1.The students have positive views towards using a mobile phone as effective learning tool. 2. The English language teachers' have positive attitudes towards the use mobile devices in English language learning. 3. Using a mobile phone has several benefits for learners, among them, enables students to learn English inside and outside the classroom. 4. the most important barriers include: The major and rapid development of mobile and negative English Language teacher attitudes

**Key words:** Mobile learning, Barriers and Perceptions.

## المستخلص باللغة العربية

هدفت هذه الدراسة للتعرف علي إتجاهات الطلاب وأعضاء هيئة التدريس نحو استخدام الجوال في تعلم اللغة الإنجليزية في المجتمع السوداني من وجهة نظر طلاب ومعلمي اللغة الإنجليزية من أقسام اللغة الانجليزية بكليات التربية في ثلاثة جامعات سودانية حكومية . كما تهدف أيضا إلى التعرف علي فوائد استخدام الجوال في تعلم اللغة الإنجليزية و تحديد بعض المعوقات التي تحول دون استخدام الجوال في عملية تعلم اللغة الإنجليزية. استخدم الباحث المنهج المختلط الكمي والنوعي معا لجمع البيانات الكمية والنوعية .أستخدم الباحث اداتي الاستبانة والمقابلة ، الإستبانة لجمع البايانت الكمية من ٩٠ طالبا وطالبة من طلاب اللغة الإنجليزية ،كما أستخدمت أداة المقابلة لجمع البايانت النوعية حيث أجري الباحث مقابلات مع تسعة أعضاء هيئة تدريس اللغة الإنجليزية. كما أيضا إستخدم الباحث برنامج الحزم الاحصائية للعلوم الاحصائية للعلوم الاجتماعية لتحليل البيانات المتحصلة من العينة حيث كشفت نتائج تحليل البيانات عن أهم منها: ١. إن معظم طلاب اللغة الانجليزية " افراد العينة" لديهم إتجاهات إيجابية نحو إستخدام الجوال في تعلم اللغة الإنجليزية. ٢. معظم أعضاء هيئية تدريس اللغة الانجليزية لديهم اتجاهات إيجابية نحو إستخدام الجوال في تعلم اللغة الانجليزية. ٣. هنالك عدة فوائد من تبني الجوال في تعلم اللغة الانجليزية منها: يساعد علي تيسير عملية التواصل بين الطلاب والمعلمين داخل وخارج الفصول الدراسية ، يجعل الطالب أكثر إنتاجية ويساهم في تبادل الخبرات والمعارف بين الطلاب والمعلمين. ٤. من أهم المعوقات التي تحول دون استخدام الطلاب للجوال في تعلم اللغة الانجليزية التطور المتارع في أجهزة الجوال ومنع المعلمين للطلاب من إستخدام الجوال داخل الفصول الدراسية.

## Table of contents

	Page
Dedication	I
Acknowledgement	Ii
Abstract in English	iii
Abstract in Arabic	vi
Table of content	V
List of Tables	ix
List of Figures	xii
CHAPTER ONE: The General Framework of the Study	
1.1 Overview	1
1.2 Background of the study	1
1.3 Statement of the Research Problem	3
1.4 Objectives of the Study	4
1.5 Research Questions	5
1.6 Research Hypotheses	5
1.7 Significance of the Study	6
1.8 Research Methodology	7
1.9 Research Matrix	9
1.10 Ethical Considerations	9
1.11 Delimitations of the Study	10
1.12 Research Design	10

1.13 Summary	10
CHAPTER TWO: Theoretical Framework and Literature Review	
2.1 Introduction	11
2.2 Mobile learning	12
2.3 Learning Theories in Relation to Mobile Learning	14
2.4 Diffusion of Innovation	24
2.5 Technology Acceptance Model	34
2.6 M-learning and E- learning	37
2.7 The Benefits and Drawbacks of Mobile Learning	57
2.8 Mobile learning, advantages, Drawbacks, and Challenges	59
2.9 Barriers Obstruct Adoption of Mobile Learning	61
2.10 Review of Previous Studies	73
2.11 The Future of Teaching and Learning with Mobile Technologies	79
2.12 Question for the Future of M-learning	81
2.13 Summary	82
CHAPTER THREE: Research Methodology	
3.1 Introduction	84
3.2 Research Method	84
3.3 Population and Sampling	85
3.4 Data Collection Techniques	
3.5 Research Procedures	88

3.6 Research Questions, Hypotheses and the Research Instruments	88
3.7 Validity and Reliability	89
3.8 Final Instrument	93
3.9. Data Analysis	94
3.11 Summary	94
CHAPTER FOUR: Presentation, Analysis, and Interpretations	
4.1 Introduction	95
4.2 Sample of the Study Demographic Characteristics	96
4.3 Research Questions and Hypotheses:	98
4.4 Question One:	99
4.5. Question Two:	102
4.6 Question Three:	108
4.7 Question Four:	109
CHAPTER FIVE: Conclusions, Findings, and Recommendations	
5.1 Introduction	127
5.2 Conclusion	127
5.3 Research Findings	128
5.4 Recommendations	130
5.5 Suggestions for Further Research	131
References	132
Appendix (A) Student's Questionnaire	149

Appendix (B) Teachers' interview	154
Appendix (C) Consent Form	158
Appendix (D) Statistical Analysis	180



## List of Tables

	<b>Page</b>
Table1.1 Shows the relationship between research questions and data collection instruments	10
Table 2.1 Shows the comparison between e-learning and Mobile learning	45
Table 2.2 Shows comparison in the context of learning	46
Table 2.3 Shows the Ways to implement mobile pedagogy	59
Table 2.4 the a advantages and disadvantages of Learning Systems	65
Table 3-1, The Research Questions, Hypotheses and the Research Instruments	106
Table 3-2 , Validity of the Questionnaire	108
Table 3-4, The questionnaire Reliability Statistics	109

Table 1.5 The Research Timelines	113
Table: 4 .1 Demographic Characteristics of the Sample	117
Table 4. The sample of the Study Perceptions.	118
Table 4.3 The average mean value	119
Table 4.4 Sample of the study attitudes about Using mobile as integrated tool into class	120
Table 4.5 Students' perceptions' regarding the benefits of mobile learning in English language learning	125
Table 4.6 The barriers that obstruct English language learners from using mobile	131
Table4.7, The correlation relationship between using a mobile device as a learning tool, and the benefits	136
Table4.8, The correlation relationship between using a mobile device as a learning, and the barriers	137
Table (4.9) T-test to compare between students attitudes regarding the use of a mobile phone as a learning tool integrated into classroom by age & gender	138
Table (4.10) T-test to compare between learners perceptions toward the benefits of using a mobile phone for learning the English language related to age and gender:	139

Table (4.11) T-test to compare between learners perceptions 140  
toward the barriers of using mobile phones for learning the  
English language related to age and gender:

## List of Figures

	<b>Page</b>
Figure1: Research Theoretical framework	14
Figure 2-2: Illustrated from Rogers Diffusion of Innovation	29
Figure 2-3 The Relationship Between the types of adapters	33
Figure 2.4 Illustrates the place of M-learning as part of E-learning and Distance-learning.	41